

# Week 15 Lesson Planner

	Monday (Day 1) <i>pages 250–253</i>	Tuesday (Day 2) <i>pages 254–257</i>	Wednesday (Day 3) <i>pages 258–261</i>	Thursday (Day 4) <i>pages 262–265</i>	Friday (Day 5) <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**

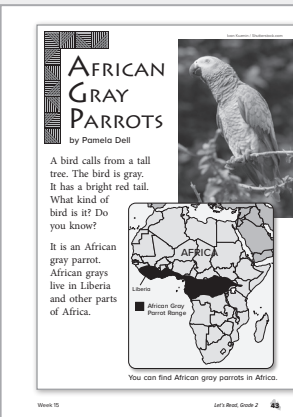
Student copybooks

*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</i>, <i>bark</i>, and <i>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/-ll/, <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**

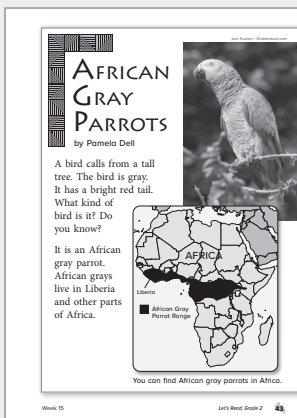
**10 MIN.**

Erase the board from the previous activity.

		
<p>🔊 <b>Now we will spell some short words with the letters <i>ar</i> and <i>ir</i>. Watch and listen.</b></p> <p>🔊 <b>The word is <i>part</i>. I hear 3 sounds: /p/-/är/-/t/.</b></p> <p>🔊 <b>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>.)</b></p> <p>Move your finger under the letters as you say the letter names: 🔊 <b><i>p-a-r-t, part.</i></b></p> <p>Erase the word.</p>	<p>🔊 <b>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.</b></p> <p>🔊 <b>The first word is <i>part</i>. What sounds do we hear? /p/-/är/-/t/.</b></p> <p>🔊 <b>Let's write it: /p/ (write <i>p</i>), /är/ (write <i>ar</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>p-a-r-t, part.</i></b></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>🔊 <b>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.</b></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



Let's Read page 43

**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 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?</i> (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 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?</i> (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 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?</i> (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.) <b>Let's all laugh and say, "We are laughing!"</b>
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 is the sound you make when you blow air out between your lips, like this.</i> (Demonstrate.) <b>Can you whistle? Let's whistle together.</b>
6. word	Point to <i>word</i> . 🔊 This word is <i>word</i> . Together: <i>word, w-o-r-d, word. A word is a letter or group of letters that you write or say. Tell me a new word you learned today.</i>

**READING COMPREHENSION**

**20 MIN.**

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

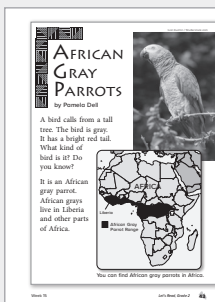
 *Let’s Read*

 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 /ūr/.</p> <p>Point to <i>her</i>. Underline <u>er</u>. ▶▶ Here I see the letters <i>er</i>. Together they make the sound /ūr/. The word is /h/–/ūr/, <i>her</i>.</p>	<p>▶▶ Let’s do it together.</p> <p>Point under <i>er</i>. ▶▶ Say the sound with me: /ūr/.</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? /ūr/.</p> <p>▶▶ Let’s read the whole word together: /h/–/ūr/, <i>her</i>.</p> <p>Repeat with: <i>danger</i> (/d/–/ā/–/n/–/j/–/ūr/), <i>other</i> (/ū/–/th/–/ūr/), and <i>water</i> (/w/–/ō/–/t/–/ūr/). 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. (/ūr/)</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? (/ūr/)</p> <p>▶▶ Read the whole word. (/w/–/ō/–/t/–/ūr/, <i>water</i>)</p> <p>Repeat with the remaining words. For <i>mother</i>, tell students the letter <i>o</i> makes the sound /ū/, 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 /ūr/ 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. What is another season we have in Liberia? (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. 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.)
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. Let's pretend to splash in a puddle. (Do the motions.)
4. scare	🔊 <b>Scare.</b> 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!"
5. muddy	🔊 <b>Muddy.</b> <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> .)

