

## 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 in the past five weeks. You will write your answers in your *Student Activity Book*. Open your *Student Activity Book* to page 29.

## 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:

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

2nd box, for #6–10:

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

🔊 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 *fly*. Look at the first word box. Which of these words is *fly*? ... Write *fly* on the line next to the word *Example*. (Write *fly* 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.

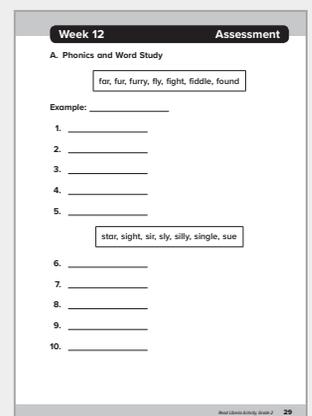
- 🔊 1. *found*
- 2. *far*
- 3. *fiddle*
- 4. *fight*
- 5. *furry*

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

- 🔊 6. *silly*
- 7. *sir*
- 8. *sue*
- 9. *sight*
- 10. *single*

Example:

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



*Student Activity Book*  
page 29

# Week 12 Assessment

Example:

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

Week 12 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 **sad**. (Write *sad* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

- 🔊 1. **study**
2. **everything**
3. **ground**
4. **uncle**
5. **blue**
6. **sky**
7. **night**
8. **hurt**
9. **can't**
10. **body**

## 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:

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

2nd box, for #6–10:

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

🔊 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 is the name of the planet that we live on. Look at the first word box. Which of these words is the name of the planet that we live on? ... **Earth**. Write **Earth** on the line next to the word **Example**. (Write **Earth** on the board next to the word **Example**. Walk around the room to check that students understand what to do.)

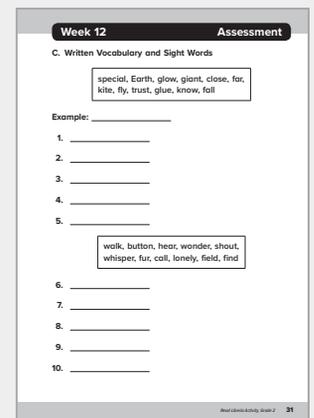
🔊 For numbers 1–5, choose a word from the first box.

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 move through the air, like a bird.
2. This word means very big.
3. This word means something is different or better in some way, like a holiday is different from other days.
4. This word is something that you use to stick things together, especially if they are broken and you want to fix them.
5. This word means to shine with a soft light, like a lamp at night.
- 🔊 For numbers 6–10, choose a word from the second box.
- 🔊 6. This word is a small round thing on clothes that holds them together.
7. This word is a large area of land where we plant crops or where we let cows eat grass.
8. This word is the sad feeling that you feel when you are by yourself and not with other people.
9. This word means to say something very loudly in a big voice.
10. This word means to speak very quietly or softly in a small voice.

Example:

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



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# Week 12 Assessment

- 1.
- 2.
- 3.
- 4.
- 5.

**Week 12** **Assessment**

**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. \_\_\_\_\_

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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.

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.

👉 **Point to the letter D. This is a nonfiction 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.**

Students read the text silently. 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. What is the topic of this text?
2. What two things does the sun give us?
3. Why do we not see other stars in the daytime?
4. How can the sun hurt us?
5. Why do other stars not give us heat?

# Week 13 Lesson Planner

	Monday (Day 1) pages 210–213	Tuesday (Day 2) pages 214–217	Wednesday (Day 3) pages 218–221	Thursday (Day 4) pages 222–225	Friday (Day 5) pages 226–228
<b>Phonics and Word Study</b>	Read words with <i>ee</i> and <i>ea</i> .	Read words with <i>a</i> + consonant + silent <i>e</i> .	Read words with <i>i</i> + consonant + silent <i>e</i> .	Read words with <i>o</i> + consonant + silent <i>e</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>queen, clean, keep, beat, mean</i>		<i>inside, outside, mile, rope, bone</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>honey, bee, eyes, hive, body, build</i>		<i>honey, bee, eyes, hive, body, build</i>		
<b>Reading Comprehension</b>	“The Honeybee”		“The Honeybee”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “The Honeybee”	Differentiated review
<b>Oral Vocabulary</b>		<i>carry, basket, tired, explain, calm down, help</i>			
<b>Read-Aloud</b>		“A Trip to the Supermarket”		“A Trip to the Supermarket”	
<b>Shared Writing</b>		Use a Sentence Pattern Chart and identify nouns and adjectives.		Use a Sentence Pattern Chart and identify verbs and write sentences with nouns, adjectives, and verbs.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 34 in <i>Student Activity Book</i></li> <li>• “The Honeybee”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 35 in <i>Student Activity Book</i></li> <li>• “The Honeybee”</li> <li>• Study for quiz.</li> </ul>	Re-read “The Honeybee.”

## Day 5 Review: Differentiated Instruction

### First Review Activity

- Group A (Meets Expectations): Work in pairs to re-read “The Honeybee.”
- Group B (Exceeds Expectations): Work in pairs to read “More About the Honeybee” or any supplementary reader.
- Group C (Needs Additional Support): Review Phonics and Word Study.

### Second Review Activity

- Group A (Meets Expectations): Work in pairs to read “More About the Honeybee” or any supplementary reader.
- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “The Honeybee.”
- Group C (Needs Additional Support): Work in pairs to re-read “The Honeybee.”

## Grade 2 National Standards for Reading and Comprehension

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

**Learning Objectives:** Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • 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 nonfiction articles • Identify main idea of an article • 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 • Read diverse texts fluently • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

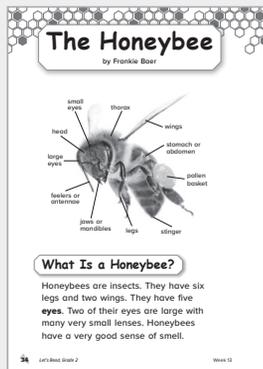
- Read and spell words with *ee* and *ea*
- Demonstrate understanding of and spell the vocabulary/ sight words *honey*, *bee*, *eyes*, *hive*, *body*, *build*
- Read and comprehend “The Honeybee”

**LEARNING RESOURCES**

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

ee ea

bee leaf  
 eat weeks  
 speed breathe  
 leaf sweet  
 teach  
 speak



*Let's Read* page 34

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the vowel teams *ee* and *ea*. We will also learn some new vocabulary words and read a new text together.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>ee</i> and <i>ea</i>. 🔊 Today we will review the vowel teams <i>ee</i> and <i>ea</i>, which both make the long <i>e</i> sound, /ē/.                   Point to <i>bee</i>. Underline <i>ee</i>. 🔊 Here I see the vowel team <i>ee</i>. Together the two <i>e</i>'s make the sound /ē/. The word is /b/-/ē/, <i>bee</i>.                   Point to <i>eat</i>. Underline <i>ea</i>. 🔊 Here I see the vowel team <i>ea</i>. Together <i>e</i> and <i>a</i> also make the sound /ē/. The word is /ē/-/t/, <i>eat</i>.</p>	<p>🔊 Let's do it together.                   Point in turn under <i>ee</i> and <i>ea</i>. 🔊 Say the sounds with me: /ē/, /ē/.                   Point to <i>bee</i>. Point under <i>ee</i>. 🔊 What letters do we see here? <i>e</i> and <i>e</i>. What sound do they make together? /ē/.                   🔊 Let's read the whole word together: /b/-/ē/, <i>bee</i>.                   Repeat with <i>eat</i>, <i>speed</i>, and <i>leaf</i>, highlighting <i>ea</i> and <i>ee</i> as /ē/.</p>	<p>🔊 Now it's your turn.                   Point in turn under <i>ee</i> and <i>ea</i>. 🔊 Say the sounds. (/ē/, /ē/)                   Point to <i>leaf</i>. Point under <i>ea</i>. 🔊 What letters do you see here? (<i>e</i> and <i>a</i>) What sound do they make together? (/ē/)                   🔊 Read the whole word. (/l/-/ē/-/f/, <i>leaf</i>)                   Repeat with the remaining words. For <i>breathe</i>, tell the students that the final <i>e</i> is silent. In each word, have students identify <i>ee</i> or <i>ea</i> as /ē/. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “The Honeybee” on page 34 in <i>Let's Read</i> and find words with the vowel teams <i>ee</i> and <i>ea</i> as /ē/ in the text (e.g., <i>beat</i>, <i>bee</i>, <i>queen</i>, <i>clean</i>, etc.). Write the words on the board as they find them.</p>		

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

**SPELLING**

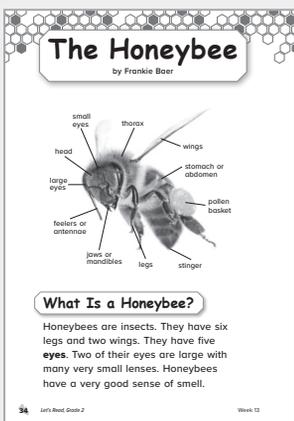
**10 MIN.**

Erase the board from the previous activity.

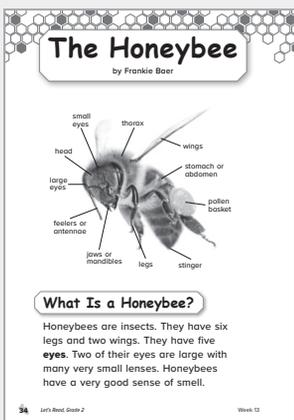
		
<p>🔊 Now we will spell some words with the vowel teams <i>ee</i> and <i>ea</i>. Watch and listen.</p> <p>🔊 First I will spell a word with the vowel team <i>ee</i>. The word is <i>queen</i>. I hear 3 sounds: /kw/—/ē/—/n/.</p> <p>🔊 The first sound is /kw/. (Write <i>qu</i>.) The next sound is /ē/—and in this word it is spelled with <i>ee</i>. (Write <i>ee</i>.) The third sound is /n/. (Write <i>n</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>q-u-e-e-n, queen</i>.</p> <p>Erase the word.</p> <p>🔊 Now I will spell a word with the vowel team <i>ea</i>. The word is <i>clean</i>. I hear 4 sounds: /k/—/l/—/ē/—/n/.</p> <p>🔊 The first sound is /k/. (Write <i>c</i>.) The next sound is /l/. (Write <i>l</i>.) The third sound is /ē/—and in this word it is spelled with <i>ea</i>. (Write <i>ea</i>.) The fourth sound is /n/. (Write <i>n</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>c-l-e-a-n, clean</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words together with the vowel teams <i>ee</i> and <i>ea</i>. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 First we will spell a word with the vowel team <i>ee</i>. The word is <i>queen</i>. What sounds do we hear? /kw/—/ē/—/n/.</p> <p>🔊 Let's write it: /kw/ (write <i>qu</i>), /ē/—and in this word it is spelled with <i>ee</i> (write <i>ee</i>)—/n/ (write <i>n</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>q-u-e-e-n, queen</i>.</p> <p>Repeat with <i>clean</i> and <i>keep</i>. Before saying each word, tell the students which vowel team it uses (<i>ee</i> or <i>ea</i>).</p> <p>Erase the words.</p>	<p>🔊 Now it's your turn. I will say some words. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>🔊 First I will say a word with the vowel team <i>ee</i>.</p> <p>Dictate: <i>keep</i>.</p> <p>🔊 Now I will say some words with the vowel team <i>ea</i>.</p> <p>Dictate these words one at a time: <i>beat</i> and <i>mean</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

1. honey
2. bee
3. eyes
4. hive
5. body
6. build



Let's Read page 34



Let's Read page 34

**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. honey	Point to <i>honey</i> . 🔊 This word is <i>honey</i> . Let's read and spell it together: <i>honey, h-o-n-e-y, honey</i> . <i>Honey</i> is a sweet food made by bees. I like to eat honey on bread. Do you like honey? What do you eat with honey?
2. bee	Point to <i>bee</i> . 🔊 This word is <i>bee</i> . Together: <i>bee, b-e-e, bee</i> . A <i>bee</i> is a small insect that flies around and makes honey. Turn to page 34 in <i>Let's Read</i> and find the <i>bees</i> in the photos. ... Bees make a buzzing sound, <i>buzz, buzz</i> . Let's pretend to be bees. (Do the motions and sounds.)
3. eyes	Point to <i>eyes</i> . 🔊 This word is <i>eyes</i> . Together: <i>eyes, e-y-e-s, eyes</i> . We use our eyes to see things. (Point to your eyes.) These are my eyes. Show me your eyes and say with me, "These are my eyes."
4. hive	Point to <i>hive</i> . 🔊 This word is <i>hive</i> . Together: <i>hive, h-i-v-e, hive</i> . A <i>hive</i> is the place where bees live. Bees live in hives like people live in houses. Have you ever seen a bee hive? (Help individuals respond in well-formed sentences.)
5. body	Point to <i>body</i> . 🔊 This word is <i>body</i> . Together: <i>body, b-o-d-y, body</i> . Your <i>body</i> is your physical form. Your arms, legs, head, chest, and stomach all make up your <i>body</i> . (Gesture to your body.) This is my body. Show me your body and say with me, "This is my body."
6. build	Point to <i>build</i> . 🔊 This word is <i>build</i> . Together: <i>build, b-u-i-l-d, build</i> . To <i>build</i> something means to make something by putting pieces together. For example, bees build hives. Birds build nests. People build houses. What else can people build? (Help individuals respond in well-formed sentences using <i>build</i> .)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new text called "The Honeybee." Please turn to page 34 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

- Guide the students to . . .
- read the title and author.
  - describe each photo, helping them with vocabulary as needed.

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

FEATURES OF TEXT

🔊 Today’s text is nonfiction. Remember that nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us.

🔊 Remember that the *topic* of a text is what the text is about. Today’s text is about honeybees. The *main idea* of a text is the most important thing that the author wants us to know about the topic.

🔊 Also remember that authors use *supporting details* to explain and help us understand the main idea. In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Let’s read the text to find out the main idea and supporting details about honeybees.

DURING READING

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

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

1. **What is the topic of this text?** (honeybees)
2. **What are the two different kinds of honeybees?** (the queen and the drones)
3. **What facts did we learn about honeybees’ bodies?** (Honeybees have wings. They have 5 eyes. Two of the honeybees’ eyes are very large. The queen honeybee has a larger body than drone honeybees, etc.)
4. **Where do honeybees live?** (in a hive)
5. **What kind of food do honeybees make?** (honey)
6. **What is the main idea of the text?** (Honeybees are insects that fly, live in a hive, and make honey.)



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 33 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 13 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

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

Read Liberia Activity Book 2 33

*Student Activity Book*  
page 33

**OBJECTIVES**

Students will be able to:

- Read words with the aCe pattern
- Demonstrate understanding of the vocabulary words *carry, basket, tired, explain, calm down, help*
- Listen to and comprehend “A Trip to the Supermarket”
- Use a Sentence Pattern Chart and identify nouns and adjectives

**LEARNING RESOURCES**

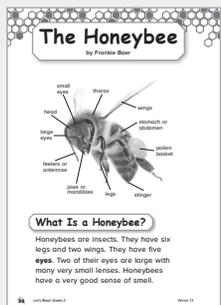
*Let’s Read*

Student copybooks

*Student Activity Book*

**a + consonant +  
silent e**

make	take
place	frames
mate	same
take	chase
	name



*Let’s Read* page 34

**INTRODUCTION**

1 MIN.

🔊 Today we will read some words with the letter *a* and silent *e*. We will learn some new vocabulary words, and I will read a new story to you. Then we will identify nouns and adjectives in a new chant.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>🔊 Today we will review what we have learned about the silent <i>e</i>. When a word has a vowel, a consonant, and the letter <i>e</i>, the first vowel says its name and the <i>e</i> is silent. <b>Silent</b> means it makes no sound. (Hold your finger to your lips to show “silent.”)</p> <p>Point to <i>make</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>🔊 Here I see the vowel <i>a</i>, the consonant <i>k</i>, and <i>e</i>. In this word, the letter <i>a</i> says its name, /ā/, and the letter <i>e</i> is silent. The word is /m/–/ā/–/k/, <b>make</b>.</p>	<p>🔊 Let’s do it together.</p> <p>Point to <i>make</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do we see here? We see the vowel <i>a</i>, the consonant <i>k</i>, and <i>e</i>.</p> <p>🔊 In this word, what does the letter <i>a</i> say? It says its name, /ā/. What does the letter <i>e</i> say? The letter <i>e</i> is silent.</p> <p>🔊 Let’s read the whole word together: /m/–/ā/–/k/, <b>make</b>.</p> <p>Repeat with: <i>place, mate, and take</i>. For <i>place</i>, remind students that <i>ce</i> together make the sound /s/.</p>	<p>🔊 Now it’s your turn.</p> <p>Point to <i>take</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do you see here? (the vowel <i>a</i>, the consonant <i>k</i>, and <i>e</i>)</p> <p>🔊 In this word, what does the letter <i>a</i> say? (It says its name, /ā/.)</p> <p>🔊 What does the letter <i>e</i> say? (The letter <i>e</i> is silent.)</p> <p>🔊 Read the whole word. (/t/–/ā/–/k/, <i>take</i>)</p> <p>Repeat with the remaining words.</p>

Time permitting, have students turn to “The Honeybee” on page 34 in *Let’s Read* and find words with the letter *a* and the silent *e* in the text (e.g., *makes, make, take, place, safe*). Write the words on the board as they find them.

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

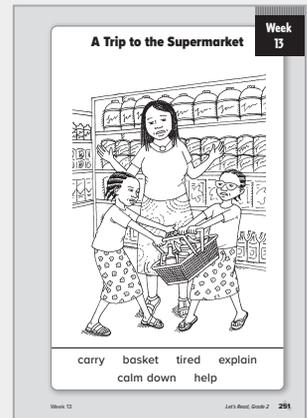
**ORAL VOCABULARY**

12 MIN.

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

Now we will learn some new vocabulary words.

1. carry	<p>Carry. When you carry something, you take it from one place to another with your arms or sometimes on your head or on your back. For example, I carry my books in a bag. Mothers carry their babies on their backs. What can you carry on your head? (Help individuals respond in well-formed sentences.)</p>
2. basket	<p>Basket. A basket is a container made of grass, plastic, or metal. We use baskets to hold or carry things. Turn to page 251 in <i>Let's Read</i> and find the basket in the picture. What are the girls in the picture carrying in their basket?</p>
3. tired	<p>Tired. To feel tired means to need sleep or rest. For example, I feel tired after I work in the garden. Let's act like we're tired and say "I'm tired!" (Yawn and stretch, etc.)</p>
4. explain	<p>Explain. To explain means to tell someone about something to help them understand it. For example, I explain the meaning of new words to you so that you understand them. What are some things you know how to do that you could explain to your little brother or sister?</p>
5. calm down	<p>Calm down. To calm down means to stop being angry or upset. For example, if I see two students who are angry with each other, I ask them to calm down. You can calm down by closing your eyes and breathing slowly and deeply, like this. (Demonstrate.) Let's practice calming down together.</p>
6. help	<p>Help. To help someone means to make it easier for them to do something. For example, you help your parents with the work at home. Your big brother or sister may help you read your lessons. How else can you help someone?</p>



Let's Read page 251

**READ-ALoud**

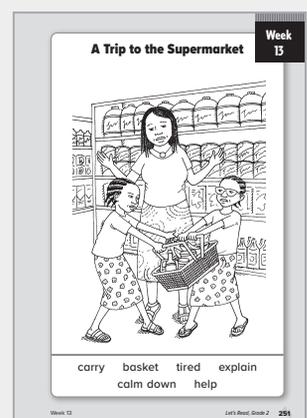
13 MIN.

Now I'm going to read to you a new story called "A Trip to the Supermarket." Please turn to page 251 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

- Guide the students to . . .
- describe the picture, helping them with vocabulary as needed.
  - find their vocabulary words in the picture.
  - predict what they think the story will be about.



Let's Read page 251

FEATURES OF TEXT

🔊 Today’s story is fiction. Remember that a fiction story tells us about characters, setting, and events that are not real. They are made up by the author. Also remember that every story has a plot—the set of events that happen in the story. Remember that characters in stories often have problems. A problem is a bad situation that needs to be fixed or solved. Today’s fiction story is about a trip to the supermarket. Let’s listen to the story to find out who has a problem and what the problem is.

**DURING READING**

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

🔊 A Trip to the Supermarket  
by Jamesetta Ross Diggs

“I want to carry the basket!” shouted Faith, in tears. “No, Mama gave it to me first!” yelled Florida. The two sisters were fighting over the basket full of provisions one hot Saturday afternoon at the supermarket. It was their usual Saturday trip with Mama, and it was turning out to be the worst day ever for the twins. Their fighting made Mama tired. She took the basket from them. “Listen, girls, you should not fight,” she explained patiently. “Faith, let Florida carry the basket today, and next week, it will be your turn to carry the basket.” The girls took some time to think about what Mama had said. When they had calmed down, Mama made them shake hands. Florida took the basket and proudly carried it around the supermarket. Faith helped Mama find the things they needed on the shelves and put them into the basket. When they finally walked out of the supermarket, the girls walked hand in hand, licking stick candies. Faith thought, “This has been a good day after all, and next week I get to carry the basket!”

**AFTER READING**

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- 🔊 1. **Who are the characters in this story?** (Faith, Florida, and Mama)
- 2. **What is the setting of the story?** (the supermarket)
- 3. **What is the plot, or important events that happen in the beginning, middle, and end of the story?** (Faith and Florida get into a fight at the supermarket. Mama takes the basket from them. Mama explains that the girls shouldn’t fight. They should take turns to carry the basket. The girls calm down then shake hands. Florida carries the basket while Faith helps Mama. The girls leave the supermarket as friends.)



**OBJECTIVES**

Students will be able to:

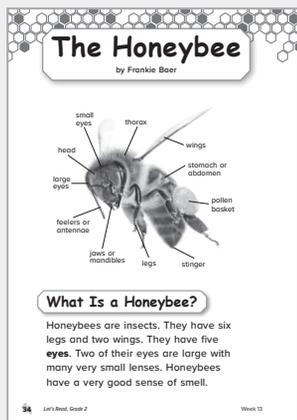
- Read and spell words with the iCe pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *honey, bee, eyes, hive, body, build*
- Read and comprehend “The Honeybee”

**LEARNING RESOURCES**

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

**i + consonant + silent e**

five	life
times	white
hive	hide
life	like
	wise



Let’s Read page 34

**INTRODUCTION**

1 MIN.

Today we will read and spell words with the letter *i* and silent *e*. We will also review our vocabulary words and read “The Honeybee” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>▶ This week we are reviewing the silent <i>e</i>. When a word has a vowel, a consonant, and the letter <i>e</i>, the first vowel says its name and the <i>e</i> is silent. Today we will read some words with the letter <i>i</i> and silent <i>e</i>.</p> <p>Point to <i>five</i>. Underline <i>ive</i>. Point under each letter in turn as you say:</p> <p>▶ Here I see the vowel <i>i</i>, the consonant <i>v</i>, and <i>e</i>. In this word, the letter <i>i</i> says its name, /i/, and the letter <i>e</i> is silent. The word is /f/-/i/-/v/, <i>five</i>.</p>	<p>▶ Let’s do it together.</p> <p>Point to <i>five</i>. Underline <i>ive</i>. Point under each letter in turn as you say:</p> <p>▶ What letters do we see here? We see the vowel <i>i</i>, the consonant <i>v</i>, and <i>e</i>.</p> <p>▶ In this word, what does the letter <i>i</i> say? It says its name, /i/. What does the letter <i>e</i> say? The letter <i>e</i> is silent.</p> <p>▶ Let’s read the whole word together: /f/-/i/-/v/, <i>five</i>.</p> <p>Repeat with <i>times</i>, <i>hive</i>, and <i>life</i>.</p>	<p>▶ Now it’s your turn.</p> <p>Point to <i>life</i>. Underline <i>ife</i>. Point under each letter in turn as you say:</p> <p>▶ What letters do you see here? (the vowel <i>i</i>, the consonant <i>f</i>, and <i>e</i>)</p> <p>▶ In this word, what does the letter <i>i</i> say? (It says its name, /i/.)</p> <p>▶ What does the letter <i>e</i> say? (The letter <i>e</i> is silent.)</p> <p>▶ Read the whole word. (/l/-/i/-/f/, <i>life</i>)</p> <p>Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “The Honeybee” on page 34 in <i>Let’s Read</i> and find words with the letter <i>i</i> and the silent <i>e</i> in the text (e.g., <i>five, times, miles, hive</i>, etc.). Write the words on the board as they find them.</p>		

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

 <p> <b>▶▶ Now we will spell some words with the letter <i>i</i> and silent <i>e</i>. Watch and listen.</b> </p> <p> <b>▶▶ The word is <i>mile</i>. I hear 3 sounds: /m/–/ī/–/l/, and I know it ends with the silent <i>e</i>.</b> </p> <p> <b>▶▶ The first sound is /m/. (Write <i>m</i>.) The next sound is /ī/, just like the name of the letter <i>i</i>. (Write <i>i</i>.) The third sound is /l/. (Write <i>l</i>.) Lastly, I add the silent <i>e</i>. (Write <i>e</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶▶ <b><i>m–i–l–e, mile.</i></b> </p> <p>                     Erase the word.                 </p>	 <p> <b>▶▶ Let’s spell some words with the silent <i>e</i> together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</b> </p> <p> <b>▶▶ The first word is <i>mile</i>. What sounds do we hear? /m/–/ī/–/l/. And we know it ends with what? The silent <i>e</i>.</b> </p> <p> <b>▶▶ Let’s write it: /m/ (write <i>m</i>), /ī/, just like the name of the letter <i>i</i> (write <i>i</i>), /l/ (write <i>l</i>). Lastly, we add the silent <i>e</i>. (Write <i>e</i>.) Check the students’ work.</b> </p> <p> <b>▶▶ Now let’s spell the word together with the letter names (point): <i>m–i–l–e, mile.</i></b> </p> <p>                     Repeat with <i>inside</i> and <i>rope</i>. For <i>inside</i>, tell students that it is a compound word made from the words <i>in</i> and <i>side</i>. For <i>rope</i>, tell students that it is spelled with the letter <i>o</i> and the silent <i>e</i>, which you will review tomorrow.                 </p>	 <p> <b>▶▶ Now it’s your turn. I will say a word with the silent <i>e</i>. Listen to each sound. Then write the letter for each sound in your copybooks. Don’t forget to add the silent <i>e</i> at the end!</b> </p> <p>                     Dictate these words one at a time: <i>inside, outside, rope, and bone</i>.                 </p> <p>                     Move around the room and randomly check students’ work as they write.                 </p> <p>                     Have students spell each word aloud using the letter names.                 </p>
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✔ **Daily Check:** Call on 2 students to spell one word each.

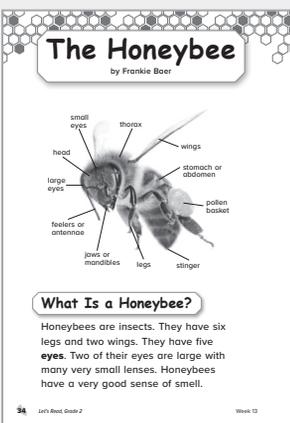
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

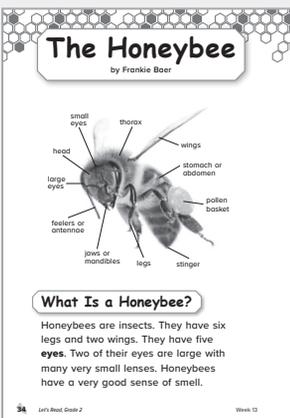
🔊 Now we will review our vocabulary words.

1. honey
2. bee
3. eyes
4. hive
5. body
6. build



Let's Read page 34

1. honey	Point to <i>honey</i> . 🔊 Read the word: ( <i>honey</i> ). <b>Honey is a sweet food made by bees. I like to eat honey on bread. Do you like honey? What do you eat with honey?</b>
2. bee	Point to <i>bee</i> . 🔊 Read the word: ( <i>bee</i> ). <b>A bee is a small insect that flies around and makes honey. Turn to page 34 in <i>Let's Read</i> and find the bees in the photos. ... Bees make a buzzing sound, buzz, buzz. Let's pretend to be bees.</b> (Do the motions and sounds.)
3. eyes	Point to <i>eyes</i> . 🔊 Read the word: ( <i>eyes</i> ). <b>We use our eyes to see things.</b> (Point to your eyes.) <b>These are my eyes. Show me your eyes and say with me, "These are my eyes."</b>
4. hive	Point to <i>hive</i> . 🔊 Read the word: ( <i>hive</i> ). <b>A hive is the place where bees live. Bees live in hives like people live in houses. Have you ever seen a bee hive?</b> (Help individuals respond in well-formed sentences.)
5. body	Point to <i>body</i> . 🔊 Read the word: ( <i>body</i> ). <b>Your body is your physical form. Your arms, legs, head, chest, and stomach all make up your body.</b> (Gesture to your body.) <b>This is my body. Show me your body and say with me, "This is my body."</b>
6. build	Point to <i>build</i> . 🔊 Read the word: ( <i>build</i> ). <b>To build something means to make something by putting pieces together. For example, bees build hives. Birds build nests. People build houses. What else can people build?</b> (Help individuals respond in well-formed sentences using <i>build</i> .)



