

# **Read Liberia Activity**

2020 REVISION

## **Teacher Instruction Guide**

**Grade 2, Volume 1**



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**Foreword**

***Read Liberia Activity***

February 17, 2020

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

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

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

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

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

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

I extend sincere thanks and appreciation to all those who worked tirelessly to produce the ***Read Liberia Activity*** series. I wish to single out the United States Agency for International Development (USAID) for their financial and technical support, without which this publication would not have been possible.

*Foreword: Read Liberia Activity*

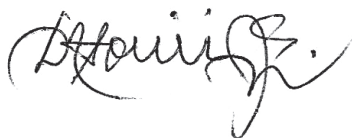
Special thanks go to the officials from the Department of Instruction of the Ministry of Education, especially those in the Center of Excellence for Curriculum and Textbook Research. Special thanks also go to the Departments of Administration and Planning of the Ministry, for their considerable inputs in the review of the materials. I acknowledge the technical leadership of RTI International and the valuable contribution of Brattle Publishing Group in content development, book design, and production.

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

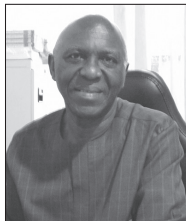
Let's transform Liberia into an educated nation and a literate society by cultivating reading as a habit, especially for school-age children, whether in school or out of school. This is the beginning of confidence-building for children's lifelong learning. Parents, teachers, and school leaders, please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

Thanks to all the contributors and sponsors.

Regards,



Prof. D. Ansu Sonii, Sr.  
Minister  
Ministry of Education  
Republic of Liberia





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# Using Read Liberia Activity

Welcome to *Read Liberia Activity*. This multi-year program, which was built on the foundation laid by its predecessor, the *Liberia Teacher Training Program*, was developed to help you teach the critical skills and strategies introduced in the Liberian National Curriculum and those necessary for students to become fluent readers. *Read Liberia Activity* includes systematic instruction in phonological awareness, phonics, spelling, and comprehension. It also includes an assessment system that you can apply to capture student performance data, determine mastery levels, and make data-driven decisions about your instruction and remediation. Lessons are provided through a teacher-friendly instruction guide, a separate student activity book, and a student reader. Supplementary readers also provide additional opportunities for independent reading.

## Project Components

*Read Liberia Activity* has four main components: a teacher instruction guide, a student activity book, a student reader titled *Let's Read*, and a series of supplementary readers.

## Teacher Instruction Guide

The Teacher Instruction Guide is the main instructional tool. It guides you in important reading skills and strategies needed to develop fluent readers. The Teacher Instruction Guide must be followed closely to ensure that students achieve the full benefit of the project. The Teacher Instruction Guide contains the program's pedagogical philosophy, weekly skill planners and daily lessons in reading instruction, weekly reviews with differentiated instruction activities that provide re-teaching opportunities, benchmark oral fluency and accuracy assessments, and a complete answer key to the *Student Activity Book*.

### Reading Skill Overview/Weekly Lesson Plans

Each week begins with an overview of the skills that will be taught each day. You can use these weekly planners to organize your instruction.

The left-hand column shows the key areas of instruction.

The **Homework** row shows each day's assignment at a glance.

**Differentiated Instruction** activities on Day 5 provide customized activity options that remediate skill gaps or extend critical skills.

The week's skills and strategies are correlated to the Liberia Ministry of Education's National Standards for Reading and Comprehension.

Indicates page numbers for full lesson plans

Week 4 Lesson Planner					
	Monday (Day 1) pages 62-65	Tuesday (Day 2) pages 66-69	Wednesday (Day 3) pages 70-73	Thursday (Day 4) pages 74-77	Friday (Day 5) pages 78-80
Phonics and Word Study	Read and spell words with i + consonant + silent e.	Read words with or.	Read words with ew.	Review i + consonant + silent e. Review or, ew.	Quiz Differentiated review
Spelling	file, like, time, hide, white		farm, hard, car, few, grew		
Written Vocabulary/ Sight Words	village, work, city, different, could, miss		village, work, city, different, could, miss		
Reading Comprehension	"Kwenah Goes to Monrovia"		"Kwenah Goes to Monrovia"		Differentiated review
Reading Fluency Practice				Pairs: "Kwenah Goes to Monrovia"	Differentiated review
Oral Vocabulary		meet, gone, afraid, decide, a little while			
Read-Aloud		"Muhammad Goes to the Market"		"Muhammad Goes to the Market"	
Shared Writing		Identify prepositional phrases.		Write sentences with nouns, adjectives, verbs, and prepositional phrases.	
Homework	Write spelling and sight words 3 times in copybooks.	Page 11 in Student Activity Book "Kwenah Goes to Monrovia"	Write spelling and sight words 3 times in copybooks.	Page 12 in Student Activity Book "Kwenah Goes to Monrovia"	Re-read "Kwenah Goes to Monrovia." Study for quiz.
Day 5 Review: Differentiated Instruction	<b>First Review Activity</b> • Group A (Meets Expectations): Work in pairs to re-read "Kwenah Goes to Monrovia." • Group B (Exceeds Expectations): Work in pairs to read "My Trip to Monrovia" or any supplementary reader. • Group C (Needs Additional Support): Review Phonics and Word Study.  <b>Second Review Activity</b> • Group A (Meets Expectations): Work in pairs to read "My Trip to Monrovia" or any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "Kwenah Goes to Monrovia." • Group C (Needs Additional Support): Work in pairs to re-read "Kwenah Goes to Monrovia."				
<b>Grade 2 National Standards for Reading and Comprehension</b> <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 • Fluently read grade-level texts • Read grade-level text with speed and accuracy • Correctly respond to questions from texts read.  <b>Learning Objectives:</b> 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 sentences using spelling and sight words • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Use vocabulary words in sentences • Organize ideas for writing • Read words with varied word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read diverse texts fluently • Listen to and discuss texts.					

## Daily Reading Lesson Plans

The daily reading lesson plans are the primary instructional tool. The lessons provide skill instruction, with opportunities for students to practice and apply the skills.

Indicates the **week** and the **day** of the lesson—lessons are provided for each day of the week

A list of **objectives** for each day of instruction

Each day's **Introduction** tells the students what they will be doing that day.

Sections include an estimate of how long the section might take.

**Week 4 Day 2**

**OBJECTIVES**  
Students will be able to:

- Read words with *ar*
- Demonstrate understanding of the vocabulary words *meat*, *gone*, *afraid*, *decide*, *a little while*
- Listen to and comprehend "Muhammad Goes to the Market"
- Write sentences with nouns, adjectives, verbs, and prepositional phrases

**LEARNING RESOURCES**

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

**INTRODUCTION** 1 MIN.

Today we will read words with the letters *ar*. We will learn some new vocabulary words, and I will read a new story to you. Then we will write sentences 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>Yesterday we learned about the silent <i>e</i>. Today we will learn about the letters <i>ar</i>. When the letters <i>a</i> and <i>r</i> come together, they sound like the name of the letter <i>r</i>, /är/.</p> <p>Point to <i>star</i>. Underline <i>ar</i>. Here I see the letters <i>a</i> and <i>r</i>. Together they make the sound /är/. The word is /s/-/r/-/är/, <i>star</i>.</p>	<p>Let's do it together.</p> <p>Point under <i>ar</i>. Say the sound with me: /är/.</p> <p>Point to <i>star</i>. Point under <i>ar</i>. What letters do we see here? We see the letters <i>a</i> and <i>r</i>. What sound do they make together? /är/.</p> <p>Let's read the whole word together: /s/-/r/-/är/, <i>star</i>.</p> <p>Repeat with <i>dark</i>, <i>part</i>, and <i>mark</i>.</p>	<p>Now it's your turn.</p> <p>Point under <i>ar</i>. Say the sound. (/är/)</p> <p>Point to <i>mark</i>. Point under <i>ar</i>. What letters do you see here? (the letters <i>a</i> and <i>r</i>) What sound do they make together? (/är/)</p> <p>Read the whole word. (/m/-/är/-/k/, <i>mark</i>)</p> <p>Repeat with the remaining words. For <i>sharp</i>, remind students that the letters <i>sh</i> together make one sound, /sh/.</p>
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Check: Call on 2 students to read one word each.

**Week 4 - Day 2**

**ORAL VOCABULARY** 12 MIN.

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

Now we will learn some new vocabulary words.

1. meat	Meat. Meat is food that comes from an animal. For example, the meat in a stew could come from a cow. What other types of meat do we eat?
2. gone	Gone. When something is gone, it is no longer there. For example, when I went to visit my friend, she was gone. She wasn't there. Have you ever tried to visit someone who was gone? (Help individuals respond in well-formed sentences using <i>gone</i> .)
3. afraid	Afraid. To be afraid is to be scared or worried about something. For example, I can say that I am afraid of snakes because they may bite me. Name something that you are afraid of. (e.g., spiders, etc.) When I am afraid, my face looks like this. (Make a fearful face.) Show me what your face looks like when you are afraid.
4. decide	Decide. To decide means to do something. For example, sends you to the market to buy other food, you have to decide to buy. Do you buy these tomatoes? You have to decide, things do you have to decide? play with friends, etc.)
5. a little while	A little while. A little while is of time. For example, in a little outside to play (or other activity we do in a little while? (Help individuals respond in well-formed sentences using a little while.)

**READ-ALoud** 13 MIN.

Now I'm going to read to you a new story called "Muhammad Goes to the Market." Please turn to page 246 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 246

Read Liberia Activity, Grade 2 67

A list of **materials** that you and your students will need to complete the day's lesson

**Phonics and Word Study** teaches students how to associate a specific letter (or spelling) with a sound. They learn to sound out words and read them.

**Oral Vocabulary** appears in Days 2 and 4 of each week. These are words students hear and say during Read-Aloud activities.

-  Speaking icons indicate that you should say the bolded words aloud to the class.
-  The check mark icon is a quick check that you can use to determine if students understand the instruction.
-  The Homework icon shows practice work to be done outside of the classroom.

# Using Read Liberia Activity

**Week 4 Day 3**

**OBJECTIVES**  
Students will be able to:

- Read and spell words with ew.
- Demonstrate understanding of and spell the vocabulary/ sight words *village, work, city, different, could, miss*.
- Read and comprehend "Kwenah Goes to Monrovia".

**LEARNING RESOURCES**

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

ew

new    blew  
drew    flew  
knew    flew  
blew    threw

**INTRODUCTION** 1 MIN.

Today we will read and spell words with the letters ew. We will also review our vocabulary words and read "Kwenah Goes to Monrovia" together again.

**PHONICS AND WORD STUDY** 10 MIN.

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

<p>Let's do it together.</p> <p>Point under ew. Say the sound with me: /ū/.</p> <p>Point to new. Underline ew. Here I see the letters e and w. Together they make the sound /ū/.</p> <p>Point to new. Underline ew. Here I see the letters e and w. Together they make the sound /ū/.</p> <p>The word is new. Repeat with drew, knew, and blew. For knew, tell students that when a word starts with the letters kn together, the k is silent. Only the letter n makes a sound, /n/.</p>	<p>Let's do it together.</p> <p>Point under ew. Say the sound with me: /ū/.</p> <p>Point to new. Underline ew. Here I see the letters e and w. Together they make the sound /ū/.</p> <p>Let's read the whole word together: new. Repeat with the remaining words.</p>	<p>Now it's your turn. I will say a word with the letters ar or ew. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: hard, car, and grew.</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 read one word each.

**Week 4 - Day 3**

**SPELLING** 10 MIN.

Erase the board from the previous activity.

<p>Now we will spell some words with ar and with ew. Watch and listen.</p> <p>The word is farm. I hear 3 sounds: /f/-/ā/-/m/.</p> <p>The first sound is /f/. (Write f). The next sound is /ā/. Just like the name of the letter a. (Write ar). The third sound is /m/. (Write m).</p> <p>Move your finger under the letters as you say the letter names: f-a-r-m, farm.</p> <p>Erase the word.</p> <p>The next word is few. I hear 3 sounds: /f/-/y/-/ū/.</p> <p>This word is special. The first sound is /f/. (Write f). The next sound is /y/, but we don't write anything for that sound. We just go on to the last sound. The last sound is /ū/. (Write ew).</p> <p>Move your finger under the letters as you say the letter names: f-e-w, few.</p> <p>Erase the word.</p> <p>Daily Check: Call on 2 students to spell one word each.</p>	<p>Let's spell some words with ar and with ew. 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 farm. What sounds do we hear? /f/-/ā/-/m/.</p> <p>Let's write it: /f/ (write f), /ā/ (write ar), /m/ (write m). Check the students' work.</p> <p>Now let's spell the word together with the letter names (points f-a-r-m, farm).</p> <p>Repeat with few and hard. For few, remind students that the word few is special and we don't write anything for the sound /y/.</p>	<p>Now it's your turn. I will say a word with the letters ar or ew. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: hard, car, and grew.</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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During **Spelling**, students practice applying letter-sound relationships taught during phonics.

The margins feature letters and words in the activities that you can write on the board for modeling.

**Week 4 - Day 3**

**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. village	Point to village. Read the word: (village). A village is a small town. There are many villages outside of cities. For example, (name of a nearby or familiar village) is a village. Name some other villages that you know.
2. work	Point to work. Read the word: (work). To work means to do a job. For example, I work as a teacher. I also do work on the farm and at home. Children do work, too. What kind of work do you do?
3. city	Point to city. Read the word: (city). A city is a very big place where many people live and work. For example, Monrovia is a city. Name some other cities that you know.
4. different	Point to different. Read the word: (different). Different means not the same. For example, a city is different from a village because a city is big and has many people, but a village is small and has only a few people. How else are cities different from villages? (Help individuals respond in well-formed sentences using different.)
5. could	Point to could. Read the word: (could). Could means that something was possible to do. For example, if I say "I wish I could fly like a bird," I mean I wish it was possible for me to fly. What do you wish you could do? (Help individuals respond in well-formed sentences using I wish I could...)
6. miss	Point to miss. Read the word: (miss). To miss means to want something that you used to have with you but don't have anymore. When I travel by myself, I miss my family and my home because they are not with me at that time. What is something you miss? (Help individuals respond in well-formed sentences using miss.)

**READING COMPREHENSION** 20 MIN.

Now we will read "Kwenah Goes to Monrovia" again. Please turn to page 12 in Let's Read.

**BEFORE READING**

**PREVIEW**

Guide the students to...

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

**FEATURES OF TEXT**

Remember that this story is fiction. What does a fiction (things that are not real) Every fiction story has a plot. What is a fiction story? (the set of important events that happen in a story.)

**DURING READING**

- Have the class read the story aloud with you, pointing and as they read. If a student misreads a word, stop and sound out.
- 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.

- Who are the main characters in the story? (Baindo and Kwenah)
- What is the setting? Where does the story take place? (in the city)
- What is the plot of the story? What are the main events that happen in the beginning, middle, and end? (Kwenah agrees to move to the city with Baindo and Kwenah to move to the city with Baindo move back to his village.)
- What is the main problem in the story? (Kwenah misses his village.)
- How does Kwenah solve or fix his problem? (Kwenah misses his village.)

**RETELLING**

Guide students to retell the story in their own words.

**HOMEWORK**

Have students write each spelling and vocabulary word in their copybooks and spell each word aloud to someone. The list is on page 10 in the Student Activity Book. Have students read the words during Spelling class and help students who need extra practice.

**Week 4 - Day 3**

**SHARED WRITING** 15 MIN.

Tape the "Tree Hole Crabs Here, Tree Hole Crabs There" chant from Week 3 (at the right) on the board or on the wall.

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 up in a tree. Put one hand on your arm as you say on a branch.

Sentences have adjectives, nouns, and verbs. Today we will learn about prepositional phrases. Prepositional phrases tell us where or when—for example, on a log, in the room, up a tree.

Use the Sentence Pattern Chart from Week 3 (at the right) to review nouns, adjectives, and verbs. Have students tell what verbs and adjectives they like.

Add another column to the chart labeled prep. phrase and point to it.

A prepositional phrase answers the questions where and when. Let's say some prepositional phrases: up in the tree, in the forest, next to the pool, at night.

Call on 2-3 students to each say a prepositional phrase from the chart. If students need help finding the prepositional phrases, ask: Where are the tree hole crabs? (up in a tree, on a log, in a pool)

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. Last, I write the prepositional phrase. I put a period at the end of the sentence.

Example sentence: Wet crabs sleep up in a tree. Show students how the prepositional phrase is written in the Sentence Pattern Chart by pointing to the adjective, the verb, and the prepositional phrase.

**HOMEWORK**

Have students complete page 11 in the Student Activity Book and read "Kwenah Goes to Monrovia" aloud to someone at home. Note: You may also use the worksheet together during Phonics class.

During **Reading Comprehension**, students are guided before, during, and after reading through activities that introduce and reinforce comprehension.

In **Written Vocabulary/Sight Words**, the vocabulary words from *Let's Read* are the same words that students will learn to read by sight. Students will have many opportunities to read these words again and again and in more than one context so that they do not have to sound out every word and are able to read more fluently.

In **Shared Writing**, the teacher and students work together. The teacher models the thought process so that students can focus on the writing process. Shared Writing appears on Days 2 and 4.

**Week 4 - Day 2**

**SHARED WRITING** 15 MIN.

Tape the "Tree Hole Crabs Here, Tree Hole Crabs There" chant from Week 3 (at the right) on the board or on the wall.

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 up in a tree. Put one hand on your arm as you say on a branch.

Sentences have adjectives, nouns, and verbs. Today we will learn about prepositional phrases. Prepositional phrases tell us where or when—for example, on a log, in the room, up a tree.

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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. Last, I write the prepositional phrase. I put a period at the end of the sentence.

Example sentence: Wet crabs sleep up in a tree. Show students how the prepositional phrase is written in the Sentence Pattern Chart by pointing to the adjective, the verb, and the prepositional phrase.

**HOMEWORK**

Have students complete page 11 in the Student Activity Book and read "Kwenah Goes to Monrovia" aloud to someone at home. Note: You may also use the worksheet together during Phonics class.

adjective	noun	verb	prep. phrase
small	crabs	jump	up in a tree
wet	crabs	creep	on a branch
safe	crabs	sleep	in a pool
good	crabs	eat	

Wet crabs sleep up in a tree.

**Week 4 - Day 2**

**SHARED WRITING** 15 MIN.

Tape the "Tree Hole Crabs Here, Tree Hole Crabs There" chant from Week 3 (at the right) on the board or on the wall.

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 up in a tree. Put one hand on your arm as you say on a branch.

Sentences have adjectives, nouns, and verbs. Today we will learn about prepositional phrases. Prepositional phrases tell us where or when—for example, on a log, in the room, up a tree.

Use the Sentence Pattern Chart from Week 3 (at the right) to review nouns, adjectives, and verbs. Have students tell what verbs and adjectives they like.

Add another column to the chart labeled prep. phrase and point to it.

A prepositional phrase answers the questions where and when. Let's say some prepositional phrases: up in the tree, in the forest, next to the pool, at night.

Call on 2-3 students to each say a prepositional phrase from the chart. If students need help finding the prepositional phrases, ask: Where are the tree hole crabs? (up in a tree, on a log, in a pool)

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. Last, I write the prepositional phrase. I put a period at the end of the sentence.

Example sentence: Wet crabs sleep up in a tree. Show students how the prepositional phrase is written in the Sentence Pattern Chart by pointing to the adjective, the verb, and the prepositional phrase.

**HOMEWORK**

Have students complete page 11 in the Student Activity Book and read "Kwenah Goes to Monrovia" aloud to someone at home. Note: You may also use the worksheet together during Phonics class.

adjective	noun	verb	prep. phrase
small	crabs	jump	up in a tree
wet	crabs	creep	on a branch
safe	crabs	sleep	in a pool
good	crabs	eat	

Wet crabs sleep up in a tree.

# Using Read Liberia Activity

## Assessment System

*Read Liberia Activity* has an ongoing assessment system that is designed to provide you with individual student performance data. The system provides data that can be used to diagnose student skill gaps and modify instruction to close the gaps. *Read Liberia Activity* consists of the following assessments:

**Week 4 Day 2**

**INTRODUCTION** 1 MIN.  
Today we will read words with the letters *r*. We will learn some new vocabulary words, and I will read a new story to you. Then we will write sentences with nouns, adjectives, verbs, and prepositional phrases.

**OBJECTIVES**  
Students will be able to:

- Read words with *r*.
- Demonstrate understanding of the vocabulary words *meet*, *gone*, *afraid*, *decide*, or *little white*.
- Listen to and comprehend "Mahamad Goes to the Market".
- Write sentences with nouns, adjectives, verbs, and prepositional phrases.

**LEARNING RESOURCES**

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

**PHONICS AND WORD STUDY** 10 MIN.  
Write the letters and words on the board, as shown at the left.

Yesterday we learned about the silent *e*. Today we will learn about the letters *a* and *r* come together, they sound like the name of the letter *r*, /*r*/.  
Point to star. Underline *a*. Here I see the letters *a* and *r*. Together they make the sound /*r*/. The word is /*r*/-/*r*/-/*r*/.  
Daily Check: Call on 2 students to read one word each.

Let's do it together.  
Point under *a*. Say the sound with me: /*r*/.  
Point to star. Point under *a*. What letters do we see here? We see the letters *a* and *r*. What sound do they make together? /*r*/.  
Let's read the whole word together: /*r*/-/*r*/-/*r*/.  
Repeat with: *dark*, *part*, and *mark*.

Now it's your turn.  
Point under *a*. Say the sound, (/*r*/).  
Point to mark. Point under *a*. What letters do you see here? (the letters *a* and *r*) What sound do they make together? (/*r*/).  
Read the whole word, (/*r*/-/*r*/-/*r*/, mark).  
Repeat with the remaining words.  
For sharp, remind students that the letters *sh* together make the sound, /*sh*/.

**Daily Check/Ongoing Assessment:** Within each lesson, you are given observational assessment opportunities that help you to monitor student mastery of skills.

**Weeks 1-5**

**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.

**ASSESSMENT PASSAGE 1 (WEEKS 1-5) SCORING SHEET**

<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 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 man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 g we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 way. Then we eat the fish.</p>	<p>A. # of fast word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A - B = _____ Correct Words Per Minute</p>
<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 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 man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 g we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 way. Then we eat the fish.</p>	<p>A. # of fast word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A - B = _____ Correct Words Per Minute</p>
<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 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 man in the stand. Mom gets a sweet</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 g we get is fresh fish. When we get</p> <p>44 45 46 47 48 49 50 51 52 53 54 way. Then we eat the fish.</p>	<p>A. # of fast word read: _____</p> <p>B. # of words missed: _____</p> <p>C. A - B = _____ Correct Words Per Minute</p>

**Timed Oral Reading Fluency Tests:** Timed oral reading fluency tests begin midway through Grade 1 at Week 19 and continue weekly through Grade 2. You may test a few students each week, with the goal of assessing every student at least once per period. The tests and directions are found at the back of this Teacher's Guide.

**Week 4 Day 5**

**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.

**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
- Sight word cards
- Let's Read
- Supplementary readers

**WEEKLY PHONICS / SPELLING QUIZ**  
Write these words in your copybook.  
1. *car*, 2. *city*, 3. *could*, 4. *different*, 5. *farm*, 6. *few*, 7. *grow*, 10. *life*, 11. *like*, 12. *time*, 13. *willage*, 14. *white*, 15. *work*  
Time permitting, have students write the answers on the board then their work. (To save time, call students to the board in groups.)

**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 read "Kvenoh Goes to Monrovia" on page 12 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 "My Trip to Monrovia" on page 140 in *Let's Read* or read part 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.

**Review Lessons:** Day 5 lessons are review lessons that begin with spelling and sight word quizzes.

You can reinforce skills with review activities. The **Differentiated Review** activities are divided into groups (A, B, C). Assign the group activities to students based on their ability levels, with Groups A and B activities for those students who meet or exceed performance expectations and C for those students who need more support.

**Week 6 Assessment**

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

Today I am going to ask you some questions about what you have learned in the past five weeks. You will write your answers in your Student Activity Book. Open your Student Activity Book to page 13.

**PHONICS / SPELLING** 15 MIN.  
A. Phonics and Word Study  
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:  
leak, like, lock, lake, lark, lick

2nd box:  
10. die

**Example:**

- 6.
- 7.
- 8.
- 9.
- 10.

**Student Activity Book** page 13

**Periodic Assessments:** Written assessments are given at the end of each period—in Weeks 6, 12, 18, 24, 30, and 36. Week 18 is a semester test—i.e., it covers skills taught during Weeks 1–17. Week 36 is a year-end test—i.e., it covers skills taught during Weeks 1–35.

**Timed Oral Reading Fluency Assessments:** These assessments test student oral reading fluency three times a year, during Weeks 11 (Period 2), 23 (Period 4), and 35 (Period 6). The tests and directions are separate from the Teacher Instruction Guide.

## Using Read Liberia Activity

### Pronunciation Chart

*Read Liberia Activity* includes daily phonics and phonemic awareness skill instruction. Sound instruction is a critically important skill component of achieving literacy. The chart below should be reviewed before each phonemic awareness and phonics lesson in order to guarantee that correct pronunciation is taught and applied. Note that letters or symbols in between slashes always indicate pronunciation, not spelling, and are for the teacher's reference only. To avoid confusing the students, you should never write these notations on the board.

Consonant Sounds		
/b/ ( <u>b</u> all)	/n/ ( <u>n</u> est)	/y/ ( <u>y</u> es)
/d/ ( <u>d</u> ig, play <u>ed</u> )	/p/ ( <u>p</u> ig)	/z/ ( <u>z</u> oo)
/f/ ( <u>f</u> un)	/kw/ ( <u>q</u> ueen)	/ch/ ( <u>ch</u> air, <u>ch</u> atch)
/g/ ( <u>g</u> ate)	/r/ ( <u>r</u> un)	/sh/ ( <u>sh</u> ow)
/h/ ( <u>h</u> it)	/s/ ( <u>s</u> ee, <u>to</u> ss, <u>ri</u> ce)	/th/ ( <u>th</u> umb)
/j/ ( <u>J</u> une, <u>pa</u> ge, <u>do</u> dge)	/t/ ( <u>t</u> ap, <u>wi</u> shed)	/hw/ ( <u>wh</u> eel)
/k/ ( <u>k</u> ick, <u>c</u> at)	/v/ ( <u>v</u> an)	/ng/ ( <u>si</u> ng)
/l/ ( <u>l</u> eg, <u>ye</u> ll)	/w/ ( <u>w</u> in)	
/m/ ( <u>m</u> at)	/ks/ ( <u>b</u> ox)	
Vowel Sounds		
/ă/ ( <u>r</u> at)	/ā/ ( <u>b</u> ake, <u>da</u> y, <u>ra</u> in)	/är/ ( <u>ca</u> r)
/ě/ ( <u>be</u> d, <u>br</u> ead)	/ē/ ( <u>fe</u> et, <u>dr</u> eam, <u>ha</u> ppy)	/ēr/ ( <u>ye</u> ar)
/ī/ ( <u>d</u> ish)	/ī/ ( <u>li</u> ke, <u>ni</u> ght, <u>fi</u> nd, <u>cr</u> y, <u>li</u> ed)	/or/ ( <u>fo</u> r, <u>mo</u> re)
/ō/ ( <u>p</u> ot)	/ō/ ( <u>h</u> ome, <u>bo</u> at, <u>sl</u> ow)	/ūr/ ( <u>tu</u> rn, <u>bi</u> rd, <u>he</u> r)
/ŭ/ ( <u>lu</u> ck)	/ū/ ( <u>J</u> une, <u>gr</u> ew, <u>bl</u> ue, <u>fo</u> od)	/ô/ ( <u>sa</u> w)
/əd/ ( <u>wa</u> ited)	/oo/ ( <u>go</u> od, <u>co</u> uld)	/ôl/ ( <u>ba</u> ll, <u>sa</u> lt)
/əl/ ( <u>li</u> ttle, <u>fi</u> nal)	/ou/ ( <u>ho</u> use, <u>to</u> wn)	/ôk/ ( <u>ta</u> lk)
/ĩng/ ( <u>re</u> sting)	/oi/ ( <u>bo</u> y, <u>jo</u> in)	/ôt/ ( <u>bo</u> ught)

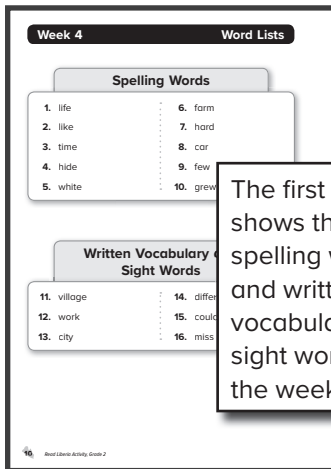


# Using Read Liberia Activity

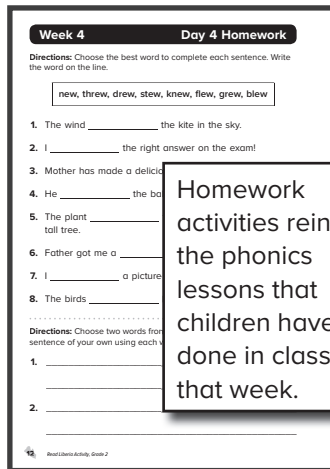
## Student Activity Book

The *Student Activity Book* is a workbook that offers reading and practice activities for each week. The activity pages are presented in the order they are used in the lessons. The worksheet is intended to be completed at home and returned to the class the next day.

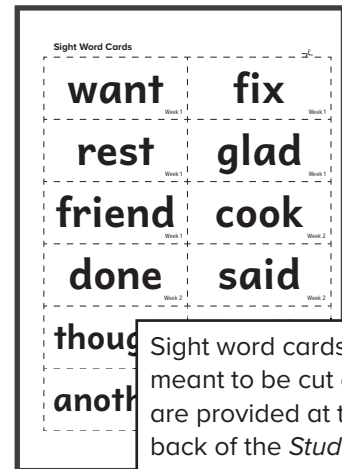
Preprinted sight word cards found at the end of the book can also be cut out and used for practice activities.



The first page shows the spelling words and written vocabulary and sight words for the week.



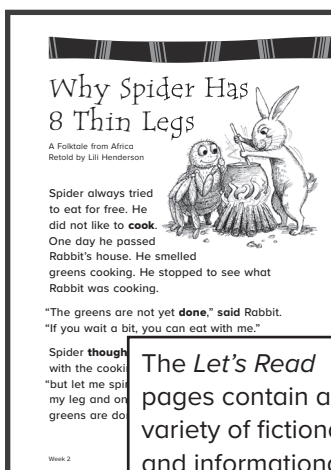
Homework activities reinforce the phonics lessons that children have done in class for that week.



Sight word cards, meant to be cut out, are provided at the back of the *Student Activity Book*.

## Let's Read

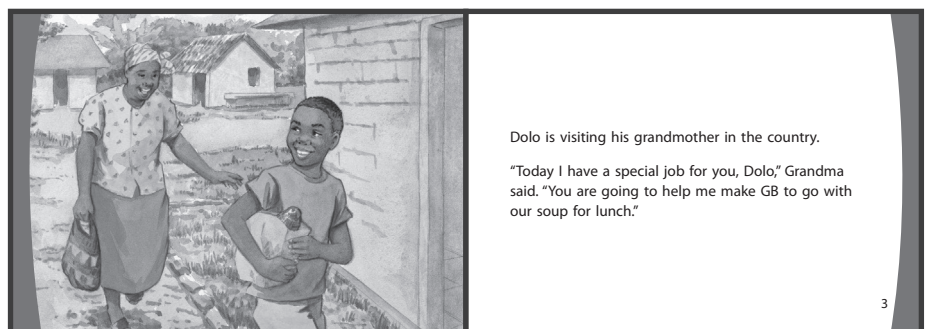
*Let's Read* is a collection of stories that your students can read to practice their reading independently in class or at home. The reading selections are engaging stories or interesting informational pieces that teach children about the world around them. The stories are organized by week and additional stories are placed at the end of the book. These are extra stories that can be assigned on Day 5 of each week as additional reading opportunities.



The *Let's Read* pages contain a variety of fictional and informational stories that will motivate children to read independently.

## Supplementary Readers

The supplementary readers are a collection of stories that provide students with varying abilities the opportunity to read independently at an appropriate level. The collection includes folktales, stories, and nonfiction readers. You can use assessment data to assign the appropriate books to the children. Time is set aside every Friday and during the review weeks for students to engage with the readers in class. Comprehension questions for each reader appear in the back of the *Student Activity Book*, and the answer key is in the Teacher's Guide. A school may also decide to let students sign for the readers on Fridays to use on the weekend and return the following week.



## Techniques for Getting the Students' Attention

Attention-getters are a great classroom/workshop management tool! Whether students or participants are busy working in groups, on activities, or are just plain chatty, these attention-getters are not only fun but are an effective way to get your class or participants re-focused, so you can give instructions. Following is one of the most used.

Teacher says: *One two three eyes on me.*

Participants respond: *One two eyes on you.*

Teacher says: *Bring it back.*

Participants respond: *Way back.*

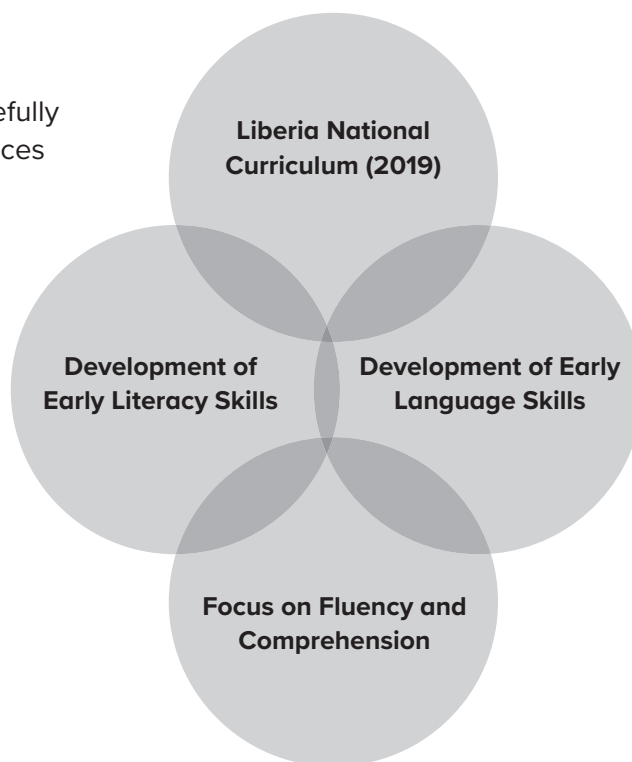


## Read Liberia Activity

Learning to read well is essential for both academic success and success in the work world. Acquiring early language and literacy skills facilitates reading proficiency, ensures that students are able to read independently, and fosters students' ability to get information from a wide range of text sources, including informational and narrative texts (National Reading Panel, 2000). *Read Liberia Activity* is a comprehensive instructional project designed to help students gain early literacy skills and develop into proficient readers. All materials have been reviewed by the Republic of Liberia, Ministry of Education and align to learning objectives and goals of the Liberia National Curriculum.

### Development of *Read Liberia Activity*

The structure of *Read Liberia Activity* includes a carefully designed scope and sequence that explicitly introduces the knowledge and skills included in the Liberian National Curriculum; that immediately provides opportunities for students to practice and apply those knowledge forms; and that reinforces them to ensure that students achieve mastery. Additionally, the sequence of instruction is designed to help students build on early knowledge and skills and become independent readers who can benefit from reading a wide range of texts. *Read Liberia Activity* was developed with careful consideration of several key areas of importance. The figure at the right represents the intersection of factors considered in the development of the curriculum.



### 1. Alignment

All efforts have been made to align *Read Liberia Activity* to the Liberian National Reading Curriculum (2019). This curriculum, adopted by the Liberian Ministry of Education, is based on research evidence about the most effective approach to teach children to read and write independently so that they can be successful in school. The weekly scope and sequence for *Read Liberia Activity* is tightly aligned with the Grade Level Objectives of the National Curriculum. When teachers complete the 30 weeks of instruction in each grade, students will have met all of the Grade Level Objectives established in the curriculum.

### 2. Development of early literacy skills

Research into the development of pre-literacy skills suggests that it is important for students to develop phonemic awareness. A student who is phonemically aware can hear a common word such as "cat" and segment and blend the sounds that are heard in the word. This is understood to be important preparation for reading and writing in an alphabetic language such as English (Adams, 1990). Beyond phonemic awareness, students learn the letters of the alphabet and the common sounds associated with each letter; this is referred to as phonics. With phonics and a foundation of sight words, students are able to decode familiar and unfamiliar words in increasingly complex sentences. With adequate opportunities to read in accessible texts, students can develop fluency in their reading. This fluency allows students to read for pleasure and for information. As students develop their fluency, they can be instructed in how to read strategically depending on their purpose for reading (Snow, 2002).

### 3. Development of early language knowledge and skills

In addition to learning to read, it is important that students develop strong early language knowledge and skills. This knowledge includes developing oral language, basic and academic vocabulary, and the tools to write (Baumann, Kame'enui, & Ash, 2003). In order for students to be strong readers, they also need to understand that print is used to communicate. They need to learn how to spell accurately, write with correct grammar, and develop accurate enough handwriting to communicate with clarity (McCardle, Chhabra, & Kapinus, 2008). These important areas should not be underestimated as they support students' understanding of why literacy is useful both in and out of school.

### 4. Building fluency to ensure comprehension

*Read Liberia Activity* is designed to help students build fluency so that they can understand what they are reading. When students read slowly, they are often unable to understand the connections within the text and instead hear only isolated words. When students master the early skills of reading, they can build fluency, and their reading sounds like language. When it sounds like language, it is easier to understand and easier to comprehend (Chard, Pikulski, & McDonagh, 2012). However, reading words quickly without having the oral language foundation or knowing the meaning of the words leaves students with little understanding of what they are reading (Rasinski, Reutzel, Chard, & Linan-Thompson, 2011). Therefore, it is essential that students learn both the reading and language aspects of *Read Liberia Activity* so that they are proficient with literacy.

The Read Liberia Activity is deeply committed to the principle of collaboration, learning, and adaptation (CLA). This edition of the *Read Liberia* teaching and learning materials and the corresponding teacher training and coaching activities have undergone extensive revision based on the experiences and feedback from teachers, coaches, Ministry of Education staff, and other stakeholders. Their input has been invaluable to improving the usefulness of these resources and is much appreciated.

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# Week 1 Lesson Planner





	<b>Monday (Day 1)</b> <i>pages 2–5</i>	<b>Tuesday (Day 2)</b> <i>pages 6–9</i>	<b>Wednesday (Day 3)</b> <i>pages 10–13</i>	<b>Thursday (Day 4)</b> <i>pages 14–17</i>	<b>Friday (Day 5)</b> <i>pages 18–20</i>
<b>Phonics and Word Study</b>	Read words with short vowel sounds.	Read words with short vowel sounds.	Read words with consonants and double consonants.	Read words with consonants and consonant blends.	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>sad, get, big, not, run</i>		<i>last, went, fell, stick, jump</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>want, fix, rest, glad, friend</i>		<i>want, fix, rest, glad, friend</i>		
<b>Reading Comprehension</b>	“Spot Got Bit”		“Spot Got Bit”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “Spot Got Bit”	Differentiated review
<b>Oral Vocabulary</b>		<i>excited, proud, stretch, suddenly, shy</i>			
<b>Read-Aloud</b>		“My First Day at School”		“My First Day at School”	
<b>Shared Writing</b>		Identify nouns and adjectives.		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 2 in <i>Student Activity Book</i></li> <li>• “Spot Got Bit”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 3 in <i>Student Activity Book</i></li> <li>• “Spot Got Bit”</li> <li>• Study for quiz.</li> </ul>	Re-read “Spot Got Bit” at home.
<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 “Spot Got Bit.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “The Hawk and the Vulture” 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 “The Hawk and the Vulture” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Spot Got Bit.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Spot Got Bit.”</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 • 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 • 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 • Name and identify some types of adjectives • Demonstrate knowledge of new words • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Write independently • Listen to and discuss texts • Match information from reading with pictures.</p>			

### OBJECTIVES

Students will be able to:

- Read and spell words with short vowel sounds
- Demonstrate understanding of and spell the vocabulary/sight words *want, fix, rest, glad, friend*
- Read and comprehend “Spot Got Bit”

### LEARNING RESOURCES

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

a e i o u

fat	sun
pet	had
him	let
dog	sit
sun	lot
	but

### INTRODUCTION




1 MIN.

🔊 Today we will read and spell words with short vowel sounds. We will also learn some new vocabulary words and read a story together.

### PHONICS AND WORD STUDY

10 MIN.

Write the letters and words on the board, as shown at the left. You can also use the letter cards for this activity.




		
<p>🔊 Remember that vowels are the letters <i>a, e, i, o, u</i>. The other letters are consonants. In today's words, the vowels make their short sound. The short vowel sounds are (point in turn) /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.</p> <p>🔊 Now I will read some words with short vowels. Watch and listen.</p> <p>Point to <i>fat</i>. Point under each letter.</p> <p>🔊 /f/-/ă/-/t/, <i>fat</i>.</p> <p>Repeat with <i>pet</i>.</p>	<p>🔊 Let's do it together.</p> <p>🔊 Say the short vowel sounds with me (point in turn): /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.</p> <p>🔊 Read the words with me.</p> <p>Point to <i>fat</i>. Point under each letter.</p> <p>🔊 /f/-/ă/-/t/, <i>fat</i>.</p> <p>Repeat with <i>pet, him, dog, and sun</i>.</p>	<p>🔊 Now it's your turn.</p> <p>🔊 Say the short vowel sounds. Randomly point under the vowels.</p> <p>🔊 Read the words. One at a time point under 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>🔊 Now we will spell some words with short vowel sounds. Watch and listen.</p> <p>🔊 The word is <i>sad</i>. I hear 3 sounds: /s/-/ă/-/d/.</p> <p>🔊 The first sound is /s/. (Write s.) The next sound is /ă/. (Write a.) The third sound is /d/. (Write d.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-a-d, sad</i>.</p> <p>Erase the word.</p>	 <p>🔊 Let's spell some words with short vowel sounds 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.</p> <p>🔊 The first word is <i>sad</i>. What sounds do we hear? /s/-/ă/-/d/.</p> <p>🔊 Let's write it: /s/ (write s), /ă/, (write a), /d/ (write d). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>s-a-d, sad</i>.</p> <p>Repeat with <i>get</i> and <i>big</i>.</p>	 <p>🔊 Now it's your turn. I will say a word with a short vowel. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>big, not, and run</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. want
2. fix
3. rest
4. glad
5. friend

**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. want	Point to <i>want</i> . 🔊 <b>This word is <i>want</i>. Let's read and spell it together: <i>want, w-a-n-t, want</i>. To <i>want</i> is to wish for something. For example, I want all of you to enjoy your first day of school. What is something you want on your first day of school?</b> (Help individuals respond in well-formed sentences using <i>want</i> .)
2. fix	Point to <i>fix</i> . 🔊 <b>This word is <i>fix</i>. Together: <i>fix, f-i-x, fix</i>. To <i>fix</i> means to work out a problem. For example, if I break my pencil, I can fix the problem by taping it back together. Let's say you tore your book. How would you fix the problem?</b> (Help individuals respond in well-formed sentences using <i>fix</i> .)
3. rest	Point to <i>rest</i> . 🔊 <b>This word is <i>rest</i>. Together: <i>rest, r-e-s-t, rest</i>. To <i>rest</i> means to stop doing something and relax. For example, I like to rest after I go for a long walk. Let's rest and say, "We are resting."</b> (Do the motions together.)
4. glad	Point to <i>glad</i> . 🔊 <b>This word is <i>glad</i>. Together: <i>glad, g-l-a-d, glad</i>. <i>Glad</i> means feeling happy. For example, I am glad to see you all today! Show me what you look like when you are glad, and say, "We are glad!"</b> (Have students smile, laugh, etc.)
5. friend	Point to <i>friend</i> . 🔊 <b>This word is <i>friend</i>. Together: <i>friend, f-r-i-e-n-d, friend</i>. A <i>friend</i> is someone that you like to spend time with. (Pick two classmates who are friends and have them stand up.) For example, I know that [1st Student's Name] and [2nd Student's Name] are good friends. How about you? Name one of your friends.</b> (Help individuals respond in well-formed sentences using <i>friend</i> .)



Let's Read page 1

**READING COMPREHENSION**

**20 MIN.**

🔊 **Now we will read a new story called "Spot Got Bit." Please turn to page 1 in *Let's Read*.**

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

**MAKING PREDICTIONS**

🔊 **To predict means to make a guess about what you think will happen. You don't know for sure, but you have an idea. For example, I look at the pictures. I see a boy and a dog. I imagine the story will be about this boy and his dog. Maybe something bad will happen to his dog. What do you predict? Do you think something bad will happen to the dog?**

**FEATURES OF TEXT**

🔊 **Characters are the people or animals in a story. The setting is where the story happens. Events are the things that happen. Let's read the story to find out the characters, setting, and events.**

**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**

🔊 **Let's check our predictions. Was the story about the boy and his dog? Did something bad happen to the dog? Yes, our predictions matched the story! (Discuss any other students' predictions.)**

**COMPREHENSION QUESTIONS**

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

1. **Who are the characters in the story?** (a boy, Spot, and a big, fat dog)
2. **What is the setting? Where does the story take place?** (the top of a hill on a sunny day)
3. **What do the boy and Spot do at the beginning of the story?** (They go to the top of a hill to sit in the sun.)
4. **What events happen in the middle of the story, after the boy and Spot get to the top of the hill? What problems do they have?** (Spot goes to sniff a big dog, but the big dog gets angry and bites Spot on the leg. Spot feels sad.)
5. **How does the story end? How does the boy fix the problem?** (The boy yells at the bad dog and taps it with a stick. Spot rests, then he feels glad.)



**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 1 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

**Week 1** **Word Lists**

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**Spelling Words**

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

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**Written Vocabulary and Sight Words**

11. want	14. glad
12. fix	15. friend
13. rest	

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*Student Activity Book*  
page 1



**OBJECTIVES**

Students will be able to:

- Read words with short vowel sounds
- Demonstrate understanding of the vocabulary words *excited, proud, stretch, suddenly, shy*
- Read and comprehend “My First Day at School”
- Use a Sentence Pattern Chart to identify adjectives and nouns

**LEARNING RESOURCES**

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

a e i o u

tap	run
leg	bad
bit	did
top	not
run	fun



*Let's Read* page 1

**INTRODUCTION**

1 MIN.

Today we will read some more words with short vowel sounds. We will learn some new vocabulary words, and I will read a new story to you. Then we will learn some adjectives and nouns.

**PHONICS AND WORD STUDY**

10 MIN.

Write the letters and words on the board, as shown at the left. You can also use the letter cards for this activity.

<p>Yesterday we reviewed that vowels are the letters <i>a, e, i, o, u</i>. The other letters are consonants. Like yesterday, in today's words, the vowels make their short sound again. The short vowel sounds are (point in turn) /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.</p> <p>Now I will read some words with short vowels. Watch and listen.</p> <p>Point to <i>tap</i>. Point under each letter.</p> <p>/t/-/ă/-/p/, <i>tap</i>.</p> <p>Repeat with <i>leg</i>.</p>	<p>Let's do it together.</p> <p>Say the short vowel sounds with me (point in turn): /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.</p> <p>Read the words with me.</p> <p>Point to <i>tap</i>. Point under each letter.</p> <p>/t/-/ă/-/p/, <i>tap</i>.</p> <p>Repeat with: <i>leg, bit, top, and run</i>.</p>	<p>Now it's your turn.</p> <p>Say the short vowel sounds. Randomly point under the vowels.</p> <p>Read the words. One at a time point under the remaining words.</p>
<p>Have students turn to “Spot Got Bit” on page 1 in <i>Let's Read</i> and find words with short vowel sounds <i>a, e, i, o, u</i> in the text (e.g., <i>Spot, pet, dog, sniff, smell, lot</i>, etc.). Write the words on the board as they find them.</p>		

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



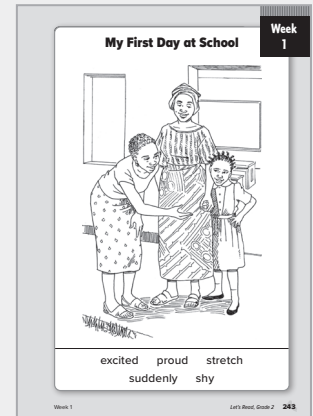
**ORAL VOCABULARY**

12 MIN.

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

🔊 Now we will learn some new vocabulary words.

1. excited	🔊 <b>Excited.</b> When you feel <i>excited</i> , you feel very happy about something. For example, you might feel excited about playing with your friends after school. Smile and wave your arms and say, “I’m so excited!”
2. proud	🔊 <b>Proud.</b> When you are <i>proud</i> , you feel happy about something you have done. For example, you feel proud when you learn how to read new words. I feel proud as a teacher when I see you learning. What is something that you are proud of? (Help individuals respond in well-formed sentences using <i>proud</i> .)
3. stretch	🔊 <b>Stretch.</b> To <i>stretch</i> is to reach out part of your body like your arms or legs, like this. (Stretch your arms and legs.) Turn to page 243 in <i>Let’s Read</i> and find the person who is stretching her arm in the picture. ... Let’s all stretch our arms and say, “We are stretching!”
4. suddenly	🔊 <b>Suddenly.</b> When something happens <i>suddenly</i> , it happens very quickly and may surprise you. For example, you might be at home when suddenly you hear a knock at the door. Tell us about something that has happened suddenly to you at school or home. (Help individuals respond in well-formed sentences using <i>suddenly</i> .)
5. shy	🔊 <b>Shy.</b> Feeling <i>shy</i> means feeling nervous or uncomfortable about something. For example, when you do not know many people on your first day of school, you might feel shy. Look at the picture again. Find the person who looks shy. ... Let’s pretend to be shy and say, “I’m shy.”



Let’s Read page 243

**READ-ALOUD**

13 MIN.

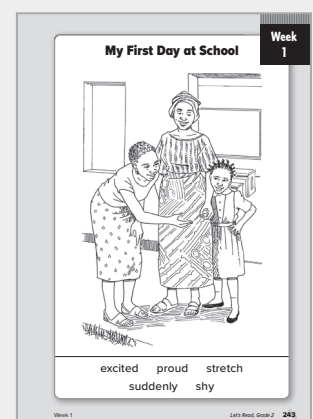
🔊 Now I’m going to read to you a new story called “My First Day at School.” Please turn to page 243 in *Let’s Read*.

**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 243

FEATURES OF TEXT

🔊 Today’s story is fiction. Fiction stories tell us about things that are not real. In a fiction story, the characters, setting, and events are made up by the author. Yesterday we read “Spot Got Bit.” That was a fiction story about a boy and Spot going to the top of a hill and meeting a big, mean dog. Today’s fiction story is about a girl’s first day of school.

DURING READING

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

🔊 My First Day at School  
by Marie Nimene

On my first day of school in Grade 2, my mother woke me up. I was very excited. I jumped out of bed and ran to the bathroom, where I brushed my teeth and had a bath. My mother had my school uniform ready for me to put on. I remember feeling very proud when I put it on. I had taken so long to get dressed that I didn’t have much time for breakfast. That was fine because I was so excited I couldn’t eat much. My mother walked me to the school. Mrs. Kollie, the Grade 2 teacher, stretched out her right hand and warmly welcomed us. When Mrs. Kollie asked me for my name, I remained quiet. Suddenly, I didn’t feel very excited anymore—just very shy. I held tightly to my mother’s hand and hid my face. Mrs. Kollie understood my shyness. She patted me on the back as I clung to my mother’s hand. She talked to both me and my mother in a soft voice. Gradually, I started feeling less shy. I started talking to my teacher. When my mother left, Mrs. Kollie took my hand and led me to my new classroom. She introduced me to my new friends. And suddenly, I was excited again and glad to be here at school on my first day.

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?** (the person telling the story, the girl’s mother, and Mrs. Kollie)
- 2. **What is the setting? Where does the story take place?** (the girl’s home and school)
- 3. **What events happen in the beginning of the story?** (The girl is excited to start school. The girl gets ready and goes to school.)
- 4. **What events happen in the middle of the story, when the girl gets to school? What problem does she have?** (When the girl meets her teacher, Mrs. Kollie, she suddenly feels shy.)

5. **How does the story end? How is the girl’s problem solved?** (Mrs. Kollie speaks to the girl in a soft voice, and the girl starts to feel better. The girl makes new friends and feels excited and glad again.)

**SHARED WRITING**

**15 MIN.**

Write the “Students Here, Students There” chant as shown below on a large piece of paper. Tape the paper on the board or the wall so the students can see it.

