

Unit
5

GRADE 2

Teacher's Edition

 NATIONAL GEOGRAPHIC

Reach for Reading

COMMON CORE PROGRAM





exploration

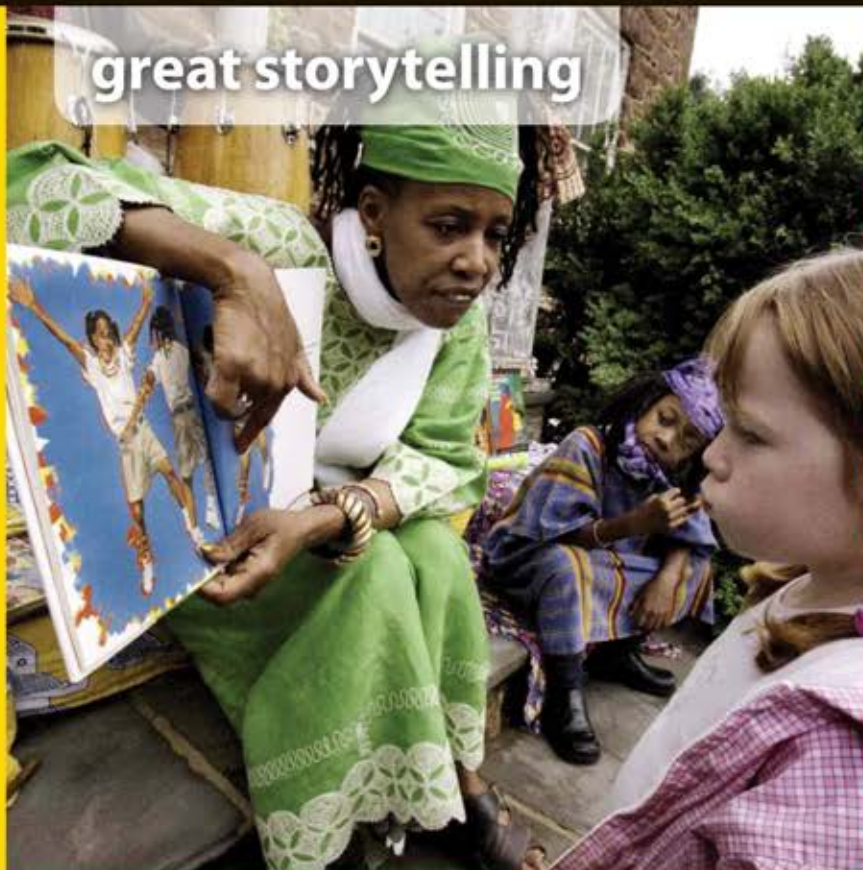


compelling
visuals



education

Forwarding the National Geographic Mission




great storytelling



celebration of cultures



authenticity

 NATIONAL GEOGRAPHIC
Reach
for **Reading**
COMMON CORE PROGRAM



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Meet the Artist

Joel Sotelo grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

Acknowledgments

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Everything Changes



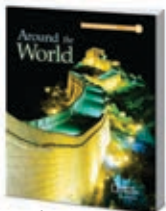

? BIG QUESTION

Why is nature always changing?



PHONICS & READING SKILLS

PHONICS BOOKS

<p>Long <i>i</i></p> <p>Silent Consonants <i>kn, gn, wr, mb</i></p> <p>Analyze Theme</p> <p>Visualize</p>	<p>Week 1 T263g</p> <p>Fletcher and the Falling Leaves Animal Fantasy T268 by Julia Rawlinson; Illustrated by Tiphonie Beeke</p> <p>When the Wind Stops Realistic Fiction T273 by Charlotte Zolotow; illustrated by Stefano Vitale </p>	 <p>Book 17</p>
<p>Words with <i>-y</i></p> <p>Plurals <i>-s, -es, -ies</i></p> <p>Soft <i>c</i> and <i>g</i></p> <p>Analyze Steps in a Process</p> <p>Visualize</p>	<p>Week 2 T289c</p> <p>Day and Night Science Article T291 by Glen Phelan</p> <p>Make a Sundial Science Experiment T296f by Joanie Heller </p>	 <p>Book 18</p>
<p>Vowel Digraphs <i>oo, _ue</i></p> <p>Endings <i>-er, -est</i></p> <p>Compare and Contrast</p> <p>Visualize</p>	<p>Week 3 T297e</p> <p>A Tree for All Seasons Science Book T300 by Robin Bernard </p> <p>What Makes the Seasons? Poem T305 written and illustrated by Megan Montague Cash</p>	 <p>Book 19</p>
<p>Vowel Digraphs <i>ew, ui, ou, _ue</i></p> <p>Endings <i>-s, -es, -ed, -ing</i></p> <p>Analyze Author's Reasons</p> <p>Visualize</p>	<p>Week 4 T319c</p> <p>A Winter Wonder Science Article T321 by Tyrone Hayes, PhD</p> <p> NATIONAL GEOGRAPHIC EXCLUSIVE</p> <p>Saving the Habitats of Polar Bears Persuasive Article T324f by Louis Pavlik </p>	 <p>Book 20</p>

RESOURCES

Practice Masters PM5.1–PM5.57
Leveled Reading LR1–LR19

Assessment Masters A5.1–A5.51
Reteaching Masters RT5.1–RT5.15

Classroom Management

Whole Group Time

TEACHER

- Conduct Phonics Lessons
- Conduct Reading Lessons
- Teach Daily Language Arts
 - Daily Spelling & Word Work
 - Daily Grammar
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

STUDENT

- Learn to Read
- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Engage in Daily Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

Leveled Reading Time

TEACHER

- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENT

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Learning Station Time

TEACHER

- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

STUDENT

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice

Everything Changes

 **BIG**
Question

Why is nature always changing?



Unit 5 Program Resources

WHOLE GROUP TIME



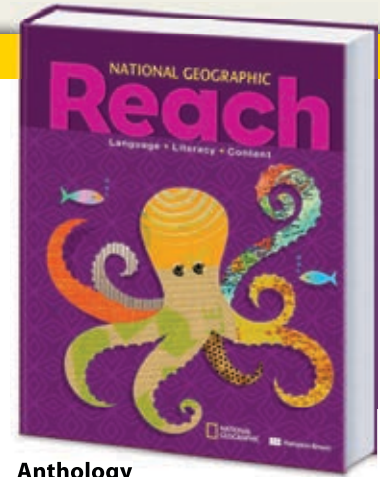
NGReach.com



Read On Your Own
Decodable Books



- Write-On/Wipe-Off Boards
- Sound/Spelling Cards
- Phonics Picture Cards
- Sing with Me Phonics Songs



Anthology
Volume 2, pages T263b–T331a



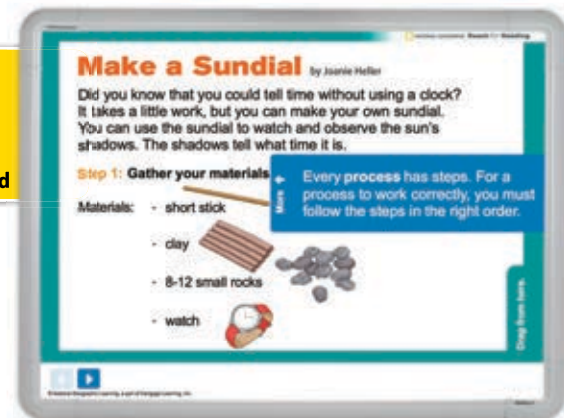
Build Background Video



Big Books



Interactive Whiteboard



Interactive Read Alouds 9 and 10

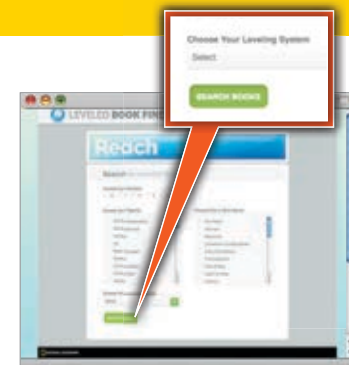
LEVELED READING TIME



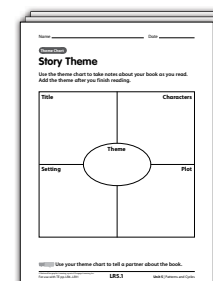
Fiction Levelled Books



Nonfiction Levelled Books



Leveled Book Finder



Leveled Reading Masters
LR5.1–LR5.3

LEARNING STATION TIME



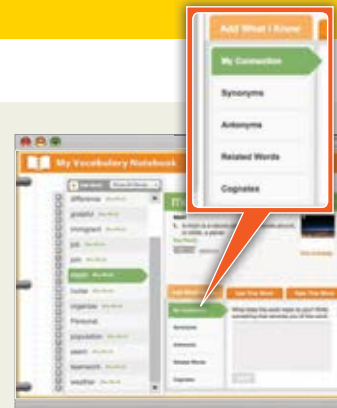
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Student Technology

- My Assignments
- Phonics Games
- Vocabulary Games
- Digital Library
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Digital Library



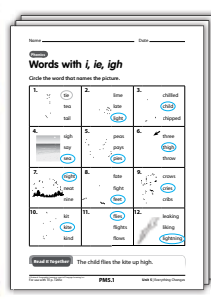
My Vocabulary Notebook



Phonics Games & Vocabulary Games



Practice Book
PM5.1-PM5.00



Practice Masters
PM5.1-PM5.45



Teamwork Activities



ESL Kit

PLANNING RESOURCES



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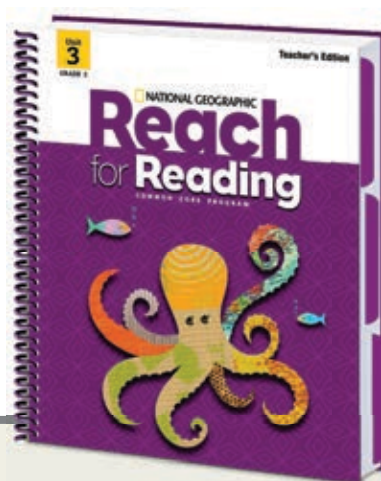
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 5.1-5.17
- Family Newsletter 5 (in 7 languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



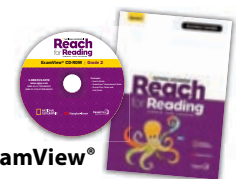
Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Leveled Reading
- Assessment and Reteaching Masters

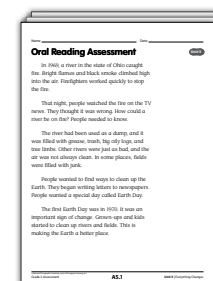
ASSESSMENT & RETEACHING



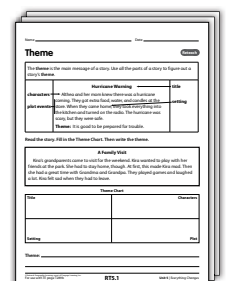
eAssessment™



ExamView®



Assessment Masters
A5.1-A5.54





Reteaching Masters
RT5.1-RT5.13

Unit 5 Skills at a Glance

✔ = TESTED SKILL

Introduce Unit 5	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1  	Listen to an Animal Fantasy ✔ Analyze Theme ✔ Visualize Engage in Discussion Describe Scenes Preview and Predict Ask and Answer Questions Talk About It	Phonics Substitute Initial Sounds ✔ Read and Spell Words with <i>i, ie, and igh</i> ✔ Read and Spell Words with <i>kn, gn, wr, mb</i> ✔ Grammar: Sentence Types ✔ Science Vocabulary begins earth ends moon night shadows stars ✔ Academic Vocabulary appear motion observe pattern repeat	Read and Comprehend an Animal Fantasy Read and Comprehend Realistic Fiction ✔ Analyze Theme ✔ Visualize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words air earth even hear here morning near round sound start 	
Week 2   	Preview and Predict Explain Day and Night Preview and Predict Explain and Experiment Relate Readings to the Big Question	Phonics Delete Final Syllable Substitute Initial Sounds ✔ Read and Spell Words with <i>-y</i> ✔ Read and Spell Words with Soft <i>c</i> and <i>g</i> ✔ Grammar: Sentence Types ✔ Identify Antonyms/Try It Together	Read and Comprehend a Science Article ✔ Analyze Steps in a Process ✔ Visualize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words also blue every fall family first many most mountain only 	
Week 3  	Listen to a Science Book ✔ Compare and Contrast ✔ Visualize Make Comparisons Compare Photographs Preview and Predict Describe Seasonal Changes Talk About It	Phonics Substitute Medial Sounds and Final Syllables ✔ Read and Spell Words with <i>oo, _ue</i> ✔ Read and Spell Words with <i>-er, -est</i> ✔ Grammar: Compound Sentences ✔ Science Vocabulary autumn fall seasons spring summer weather winter ✔ Academic Vocabulary affect explain happen measure reason	Read and Comprehend a Science Book Read and Comprehend a Poem ✔ Compare and Contrast ✔ Visualize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words above better far full goes long something talk watch while 	
Week 4   	Preview and Predict Explain Photographs Preview and Predict Discuss Author's Reasons Relate Readings to the Big Question	Phonics Substitute Final Sounds and Syllables ✔ Read and Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i> ✔ Read and Spell Words with <i>-s, -es, -ed, -ing</i> ✔ Grammar: Questions ✔ Multiple Meaning Words/Try It Together	Read and Comprehend a Science Article ✔ Analyze Author's ✔ Visualize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words again almost any below grown never surprise tomorrow went 	
Unit 5 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question Why is nature always changing?




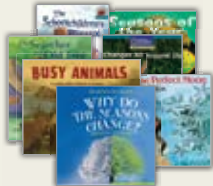
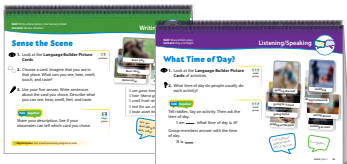
Writing	LEARNING STATION TIME	ASSESSMENT & RETEACHING	LEVELED READING
<p>Power Writing Write About Theme Write About Nature Write a New Moral Writer's Craft: Use Details Write About It</p>	<p>Speaking and Listening Mr. Wind; Moon in the Sky Language and Vocabulary Vocabulary Games; My Vocabulary Notebook Writing Sense the Scene; What's Next? Cross-Curricular City Weather; Time Around the World Reading and Intervention Reading About Nature; Phonics Games; Reteach <i>kn, wr, gn, mb</i>; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with <i>i, ie, and igh</i> ✓ Read and Spell Words with <i>kn, gn, wr, mb</i> ✓ High Frequency Words ✓ Fluency: Expression ✓ Analyze Theme ✓ Visualize ✓ Science and Academic Vocabulary ✓ Grammar: Sentence Types ✓ Write Descriptive Sentences 	<p>GUIDED READING LEVELS A – K Weeks 1–4</p>  <ul style="list-style-type: none"> D <i>Snowball Soup</i> E <i>Spring</i> F <i>Farming</i> G <i>Who Likes the Night?</i> H <i>The Earth</i> I <i>The Searcher and Old Tree</i> I <i>Busy Animals: Learning About Animals in Autumn</i> J <i>A Tree of Her Own</i> J <i>Seasons of the Year</i> K <i>Ayu and the Perfect Moon</i> K <i>Frog and Toad All Year</i> L <i>The Schoolchildren's Blizzard</i> L <i>Changing Seasons</i> M <i>Changes All Around Us</i> N <i>The Changing Earth</i> O <i>Why Do the Seasons Change?</i> <p> Leveled Book Finder</p>
<p>Power Writing Write About Day or Night Write About Author's Purpose Write Steps in a Process Write to Explain Write About Change</p>	<p>Speaking and Listening What Time of Day?; Day and Night Language and Vocabulary Vocabulary Games; My Vocabulary Notebook Writing What Time Is It?; Active Days Cross-Curricular Winter Sun, Summer Sun; Star Attraction Reading and Intervention Party with the Stars; Phonics Games; Reteach Soft <i>c</i> and <i>g</i>; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with <i>-y</i> ✓ Read and Spell Words with Soft <i>c</i> and <i>g</i> ✓ High Frequency Words ✓ Fluency: Expression ✓ Analyze Steps in a Process ✓ Visualize ✓ Grammar: Sentence Types ✓ Identify Suffixes ✓ Write a Comparison 	
<p>Power Writing Write Comparisons Write Descriptions Write Reasons for Seasons Write to Compare and Contrast Write About It</p>	<p>Speaking and Listening Weather Wear; Through the Seasons Language and Vocabulary Vocabulary Games; My Vocabulary Notebook Writing Weather Words; Season Sentences Cross-Curricular Make a Weather Chart; Winter Solstice Reading and Intervention Compare and Contrast; Phonics Games; Reteach /<i>oo/ oo, _ue</i>; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with Vowel Digraphs <i>oa, ow</i> and Words with <i>o, -old</i> ✓ Fluency: Intonation ✓ Analyze Sequence ✓ Make Connections ✓ Science and Academic Vocabulary ✓ Grammar: Use Subjects and Verbs ✓ Write a Main Idea and Details Paragraph 	
<p>Power Writing Write About the Author Write to Compare Write an Opinion Write About Author's Reasons Write About Change</p> <p>Writing Project Write About Seasons</p>	<p>Speaking and Listening First Things First; Adaptable Animals Language and Vocabulary Vocabulary Games; My Vocabulary Notebook Writing Winter Fun; Write an Opinion Cross-Curricular Temperature Patterns, My Time of Year Reading and Intervention Hibernation News; Phonics Games; Reteach /<i>oo/ and /yoo/</i>; ESL Instruction</p>	<ul style="list-style-type: none"> ✓ Learn Compound Words and Abbreviations ✓ High Frequency Words ✓ Fluency: Intonation ✓ Analyze Author's Purpose ✓ Make Connections ✓ Identify Synonyms ✓ Grammar: Nouns and Verbs ✓ Write Narrative Sentences ✓ Writing Trait: Organization 	

Week 1 Planner




Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness ⌚ 5 minutes	☑ Substitute Initial Sounds T265a	☑ Substitute Initial Sounds T268e
	Phonics and Spelling ⌚ 20–30 minutes 	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b, e ☑ Words with <i>i, ie, igh</i> T265a	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b, e; CC.2.Rfou.4 ☑ Words with <i>i, ie, igh</i> T268e ☑ Read with Fluency T268g
	High Frequency Words ⌚ 5–10 minutes	Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T263k ☑ Words with <i>i, ie, igh</i> T265c	Spelling CC.2.L.2.d ☑ Words with <i>i, ie, igh</i> T263k, T268f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening ⌚ 10 minutes	Introduce the Big Question; Review Unit Projects T264–T265 CC.2.SL.1 Engage in Discussions T266 CC.2.SL.1; CC.2.SL.1.a	Describe Scenes T269 CC.2.SL.6; CC.2.Rlit.4, 5
	Language and Vocabulary ⌚ 15–25 minutes	Daily Grammar CC.2.SL.6; CC.2.L.1.f ☑ Use Complete Sentences T263m Science Vocabulary CC.2.L.4 ☑ Key Words T266 begins day earth ends moon night shadows stars	Daily Grammar CC.2.SL.6; CC.2.L.1.f ☑ Use Complete Sentences T263m Academic Vocabulary CC.2.L.4 ☑ More Key Words T268i appear motion observe pattern repeat
	Reading ⌚ 20–40 minutes	Read ☑ Read-Aloud: Animal Fantasy T268 Comprehension CC.2.Rlit.2 ☑ Theme T267a 	Reread ☑ Read-Aloud: Animal Fantasy T270 Comprehension CC.2.Rlit.7 ☑ Visualize T270 
	Writing ⌚ 15 minutes	Power Writing T266 CC.2.W.8 Writing CC.2.W.7 Write About Theme T268c	Power Writing T268i CC.2.W.8 Writing CC.2.Rlit.4 Write a Description T270
LEVELED READING TIME		Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10	Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1
Fiction & Nonfiction ⌚ 20 minutes 	Introduce LR2 Read LR4–LR11 ☑ Visualize ☑ Theme ☑ Compare and Contrast	Read and Integrate Ideas LR2 ☑ Visualize ☑ Theme ☑ Compare and Contrast	
LEARNING STATION TIME			Speaking and Listening T263i CC.2.SL.1, 2; CC.2.L.1 Language and Vocabulary T263i CC.2.L.4; CC.2.L.6 Writing T263i CC.2.W.3, 7; CC.2.L.1.e Cross-Curricular T263j CC.2.W.8; CC.2.L.1.f Reading and Intervention T263j CC.2.Rlit.10; CC.2.Rfou.3, 4

BIG Question Why is nature always changing?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Initial Sounds T271a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Substitute Initial Sounds T286a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T287b
<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>kn, gn, wr, mb</i> T271a <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>kn, gn, wr, mb</i> T263k, T271c 	<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.e; CC.2.Rfou.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>kn, gn, wr, mb</i> T286a <input checked="" type="checkbox"/> Read with Fluency T286c <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>kn, gn, wr, mb</i> T263k, T286a 	<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b, e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>i, ie, igh</i> T287b <input checked="" type="checkbox"/> Words with <i>kn, gn, wr, mb</i> T287b <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>i, ie, igh</i> T287b <input checked="" type="checkbox"/> Words with <i>kn, gn, wr, mb</i> T287b
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T271d CC.2.Rfou.3.f 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T286b CC.2.Rfou.3.f 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T287a CC.2.Rfou.3.f
Read and Comprehend	Reread and Analyze	Review and Apply
<ul style="list-style-type: none"> Preview and Predict T272 CC.2.SL.1 	<ul style="list-style-type: none"> Ask and Answer Questions T286e CC.2.SL.1.c; CC.2.SL.6 	<ul style="list-style-type: none"> Talk About It T288 CC.2.SL.6
<p>Daily Grammar CC.2.SL.6; CC.2.L.1.f</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Complete Sentences T263n <p>Vocabulary</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Expand Word Knowledge T272 CC.2.L.4 	<p>Daily Grammar CC.2.SL.6; CC.2.L.1.f</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T263n <p>Vocabulary CC.2.L.4, 6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Share Word Knowledge T286e 	<p>Daily Grammar CC.2.SL.6; CC.2.L.1.f</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T263n <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Word Knowledge T287a
<p>Read</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Read Realistic Fiction T273 	<p>Reread</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reread Traditional Fiction T286f <p>Comprehension CC.2.Rlit.2; CC.2.Rlit.7</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Theme T265–T289 <input checked="" type="checkbox"/> Visualize T265–T289 	<p>Reread and Integrate</p> <p>Comprehension CC.2.Rlit.2; CC.2.Rlit.7</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Theme T288 <input checked="" type="checkbox"/> Visualize T288 
<p>Power Writing T272 CC.2.W.8</p> <p>Writing CC.2.W.7</p> <ul style="list-style-type: none"> Write About Nature T286 	<p>Power Writing T286e CC.2.W.8</p> <p>Writing CC.2.Rlit.4</p> <ul style="list-style-type: none"> Writer's Craft T286h 	<p>Power Writing T287a CC.2.W.8</p> <p>Writing CC.2.W.8</p> <ul style="list-style-type: none"> Write About It T288
<p>Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10</p> <ul style="list-style-type: none"> Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Theme <input checked="" type="checkbox"/> Compare and Contrast 	<p>Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1</p> <ul style="list-style-type: none"> Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Theme <input checked="" type="checkbox"/> Compare and Contrast 	<p>Reading CC.2.W.1–3; CC.2.SL.1</p> <ul style="list-style-type: none"> Connect Across Texts LR3 <p>Writing CC.2.W.1–3</p> <ul style="list-style-type: none"> Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING

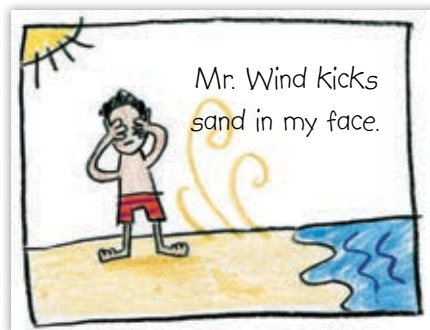


<p>Assessment & Reteaching T289a–T289b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Foundational Skills Test A5.5–A5.7 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d <input checked="" type="checkbox"/> Spelling Test T263k CC.2.Rfou.3; CC.2.L.2.d <input checked="" type="checkbox"/> Oral Reading Assessment A5.1–A5.4 CC.2.Rfou.4 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test A5.8–A5.9 CC.2.Rlit.6,10 <input checked="" type="checkbox"/> Reading Strategy Assessment LR5.5–LR5.6 CC.2.Rlit.1 <input checked="" type="checkbox"/> Vocabulary Test A5.10–A5.12 CC.2.L.4; CC.2.L.6 <input checked="" type="checkbox"/> Grammar and Writing Test A5.13–A5.14 CC.2.W.8; CC.2.L.1.e <p style="text-align: right;">Reteaching Masters RT5.1–RT5.4</p>
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Week 1 Learning Stations

Speaking and Listening

Option 1: The Wind



MATERIALS

colored markers and crayons

- Have children talk about an effect of the wind, such as a hat blowing off or a flowerpot blowing over.
- Have children draw an effect of the wind.
- Display the work. Have children name the effect the drawing shows.

Participate in Conversations CC.2.SL.1
Use Words and Phrases CC.2.L.6

Option 2: Moon in the Sky



Have partners go to Resources > Unit 5 > Learning Stations > Week 1 > The Moon to view photos and read captions about the moon.

Have partners describe the details in the photo. Then have them read the captions and discuss what they learned.

Participate in Conversations CC.2.SL.1
Recount or Describe Key Details CC.2.SL.2

Language and Vocabulary

Key Words

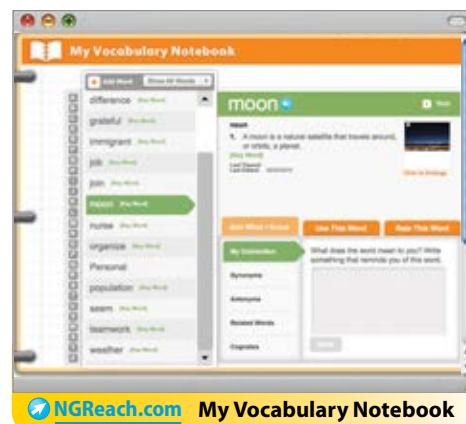
appear · begins · day · Earth · ends · moon
motion · night · observe · pattern · repeat
shadows · stars · theme · visualize

Option 1: Vocabulary Games



Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Option 2: My Vocabulary Notebook



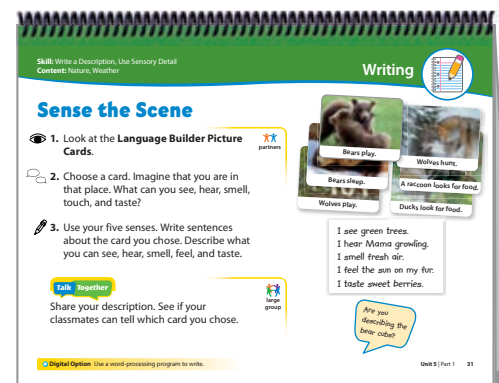
Have children expand word knowledge by:

- looking up words
- writing definitions in their own words
- using the word in a statement and a question.

Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Writing

Option 1: Sense the Scene



PROGRAM RESOURCES

Language and Literacy Teamwork Activities:
Card 31

Language Builder Picture Cards C54–C59

Teacher's Guide on NGReach.com

Include Details CC.2.W.3
Use Adjectives CC.2.L.1e

Option 2: What's Next?



PROGRAM RESOURCES

Digital Library Image: Language Builder
Picture Card C66

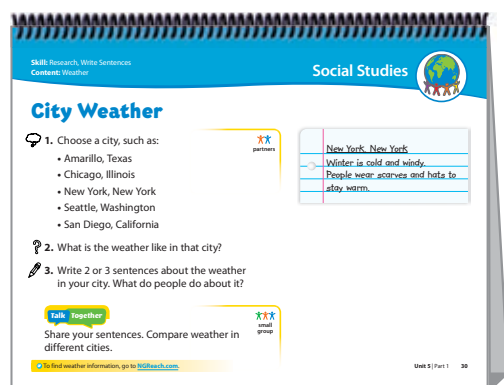
Display the image and point out that this is how a night sky looks in some places.

Have partners discuss and then write a descriptive paragraph of what they might see in their night sky.

Participate in Shared Research and
Writing Projects CC.2.W.7

Cross-Curricular

Option 1: City Weather



City Weather

1. Choose a city, such as:

- Amarillo, Texas
- Chicago, Illinois
- New York, New York
- Seattle, Washington
- San Diego, California

2. What is the weather like in that city?

3. Write 2 or 3 sentences about the weather in your city. What do people do about it?

Talk Together
Share your sentences. Compare weather in different cities.

New York, New York	Winter is cold and windy.	People wear scarves and hats to stay warm.
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PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 30

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

computers with Internet access

Gather Information	CC.2.W.8
Produce Complete Sentences	CC.2.L.1.f

Option 2: Time Around the World



Resources

1. Choose your work

2. Choose a resource type

3. Choose a resource

[NGReach.com](https://www.ncreach.com) Student Resources

MATERIALS

globe

Go to Resources > Unit 5 > Learning Stations > Week 1 > World. Help children find the city closest to you on the chart. Read the listed time. Find a city where the time is different by about 12 hours. Click on the city to see its location. Use a globe to confirm that the city is about halfway around the world.

Gather Information	CC.2.W.8
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Reading

Option 1: Comprehension Coach



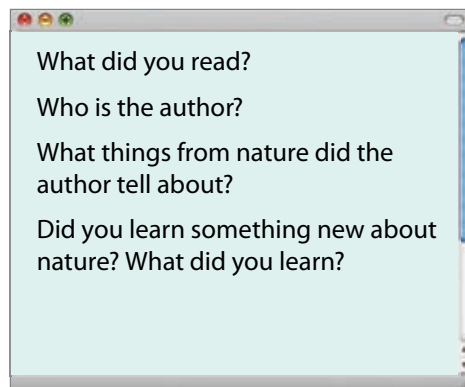
[NGReach.com](https://www.ncreach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read and Comprehend Prose	CC.2.Rlit.10
Read with Fluency	CC.2.Rfou.4

Option 2: Reading About Nature



What did you read?

Who is the author?

What things from nature did the author tell about?

Did you learn something new about nature? What did you learn?

Have children recall prose selections they have read about nature. Then have children write sentences to answer the questions listed above.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read and Comprehend Prose	CC.2.Rlit.10
Read with Fluency	CC.2.Rfou.4

Intervention

Option 1: Phonics Games



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Decode Words with Silent Consonants <i>kn, wr, gn, and mb</i>	CC.2.Rfou.3
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Option 2: Reteach Silent Consonants *kn, wr, gn, and mb*

PROGRAM RESOURCES

Phonics Picture Card 13

Sound/Spelling Card 29

Use **Reteaching Routine 1**.

- **Display the word.** *sign*
- **Say the word:** *sign*. Have children repeat.
- **Read the word.** Point to the letters *gn*. Ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Say: *sign*. Children repeat word, say first sound, write spelling.

For **Reteaching Routine 1**, see page BP36.

For **Reteaching Masters**, see pages RT5.1–RT5.3.

Decode Words with Silent Consonants <i>kn, wr, gn, and mb</i>	CC.2.Rfou.3
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Additional Resources

ESL Kit 



ESL Teacher's Edition pages T256a–T289

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Spell Words with *i, ie, igh*
- ✓ Spell Words with *kn, wr, gn, mb*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *i, ie, igh*

- skies The **skies** are cloudy.
- lightning There's a big streak of **lightning**.

Words with Silent Consonants *kn, wr, gn, mb*

- lamb An hour ago, the weather was as gentle as a **lamb**.
- gnash Now, tree branches **gnash** against my window.

High Frequency Words

- air The **air** outside is chilly.
- earth The **earth** in the garden has frost on it.
- even There is **even** an icicle hanging on the porch.
- hear It is very quiet—I cannot **hear** any birds.
- here I guess winter is really **here**.
- morning When I woke up this **morning**, I went to my window.
- near I saw a big deer **near** the apple tree.
- round I think it was looking for a nice **round** apple.
- sound Suddenly, the deer heard a **sound**.
- start I will **start** putting out food for the deer.

More Words

Use these words and sentences for additional Pretest and Test items.

- twilight **Twilight** is when the sun is beginning to set.
- necktie It is when Dad comes home and takes off his **necktie**.
- highway He drives home on a big **highway** filled with cars.
- knight He shares a story of a **knight** in armor and a dragon.
- unwrap Dad helped me **unwrap** a big piece of carrot cake.
- crumb I ate all of it right down to the very last **crumb**!

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.4

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on whether the long *i* sound is formed by *i, ie, or igh*.

Play a Game

- One child mixes up some words while the other isn't looking.
- The partner tries to find and re-sort the misplaced words quickly.

Extend the activity by having children write new words with the same spellings.

Spelling & Word Work			
Word Cards: Words with <i>i, ie, igh</i>			
pie	lightning	child	night
flies	find	mild	thigh
nightlight	slight	skies	untied
lies	fright	mind	silent
bright	highway	fight	tie
sigh	vie	iris	necktie
pilot	kind	die	wild

NGReach.com Practice Master PM5.4

Decode Words with Long *i*

Know Vowel Team *ie*

Decode Two-Syllable Words

Identify Inconsistent Sound-Spellings

Demonstrate Command of English Spelling

Spell Words with Long *i*

Use Knowledge of Language and Its Conventions

CC.2.Rfou.3

CC.2.Rfou.3.b

CC.2.Rfou.3.c

CC.2.Rfou.3.e

CC.2.L.2

CC.2.L.2.d

CC.2.L.3

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM5.5

MATERIALS

scissors

Prepare

Have each group cut out the cards. Words in the first column are review.

Play a Game

- Each group turns their cards facedown and mixes them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round. After four rounds, the group with the most points wins.

Spelling & Word Work	
High Frequency Word Cards	
don't	morning
door	air
about	earth
work	hear
should	near
want	even
where	round
important	start
sound	here

NGReach.com Practice Master PM5.5

Read Irregularly Spelled Words

Demonstrate Command of English Spelling

CC.2.Rfou.3.f

CC.2.L.2



Word Search

Day 3



Option 1

MATERIALS

grid paper

Prepare

Display the Spelling Words. Create a portion of a word search puzzle and display it. Include a word that can be read across from left to right, and down from top to bottom. Do not write any words backwards.

Play a Game

- Have partners make word search puzzles on grid paper, using eight of the Spelling Words.
- Have children exchange puzzles with another pair of partners and solve the new puzzle.

Decode Words with Long <i>i</i>	CC.2.Rfou.3
Decode Words with Silent Consonants	CC.2.Rfou.3
Know Vowel Team <i>ie</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Long <i>i</i>	CC.2.L.2.d
Spell Words with Silent Consonants	CC.2.L.2.d

Build Words Online

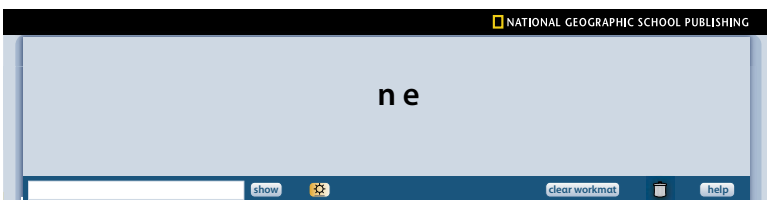
Day 3



Option 2

Prepare

Have children access **Word Builder** at NGReach.com.



NGReach.com Word Builder

- One child chooses a word and drags the first letter as others guess.
- The first child drags more letters until the word is identified.
- When a player guesses the word, the next player uses it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with Long <i>i</i>	CC.2.Rfou.3
Decode Words with Silent Consonants	CC.2.Rfou.3
Know Vowel Team <i>ie</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Long <i>i</i>	CC.2.L.2.d
Spell Words with Silent Consonants	CC.2.L.2.d

Word Scramble

Day 4



Option 1

Prepare

Display the Spelling Words. Scramble the letters of one word. For example, write *nordu* and have a volunteer write the word correctly.

Play a Game

- Have children choose five words to scramble. Then have them exchange puzzles with a partner and unscramble the five words by writing them correctly.

nordu

Extend the activity by having children write sentences using their unscrambled words. Then have partners use a dictionary to check and correct the spelling of all words in each sentence.

Decode Words with Long <i>i</i>	CC.2.Rfou.3
Decode Words with Silent Consonants	CC.2.Rfou.3
Know Vowel Team <i>ie</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Long <i>i</i>	CC.2.L.2.d
Spell Words with Silent Consonants	CC.2.L.2.d
Check Spelling	CC.2.L.2.e
Use Knowledge of Language and Its Conventions	CC.3.L.3

Adding Words

Day 4



Option 2

MATERIALS

index cards

Prepare

Children write each Spelling Word on an index card. Group children by threes. Have each group place all the cards face up on a table or desk.

Play a Game

- The first player chooses a word card, displays it, and says the word.
- The second player chooses a card, places it before or after the first card, and says a sentence with both words.
- The third player chooses a card and adds to the sentence, using all three words.

Have children rotate roles until all cards are used.

Decode Words with Long <i>i</i>	CC.2.Rfou.3
Decode Words with Silent Consonants	CC.2.Rfou.3
Know Vowel Team <i>ie</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Use Knowledge of Language and Its Conventions	CC.3.L.3

Week 1 Daily Grammar

OBJECTIVE

Thematic Connection: Cycles in Nature

✔ Use Complete Sentences

COMMON CORE STANDARDS

Produce Complete Sentences

Demonstrate Command of English Grammar

Produce Complete Sentences

CC.2.SL.6

CC.2.L.1

CC.2.L.1.f

Day 1

PROGRAM RESOURCES

What Is a Sentence?: eVisual 5.2

Teach the Rules

Use page T268d to review sentences. Then teach the rules.

What Is a Sentence?

- A **sentence** tells a complete thought. The moon shines brightly. The night sky is dark and cloudy.
- A sentence includes a **naming part**. It tells who or what the sentence is about. **Marcie and Jan** looked up at the moon. **A dark cloud** covered the moon.
- A sentence includes a **telling part**. It usually comes after the naming part and tells what happens. The girls **went back inside the house**. Marcie's dad **made popcorn**.
- A sentence begins with a **capital letter** and ends with an **end mark**. **T**he moon rose quickly last night. **D**id you see it?

NGReach.com What Is a Sentence?: eVisual 5.2

Play a Game

Say a short sentence with identifiable naming and telling parts. For example: *The winter wind is blowing hard.* Point to a child, say "naming" or "telling," and have the child identify the part of the sentence. Then have the child say another sentence, say "naming" or "telling," and choose another child to identify the part of the sentence. Continue play until each child has had a turn.

Differentiate

EL English Learners

ISSUE In Spanish, the verb may precede the subject.

STRATEGY Have pairs of children make flash cards with five complete subjects and five complete predicates. Have them take turns building different sentences, using the cards in the correct order.

Day 2

PROGRAM RESOURCES

Sentence Types: Statements: eVisual 5.3

MATERIALS

pictures from magazines

Teach the Rules

Use page T271 to introduce statements. Then teach the rules.

Sentence Types: Statements

- One kind of sentence is a statement. Many people like to look at the stars.
- Use a **statement** to tell something. The stars are far away.
- A statement ends with a **period**.

NGReach.com Sentence Types: Statements: eVisual 5.3

Play a Game

Hold up a magazine picture. Say a statement about something in the picture. For example: *The brown dog is running.*

Hold up an assortment of pictures. Select children to say statements about the pictures. Continue play until each child has had at least two turns.

Differentiate

EL English Learners

ISSUE In Chinese, Korean, and Spanish, a subject pronoun can be omitted when the subject is understood.

STRATEGY Remind children that a subject pronoun is not omitted in an English statement sentence. Have one partner say a subject pronoun, and have the other partner complete the statement with a complete predicate. For example, if one partner says, "She," the other partner may say, "likes to look at the stars." Have pairs switch roles and take turns.



Demonstrate Command of English Capitalization
Demonstrate Command of English Punctuation

CC.2.L.2
CC.2.L.2

Day 3

PROGRAM RESOURCES

Kinds of Sentences: Questions:
eVisual 5.4

Use Question Words: Practice
Master PM5.8

Teach the Rules

Use page T286 to introduce questions. Then teach the rules.

Kinds of Sentences: Questions

- One kind of sentence is a question. **What** do you see up in the sky?
- Use a **question** to ask something.
- A question often begins with a **question word**: *who, what, when, where, why, how*. **Why** do the stars twinkle?
- A question ends with a **question mark**.

NGReach.com Kinds of Sentences: Questions: eVisual 5.4

Play a Game

Distribute **Practice Master PM5.8**. Read the directions at the top of the page. Then have children play the Practice Master game. The person who writes the most correct question words first wins.

Name _____ Date _____

Grammar: Questions
Use Question Words

Grammar Rules: Question Words

Questions that ask for more information often start with *Who, What, Where, Why, When, or How*.

Who asks about a person.	Why asks for a reason.
What asks about a thing.	When asks about a time.
Where asks about a place.	How asks how things happen.

Each sentence needs a question word. Spell the question word that belongs with each sentence by filling in the blanks. Work with a partner to see who can complete the word first.

1. W h o tells you about weather in your city?
2. W h y did it snow early this year?
3. H o w does a thermometer work?
4. W h e n will spring begin?
5. W h a t happens when ice melts?
6. W h e r e is the hottest place on Earth?

NGReach.com **Practice Master PM5.8**

Differentiate

BL Below Level

ISSUE Children need more practice recognizing question words.

STRATEGY Have children make a list of common question words (*who, what, when, where, why, how*) and work with a partner to form questions using the words.

Day 4

PROGRAM RESOURCES

Write Sentences: Practice
Master PM5.10

Grammar and Writing

Use page T287 to model how good writers use different kinds of sentences, always choosing the correct end mark.

Distribute **Practice Master PM5.10**. Read the letter. Have children correctly complete each sentence with an end mark from the box.

Name _____ Date _____

Grammar and Writing
Write Sentences

Read the letter. Then choose an end mark from the box that goes with each sentence. You may use each end mark as many times as you want.

.	?
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Hi Grandma,

Thank you very much for the fleece jacket _____. Can you guess where I am going to wear it _____. Our class is going to the farm next Saturday _____. It might be cold, so I will wear my new fleece jacket _____. Who told you blue was my favorite color _____. I bet it was Dad _____.
Love,
Marcie

NGReach.com **Practice Master PM5.10**

Day 5

PROGRAM RESOURCES

Grammar and Writing Test:
Assessment Masters A5.13–A5.14

Review and Assess

Display the sentences below. Have partners work together to identify each sentence as a statement or a question. Have them complete each sentence with an end mark.

1. The sky is dark _____
2. How hard is the wind blowing _____
3. When will this rain stop _____
4. I hope it does not turn into snow _____
5. Do you like sledding _____

Administer the **Grammar and Writing Test**.



Anthology

OBJECTIVES

Thematic Connection: Cycles in Nature

Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 5

TECHNOLOGY ONLY

Unit 5 Build Background Video

MATERIALS

colored pencils, markers, or crayons • yarn • hole punch

MORNING WARM-UP

In what season were you born?

Have children recite the months of the year. Have volunteers name the months in each season and the month and season in which they were born.

Science Background

1 Big Question Anthology page 264

Read aloud the Big Question. Explain that this unit is about how things in nature change. Distribute **Family Newsletter 5**.

2 Share What You Know Anthology page 265

Use this question to activate prior knowledge: *Where do you like to watch nature in summer?* (Possible responses: the park; my backyard; the woods) *How does this place look different in winter?* (Possible responses: trees are bare; animals are gone.) Then read aloud the steps and distribute materials. Pair children and provide time for them to complete all steps. Monitor to make sure they place their pictures in the correct order. Combine children's drawings to make a seasonal nature book.

3 Build Background Video

Set a purpose for viewing: *I wonder, why is nature always changing? Watch and listen.* Play the Interactive.

NATIONAL GEOGRAPHIC Reach NEWSLETTER
Level C | Unit 5

Dear Family Member,
"Why is nature always changing?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about cycles in nature, including weather and the seasons. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about things that change in nature. Share what you know about why these changes happen. Try to use some of the New Words in your discussion.
2. Work together to make some notes about your discussion. On the lines below, write words, phrases, and sentences that tell your ideas about why nature changes. Use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

- "When the Wind Stops"** by Charlotte Zolotow
In this story, a mother explains that things in nature don't end. They only change or move on to another place.
- "Day and Night"** by Glen Pietras
This article and experiment explain what causes the pattern of day and night.
- "What Makes the Seasons?"** by Megan Montague Cash
This poem's speaker describes the four seasons and explains why Earth has them.
- "A Winter Wonder"** by Tyrone Hayes, Ph.D.
In this article, Explorer Tyrone Hayes explains how the American wood frog adapts to changes in the seasons.

And more!

Family Newsletter 5 | English

NGReach.com Family Newsletter 5
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Participate in Conversations CC.2.SL.1
Recount or Describe Key Details CC.2.SL.2

Mini Lesson

Monitor Understanding

Explain: *You can monitor your understanding when you stop often to summarize what you have learned.*

Play the Interactive a second time. Click on the "Next" button and model the process: *When I clicked on the sun, I watched as day turned into night. This is a pattern. Now I will click the "Next" button to learn more. I can also click on the "Back" button to review what I did not understand.* Have partners work together to complete the Interactive.



NGReach.com Build Background Video

After each section, have them summarize what they learned before clicking on the "Next" button. Form small groups and have children discuss what they learned about patterns in nature.

Everything Changes

Unit at a Glance
▶ Language: Engage in Discussion, Make Comparisons
▶ Literacy: Visualize
▶ Content: Changes in Nature

Unit 5

STUDENT TECHNOLOGY



Student eEdition



Video

NGReach.com

?
BIG
Question

Why is nature always changing?

Share What You Know

- 1 Draw a picture of your favorite time of year. Work with a partner.
- 2 Share your picture with the class.
- 3 Place all of the pictures in order of the seasons. Work with the whole class.



Build Background: Use this interactive resource to learn about cycles in nature.
NGReach.com

264

Anthology
pages 264–265

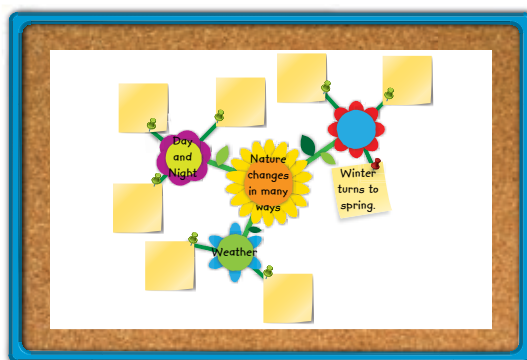
Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Ask children to page through the unit and prompt them to predict: *What do you think you will learn about changes in nature?* Have children turn and talk about the pages they think might answer this question.

Post a class concept map. Explain:
As we go through this unit, we will organize our answers to the Big Question using this class concept map.

Model: *In the Interactive, I learned that winter turns to spring.* Record this idea on the class concept map. Ask: *What other ideas can we add from the Interactive?* (Possible responses: Days are shorter in winter; changes in seasons affect animals.) Record children's ideas on the map. Then repeat the process with another question: *How do people dress for each season?* (Possible responses: coats in winter; sweaters in fall)



Concept Map

5 Preview Unit Projects

Read aloud the project options on page 331. Explain: *At the end of the unit, you will choose one of these projects to help you share your ideas about the Big Question.* Ask children to think about which option they will choose.

Weekly Folder

- ✓ Vocabulary Graphic Organizers (T272, T286e)
- ✓ Writing (T268d, T271, T286, T287, T288)
- ✓ Comparison Chart: **Practice Master PM5.17**
- ✓ Wrap-Up (T289)



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Initial Sounds

✓ Read and Spell Words with *i, ie, igh*

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 40

Sound/Spelling Cards 5, 8, 13, 19, 34

Words with *i, ie, igh*: Practice Master PM5.1

Read On Your Own Book 17

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 1–2

Word Builder

Phonics Games

MATERIALS

small chips or coins, 4 per child

Phonological Awareness

1 Substitute Initial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *light*.
- **Segment sounds:** /l/ /ī/ /t/. Model placing a chip in a sound box as you say each sound. Have children put chips in the sound boxes on their **Write-On/Wipe-Off Board** as they repeat each sound.
- **Substitute a sound:** *Let's change /l/ to /r/: /r/ /ī/ /t/.*
- **Say the new word:** *right. Say the new word with me: right.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *high/sigh, night/fight, wild/child*, and *find/kind*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds

Ask: *If I change the first sound in might to /s/, what is the new word?* (sight)

If children cannot answer, assign each of the sounds, /m/, /ī/, /t/, to a different child. Have children stand side-by-side and say their sounds in order. Have them blend the sounds faster and faster. Switch out the children with the initial sounds and repeat. After each switch, ask: *What's changed?* Repeat with *pie/lie, slight/flight, and piled/filed*.

Phonics

2 Learn Words with *i, ie, igh* ✓

Sing with Me Phonics Songs Book page 40

Scaffold language. Point to and name the lightning. Play Track 1 and have children listen, follow along, and then listen again as they chime in. Then play Track 2 and have children sing on their own. Practice the gestures until children can perform smoothly.

- 1 2 5 Make zigzag motion with finger; stand in doorway, pointing inside.
- 3 Point up; shield eyes.
- 4 Stand in doorway, pointing inside.

Lightning!

When lightning strikes we go inside, **1**

uh-huh, uh-huh.

When lightning strikes we go inside, **2**

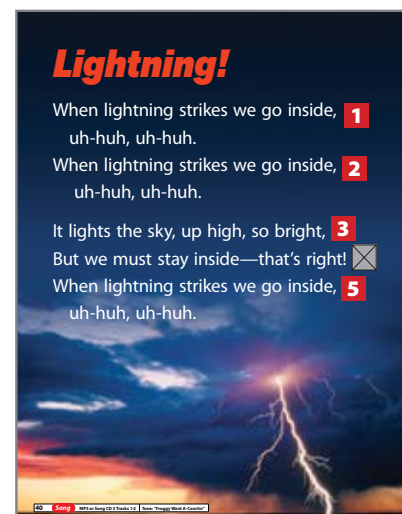
uh-huh, uh-huh.

It lights the sky, up high, so bright, **3**

But we must stay inside—that's right! ✕

When lightning strikes we go inside, **5**

uh-huh, uh-huh.



Sing with Me Phonics
Songs Book page 40

COMMON CORE STANDARDS

Reading

Decode Words with Long *i*

CC.2.Rfou.3

Know Vowel Team *ie*

CC.2.Rfou.3.b

Identify Inconsistent Sound-Spellings

CC.2.Rfou.3.e

Read Irregularly Spelled Words

CC.2.Rfou.3.f

Language and Vocabulary




Spell Words with Long *i*

CC.2.L.2.d

Check Spelling

CC.2.L.2.e

Cover the -y spelling on **Sound/Spelling Card 34**. Then use **Decoding Routine 1** to connect sound/spellings /ī/i, ie, igh, and to blend words.

Step 1 Develop Phonological Awareness	/ī/i, ie	-igh
1. Tell children: <i>These words have /ī/ in the middle. These words have /ī/ at the end.</i>	find, child, kind tie, pie	high, sigh
2. Tell children: <i>I will say a word. Listen for /ī/. If you hear /ī/, point to your eyes. If you don't hear /ī/, don't do anything.</i> (Coat and gold do not have long i.)	grind, mild, coat, die, lie	fight, gold, night
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 34 . Say: <i>ice</i> . Have children repeat. 2. Say: /ī/. Have children repeat. 3. Turn the card over. Say all the spellings shown and have children repeat. Remind them that they already know the i_e spelling, and cover it.	 <p>Card 34 ice, /ī/, i, ie, igh</p>	
4. Explain: <i>Sometimes i spells long i all by itself, or when it comes before the consonants -nd and -ld, such as in hi, find, and wild.</i> 5. Point out that -ie at the end of a word can also spell long i, as in lie and tie. 6. Explain that -igh also spells long i, as in high, sigh, tight, and bright. Point to lights, high, bright, and right in the song on page 40 of Sing with Me Phonics Songs Book .	hi, find, wild lie, tie	high, sigh, tight, bright
Step 3 Blend Sound-by-Sound		
1. Display <i>h</i> . Point to <i>h</i> and say: /h/. Have children repeat. 2. Add <i>i</i> . Point to the <i>i</i> spelling on Sound/Spelling Card 34 . Model blending by sweeping your hand underneath the spellings. Have children repeat. Do the same thing as you add <i>n</i> and then <i>d</i> . 3. Repeat with <i>pie</i> and <i>sight</i> . 4. Write/blend other words with the spellings.	<p>h hi → </p> <p>hin →</p> <p>hind →</p> <p>pie, wild, die</p>	<p>s sigh → </p> <p>sight →</p> <p>high, right</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE The Spanish, Cantonese, Vietnamese, Hmong, and Korean languages do not have a sound/symbol match for /ī/.

STRATEGY Have children:

- read words with /ī/i, ie, igh: *find, wild, pie, tie, high, sigh, light, bright*.
- join a partner in reading and acting out a chant:
Find a friend. Jump up high. Eat a snack of bright green pie.

SN Special Needs

ISSUE Children have trouble making the long *i* sound.

STRATEGY Have children cup their chins so that the chin is resting between their thumb and forefinger. Have them say the long *i* sound several times, noting how their jaws move in their hands. Tell them to keep their hands on their jaws as they repeat sentences with words that have the long *i* sound, such as *The light is bright. I like to eat pie.*



Read On Your Own Book 17

Name _____ Date _____

Phonics

Words with *i, ie, igh*

Circle the word that names the picture.

1. tie tea tail	2. lime late light	3. chilled child chipped
4. sigh say sea	5. peas pays pies	6. three thigh throw
7. night neat nine	8. fate fight feet	9. crows cries cribs
10. kit kite kind	11. flies flights flows	12. leaking liking lightning

Read It Together The child flies the kite up high.

PM5.1 Unit 5 | Everything Changes

NGReach.com Practice Master PM5.1

3 Read Words with *i, ie, igh*

Read On Your Own Book 17 page 2

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out the High Frequency Word *The* and ask children to read the sentences.

sigh pie mind
right hold high
Mrs. kind rowboat
lie thigh slight

The child sighs at night.
He might sleep with a light.

Word Builder

Have children turn to **Read On Your Own Book 17** page 2. Review words with *i, ie,* and *igh* and read the examples together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.1** for practice.

Children can play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with *i, ie, igh*

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *tie*.
- **Segment sounds:** /t/ /i/. *What is the first sound you hear?* (/t/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **5** /t/, **34** /i/). Have children write the word.
- **Write the correct spelling.** Have children use a dictionary to check and correct their spelling. Repeat for *wild* and *tight* using cards **19** /w/, **34** /i/, **8** /l/, **13** /d/, and **5** /t/.

For **Dictation Routine 1**, see page BP35.

Write-On/Wipe-Off Board

Then apply the spelling rule to complete sentences: *We tie wild roses. They are light pink.* Have children say and write the sentence. Write the correct sentence and have children check and correct. Then ask children what they notice about spelling words with *i, ie,* and *igh*.

Check & Reteach

OBJECTIVE: Read and Spell Words with *i, ie, igh*

Check the dictation sentence for the correct spelling of *tie*, *wild*, and *light*. Call out words and ask children how to spell them.

If children have difficulty spelling long *i* words with *i, ie,* and *igh*, display a three-column chart with the heads *i, ie,* and *igh*. Call out words and ask volunteers to write the words in the correct columns. Then have partners use the words in sentences and take turns reading them. Use *sigh*, *tight*, *pie*, *lie*, *kind*, *find*, *hi*, *night*, and *die*.

Daily Language Arts
Daily Spelling & Word Work ✓
 Spelling Pretest on page T263k



Words with **i**, **ie**, **igh**

Look at each picture. Read the words.



Example:



pie



hi!



night



lightning



tie



pilot

2

Key Words

Look at the picture. Read the sentences.



Snowy Day Fun

1. My **family** lived on a **mountain**.
2. **Every** snowy day was fun!
3. One cold day, the sky was **blue**.
4. In **only** a little while, the **first** flakes began to **fall**.
5. We got our **many** sleds and rode them **most** of the day.
6. We **also** made a snowman!



What fun things would your family do on a snowy day?

High Frequency Words

also
blue
every
fall
family
first
many
most
mountain
only



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 17
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 17 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *here*.
- **Say a sentence with the word:** *Do you want to come **here** for lunch?*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread the paragraph. Reread, pausing for children to say the High Frequency Words. Then have partners take turns saying and spelling the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners chorally read the High Frequency Words *here, near, morning, air, earth, hear, sound, start, round, and even*. Then have them write the spelling of each word on their desks with their fingers, and then on paper.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meanings.

here *Here means "at this place." Jake is here.* (Point.)

near *Near means "close to." Jake is near the lake.*

morning *Morning is the first part of the day, before noon. I eat breakfast in the morning.*

air *Air can mean "the sky."* (Point up.)

earth *The earth is the ground below you.* (Stomp your foot.)

hear sound *Hear means "listen to."* (Point to ears.) *You can hear a sound.* (Clap hands loudly.)

start round *Start means "begin." The children will start a new game. They will toss a beanbag round and round in a circle.*

even *Jake really wants to win, so he says, "I might even win!"*

**OBJECTIVES****Thematic Connection: Cycles in Nature**

- Use Science Vocabulary in Speaking
- Analyze Theme

PROGRAM RESOURCES**PRINT ONLY**

Big Book: *Fletcher and the Falling Leaves*

PRINT & TECHNOLOGY

Family Newsletter 5

Theme Chart: Practice Master PM5.2

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 5.1

Power Writing

Have children write as much as they can as well as they can in one minute about the word *night*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS**Reading**

Recount Stories with Central Message	CC.2.Rlit.2
Describe Story Structure	CC.2.Rlit.5
Read and Comprehend Prose	CC.2.Rlit.10
Read with Fluency	CC.2.Rfou.4
Read with Expression	CC.2.Rfou.4.b

Writing

Participate in Shared Writing Projects	CC.2.W.7
Recall Information	CC.2.W.8

Speaking and Listening

Participate in Conversations	CC.2.SL.1
Follow Rules for Discussions	CC.2.SL.1.a
Produce Complete Sentences	CC.2.SL.6

Language and Vocabulary

Demonstrate Command of English Capitalization	CC.2.L.2
Demonstrate Command of English Punctuation	CC.2.L.2
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

Academic Talk**1 Engage in Discussion** Anthology page 266

Explain: “*Day and Night*” is a discussion about whether **day** is better than **night**.

Play the poem. Have children follow in their books on page 266 as they listen.

Remind children: *In a discussion, two or more people talk. They share their ideas and ask and answer questions about a topic. They also take turns speaking. That way, each person’s ideas can be heard.* Point to the small pictures of the boy and the girl and explain that these pictures show who is speaking. Play the poem again and have children read along.

Have partners use the High Frequency Words *both*, *do*, and *why* to discuss their favorite time of day. Review how to follow the rules for discussion. Remind children to gain the floor in respectful ways, such as taking turns speaking and listening to others.

Science Vocabulary**2 Key Words** Anthology page 267

Project the cycle of changes that happen on Earth every day, as shown on page 267. Work through the diagram, pausing at each photo. As you point to each photo, read the caption and discuss what is happening.

Key Words

begins · day · Earth
ends · moon · night
shadows · stars

Use **Vocabulary Routine 1** to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **begins**.
- **Rate the word.** Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** **Begins** means “starts.”
- **Elaborate:** Relate the word to your personal experience. *My morning begins with a healthy breakfast.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.



High Frequency
Words
both
do
why

Engage in Discussion

Listen and read along.

Day and Night

Poem ((MP3))

- I think day is better than night.
- Why do** you think so?
- Because it is bright.
- I think night is better than day.
- Why do you think so?
- It's hard to say!
- I like planet Mars—I love all the stars!
- And I love the Milky Way!
- I guess I like **both** night and day.



Key Words

The **moon** and **stars** come out at night.

The sun moves high in the sky. **Shadows** get short.



What changes happen on Earth every day?

Talk Together

What do you see during the day? How is it different from what you can see at night?

STUDENT TECHNOLOGY



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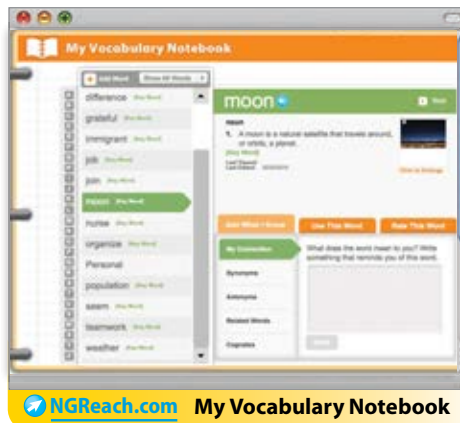
Anthology
pages 266–267

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 267. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 267

Have pairs use the **Key Words** and High Frequency Words to discuss how the things they see during the day are different from the things they see at night. Add the ideas to the class concept map.



Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of **Key Words** using **Family Newsletter 5** for translations in seven languages. For Spanish speakers, use cognates:

day/día

AL Above Level

ISSUE Children are ready to extend vocabulary.

STRATEGY Challenge children to brainstorm compound words that contain the word *night*. Have them explain the meaning of each word.

For example: *nightfall, nightlight, nightmare, goodnight, weeknight, midnight.*

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking ✓

Circulate as partners do the **Talk Together** activity. Listen for correct usage of the science vocabulary and High Frequency Words *both, do, and why*.

If children use words incorrectly, have them look at the pictures and listen for **Key Words** to respond to these questions:

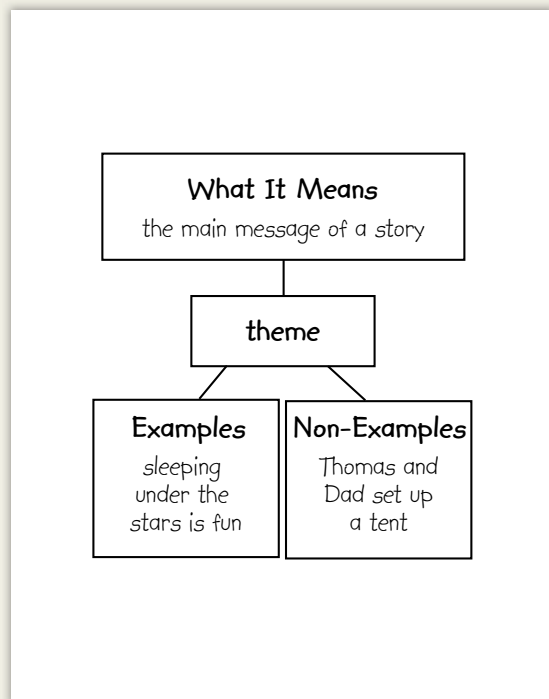
Why do shadows look different in each picture? (The **shadows** move as the sun moves.)

Why can we not see stars during the day? (The sun is so bright it outshines them.)

What happens after daytime ends? (**Night begins.**)



Word Map



Comprehension

4 Theme Anthology page 268

Use a Word Map to teach the term **theme**. Then introduce **eVisual 5.1**: *I am going to read a short story. See if you can discover its **theme**, or main message. As I read, listen for clues from the title, characters, setting, and plot. These details will help you figure out the **theme** of the story.*



A Night Under the Stars

Some summer **nights**, Dad and I sleep under the **stars**. We set up our tent in the backyard. Dad tells scary stories about a boy named Thomas. That's my name, too! The stories are scary, but I like them anyway. Dad and I talk and laugh until we fall asleep. Then we wake up with the sun.

NGReach.com Read Aloud: eVisual 5.1



INTERACTIVE WHITEBOARD TIP: Circle the words that tell where and when the story takes place.

Display **eVisual 5.1**. Reread the story and help children understand how to use the Theme Chart to organize information about the title, characters, setting, and plot. Then help them identify the theme as "Sleeping under the stars is fun."

Check & Reteach

OBJECTIVE: Analyze Theme

Point to the four pictures above the Theme Chart. Ask: *How do the clues from the pictures help you determine the **theme** in "A Night Under the Stars"?* (The characters look like they are enjoying themselves.)

If a child cannot answer, point to the pictures and have them describe what they see.

Continue asking clarifying questions until children can use the information to help them figure out that the story's theme is the fun of sleeping outside.

5 Talk Together Anthology page 268

Distribute **Practice Master PM5.2** for children to complete. Form pairs and have partners tell about a favorite story. Then have children write the details in the Theme Chart. Encourage them to use the details to create clues about the theme of the story.

See **Differentiate**

Differentiate

Special Needs

ISSUE Children have difficulty retaining what happens in the story.

STRATEGY Invoke kinesthetic learning by having children use facial expressions to answer the following questions: *What kind of stories does Thomas's dad tell?* (scary) *How does Thomas feel about the stories?* (He likes them.) *How does Thomas feel about camping in the backyard?* (happy)



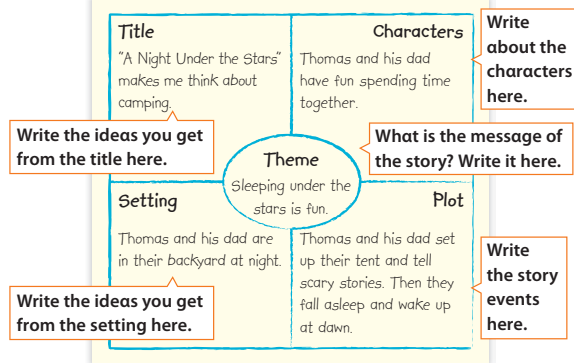
Theme

The **theme** of a story is its main message. Look for clues about the theme of the story below.

A Night Under the Stars



Theme Chart



Talk Together

Tell your partner about your favorite story. Write the details in a theme chart. Work together to find the theme of the story.

268

Anthology page 268

Big Book Read-Aloud

6 Share a Story

Display the cover. Read aloud the title and the names of the author and illustrator. Ask: *What kinds of adventures do you think Fletcher might have?* (Possible response: chasing leaves)

SCIENCE BACKGROUND Explain: *Nature is always changing. Some changes happen over and over in the same way. For example, when daytime **ends**, then **night begins**. Seasons change, too. When winter **ends**, then spring **begins**.*

GENRE Explain: *An animal fantasy is a made-up story. It includes talking animal characters and events that could not really happen. Fletcher and the Falling Leaves is an animal fantasy story.* Read aloud pages 2–27. Use the questions on pages T268a–T268c to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Listen and Comprehend

- Active Reading
- Make and Confirm Predictions
- ✓ Analyze Theme

SECOND READ

Day 2 Listen and Analyze

- ✓ Visualize
- Critical Thinking

Name _____ Date _____

Theme Chart

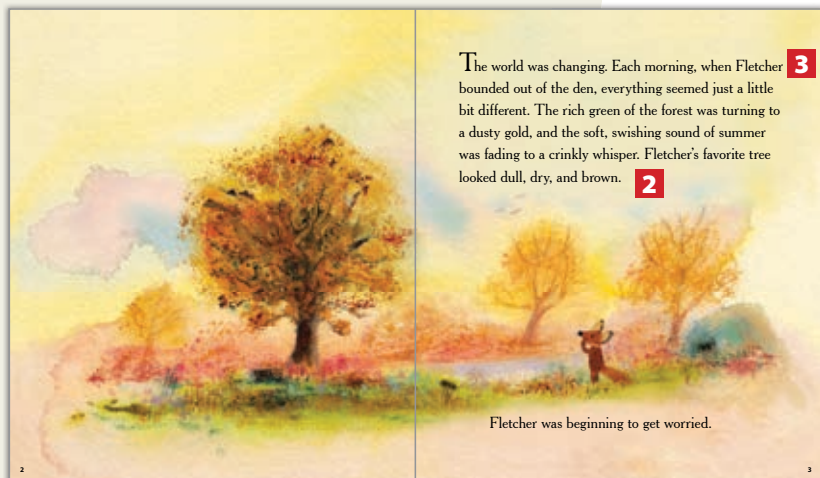
My Favorite Story

Make a theme chart to tell the details about a favorite story. Responses will vary.

Title	Characters
Theme	
Setting	Plot

Work with a partner to find the theme of your story.

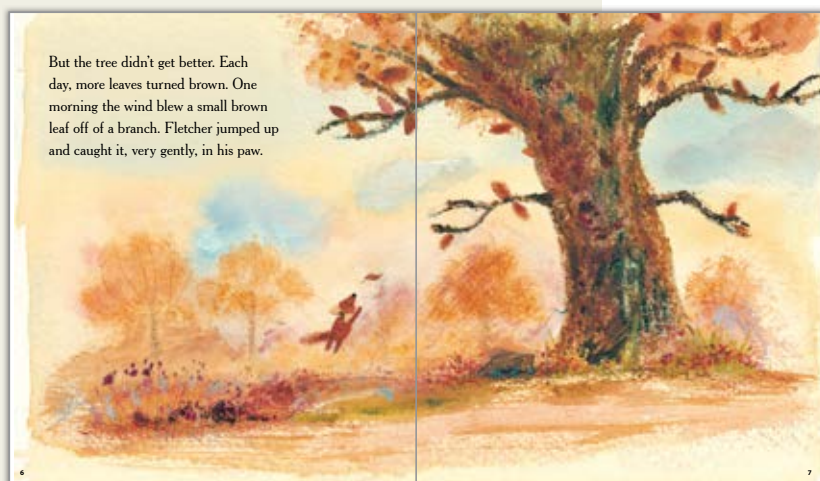
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Big Book pages 2–3



Big Book pages 4–5



Big Book pages 6–7



Big Book pages 8–9

Fluency

Expression Explain the concept: *Fluent readers pay attention to end marks and use the tone of their voices to express how a character thinks and feels.*

Model expression as you read aloud the dialogue on **Big Book** page 4.

Point out how you changed your voice to express Fletcher's concern and his mother's reassurance.

Read the last two lines on page 5 in a monotone voice and ask children to repeat the sentences with expression.

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Make Predictions** *What do you think will happen to the tree's leaves?* (Possible response: The wind will blow them away.) *Why do you think that?*

SECOND READ

Day 2 Listen and Analyze

- 2 Character's Feelings** *Why is Fletcher worried?* (He thinks his tree is sick.)
- 3 Author's Point of View** *Why do you think the author's first sentence says that the world is changing?* (Possible response: The story is about changing seasons.) *What reasons can you give to support your answer?* (Possible responses: the green forest was turning a dusty gold; summer was fading.)
- 4 Draw Conclusions** *Why does Fletcher think the tree is sick?* (He thinks that a tree losing its leaves and looking dull means that it is sick.)



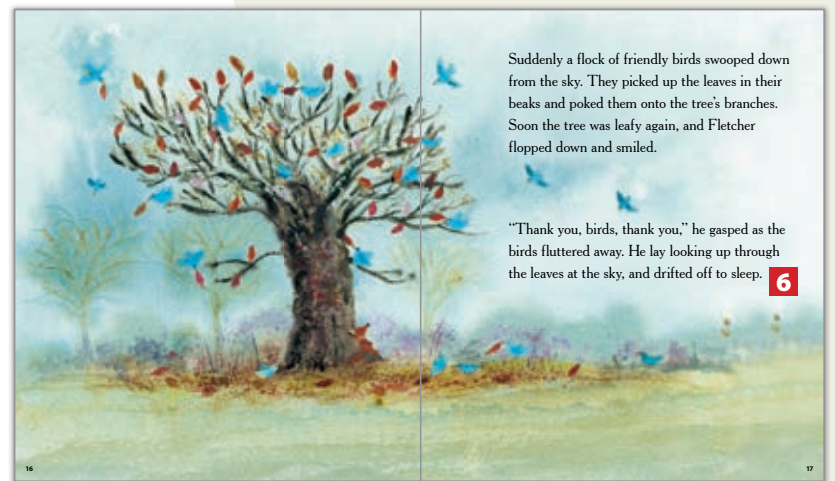
Big Book pages 10–11



Big Book pages 12–13



Big Book pages 14–15



Big Book pages 16–17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 5 Confirm Predictions** *Was your prediction correct?* (Possible response: Yes. The wind blows most of the leaves to the ground.)

SECOND READ

Day 2 Listen and Analyze

- 6 Character's Feelings** *What do the birds do with the leaves?* (They pick them up with their beaks and poke them on the branches.)
- 7 Visualize** *What happens after a strong wind blows through the forest? What might you see, hear, and smell?* (Possible response: The leaves are blown off of the trees. I picture leaves swirling in the wind. I imagine hearing the wind whipping through the trees. The air probably feels cool.) See **Differentiate**

Differentiate

EL English Learners

ISSUE Children have difficulty visualizing what the author describes.

STRATEGY Point out descriptive words on page 10, such as *spun* and *swirling*. Ask open-ended questions: *What does swirling, or turning, look like? What does it feel like?*

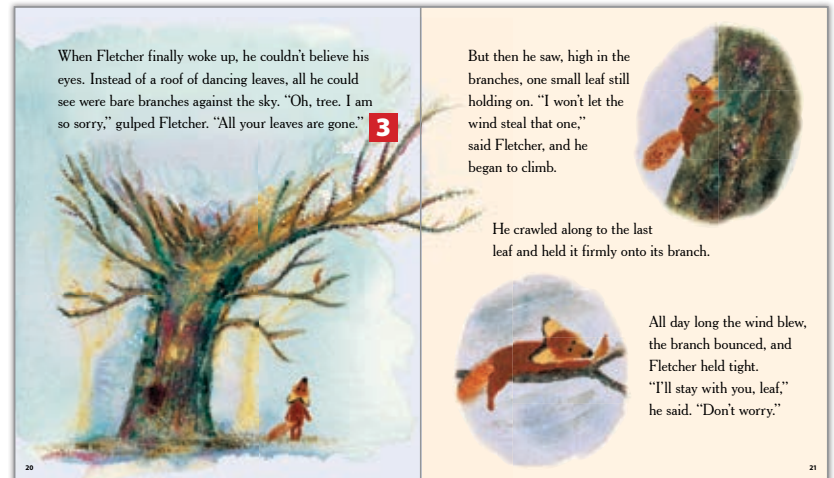
AL Above Level

ISSUE Children can easily visualize what the author describes.

STRATEGY Challenge children to add their own descriptive words and images as they visualize the scene. For example: *The wind whips through the trees like a howling ghost.*



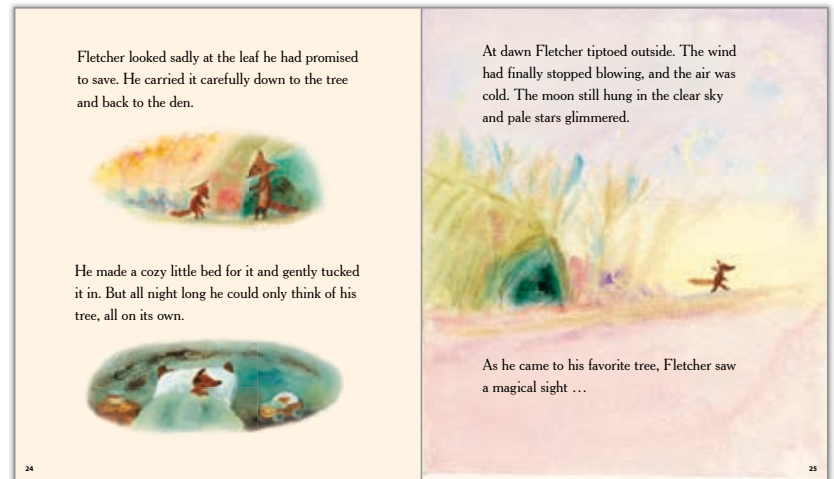
Big Book pages 18–19



Big Book pages 20–21



Big Book pages 22–23



Big Book pages 24–25

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Active Reading** Invite children to read page 19 chorally and use movement and gestures to imitate the motion of the leaves.
- 2 Analyze Theme** *What do you think the **theme** of the story is?* (Possible responses: Nature is always changing; nothing in nature **ends**.) See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

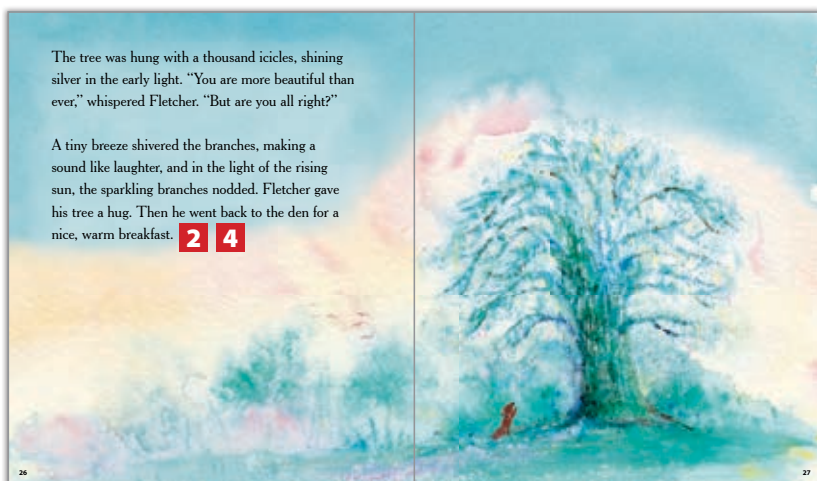
- 3 Plot** *What happens after Fletcher wakes up?* (Possible responses: The branches are bare; only one leaf is left.)
- 4 Make Inferences** *Why do you think Fletcher is happy?* (Possible response: He thinks the tree is healthy again.)

Differentiate

BL Below Level

ISSUE Children struggle to state a theme.

STRATEGY Ask: *Why is the tree losing leaves?* (It is fall.) Explain that fall is a season. Have children name the other seasons and tell how the tree will change. (The tree loses its leaves in the fall, is bare during the winter, and gets new leaves in the spring and summer.) Then help children state a theme based on the changing tree.



Big Book pages 26–27

Writing

7 Write About Theme

Activate prior knowledge: *Remember that the title, characters, setting, and plot of a story can help you figure out the **theme**, or the most important message, of a story.*

Discuss the answer to the theme question on page T268c. Then discuss how the theme relates to the Big Question: Why is nature always changing?

Have partners use their Theme Charts to identify the title, characters, setting, and plot of *Fletcher and the Falling Leaves*.

Display the **Key Words**. Encourage children to use these words as you help them write theme sentences. Ask children to place their writing in their Weekly Folders.

See **Differentiate**



Daily Language Arts

Daily Grammar

Point out the first sentence of the **Big Book** on page 3: *The world was changing*. Then use the Daily Grammar lesson on page T263m to teach the parts of this sentence.

Differentiate

EL English Learners

ISSUE Children struggle with language.

STRATEGY Provide support by allowing children to write one or two words about the theme. Encourage them to use the words to dictate a sentence to a partner.

WRAP-UP

Have children recall what they read about the sun and about *Fletcher and the Falling Leaves*. Have pairs turn and talk about how each is an example of a cycle of nature.

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Initial Sounds

- ✓ Read and Spell Words with *i, ie, igh*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 3, 5, 7, 9, 12, 13, 34

Words with *i, ie, igh*: Practice Master PM5.3

Read On Your Own Book 17

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 4 per child



MORNING WARM-UP

What changes do you see during a storm?

Have children share examples of changes they see during a storm.

Phonological Awareness

1 Substitute Initial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *might*.
- **Segment sounds:** /m/ /i/ /t/. Model placing a chip in a sound box on a **Write-On/Wipe-Off Board** as you say each sound. Have children put chips in their sound boxes and repeat each sound.
- **Substitute a sound:** *Let's change /m/ to /t/: /t/ /i/ /t/.*
- **Say the new word:** *tight. Say the new word with me: tight.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *pie/hi, light/right, sigh/thigh, mild/child*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds

Ask: *What word do I get if I change the /t/ in tie to /l/?* (lie)

If children cannot answer, use **Phonological Awareness Routine 1**. Say *tie* and *lie*. Have children tap for each sound and identify which sounds in each word are the same and which are different. Repeat with *bright/fright* and *night/white*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Read Words with *i, ie, igh* ✓

REVIEW Cover *i_e* and *y* spellings and then display **Sound/Spelling Card 34**. Ask: *What is the picture?* (ice) *What is the sound?* (/i/) *What are the spellings?* (*i, ie, igh*) Display and read *child, bind, tie, high, sight*. Remind children: *Although i + nd or ld is often long, in words ending with i and two consonants, i is often short.*



Remind children that some words have more than one syllable. Say *daylight* and have children say it and clap and count the syllables. Display *daylight* and model how to divide and blend it. Assign **Practice Master PM5.3** for more practice.