Let's Read page 34

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "The Honeybee" again. Please turn to page 34 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

- read the title and author.
- describe each photo, helping them with vocabulary as needed.
- find their vocabulary words in the photos and text.

FEATURES OF TEXT

🔊) **Remember that this text is nonfiction. What does nonfiction text tell us?** (true information about something) **What are some examples of topics that nonfiction can tell us about?** (real people, animals, the world around us, etc.)

🔊) **What is the *main idea* of a text?** (the most important thing that the author wants us to know about the topic) **Remember that authors use *supporting details* to explain and help us understand the main idea. In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Let’s read the text again to remember the main idea and supporting details about honeybees.**

**DURING READING**

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

**AFTER READING**

COMPREHENSION QUESTIONS

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

1. **What is the topic of this text?** (honeybees)
2. **What are the two different kinds of honeybees?** (the queen and the drones)
3. **What facts did we learn about honeybees’ bodies?** (Honeybees have wings. They have 5 eyes. Two of the honeybees’ eyes are very large. The queen honeybee has a larger body than drone honeybees, etc.)
4. **Where do honeybees live?** (in a hive)
5. **What kind of food do honeybees make?** (honey)
6. **What is the main idea of the text?** (Honeybees are insects that fly, live in a hive, and make honey.)



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 33 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 13 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

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

Read Liberia Activity Book 2 33

*Student Activity Book*  
page 33

**OBJECTIVES**

Students will be able to:

- Read words with the oCe pattern
- Read fluently “The Honeybee”
- Listen to and comprehend “A Trip to the Supermarket”
- Use a Sentence Pattern Chart and identify verbs and write sentences with nouns, adjectives, and verbs

**LEARNING RESOURCES**

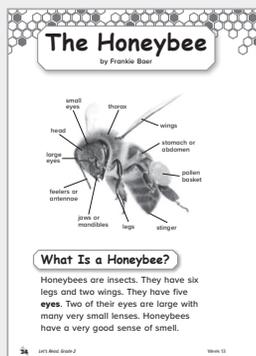
Let's Read

Student copybooks

Student Activity Book

**o + consonant + silent e**

home	hope
drone	broke
close	pole
hope	rope
	bone



Let's Read page 34

**INTRODUCTION**

1 MIN.

🔊 Today we will read some words with the letter o and silent e. You will read “The Honeybee” with your partner. I will read “A Trip to the Supermarket” to you again. Then we will identify verbs and write sentences.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>🔊 This week we are reviewing the silent e. When a word has a vowel, a consonant, and the letter e, the first vowel says its name, and the e is silent. Today we will read some words with the letter o and silent e.</p> <p>Point to <i>home</i>. Underline <u>ome</u>. Point under each letter in turn as you say:</p> <p>🔊 Here I see the vowel o, the consonant m, and e. In this word, the letter o says its name, /ō/, and the letter e is silent. The word is /h/-/ō/-/m/, <i>home</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>home</i>. Underline <u>ome</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do we see here? We see the vowel o, the consonant m, and e.</p> <p>🔊 In this word, what does the letter o say? It says its name, /ō/. What does the letter e say? The letter e is silent.</p> <p>🔊 Let's read the whole word together: /h/-/ō/-/m/, <i>home</i>.</p> <p>Repeat with <i>drone</i>, <i>close</i> (/k/-/l/-/ō/-/s/), and <i>hope</i>.</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>hope</i>. Underline <u>ope</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do you see here? (the vowel o, the consonant p, and e)</p> <p>🔊 In this word, what does the letter o say? (It says its name, /ō/.)</p> <p>🔊 What does the letter e say? (The letter e is silent.)</p> <p>🔊 Read the whole word. (/h/-/ō/-/p/, <i>hope</i>)</p> <p>Repeat with the remaining words.</p>

Time permitting, have students turn to “The Honeybee” on page 34 in *Let's Read* and find words with the letter o and silent e in the text (e.g., *home*, *drones*). (Note: Some words share this spelling but do not follow the rule—e.g., *more*, *one*, and *some*.) Write the words on the board as they find them.

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the text “The Honeybee” with your partner. Please turn to page 34 in *Let’s Read*.

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

**READ-ALOUD**

13 MIN.

🔊 Now I’m going to read to you the story “A Trip to the Supermarket” again. Please turn to page 251 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

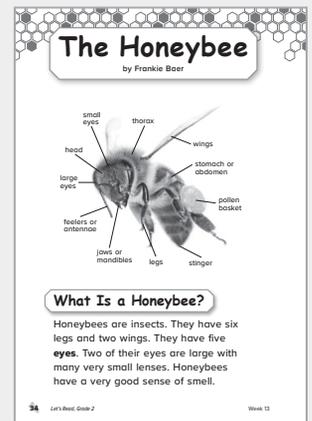
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *carry, basket, tired, explain, calm down, help*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

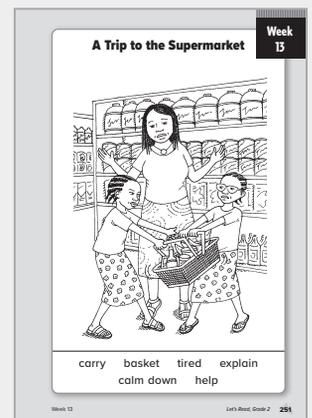
🔊 Remember that this story is fiction. What does a fiction story tell us? (about characters, setting, and events that are made up by the author)

**What is the plot in a fiction story?** (the set of events that happen in a story)

🔊 Remember that characters in stories often have problems. What is a problem? (a bad situation that needs to be fixed or solved) **Let’s listen to the story again to remember who has a problem and what the problem is.**



Let’s Read page 34



Let’s Read page 251

**DURING READING**

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

🔊 **A Trip to the Supermarket**  
by Jamesetta Ross Diggs

“I want to carry the basket!” shouted Faith, in tears. “No, Mama gave it to me first!” yelled Florida. The two sisters were fighting over the basket full of provisions one hot Saturday afternoon at the supermarket. It was their usual Saturday trip with Mama, and it was turning out to be the worst day ever for the twins. Their fighting made Mama tired. She took the basket from them. “Listen, girls, you should not fight,” she explained patiently. “Faith, let Florida carry the basket today, and next week, it will be your turn to carry the basket.” The girls took some time to think about what Mama had said. When they had calmed down, Mama made them shake hands. Florida took the basket and proudly carried it around the supermarket. Faith helped Mama find the things they needed on the shelves and put them into the basket. When they finally walked out of the supermarket, the girls walked hand in hand, licking stick candies. Faith thought, “This has been a good day after all, and next week I get to carry the basket!”

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Who are the characters in this story?** (Faith, Florida, and Mama)
2. **What is the setting of the story?** (the supermarket)
3. **What is the plot of the story?** (Faith and Florida get into a fight at the supermarket. Mama takes the basket from them. Mama explains that the girls shouldn't fight. They should take turns to carry the basket. The girls calm down then shake hands. Florida carries the basket while Faith helps Mama. The girls leave the supermarket as friends.)
4. **What is the main problem in the story?** (Florida and Faith have a fight about carrying the basket.)
5. **How does the problem get fixed or solved?** (The girls take turns to carry the basket. Florida carries the basket this time while Faith helps Mama. Faith will carry the basket next time.)

**RETELLING**

Guide students to retell the story in their own words.

**SHARED WRITING**

**15 MIN.**

Tape the “Frogs Here, Frogs There” chant from Day 2 (below) on the board or wall so students can see it.

Frogs here, frogs there,  
 Frogs, frogs everywhere!  
 Small frogs jump,  
 Cold-blooded frogs hide,  
 Spotted frogs swim,  
 And colorful frogs hop.  
 Frogs in the trees,  
 Frogs on branches,  
 Frogs in the African rainforest,  
 And frogs in a dark, shady place.  
 Frogs here, frogs there,  
 Frogs, frogs everywhere!  
 Frogs! Frogs! Frogs!

Let’s say our chant. Stand Up. First, I will say a line, then you will say a line with me. Do the same actions that I do: *jump, hide, swim, hop*. Remember, the chant will help us write sentences.

Sentences have adjectives, nouns, and verbs. Use the Sentence Pattern Chart (at the right) to review nouns and adjectives. Have students tell what adjectives they like. Circle the adjectives that the students like.

Today we will review verbs. Then we will write a sentence. A verb is an action word. In this chant, it answers the question, What do frogs do? Look at the “Frogs Here, Frogs There” chant to find verbs or actions. Call on 2–3 students to each say a verb from the chant. Point to the words. Write the verbs in the verb column on the Sentence Pattern Chart.

Let’s use the words on the Sentence Pattern Chart to write a sentence. I will pick 1 adjective to describe the noun. I capitalize the adjective because it is the first word in the sentence. Then I write the noun. Finally, I write the verb, or action word. I put a period at the end of the sentence. *Colorful frogs hide.*

Write the sentence. Show students how the sentence fits the Sentence Pattern Chart by pointing to the adjective, the noun, and the verb.

Open your copybooks. Work with a partner. Use the Sentence Pattern Chart to write a sentence using 1 adjective, 1 noun, and 1 verb. Make sure you use a capital letter at the beginning of the sentence and a period at the end of the sentence. If time permits, have 2–3 students read their sentences aloud.

 **HOMework**

Have students complete page 35 in the *Student Activity Book* and read “The Honeybee” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

adjective	noun
small	frogs
cold-blooded	
spotted	
colorful	

adjective	noun	verb
small	frogs	jump
cold-blooded		hide
spotted		swim
colorful		hop

Colorful frogs  
hide.

**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	wake
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

Read Liberia Activity Book 2 35

*Student Activity Book*  
page 35

### OBJECTIVES

Students will be able to:

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

### LEARNING RESOURCES

 Student copybooks

 *Let's Read*

 Supplementary readers

### INTRODUCTION

1 MIN.

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

### WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

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

Write these words in your copybook.

1. *bee*, 2. *beat*, 3. *body*, 4. *bone*, 5. *build*, 6. *clean*, 7. *hive*, 8. *honey*, 9. *inside*, 10. *keep*, 11. *mean*, 12. *mile*, 13. *outside*, 14. *queen*, 15. *rope*

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

### REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

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

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

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

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

#### 1. First Review Activity (17 MIN.)

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

##### Group A (Meets Expectations)

Have students work in pairs to re-read “The Honeybee” on page 34 in *Let's Read*. Have them take turns to read the text aloud to each other and help each other read correctly and fluently. Students should read the text 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.

##### Group B (Exceeds Expectations)

Have students work in pairs to read “More About the Honeybee” on page 163 in *Let's Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each.

##### Group C (Needs Additional Support)

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



🔊 This week we learned about the vowel teams *ee* and *ea*, which make the long *e* sound, /ē/. We also learned about silent *e*. When a word has a vowel, a consonant, and the letter *e*, the first vowel says its name and the *e* is silent. **Silent** means it makes no sound.

Point to *keep*.  
Underline ee.

🔊 Here I see the vowel team *ee*. It makes the long *e* sound, /ē/. The word is /k/-/ē/-/p/, *keep*.

Point to *take*.  
Underline ake. Point under each letter in turn as you say:

🔊 Here I see the vowel *a*, the consonant *k*, and *e*. In this word, the letter *a* says its name, /ā/, and the letter *e* is silent. The word is /t/-/ā/-/k/, *take*.



🔊 Let's do it together.

Point to *keep*. Point under *ee*. 🔊 What letters do we see here? *ee*. What sound do they make? /ē/.

🔊 Let's read the whole word together: /k/-/ē/-/p/, *keep*.

Point to *take*.  
Underline ake. Point under each letter in turn as you say:

🔊 What letters do we see here? We see the vowel *a*, the consonant *k*, and *e*.

🔊 In this word, what does the letter *a* say? It says its name, /ā/. What does the letter *e* say? The letter *e* is silent.

🔊 Let's read the whole word together: /t/-/ā/-/k/, *take*.

Repeat with *mile* and *rope*.



🔊 Now it's your turn.

Point to *rope*.  
Underline ope. Point under each letter in turn as you say:

🔊 What letters do you see here? (the vowel *o*, the consonant *p*, and *e*)

🔊 In this word, what does the letter *o* say? (It says its name, /ō/.)

🔊 What does the letter *e* say? (The letter *e* is silent.)

🔊 Read the whole word. (/r/-/ō/-/p/, *rope*)

Repeat with the remaining words. For *inside*, remind students that it is a compound word.

keep	rope
take	clean
mile	queen
rope	take
	bone
	inside

speed	leaf
home	place
life	hope
	weeks
	chase
	broke
	like
	same

ee or ea	o_e	i_e	a_e

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

		
<p>🔊 <b>Now we will put words in the correct boxes.</b> Point to the appropriate box as you tell students where to write words with <i>ee</i> or <i>ea</i>, <i>o_e</i>, <i>i_e</i>, and <i>a_e</i>.</p> <p>🔊 <b>The word <i>speed</i> (point) has the vowel team <i>ee</i>, so I will write it here.</b></p> <p>Write <i>speed</i> in the <i>ee</i> or <i>ea</i> box, and cross it off the list.</p>	<p>🔊 <b>Let's do the next two together. Where do we write the word <i>home</i>? It has the letter <i>o</i> and the silent <i>e</i>, so we write it here.</b></p> <p>Write <i>home</i> in the <i>o_e</i> box, and cross it off the list.</p> <p><b>Where do we write the word <i>life</i>? It has the letter <i>i</i> and the silent <i>e</i>, so we write it here.</b></p> <p>Write <i>life</i> in the <i>i_e</i> box, and cross it off the list. Check the students' work.</p>	<p>🔊 <b>Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</b></p> <p>Move around the room and randomly check students' work as they write.</p>

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

## 2. Second Review Activity (17 MIN.)

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

### Group A (Meets Expectations)

Have students work in pairs to read "More About the Honeybee" on page 163 in *Let's Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other 3 times and helping each other read correctly and fluently.

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "The Honeybee" on page 34 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "The Honeybee" on page 34 in *Let's Read*. Have them take turns to read the text aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let's Read*.

## HOMEWORK

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

# Week 14 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 230–233</i>	<b>Tuesday (Day 2)</b> <i>pages 234–237</i>	<b>Wednesday (Day 3)</b> <i>pages 238–241</i>	<b>Thursday (Day 4)</b> <i>pages 242–245</i>	<b>Friday (Day 5)</b> <i>pages 246–248</i>
<b>Phonics and Word Study</b>	Read words with <i>er</i> .	Read words with <i>or</i> and <i>ore</i> .	Read words that end in <i>y</i>	Read words with <i>er</i> , <i>or</i> , and <i>ore</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>river, water, thunder, never, over, under, after</i>		<i>before, more, important</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>blood, cold, warm, temperature, breathe</i>		<i>blood, cold, warm, temperature, breathe</i>		
<b>Reading Comprehension</b>	“A World of Frogs”		“A World of Frogs”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “A World of Frogs”	Differentiated review
<b>Oral Vocabulary</b>		<i>net, rock, small, medium, large, enjoy</i>			
<b>Read-Aloud</b>		“The Beauty of the River”		“The Beauty of the River”	
<b>Shared Writing</b>		Use a Sentence Pattern Chart and identify prepositional phrases and write sentences.		Write sentences with nouns, adjectives, verbs, and prepositional phrases.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 37 in <i>Student Activity Book</i></li> <li>• “A World of Frogs”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 38 in <i>Student Activity Book</i></li> <li>• “A World of Frogs”</li> <li>• Study for quiz.</li> </ul>	Re-read “A World of Frogs.”
<b>Day 5 Review: Differentiated Instruction</b>	<p><b>First Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to re-read “A World of Frogs.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “Hairy Frogs” or any supplementary reader.</li> <li>• Group C (Needs Additional Support): Review Phonics and Word Study.</li> </ul> <p><b>Second Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to read “Hairy Frogs” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “A World of Frogs.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “A World of Frogs.”</li> </ul>				
<p><b>Grade 2 National Standards for Reading and Comprehension</b></p> <p><b>Learning Outcomes:</b> Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, information, and messages with others • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.</p>		<p><b>Learning Objectives:</b> Identify vowels and recognize consonants • Read words with varied word patterns • Construct sentences correctly • 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 • Demonstrate knowledge of new words • Identify some features of articles • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • 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 • Read diverse texts fluently • Listen to and discuss texts.</p>			

**OBJECTIVES**

Students will be able to:

- Read and spell words with *er*
- Demonstrate understanding of and spell the vocabulary/ sight words *blood, cold, warm, temperature, breathe*
- Read and comprehend “A World of Frogs”

**LEARNING RESOURCES**

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

er

her	ever
term	herd
matter	number
ever	desert
	other
	serve

**INTRODUCTION**

1 MIN.

▶ Today we will read and spell words with the letters *er*. We will also learn some new vocabulary words and read a new text together.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>▶ Now we will learn about the letters <i>er</i>. When the letters <i>e</i> and <i>r</i> come together, they make the sound /<i>ūr</i>/.</p> <p>Point to <i>her</i>. Underline <i>er</i>. ▶ Here I see the letters <i>e</i> and <i>r</i>. Together they make the sound /<i>ūr</i>/. The word is /<i>h</i>-/<i>ūr</i>/, <i>her</i>.</p>	<p>▶ Let's do it together.</p> <p>Point to <i>her</i>. Point under <i>er</i>. ▶ What letters do we see here? <i>e</i> and <i>r</i>. What sound do they make together? /<i>ūr</i>/.</p> <p>▶ Let's read the whole word together: /<i>h</i>-/<i>ūr</i>/, <i>her</i>.</p> <p>Repeat with: <i>term</i>, <i>matter</i>, and <i>ever</i>.</p>	<p>▶ Now it's your turn.</p> <p>Point to <i>ever</i>. Point under <i>er</i>. ▶ What letters do you see here? (<i>e</i> and <i>r</i>) What sound do they make together? (/<i>ūr</i>/)</p> <p>▶ Read the whole word. (/<i>ē</i>-/<i>v</i>-/<i>ūr</i>/, <i>ever</i>)</p> <p>Repeat with the remaining words. For <i>desert</i>, tell students that the letter <i>s</i> makes the sound /<i>z</i>/ in this word. For <i>other</i>, tell students that the letter <i>o</i> makes the sound /<i>ū</i>/ in this word. For <i>serve</i>, tell students that the final <i>e</i> is silent.</p>

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

 <p> <b>▶ Now we will spell some words with the letters <i>er</i>. Watch and listen.</b> </p> <p> <b>▶ The word is <i>river</i>. I hear 4 sounds: /r/-/i/-/v/-/ür/.</b> </p> <p> <b>▶ The first sound is /r/. (Write <i>r</i>.) The next sound is /i/. (Write <i>i</i>.) The third sound is /v/. (Write <i>v</i>.) The last sound is /ür/—and in this word it is spelled with <i>er</i>. (Write <i>er</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶ <i>r-i-v-e-r</i>, <b><i>river</i></b>.                 </p> <p>                     Erase the word.                 </p>	 <p> <b>▶ Let's spell some words with the letters <i>er</i> together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</b> </p> <p> <b>▶ The first word is <i>river</i>. What sounds do we hear? /r/-/i/-/v/-/ür/.</b> </p> <p> <b>▶ Let's write it: /r/ (write <i>r</i>), /i/ (write <i>i</i>), /v/ (write <i>v</i>), /ür/—and in this word it is spelled with <i>er</i> (write <i>er</i>). Check the students' work.</b> </p> <p> <b>▶ Now let's spell the word together with the letter names (point): <i>r-i-v-e-r</i>, <b><i>river</i></b>.</b> </p> <p>                     Repeat with <i>thunder</i> and <i>water</i>. For <i>water</i>, tell students that the /ō/ sound is spelled with the letter <i>a</i> in this word.                 </p>	 <p> <b>▶ Now it's your turn. I will say a word with the letters <i>er</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</b> </p> <p>                     Dictate these words one at a time: <i>water</i>, <i>never</i>, <i>over</i>, <i>under</i>, <i>after</i>. For <i>over</i>, tell students that the /ō/ sound is spelled with the letter <i>o</i>.                 </p> <p>                     Move around the room and randomly check students' work as they write.                 </p> <p>                     Have students spell each word aloud using the letter names.                 </p>
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✔ **Daily Check:** Call on 2 students to spell one word each.

1. blood
2. cold
3. warm
4. temperature
5. breathe

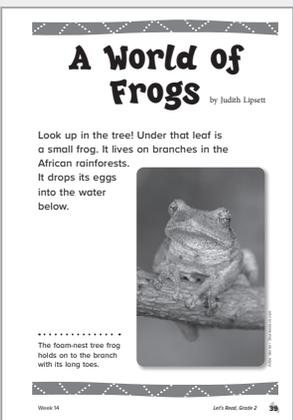
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

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

1. blood	Point to <i>blood</i> . 🔊 This word is <i>blood</i> . Let's read and spell it together: <i>blood, b-l-o-o-d, blood. Blood</i> is the red liquid inside your body. For example, if you have an accident and cut yourself, your blood may come out. Have you ever had a cut and seen your blood? Tell us about it. (Help individuals respond in well-formed sentences.)
2. cold	Point to <i>cold</i> . 🔊 This word is <i>cold</i> . Together: <i>cold, c-o-l-d, cold. Cold</i> means not hot or warm. For example, when you feel cold, you may shiver, like this. (Pretend to shiver and hug yourself to warm yourself, etc.) Show me how you act when you are cold and say with me, "I'm cold!" (Do the motions.)
3. warm	Point to <i>warm</i> . 🔊 This word is <i>warm</i> . Together: <i>warm, w-a-r-m, warm</i> . When something is <i>warm</i> , it is not too hot and not too cold. For example, I prefer to eat my food when it is warm, not too hot and not too cold. How do you prefer to eat your food? Hot, cold, or warm?
4. temperature	Point to <i>temperature</i> . 🔊 This word is <i>temperature</i> . Together: <i>temperature, t-e-m-p-e-r-a-t-u-r-e, temperature</i> . The <i>temperature</i> is how hot or cold something is. For example, the temperature outside today is about [give estimate] degrees. What month of the year has the hottest temperature? What month has the coldest temperature?
5. breathe	Point to <i>breathe</i> . 🔊 This word is <i>breathe</i> . Together: <i>breathe, b-r-e-a-t-h-e, breathe</i> . When you breathe, you take in air and let it back out through your nose or mouth, like this. (Demonstrate.) Let's breathe quietly together. (Do the motions.)



Let's Read page 39

**READING COMPREHENSION**

**20 MIN.**

🔊 **Now we will read a new text called "A World of Frogs." Please turn to page 39 in *Let's Read*.**

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

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

FEATURES OF TEXT

- 🔊 Today’s text is nonfiction. Nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us.
- 🔊 Remember that authors use *supporting details* to explain and help us understand the main idea of a text. In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Let’s read the text to find out the details about frogs.

DURING READING

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

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- 🔊 1. **What is the topic of the text?** (frogs)
- 2. **The author uses supporting details, or facts, to tell us all about frogs. For example, where do frogs live?** (all over the world, all over Africa, except in the dry desert)
- 3. **How many different types of frogs are there?** (6,300)
- 4. **How are frogs’ bodies different from our bodies?** (Frogs are cold-blooded. Frogs’ body temperature changes when the temperature around them changes. Our body temperature stays the same.)
- 5. **What do frogs do to stay warm?** (They sit in the sun. They also dig holes in the dirt.) **What do frogs do when they get too warm?** (They go to a dark shady place to cool off.)
- 6. **Where do frogs lay their eggs?** (Most frogs lay eggs in water or wet places.)



**HOMWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 36 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 14 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

11. blood	14. temperature
12. cold	15. breathe
13. warm	

© Read Libria Activity Book 2

*Student Activity Book*  
page 36

**OBJECTIVES**

Students will be able to:

- Read words with *or* and *ore*
- Demonstrate understanding of the vocabulary words *net*, *rock*, *small*, *medium*, *large*, *enjoy*
- Listen to and comprehend “The Beauty of the River”
- Use a Sentence Pattern Chart and identify prepositional phrases and write sentences

**LEARNING RESOURCES**

*Let’s Read*

Student copybooks

*Student Activity Book*

or ore

for	important
score	short
more	before
important	sorts
	chore
	or

**INTRODUCTION**

1 MIN.

🔊 Today we will read some words with the letters *or* and *ore*. We will learn some new vocabulary words, and I will read a new text to you. Then we will identify prepositional phrases and write sentences.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>or</i> and <i>ore</i>. 🔊 Today we will learn about the letters <i>or</i> and <i>ore</i>. When the letters <i>o</i> and <i>r</i>, or <i>o</i>, <i>r</i>, and <i>e</i>, come together, they make the sound /or/.</p> <p>Point to <i>for</i>. Underline <i>or</i>. 🔊 Here I see the letters <i>o</i> and <i>r</i>. Together they make the sound /or/. The word is /f/-/or/, <i>for</i>.</p> <p>Point to <i>score</i>. Underline <i>ore</i>. 🔊 Here I see the letters <i>o</i>, <i>r</i>, and <i>e</i>. Together they also make the sound /or/. The word is /s/-/k/-/or/, <i>score</i>.</p>	<p>🔊 Let’s do it together.</p> <p>Point in turn under <i>or</i> and <i>ore</i>. 🔊 Say the sounds with me: /or/, /or/.</p> <p>Point to <i>for</i>. Point under <i>or</i>. 🔊 What letters do we see here? <i>o</i> and <i>r</i>. What sound do they make together? /or/.</p> <p>🔊 Let’s read the whole word together: /f/-/or/, <i>for</i>.</p> <p>Repeat with: <i>score</i>, <i>more</i>, and <i>important</i>. (In <i>important</i>, note that the letter <i>a</i> sounds like the schwa, /ə/, when said quickly.)</p>	<p>🔊 Now it’s your turn.</p> <p>Point in turn under <i>or</i> and <i>ore</i>. 🔊 Say the sounds. (/or/, /or/)</p> <p>Point to <i>important</i>. Point under <i>or</i>. 🔊 What letters do you see here? (<i>o</i> and <i>r</i>) What sound do they make together? (/or/)</p> <p>🔊 Read the whole word. (/i/-/m/-/p/-/or/-/t/-/ā/-/n/-/t/, <i>important</i>)</p> <p>Repeat with the remaining words. For <i>before</i>, tell students that it is a compound word made from the words <i>be</i> and <i>fore</i>.</p>

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

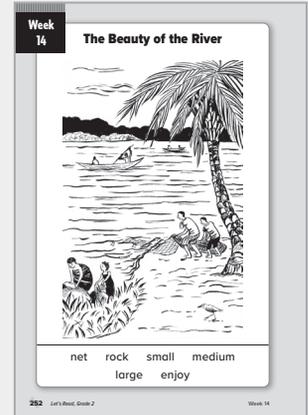
**ORAL VOCABULARY**

12 MIN.

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

Now we will learn some new vocabulary words.

1. net	<p>Net. A net is something that you use to catch or hold things. It is made with string. Turn to page 252 in <i>Let's Read</i> and find the net in the picture. What do you think the man is trying to catch with the net? (e.g., fish) What else can you use a net for? (Help individuals respond in well-formed sentences using <i>net</i>.)</p>
2. rock	<p>Rock. A rock is a very hard piece of stone. For example, I see rocks on the ground outside (point). Find some rocks in the picture. What are the women doing on the rocks? (washing clothes) Where else can we see rocks? (Help individuals respond in well-formed sentences using <i>rock</i>.)</p>
3. small	<p>Draw three circles on the board, one very small, one medium, and one very large. Small. Small means little in size. (Point to the small circle.) For example, this is the small circle. Name some other things that are small. (Help individuals respond in well-formed sentences using <i>small</i>.)</p>
4. medium	<p>Medium. Medium means not very big and not very small in size. It is in between big and small. (Point to the medium circle.) For example, this is the medium size circle.</p>
5. large	<p>Large. Large means very big in size. (Point to the large circle.) For example, this is the large circle. Name some other things that are large. (Call individuals to the board and have them point in turn to the small, medium, and large circles.)</p>
6. enjoy	<p>Enjoy. To enjoy something means to like it or have fun doing it. For example, I enjoy [name an activity you enjoy]. What is something you enjoy? (Help individuals respond in well-formed sentences using <i>enjoy</i>.)</p>



Let's Read page 252

**READ-ALoud**

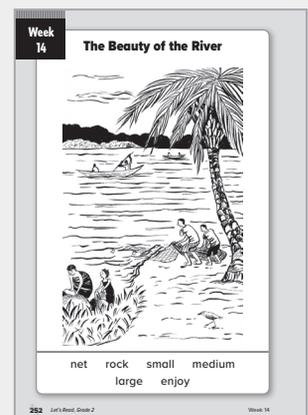
13 MIN.