Students here, students there,  
 Students, students everywhere!  
 Shy students hide,  
 Excited students run,  
 And happy students laugh.  
 Students at home,  
 Students with their mothers and fathers,  
 And students next to a friend.  
 Students here, students there,  
 Students, students everywhere.  
 Students! Students! Students!

🔊 **We will learn a chant that will help us learn the words we need to write sentences. Stand up. I will say a line of the chant. Then you will say the line with me.** Point to each line as you say it. Make motions for words like *shy*, *run*, *laugh*, and *happy*. Have students repeat each line with the motions.

🔊 **This week you will learn how to write a sentence with adjectives, a noun, and a verb. We will use a Sentence Pattern Chart to help us plan our sentence.** Draw a blank Sentence Pattern Chart with headings, as shown on the right.

Point to *noun* on the chart. 🔊 **A noun is a person, place, or thing. I will name a noun. *Students* is a noun. Is a student a person, place, or thing? A student is a person.** Write *students* in the noun column on the chart. Draw a person with a book next to the word *students*. Ask 2–3 students to name some nouns. Tell them to name people, such as mothers, fathers, friends, teachers. Choose one and write it in the noun column.

Point to *adjective* on the chart. 🔊 **An adjective is a describing word. We will use adjectives like *excited*, *shy*, or *happy* to describe nouns.** Point to the adjectives in the “Students Here, Students There” chant, such as *shy*, *excited*, or *happy*. Write *happy*, *excited*, and *shy* in the adjective column.

🔊 **What are some other adjectives we could write?** Call on 2–3 students. Write some of their answers in the adjective column of the Sentence Pattern Chart.

Save the Sentence Pattern Chart for Week 1, Day 4.

 **HOMWORK**

Have students complete page 2 in the *Student Activity Book* and read “Spot Got Bit” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

adjective	noun

adjective	noun
happy excited shy	students friend

**Week 1 Day 2 Homework**

Directions: Circle the vowel (a, e, i, o, u) in each word. Read the words.

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

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

stand, dress, spot, grill, smug		
brim, shut, flip, clap, press		
a	e	i
o	u	





*Student Activity Book*  
page 2

**OBJECTIVES**

Students will be able to:

- Read and spell words with consonants and double consonants
- Demonstrate understanding of and spell the vocabulary/sight words *want, fix, rest, glad, friend*
- Read and comprehend “Spot Got Bit”

**LEARNING RESOURCES**

-  Alphabet poster or letter cards
-  Student copybooks
-  *Let's Read*
-  *Student Activity Book*

quit	hill
sniff	mess
smell	toss
hill	yell
	fell

**INTRODUCTION**




1 MIN.

🔊 Today we will read and spell words with consonants. We will also review our vocabulary words and read “Spot Got Bit” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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




		
<p>🔊 This week we have reviewed the short vowel sounds <i>a, e, i, o, u</i>. Today we will review the consonant sounds.</p> <p>Use the alphabet poster or letter cards (or write the alphabet on the board). Point to each consonant and say its sound.</p> <p>🔊 Now I will read some words. Watch and listen.</p> <p>Point to <i>quit</i>. Point under each letter.</p> <p>🔊 /kw/-/ī/-/t/, <i>quit</i>.</p> <p>Point to <i>sniff</i>. 🔊 I see two of the same consonant at the end of this word. I remember that when we have two of the same consonant together, we only say the sound one time. The word is /s/-/n/-/ī/-/f/, <i>sniff</i>.</p>	<p>🔊 Let's do it together.</p> <p>🔊 Say the consonant sounds with me. Randomly point under the consonants on the alphabet poster, letter cards, or board, saying their sounds.</p> <p>🔊 Read the words with me.</p> <p>Point to <i>quit</i>. Point under each letter.</p> <p>🔊 /kw/-/ī/-/t/, <i>quit</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /s/-/n/-/ī/-/f/, <i>sniff</i></li> <li>• /s/-/m/-/ě/-/l/, <i>smell</i></li> <li>• /h/-/ī/-/l/, <i>hill</i></li> </ul>	<p>🔊 Now it's your turn.</p> <p>🔊 Say the consonant sounds. Randomly point under the consonants.</p> <p>🔊 Read the words. One at a time point under 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>🔊 Now we will spell some words with short vowel sounds and consonants. Watch and listen.</p> <p>🔊 The word is <i>stick</i>. I hear 4 sounds: /s/-/t/-/ī/-/k/.</p> <p>🔊 The first sound is /s/. (Write s.) The next sound is /t/. (Write t.) The third sound is /ī/. (Write i.) The last sound is /k/. I remember that when the sound /k/ comes at the end of a word, it is usually spelled with the letters c and k together. (Write ck.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 s-t-i-c-k, <b>stick</b>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with short vowels and consonants. 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>stick</i>. What sounds do we hear? /s/-/t/-/ī/-/k/.</p> <p>🔊 Let's write it: /s/ (write s), /t/ (write t), /ī/ (write i), and /k/. We remember that when the sound /k/ comes at the end of a word, it is usually spelled with the letters c and k together. (Write ck.) Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): s-t-i-c-k, <b>stick</b>.</p> <p>Repeat with <i>jump</i> and <i>fell</i>. For <i>fell</i>, tell the students that it ends in a double consonant.</p>	<p>🔊 Now it's your turn. I will say a word with a short vowel sound and consonants. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time: <i>fell</i>, <i>last</i>, and <i>went</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. want
2. fix
3. rest
4. glad
5. friend

1. want	Point to <i>want</i> . 🔊 <b>Read the word: (<i>want</i>).</b> <b>To <i>want</i> is to wish for something. For example, I want all of you to enjoy your first day of school. What is something you want on your first day of school?</b> (Help individuals respond in well-formed sentences using <i>want</i> .)
2. fix	Point to <i>fix</i> . 🔊 <b>Read the word: (<i>fix</i>).</b> <b>To <i>fix</i> means to work out a problem. For example, if I break my pencil, I can fix the problem by taping it back together. What is a problem you have had to fix?</b> (Help individuals respond in well-formed sentences using <i>fix</i> .)
3. rest	Point to <i>rest</i> . 🔊 <b>Read the word: (<i>rest</i>).</b> <b>To <i>rest</i> means to stop doing something and relax. For example, I like to rest after I go for a long walk. Let's rest and say, "We are resting."</b> (Do the motions together.)
4. glad	Point to <i>glad</i> . 🔊 <b>Read the word: (<i>glad</i>).</b> <b><i>Glad</i> means feeling happy. For example, I am glad to see you all today! Show me what you look like when you are glad, and say, "We are glad!"</b> (Have students smile, laugh, etc.)
5. friend	Point to <i>friend</i> . 🔊 <b>Read the word: (<i>friend</i>).</b> <b>A <i>friend</i> is someone that you like to spend time with.</b> (Pick two classmates who are friends and have them stand up.) <b>For example, I know that [1st Student's Name] and [2nd Student's Name] are good friends. How about you? Name one of your friends.</b> (Help individuals respond in well-formed sentences using <i>friend</i> .)

**READING COMPREHENSION**

**20 MIN.**

🔊 **Now we will read "Spot Got Bit" again. Please turn to page 1 in *Let's Read*.**

**BEFORE READING**

**PREVIEW**

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



Let's Read page 1

FEATURES OF TEXT

🔊 Remember that characters are the people or animals in a story. The setting is where the story happens. Events are the things that happen. Let's read the story again to remember the characters, setting, and events.

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 in the story?** (a boy, Spot, and a big, fat dog)
2. **What is the setting? Where does the story take place?** (the top of a hill on a sunny day)
3. **What do the boy and Spot do at the beginning of the story?** (They go to the top of a hill to sit in the sun.)
4. **What events happen in the middle of the story, after the boy and Spot get to the top of the hill? What problems do they have?** (Spot goes to sniff a big dog, but the big dog gets angry and bites Spot on the leg. Spot feels sad.)
5. **How does the story end? How does the boy fix the problem?** (The boy yells at the bad dog and taps it with a stick. Spot rests, then he feels glad.)



**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 1 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 1 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

11. want	14. glad
12. fix	15. friend
13. rest	

Read Liberia Activity Book 2

*Student Activity Book*  
page 1



**OBJECTIVES**

Students will be able to:

- Read words with consonants and consonant blends
- Read fluently “Spot Got Bit”
- Listen to and comprehend “My First Day at School”
- Write sentences with nouns, adjectives, and verbs

**LEARNING RESOURCES**

- Alphabet poster or letter cards
- Let’s Read*
- Student copybooks
- Student Activity Book*

grab	last
stick	went
drink	jump
last	help
	best



*Let’s Read* page 1

**INTRODUCTION**

1 MIN.

🔊 Today we will read some more words with consonants. You will read “Spot Got Bit” with your partner. I will read “My First Day at School” to you again. Then we will write sentences with nouns, adjectives, and verbs.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>🔊 This week we have reviewed the short vowel sounds <i>a, e, i, o, u</i>, and the consonant sounds. Today we will review the consonant sounds again.</p> <p>Use the alphabet poster or letter cards (or write the alphabet on the board). Point to each consonant and say its sound.</p> <p>🔊 Now I will read some words. Watch and listen.</p> <p>Point to <i>grab</i>. Point under each letter.</p> <p>🔊 /g/-/r/-/ă/-/b/, <i>grab</i>.</p>	<p>🔊 Let’s do it together.</p> <p>🔊 Say the consonant sounds with me. Randomly point under the consonants on the alphabet poster, letter cards, or board, saying their sounds.</p> <p>🔊 Read the words with me.</p> <p>Point to <i>grab</i>. Point under each letter.</p> <p>🔊 /g/-/r/-/ă/-/b/, <i>grab</i>.</p> <p>Repeat with <i>stick</i>, <i>drink</i>, and <i>last</i>.</p>	<p>🔊 Now it’s your turn.</p> <p>🔊 Say the consonant sounds. Randomly point under the consonants.</p> <p>🔊 Read the words. One at a time point under the remaining words.</p>
<p>Have students turn to “Spot Got Bit” on page 1 in <i>Let’s Read</i> and find words with consonant blends in the text (e.g., <i>jump</i>, <i>went</i>, <i>spat</i>, <i>help</i>, <i>last</i>, <i>rest</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 story “Spot Got Bit” with your partner. Please turn to page 1 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 “My First Day at School” again. Please turn to page 243 in *Let’s Read*.

**BEFORE READING**

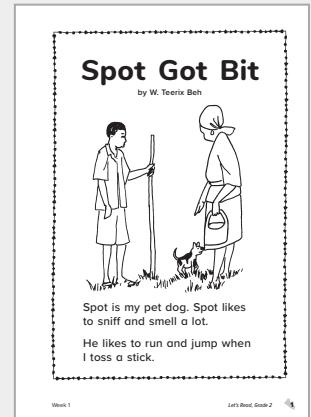
**PREVIEW**

Guide the students to . . .

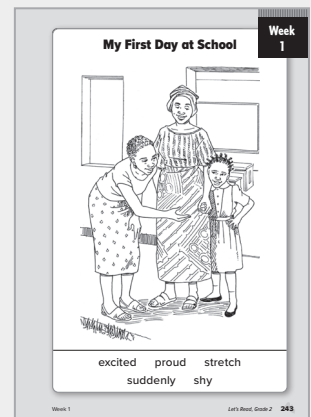
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *excited*, *proud*, *stretch*, *suddenly*, *shy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

🔊 Remember that this story is fiction. What is a fiction story? (A fiction story is about things that are not real.) In a fiction story, the characters, setting, and events are made up by the author. We have been reading “Spot Got Bit.” It is a fictional story about a boy, a dog named Spot, and a mean dog. Today’s fiction story is about a girl’s first day at school.



*Let’s Read* page 1



*Let’s Read* page 243

**DURING READING**

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

🔊 **My First Day at School**  
by Marie Nimene

On my first day of school in Grade 2, my mother woke me up. I was very excited. I jumped out of bed and ran to the bathroom, where I brushed my teeth and had a bath. My mother had my school uniform ready for me to put on. I remember feeling very proud when I put it on. I had taken so long to get dressed that I didn't have much time for breakfast. That was fine because I was so excited I couldn't eat much. My mother walked me to the school. Mrs. Kollie, the Grade 2 teacher, stretched out her right hand and warmly welcomed us. When Mrs. Kollie asked me for my name, I remained quiet. Suddenly, I didn't feel very excited anymore—just very shy. I held tightly to my mother's hand and hid my face. Mrs. Kollie understood my shyness. She patted me on the back as I clung to my mother's hand. She talked to both me and my mother in a soft voice. Gradually, I started feeling less shy. I started talking to my teacher. When my mother left, Mrs. Kollie took my hand and led me to my new classroom. She introduced me to my new friends. And suddenly, I was excited again and glad to be here at school on my first day.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Who are the characters in the story?** (the person telling the story, the girl's mother, and Mrs. Kollie)
2. **What is the setting? Where does the story take place?** (the girl's home and school)
3. **At the beginning of the story, why does the girl feel excited?** (It is the first day of school.)
4. **In the middle of the story, why does the girl feel shy instead of excited?** (Mrs. Kollie asks the girl's name.)
5. **At the end of the story, why does the girl feel excited again?** (Mrs. Kollie takes the girl's hand and introduces her to new friends.)
6. **How did you feel on your first day of school? Why did you feel that way?** (Answers will vary.)

**RETELLING**

🔊 **When we retell a story, we say the characters, the setting, and what happened in the beginning, middle, and end.**

Guide students to retell the story in their own words.

**SHARED WRITING**

**15 MIN.**

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

Students here, students there,  
 Students, students everywhere!  
 Shy students hide,  
 Excited students run,  
 And happy students laugh.  
 Students at home,  
 Students with their mothers and fathers,  
 And students next to a friend.  
 Students here, students there,  
 Students, students everywhere.  
 Students! Students! Students!

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

🔊 **Sentences have adjectives, nouns, and verbs. Today we will learn about verbs, or action words.**

Use the Sentence Pattern Chart from Day 2 (at the right) to review nouns and adjectives. Have students tell what adjectives in the chant they like. Circle the adjectives that the students like.

🔊 **Today we will learn about verbs. Then we will write a sentence.**

Add another column to the chart labeled *verb*, and point to it. **A verb is an action word. In the chant, it answers the question: What do students do?** Point to the words in the chant. Write the simple verbs in the verb column on the Sentence Pattern Chart: *run, hide, laugh.*

🔊 **Let’s use the words in 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: *Happy students run.***

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

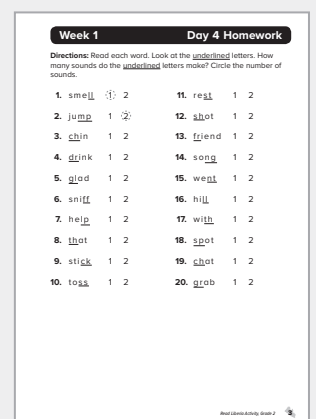
adjective	noun
happy	students
excited	friend
shy	

adjective	noun	verb
happy	students	run
excited	friend	hide
shy		laugh

Happy students run.

 **HOMework**

Have students complete page 3 in the *Student Activity Book* and read “Spot Got Bit” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.




*Student Activity Book*  
page 3


## 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

 Alphabet poster or letter cards

 Sight word cards

 *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. *big*, 2. *fell*, 3. *fix*, 4. *friend*, 5. *get*, 6. *glad*, 7. *jump*, 8. *last*, 9. *not*, 10. *rest*, 11. *run*, 12. *sad*, 13. *stick*, 14. *want*, 15. *went*

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 “Spot Got Bit” on page 1 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.

#### Group B (Exceeds Expectations)

Have students work in pairs to read “The Hawk and the Vulture” on page 131 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 on the next page at the right.



🔊 This week we have reviewed the short vowel sounds *a, e, i, o, u*, and the consonant sounds. Let's review them all again.

Use the alphabet poster or letter cards (or write the alphabet on the board). Point to each letter (consonants and vowels) and say its sound.

🔊 Now I will read some words. Watch and listen.

Point to *sun*. Point under each letter.

🔊 /s/–/ŭ/–/n/, *sun*.

Point to *smell*.

🔊 I see two of the same consonant at the end of this word. I remember that when we have two of the same consonant together, we only say the sound one time. The word is /s/–/m/–/ĕ/–/l/, *smell*.



🔊 Let's do it together.

🔊 Say the consonant and short vowel sounds with me.

Randomly point under all the letters on the alphabet poster, letter cards, or board, saying their sounds.

🔊 Read the words with me.

Point to *sun*. Point under each letter.

🔊 /s/–/ŭ/–/n/, *sun*.

Repeat with *smell, drink, quit, toss, and help*.



🔊 Now it's your turn.

🔊 Say the sounds.

Randomly point under all the letters.

🔊 Read the words.

One at a time point under the remaining words.

sun	help
smell	bad
drink	not
quit	hill
toss	jump
help	went
	last
	grab

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.

### Group A (Meets Expectations)

Have students work in pairs to read “The Hawk and the Vulture” on page 131 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 “Spot Got Bit” on page 1 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “Spot Got Bit” on page 1 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.



## HOMEWORK

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

# Week 2 Lesson Planner

	Monday (Day 1) pages 22–25	Tuesday (Day 2) pages 26–29	Wednesday (Day 3) pages 30–33	Thursday (Day 4) pages 34–37	Friday (Day 5) pages 38–40
<b>Phonics and Word Study</b>	Read words with vowel teams <i>ee</i> and <i>ea</i> .	Read words with vowel teams <i>ay</i> and <i>ai</i> .	Read words with the vowel team <i>ie</i> .	Read words with the <i>ee</i> , <i>ea</i> , <i>ay</i> , <i>ai</i> , and <i>ie</i> vowel teams.	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>need, green, eat, beans</i>		<i>stay, way, wait, tie, lied</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>cook, done, said, thought, pull, another</i>		<i>cook, done, said, thought, pull, another</i>		
<b>Reading Comprehension</b>	“Why Spider Has 8 Thin Legs”		“Why Spider Has 8 Thin Legs”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “Why Spider Has 8 Thin Legs”	Differentiated review
<b>Oral Vocabulary</b>		<i>hungry, wing, steal, fight, safe, hide</i>			
<b>Read-Aloud</b>		“The Mother Hen and the Hawk”		“The Mother Hen and the Hawk”	
<b>Shared Writing</b>		Identify prepositional phrases.		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 5 in <i>Student Activity Book</i></li> <li>• “Why Spider Has 8 Thin Legs”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 6 in <i>Student Activity Book</i></li> <li>• “Why Spider Has 8 Thin Legs”</li> <li>• Study for quiz.</li> </ul>	Re-read “Why Spider Has 8 Thin Legs” at home.
<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 Spider Has 8 Thin Legs.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “The Hawk and the Vulture” 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 “The Hawk and the Vulture” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Why Spider Has 8 Thin Legs.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Why Spider Has 8 Thin Legs.”</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 • 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 • 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 the features of a fable • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read diverse texts fluently • Listen to and discuss texts • Match information from reading with pictures.

**OBJECTIVES**

Students will be able to:

- Read and spell words with *ee* and *ea*
- Demonstrate understanding of and spell the vocabulary/sight words *cook, done, said, thought, pull, another*
- Read and comprehend “Why Spider Has 8 Thin Legs”

**LEARNING RESOURCES**

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

e ee ea

see	heat
stream	tree
free	three
heat	keep
	sea

**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 story together.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Last week we saw that the letter <b>e</b> by itself (point) usually makes the short <b>e</b> sound, /ĕ/. Sometimes two vowels come together to make a new sound. We call this a vowel team.</p> <p>For example, when two letter e's come together (point), they make the long e sound, /ē/.</p> <p>When the letters <b>e</b> and <b>a</b> come together (point), they also make the long e sound, /ē/.</p> <p>Point in turn under e, ee, and ea, saying their sounds (/ĕ/, /ē/, /ē/).</p> <p>Point to see. Underline <u>ee</u>. Here I see the vowel team <b>ee</b>. The word is /s/-/ē/, see.</p> <p>Point to stream. Underline <u>ea</u>. Here I see the vowel team <b>ea</b>. The word is /s/-/t/-/r/-/ē/-/m/, stream.</p>	<p>Let's do it together.</p> <p>Say the sounds with me. Point in turn under e, ee, and ea, saying their sounds: /ĕ/, /ē/, /ē/.</p> <p>Point to see. Point under ee. What letters do we see here? We see the vowel team <b>ee</b>. Let's read the word together: /s/-/ē/, see.</p> <p>Repeat with stream (/s/-/t/-/r/-/ē/-/m/), free (/f/-/r/-/ē/), and heat (/h/-/ē/-/t/).</p>	<p>Now it's your turn.</p> <p>Say the sounds. Point in turn under e, ee, and ea. (/ĕ/, /ē/, /ē/)</p> <p>Point to heat. Point under ea. What letters do you see here? (the vowel team <b>ea</b>)</p> <p>Read the word. (/h/-/ē/-/t/, heat)</p> <p>Repeat with the remaining words.</p> <p>When you point to the word sea, explain that see and sea sound the same but have different meanings—see means to use your eyes and the sea is like the ocean.</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>need</i>. I hear 3 sounds: /n/-/ē/-/d/.</p> <p>🔊 The first sound is /n/. (Write <i>n</i>.) The next sound is /ē/. (Write <i>ee</i>.) The third sound is /d/. (Write <i>d</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>n-e-e-d, need</i>.</p> <p>🔊 Now I will spell a word with the vowel team <i>ea</i>. Repeat with <i>eat</i>.</p> <p>Erase the words.</p>	<p>🔊 Let's spell some words 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.</p> <p>🔊 First, we will spell a word with the vowel team <i>ee</i>. The word is <i>need</i>. What sounds do we hear? /n/-/ē/-/d/.</p> <p>🔊 Let's write it: /n/ (write <i>n</i>), /ē/ (write <i>ee</i>), /d/ (write <i>d</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>n-e-e-d, need</i>.</p> <p>🔊 Now we will spell a word with the vowel team <i>ea</i>. Repeat with <i>eat</i>.</p> <p>Repeat with <i>green</i> and <i>beans</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 letters for each sound in your copybooks.</p> <p>🔊 First, I will say some words with the <i>ee</i> vowel team.</p> <p>Dictate these words one at a time: <i>need</i> and <i>green</i>.</p> <p>🔊 Now I will say some words with the <i>ea</i> vowel team.</p> <p>Dictate these words one at a time: <i>eat</i> and <i>beans</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.

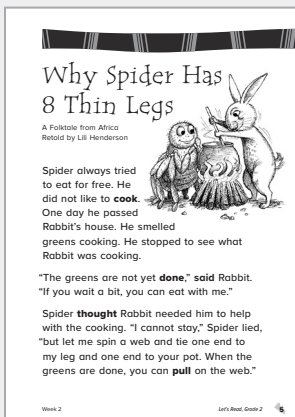
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

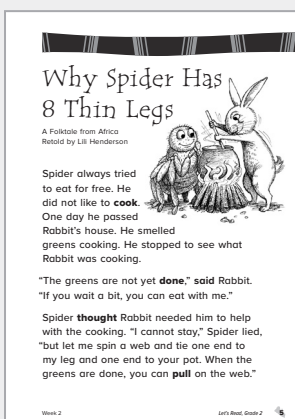
Write the words on the board, as shown on the next page at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words.

1. cook
2. done
3. said
4. thought
5. pull
6. another



Let's Read page 5



Let's Read page 5

1. cook	Point to <i>cook</i> . 🗣️ This word is <i>cook</i> . Let's read and spell it together: <i>cook, c-o-o-k, cook</i> . To <i>cook</i> means to make food. Turn to page 5 in <i>Let's Read</i> and find someone who is cooking in the pictures. ... Let's pretend we are cooking and say, "We are cooking." (Do the motions together.)
2. done	Point to <i>done</i> . 🗣️ This word is <i>done</i> . Together: <i>done, d-o-n-e, done</i> . <i>Done</i> means something is finished. For example, when someone gives you work to do and you finish it, you can say, "I'm done!" Practice saying "I'm done!"
3. said	Point to <i>said</i> . 🗣️ This word is <i>said</i> . Together: <i>said, s-a-i-d, said</i> . <i>Said</i> means to say something, but it already happened. For example, when you came to school this morning, I said "Good morning" to you. What did you say to me this morning?
4. thought	Point to <i>thought</i> . 🗣️ This word is <i>thought</i> . Together: <i>thought, t-h-o-u-g-h-t, thought</i> . (Tap your head lightly to indicate thinking.) <i>Thought</i> means to think, but it already happened. For example, when I woke up this morning, I thought (tap your head) about coming to school. When you woke up this morning, what did you think about? (Help individuals respond in well-formed sentences using <i>thought</i> .)
5. pull	Point to <i>pull</i> . 🗣️ This word is <i>pull</i> . Together: <i>pull, p-u-l-l, pull</i> . To <i>pull</i> means to tug something like this. (Demonstrate pulling on something.) For example, I pull weeds from my garden. Let's pretend to pull weeds in the garden and say, "We are pulling weeds." (Do the motions together.)
6. another	Point to <i>another</i> . 🗣️ This word is <i>another</i> . Together: <i>another, a-n-o-t-h-e-r, another</i> . <i>Another</i> means one more. For example, if I lose my pencil, I need another one. Who can give me another pencil? (Have a student lend you a pencil.) [Student's Name] gave me another pencil.

READING COMPREHENSION

20 MIN.

🗣️ Now we will read a new story called "Why Spider Has 8 Thin Legs." Please turn to page 5 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

🔊 Today’s story is fiction. Remember that fiction stories tell us about things that are not real. The characters, setting, and events are made up by the author. One type of fiction story is called a fable. A fable usually teaches a lesson. In a fable, the characters are usually animals.

**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 in the story?** (Spider, Rabbit, and Pig)
2. **What events happen at the beginning of the story?** (Spider passes by Rabbit’s house and smells greens cooking, but he doesn’t want to stay to help Rabbit cook. So Spider spins a web and ties one end to his leg and the other end to Rabbit’s pot.)
3. **What events happen in the middle of the story, after Spider leaves Rabbit’s house?** (Spider goes to Pig’s house and ties Pig’s pot of food to another leg with his web. Spider passes other friends’ houses and ties the rest of his legs to their pots of food. When each pot of food is done, Spider’s friends pull the webs attached to Spider’s legs.)
4. **What events happen at the end of the story, after Spider’s friends pull the webs attached to their pots of food?** (All of Spider’s legs are stretched. Spider cries and runs into the stream to wash the webs away. After Spider leaves the stream, he sees that all his legs are very thin.)
5. **Why is this story a fable?** (The story has characters that are animals, and it teaches a lesson.)
6. **What lesson does it teach?** (Spider learns that it is not good to be lazy.)



**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 4 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 2 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

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

*Student Activity Book*  
page 4

**OBJECTIVES**

Students will be able to:

- Read words with *ay* and *ai*
- Demonstrate understanding of the vocabulary words *hungry, wing, steal, fight, safe, hide*
- Read and comprehend “The Mother Hen and the Hawk”
- Write sentences with nouns, adjectives, and prepositional phrases

**LEARNING RESOURCES**

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

a ay ai

day	main
rain	play
say	tail
main	may
	train

**INTRODUCTION**

1 MIN.

Today we will read words with the vowel teams *ay* and *ai*. We will learn some new vocabulary words, and I will read a new story to you. Then we will write sentences with nouns, adjectives, and prepositional phrases.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Yesterday we learned about the vowel teams <i>ee</i> and <i>ea</i>. Today we will learn about the vowel teams <i>ay</i> and <i>ai</i>.</p> <p>When the letter <i>a</i> is by itself (point), it usually makes the short <i>a</i> sound, /ă/. When the letters <i>a</i> and <i>y</i> come together (point), they make the long <i>a</i> sound, /ā/. When the letters <i>a</i> and <i>i</i> come together (point), they also make the long <i>a</i> sound, /ā/.</p> <p>Point in turn under <i>a, ay,</i> and <i>ai,</i> saying their sounds (/ă/, /ā/, /ā/).</p> <p>Point to <i>day</i>. Underline <i>ay</i>.</p> <p>Here I see the vowel team <i>ay</i>. The word is /d/–/ā/, <i>day</i>.</p> <p>Point to <i>rain</i>. Underline <i>ai</i>. Here I see the vowel team <i>ai</i>. The word is /r/–/ā/–/n/, <i>rain</i>.</p>	<p>Let’s do it together.</p> <p>Say the sounds with me. Point in turn under <i>a, ay,</i> and <i>ai,</i> saying their sounds: /ă/, /ā/, /ā/.</p> <p>Point to <i>day</i>. Point under <i>ay</i>. What letters do we see here? We see the vowel team <i>ay</i>. Let’s read the word together: /d/–/ā/, <i>day</i>.</p> <p>Repeat with <i>rain</i> (/r/–/ā/–/n/), <i>say</i> (/s/–/ā/), and <i>main</i> (/m/–/ā/–/n/).</p>	<p>Now it’s your turn.</p> <p>Say the sounds. Point in turn under <i>a, ay,</i> and <i>ai</i> (/ă/, /ā/, /ā/).</p> <p>Point to <i>main</i>. Point under <i>ai</i>. What letters do you see here? (the vowel team <i>ai</i>)</p> <p>Read the word. (/m/–/ā/–/n/, <i>main</i>)</p> <p>Repeat with the remaining words.</p>

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

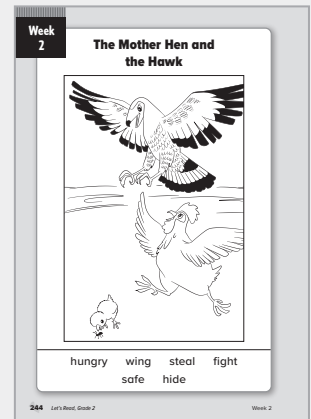
**ORAL VOCABULARY**

**12 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. hungry	🔊 <b>Hungry.</b> <i>Hungry</i> is when your stomach hurts because you need to eat. For example, if I work all day and don't eat breakfast or lunch, I will be very hungry for dinner! Let's pretend to be hungry. Rub your stomach and say with me, "I am hungry!"
2. wing	🔊 <b>Wing.</b> A <i>wing</i> is the part of an animal's body that it uses to fly. For example, a bird has two wings. Turn to page 244 in <i>Let's Read</i> and find the <i>wings</i> in the picture. ... Let's pretend to fly with wings. (Do the motions together.)
3. steal	🔊 <b>Steal.</b> To <i>steal</i> means to take something that is not yours. For example, sometimes one animal will steal an egg from another animal's nest. Let's pretend to steal eggs from a nest. (Do the motions together.)
4. fight	🔊 <b>Fight.</b> To <i>fight</i> means to hit and kick and try to hurt someone, like this. (Do the motions of fighting.) For example, sometimes animals fight with each other. Name some animals that fight. (Help individuals respond in well-formed sentences using <i>fight</i> .)
5. safe	🔊 <b>Safe.</b> When you are <i>safe</i> , you are far away from danger or bad things. You are comfortable. Nothing will hurt you. (Hug yourself to indicate feeling safe.) For example, I feel safe when I am at home and at school. Where do you feel safe? (Help individuals respond in well-formed sentences using <i>safe</i> .)
6. hide	🔊 <b>Hide.</b> To <i>hide</i> means to go somewhere where no one can see you. Sometimes animals hide in trees so that other animals can't find them. Other animals hide in the ground. Let's pretend that we are hiding. (Do the motions together.)



Let's Read page 244

**READ-ALoud**

**13 MIN.**

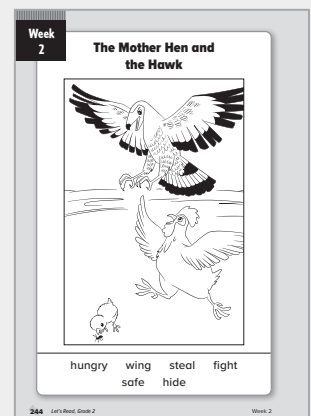
🔊 Now I'm going to read to you a new story called "The Mother Hen and the Hawk." Please turn to page 244 in *Let's Read*.

**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 244

FEATURES OF TEXT

🔊 Today’s story is fiction. Remember that fiction stories tell us about things that are not real. The characters, setting, and events are made up by the author. Yesterday we read the fable “Why Spider Has 8 Thin Legs.” A fable is a type of fiction story that teaches a lesson and has characters that are animals. The spider in that fable learned that it isn’t good to be lazy. Today’s fiction story is about a mother hen and a hawk.

DURING READING

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

🔊 The Mother Hen and the Hawk  
by Benjamin G. Everett

In a little corner not far from the henhouse where she lived, Mother Hen scratched the ground. She used her feet to dig, and she pecked with her beak. Mother Hen had to work very hard to find food because she had many chicks and they were always hungry. Suddenly, Mother Hen looked up and saw a big hawk. She gathered her chicks and covered them with her wings. One of the chicks slipped away to chase a bug that was hopping along. The hawk saw this chick and came down to steal the little chick. But Mother Hen rushed toward her little chick, raising her wings to fight off the hawk. The hawk could not stay and fight for long, so he flapped his wide wings and flew away. Mother Hen was glad that the hawk was gone and that her chicks were safe. She led her chicks to a new spot in the shade to rest and hide from the hawks.

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 the story?** (Mother Hen, her chicks, the hawk)
2. **What events happen at the beginning of the story?** (Mother Hen is working hard to find food for her chicks.)
3. **What events happen in the middle of the story?** (Mother Hen sees a hawk. She covers her chicks with her wings. One chick chases a bug. The hawk tries to steal the chick.)
4. **What events happen at the end of the story?** (Mother Hen fights off the hawk. The hawk flies away. Mother Hen takes her chicks to the shade to rest and hide from hawks.)
5. **“The Mother Hen and the Hawk” is not a fable because it does not teach a lesson. But it is like a fable in one way. In what way is it like a fable?** (All of the characters in the story are animals.)



**SHARED WRITING**

**15 MIN.**

Tape the “Students Here, Students There” chant below on the board or on the wall.

Students here, students there, Students, students everywhere! Shy students hide, Excited students run, And happy students laugh. Students at home,	Students with their mothers and fathers, And students next to a friend. Students here, students there, Students, students everywhere. Students! Students! Students!
---	--

Point to the lines in the chant. 🗣️ **Let’s say our chant. Stand up. I will say a line, and then you will say the line with me. Do the same action that I do: next to a friend.** For this action, stand next to a student for *next*. **Remember, the chant will help us when we write sentences.**

Use the Sentence Pattern Chart at the right to review nouns, adjectives, and verbs. Have students tell what verbs they like. Write the verbs in the verb column on the Sentence Pattern Chart.

adjective	noun	verb
happy excited shy	students friend	run hide laugh

🗣️ **Today we will learn about prepositional phrases. Prepositional phrases tell us where or when. Then we will write a sentence.**

Add the prep. phrase column to the chart, as shown on the right. Point to *prep. phrase*. 🗣️ **Prep. phrase stands for prepositional phrase. A prepositional phrase tells where and when. Prepositional phrases start with words like on, at, in, over, under, through.** Make hand motions to show the actions of the prepositional phrases: *on, at, in, over, under, through*. 🗣️ **Imagine a chicken that goes in, over, through, and around a tree. Let’s say some prepositional phrases: at school, in the classroom, on a hill.** (Ask students to repeat after you as you say each phrase.)

adjective	noun	verb	prep. phrase
happy excited shy	students friends	run hide laugh	at school on a hill down a hill under a tree

Write prepositional phrases in the *prep. phrase* column on the Sentence Pattern Chart. If students need help thinking of prepositional phrases, ask: Where are students? When are they there? Have students pick one prepositional phrase. Circle the phrase on the Sentence Pattern Chart.

🗣️ **I will show you how to 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. Here is one example: *Happy students run at school.* Can you say a sentence you like and that you might write?**

Happy students  
run at school.

 **HOMework**

Have students complete page 5 in the *Student Activity Book* and read “Why Spider Has 8 Thin Legs” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 2 Day 2 Homework**

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

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

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

green, heat, paint, play, sheet, sneak, spray, steal, tall, train
--

ee/ea	oy/oi
_____	_____
_____	_____
_____	_____

ReadLiberia Activity Book 2

*Student Activity Book*  
page 5



**OBJECTIVES**

Students will be able to:

- Read and spell words with *ie*
- Demonstrate understanding of and spell the vocabulary/sight words *cook, done, said, thought, pull, another*
- Read and comprehend “Why Spider Has 8 Thin Legs”

**LEARNING RESOURCES**

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

i ie

lie	cried
tried	fried
die	tied
cried	replied
	died

**INTRODUCTION**

1 MIN.

👂 Today we will read and spell words with the *ie* vowel team. We will also review our vocabulary words and read “Why Spider Has 8 Thin Legs” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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




<p>👂 This week we have learned about the vowel teams <i>ee, ea, ay, and ai</i>. Today we will learn about the vowel team <i>ie</i>.</p> <p>👂 When the letter <i>i</i> is by itself (point), it usually makes the short <i>i</i> sound, /ĭ/. When the letters <i>i</i> and <i>e</i> come together (point), they make the long <i>i</i> sound, /ī/.</p> <p>Point in turn under <i>i</i> and <i>ie</i>, saying their sounds (/ĭ/, /ī/).</p> <p>Point to <i>lie</i>. Underline <i>ie</i>. 👂 Here I see the vowel team <i>ie</i>. The word is /l/-/ī/, <i>lie</i>.</p> <p>Repeat with <i>tried</i> (/t/-/r/-/ī/-/d/).</p>	<p>👂 Let's do it together.</p> <p>👂 Say the sounds with me. Point in turn under <i>i</i> and <i>ie</i>, saying their sounds: 👂 /ĭ/, /ī/.</p> <p>Point to <i>lie</i>. Point under <i>ie</i>. 👂 What letters do we see here? We see the vowel team <i>ie</i>. Let's read the word together: /l/-/ī/, <i>lie</i>.</p> <p>Repeat with <i>tried</i> (/t/-/r/-/ī/-/d/), <i>die</i> (/d/-/ī/), and <i>cried</i> (/k/-/r/-/ī/-/d/).</p>	<p>👂 Now it's your turn.</p> <p>👂 Say the sounds. Point in turn under <i>i</i> and <i>ie</i>. (/ĭ/, /ī/)</p> <p>Point to <i>cried</i>. Point under <i>ie</i>. 👂 What letters do you see here? (the vowel team <i>ie</i>)</p> <p>👂 Read the word. (/k/-/r/-/ī/-/d/, <i>cried</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>🔊 Now we will spell some words with the <i>ay</i>, <i>ai</i>, and <i>ie</i> vowel teams. Watch and listen.</p> <p>🔊 First, I will spell a word with the vowel team <i>ay</i>. The word is <i>stay</i>. I hear 3 sounds: /s/-/t/-/ā/.</p> <p>🔊 The first sound is /s/. (Write s.) The next sound is /t/. (Write t.) The third sound is /ā/. (Write ay.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-t-a-y</i>, <i>stay</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words 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.</p> <p>🔊 First, we will spell a word with the vowel team <i>ay</i>. The word is <i>stay</i>. What sounds do we hear? /s/-/t/-/ā/.</p> <p>🔊 Let's write it: /s/ (write s), /t/ (write t), /ā/ (write ay). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>s-t-a-y</i>, <i>stay</i>.</p> <p>🔊 Now we will spell a word with the vowel team <i>ai</i>. Repeat with <i>wait</i>.</p> <p>🔊 Now we will spell a word with the vowel team <i>ie</i>. Repeat with <i>tie</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 some words with the <i>ay</i> vowel team.</p> <p>Dictate these words one at a time: <i>stay</i> and <i>way</i>.</p> <p>🔊 Now I will say a word with the <i>ai</i> vowel team.</p> <p>Dictate the word <i>wait</i>.</p> <p>🔊 Now I will say some words with the <i>ie</i> vowel team.</p> <p>Dictate these words one at a time: <i>tie</i> and <i>lied</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.

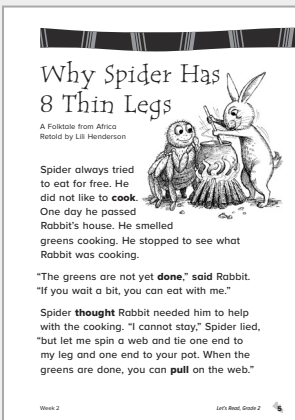
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

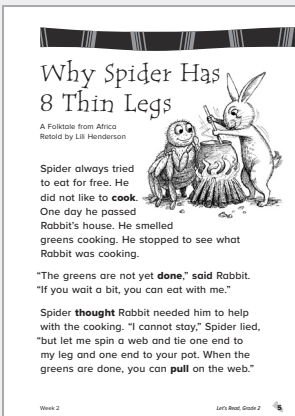
🔊 **Now we will review our vocabulary words.**

1. cook
2. done
3. said
4. thought
5. pull
6. another



Let's Read page 5

1. cook	Point to <i>cook</i> . 🔊 Read the word: ( <i>cook</i> ). <b>To cook means to make food. Turn to page 5 in <i>Let's Read</i> and find someone who is cooking in the pictures. ... Let's pretend we are cooking and say, "We are cooking."</b> (Do the motions together.)
2. done	Point to <i>done</i> . 🔊 Read the word: ( <i>done</i> ). <b>Done means something is finished. For example, when someone gives you work to do and you finish it, you can say "I'm done!" Practice saying "I'm done!"</b>
3. said	Point to <i>said</i> . 🔊 Read the word: ( <i>said</i> ). <b>Said means to say something, but it already happened. For example, when you came to school this morning, I said "Good morning" to you. What did you say to me this morning?</b>
4. thought	Point to <i>thought</i> . 🔊 Read the word: ( <i>thought</i> ). (Tap your head lightly to indicate thinking.) <b>Thought means to think, but it already happened. For example, when I woke up this morning, I thought (tap your head) about coming to school. When you woke up this morning, what did you think about?</b> (Help individuals respond in well-formed sentences using <i>thought</i> .)
5. pull	Point to <i>pull</i> . 🔊 Read the word: ( <i>pull</i> ). <b>To pull means to tug something like this.</b> (Demonstrate pulling on something.) <b>For example, I pull weeds from my garden. Let's pretend to pull weeds in the garden and say, "We are pulling weeds."</b> (Do the motions together.)
6. another	Point to <i>another</i> . 🔊 Read the word: ( <i>another</i> ). <b>Another means one more. For example, if I lose my pencil, I need another one. Who can give me another pencil?</b> (Have a student lend you a pencil). <b>[Name] gave me another pencil.</b>



Let's Read page 5

**READING COMPREHENSION**

**20 MIN.**

🔊 **Now we will read "Why Spider Has 8 Thin Legs" again. Please turn to page 5 in *Let's Read*.**

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

FEATURES OF TEXT

🔊 **Remember that this story is fiction and also a fable. What is a fiction story?** (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 fable is a fiction story that teaches a lesson and has animals as the characters.)

**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 in the story?** (Spider, Rabbit, and Pig)
2. **What events happen at the beginning of the story?** (Spider passes by Rabbit’s house and smells greens cooking, but he doesn’t want to stay to help Rabbit cook. So Spider spins a web and ties one end to his leg and the other end to Rabbit’s pot.)
3. **What events happen in the middle of the story, after Spider leaves Rabbit’s house?** (Spider goes to Pig’s house and ties Pig’s pot of food to another leg with his web. Spider passes other friends’ houses and ties the rest of his legs to their pots of food. When each pot of food is done, Spider’s friends pull the webs attached to Spider’s legs.)
4. **What events happen at the end of the story, after Spider’s friends pull the webs attached to their pots of food?** (All of Spider’s legs are stretched. Spider cries and runs into the stream to wash the webs away. After Spider leaves the stream, he sees that all his legs are very thin.)
5. **Why is this story a fable?** (The story has characters that are animals, and it teaches a lesson.)
6. **What lesson does it teach?** (Spider learns that it is not good to be lazy.)

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 4 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 2 Word Lists

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**Spelling Words**

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

---

**Written Vocabulary and Sight Words**

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

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*Student Activity Book*  
page 4

**OBJECTIVES**

Students will be able to:

- Read words with the *ee*, *ea*, *ay*, *ai*, and *ie* vowel teams
- Read fluently “Why Spider Has 8 Thin Legs”
- Listen to and comprehend “The Mother Hen and the Hawk”
- Write sentences with nouns, adjectives, verbs, and prepositional phrases

**LEARNING RESOURCES**

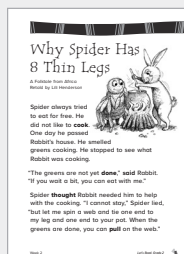
*Let’s Read*

Student copybooks

*Student Activity Book*

ee ea ay  
ai ie

heat tied  
free play  
tail lie  
say keep  
tied train  
stream



*Let’s Read* page 5

**INTRODUCTION**

1 MIN.

🔊 Today we will read words with the *ee*, *ea*, *ay*, *ai*, and *ie* vowel teams. You will read “Why Spider Has 8 Thin Legs” with your partner. I will read “The Mother Hen and the Hawk” to you again. Then we will write sentences 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>🔊 This week we learned about the <i>ee</i>, <i>ea</i>, <i>ay</i>, <i>ai</i>, and <i>ie</i> vowel teams.</p> <p>🔊 Watch and listen as I review their sounds. Point in turn under each vowel team, saying their sounds.</p> <p>Point to <i>heat</i>. Underline <i>ea</i>.</p> <p>🔊 Here I see the vowel team <i>ea</i>. The word is /h/-/ē/-/t/, <i>heat</i>.</p>	<p>🔊 Let’s do it together.</p> <p>🔊 Say the sounds with me. Point in turn under each vowel team, saying their sounds.</p> <p>Point to <i>heat</i>. Point under <i>ea</i>. 🔊 What letters do we see here? We see the vowel team <i>ea</i>.</p> <p>🔊 Let’s read the word together: /h/-/ē/-/t/, <i>heat</i>.</p> <p>Repeat with <i>free</i>, <i>tail</i>, <i>say</i>, and <i>tied</i>.</p>	<p>🔊 Now it’s your turn.</p> <p>🔊 Say the sounds. Point in turn under each vowel team.</p> <p>Point to <i>tied</i>. Point under <i>ie</i>. 🔊 What letters do you see here? (the vowel team <i>ie</i>)</p> <p>🔊 Read the word. (/t/-/ī/-/d/, <i>tied</i>)</p> <p>Repeat with the remaining words.</p>

Have students turn to “Why Spider Has 8 Thin Legs” on page 5 in *Let’s Read* and find words with each vowel team (e.g., *always*, *tried*, *eat*, *free*, *day*, *greens*, *wait*, *stay*, *lied*, etc.). Write the words on the board as they find them.

Note: If students identify the words *said* and *friend*, explain that *said* and *friend* break the rule. (Some words have irregular spellings.) That is why we learn them as sight words.

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the story “Why Spider Has 8 Thin Legs” with your partner. Please turn to page 5 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 “The Mother Hen and the Hawk” again. Please turn to page 244 in *Let’s Read*.

**BEFORE READING**

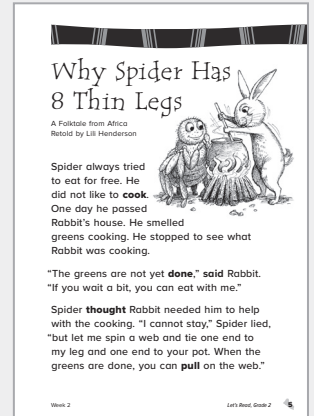
**PREVIEW**

Guide the students to . . .

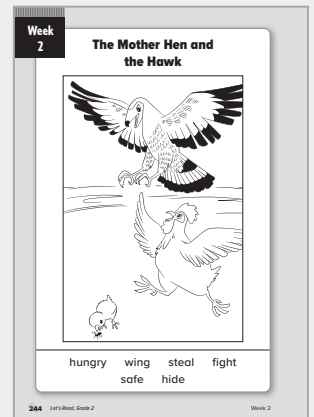
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *hungry, wing, steal, fight, safe, hide*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

🔊 Remember that this story is fiction. What is a fiction story? (A fiction story is about things that are not real.) Also remember that some fiction stories are fables. What is a fable? (A fiction story that teaches a lesson. The characters in a fable are usually animals.) We have been reading “Why Spider Has 8 Thin Legs.” It is a fable about a spider whose legs are stretched thin. Today’s fiction story is about a mother hen, her chicks, and a hawk.



Let’s Read page 5



Let’s Read page 244

**DURING READING**

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

🔊 **The Mother Hen and the Hawk**  
by Benjamin G. Everett

In a little corner not far from the henhouse where she lived, Mother Hen scratched the ground. She used her feet to dig, and she pecked with her beak. Mother Hen had to work very hard to find food because she had many chicks and they were always hungry. Suddenly, Mother Hen looked up and saw a big hawk. She gathered her chicks and covered them with her wings. One of the chicks slipped away to chase a bug that was hopping along. The hawk saw this chick and came down to steal the little chick. But Mother Hen rushed toward her little chick, raising her wings to fight off the hawk. The hawk could not stay and fight for long, so he flapped his wide wings and flew away. Mother Hen was glad that the hawk was gone and that her chicks were safe. She led her chicks to a new spot in the shade to rest and hide from the hawks.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Who are the characters in the story?** (Mother Hen, her chicks, the hawk)
- 2. **What is Mother Hen doing at the beginning of the story?** (Mother Hen is working hard to find food for her chicks.)
- 3. **What happens in the middle of the story?** (Mother Hen sees a hawk. She covers her chicks with her wings. One chick chases a bug. The hawk tries to steal the chick.)
- 4. **How does Mother Hen fix her problem at the end of the story?** (Mother Hen fights off the hawk. The hawk flies away. Mother Hen takes her chicks to the shade to rest and hide from hawks.)
- 5. **Even though this story is not a fable, how is it like a fable?** (All of the characters in the story are animals.)

**RETELLING**

Guide students to retell the story in their own words.



**SHARED WRITING**

**15 MIN.**

Tape the “Students Here, Students There” chant from Week 1 (below) on the board or on the wall.

Students here, students there,  
 Students, students everywhere!  
 Shy students hide,  
 Excited students run,  
 And happy students laugh.  
 Students at home,  
 Students with their mothers and fathers,  
 And students next to a friend.  
 Students here, students there,  
 Students, students everywhere.  
 Students! Students! Students!

Point to the lines in the chant. **Let’s say our chant. Stand up. I will say a line, then you will say the line with me. Let’s do an action for next to a friend.** (Stand next to a student. Have students stand next to each other.)

Use the Sentence Pattern Chart to review nouns, adjectives, verbs, and prepositional phrases. Have students tell what prepositional phrases they like. Circle a prepositional phrase on the chant that you haven’t circled yet.

adjective	noun	verb	prep. phrase
happy	students	run	at school
excited	friends	hide	on a hill
shy		laugh	down a hill
			under a tree

**Today we will write a sentence 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)**

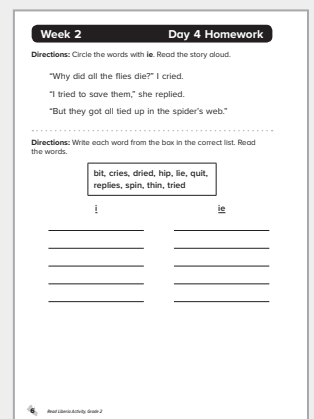
Call on 2 students to each say a sentence. If students need help thinking of sentences, circle 2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase on the Sentence Pattern Chart to help them.

**Now we will write the sentence. Work with your partner. In your copybook, write 2 adjectives, 1 noun, 1 verb, and 1 prepositional phrase. Use the Sentence Pattern Chart if you need help.**

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

 **HOMEWORK**

Have students complete page 6 in the *Student Activity Book* and read “Why Spider Has 8 Thin Legs” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.




*Student Activity Book*  
page 6


## 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

 Sight word cards

 *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. *another*, 2. *beans*, 3. *cook*, 4. *done*, 5. *eat*, 6. *green*, 7. *lied*, 8. *need*, 9. *pull*, 10. *said*, 11. *stay*, 12. *thought*, 13. *tie*, 14. *wait*, 15. *way*

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 Spider Has 8 Thin Legs” on page 5 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 “The Hawk and the Vulture” on page 131 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 letters and words on the board, as shown on the next page at the right.

