Week 32 Lesson Planner

	Monday (Day 1) Tuesday (Day 2) Wednesday (Day 3) Thursday (Day 4) Friday (Day 5)					
	pages 230–233	pages 234–237	pages 238–241	pages 242–245	pages 246–248	
Phonics and Word Study	Read words with two or more syllables and the VCV pattern.	Read words with <i>ow</i> as $/\bar{o}/$ and $/$ ou $/$.	Read words with two or more syllables and the VCV pattern.	Read words with suffixes <i>-er</i> and <i>-or</i> .	Quiz Differentiated review	
Spelling	silent, begin, open, moment		paper, hero, reason, polite, lady			
Written Vocabulary/ Sight Words	surprise, secret, wave, still, wrong, sorry		surprise, secret, wave, still, wrong, sorry			
Reading Comprehension	"The Dancing Tree"		"The Dancing Tree"		Differentiated review	
Reading Fluency Practice				Pairs: "The Dancing Tree"	Differentiated review	
Oral Vocabulary		soldier, march, drill, commands, chief				
Read-Aloud		"Flag Day"		"Flag Day"		
Shared Writing		Write a story about a picture.		Continue to write a story about a picture.		
Homework	Write spelling and sight words 3 times in copybooks.	• Page 85 in Student Activity Book • "The Dancing Tree"	Write spelling and sight words 3 times in copybooks.	 Page 86 in Student Activity Book "The Dancing Tree" Study for quiz. 	Re-read "The Dancing Tree."	
	First Review Activity					
Day 5 Review: Differentiated Instruction	Group A (Meets Expectations): Work in pairs to re-read "The Dancing Tree."					
	Group B (Exceeds Expectations): Work in pairs to read any supplementary reader.					
	Group C (Needs Additional Support): Review Phonics and Word Study.					
	Second Review Activity					
	Group A (Meets Expectations): Work in pairs to read any supplementary reader.					
	Group B (Eyceeds Eynectations): Work in pairs to discuss and answer the questions for "The Dancing Tree"					

- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "The Dancing Tree."
- Group C (Needs Additional Support): Work in pairs to re-read "The Dancing Tree."

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 facts from a text \bullet Identify main idea and facts in a nonfiction text \bullet 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 • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • 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 • Use charts and graphic organizers to add details to writings • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts ullet Match information from reading with pictures.

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Week Day

OBJECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words surprise, secret, wave, still, wrong, sorry
- Read and comprehend "The Dancing Tree"

LEARNING RESOURCES



Student copybooks



Let's Read



| ⊒ | ∏ Student Activity Book

silent open beyond moment open baby lazy begin secret

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.



- Today we will learn to read more words with 2 or more parts, called syllables. You can divide a longer word into smaller parts to help you read it.
- **♦** Look at the first vowel. Then look at the consonants after the first vowel. If there is 1 consonant, divide the word before the consonant. When there is a vowel then 1 consonant, the first vowel usually says its name. Say the first part. Say the second part. Say the word.

Point to silent.

- **♦**) Here I see that the first vowel is i. I see 1 consonant after the i. I divide between the i and I. (Draw a line between the letters i and I: si|lent.)
- The first vowel says its name, /ī/. I say the first part: si. I say the second part: lent. The word is silent.

◆ Let's do it together.



- ◆) What is the first vowel? i.
- How many consonants do we see after the first vowel? 1.
- **♦** Where do we divide the word? Between the vowel and consonant, i and I. (Draw a line between the letters i and I: si | lent.)
- What does the first vowel say? Its name, /ī/. What is the first part? si. What is the second part? lent.
- **♦**) Let's read the whole word together: silent.

Repeat with:

- beyond (be|yond)
- open (o|pen)

Now it's your turn.

Point to open.

- What is the first vowel? (o)
- How many consonants do you see after the first vowel? (1)
- **♦**) Where do you divide the word? (between the vowel and the consonant, o and p)
- **♦**) What does the first vowel say? (its name, /ō/) What is the first part? (o) What is the second part? (pen)
- Read the whole word. (open)

Repeat with the remaining words.





Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- **♦**) The word is *silent*. I hear 2 parts: si and lent.
- The first part is si: /s/ (write s), /ī/ and in this word it is spelled with the **letter** *i* (write *i*). **The** second part is *lent*: /**I**/ (write /), /ĕ/ (write e), /n/ (write n), /t/ (write t).

Move your finger under the letters as you say the letter names: **◄** » *s−i−l−e−* n-t, silent.

Erase the word.



- **♦** 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.
- The word is *begin*. What parts do we hear? be and gin.
- Let's write be: /b/ (write b), $/\bar{\mathbf{e}}/$ —and in this word it is spelled with e (write e). Now let's write gin: /g/ (write g), / \tilde{i} / (write i), /**n**/ (write *n*).
- Now let's spell the word together with the letter names (point): **b-e-g-i-n**, begin.

Repeat with open.



Now it's your turn. I will say a word with 2 parts. Listen to each part. Then write the word in your copybooks.

Dictate these words one at a time: open, moment.

Move around the room and randomly check students' work as they write.

Have students spell each word aloud using the word parts.



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

- 1. surprise
- 2. secret
- 3. wave
- 4. still
- 5. wrong

б. sorry



Week 32 · Day 1

Now we will learn some new vocabulary words.

б. sorry	Point to sorry. ♠ This word is sorry. Together: sorry, s-o-r-r-y, sorry. To be sorry means to feel sad about something that has happened. For example, someone might feel sorry if they cannot go to a friend's party. What else might a person feel sorry about?
5. wrong	Point to wrong. This word is wrong. Together: wrong, w-r-o-n-g, wrong. When something is wrong, it is not the way it should be. For example, something was wrong with my bicycle. It stopped working, so I had to
4. still	Point to <i>still</i> . This word is <i>still</i> . Together: <i>still</i> , <i>s-t-i-l-l</i> , <i>still</i> . To be <i>still</i> means to not move. Let's all be still. (Do the motions.)
3. wave	Point to wave. This word is wave. Together: wave, w-a-v-e, wave. To wave means to move your hand from side to side in the air to say hello or goodbye to someone, like this. (Demonstrate.) Let's wave hello to each other. (Do the motions.)
2. secret	Point to secret. • This word is secret. Together: secret, s-e-c-r-e-t, secret. A secret is something you do not tell other people. For example, when I was younger, I had a secret hiding place I would go to when I wanted to be alone. Are you good at keeping a secret?
1. surprise	Point to <i>surprise</i> . This word is <i>surprise</i> . Let's read and spell it together: <i>surprise</i> , <i>s-u-r-p-r-i-s-e</i> , <i>surprise</i> . Surprise is the feeling you get when something happens that you did not know was going to happen. For example, I would feel surprise if the President of Liberia walked into the room right now. Let's pretend to be surprised.



Let's Read page 107

READING COMPREHENSION

20 MIN.

Now we will read a new story called "The Dancing Tree." Please turn to page 107 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

- Remember that to better understand a story, we can ask questions and make inferences about the story after we read it. We can also try to figure out the meaning of words we do not know by using context clues.
- •) We can ask Right There Questions and Think and Search Questions. To make an inference, you need to figure something out about the story that the story did not directly tell you.
- ♥) When you see a word you do not know in a story, 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?

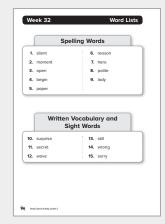
COMPREHENSION QUESTIONS

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

- 4) 1. Right There Question: What did Adu plant by the side of the house, just under his bedroom window? (an orange tree)
 - 2. Think and Search Question: Why did Adu's tree stop dancing? (There was no wind.)
 - 3. Author and Me Inference: How does Adu feel about his tree? (He loves his tree.)
 - 4. Adu wakes up at dawn. Let's use the story's context to figure out the meaning of dawn. Listen as I read the sentence dawn is in. "Adu wakes up at dawn the next day." What is dawn? (early morning)
 - 5. What was Adu's problem? (His tree stops dancing.)
 - 6. How is Adu's problem solved? (The wind makes Adu's tree dance again.)

