

Week 31 Lesson Planner

	Monday (Day 1) <i>pages 210–213</i>	Tuesday (Day 2) <i>pages 214–217</i>	Wednesday (Day 3) <i>pages 218–221</i>	Thursday (Day 4) <i>pages 222–225</i>	Friday (Day 5) <i>pages 226–228</i>
Phonics and Word Study	Read words with two or more syllables and the VCCV pattern.	Read words with two or more syllables and the VCCV pattern.	Read words with <i>ear</i> .	Read words with <i>aw</i> .	<ul style="list-style-type: none"> • Quiz • Differentiated review
Spelling	<i>person, morning, problem, window, absent</i>		<i>clear, heard, hear, learn, early</i>		
Written Vocabulary/ Sight Words	<i>late, yawn, wake up, woke up, knock, trapped, familiar</i>		<i>late, yawn, wake up, woke up, knock, trapped, familiar</i>		
Reading Comprehension	“The Morning Birds”		“The Morning Birds”		Differentiated review
Reading Fluency Practice				Pairs: “The Morning Birds”	Differentiated review
Oral Vocabulary		<i>fool, trick, pretend, crush, shock, log</i>			
Read-Aloud		“The Lion and the Jackal”		“The Lion and the Jackal”	
Shared Writing		Publish group stories.		Pairs read their stories to each other.	
Homework	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 82 in <i>Student Activity Book</i> “The Morning Birds” 	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 83 in <i>Student Activity Book</i> • “The Morning Birds” • Study for quiz. 	Re-read “The Morning Birds.”
Day 5 Review: Differentiated Instruction	<p>First Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to re-read “The Morning Birds.” • Group B (Exceeds Expectations): Work in pairs to read any supplementary reader. • Group C (Needs Additional Support): Review Phonics and Word Study. <p>Second Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to read any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “The Morning Birds.” • Group C (Needs Additional Support): Work in pairs to re-read “The Morning Birds.” 				

Grade 2 National Standards for Reading and Comprehension

Learning Outcomes: Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.

Learning Objectives: Identify vowels and recognize consonants

• Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Write sentences using spelling and sight words • Read diverse types of writings • Identify features of a folktale • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Use vocabulary words in sentences • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts.

OBJECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *late, yawn, wake up, woke up, knock, trapped, familiar*
- Read and comprehend “The Morning Birds”

LEARNING RESOURCES

- Student copybooks
- Let's Read*
- Student Activity Book*

forget	sudden
happen	plastic
follow	basket
sudden	concert
	picnic

INTRODUCTION

1 MIN.

▶ Today we will read and spell words with two or more syllables, or parts. We will also learn some new vocabulary words and read a new story together.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.

<p>▶ Today we will learn to read words with 2 or more parts. The parts are called syllables. When you see a longer word that you do not know how to read, you can divide the word into parts.</p> <p>▶ One way to divide longer words into parts is to look at the first vowel. Then look at the consonants after the first vowel. If there are 2 consonants, divide the word between the 2 consonants. Say the first part. Say the second part. Read the word.</p> <p>Point to <i>forget</i>.</p> <p>▶ The first vowel is o. I see 2 consonants after the o: r and g. I divide the word between the r and g. (Draw a vertical line between the letters r and g: <i>for get</i>.)</p> <p>▶ I say the first part: <i>for</i>. I say the second part: <i>get</i>. The word is <i>forget</i>.</p> <p>Repeat with <i>happen</i>.</p>	<p>▶ Let's do it together.</p> <p>Point to <i>happen</i>.</p> <p>▶ What is the first vowel? <i>a</i>.</p> <p>▶ How many consonants are there after the first vowel? 2.</p> <p>▶ Where do we divide the word? Between the consonants, <i>p</i> and <i>p</i>. (Draw a vertical line between the letters <i>p</i> and <i>p</i>: <i>hap pen</i>.)</p> <p>▶ What is the first part? <i>hap</i>. What is the second part? <i>pen</i>.</p> <p>▶ Let's read the whole word together: <i>happen</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>follow</i> (<i>fol low</i>) • <i>sudden</i> (<i>sud den</i>) 	<p>▶ Now it's your turn.</p> <p>Point to <i>sudden</i>.</p> <p>▶ What is the first vowel? (<i>u</i>)</p> <p>▶ How many consonants are there after the first vowel? (2)</p> <p>▶ Where do you divide the word? (between the consonants, <i>d</i> and <i>d</i>)</p> <p>▶ What is the first part? (<i>sud</i>) What is the second part? (<i>den</i>)</p> <p>▶ Read the whole word. (<i>sudden</i>)</p> <p>Repeat with the remaining words. For <i>concert</i>, remind students that the letter c makes the sound /s/ before e.</p>

✔ **Daily Check:** Call on 2 students to read one word each.