Now I'm going to read to you a new text called "The Beauty of the River." Please turn to page 252 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

- Guide the students to . . .
- describe the picture, helping them with vocabulary as needed.
  - find their vocabulary words in the picture.
  - predict what they think the text will be about.



Let's Read page 252

FEATURES OF TEXT

🔊 Today’s text is nonfiction. Remember that nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us. Remember that the *topic* of a text is what the text is about. Yesterday we read the nonfiction text “A World of Frogs.” Today’s nonfiction text is about a river. The *main idea* of a text is the most important thing that the author wants us to know about the topic. Let’s listen to find out the main idea about the river.

DURING READING

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

🔊 The Beauty of the River  
by Teetha E. Whea

There lies a wide, long, and clear river in the middle of central Buchanan, which is the third largest city in Liberia. People use this river for many things. Every morning, you can see people placing many baskets and nets in the river to catch fish, crab, and big catfish. And every evening, these baskets and nets are checked to see what has been caught that day. Every other day, people wash clothes in the river. They use different sizes of rocks—small, medium, and large—to clean the clothes. People also enjoy just being by the river, which is a lovely setting. There are people in canoes crossing to the other side of the river, while the birds sing songs in the tall palm trees. Little crabs, who live in the sand along the shore, run from sand hole to sand hole. The big sun sits on this river every evening, while the sky sits on it, too!

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- 🔊 1. **What is the topic of the text?** (a river in Liberia)
2. **What is the main idea of the text?** (People use the river in many ways.)
3. **The author uses supporting details, or facts, to explain why the river is important to people. What do people do at the river?** (People fish in the river. People wash clothes in the river. People enjoy spending time by the river. People ride in canoes on the river.)
4. **How do people catch fish, crabs, and catfish in the river?** (with nets)
5. **How do people wash their clothes in the river?** (They use small, medium, and large rocks.)
6. **How do people enjoy spending time at the river?** (They sit near the river or ride in canoes.)

**SHARED WRITING**

**15 MIN.**

Tape the “Frogs Here, Frogs There” chant from Week 13 (below) on the board or on the wall. Use the Sentence Pattern Chart from Week 13.

Frogs here, frogs there,  
Frogs, frogs everywhere!  
Small frogs jump,  
Cold-blooded frogs hide,  
Spotted frogs swim,  
And colorful frogs hop.  
Frogs in the trees,

Frogs on branches,  
Frogs in the African rainforest,  
And frogs in a dark, shady place.  
Frogs here, frogs there,  
Frogs, frogs everywhere!  
Frogs! Frogs! Frogs!

🔊 **Let’s say our chant. Stand up. I will say a line, then you will say the line with me. Do the same actions that I do.** Point upward as you say *in the trees*. Cover one hand with the other as you say *in a dark, shady place*.

🔊 **Sentences have adjectives, nouns, and verbs.** Use the Sentence Pattern Chart (at the right) to review nouns, adjectives, and verbs. Have students tell what verbs and adjectives they like.

🔊 **Today we will review prepositional phrases. Prepositional phrases tell us *where* or *when*—for example, *on a rock, in the hole, up a tree, in the sun*. Then we will write a sentence.**

Point to *prep. phrase* on the Sentence Pattern Chart.

🔊 **A prepositional phrase answers the questions *where* and *when*. Let’s say some prepositional phrases: *in the trees; in the African rainforest; in a dark, shady place*.**

Call on 2–3 students to each say a prepositional phrase from the chant. If students need help thinking of prepositional phrases, ask: Where are the frogs? (in the trees, on branches, in the African rainforest)

Write the prepositional phrases in the prep. phrase column of the Sentence Pattern Chart. Pick one prepositional phrase and circle it on the Sentence Pattern Chart.

🔊 **Now let’s use the Sentence Pattern Chart to write a sentence. I will pick 1 adjective, 1 noun, 1 verb, and 1 prepositional phrase. I capitalize the adjective because it is the first word in the sentence. Then I write the noun. Then I write the verb. Finally, I write the prepositional phrase. I put a period at the end of the sentence.**

Write the sentence: *Small frogs hop in the African rainforest*. Show students how the sentence fits the Sentence Pattern Chart by pointing to the adjective, the noun, the verb, and the prepositional phrase.

adjective	noun	verb
small	frogs	jump
cold-blooded		hide
spotted		swim
colorful		hop

adjective	noun	verb	prep. phrase
small	frogs	jump	in the trees
cold-blooded		hide	in the African rainforest
spotted		swim	in a dark, shady place
colorful		hop	

Small frogs hop in the African rainforest.

 **HOMEWORK**

Have students complete page 37 in the *Student Activity Book* and read “A World of Frogs” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 14 Day 2 Homework**

**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 *er* or *ere* to spell the word correctly. Read the words.

1. m_ere	5. sc_____
2. sh_____t	6. s_____t
3. bef_____	7. sp_____ls
4. imp_____tant	8. ch_____

Student Activity Book 37

*Student Activity Book*  
page 37

**OBJECTIVES**

Students will be able to:

- Read words that end in *y* and spell words with *or* and *ore*
- Demonstrate understanding of and spell the vocabulary/ sight words *blood, cold, warm, temperature, breathe*
- Read and comprehend “A World of Frogs”

**LEARNING RESOURCES**

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

y y ay

dry	why
body	fly
stay	very
	many
	lay
	gray

**INTRODUCTION**

1 MIN.

👂 Today we will read words that end with the letter *y*, and we will spell words with the letters *or* and *ore*. We will also review our vocabulary words and read “A World of Frogs” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point in turn under <i>y</i>, <i>y</i>, and <i>ay</i>. 👂 Today we will review the different vowel sounds that the letter <i>y</i> can make. For short words with 1 syllable, or word part, that end in <i>y</i>, the <i>y</i> usually makes the sound /ī/. For longer words with 2 syllables that end in <i>y</i>, the <i>y</i> usually makes the sound /ē/. In the vowel team <i>ay</i>, the <i>a</i> and <i>y</i> together make the sound /ā/.</p> <p>Point to <i>dry</i>. Underline <u>y</u>. 👂 This short word ends in <i>y</i> and has only 1 syllable, so the <i>y</i> makes the sound /ī/. The word is /d/-/r/-/ī/, <i>dry</i>.</p> <p>Point to <i>body</i>. Underline <u>y</u>. 👂 This longer word ends in <i>y</i> and has 2 syllables, so <i>y</i> makes the sound /ē/. The word is /b/-/ō/-/d/-/ē/, <i>body</i>.</p> <p>Point to <i>stay</i>. Underline <u>ay</u>. 👂 In this word, <i>y</i> is part of the vowel team <i>ay</i>. Together they make the sound /ā/. The word is /s/-/t/-/ā/, <i>stay</i>.</p>	<p>👂 Let's do it together.</p> <p>Point in turn under <i>y</i>, <i>y</i>, and <i>ay</i>. 👂 Say the sounds with me: /ī/, /ē/, /ā/.</p> <p>Point to <i>dry</i>. 👂 How many syllables does this word have? 1. What sound does <i>y</i> make in this word? /ī/.</p> <p>👂 Let's read the whole word together: /d/-/r/-/ī/, <i>dry</i>.</p> <p>Repeat with <i>body</i> and <i>stay</i>. For <i>body</i>, highlight that it has 2 syllables and the <i>y</i> makes the sound /ē/. For <i>stay</i>, highlight that the <i>y</i> is part of the vowel team <i>ay</i> and together they make the sound /ā/.</p>	<p>👂 Now it's your turn.</p> <p>Point in turn under <i>y</i>, <i>y</i>, and <i>ay</i>. 👂 Say the sounds. (/ī/, /ē/, /ā/)</p> <p>Point to <i>dry</i>. 👂 How many syllables does this word have? (1) What sound does <i>y</i> make in this word? (/ī/)</p> <p>👂 Read the whole word. (/d/-/r/-/ī/, <i>dry</i>)</p> <p>Repeat with the remaining words. For <i>why</i> and <i>fly</i>, have students identify that they have 1 syllable and the <i>y</i> makes the sound /ī/. For <i>body</i>, <i>very</i>, and <i>many</i>, have students identify that they have 2 syllables and the <i>y</i> makes the sound /ē/. For <i>stay</i>, <i>lay</i>, and <i>gray</i>, have students identify that the <i>y</i> is part of the vowel team <i>ay</i> and together make the sound /ā/. Have students sound out and read each word.</p>

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

 <p> <b>▶▶ Now we will spell some words with the letters <i>or</i> and <i>ore</i>. Watch and listen.</b> </p> <p> <b>▶▶ First I will spell a word with <i>ore</i>. The word is <i>before</i>. This is a compound word made from two little words, <i>be</i> and <i>fore</i>.</b> </p> <p> <b>▶▶ Since it is a compound word, first I write <i>be</i>. (Write <i>be</i>.) Next I write <i>fore</i>. In <i>fore</i> I hear 2 sounds, /f/ (write <i>f</i>), and /or/—and in this word /or/ is spelled with the letters <i>ore</i>. (Write <i>ore</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶▶ <b><i>b-e-f-o-r-e, before.</i></b> </p> <p>                     Erase the word.                 </p>	 <p> <b>▶▶ Let's spell some words together with <i>or</i> and <i>ore</i>. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</b> </p> <p> <b>▶▶ The first word is <i>before</i>. <i>Before</i> is a compound word. What two little words are inside <i>before</i>? <i>be</i> and <i>fore</i>.</b> </p> <p> <b>▶▶ First let's write <i>be</i>. (Write <i>be</i>.) Next let's write <i>fore</i>. In <i>fore</i> we hear 2 sounds, /f/ (write <i>f</i>), and /or/—and in this word /or/ is spelled with the letters <i>ore</i>. (Write <i>ore</i>.) Check the students' work.</b> </p> <p> <b>▶▶ Now let's spell the word together with the letter names (point): <i>b-e-f-o-r-e, before</i>.</b> </p>	 <p> <b>▶▶ Now it's your turn. I will say a word with the letters <i>ore</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</b> </p> <p>                     Dictate these words: <i>before, more, and important</i>. Before each word, tell students whether the /or/ sound in that word is spelled with <i>or</i> or <i>ore</i>. (Note that <i>more</i> and <i>important</i> are not compound words and can be spelled out simply as one word.)                 </p> <p>                     Move around the room and randomly check students' work as they write.                 </p> <p>                     Have students spell each word aloud using the letter names.                 </p> <p>                     Time permitting, review the spelling words with <i>er</i> from Day 1: <i>river, thunder, water, never, over, under, and after</i>.                 </p>
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✔ **Daily Check:** Call on 2 students to spell one word each.

**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

🔊 Now we will review our vocabulary words.

1. blood
2. cold
3. warm
4. temperature
5. breathe

1. blood	Point to <i>blood</i> . 🔊 Read the word: ( <i>blood</i> ). <b>Blood is the red liquid inside your body. For example, if you have an accident and cut yourself, your blood may come out. Have you ever had a cut and seen your blood? Tell us about it.</b>
2. cold	Point to <i>cold</i> . 🔊 Read the word: ( <i>cold</i> ). <b>Cold means not hot or warm. For example, when you feel cold, you may shiver, like this.</b> (Pretend to shiver and hug yourself to warm yourself, etc.) <b>Show me how you act when you are cold and say with me, “I’m cold!”</b> (Do the motions.)
3. warm	Point to <i>warm</i> . 🔊 Read the word: ( <i>warm</i> ). <b>When something is warm, it is not too hot and not too cold. For example, I prefer to eat my food when it is warm, not too hot and not too cold. How do you prefer to eat your food? Hot, cold, or warm?</b>
4. temperature	Point to <i>temperature</i> . 🔊 Read the word: ( <i>temperature</i> ). <b>The temperature is how hot or cold something is. For example, the temperature outside today is about [give estimate] degrees. What month of the year has the hottest temperature? What month has the coldest temperature?</b>
5. breathe	Point to <i>breathe</i> . 🔊 Read the word: ( <i>breathe</i> ). <b>When you breathe, you take in air and let it back out through your nose or mouth, like this.</b> (Demonstrate.) <b>Let’s breathe quietly together.</b> (Do the motions.)

**READING COMPREHENSION**

**20 MIN.**

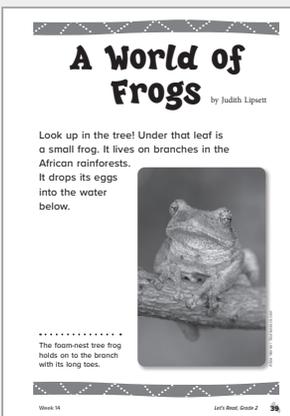
🔊 Now we will read “A World of Frogs” again. Please turn to page 39 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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



Let’s Read page 39

FEATURES OF TEXT

🔊 Remember that this text is nonfiction. What does nonfiction text tell us? (true information about something) What are some examples of topics that nonfiction can tell us about? (real people, animals, the world around us, etc.)

🔊 Remember that authors use *supporting details* to explain and help us understand the main idea of a text. In nonfiction, the supporting details are facts. What are facts? (pieces of true information about the topic) Sometimes the supporting details describe the topic or give examples about it. Let's read the text again to remember the details about frogs.

DURING READING

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

AFTER READING

COMPREHENSION QUESTIONS

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

1. What is the topic of the text? (frogs)
2. The author uses supporting details, or facts, to tell us all about frogs. For example, what are some interesting facts that we learned about frogs from this text? (Answers will vary but may include: They live all over the world, except in the dry desert. There are 6,300 types of frogs. Frogs's body temperature changes with the temperature around them. Frogs lay eggs in water, etc.)
3. What are baby frogs called after they hatch from eggs? (tadpoles)
4. The author also gives us many facts about tadpoles, what they look like, and how they grow. What are some of the facts that we learned about tadpoles from this text? (Answers will vary but may include: Tadpoles look like fish. They swim in water. At first, they have long tails and no legs. Later, they grow legs and their tails get shorter. Finally, they grow lungs and can breathe air and move to land.)



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 36 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 14 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

11. blood	14. temperature
12. cold	15. breathe
13. warm	

36 Read Liberia Activity Book 2

*Student Activity Book*  
page 36

**OBJECTIVES**

Students will be able to:

- Read words with *er*, *or*, and *ore*
- Read fluently “A World of Frogs”
- Listen to and comprehend “The Beauty of the River”
- Write sentences with nouns, adjectives, verbs, and prepositional phrases

**LEARNING RESOURCES**

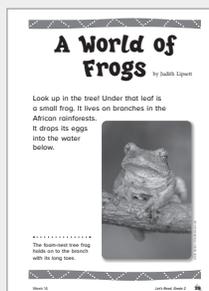
*Let's Read*

Student copybooks

*Student Activity Book*

er or ore

term	more
for	her
more	number
	short
	sorts
	score
	before



*Let's Read* page 39

**INTRODUCTION**

1 MIN.

👂 Today we will read some more words with the letters *er*, *or*, and *ore*. You will read “A World of Frogs” with your partner. I will read “The Beauty of the River” to you again. Then we will write sentences.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. 👂 <b>This week we learned about words with the letters <i>er</i>, <i>or</i>, and <i>ore</i>. The letters <i>er</i> together make the sound /ūr/, and the letters <i>or</i> and <i>ore</i> together make the sound /or/.</b></p> <p>Point to <i>term</i>. Underline <i>er</i>. 👂 <b>Here I see the letters <i>e</i> and <i>r</i>. Together they make the sound /ūr/. The word is /t/-/ūr/-/m/, <i>term</i>.</b></p>	<p>👂 <b>Let's do it together.</b></p> <p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. 👂 <b>Say the sounds with me: /ūr/, /or/, /or/.</b></p> <p>Point to <i>term</i>. Point under <i>er</i>. 👂 <b>What letters do we see here? <i>e</i> and <i>r</i>. What sound do they make together? /ūr/.</b></p> <p>👂 <b>Let's read the whole word together: /t/-/ūr/-/m/, <i>term</i>.</b></p> <p>Repeat with <i>for</i> and <i>more</i>, highlighting <i>or</i> and <i>ore</i> as /or/.</p>	<p>👂 <b>Now it's your turn.</b></p> <p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. 👂 <b>Say the sounds. (/ūr/, /or/, /or/)</b></p> <p>Point to <i>more</i>. Point under <i>ore</i>. 👂 <b>What letters do you see here? (<i>o</i>, <i>r</i>, and <i>e</i>) What sound do they make together? (/or/)</b></p> <p>👂 <b>Read the whole word. (/m/-/or/, <i>more</i>)</b></p> <p>Repeat with the remaining words. In each word, have students identify <i>er</i> as /ūr/, or <i>or</i> or <i>ore</i> as /or/. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “A World of Frogs” on page 39 in <i>Let's Read</i> and find words with <i>er</i> as /ūr/ and <i>or</i> and <i>ore</i> as /or/ in the text (e.g., <i>under</i>, <i>rainforests</i>, <i>water</i>, <i>over</i>, <i>desert</i>, <i>more</i>). Write the words on the board as they find them.</p>		

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the text “A World of Frogs” with your partner. Please turn to page 39 in *Let’s Read*.

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

**READ-ALOUD**

13 MIN.

🔊 Now I’m going to read to you the text “The Beauty of the River” again. Please turn to page 252 in *Let’s Read*.

**BEFORE READING**

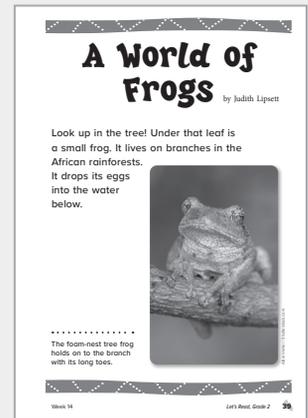
**PREVIEW**

Guide the students to . . .

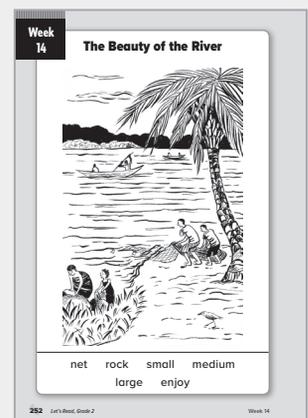
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *net, rock, small, medium, large, enjoy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

- 🔊 Remember that this text is nonfiction. What does nonfiction text tell us? (true information about something) What are some things that nonfiction can tell us about? (real people, animals, the world around us, etc.)
- 🔊 Remember that the *topic* of a text is what the text is about. We have been reading “A World of Frogs.” It is a nonfiction text about frogs. Today’s nonfiction text is about the river.
- 🔊 What is the *main idea* of a text? (the most important thing that the author wants us to know about the topic) Let’s listen again to remember the main idea about the river.



Let’s Read page 39



Let’s Read page 252

**DURING READING**

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

🔊 **The Beauty of the River**  
by Teetha E. Whea

There lies a wide, long, and clear river in the middle of central Buchanan, which is the third largest city in Liberia. People use this river for many things. Every morning, you can see people placing many baskets and nets in the river to catch fish, crab, and big catfish. And every evening, these baskets and nets are checked to see what has been caught that day. Every other day, people wash clothes in the river. They use different sizes of rocks—small, medium, and large—to clean the clothes. People also enjoy just being by the river, which is a lovely setting. There are people in canoes crossing to the other side of the river, while the birds sing songs in the tall palm trees. Little crabs, who live in the sand along the shore, run from sand hole to sand hole. The big sun sits on this river every evening, while the sky sits on it, too!

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is the topic of the text?** (a river in Liberia)
2. **What is the main idea of the text?** (People use the river in many ways.)
3. **The author uses supporting details, or facts, to explain why the river is important to people. What do people do at the river?** (People fish in the river. People wash clothes in the river. People enjoy spending time by the river. People ride in canoes on the river.)
4. **How do people catch fish, crabs, and catfish in the river?** (They use nets.)
5. **How do people wash their clothes in the river?** (They use small, medium, and large rocks.)
6. **How do people enjoy spending time at the river?** (They sit near the river or ride in canoes.)
7. **Do you go to the river? If so, what do you do at the river?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Tape the “Frogs Here, Frogs There” chant from Week 13 (below) on the board or on the wall.

Frogs here, frogs there,  
Frogs, frogs everywhere!  
Small frogs jump,  
Cold-blooded frogs hide,  
Spotted frogs swim,  
And colorful frogs hop.  
Frogs in the trees,

Frogs on branches,  
Frogs in the African rainforest,  
And frogs in a dark, shady place.  
Frogs here, frogs there,  
Frogs, frogs everywhere!  
Frogs! Frogs! Frogs!

🔊 **Let’s say our chant about frogs. Stand up. First, I will say a line, then you will say the line with me. Do the same actions that I do: *jump, hide, swim, hop.***

🔊 **Sentences have adjectives, nouns, verbs, and prepositional phrases.** Use the Sentence Pattern Chart from Day 2 (at the right) to review nouns, adjectives, verbs, and prepositional phrases. Have students tell what prepositional phrases they like.

🔊 **Today we will write sentences in our copybooks. We will choose 2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase. How many adjectives? (2) How many nouns? (1) How many verbs? (1) How many prepositional phrases? (1)**

Call on 2 students to each say a sentence. If students need help thinking of sentences, circle 2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase on the Sentence Pattern Chart.

🔊 **Now we will write the sentences. Work with your partner. Use the Sentence Pattern Chart to write 2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase. Remember to capitalize the first adjective because it is the first word in the sentence. Put a comma after the first adjective. End the sentence with a period. Here is an example: *Small spotted frogs hide on branches.***

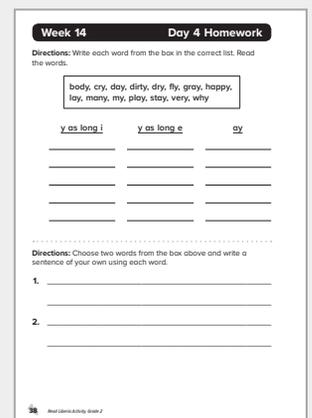
Walk around the room and check the students’ work. Have partners stand up and read their sentences together to the class.

adjective	noun	verb	prep. phrase
small	frogs	jump	at school
cold-blooded		hide	on a hill
spotted		swim	down a hill
colorful		hop	under a tree

Small, spotted frogs hide on branches.

 **HOMEWORK**

Have students complete page 38 in the *Student Activity Book* and read “A World of Frogs” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.



*Student Activity Book*  
page 38

## OBJECTIVES

Students will be able to:

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

## LEARNING RESOURCES

 Student copybooks

 *Let's Read*

 Supplementary readers

## INTRODUCTION

1 MIN.

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

## WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

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

Write these words in your copybook.

1. *after*, 2. *before*, 3. *blood*, 4. *breathe*, 5. *cold*, 6. *important*, 7. *more*, 8. *never*, 9. *over*, 10. *river*, 11. *temperature*, 12. *thunder*, 13. *under*, 14. *warm*, 15. *water*

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

## REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

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

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

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

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

### 1. First Review Activity (17 MIN.)

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

#### Group A (Meets Expectations)

Have students work in pairs to re-read “A World of Frogs” on page 39 in *Let's Read*. Have them take turns to read the text aloud to each other and help each other read correctly and fluently. Students should read the text 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.

#### Group B (Exceeds Expectations)

Have students work in pairs to read “Hairy Frogs” on page 167 in *Let's Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each.

#### Group C (Needs Additional Support)

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

		
<p>Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. <b>Let's do it together.</b> This week we learned about words with the letters <i>er</i>, <i>or</i>, and <i>ore</i>. The letters <i>er</i> together make the sound /ür/, and the letters <i>or</i> and <i>ore</i> together make the sound /or/.</p> <p>Point to <i>river</i>. Underline <i>er</i>. <b>Here I see the letters e and r. Together they make the sound /ür/. The word is /r/-r/-v/-ür/, river.</b></p>	<p><b>Let's do it together.</b> Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. <b>Say the sounds with me: /ür/, /or/, /or/.</b></p> <p>Point to <i>river</i>. Point under <i>er</i>. <b>What letters do we see here? e and r. What sound do they make together? /ür/.</b></p> <p><b>Let's read the whole word together: /r/-r/-v/-ür/, river.</b></p> <p>Repeat with <i>important</i> and <i>score</i>, highlighting <i>or</i> and <i>ore</i> as /or/.</p>	<p><b>Now it's your turn.</b> Point in turn under <i>er</i>, <i>or</i>, and <i>ore</i>. <b>Say the sounds.</b> (/ür/, /or/, /or/)</p> <p>Point to <i>score</i>. Point under <i>ore</i>. <b>What letters do you see here? (o, r, and e) What sound do they make together? (/or/)</b></p> <p><b>Read the whole word.</b> (/s/-/k/-/or/, <i>score</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>er</i> as /ür/, <i>or</i> or <i>ore</i> as /or/. Have students sound out and read each word.</p>

river	score
important	water
score	never
	for
	short
	more
	before

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

		
<p><b>Now we will put words in the correct boxes. If a word has the letters <i>er</i>, we will write it here</b> (point to the <i>er</i> box). <b>If it has the letters <i>or</i>, we will write it here</b> (point to the <i>or</i> box). <b>If it has the letters <i>ore</i>, we will write it here</b> (point to the <i>ore</i> box).</p> <p><b>The word <i>desert</i> (point) has the letters <i>er</i>, so I will write it here.</b></p> <p>Write <i>desert</i> in the <i>er</i> box, and cross it off the list.</p>	<p><b>Let's do the next two together. Where do we write the word <i>sorts</i>? It has the letters <i>or</i>, so we will write it here.</b></p> <p>Write <i>sorts</i> in the <i>or</i> box, and cross it off the list. Check the students' work.</p> <p><b>Where do we write the word <i>score</i>? It has the letters <i>ore</i>, so we will write it here.</b></p> <p>Write <i>score</i> in the <i>ore</i> box, and cross it off the list. Check the students' work.</p>	<p><b>Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</b></p> <p>Move around the room and randomly check students' work as they write.</p>

desert	matter
sorts	chore
score	for
	number
	or
	serve
	short

er	or	ore

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

## 2. Second Review Activity (17 MIN.)

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

### Group A (Meets Expectations)

Have students work in pairs to read “Hairy Frogs” on page 167 in *Let’s Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other 3 times and helping each other read correctly and fluently.

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about “A World of Frogs” on page 39 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “A World of Frogs” on page 39 in *Let’s Read*. Have them take turns to read the text aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let’s Read*.



## HOMEWORK

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

# Week 15 Lesson Planner

	Monday (Day 1) pages 250–253	Tuesday (Day 2) pages 254–257	Wednesday (Day 3) pages 258–261	Thursday (Day 4) pages 262–265	Friday (Day 5) pages 266–268
<b>Phonics and Word Study</b>	Read words with <i>ar</i> and <i>ir</i> .	Read words with <i>er</i> .	Read words with <i>or</i> and <i>ore</i> .	Read words with <i>ay</i> and <i>ai</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>part, first, start, dirty</i>		<i>mother, other, sports, score, store</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>fruit, danger, smart, laugh, whistle, word</i>		<i>fruit, danger, smart, laugh, whistle, word</i>		
<b>Reading Comprehension</b>	“African Gray Parrots”		“African Gray Parrots”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “African Gray Parrots”	Differentiated review
<b>Oral Vocabulary</b>		<i>season, reason, puddle, scare, muddy</i>			
<b>Read-Aloud</b>		“The Rainy Season”		“The Rainy Season”	
<b>Shared Writing</b>		Use a Sequence of Events map to review the life cycle of a frog.		Complete a Sequence of Events map to review the life cycle of a frog.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 40 in <i>Student Activity Book</i></li> <li>• “African Gray Parrots”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 41 in <i>Student Activity Book</i></li> <li>• “African Gray Parrots”</li> <li>• Study for quiz.</li> </ul>	Re-read “African Gray Parrots.”
<b>Day 5 Review: Differentiated Instruction</b>	<p><b>First Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to re-read “African Gray Parrots.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “Birds” or any supplementary reader.</li> <li>• Group C (Needs Additional Support): Review Phonics and Word Study.</li> </ul> <p><b>Second Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to read “Birds” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “African Gray Parrots.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “African Gray Parrots.”</li> </ul>				

## Grade 2 National Standards for Reading and Comprehension

**Learning Outcomes:** Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others

- Predict outcomes and make judgments after careful evaluation of facts and issues
- Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently
- Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details
- Analyze text content and share ideas, information, and messages with others
- Fluently read grade-level texts
- Read grade-level text with speed and accuracy
- Correctly respond to questions from texts read.