		
<p>🔊 This week we learned about the <i>ee, ea, ay, ai,</i> and <i>ie</i> vowel teams.</p> <p>🔊 Watch and listen as I review their sounds. Point in turn under each vowel team, saying their sounds.</p> <p>Point to <i>see</i>. Underline <u>ee</u>. 🔊 Here I see the vowel team <b>ee</b>. The word is /s/-/ē/, <i>see</i>.</p> <p>Repeat with <i>stream</i> (/s/-/t/-/r/-/ē/-/m/).</p>	<p>🔊 Let's do it together.</p> <p>🔊 Say the sounds with me. Point in turn under each vowel team, saying their sounds.</p> <p>Point to <i>stream</i>. Point under <i>ea</i>.</p> <p>🔊 What letters do we see here? We see the vowel team <b>ea</b>. Let's read the word together: /st/-/r/-/ē/-/m/, <i>stream</i>.</p> <p>Repeat with <i>day</i> (/d/-/ā/), <i>rain</i> (/r/-/ā/-/n/), and <i>tried</i> (/t/-/r/-/ī/-/d/).</p>	<p>🔊 Now it's your turn.</p> <p>🔊 Say the sounds with me. Point in turn under each vowel team.</p> <p>Point to <i>tried</i>. Point under <i>ie</i>. 🔊 What letters do you see here? (the vowel team <i>ie</i>)</p> <p>🔊 Read the word. (/t/-/r/-/ī/-/d/, <i>tried</i>)</p> <p>Repeat with the remaining words.</p>

ee ea ay  
ai ie

see	tried
stream	lie
day	three
rain	tail
tried	

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>🔊 Now we will put words in the correct boxes. If a word has a long e vowel team, we will write it here (point to the <i>ee/ea</i> box). If it has a long a vowel team, we will write it here (point to the <i>ay/ai</i> box). If it has a long i vowel team, we will write it here (point to the <i>ie</i> box).</p> <p>🔊 The word <i>free</i> (point) has the vowel team <b>ee</b>, which says /ē/, so I will write it here.</p> <p>Write <i>free</i> in the <i>ee/ea</i> box, and cross it off the list.</p>	<p>🔊 Let's do the next one together. Where do we write the word <i>replied</i>? It has the vowel team <i>ie</i>, which says /ī/. We will write it here.</p> <p>Write <i>replied</i> in the <i>ie</i> box, and cross it off the list.</p>	<p>🔊 Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</p> <p>Move around the room and randomly check students' work as they write.</p>

free	may
replied	cried
say	tree
heat	sea
train	main

ee/ea	ay/ai	ie

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 T27 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read “The Hawk and the Vulture” on page 131 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 Spider Has 8 Thin Legs” on page 5 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “Why Spider Has 8 Legs” on page 5 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.

# Week 3 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 42–45</i>	<b>Tuesday (Day 2)</b> <i>pages 46–49</i>	<b>Wednesday (Day 3)</b> <i>pages 50–53</i>	<b>Thursday (Day 4)</b> <i>pages 54–57</i>	<b>Friday (Day 5)</b> <i>pages 58–60</i>
<b>Phonics and Word Study</b>	<i>a + consonant + silent e</i>	Review <i>a + consonant + silent e</i>	<i>o + consonant + silent e</i>	Review <i>o + consonant + silent e</i>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>make, take, came, safe, place</i>		<i>home, hole, close, hope, stove</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>crab, many, people, live, forest</i>		<i>crab, many, people, live, forest</i>		
<b>Reading Comprehension</b>	“A Crab That Lives in a Tree”		“A Crab That Lives in a Tree”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “A Crab That Lives in a Tree”	Differentiated review
<b>Oral Vocabulary</b>		<i>full, grow, build, ground, well, wind</i>			
<b>Read-Aloud</b>		“Why Must It Rain?”		“Why Must It Rain?”	
<b>Shared Writing</b>		Review nouns and adjectives.		Write sentences with adjectives, nouns, and verbs.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 8 in <i>Student Activity Book</i></li> <li>• “A Crab That Lives in a Tree”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 9 in <i>Student Activity Book</i></li> <li>• “A Crab That Lives in a Tree”</li> <li>• Study for quiz.</li> </ul>	Re-read “A Crab That Lives in a Tree.”
<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 Crab That Lives in a Tree.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “The Liberian Mongoose” 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 “The Liberian Mongoose” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “A Crab That Lives in a Tree.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “A Crab That Lives in a Tree.”</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 • 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 • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Identify main idea of an article • Use vocabulary words in sentences • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read diverse texts fluently • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Read and spell words with the aCe pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *crab, many, people, live, forest*
- Read and comprehend “A Crab That Lives in a Tree”

**LEARNING RESOURCES**

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

<u>a + consonant + silent e</u>	
lake	face
wake	made
name	ate
face	save
	date

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letter *a* and silent *e*. We will also learn some new vocabulary words and read a new text together.

**PHONICS AND WORD STUDY**

10 MIN.

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




<p>🔊 Now we will learn 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. <i>Silent</i> means it makes no sound. (Hold your finger to your lips to show “silent.”)</p> <p>Point to <i>lake</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 /l/–/ā/–/k/, <i>lake</i>.</p>	<p>🔊 Let’s do it together.</p> <p>Point to <i>lake</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: /l/–/ā/–/k/, <i>lake</i>.</p> <p>Repeat with: <i>wake, name, and face</i>. For <i>face</i>, tell students that the letter <i>c</i> sounds like /s/.</p>	<p>🔊 Now it’s your turn.</p> <p>Point to <i>face</i>. Underline <u>ace</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>c</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. (/f/–/ā/–/s/, <i>face</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 letter <i>a</i> and silent <i>e</i>. Watch and listen.</b> </p> <p> <b>▶ The word is <i>make</i>. I hear 3 sounds: /m/-/ā/-/k/, 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 /ā/, just like the name of the letter <i>a</i>. (Write <i>a</i>.) The third sound is /k/. (Write <i>k</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-a-k-e, make.</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>make</i>. What sounds do we hear? /m/-/ā/-/k/. 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>), /ā/, just like the name of the letter <i>a</i> (write <i>a</i>), /k/ (write <i>k</i>). Lastly, we add the silent <i>e</i>. (Write <i>e</i>.)</b> </p> <p>                     Check the students' work.                 </p> <p> <b>▶ Now let's spell the word together with the letter names (point): <i>m-a-k-e, make.</i></b> </p> <p>                     Repeat with <i>take</i> and <i>came</i>.                 </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>came, safe, and place</i> (Remind the students that <i>c</i> makes the sound /s/ in this 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>
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✔ **Daily Check:** Call on 2 students to spell one word each.



1. crab
2. many
3. people
4. live
5. forest

**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. crab	Point to <i>crab</i> . 🔊 This word is <i>crab</i> . Let's read and spell it together: <i>crab, c-r-a-b, crab</i> . A <i>crab</i> is a small animal with 8 legs and 2 big claws. Most crabs live by water. Let's be like crabs—show me your claws.
2. many	Point to <i>many</i> . 🔊 This word is <i>many</i> . Together: <i>many, m-a-n-y, many</i> . <i>Many</i> means a lot, a big number. For example, there are many students (or books, etc.) in this classroom. Let's count them. ... I have 6 uncles—I have many uncles! Who else has many of something? (Help individuals respond in well-formed sentences using <i>many</i> .)
3. people	Point to <i>people</i> . 🔊 This word is <i>people</i> . Together: <i>people, p-e-o-p-l-e, people</i> . <i>People</i> are men and women, boys and girls, like us. We are people. People are different from animals. People wear clothes, but animals don't wear clothes. What are some other differences between people and animals? (Help individuals respond in well-formed sentences using <i>people</i> —e.g., people live in houses, but animals live outside; people cook their food, but animals don't, etc.)
4. live	Point to <i>live</i> . 🔊 This word is <i>live</i> . Together: <i>live, l-i-v-e, live</i> . The place where you <i>live</i> is the place where you stay and have your home. For example, I live in [Name of Town]. Birds live in trees. Fish live in water. Many people live in Monrovia. Where do you live? (Help individuals respond in well-formed sentences using <i>live</i> .)
5. forest	Point to <i>forest</i> . 🔊 This word is <i>forest</i> . Together: <i>forest, f-o-r-e-s-t, forest</i> . The forest is a place with many, many trees. Birds live in the forest. What else lives in the forest? (e.g., monkeys, snakes, flowers, etc.) Let's pretend we are trees in a forest. (Have students stand close together and spread their arms like tree branches.)

**A Crab That Lives in a Tree** By Terry Miller Shannon



If you go to the forest, you may see trees with holes in them. Some of these holes are homes for crabs.

Tree hole crabs are not the same as the many crabs that live in lakes and seas. Their homes are not close to lakes and seas. Still, they need to live in wet spots such as pools of rain in the holes of trees.

Tree hole crabs spend their days in the holes of trees.

Let's Read page 9

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new text called "A Crab That Lives in a Tree." Please turn to page 9 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. A nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us.

🔊 The *topic* of a text is what the text is about. Today’s text is about crabs. The *main idea* of a text is the most important thing that the author wants us to know about the topic. Let’s read the text to find out the main idea that the author wants us to know about these crabs.

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?** (crabs)
2. **Where do these crabs live?** (in holes in trees, in the forest)
3. **What do the crabs do during the day and night?** (They stay in their holes during the day. They hunt at night, etc.)
4. **Remember that the main idea is the most important thing that the author wants us to know about the topic. What is the main idea of this text?** (There are not many crabs because they do not have enough places to live.)
5. **The author uses supporting details, or facts, to say why the crabs do not have enough places to live. What kind of home do the crabs need?** (They have to live in a forest. They can’t make their own holes, so they need trees that already have holes. The holes have to be 3–6 feet from the ground to keep them safe.)
6. **Why is it hard for crabs to find that kind of home?** (People are cutting down the trees.)



**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 7 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 3 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

11. forest	14. live
12. crab	15. people
13. many	

*Student Activity Book*  
page 7

**OBJECTIVES**

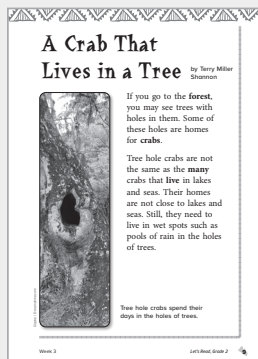
- Students will be able to:
- Read words with the aCe pattern
  - Demonstrate understanding of the vocabulary words *full, grow, build, ground, well, wind*
  - Listen to and comprehend “Why Must It Rain?”
  - Write sentences with nouns, adjectives, and verbs

**LEARNING RESOURCES**

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

**a + consonant + silent e**

same	grade
late	safe
name	place
grade	game



Let’s Read page 9

**INTRODUCTION**

1 MIN.

🔊 Today we will read some more words with the letter *a* and silent *e*. We will learn some new vocabulary words, and I will read a new text to you. Then we will write sentences with nouns, adjectives, and verbs.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>🔊 Yesterday we 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 means it makes no sound.</b> (Hold your finger to your lips to show “silent.”)</p> <p>Point to <i>same</i>. Underline <u>ame</u>. Point under each letter in turn as you say:</p> <p>🔊 Here I see the vowel <i>a</i>, the consonant <i>m</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 /s/–/ā/–/m/, <b>same</b>.</p>	<p>🔊 Let’s do it together.</p> <p>Point to <i>same</i>. Underline <u>ame</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>m</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: /s/–/ā/–/m/, <b>same</b>.</p> <p>Repeat with: <i>late</i>, <i>name</i>, and <i>grade</i>.</p>	<p>🔊 Now it’s your turn.</p> <p>Point to <i>grade</i>. Underline <u>ade</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>d</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. (/g/–/r/–/ā/–/d/, <i>grade</i>)</p> <p>Repeat with the remaining words. Remind students that the <i>c</i> in <i>place</i> sounds like /s/.</p>
<p>Have students turn to “A Crab That Lives in a Tree” on page 9 in <i>Let’s Read</i> and find words with the letter <i>a</i> and the silent <i>e</i> in the text (e.g., <i>lakes, wake, make, safe, place</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. full	🔊 <b>Full.</b> When something is <i>full</i> , it has so many things inside it that there is no room for more. For example, when you put many books in your bag, your bag is full of books. When you eat a lot, your tummy is full of food. Rub your tummy and say, “I’m full!”
2. grow	🔊 <b>Grow.</b> When you <i>grow</i> , you get bigger. For example, babies are small, then they grow and get bigger. When farmers plant small seeds, the seeds grow and turn into big plants. Let’s pretend to be a small seed and grow into a big tree. (Have students rise up slowly like they are growing.)
3. build	🔊 <b>Build.</b> To <i>build</i> is to make something by putting pieces together. For example, people build houses. You can build a toy car. What else can people build? (Help individuals respond in well-formed sentences using <i>build</i> .)
4. ground	🔊 <b>Ground.</b> The <i>ground</i> is the top part of the land outside (point). For example, we walk on the ground. We dig holes in the ground to plant seeds. Let’s pretend to dig a hole in the ground. (Do the motions together.)
5. well	🔊 <b>Well.</b> A <i>well</i> is a deep hole in the ground where we get water. Let’s pretend to pump water from the well. (Do the motions together.)
6. wind	🔊 <b>Wind.</b> <i>Wind</i> is the air that blows. For example, the wind blows through the trees. Let’s pretend to be the wind and the trees. (Have some students blow air and others pretend to sway like trees in the wind.)

**READ-ALOUD**

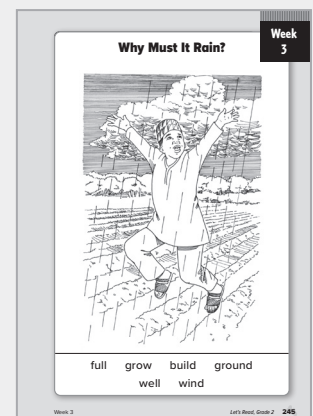
**13 MIN.**

🔊 Now I’m going to read to you a new text called “Why Must It Rain?” Please turn to page 245 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 245

FEATURES OF TEXT

🔊 Today’s text is nonfiction. Remember that a nonfiction text tells us true information about something. Nonfiction can tell us about real people or animals or the world around us. Yesterday we read the nonfiction text “A Crab That Lives in a Tree.” Today’s nonfiction text is about rain.

🔊 Remember that the *topic* of a text is what the text is about. The topic of yesterday’s text was crabs. The topic of today’s text is rain. Remember that the *main idea* of a text is the most important thing that the author wants us to know about the topic. Listen to the text to find out the main idea that the author wants us to know about rain.

DURING READING

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

🔊 Why Must It Rain?  
by Cynthia B. Moore

Look outside. Forests are green again, and the rivers are full. Flowers are beautiful everywhere. It’s all because of the rain. Without the rain, we wouldn’t be able to grow food on our farms. The trees in the forest would not grow. With no trees, there would be no wood to build our houses and schools and to make furniture for our homes, schools, and offices. Because of the rain, our rivers are full, and we can go fishing or go for a ride in a boat. The rain wets the ground and fills our wells to give us water for cooking, washing, drinking, and bathing. The rain comes with a cold wind that cools our rooms and makes us sleep well at night. Think about it. Without rain, how could we have full rivers, streams, and lakes? How could we grow our food? How could our forests and animals live? How could we have water to drink? How could we see the wonder of a rainbow in the sky that makes us smile? All these things can happen only because of the rain.

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?** (rain)
- 2. **What is the main idea of the text?** (Rain is important for many reasons, or rain helps us in many ways.)
- 3. **The author uses supporting details, or facts, to say why rain is important. Why is rain important for forests?** (Rain helps forests grow trees, which provide wood to build houses and schools and furniture for homes, schools, and offices.)

4. **Why is rain important for rivers?** (Rain fills the rivers, and people can fish or ride in a boat.)
5. **How does rain help people and animals?** (Rain wets the ground, which helps food grow. Rain fills the rivers, streams, and wells, which give water for cooking, washing, drinking, and bathing.)

**SHARED WRITING**

**15 MIN.**

Write the “Tree Hole Crabs Here, Tree Hole Crabs There” chant as shown below on a large piece of paper. Tape it on the board or on a wall.

Tree hole crabs here, Tree hole crabs there,  
 Tree hole crabs, tree hole crabs everywhere.  
 Small tree hole crabs jump,  
 Wet tree hole crabs creep,  
 Safe tree hole crabs sleep,  
 And awake tree hole crabs eat.  
 Tree hole crabs in a pool of rain,  
 Tree hole crabs up in a tree,  
 And tree hole crabs on a branch.  
 Tree hole crabs here, tree hole crabs there,  
 Tree hole crabs everywhere.  
 Tree hole crabs! Tree hole crabs! Tree hole crabs!

👂 Here’s another chant we can say. Remember, chants help us learn the words we need to know to write sentences. Stand up. Say the chant one line at a time. Have students repeat each line after you. Make motions for words like *crab*, *hole*, and *safe*. Have students repeat the motions as they say the line.

Draw a blank Sentence Pattern Chart like the one at the right on the board or wall. 👂 This week we will review how to write a sentence with adjectives, a noun, and a verb. We will use a Sentence Pattern Chart to help us plan our sentence.

On the Sentence Pattern Chart, point to *noun*. 👂 A noun is a person, place, or thing. I will name a noun. *Crabs* is a noun. Is a crab a person, a place, or a thing? A crab is a thing. Write *crabs* in the noun column on the chart. Draw a crab next to the word *crab*.

Point to *adjective* in the Sentence Pattern Chart. 👂 We use adjectives to describe nouns. We can use adjectives like *small*, *wet*, *safe*, and *good*. Point to the adjectives in the “Crabs Here, There Crabs There” chant. Write *small*, *wet*, *safe*, *good* on the chart in the adjective column.

Save the chant and the Sentence Pattern Chart for Day 4.

 **HOMEWORK**

Have students complete page 8 in the *Student Activity Book* and read “A Crab That Lives in a Tree” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

adjective	noun

adjective	noun
small	crabs
wet	
safe	
good	

**Week 3 Day 2 Homework**

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

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

---

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

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

© Read Libria Activity Book 2

*Student Activity Book*  
page 8






### OBJECTIVES

Students will be able to:

- Read and spell words with the oCe pattern
- Demonstrate understanding of and spell the vocabulary/sight words *crab, many, people, live, forest*
- Read and comprehend “A Crab That Lives in a Tree”

### LEARNING RESOURCES

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

o + consonant + silent e	
rope	bone
pole	note
woke	joke
bone	smoke
	zone

### INTRODUCTION




1 MIN.

👂 Today we will read and spell words with the letter o and silent e. We will also review our vocabulary words and read “A Crab That Lives in a Tree” together again.

### PHONICS AND WORD STUDY

10 MIN.

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

		
<p>👂 This week we are learning about 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>rope</i>. Underline <u>ope</u>. Point under each letter in turn as you say:</p> <p>👂 Here I see the vowel o, the consonant p, and e. In this word, the letter o says its name, /ō/, and the letter e is silent. The word is /r/-/ō/-/p/, <i>rope</i>.</p>	<p>👂 Let's do it together.</p> <p>Point to <i>rope</i>. Underline <u>ope</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 p, 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: /r/-/ō/-/p/, <i>rope</i>.</p> <p>Repeat with <i>pole</i> (/p/-/ō/-/l/), <i>woke</i> (/w/-/ō/-/k/), and <i>bone</i> (/b/-/ō/-/n/).</p>	<p>👂 Now it's your turn.</p> <p>Point to <i>bone</i>. Underline <u>one</u>. Point under each letter in turn as you say:</p> <p>👂 What letters do you see here? (the vowel o, the consonant n, 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. (/b/-/ō/-/n/, <i>bone</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>🔊 Now we will spell some words with the letter <b>o</b> and silent <b>e</b>. Watch and listen.</p> <p>🔊 The word is <i>home</i>. I hear 3 sounds: /h/-/ō/-/m/, and I know it ends with the silent <b>e</b>.</p> <p>🔊 The first sound is /h/. (Write <i>h</i>.) The next sound is /ō/, just like the name of the letter <b>o</b>. (Write <i>o</i>.) The third sound is /m/. (Write <i>m</i>.) Lastly, I add the silent <b>e</b>. (Write <i>e</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>h-o-m-e</i>, <b>home</b>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words with the silent <b>e</b> 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.</p> <p>🔊 The first word is <i>home</i>. What sounds do we hear? /h/-/ō/-/m/. And we know it ends with what? The silent <b>e</b>.</p> <p>🔊 Let's write it: /h/ (write <i>h</i>), /ō/, just like the name of the letter <b>o</b> (write <i>o</i>), /m/ (write <i>m</i>). Lastly, we add the silent <b>e</b>. (Write <i>e</i>.)</p> <p>Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>h-o-m-e</i>, <b>home</b>.</p> <p>Repeat with <i>hole</i> and <i>close</i>.</p>	<p>🔊 Now it's your turn. I will say a word with the silent <b>e</b>. Listen to each sound. Then write the letter for each sound in your copybooks. Don't forget to add the silent <b>e</b> at the end!</p> <p>Dictate these words one at a time: <i>close</i>, <i>hope</i>, and <i>stove</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. crab
2. many
3. people
4. live
5. forest

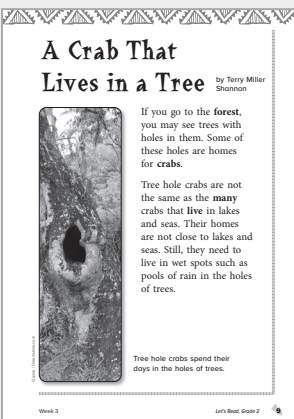
**WRITTEN VOCABULARY / SIGHT WORDS**

**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. crab	Point to <i>crab</i> . 🔊 Read the word: ( <i>crab</i> ). <b>A crab is a small animal with 8 legs and 2 big claws. Most crabs live by water. Let's be like crabs—show me your claws.</b>
2. many	Point to <i>many</i> . 🔊 Read the word: ( <i>many</i> ). <b>Many means a lot, a big number. For example, there are many students (or books, etc.) in this classroom. Let's count them. ... I have 6 uncles—I have many uncles! Who else has many of something?</b> (Help individuals respond in well-formed sentences using <i>many</i> .)
3. people	Point to <i>people</i> . 🔊 Read the word: ( <i>people</i> ). <b>People are men and women, boys and girls, like us. We are people. People are different from animals. People wear clothes, but animals don't wear clothes. What are some other differences between people and animals?</b> (Help individuals respond in well-formed sentences using <i>people</i> —e.g., people live in houses, but animals live outside; people cook their food, but animals don't, etc.)
4. live	Point to <i>live</i> . 🔊 Read the word: ( <i>live</i> ). <b>The place where you live is the place where you stay and have your home. For example, I live in [Name of Town]. Birds live in trees. Fish live in water. Many people live in Monrovia. Where do you live?</b> (Help individuals respond in well-formed sentences using <i>live</i> .)
5. forest	Point to <i>forest</i> . 🔊 Read the word: ( <i>forest</i> ). <b>The forest is a place with many, many trees. Birds live in the forest. What else lives in the forest?</b> (e.g., monkeys, snakes, flowers, etc.) <b>Let's pretend we are trees in a forest.</b> (Have students stand close together and spread their arms like tree branches.)



Let's Read page 9

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "A Crab That Lives in a Tree" again. Please turn to page 9 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 a 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 the *topic* of a text is what the text is about. What is the *main idea* of a text? (the most important thing that the author wants us to know about the topic) Let's read the text again to remember the main idea that the author wants us to know.

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? (crabs)
2. Where do these crabs live? (in holes in trees, in the forest)
3. What do the crabs do during the day and night? (They stay in their holes during the day. They hunt at night, etc.)
4. What is the main idea of the text? (There are not many crabs because they do not have enough places to live.)
5. The author uses supporting details, or facts, to say why the crabs do not have enough places to live. What kind of home do the crabs need? (They have to live in a forest. They can't make their own holes, so they need trees that already have holes. The holes have to be 3–6 feet from the ground to keep them safe.)
6. Why is it hard for crabs to find that kind of home? (People are cutting down the trees.)

 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 7 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 3 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

11. forest	14. live
12. crab	15. people
13. many	

Read Liberia Activity Book 2

*Student Activity Book*  
page 7

**OBJECTIVES**

Students will be able to:

- Read words with the oCe pattern
- Read fluently “A Crab That Lives in a Tree”
- Listen to and comprehend “Why Must It Rain?”
- Write sentences with nouns, adjectives, and verbs

**LEARNING RESOURCES**

*Let’s Read*


Student copybooks

*Student Activity Book*

**o + consonant +  
silent e**

lone	nose
rode	role
hole	home
nose	drove
	vote

**A Crab That Lives in a Tree** by Terry Miller  
Illustration



If you go to the forest, you may see trees with holes in them. Some of these holes are homes for crabs.

Tree hole crabs are not the same as the many crabs that live in lakes and seas. Their homes are not close to lakes and seas. Still, they need to live in wet spots such as pools of rain in the holes of trees.

Tree hole crabs spend their days in the holes of trees.

*Let’s Read* page 9

**INTRODUCTION**

1 MIN.

👂 Today we will read some more words with the letter o and silent e. You will read “A Crab That Lives in a Tree” with your partner. I will read “Why Must It Rain?” to you again. Then we will write sentences with nouns, adjectives, and verbs.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>👂 This week we are learning about 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.</p> <p>Point to <i>lone</i>. Underline <u>one</u>. Point under each letter in turn as you say:</p> <p>👂 Here I see the vowel o, the consonant n, and e. In this word, the letter o says its name, /ō/, and the letter e is silent. The word is /l/-/ō/-/n/, <i>lone</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point to <i>lone</i>. Underline <u>one</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 n, 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: /l/-/ō/-/n/, <i>lone</i>.</p> <p>Repeat with: <i>rode</i>, <i>hole</i>, and <i>nose</i>. Tell students that in the word <i>nose</i>, the s sounds like /z/.</p>	<p>👂 Now it’s your turn.</p> <p>Point to <i>nose</i>. Underline <u>ose</u>. Point under each letter in turn as you say:</p> <p>👂 What letters do you see here? (the vowel o, the consonant s, 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. (/n/-/ō/-/s/, <i>nose</i>. Remind students that the s in <i>nose</i> sounds like /z/.)</p> <p>Repeat with the remaining words.</p>

Have students turn to “A Crab That Lives in a Tree” on page 9 in *Let’s Read* and find words with the letter o and silent e in the text (e.g., *hole*, *home*, *close*, *stove*, *hope*). 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 “A Crab That Lives in a Tree” with your partner. Please turn to page 9 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 “Why Must It Rain?” again. Please turn to page 245 in *Let’s Read*.

**BEFORE READING**

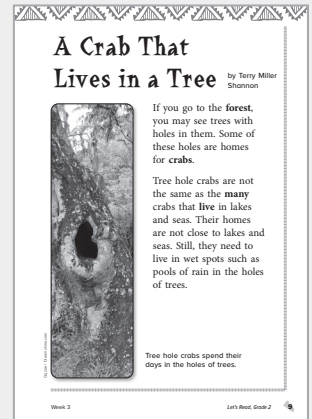
**PREVIEW**

Guide the students to . . .

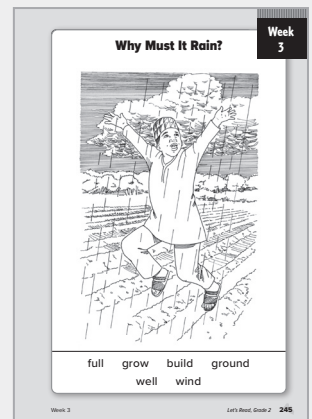
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *full, grow, build, ground, well, wind*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

- 🔊 Remember that this text is nonfiction. What does a 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.) We have been reading “A Crab That Lives in a Tree.” It is a nonfiction text about crabs in the forest. Today’s nonfiction text is about rain.
- 🔊 Remember that the *topic* of a text is what the text is about. The topic of yesterday’s text was crabs. The topic of today’s text is rain. What is the *main idea* of a text? (the most important thing that the author wants us to know about the topic) Listen to the text again to remember the main idea that the author wants us to know about rain.



Let’s Read page 9



Let’s Read page 245

**DURING READING**

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

🔊 **Why Must It Rain?**  
by Cynthia B. Moore

Look outside. Forests are green again, and the rivers are full. Flowers are beautiful everywhere. It's all because of the rain. Without the rain, we wouldn't be able to grow food on our farms. The trees in the forest would not grow. With no trees, there would be no wood to build our houses and schools and to make furniture for our homes, schools, and offices. Because of the rain, our rivers are full, and we can go fishing or go for a ride in a boat. The rain wets the ground and fills our wells to give us water for cooking, washing, drinking, and bathing. The rain comes with a cold wind that cools our rooms and makes us sleep well at night. Think about it. Without rain, how could we have full rivers, streams, and lakes? How could we grow our food? How could our forests and animals live? How could we have water to drink? How could we see the wonder of a rainbow in the sky that makes us smile? All these things can happen only because of the rain.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is this text about?** (rain)
2. **What is the main idea of the text?** (Rain is important for many reasons, or rain helps us in many ways.)
3. **The author uses supporting details, or facts, to say why rain is important. Why is rain important for forests?** (Rain helps forests grow trees, which provide wood to build houses and schools and furniture for homes, schools, and offices.)
4. **Why is rain important for rivers?** (Rain fills the rivers, and people can fish or ride in a boat.)
5. **How does rain help people and animals?** (Rain wets the ground, which helps food grow. Rain fills the rivers, streams, and wells, which give water for cooking, washing, drinking, and bathing.)
6. **Do you like rain? Why or why not?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Tape the “Tree Hole Crabs Here, Tree Hole Crabs There” chant from Day 2 (below) on the board or on the wall.

Tree hole crabs here, Tree hole crabs there,  
 Tree hole crabs, tree hole crabs everywhere.  
 Small tree hole crabs jump,  
 Wet tree hole crabs creep,  
 Safe tree hole crabs sleep,  
 And awake tree hole crabs eat.  
 Tree hole crabs in a pool of rain,  
 Tree hole crabs up in a tree,  
 And tree hole crabs on a branch.  
 Tree hole crabs here, tree hole crabs there,  
 Tree hole crabs everywhere.  
 Tree hole crabs! Tree hole crabs! Tree hole crabs!

🔊 **Let’s say our new chant about the tree hole crabs. Stand Up. First, I will say a line, then you will say a line with me. Do the same actions that I do: jump, creep, sleep, eat.**

🔊 **Sentences have adjectives, nouns, and verbs. Today we will learn about verbs, or action words.**

Use the Sentence Pattern Chart from Day 2 (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 think about verbs. Then we will write a sentence.**

Add another column to the chart labeled *verb*, and point to it. **A verb is an action word. In the chant, it answers the question: What do tree hole crabs do? Look at the “Tree Hole Crabs Here, Tree Hole Crabs There” chant to find verbs, or action words.**

Call on 2–3 students to each say a verb from the chant. Point to the words in the chant. 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. *Wet crabs jump.***

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

🔊 **Now you will write in your copybooks. Work with your partner. Use the Sentence Pattern Chart to write 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.**

adjective	noun
small	crabs
wet	
safe	
good	

adjective	noun	verb
small	crabs	jump
wet		creep
safe		sleep
good		eat

Wet crabs jump.

 **HOMEWORK**

Have students complete page 9 in the *Student Activity Book* and read “A Crab That Lives in a Tree” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 3 Day 4 Homework**

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

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

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

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

e	o_e
_____	choke
_____	_____
_____	_____
_____	_____

Read Libria Activity Book 2

*Student Activity Book*  
page 9





### 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

 Sight word cards

 *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. *came*, 2. *close*, 3. *crab*, 4. *forest*, 5. *hole*, 6. *home*, 7. *hope*, 8. *live*, 9. *make*, 10. *many*, 11. *people*, 12. *place*, 13. *safe*, 14. *stove*, 15. *take*

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 Crab That Lives in a Tree” on page 9 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 “The Liberian Mongoose” on page 136 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>🔊 This week we learned about the silent <b>e</b>. 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. <b>Silent</b> means it makes no sound.</p> <p>Point to <i>lake</i>. Underline <u>ake</u>. Point under each letter in turn as you say:</p> <p>🔊 I see the vowel <b>a</b>, the consonant <b>k</b>, and <b>e</b>. The letter <b>a</b> says its name, /ā/, and the letter <b>e</b> is silent. The word is /l/-/ā/-/k/, <b>lake</b>.</p> <p>Repeat with <i>rope</i> (/r/-/ō/-/p/).</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>rope</i>. Underline <u>ope</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do we see here? We see the vowel <b>o</b>, the consonant <b>p</b>, and <b>e</b>.</p> <p>🔊 In this word, what does the letter <b>o</b> say? It says its name, /ō/. What does the letter <b>e</b> say? The letter <b>e</b> is silent.</p> <p>🔊 Let's read the whole word together: /r/-/ō/-/p/, <b>rope</b>.</p> <p>Repeat with <i>home</i> and <i>safe</i>.</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>safe</i>. Underline <u>afe</u>. Point under each letter in turn as you say:</p> <p>🔊 What letters do you see here? (the vowel <b>a</b>, the consonant <b>f</b>, and <b>e</b>)</p> <p>🔊 In this word, what does the letter <b>a</b> say? (It says its name, /ā/.)</p> <p>🔊 What does the letter <b>e</b> say? (The letter <b>e</b> is silent.)</p> <p>🔊 Read the whole word. (s/-/ā/-/f/, <b>safe</b>)</p> <p>Repeat with the remaining words.</p>

lake	safe
rope	game
home	hole
safe	drove
	wake

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>🔊 Now we will put words in the correct boxes. If a word has a letter <b>a</b> with the silent <b>e</b>, we will write it here (point to the <b>a_e</b> box). If it has a letter <b>o</b> with the silent <b>e</b>, we will write it here (point to the <b>o_e</b> box).</p> <p>🔊 The word <i>pole</i> (point) has the letter <b>o</b> and the silent <b>e</b>, so I will write it here.</p> <p>Write <i>pole</i> in the <b>o_e</b> box, and cross it off the list.</p>	<p>🔊 Let's do the next one together. Where do we write the word <b>date</b>? It has the letter <b>a</b> and the silent <b>e</b>, so we will write it here.</p> <p>Write <i>date</i> in the <b>a_e</b> box, and cross it off the list. Check the students' work.</p>	<p>🔊 Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</p> <p>Move around the room and randomly check students' work as they write.</p>

pole	face
date	vote
	lone
	grade
	name

a_e	o_e

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 T27 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read “The Liberian Mongoose” on page 136 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 Crab That Lives in a Tree” on page 9 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “A Crab That Lives in a Tree” on page 9 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 4 Lesson Planner

	Monday (Day 1) pages 62–65	Tuesday (Day 2) pages 66–69	Wednesday (Day 3) pages 70–73	Thursday (Day 4) pages 74–77	Friday (Day 5) pages 78–80
<b>Phonics and Word Study</b>	Read and spell words with <i>i</i> + consonant + silent <i>e</i> .	Read words with <i>ar</i> .	Read words with <i>ew</i> .	<ul style="list-style-type: none"> <li>Review <i>i</i> + consonant + silent <i>e</i>.</li> <li>Review <i>ar</i>, <i>ew</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Differentiated review</li> </ul>
<b>Spelling</b>	<i>life, like, time, hide, white</i>		<i>farm, hard, car, few, grew</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>village, work, city, different, could, miss</i>		<i>village, work, city, different, could, miss</i>		
<b>Reading Comprehension</b>	“Kwenah Goes to Monrovia”		“Kwenah Goes to Monrovia”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “Kwenah Goes to Monrovia”	Differentiated review
<b>Oral Vocabulary</b>		<i>meat, gone, afraid, decide, a little while</i>			
<b>Read-Aloud</b>		“Muhammad Goes to the Market”		“Muhammad Goes to the Market”	
<b>Shared Writing</b>		Identify prepositional phrases.		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 11 in <i>Student Activity Book</i></li> <li>“Kwenah Goes to Monrovia”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>Page 12 in <i>Student Activity Book</i></li> <li>“Kwenah Goes to Monrovia”</li> <li>Study for quiz.</li> </ul>	Re-read “Kwenah Goes to Monrovia.”

<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 “Kwenah Goes to Monrovia.”</li> <li>Group B (Exceeds Expectations): Work in pairs to read “My Trip to Monrovia” 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 “My Trip to Monrovia” or any supplementary reader.</li> <li>Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Kwenah Goes to Monrovia.”</li> <li>Group C (Needs Additional Support): Work in pairs to re-read “Kwenah Goes to Monrovia.”</li> </ul>
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## 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 • 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 sentences using spelling and sight words • Read diverse types of writings • Identify facts from a text • Identify main idea and facts in a nonfiction text • Identify theme in a text • Recognize the elements of diverse types of writings • Name and identify some types of adjectives • Write descriptive sentences • Demonstrate knowledge of new words • Use vocabulary words in sentences • Organize ideas for writing • Read words with variant word patterns • Identify the sequence of a text • Spell high-frequency and subject-related words • Demonstrate understanding of vocabulary and related subject words in context • Use charts and graphic organizers to add details to writings • Write independently • Read diverse texts fluently • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Read and spell words with the iCe pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *village, work, city, different, could, miss*
- Read and comprehend “Kwenah Goes to Monrovia”

**LEARNING RESOURCES**

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

i + consonant + silent e	
line	ride
kite	fine
smile	stripe
ride	side
	while

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letter *i* and silent *e*. 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>🔊 Last week we 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. <i>Silent</i> means it makes no sound. (Hold your finger to your lips to show “silent.”)</p> <p>Point to <i>line</i>. Underline <i>ine</i>. Point under each letter in turn as you say:</p> <p>🔊 Here I see the vowel <i>i</i>, the consonant <i>n</i>, and <i>e</i>. In this word, the letter <i>i</i> says its name, /ī/, and the letter <i>e</i> is silent. The word is /l/-/ī/-/n/, <i>line</i>.</p>	<p>🔊 Let’s do it together.</p> <p>Point to <i>line</i>. Underline <i>ine</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>n</i>, and <i>e</i>.</p> <p>🔊 In this word, what does the letter <i>i</i> say? It says its name, /ī/. What does the letter <i>e</i> say? The letter <i>e</i> is silent.</p> <p>🔊 Let’s read the whole word together: /l/-/ī/-/n/, <i>line</i>.</p> <p>Repeat with: <i>kite</i>, <i>smile</i>, and <i>ride</i>.</p>	<p>🔊 Now it’s your turn.</p> <p>Point to <i>ride</i>. Underline <i>ide</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>d</i>, and <i>e</i>)</p> <p>🔊 In this word, what does the letter <i>i</i> say? (It says its name, /ī/.)</p> <p>🔊 What does the letter <i>e</i> say? (The letter <i>e</i> is silent.)</p> <p>🔊 Read the whole word. (/r/-/ī/-/d/, <i>ride</i>)</p> <p>Repeat with the remaining words. For <i>while</i>, remind students that the letters <i>wh</i> together make the sound /hw/.</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 letter <i>i</i> and silent <i>e</i>. Watch and listen.</p> <p>🔊 The word is <i>life</i>. I hear 3 sounds: /l/-/ī/-/f/, and I know it ends with the silent <i>e</i>.</p> <p>🔊 The first sound is /l/. (Write <i>l</i>.) The next sound is /ī/, just like the name of the letter <i>i</i>. (Write <i>i</i>.) The third sound is /f/. (Write <i>f</i>.) Lastly, I add the silent <i>e</i>. (Write <i>e</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>l-i-f-e</i>, <i>life</i>.</p> <p>Erase the word.</p>	 <p>🔊 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.</p> <p>🔊 The first word is <i>life</i>. What sounds do we hear? /l/-/ī/-/f/. And we know it ends with what? The silent <i>e</i>.</p> <p>🔊 Let's write it: /l/ (write <i>l</i>), /ī/, just like the name of the letter <i>i</i> (write <i>i</i>), /f/ (write <i>f</i>). Lastly, we add the silent <i>e</i>. (Write <i>e</i>.) Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>l-i-f-e</i>, <i>life</i>.</p> <p>Repeat with <i>like</i> and <i>time</i>.</p>	 <p>🔊 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!</p> <p>Dictate these words one at a time: <i>time</i>, <i>hide</i>, and <i>white</i>. (Remind the students that the sound /hw/ is spelled with the letters <i>wh</i> together.)</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 learn some new vocabulary words.

1. village
2. work
3. city
4. different
5. could
6. miss

1. village	Point to <i>village</i> . 🔊 This word is <i>village</i> . Let's read and spell it together: <i>village, v-i-l-l-a-g-e, village</i> . A <i>village</i> is a small town. There are many villages outside of cities. For example, [name of a nearby or familiar village] is a village. Name some other villages that you know.
2. work	Point to <i>work</i> . 🔊 This word is <i>work</i> . Together: <i>work, w-o-r-k, work</i> . To <i>work</i> means to do a job. For example, I work as a teacher. I also do work on the farm and at home. Children do work, too. What kind of work do you do?
3. city	Point to <i>city</i> . 🔊 This word is <i>city</i> . Together: <i>city, c-i-t-y, city</i> . A <i>city</i> is a very big place where many people live and work. For example, Monrovia is a city. Name some other cities that you know.
4. different	Point to <i>different</i> . 🔊 This word is <i>different</i> . Together: <i>different, d-i-f-f-e-r-e-n-t, different</i> . <i>Different</i> means not the same. For example, a city is different from a village because a city is big and has many people, but a village is small and has only a few people. How else are cities different from villages? (Help individuals respond in well-formed sentences using <i>different</i> .)
5. could	Point to <i>could</i> . 🔊 This word is <i>could</i> . Together: <i>could, c-o-u-l-d, could</i> . <i>Could</i> means that something was possible to do. For example, if I say "I wish I could fly like a bird," I mean I wish it was possible for me to fly. What do you wish you could do? (Help individuals respond in well-formed sentences using <i>I wish I could...</i> )
6. miss	Point to <i>miss</i> . 🔊 This word is <i>miss</i> . Together: <i>miss, m-i-s-s, miss</i> . To <i>miss</i> means to want something that you used to have with you but don't have anymore. When I travel by myself, I miss my family and my home because they are not with me at that time. What is something you miss? (Help individuals respond in well-formed sentences using <i>miss</i> .)

**Kwenah Goes to Monrovia**  
by Kenneth Harding



Bainda grew up in Monrovia. One day he went to stay with his friend Kwenah. Kwenah was a farmer, and he lived in a small **village**. Bainda saw how hard Kwenah **worked**. He thought the farm work was too much for Kwenah.

"I will ask my friend to come with me to Monrovia. He needs some rest," Bainda said. "He will like to taste a new life in the **city**."

The next day, Bainda asked Kwenah to go to Monrovia with him. "You need a rest from all this hard farm work," he said to Kwenah.

Let's Read page 12

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new story called "Kwenah Goes to Monrovia." Please turn to page 12 in *Let's Read*.



**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

🔊 **Today’s story is fiction. Remember, a fiction story tells us about things that are not real. The characters, setting, and events are made up by the author. Every fiction story has a *plot*. The plot is the set of important events that happen in the beginning, middle, and end of a story. Let’s read the story to find out the plot.**

**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 two main characters in this story?** (Bainda and Kwenah)
2. **What is the setting? Where does the story take place?** (in a village and in the city)
3. **What is the plot of the story? What are the important events that happen in the beginning, middle, and end of the story?** (Bainda goes to Kwenah’s village and asks Kwenah to move to the city with him. Kwenah agrees to move to the city with Bainda. Kwenah decides to move back to his village.)
4. **What is the main problem in the story?** (Kwenah is unhappy in the city. Kwenah misses his village.)
5. **How does Kwenah solve or fix his problem?** (He goes back to his village.)



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

Written Vocabulary and Sight Words

11. village	14. different
12. work	15. could
13. city	16. miss

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*Student Activity Book*  
page 10


**OBJECTIVES**

Students will be able to:

- Read words with *ar*
- Demonstrate understanding of the vocabulary words *meat, gone, afraid, decide, a little while*
- Listen to and comprehend “Muhammad Goes to the Market”
- Write sentences with nouns, adjectives, verbs, and prepositional phrases

**LEARNING RESOURCES**

 *Let’s Read*

 Student copybooks

 *Student Activity Book*

ar

star	mark
dark	sharp
part	card
mark	arm
	bark

**INTRODUCTION**




1 MIN.

🔊 Today we will read words with the letters *ar*. We will learn some new vocabulary words, and I will read a new story to you. Then we will write sentences 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>🔊 Yesterday we learned about the silent <i>e</i>. Today we will learn about the letters <i>ar</i>. When the letters <i>a</i> and <i>r</i> come together, they sound like the name of the letter <i>r</i>, /är/.</p> <p>Point to <i>star</i>. Underline <u>ar</u>. 🔊 Here I see the letters <i>a</i> and <i>r</i>. Together they make the sound /är/. The word is /s/-/t/-/är/, <i>star</i>.</p>	 <p>🔊 Let’s do it together.</p> <p>Point under <i>ar</i>. 🔊 Say the sound with me: /är/.</p> <p>Point to <i>star</i>. Point under <i>ar</i>. 🔊 What letters do we see here? We see the letters <i>a</i> and <i>r</i>. What sound do they make together? /är/.</p> <p>🔊 Let’s read the whole word together: /s/-/t/-/är/, <i>star</i>.</p> <p>Repeat with: <i>dark</i>, <i>part</i>, and <i>mark</i>.</p>	 <p>🔊 Now it’s your turn.</p> <p>Point under <i>ar</i>. 🔊 Say the sound. (/är/)</p> <p>Point to <i>mark</i>. Point under <i>ar</i>. 🔊 What letters do you see here? (the letters <i>a</i> and <i>r</i>) What sound do they make together? (/är/)</p> <p>🔊 Read the whole word. (/m/-/är/-/k/, <i>mark</i>)</p> <p>Repeat with the remaining words. For <i>sharp</i>, remind students that the letters <i>sh</i> together make one sound, /sh/.</p>
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✔ 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. meat	🔊 <b>Meat.</b> <i>Meat</i> is food that comes from an animal. For example, the meat in a stew could come from a cow. What other types of meat do we eat?
2. gone	🔊 <b>Gone.</b> When something is <i>gone</i> , it is no longer there. For example, when I went to visit my friend, she was gone. She wasn't there. Have you ever tried to visit someone who was gone? (Help individuals respond in well-formed sentences using <i>gone</i> .)
3. afraid	🔊 <b>Afraid.</b> To be <i>afraid</i> is to be scared or worried about something. For example, I can say that I am afraid of snakes because they may bite me. Name something that you are afraid of. (e.g., spiders, etc.) When I am afraid, my face looks like this. (Make a fearful face.) Show me what your face looks like when you are afraid.
4. decide	🔊 <b>Decide.</b> To <i>decide</i> means to make a choice about something. For example, if your mother sends you to the market to buy some tomatoes (or other food), you have to decide which tomatoes to buy. Do you buy these tomatoes or those tomatoes? You have to decide. What other kinds of things do you have to decide? (e.g., which game to play with friends, etc.)
5. a little while	🔊 <b>A little while.</b> A <i>little while</i> is a short amount of time. For example, in a little while we will go outside to play (or other activity). What else could we do in a little while? (Help individuals respond in well-formed sentences using <i>a little while</i> .)

**READ-ALOUD**

**13 MIN.**

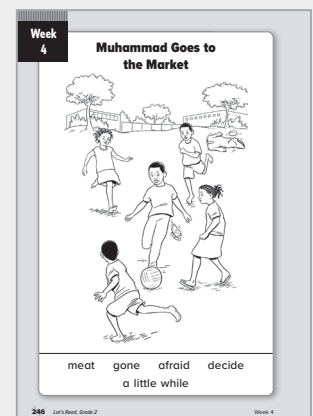
🔊 **Now I'm going to read to you a new story called "Muhammad Goes to the Market." Please turn to page 246 in *Let's Read*.**

**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 246

FEATURES OF TEXT

🔊 Today’s story is fiction. Remember, a fiction story tells us about things that are not real. The characters, setting, and events are made up by the author. Every fiction story has a plot. The plot is the set of important events that happen in the beginning, middle, and end of a story. Yesterday we read the fiction story “Kwenah Goes to Monrovia.” Today’s fiction story is about a boy who goes to the market.

DURING READING

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

🔊 Muhammad Goes to the Market

Muhammad’s mother was making a stew for dinner. “Muhammad,” she said, “I need some meat for our stew. Can you go to the market and get some for me?” Mother gave Muhammad the money he would need to buy the meat, and he set off for the market. On his way there, Muhammad saw his friends playing football. They looked like they were having such a good time. Muhammad decided to stop and play football with them. I’ll play for only a little while, he thought. Muhammad had a great time playing, but he knew he had to go to the market. So he said goodbye to his friends. Muhammad found the meat at the market, but when he tried to pay for it, he saw that the money was gone! He was afraid to go home and tell his mother. Muhammad finally had to go home and face her. When Muhammad told Mother what had happened, Mother was vexed but she forgave him. She told Muhammad that he should always finish his errands first before stopping to play.

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?** (Muhammad, Muhammad’s mother, Muhammad’s friends)
2. **What is the setting? Where does the story take place?** (the place where Muhammad’s friends are playing football, the market, Muhammad’s home)
3. **What is the plot of the story? What important events happen in the beginning, middle, and end of the story?** (Muhammad’s mother asks him to go to the market. On his way there, he decides to stop to play football. When he finishes playing, he goes to the market. When he tries to pay for the meat, he sees that his money is gone. Muhammad goes home and tells his mother what happened. She is mad but forgives him.)
4. **What is the main problem in the story?** (Muhammad’s money is gone.)

5. **How does Muhammad feel when his money is gone?** (afraid to tell his mother)
6. **How does Muhammad solve or fix his problem?** (He tells his mother what happened and she forgives him. Next time he will finish his errands before playing.)

Tree hole crabs here, Tree hole crabs there,  
 Tree hole crabs, tree hole crabs everywhere.  
 Small tree hole crabs jump,  
 Wet tree hole crabs creep,  
 Safe tree hole crabs sleep,  
 And awake tree hole crabs eat.  
 Tree hole crabs in a pool of rain,  
 Tree hole crabs up in a tree,  
 And tree hole crabs on a branch.  
 Tree hole crabs here, tree hole crabs there,  
 Tree hole crabs everywhere.  
 Tree hole crabs! Tree hole crabs! Tree hole crabs!

**SHARED WRITING**

**15 MIN.**

Tape the “Tree Hole Crabs Here, Tree Hole Crabs There” chant from Week 3 (at the right) on the board or on the wall.

🔊 **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 *up in a tree*. Put one hand on your arm as you say *on a branch*.

🔊 **Sentences have adjectives, nouns, and verbs. Today we will learn about prepositional phrases. Prepositional phrases tell us where or when—for example, *on a log, in the room, up a tree*.**

Use the Sentence Pattern Chart from Week 3 (at the right) to review nouns, adjectives, and verbs. Have students tell what verbs and adjectives they like.

Add another column to the chart labeled *prep. phrase* and point to it.

🔊 **A prepositional phrase answers the questions *where* and *when*. Let’s say some prepositional phrases: *up in the tree, in the forest, next to the pool, at night*.**

Call on 2–3 students to each say a prepositional phrase from the chant. If students need help finding the prepositional phrases, ask: Where are the tree hole crabs? (*up in a tree, on a branch, in a pool*)

Write the prepositions in the prep. phrase column of the Sentence Pattern Chart. Choose 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. Last, I write the prepositional phrase. I put a period at the end of the sentence.**

Write the sentence: *Wet crabs sleep up in a tree*. 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	crabs	jump
wet		creep
safe		sleep
good		eat

adjective	noun	verb	prep. phrase
small	crabs	jump	up in a tree
wet		creep	on a branch
safe		sleep	in a pool
good		eat	

Wet crabs sleep up in a tree.

 **HOMEWORK**

Have students complete page 11 in the *Student Activity Book* and read “Kwenah Goes to Monrovia” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 4 Day 2 Homework**

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

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

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

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

i	_e_	_e_
_____	_____	_____
_____	_____	_____

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*Student Activity Book*  
page 11

**OBJECTIVES**

Students will be able to:

- Read and spell words with *ew*
- Demonstrate understanding of and spell the vocabulary/ sight words *village, work, city, different, could, miss*
- Read and comprehend “Kwenah Goes to Monrovia”

**LEARNING RESOURCES**

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

ew

new	blew
drew	flew
knew	stew
blew	threw

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letters *ew*. We will also review our vocabulary words and read “Kwenah Goes to Monrovia” together again.