**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**

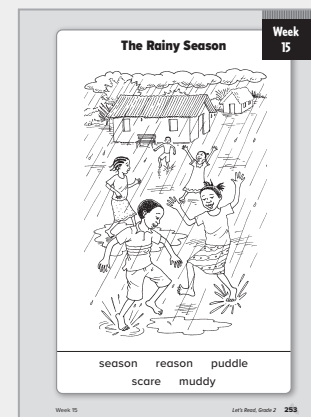
**PREVIEW**

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.

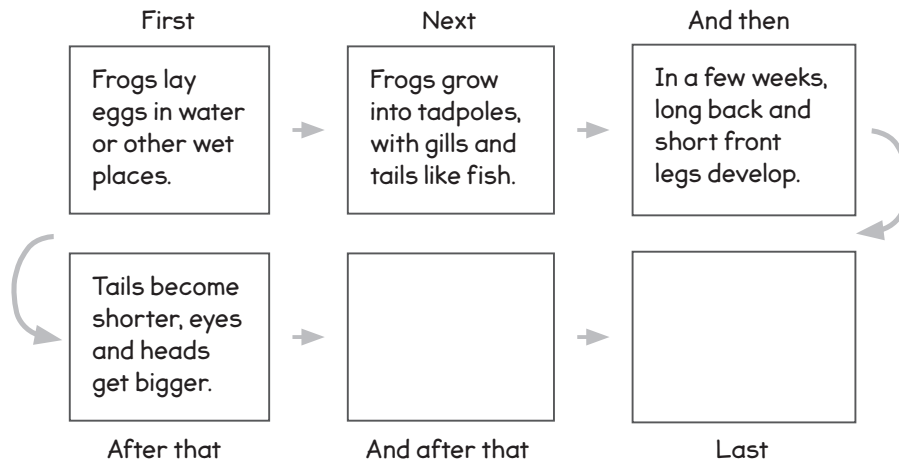
1. **What is the topic of the text?** (the rainy season in Liberia)
2. **The author used supporting details, or facts, to describe what happens during the rainy season. What facts did we learn about the rainy season?** (It starts in late April. The rainy season is when plants grow. The rainy season helps 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.

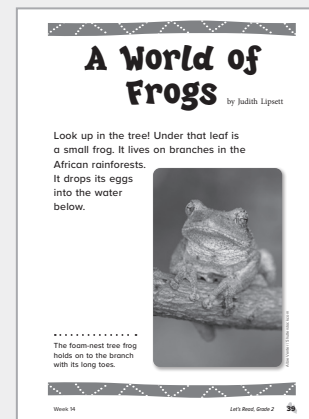
👉 **What happens after that?** Call on 1–2 students to answer. Draw a picture of what happens, and write what happens *after that* in the fourth box: *Tails become shorter, eyes and heads get bigger.* Write the words *after that* below the fourth box. **Repeat after me: *after that*.** Move your hand 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.**

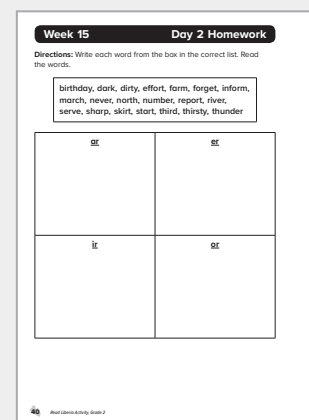


**HOMework**

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



*Student Activity Book* page 40

Week  
15

Day  
3

### 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 <i>or</i>. 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, important, and wore, highlighting or and ore as /or/.</i></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 <i>ore</i>.</p> <p>What letters do you see here? (<i>ore</i>)</p> <p>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>