□□□ 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 84 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 84





Week Day

OBJECTIVES

Students will be able to:

- Read words with ow as $/\bar{o}/$ and /ou/
- Demonstrate understanding of the vocabulary words soldier, march, drill, commands, chief
- · Listen to and comprehend "Flag Day"
- Follow the Writing Process to independently write a paragraph based on a picture

LEARNING RESOURCES



Let's Read



Student copybooks



□ Student Activity Book

ow

grow how down know window follow how blow flower INTRODUCTION 1 MIN.

Today we will review words with ow. We will learn some new vocabulary words, and I will read a new story to you. Then we will each begin to write our own paragraph based on a picture we choose.

PHONICS AND WORD STUDY

10 MIN.

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

©	® '®' ®	* * * * * * * * * *
Point to ow. Today we will read words with the letters ow. We learned that the letters ow make the sound /ō/. Sometimes the letters ow also make the sound /ou/. Point to grow. Underline ow. There I see the letters o and w. In this word they make the sound /ō/. The word is /g/-/r/-/ō/, grow. Point to down. Underline ow. There I see the letters o and w. In this word they make the sound /ou/. The word is /d/-/ou/-/n/, down.	¶ Let's do it together. Point to ow. ¶ Say the 2 sounds with me: /ō/, /ou/. Point to down. Point under ow. ¶ What letters do we see? o and w. ¶ In this word ow make the sound /ou/. Let's read the word together: /d/-/ou/-/n/, down. Repeat with window and how.	● Now it's your turn. Point to ow. ● Say the 2 sounds. (/ō/, /ou/) Point to how. Point under ow. ● What letters do you see here? (o and w) ● In this word, what sound do the letters ow make together? (/ou/) ● Read the whole word. (/h/-/ou/, how) Repeat with the remaining words. For know, remind students that the letter k is silent.





ORAL VOCABULARY 12 MIN.

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

Now we will learn some new vocabulary words.

1. soldier	Soldier. A soldier is a person in an army. Let's all stand tall and straight like a soldier. (Do the motions.)
2. march	**March. To march means to walk like a soldier. Let's all march like a soldier. (Do the motions.)
3. drill	Drill. A drill is something you do over and over until you learn how to do it correctly. For example, you do drills in football to learn how to kick the ball better. What is another kind of drill we sometimes do? (Help students respond in complete sentences using drill.)
4. commands	Commands. Commands tell you to do something. For example, I could give you commands to march, then stand in place. Have your parents ever given you commands?
5. chief	Othief. A chief is the leader of a group of people. Name a chief that you know.

READ-ALOUD 13 MIN.

Now I'm going to read to you a new story called "Flag Day." Please turn to page 264 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., soldier, march).
- predict what they think the story will be about.



Let's Read page 264

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FEATURES OF TEXT

♠ Remember that we can better understand what we read by asking a Right There Question and a Think and Search Question, and by making inferences. We can also better understand a text by figuring out the meanings of words we do not know. To figure out the meaning of a word you do not know, use context clues.

DURING READING

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

Flag Day by Cynthia Moore

"Left! Right! Left! Right! One, two! One, two!" We are not on the battlefield. We are not soldiers getting ready for war. We are students, walking in the street on our country's Flag Day. Early in the morning, we rise from bed. We take our baths and brush our teeth. We put on our school uniforms, our boots, and hats. We are very large in number. We form a line at school and listen to the commands of our drilling chief. Our legs are in a square position. Our hands are straight by our sides. We hold our chests and heads up high. Then we march. We march left, right, left, right. Our feet hit the ground with the sound of the drums. Dum! Dum! Kpa! Kpa! Dum! We are like soldiers marching in formation. Trumpets and flutes blow loudly as we march along. When we get to the double lines to give a salute to the Chief of Staff, the beat of the drums changes: Ta-ta dum, tat dum. Our drilling chief is ahead of us. He places his right foot on the final line and gives a salute. The sound of clapping fills the whole place. At the end of the drill, a prize is given to the schools on our country's Flag Day. Yes! We are the best.

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: Who is walking in the street on Flag Day? (students)
 - 2. Think and Search Question: How do students celebrate Flag Day? (They put on school uniforms and march.)
 - 3. Author and Me Inference: Who wins the prize on Flag Day? (the students telling this story about Flag Day)
 - 4. The text says that the students stand in a square position.

 Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence position is in. "Our legs are in a square position." What is position? (the way someone is standing)



SHARED WRITING 15 MIN.

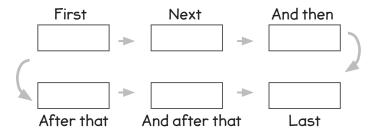
If you can find them, tape several pictures or photos around the room showing, for example, the beach, the river, football games, and a picnic. You might look at calendars to see if they have pictures you can use. You can also use some pictures from Let's Read. Write the week and page number on the board: Week 3, pp. 9, 10 (tree and river); Week 4, p. 13 (city); Week 19, p. 55 (football game); or Week 28, p. 96 (village). Tape all of the chants, Story Maps, Sentence Pattern Charts, Flow Maps, and teacher writing models on the board and on the walls.

This week students will write a paragraph about a picture. Place students in pairs or groups of 3, or have them work independently, depending on student readiness. Once you have placed the students, explain what they will do.

• Stand up and walk around the room to look at the pictures, charts, and chants, or see the page numbers written on the board to find a picture in Let's Read. Choose a picture to write about. Tell your partner which picture you are going to choose.

Draw a blank Story Map and a blank Flow Map as shown on large pieces of paper and tape them to the board.

Title:
Characters:
Setting:
Problem:
Event 1:
Event 2:
Event 3:
Solution:



- 1) Today we will plan to write a story from a picture. Choose either the Story Map or the Flow Map to copy in your copybook. You will use one of these organizers to plan your story. Use words and phrases to write your ideas for your story. Draw pictures next to the boxes on the Story Map or Flow Map to help. Point to the Story Maps and Flow Maps taped on the board or on the classroom walls. Walk around the room to check students' work.
- Next time, we will write a story about the picture we chose.

Save the pictures for Shared Writing, Week 32, Day 4.

□□□ HOMEWORK

Have students complete page 85 in the Student Activity Book and read "The Dancing Tree" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Week 32 · Day 2

Let's Read

Week 3, pp. 9, 10 (tree and river)

Week 4, p. 13 (city)

Week 19, p. 55 (football game)

Week 28, p. 96 (village)



Student Activity Book page 85



Week Day

OBJECTIVES

Students will be able to:

- Read and spell words with two or more syllables and the VCV pattern
- Demonstrate understanding of and spell the vocabulary/ sight words surprise, secret, wave, still, wrong, sorry
- Read and comprehend "The Dancing Tree"

LEARNING RESOURCES



Student copybooks



Let's Read



Student Activity Book

lady minus crazy before polite recess minus hotel spider

INTRODUCTION 1 MIN.

Today we will read and spell some more words with two or more parts. We will also review our vocabulary words and read "The Dancing Tree" together again.

PHONICS AND WORD STUDY

10 MIN.

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



Remember, we

you see a longer

learned that when

know how to read,

into smaller parts.

Those parts are

you divide the word

called syllables and

have a vowel sound.

To divide longer

words into smaller

parts, look at the first

vowel. Then look at

the consonants after

the first vowel. If there

is 1 consonant, divide

before the consonant.

Say the first part. Say

the second part. Say

♦) The first vowel is

a. I see 1 consonant

after the a. I divide

the letters *a* and *d*:

vowel says its name,

/ā/. I say the first part, la. I say the second part, dy. The

Repeat with crazy.

between the a and d. (Draw a line between

the word.

la | dy.)

The first

word is *lady*.

Point to lady.

word that you do not

Let's do it together.

Point to crazy.

- **♦**) What is the first vowel? The first vowel is a.
- How many consonants are after the vowel? 1.
- **♦**) Where do we divide the word into parts? Between the vowel and consonant, a and z. (Draw a line between the letters a and z: cra | zy.)
- **♦**) What does the first vowel say? Its name, /ā/. What is the first part? cra. What is the second part? zy.
- Let's read the whole word together: crazy.

Repeat with:

- polite (po | lite)
- minus (mi |nus)

Now it's your turn.

Point to minus.