**PHONICS AND WORD STUDY**

10 MIN.

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




<p>🔊 This week we learned about the letters <i>i</i> and silent <i>e</i>, and the letters <i>ar</i>. Today we will learn about the letters <i>ew</i>. In today’s words, the letters <i>e</i> and <i>w</i> together make the sound /ū/.  Point to <i>new</i>. Underline <i>ew</i>. 🔊 Here I see the letters <i>e</i> and <i>w</i>. Together they make the sound /ū/. The word is /n/–/ū/, <i>new</i>.</p>	<p>🔊 Let’s do it together.  Point under <i>ew</i>. 🔊 Say the sound with me: /ū/.  Point to <i>new</i>. Point under <i>ew</i>. 🔊 What letters do we see here? We see the letters <i>e</i> and <i>w</i>. What sound do they make together? /ū/.  🔊 Let’s read the whole word together: n/–/ū/, <i>new</i>.  Repeat with <i>drew</i>, <i>knew</i>, and <i>blew</i>. For <i>knew</i>, tell students that when a word starts with the letters <i>kn</i> together, the <i>k</i> is silent. Only the letter <i>n</i> makes a sound, /n/.</p>	<p>🔊 Now it’s your turn.  Point under <i>ew</i>. 🔊 Say the sound. (/ū/)  Point to <i>blew</i>. Point under <i>ew</i>. 🔊 What letters do you see here? (<i>e</i> and <i>w</i>) What sound do they make together? (/ū/)  🔊 Read the whole word. (/b/–/l/–/ū/, <i>blew</i>)  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 <i>ar</i> and with <i>ew</i>. Watch and listen.</b> </p> <p> <b>▶ The word is <i>farm</i>. I hear 3 sounds: /f/-/är/-/m/.</b> </p> <p> <b>▶ The first sound is /f/. (Write <i>f</i>.) The next sound is /är/, just like the name of the letter <i>r</i>. (Write <i>ar</i>.) The third sound is /m/. (Write <i>m</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶ <b><i>f-a-r-m, farm.</i></b> </p> <p>                     Erase the word.                 </p> <p> <b>▶ The next word is <i>few</i>. I hear 3 sounds: /f/-/y/-/ū/.</b> </p> <p> <b>▶ This word is special. The first sound is /f/. (Write <i>f</i>.) The next sound is /y/, but we don't write any letter for that sound. We just go on to the last sound. The last sound is /ū/. (Write <i>ew</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶ <b><i>f-e-w, few.</i></b> </p> <p>                     Erase the word.                 </p>	 <p> <b>▶ Let's spell some words with <i>ar</i> and with <i>ew</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>farm</i>. What sounds do we hear? /f/-/är/-/m/.</b> </p> <p> <b>▶ Let's write it: /f/ (write <i>f</i>), /är/ (write <i>ar</i>), /m/ (write <i>m</i>). Check the students' work.</b> </p> <p> <b>▶ Now let's spell the word together with the letter names (point): <i>f-a-r-m, farm.</i></b> </p> <p>                     Repeat with <i>few</i> and <i>hard</i>. For <i>few</i>, remind students that the word <i>few</i> is special and we don't write anything for the sound /y/.                 </p>	 <p> <b>▶ Now it's your turn. I will say a word with the letters <i>ar</i> or <i>ew</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>hard, car, and grew</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. village
- 2. work
- 3. city
- 4. different
- 5. could
- 6. miss

1. village	Point to <i>village</i> . 🔊 <b>Read the word: (village).</b> <b>A village is a small town. There are many villages outside of cities. For example, [name of a nearby or familiar village] is a village. Name some other villages that you know.</b>
2. work	Point to <i>work</i> . 🔊 <b>Read the word: (work).</b> <b>To work means to do a job. For example, I work as a teacher. I also do work on the farm and at home. Children do work, too. What kind of work do you do?</b>
3. city	Point to <i>city</i> . 🔊 <b>Read the word: (city).</b> <b>A city is a very big place where many people live and work. For example, Monrovia is a city. Name some other cities that you know.</b>
4. different	Point to <i>different</i> . 🔊 <b>Read the word: (different).</b> <b>Different means not the same. For example, a city is different from a village because a city is big and has many people, but a village is small and has only a few people. How else are cities different from villages?</b> (Help individuals respond in well-formed sentences using <i>different</i> .)
5. could	Point to <i>could</i> . 🔊 <b>Read the word: (could).</b> <b>Could means that something was possible to do. For example, if I say “I wish I could fly like a bird,” I mean I wish it was possible for me to fly. What do you wish you could do?</b> (Help individuals respond in well-formed sentences using <i>I wish I could. ...</i> )
6. miss	Point to <i>miss</i> . 🔊 <b>Read the word: (miss).</b> <b>To miss means to want something that you used to have with you but don’t have anymore. When I travel by myself, I miss my family and my home because they are not with me at that time. What is something you miss?</b> (Help individuals respond in well-formed sentences using <i>miss</i> .)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read “Kwenah Goes to Monrovia” again. Please turn to page 12 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

🔊 Remember that this story is fiction. What does a fiction story tell us? (things that are not real) **Every fiction story has a plot. What is the plot in a fiction story?** (the set of important events that happen in a story)

**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.

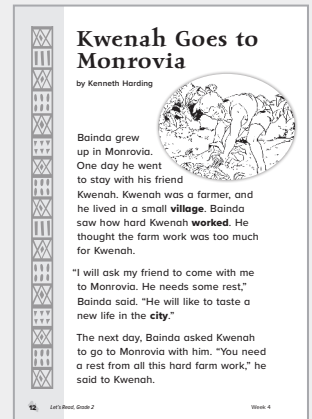
- 🔊 1. **Who are the main characters in the story?** (Bainda and Kwenah)
2. **What is the setting? Where does the story take place?** (in a village and in the city)
3. **What is the plot of the story? What are the important events that happen in the beginning, middle, and end of the story?** (Bainda goes to Kwenah’s village and asks Kwenah to move to the city with him. Kwenah agrees to move to the city with Bainda. Kwenah decides to move back to his village.)
4. **What is the main problem in the story?** (Kwenah is unhappy in the city. Kwenah misses his village.)
5. **How does Kwenah solve or fix his problem?** (He goes back to his village.)

**RETELLING**

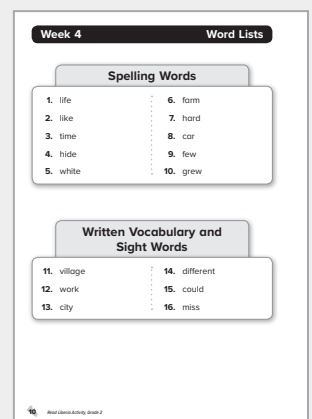
Guide students to retell the story in their own words.

 **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 10 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.



*Let’s Read* page 12



*Student Activity Book* page 10

**OBJECTIVES**

- Students will be able to:
- Read words with the iCe pattern, *ar*, and *ew*
  - Read fluently “Kwenah Goes to Monrovia”
  - Listen to and comprehend “Muhammad Goes to the Market”
  - Write sentences with nouns, adjectives, verbs, and prepositional phrases

**LEARNING RESOURCES**

- Let's Read*
- Student copybooks

i\_e ar ew

mile	art
barn	prize
few	smart
bite	grew
art	knew

**Kwenah Goes to Monrovia**  
by Kenneth Harding

Baidina grew up in Monrovia. One day he went to stay with his friend Kwenah. Kwenah was a farmer, and he lived in a small village. Baidina saw how hard Kwenah worked. He thought the farm work was too much for Kwenah.

“I will ask my friend to come with me to Monrovia. He needs some rest,” Baidina said. “He will like to taste a new life in the city.”

The next day, Baidina asked Kwenah to go to Monrovia with him. “You need a rest from all this hard farm work,” he said to Kwenah.

12 Let's Read Grade 2

Let's Read page 12

**INTRODUCTION**

1 MIN.

🔊 Today we will read some more words with the letter *i* and silent *e*, as well as words with the letters *ar* and *ew*. You will read “Kwenah Goes to Monrovia” with your partner. I will read “Muhammad Goes to the Market” to you again. Then we will write sentences 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>🔊 This week we have learned the letters <i>i</i> with the silent <i>e</i>, <i>ar</i>, and <i>ew</i>.</p> <p>🔊 Watch and listen as I review their sounds. Point in turn under each letter combination, saying their sounds:</p> <p>🔊 /ī/, /är/, /ū/.</p> <p>Point to <i>mile</i>. Underline <i>ile</i>. 🔊 Here I see the vowel <i>i</i>, the consonant <i>l</i>, and <i>e</i>. The <i>i</i> says /ī/ and the <i>e</i> is silent. The word is /m/–/ī/–/l/, <i>mile</i>.</p> <p>🔊 Repeat with <i>barn</i> and <i>few</i>, highlighting the <i>ar</i> as /är/ in <i>barn</i> and the <i>ew</i> as /ū/ in <i>few</i>. Remind students that <i>few</i> is special because there is a /y/ sound after the <i>f</i> that we don't see.</p>	<p>🔊 Let's do it together.</p> <p>🔊 Say the sounds with me. Point in turn under each letter combination, saying their sounds.</p> <p>Point to <i>few</i>. Point under <i>ew</i>. 🔊 What letters do we see here? We see the letters <i>e</i> and <i>w</i>. What sound do they make together? /ū/.</p> <p>🔊 Remember that this word is special because there is a /y/ sound after the <i>f</i> that we don't see. Let's read the whole word together: /f/–/y/–/ū/, <i>few</i>.</p> <p>Repeat with: <i>bite</i> and <i>art</i>.</p>	<p>🔊 Now it's your turn.</p> <p>🔊 Say the sounds. Point in turn under each letter combination.</p> <p>Point to <i>art</i>. Point under <i>ar</i>. 🔊 What letters do you see here? (<i>a</i> and <i>r</i>)</p> <p>🔊 What sound do they make together? (/är/)</p> <p>🔊 Read the whole word. (/är/–/t/, <i>art</i>)</p> <p>Repeat with the remaining words. For <i>knew</i>, remind students that when the letters <i>kn</i> are together at the beginning of a word, the <i>k</i> is silent. Only the letter <i>n</i> makes a sound, /n/.</p>
<p>Have students turn to “Kwenah Goes to Monrovia” on page 12 in <i>Let's Read</i> and find words with the letter <i>i</i> and silent <i>e</i>, as well as words with the letters <i>ar</i> and <i>ew</i> in the text (e.g., <i>grew</i>, <i>farmer</i>, <i>farm</i>, <i>hard</i>, <i>life</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 story “Kwenah Goes to Monrovia” with your partner. Please turn to page 12 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 “Muhammad Goes to the Market” again. Please turn to page 246 in *Let’s Read*.

**BEFORE READING**

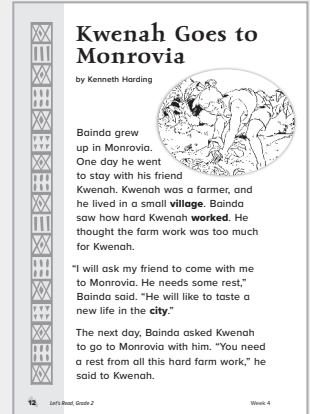
**PREVIEW**

Guide the students to . . .

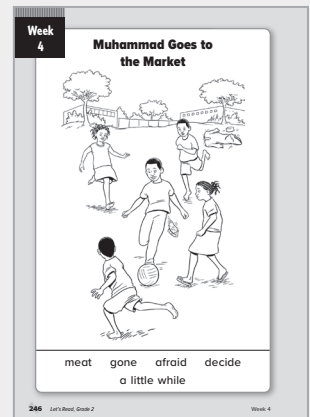
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *meat, gone, afraid, decide, a little while*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

🔊 Remember that this story is fiction. What does a fiction story tell us? (It tells us about things that are not real. The characters, places, and events are made up by the author.) **Every fiction story has a plot. What is the plot in a fiction story?** (the set of important events that happen in a story) **We have been reading “Kwenah Goes to Monrovia.” It is a fiction story about a person from a village who moves to a city. Today’s fiction story is about a boy who goes to the market.**



Let’s Read page 12



Let’s Read page 246

**DURING READING**

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

🔊 **Muhammad Goes to the Market**

Muhammad’s mother was making a stew for dinner. “Muhammad,” she said, “I need some meat for our stew. Can you go to the market and get some for me?” Mother gave Muhammad the money he would need to buy the meat, and he set off for the market. On his way there, Muhammad saw his friends playing football. They looked like they were having such a good time. Muhammad decided to stop and play football with them. I’ll play for only a little while, he thought. Muhammad had a great time playing, but he knew he had to go to the market. So he said goodbye to his friends. Muhammad found the meat at the market, but when he tried to pay for it, he saw that the money was gone! He was afraid to go home and tell his mother. Muhammad finally had to go home and face her. When Muhammad told Mother what had happened, Mother was vexed but she forgave him. She told Muhammad that he should always finish his errands first before stopping to play.

**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?** (Muhammad, Muhammad’s mother, Muhammad’s friends)
2. **What are the settings in the story?** (the place where Muhammad’s friends are playing football, the market, Muhammad’s home)
3. **What is the plot of the story? What important events happen in the beginning, middle, and end of the story?** (Muhammad’s mother asks him to go to the market. On his way there, he stops to play football. When he finishes playing, he goes to the market. When he tries to pay for the meat, he sees that his money is gone. Muhammad goes home and tells his mother what happened. She is mad but forgives him.)
4. **What is the main problem in the story?** (Muhammad’s money is gone.)
5. **How does Muhammad feel when his money is gone?** (afraid to tell his mother)
6. **Muhammad makes several choices in this story. First, he makes a bad choice when he decides to stop and play football instead of going to the market. At the end of the story, he makes a good choice. What does he decide to do?** (He decides to tell his mother what happened.)
7. **Have you ever had a problem like Muhammad’s? Explain.** (Answers will vary.)

RETELLING

Guide students to retell the story in their own words.

SHARED WRITING

15 MIN.

Tape the “Tree Hole Crabs Here, Tree Hole Crabs There” chant from Week 3 (at the right) on the board or on the wall.

Let’s say our chant about tree hole crabs. Stand up. First, I will say a line, then you will say the line with me. Do the same actions that I do: *jump, creep, sleep, eat*. (Make motions for each action.)

Sentences have adjectives, nouns, verbs, and prepositional phrases. Today we will write sentences in our copybooks.

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 a sentence 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 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 you will write in your copybooks. 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, wet crabs creep on a branch.*

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

Tree hole crabs here, Tree hole crabs there,  
 Tree hole crabs, tree hole crabs everywhere.  
 Small tree hole crabs jump,  
 Wet tree hole crabs creep,  
 Safe tree hole crabs sleep,  
 And awake tree hole crabs eat.  
 Tree hole crabs in a pool of rain,  
 Tree hole crabs up in a tree,  
 And tree hole crabs on a branch.  
 Tree hole crabs here, tree hole crabs there,  
 Tree hole crabs everywhere.  
 Tree hole crabs! Tree hole crabs! Tree hole crabs!

adjective	noun	verb	prep. phrase
small	crabs	jump	up in a tree
wet		creep	on a branch
safe		sleep	in a pool
good		eat	

Small, wet crabs creep on a branch.

 HOMEWORK

Have students complete page 12 in the *Student Activity Book* and read “Kwenah Goes to Monrovia” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 4 Day 4 Homework**

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

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

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_

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*Student Activity Book*  
page 12


## 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

 Sight word cards

 *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. *car*, 2. *city*, 3. *could*, 4. *different*, 5. *farm*, 6. *few*, 7. *grew*, 8. *hard*, 9. *hide*, 10. *life*, 11. *like*, 12. *time*, 13. *village*, 14. *white*, 15. *work*

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 “Kwenah Goes to Monrovia” on page 12 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 “My Trip to Monrovia” on page 140 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 on the next page at the right.





Point in turn under *i\_e*, *ar*, and *ew*.  
 🗣️ **When a word has a vowel, a consonant, and the letter e, the first vowel says its name and the e is silent, as in /ī/. The letters ar together make the sound /är/. The letters ew together make the sound /ū/.**

Point to *kite*. Underline *ite*. 🗣️ **I see the vowel *i*, the consonant *t*, and *e*. The letter *i* says its name, /ī/, and the letter *e* is silent. The word is /k/–/ī/–/t/, *kite*.**

Repeat with *star* and *new*, highlighting *ar* as /är/ and *ew* as /ū/.



🗣️ **Let's do it together.**  
 Point to *new*. Point under *ew*. 🗣️ **What letters do we see here? We see the letters e and w. What sound do they make together? /ū/.**

🗣️ **Let's read the whole word together: /n/–/ū/.**

Repeat with *ride* and *arm*.



🗣️ **Now it's your turn.**

Point to *arm*. Point under *ar*. 🗣️ **What letters do you see here? (a and r) What sound do they make together? (/är/)**

🗣️ **Read the whole word. (/är/–/m/, *arm*)**

Repeat with the remaining words.




i\_e ar ew

kite	arm
star	stew
new	bite
ride	smart
arm	drew

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

smile	fine
part	knew
blew	stripe
	mark
	barn
	threw

i_e	ar	ew

		
<p>🔊 Now we will put words in the correct boxes. If a word has a letter <i>i</i> with the silent <i>e</i>, we will write it here (point to the <i>i_e</i> box). If it has <i>ar</i>, we will write it here (point to the <i>ar</i> box). If it has <i>ew</i>, we will write it here (point to the <i>ew</i> box).</p> <p>🔊 The word <i>smile</i> (point) has the letter <i>i</i> and the silent <i>e</i>, so I will write it here.</p> <p>Write <i>smile</i> in the <i>i_e</i> box, and cross it off the list.</p>	<p>🔊 Let's do the next one together. Where do we write the word <i>part</i>? It has the vowel consonant pair <i>ar</i>, so we will write it here.</p> <p>Write <i>part</i> in the <i>ar</i> box, and cross it off the list. Check the students' work.</p> <p>🔊 Let's do one more together. Where do we write the word <i>blew</i>? It has the vowel consonant pair <i>ew</i>, so we will write it here.</p> <p>Write <i>blew</i> in the <i>ew</i> box, and cross it off the list. Check the students' work.</p>	<p>🔊 Now it's your turn. For the rest of the words, work with your partner to write each word in the right box.</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 T27 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read "My Trip to Monrovia" on page 140 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 "Kwenah Goes to Monrovia" on page 12 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "Kwenah Goes to Monrovia" on page 12 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 5 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 82–85</i>	<b>Tuesday (Day 2)</b> <i>pages 86–89</i>	<b>Wednesday (Day 3)</b> <i>pages 90–93</i>	<b>Thursday (Day 4)</b> <i>pages 94–97</i>	<b>Friday (Day 5)</b> <i>pages 98–100</i>
<b>Alphabet Recognition and Phonics</b>	short vowel sounds, consonants, double consonants, and consonant blends	<i>ee/ea as /ē/, ay/ai as /ā/, ie as /ī/</i>	<i>a + consonant + silent e, o + consonant + silent e</i>	<i>i + consonant + e, ar, ew</i>	
<b>Spelling/ Sight Words</b>	<i>sad, get, big, not, run, last, went, fell, stick, jump, want, fix, rest, glad, friend</i>	<i>need, green, eat, beans, stay, way, wait, tie, lied, cook, done, said, thought, pull, another</i>		<i>make, take, came, safe, place, home, hole, close, hope, stove, forest, crab, many, live, people</i>	<i>life, like, time, hide, white, farm, hard, car, few, grew, village, work, city, different, could, miss</i>
<b>Written Vocabulary</b>	<i>want, fix, rest, glad, friend</i>	<i>cook, done, said, thought, pull, another</i>		<i>forest, crab, many, live, people</i>	<i>village, work, city, different, could, miss</i>
<b>Reading Comprehension</b>			“Spot Got Bit” and “Why Spider Has 8 Thin Legs”		“A Crab That Lives in a Tree” and “Kwenah Goes to Monrovia”
<b>Reading Fluency</b>	“Spot Got Bit”	“Why Spider Has 8 Thin Legs”		“A Crab That Lives in a Tree”	“Kwenah Goes to Monrovia”
<b>Oral Vocabulary</b>	<i>excited, proud, stretch, suddenly, shy</i>	<i>hungry, wing, steal, fight, safe, hide</i>	<i>full, grow, build, ground, well, wind</i>	<i>meat, gone afraid, decide, a little while</i>	
<b>Read-Aloud</b>	“My First Day at School”	“The Mother Hen and the Hawk”	“Why Must It Rain?”	“Muhammad Goes to the Market”	

## 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 • 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 • 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 • 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 • 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.




# REVIEW

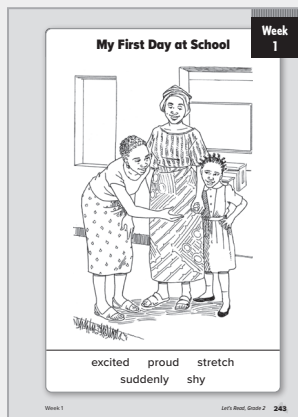
Week 5 | Day 1

## OBJECTIVES

- Review the vocabulary words *excited, proud, stretch, suddenly, shy*
- Review “My First Day at School”
- Review reading words with short vowel sounds, consonants, double consonants, and consonant blends
- Review spelling *sad, get, big, not, run, last, went, fell, stick, jump, want, fix, rest, glad, friend*
- Review reading fluently “Spot Got Bit”
- Review the vocabulary words *want, fix, rest, glad, friend*

## LEARNING RESOURCES

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



*Let’s Read* page 243

## 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 “My First Day at School” to you again. Please turn to page 243 in *Let’s Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. excited	Excited. When you feel <i>excited</i> , you feel very happy about something. For example, you might feel excited about playing with your friends after school. Smile and wave your arms and say, “I’m so excited!”
2. proud	Proud. When you are <i>proud</i> , you feel happy about something you have done. For example, you feel proud when you learn how to read new words. I feel proud as a teacher when I see you learning. What is something that you are proud of? (Help individuals respond in well-formed sentences using <i>proud</i> .)
3. stretch	Stretch. To <i>stretch</i> is to reach out part of your body like your arms or legs, like this. (Stretch your arms and legs.) Turn to page 243 in <i>Let’s Read</i> and find the person who is stretching her arm in the picture. ... Let’s all stretch our arms and say, “We are stretching!”
4. suddenly	Suddenly. When something happens <i>suddenly</i> , it happens very quickly and may surprise you. For example, you might be at home when suddenly you hear a knock at the door. Tell us about something that has happened suddenly to you at school or home. (Help individuals respond in well-formed sentences using <i>suddenly</i> .)
5. shy	Shy. Feeling <i>shy</i> means feeling nervous or uncomfortable about something. For example, when you do not know many people on your first day of school, you might feel shy. Look at the picture again. Find the person who looks shy. ... Let’s pretend to be shy and say, “I’m shy.”

- 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.

🔊 **My First Day at School**  
by Marie Nimene

On my first day of school in Grade 2, my mother woke me up. I was very excited. I jumped out of bed and ran to the bathroom, where I brushed my teeth and had a bath. My mother had my school uniform ready for me to put on. I remember feeling very proud when I put it on. I had taken so long to get dressed that I didn't have much time for breakfast. That was fine because I was so excited I couldn't eat much. My mother walked me to the school. Mrs. Kollie, the Grade 2 teacher, stretched out her right hand and warmly welcomed us. When Mrs. Kollie asked me for my name, I remained quiet. Suddenly, I didn't feel very excited anymore—just very shy. I held tightly to my mother's hand and hid my face. Mrs. Kollie understood my shyness. She patted me on the back as I clung to my mother's hand. She talked to both me and my mother in a soft voice. Gradually, I started feeling less shy. I started talking to my teacher. When my mother left, Mrs. Kollie took my hand and led me to my new classroom. She introduced me to my new friends. And suddenly, I was excited again and glad to be here at school on my first day.

**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?** (the person telling the story, the girl's mother, and Mrs. Kollie)
2. **What is the setting? Where does the story take place?** (the girl's home and school)
3. **What events happen in the beginning of the story?** (The girl is excited to start school. The girl gets ready and goes to school.)
4. **What events happen in the middle of the story, when the girl gets to school? What problem does she have?** (When the girl meets her teacher, Mrs. Kollie, she suddenly feels shy.)
5. **How does the story end? How is the girl's problem solved?** (Mrs. Kollie speaks to the girl in a soft voice and the girl starts to feel better. The girl makes new friends and feels excited and glad again.)

**REVIEW**  
**Week 5 • Day 1**

a e i o u

fat	sniff
pet	did
hill	fun
sniff	fell
	toss
	stick

Student  
Activity Book  
page 1

Student Activity Book  
page 1

**PHONICS AND WORD STUDY**

**12 MIN.**

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

<p>Remember, we learned that vowels are the letters <i>a, e, i, o, u</i>. The other letters are consonants. In today's words, the vowels make their short sound. The short vowel sounds are (point in turn) /ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>fat</i>. Point under each letter.</p> <p>/f/-/ă/-/t/, <i>fat</i>.</p> <p>Repeat with <i>pet</i>.</p>	<p>Let's say the sounds and read the word together.</p> <p>Point to <i>fat</i>. Point under each letter.</p> <p>/f/-/ă/-/t/, <i>fat</i>.</p> <p>Repeat with <i>pet, hill,</i> and <i>sniff</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. *sad*, 2. *get*, 3. *big*, 4. *not*, 5. *run*, 6. *last*, 7. *went*, 8. *fell*, 9. *stick*, 10. *jump*, 11. *want*, 12. *fix*, 13. *rest*, 14. *glad*, 15. *friend*.)

Now you will review your spelling and sight words from Week 1 with your partner. Turn to page 1 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 story “Spot Got Bit” again with your partner and write some sentences with the vocabulary words. Please turn to page 1 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.

**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  
“Spot Got Bit”  
page 1

1. want
2. fix
3. rest
4. glad
5. friend



*Let’s Read* page 1






# REVIEW

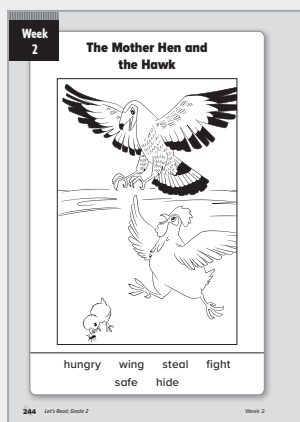
Week 5 | Day 2

## OBJECTIVES

- Review the vocabulary words *hungry, wing, steal, fight, safe, hide*
- Review “The Mother Hen and the Hawk”
- Review reading words with the vowel teams *ee/ea as /ē/, ay/ai as /ā/, and ie as /ī/*
- Review spelling *need, green, eat, beans, stay, way, wait, tie, lied, cook, done, said, thought, pull, another*
- Review reading fluently “Why Spider Has 8 Thin Legs”
- Review the vocabulary words *cook, done, said, thought, pull, another*

## LEARNING RESOURCES

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



Let’s Read page 244

## 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 “The Mother Hen and the Hawk” to you again. Please turn to page 244 in *Let’s Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. hungry	🔊 <b>Hungry.</b> <i>Hungry</i> is when your stomach hurts because you need to eat. For example, if I work all day and don’t eat breakfast or lunch, I will be very hungry for dinner! Let’s pretend to be hungry. Rub your stomach and say with me, “I am hungry!”
2. wing	🔊 <b>Wing.</b> A <i>wing</i> is the part of an animal’s body that it uses to fly. For example, a bird has two wings. Turn to page 244 in <i>Let’s Read</i> and find the <i>wings</i> in the picture. ... Let’s pretend to fly with wings. (Do the motions together.)
3. steal	🔊 <b>Steal.</b> To <i>steal</i> means to take something that is not yours. For example, sometimes one animal will steal an egg from another animal’s nest. Let’s pretend to steal eggs from a nest. (Do the motions together.)
4. fight	🔊 <b>Fight.</b> To <i>fight</i> means to hit and kick and try to hurt someone, like this. (Do the motions of fighting.) For example, sometimes animals fight with each other. Name some animals that fight. (Help individuals respond in well-formed sentences using <i>fight</i> .)
5. safe	🔊 <b>Safe.</b> When you are <i>safe</i> , you are far away from danger or bad things. You are comfortable. Nothing will hurt you. (Hug yourself to indicate feeling safe.) For example, I feel safe when I am at home and at school. Where do you feel safe? (Help individuals respond in well-formed sentences using <i>safe</i> .)
6. hide	🔊 <b>Hide.</b> To <i>hide</i> means to go somewhere where no one can see you. Sometimes animals hide in trees so that other animals can’t find them. Other animals hide in the ground. Let’s pretend that we are hiding. (Do the motions together.)

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

DURING READING

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

🔊 The Mother Hen and the Hawk  
by Benjamin G. Everett

In a little corner not far from the henhouse where she lived, Mother Hen scratched the ground. She used her feet to dig, and she pecked with her beak. Mother Hen had to work very hard to find food because she had many chicks and they were always hungry. Suddenly, Mother Hen looked up and saw a big hawk. She gathered her chicks and covered them with her wings. One of the chicks slipped away to chase a bug that was hopping along. The hawk saw this chick and came down to steal the little chick. But Mother Hen rushed toward her little chick, raising her wings to fight off the hawk. The hawk could not stay and fight for long, so he flapped his wide wings and flew away. Mother Hen was glad that the hawk was gone and that her chicks were safe. She led her chicks to a new spot in the shade to rest and hide from the hawks.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **Who are the characters in the story?** (Mother Hen, her chicks, the hawk)
2. **What events happen at the beginning of the story?** (Mother Hen is working hard to find food for her chicks.)
3. **What events happen in the middle of the story?** (Mother Hen sees a hawk. She covers her chicks with her wings. One chick chases a bug. The hawk tries to steal the chick.)
4. **What events happen at the end of the story?** (Mother Hen fights off the hawk. The hawk flies away. Mother Hen takes her chicks to the shade to rest and hide from hawks.)
5. **“The Mother Hen and the Hawk” is not a fable because it does not teach a lesson. But it is like a fable in one way. In what way is it like a fable?** (All of the characters in the story are animals.)

**REVIEW**  
**Week 5 • Day 2**

ee ea ay  
 ai ie

see tried  
 stream heat  
 day say  
 tail train  
 tried flies

Student  
 Activity Book  
 page 4

Student Activity Book  
 page 4

**PHONICS AND WORD STUDY**

**12 MIN.**

Write the letters and words on the boards as shown at the left.

<p>▶ Remember, we learned that sometimes two vowels come together to make a new sound. We call this a vowel team. The vowel teams <b>ee</b> and <b>ea</b> make the long e sound, /ē/. The vowel teams <b>ay</b> and <b>ai</b> make the long a sound, /ā/. And the vowel team <b>ie</b> makes the long i sound, /ī/.</p> <p>▶ Watch and listen as I read a word.</p> <p>Point to see. Point under each letter.</p> <p>▶ /s/–/ē/, see.</p> <p>Repeat with <i>stream</i>.</p>	<p>▶ Let's say the sounds and read the word together.</p> <p>Point to see. Point under each letter.</p> <p>▶ /s/–/ē/, see</p> <p>Repeat with <i>stream</i>, <i>day</i>, <i>tail</i>, and <i>tried</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. *need*, 2. *green*, 3. *eat*, 4. *beans*, 5. *stay*, 6. *way*, 7. *wait*, 8. *tie*, 9. *lied*, 10. *cook*, 11. *done*, 12. *said*, 13. *thought*, 14. *pull*, 15. *another*.)

▶ Now you will review your spelling and sight words from **Week 2** with your partner. Turn to page 4 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 story “Why Spider Has 8 Thin Legs” again with your partner and write some sentences with the vocabulary words. Please turn to page 5 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.

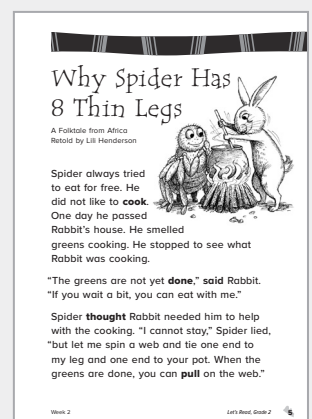
**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *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**  
**“Why Spider Has 8 Thin Legs” page 5**

1. cook
2. done
3. said
4. thought
5. pull
6. another



*Let’s Read* page 5

# REVIEW

Week  
5


Day  
3

## OBJECTIVES

- Review reading fluently and demonstrate comprehension of “Spot Got Bit” and “Why Spider Has 8 Thin Legs”
- Review the vocabulary words *full, grow, build, ground, well, wind*
- Review “Why Must It Rain?”
- Review reading words with the aCe and oCe patterns

## LEARNING RESOURCES

 *Let's Read*

 Student copybooks

### Let's Read

1. “Spot Got Bit” page 1
2. “Why Spider Has 8 Thin Legs” page 5



*Let's Read* pages 1, 5

## 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 stories “Spot Got Bit” and “Why Spider Has 8 Thin Legs” again with your partner and answer the questions at the end. Please turn to page 1 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.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 Now I am going to read the story “Why Must It Rain?” to you again. Please turn to page 245 in *Let’s Read*.

BEFORE READING

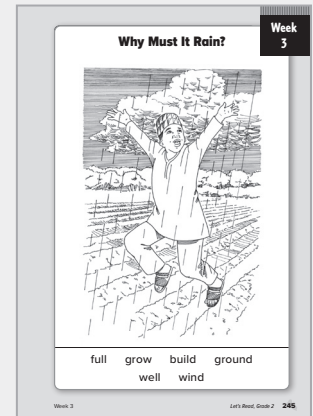
PREVIEW

Guide the students to . . .

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

1. full	🔊 <b>Full.</b> When something is <i>full</i> , it has so many things inside it that there is no room for more. For example, when you put many books in your bag, your bag is full of books. When you eat a lot, your tummy is full of food. Rub your tummy and say, “I’m full!”
2. grow	🔊 <b>Grow.</b> When you <i>grow</i> , you get bigger. For example, babies are small, then they grow and get bigger. When farmers plant small seeds, the seeds grow and turn into big plants. Let’s pretend to be a small seed and grow into a big tree. (Have students rise up slowly like they are growing.)
3. build	🔊 <b>Build.</b> To <i>build</i> is to make something by putting pieces together. For example, people build houses. You can build a toy car. What else can people build? (Help individuals respond in well-formed sentences using <i>build</i> .)
4. ground	🔊 <b>Ground.</b> The <i>ground</i> is the top part of the land outside (point). For example, we walk on the ground. We dig holes in the ground to plant seeds. Let’s pretend to dig a hole in the ground. (Do the motions together.)
5. well	🔊 <b>Well.</b> A <i>well</i> is a deep hole in the ground where we get water. Let’s pretend to pump water from the well. (Do the motions together.)
6. wind	🔊 <b>Wind.</b> <i>Wind</i> is the air that blows. For example, the wind blows through the trees. Let’s pretend to be the wind and the trees. (Have some students blow air and others pretend to sway like trees in the wind.)

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



*Let’s Read* page 245

DURING READING

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

🔊 Why Must It Rain?  
by Cynthia B. Moore

Look outside. Forests are green again, and the rivers are full. Flowers are beautiful everywhere. It's all because of the rain. Without the rain, we wouldn't be able to grow food on our farms. The trees in the forest would not grow. With no trees, there would be no wood to build our houses and schools and to make furniture for our homes, schools, and offices. Because of the rain, our rivers are full, and we can go fishing or go for a ride in a boat. The rain wets the ground and fills our wells to give us water for cooking, washing, drinking, and bathing. The rain comes with a cold wind that cools our rooms and makes us sleep well at night. Think about it. Without rain, how could we have full rivers, streams, and lakes? How could we grow our food? How could our forests and animals live? How could we have water to drink? How could we see the wonder of a rainbow in the sky that makes us smile? All these things can happen only because of the rain.

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?** (rain)
2. **What is the main idea of the text?** (Rain is important for many reasons, or rain helps us in many ways.)
3. **The author uses supporting details, or facts, to say why rain is important. Why is rain important for forests?** (Rain helps forests grow trees, which provide wood to build houses and schools and furniture for homes, schools, and offices.)
4. **Why is rain important for rivers?** (Rain fills the rivers and people can fish or ride in a boat.)
5. **How does rain help people and animals?** (Rain wets the ground, which helps food grow. Rain fills the rivers, streams, and wells, which give water for cooking, washing, drinking, and bathing.)



PHONICS AND WORD STUDY

12 MIN.

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

 <p>Remember, we learned about 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.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>lake</i>. Point under each letter.</p> <p>/l/-/ā/-/k/, <i>lake</i>.</p> <p>Repeat with <i>game</i>.</p>	 <p>Let's say the sounds and read the word together.</p> <p>Point to <i>lake</i>. Point under each letter.</p> <p>/l/-/ā/-/k/, <i>lake</i>.</p> <p>Repeat with <i>game</i>, <i>rope</i>, and <i>nose</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>
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a\_e o\_e

lake	nose
game	date
rope	safe
nose	joke
	vote

# REVIEW

Week  
5


Day  
4

## OBJECTIVES

- Review spelling *make, take, came, safe, place, home, hole, close, hope, stove, forest, crab, many, live, people*
- Review “A Crab That Lives in a Tree”
- Review the vocabulary words *forest, crab, many, live, people*
- Review the vocabulary words *meat, gone, afraid, decide, a little while*
- Review “Muhammad Goes to the Market”
- Review reading words with the iCe pattern and words with *ar* and *ew*

## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 *Let's Read*

Student  
Activity Book  
page 7

## 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. *make*, 2. *take*, 3. *came*, 4. *safe*, 5. *place*, 6. *home*, 7. *hole*, 8. *close*, 9. *hope*, 10. *stove*, 11. *forest*, 12. *crab*, 13. *many*, 14. *live*, 15. *people*.)

🔊 First, you will review your spelling and sight words from Week 3 with your partner. Turn to page 7 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 on the next page at the right.

🔊 Now you will read the text “A Crab That Lives in a Tree” again with your partner and write some sentences with the vocabulary words. Please turn to page 9 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 “Muhammad Goes to the Market” to you again. Please turn to page 246 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

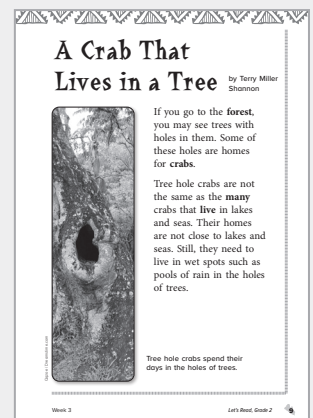
Guide the students to . . .

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

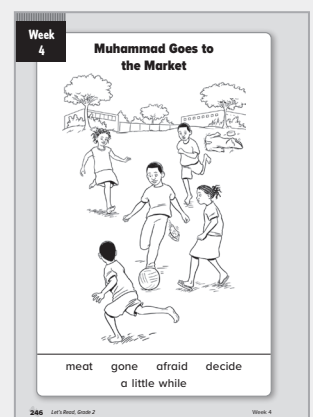
1. meat	🔊 <b>Meat.</b> <i>Meat</i> is food that comes from an animal. For example, the meat in a stew could come from a cow. <b>What other types of meat do we eat?</b>
2. gone	🔊 <b>Gone.</b> When something is <i>gone</i> , it is no longer there. For example, when I went to visit my friend, she was gone. She wasn’t there. Have you ever tried to visit someone who was gone?
3. afraid	🔊 <b>Afraid.</b> To be <i>afraid</i> is to be scared or worried about something. For example, I can say that I am afraid of snakes because they may bite me. Name something that you are afraid of (e.g., spiders, etc.). <b>When I am afraid, my face looks like this.</b> (Make a fearful face.) <b>Show me what your face looks like when you are afraid.</b>
4. decide	🔊 <b>Decide.</b> To <i>decide</i> means to make a choice about something. For example, if your mother sends you to the market to buy some tomatoes (or other food), you have to decide which tomatoes to buy. <b>Do you buy these tomatoes or those tomatoes? You have to decide. What other kinds of things do you have to decide?</b>
5. a little while	🔊 <b>A little while.</b> A <i>little while</i> is a short amount of time. For example, in a little while we will go outside to play (or other activity). <b>What else could we do in a little while?</b>

**Let’s Read**  
**“A Crab That Lives in a Tree”**  
page 9

1. forest
2. crab
3. many
4. live
5. people



*Let’s Read* page 9



*Let’s Read* page 246

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

**DURING READING**

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

### 🔊 Muhammad Goes to the Market

Muhammad's mother was making a stew for dinner. "Muhammad," she said, "I need some meat for our stew. Can you go to the market and get some for me?" Mother gave Muhammad the money he would need to buy the meat, and he set off for the market. On his way there, Muhammad saw his friends playing football. They looked like they were having such a good time. Muhammad decided to stop and play football with them. I'll play for only a little while, he thought. Muhammad had a great time playing, but he knew he had to go to the market. So he said goodbye to his friends. Muhammad found the meat at the market, but when he tried to pay for it, he saw that the money was gone! He was afraid to go home and tell his mother. Muhammad finally had to go home and face her. When Muhammad told Mother what had happened, Mother was vexed but she forgave him. She told Muhammad that he should always finish his errands first before stopping to play.

**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?** (Muhammad, Muhammad's mother, Muhammad's friends)
2. **What is the setting? Where does the story take place?** (the place where Muhammad's friends are playing football, the market, Muhammad's home)
3. **What is the plot of the story? What important events happen in the beginning, middle, and end of the story?** (Muhammad's mother asks him to go to the market. On his way there, he decides to stop to play football. When he finishes playing, he goes to the market. When he tries to pay for the meat, he sees that his money is gone. Muhammad goes home and tells his mother what happened. She is mad but forgives him.)
4. **What is the main problem in the story?** (Muhammad's money is gone.)
5. **Muhammad makes several choices in this story. First, he makes a bad choice when he decides to stop and play football instead of going to the market. At the end of the story he makes a good choice. What does he decide to do?** (He decides to tell his mother what happened.)

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>🔊 Remember, we 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, as in <i>ī</i>. We also learned that when the letters <i>a</i> and <i>r</i> come together, they make the sound /<i>är</i>/. The letters <i>e</i> and <i>w</i> together make the sound /<i>ū</i>/.</p> <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>kite</i>. Point under each letter.</p> <p>🔊 /<i>k/–ī/–t/</i>, <i>kite</i>.</p> <p>Repeat with <i>ride</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>kite</i>. Point under each letter.</p> <p>🔊 /<i>k/–ī/–t/</i>, <i>kite</i>.</p> <p>Repeat with <i>ride</i>, <i>star</i>, and <i>new</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>

i\_e ar ew

kite	new
ride	line
star	part
new	flew
	threw

# REVIEW


Week 5 | Day 5

## OBJECTIVES

- Review spelling *life, like, time, hide, white, farm, hard, car, few, grew, village, work, city, different, could, miss*
- Review reading fluently “Kwenah Goes to Monrovia”
- Review the vocabulary words *village, work, city, different, could, miss*
- Review reading fluently and demonstrate comprehension of “A Crab That Lives in a Tree” and “Kwenah Goes to Monrovia”

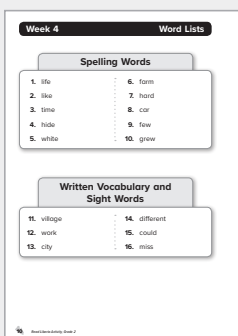
## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 10



Student Activity Book page 10

## 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. *life*, 2. *like*, 3. *time*, 4. *hide*, 5. *white*, 6. *farm*, 7. *hard*, 8. *car*, 9. *few*, 10. *grew*, 11. *village*, 12. *work*, 13. *city*, 14. *different*, 15. *could*, 16. *miss*.)

🔊 **First, you will review your spelling and sight words from Week 4 with your partner. Turn to page 10 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 "Kwenah Goes to Monrovia" again with your partner and write some sentences with the vocabulary words. Please turn to page 12 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.

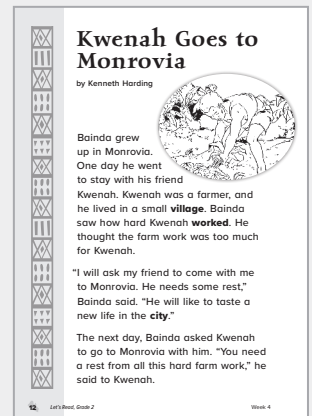
Let's Read  
"Kwenah Goes to Monrovia"  
page 12

1. village
2. work
3. city
4. different
5. could
6. miss

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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.

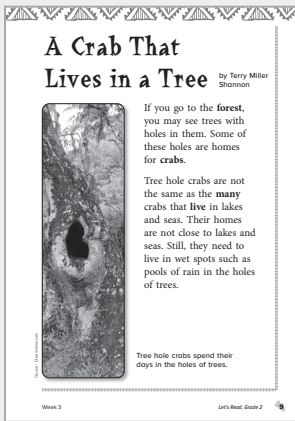


*Let's Read* page 12

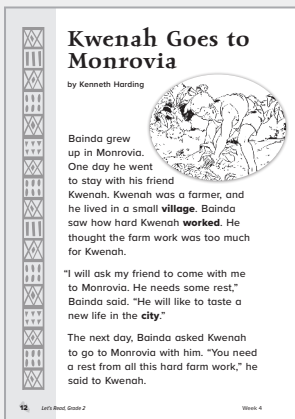


Let's Read

1. "A Crab That Lives in a Tree"  
page 9
2. "Kwenah Goes to Monrovia"  
page 12



Let's Read page 9



Let's Read page 12

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 "A Crab That Lives in a Tree" and "Kwenah Goes to Monrovia" again with your partner and answer the questions at the end. Please turn to page 9 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 13.

## 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:

leak, like, lock, lake, lark, lick

2nd box, for #6–10:

dew, die, day, dome, dame, deem

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

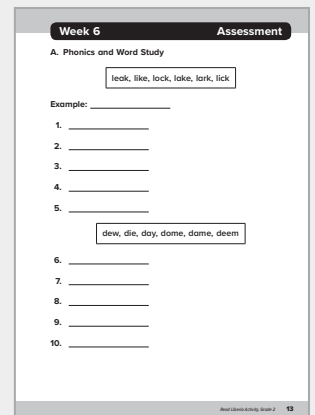
- 🔊 1. *like*
- 2. *lake*
- 3. *leak*
- 4. *lick*
- 5. *lark*

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

- 🔊 6. *day*
- 7. *dew*
- 8. *deem*
- 9. *dome*
- 10. *die*

Example:

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



*Student Activity Book*  
page 13

# Week 6 Assessment

Example:

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

Week 6 Assessment

B. Spelling

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

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

14 Read Liberia Activity, Grade 2

Student Activity Book  
page 14

## 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. *stay*

2. *make*

3. *close*

4. *lied*

5. *went*

6. *last*

7. *wait*

8. *need*

9. *like*

10. *grew*

## 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:

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

2nd box, for #6–10:

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

🔊 **Point to the letter C. I am going to say the meaning of one of your vocabulary words. Choose the correct word from the box and write it on the line. Let's do an example together. This word means one more. Look at the first word box. Which of these words means one more? ... *Another*. Write *another* on the line next to the word *Example*. (Write *another* 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 work out a problem or solve a problem. For example, if something breaks, you will want to do this to it.**

**2. This word means to tug something, like this.** (Demonstrate *pulling*.)

**3. This word is a person that you like to spend time with, talk to, and play with.**

**4. This word is what you do to food to prepare it for eating.**

**5. This word means to stop doing something and relax, like this.** (Demonstrate *resting*.)

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

🔊 **6. This word is a big place where many people live and work, like Monrovia.**

**7. This word is a place with many, many trees.**

**8. This word means not the same.**

**9. This word means to do a job, like sweep the floor or go to the fields.**

**10. This word means all men and women, boys and girls.**

Example:

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

*Student Activity Book*  
page 15

# Week 6 Assessment

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

**Week 6 Assessment**

**D. Reading Comprehension**

Nejay and Baina live in the village. When it is time to plant crops, they hope for rain. Then the crops will grow well. While the crops grow, they weed and rake.

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

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

16 Read Liberia Activity, Grade 2

*Student Activity Book*  
page 16

## 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.

Nejay and Baina live in the village. When it is time to plant crops, they hope for rain. Then the crops will grow well. While the crops grow, they weed and rake.

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

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

🔊 **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.**

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 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?
2. What is the setting?
3. How does Nejay get cash while she waits to pick crops?
4. How does Baina get cash while she waits to pick crops?
5. What do Nejay and Baina do at the end of the story?

# Week 7 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 106–109</i>	<b>Tuesday (Day 2)</b> <i>pages 110–113</i>	<b>Wednesday (Day 3)</b> <i>pages 114–117</i>	<b>Thursday (Day 4)</b> <i>pages 118–121</i>	<b>Friday (Day 5)</b> <i>pages 122–124</i>
<b>Phonics and Word Study</b>	Read words with <i>igh</i> .	Read words with <i>ur</i> .	Read words with <i>ur</i> and <i>ar</i> .	Review words with <i>igh</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>high, night, light, right</i>		<i>burn, turn, hurt, star, dark</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>special, Earth, glow, giant, close, far</i>		<i>special, Earth, glow, giant, close, far</i>		
<b>Reading Comprehension</b>	“At Home in the Stars”		“At Home in the Stars”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “At Home in the Stars”	Differentiated review
<b>Oral Vocabulary</b>		<i>get to, travel, distance, transportation, ride</i>			
<b>Read-Aloud</b>		“Everyday Transportation”		“Everyday Transportation”	
<b>Shared Writing</b>		Use a main idea graphic organizer and identify main idea and supporting details.		<ul style="list-style-type: none"> <li>• Use a main idea graphic organizer and identify supporting details.</li> <li>• Write a summary sentence.</li> </ul>	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 18 in <i>Student Activity Book</i></li> <li>• “At Home in the Stars”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 19 in <i>Student Activity Book</i></li> <li>• “At Home in the Stars”</li> <li>• Study for quiz.</li> </ul>	Re-read “At Home in the Stars.”
<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 “At Home in the Stars.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read 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 any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “At Home in the Stars.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “At Home in the Stars.”</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
- 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
- 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
- Demonstrate knowledge of new words
- Identify some features of articles
- Read and analyze journals, articles, and other informational texts
- Read nonfiction articles
- 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
- Write independently
- Read diverse texts fluently
- Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Read and spell words with *igh*
- Demonstrate understanding of and spell the vocabulary/ sight words *special, Earth, glow, giant, close, far*
- Read and comprehend "At Home in the Stars"

**LEARNING RESOURCES**

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

igh

sigh	thigh
bright	fight
might	sight
thigh	tight
	flight

**INTRODUCTION**




1 MIN.

🔊 Today we will read and spell words with the letters *igh*. 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>igh</i>.</p> <p>🔊 Today we will learn about the letters <i>igh</i>. When the letters <i>i, g, and h</i> come together, they make the sound /ī/.</p> <p>Point to <i>sigh</i>. Underline <i>igh</i>.</p> <p>🔊 Here I see the letters <i>igh</i>. Together they make the sound /ī/. The word is /s/-/ī/, <i>sigh</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point under <i>igh</i>.</p> <p>🔊 Say the sound with me: /ī/.</p> <p>Point to <i>sigh</i>. Point under <i>igh</i>. 🔊 What letters do we see here? <i>igh</i>. What sound do they make together? /ī/.</p> <p>🔊 Let's read the whole word together: /s/-/ī/, <i>sigh</i>.</p> <p>Repeat with: <i>bright, might, and thigh</i>.</p>	<p>🔊 Now it's your turn.</p> <p>Point under <i>igh</i>.</p> <p>🔊 Say the sound. (/ī/)</p> <p>Point to <i>thigh</i>. Point under <i>igh</i>. 🔊 What letters do you see here? (<i>igh</i>) What sound do they make together? (/ī/)</p> <p>🔊 Read the whole word. (/th/-/ī/, <i>thigh</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>igh</i>. Watch and listen.</b> </p> <p> <b>▶▶ The word is <i>high</i>. I hear 2 sounds: /h/—/ī/.</b> </p> <p> <b>▶▶ The first sound is /h/. (Write <i>h</i>.) The next sound is /ī/—and in this word, the sound /ī/ is spelled with <i>igh</i>. (Write <i>igh</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶▶ <b><i>h-i-g-h, high.</i></b> </p> <p>                     Erase the word.                 </p>	 <p> <b>▶▶ Let's spell some words with <i>igh</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>high</i>. What sounds do we hear? /h/—/ī/.</b> </p> <p> <b>▶▶ Let's write it: /h/ (write <i>h</i>), /ī/—and in this word, the sound /ī/ is spelled with <i>igh</i> (write <i>igh</i>). Check the students' work.</b> </p> <p> <b>▶▶ Now let's spell the word together with the letter names (point): <i>h-i-g-h, high.</i></b> </p> <p>                     Repeat with <i>night</i>.                 </p>	 <p> <b>▶▶ Now it's your turn. I will say a word with <i>igh</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>night, light, and right</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.

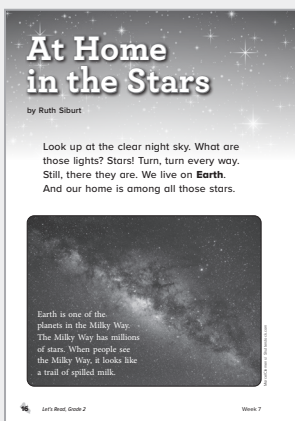
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

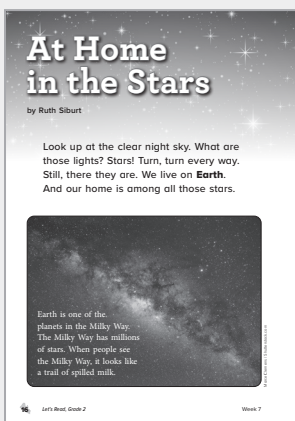
Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words.