COMMON CORE STANDARDS

Reading

Decode Words with Long <i>i</i>	CC.2.Rfou.3
Distinguish Long and Short Vowels	CC.2.Rfou.3.a
Know Vowel Team <i>ie</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c

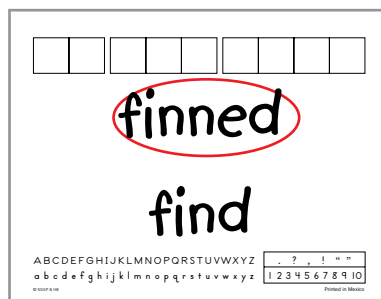
Language and Vocabulary

Spell Words with Long <i>i</i>	CC.2.L.2.d
Check Spelling	CC.2.L.2.e

3 Spell Words with *i, ie, igh* ✓

Use **Dictation Routine 1**.

- **Say a word:** *find*.
- **Segment sounds:** /f/ /i/ /n/ /d/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **3** /f/, **34** /i/, **7** /n/, **13** /d/).
- **Repeat the word:** *find*. Have children write the word, and then use it in a sentence.
- **Write the correct spelling.** Have children use a dictionary to check and correct the spelling of all the words in their sentence. Repeat for *pie* and *right* using cards **9** /p/, **34** /i/, **12** /r/, and **5** /t/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Check & Reteach

OBJECTIVE: Read and Spell Words with *i, ie, igh* ✓

Check for the correct spelling of *find*, *light*, and *night*. Prompt self-correction.

If children have difficulty, display a three-column chart with the heads *i*, *ie*, and *igh*. Say long *i* words such as *wild*, *lie*, and *right* and have children tell which column each word should be added to. Write words in the correct column. Keep the chart displayed as reference.

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined words.

round	air	Bees go <u>round</u> and <u>round</u> in the <u>air</u> .
hear	sound	You can <u>hear</u> their <u>sound</u> .
near	earth	Ants dig <u>near</u> me in the <u>earth</u> .
morning		I see them each <u>morning</u> .
even	here	<u>Even</u> lightning bugs live <u>here</u> .
start		They <u>start</u> to blink at night.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Cover up the High Frequency Words. Read each sentence in step 4 and have children name and spell the missing word.

If children misspell, have them practice reading and spelling words with a partner.



Daily Language Arts

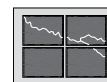
Daily Spelling & Word Work ✓

Practice options on page T263k

Name _____ Date _____

Phonics

Words with *i, ie, igh*



Write the words to complete each sentence.

- nightlight child**
The child turns on the nightlight.
- lies sighs**
He lies down in bed and sighs.
- right silent**
He likes it when the house is as silent as it is right now!
- lights night**
All of a sudden, something lights up the night.
- upright lightning**
Some lightning strikes, and he sits upright.
- bright fright**
It is quite bright, and he is filled with fright.
- cries find**
He cries out and runs to find his mom.
- delight pie**
They eat some pie, and he is filled with delight!

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For use with TE p. T268e

PM5.3

Unit 5 | Everything Changes



Read On Your Own Book 17

Lightning!
by Deanne W. Kells

You see big, thick clouds in the sky. Then the rain starts. Flash! You see lightning. Next, you hear a big clap of thunder. Are you filled with fright or delight?

Lightning is quite a sight. It can light up the sky. It is quick, strong, and hot.

What is lightning? It is a flash of electricity. Air and water go round and round in a cloud. Hot and cold air get all mixed up. Things get wild in the cloud. Then, bam! Electricity!

A lightning stroke is fast. It can take a zigzag path. It can split into branches. Lightning can even look like a string of cotton lumps or beads.

- Legend**
- words with *i, ie, igh*
 - High Frequency Words
 - * story words

Read On Your Own Book 17
pages 4–7

Decodable Reading

5 Read "Lightning!" Read On Your Own Book 17 pages 4–14

Use photos to frontload the story words *cloud(s)* and *sky* (page 4), *electricity* (page 6), and *buildings* (page 11). Then use **Decoding Routine 4** to conduct two readings of "Lightning!" First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 17	Teacher's Edition
vowel digraph /ē/ea	beads (page 7) heats (page 8) streak (page 9)	/ē/ea (page T228b)
vowel digraphs /ā/ai, ay	rain (page 4) wait (page 12) stay (pages 9, 10, 12) daylight (page 13)	/ā/ai (page T201b) /ā/ay (page T201b)
CVCe words	quite (page 5) stroke (page 7) strike(s) (page 10) inside (pages 10, 11)	long vowels, CVCe spellings (page T141b)

AL Above Level

ISSUE Children can easily decode the text.

STRATEGY Have children practice reading aloud the text, with intonation, to a partner.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- Identify Details** *What is lightning?* (Lightning is a flash of electricity.)
- Identify Effect** *Why is lightning dangerous?* (Lightning can strike land. It can shock people and hit buildings.)
- Summarize** *What would you tell a friend about staying safe when there is lightning?* (Stay inside. Don't take a bath or use electricity. If you are outside, stay low, but not flat.)
- Make Connections** *How do you think people feel about lightning?* (Possible response: Most people are fascinated by it, but it can scare them as well.)

For **Decoding Routine 4**, see page BP34.

Lightning is silent. But it heats up the air and smashes it into a sound wave. That wave makes the crash of thunder that you hear.

Lightning might start in a cloud and stay there. It might jump to the next cloud. It might streak down and strike land. That is why people need to be safe when there is lightning.

If lightning strikes you, its electricity will shock you. Stay inside when there is lightning. But do not take a bath or use electricity.

Why is it safe inside, even in high buildings? These buildings have lightning rods. A lightning rod can catch electricity. It sends it right into the earth.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

If you are out and there is lightning, get to low land. High land and land near water are not safe. Stay low but do not lie flat. Wait for the crisis to pass—when the lightning has stopped.

You can see more lightning flashes from twilight on than in daylight. The bright flashes light up the night sky!

Lightning will not last long. It ends, and the clouds pass by. It's hard to think there was lightning here this morning!

Practice Phonics

Words with i, ie, igh

Read these words.

bright	die	hot	night	silent
delight	high	midnight	safe	white

Find the words with i, ie, or igh. Use letters to build them.

d e l i g h t

Talk Together

Choose words from the box above to tell your partner facts about lightning.

The lightning at midnight is high.

Read On Your Own Book 17
pages 8–15

Practice Phonics

6 Words with i, ie, igh Read On Your Own Book 17 page 15

Print, cut out, and distribute **Letter Cards**. Read aloud page 15. Have partners find and build words with i, ie, and igh.



7 Talk Together Read On Your Own Book 17 page 15

Have children tell facts about lightning by filling in the blanks in the sentence frame with words from the box. Encourage children to think about which words make sense. (Possible responses: The lightning at night/midnight is bright/hot/silent/high/white.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from “Lightning!” Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Cycles in Nature

- Use Academic Vocabulary in Speaking
- Visualize

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Fletcher and the Falling Leaves*

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Power Writing

Have children write as much as they can as well as they can in one minute about the word *ends*.

For **Writing Routine 1**, see page BP56.

Academic Vocabulary

1 More Key Words Anthology page 269

Use **Vocabulary Routine 1** to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **motion**.
- **Rate the word.** Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** **Motion** is movement. Pantomime different ways to move.
- **Elaborate.** Relate the word to your actions. Move your arms and say: *My arms are in motion*. Move your legs and say: *My legs are in motion*.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

appear · motion · observe
pattern · repeat

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 269. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

2 Talk Together Anthology page 269

Read the directions and have children make an Expanded Meaning Map. Invite children to compare maps with partners. Then call on volunteers to demonstrate how their maps are the same as or different from their partner's maps.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking

Point to the picture of each **Key Word** and ask children to explain what each word means. If children do not use **Key Words** in the correct context, display sentence frames and have them identify the **Key Word** that completes each sentence. For example, I had to _____ my question three times. (**repeat**) My backpack has a white and black checkerboard _____ on the bottom of it. (**pattern**)

COMMON CORE STANDARDS

Reading

Describe Words and Phrases	CC.2.Rlit.4
Describe Story Structure	CC.2.Rlit.5
Use Illustrations and Details to Demonstrate Understanding	CC.2.Rlit.7
Read and Comprehend Prose	CC.2.Rlit.10

Writing

Recall Information	CC.2.W.8
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Speaking and Listening

Produce Complete Sentences	CC.2.SL.6
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Language and Vocabulary

Produce Complete Sentences	CC.2.L.1.f
Demonstrate Command of English Capitalization	CC.2.L.2
Demonstrate Command of English Punctuation	CC.2.L.2
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

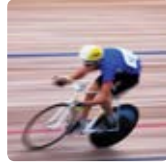
More Key Words

appear

(i-pear) verb

The whale **appears** above the water.**motion**

(mō-shun) noun

The man is in **motion**.**observe**

(ub-zurv) verb

She **observes** the insect.**pattern**

(pa-turn) noun

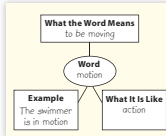
Orange, gray, and blue tiles make a **pattern** on this floor.**repeat**

(ri-pēt) verb

She has to **repeat** what she said because her friend did not hear her.

Talk Together

Make an Expanded Meaning Map for each **Key Word**. Compare your maps with a partner's.



Add words to My Vocabulary Notebook.
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STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

NGReach.com

269

Anthology page 269

Academic Talk

3 Describe Scenes

Explain: *To describe a scene in an illustrated story, look carefully at the illustrations and think about the story events. Pay attention to descriptive words the author uses to help you understand what is happening in the story.*

Display pages 2–3 of *Fletcher and the Falling Leaves*. Say: *Fletcher **observes** the forest turning to a dusty gold. Summer is ending and leaves are changing colors. The leaves, sky, and ground **appear** gold and orange. Fletcher worries about his favorite tree. He **observes** that it is dull, dry, and brown.*

Then display pages 26–27 and ask: *How does the tree **appear** now?* (Possible responses: It is bare. It is icy.) *What else do you **observe** in this scene?* Have partners talk about the other images and words the author uses to describe what is happening in the story.

Differentiate

AL Above Level

ISSUE Children are ready to use advanced vocabulary.

STRATEGY Challenge pairs of children to introduce words that are related to the **Key Words**. Have them find synonyms for each **Key Word**. For example, *study*, *notice*, and *watch* are closely related to *observe*.

Anthology



Big Book

Comprehension

4 Visualize Anthology page 270

Teach the term *visualize* and read aloud the introduction. Explain: **Visualizing** helps you picture what the author is describing. Then point out the cartoon and read the speech balloons. Ask children to pay attention to descriptive words Thomas uses.

Read aloud the How to Visualize chart. Model how to use the cartoon to visualize:

- *I read about bacon sizzling.*
- *I think it sounds like hissing. I think it smells salty and delicious.*
- *I draw a picture of hot bacon strips on a griddle.*

5 Talk Together Anthology page 271

Read aloud the directions. Read aloud the first paragraph of “Playtime in the Park” and the sample visualization. Identify the details in the text that describe what is happening as Thomas plays on the swings.

Have pairs read the rest of the story. Then have children reread and pause to describe how things look, taste, smell, feel, and sound. Encourage them to share the pictures they created in their minds.

Check & Reteach

OBJECTIVE: Visualize 

Circulate as partners do the **Talk Together** activity.

For children who have difficulty visualizing, reread this sentence: *I run outside.* Ask: *What can you visualize when you read that Carmen runs outside? What might Carmen see, hear, smell, feel, and taste?*

Listen Again and Analyze

6 Build Comprehension Big Book pages 2–27

Use the **Listen and Analyze** questions on pages T268a–T268c as you reread *Fletcher and the Falling Leaves* to help children visualize.



Writing

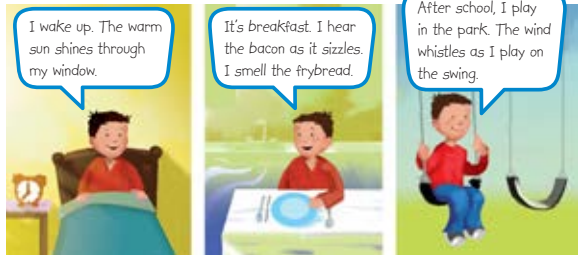
7 Write a Description

Explain: *Visualization helps readers and writers describe what they see, taste, smell, feel, and hear.* Explain that visualizing helps writers choose descriptive words to strengthen their writing. Descriptive words make their writing more interesting to read. Model the process with *Fletcher and the Falling Leaves*.



Learn to Visualize

As you read, try to **visualize**, or form pictures in your mind. Look for words that tell how things look, taste, smell, feel, and sound.



Try to **visualize** what Thomas does.

How to Visualize

1. As you read, look for words that describe how things look, taste, smell, feel, and sound.
2. Use the words to create pictures in your mind.
3. Draw the picture. Show how you see things in your mind.

I read _____.

I think it _____
like _____.

I draw _____.

Language Frames

- I read _____.
- I think it _____
like _____.
- I draw _____.

Talk Together

Read Carmen's story. Read the sample visualization. Then use **Language Frames** to tell a partner how you visualized things in the story.

Story

Playtime in the Park

My friend Thomas likes to play in the park every day after school. He loves to play on the swings. The **motion** of his legs and body make him go really high.

Thomas always notices things. He **observes** how the park changes from spring to summer. As time goes on, he notices a **pattern**.

In spring, tulips **appear** in the green grass. Thomas calls me and asks, "Why are you inside? Don't you want to come out and play?" I run outside. We play tag and hide-and-seek.

In summer, the grass is still green, but the tulips are gone. We try to **repeat** the games we play in spring, but we get too hot. Then we lie in the shade.

"Is there anything else we can do?" he asks.

"I know," I say. "Let's run through the sprinklers!" Then we play until it is almost night.

Sample Visualization

"I read about Thomas playing on a swing in the park.

I think it feels like the wind is rushing past him as he swings through the air.

I draw a boy smiling as he swings on the swing."



← = A good place to visualize

Anthology
pages 270–271

Think Aloud

I read that Fletcher whirled round and round among the swirling leaves. I think it looks like Fletcher is inside a tornado.

Write

Fletcher whirled round and round like he was spinning inside of a leafy tornado.

Have children close their eyes and visualize Fletcher's tree as you reread several descriptive passages, such as those on pages 3, 17, 21, and 24. Then pair children and have them choose a passage to write about. Encourage children to use the Language Frames as they discuss the passage with their partners. Have partners write to describe the tree. Encourage them to use vivid descriptive words.

Encourage children to draw pictures to accompany their descriptions and share their work with the class.

Daily Language Arts

Daily Grammar

Point out the first sentence on page 15 of the **Big Book**: *Suddenly a flock of friendly birds swooped down from the sky.* Point out that this sentence is a statement because it tells a complete thought and ends with a period. Then use the Daily Grammar lesson on page T263m to teach statements.

WRAP-UP

Discuss the different types of weather you saw and how it affected Fletcher's tree throughout the story. (Possible response: Windy weather caused the leaves to blow off the tree.) Ask children how the tree relates to the unit title and the **Key Words** *pattern* and *repeat*.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Initial Sounds

- ✓ Read and Spell Words with *kn, gn, wr, mb*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 41

Sound/Spelling Cards 2, 5, 6, 7, 8, 9, 11, 12, 16

Read On Your Own Book 17

Words with *kn, gn, wr, mb*: Practice Master PM5.6

High Frequency Words: Practice Master PM5.7

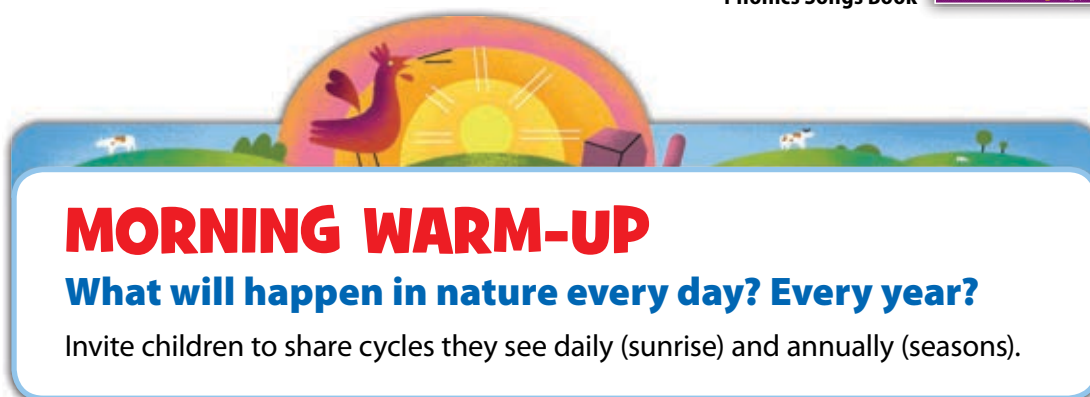
TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 3–4

Word Builder

MATERIALS

- small chips or coins, 4 per child
- self-stick notes
- index cards
- Wordo grids and chips or coins to use as markers



MORNING WARM-UP

What will happen in nature every day? Every year?

Invite children to share cycles they see daily (sunrise) and annually (seasons).

Phonological Awareness

1 Substitute Initial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *wren*.
- **Segment sounds:** /r/ /ě/ /n/. Model placing a chip in each sound box on a **Write-On/Wipe-Off Board** as you say each sound. Have children put chips in the sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /r/ to /m/: /m/ /ě/ /n/.*
- **Say the new word:** *men*. *Say the new word with me: men.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *lamb/ham, know/show, and signs/lines*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds

Ask: *What word do I get if I change /k/ in comb to /d/?* (dome)

If children can't answer, mark three boxes on the floor. Have one child be /k/, one be /ō/, and one be /m/. Have each child say the sound as you point to them. Have another child be /d/ to replace /k/. Ask: *What changed?* (/k/ to /d/) *What's the new word?* (dome)

Phonics

2 Learn Words with *kn, gn, wr, mb*

- ✓ Sing with Me Phonics Songs Book page 41

Explain that a sheep *bleats* as a dog *barks*. Play Tracks 3 and 4 and follow directions. Practice the gestures until children can perform smoothly.

- 1 Form beak with hand and move it like a bird.
- 2 Make little lamb ears with hands on head.
- 3 4 Put hands on hips and sway; point to head for *know*.



Sing with Me Phonics
Songs Book page 41

COMMON CORE STANDARDS



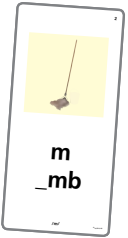



Reading

- Decode Words with Silent Consonants CC.2.Rfou.3
- Identify Inconsistent Sound-Spellings CC.2.Rfou.3.e
- Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

- Spell Words with Silent Consonants CC.2.L.2.d
- Check Spelling CC.2.L.2.e

Use **Decoding Routine 1** to connect sound and spelling in words with *kn*, *wr*, *gn*, and *mb* and to blend words.

Step 1 Develop Phonological Awareness	/n/kn, gn	/r/wr	/m/mb
1. Tell children: <i>These words have /n/ at the beginning. These words have /n/ at the end.</i>	knee, know, gnaw sign, design	wren, write, wrong	lamb, thumb, climb
2. Tell children: <i>I will say a word. Listen for /n/. If you hear /n/, tap your knees. If you don't hear /n/, don't do anything.</i> Repeat for /r/ and /m/. (<i>Child</i> and <i>safe</i> do not have /n/; <i>bind</i> and <i>gold</i> do not have /r/; <i>snow</i> and <i>scold</i> do not have /m/.)	knock, gnat, child, knife, safe, knit	wrist, bind, wreck, gold	comb, snow, limb, scold
Step 2 Introduce the Sound/Spelling			
1. Display the picture-only side of Sound/Spelling Card 7 . Say: <i>nose</i> . Have children repeat. 2. Say: /n/. Have children repeat. 3. Turn the card over. Point to all the spellings and name them. Have children repeat. Then cover the spelling <i>n</i> for the rest of steps 2 and 3. 4. Repeat for /r/ spelled <i>wr-</i> and /m/ spelled <i>-mb</i> .	 <p>Card 7 nose, /n/n, kn, gn</p>	 <p>Card 12 red, /r/r, wr</p>	 <p>Card 2 mop, /m/m, _mb</p>
5. Give examples of other words with the target spellings. Point to <i>wren</i> , <i>signs</i> , <i>lamb</i> , and <i>know</i> in the song on page 41 of Sing with Me Phonics Songs Book .	knee, knack, know, knight, gnat, gnome, sign, resign	write, wrench, wreck, wren, wrist, wring	limb, thumb, lamb, crumb
Step 3 Blend Sound-by-Sound			
1. Display <i>kn</i> . Point to the <i>kn</i> spelling on Sound/Spelling Card 7 and say: /n/. Explain: <i>When the letters kn are together at the beginning of a word, the k is silent and does not stand for any of the sounds in the word.</i> 2. Add <i>o</i> . Say: /ō/. Blend /n/ /ō/, sweeping your hand below the spellings. Have children repeat. 3. Add <i>t</i> . Say: /t/. Model blending the whole word, once again sweeping your hand beneath the spellings. Have children blend the sounds with you.	<p>kn kno → </p> <p>knot →</p>	<p>wr wra → </p> <p>wrap →</p>	<p>n nu → </p> <p>numb →</p>
4. Repeat for the remaining words as you explain: <ul style="list-style-type: none"> <i>the g is silent in words that begin or end with gn.</i> <i>the w is silent in words that begin with wr.</i> <i>the b is silent in words that end with mb.</i> 	knee, know, gnome, gnat, sign	wren, wrist, wreck, write, wring	lamb, limb, thumb, crumb

For **Decoding Routine 1**, see page BP32.



Read On Your Own Book 17

Name _____ Date _____

Phonics

Words with *kn, gn, wr, mb*

Circle the word that names the picture.

1. sun sign seen	2. climb click cling	3. wring wife knife
4. white write knight	5. roam gnome comb	6. kit knit quit
7. wrench bench drench	8. long lamb last	9. three know knee
10. gnat wrap knot	11. gnash kneel wreath	12. thud thumb think

Read It Together Show me your thumb, your wrist, and your knee.

PM5.6 Unit 5 | Everything Changes

NGReach.com Practice Master PM5.6

3 Read Words with *kn, gn, wr, mb* Read On Your Own Book 17 page 16

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out the High Frequency Words *should* and *the* and ask children to read the sentences.

knack wren sign
numb coast wreck
kneel mailbox street
thumb gnome

I know I should wrap the cake.
Gnats might grab the crumbs.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 17** page 16. Review words with *kn, gn, wr,* and *mb* and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.6** for more practice.

4 Spell Words with *kn, gn, wr, mb*

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *wrap*.
- **Segment sounds:** /r/ /ă/ /p/. *What is the first sound you hear?* (/r/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **12** /r/, **6** /ă/, **9** /p/).
- **Repeat the word:** *wrap*. Have children write the word and then use the word in a sentence.
- **Write the correct spelling.** Have children use a dictionary to check and correct the spelling of all the words in the sentence. Repeat for *limb* and *knot* using cards **8** /l/, **11** /i/, **2** /m/, **7** /n/, **16** /ö/, and **5** /t/.

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to complete sentences: *Wrap and knot the rope. Press it with your thumb.* Have children say and write the sentences. Write the correct sentences and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with *kn, gn, wr, mb*

Check the dictation sentences for the correct spelling of *wrap, knot,* and *thumb*. Call out words and ask children how to spell them.

If children have difficulty spelling words with *kn, gn, wr,* or *mb*, have them do a word hunt in the classroom for words that have *kn, gn, wr,* and *mb*. Ask them to look at objects and in books and magazines. Have them write each word on an index card as they find it. Time children to determine who found the most words. Have partners exchange cards and challenge each other to spell the words without looking. Then have children spell and read the words aloud.



Words with kn, gn, wr, mb

Look at each picture. Read the words.

Example:



knot



lamb



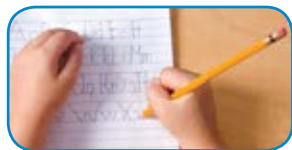
gnome



sign



thumb



write



Key Words

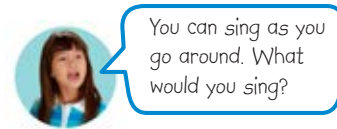
Look at the pictures. Read the sentences.



A May Day Pole

Do you feel spring in the **air**? Do you **hear** the **sound** of spring? Can you **even** smell spring? Make a May Day pole to say, "Spring is **here**!"

1. **Start** by knocking the pole into the **earth**.
2. Tape bright strips **near** the top.
3. On the **morning** of May Day, grab a strip. Go **round** and round the pole.



High Frequency Words

- air
- earth
- even
- hear
- here
- morning
- near
- round
- sound
- start

Phonics Games
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 17
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 17 page 17

Read aloud the list of High Frequency Words and the sentences. Have children clap and sing out the word when they hear it in the sentence. Assign **Practice Master PM5.7** for additional practice.

Play **Wordo**.

- Distribute a grid with four boxes across and four boxes down to each child.
- Have children write this week's High Frequency Words in random order on the grid. Have children choose six words to repeat and write in the other boxes.
- Shuffle the **High Frequency Word Cards** for the same set of words.
- Call out a word. Have children repeat, find, and mark the word on their grids.
- The first child to get four words across or down says "Wordo!" and wins.

REVIEW Check children's retention of High Frequency Words from Unit 4. Have children play **Wordo** with *don't, door, about, work, should, want, where, important, house, kind, place, both, been, great, friend, and different*.

For **Wordo Game**, see page BP39.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Hand out multiple sets of **High Frequency Word Cards**. Have children walk around the room and find another child with the same card. Ask each child to spell the word and say it aloud. If children misspell, have them find the words on the Word Wall and trace them with their finger as they say and spell them.

Name _____ Date _____

High Frequency Words

Round and Round

Write a word from the box to complete each sentence.



- | High Frequency Words |
|----------------------|
| air |
| earth |
| even |
| hear |
| here |
| morning |
| near |
| round |
| sound |
| start |

1. They start the ride, and I go round and round.
2. I hear the sound of the music playing.
3. I see the earth spinning by.
4. I feel the warm morning air blowing on me.
5. Now we are getting near the end of the ride.
6. The ride was even more fun this time than it was before!
7. I think I will come back here to go on this ride one more time.

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NGReach.com Practice Master PM5.7



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T263I



Anthology

OBJECTIVES

Thematic Connection: Cycles in Nature

Preview a Story and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Read with Me MP3

MATERIALS

self-stick notes

Power Writing

Have children write as much as they can as well as they can in one minute about the word *motion*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Expand Word Knowledge

Explain that children will work in pairs to become **Key Word** experts. They will study one word and create a Fold-Up Tab about it. Use **Vocabulary Routine 2** and model making a Fold-Up Tab about the word *pattern*.

- Write the word.
- Add a picture.
- Add a definition.
- Add a context sentence.

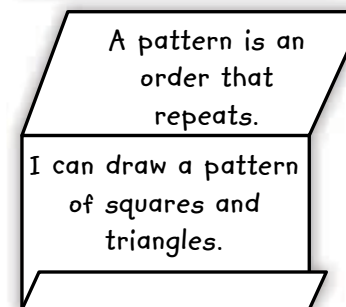
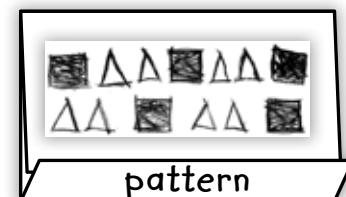
For **Vocabulary Routine 2**, see page BP47.

Assign one **Key Word** to each pair of children. Have each pair create a Fold-Up Tab for the assigned word. Then have children add their sentences to **My Vocabulary Notebook**.

For more images of the **Key Words**, use the **Digital Library**.

Key Words

appear · begins · day · Earth
ends · moon · motion · night
observe · pattern · repeat
shadows · stars



Fold-Up Tab

Academic Talk

2 Preview and Predict Anthology pages 272–273

Have children look at the art on pages 272–273 as you read aloud the title of the story. Ask: *What do you see in the picture? What do you think this story will be about?* Encourage children to use **Key Words** to describe what they see.

Have children do a picture walk through the selection. Prompt pairs of children to talk about what they see in each picture. When children reach the end of the story, have them look at the picture on page 286. Ask: *What do you think the boy is dreaming of?* (Possible responses: the seasons; trees; nature)

Check & Reteach

OBJECTIVE: Preview a Story and Make Predictions

Have children explain how they made their predictions about the story. If children do not predict something reasonable, instruct them to look at the illustrations again. Ask: *What do the illustrations show us?* (Possible response: different scenes in nature, such as leaves falling off a tree) Remind children that the seasons are part of a pattern. *What do you think the story will be about?* (Possible response: seasons changing)

COMMON CORE STANDARDS

Writing

Recall Information CC.2.W.8

Speaking and Listening

Participate in Conversations CC.2.SL.1

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Demonstrate Command of English Grammar CC.2.L.1

Produce Complete Sentences CC.2.L.1.f

Demonstrate Command of English Capitalization CC.2.L.2

Demonstrate Command of English Punctuation CC.2.L.2

Determine the Meaning of Words CC.2.L.4

Use Words and Phrases CC.2.L.6

Read a Story

Genre

Realistic fiction is a made-up story that seems like it could really happen.

Characters

Characters are the people in a story.



mother



boy

When the Wind Stops

by Charlotte Zolotow
illustrated by Stefano Vitale

Comprehension Coach

STUDENT TECHNOLOGY



Digital Library



Read with Me



Student eEdition



My Vocabulary Notebook

NGReach.com

272

Anthology
pages 272–273

Shared Reading

3 Read Realistic Fiction Anthology pages 272–273

GENRE AND CHARACTERS Read aloud the definition of *realistic fiction*.

Explain: *This story is not about real people and events, but the people in the story are like real people, and the events could happen in real life.* Read aloud the definition of *characters* and point to the pictures and labels: *As we read, think about ways the characters seem like real people and how the events could really happen.*

SCIENCE BACKGROUND Explain that the Earth travels around the sun in a circular motion. Say: *We see the sun during the **day**, and we can **observe** the **moon** and **stars** when they **appear** at **night**. When it is **night** where we live, it is **day** somewhere else on **Earth**. Seasons also follow a **pattern** that **repeats**.*

Read pages 273–286 to the class. Use the questions from pages T274–275 to T284–285 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

- Active Reading
- Make and Confirm Predictions

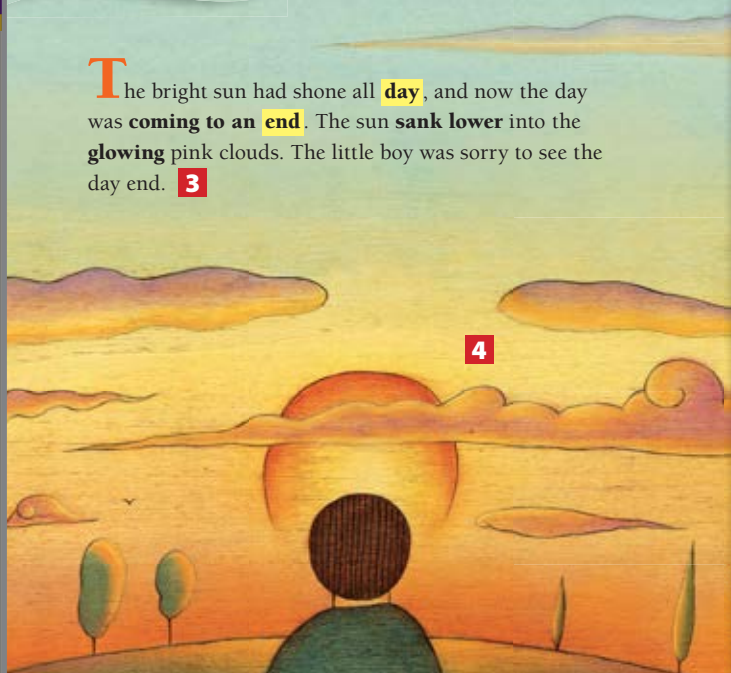
SECOND READ

Day 4 Reread and Analyze

- Analyze Theme
- Visualize
- Critical Thinking

► **Set a Purpose**

A boy **wonders** why the **day** must **end**. Find out what he learns.



The bright sun had shone all **day**, and now the day was **coming to an end**. The sun **sank lower** into the **glowing** pink clouds. The little boy was sorry to see the day end. **3**

4

In Other Words
wonders thinks about
coming to an end almost over
sank lower went down
glowing bright



Later, his mother came to say good **night**.
 “Why does the day have to end?” he asked her.
 “So night can **begin**,” she said, “look.”
 Through the window, the little boy could see a **pale sliver of moon** in the **darkening sky** behind the branches of the pear tree. **1 2**

In Other Words
a pale sliver of moon some of the **moon**
darkening sky sky that was getting darker

Anthology
 pages 274–275

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** As you read, have children act out the sun sinking lower and the moon slowly rising. Then have half the class act out sinking like the sun, while the other half of the class rises slowly to act out the moon at the same time.
- 2 Make Predictions** *What else will the boy learn about the **day** ending?* (Possible responses: what happens to the sun; what happens at **night**)

SECOND READ

Day 4 Reread and Analyze

- 3 Main Inferences** *Why do you think the boy is sorry to see the **day** end?* (Possible responses: The fun of the **day** is over; the boy has to go inside and go to bed.)
- 4 Visualize** ✓ *Use describing words to tell what a sunset looks like.* (Possible responses: an orange ball; like the sky is on fire) *What is it like to be outside under a darkening sky?* (Possible responses: the world sounds quieter; like the world is going to sleep)
 See **Differentiate**

Differentiate

BL Below Level

ISSUE Children have difficulty using descriptive words to describe a sunset.

STRATEGY Have children draw what they imagine when they visualize a sunset.

“But where does the sun go when the day ends?” the little boy asked.

“The day **doesn’t** end,” said his mother. “It begins **5** **somewhere else**. The sun will be shining there, when night begins here. Nothing ends.”

“Nothing?” the little boy asked.

“Nothing,” his mother said. It begins in another place or in a different way.” **6 7**



In Other Words
doesn't does not
somewhere else in another place

276



► **Before You Move On**

1. **Explain** What does the boy learn about **day** and **night**?
2. **Visualize** Picture the boy and his mother talking about the end of the day. Where are they? What do you see?

277

Anthology
pages 276–277

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 **Confirm Predictions** *Were your predictions correct? What else did the boy learn?* (Possible responses: Yes. The **day** never **ends** because it is always daytime somewhere on **Earth**. When one side of the **Earth** is dark, the other side is lit by the sun.)
- 6 **Active Reading** Have children read aloud the dialogue on page 276 with a partner. One child should take the role of the mother, and the other child should take the role of the little boy.

SECOND READ

Day 4 Reread and Analyze

- 7 **Ask and Answer Questions** *What questions do you have about the story so far?* (Possible response: What else does not have an end?) *What can you do to find the answer to your question?* (Possible response: I can continue reading the story.)
- 8 **Use Visuals** *What details in the illustrations tell you that the sun is in a new place?* (The illustration on page 276 shows the sun setting by a house. The illustration on page 277 shows the sun rising by a castle, and the trees are different.)

Answers Before You Move On

1. **Explain** The boy learns that **day** and **night** do not really end. When they **end** in one place, they begin in another.
2. **Visualize** Use the Language Frames from page 271 to model visualizing:
I read about the boy and his mother talking at the end of the **day**.
I think the boy is getting sleepy and his eyes are heavy, like I feel when I am about to fall asleep.
I draw the mother tucking the boy into his bed while the **moon appears** outside the window.

► **Predict**

Look at the pictures. What questions will the little boy ask next?

The little boy lay in bed, and his mother sat beside him.

1 “Where does the wind go when it stops?” he asked.
“It **blows away** to make the trees **dance** somewhere else.”



In Other Words
blows away goes to another place
dance move and shake



“Where does the **dandelion fluff** go when it blows away?”

“It carries the seeds of new dandelions to someone’s **lawn**.”

“Where does the mountain go after the top?”
“It goes down to where it becomes the **valley**.”

In Other Words
dandelion fluff soft, white part of a dandelion flower ►
lawn grass
valley low place between the mountains



Anthology
pages 278–279



2 “Where does the rain go when a storm **is over**?”
“It goes into clouds to make other storms.”

In Other Words
is over **ends**



“Where do clouds go when they move across the sky?”

“They go to **make shade** somewhere else.”

In Other Words
make shade make it cooler by blocking the sun

► **Before You Move On**

1. **Confirm Prediction** What did the boy ask? Was your prediction correct?
2. **Visualize** Think about trees “dancing.” What else do you see, hear, and feel when the wind blows?

Anthology
pages 280–281

Predict

Look at the pictures. What part of nature will the boy learn about next?

“**W**hat about the leaves when they **turn color and fall**?”

“They go into the ground to become part of new trees with new leaves.”

In Other Words
turn color and fall change colors and fall off the trees



“But when the leaves fall, that is the end of something!” the little boy said. “It is the end of autumn.”

“Yes,” his mother said. “The end of autumn is when the winter begins.”

Anthology
pages 282–283

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have one side of the class read the boy’s questions and the other side read the answers.

SECOND READ

Day 4 Reread and Analyze

- 2 Sequence** *Where does the rain go after a storm?* (It goes back into clouds to make other storms.)
- 3 Character’s Traits** *What does the boy do in the story? What do his actions show us about him?* (Possible response: The boy asks his mother many questions. His actions show that he is a curious person.)
- 4 Analyze Theme** *What events or clues in the story help you figure out the theme?* (The boy continues to ask questions about where things go when they **end**. The mother explains that nothing really ever goes away.) *What is the theme of the story?* (The main **theme** of the story is that everything in nature changes, but nothing in nature **ends**.)
See **Differentiate**

Answers Before You Move On

- 1. Confirm Prediction** Responses will vary. The boy asks questions about where the wind, dandelion fluff, mountaintops, rain, and clouds go when he cannot see them anymore.
- 2. Visualize** Responses will vary. To guide children in visualizing, ask: *What does the wind feel like? What does it sound like? What do you see when the wind blows?*

Differentiate

Special Needs

ISSUE Children have difficulty determining the theme.

STRATEGY Have children write the seasons on self-stick notes and place them in order in a circle on the desk. Remove *spring* and ask: *Can the seasons move from winter to summer without spring?* (No.) Then help children write events from the story (sunset, night, sunrise, **day**) and set them in a circle in order. Remove *sunset* and ask: *Can there be **night** if the sun does not set?* (No.)

“And the end of winter . . . ?” the little boy asked.
 “The end of winter, when the snow **melts** and birds come back, is the beginning of spring,” his mother said. **2 3**
 The little boy smiled.



In Other Words
melts turns into water

284



“It really does go on and on,” he said. “Nothing ends.”

He looked out at the sky. The sun was gone completely and the **lovely** pink clouds had **disappeared**. The sky was dark and purple-black, and high above the branches of the pear tree shone a thin moon.

In Other Words
lovely pretty
disappeared gone; left

285

Anthology
 pages 284–285

Fluency

Expression Model expression as you read the story. Explain the concept: *Fluent readers raise and lower their voices as they read text to show how characters are feeling. When you read, try to sound as if you are talking to a friend.* Read a sentence from pages 284–285, once in a flat voice and then again with proper expression, and have children discuss the difference between the two readings.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- Analyze Elements of Realistic Fiction** *What elements of this story make it realistic fiction?* (Possible responses: The characters, setting, and conversation could happen in real life; they are talking about real-life events.)

SECOND READ

Day 4 Reread and Analyze

- Visualize** *What happens at the end of winter? What do you see, hear, and smell?* (Possible response: Spring **begins** at the end of winter. I picture snow melting. I hear birds, and I smell flowers.)
- Identify Details** *What details in the story tell about how **days** and seasons change?* (Possible response: The melting of snow and arrival of birds are examples of a spring weather **pattern**.)
- Character’s Feelings** *How does the boy feel at the end of the story? How do you know?* (Possible response: The boy is happy. He understands nature better. He is smiling and sleeping peacefully.)



“Today is over,” his mother said, “and it’s time for sleep. Tomorrow morning, when you wake, the moon will be beginning a night far away, and the sun will be here to begin a new day.” ❖ **1 2 4**

► **Before You Move On**

1. **Confirm Prediction** What does the boy learn about nature?
2. **Character** How does the boy feel about what he has learned? How can you tell?

286

Anthology page 286



Daily Language Arts

Daily Grammar ✓

Remind children that a question is a kind of sentence. Have children locate two questions from “When the Wind Stops.” Have pairs of children take turns asking and answering their questions. To teach Kinds of Sentences, refer to the Daily Grammar lesson on page 263n.

Writing

4 Write About Nature

Say: *Many natural events occur in this story, such as the water cycle and changing seasons.* Have small groups write about one of the natural events from the story. Remind children that the theme of “When the Wind Stops” is that nothing in nature ends. Each group should explain how their natural event is part of a repeating cycle, or pattern.

Key Words

appear · begins · day · Earth
ends · moon · motion · night
observe · pattern · repeat
shadows · stars

Natural events from the story include sunset and sunrise, wind patterns, water cycle, movement of clouds, and changing of seasons. Encourage children to use **Key Words** in their writing. Have each group share its writing with the class.

WRAP-UP

Have partners discuss cycles in nature from “When the Wind Stops” that they have seen personally. Allow volunteers to share their experiences with the class.

Answers Before You Move On

1. **Confirm Predictions** The boy asked about the seasons and learned about the changes that happen in fall, winter, and spring.
2. **Character** The boy feels amazed by what he has learned. On page 285 he says, “It really does go on and on. Nothing **ends**.”

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Initial Sounds

- Read and Spell Words with *kn, gn, wr, mb*
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 2, 7, 12

Words with *kn, gn, wr, mb*: Practice Master PM5.9

Read On Your Own Book 17

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 3 per child • index cards • container • self-stick notes



MORNING WARM-UP

What happens when winter stops?

Have children turn and talk about changes they see when winter turns into spring.

Phonological Awareness

1 Substitute Initial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *knife*.
- **Segment sounds:** /n/ /i/ /f/. Model placing a chip in each sound box on a **Write-On/Wipe-Off Board** as you say each sound. Have children put chips in their sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /n/ to /w/: /w/ /i/ /f/.*
- **Say the new word:** *wife*. *Say the new word with me: wife.*

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *knight/height, wrap/tap, limb/rim, and lock/knock*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds

Ask: *What word do I get if I change /th/ in thumb to /g/?* (gum)

If children cannot answer, use **Phonological Awareness Routine 1** to practice identifying sounds. Say *thumb* and have children repeat each sound as you clap. Then say *gum*. Have children say the sounds, identify the new sound, and repeat the word. Repeat with *gnaw/thaw* and *wrong/song*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Read and Spell Words with *kn, gn, wr, mb*

REVIEW Display Sound/Spelling

Card 7. Ask: *What is the picture?* (nose)

What is the sound? (/n/) *What are the spellings?* (*n, kn_, gn_*) Display and read *knit, knack, and gnome*. Have children identify the silent consonants. Repeat

for *wr* and *mb* using **Sound/Spelling Cards 12 and 2**.

<u>kn</u>	<u>wr</u>	<u>gn</u>	<u>mb</u>
knot	wren	gnat	lamb
knee	wrap	gnome	thumb
knock	write	sign	crumb

Word Bank: Long *a*

COMMON CORE STANDARDS

Reading

Decode Words with Silent Consonants	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c

Language and Vocabulary

Spell Words with Silent Consonants	CC.2.L.2.d
Check Spelling	CC.2.L.2.e

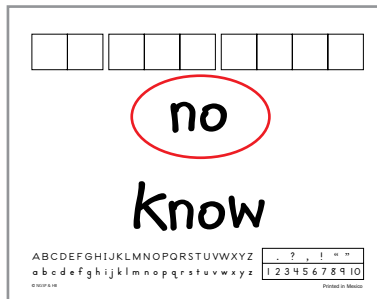
Print, cut out, and distribute **Letter Cards**. Model how to build *knot*. Have partners build and blend *knot* and write it in the first column of a four-column chart with heads *kn*, *wr*, *gn*, and *mb*. Have children continue blending, sorting, and writing *wren*, *gnat*, *lamb*, *thumb*, *wrap*, *knee*, *gnome*, *knock*, *sign*, *crumb*, and *write*. Have partners take turns reading each group of words.

For more practice, assign **Practice Master PM5.9**.

Use **Dictation Routine 2** to have children write sentences on their **Write-On/Wipe-Off Boards**.

- **Say sentences:** *I know a tale about a wren.*
I know a tune about a lamb.
- **Repeat the sentences.** Have children write the sentences.
- **Write the sentences.** Have children use a dictionary to check and correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of the High Frequency Words (*here, near, morning, air, earth, hear, sound, start, round, even*). Have children take turns spelling words as classmates read the words aloud from the Word Wall.

REVIEW Have children review the following previously taught words: *don't, door, about, work, should, want, where, important, house, kind, place, both, been, great, friend, different*. Display the words, call out a sound, and ask children to name a word that begins with that sound, spell it, and use it in a sentence.

Check & Reteach

OBJECTIVES: Read and Spell Words with *kn, gn, wr, mb* ✓
Read and Spell High Frequency Words ✓

Write *knob, knock, gnat, gnu, wrong, write, crumb*, and *comb* on index cards. Place the index cards and **High Frequency Word Cards** for *here, near, morning, air, earth, hear, sound, start, round*, and *even* in a box or other container. Have children take turns reaching into the box and pulling out a word. They read their word, use it in a sentence, say the word again, and spell it.

If children misspell a word, use **Sound/Spelling Cards 2, 7, and 12** to reteach silent consonants. If children misspell a High Frequency Word, have one partner say a sentence that uses the word and the other partner identify the High Frequency Word and spell it.

Name _____ Date _____

Phonics

Words with *kn, gn, wr, mb*

Write the words to complete each sentence.

- crumbs wrens**
The wrens might like crumbs to eat.
- wrap know**
I know how to wrap them in a napkin.
- knapsack knot**
Just tie a knot. Then put them in my knapsack.
- climb lambs**
We will climb up this hill and pass those lambs.
- kneel limb**
Then we can kneel under a limb of this tree.
- wrists gnats**
Oh, no! The gnats are starting to bite my wrists.
- knack wrecking**
They have a knack for wrecking the day!
- wrens crumbs**
We'll leave the crumbs for the wrens to eat and go back home.

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Practice Master PM5.9



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T263I



Read On Your Own Book 17

Signs of Spring

by Tae Choi

Some places have long winters. People might not like all the snow. They might not like **numb** noses and toes.

But winter will not last all year! What are some **signs** that spring is on its way? Let's use our senses to find them.

You can **hear** a **morning sound** that means spring is **here**. It is the **sound** of birds singing. Some birds greet sunrise with a song.

Some birds go to warm places for the winter. They come back for the spring. The sweet **morning**-song of a **wren** can mean spring is **near**.

- Legend**
- words with *kn, gn, wr, mb*
 - High Frequency Words
 - * story words

Read On Your Own Book 17
pages 18–21

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 17	Teacher's Edition
words with vowel digraph /ē/ea, ee	mean(s) (pages 20, 21) greet (page 20) sweet (page 21) green (pages 22, 24) knees (page 26)	/ē/ea (page T228b) /ē/ee (page T228b)
words with inflected ending -ing	singing (page 20) poking (page 22) growing (page 24)	-ing (page T168f)
words with vowel digraphs /ā/ai, ay	way (page 19) say (pages 24, 26, 27) pains (page 26) rain (page 27)	/ā/ay (page T201b) /ā/ai (page T201b)

SN Special Needs

ISSUE Children have difficulty recognizing silent consonants in context.

STRATEGY Have children write *__mb*, *__gn*, *wr__*, and *kn__* on a self-stick note and place it beside their book as they read. Remind them to look for these patterns in words they see in the text.

Decodable Reading

4 Read "Signs of Spring" ✓ Read On Your Own Book 17 pages 18–28

Use the photos to pre-teach story words *winter(s)* (page 18), *birds* (page 20), *animals* (page 23), *flowers* (page 27), and *fruit* (page 28). Then use **Decoding Routine 4** to conduct two readings of "Signs of Spring." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

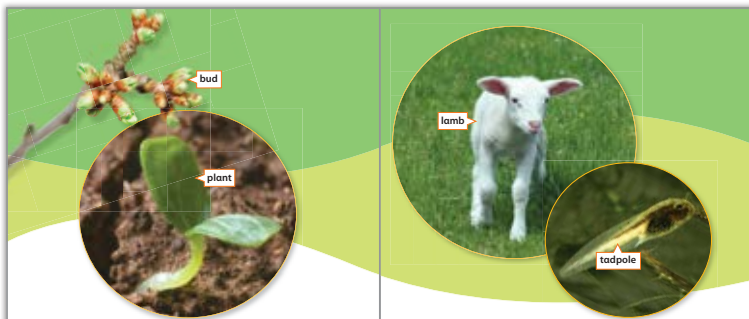
SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.


- 1 **Contrast** *How are spring clothes different from winter clothes?* (They are lighter and not as thick or warm.)
- 2 **Make Inferences** *Why do many people feel better in spring?* (Possible responses: Warm air makes pains go away. Spring is pretty and smells good.)
- 3 **Identify Details** *What can you hear in spring? What can you see, feel, and smell?* (You can hear birds, see plants and animals, feel warm air, and smell rain and flowers.)
- 4 **Make Connections** *What do you think spring tastes like?* (Possible responses: sweet; refreshing; flowery)

For **Decoding Routine 4**, see page BP34.



Use the sense of sight to find signs of spring. Look for plump, **round** buds on a tree **limb**. Or look for green plants poking out of the **earth**.

Look for young animals like **lambs** or tadpoles. Spring is a fine time for plants and animals to grow!



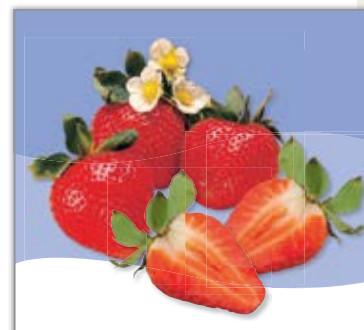
If you have a **knack** for growing things, plant them in spring. We say that people who can grow things well have a "green **thumb**."

You can feel spring in the **air**. It gets warm! When you are out, you do not need to **wrap** up in a thick coat. You can use a light jacket.



Some people say their backs or **knees** let them **know** that spring is **here**. They get pains from the cold of winter. In spring, the pains stop. Things that felt **wrong** **start** to feel right!

Some people say they can **even** smell spring. They smell the fresh rain. They smell the flowers.*



Do you think you can taste spring? When a **knife** cuts fresh fruit, you can smell it and taste it! ✦

Practice Phonics

Words with kn, gn, wr, mb

Read these words.

bench	limb	knife	pump	wren
lamb	gnome	path	sign	plate

Find the words with **kn**, **gn**, **wr**, or **mb**. Use letters to build them.

g n o m e

Talk Together

Choose words from the box above to tell your partner what you see in spring on the farm.

I see a **wren** on a **limb**.

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

Practice Phonics

5 Words with **kn, gn, wr, mb** ✓ Read On Your Own Book 17 page 29

Print, cut out, and distribute **Letter Cards**. Have partners find and build words with **kn, gn, wr, and mb**.



6 Talk Together Read On Your Own Book 17 page 29

Have children choose words from the box to complete the sentence, telling about what they see in spring on the farm. (Possible responses: I see a lamb/sign/gnome/knife on a path/pump/bench/plate.) See **Differentiate**

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "Signs of Spring." Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Read On Your Own Book 17
pages 22–29

Differentiate

AL Above Level

ISSUE Children easily complete the sentence frame.

STRATEGY Challenge children to think of more words with silent consonants that will make sense in the sentence frame. Have them sort the words by consonant pairs.



Anthology

OBJECTIVES

Thematic Connection: Cycles in Nature

- Analyze Theme
- Visualize

PROGRAM RESOURCES

TECHNOLOGY ONLY

- My Vocabulary Notebook
- Read with Me MP3

MATERIALS

children's Fold-Up Tabs from Day 3

Power Writing

Have children write as much as they can as well as they can in one minute about the word *shadow*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

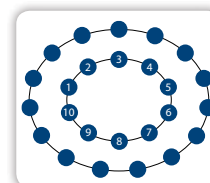
1 Share Word Knowledge

Have children use the Fold-Up Tabs they made on Day 3 (see page T272). Pair children who studied different **Key Words** and have them follow the steps of **Vocabulary Routine 3**.

- Have children take turns presenting their Fold-Up Tabs.
- Talk about how the pictures and sentences in the Fold-Up Tabs show the meaning of the word.
- Have children create sentences in their journals using both **Key Words**, with the **Key Words** underlined.
- Combine groups to form a **Fishbowl**, with one partner on the inside and one partner on the outside. Children in the inside circle share the two words they studied, while children in the outside listen carefully and record the information in **My Vocabulary Notebook**.

Key Words

appear · begins · day
 Earth · ends · moon
 motion · night · observe
 pattern · repeat · shadow
 star



Fishbowl

Children should reverse roles until each child has an entry for every **Key Word**.

For **Vocabulary Routine 3**, see page BP48.

Academic Talk

2 Ask and Answer Questions

Have children review the boy's questions about nature in "When the Wind Stops." Direct pairs of children to find two or three questions and answers in the text and role-play the parts of the boy and mother asking and answering the questions.

Then have children take turns asking and answering questions that are not in the story but that the boy might have about nature. Have partners respond as the mother did. For example: *What happens to the snow after it melts?* (The snow melts and falls again as snow somewhere else.)

Ask volunteers to share their questions and answers with the class.

COMMON CORE STANDARDS

Reading

- Recount Stories with Central Message CC.2.Rlit.2
- Describe Words and Phrases CC.2.Rlit.4
- Read and Comprehend Prose CC.2.Rlit.10
- Describe the Connection CC.2.Rinf.3
- Read with Fluency CC.2.Rfou.4

Speaking and Listening

- Ask Questions About Topics CC.2.SL.1.c
- Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

- Produce Complete Sentences CC.2.L.1.f
- Demonstrate Command of English Capitalization CC.2.L.2
- Demonstrate Command of English Punctuation CC.2.L.2
- Determine the Meaning of Words CC.2.L.4
- Use Words and Phrases CC.2.L.6

Read a Story

Genre

Realistic fiction is a made-up story that seems like it could really happen.

Characters

Characters are the people in a story.



mother



boy

When the Wind Stops

by Charlotte Zolotow
illustrated by Stefano Vitale

Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook

NGReach.com

272

Anthology
pages 272–273

Reread and Analyze

3 Build Comprehension

Reread pages 273–276 together. Ask: *What do you visualize when you read these pages?* (Possible response: The sun shining on a bright summer day.) Ask children to visualize as they reread “When the Wind Stops.” Use the **Reread and Analyze** questions on pages T274–T285 to build comprehension as you reread.

See **Differentiate**

Check & Reteach

OBJECTIVE: Analyze Theme ✓

Listen for comprehension as children answer questions about the theme. If children do not understand the theme, ask: *What do the title and illustrations tell us about the story's theme?* (The illustrations show that the wind is blowing, but the title tells us that it stops sometimes. The illustrations also show elements from different seasons, such as red and orange leaves, snowflakes, and flowers. These details show how things change.)

OBJECTIVE: Visualize ✓

As children answer the **Reread and Analyze** questions, check their understanding of visualization. Ask: *What kind of details can you picture in your mind as you reread the story?* Using page 278, guide them in visualizing. Ask: *Can trees really dance?* (No.) *Instead I think about the movements people make when they dance and picture a tree moving in the same way.* Have children listen to the story's descriptive details to help guide their visualizations.

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading. For additional support, have children listen to the story using the **Read with Me MP3**.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Have children whisper read as you conduct the rereading.



Fluency

Expression Model reading with expression as you dramatize a character in the story. Explain: *Reading with expression means that you show your feelings with your voice as you read.* Have children read with expression as they act out the story.

Use **Fluency Routines** on page BP40.

Mini Lesson

Sequence

Explain: *Changes in nature have **patterns**. The seasons always occur in the same order. We will explore the order of events, or sequence, in which natural changes happen in “When the Wind Stops.”*

- Have children look at pages 275 and 276. Model making observations about the text: *I am looking for specific parts of the story where the boy learns about changes in nature. On page 275, he asks his mother why the **day ends**. She explains that the **day** does not really **end**, it just becomes **day** somewhere else on **Earth**.*
- Ask: *Where else in the story do we read about things in nature that do not **end**?*
- Have children work in pairs to page through the selection and identify places where the boy learns about specific patterns or cycles in nature. (Responses may include mention of the wind, dandelion fluff, rain, clouds, and changing leaves.)
- As children discuss with their partners, encourage them to use sequencing words such as *because, so, then, before, and after*.

To check understanding of the group as a whole, ask volunteer pairs to share specific changes in nature that appear in the story. If children give answers that are unclear, ask them to locate the place in the selection where the author provides specific details about that change.

4 Meet the Author Anthology page 287

Read aloud the biography of Charlotte Zolotow. Use the biography to build comprehension:

- **Draw Conclusions:** *This biography says that Charlotte Zolotow has always had a big imagination. Why is an imagination an important thing for both authors and readers?* (Possible response: If readers have an imagination, they can **visualize** what is happening. Authors need a good imagination to create characters and stories.)
- **Relate to Personal Experience:** *Nicknames given by close friends can be a way of showing affection. Charlotte Zolotow’s friends call her by a nickname. Do your close friends or family members call you by a nickname?*

See page LR12 for a list of additional books written by Charlotte Zolotow.

Meet the Author

Charlotte Zolotow



From the time Charlotte Zolotow was a child, she always had a big imagination. Ms. Zolotow is in her 90s now, but she still remembers how it felt to be young. Her many stories show that her imagination has only grown bigger and better over the years.



▲ Charlotte Zolotow's friends sometimes call her "CZ."

Writer's Craft

Charlotte Zolotow uses details such as "lovely pink clouds" and "purple-black" sky to help you see and feel what is happening in the story. Write your own sentence about nature. Be sure to use a lot of details!

287

Anthology page 287

Writing

5 Writer's Craft Anthology page 287

Read aloud **Writer's Craft**. Model using sensory details and visualizing: *Think about what you want to tell about nature*. Have children close their eyes and picture the scene in their head. Ask: *What do you see (hear, feel, smell)?* Have children write a sentence using sensory words that describes the scene so that another person can imagine they were there, too.

Think Aloud

*I want to describe the morning dew.
Next I will add details.*

Write

Drops are on leaves.
Cool, wet drops glisten like diamonds on the dark green leaves.

See **Differentiate**



Daily Language Arts

Daily Grammar ✓

Point out the different kinds of sentences in the **Writer's Craft** box on page 287.

Ask children: *What kind of sentences can you identify?* Have children complete the Grammar and Writing lesson on page T263n and apply it as they write.

Differentiate

EL English Learners

ISSUE English learners have ideas for sentences that include sensory details, but they have trouble thinking of precise English words to use.

STRATEGY Have children work in pairs. English learners can share their ideas in their native language with gestures or small illustrations. Partners can help determine which English words to use.

WRAP-UP

Review the readings from this week. Ask: *What did you learn this week about nature and how nature changes? What did you learn this week about how **patterns** in nature **repeat** themselves?*



Read On Your Own Book 17

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Read and Spell Words with *i, ie, igh*
- ✓ Read and Spell Words with *kn, gn, wr, mb*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Story
- ✓ Analyze Theme
- ✓ Visualize

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 5
- Read On Your Own Book 17
- Theme Chart: Practice Master PM5.11

TECHNOLOGY ONLY

- Comprehension Coach
- Online Vocabulary Games

MORNING WARM-UP

What are some ways in which nature changes?

Have children use **Family Newsletter 5** to discuss the question in small groups.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *pattern*.

For **Writing Routine 1**, see page BP56.

Vocabulary Review

1 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play games.

VOCABULARY GAME

Introduce the game of **Yes or No**. Explain how to play:

I will ask a question about a Key Word. If the answer is "yes," raise both hands. (Demonstrate.) If the answer is "no," raise one hand. (Demonstrate.)

Have children play the game. Instruct children to respond using complete sentences. For example: *Is it dark at **night**?* (Yes, it is dark at **night**.)

ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

COMMON CORE STANDARDS

Reading

- | | |
|--------------------------------------|---------------|
| Recount Stories with Central Message | CC.2.Rlit.2 |
| Describe Story Structure | CC.2.Rlit.5 |
| Read and Comprehend Prose | CC.2.Rlit.10 |
| Decode Words with Long <i>i</i> | CC.2.Rfou.3 |
| Decode Words with Silent Consonants | CC.2.Rfou.3 |
| Know Vowel Team <i>ie</i> | CC.2.Rfou.3.b |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |
| Read with Fluency | CC.2.Rfou.4 |

Writing

- | | |
|--------------------|----------|
| Recall Information | CC.2.W.8 |
|--------------------|----------|

Speaking and Listening

- | | |
|----------------------------|-----------|
| Produce Complete Sentences | CC.2.SL.6 |
|----------------------------|-----------|

Language and Vocabulary


- | | |
|------------------------------------|------------|
| Spell Words with Long <i>i</i> | CC.2.L.2.d |
| Spell Words with Silent Consonants | CC.2.L.2.d |
| Use Words and Phrases | CC.2.L.6 |

Review Phonics and High Frequency Words


What Am I?

Look at the pictures with a partner. Take turns reading the clues. Then solve the riddle.


1 You can see me at night. You can see me in daylight.




4 I am silent. But a crashing sound you hear is a sign that I am near.



2 I start up high but can end down on earth.




5 I am hot and strong. I can wreck things. I might snap a limb off a tree. I can shock people.



3 I cut like a knife through the air.





6 You must know that it is wrong to lie flat if I am near.




Answer: I am lightning.

STUDENT TECHNOLOGY

 Resources

 Phonics Games



Legend

long *i* words with *i*, *ie*, *igh*, and words with *kn*, *wr*, *mb*

high frequency words

Read On Your Own Book 17
pages 30–31

Phonics Review

2 Play What Am I? ✓ Read On Your Own Book 17 pages 30–31

Read aloud the directions and clues on pages 30–31. Have children take turns guessing the answers. Gather the group and discuss the clues and answers. Then have children find and read:

- nine words with long *i* spelled *i*, *ie*, *igh*, or *ie*. (*night*, *daylight*, *high*, *knife*, *silent*, *sign*, *might*, *lie*, *lightning*)
- six words with silent consonants *kn*, *gn*, *wr*, or *mb*. (*knife*, *sign*, *wreck*, *limb*, *know*, *wrong*)
- High Frequency Words *air*, *earth*, *hear*, *near*, *sound*, and *start*.

Check & Reteach

OBJECTIVES: Read and Spell Words with *i*, *ie*, *igh* ✓
 Read and Spell Words with *kn*, *gn*, *wr*, *mb* ✓
 Read and Spell High Frequency Words ✓

Have children follow along as you read aloud directions and clues on pages 30–31. Have children clap when they hear words with long *i* spelled *i*, *ie*, *igh*. When they clap, have them say the word and spell it. Repeat for High Frequency Words and for words with silent consonants.



Daily Language Arts

Daily Spelling & Word Work ✓

Spelling Test on page T263k



Answers Talk About It

- 1. Realistic Fiction** Possible response: Leaves falling from a tree could happen in real life.
- 2. Engage in a Discussion** Possible response: I think she means that things in nature do not have a true end, because she says that the end of one thing is the beginning of another. I don't think things in nature **end** because nothing ever goes away completely.
- 3. Visualize** Possible response: I see the black velvet sky spotted with stars. I hear the wind whistling outside my window. I smell musty leaves carried on the cold, dry air.

Name _____ Date _____

Theme Chart

When the Wind Stops

Use clues from the story to figure out the theme.
Possible responses shown.

<p>Title</p> <p>"When the Wind Stops" makes me think that the story is about nature.</p>	<p>Characters</p> <p>The characters are a boy and his mother. They like to talk about nature.</p>
<p>Setting</p> <p>The story is about outside places. The pictures show changes that happen in nature.</p>	<p>Plot</p> <p>The little boy asks questions. The boy's mother answers each question the boy asks. Her answers always show that nothing in nature comes to an end.</p>

Theme
Nature is always changing.

Share your clues and theme with a partner.

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[NGReach.com](https://www.natreach.com) Practice Master PMS.11

Daily Language Arts

Daily Grammar

Have children find a statement and a question on page 288. Then use Review and Assess on page T263n.

Academic Talk

3 Talk About It Anthology page 288

Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

Writing

4 Write About It Anthology page 288

Explain to children that they will write about their favorite part of "When the Wind Stops." Read the directions and give an example based on the supplied sentence frames. Say: *When I write, I will tell about what we read. I will focus on my favorite part of the story.*

- *Today we read that dandelion seeds get blown around **Earth** by the wind.*
- *I like the illustration of the girl picking dandelions because it is pretty and makes me think of a place I would like to go someday.*
- *It makes me feel like giving flowers to a friend.*

Encourage children to use **Key Words** in their writing.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of a Story

Review children's **Write About It** sentences to see if they understood how to write about their favorite part of "When the Wind Stops."

Have children who do not demonstrate comprehension listen to the audio selection provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Describe

5 Theme Anthology page 289

REVIEW Remind children: *The **theme** is the big idea or main message of a story. To find the **theme** of a story, use clues from the title, characters, setting, plot, and illustrations.*

Read aloud the introduction. Explain: *Filling out this chart will help me find the **theme** of "When the Wind Stops." I write the title and what it makes me think about in the first box. In the next box, I will write about the characters in the story.*

Distribute **Practice Master PMS.11**. Read aloud the directions and guide children as they complete their charts. When children are finished, have them form pairs and share their charts with partners.

Talk About It

- Name one thing in the story that is **realistic**. Read it aloud.
_____ could happen in real life.
- The boy's mother says, "Nothing **ends**." What does she mean? **Discuss** your ideas with a partner.
I think _____ because _____.
I don't think _____ because _____.
- What do you see from your window before you go to bed? Find words in the story that describe the **night** sky. Then create a picture in your mind. Tell a partner what you see, hear, and smell.
I see _____.
I hear _____.
I smell _____.

Learn test-taking strategies.
NGReach.com



Write About It

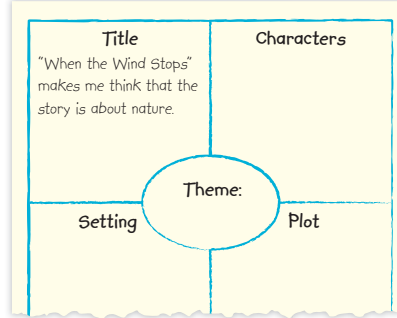
Find your favorite part of the story. Write a sentence telling why you like the part. Tell how it makes you feel.

Today we read _____.
I like _____ because _____.
It makes me feel _____.

Theme

What is the theme of "When the Wind Stops"?

Theme Chart



Now use your theme chart. Tell your partner about the theme of "When the Wind Stops."

The theme of the story is _____.

Fluency

Use the Comprehension Coach to practice reading with the correct expression. Rate your reading.

STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 288–289

Check & Reteach

OBJECTIVES: Visualize ✓
Analyze Theme ✓

If children have trouble visualizing, have them reread page 286 as if they were the mother talking to her son. Encourage them to picture in their minds what they are reading. For children who are unable to identify and analyze the theme of the story as they discuss, refer to their theme charts. Ask: *According to these clues, what is the big idea of the story?*

6 Fluency

Have children use the **Comprehension Coach** to practice fluency.



NGReach.com Comprehension Coach

WRAP-UP

Have children review the contents of their Weekly Folders. Form groups and ask children to use what they have learned as they discuss the Big Question: Why is nature always changing? Circulate among the groups and prompt discussion as needed:

- What are some ways in which nature changes?
- What did you learn about **patterns** in nature from reading "When the Wind Stops"?

Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with Long *i*
- Decode Two-Syllable Words
- Decode Words with Silent Consonants

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Long *i*
- Spell Words with Silent Consonants
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Analyze Theme
- Visualize

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Sentences
- Write Descriptive Sentences

ASSESSMENTS

Foundational Skills Test Unit 5, Week 1

Decoding TTT
 • Long Vowels *i, u, oo*
 • Silent Consonants *kn, wr, gn, mb*

Make a copy of this page so you can use the list of High Frequency Words. Have the child read the list of words and lead to you. Record the child's responses on a copy of the Student Profile on page A5.7.

Week 1

here hear
 near sound
 morning start
 air round
 earth even

A5.5 Unit 5 | Everything Changes

Foundational Skills Unit 5, Week 1

1. pie peach
 joy watch
 jow wrench

2. then they
 their trash

3. basket arm
 basket lamb
 highway thumb

A5.6 Unit 5 | Everything Changes

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *i, ee, ig*

1. skies The **skies** are cloudy.
 2. lightning There's a big streak of **lightning**.
Words with Silent Consonants *kn, wr, gn, mb*

3. lamb An hour ago, the weather was as gentle as a **lamb**.
 4. gnash Now, tree branches **gnash** against my window.

High Frequency Words

5. air The **air** outside is chilly.
 6. earth The **earth** in the garden has frost on it.
 7. even There is **even** an icicle hanging on the porch.
 8. hear It is very quiet—I cannot **hear** any birds.
 9. here I guess winter is really **here**.
 10. morning When I woke up this **morning**, I went to my window.
 11. near I saw a big deer **near** the apple tree.
 12. round I think it was looking for a nice **round** apple.
 13. sound Suddenly, the deer heard a **sound**.
 14. start I will **start** putting out food for the deer.

Other Words

Use these words and sentences for additional Pretest and Test items.

1. twilight **Twilight** is when the sun is beginning to set.
 2. necktie It is when Dad comes home and takes off his **necktie**.
 3. highway He drives home on a big **highway** filled with cars.
 4. knight He shares a story of a **knight** in armor and a dragon.
 5. unwrap Dad helped me **unwrap** a piece of carrot cake.
 6. crumb I ate all of it right down to the very last **crumb**.

A5.7 Unit 5 | Everything Changes

Oral Reading Assessment Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

That night, people watched the fire on the TV news. They thought it was wrong. How could a river be on fire? People needed to know.

The river had been used as a dump, and it was filled with grease, trash, big city logs, and tree limbs. Other rivers were just as bad, and the air was not always clean. In some places, fields were filled with junk.

People wanted to find ways to clean up the Earth. They began writing letters to newspapers. People wanted a special day called Earth Day.

The first Earth Day was in 1970. It was an important sign of change. Grown-ups and kids started to clean up rivers and fields. This is making the Earth a better place.

A5.1 Unit 5 | Everything Changes

Oral Reading Assessment Unit 5

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That night, people watched the fire on the TV news. They thought it was wrong. How could a river be on fire? People needed to know.

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A5.2 Unit 5 | Everything Changes

Oral Reading Assessment Unit 5

Student Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Accuracy														
2. Rate														
3. Expression														

A5.3 Unit 5 | Everything Changes

Reading Comprehension Test Unit 5, Week 1

HIDDEN GARDEN

It was a sunny, spring day. Bella and her sister, Kim, kicked a soccer ball while their mother worked in the yard. It had rained almost every day for the past three months. It was great to finally be outside. Just then, their mother called.

"Girls," Mom said, "come and help me with this." The sisters ran to where their mother stood. By her feet was a large tree branch. It was dark brown with spots of green moss growing on it.

"This broke and fell from our tree in the big storm last month," said Mom. "It's too big for me to carry by myself."

The three of them lifted the heavy branch. Its bark came off as they put their arms around it. Slowly, they dragged it across the yard.

"Look," said Bella. She went back to where the branch had been. There were tiny green plants growing out of the dark earth.

A5.8 Unit 5 | Everything Changes

Reading Strategy Assessment Unit 5

Item	1	2	3	4	5	6	7	8	9	10
1. Analyze Theme										
2. Visualize										

LRS.5 Unit 5 | Everything Changes

Reading Strategy Assessment Unit 5

Item	1	2	3	4	5	6	7	8	9	10
1. Analyze Theme										
2. Visualize										

LRS.6 Unit 5 | Everything Changes

Vocabulary Test Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This is the .
 color prey
 shape food
 moon Earth
 ocean

2. These are .
 kids library
 jobs shadow
 stars machine
 pipes neighbor

3. The show .
 ends rises
 rises cans
 cans ovens

A5.10 Unit 5 | Everything Changes

Grammar and Writing Test Unit 5, Week 1

Directions: Read the question. Choose the correct answer.

1. Which of these sentences is written correctly?
 It feels very warm today?
 It feels very warm today?
 It feels very warm today.

2. Which of these sentences is written correctly?
 Do you like hot weather?
 Do you like hot weather?
 do you like hot weather?

3. Which of these sentences is written correctly?
 I want to sit in the shade.
 I want to sit in the shade.
 I want to sit in the shade?

4. Which of these sentences is written correctly?
 I want to sit in the shade.
 I want to sit in the shade.
 I want to sit in the shade?

A5.13 Unit 5 | Everything Changes

Writing Rubric

Category	1	2	3	4
Content	Does not address the topic.	Addresses the topic but lacks detail.	Addresses the topic with some detail.	Addresses the topic with detail and examples.
Organization	Does not use any organizational structure.	Uses simple organizational structure.	Uses more complex organizational structure.	Uses sophisticated organizational structure.
Style	Does not use any style elements.	Uses simple style elements.	Uses more complex style elements.	Uses sophisticated style elements.
Conventions	Does not use any conventions.	Uses simple conventions.	Uses more complex conventions.	Uses sophisticated conventions.

A5.47 Unit 5 | Everything Changes

Foundational Skills Test
A5.5–A5.7

Spelling Pretest/Spelling Test
See page T263k

Oral Reading Assessment
A5.1–A5.4

Use these passages throughout Unit 5. Work with below-level readers this week.

Reading Comprehension Test
A5.8–A5.9

Reading Strategy Assessment
LRS.5–LRS.6

Vocabulary Test
A5.10–A5.12

Grammar and Writing Test
A5.13–A5.14

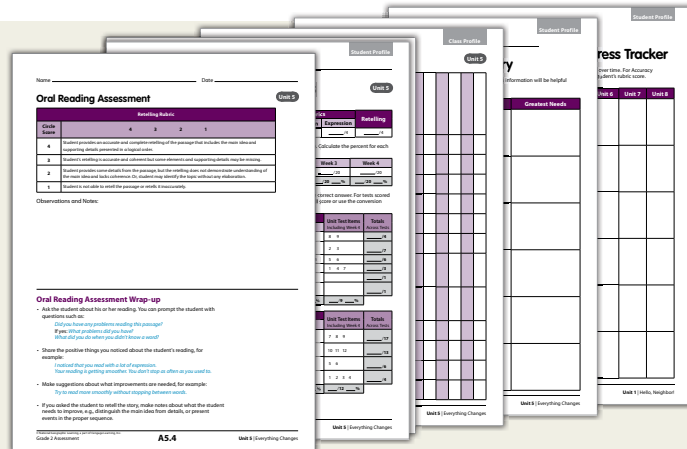
Writing Rubric
A5.47



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A5.4
- Student Profile: Weekly and Unit Tests** A5.43–A5.44
- Class Profile: Weekly and Unit Tests** A5.45
- Student Profile: Strengths and Needs Summary** A5.46
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

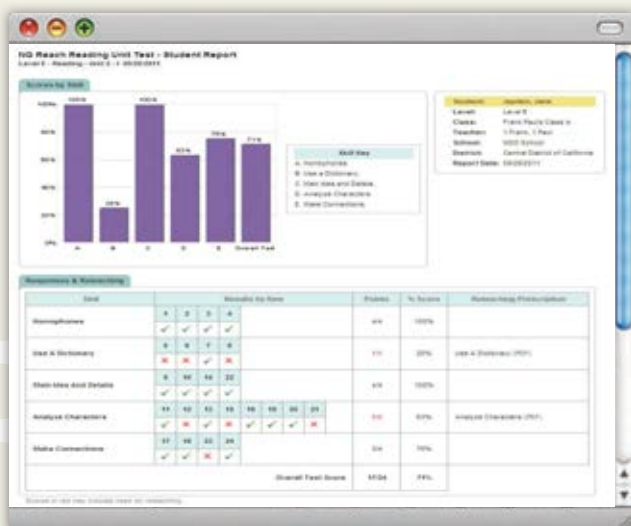
Foundational Skills, Spelling, Fluency

RETEACH

- Decoding Routines**, page BP36
- High Frequency Words Routines**, page BP37
- Fluency Routines**, page BP40

ADDITIONAL PRACTICE

- Phonics Games** [NGReach.com](https://www.ngreach.com)
- Word Builder** [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Assessments**
- Class Profile: Weekly and Unit Assessments**
- Standards Summary Report**

Reading

RETEACH

- Theme: Reteaching Master RT5.1**
- Visualize: Reteaching Master RT5.2**

ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Sentences: Anthology Handbook**, pages 570–572
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE




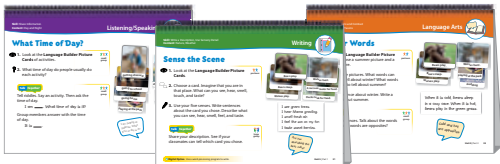
- More Grammar Practice, Reteaching Master RT5.3**

Week 2 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Delete Final Syllables T289k	☑ Delete Final Syllables T295a
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3 ☑ Words with -y T289k Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T289g ☑ Words with -y T289m	Phonics CC.2.Rfou.3; CC.2.Rfou.3.e; CC.2.Rfou.4 ☑ Words with -y T295a ☑ Plurals with -s, -es, -ies T295b ☑ Read with Fluency T295c Spelling CC.2.L.2.d ☑ Words with -y T289g, T295a ☑ Plurals with -s, -es, -ies T295b
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T289g, T289n CC.2.Rfou.3.f	☑ Practice High Frequency Words T295b CC.2.Rfou.3.f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Preview and Predict T290 CC.2.SL.1.c	Explain Day and Night T295e CC.2.SL.6
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.SL.6; CC.2.L.1.f ☑ Use Complete Sentences T289i Vocabulary CC.2.L.5 ☑ Identify Antonyms T290	Daily Grammar CC.2.SL.6; CC.2.L.1.f ☑ Use Complete Sentences T289i Vocabulary CC.2.L.5 ☑ Compound Words T295e
	Reading 🕒 20–40 minutes 	Read CC.2.Rinf.10 ☑ Shared Reading: Science Article T290	Reread CC.2.Rfinf.10 ☑ Shared Reading: Science Article T295f Comprehension CC.2.Rinf.3 ☑ Analyze Steps in a Process T295e 
	Writing 🕒 15 minutes	Power Writing T290 Writing CC.2.W.7 Write About Day or Night T294–T295	Power Writing T295e Writing CC.2.W.8 Write About Author's Purpose T296
LEVELED READING TIME		Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Visualize ☑ Theme ☑ Compare and Contrast	Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1 Read and Integrate Ideas LR2 ☑ Visualize ☑ Theme ☑ Compare and Contrast
LEARNING STATION TIME			Speaking and Listening T289e Language and Vocabulary T289e Writing T289e Cross-Curricular T289f Reading and Intervention T289f

BIG Question Why is nature always changing?