- What is the first vowel? (i)
- How many consonants do you see after the first vowel? (1)
- **♦**) Where do you divide the word? (between the vowel and the consonant, i and n)
- **♦**) What does the first vowel say? (its name, /ī/) What is the first part? (mi) What is the second part? (nus)
- Read the whole word. (minus)

Repeat with the remaining words.



SPELLING 10 MIN.

Erase the board from the previous activity.



- Now we will spell some words with 2 or more parts. Watch and listen.
- The word is paper. I say the first part, pa. I say the second part, per. I hear 4 sounds. /p/-/ā/-/p/-/ŭr/.
- The first sound **is /p/.** (Write *p*.) **The** second sound is $/\bar{a}/$, just like the name of **the letter** *a***.** (Write *a*.) The third sound is /p/. (Write p.) The last sound is /ŭr/. (Write er.)

Move your finger under the letters as you say the letter names: **♥**) *p*−*a*−*p*− e-r, paper.

Erase the word.



- **♦** 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.
- **♦**) The word is *hero*. What sounds do you hear? $/h/-/\bar{e}/-/r/-/\bar{o}/$, hero.
- Let's write it: /h/ (write h), /e/ (write e), /r/ (write r), /ō (write o).
- Now let's spell the word together with the letter names (point): *h-e-r-o*, hero.

Repeat with reason. Remind students that the letters ea together sound like long e, /ē/.



Now it's your turn. I will say a word with 2 parts. Listen to each sound. Then write the letter for each sound in your copybooks.

Dictate these words one at a time: reason, polite, and lady.

Move around the room and randomly check students' work as they write.

Have students spell the word aloud using the letter names.



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

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Week 32 · Day 3

surprise
 secret
 wave
 still

5. wrong6. sorry

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. surprise	Point to surprise. Read the word: (surprise). Surprise is the feeling you get when something happens that you did not know was going to happen. For example, I would feel surprise if the President of Liberia walked into the room right now. What does it look like to be surprised? Let's pretend to be surprised.
2. secret	Point to secret. Read the word: (secret). A secret is something you do not tell other people. For example, when I was younger, I had a secret hiding place I would go to when I wanted to be alone. Are you good at keeping a secret?
3. wave	Point to wave. Read the word: (wave). To wave means to move your hand from side to side in the air to say hello or goodbye to someone, like this. (Demonstrate.) Let's wave hello to each other. (Do the motions.)
4. still	Point to <i>still</i> . • Read the word: (<i>still</i>). To be <i>still</i> means to not move. Let's all be still. (Do the motions.)
5. wrong	Point to wrong. Read the word: (wrong). When something is wrong, it is not the way it should be. For example, something was wrong with my bicycle. It stopped working, so I had to get it fixed. What else can be wrong?
б. sorry	Point to sorry. Read the word: (sorry). To be sorry means to feel sad. For example, someone might feel sorry if they cannot go to a friend's party. What else might a person feel sorry about?

Adu and his mother live all the way up on top of a hill. They live in a small house. One day, Adu plants an orange tree by the side of the house, just under his bedroom window. He waters it and watches it grow.

Let's Read page 107

READING COMPREHENSION

20 MIN.

•) Now we will read "The Dancing Tree" again. Please turn to page 107 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 this story is fiction. What does a fiction story tell us? (about characters, places, and events that are made up by the author)
- Remember that we can better understand the stories we read by asking questions, making inferences, and using context clues to figure out the meanings of words we do not know. What are two kinds of questions we can ask? (Right There Questions and Think and Search Questions) **How do we make inferences?** (We use details from the story to figure something out that the story does 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

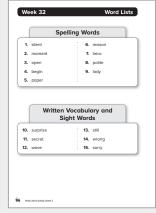
COMPREHENSION QUESTIONS

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

- 4) 1. Right There Question: What did Adu plant by the side of the house, just under his bedroom window? (an orange tree)
 - 2. Think and Search Question: Why did Adu's tree stop dancing? (There was no wind.)
 - 3. Author and Me Inference: How does Adu feel about his tree? (He loves his tree.)
 - 4. Adu wakes up at dawn. Let's use the story's context to figure out the meaning of dawn. Listen as I read the sentence dawn is in. "Adu wakes up at dawn the next day." What is dawn? (early morning)
 - 5. What was Adu's problem? (His tree stops dancing.)
 - 6. How is Adu's problem solved? (The wind makes Adu's tree dance again.)