**Learning Objectives:** Identify vowels and recognize consonants • Read words with varied word patterns • Construct sentences correctly • 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 • Demonstrate knowledge of new words • Identify some features of articles • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • 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
- Read diverse texts fluently
- Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

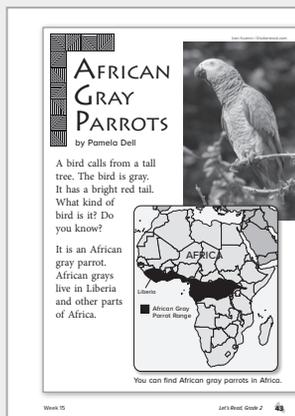
- Read and spell words with *ar* and *ir*
- Demonstrate understanding of and spell the vocabulary/ sight words *fruit, danger, smart, laugh, whistle, word*
- Read and comprehend “African Gray Parrots”

**LEARNING RESOURCES**

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

ar ir

far	girl
bird	hard
bark	arm
girl	stir
	shirt



Let’s Read page 43

**INTRODUCTION**

1 MIN.

Today we will read and spell words with the letters *ar* and *ir*. We will also learn some new vocabulary words and read a new text together.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>ar</i> and <i>ir</i>. Now we will review the letters <i>ar</i> and <i>ir</i>. Remember that the letters <i>ar</i> together make the sound /är/. The letters <i>ir</i> together make the sound /ür/.</p> <p>Point to <i>far</i>. Underline <i>ar</i>. Here I see the letters <i>ar</i>. Together they make the sound /är/. The word is /f/-/är/, <i>far</i>.</p> <p>Point to <i>bird</i>. Underline <i>ir</i>. Here I see the letters <i>ir</i>. Together they make the sound /ür/. The word is /b/-/ür/-/d/, <i>bird</i>.</p>	<p>Let’s do it together.</p> <p>Point under <i>ar</i> and <i>ir</i>. Say the sounds with me: /är/, /ür/.</p> <p>Point to <i>far</i>. Point under <i>ar</i>. What letters do we see here? <i>a</i> and <i>r</i>. What sound do they make together? /är/.</p> <p>Let’s read the whole word together: /f/-/är/, <i>far</i>.</p> <p>Repeat with: <i>bird, bark, and girl</i>, highlighting <i>ir</i> as /ür/ and <i>ar</i> as /är/.</p>	<p>Now it’s your turn.</p> <p>Point under <i>ar</i> and <i>ir</i>. Say the sounds. (/är/, /ür/)</p> <p>Point to <i>girl</i>. Point under <i>ir</i>. What letters do you see here? (<i>i</i> and <i>r</i>) What sound do they make together? (/ür/)</p> <p>Read the whole word. (/g/-/ür/-/l/, <i>girl</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>ar</i> as /är/ or <i>ir</i> as /ür/. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “African Gray Parrots” on page 43 in <i>Let’s Read</i> and find words with <i>ar</i> as /är/ and <i>ir</i> as /ür/ in the text (e.g., <i>bird, are, smart, bark, girl</i>). Write the words on the board as they find them.</p>		

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some short words with the letters <i>ar</i> and <i>ir</i>. Watch and listen.</p> <p>🔊 The word is <i>part</i>. I hear 3 sounds: /p/-/är/-/t/.</p> <p>🔊 The first sound is /p/. (Write <i>p</i>.) The next sound is /är/. (Write <i>ar</i>.) The third sound is /t/. (Write <i>t</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>p-a-r-t, part</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words together with letters <i>ar</i> and <i>ir</i>. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>part</i>. What sounds do we hear? /p/-/är/-/t/.</p> <p>🔊 Let's write it: /p/ (write <i>p</i>), /är/ (write <i>ar</i>), /t/ (write <i>t</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>p-a-r-t, part</i>.</p> <p>Repeat with <i>first</i>. Remind students that the /ür/ sound is spelled with the letters <i>ir</i> in today's words.</p>	<p>🔊 Now it's your turn. I will say a word with the letters <i>ir</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>first, start, and dirty</i>. Tell the students that <i>dirty</i> is a two-syllable word that ends with the letter <i>y</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

1. fruit
2. danger
3. smart
4. laugh
5. whistle
6. word

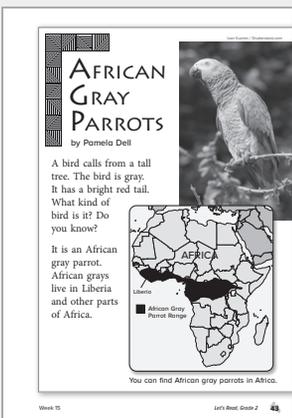
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. fruit	Point to <i>fruit</i> . 🔊 This word is <i>fruit</i> . Let's read and spell it together: <i>fruit, f-r-u-i-t, fruit. Fruit</i> is a sweet food that comes from a tree or plant. I like to eat the fruit [name a fruit]. What kinds of fruit do you like to eat? (Help individuals respond in well-formed sentences using <i>fruit</i> .)
2. danger	Point to <i>danger</i> . 🔊 This word is <i>danger</i> . Together: <i>danger, d-a-n-g-e-r, danger. Danger</i> means something bad that might happen. For example, some animals are in danger of losing their homes because people cut down trees where they live. What is another example of danger? (Help individuals respond in well-formed sentences using <i>danger</i> .)
3. smart	Point to <i>smart</i> . 🔊 This word is <i>smart</i> . Together: <i>smart, s-m-a-r-t, smart. Smart</i> means able to learn and think very well. I am smart about [name something you are smart about] because I learned about it and can do it very well. What is something you are smart about? (Help individuals respond in well-formed sentences using <i>smart</i> .)
4. laugh	Point to <i>laugh</i> . 🔊 This word is <i>laugh</i> . Together: <i>laugh, l-a-u-g-h, laugh. When you laugh, you make sounds to show you are happy or that you think something is funny, like this.</i> (Demonstrate laughing.) Let's all laugh and say, "We are laughing!"
5. whistle	Point to <i>whistle</i> . 🔊 This word is <i>whistle</i> . Together: <i>whistle, w-h-i-s-t-l-e, whistle. A whistle</i> is the sound you make when you blow air out between your lips, like this. (Demonstrate.) Can you whistle? Let's whistle together.
6. word	Point to <i>word</i> . 🔊 This word is <i>word</i> . Together: <i>word, w-o-r-d, word. A word</i> is a letter or group of letters that you write or say. Tell me a new word you learned today.



**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new text called "African Gray Parrots." Please turn to page 43 in *Let's Read*.

Let's Read page 43

**BEFORE READING**

**PREVIEW**

- Guide the students to . . .
- read the title and author.
  - describe each photo, helping them with vocabulary as needed.
  - find their vocabulary words in the photos and text.
  - predict what they think the text will be about.

**FEATURES OF TEXT**

🔊 **Today’s text is nonfiction. Nonfiction text tells us true information about real people or animals or the world around us. Remember that authors use *supporting details* to explain and help us understand the main idea of a text. In nonfiction, the supporting details are facts, or pieces of true information about the topic. Sometimes the supporting details describe the topic or give examples about it. Let’s read the text to find out the details about African gray parrots.**

**DURING READING**

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

**AFTER READING**

**CHECK PREDICTIONS**

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

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is the topic of the text?** (African Gray Parrots)
- 2. **The author used supporting details, or facts, to tell us about African Gray Parrots. What kinds of facts did we learn about African Gray Parrots?** (They live in Liberia and other parts of Africa. They live a long time. They have the same mate their whole lives. They eat nuts, seeds, fruit, and other plants. They are in danger. They are smart. They make sounds most other birds cannot make.)
- 3. **Why are African Gray Parrots in danger?** (People are cutting down the trees they live in.)
- 4. **Why do people like African Gray Parrots?** (They make people laugh. People like the sounds they make.)



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 39 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 15 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

10. fruit	13. laugh
11. danger	14. whistle
12. smart	15. word

Read Liberia Activity Book 2 39

*Student Activity Book*  
page 39

**OBJECTIVES**

Students will be able to:

- Read words with *er*
- Demonstrate understanding of the vocabulary words *season, reason, puddle, scare, muddy*
- Listen to and comprehend “The Rainy Season”
- Use a Sequence of Events map to review the life cycle of a frog

**LEARNING RESOURCES**

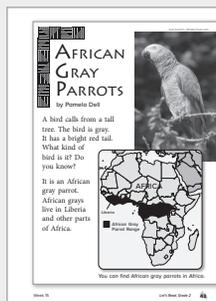
*Let’s Read*

Student copybooks

*Student Activity Book*

er

her	water
danger	herd
other	hunter
water	elder
	mother



*Let’s Read* page 43

**INTRODUCTION**

1 MIN.

👂 Today we will read some words with the letters *er*. We will learn some new vocabulary words, and I will read a new text to you. Then we will use a Sequence of Events map to review the life cycle of a frog.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>er</i>. 👂 Now we will review the letters <i>er</i>. Remember that when <i>e</i> and <i>r</i> come together, they make the sound /<i>ür</i>/.</p> <p>Point to <i>her</i>. Underline <i>er</i>. 👂 Here I see the letters <i>er</i>. Together they make the sound /<i>ür</i>/. The word is /<i>h</i>-/<i>ür</i>/, <i>her</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point under <i>er</i>. 👂 Say the sound with me: /<i>ür</i>/.</p> <p>Point to <i>her</i>. Point under <i>er</i>. 👂 What letters do we see here? <i>e</i> and <i>r</i>. What sound do they make together? /<i>ür</i>/.</p> <p>👂 Let’s read the whole word together: /<i>h</i>-/<i>ür</i>/, <i>her</i>.</p> <p>Repeat with: <i>danger</i> (/d/-/ä/-/n/-/j/-/ür/), <i>other</i> (/ü/-/th/-/ür/), and <i>water</i> (/w/-/ö/-/t/-/ür/). Help students with the pronunciation of the first syllable in each of these words, as they do not follow the regular rules for short vowels. Also tell them that the <i>ng</i> in <i>danger</i> is pronounced /n/-/j/ and not /ng/.</p>	<p>👂 Now it’s your turn.</p> <p>Point under <i>er</i>. 👂 Say the sound. (/ür/)</p> <p>Point to <i>water</i>. Point under <i>er</i>. 👂 What letters do you see here? (<i>e</i> and <i>r</i>) What sound do they make together? (/ür/)</p> <p>👂 Read the whole word. (/w/-/ö/-/t/-/ür/, <i>water</i>)</p> <p>Repeat with the remaining words. For <i>mother</i>, tell students the letter <i>o</i> makes the sound /<i>ü</i>/, as in the word <i>other</i>.</p>
<p>Have students turn to “African Gray Parrots” on page 43 in <i>Let’s Read</i> and find words with the letters <i>er</i> as /<i>ür</i>/ in the text (e.g., <i>other, danger, water, her</i>). Write the words on the board as they find them.</p>		

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

**ORAL VOCABULARY**

**12 MIN.**

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

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

1. season	🔊 <b>Season.</b> A <i>season</i> is a time of a year with a certain kind of weather. For example, in Liberia we have a rainy season. In rainy season, it rains a lot. <b>What is another season we have in Liberia?</b> (Help individuals respond in well-formed sentences using <i>season</i> .)
2. reason	🔊 <b>Reason.</b> A <i>reason</i> is why something happens. For example, the reason you come to school is that you want to learn. <b>What is another reason why you come to school?</b> (Help individuals respond in well-formed sentences using <i>reason</i> —e.g., to see friends, to get a good education and job, etc.)
3. puddle	🔊 <b>Puddle.</b> A <i>puddle</i> is a small pool of water on the ground. For example, when it rains outside, the rain will make many puddles on the ground. <b>Let’s pretend to splash in a puddle.</b> (Do the motions.)
4. scare	🔊 <b>Scare.</b> To <i>scare</i> means to make someone feel afraid. For example, snakes scare me. <b>When I see a snake, I am afraid. What scares you?</b> (Help individuals respond in well-formed sentences using <i>scare</i> .) <b>Show me what you look like when you’re scared and say, “I’m scared!”</b>
5. muddy	🔊 <b>Muddy.</b> <i>Muddy</i> means covered in wet dirt. <b>When it rains outside, the ground is muddy. What else gets muddy when it rains?</b> (Help individuals respond in well-formed sentences using <i>muddy</i> .)

**READ-ALOUD**

**13 MIN.**

🔊 **Now I’m going to read to you a new text called “The Rainy Season.” Please turn to page 253 in *Let’s Read*.**

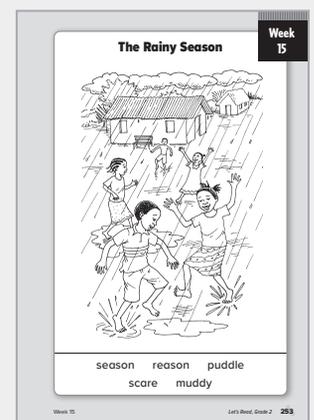
**BEFORE READING**

**PREVIEW**

- Guide the students to . . .
- describe the picture, helping them with vocabulary as needed.
  - find their vocabulary words in the picture.
  - predict what they think the text will be about.

**FEATURES OF TEXT**

🔊 **Today’s text is nonfiction. Remember that nonfiction text tells us true information about something.**



*Let’s Read* page 253

Remember that the topic of a text is what the text is about. Yesterday we read “African Gray Parrots.” That was a nonfiction text about a special type of parrot that lives in Africa. Today’s nonfiction text is about the rainy season. The *main idea* of a text is the most important thing that the author wants us to know about the topic. Let’s listen to find out the main idea about the rainy season.

**DURING READING**

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

🔊 The Rainy Season  
by Elfreda S. Johnson

The rainy season is a beautiful time in our country. It starts in late April. The rainy season is good for several reasons. The rainy season is when plants begin to grow well, which brings joy to the farmers. Many children love the rainy season because they like to play in the puddles left by the rain. Wells that are dry begin to fill with water so everyone can enjoy fresh water. But there is another side to the rainy season. It can also be a bad time. Too much rain hurts the plants farmers are growing. The thunder and lightning scares some children. Many people don’t like the rainy season because it is hard to travel when the roads become muddy. And there are many mosquitoes during the rainy season.

**AFTER READING**

**CHECK PREDICTIONS**

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

**COMPREHENSION QUESTIONS**

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

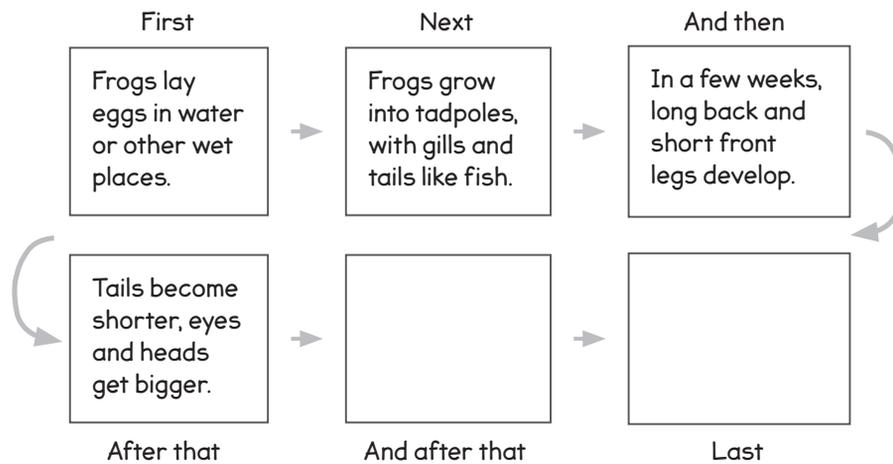
1. **What is the topic of the text?** (the rainy season in Liberia)
2. **The author used supporting details, or facts, to describe what happens during the rainy season. What facts did we learn about the rainy season?** (It starts in late April. The rainy season is when plants grow. The rainy season helps fill dry wells with water. Too much rain in the rainy season can hurt plants. It is hard to travel during the rainy season. There are many mosquitos during the rainy season.)
3. **Why does the rainy season make some people feel happy?** (Farmers are happy because plants grow. Children like to play in puddles left by the rain. People can enjoy fresh water.)
4. **What is bad about the rainy season?** (Too much rains hurts plants. Thunder and lightning can scare children. The roads become muddy, which makes it hard to travel.)
5. **What is the main idea of the text?** (Both good and bad things happen during the rainy season.)

**SHARED WRITING**

**15 MIN.**

Tape a blank Sequence of Events map (below) on the board or on a wall. Write in the facts very lightly in pencil so that you can make them darker during the class.

🔊 **This week, we will review what happens in the life cycle of a frog. We will learn about the sequence of events. That means we use words like *first*, *next*, *then*, *after that*, and *last* to tell the order of events as they happen.**



🔊 **Please turn to page 39 in *Let's Read* and look at the photos and picture. What do you remember about the life cycle of a frog?** Call on 1–2 students to answer. **What happens first in the life cycle of a frog?** Call on 1–2 students to answer. Draw a picture of what happens first. Write what happens first in the first box: *Frogs lay eggs in water or other wet places.* Write the word *first* above the first box. **Repeat after me: *first*.** Hold your finger up like a number 1.

🔊 **What happens next?** Call on 1–2 students to answer. Draw a picture of what happens next, and write what happens next in the second box: *Frogs grow into tadpoles with gills and tails like fish.* Write the word *next* above the second box. **Repeat after me: *next*.** Move your hand to the right 1 time to show *next*.

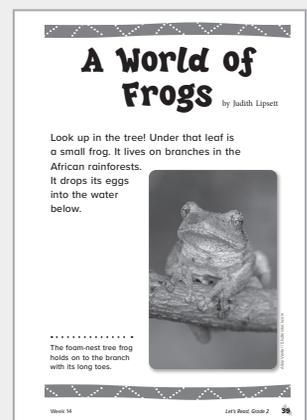
🔊 **And then?** Call on 1–2 students to answer. Draw a picture of what happens, and write in the third box: *In a few weeks, long back and short front legs develop.* Write the words *and then* above the third box. **Repeat after me: *and then*.** Move your hand to the right 2 times.

🔊 **What happens after that?** Call on 1–2 students to answer. Draw a picture of what happens, and write what happens *after that* in the fourth box: *Tails become shorter, eyes and heads get bigger.* Write the words *after that* below the fourth box. **Repeat after me: *after that*.** Move your hand to the right 3 times. (Note: You will fill in the last 2 boxes on Day 4. Skip them for now.)

🔊 **We will continue writing about the frog life cycle the next time we write together.**

 **HOMWORK**

Have students complete page 40 in the *Student Activity Book* and read “African Gray Parrots” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let's Read page 39

**Week 15 Day 2 Homework**

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

es	es
it	st

Student Activity Book page 40

**OBJECTIVES**

Students will be able to:

- Read and spell words with *or* and *ore*
- Demonstrate understanding of and spell the vocabulary/ sight words *fruit, danger, smart, laugh, whistle, word*
- Read and comprehend “African Gray Parrots”

**LEARNING RESOURCES**

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

or ore

sort	wore
core	form
important	shore
wore	born
	north

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letters *or* and *ore*. We will also review our vocabulary words and read “African Gray Parrots” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>or</i> and <i>ore</i>. 🔊 Today we will review the letters <i>or</i> and <i>ore</i>. Remember that when the letters <i>o</i> and <i>r</i>, or the letters <i>o</i>, <i>r</i>, and <i>e</i>, come together, they make the sound /or/.</p> <p>Point to <i>sort</i>. Underline <u>or</u>. 🔊 Here I see the letters <i>o</i> and <i>r</i>. Together they make the sound /or/. The word is /s/-/or/-/t/, <i>sort</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point under <i>or</i> and <i>ore</i>. 🔊 Say the sounds with me: /or/, /or/.</p> <p>Point to <i>sort</i>. Point under <i>or</i>. 🔊 What letters do we see here? <i>o</i> and <i>r</i>. What sound do they make together? /or/.</p> <p>🔊 Let's read the whole word together: /s/-/or/-/t/, <i>sort</i>.</p> <p>Repeat with <i>core</i>, <i>important</i>, and <i>wore</i>, highlighting <i>or</i> and <i>ore</i> as /or/.</p>	<p>🔊 Now it's your turn.</p> <p>Point under <i>or</i> and <i>ore</i>. 🔊 Say the sounds. (/or/, /or/)</p> <p>Point to <i>wore</i>. Underline <u>ore</u>. 🔊 What letters do you see here? (<i>ore</i>) 🔊 What sound do they make together? (/or/)</p> <p>🔊 Read the whole word. (/w/-/or/, <i>wore</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>or</i> or <i>ore</i> as /or/. Have them sound out and read each word.</p>

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with <i>er</i>, <i>or</i>, and <i>ore</i>. Watch and listen.</p> <p>🔊 The first word is with the letters <i>er</i>. The word is <i>mother</i>. I hear 4 sounds: /m/-/ŭ/-/th/-/ŭr/.</p> <p>🔊 The first sound is /m/. (Write <i>m</i>.) The next sound is /ŭ/—but in this word it is spelled with the letter <i>o</i>. (Write <i>o</i>.) The third sound is /th/. (Write <i>th</i>.) The fourth sound is /ŭr/. In today’s words, /ŭr/ is spelled with the letters <i>er</i> (write <i>er</i>).</p> <p>Move your finger under the letters as you say the letter names:</p> <p>🔊 <i>m-o-t-h-e-r</i>, <i>mother</i>.</p> <p>Erase the word.</p>	<p>🔊 Let’s spell some words together with <i>er</i>, <i>or</i>, or <i>ore</i>. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is with the letters <i>er</i>. The word is <i>mother</i>. What sounds do we hear? /m/-/ŭ/-/th/-/ŭr/.</p> <p>🔊 Let’s write it: /m/ (write <i>m</i>), /ŭ/—but in this word it is spelled with what letter? <i>o</i> (write <i>o</i>), /th/ (write <i>th</i>), and /ŭr/. In today’s words, /ŭr/ is spelled with what letters? <i>er</i>. (Write <i>er</i>.) Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>m-o-t-h-e-r</i>, <i>mother</i>.</p> <p>Repeat with <i>other</i> and <i>sports</i>. For <i>other</i>, tell students the /ŭ/ sound is spelled with the letter <i>o</i>. For <i>sports</i>, tell students the /or/ sound is spelled with the letters <i>or</i>.</p>	<p>🔊 Now it’s your turn. I will say a word with <i>er</i> or <i>ore</i> with a silent <i>e</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>sports</i>, <i>score</i>, and <i>store</i>. For <i>score</i> and <i>store</i>, tell students that the /or/ sound is spelled with the letters <i>ore</i>.</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

WRITTEN VOCABULARY / SIGHT WORDS

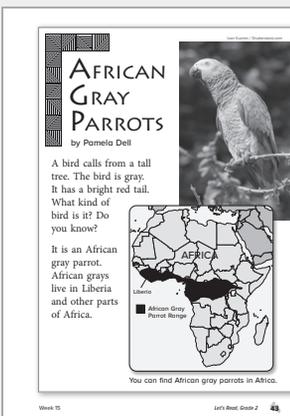
10 MIN.

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

🔊 Now we will review our vocabulary words.

1. fruit
2. danger
3. smart
4. laugh
5. whistle
6. word

1. fruit	Point to <i>fruit</i> . 🔊 Read the word: ( <i>fruit</i> ). <b>Fruit is a sweet food that comes from a tree or plant. I like to eat the fruit [name a fruit]. What kinds of fruit do you like to eat?</b> (Help individuals respond in well-formed sentences using <i>fruit</i> .)
2. danger	Point to <i>danger</i> . 🔊 Read the word: ( <i>danger</i> ). <b>Danger means something bad that might happen. For example, some animals are in danger of losing their homes because people cut down trees where they live. What is another example of danger?</b> (Help individuals respond in well-formed sentences using <i>danger</i> .)
3. smart	Point to <i>smart</i> . 🔊 Read the word: ( <i>smart</i> ). <b>Smart means able to learn and think very well. I am smart about [name something you are smart about] because I learned about it and can do it very well. What is something you are smart about?</b> (Help individuals respond in well-formed sentences using <i>smart</i> .)
4. laugh	Point to <i>laugh</i> . 🔊 Read the word: ( <i>laugh</i> ). <b>When you laugh, you make sounds to show you are happy or that you think something is funny, like this.</b> (Demonstrate laughing.) <b>Let's all laugh and say, "We are laughing!"</b>
5. whistle	Point to <i>whistle</i> . 🔊 Read the word: ( <i>whistle</i> ). <b>A whistle is the sound you make when you blow air out between your lips, like this.</b> (Demonstrate.) <b>Can you whistle? Let's whistle together.</b>
6. word	Point to <i>word</i> . 🔊 Read the word: ( <i>word</i> ). <b>A word is a letter or group of letters that you write or say. Tell me a new word you learned today.</b>



READING COMPREHENSION

20 MIN.

🔊 Now we will read "African Gray Parrots" again. Please turn to page 43 in *Let's Read*.

Let's Read page 43

**BEFORE READING**

**PREVIEW**

- Guide the students to . . .
- read the title and author.
  - describe each photo, helping them with vocabulary as needed.
  - find their vocabulary words in the photos and text.

**FEATURES OF TEXT**

- 🔊 **Remember that this text is nonfiction. What does nonfiction text tell us?** (true information about something)
- 🔊 **Remember that authors use *supporting details* to explain and help us understand the main idea of a text. In nonfiction, the supporting details are facts. What are facts?** (pieces of true information about the topic) **Sometimes the supporting details describe the topic or give examples about it. Let’s read the text again to remember the details about African gray parrots.**

**DURING READING**

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

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is the topic of the text?** (African Gray Parrots)
- 2. **The author used supporting details—facts—to tell us about African Gray Parrots. What kinds of facts did we learn about African Gray Parrots?** (They live in Liberia and other parts of Africa. They live a long time. They have the same mate their whole lives. They eat nuts, seeds, fruit, and other plants. They are in danger. They are smart. They make sounds most other birds cannot make.)
- 3. **Why are African Gray Parrots in danger?** (People are cutting down the trees they live in.)
- 4. **Why do people like African Gray Parrots?** (They make people laugh. People like the sounds they make.)



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 39 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 15 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

10. fruit	13. laugh
11. danger	14. whistle
12. smart	15. word

Read Liberia Activity Book 2 39

*Student Activity Book*  
page 39

**OBJECTIVES**

Students will be able to:

- Read words with *ay* and *ai*
- Read fluently “African Gray Parrots”
- Listen to and comprehend “The Rainy Season”
- Use a Sequence of Events map to review the life cycle of a frog

**LEARNING RESOURCES**

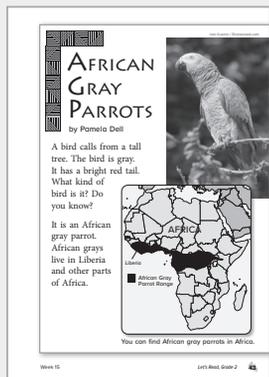
*Let's Read*

Student copybooks

*Student Activity Book*

ay ai

gray	tail
rain	stay
say	stain
tail	may
	train



*Let's Read* page 43

**INTRODUCTION**

1 MIN.

Today we will read words with the vowel teams *ay* and *ai*. You will read “African Gray Parrots” with your partner. I will read “The Rainy Season” to you again. Then we will complete our Sequence of Events map as we review the life cycle of a frog.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>ay</i> and <i>ai</i>. Today we will review the vowel teams <i>ay</i> and <i>ai</i>, which both make the long <i>a</i> sound, /ā/.</p> <p>Point to <i>gray</i>. Underline <i>ay</i>. Here I see the vowel team <i>ay</i>. Together <i>a</i> and <i>y</i> make the sound /ā/. The word is /g/-/r/-/ā/, <i>gray</i>.</p> <p>Point to <i>rain</i>. Underline <i>ai</i>. Here I see the vowel team <i>ai</i>. Together <i>a</i> and <i>i</i> also make the sound /ā/. The word is /r/-/ā/-/n/, <i>rain</i>.</p>	<p>Let's do it together.</p> <p>Point in turn under <i>ay</i> and <i>ai</i>. Say the sounds with me: /ā/, /ā/.</p> <p>Point to <i>gray</i>. Point under <i>ay</i>. What letters do we see here? The vowel team <i>ay</i>. What sound do they make together? /ā/.</p> <p>Let's read the whole word together: /g/-/r/-/ā/, <i>gray</i>.</p> <p>Repeat with <i>rain</i>, <i>say</i>, and <i>tail</i>, highlighting <i>ay</i> and <i>ai</i> as /ā/.</p>	<p>Now it's your turn.</p> <p>Point in turn under <i>ay</i> and <i>ai</i>. Say the sounds. (/ā/, /ā/)</p> <p>Point to <i>tail</i>. Point under <i>ai</i>. What letters do you see here? (the vowel team <i>ai</i>) What sound do they make together? (/ā/)</p> <p>Read the whole word. (/t/-/ā/-/l/, <i>tail</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>ay</i> or <i>ai</i> as /ā/. Have them sound out and read each word.</p>
<p>Have students turn to “African Gray Parrots” on page 43 in <i>Let's Read</i> and find words with <i>ai</i> and <i>ay</i> as /ā/ in the text (e.g., <i>gray</i>, <i>tail</i>, <i>say</i>). Write the words on the board as they find them.</p>		

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the text “African Gray Parrots” with your partner. Please turn to page 43 in *Let’s Read*.