Day 3

Learn Sounds, Letters, and Words

- Substitute Initial Sounds T296a

Phonics CC.2.Rfou.3
 Words with Soft c and g T296a

Spelling CC.2.L.2.d
 Words with Soft c and g T289g, T296c

Practice High Frequency Words T296d
 CC.2.Rfou.3.f

Day 4

Read and Comprehend

- Substitute Initial Sounds T296i

Phonics CC.2.Rfou.3; CC.2.Rfou.4
 Words with Soft c and g T296i
 Read with Fluency T296k

Spelling CC.2.L.2.d
 Words with Soft c and g T289g, T296j

Practice High Frequency Words T296j
 CC.2.Rfou.3.f

Day 5

Review and Apply

- Review T296o

Phonics CC.2.Rfou.3; CC.2.Rfou.3.e
 Words with -y T296o
 Plurals with -s, -es, -ies T296o
 Words with Soft c and g T296o

Spelling CC.2.L.2.d
 Words with -y T296o
 Plurals with -s, -es, -ies T296o
 Words with Soft c and g T296o

Review High Frequency Words T296o
 CC.2.Rfou.3.f

Read and Comprehend

Preview and Predict T296e
 CC.2.SL.1

Daily Grammar CC.2.SL.6; CC.2.L.1.f
 Use Complete Sentences T289j

Vocabulary CC.2.L.6; CC.2.L.4.d
 Review Science and Academic Vocabulary T296e

Read CC.2.Rinf.10
 Interactive Read-Aloud: Share a Science Experiment

Power Writing T296e
Writing CC.2.W.8
 Write Steps in a Process T296h
 CC.2.W.7

Reread and Analyze

Explain an Experiment T296n
 CC.2.SL.1.c

Daily Grammar CC.2.SL.6; CC.2.L.1.f
 Grammar and Writing T289j

Vocabulary CC.2.L.4.d
 Use Compound Words T296m

Reread CC.2.Rinf.10
 Interactive Read-Aloud: Share a Science Experiment T296m

Comprehension CC.2.Rinf.3
 Analyze Steps in a Process T296m

Power Writing T296m
Writing CC.2.W.8
 Write to Explain T296n
 CC.2.W.7

Review and Apply

Relate Readings to the Big Questions T297a
 CC.2.SL.1.b

Daily Grammar CC.2.SL.6; CC.2.L.1.f
 Review T289j

Vocabulary CC.2.L.5
 Apply Word Knowledge T297

Comprehension CC.2.Rinf.3
 Compare Experiments T297a

Power Writing T296o
Writing CC.2.W.8
 Write About Change T297b
 CC.2.W.7

Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10
 Introduce LR2
 Read LR4–LR11

- Visualize
- Theme
- Compare and Contrast

Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1
 Read and Integrate Ideas LR2

- Visualize
- Theme
- Compare and Contrast

Reading CC.2.W.1–3; CC.2.SL.1
 Connect Across Texts LR3

Writing CC.2.W.1–3
 Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T297c–T297d

- Foundational Skills Test A5.15–A5.16
 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d
- Spelling Test T289g
 CC.2.Rfou.3; CC.2.L.2.d
- Oral Reading Assessment A5.1–A5.4
 CC.2.Rfou.4
- Reading Comprehension Test A5.17–A5.18
 CC.2.Rlit.6,10
- Reading Strategy Assessment LR5.5–LR5.6
 CC.2.Rlit.1
- Vocabulary Test A5.19
 CC.2.L.4; CC.2.L.6
- Grammar and Writing Test A5.20–A5.21
 CC.2.W.8; CC.2.L.1.e

Reteaching Masters RT5.1–RT5.4

Week 2 Learning Stations

Speaking and Listening

Option 1: What Time of Day?

Skills: Share Information
Context: Day and Night

Listening/Speaking

What Time of Day?

1. Look at the Language Builder Picture Cards of activities.

2. What time of day do people usually do each activity?

Talk Together
Tell riddles. Say an activity. Then ask the time of day.
I am _____. What time of day is it?
Group members answer with the time of day.
It is _____.

I am heading on a game. What time of day is it?
It is nighttime.

Unit 5 | Part 1 | 30

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 30

Digital Library: Language Builder Picture Cards C60–C67

Teacher's Guide on [NGReach.com](https://www.ngrach.com)

Ask and Answer Questions

CC.2.SL.3

Option 2: Day and Night



MATERIALS

colored markers and crayons

- Have partners choose an object outside to draw, such as a plant, building, hill, or tree.
- Have them talk about how the object and its surroundings might appear during the day and at night.
- Have each pair fold a piece of drawing paper in half. One partner draws half of the scene in daylight. The other partner draws half of the scene at night. Have children explain their drawings to the class.

Participate in Conversations
Recall Information

CC.2.SL.1
CC.2.W.8

Language and Vocabulary

Key Words

appear · begins · day · Earth · ends · moon
motion · night · observe · pattern · repeat
shadows · stars

Option 1: Vocabulary Games



[NGReach.com](https://www.ngrach.com) Vocabulary Games

Determine the Meaning of Words
Use Words and Phrases

CC.2.L.4
CC.2.L.6

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ngrach.com) My Vocabulary Notebook

Have children expand word knowledge by

- adding definitions
- adding images
- using the word in a command and in an exclamation.

Determine the Meaning of Words
Use Words and Phrases

CC.2.L.4
CC.2.L.6

Writing

Option 1: What Time Is It?

Skills: Use an Atlas
Context: Time Zones

Math

What Time Is It?

1. There are 24 time zones on Earth. The difference from one time zone to the next is usually 1 hour.

2. Look in an atlas. Find two cities in different time zones.

3. Draw two clocks. Show 10:00 a.m. in one city. What time is it in the other city?

4. Label your picture.
It is 10:00 a.m. in _____. It is _____ in _____.
The time difference is _____.

Talk Together
Share your picture. Talk about it.

It is 10:00 a.m. in San Jose, California. It is 1:00 p.m. in Miami, Florida. The time difference is 3 hours.

Unit 5 | Part 1 | 31

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 31

Teacher's Guide on [NGReach.com](https://www.ngrach.com)

atlas • colored markers and crayons

Produce Complete Sentences

CC.2.L.1.f

Option 2: Active Days



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card C60

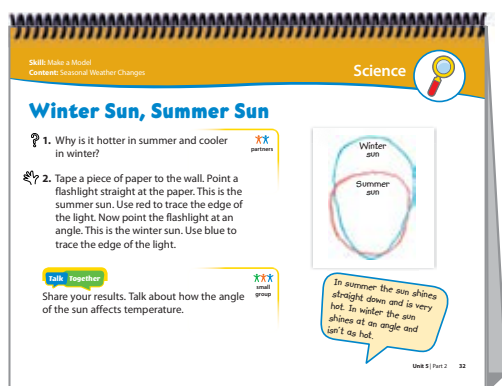
- Display the photo and have children describe the activity. Ask when the activity usually takes place.
- Then have each child write a short description of an activity of choice, without mentioning the time of day.
- Have partners read their descriptions to each other and guess the time of day.

Recall Information
Recount or Describe Key Details
Use Words and Phrases

CC.2.W.8
CC.2.SL.2
CC.2.L.6

Cross-Curricular

Option 1: Winter Sun, Summer Sun



Winter Sun, Summer Sun

1. Why is it hotter in summer and cooler in winter?

2. Tape a piece of paper to the wall. Point a flashlight straight at the paper. This is the summer sun. Use red to trace the edge of the light. Now point the flashlight at an angle. This is the winter sun. Use blue to trace the edge of the light.

Talk Together
Share your results. Talk about how the angle of the sun affects temperature.

In summer the sun shines straight down and is very hot. In winter the sun shines at an angle and isn't as hot.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 32

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

flashlights • tape • red and blue markers

Recount or Describe Key Details

CC.2.SL.2

Option 2: Star Attraction



[NGReach.com](https://www.ncreach.com) Student Resources

MATERIALS

dark, solid-colored umbrellas • star-shaped stickers

Ask children where they can find the North Star and if they have noticed that most other stars appear to move over time.

Go to Resources > Unit 5 > Learning Stations > Week 2 > Star Attraction. Have small groups follow the directions. Have a class discussion about what they learned about stars.

Describe the Connection

CC.2.Rinf.3

Read and Comprehend Informational Text

CC.2.Rinf.10

Reading

Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency

CC.2.Rfou.4

Option 2: Party with the Stars



[NGReach.com](https://www.ncreach.com) Student Resources

To read about star parties, have partners go to Resources > Unit 5 > Learning Stations > Week 2 > Star Parties.

Then have partners ask each other questions about what star parties are, where they are held, and how people learn about stars at these events.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read with Fluency

CC.2.Rfou.4

Ask Questions About Topics

CC.2.SL.1.c

Intervention

Option 1: Phonics Games



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Decode Words with Soft c and g

CC.2.Rfou.3

Option 2: Reteach Soft c and g

PROGRAM RESOURCES

Phonics Picture Cards 20, 46, 61, 144

Use **Reteaching Routine 1**.

- **Display the word.** *pencil*.
- **Say the word:** *pencil*. Have children repeat.
- **Read the word.** Point to the letter c and ask: *What is this letter? What is the sound?*
- **Scaffold spelling.** Say: *pencil*. Have children repeat the word, say the first sound, and write its spelling. Use **Phonics Picture Card 46**. Repeat with the rest of the sounds.

For **Reteaching Routine 1**, see page BP36.

For **Reteaching Masters**, see pages RT5.4–RT5.6.

Decode Words with Soft c and g

CC.2.Rfou.3

Additional Resources

ESL Kit



ESL Teacher's Edition pages T289k–T297b

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Spell Words with -y
- ✓ Spell Plurals with -s, -es, -ies
- ✓ Spell Words with Soft c and g
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2-4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with -y

- empty At first glance, the sky looks **empty**.
- spy I **spy** a plane high above me.

Words with Soft c and Soft g

- fancy I think my new hat with all the ribbons is very **fancy**.
- bridge It blew off when I was crossing the big **bridge**.

High Frequency Words

- also I like walking and **also** riding my bike.
- blue I've never seen the sky so **blue**.
- every **Every** day this week has been just beautiful.
- fall I love the **fall** because the leaves turn colors.
- family My **family** goes camping at this time of year.
- first The **first** thing I pack is my sleeping bag.
- many **Many** friends join us on our camping trips.
- most **Most** of the people at the campground are very nice.
- mountain My favorite campsite has a view of a **mountain**.
- only It costs **only** eight dollars to camp at the state park.

More Words

Use these words and sentences for additional Pretest and Test items.

- jelly I made a peanut butter and **jelly** sandwich.
- skyline We have a view of the city's **skyline**.
- decide I had to **decide** where to eat my lunch.
- smudge A **smudge** of peanut butter is on my shirt.
- candies I took a few hard **candies** to eat as I walked.
- wrenches I saw men opening fire hydrants with huge **wrenches**.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.15

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on whether they contain a y that makes the long i sound or a y that makes the long e sound.

Play a Game

- One child mixes up some words while the other isn't looking.
- The partner then tries to find and re-sort all of the misplaced words as quickly as possible.

Spelling & Word Work			
Word Cards: Words with -y			
jelly	skyline	penny	fly
study	trying	slowly	why
daily	myself	many	why
imaginary	sky	python	fry
heavy	by	sly	very
fancy	January	worry	deny
quickly	dry	carry	type

NGReach.com Practice Master PM5.15

Decode Words with -y
Identify Inconsistent Sound-Spellings
Demonstrate Command of English Spelling
Spell Words with -y

CC.2.Rfou.3
CC.2.Rfou.3.e
CC.2.L.2
CC.2.L.2.d

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
Practice Master PM5.16

MATERIALS

scissors

Prepare

Have each group cut out the cards. Words in first column are review.

Play a Game

- Each group turns their cards facedown and mixes them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.

Spelling & Word Work	
High Frequency Word Cards	
house	blue
kind	fall
place	also
both	first
been	most
great	family
friend	mountain
different	only
many	every

NGReach.com Practice Master PM5.16

After several rounds, the group with the most points wins.

Read Irregularly Spelled Words
Demonstrate Command of English Spelling

CC.2.Rfou.3.f
CC.2.L.2



Draw Words

Day 3



Option 1

MATERIALS

chart paper • markers

Prepare

Display the Spelling Words.

Play a Game

- Have each group choose one Spelling Word, without telling the other groups what it is. Each group should choose one child who will make the drawing.
- Groups take turns drawing a picture for the word. Allow up to a minute for the picture to be completed. The first group to guess the word correctly is awarded one point.
- Continue until one group has collected three points.

Extend the activity by having the group who guessed the word use it correctly in a sentence.

Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with -y	CC.2.L.2.d
Spell Plurals with -s, -es, -ies	CC.2.L.2.d
Spell Words with Soft c and g	CC.2.L.2.d

Build Words Online

Day 3

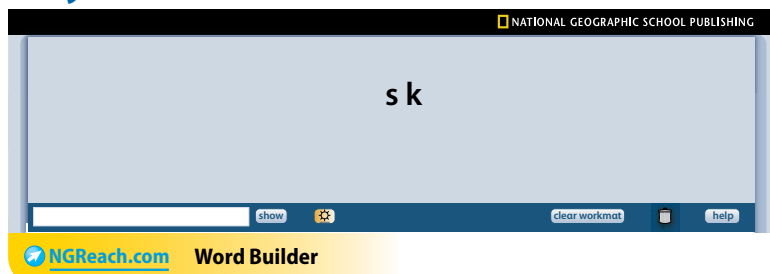


Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game



- One child chooses a word and drags the first letter as others guess.
- The first child drags more letters until the word is identified.
- When a player guesses the word, the next player uses it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with -y	CC.2.Rfou.3
Decode Plurals with -s, -es, -ies	CC.2.Rfou.3
Decode Words with Soft c and g	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with -y	CC.2.L.2.d
Spell Plurals with -s, -es, -ies	CC.2.L.2.d
Spell Words with Soft c and g	CC.2.L.2.d

Guess the Word

Day 4



Option 1

Prepare

Display the Spelling Words.

Play a Game

- Have one child choose a secret word and give the class a clue about the word. Share this example: *If the word I choose is jelly, my clue might be, "I am goopy and made from fruit."*
- The second child tries to guess the word after one clue. If the answer is incorrect, the first child gives another clue for a third child.
- If the third child cannot guess the word, the first child tells the word and explains the clues. Then have children switch roles.
- If a child guesses correctly, he or she then spells the word. Continue play until each child has chosen five secret words.

I am goopy and made from fruit.

Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with -y	CC.2.L.2.d
Spell Plurals with -s, -es, -ies	CC.2.L.2.d
Spell Words with Soft c and g	CC.2.L.2.d

Crack the Code

Day 4



Option 2

Prepare

Display the Spelling Words. Explain that children will use a secret code that assigns a number to each letter of the alphabet: 1 = A, 2 = B, 3 = C, and so on. Have volunteers write the numbers and their letter equivalents for everyone to see.

Play a Game

- Have a volunteer choose a Spelling Word and write it on the board using the number code.
- Have the class decode the word using their code key. The first person to call out the word is the next encoder. Then have children say a sentence using each word.

6, 1, 14, 3, 25

Decode Words with -y	CC.2.Rfou.3
Decode Plurals with -s, -es, -ies	CC.2.Rfou.3
Decode Words with Soft c and g	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with -y	CC.2.L.2.d
Spell Plurals with -s, -es, -ies	CC.2.L.2.d
Spell Words with Soft c and g	CC.2.L.2.d

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: Cycles in Nature

✔ Use Complete Sentences

COMMON CORE STANDARDS

Produce Complete Sentences

Demonstrate Command of English Grammar

Produce Complete Sentences

CC.2.SL.6

CC.2.L.1

CC.2.L.1.f

Day 1

PROGRAM RESOURCES

Sentence Types: Commands:
eVisual 5.6

Teach the Rules

Use page T294–295 to introduce commands. Then teach the rules.

Sentence Types: Commands

- | | |
|--|-------------------------|
| • One kind of sentence is a command. | Show me the book. |
| • Use a command to tell someone to do something. | Come here, please. |
| • A command ends with a period or an exclamation point . | Get the book right now! |

NGReach.com Sentence Types: Commands: eVisual 5.6

Play a Game

Say a series of commands, and have children determine if they should be followed by a period or an exclamation point.

After each child has had two turns, have the class compose a rule regarding periods and exclamation points with commands. For example: *Use an exclamation point if the command needs to be followed right away.*

Differentiate

OL On Level

ISSUE Children need more practice determining whether a command should be followed by a period or an exclamation point.

STRATEGY Explain that some commands are called polite commands, often using the word *please*. These commands are followed by a period. Explain that other commands may express emotion or urgency, perhaps because of danger. Say: *Please give me the glass. Get out of the burning house!* Have children explain the difference between these two commands. Then have pairs take turns giving polite and urgent commands.

Day 2

PROGRAM RESOURCES

Sentence Types: Exclamations:
eVisual 5.7

Teach the Rules

Use page T296 to introduce exclamations. Then teach the rules.

Sentence Types: Exclamations

- | | |
|--|---|
| • One kind of sentence is an exclamation. | I have never seen it rain so hard! |
| • Use an exclamation to show strong feeling. | It seems like our house is going to float away! |
| • An exclamation ends with an exclamation point . | |

NGReach.com Sentence Types: Exclamations: eVisual 5.7

Play a Game

Have each child draw a big exclamation point on a sheet of paper. Explain: *I am going to say some sentences about weather. Each time you think I am saying an exclamation that shows strong feeling, hold up your exclamation point.* Start with this exclamation example: *The wind is blowing so hard!*

Say about a dozen sentences, including statements, questions, and exclamations.

Differentiate

BL Below Level

ISSUE Children have trouble differentiating between exclamations and commands.

STRATEGY Have children write a command sentence and an exclamation sentence for each of these word pairs: *fill, glass; eat, dinner; look, stars; ride, bike; listen, dad; sun, shine*. For example: *Fill the glass with cold water. We must fill that glass with water soon!*



Demonstrate Command of English Capitalization
Demonstrate Command of English Punctuation

CC.2.L.2
CC.2.L.2

Day 3

PROGRAM RESOURCES

Four Kinds of Sentences:
eVisual 5.8

Mix and Match Sentences: Practice
Master PM5.20

Teach the Rules

Use page T296h to review the four kinds of sentences. Then teach the rules.

Four Kinds of Sentences

- Use a **statement** to tell something. A statement ends with a **period**.
The sun is shining.
- Use a **question** to ask something. A question ends with a **question mark**.
Is it very cold outside?
- Use a **command** to tell someone to do something. A command ends with a **period** or an **exclamation point**.
Look at the thermometer.
Watch out for the ice!
- Use an **exclamation** to show strong feeling. An exclamation ends with an **exclamation point**.
It's freezing out there!

NGReach.com Four Kinds of Sentences: eVisual 5.8

Play a Game

Distribute **Practice Master PM5.20**. Read the directions on the Practice Master. Have children play in pairs for ten minutes.

Differentiate

EL English Learners

ISSUE In Vietnamese, commands are formed by adding *go* at the end of the sentence.

STRATEGY Have children practice forming commands using the common verbs *go, eat, look, come, give, stop, and do*.

Name _____ Date _____

Grammar: Complete Sentences
Mix and Match Sentences

First choose a naming part from column A. Then choose a telling part from column B. Then choose an end mark from column C. Say a sentence using all three parts and any other words you want to add. You may have to change the form of some of the words. After you say your sentence, have your partner tell whether the sentence is a statement, question, command, or exclamation.

A	B	C
I	like	.
Jake	blow	?
Mom	fall	!
our principal	talk	
you	is / are	
the sun	sound	
the rain	feel	
the wind	was / were	
leaves	go	
trees	begin	
it	end	
they	fall	

For use with TE p. T289 **PM5.20** Unit 5 | Everything Changes

NGReach.com Practice Master PM5.20

Day 4

PROGRAM RESOURCES

Write Four Kinds of Sentences:
Practice Master PM5.22

Grammar and Writing

Use page T296n to model the use of the four kinds of sentences in writing. Remind children that using different kinds of sentences will make their writing livelier and more interesting. Then distribute **Practice Master PM5.22**.

Name _____ Date _____

Grammar and Writing
Write Four Kinds of Sentences

Read the story. Then choose the end mark and letter from the box that tells what kind of sentence each is and write them on the line. You can use each end mark and letter as many times as you want.

S	Q	C	E
(Statement)	(Questions)	(Command)	(Exclamation)

That is the most beautiful tree in the whole world
! E It's right here in our schoolyard. .S Do you know why the leaves change colors? ?Q I learned about it in school. .S Sit down, and I will tell you what I know. .C Stop talking, and listen to me. !C

For use with TE p. T289 **PM5.22** Unit 5 | Everything Changes

NGReach.com Practice Master PM5.22

Day 5

PROGRAM RESOURCES

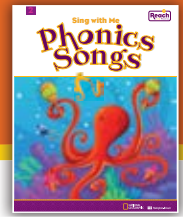
Grammar and Writing Test:
Assessment Masters A5.20–A5.21

Review and Assess

See page T297 for a review of sentence types.

Administer the **Grammar and Writing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Delete Final Syllables

- ✓ Read and Spell Words with -y
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 42

Sound/Spelling Cards 1, 5, 7, 8, 12, 19, 32, 33, 34

Phonics Picture Cards 5, 34, 96, 107

Read On Your Own Book 18

Words with -y: Practice Master PM5.12

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 5–6

Word Builder

Phonics Games

MATERIALS

chips or small coins, 5 per child • picture of mountain



MORNING WARM-UP

What do you know about sunrise and sunset?

Have children turn and talk about the sun's patterns.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 5**.

- **Say a word:** *snowy*.
- **Delete a sound:** *Listen as I take the syllable /y/ away from the end: snow.*
- **Say the new word:** *What word is left?* (snow)

For **Phonological Awareness Routine 5**, see page BP29.

Have children repeat the routine with *flying* (fly), *mighty* (might), and *softly* (soft).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What is the new word if I take -ly away from gladly?* (glad)

If children cannot answer, use **Phonological Awareness Routine 3** to reteach segmenting sounds in words. Have children use sound boxes on their **Write-On/Wipe-Off Boards** to segment the sounds in *trying*. Then have them take away the last two chips and say the word without its final syllable: *try*. Repeat with *rainy* (rain) and *loudly* (loud).

Phonics

2 Learn Words with -y Sing with Me Phonics

Songs Book page 42

Scaffold language. Explain that a blizzard is a snowstorm with lots of wind. Explain that the bird is called a cardinal. Play Tracks 5 and 6 and follow the directions. Practice the gestures until children can perform them smoothly.

- 1 2 Blow; move fingers through air like snow falling.
- 3 4 Put hands to cheeks as if concerned; flap arms.
- 5 "Fly" in a circle.



A blizzard is so blowy! **1**
The skies are all so snowy! **2**
Oh, my! **3**
Let's fly! **4**
We all go home! **5**



Sing with Me Phonics
Songs Book page 42

COMMON CORE STANDARDS

Reading

Determine the Meaning of Words	CC.2.Rinf.4
Decode Words with -y	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Language and Vocabulary	
Spell Words with -y	CC.2.L.2.d

Use **Decoding Routine 1** to connect sounds and spellings /ē/y and /ī/y and to blend words.

Step 1 Develop Phonological Awareness	/ē/y	/ī/y
1. Tell children: <i>These words have /ē/ at the end. These words have /ī/ at the end.</i>	gusty, risky, hilly, sleepy	by, dry, sky, why
2. Tell children: <i>I will say a word. If you hear /ē/, raise your hand.</i> Repeat for /ī/. (Holder does not have /ē/; snow and cold do not have /ī/.)	many, nasty, softly, holder	cry, snow, pry, shy, cold
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 33 . Say: <i>easel</i> and then /ē/. Have children repeat.		
2. Turn the card over. Point to and name all the spellings. Have children repeat. Then cover all spellings but -y.	Card 33 easel, /ē/ y	Card 34 ice, /ī/ y
3. Repeat for Sound/Spelling Card 34 , /ī/ spelled _y.		
4. Give examples of words with /ē/y and /ī/y. Point to the example words <i>blowy, snowy, my, and fly</i> in the song on page 42 of Sing with Me Phonics Songs Book .	blowy, snowy, slowly, lately	my, fly, spy, why, fry
Step 3 Blend Sound-by-Sound		
1. Display <i>snowy</i> . Divide it into syllables. Blend sounds in the first syllables: /s/ /n/ /ō/, sweeping your hand underneath.	s sn → snow → snowy →	fl fly →
2. Point to the _y spelling on Sound/Spelling Card 33 . Sound out the second syllable: /ē/. Model blending the word: <i>snow-y, snowy</i> . Have children repeat.		
3. Display and blend other words with /ē/y and /ī/y.		
4. Explain: <ul style="list-style-type: none"> <i>The letter y often spells /ē/ at the end of two-syllable words and /ī/ at the end of one-syllable words.</i> <i>Sometimes e + y is used to spell /ē/ at the end of a word, as in key, hockey, donkey, chimney, and valley.</i> 	rainy, chilly, gladly, deeply	my, dry, sky, fry, why

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Writing (T294–295, T296, T296h, T296n, T297b)
- ✓ Comparison Chart: **Practice Master PM5.17**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE The Spanish, Cantonese, Vietnamese, Hmong, and Korean languages do not have a sound/symbol match for /ē/ or /ī/ spelled y.

STRATEGY Have children practice decoding familiar words with /ē/y and /ī/y: *dusty, lucky, chilly, sleepy, my, by, dry, fry*. Use realia, pantomime, and **Phonics Picture Cards 5, 34, 96, and 107** to promote understanding.



Card 5

AL Above Level

ISSUE Children identify alternate sounds for y, such as in *gym*.

STRATEGY Challenge children to collect words with y and sort them according to sound.



Read On Your Own Book 18

Name _____ Date _____

Phonics

Words with -y

Circle the word that names the picture.

1. cry crayon crusty	2. hockey happy hilly	3. know keep key
4. maybe my money	5. bunny baby by	6. flow fly fluffy
7. chimney chilly chatty	8. myself mighty muddy	9. pokey pony pry
10. skinny sigh sky	11. donkey dry dolly	12. fifty fry fifty

50

Read It Together Will you try to ride a pony or a donkey?

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3 Read Words with -y ✓

Read On Your Own Book 18 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out previously taught High Frequency Words *is* and *My*. Ask children to read the sentences.

shy sandy fry
weekly why street
drain try safely
mailbox sixty bravely

Why is it so chilly?
My fluffy coat is not dry.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 18** page 2. Review the sound/spellings /ē/y and /ī/y. Read the example together, as well as the words *dry* and *sky*. Blend the two-syllable words *happy*, *lady*, and *windy* with children. Have partners take turns reading the picture labels. Assign **Practice Master PM5.12** for more practice.

Children can play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with Short -y ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *try*.
- **Segment sounds:** /t/ r/ /ī/. *What are the first two sounds you hear in try? (/t/ /r/)*
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **5** /t/, **12** /r/, and **34** /ī/)
- **Repeat the word:** *try*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *slowly* and *snowy*, using **Sound/Spelling Cards 1** /s/, **8** /l/, **32** /ō/, **19** /w/, **33** /ē/, and **7** /n/.

Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to complete sentences. Dictate: *The road is snowy. Try to go slowly.* Have children repeat and then write the sentences. Write the correct sentences, and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with -y ✓

Check the sentences for correct spellings of *snowy*, *try*, and *slowly*. Prompt self-correction. If children have difficulty spelling words with -y, use sound boxes to segment the sounds and then have children match each sound to a **Sound/Spelling Card**. Repeat with this sentence: *Carla is so brainy.*

Daily Language Arts
Daily Spelling & Word Work ✓
 Spelling Pretest on page T289g



Words with -y

Look at each picture. Read the words.

Example:



cry



happy



dry



lady



sky



windy



2

Key Words

Look at the picture. Read the sentences.



Snowy Day Fun

1. My **family** lived on a **mountain**.
2. **Every** snowy day was fun!
3. One cold day, the sky was **blue**.
4. In **only** a little while, the **first** flakes began to **fall**.
5. We got our **many** sleds and rode them **most** of the day.
6. We **also** made a snowman!



What fun things would your family do on a snowy day?

High Frequency Words

also
blue
every
fall
family
first
many
most
mountain
only



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 18
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 18 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *family*.
- **Say a sentence with the word:** *My **family** loves snowy days.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–6. Reread, pausing for children to say and spell the High Frequency Words. Then have partners work together to match each sentence to something in the picture.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, then write the word and hold up the paper. Scan for misspellings. Repeat for all words.

If children misspell words, guide them to make sets of flash cards for words they need to practice. Pair children who have different words so they can practice the words together.

Have children use their flash cards throughout the week as they read and write.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meaning.

family (Point to the picture in **Read On Your Own Book 18**.) *This is a family. There are brothers and sisters. They live together.*

mountain (Point to a picture of a mountain.) *A mountain is a very high piece of land.*

every (Pick up several pencils.) *Every means "each and all." I hold every pencil.*

blue (Point to something blue in one of the pictures in **Read On Your Own Book 18**.) *Blue is a color.*

only (Hold thumb and forefinger very close together.) *Only means "just," as in "just a little while."*

first (Line up pencils and point to the first one.) *Something that is first comes before all the rest.*

fall (Trail your hand through the air in a falling motion.) *Fall means "to come down."*

many most (Group many objects, then group most of them.) *Many is a lot. Most is "nearly all."*

also (Point to the picture in **Read On Your Own Book 18**.) *Also means "too." They made a snowman, too.*



OBJECTIVES

Thematic Connection: Cycles in Nature

✓ Identify Antonyms

Preview an Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 5.5

Power Writing

Have children write as much as they can as well as they can in one minute about the word *begin*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Describe Words and Phrases CC.2.Rlit.4
Ask and Answer Questions About Key Details CC.2.Rinf.1
Read and Comprehend Informational Text CC.2.Rinf.10

Writing

Participate in Shared Research and Writing Projects CC.2.W.7

Speaking and Listening

Ask Questions About Texts CC.2.SL.1.c
Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Produce Complete Sentences CC.2.L.1.f
Demonstrate Command of English Capitalization CC.2.L.2
Demonstrate Command of English Punctuation CC.2.L.2
Demonstrate Understanding of Word Relationships CC.2.L.5

Vocabulary Strategy

1 Identify Antonyms ✓ Anthology page 290

Display and read **eVisual 5.5**. Assign a sentence to each group and have groups identify the antonyms.



Vocabulary Practice

1. I see the moon at night and the sun during the day.
2. It is cold outside, but our fireplace is hot.
3. Snow is quiet, but the wind is loud.



Vocabulary Practice: eVisual 5.5



INTERACTIVE WHITEBOARD TIP: Have children circle the antonyms.

2 Try It Together Anthology page 290

Read the directions and sentences aloud. Have children point to the words that mean the opposite of *day* and *ends*. (**night**; **begins**).

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Antonyms ✓

Ask: *Which pair of words are antonyms: young/old or hot/warm?* (young/old)

If children have difficulty, explain that antonyms are opposites, not words that are similar.

Academic Talk

3 Preview and Predict

Have children look at the diagram on page 292. Ask: *What else do you want to know about this diagram or picture?* Have pairs discuss.

Check & Reteach

OBJECTIVE: Preview an Article to Make Predictions

On pages 294–295, ask: *What do you think the activity shows?* (**day** and **night**)

If children respond off-topic, compare the activity to the diagram on page 292.

Shared Reading

4 Read a Science Article

CONNECT ACROSS TEXTS In “*When the Wind Stops*,” a mother explains **day** and **night**. Now we will learn the science behind it. Read **Connect Across Texts**.



Antonyms

Antonyms are words with opposite meanings. Look at the pictures below. Read the antonyms. Then compare their meanings.



begin: When something starts, it **begins**.

Day begins at sunrise.



end: When something stops, it **ends**.

Day ends at sunset.

Try It Together

Read the passage from "When the Wind Stops." Then answer the questions.

Later, his mother came to say good night. "Why does the **day** have to **end**?" he asked her. "So night can begin," she said, "look."



1. Find an antonym for **day**. Use it in a sentence.
2. Find an antonym for **end**. Use it in a sentence.

Connect Across Texts Now read this article to find out why some changes in nature happen.

Genre A **science article** is nonfiction. It can tell how something in nature works. It might also have an **experiment** you can try to see how things work.

Day and Night

by Glen Phelan



▲ This diagram shows how **Earth** spins on an imaginary line called an **axis**.

Around and Around

The **planet** we live on seems to **stand still**, yet **Earth** is always moving. It rotates, or spins, around and around. You cannot feel Earth rotate because you are moving along with it.

In Other Words
planet world
stand still not move
imaginary pretend

Before You Move On

1. **Use Text Features** How does the diagram help you understand the way **Earth** spins?
2. **Predict** How do you think the way **Earth** spins is connected to **day** and **night**?



GENRE Read aloud the genre description.

REVIEW Remind children how to visualize.

How to Visualize

1. As you read, look for words that describe how things look, taste, smell, feel, and sound.

I read _____.

2. Use the words to create pictures in your mind.

I think it _____
like _____.

3. Draw the picture. Show how you see things in your mind.

I draw _____.

Read pages 291–295 to the class. Use the questions on page T292–293 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

SECOND READ

Day 2 Reread and Analyze

- ✓ Visualize
- ✓ Analyze Steps in a Process
- Critical Thinking

Differentiate

EL English Learners

ISSUE Children do not understand the meanings of temperature words such as *warm* and *hot*.

STRATEGY Ask classmates to act out how they would look if they were cold, warm, and hot. Give examples of foods or other things that are cold, warm, and hot, such as ice, a stove, or tea.

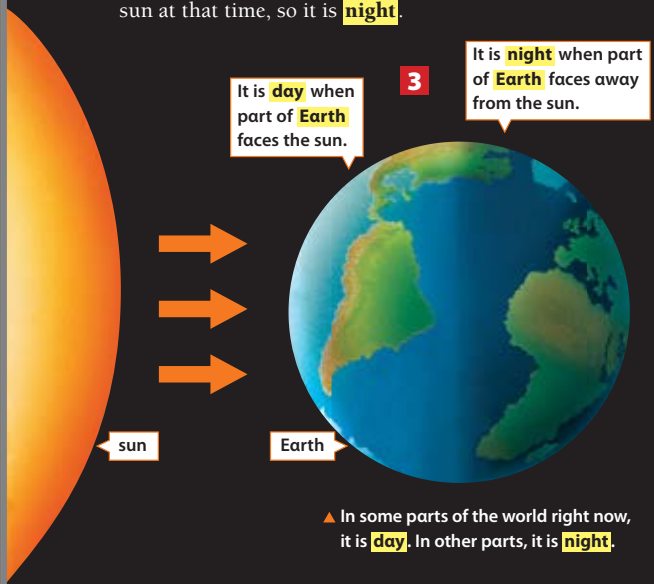
AL Above Level

ISSUE Children are able to identify antonyms easily.

STRATEGY Have children make up another pair of antonyms and a pair of words that are close in meaning. Have them share their words with the class as the other children identify the antonyms.

Earth and the Sun

Because Earth spins, only one part can **face** the sun at a time. When the sun reaches the part facing it, it makes **day**. The other part of Earth **doesn't** get any sun at that time, so it is **night**.



▲ In some parts of the world right now, it is **day**. In other parts, it is **night**.

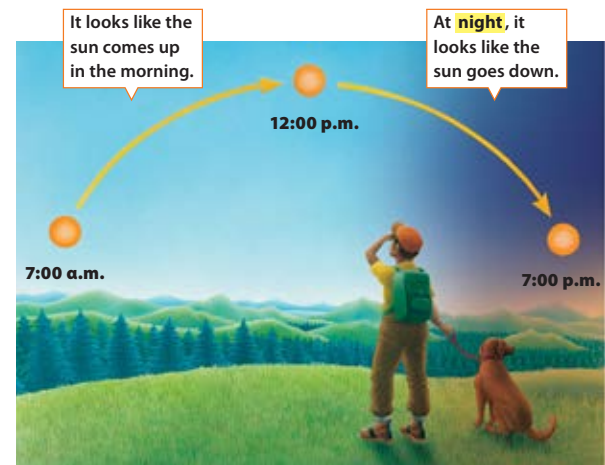
In Other Words
face turn toward
doesn't does not

292

Anthology
 pages 292–293

Sunrise and Sunset

4 From Earth, it looks like the sun moves across the sky. But the sun does not move. Earth moves. When Earth starts to face the sun, the sun looks like it **rises** into the sky. When Earth starts to turn away from the sun, the sun looks like it goes down.



▲ As **Earth** spins, it looks like the sun moves across the sky.

In Other Words
Sunrise When the Sun Comes Up
Sunset When the Sun Goes Down
rises goes up

► **Before You Move On**
 1. **Visualize** Point to a spot on land in the diagram. Move your finger up in the diagram. Describe how the sky looks at that time.
 2. **Explain** Why does it look like the sun is moving down in the sky at sunset?

293

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Use Text Features** *What is an axis?* (the imaginary line that **Earth** spins around)
- 2 Active Reading** Have children choose an object in their desk, such as an eraser, and spin it slowly as if it were on an axis.

SECOND READ

Day 2 Reread and Analyze

- 3 Make Inferences** *Right now, are you on the part of **Earth** that faces toward the sun or away from the sun?* (I am on the part that faces toward the sun.) *How do you know?* (It is **day**.)
- 4 Clarify Meaning** *Does the sun really move up and down in the sky?* (No.) *What moves, the sun or **Earth**?* (**Earth**)
- 5 Visualize** ✓ *What other things rotate or spin?* (bicycle wheels, a merry-go-round) Have children compare these to Earth.
- 6 Analyze Steps in a Process** ✓ *Which step do you do first: shine the flashlight or rotate the ball?* (shine the flashlight)

Answers Before You Move On (page 291)

- 1. Use Text Features** Possible response: The diagram helps me see that **Earth** spins around an imaginary line called an axis.
- 2. Predict** Predictions will vary. Possible response: I think part of **Earth** faces the sun during the **day** and part of **Earth** faces away.

Answers Before You Move On (page 293)

- 1. Visualize** Possible response: I read that the sun appears to go up and down. I think it looks like the sun is going up in a blue sky at 9:00 a.m.
- 2. Explain** It looks like the sun moves down in the sky at sunset because **Earth** is turning away from the sun.

From Day to Night: An Experiment

Try this experiment to see how day turns to night. You will need:

- a partner • a flashlight • a ball

1. PARTNER 1 holds the ball.
2. PARTNER 2 shines the flashlight on the ball.
3. PARTNER 2 asks someone to turn off the classroom lights.
4. PARTNER 1 slowly rotates the ball as PARTNER 2 shines the light on it.



294

What Happens?

Light shines on different parts of the ball as it turns. Now pretend the ball is Earth and the flashlight is the sun. When one part of Earth faces the sun, it is daytime. When it turns away from the sun, it is night. So when day begins on your side of the world, night begins for someone on the other side!



► Before You Move On

1. **Clarify** How does the experiment help you understand **day** and **night**?
2. **Use Text Features** What helps you know what to do in the experiment?

295

Anthology
pages 294–295

Writing

5 Write About Day or Night

Have children work in pairs. Have each pair choose day or night. Then have pairs write two to four sentences about what makes the sky light during the day or dark during the night. Post the following sentence frames:

During the day, Earth _____.

At night, Earth _____.

Encourage children to illustrate their sentences if they have time.



Daily Language Arts

Daily Grammar ✓

Point to the first sentence in **Before You Move On** on page 293. Point out the capital letter at the beginning and period at the end. Explain that this is a command. Then use the Daily Grammar lesson on page T289i to teach about commands.

WRAP-UP

Ask: *What did you learn about the causes of **day** and **night**?* Have children use what they learned to act out how Earth rotates on its axis and revolves around the sun.

Answers Before You Move On

1. **Clarify** Possible response: The activity helps me understand and **visualize** how the sun shines on **Earth** to make it **day** or **night**.
2. **Use Text Features** Possible response: The list of materials helps me know what I need. The steps help me know what to do and in what order.

OBJECTIVES

Thematic Connection: Cycles in Nature

Delete Final Syllables

- ✓ Read and Spell Words with -y
- ✓ Read and Spell Plurals with -s, -es, -ies
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 33, 34

Words with -y: Practice Master PM5.13

Plurals -s, -es, -ies: Practice Master PM5.14

Read On Your Own Book 18

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • chips or small coins, 6 per child



MORNING WARM-UP

Why do you think nature is always changing?

Have children turn and talk about reasons for changes in nature.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 5**.

- **Say a word:** *gusty*.
- **Delete a sound:** *Now listen as I take the syllable /y/ away from the end: gust.*
- **Say the new word:** *What word is left?* (gust)

For **Phonological Awareness Routine 5**, see page BP29.

Have children repeat the routine with *stormy* (storm), *quickly* (quick), *frying* (fry), and *muddy* (mud).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What word is left when I take away /y/ from lucky?* (luck)

If children cannot answer, have them place chips in the sound boxes on their **Write-On/Wipe-Off Boards** for each sound you say: /l/ /ŭ/ /k/ ē/. Have them say each sound as you blend the word. Repeat with *luck*. Say *luck*. Have children tell what sounds are different.

Repeat for *crying* (cry) and *splashy* (splash).

Phonics

2 Read and Spell Words with -y ✓

REVIEW Display **Sound/Spelling Cards 33** and **34**. Review the sound/spellings for /ē/ or /ī/ spelled y. Print, cut out, and distribute **Letter Cards**. Use them to display *tricky* and *my*.



Ask children to blend and read the words with you. Have children fold a piece of paper in half to make two columns, one for /ē/y and one for /ī/y. Use **Letter Cards** to model how to build *cry*. Have partners build and blend the word and write it in the first column. Then repeat for *dusty*; have partners write it in the second column. Continue building and sorting *risky*, *sky*, *why*, *sleepy*, *pry*, and *tricky*. Have partners read each group of words and add other words.

Assign **Practice Master PM5.13** for more practice.

COMMON CORE STANDARDS

Reading

Decode Words with -y	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Decode Plurals with -s, -es, -ies	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c

Language and Vocabulary

Spell Words with -y	CC.2.L.2.d
Spell Plurals with -s, -es, -ies	CC.2.L.2.d

3 Read and Spell Plurals with -s, -es, -ies ✓

Remind children that plural words tell about more than one. Print, cut out, and use **Letter Cards** to display -s, -es, and -ies. Explain: *You can add these endings to words to make plurals.* Display the words *flake*, *bus*, and *sky*. Explain: *The ending -s is added to many words to make a plural.* Model writing and blending *flakes*.

Point to *bus* and explain: *When a word ends in s, ss, ch, sh, or x, add -es to make it plural.* Model writing and blending *buses*. Continue with *sky*. Explain: *When a word ends in a consonant -y, change the y to i and add -es to make it plural.* Model writing and blending *skies*. Explain: *If a word ends in -ey, add -s to make it plural. The y is not changed to i.* Model writing and blending *valleys*. Assign **Practice Master PM5.14**.

Check & Reteach

OBJECTIVES: Read and Spell Words with -y ✓
Read and Spell Plurals with -s, -es, -ies ✓

Dictate: *flatly, cry, fly, baby*. Have children write the words. Then have them write the plurals of *fly* and *baby*. Prompt self-correction.

If children misspell, repeat the word and have children place chips in their sound boxes on **Write-On/Wipe-Off Boards** for every sound. Have them write the letters for each sound.

High Frequency Words

4 Read and Spell Key Words ✓

REVIEW Display and read these sentences. Have children raise their hands when they hear a High Frequency Word.

family	every	I go sledding with my <u>family</u> <u>every</u> year.	
blue	also	My sled is <u>blue</u> . It is <u>also</u> very fast.	
many	first	mountain	<u>Many</u> times, I am the <u>first</u> one down the <u>mountain</u> .
	only	My mom is the <u>only</u> one who can beat me.	
fall	most	We like a lot of snow to <u>fall</u> . On <u>most</u> days, it does!	

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Hand out multiple sets of **High Frequency Word Cards**. Have children walk around the room, find a child with the same card, spell the word, and say it aloud.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Name _____ Date _____

Phonics

Words with -y

Write the words to complete each sentence.

- puppy** Billy
Billy puts a leash on his puppy.
- slowly** hilly
Then they hike slowly up a hilly path.
- chilly** sky
It is chilly on top, but the sky is blue and sunny.
- valley** tiny
The people look tiny in the valley below them.
- smoky** chimneys
Billy sees smoky air coming out of the chimneys.
- quickly** windy
All of a sudden, it gets very windy, so Billy and his pup run back quickly.
- gusty** by
A leaf blows by them in the gusty wind. Then another leaf, and another!
- cozy** happy
Billy is happy to get back to his cozy home!

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NGReach.com Practice Master PM5.13

Name _____ Date _____

Phonics

tail	+ s	= tails
dish	+ es	= dishes
bunny	- y + ies	= bunnies

Plurals -s, -es, ies

Write the word with the correct ending to complete each sentence.

- dog**
I have two dogs.
- baby**
One of them had six babies last month.
- puppy**
All of the puppies are black and white.
- patch**
One is black with white patches on his body.
- nose**
Two are all white with black noses.
- tummy**
Three are black with white tummies.
- box**
All the pups sleep in boxes with blankets inside.
- family**
I will miss them when their families pick them up next month.

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NGReach.com Practice Master PM5.14



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T289g



Read On Your Own Book 18

A Big Blizzard
by Malik Patel

Snow may **fall many** times in winter. **Most** snow is **pretty** and fun to play in.

But **snowy** days can **also** be risky. When a winter storm **gets** quite bad, we call it a blizzard. **Not every** blizzard is **really** bad. But some are quite **nasty**!

What makes a storm a blizzard? **Most** blizzards start when freezing air slams into warm air. Cold, **windy** air **quickly** fills the skies. If the air is **really** cold and wet, snow will **fall**.

Wind, not snow, makes a blizzard. **Why** is that? Blizzards have **gusty** winds that blow at least 35 miles an hour. **As** snow **falls**, it blows round and round. You can **only** see 1/4 mile at **most**.

- Legend**
- words with -y
 - high frequency words
 - * story words

Read On Your Own Book 18
pages 4–7

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 18	Teacher's Edition
words with initial s blends	storm (pages 5, 6, 11, 13) start (page 8) stayed (page 10) stranded (page 10) streets (page 11)	st- (page T73c) str- (page T88b)
words with double final consonants	fall (pages 4, 6) will (page 6) fell (page 8) tell (page 12)	-ll (page T57c)
words with vowel digraphs ee, ea	freezing (page 6) clean (page 13) each (page 14)	/ē/ee (page T223l) /ē/ea (page T228b)

SN Special Needs

ISSUE Children become restless while decoding.

STRATEGY Put two copies of **Read On Your Own Book 18** at one end of the room. Have students line up in front of the books, forming two teams. Have them compete to point out words with /ē/y and words with /ī/y in the book. Once a child points out and reads a word, he or she sits down. The first team with all members sitting, wins.

Decodable Reading

5 Read "A Big Blizzard" ✓ Read On Your Own Book 18 pages 4–14

Use the photos to pre-teach the story words *winter* (page 4), *storm* and *blizzard* (page 5), and *hour* (page 7). Then use **Decoding Routine 4** to conduct two readings of "A Big Blizzard." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- Identify Details** *How does a blizzard start?* (Freezing air hits warm air. Cold, windy air fills the skies. If the air is very cold and wet, snow falls.)
- Contrast** *How is a blizzard different from a snowy day?* (A blizzard has gusty winds. A blizzard can be very dangerous.)
- Determine Cause and Effect** *What happened to the people of Boston when the Blizzard of '78 hit?* (Snow covered everything. People were stuck on the roads. Some people lost their homes or lives. People helped each other.)
- Make Connections** *When have you seen people helping each other like people did in Boston?* (Responses might include times of natural disasters or community need.)

For **Decoding Routine 4**, see page BP34.



White shading shows where the blizzard hit.

In the winter of 1978, the city of Boston was hit by a **really nasty** blizzard. The snow fell **softly** at **first**. But it did not stop for three days! The cold winds got **nasty**.

8



Mighty gusts of the blizzard pushed snow into **mountains**. The snow hid mailboxes and even buses!

9



Winds gusted up to 83 miles an hour. People had to stop driving. They were stranded on the roads **by** the snow. Those still at home **gladly** stayed there.

10



On day three, the storm eased. Boston streets were **empty**. People who were trapped got helped to **safety**. Some were helped **by** big tanks!

11



Homes on the coast got hit badly.

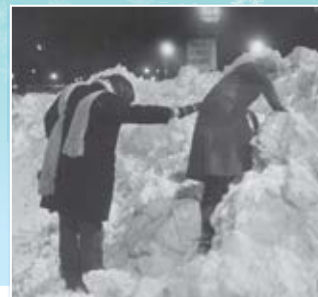
Families still tell about the Blizzard of '78. Some sad things happened. People lost their homes. Some lost their lives.

12



But people had fun, too! After the storm, the **sky** was **blue**. The air was clean. The snow was, too!

13



People wanted to help each other. It felt good! For three days, the people of Boston were like a big, **happy family**. Then the snow melted. But no one ever forgot the "Blizzard of '78"!

3 4

14

Practice Phonics

Words with -y

Read these words.

baby day lady sky windy
cry happy snowy street try

Find the words with -y.
Use letters to build them.

t r y

Talk Together

I see a windy day.

Choose words from the box above to tell your partner about what you see in the picture.



15

Read On Your Own Book 18
pages 8–15

Practice Phonics

6 Words with -y Read On Your Own Book 18 page 15

Print, cut out, and distribute **Letter Cards**. Read aloud the directions for the first activity on page 15. Have partners build the words.
See **Differentiate**



7 Talk Together Read On Your Own Book 18 page 15

Have partners turn and talk about what the people are doing by using the picture and the words from the box. Have three partners share **Talk Together** answers with the class.

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "A Big Blizzard." Note reading speeds and miscues. For children with low reading speeds, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Differentiate

AL Above Level

ISSUE Children identify alternate spellings for /ē/.

STRATEGY Challenge children to collect words with the /ē/ sound and sort them by the way they are spelled (e, e_e, ee, ea, _y, _ie_).



Anthology

OBJECTIVES**Thematic Connection: Cycles in Nature****Identify Compound Words** **Analyze Steps in a Process****Compare Authors' Purposes****PROGRAM RESOURCES****PRINT & TECHNOLOGY****Comparison Chart: Practice Master PM5.17****MATERIALS**

globe or ball • flashlight • self-stick notes

Power Writing

Have children write as much as they can as well as they can in one minute about the word *day*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice**1 Compound Words**

REVIEW Remind children that antonyms are words that have opposite meanings. Point up and ask: *What is the opposite of up?* (down) Then ask: *What is the opposite of sunup?* (sundown) Ask: *What is the opposite of sunrise?* (sunset) Have children look at the first page of the article and point to the places on the picture where the sunrise and sunset occur.

Then write *sunrise* and *sunset* on the board. Explain: *These are both compound words. Can you find the two words?* Have a volunteer draw a vertical line after *sun* for both words. Have pairs find more compound words in “Day and Night,” such as *flashlight* and *classroom* (page 294) and *daytime* and *someone* (page 295).

Check & Reteach**OBJECTIVE: Identify Compound Words**

Display: *It gets dark during the afternoon in the winter. It looks like nighttime at dinner.* Ask children to identify the compound words (afternoon; nighttime) and find the two smaller words within each one.

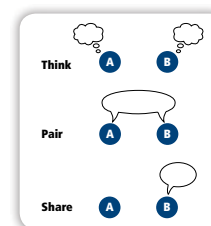
If children are unable to identify the compound words, have them look closely at all of the longer words, such as *during*, *afternoon*, *winter*, *nighttime*, and *dinner*. Remind them that the letters on both sides of the line dividing the word must form complete words to be a compound word.

Academic Talk**2 Explain Day and Night**

Use **Think, Pair, Share** to have children explain how the experiment helps them understand day and night. Ask: *Which of the materials represents Earth?* (the ball) *What represents the sun?* (the flashlight) *How is the way the ball moves like the way Earth moves?* (They both rotate.) *Where on the ball are day and night?* (The light part is **day**. The dark part is **night**.)

Have children share each other's answers with the class.

For **Think, Pair, Share**, see page BP61.

**Think, Pair, Share****COMMON CORE STANDARDS****Reading**

Describe the Connection	CC.2.Rinf.3
Use Text Features	CC.2.Rinf.5
Read and Comprehend Informational Text	CC.2.Rinf.10

Writing

Recall Information	CC.2.W.8
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Speaking and Listening

Produce Complete Sentences	CC.2.SL.6
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Language and Vocabulary

Produce Complete Sentences	CC.2.L.1.f
Predict the Meaning of Compound Words	CC.2.L.4.d
Demonstrate Understanding of Word Relationships	CC.2.L.5
Use Words and Phrases	CC.2.L.6

Comprehension**3 Analyze Steps in a Process**

Say to children that scientific experiments can help learners understand things in nature. Explain the concept: *This science experiment includes a list of materials and a set of written directions. The directions explain how to do something.*


- Read the first sentence on page 294. Ask: *What does this experiment show?* (how **day** turns into **night**) *What materials do you need?* (a flashlight and a ball)

Connect Across Texts Now read this article to find out why some changes in nature happen.

Genre A **science article** is nonfiction. It can tell how something in nature works. It might also have an **experiment** you can try to see how things work.

Day and Night

by Glen Phelan



Around and Around

The **planet** we live on seems to **stand still**, yet **Earth** is always moving. It rotates, or spins, around and around. You cannot feel Earth rotate because you are moving along with it.

▲ This diagram shows how **Earth** spins on an imaginary line called an **axis**.

In Other Words
planet world
stand still not move
imaginary pretend

▶ **Before You Move On**

- 1. Use Text Features** How does the diagram help you understand the way **Earth** spins?
- 2. Predict** How do you think the way **Earth** spins is connected to **day** and **night**?

291

Anthology page 291

- Point to the directions: *These directions tell how to do an experiment. Directions are often organized into steps.* Point to the numbers: *The author numbers these steps to help readers follow the directions in order.*
- Model with volunteers how to follow the steps of the experiment.
- Ask: *What is the first step?* (Partner 1 holds the ball.) *What does Partner 2 do next?* (Partner 2 shines the flashlight on the ball.) *Why does Partner 1 rotate the ball?* (because **Earth** rotates) *Can it be **day** on all of **Earth** at the same time? Why or why not?* (No. Only one part can face the sun at a time.) *How does the activity show this?* (The light only shines on one side of the ball at a time.)
- Discuss how the experiment and illustration on page 295 explain day and night.

Check & Reteach

OBJECTIVE: Analyze Steps in a Process ✓

Ask: *Which step helps you understand how **Earth** rotates?* (step 4) *How?* (The ball rotates.)

If children do not answer correctly, act out each of the other steps. After each step, ask:

*Did we learn how **Earth** rotates in this step?*

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T292–293 as you reread “Day and Night.”

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Read page by page. Have children chime in to read the words they know.



Name _____ Date _____

Comparison Chart

Compare Author's Purpose

Show why Charlotte Zolotow wrote "When the Wind Stops."

Compare this to why Glen Phelan wrote "Day and Night."

Possible responses shown.

Charlotte Zolotow	Glen Phelan
<ul style="list-style-type: none"> to tell about how nature changes to explain that nothing in nature ever ends to entertain readers with a story 	<ul style="list-style-type: none"> to tell about changes in nature to explain Earth's motion to explain how to do a science experiment

Tell a partner which selection you liked better. Explain your favorite author's purpose for writing.

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For use with TE p. T295g

PM5.17

Unit 5 | Everything Changes

[NGReach.com](https://www.natreach.com) Practice Master PM5.17

Respond and Extend

5 Compare Authors' Purposes Anthology page 296

Remind children of the different authors' purposes they read about in Unit 4: to inform or explain, to entertain, to persuade, to share experiences, or to tell about another part of the world.

Discuss the purposes of the authors of "When the Wind Stops" and "Day and Night." Model how to fill out the comparison chart.

- Explain: *Charlotte Zolotow wrote "When the Wind Stops." Did she write to explain something? (Yes.) What did she explain? (that cycles in nature go on and on) What other purpose does she have? (to entertain by telling a story)*
- Compare Charlotte Zolotow with the author of "Day and Night," Glen Phelan. Read the purposes again and ask: *Did Glen Phelan write to explain? (Yes.) What did he explain? (what makes **day** and **night**; **Earth's motion**; how to do a science experiment)*

Have children record their answers on **Practice Master PM5.17**.

Check & Reteach

OBJECTIVE: Compare Authors' Purposes

Ask: *How were the things Glen Phelan and Charlotte Zolotow explained similar? (Both explained changes in nature.) How were the ways they explained things different? (Charlotte Zolotow used a story. Glen Phelan used diagrams and an experiment.)*

If children have difficulty distinguishing between the authors' purposes, review the genre characteristics of realistic fiction and science articles.

6 Talk Together Anthology page 296

Read aloud the **Talk Together**. Have children choose one way nature changes, such as how day turns into night, how plants grow and die, or how weather moves around the world. Have them illustrate the cycle they chose with a series of pictures. Then prompt a whole-class discussion by asking: *What are the steps of the cycle? How does a part of nature grow or change? Do the steps **repeat**?* Invite children to discuss examples from all of their Unit 5 readings.



Compare Author's Purpose

The authors of "When the Wind Stops" and "Day and Night" both had more than one reason for writing. **Compare and explain their purposes** to complete the chart.

Comparison Chart

Charlotte Zolotow	Glen Phelan
<ul style="list-style-type: none"> • to tell about how nature changes • • 	<ul style="list-style-type: none"> • to tell about changes in nature • •
<p>Write more reasons for writing from "When the Wind Stops" here.</p>	<p>Write more reasons for writing from "Night and Day" here.</p>

Talk Together

Why is nature always changing? Draw a series of pictures to show one of the cycles in nature. Explain your pictures to the class. Use **Key Words**.

296

Anthology page 296

Writing

7 Write About Author's Purpose

Ask children to review their comparison charts. Have them choose one author: Charlotte Zolotow or Glen Phelan. Then have them use their comparison charts to write a statement about the author's main purpose for writing what he or she did.



Daily Language Arts

Daily Grammar ✓

Point out the exclamation at the end of page 295: *So when day begins on your side of the world, night begins for someone on the other side!* Then use the Daily Grammar lesson on page T289i to teach about exclamations.

WRAP-UP Prompt a whole-class discussion about the Big Question: Why is nature always changing? Ask: *What is one part of nature we learned about in "A Big Blizzard"?* (what can happen after a blizzard) *What is one part of nature we learned about in "Day and Night"?* (how **Earth** rotates to make **day** and **night**)

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Initial Sounds

- ✓ Read and Spell Words with Soft *c* and *g*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 43

Sound/Spelling Cards 1, 7, 8, 9, 11, 12, 15, 17, 21, 35, 42

Words with Soft *c* and *g*: Practice Master PM5.18

High Frequency Words: Practice Master PM5.19

Read On Your Own Book 18

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3, Tracks 7–8

Word Builder

MATERIALS

chips or small coins, 3 per child • beanbag or soft ball

MORNING WARM-UP

What are some different ways to tell time?

Toss a beanbag as children name different ways to tell time.

Phonological Awareness

1 Substitute Initial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *nice*.
- **Segment sounds:** /n/ /i/ /s/. Model placing a chip in each sound box on a **Write-On/Wipe-Off Board** as you say each sound. Have children put chips in their sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /n/ to /m/: /m/ /i/ /s/.*
- **Say the new word:** *mice*. *Say the new word with me: mice.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *face/lace*, *hedge/ledge*, and *gel/sell*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds

Ask: *If I change the first sound in cent to /w/, what's the new word?* (went)

If children can't answer, assign /s/, /ě/, /n/, /t/, and /w/ to different children. Have the children with the sounds for each word stand side-by-side and say their sounds in order. Have them blend sounds faster and faster. Switch out the children with the initial sounds and repeat.

Phonics

2 Learn Words with Soft *c* and *g* ✓

Sing with Me Phonics Songs Book page 43

Play Tracks 7 and 8 and follow the directions.

Practice the gestures with children.

- 1 Pretend to steer a car; point to self when singing *I*.
- 2 Gesture up and down as if driving through mountains; smile.
- 3 Hug self for *winter* and gesture to show falling leaves.
- 4 Put hands on hips and smile as if proud.

Nice Ride

If you want a nice trip, **1**
I know the place.

The Blue Ridge Parkway **2**
Puts a smile on your face.

It changes in winter. **3**
It changes in fall.

The Blue Ridge Parkway **4**
Is the best place of all!



Sing with Me Phonics
Songs Book page 43

COMMON CORE STANDARDS





Reading

Decode Words with Soft <i>c</i> and <i>g</i>	CC.2.Rfou.3
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c

Language and Vocabulary

Spell Words with Soft <i>c</i> and <i>g</i>	CC.2.L.2.d
---	------------

Use **Decoding Routine 1** to connect sounds and spellings of soft *c* and *g* and to blend words.

Step 1 Develop Phonological Awareness	<i>/s/ce, ci</i>	<i>/j/ge, gi_, dge</i>
1. Tell children: <i>These words begin with /s/. These words begin with /j/. These words end with /s/. These words end with /j/.</i>	cellar, cider ice, race, mice	germ, giant wage, edge
2. Tell children: <i>I will say a word. If you hear /s/, raise your hand.</i> (Kite does not have /s/.)	celery, center, kite, price	gentle, lady, giraffe, ledge
3. Repeat for /j/. (Lady does not have /j/.)		
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 1 . Say: <i>seed</i> and then <i>/s/</i> . Have children repeat.		
2. Turn the card over. Point to all the spellings and name them. Have children repeat. Then cover the spelling <i>s</i> .	Card 1 seed, /s/ce, ci	Card 17 jar, /j/ge, gi_, _dge
3. Repeat for Sound/Spelling Card 17 /j/ge, ge_, _dge.		
4. Give examples of words with /s/ and /j/. Point to the example words <i>nice, place, face, ridge</i> , and <i>changes</i> in the song on page 43 of Sing with Me Phonics Songs Book .	cent, cell, city, nice, face, place	gem, giant, age, change, budge
Step 3 Blend Sound-by-Sound		
1. Display <i>c</i> . Tell children that <i>c</i> is usually pronounced /s/ when it comes before <i>e, i,</i> or <i>y</i> .	c	g
2. Add <i>e</i> . Point to the <i>ce</i> spelling on Sound/Spelling Card 1 . Blend /s/ /ě/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	ce → 	ge → 
3. Add <i>n</i> . Say: /n/. Blend. Repeat for <i>t</i> . Model blending the whole word. Then blend with children.	cen →	gem →
4. Repeat for <i>g</i> . Note that <i>g</i> is usually /j/ before <i>e</i> or <i>y</i> , and sometimes /j/ before <i>i</i> .	cent →	
5. Repeat for the remaining words. Point out CVCe patterns. (<i>_ce, _ge</i>) Explain: <i>When a word ends with dge, the vowel is usually short.</i>	cell, city, mice, race, slice, icy	gel, gem, page, huge, lodge, judge

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no sound /j/ in Spanish and Hmong, and only an approximate /j/ sound in Cantonese, Vietnamese, and Korean. Give children help creating /j/.

STRATEGY Have children:

- tell whether the sound /j/ is used in their home language.
- practice making the sound /j/.
- recite phrases with soft *g*: *giant giraffe, gentle gerbil, juicy ginger, strange change, pudgy fudge.*



Read On Your Own Book 18

NGReach.com Word Builder

3 Read Words with Soft c and g Read On Your Own Book 18 page 16

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out High Frequency Words *is* and *the* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 18** page 16. Review sounds and spellings for soft c and g. Read the example together and blend the two-syllable words *cement* and *city* with children. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.18**.

4 Spell Words with Soft c and g

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *race*.
- **Segment sounds:** /r/ /ā/ /s/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **12** /r/, **35** /ā/, **1** /s/)
- **Repeat the word:** *race*. Have children write the word.
- **Write the correct spelling.** Have children check and correct spelling. Repeat for *voice* and *pencil* using cards **15** /v/, **42** /oi/, **1** /s/, **9** /p/, **21** /ě/, **7** /n/, **11** /i/, and **8** /l/.

Write-On/Wipe-Off Board

Daily Language Arts
Daily Spelling & Word Work
 Practice options on page T289h

Name _____ Date _____

Phonics

Words with Soft c and g

Sort the words by hard and soft sounds.

cell	gel	candy	gold
cuts	price	badge	spaceship
gallop	changing	flag	picnic

city cap

1. cell 4. candy

2. price 5. cute

3. spaceship 6. picnic

gem gate

7. gel 10. gold

8. badge 11. gallop

9. changing 12. flag

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Then use **Dictation Routine 2** to apply the spelling rule to a complete sentence that children can write on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *They race on the huge bridge.*
- **Repeat the sentence.** Have children write the sentence as you slowly repeat it several times.
- **Write the sentence.** Have children use your sentence to check and correct their spelling. Repeat with this sentence: *They dance on the edge of the stage.*

For **Dictation Routines 1** and **2**, see page BP35.

Check & Reteach

OBJECTIVE: Read and Spell Words with Soft c and g

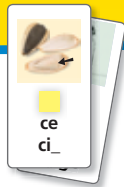
Check for the correct spelling of words with soft c and g. Prompt self-correction.

If children misspell a word, repeat it and have children place chips in their sound boxes for every sound they hear. Have them refer to the **Sound/Spelling Cards** and write the letters that match the sounds.



Words with Soft c and g

Look at each picture. Read the words.



Example:



cement



city



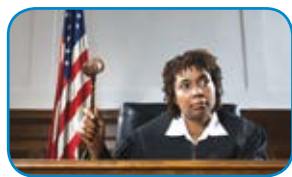
gym



gridge



ice



judge

Key Words

Read each paragraph. Match them to the pictures.



High Frequency Words

- also
- blue
- every
- fall
- family
- first
- many
- most
- mountain
- only

Road Trip

My **family** takes a road trip **every** year. One trip was to the **mountains** in the **fall**. It was the **first** time I had seen leaves change. They are so pretty next to the **blue** sky!

We **also** took a trip to the beach. We spent **most** of the time swimming. We saw **many** shells but **only** one sand crab!

Which would you like most—the beach or the mountains?



Phonics Games

NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 18
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 18 page 17

Read aloud page 17. Point to the list of High Frequency Words. Reread each paragraph, pausing for children to supply the High Frequency Words orally as you point to them. Then have partners work together to match each paragraph to one of the pictures. Assign **Practice Master PM5.19** for more practice.

Play **Clues and Choose** with High Frequency Words from Unit 4: *don't, door, about, work, should, want, where, important, house, kind, place, both, been, great, friend, different.*

- Lay several **High Frequency Word Cards** face up on the floor.
- Have children sit in a circle around the cards.
- Have one child mentally choose a word and give a clue about it. (Example: *This word begins with a b.*)
- Have the child continue giving clues until another child is the first to touch the correct card. He or she gets to give the next set of clues.

For **Clues and Choose Game**, see page BP39.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children sit in a circle. Toss a beanbag to a child. Call out a High Frequency Word for the child to spell. If the word is spelled correctly, the child tosses the beanbag to another child, who then spells the next word you call out.

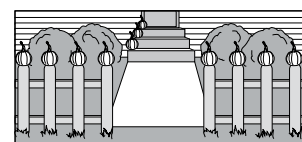
If the child spells the word incorrectly, he or she must spell the word correctly and then spell another word. Continue until all the words have been spelled correctly at least twice.

Name _____ Date _____

High Frequency Words

How to Get There

Write a word from the box to complete each sentence.



- High Frequency Words
- also
- blue
- every
- fall
- family
- first
- many
- most
- mountain
- only

Dear Debby,

Here's how to get to my house. First, go past the road to the mountain. You will see a bright pink house with a blue door. It also has bright green trim. You can't miss it. There is only one house like it! Then go to the right. You will see my house. It's the one with many pumpkins on the fence. My family puts them there every fall. This fall, we have the most pumpkins ever! I can't wait to see you!

Your pal,

Henry

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PM5.19

Unit 5 | Everything Changes

NGReach.com Practice Master PM5.19

OBJECTIVES

Thematic Connection: Cycles in Nature

Preview an Experiment to Make Predictions

PROGRAM RESOURCES

PRINT ONLY & TECHNOLOGY

Interactive Read-Aloud 9 or Interactive Read-Aloud 9 PDF R10–R12

Power Writing

Have children write as much as they can as well as they can in one minute about the word *stars*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

1 Review Science and Academic Vocabulary ✓

Review the **Key Words** to prepare children for reading “Make a Sundial.” Display the words. Chorally read the words as a class.

Key Words

appear · begins · day
 Earth · ends · moon
 motion · night · observe
 pattern · repeat · shadows
 stars · theme · visualize

Display the words **day**, *fall*, *light*, **moon**, **night**, **star**, and *time*. Model how to use one of the **Key Words**, plus another word, to make a compound word: *I know the word **night** and the word *fall*. When*

*I put them together, I make the word *nightfall*. Based on the meaning of **night** and the meaning of *fall*, what do you think this word means?* (when **night begins**) Have children work in small groups to make and define other compound words such as *nighttime*, *moonlight*, *starlight*, and *daytime*.

Academic Talk

2 Preview and Predict Interactive Read-Aloud 9 SCREEN 1

Read aloud the science experiment’s title. Have children predict: *What do you know about sundials?* (Possible response: You can use them to tell the time using the sun and **shadows**.) Preview each of the screens. Ask: *Where can you find out what you need to make a sundial?* (on the first screen, in the Materials section) Set a purpose: *Let’s read to find out the steps we need to follow to make a sundial.*

Check & Reteach

OBJECTIVE: Preview an Experiment to Make Predictions

Ask: *What predictions do you have after previewing the illustrations?* (Possible response: I think we will learn how to do an experiment.)

If children are unable to predict that they will be doing an experiment, point out the directions and the illustrations. Ask: *What predictions do you have after previewing the directions and illustrations?* (Possible response: I think I will learn how to make a sundial.)

Interactive Read-Aloud

3 Share a Science Experiment Interactive Read-Aloud 9 SCREEN 1

GENRE Explain: *“Make a Sundial” is a science experiment. A science experiment is nonfiction. It gives steps and materials for making something to learn more about the world around you.*

CONNECT ACROSS TEXTS Ask: *What did you learn about the sun in “Day and Night”?* (Possible response: **Day** and **night** are caused by **Earth** moving around the sun. The sun **appears** to move across the sky.) Direct children to page 293. Remind them that the sun appears to be in different parts of the sky at different times of the day. Explain: *A sundial uses the sun’s position in the sky to help tell time.*

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text CC.2.Rinf.10

Writing

Participate in Shared Writing Projects CC.2.W.7

Recall Information CC.2.W.8

Speaking and Listening

Participate in Conversations CC.2.SL.1

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Produce Complete Sentences CC.2.L.1.f

Predict the Meaning of Compound Words CC.2.L.4.d

Use Words and Phrases CC.2.L.6



SCREEN 1

Make a Sundial by Joanie Heller

Did you know that you could tell time without using a clock? It takes a little work, but you can make your own sundial. You can use the sundial to watch and observe the sun's shadows. The shadows tell what time it is.

1 Step 1: Gather your materials

2 Materials:

- short stick
- clay
- 8-12 small rocks
- watch

Every process has steps. For a process to work correctly, you must follow the steps in the right order.

More

Drag from here.

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NGReach.com Interactive Read-Aloud

SCIENCE BACKGROUND Share information about sundials:

- The sun **appears** to move in the sky because of the way **Earth** rotates. This causes **shadows** to change in length throughout the **day**. A sundial helps show the direction and length of **shadows**.
- People have used sundials for a long, long time. The Egyptians and the Greeks used sundials to tell time.
- People stopped using sundials and started using watches to tell time in the 1800s. This means people used sundials to tell time for a much longer period of time than they have used watches!

Read screens 1–5 to the class. Use the questions on page T296g to build comprehension during the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend

- Make and Confirm Predictions
- Active Reading

Day 4 Listen and Analyze

- ✓ Analyze Steps in a Process
- ✓ Visualize
 - Critical Thinking

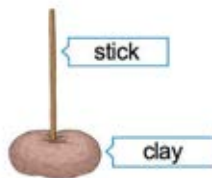
SCREEN 2

Step 2: Find a sunny spot.

A sundial cannot work without sunlight. Choose an open outdoor or indoor space (near a window, for example) where the sun's rays will not be blocked. You can only use a sundial during the day. It won't work at night.

**Step 3: Make the dial.**

Place the clay on the ground or floor. Put the stick into the clay. Be careful when you place the stick in the clay. You don't want it to break.



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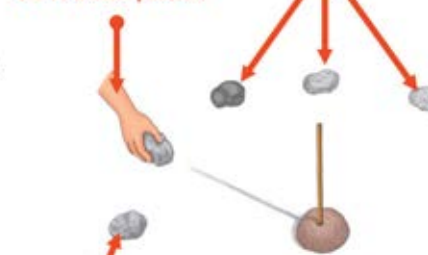
SCREEN 3

3 Step 4: Place stones.

Use the stones to create your "clock." The stones will go in a circle around the clay and stick. The circle represents a clock. This is an important part of the process. Be careful to do it correctly or your sundial will not be accurate. **4**

5 Repeat this process every 60 minutes until you have enough stones placed.

Wait 60 minutes and repeat. Place the second stone in the 10 o'clock position.



5 Place the first stone in the position for 9 o'clock. The shadow that the sun creates should be at 9 o'clock.

Drag from here.



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Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Make Predictions** *After gathering materials, what do you think the next step will be?* (Possible response: I think we will do something with the stick.)
- 2 Active Reading** Have children echo read each step after you.
- 3 Confirm Predictions** *Did your predictions match the text? Why or why not?* (Possible response: No, because first we have to find a sunny place. Then we will put the stick in clay.)

SECOND READ

Day 4 Listen and Analyze

- 4 Analyze Steps in a Process** ✓ *Which do you do first—put the stick into the clay or the stones in a circle?* (put the stick in the clay) *Why must the stones be placed carefully in a circle?* (so the sundial will be accurate)
- 5 Use Text Features** *Which stone do you place first?* (the stone that shows what the **shadow** looks like for 9 a.m.) *How do you know?* (I read the captions in order from left to right.) *Where will the stones go?* (They go in a circle around the clay and stick.)
- 6 Visualize** ✓ *Use describing words to tell what it would be like if your family used a sundial instead of a clock.* (Possible response: At **night** or on rainy **days**, I would not be able to tell time.)
- 7 Determine Importance** *Why is a sunny **day** important for making a sundial?* (You need a sunny **day** for the sun to make **shadows**.)



SCREEN 4

6 Step 5: Use your sundial to tell time.

7 Once the stones are in place, your sundial is ready to tell time. The next sunny day, check your sundial and record where the stick's shadow is pointing.



Step 6: Compare the sundial's "time" with the real time on a clock.

Every hour, compare the time on the sundial with the actual time of a clock or watch. Record what you observe. What patterns do you notice?

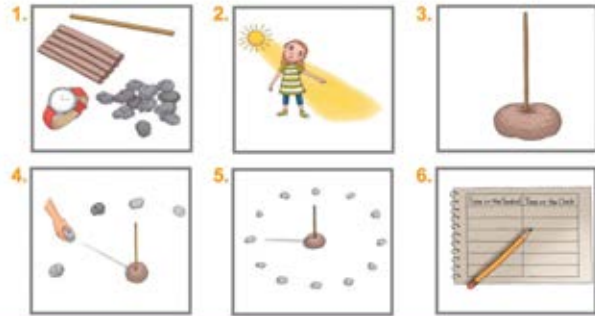


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SCREEN 5

Review: How to Make a Sundial

Now that you learned how to make a sundial, review the steps and place them in the correct order. What is the most important step in the process?



Drag from here.

Writing

4 Write Steps in a Process Interactive Read-Aloud 9 SCREEN 1

Display screen 1 and model how to summarize one of the steps in your own words: *In step 1, you need to gather several materials. You need a craft stick, several stones, a watch, and clay.* Sort children into five groups. Have each group write one to two sentences to summarize one of the remaining steps in the experiment. Then have groups read their steps aloud without revealing which number each step is. Finally, have the class work together to put the steps in the correct order.

Key Words

- appear · begins · day
- Earth · ends · moon
- motion · night · observe
- pattern · repeat · shadows
- stars · theme · visualize

Daily Language Arts

Daily Grammar

Display screen 4 and point out the statement in step 5, the question in step 6, and the commands in step 6. Model an exclamation about the experiment: *What a fun way to tell time!* Then use the Daily Grammar lesson on page T289j to review the four types of sentences.

WRAP-UP

Ask: *What might be most challenging about building a sundial?* (Possible response: placing the stones in the correct way) Then ask: *Which steps would be easiest?* (Possible response: gathering a craft stick)

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Initial Sounds

- ✓ Read and Spell Words with Soft *c* and *g*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 8, 9, 17, 35

Words with Soft *c* and *g*: Practice Master PM5.21

Read On Your Own Book 18


TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

chips or small coins, 5 per child



MORNING WARM-UP

What are pros and cons of using a sundial rather than a clock?

Invite children to discuss the pros and cons of sundials.

Phonological Awareness

1 Substitute Initial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *gem*.
- **Segment sounds:** /j/ /ě/ /m/. Model placing chips in sound boxes on a **Write-On/Wipe-Off Board** as you say each sound. Have children copy you.
- **Substitute a sound:** *Let's change /j/ to /h/: /h/ /ě/ /m/.*
- **Say the new word:** *hem. Say the new word with me: hem.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *nice/rice, city/kitty, ceiling/feeling, cage/page*.

Check & Reteach

OBJECTIVE: Substitute Initial Sounds

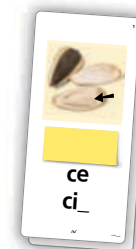
Ask: *If I change the first sound in wedge to /l/, what's the new word?* (ledge)

If children cannot answer, have them stand and say /w/ and then take a step to the left and say *edge*. Have them return to their starting position and slide to the left as they blend *wedge*. Then repeat, substituting /l/ for /w/ and blending *ledge*. Continue with *book/look*.

Phonics

2 Read Words with Soft *c* and *g* ✓

REVIEW Use **Sound/Spelling Card 1**. Ask: *What's the picture?* (seed) Ask: *What's the sound?* (/s/) Ask: *What are the spellings?* (*s, ce, ci_*) Cover the spelling *s* and have children write the other spellings on their **Write-On/Wipe-Off Boards**. Display and read *cent, city, face*. Have children blend each word and identify the letter that stands for /s/.



Tell children that they will read longer words with soft *c* and *g*. Remind them that some words have more than one part, or syllable. Say *pencil* and have children repeat the word as they clap the syllables. Ask: *How many syllables do you hear?* (two) *Now let's read the word.*

COMMON CORE STANDARDS

Reading

Decode Words with Soft <i>c</i> and <i>g</i>	CC.2.Rfou.3
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c
Language and Vocabulary	
Spell Words with Soft <i>c</i> and <i>g</i>	CC.2.L.2.d

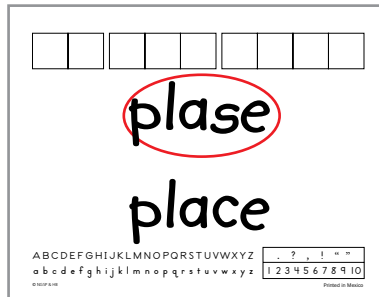
Display pencil; model how to divide and blend it: *I see two consonants in the middle of pencil, so I divide between them. Now I'll sound out each part: /p/ /ě/ /n/, pen; /s/ /ĩ/ /l/, cil. Now I'll blend the parts: pen-cil, pencil.* Repeat for *citrus, fancy,* and *princess*; use compound-word division for *backstage* and *gemstone*.

3 Spell Words with Soft c and g ✓

Use **Dictation Routine 1**.

- **Say a word:** *place*.
- **Segment sounds:** /p/ /l/ /ā/ /s/. Have children repeat each sound.
- **Display Sound/Spelling Cards.** Have children match each sound in the word to a card. (cards: **9** /p/, **8** /l/, **35** /ā/, and **1** /s/)
- **Repeat the word:** *place*. Have children write the spelling.
- **Write the correct spelling:** Have children check and correct their spelling. Remind them: *When /s/ comes after a long vowel, it is usually spelled ce.* Repeat the routine with *cell* and *judge*.

For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

Apply the skill to a complete sentence. Dictate: *Place the cell phone on the ledge.* Have children write the sentence. Assign **Practice Master PM5.21** for more practice.

High Frequency Words

4 Read and Spell Key Words ✓

Have children chant and spell each of this week's High Frequency Words (*also, blue, every, fall, family, first, many, most, mountain, only*) three times as you point to them on the Word Wall.

REVIEW Have children review the following previously taught High Frequency Words: *about, don't, door, important, should, want, where, work, been, both, different, friend, great, house, kind, place.* Have partners take turns dictating and spelling the words. Then have them use the words in sentences.

Check & Reteach

OBJECTIVES: Read and Spell Words with Soft c and g ✓

Read and Spell High Frequency Words ✓

Print, cut out, and distribute a **Letter Card** to each child. Tell children to hold up their letter cards as you cheer the spelling for words that have a soft g: *Give me an a... Give me an n... Give me a g... Give me an e... Give me an l.* Have children with the letters stand together. *What does it spell?* (angel) Repeat for *ice, edge, cinder, huge, fancy* and for High Frequency Words.

