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Dear School Authorities, Teachers, Parents, Community Members, and Students,

I am pleased to introduce the revised Read Liberia Activity series of books for students in Grades 1 and 2 to help them learn to read fluently and to understand what they have read.

For each grade, there is a set of four books, which should be used together: one Student Activity Book, one Let's Read book, and two Teacher Instructional Guides.

- The Student Activity Book is to be used daily by the students in class and at home.
- The Let's Read book is a class reader, and, like the first book, should be used daily by the students, both in class and at home.
- The other two books in the set are the Teacher Instructional Guides (one for Semester 1 and the other for Semester 2), which provide daily lesson plans for teachers. The Teacher Instructional Guides are to be used together with the student books.

The Ministry of Education, Republic of Liberia, is confident that if these revised materials are used systematically and correctly throughout the year, students will develop good basic reading skills by the end of Grade 2, and these reading skills will help their learning in other subjects throughout their academic career as they use their skills to read for understanding. The Ministry, therefore, expects the books to be well used, starting in the 2020–21 school year.

The Read Liberia Activity series of books is the result of more than 10 years of work on early grade reading in Liberia, informed by international scientific research on the very best ways to teach children to read. Teachers and parents who previously encountered the USAID Read Liberia Activity series of books will recognize some of the lessons, stories, and activities that are featured there. The new, revised materials are an improved and expanded version, based on feedback received from teachers and schools over the years.

I extend sincere thanks and appreciation to all those who worked tirelessly to produce the Read Liberia Activity series. I wish to single out the United States Agency for International Development (USAID) for their financial and technical support, without which this publication would not have been possible.
Special thanks go to the officials from the Department of Instruction of the Ministry of Education, especially those in the Center of Excellence for Curriculum and Textbook Research. Special thanks also go to the Departments of Administration and Planning of the Ministry, for their considerable inputs in the review of the materials. I acknowledge the technical leadership of RTI International and the valuable contribution of Brattle Publishing Group in content development, book design, and production.

Finally, I appeal to parents, community members, and other people working in or supporting education to encourage reading at school and in the home. This is the foundation of quality education, which helps to guarantee a promising future for our children and, by extension, Liberia.

Let's transform Liberia into an educated nation and a literate society by cultivating reading as a habit, especially for school-age children, whether in school or out of school. This is the beginning of confidence-building for children’s lifelong learning. Parents, teachers, and school leaders, please ensure that your students at all levels, especially in early grades, adopt reading into their habits, because good reading skills foster understanding, both of which are the most dependable learning tools.

Thanks to all the contributors and sponsors.

Regards,

Prof. D. Ansu Sonii, Sr.
Minister
Ministry of Education
Republic of Liberia
How to Take Care of Your Book

Take good care of your book. If you do, it will last a long time.

There are ways you can care for your book.

2. Keep your book in a dry and safe place.
3. Keep your book away from dirt and off the floor.
5. Do not fold the pages or rip the cover or pages of the book.
6. Make a cover for the book using paper or a paper bag.

FLAP BACK

COVER

FLAP FOLD TURNAROUND
(Turns around the thickness of the cover)
Welcome to Your Reading Program!

Welcome to Read Liberia Activity. I’ll bet you are asking yourself, “Why do I need to learn to read?”

Reading makes your daily life easier. You can read directions so you know how to get from one place to another. You can read the labels and ads in stores to find just what you are looking for when you shop. You can read the newspaper to find out what is going on in your community and your world.

And reading is fun! Once you know how to read, you can enjoy many wonderful stories and learn interesting things about people, places, and animals.

Reading is very important. You need to use your reading skills in all the other subjects you study at school.

The Student Activity Book is full of practice activities so you can practice your reading skills and become a great reader.

Your teacher will tell you when to use the book. You will use it in the classroom as you learn new reading, writing, and listening skills. And you will use it for homework when you practice the new skills you have learned.

This book also has sight word cards that you will tear out for each week. You will use the cards in games and activities to practice reading and spelling words.
A Note to Parents and Guardians

Dear Parents and Guardians:

Welcome to Read Liberia Activity. This multiyear program was developed to teach your child the critical reading strategies and skills introduced in the Liberian National Curriculum. With the introduction of a comprehensive reading program—Read Liberia Activity—reading abilities and scores are expected to soar. This program builds upon the success of earlier initiatives and addresses the required skills that will help your child become a successful reader.

Throughout the year, your child will learn a variety of new reading skills. He or she will use most of the activity pages in the classroom as the teacher teaches new reading skills. He or she will complete the homework pages at home. The book also includes check-up assessments so that the teacher can monitor your child’s progress and know when to provide additional teaching and support.
## Week 1 Word Lists

### Spelling Words

1. sad  
2. get  
3. big  
4. not  
5. run  
6. last  
7. went  
8. fell  
9. stick  
10. jump

### Written Vocabulary and Sight Words

11. want  
12. fix  
13. rest  
14. glad  
15. friend
Directions: Circle the vowel (a, e, i, o, u) in each word. Read the words.

1. plot
2. stop
3. fret
4. skid
5. drum
6. trap
7. glad
8. plum
9. smell
10. brim

Directions: Write each word under its vowel. Read the words.

stand, dress, spot, grill, snug
brim, shut, flip, clap, press

a  e  i
stand

o  u
**Week 1  Day 4 Homework**

**Directions:** Read each word. Look at the underlined letters. How many sounds do the underlined letters make? Circle the number of sounds.

1. smell 1 2  
2. jump 1 2  
3. chin 1 2  
4. drink 1 2  
5. glad 1 2  
6. sniff 1 2  
7. help 1 2  
8. that 1 2  
9. stick 1 2  
10. toss 1 2  
11. rest 1 2  
12. shot 1 2  
13. friend 1 2  
14. song 1 2  
15. went 1 2  
16. hill 1 2  
17. with 1 2  
18. spot 1 2  
19. chat 1 2  
20. grab 1 2
### Week 2 Word Lists

#### Spelling Words

<p>| | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>need</td>
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<tr>
<td>2.</td>
<td>green</td>
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<tr>
<td>3.</td>
<td>eat</td>
</tr>
<tr>
<td>4.</td>
<td>beans</td>
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<tr>
<td>5.</td>
<td>stay</td>
</tr>
<tr>
<td>6.</td>
<td>way</td>
</tr>
<tr>
<td>7.</td>
<td>wait</td>
</tr>
<tr>
<td>8.</td>
<td>tie</td>
</tr>
<tr>
<td>9.</td>
<td>lied</td>
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</tbody>
</table>

#### Written Vocabulary and Sight Words

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<tr>
<td>10.</td>
<td>cook</td>
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<tr>
<td>11.</td>
<td>done</td>
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<tr>
<td>12.</td>
<td>said</td>
</tr>
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<td>13.</td>
<td>thought</td>
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<td>14.</td>
<td>pull</td>
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<td>15.</td>
<td>another</td>
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</tbody>
</table>
Week 2  Day 2 Homework

Directions: Read each word. Circle the vowel team in each word.

1. train  6. clean
2. keep    7. pray
3. may     8. three
4. stream  9. wait
5. chain   10. teach

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

green, heat, paint, play, sheet, sneak, spray, steal, tail, train

ee/ea

__________________________  ay/ai
__________________________
__________________________
__________________________
__________________________
__________________________
__________________________
Directions: Circle the words with **ie**. Read the story aloud.

“Why did all the flies die?” I cried.

“I tried to save them,” she replied.