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

**READ-ALOUD**

13 MIN.

🔊 Now I’m going to read to you the text “The Rainy Season” again. Please turn to page 253 in *Let’s Read*.

**BEFORE READING**

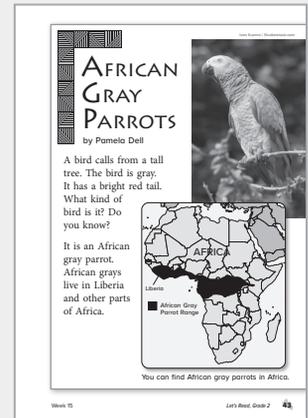
**PREVIEW**

Guide the students to . . .

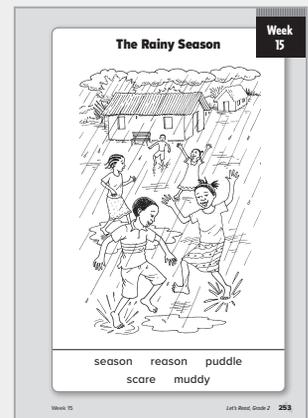
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *season, reason, puddle, scare, muddy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

- 🔊 **Remember that this text is nonfiction. What does nonfiction text tell us?** (true information about something)
- 🔊 **Remember that the topic of a text is what the text is about. We have been reading “African Gray Parrots.” It is a nonfiction text about a special kind of parrot that lives in Africa. Today’s nonfiction text is about the rainy season.**
- 🔊 **What is the *main idea* of a text?** (the most important thing that the author wants us to know about the topic) **Let’s listen again to remember the main idea about the rainy season.**



Let’s Read page 43



Let’s Read page 253

**DURING READING**

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

🔊 **The Rainy Season**  
by Elfreda S. Johnson

The rainy season is a beautiful time in our country. It starts in late April. The rainy season is good for several reasons. The rainy season is when plants begin to grow well, which brings joy to the farmers. Many children love the rainy season because they like to play in the puddles left by the rain. Wells that are dry begin to fill with water so everyone can enjoy fresh water. But there is another side to the rainy season. It can also be a bad time. Too much rain hurts the plants farmers are growing. The thunder and lightning scares some children. Many people don't like the rainy season because it is hard to travel when the roads become muddy. And there are many mosquitoes during the rainy season.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is the topic of the text?** (the rainy season in Liberia)
2. **The author used supporting details, or facts, to describe what happens during the rainy season. What facts did we learn about the rainy season?** (It starts in late April. The rainy season is when plants grow. The rainy season helps fill dry wells with water. Too much rain in the rainy season can hurt plants. It is hard to travel during the rainy season. There are many mosquitos during the rainy season.)
3. **Why does the rainy season make some people feel happy?** (Farmers are happy because plants grow. Children like to play in puddles left by the rain. People can enjoy fresh water.)
4. **What is bad about the rainy season?** (Too much rains hurts plants. Thunder and lightning can scare children. The roads become muddy, which makes it hard to travel.)
5. **What is the main idea of the text?** (Both good and bad things happen during the rainy season.)
6. **Do you like the rainy season? Why or why not?** (Answers will vary.)



## OBJECTIVES

Students will be able to:

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

## LEARNING RESOURCES

 Student copybooks

 *Let's Read*

 Supplementary readers

## INTRODUCTION

1 MIN.

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

## WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

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

Write these words in your copybook.

1. *danger*, 2. *dirty*, 3. *first*, 4. *fruit*, 5. *laugh*, 6. *mother*, 7. *other*, 8. *part*, 9. *score*, 10. *smart*, 11. *sports*, 12. *start*, 13. *store*, 14. *whistle*, 15. *word*

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

## REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

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

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

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

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

### 1. First Review Activity (17 MIN.)

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

#### Group A (Meets Expectations)

Have students work in pairs to re-read “African Gray Parrots” on page 43 in *Let's Read*. Have them take turns to read the text aloud to each other and help each other read correctly and fluently. Students should read the text 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.

#### Group B (Exceeds Expectations)

Have students work in pairs to read “Birds” on page 175 in *Let's Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other and helping each other read correctly and fluently. Students should read the text 3 times each.

**Group C (Needs Additional Support)**

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

		
<p>🔊 <b>This week we reviewed the letters <i>ar, ir, er, or, ore, ay, and ai</i>. Remember that together these letters make these sounds.</b> (Point in turn under each letter pair as you say the sounds.)</p> <p>Point to <i>part</i>. Underline <u>ar</u>. 🔊 <b>Here I see the letters <i>ar</i>. Together <i>a</i> and <i>r</i> make the sound /är/. The word is /p/-/är/-/t/, <i>part</i>.</b></p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point in turn under <i>ar, ir, er, or, ore, ay, and ai</i>. 🔊 <b>Say the sounds with me: /är/, /ür/, /ör/, /or/, /or/, /ā/, /ā/.</b></p> <p>Point to <i>part</i>. Point under <i>ar</i>. 🔊 <b>What letters do we see here? <i>a</i> and <i>r</i>. What sound do they make together? /är/.</b></p> <p>🔊 <b>Let's read the whole word together: /p/-/är/-/t/, <i>part</i>.</b></p> <p>Repeat with <i>first, other, gray, tail, sports, and store</i>, highlighting the target letter sound in each word.</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point in turn under <i>ar, ir, er, or, ore, ay, and ai</i>. 🔊 <b>Say the sounds.</b> (/är/, /ür/, /ör/, /or/, /or/, /ā/, /ā/)</p> <p>Point to <i>store</i>. Point under <i>ore</i>. 🔊 <b>What letters do you see here? (<i>o, r, and e</i>) What sound do they make together? (/or/)</b></p> <p>🔊 <b>Read the whole word.</b> (/s/-/t/-/or/, <i>store</i>)</p> <p>Repeat with the remaining words, having students identify the target letter sound, and sound out and read each word.</p>

ar	ir	er	or
ore	ay	ai	

part	store
first	start
other	dirty
gray	mother
tail	score
sports	say
store	rain

far	bark
shirt	girl
her	herd
	form
	may
	train
	stir
	arm
	other
	wore

ar	ir	er	or/ ore	ay/ ai

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

		
<p>🔊 <b>Now we will put words in the correct boxes.</b> Point to the appropriate box as you tell students where to write words with <i>ar, ir, er, or/ore,</i> and <i>ay/ai</i>.</p> <p>🔊 <b>The word <i>far</i> (point) has the letters <i>ar</i>, so I will write it here.</b></p> <p>Write <i>far</i> in the <i>ar</i> box, and cross it off the list.</p>	<p>🔊 <b>Let's do the next two together. Where do we write the word <i>shirt</i>? It has the letters <i>ir</i>, so we will write it here.</b></p> <p>Write <i>shirt</i> in the <i>ir</i> box, and cross it off the list. Check the students' work.</p> <p>🔊 <b>Where do we write the word <i>her</i>? It has the letters <i>er</i>, so we will write it here.</b></p> <p>Write <i>her</i> in the <i>er</i> box, and cross it off the list. Check the students' work.</p>	<p>🔊 <b>Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</b></p> <p>Move around the room and randomly check students' work as they write.</p>

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

## 2. Second Review Activity (17 MIN.)

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

### Group A (Meets Expectations)

Have students work in pairs to read "Birds" on page 175 in *Let's Read*, or read any of the supplementary readers, taking turns to read the text aloud to each other 3 times and helping each other read correctly and fluently.

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "African Gray Parrots" on page 43 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "African Gray Parrots" on page 43 in *Let's Read*. Have them take turns to read the text aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let's Read*.

## HOMEWORK

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

# Week 16 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 270–273</i>	<b>Tuesday (Day 2)</b> <i>pages 274–277</i>	<b>Wednesday (Day 3)</b> <i>pages 278–281</i>	<b>Thursday (Day 4)</b> <i>pages 282–285</i>	<b>Friday (Day 5)</b> <i>pages 286–288</i>
<b>Phonics and Word Study</b>	Read words with <i>ear</i> .	Read words with <i>al</i> and <i>all</i> .	Read words with <i>ear</i> , <i>al</i> , and <i>all</i> .	Read words with <i>ee</i> and <i>ea</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>hear, near, year, ear</i>		<i>small, also, always, all, tall</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>lazy, herd, jealous, leap, tears, thief</i>		<i>lazy, herd, jealous, leap, tears, thief</i>		
<b>Reading Comprehension</b>	“Why Cheetah Has Tear-Stained Cheeks”		“Why Cheetah Has Tear-Stained Cheeks”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “Why Cheetah Has Tear-Stained Cheeks”	Differentiated review
<b>Oral Vocabulary</b>		<i>marry, propose, surely, die, dead, alive, refuse</i>			
<b>Read-Aloud</b>		“Mosquito and Ear”		“Mosquito and Ear”	
<b>Shared Writing</b>		Complete a “Here, There” chant, choosing adjectives, verbs, and prepositional phrases.		Write a “Here, There” chant, choosing nouns, adjectives, verbs, and prepositional phrases.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 43 in <i>Student Activity Book</i></li> <li>• “Why Cheetah Has Tear-Stained Cheeks”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 44 in <i>Student Activity Book</i></li> <li>• “Why Cheetah Has Tear-Stained Cheeks”</li> <li>• Study for quiz.</li> </ul>	Re-read “Why Cheetah Has Tear-Stained Cheeks.”
<b>Day 5 Review: Differentiated Instruction</b>	<p><b>First Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to re-read “Why Cheetah Has Tear-Stained Cheeks.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “Spider Is Tricked” or any supplementary reader.</li> <li>• Group C (Needs Additional Support): Review Phonics and Word Study.</li> </ul> <p><b>Second Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to read “Spider Is Tricked” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Why Cheetah Has Tear-Stained Cheeks.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Why Cheetah Has Tear-Stained Cheeks.”</li> </ul>				

## Grade 2 National Standards for Reading and Comprehension

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

**Learning Objectives:** Identify vowels and recognize consonants • Read words with varied word patterns • Identify beginning, middle, and end of a story • Retell a story • Identify characters, setting, events, and plot in a story • Identify the problem in a story • Construct sentences correctly • Write a story summary • Read diverse types of writings • Identify features of a folktale • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Demonstrate knowledge of new words • Read a fable • Identify features of a fable • 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 • Read words with endings • Read diverse texts fluently • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Read and spell words with *ear*
- Demonstrate understanding of and spell the vocabulary/ sight words *lazy, herd, jealous, leap, tears, thief*
- Read and comprehend “Why Cheetah Has Tear-Stained Cheeks”

**LEARNING RESOURCES**

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

ear

year	near
spear	hear
ear	fear
near	dear
	clear
	beard

**\* Teacher Tip:**  
The letters *ear* together appear in many words, but they also spell a word on their own (*ear*).

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letters *ear*. We will also learn some new vocabulary words and read a new story together.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>ear</i>.</p> <p>🔊 Today we will learn about the letters <i>e, a, and r</i>. When the letters <i>e, a, and r</i> come together, they usually make the sound /ē/. </p> <p>Point to <i>year</i>. Underline <i>ear</i>.</p> <p>🔊 Here I see the letters <i>e, a, and r</i>. Together they make the sound /ē/. The word is /y/–/ē/, <i>year</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point under <i>ear</i>.</p> <p>🔊 Say the sound with me: /ē/.</p> <p>Point to <i>year</i>. Point under <i>ear</i>. 🔊 What letters do we see here? <i>e, a, and r</i>. What sound do they make together? /ē/.</p> <p>🔊 Let's read the whole word together: /y/–/ē/, <i>year</i>.</p> <p>Repeat with <i>spear, ear, and near</i>.</p>	<p>🔊 Now it's your turn.</p> <p>Point under <i>ear</i>.</p> <p>🔊 Say the sound. (/ē/)</p> <p>Point to <i>near</i>. Point under <i>ear</i>. 🔊 What letters do you see here? (<i>e, a, and r</i>) What sound do they make together? (/ē/)</p> <p>🔊 Read the whole word. (/n/–/ē/, <i>near</i>)</p> <p>Repeat with the remaining words.</p>

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

 <p> <b>▶▶ Now we will spell some words with the letters <i>ear</i>. Watch and listen.</b>  <b>▶▶ The word is <i>hear</i>. I hear 2 sounds: /h/-/ēr/.</b>  <b>▶▶ The first sound is <i>h</i> (Write <i>h</i>.) The second sound is /ēr/. (Write <i>ear</i>.)</b>                      Move your finger under the letters as you say the letter names: ▶▶ <b><i>h-e-a-r</i></b>, <b><i>hear</i></b>.                      Erase the word.                 </p>	 <p> <b>▶▶ Let's spell some words with the letters <i>ear</i> together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</b>  <b>▶▶ The first word is <i>hear</i>. What sounds do we hear? /h/-/ēr/.</b>  <b>▶▶ Let's write it: /h/ (write <i>h</i>), /ēr/ (write <i>ear</i>). Check the students' work.</b>  <b>▶▶ Now let's spell the word together with the letter names (point): <i>h-e-a-r</i>, <b><i>hear</i></b>.</b>                      Repeat with <i>near</i>.                 </p>	 <p> <b>▶▶ Now it's your turn. I will say a word with the letters <i>ear</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</b>                      Dictate these words one at a time: <i>near</i>, <i>year</i>, and <i>ear</i>.                      Move around the room and randomly check students' work as they write.                      Have students spell each word aloud using the letter names.                 </p>
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✔ **Daily Check:** Call on 2 students to spell one word each.

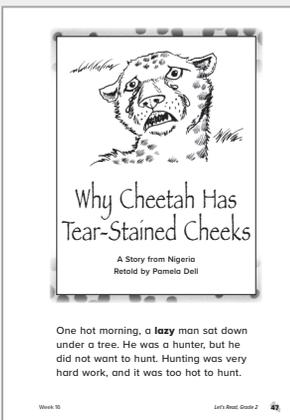
WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

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

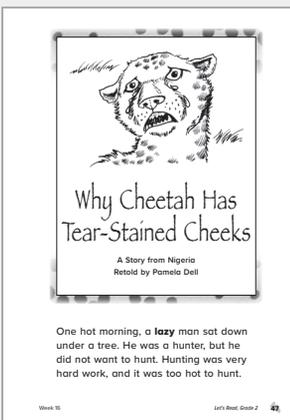
Now we will learn some new vocabulary words.

1. lazy
2. herd
3. jealous
4. leap
5. tears
6. thief



Let's Read page 47

1. lazy	Point to <i>lazy</i> . Now This word is <i>lazy</i> . Let's read and spell it together: <i>lazy, l-a-z-y, lazy</i> . If someone is <i>lazy</i> , it means that they do not want to work. For example, if a fisher is <i>lazy</i> , he will not catch any fish!
2. herd	Point to <i>herd</i> . Now This word is <i>herd</i> . Together: <i>herd, h-e-r-d, herd</i> . A <i>herd</i> is a big group of the same kind of animal. You might see a herd of cows in a field. Turn to page 47 in <i>Let's Read</i> and find the <i>herd</i> of animals in the pictures. What animal is that? (antelope)
3. jealous	Point to <i>jealous</i> . Now This word is <i>jealous</i> . Together: <i>jealous, j-e-a-l-o-u-s, jealous</i> . <i>Jealous</i> means you are vexed or sad because someone else has something that you want. For example, you might feel <i>jealous</i> that your brother has a new shirt or that your sister can read very well because you want those things, too.
4. leap	Point to <i>leap</i> . Now This word is <i>leap</i> . Together: <i>leap, l-e-a-p, leap</i> . To <i>leap</i> means to jump a long way, like this. (Demonstrate.) (Have a student demonstrate leaping.) Let's say together, "[Student Name] is leaping!"
5. tears	Point to <i>tears</i> . Now This word is <i>tears</i> . Together: <i>tears, t-e-a-r-s, tears</i> . <i>Tears</i> are the drops of water that come from your eyes when you cry. For example, I have tears when I cut an onion. Look at the pictures again and find an animal with <i>tears</i> .
6. thief	Point to <i>thief</i> . Now This word is <i>thief</i> . Together: <i>thief, t-h-i-e-f, thief</i> . A <i>thief</i> is a person who steals, or takes something that does not belong to him. For example, if you do not lock your kitchen at night, a thief may come and take your pots. What else do thieves like to take? (Help individuals respond in well-formed sentences.)



Let's Read page 47

READING COMPREHENSION

20 MIN.

Now we will read a new story called "Why Cheetah Has Tear-Stained Cheeks." Please turn to page 47 in *Let's Read*.

BEFORE READING

PREVIEW

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

- describe in each picture, helping them with vocabulary as needed.
- find their vocabulary words in the pictures and text.
- predict what they think the story will be about.

FEATURES OF TEXT

🔊 Today’s story is a special type of fiction, called a fable. Remember, fiction stories tell us about things that are not real. The characters, setting, and events are made up by the author. A *fable* is a fiction story that teaches a lesson, and the characters in a fable are usually animals. In addition, most fiction stories have a *theme*, or a message that the author wants us to know. The author usually shows the theme through the events and the characters’ actions, words, and feelings. Let’s read the story and think about what message, or theme, this story has.

DURING READING

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

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

1. **Who are the characters?** (the hunter, the mother cheetah and her cubs, and the wise old man)
2. **What are the settings in the story?** (under a tree, the tall grass, a water hole, a village)
3. **What is the plot of the story? What events happen in the story?** (A lazy hunter sees a mother cheetah catch food for her cubs. The hunter steals the mother cheetah’s cubs, so he can train them to hunt for him. The mother cheetah cries when she sees her cubs have been stolen, etc.)
4. **What is the main problem in the story?** (A lazy hunter steals a mother cheetah’s cubs.)
5. **What do you think the theme, or message, of the story is?** (Being lazy and a thief is not good.)
6. **How is this story like a fable?** (The hunter learns a lesson. Some of the characters are animals.)



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 42 in the *Student Activity Book*. Note: You may also review these words during Spelling class and help students use them in sentences.

Word Lists

Spelling Words

<ol style="list-style-type: none"> <li>1. ear</li> <li>2. hear</li> <li>3. near</li> <li>4. year</li> <li>5. all</li> </ol>	<ol style="list-style-type: none"> <li>6. small</li> <li>7. tall</li> <li>8. call</li> <li>9. also</li> <li>10. always</li> </ol>
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Written Vocabulary and Sight Words

<ol style="list-style-type: none"> <li>11. lazy</li> <li>12. herd</li> <li>13. jealous</li> </ol>	<ol style="list-style-type: none"> <li>14. leap</li> <li>15. tears</li> <li>16. thief</li> </ol>
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*Student Activity Book*  
page 42

**OBJECTIVES**

Students will be able to:

- Read words with *al* and *all*
- Demonstrate understanding of the vocabulary words *marry*, *propose*, *surely*, *die*, *dead*, *alive*, *refuse*
- Read and comprehend “Mosquito and Ear”
- Complete a chant by choosing adjectives, verbs, and prepositional phrases

**LEARNING RESOURCES**

*Let’s Read*

Student copybooks

*Student Activity Book*

al    all

ball	always
halt	bald
all	wall
always	fall
	salt
	false

**INTRODUCTION**

1 MIN.

🔊 Today we will read some words with the letters *al* and *all*. We will learn some new vocabulary words, and I will read a new story to you. Then we will complete a chant by choosing adjectives, verbs, and prepositional phrases.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>🔊 Point under <i>al</i> and <i>all</i>. 🔊 Today we will learn about the letters <i>al</i> and <i>all</i>. When the letters <i>a</i> and <i>l</i>, or <i>a</i> and double <i>ll</i>, come together, they make the sound /ôl/.</p> <p>Point to <i>ball</i>. Underline <i>all</i>. 🔊 Here I see letters <i>a</i> and double <i>ll</i>. Together they make the sound /ôl/. The word is /b/-/ôl/, <i>ball</i>.</p>	<p>🔊 Let’s do it together.</p> <p>Point under <i>al</i> and <i>all</i>. 🔊 Say the sounds with me: /ôl/, /ôl/.</p> <p>Point to <i>ball</i>. Point under <i>all</i>. 🔊 What letters do we see here? <i>a</i> and double <i>ll</i>. What sound do they make together? /ôl/.</p> <p>🔊 Let’s read the whole word together: /b/-/ôl/, <i>ball</i>.</p> <p>Repeat with: <i>halt</i>, <i>all</i>, and <i>always</i>. For <i>always</i>, tell students that the final <i>s</i> makes the sound /z/ in this word.</p>	<p>🔊 Now it’s your turn.</p> <p>Point under <i>al</i> and <i>all</i>. 🔊 Say the sounds. (/ôl/, /ôl/)</p> <p>Point to <i>always</i>. Point under <i>al</i>. What letters do you see here? (<i>a</i> and <i>l</i>) What sound do they make together? (/ôl/)</p> <p>🔊 Read the whole word. (/ôl/-/w/-/ā/-/z/, <i>always</i>)</p> <p>Repeat with the remaining words. For <i>false</i>, tell students that the final <i>e</i> is silent.</p>

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

**ORAL VOCABULARY**

12 MIN.

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

🔊 Now we will learn some new vocabulary words.

1. marry	🔊 <b>Marry.</b> When you <i>marry</i> someone, it means that you become that person’s husband or wife. For example, when people get married, we have a big celebration or party. Have you seen two people get married before? Tell us what happens.
2. propose	🔊 <b>Propose.</b> To <i>propose</i> means to ask someone to marry you. In our town, when a man wants to marry a woman, what does he have to do? (Help individuals respond in well-formed sentences.)
3. surely	🔊 <b>Surely.</b> <i>Surely</i> means you are very, very certain that something is true. For example, if it rains very hard outside, the road to my house will surely be muddy. I am very certain that the road will be muddy because it is always muddy when it rains. What is something else that will surely happen if it rains very hard?
4. die, dead	🔊 <b>Die.</b> To <i>die</i> means to stop living. To be <i>dead</i> means that something stopped living. For example, in dry season when it does not rain, some plants may die because there is no water to keep them alive. What else dies in dry season? (Help individuals respond in well-formed sentences using <i>die</i> or <i>dead</i> .)
5. alive	🔊 <b>Alive.</b> <i>Alive</i> means something is living, or not dead. When you are alive, you breathe and move and grow. For example, I am alive. You are alive. That tree outside is alive. Name some other things that are alive.
6. refuse	🔊 <b>Refuse.</b> To <i>refuse</i> means to say “no” when someone offers you something or invites you to do something. For example, if someone offers you something that you don’t need, you can refuse politely by saying “No, thank you.” Let’s practice refusing politely. (Have students take turns offering their pencil to their partner and refusing politely with “No, thank you.”)

**READ-ALoud**

**13 MIN.**

🔊 Now I’m going to read to you a new story called “Mosquito and Ear.” Please turn to page 254 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

- describe in the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.
- predict what they think the story will be about.



Let’s Read page 254

FEATURES OF TEXT

🔊 Today’s story is another special type of fiction, called a folktale. Remember, fiction stories tell us about things that are not real. The characters, setting, and events are made up by the author. A folktale is a very old fiction story that our ancestors passed down to us from a long time ago. Often, folktales try to explain why something is the way it is or how it came to be. Sometimes folktales begin with “Once upon a time” or “Long ago.” In folktales, animals often talk and act like people. Sometimes there is magic in the story. Today’s story is about a mosquito who wants to marry an ear.

DURING READING

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

🔊 Mosquito and Ear

a West African folktale retold by Nyanatee K. Sayon

Long ago, Mosquito wanted to marry Ear, so he went to propose to her. “I want to marry you, Ear,” Mosquito said. Ear started laughing. “No, Mosquito,” she said. “Why not?” Mosquito asked her. “Just look at you,” Ear said. “You are so small and weak—almost nothing. You will surely die soon, and I can’t marry someone who is about to die.” Mosquito thought to himself, “I will wait for a few months, and then I will go back to show Ear that I am not dead. She will surely marry me then.” After a few months, Mosquito went back to Ear. He said, “I am still alive, and I still want to marry you.” “No,” Ear said again. She continued to refuse Mosquito’s proposal, saying, “You are going to die soon, so I will not marry you.” Mosquito still goes back every few months to tell Ear that he is still alive and wants to marry her, and she continues to refuse him. This is why mosquitoes buzz in people’s ears.

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- 🔊 1. **Who are the characters?** (Ear and Mosquito)
- 2. **When does this story take place?** (long ago, another time)
- 3. **What is the plot of the story? What events happen in the story?** (Mosquito asks Ear to marry him. Ear refuses. Mosquito goes back to Ear every few months to ask her to marry him. Ear always refuses.)
- 4. **What is the main problem in the story?** (Ear refuses to marry Mosquito.)
- 5. **Folktales often explain why something is the way it is. What situation does this folktale try to explain?** (why mosquitos buzz in people’s ears)



**OBJECTIVES**

Students will be able to:

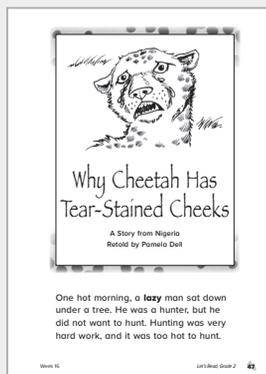
- Read and spell words with *ear*, *al*, and *all*
- Demonstrate understanding of and spell the vocabulary/ sight words *lazy*, *herd*, *jealous*, *leap*, *tears*, *thief*
- Read and comprehend “Why Cheetah Has Tear-Stained Cheeks”

**LEARNING RESOURCES**

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

ear al all

clear bald  
wall spear  
bald tear  
also  
small  
call



*Let's Read* page 47

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letters *ear*, *al*, and *all*. We will also review our vocabulary words and read “Why Cheetah Has Tear-Stained Cheeks” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point in turn under <i>ear</i>, <i>al</i>, and <i>all</i>. 🔊 <b>This week we learned about the letters <i>ear</i>, <i>al</i>, and <i>all</i>. Remember that the letters <i>ear</i> together make the sound /ē/. The letters <i>al</i> or <i>all</i> together make the sound /ôl/.</b></p> <p>Point to <i>clear</i>. Underline <i>ear</i>. 🔊 <b>Here I see the letters <i>e</i>, <i>a</i>, and <i>r</i>. Together they make the sound /ē/. The word is /k/-/l/-/ē/, <i>clear</i>.</b></p> <p>Point to <i>wall</i>. Underline <i>all</i>. 🔊 <b>Here I see the letters <i>a</i> and double <i>l</i>. Together they make the sound /ôl/. The word is /w/-/ôl/, <i>wall</i>.</b></p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point in turn under <i>ear</i>, <i>al</i>, and <i>all</i>. 🔊 <b>Say the sounds with me: /ē/, /ôl/, /ôl/.</b></p> <p>Point to <i>clear</i>. Point under <i>ear</i>. 🔊 <b>What letters do we see here? <i>e</i>, <i>a</i>, and <i>r</i>. What sound do they make together? /ē/.</b></p> <p>🔊 <b>Let's read the whole word together: /k/-/l/-/ē/, <i>clear</i>.</b></p> <p>Repeat with <i>wall</i> and <i>bald</i>, highlighting <i>al</i> and <i>all</i> as /ôl/.</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point in turn under <i>ear</i>, <i>al</i>, and <i>all</i>. 🔊 <b>Say the sounds. (/ē/, /ôl/, /ôl/)</b></p> <p>Point to <i>bald</i>. Point under <i>al</i>. 🔊 <b>What letters do you see here? (<i>a</i> and <i>l</i>) What sound do they make together? (/ôl/)</b></p> <p>🔊 <b>Read the whole word. (/b/-/ôl/-/d/, <i>bald</i>)</b></p> <p>Repeat with the remaining words. In each word, have students identify <i>ear</i> as /ē/, or <i>al</i> or <i>all</i> as /ôl/. Have them sound out and read each word. For <i>also</i>, tell them that the final <i>o</i> makes the sound /ō/.</p>
<p>Time permitting, have students turn to “Why Cheetah Has Tear-Stained Cheeks” on page 47 in <i>Let's Read</i> and find words with <i>ear</i> as /ē/ and <i>al</i> or <i>all</i> as /ôl/ in the text (e.g., <i>tall</i>, <i>near</i>, <i>spear</i>, <i>all</i>, <i>tears</i>, <i>also</i>, <i>always</i>). Write the words on the board as they find them.</p>		

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

**SPELLING**

**10 MIN.**

Erase the board from the previous activity.