SPELLING

10 MIN.

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with 2 or more parts. Watch and listen.</p> <p>🔊 The word is <i>person</i>. It has 2 parts, <i>per</i> and <i>son</i>. I hear 2 parts: <i>per</i> and <i>son</i>.</p> <p>🔊 The first part is <i>per</i>: /p/ (write p), /ūr/—and in this word it is spelled with <i>er</i> (write er). The next part is <i>son</i>: /s/ (write s), /ū/—and in this word it is spelled with the letter <i>o</i> (write o), /n/ (write n).</p> <p>Move your finger under the letters as you say the letter names:</p> <p>🔊 <i>p-e-r-s-o-n</i>, <i>person</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with 2 or more parts together. I will say the word. We will listen to each part. Then you will write the words in your copybooks as I write them on the board.</p> <p>🔊 The word is <i>person</i>. What 2 parts do we hear? <i>per</i> and <i>son</i>.</p> <p>🔊 Let's write <i>per</i>: /p/ (write p), /ūr/—and in this word it is spelled with <i>er</i> (write er). Now let's write <i>son</i>: /s/ (write s), /ū/—and in this word it is spelled with <i>o</i> (write o), /n/ (write n).</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>p-e-r-s-o-n</i>, <i>person</i>.</p> <p>Repeat with <i>morning</i> and <i>problem</i>.</p>	<p>🔊 Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.</p> <p>Dictate these words one at a time: <i>problem</i>, <i>window</i>, and <i>absent</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the word parts.</p>

✔ *Daily Check*: Call on 2 students to spell one word each.

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown on the next page at the left. Use objects, pictures, and demonstrations to help students understand the words.

1. late
2. yawn
3. wake up, woke up
4. knock
5. trapped
6. familiar

Now we will learn some new vocabulary words.

1. late	Point to <i>late</i> . This word is <i>late</i> . Let's read and spell it together: <i>late, l-a-t-e, late</i> . <i>Late</i> means past the time that something was supposed to happen. If you play on your way to school, you may be late for class. What are other reasons why you might come late to class?
2. yawn	Point to <i>yawn</i> . This word is <i>yawn</i> . Together: <i>yawn, y-a-w-n, yawn</i> . A <i>yawn</i> is a big breath of air we take in when we are tired, like this. (Demonstrate.) Let's pretend to yawn and say, "We are yawning!"
3. wake up, woke up	Point to <i>wake up</i> . These words are <i>wake up</i> . Together: <i>wake up, w-a-k-e u-p, wake up</i> . When we <i>wake up</i> , we stop sleeping. Let's pretend we are waking up. (Do the motions. Point to <i>woke up</i> .) These words are <i>woke up</i> . Together: <i>woke up, w-o-k-e u-p, woke up</i> . <i>Woke up</i> means that you stopped sleeping in the past, before now. For example, you just pretended to go to sleep, then you woke up.
4. knock	Point to <i>knock</i> . This word is <i>knock</i> . Together: <i>knock, k-n-o-c-k, knock</i> . <i>Knock</i> means to hit something with your fist and make a noise, like this. (Knock on a desk.) Let's all knock on our desks. (Do the motions.)
5. trapped	Point to <i>trapped</i> . This word is <i>trapped</i> . Together: <i>trapped, t-r-a-p-p-e-d, trapped</i> . When something is <i>trapped</i> , it means it's in a place it can't get out of. For example, fish can be trapped in a net. Birds can be trapped in cages. What else can be trapped in something?
6. familiar	Point to <i>familiar</i> . This word is <i>familiar</i> . Together: <i>familiar, f-a-m-i-l-i-a-r, familiar</i> . When something is <i>familiar</i> , it's something that you know well. For example, I am familiar with the sound of [name a sound] because I hear it every day. What is something you are familiar with?

The Morning Birds

by Cynthia Moore



Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at **waking up** in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be **late** for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto **woke up** early. She heard something outside that woke her up. **Yawning**, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Week 31

Let's Read Grade 2

Let's Read page 103

READING COMPREHENSION

20 MIN.

Now we will read a new story called "The Morning Birds." Please turn to page 103 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title and author.
- describe each picture, helping them with vocabulary as needed.

- find their vocabulary words in the pictures and text.
- predict what they think the story will be about.

FEATURES OF TEXT

▶ **Today’s story is fiction. A fiction story tells us about characters, places, and events that are not real. Remember that we can better understand what we read by answering Right There Questions and Think and Search Questions, and making Author and Me Inferences.**

▶ **Sometimes when you read, you’ll see a word you do not know. You can try to sound out the word, but sounding out the word does not help you understand what the word means. You need to listen to or read the whole sentence and use the context, or meaning, of the sentence to figure out the meaning of the word. You may also need to listen to or read the sentence before or after the sentence your word is in to get the word’s meaning.**

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students’ predictions. Which ones matched the story?