“But they got all tied up in the spider’s web.”

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

bit, cries, dried, hip, lie, quit, replies, spin, thin, tried

<table>
<thead>
<tr>
<th>i</th>
<th>ie</th>
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<tr>
<td>bit</td>
<td>dried</td>
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<td>cried</td>
<td>replies</td>
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<td>tried</td>
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<tr>
<td>lie</td>
<td>spin</td>
</tr>
<tr>
<td>quit</td>
<td>thin</td>
</tr>
</tbody>
</table>
### Spelling Words

1. make  
2. take  
3. came  
4. safe  
5. place  
6. home  
7. hole  
8. close  
9. hope  
10. stove

### Written Vocabulary and Sight Words

11. forest  
12. crab  
13. many  
14. live  
15. people
Directions: Read the words. Underline the words with silent e.

1. lake  
6. came
2. hat  
7. bake
3. pan  
8. tame
4. rag  
9. mat
5. bad  
10. wave

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

take, game, map, name, bag, bat, rake, crab, ran, place, glad

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<thead>
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<th>a</th>
<th>a_e</th>
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<td>take</td>
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</tbody>
</table>
Week 3  Day 4 Homework

Directions: Read the words. Underline the words with silent e.

1. bone
2. hot
3. pot
4. shop
5. nose
6. smoke
7. clock
8. joke
9. rock
10. cone

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

choke, rose, top, vote, stone, spot, crop, pole, drove, rot, shock

- o
- o_e

choked

Read Liberia Activity, Grade 2
### Spelling Words

1. life  
2. like  
3. time  
4. hide  
5. white  
6. farm  
7. hard  
8. car  
9. few  
10. grew

### Written Vocabulary and Sight Words

11. village  
12. work  
13. city  
14. different  
15. could  
16. miss
Directions: Read the words. Underline the words with silent e.

1. bite
2. pit
3. stripe
4. time
5. fit
6. ripe
7. life
8. bill
9. shine
10. hide

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

dime, star, dim, twin, farm, twine, spine, hard, spin, kit, dark, kite

i  i_e  ar

_________________  ___________________  ___________________
_________________  ___________________  ___________________
_________________  ___________________  ___________________
_________________  ___________________  ___________________
Directions: Choose the best word to complete each sentence. Write the word on the line.

| new, threw, drew, stew, knew, flew, grew, blew |

1. The wind __________ the kite in the sky.
2. I __________ the right answer on the exam!
3. Mother has made a delicious __________ for supper.
4. He __________ the ball to his teammate.
5. The plant __________ from a tiny seed into a very tall tree.
6. Father got me a __________ bag for school.
7. I __________ a picture in my copybook.
8. The birds __________ back to their nest.

Directions: Choose two words from the box above and write a sentence of your own using each word.

1. ___________________________________________________________________
2. ___________________________________________________________________
A. Phonics and Word Study

leak, like, lock, lake, lark, lick

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

     dew, die, day, dome, dame, deem

6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
Week 6 Assessment

B. Spelling

Example: ______________________

1. _______________ 6. _______________
2. _______________ 7. _______________
3. _______________ 8. _______________
4. _______________ 9. _______________
5. _______________ 10. _______________
Week 6 Assessment

C. Written Vocabulary and Sight Words

want, fix, rest, glad, friend, cook, done, said, thought, pull, another

Example: ____________________

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

forest, crab, many, live, people, village, work, city, different, could, miss

6. ____________________

7. ____________________

8. ____________________

9. ____________________

10. ____________________

Read Liberia Activity, Grade 2
Nejay and Bainda live in the village. When it is time to plant crops, they hope for rain. Then the crops will grow well. While the crops grow, they weed and rake.

While the crops are growing, Nejay bakes bread with the wheat from last year. She also bakes cakes to sell. The people in the village like her cakes. Bainda milks the goats. They sell the milk. The cash from the cakes and milk helps them while they wait for the crops to be ready for harvest.

Now it is time to pick their crops. They will have a lot of food to eat. They like their way of life in the village.

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
Spelling Words

1. high
2. night
3. light
4. right
5. burn
6. turn
7. hurt
8. star
9. dark

Written Vocabulary and Sight Words

10. special
11. Earth
12. glow
13. giant
14. close
15. far
Directions: Choose the best word to complete each sentence. Write the word on the line.

1. The _______ helped me when I felt sick.
   (nurse, noise)

2. I _______ my hand in the fire.
   (curled, burned)

3. The driver made a left _______ at the corner.
   (surf, turn)

4. Be careful with that knife—don’t _______ yourself!
   (hurt, burp)

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

- fur, yard, march, purse, far, church, start, burst

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</tbody>
</table>
Week 7  Day 4 Homework

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

light, high, lie, might, pie, right
night, tie, fright, sigh, die, sight

igh
light

ie

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

1. We need a _____________ to see at night. (lie, light)
2. He gave a big _____________. (sigh, sight)
3. Your yell gave me a ______________. (fight, fright)
4. The moon is ______________ in the sky. (die, high)
5. We ate ______________ last night. (pie, tie)
Spelling Words

1. my
2. sky
3. try
4. why
5. can’t
6. isn’t
7. blue
8. true

Written Vocabulary and Sight Words

9. kite
10. fly
11. flew
12. trust
13. glue
14. know
15. knew
16. fall
17. fell
Directions: Read the contraction. Write the words that make up the contraction.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. doesn’t</td>
<td>doesn’t</td>
</tr>
<tr>
<td>2. didn’t</td>
<td>didn’t</td>
</tr>
<tr>
<td>3. hasn’t</td>
<td>hasn’t</td>
</tr>
<tr>
<td>4. don’t</td>
<td>don’t</td>
</tr>
<tr>
<td>5. aren’t</td>
<td>aren’t</td>
</tr>
<tr>
<td>6. isn’t</td>
<td>isn’t</td>
</tr>
<tr>
<td>7. weren’t</td>
<td>weren’t</td>
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<tr>
<td>8. hadn’t</td>
<td>hadn’t</td>
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<tr>
<td>9. wasn’t</td>
<td>wasn’t</td>
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<tr>
<td>10. couldn’t</td>
<td>couldn’t</td>
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<tr>
<td>11. wouldn’t</td>
<td>wouldn’t</td>
</tr>
<tr>
<td>12. shouldn’t</td>
<td>shouldn’t</td>
</tr>
</tbody>
</table>
Week 8  Day 4 Homework

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

blue, cry, dry, glue, true, why

1. You can fix the broken kite with some ____________.
2. After the rainy season comes the ____________ season.
3. The ocean water is very ____________ today.
4. Did the sick baby ____________ all night?
5. I am not lying—what I am telling you is ____________!
6. Please tell me the reason ____________ you are late to class.

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

by, clue, blue, due, fry, my, sue, sky

ue

__________________________
__________________________
__________________________

y

__________________________
__________________________
__________________________
__________________________
Week 9  Word Lists

Spelling Words

1. simple  6. ground
2. middle  7. mouth
3. little   8. house
4. uncle   9. girl
5. out     10. bird

Written Vocabulary and Sight Words

11. walk   14. wonder
12. button 15. shout
13. hear   16. whisper
Directions: Circle all the words with ou. Read the story aloud.

Once there was a mouse who lived in our house. One day I found him poking around without a sound on the ground. I gave a loud shout from my mouth, picked him up, and threw him out!

Directions: Complete the sentence with your own words.