1. special
2. Earth
3. glow
4. giant
5. close
6. far



Let's Read page 16



Let's Read page 16

1. special	Point to <i>special</i> . 🔊 This word is <i>special</i> . Let's read and spell it together: <i>special, s-p-e-c-i-a-l, special</i> . When something is <i>special</i> , it is better or different in some way. For example, Independence Day is a special day. It is different from other days because it is the day we celebrate independence. Name some other special days.
2. Earth	Point to <i>Earth</i> . 🔊 This word is <i>Earth</i> . Together: <i>Earth, E-a-r-t-h, Earth</i> . <i>Earth</i> is the planet we live on. Everything all around us here (gesture) is part of <i>Earth</i> , but the moon and stars are not part of <i>Earth</i> . Which country on planet <i>Earth</i> do we live in? (Liberia)
3. glow	Point to <i>glow</i> . 🔊 This word is <i>glow</i> . Together: <i>glow, g-l-o-w, glow</i> . To <i>glow</i> means to shine with a soft light. For example, lamps <i>glow</i> at night. Turn to page 16 in <i>Let's Read</i> and find a picture of something that <i>glows</i> . (stars) Name other things that <i>glow</i> . (e.g., moon, car headlights, fire, fireflies, etc.)
4. giant	Point to <i>giant</i> . 🔊 This word is <i>giant</i> . Together: <i>giant, g-i-a-n-t, giant</i> . <i>Giant</i> means very big. In the night sky, there are special stars called Red Giants. They are very big stars that glow red. Let's pretend to be Red Giants and say, "We are Red Giants!" (Stretch your arms out very far and have the students mimic your actions.)
5. close	Point to <i>close</i> . 🔊 This word is <i>close</i> . Together: <i>close, c-l-o-s-e, close</i> . <i>Close</i> means near or not far away. (Call a student to come forward and stand next to you.) [Student's Name] is standing close to me. Now show me how you stand close to your partner, and say "We are close." (Have students stand close to one another in pairs.)
6. far	Point to <i>far</i> . 🔊 This word is <i>far</i> . Together: <i>far, f-a-r, far</i> . When something is <i>far</i> , it is not close; it is a long way away. (Have a student stand far from you.) [Student's Name] is standing far away from me. Now show me how you stand far away from your partner, and say, "We are far." (Have students stand far away from their partners.)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new text called "At Home in the Stars." Please turn to page 16 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

- 🔊 **Today’s text is nonfiction. Remember that nonfiction text tells us true information about real people or animals or the world around us. Remember that the *topic* is what the text is about. Today’s text is about stars. The *main idea* is the most important thing that the author wants us to know about the topic.**
- 🔊 **Authors use *supporting details* to help us understand the main idea. In nonfiction, the supporting details are true facts about the topic. Supporting details may describe the topic or give examples about it. Let’s read the text to find out the main idea and supporting details about stars.**

**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?** (stars)
- 2. **Remember that the main idea is the most important thing that the author wants us to know about the topic. What is the main idea of the text?** (There are different kinds of stars in the sky.)
- 3. **The author uses supporting details, or facts, to describe the different types of stars in the sky. What facts did we learn about stars?** (Stars are balls of gas. Stars are so hot that they glow. To see Red Giant stars, people have to wear special glasses. The stars that glow blue and white can be seen without special glasses, etc.)
- 4. **What do we call the star that is closest to Earth?** (the sun)



**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 17 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 7 Word Lists

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Spelling Words

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

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Written Vocabulary and Sight Words

10. special	13. giant
11. Earth	14. close
12. glow	15. far

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*Student Activity Book*  
page 17


**OBJECTIVES**

Students will be able to:

- Read words with *ur*
- Demonstrate understanding of the vocabulary words *get to, travel, distance, transportation, ride*
- Listen to and comprehend “Everyday Transportation”
- Use a main idea organizer

**LEARNING RESOURCES**

 *Let’s Read*

 Student copybooks

 *Student Activity Book*

ur

turn	nurse
fur	burn
hurt	burst
nurse	purse
	surf

**INTRODUCTION**




1 MIN.

🔊 Today we will read some words with the letters *ur*. We will learn some new vocabulary words, and I will read a new text to you. Then we will use a main idea organizer.

**PHONICS AND WORD STUDY**

10 MIN.

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

 <p>Point under <i>ur</i>. 🔊 Today we will learn about the letters <i>ur</i>. When the letters <i>u</i> and <i>r</i> come together, they make the sound /ūr/.  Point to <i>turn</i>. Underline <u>ur</u>. 🔊 Here I see the letters <i>u</i> and <i>r</i>. Together they make the sound /ūr/. The word is /t/-ūr/-n/, turn.</p>	 <p>🔊 Let’s do it together.  Point under <i>ur</i>. 🔊 Say the sound with me: /ūr/.  Point to <i>turn</i>. Point under <i>ur</i>. 🔊 What letters do we see here? <i>u</i> and <i>r</i>. What sound do they make together? /ūr/.  🔊 Let’s read the whole word together: /t/-ūr/-n/, <i>turn</i>.  Repeat with: <i>fur, hurt, and nurse</i>. For <i>nurse</i>, tell the students that the letter <i>e</i> is silent.</p>	 <p>🔊 Now it’s your turn.  Point under <i>ur</i>. 🔊 Say the sound. (/ūr/)  Point to <i>nurse</i>. Point under <i>ur</i>. 🔊 What letters do you see here? (<i>u</i> and <i>r</i>) What sound do they make together? (/ūr/)  🔊 Read the whole word. Remember that the letter <i>e</i> is silent here. (/n/-ūr/-s/, <i>nurse</i>)  Repeat with the remaining words. For the word <i>purse</i>, tell the students that the letter <i>e</i> is silent.</p>
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✔ Daily Check: Call on 2 students to read one word each.

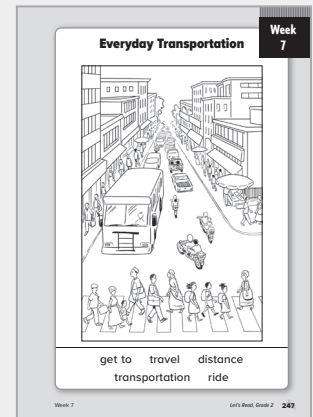
**ORAL VOCABULARY**

**12 MIN.**

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

🔊 Now we will learn some new vocabulary words.

<p>1. get to</p>	<p>🔊 <b>Get to.</b> <i>Get to</i> means to go from one place to another. For example, we need to get to school on time in the morning. What time do you leave your house to get to school on time?</p>
<p>2. travel</p>	<p>🔊 <b>Travel.</b> When you <i>travel</i>, you go away to a different place. For example, people may travel to visit their family in other villages, cities, or countries. Where would you like to travel to?</p>
<p>3. distance</p>	<p>🔊 <b>Distance.</b> <i>Distance</i> is the amount of space between two places or people. Place a pair of students a short distance from each other and another pair farther apart. <b>This is the distance between these two students</b> (gesture at the space between the first pair), <b>and this is the distance between these two students</b> (gesture at the space between the second pair). <b>Which distance is greater?</b></p>
<p>4. transportation</p>	<p>🔊 <b>Transportation.</b> <i>Transportation</i> is the different ways we get from one place to another. For example, some people use cars for transportation. Other people use bicycles. Turn to page 247 in <i>Let's Read</i> and name the different kinds of transportation in the picture.</p>
<p>5. ride</p>	<p>🔊 <b>Ride.</b> To <i>ride</i> means to travel in or on a vehicle like a car, bus, or motorcycle. For example, sometimes I ride the bus to (name a nearby or well-known city). Let's pretend we are riding a bus and say, "We are riding the bus."</p>



Let's Read page 247

**READ-ALOUD**

**13 MIN.**

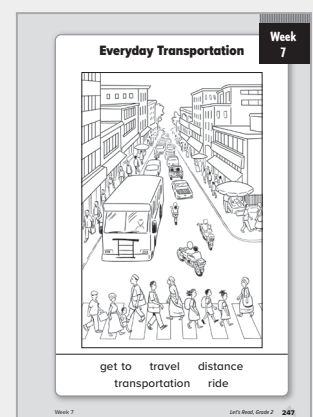
🔊 Now I'm going to read to you a new text called "Everyday Transportation." Please turn to page 247 in *Let's Read*.

**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 247

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. Yesterday we read “At Home in the Stars.” That was a nonfiction text about stars in the sky. Today’s nonfiction text is about transportation, or how people get from one place to another.

🔊 Remember that the *main idea* of a text is the most important thing that the author wants us to know about the topic. 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. Listen to the text to find out the main idea and supporting details about transportation.

DURING READING

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

🔊 Everyday Transportation  
by Jamesetta Ross Diggs

All over the world, people need to get to places every day. Men and women have to get to work. Girls and boys have to get to school. People travel long and short distances, and everyone needs transportation to get there. In Liberia, there are different types of transportation. Some people use their legs and feet and walk. Did you know that some people call walking “L-E-G-2”? Other people ride motorbikes. These are known as pen-pens in Liberia. Many people ride in buses, and some of these buses are short and some are very long. Some people ride in small cars, while a few travel in big jeeps. Others get a ride in pickups or trucks. How do you usually travel from place to place?

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?** (transportation, or how people travel from place to place)
- 2. **What is the main idea of the text?** (There are different ways to travel from one place to another.)
- 3. **The author uses supporting details, or facts, to describe the ways that people travel from one place to another. What facts did we learn about traveling from place to place?** (People travel every day. There are many different types of transportation in Liberia. Walking is



sometimes called L-E-G-2. People travel on motorbikes [pen-pens] and in buses, cars, jeeps, etc.)

4. **What type of transportation do you use to get to school?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Draw the main idea graphic organizer as shown on a piece of large paper. Tape it to the wall.

**"At Home in the Stars"**

Main Idea	
Detail	
Detail	
Detail	
Detail	
Ending Sentence	

Ask students to look at "At Home in the Stars" from *Let's Read* on page 16. Point out the words *stars*, *night*, *glow*, *Red Giants*, *blue*, *white*, *star shapes*. Copy the word bank at the right on the board. Draw pictures next to the words to help students understand the words.

🗣️ **What do you think "At Home in the Stars" is mainly about? Let's look at the word bank. Share with the class what you think the main idea is.** Call on 1–2 students. **One answer is: There are many different types of stars and star shapes.** Write this in the main idea box.

🗣️ **Now let's look for something that adds to the main idea. This is called a supporting detail. For example: Stars glow red, blue, or white.** Write this in the first *Detail* box.

🗣️ **Can you name some other supporting details?** Call on 1–2 students for a supporting detail. If they need help, suggest one yourself. **We have a special star called the sun.** Write this in the next *Detail* box.

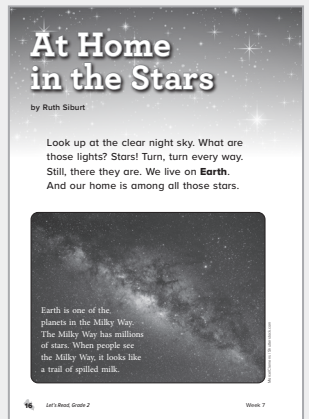
Call on 1–2 students for another supporting detail. If they need help, suggest this one. 🗣️ **One star shape is the Southern Cross.** Write this in the next *Detail* box.

Main Idea	There are many different types of stars and star shapes.
Detail	Stars glow red, blue, or white.
Detail	We have a special star called the sun.
Detail	One star shape is the Southern Cross.

Save the word bank and graphic organizer for Shared Writing, Week 7, Day 4.

 **HOMEWORK**

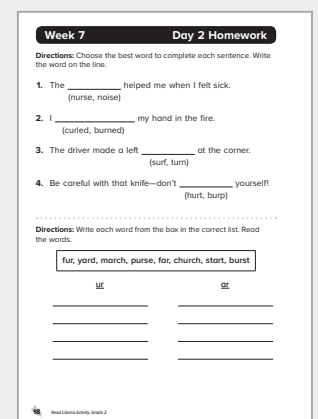
Have students complete page 18 in the *Student Activity Book* and read "At Home in the Stars" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let's Read page 16

**"At Home in the Stars" Word Bank**

- stars
- night
- glow
- Red Giants
- blue
- white
- star shapes



Student Activity Book page 18



**OBJECTIVES**

Students will be able to:

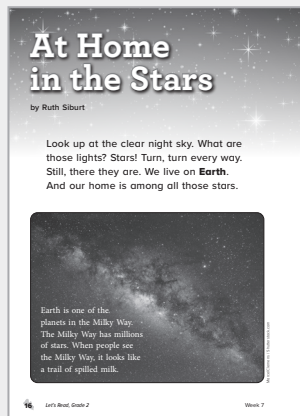
- Read and spell words with *ur* and *ar*
- Demonstrate understanding of and spell the vocabulary/ sight words *special*, *Earth*, *glow*, *giant*, *close*, *far*
- Read and comprehend “At Home in the Stars”

**LEARNING RESOURCES**

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

ur ar

curl start  
 far march  
 slurp burp  
 start curse  
 yard



*Let's Read* page 16

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell some more words with the letters *ur* and *ar*. We will also review our vocabulary words and read “At Home in the Stars” 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>ur</i> and <i>ar</i>. 🔊 Remember that the letters <i>ur</i> together make the sound /ūr/. The letters <i>ar</i> together make the sound /är/.</p> <p>Point to <i>curl</i>. Underline <i>ur</i>. 🔊 Here I see the letters <i>u</i> and <i>r</i>. Together they make the sound /ūr/. The word is /k/-/ūr/-/l/, <i>curl</i>.</p> <p>Point to <i>far</i>. Underline <i>ar</i>. 🔊 Here I see the letters <i>a</i> and <i>r</i>. Together they make the sound /är/. The word is /f/-/är/, <i>far</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point in turn under <i>ur</i> and <i>ar</i>. 🔊 Say the sounds with me: /ūr/, /är/.</p> <p>Point to <i>curl</i>. Point under <i>ur</i>. 🔊 What letters do we see here? <i>u</i> and <i>r</i>. What sound do they make together? /ūr/.</p> <p>🔊 Let's read the whole word together: /k/-/ūr/-/l/, <i>curl</i>.</p> <p>Repeat with <i>far</i>, <i>slurp</i>, and <i>start</i>, highlighting the <i>ar</i> as /är/ in <i>far</i> and <i>start</i> and the <i>ur</i> as /ūr/ in <i>slurp</i>.</p>	<p>🔊 Now it's your turn.</p> <p>🔊 Say the sounds. Point in turn under each letter combination.</p> <p>Point to <i>start</i>. Point under <i>ar</i>. 🔊 What letters do you see here? (<i>a</i> and <i>r</i>) What sound do they make together? (/är/)</p> <p>🔊 Read the whole word. (/s/-/t/-/är/-/t/, <i>start</i>)</p> <p>Repeat with the remaining words. Have the students identify the <i>ar</i> as /är/ in <i>march</i> and <i>yard</i> and the <i>ur</i> as /ūr/ in <i>burp</i> and <i>curse</i>. Tell students that the <i>e</i> in <i>curse</i> is silent. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “At Home in the Stars” on page 16 in <i>Let's Read</i> and find words with the letters <i>ur</i> (e.g., <i>turn</i>, <i>burn</i>) and <i>ar</i> (e.g., <i>star</i>, <i>far</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>ur</i> and <i>ar</i>. Watch and listen.</p> <p>🔊 The word is <i>burn</i>. I hear 3 sounds: /b/-/ūr/-/n/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /ūr/. (Write <i>ur</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>b-u-r-n</i>, <i>burn</i>.</p> <p>Erase the word.</p> <p>🔊 The word is <i>star</i>. I hear 3 sounds: /s/-/t/-/är/.</p> <p>🔊 The first sound is /s/. (Write <i>s</i>.) The next sound is /t/. (Write <i>t</i>.) The third sound is /är/. (Write <i>ar</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-t-a-r</i>, <i>star</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words together with <i>ur</i> and <i>ar</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>burn</i>. What sounds do we hear? /b/-/ūr/-/n/.</p> <p>🔊 Let's write it: /b/ (write <i>b</i>), /ūr/ (write <i>ur</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>b-u-r-n</i>, <i>burn</i>.</p> <p>Repeat with <i>star</i> and <i>turn</i>.</p>	<p>🔊 Now it's your turn. I will say a word with <i>ur</i> or <i>ar</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>turn</i>, <i>dark</i>, and <i>hurt</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.

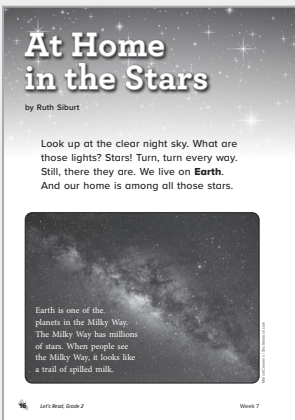
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

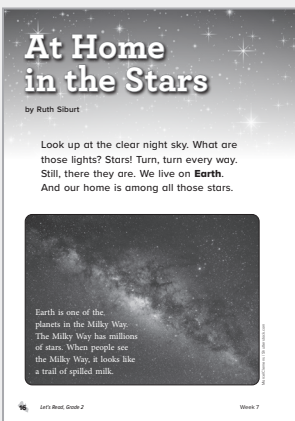
Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will review our vocabulary words.

1. special
2. Earth
3. glow
4. giant
5. close
6. far



Let's Read page 16



Let's Read page 16

1. special	Point to <i>special</i> . 🔊 Read the word: ( <i>special</i> ). When something is <b>special</b> , it is better or different in some way. For example, Independence Day is a special day. It is different from other days because it is the day we celebrate independence. Name some other special days.
2. Earth	Point to <i>Earth</i> . 🔊 Read the word: ( <i>Earth</i> ). <b>Earth</b> is the planet we live on. Everything all around us here (gesture) is part of Earth, but the moon and stars are not part of Earth. Which country on planet Earth do we live in? (Liberia)
3. glow	Point to <i>glow</i> . 🔊 Read the word: ( <i>glow</i> ). To <b>glow</b> means to shine with a soft light. For example, lamps glow at night. Turn to page 16 in <i>Let's Read</i> and find a picture of something that <b>glows</b> . (stars) Name other things that glow. (e.g., moon, car headlights, fire, fireflies, etc.)
4. giant	Point to <i>giant</i> . 🔊 Read the word: ( <i>giant</i> ). <b>Giant</b> means very big. In the night sky, there are special stars called Red Giants. They are very big stars that glow red. Let's pretend to be Red Giants and say, "We are Red Giants!" (Stretch your arms out very far and have the students mimic your actions.)
5. close	Point to <i>close</i> . 🔊 Read the word: ( <i>close</i> ). <b>Close</b> means near or not far away. (Call a student to come forward and stand next to you.) [Student's Name] is standing close to me. Now show me how you stand close to your partner, and say "We are close." (Have students stand close to one another in pairs.)
6. far	Point to <i>far</i> . 🔊 Read the word: ( <i>far</i> ). When something is <b>far</b> , it is not close; it is a long way away. (Have a student stand far from you.) [Student's Name] is standing far away from me. Now show me how you stand far away from your partner, and say, "We are far." (Have students stand far away from their partners.)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "At Home in the Stars" again. Please turn to page 16 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

- 🔊 **Remember that this text is nonfiction. What does nonfiction text tell us?** (true information about someone or something) **What are some examples of topics 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. 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 stars.**

**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?** (stars in the sky)
- 2. **What is the main idea of the text?** (There are different kinds of stars in the sky.)
- 3. **The author uses supporting details, or facts, to describe the different types of stars in the sky. What facts did we learn about stars?** (Stars are balls of gas. Stars are so hot that they glow. To see Red Giant stars, people have to wear special glasses. The stars that glow blue and white can be seen without special glasses, etc.)
- 4. **What do we call the star that is closest to Earth?** (the sun)



**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 17 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 7 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

10. special	13. giant
11. Earth	14. close
12. glow	15. far

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*Student Activity Book*  
page 17

**OBJECTIVES**

Students will be able to:

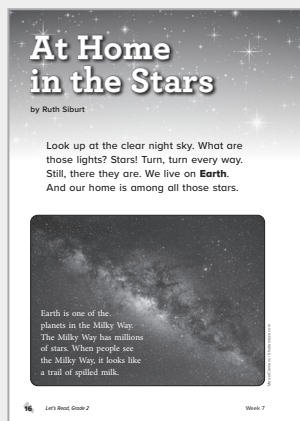
- Read words with *igh*
- Read fluently “At Home in the Stars”
- Listen to and comprehend “Everyday Transportation”
- Use a main idea organizer

**LEARNING RESOURCES**

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

igh

fright	bright
slight	light
night	might
bright	sigh
	right



*Let’s Read* page 16

**INTRODUCTION**

1 MIN.

🔊 Today we will read some more words with *igh*. You will read “At Home in the Stars” with your partner. I will read “Everyday Transportation” to you again. Then we will complete a main idea organizer.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>Point under <i>igh</i>. 🔊 Remember that when the letters <i>i</i>, <i>g</i>, and <i>h</i> come together, they make the sound /ī/.  Point to <i>fright</i>. Underline <i>igh</i>. 🔊 Here I see the letters <i>igh</i>. Together they make the sound /ī/. The word is /f/-/r/-/ī/-/t/, <i>fright</i>.</p>	<p>🔊 Let’s do it together.  Point under <i>igh</i>. 🔊 Say the sound with me: /ī/.  Point to <i>fright</i>. Point under <i>igh</i>. 🔊 What letters do we see here? <i>igh</i>. What sound do they make together? /ī/.  🔊 Let’s read the whole word together: /f/-/r/-/ī/-/t/, <i>fright</i>.  Repeat with <i>slight</i>, <i>night</i>, and <i>bright</i>.</p>	<p>🔊 Now it’s your turn.  Point under <i>igh</i>. 🔊 Say the sound. (/ī/)  Point to <i>bright</i>. Point under <i>igh</i>. 🔊 What letters do you see here? (<i>igh</i>) What sound do they make together? (/ī/)  🔊 Read the whole word. (/b/-/r/-/ī/-/t/, <i>bright</i>)  Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “At Home in the Stars” on page 16 in <i>Let’s Read</i> and find words with the letters <i>igh</i> in the text (e.g., <i>night</i>, <i>lights</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 text “At Home in the Stars” with your partner. Please turn to page 16 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 “Everyday Transportation” again. Please turn to page 247 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

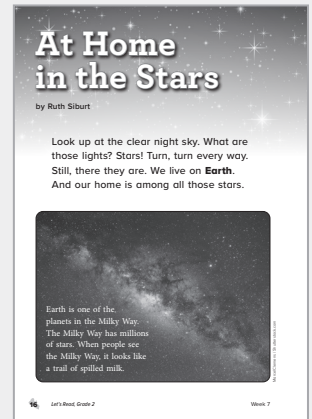
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *get to*, *travel*, *distance*, *transportation*, *ride*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

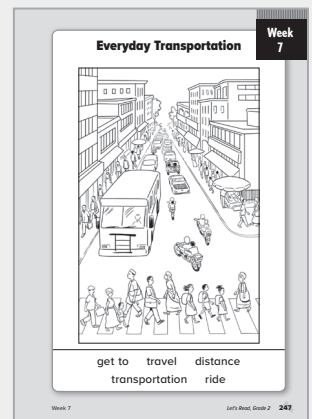
**FEATURES OF TEXT**

🔊 Remember that this text is nonfiction. We have been reading “At Home in the Stars.” It is a nonfiction text about stars in the sky. Today’s nonfiction text is about transportation, or how people get from one place to another.

🔊 What is the *main idea* of a text? (the most important thing that the author wants us to know about the topic) **What do authors use supporting details for?** (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. Listen again to remember the main idea and supporting details about transportation.**



Let’s Read page 16



Let’s Read page 247



**DURING READING**

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

🔊 **Everyday Transportation**  
by Jamesetta Ross Diggs

All over the world, people need to get to places every day. Men and women have to get to work. Girls and boys have to get to school. People travel long and short distances, and everyone needs transportation to get there. In Liberia, there are different types of transportation. Some people use their legs and feet and walk. Did you know that some people call walking “L-E-G-2”? Other people ride motorbikes. These are known as pen-pens in Liberia. Many people ride in buses, and some of these buses are short and some are very long. Some people ride in small cars, while a few travel in big jeeps. Others get a ride in pickups or trucks. How do you usually travel from place to place?

**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?** (transportation, or how people travel from one place to another place)
2. **What is the main idea of the text?** (There are different ways to travel from one place to another.)
3. **The author uses supporting details, or facts, to describe the ways that people travel from one place to another. What facts did we learn about traveling from place to place?** (People travel every day. There are many different types of transportation in Liberia. Walking is sometimes called L-E-G-2. People travel on motorbikes [pen-pens] and in buses, cars, jeeps, etc.)
4. **What are the different types of transportation you have taken to get from one place to another?** (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

 Sight word cards

 *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. *burn*, 2. *close*, 3. *dark*, 4. *far*, 5. *Earth*, 6. *giant*, 7. *glow*, 8. *high*, 9. *hurt*, 10. *light*, 11. *night*, 12. *right*, 13. *special*, 14. *star*, 15. *turn*

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 “At Home in the Stars” on page 16 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 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 letters and words on the board, as shown on the next page at the right.

		
<p>Point in turn under <i>igh</i>, <i>ur</i>, and <i>ar</i>. <b>Let's do this week we learned about the letters <i>igh</i>, <i>ur</i>, and <i>ar</i>. Together, the letters <i>igh</i> make the sound /ī/. The letters <i>ur</i> make the sound /ūr/. The letters <i>ar</i> make the sound /är/.</b></p> <p>Point to <i>might</i>. Underline <i>igh</i>. <b>Here I see the letters <i>igh</i>. They make the sound /ī/. The word is /m/-ī/-t/, <i>might</i>.</b></p> <p>Repeat with <i>curl</i> and <i>far</i>, highlighting the <i>ur</i> as /ūr/ in <i>curl</i> and the <i>ar</i> as /är/ in <i>far</i>.</p>	<p><b>Let's do it together.</b></p> <p>Point in turn under <i>igh</i>, <i>ur</i>, and <i>ar</i>. <b>Say the sounds with me: /ī/, /ūr/, /är/.</b></p> <p>Point to <i>might</i>. Point under <i>igh</i>. <b>What letters do we see here? <i>igh</i>. What sound do they make together? /ī/.</b></p> <p><b>Let's read the whole word together: /m/-ī/-t/, <i>might</i>.</b></p> <p>Repeat with <i>curl</i>, <i>far</i>, and <i>surf</i>, highlighting the <i>ur</i> as /ūr/ in <i>curl</i> and <i>surf</i> and the <i>ar</i> as /är/ in <i>far</i>.</p>	<p><b>Now it's your turn.</b></p> <p>Point in turn under <i>igh</i>, <i>ur</i>, and <i>ar</i>. <b>Say the sounds.</b> (/ī/, /ūr/, /är/)</p> <p>Point to <i>surf</i>. Point under <i>ur</i>. <b>What letters do you see here? (<i>ur</i>) What sound do they make together? (/ūr/)</b></p> <p><b>Read the whole word.</b> (/s/-/ūr/-/f/, <i>surf</i>)</p> <p>Repeat with the remaining words. Have the students identify the <i>igh</i> as /ī/ in <i>sight</i> and <i>flight</i>, the <i>ur</i> as /ūr/ in <i>burst</i>, and the <i>ar</i> as /är/ in <i>yard</i>. Have them sound out and read each word.</p>

igh ur ar

might	surf
curl	sight
far	burst
surf	yard
	flight

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>igh</i>, we will write it here (point to the <i>igh</i> box). If it has the letters <i>ur</i>, we will write it here (point to the <i>ur</i> box). If it has the letters <i>ar</i>, we will write it here (point to the <i>ar</i> box).</b></p> <p><b>The word <i>sigh</i> (point) has the letters <i>igh</i>, so I will write it here.</b> Write <i>sigh</i> in the <i>igh</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>fur</i>? It has the letters <i>ur</i>, so we will write it here.</b> Write <i>fur</i> in the <i>ur</i> box, and cross it off the list. Check the students' work.</p> <p><b>Where do we write the word <i>march</i>? It has the letters <i>ar</i>, so we will write it here.</b></p> <p>Write <i>march</i> in the <i>ar</i> box, and cross it off the list. Check the students' work.</p>	<p><b>Now it's your turn.</b></p> <p><b>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>

sigh	tight
fur	curse
march	slight
	turn
	star
	high
	dark

igh	ur	ar

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 T31 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other 3 times and helping each other read correctly and fluently.

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions about “At Home in the Stars” on page 16 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read “At Home in the Stars” on page 16 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 8 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 126–129</i>	<b>Tuesday (Day 2)</b> <i>pages 130–133</i>	<b>Wednesday (Day 3)</b> <i>pages 134–137</i>	<b>Thursday (Day 4)</b> <i>pages 138–141</i>	<b>Friday (Day 5)</b> <i>pages 142–144</i>
<b>Phonics and Word Study</b>	Read words with <i>y</i> as <i>/i/</i> .	Read words with the contraction <i>n't</i> .	Read words with the vowel team <i>ue</i> .	Review <i>y</i> as <i>/i/</i> , the contraction <i>n't</i> , and the vowel team <i>ue</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>my, sky, try, why</i>		<i>can't, isn't, blue, true</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>kite, fly, flew, trust, glue, know, knew, fall, fell</i>		<i>kite, fly, flew, trust, glue, know, knew, fall, fell</i>		
<b>Reading Comprehension</b>	"The Lone Star Kite"		"The Lone Star Kite"		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: "The Lone Star Kite"	Differentiated review
<b>Oral Vocabulary</b>		<i>president, peace, remember, celebrate, parade, country</i>			
<b>Read-Aloud</b>		"President Joseph Jenkins Roberts"		"President Joseph Jenkins Roberts"	
<b>Shared Writing</b>		Use a main idea graphic organizer to write a summary.		Use a Sentence Pattern Chart to review nouns and adjectives.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 21 in <i>Student Activity Book</i></li> <li>• "The Lone Star Kite"</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 22 in <i>Student Activity Book</i></li> <li>• "The Lone Star Kite"</li> <li>• Study for quiz.</li> </ul>	Re-read "The Lone Star Kite."
<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 "The Lone Star Kite."</li> <li>• Group B (Exceeds Expectations): Work in pairs to read a "A Good Friend" 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 "A Good Friend" or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for "The Lone Star Kite."</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read "The Lone Star Kite."</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
- 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 sentences using spelling and sight words
- Read diverse types of writings
- Identify facts from a text
- Identify main idea and facts in a nonfiction text
- Identify theme in a text
- Recognize the elements of diverse types of writings
- Name and identify some types of adjectives
- Form contractions
- Demonstrate knowledge of new words
- Use vocabulary words in sentences
- Read words with variant word patterns
- Identify the sequence of a text
- Listen to a biographical text
- Spell high-frequency and subject-related words
- Demonstrate understanding of vocabulary and related subject words in context
- Use charts and graphic organizers to add details to writings
- Write independently
- Read diverse texts fluently
- Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Read and spell words with *y* as /ī/
- Demonstrate understanding of and spell the vocabulary/ sight words *kite, fly, flew, trust, glue, know, knew, fall, fell*
- Read and comprehend “The Lone Star Kite”

**LEARNING RESOURCES**

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

y

by	spy
my	cry
dry	sly
spy	fry
	why

**INTRODUCTION**

1 MIN.

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

**PHONICS AND WORD STUDY**

10 MIN.

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




<p>Point under <i>y</i>. 🔊 <b>We learned that the letter <i>y</i> is a consonant and makes the sound /y/. In some words, the letter <i>y</i> acts like a vowel and makes the sound /ī/.</b></p> <p>Point to <i>by</i>. Underline <i>y</i>. 🔊 <b>In this word, the letter <i>y</i> makes the sound /ī/. The word is /b/-/ī/, <i>by</i>.</b></p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point under <i>y</i>. 🔊 <b>Say the new sound with me: /ī/.</b></p> <p>Point to <i>by</i>. Point under <i>y</i>. 🔊 <b>What sound does the letter <i>y</i> make in this word? /ī/. Let's read the word together: /b/-/ī/, <i>by</i>.</b></p> <p>Repeat with: <i>my, dry,</i> and <i>spy</i>.</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point under <i>y</i>. 🔊 <b>Say the new sound. (/ī/)</b></p> <p>Point to <i>spy</i>. 🔊 <b>Read the word. (/s/-/p/-/ī/, <i>spy</i>)</b></p> <p>Repeat with the remaining words. For <i>why</i>, remind students that the letters <i>wh</i> together make the sound /hw/.</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 y as /ī/. Watch and listen.</b> </p> <p> <b>▶▶ The word is <i>my</i>. I hear 2 sounds: /m/–/ī/.</b> </p> <p> <b>▶▶ The first sound is /m/. (Write <i>m</i>.) The next sound is /ī/—and in this word, /ī/ is spelled with the letter <i>y</i>. (Write <i>y</i>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶▶ <i>m–y, my</i>.                 </p> <p>                     Erase the word.                 </p>	 <p> <b>▶▶ Let’s spell some words with y as /ī/ 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>my</i>. What sounds do we hear? /m/–/ī/.</b> </p> <p> <b>▶▶ Let’s write it: /m/ (write <i>m</i>), /ī/—and in this word, /ī/ is spelled with the letter <i>y</i> (write <i>y</i>).</b> Check the students’ work.                 </p> <p> <b>▶▶ Now let’s spell the word together with the letter names (point): <i>m–y, my</i>.</b> </p> <p>                     Repeat with <i>why</i>. If necessary, remind students that the /hw/ sound is spelled with the letters <i>wh</i>.                 </p>	 <p> <b>▶▶ Now it’s your turn. I will say a word with y as /ī/. Listen to each sound. Then write the letter for each sound in your copybooks.</b> </p> <p>                     Dictate these words: <i>why, sky, and try</i>.                 </p> <p>                     Move around the room and randomly check students’ work as they write.                 </p> <p>                     Have students spell the word aloud using the letter names.                 </p>
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✔ **Daily Check:** Call on 2 students to spell one word each.



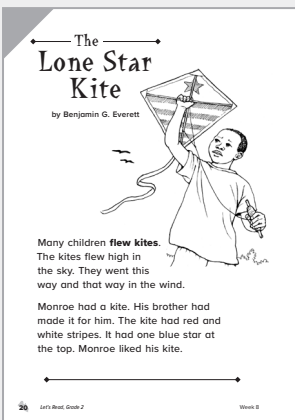
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

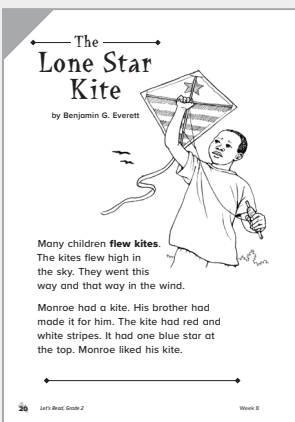
Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words.

1. kite
2. fly, flew
3. trust
4. glue
5. know, knew
6. fall, fell



Let's Read page 20



Let's Read page 20

1. kite	Point to <i>kite</i> . 🔊 This word is <i>kite</i> . Let's read and spell it together: <i>kite, k-i-t-e, kite</i> . A <i>kite</i> is a toy that you fly in the wind on a very long piece of string. Turn to page 20 in <i>Let's Read</i> and find the <i>kites</i> in the pictures. ... Let's pretend to fly a kite in the wind. (Do the motions.)
2. fly, flew	Point to <i>fly</i> . 🔊 This word is <i>fly</i> . Together: <i>fly, f-l-y, fly</i> . To <i>fly</i> means to move through the air. Birds and airplanes can fly. (Point to <i>flew</i> .) This word is <i>flew</i> . Together: <i>flew, f-l-e-w, flew</i> . <i>Flew</i> means to <i>fly</i> , but in the past before now. For example, I can say my aunt flew in an airplane last week.
3. trust	Point to <i>trust</i> . 🔊 This word is <i>trust</i> . Together: <i>trust, t-r-u-s-t, trust</i> . When you <i>trust</i> someone, you believe that they will do the right thing. For example, I can say that I trust my mother. I know that she is wise and will always do what is best for us. Who do you trust and why?
4. glue	Point to <i>glue</i> . 🔊 This word is <i>glue</i> . Together: <i>glue, g-l-u-e, glue</i> . <i>Glue</i> is something you use to stick things together. (If possible, bring in some glue to show the students.) We can use glue to make toys or fix things that are broken. When have you used glue to make or fix something?
5. know, knew	Point to <i>know</i> . 🔊 This word is <i>know</i> . Together: <i>know, k-n-o-w, know</i> . If you <i>know</i> something, you understand it or you have the answer. For example, I know that today is [day of the week]. I know that $2 + 2 = 4$ . (Point to <i>knew</i> .) This word is <i>knew</i> . Together: <i>knew, k-n-e-w, knew</i> . <i>Knew</i> means to <i>know</i> , but in the past before now. For example, I knew how to read when I was very young. What is something you already knew how to do before you came to Grade 2?
6. fall, fell	Point to <i>fall</i> . 🔊 This word is <i>fall</i> . Together: <i>fall, f-a-l-l, fall</i> . To <i>fall</i> means to go down quickly to the ground, like this. (Drop a pencil or other object on the ground.) (Point to <i>fell</i> .) This word is <i>fell</i> . Together: <i>fell, f-e-l-l, fell</i> . <i>Fell</i> means to <i>fall</i> , but in the past before now. For example, the pencil (or other object) fell on the ground. Drop your pencils on the ground and say with me, "The pencil fell on the ground."

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read a new story called "The Lone Star Kite." Please turn to page 20 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

🔊 **Today’s story is fiction. Remember, fiction stories tell us about things that are not real. The characters, places, and events are made up by the author. Every fiction story has a plot—the set of events that happen in a story. Characters in stories often have problems. A *problem* is a bad situation that needs to be fixed or solved. Let’s read the story to find out who has a problem and what the problem is.**

**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 two main characters in this story?** (Monroe and his brother, Washington)
2. **What is the setting of the story?** (on a hill, at Monroe’s house)
3. **What is the plot, or the important events that happen in the beginning, middle, and end of the story?** (Monroe goes to a hill to fly his kite. The kite wouldn’t fly and fell to the ground. Monroe was sad. His brother, Washington, came to help Monroe and saw that the kite was broken. Monroe went to get glue and Washington fixed Monroe’s kite. Monroe flew his kite and all the children came to watch.)
4. **What is Monroe’s problem in the story?** (Monroe’s kite won’t fly because it’s broken.)
5. **How does Monroe fix or solve his problem?** (His brother glues his kite back together.)

 **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 20 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 8 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

9. kite	14. know
10. fly	15. knew
11. flew	16. fell
12. trust	17. fell
13. glue	

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*Student Activity Book*  
page 20


**OBJECTIVES**

Students will be able to:

- Read words with the contraction *n't*
- Demonstrate understanding of the vocabulary words *president, peace, remember, celebrate, parade, country*
- Listen to and comprehend "President Joseph Jenkins Roberts"
- Use a main idea graphic organizer to write a story summary

**LEARNING RESOURCES**

 *Let's Read*

 Student copybooks

 *Student Activity Book*

<u>n't</u>	
did not	was not
didn't	wasn't
is not	are not
isn't	aren't
do not	
don't	
could not	
couldn't	

**INTRODUCTION**




1 MIN.

🔊 Today we will learn about words with the contraction *n't*. We will also learn some new vocabulary words, and I will read a new text to you. Then we will use a main idea graphic organizer to write a story summary.

**PHONICS AND WORD STUDY**

10 MIN.

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

		
<p>Point to <i>n't</i>. 🔊 Today we will learn about the contraction <i>n't</i>. A contraction is a shorter way to say or write two words. We use <i>n't</i> to shorten the word <i>not</i>.</p> <p>Point to the apostrophe ('). This mark is called an apostrophe.</p> <p>Point to <i>did not</i>. 🔊 These words are <i>did</i> and <i>not</i>.</p> <p>Point to <i>didn't</i>. Underline <i>n't</i>. 🔊 Here I see the letter <i>n</i>, an apostrophe, and the letter <i>t</i>. The apostrophe shows that we have shortened the word <i>not</i>. We also removed the space between <i>did</i> and <i>not</i> and made them one word. This whole word is <i>didn't</i>.</p> <p>🔊 <i>Did not</i> and <i>didn't</i> mean the same. <i>Didn't</i> is just a shorter way to say <i>did not</i>.</p> <p>Repeat with <i>is not</i> and <i>isn't</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>did not</i>. 🔊 Read these words with me: <i>did, not</i>.</p> <p>Point to <i>didn't</i>. Point under <i>n't</i>. 🔊 What do we see here? The letter <i>n</i>, an apostrophe, and the letter <i>t</i>. What word have we shortened with the apostrophe? <i>not</i>. Read this whole word with me: <i>didn't</i>.</p> <p>🔊 <i>Didn't</i> is a shorter way to say what? <i>Did not</i>.</p> <p>Repeat with <i>is not/isn't, do not/don't, and could not/couldn't</i>. For <i>don't</i>, explain that the pronunciation of <i>do</i> changes a little in the contraction.</p>	<p>🔊 Now it's your turn.</p> <p>Point to <i>could not</i>. 🔊 Read these words. (<i>could, not</i>)</p> <p>Point to <i>couldn't</i>. Point under <i>n't</i>. 🔊 What do you see here? (the letter <i>n</i>, an apostrophe, and the letter <i>t</i>) What word have we shortened with the apostrophe? (<i>not</i>) Read the whole word. (<i>couldn't</i>)</p> <p>🔊 <i>Couldn't</i> is a shorter way to say what? (<i>could not</i>)</p> <p>Repeat with the remaining words.</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. president	🔊 <b>President.</b> A <i>president</i> is the leader of a country. For example, George Weah is the president of Liberia. Can you name another president?
2. peace	🔊 <b>Peace.</b> When there is <i>peace</i> , no one is fighting. Let's show that we are at <i>peace</i> . (Divide students into two groups and ask each group to stand on a different side of the room. Then ask the student groups to meet in the middle of the room and shake hands.) <b>Say with me, "We are at peace."</b>
3. remember	🔊 <b>Remember.</b> To <i>remember</i> is to bring a thought or idea back into your mind again. For example, I remember that yesterday we read a story about a boy and his kite. What else do you remember that we did at school yesterday? (Help individuals respond in well-formed sentences using <i>remember</i> .)
4. celebrate	🔊 <b>Celebrate.</b> To <i>celebrate</i> means to do something fun because it is a special day. For example, every year we celebrate Independence Day. What other days do we celebrate? (Help individuals respond in well-formed sentences using <i>celebrate</i> .)
5. parade	🔊 <b>Parade.</b> A <i>parade</i> is a line of people who walk together for a special reason. Let's make a parade. (Line up some or all of the students and have them walk around the room as if in a parade.)
6. country	🔊 <b>Country.</b> A <i>country</i> is a large area of land with its own people and government. For example, we live in the country of Liberia. What is the name of another country? (If possible, use a map to point out the names and locations of other countries in Africa.)

**READ-ALOUD**

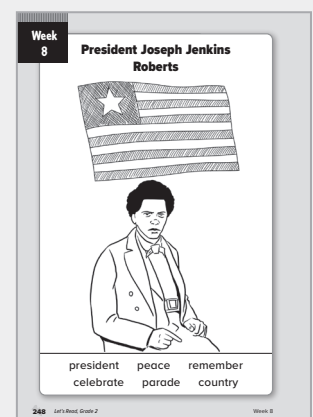
**13 MIN.**

🔊 Now I'm going to read to you a new text called "President Joseph Jenkins Roberts." Please turn to page 248 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 248

FEATURES OF TEXT

🔊 Today’s text is nonfiction. Remember that nonfiction text tells us true information about something. The nonfiction text we’ll read today is a special kind of nonfiction text called a “biography.” A biography is a true story about a real person’s life. Usually a biography tells us when and where a person was born and when the person died, as well as important things the person did.

DURING READING

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

🔊 President Joseph Jenkins Roberts  
by Jamesetta Ross Diggs

Joseph Jenkins Roberts was the first president of Liberia. He was born in 1809 in Virginia in the United States of America. Joseph Jenkins Roberts did many great things in Liberia. He helped other countries recognize Liberia as an official country. During the time he was president, many people left the United States to come and live in Liberia. President Roberts did all he could so that the people of Liberia and the people migrating from America could live together in peace. *[Note: Pause and ask students what they think the word migrating means. Re-read the last two sentences and ask students to listen for clues (people left the United States to come and live in Liberia). Tell students that migrating means moving from one place to another.]* 🔊 President Roberts is remembered every year on the date of his birthday, March 15. This day is a holiday in Liberia, and many Liberians celebrate. Also on March 15, a school in Monrovia that is named in honor of President Roberts usually holds a parade on the streets of the city.

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. **Why is this text a biography?** (It is a story about a real person’s life. It is about a real person, President Joseph Jenkins Roberts, and his life.)
- 2. **When was President Joseph Jenkins Roberts born?** (1809)
- 3. **Where was President Joseph Jenkins Roberts born?** (Virginia in the United States)
- 4. **Why is President Joseph Jenkins Roberts important? What important things did he do?** (He was the first president of Liberia. He made other countries see that Liberia was also a country. He did all he could to make people live together in peace.)

5. **When do we celebrate President Joseph Jenkins Roberts? How do we celebrate him?** (every year on his birthday, March 15; a school in Monrovia named after him has a parade)

**SHARED WRITING**

**15 MIN.**

Tape the main idea graphic organizer from Week 7 (below) on the wall or on the board. Use the “At Home in the Stars” word bank from Week 7, Day 4, at the right.

“At Home in the Stars”

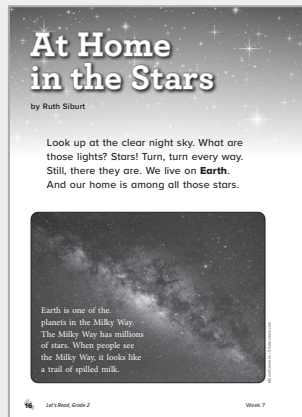
Main Idea	There are many different types of stars and star shapes.
Detail	Stars glow red, blue, or white.
Detail	We have a special star called the sun.
Detail	One star shape is the Southern Cross.
Detail	People like to study the stars.
Ending Sentence	Stars are interesting and beautiful.

Let’s read together the main idea sentence from our “At Home in the Stars” summary: *There are many different types of stars and star shapes.* Now read the supporting details with me: *We have a special star called the sun. One star shape is the Southern Cross. People like to study the stars.*

Work with a partner to write a summary of “At Home in the Stars.” Copy the main idea sentence in your copybook. Use the word bank and graphic organizer to choose the supporting details. Write 3 supporting detail sentences. You can look back in the text on page 16 in *Let’s Read* for ideas. Write the ending sentence from the “At Home in the Stars” graphic organizer.

“At Home in the Stars”  
Word Bank

stars  
night  
glow  
Red Giants  
white  
blue  
star shapes  
people  
study  
dark



Let’s Read page 16

**HOMEWORK**

Have students complete page 21 in the *Student Activity Book* and read “The Lone Star Kite” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 8 Day 2 Homework**

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

Contraction	Words
1. doesn't	_____ does _____ not _____
2. didn't	_____
3. hasn't	_____
4. don't	_____
5. aren't	_____
6. isn't	_____
7. weren't	_____
8. hadn't	_____
9. wasn't	_____
10. couldn't	_____
11. wouldn't	_____
12. shouldn't	_____

Student Activity Book page 21



**OBJECTIVES**

Students will be able to:

- Read and spell words with *ue*
- Demonstrate understanding of and spell the vocabulary/sight words *kite, fly, flew, trust, glue, know, knew, fall, fell*
- Read and comprehend “The Lone Star Kite”

**LEARNING RESOURCES**

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

ue

glue	clue
true	sue
clue	blue
	due

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words with the letters *ue*. We will also review our vocabulary words and read “The Lone Star Kite” 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>ue</i>.</p> <p>🔊 Today we will learn about the vowel team <i>ue</i>. When the letters <i>u</i> and <i>e</i> come together (point), they make the sound /ū/.</p> <p>Point to <i>glue</i>. Underline <i>ue</i>. 🔊 Here I see the vowel team <i>ue</i>. The letters <i>u</i> and <i>e</i> together make the sound /ū/. The word is /g/-/l/-/ū/, <i>glue</i>.</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>ue</i>. 🔊 Say the sound with me: /ū/.</p> <p>Point to <i>glue</i>. Point under <i>ue</i>. 🔊 What letters do we see here? <i>u</i> and <i>e</i>. What sound do they make together? /ū/.</p> <p>🔊 Let's read the whole word together: /g/-/l/-/ū/, <i>glue</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /t/-/r/-/ū/, <i>true</i></li> <li>• /k/-/l/-/ū/, <i>clue</i></li> </ul>	<p>🔊 Now it's your turn.</p> <p>Point to <i>ue</i>. 🔊 Say the sound. (/ū/)</p> <p>Point to <i>clue</i>. Point under <i>ue</i>. 🔊 What letters do you see here? (<i>u</i> and <i>e</i>) What sound do they make together? (/ū/)</p> <p>🔊 Read the whole word. (/k/-/l/-/ū/, <i>clue</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 contraction <i>n't</i> and the vowel team <i>ue</i>.</b>  <b>▶▶ The word is <i>can't</i>. <i>Can't</i> is short for the word <i>cannot</i>. I hear 4 sounds: /k/-/ă/-/n/-/t/.</b>  <b>▶▶ The first sound is /k/. (Write c.) The next sound is /ă/. (Write a.) The third sound is /n/. (Write n.) Now I write an apostrophe to show that we shortened the word not. (Write '.) The last sound is /t/. (Write t.)</b> </p> <p>Move your finger under the letters and apostrophe as you say the names: ▶▶ <b><i>c-a-n-apostrophe-t, can't</i></b>.</p> <p>Erase the word.</p> <p>The next word is <i>blue</i>. Underline <u>ue</u>.  <b>▶▶ I hear 3 sounds: /b/-/l/-/ū/.</b>  <b>▶▶ The first sound is /b/. (Write b.) The next sound is /l/. (Write l.) The third sound is /ū/—and in this word, /ū/ is spelled with <i>ue</i>. (Write <i>ue</i>.)</b> </p> <p>Move your finger under the letters as you say the names:  <b>▶▶ <i>b-l-u-e, blue</i>.</b></p> <p>Erase the word.</p>	 <p> <b>▶▶ Let's spell some words together with the contraction <i>n't</i> and the vowel team <i>ue</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>  <b>▶▶ The first word is <i>can't</i>. <i>Can't</i> is short for the word <i>cannot</i>. What sounds do we hear? /k/-/ă/-/n/-/t/.</b>  <b>▶▶ Let's write it: /k/ (write <i>k</i>), /ă/ (write <i>a</i>), /n/ (write <i>n</i>)—now let's write an apostrophe to show that we shortened the word <i>not</i> (write <i>'</i>)—and /t/ (write <i>t</i>). Check the students' work.</b>  <b>▶▶ Now let's spell the word together with the letter names (point): <i>c-a-n-apostrophe-t, can't</i>.</b> </p> <p>Repeat with <i>blue</i>, <i>isn't</i> (short for <i>is not</i>), and <i>true</i>.</p> <p>Erase the words.</p>	 <p> <b>▶▶ Now it's your turn. I will say a word with the contraction <i>n't</i> or the vowel team <i>ue</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</b> </p> <p>Dictate these words: <i>isn't</i> and <i>true</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.

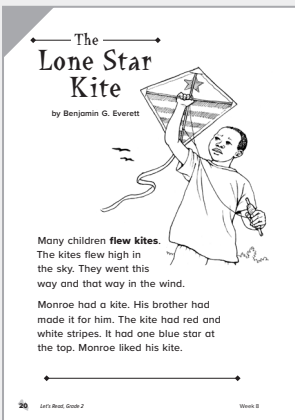
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

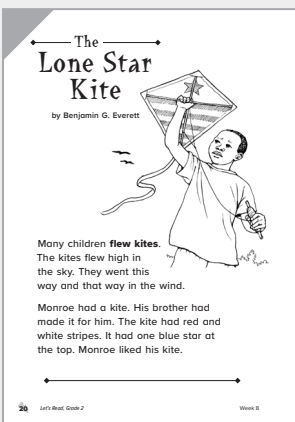
Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will review our vocabulary words.