**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.

**READING COMPREHENSION**

**20 MIN.**

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

Let's Read page 43

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

**FEATURES OF TEXT**

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

**DURING READING**

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

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

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



**HOMework**

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

Week 15 Word Lists

**Spelling Words**

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

**Written Vocabulary and Sight Words**

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

Read Liberia Activity Book 2 39

*Student Activity Book*  
page 39

**OBJECTIVES**

Students will be able to:

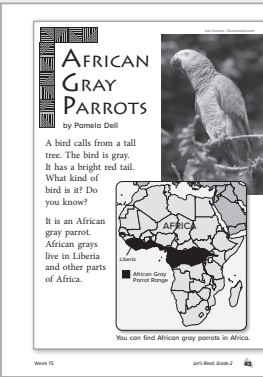
- Read words with *ay* and *ai*
- Read fluently “African Gray Parrots”
- Listen to and comprehend “The Rainy Season”
- Use a Sequence of Events map to review the life cycle of a frog

**LEARNING RESOURCES**

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

ay ai

gray	tail
rain	stay
say	stain
tail	may
	train



*Let’s Read* page 43

**INTRODUCTION**

**1 MIN.**

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

**PHONICS AND WORD STUDY**

**10 MIN.**

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

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

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

**READING FLUENCY PRACTICE** 

12 MIN.

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

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

**READ-ALoud**

13 MIN.

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

**BEFORE READING**

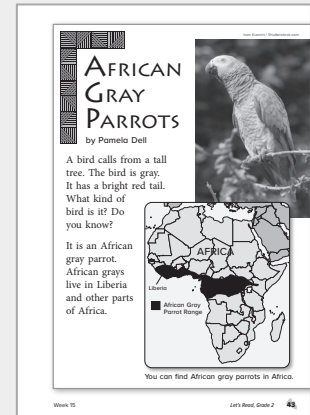
**PREVIEW**

Guide the students to . . .

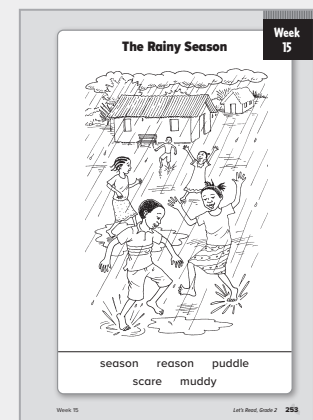
- review the meanings of the vocabulary words that they learned on Day 2 (i.e., *season, reason, puddle, scare, muddy*).
- describe the picture, helping them with vocabulary as needed.
- find their vocabulary words in the picture.

**FEATURES OF TEXT**

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



Let’s Read page 43



Let’s Read page 253

**DURING READING**

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

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

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

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

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

**SHARED WRITING**

15 MIN.

Tape the Sequence of Events map from Day 2 (below) on the board.