If I found a mouse in my house, I would ________________

________________________________________________

________________________________________________

________________________________________________

________________________________________________

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

1. Our team came in ____________ in the competition.
   (first, firm)

2. After three boys, my aunt finally gave birth to a baby _____________.
   (bird, girl)

3. Sit down and write at the _____________.
   (table, title)

4. An _____________ is a big bird.
   (elephant, eagle)

5. A tailor uses a _____________ and thread to sew.
   (whistle, needle)

6. I tore my _____________ and pants climbing in the tree.
   (shirt, third)

7. A _____________ built its nest in the tree by my window.
   (dirt, bird)

8. My _____________ sister is 2 years old.
   (big, little)
Week 10 Word Lists

Spelling Words

1. party
2. study
3. hungry
4. hurry
5. happy
6. baby
7. body
8. everything
9. something
10. nothing

Written Vocabulary and Sight Words

11. fur, furry
12. call
13. lonely
14. field
15. find, found
Directions: Circle all the words that end in the letter y with the long e sound. Read the story aloud.

Every afternoon, Mary was in a hurry to get home. Her family had a new puppy. The puppy was very pretty. And hungry! It liked to lick Mary’s candy. And silly! It liked to roll around and get dirty. Mary was very happy to hug its furry little body.

Directions: Read each sentence. Write yes if the sentence is correct about the story. Write no if the sentence is not correct.

1. Mary’s family has a new puppy. yes
2. The puppy is ugly. 
3. The puppy likes candy. 
4. The puppy is clean. 
5. The puppy is furry. 

Week 10  Day 4 Homework

Directions: Fill in the missing words.

1. some + ____ one ____ = someone

2. every + thing = ________________

3. _______ + where = nowhere

4. no + _______ = nothing

5. _______ + one = everyone

6. some + where = __________________

Directions: Write each word from the box in the correct list. You can write the words more than one time. Read the words.

everything, everyone, everywhere, something, someone, somewhere, nothing, no one, nowhere

every____  some____  no____

_________________  ___________________  ___________________

_________________  ___________________  ___________________

_________________  ___________________  ___________________

____one  ____thing  ____where

_________________  ___________________  ___________________

_________________  ___________________  ___________________

_________________  ___________________  ___________________

28  Read Liberia Activity, Grade 2
A. Phonics and Word Study

far, fur, furry, fly, fight, fiddle, found

Example: _________________

1. _________________
2. _________________
3. _________________
4. _________________
5. _________________

star, sight, sir, sly, silly, single, sue

6. _________________
7. _________________
8. _________________
9. _________________
10. _________________
B. Spelling

Example: ________________

1. ________________ 6. ________________
2. ________________ 7. ________________
3. ________________ 8. ________________
4. ________________ 9. ________________
5. ________________ 10. ________________
C. Written Vocabulary and Sight Words

special, Earth, glow, giant, close, far, kite, fly, trust, glue, know, fall

Example: ______________________

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

walk, button, hear, wonder, shout, whisper, fur, call, lonely, field, find

6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
D. Reading Comprehension

The sun is a special star. It is close to us. The sun gives us heat and light. The light from the sun helps plants grow. The heat from the sun helps plants grow. Without the sun’s heat, nothing on Earth would grow.

The sun is one of the many, many stars. The other stars are far from us. The sun and other stars are all made of gas. They burn bright. We do not see the other stars in the daytime because our sun is so bright. We see the other stars at night when the sun is down.

There is one way the sun does not help us. The bright sun can hurt our eyes. The other stars are not too bright for us. They do not hurt our eyes. The other stars do not give us the light and heat that the sun gives us. The stars are too far away. The sun is special.

1. 
2. 
3. 
4. 
5. 

Read Liberia Activity, Grade 2
Spelling Words

1. queen
2. keep
3. clean
4. beat
5. mean
6. inside
7. outside
8. mile
9. rope
10. bone