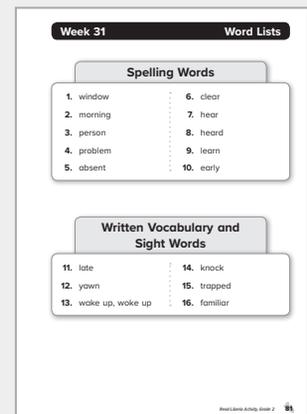
COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- ▶ **Right There Question: What did Korto do while the birds were singing?** (Korto hummed along until she learned the song of the birds.)
- ▶ **Think and Search Question: Why would Korto be late to school?** (She would forget to get up early.)
- ▶ **Author and Me Inference: Why did the birds keep singing outside Korto’s window?** (She gave them crumbs from the bread her mother baked.)
- ▶ **The story says that one morning Korto *squinted*. Remember, you can use the story’s context to figure out the meaning of a word. Listen as I read the sentence *squinted* is in. “Korto squinted at her mother through her sleepy eyes.” What is *squinted*?** (to look at something with your eyes almost closed)
- ▶ **What problem do the birds have?** (One bird was trapped.)
- ▶ **How was the bird’s problem solved?** (Korto set the bird free.)

 **HOMework**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 81 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.



Student Activity Book
page 81

OBJECTIVES

Students will be able to:

- Read words with two or more syllables and the VCCV pattern
- Demonstrate understanding of the vocabulary words *fool*, *trick*, *pretend*, *crush*, *shock*, *log*
- Listen to and comprehend “The Lion and the Jackal”
- Publish their stories

LEARNING RESOURCES

 *Let’s Read*

 Student copybooks

 *Student Activity Book*

contest	tablet
pencil	whisper
sentence	kitchen
tablet	normal
	perfect

INTRODUCTION

1 MIN.

👂 Today we will read some more words that have two or more parts. We will learn some new vocabulary words, and I will read a new story to you. Then we will publish our group stories.

PHONICS AND WORD STUDY

10 MIN.

Write the words on the board, as shown at the left.

		
<p>👂 Today we will read some more words with 2 or more parts. Remember that when you see a longer word that you do not know how to read, you divide the word into parts, read each part, then say the word.</p> <p>Point to <i>contest</i>.</p> <p>👂 I see that the first vowel is o. I see 2 consonants after the o. I divide between the n and t. (Draw a vertical line between the letters <i>n</i> and <i>t</i>: <i>con test</i>.)</p> <p>👂 I say the first part: con. I say the second part: test. The word is contest.</p> <p>Repeat with <i>pencil</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point to <i>pencil</i>.</p> <p>👂 What is the first vowel? The first vowel is e.</p> <p>👂 How many consonants are there after the vowel? 2.</p> <p>👂 Where do we divide the word? Between the consonants, n and c. (Draw a line between the letters <i>n</i> and <i>c</i>: <i>pen cil</i>.)</p> <p>👂 What is the first part? pen. What is the second part? cil. Remember that the letter c makes the sound /s/ before the letter i.</p> <p>👂 Let’s read the whole word together: pencil</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>sentence</i> (<i>sen tence</i>) • <i>tablet</i> (<i>tab let</i>) 	<p>👂 Now it’s your turn.</p> <p>Point to <i>tablet</i>.</p> <p>👂 What is the first vowel? (<i>a</i>)</p> <p>👂 How many consonants are there after the vowel? (2)</p> <p>👂 Where do we divide the word? (between the consonants, <i>b</i> and <i>l</i>)</p> <p>👂 What is the first part? (<i>tab</i>) What is the second part? (<i>let</i>)</p> <p>👂 Read the whole word. (<i>tablet</i>)</p> <p>Repeat with the remaining words.</p>

✔ **Daily Check:** Call on 2 students to read one word each.

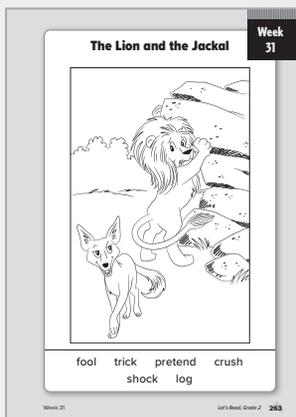
ORAL VOCABULARY

12 MIN.

Use objects, pictures, and demonstrations to help students understand the words.