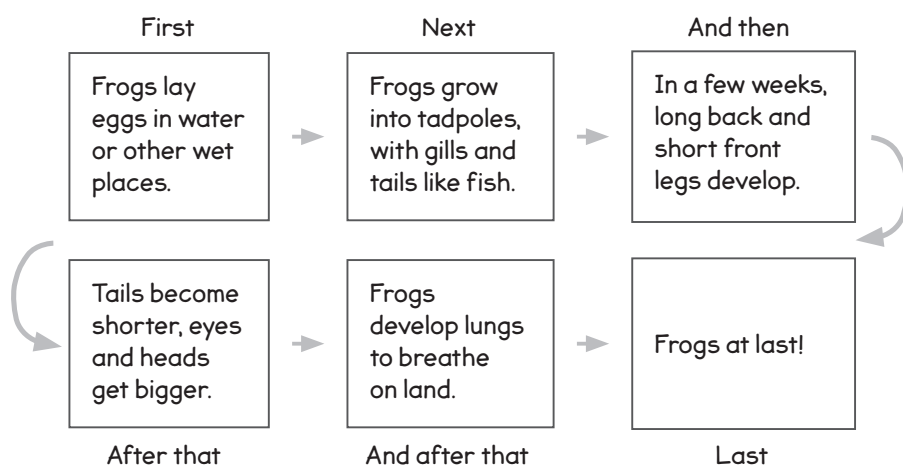
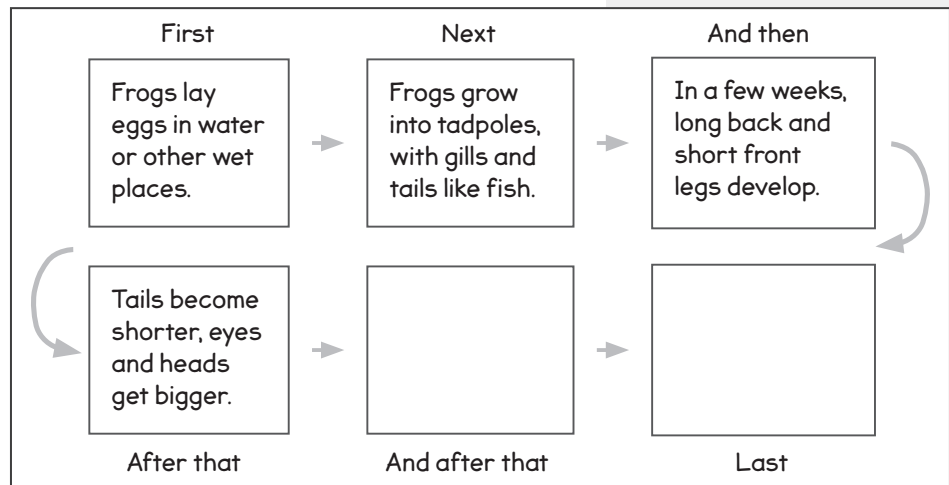
Today we will review what happens in the life cycle of a frog, and we will add two more events.

What happens first in the life cycle of a frog? Call on 1–2 students to answer. Say what happens *first* in the first box: **Frogs lay eggs in water or other wet places. Repeat after me: first.** Hold your finger up like a number 1. **What happens next?**

Call on 1–2 students to answer. Say what happens *next* in the second box: **Frogs grow into tadpoles with gills and tails like fish. Repeat after me: next.** Move your hand to the right 1 time. **And then?** Call on 1–2 students to answer. Say *and then* to ask what happens in the third box: **In a few weeks, long back and short front legs develop. Repeat after me: and then.** Move your hand to the right 2 times. **What happens after that?** Call on 1–2 students to answer. Say what happens *after that* in the fourth box: **Tails become shorter, eyes and heads get bigger. Repeat after me: after that.** Move your hand to the right 3 times.

Now we will add the last two events in the life cycle of a frog: **And after that?** Call on 1–2 students to answer. Write what happens *after that* in the fifth box: **Frogs develop lungs to breathe on land. Write and after that below the fifth box. Repeat after me: and after that.** Move your right hand in a circle, palm up.

What happens last? Call on 1–2 students to answer. Write what happens last in the last box: **Frogs at last! Write the word last below the last box. Repeat after me: last.** Firmly chop the air with your right hand.



**HOMEWORK**

Have students complete page 41 in the *Student Activity Book* and read “African Gray Parrots” aloud to someone at home. Also remind students to study their spelling and sight words for the quiz tomorrow.

**Week 15 Day 4 Homework**

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

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

ay                      ai

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

1. The \_\_\_\_\_ made me a new dress.

2. I am not \_\_\_\_\_ of spiders!

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

1. s \_\_\_\_\_ y \_\_\_\_\_                      4. d \_\_\_\_\_

2. w \_\_\_\_\_ t \_\_\_\_\_                      5. pl \_\_\_\_\_

3. r \_\_\_\_\_ n \_\_\_\_\_                      6. st \_\_\_\_\_


*Student Activity Book*  
page 41

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