

# REVIEW Week 35 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 290–293</i>	<b>Tuesday (Day 2)</b> <i>pages 294–297</i>	<b>Wednesday (Day 3)</b> <i>pages 298–301</i>	<b>Thursday (Day 4)</b> <i>pages 302–305</i>	<b>Friday (Day 5)</b> <i>pages 306–308</i>
<b>Phonics and Word Study</b>	<ul style="list-style-type: none"> <li>Two or more syllables and the VCCV pattern</li> <li><i>ear</i> and <i>aw</i></li> </ul>	<ul style="list-style-type: none"> <li>Two or more syllables and the VCV pattern</li> <li><i>ow</i> as /ō/ and /ou/</li> <li><i>-er</i> and <i>-or</i></li> </ul>	<ul style="list-style-type: none"> <li>Two or more syllables and the VCV pattern</li> <li>Two or more syllables and the VCCV pattern</li> <li>Compound words</li> </ul>	<ul style="list-style-type: none"> <li><i>al</i> ending</li> <li>Two or more syllables and the VCCV pattern</li> <li>Two or more syllables and the VCV pattern</li> </ul>	
<b>Spelling/ Sight Words</b>	<i>window, morning, person, problem, absent, clear, hear, heard, learn, early, late, yawn, wake up, woke up, knock, trapped, familiar</i>	<i>silent, moment, open, begin, paper, reason, hero, polite, lady, surprise, secret, wave, still, wrong, sorry</i>		<i>alone, around, about, behind, between, almost, subject, sunrise, bedtime, flagpole, beautiful, mountain, gorilla, trail, roll, advice</i>	<i>animal, several, capital, general, personal, permit, protect, provide, total, final, swamp, climb, national park, soil, linked, protect</i>
<b>Written Vocabulary</b>	<i>late, yawn, wake up, woke up, knock, trapped, familiar</i>	<i>surprise, secret, wave, still, wrong, sorry</i>		<i>beautiful, mountain, gorilla, trail, roll, advice</i>	<i>swamp, climb, national park, soil, linked, protect</i>
<b>Reading Comprehension</b>			“The Morning Birds” and “The Dancing Tree”		“Gorilla Park” and “Parks to Protect the Planet”
<b>Reading Fluency</b>	“The Morning Birds”	“The Dancing Tree”		“Gorilla Park”	“Parks to Protect the Planet”
<b>Oral Vocabulary</b>	<i>fool, trick, pretend, crush, shock, log</i>	<i>soldier, march, drill, commands, chief</i>	<i>hook, pieces, bait, dam, dip, waist</i>	<i>source, nut, boil, roof bundle, fuel</i>	
<b>Read-Aloud</b>	“The Lion and the Jackal”	“Flag Day”	“Fishing Up Country”	“The Liberian Palm 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 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 • Identify main idea and facts in a nonfiction text • 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 • Identify words and phrases that indicate persuasive text • Match information from reading with pictures.

# REVIEW

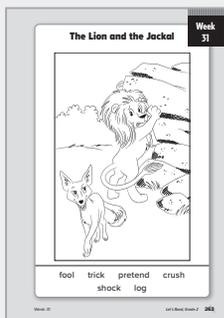
Week 35 | Day 1

## OBJECTIVES

- Review the vocabulary words *fool*, *trick*, *pretend*, *crush*, *shock*, *log*
- Review “The Lion and the Jackal”
- Review reading words with two or more syllables and the VCCV pattern, words with *ear*, and words with *aw*
- Review spelling *window*, *morning*, *person*, *problem*, *absent*, *clear*, *hear*, *heard*, *learn*, *early*, *late*, *yawn*, *wake up*, *woke up*, *knock*, *trapped*, *familiar*
- Review reading fluently “The Morning Birds”
- Review the vocabulary words *late*, *yawn*, *wake up*, *woke up*, *knock*, *trapped*, *familiar*

## LEARNING RESOURCES

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



*Let’s Read* page 263

## INTRODUCTION

1 MIN.

🔊 Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

## ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 First, I am going to read the text “The Lion and the Jackal” to you again. Please turn to page 263 in *Let’s Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story:

1. fool	🔊 <b>Fool.</b> A fool 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?
2. trick	🔊 <b>Trick.</b> To trick 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?
3. pretend	🔊 <b>Pretend.</b> To pretend 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	🔊 <b>Crush.</b> To crush 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?
5. shock	🔊 <b>Shock.</b> Shock 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	🔊 <b>Log.</b> A log 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?

- describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

Read the story 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. 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)**

**REVIEW**  
**Week 35 • Day 1**

ear aw

forget	saw
year	picnic
heard	clear
dawn	learned
contest	hawk
near	
early	
saw	

Student  
Activity Book  
page 81

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>▶ To divide longer words into parts, look at the first vowel, then at the consonants after the first vowel. If there are 2 consonants, divide the word between the 2 consonants.</p> <p>▶ The letters <i>e, a, r</i> together can make the sound /ē/ or /ūr/. The letters <i>aw</i> together make the sound /ô/.</p> <p>Point to <i>forget</i>. Draw a vertical line between the letters <i>r</i> and <i>g</i>: <i>for get</i>. ▶ The word is <i>forget</i>.</p> <p>Point to <i>year</i>. ▶ The word is /y/-/ēr/, <i>year</i>.</p> <p>Point to <i>heard</i>. ▶ The word is /h/-/ūr/-/d/, <i>heard</i>.</p> <p>Repeat with <i>dawn</i>.</p>	<p>▶ Let's say the sounds and read the word together.</p> <p>Point to <i>dawn</i>. Point under <i>aw</i>. ▶ What sound do the letters <i>aw</i> make together? /ô/.</p> <p>▶ The word is /d/-/ô/-/n/, <i>dawn</i>.</p> <p>Repeat with <i>contest</i>, <i>near</i>, <i>early</i>, and <i>saw</i>.</p>	<p>▶ Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

**SPELLING / SIGHT WORDS**

**10 MIN.**

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *window*, 2. *morning*, 3. *person*, 4. *problem*, 5. *absent*, 6. *clear*, 7. *hear*, 8. *heard*, 9. *learn*, 10. *early*, 11. *late*, 12. *yawn*, 13. *wake up*, 14. *knock*, 15. *trapped*, 16. *familiar*.)

▶ Now you will review your spelling and sight words from Week 31 with your partner. Turn to page 81 in your *Student Activity Book*.

## REVIEW

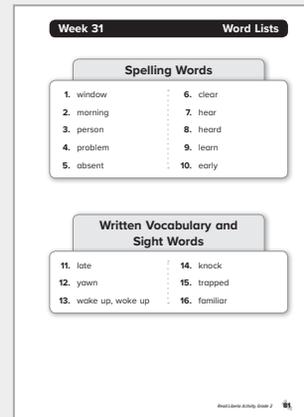
### Week 35 • Day 1

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- **Students Who Need Additional Support:** Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.



*Student Activity Book*  
page 81

### READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let’s Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 **Now you will read the story “The Morning Birds” again with your partner and write some sentences with the vocabulary words. Please turn to page 103 in *Let’s Read*.**

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- **Students Who Need Additional Support:** Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

Let’s Read  
“The Morning Birds”  
page 103

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

### *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

# REVIEW

**Week**  
**35** | **Day**  
**2**

## OBJECTIVES

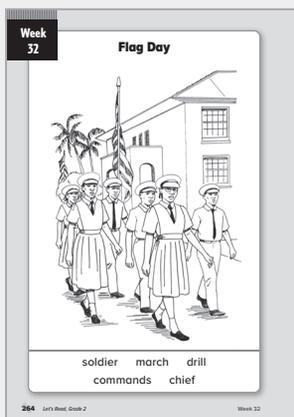
- Review the vocabulary words *soldier*, *march*, *drill*, *commands*, *chief*
- Review “Flag Day”
- Review reading words with two or more syllables and the VCV pattern, words with *ow* as /ō/ and /ou/, and words with suffixes *-er*, *-or*
- Review spelling *silent*, *moment*, *open*, *begin*, *paper*, *reason*, *hero*, *polite*, *lady*, *surprise*, *secret*, *wave*, *still*, *wrong*, *sorry*
- Review reading fluently “The Dancing Tree”
- Review the vocabulary words *surprise*, *secret*, *wave*, *still*, *wrong*, *sorry*