		
<p>🔊 Now we will spell some words with the letters <i>al</i> and <i>all</i>. Remember that the letters <i>al</i> or <i>all</i> together make the sound /ôl/. Watch and listen.</p> <p>🔊 The first word is with the letters <i>all</i>. The word is <i>small</i>. I hear 3 sounds: /s/-/m/-/ôl/.</p> <p>🔊 The first sound is /s/. (Write <i>s</i>). The second sound is /m/. (Write <i>m</i>). The third sound is /ôl/—and in this word it is spelled with the letters <i>all</i>. (Write <i>all</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-m-a-l-l</i>, <i>small</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words together with <i>al</i> and <i>all</i>. Watch and listen. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is with the letters <i>all</i>. The word is <i>small</i>. What sounds do we hear? /s/-/m/-/ôl/.</p> <p>🔊 Let's write it: /s/ (write <i>s</i>), /m/ (write <i>m</i>), /ôl/—and in this word it is spelled with the letters <i>all</i> (write <i>all</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>s-m-a-l-l</i>, <i>small</i>.</p> <p>Repeat with <i>call</i> and <i>also</i>. Before saying each word, tell the students which spelling of /ôl/ it uses (<i>al</i> or <i>all</i>). For <i>also</i>, remind students that the /ô/ sound is spelled with the letter <i>o</i>.</p>	<p>🔊 Now it's your turn. I will say a word with <i>al</i> or <i>all</i>, and the sounds /ôl/. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>also</i>, <i>always</i>, <i>all</i>, and <i>tall</i>. Before saying each word, tell the students which spelling of /ôl/ it uses (<i>al</i> or <i>all</i>). For <i>always</i>, remind students that the /ā/ sound is spelled with the vowel team <i>ay</i>, and the /z/ sound is spelled with the letter <i>s</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

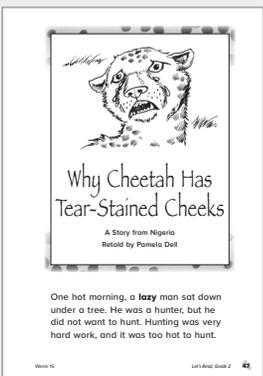
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

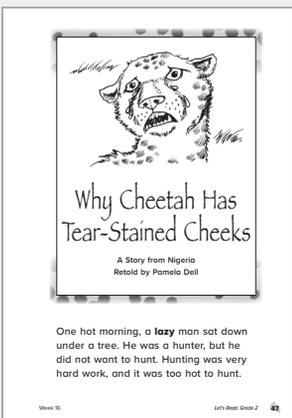
🔊 Now we will review our vocabulary words.

1. lazy
2. herd
3. jealous
4. leap
5. tears
6. thief



Let's Read page 47

1. lazy	Point to <i>lazy</i> . 🔊 Read the word: ( <i>lazy</i> ). If someone is <b>lazy</b> , it means that they do not want to work. For example, if a fisher is <b>lazy</b> , he will not catch any fish!
2. herd	Point to <i>herd</i> . 🔊 Read the word: ( <i>herd</i> ). A <b>herd</b> is a big group of the same kind of animal. You might see a herd of cows in a field. Turn to page 47 in <i>Let's Read</i> and find the <b>herd</b> of animals in the pictures. What animal is that? (antelope)
3. jealous	Point to <i>jealous</i> . 🔊 Read the word: ( <i>jealous</i> ). <b>Jealous</b> means you are vexed or sad because someone else has something that you want. For example, you might feel <b>jealous</b> that your brother has a new shirt or that your sister can read very well because you want those things, too.
4. leap	Point to <i>leap</i> . 🔊 Read the word: ( <i>leap</i> ). To <b>leap</b> means to jump a long way, like this. (Demonstrate.) (Have a student demonstrate leaping.) Let's say together, "[Student Name] is leaping!"
5. tears	Point to <i>tears</i> . 🔊 Read the word: ( <i>tears</i> ). <b>Tears</b> are the drops of water that come from your eyes when you cry. For example, I have tears when I cut an onion. Look at the pictures again and find an animal with <b>tears</b> .
6. thief	Point to <i>thief</i> . 🔊 Read the word: ( <i>thief</i> ). A <b>thief</b> is a person who steals, or takes something that does not belong to him. For example, if you do not lock your kitchen at night, a thief may come and take your pots. What else do thieves like to take? (Help individuals respond in well-formed sentences.)



Let's Read page 47

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "Why Cheetah Has Tear-Stained Cheeks" again. Please turn to page 47 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

FEATURES OF TEXT

🔊 **Remember that this story is fiction and also a fable. What is a fiction story about?** (Fiction stories tell us about things that are not real. The characters, setting, and events are made up by the author.) **What is a fable?** (a fiction story that teaches a lesson and has animals as the characters)

**Most fiction stories have a theme. A theme is the message or lesson the author wants you to know.**

**DURING READING**

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

**AFTER READING**

COMPREHENSION QUESTIONS

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

1. **Who are the characters?** (the hunter, the mother cheetah and her cubs, and the wise old man)
2. **What are the settings in the story?** (under a tree, the tall grass, a water hole, a village)
3. **What is the plot of the story? What events happen in the story?** (A lazy hunter sees a mother cheetah catch food for her cubs. The hunter steals the mother cheetah’s cubs, so he can train them to hunt for him. The mother cheetah cries when she sees her cubs have been stolen, etc.)
4. **What is the main problem in the story?** (A lazy hunter steals a mother cheetah’s cubs.)
5. **What do you think the theme, or message, of the story is?** (Being lazy and a thief is not good.)
6. **How is this story like a fable?** (The hunter learns a lesson. Some of the characters are animals.)

RETELLING

Guide students to retell the story in their own words.



**HOMEWORK**

Have students write each spelling and vocabulary/sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 42 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Word Lists

Spelling Words

1. ear	6. small
2. hear	7. tall
3. near	8. call
4. year	9. also
5. all	10. always

Written Vocabulary and Sight Words

11. lazy	14. leap
12. herd	15. tears
13. jealous	16. thief

© Read Libria Activity Book 2

*Student Activity Book*  
page 42

### OBJECTIVES

Students will be able to:

- Read words with *ee* and *ea*
- Read fluently “Why Cheetah Has Tear-Stained Cheeks”
- Listen to and comprehend “Mosquito and Ear”
- Write a “Here, There” chant by choosing nouns, adjectives, verbs, and prepositional phrases

### LEARNING RESOURCES

 *Let’s Read*

 Student copybooks

 *Student Activity Book*

ee ea

speed	meat
steal	three
cheetah	teach
meat	leap
	streaks
	sneak
	meal

### INTRODUCTION

1 MIN.

▶ Today we will read words with the vowel teams *ee* and *ea*. You will read “Why Cheetah Has Tear-Stained Cheeks” with your partner. I will read “Mosquito and Ear” to you again. Then we will write our own “Here, There” chants with nouns, adjectives, verbs, and prepositional phrases.

### PHONICS AND WORD STUDY

10 MIN.

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

		
<p>Point under <i>ee</i> and <i>ea</i>. ▶ Today we will review the vowel teams <i>ee</i> and <i>ea</i>, which both make the long <i>e</i> sound, /ē/.</p> <p>Point to <i>speed</i>. Underline <i>ee</i>. ▶ Here I see the vowel team <i>ee</i>. Together the two <i>e</i>'s make the sound /ē/. The word is /s/-/p/-/ē/-/d/, <i>speed</i>.</p> <p>Point to <i>steal</i>. Underline <i>ea</i>. ▶ Here I see the vowel team <i>ea</i>. Together <i>e</i> and <i>a</i> also make the sound /ē/. The word is /s/-/t/-/ē/-/l/, <i>steal</i>.</p>	<p>▶ Let's do it together.</p> <p>Point in turn under <i>ee</i> and <i>ea</i>. ▶ Say the sounds with me: /ē/, /ē/.</p> <p>Point to <i>speed</i>. Point under <i>ee</i>. ▶ What letters do we see here? <i>e</i> and <i>e</i>. What sound do they make together? /ē/.</p> <p>▶ Let's read the whole word together: /s/-/p/-/ē/-/d/, <i>speed</i>.</p> <p>Repeat with <i>steal</i>, <i>cheetah</i>, and <i>meat</i>, highlighting <i>ea</i> and <i>ee</i> as /ē/. For <i>cheetah</i>, tell students that the letters <i>ah</i> together make the sound /ū/ in this word.</p>	<p>▶ Now it's your turn.</p> <p>Point in turn under <i>ee</i> and <i>ea</i>. ▶ Say the sounds. (/ē/, /ē/)</p> <p>Point to <i>meat</i>. Point under <i>ea</i>. ▶ What letters do you see here? (<i>e</i> and <i>a</i>) What sound do they make together? (/ē/)</p> <p>▶ Read the whole word. (/m/-/ē/-/t/, <i>meat</i>)</p> <p>Repeat with the remaining words. In each word, have students identify <i>ee</i> or <i>ea</i> as /ē/. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “Why Cheetah Has Tear-Stained Cheeks” on page 47 in <i>Let’s Read</i> and find words with the vowel teams <i>ee</i> and <i>ea</i> as /ē/ in the text (e.g., <i>tree</i>, <i>eat</i>, <i>cheetah</i>, <i>sneaked</i>, <i>cheeks</i>, etc.). Write the words on the board as they find them.</p>		

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the story “Why Cheetah Has Tear-Stained Cheeks” with your partner. Please turn to page 47 in *Let’s Read*.

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

**READ-ALOUD**

13 MIN.

🔊 Now I’m going to read to you the story “Mosquito and Ear” again. Please turn to page 254 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

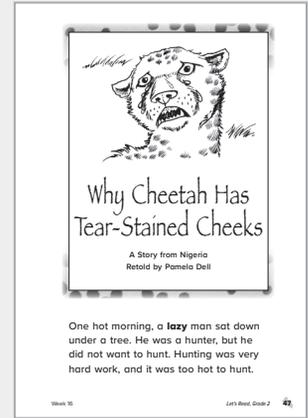
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *marry, propose, surely, die, dead, alive, refuse*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

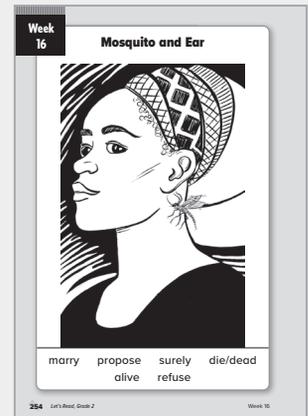
**FEATURES OF TEXT**

🔊 We have been reading “Why Cheetah Has Tear-Stained Cheeks.” It is a fable about a hunter who is lazy and a thief. Today’s fiction story is a folktale about a mosquito.

🔊 Remember that a folktale is a very old fiction story that our ancestors passed down to us from a long time ago. Often folktales try to explain why something is the way it is or how it came to be. Sometimes folktales begin with “Once upon a time” or “Long ago.” In folktales, animals often talk and act like people. Sometimes there is magic in the story. Listen to the story again to remember what situation this story is trying to explain.



*Let’s Read* page 47



*Let’s Read* page 254

**DURING READING**

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

🔊 **Mosquito and Ear**

a West African folktale retold by Nyanatee K. Sayon

Long ago, Mosquito wanted to marry Ear, so he went to propose to her. “I want to marry you, Ear,” Mosquito said. Ear started laughing. “No, Mosquito,” she said. “Why not?” Mosquito asked her. “Just look at you,” Ear said. “You are so small and weak—almost nothing. You will surely die soon, and I can’t marry someone who is about to die.” Mosquito thought to himself, “I will wait for a few months, and then I will go back to show Ear that I am not dead. She will surely marry me then.” After a few months, Mosquito went back to Ear. He said, “I am still alive, and I still want to marry you.” “No,” Ear said again. She continued to refuse Mosquito’s proposal, saying, “You are going to die soon, so I will not marry you.” Mosquito still goes back every few months to tell Ear that he is still alive and wants to marry her, and she continues to refuse him. This is why mosquitoes buzz in people’s ears.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Who are the characters?** (Ear and Mosquito)
2. **When does this story take place?** (long ago, another time)
3. **What is the plot of the story? What events happen in the story?** (Mosquito asks Ear to marry him. Ear refuses. Mosquito goes back to Ear every few months to ask her to marry him. Ear always refuses.)
4. **What is the main problem in the story?** (Ear refuses to marry Mosquito.)
5. **Why is this story a folktale?** (It is an old story. It is trying to explain why something is the way it is. The characters are animals, etc.)
6. **What situation does this folktale try to explain?** (why mosquitos buzz in people’s ears)
7. **When a mosquito buzzes in your ear, do you think it is trying to ask your ear to marry him?** (Answers will vary.)

**RETELLING**

Guide students to retell the story in their own words.

**SHARED WRITING**

**15 MIN.**

Write a blank “Here, There” chant frame as shown on the board.

👉 Today we will write “Here, There” chants with a partner. You can choose frogs or other animals you have read about in *Let’s Read*, such as parrots, honeybees, or cheetahs.

👉 Copy the chant frame in your copybooks. Choose a *Let’s Read* story about either a frog, parrot, honeybee, or cheetah. Choose a partner. The name of the animal is the noun. Then, find adjectives, verbs, and prepositional phrases from the Sentence Pattern Chart or from your *Let’s Read* stories. Begin writing the adjectives, verbs, and prepositional phrases about your animal on your “Here, There” chant in your copybooks.

\_\_\_\_\_ here, \_\_\_\_\_ there,  
 (noun) (noun)

\_\_\_\_\_, \_\_\_\_\_ everywhere!  
 (noun) (noun)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 (adj) (adj) (noun) (verb)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 (adj) (adj) (noun) (verb)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
 (adj) (adj) (noun) (verb)

And \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.  
 (adj) (adj) (noun) (verb)

\_\_\_\_\_, \_\_\_\_\_,  
 (noun) (prep. phrase)

\_\_\_\_\_, \_\_\_\_\_,  
 (noun) (prep. phrase)

And \_\_\_\_\_, \_\_\_\_\_.  
 (noun) (prep. phrase)

\_\_\_\_\_ here, \_\_\_\_\_ there,  
 (noun) (noun)

\_\_\_\_\_, \_\_\_\_\_ everywhere!  
 (noun) (noun)

\_\_\_\_\_! \_\_\_\_\_! \_\_\_\_\_!  
 (noun) (noun) (noun)

👉 Find more adjectives, verbs, and prepositional phrases from the Sentence Pattern Chart or from your *Let’s Read* books about frogs, parrots, honeybees, or cheetahs. With your partner, finish writing the adjectives, verbs, and prepositional phrases in your “Here, There” chants.

Choose 2–3 partners to read their finished chants to the class. Clap for the students who read the chants. 👉 Well done!

 **HOMEWORK**

Have students complete page 44 in the *Student Activity Book* and read “Why Cheetah Has Tear-Stained Cheeks” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 16 Day 4 Homework**

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.

- The cheetah \_\_\_\_\_ to catch the antelope.  
 (leaped, speared)
- If we are lucky, we will have \_\_\_\_\_ for dinner.  
 (mean, meat)
- Grandfather has grown a long, white \_\_\_\_\_.  
 (year, beard)
- The bus was going at high \_\_\_\_\_ when it crashed.  
 (speed, sneak)
- Do you \_\_\_\_\_ that sound?  
 (hear, hear)

44 Read Liberia Activity Book 2

*Student Activity Book*  
 page 44

## OBJECTIVES

Students will be able to:

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

## LEARNING RESOURCES

 Student copybooks

 *Let's Read*

 Supplementary readers

## INTRODUCTION

1 MIN.

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

## WEEKLY PHONICS/SPELLING QUIZ

15 MIN.

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

Write these words in your copybook.

1. *all*, 2. *also*, 3. *always*, 4. *call*, 5. *ear*, 6. *hear*, 7. *herd*, 8. *lazy*, 9. *leap*, 10. *near*, 11. *small*, 12. *tall*, 13. *tears*, 14. *thief*, 15. *year*

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

## REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

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

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

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

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

### 1. First Review Activity (17 MIN.)

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

#### Group A (Meets Expectations)

Have students work in pairs to re-read “Why Cheetah Has Tear-Stained Cheeks” on page 47 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read the story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.

#### Group B (Exceeds Expectations)

Have students work in pairs to read “Spider Is Tricked” on page 182 in *Let's Read*, or read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each.

**Group C (Needs Additional Support)**

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

		
<p>Point in turn under <i>ear, al, all, ee, and ea</i>. <b>» This week we learned the letters <i>ear, al, all, ee, and ea</i>. Remember that the letters <i>ear</i> together make the sound /ē/. The letters <i>al</i> or <i>all</i> together make the sound /ô/. The vowel teams <i>ee</i> and <i>ea</i> make the sound /ē/.</b></p> <p>Point to <i>hear</i>. Underline <u>ear</u>. <b>» Here I see the letters <i>e, a, and r</i>. Together they make the sound /ē/. The word is /h/-/ē/, <i>hear</i>.</b></p> <p>Point to <i>small</i>. Underline <u>all</u>. <b>» Here I see the letters <i>a</i> and double <i>ll</i>. Together they make the sound /ô/. The word is /s/-/m/-/ô/, <i>small</i>.</b></p>	<p><b>» Let's do it together.</b></p> <p>Point in turn under <i>ear, al, all, ee, and ea</i>. <b>» Say the sounds with me: /ē/, /ô/, /ô/, /ē/, /ē/.</b></p> <p>Point to <i>hear</i>. Point under <i>ear</i>. <b>» What letters do we see here? <i>e, a, and r</i>. What sound do they make together? /ē/.</b></p> <p><b>» Let's read the whole word together: /h/-/ē/, <i>hear</i>.</b></p> <p>Repeat with <i>small, also, and meal</i>, highlighting the target letter sound in each word.</p>	<p><b>» Now it's your turn.</b></p> <p>Point in turn under <i>ear, al, all, ee, and ea</i>. <b>» Say the sounds.</b> (/ē/, /ô/, /ô/, /ē/, /ē/)</p> <p>Point to <i>meal</i>. Point under <i>ea</i>. <b>» What letters do you see here? (<i>e</i> and <i>a</i>) What sound do they make together? (/ē/)</b></p> <p><b>» Read the whole word.</b> (/m/-/ē/-/l/, <i>meal</i>)</p> <p>Repeat with the remaining words, having students identify the target letter sound, and sound out and read each word.</p>

ear	al	all
ee	ea	

hear	meal
small	near
also	speed
meal	tall
	always

year	ball
always	fear
cheetah	false
	salt
	three
	dear
	sneak

ear	al/all	ee/ea

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

		
<p>🔊 <b>Now we will put words in the correct boxes.</b> Point to the appropriate box as you tell students where to write words with <i>ear</i>, <i>al</i> or <i>all</i>, and <i>ee</i> or <i>ea</i>.</p> <p>🔊 <b>The word <i>year</i> (point) has the letters <i>ear</i>, so I will write it here.</b></p> <p>Write <i>year</i> in the <i>ear</i> box, and cross it off the list.</p>	<p>🔊 <b>Let's do the next two together. Where do we write the word <i>always</i>? It has the letters <i>al</i>, so we write it here.</b></p> <p>Write <i>always</i> in the <i>al/all</i> box, and cross it off the list.</p> <p>🔊 <b>Where do we write the word <i>cheetah</i>? It has the vowel team <i>ee</i>, so we write it here.</b></p> <p>Write <i>cheetah</i> in the <i>ee/ea</i> box, and cross it off the list. Check the students' work.</p>	<p>🔊 <b>Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</b></p> <p>Move around the room and randomly check students' work as they write.</p>

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

## 2. Second Review Activity (17 MIN.)

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

### Group A (Meets Expectations)

Have students work in pairs to read "Spider Is Tricked" on page 182 in *Let's Read*, or read any of the supplementary readers, taking turns to read the story aloud to each other 3 times and helping each other read correctly and fluently.

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about "Why Cheetah Has Tear-Stained Cheeks" on page 47 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "Why Cheetah Has Tear-Stained Cheeks" on page 47 in *Let's Read*. Have them take turns to read the story aloud to each other 3 times and help each other read correctly and fluently. If they finish early, they should re-read any previously seen text in *Let's Read*.

## HOMEWORK

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

# REVIEW Week 17 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>Alphabet Recognition and Phonics</b>	<i>ee, ea, a + consonant + e, i + consonant + e, o + consonant + e</i>	<i>er, ore, ay, y</i>	<i>ar, ir, er, or, ore, ay, ai</i>	<i>ear, al, all, ee, ea</i>	
<b>Spelling/ Sight Words</b>	<i>queen, keep, clean, beat, mean, inside, outside, mile, rope, bone, honey, bee, eyes, hive, body, build</i>	<i>river, water, thunder, never, over, under, after, before, more, important, blood, cold, warm, temperature, breathe</i>		<i>part, start, first, dirty, mother, other, sports, score, store, fruit, danger, smart, laugh, whistle, word</i>	<i>ear, hear, near, year, all, small, tall, call, also, always, lazy, herd, jealous, leap, tears, thief</i>
<b>Written Vocabulary</b>	<i>honey, bee, eyes, hive, body, build</i>	<i>blood, cold, warm, temperature, breathe</i>		<i>fruit, danger, smart, laugh, whistle, word</i>	<i>lazy, herd, jealous, leap, tears, thief</i>
<b>Reading Comprehension</b>			“The Honeybee” and “A World of Frogs”		“African Gray Parrots” and “Why Cheetah Has Tear-Stained Cheeks”
<b>Reading Fluency</b>	“The Honeybee”	“A World of Frogs”		“African Gray Parrots”	“Why Cheetah Has Tear-Stained Cheeks”
<b>Oral Vocabulary</b>	<i>carry, basket, tired, explain, calm down, help</i>	<i>net, rock, small, medium, large, enjoy</i>	<i>season, reason, puddle, scare, muddy</i>	<i>marry, propose, surely, die, dead, alive, refuse</i>	
<b>Read-Aloud</b>	“A Trip to the Supermarket”	“The Beauty of the River”	“The Rainy Season”	“Mosquito and Ear”	

## Grade 2 National Standards for Reading and Comprehension

**Learning Outcomes:** Read and process information • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Improve spelling and writing skills for effective communication • Use basic grammatical features to appropriately compose and respond to texts • Analyze text content and share ideas, information, and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details • Analyze text content and share ideas, informations 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 • Read diverse types of writings • Identify features of a folktale • 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 • Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • Read a fable • Identify the features of a fable • 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 • Read words with endings • Read diverse texts fluently • Listen to and discuss texts.

# REVIEW

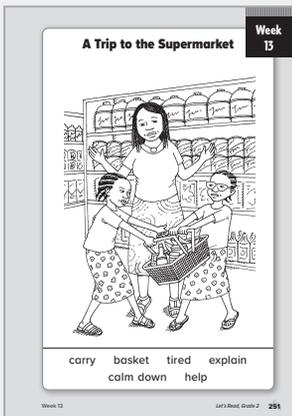
Week 17 | Day 1

## OBJECTIVES

- Review the vocabulary words *carry, basket, tired, explain, calm down, help*
- Review “A Trip to the Supermarket”
- Review reading words with ee, ea, and aCe, iCe, oCe patterns
- Review spelling *queen, keep, clean, beat, mean, inside, outside, mile, rope, bone, honey, bee, eyes, hive, body, build*
- Review reading fluently “The Honeybee”
- Review the vocabulary words *honey, bee, eyes, hive, body, build*

## LEARNING RESOURCES

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



*Let's Read* page 251

## 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 “A Trip to the Supermarket” to you again. Please turn to page 251 in *Let's Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. carry	🔊 <b>Carry.</b> When you <i>carry</i> something, you take it from one place to another with your arms or sometimes on your head or on your back. For example, I carry my books in a bag. Mothers carry their babies on their backs. What can you carry on your head? (Help individuals respond in well-formed sentences.)
2. basket	🔊 <b>Basket.</b> A <i>basket</i> is a container made of grass, plastic, or metal. We use baskets to hold or carry things. Turn to page 251 in <i>Let's Read</i> and find the basket in the picture. What are the girls in the picture carrying in their basket?
3. tired	🔊 <b>Tired.</b> To feel <i>tired</i> means to need sleep or rest. For example, I feel tired after I work in the garden. Let's act like we're tired and say “I'm tired!” (Yawn and stretch, etc.)
4. explain	🔊 <b>Explain.</b> To <i>explain</i> means to tell someone about something to help them understand it. For example, I explain the meaning of new words to you so that you understand them. What are some things you know how to do that you could explain to your little brother or sister?
5. calm down	🔊 <b>Calm down.</b> To <i>calm down</i> means to stop being angry or upset. For example, if I see two students who are angry with each other, I ask them to calm down. You can calm down by closing your eyes and breathing slowly and deeply, like this. (Demonstrate.) Let's practice calming down together.
6. help	🔊 <b>Help.</b> To <i>help</i> someone means to make it easier for them to do something. For example, you help your parents with the work at home. Your big brother or sister may help you read your lessons. How else can you help someone?

- 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.

🔊 **A Trip to the Supermarket**  
by Jamesetta Ross Diggs

“I want to carry the basket!” shouted Faith, in tears. “No, Mama gave it to me first!” yelled Florida. The two sisters were fighting over the basket full of provisions one hot Saturday afternoon at the supermarket. It was their usual Saturday trip with Mama, and it was turning out to be the worst day ever for the twins. Their fighting made Mama tired. She took the basket from them. “Listen, girls, you should not fight,” she explained patiently. “Faith, let Florida carry the basket today, and next week, it will be your turn to carry the basket.” The girls took some time to think about what Mama had said. When they had calmed down, Mama made them shake hands. Florida took the basket and proudly carried it around the supermarket. Faith helped Mama find the things they needed on the shelves and put them into the basket. When they finally walked out of the supermarket, the girls walked hand in hand, licking stick candies. Faith thought, “This has been a good day after all, and next week I get to carry the basket!”

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

1. **Who are the characters in this story?** (Faith, Florida, and Mama)
2. **What is the setting of the story?** (the supermarket)
3. **What is the plot, or important events that happen in the beginning, middle, and end of the story?** (Faith and Florida get into a fight at the supermarket. Mama takes the basket from them. Mama explains that the girls shouldn’t fight. They should take turns to carry the basket. The girls calm down then shake hands. Florida carries the basket while Faith helps Mama. The girls leave the supermarket as friends.)
4. **What is the main problem in the story?** (Florida and Faith have a fight about carrying the basket.)
5. **How does the problem get fixed or solved?** (The girls take turns to carry the basket. Florida carries the basket this time while Faith helps Mama. Faith will carry the basket next time.)

ee ea a\_e  
 i\_e o\_e

bee	home
eat	speed
make	leaf
five	same
home	life
	hope

Student  
 Activity Book  
 page 33



Student Activity Book  
 page 33

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>▶ Remember that the vowel teams <b>ee</b> and <b>ea</b> both make the long e sound, /ē/. Remember also that when a word has a vowel, a consonant, and the letter <b>e</b>, the first vowel says its name and the <b>e</b> is silent.</p> <p>▶ Watch and listen as I read a word.</p> <p>Point to <i>bee</i>. Point under each letter.</p> <p>▶ /b/–/ē/, <i>bee</i>.</p>	<p>▶ Let's say the sounds and read the words together.</p> <p>Point to <i>bee</i>. Point under each letter.</p> <p>▶ /b/–/ē/, <i>bee</i>.</p> <p>Repeat with <i>eat</i>, <i>make</i>, <i>five</i>, and <i>home</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>

**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. *queen*, 2. *keep*, 3. *clean*, 4. *beat*, 5. *mean*, 6. *inside*, 7. *outside*, 8. *mile*, 9. *rope*, 10. *bone*, 11. *honey*, 12. *bee*, 13. *eyes*, 14. *hive*, 15. *body*, 16. *build*.)

▶ Now you will review your spelling and sight words from Week 13 with your partner. Turn to page 33 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, and the second partner dictates the remaining words while the first partner writes them in his or her copybook. 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.

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 “The Honeybee” again with your partner and write some sentences with the vocabulary words. Please turn to page 34 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. Time permitting, they can also draw a picture for each of their sentences.

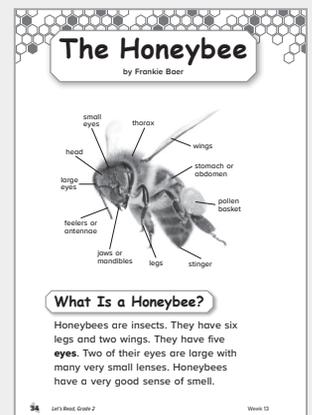
**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *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.

Move around the room and randomly check students’ work, giving support where needed.