Written Vocabulary and Sight Words

11. honey
12. bee
13. eyes
14. hive
15. body
16. build
**Week 13**

**Day 2 Homework**

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

```
bee, eat, speed, leaf, week, breathe, sweet, teach, tree, heat
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**Directions:** Choose a word from the box above to complete each sentence.

1. The bird made a nest in the tall ____________.
2. There are seven days in a ____________.

**Directions:** Fill in the blanks with **ee** or **ea** to spell the word correctly. Read the words.

1. ___ea____t
2. k_______p
3. cl_______n
4. qu_______n
5. sp_______k
6. sp_______d
Week 13  Day 4 Homework

Directions: Match the words at the left with a word that rhymes with it at the right.

1. five  bone
2. name  take
3. drone  face
4. white  hive
5. place  date
6. hope  line
7. make  same
8. fine  woke
9. smoke  kite
10. late  rope

Directions: Fill in the blanks with the correct form. Read the old and new words.

1. hop + e = _______hope_______
2. tim + e = ________________
3. ______________ + e = hide
4. sam + e = ________________
5. ______________ + e = note
Week 14

Spelling Words

1. river
2. water
3. thunder
4. never
5. over
6. under
7. after
8. before
9. more
10. important

Written Vocabulary and Sight Words

11. blood
12. cold
13. warm
14. temperature
15. breathe
Directions: Circle er in each word where it appears. Read the story.

My sister suffered from a fever. My mother took her to the store on the corner to order some medicine. The person at the counter offered her some water with the pills. After she took the medicine, she felt better.

Directions: Complete the sentence with your own words.

When I suffer from a fever, I _________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Directions: Fill in the blanks with or or ore to spell the word correctly. Read the words.

1. m__ore__
2. sh______t
3. bef_______
4. imp_______tant
5. sc_______
6. s_______t
7. sp_______ts
8. ch_______
**Week 14 Day 4 Homework**

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

body, cry, day, dirty, dry, fly, gray, happy, lay, many, my, play, stay, very, why

---

**Directions:** Choose two words from the box above and write a sentence of your own using each word.

1. __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
## Week 15
### Word Lists

#### Spelling Words

1. part
2. start
3. first
4. dirty
5. mother
6. other
7. sports
8. score
9. store

#### Written Vocabulary and Sight Words

10. fruit
11. danger
12. smart
13. laugh
14. whistle
15. word
Directions: Write each word from the box in the correct list. Read the words.

birthday, dark, dirty, effort, farm, forget, inform, march, never, north, number, report, river, serve, sharp, skirt, start, third, thirsty, thunder

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<td>ir</td>
<td>or</td>
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</table>
Week 15 Day 4 Homework

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

afraid, always, faith, gray, holiday, paint, payment, rainy, tailor, today

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<th>ai</th>
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Directions: Choose a word from the box above to complete each sentence.

1. The ___________ made me a new dress.

2. I am not ___________ of spiders!

Directions: Fill in the blanks with ay or ai to spell the word correctly. Read the words.

1. s_____ay
2. w_____t
3. r_____n
4. d_______
5. pl_______
6. st_______

Read Liberia Activity, Grade 2
### Week 16 Word Lists

#### Spelling Words

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<td>hear</td>
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<td>3</td>
<td>near</td>
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<td>4</td>
<td>year</td>
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<td>all</td>
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<td>6</td>
<td>small</td>
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<td>7</td>
<td>tall</td>
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<td>8</td>
<td>call</td>
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<td>9</td>
<td>also</td>
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<td>always</td>
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#### Written Vocabulary and Sight Words

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<td>herd</td>
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<td>13</td>
<td>jealous</td>
</tr>
<tr>
<td>14</td>
<td>leap</td>
</tr>
<tr>
<td>15</td>
<td>tears</td>
</tr>
<tr>
<td>16</td>
<td>thief</td>
</tr>
</tbody>
</table>
Directions: Choose the best word to complete each sentence. Write the word on the line. Read the sentence aloud.

1. I ____________ brush my teeth in the morning.
   (always, all)

2. On the exam, we had to decide if the sentence was true or ____________.
   (fall, false)

3. The teacher hung the poster on the ____________ for us to see.
   (wall, ball)

4. I don’t like the stew because it has too much ____________.
   (halt, salt)

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

call, calm, fall, hall, halt, palm, small, salt, tall, wall

all

alt

alm


Directions: Use the letters in the box to make words. Read the words.

cl, d, f, h, n, sp, y, t

_______ear
_______ear
_______ear
_______ear
_______ear
_______ear
_______ear
_______ear

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

1. The cheetah ____________ to catch the antelope.
   (leaped, speared)

2. If we are lucky, we will have ____________ for dinner.
   (mean, meat)

3. Grandfather has grown a long, white ____________.
   (year, beard)

4. The bus was going at high ____________ when it crashed.
   (speed, sneak)

5. Do you ____________ that sound?
   (near, hear)
A. Phonics and Word Study

store, stir, stall, stole, steal, stay, story

Example: ""

1. 
2. 
3. 
4. 
5. 

hear, hard, her, hide, heel, hail, hate

6. 
7. 
8. 
9. 
10. ""
B. Spelling

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
C. Written Vocabulary and Sight Words

honey, bee, eyes, hive, body, build, cold, warm, blood, temperature, breathe

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

fruit, danger, smart, laugh, whistle, word, lazy, herd, jealous, leap, tears, thief

6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
Massa’s family goes to the beach. Massa invites some of her friends, Jenneh and Lorpu, to go with them.

While Massa’s mom prepares a snack, Massa and her friends go for a walk in the sand. They do not go in the water. There are too many rocks there. Lorpu and Jenneh like finding shells. Lorpu likes to run in the sand. Jenneh does not like running. She likes sitting by the water. Massa likes playing with her friends. Massa finds shells with them. She runs with Lorpu. She sits with Jenneh.

After they play on the beach, they eat a snack. After eating, Massa picks up the trash. Jenneh throws it in a bin while Lorpu sweeps the area. Massa’s mom is happy that the girls keep the beach clean. Massa is happy to be with her friends at the beach.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
Week 19

Spelling Words

1. better  
2. best  
3. harder  
4. fastest  
5. happier  
6. happiest  
7. low  
8. grow  
9. know

Written Vocabulary and Sight Words

10. heart  
11. muscle  
12. strong  
13. worry  
14. exercise  
15. brain
**Week 19**

**Day 2 Homework**

**Directions:** Fill in the missing words.

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<th>__er</th>
<th>__est</th>
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<tbody>
<tr>
<td>1.</td>
<td>good</td>
<td>better</td>
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<tr>
<td>2.</td>
<td>long</td>
<td>longer</td>
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<tr>
<td>3.</td>
<td>smarter</td>
<td>smartest</td>
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<td>4.</td>
<td>fast</td>
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<td>5.</td>
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<td>6.</td>
<td>harder</td>
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<td>7.</td>
<td>happy</td>
<td>happier</td>
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<td>8.</td>
<td>dirty</td>
<td>dirtiest</td>
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<td>9.</td>
<td>luckier</td>
<td>luckiest</td>
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<td>10.</td>
<td>hungry</td>
<td>hungrier</td>
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</tbody>
</table>

**Directions:** Complete each sentence by adding **er** or **est** to the base word.

1. The market is near________ to us than the gas station.
2. That is the tall________ building in town.
3. A turtle is slow________ than a rabbit.
4. That river is the long________ river in the country.
Week 19  Day 4 Homework