If children misspell words, have them correct their spelling and write the word three times.

Name _____ Date _____

Phonics

Words with Soft c and g

Write the word that completes each sentence.

- city fringe cotton**
Cindy lives in the city.
- hug huge hedge**
She can have pets, but they can't be huge.
- gems cells mice**
That's why Cindy has two pet mice.
- nice cage badge**
Her pets live in a screen cage.
- space page cent**
The mice have lots of space to hide and to play.
- lace judge climb**
The pets like to climb up the side of the cage.
- smudge judge race**
They like to race around on their wheel.
- fancies changes genies**
Sometimes Cindy changes the food she gives her pets.
- rice range bridge**
They can eat rice and oats or food from the pet shop.

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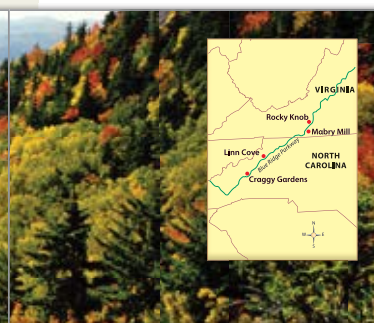
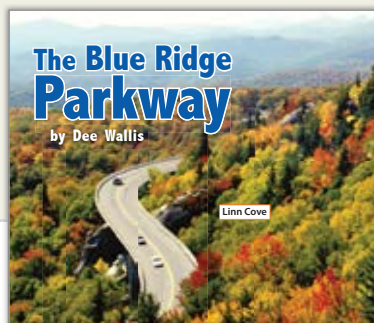
Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T289h



Read On Your Own Book 18



Legend

- words with Soft c and g
- high frequency words
- * story words

The **Blue Ridge Parkway** is a great **place** to visit. This twisting 469-mile road is filled with pretty sights. And it **changes** with **every** season!

Let's begin our trip where the road was finished. It's the **nice** 7-1/2-mile stretch at Linn Cove.

The **bridge** at Linn Cove is high up, at 4,100 feet. It crosses an old, rocky **mountain**. People did not want to change the **mountain face** to fit in the **bridge**, so it is S-shaped. Lots of concrete and piles of cash went into making this **bridgel**.

In **fall**, the bright leaves are really **nice** at Linn Cove. They **edge** the side of the road.

Read On Your Own Book 18
pages 18–21

Decodable Reading

5 Read "The Blue Ridge Parkway" Read On Your Own Book 18 pages 18–28

Use the photos to pre-teach the story words *parkway* (page 18), *flowers* (page 24), and *summer* and *gardens* (page 26). Then use **Decoding Routine 4** to conduct two readings of "The Blue Ridge Parkway." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 Use Visual Features** *Look at the map. How many states does the parkway go through? Where is Linn Cove?* (The parkway goes through two states. Linn Cove is in North Carolina.)
- 2 Recall Details** *What can you see and do on the Blue Ridge Parkway?* (You can drive over a bridge, see a mill, stay in a cabin, hike, picnic, see leaves and flowers.)
- 3 Determine Author's Purpose** *Why do you think the author wrote this story?* (Possible response: The author wants people to learn about the parkway and what you can do there in the different seasons.)
- 4 Make Connections** *What would your family like to see on the parkway?* (Children should cite attractions from the text.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 18	Teacher's Edition
words with short <i>a</i>	at (page 19) cash (page 20) can't (page 23) after (page 25)	/ă/a (page T3b)
plurals with -s	sights (page 18) piles (page 20) flowers (pages 24, 26)	-s (page T295b)
words with short <i>i</i>	ridge (page 18) visit (page 18) begin (page 19)	/ĭ/i (page T9b)

AL Above Level

ISSUE Children can quickly decode the passage.

STRATEGY Challenge children to make extended responses to question 4, Make Connections. Have them turn and talk to partners.



In winter, snow and ice keep most people off the parkway. Miles of road may be closed on the mountains. Then it is a place filled with peace.

22



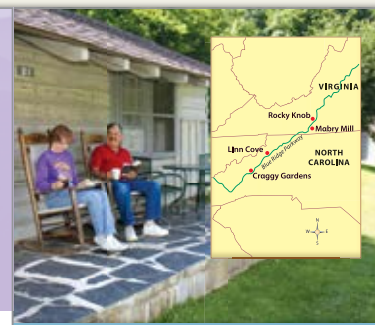
Then spring comes! The first sunny days bring people back to the parkway. They can't wait to get on the road and leave the city behind.

23



Our spring stop is Mabry Mill. Here, we can see what life was like in 1903. Spring flowers make this pretty site very, very nice!

24



After we visit Mabry Mill, we can spend the night at Rocky Knob. We will not find a fancy lodge there. We can only stay in a log cabin!

25

STUDENT TECHNOLOGY

e Student eEdition

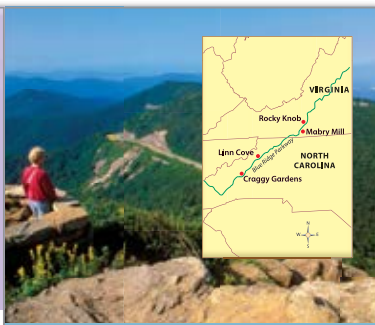
Comprehension Coach

NGReach.com



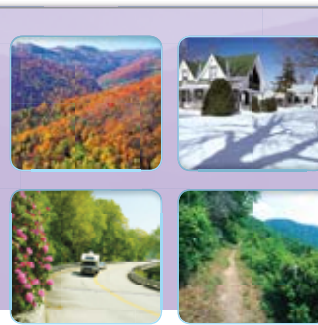
Summer is not too hot on the Blue Ridge Parkway. Many people go to Craggy Gardens to hike and also to see the bright flowers.

26



We will look for a sunny ledge at Craggy Gardens. With a good seat, a picnic lunch, and so much to see, we will not budge all day!

27



The Blue Ridge Parkway changes with the seasons. It is a fine place to visit at all times of the year. Maybe some day your family will decide to take a trip on this road. ❖

28

2 3 4

Practice Phonics

Words with Soft c and g

Read these words.

bridge	dancing	fudge	ice	tea
cream	fancy	gems	quits	

Find the words with the soft c and soft g sounds. Use letters to build them.

b r i d g e

Talk Together

People on the Blue Ridge like to celebrate! Choose words from the box above to tell your partner what you would do at Fall Fun Time.

I would like to see the fancy quits.
I would like to get some ice tea.

29

Read On Your Own Book 18
pages 22–29

Practice Phonics

6 Words with Soft c and g ✓ Read On Your Own Book 18 page 29

Print, cut out, and distribute **Letter Cards**. Read aloud the first activity on page 29. Have partners build the words.



7 Talk Together Read On Your Own Book 18 page 29

Have children tell about the picture by filling in the sentence frames with words from the box. (Possible responses: I would like to see the fancy dancing. I would like to get some fudge ice cream.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "The Blue Ridge Parkway." Note reading speed and miscues.

Have children with low reading speeds conduct partner readings or use the

Comprehension Coach to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

OBJECTIVES

Thematic Connection: Cycles in Nature

Use Compound Words

Analyze Steps in a Process

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 9 or Interactive

Read-Aloud 9 PDF R10–R12

Power Writing

Have children write as much as they can as well as they can in one minute about the word *repeat*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Describe the Connection	CC.2.Rinf.3
Use Text Features	CC.2.Rinf.5
Explain How Images Support Text	CC.2.Rinf.7
Read and Comprehend Informational Text	CC.2.Rinf.10

Writing

Participate in Shared Writing Projects	CC.2.W.7
Recall Information	CC.2.W.8

Speaking and Listening

Ask Questions About Texts	CC.2.SL.1.c
Produce Complete Sentences	CC.2.SL.6

Language and Vocabulary

Produce Complete Sentences	CC.2.L.1.f
Use Context Clues	CC.2.L.4.a
Predict Meaning of Compound Words	CC.2.L.4.d
Use Words and Phrases	CC.2.L.6

Vocabulary Practice

1 Use Compound Words Interactive Read-Aloud 9 SCREEN 2

Display screen 2 and model how to use the two smaller words to find the meaning of the compound word: *A sundial must be an object that uses the sun to show time.* Circle the following words: *sunlight, indoor, outdoor.* Have children work in pairs to draw a vertical line between the words (*sun|light, in|door, out|door*) and tell what each compound word means. Encourage children to use context clues.

Check & Reteach

OBJECTIVE: Use Compound Words

Display these words: *snowfall; raindrop.* Observe how children divide each compound word into smaller words (*snow|fall; rain|drop*) and give the meanings (falling snow; a bit of rain). If children have difficulty, cover up part of the word. Ask: *Is that a word? What does it mean?*

Comprehension

2 Analyze Steps in a Process Interactive Read-Aloud 9 SCREENS 1–5

Point out that the headings are in dark, heavy type called boldface. Ask: *What do you notice about the headings?* (The boldface type makes them stand out; they are numbered to show the steps.) *How do these steps help you do this activity?* (Possible response: The steps tell what I should do first, second, and so forth.)

Click on the More tab on screen 1. Ask: *Which word is bold? (process) How does this help you understand the experiment?* (The boldface shows me that the word *process* is important.) Then display screen 3. Ask: *What do you call these text features?* (a diagram and captions) *What do the captions tell you?* (the steps for placing stones) *What does the diagram tell you?* (how the dial should look) Click on screen 5 and guide children to refer back to the bold numbered heads as they place the steps in order.

Check & Reteach

OBJECTIVE: Analyze Steps in a Process

Ask: *What are the parts of an experiment?* (materials, steps, chart)

If children have trouble answering, page through the experiment for text features (photos, subheadings, diagrams) that help them recognize the materials, steps, chart, and visuals.

Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 9 SCREENS 1–5

Use the **Listen and Analyze** questions on page T296g as you reread “Make a Sundial” and practice how to analyze the steps of a process.



SCREEN 1

Make a Sundial by Joanie Heller

Did you know that you could tell time without using a clock? It takes a little work, but you can make your own sundial. You can use the sundial to watch and observe the sun's shadows. The shadows tell what time it is.

Step 1: Gather your materials

Materials:

- short stick
- clay
- 8-12 small rocks
- watch

Every process has steps. For a process to work correctly, you must follow the steps in the right order.

More ↑

Drag from here.

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Interactive Read-Aloud

Academic Talk

4 Explain an Experiment

Model: *I want to know more about where to put the stones. My question is: Where should the stones go around the stick in the sundial?* Have partners ask questions to clarify information from "Make a Sundial."

Writing

5 Write to Explain

Have children write a question they asked in **Academic Talk** and trade with a new partner. Partners write the answer to the question in one to two sentences. Give an example: *The diagram on screen 3 shows where to place the stones. They go in a half-circle around the stick.* Have children share their answers with the class.



Daily Language Arts

Daily Grammar ✓

Have children identify a question and a statement from the examples in Explain an Experiment and Write to Explain. Ask children to name the other two types of sentences (command, exclamation). Then have children complete the Grammar and Writing lesson on page T289j.

WRAP-UP Discuss the day's reading. Ask: *Do you think the sundial would work in all four seasons? Could you use it on the Blue Ridge Parkway?*

Day 5 Review and Apply



Read On Your Own Book 18

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Read and Spell Words with -y
- ✓ Read and Spell Plurals with -s, -es, -ies
- ✓ Read and Spell Words with Soft c and g
- ✓ Read and Spell High Frequency Words
- ✓ Compare Experiments

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Build Sentences: Practice Master PM5.23

Read On Your Own Book 18

Interactive Read-Aloud 9 or Interactive Read-Aloud 9 PDF R10–R12

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

construction paper

MORNING WARM-UP

What is the most interesting fact you read about Earth?

Have children name a fact from the stories and articles they read this week.

Review Phonics and High Frequency Words

Family Trip

Every time your family takes a trip, you go to different places. If you are going to a place for the first time, you need directions. With a partner, practice giving and following directions.

1. Player 1 chooses a place on the map. He or she asks for directions.
2. Player 2 gives directions from the star to the place.
3. If the directions work, Player 2 gets a point.
4. Then Player 2 asks for directions to a place. Player 1 gives directions.
5. Go to all the places. At the end, the player with the most points wins.

Legend

- words with -y, soft c and g, and plurals
- High Frequency Words

GEM CITY MOUNTAIN

Places on map: Five Cent Shop, Ice Lodge, City Playland, Mountain Gym, Fall Lane, Cherry Road, Penny Lane, Copy Shop Fancy Eats, Last Chance Gas, My Game Place, Dry Branches Bridge, Blue Steve's Drive.

Read On Your Own Book 18
pages 30–31

Power Writing

Have children write as much as they can as well as they can in one minute about the word *Earth*.

For *Writing Routine 1*, see page BP56.

Phonics Review

1 Play Family Trip ✓ Read On Your Own Book 18 pages 30–31

Read aloud the directions and the labels on the map with children. Have partners practice giving and following directions. Gather the group and have children share where they went on the map. Have children find and read these words:

- Nine words with long e and long i sounds for -y (*every, family, city, my, dry, cherry, penny, copy, fancy*)
- Eight words with soft c (*place, places, practice, city, cent, chance, ice, fancy*)
- Four words with soft g (*gem, bridge, lodge, gym*)
- Six plural words (*places, directions, points, branches, skies, eats*)
- High Frequency Words (*every, most, blue, fall, family, first, mountain*)

COMMON CORE STANDARDS

Reading

Describe the Connection	CC.2.Rinf.3
Use Text Features	CC.2.Rinf.5
Explain How Images Support Text	CC.2.Rinf.7
Read and Comprehend Informational Text	CC.2.Rinf.10

Decode Words with -y and Soft c and g	CC.2.Rfou.3
Decode Plurals with -s, -es, -ies	CC.2.Rfou.3

Writing

Participate in Shared Writing Projects	CC.2.W.7
Recall Information	CC.2.W.8

Speaking and Listening

Build on Others' Talk	CC.2.SL.1.b
Produce Complete Sentences	CC.2.SL.6

Language and Vocabulary

Produce Complete Sentences	CC.2.L.1.f
Spell Words with -y; Soft c and g; and Plurals with -s, -es, -ies	CC.2.L.2.d
Demonstrate Understanding of Word Relationships	CC.2.L.5

Check & Reteach

- OBJECTIVES:** Read and Spell Words with Short -y, Soft c and g ✓
 Read and Spell Plurals with -s, -es, -ies ✓
 Read and Spell High Frequency Words ✓

Have children do a word hunt in **Read Your Own Book 18** to list words with -y; plurals with -s, -es, -ies; words that have a soft c or g; and High Frequency Words. Have partners exchange lists and challenge each other to spell the words without looking.

Kinds of Sentences

A group of words that tells a complete thought is a sentence. There are four **different kinds of sentences**.

Grammar Rules Kinds of Sentences

• A statement tells something. It ends with a period .	It is morning. The day is just beginning.
• A question asks something. It ends with a question mark .	Where did the moon and stars go?
• An exclamation shows strong feeling. It ends with an exclamation mark .	What a great day!
• A command tells someone to do something. It ends with a period .	Make your bed, please.

Read Kinds of Sentences

Read this passage. Find two different kinds of sentences. Then make up your own sentence.

The little boy lay in bed, and his mother sat beside him. "Where does the wind go when it stops?" he asked. "It blows away to make the trees dance somewhere else."

Write Kinds of Sentences

Pretend you are looking out a window at the world. Write two different kinds of sentences about what you see. Read your sentences to a partner.

297

Anthology page 297

STUDENT TECHNOLOGY



Student eEdition



Resources



Vocabulary Games

NGReach.com



Daily Language Arts

Daily Spelling & Word Work

Spelling Test on page T289g



VOCABULARY GAME

Introduce **Word Sorts**. Organize children into pairs. Provide pairs with a group of words, including some compound words that use **Key Words**, that can be sorted into antonym pairs with one word left over, such as: *daytime, nighttime, dark, light, teapot*. Have children copy the words onto index cards or strips of paper, one word per card or strip. Ask: *Which word does not belong?* (*teapot*) Have children take this word out of the pile. Then have pairs work together to sort the rest of the words into antonym pairs. Repeat the activity with the words *motion, still, begin, end, and chair*.

For **Word Sorts**, see page BP54.

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of words on the Spelling Test and the **Key Words** to play a game. Display the Spelling Words and the **Key Words**.

Grammar Review

3 Kinds of Sentences Anthology page 297

Read aloud the Grammar Rules box. Say each kind of sentence with appropriate expression. Have children repeat, paying special attention to saying the exclamation with feeling and allowing their voices to go up and then down at the end of the information question. Complete the Read Kinds of Sentences activity. Ask: *Do you see a sentence that tells someone to do something?* (No.) *One that asks a question?* (Yes.) *One that tells something?* (Yes.) *One that shows a strong feeling?* (No.) Have children point to each kind of sentence and then complete the Write Kinds of Sentences activity with two different kinds of sentences.

Use pages T289i–T289j to review the four kinds of sentences. Organize children into groups. Display the sentences below. Have children work together to identify each sentence as a statement, a question, a command, or an exclamation.

1. Sunrise is my favorite time of day. (statement)
2. Have you ever seen the day begin? (question)
3. Get up early tomorrow to watch the sunrise with me. (command)
4. I cannot wait to see the beautiful colors! (exclamation)

Assign **Practice Master PM5.23**.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Comprehension

4 Compare Experiments ✓

Remind children that “Day and Night” is a science article that describes an experiment at the end and “Make a Sundial” is a science experiment. Have children identify the experiment in “Day and Night” (pages 294–295) as you display screen 1 of “Make a Sundial.”

- Ask: *How are the materials in these experiments different?* (Possible response: All of the materials are different. The experiment in “Day and Night” uses a ball, a flashlight, and a partner. The experiment in “Make a Sundial” uses stones, a craft stick, clay, and a watch.)
- *What experiment seems easier? Why?* (Possible response: The “Day and Night” experiment would be quicker and does not use as many materials.)
- Have children compare the diagram on page 295 with the diagram on screen 3. Ask: *What does each diagram show?* (Possible response: The diagram in “Day and Night” shows how sunlight shines on different parts of the world. The diagram in “Make a Sundial” shows how to correctly place the stones on your sundial.)

Check & Reteach

OBJECTIVE: Compare Experiments ✓

Ask: *Which experiment has more steps?* (“Make a Sundial”) *Which experiment has shorter steps?* (“Day and Night”)

If children have difficulty comparing the experiments, read aloud step 3 of each experiment. Ask: *Which step gives more detail? What are the details about?*

Academic Talk

5 Relate Readings to the Big Question

Use **Corners**.

- Designate a corner of the classroom for each selection.
- Have children move to the corner of their favorite selection. Ask: *What cycles did you learn about in this selection? What did you learn about Earth?*
- Also have children discuss the Big Question: Why is nature always changing? Have children tell what they learned about nature changing in that selection.
- Have one child from each corner share what the group discussed.

For **Corners**, see page BP60.



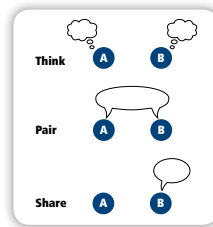
Writing

6 Write About Change

Have children choose a partner from their groups for the **Academic Talk** activity. Use **Think, Pair, Share** as children answer the question: *What is something that changes in your favorite selection?* (Possible response: In “Day and Night,” I learned how the part of **Earth** that receives sunlight changes. I learned how **Earth** rotates during the **day**.) Distribute construction paper and have children:

- write one sentence at the top of the page about how the thing changes.
- with a partner, draw a picture or diagram in the middle that shows how the thing changes.
- copy one selection sentence that they found useful at the bottom of the page. Have them put the sentence in quotes.

Encourage partners to use different kinds of sentences in their writing, such as questions or exclamations. After the pages are completed, have partners share them with the class. Then display them in the classroom.



Think, Pair, Share



Daily Language Arts

Daily Grammar

Review and Assess on page T289j

WRAP-UP

Have children review the contents of their Weekly Folders. Ask each group from **Academic Talk** and **Writing**: *What else do you want to know about the material in your favorite selection?* Display one question from each group. Then help children find classroom or library resources that might answer their questions.

Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with -y
- Decode Plurals with -s, -es, -ies
- Decode Words with Soft c and g
- Decode Two-Syllable Words

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with -y
- Spell Plurals with -s, -es, -ies
- Spell Words with Soft c and g
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Analyze Steps in a Process
- Visualize

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Sentences
- Write Explanatory Sentences

ASSESSMENTS

Foundational Skills Test Unit 5, Week 2

Decoding **FFR**

High Frequency Words

Make a copy of this page so you can cut out the list of words and read to your child. Have the child read the list of words and lead to you. Record the child's responses on a copy of the Student Profile on page A5.7.

Week 2

family first
mountain fall
every many
blue most
only also

Grade 2 Assessment A5.15

Foundational Skills Unit 5, Week 2

1. says
 slowly
 steadily

2.
 sky
 light
 just

3.
 jam
 jamjar
 jamjar

4.
 brig
 bride
 bridge

5.
 cry
 gel
 call

6.
 boys
 baby
 babies

Grade 2 Assessment A5.16

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with -y

1. empty At first glance, the sky looks **empty**.
 2. spy I **spy** planes high above me.

Words with Soft c and Soft g

3. fancy I think my new hat with all the ribbons is very **fancy**.
 4. bridge It blew off when I was crossing the big **bridge**.

High Frequency Words

5. also I like walking and **also** riding my bike.
 6. blue I've never seen the sky so **blue**.
 7. every **Every** day this week has been just beautiful.
 8. fall I love the **fall** because the leaves turn colors.
 9. family My **family** goes camping at this time of year.
 10. first The **first** thing I pack is my sleeping bag.
 11. many **Many** friends join us on our camping trips.
 12. most **Most** of the people at the campground are very nice.
 13. mountain My favorite campsite has a view of a **mountain**.
 14. only It costs **only** eight dollars to camp at the state park.

More Words

Use these words and sentences for additional Pretest and Test items.

1. jelly I made a peanut butter and **jelly** sandwich.
 2. skyline We have a view of the city's **skyline**.
 3. decide I had to **decide** where to eat my lunch.
 4. smudge A **smudge** of peanut butter is on my shirt.
 5. candies I took a few hard **candies** to eat as I walked.
 6. wrenches I saw men opening fire hydrants with huge **wrenches**.

Grade 2 Assessment A5.17

Oral Reading Assessment Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

That night, people watched the fire on the TV news. They thought it was wrong. How could a river be on fire? People needed to know.

The river had been used as a dump, and it was filled with grease, trash, big city logs, and tree limbs. Other rivers were just as bad, and the air was not always clean. In some places, fields were filled with junk.

People wanted to find ways to clean up the Earth. They began writing letters to newspapers. People wanted a special day called Earth Day.

The first Earth Day was in 1970. It was an important sign of change. Grown-ups and kids started to clean up rivers and fields. This is making the Earth a better place.

Grade 2 Assessment A5.1

Oral Reading Assessment Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

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The first Earth Day was in 1970. It was an important sign of change. Grown-ups and kids started to clean up rivers and fields. This is making the Earth a better place.

Miscellaneous Observations

Grade 2 Assessment A5.2

Oral Reading Assessment Unit 5

Student Name	Reading Accuracy				Reading Fluency				Reading Comprehension			
	Correct	Incorrect	Rate	Expression	Rate	Expression	Rate	Expression	Rate	Expression	Rate	Expression
Student 1	100%	0%	120 wpm	4	100%	0%	120 wpm	4	100%	0%	120 wpm	4
Student 2	95%	5%	110 wpm	3	95%	5%	110 wpm	3	95%	5%	110 wpm	3
Student 3	90%	10%	100 wpm	2	90%	10%	100 wpm	2	90%	10%	100 wpm	2
Student 4	85%	15%	90 wpm	1	85%	15%	90 wpm	1	85%	15%	90 wpm	1

Grade 2 Assessment A5.3

Reading Comprehension Test Unit 5, Week 2

Pond Life

Here's how to take a close look at what's living in pond water.

Materials

- a large glass jar with a lid
- a sheet of white paper
- a pail

Steps

1. Ask an adult to go with you. Carry the jar to a pond.
2. Carefully dip the jar into the water. Put on the lid so it doesn't spill.
3. Carry the jar of pond water to your home or school. Take the lid off. Place the jar on a sheet of white paper away from sunlight.
4. Look at the jar every day. Watch the pond life change. Some pond life will eat other pond life. Some will lay eggs you cannot see. New life may suddenly appear.
5. If you want to watch for more than a few days, you'll need to add some fresh pond water. This way the pond life will have food. You can take another jar or a pail to get more water.
6. When you're done studying the pond life, return it to its home. Pour what's in the jar back into the pond.

Grade 2 Assessment A5.17

Reading Strategy Assessment Unit 5

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the circle to help you determine how well the student used the strategy. Circle the student's score.

Ask: **Which strategy did you use most often?**
Which did you use least often?
Which did you use in a different way than you learned it?

Plan and Monitor	Read Strategically	Ask Questions
1	1	1
2	2	2
3	3	3
4	4	4

Grade 2 Assessment LRS.5

Reading Strategy Assessment Unit 5

Student Name	Reading Accuracy				Reading Fluency				Reading Comprehension			
	Correct	Incorrect	Rate	Expression	Rate	Expression	Rate	Expression	Rate	Expression	Rate	Expression
Student 1	100%	0%	120 wpm	4	100%	0%	120 wpm	4	100%	0%	120 wpm	4
Student 2	95%	5%	110 wpm	3	95%	5%	110 wpm	3	95%	5%	110 wpm	3
Student 3	90%	10%	100 wpm	2	90%	10%	100 wpm	2	90%	10%	100 wpm	2
Student 4	85%	15%	90 wpm	1	85%	15%	90 wpm	1	85%	15%	90 wpm	1

Grade 2 Assessment LRS.6

Vocabulary Test Unit 5, Week 2

Directions: Read the question. Choose the correct answer.

1. What is an antonym for **fast**?
 The basketball player is **fast**.
 fast
 long
 short
 young

2. What is an antonym for **tidy**?
 Elmer's dog is **tidy**.
 nice
 cute
 busy
 quiet

3. What is an antonym for **open**?
 Rick **opens** the door.
 gives
 turns
 closes
 answers

4. What is an antonym for **back**?
 They play soccer in the **back** of the school.
 ground
 front
 field
 top

Grade 2 Assessment A5.19

Grammar and Writing Test Unit 5, Week 2

Directions: Read the question. Choose the correct answer.

1. Which of these sentences is written correctly?
 Don't forget to bring your skates.
 gives
 Don't forget to bring your skates?
 Don't forget to bring your skates?

2. Which of these sentences is written correctly?
 What great fun this is going to be!
 What great fun this is going to be!
 what great fun this is going to be.

3. Which of these sentences is written correctly?
 Watch me skate backward!
 watch me skate backward.
 Watch me skate backward?
 watch me skate backward?

4. Which of these sentences is written correctly?
 Wow, you are really good!
 Wow, you are really good!
 Wow, you are really good?
 Wow, you are really good?

Grade 2 Assessment A5.20

Writing Rubric

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Content	Addresses all aspects of the topic; provides relevant details and examples.	Addresses most aspects of the topic; provides some relevant details and examples.	Addresses some aspects of the topic; provides limited details and examples.	Does not address the topic; provides no details or examples.
Organization	Ideas are presented in a logical and coherent order.	Ideas are presented in a logical order.	Ideas are presented in a somewhat logical order.	Ideas are not presented in a logical order.
Style	Uses a variety of sentence structures and vocabulary.	Uses a variety of sentence structures.	Uses simple sentence structures.	Uses only basic sentence structures.
Conventions	Follows all conventions of standard English grammar and mechanics.	Follows most conventions of standard English grammar and mechanics.	Follows some conventions of standard English grammar and mechanics.	Does not follow conventions of standard English grammar and mechanics.

Grade 2 Assessment A5.47

Foundational Skills Test

A5.15–A5.16

Spelling Pretest/ Spelling Test

See page T289g

Oral Reading Assessment

A5.1–A5.4

Use these passages throughout Unit 5. Work with on-level readers this week.

Reading Comprehension Test

A5.17–A5.18

Reading Strategy Assessment

LR5.5–LR5.6

Vocabulary Test

A5.19

Grammar and Writing Test

A5.20–A5.21

Writing Rubric

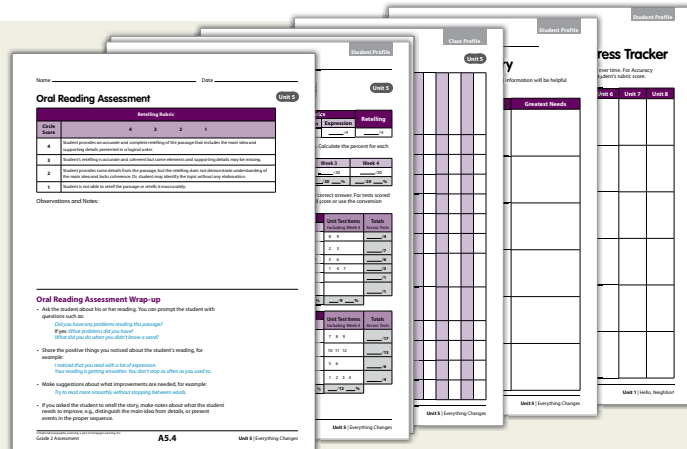
A5.47



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

Student Profile: Foundational Skills	A5.4
Student Profile: Weekly and Unit Tests	A5.43–A5.44
Class Profile: Weekly and Unit Tests	A5.45
Student Profile: Strengths and Needs Summary	A5.46
Student Profile: Oral Reading Assessment Progress Tracker	A1.3

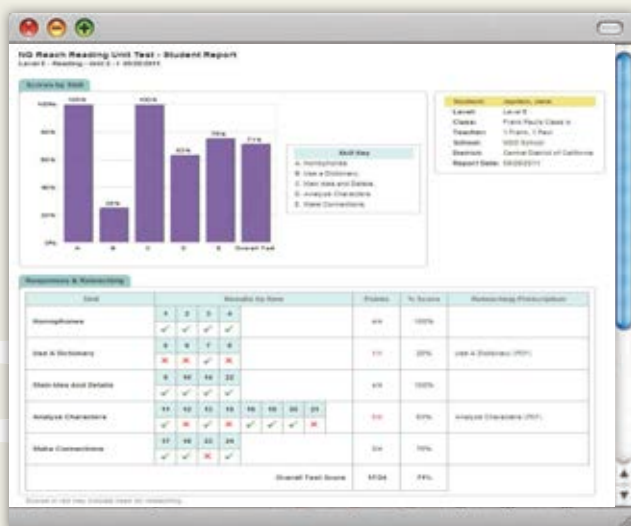
Foundational Skills, Spelling, Fluency

RETEACH

- Decoding Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](https://www.ngreach.com)
- Word Builder [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Assessments**
- Class Profile: Weekly and Unit Assessments**
- Standards Summary Report**

Reading

RETEACH

- Steps in a Process: Reteaching Master RT5.4
- Visualize: Reteaching Master RT5.5

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](https://www.ngreach.com)

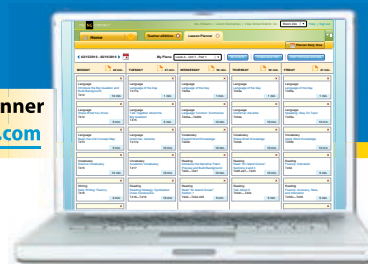
Vocabulary, Grammar and Writing

RETEACH

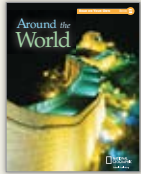


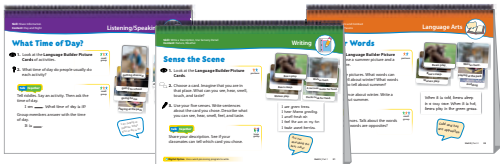
- Sentences: Anthology Handbook, pages 570–572
- Interactive Writing Routine, page BP58
- ADDITIONAL PRACTICE
- More Grammar Practice, Reteaching Master RT5.6

Week 3 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Medial Sounds T297m	☑ Substitute Medial Sounds T300e
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3 ☑ Words with Vowel Digraphs oo, _ue T297m Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T297i ☑ Words with Vowel Digraphs oo, _ue T297o	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ☑ Words with Vowel Digraphs oo, _ue T300e Read with Fluency T300g Spelling CC.2.L.2.d ☑ Words with Vowel Digraphs oo, _ue T297i, T300f
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T297i, T297p CC.2.Rfou.3.f	☑ Practice High Frequency Words T300f CC.2.Rfou.3.f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Make Comparisons T298 CC.2.SL.1	Compare Photographs T301 CC.2.SL.1
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.L.1.f ☑ Use Compound Sentences T297k Science Vocabulary CC.2.L.4 ☑ Key Words T298 autumn fall seasons spring summer weather winter	Daily Grammar CC.2.L.1.f ☑ Use Compound Sentences T297k Academic Vocabulary CC.2.L.4 ☑ Learn More Key Words T300i affect explain happen measure reason
	Reading 🕒 20–40 minutes	Read ☑ Read-Aloud: Science Book T300 Comprehension CC.2.Rinf.1 ☑ Compare and Contrast T299a 	Reread ☑ Read-Aloud: Science Book T302 Comprehension CC.2.Rinf.1 ☑ Visualize T302 
	Writing 🕒 15 minutes	Power Writing T298 CC.2.W.8 Writing CC.2.W.7 Write Comparisons T300d	Power Writing T300i CC.2.W.8 Writing CC.2.W.7 Write Descriptions T302
LEVELED READING TIME		Reading CC.2.Rlit.10; CC.2.Rinf.2.1; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Visualize ☑ Theme ☑ Compare and Contrast	Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1 Read and Integrate Ideas LR2 ☑ Visualize ☑ Theme ☑ Compare and Contrast
LEARNING STATION TIME			Speaking and Listening T297g CC.2.SL.1, 2, 6; CC.2.L.1.e Language and Vocabulary T297g CC.2.L.4; CC.2.L.6 Writing T297g CC.2.W.8; CC.2.L.1.f Cross-Curricular T297h CC.2.SL.2 Reading and Intervention T297h CC.2.Rlit.10; CC.2.Rfou.3, 4

BIG Question Why is nature always changing?

Day 3		Day 4		Day 5	
Learn Sounds, Letters, and Words		Read and Comprehend		Review and Apply	
<input checked="" type="checkbox"/> Substitute Final Syllables T303a		<input checked="" type="checkbox"/> Substitute Final Syllables T317a		<input checked="" type="checkbox"/> Review T317j	
Phonics CC.2.Rfou.3 <input checked="" type="checkbox"/> Words with Endings -er, -est T303a		Phonics CC.2.Rfou.3; CC.2.Rfou.4 <input checked="" type="checkbox"/> Words with Endings -er, -est T317a Read with Fluency T317b		Phonics CC.2.Rfou.3 <input checked="" type="checkbox"/> Words with Vowel Digraphs oo, _ue T317j <input checked="" type="checkbox"/> Words with Endings -er, -est T317j	
Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Words with Endings -er, -est T297i, T303c		Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Words with Endings -er, -est T297i, T317a		Spelling CC.2.L.2.d <input checked="" type="checkbox"/> Words with Vowel Digraphs oo, _ue T317j <input checked="" type="checkbox"/> Words with Endings -er, -est T317j	
<input checked="" type="checkbox"/> Practice High Frequency Words T303d CC.2.Rfou.3.f		<input checked="" type="checkbox"/> Practice High Frequency Words T317b CC.2.Rfou.3.f		<input checked="" type="checkbox"/> Review High Frequency Words T317i CC.2.Rfou.3.f	
Read and Comprehend		Reread and Analyze		Review and Apply	
Preview and Predict T304 CC.2.SL.1		Describe Seasonal Changes T317e CC.2.SL.3		Talk About It T318 CC.2.SL.1	
Daily Grammar CC.2.L.1.f <input checked="" type="checkbox"/> Use Compound Sentences T297i		Daily Grammar CC.2.L.1.f <input checked="" type="checkbox"/> Grammar and Writing T297i		Daily Grammar CC.2.L.1.f <input checked="" type="checkbox"/> Review T297i	
Vocabulary CC.2.L.4 <input checked="" type="checkbox"/> Expand Word Knowledge T304		Vocabulary CC.2.L.4 <input checked="" type="checkbox"/> Share Word Knowledge T317e		Vocabulary CC.2.L.6 <input checked="" type="checkbox"/> Apply Word Knowledge T317i	
Read <input checked="" type="checkbox"/> Read a Poem T305		Reread <input checked="" type="checkbox"/> Reread a Poem T317f		Reread and Integrate Ideas	
		Comprehension CC.2.Rlit.7; CC.2.Rlit.10 <input checked="" type="checkbox"/> Compare and Contrast T298–T317 <input checked="" type="checkbox"/> Visualize T298–T317			
Power Writing T304 CC.2.W.8 Writing CC.2.W.7 <input checked="" type="checkbox"/> Write Reasons for Seasons T316–317		Power Writing T317e CC.2.W.8 Writing CC.2.W.7 <input checked="" type="checkbox"/> Write to Compare and Contrast T317h		Power Writing T317i CC.2.W.8 Writing CC.2.W.8 <input checked="" type="checkbox"/> Write About It T318	
Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Theme <input checked="" type="checkbox"/> Compare and Contrast		Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1 Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Visualize <input checked="" type="checkbox"/> Theme <input checked="" type="checkbox"/> Compare and Contrast		Reading CC.2.W.1–3; CC.2.SL.1 Connect Across Texts LR3 Writing CC.2.W.1–3 <input checked="" type="checkbox"/> Choose a Writing Option LR4–LR11	

ASSESSMENT & RETEACHING

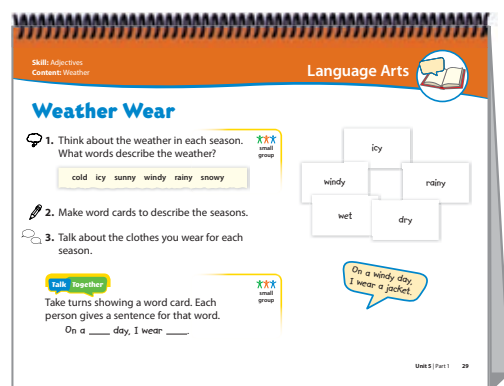


Assessment & Reteaching T319a–T319b		<input checked="" type="checkbox"/> Reading Comprehension Test A5.24–A5.25 CC.2.Rlit.6,10 <input checked="" type="checkbox"/> Reading Strategy Assessment LR5.5–LR5.6 CC.2.Rlit.1 <input checked="" type="checkbox"/> Vocabulary Test A5.26–A5.27 CC.2.L.4; CC.2.L.6 <input checked="" type="checkbox"/> Grammar and Writing Test A5.28 CC.2.W.8; CC.2.L.1.e	
<input checked="" type="checkbox"/> Foundational Skills Test A5.22–A5.23 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d <input checked="" type="checkbox"/> Spelling Test T297i CC.2.Rfou.3; CC.2.L.2.d <input checked="" type="checkbox"/> Oral Reading Assessment A5.1–A5.4 CC.2.Rfou.4		Reteaching Masters RT5.1–RT5.4	

Week 3 Learning Stations

Speaking and Listening

Option 1: Weather Wear



Weather Wear

1. Think about the weather in each season. What words describe the weather?

cold icy sunny windy rainy snowy

2. Make word cards to describe the seasons.

3. Talk about the clothes you wear for each season.

Talk Together
Take turns showing a word card. Each person gives a sentence for that word.
On a ___ day, I wear ___

On a windy day, I wear a jacket.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 29

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

unlined index cards

Produce Complete Sentences
Use Adjectives

CC.2.SL.6
CC.2.L.1.e

Option 2: Through the Seasons



NGReach.com Student Resources

Go to Resources > Unit 5 > Learning Stations > Week 3 > Four Seasons. Explain that in this time-lapse video, the same scene was photographed periodically throughout an entire year, condensing the seasons into a few minutes.

After the video, have children discuss in small groups the seasonal changes they observed in the weather, foliage, river, and sky.

Participate in Conversations
Recount or Describe Key Details

CC.2.SL.1
CC.2.SL.2

Language and Vocabulary

Key Words

affect · autumn · compare · contrast · explain
fall · happen · measure · reason · seasons
spring · summer · weather · winter

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

Determine the Meaning of Words
Use Words and Phrases

CC.2.L.4
CC.2.L.6

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have children expand word knowledge by

- looking up words
- writing antonyms
- using the word along with *and* or *but* in a compound sentence.

Determine the Meaning of Words
Use Words and Phrases

CC.2.L.4
CC.2.L.6

Writing

Option 1: Weather Words



Weather Words

1. Look at the **Language Builder Picture Cards**. Choose a summer picture and a winter picture.

2. Compare the pictures. What words can you use to tell about winter? What words can you use to tell about summer?

3. Write a sentence about winter. Write a sentence about summer.

Talk Together
Share your sentences. Talk about the words you used. Which words are opposites?

When it is cold, bears sleep in a cozy cave. When it is hot, bears play in the green grass.

Cold and hot are opposites.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 32

Language Builder Picture Cards C54–C57, C63, C67

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

Produce Complete Sentences

CC.2.L.1.f

Option 2: Season Sentences



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card C67

Display the photo and have children make statements about the season. Continue by having children ask questions, give commands, and make exclamations about the season.

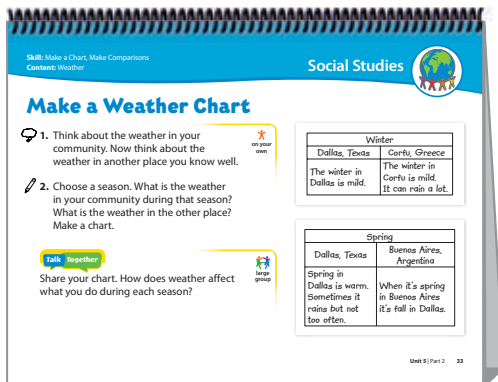
Have each child select a season and write four sentences about that season (statement, question, command, exclamation).

Recall Information
Produce Complete Sentences

CC.2.W.8
CC.2.L.1.f

Cross-Curricular

Option 1: Make a Weather Chart



Make a Weather Chart

1. Think about the weather in your community. Now think about the weather in another place you know well.
2. Choose a season. What is the weather in your community during that season? What is the weather in the other place? Make a chart.

Winter

Dallas, Texas	Corfu, Greece
The winter in Dallas is mild.	The winter in Corfu is mild. It can rain a lot.

Spring

Dallas, Texas	Buenos Aires, Argentina
Spring in Dallas is warm. Sometimes it rains but not too often.	When it's spring in Buenos Aires it's fall in Dallas. It's fall in Dallas. It's fall in Dallas. It's fall in Dallas.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 33

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

wall map

Recount or Describe Key Details CC.2.SL.2

Option 2: Winter Solstice



NGReach.com Student Resources


Explain that many celebrations revolve around the seasons and changes in nature. For example, we observe Thanksgiving in November, after ripened crops have been harvested.

Go to Resources > Unit 5 > Learning Stations > Week 3 > Winter Celebrations. Then have partners take turns explaining what the Winter Solstice is and how it has been celebrated. Ask children to guess what the Summer Solstice is.

Recount or Describe Key Details CC.2.SL.2

Reading

Option 1: Comprehension Coach



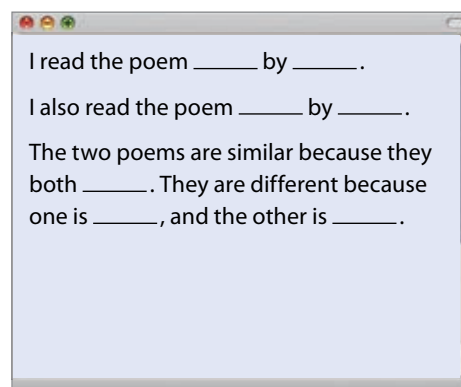
NGReach.com Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read and Comprehend Poetry CC.2.Rlit.10
Read with Fluency CC.2.Rfou.4

Option 2: Compare and Contrast Poems



I read the poem _____ by _____.

I also read the poem _____ by _____.

The two poems are similar because they both _____. They are different because one is _____, and the other is _____.

Have children compare and contrast two poems they have read by using their own words or the sentence frames above.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read and Comprehend Poetry CC.2.Rlit.10
Read with Fluency CC.2.Rfou.4

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Decode Words with /ōō/ oo, _ue CC.2.Rfou.3
Read with Fluency CC.2.Rfou.4

Option 2: Reteach Words with /ōō/ oo, _ue

PROGRAM RESOURCES

Phonics Picture Cards 6, 95, 124, 177

Use **Reteaching Routine 1**.

- **Display the word.** *moon*.
- **Say the word:** *moon*. Have children repeat.
- **Read the word.** Point to the letters oo. Ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Have children repeat the word, say the first sound, then write its spelling. Use **Phonics Picture Cards**. Repeat.

For **Reteaching Routine 1**, see page BP36.

For **Reteaching Masters**, see pages RT5.7–RT5.9.

Decode Words with /ōō/ oo, _ue CC.2.Rfou.3

Additional Resources

ESL Kit



ESL Teacher's Edition pages T297m–T319

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Spell Words with Vowel Digraphs *oo, ue*
- ✓ Spell Words with Endings *-er, -est*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2-4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with *oo, ue*

1. moonlight The **moonlight** lit up the night.
2. untrue That story about a moonless night is **untrue**.

Words with *-er, -est*

3. bluer The sky is **bluer** than I have ever seen it!
4. thinnest It's so warm I'm going to wear my **thinnest** jacket.

High Frequency Words

5. above Look at the fluffy clouds up **above** us.
6. better If you lie on your back you can see them **better**.
7. far I wonder how **far** away the clouds are.
8. full Sometimes the clouds are **full** of rain.
9. goes Do you know where the sun **goes** at night?
10. long That **long** cloud there stretches as far as I can see.
11. something Do you think that cloud looks like **something** else?
12. talk Let's **talk** about what the clouds look like.
13. watch I like to lie here and **watch** the clouds float by.
14. while Let's sing songs **while** we look at the beautiful sky.

More Words

Use these words and sentences for additional Pretest and Test items.

1. proof The mess is **proof** that an animal raided the garbage.
2. raccoon I think it was the **raccoon** that lives in the big tree.
3. clues I looked around for **clues** to the mystery.
4. windier When it got **windier**, the trash blew all over the yard.
5. strangest Last night, I saw the **strangest** animal in the trash.
6. biggest I watched the **biggest** opossum ever tip over the can!

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.27

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into four piles based on whether they contain *oo* or *ue*.

Play a Game

- One child mixes up some of the words. The other doesn't look.
- The partner then tries to find and re-sort all of the misplaced words quickly.

Extend the activity by having children write another word with the same spelling as the words they have sorted, adding them to the correct pile of sorted words.

Demonstrate Command of English Spelling
 Spell Words with Vowel Digraphs *oo, ue*
 Decode Words with Vowel Digraphs *oo, ue*
 Know Vowel Teams *oo, ue*
 Decode Two-Syllable Words
 Identify Inconsistent Sound-Spellings

CC.2.L.2
 CC.2.L.2.d
 CC.2.Rfou.3
 CC.2.Rfou.3.b
 CC.2.Rfou.3.c
 CC.2.Rfou.3.e

Spelling & Word Work			
Word Cards: Words with <i>oo, ue</i>			
raccoon	glue	pool	root
balloon	bedroom	avenue	zoom
blue	zoo	igloo	accrue
tooth	moonlight	swoon	duel
fool	proof	true	room
untrue	shampoo	clues	scoot
due	gruel	pursue	unglue

NGReach.com Practice Master PM5.27

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM5.28

MATERIALS

scissors

Prepare

Have each group cut out cards. Words in first column are review.

Play a Game

- Each group turns their cards facedown and mixes them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Assign a point for each correctly alphabetized word.
- After several rounds, the group with the most points wins.

Spelling & Word Work	
High Frequency Word Cards	
may	full
ever	above
nice	far
thank	something
push	goes
around	better
teacher	long
would	talk
while	watch

NGReach.com Practice Master PM5.28

Read Irregularly Spelled Words
 Demonstrate Command of English Spelling

CC.2.Rfou.3.f
 CC.2.L.2



Word Worm

Day 3



Option 1

MATERIALS

grid paper

Prepare

Display the Spelling Words. Explain that children will build words connected to each other, on grid paper, going across and down.

Play a Game

- Have pairs choose a word and write it in the middle of the grid paper.
- Have them work together to build as many Spelling Words connected to each other as they can. The pair with the most words wins.

Know Vowel Teams <i>oo, ue</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>oo, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-er, -est</i>	CC.2.L.2.d

Build Words Online

Day 3



Option 2

Prepare

Have children access **Word Builder** at NGReach.com.

Play a Game

- Have one child choose a word and drag the first letter.
- A second child tries to guess the word. After each guess, the first child drags another letter until the word is identified.
- When a player guesses the word, the next player uses it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with Vowel Digraphs <i>oo, ue</i>	CC.2.Rfou.3
Decode Words with Endings <i>-er, -est</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ue</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>oo, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-er, -est</i>	CC.2.L.2.d

Talk About Spring

Day 4



Option 1

Prepare

Write the word *Spring* on the board. Display the Spelling Words.

Play a Game

- Have a volunteer use one of the Spelling Words in a sentence about spring. Write the sentence on the board.
- Have another child find the Spelling Word, underline it, and spell it.
- Continue until all the words have been used.

Which building is the tallest?

Extend the activity by having children underline the letter combination (*oo, ue, final -er, final -est*) in each Spelling Word.

Decode Words with Vowel Digraphs <i>oo, ue</i>	CC.2.Rfou.3
Decode Words with Endings <i>-er, -est</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ue</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>oo, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-er, -est</i>	CC.2.L.2.d

Odd One Out

Day 4



Option 2

MATERIALS

index cards

Prepare

Have children write each Spelling Word on its own index card.

Play a Game

- The first player holds all the cards and lays down three cards—two of which have the same letter combination (*oo, ue, -er, or -est*).
- The second player identifies the card that does not match the letter combination of the other two cards.
- Have children switch roles after each round and play for five minutes.



Extend the activity by having children use the words in sentences.

Decode Words with Vowel Digraphs <i>oo, ue</i>	CC.2.Rfou.3
Decode Words with Endings <i>-er, -est</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ue</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2

Week 3 Daily Grammar

OBJECTIVE

Thematic Connection: Cycles in Nature

✔ Use Compound Sentences

COMMON CORE STANDARDS

Produce Complete Sentences

Demonstrate Command of English Grammar

Use Compound Sentences

CC.2.SL.6

CC.2.L.1

CC.2.L.1.f

Day 1

PROGRAM RESOURCES

Compound Statements:
eVisual 5.10

MATERIALS

pictures from magazines

Teach the Rules

Use page T300d to introduce compound sentences that are statements. Then teach the rules.

Compound Statements

- You can use **and** or **but** to combine two **statements** into a compound sentence.
The sun is shining.
+ The birds are singing.

The sun is shining, **and** the birds are singing.
I walked to the park.
+ My sister rode her bike.

I walked to the park, **but** my sister rode her bike.

NGReach.com Compound Statements: eVisual 5.10

Play a Game

Hold up a picture from a magazine. Make a statement about something in the picture. For example: *The sun is bright.* Then point to something else in the picture and say a compound sentence using both ideas. For example: *The sun is bright, and the kids are playing soccer.*

Hold up an assortment of pictures. Have a child say a compound sentence about two ideas in a picture using *and* or *but*.

Continue play until each child has had a turn.

Differentiate

OL On Level

ISSUE Children may have difficulty determining whether to join simple sentences with *and* or *but*.

STRATEGY Explain that *and* is used to join two ideas that are alike. For example: *I love puppies, and my brother does, too.* *But* is used to join ideas that show a difference. For example: *I love puppies, but my brother loves kittens.* Have pairs work together to join ideas that are alike and that show a difference by using *and* and *but*.

Day 2

PROGRAM RESOURCES

Compound Commands: eVisual 5.11

Teach the Rules

Use page T303 to introduce compound sentences that are commands. Then teach the rules.

Compound Commands

- You can use **and** to combine two **commands** into a compound sentence.
Wash your face.
+ Brush your teeth.

Wash your face, **and** brush your teeth.
Shut the door.
+ Open the window.

Shut the door, **and** open the window.
- Use a **comma** before **and**.

NGReach.com Compound Commands: eVisual 5.11

Play a Game

Have children sit in a circle. Start by saying a command, for example: *Comb your hair.* Have the child to the right use your command and the word *and* to make a compound sentence. Share this example: *Comb your hair, and wash your face.*

Continue around the circle until each child has had a turn.

Differentiate

AL Above Level

ISSUE Children understand that *but* can be used to join two commands that show a difference, just like statements.

STRATEGY Have pairs work together and say compound command sentences using *but*. Share this example: *Bring me the box, but do not open it.*



Demonstrate Command of English Capitalization
Demonstrate Command of English Punctuation

CC.2.L.2
CC.2.L.2

Day 3

PROGRAM RESOURCES

Yes/No Questions: eVisual 5.12

Use Yes/No Questions: Practice Master PM5.31

Teach the Rules

Use page T316–317 to review questions. Then teach the rules.

Yes/No Questions

- Some questions begin with the words **is**, **are**, **do**, and **does**.
 - The answers to these questions often begin with **yes** and **no**.
- Is** this the beach? **Yes**, this is the beach.
Are you and Shannon going swimming?
No, we are not going swimming.
Do you like to swim? **Yes**, I like to swim.
Does your brother have a new towel?
No, that is his old towel.

[NGReach.com](#) Yes/No Questions: eVisual 5.12

Play a Game

Distribute **Practice Master PM5.31**. Read the directions at the top of the page. Then have children play the Practice Master game.

Name _____ Date _____

Grammar: Yes/No Questions
Use Yes/No Questions

Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Read the sentence frame. Ask a question using **is**, **are**, **does**, or **do**. Then have your partner answer the question with a yes/no answer.

Make a Spinner

1. Put a paper clip over the center of the spinner.
2. Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
3. Spin the paper clip to make a spinner.

For use with T.E. T297 **PM5.31** Unit 5 | Everything Changes

[NGReach.com](#) Practice Master PM5.31

Differentiate

EL English Learners

ISSUE Children need extra practice with negative answers to yes/no questions using *doesn't*, *don't*, *isn't*, and *aren't*.

STRATEGY Have children practice using these sentence frames:

Do you _____? No, I don't _____.

Does _____? No, _____ doesn't _____.

Is your _____? No, my _____ isn't _____.

Are your _____? No, my _____ aren't _____.

Day 4

PROGRAM RESOURCES

Write Compound Sentences:
Practice Master PM5.33

Grammar and Writing

Use page T317h to model how good writers avoid short choppy sentences by using compound sentences. Explain: *Listen to the difference: I like apples. You like oranges. I like apples, but you like oranges.*

Distribute **Practice Master PM5.33**. Read the story. Have children write a word from the box that correctly completes each sentence.

Name _____ Date _____

Grammar and Writing
Write Compound Sentences

Read the story. Then choose a word from the box that goes with each sentence. You can use each word as many times as you want.

and	but
-----	-----

My family is going for a walk in the park. I am wearing my light jacket, but my little brother is wearing his heavy coat. The sun is shining brightly, but the wind is chilly. It is early spring, and there are some flowers starting to bloom. Winter is gone, but we will still have some cold days. Some girls are playing soccer, and some boys are watching them. My big sister loves spring, and so do I.

For use with T.E. T297 **PM5.33** Unit 5 | Everything Changes

[NGReach.com](#) Practice Master PM5.33

Day 5

PROGRAM RESOURCES

Grammar and Writing Test:
Assessment Masters A5.28

Review and Assess

Display the sentences below. Have partners work together to join the sentences using *and* or *but*.

1. My coat is warm. My boots are dry. _____.
2. Get a drink. Pick up your tray. _____.
3. I don't like peas. My brother likes them. _____.
4. Jake runs fast. Harper is slow. _____.
5. Stop complaining. Be thankful for what you have. _____.

Administer the **Grammar and Writing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Medial Sounds

- ✓ Read and Spell Words with Vowel Digraphs *oo, _ue*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 44

Sound/Spelling Cards 1, 3, 7, 8, 12, 18, 36

Read On Your Own Book 19

Words with *oo, _ue*: Practice Master PM5.24

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 9–10

Word Builder

Phonics Games

MATERIALS

small chips or coins, 3 per child • box or other container

MORNING WARM-UP

What do some plants or animals do in different seasons?

Have children turn and talk about the different ways that living things respond to seasonal change.

Phonological Awareness

1 Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *soon*.
- **Segment sounds:** /s/ /oo/ /n/. Model placing chips in sound boxes as you say each sound. Have children copy you.
- **Substitute a sound:** *Let's change /oo/ to /ü/: /s/ /ü/ /n/.*
- **Say the new word:** *sun*. *Say the new word with me: sun*.

For **Phonological Awareness Routine 6**, see page BP30.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds

Ask: *What word do I get if I change the /oo/ in moose to /i/?* (mice)

If children cannot answer, use **Phonological Awareness Routine 12**. Say *moose* and move a chip into a sound box for each sound as children repeat sounds. Then repeat with *mice*.

Ask children which sound changed. Repeat with *tooth/teeth* and *booth/both*.

Repeat the routine with *moon/mine*, *wake/woke*, *snooze/sneeze*, and *light/late*.

For **Phonological Awareness Routine 12**, see page BP31.

Phonics

2 Learn Vowel Digraphs *oo, _ue* ✓

Sing with Me Phonics Songs Book page 44

Point to the moon and remind children that the moon lights up the sky at night. Play Tracks 9 and 10 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 2 Move hand left to right; raise hand up.
- 3 4 Rest face on hands, palms together; make scurrying motions.
- 5 6 Raise hands up; yawn and stretch arms out wide.

Moon Song

When the blue skies **1**
slowly turn to black,
Up comes the Moon **2**
to give us some light back.

Soon you snooze all **3**
snuggled in your bed,
While outside some **4**
creatures wake instead.

Then the Sun will **5**
rise again, it's true.
And you will begin **6**
a bright day, too.

Sing with Me Phonics
Songs Book page 44

COMMON CORE STANDARDS

Reading

Decode Words with Vowel Digraphs *oo, ue* CC.2.Rfou.3

Know Vowel Teams *oo, ue* CC.2.Rfou.3.b


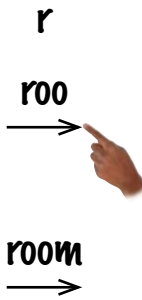
Decode Two-Syllable Words CC.2.Rfou.3.c

Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with Vowel Digraphs *oo, ue* CC.2.L.2.d

Use **Decoding Routine 1** to connect the sound and spellings /oo/ *oo*, *_ue* and to blend words.

Step 1 Develop Phonological Awareness	/oo/oo, _ue
1. Tell children: <i>This word begins with /oo/.</i> <i>These words have /oo/ in the middle.</i> <i>These words end with /oo/.</i>	ooze food, soon, noon blue, too, glue, flu
2. Tell children: <i>I will say a word. Listen for /oo/. If you hear /oo/, touch your shoes. If you don't hear /oo/, don't do anything.</i> (<i>Hut</i> and <i>foot</i> do not have /oo/.)	cool, boom, hut, true, noon, moo, boot, foot
Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Sound/Spelling Card 36 . Say: <i>moon</i> . Have children repeat. 2. Say: /oo/. Have children repeat. 3. Turn the card over. Review the <i>u_e</i> spelling and cover it. Tell children that they will learn another way to spell /oo/, using <i>oo</i> and <i>_ue</i> .	 <p>Card 36 moon, /oo/oo, _ue</p>
4. Give examples of words with /oo/ and the <i>oo</i> and <i>_ue</i> spellings. Point to <i>Moon</i> , <i>blue</i> , <i>soon</i> , <i>snooze</i> , <i>true</i> , and <i>too</i> in the song on page 44 of Sing with Me Phonics Songs Book .	pool, spoon, root blue, clue, glue
Step 3 Blend Sound-by-Sound	
1. Display <i>r</i> . Point to <i>r</i> and say: /r/. Have children repeat. 2. Add /oo/. Point to the <i>oo</i> spelling on Sound/Spelling Card 36 . Blend /r/ /oo/, sweeping your hand beneath the spellings. Have children blend the sounds with you. 3. Add <i>m</i> . Say: /m/. Blend /r/ /oo/ /m/, again sweeping your hand below the spellings. Have children blend the sounds with you. Repeat with <i>true</i> .	
4. Use the routine to write and blend other /oo/oo, _ue words. Point out to children: <ul style="list-style-type: none"> <i>oo can spell /oo/ at the beginning, in the middle, and at the end of words.</i> <i>ue can spell /oo/ at the end of a word or syllable.</i> 	mood, blue, proof, too, clue, bloom, broom

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Writing : (T300d, T303, T316–317, T317f, T318)
- ✓ Comparison Chart: **Practice Master PM5.25**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Cantonese and Vietnamese have sounds similar to /oo/, but children may need help creating the English /oo/ sound.

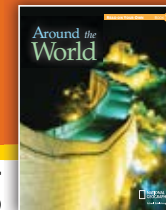
STRATEGY Have children:

- tell whether the sound /oo/ is used in their home languages.
- practice making the /oo/ sound.
- read and repeat sentences with lots of /oo/ sounds: *Sue will swim in the pool at noon. My blue boots are in my room.*

SN Special Needs

ISSUE Children have trouble remembering that *oo* and *_ue* make the /oo/ sound.

STRATEGY Place signs with *oo* and *ue* around the room. Have children form a line and imagine they are a train. Have the child at the front of the line lead children around the room as they all chant *oo-oo-oo-oo* together when they pass an *oo* or *ue* sign.



Read On Your Own Book 19

Name _____ Date _____

Phonics

Words with oo, ue

Circle the word that names the picture.

1. zigzag zee zoo	2. spoon spin Spain	3. glow glee glue
4. bloom blow blue	5. rays roots rows	6. shoot shot shut
7. bait bat boot	8. try true tray	9. reef roof rude
10. hoop hop hope	11. main moon moan	12. die due day

Read It Together Is it true that a shoot has roots and buds?

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3 Read Words with Vowel Digraphs oo, _ue

Read On Your Own Book 19 page 2

Display the words and sentences using the **Word Builder**. Have children blend the words. Then point out the High Frequency Word *Her* and ask children to read the sentences.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 19** page 2. Review words with oo, _ue and read the examples together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.24** for more practice.

Children can play **Phonics Games** at NGReach.com to reinforce phonics skills.

4 Spell Words with Vowel Digraphs oo, _ue

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *roof*.
- **Segment sounds:** /r/ /oo/ /f/. *What is the first sound you hear?* (/r/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **12** /r/, **36** /oo/, **3** /f/).
- **Repeat the word:** *roof*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *soon* and *blue* using cards **1** /s/, **36** /oo/, **7** /n/, **18** /b/, and **8** /l/.

Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: *Soon Dad will paint the roof blue*. Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Vowel Digraphs oo, _ue

Check the dictation sentence for the correct spelling of *soon*, *roof*, and *blue*. Call out words and ask children how to spell them. Prompt self-correction.

If children spell a word incorrectly, repeat the word and have children place chips in their sound boxes for every sound they hear. Have them write the letters that match the sounds. Then have them rewrite the sentence correctly.

Daily Language Arts

Daily Spelling & Word Work

Spelling Pretest on page T297i



Words with oo, ue

Look at each picture. Read the words.



Example:



blue



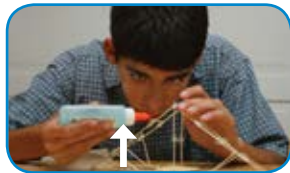
igloo



moon



raccoon



glue



bluejeans

2

Key Words

This Friday, Oona gets to stay up late with her mom! Read the list of things they plan to do. Match each thing to a picture.



Fun Night with Mom!

- We'll **watch** TV **while** the baby **goes** to sleep.
- While he sleeps **above** us, we'll **talk** to Grandma on the phone for a **long** time.
- We'll read about places **far** away.
- We'll make **something** good to eat—nuts are good but popcorn is **better**—and eat until we are **full**!

What is something you would add to the list?



Phonics Games
NGReach.com

High Frequency Words

above
better
far
full
goes
long
something
talk
watch
while

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

3

Read On Your Own Book 19
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 19 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *watch*.
- **Say a sentence with the word:** *You can **watch** me and see how I do it.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread, pausing for children to say the High Frequency Words. Then have partners take turns saying and spelling the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Place **High Frequency Word Cards** for *watch, while, goes, above, talk, long, far, something, better, and full* in a box or other container. Children take turns reaching into the box and pulling out a word. They read their word, use it in a sentence, say the word again, and spell it. If children misspell a word, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meanings.

watch while *To watch TV means to “look at” TV. (Point to eyes.) While means “at the same time.” I like to watch TV while I am resting.*

goes *The baby goes to sleep. The baby sleeps.*

above *Above means “higher” or “over.” The sky is above our heads.*

talk long *Talk means “speak.” People can talk on the phone for a long time. (Hold hand to face as if talking on phone.) An hour is a long time to talk on the phone.*

far *Far away means “a long way.” School is not very far from my house.*

something better *An apple is something to eat. What is something you like to eat? Better means “more.” Do you like apples better than grapes?*

full *When we are full, we can’t eat any more.*



OBJECTIVES

Thematic Connection: Cycles in Nature

- ✔ Use Science Vocabulary in Speaking
- ✔ Compare and Contrast

PROGRAM RESOURCES

PRINT ONLY

Big Book: A Tree for All Seasons

PRINT & TECHNOLOGY

Family Newsletter 5

Comparison Chart: Practice Master PM5.25

Language Builder Picture Cards

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 5.9

MATERIALS

classroom dictionary

Power Writing

Have children write as much as they can as well as they can in one minute about the word *seasons*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

- Ask and Answer Questions About Key Details CC.2.Rinf.1
- Read with Fluency CC.2.Rfou.4

Writing

- Participate in Shared Writing Projects CC.2.W.7
- Recall Information CC.2.W.8

Speaking and Listening

- Participate in Conversations CC.2.SL.1
- Ask Questions About Texts CC.2.SL.1.c
- Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

- Use Compound Sentences CC.2.L.1.f
- Determine the Meaning of Words CC.2.L.4
- Use Words and Phrases CC.2.L.6

Academic Talk

1 Make Comparisons Anthology page 298

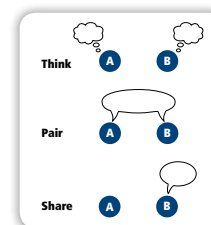
Review the High Frequency Words *and*, *but*, *different*, and *have*. Display “Autumn and Winter.” Say: *This song is about two seasons of the year. Listen to hear how the seasons are alike and how they are different.* Play the song, and then invite children to sing the song as you play it again.

Display these examples:

- Both autumn and winter have cold weather.
- Fall is different from winter. Fall is cool, but winter is cold.

Use **Think, Pair, Share** to have children make comparisons. Ask partners to choose two seasons and think about ways in which the seasons are alike and different. Have each pair share one similarity and one difference with the class.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share

Science Vocabulary

2 Key Words Anthology page 299

Read aloud the introduction and the **Key Words**. Read the names of the seasons in order, following the arrows with your finger to indicate their sequence.

Key Words

autumn · fall · seasons · spring
summer · weather · winter

Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its picture:** **weather**.
- **Rate the word.** Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** **Weather** is what it is like outside, such as rainy or snowy.
- **Elaborate:** *When the weather is rainy, I bring an umbrella when I go outside.*
When the weather is warm and sunny, I wear short sleeves and sunglasses.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.



Make Comparisons

Listen and sing.

High Frequency
Words
and
but
different
have

Autumn and Winter

Song (MP3)

Both autumn **and** winter **have** weather that's colder
Than summer and spring, when warm days are long.
In autumn it's chilly, **but** in winter it's snowy.
In fall, leaves are falling. In winter, they're gone.

I love fall and winter because they are **different**.
In winter we sled, but in autumn, we run.
Both autumn and winter have one thing in common:
Both seasons are favorites for all kinds of fun.

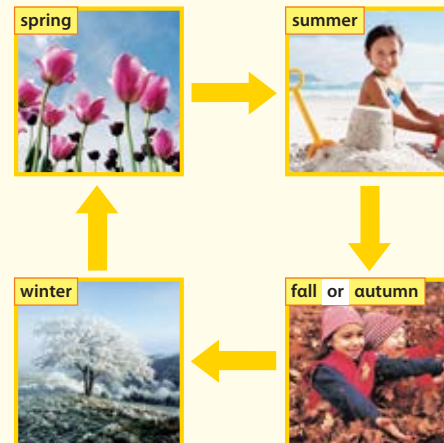
Tune: "Cockles and Mussels"



298

Key Words

Weather and temperature change with the **seasons**.



Talk Together

Look at the photos. What happens in each season? What changes with each season?

299

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



Digital Library



My Vocabulary Notebook

NGReach.com

Anthology
pages 298–299

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 299. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 299

Have children look at the photos. Ask: *How does nature change?* Model an answer for children. Point to the spring photo and say: *In **spring**, the **weather** gets warmer and flowers can grow.* Have children work in pairs to discuss the seasonal changes in each photo. Add ideas to the unit concept map.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking

Ask children to use the **Key Words** in sentences describing the seasons.

If children use **Key Words** incorrectly, have them answer either/or questions:

Do the leaves come out in **summer** or **spring**? (**spring**)

Do we feel the **weather** indoors or outdoors? (outdoors)

Is **autumn** another word for **fall** or **winter**? (**fall**)

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** to ensure children's understanding. Pronounce the **Key Words**, and have children repeat each word two or three times. Access **Family Newsletter 5** for translations in seven languages. Use cognates for Spanish speakers:

autumn/otoño

AL Above Level

ISSUE Children need more challenging vocabulary.

STRATEGY Have children use a dictionary to find words that are related to the **Key Words**, such as *seasonal*, *wintry*, and *autumnal*, and use the words in sentences.



Anthology

Big Book

Fruyer Model Chart

Definition To tell how two or more things are alike.	Characteristics Used with things that are the same in some way.
compare	
Example Both Max and Ryan like apples.	Non-example Max is the only one who likes oranges.

Definition To tell how two or more things are different.	Characteristics Used with things that are not alike.
contrast	
Example Max likes almonds, but Ryan does not like them.	Non-example Max does not like bananas.

Comprehension

4 Compare and Contrast Anthology page 300

Use the Fruyer Models to teach the words **compare** and **contrast**. Remind children that the High Frequency Word *and* can be used to compare two or more things. The words *but* and *different* can be used to show contrast.

Introduce and display **eVisual 5.9**. Say: *As I read, listen for ways the animals are the same and ways they are different.* Read the text aloud to the class.



Animals in Summer and Winter

Wolves and brown bears are wild animals. They live outside all year long. Wolves and brown bears both play in the sunshine in the summer. In the winter, the animals are very different. The wolves still hunt for food in the winter, but the brown bears do not. The brown bears sleep and sleep until winter is over.

NGReach.com Read aloud: eVisual 5.9



INTERACTIVE WHITEBOARD TIP: Underline similarities and circle differences between animals.

Have children look at the Comparison Chart. Explain: *A comparison chart can help you compare and contrast two things. What questions can you ask to compare and contrast the animals?* (Possible responses: What do brown bears do in **summer**? Is this the same or different from wolves?) Encourage volunteers to ask questions about the animals in winter. (Possible responses: How are wolves and brown bears different in **winter**? What do wolves do in **winter**? What do brown bears do in **winter**?)

Check & Reteach

OBJECTIVE: Compare and Contrast

Ask children to use the chart to compare and contrast what brown bears and wolves do in summer and winter.

If a child cannot compare and contrast, provide sentence frames:

- In both summer and winter, wolves _____.
- In summer, bears _____, but in winter they _____.

Differentiate

BL Below Level

ISSUE Children struggle to describe similarities and differences.

STRATEGY Have children point to details in the **Language Builder Picture Cards** as you ask: *What is alike and what is different about these pictures?*

Restate answers using compare and contrast words:

- *They both are alike because _____.*
- *They are different because _____.*

5 Talk Together Anthology page 300

Distribute **Practice Master PM5.25** and the Unit 5 **Language Builder Picture Cards** to pairs of children. Have the partners choose two cards and discuss the similarities and differences between them, then complete the Comparison Chart. Ask volunteers to show the cards they chose and share the comparisons and contrasts they found.





See **Differentiate**



Compare and Contrast

To **compare**, look for how things are alike. To **contrast**, look for how things are different. Compare and contrast the animals below.

Comparison Chart

	Summer	Winter
Brown Bears		
Wolves		

Write or show facts about the animals here.

Look for how the animals are alike and different.

Talk Together

With your partner, choose two picture cards. Talk about what is the same and what is different. Together, fill in a comparison chart.



300

Anthology page 300

Big Book Read-Aloud

6 Share a Science Book

Display the cover and read aloud the title and the name of the author. Ask children to make a prediction: *What do you think this book is about?* (Possible response: what a tree is like in different **seasons**)

SCIENCE BACKGROUND Explain: *Many trees lose their leaves every **fall** and then grow a new set of leaves in **spring**. Maple trees grow in many parts of the United States and Canada.*

GENRE Define the genre: *A science book gives facts about topics people study. There are science books about plants and animals, outer space, how things work, and many other subjects. A Tree for All Seasons is about maple trees. We will read to find out more about these special trees.* Read aloud pages 3–19 of *A Tree for All Seasons*. Use the questions on pages T300a–T300c to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Listen and Comprehend

- Compare and Contrast
- Active Reading

Day 2 Listen and Analyze

- Visualize
- Critical Thinking

Name _____ Date _____

Comparison Chart

Compare and Contrast

Complete the comparison chart below. Responses will vary.

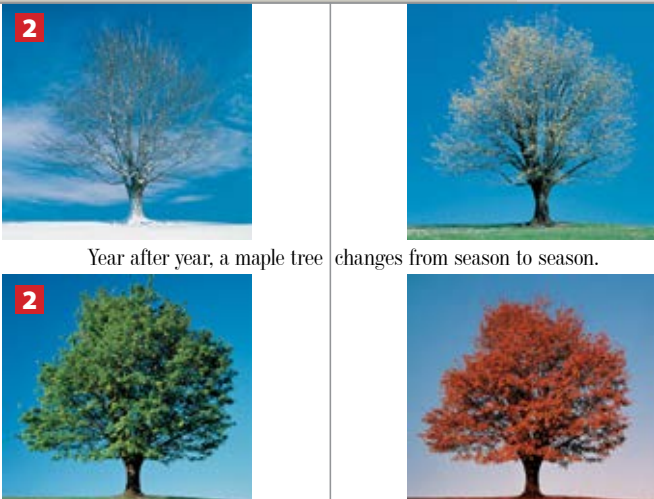
Picture Cards	How They Are Alike	How They Are Different
Picture Card 1: _____		
Picture Card 2: _____		

Share your chart with a partner. Tell how your picture cards are alike and different.

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For use with TE p. T299a

PMS.25

Unit 5 | Everything Changes



2

Year after year, a maple tree changes from season to season.

2

3

Big Book pages 2–3



In winter the tree is bare. It looks dead, but it is alive and well. Many things are happening.

Squirrels nap in a cozy tree hole.

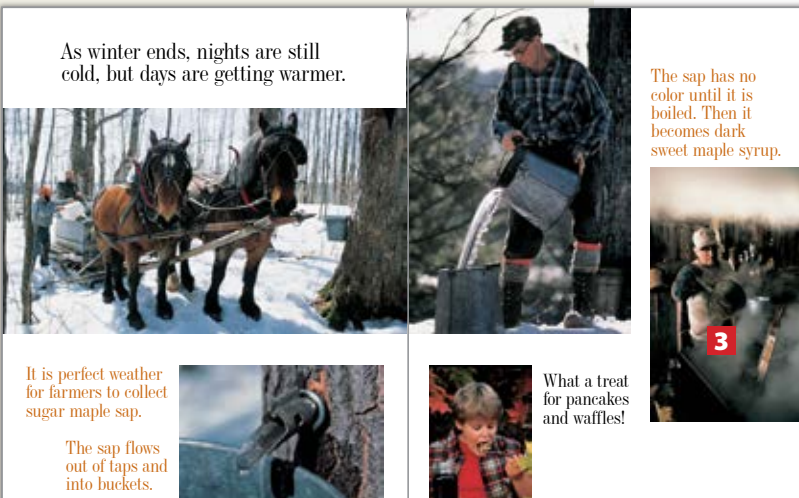
A little bird sits on a branch and calls its name: Chicka-dee-dee-dee!

Look closely at this tree branch. The bumps at the tip are buds. They will open into leaves when the weather gets warmer.

4

5

Big Book pages 4–5



As winter ends, nights are still cold, but days are getting warmer.

The sap has no color until it is boiled. Then it becomes dark sweet maple syrup.

3

It is perfect weather for farmers to collect sugar maple sap.

The sap flows out of taps and into buckets.

6

7

What a treat for pancakes and waffles!

Big Book pages 6–7



Spring brings warmer weather.

The leaf buds open.

Soon the maple tree grows floppy green flower tassels.

Birds build nests on the branches.

4

8

9

Big Book pages 8–9

Fluency ✓

Intonation Explain the concept: *Intonation is the way your voice rises and falls when you speak or read aloud. Reading with proper intonation helps your listeners tell whether you are reading a statement, a question, or an exclamation.* Display page 7 and read aloud both paragraphs. Discuss the differences in intonation between the statements and the exclamation on the page. *Does your voice rise at the end of the statements?* (No.) *Does it rise at the end of the exclamation?* (Yes.) Read the sentences aloud again and have children read along with you using proper intonation.

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend


- 1 **Active Reading** Have children make sound effects with the photo/text.
- 2 **Compare and Contrast** ✓ *How are all of the photos alike?* (They all show the same tree.) Point to the winter and summer tree: *How are these two photos different?* (snow and no leaves; many green leaves.)

SECOND READ


Day 2 Listen and Analyze

- 3 **Visualize** ✓ *Describe how it feels, smells, tastes, and sounds in the forest and factory.* (Possible responses: cold, sweet, quiet; steamy, sweet, loud) See **Differentiate**
- 4 **Analyze Cause and Effect** *Why do leaf buds open in **spring**?* (They open because of the warmer **weather**.)

Spring also brings rain showers.




6




6

Sunshine helps the tree make sap, which feeds the tree.



Look at the veins in a leaf. Air, water, and sap all flow through them.



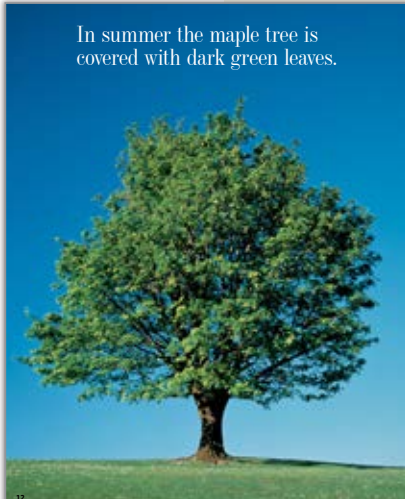
The tree's roots soak up water and carry it to all parts of the tree.

10


11

Big Book pages 10–11

In summer the maple tree is covered with dark green leaves.




12




Fruit, called samaras, is growing on the tree. It makes a good meal for a chipmunk.

7



7



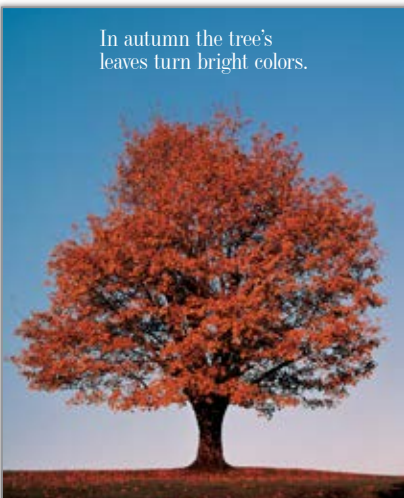
8

Even on a hot summer day, you can find a cool place to play under a maple tree.


13

Big Book pages 12–13


In autumn the tree's leaves turn bright colors.



14




As the leaves dry up, they change from green to yellow, red, and orange. Each day more and more leaves fall.