🔊 **Now we will learn some new vocabulary words.**

1. fool	🔊 Fool. A <i>fool</i> is a person who is silly or who does something silly. For example, I would be a fool to [give an example of something foolish to do]. What else would make someone a fool? (Help individuals respond in well-formed sentences using <i>fool</i> .)
2. trick	🔊 Trick. To <i>trick</i> means to make someone believe something that is not true. For example, in the story “Stone Stew,” Anna tricked the village people into making stew for her by telling them that her stone was delicious. What other stories have you read where one character tricks another character? (Help individuals respond in well-formed sentences using <i>trick</i> .)
3. pretend	🔊 Pretend. To <i>pretend</i> means to act like something is true when it is not true. For example, you pretend a lot when you play. Sometimes you pretend to fight with your friends, when really you are just playing. Let’s pretend to fight. (Do the motions.)
4. crush	🔊 Crush. To <i>crush</i> means to press something very hard so that it breaks. For example, I can crush a bug by stepping on it hard with my shoe. What else can you crush? (Help individuals respond in well-formed sentences using <i>crush</i> .)
5. shock	🔊 Shock. <i>Shock</i> is when you feel really, really surprised, like this. (Hold your hands to your cheeks and make a shocked expression.) For example, if an elephant walked into our classroom right now, we would all be in shock. Let’s all pretend to be in shock. (Make the expression.)
6. log	🔊 Log. A <i>log</i> is a thick, round piece of wood that comes from a tree. For example, people can use a log to make a fire. What else can people use a log for? (Help individuals respond in well-formed sentences using <i>log</i> .)



Let's Read page 263

READ-ALOUD

13 MIN.

Now I'm going to read to you a new story called "The Lion and the Jackal." Please turn to page 263 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe the picture, helping them with vocabulary as needed.
- find any vocabulary words in the picture (e.g., *trick*, *crush*, *shock*).
- predict what they think the story will be about.

FEATURES OF TEXT

Remember that we can better understand the stories we read by asking Right There Questions and Think and Search Questions, and making inferences.

Another way to better understand a story is to figure out the meaning of words you do not know. To figure out the meaning of a word you do not know, use the context, or meaning, of the sentence.

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

The Lion and the Jackal

Once upon a time, Jackal looked for food near some big rocks. He did not see Lion. Lion came right up to him. Jackal thought, "Oh no! Lion will eat me." There was no time for Jackal to run away. But Jackal was no fool. He had a good plan. Jackal was standing by a pile of big rocks. The rocks were not going to fall, but Jackal planned to trick Lion into thinking that the biggest rock would fall on them. "Help! Help!" Jackal yelled. "We are doomed." [(Pause.) I am not sure what doomed means. Since Jackal is yelling for help, I think *doomed* means something terrible is going to happen. I will keep reading and see if that makes sense.] "That big rock is about to fall on us." Jackal pretended to shake with fear. "It will crush us!" he said. [(Pause.) Yes, I was right. *Doomed* must mean that something terrible is going to happen because Jackal says the rock will fall on them.] Lion looked up at the rock in shock. "Great King, you can save us," Jackal said. "Hold up this big rock. I will go and get a log to put under it." Lion held up the big rock just as Jackal asked. It took all of Lion's strength to hold up the rock with his front paws. Now Jackal was free to run away as fast as he could. And he did!

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- 1. **Right There Question: What was Jackal standing right by?** (a pile of big rocks)
- 2. **Think and Search Question: What was Jackal’s good plan?** (Jackal planned to trick Lion into thinking rocks would fall and crush them.)
- 3. **Author and Me Inference: Why did Jackal want to trick Lion?** (so Jackal could run away from Lion)
- 4. **The story says that Lion used all his *strength* to hold up the rock. Remember, you can use the story’s context to figure out the meaning of a word. Listen as I read the sentence *strength* is in. “It took all of Lion’s strength to hold up the rock with his front paws.” What is *strength*?** (being very strong or powerful)

SHARED WRITING

15 MIN.

- Today we will publish our group stories. Repeat after me: *publish*.
- Now you need to rewrite your stories in order to publish them. You need to indent when you put your sentences in a paragraph. That means that you need to go 5 spaces to the right and start your first sentence. Write your first sentence 5 spaces to the right on the large piece of paper.
- As you write your paragraph, make sure your sentences go from margin to margin on your paper and that you start a new sentences right after the last one, with a space in between.
- Now turn to a new page in your copybook. Rewrite your group story as paragraphs. *Indent 5 spaces. Copy your sentences from your edited and revised story. Write your story from margin to margin. Skip lines to make your story look neat. When you are finished, draw a picture to illustrate your group story at the bottom of the page.*

Walk around the room and check students’ work. Help them if they are having trouble.



HOMWORK

Have students complete page 82 in the *Student Activity Book* and read “The Morning Birds” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

Week 31 Day 2 Homework

Directions: Draw a line between the two middle consonants to divide each word into parts. Say the first part. Say the second part. Read the word.

un <u>tt</u> il	k <u>tt</u> en
f <u>tt</u> en	h <u>tt</u> dden
ad <u>tt</u> mit	pen <u>tt</u> cil
ten <u>tt</u> nis	pl <u>tt</u> astic
wit <u>tt</u> ness	sub <u>tt</u> ject
vel <u>tt</u> vet	in <u>tt</u> sect

Directions: Choose the best word to complete each sentence. Write the word on the line. Read the sentence aloud.