Directions: Circle the vowel team **oa** or **ow** in each word. Read the words.

1. __grow__ 6. __glow__
2. __own__ 7. __goat__
3. __road__ 8. __show__
4. __bowl__ 9. __lower__
5. __below__ 10. __toast__

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

<table>
<thead>
<tr>
<th>short o</th>
<th>long o (oa or ow)</th>
</tr>
</thead>
<tbody>
<tr>
<td>know</td>
<td>soak</td>
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<tr>
<td>shown</td>
<td>lost</td>
</tr>
<tr>
<td>frog</td>
<td>roast</td>
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<tr>
<td>flow</td>
<td>throw</td>
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<td>toss</td>
<td>__</td>
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<td>song</td>
<td>__</td>
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<td>__</td>
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</tbody>
</table>
### Spelling Words

1. eating  
2. drinking  
3. cooking  
4. playing  
5. taking  
6. head  
7. bread  
8. ready  
9. heavy  
10. healthy

### Written Vocabulary and Sight Words

11. clean  
12. dirty  
13. germs  
14. trash  
15. raw  
16. spread
Week 20
Day 2 Homework

Directions: Match the base word on the left to its *ing* form on the right.

1. make    joking
2. step    growing
3. clean   hugging
4. joke    stepping
5. grow    making
6. wash    cleaning
7. hug     patting
8. pat     washing
9. shine   using
10. use    shining

Directions: Write a sentence using one of the words.

________________________________________________

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

1. There was a ______ bug on the desk.
   (die, dead)

2. He held his ____________ and jumped in the sea.
   (breath, blink)

3. The hot sun made us ____________.
   (sweet, sweat)

4. Mom will ____________ out the oranges on the bench.
   (spell, spread)

5. She needs green ____________ for her dress.
   (three, thread)

6. Put your shoes on and be ____________ to go.
   (ready, heavy)

Directions: Write a sentence using the word head. Draw a picture to go with your sentence.
### Spelling Words

1. face  
2. rice  
3. circle  
4. pencil  
5. dance  
6. age  
7. page  
8. large  
9. judge  
10. bridge

### Written Vocabulary and Sight Words

11. game  
12. pole  
13. rope  
14. center  
15. edge  
16. dodge
Directions: Read the words. Circle each letter c that sounds like s.

place  cry  circle  kick
center  dance  cat  pencil
cook  voice  score  bounce

Directions: Read the words. Circle each letter g or dg that sounds like j.

dodge  germ
age  get
goal  gentle  judge

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

1. The children ____________ to the music.
   (dance, danger)

2. I ____________ the ball so I wouldn’t get hit.
   (dodged, edged)

3. I drew the sun in the shape of a ____________.
   (city, circle)

4. We cross the river at the ____________.
   (judge, bridge)
Directions: Write each word from the box in the correct list. Read the words.

back, called, center, chance, charge, clap, dodge, game, ground, guess, place, page

c like s  
c or ck like k

g or dg like j  
g like g

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

all, ball, call, fall, small, tall

1. If you climb a tree, be careful you don’t __________!

2. The ________ boy was crying for his mother.

3. I cannot reach the top of the shelf. I am not ________ enough.

4. We ________ want to play together.

5. Mother will ________ for me when she needs me.

6. Toss me the ________!
### Spelling Words

1. boy  
2. enjoy  
3. oil  
4. point  
5. played  
6. called  
7. named  
8. lived  
9. asked  
10. worked

### Written Vocabulary and Sight Words

11. give up  
12. rag  
13. join  
14. team  
15. manager  
16. continue
Directions: Write each word from the box in the correct list. Read the words.

boil, boy, coil, employ, enjoy, join, joy, oil, point, spoil, toy

Directions: Choose a word from the box above to complete each sentence.

1. We ___________ playing outside at recess.

2. Would you please ___________ us for a game of football?

Directions: Fill in the blanks with oy or oi to spell the word correctly. Read the words.

1. s____il
2. b_______
3. n_______se
4. p_______nt
5. ______l
6. j_______
Directions: Fill in the missing words.

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<td>played</td>
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<td>2</td>
<td>call</td>
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<td>3</td>
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<td>enjoyed</td>
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<td>4</td>
<td>pass</td>
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<td>5</td>
<td>score</td>
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<td>smiled</td>
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<td>start</td>
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<td>8</td>
<td>work</td>
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<td>9</td>
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<td>needed</td>
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<td>10</td>
<td>live</td>
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Directions: Choose the best word to complete each sentence. Write the word on the line. Read the sentence aloud.

1. The boat ___________ out to sea last night.  
   (float, floated)

2. Dad ___________ us when we woke up this morning.  
   (greet, greeted)

3. If you want to succeed, you must ___________ hard.  
   (work, worked)

4. He will ___________ for the Lone Stars next season.  
   (play, played)
A. Phonics and Word Study

Example: ________________

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

head, here’s, healthier, harder, hall, hood, highest, hook, hedge

6. ______________
7. ______________
8. ______________
9. ______________
10. ______________
Week 24 Assessment

B. Spelling

Example: ____________________

1. ____________________ 6. ____________________
2. ____________________ 7. ____________________
3. ____________________ 8. ____________________
4. ____________________ 9. ____________________
5. ____________________ 10. ____________________
C. Written Vocabulary and Sight Words

heart, clean, trash, germs, brain, muscle, raw, spread, strong, worry, dirty

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

join, rag, rope, dodge, manager, center, pole, team, edge, continue, game, give up

6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
D. Reading Comprehension

It is good to be healthy. One way to stay healthy is to stay strong. We all like to play games. Games are fun. Games are also a good way to get exercise. Exercise helps you stay strong. Games like lapa and toil are good exercise. When you run and throw balls, you are exercising. Running and throwing makes your arm and leg muscles stronger. When you run, it makes your lungs and heart work more. You breathe harder when you exercise. When you breathe hard, you make your lungs and heart stronger.

If you can’t play a game, there are other ways to keep your body strong. You can run outside. You can do chores at your house. Anything that keeps you moving your body can help you stay strong and healthy. It is important to stay strong and healthy. When you are strong and healthy, your brain works better, and you feel better.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
Week 25  Word Lists

**Spelling Words**

1. food  
2. room  
3. soon  
4. too  
5. good  
6. book  
7. look  
8. took  
9. unhappy  
10. unsafe  

**Written Vocabulary and Sight Words**

11. quite  
12. unkind  
13. stew  
14. gather  
15. wood  
16. uncertain
**Week 25**

**Day 2 Homework**

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

**oo** as in “food”:

1. I ate the cool food with a spoon at noon.

2. Take the broom and sweep the room soon.

**oo** as in “good”:

3. He took a good look at the book.

4. The cook shook the wood on the fire with his foot.

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

- book, cook, broom, look, noon, room, soon, spoon, stood, too, took, wood

<table>
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<th>oo as in “food”</th>
<th>oo as in “good”</th>
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Directions: Circle un in each word where it appears. Read the story. Then circle the best word to complete each sentence at the end.

It is unwise to leave the kitchen door unlocked at night. An unknown animal might creep into the kitchen unseen. Everyone will be unhappy if something eats our leftovers!

1. It is (wise / unwise) to lock the kitchen door at night.

2. You will be (happy / unhappy) if an animal eats all your food.

Directions: Read the contraction. Write the words that make up the contraction.

**Contraction**                      **Words**
1. it’s                        it      is
2. you’ll                     you     will