1. kite
2. fly, flew
3. trust
4. glue
5. know, knew
6. fall, fell



Let's Read page 20



Let's Read page 20

1. kite	Point to <i>kite</i> . 🔊 Read the word: ( <i>kite</i> ). <b>A kite is a toy that you fly in the wind on a very long piece of string. Turn to page 20 in <i>Let's Read</i> and find the kites in the pictures. ... Let's pretend to fly a kite in the wind. (Do the motions.)</b>
2. fly, flew	Point to <i>fly</i> . 🔊 Read the word: ( <i>fly</i> ). <b>To fly means to move through the air. Birds and airplanes can fly. (Point to <i>flew</i>.) Read the word: (<i>flew</i>). <i>Flew</i> means to <i>fly</i>, but in the past before now. For example, I can say my aunt flew in an airplane last week.</b>
3. trust	Point to <i>trust</i> . 🔊 Read the word: ( <i>trust</i> ). <b>When you trust someone, you believe that they will do the right thing. For example, I can say that I trust my mother. I know that she is wise and will always do what is best for us. Who do you trust and why?</b>
4. glue	Point to <i>glue</i> . 🔊 Read the word: ( <i>glue</i> ). <b>Glue is something you use to stick things together. (If possible, bring in some glue to show the students.) We can use glue to make toys or fix things that are broken. When have you used glue to make or fix something?</b>
5. know, knew	Point to <i>know</i> . 🔊 Read the word: ( <i>know</i> ). <b>If you know something, you understand it or you have the answer. For example, I know that today is [day of the week]. I know that <math>2 + 2 = 4</math>. (Point to <i>knew</i>.) Read the word: (<i>knew</i>). <i>Knew</i> means to <i>know</i>, but in the past before now. For example, I knew how to read when I was very young. What is something you already knew how to do before you came to Grade 2?</b>
6. fall, fell	Point to <i>fall</i> . 🔊 Read the word: ( <i>fall</i> ). <b>To fall means to go down quickly to the ground, like this. (Drop a pencil or other object on the ground.) (Point to <i>fell</i>.) Read the word: (<i>fell</i>). <i>Fell</i> means to <i>fall</i>, but in the past before now. For example, the pencil (or other object) fell on the ground. Drop your pencils on the ground and say with me, "The pencil fell on the ground."</b>

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "The Lone Star Kite" again. Please turn to page 20 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

🔊 **Remember that this story is fiction. What does a fiction story tell us?** (about people, places, and events that aren't real) **Remember that characters in stories often have problems. A problem is a bad situation that needs to be fixed or solved. Let's read the story again to remember who has a problem and what the problem is.**

**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 two main characters in this story?** (Monroe and his brother, Washington)
2. **What is the setting?** (on a hill, at Monroe's house)
3. **What is the plot, or the important events that happen in the beginning, middle, and end of the story?** (Monroe goes to a hill to fly his kite. The kite wouldn't fly and fell to the ground. Monroe was sad. His brother, Washington, came to help Monroe and saw that the kite was broken. Monroe went to get glue and Washington fixed Monroe's kite. Monroe flew his kite and all the children came to watch.)
4. **What is Monroe's problem in the story?** (Monroe's kite won't fly because it's broken.)
5. **How does Monroe fix or solve his problem?** (His brother glues his kite back together.)

**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 20 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 8 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

9. kite	14. know
10. fly	15. knew
11. flew	16. fell
12. trust	17. fell
13. glue	

*Student Activity Book*  
page 20

**OBJECTIVES**

Students will be able to:

- Read words with *y* as /ī/, the contraction *n't*, and the vowel team *ue*
- Read fluently “The Lone Star Kite”
- Listen to and comprehend “President Joseph Jenkins Roberts”
- Use a Sentence Pattern Chart to identify adjectives and nouns

**LEARNING RESOURCES**

*Let's Read*

Student copybooks

*Student Activity Book*

y n't ue

my	dry
did not	is not
didn't	isn't
clue	glue



*Let's Read* page 20

**INTRODUCTION**

1 MIN.

▶ Today we will read some more words with the letter *y* as /ī/, the contraction *n't*, and the vowel team *ue*. You will read “The Lone Star Kite” with your partner. I will read “President Joseph Jenkins Roberts” to you again. Then we will learn some more adjectives and nouns.

**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>n't</i>, and <i>ue</i>. ▶ <b>This week we learned a new sound for the letter <i>y</i>, /ī/. We also learned about the contraction <i>n't</i>, which shortens the word <i>not</i>. Finally, we learned the vowel team <i>ue</i>, which makes the sound /ū/.</b></p> <p>Point to <i>my</i>. Underline <u>y</u>. ▶ <b>In this word, the letter <i>y</i> makes the sound /ī/. The word is /m/-/ī/, <i>my</i>.</b></p> <p>Point to <i>did not</i>. ▶ <b>These words are <i>did</i> and <i>not</i>.</b></p> <p>Point to <i>didn't</i>. ▶ <b>This word is <i>didn't</i>. It is a shorter way to say <i>did not</i>.</b></p> <p>Point to <i>clue</i>. Underline <u>ue</u>. ▶ <b>The letters <i>u</i> and <i>e</i> together make the sound /ū/. The word is /k/-/l/-/ū/, <i>clue</i>.</b></p>	<p>▶ <b>Let's do it together.</b></p> <p>Point in turn under <i>y</i>, <i>n't</i>, and <i>ue</i>. ▶ <b>Say the sounds with me: /ī/, /nt/, /ū/.</b></p> <p>Point to <i>my</i>. Point under <i>y</i>. ▶ <b>What sound does the letter <i>y</i> make in this word? /ī/. Let's read the word together: /m/-/ī/, <i>my</i>.</b></p> <p>Point to <i>did not</i>. ▶ <b>Let's read the words together: <i>did</i>, <i>not</i>.</b></p> <p>Point to <i>didn't</i>. ▶ <b>Let's read the word together: <i>didn't</i>. <i>Didn't</i> is a shorter way to say what? <i>did not</i>.</b></p> <p>Point to <i>clue</i>. Point under <i>ue</i>. ▶ <b>What sound do the letters <i>u</i> and <i>e</i> make together? /ū/. Let's read the word together: /k/-/l/-/ū/, <i>clue</i>.</b></p>	<p>▶ <b>Now it's your turn.</b></p> <p>Point in turn under <i>y</i>, <i>n't</i>, and <i>ue</i>. ▶ <b>Say the sounds. (/ī/, /nt/, /ū/)</b></p> <p>Point to <i>my</i>. Point under <i>y</i>. ▶ <b>What sound does the letter <i>y</i> make in this word? (/ī/) Read the word. (/m/-/ī/, <i>my</i>)</b></p> <p>Point to <i>did not</i>. ▶ <b>Read the words. (<i>did</i>, <i>not</i>)</b></p> <p>Point to <i>didn't</i>. ▶ <b>Read the word. (<i>didn't</i>) <i>Didn't</i> is a shorter way to say what? (<i>did not</i>)</b></p> <p>Point to <i>clue</i>. Point under <i>ue</i>. ▶ <b>What sound do the letters <i>u</i> and <i>e</i> make together? (/ū/) Read the word. (/k/-/l/-/ū/, <i>clue</i>)</b></p> <p>Repeat with <i>dry</i>, <i>is</i> <i>not/isn't</i>, and <i>glue</i>.</p>
<p>Time permitting, have students turn to “The Lone Star Kite” on page 20 in <i>Let's Read</i> and find words with the letter <i>y</i> as /ī/, the contraction <i>n't</i>, and the vowel team <i>ue</i> in the text (e.g., <i>sky</i>, <i>blue</i>, <i>couldn't</i>, <i>cry</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 “The Lone Star Kite” with your partner. Please turn to page 20 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 text “President Joseph Jenkins Roberts” again. Please turn to page 248 in *Let’s Read*.

**BEFORE READING**

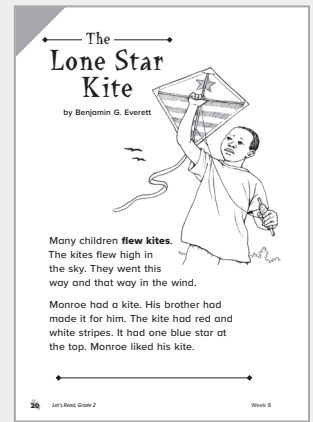
**PREVIEW**

Guide the students to . . .

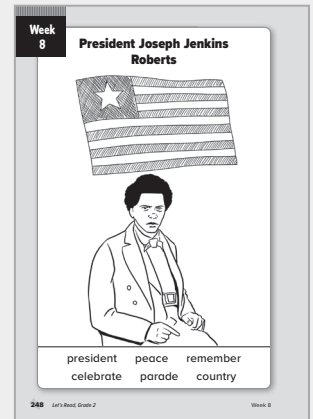
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *president, peace, remember, celebrate, parade, country*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

🔊 Remember that this text is nonfiction. This text is a special type of nonfiction, called a biography. What does a biography tell us about? (about a real person’s life; it might tell us when and where a person was born and when the person died, as well as important things the person did) **This week we have also been reading a fiction story, “The Lone Star Kite.” What does a fiction story tell us about?** (Fiction stories tell us about things that are not real.) **“The Lone Star Kite” is a fiction story about a boy who flies a kite. Today’s nonfiction text is a biography about President Joseph Jenkins Roberts.**



*Let’s Read* page 20



*Let’s Read* page 248

**DURING READING**

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

🔊 **President Joseph Jenkins Roberts**  
by Jamesetta Ross Diggs

Joseph Jenkins Roberts was the first president of Liberia. He was born in 1809 in Virginia in the United States of America. Joseph Jenkins Roberts did many great things in Liberia. He helped other countries recognize Liberia as an official country. During the time he was president, many people left the United States to come and live in Liberia. President Roberts did all he could so that the people of Liberia and the people migrating from America could live together in peace. *[Note: Pause and ask students what they think the word migrating means. Re-read the last two sentences and ask students to listen for clues (people left the United States to come and live in Liberia). Tell students that migrating means moving from one place to another.]* 🔊 President Roberts is remembered every year on the date of his birthday, March 15. This day is a holiday in Liberia, and many Liberians celebrate. Also on March 15, a school in Monrovia that is named in honor of President Roberts usually holds a parade on the streets of the city.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Why is this text a biography?** (It is a story about a real person's life. It is about a real person, President Joseph Jenkins Roberts, and his life.)
2. **When was President Joseph Jenkins Roberts born?** (1809)
3. **Where was President Joseph Jenkins Roberts born?** (Virginia in the United States)
4. **Why is President Joseph Jenkins Roberts important? What important things did he do?** (He was the first president of Liberia. He made other countries see that Liberia was also a country. He did all he could to make people live together in peace.)
5. **When do we celebrate President Joseph Jenkins Roberts? How do we celebrate him?** (every year on his birthday, March 15; a school in Monrovia named after him has a parade)
6. **What do you do to celebrate President Joseph Jenkins Roberts?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Write the “Characters Here, Characters There” chant as shown on a large piece of paper. Tape it on the board or the wall so students can see it.

Characters here, Characters there,  
 Characters, characters everywhere!  
 Smart characters fix kites,  
 Little characters run,  
 Big characters sit,  
 And thankful characters hug.  
 Characters on a hill,  
 Characters next to big brother,  
 Characters down the hill,  
 And characters in the wind.  
 Characters here, characters there,  
 Characters, characters everywhere!  
 Characters! Characters! Characters!

🗣️ **Here’s another chant to help us write sentences. Remember, chants help us learn the words that we need to know to write a sentence. Stand up.** Say the chant one line at a time. Have students repeat each line after you. Make motions for words like *run* (run in place) or *down the hill*. Have students repeat the motions as they say the line.

Draw a blank Sentence Pattern Chart as shown on the right, and point to the word *noun*. 🗣️ **Remember that a noun is a person, place, or thing. I will name a noun. Characters is a noun. Is a character a person, a place, or a thing? A character is a person.** Write *characters* in the noun column on the chart. Draw a person or a bird next to the word *characters*.

Point to the word *adjective* in the Sentence Pattern Chart. 🗣️ **We use adjectives to describe nouns. We can use adjectives like smart, little, big, and thankful.** Point to the adjectives in the “Characters Here, Characters There” chant. Write them in the chart in the adjective column.

Save the Sentence Pattern Chart for Week 9, Day 2.

adjective	noun

adjective	noun
little big smart thankful	characters

 **HOMEWORK**

Have students complete page 22 in the *Student Activity Book* and read “The Lone Star Kite” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 8 Day 4 Homework**

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

blue, cry, dry, glue, true, why

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

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

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


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*Student Activity Book*  
page 22





## 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

 Sight word cards

 *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. *blue*, 2. *can't*, 3. *fell*, 4. *flew*, 5. *fly*, 6. *isn't*, 7. *glue*, 8. *kite*, 9. *know*, 10. *my*, 11. *sky*, 12. *true*, 13. *trust*, 14. *try*, 15. *why*

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 Lone Star Kite” on page 20 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 “A Good Friend” on page 149 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 letters and words on the board, as shown on the next page at the right.



Point in turn under *y*, *n't*, and *ue*. **Let's do it together.** **This week we learned a new sound for the letter *y*, /ī/. We also learned about the contraction *n't*, which shortens the word *not*. Finally, we learned the vowel team *ue*, which makes the sound /ū/.**

Point to *try*. Point under *y*. **In this word, the letter *y* makes the sound /ī/. The word is /t/-/r/-/ī/, *try*.**

Point to *cannot*. **This word is *cannot*.**

Point to *can't*. **This word is *can't*. It is a shorter way to say *cannot*.**

Point to *due*. Point under *ue*. **The letters *u* and *e* together make the sound /ū/. The word is /d/-/ū/, *due*.**



**Let's do it together.** Point in turn under *y*, *n't*, and *ue*. **Say the sounds with me: /ī/, /nt/, /ū/.**

Point to *try*. Point under *y*. **What sound does the letter *y* make in this word? /ī/. Let's read the word together: /t/-/r/-/ī/, *try*.**

Point to *cannot*. **Let's read the word together: *cannot*.**

Point to *can't*. **Let's read the word together: *can't*. *Can't* is a shorter way to say *what? cannot*.**

Point to *due*. Point under *ue*. **What sound do the letters *u* and *e* make together? /ū/. Let's read the word together: /d/-/ū/, *due*.**



**Now it's your turn.**

Point in turn under *y*, *n't*, and *ue*. **Say the sounds. (/ī/, /nt/, /ū/)**

Point to *try*. Point under *y*. **What sound does the letter *y* make in this word? (/ī/) Read the word. (/t/-/r/-/ī/, *try*)**

Point to *cannot*. **Read the word. (*cannot*)**

Point to *can't*. **Read the word. (*can't*) *Can't* is a shorter way to say *what? (cannot)***

Point to *due*. Point under *ue*. **What sound do the letters *u* and *e* make together? (/ū/) Read the word. (/d/-/ū/, *due*)**

Repeat with *sky*, *was not/wasn't*, and *blue*.




y n't ue

try	sky
cannot	was not
can't	wasn't
due	blue

fry	dry
didn't	clue
sue	aren't
	blue
	by
	couldn't

y	n't	ue

Erase the board and write the new words, as shown at the left. Draw the chart on the board, and have the 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>y</i>, <i>n't</i>, and <i>ue</i>.</p> <p>🔊 <b>The word <i>fry</i> (point) has the letter <i>y</i> at the end, so I will write it here.</b></p> <p>Write <i>fry</i> in the <i>y</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>didn't</i>? It has the contraction <i>n't</i>, so we write it here.</b></p> <p>Write <i>didn't</i> in the <i>n't</i> box, and cross it off the list.</p> <p>🔊 <b>Where do we write the word <i>sue</i>? It has the vowel team <i>ue</i>, so we write it here.</b></p> <p>Write <i>sue</i> in the <i>ue</i> box, and cross it off the list.</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 T31 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read "A Good Friend" on page 149 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 "The Lone Star Kite" on page 20 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "The Lone Star Kite" on page 20 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.

# Week 9 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 146–149</i>	<b>Tuesday (Day 2)</b> <i>pages 150–153</i>	<b>Wednesday (Day 3)</b> <i>pages 154–157</i>	<b>Thursday (Day 4)</b> <i>pages 158–161</i>	<b>Friday (Day 5)</b> <i>pages 162–164</i>
<b>Phonics and Word Study</b>	Read words that end with <i>le</i> .	Read words with the vowel team <i>ou</i> .	Read words with the letters <i>ir</i> .	Review words with <i>le</i> , <i>ou</i> , and <i>ir</i> .	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>simple, middle, little, uncle</i>		<i>out, ground, mouth, house, girl, bird</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>walk, button, hear, wonder, shout, whisper</i>		<i>walk, button, hear, wonder, shout, whisper</i>		
<b>Reading Comprehension</b>	“The Lost and Found Button”		“The Lost and Found Button”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “The Lost and Found Button”	Differentiated review
<b>Oral Vocabulary</b>		<i>wish, cover, swim, all, wet</i>			
<b>Read-Aloud</b>		“Rain”		“Rain”	
<b>Shared Writing</b>		Use a Sentence Pattern Chart to review nouns, adjectives, and verbs, then write sentences.		Use a Sentence Pattern Chart to review nouns, adjectives, verbs, and prepositional phrases, then write sentences.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 24 in <i>Student Activity Book</i></li> <li>• “The Lost and Found Button”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 25 in <i>Student Activity Book</i></li> <li>• “The Lost and Found Button”</li> <li>• Study for quiz.</li> </ul>	Re-read “The Lost and Found Button.”

## Day 5 Review: Differentiated Instruction

### First Review Activity

- Group A (Meets Expectations): Work in pairs to re-read “The Lost and Found Button.”
- Group B (Exceeds Expectations): Work in pairs to read “Who Is Best?” 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 “Who Is Best?” or any supplementary reader.
- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “The Lost and Found Button.”
- Group C (Needs Additional Support): Work in pairs to re-read “The Lost and Found Button.”

## 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 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 • Listen to and read a poem • Review features of poetry • Listen to and read a poem • Read words with variant word patterns • Identify the sequence of a text • Say the meanings of stanza, rhyme, poem • 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 that end with /e
- Demonstrate understanding of and spell the vocabulary/ sight words *walk, button, hear, wonder, shout, whisper*
- Read and comprehend “The Lost and Found Button”

**LEARNING RESOURCES**

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

le

apple	puzzle
tickle	single
giggle	whistle
puzzle	bottle
	table

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell words that end with the letters /e. 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 /e.</p> <p>🔊 Today we will learn about words that end with the letters / and e come together at the end of a word, they make the sound /ə/.</p> <p>Point to <i>apple</i>. Underline /e/. 🔊 Here I see the letters / and e at the end of the word. Together they make the sound /ə/. The word is /ă-/p/-/ə/, <i>apple</i>.</p> <p>Remind students that when they see two of the same consonant letters together, like the two <i>p</i>'s in <i>apple</i>, they only say the sound one time.</p>	<p>🔊 Let's do it together.</p> <p>Point to /e/. 🔊 Say the sound with me: /ə/.</p> <p>Point to <i>apple</i>. Point under /e/. 🔊 What letters do we see at the end of the word here? / and e. What sound do they make together? /ə/.</p> <p>🔊 Let's read the whole word together: /ă-/p/-/ə/, <i>apple</i>.</p> <p>Repeat with: <i>tickle, giggle, and puzzle</i>. If necessary, remind students that when they see two of the same consonant letters together, as in <i>giggle</i> and <i>puzzle</i>, they only say the sound one time.</p>	<p>🔊 Now it's your turn.</p> <p>Point to /e/. 🔊 Say the sound. (/ə/)</p> <p>Point to <i>puzzle</i>. Point under /e/. 🔊 What letters do you see at the end of the word here? (/ and e) What sound do they make together? (/ə/)</p> <p>🔊 Read the whole word. (/p/-/ŭ/-/z/-/ə/, <i>puzzle</i>)</p> <p>Repeat with the remaining words. For <i>table</i>, tell students that the letter <i>a</i> makes the sound /ā/ in that 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 that end with the letters <i>le</i>. Watch and listen.</p> <p>🔊 The word is <i>simple</i>. I hear 5 sounds: /s/-/i/-/m/-/p/-/əl/.</p> <p>🔊 The first sound is /s/. (Write s.) The next sound is /i/. (Write i.) The third sound is /m/. (Write m.) The fourth sound is /p/. (Write p.) The fifth sound is /əl/. (Write le.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s-i-m-p-l-e, simple</i>.</p> <p>Erase the word.</p>	<p>🔊 Let's spell some words that end with the letters <i>le</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.</p> <p>🔊 The first word is <i>simple</i>. What sounds do we hear? /s/-/i/-/m/-/p/-/əl/.</p> <p>🔊 Let's write it: /s/ (write s), /i/ (write i), /m/ (write m), /p/ (write p), /əl/ (write le). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>s-i-m-p-l-e, simple</i>.</p> <p>Repeat with <i>middle</i>. Tell students that the /d/ sound is spelled with a double letter.</p>	<p>🔊 Now it's your turn. I will say a word that ends with the letters <i>le</i>. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate the words: <i>middle, uncle, and little</i>. For <i>little</i>, tell students that the /t/ sound is spelled with a double letter.</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.

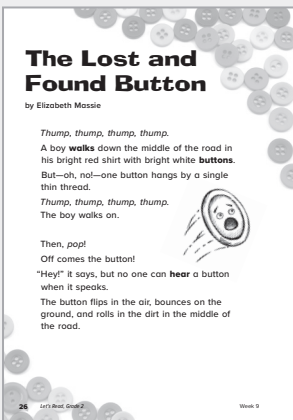
WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

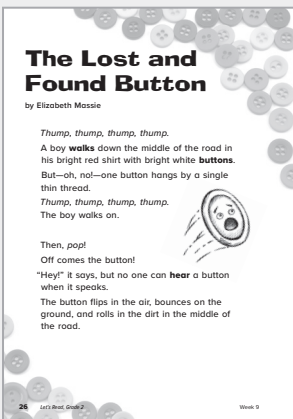
Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words.

1. walk
2. button
3. hear
4. wonder
5. shout
6. whisper



Let's Read page 26



Let's Read page 26

1. walk	Point to <i>walk</i> . 🔊 This word is <i>walk</i> . Let's read and spell it together: <i>walk, w-a-l-k, walk</i> . To <i>walk</i> means to use your legs and feet to go from one place to another, like this. (Demonstrate.) I am walking. (Call on a student to come to the front and demonstrate walking.) Say with me, "[Student Name] is walking." (Repeat with another student.)
2. button	Point to <i>button</i> . 🔊 This word is <i>button</i> . Together: <i>button, b-u-t-t-o-n, button</i> . A <i>button</i> is a small round thing on clothes that holds them together. Turn to page 26 in <i>Let's Read</i> and find the <i>button</i> in the pictures. ... Who has a button on your clothes today? Show us.
3. hear	Point to <i>hear</i> . 🔊 This word is <i>hear</i> . Together: <i>hear, h-e-a-r, hear</i> . To <i>hear</i> means to listen to sounds with your ears. (Cup your hand by your ear.) Right now, I can hear [name a sound]. Listen! (Have students cup their hands, too.) What can you hear? (Help individuals respond in well-formed sentences using <i>hear</i> .)
4. wonder	Point to <i>wonder</i> . 🔊 This word is <i>wonder</i> . Together: <i>wonder, w-o-n-d-e-r, wonder</i> . When you <i>wonder</i> , it means you have questions about something. (Gesture to demonstrate wondering about something.) For example, I wonder how can a bird build a nest with no hands (or another question). I don't know and I have many questions about this. What is something you wonder about? (Help individuals respond in well-formed sentences using <i>wonder</i> .)
5. shout	Point to <i>shout</i> . 🔊 This word is <i>shout</i> . Together: <i>shout, s-h-o-u-t, shout</i> . When you <i>shout</i> , you say something very loudly. Let's shout "Hooray!" together.
6. whisper	Point to <i>whisper</i> . 🔊 This word is <i>whisper</i> . Together: <i>whisper, w-h-i-s-p-e-r, whisper</i> . When you <i>whisper</i> , you say something very quietly. This time, let's whisper "Hooray!" together.

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called "The Lost and Found Button." Please turn to page 26 in *Let's Read*.



**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

- 🔊 **Today’s story is fiction. Remember that a fiction story tells us about things that are not real. The characters, places, and events are made up by the author. Remember that every story has a plot. The plot is the set of events that happen in a story.**
- 🔊 **Remember that characters in stories often have problems. A problem is a bad situation that needs to be fixed or solved. Let’s read the story to find out who has a problem and what the problem is.**

**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. Characters in a story are usually people and animals, but this story is different. What thing is the main character in this story?** (a button)  
**Name the other characters in the story.** (a boy, a dog, a bird, a girl)
- 2. What is the setting of this story?** (the middle of a road and a nest)
- 3. What is the plot, or the important events that happen in the story?** (A button falls off a boy’s shirt. It is picked up by a dog then dropped. Then a bird puts in its nest. The wind blows the button into the middle of the road. A girl picks it up and puts it on her doll.)
- 4. What is the main problem in the story?** (The button is lost.)
- 5. How does the button’s problem get fixed or solved in the end?** (A girl picks it up and puts it on her doll.)



**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 23 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 9 Word Lists

Spelling Words

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

Written Vocabulary and Sight Words

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

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*Student Activity Book*  
page 23


**OBJECTIVES**

Students will be able to:

- Read words with the vowel team *ou*
- Demonstrate understanding of the vocabulary words *wish, cover, swim, all, wet*
- Listen to and comprehend “Rain”
- Use a Sentence Pattern Chart to write sentences with adjectives, nouns, and verbs

**LEARNING RESOURCES**

 *Let’s Read*

 Student copybooks

 *Student Activity Book*

ou

out	bounce
sound	found
ground	mouth
bounce	loud
	shout

**INTRODUCTION**




1 MIN.

👂 Today we will read words with the vowel team *ou*. We will learn some new vocabulary words, and I will read a new story to you. Then we will write sentences with adjectives, nouns, and verbs.

**PHONICS AND WORD STUDY**

10 MIN.

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

		
<p>Point under <i>ou</i>.</p> <p>👂 Today we will learn about the vowel team <i>ou</i>. When the letters <i>o</i> and <i>u</i> come together, they make the sound /ou/.</p> <p>Point to <i>out</i>. Underline <i>ou</i>. 👂 Here I see the vowel team <i>ou</i>. The letters <i>o</i> and <i>u</i> together make the sound /ou/. The word is /ou-/t/, <i>out</i>.</p>	<p>👂 Let’s do it together.</p> <p>Point to <i>ou</i>. 👂 Say the sound with me: /ou/.</p> <p>Point to <i>out</i>. Point under <i>ou</i>. 👂 What letters do we see here? <i>o</i> and <i>u</i>. What sound do they make together? /ou/.</p> <p>👂 Let’s read the whole word together: /ou-/t/, <i>out</i>.</p> <p>Repeat with: <i>sound, ground, and bounce</i>. For <i>bounce</i>, remind students that the letters <i>ce</i> together make the sound /s/ (/b/-/ou/-/n/-/s/, <i>bounce</i>).</p>	<p>👂 Now it’s your turn.</p> <p>Point to <i>ou</i>. 👂 Say the sound. (/ou/)</p> <p>Point to <i>bounce</i>. Point under <i>ou</i>. 👂 What letters do you see here? (<i>o</i> and <i>u</i>) What sound do they make together? (/ou/) What sound do the letters <i>ce</i> make together? (/s/)</p> <p>👂 Read the whole word. (/b/-/ou/-/n/-/s/, <i>bounce</i>)</p> <p>Repeat with the remaining words.</p>

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

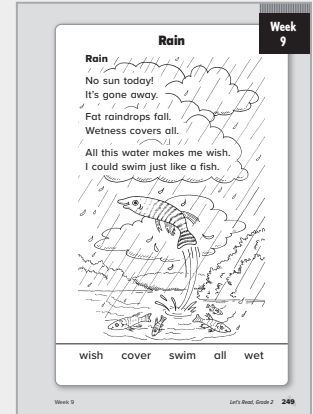
**ORAL VOCABULARY**

**12 MIN.**

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

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

<p>1. wish</p>	<p>🔊 <b>Wish.</b> To <i>wish</i> means to want something and hope it will happen, even if sometimes you know it will not happen. For example, I wish I could fly like a bird. I know I can't, but I wish I could! What do you wish for? (Help individuals respond in well-formed sentences using <i>wish</i>.)</p>
<p>2. cover</p>	<p>🔊 <b>Cover.</b> To <i>cover</i> means to put something over something. For example, when you are cold at night, you may cover yourself with a blanket. When it rains very hard, the rain covers the ground. What else can you cover? (Help individuals respond in well-formed sentences using <i>cover</i>—e.g., cover a book, cover a pot, etc.)</p>
<p>3. swim</p>	<p>🔊 <b>Swim.</b> To <i>swim</i> means to move through water. Turn to page 249 in <i>Let's Read</i> and find the animal that is <i>swimming</i> in the picture. ... People can swim, too. Let's pretend to swim! (Do the motions.)</p>
<p>4. all</p>	<p>🔊 <b>All.</b> <i>All</i> means every part of something. For example, yesterday I made some [name a food], and I wanted to eat all of it because it was so delicious! What is something you would like to have all of? (Help individuals respond in well-formed sentences using <i>all</i>.)</p>
<p>5. wet</p>	<p>🔊 <b>Wet.</b> When something is <i>wet</i>, it is covered with water. For example, when we wash our hands, our hands get wet. When we swim, our bodies get wet. Look at the picture again. What animal is <i>wet</i> in the picture? (fish) Point at the fish and say, "The fish is wet."</p>



Let's Read page 249

**READ-ALoud**

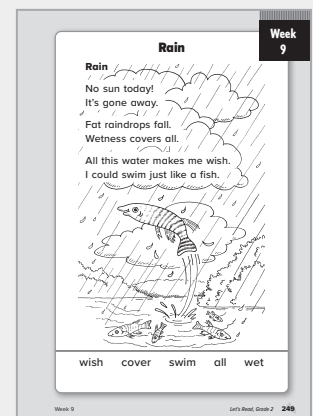
**13 MIN.**

🔊 **Now I'm going to read to you a new story called "Rain." Please turn to page 249 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 249

FEATURES OF TEXT

🔊 Today’s text is fiction, but it is a special type of fiction called *poetry*. Poetry looks and sounds different from the fiction stories we have been reading. When someone writes poetry, what they write is called a *poem*. A poem has stanzas. *Stanzas* are lines of words that are grouped together. Sometimes, a poem also has words that rhyme. When words rhyme, they sound the same at the end. For example, the words *all*, *fall*, and *call* rhyme.

DURING READING

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

🔊 Rain

No sun today!  
It’s gone away.

Fat raindrops fall.  
Wetness covers all.

All this water makes me wish  
I could swim just like a fish.

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- 🔊 1. **What is this poem about?** (rain)
- 2. **Why is this a poem?** (It has stanzas and words that rhyme.)
- 3. **How many stanzas does this poem have?** (three)
- 4. **In the first stanza, which words rhyme?** (today and away)
- 5. **In the second stanza, which words rhyme?** (fall and all)
- 6. **In the third stanza, which words rhyme?** (wish and fish)

**SHARED WRITING**

**15 MIN.**

Use the “Characters Here, Characters There” chant from Week 8 shown below.

Characters here, Characters there,  
 Characters, characters everywhere!  
 Smart characters fix kites,  
 Little characters run,  
 Big characters sit,  
 And thankful characters hug.  
 Characters on a hill,  
 Characters next to big brother,  
 Characters down the hill,  
 And characters in the wind.  
 Characters here, characters there,  
 Characters, characters everywhere!  
 Characters! Characters! Characters!

🔊 **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: fix kites, run, hug, down the hill.** Make motions for these words and phrases, and have the students repeat the motions as they say the line. **Remember, the chant will help us when we write sentences.**

Use the Sentence Pattern Chart from Week 8, Day 4 (at the right) to review nouns and adjectives. Have students tell what adjectives in the chant they like. Circle the adjectives that the students like.

🔊 **Today we will review verbs. Then we will write a sentence.** Add the verb column to the Sentence Pattern Chart, and point to *verb*. **A verb is an action word. It answers the question, What do characters do?** Point to the verbs *sit, run, and hug* in the chant. Write these verbs in the verb column on the Sentence Pattern Chart: *sit, run, hug*.

🔊 **Let’s use the words in 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: *Little characters run.***

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

adjective	noun
little big smart thankful	characters

adjective	noun	verb
little big smart thankful	characters	sit run hug

Little characters run.

 **HOMework**

Have students complete page 24 in the *Student Activity Book* and read “The Lost and Found Button” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 9**      **Day 2 Homework**

**Directions:** Circle all the words with *ou*. Read the story aloud.

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

.....

**Directions:** Complete the sentence with your own words.

If I found a mouse in my house, I would \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

24      ReadLiberiaActivityBook2




*Student Activity Book*  
 page 24

**OBJECTIVES**

Students will be able to:

- Read and spell words with the letters *ir*
- Demonstrate understanding of and spell the vocabulary/ sight words *walk, button, hear, wonder, shout, whisper*
- Read and comprehend “The Lost and Found Button”

**LEARNING RESOURCES**

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

ir

sir	first
dirt	stir
shirt	firm
first	birth

**INTRODUCTION**




1 MIN.

🔊 Today we will read and spell words with the letters *ir*. We will also review our vocabulary words and read “The Lost and Found Button” 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>ir</i>. 🔊 Today we will learn about the letters <i>i</i> and <i>r</i> come together, they make the sound /ūr/.  Point to <i>sir</i>. Underline <i>ir</i>. 🔊 Here I see the letters <i>i</i> and <i>r</i>. Together they make the sound /ūr/. The word is /s/-/ūr/, <i>sir</i>.</p>	<p>🔊 Let’s do it together.  Point under <i>ir</i>. 🔊 Say the sound with me: /ūr/.  Point to <i>sir</i>. Point under <i>ir</i>. 🔊 What letters do we see here? <i>i</i> and <i>r</i>. What sound do they make together? /ūr/.  🔊 Let’s read the whole word together: /s/-/ūr/, <i>sir</i>.  Repeat with <i>dirt, shirt,</i> and <i>first</i>.</p>	<p>🔊 Now it’s your turn.  Point under <i>ir</i>. 🔊 Say the sound. (/ūr/)  Point to <i>first</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? (/ūr/)  🔊 Read the whole word. (/f/-/ūr/-/s/-/t/, <i>first</i>)  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 vowel team <i>ou</i> and letters <i>ir</i>. Watch and listen.</b> </p> <p> <b>▶▶ The word is <i>out</i>. I hear 2 sounds: /ou/-/t/.</b> </p> <p> <b>▶▶ The first sound is /ou/. (Write <i>ou</i>.) The second sound is /t/. (Write <i>t</i>.)</b> </p> <p>Move your finger under the letters as you say the letter names: ▶▶ <b><i>o-u-t, out</i></b>.</p> <p>Erase the word.</p> <p> <b>▶▶ The word is <i>girl</i>. I hear 3 sounds: /g-ür/-/l/.</b> </p> <p> <b>▶▶ The first sound is /g/. (Write <i>g</i>.) The next sound is /ür/- and in this word it is spelled with the letters <i>ir</i>. (Write <i>ir</i>.) The last sound is /l/. (Write <i>l</i>.)</b> </p> <p>Move your finger under the letters as you say the letter names: ▶▶ <b><i>g-i-r-l, girl</i></b>.</p> <p>Erase the word.</p>	 <p> <b>▶▶ Let's spell some words with the vowel team <i>ou</i> and the letters <i>ir</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>out</i>. What sounds do we hear? /ou/-/t/.</b> </p> <p> <b>▶▶ Let's write it: /ou/ (write <i>ou</i>), /t/ (write <i>t</i>). Check the students' work.</b> </p> <p> <b>▶▶ Now let's spell the word together with the letter names (point): <i>o-u-t, out</i>.</b> </p> <p>Repeat with <i>girl</i> and <i>ground</i>.</p>	 <p> <b>▶▶ Now it's your turn. I will say a word with the vowel team <i>ou</i> or the letters <i>ir</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>ground</i>, <i>mouth</i>, <i>house</i>, and <i>bird</i>. For <i>house</i>, tell students that there is a silent <i>e</i> at the end.</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.



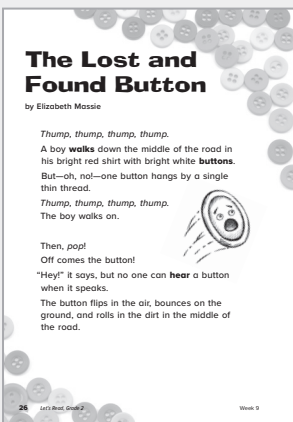
WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

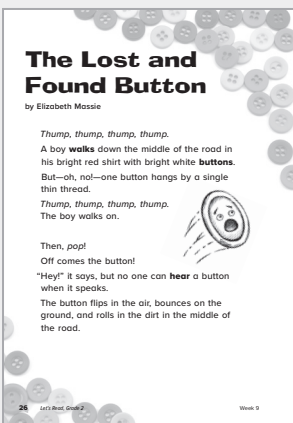
Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will review our vocabulary words.

1. walk
2. button
3. hear
4. wonder
5. shout
6. whisper



Let's Read page 26



Let's Read page 26

1. walk	Point to <i>walk</i> . 🔊 Read the word: ( <i>walk</i> ). To <b>walk</b> means to use your legs and feet to go from one place to another, like this. (Demonstrate.) I <b>am walking</b> . (Call on a student to come to the front and demonstrate walking.) Say with me, “[Student Name] is walking.” (Repeat with another student.)
2. button	Point to <i>button</i> . 🔊 Read the word: ( <i>button</i> ). A <b>button</b> is a small round thing on clothes that holds them together. Turn to page 26 in <i>Let's Read</i> and find the <b>button</b> in the pictures. ... Who has a button on your clothes today? Show us.
3. hear	Point to <i>hear</i> . 🔊 Read the word: ( <i>hear</i> ). To <b>hear</b> means to listen to sounds with your ears. (Cup your hand by your ear.) Right now, I can hear [name a sound]. Listen! (Have students cup their hands, too.) What can you hear? (Help individuals respond in well-formed sentences using <i>hear</i> .)
4. wonder	Point to <i>wonder</i> . 🔊 Read the word: ( <i>wonder</i> ). When you <b>wonder</b> , it means you have questions about something. (Gesture to demonstrate wondering about something.) For example, I wonder how can a bird build a nest with no hands (or another question). I don't know and I have many questions about this. What is something you wonder about? (Help individuals respond in well-formed sentences using <i>wonder</i> .)
5. shout	Point to <i>shout</i> . 🔊 Read the word: ( <i>shout</i> ). When you <b>shout</b> , you say something very loudly. Let's shout “Hooray!” together.
6. whisper	Point to <i>whisper</i> . 🔊 Read the word: ( <i>whisper</i> ). When you <b>whisper</b> , you say something very quietly. This time, let's whisper “Hooray!” together.

READING COMPREHENSION

20 MIN.

🔊 Now we will read “The Lost and Found Button” again. Please turn to page 26 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

- 🔊 **Remember that this story is fiction. What does a fiction story tell us about?** (characters, places, and events that are made up by the author) **Every fiction story has a plot. What is plot in a 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 read the story again to remember who has a problem and what the problem is.**

**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. **What thing is the main character in this story?** (a button) **Name the other characters in the story.** (a boy, a dog, a bird, a girl)
- 2. **What is the setting of this story?** (the middle of a road and a nest)
- 3. **What is the plot of the story?** (A button falls off a boy's shirt. It is picked up by a dog then dropped. Then a bird puts it in its nest. The wind blows the button into the middle of the road. A girl picks it up and puts it on her doll.)
- 4. **What is the main problem in the story?** (The button is lost.)
- 5. **How does the button's problem get fixed or solved in the end?** (A girl picks it up and puts it on her doll.)

**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 23 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 9 Word Lists

**Spelling Words**

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

**Written Vocabulary and Sight Words**

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

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*Student Activity Book*  
page 23


**OBJECTIVES**

Students will be able to:

- Read words that end with *le*, the vowel team *ou*, and the letters *ir*
- Read fluently “The Lost and Found Button”
- Listen to and comprehend “Rain”
- Use a Sentence Pattern Chart to write sentences with adjectives, nouns, verbs, and prepositional phrases

**LEARNING RESOURCES**

 *Let’s Read*

 Student copybooks

 *Student Activity Book*

le ou ir

purple	purple
round	needle
skirt	house
	proud
	third
	bubble
	swirl

**INTRODUCTION**




1 MIN.

👂 Today we will read some more words with the letters *le*, *ou*, and *ir*. You will read “The Lost and Found Button” with your partner. I will read the poem “Rain” 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>le</i>, <i>ou</i>, and <i>ir</i>.</p> <p>👂 <b>Remember that the letters <i>l</i> and <i>e</i> together at the end of a word make the sound /əl/. The letters <i>o</i> and <i>u</i> together make the sound /ou/. The letters <i>i</i> and <i>r</i> together make the sound /ür/.</b></p> <p>Point to <i>purple</i>. Underline <i>le</i>. 👂 <b>Here I see the letters <i>l</i> and <i>e</i> at the end of the word. Together they make the sound /əl/. The word is /p/-/ür/-/p/-/əl/, <i>purple</i>.</b></p> <p>Repeat with <i>round</i> and <i>skirt</i>, highlighting the <i>ou</i> as /ou/ in <i>round</i> and the <i>ir</i> as /ür/ in <i>skirt</i>.</p>	<p>👂 <b>Let’s do it together.</b></p> <p>Point in turn under <i>le</i>, <i>ou</i>, and <i>ir</i>. 👂 <b>Say the sounds with me: /əl/, /ou/, /ür/.</b></p> <p>Point to <i>purple</i>. Point under <i>le</i>. 👂 <b>What letters do we see at the end of the word here? <i>l</i> and <i>e</i>. What sound do they make together? /əl/.</b></p> <p>👂 <b>Let’s read the whole word together: /p/-/ür/-/p/-/əl/, <i>purple</i>.</b></p> <p>Repeat with <i>round</i> and <i>skirt</i>, highlighting the <i>ou</i> as /ou/ in <i>round</i> and the <i>ir</i> as /ür/ in <i>skirt</i>.</p>	<p>👂 <b>Now it’s your turn.</b></p> <p>Point in turn under <i>le</i>, <i>ou</i>, and <i>ir</i>. 👂 <b>Say the sounds.</b> (/əl/, /ou/, /ür/)</p> <p>Point to <i>purple</i>. Point under <i>le</i>. 👂 <b>What letters do we see at the end of the word here? (<i>l</i> and <i>e</i>) What sound do they make together? (/əl/)</b></p> <p>👂 <b>Read the whole word.</b> (/p/-/ür/-/p/-/əl/, <i>purple</i>)</p> <p>Repeat with the remaining words. Have the students identify the sound of <i>le</i> as /əl/ in <i>needle</i> and <i>bubble</i>, the <i>ou</i> as /ou/ in <i>house</i> and <i>proud</i>, and the <i>ir</i> as /ür/ in <i>third</i> and <i>swirl</i>. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “The Lost and Found Button” on page 26 in <i>Let’s Read</i> and find words that end with <i>le</i> or that contain the vowel team <i>ou</i> or the letters <i>ir</i> in the text (e.g., <i>middle</i>, <i>shirt</i>, <i>single</i>, <i>out</i>, <i>loud</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 story “The Lost and Found Button” with your partner. Please turn to page 26 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 poem “Rain” again. Please turn to page 249 in *Let’s Read*.

**BEFORE READING**

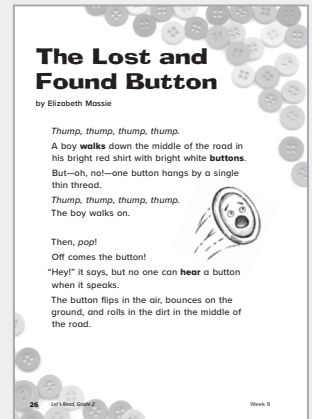
**PREVIEW**

Guide the students to . . .

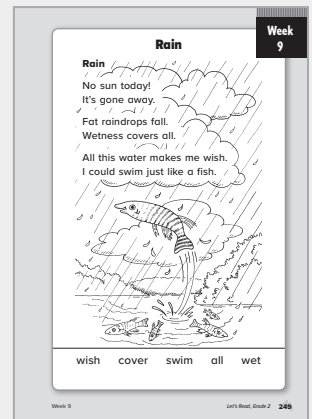
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *wish, cover, swim, all, wet*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

🔊 Remember that this text is fiction. What does a fiction text tell us? (It tells us about things that are not real.) **This is a special type of fiction called poetry. What is it called when someone writes poetry? (a poem) A poem has stanzas. What are stanzas? (Stanzas are lines of words that are grouped together.) Poems also sometimes have words that rhyme. What does it mean when words rhyme? (When words rhyme, they sound the same at the end.)**



Let’s Read page 26



Let’s Read page 249

**DURING READING**

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

🔊 Rain

No sun today!  
It's gone away.

Fat raindrops fall.  
Wetness covers all.

All this water makes me wish  
I could swim just like a fish.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **What is this poem about?** (rain)
- 2. **Why is this a poem?** (It has stanzas and words that rhyme.)
- 3. **How many stanzas does this poem have?** (three)
- 4. **In the first stanza, which words rhyme?** (today and away)
- 5. **In the second stanza, which words rhyme?** (fall and all)
- 6. **In the third stanza, which words rhyme?** (wish and fish)
- 7. **Do you like rain? Why or why not?** (Answers will vary.)

**SHARED WRITING**

**15 MIN.**

Tape the “Characters Here, Characters There” chant from Week 8 (below) on the board or on the wall.

Characters here, Characters there,  
Characters, characters everywhere!  
Smart characters fix kites,  
Little characters run,  
Big characters sit,  
And thankful characters hug.  
Characters on a hill,  
Characters next to big brother,  
Characters down the hill,  
And characters in the wind.  
Characters here, characters there,  
Characters, characters everywhere!  
Characters! Characters! Characters!

Point to the lines in the chant. 🗣️ **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: on a hill, next to big brother, down the hill, in the wind.** For these actions, put one hand on top of another for *on*, stand next to a student for *next*, make a downward motion for *down*, and make a motion as if to put something in a basket for *in*. **Remember, the chant will help us when we write sentences.**

Use the Sentence Pattern Chart from Day 2 at the right to review nouns, adjectives, and verbs. Have students tell what verbs they like. Write the verbs in the verb column on the chart.

adjective	noun	verb
little	characters	sit
big		run
smart		hug
thankful		

🗣️ **Today, we will review prepositional phrases. Prepositional phrases tell us where or when. Then we will write a sentence.**

Add the prep. phrase column to the Sentence Pattern Chart, and point to *prep. phrase*. 🗣️ **Prep. phrase stands for prepositional phrase. A prepositional phrase tells where and when. Prepositional phrases start with words like on, at, in, over, under, and through.** Make hand motions to show the actions of the prepositional phrases: *on, next to, down, in*. **Let’s say some prepositional phrases: on a hill, next to big brother, in the wind.** (Ask students to repeat after you as you say each phrase.)

adjective	noun	verb	prep. phrase
little	characters	sit	on a hill
big		run	next to big brother
smart		hug	in the wind
thankful			

Write prepositional phrases in the prep. phrase column on the Sentence Pattern Chart. If students need help thinking of prepositional phrases, ask: Where are characters? When are they there? Have students pick one prepositional phrase. Circle the phrase on the Sentence Pattern Chart.

🗣️ **I will show you how to 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. Here is one example: *Little characters hug on a hill.* Can you say a sentence you like and that you might write?**

Little characters hug on a hill.

 **HOMEWORK**

Have students complete page 25 in the *Student Activity Book* and read “The Lost and Found Button” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 9 Day 4 Homework**

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

- Our team came in \_\_\_\_\_ in the competition. (first, firm)
- After three boys, my aunt finally gave birth to a baby \_\_\_\_\_. (bird, girl)
- Sit down and write at the \_\_\_\_\_. (table, title)
- An \_\_\_\_\_ is a big bird. (elephant, eagle)
- A tailor uses a \_\_\_\_\_ and thread to sew. (whistle, needle)
- I tore my \_\_\_\_\_ and pants climbing in the tree. (shirt, third)
- A \_\_\_\_\_ built its nest in the tree by my window. (dirt, bird)
- My \_\_\_\_\_ sister is 2 years old. (big, little)

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*Student Activity Book*  
page 25


## 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

 Sight word cards

 *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. *bird*, 2. *button*, 3. *girl*, 4. *ground*, 5. *house*, 6. *little*, 7. *middle*, 8. *mouth*, 9. *out*, 10. *shout*, 11. *simple*, 12. *uncle*, 13. *walk*, 14. *whisper*, 15. *wonder*

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 Lost and Found Button” on page 26 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 “Who Is Best?” on page 155 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 letters and words on the board, as shown at the right.

		
<p>Point in turn under <i>le</i>, <i>ou</i>, and <i>ir</i>. <b>▶▶ This week we learned that the letters <i>l</i> and <i>e</i> together at the end of a word make the sound /əl/. The letters <i>o</i> and <i>u</i> together make the sound /ou/. The letters <i>i</i> and <i>r</i> together make the sound /ɪr/.</b></p> <p>Point to <i>simple</i>. Underline <i>le</i>. <b>▶▶ Here I see the letters <i>l</i> and <i>e</i> at the end of the word. Together they make the sound /əl/. The word is /s/-/ɪ/-/m/-/p/-/əl/, <i>simple</i>.</b></p> <p>Repeat with <i>out</i> and <i>girl</i>, highlighting the <i>ou</i> as /ou/ in <i>out</i> and the <i>ir</i> as /ɪr/ in <i>girl</i>.</p>	<p><b>▶▶ Let's do it together.</b></p> <p>Point in turn under <i>le</i>, <i>ou</i>, and <i>ir</i>. <b>▶▶ Say the sounds with me: /əl/, /ou/, /ɪr/.</b></p> <p>Point to <i>simple</i>. Point under <i>le</i>. <b>▶▶ What letters do we see at the end of the word here? <i>l</i> and <i>e</i>. What sound do they make together? /əl/.</b></p> <p><b>▶▶ Let's read the whole word together: /s/-/ɪ/-/m/-/p/-/əl/, <i>simple</i>.</b></p> <p>Repeat with <i>out</i> and <i>girl</i>, highlighting the <i>ou</i> as /ou/ in <i>out</i> and the <i>ir</i> as /ɪr/ in <i>girl</i>.</p>	<p><b>▶▶ Now it's your turn.</b></p> <p>Point in turn under <i>le</i>, <i>ou</i>, and <i>ir</i>. <b>▶▶ Say the sounds.</b> (/əl/, /ou/, /ɪr/)</p> <p>Point to <i>simple</i>. Point under <i>le</i>. <b>▶▶ What letters do we see at the end of the word here? (<i>l</i> and <i>e</i>) What sound do they make together? (/əl/)</b></p> <p><b>▶▶ Read the whole word.</b> (/s/-/ɪ/-/m/-/p/-/əl/, <i>simple</i>)</p> <p>Repeat with the remaining words. Have the students identify the sound of <i>le</i> as /əl/ at the end of <i>middle</i> and <i>little</i>, the <i>ou</i> as /ou/ in <i>ground</i> and <i>house</i>, and the <i>ir</i> as /ɪr/ in <i>bird</i> and <i>firm</i>. Have them sound out and read each word.</p>




le ou ir

simple	middle
out	ground
girl	bird
	little
	house
	firm

apple	tickle
sound	ground
dirt	first
	giggle
	stir
	puzzle
	proud
	skirt
	found
	uncle

le	ou	ir

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>le</i>, <i>ou</i>, and <i>ir</i>.</p> <p>🔊 <b>The word <i>apple</i> (point) ends with the letters <i>le</i>, so I will write it here.</b></p> <p>Write <i>apple</i> in the <i>le</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>sound</i>? It has the vowel team <i>ou</i>, so we write it here.</b></p> <p>Write <i>sound</i> in the <i>ou</i> box, and cross it off the list.</p> <p><b>Where do we write the word <i>dirt</i>? It has the letters <i>ir</i>, so we write it here.</b></p> <p>Write <i>dirt</i> in the <i>ir</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 T31 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read "Who Is Best?" on page 155 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 "The Lost and Found Button" on page 26 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "The Lost and Found Button" on page 26 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.