- My pencil was _____ under a book on my desk.
(happens, hidden)
- The school _____ that I like best is mathematics.
(subject, sentence)
- Last week I was _____ from school because I was sick.
(absent, perfect)
- They held a _____ to see who could run the fastest.
(concert, contest)
- I know a _____ who can play the guitar.
(problem, person)

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Student Activity Book
page 82

OBJECTIVES

Students will be able to:

- Read and spell words with *ear*
- Demonstrate understanding of and spell the vocabulary/ sight words *late, yawn, wake up, woke up, knock, trapped, familiar*
- Read and comprehend “The Morning Birds”

LEARNING RESOURCES

 Student copybooks

 *Let's Read*

 *Student Activity Book*

ear

year	near
heard	hear
learned	clear
early	
near	

INTRODUCTION

1 MIN.

🔊 Today we will read and spell words with *ear*. We will also review our vocabulary words and read “The Morning Birds” together again.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.

		
<p>Point to <i>ear</i>.</p> <p>🔊 Remember that we learned the letters e, a, r together make the sound /ēɹ/. In some words, the letters e, a, r together make the sound /ūr/.</p> <p>Point to <i>year</i>. Underline <u>ear</u>. 🔊 Here I see the letters e, a, r. In this word, ear together make the sound /ēɹ/. The word is /y/–/ēɹ/, year.</p> <p>Point to <i>heard</i>. Underline <u>ear</u>. 🔊 Here I see the letters e, a, r. In this word, the letters ear together make the sound /ūr/. The word is /h/–/ūr/–/d/, heard.</p> <p>Repeat with <i>learned</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>ear</i>. 🔊 Say the 2 sounds with me: /ēɹ/, /ūr/.</p> <p>Point to <i>learned</i>. 🔊 In this word, the letters ear together make the sound /ūr/. Let's read the word together: /l/–/ūr/–/n/–/d/, learned.</p> <p>Repeat with <i>early</i> and <i>near</i>. For <i>near</i>, tell students that the letters <i>ear</i> make the sound /ēɹ/ in that word.</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>ear</i>. 🔊 Say the two sounds. (/ēɹ/, /ūr/)</p> <p>Point to <i>near</i>. 🔊 What letters do you see here? (ear)</p> <p>🔊 In this word, what sound do the letters ear make? (/ēɹ/)</p> <p>🔊 Read the whole word. (/n/–/ēɹ/, near)</p> <p>Repeat with the remaining words. If necessary, remind students which sound the letters <i>ear</i> make in each word.</p>

✔ **Daily Check:** Call on 2 students to read one word each.

SPELLING

10 MIN.

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with <i>ear</i>. Watch and listen.</p> <p>🔊 The word is <i>clear</i>. I hear 3 sounds: /k/–/l/–/ēr/. /k/–/l/–/ēr/.</p> <p>🔊 The first sound is /k/. (Write <i>k</i>.) The next sound is /l/. (Write <i>l</i>.) The third sound is /ēr/. (Write <i>ear</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>c-l-e-a-r, clear.</i></p> <p>Repeat with <i>heard</i>.</p> <p>Erase the words.</p>	<p>🔊 Let’s spell some words with <i>ear</i> together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The word is <i>heard</i>. What sounds do we hear? /h/–/ūr/–/d/.</p> <p>🔊 Let’s write it: /h/ (write <i>h</i>), /ūr/—and in this word it is spelled with <i>ear</i> (write <i>ear</i>), /d/ (write <i>d</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>h-e-a-r-d, heard.</i></p> <p>Repeat with <i>hear</i>.</p>	<p>🔊 Now it’s your turn. I will say a word with <i>ear</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>hear, learn, and early</i>.</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell the word aloud using the letter names.</p>

✔ **Daily Check:** Call on 2 students to spell one word each.

1. late
2. yawn
3. wake up, woke up
4. knock
5. trapped
6. familiar

WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will review our vocabulary words.

1. late	Point to <i>late</i> . 🔊 Read the word: (<i>late</i>). Late means past the time that something was supposed to happen. If you play on your way to school, you may be late for class. What are other reasons why you might come late to class?
2. yawn	Point to <i>yawn</i> . 🔊 Read the word: (<i>yawn</i>). A yawn is a big breath of air we take in when we are tired, like this. (Demonstrate.) Let's pretend to yawn and say, "We are yawning!"
3. wake up, woke up	Point to <i>wake up</i> . 🔊 Read these words: (<i>wake up</i>). When we wake up , we stop sleeping. Let's pretend we are waking up. (Do the motions. Point to <i>woke up</i> .) Read these words: (<i>woke up</i>). Woke up means that you stopped sleeping in the past, before now. For example, you just pretended to go to sleep, then you woke up.
4. knock	Point to <i>knock</i> . 🔊 Read the word: (<i>knock</i>). Knock means to hit something with your fist and make a noise, like this. (Knock on a desk.) Let's all knock on our desks. (Do the motions.)
5. trapped	Point to <i>trapped</i> . 🔊 Read the word: (<i>trapped</i>). When something is trapped , it means it's in a place it can't get out of. For example, fish can be trapped in a net. Birds can be trapped in cages. What else can be trapped in something?
6. familiar	Point to <i>familiar</i> . 🔊 Read the word: (<i>familiar</i>). When something is familiar , it's something that you know well. For example, I am familiar with the sound of [name a sound] because I hear it every day. What is something you are familiar with?