## LEARNING RESOURCES

 *Let’s Read*

 *Student Activity Book*

 Student copybooks



*Let’s Read* page 264

## INTRODUCTION

1 MIN.

🔊 Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

## ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 First, I am going to read the story “Flag Day” to you again. Please turn to page 264 in *Let’s Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story:

1. soldier	🔊 <b>Soldier.</b> A <i>soldier</i> is a person in an army. Let’s all stand tall and straight like a soldier. (Do the motions.)
2. march	🔊 <b>March.</b> To <i>march</i> means to walk like a soldier. Let’s all march like a soldier. (Do the motions.)
3. drill	🔊 <b>Drill.</b> A <i>drill</i> 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 <i>drill</i> .)
4. commands	🔊 <b>Commands.</b> <i>Commands</i> 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	🔊 <b>Chief.</b> A <i>chief</i> is the leader of a group of people. Name a chief that you know.

- describe what they see in the picture, using their target vocabulary where applicable.

**DURING READING**

Read the story 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! 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)

**REVIEW**  
**Week 35 • Day 2**

ow -er -or

silent	hunter
grow	open
down	blow
farmer	how
lady	vendor
window	singer
flower	
doctor	
hunter	

Student  
Activity Book  
page 84

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>🔊 To divide longer words into parts, look at the first vowel, then at the consonants after the first vowel. If there is 1 consonant, divide the word before the consonant. The letters <i>ow</i> can make the sound /ō/ or /ou/. We add <i>-er</i> or <i>-or</i> to the end of some action words to mean “a person who does that action.”</p> <p>Point to <i>silent</i>. Draw a line between the letters <i>i</i> and <i>l</i>: <i>si lent</i>. 🔊 I say the first part: <i>si</i>. I say the second part: <i>lent</i>. <i>silent</i>.</p> <p>Point to <i>grow</i>. 🔊 /g/–/r/–/ō/, <i>grow</i>.</p> <p>Point to <i>down</i>. 🔊 /d/–/ou/–/n/, <i>down</i>.</p> <p>Point to <i>farmer</i>. 🔊 The base word is <i>farm</i>. The whole word is <i>farmer</i>. It means “a person who farms.”</p>	<p>🔊 Let’s say the sounds and read the word together.</p> <p>Point to <i>farmer</i>. Point under <i>er</i>. 🔊 What letters do we see here? <i>er</i>. What is the base word? <i>farm</i>.</p> <p>🔊 Let’s read the whole word together: <i>farmer</i>.</p> <p>Repeat with <i>lady</i>, <i>window</i>, <i>flower</i>, <i>doctor</i>, and <i>hunter</i>.</p>	<p>🔊 Now it’s your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

**SPELLING / SIGHT WORDS**

**10 MIN.**

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *silent*, 2. *moment*, 3. *open*, 4. *begin*, 5. *paper*, 6. *reason*, 7. *hero*, 8. *polite*, 9. *lady*, 10. *surprise*, 11. *secret*, 12. *wave*, 13. *still*, 14. *wrong*, 15. *sorry*.)

## REVIEW Week 35 • Day 2

🔊 **Now you will review your spelling and sight words from Week 32 with your partner. Turn to page 84 in your *Student Activity Book*.**

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 7 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- **Students Who Need Additional Support:** Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

### READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let’s Read* story title, page number, and written vocabulary words on the board, as shown at the right.

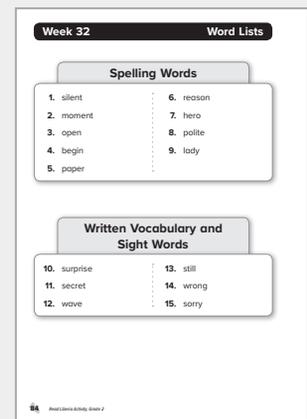
🔊 **Now you will read the story “The Dancing Tree” again with your partner and write some sentences with the vocabulary words. Please turn to page 107 in *Let’s Read*.**

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- **Students Who Need Additional Support:** Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

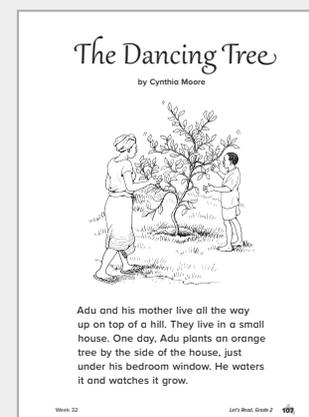
If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.