□□□ 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 84 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 84





Week

OBJECTIVES

Students will be able to:

- Read words with suffixes -er and -or
- Read fluently "The Dancing Tree"
- · Listen to and comprehend "Flag Day"
- · Follow the Writing Process to independently write a paragraph based on a picture

LEARNING RESOURCES



Let's Read



Student copybooks



Student Activity Book

-er -or

actor farmer vendor singer

singer doctor hunter tailor dancer



Let's Read page 107

Today we will read some words with the suffixes -er and -or. You will

read "The Dancing Tree" with your partner. I will read "Flag Day" to you again. Then we will continue writing our paragraphs based on the pictures we chose on Day 2.

PHONICS AND WORD STUDY

INTRODUCTION

10 MIN.

1 MIN.

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



Point in turn to er, or. • Remember. we learned that we sometimes add -er to the end of an action word to mean "a person who does that action." Sometimes we do the same with the letters -or.

Point to actor. Underline *or*. **◄** Here I see *-or* at the end of the base word act. The whole word is actor. In this word. when we add -or to act, the new word means "a person who acts"

Repeat with farmer ("a person who farms").

Let's do it together.

Point to farmer. Point under *er*. **♦) What** letters do we see here? er. What is the base word? farm.

6 6 6

- Let's read the whole word together: farmer.
- 1 In this word, when we add -er to farm, what does the new word mean? "A person who farms."

Repeat with *vendor* and singer.

Now it's your turn.

Point to singer. Point under *er*. **◄ What** letters do you see here? (er) What is the base word? (sing)

- Read the whole word. (singer)
- In this word, when we add -er to sing, what does the new word mean? ("a person who sings")

Repeat with the remaining words. For *doctor*, tell the students that the base word *doct* used to mean something a long time ago but doesn't anymore. Still, a doctor is a person. Let them tell you what a doctor does.

Time permitting, have students turn to "The Dancing Tree" on page 107 in Let's Read and find words with the suffixes -er and -or in the text (e.g., doctor, farmer, dancer, singer). Write the words on the board as they find



READING FLUENCY PRACTICE ** ***

12 MIN.

Now you will read the story "The Dancing Tree" with your partner. Please turn to page 107 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 "Flag Day" again. Please turn to page 264 in *Let's Read*.

BEFORE READING

PREVIEW

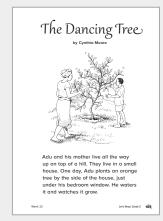
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., soldier, march, drill, commands, chief).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

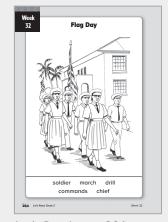
FEATURES OF TEXT

Nhat can we do to better understand what we read? (We can 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 Dancing Tree." That is a fiction story about a boy who plants an orange tree. Let's listen to today's text again to ask questions, make inferences, and use context clues to figure out the meanings of words we do not know.

Week 32 · Day 4



Let's Read page 107



Let's Read page 264





DURING READING

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

Flag Day by Cynthia Moore

"Left! Right! Left! Right! One, two! One, two!" We are not on the battlefield. We are not soldiers getting ready for war. We are students, walking in the street on our country's Flag Day. Early in the morning, we rise from bed. We take our baths and brush our teeth. We put on our school uniforms, our boots, and hats. We are very large in number. We form a line at school and listen to the commands of our drilling chief. Our legs are in a square position. Our hands are straight by our sides. We hold our chests and heads up high. Then we march. We march left, right, left, right. Our feet hit the ground with the sound of the drums. Dum! Dum! Kpa! Kpa! Dum! We are like soldiers marching in formation. Trumpets and flutes blow loudly as we march along. When we get to the double lines to give a salute to the Chief of Staff, the beat of the drums changes: Ta-ta dum, tat dum. Our drilling chief is ahead of us. He places his right foot on the final line and gives a salute. The sound of clapping fills the whole place. At the end of the drill, a prize is given to the schools on our country's Flag Day. Yes! We are the best.