15

Big Book pages 14–15


Autumn brings chilly days and nights.




Bugs crawl under the tree's bark where they will sleep through the cold weather.



16



Animals get ready for winter when food will be hard to find. Squirrels hide lots of nuts and seeds.



17

Big Book pages 16–17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 5 **Relate to Personal Experience** *What is your favorite tree? What games do you play with or around trees?*
- 6 **Compare and Contrast** *How are the photos on page 10 different from the photos on page 11? (page 10 shows water; page 11 shows sunshine) Why do trees need both rain and sunshine? (The tree needs both to grow.)*

SECOND READ

Day 2 Listen and Analyze

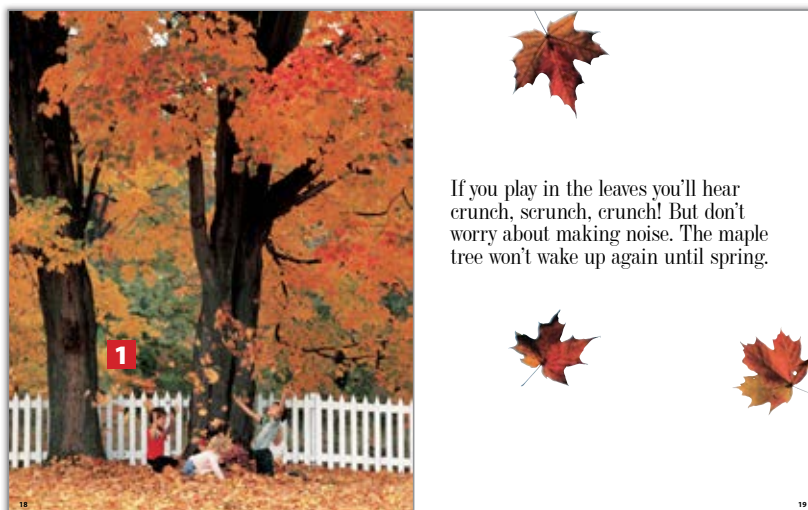
- 7 **Identify Details** *How do animals use the tree in the **summer**? (for food)*
- 8 **Visualize** *Imagine you are the child in the photo. Describe what it sounds, smells, looks, and feels like around you. (Possible responses: cool; bright leaves; smells like earth; singing birds; rustling leaves)*

Differentiate

SN Special Needs

ISSUE Children struggle to connect words to sensory experiences.

STRATEGY Guide children's visualization by helping them connect to their own experiences. Say: *The book says maple syrup is sweet. Close your eyes and remember the last time you tasted something sweet. What were you eating? Did you enjoy it?*



Big Book pages 18–19

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Compare and Contrast** ✓ *How do the trees on this page compare and contrast to the tree on page 8?* (Compare: Both pictures show trees; all the trees have leaves. Contrast: The tree on page 8 barely has any leaves; the trees on page 19 have many. The tree on page 8 stands alone; the trees on page 19 have children playing around them. The tree on page 8 has leaves growing; the trees on page 19 have leaves falling.)
See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- 2 Make Inferences** *What will happen to the tree after it loses its leaves?* (The tree will be a home for animals in **winter**. In **spring**, it will grow leaves again and continue the cycle.)
- 3 Summarize** *Summarize what happens to the tree over the four **seasons**.* (In **winter**, the tree is home to animals, and people use its sap to make maple syrup. In **spring**, the tree grows leaves and flower tassels. In **summer**, the tree is full and green, and it makes fruit. In the **fall**, the tree loses its leaves.)

Differentiate

BL Below Level

ISSUE Children struggle to find points of comparison between the trees.

STRATEGY Provide sentence frames for comparing and contrasting:

- The trees on both pages have _____.
- The trees on both pages are _____.
- The leaves on page 8 are _____, but the leaves on page 19 are _____.
- The tree on page 8 has few _____, but the trees on page 19 have many _____.

Writing

7 Write Comparisons

Remind children that when they compare two or more things, they look for ways in which the things are alike, and when they contrast them, they look for ways in which the things are different.

Say: *We have been talking about the **seasons** and reading about the way one type of tree changes over the **seasons**. Now you will choose two **seasons** and write about them. You will **compare** and **contrast** the **seasons**.*

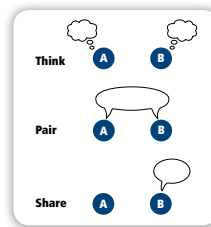
Have children use **Think, Pair, Share** to write their compare and contrast sentences. Have children write at least two sentences comparing the seasons and two sentences contrasting them.

To prompt children, display the following sentence frames as examples:

- In both spring and fall, _____.
- In both winter and summer, I like to _____.
- In winter _____, but in summer _____.
- In spring, I like to _____, but in fall I like to _____.

Have the partners write each sentence on a separate page and illustrate their sentences. Staple together each pair's pages to make a booklet, and have partners share with the class. Make copies of the booklets to put in children's Weekly Folders.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share



Daily Language Arts

Daily Grammar ✓

Explain that the sentence frames for contrasting seasons are compound sentences because they are made up of two simple sentences linked by the word *but*. Then use the Daily Grammar lesson on page T297k to teach the correct formation of compound sentences.

WRAP-UP

Do a quick word association activity with the class. Write the headings *Spring, Summer, Fall, and Winter*. Say each season and have children call out words that come to mind when they think of that season. Record the words under the appropriate headings as children call them out. Then compare and contrast the words, discussing with children which ones appeared under more than one season.

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Medial Sounds

- ✓ Read and Spell Words with Vowel Digraphs *oo, _ue*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 5, 8, 9, 12, 14, 18, 36

Words with *oo, _ue*: Practice Master PM5.26

Read On Your Own Book 19

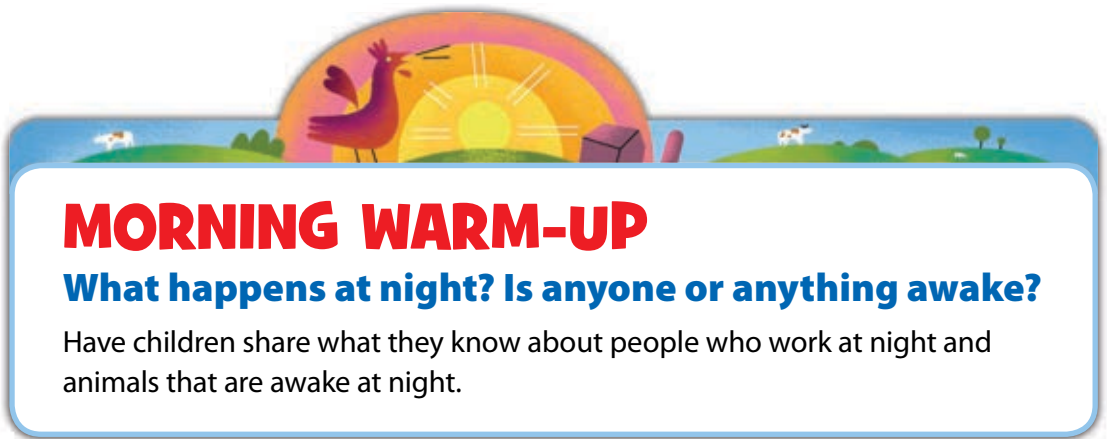
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 3 per child • index cards, 10 per child



MORNING WARM-UP

What happens at night? Is anyone or anything awake?

Have children share what they know about people who work at night and animals that are awake at night.

Phonological Awareness

1 Substitute Medial Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *moon*.
- **Segment sounds:** /m/ /oo/ /n/. Model placing a chip in each sound box on a **Write-On/Wipe-Off Board** as you say each sound. Have children put chips in their sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /oo/ to /ě/:* /m/ /ě/ /n/.
- **Say the new word:** *men*. Say the new word with me: *men*.

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *noon/nine, wake/week, fool/fail, back/bake*.

Check & Reteach

OBJECTIVE: Substitute Medial Sounds

Ask: *What word do I get if I change the /ō/ in boat to /oo/? (boot)*

If children cannot answer, use **Phonological Awareness Routine 1**. Say words and have children tap for each sound in a word and identify which sounds in each word are the same and which are different. Use *boat, boot, beat, bat, bite, bait*. Repeat with *soup/soap/sap/sip*.

For **Phonological Awareness Routine 1**, see page BP28.

Phonics

2 Read Words with Vowel Digraphs *oo, _ue* ✓

REVIEW Display **Sound/Spelling Card 36**, covering *ew, ou, u*, and *u_e*. Ask: *What is the picture?* (moon) *What is the sound?* (/oo/) *What are the spellings?* (*oo, _ue*) Display *cool* and *true*. Have children blend each word and identify the spellings.



Display *shampoo* and model how to divide and blend it. Divide *shampoo*. Blend the syllables and read the word. Repeat for *raccoon* and *igloo*. Use compound-word division for *gluestick* and *bedroom* as you help children blend and say the syllables. Assign **Practice Master PM5.26** for more practice.

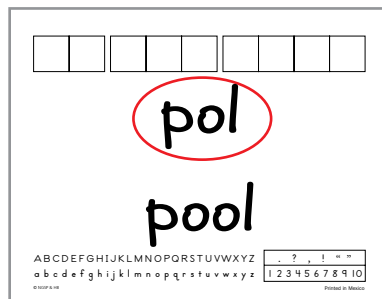
COMMON CORE STANDARDS

Decode Words with Vowel Digraphs <i>oo, ue</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ue</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c
Language and Vocabulary	
Spell Words with Vowel Digraphs <i>oo, ue</i>	CC.2.L.2.d

3 Spell Words with Vowel Digraphs oo, _ue ✓

Use **Dictation Routine 1** as children practice spelling. Use **Write-On/Wipe-Off Boards**.

- **Say a word:** *pool*.
- **Segment sounds:** /p/ /oo/ /l/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card using cards **9** /p/, **36** /oo/, and **8** /l/.
- **Repeat the word:** *pool*. Children write *pool*.
- **Write the spelling.** Have children check and correct their spelling. Repeat for *true* and *cool* using cards **5** /t/, **12** /r/, **36** /oo/, **14** /k/, and **18** /l/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Check & Reteach

OBJECTIVE: Read and Spell Words with Vowel Digraphs oo, _ue ✓

Dictate: *Light blue is soothing in a room.* Have children write the sentence.

If children misspell words, review **Sound/Spelling Card 36**. Repeat the words and have children sound them out with you. Then have children rewrite the words correctly.

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined words.

The moon is far above us. Dad and I like to watch the moon. We sit and talk for a long time. Then Dad makes us something to eat. I wait while he goes inside. Dad makes a better snack than I do. I stop eating when I'm full!

Have children write each High Frequency Word on an index card and sort words, first by number of letters, then by beginning letters, then by vowel sounds.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Monitor as partners take turns dictating and spelling the High Frequency Words.

If children misspell, lead them in chanting the spellings. Have them practice writing them.



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T297i

Name _____ Date _____

Phonics

Words with oo, ue



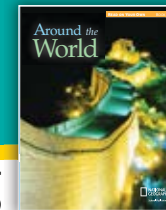
Write the word that completes each sentence.

- clueless proof moonlight**
I wake up and see an animal in the moonlight.
- due raccoon room**
It is a big raccoon with a black mask!
- snooping true bamboo**
I think it is snooping around my trash cans to find food.
- clues fools moods**
What are my clues?
- roof Tuesday boom**
I hear a clang and then a boom!
- bedroom dues clueless**
At first I am clueless about what to do.
- spoon glued bloom**
Then I open the window and bang a pan with a spoon.
- igloo scoot blue**
While I bang, I yell so that animal will scoot.
- zooms fondues shampoos**
It zooms away into the trees. Now I can snooze!

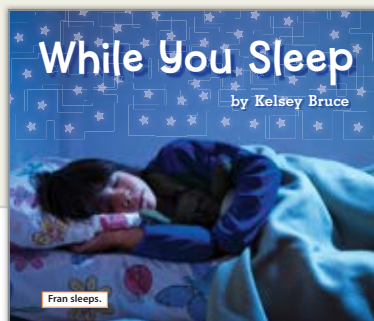
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For use with TE p. T300c

PM5.26

Unit 5 | Everything Changes



Read On Your Own Book 19



While You Sleep

by Kelsey Bruce

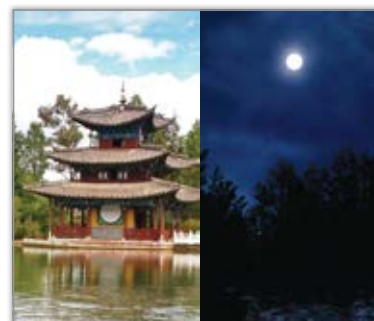
Fran sleeps.

While you sleep, many things happen on Earth. Some things take place at night. Others happen in daylight. Why?

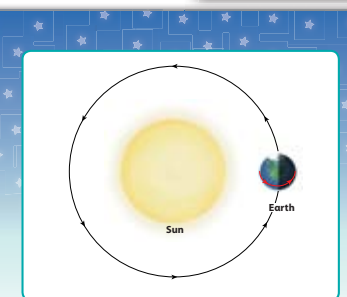


Ming goes to class.

If it's midnight where you are, it's **noon** on the other side of Earth. It's **true!** Fran **snoozes** in Bloomfield, **while** Ming **goes** to class in China.



It is a hot, sunny day for Ming. At the same time, it is a cold, **gloomy** night for Fran. Why does this happen?



It is **due** to the fact that Earth spins all the time. The part facing the Sun gets light. As Earth spins, it looks like the Sun is traveling through the sky. But it is Earth that is moving!

Legend

words with vowel digraphs oo, _ue

High Frequency Words

* story words

Read On Your Own Book 19
pages 4–7

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 19	Teacher's Edition
words with -y, /i/y	why (pages 4, 6) by (page 9) sky (pages 7, 14)	-y, /i/y (page T289I)
words with soft c	place (page 4) places (page 10) mice (page 11) facing (page 7)	/s/ce (page T296b) /s/ci_ (page T296b)
words with /i/igh	night (pages 4, 6, 8, 9, 10, 11, 13, 14) daylight (page 4) midnight (page 5) light(s) (pages 7, 14) moonlight (page 10) might (page 12)	/i/igh (page T265b)

AL Above Level

ISSUE Children can easily decode the text.

STRATEGY Have partners practice reading the text with appropriate intonation.

Decodable Reading

5 Read "While You Sleep" ✓ Read On Your Own Book 19 pages 4–14

Use pictures to pre-teach story words *moving* (page 7), *animals* (page 8), and *birds* (page 9). Then use **Decoding Routine 4** to conduct two readings of "While You Sleep." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 Use Visuals** *Look at the diagram on page 7. How can it be night on one part of Earth and day on another part?* (It is day on the part of Earth that faces the Sun. It is night on the part of Earth that faces away from the Sun.)
- 2 Identify Details** *What do some animals do **while** we sleep?* (Some animals are awake and hunt for food **while** we are sleeping.)
- 3 Identify Cause and Effect** *Why does a firefighter have to work at night?* (Some fires start at night, so firefighters have to be ready to help.)
- 4 Make Connections** *Do you know someone who works at night? Would you like to work at night?* (Possible responses: My father works at night sometimes. I would not like to work at night because I would miss having dinner with my family.)

For **Decoding Routine 4**, see page BP34.

Let's **talk** about the things that happen at night. As you go to sleep, many animals wake up. These animals like night **better** than day.

Many of these animals hunt for **food** at night. Birds and bats **swoop** down to grab a meal. Big cats sit silently. They wait for **clueless** animals to pass by. Then they grab them!

8 2 9

Animals in hot places wait for the **coolness** of night to leave their homes. They **scoot** around in the **moonlight** to find **food**.

Some sneaky animals wait for night to **snoop** around our homes for **something** they want to eat. **Raccoons**, mice, and rats all seem to know when we are sleeping!

10 11

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

While you sleep, some people are hard at work. They might be making things that we need. They might be helping the sick.

People work at night to keep us safe, **too**. They keep watch through the **long** night. Each is a **true** hero when we need help!

12 13

The **moon** works at night, **too**! It helps move the tides. And when the moon is **full**, it lights up the sky. But the **moon** seems to change shape every night. We see less and less of it until it's black. Then we see more and more. Check the sky **above** for proof! ❖

14 3 4 15

Practice Phonics

Words with oo, ue

Read these words.

baby	balloon	blue	child	stool
lady	man	scoop	shampoo	cool

Find the words with **oo** or **ue**. Use letters to build them. **b i u e**

Talk Together

Ricky Raccoon has a bad habit. He looks in people's rooms at night! Choose words from the box above to tell your partner what Ricky Raccoon sees in the rooms tonight.

He sees a **child** getting a **blue stool**.

Read On Your Own Book 19
pages 8–15

Practice Phonics

6 Words with oo, ue Read On Your Own Book 19 page 15

Print, cut out, and distribute **Letter Cards**. Read aloud page 15. Have partners find and build words with oo and ue.



7 Talk Together Read On Your Own Book 19 page 15

Have children tell what Ricky Raccoon sees by filling in the blanks in the sentence frame with words from the box. (Possible responses: He sees a baby/lady/man getting a shampoo/scoop/blue balloon.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "While You Sleep." Note reading speed and miscues.

Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

OBJECTIVES

Thematic Connection: Cycles in Nature

- Use Academic Vocabulary in Speaking
- Visualize

PROGRAM RESOURCES

PRINT ONLY

Big Book: A Tree for All Seasons

PRINT AND TECHNOLOGY

Family Newsletter 5

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Power Writing

Have children write as much as they can as well as they can in one minute about the word *weather*.

For **Writing Routine 1**, see page BP56.

Academic Vocabulary

1 More Key Words Anthology page 301

Use **Vocabulary Routine 1** to teach the **Key Words**.

Pronounce the word and point to its picture: affect.

Rate the word. Have children give a thumbs up if they know the word or a thumbs down if they do not. Ask:

What do you know about this word?

Define the word: To **affect** someone or something is to make that person or thing change in some way.

Elaborate. Relate the word to your experience. *Cold weather affects me by making me shiver and reach for my coat. Warm weather affects me by making me want to go for a swim.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 301. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**



2 Talk Together Anthology page 301

Have children begin a Word Web for each **Key Word**. Then have partners compare. Children may incorporate examples that they like from their partner's web. Have children brainstorm together to see if they can think of additional examples for their webs.

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking

Ask children to use the **Key Words** in sentences.

If children are unable to use the **Key Words** correctly, prompt them with questions. Have children reply using sentences that repeat the **Key Words**.

- *How does being tired **affect** you?*
- *Who **explains** your homework assignments to you?*
- *What **happens** when you get home from school?*
- *How do you **measure** how tall you are?*
- *What is one **reason** a tree loses its leaves in **fall**?*

COMMON CORE STANDARDS

Reading

Describe Words and Phrases CC.2.Rlit.4
Read and Comprehend Prose CC.2.Rlit.10

Writing

Recall Information CC.2.W.8

Speaking and Listening

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Use Compound Sentences CC.2.L.1.f

Determine the Meaning of Words CC.2.L.4

Use Words and Phrases CC.2.L.6

More Key Words

affect

(i-fekt) verb



The hot sun **affects** ice cream. It makes ice cream melt.

explain

(ik-splān) verb



She **explains** the math problem to her student.

happen

(ha-pun) verb



They watch what **happens** in the game. They see a homerun.

measure

(me-zhur) verb



He **measures** the doorway to see how big it is.

reason

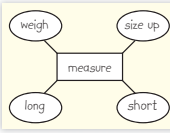
(rē-zun) noun



Hard work and practice are the **reasons** she is a good dancer.

Talk Together

Make a Word Web of Examples for each **Key Word**. Compare your webs with a partner's.



Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

NGReach.com

301

Anthology page 301

Academic Talk

3 Compare Photographs

Say: *A Tree for All Seasons uses photographs as well as words to **explain** how a maple tree changes throughout the year. By comparing photographs, I can learn more about what **happens** to the tree in different **seasons**.*

Model comparing photographs. Display page 5 of *A Tree for All Seasons* and point to the photos of the squirrel and the bird. Say: *These pictures both show animals living in the tree in **winter**. They show how the animals live in a way that is the same. The photos show differences, too. The squirrels are asleep inside the tree, but the bird is awake and sitting on a branch.*

Have pairs of children choose two photos from *A Tree for All Seasons* and compare them. Explain that they may choose photos of the same tree at different times of the year or photos of animals or other activities around the trees. If children have trouble getting started, provide sentence frames:

Both photos show _____.

In one photo _____, but in the other photo _____.

Differentiate

EL English Learners

ISSUE Children do not understand the definitions.

STRATEGY Provide translations of the **Key Words** to ensure children's understanding. Pronounce the **Key Words** and have children repeat each one after you two or three times. Access **Family Newsletter 5** for translations in seven languages. Use cognates for Spanish speakers:

affect/afectar explain/explicar reason/razón



Anthology

Big Book

Comprehension

4 Visualize Anthology page 302

Read aloud the introduction. Discuss the cartoon with children. Ask: *What does Abby picture when she thinks of **autumn**? What does Leon picture when he thinks of **summer**?* Have children tell what Abby and Leon describe. Explain: *Not all stories have illustrations or photos to look at, but good readers can visualize, or form pictures in their minds, when they read.*

Read aloud the How to Visualize chart. Model using the **Language Frames**:

- *I read about a white, sandy beach and the green and blue ocean.*
- *I see myself building a sand castle. I feel the cool water and wet sand on my toes!*
- *I draw the picture I see of myself playing in the ocean. Now I understand why Leon loves **summer**.*

Point out to children that the details in your model of visualization appeal to more than just the sense of sight. Ask volunteers to add a detail about the beach that calls on another sense (for example, the sound of the waves).

5 Talk Together Anthology page 303

Read aloud the directions, the first paragraph of Leon's letter, and the sample visualization. Have partners silently read the rest of the text and visualize one of the descriptions. Then have partners explain their visualizations to each other.

See **Differentiate**

Check & Reteach

OBJECTIVE: Visualize 

Listen as children explain their visualizations from Leon's letter.

If children struggle to visualize, encourage them to focus on sensory details. Ask: *Which sounds can you hear? Are there any smells? What does the ground feel like beneath your feet?*

Differentiate

BL Below Level

ISSUE Children have trouble explaining their visualizations.

STRATEGY Have children draw pictures that match their visualizations. Ask questions about the pictures to help children articulate what they visualize. For example:

- *Does it feel warm or cold in your picture?*
- *Can you hear the sound of the waves?*
- *Is there room to walk around on the beach?*

AL Above Level

ISSUE Children fluently explain their visualizations and need more of a challenge.

STRATEGY Encourage children to ask each other questions to elaborate on what they visualize, such as: *What are things Leon might smell at the beach? What is he doing at the beach in **winter**?*

Listen Again and Analyze

6 Build Comprehension

Use the **Listen and Analyze** questions on pages T300a–T300c as you reread *A Tree for All Seasons* to help children practice visualizing.



Writing

7 Write Descriptions

Display the cover of *A Tree for All Seasons*. Say: *This book tells a lot about how maple trees change each **season**. Now it is your turn to describe a tree during one **season**. Do not give the name of the **season**, and include as many details as you can. Your classmates should be able to guess the **season** from your description.*



Learn to Visualize

As you read, try to **visualize**, or form pictures in your mind.

I love autumn. I hike in the woods. I see red, yellow, and orange leaves on the trees.





I love summer. We swim at a white sandy beach. The ocean is green and blue.




Try to **visualize** what Abby and Leon are talking about.

How to Visualize

-  As you read, look for words that describe how things look, sound, smell, taste, and feel.

I read _____.
-  Use the words to create pictures in your mind.




I see _____.
-  Draw the picture. Ask yourself: *How does this help me understand what I read?*

I draw _____ . Now I understand _____.

Talk Together

Read the letter that Leon writes to Abby. Read the sample visualization. Then use **Language Frames** to tell a partner how you visualized things in the letter.

Language Frames

-  I read _____.
-  I see _____.
-  I draw _____.
- Now I understand _____.

Letter

July 15, 2010

Dear Abby,

The **reason** I am writing is to tell you about my vacation. We are staying in the same beach town we stayed in last winter, but it is very different in summer. Let me **explain**. On summer mornings, crowds of people flock to the beach to swim. When that **happens**, it's hard to find room to put down a towel!

In winter, clouds often block the sun. The sky is not blue. It is gray. This **affects** the number of tourists who come to the beach. I think the beach looks prettier when there are just a few people.

The two seasons at the beach are alike in one way. During both seasons, we buy food at the local market and have fresh fish to cook and eat.

I like both seasons at the beach. I wish you were here in summer!

Your friend,
Leon



Sample Visualization

"I read about Leon's vacation at the beach. I see a sunny, crowded beach. I draw a white beach crowded with swimmers. Now I understand why it is hard for Leon to find a place to put his towel!"

← A good place to visualize

Think Aloud

*I am thinking about a tree in **winter**. The tree is all brown, and it has no leaves on it. The branches are bare and dry.*

Write

The tree is bare and brown. It has no leaves on it.

In groups of four, have children write the names of the seasons on four slips of paper. Each child picks one slip and writes a description of a tree in their season using information from *A Tree for All Seasons* and facts they already know about trees. Remind children not to mention the name of the season in their writing.

When children have finished, have them share their writing with the group. The other group members guess the season each child has described.

Daily Language Arts

Daily Grammar

Point out to children that you have given them a command that is a compound sentence: *Use information from A Tree for All Seasons, and use facts you already know about trees.* Then use the Daily Grammar lesson on page T297k to teach compound-sentence commands.

WRAP-UP

Play a visualization guessing game. Invite children to visualize part of a cycle in nature, such as winter, night, or a thunderstorm. Each child describes their visualization, such as sitting next to the fireplace wrapped in a blanket, and then calls on a volunteer to guess the season. If the volunteer guesses correctly, he or she gets to describe his or her visualization. Continue until several children have described their visualizations.



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Final Syllables

- ✓ Read and Spell Words with Endings *-er, -est*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 45

Sound/Spelling Cards 1, 5, 8, 13, 16, 21, 22, 33, 35, 39

Endings *-er, -est*: Practice Master PM5.29

Write-On/Wipe-Off Boards

Read On Your Own Book 19

High Frequency Words: Practice Master PM5.30

TECHNOLOGY ONLY

Sing with Me MP3 or CD 3, Tracks 11–12

Letter Cards

Word Builder

MATERIALS

beanbag or soft ball

MORNING WARM-UP

Why do you think the seasons change?

Have children discuss why they think the seasons change.

Phonological Awareness

1 Substitute Final Syllables

Use **Phonological Awareness Routine 11**.

- **Say a word and clap:** *bigger*. Clap the syllables with me: *big-ger*.
- **Substitute a syllable:** *Let's change the syllable -ger to -gest: big-gest*.
- **Say the new word:** *biggest*. Say the new word with me: *biggest*.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat with *closer/closest, grander/grandest, greater/greatest*.

Check & Reteach

OBJECTIVE: Substitute Final Syllables

Ask: *How can I change the word taller to tallest?* (Change *-er* to *-est*.)

If children cannot answer, use **Phonological Awareness Routines 7** and **8** to practice counting and combining syllables. Say *taller* and have children repeat as you clap the syllables (tal-ler). Then repeat with *tallest*, and have children tell you what changed. Repeat with *brighter/brightest* and *faster/fastest*.

For **Phonological Awareness Routines 7** and **8**, see page BP30.

Phonics

2 Learn Words with Endings

-er, -est ✓ Sing with Me Phonics Songs Book

page 45

Scaffold language. Point to and name *castle* and *tide*. Play Tracks 11 and 12 and follow the directions. Practice the gestures until children can perform them smoothly.

- 1 3 Smile and open arms.
- 2 Shake head “no,” moving finger back and forth.
- 4 Put hands on face and look worried.
- 5 Point out in the distance.

COMMON CORE STANDARDS

Reading

Decode Words with Endings *-er, -est* CC.2.Rfou.3

Decode Two-Syllable Words CC.2.Rfou.3.c

Read Irregularly Spelled Words CC.2.Rfou.3.f

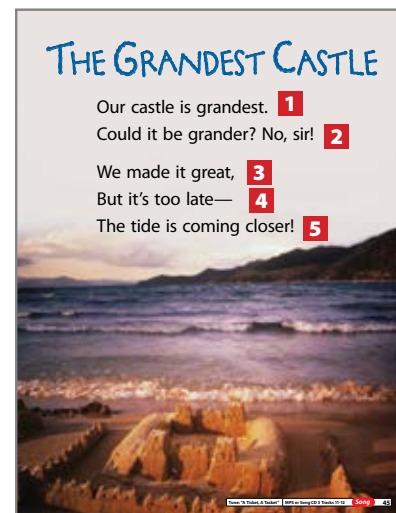
Language and Vocabulary

Spell Words with Endings *-er, -est* CC.2.L.2.d

Use Knowledge of Language and Its Conventions CC.2.L.3

THE GRANDEST CASTLE

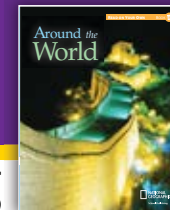
Our castle is grandest. 1
 Could it be grander? No, sir! 2
 We made it great, 3
 But it's too late— 4
 The tide is coming closer! 5



Sing with Me Phonics
Songs Book page 45

Use the routine below to teach endings *-er* and *-est* and to blend words.

Step 1 Associate Sounds and Spellings	Base Word	<i>-er</i>	<i>-est</i>
<p>1. Display and read <i>fast</i> and <i>faster</i>. Explain: <i>We add the ending -er to a word when we compare two people or things: Jon runs fast. James runs faster than Jon. The ending -er means "more."</i></p> <p>2. Display and read <i>fastest</i>. Explain: <i>We add the ending -est to a word when we compare more than two people or things: Kim is the fastest runner in our class. The ending -est means "most of all."</i></p> <p>3. Repeat for <i>soft</i>, <i>softer</i>, and <i>softest</i>. Have children speak in soft, softer, and softest voices.</p>	<p>fast</p> <p>soft</p>	<p>faster</p> <p>softer</p>	<p>fastest</p> <p>softest</p>
Step 2 Spell Words with <i>-er</i> , <i>-est</i>			
<p>1. Use Letter Cards to build <i>big</i>. Read the word.</p> <p>2. Add <i>g, e, r</i>. Explain: <i>If a word has a short vowel sound and ends in a single consonant, double the consonant and add the ending: bigger.</i></p> <p>3. Build and read <i>nice</i>. Erase the <i>e</i> and add <i>e, r</i>. Explain: <i>In words that have a long vowel sound and end in silent e, take away the e and add the ending: nicer.</i> Point to <i>grandest, grander, and closer</i> in the song on page 45 of Sing with Me Phonics Songs Book.</p> <p>4. Repeat the procedure with <i>biggest</i> and <i>nicest</i>.</p>	<p>big</p> <p>nice</p>	<p>big + g + er</p> <p>nic - e + er</p>	<p>big + g + est</p> <p>nic - e + est</p>
<p>5. Build and read <i>tiny</i>. Erase the <i>y</i> and add <i>i</i>. Then add <i>e, r</i>. Explain: <i>In words that end in a consonant plus y, change the y to i and then add the ending: tinier.</i> Repeat for <i>tiniest</i>.</p>	<p>tiny</p>	<p>tin - y + i + er</p>	<p>tin - y + i + est</p>
Step 3 Blend Sounds to Read Words			
<p>1. Display <i>later</i> and frame <i>late</i>. Explain: <i>To read this word, look for the base word that has the added ending. Sound out this word: /l/ /ā/ /t/, late.</i></p> <p>2. Frame <i>-er</i> and explain: <i>You know that the final e in late gets dropped before the -er ending is added, so look at the ending and sound it out: /ür/. Now blend the two parts: late - er, later.</i></p>	<p>late</p>	<p> </p> <p>la_e</p> <p>→</p> <p>late</p> <p>→</p> <p>+er</p> <p>later</p> <p>→</p>	<p> </p> <p>la_e</p> <p>→</p> <p>late</p> <p>→</p> <p>+est</p> <p>latest</p> <p>→</p>
<p>3. Repeat the procedure to blend <i>latest, wetter, sunnier, wettest, and sunniest</i>. Point out that the sound for <i>-est</i> is /ĕ/ /s/ /t/.</p>	<p>wet, sunny</p>	<p>wetter, sunnier</p>	<p>wettest, sunniest</p>



Read On Your Own Book 19

Name _____ Date _____

Phonics
Endings -er, -est

Cut out the cards and mix them up. Sort them by ending. Explain the spelling changes.

fast	close
faster	closer
fastest	closest
sad	happy
sadder	happier
saddest	happiest

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NGReach.com Practice Master PM5.29

3 Read Words with Endings -er, -est

Read On Your Own Book 19 page 16

Display the words and sentences using the **Word Builder**. Have children blend the words, then practice blending *flatter*, *flattest*, *wiser*, *wisest*, *sleepier*, and *sleepiest*. Point out High Frequency Words *My* and *the* and ask children to read the sentences.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 19** page 16. Review endings -er and -est and read the labels together. Have partners take turns reading the picture labels. Assign **Practice Master PM5.29** for practice.

4 Spell Words with Endings -er, -est

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *older*.
- **Segment sounds.** Have children name the base word, segment the sounds in the base word (*old*) and add the ending.
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **16** /ō/, **8** /l/, **13** /d/, **39** /ûr/).
- **Repeat the word:** *older*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *later* and *easiest* using cards **8** /l/, **35** /ā/, **5** /t/, **39** /ûr/, **33** /ē/, **22** /z/, **21** /ë/, and **1** /s/.

Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to complete sentences: *I am older than Beth. I go to bed later.* Have children say and write the sentences. Write the correct sentences and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Endings -er, -est

Check the dictation sentence for the correct spelling of *older* and *later*. Call out words and ask children how to spell them.

If children have difficulty spelling words with endings -er and -est, display a T-chart with headings -er and -est. Call out words and have children spell and write them in the correct column. Point to the words at random and have children read them. Use these words: *harder, hardest, weepier, weepiest, greener, greenest, brighter, brightest, tinier, tiniest.*



Endings -er, -est

Look at each picture. Read the words.



biggest tinier tiniest



lowest higher highest



slowest faster fastest

16

Key Words

Dad is on a work trip. Read the note he wrote to his son, Zeke. Look at the picture of the place he writes about.



May 5

Dear Zeke,

There is a **full** moon **above** me tonight. I'll take a **long** run on the beach. It's **better** running on sand than on a road. I can **watch** as the tide **goes** out. I wish you weren't so **far** away! You could run with me. We'd **talk** **while** we run. Then we'd get **something** to eat. Say hi to Mom. I'll be home soon!

I miss you,
Dad

What would you like to do at a beach?



High Frequency Words

above
better
far
full
goes
long
something
talk
watch
while

Phonics Games
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17

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

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Read On Your Own Book 19 pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 19 page 17

Distribute **High Frequency Word Cards**. Read aloud the list of High Frequency Words on page 17. Then read the paragraph. Have children hold up a matching card when they hear a High Frequency Word. Assign **Practice Master PM5.30**.

Play Toss and Spell.

- Sit in a circle. Give a child a beanbag. Tell the child to say a High Frequency Word and its first letter and toss the beanbag to someone else.
- That child says the next letter in the word and tosses the bag to someone else.
- Tossing continues until the word is spelled correctly. The child who says the last letter uses the word in a sentence, chooses a new word, and starts again.

REVIEW Check children's retention of High Frequency Words from Unit 4. Have children play **Toss and Spell** with *may, ever, nice, thank, push, around, teacher, would, yes, say, says, write, dear, name, letter, and answer*.

For **Toss and Spell Game**, see page BP38.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Monitor as children spell the High Frequency Words.

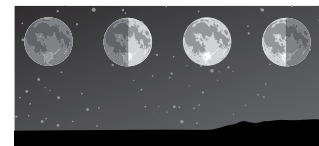
If children misspell words, have them work in pairs to spell the words correctly. Have Partner A "write" with one finger the letters of a word on partner B's back. Partner B names each letter as it is written, then says the word. Then have partners switch roles.

Name _____ Date _____

High Frequency Words

What Is It?

Write a word from the box to complete each sentence.



High Frequency Words
above
better
far
full
goes
long
something
talk
watch
while

1. What do I like to watch? I'll give you some clues.
2. It is something far above me up in the sky.
3. I like to talk about its phases.
4. When it is full, it shines brightly while I sleep.
5. Two weeks later, the light goes away, and I can't see it!
6. It is not out of sight for a long time.
7. That's good, because I like it better when I can see it! What is it?

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PM5.30

Unit 5 | Everything Changes

NGReach.com Practice Master PM5.30

Daily Language Arts

Daily Spelling & Word Work

Practice options on page T297j



OBJECTIVES

Thematic Connection: Cycles in Nature

Preview a Poem and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3 or CD 2, Tracks 4–6

Power Writing

Have children write as much as they can as well as they can in one minute about the word *summer*.

For *Writing Routine 1*, see page BP56.

Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model making a “What It Means” poster for the word **explain**.

- Write the word.
- Write what it means.
- Add an example and a non-example.

For *Vocabulary Routine 2*, see page BP47.

Key Words

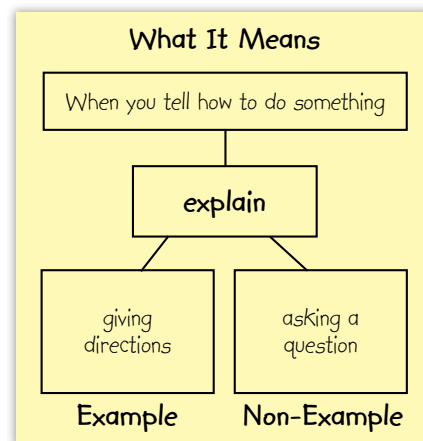
affect · autumn · explain
 fall · happen · measure
 reason · seasons · spring
 summer · weather · winter

Assign one **Key Word** per pair. Have partners create a “What It Means” poster. Then have them add their examples and non-examples to **My Vocabulary Notebook**.

Academic Talk

2 Preview and Predict

Have children look at the art on page 305 as you read aloud the title of the poem. Then have children use **Key Words** to describe what they see. Ask: *From the details in the picture of the tree, which **season** do you think it is?* (Possible response: It is **autumn**, or **fall**.)



“What It Means” Poster

Display page 306 and have children use **Key Words** to describe what the girl sees through the window. Then have partners page through the rest of the selection and use what they see to name the seasons being illustrated.

Finally, have children describe what the girl sees through the window on page 317. Ask: *What do you think this poem is about?* (Possible response: the **seasons**)

Check & Reteach

OBJECTIVE: Preview a Poem and Make Predictions

Have children use details from one picture to predict what happens in the season shown. If children cannot use a picture to make a prediction, have them make a list of the details shown in the picture. Then remind them that the four seasons are spring, summer, autumn, and winter, and ask them to recall what they already know about the weather in each season.

COMMON CORE STANDARDS

Reading

- Ask and Answer Questions About Key Details CC.2.Rlit.1
- Describe Words and Phrases Use Illustrations and Details to Demonstrate Understanding CC.2.Rlit.4
- Read and Comprehend Prose Read with Fluency CC.2.Rlit.10
- CC.2.Rfou.4

Writing

- Participate in Shared Writing Projects CC.2.W.7
- Recall Information CC.2.W.8

Speaking and Listening

- Participate in Conversations CC.2.SL.1

Language and Vocabulary

- Determine the Meaning of Words CC.2.L.4
- Use Words and Phrases CC.2.L.6

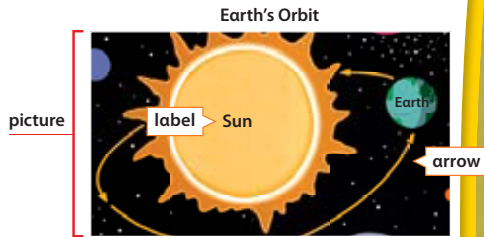
Read a Poem

Genre

A **poem** uses words in a special way to tell about ideas. This poem gives facts about the seasons.

Text Features

A **diagram** uses pictures, arrows, and labels to show how something works.



What Makes the Seasons?



written and illustrated by
Megan Montague Cash

Comprehension Coach

TECHNOLOGY



Digital Library



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My Vocabulary Notebook

NGReach.com

304

Anthology
pages 304–305

Shared Reading

3 Read a Poem Anthology pages 304–305

GENRE AND TEXT FEATURES Read aloud the definition of *poem*. Elaborate: *Poets use rhyming words and words that repeat sounds. Words that give poems a rhythm can make poems sound like songs.* Read aloud the definition of *diagram*. Elaborate: *The diagrams in this poem give information about why **seasons** change.*

SCIENCE BACKGROUND Share information about the seasons:

- *The parts of Earth tilted closer to the sun receive more sunlight and are warmer. The parts of Earth tilted away from the sun receive less sunlight and are colder.*
- *Since Earth is tilted on its axis, the length of days and nights change during the year.*

Read pages 305–317 to the class. Use the questions on pages T306–307 to T314–315 to guide discussion on the first read (Day 3) and second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

- Active Reading
- Make and Confirm Predictions

SECOND READ

Day 4 Reread and Analyze

- ✓ Compare and Contrast
- ✓ Visualize
- Critical Thinking

► **Set a Purpose**

Find out what **happens** when the **seasons** change.



1 The day began with sprinkling rain tapping at the windowpane.

Rain has turned the sky to gray.

2 Our snowman friend has gone away.

Fresh green leaves are peeking out.

What makes this their time to sprout?

In Other Words
tapping at the windowpane hitting against the window
sprout begin to grow

Anthology
 pages 306–307

Spring's mild weather wakes the seeds, bringing showers each seed needs. **3**

Spring was here but couldn't stay.

Spring left on a summer day. **4**



In Other Words
mild warm and wet
wakes the seeds gets the seeds ready to grow
showers rain

Fluency ✓

Intonation Explain the concept: *Fluent readers read with appropriate intonation. The pitch or tone of their voices rises and falls as they read aloud.*

Read aloud the verses on page 306, modeling appropriate intonation.

Have partners mimic the intonation you modeled as they read the page aloud together several times.

Differentiate

SN Special Needs

ISSUE Children have difficulty describing what they visualize as they read the poem's descriptions.

STRATEGY Have children act out what they imagine when they hear that the "rain was tapping on the window" and the "seeds were waking up."

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

1 Active Reading Have children point to details in the pictures, such as the sprinkling rain, the gray sky, the melted snowman, and the fresh green leaves as you read about each one.

SECOND READ

Day 4 Reread and Analyze

2 Make Inferences *What can you infer about the temperature outside after reading that the snowman melted and leaves were sprouting?* (It is warmer outside than during the **winter**.)

3 Identify Cause and Effect *What **happens** to seeds in the **spring**?* (Possible response: They grow taller because they get the water they need.)

4 Visualize ✓ *What pictures do you form in your mind as you read the descriptions on these pages? What does this visualizing help you understand?* (Possible response: When I read the words *rain tapping*, *gray*, and *green leaves*, I can imagine the sound of rain and see rain falling from gray clouds and plants poking out with green leaves. Now I understand that **spring** is a time when everything starts to grow.)

See **Differentiate**



5 Plants that once were hardly there
now have flowers everywhere.

Each tree and weed and lima bean
shows its favorite shade of green.

In Other Words
hardly there very small
shade kind

308

Why is this a growing season?

Plants grow tall, but what's the reason?

8 Plants grow best in summer light,
when days are long and warm and bright. **6 7 9**



In Other Words
what's the reason why do the
plants grow tall

► Before You Move On

- 1. Details** What happens in spring? What happens in summer?
- 2. Visualize** Look at the pictures. Tell how summer feels, looks, and smells.

309

Anthology
pages 308–309

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 Make Predictions** *What do you think the next few pages will be about? Why?* (Possible response: I think the next few pages will talk about fun things to do in the **summer** because I see boats in one of the pictures.)
- 6 Active Reading** Have children act out being a seed receiving rain in spring and sun in summer, and growing bigger and taller with flowers.

SECOND READ

Day 4 Reread and Analyze

- 7 Make Inferences** *Why do you think the plants in the window were able to grow into flowers?* (Possible response: They had enough sun and water to grow.)
- 8 Identify Cause and Effect** *What causes plants to grow so tall in summer?* (Possible response: Plants get a lot of sunlight during long **summer** days.)
- 9 Compare and Contrast** ✓ *How are spring and summer alike and different?* (Possible response: Plants grow during both **seasons**, but they grow more in **summer**.)

Answers Before You Move On

- 1. Details** Possible response: In **spring**, it rains and everything begins to grow. In **summer**, everything is green and plants grow tall.
- 2. Visualize** ✓ Possible response: I read that days in **summer** are long, warm, and bright. When I look at the picture and think about the words, I think that in **summer** I would feel warm light, see tall, green plants, and smell fresh flowers and plants.

Predict
What will **happen** when the **summer** is over?

1



But when the summer days are done,
the autumn days have just begun.

3 The sun grows dim, the wind blows cold.
Green leaves turn to red and gold.

The colored leaves dance all around.
But why do leaves fall to the ground?

In Other Words
grows dim is not as bright
dance all around move in
the wind

310

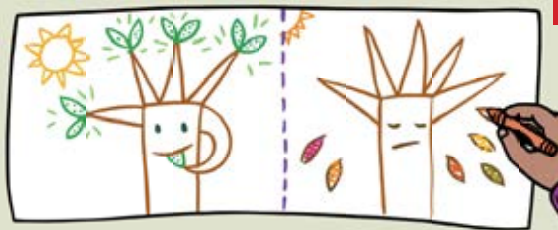
Anthology
pages 310–311

In all the leaves on all the trees
are teeny tree food factories. 4

Leaves use sun to make the food.

When there's less sun, leaves come unglued. 2

6



5

In Other Words
teeny tree food factories small parts that
make food for the tree
come unglued fall from the tree

311

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 **Active Reading** Have children act out leaves dancing to the ground.
- 2 **Confirm Predictions** *Were your predictions correct? How do you know?* (Possible response: No, because I thought the pages would be about **summer** activities, but they are about **autumn**.)

SECOND READ

Day 4 Reread and Analyze

- 3 **Describe Details** *Describe what **happens** to the leaves on trees in **autumn**.* (They change colors and fall to the ground.)
- 4 **Analyze Figurative Language** *Why does the writer **compare** leaves to food factories?* (Possible response: A factory is a place where people make things, like food, and the leaves on a tree make food for the tree.)
See **Differentiate**
- 5 **Use Visuals** *How does the picture on page 311 help you understand how **summer** and **autumn** are different?* (Possible response: It shows how in **autumn**, the sun is dimmer and leaves change color and fall.)
- 6 **Identify Cause and Effect** *What causes leaves to fall?* (Possible response: When there is less sun, leaves fall since they use sun to make food.)

Differentiate

EL English Learners

ISSUE Children have difficulty interpreting figurative language.

STRATEGY Have children use sentence frames to determine the meaning of figurative language. Help children see the connections:

- Factories are _____. (places where things are made)
- Some factories make _____. (food)
- A plant makes _____. (food)
- A plant is like a factory because _____. (it makes food)



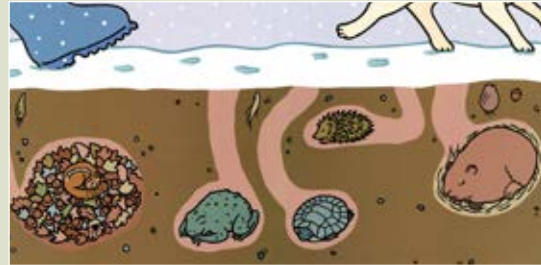
9

The weather brought a change last night.
 Winter turned the world to white.
 Puffy flakes swirled high and low.
 Snow makes flurries. What makes snow?
 In chilly clouds the raindrops freeze.
 It's one of winter's recipes. 10

In Other Words
 flurries snowflakes that blow around in the wind
 freeze turn cold and hard
 It's one of winter's recipes. It is something
 that happens in winter.

312

Winter is a time for sleep.
 Trees are resting. Seeds will keep.
 Many creatures sleep and wait.
 Winter's time to hibernate. 7 8



In Other Words
 creatures animals and insects
 Winter's Winter is
 hibernate sleep until spring comes again

► **Before You Move On**

- 1. Confirm Prediction** What happens when summer is over? Was your prediction correct?
- 2. Visualize** What do snowflakes look like? How do you think they feel?

313

Anthology
 pages 312–313

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 7 Make Predictions** *You have read about all four seasons. What do you think the next few pages will be about?* (Possible response: They will be about why there are seasons.)
- 8 Active Reading** Read the text about trees sleeping and hibernation in a sleepy tone, and have children act out how animals and plants go to sleep.

SECOND READ

Day 4 Reread and Analyze

- 9 Compare and Contrast** ✓ *What do some animals do in winter that is different from what people do?* (Possible response: People do things in winter such as skating and playing in snow, but some animals need to spend winter sleeping.)
- 10 Analyze Figurative Language** *How are raindrops freezing one of winter's recipes?* (Possible response: The writer is describing what happens when nature mixes cold air and the water in clouds like a recipe would mix ingredients for food.)
 See **Differentiate**

Differentiate

BL Below Level

ISSUE Children are unable to explain figurative language.

STRATEGY Ask: *What are recipes?* (directions for making food) *What recipe does winter make?* (freezing raindrops) If necessary, explain that cooks mix ingredients together like winter mixes cold air and water to make freezing raindrops.

Answers Before You Move On

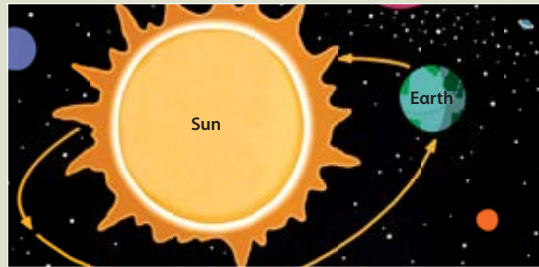
- 1. Confirm Prediction** Possible response: When summer ends, fall begins. The weather is colder. Leaves change color and fall to the ground. My prediction was correct because I thought it would be colder when summer ended.
- 2. Visualize** ✓ Possible response: Snowflakes look like puffy, white stars. I think they would feel cold and wet.

Predict

Look at the diagram below. What causes the **seasons** to change?

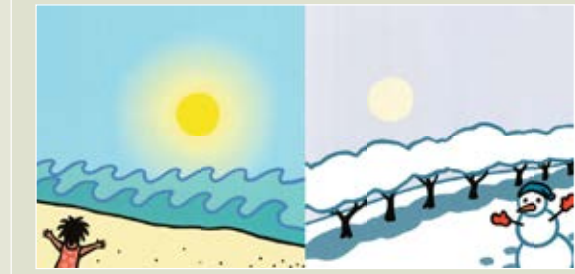
But what controls the season's change?
 And what makes weather rearrange?
 Earth's yearly trip around the sun
 affects the seasons one by one. **2**

Earth's Orbit



▲ Earth takes a whole year to move around the sun. **3**

In Other Words
controls makes; causes
rearrange change from **season** to **season**
Orbit Path Around the Sun



In summer when the days are long
 the sun shines down both hot and strong.

While winter has the shortest days —
 less time for Earth to get warm rays.

In Other Words
warm rays sunshine

Anthology
 pages 314–315

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have volunteers act out the movement of Earth around the sun. Then have children point to the parts of Earth that are having summer and winter as you read the text on page 316.
- 2 Confirm Predictions** *Were your predictions correct? How do you know?* (Possible response: Yes. I read on and learned why there are **seasons**.)

SECOND READ

Day 4 Reread and Analyze

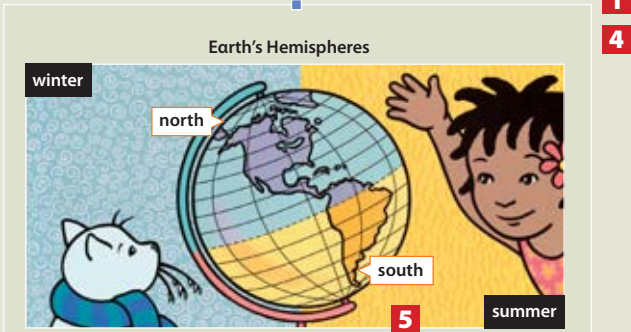
- 3 Make Inferences** *Why does it take a year for Earth to go through all four **seasons**?* (Possible response: It takes one year for Earth to move completely around the sun.)
- 4 Compare and Contrast** ✓ *How are **summer** and **winter** alike and different?* (Possible response: The sun shines in both **summer** and **winter**, but it shines hotter and longer in **summer** and shorter in **winter**.) See **Differentiate**
- 5 Use Text Features** *What does the diagram on page 316 help you understand about **seasons**?* (Possible response: When it is **summer** on one half of Earth, it is **winter** on the opposite half.)

Differentiate

BL Below Level

ISSUE Children have difficulty organizing the similarities and differences between summer and winter.

STRATEGY Help children draw a Venn Diagram and fill in the information accordingly.



But when you have a summer day,
it's winter half the world away.

If summer blossoms open wide,
it's winter on Earth's other side.

In Other Words
Earth's Hemispheres The Two Main Parts of Earth
half the world away on the other side of Earth
blossoms flowers

1
4

Seasons change four times a year.
When each one ends, the next one's here.

Enjoying changes one by one
makes the seasons so much fun.



In Other Words
the next one's here another **season** begins

► **Before You Move On**

- 1. Confirm Prediction** What causes the **seasons** to change?
- 2. Make Comparisons** Find words in the poem about how **summer** and **winter** are different. Describe each season to a partner.

Anthology
pages 316–317

Writing

4 Write Reasons for Seasons

Note that “What Makes the Seasons?” contains many questions (including the title) that can be answered from evidence in the poem. Challenge children to use text evidence given in the poem to write an answer to one of the poem’s questions: *What makes this their time to sprout? Why is this a growing season? Why do leaves fall to the ground? What makes snow?*

Encourage children to use **Key Words** in their writing.

Key Words

affect · autumn · explain
 fall · happen · measure
 reason · seasons · spring
 summer · weather · winter

Daily Language Arts

Daily Grammar ✓

Use information from “What Makes the Seasons?” to model how to ask and answer a yes/no question: *Do leaves change color and fall during **spring**? No, leaves do this during **autumn**.* Then use the Daily Grammar lesson on page T2971 to teach yes/no questions.

WRAP-UP

Have children use the illustration on page 317 as an example and create their own four-season windowpane. Encourage children to include identifying characteristics of each season in their panes.

Answers Before You Move On

- 1. Confirm Prediction** Possible response: The movement of Earth around the sun causes the **seasons** to change. My prediction was wrong because I thought the sun moved around Earth.
- 2. Make Comparisons** Possible response: In **summer**, days are long and warm and plants grow tall. In **winter**, days are shorter and colder and plants rest instead of growing bigger.

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Final Syllables

- ✓ Read and Spell Words with Endings *-er, -est*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Endings *-er, -est*: Practice Master PM5.32

Write-On/Wipe-Off Boards

Read On Your Own Book 19


TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

opaque tape • index cards



MORNING WARM-UP

How do the oceans change?

Invite children to share ways the ocean might change, such as changing tides or fish and whale migrations.

Phonological Awareness

1 Substitute Final Syllables

Use **Phonological Awareness Routines 11**.

- **Say a word and clap:** *wetter*. Clap the syllables with me: wet-ter.
- **Substitute a syllable:** *Let's change the syllable -ter to -test: wettest.*
- **Say the new word:** *wettest*. Say the new word with me: wettest.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat the routine with the following words: *quicker/quickest, thinnest/thinner, wider/widest, strongest/stronger, cuter/cutest*.

Check & Reteach

OBJECTIVE: Substitute Final Syllables

Ask: *If I change the last syllable in colder from -er to -est, what is the new word?* (coldest)

If children cannot answer, make two boxes on the floor with tape. Have children say *colder* as they hop in the first box and *coldest* as they hop in the second box. Then call out words with *-er* and *-est* and have children hop in the box that has the same ending sound. Use *warmest/warmer, finer/finest, and pretty/prettiest*.

Phonics

2 Read and Spell Words with Endings *-er, -est* ✓

REVIEW Remind children: *The ending -er is used to compare two things: It is hotter today than it was yesterday. The ending -est is used to compare more than two things: Today is the hottest day of the summer.*

Print, cut out, and distribute **Letter Cards**. Model blending *sad*. Have partners build, blend, and write the word. Build *sadder* and *saddest*. Explain: *The d is doubled because the word sad has a short vowel sound and ends in a single consonant*. Have children write *sadder* and *saddest* next to *sad*. Continue building and sorting *wise/wiser/wisest* and *silly/sillier/silliest*. For more practice, assign **Practice Master PM5.32**.

Name _____ Date _____

Phonics

Endings *-er, -est*

Write the word with the correct ending to complete each sentence.

cold	+ er = colder
brave - e	+ er = braver
sad + d	= sadder
lucky - y + i	= luckier
cold	+ est = coldest
brave - e	+ est = bravest
sad + d	+ est = saddest
lucky - y + i	+ est = luckiest

1. close

I live closer to the beach than Hal.

2. sunny

We pick the sunnier days of all to go.

3. hot

Those days can be the hottest days of all, too.

4. tasty

My dad gives us peaches because they are tastier than plums. That's what I think!

5. fast

We have a race to see if Hal swims faster than I swim.

6. big

Then we jump into the biggest waves.

7. nice

I have a nicer time at the beach with Hal than by myself.



8. happy

We're the happiest of all the kids at the beach!

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For use with TE p. T317a

PM5.32

Unit 5 | Everything Changes

[NGReach.com](https://www.ngeach.com) Practice Master PM5.32

COMMON CORE STANDARDS

Reading

Decode Words with Endings <i>-er, -est</i>	CC.2.Rfou.3
Decode Two-Syllable Words	CC.2.Rfou.3.c
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c

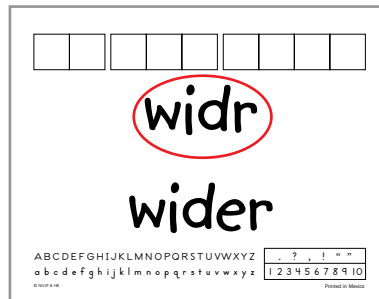
Language and Vocabulary

Spell Words with Endings <i>-er, -est</i>	CC.2.L.2.d
Check Spelling	CC.2.L.2.e

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say sentences:** *A lake is deeper than a stream. A street is wider than a path.*
- **Repeat the sentences.** Have children write the sentences.
- **Write the sentences.** Have children use a dictionary to check and correct their spelling.

For **Dictation Routine 2**, see page BP35.



Write-On/Wipe-Off Board

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's High Frequency Words: *above, better, far, full, goes, long, something, talk, watch, while*. Cover the words on the Word Wall. Say a word and have children repeat and then spell it. Uncover the words and point to each one as children read the word aloud.

REVIEW Have children repeat the process with the following previously taught words: *may, ever, nice, thank, push, around, teacher, would, yes, say, says, write, dear, name, letter, answer*.

Check & Reteach

OBJECTIVES: Read and Spell Words with *-er, -est* ✓
Read and Spell High Frequency Words ✓

Have children do a word hunt in the classroom for words that have *-er* and *-est* and for High Frequency Words. Ask them to look in books and magazines and write each word on an index card as they find it. Time children, and then see who found the most words. Have partners exchange cards and challenge each other to spell the words without looking. If children misspell words, use **Reteaching Routine 1** to review the sound/spellings of words with *-er* and *-est*. For misspellings of High Frequency Words, say the first letter of a word and have children guess the word and spell it.

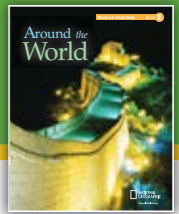
For **Reteaching Routine 1**, see page BP36.



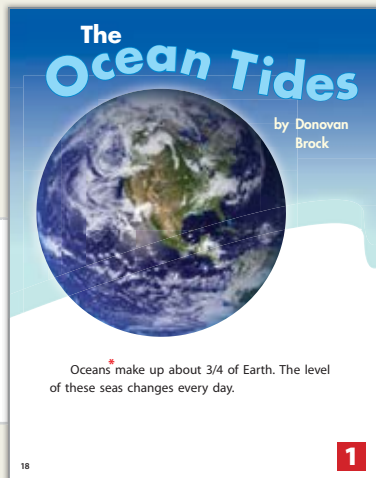
Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T297j



Read On Your Own Book 19

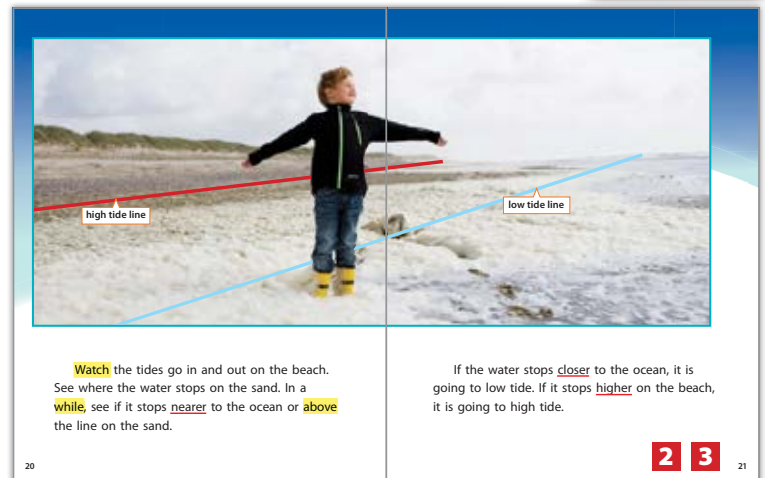


- Legend**
- words with Endings *-er, -est*
 - high frequency words
 - * story words

Oceans make up about 3/4 of Earth. The level of these seas changes every day.

Tides					
MAY, 2010 — TEXAS CITY, TX					
Day	High/Low Tides	Time	Height (in feet)	Time	Height (in feet)
Sat. May 22	High tide	12:45 AM	1.1	1:10 PM	1.3
	Low tide	6:41 AM	0.7	7:06 PM	0.4
Sun. May 23	High tide	1:35 AM	1.3	2:00 PM	1.3
	Low tide	7:31 AM	1.0	7:56 PM	0.1
Mon. May 24	High tide	2:25 AM	1.5	2:50 PM	1.3
	Low tide	8:21 AM	1.1	8:46 PM	0.2
Tue. May 25	High tide	3:15 AM	1.7	3:40 PM	1.3
	Low tide	9:11 AM	1.2	9:36 PM	0.3

Sea level **goes** from **highest** to **lowest** twice each day. This rise and fall of water is the ocean tides.



Watch the tides go in and out on the beach. See where the water stops on the sand. In a **while**, see if it stops **nearer** to the ocean or **above** the line on the sand.

If the water stops **closer** to the ocean, it is going to low tide. If it stops **higher** on the beach, it is going to high tide.

Read On Your Own Book 19
pages 18–21

Decodable Reading

4 Read “The Ocean Tides” Read On Your Own Book 19 pages 18–28

Use the photos to pre-teach story words *oceans* (page 18), *force* (page 22), *moves* (page 23), *new* (page 27), and *minutes* (page 28). Then use **Decoding Routine 4** to conduct two readings of “The Ocean Tides.” First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details** *How much of Earth is covered by oceans?* (Oceans cover about three-quarters of Earth.)
- 2 Use Visuals** *Look at the photo on pages 20–21. Identify the high tide line. Now identify the low tide line.* (The red line is the high tide line; the blue line is the low tide line.)
- 3 Make Connections** *What might you find on a beach at low tide?* (Possible responses: shells; seaweed; pieces of driftwood)
- 4 Draw Conclusions** *If high tide happens at 1:10 on one day, what time will it happen on the next day?* (It will happen about 50 minutes later, at 2:00.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.


STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 19	Teacher’s Edition
words with /ōō/oo	moon (pages 22, 23, 26, 27) too (pages 26, 28)	/ōō/oo (page T297n)
words with soft c	twice (pages 19, 27) force (page 22) place (page 26) slice (page 27)	/s/ce (page T296b)
words with /i/igh	highest (page 19) higher (page 21) high (pages 21, 22, 23, 24, 28) slighter (page 25)	/i/igh (page T265b)

AL Above Level

ISSUE Children can easily decode the text.

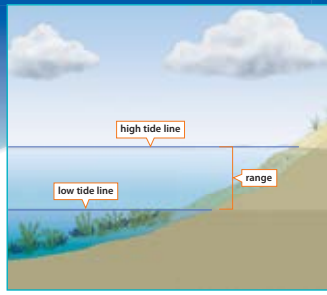
STRATEGY Challenge children to think of two questions they still have about the ocean tides. Have them work with partners to find answers.




Why are there tides? A force called gravity makes the moon tug at the water on Earth. This tug is **stronger** for the oceans **closest** to the moon. That's high tide!



The other side of Earth, the part **farthest** from the moon, gets low tide. But the moon moves around Earth. Bit by bit, the tug gets **stronger** where it was low tide. Bit by bit, low tide grows to be high tide.



The water level changes as it **goes** from high to low tide. This change is called its range.



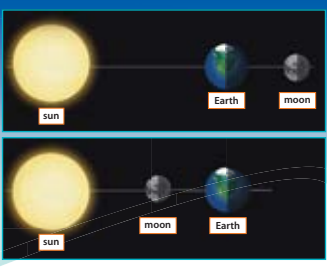
The range in the ocean is 2 to 3 feet. The range is **bigger** at the coast. It may be 6 to 10 feet. In big lakes, the range is much **slighter**. It may be less than 2 inches!

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com



The range of tides in one place changes, too. This is due to how the Earth, moon, and sun line up. Every 2 weeks or so, all 3 are in a line.



This happens twice. It happens when the moon is full. And it happens when it is just a tiny slice in the sky, a "new moon." At both times, the range is the **biggest**.

Tide Times

Mon.	Tues.	Wed.	Thurs.	Fri.
9:00	9:50	10:40	11:30	12:20

To check your clock by **something**, use the tides. Check the times of high and low tides one day. They will happen about 50 minutes **later** the next day. Check your clock! It should not be too **far** off!

Practice Phonics

Endings -er, -est

Read these words.

kid balloon bigger bike dog
happier highest kite lowest slimmest

Find the words with **-er** and **-est** endings. Use letters to build them.

s l i m e s t

Talk Together

People have fun at the beach when it's low tide! Choose words from the box above to tell your partner about two things you see side by side.

A dog is beside the **bigger** bike.

Read On Your Own Book 19
pages 22–29

Practice Phonics

5 Endings -er, -est ✓ Read On Your Own Book 19 page 29

Print, cut out, and distribute **Letter Cards**.
Read aloud page 29. Have partners find and build words with endings **-er** and **-est**.
See **Differentiate**



6 Talk Together Read On Your Own Book 19 page 29

Have children choose words from the box to complete the sentence, telling about the things they see that are side by side.

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "The Ocean Tides." Note reading speed and miscues.

Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Korean, Hmong, and Spanish, comparative adjectives do not change form. The words *more* and *most* are used. For example: *This line is long more.* = *This line is longer.*

STRATEGY Draw three lines of different lengths. Model making sentences with *long*, *longer*, and *longest*. Repeat with objects or drawings that are *big*, *bigger*, and *biggest*.

SN Special Needs

ISSUE Children have trouble reading words with **-er** and **-est**.

STRATEGY Draw three lines of different lengths. Model making sentences with *long*, *longer*, and *longest*. Repeat with objects or drawings that are *big*, *bigger*, and *biggest*.



OBJECTIVES

Thematic Connection: Cycles in Nature

- Compare and Contrast
- Visualize

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 4–6

MATERIALS

children's "What It Means" posters from Day 3

Power Writing

Have children write as much as they can as well as they can in one minute about the word *reason*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice

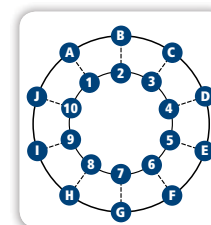
1 Share Word Knowledge

Have children use the "What It Means" posters they made on Day 3 (see page T304) and form an **Inside-Outside Circle**. Pair children who studied different **Key Words**. Have one group of children form an inside circle and their partners form an outside circle.

- Have partners share the words from their "What It Means" posters and copy each other's information about the **Key Words**.
- Suggest that children ask each other questions if they need to clarify their comprehension, gather more information, or deepen their understanding. Remind partners to provide additional details as they answer.
- Children rotate, trade partners, and then trade inside/outside positions, and repeat until they have collected information about each **Key Word**.

Key Words

affect · autumn · explain
 fall · happen · measure
 reason · seasons · spring
 summer · weather · winter



Inside-Outside Circle

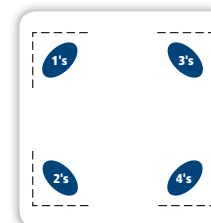
For **Inside-Outside Circle**, see page BP60.

Academic Talk

2 Describe Seasonal Changes

REVIEW Remind children: *When you describe events in sequence, you tell what **happens** first, next, and last.* Explain to children that they will describe the four seasons and the sequence in which they change. Use **Corners**.

- Assign a different season to each corner.
- Invite volunteers to describe things that happen in the different seasons.
- Have children decide which corner each description belongs in.
- After children collect information about each season, have them use it to describe the sequence of the changing seasons.



Corners

For **Corners**, see page BP60.

COMMON CORE STANDARDS

Reading

Describe Words and Phrases	CC.2.Rlit.4
Use Illustrations and Details to Demonstrate Understanding	CC.2.Rlit.7
Read and Comprehend Prose	CC.2.Rlit.10
Describe the Connection	CC.2.Rinf.3
Read with Fluency	CC.2.Rfou.4

Writing

Participate in Shared Research and Writing Projects	CC.2.W.7
Recall Information	CC.2.W.8

Speaking and Listening

Ask and Answer Questions	CC.2.SL.3
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Language and Vocabulary

Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

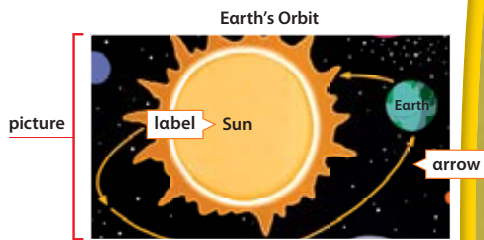
Read a Poem

Genre

A **poem** uses words in a special way to tell about ideas. This poem gives facts about the seasons.

Text Features

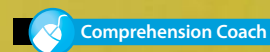
A **diagram** uses pictures, arrows, and labels to show how something works.



What Makes the Seasons?



written and illustrated by
Megan Montague Cash



STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me

NGReach.com

304

Anthology
pages 304–305

Reread and Analyze

3 Build Comprehension

Reread pages 304–317 together. As you read, have children identify figurative language and vivid sensory details that help them visualize the things and situations described in the poem. Then help children use these details to compare and contrast the four seasons by asking how pairs of seasons are alike or different. Also have them look for cause-effect relationships to help them better understand the poem by asking: *What happened? Why did it happen?* Use the **Reread and Analyze** questions on pages T306–307 to T314–315 to build comprehension.

See **Differentiate**

Check & Reteach

OBJECTIVE: Compare and Contrast ✓

See if children can compare and contrast as they answer the **Reread and Analyze** questions. If children cannot compare and contrast, have them make a list of details about the two seasons being compared and pair the details that match. Then use the word *and* to compare the details and the word *but* to contrast them.

OBJECTIVE: Visualize ✓

As children answer the **Reread and Analyze** questions, check their ability to visualize. If children are unable to visualize, prompt them with questions such as: *What might you see during this season? What might you feel? What might you hear?*

Differentiate

BL Below Level

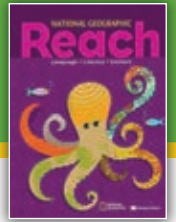
FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading. For additional support, have the children listen to the poem using the **Read with Me MP3**.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Have children whisper read as you conduct the reading.

**Fluency**

Intonation Model reading with intonation as you read lines from the poem. Have children read with intonation as they repeat after you.

Use **Fluency Routines** on page BP40.

Mini Lesson**Elements of Poetry**

Review: *Words that rhyme have the same ending sound. The words in most poems create a rhythm, or a beat, that sounds like music.* Read a few lines from page 312. Point out the rhyming words and then tap on a desk as you read each word to help children hear the poem's rhythm.

Explain: *Poets also use figurative language, or words and phrases that mean something different from the way they are usually defined. Figurative language helps a reader visualize what is **happening** in a poem.*

Display **Student eEdition** page 310 and read the line *The colored leaves dance all around.* Ask: *Can leaves really dance?* (No.) *What is the poet helping you visualize?* (Possible response: The poet is helping the reader understand how the leaves look when the wind blows them around.)

Have partners identify and discuss other examples of figurative language in this poem, such as *rain tapping* (page 306), *fresh green leaves are peeking out* (page 306), *weather wakes the seeds* (page 307), *teeny tree food factories* (page 311), and *trees are resting* (page 313).

Writing

4 Write to Compare and Contrast

Have children work with a partner and assign each pair one of the seasons described in “What Makes the Seasons?” Then have each pair use the details provided in the poem to write a description of their season. Remind children to include information that will help their readers make visualizations.

Have children discuss the following questions before they write their descriptions:

- What does our season feel like?
- What kinds of clothes do people wear?
- What does the weather feel like?
- What activities do we do to have fun at that time of year?

Have one partner from each pair read their description of the season to the class.

Then ask each group to think of somewhere on another continent, such as a country in South America or Africa. Ask children to name what the season would be like there in contrast to what the season is like in the class’s descriptions. Have each set of partners add details to their original descriptions that tell how the season is different in another part of the world.

See **Differentiate**



Daily Language Arts

Daily Grammar

Ask and answer a Yes/No question: *Is it hot in summer? Yes, it is hot in summer.* Then have children complete the Grammar and Writing lesson on page T297I and apply it as they write.

Differentiate

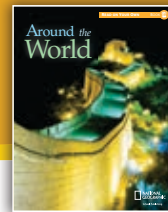
EL English Learners

ISSUE English learners may not know the vocabulary needed to compare and contrast the two ways of experiencing their chosen season.

STRATEGY Have children draw two pictures to illustrate the two seasons. Then have their partners help them write sentences identifying one similarity and one difference.



WRAP-UP Call on a volunteer to name a season. Then have children discuss how the weather changes in that season and how the change affects plants and animals. Continue until each season is named and discussed.



Read On Your Own Book 19

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Read and Spell Words with Vowel Digraphs *oo, ue*
- ✓ Read and Spell High Frequency Words
- ✓ Read and Spell Words with Endings *-er, -est*
- ✓ Compare and Contrast
- ✓ Visualize

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Comparison Chart: Practice Master PM5.34

Read On Your Own Book 19

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

MORNING WARM-UP

What are four ways nature changes as the seasons change?

Ask children to remember what they read this week and to describe some changes that occur in nature as the seasons change. Ask children to include details about weather and other seasonal changes that they have observed in real life.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *affect*.

For *Writing Routine 1*, see page BP56.

Vocabulary Review

1 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play games.

VOCABULARY GAME

Introduce **Rivet**. Display the **Key Words**.

Key Words

affect · autumn · explain

fall · happen · measure

reason · seasons · spring

summer · weather · winter

Choose a **Key Word** and write a blank for each letter. Fill in the blanks one letter at a time, pausing briefly after you write each letter to give children a chance to guess the word. When someone identifies the word correctly, have that child fill in the remaining blanks.

For **Rivet**, see page BP55.

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games

COMMON CORE STANDARDS

Reading

Describe Words and Phrases	CC.2.Rlit.4
Read and Comprehend Poetry	CC.2.Rlit.10
Describe the Connection	CC.2.Rinf.3
Decode Words with Vowel Digraphs <i>oo, ue</i>	CC.2.Rfou.3
Decode Words with Endings <i>-er, -est</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ue</i>	CC.2.Rfou.3.b
Read with Fluency	CC.2.Rfou.4

Writing

Recall Information CC.2.W.8

Language and Vocabulary

Spell Words with Vowel Digraphs <i>oo, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-er, -est</i>	CC.2.L.2.d
Use Words and Phrases	CC.2.L.6

Review Phonics and High Frequency Words

Animal Size Quiz

Do you like to **watch** shows about animals? See how well you know them. Work with a partner to rank the animals on these pages by size. **Talk** about it for a **while**. Begin with the **tiniest**. Which is a little **bigger**? A little **bigger** still? Keep going up to the **biggest**.

Then ask yourselves:
Which animal is **oldest**? (It lived **long, long** ago.)
Which animal is the **biggest** and longest living thing by **far**? (Here's a **clue**: It's all **well**!) Check the answers on the next page. Did you do **better** than you thought?

1 2 3 4 5 6 7 8 9
Tiniest Largest

Answers: 1. ladybug 2. blue jay 3. snow goose 4. raccoon 5. gray kangaroo 6. saber-toothed tiger 7. moose 8. hippo 9. blue whale. The oldest animal is the saber-toothed tiger. The biggest and longest is the blue whale.

STUDENT TECHNOLOGY
Vocabulary Games
Resources
NGReach.com

Read On Your Own Book 19
pages 30–31

Phonics Review

2 Play Animal Size Quiz ✓ Read On Your Own Book 19 pages 30–31

Read aloud the directions and clues on page 30 and look at the animals on page 31. Have children take turns guessing the answers. Gather the group and discuss the clues and answers. Then have children find and read:

- five words with the sound /ōō/ spelled *oo*. (*raccoon*; *moose*; *goose*; *kangaroo*; *toothed*)
- two words with the sound /ōō/ spelled *_ue*. (*clue*; *blue*)
- six words with endings *-er* and *-est*. (*tiniest*; *bigger*; *biggest*; *oldest*; *hugest*; *longest*; *largest*)
- High Frequency Words *better*, *far*, *long*, *talk*, *watch*, and *while*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Vowel Digraphs *oo*, *_ue* ✓
Read and Spell Words with Endings *-er*, *-est* ✓
Read and Spell High Frequency Words ✓

Have children follow along as you read aloud directions and clues on page 30. Have children clap when they hear words with the vowel digraphs /ōō/ spelled *oo* and *_ue*. When they clap, have them say the word and spell it. Repeat for High Frequency Words and for words with endings *-er* and *-est*.



Daily Language Arts

Daily Spelling & Word Work ✓
Spelling Test on page T297i



Answers Talk About It

- Poem** Responses will vary. Possible response: I like it when the author says, "In all the leaves on all the trees / are teeny tree food factories." It is interesting because *trees* and *factories* rhyme, and leaves are compared to factories.
- Make Comparisons** Responses will vary. Possible response: **Spring** and **summer** are alike because plants grow during these **seasons**. They are different because **spring weather** is cool, but **summer weather** is hot.
- Visualize** Responses will vary. Possible response: It is **winter**. **Spring** will follow. I will see buds on trees. I will hear birds singing. I will smell new grass. I will taste fresh fruit.

Name _____ Date _____

Comparison Chart

What Makes the Seasons?
Responses will vary. Possible responses are shown. Complete the comparison chart below. Show how the seasons are alike and different.

	Spring	Summer	Fall	Winter
Leaves	sprout	grow	fall	die
Raindrops	fall	fall	fall	become snow
Snow	melts	is rain	is rain	falls
Days	get longer	get longer and then shorter	get shorter	get shorter and then longer

Use the information from the chart to tell your partner how the seasons are alike and different.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T318. PMS.34 Unit 5 | Everything Changes

Academic Talk

- Talk About It** Anthology page 318
Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

Writing

- Write About It** Anthology page 318
Read aloud the directions. Remind children to use descriptive details that tell how things look, sound, smell, feel, and taste in their poems. To model, complete the sentence frames: *Spring looks colorful. It sounds busy and full of animal and insect life. It smells fresh like rain and sweet like apple blossoms.*

Have partners pick a season and use details they know or have read to write sentences that complete the frames. Monitor children. When writing is complete, have partners display and read aloud their poems for the class.

Check & Reteach

OBJECTIVES: Demonstrate Understanding of a Poem

Visualize

Use the answers to **Talk About It** to monitor comprehension. Review children's **Write About It** sentences to check for vivid sensory details about their chosen season.

Have children who do not demonstrate comprehension listen to the **Student eEdition** audio selection. Use questions from the **Comprehension Coach** to guide comprehension.