3. what’s                     
4. you’re                     
5. we’ll                      
6. here’s                     
7. I’ll                       
8. she’s                      

Read Liberia Activity, Grade 2
Week 26

Spelling Words

1. grow
2. throw
3. how
4. now
5. down
6. few
7. new
8. grew
9. threw

Written Vocabulary and Sight Words

10. vegetables
11. ingredients
12. spices
13. prepare
14. taste
15. stir
**Week 26 Day 2 Homework**

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

**ow as in “low”:**

1. Throw the ball low and slow.

2. Show me what you know.

**ow as in “how”:**

3. The brown cow is eating grass down by the town.

---

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

- blow, brown, cow, down, grow, know, now, show, slow, throw, town

<table>
<thead>
<tr>
<th><strong>ow as in “low”</strong></th>
<th><strong>ow as in “how”</strong></th>
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</tbody>
</table>
Directions: Match the words on the left to their past forms on the right. Read the words.

1. know  grew
2. throw  flew
3. grow  threw
4. blow  drew
5. draw  knew
6. fly  blew

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

1. We are ________________ corn this year.  
   (growing, grew)

2. The children are ________________ the dirty dishes from the mat.  
   (serving, removing)

3. My aunt ________________ to Europe last week. 
   (flying, flew)

4. They ________________ well for their exams and passed! 
   (preparing, prepared)

5. ________________ palava stew is easy! 
   (Making, Made)
### Week 27

#### Spelling Words

<table>
<thead>
<tr>
<th></th>
<th>Spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>return</td>
</tr>
<tr>
<td>2</td>
<td>repeat</td>
</tr>
<tr>
<td>3</td>
<td>replace</td>
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<td>6</td>
<td>classroom</td>
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<td>7</td>
<td>homework</td>
</tr>
<tr>
<td>8</td>
<td>grandmother</td>
</tr>
<tr>
<td>9</td>
<td>goodnight</td>
</tr>
</tbody>
</table>

#### Written Vocabulary and Sight Words

<table>
<thead>
<tr>
<th></th>
<th>Spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>hop</td>
</tr>
<tr>
<td>11</td>
<td>land</td>
</tr>
<tr>
<td>12</td>
<td>coat</td>
</tr>
<tr>
<td>13</td>
<td>greet</td>
</tr>
<tr>
<td>14</td>
<td>ocean</td>
</tr>
<tr>
<td>15</td>
<td>crawl</td>
</tr>
</tbody>
</table>
Directions: Circle re in each word where it appears. Read the story. Then answer the questions at the end.

When my new radio broke, I tried to return it at the market. The shopkeeper replied that he would not replace it. He said the only solution was to repair it. I repeated my request. He remained stubborn and refused.

1. Does the story have a happy ending? Yes No

2. Why or why not? ________________________________
   ________________________________

Directions: Fill in the missing small words and compound words.

<table>
<thead>
<tr>
<th>First small word</th>
<th>+ Second small word</th>
<th>= Compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. grand</td>
<td>mother</td>
<td>grandmother</td>
</tr>
<tr>
<td>2. class</td>
<td>room</td>
<td>classroom</td>
</tr>
<tr>
<td>3. home</td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>goodnight</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>birthday</td>
</tr>
<tr>
<td>6. hand</td>
<td>shake</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>bedroom</td>
</tr>
<tr>
<td>8. nick</td>
<td>name</td>
<td></td>
</tr>
</tbody>
</table>
Week 27     Day 4 Homework

Directions: Read the words in the box. Listen to the sound that the letters ed make in each word. Write each word in the correct list.

covered, greeted, hopped, landed, lived, played, reached, thanked, wanted

ed as “d” ed as “t” ed as “ed”


Directions: Read each base word. Circle the last letter in each base word. Then read the same words with ed. In all of these words, the letters ed sound like “ed.” Complete the sentence at the end.

<table>
<thead>
<tr>
<th>Base</th>
<th>Base + ed as “ed”</th>
<th>Base</th>
<th>Base + ed as “ed”</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pat</td>
<td>patted</td>
<td>6. end</td>
<td>ended</td>
</tr>
<tr>
<td>2. lift</td>
<td>lifted</td>
<td>7. need</td>
<td>needed</td>
</tr>
<tr>
<td>3. wait</td>
<td>waited</td>
<td>8. load</td>
<td>loaded</td>
</tr>
<tr>
<td>4. heat</td>
<td>heated</td>
<td>9. fold</td>
<td>folded</td>
</tr>
<tr>
<td>5. start</td>
<td>started</td>
<td>10. pound</td>
<td>pounded</td>
</tr>
</tbody>
</table>

When the base word ends in the letter _______ or the letter _______, the letters ed in its ed form will sound like “ed.”
### Spelling Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>football</td>
</tr>
<tr>
<td>2.</td>
<td>afternoon</td>
</tr>
<tr>
<td>3.</td>
<td>sunset</td>
</tr>
<tr>
<td>4.</td>
<td>moonlight</td>
</tr>
<tr>
<td>5.</td>
<td>practice</td>
</tr>
<tr>
<td>6.</td>
<td>runner</td>
</tr>
<tr>
<td>7.</td>
<td>teacher</td>
</tr>
<tr>
<td>8.</td>
<td>driver</td>
</tr>
</tbody>
</table>

### Written Vocabulary and Sight Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>barefoot</td>
</tr>
<tr>
<td>10.</td>
<td>race</td>
</tr>
<tr>
<td>11.</td>
<td>shoes</td>
</tr>
<tr>
<td>12.</td>
<td>crowd</td>
</tr>
<tr>
<td>13.</td>
<td>gold medal</td>
</tr>
<tr>
<td>14.</td>
<td>record</td>
</tr>
<tr>
<td>15.</td>
<td>athlete</td>
</tr>
</tbody>
</table>
Directions: Fill in the missing small words and compound words.

<table>
<thead>
<tr>
<th>First small word</th>
<th>+ Second small word</th>
<th>= Compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bare</td>
<td>foot</td>
<td>barefoot</td>
</tr>
<tr>
<td>2. basket</td>
<td>ball</td>
<td>basketball</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>football</td>
</tr>
<tr>
<td>4. after</td>
<td>noon</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>sunset</td>
</tr>
<tr>
<td>6. moon</td>
<td>light</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>outside</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>playground</td>
</tr>
<tr>
<td>9. thunder</td>
<td>storm</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td>raindrop</td>
</tr>
</tbody>
</table>

Directions: Circle ce and ge in each word where they appear. Read the story. Then answer the question at the end.

A big race was held in the city. People of all ages in the nearby villages signed up to run. They practiced before the big day. At the center of the group was a man dressed all in orange. Everyone noticed him when he charged to the front. When he won the race, he celebrated and danced.

Who won the race? ____________________________
### Directions:
Circle the letters er in each word at the left, then match the word to its definition at the right. Use one of the words to complete the sentence below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>runner</td>
<td>a person who rules</td>
</tr>
<tr>
<td>winner</td>
<td>a person who drives</td>
</tr>
<tr>
<td>trainer</td>
<td>a person who bakes</td>
</tr>
<tr>
<td>ruler</td>
<td>a person who sells something</td>
</tr>
<tr>
<td>reader</td>
<td>a person who wins</td>
</tr>
<tr>
<td>writer</td>
<td>a person who teaches</td>
</tr>
<tr>
<td>driver</td>
<td>a person who buys something</td>
</tr>
<tr>
<td>seller</td>
<td>a person who runs</td>
</tr>
<tr>
<td>buyer</td>
<td>a person who reads</td>
</tr>
<tr>
<td>baker</td>
<td>a person who uses something</td>
</tr>
<tr>
<td>user</td>
<td>a person who writes</td>
</tr>
<tr>
<td>teacher</td>
<td>a person who trains people</td>
</tr>
</tbody>
</table>

I would like to be a ___________________________ because ________________________________.
A. Phonics and Word Study

soon, show, shoot, slow, stew, shook, stood

Example: _______________

1. _______________
2. _______________
3. _______________
4. _______________
5. _______________

biker, broom, bedroom, rower, remove, barefoot, renew

6. _______________
7. _______________
8. _______________
9. _______________
10. _______________
Week 30 Assessment

B. Spelling

Example: ________________

1. ________________ 6. ________________
2. ________________ 7. ________________
3. ________________ 8. ________________
4. ________________ 9. ________________
5. ________________ 10. ________________
C. Written Vocabulary and Sight Words

spices, unkind, stew, prepare, wood, gather, vegetables, stir, ingredients, quite, taste

does, reach, hop, crowd, coat, record, ocean, barefoot, greet, athlete, shoes, land

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
D. Reading Comprehension

One day, Anansi the spider was very hungry. He took a basket and a large pot to the coast. He made a fire and called out to the fish in the sea. Soon Anansi filled his basket with fish. He cooked fish stew in his pot and ate it. When he was quite full, he headed home through the forest. Tiger saw him and asked what was in Anansi’s basket. Anansi lied and said that the basket was empty. Tiger let him go but did not trust Anansi. Soon Anansi sat down near a fruit tree and opened the basket of fish. Tiger jumped out of hiding and asked Anansi about his lie.