*Student Activity Book*  
page 84

Let’s Read  
“The Dancing Tree” page 107

1. surprise
2. secret
3. wave
4. still
5. wrong
6. sorry



*Let’s Read* page 107

# REVIEW

Week 35 | Day 3

## OBJECTIVES

- Review reading fluently and demonstrate comprehension of “The Morning Birds” and “The Dancing Tree”
- Review the vocabulary words *hook, pieces, bait, dam, dip, waist*
- Review “Fishing Up Country”
- Review reading words with two or more syllables and the VCV pattern, words with two or more syllables and the VCCV pattern, and compound words

## LEARNING RESOURCES

 *Let's Read*

 Student copybooks

### Let's Read

1. “The Morning Birds” page 103
2. “The Dancing Tree” page 107



Let's Read pages 103, 107

## INTRODUCTION

1 MIN.

🔊 Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during the first activity (Reading Fluency and Comprehension), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## READING FLUENCY AND COMPREHENSION

25 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the left.

🔊 First, you will read the stories “The Morning Birds” and “The Dancing Tree” again with your partner and answer the questions at the end. Please turn to page 103 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- **Students Who Need Additional Support:** A weaker student may be paired with a stronger student for help completing the activity.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

**ORAL VOCABULARY / READ-ALoud**

**12 MIN.**

🔊 Now I am going to read the text “Fishing Up Country” to you again. Please turn to page 265 in *Let’s Read*.

**BEFORE READING**

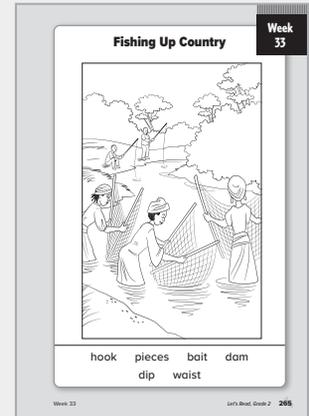
**PREVIEW**

Guide the students to . . .

- review the meaning of the oral vocabulary words for this text:

1. hook	🔊 <b>Hook.</b> A <b>hook</b> is a curved piece of metal used to catch fish. (Draw a hook on the board.) <b>Let’s pretend to catch a fish on a hook.</b> (Do the motions.)
2. pieces	🔊 <b>Pieces.</b> <b>Pieces</b> are smaller parts of something. For example, I ate two pieces of bread for breakfast. <b>What is something that can be broken into pieces?</b> (e.g., banana, meat, paper, etc.)
3. bait	🔊 <b>Bait.</b> <b>Bait</b> is the food that we use to catch fish or an animal. For example, sometimes people use worms as bait to catch fish. <b>What other kind of bait can we use to catch fish or animals?</b> (Help individuals respond in well-formed sentences using <i>bait</i> .)
4. dam	🔊 <b>Dam.</b> A <b>dam</b> is a wall built across a river to hold back water. <b>Let’s pretend to be a dam holding back water.</b> (Do the motions.)
5. dip	🔊 <b>Dip.</b> To <b>dip</b> means to put something in something else, like water, then pull it back out again. <b>Let’s pretend to dip our toes in water.</b> (Do the motions.)
6. waist	🔊 <b>Waist.</b> Your <b>waist</b> is the middle part of your body. (Point to your waist.) <b>This is my waist. Show me your waist and say with me, “This is my waist.”</b> (Do the motions.)

- describe what they see in the picture, using their target vocabulary where applicable.



*Let’s Read* page 265

DURING READING

Read the text with expression, using the picture and gestures to convey meaning.