# Week 10 Lesson Planner




	<b>Monday (Day 1)</b> <i>pages 166–169</i>	<b>Tuesday (Day 2)</b> <i>pages 170–173</i>	<b>Wednesday (Day 3)</b> <i>pages 174–177</i>	<b>Thursday (Day 4)</b> <i>pages 178–181</i>	<b>Friday (Day 5)</b> <i>pages 182–184</i>
<b>Phonics and Word Study</b>	Read words with <i>y</i> as /ē/. <i>party, study, hungry, hurry, happy, baby, body</i>	Read words with <i>y</i> as /ē/. <i>party, study, hungry, hurry, happy, baby, body</i>	Read compound words with <i>every, some, and no.</i> <i>everything, something, nothing</i>	Review words with <i>ar, ir, and ur.</i>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>	<i>party, study, hungry, hurry, happy, baby, body</i>		<i>everything, something, nothing</i>		
<b>Written Vocabulary/ Sight Words</b>	<i>fur, furry, call, lonely, field, find, found</i>		<i>fur, furry, call, lonely, field, find, found</i>		
<b>Reading Comprehension</b>	“Sando Finds a New Pet”		“Sando Finds a New Pet”		Differentiated review
<b>Reading Fluency Practice</b>				Pairs: “Sando Finds a New Pet”	Differentiated review
<b>Oral Vocabulary</b>		<i>favorite, break, broke, borrow, earn, buy, bought</i>			
<b>Read-Aloud</b>		“Zainab and the Pencil”		“Zainab and the Pencil”	
<b>Shared Writing</b>		Use a Story Map and identify characters, setting, problem, and supporting details.		Use a Story Map to review a story and add supporting details and the solution.	
<b>Homework</b>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 27 in <i>Student Activity Book</i></li> <li>• “Sando Finds a New Pet”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 28 in <i>Student Activity Book</i></li> <li>• “Sando Finds a New Pet”</li> <li>• Study for quiz.</li> </ul>	Re-read “Sando Finds a New Pet.”
<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 “Sando Finds a New Pet.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read “Spot’s Surprise” 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 “Spot’s Surprise” or any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions for “Sando Finds a New Pet.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Sando Finds a New Pet.”</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 • 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 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 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 • Write independently • Read words with endings • Read diverse texts fluently • Listen to and discuss texts.</p>			

### OBJECTIVES

Students will be able to:

- Read and spell words with *y* as /ē/  
*fur, furry, call, lonely, field, find, found*
- Demonstrate understanding of and spell the vocabulary/sight words *fur, furry, call, lonely, field, find, found*
- Read and comprehend “Sando Finds a New Pet”

### LEARNING RESOURCES

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

y

puffy	silly
furry	candy
baby	dirty
silly	sunny
	family

### INTRODUCTION




1 MIN.

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

### PHONICS AND WORD STUDY

10 MIN.

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




		
<p>Point under <i>y</i>. 🔊 <b>We learned that the letter <i>y</i> is a consonant and makes the sound /y/. We also learned that in some words, the letter <i>y</i> acts like a vowel and makes the sound /ī/. In today's words, the letter <i>y</i> acts like a vowel again but makes the sound /ē/.</b></p> <p>Point to <i>puffy</i>. Underline <u>y</u>. 🔊 <b>In this word, the letter <i>y</i> makes the sound /ē/. The word is /p/-/ŭ/-/f/-/ē/, <i>puffy</i>.</b></p> <p>Remind students that when they see two of the same consonant letters together, like the two <i>f</i>'s in <i>puffy</i>, they say the sound only one time.</p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point under <i>y</i>. 🔊 <b>Say the new sound with me: /ē/.</b></p> <p>Point to <i>puffy</i>. 🔊 <b>Let's read the word together: /p/-/ŭ/-/f/-/ē/, <i>puffy</i>.</b></p> <p>Repeat with: <i>furry, baby</i>, and <i>silly</i>. For <i>baby</i>, tell students that the letter <i>a</i> makes the sound /ā/ in this word.</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point under <i>y</i>. 🔊 <b>Say the new sound. (/ē/)</b></p> <p>Point to <i>silly</i>. 🔊 <b>Read the word. (/s/-/ī/-/l/-/ē/, <i>silly</i>)</b></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 that end with the letter y as /ē/. Watch and listen.</b> </p> <p> <b>▶ The word is <i>party</i>. I hear 4 sounds: /p/-/är/-/t/-/ē/.</b> </p> <p> <b>▶ The first sound is /p/. (Write p.) The next sound is /är/. (Write ar.) The third sound is /t/. (Write t.) The last sound is /ē/—and in this word, /ē/ is spelled with the letter y. (Write y.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶ <b>p-a-r-t-y, party.</b> </p> <p>                     Erase the word.                 </p>	 <p> <b>▶ Let's spell some words that end with y as /ē/ 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>party</i>. What sounds do we hear? /p/-/är/-/t/-/ē/.</b> </p> <p> <b>▶ Let's write it: /p/ (write p), /är/ (write ar), /t/ (write t), /ē/—and in this word, /ē/ is spelled with the letter y (write y). Check the students' work.</b> </p> <p> <b>▶ Now let's spell the word together with the letter names (point): p-a-r-t-y, party.</b> </p> <p>                     Repeat with <i>study</i>, <i>hurry</i>, and <i>hungry</i>. For <i>hurry</i>, tell students that the /ür/ sound is spelled with the letters <i>ur</i> and the <i>r</i> is doubled.                 </p>	 <p> <b>▶ Now it's your turn. I will say a word that ends with y as /ē/. 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>hungry</i>, <i>happy</i>, <i>baby</i>, and <i>body</i>. For <i>happy</i>, tell students that the /p/ sound is spelled with a double letter. For <i>baby</i>, remind students that the /ā/ sound is spelled with the letter <i>a</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 learn some new vocabulary words.

1. fur, furry
2. call
3. lonely
4. field
5. find, found



Let's Read page 30

<p>1. fur, furry</p>	<p>Point to <i>fur</i>. 🔊 This word is <i>fur</i>. Let's read and spell it together: <i>fur, f-u-r, fur</i>. <i>Fur</i> is the soft, thick hair on an animal's body. (Point to <i>furry</i>.) This word is <i>furry</i>. Together: <i>furry, f-u-r-r-y, furry</i>. When an animal is <i>furry</i>, it has a lot of fur. Turn to page 30 in <i>Let's Read</i> and find a <i>furry</i> animal in the pictures. ... Dogs have fur; dogs are furry. What other animals have fur and are furry?</p>
<p>2. call</p>	<p>Point to <i>call</i>. 🔊 This word is <i>call</i>. Together: <i>call, c-a-l-l, call</i>. To <i>call</i> someone means to speak to get their attention. For example, if your mother needs you and she doesn't see you, she may call your name to find you. What are some other examples of why people call your name? (e.g., teachers call on them in class, friends call to them when passing by, etc.)</p>
<p>3. lonely</p>	<p>Point to <i>lonely</i>. 🔊 This word is <i>lonely</i>. Together: <i>lonely, l-o-n-e-l-y, lonely</i>. When you are <i>lonely</i>, you feel sad because you are not with other people. You are by yourself. For example, sometimes I feel lonely when I am walking home by myself with no one to talk to. When do you feel lonely? (Help individuals to respond in well-formed sentences using <i>lonely</i>.)</p>
<p>4. field</p>	<p>Point to <i>field</i>. 🔊 This word is <i>field</i>. Together: <i>field, f-i-e-l-d, field</i>. A field is a large area of land. Sometimes we plant crops like [name a local crop] in our fields. Sometimes we let cows or sheep eat grass in our fields. What else do we grow in the fields?</p>
<p>5. find, found</p>	<p>Point to <i>find</i>. 🔊 This word is <i>find</i>. Together: <i>find, f-i-n-d, find</i>. When you <i>find</i> something, you see something that you have been looking for. For example, sometimes we lose something. We don't know where it is. We look for it, and hopefully we find it again. (Point to <i>found</i>.) This word is <i>found</i>. Together: <i>found, f-o-u-n-d, found</i>. <i>Found</i> means to find, but in the past before now. (Tell about something you lost and then found.) Have you ever lost something and then found it again? (Help individuals to respond in well-formed sentences using <i>found</i>.)</p>

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called "Sando Finds a New Pet." Please turn to page 30 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

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

**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?

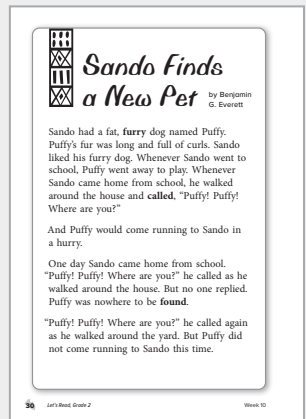
**COMPREHENSION QUESTIONS**

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

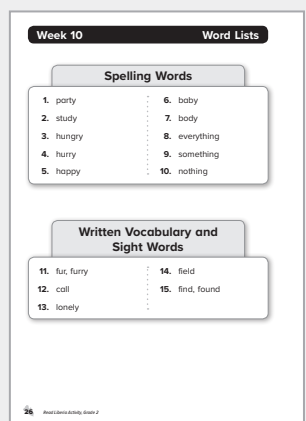
- 🔊 1. **Name the characters in this story.** (Sando, Puffy the dog, a baby bird)
- 2. **What are the settings in this story?** (Sando’s house and yard, a street, fields, the ground near a tree)
- 3. **What is the plot, or events that happen in the beginning, middle, and end of the story?** (Sando goes to school. When he gets home from school, he can’t find his dog, Puffy. He looks for Puffy but can’t find him anywhere. On his way home, Sando finds a baby bird and decides to take the baby bird home. On his way home, Sando hears Puffy barking and sees Puffy running toward him. Sando is happy to now have two pets.)
- 4. **What is Sando’s problem in the story?** (Sando can’t find his dog, Puffy.)
- 5. **How does Sando’s problem get fixed or solved in the end?** (Puffy comes home.)

 **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 26 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.



Let’s Read page 30



Student Activity Book page 26



**OBJECTIVES**

Students will be able to:

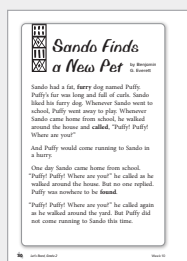
- Read words with y as /ē/
- Demonstrate understanding of the vocabulary words *favorite, break, broke, borrow, earn, buy, bought*
- Listen to and comprehend “Zainab and the Pencil”
- Use a Story Map to identify characters, setting, problem, and supporting details

**LEARNING RESOURCES**

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

y

hungry	body
hurry	party
happy	study
body	rainy
	mainly



Let's Read page 30

**INTRODUCTION**

1 MIN.

Today we will read some more words that end in y with the new sound /ē/. We will learn some new vocabulary words, and I will read a new story to you. Then we will use a Story Map to help us identify characters, setting, problem, and supporting details in a story.

**PHONICS AND WORD STUDY**

10 MIN.

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

<p>We have been learning about the different sounds that the letter y can make. In today's words, the letter y makes the sound /ē/.</p> <p>Point to <i>hungry</i>. Underline <u>y</u>. In this word, the letter y makes the sound /ē/. The word is /h/-/ŭ/-/ng/-/r/-/ē, <i>hungry</i>.</p>	<p>Let's do it together.</p> <p>Point under y. Say the new sound with me: /ē/.</p> <p>Point to <i>hungry</i>. Let's read the word together: /h/-/ŭ/-/ng/-/r/-/ē, <i>hungry</i>.</p> <p>Repeat with: <i>hurry, happy, and body</i>. If necessary, remind students that when they see two of the same consonant letters together, as in <i>hurry</i> and <i>happy</i>, they say the sound only one time.</p>	<p>Now it's your turn.</p> <p>Point under y. Say the new sound. (/ē/)</p> <p>Point to <i>body</i>. Read the word. (/b/-/ŏ/-/d/-/ē/, <i>body</i>)</p> <p>Repeat with the remaining words.</p>
<p>Time permitting, have students turn to “Sando Finds a New Pet” on page 30 in <i>Let's Read</i> and find words that end with the letter y in the text (e.g., <i>furry, Puffy, hurry</i>). Write the words on the board as they find them.</p>		

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

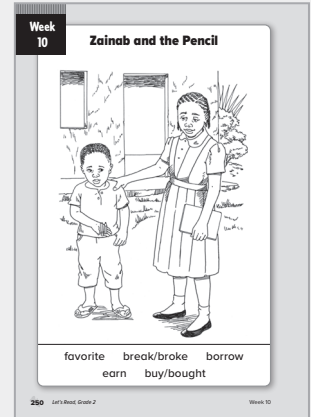
**ORAL VOCABULARY**

**12 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. favorite	🔊 <b>Favorite.</b> <i>Favorite</i> means the person or thing that you like more than any other. For example, my favorite food is [name your favorite food]. I like it more than any other food. What is your favorite food?
2. break, broke	🔊 <b>Break.</b> To <i>break</i> means to separate into smaller pieces. <i>Broke</i> means to break, but in the past before now. Turn to page 250 in <i>Let's Read</i> and find something that <i>broke</i> in the picture. (pencil) Point to the pencil and say, "The pencil broke."
3. borrow	🔊 <b>Borrow.</b> To <i>borrow</i> means to take something, use it for a short time, and give it back. For example, if you forget to bring your pencil to school, you might borrow a pencil from your friend. Tomorrow when you bring your own pencil, you can give your friend's pencil back. What other things might you borrow from a friend?
4. earn	🔊 <b>Earn.</b> To <i>earn</i> means to get money for work that you do. For example, I earn money for teaching. What other kinds of work do people do to earn money?
5. buy, bought	🔊 <b>Buy.</b> To <i>buy</i> something means to give someone money for something. For example, every time I go to market, I buy [name a food]. <i>Bought</i> means to buy, but in the past before now. For example, last week I bought [name another food]. What is something that your mother or father bought recently?



Let's Read page 250

**READ-ALoud**

**13 MIN.**

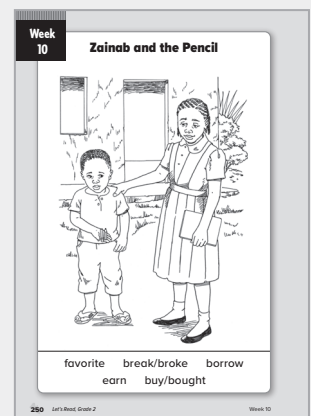
🔊 Now I'm going to read to you a new story called "Zainab and the Pencil." Please turn to page 250 in *Let's Read*.

**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 250

FEATURES OF TEXT

🔊 Today’s story is fiction. Remember that a fiction story tells us about characters, places, and events that are not real. Also remember that every fiction story has a plot—the set of events that happen in a story. Remember that characters in stories often have problems that need to be fixed or solved. Yesterday we read “Sando Finds a New Pet” about a boy who loses his dog and finds a baby bird. Let’s listen to today’s 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.

🔊 Zainab and the Pencil  
by Cynthia B. Moore

Zainab likes school. She even likes doing her homework, and she has a favorite pencil that she uses to do it with. One day Zainab forgot to put her pencil away. Her younger brother, Khalid, took the pencil and began using it. He pressed down too hard with the pencil, and it broke. That afternoon after school, Zainab went to do her homework, but she could not find her pencil. She looked everywhere for it. “Khalid,” she asked, “have you seen my pencil? I can’t find it anywhere. I need it to do my homework.” Khalid hung his head. “I’m sorry,” he told her. “I broke it. I didn’t mean to.” Zainab said, “That’s all right, Khalid. I will borrow a pencil from my friend.” Khalid saw that Zainab was sad, even though she pretended not to be. So, he started to fetch water for people in the village to earn money. Then he bought Zainab a new pencil, and they were both happy.

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?** (Zainab and her brother, Khalid)
2. **What are the settings in this story?** (Zainab and Khalid’s house, the village where Zainab and Khalid live)
3. **What is the plot, or events that happen in the beginning, middle, and end?** (Zainab’s brother, Khalid, uses her favorite pencil. Khalid accidentally breaks the pencil. When Zainab can’t find her pencil, Khalid tells her that he broke it. Zainab is sad, so Khalid works to earn money and buys her a new pencil. Zainab and Khalid are both happy.)
4. **What is Zainab’s problem in the story?** (Khalid breaks Zainab’s favorite pencil.)
5. **How does Zainab’s problem get fixed or solved?** (Khalid works to earn money and buys Zainab a new pencil.)

**SHARED WRITING**

**15 MIN.**

Draw the Story Map as shown on a large piece of paper or on the board.

Title:
Characters:
Setting:
Problem:
Event 1:
Event 2:
Event 3:
Event 4:
Event 5:
Solution:

On the Story Map, write the title: “The Lone Star Kite.” Have the students turn to page 20 in *Let’s Read* to look at the pictures.

🔊 **Who are the characters?** Call on 1–2 students. Write the *characters* on the chart: *Monroe, little brother, and Washington, big brother.* **Where is the setting?** Call on 1 student. Write the *setting* on the Story Map: *on top of a hill.*

🔊 **What is the problem?** Call on 1–2 students. Write the problem on the Story Map: *The kite wouldn’t fly.* **The plot is what happened in the story. What happened first?** Call on 1 student to answer. Write the first event on the Story Map: *Monroe’s red, white, and blue kite fell to the ground.* **What happened next?** Call on 1 student. Write the next event on the Story Map: *Monroe cried when he couldn’t get the kite to fly.* **What happened after that?** Call on 1 student. Write on the Story Map: *Big brother Washington asked Monroe what was wrong.* (Note: You will ask about Events 4 and 5 on Day 4. Skip these for now.)

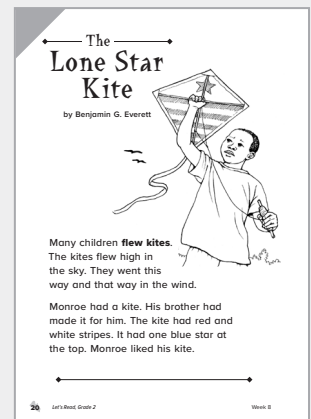
🔊 **What was the solution?** Call on 1 student. Write the solution: *Big brother Washington fixed Monroe’s kite with strong glue. The kite flew.*

Title: "The Lone Star Kite"
Characters: Monroe, little brother, and Washington, big brother
Setting: on top of a hill
Problem: The kite wouldn't fly.
Event 1: Monroe's red, white, and blue kite fell to the ground.
Event 2: Monroe cried when he couldn't get the kite to fly.
Event 3: Big brother Washington asked what was wrong.
Event 4:
Event 5:
Solution: Big brother Washington fixed Monroe's kite with strong glue. The kite flew.

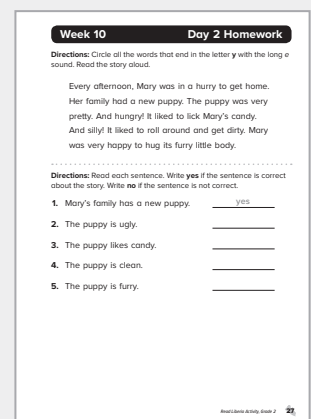
Leave the Story Map on the board or keep it taped up in the front of the classroom for Week 10, Day 4.

 **HOMWORK**

Have students complete page 27 in the *Student Activity Book* and read “Sando Finds a New Pet” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 20



Student Activity Book page 27

**OBJECTIVES**

Students will be able to:

- Read and spell compound words with *every, some, and no*
- Demonstrate understanding of and spell the vocabulary/sight words *fur, furry, call, lonely, field, find, found*
- Read and comprehend “Sando Finds a New Pet”

**LEARNING RESOURCES**

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

<u>compound words</u>	
everything	nothing
everyone	no one
everywhere	nowhere
something	
someone	
somewhere	

**INTRODUCTION**

1 MIN.

🔊 Today we will read and spell compound words with *every, some, and no*. We will also review our vocabulary words and read “Sando Finds a New Pet” together again.

**PHONICS AND WORD STUDY**

10 MIN.

Write the words on the board, as shown at the left. Note: Students learned *every, some, one*, and so on as sight words in Grade 1, so they should recognize them. If necessary, you may review them.




<p>🔊 Today we will learn to read some compound words. A compound word is two little words put together to make a bigger word with a new meaning.</p> <p>Point to <i>everything</i>. Draw a vertical line between <i>every</i> and <i>thing</i>, like this: <i>every thing</i>. 🔊 <b>This is a compound word. It has two little words inside it: <i>every</i> and <i>thing</i>. The compound word is <i>everything</i>.</b></p> <p>Repeat with <i>everyone</i> (<i>every one</i>).</p>	<p>🔊 Let's do it together.</p> <p>Point to <i>everything</i>.</p> <p>🔊 <b>What two little words do we see here? <i>every</i> and <i>thing</i>. What is the compound word? <i>everything</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>everyone</i> (<i>every one</i>)</li> <li>• <i>everywhere</i> (<i>every where</i>)</li> <li>• <i>something</i> (<i>some thing</i>)</li> <li>• <i>someone</i> (<i>some one</i>)</li> <li>• <i>somewhere</i> (<i>some where</i>)</li> </ul>	<p>🔊 Now it's your turn.</p> <p>Point to <i>somewhere</i>.</p> <p>🔊 <b>What two words do you see here? (<i>some</i> and <i>where</i>) What is the compound word? (<i>somewhere</i>)</b></p> <p>Repeat with the remaining words. For <i>no one</i>, tell students that we keep the space between the words <i>no</i> and <i>one</i>.</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 compound words. Watch and listen.</p> <p>🔊 The compound word is <i>everything</i>. I hear the two little words inside it, <i>every</i> and <i>thing</i>. First I write <i>every</i> (write <i>every</i>), then I write <i>thing</i> (write <i>thing</i> directly after <i>every</i>). <b>Everything.</b></p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>e-v-e-r-y-t-h-i-n-g</i>, <b>everything.</b></p> <p>Erase the word.</p>	 <p>🔊 Let's spell some compound words together. I will say the word. We will listen for each little word inside it. Then you will write the words in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>everything</i>. What two little words do we hear inside it? <b>every and thing.</b></p> <p>🔊 Let's write it: first, <b>every</b> (write <i>every</i>), then <b>thing</b> (write <i>thing</i> directly after the <i>every</i>). <b>Everything.</b> Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>e-v-e-r-y-t-h-i-n-g</i>, <b>everything.</b></p> <p>Repeat with <i>nothing</i>.</p>	 <p>🔊 Now it's your turn. I will say a compound word. Listen for each little word inside it. Then write the word in your copybooks.</p> <p>Dictate these words: <i>nothing</i> and <i>something</i>.</p> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell the word aloud using the letter names.</p>
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✔ **Daily Check:** Call on 2 students to spell one word each.

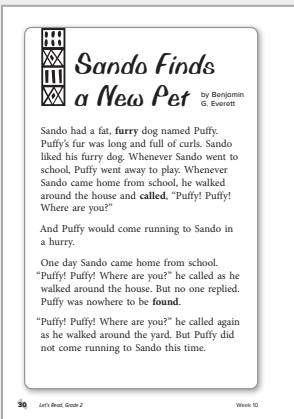
**WRITTEN VOCABULARY / SIGHT WORDS**

**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. fur, furry
2. call
3. lonely
4. field
5. find, found



Let's Read page 30

1. fur, furry	Point to <i>fur</i> . 🔊 Read the word: ( <i>fur</i> ). <b>Fur</b> is the soft, thick hair on an animal's body. (Point to <i>furry</i> .) Read the word: ( <i>furry</i> ). When an animal is <b>furry</b> , it has a lot of fur. Turn to page 30 in <i>Let's Read</i> and find a <b>furry</b> animal in the pictures. ... Dogs have fur; dogs are furry. What other animals have fur and are furry?
2. call	Point to <i>call</i> . 🔊 Read the word: ( <i>call</i> ). To <b>call</b> someone means to speak to get their attention. For example, if your mother needs you and she doesn't see you, she may call your name to find you. What are some other examples of why people call your name? (e.g., teachers call on them in class, friends call to them when passing by, etc.)
3. lonely	Point to <i>lonely</i> . 🔊 Read the word: ( <i>lonely</i> ). When you are <b>lonely</b> , you feel sad because you are not with other people. You are by yourself. For example, sometimes I feel lonely when I am walking home by myself with no one to talk to. When do you feel <b>lonely</b> ? (Help individuals to respond in well-formed sentences using <i>lonely</i> .)
4. field	Point to <i>field</i> . 🔊 Read the word: ( <i>field</i> ). A <b>field</b> is a large area of land. Sometimes we plant crops like [name a local crop] in our fields. Sometimes we let cows or sheep eat grass in our fields. What else do we grow in the fields?
5. find, found	Point to <i>find</i> . 🔊 Read the word: ( <i>find</i> ). When you <b>find</b> something, you see something that you have been looking for. For example, sometimes we lose something. We don't know where it is. We look for it, and hopefully we find it again. (Point to <i>found</i> .) Read the word: ( <i>found</i> ). <b>Found</b> means to find, but in the past before now. (Tell about something you lost and then found.) <b>Have you ever lost something and then found it again?</b> (Help individuals to respond in well-formed sentences using <i>found</i> .)

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read "Sando Finds a New Pet" again. Please turn to page 30 in *Let's Read*.



**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

- 🔊 **Remember that this story is fiction. What does a fiction story tell us?** (about characters, places, and events that are made up by the author) **What is the plot of a 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 read the story again to remember who has a problem and what the problem is.**

**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. **Name the characters in this story.** (Sando, Puffy the dog, a baby bird)
- 2. **What are the settings in this story?** (Sando's house and yard, a street, fields, the ground near a tree)
- 3. **What is the plot of the story?** (Sando goes to school. When he gets home from school, he can't find his dog, Puffy. He looks for Puffy but can't find him anywhere. On his way home, Sando finds a baby bird and decides to take the baby bird home. On his way home, Sando hears Puffy barking and sees Puffy running toward him. Sando is happy to now have two pets.)
- 4. **What is Sando's problem in the story?** (Sando can't find his dog, Puffy.)
- 5. **How does Sando's problem get fixed or solved in the end?** (Puffy comes home.)

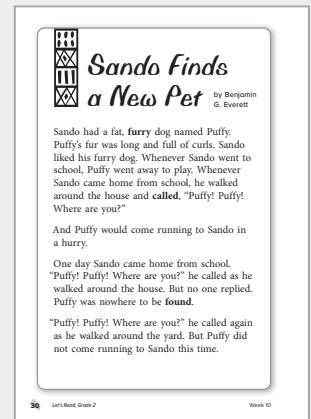
**RETELLING**

Guide students to retell the story in their own words.

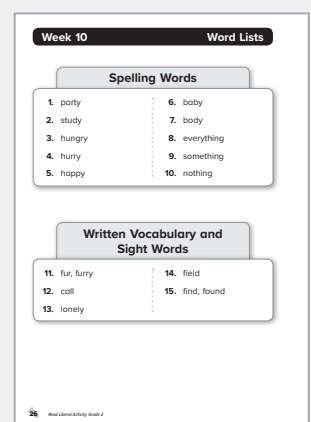


**HOMEWORK**

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 26 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.



Let's Read page 30



Student Activity Book page 26

**OBJECTIVES**

Students will be able to:

- Read words with *ar*, *ir*, and *ur*
- Read fluently “Sando Finds a New Pet”
- Listen to and comprehend “Zainab and the Pencil”
- Use a Story Map to review a story and add supporting details and the solution

**LEARNING RESOURCES**

*Let's Read*

Student copybooks

*Student Activity Book*

ar ir ur

start	bark
bird	chirp
fur	hurry
bark	yard
	first
	curl



*Let's Read* page 30

**INTRODUCTION**

1 MIN.

🔊 Today we will read some more words with the letters *ar*, *ir*, and *ur*. You will read “Sando Finds a New Pet” with your partner. I will read “Zainab and the Pencil” to you again. Then we will complete our Story Map by adding supporting details and the solution in the story.

**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>ar</i>, <i>ir</i>, and <i>ur</i>. 🔊 <b>Remember that the letters <i>ar</i> together make the sound /är/. The letters <i>ir</i> together make the sound /ür/. The letters <i>ur</i> together also make the sound /ür/.</b></p> <p>Point to <i>start</i>. Underline <u>ar</u>. 🔊 <b>Here I see the letters <i>a</i> and <i>r</i>. Together they make the sound /är/. The word is /s/-/t/-/är/-/t/, <i>start</i>.</b></p> <p>Repeat with <i>bird</i> and <i>fur</i>, highlighting the <i>ir</i> as /ür/ in <i>bird</i> and the <i>ur</i> as /ür/ in <i>fur</i>.</p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point in turn under <i>ar</i>, <i>ir</i>, and <i>ur</i>. 🔊 <b>Say the sounds with me: /är/, /ür/, /ür/.</b></p> <p>Point to <i>start</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: /s/-/t/-/är/-/t/, <i>start</i>.</b></p> <p>Repeat with <i>bird</i>, <i>fur</i>, and <i>bark</i>, highlighting the <i>ir</i> as /ür/ in <i>bird</i>, the <i>ur</i> as /ür/ in <i>fur</i>, and the <i>ar</i> as /är/ in <i>bark</i>.</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>🔊 <b>Say the sounds.</b></p> <p>Point in turn under each letter combination.</p> <p>Point to <i>bark</i>. Point under <i>ar</i>. 🔊 <b>What letters do you see here? (<i>a</i> and <i>r</i>) What sound do they make together? (/är/)</b></p> <p>🔊 <b>Read the whole word.</b> (/b/-/är/-/k/, <i>bark</i>)</p> <p>Repeat with the remaining words. Have the students identify the <i>ar</i> as /är/ in <i>yard</i>, the <i>ir</i> as /ür/ in <i>chirp</i> and <i>first</i>, and the <i>ur</i> as /ür/ in <i>hurry</i> and <i>curl</i>. Have them sound out and read each word.</p>
<p>Time permitting, have students turn to “Sando Finds a New Pet” on page 30 in <i>Let's Read</i> and find words with the letters <i>ar</i>, <i>ir</i>, and <i>ur</i> in the text (e.g., <i>furry</i>, <i>hurry</i>, <i>yard</i>, <i>bird</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 story “Sando Finds a New Pet” with your partner. Please turn to page 30 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 “Zainab and the Pencil” again. Please turn to page 250 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

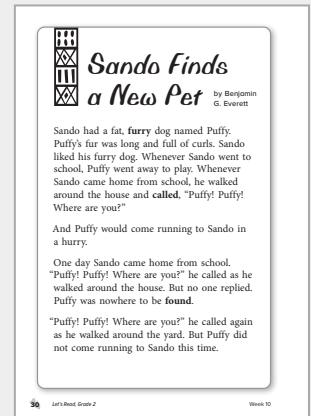
Guide the students to . . .

- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *favorite, break/broke, borrow, earn, buy/bought*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

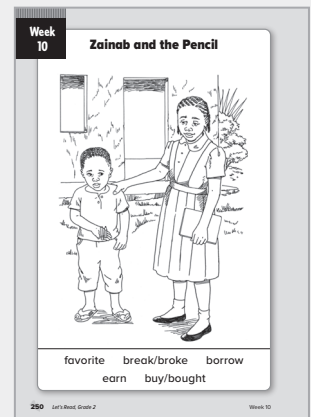
**FEATURES OF TEXT**

🔊 Remember that this story is fiction. What does a fiction story tell us? (characters, places, and events that are not true/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 read the story to find out who has a problem and what the problem is. We have been reading “Sando Finds a New Pet.” That is a fiction story about a boy who loses his dog and finds a baby bird. Let’s listen to today’s story again to remember who has a problem and what the problem is.**



Let’s Read page 30



Let’s Read page 250

**DURING READING**

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

🔊 **Zainab and the Pencil**  
by Cynthia B. Moore

Zainab likes school. She even likes doing her homework, and she has a favorite pencil that she uses to do it with. One day Zainab forgot to put her pencil away. Her younger brother, Khalid, took the pencil and began using it. He pressed down too hard with the pencil, and it broke. That afternoon after school, Zainab went to do her homework, but she could not find her pencil. She looked everywhere for it. “Khalid,” she asked, “have you seen my pencil? I can’t find it anywhere. I need it to do my homework.” Khalid hung his head. “I’m sorry,” he told her. “I broke it. I didn’t mean to.” Zainab said, “That’s all right, Khalid. I will borrow a pencil from my friend.” Khalid saw that Zainab was sad, even though she pretended not to be. So, he started to fetch water for people in the village to earn money. Then he bought Zainab a new pencil, and they were both happy.

**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?** (Zainab and her brother, Khalid)
2. **What are the settings in this story?** (Zainab and Khalid’s house, the village where Zainab and Khalid live)
3. **What is the plot of the story?** (Zainab’s brother, Khalid, uses her favorite pencil. Khalid accidentally breaks the pencil. When Zainab can’t find her pencil, Khalid tells her that he broke it. Zainab is sad, so Khalid works to earn money and buys her a new pencil. Zainab and Khalid are both happy.)
4. **What is Zainab’s problem in the story?** (Khalid breaks Zainab’s favorite pencil.)
5. **How does Zainab’s problem get fixed or solved?** (Khalid works to earn money and buys Zainab a new pencil.)
6. **Did you ever break a favorite thing? What was it? How did you fix it?** (Answers will vary.)

**RETELLING**

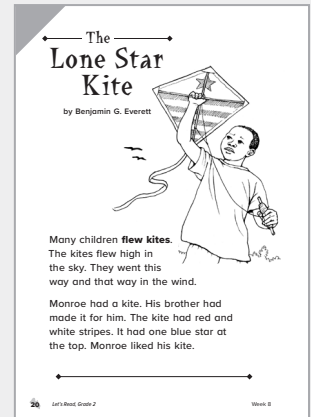
Guide students to retell the story in their own words.

**SHARED WRITING**

**15 MIN.**

Use the Story Map from Day 2 as shown below.

Title: "The Lone Star Kite"
Characters: Monroe, little brother, and Washington, big brother
Setting: on top of a hill
Problem: The kite wouldn't fly.
Event 1: Monroe's red, white, and blue kite fell to the ground.
Event 2: Monroe cried when he couldn't get the kite to fly.
Event 3: Big brother Washington asked what was wrong.
Event 4:
Event 5:
Solution: Big brother Washington fixed Monroe's kite with strong glue. The kite flew.



Let's Read page 20

Let's review the Story Map and talk about what happened in "The Lone Star Kite." Remember, what happens in a story is called the *plot*. Point to Event 1. **Monroe's red, white, and blue kite fell to the ground.** Point to Event 2. **Monroe cried when he couldn't get the kite to fly.** Point to Event 3. **Big brother Washington asked Monroe what was wrong.**

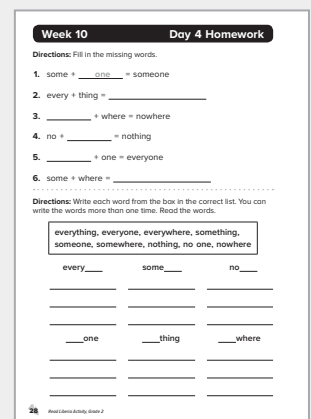
Point to Event 4. What happened after big brother Washington asked what was wrong? Turn to page 20 in *Let's Read* and look at the pictures. Call on 2–3 students. Next to Event 4, write: *He said he knew what was wrong and told Monroe he could fix the kite.* Point to Event 5. **What happened next?** Call on 2 students. Write: *Washington asked Monroe to get strong glue.*

Title: "The Lone Star Kite"
Characters: Monroe, little brother, and Washington, big brother
Setting: on top of a hill
Problem: The kite wouldn't fly.
Event 1: Monroe's red, white, and blue kite fell to the ground.
Event 2: Monroe cried when he couldn't get the kite to fly.
Event 3: Big brother Washington asked what was wrong.
Event 4: He said he knew what was wrong and told Monroe he could fix the kite.
Event 5: Washington asked Monroe to get strong glue.
Solution: Big brother Washington fixed Monroe's kite with strong glue. The kite flew.

Have students choose one event from the Story Map and write that event/sentence in their copybooks. Then have them draw pictures to illustrate the event. If there is time, have students read their sentences to the class.

 **HOMEWORK**

Have students complete page 28 in the *Student Activity Book* and read "Sando Finds a New Pet" aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.




Student Activity Book page 28


## 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

 Sight word cards

 *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. baby, 2. body, 3. call, 4. everything, 5. field, 6. find, 7. fur, 8. happy, 9. hungry, 10. hurry, 11. lonely, 12. nothing, 13. party, 14. something, 15. study**

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 “Sando Finds a New Pet” on page 30 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 “Spot's Surprise” on page 159 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>🔊 <b>This week we learned that the letter <i>y</i> at the end of words acts like a vowel and can make the sound /ē/. We also learned that compound words are two little words put together to make one bigger word with a new meaning.</b></p> <p>Point to <i>party</i>. Underline <i>y</i>. 🔊 <b>In this word, the letter <i>y</i> makes the sound /ē/. The word is /p/-/är/-/t/-/ē/, <i>party</i>.</b></p> <p>Point to <i>everyone</i>. Draw a vertical line between <i>every</i> and <i>one</i>, like this: <i>every one</i>. 🔊 <b>This is a compound word. It has two little words inside it: <i>every</i> and <i>one</i>. The compound word is <i>everyone</i>.</b></p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point to <i>party</i>. Point under <i>y</i>. 🔊 <b>In this word, what sound does the letter <i>y</i> make? /ē/. Let's read the whole word together: /p/-/är/-/t/-/ē/, <i>party</i>.</b></p> <p>Point to <i>everyone</i>. 🔊 <b>What two little words do we see here? <i>every</i> and <i>one</i>. What is the compound word? <i>everyone</i>.</b></p> <p>Repeat with <i>hurry</i> and <i>somewhere</i> (<i>some where</i>).</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point to <i>hurry</i>. Point under <i>y</i>. 🔊 <b>In this word, what sound does the letter <i>y</i> make? (/ē/) Read the word. (/h/-/ür/-/ē/, <i>hurry</i>)</b></p> <p>Point to <i>somewhere</i>. 🔊 <b>What two little words do you see here? (<i>some</i> and <i>where</i>) What is the compound word? (<i>somewhere</i>)</b></p> <p>Repeat with the remaining words.</p>




party	happy
everyone	something
hurry	study
somewhere	nowhere
	body
	everything



puffy	silly
everyone	candy
	somewhere
	mainly
	nowhere
	everything

y	compound words

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>y</i> and compound words.</p> <p>🔊 <b>The word <i>puffy</i> (point) ends with the letter <i>y</i> as /ē/, so I will write it here.</b></p> <p>Write <i>puffy</i> in the <i>y</i> as /ē/ box, and cross it off the list.</p>	<p>🔊 <b>Let's do the next one together. Where do we write the word <i>everyone</i>? It is a compound word made with <i>every</i> and <i>one</i>, so we will write it here.</b></p> <p>Write <i>everyone</i> in the compound words 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 T31 of this Teacher Guide to some students.

### Group A (Meets Expectations)

Have students work in pairs to read "Spot's Surprise" on page 159 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 "Sando Finds a New Pet" on page 30 in *Let's Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read "Sando Finds a New Pet" on page 30 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 11 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 186–189</i>	<b>Tuesday (Day 2)</b> <i>pages 190–193</i>	<b>Wednesday (Day 3)</b> <i>pages 194–197</i>	<b>Thursday (Day 4)</b> <i>pages 198–201</i>	<b>Friday (Day 5)</b> <i>pages 202–204</i>
<b>Alphabet Recognition and Phonics</b>	<i>igh, ur, ar</i>	<i>y as /ī/, n't, ue as /ū/</i>	<i>le, ou, ir</i>	<i>y as /ē/ and compound words</i>	
<b>Spelling/ Sight Words</b>	<i>high, night, light, right, burn, turn, hurt, star, dark, special, Earth, glow, giant, close, far</i>	<i>my, sky, try, why, can't, isn't, blue, true, kite, fly, flew, trust, glue, know, knew, fall, fell</i>		<i>simple, middle, little, uncle, out, ground, mouth, house, girl, bird, walk, button, hear, wonder, shout, whisper</i>	<i>party, study, hungry, hurry, happy, baby, body, everything, something, nothing, fur, furry, call, lonely, field, find, found</i>
<b>Written Vocabulary</b>	<i>special, Earth, glow, giant, close, far</i>	<i>kite, fly, flew, trust, glue, know, knew, fall, fell</i>		<i>walk, button, hear, wonder, shout, whisper</i>	<i>fur, furry, call, lonely, field, find, found</i>
<b>Reading Comprehension</b>			"At Home in the Stars" and "The Lone Star Kite"		"The Lost and Found Button" and "Sando Finds a New Pet"
<b>Reading Fluency</b>	"At Home in the Stars"	"The Lone Star Kite"		"The Lost and Found Button"	"Sando Finds a New Pet"
<b>Oral Vocabulary</b>	<i>get to, travel, distance, transportation, ride</i>	<i>president, peace, remember, celebrate, parade, country</i>	<i>wish, cover, swim, all, wet</i>	<i>favorite, break, broke, borrow, earn, buy, bought</i>	
<b>Read-Aloud</b>	"Everyday Transportation"	"President Joseph Jenkins Roberts"	"Rain"	"Zainab and the Pencil"	

## 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 • 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 • Demonstrate knowledge of new words • Read and analyze journals, articles, and other informational texts • Read nonfiction articles • Listen to and read a poem • Review features of poetry • Read words with variant word patterns • Identify the sequence of a text • Listen to a biographical text • Read a biographical text • Say the meanings of stanza, rhyme, poem • 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

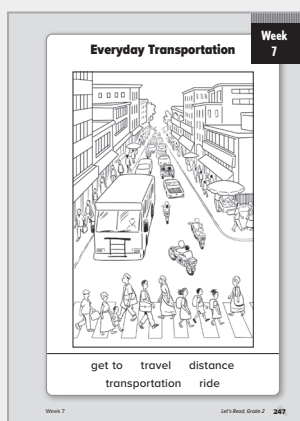
Week 11 | Day 1

## OBJECTIVES

- Review the vocabulary words *get to, travel, distance, transportation, ride*
- Review “Everyday Transportation”
- Review reading words with *igh, ur, and ar*
- Review spelling *high, night, light, right, burn, turn, hurt, star, dark, special, Earth, glow, giant, close, far*
- Review reading fluently “At Home in the Stars”
- Review the vocabulary words *special, Earth, glow, giant, close, far*

## LEARNING RESOURCES

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



*Let’s Read* page 247

## 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 “Everyday Transportation” to you again. Please turn to page 247 in *Let’s Read*.

### BEFORE READING

#### PREVIEW

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

1. get to	🔊 <b>Get to.</b> <i>Get to</i> means to go from one place to another. For example, we need to get to school on time in the morning. What time do you leave your house to get to school on time?
2. travel	🔊 <b>Travel.</b> When you <i>travel</i> , you go away to a different place. For example, people may travel to visit their family in other villages, cities, or countries. Where would you like to travel to?
3. distance	🔊 <b>Distance.</b> <i>Distance</i> is the amount of space between two places or people. Place a pair of students a short distance from each other and another pair farther apart. <b>This is the distance between these two students</b> (gesture at the space between the first pair), <b>and this is the distance between these two students</b> (gesture at the space between the second pair). <b>Which distance is greater?</b>
4. transportation	🔊 <b>Transportation.</b> <i>Transportation</i> is the different ways we get from one place to another. For example, some people use cars for transportation. Other people use bicycles. Turn to page 247 in <i>Let’s Read</i> and name the different kinds of transportation in the picture.
5. ride	🔊 <b>Ride.</b> To <i>ride</i> means to travel in or on a vehicle like a car, bus, or motorcycle. For example, sometimes I ride the bus to (name a nearby or well-known city). <b>Let’s pretend we are riding a bus and say, “We are riding the bus.”</b>

- 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.

🔊 **Everyday Transportation**  
by Jamesetta Ross Diggs

All over the world, people need to get to places every day. Men and women have to get to work. Girls and boys have to get to school. People travel long and short distances, and everyone needs transportation to get there. In Liberia, there are different types of transportation. Some people use their legs and feet and walk. Did you know that some people call walking “L-E-G-2”? Other people ride motorbikes. These are known as pen-pens in Liberia. Many people ride in buses, and some of these buses are short and some are very long. Some people ride in small cars, while a few travel in big jeeps. Others get a ride in pickups or trucks. How do you usually travel from place to place?

**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?** (transportation, or how people travel from place to place)
2. **What is the main idea of the text?** (There are different ways to travel from one place to another.)
3. **The author uses supporting details, or facts, to describe the ways that people travel from one place to another. What facts did we learn about traveling from place to place?** (People travel every day. There are many different types of transportation in Liberia. Walking is sometimes called L-E-G-2. People travel on motorbikes [pen-pens] and in buses, cars, jeeps, etc.)
4. **What type of transportation do you use to get to school?** (Answers will vary.)

igh ur ar

sigh	far
bright	might
turn	hurt
far	curl
	yard
	march

Student  
 Activity Book  
 page 17

**Week 7 Word Lists**

**Spelling Words**

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

**Written Vocabulary and Sight Words**

10. special	13. giant
11. Earth	14. close
12. glow	15. far

Student Activity Book  
 page 17

**PHONICS AND WORD STUDY**

**12 MIN.**

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

<p>Remember that when the letters <i>i</i>, <i>g</i>, and <i>h</i> come together, they make the sound /ī/. When the letters <i>u</i> and <i>r</i> come together, they make the sound /ūr/. When the letters <i>ar</i> come together, they make the sound /är/.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>sigh</i>. Point under each letter.</p> <p>/s/–/ī/, <i>sigh</i>.</p>	<p>Let's say the sounds and read the word together.</p> <p>Point to <i>sigh</i>. Point under each letter.</p> <p>/s/–/ī/, <i>sigh</i>.</p> <p>Repeat with <i>bright</i>, <i>turn</i>, and <i>far</i>.</p>	<p>Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

**SPELLING / SIGHT WORDS**

**10 MIN.**

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *high*, 2. *night*, 3. *light*, 4. *right*, 5. *burn*, 6. *turn*, 7. *hurt*, 8. *star*, 9. *dark*, 10. *special*, 11. *Earth*, 12. *glow*, 13. *giant*, 14. *close*, 15. *far*.)

Now you will review your spelling and sight words from Week 7 with your partner. Turn to page 17 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.

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

**READING FLUENCY / WRITTEN VOCABULARY** **15 MIN.**

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

🔊 **Now you will read the text “At Home in the Stars” again with your partner and write some sentences with the vocabulary words. Please turn to page 16 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.

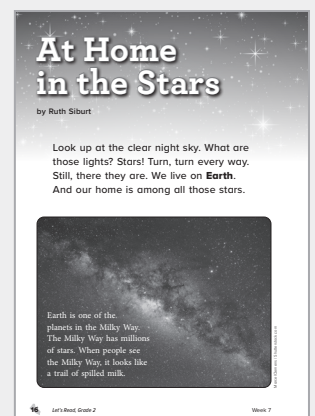
**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *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.

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

Let’s Read  
“At Home in the Stars”  
page 16

1. special
2. Earth
3. glow
4. giant
5. close
6. far



*Let’s Read* page 16






# REVIEW

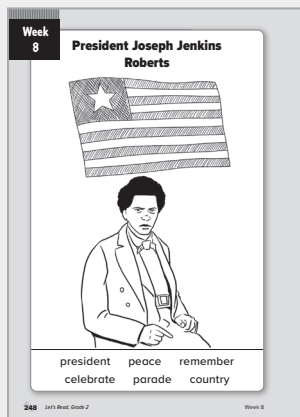
Week 11 | Day 2

## OBJECTIVES

- Review the vocabulary words *president*, *peace*, *remember*, *celebrate*, *parade*, *country*
- Review “President Joseph Jenkins Roberts”
- Review reading words with *y* as */i/*, the contraction *n’t*, and *ue* as */ū/*
- Review spelling *my*, *sky*, *try*, *why*, *can’t*, *isn’t*, *blue*, *true*, *kite*, *fly*, *flew*, *trust*, *glue*, *know*, *knew*, *fall*, *fell*
- Review reading fluently “The Lone Star Kite”
- Review the vocabulary words *kite*, *fly*, *flew*, *trust*, *glue*, *know*, *knew*, *fall*, *fell*

## LEARNING RESOURCES

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



Let’s Read page 248

## 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 “President Joseph Jenkins Roberts” to you again. Please turn to page 248 in *Let’s Read*.

### BEFORE READING

#### PREVIEW

Guide the students to . . .

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

1. president	<p>President. A <b>president</b> is the leader of a country. For example, George Weah is the president of Liberia. Can you name another president?</p>
2. peace	<p>Peace. When there is <b>peace</b>, no one is fighting. Let’s show that we are at <b>peace</b>. (Divide students into two groups and ask each group to stand on a different side of the room. Then ask the student groups to meet in the middle of the room and shake hands.) <b>Say with me, “We are at peace.”</b></p>
3. remember	<p>Remember. To <b>remember</b> is to bring a thought or idea back into your mind again. For example, I remember that yesterday we read a story about a boy and his kite. What else do you remember that we did at school yesterday? (Help individuals respond in well-formed sentences using <i>remember</i>.)</p>
4. celebrate	<p>Celebrate. To <b>celebrate</b> means to do something fun because it is a special day. For example, every year we celebrate Independence Day. What other days do we celebrate? (Help individuals respond in well-formed sentences using <i>celebrate</i>.)</p>
5. parade	<p>Parade. A <b>parade</b> is a line of people who walk together for a special reason. Let’s make a parade. (Line up some or all of the students and have them walk around the room as if in a parade.)</p>
6. country	<p>Country. A <b>country</b> is a large area of land with its own people and government. For example, we live in the country of Liberia. What is the name of another country? (If possible, use a map to point out the names and locations of other countries in Africa.)</p>

- 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.

🔊 President Joseph Jenkins Roberts  
by Jamesetta Ross Diggs

Joseph Jenkins Roberts was the first president of Liberia. He was born in 1809 in Virginia in the United States of America. Joseph Jenkins Roberts did many great things in Liberia. He helped other countries recognize Liberia as an official country. During the time he was president, many people left the United States to come and live in Liberia. President Roberts did all he could so that the people of Liberia and the people migrating from America could live together in peace. *[Note: Pause and ask students what they think the word migrating means. Re-read the last two sentences and ask students to listen for clues (people left the United States to come and live in Liberia). Tell students that migrating means moving from one place to another.]* 🔊 President Roberts is remembered every year on the date of his birthday, March 15. This day is a holiday in Liberia, and many Liberians celebrate. Also on March 15, a school in Monrovia that is named in honor of President Roberts usually holds a parade on the streets of the city.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Why is this text a biography?** (It is a story about a real person's life. It is about a real person, President Joseph Jenkins Roberts, and his life.)
2. **When was President Joseph Jenkins Roberts born?** (1809)
3. **Where was President Joseph Jenkins Roberts born?** (Virginia in the United States)
4. **Why is President Joseph Jenkins Roberts important? What important things did he do?** (He was the first president of Liberia. He made other countries see that Liberia was also a country. He did all he could to make people live together in peace.)
5. **When do we celebrate President Joseph Jenkins Roberts? How do we celebrate him?** (every year on his birthday, March 15; a school in Monrovia named after him has a parade)




**PHONICS AND WORD STUDY**

**12 MIN.**

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

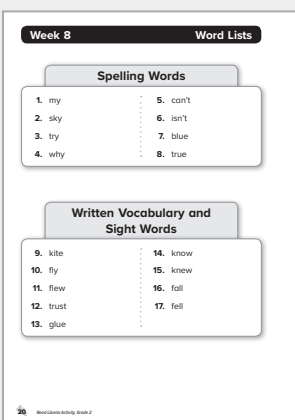
y n't ue

by	glue
dry	dry
is not	was not
isn't	wasn't
glue	are not
	aren't
	true

		
<p>Remember, we learned that in some words the letter <b>y</b> makes the sound /ī/. The vowel team <b>ue</b> makes the sound /ū/. We also learned about the contraction <b>n't</b>. A contraction is a shorter way to say or write two words. We use <b>n't</b> to shorten the word <b>not</b>.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>by</i>. Point under each letter.</p> <p>/b/–/ī/, <i>by</i>.</p>	<p>Let's say the sounds and read the word together.</p> <p>Point to <i>by</i>. Point under each letter.</p> <p>/b/–/ī/, <i>by</i>.</p> <p>Repeat with <i>dry</i>, <i>is not/isn't</i>, and <i>glue</i>.</p>	<p>Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

Student Activity Book page 20



Student Activity Book page 20

**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. *my*, 2. *sky*, 3. *try*, 4. *why*, 5. *can't*, 6. *isn't*, 7. *blue*, 8. *true*, 9. *kite*, 10. *fly*, 11. *flew*, 12. *trust*, 13. *glue*, 14. *know*, 15. *knew*, 16. *fall*, 17. *fell*.)

Now you will review your spelling and sight words from Week 8 with your partner. Turn to page 20 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.

While the students are working independently, administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

**READING FLUENCY / WRITTEN VOCABULARY**

**15 MIN.**

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

🔊 **Now you will read the story “The Lone Star Kite” again with your partner and write some sentences with the vocabulary words. Please turn to page 20 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.