The Morning Birds

by Cynthia Moore



Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at **waking up** in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be late for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto **woke up** early. She heard something outside that woke her up. **Yawning**, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Week 31

Let's Read Grade 2

Let's Read page 103

READING COMPREHENSION

20 MIN.

🔊 Now we will read "The Morning Birds" again. Please turn to page 103 in *Let's Read*.

BEFORE READING

PREVIEW

- Guide the students to . . .
- read the title and author.

- describe each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.

FEATURES OF TEXT

🔊 **Remember that we can better understand the stories we read by asking questions, making inferences, and using context clues to figure out the meaning of words we do not know. What are two kinds of questions we can ask about a story?** (Right There Questions and Think and Search Questions) **How do we make inferences?** (We can use details from the story to figure something out that the story did not directly tell us.) **Where can we find context clues?** (in the same sentence as a word we do not know; in the sentences before and after the sentence with the word we do not know) **Let’s read the story again to ask questions, make inferences, and use context clues.**

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

1. **Right There Question: What did Korto do while the birds were singing?** (Korto hummed along until she learned the song of the birds.)
2. **Think and Search Question: Why would Korto be late to school?** (She would forget to get up early.)
3. **Author and Me Inference: Why did the birds keep singing outside Korto’s window?** (She gave them crumbs from the bread her mother baked.)
4. **The story says that one morning Korto squinted. Listen as I read the sentence squinted is in. “Korto squinted at her mother through her sleepy eyes.” What is squinted?** (to look at something with your eyes almost closed)
5. **What problem do the birds have?** (One bird was trapped.)
6. **How was the bird’s problem solved?** (Korto set the bird free.)



HOMework

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 81 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 31 Word Lists

Spelling Words

1. window	6. clear
2. morning	7. hear
3. person	8. heard
4. problem	9. learn
5. absent	10. early

Written Vocabulary and Sight Words

11. late	14. knock
12. yawn	15. trapped
13. wake up, woke up	16. familiar

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Student Activity Book
page 81

OBJECTIVES

Students will be able to:

- Read words with *aw*
- Read fluently “The Morning Birds”
- Listen to and comprehend “The Lion and the Jackal”
- Read group stories to one another

LEARNING RESOURCES

Let’s Read

Student copybooks

Student Activity Book

aw

saw	yawn
dawn	draw
yawn	hawk
	paw
	straw
	crawl

The Morning Birds
by Cynthia Moore

Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be late for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto woke up early. She heard something outside that woke her up. Yawning, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Week 31 Let’s Read Grade 2 103

Let’s Read page 103

INTRODUCTION

1 MIN.

▶ Today we will read some words with the letters *aw*. You will read “The Morning Birds” with your partner. I will read “The Lion and the Jackal” to you again. Then we will read our published stories to each other.

PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left.

<p>Point to <i>aw</i>.</p> <p>▶ Today we will learn about the letters <i>aw</i>. The letters <i>aw</i> together make the sound /ô/.</p> <p>Point to <i>saw</i>. Underline <i>aw</i>.</p> <p>▶ Here I see the letters <i>a</i> and <i>w</i>. Together they make the sound /ô/. The word is /s/-/ô/, <i>saw</i>.</p> <p>Repeat with <i>dawn</i>.</p>	<p>▶ Let’s do it together.</p> <p>Point to <i>aw</i>. ▶ Say the sound with me: /ô/.</p> <p>Point to <i>dawn</i>. Point under <i>aw</i>. ▶ What letters do we see here? <i>a</i> and <i>w</i>.</p> <p>▶ What sound do they make together? /ô/.</p> <p>▶ Let’s read the whole word together: /d/-/ô/-/n/, <i>dawn</i>.</p> <p>Repeat with <i>yawn</i>.</p>	<p>▶ Now it’s your turn.</p> <p>Point to <i>aw</i>. ▶ Say the sound. (/ô/)</p> <p>Point to <i>yawn</i>. Point under <i>aw</i>. ▶ What letters do you see here? (<i>a</i> and <i>w</i>)</p> <p>▶ What sound do they make together? (/ô/)</p> <p>▶ Read the whole word. (/y/-/ô/-/n/, <i>yawn</i>)</p> <p>Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “The Morning Birds” on page 103 in <i>Let’s Read</i> and find words with the letters <i>aw</i> in the text (e.g., <i>dawn</i>, <i>yawning</i>). Write the words on the board as they find them.</p>		

✔ **Daily Check:** Call on 2 students to read one word each.



READING FLUENCY PRACTICE 

12 MIN.

Now you will read the story “The Morning Birds” with your partner. Please turn to page 103 in *Let’s Read*.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently to the whole class.