Reread and Describe

- Compare and Contrast** Anthology page 319
REVIEW Remind children that when they tell how things are alike, they compare, and when they tell how things are different, they contrast. Read aloud the directions. Point to the row and column headings as you explain how to read across the rows and down the columns. Distribute **Practice Master PM5.34**. Read aloud the directions. Point out the empty boxes and ask, for example: *What happens to leaves during summer?* (They grow.) Circulate and guide children as they complete their charts. Listen as partners use the sentence frames to tell each other how the seasons are alike and different.

Check & Reteach

OBJECTIVE: Compare and Contrast

Monitor as children compare and contrast.

If children have difficulty, model using their comparison charts to identify similarities and differences among the seasons: *In spring, leaves sprout, but in summer, they grow.*

Daily Language Arts

Daily Grammar

Point to the picture on page 318. Ask and answer a Yes/No question about what is shown: *Can you make a snowman in winter? Yes, you can make a snowman then.* Have pairs practice asking and answering Yes/No questions about the seasons shown in the picture. Then use Review and Assess on page T297.

Talk About It

1. **Poems** use words in an interesting way. Find your favorite lines in the poem. What do you find interesting about them?

I like it when the author says, "_____."
It is interesting because _____.

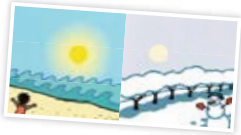
2. **Compare** the **weather** in **spring** and **summer**. How is it alike? How is it different? Give examples from the text.

Spring and summer are alike because _____.
They are different because spring weather is _____, but summer weather is _____.

3. What season is it? What **season** will follow? Describe what you will see, hear, smell, and taste when the season changes.

I will see _____. I will smell _____.
I will hear _____. I will taste _____.

Learn test-taking strategies.
NGReach.com



Write About It

Work with a partner to write a poem about your favorite season. Tell how the season looks, sounds, feels, smells, and tastes.

Spring looks _____.
It sounds _____.
It smells _____.

Compare and Contrast

Think about the ideas in "What Makes the Seasons?" How are the seasons alike? How are they different?

Comparison Chart

	Spring	Summer	Fall	Winter
Leaves	sprout			
Raindrops	fall			
Snow	melts			
Days	get longer			

Now use your comparison chart. Tell your partner how the seasons are alike and different in "What Makes the Seasons?"

Spring and summer are alike because _____.
Winter and spring are different because _____.

Fluency

Use the Comprehension Coach to practice reading with the correct intonation. Rate your reading.



Student eEdition



Resources



Comprehension Coach



Online Assessment

Anthology
pages 318–319

6 Fluency

Anthology page 319

Have children use the **Comprehension Coach** to practice fluency.

WRAP-UP

Have children review the contents of their Weekly Folders and the unit concept maps. Form groups and ask children to use what they have learned to discuss the Big Question: Why is nature always changing? Circulate and prompt discussion as needed:

- *What are some things in nature that change throughout the year?*
- *How do plants change from **season** to **season**?*
- *Why do plants change from **season** to **season**?*



Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with Vowel Digraphs *oo, ue*
- Decode Two-Syllable Words
- Decode Words with Endings *-er, -est*

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Vowel Digraphs *oo, ue*
- Spell Words with Endings *-er, -est*
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Compare and Contrast
- Visualize

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Compound Sentences
- Write Sentences that Compare and Contrast

ASSESSMENTS

Foundational Skills Test Unit 5, Week 3

Decoding **1111**

Make a copy of this page so you can use the list of words and test for yourself. Record the date of your test on a copy of the Student Progress page A5.27.

High Frequency Words **1111**

Make a copy of this page so you can use the list of high frequency words. Read the words and the list of words and test for yourself. Record the date of your test on a copy of the Student Progress page A5.27.

Week 3

watch	long
while	far
goes	something
above	better
talk	full

Grade 2 Assessment **A5.22** **1111** (Everything Changes)

Foundational Skills Unit 5, Week 3

1. spin
2. spoon
3. brain
4. boom
5. globe
6. igloo

7. true
8. bee
9. boy
10. funny
11. runner
12. fastest
13. deep
14. deepest

Grade 2 Assessment **A5.23** **1111** (Everything Changes)

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with oo, ue

- moonlight The moonlight lit up the night.
- untrue That story about a moonless night is untrue.

Words with -er, -est

- bluer The sky is bluer than I have ever seen it!
- thinnest It's so warm I'm going to wear my thinnest jacket.

High Frequency Words

- above Look at the fluffy clouds up above us.
- better If you lie on your back you can see them better.
- far I wonder how far away the clouds are.
- full Sometimes the clouds are full of rain.
- goes Do you know where the sun goes at night?
- long That long cloud there stretches as far as I can see.
- something Do you think that cloud looks like something else?
- talk Let's talk about what the clouds look like.
- watch I like to lie here and watch the clouds float by.
- while Let's sing songs while we look at the beautiful sky.

Test Words

Use these words and sentences for additional Pretest and Test items.

- proof The mess is proof that an animal raided the garbage.
- raccoon I think it was the raccoon that lives in the big tree.
- clues I looked around for clues to the mystery.
- windier When it got windier, the trash blew all over the yard.
- strangest Last night, I saw the strangest animal in the trash.
- biggest I watched the biggest opossum ever tip over the can!

Grade 2 Assessment **A5.24** **1111** (Everything Changes)

Oral Reading Assessment Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

That night, people watched the fire on the TV news. They thought it was wrong. How could a river be on fire? People needed to know.

The river had been used as a dump, and it was filled with grease, trash, big city logs, and tree limbs. Other rivers were just as bad, and the air was not always clean. In some places, fields were filled with junk.

People wanted to find ways to clean up the Earth. They began writing letters to newspapers. People wanted a special day called Earth Day.

The first Earth Day was in 1970. It was an important sign of change. Grown-ups and kids started to clean up rivers and fields. This is making the Earth a better place.

Grade 2 Assessment **A5.1** **1111** (Everything Changes)

Oral Reading Assessment Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

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Grade 2 Assessment **A5.2** **1111** (Everything Changes)

Oral Reading Assessment Unit 5

Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Accuracy														
Fluency														
Comprehension														
Spelling														

Grade 2 Assessment **A5.3** **1111** (Everything Changes)

Reading Comprehension Test Unit 5, Week 3

A Forest Year

In the fall, the days get shorter and cooler. In some places, plants and animals get ready for the cold months ahead. We can see the trees get ready, first, their leaves turn red and gold. Then they fall off, covering the forest floor.

When winter comes, the tree branches have no leaves. Now the forest seems bigger and more open. You can see more sky through the bare branches. The ground is white with snow. The forest is quiet and still.

Spring is when the forest seems to wake up. Tiny green shoots grow up from the ground. They uncurl and reach for the sun. Ferns grow in the shade, and flowers pop with color. The trees begin to grow new green leaves. Birds lay eggs and call to each other from the branches.

The sun stays out longer in the summer. Bugs buzz in the warm air, and fish splash in a nearby lake. Dry twigs snap under the boots of hikers. Tall trees are covered with leaves. Their leaves give shade to the forest floor below.

Grade 2 Assessment **A5.24** **1111** (Everything Changes)

Reading Strategy Assessment Unit 5

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the circle to help you determine how well the student used the strategy. Circle the student's score.

Ask: *What do you think you did really well on? What do you think you could improve on?*

Plan and Monitor	Read Strategically	Ask Questions
1	1	1
2	2	2
3	3	3
4	4	4

Grade 2 Assessment **LR5.5** **1111** (Everything Changes)

Reading Strategy Assessment Unit 5

Read Strategically	Read Strategically	Read Strategically	Read Strategically
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6

Grade 2 Assessment **LR5.6** **1111** (Everything Changes)

Vocabulary Test Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

- They played in the _____.
a. rain
b. moon
c. shape
d. spring
- They swim in the _____.
a. food
b. summer
c. respect
d. character
- They died in the _____.
a. heat
b. space
c. music
d. winter
- They play in the _____.
a. fall
b. size
c. coat
d. water
- There are four _____ in the year.
a. habits
b. houses
c. insects
d. seasons
- The _____ is cold today.
a. ocean
b. courage
c. weather
d. power

Grade 2 Assessment **A5.26** **1111** (Everything Changes)

Grammar and Writing Test Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

- We had sunny weather yesterday, today it is rainy.
a. and
b. but
- I flew a kite with my friends, we had a great time.
a. and
b. but
- My brother stayed indoors, he should have come with us.
a. and
b. but
- Join our group, we have fun!
a. and
b. but

Think about your favorite sports or outdoor activities. Write a sentence telling what your two favorite sports or activities are. Then write two sentences about how they are alike and how they are different.

Grade 2 Assessment **A5.28** **1111** (Everything Changes)

Writing Rubric

Assessment	1	2	3	4	5
Content					
Organization					
Style					
Conventions					
Self-Reflection					

Grade 2 Assessment **A5.47** **1111** (Everything Changes)

Foundational Skills Test

A5.22–A5.23

Spelling Pretest/ Spelling Test

See page T297i

Oral Reading Assessment

A5.1–A5.4

Use these passages throughout Unit 5. Work with above-level readers this week.

Reading Comprehension Test

A5.24–A5.25

Reading Strategy Assessment

LR5.5–LR5.6

Vocabulary Test

A5.26–A5.27

Grammar and Writing Test

A5.28

Writing Rubric

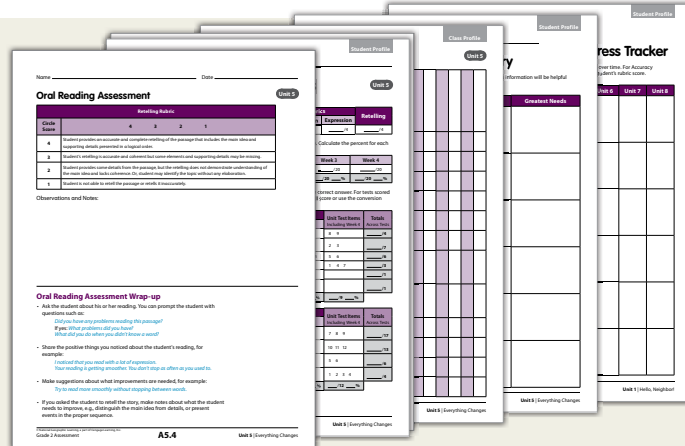
A5.47



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

Student Profile: Foundational Skills	A5.4
Student Profile: Weekly and Unit Tests	A5.43–A5.44
Class Profile: Weekly and Unit Tests	A5.45
Student Profile: Strengths and Needs Summary	A5.46
Student Profile: Oral Reading Assessment Progress Tracker	A1.3

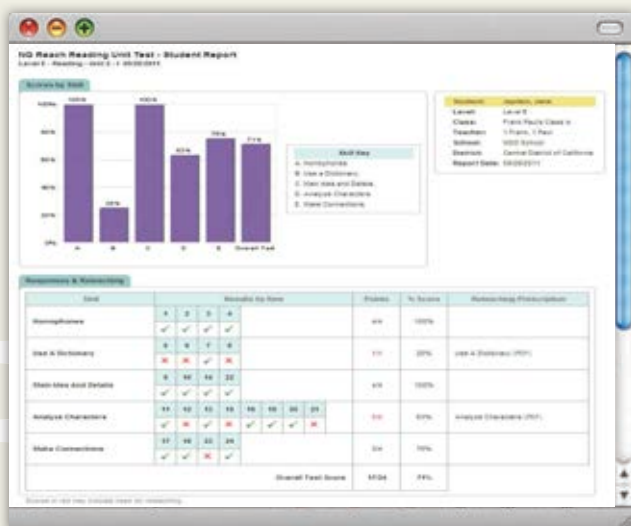
Foundational Skills, Spelling, Fluency

RETEACH

- Decoding Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

ONLINE ONLY

Automated Reports

- Student Profile: Weekly and Unit Assessments**
- Class Profile: Weekly and Unit Assessments**
- Standards Summary Report**

Reading

RETEACH

- Compare and Contrast: Reteaching Master RT5.8**
- Visualize: Reteaching Master RT5.8**

ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

Vocabulary, Grammar and Writing

RETEACH

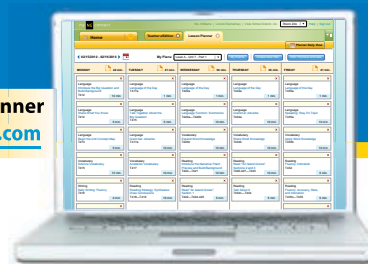
- Compound Sentences: Anthology Handbook, page 572**
- Interactive Writing Routine, page BP58**

ADDITIONAL PRACTICE



- More Grammar Practice, Reteaching Master RT5.9

Week 4 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Final Sounds T319k	☑ Substitute Final Sounds T323b
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3 ☑ Vowel Digraphs <i>ew, ui, ou, ue</i> T319k Spelling CC.2.L.2.d ☑ Vowel Digraphs <i>ew, ui, ou, ue</i> T319g, T319m	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ☑ Vowel Digraphs <i>ew, ui, ou, ue</i> T323b ☑ Read with Fluency T323d Spelling CC.2.L.2.d ☑ Vowel Digraphs <i>ew, ui, ou, ue</i> T319g, T323c
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T319g, T319n CC.2.Rfou.3.f	☑ Practice High Frequency Words T323c Handwriting CC.2.Rfou.3.f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Preview and Predict T320 CC.2.SL.1	Explain Photographs T323f CC.2.SL.1; CC.2.SL.1.c
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.SL.6; CC.2.L.1.f ☑ Ask Questions T319i Vocabulary CC.2.SL.4 ☑ Multiple-Meaning Words T320	Daily Grammar CC.2.SL.6; CC.2.L.1.f ☑ Ask Questions T319i Vocabulary CC.2.SL.4 ☑ Multiple-Meaning Words T323f
	Reading 🕒 20–40 minutes	Read CC.2.Rinf.10 ☑ Shared Reading: Science Article T320 	Reread CC.2.Rinf.10 ☑ Shared Reading: Science Article T323g Comprehension CC.2.Rinf.8 ☑ Analyze Author's Reasons T323g 
	Writing 🕒 15 minutes	Power Writing T320 CC.2.W.8 Writing CC.2.W.8 Write About the Author T323a Writing Project: Write a Comparison CC.2.W.2; CC.2.W.5 Study a Model T326	Power Writing T323f CC.2.W.8 Writing CC.2.W.8 Write to Compare T324 Writing Project: Write a Comparison CC.2.W.2; CC.2.W.5 Prewrite T326
LEVELED READING TIME		Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Visualize ☑ Theme ☑ Compare and Contrast	Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1 Read and Integrate Ideas LR2 ☑ Visualize ☑ Theme ☑ Compare and Contrast
LEARNING STATION TIME			Speaking and Listening T319e CC.2.SL.1.b; CC.2.SL.2; CC.2.SL.6 Language and Vocabulary T319e CC.2.L.4; CC.2.L.6 Writing T319e CC.2.W.1; CC.2.W.3 Cross-Curricular T319f CC.2.Rinf.3; CC.2.SL.2; CC.2.SL.3 Reading and Intervention T319f CC.2.Rinf.10; CC.2.Rfou.3, 4

BIG Question Why is nature always changing?

Day 3

Learn Sounds, Letters, and Words

- Substitute Final Syllables T324a

Phonics CC.2.Rfou.3
 Words with Endings -s, -es, -ed, -ing T324a

Spelling CC.2.L.2.d
 Words with Endings -s, -es, -ed, -ing T319g, T324c

Practice High Frequency Words T324d CC.2.Rfou.3.f

Day 4

Read and Comprehend

- Substitute Final Syllables T324i

Phonics CC.2.Rfou.3; CC.2.Rfou.4
 Words with Endings -s, -es, -ed, -ing T324i
 Read with Fluency T324k

Spelling CC.2.L.2.d
 Words with Endings -s, -es, -ed, -ing T319g, T324j

Practice High Frequency Words T324j CC.2.Rfou.3.f

Day 5

Review and Apply

- Review T324o

Phonics CC.2.Rfou.3
 Vowel Digraphs ew, ui, ou, ue T324o
 Words with Endings -s, -es, -ed, -ing T324o

Spelling CC.2.L.2.d
 Vowel Digraphs ew, ui, ou, ue T324o
 Words with Endings -s, -es, -ed, -ing T324o

Review High Frequency Words T266o CC.2.Rfou.3.f

Read and Comprehend

Preview and Predict T324e CC.2.SL.1

Daily Grammar CC.2.SL.6; CC.2.L.1.f
 Ask Questions T319j

Vocabulary CC.2.L.4
 Review Science and Academic Vocabulary T324e

Read CC.2.Rinf.10
 Interactive Read-Aloud: Persuasive Article T324e

Power Writing T324e CC.2.W.8
Writing CC.2.W.1
 Write an Opinion T324h

Writing Project: Write a Comparison CC.2.W.2; CC.2.W.5
 Draft T327

Reread and Analyze

Discuss Author's Reasons T324n CC.2.SL.1.b; CC.2.SL.2

Daily Grammar CC.2.SL.6; CC.2.L.1.f
 Grammar and Writing T319j

Vocabulary CC.2.L.4
 Multiple-Meaning Words T324m

Reread CC.2.Rinf.10
 Interactive Read-Aloud: Persuasive Article T324m

Comprehension CC.2.Rinf.8
 Author's Reasons T324m

Power Writing T324m CC.2.W.8
Writing CC.2.Rinf.8
 Author's Reasons T324n

Writing Project: Write a Comparison CC.2.W.2; CC.2.W.5
 Revise and Edit T328

Review and Apply

Relate Readings to the Big Question T325a CC.2.SL.1

Daily Grammar CC.2.SL.6; CC.2.L.1.f
 Review T319j

Vocabulary CC.2.L.4
 Review T325

Comprehension CC.2.Rinf.8
 Compare Author's Reasons T325a

Power Writing T324o CC.2.W.8
Writing CC.2.W.7
 Write About Change T325b

Writing Project: Write a Comparison CC.2.W.2; CC.2.W.5
 Publish and Present T329

Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10
 Introduce LR2
 Read LR4–LR11

- Visualize
- Theme
- Compare and Contrast

Reading CC.2.Rlit.10; CC.2.Rinf.1; CC.2.Rinf.10; CC.2.SL.1
 Read and Integrate Ideas LR2

- Visualize
- Theme
- Compare and Contrast

Reading CC.2.W.1–3; CC.2.SL.1
 Connect Across Texts LR3

Writing CC.2.W.1–3
 Choose a Writing Option LR4–LR11

ASSESSMENT & RETEACHING



Assessment & Reteaching T329a–T329b

- Foundational Skills Test A5.29–A5.30 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d
- Spelling Test T319g CC.2.Rfou.3; CC.2.L.2.d
- Oral Reading Assessment A5.1–A5.4 CC.2.Rfou.4
- Reading Comprehension Test A5.31–A5.36 CC.2.Rlit.6,10
- Reading Strategy Assessment LR5.5–LR5.6 CC.2.Rlit.1
- Vocabulary Test A5.37–A5.39 CC.2.L.4; CC.2.L.6
- Grammar and Writing Test A5.40–A5.42 CC.2.L.1.e; CC.2.W.8

Reteaching Masters RT5.1–RT5.4

Week 4 Learning Stations

Speaking and Listening

Option 1: First Things First

Skills: Sequence
Context: Daily Activities

Listening/Speaking

First Things First

- Look at the Language Builder Picture Cards. Choose 3 or 4 cards that show different times of the day.
- Talk about the activities shown in the pictures. What is the sequence? Put the cards in order from first to last.

Talk Together
Put the cards in order. Tell about your day.
In the morning, I wake up.
First, I ____ Then I ____
Next, I ____ Later, I ____
At the end of the day, ____.

Individual Activities:
In the morning I wake up.
First, I get dressed.
Then I go to school.
At the end of the day, I go to sleep.
Later, I do homework.
Next, I go sleeping.

Unit 5 | Part 2 | 33

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 33

Digital Library: Language Builder Picture Cards C60–C67

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Recount or Describe Key Details CC.2.SL.2
Produce Complete Sentences CC.2.SL.6

Option 2: Adaptable Animals

Resources

1. Choose your work.
2. Choose a resource type.
3. Choose a resource.

[NGReach.com](https://www.ncreach.com) Student Resources

Assign animals to small groups: Emperor Penguins, Bactrian Camels, Beluga Whales, and Earthworms.

- Have children go to Resources > Unit 5 > Learning Stations > Week 4 > Animals. Ask children to look for ways that their animals cope in different kinds of weather.
- Lead a class discussion about how the animals adapt to weather. Encourage everyone to participate.

Build on Others' Talk CC.2.SL.1.b
Recount or Describe Key Details CC.2.SL.2

Language and Vocabulary

Key Words

affect · autumn · explain · fall · happen
measure · reason · seasons · spring · summer
weather · winter

Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Vocabulary Games

Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Option 2: My Vocabulary Notebook

My Vocabulary Notebook

weather

What does the word mean to you? Write something that reminds you of the word.

[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

Have children expand word knowledge by

- looking up words
- adding synonyms or antonyms
- writing a compound question that includes a key word

Determine the Meaning of Words CC.2.L.4
Use Words and Phrases CC.2.L.6

Writing

Option 1: Winter Fun

Skills: Write a Letter, Time Order
Context: Seasons

Writing

Winter Fun

- Think about what you like to do in winter.
- Draw a picture of yourself doing this activity.
- Write a letter to a friend or family member. Tell how to do the activity. Use time-order words.

Talk Together
Share your letters and pictures. Talk about the winter activities you like to do.

Digital Option: Use a word processing program to write your letter.

Unit 5 | Part 2 | 34

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 34

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

colored markers or crayons

Signal Event Order CC.2.W.3

Option 2: Write an Opinion on a Fall Scene

Resources

1. Choose your work.
2. Choose a resource type.
3. Choose a resource.

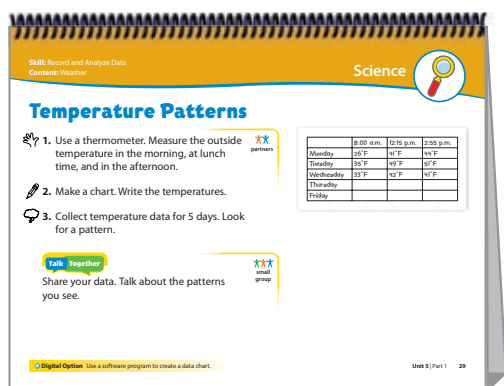
[NGReach.com](https://www.ncreach.com) Student Resources

- To view photos of fall scenes, have children go to Resources > Unit 5 > Learning Stations > Week 4 > Fall Scenes.
- Have each child select one photo and write a paragraph about it.
- The paragraph should include an opinion about how well the photo represents the fall season and details to support that opinion.

Write Opinions CC.2.W.1

Cross-Curricular

Option 1: Temperature Patterns 



Temperature Patterns

- Use a thermometer. Measure the outside temperature in the morning, at lunch time, and in the afternoon.
- Make a chart. Write the temperatures.
- Collect temperature data for 5 days. Look for a pattern.

	8:00 a.m.	12:15 p.m.	2:35 p.m.
Monday	35°F	41°F	38°F
Tuesday	36°F	40°F	37°F
Wednesday	33°F	42°F	41°F
Thursday			
Friday			

Talk Together
Share your data. Talk about the patterns you see.

PROGRAM RESOURCES & MATERIALS

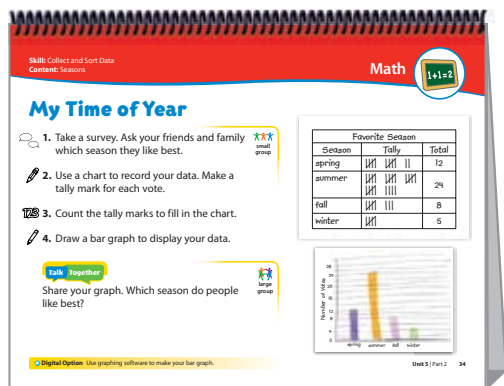
Cross-Curricular Teamwork Activities: Card 29

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

thermometer

Describe the Connection CC.2.Rinf.3
Recount or Describe Key Details CC.2.SL.2

Option 2: My Time of Year 



My Time of Year

- Take a survey. Ask your friends and family which season they like best.
- Use a chart to record your data. Make a tally mark for each vote.
- Count the tally marks to fill in the chart.
- Draw a bar graph to display your data.

Season	Tally	Total
spring		12
summer		24
fall		8
winter		5

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 34

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

grid paper • colored markers and crayons

Recount or Describe Key Details CC.2.SL.2
Ask and Answer Questions CC.2.SL.3

Reading

Option 1: Comprehension Coach 



[NGReach.com](https://www.ncreach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency CC.2.Rfou.4

Option 2: Hibernation News 



[NGReach.com](https://www.ncreach.com) Student Resources

To view and read about hibernation, have partners go to Resources > Unit 5 > Learning Stations > Week 4 > Hibernating Bears.

- Have one partner read the first paragraph aloud, and have the other partner restate the information in his or her own words.
- Have partners switch roles for the second paragraph.

For additional reading opportunities, see **Recommended Reading** on page LR12.

Read and Comprehend Informational Text CC.2.Rinf.10
Read with Fluency CC.2.Rfou.4


Intervention

Option 1: Phonics Games 



[NGReach.com](https://www.ncreach.com) Online Phonics Games

Decode Words with *ew, ui, ou, ue* CC.2.Rfou.3

Option 2: Reteach /ōō/ and /yōō/, 
ew, ui, ou, ue using
Reteaching Routine 1

Use **Reteaching Routine 1**.

- **Display the word.** *flew*
- **Say the word:** *flew*. Have children repeat.
- **Read the word.** Point to the letters *ew* and ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Have children repeat the word, say the first sound, and write its spelling. Repeat for the remaining sounds.

For **Reteaching Routine 1**, see page BP36.

For **Reteaching Masters**, see pages RT5.10–RT5.13.

Decode Words with *ew, ui, ou, ue* CC.2.Rfou.3

Additional Resources

ESL Kit 



ESL Teacher's Edition pages T319k–T325b

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Spell Words with Vowel Digraphs *ew, ui, ou, ue*
- ✓ Spell Words with Endings *-s, -es, -ed, -ing*
- ✓ Spell High Frequency Words

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2-4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with Vowel Digraphs *ew, ui, ou, ue*

- fewer The park is crowded, but there are **fewer** people here today than yesterday.
- rescue I saw a man **rescue** a dog from the pond.

Words with *-s, -es, -ed, -ing*

- bruised I **bruised** my knee when I fell on the ice.
- knitting Grandma is **knitting** me a warm wool sweater.

High Frequency Words

- again I cannot believe that winter is here **again** so soon.
- almost It is **almost** cold enough to wear my heavy coat.
- any Do you have **any** mittens you could loan me?
- below I am afraid the temperature will fall **below** freezing.
- between The months **between** October and March go slowly.
- grow The plants do not **grow** during the winter.
- never I would **never** wish for our winters to be longer.
- surprise Maybe we will get a **surprise** if spring comes early.
- tomorrow Today is warm, but **tomorrow** might be much colder.
- went Uh-oh, the sun just **went** behind a cloud.

More Words

Use these words and sentences for additional Pretest and Test items.

- jewel My favorite **jewel** is a green emerald.
- argue Let's not **argue** about favorite jewels.
- copied I **copied** a jewelry pattern from a book.
- continue I will **continue** to look for more patterns.
- wrapping Mom is **wrapping** a birthday present.
- benches Let's sit on one of these park **benches** and open it.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM5.37

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on whether they contain the vowel sound formed by *ew, ui, ou, or ue*.

Play a Game

- One child mixes up some words while the other isn't looking.
- The partner then tries to find and re-sort all of the misplaced words as quickly as possible.

Spelling & Word Work			
Words with <i>ew, ui, ou, ue</i>			
jewel	fruit	cruise	soup
cue	fewer	resue	you
crew	continue	virtue	wound
bruised	hue	nephew	chew
argue	pewter	grew	group
new	rouge	screw-driver	blew
juice	knew	value	statue

NGReach.com Practice Master PM5.37

Decode Words with Vowel Digraphs *ew, ui, ou, ue*
 Know Vowel Teams *ew, ui, ou, ue*
 Identify Inconsistent Sound-Spellings
 Demonstrate Command of English Spelling
 Spell Words with Vowel Digraphs *ew, ui, ou, ue*

CC.2.Rfou.3
 CC.2.Rfou.3.b
 CC.2.Rfou.3.e
 CC.2.L.2
 CC.2.L.2.d

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards:
 Practice Master PM5.38

MATERIALS

scissors

Prepare

Have each group cut out cards. Words in first column are review.

Play a Game

- Each group turns their cards facedown and mixes them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards. Play several rounds. The group with the most points wins.

Spelling & Word Work	
High Frequency Word Cards	
yes	again
say	between
write	almost
dear	never
name	went
letter	any
says	below
answer	grow
tomorrow	surprise

NGReach.com Practice Master PM5.38

Read Irregularly Spelled Words
 Demonstrate Command of English Spelling

CC.2.Rfou.3.f
 CC.2.L.2



Riddles

Day 3



Option 1

Prepare

Display the Spelling Words.

Play a Game

- Have a volunteer choose a word, but keep it secret.
- Have the volunteer ask a riddle question about the chosen word. Share this example: *I am not yesterday and am not today. What am I?* (tomorrow)
- The child who answers correctly spells the word and then gets to choose the next word and say a riddle. Continue play until all the words have been used.

I am a word that means something that will be here soon. What am I?

Extend the activity by having children say a sentence using each word.

Know Vowel Teams <i>ew, ui, ou, ue</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.L.2.d

Build Words Online

Day 3



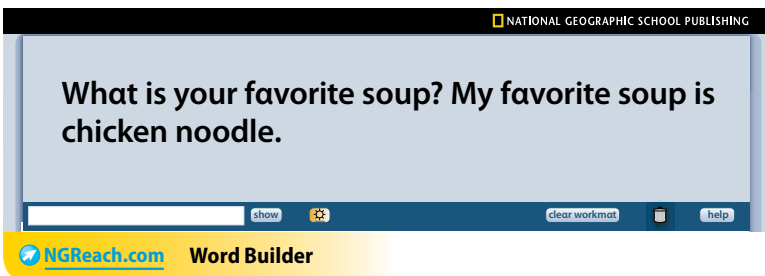
Option 2

Prepare

Have pairs access **Word Builder** at NGReach.com.

Play a Game

- Have one partner build a question and the other build a sentence that answers that question.
- Encourage children to use at least one word with *ew, ui, ou, ue*, one word that ends with *-s, -es, -ed, or -ing*, or a High Frequency Word.



Know Vowel Teams <i>ew, ui, ou, ue</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Use Technology in Writing	CC.2.W.6
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.L.2.d

Drawing Words

Day 4



Option 1

MATERIALS

colored markers or crayons

Prepare

Display the Spelling Words.

Play a Game

- One child secretly chooses a word and draws an illustration of it.
- The second child must guess the word from its picture and spell it. Then he or she adds to the drawing after choosing another word to illustrate. Share this example: *If my partner starts by drawing a picture of a jewel, I could add to the picture by choosing the word argue and drawing two people arguing over the jewel.*
- Continue play until each child has chosen five words.



Know Vowel Teams <i>ew, ui, ou, ue</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.L.2.d

Talk About the Seasons

Day 4



Option 2

Prepare

Display the word *seasons*. Display the Spelling Words.

Play a Game

- Have a volunteer use one of the Spelling Words in a sentence about the seasons. Write the sentence on the board.
- Have another child find the Spelling Word, underline it, and spell it.
- Continue until all the words have been used.

Hot soup is good in the winter.

Extend the activity by having children circle the letter combination (*ew, ui, ou, ue, -s, -es, -ed, or -ing*) in each Spelling Word.

Decode Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.Rfou.3
Decode Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.Rfou.3
Know Vowel Teams <i>ew, ui, ou, ue</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.L.2.d
Spell Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.L.2.d

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Cycles in Nature

✔ Ask Questions

COMMON CORE STANDARDS

Produce Complete Sentences

Use Compound Sentences

Rearrange Simple Sentences

CC.2.SL.6

CC.2.L.1.f

CC.2.L.1.f

Day 1

PROGRAM RESOURCES

Question Words: eVisual 5.14

Teach the Rules

Use page T323a to review question words. Then teach the rules.

Question Words

- A question often begins with a **question word**.
 - Who** is Dr. Hayes?
 - What** is his first name?
 - When** does he work outdoors?
 - Where** does he work?
 - Why** does he study wood frogs?
 - How** does he study them?

NGReach.com Question Words: eVisual 5.14

Play a Game

Display the six question words listed above. Point to a word and select a child to ask a question using the word. Have the child choose a classmate to answer the question. Share this example: *What is your sister's name? My sister's name is Inez.*

Continue play until each child has asked and answered two questions.

Differentiate

EL English Learners

ISSUE In Chinese and Korean, the question word can be placed in the position of a direct object: *The cat is where?*

STRATEGY Reinforce that question words come first in English. Have children say more questions using the six question words at the beginnings of the sentences. For example: *Where is the cat?*

Day 2

PROGRAM RESOURCES

Compound Questions: eVisual 5.15

Teach the Rules

Use page T324 to introduce compound sentences that are questions. Then teach the rules.

Compound Questions

- You can use **or** to combine two **questions** into a compound sentence.
 - Would you like an apple?
+ Would you like a banana?

Would you like an apple, **or** would you like a banana?
- Use a **comma** before **or**.
 - Do you want to go to the park?
+ Do you want to go to the zoo?

Do you want to go to the park, **or** do you want to go to the zoo?

NGReach.com Compound Questions: eVisual 5.15

Play a Game

Have children sit in a circle with you. Start by asking the child to your right a question beginning with *Do you*. For example: *Do you like soup?* Have the child combine your question with another question that goes with yours. For example: *Do you like soup, or do you like salad?*

Continue play until each child has asked three questions.

Differentiate

BL Below Level

ISSUE Children have difficulty choosing simple questions to join in a compound sentence using *or*.

STRATEGY Remind children that the word *or* shows a choice between the two parts of a compound sentence. Have children explain to a partner how the two parts of a compound question sentence show a choice. Use the examples above.



Demonstrate Command of English Capitalization
 Demonstrate Command of English Punctuation

CC.2.L.2
 CC.2.L.2

Day 3

PROGRAM RESOURCES

Statements to Questions:
 eVisual 5.16

Match Sentences: Practice
 Master PM5.42

MATERIALS

self-stick notes

Teach the Rules

Use page T324h to introduce turning statements into questions. Then teach the rules.

Statements to Questions

- You can turn a statement into a question by moving the verb **am**, **are**, or **is** in front of the subject.
- Then replace the period with a **question mark**.

You **are** my friend.
Are you my friend?
 He **is** your brother.
Is he your brother?
 I **am** the oldest.
Am I the oldest?

NGReach.com Statements to Questions: eVisual 5.16

Play a Game

Distribute **Practice Master PM5.42**. Read the directions on the Practice Master, and have children work in pairs to play the game.

Have partners play for ten minutes.

Name _____ Date _____

Grammar: Questions
Match Sentences

First read a statement in column A. Then find the question in column B that is made from that statement. Draw a line from the statement to the question. Take turns with a partner.

A	B
That is your hat.	Is it raining outside?
I am in the second grade.	Is she my aunt?
We are best friends.	Are they big and strong?
It is raining outside.	Is he late for school?
She is my aunt.	Am I on your team?
I am a soccer player.	Are we best friends?
They are big and strong.	Is that your hat?
I am on your team.	Are you funny?
He is late for school.	Am I in the second grade?
You are funny.	Am I a soccer player?

For use with TE p. T319 **PM5.42** Unit 5 | Everything Changes

NGReach.com Practice Master PM5.42

Differentiate

SN Special Needs

ISSUE Children need a visual cue to know how to reverse the subject and verb to turn a statement into a question.

STRATEGY Have children write simple statements using forms of *be* on self-stick notes, with each word and the period on a separate note. For example: *He is happy*. Then show how moving the verb and adding a question mark change the statement into a question: *Is he happy?*

Day 4

PROGRAM RESOURCES

Write Questions: Practice
 Master PM5.44

Grammar and Writing

Use page T324n to model the use of questions in writing. Remind children that the correct use of question words will make their writing easier to understand. Then distribute **Practice Master PM5.44**. Read the letter. Have children write a word from the box that correctly completes each sentence.

Name _____ Date _____

Grammar and Writing
Write Questions

Read the letter. Then choose a word from the box that goes with each sentence.

Who What When Where Why How

Dear Richard,
 _____ are you and your family? Everyone here is fine. I have a lot of questions about your trip to Mexico. _____ did you get back from your trip? Was the weather nice? _____ did you stay? Did you stay in a hotel or in a condo? _____ was your favorite activity? I bet it was snorkeling. You wrote me a postcard from Mexico. _____ did you choose a postcard with a palm tree on it? You made me want to go on a trip, too! _____ took care of your dog and birds while you were gone? Write back as soon as you can.

Your friend,
 Ramesh

For use with TE p. T319 **PM5.44** Unit 5 | Everything Changes

NGReach.com Practice Master PM5.44

Day 5

PROGRAM RESOURCES

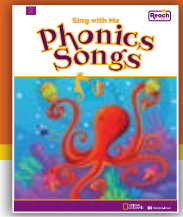
Grammar and Writing Unit Test:
 Assessment Masters A5.40–A5.42

Review and Assess

See page T325 for a review of questions and question words.

Administer the **Grammar and Writing Unit Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Final Sounds

✓ Read and Spell Words with Vowel Digraphs
ew, ui, ou, ue

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 46

Sound/Spelling Cards 1, 3, 5, 7, 36, 47

Read On Your Own Book 20

Words with *ue, ew, ui, ou*: Practice Master PM5.35

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 3,
Tracks 13–14

Word Builder

Phonics Games

Letter Cards

MATERIALS

beanbag or soft ball • chips or small coins • self-stick notes •
calendar • clock • box or other container

MORNING WARM-UP

How do some animals change with the seasons?

Toss a beanbag as children share ways that animals change through the year.

Phonological Awareness

1 Substitute Final Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *moo*.
- **Segment sounds:** /m/ /ōō/. Model placing chips in sound boxes as you say each sound. Have children copy you.
- **Substitute a sound:** *Let's change /ōō/ to /yōō/.*
- **Say the new word:** *mew. Say the new word with me: mew.*

For **Phonological Awareness Routine 6**, see page BP30.

Have children repeat the routine with *soon/soup, flew/fly, new/no, and dew/day*.

Check & Reteach

OBJECTIVE: Substitute Final Sounds

Ask: *Change the last sound in blow to /ōō/. What's the new word?* (blue)

If children cannot answer, say *blow* several times as children place chips in a sound box.

Emphasize the /ō/ and point to the last box. Then say *blue* several times as children point to the last box. Repeat with *cube/cute* and *boom/boot*.

Phonics

2 Learn Vowel Digraphs *ew, ui, ou, ue* ✓

Sing with Me Phonics Songs Book page 46

Play Tracks 13 and 14 and follow the directions.

Practice the gestures with children.

- 1 Make digging motions.
- 2 5 Pretend to be holding up a fossil.
- 3 Move hand to show floating on water.
- 4 Shake head "no," moving finger back and forth.

COMMON CORE STANDARDS

Reading

Decode Words with Vowel Digraphs *ew, ui, ou, ue* CC.2.Rfou.3

Know Vowel Teams *ew, ui, ou, ue* CC.2.Rfou.3.b

Identify Inconsistent Sound-Spellings CC.2.Rfou.3.e

Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with Vowel Digraphs *ew, ui, ou, ue* CC.2.L.2.d

Dinosaur Clues

Fossils give you clues to the past. 1

News of the past 2

A cruise to the past. 3



Fossils tell you things cannot last, 4

But they can leave clues behind! 5



Sing with Me Phonics
Songs Book page 46

Use **Decoding Routine 1** to connect sounds and spellings / \overline{oo} /ew, ui, ou, and /y \overline{oo} /ue, ew and to blend words.

Step 1 Develop Phonological Awareness	/ \overline{oo} /ew, ui, ou	/y \overline{oo} /ue, ew
1. Tell children: <i>These words have /\overline{oo}/ in the middle. These words have /\overline{oo}/ at the end.</i> Repeat for /y \overline{oo} /, middle and end sounds.	suit, juice, soup new, flew	fuel few, cue
2. Tell children: <i>I will say a word. If you hear /\overline{oo}/, raise your hand. (Check and seed don't have /\overline{oo}/.) Repeat for /y\overline{oo}/.</i> (Shut and camp don't have /y \overline{oo} /.)	dew, check, fruit, seed, soup, flew	mew, shut, value, camp, hue
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 36 . Say: <i>moon</i> . Say: / \overline{oo} /. Have children repeat.		
2. Turn the card over. Review the oo, _ue, and u_e spellings and then cover them. Present new spellings ew, ui, and ou. On a self-stick note, add the ui spelling of / \overline{oo} / to the card; point out its spelling, too.	Card 36 moon, / \overline{oo} /ew, ou	Card 47 cube, /y \overline{oo} /ue, ew
3. Repeat for /y \overline{oo} / spellings ue and ew.		
4. Give examples of words with the spellings oo, _ue, u_e, ew, ui, ou, and ui. Point to the example words you, clues, news, and cruise in the song on page 46 of Sing with Me Phonics Songs Book .	drew, suit, youth	fuel, rescue, few
Step 3 Blend Sound-by-Sound		
1. Display s. Point to it and say: /s/. Have children repeat.	s	f
2. Add ou. Point to the ou spelling on Sound/Spelling Card 36 . Blend /s/ / \overline{oo} /, sweeping your hand beneath the spellings. Blend with children.	sou →	fue →
3. Add p. Say: /p/. Blend /s/ / \overline{oo} / /p/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	soup →	fuel →
4. Follow the same procedure for <i>fuel</i> .		
5. Repeat for the remaining words. Note: <ul style="list-style-type: none"> ew can spell /\overline{oo}/ (flew) or /y\overline{oo}/ (few). ue can spell /\overline{oo}/ (true) or /y\overline{oo}/ (cue). ui and ou can spell /\overline{oo}/ but not /y\overline{oo}/. 	drew, cruise, group	cue, value, mew

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

Weekly Folder

- ✓ Writing (T323a, T324, T324h, T324n, T325b, T326–T329)
- ✓ Venn Diagram: **Practice Master PM5.39**
- ✓ Comparison Chart: **Practice Master PM5.46**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Cantonese and Vietnamese have a sound similar to / \overline{oo} /, but children speaking these languages may need help creating the / \overline{oo} / sound in English. Vietnamese, Hmong, and Haitian Creole have no /y \overline{oo} / sound.

STRATEGY Have children:

- tell whether the sounds / \overline{oo} / and /y \overline{oo} / are used in their home language.
- practice making the / \overline{oo} / and /y \overline{oo} / sounds.
- listen as you model saying contrasting word pairs with / \overline{oo} / and /y \overline{oo} /, such as *coo/cue, fool/fuel, tube/cube*, and *rule/mule*. Have children chorally say each word pair with you three times and then say it to a partner.



Read On Your Own Book 20

Name _____ Date _____

Phonics

Words with *ue, ew, ui, ou*

Read the sentences and sort the underlined words by sound.

1. Sue sits in the shade under a tree.
2. She is eating fruit when she hears sounds above her.
3. She looks up and sees a few cats stuck in a tree.
4. The cats mew and mew.
5. A group of people comes to help the cats.
6. The crew rescues the cats from the tree.



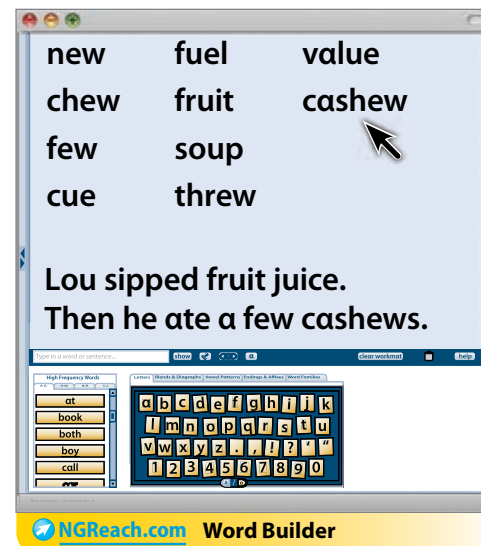
- | | |
|-------------------|-----------------|
| 1. <u>few</u> | 4. <u>Sue</u> |
| 2. <u>mew</u> | 5. <u>fruit</u> |
| 3. <u>rescues</u> | 6. <u>group</u> |

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3 Read Words with Vowel Digraphs *ew, ui, ou, ue* ✓

Read On Your Own Book 20 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *a, he,* and *Then,* and ask children to read the sentences.



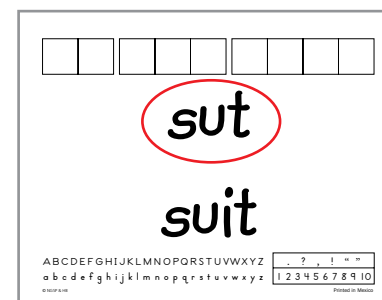
Have children turn to **Read On Your Own Book 20** page 2. Review the sound/spellings /*oo*/ *ew, ui, ou, ue,* and /*yoo*/*ue, ew* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM5.35**.

Children can also play **Phonics Games** at NGReach.com to reinforce skills.

4 Spell Words with Vowel Digraphs *ew, ui, ou, ue* ✓

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *suit*.
- **Segment sounds:** /s/ /*oo*/ /t/. What is the first sound? (/s/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **1** /s/, **36** /*oo*/, **5** /t/)
- **Repeat the word:** *suit*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *new* and *few*, using cards **3** /f/, **7** /n/, **36** /*oo*/, and **47** /*yoo*/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rules to complete sentences: *Dad got a new suit. Then he got a few ties.* Have children say and write the sentences. Write the sentences and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Vowel Digraphs *ew, ui, ou, ue* ✓

Check the dictation sentences for the correct spellings of *new, suit,* and *few*. Call out words and ask children how to spell them.

If children misspell words, have partners find and practice spelling words with *ew, ui, ou,* and *ue*. Keep a running list of /*oo*/ words in a four-column chart on display. Allow partners to add the words they find to the class list.

Daily Language Arts

Daily Spelling & Word Work ✓

Spelling Pretest on page T319g



Words with ew, ui, ou, ue

Look at each picture. Read the words.



Example:



fruit



rescue



fuel



soup



jewels



suit

2

Key Words

Read the note Ms. Kew wrote to her students.
Look at the picture.

High Frequency Words

again
almost
any
below
between
grow
never
surprise
tomorrow
went

February 3

Dear Class,

It's **almost** that time **again**. **Tomorrow** is our field trip! We will leave **between** 8:00 and 8:30. When we get there, you will feel like we **went** way back in time. You will see things that will **surprise** you, things that you will **never** see at **any** other place. **Below** is just one thing we will see. I think your love for really old things will **grow**!

We'll have fun!
Ms. Kew



Where is the class going on their field trip?



Phonics Games
NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 20
pages 2–3

Differentiate

EL English Learners

ISSUE English learners may not know the meanings of words.

STRATEGY Use the gestures in parentheses and examples in blue to convey word meanings.

almost **again** (Hop on one foot, stop, say "It's almost time again." Hop again.) *"It's almost time again" means "we will do something we've done."*

tomorrow (Point to the correct days on a calendar.) *Tomorrow is the day after today. Today is [Monday]. Tomorrow is [Tuesday].*

between (Show the time interval on a clock.) *Between 8:00 and 8:30 means "after eight o'clock but before eight thirty."*

went (Point behind you.) *Went means "to go somewhere in the past."*

surprise (Make a surprised facial expression.) *Surprise means "amaze."*

never (Wave your hands horizontally, one over the other, in a "forget about it" gesture.) *Never means "not ever" or "not at all."*

any (Point to one of several pencils.) *"Any other place" means "one of many places."*

grow (Make an upward motion with your arms.) *Grow means "become more." Feelings can grow.*

below (Point to the space under your desk.) *Below means "under" or "lower than."*

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 20 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *surprise*.
- **Say a sentence with the word:** *My pals gave me a **surprise** birthday party.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread the note on page 3. Reread, pausing for children to say the High Frequency Words. Then have partners work together to determine where Ms. Kew's students are going for their field trip.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Place **High Frequency Word Cards** in a box. Have children take turns reaching into the box and pulling out a word. Ask each child to read his or her word, use it in a sentence, say the word again, and spell it.

If children misspell a word, have partners practice building the words with **Letter Cards** and then reading them.



OBJECTIVES

Thematic Connection: Cycles in Nature

Identify Multiple-Meaning Words

Preview a Science Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 5.13

My Vocabulary Notebook

MATERIALS

large pieces of paper • different colored markers • bell

Vocabulary Strategy

1 Multiple-Meaning Words Anthology page 320

Display and read **eVisual 5.13**. Have pairs tell the meanings of underlined words.



Vocabulary Practice

Meaning 1: a tool used to write; Meaning 2: a small area with a fence around it

1. We put the rabbits in a pen. Meaning _____

2. I use a pen to write my name. Meaning _____

NGReach.com

Vocabulary Practice: eVisual 5.13



INTERACTIVE WHITEBOARD TIP:

Have children tell the meaning of each underlined word.

Encourage children to add *pen* to **My Vocabulary Notebook**.

2 Try It Together Anthology page 320

Read directions aloud. Have partners find context clues to help answer questions.

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Multiple-Meaning Words

Have children determine what *light* means in this sentence: *The box is light enough to lift.*

If children cannot tell the meaning, ask: *What do the words box and lift tell you about the meaning of light in the sentence?* (not heavy)

Academic Talk

3 Preview and Predict Anthology page 321

Read aloud the title and have partners flip through pages 321–323. Ask: *What do you think the “wonder” is in this selection?* Have pairs discuss predictions.

Check & Reteach

OBJECTIVE: Preview a Science Article to Make Predictions

Listen as children make and discuss their predictions.

If a child responds off topic, reread a caption. Ask: *Have you heard of this? Are you surprised?*

Shared Reading

4 Read a Science Article Anthology page 321

CONNECT ACROSS TEXTS Ask children to think about “What Makes the Seasons?” as they read “A Winter Wonder.” Read **Connect Across Texts**.

Power Writing

Have children write as much as they can as well as they can in one minute about the word *spring*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Ask and Answer Questions About Key Details CC.2.Rinf.1

Identify Author’s Reasons CC.2.Rinf.8

Read and Comprehend Informational Text CC.2.Rinf.10

Writing

Recall Information CC.2.W.8

Speaking and Listening

Participate in Conversations CC.2.SL.1

Ask Questions About Texts CC.2.SL.1.c

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Rearrange Simple Sentences CC.2.L.1.f

Demonstrate Command of English Capitalization CC.2.L.2

Demonstrate Command of English Punctuation CC.2.L.2

Determine the Meaning of Multiple-Meaning Words CC.2.L.4

Use Context Clues CC.2.L.4.a



Multiple-Meaning Words

Some words have **more than one meaning**. You can use other words near the word to figure out the right meaning.

Fall is a multiple-meaning word. Look at these examples.



In the **fall**, the leaves change colors.

Meaning: the season before winter



Be careful not to **fall**!

Meaning: to trip or slip

Try It Together

Read this passage. Then answer the questions.

In the **spring**, my family always plants a garden. First, we put the seeds in the ground. After a while, new plants **spring** up from the dirt!

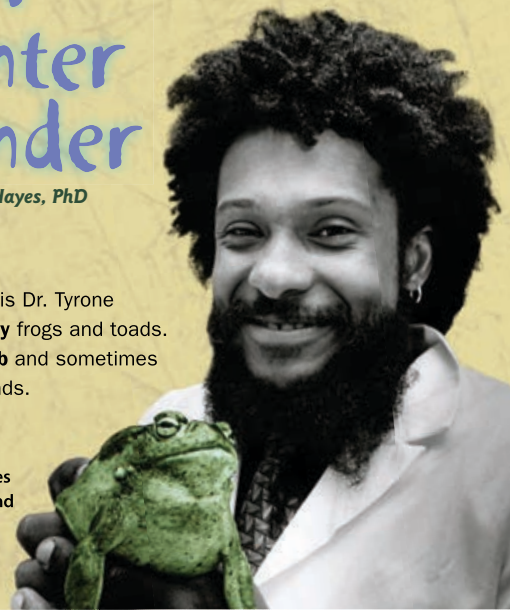
1. What does **spring** mean in the first sentence?
2. What does **spring** mean in the third sentence: "a season" or "grow quickly"?

A Winter Wonder

by Tyrone Hayes, PhD

Hi! My name is Dr. Tyrone Hayes. I **study** frogs and toads. I work in a **lab** and sometimes in muddy ponds.

Dr. Tyrone Hayes studies frogs and toads. ▶



Connect Across Texts Read about an amazing change that **happens** to some frogs each **winter**.

Genre A **science article** is nonfiction. It can explain something about nature.

In Other Words
study learn about
lab special room where scientists work ▶



Before You Move On

1. **Visualize** What do you think Dr. Hayes feels, smells, and hears when he is at work?
2. **Make Inferences** How do you think Dr. Hayes feels about his work? Explain.

STUDENT
TECHNOLOGY



Student
eEdition



My Vocabulary
Notebook

NGReach.com

Anthology
pages 320–321

GENRE Read aloud the explanation of a science article.

REVIEW Remind children how to visualize as they read.

How to Visualize



1. As you read, look for words that describe how things look, taste, smell, feel, and sound.

I read _____.



2. Use the words to create pictures in your mind.

I think it _____
like _____.



3. Draw the picture. Show how you see things in your mind.

I draw _____.

Read pages 321–323 to the class. Use the questions on page T322–323 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

SECOND READ

Day 2 Reread and Analyze

- ✓ Visualize
- ✓ Identify Author's Reasons
- Critical Thinking

Answers Before You Move On

1. **Visualize** Model a possible response: *I read that he works in muddy ponds. I imagine that he sees wet mud, smells plants, and hears frogs and toads splash in the water.*
2. **Make Inferences** Possible response: I think Dr. Hayes must like his work. He is smiling and looks happy as he holds the big toad.

Differentiate

EL English Learners

ISSUE Children confuse the meanings of *spring*.

STRATEGY Have children squat. Then lead them in quickly jumping up. Have them repeat the sentence "I spring up" as they repeat the action. Help children find *spring* in the **Picture Dictionary** on page 614. Use the picture and definition to find another meaning for the word *spring*. Reread the sentences on page 320 and guide children to the meaning of *spring* in each sentence.

We know that **weather** changes with each **season**. Did you know that some frogs change with the seasons, too?

Winter can be a hard season for frogs. It's so cold that many ponds **freeze**. Insects that frogs eat can be hard to find, too.

But winter is no problem for the North American wood frog! It has an **unusual** way to survive the **harsh** winter. Each winter, the wood frog lets its body freeze. Then it sleeps all winter long. **3 4**



In the cold winter, many ponds freeze.

▲ A North American wood frog freezes each winter.

In Other Words
freeze turn to hard ice
an unusual a very different
harsh long and cold

322

Soon the warm **spring** comes. That's when the frog wakes up! **Its body thaws**. Then it hops away until winter comes again.

This **unique** frog is **truly amazing**! ❖



2
 In the spring, the wood frog wakes up again. ▶

In the warm spring, ponds are filled with life.

In Other Words
Its body thaws. The ice on its body melts.
unique special
truly amazing very surprising

► **Before You Move On**

- 1. Make Comparisons** Look at the photos on pages 322–323. Tell how the pictures are the same and how they are different.
- 2. Main Idea** What is so unusual about the wood frog?

323

Anthology
 pages 322–323

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Use Text Features** *How do the photos help you better understand the information in the article?* (The photos show what the text describes. You can see what the pond and frog look like in different **seasons**.)
- 2 Active Reading** As you read, have children stop at each picture. Ask a volunteer to read a caption while children point to the photo it describes.

SECOND READ

Day 2 Reread and Analyze

- 3 Visualize** ✓ *Visualize how a frog's body changes in **winter**. What do you see and feel?* (Possible response: I read that the frog's body freezes. I see ice on the frog in the photo. The frog looks frozen solid! Now I understand that a wood frog freezes and then goes to sleep for the **winter**.)
- 4 Identify Author's Reasons** ✓ *Why is a lack of food in **winter** not a problem for the wood frog?* (The wood frog does not need to eat in **winter** because it is frozen and sleeping.) *Where in the text can you find the answer?* (in the last paragraph on page 322)

Answers Before You Move On

- 1. Make Comparisons** Both photos show a pond. One photo shows green trees in **spring**. The other photo shows trees covered in snow and a frozen pond in **winter**.
- 2. Main Idea** In **winter**, the wood frog's body freezes and it sleeps. In **spring**, the ice on the frog's body melts and the frog wakes up.

Writing

5 Write About the Author

Remind children that they just read about Dr. Tyrone Hayes and the work he does. Explain that they will write a class letter to Dr. Hayes. Use **Writing Routine 3**.

- **Establish a purpose.** Discuss the purpose of writing the letter. For example: *Let's write a letter telling Dr. Hayes what we thought about his job and what we learned about the wood frog.*
- **Talk through the text.** Discuss how to word each sentence. Ask: *How shall we begin?* Example: *Dear Dr. Hayes, We enjoyed reading about your job.* Invite different members of the class to take turns suggesting sentences and writing. Example: *What do you like most about your job?*
- **Solve a problem.** Use questions and prompts to help children solve problems as they write. For example: *We think you have fun working in...* Ask: *Shall we say "labs" or "muddy ponds"? What shall we say about the wood frog? Shall we say "we like the frog" or "we think the wood frog is amazing, like you do"?*
- **Reread frequently.** Reread the entire message after each word or sentence is added.
- Invite a volunteer to read the final letter aloud to the class.


For **Writing Routine 3**, see page BP58.



Daily Language Arts

Daily Grammar

Display the following sentence: *What do you like most about your job?* Have children identify the question word. Then use page T319i to teach question words.



WRAP-UP Ask: *What was the "wonder" in "A Winter Wonder"?* Have children tell what amazed them and why.

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Final Sounds

- ✓ Read and Spell Words with Vowel Digraphs *ew, ui, ou, ue*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 3, 5, 8, 9, 10, 12, 14, 17, 22, 36, 47

Words with *ue, ew, ui, ou*: Practice Master PM5.36

Read On Your Own Book 20

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

chips or small coins, 3 per child



MORNING WARM-UP

How has life on Earth changed? Is it still changing?

Prompt children to think about animals that no longer exist, such as dinosaurs. Have them turn and talk about changes in nature they know about.

Phonological Awareness

1 Substitute Final Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *coo*.
- **Segment sounds:** */k/ /oo/*. Have children put chips in their sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /oo/ to /yoo/*.
- **Say the new word:** *cue*. *Say the new word with me: cue*.

For **Phonological Awareness Routine 6**, see page BP30.

Repeat the routine with *suit/soup, stew/stay, dew/dae, and juice/June*.

Check & Reteach

OBJECTIVE: Substitute Final Sounds

Ask: *What word do I get if I change the /oo/ in crew to /i/?* (cry)

If children cannot answer, say *crew* and move chips into a sound box as children repeat sounds. Then repeat with *cry*. Ask: *Which sound changed?* Repeat with *boo/be* and *say/sew*.

Phonics

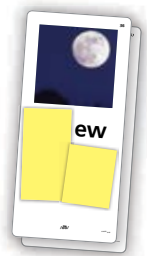
2 Read Words with Vowel Digraphs *ew, ui, ou, ue* ✓

REVIEW Display **Sound/Spelling Card 36**. Have children write spellings *ew, ui, and ou*. Display and read *drew, bruise, and youth*. Have children blend each word and identify the spelling pattern. Repeat for **Sound/Spelling Card 47** and the sound */yoo/* for the spellings *_ue* and *ew*. Use the words *fuel* and *few* for blending.

Say: *rescue*. Have children say the word and clap/count the syllables.

Display *rescue*; model how to divide and blend it: *I see two middle consonants between vowels, so I divide between the consonants. First I sound out each part: /r/ /è/ /s/, res; /c/ /yoo/, cue. Now I blend the parts: res-cue, rescue*. Repeat for *mildew, value, and jewel*. Frame syllables and help children blend the parts. Assign

Practice Master PM5.36 for more practice.



COMMON CORE STANDARDS

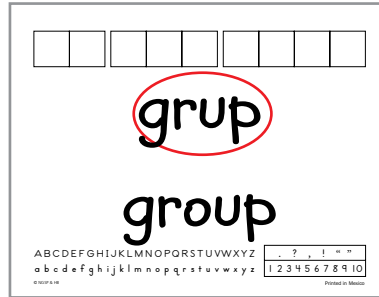
Reading

Decode Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.Rfou.3
Know Vowel Teams <i>ew, ui, ou, ue</i>	CC.2.Rfou.3.b
Decode Two-Syllable Words	CC.2.Rfou.3.c
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c
Language and Vocabulary	
Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i>	CC.2.L.2.d

3 Spell Words with Vowel Digraphs ew, ui, ou, ue ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *group*.
- **Segment sounds:** /g/ /r/ /oo/ /p/.
- **Display Sound/Spelling Cards.** Have children repeat the word and match each sound in the word to a card. (cards: **10** /g/, **12** /r/, **36** /oo/, **9** /p/)
- **Repeat the word:** *group*. Children write it.
- **Write the spelling.** Have children check and correct their spelling. Repeat for *fruit* and *juice* using cards **3** /f/, **12** /r/, **36** /oo/, **5** /t/ **17** /j/, and **1** /s/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: *This group sells fresh fruit juice*. Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Vowel Digraphs ew, ui, ou, ue ✓

Check the dictation sentence for the correct spelling of *group*, *fruit*, and *juice*.

If children misspell a word, have them write the word correctly and then trace the word three times as they spell it aloud. Repeat with *My new suit was a good value*.

High Frequency Words

4 Read and Spell Key Words ✓

Display these sentences. Read each one and say the underlined word. Reread as children point and spell to the underlined word when they hear it.

It's almost time for a trip again. We went on a trip last June. Tomorrow we will leave between 7 and 8. I have never been on a plane. It's faster than any train. It will surprise me to see Earth below. My desire to fly will grow!

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words ✓

Have partners take turns dictating and spelling the words.

If children misspell words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T319g

Name _____ Date _____

Phonics

Words with ue, ew, ui, ou



Write the words to complete each sentence.

1. choose foods

What foods do you choose to eat?

2. blew soup

Tam has hot soup for lunch, but she just blew on it to make it cooler.

3. stew chews

Manny chews the chunks of meat in his yummy stew.

4. fruit juice

Kim likes juice from different kinds of fruit.

5. Sue Tuesday

Every Tuesday, my friend Sue eats hot dogs and beans.

6. few cashews

Loc mixes raisins with a few kinds of nuts, like cashews and peanuts.

7. fondue new

My family wants to try something new, so we're making fondue.

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PM5.36

Unit 5 | Everything Changes



Read On Your Own Book 19

Legend

words with digraphs *ew, ui, ou, ue*

High Frequency Words

* story words

Fossils
by Maria Alvarez

Plants and animals* can die out. Many kinds of changes make this happen.

Read On Your Own Book 20
pages 4–7

animal

plant

If plants and animals vanish from Earth, how can you know about them? You find the best clues* from fossils.*

amber fossil

rock fossil

Fossils are the remains of plants and animals. You see fossils in rocks. You see them in tree sap. The sap was sticky like glue, but then it grew hard. You can also see fossils in amber. They look like jewels.

scientist

Crews of scientists* dig for fossils below the earth. They want to find out new things about what used to live on Earth.

Decodable Reading

5 Read "Fossils" ✓ Read On Your Own Book 20 pages 4–14

Use the photos to pre-teach the story words *animals* (page 4), *fossils* (page 5), *scientists* (page 7), and *tar* (page 11). Then use **Decoding Routine 4** to conduct two readings of "Fossils." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

SECOND READ

Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- Determine Sequence** *What happened after the animals got stuck in the tar?* (The tar became hard, and the animals died and became fossils.)
- Make Inferences** *What can scientists learn from animal tracks?* (Possible response: Scientists can learn about the size and shape of an animal.)
- Identify Details** *What are some examples of fossils?* (Examples of fossils include animal bones and tracks and leaf prints.)
- Make Connections** *Would you like to look for fossils? Why?* (Possible response: Yes, it would be fun to find fossils and learn about life long ago.)

For **Decoding Routine 4**, see page BP34.

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 20	Teacher's Edition
words with s blends	sticky (page 6) stuck (page 11)	st- (page T73b)
words with r blends	frozen (page 10) trapped (page 11) track (page 12) print(s) (pages 12, 13)	fr- (page T67b) tr- (page T67b) pr- (page T67b)
words with vowel digraphs	remains (page 6) leaf (page 13)	/ā/ai (page T201b) /ē/ea (page T228b)

AL Above Level

ISSUE Children can easily decode the text.

STRATEGY Have children practice reading the text with appropriate expression.

Plants and animals change over time. The age of a rock helps scientists know when a plant or animal lived. They **group** fossils by age. They can line them up from oldest to **newest** rocks and see the changes.

You can't **bruise** fossils, but you can chip them. To **rescue** fossils, you must **never** rush. If they're **between** rocks, you must pry them loose one by one.

The best **surprise** for a scientist is finding an animal in one piece. A **few** huge animals were frozen in very cold places.

Other animals had the **cruel** fate of getting stuck in **tar** pits. Over time, the tar became as hard as **rock**. **Any** trapped animal became a fossil.

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Comprehension Coach

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Animal tracks are also fossils. Let's say an animal **went** through a muddy field. Then a big wind **blew** sand on top of the animal's prints. In time, the muddy earth got as hard as cement. The prints became fossils.

Plants also can make a type of print. Let's say a leaf **flew** through the air and landed on a soft rock. When the leaf died, it left a black film shaped like itself. The rock got harder. The leaf's print became a fossil.

Some plants and animals of our time will be the fossils of **tomorrow**. **New** plants and animals will **grow** up, die, and be fossils. Earth keeps changing—again and **again** and **again!** ♦

Practice Phonics

Words with ew, ui, ou, ue

Read these words.

blue	bones	few	fruit	glue	jewel
recruit	soup	spoon	bowl	teeth	youth

Find the words with **ew, ui, ou, or ue**.
Use letters to build them. **f r u i t**

Talk Together They found a **few** **teeth**.

Look at the pictures of things that scientists found at a dig. Choose words from the box above to tell your partner about the items.

Read On Your Own Book 20
pages 8–15

Practice Phonics

6 Words with ew, ui, ou, ue ✓

Read On Your Own Book 20 page 15

Print, cut out, and distribute **Letter Cards**. Read aloud the directions for the first activity on page 15. Have partners build the words.



7 Talk Together Read On Your Own Book 20 page 15

Have children turn and talk about what they see in the five photos. Have them use the sentence frame and the words from the box to tell about the pictures. (Possible responses: They found a fruit bowl. They found a blue jewel.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "Fossils." Note reading time and miscues.

If children have low reading times, conduct partner readings or use the **Comprehension**

Coach to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

**OBJECTIVES****Thematic Connection: Cycles in Nature**

✓ Identify Multiple-Meaning Words

✓ Identify Author's Reasons

Compare Genres

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Venn Diagram: Practice Master PM5.39

Digital Library: Language Builder Picture Cards
C54–C59, C63, C67

Power Writing

Have children write as much as they can as well as they can in one minute about the word *explain*.

For **Writing Routine 1**, see page BP56.

Vocabulary Practice**1 Multiple-Meaning Words** ✓

REVIEW Remind children that multiple-meaning words have more than one meaning. Ask: *How can you figure out which meaning fits a word?* (use other words near the word to figure out which meaning fits)

Explain that *season* is a multiple-meaning word. It can mean one of the four parts of the year: spring, summer, fall, or winter. It can also refer to adding pepper or other seasonings to food. Have children tell the meaning of *season* in the following sentences: *Season the meat before you cook it.* **Spring** is my favorite **season** of the year.

Explain that *hard* can mean “firm, or not soft,” or it can mean “difficult, or not easy.” Have pairs of children read the second paragraph on page 322 and determine the meaning of *hard* in the first sentence. Then have children tell what *life* means in the caption on page 323. (living things)

Check & Reteach**OBJECTIVE: Identify Multiple-Meaning Words** ✓

Check that children understood that *life* on page 323 means living things.

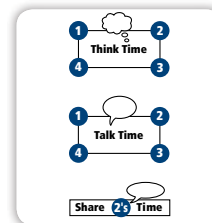
If children cannot identify the meaning of *hard* on page 322, reread the second and third sentences and ask: *Is this telling about a difficult time for frogs, or is this telling about something that is firm to the touch?* Remind children that the words and sentences around the multiple-meaning word give clues to the word's meaning.

Academic Talk**2 Explain Photographs** Anthology pages 322–323

Use **Numbered Heads Together** to have children explain in their own words which ideas are shown in the photographs on pages 322–323.

- Number children off 1 through 4.
- Assign children to study and think about which ideas are found in the photographs. Have children spend time individually thinking about the topic.
- Have children form groups so each group contains children numbered 1–4. Instruct the groups to discuss the topic so that any member of the group can report for the group.
- Call a number and have the child from each group with that number report.

For **Numbered Heads Together**, see page BP61.



Numbered Heads Together

COMMON CORE STANDARDS**Reading**

Determine the Meaning of Words	CC.2.Rinf.4
Explain How Images Support Text	CC.2.Rinf.7
Identify Author's Reasons	CC.2.Rinf.8
Compare Two Texts	CC.2.Rinf.9
Read and Comprehend Informational Text	CC.2.Rinf.10

Writing

Recall Information	CC.2.W.8
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Speaking and Listening

Produce Complete Sentences	CC.2.SL.6
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Language and Vocabulary

Use Compound Sentences	CC.2.L.1.f
Rearrange Simple Sentences	CC.2.L.1.f
Demonstrate Command of English Capitalization	CC.2.L.2
Demonstrate Command of English Punctuation	CC.2.L.2
Determine the Meaning of Multiple-Meaning Words	CC.2.L.4
Use Context Clues	CC.2.L.4.a

Connect Across Texts Read about an amazing change that **happens** to some frogs each **winter**.

Genre A **science article** is nonfiction. It can explain something about nature.

A Winter Wonder

by Tyrone Hayes, PhD

Hi! My name is Dr. Tyrone Hayes. I **study** frogs and toads. I work in a **lab** and sometimes in muddy ponds.

Dr. Tyrone Hayes studies frogs and toads. ▶

In Other Words
study learn about
lab special room where scientists work ▶

▶ **Before You Move On**

- 1. Visualize** What do you think Dr. Hayes feels, smells, and hears when he is at work?
- 2. Make Inferences** How do you think Dr. Hayes feels about his work? Explain.

321

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Anthology page 321

Comprehension

3 Analyze Author's Reasons ✓

Anthology page 323

Have the group chorally reread the last sentence on page 323: *This unique frog is truly amazing.* Guide children to use text and photos to find reasons the author believes this. Record the reasons in a graphic organizer.

Check & Reteach

OBJECTIVE: Identify Author's Reasons ✓

Have children tell which of Dr. Hayes's reasons they think makes the North American wood frog the most amazing.

If children cannot name one of the author's reasons, direct their attention to the graphic organizer and have them rank the items from most to least amazing.

Author's Reasons Diagram

Author's Statement: This unique frog is truly amazing.

Reason:

Reason:

Reason:

Reason:

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T322–323 as you reread "A Winter Wonder."

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading.

OL On Level

READ TOGETHER Have children track the print as you reread together.

AL Above Level

READ ALONG Read page by page. Have children chime in to read words they know.



Respond and Extend

5 Compare Genres Anthology page 324

Remind children that poetry uses words in a special way. Ask: *What are some elements of a poem?* (rhyming words; alliteration; rhythm; words that paint pictures in readers' minds)

Remind children that nonfiction is different from poetry. Ask: *What are some elements of nonfiction?* (facts and details about a topic) Remind children that a science article is nonfiction.

Read aloud the introduction. Then explain the Venn diagram: *One circle is about "What Makes the Seasons?" The other circle is about "A Winter Wonder." The part in the middle is about how the selections are the same.*

Ask: *What is one way the two selections are the same?* (They both give facts about changes in nature.) *How are the two selections different?* (One is a poem and the other is a science article.) *How do the two authors feel about nature?* (Both authors enjoy nature.)

Have pairs work together to complete **Practice Master PM5.39**. Then have children share how the two selections are alike and different.

Name _____ Date _____

Venn Diagram
Compare Genres Responses will vary. Possible responses are shown.
 Use the Venn diagram to tell how "What Makes the Seasons?" and "A Winter Wonder" are alike and different.

"What Makes the Seasons?"
 • poem
 • about all the seasons
 • explains why seasons change

"A Winter Wonder"
 • science article
 • about wood frogs
 • explains how wood frogs survive winter

Both
 • give facts about changes in nature
 • tell about animals
 • tell about spring and winter

Tell a partner one way the selections are the same and one way they are different.

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PM5.39 Unit 5 | Everything Changes

NGReach.com Practice Master PM5.39

Check & Reteach

OBJECTIVE: Compare Genres

Ask children whether "What Makes the Seasons" and "A Winter Wonder" are both poems. (No.) Ask: *What makes you think that?*

For children who cannot answer, ask: *What kinds of words do you expect to see in a poem?* (rhyming words) *Are there rhyming words in "What Makes the Seasons?"* (Yes.) *Are there rhyming words in "A Winter Wonder?"* (No.) *Is "A Winter Wonder" a poem?* (No.)

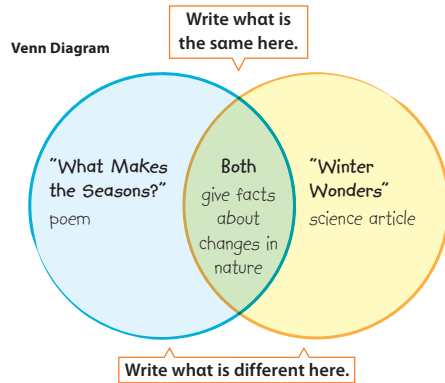
6 Talk Together Anthology page 324

Read aloud **Talk Together**. Remind children that each **Language Builder Picture Card** shows something in nature. Ask: *Which season is on the card you picked? How do you know? Explain what happens when winter changes to spring; when spring changes to summer; when summer changes to fall, or autumn; and when autumn changes to winter.* Invite children to discuss the different seasons from all of their Unit 5 reading.



Compare Genres

"What Makes the Seasons?" is a poem. "Winter Wonders" is a science article. How are the two texts the same? How are they different? Work with a partner to complete the Venn diagram.



Talk Together

Why is nature always changing? Take turns choosing picture cards with a partner. Use **Key Words** to explain what happens during the season on the card you picked.

324

Anthology page 324

Writing

7 Write to Compare

Form pairs and ask children to use completed **Practice Master PM5.39** to write their sentences. Have one child write a sentence that tells how "What Makes the Seasons?" and "A Winter Wonder" are alike. For example: "What Makes the Seasons?" and "A Winter Wonder" both tell about animals. Have the partner write a sentence that tells how the two selections are different.

Partners can turn and talk to compare their sentences. Have pairs share their sentences with the class.

Daily Language Arts

Daily Grammar

Display the following sentence: *Do you like winter activities, or do you like summer activities?* Have children identify the word used to combine the two questions. (or) Then use page T319i to teach compound sentences: questions.

WRAP-UP

Prompt a whole-class discussion about the Big Question: Why is nature always changing? Say: *Recall what we read in "Fossils," "A Winter Wonder," and "What Makes the Seasons?" about how nature changes.* Discuss with children how they have seen nature change. Talk about how plants and animals change and how we know they were once different.

Day 3 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Final Syllables

- ✓ Read and Spell Words with Endings *-s, -es, -ed, -ing*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 47

Read On Your Own Book 20

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 4, 5, 7, 9, 12, 14, 16, 31, 34, 35

Endings *-s, -es, -ed, -ing*: Practice Master PM5.40

High Frequency Words: Practice Master PM5.41

TECHNOLOGY ONLY

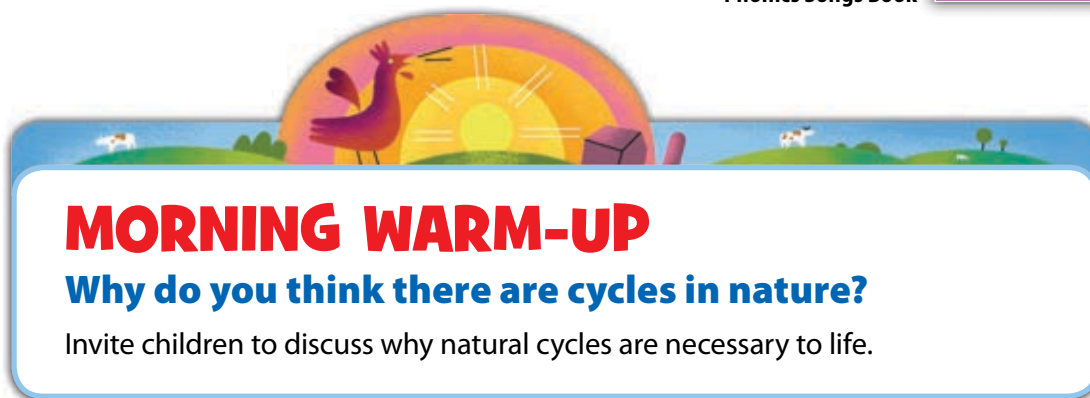
Sing with Me Phonics Songs MP3 or CD 3,
Tracks 15–16

Letter Cards

Word Builder

MATERIALS

chips or small coins, 7 per child • beanbag or soft ball
• timer



MORNING WARM-UP

Why do you think there are cycles in nature?

Invite children to discuss why natural cycles are necessary to life.

Phonological Awareness

1 Substitute Final Syllables

Use **Phonological Awareness Routine 11**.

- **Say a word and clap:** *pushes*. Clap the syllables with me: *push-es*.
- **Substitute a syllable:** *Let's change the syllable -es to -ing*: *pushing*.
- **Say the new word:** *pushing*. Say the new word with me: *pushing*.

For **Phonological Awareness Routine 11**, see page BP31.

Have children repeat the routine with *sprouted/sprouting*, *waited/waiting*, *twisted/twisting*, *fixes/fixing*, and *faded/fading*.

Check & Reteach

OBJECTIVE: Substitute Final Syllables

Ask: *If I change the last syllable in planting to -ed, what's the new word?* (planted)

If children cannot answer, assign each syllable to a different side of the class. Have the children representing each syllable say their syllables in order. Have them blend the syllables faster and faster. Have the group saying the final syllable switch sounds and repeat. After the switch, ask: *What's changed?* Repeat with *reaches/reaching* and *lifting/lifted*.

Phonics

2 Learn Words with Endings *-s, -es, -ed, -ing* ✓

Sing with Me Phonics Songs Book page 47

Play Tracks 15 and 16 and follow the directions.

Practice the gestures until children can perform them smoothly.

- 1 Make swirling motions with one hand.
- 2 Drop hand down.
- 3 Push hand up with fingers pointing up.
- 4 Open hands wide.

COMMON CORE STANDARDS

Reading

Decode Words with Endings *-s, -es, -ed, -ing* CC.2.Rfou.3

Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with Endings *-s, -es, -ed, -ing* CC.2.L.2.d

A Seed Goes Flying

See the seed go flying, **1**
dancing on the breeze.

Once the seed has dropped, **2**
it is planted with ease.




When the seed lies deep down, **3**
it pushes out a sprout.

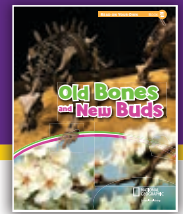
Soon a plant is growing ... **4**
that's what life's about!



Sing with Me Phonics
Songs Book page 47

Use the routine below to teach endings *-s*, *-es*, *-ed*, and *-ing* and to blend words.