AFTER READING

COMPREHENSION QUESTIONS

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

- 1. Right There Question: Who is walking in the street on Flag Day? (students)
 - 2. Think and Search Question: How do students celebrate Flag Day? (They put on school uniforms and march.)
 - 3. Author and Me Inference: Who wins the prize on Flag Day? (the students telling this story about Flag Day)
 - 4. The text says that the students stand in a square position.

 Remember, you can use the story's context to figure out the meaning of a word. Listen as I read the sentence position is in. "Our legs are in a square position." What is position? (the way someone is standing)
 - 5. What questions do you have about the story? What inferences can you make? What words have meanings you do not know? (Answers will vary.)



SHARED WRITING 15 MIN.

Tape the pictures from Week 32, Day 2, on the wall, or have the students use the pictures they chose from Let's Read on Day 2. Have students work with their partners, in their groups of 3, or independently, depending on student readiness.

Today we will write a story about a picture from our story plan. Find a new page in your copybook. Remember to use signal words to write your sentences. Add adjectives to describe people and places. Write **5 sentences.** Walk around the classroom to check students' work.

Next week we will edit our stories.

Save the pictures for Shared Writing, Week 33, Day 2.

□□□ HOMEWORK

Have students complete page 86 in the Student Activity Book and read "The Dancing Tree" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

Week 32 · Day 4

** Teacher Tip:

To give students more language examples, write on paper the earlier chants and Story Maps. Tape them on the board or on the walls.



Student Activity Book page 86





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



the Sight word cards



Let's Read



Supplementary readers

INTRODUCTION 1 MIN.

1) 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. begin, 2. hero, 3. lady, 4. moment, 5. open, 6. paper, 7. polite, 8. reason, 9. secret, 10. silent, 11. sorry, 12. still, 13. surprise, 14. wave, 15. wrong

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 Dancing Tree" on page 107 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.







This week we learned about words with 2 or more parts with a long vowel sound.

Point to *polite*.

- ♠ The first vowel is o. I see one consonant after the o. I divide between the o and I. (Draw a line between the letters o and I: po | lite.)
- The first vowel says its name, /ō/. I say the first part, po. I say the second part, lite. The word is polite.



• Let's do it together.

Point to polite.

- •) What is the first vowel? The first vowel is o.
- How many consonants are after the vowel? 1.
- Nhere do we divide the word into parts? Between the vowel and consonant, o and I. (Draw a line between the letters o and I: po | lite.)
- ¶) What does the first vowel say? Its name, /ō/. What is the first part? po. What is the second part? lite.
- •) Let's read the whole word together: polite.



Now it's your turn.

Point to *moment*.

- **♦**) What is the first vowel? (0)
- How many consonants do you see after the first vowel? (1)
- ♦ Where do you divide the word? (between the vowel and the consonant, o and m)
- ♦ What does the first vowel say? (its name, /ō/) What is the first part? (mo) What is the second part? (ment)
- Nead the whole word. (moment)

Repeat with the remaining words.

Repeat with *moment*.



polite moment
moment before
paper
recess
spider

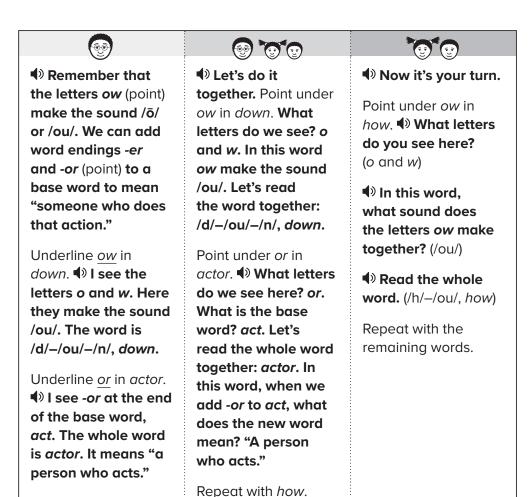
Erase the board and write the new letters and words, as shown on the next page at the left.



Week 32 · Day 5

ow -er -or

down how actor now how flower town singer dancer farmer



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 Dancing Tree" on page 107 in *Let's Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read "The Dancing Tree" on page 107 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.