READ-ALoud

13 MIN.

Now I’m going to read to you the story “The Lion and the Jackal” again. Please turn to page 263 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *fool, trick, pretend, crush, shock, log*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

FEATURES OF TEXT

- That this story is fiction. What does a fiction story tell us? (characters, places, and events that are not true/that are made up by the author)
- What can we do to better understand a story? (ask Right There Questions and Think and Search Questions, make inferences, and use context clues to figure out the meanings of words we do not know) **We have been reading “The Morning Birds.” That is a fiction story about a girl who has trouble waking up on time for school. Let’s listen to today’s story again, then ask questions, make inferences, and use context clues to figure out the meanings of words we do not know.**

The Morning Birds

by Cynthia Moore

Some people like getting up in the morning. They jump out of bed at dawn, eager to start a new day. Korto was not one of those people. She was not very good at waking up in the morning.

Every morning her mother would call her to get up. And Korto would reply that she was getting out of bed. Sometimes she did get up, but sometimes she went right back to sleep.

On days when this happened, Korto would be late for school. She kept telling herself that she would get up early the next morning and get to school on time. But when the next morning came around, she would forget.

One morning Korto woke up early. She heard something outside that woke her up. Yawning, she went to the window and looked out. She saw two birds singing in the tree outside her bedroom window.

Week 31

Let’s Read, Grade 2 103

Let’s Read page 103

The Lion and the Jackal

Week 31



fool trick pretend crush
shock log

Week 31

Let’s Read, Grade 2 263

Let’s Read page 263



DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

▶ The Lion and the Jackal

Once upon a time, Jackal looked for food near some big rocks. He did not see Lion. Lion came right up to him. Jackal thought, “Oh no! Lion will eat me.” There was no time for Jackal to run away. But Jackal was no fool. He had a good plan. Jackal was standing by a pile of big rocks. The rocks were not going to fall, but Jackal planned to trick Lion into thinking that the biggest rock would fall on them. “Help! Help!” Jackal yelled. “We are doomed.” [(Pause.) I am not sure what *doomed* means. Since Jackal is yelling for help, I think doomed means something terrible is going to happen. I will keep reading and see if that makes sense.] “That big rock is about to fall on us.” Jackal pretended to shake with fear. “It will crush us!” he said. [(Pause.) Yes, I was right. *Doomed* must mean that something terrible is going to happen because Jackal says the rock will fall on them.] Lion looked up at the rock in shock. “Great King, you can save us,” Jackal said. “Hold up this big rock. I will go and get a log to put under it.” Lion held up the big rock just as Jackal asked. It took all of Lion’s strength to hold up the rock with his front paws. Now Jackal was free to run away as fast as he could. And he did!

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

- ▶ 1. **Right There Question: What was Jackal standing right by?** (a pile of big rocks)
2. **Think and Search Question: What was Jackal’s good plan?** (Jackal planned to trick Lion into thinking rocks would fall and crush them.)
3. **Author and Me Inference: Why did Jackal want to trick Lion?** (so Jackal could run away from Lion)
4. **The story says that Lion used all his *strength* to hold up the rock. Listen as I read the sentence *strength* is in. “It took all of Lion’s strength to hold up the rock with his front paws.” What is *strength*?** (being very strong or powerful)
5. **What questions do you have about the story?** (Answers will vary.)

SHARED WRITING

15 MIN.

🔊 It is time to read and celebrate! We worked hard to plan, organize, write, edit, and revise our stories. Open your copybook to your published group story. Stand up. Find a partner. Read your story. Listen to your partner’s story. When you are finished, find another partner. Read your story. Listen to your partner’s story. When you are finished, find one last partner and read your story. Listen to your partner’s story.

Walk around the room and listen to stories. As you are listening, choose 3 students to read their stories to the class.

🔊 Please go back to your seats and sit down. I have chosen 3 students to read their stories to the class. Have each student stand up and read his or her story. Have them show the pictures they drew.

🔊 Let’s clap for all our hard work. Show students how to clap in a circle in a “round of applause.” Well done!



HOMework

Have students complete page 83 in the *Student Activity Book* and read “The Morning Birds” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

Week 31 **Day 4 Homework**

Directions: Read the sentences aloud. Circle the letters ear in each word where they appear.

ear as in “near”:

1. Never fear what you hear with your ears!

ear as in “learn”:

2. I heard it is never too early to learn how to earn money.

Directions: Write each word from the box in the correct list.

earn, Earth, clear, hear, search, year

ear as in “near”
ear as in “learn”

Directions: Circle **aw** in each word where it appears. Read the story. Then answer the question at the end.

I woke up at dawn and yawned. Outside my window I heard the “caw, caw” of a hawk. I saw one fly down and grab a baby snake in its claws. My jaw dropped at the sight. When I get to school, I will draw it for my friends.

What did the author see outside the window?