Anansi lied again and said that he’d just caught the fish. Tiger ate all of Anansi’s fish. Anansi was vexed and thought of a plan to trick him. He showed Tiger the fruit in the tree. Tiger made Anansi climb up to get the fruit. Anansi threw the fruit down to Tiger. Tiger ate all of the fruit and became tired. When he fell asleep, Anansi climbed down and tied Tiger’s hair to the tree. Tiger woke up at sunset. Anansi made fun of him because Tiger was trapped. Proud of himself, Anansi went home.

1. ______________________________________________________________________
2. ______________________________________________________________________
3. ______________________________________________________________________
4. ______________________________________________________________________
5. ______________________________________________________________________
6. ______________________________________________________________________
7. ______________________________________________________________________
8. ______________________________________________________________________
9. ______________________________________________________________________
10. ______________________________________________________________________
### Week 31 Word Lists

#### Spelling Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>window</td>
</tr>
<tr>
<td>2.</td>
<td>morning</td>
</tr>
<tr>
<td>3.</td>
<td>person</td>
</tr>
<tr>
<td>4.</td>
<td>problem</td>
</tr>
<tr>
<td>5.</td>
<td>absent</td>
</tr>
<tr>
<td>6.</td>
<td>clear</td>
</tr>
<tr>
<td>7.</td>
<td>hear</td>
</tr>
<tr>
<td>8.</td>
<td>heard</td>
</tr>
<tr>
<td>9.</td>
<td>learn</td>
</tr>
<tr>
<td>10.</td>
<td>early</td>
</tr>
</tbody>
</table>

#### Written Vocabulary and Sight Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>late</td>
</tr>
<tr>
<td>12.</td>
<td>yawn</td>
</tr>
<tr>
<td>13.</td>
<td>wake up, woke up</td>
</tr>
<tr>
<td>14.</td>
<td>knock</td>
</tr>
<tr>
<td>15.</td>
<td>trapped</td>
</tr>
<tr>
<td>16.</td>
<td>familiar</td>
</tr>
</tbody>
</table>
**Week 31**

**Day 2 Homework**

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

- until
- kitten
- fatten
- hidden
- admit
- pencil
- tennis
- plastic
- witness
- subject
- velvet
- insect

---

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

1. My pencil was ____________ under a book on my desk.
   (happen, hidden)

2. The school ____________ that I like best is mathematics.
   (subject, sentence)

3. Last week I was ____________ from school because I was sick.
   (absent, perfect)

4. They held a ____________ to see who could run the fastest.
   (concert, contest)

5. I know a ____________ who can play the guitar.
   (problem, person)
Directions: Read the sentences aloud. Circle the letters ear in each word where they appear.

ear as in “near”:

1. Never fear what you hear with your ears!

ear as in “learn”:

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

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

earn, Earth, clear, hear, search, year

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

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

What did the author see outside the window?
Week 32 Word Lists

Spelling Words

1. silent
2. moment
3. open
4. begin
5. paper
6. reason
7. hero
8. polite
9. lady

Written Vocabulary and Sight Words

10. surprise
11. secret
12. wave
13. still
14. wrong
15. sorry
Week 32  Day 2 Homework

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

lady  secret
polite  silent
crazy  beyond
minus  open
before  moment
recess  baby
hotel  lazy
spider  begin

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

1. The child was ___________ and said “please” and “thank you.” (polite, lazy)
2. I have a ___________ that I don’t want to tell to anyone. (silent, secret)
3. You must wash your hands ___________ eating. (before, beyond)
4. The match is going to ___________ soon. (begin, moment)
5. The ___________ was tied to his mother’s back. (lady, baby)
Directions: Write each word from the box in the correct list. Read the words.

blow, crowd, down, know, now, show

ow as in “grow”

ow as in “how”

Directions: Circle the letters er or or in each word at the left, then match the word to its definition at the right. Use two of the words to complete the sentence below.

1. farmer  a person who dances
2. dancer  a person who acts
3. singer  a person who hunts
4. hunter  a person who farms
5. actor  a person who sings

I would rather be a ___________________________ than a ___________________________ because ___________________________ .
### Spelling Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>alone</td>
</tr>
<tr>
<td>2.</td>
<td>around</td>
</tr>
<tr>
<td>3.</td>
<td>about</td>
</tr>
<tr>
<td>4.</td>
<td>behind</td>
</tr>
<tr>
<td>5.</td>
<td>between</td>
</tr>
<tr>
<td>6.</td>
<td>almost</td>
</tr>
<tr>
<td>7.</td>
<td>subject</td>
</tr>
<tr>
<td>8.</td>
<td>sunrise</td>
</tr>
<tr>
<td>9.</td>
<td>bedtime</td>
</tr>
<tr>
<td>10.</td>
<td>flagpole</td>
</tr>
</tbody>
</table>

### Written Vocabulary and Sight Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>beautiful</td>
</tr>
<tr>
<td>12.</td>
<td>mountain</td>
</tr>
<tr>
<td>13.</td>
<td>gorilla</td>
</tr>
<tr>
<td>14.</td>
<td>trail</td>
</tr>
<tr>
<td>15.</td>
<td>roll</td>
</tr>
<tr>
<td>16.</td>
<td>advice</td>
</tr>
</tbody>
</table>
Week 33 Day 2 Homework

Directions: Circle the best way to divide each word into two parts to make it easier to read. Read the word. Say the first part. Say the second part. Read the word.

1. contest:  
   a. co|nest  
   b. con|test  
   c. cont|est

2. absent:   
   a. a|bsent  
   b. ab|sent  
   c. abs|ent

3. rabbit:   
   a. ra|bbit  
   b. rab|bit  
   c. rabb|it

4. frantic:  
   a. fr|antic  
   b. fra|ntic  
   c. fran|tic

5. target:   
   a. tar|get  
   b. targ|et  
   c. ta|rget

6. pretend:  
   a. pr|etend  
   b. pre|tend  
   c. pret|end

7. fever:    
   a. f|ever  
   b. fev|er  
   c. fe|ver

8. relax:    
   a. re|lax  
   b. rel|ax  
   c. rela|x

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

mountain  advice

danger   around

almost   alone

baby    morning

female   subject
Directions: Fill in the missing small words and compound words.

<table>
<thead>
<tr>
<th>First small word</th>
<th>+ Second small word</th>
<th>= Compound word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. wild</td>
<td>life</td>
<td>wildlife</td>
</tr>
<tr>
<td>2. in</td>
<td>side</td>
<td>inside</td>
</tr>
<tr>
<td>3. low</td>
<td>land</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>sunrise</td>
</tr>
<tr>
<td>5. cross</td>
<td>road</td>
<td>firewood</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>flashlight</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>flagpole</td>
</tr>
</tbody>
</table>

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

1. I wake up in the morning at ____________________.

2. I fetch _________________ for the fire so that we can cook supper.

3. The children gathered around the _________________ at school to sing the national anthem.
### Spelling Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>animal</td>
</tr>
<tr>
<td>2.</td>
<td>several</td>
</tr>
<tr>
<td>3.</td>
<td>capital</td>
</tr>
<tr>
<td>4.</td>
<td>general</td>
</tr>
<tr>
<td>5.</td>
<td>personal</td>
</tr>
<tr>
<td>6.</td>
<td>permit</td>
</tr>
<tr>
<td>7.</td>
<td>protect</td>
</tr>
<tr>
<td>8.</td>
<td>provide</td>
</tr>
<tr>
<td>9.</td>
<td>total</td>
</tr>
<tr>
<td>10.</td>
<td>final</td>
</tr>
</tbody>
</table>

### Written Vocabulary and Sight Words

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>swamp</td>
</tr>
<tr>
<td>12.</td>
<td>climb</td>
</tr>
<tr>
<td>13.</td>
<td>national park</td>
</tr>
<tr>
<td>14.</td>
<td>soil</td>
</tr>
<tr>
<td>15.</td>
<td>linked</td>
</tr>
<tr>
<td>16.</td>
<td>protect</td>
</tr>
</tbody>
</table>
Directions: Circle the letters al in each word where they appear. Read the sentences.

1. I need to fix the broken strap on my sandal.
2. What is the total number of children in this class?
3. Thunderstorms are normal weather for June.
4. A frugal person never wastes money.
5. There are several animals loose in the schoolyard.
6. The woman who won the medal is my personal friend.
7. In general, people enjoy visiting the capital city.

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

final, hospital, pedal, rural

1. We had to take my grandmother to the _______ because she was sick.
2. The ________ on my bicycle is broken.
3. We live in a ________ area far away from the city.