**Let’s Read**  
**“The Honeybee”**  
**page 34**

1. honey
2. bee
3. eyes
4. hive
5. body
6. build



*Let’s Read* page 34

# REVIEW

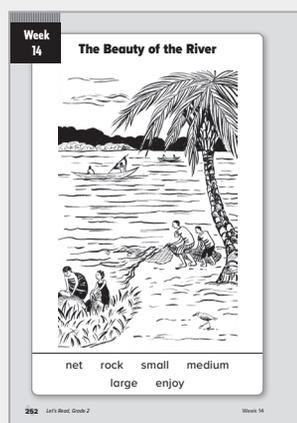
Week 17 | Day 2

## OBJECTIVES

- Review the vocabulary words *net, rock, small, medium, large, enjoy*
- Review “The Beauty of the River”
- Review reading words with *er, or, ore, ay, y*
- Review spelling *river, water, thunder, never, over, under, after, before, more, important, blood, cold, warm, temperature, breathe*
- Review reading fluently “A World of Frogs”
- Review the vocabulary words *blood, cold, warm, temperature, breathe*

## LEARNING RESOURCES

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



Let’s Read page 252

## 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 Beauty of the River” to you again. Please turn to page 252 in *Let’s Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. net	🔊 <b>Net.</b> A net is something that you use to catch or hold things. It is made with string. Turn to page 252 in <i>Let’s Read</i> and find the net in the picture. What do you think the man is trying to catch with the net? (e.g., fish) What else can you use a net for? (Help individuals respond in well-formed sentences using <i>net</i> .)
2. rock	🔊 <b>Rock.</b> A rock is a very hard piece of stone. For example, I see rocks on the ground outside (point). Find some rocks in the picture. What are the women doing on the rocks? (washing clothes) Where else can we see rocks? (Help individuals respond in well-formed sentences using <i>rock</i> .)
3. small	Draw three circles on the board, one very small, one medium, and one very large. 🔊 <b>Small.</b> Small means little in size. (Point to the small circle.) For example, this is the small circle. Name some other things that are small. (Help individuals respond in well-formed sentences using <i>small</i> .)
4. medium	🔊 <b>Medium.</b> Medium means not very big and not very small in size. It is in between big and small. (Point to the medium circle.) For example, this is the medium size circle.
5. large	🔊 <b>Large.</b> Large means very big in size. (Point to the large circle.) For example, this is the large circle. Name some other things that are large. (Call individuals to the board and have them point in turn to the small, medium, and large circles.)
6. enjoy	🔊 <b>Enjoy.</b> To enjoy something means to like it or have fun doing it. For example, I enjoy [name an activity you enjoy]. What is something you enjoy? (Help individuals respond in well-formed sentences using <i>enjoy</i> .)

- 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 Beauty of the River**  
by Teetha E. Whea

There lies a wide, long, and clear river in the middle of central Buchanan, which is the third largest city in Liberia. People use this river for many things. Every morning, you can see people placing many baskets and nets in the river to catch fish, crab, and big catfish. And every evening, these baskets and nets are checked to see what has been caught that day. Every other day, people wash clothes in the river. They use different sizes of rocks—small, medium, and large—to clean the clothes. People also enjoy just being by the river, which is a lovely setting. There are people in canoes crossing to the other side of the river, while the birds sing songs in the tall palm trees. Little crabs, who live in the sand along the shore, run from sand hole to sand hole. The big sun sits on this river every evening, while the sky sits on it, too!

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is the topic of the text?** (a river in Liberia)
2. **What is the main idea of the text?** (People use the river in many ways.)
3. **The author uses supporting details, or facts, to explain why the river is important to people. What do people do at the river?** (People fish in the river. People wash clothes in the river. People enjoy spending time by the river. People ride in canoes on the river.)
4. **How do people catch fish, crabs, and catfish in the river?** (with nets)
5. **How do people wash their clothes in the river?** (They use small, medium, and large rocks.)
6. **How do people enjoy spending time at the river?** (They sit near the river or ride in canoes.)

**PHONICS AND WORD STUDY**

**12 MIN.**

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

er or ore  
 ay y

her body  
 or ever  
 more for  
 stay score  
 dry gray  
 body fly

Student  
 Activity Book  
 page 36

**Week 14 Word Lists**

**Spelling Words**

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

**Written Vocabulary and Sight Words**

11. blood	14. temperature
12. cold	15. breathe
13. warm	

36 Read Liberia Activity Book 2

Student Activity Book  
 page 36

		
<p>🔊 <b>Remember</b> that the letters <b>er</b> together make the sound /ūr/. The letters <b>or</b> or <b>ore</b> together make the sound /or/. The vowel team <b>ay</b> makes the sound /ā/.</p> <p>🔊 <b>Remember also</b> that when a word ending in <b>y</b> is short and has only one syllable or word part, the <b>y</b> usually makes the sound /ī/. When the word ending in <b>y</b> is longer and has two syllables or word parts, the <b>y</b> usually makes the sound /ē/.</p> <p>🔊 <b>Watch and listen</b> as I read a word.</p> <p>Point to <i>her</i>. Point under each letter.</p> <p>🔊 /h/–/ūr/, <b>her</b>.</p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>her</i>. Point under each letter.</p> <p>🔊 /h/–/ūr/, <b>her</b>.</p> <p>Repeat with <i>or</i>, <i>more</i>, <i>stay</i>, <i>dry</i>, and <i>body</i>.</p>	<p>🔊 <b>Now it's your turn. Say the sounds and read the words on your own.</b></p> <p>One at a time point under the remaining words.</p>

**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. *river*, 2. *water*, 3. *thunder*, 4. *never*, 5. *over*, 6. *under*, 7. *after*, 8. *before*, 9. *more*, 10. *important*, 11. *blood*, 12. *cold*, 13. *warm*, 14. *temperature*, 15. *breathe*.)

🔊 **Now you will review your spelling and sight words from Week 14 with your partner. Turn to page 36 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, and the second partner dictates the remaining words while the first partner writes them in his or her copybook. 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.

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 “A World of Frogs” again with your partner and write some sentences with the vocabulary words. Please turn to page 39 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. Time permitting, they can also draw a picture for each of their sentences.

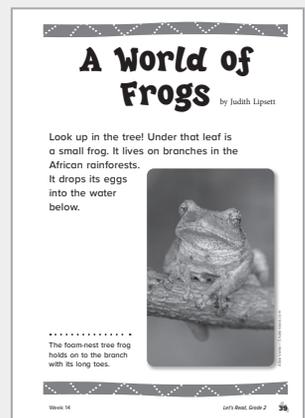
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- *Students Who **Need Additional Support**:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

Move around the room and randomly check students’ work, giving support where needed

Let’s Read  
“A World of Frogs”  
page 39

1. blood
2. cold
3. warm
4. temperature
5. breathe



*Let’s Read* page 39

# REVIEW

Week 17 | Day 3

## OBJECTIVES

- Review reading fluently and demonstrate comprehension of “The Honeybee” and “A World of Frogs”
- Review the vocabulary words *season, reason, puddle, scare, muddy*
- Review “The Rainy Season”
- Review reading words with *ar, ir, er, or, ore, ay, ai*

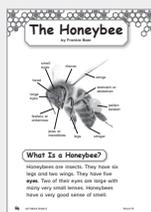
## LEARNING RESOURCES

 *Let's Read*

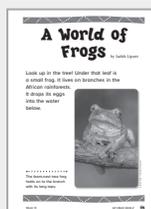
 Student copybooks

### Let's Read

1. “The Honeybee”  
page 34
2. “A World of  
Frogs” page 39



*Let's Read* page 34



*Let's Read* page 39

## 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.

## 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 texts “The Honeybee” and “A World of Frogs” again with your partner and answer the questions at the end. Please turn to page 34 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 answer the comprehension questions at the end of the text in their copybooks. When the partners finish the first text, they move on to the second text.

**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.

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 “The Rainy Season” to you again. Please turn to page 253 in *Let’s Read*.

BEFORE READING

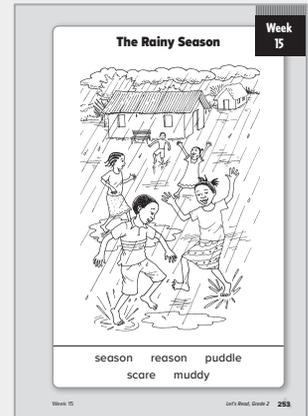
PREVIEW

Guide the students to . . .

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

1. season	<p>Season. A season is a time of a year with a certain kind of weather. For example, in Liberia we have a rainy season. In rainy season, it rains a lot. What is another season we have in Liberia? (Help individuals respond in well-formed sentences using <i>season</i>.)</p>
2. reason	<p>Reason. A reason is why something happens. For example, the reason you come to school is that you want to learn. What is another reason why you come to school? (Help individuals respond in well-formed sentences using <i>reason</i>—e.g., to see friends, to get a good education and job, etc.)</p>
3. puddle	<p>Puddle. A puddle is a small pool of water on the ground. For example, when it rains outside, the rain will make many puddles on the ground. Let’s pretend to splash in a puddle. (Do the motions.)</p>
4. scare	<p>Scare. To scare means to make someone feel afraid. For example, snakes scare me. When I see a snake, I am afraid. What scares you? (Help individuals respond in well-formed sentences using <i>scare</i>.) Show me what you look like when you’re scared and say, “I’m scared!”</p>
5. muddy	<p>Muddy. Muddy means covered in wet dirt. When it rains outside, the ground is muddy. What else gets muddy when it rains? (Help individuals respond in well-formed sentences using <i>muddy</i>.)</p>

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



Let’s Read page 253

**DURING READING**

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

🔊 **The Rainy Season**  
by Elfreda S. Johnson

The rainy season is a beautiful time in our country. It starts in late April. The rainy season is good for several reasons. The rainy season is when plants begin to grow well, which brings joy to the farmers. Many children love the rainy season because they like to play in the puddles left by the rain. Wells that are dry begin to fill with water so everyone can enjoy fresh water. But there is another side to the rainy season. It can also be a bad time. Too much rain hurts the plants farmers are growing. The thunder and lightning scares some children. Many people don't like the rainy season because it is hard to travel when the roads become muddy. And there are many mosquitoes during the rainy season.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is the topic of the text?** (the rainy season in Liberia)
2. **The author used supporting details, or facts, to describe what happens during the rainy season. What facts did we learn about the rainy season?** (It starts in late April. The rainy season is when plants grow. The rainy season helps fill dry wells with water. Too much rain in the rainy season can hurt plants. It is hard to travel during the rainy season. There are many mosquitos during the rainy season.)
3. **Why does the rainy season make some people feel happy?** (Farmers are happy because plants grow. Children like to play in puddles when left by the rain. People can enjoy fresh water.)
4. **What is bad about the rainy season?** (Too much rains hurts plants. Thunder and lightning can scare children. The roads become muddy, which makes it hard to travel.)
5. **What is the main idea of the text?** (Both good and bad things happen during the rainy season.)

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>🔊 Remember that the letters <i>ar</i> together make the sound /är/. The letters <i>ir</i> or <i>er</i> together make the sound /ür/. The letters <i>or</i> or <i>ore</i> together make the sound /or/. The vowel teams <i>ay</i> or <i>ai</i> both make the long <i>a</i> sound, /ā/.</p> <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>far</i>. Point under each letter.</p> <p>🔊 /f/-/är/, <i>far</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>far</i>. Point under each letter.</p> <p>🔊 /f/-/är/, <i>far</i>.</p> <p>Repeat with <i>bird</i>, <i>her</i>, <i>sort</i>, <i>wore</i>, <i>gray</i>, and <i>tail</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>

ar ir er or  
 ore ay ai

far	tail
bird	hard
her	girl
sort	hunter
wore	born
gray	rain
tail	

# REVIEW

Week 17 | Day 4

## OBJECTIVES

- Review spelling *part, start, first, dirty, mother, other, sports, score, store, fruit, danger, smart, laugh, whistle, word*
- Review reading fluently “African Gray Parrots”
- Review the vocabulary words *fruit, danger, smart, laugh, whistle, word*
- Review the vocabulary words *marry, propose, surely, die, dead, alive, refuse*
- Review “Mosquito and Ear”
- Review reading words with *ear, al, all, ee, ea*

## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 39



Student Activity Book page 39

## 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.

## 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. *part*, 2. *start*, 3. *first*, 4. *dirty*, 5. *mother*, 6. *other*, 7. *sports*, 8. *score*, 9. *store*, 10. *fruit*, 11. *danger*, 12. *smart*, 13. *laugh*, 14. *whistle*, 15. *word*.)

🔊 First, you will review your spelling and sight words from Week 15 with your partner. Turn to page 39 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, and the second partner dictates the remaining words while the first partner writes them in his or her copybook. 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.

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 “African Gray Parrots” again with your partner and write some sentences with the vocabulary words. Please turn to page 43 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. Time permitting, they can also draw a picture for each of their sentences.

**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.

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 story “Mosquito and Ear” to you again. Please turn to page 254 in *Let's Read*.**

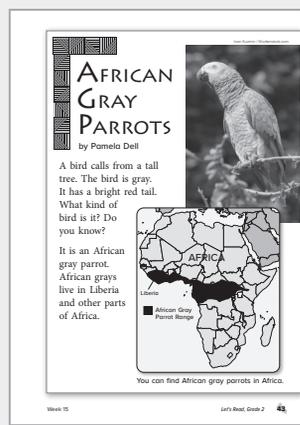
**BEFORE READING**

**PREVIEW**

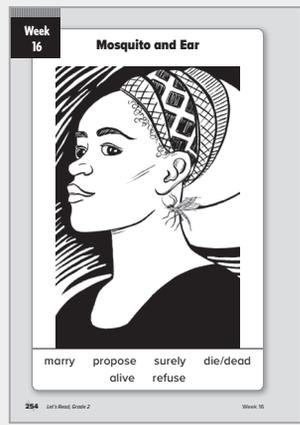
- Guide the students to . . .
- review the meaning of the oral vocabulary words for this story:

Let's Read  
**“African Gray Parrots”**  
 page 43

1. fruit
2. danger
3. smart
4. laugh
5. whistle
6. word



*Let's Read* page 43



*Let's Read* page 254

1. marry	🔊 <i>Marry.</i> When you <i>marry</i> someone, it means that you become that person’s husband or wife. Have you seen two people get married before? Tell us what happens.
2. propose	🔊 <i>Propose.</i> To <i>propose</i> means to ask someone to marry you. In our town, when a man wants to marry a woman, what does he have to do?
3. surely	🔊 <i>Surely.</i> <i>Surely</i> means you are very, very certain that something is true. For example, if it rains very hard outside, the road to my house will surely be muddy because it is always muddy when it rains.
4. die, dead	🔊 <i>Die.</i> To <i>die</i> means to stop living. To be <i>dead</i> means that something stopped living. For example, in dry season when it does not rain, some plants may die because there is no water to keep them alive. What else dies in dry season?
5. alive	🔊 <i>Alive.</i> <i>Alive</i> means something is living, or not dead. When you are alive, you breathe and move and grow. You and I are alive. Name some other things that are alive.
6. refuse	🔊 <i>Refuse.</i> To <i>refuse</i> means to say “no” when someone offers you something or invites you to do something. You can refuse politely by saying “No, thank you.” Let’s practice refusing politely.

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

**DURING READING**

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

🔊 **Mosquito and Ear**

a West African folktale retold by Nyanatee K. Sayon

Long ago, Mosquito wanted to marry Ear, so he went to propose to her. “I want to marry you, Ear,” Mosquito said. Ear started laughing. “No, Mosquito,” she said. “Why not?” Mosquito asked her. “Just look at you,” Ear said. “You are so small and weak—almost nothing. You will surely die soon, and I can’t marry someone who is about to die.” Mosquito thought to himself, “I will wait for a few months, and then I will go back to show Ear that I am not dead. She will surely marry me then.” After a few months, Mosquito went back to Ear. He said, “I am still alive, and I still want to marry you.” “No,” Ear said again. She continued to refuse Mosquito’s proposal, saying, “You are going to die soon, so I will not marry you.” Mosquito still goes back every few months to tell Ear that he is still alive and wants to marry her, and she continues to refuse him. This is why mosquitoes buzz in people’s ears.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **Who are the characters?** (Ear and Mosquito)
2. **When does this story take place?** (long ago, another time)
3. **What is the plot of the story? What events happen in the story?**  
(Mosquito asks Ear to marry him. Ear refuses. Mosquito goes back to Ear every few months to ask her to marry him. Ear always refuses.)
4. **What is the main problem in the story?** (Ear refuses to marry Mosquito.)
5. **Folktales often explain why something is the way it is. What situation does this folktale try to explain?** (why mosquitos buzz in people's ears)

PHONICS AND WORD STUDY

12 MIN.

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

		
<p>Remember, when the letters <i>e</i>, <i>a</i>, and <i>r</i> come together, they usually make the sound /ē/. When the letters <i>a</i> and <i>l</i> or <i>a</i> and double <i>ll</i> come together, they make the sound /ô/. The vowel teams <i>ee</i> and <i>ea</i> both make the long <i>e</i> sound, /ē/.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>year</i>. Point under each letter.</p> <p>/y/–/ēr/, <i>year</i>.</p>	<p>Let's say the sounds and read the word together.</p> <p>Point to <i>year</i>. Point under each letter.</p> <p>/y/–/ēr/, <i>year</i>.</p> <p>Repeat with <i>always</i>, <i>ball</i>, <i>speed</i>, and <i>meal</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>

ear al all  
ee ea

year	meal
always	spear
ball	bald
speed	wall
meal	three
	teach

# REVIEW

Week 17 | Day 5

## OBJECTIVES

- Review spelling *ear, hear, near, year, all, small, tall, call, also, always, lazy, herd, jealous, leap, tears, thief*
- Review reading fluently “Why Cheetah Has Tear-Stained Cheeks”
- Review the vocabulary words *lazy, herd, jealous, leap, tears, thief*
- Review reading fluently and demonstrate comprehension of “African Gray Parrots” and “Why Cheetah Has Tear-Stained Cheeks”

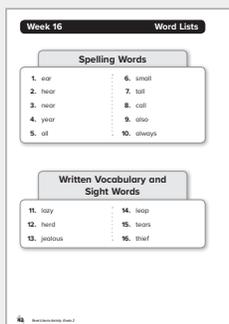
## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 42



Student Activity Book page 42

## 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.

## 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. *ear*, 2. *hear*, 3. *near*, 4. *year*, 5. *all*, 6. *small*, 7. *tall*, 8. *call*, 9. *also*, 10. *always*, 11. *lazy*, 12. *herd*, 13. *jealous*, 14. *leap*, 15. *tears*, 16. *thief*.)

🔊 **First, you will review your spelling and sight words from Week 16 with your partner. Turn to page 42 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, and the second partner dictates the remaining words while the first partner writes them in his or her copybook. 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.

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 “Why Cheetah Has Tear-Stained Cheeks” again with your partner and write some sentences with the vocabulary words. Please turn to page 47 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. Time permitting, they can also draw a picture for each of their sentences.

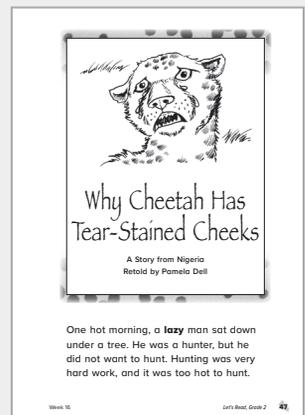
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- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who Need Additional Support:* Instead of writing original sentences, 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.

Move around the room and randomly check students' work, giving support where needed.

Let's Read  
“Why  
Cheetah Has  
Tear-Stained  
Cheeks”  
page 47

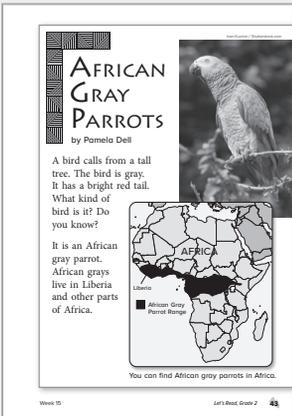
1. lazy
2. herd
3. jealous
4. leap
5. tears
6. thief



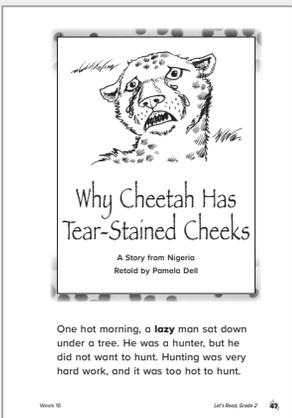
*Let's Read* page 47

Let's Read

1. "African Gray Parrots" page 43
2. "Why Cheetah Has Tear-Stained Cheeks" page 47



Let's Read page 43



Let's Read page 47

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 "African Gray Parrots" and "Why Cheetah Has Tear-Stained Cheeks" again with your partner and answer the questions at the end. Please turn to page 43 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.

Move around the room and randomly check students' work, giving support where needed.

## 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 in the past five weeks. You will write your answers in your *Student Activity Book*. Open your *Student Activity Book* to page 45.

## 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:

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

2nd box, for #6–10:

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

🔊 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 *stay*. Look at the first word box. Which of these words is *stay*? ... Write *stay* on the line next to the word *Example*. (Write *stay* 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.

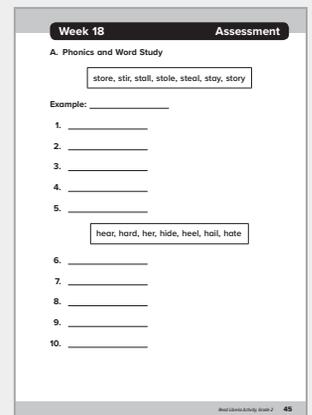
- 🔊 1. *stole*
- 2. *stir*
- 3. *story*
- 4. *stall*
- 5. *steal*

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

- 🔊 6. *her*
- 7. *hail*
- 8. *hide*
- 9. *hear*
- 10. *hard*

Example:

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



*Student Activity Book*  
page 45

# Week 18 Assessment

Example:

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

Week 18 Assessment

B. Spelling

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

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

46 Read Liberia Activity, Grade 2

Student Activity Book  
page 46

## 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 **sad**. (Write *sad* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

- 🔊 1. *clean*
2. *rope*
3. *score*
4. *mile*
5. *thunder*
6. *year*
7. *small*
8. *outside*
9. *dirty*
10. *mother*

## 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:

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

2nd box, for #6–10:

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

🔊 **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 is the place where bees live. Look at the first word box. Which of these words is the place where bees live? ... *Hive*. Write *hive* on the line next to the word *Example*. (Write *hive* 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.

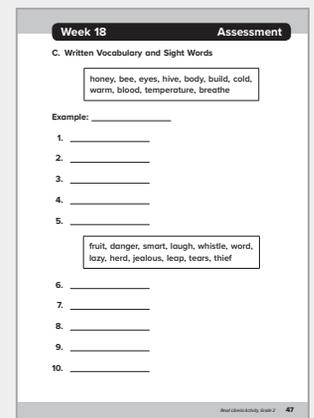
- 🔊 **1. This word is the part of our body that we use to see things with. (Point to your eyes.)**
- 2. This word means when you take in air and let it back out through your nose or mouth, like this. (Demonstrate *breathing*.)**
- 3. This word is the sweet food that bees make in their hive.**
- 4. This word is the red liquid inside your body. If you have an accident and cut yourself, you may see it come out of your body.**
- 5. This word means not too hot and not too cold.**

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

- 🔊 **6. This word describes a person who does not want to do any work.**
- 7. This word is a sweet food that comes from a tree or plant.**
- 8. This word is a person who steals, or takes something that does not belong to him or her.**
- 9. This word is the sound you make when you blow air out between your lips, like this. (Demonstrate *whistling*.)**
- 10. This word is the sound you make when you are happy or when you think something is funny, like this. (Demonstrate *laughing*.)**

Example:

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



*Student Activity Book*  
page 47

# Week 18 Assessment

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

**Week 18** **Assessment**

**D. Reading Comprehension**

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. \_\_\_\_\_

48 Read Liberia Activity, Grade 2

*Student Activity Book*  
page 48

## 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.

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.

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

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

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

1. Who are the main characters in the story?
2. What is the setting? Where does the story take place?
3. What do the girls do first?
4. What do the girls do last?
5. Why don't the girls go in the water?
6. How are Lorpu and Jenneh alike?
7. How are Lorpu and Jenneh different?
8. What does Massa do with Lorpu?
9. What does Massa's mom do while the friends are playing on the beach?
10. Why is Massa's mom happy at the end?

# Grade 2, Volume 1 Glossary

a little while      **A little while** is a short amount of time.

afraid      To be **afraid** is to be scared or worried about something.

alive      **Alive** means something is living, or not dead.

all      **All** means every part of something.

another      **Another** means one more.

basket      A **basket** is a container made of grass, plastic, or metal.

bee      A **bee** is a small insect that flies around and makes honey.

blood      **Blood** is the red liquid inside your body.

body      Your **body** is your physical form.

borrow      To **borrow** means to take something, use it for a short time, and give it back.

break, broke      To **break** means to separate into smaller pieces. **Broke** means to break, but in the past before now.

.....  
**breathe**

When you **breathe**, you take in air and let it back out through your nose or mouth.

.....  
**build**

To **build** is to make something by putting pieces together.

.....  
**button**

A **button** is a small round thing on clothes that holds them together.

.....  
**buy, bought**

To **buy** something means to give someone money for something. **Bought** means to buy, but in the past before now.

.....  
**call**

To **call** someone means to speak to get their attention.

.....  
**calm down**

To **calm down** means to stop being angry or upset.

.....  
**carry**

When you **carry** something, you take it from one place to another with your arms or sometimes on your head or on your back.

.....  
**celebrate**

To **celebrate** means to do something fun because it is a special day.

.....  
**city**

A **city** is a very big place where many people live and work.

.....  
**close**

**Close** means near or not far away.  
.....

.....  
cold                      **Cold** means not hot or warm.

.....  
cook                      To **cook** means to make food.

.....  
could                      **Could** means that something was possible to do.

.....  
country                      A **country** is a large area of land with its own people and government.

.....  
cover                      To **cover** means to put something over something.

.....  
crab                      A **crab** is a small animal with 8 legs and 2 big claws.

.....  
danger                      **Danger** means something bad that might happen.

.....  
decide                      To **decide** means to make a choice about something.

.....  
die, dead                      To **die** means to stop living. To be **dead** means that something stopped living.

.....  
different                      **Different** means not the same.

.....  
distance                      **Distance** is the amount of space between two places or people.

.....  
done                      **Done** means something is finished.  
.....

.....  
earn                      To **earn** means to get money for work that you do.

.....  
Earth                      **Earth** is the planet we live on.

.....  
enjoy                      To **enjoy** something means to like it or have fun doing it.

.....  
excited                      When you feel **excited**, you feel very happy about something.

.....  
explain                      To **explain** means to tell someone about something to help them understand it.

.....  
eyes                      We use our **eyes** to see things.

.....  
fall, fell                      To **fall** means to go down quickly to the ground. **Fell** means to fall, but in the past before now.

.....  
far                      When something is **far**, it is not close.

.....  
favorite                      **Favorite** means the person or thing that you like more than any other.

.....  
field                      A **field** is a large area of land used for growing crops or feeding animals.

.....  
fight                      To **fight** means to hit and kick and try to hurt someone.

.....

.....

find, found

When you **find** something, you see something that you have been looking for. **Found** means to find, but in the past before now.

.....

fix

To **fix** means to work out a problem.

.....

fly, flew

To **fly** means to move through the air. **Flew** means to fly, but in the past before now.

.....

forest

The **forest** is a place with many, many trees.

.....

friend

A **friend** is someone that you like to spend time with.

.....

fruit

**Fruit** is a sweet food that comes from a tree or plant.

.....

full

When something is **full**, it has so many things inside it that there is no room for more.

.....

fur, furry

**Fur** is the soft, thick hair on an animal's body. When an animal is **furry**, it has a lot of fur.

.....

get to

**Get to** means to go from one place to another.

.....

giant

**Giant** means very big.

.....

glad

**Glad** means feeling happy.

.....

.....  
glow                      To **glow** means to shine with a soft light.  
.....

glue                      **Glue** is something you use to stick things together.  
.....

gone                      When something is **gone**, it is no longer there.  
.....

ground                      The **ground** is the top part of the land outside.  
.....

grow                      When you **grow**, you get bigger.  
.....

hear                      To **hear** means to listen to sounds with your ears.  
.....

help                      To **help** someone means to make it easier for them to do something.  
.....

herd                      A **herd** is a big group of the same kind of animal.  
.....

hide                      To **hide** means to go somewhere where no one can see you.  
.....

hive                      A **hive** is the place where bees live.  
.....

honey                      **Honey** is a sweet food made by bees.  
.....

hungry                      **Hungry** is when your stomach hurts because you need to eat.  
.....

jealous

**Jealous** means you are vexed or sad because someone else has something that you want.

kite

A **kite** is a toy that you fly in the wind on a very long piece of string.

know, knew

If you **know** something, you understand it or you have the answer. **Knew** means to know something, but in the past before now.

large

**Large** means very big in size.

laugh

When you **laugh**, you make sounds to show you are happy or that you think something is funny.

lazy

If someone is **lazy**, it means that they do not want to work.

leap

To **leap** means to jump a long way.

live

The place where you **live** is the place where you stay and have your home.

lonely

When you are **lonely**, you feel sad because you are not with other people.

many

**Many** means a lot, a big number.

.....  
marry

When you **marry** someone, it means that you become that person's husband or wife.

.....  
meat

**Meat** is food that comes from an animal.

.....  
medium

**Medium** means not very big and not very small in size.

.....  
miss

To **miss** means to want something that you used to have with you but don't have anymore.

.....  
muddy

**Muddy** means covered in wet dirt.

.....  
net

A **net** is something that you use to catch or hold things. It is made with string.