Step 1 Develop Phonological Awareness	<i>-s, -es</i>	<i>-ed</i>	<i>-ing</i>
<ol style="list-style-type: none"> Display and read <i>grins</i> and <i>skates</i>. Explain: <i>You know s stands for the sound /s/ or /z/. We add -s to most verbs to tell what is happening now. The boy grins. The girl skates. In grins, the s stands for the sound /z/. Have children say the word. Repeat with skates (/s/).</i> Display and read <i>reaches</i>. Explain: <i>We add -es to verbs that end in ch, sh, tch, ss, and x. The letters -es stand for the sounds /è/ /z/.</i> Display and read <i>grinned, skated, and reached</i>. Explain: <i>Verbs ending in -ed tell what happened in the past. Repeat each word and review the ending sound(s) for -ed: /d/, /è/ /d/, or /t/. Have children say grinned, skated, and reached.</i> Repeat for <i>grinning, skating, and reaching</i>. Explain: <i>Verbs with -ing tell about actions that are or were happening and go with is, are, was, and were.</i> 	<p><i>grins</i> /z/ <i>skates</i> /s/ <i>reaches</i> /è/ /z/</p>	<p><i>grinned</i> /d/ <i>skated</i> /è/ /d/ <i>reached</i> /t/</p>	<p><i>grinning</i> /i/ /ng/ <i>skating</i> /i/ /ng/ <i>reaching</i> /i/ /ng/</p>
Step 2 Introduce the Spelling			
<ol style="list-style-type: none"> Print, cut out, and use Letter Cards to build <i>try</i>. Read the word. Take away the <i>y</i> and add <i>i</i>. Then add <i>-es</i>. Explain: <i>If a word ends in y and has a consonant in front of the y, change the y to i and add -es: tries.</i> Repeat to build <i>tried</i>, adding the ending <i>-ed</i>. Repeat for <i>trying</i>. Point out that the <i>y</i> doesn't change to <i>i</i> before <i>-ing</i>. Repeat for <i>hugs/hugged/hugging</i> and <i>bakes/baked/baking</i>. Remind children: <i>In a word with a short vowel sound + a consonant, such as hug, the final consonant is doubled before adding -ed or -ing. In a word with a long vowel sound + a consonant + e, such as bake, the final e is dropped before the endings -ed or -ing are added.</i> Point out <i>flying, dancing, dropped, planted, pushes, and growing</i> in the song on page 47 of Sing with Me Phonics Songs Book. 	<p><i>try</i> – y + i + es <i>tries</i> [-s, -es] <i>hugs</i> <i>bakes</i></p>	<p><i>try</i> – y + i + ed <i>tried</i> [-ed] <i>hugged</i> <i>baked</i></p>	<p><i>try</i> + ing <i>trying</i> [-ing] <i>hugging</i> <i>baking</i></p>
Step 3 Blend the Parts			
<ol style="list-style-type: none"> Display <i>cries</i>. Have children blend with you: /k/ /r/ /i/ /z/. Point out that the <i>-es</i> ending stands for the sound /z/. Display <i>cried</i>, blend, and point out that <i>-ed</i> stands for /d/. 	<p><i>cries</i> → </p>	<p><i>cried</i> → </p>	<p><i>crying</i> → </p>
<ol style="list-style-type: none"> Repeat to blend the words shown. Point out the sound(s) for <i>-s, -es, -ed, or -ing</i> in each word. 	<p><i>skips,</i> <i>copies</i></p>	<p><i>skipped,</i> <i>copied</i></p>	<p><i>skipping,</i> <i>copying</i></p>




Read On Your Own Book 20

Name _____ Date _____

Phonics


Endings -s, -es, -ed, -ing

Write the word that completes each sentence.

- likes planning**
Ralph likes animals. 
- chewed studies**
He studies them when he is outside.
- hiked flies**
Last week, Ralph hiked near the mountains.
- spotted growing**
He spotted some deer and a moose.
- smiling tried**
He tried to take some photos, but the animals ran away.
- fixed jogging**
Now Ralph is jogging at the beach.
- hopping hoping**
He is hoping to see some seagulls.
- bloomed catches**
He does see one! It swoops down and catches a fish!
- carrying snooped**
Now it is carrying its food away.

© National Geographic Learning, a part of Cengage Learning Inc. For use with TE p. T324c **PM5.40** **Unit 5 | Everything Changes**

NGReach.com Practice Master PM5.40

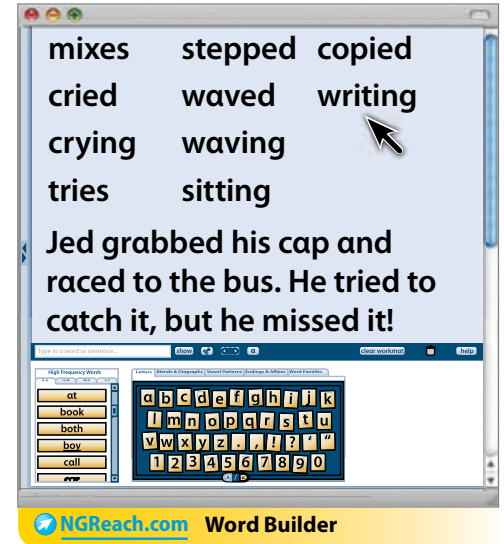


Daily Language Arts
Daily Spelling & Word Work ✓
Practice options on page T319h

3 Read Words with Endings -s, -es, -ed, -ing ✓

Read On Your Own Book 20 page 16

Use **Word Builder** to display the words and sentences shown. Have children blend the words. Then point out previously taught High Frequency Words *his, and, to,* and *the* and ask children to read the sentences.

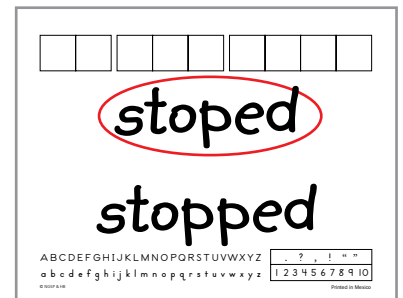


Have children turn to **Read On Your Own Book 20** page 16. Review endings *-s, -es, -ed,* and *-ing* and read the first row of labels together. Then have partners take turns reading the remaining picture labels. Assign **Practice Master PM5.40**.

4 Spell Words with Endings -s, -es, -ed, -ing ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *stopped*.
- **Segment sounds:** /s/ /t/ /ō/ /p/ /t/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **1** /s/, **5** /t/, **16** /ō/, **9** /p/, **5** /t/)
- **Repeat the word:** *stopped*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *raining* and *hiking* using **Sound/Spelling Cards 12** /r/, **35** /ā/, **7** /n/, **1** /ī/, **31** /ng/, **4** /h/, **34** /ī/, and **14** /k/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then apply the spelling rule to a complete sentence: *It stopped raining, so we went hiking.* Have children say and write the sentence. Write the correct sentence and have children check and correct.

Check & Reteach

OBJECTIVE: Read and Spell Words with Endings -s, -es, -ed, -ing ✓

Check the dictation sentence for the correct spellings of *stopped, raining,* and *hiking*. Call out words and ask children how to spell them.

If children have difficulty spelling words with endings *-s, -es, -ed,* and *-ing*, write a list of words that include these endings, such as *flying, dancing, dropped, planted, lies, pushes,* and *growing*. Cover the endings and have children read the word. Uncover the ending and have children take turns reading and spelling.



Endings -s, -es, -ed, -ing

Look at each picture. Read the words.



splashes



sings



flies



raced



jumped



hopped



napping rocking



voting

16

Key Words

Read each set of sentences. Match the sets to the pictures.



Growing and Mowing

- These plants are a **surprise**. We did not mean for **any** seeds to fall **between** the cracks.
- Tomorrow** we will mow **again**. We **never** got to the field that is **below**.
- We **went** to see the roses **grow**. **Almost** all the blooms were open!

What would you like to grow?



High Frequency Words

again
almost
any
below
between
grow
never
surprise
tomorrow
went



Phonics Games

NGReach.com

17

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 20
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 20 page 17

Read aloud page 17. Point to the list of High Frequency Words. Reread sentences 1–3, pausing for children to supply the High Frequency Words orally. Then have partners work together to match each set of sentences to one of the pictures. Assign **Practice Master PM5.41** for more practice.

Play **Toss and Spell** with the High Frequency Words.

- Have children sit in a circle. Say a word. Toss a beanbag to a child and ask him or her to repeat the word and its first letter and toss the beanbag to the next child. That child says the next letter of the word.
- Continue until the word is complete. That child uses the word in a sentence.

REVIEW Continue playing **Toss and Spell** to check children's retention of High Frequency Words from Unit 4. Use the following words: *may, ever, nice, thank, push, around, teacher, would, yes, say, says, write, dear, name, letter, answer.*

For **Toss and Spell Game**, see page BP38.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

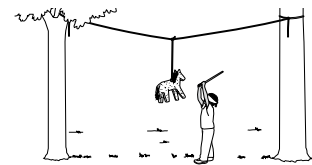
Dictate the words from page 17 as children read and write them. Check for misspellings. If children need practice spelling these words, have them walk around the classroom looking for High Frequency Words in printed matter. As they find a word, have them write it on a list. Time the activity. The child who has found the most instances of High Frequency Words in the time allotted wins the game.

Name _____ Date _____

High Frequency Words

Surprises

Write a word from the box to complete each sentence.



High Frequency Words
again
almost
any
below
between
grow
never
surprise
tomorrow
went

Mom had a surprise for me last weekend. I went to my swim class and came back between 2:00 and 2:30. I never expected to see any friends at my house. That's why I almost jumped a mile high when all my friends yelled, "Surprise!" We hit a homemade donkey once, and then we hit it again. It broke, and treats fell onto the grass below. Now I have a surprise for Mom. Tomorrow we will plant a tree. Then we will watch it grow.

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For use with TE p. T324d

PM5.41

Unit 5 | Everything Changes

NGReach.com Practice Master PM5.41

OBJECTIVES

Thematic Connection: Cycles in Nature
Preview a Persuasive Article to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 10 or Interactive Read-Aloud 10 PDF R13–R15

MATERIALS

soft ball

Power Writing

Have children write as much as they can as well as they can in one minute about the word *habitat*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text CC.2.Rinf.10

Writing

Write Opinions CC.2.W.1

Speaking and Listening

Participate in Conversations CC.2.SL.1

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Rearrange Simple Sentences CC.2.L.1.f

Demonstrate Command of English Capitalization CC.2.L.2

Demonstrate Command of English Punctuation CC.2.L.2

Determine the Meaning of Multiple-Meaning Words CC.2.L.4

Use Context Clues CC.2.L.4.a

Vocabulary Practice

1 Review Science and Academic Vocabulary

Remind children that some words have more than one meaning. Say: *The word **reason** has more than one meaning. Reason can mean “why someone thinks a certain way” or it can mean “the ability to think clearly.”* Display these sentences:

What was the reason you did not come to school?

I can use reason to solve the math problem.

Have children identify which meaning of *reason* is used in each sentence.

Have pairs use a dictionary to find two definitions for *season*. Have them write a sentence for each meaning. Then have pairs share the sentences with another pair of students and identify which meaning is used in each sentence. Repeat with the words *fall* and *spring*.

Key Words

affect · autumn · explain
fall · happen · measure
reason · seasons · spring
summer · weather · winter

Academic Talk

2 Preview and Predict Interactive Read-Aloud 10 SCREENS 1–4

Read aloud the title. Remind children that a habitat is a place where an animal can live and do well. Have children read the subheadings on screens 1–4 aloud and study the photograph on screen 4. Ask: *What do you think this article is about?* (how to save polar bear habitats) *Why do you think that?* (The subheadings ask about saving polar bears and how we can help.) *Let’s read to find out why the author wants to save polar bear habitats.*

Check & Reteach

OBJECTIVE: Preview a Persuasive Article to Make Predictions

Ask: *What can you predict by looking at the photos and reading the subheadings?*

If children cannot answer, have them read aloud the title and describe the photos. Ask:

What animal is in the title and the photographs? Have children read each subhead and rephrase each as a statement. For example, *Why Are Habitats Important?* becomes *Habitats are important*. Discuss the theme of the article.

Interactive Read-Aloud

3 Share a Persuasive Article Interactive Read-Aloud 10 SCREEN 1

GENRE Explain: *In a persuasive article, the author states an idea or belief that he or she thinks is true. The author then states **reasons** to support that belief.*

CONNECT ACROSS TEXTS Remind children that the author of “Springtime in the City” believes spring is the best time of the year. Ask: *What **reasons** did the author give to support that opinion?* (flowers; warm days; clear air) Ask: *How are the two selections alike?* (They both give an opinion and supporting **reasons**.) *Let’s read to find out Louis Kingman’s opinion about polar bear habitats.*



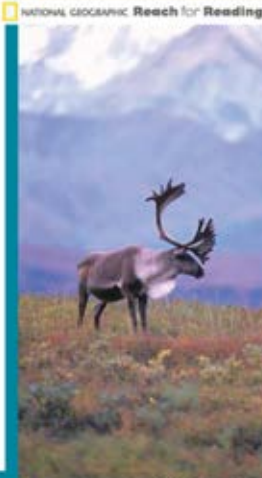
SCREEN 1

Saving the Habitat of Polar Bears

by Louis Pavlik

Why Are Habitats Important?

A habitat is a place where an animal can live and, more importantly, survive. Without the right balance of food, water, shelter, and space to move around, animals will die. A habitat affects the lives of animals every day. **When we protect an animal's habitat, we protect its life.**



More

In some informative texts, authors state an argument. An argument is an idea or belief that the author wants to prove is true.

Argument

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NGReach.com Interactive Read-Aloud

SCIENCE BACKGROUND Share information on polar bears and their habitat.

- *The Arctic is the region of Earth that is farthest north. It is cold there all year long.*
- *The Arctic is covered with a polar ice cap. The ice of the polar ice cap is very thick.*
- *Some ice has always melted during the **summer**. Recently, though, more and more of the polar ice cap is melting each year.*
- *Polar bears live in the Arctic. It is their habitat. They live and hunt seals on the ice. As the polar ice caps melt, polar bears have a harder time finding a place to live and hunt. Polar bears may one day become extinct because of a change to their habitat.*

Read screens 1–5 to children. Use the questions on T324g to build comprehension during the first read (Day 3) and second read (Day 4). For print versions of “Saving the Habitats of Polar Bears,” see pages R13–R15.

Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend

- Make and Confirm Predictions
- Active Reading

Day 4 Listen and Analyze


- ✓ Visualize
- ✓ Analyze Author's Reasons
 - Critical Thinking

SCREEN 2

1 Are Changes in the Arctic Habitat Harming Polar Bears?

Most scientists agree that changes in the Arctic habitat are threatening polar bears. The sea ice, which polar bears need to hunt food, is decreasing. Polar bears are forced to swim long distances to find food and cannot store enough fat for winter. Without fat, they cannot survive the cold temperatures.

2005



More ↑

Authors support their arguments with reasons.

Reason


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SCREEN 3

Why Is It Important to Save Polar Bears?

If polar bears became extinct, it would shift the balance of nature in the Arctic. Polar bears eat seals. This keeps the number of seals from growing too quickly. Without polar bears, there would be more seals. More seals would mean fewer fish, since seals eat fish. We cannot allow this to happen. We must make sure that the Arctic habitat stays balanced. **3**

2



Reason

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Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Active Reading** Have volunteers read aloud a subheading and have children raise their hands when they hear the answer in the text.
- 2 Make Predictions** *Look at the food chain on screen 3. What do you think would **happen** to the seals if the polar bears became extinct? (There would be more seals.) What do you think would **happen** to the fish if the polar bears became extinct? (There would be fewer fish because there would be more seals to eat them.)*

SECOND READ

Day 4 Listen and Analyze

- 3 Analyze Author's Reasons** ✓ *The author believes it is important to save polar bears. What are his **reasons** to support this? (If polar bears become extinct, the Arctic habitat will not be balanced and other animals will be **affected**.)*
- 4 Visualize** ✓ *Visualize what the Arctic park in Russia will look like in a few years. What do you see there? (Possible response: I see a park with many polar bears. They have plenty of water and seals to eat.)*



SCREEN 4

What Can We Do to Help?

People can help protect the Arctic habitat and polar bears. There are areas in the north of Canada and Greenland where the amount of sea ice has not decreased. Creating natural parks in those areas, where scientists can better control the balance of the Arctic habitat, could help protect polar bears from extinction. **4**

SCREEN 5

Argument:	We must protect the Arctic habitat.
Reasons:	so that polar bears do not disappear
	so that the balance of nature does not change

Writing

4 Write an Opinion

Remind children that opinions are ideas that people have. Explain that when they write an opinion, they tell how they feel and then support their opinion with reasons.

Key Words

affect · autumn · explain
 fall · happen · measure
 reason · seasons · spring
 summer · weather · winter

Have children choose which animal they think is more interesting, the wood frog or the polar bear. Divide children into groups of three based on the animal they like best. Have each child in the group write a reason that they find their animal interesting. Have them cite text evidence from "A Winter Wonder" or "Saving the Habitats of Polar Bears" to support their reasons. Remind children to use **Key Words** in their sentences.

Have children in each group put their sentences together to form a paragraph. Have groups read their paragraphs to the class.



Daily Language Arts

Daily Grammar ✓

Display the following sentence: *The wood frog is more interesting than the polar bear.* Guide children to turn the statement into the question *Is the wood frog more interesting than the polar bear?* Then use page T319j to practice turning statements into questions.

WRAP-UP Toss a ball around and have children name changes in nature that they have read about so far. Have them tell if a change is permanent or temporary, and then say if they think people can stop it.

OBJECTIVES

Thematic Connection: Cycles in Nature

Substitute Final Syllables

- ✓ Read and Spell Words with Endings *-s, -es, -ed, -ing*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Endings *-s, -es, -ed, -ing*: Practice Master PM5.43

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 2, 7, 8, 11, 19, 28, 31, 34, 35

Read On Your Own Book 20


TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 6 per child



MORNING WARM-UP

How are seeds part of a cycle?

Have children turn and talk about the cycle of plant growth.

Phonological Awareness

1 Substitute Final Syllables

Use **Phonological Awareness Routine 11**.

- **Say a word and clap:** *voting*. Clap the syllables with me: vo-ting.
- **Substitute a syllable:** *Let's change the syllable -ting to -ted:* voted.
- **Say the new word:** *voted*. Say the new word with me: voted.

For **Phonological Awareness Routine 11**, see page BP31.

Repeat with *weeded/weeding, resting/rested, tasting/tasted, and waxes/waxing*.

Check & Reteach

OBJECTIVE: Substitute Final Syllables

Ask: *What word do I get if I change the -es in dresses to -ing?* (dressing)

If children cannot answer, use **Phonological Awareness Routine 9** to practice identifying syllables. Say *dresses* and *dressing*. Have children say the syllables, identify the new ending, and repeat the word. Repeat with *folded/folding* and *treating/treated*.

For **Phonological Awareness Routine 9**, see page BP31.

Phonics

2 Read Words with Endings *-s, -es, -ed, -ing* ✓

REVIEW Display and read *trims, trimmed, trimming*. Remind children: *Verbs that end in -s or -es tell what one person or thing is doing now:* Tana trims the grass. *Verbs that end in -ed tell what happened in the past:* Tana trimmed the grass last week. *Verbs that end in -ing are used with verbs such as is and was:* Tana is trimming the grass.

Distribute **Letter Cards**. Model building *chat* and add *-s*. Have partners build, blend, and write the word. Build *chat* and *chatting*. Review: *Chat has a short vowel sound + a single consonant, so the t is doubled before adding -ed or -ing*. Display *scrapes/scraped/scraping*. Review that the final *e* is dropped before *-ed* or *-ing* is added. Display *copies/copied/copying*. Point out that *copy* ends with a consonant + *y*, so the *y* changes to *i* before *-es* or *-ing* is added. Encourage children to build other verbs. Assign **Practice Master PM5.43**.

COMMON CORE STANDARDS

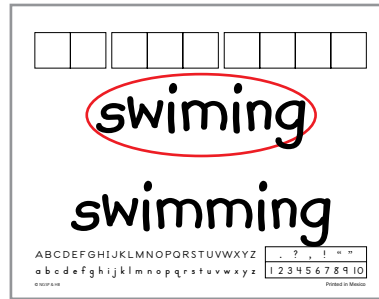
Reading

Decode Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c
Language and Vocabulary	
Spell Words with Endings <i>-s, -es, -ed, -ing</i>	CC.2.L.2.d
Check Spelling	CC.2.L.2.e

3 Spell Words with Endings -s, -es, -ed, -ing ✓

Use **Dictation Routine 1** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *swimming*.
- **Segment sounds:** /s/ /w/ /i/ /m/ /i/ /ng/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **1** /s/, **19** /w/, **11** /i/, **2** /m/, **11** /i/, **31** /ng/).
- **Repeat the word:** *swimming*. Have children write the word.



Write-On/Wipe-Off Board

Write the correct spelling. Have children check and correct their spelling. Repeat for *sailing* and *shining* using cards **35** /ā/, **8** /l/, **28** /sh/, **34** /i/, and **7** /n/. Then apply the spelling rule to complete sentences. Say, *It's great to go swimming. We go sailing when the sun is shining.* Have children write each sentence and then use a dictionary to check and correct the spelling of all the words.

For **Dictation Routine 1**, see page BP35.

High Frequency Words

5 Read and Spell Key Words ✓

Have children chant and spell each High Frequency Word three times as you point to it. Listen for correct pronunciation and spelling and provide feedback.

Play **Memory** with the High Frequency Words:

- Distribute two copies of **High Frequency Word Cards** to partners.
- Have partners lay the cards facedown and take turns turning up two cards. If the cards match, the child keeps the cards. If the cards don't match, the child turns the cards facedown again and play continues.
- When all cards are matched up, the child with the most pairs wins.

REVIEW Play **Memory** with the following previously taught High Frequency Words: *may, ever, nice, thank, push, around, teacher, would, yes, say, says, write, dear, name, letter, answer.*

For **Memory Game**, see page BP38.

Check & Reteach

OBJECTIVES: Read and Spell Words with Endings -s, -es, -ed, -ing ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *We went hiking and watched the sun setting between the hills.* Model correct spelling and have children check their work.

If children misspell words, have them copy the words correctly three times. Repeat with *I hope he likes the surprise I am giving him tomorrow.*

For **Dictation Routine 2**, see page BP35.

Name _____ Date _____

Phonics

Endings -s, -es, -ed, -ing

Write the word with the correct ending that completes each sentence.

hum	+ s	= hums	like	+ s	= likes	cry	- y + i + es	= cries
hum	+ m + ed	= hummed	like	- e + ed	= liked	cry	- y + i + ed	= cried
hum	+ m + ing	= humming	like	- e + ing	= liking	cry	+ ing	= crying

1. bake

Last week, Dad and I baked a pecan pie.



2. plan

We were planning to bring it to Grandma.

3. try

The pie smelled so good that we tried a bite.

4. taste

Soon my mom was tasting it, too.

5. stop

By the time we stopped eating, there was no pie left!

6. make

Now we are making Grandma a cake.

7. dry

I wash dishes and Dad dries them, while the cake bakes.

8. write

Mom writes a sign for the cake. It says, "No eating!"

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For use with TE p. T324j **PM5.43** Unit 5 | Everything Changes

NGReach.com Practice Master PM5.43

Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T319h



Read On Your Own Book 20

Plant Seeds

by Carlos Vazquez

For many animals, life begins with an egg. For plants, life starts with a seed.

Any seed holds a tiny new plant. It also contains food. Around the plant and the food is the seed coat. If you soaked a seed in water, the seed coat would fall off. Then you could see one or two seed leaves where the plant and food are hiding.

Seeds come from the fruits of plants. Fruits can be hard or soft. They can be wrapped in shells or pods.

When a fruit is ripe, the seeds will be released. Lots of fruit can be dropped below a plant. The seeds could never all grow there. Many seeds must be shifted to a new place.

Legend
 words with endings -s, -es, -ed, -ing
 High Frequency Words
 * story words

Read On Your Own Book 20
 pages 18–21

Differentiate

BL Below Level

ISSUE Children mispronounce words with previously taught phonics elements.

STRATEGY Use the chart to identify specific resources for review and reteaching.

Skill	Book 7	Teacher's Edition
words with vowel digraphs	leaves (page 19) released (page 21) easy (page 22) contains (page 19) way (page 27)	/ē/ea (page T228b) /ā/ai (page T201b) /ā/ay (page T201b)
words ending in -y	tiny (page 19) many (page 21) silky (page 22) by (page 26)	/ē/-y (page T289l) /i/-y (page T289l)
words with -igh	light (page 23) might (page 25) right (page 27)	/i/igh (page T265b)

AL Above Level

ISSUE Children can easily decode the text.

STRATEGY Challenge children to find words with endings -s, -es, -ed, and -ing in the text and tell how the words help them to visualize what happens to seeds.

Decodable Reading

5 Read "Plant Seeds" ✓ Read On Your Own Book 20 pages 18–28

Use the photos to pre-teach the story words *animal(s)* (page 18), *hair(s)* (page 22), and *island* (page 25). Then use **Decoding Routine 4** to conduct two readings of "Plant Seeds." First, conduct a whisper read to monitor decoding. Then conduct a choral read to monitor progress.

FIRST READ

Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

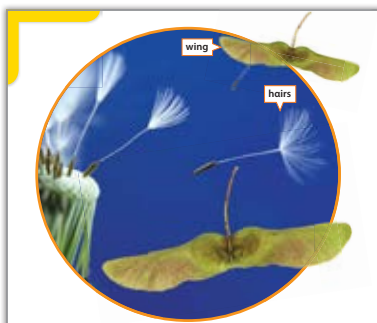
SECOND READ

Day 4 Reread and Comprehend

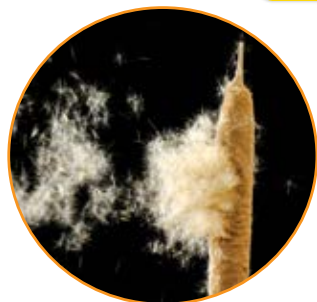
Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 Recall Details** *How do seeds move from place to place?* (The wind blows seeds around, seeds can float on water, and animals move seeds.)
- 2 Determine Cause and Effect** *Why is it easy for the wind to move seeds?* (Some seeds have hairs that help them fly; other seeds are light.)
- 3 Use Visuals** *Look at the diagram on page 19. What is inside a seed?* (A tiny new plant and food are inside a seed.)
- 4 Make Connections** *What kinds of seeds have you seen in food you eat? What do they look like?* (Responses should include familiar seeds such as fruit and vegetable seeds.)

For **Decoding Routine 4**, see page BP34.



Wind can shift seeds around. Some seeds have wings or silky hairs* that make flying on the breeze easy.



Other seeds are very light. It's no surprise that the wind catches them up!



Many plants growing beside water make seeds that can float. These seeds have strong husks. In the seed and the husk is a space filled with air.



Some husks are so strong that the seeds can make it through almost any hard trip. These seeds get tossed about in the sea. If the husks do not crack, the seeds might reach an island!*

STUDENT TECHNOLOGY

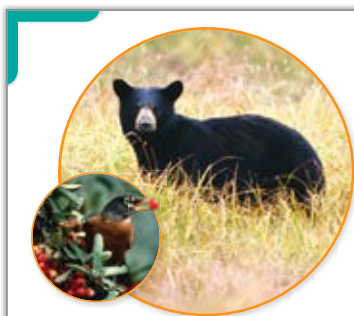


Student eEdition



Comprehension Coach

NGReach.com



Animals can shift seeds. As an animal brushes by a plant, seeds cling to its coat. A robin flies by, grabbing a seed between its beak for a snack. The robin may drop the seed before eating. This is how seeds are shifted.



When a seed's trip ends, will the seed grow into a plant tomorrow? Not so fast! Most seeds must be warm and damp below the earth. Then, when the time is right, the tiny plant pushes its way out of the seed coat!



As the plant grows, it makes fruit. Then the seeds begin the trip to new life again.

Practice Phonics

Endings -s, -es, -ed, -ing

Read these words.

bagging digs diving flies napping
planted raked relaxes resting weeding

Find the words with the endings -s, -es, -ed, and -ing. Use letters to build them.

d i v i n g

Talk Together

He planted, but now he is weeding.

Choose words from the box above to tell your partner about what each man did and is doing.



Read On Your Own Book 20
pages 22–29

Practice Phonics

6 Endings -s, -es, -ed, -ing Read On Your Own Book 20 page 29

Print, cut out, and distribute **Letter Cards**. Read aloud the first activity on page 29. Have partners build the words.



7 Talk Together Read On Your Own Book 20 page 29

Have children tell about the pictures by filling in the sentence frame with words from the box. (Possible responses: He planted/raked, but now he is weeding/ napping/bagging.)

See **Differentiate**

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Plant Seeds." Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Chinese, Hmong, and Vietnamese, verbs do not have tense inflections. Chinese also has no form to show that an action is ongoing.

STRATEGY Model how to complete the **Talk Together** sentence frames and have partners practice.

SN Special Needs

ISSUE Children have trouble forming words with inflected endings -s, -es, -ed, and -ing.

STRATEGY Devise a game in which children form teams and compete to collectively use **Letter Cards** to build words with inflected endings -s, -es, -ed, and -ing to complete the sentence frames.

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✔ Identify Multiple-Meaning Words
- ✔ Identify Author's Reasons

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 10 or Interactive Read-Aloud 10 PDF R13–R15

MATERIALS

3 index cards for each word in the Vocabulary Practice activity

Power Writing

Have children write as much as they can as well as they can in one minute about the word *autumn*.

For **Writing Routine 1**, see page BP56.

COMMON CORE STANDARDS

Reading

Describe the Connection	CC.2.Rinf.3
Identify Author's Reasons	CC.2.Rinf.8
Read and Comprehend	
Informational Text	CC.2.Rinf.10

Writing

Recall Information	CC.2.W.8
--------------------	----------

Speaking and Listening

Build on Others' Talk	CC.2.SL.1.b
Recount or Describe Key Details	CC.2.SL.2
Produce Complete Sentences	CC.2.SL.6

Language and Vocabulary

Rearrange Simple Sentences	CC.2.L.1.f
Demonstrate Command of English	
Capitalization	CC.2.L.2
Demonstrate Command of English	
Punctuation	CC.2.L.2
Determine the Meaning of	
Multiple-Meaning Words	CC.2.L.4
Use Context Clues	CC.2.L.4.a

Vocabulary Practice

1 Multiple-Meaning Words ✔ Interactive Read-Aloud 10 SCREENS 1–5

Write each of the following multiple-meaning words on index cards: *space*, *round*, *seal*, *mean*, *park*. For each word, write two meanings on separate cards. Distribute the cards. Have children walk around and match each word with its two meanings. Check that each group of three children matches. Then, have children find their word in "Saving the Habitats of Polar Bears" and identify which meaning matches the use of the word in the article.

Check & Reteach

OBJECTIVE: Identify Multiple-Meaning Words ✔

If children cannot use context to identify the correct meaning for a word, locate the word. Read the sentence and identify words around the word. For example: (*round*) It is winter all year round. Ask: *Do you think "all year" means "something that looks like a ball" or "a period of time"?* (a period of time) Children match the word to its correct meaning on the index card.

Comprehension

2 Author's Reasons ✔ Interactive Read-Aloud 10 SCREENS 1–5

Reread screen 1 and have children use the More tab to find the definition of *argument*. Ask: *What is the author's argument?* (Protecting an animal's habitat is protecting its life.) *How does the author support his argument?* (Possible response: He gives **reasons**.) Display screen 2. Read the More tab aloud. Ask: *How does the chart support the author's argument?* (Possible response: The chart shows higher temperatures and fewer polar bears.) Reread screen 3. Click the Reason button to highlight the author's reason. Explain how the images support the reason on screens 2–3. Review the argument and reasons on screen 5 and have children drag them to the correct place.

Check & Reteach

OBJECTIVE: Identify Author's Reasons ✔

Ask children to supply one reason to support the author's argument, "When we protect an animal's habitat, we protect its life."
If children cannot answer, have two children role-play asking questions and answering with reasons. For example: *Why is an animal's habitat important to its life?* (because it provides the things an animal needs to live)

Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 10 SCREENS 1–5



Use the **Listen and Analyze** questions on page T324n as you reread "Saving the Habitats of Polar Bears" and have children practice using visuals.



SCREEN 1

Saving the Habitat of Polar Bears by Louis Pavlik

Why Are Habitats Important?
 A habitat is a place where an animal can live and, more importantly, survive. Without the right balance of food, water, shelter, and space to move around, animals will die. A habitat affects the lives of animals every day. **When we protect an animal's habitat, we protect its life.**

In some informative texts, authors state an **argument**. An argument is an idea or belief that the author wants to prove is true.

Argument

More

Interactive Read-Aloud

Writing

4 Author's Reasons Interactive Read-Aloud 10 SCREENS 2-4

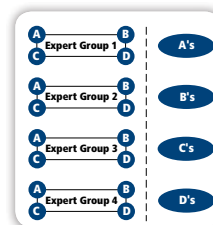
Assign groups of four either screen 2 or screen 3. Each group tells the author's point and the reasons to support it using the following sentence frame: The author says that _____ because _____.

Academic Talk

5 Discuss Author's Reasons Interactive Read-Aloud 10 SCREENS 1-4

Use **Jigsaw**. Children read their sentence to the new group. The group identifies reasons that are based on facts and discusses any other facts that could have been included in each sentence.

For **Jigsaw**, see page BP60.




Jigsaw

Daily Language Arts

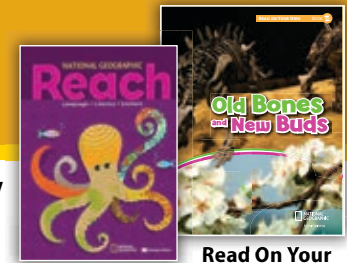
Daily Grammar

Show children how they can turn the statement "There are plans to create a natural Arctic park in Russia" into the question *Are there plans to create a natural Arctic park in Russia?* Then use the Daily Grammar lesson on page T319j to review turning statements into questions.



WRAP-UP Remind children that a seed's change is permanent, but it is part of a continuing cycle of seed production. Point out that if the polar bears lose their habitat, the cycles they are a part of will end. Guide children in discussing why cycles in nature are important and what the end of a cycle could mean.

Day 5 Review and Apply



Anthology

Read On Your Own Book 20

OBJECTIVES

Thematic Connection: Cycles in Nature

- ✓ Read and Spell Words with Vowel Digraphs *ew, ui, ou, ue*
- ✓ Read and Spell Words with Endings *-s, -es, -ed, -ing*
- ✓ Read and Spell High Frequency Words
- ✓ Compare Author's Reasons

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Use Punctuation: Practice Master PM5.45

Read On Your Own Book 20

Interactive Read-Aloud 10 or Interactive Read-Aloud 10 PDF R13–R15

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

large sheets of paper • different colored markers



MORNING WARM-UP


Which changes in nature did you read about this week?

Have children discuss how nature changed and what caused the changes.


Review Phonics and High Frequency Words

True or False?


Work with a partner. Below are statements. Read the first one aloud. Is it true? Read it again, and say true or false. Check the upside-down answer. If you're right, you get a point. The next statement goes to your partner. When you're done, count up points. Who ended up with the most?




An apple is a fruit. a fruit. True. An apple is fruit.



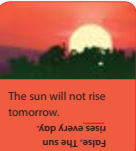
Glue is good for making making soup. False. Glue is not food!




You can never make a rock grow bigger. True. Rocks are not living.




A plane needs fuel to keep flying. True. Planes need gas just like trucks.




The sun will not rise tomorrow. rises every day. False. The sun rises every day.



There are at least 28 days in any month. True. A month has between 28–31 days.



All dinosaurs were cruel and nasty. False. Some plants and were gentle.



When people are jogging, they are running as fast as they can. False. They don't go too fast so they don't get tired.

Legend

words with *ew, ui, ou, ue,* and endings *-s, -es, -ed, -ing*

high frequency words

Read On Your Own Book 20
pages 30–31

Power Writing

Have children write as much as they can as well as they can in one minute about the word *change*.

For *Writing Routine 1*, see page BP56.

Phonics Review

1 Play True or False? ✓ Read On Your Own Book 20 pages 30–31

Read aloud the directions. Have partners read the sentences, decide if they are true/false, and check the answers. Discuss answers. Have partners find and read:

- Eight words with vowel digraphs *ew, ui, ou, or ue* (true, you're, you, fruit, glue, soup, cruel, fuel)
- Six verbs with endings *-s, -ed, or -ing* (ended, making, needs, flying, jogging, running)
- High Frequency Words *below, again, never, grow, tomorrow, and any*

Ask for volunteers to point out the words for which they searched.

Check & Reteach

- OBJECTIVES:** Read and Spell Words with Vowel Digraphs *ew, ui, ou, ue* ✓
 Read and Spell Words with Endings *-s, -es, -ed, -ing* ✓
 Read and Spell High Frequency Words ✓

Name the word *fruit*. Have children find the word on page 30 and use a self-stick note to cover it up. Dictate the word as children spell it. Repeat for *points, ended, glue, making, soup, cruel, you, needs, fuel, flying, days, jogging, and running*. Continue for High Frequency Words *below, again, never, grow, tomorrow, and any*.

COMMON CORE STANDARDS

Reading

Identify Author's Reasons	CC.2.Rinf.8
Compare Two Texts	CC.2.Rinf.9
Read and Comprehend Informational Text	CC.2.Rinf.10

Decode Words with Vowel Digraphs <i>ew, ui, ou, ue</i> and Endings <i>-s, -es, -ed, -ing</i>	CC.2.Rfou.3
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Know Vowel Teams <i>ew, ui, ou, ue</i>	CC.2.Rfou.3.b
Read Irregularly Spelled Words	CC.2.Rfou.3.f

Writing

Participate in Shared Research and Writing Projects	CC.2.W.7
Recall Information	CC.2.W.8

Speaking and Listening

Build on Others' Talk	CC.2.SL.1.b
Produce Complete Sentences	CC.2.SL.6

Language and Vocabulary

Use Compound Sentences	CC.2.L.1.f
Rearrange Simple Sentences	CC.2.L.1.f
Demonstrate Command of English Capitalization and Punctuation	CC.2.L.2
Spell Words with Vowel Digraphs <i>ew, ui, ou, ue</i> and Endings <i>-s, -es, -ed, -ing</i>	CC.2.L.2.d
Use Words and Phrases	CC.2.L.6

Grammar and Spelling Skills Trace: > Yes/No Questions > Questions > Questions

Questions

You can ask **questions** to get information. All questions begin with a capital letter and end with a question mark.

Grammar Rules Questions		Answer
	Question	
• Some questions ask for a “yes” or “no” answer.	Is it spring yet?	Yes, it is.
	Is the plant growing?	Yes.
• Some questions ask for more information.	Who can tell me about the seasons?	The teacher can tell you about the seasons.
	When will autumn end?	Autumn will end in November.
• A question can start with who , when , where , what , or how .	Where can we go this summer?	We can go to the beach this summer.

Read Questions
Read these sentences. Name the sentences that ask questions. How do you know?

Why is this a growing season?
Plants grow tall, but what's the reason?
Plants grow best in summer light, when days are long and warm and bright.

Write Questions
Write two questions about seasons. Ask a partner your questions.

325

Anthology page 325

STUDENT TECHNOLOGY

Student eEdition

Vocabulary Games

Resources

NGReach.com



Daily Language Arts

Daily Spelling & Word Work ✓

Spelling Test on page T319g



VOCABULARY GAME

Introduce **Multiple Key Word Skit**. Organize children in small groups and give each group five **Key Words**. Allow time for groups to brainstorm how the words relate to each other and to create a skit with dialogue that includes all the words. After children present their skits, discuss with them which skit was most original, most humorous, or used the words most accurately. For **Multiple Key Word Skit**, see page BP55.

ONLINE VOCABULARY GAMES

NGReach.com Online Vocabulary Games

Vocabulary Review

2 Apply Word Knowledge

Have children apply their knowledge of the words on the Spelling Test and the **Key Words** to play a game. Display the Spelling Words and the **Key Words**.

Grammar Review

3 Questions ✓ Anthology page 325

Read aloud the introduction and the Grammar Rules box. After each sample question, prompt children to tell what information each question word signals. Then review the ending marks used, including periods in a response.

Read aloud the directions and the excerpt from “What Makes the Seasons?” in the Read Questions section. Ask: *What end mark shows that a sentence is a question (answer)?* (a question mark; a period) Have children complete the Write Questions activity and share their questions with a partner.

Use pages T319i–T319j to review asking questions. Organize children into pairs. Have them work together to put ending punctuation on the following sentences:

1. What is your favorite season of the year (?)
2. I like summer best (.)
3. Why is that your favorite (?)
4. I like to swim in the summer (.)

Assign **Practice Master PM5.45**.

Comprehension

4 Compare Authors' Reasons ✓

Remind children that they have read a science article and a persuasive article: "A Winter Wonder" and "Saving the Habitats of Polar Bears." In both articles, the authors give their opinions. They both give reasons to back up their opinions. Ask: *What is Louis Kingman's opinion about polar bears?* (He thinks they are important and their habitat should be protected.) *What does Dr. Tyrone Hayes think about wood frogs?* (He thinks wood frogs are truly amazing.)

Have children think about one reason Dr. Hayes thinks wood frogs are amazing and one reason Louis Kingman thinks polar bears should be protected. Divide children into two groups. Assign one group to list the reasons Dr. Hayes feels wood frogs are amazing and the other group to list the reasons Louis Kingman feels polar bear habitats should be protected. Then have each group share their list and have children check to see if any of their reasons are the same.

Check & Reteach

OBJECTIVE: Compare Authors' Reasons ✓

Ask: *Do you think both Louis Kingman and Dr. Tyrone Hayes believe that it is important to save both wood frogs and polar bears? Why?* (Yes. Both animals are important parts of their habitats.)

If children cannot explain why, reread the articles, pointing out reasons both authors state about each animal's importance.

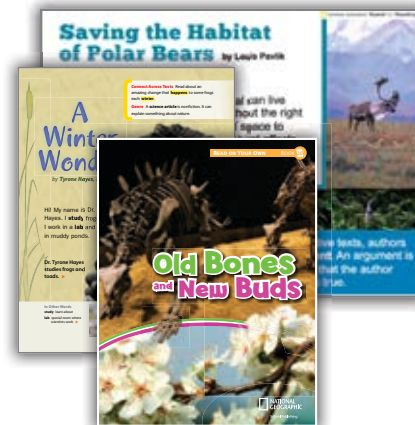
Academic Talk

5 Relate Readings to the Big Question

Use **Team Word Webbing**.

- Provide each group of four with one large sheet of paper. Give each child a different colored marker.
- Have children think about what they learned about nature from this week's readings.
- Guide each child to write a response on the web nearest to him or her. Signal and have children rotate the paper and each add to the nearest part again.
- Have children use their responses on the web to discuss the Big Question: Why is nature always changing?

For **Team Word Webbing**, see page BP61.



Writing

6 Write About Change

Have children work in the same groups as they did for the **Academic Talk** activity. Have the group review the points they made about why nature is always changing.

Model how to think and write about the readings and what you learned:

Think Aloud	Write
<i>In "A Winter Wonder," I read that winters can be hard on some animals. How do some animals change in order to survive?</i>	Animals change in order to survive hard winters. The wood frog freezes in winter and thaws in the spring.

Then, have children pair up to write sentences that tell how the information from this week's selections helped them understand why nature is always changing. Ask children to identify specific details in the selections that added to their understanding.

Have pairs work together to edit their writing. Remind them to keep in mind the grammar rules for writing questions.

Have children return to their groups and paint murals that illustrate nature changing. Display the murals and sentences in the classroom or in a school hallway.



Daily Language Arts

Daily Grammar

Review and Assess on page T319j



WRAP-UP Have children review the contents of their Weekly Folders and the unit concept map. Form mixed groups. Have children use what they learned to discuss the Big Question: Why is nature always changing? Circulate and prompt discussion as needed:

- *How do you see nature's changes in the **seasons**?*
- ***Explain** what **happens** to different animals as the **seasons** change.*
- *What did you learn this week about how nature changes?*



OBJECTIVES

Thematic Connection: Cycles in Nature

Write a Comparison

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A5.47

MATERIALS

slips of paper • large sheet of paper — 1 per group • markers

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise and Edit
DAY 5	Publish and Present

COMMON CORE STANDARDS

Writing

Write About Topics	CC.2.W.2
Write Facts About Topics	CC.2.W.2
Write Informative Text with Definitions	CC.2.W.2
Focus on a Topic	CC.2.W.5
Revise and Edit to Strengthen Writing	CC.2.W.5
Use Technology in Writing	CC.2.W.6
Participate in Shared Research and Writing Projects	CC.2.W.7
Gather Information	CC.2.W.8
Language and Vocabulary	
Demonstrate Command of English Grammar	CC.2.L.1
Use Simple Sentences	CC.2.L.1.f
Rearrange Simple Sentences	CC.2.L.1.f
Demonstrate Command of English Capitalization, Punctuation, and Spelling	CC.2.L.2

Study a Model

Read the Prompt Anthology page 326

Read aloud the prompt and clarify the role, audience, form, and topic: *Your role is to be an observer. The form is a comparison. What do you think makes a good observer?*

(Possible responses: notices details, compares and contrasts, uses descriptive words) Tell children that the audience will be their classmates and that they will choose two seasons to compare and contrast.

Teach the Trait: Organization Anthology page 326

Explain: *Good writers organize their writing to fit their purpose. Then ideas flow together smoothly and in an orderly way.*

Read aloud Andy's comparison on page 326 and point out the organization as you explain the trait: *Andy compares and contrasts fall and spring. He organizes his writing to fit this purpose. First he compares how the two seasons are the same, using the signal word both. Then explain how Andy contrasts the seasons, using the signal word different.*

Prewrite

Choose a Topic Anthology page 327

Reread the prompt and unpack the role and form. Explain: *Comparisons tell how two things are alike and different.* Guide children to choose two seasons to compare. Have children read step 1 and the Language Frames. Model using the Language Frames to start a list of questions about the seasons where they live: *What are your two favorite seasons? How are they alike? How are they different?*

Have partners follow step 2, make a list of details, and give feedback on each idea. If children have difficulty listing details, have them write each of their seasons in the center of a piece of paper and take a minute to jot down anything each season makes them think of.

Get Organized Anthology pages 326–327

Have a volunteer read aloud step 3 on page 327. Model how to use the comparison on page 326 to complete the graphic organizer. Think aloud: *I list details about fall in the first column. I will use these details when I compare and contrast the seasons I chose.* Repeat for spring. Use the callouts and underlined text next to the model on page 326.

Have partners create Comparison Charts for their topics.

Writing Project

Write as an Observer

Write a Comparison

What are the seasons like where you live? Write a few paragraphs to compare or contrast two seasons. Work with your classmates to create a book of seasons.



Study a Model

When you compare, you tell how two things are the same. When you contrast, you tell how they are different. Read Andy's comparison of his two favorite seasons.

My Favorite Seasons

By Andy Halliday

I live near Dallas, Texas. My favorite seasons here are **fall and spring**.

The temperature during **both** seasons is great. It's usually in the 70s. That's not too hot and not too cold. It's perfect!

The weather during spring is a little **different** from the weather in fall. In spring, we get storms, with lots of wind, thunder and lightning. Once in a while, there's even a tornado!

In the fall, we don't get storms or tornadoes. We get football, **though**. That's just as exciting!

The **topic sentence** tells the two things you are comparing or contrasting.

Details are **organized** to show how the seasons are the same and different.

Special words help you signal what is the same or different.

326

Prewrite

- Choose a Topic** Which seasons will you write about? Talk with a partner to make your choice.

Language Frames

Tell Your Ideas My favorite _____ are _____. The two _____ are alike because they both _____. The _____ are different because _____.	Respond to Ideas Why are _____ and _____ your favorite _____? What other things are alike? You said _____ and _____ are alike, but I think they're different because _____.
--	---

- Gather Information** Think of all the ways the two seasons are alike and different. Make notes to gather details.
- Get Organized** Put your ideas in a comparison chart.

Comparison Chart

	Fall	Spring
Temperature	in the 70s	in the 70s
Weather	thunderstorms	sunny weather
Sports	football	baseball

Draft

Use your comparison chart to write your draft.

- Write a topic sentence that tells the two things you are comparing.
- Arrange your details so that the comparison is clear. You can tell about one season first, and then the other. You can also put details about the same things together, like Andy did.

327

Anthology
pages 326–327

Draft

Write Anthology page 327

Use the Comparison Chart and “My Favorite Seasons” to model how to write a comparison that tells how two things are alike and different.

Think Aloud	Write
<i>My comparison needs a topic sentence that tells what I will compare and contrast.</i>	My favorite seasons here are fall and spring.
<i>Next, I organize the details. First I'll tell how the two seasons are alike. I will use the signal word both to show I am comparing.</i>	The temperature during both seasons is great.
<i>Then I will point out how the seasons are different. I will use the signal word different to show I am contrasting.</i>	The weather during spring is a little different from the weather in fall.

Have children use their Comparison Charts to plan their writing. Remind them to pay attention to the organization of their ideas as they draft.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children have difficulty identifying seasonal details to compare or contrast.

STRATEGY Provide children with pictures of seasonal weather and activities. Discuss what each picture shows and how it makes them feel. Have children choose their two favorite seasons and use the pictures to name similarities and differences. Guide children to complete their Comparison Charts with these details.

BL Below Level

ISSUE Children have difficulty organizing their writing into comparisons and contrasts.

STRATEGY Have children write each detail sentence on a strip of paper. Ask children to arrange the strips into groups: those that compare and those that contrast. Then have them arrange each group of sentences into a logical order that makes sense.

Differentiate

AL Above Level

ISSUE Children are ready to include more complex sentence structures in their writing.

STRATEGY Have children find shorter sentences in their drafts that can be joined to form compound sentences. Remind children that *and* joins sentences that tell how things are alike, while *but* joins sentences that tell how things are different.

Revise

Read, Retell, Respond **Anthology** page 328

Read aloud step 1 on page 328. Have partners take turns reading their comparisons to each other and then retelling what they heard. Remind children to use the Language Frames on page 328 and to listen carefully to what their partners say.

Tell children that if their partners do not understand what their comparisons are about, they need to make them clearer. Some questions to ask might be:

- What two seasons are being compared and contrasted?
- What are some details that tell how they are alike?
- What are some details that tell how they are different?
- Does the order of the sentences make sense? Why or why not?

Have partners discuss the feedback and how they can use it to revise their comparisons.

Make Changes **Anthology** page 328

Review the revision examples. Ask *How does adding with lots of wind, thunder and lightning improve this sentence?* (Possible response: It adds more detail to help me understand the comparison.) *How does moving We get tornadoes in the spring, though improve the organization?* (Possible response: This sentence tells a difference. It makes more sense to put it in the paragraph that tells how the seasons are different.)

Have children use the Revising Marks on **Anthology** page 563 to improve their drafts. Remind children to include enough detail and organize their sentences so the purpose of their writing is clear, as in the examples on page 328.

See **Differentiate**

Edit and Proofread

Check the Comparison **Anthology** page 329

Have children work in small groups to edit their drafts. Have them take turns reading each other's papers to check that sentences are complete and punctuated correctly. Then have them trade papers again and read to check for spelling errors. As writers review feedback and make edits, circulate and provide feedback. Use Daily Language Arts lessons to reinforce spelling and grammar skills. Remind children of the Punctuation Tip on page 329.

Daily Language Arts

Daily Spelling & Word Work ✓

Practice pages T319g–T319h

Daily Grammar ✓

Point out the short and long sentences and end punctuation in the comparison model on **Anthology** page 326. Use pages T319i–T319j to review questions before children edit their comparisons.

Writing Project, continued

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the main details. Next, talk about ways to make your writing better.

Language Frames	
Retell	Make Suggestions
The _____ you compared are _____ and _____.	I'm still not sure why you say _____ and _____ are alike. Can you add more details?
The _____ are alike because _____.	The order you put the details in doesn't seem to make sense. Try moving _____ to _____.
The _____ are different because _____.	

- 2. Make Changes** Think about your draft and your partner's ideas. Then use the Revising Marks on page 563 to mark your changes.

- Do you include enough details? Add more if you need them.

In spring, we get storms. ^{with lots of wind, thunder and lightning.}

- Make sure the comparison is clear. Check the order of your details.

The temperature during both seasons is great. It's usually in the 70s. We get tornadoes in the spring, though.
Move this to next paragraph.

Edit and Proofread

Work with a partner to edit and proofread your comparison. Be sure you use the correct end marks for different kinds of sentences. Use the marks on page 563 to show your changes.

Punctuation Tip

When you write about temperature, do not use an apostrophe.

70s, not 70's

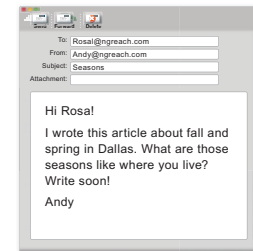
Publish

On Your Own Make a final copy of your comparison. Read it aloud to your class. See if they agree with how you described the seasons.

Presentation Tips

If you are the speaker...	If you are the listener...
Stress comparison words such as <i>both</i> , <i>alike</i> , and <i>also</i> .	Summarize how the two subjects are alike and different.
If your listeners don't agree with your comparison, give more details or examples.	Is it clear how the subjects are alike or different? If not, ask questions.

With a Group Collect names of friends and family who live in other cities or states. Send them your comparisons. Ask them to write back and tell you how similar or different their own seasons are to yours. Share what you find out.



Anthology page 328–329

Publish

On Your Own Anthology page 329

Have children use a word processing program to make neat copies of their comparisons. Encourage them to find and insert pictures that support the details of their comparisons. Invite children to write short captions for the pictures that support their comparisons.

Use the **Writing Rubric** to assess each child's comparison.

With a Group Anthology page 329

Arrange children into groups based on the seasons they chose as their favorites. Then have each group read their comparisons to the class. Invite the audience to listen for details that support why the seasons were the group's favorites. Prepare for the read-aloud by modeling the Presentation Tips. Explain that they should emphasize signal words as they read. Demonstrate by reading sentences from the model with proper emphasis and expression. Then encourage children to read their comparisons to their group several times, practicing emphasis and expression.

Allow groups to create a poster depicting the seasons they chose and the details they wrote about. Display the posters around the room or in the hall, and post each group's comparisons around their poster.

Writing Rubric

Point Range	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The message is focused and clear. Details are accurate and relevant. The message is well organized and easy to follow. Most of the writing has a clear purpose. Most of the details are accurate and relevant. The message is well organized and easy to follow. 	<ul style="list-style-type: none"> The structure is clear and logical. Most of the details are accurate and relevant. Most of the details are accurate and relevant. The message is well organized and easy to follow. 	<ul style="list-style-type: none"> The tone is appropriate for the audience. The tone is appropriate for the audience. The tone is appropriate for the audience. The tone is appropriate for the audience. 	<ul style="list-style-type: none"> Appropriate words are used to convey the message. The language is clear and easy to understand. Many words are used to convey the message. Most of the words are used to convey the message. 	<ul style="list-style-type: none"> All sentences are complete and have transitions. The writing is clear and easy to understand. Most sentences are complete and have transitions. The writing is clear and easy to understand. 	<ul style="list-style-type: none"> The writing has a clear purpose and is easy to follow. Most of the details are accurate and relevant. Most of the details are accurate and relevant. The message is well organized and easy to follow. 	<ul style="list-style-type: none"> The text is presented in an organized way. Most of the text is presented in an organized way. Most of the text is presented in an organized way. Most of the text is presented in an organized way.

Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

ASSESSMENTS

Foundational Skills

Phonics

Decode Words with Vowel Digraphs *ew, ui, ou, ue*

Digraphs *ew, ui, ou, ue*

Decode Two-Syllable Words

Decode Words with Endings

-s, -es, -ed, -ing

High Frequency Words

Read High Frequency Words

Spelling

Spell Words with Vowel Digraphs

ew, ui, ou, ue

Spell Words with Endings

-s, -es, -ed, -ing

Spell High Frequency Words

Fluency

Intonation

Accuracy and Rate

Foundational Skills Test Unit 5, Week 4

Decoding TTT
Long Vowel Digraphs *ew, ui, ou, ue*
Endings *-s, -es, -ed, -ing*

High Frequency Words #
Make a copy of this page so you can cut out the list of words and use it for the weekly spelling test. Have the child read the list of words and lead to you. Record the child's responses on a copy of the Student Profile on page A5.2.

Week 4

almost	surprise
again	never
tomorrow	any
between	grow
went	below

A5.29 Unit 5 | Everything Changes

Foundational Skills Unit 5, Week 4

1 <input type="radio"/> foot <input type="radio"/> fluff <input type="radio"/> flight	4 <input type="radio"/> wreck <input type="radio"/> rescue <input type="radio"/> reason
2 <input type="radio"/> jaws <input type="radio"/> jaws <input type="radio"/> jewel	5 <input type="radio"/> bias <input type="radio"/> bias <input type="radio"/> bleed
3 <input type="radio"/> asp <input type="radio"/> soap <input type="radio"/> soup	6 <input type="radio"/> scooped <input type="radio"/> scooped <input type="radio"/> scooping

A5.30 Unit 5 | Everything Changes

Spelling Words
Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with Vowel Digraphs *ew, ui, ou, ue*

- fewer The park is crowded, but there are fewer people here today than yesterday.
- rescue I saw a man rescue a dog from the pond.

Words with *-s, -es, -ed, -ing*

- brused I bruised my knee when I fell on the ice.
- knitting Grandma is knitting me a warm wool sweater.

High Frequency Words

- again I cannot believe that winter is here again so soon.
- almost It is almost cold enough to wear my heavy coat.
- any Do you have any mittens you could loan me?
- below I am afraid the temperature will fall below freezing.
- between The months between October and March go slowly.
- grow The plants do not grow during the winter.
- never I would never wish for our winters to be longer.
- surprise Maybe we will get a surprise if spring comes early.
- tomorrow Today is warm, but tomorrow might be much colder.
- went Uh-oh, the sun just went behind a cloud.

More Words
Use these words and sentences for additional Pretest and Test items.

- jewel My favorite jewel is a green emerald.
- argue Let's not argue about favorite jewels.
- copied I copied a jewelry pattern from a book.
- continue I will continue to look for more patterns.
- wrapping Mom is wrapping a birthday present.
- benches Let's sit on one of these park benches and open it.

Foundational Skills Unit Test
A5.29–A5.30

Spelling Pretest/Spelling Test
See page T319g

Oral Reading Assessment Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

That night, people watched the fire on the TV news. They thought it was wrong. How could a river be on fire? People needed to know.

The river had been used as a dump, and it was filled with grease, trash, big city logs, and tree limbs. Other rivers were just as bad, and the air was not always clean. In some places, fields were filled with junk.

People wanted to find ways to clean up the Earth. They began writing letters to newspapers. People wanted a special day called Earth Day.

The first Earth Day was in 1970. It was an important sign of change. Grown-ups and kids started to clean up rivers and fields. This is making the Earth a better place.

A5.1 Unit 5 | Everything Changes

Oral Reading Assessment Unit 5

It is 1969 in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

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A5.2 Unit 5 | Everything Changes

Oral Reading Assessment Unit 5

Fluency	Accuracy	Rate	Expression	Understanding
✓	✓	✓	✓	✓

A5.3 Unit 5 | Everything Changes

Oral Reading Assessment
A5.1–A5.4

Use these passages throughout Unit 5. Work with below-level readers this week.

Reading

Analyze Author's Reasons

Visualize

Reading Comprehension Test Unit 5

Directions: Read the article. Then answer the questions about the article.

Rain or Shine

Scientists study the weather to figure out what kind of weather is coming. This is called a weather forecast. But even scientists can't always tell. That's why they use words like "chance of rain." If you're making outdoor plans, it's a good idea to check the weather forecast. Here's one easy way you can check.

1. Look at the table of contents on the front page of the newspaper. Find the page number for "Weather" and turn to that page. The chart helps you see the weather at a glance. It will look something like this:

Tuesday	Wednesday	Thursday	Friday
Partly Sunny	Chance of Rain	Mostly Cloudy	Partly Sunny
44°/33°	45°/35°	48°/32°	53°/39°

2. Suppose that you have a school field trip on Wednesday. You want to know what the weather will be like. Will you need a coat? Will you need an umbrella? Find Wednesday on the weather chart.

3. Read the words under "Wednesday" to learn about the weather for that day.

A5.31 Unit 5 | Everything Changes

Reading Strategy Assessment Unit 5

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the circles to help you determine how well the student used the strategy. Circle the student's score.

Ask: **How often did you use this strategy?** **How well did you use this strategy?**

How often did you use this strategy?	How well did you use this strategy?
1 2 3 4	1 2 3 4

LR5.5 Unit 5 | Everything Changes

Reading Strategy Assessment Unit 5

Reading Strategy	Frequency	Quality	Understanding
1. Identify the main purpose or central idea of the text.	1 2 3 4	1 2 3 4	1 2 3 4
2. Identify the main events and details that support the main purpose or central idea of the text.	1 2 3 4	1 2 3 4	1 2 3 4
3. Identify the main characters and their traits.	1 2 3 4	1 2 3 4	1 2 3 4
4. Identify the main topic and details that support the main topic.	1 2 3 4	1 2 3 4	1 2 3 4
5. Identify the main purpose or central idea of the text and use it to answer questions about the text.	1 2 3 4	1 2 3 4	1 2 3 4
6. Identify the main events and details that support the main purpose or central idea of the text.	1 2 3 4	1 2 3 4	1 2 3 4
7. Identify the main characters and their traits.	1 2 3 4	1 2 3 4	1 2 3 4
8. Identify the main topic and details that support the main topic.	1 2 3 4	1 2 3 4	1 2 3 4

LR5.6 Unit 5 | Everything Changes

Reading Comprehension Unit Test
A5.31–A5.36

Reading Strategy Assessment
LR5.5–LR5.6

Vocabulary

Use Science Vocabulary

Use Academic Vocabulary

Grammar and Writing

Questions

Write a Comparison

Vocabulary Test Unit 5

Directions: Read the question. Choose the correct answer.

- What does the word **fan** mean in this sentence?
A fan cooks over his house in the summer.
 cover a big area
 make a fire spread
 a machine that blows air
 someone who loves a sport
- What does the word **back** mean in this sentence?
The back on the bag is broken.
 speak loudly
 the sound of an animal
 chocolate and nut candy
 the outside part of a shoe
- What does the word **last** mean in this sentence?
Mario sees a last sleeping in a tree.
 sweat or something
 a tool for hitting a ball
 an animal that flies at night
 open and shut your eyes fast
- What does the word **plant** mean in this sentence?
The plant grows near the window.
 suggest an idea
 a green, living thing
 put seeds into the ground
 a place where things are made

A5.37 Unit 5 | Everything Changes

Grammar and Writing Test Unit 5

Directions: Read the question. Choose the correct answer.

- Which of these sentences is written correctly?
 summer is my favorite season!
 Summer is my favorite season.
 Summer, it my favorite season?
- Which of these sentences is written correctly?
 Always use sunscreen when you go outside.
 Always use sunscreen when you go outside!
- Which of these sentences is written correctly?
 Can we go on a hike?
 Can we go on a hike.
 Can we go on a hike!
- Which of these sentences is written correctly?
 What a beautiful view!
 What a beautiful view!
 What a beautiful view!

A5.40 Unit 5 | Everything Changes

Writing Rubric

Criterion	4	3	2	1	0	
Content	Writes a clear, focused, and well-developed response that fully addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that fully addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that fully addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that fully addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that fully addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that fully addresses the prompt and includes relevant details and examples.
Organization	Organizes ideas in a logical and effective way that enhances the overall impact of the response.	Organizes ideas in a logical and effective way that enhances the overall impact of the response.	Organizes ideas in a logical and effective way that enhances the overall impact of the response.	Organizes ideas in a logical and effective way that enhances the overall impact of the response.	Organizes ideas in a logical and effective way that enhances the overall impact of the response.	Organizes ideas in a logical and effective way that enhances the overall impact of the response.
Style	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.
Conventions	Follows all conventions of standard English grammar, punctuation, and spelling.	Follows all conventions of standard English grammar, punctuation, and spelling.	Follows all conventions of standard English grammar, punctuation, and spelling.	Follows all conventions of standard English grammar, punctuation, and spelling.	Follows all conventions of standard English grammar, punctuation, and spelling.	Follows all conventions of standard English grammar, punctuation, and spelling.

A5.47 Unit 5 | Everything Changes

Vocabulary Unit Test
A5.37–A5.39

Grammar and Writing Unit Test
A5.40–A5.42

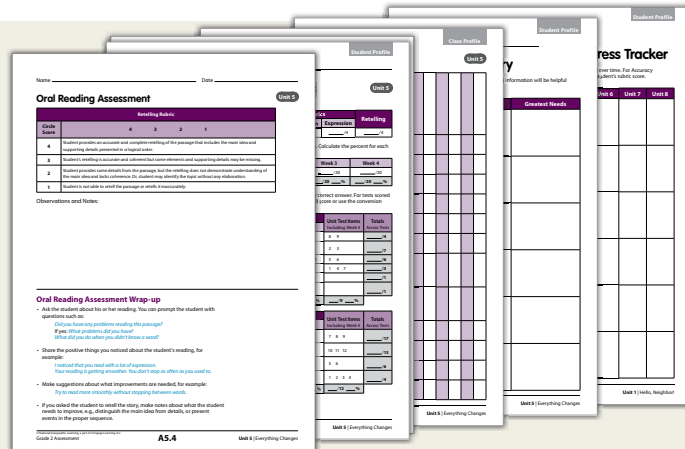
Writing Rubric
A5.47



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A5.4
- Student Profile: Weekly and Unit Tests** A5.43–A5.44
- Class Profile: Weekly and Unit Tests** A5.45
- Student Profile: Strengths and Needs Summary** A5.46
- Student Profile: Oral Reading Assessment**
- Progress Tracker** A1.3

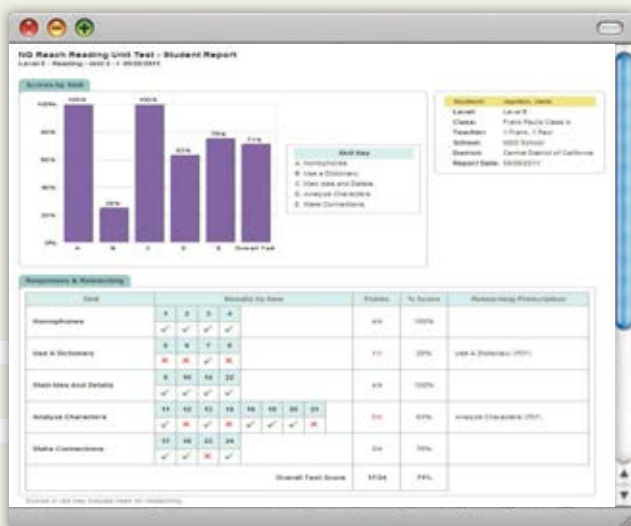
Foundational Skills, Spelling, Fluency

RETEACH

- Decoding Routines**, page BP36
- High Frequency Words Routines**, page BP37
- Fluency Routines**, page BP40

ADDITIONAL PRACTICE

- Phonics Games** [NGReach.com](https://www.ngreach.com)
- Word Builder** [NGReach.com](https://www.ngreach.com)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Assessments**
- Class Profile: Weekly and Unit Assessments**
- Standards Summary Report**

Reading

RETEACH

- Author's Reasons: Reteaching Master RT5.10**
- Visualize: Reteaching Master RT5.11**

ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](https://www.ngreach.com)

Vocabulary, Grammar and Writing

RETEACH

- Questions: Anthology Handbook**, page 570
 - Writing: Reteaching Writing Routine**, page BP51
 - Organization: Reteaching Master RT5.13**
- ### ADDITIONAL PRACTICE
- More Grammar Practice, Reteaching Master RT5.12**



Big Question Why is nature always changing?

Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map



330

Anthology
pages 330–331

OBJECTIVES

Thematic Connection: Cycles in Nature
Review Content

PROGRAM RESOURCES

unit concept map

COMMON CORE STANDARDS

Writing

Recall Information CC.2.W.8

Speaking and Listening

Follow Rules for Discussions CC.2.SL.1.a

Recount or Describe Key Details CC.2.SL.2

Add Visuals to Clarify CC.2.SL.5

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Draw a Cartoon

Show what happens during the four seasons. Use one box for each season. Write what happens in each box. Share your cartoon with the class.



It is hot in summer.

Talk About It!

Discuss Nature Topics

On scraps of paper, write ways that nature changes. Put the topics in a box or hat. Take turns choosing topics and discussing them with a partner. Be sure to listen to your partner and speak clearly.

Do It!

Perform a Mime

Work with classmates to create a mime about a way that nature changes. Perform your skit for the class. Have classmates guess what you are miming.



Write It!

Write a Nature Log

Write about changes in nature that you see in the morning, in the middle of day, and at night. Write them in your log. Share with the class.



331

Academic Talk

1 Big Question **Anthology** page 330

Read aloud the Big Question. Explain that in this unit children learned that nature follows patterns. Read aloud **Talk Together** on page 330.

2 Talk Together **Anthology** page 330

Have children revisit their unit concept maps to remind them of their answers to the Big Question. Invite them to add any additional ideas. Encourage children to recall their class discussions by looking at the selections in the unit and their leveled reading books.

Have children share their favorite answers to the Big Question. Encourage children to provide details to justify their responses. Ask: *Can you give an example? Can you tell more? Why do you think so? Can you give a **reason**?*

Unit Projects

3 Share Your Ideas Anthology page 331

Read aloud the project options. Have children who have chosen the **Write It!** options work independently at their desks. Have the other children gather in designated areas to work quietly in pairs or groups.

Write It!



MATERIALS

colored pencils, markers, or crayons

Plan

Have children fold a sheet of unlined paper to make four boxes. Explain that they will use each box to write and draw pictures of what happens in each of the four seasons.

Draw a Cartoon

Provide ample time for children to draw and write in each box. Remind them to include the name of each season. Encourage children to share their drawings with the class. Have them point to and describe what is happening in each box.

Add Visuals to Clarify

CC.2.SL.5

Talk About It!



MATERIALS

scraps of paper • box or hat

Plan

Explain that during a discussion, an important part of sharing is active listening. Remind children to look at the person who is talking and think about what that person is saying. Point out that nodding their heads shows the speaker that they are listening.

Discuss Nature Topics

Distribute several scraps of paper to each pair of children. Have partners write down ways that nature changes. For example: *When it is summer on one half of Earth, it is winter on the opposite half.* Have partners take turns choosing a scrap of paper from the box and discussing the topic.

Follow Rules for Discussions

CC.2.SL.1.a

Recount or Describe Key Details

CC.2.SL.2

Do It!



MATERIALS

props for mime (optional)

Plan

Encourage the class to name ways that nature changes. Record their responses and read the list aloud. Then provide props for children to use for their mime performances, if necessary.

Perform a Mime

Provide time for children to plan and rehearse their mime performances. As each group performs, encourage children to raise their hands to guess what the group is miming. Have performers call on individuals to guess what they are miming.

Recount or Describe Key Details

CC.2.SL.2

Write It!



MATERIALS

writing log

Plan

Prior to the activity, encourage children to focus on a particular area for a period of time. For example, they may want to write about the changes in nature they notice on the school playground during the course of a day.

Write a Nature Log

Have children brainstorm a list of places where they could easily watch for changes in nature. Provide them with sentence frames such as: In the morning, _____, but at night, _____. Invite children to share their logs with the class.

Recall Information

CC.2.W.8

Unit 5 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Click links in the Teacher eEdition

Access all resources using the Lesson Planner

Browse the Resource Directory



Display Practice Masters using the Presentation Tool

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



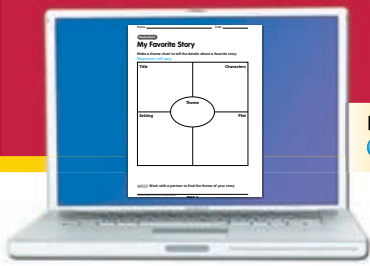
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 5: English and Spanish			
Week 1	Day 1: Words with <i>i, ie, igh</i>	PM5.1	Day 3: Words with <i>kn, gn, wr, mb</i>	PM5.6
	Theme Chart	PM5.2	High Frequency Words	PM5.7
	Day 2: Words with <i>i, ie, igh</i>	PM5.3	Grammar: Questions	PM5.8
	Word Sort: Words with <i>i, ie, igh</i>	PM5.4	Day 4: Words with <i>kn, gn, wr, mb</i>	PM5.9
	High Frequency Word Cards	PM5.5	Grammar and Writing	PM5.10
			Day 5: Theme Chart	PM5.11
Week 2	Day 1: Words with <i>-y</i>	PM5.12	Day 3: Words with Soft <i>c</i> and <i>g</i>	PM5.18
	Day 2: Words with <i>-y</i>	PM5.13	High Frequency Words	PM5.19
	Plurals <i>-s, -es, -ies</i>	PM5.14	Grammar: Complete Sentences	PM5.20
	Word Sort: Words with <i>-y</i>	PM5.15	Day 4: Words with Soft <i>c</i> and <i>g</i>	PM5.21
	High Frequency Word Cards	PM5.16	Grammar and Writing	PM5.22
			Day 5: Grammar: Kinds of Sentences	PM5.23
Week 3	Day 1: Words with <i>oo, ue</i>	PM5.24	Day 3: Endings <i>-er, -est</i>	PM5.29
	Comparison Chart	PM5.25	High Frequency Words	PM5.30
	Day 2: Words with <i>oo, ue</i>	PM5.26	Grammar: Yes/No Questions	PM5.31
	Word Sort: Words with <i>oo, ue</i>	PM5.27	Day 4: Endings <i>-er, -est</i>	PM5.32
	High Frequency Word Cards	PM5.28	Grammar and Writing	PM5.33
			Day 5: Comparison Chart	PM5.34
Week 4	Day 1: Words with <i>ue, ew, ui, ou</i>	PM5.35	Day 4: Endings <i>-s, -es, -ed, -ing</i>	PM5.43
	Day 2: Words with <i>ue, ew, ui, ou</i>	PM5.36	Grammar and Writing	PM5.44
	Word Sort: Words with <i>ew, ui, ou, ue</i>	PM5.37	Day 5: Grammar: Questions	PM5.45
	High Frequency Word Cards	PM5.38		
	Venn Diagram	PM5.39		
	Day 3: Endings <i>-s, -es, -ed, -ing</i>	PM5.40		
	High Frequency Words	PM5.41		
Grammar: Questions	PM5.42			



NATIONAL GEOGRAPHIC Reach

NEWSLETTER

Level C | Unit 5

Dear Family Member,

“Why is nature always changing?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about cycles in nature, including weather and the seasons. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about things that change in nature. Share what you know about why these changes happen. Try to use some of the New Words in your discussion.
2. Work together to make some notes about your discussion. On the lines below, write words, phrases, and sentences that tell your ideas about why nature changes. Use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“When the Wind Stops”

by Charlotte Zolotow

In this story, a mother explains that things in nature don't end. They only change or move on to another place.

“Day and Night”

by Glen Phelan

This article and experiment explain what causes the pattern of day and night.

“What Makes the Seasons?”

By Megan Montague Cash

This poem's speaker describes the four seasons and explains why Earth has them.

“A Winter Wonder”

by Tyrone Hayes, Ph.D.

In this article, Explorer Tyrone Hayes explains how the American wood frog adapts to changes in the seasons.

And more!

COPY READY



New Words

Weeks 1 and 2

appear

moon

repeat

begins

motion

shadows

day

night

stars

Earth

observe

ends

pattern

Weeks 3 and 4

affect

happen

spring

autumn

measure

summer

explain


reason

weather

fall

seasons

winter

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel C | Unidad 5

Estimado miembro de la familia,

“¿Por qué la naturaleza está siempre cambiando?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de los ciclos de la naturaleza, el clima y las estaciones. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen acerca de las cosas que cambian en la naturaleza. Compartan lo que saben acerca de las razones para estos cambios. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Juntos, tomen notas sobre su conversación. En las líneas siguientes, escriban palabras, frases y oraciones que expresen sus ideas acerca de por qué la naturaleza cambia. Usen las Nuevas Palabras cada vez que puedan.
3. Recuerde a su estudiante traer las notas completas a clase.

Qué estamos leyendo

“When the Wind Stops”

por Charlotte Zolotow

En este cuento tradicional, una rana ayuda a la Primera Mujer al convertir agua en lluvia para apagar un incendio.

“Day and Night”

por Glen Phelan

En esta historia, una madre explica que las cosas de la naturaleza no finalizan. Solamente cambian o se mueven a otro lugar.

“What Makes the Seasons?”

por Megan Montague Cash

La narradora de este poema describe las cuatro estaciones y explica por qué la tierra tiene estaciones.

“A Winter Wonder”

por Tyrone Hayes, Ph.D.

En este artículo, el explorador Tyrone Hayes explica cómo la rana americana del bosque cambia en las estaciones.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

appear
aparecer

begins
comienza

day
día

Earth
Tierra

ends
termina

moon
luna

motion
movimiento

night
noche

observe
observar

pattern
patrón

repeat
repetir

shadows
sombras

stars
estrellas

Semanas 3 y 4

affect
afectar

autumn
otoño

explain
explicar

fall
otoño

happen
ocurrir

measure
medir

reason
razón

seasons
estaciones

spring
primavera

summer
verano

weather
clima

winter
invierno

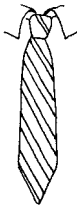



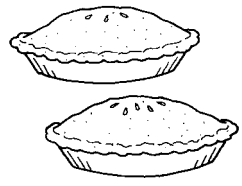
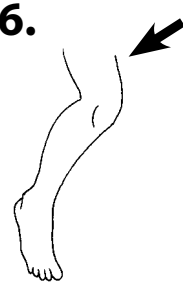



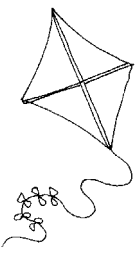
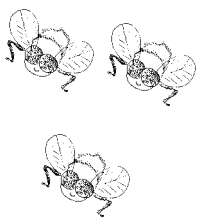

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Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

Phonics

Words with *i, ie, igh*

Circle the word that names the picture.

<p>1.</p>  <p>tie tea tail</p>	<p>2.</p>  <p>lime late light</p>	<p>3.</p>  <p>chilled child chipped</p>
<p>4.</p>  <p>sigh say sea</p>	<p>5.</p>  <p>peas pays pies</p>	<p>6.</p>  <p>three thigh throw</p>
<p>7.</p>  <p>night neat nine</p>	<p>8.</p>  <p>fate fight feet</p>	<p>9.</p>  <p>crows cries cribs</p>
<p>10.</p>  <p>kit kite kind</p>	<p>11.</p>  <p>flies flights flows</p>	<p>12.</p>  <p>leaking liking lightning</p>

Read It Together

The child flies the kite up high.

Name _____ Date _____

Theme Chart

My Favorite Story

Make a theme chart to tell the details about a favorite story.

Title	Characters
Setting	Plot

Theme

COPY READY

 Work with a partner to find the theme of your story.

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For use with TE p. T267a

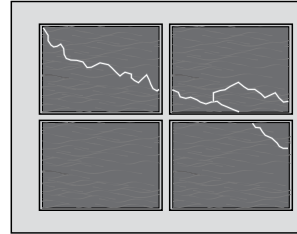
PM5.2

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Words with *i, ie, igh*



Write the words to complete each sentence.

1. nightlight child

The _____ turns on the _____.

2. lies sighs

He _____ down in bed and _____.

3. right silent

He likes it when the house is as _____ as it is
_____ now!

4. lights night

All of a sudden, something _____ up the _____.

5. upright lightning

Some _____ strikes, and he sits _____.

6. bright fright

It is quite _____, and he is filled with _____.

7. cries find

He _____ out and runs to _____ his mom.

8. delight pie

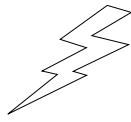
They eat some _____, and he is filled with _____!