🔊 Fishing Up Country  
by Nyanatec K. Saym

Both men and women fish up country, but in different ways. Men use fishing lines with fishing hooks attached at the end. They put worms or pieces of fresh fish on the hook to use as bait. Then they lower the hook into the water and wait to catch a fish. Women fish with nets made from palm fibers and other strong ropes. At the waterside, they build dams across the water with sticks and mud. Then they dip jugs into the water on one side of the dam and pour it out on the other side. When the water is very low, they walk into the water with their nets and begin to move around, trying to catch a fish. After a while, a woman will lift her net out of the water. She will take out the fish she has caught and put it in her basket or a pouch tied around her waist. The women continue to go from one pool of water to another until their day is over.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **What is the topic of this text?** (the ways men and women fish)
2. **How do men fish?** (They use fishing lines, hooks, and bait.)
3. **How do women fish?** (They use nets.)
4. **The text says that women will put the fish they catch into a *pouch*. Remember, you can use the text's context to figure out the meaning of a word. Listen as I read the sentence *pouch* is in. "She will take out the fish she has caught and put it in her basket or a pouch tied around her waist." What is a *pouch*?** (a bag you can tie around your waist to hold something)

## PHONICS AND WORD STUDY

12 MIN.

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



▶▶ To divide longer words into smaller parts, look at the first vowel, then at look at the consonants after the first vowel. If there is 1 consonant, divide before the consonant. If there are 2 consonants, divide the word between the 2 consonants. A compound word is made up of 2 smaller words.

▶▶ Watch and listen as I read a word.

Point to *pretend*. Draw a line between the letters e and t: *pre | tend*. ▶▶ I say the first part, *pre*. I say the second part, *tend*. The word is *pretend*.

Point to *rabbit*. Draw a line between the letters b and b: *rab | bit*. ▶▶ I say the first part, *rab*. I say the second part, *bit*. The word is *rabbit*.

Repeat with *inside*.



▶▶ Let's say the sounds and read the word together.

Point to *inside*. Draw a vertical line between *in* and *side*: *in | side*. Point under each word in turn as you say: ▶▶ What 2 little words do we see here? /i/-/n/, *in*, and /s/-/i/-/d/, *side*.

▶▶ The word is /i/-/n/-/s/-/i/-/d/, *inside*.

Repeat with *relax*, *subject*, and *wildlife*.



▶▶ Now it's your turn. Say the sounds and read the words on your own.

One at a time point under the remaining words.

## REVIEW Week 35 • Day 3

pretend	wildlife
rabbit	female
inside	pattern
relax	lowland
subject	
wildlife	

# REVIEW

Week  
35

Day  
4

## OBJECTIVES

- Review spelling *alone, around, about, behind, between, almost, subject, sunrise, bedtime, flagpole, beautiful, mountain, gorilla, trail, roll, advice*
- Review reading fluently “Gorilla Park”
- Review the vocabulary words *beautiful, mountain, gorilla, trail, roll, advice*
- Review the vocabulary words *source, nut, boil, roof, bundle, fuel*
- Review “The Liberian Palm Tree”
- Review reading words that end with *al*, words with two or more syllables and the VCCV pattern, and words with two or more syllables and the VCV pattern

## LEARNING RESOURCES

 *Student Activity Book*

 Student copybooks

 *Let's Read*

Student  
Activity Book  
page 87

## INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during the first two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *alone*, 2. *around*, 3. *about*, 4. *behind*, 5. *between*, 6. *almost*, 7. *subject*, 8. *sunrise*, 9. *bedtime*, 10. *flagpole*, 11. *beautiful*, 12. *mountain*, 13. *gorilla*, 14. *trail*, 15. *roll*, 16. *advice*.)

🔊 First, you will review your spelling and sight words from Week 33 with your partner. Turn to page 87 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- *Students Who Need Additional Support:* Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

## READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown on the next page at the right.

🔊 Now you will read the story “Gorilla Park” again with your partner and write some sentences with the vocabulary words. Please turn to page 116 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who Need Additional Support:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

**Let’s Read**  
**“Gorilla Park”**  
page 116

1. beautiful
2. mountain
3. gorilla
4. trail
5. roll
6. advice

**ORAL VOCABULARY / READ-ALOUD**

**12 MIN.**

🔊 **Now I am going to read the text “The Liberian Palm Tree” to you again. Please turn to page 266 in *Let’s Read*.**

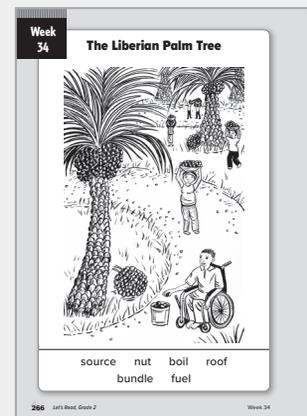
**BEFORE READING**

**PREVIEW**

Guide the students to . . .