4. At the end of the year, we will take our ________ exams.
Directions: Draw a line to divide each word into parts. Say the first part. Say the second part. Read the word.

- insects
- protect
- transform
- reason
- hippo
- total
- problem
- global
- permit
- provide
- central
- before
- hilltop
- final

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

1. We could see two ________________ eyes in the river.
   (hippo, insect)

2. Will you ________________ me to make up the exam that I missed last week?
   (protect, permit)

3. This is our ________________ chance to score before the game ends.
   (final, total)

4. My parents will ________________ me with a new school uniform next year.
   (problem, provide)
A. Phonics and Word Study

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

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________
B. Spelling

Example: ______________________

1. ______________________  6. ______________________
2. ______________________  7. ______________________
3. ______________________  8. ______________________
4. ______________________  9. ______________________
5. ______________________  10. ______________________
C. Written Vocabulary and Sight Words

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

Example: ________________

1. ________________
2. ________________
3. ________________
4. ________________
5. ________________

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

6. ________________
7. ________________
8. ________________
9. ________________
10. ________________
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.

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Supplementary Reader Questions

Dogs Can Help (Grade 1)
1. What is this book about?
2. What is one special thing about hunter dogs?
3. What do watchdogs do?
4. What is one way that a dog can help a person who cannot see?
5. Is this book fiction or nonfiction?

Flag Day (Grade 1)
1. Who is the main character in the story?
2. How does he feel at the beginning of the story?
3. Who visits the class?
4. What does Uncle Tamba tell the class about?
5. What do Eli and Uncle Tamba do together?

Looking Up (Grade 1)
1. Who is the main character in the story?
2. What time of day does the story take place?
3. Who is the other character in the story?
4. What do the characters talk about?
5. What does Asatu dream that night?
Supplementary Reader Questions

New at School (Grade 1)
1. Who is the main character in the story?
2. What does Suah want to do?
3. What happens first in the story?
4. How does Suah solve his problem?
5. What is the message of this story?

A Quilt for a Queen (Grade 1)
1. Is this story fiction with made-up characters or a true story about a real person?
2. Who is the story about?
3. What was Martha very good at doing?
4. Who did Martha admire?
5. What did Martha give the queen?

Rainy Season, Dry Season (Grade 1)
1. Who are the characters in the story?
2. How are Kou and Dweh different?
3. What do Kou and Dweh like at night?
4. What do Kou and Dweh agree on at the end?
5. Do you like the rainy season or the dry season better? Why?
Supplementary Reader Questions

**Sit, Monkey** (Grade 1)
1. What is the name of the dog in the story?
2. What does the boy want to do?
3. What is the problem in the story?
4. What kind of person is the boy in the story?
5. Retell the story.

**Spider and the Honey Tree** (Grade 1)
1. What is the problem in this story?
2. What is the first tree that the girl brings Spider to?
3. What does Spider eat after the plums?
4. What does the girl know about Spider?
5. What does the girl do to solve the problem?

**Ten Hens** (Grade 1)
1. Who is the main character in the story?
2. What does her grandfather ask her to do?
3. What is the problem Tina has?
4. What does Tina do to solve her problem?
5. Tell about a time you had a problem and thought of a way to solve it.

Read Liberia Activity, Grade 2
**Supplementary Reader Questions**

**Where Is Liberia? (Grade 1)**

1. Is this book fiction or nonfiction?
2. What continent is Liberia on?
3. What is the name of the ocean that is next to Liberia?
4. What does a compass rose on a map show?
5. What does this book use to answer the question “Where is Liberia?”

**Animals in Danger (Grade 2)**

1. What is the topic of this book?
2. What do the headings tell you?
3. What is the difference between an African elephant and a forest elephant?
4. According to the book, why are these animals in danger?
5. What can a national park do to help animals?
Supplementary Reader Questions

Clever Little Antelope (Grade 2)
1. What is Leopard’s problem in the story?
2. What is the plot in this story?
3. What tasks does Leopard ask the animals to do?
4. What characters try to pass the test?
5. Why is Antelope clever?

Finding Friends (Grade 2)
1. Who is the main character in this story?
2. What is Ada’s problem?
3. Who does Ada meet at the park?
4. What does Ada think of the city?
5. What happens to Max?

GB for Lunch (Grade 2)
1. Who is the main character in the story?
2. Where does the story take place?
3. What job does grandmother have for Dolo?
4. Do they use a blender or a mortar and pestle to make the GB?
5. Whose favorite lunch was GB and soup?
Supplementary Reader Questions

A Perfect Pet for Paye (Grade 2)
1. Who is the main character in the story?
2. What does Paye want?
3. What pets do his friends have?
4. What does Paye find?
5. Who comes to Paye’s house?

Poems of Liberia (Grade 2)
1. What do you find in a poem that you do not find in a story?
2. What is special about the poem “All Hail Liberia”?
3. What is special about the poem “Giving Trees”?
4. Read the poems “What Am I?” and “Who Are You?” What are the answers to their questions?
5. According to the poem, when should you palava?

So Many People, So Many Jobs! (Grade 2)
1. Where are the girl and her mother going?
2. Who does the girl meet at the market?
3. How is the hospital different from the market?
4. What is the theme of this story?
5. What job do you think the girl will do when she grows up?
Supplementary Reader Questions

Thanksgiving Day (Grade 2)
1. Why does Arway’s father call her clever?
2. What is the problem in this story?
3. What is Arway’s idea?
4. What do Arway and Miss Elisabeth do at the beach?
5. What is the theme of this story?

Where Is Fatuma? (Grade 2)
1. Who is telling this story?
2. What is Zoe’s problem?
3. What animal did Fatuma see?
4. What is unusual about the last letter?
5. How does the story end?

Wild Weather (Grade 2)
1. What is the topic of this book?
2. What happens during a rain storm?
3. What can rain become in a very cold place?
4. In what way does weather science help people?
5. Is this book fiction or nonfiction?
Sight Word Cards

want
fix
rest
glad
friend
cook
done
said
thought
pull
another
forest

Week 1
Week 1
Week 1
Week 1
Week 1
Week 2
Week 2
Week 2
Week 2
Week 2
Week 2
Week 3

Read Liberia Activity, Grade 2
Sight Word Cards

crab  many  

live  people  

village  work  

city  different  

could  miss  

special  Earth  

Week 3  Week 3  

Week 4  Week 4  

Week 4  Week 4  

Week 4  Week 4  

Week 7  Week 7  

Read Liberia Activity, Grade 2
Sight Word Cards

glow
close
glue
knew

giant
far
glue
know

Week 7
Week 7
Week 7
Week 7

Week 8
Week 8
Week 8
Week 8

fly
fly
fall, fell

Week 8
Week 8
Week 8
Week 8
Sight Word Cards

walk  button
hear  wonder
shout  whisper
fur, furry  call
lonely  field
find, found  honey

Read Liberia Activity, Grade 2
Sight Word Cards

smart

laugh

whistle

word

lazy

herd

jealous

leap

tears

thief

heart

muscle
Sight Word Cards

strong
worry
Week 19
Week 19

exercise
brain
Week 19
Week 19

clean
dirty
Week 20
Week 20

germs
trash
Week 20
Week 20

raw
spread
Week 20
Week 20

game
pole
Week 21
Week 21
Sight Word Cards

rope  Week 21
center  Week 21
edge  Week 21
dodge  Week 21
give up  Week 22
rag  Week 22
join  Week 22
team  Week 22
manager  Week 22
continue  Week 22
quite  Week 25
unkind  Week 25
Sight Word Cards

stew
gather
wood
uncertain
vegetables
ingredients
spices
prepare
taste
stir
hop
land

Read Liberia Activity, Grade 2
Sight Word Cards

- coat (Week 27)
- ocean (Week 27)
- barefoot (Week 28)
- shoes (Week 28)
- gold medal (Week 28)
- athlete (Week 28)
- greet (Week 27)
- crawl (Week 27)
- race (Week 28)
- crowd (Week 28)
- record (Week 28)
- late (Week 31)
<table>
<thead>
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<td><strong>yawn</strong></td>
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<tr>
<td><strong>wake up, woke up</strong></td>
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<td><strong>sorry</strong></td>
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<tr>
<td><strong>beautiful</strong></td>
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</tbody>
</table>
Sight Word Cards

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

Read Liberia Activity, Grade 2