Read Liberia Activity, Grade 2

Student Activity Book
page 83

OBJECTIVES

Students will be able to:

- Write their spelling and sight words on a quiz
- Practice their phonics and word recognition, fluency, and comprehension skills

LEARNING RESOURCES

 Student copybooks

 Sight word cards

 *Let's Read*

 Supplementary readers

INTRODUCTION

1 MIN.

🔊 Today you will take a quiz on your spelling and sight words for the week. Then you will practice reading words and stories.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

🔊 Now you will take a quiz on your spelling and sight words for the week.

Write these words in your copybook.

1. *absent*, 2. *clear*, 3. *early*, 4. *familiar*, 5. *hear*, 6. *heard*, 7. *late*, 8. *learned*, 9. *morning*, 10. *person*, 11. *problem*, 12. *trapped*, 13. *wake*, 14. *window*, 15. *yawn*

Time permitting, have students write the answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with phonics and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with phonics and word recognition (including, for example, students who do poorly on the weekly quiz)

1. First Review Activity (17 MIN.)

Direct each group to do the following activities. Groups A and B will work independently while you work with Group C.

Group A (Meets Expectations)

Have students work in pairs to re-read “The Morning Birds” on page 103 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read the story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.

Group B (Exceeds Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each.

Group C (Needs Additional Support)

Have students review this week's Phonics and Word Study lessons with you. Write the words on the board, as shown on the next page at the right.

		
<p>🔊 This week we learned about words with 2 or more parts, or syllables. When you see a longer word that you do not know how to read, you can divide the word into parts.</p> <p>🔊 One way to divide longer words into parts is to look at the first vowel. Then look at the consonants after the first vowel. If there are 2 consonants, divide the word between the 2 consonants. Say the first part. Say the second part. Read the word.</p> <p>Point to <i>picnic</i>.</p> <p>🔊 The first vowel is <i>i</i>. I see 2 consonants after the <i>i</i>: <i>c</i> and <i>n</i>. I divide the word between the <i>c</i> and <i>n</i>. (Draw a vertical line between the letters <i>c</i> and <i>n</i>: <i>pic nic</i>.)</p> <p>🔊 I say the first part: <i>pic</i>. I say the second part: <i>nic</i>. The word is <i>picnic</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>picnic</i>.</p> <p>🔊 What is the first vowel? <i>i</i>.</p> <p>🔊 How many consonants are there after the first vowel? 2.</p> <p>🔊 Where do we divide the word? Between the consonants, <i>c</i> and <i>n</i>. (Draw a vertical line between the letters <i>c</i> and <i>n</i>: <i>pic nic</i>.)</p> <p>🔊 What is the first part? <i>pic</i>. What is the second part? <i>nic</i>.</p> <p>🔊 Let's read the whole word together: <i>picnic</i>.</p> <p>Repeat with <i>perfect</i> (<i>per fect</i>).</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>perfect</i>.</p> <p>🔊 In this word, what is the first vowel? <i>e</i>.</p> <p>🔊 How many consonants are there after the first vowel? 2.</p> <p>🔊 Where do you divide the word? (between the consonants, <i>r</i> and <i>f</i>)</p> <p>🔊 What is the first part? (<i>per</i>) What is the second part? (<i>fect</i>)</p> <p>🔊 Read the whole word. (<i>perfect</i>)</p> <p>Repeat with the remaining words.</p>

picnic	perfect
contest	whisper
perfect	sentence
	normal
	basket

Erase the board and write the new letters and words, as shown on the next page at the left. Draw the chart on the board, and have students copy it in their copybooks.

ear aw

year	saw
learned	hawk
saw	dawn
	early
	heard



Remember that **e, a, r** together (point) usually make the sound /ē/. We learned that sometimes **e, a, r** together (point) make the sound /ūr/. We also learned that **aw** together (point) make the sound /ô/.

Point to *year*. Underline ear. In this word, **ear** together make the sound /ē/. The word is /y/–/ē/, *year*.

Repeat with *learned*.



Point in turn to *ear* (twice) and *aw*. Say the sounds with me: /ē/, /ūr/, /ô/.

Point to *learned*. Point under *ear*. In this word, what sound do the letters *ear* make together? /l/–/ūr/–/n/–/d/.

Read the word with me: /l/–/ūr/–/n/–/d/, *learned*.

Repeat with *saw*.



Point in turn to *ear* (twice) and *aw*. Say the sounds. (/ē/, /ūr/, /ô/)

Point to *saw*. Point under *aw*. In this word, what sound do the letters *aw* make together? (/ô/)

Read the word. (/s/–/ô/, *saw*)

Repeat with the remaining words.

Time permitting, have students work in pairs to review their sight word cards.

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T35 of this Teacher Guide to some students.

Group A (Meets Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other 3 times and helping each other read correctly and fluently.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about “The Morning Birds” on page 103 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read “The Morning Birds” on page 103 in *Let’s Read*. Have them take turns to read the story aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let’s Read*.



HOMework

Have students re-read the *Let’s Read* text for the week aloud to someone at home.