- review the meaning of the oral vocabulary words for this text:

1. source	🔊 <b>Source.</b> A <b>source</b> is where something comes from. For example, the sun is a source of light and heat. The market is a good source for food. <b>What is a source for getting water?</b> (e.g., river, well, store, etc.)
2. nut	🔊 <b>Nut.</b> A <b>nut</b> is a small dry fruit with a hard shell. Today’s text talks about the pine nut, which grows on palm trees. <b>What is another kind of nut?</b> (e.g., kola nut, walnut, pecans, etc.)
3. boil	🔊 <b>Boil.</b> To <b>boil</b> means to cook something in very hot water. For example, people can boil vegetables. They can boil rice. <b>What else can people boil?</b> (e.g., eggs, meat, potatoes, etc.)
4. roof	🔊 <b>Roof.</b> A <b>roof</b> is the top covering of a building. A house has a roof. <b>Let’s pretend we are houses. Pat your roof.</b> (Have students tap the tops of their heads.)



*Let’s Read* page 266

## REVIEW

### Week 35 • Day 4

5. bundle **▶▶** *Bundle.* To **bundle** means to tie or wrap a group of things together. People **bundle sticks, foods, and other things.** Let's pretend to **bundle sticks.** (Do the motions.)

6. fuel **▶▶** *Fuel.* **Fuel** is something people burn to make light or energy. For example, people burn **fuel in lamps.** They use **fuel for cars.** Make a sentence with the word **fuel.** (e.g., My dad put *fuel* in our car.)

- describe what they see in the picture, using their target vocabulary where applicable.

#### DURING READING

Read the text with expression, using the picture and gestures to convey meaning.

#### ▶▶ The Liberian Palm Tree by Benjamin G. Everett

The palm tree grows everywhere in Liberia. It grows in swampy areas, on hilltops, and even in coastal areas. It is a good source of food for many Liberians. The palm nuts can be boiled and used to cook palm butter soup to eat along with rice. The palm nuts can also be used to make palm oil, which is the most widely used cooking oil in Liberia. The kernels from the nuts can be used to make palm kernel oil, which is also good for eating as well as for rubbing on the skin. People use the palm tree in their homes for more than just cooking. The palm thatches are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm thatches are trimmed and bundled up to make brooms for sweeping. The palm oil is used as fuel in lamps. Palm trees are an important part of daily life for most Liberians.

#### AFTER READING

##### COMPREHENSION QUESTIONS

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

- ▶▶ 1. **What is the topic of this text?** (the Liberian palm tree)
2. **What do you think the writer wants you to believe about Liberian palm trees?** (They are important to Liberians.)
3. **What facts or reasons does the writer give to get you to agree that Liberian palm trees are important?** (The Liberian palm tree is a good source of food and oil. It can be used for roofs of houses, used to make brooms, and used as fuel.)

4. **What words does the writer use to make us feel that Liberian palm trees are important?** (good source; can be used; widely used; perfect for; important)
5. **The text says that palm *thatches* are used to make roofs. Listen as I read the sentences *thatches* is in. “The palm *thatches* are long and wide and are perfect for making the roofs of houses in villages. The straw on the palm *thatches* are trimmed and bundled up to make brooms for sweeping.” What are *thatches*?** (part of a tree/plant)

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>🔊 The letters <i>a</i> and <i>l</i> together at the end of a word make the sound /əl/.</p> <p>🔊 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. If there are 2 consonants, divide the word between the 2 consonants.</p> <p>Point to <i>animal</i>.</p> <p>🔊 /ă/-/n/-/ĭ/-/m/-/əl/, <i>animal</i>.</p> <p>Point to <i>insects</i>. Draw a line between the letters <i>n</i> and <i>s</i>: <i>in sects</i>.</p> <p>🔊 I say the first part, <i>in</i>. I say the second part, <i>sects</i>. The word is <i>insects</i>.</p> <p>Repeat with <i>provide</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>provide</i>.</p> <p>🔊 What is the first vowel? <i>o</i>.</p> <p>🔊 How many consonants are there after the vowel? 1.</p> <p>🔊 Where do we divide the word? Between the <i>o</i> and <i>v</i>. (Draw a line between the letters <i>o</i> and <i>v</i>: <i>pro vide</i>.)</p> <p>🔊 What does the first vowel say? It says its name, /ō/. Say the first part with me: <i>pro</i>. Say the second part with me: <i>vide</i>. Read the whole word with me: <i>provide</i>.</p> <p>Repeat with <i>several</i>, <i>transform</i>, and <i>before</i>.</p>	<p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