.....  
parade

A **parade** is a line of people who walk together for a special reason.

.....  
peace

When there is **peace**, no one is fighting.

.....  
people

**People** are men and women, boys and girls.

.....  
president

A **president** is the leader of a country.

.....  
propose

To **propose** means to ask someone to marry you.  
.....

.....  
proud

When you are **proud**, you feel happy about something you have done.

.....  
puddle

A **puddle** is a small pool of water on the ground.

.....  
pull

To **pull** means to tug something.

.....  
reason

A **reason** is why something happens.

.....  
refuse

To **refuse** means to say “no” when someone offers you something or invites you to do something.

.....  
remember

To **remember** is to bring a thought or idea back into your mind again.

.....  
rest

To **rest** means to stop doing something and relax.

.....  
ride

To **ride** means to travel in or on a vehicle like a car, bus, or motorcycle.

.....  
rock

A **rock** is a very hard piece of stone.

.....  
safe

When you are **safe**, you are far away from danger or bad things.

.....  
said

**Said** means to say something, but it already happened.  
.....

.....  
**scare**                      To **scare** means to make someone feel afraid.

.....  
**season**                     A **season** is a time of a year with a certain kind of weather.

.....  
**shout**                      When you **shout**, you say something very loudly.

.....  
**shy**                         Feeling **shy** means feeling nervous or uncomfortable about something.

.....  
**small**                      **Small** means little in size.

.....  
**smart**                      **Smart** means able to learn and think very well.

.....  
**special**                    When something is **special**, it is better or different in some way.

.....  
**steal**                      To **steal** means to take something that is not yours.

.....  
**stretch**                    To **stretch** is to reach out part of your body like your arms or your legs.

.....  
**suddenly**                 When something happens **suddenly**, it happens very quickly and may surprise you.

.....  
**surely**                     **Surely** means you are very, very certain that something is true.

.....  
**swim**                      To **swim** means to move through water.  
.....

.....

tears

**Tears** are the drops of water that come from your eyes when you cry.

.....

temperature

The **temperature** is how hot or cold something is.

.....

thief

A **thief** is a person who steals, or takes something that does not belong to him.

.....

thought

**Thought** means to think, but it already happened.

.....

tired

To feel **tired** means to need sleep or rest.

.....

transportation

**Transportation** is the different ways we get from one place to another.

.....

travel

When you **travel**, you go away to a different place.

.....

trust

When you **trust** someone, you believe that they will do the right thing.

.....

village

A **village** is a small town.

.....

walk

To **walk** means to use your legs and feet to go from one place to another.

.....

want

To **want** is to wish for something.

.....

.....  
**warm**

When something is **warm**, it is not too hot and not too cold.

.....  
**well**

A **well** is a deep hole in the ground where we get water.

.....  
**wet**

When something is **wet**, it is covered with water.

.....  
**whisper**

When you **whisper**, you say something very quietly.

.....  
**whistle**

A **whistle** is the sound you make when you blow air out between your lips.

.....  
**wind**

**Wind** is the air that blows.

.....  
**wing**

A **wing** is the part of an animal's body that it uses to fly.

.....  
**wish**

To **wish** means to want something and hope it will happen, even if sometimes you know it will not happen.

.....  
**wonder**

When you **wonder**, it means you have questions about something.

.....  
**word**

A **word** is a letter or group of letters that you write or say.

.....  
**work**

To **work** means to do a job.  
.....

# Grade 2, Volume 1 Spelling Words and Written Vocabulary and Sight Words

## Week 1

### 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

## Week 3

### 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

## Week 2

### Spelling Words

1. need
2. green
3. eat
4. beans
5. stay
6. way
7. wait
8. tie
9. lied

### Written Vocabulary and Sight Words

10. cook
11. done
12. said
13. thought
14. pull
15. another

## Week 4

### 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

**Week 7****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

**Week 10****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

**Week 8****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

**Week 13****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 9****Spelling Words**

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

**Written Vocabulary and Sight Words**

11. walk
12. button
13. hear
14. wonder
15. shout
16. whisper

**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

**Week 16****Spelling Words**

1. ear
2. hear
3. near
4. year
5. all
6. small
7. tall
8. call
9. also
10. always

**Written Vocabulary  
and Sight Words**

11. lazy
12. herd
13. jealous
14. leap
15. tears
16. thief

**Week 15****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

# Student Activity Book Answer Key for Weeks 1-18

## Week 1

**Day 2:** 1. Circle the *o* in plot. 2. Circle the *o* in stop. 3. Circle the *e* in fret. 4. Circle the *i* in skid. 5. Circle the *u* in drum. 6. Circle the *a* in trap. 7. Circle the *a* in glad. 8. Circle the *u* in plum. 9. Circle the *e* in smell. 10. Circle the *i* in brim.

**a:** stand, clap; **e:** dress, press; **i:** grill, brim, flip;  
**o:** spot; **u:** snug, shut

**Day 4:** 1. 1, 2. 2, 3. 1, 4. 2, 5. 2, 6. 1, 7. 2, 8. 1, 9. 1, 10. 1, 11. 2, 12. 1, 13. 2, 14. 2, 15. 2, 16. 1, 17. 1, 18. 2, 19. 1, 20. 2

## Week 2

**Day 2:** 1. Circle the *ai* in train. 2. Circle the *ee* in keep. 3. Circle the *ay* in may. 4. Circle the *ea* in stream. 5. Circle the *ai* in chain. 6. Circle the *ea* in clean. 7. Circle the *ay* in pray. 8. Circle the *ee* in three. 9. Circle the *ai* in wait. 10. Circle the *ea* in teach.

**ee/ea:** green, heat, sheet, sneak, steal;  
**ay/ai:** paint, play, spray, tail, train

**Day 4:** Circle: flies, die, cried, tried, replied, and tied.

**i:** bit, hip, quit, spin, thin; **ie:** cries, dried, replies, tried

## Week 3

**Day 2:** Underline: 1. lake, 6. came, 7. bake, 8. tame, 10. wave

**a:** map, bag, bat, crab, ran, glad; **a\_e:** take, game, name, rake, place

**Day 4:** Underline: 1. bone, 5. nose, 6. smoke, 8. joke, 10. cone

**o:** top, spot, crop, rot, shock; **o\_e:** choke, rose, vote, stone, pole, drove

## Week 4

**Day 2:** Underline: 1. bite, 3. stripe, 4. time, 6. ripe, 7. life, 9. shine, 10. hide

**i:** dim, twin, spin, kit; **i\_e:** dime, twine, spine, kite; **ar:** star, farm, hard, dark

**Day 4:** 1. blew, 2. knew, 3. stew, 4. threw, 5. grew, 6. new, 7. drew, 8. flew.

Students' sentences will vary but should include two words from the box.

## Week 6 Assessment

**A. Phonics and Word Study:** 1. like, 2. lake, 3. leak, 4. lick, 5. lark, 6. day, 7. dew, 8. deem, 9. dome, 10. die

**B. Spelling:** 1. stay, 2. make, 3. close, 4. lied, 5. went, 6. last, 7. wait, 8. need, 9. like, 10. grew

**C. Written Vocabulary and Sight Words:**  
1. fix, 2. pull, 3. friend, 4. cook, 5. rest, 6. city, 7. forest, 8. different, 9. work, 10. people

**Reading Comprehension:** 1. Nejay and Binda, 2. village, 3. sells cakes, or bakes cakes to sell, 4. sells milk, 5. pick crops, or eat food

## Week 7

**Day 2:** 1. nurse, 2. burned, 3. turn, 4. hurt

**ur:** fur, purse, church, burst; **ar:** yard, march, far, start

**Day 4:**

**igh:** light, high, might, right, night, fright, sigh, sight; **ie:** lie, pie, tie, die

1. light, 2. sigh, 3. fright, 4. high, 5. pie

### Week 8

**Day 2:** 1. do not, 2. did not, 3. has not, 4. do not, 5. are not, 6. is not, 7. were not, 8. had not, 9. was not, 10. could not, 11. would not, 12. should not

**Day 4:**

1. glue, 2. dry, 3. blue, 4. cry, 5. true, 6. why

**ue:** clue, due, sue; **y:** by, fry, my, sky

### Week 9

**Day 2:** Circle: mouse, our, house, found, around, without, sound, ground, loud, shout, mouth, out

Students should complete the sentence.

**Day 4:** 1. first, 2. girl, 3. table, 4. eagle, 5. needle, 6. shirt, 7. bird, 8. little

### Week 10

**Day 2:** Circle: Mary, hurry, family, puppy, puppy, very, pretty, hungry, Mary's, candy, silly, dirty, Mary, happy, furry, body

1. yes, 2. no, 3. yes, 4. no, 5. yes

**Day 4:** 1. one, 2. everything, 3. no, 4. thing, 5. every, 6. somewhere

**every\_\_\_:** everything, everyone, everywhere

**some\_\_\_:** something, someone, somewhere

**no\_\_\_:** nothing, no one, nowhere

**\_\_\_one:** someone, no one

**\_\_\_thing:** everything, something, nothing

**\_\_\_where:** everywhere, somewhere, nowhere

### Week 12 Assessment

**A. Phonics and Word Study:** 1. found, 2. far, 3. fiddle, 4. fight, 5. furry, 6. silly, 7. sir, 8. sue, 9. sight, 10. single

**B. Spelling:** 1. study, 2. everything, 3. ground, 4. uncle, 5. blue, 6. sky, 7. night, 8. hurt, 9. can't, 10. body

**C. Written Vocabulary / Sight Words:** 1. fly, 2. giant, 3. special, 4. glue, 5. glow, 6. button, 7. field, 8. lonely, 9. shout, 10. whisper

**D. Reading Comprehension:** 1. the sun; 2. heat and light; 3. The sun is so bright.; 4. The bright sun can hurt our eyes.; 5. They are too far away.

### Week 13

**Day 2:**

**ee:** bee, speed, week, sweet, tree; **ea:** eat, leaf, breathe, teach, heat

1. tree, 2. week

1. eat, 2. keep, 3. clean, 4. queen, 5. speak, 6. speed

**Day 4:**

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

1. hope, 2. time, 3. hid, 4. same, 5. not

### Week 14

**Day 2:** Circle: sister, suffered, fever, mother, her, corner, order, person, counter, offered, her, water, after, better

Students should complete the sentence.

1. more, 2. short, 3. before, 4. important, 5. score, 6. sort, 7. sports, 8. chore

**Day 4:**

**y as long i:** cry, dry, fly, my, why;

**y as long e:** body, dirty, happy, many, very;

**ay:** day, gray, lay, play, stay

Students should write complete sentences using two words from the activity page.

### Week 15

**Day 2:**

**ar:** dark, farm, march, sharp, start; **er:** never, number, river, serve, thunder; **ir:** birthday, dirty, skirt, third, thirsty; **or:** effort, forget, inform, north, report

**Day 4:**

**ay:** always, gray, holiday, payment, today;  
**ai:** afraid, faith, paint, rainy, tailor

1. tailor, 2. afraid

1. say, 2. wait, 3. rain, 4. day, 5. plain, 6. stay

### Week 16

**Day 2:** 1. always, 2. false, 3. wall, 4. salt

**all:** call, fall, hall, small, tall, wall; **alt:** halt, salt;  
**alm:** calm, palm

**Day 4:** clear, dear, fear, hear, near, spear,  
year, tear

1. leaped, 2. meat, 3. beard, 4. speed, 5. hear

### Week 18 Assessment

**A. Phonics and Word Study:** 1. stole, 2. stir, 3. story, 4. stall, 5. steal, 6. her, 7. hail, 8. hide, 9. hear, 10. hard

**B. Spelling:** 1. clean, 2. rope, 3. score, 4. mile, 5. thunder, 6. year, 7. small, 8. outside, 9. dirty, 10. mother

**C. Written Vocabulary and Sight Words:**

1. eyes, 2. breathe, 3. honey, 4. blood, 5. warm, 6. lazy, 7. fruit, 8. thief: 9. whistle, 10. laugh

**D. Reading Comprehension:** 1. Massa, Lorpu, Jenneh; 2. the beach; 3. go for a walk in the sand; 4. clean up (or pick up trash, throw it in the bin, and sweep); 5. There are too many rocks.; 6. They like to find shells.; 7. Lorpu likes to run. Jenneh likes to sit.; 8. run; 9. prepare a snack; 10. because the girls keep the beach clean

# Supplementary Reader Questions and Answers

## DOGS CAN HELP (Grade 1)

1. What is this book about? (dogs that help people)
2. What is one special thing about hunter dogs? (They are very fast.)
3. What do watchdogs do? (They protect people, homes, and other animals.)
4. What is one way that a dog can help a person who cannot see? (A dog can guide someone who cannot see.)
5. Is this book fiction or nonfiction? (nonfiction)

## FLAG DAY (Grade 1)

1. Who is the main character in the story? (Eli)
2. How does he feel at the beginning of the story? (Eli is sad.)
3. Who visits the class? (Eli's Uncle Tamba)
4. What does Uncle Tamba tell the class about? (the flag)
5. What do Eli and Uncle Tamba do together? (draw and color a flag, watch a parade together)

## LOOKING UP (Grade 1)

1. Who is the main character in the story? (Asatu)
2. What time of day does the story take place? (at night)
3. Who is the other character in the story? (Asatu's father)
4. What do the characters talk about? (the stars, the sun, and the moon)
5. What does Asatu dream that night? (that she was in a rocket flying to the moon)

## NEW AT SCHOOL (Grade 1)

1. Who is the main character in the story? (Suah)
2. What does Suah want to do? (He wants to make friends.)
3. What happens first in the story? (A boy says Suah looks funny and the children laugh and run away.)
4. How does Suah solve his problem? (He is kind, he shares and helps others, and runs fast.)
5. What is the message of this story? (Be kind and helpful and you will have friends.)

## A QUILT FOR A QUEEN (Grade 1)

1. Is this story fiction with made-up characters or a true story about a real person? (true story)
2. Who is the story about? (Martha Ann Ricks)
3. What was Martha very good at doing? (sewing)
4. Who did Martha admire? (the young queen of England)
5. What did Martha give the queen? (a quilt that she had made)

### **RAINY SEASON, DRY SEASON (Grade 1)**

1. Who are the characters in the story? (Kou and Dweh)
2. How are Kou and Dweh different? (They like different seasons, they like to do different things, etc.)
3. What do Kou and Dweh like at night? (Kou likes big storms, and Dweh likes the stars.)
4. What do Kou and Dweh agree on at the end? (that both seasons are fun)
5. Do you like the rainy season or the dry season better? Why? (Answers will vary.)

### **SIT, MONKEY (Grade 1)**

1. What is the name of the dog in the story? (Zip)
2. What does the boy want to do? (He wants to teach Zip tricks.)
3. What is the problem in the story? (Zip will not do tricks.)
4. What kind of person is the boy in the story? (He is patient.)
5. Retell the story. (The boy tries to teach Zip to sit, lie down, and lift his paw, but Zip will not. The boy tries to play catch with Zip and a monkey catches the ball. The boy will teach the monkey tricks.)

### **SPIDER AND THE HONEY TREE (Grade 1)**

1. What is the problem in this story? (Spider wants all the fruits.)
2. What is the first tree that the girl brings Spider to? (the plum tree)
3. What does Spider eat after the plums? (all the bananas)
4. What does the girl know about Spider? (She knows that he is greedy.)
5. What does the girl do to solve the problem? (She leads Spider to the honey tree, where he eats so much that he gets fat and cannot get out.)

### **TEN HENS (Grade 1)**

1. Who is the main character in the story? (Tina)
2. What does her grandfather ask her to do? (He asks her to count the hens.)
3. What is the problem Tina has? (The hens look alike and so are hard to count.)
4. What does Tina do to solve her problem? (She ties a piece of different-colored yarn to each hen so she can tell them apart. She makes a chart and counts the hens.)
5. Tell about a time you had a problem and thought of a way to solve it. (Answers will vary.)

### **WHERE IS LIBERIA? (Grade 1)**

1. Is this book fiction or nonfiction? (nonfiction)
2. What continent is Liberia on? (Africa)
3. What is the name of the ocean that is next to Liberia? (the Atlantic Ocean)
4. What does a compass rose on a map show? (the directions north, south, east, and west)
5. What does this book use to answer the question “Where is Liberia?” (maps)

### **ANIMALS IN DANGER (Grade 2)**

1. What is the topic of this book? (the different animals that live in Liberia)
2. What do the headings tell you? (They tell you the animals you are about to read about.)
3. What is the difference between an African elephant and a forest elephant? (A forest elephant is smaller and lives in the forest.)
4. According to the book, why are these animals in danger? (They are in danger because people hunt them and destroy their homes.)
5. What can a national park do to help animals? (A national park keeps animals safe.)

### **CLEVER LITTLE ANTELOPE (Grade 2)**

1. What is Leopard's problem in the story? (she needs a helper)
2. What is the plot in this story? (One by one the animals try to pass Leopard's test to become her helper.)
3. What tasks does Leopard ask the animals to do? (perform the Dance of War and Peace, throw a spear, and count to ten before it hits the ground)
4. What characters try to pass the test? (Elephant, Buffalo, and Antelope)
5. Why is Antelope clever? (He counts by twos so he can reach ten before the spear lands.)

### **FINDING FRIENDS (Grade 2)**

1. Who is the main character in this story? (Ada)
2. What is Ada's problem? (She and her family have moved to Monrovia, and she does not have any friends.)
3. Who does Ada meet at the park? (Akila and Fadil)
4. What does Ada think of the city? (It is noisy.)
5. What happens to Max? (He runs off to chase birds, and Ada, Akila, and Fadil must find him.)

### **GB FOR LUNCH (Grade 2)**

1. Who is the main character in the story? (Dolo)
2. Where does the story take place? (in the country at Dolo's grandmother's house)
3. What job does grandmother have for Dolo? (to help her get the cassava ready to make GB)
4. Do they use a blender or a mortar and pestle to make the GB? (They use a mortar and pestle.)
5. Whose favorite lunch was GB and soup? (It was Dolo's father's favorite lunch.)

### **A PERFECT PET FOR PAYE (Grade 2)**

1. Who is the main character in the story? (Paye)
2. What does Paye want? (He wants a pet.)
3. What pets do his friends have? (Tom has a lizard, and Muna has a rabbit.)
4. What does Paye find? (a puppy)
5. Who comes to Paye's house? (the man whose dog is the puppy's mother)

### **POEMS OF LIBERIA (Grade 2)**

1. What do you find in a poem that you do not find in a story? (rhyming words, stanzas)
2. What is special about the poem “All Hail Liberia”? (It is a poem and a song.)
3. What is special about the poem “Giving Trees”? (Its words are arranged so it looks like a tree.)
4. Read the poems “What Am I?” and “Who Are You?” What are the answers to their questions? (a monkey and a forest elephant)
5. According to the poem, when should you palava? (when you feel sad or angry and you need to talk to someone)

### **SO MANY PEOPLE, SO MANY JOBS! (Grade 2)**

1. Where are the girl and her mother going? (to the hospital)
2. Who does the girl meet at the market? (a farmer who grows yams, her teacher, and her teacher’s sister)
3. How is the hospital different from the market? (It is much quieter than the market.)
4. What is the theme of this story? (People do many different jobs for different reasons.)
5. What job do you think the girl will do when she grows up? (Answers will vary.)

### **THANKSGIVING DAY (Grade 2)**

1. Why does Arway’s father call her clever? (He says she is clever because she notices that a light is on in Miss Elisabeth’s house and realizes that Miss Elisabeth is home.)
2. What is the problem in this story? (Miss Elisabeth is alone on Thanksgiving.)
3. What is Arway’s idea? (She thinks they should invite Miss Elisabeth to join them at the beach.)
4. What do Arway and Miss Elisabeth do at the beach? (They play in the sand, swim, and dance.)
5. What is the theme of this story? (It is good to ask people who are alone to join your celebration.)

### **WHERE IS FATUMA? (Grade 2)**

1. Who is telling this story? (A girl named Zoe)
2. What is Zoe’s problem? (She is getting letters from her friend Fatuma, but she does not know where Fatuma is sending them from.)
3. What animal did Fatuma see? (a pygmy hippopotamus)
4. What is unusual about the last letter? (It does not have a stamp on it.)
5. How does the story end? (Fatuma comes home from her trip.)

### **WILD WEATHER (Grade 2)**

1. What is the topic of this book? (different kinds of wild weather)
2. What happens during a rain storm? (dark clouds form, lightning flashes, thunder booms, rain falls very hard, and wind makes the trees dance)
3. What can rain become in a very cold place? (snow)
4. In what way does weather science help people? (It helps people be ready for different kinds of weather.)
5. Is this book fiction or nonfiction? (nonfiction)

**Grade 2, Volume 1**  
**Oral Reading**  
**Fluency Assessments**

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## ORAL READING FLUENCY ASSESSMENTS

### INSTRUCTIONS TO THE TEACHER

Every week you may assess the oral reading fluency of a sample of your students and record the number of words they read correctly per minute. Fluency is an important reading skill because as students gain ease and speed in word recognition, they are able to devote more attention to comprehension, which is the ultimate goal of reading. Assessing your students' reading fluency at multiple points throughout the school year will allow you to track their progress in this important skill and to give special attention to those who need help. It is normal for students to progress at different rates. Ensuring that they are improving over time is more important than any particular score at one point in time. Through regular assessment, you can also monitor each student's individual progress toward the national benchmarks for fluency.

### BEFORE YOU BEGIN

Locate the assessment assigned for the current marking period. Prepare these materials:

- The student text sheet (remove from this guide)
- The scoring sheet
- A pencil for marking the scoring sheet
- A timer

Prepare a quiet place set apart from the other students. Identify the students you plan to assess, and instruct them to join you one at a time in quick succession. However, they should wait their turn at an adequate distance so that they cannot overhear the other students reading the passage.

### DURING THE ASSESSMENT

Write the first student's name above the first passage on the scoring sheet. Set the timer for 60 seconds. Show the first student the student text sheet. Read these instructions aloud:

*Here is a short story. I want you to read it aloud, quickly but carefully. When I say "Begin," read the story as best as you can. If you come to a word you do not know, go on to the next word. Point to the first word. Ready? Begin.*

Start the timer when the student reads the first word.

As the student reads, follow along on your copy of the scoring sheet. With your pencil, mark with a slash ( / ) any words the student skips or reads incorrectly.

If the student makes an error and then corrects it on his or her own, count it as correct. If you have already marked the word as incorrect, circle over the slashed word ( ø ) to remind yourself to count it as correct.

Stay quiet except when the student hesitates for 3 seconds. Do not read the word for the student. Point to the next word and say, "Please go on." Mark the skipped word as incorrect.

When 60 seconds is up, say "Stop." Mark the final word read with a bracket ( ] ).

Thank and dismiss the student. Repeat with the next student.

## AFTER THE ASSESSMENT

You may wait to calculate each score until you have finished assessing all students.

To calculate the student's score, write in line **A** of the scoring sheet the number of the last word that the student read before the time was up.

Count the number of words that the student missed (skipped or read incorrectly) up until the last word read. Write this number in line **B**.

Subtract the number in line **B** from the number in line **A**. This is the number of words that the student read correctly. Write this number in line **C**.

Record the score in line **C** in your gradebook.

Example:

<p><b>Student Name:</b> <u>Patience</u></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen <del>wants</del> to sell eggs in a shop. Jen has a hen. <del>That</del> hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a <del>bug</del>. The hen does <del>not</del> see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: <u>21</u></p> <p><b>B.</b> # of words missed: <u>3</u></p> <p><b>C.</b> A – B = <u>18</u></p> <p>Correct Words Per Minute</p>
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Oral Reading Fluency  
**Passage 1**

I like to shop with Mom. She takes cash to pay for things. I get to hand the cash to the man in the stand. Mom gets a sweet treat for me. The last thing we get is fresh fish. When we get home, I help put things away. Then we eat the fish.





**ORAL READING FLUENCY ASSESSMENT PASSAGE 1 (WEEKS 1-5) SCORING SHEET**

<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 I like to shop with Mom. She takes cash to pay for things. I get</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 to hand the cash to the man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 treat for me. The last thing we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 home, I help put things away. Then we eat the fish.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 I like to shop with Mom. She takes cash to pay for things. I get</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 to hand the cash to the man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 treat for me. The last thing we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 home, I help put things away. Then we eat the fish.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 I like to shop with Mom. She takes cash to pay for things. I get</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 to hand the cash to the man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 treat for me. The last thing we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 home, I help put things away. Then we eat the fish.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 I like to shop with Mom. She takes cash to pay for things. I get</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 to hand the cash to the man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 treat for me. The last thing we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 home, I help put things away. Then we eat the fish.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 I like to shop with Mom. She takes cash to pay for things. I get</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 to hand the cash to the man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 treat for me. The last thing we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 home, I help put things away. Then we eat the fish.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>



Oral Reading Fluency  
**Passage 2**

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We will take the train to see Gramps. It will be a long ride. Gramps' home is near a lake. He has a boat we can use. Gramps has eight goats. Gramps will show us how to milk the goats. Gramps will tell us a story. We cannot wait to see Gramps.





**ORAL READING FLUENCY ASSESSMENT PASSAGE 2 (WEEKS 7-11) SCORING SHEET**

<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 We will take the train to see Gramps. It will be a long ride.</p> <p>15 16 17 18 19 20 21 22 23 24 25 26 27 28 Gramps' home is near a lake. He has a boat we can use. Gramps</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 has eight goats. Gramps will show us how to milk the goats.</p> <p>41 42 43 44 45 46 47 48 49 50 51 52 Gramps will tell us a story. We cannot wait to see Gramps.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 We will take the train to see Gramps. It will be a long ride.</p> <p>15 16 17 18 19 20 21 22 23 24 25 26 27 28 Gramps' home is near a lake. He has a boat we can use. Gramps</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 has eight goats. Gramps will show us how to milk the goats.</p> <p>41 42 43 44 45 46 47 48 49 50 51 52 Gramps will tell us a story. We cannot wait to see Gramps.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 We will take the train to see Gramps. It will be a long ride.</p> <p>15 16 17 18 19 20 21 22 23 24 25 26 27 28 Gramps' home is near a lake. He has a boat we can use. Gramps</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 has eight goats. Gramps will show us how to milk the goats.</p> <p>41 42 43 44 45 46 47 48 49 50 51 52 Gramps will tell us a story. We cannot wait to see Gramps.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 We will take the train to see Gramps. It will be a long ride.</p> <p>15 16 17 18 19 20 21 22 23 24 25 26 27 28 Gramps' home is near a lake. He has a boat we can use. Gramps</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 has eight goats. Gramps will show us how to milk the goats.</p> <p>41 42 43 44 45 46 47 48 49 50 51 52 Gramps will tell us a story. We cannot wait to see Gramps.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 We will take the train to see Gramps. It will be a long ride.</p> <p>15 16 17 18 19 20 21 22 23 24 25 26 27 28 Gramps' home is near a lake. He has a boat we can use. Gramps</p> <p>29 30 31 32 33 34 35 36 37 38 39 40 has eight goats. Gramps will show us how to milk the goats.</p> <p>41 42 43 44 45 46 47 48 49 50 51 52 Gramps will tell us a story. We cannot wait to see Gramps.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>



Oral Reading Fluency  
Passage 3

It is a fine day for flying a kite! A mild wind is blowing just right. I strolled up the hill. There is space on the hill for running and catching the wind. But the wind got faster. The kite string broke. I chased my kite but could not catch it.





**ORAL READING FLUENCY ASSESSMENT PASSAGE 3 (WEEKS 13-17) SCORING SHEET**

<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 It is a fine day for flying a kite! A mild wind is blowing just</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 right. I strolled up the hill. There is space on the hill for running</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 and catching the wind. But the wind got faster. The kite string</p> <p>42 43 44 45 46 47 48 49 50 51 broke. I chased my kite but could not catch it.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 It is a fine day for flying a kite! A mild wind is blowing just</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 right. I strolled up the hill. There is space on the hill for running</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 and catching the wind. But the wind got faster. The kite string</p> <p>42 43 44 45 46 47 48 49 50 51 broke. I chased my kite but could not catch it.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 It is a fine day for flying a kite! A mild wind is blowing just</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 right. I strolled up the hill. There is space on the hill for running</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 and catching the wind. But the wind got faster. The kite string</p> <p>42 43 44 45 46 47 48 49 50 51 broke. I chased my kite but could not catch it.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 It is a fine day for flying a kite! A mild wind is blowing just</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 right. I strolled up the hill. There is space on the hill for running</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 and catching the wind. But the wind got faster. The kite string</p> <p>42 43 44 45 46 47 48 49 50 51 broke. I chased my kite but could not catch it.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 It is a fine day for flying a kite! A mild wind is blowing just</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 right. I strolled up the hill. There is space on the hill for running</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 and catching the wind. But the wind got faster. The kite string</p> <p>42 43 44 45 46 47 48 49 50 51 broke. I chased my kite but could not catch it.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>