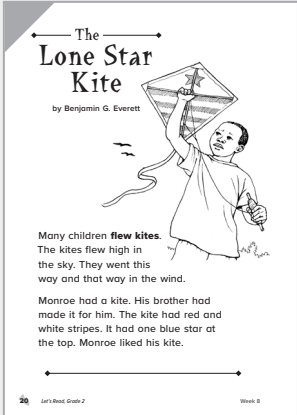
**Let’s Read**  
**“The Lone Star Kite” page 20**

1. kite
2. fly, flew
3. trust
4. glue
5. know, knew
6. fall, fell

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

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

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



*Let’s Read* page 20

# REVIEW

Week  
11


Day  
3

## OBJECTIVES

- Review reading fluently and demonstrate comprehension of “At Home in the Stars” and “The Lone Star Kite”
- Review the vocabulary words *wish, cover, swim, all, wet*
- Review “Rain”
- Review reading words with *le, ou, ir*

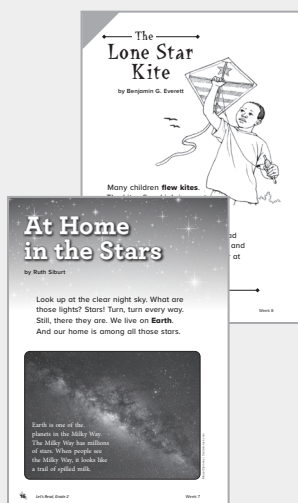
## LEARNING RESOURCES

 *Let's Read*

 Student copybooks

### Let's Read

1. “At Home in the Stars” page 16
2. “The Lone Star Kite” page 20



*Let's Read* pages 16, 20

## INTRODUCTION

1 MIN.

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

NOTE: While the students are working independently during the first activity (Reading Fluency and Comprehension), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## READING FLUENCY AND COMPREHENSION

25 MIN.

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

🔊 First, you will read the stories “At Home in the Stars” and “The Lone Star Kite” again with your partner and answer the questions at the end. Please turn to page 16 in *Let's Read*.

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

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

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

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

ORAL VOCABULARY / READ-ALoud

12 MIN.

Now I am going to read the poem “Rain” to you again. Please turn to page 249 in *Let’s Read*.

BEFORE READING

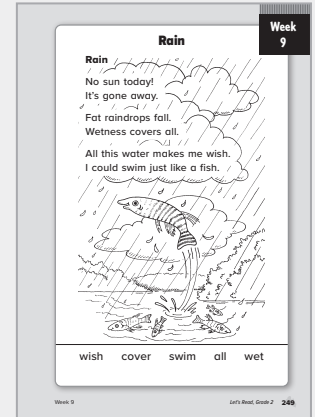
PREVIEW

Guide the students to . . .

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

1. wish	<p>Wish. To <i>wish</i> means to want something and hope it will happen, even if sometimes you know it will not happen. For example, I wish I could fly like a bird. I know I can’t, but I wish I could! What do you wish for? (Help individuals respond in well-formed sentences using <i>wish</i>.)</p>
2. cover	<p>Cover. To <i>cover</i> means to put something over something. For example, when you are cold at night, you may cover yourself with a blanket. When it rains very hard, the rain covers the ground. What else can you cover? (Help individuals respond in well-formed sentences using <i>cover</i>—e.g., cover a book, cover a pot, etc.)</p>
3. swim	<p>Swim. To <i>swim</i> means to move through water. Turn to page 249 in <i>Let’s Read</i> and find the animal that is <i>swimming</i> in the picture. . . People can swim, too. Let’s pretend to swim! (Do the motions.)</p>
4. all	<p>All. <i>All</i> means every part of something. For example, yesterday I made some [name a food], and I wanted to eat all of it because it was so delicious! What is something you would like to have all of? (Help individuals respond in well-formed sentences using <i>all</i>.)</p>
5. wet	<p>Wet. When something is <i>wet</i>, it is covered with water. For example, when we wash our hands, our hands get wet. When we swim, our bodies get wet. Look at the picture again. What animal is <i>wet</i> in the picture? (fish) Point at the fish and say, “The fish is wet.”</p>

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



Let’s Read page 249

**DURING READING**

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

🔊 Rain

No sun today!  
It's gone away.

Fat raindrops fall.  
Wetness covers all.

All this water makes me wish  
I could swim just like a fish.

**AFTER READING**

**COMPREHENSION QUESTIONS**




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

- 🔊 1. **What is this poem about?** (rain)
2. **Why is this a poem?** (It has stanzas and words that rhyme.)
3. **How many stanzas does this poem have?** (three)
4. **In the first stanza, which words rhyme?** (today and away)
5. **In the second stanza, which words rhyme?** (fall and all)
6. **In the third stanza, which words rhyme?** (wish and fish)

PHONICS AND WORD STUDY

12 MIN.

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

		
<p>🔊 Remember that when the letters <i>l</i> and <i>e</i> come together at the end of a word, they make the sound /əl/. The letters <i>ou</i> together make the sound /ou/. The letters <i>ir</i> together make the sound /ür/.</p> <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>apple</i>. Point under each letter.</p> <p>🔊 /ä/-/p/-/əl/, <i>apple</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>apple</i>. Point under each letter.</p> <p>🔊 /ä/-/p/-/əl/, <i>apple</i>.</p> <p>Repeat with <i>out</i> and <i>sir</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>

le ou ir

apple	sir
out	puzzle
sir	sound
	loud
	dirt
	first



# REVIEW

Week  
11


Day  
4

## OBJECTIVES

- Review spelling *simple, middle, little, uncle, out, ground, mouth, house, girl, bird, walk, button, hear, wonder, shout, whisper*
- Review reading fluently “The Lost and Found Button”
- Review the vocabulary words *walk, button, hear, wonder, shout, whisper*
- Review the vocabulary words *favorite, break, broke, borrow, earn, buy, bought*
- Review “Zainab and the Pencil”
- Review reading words with *y* as /ē/ and compound words

## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student  
Activity Book  
page 23

## INTRODUCTION

1 MIN.

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

NOTE: While the students are working independently during the first two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *simple*, 2. *middle*, 3. *little*, 4. *uncle*, 5. *out*, 6. *ground*, 7. *mouth*, 8. *house*, 9. *girl*, 10. *bird*, 11. *walk*, 12. *button*, 13. *hear*, 14. *wonder*, 15. *shout*, 16. *whisper*.)

🔊 First, you will review your spelling and sight words from Week 9 with your partner. Turn to page 23 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.

While the students are working independently, administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

**READING FLUENCY / WRITTEN VOCABULARY**

**15 MIN.**

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

🔊 **Now you will read the story “The Lost and Found Button” again with your partner and write some sentences with the vocabulary words. Please turn to page 26 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.

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

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

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

**ORAL VOCABULARY / READ-ALoud**

**12 MIN.**

🔊 **Now I am going to read the story “Zainab and the Pencil” to you again. Please turn to page 250 in *Let's Read*.**

**BEFORE READING**

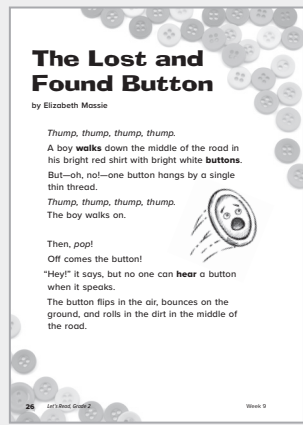
**PREVIEW**

Guide the students to . . .

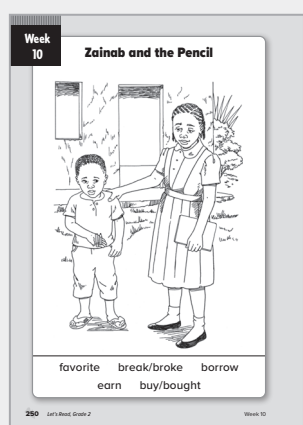
- review the meaning of the oral vocabulary words for this story:

Let's Read  
“The Lost and Found Button”  
page 26

1. walk
2. button
3. hear
4. wonder
5. shout
6. whisper



*Let's Read* page 26



*Let's Read* page 250

1. favorite	🔊 <i>Favorite.</i> <i>Favorite</i> means the person or thing that you like more than any other. My favorite food is [name your favorite food]. I like it more than any other food. What is your favorite food?
2. break, broke	🔊 <i>Break.</i> To <i>break</i> means to separate into smaller pieces. <i>Broke</i> means to break, but in the past before now. Turn to page 250 in <i>Let's Read</i> and find something that <i>broke</i> in the picture. (pencil)
3. borrow	🔊 <i>Borrow.</i> To <i>borrow</i> means to take something, use it for a short time, and give it back. For example, if you forget to bring your pencil to school, you might borrow a pencil from your friend. Tomorrow when you bring your own pencil, you can give your friend's pencil back.
4. earn	🔊 <i>Earn.</i> To <i>earn</i> means to get money for work that you do. I earn money for teaching. What other kinds of work do people do to earn money?
5. buy, bought	🔊 <i>Buy.</i> To <i>buy</i> something means to give someone money for something. Every time I go to market, I buy [name a food]. <i>Bought</i> means to buy, but in the past before now. Last week I bought [name another food]. What is something that your mother or father bought recently?

- 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.

🔊 **Zainab and the Pencil**  
 by Cynthia B. Moore

Zainab likes school. She even likes doing her homework, and she has a favorite pencil that she uses to do it with. One day Zainab forgot to put her pencil away. Her younger brother, Khalid, took the pencil and began using it. He pressed down too hard with the pencil, and it broke. That afternoon after school, Zainab went to do her homework, but she could not find her pencil. She looked everywhere for it. "Khalid," she asked, "have you seen my pencil? I can't find it anywhere. I need it to do my homework." Khalid hung his head. "I'm sorry," he told her. "I broke it. I didn't mean to." Zainab said, "That's all right, Khalid. I will borrow a pencil from my friend." Khalid saw that Zainab was sad, even though she pretended not to be. So, he started to fetch water for people in the village to earn money. Then he bought Zainab a new pencil, and they were both happy.

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?** (Zainab and her brother, Khalid)
2. **What are the settings in this story?** (Zainab and Khalid's house, the school, the village where Zainab and Khalid live)
3. **What is the plot, or events that happen in the beginning, middle, and end?** (Zainab's brother, Khalid, uses her favorite pencil. Khalid accidentally breaks the pencil. When Zainab can't find her pencil, Khalid tells her that he broke it. Zainab is sad, so Khalid works to earn money and buys her a new pencil. Zainab and Khalid are both happy.)
4. **What is Zainab's problem in the story?** (Khalid breaks Zainab's favorite pencil.)
5. **How does Zainab's problem get fixed or solved?** (Khalid works to earn money and buys Zainab a new pencil.)

PHONICS AND WORD STUDY

12 MIN.

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

		
<p>Remember, we learned that in some words the letter <b>y</b> makes the sound /ē/. We also learned about compound words. A compound word is 2 little words put together to make a bigger word with a new meaning.</p> <p>Watch and listen as I read a word.</p> <p>Point to <i>puffy</i>. Point under each letter.</p> <p>/p/-/ŭ/-/f/-/ē/, <b>puffy</b>.</p>	<p>Let's say the sounds and read the word together.</p> <p>Point to <i>puffy</i>. Point under each letter.</p> <p>/p/-/ŭ/-/f/-/ē/, <b>puffy</b>.</p> <p>Repeat with <i>furry</i>, <i>everything</i>, and <i>everyone</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>

y  
compound words

puffy    everyone  
furry    hungry  
everything    happy  
everyone    something  
                  nothing

# REVIEW


Week  
11


Day  
5

## OBJECTIVES

- Review spelling *party, study, hungry, hurry, happy, baby, body, everything, something, nothing, fur, furry, call, lonely, field, find, found*
- Review reading fluently “Sando Finds a New Pet”
- Review the vocabulary words *fur, furry, call, lonely, field, find, found*
- Review reading fluently and demonstrate comprehension of “The Lost and Found Button” and “Sando Finds a New Pet”

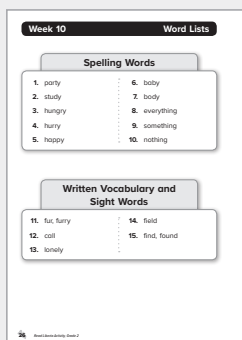
## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student  
Activity Book  
page 26



Student Activity Book  
page 26

## INTRODUCTION

1 MIN.

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

NOTE: While the students are working independently during each activity today, you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *party*, 2. *study*, 3. *hungry*, 4. *hurry*, 5. *happy*, 6. *baby*, 7. *body*, 8. *everything*, 9. *something*, 10. *nothing*, 11. *fur*, *furry*, 12. *call*, 13. *lonely*, 14. *field*, 15. *find*, *found*.)

🔊 First, you will review your spelling and sight words from Week 10 with your partner. Turn to page 26 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.

While the students are working independently, administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

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 "Sando Finds a New Pet" again with your partner and write some sentences with the vocabulary words. Please turn to page 30 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.

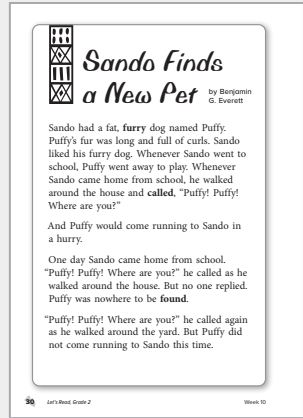
Let's Read  
"Sando Finds a New Pet"  
page 30

1. fur, furry
2. call
3. lonely
4. field
5. find, found

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

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

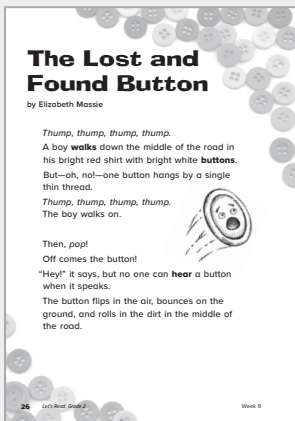
If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.



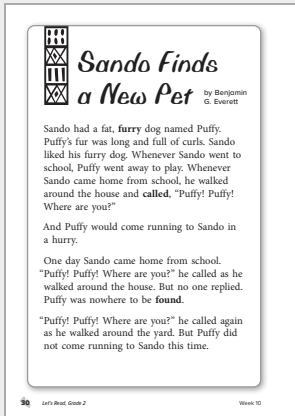
*Let's Read* page 30

Let's Read

1. "The Lost and Found Button"  
page 26
2. "Sando Finds a New Pet"  
page 30



Let's Read page 26



Let's Read page 30

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 "The Lost and Found Button" and "Sando Finds a New Pet" again with your partner and answer the questions at the end. Please turn to page 26 in *Let's Read*.

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

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

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

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



## 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.

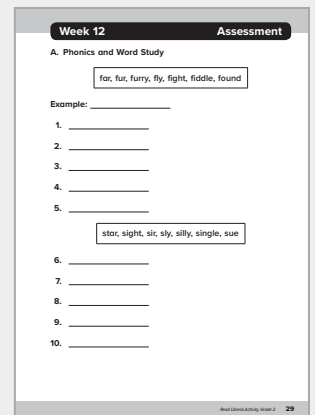
- 🔊 1. *found*
- 2. *far*
- 3. *fiddle*
- 4. *fight*
- 5. *furry*

🔊 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. _____

30 Read Liberia Activity, Grade 2

Student Activity Book  
page 30

## 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.)

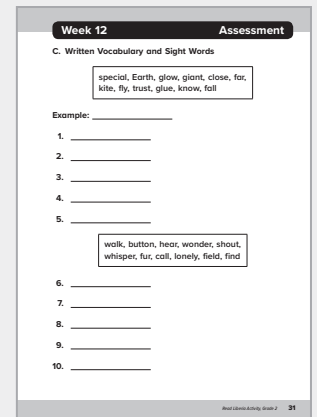
🔊 For numbers 1–5, choose a word from the first box.

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. |



*Student Activity Book*  
page 31

# 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. \_\_\_\_\_

32 Read Liberia Activity, Grade 2

*Student Activity Book*  
page 32

## 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

	<b>Monday (Day 1)</b> <i>pages 210–213</i>	<b>Tuesday (Day 2)</b> <i>pages 214–217</i>	<b>Wednesday (Day 3)</b> <i>pages 218–221</i>	<b>Thursday (Day 4)</b> <i>pages 222–225</i>	<b>Friday (Day 5)</b> <i>pages 226–228</i>
<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:

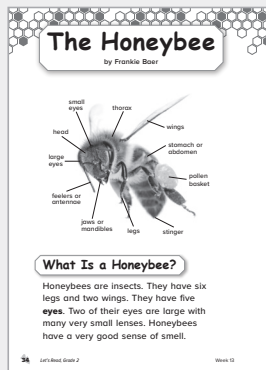
- Read and spell words with *ee* and *ea*
- Demonstrate understanding of and spell the vocabulary/ sight words *honey*, *bee*, *eyes*, *hive*, *body*, *build*
- Read and comprehend “The Honeybee”

**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.**

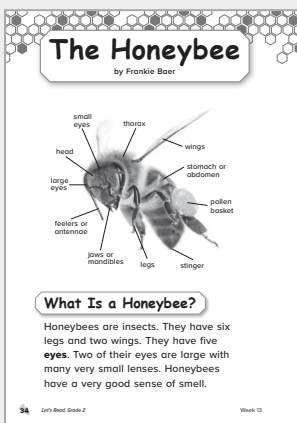
Erase the board from the previous activity.

		
<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>

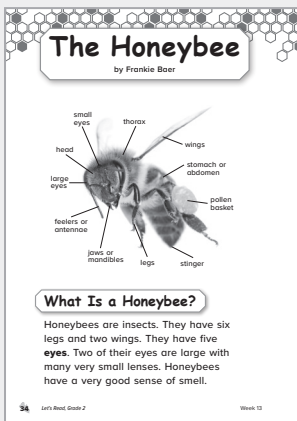
✔ **Daily Check:** Call on 2 students to spell one word each.



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**

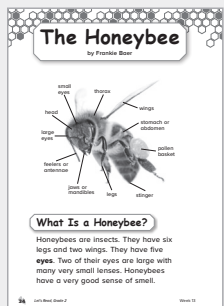
*Let’s Read*

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 <i>ake</i>. 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 <i>ake</i>. 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</i>, <i>mate</i>, and <i>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 <i>ake</i>. 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.

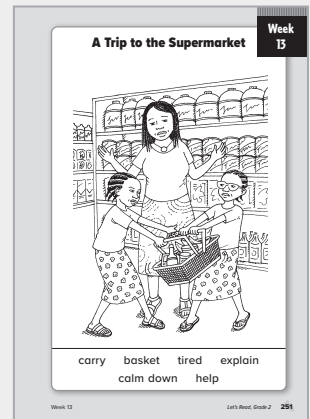
**ORAL VOCABULARY**

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**

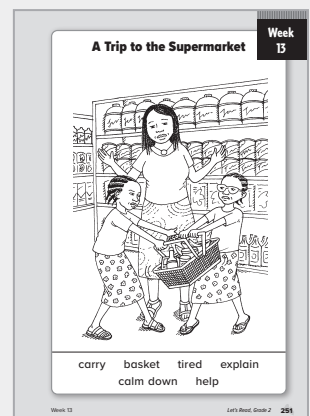
13 MIN.

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:

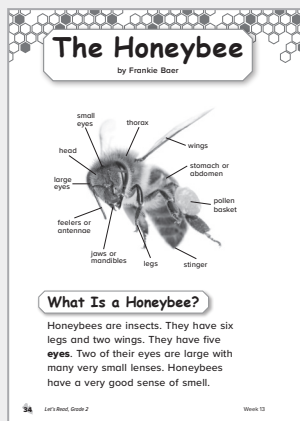
- Read and spell words with the iCe pattern
- Demonstrate understanding of and spell the vocabulary/ sight words *honey, bee, eyes, hive, body, build*
- Read and comprehend “The Honeybee”

**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, etc.</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> <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.

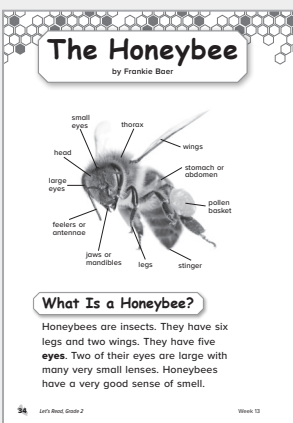
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

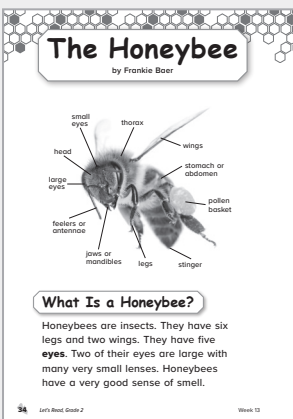
🔊 Now we will review our vocabulary words.

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**

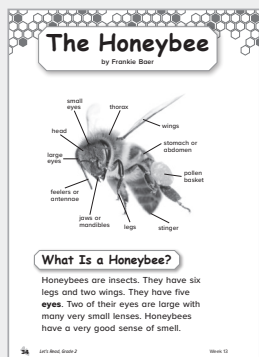
*Let’s Read*

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 . . .

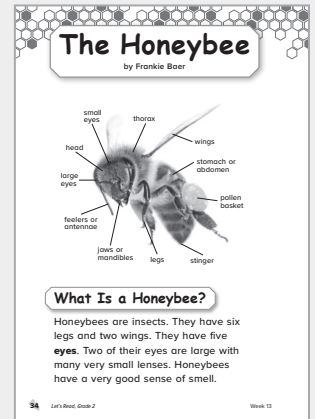
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *carry, basket, tired, explain, calm down, help*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

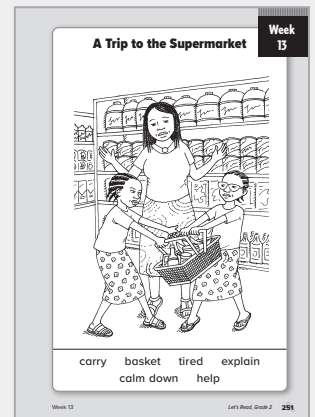
🔊 Remember that this story is fiction. What does a fiction story tell us? (about characters, setting, and events that are made up by the author)

**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</p> <ul style="list-style-type: none"> <li>• Predict outcomes and make judgments after careful evaluation of facts and issues</li> <li>• 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</li> <li>• Demonstrate a literal comprehension of readings, through identification and analysis of main ideas and supporting details</li> <li>• Analyze text content and share ideas, information, and messages with others</li> <li>• Fluently read grade-level texts</li> <li>• Read grade-level text with speed and accuracy</li> <li>• Correctly respond to questions from texts read.</li> </ul>		<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</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of vocabulary and related subject words in context</li> <li>• Read diverse texts fluently</li> <li>• Listen to and discuss texts.</li> </ul>			

**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>
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✔ **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

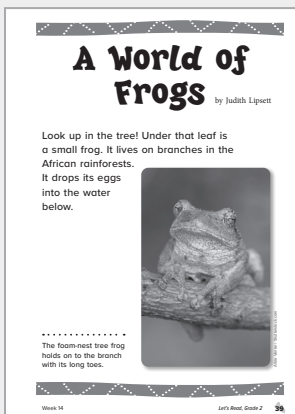
**WRITTEN VOCABULARY / SIGHT WORDS**

**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	

36 Read Liberia 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.

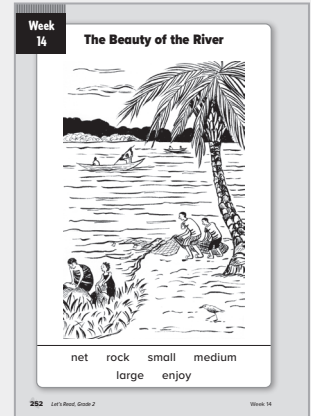
### ORAL VOCABULARY

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**

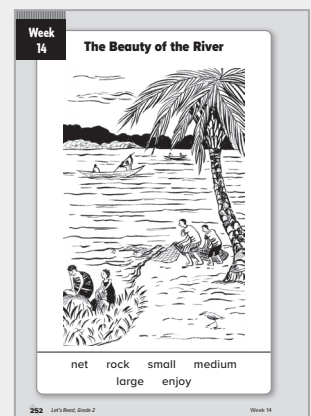
13 MIN.

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>🔊 Now we will spell some words with the letters <i>or</i> and <i>ore</i>. Watch and listen.</p> <p>🔊 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>.</p> <p>🔊 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>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>b-e-f-o-r-e</i>, <i>before</i>.</p> <p>Erase the word.</p>	<p>🔊 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.</p> <p>🔊 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>.</p> <p>🔊 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.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>b-e-f-o-r-e</i>, <i>before</i>.</p>	<p>🔊 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.</p> <p>Dictate these words: <i>before</i>, <i>more</i>, and <i>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</i>, <i>thunder</i>, <i>water</i>, <i>never</i>, <i>over</i>, <i>under</i>, and <i>after</i>.</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. 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.

**A World of Frogs**  
by Judith Lipsett

Look up in the tree! Under that leaf is a small frog. It lives on branches in the African rainforests. It drops its eggs into the water below.



.....  
The foam-nest tree frog holds on to the branch with its long toes.

Week 14      Let's Read, Grade 2      39

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**

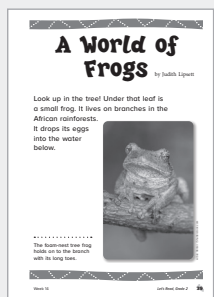
*Let's Read*

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 /ŭr/, 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 /ŭr/. The word is /t/-/ŭr/-/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: /ŭr/, /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? /ŭr/.</b></p> <p>🗣️ <b>Let's read the whole word together: /t/-/ŭr/-/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. (/ŭr/, /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 /ŭr/, 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 /ŭr/ 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**

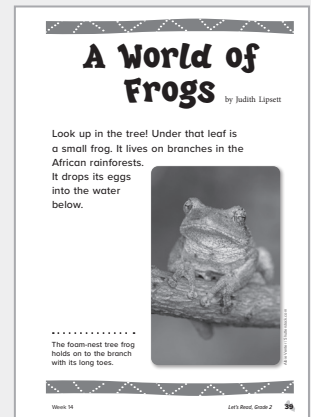
**PREVIEW**

Guide the students to . . .

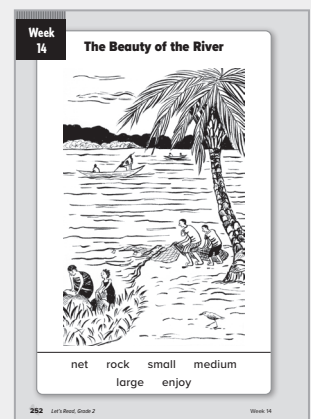
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *net, rock, small, medium, large, enjoy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**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.***

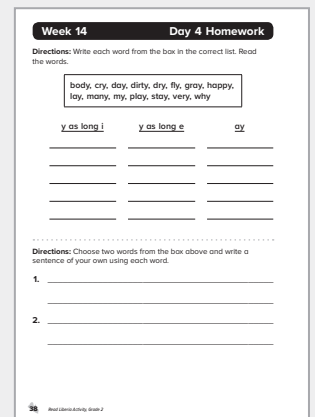
Walk around the room and check the students’ work. Have partners stand up and read their sentences together to the class.

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 /ūr/, 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 /ūr/. The word is /r/-ī/-v/-ūr/, 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: /ūr/, /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? /ūr/.</b></p> <p><b>Let's read the whole word together: /r/-ī/-v/-ūr/, 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> (/ūr/, /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 /ūr/, <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

	<b>Monday (Day 1)</b> <i>pages 250–253</i>	<b>Tuesday (Day 2)</b> <i>pages 254–257</i>	<b>Wednesday (Day 3)</b> <i>pages 258–261</i>	<b>Thursday (Day 4)</b> <i>pages 262–265</i>	<b>Friday (Day 5)</b> <i>pages 266–268</i>
<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:

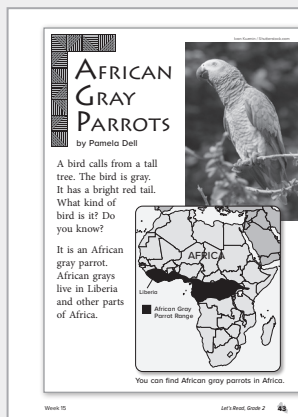
- Read and spell words with *ar* and *ir*
- Demonstrate understanding of and spell the vocabulary/ sight words *fruit, danger, smart, laugh, whistle, word*
- Read and comprehend “African Gray Parrots”

**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>. 🔊 <b>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/.</b></p> <p>Point to <i>far</i>. Underline <i>ar</i>. 🔊 <b>Here I see the letters <i>ar</i>. Together they make the sound /är/. The word is /f/-/är/, <i>far</i>.</b></p> <p>Point to <i>bird</i>. Underline <i>ir</i>. 🔊 <b>Here I see the letters <i>ir</i>. Together they make the sound /ür/. The word is /b/-/ür/-/d/, <i>bird</i>.</b></p>	<p>🔊 <b>Let's do it together.</b></p> <p>Point under <i>ar</i> and <i>ir</i>. 🔊 <b>Say the sounds with me: /är/, /ür/.</b></p> <p>Point to <i>far</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: /f/-/är/, <i>far</i>.</b></p> <p>Repeat with: <i>bird, bark, and girl</i>, highlighting <i>ir</i> as /ür/ and <i>ar</i> as /är/.</p>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point under <i>ar</i> and <i>ir</i>. 🔊 <b>Say the sounds. (/är/, /ür/)</b></p> <p>Point to <i>girl</i>. Point under <i>ir</i>. 🔊 <b>What letters do you see here? (<i>i</i> and <i>r</i>) What sound do they make together? (/ür/)</b></p> <p>🔊 <b>Read the whole word. (/g/-/ür/-/l/, <i>girl</i>)</b></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

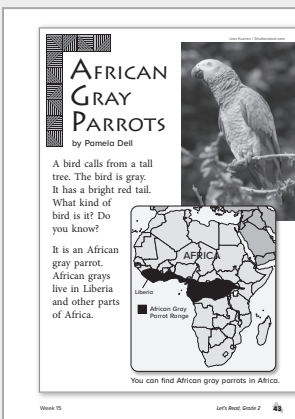
**WRITTEN VOCABULARY / SIGHT WORDS**

**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**

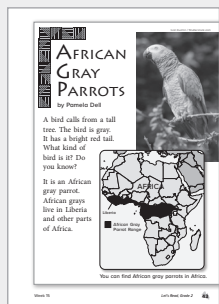
*Let’s Read*

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*.**

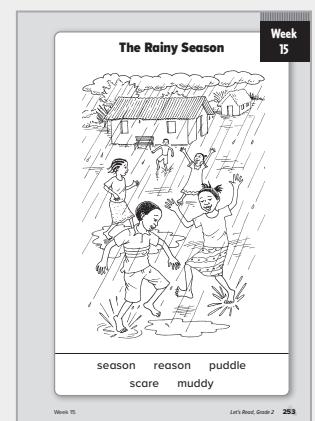
**BEFORE READING**

**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.

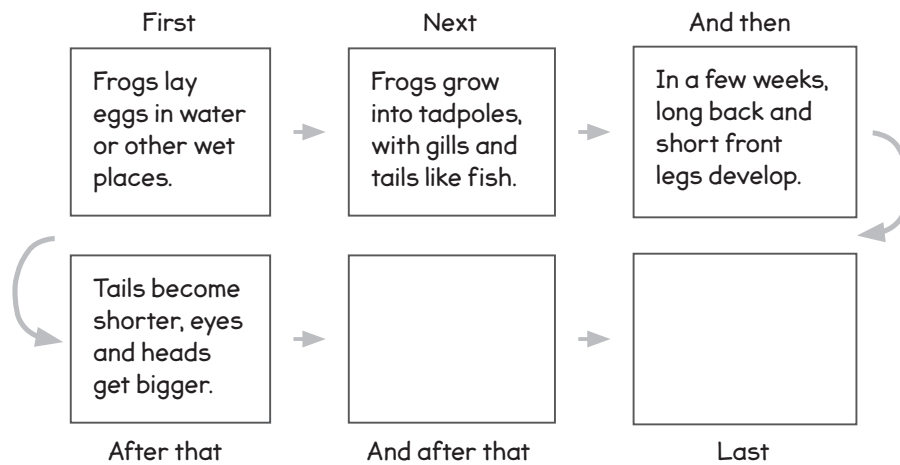
- ▶ 1. **What is the topic of the text?** (the rainy season in Liberia)
2. **The author used supporting details, or facts, to describe what happens during the rainy season. What facts did we learn about the rainy season?** (It starts in late April. The rainy season is when plants grow. The rainy season 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*.

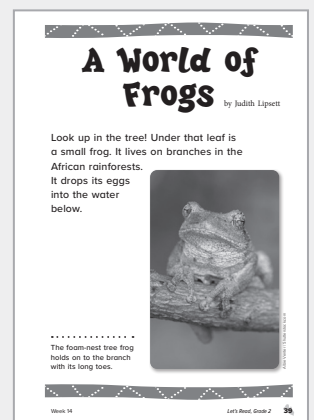
🔊 **And then?** Call on 1–2 students to answer. Draw a picture of what happens, and write in the third box: *In a few weeks, long back and short front legs develop.* Write the words *and then* above the third box. **Repeat after me: *and then*.** Move your hand to the right 2 times.

🔊 **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

er	er
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**

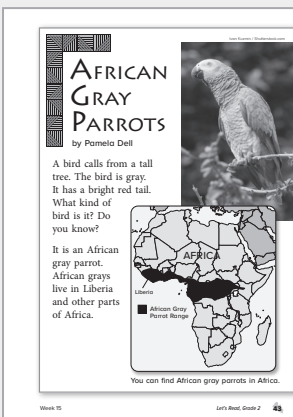
**10 MIN.**

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

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**Spelling Words**

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

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**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**

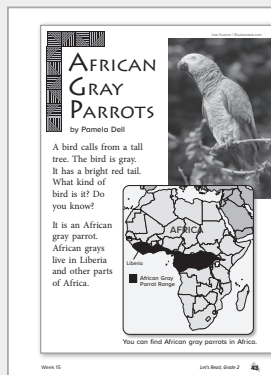
*Let's Read*

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/.  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>.  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.  Point in turn under <i>ay</i> and <i>ai</i>. Say the sounds with me: /ā/, /ā/.  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/.  Let's read the whole word together: /g/-/r/-/ā/, <i>gray</i>.  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.  Point in turn under <i>ay</i> and <i>ai</i>. Say the sounds. (/ā/, /ā/)  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/)  Read the whole word. (/t/-/ā/-/l/, <i>tail</i>)  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**

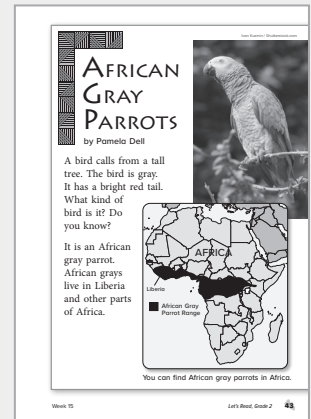
**PREVIEW**

Guide the students to . . .

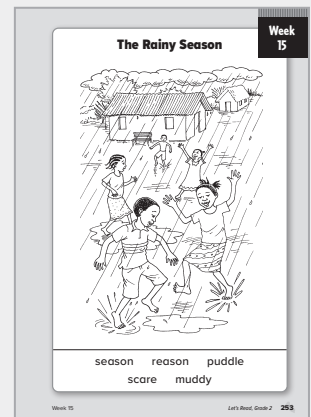
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *season, reason, puddle, scare, muddy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**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.

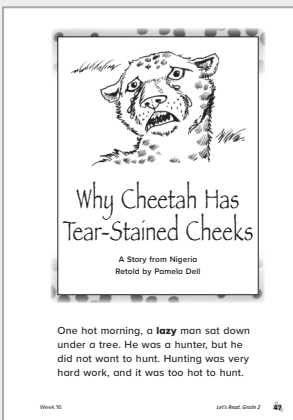
WRITTEN VOCABULARY / SIGHT WORDS

10 MIN.

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

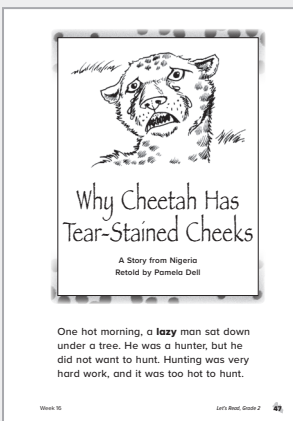
Now we will learn some new vocabulary words.

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.

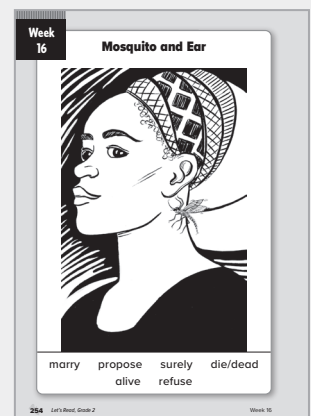
🔊 Now I’m going to read to you a new story called “Mosquito and Ear.” Please turn to page 254 in *Let’s Read*.

**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)

**SHARED WRITING**

15 MIN.

Write a blank “Here, There” chant frame as shown at the right on a large piece of paper and tape it to the board or wall. Have the *Let’s Read* stories available so students can read about parrots. Have them find the adjectives and prepositional phrases they need in order to write a new chant about a parrot.

🔊 This week we will write a new “Here, There” chant together. We will write about a parrot. Look at the *Let’s Read* text about the parrot on page 43. First, let’s write the noun *parrots* on the first line. Then let’s choose adjectives, verbs, and prepositional phrases. Ask for adjectives, verbs, and prepositional phrases line by line. Remind students what the noun is: *parrots*.

🔊 What are 2 adjectives we could use to describe a parrot?

🔊 What is a verb we could use to show what parrots do? What is a prepositional phrase to show where parrots are?

Parrots here, parrots there,  
(noun) (noun)

Parrots , parrots everywhere!  
(noun) (noun)

Gray , smart parrots talk ,  
(adj) (adj) (noun) (verb)

Funny , red-tailed parrots make sounds ,  
(adj) (adj) (noun) (verb)

Special , old parrots sound like bells ,  
(adj) (adj) (noun) (verb)

And smart , African gray parrots whistle .  
(adj) (adj) (noun) (verb)

Parrots in a tall tree ,  
(noun) (prep. phrase)

Parrots in holes in big old trees ,  
(noun) (prep phrase)

And Parrots in pet stores .  
(noun) (prep. phrase)

Parrots here, parrots there,  
(noun) (noun)

Parrots , parrots everywhere!  
(noun) (noun)

Parrots ! Parrots ! Parrots !  
(noun) (noun) (noun)

🔊 Copy the “Parrots” chant in your copybooks. Next time, we will write a “Here, There” chant with a partner.



**HOMWORK**

Have students complete page 43 in the *Student Activity Book* and read “Why Cheetah Has Tear-Stained Cheeks” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

\_\_\_\_\_ 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)

**AFRICAN GRAY PARROTS**  
by Pamela Dell

A bird calls from a tall tree. The bird is gray. It has a bright red tail. What kind of bird is it? Do you know?

It is an African gray parrot. African grays live in Liberia and other parts of Africa.

You can find African gray parrots in Africa.

Week 15 Let's Read, Grade 2 43

Let’s Read page 43

**Week 16 Day 2 Homework**

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

- I \_\_\_\_\_ brush my teeth in the morning.  
(always, all)
- On the exam, we had to decide if the sentence was true or \_\_\_\_\_ .  
(fall, false)
- The teacher hung the poster on the \_\_\_\_\_ for us to see.  
(wall, ball)
- I don't like the stew because it has too much \_\_\_\_\_ .  
(salt, soil)

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

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

all      all      all

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Activity Book page 43

**OBJECTIVES**

Students will be able to:

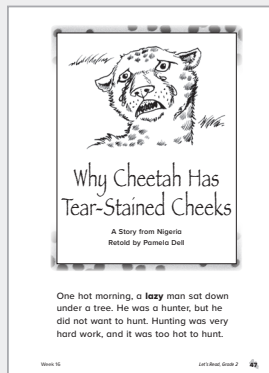
- Read and spell words with *ear, al, and all*
- Demonstrate understanding of and spell the vocabulary/ sight words *lazy, herd, jealous, leap, tears, thief*
- Read and comprehend “Why Cheetah Has Tear-Stained Cheeks”

**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, al, and all</i>. 🔊 <b>This week we learned about the letters <i>ear, al, and 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, a, and 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, al, and 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, a, and 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, al, and 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, near, spear, all, tears, also, 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> <b>▶ 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.</b> </p> <p> <b>▶ The first word is with the letters <i>all</i>. The word is <i>small</i>. I hear 3 sounds: /s/-/m/-/ôl/.</b> </p> <p> <b>▶ 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>.)</b> </p> <p>                     Move your finger under the letters as you say the letter names: ▶ <i>s-m-a-l-l</i>, <b><i>small</i></b>.                 </p> <p>                     Erase the word.                 </p>	 <p> <b>▶ 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.</b> </p> <p> <b>▶ The first word is with the letters <i>all</i>. The word is <i>small</i>. What sounds do we hear? /s/-/m/-/ôl/.</b> </p> <p> <b>▶ 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.</b> </p> <p> <b>▶ Now let's spell the word together with the letter names (point): <i>s-m-a-l-l</i>, <b><i>small</i></b>.</b> </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> <b>▶ 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.</b> </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>
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✔ **Daily Check:** Call on 2 students to spell one word each.

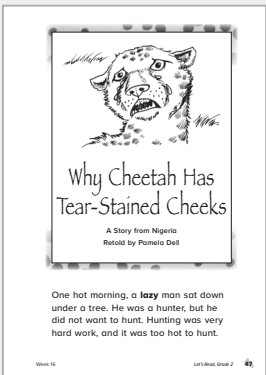
**WRITTEN VOCABULARY / SIGHT WORDS**

**10 MIN.**

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

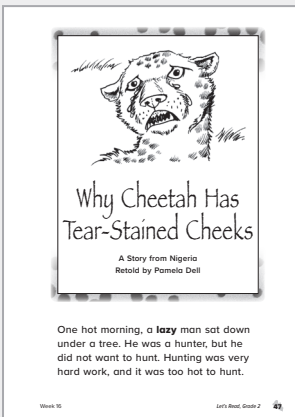
🔊 Now we will review our vocabulary words.

1. 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 e sound, /ē/.</p> <p>Point to <i>speed</i>. Underline <u>ee</u>. ▶ Here I see the vowel team <i>ee</i>. Together the two e’s make the sound /ē/. The word is /s/-/p/-/ē/-/d/, <i>speed</i>.</p> <p>Point to <i>steal</i>. Underline <u>ea</u>. ▶ Here I see the vowel team <i>ea</i>. Together e and a 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? e and e. 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? (e and a) 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**

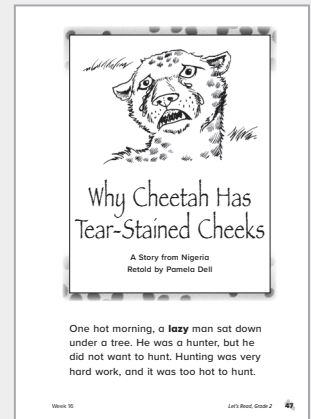
Guide the students to . . .

- 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.

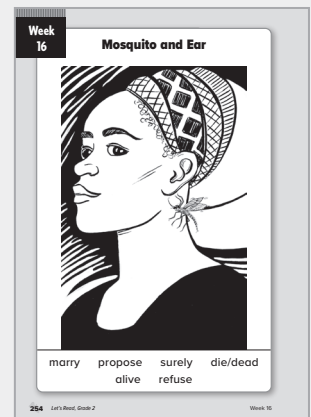
**FEATURES OF TEXT**

🔊 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)

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*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><i>ear</i></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><i>all</i></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

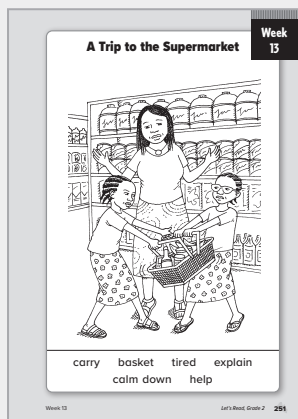
Week 17 | Day 1

## 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**

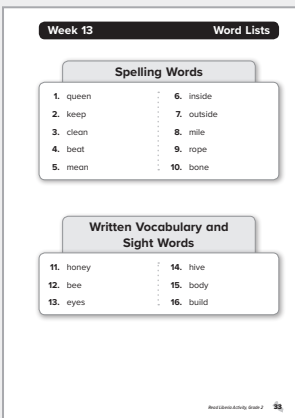
Accept any answer supported by the text. Sample answers are given in parentheses.

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.

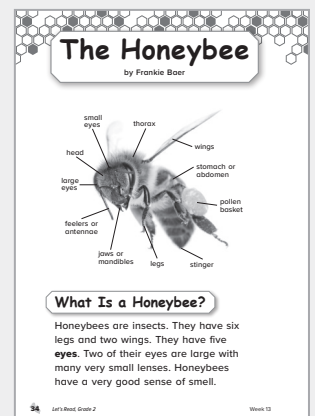
**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *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

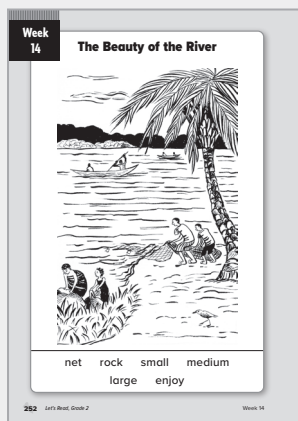
Week 17 | Day 2

## 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.)



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

**PHONICS AND WORD STUDY**

**12 MIN.**

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

		
<p>🔊 Remember 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>🔊 Remember also 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>🔊 Watch and listen as I read a word.</p> <p>Point to <i>her</i>. Point under each letter.</p> <p>🔊 /h/–/ūr/, <i>her</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>her</i>. Point under each letter.</p> <p>🔊 /h/–/ūr/, <i>her</i>.</p> <p>Repeat with <i>or</i>, <i>more</i>, <i>stay</i>, <i>dry</i>, and <i>body</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. *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.

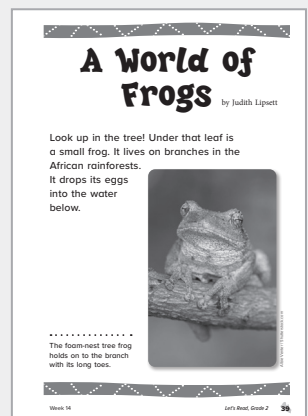
**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *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  
“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*

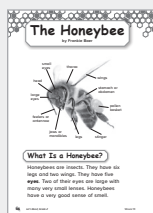
## LEARNING RESOURCES

 *Let's Read*

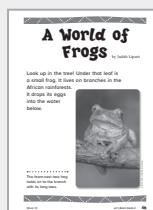
 Student copybooks

### 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

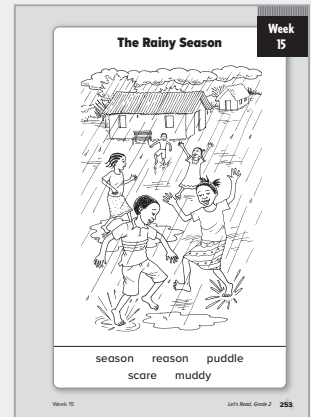
PREVIEW

Guide the students to . . .

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

1. season	<p>Season. A <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. 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 <i>reason</i> 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 <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. Let’s pretend to splash in a puddle. (Do the motions.)</p>
4. scare	<p>Scare. To <i>scare</i> 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. <i>Muddy</i> 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.



Remember that the letters *ar* together make the sound /är/. The letters *ir* or *er* together make the sound /ür/. The letters *or* or *ore* together make the sound /or/. The vowel teams *ay* or *ai* both make the long *a* sound, /ā/.

Watch and listen as I read a word.

Point to *far*. Point under each letter.

/f/-/är/, *far*.



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

Point to *far*. Point under each letter.

/f/-/är/, *far*.

Repeat with *bird*, *her*, *sort*, *wore*, *gray*, and *tail*.



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

One at a time point under the remaining words.

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*

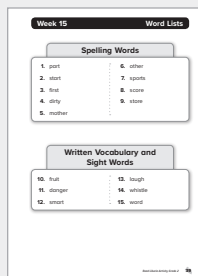
## LEARNING RESOURCES

 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.**

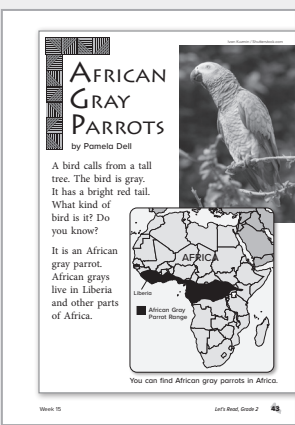
Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 **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*.**

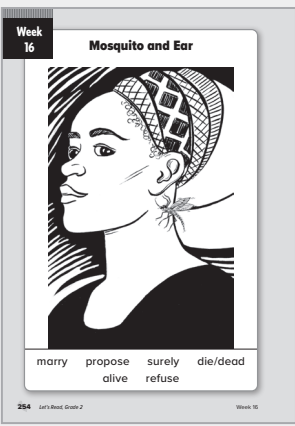
Have the students work in pairs. First they take turns to read the text aloud to each other, helping each other read correctly and fluently. Students should read the text 2 times each. When they finish reading, the partners work together to write an original sentence with each of the written vocabulary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

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

**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:

1. marry	<p>🔊 <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.</p>
2. propose	<p>🔊 <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?</p>
3. surely	<p>🔊 <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.</p>
4. die, dead	<p>🔊 <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?</p>
5. alive	<p>🔊 <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.</p>
6. refuse	<p>🔊 <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.</p>

- 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”

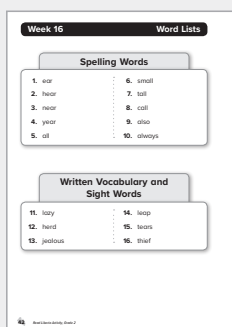
## LEARNING RESOURCES

 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.

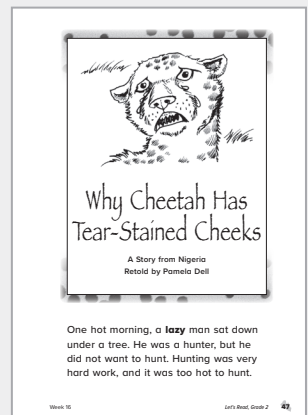
**Differentiated Instruction:** This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *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  
“Why  
Cheetah Has  
Tear-Stained  
Cheeks”  
page 47

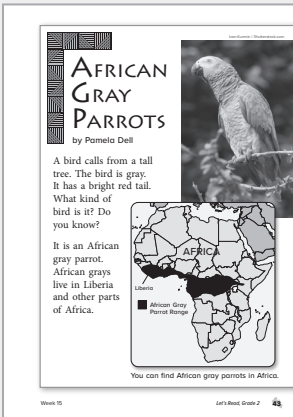
1. lazy
2. herd
3. jealous
4. leap
5. tears
6. thief



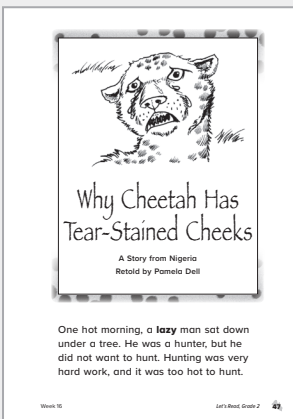
*Let's Read* page 47

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.

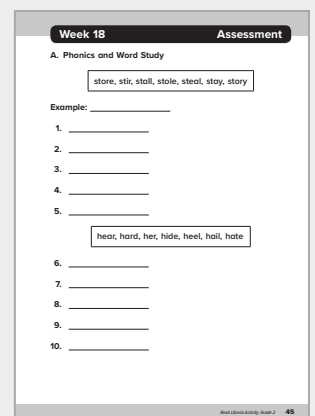
- 🔊 1. *stole*
- 2. *stir*
- 3. *story*
- 4. *stall*
- 5. *steal*

🔊 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.

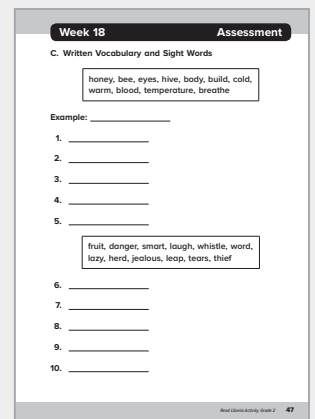
- 🔊 **1. This word is the part of our body that we use to see things with. (Point to your eyes.)**
- 2. This word means when you take in air and let it back out through your nose or mouth, like this. (Demonstrate *breathing*.)**
- 3. This word is the sweet food that bees make in their hive.**
- 4. This 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**

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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>