animal	before
insects	capital
provide	hippo
several	nature
transform	
before	

# REVIEW

Week 35 | Day 5

## OBJECTIVES

- Review spelling *animal, several, capital, general, personal, permit, protect, provide, total, final, swamp, climb, national park, soil, linked, protect*
- Review reading fluently “Parks to Protect the Planet”
- Review the vocabulary words *swamp, climb, national park, soil, linked, protect*
- Review reading fluently and demonstrate comprehension of “Gorilla Park” and “Parks to Protect the Planet”

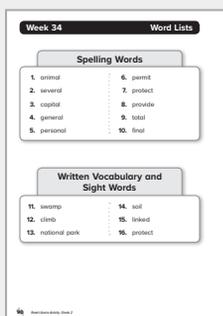
## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 90



Student Activity Book page 90

## INTRODUCTION

1 MIN.

Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during each activity today, you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *animal*, 2. *several*, 3. *capital*, 4. *general*, 5. *personal*, 6. *permit*, 7. *protect*, 8. *provide*, 9. *total*, 10. *final*, 11. *swamp*, 12. *climb*, 13. *national park*, 14. *soil*, 15. *linked*, 16. *protect*.)

First, you will review your spelling and sight words from Week 34 with your partner. Turn to page 90 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 8 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles. The students check their own work when they finish.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- **Students Who Need Additional Support:** Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

## READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 **Now you will read the text “Parks to Protect the Planet” again with your partner and write some sentences with the vocabulary words. Please turn to page 121 in *Let's Read*.**

Have the students work in pairs. First they take turns to read the text aloud to each other, helping each other read correctly and fluently. Students should read the text 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

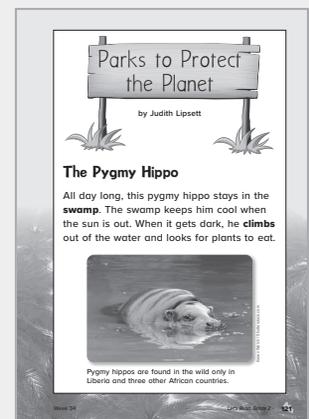
- **Students Who Exceed Expectations:** A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- **Students Who Need Additional Support:** Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let's Read* text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

## REVIEW Week 35 • Day 5

Let's Read  
“Parks to  
Protect  
the Planet”  
page 121

1. swamp
2. climb
3. national park
4. soil
5. linked
6. protect



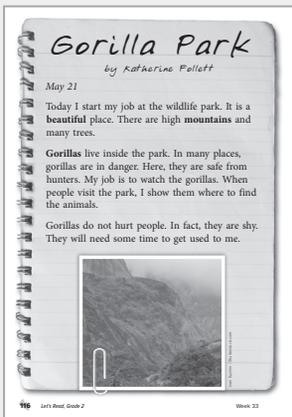
*Let's Read* page 121

# REVIEW

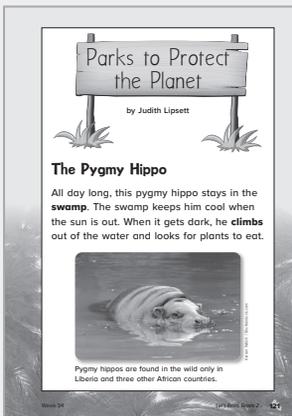
## Week 35 • Day 5

### Let's Read

1. "Gorilla Park" page 116
2. "Parks to Protect the Planet" page 121



Let's Read page 116



Let's Read page 121

## READING FLUENCY AND COMPREHENSION

24 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the left.

Now you will read the stories "Gorilla Park" and "Parks to Protect the Planet" again with your partner and answer the questions at the end. Please turn to page 116 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each. When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks.

**Differentiated Instruction:** This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- **Students Who Need Additional Support:** A weaker student may be paired with a stronger student for help completing the activity.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.