

# Week 36 Assessment

## ASSESSMENT

Write the numbers on the board as shown beside each section. Point to the number on the board as you ask each question. Have students find the number on their *Student Activity Book* page. If the students do not have a *Student Activity Book*, have them write the answers on a piece of paper or in their copybooks.

🔊 Today I am going to ask you some questions about what you have learned this year. You will write your answers in your *Student Activity Book*. Open your *Student Activity Book* to page 93.

## PHONICS / SPELLING

### A. Phonics and Word Study

15 MIN.

Note: If the students do not have the *Student Activity Book*, you can write the following words in two boxes on the board:

1st box, for #1–5:

follow, forget, farmer, fault, fawn,  
female, find, firewood

2nd box, for #6–10:

crossroad, concert, clear, contest,  
crawl, creator, capital

🔊 Point to the letter **A**. I will say a word. Choose the correct word from the box and write it on the line. Let's do an example together. On the line next to the word *Example*, write the word *female*. Look at the first word box. Which of these words is *female*? ... Write *female* on the line next to the word *Example*. (Write *female* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

🔊 For numbers 1–5, choose a word from the first box.

1. *follow*
2. *final*
3. *firewood*
4. *forget*
5. *fawn*

🔊 For numbers 6–10, choose a word from the second box.

6. *contest*
7. *capital*
8. *crossroad*
9. *creator*
10. *clear*

Example:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

The thumbnail shows a page titled 'Week 36 Assessment' with the section 'A. Phonics and Word Study'. It contains the same instructions and word boxes as the main page, along with a grid for writing answers. The grid has 10 numbered lines. The first line is pre-filled with 'Example' and 'female'. The second line is pre-filled with 'Example' and a blank line. The third line is pre-filled with 'Example' and a blank line. The fourth line is pre-filled with 'Example' and a blank line. The fifth line is pre-filled with 'Example' and a blank line. The sixth line is pre-filled with 'Example' and a blank line. The seventh line is pre-filled with 'Example' and a blank line. The eighth line is pre-filled with 'Example' and a blank line. The ninth line is pre-filled with 'Example' and a blank line. The tenth line is pre-filled with 'Example' and a blank line.

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# Week 36 Assessment

Example:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

Week 36 Assessment

B. Spelling

Example: \_\_\_\_\_

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

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## PHONICS / SPELLING

### B. Spelling

15 MIN.

▶ Point to the letter **B**. I will say one of your spelling words. Write the word. Let's do an example together. On the line next to the word **Example**, write the word **total**. (Write *total* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

▶ 1. *almost*

2. *animal*

3. *final*

4. *alone*

5. *paper*

6. *begin*

7. *window*

8. *learn*

9. *lady*

10. *between*

# Week 36 Assessment

## READING / COMPREHENSION

### C. Written Vocabulary and Sight Words

15 MIN.

Note: If the students do not have the *Student Activity Book*, you can write the following words in two boxes on the board:

1st box, for #1–5:

sorry, wave, secret, still, surprise, familiar,  
knock, late, trapped, yawn, wake up

2nd box, for #6–10:

beautiful, mountain, trail, advice, roll, climb, protect,  
soil, linked, swamp, national park, gorilla

🔊 Point to the letter C. I am going to say the meaning of one of your vocabulary words. Choose the correct word from the box and write it on the line. Let's do an example together. This word means to move your hand from side to side in the air to say hello or goodbye to someone. Look at the first word box. Which of these words means to move your hand from side to side? ... **Wave**. Write **wave** on the line next to the word **Example**. (Write *wave* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

🔊 For numbers 1–5, choose a word from the first box.

Read each definition at least twice. Give the students time to write the answer before moving on to the next item.

- 🔊 1. This word means to not move.
2. This word means to hit something with your fist and make a noise. (Demonstrate knocking.)
3. This word means something you know well.
4. This word is something you do not tell other people.
5. This word means to be in a place you cannot get out of.

🔊 For numbers 6–10, choose a word from the second box.

- 🔊 6. This word is a path in the mountains or forest that people can walk on.
7. This word means to move up something.
8. This word is dirt that plants and trees grow in.
9. This word means to be joined together or connected.
10. This word means something you say to help someone know what he or she should do.

Example:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |

Week 36 Assessment

C. Written Vocabulary and Sight Words

sorry, wave, secret, still, surprise, familiar,  
knock, late, trapped, yawn, wake up

Example:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

beautiful, mountain, trail, advice, roll, climb,  
protect, soil, linked, swamp, national park, gorilla

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Week 36** **Assessment**

**D. Reading Comprehension**

Liberia has many mangrove forests. The forests are along the coast, not in the mountains. Mangrove forests help hold the soil in place. They keep the sea salt from going into the land. Mangrove forests help people in many ways.

Mangrove forests provide local people with food. Many fish live among the roots of the mangrove trees. People catch these fish. Inside some mangrove forests, farmers even make ponds to raise shrimp, fish, or shellfish. People make many things from mangrove trees. From the trees' trunk and branches, people get wood. This wood is often used for fuel. People use the wood to make houses, too. Thatch is made from mangrove leaves. The thatch is used on houses. People use the bark to soften animal hides. They use the animal hides to make clothes and shoes.

People should not abuse mangrove forests. We should not hurt the mangrove trees. We need our mangrove forests.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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## READING / COMPREHENSION

### D. Reading Comprehension

15 MIN.

Note: If the students do not have the *Student Activity Book*, you can write the following text on the board.

Liberia has many mangrove forests. The forests are along the coast, not in the mountains. Mangrove forests help hold the soil in place. They keep the sea salt from going into the land. Mangrove forests help people in many ways.

Mangrove forests provide local people with food. Many fish live among the roots of the mangrove trees. People catch these fish. Inside some mangrove forests, farmers even make ponds to raise shrimp, fish, or shellfish. People make many things from mangrove trees. From the trees' trunk and branches, people get wood. This wood is often used for fuel. People use the wood to make houses, too. Thatch is made from mangrove leaves. The thatch is used on houses. People use the bark to soften animal hides. They use the animal hides to make clothes and shoes.

People should not abuse mangrove forests. We should not hurt the mangrove trees. We need our mangrove forests.

👉 **Point to the letter D. This is a text. You will read the text to yourself. When you finish the text, look up at me so I know you have finished. Then I will ask you questions about the text.**

If the students have not finished after 7 minutes, give them a one-minute warning.

👉 **Now I will ask you some questions about the text. You may look back in the text to find the answers. Write the answer to the question on the line.**

- 👉 **1. Is this text fiction or nonfiction?**
- 2. What is the main idea of the text?**
- 3. What is one fact in the text that supports the main idea?**
- 4. How do mangrove forests help the land?**
- 5. Where are the mangrove forests?**
- 6. What does the word *abuse* mean?**
- 7. What do people make from mangrove leaves?**
- 8. What is one use for the wood from mangrove forests?**
- 9. What do people use the mangrove bark for?**
- 10. What would happen if the mangrove forests die?**