COPY READY

Word Cards: Words with *i*, *ie*, *igh*



pie



lightning



child



night

flies

find

mild

thigh

nightlight

slight

skies

untied

lies

fright

mind

silent

bright

highway

fight

tie

sigh

vie

iris

necktie

pilot

kind

die

wild

COPY READY

High Frequency Word Cards

don't

morning

door

air

about

earth

work

hear

should

near

want

even

where

round

important

start

sound

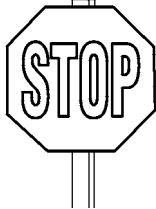

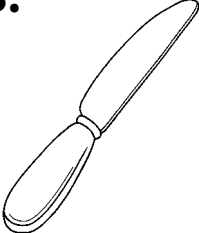

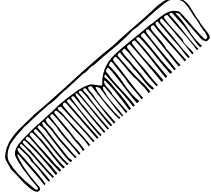

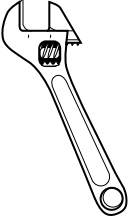
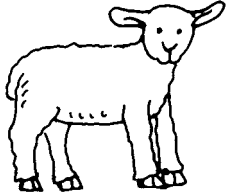
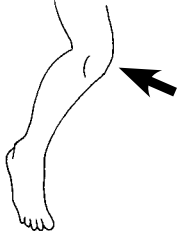


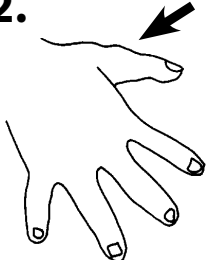
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COPY READY

Phonics

Words with *kn, gn, wr, mb*

Circle the word that names the picture.

<p>1.  sun <input checked="" type="radio"/> sign seen</p>	<p>2.  climb click cling</p>	<p>3.  wring wife knife</p>
<p>4.  white write knight</p>	<p>5.  roam gnome comb</p>	<p>6.  kit knit quit</p>
<p>7.  wrench bench drench</p>	<p>8.  long lamb last</p>	<p>9.  three know knee</p>
<p>10.  gnat wrap knot</p>	<p>11.  gnash kneel wreath</p>	<p>12.  thud thumb think</p>

Read It Together

Show me your thumb, your wrist, and your knee.

High Frequency Words

Round and Round

Write a word from the box to complete each sentence.



High Frequency
Words

air

earth

even

hear

here

morning

near

round

sound

start

1. They _____ the ride, and I go round and round.
2. I _____ the sound of the music playing.
3. I see the _____ spinning by.
4. I feel the warm morning _____ blowing on me.
5. Now we are getting _____ the end of the ride.
6. The ride was _____ more fun this time than it was before!
7. I think I will come back _____ to go on this ride one more time.

Grammar: Questions

Use Question Words

Grammar Rules Question Words

Questions that ask for more information often start with *Who*, *What*, *Where*, *Why*, *When*, or *How*.

<i>Who</i> asks about a person.	<i>Why</i> asks for a reason.
<i>What</i> asks about a thing.	<i>When</i> asks about a time.
<i>Where</i> asks about a place.	<i>How</i> asks how things happen.

Each sentence needs a question word. Spell the question word that belongs with each sentence by filling in the blanks. Work with a partner to see who can complete the word first.

1. ___ h ___ tells you about weather in your city?
2. W ___ ___ did it snow early this year?
3. ___ ___ w does a thermometer work?
4. ___ ___ e ___ will spring begin?
5. W ___ ___ ___ happens when ice melts?
6. ___ h ___ ___ is the hottest place on Earth?

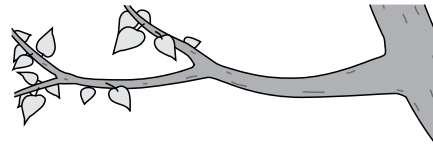
Phonics

Words with *kn, gn, wr, mb*

Write the words to complete each sentence.

1. **crumbs wrens**

The _____ might like _____ to eat.



2. **wrap know**

I _____ how to _____ them in a napkin.



3. **knapsack knot**

Just tie a _____. Then put them in my _____.

4. **climb lambs**

We will _____ up this hill and pass those _____.

5. **kneel limb**

Then we can _____ under a _____ of this tree.

6. **wrists gnats**

Oh, no! The _____ are starting to bite my _____.

7. **knack wrecking**

They have a _____ for _____ the day!

8. **wrens crumbs**

We'll leave the _____ for the _____ to eat and go back home.

Name _____ Date _____

Grammar and Writing

Write Sentences

Read the letter. Then choose an end mark from the box that goes with each sentence. You may use each end mark as many times as you want.

•	?
---	---

Hi Grandma,

Thank you very much for the fleece jacket ____ Can
you guess where I am going to wear it ____ Our class is
going to the farm next Saturday ____ It might be cold,
so I will wear my new fleece jacket ____ Who told you
blue was my favorite color ____ I bet it was Dad ____

Love,

Marcie

Theme Chart

When the Wind Stops

Use clues from the story to figure out the theme.

Title "When the Wind Stops" makes me think that the story is about nature.	Characters
Setting	Plot

Theme






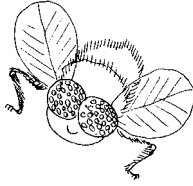


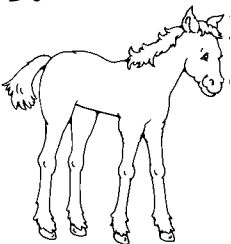
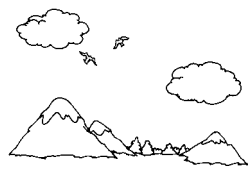
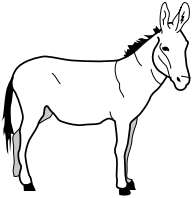
COPY READY

 Share your clues and theme with a partner.

Phonics

Words with -y

Circle the word that names the picture.

<p>1.  cry crayon crusty</p>	<p>2.  hockey happy hilly</p>	<p>3.  know keep key</p>
<p>4.  maybe my money</p>	<p>5.  bunny baby by</p>	<p>6.  flow fly fluffy</p>
<p>7.  chimney chilly chatty</p>	<p>8.  myself mighty muddy</p>	<p>9.  pokey pony pry</p>
<p>10.  skinny sigh sky</p>	<p>11.  donkey dry dolly</p>	<p>12. 50 filthy fry fifty</p>

Read It Together

Will you try to ride a pony or a donkey?

Phonics

Words with -y

Write the words to complete each sentence.



1. **puppy** **Billy**

_____ puts a leash on his _____.

2. **slowly** **hilly**

Then they hike _____ up a _____ path.

3. **chilly** **sky**

It is _____ on top, but the _____ is blue and sunny.

4. **valley** **tiny**

The people look _____ in the _____ below them.

5. **smoky** **chimneys**

Billy sees _____ air coming out of the _____.

6. **quickly** **windy**

All of a sudden, it gets very _____, so Billy and his pup run back _____.

7. **gusty** **by**

A leaf blows _____ them in the _____ wind. Then another leaf, and another!

8. **cozy** **happy**

Billy is _____ to get back to his _____ home!

COPY READY

Phonics

Plurals -s, -es, ies

tail	+	s	=	tails
dish	+	es	=	dishes
bunny	-	y + ies	=	bunnies

Write the word with the correct ending to complete each sentence.

1. dog

I have two _____.

**2. baby**

One of them had six _____ last month.

3. puppy

All of the _____ are black and white.

4. patch

One is black with white _____ on his body.

5. nose

Two are all white with black _____.

6. tummy

Three are black with white _____.

7. box

All the pups sleep in _____ with blankets inside.

8. family

I will miss them when their _____ pick them up next month.

Word Cards: Words with -y



jelly



skyline



penny



fly

study

trying

slowly

why

daily

myself

many

why

imaginary

sky

python

fry

heavy

by

sly

very

fancy

January

worry

deny

quickly

dry

carry

type

COPY READY

High Frequency Word Cards

COPY READY

house

blue

kind

fall

place

also

both

first

been

most

great

family

friend

mountain

different

only

many

every

Comparison Chart

Compare Author's Purpose

Show why Charlotte Zolotow wrote "When the Wind Stops."
Compare this to why Glen Phelan wrote "Day and Night."

Charlotte Zolotow	Glen Phelan
<ul style="list-style-type: none">• to tell about how nature changes	<ul style="list-style-type: none">• to tell about changes in nature

COPY READY

 Tell a partner which selection you liked better. Explain your favorite author's purpose for writing.

Phonics

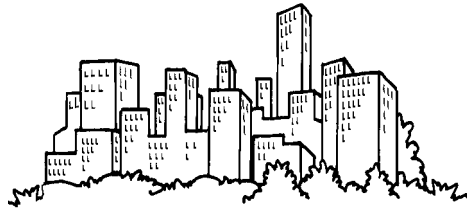
Words with Soft c and g

Sort the words by hard and soft sounds.

cell	gel	candy	gold
cuts	price	badge	spaceship
gallop	changing	flag	picnic

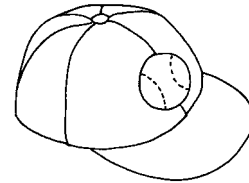
COPY READY

city



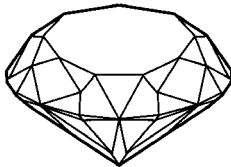
1. _____
2. _____
3. _____

cap



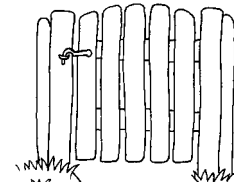
4. _____
5. _____
6. _____

gem



7. _____
8. _____
9. _____

gate

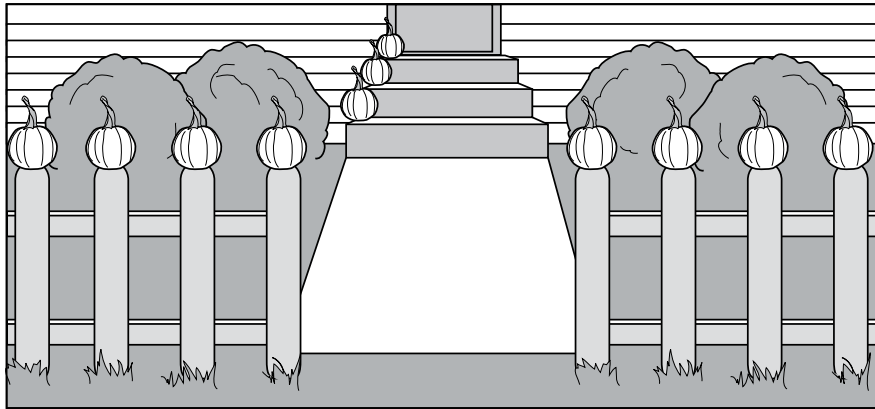


10. _____
11. _____
12. _____

High Frequency Words

How to Get There

Write a word from the box to complete each sentence.



High Frequency Words
also
blue
every
fall
family
first
many
most
mountain
only

COPY READY

Dear Debby,

Here's how to get to my house. First, go past the road to the _____. You will see a bright pink house with a _____ door. It _____ has bright green trim. You can't miss it. There is _____ one house like it! Then go to the right. You will see my house. It's the one with _____ pumpkins on the fence. My _____ puts them there every fall. This fall, we have the _____ pumpkins ever! I can't wait to see you!

Your pal,

Henry

Grammar: Complete Sentences

Mix and Match Sentences

First choose a naming part from column A. Then choose a telling part from column B. Then choose an end mark from column C. Say a sentence using all three parts and any other words you want to add. You may have to change the form of some of the words. After you say your sentence, have your partner tell whether the sentence is a statement, question, command, or exclamation.

A	B	C
I	like	.
Jake	blow	?
Mom	fall	!
our principal	talk	
you	is / are	
the sun	sound	
the rain	feel	
the wind	was / were	
leaves	go	
trees	begin	
it	end	
they	fall	

Phonics

Words with Soft c and g

Write the word that completes each sentence.

1. **city fringe cotton**

Cindy lives in the _____.

2. **hug huge hedge**

She can have pets, but they can't be _____.

3. **gems cells mice**

That's why Cindy has two pet _____.

4. **nice cage badge**

Her pets live in a screen _____.

5. **space page cent**

The mice have lots of _____ to hide and to play.

6. **lace judge climb**

The pets like to _____ up the side of the cage.

7. **smudge judge race**

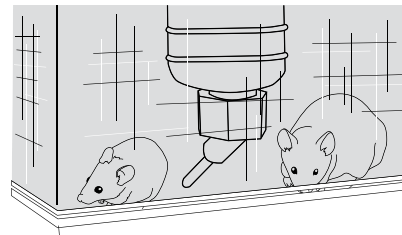
They like to _____ around on their wheel.

8. **fancies changes genies**

Sometimes Cindy _____ the food she gives her pets.

9. **rice range bridge**

They can eat _____ and oats or food from the pet shop.



Grammar and Writing

Write Four Kinds of Sentences

Read the story. Then choose the end mark and letter from the box that tells what kind of sentence each is and write them on the line. You can use each end mark and letter as many times as you want.

.	?	!	
S (Statement)	Q (Questions)	C (Command)	E (Exclamation)

That is the most beautiful tree in the whole world
! E It's right here in our schoolyard ____ Do you know
 why the leaves change colors ____ I learned about it
 in school ____ Sit down, and I will tell you what I know
 ____ Stop talking, and listen to me ____

Grammar: Kinds of Sentences

Build Sentences

1. Play with a partner.
2. Use the words below to build sentences. Write a question, a statement, a command, and an exclamation.
3. Begin with a capital letter. Add an end mark.
4. The player who first writes all four types of sentences correctly wins.

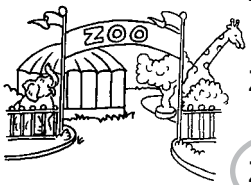

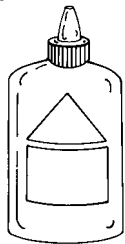

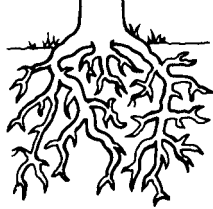


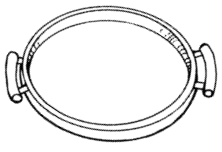
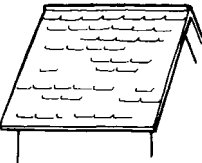
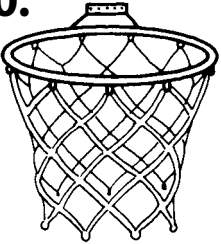

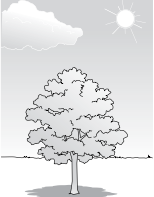
Is / is	night	beautiful
The / the	Do / do	star
Your / your	see	shadow
Come / come	get	you
Are / are	book	That / that

COPY READY

Phonics

Words with oo, ue

Circle the word that names the picture.

<p>1.</p>  <p>zigzag zee zoo</p>	<p>2.</p>  <p>spoon spin Spain</p>	<p>3.</p>  <p>glow glee glue</p>
<p>4.</p>  <p>bloom blow blue</p>	<p>5.</p>  <p>rays roots rows</p>	<p>6.</p>  <p>shoot shot shut</p>
<p>7.</p>  <p>bait bat boot</p>	<p>8.</p>  <p>try true tray</p>	<p>9.</p>  <p>reef roof rude</p>
<p>10.</p>  <p>hoop hop hope</p>	<p>11.</p>  <p>main moon moan</p>	<p>12.</p>  <p>die due day</p>

Read It Together

Is it true that a shoot has roots and buds?

Name _____ Date _____

Comparison Chart

Compare and Contrast

Complete the comparison chart below.

Picture Cards	How They Are Alike	How They Are Different
<p>Picture Card 1:</p> <p>_____</p>		
<p>Picture Card 2:</p> <p>_____</p>		

COPY READY

 Share your chart with a partner. Tell how your picture cards are alike and different.

Name _____

Date _____

Phonics

Words with oo, ue



Write the word that completes each sentence.

1. **clueless proof moonlight**

I wake up and see an animal in the _____.

2. **due raccoon room**

It is a big _____ with a black mask!

3. **snooping true bamboo**

I think it is _____ around my trash cans to find food.

4. **clues fools moods**

What are my _____?

5. **roof Tuesday boom**

I hear a clang and then a _____!

6. **bedroom dues clueless**

At first I am _____ about what to do.

7. **spoon glued bloom**

Then I open the window and bang a pan with
a _____.

8. **igloo scoot blue**

While I bang, I yell so that animal will _____.

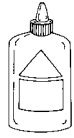
9. **zooms fondues shampoos**

It _____ away into the trees. Now I can snooze!

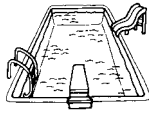
Word Cards: Words with oo, ue



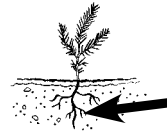
raccoon



glue



pool



root

balloon

bedroom

avenue

zoom

blue

zoo

igloo

accrue

tooth

moonlight

swoon

duel

fool

proof

true

room

untrue

shampoo

clues

scoot

due

gruel

pursue

unglue

COPY READY

High Frequency Word Cards

COPY READY

may

full

ever

above

nice

far

thank

something

push

goes

around

better

teacher

long

would

talk

while

watch

Phonics

Endings *-er, -est*

Cut out the cards and mix them up. Sort them by ending. Explain the spelling changes.

fast

close

faster

closer

fastest

closest

sad

happy

sadder

happier

saddest

happiest

COPY READY

High Frequency Words

What Is It?

Write a word from the box to complete each sentence.



High Frequency Words
above
better
far
full
goes
long
something
talk
watch
while

COPY READY

1. What do I like to _____ ? I'll give you some clues.
2. It is something far _____ me up in the sky.
3. I like to _____ about its phases.
4. When it is full, it shines brightly _____ I sleep.
5. Two weeks later, the light _____ away, and I can't see it!
6. It is not out of sight for a _____ time.
7. That's good, because I like it _____ when I can see it! What is it?

Grammar: Yes/No Questions

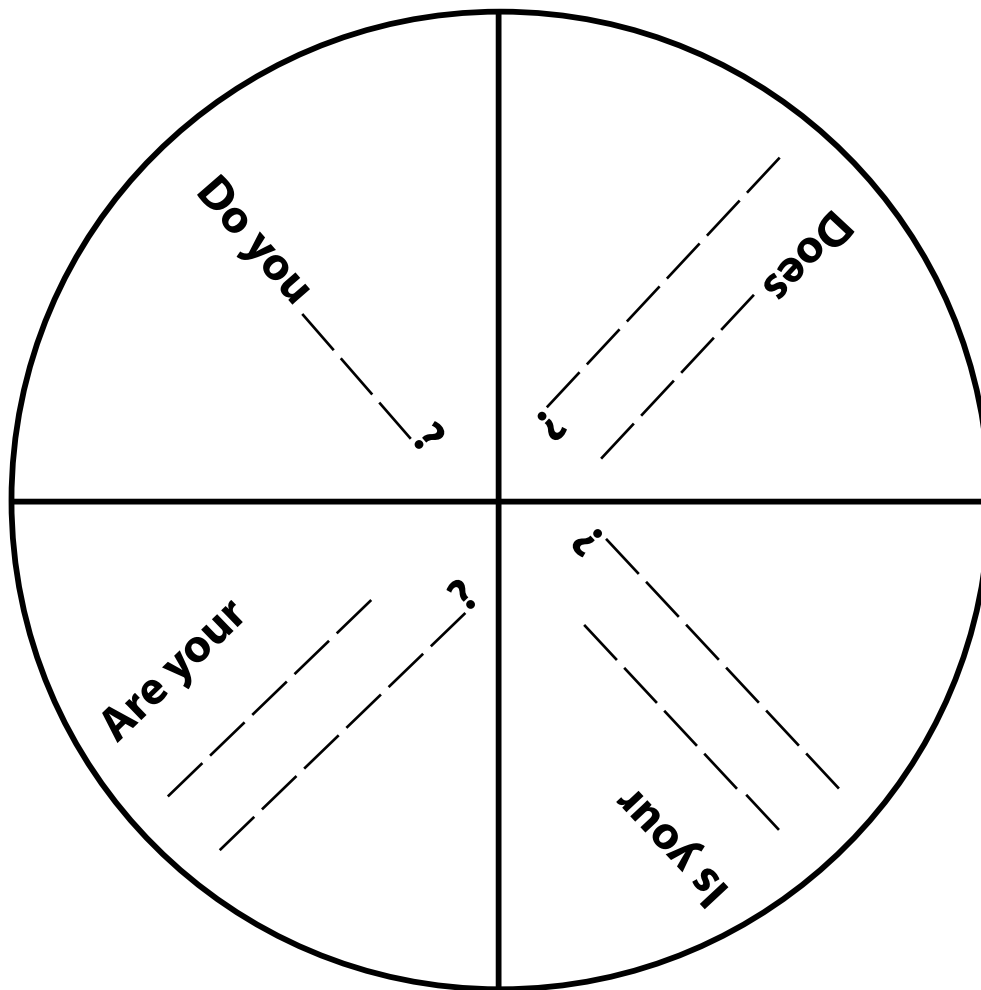
Use Yes/No Questions

Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Read the sentence frame. Ask a question using **is, are, does, or do**. Then have your partner answer the question with a **yes/no** answer.

Make a Spinner

1. Put a paper clip over the center of the spinner.
2. Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
3. Spin the paper clip to make a spinner.



COPY READY

Phonics

Endings *-er, -est*

Write the word with the correct ending to complete each sentence.

cold		+ er = colder
brave - e		+ er = braver
sad	+ d	+ er = sadder
lucky - y	+ i	+ er = luckier
cold		+ est = coldest
brave - e		+ est = bravest
sad + d		+ est = saddest
lucky - y	+ i	+ est = luckiest

COPY READY

1. close

I live _____ to the beach than Hal.

2. sunny

We pick the _____ days of all to go.

3. hot

Those days can be the _____ days of all, too.

4. tasty

My dad gives us peaches because they are _____ than plums. That's what I think!

5. fast

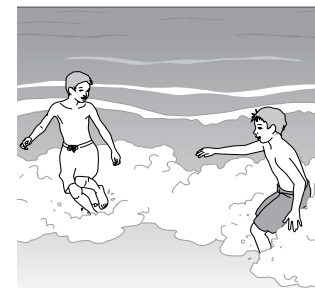
We have a race to see if Hal swims _____ than I swim.

6. big

Then we jump into the _____ waves.

7. nice

I have a _____ time at the beach with Hal than by myself.



8. happy

We're the _____ of all the kids at the beach!

Grammar and Writing

Write Compound Sentences

Read the story. Then choose a word from the box that goes with each sentence. You can use each word as many times as you want.

and	but
-----	-----

My family is going for a walk in the park. I am wearing my light jacket, but my little brother is wearing his heavy coat. The sun is shining brightly, _____ the wind is chilly. It is early spring, _____ there are some flowers starting to bloom. Winter is gone, _____ we will still have some cold days. Some girls are playing soccer, _____ some boys are watching them. My big sister loves spring, _____ so do I.

Name _____ Date _____


Comparison Chart

What Makes the Seasons?

Complete the comparison chart below. Show how the seasons are alike and different.

	Spring	Summer	Fall	Winter
Leaves	sprout			
Raindrops	fall			
Snow	melts			
Days	get longer			

COPY READY

 Use the information from the chart to tell your partner how the seasons are alike and different.

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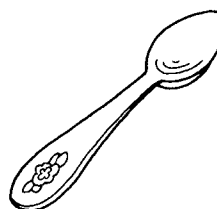
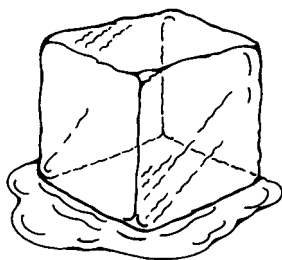
Unit 5 | Everything Changes

Phonics

Words with *ue, ew, ui, ou*

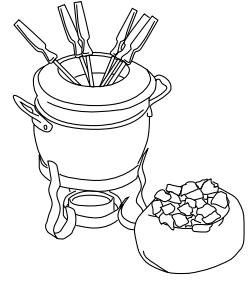
Read the sentences and sort the underlined words by sound.

1. Sue sits in the shade under a tree.
2. She is eating fruit when she hears sounds above her.
3. She looks up and sees a few cats stuck in a tree.
4. The cats mew and mew.
5. A group of people comes to help the cats.
6. The crew rescues the cats from the tree.



- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Phonics

Words with *ue, ew, ui, ou*

Write the words to complete each sentence.

1. choose foods

What _____ do you _____ to eat?

2. blew soup

Tam has hot _____ for lunch, but she just _____ on it to make it cooler.

3. stew chews

Manny _____ the chunks of meat in his
yummy _____.

4. fruit juice

Kim likes _____ from different kinds of _____.

5. Sue Tuesday

Every _____, my friend _____ eats hot dogs
and beans.

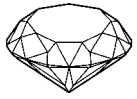
6. few cashews

Loc mixes raisins with a _____ kinds of nuts, like
_____ and peanuts.

7. fondue new

My family wants to try something _____, so we're
making _____.

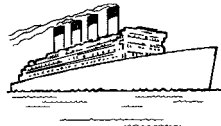
Words with *ew*, *ui*, *ou*, *ue*



jewel



fruit



cruise



soup

cue

fewer

resue

you

crew

continue

virtue

wound

bruised

hue

nephew

chew

argue

pewter

grew

group

new

rouge

**screw-
driver**

blew

juice

knew

value

statue

COPY READY

High Frequency Word Cards

COPY READY

yes

again

say

between

write

almost

dear

never

name

went

letter

any

says

below

answer

grow

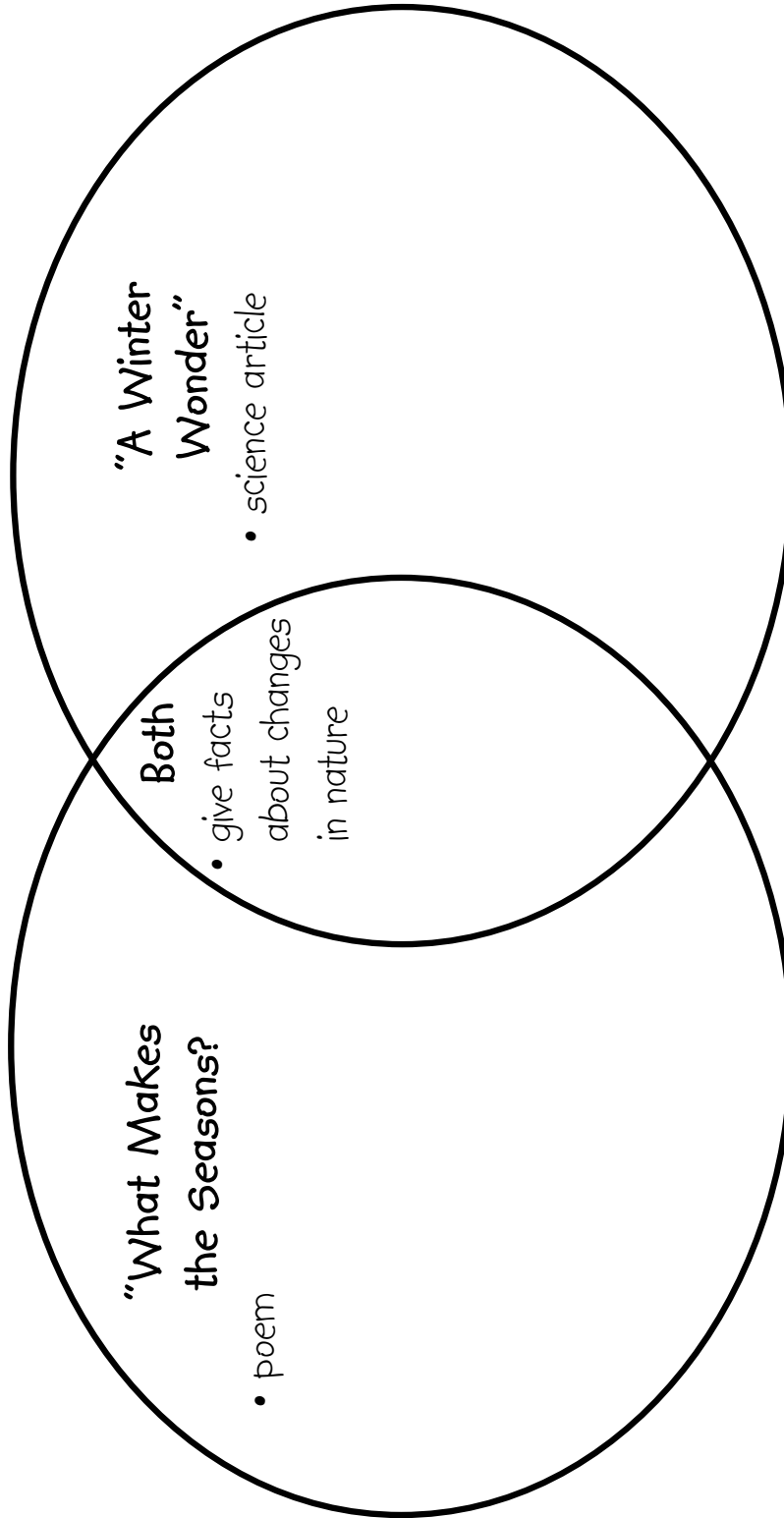
tomorrow

surprise

Venn Diagram

Compare Genres

Use the Venn diagram to tell how “What Makes the Seasons?” and “A Winter Wonder” are alike and different.



Tell a partner one way the selections are the same and one way they are different.

COPY READY

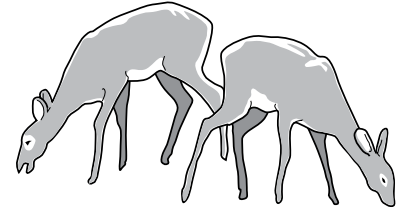
Phonics

Endings -s, -es, -ed, -ing

Write the word that completes each sentence.

1. likes planning

Ralph _____ animals.

**2. chewed studies**

He _____ them when he is outside.

3. hiked flies

Last week, Ralph _____ near the mountains.

4. spotted growing

He _____ some deer and a moose.

5. smiling tried

He _____ to take some photos, but the animals ran away.

6. fixed jogging

Now Ralph is _____ at the beach.

7. hopping hoping

He is _____ to see some seagulls.

8. bloomed catches

He does see one! It swoops down and _____ a fish!

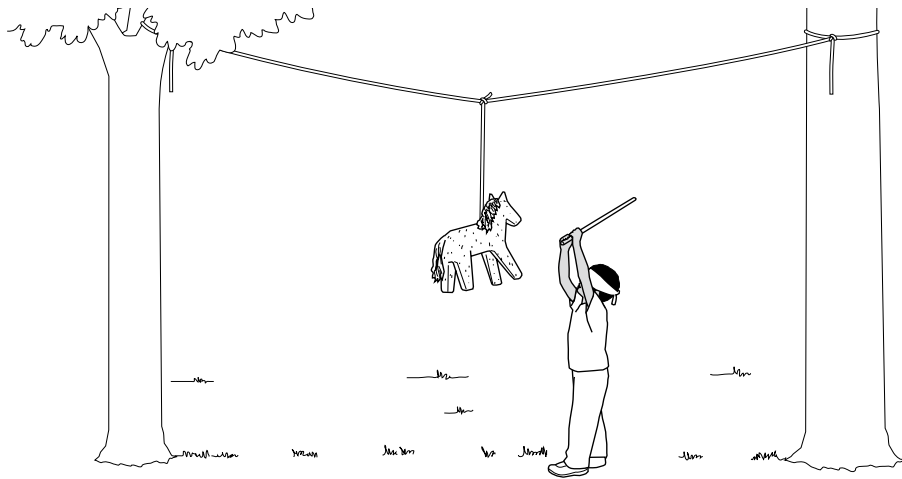
9. carrying snooped

Now it is _____ its food away.

High Frequency Words

Surprises

Write a word from the box to complete each sentence.



High Frequency Words
again
almost
any
below
between
grow
never
surprise
tomorrow
went

Mom had a _____ for me last weekend. I went to my swim class and came back _____ 2:00 and 2:30. I never expected to see _____ friends at my house. That's why I _____ jumped a mile high when all my friends yelled, "Surprise!" We hit a homemade donkey once, and then we hit it _____. It broke, and treats fell onto the grass _____. Now I have a surprise for Mom. Tomorrow we will plant a tree. Then we will watch it _____.

Grammar: Questions

Match Sentences

First read a statement in column A. Then find the question in column B that is made from that statement. Draw a line from the statement to the question. Take turns with a partner.

COPY READY

A

B

That is your hat.

Is it raining outside?

I am in the second grade.

Is she my aunt?

We are best friends.

Are they big and strong?

It is raining outside.

Is he late for school?

She is my aunt.

Am I on your team?

I am a soccer player.

Are we best friends?

They are big and strong.

Is that your hat?

I am on your team.

Are you funny?

He is late for school.

Am I in the second grade?

You are funny.

Am I a soccer player?

Phonics

Endings -s, -es, -ed, -ing

Write the word with the correct ending that completes each sentence.

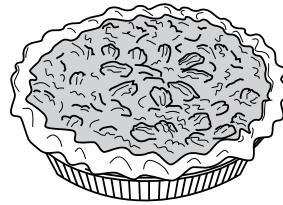
hum	+ s	= hums	like	+ s	= likes	cry - y + i + es	= cries
hum + m	+ ed	= hummed	like - e + ed	= liked	cry - y + i + ed	= cried	
hum + m	+ ing	= humming	like - e + ing	= liking	cry	+ ing	= crying

1. bake

Last week, Dad and I _____ a pecan pie.

2. plan

We were _____ to bring it to Grandma.



3. try

The pie smelled so good that we _____ a bite.

4. taste

Soon my mom was _____ it, too.

5. stop

By the time we _____ eating, there was no pie left!

6. make

Now we are _____ Grandma a cake.

7. dry

I wash dishes and Dad _____ them, while the cake bakes.

8. write

Mom _____ a sign for the cake. It says, "No eating!"

Name _____ Date _____

Grammar and Writing

Write Questions

Read the letter. Then choose a word from the box that goes with each sentence.

Who What When Where Why How

Dear Richard,

_____ are you and your family? Everyone here is fine. I have a lot of questions about your trip to Mexico.

_____ did you get back from your trip? Was the weather nice? _____ did you stay? Did you stay in a hotel or in a condo? _____ was your favorite activity?

I bet it was snorkeling. You wrote me a postcard from Mexico. _____ did you choose a postcard with a palm tree on it? You made me want to go on a trip, too!

_____ took care of your dog and birds while you were gone? Write back as soon as you can.

Your friend,
Ramesh

Grammar: Questions

Use Punctuation

Grammar Rules Questions

- A question ends with a question mark. (?)
- The answer to a question ends with a period. (.)

Add correct punctuation to each of the sentences.













1. Who likes winter as much as I do
2. Many people think winter is a great season
3. Is it because there are fun things to do in the snow
4. Yes, I think it is
5. What are your favorite winter activities
6. I like to sled, ski, and build forts in the snow
7. Do you ever get cold in winter
8. No, I do not get cold because I dress warmly

Name _____ Date _____

Phonics

Words with *i, ie, igh*

Circle the word that names the picture.

1.  tie tea tail	2.  lime late light	3.  chilled child chipped
4.  sigh say sea	5.  peas pays pies	6.  three thigh throw
7.  night neat nine	8.  fate fight feet	9.  crows cries cribs
10.  kit kite kind	11.  flies flights flows	12.  leaking liking lightning

Read It Together The child flies the kite up high.

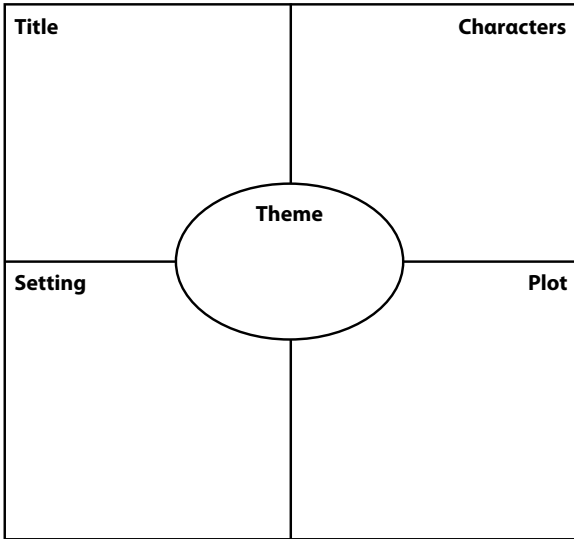
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Name _____ Date _____

Theme Chart

My Favorite Story

Make a theme chart to tell the details about a favorite story.
Responses will vary.

Title	Characters
	
Setting	Plot

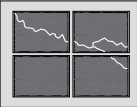
Work with a partner to find the theme of your story.

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Name _____ Date _____

Phonics

Words with *i, ie, igh*







Write the words to complete each sentence.

- nightlight child**
The child turns on the nightlight.
- lies sighs**
He lies down in bed and sighs.
- right silent**
He likes it when the house is as silent as it is right now!
- lights night**
All of a sudden, something lights up the night.
- upright lightning**
Some lightning strikes, and he sits upright.
- bright fright**
It is quite bright, and he is filled with fright.
- cries find**
He cries out and runs to find his mom.
- delight pie**
They eat some pie, and he is filled with delight!

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Spelling & Word Work

Word Cards: Words with *i, ie, igh*

 pie	 lightning	 child	 night
flies	find	mild	thigh
nightlight	slight	skies	untied
lies	fright	mind	silent
bright	highway	fight	tie
sigh	vie	iris	necktie
pilot	kind	die	wild

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Spelling & Word Work

High Frequency Word Cards

don't	morning
door	air
about	earth
work	hear
should	near
want	even
where	round
important	start
sound	here








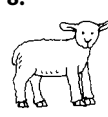
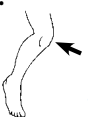



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Name _____ Date _____

Phonics

Words with *kn, gn, wr, mb*

Circle the word that names the picture.

1.  sun sign seen	2.  climb click cling	3.  wring wife knife
4.  white write knight	5.  roam gnome comb	6.  kit knit quit
7.  wrench bench drench	8.  long lamb last	9.  three know knee
10.  gnat wrap knot	11.  gnash kneel wreath	12.  thud thumb think

Read It Together Show me your thumb, your wrist, and your knee.


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Name _____ Date _____

High Frequency Words

Round and Round

Write a word from the box to complete each sentence.



High Frequency Words
air
earth
even
hear
here
morning
near
round
sound
start

- They start the ride, and I go round and round.
- I hear the sound of the music playing.
- I see the earth spinning by.
- I feel the warm morning air blowing on me.
- Now we are getting near the end of the ride.
- The ride was even more fun this time than it was before!
- I think I will come back here to go on this ride one more time.

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Name _____ Date _____

Grammar: Questions

Use Question Words

Grammar Rules Question Words

Questions that ask for more information often start with *Who, What, Where, Why, When, or How*.

<i>Who</i> asks about a person.	<i>Why</i> asks for a reason.
<i>What</i> asks about a thing.	<i>When</i> asks about a time.
<i>Where</i> asks about a place.	<i>How</i> asks how things happen.

Each sentence needs a question word. Spell the question word that belongs with each sentence by filling in the blanks. Work with a partner to see who can complete the word first.

- W h o tells you about weather in your city?
- W h y did it snow early this year?
- H o w does a thermometer work?
- W h e n will spring begin?
- W h a t happens when ice melts?
- W h e r e is the hottest place on Earth?

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Name _____ Date _____

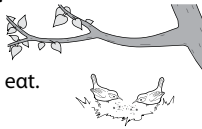
Phonics

Words with *kn, gn, wr, mb*

Write the words to complete each sentence.

1. crumbs wrens

The wrens might like crumbs to eat.



2. wrap know

I know how to wrap them in a napkin.

3. knapsack knot

Just tie a knot. Then put them in my knapsack.

4. climb lambs

We will climb up this hill and pass those lambs.

5. kneel limb

Then we can kneel under a limb of this tree.

6. wrists gnats

Oh, no! The gnats are starting to bite my wrists.

7. knack wrecking

They have a knack for wrecking the day!

8. wrens crumbs

We'll leave the crumbs for the wrens to eat and go back home.

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PM5.9

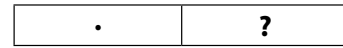
Unit 5 | Everything Changes

Name _____ Date _____

Grammar and Writing

Write Sentences

Read the letter. Then choose an end mark from the box that goes with each sentence. You may use each end mark as many times as you want.



Hi Grandma,

Thank you very much for the fleece jacket . Can you guess where I am going to wear it ? Our class is going to the farm next Saturday . It might be cold, so I will wear my new fleece jacket . Who told you blue was my favorite color ? I bet it was Dad .

Love,

Marcie

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PM5.10

Unit 5 | Everything Changes

Name _____ Date _____

Theme Chart

When the Wind Stops

Use clues from the story to figure out the theme. Possible responses shown.

<p>Title</p> <p>"When the Wind Stops" makes me think that the story is about nature.</p>	<p>Characters</p> <p>The characters are a boy and his mother. They like to talk about nature.</p>
<p>Theme</p> <p>Nature is always changing.</p>	
<p>Setting</p> <p>The story is about outside places. The pictures show changes that happen in nature.</p>	<p>Plot</p> <p>The little boy asks questions. The boy's mother answers each question the boy asks. Her answers always show that nothing in nature comes to an end.</p>

Share your clues and theme with a partner.

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PM5.11

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Words with -y

Circle the word that names the picture.

<p>1. cry crayon crusty</p>	<p>2. hockey happy hilly</p>	<p>3. know keep key</p>
<p>4. maybe my money</p>	<p>5. bunny baby by</p>	<p>6. flow fly fluffy</p>
<p>7. chimney chilly chatty</p>	<p>8. myself mighty muddy</p>	<p>9. pokey pony pry</p>
<p>10. skinny sigh sky</p>	<p>11. donkey dry dolly</p>	<p>12. 50 filthy fry fifty</p>

Read It Together

Will you try to ride a pony or a donkey?

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PM5.12

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Words with -y

Write the words to complete each sentence.



- puppy Billy**
Billy puts a leash on his puppy.
- slowly hilly**
Then they hike slowly up a hilly path.
- chilly sky**
It is chilly on top, but the sky is blue and sunny.
- valley tiny**
The people look tiny in the valley below them.
- smoky chimneys**
Billy sees smoky air coming out of the chimneys.
- quickly windy**
All of a sudden, it gets very windy, so Billy and his pup run back quickly.
- gusty by**
A leaf blows by them in the gusty wind. Then another leaf, and another!
- cozy happy**
Billy is happy to get back to his cozy home!

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Name _____ Date _____

Phonics

Plurals -s, -es, ies

tail + s = tails
dish + es = dishes
bunny - y + ies = bunnies

Write the word with the correct ending to complete each sentence.

- dog**
I have two dogs.
- baby**
One of them had six babies last month.
- puppy**
All of the puppies are black and white.
- patch**
One is black with white patches on his body.
- nose**
Two are all white with black noses.
- tummy**
Three are black with white tummies.
- box**
All the pups sleep in boxes with blankets inside.
- family**
I will miss them when their families pick them up next month.



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Spelling & Word Work

Word Cards: Words with -y

jelly	skyline	penny	fly
study	trying	slowly	why
daily	myself	many	why
imaginary	sky	python	fry
heavy	by	sly	very
fancy	January	worry	deny
quickly	dry	carry	type

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Spelling & Word Work

High Frequency Word Cards

house	blue
kind	fall
place	also
both	first
been	most
great	family
friend	mountain
different	only
many	every

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Name _____ Date _____

Comparison Chart

Compare Author's Purpose

Show why Charlotte Zolotow wrote "When the Wind Stops." Compare this to why Glen Phelan wrote "Day and Night." Possible responses shown.

Charlotte Zolotow	Glen Phelan
<ul style="list-style-type: none"> to tell about how nature changes to explain that nothing in nature ever ends to entertain readers with a story 	<ul style="list-style-type: none"> to tell about changes in nature to explain Earth's motion to explain how to do a science experiment

Tell a partner which selection you liked better. Explain your favorite author's purpose for writing.

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PM5.17

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Words with Soft c and g

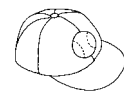
Sort the words by hard and soft sounds.

cell	gel	candy	gold
cuts	price	badge	spaceship
gallop	changing	flag	picnic

city



cap

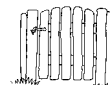


1. cell 4. candy
2. price 5. cute
3. spaceship 6. picnic

gem



gate



7. gel 10. gold
8. badge 11. gallop
9. changing 12. flag

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PM5.18

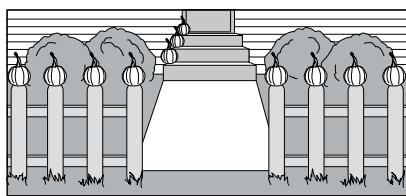
Unit 5 | Everything Changes

Name _____ Date _____

High Frequency Words

How to Get There

Write a word from the box to complete each sentence.



High Frequency Words
also
blue
every
fall
family
first
many
most
mountain
only

Dear Debby,

Here's how to get to my house. First, go past the road to the mountain. You will see a bright pink house with a blue door. It also has bright green trim. You can't miss it. There is only one house like it! Then go to the right. You will see my house. It's the one with many pumpkins on the fence. My family puts them there every fall. This fall, we have the most pumpkins ever! I can't wait to see you!

Your pal,

Henry

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PM5.19

Unit 5 | Everything Changes

Name _____ Date _____

Grammar: Complete Sentences

Mix and Match Sentences

First choose a naming part from column A. Then choose a telling part from column B. Then choose an end mark from column C. Say a sentence using all three parts and any other words you want to add. You may have to change the form of some of the words. After you say your sentence, have your partner tell whether the sentence is a statement, question, command, or exclamation.

A	B	C
I	like	.
Jake	blow	?
Mom	fall	!
our principal	talk	
you	is / are	
the sun	sound	
the rain	feel	
the wind	was / were	
leaves	go	
trees	begin	
it	end	
they	fall	

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PM5.20

Unit 5 | Everything Changes

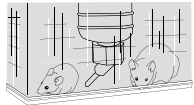
Name _____ Date _____

Phonics

Words with Soft c and g

Write the word that completes each sentence.

1. **city fringe cotton**
Cindy lives in the city.



2. **hug huge hedge**
She can have pets, but they can't be huge.

3. **gems cells mice**
That's why Cindy has two pet mice.

4. **nice cage badge**
Her pets live in a screen cage.

5. **space page cent**
The mice have lots of space to hide and to play.

6. **lace judge climb**
The pets like to climb up the side of the cage.

7. **smudge judge race**
They like to race around on their wheel.

8. **fancies changes genies**
Sometimes Cindy changes the food she gives her pets.

9. **rice range bridge**
They can eat rice and oats or food from the pet shop.

Name _____ Date _____

Grammar and Writing

Write Four Kinds of Sentences

Read the story. Then choose the end mark and letter from the box that tells what kind of sentence each is and write them on the line. You can use each end mark and letter as many times as you want.

	.	?	!
S (Statement)	Q (Questions)	C (Command)	E (Exclamation)

That is the most beautiful tree in the whole world
! E It's right here in our schoolyard . S Do you know
 why the leaves change colors ? Q I learned about it
 in school . S Sit down, and I will tell you what I know
. C Stop talking, and listen to me ! C

Name _____ Date _____

Grammar: Kinds of Sentences

Build Sentences

1. Play with a partner.
2. Use the words below to build sentences. Write a question, a statement, a command, and an exclamation.
3. Begin with a capital letter. Add an end mark.
4. The player who first writes all four types of sentences correctly wins.

Is / is	night	beautiful
The / the	Do / do	star
Your / your	see	shadow
Come / come	get	you
Are / are	book	That / that

Responses will vary. Possible responses:
Is that your shadow? (question)
The star is beautiful! (exclamation)
Come get the book. (command)
That is the book. (statement)

Name _____ Date _____

Phonics

Words with oo, ue

Circle the word that names the picture.

1. zigzag zee zoo	2. spoon spin Spain	3. glow glee glue
4. bloom blow blue	5. rays roots rows	6. shoot shot shut
7. bait bat boot	8. try true tray	9. reef roof rude
10. hoop hop hope	11. main moon moan	12. die due day

Read It Together Is it true that a shoot has roots and buds?

Name _____ Date _____

Comparison Chart

Compare and Contrast

Complete the comparison chart below. Responses will vary.

Picture Cards	How They Are Alike	How They Are Different
Picture Card 1: _____ _____		
Picture Card 2: _____ _____		

Share your chart with a partner. Tell how your picture cards are alike and different.

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PM5.25

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Words with oo, ue



Write the word that completes each sentence.

- clueless proof moonlight**
I wake up and see an animal in the moonlight.
- due raccoon room**
It is a big raccoon with a black mask!
- snooping true bamboo**
I think it is snooping around my trash cans to find food.
- clues fools moods**
What are my clues?
- roof Tuesday boom**
I hear a clang and then a boom!
- bedroom dues clueless**
At first I am clueless about what to do.
- spoon glued bloom**
Then I open the window and bang a pan with a spoon.
- igloo scoot blue**
While I bang, I yell so that animal will scoot.
- zooms fondues shampoos**
It zooms away into the trees. Now I can snooze!





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PM5.26

Unit 5 | Everything Changes

Spelling & Word Work

Word Cards: Words with oo, ue

 raccoon	 glue	 pool	 root
balloon	bedroom	avenue	zoom
blue	zoo	igloo	accrue
tooth	moonlight	swoon	duel
fool	proof	true	room
untrue	shampoo	clues	scoot
due	gruel	pursue	unglue

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PM5.27

Unit 5 | Everything Changes

Spelling & Word Work

High Frequency Word Cards

may	full
ever	above
nice	far
thank	something
push	goes
around	better
teacher	long
would	talk
while	watch

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PM5.28

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Endings -er, -est

Cut out the cards and mix them up. Sort them by ending. Explain the spelling changes.

fast	close
faster	closer
fastest	closest
sad	happy
sadder	happier
saddest	happiest


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Name _____ Date _____

High Frequency Words

What Is It?

Write a word from the box to complete each sentence.



High Frequency Words
above
better
far
full
goes
long
something
talk
watch
while

- What do I like to watch? I'll give you some clues.
- It is something far above me up in the sky.
- I like to talk about its phases.
- When it is full, it shines brightly while I sleep.
- Two weeks later, the light goes away, and I can't see it!
- It is not out of sight for a long time.
- That's good, because I like it better when I can see it! What is it?

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Name _____ Date _____

Grammar: Yes/No Questions

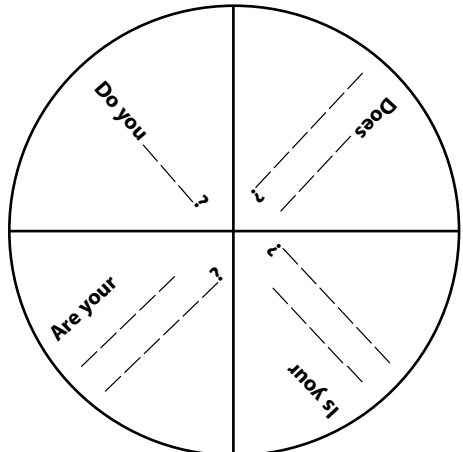
Use Yes/No Questions

Directions:

- Make a spinner.
- Play with a partner.
- Take turns spinning the spinner.
- Read the sentence frame. Ask a question using **is, are, does, or do**. Then have your partner answer the question with a **yes/no** answer.

Make a Spinner

- Put a paper clip over the center of the spinner.
- Touch the point of a pencil on the middle of the wheel and through the loop of the paper clip.
- Spin the paper clip to make a spinner.



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Name _____ Date _____


Phonics

Endings -er, -est

Write the word with the correct ending to complete each sentence.

cold	+ er = colder
brave - e	+ er = braver
sad	+ d + er = sadder
lucky - y	+ i + er = luckier
cold	+ est = coldest
brave - e	+ est = bravest
sad + d	+ est = saddest
lucky - y	+ i + est = luckiest

- close**
I live closer to the beach than Hal.
- sunny**
We pick the sunnier days of all to go.
- hot**
Those days can be the hottest days of all, too.
- tasty**
My dad gives us peaches because they are tastier than plums. That's what I think!
- fast**
We have a race to see if Hal swims faster than I swim.
- big**
Then we jump into the biggest waves.
- nicer**
I have a nicer time at the beach with Hal than by myself.
- happy**
We're the happiest of all the kids at the beach!



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Name _____ Date _____

Grammar and Writing

Write Compound Sentences

Read the story. Then choose a word from the box that goes with each sentence. You can use each word as many times as you want.

and	but
------------	------------

My family is going for a walk in the park. I am wearing my light jacket, but my little brother is wearing his heavy coat. The sun is shining brightly, but the wind is chilly. It is early spring, and there are some flowers starting to bloom. Winter is gone, but we will still have some cold days. Some girls are playing soccer, and some boys are watching them. My big sister loves spring, and so do I.

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PM5.33

Unit 5 | Everything Changes

Name _____ Date _____

Comparison Chart

What Makes the Seasons?

Responses will vary. Possible responses are shown.

Complete the comparison chart below. Show how the seasons are alike and different.

	Spring	Summer	Fall	Winter
Leaves	sprout	grow	fall	die
Raindrops	fall	fall	fall	become snow
Snow	melts	is rain	is rain	falls
Days	get longer	get longer and then shorter	get shorter	get shorter and then longer

Use the information from the chart to tell your partner how the seasons are alike and different.

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PM5.34

Unit 5 | Everything Changes

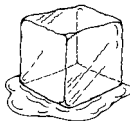
Name _____ Date _____

Phonics

Words with *ue, ew, ui, ou*

Read the sentences and sort the underlined words by sound.

- Sue sits in the shade under a tree.
- She is eating fruit when she hears sounds above her.
- She looks up and sees a few cats stuck in a tree.
- The cats mew and mew.
- A group of people comes to help the cats.
- The crew rescues the cats from the tree.



- | | |
|-------------------|-----------------|
| 1. <u>few</u> | 4. <u>Sue</u> |
| 2. <u>mew</u> | 5. <u>fruit</u> |
| 3. <u>rescues</u> | 6. <u>group</u> |

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PM5.35

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Words with *ue, ew, ui, ou*

Write the words to complete each sentence.



- choose foods**
What foods do you choose to eat?
- blew soup**
Tam has hot soup for lunch, but she just blew on it to make it cooler.
- stew chews**
Manny chews the chunks of meat in his yummy stew.
- fruit juice**
Kim likes juice from different kinds of fruit.
- Sue Tuesday**
Every Tuesday, my friend Sue eats hot dogs and beans.
- few cashews**
Loc mixes raisins with a few kinds of nuts, like cashews and peanuts.
- fondue new**
My family wants to try something new, so we're making fondue.

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PM5.36

Unit 5 | Everything Changes

Spelling & Word Work

Words with ew, ui, ou, ue



jewel



fruit



cruise



soup

cue

fewer

resue

you

crew

continue

virtue

wound

bruised

hue

nephew

chew

argue

pewter

grew

group

new

rouge

screw-
driver

blew

juice

knew

value

statue

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PM5.37

Unit 5 | Everything Changes

Spelling & Word Work

High Frequency Word Cards

yes

again

say

between

write

almost

dear

never

name

went

letter

any

says

below

answer

grow

tomorrow

surprise

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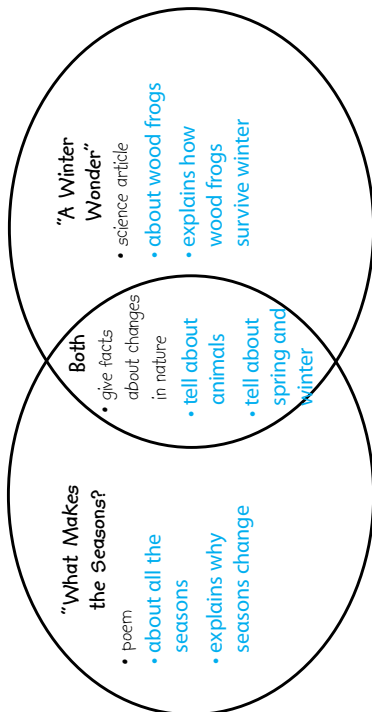
PM5.38

Unit 5 | Everything Changes

Name _____ Date _____

Compare Genres

Responses will vary. Possible responses are shown.
Use the Venn diagram to tell how "What Makes the Seasons?" and "A Winter Wonder" are alike and different.



Tell a partner one way the selections are the same and one way they are different.

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PM5.39

Unit 5 | Everything Changes

Name _____ Date _____

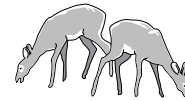
Phonics

Endings -s, -es, -ed, -ing

Write the word that completes each sentence.

1. likes **planning**

Ralph likes animals.



2. chewed **studies**

He studies them when he is outside.

3. hiked **flies**

Last week, Ralph hiked near the mountains.

4. spotted **growing**

He spotted some deer and a moose.

5. smiling **tried**

He tried to take some photos, but the animals ran away.

6. fixed **jogging**

Now Ralph is jogging at the beach.

7. hopping **hoping**

He is hoping to see some seagulls.

8. bloomed **catches**

He does see one! It swoops down and catches a fish!

9. carrying **snooped**

Now it is carrying its food away.

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PM5.40

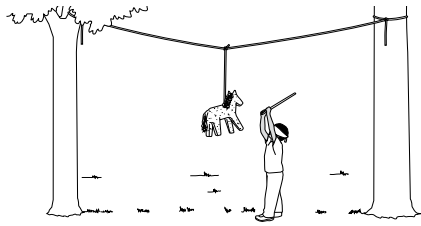
Unit 5 | Everything Changes

Name _____ Date _____

High Frequency Words

Surprises

Write a word from the box to complete each sentence.



High Frequency Words
again
almost
any
below
between
grow
never
surprise
tomorrow
went

Mom had a surprise for me last weekend. I went to my swim class and came back between 2:00 and 2:30. I never expected to see any friends at my house. That's why I almost jumped a mile high when all my friends yelled, "Surprise!" We hit a homemade donkey once, and then we hit it again. It broke, and treats fell onto the grass below. Now I have a surprise for Mom. Tomorrow we will plant a tree. Then we will watch it grow.

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PM5.41

Unit 5 | Everything Changes

Name _____ Date _____

Grammar: Questions

Match Sentences

First read a statement in column A. Then find the question in column B that is made from that statement. Draw a line from the statement to the question. Take turns with a partner.

A

B

That is your hat.	Is it raining outside?
I am in the second grade.	Is she my aunt?
We are best friends.	Are they big and strong?
It is raining outside.	Is he late for school?
She is my aunt.	Am I on your team?
I am a soccer player.	Are we best friends?
They are big and strong.	Is that your hat?
I am on your team.	Are you funny?
He is late for school.	Am I in the second grade?
You are funny.	Am I a soccer player?

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PM5.42

Unit 5 | Everything Changes

Name _____ Date _____

Phonics

Endings -s, -es, -ed, -ing

Write the word with the correct ending that completes each sentence.

hum + s = hums	like + s = likes	cry - y + i + es = cries
hum + m + ed = hummed	like - e + ed = liked	cry - y + i + ed = cried
hum + m + ing = humming	like - e + ing = liking	cry + ing = crying

1. **bake**

Last week, Dad and I baked a pecan pie.

2. **plan**

We were planning to bring it to Grandma.



3. **try**

The pie smelled so good that we tried a bite.

4. **taste**

Soon my mom was tasting it, too.

5. **stop**

By the time we stopped eating, there was no pie left!

6. **make**

Now we are making Grandma a cake.

7. **dry**

I wash dishes and Dad dries them, while the cake bakes.

8. **write**

Mom writes a sign for the cake. It says, "No eating!"

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PM5.43

Unit 5 | Everything Changes

Name _____ Date _____

Grammar and Writing

Write Questions

Read the letter. Then choose a word from the box that goes with each sentence.

Who What When Where Why How

Dear Richard,

How are you and your family? Everyone here is fine. I have a lot of questions about your trip to Mexico. When did you get back from your trip? Was the weather nice? Where did you stay? Did you stay in a hotel or in a condo? What was your favorite activity? I bet it was snorkeling. You wrote me a postcard from Mexico. Why did you choose a postcard with a palm tree on it? You made me want to go on a trip, too! Who took care of your dog and birds while you were gone? Write back as soon as you can.

Your friend,
Ramesh

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PM5.44

Unit 5 | Everything Changes

Name _____ Date _____

Grammar Questions

Use Punctuation

Grammar Rules Questions

- A question ends with a question mark. (?)
- The answer to a question ends with a period. (.)

Add correct punctuation to each of the sentences.

1. Who likes winter as much as I do ?
2. Many people think winter is a great season .
3. Is it because there are fun things to do in the snow ?
4. Yes, I think it is .
5. What are your favorite winter activities ?
6. I like to sled, ski, and build forts in the snow .
7. Do you ever get cold in winter ?
8. No, I do not get cold because I dress warmly.

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Unit 5 | Everything Changes



Leveled Reading Time

TEACHER

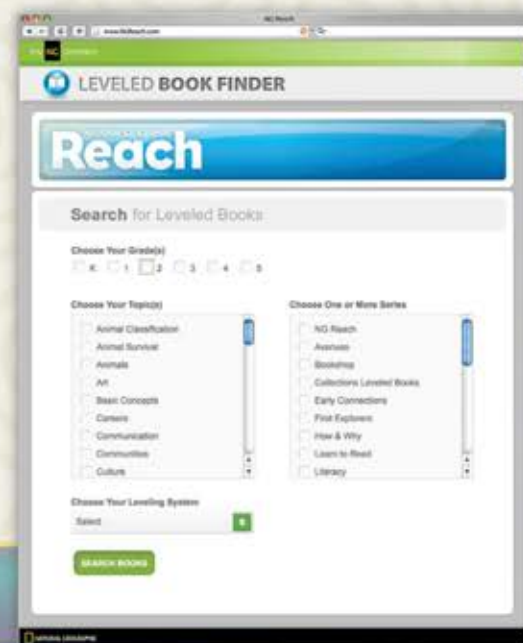
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Contents

	Page
Books at a Glance	LR1
Reading Routines	LR2
Teaching Resources	LR4
Independent Reading	LR12
Leveled Reading Practice Masters	LR13
Assessment Masters	LR16



Go to NGReach.com for the Leveled Book Finder.

Suggested Pacing by Week 20 minutes per day



Books at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
D	<i>Snowball Soup</i>	Mercer Mayer	Winter	Fiction	32 pp.	LR4
E	<i>Spring</i>	Tanya Thayer	Seasons	Nonfiction	23 pp.	LR4
F	<i>Farming</i>	Gail Gibbons	Seasons	Nonfiction	32 pp.	LR5
G	<i>Who Likes the Night?</i>	Anna Kunari	Night	Fiction	16 pp.	LR5
H	<i>The Earth</i>	Trent Johnson	Landforms	Nonfiction	16 pp.	LR6
I	<i>The Searcher and Old Tree</i>	David McPhail	Weather	Fiction	32 pp.	LR6
I	<i>Busy Animals: Learning about Animals in Autumn</i>	Lisa Bullard	Seasons	Nonfiction	24 pp.	LR7
J	<i>A Tree of Her Own</i>	Penelope Menglet	Seasons	Fiction	16 pp.	LR7
J	<i>Seasons of the Year</i>	Margaret Hall	Seasons	Nonfiction	24 pp.	LR8
K	<i>Ayu and the Perfect Moon</i>	David Cox	Phases of the Moon	Fiction	24 pp.	LR8
K	<i>Frog and Toad All Year</i>	Arnold Lobel	Seasons	Fiction	64 pp.	LR9
L	<i>The Schoolchildren's Blizzard</i>	Marty Rhodes Figley	Weather	Fiction	48 pp.	LR9
L	<i>Changing Seasons</i>	Bobbie Kalman and Kelley MacAulay	Seasons	Nonfiction	32 pp.	LR10
M	<i>Changes All Around Us</i>	Monica Halpern	Changes in Nature	Nonfiction	24 pp.	LR10
N	<i>The Changing Earth</i>	Nisha Da Silva	Forces of Nature	Nonfiction	24 pp.	LR11
O	<i>Why Do the Seasons Change?</i>	Melissa Stewart	Seasons	Nonfiction	32 pp.	LR11

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Unit 5 Reading Routines

Fiction & Nonfiction

OBJECTIVES

Read and Comprehend Text

- Visualize
- Analyze Theme
- Compare and Contrast

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Practice Masters LR5.1–LR5.3

Assessment Masters LR5.4–LR5.7

COMMON CORE STANDARDS

Read Prose	CC.2.Rlit.10
Read Informational Text	CC.2.Rinf.10
Visualize	CC.2.Rlit.10, C.2.Rinf.10
Theme	CC.2.Rlit.2, CC.2.Rlit.5, CC.2.Rlit.10
Compare and Contrast	CC.2.Rinf.1
Respond to Reading	CC.2.W.1.2.3
Engage in Discussion	CC.2.SL.1
Connect Across Texts	CC.1.SL.1.a

Fiction



Nonfiction



Introduce

Assign books. Review the Teaching Resources on pages LR4–LR11. Use the summary of each book for an overview of content. Select eight books for each child to read over the course of the four-week unit, based on the children's interests, their reading levels, and the completed **Assessment Masters** for Unit 4.

Introduce books. Use the Teaching Resources for each book to activate prior knowledge and preview the content. Remind children that they can use what they learn from the books to answer the Big Question: *Why is nature always changing?*

Introduce story words. Preview any story words that are listed for each book. When applicable, point out corresponding story illustrations or photos to scaffold word meaning.

Establish a weekly reading plan. Children will repeat the same schedule to read two books each week.

SUGGESTED PACING

- DAY 1** Read book 1 independently.
- DAY 2** Reread book 1 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 3** Read book 2 independently.
- DAY 4** Reread book 2 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 5** Discuss books in a small group with children who have read different books.

Read and Integrate Ideas

Have children read independently. Circulate to observe children as they read. Ask them to read a page aloud. Note miscues as you check for fluency. Encourage children to self-correct by asking: *Did that make sense? You said _____ . Does that sound right?*

Have homogenous pairs reread and discuss. Pair children who have read the same book. Have pairs reread the book. After children have learned the reading strategy and target skills, have them complete a graphic organizer together to demonstrate how the skill applies to their book.

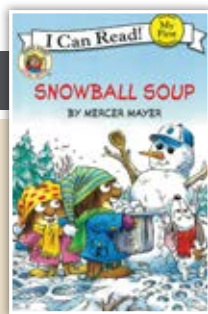
- Analyze Theme: **Practice Master LR5.1**
- Compare and Contrast: **Practice Master LR5.2**

Monitor partners' discussions. Have children share their completed graphic organizers. Prompt children to show you where in the book they gathered the information to complete them. Use the build comprehension questions in the Teaching Resources to check for understanding.

Have children self-assess. Distribute **Assessment Master LR5.7**. Have children evaluate their ability to read on their own and their ability to visualize.

Provide writing options. Have each child complete one of the writing options from the Teaching Resources to respond to one of the books they read during the week. Encourage volunteers to share their writing with the group.

D Guided Reading Level



Snowball Soup

by Mercer Mayer

Fiction | Pages: 32

Content Connection: Winter

Summary Little Critter loves the snow. Little Critter, Little Sister, and Dog play in the snow, build a snowman, and make snowball soup for their snowman.

Activate Prior Knowledge Invite children to tell about what they like to do when it snows. If they have no experience with snow, have them tell what they know about snow.

Preview Display the cover and read aloud the title. Have children tell what they see. Ask: *What do you think snowball soup is made of? Who would eat snowball soup?* Tell children they will read to find out whom the snowball soup is for. Introduce the story word *critter* (page 6).

Build Comprehension

- ✓ **Visualize** *What does it look like outside in the snow?* (Possible responses: It's white; the trees and roofs are covered; the trees are bare; you can see footprints in the snow.)
- ✓ **Compare and Contrast** *How is the snowman's lunch like Little Critter's and Little Sister's lunch?* (Possible responses: They are each having soup; each lunch is served with a spoon.)
How are their lunches different? (Possible responses: Little Critter's and Little Sister's soup is hot; the snowman's soup is cold. Little Critter's and Little Sister's soup is made of broth and noodles; the snowman's soup is made of snow.)

Writing Options

List Have children write a list of at least five things that would be fun to do in the snow.

Journal Entry Have children write about an activity they enjoy during the winter.

E Guided Reading Level



Spring

by Tanya Thayer

Nonfiction | Pages: 23

Content Connection: Seasons

Summary During the spring, the weather gets warmer, the days get longer, and animals become more active. It is spring in the United States when the sun shines on the middle of the Earth.

Activate Prior Knowledge Ask: *What are some things that happen in the spring?* (Possible responses: The snow melts; it rains more; flowers bloom.)

Preview Display the cover and read aloud the title. Ask: *What do you see in the photo that helps you know it's spring?* (There are many flowers on the trees and on the ground.) Introduce the story word *pollen* (page 21).

Build Comprehension

- ✓ **Visualize** *What things might you hear or smell in the spring?* (Possible responses: singing birds, blooming flowers)
- ✓ **Compare and Contrast** *How does the weather change from winter to spring?* (Possible responses: It gets warmer; it rains more often.)

Writing Options

Drawing and Caption Have children draw a spring scene and then write a couple of sentences about what is happening in their picture.

Journal Entry Have children write about something they look forward to doing in the spring.

F Guided Reading Level



Farming

by Gail Gibbons

Nonfiction | Pages: 32

Content Connection: Seasons

Summary See how life on a farm changes throughout the seasons. Springtime is a time of growth. Outside and inside chores include planting seeds and caring for baby animals. In the summer, crops are harvested. In the fall, days grow shorter and crops and animals are sold. In the winter, everyone cares for the animals, enjoys the food they grew, and awaits another spring.

Activate Prior Knowledge Ask: *What do you know about life on a farm?* (Possible responses: Farmers grow food; they raise animals; they milk cows.)

Preview Display the cover and read aloud the title. Ask: *What do you see in this picture?* (Possible responses: trees; sun and clouds; a man who is plowing a field; a farmer who is farming) Explain that farmers plow, or turn over the dirt, to prepare the ground for planting seeds. Tell children they will read to learn about what else happens on a farm during each season of the year. Introduce the story words *temperature* (page 6), *thermometer* (page 6), and *chores* (page 8).

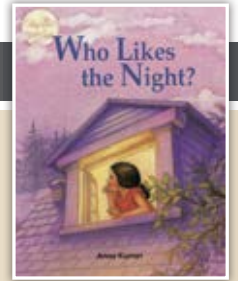
Build Comprehension

- Compare and Contrast** Have children review pages 2–5. Ask: *How can farms be different?* (Possible response: Some are big, and some are small.) *How are farms alike?* (Possible responses: They are busy throughout the year. Food is grown and animals are raised there.)
- Visualize** *What does the farm look like in the spring?* (Possible responses: It is green; there is a little snow on the ground; the trees have flowers; the fields are bare.) Repeat for summer, fall, and winter.

Writing Options

- Poem** Have children choose a season and write a poem about life on a farm during that season. Remind children that poems can rhyme, but they don't have to rhyme.
- Journal Entry** Have children write about their favorite season and tell about activities they enjoy doing during that season.

G Guided Reading Level



Who Likes the Night?

by Anna Kunari

Fiction | Pages: 16

Content Connection: Night

Summary A girl notices some of the characteristics of the night—the moon; stars; and certain animals, such as an owl, a fox, and a moth, that all seem to like the night.

Activate Prior Knowledge Have children tell what they know about nighttime.

Preview Display the cover and read aloud the title. Point to the picture and ask: *How can you tell it is night in this picture?* (It's dark and the moon is out.) Tell children they will read to find out about some of the things they might see at night. Introduce the story words *owl* (page 6) and *still* (page 9).

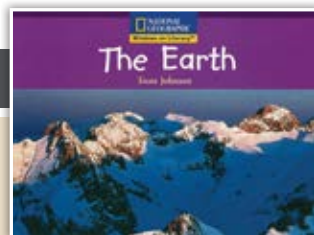
Build Comprehension

- Visualize** *Look at pages 12 and 13. How can you tell the girl is sleepy?* (Possible responses: She is yawning; it is nighttime; she is near her bed.)
- Analyze Theme** *How is night different from day?* (Possible responses: Night is darker than day; the moon is out at night.)

Writing Options

- Song** Have children write a song about the day in the style of the book.
- Journal Entry** Have children write about what they like about the night.

H Guided Reading Level



The Earth

by Trent Johnson

Nonfiction | Pages: 16

Content Connection: Landforms

Summary The Earth is made up of land and water. It has plains, mountains, islands, lakes, and rivers.

Activate Prior Knowledge Have children share what they know about the Earth. Explain that the Earth is made up of land and water.

Preview Display the cover and read aloud the title. Page through the book and ask: *What do you notice about the photos?* (Possible response: They are pictures of places on Earth.) Introduce the story words *surrounded* (page 8) and *streams* (page 12).

Build Comprehension

- ✔ **Visualize** *Look at the photo on page 3. How can you tell which areas are land and which are water?* (Possible response: The land looks green, and the water looks blue.)
- ✔ **Compare and Contrast** *How are a plain and a mountain different?* (A plain is flat, and a mountain is hilly.)

Writing Options

Description Have children choose a photo from the book and write a few sentences describing it.

Journal Entry Have children write about a place in nature they enjoy.

I Guided Reading Level



The Searcher and Old Tree

by David McPhail

Fiction | Pages: 32

Content Connection: Weather

Summary The Searcher, a raccoon, falls asleep in Old Tree. During the night, there is a terrible storm. Old Tree protects the Searcher as he sleeps.

Activate Prior Knowledge Have children tell about a time when there was a big storm while they were trying to sleep.

Preview Display the cover and read aloud the title. Ask: *How do you think the tree and raccoon feel about each other here?* (Possible response: They're friends.) Introduce the story words *fruitful* (page 6), *sturdy* (page 9), *howling* (page 19), and *relent* (page 26).

Build Comprehension

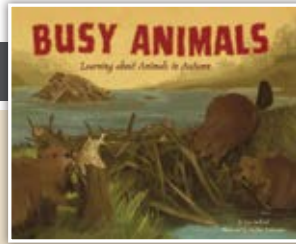
- ✔ **Visualize** *What did the storm look like and sound like?* (Children should use descriptive words to tell about the storm.)
- ✔ **Analyze Theme** *How does the story show that weather can be powerful?* (Possible response: The wind is strong and makes the waves crash.)

Writing Options

Drawing and Caption Have children draw a picture of how it looks after a bad storm and write a paragraph to go with it.

Journal Entry Have children write about how they feel when the weather is stormy.

I Guided Reading Level



Busy Animals

by Lisa Bullard

Nonfiction | Pages: 24

Content Connection: Seasons

Summary When autumn comes, many animals prepare for winter by growing warmer coats, storing food, migrating to someplace warmer, or finding places to hibernate.

Activate Prior Knowledge Ask: *What do you do when the weather gets colder?* (Possible response: wear warmer clothes) Explain that animals prepare for cold weather, too.

Preview Display the cover and read aloud the title. Page through the book and ask: *What are some animals in the book?* (beavers, butterflies, squirrels) Tell children they will read to find out how some animals get ready for winter. Introduce the story words *thicker* (page 4), *munching* (page 7), *migrate* (page 14), and *hibernate* (page 18).

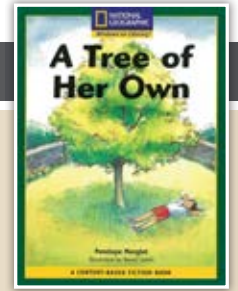
Build Comprehension

- ✓ **Visualize** *How do beavers get wood for their lodges?* (Possible response: They use their teeth to cut the wood.)
- ✓ **Compare and Contrast** *How do rabbits prepare for cold weather in the same way people do?* (Possible response: People and rabbits both have warm coats.)

Writing Options

- Drawing and Description** Have children draw two animals from the book and write one sentence for each animal that describes what it does in autumn.
- Journal Entry** Have children write about something they do alone or with their families to prepare for winter.

J Guided Reading Level



A Tree of Her Own

by Penelope Menglet

Fiction | Pages: 16

Content Connection: Seasons

Summary Lee's parents planted a tree when she was a baby. As she grows, Lee watches the tree grow and change with the seasons.

Activate Prior Knowledge Ask children to tell about how they are different now from when they were babies. Explain that living things change as they grow.

Preview Display the cover and read aloud the title. Ask: *What do you think the title has to do with the picture?* (Possible response: The tree belongs to the girl.) Tell children they will read to find out how a tree grows and changes. Introduce the story words *shoots* (page 6), *shade* (page 8), and *broken* (page 13).

Build Comprehension

- ✓ **Analyze Theme** *How does Lee's tree change over time?* (Possible response: It was a small tree with a few leaves. Now, it is big and full.)
- ✓ **Visualize** *What does the tree look like in the spring?* (Possible response: It has little green shoots that turn into green leaves.) Repeat with summer, fall, and winter.

Writing Options

- Drawing and Caption** Have children draw Lee's tree during a season they choose. Then have them write a few sentences telling what happens to a tree at that time of year.
- Journal Entry** Have children write about something they have watched grow and change, such as a pet or a plant.

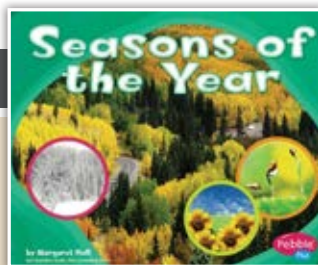
J Guided Reading Level

Seasons of the Year

by Margaret Hall

Nonfiction | Pages: 24

Content Connection: Seasons



Summary The seasons of the year have distinctive weather caused by the amount of daylight. The amount of daylight is caused by the tilt of the Earth as it orbits the sun.

Activate Prior Knowledge Ask: *How can you tell when the season is changing?* (Possible response: The weather gets warmer or colder.)

Preview Display the cover and read aloud the title. Point to each photo and ask which season it represents. Tell children they will read to find out about why the seasons change. Introduce the story words *daylight* (page 4) and *tilted* (page 6).

Build Comprehension

- ✓ **Visualize** *Why aren't the seasons the same everywhere at the same time?* (Possible response: When one part of the Earth tilts toward the sun, the other part tilts away from the sun.)
- ✓ **Compare and Contrast** *What is different about daylight in the summer and winter? Why?* (Possible response: Summer has more daylight than winter because the Earth is tilted toward the sun. In the winter, Earth tilts away from the sun.)

Writing Options

Riddle Have children choose a season and write a riddle about it using facts from the book. Then have them share their riddles with the class.

Journal Entry Have children write about whether they would rather have changing weather for each season or the same weather all year long. Encourage them to explain why.

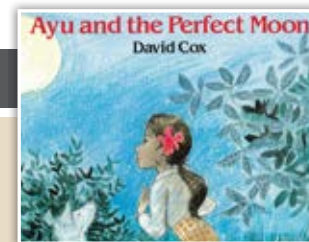
K Guided Reading Level

Ayu and the Perfect Moon

by David Cox

Fiction | Pages: 24

Content Connection: Phases of the Moon



Summary Ayu, an old woman in Bali, tells of a time long ago when she danced under a full moon for the people of the village, as her mother had done before her.

Activate Prior Knowledge Ask: *Do you like to dance? Why or why not?* Explain that dancing is important to many cultures.

Preview Display the cover and read aloud the title. Ask: *Why do you think the moon in the story is perfect?* Tell children they will read to find out what happened to Ayu one night when the moon was full. Introduce the story words *processions* (page 4), *village* (page 6), *decked* (page 15), and *thudding* (page 16).

Build Comprehension

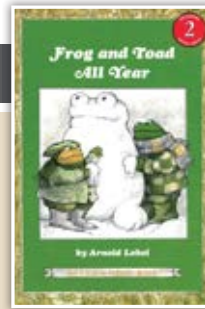
- ✓ **Visualize** *What can you tell from the pictures about the night Ayu danced? Explain.* (Possible response: It was an important night for the village. Many people came, Ayu wore special clothes, and there were many musicians.)
- ✓ **Analyze Theme** *How is each night different as Ayu waits for the full moon?* (Possible responses: The moon keeps getting larger and rounder.)

Writing Options

Creative Writing Have children write a fictional story about something wonderful that happens during a full moon.

Journal Entry Have children write about a special celebration in their family or community.

K Guided Reading Level



Frog and Toad All Year

by Arnold Lobel

Fiction | Pages: 64

Content Connection: Seasons

Summary Friends Frog and Toad sled together in the winter, share a story about the coming of spring, have ice cream in the summer, and rake each other's leaves in the fall.

Activate Prior Knowledge Ask: *What make a person a friend?* (Possible response: You care about each other and have fun together.)

Preview Display the cover and read aloud the title. Point to the cover and ask: *How can you tell Frog and Toad are friends?* (Possible response: They are building a snowman together.) Tell children they will read about the fun Frog and Toad have throughout the seasons. Introduce the story words *knocked* (page 4), *steer* (page 11), and *splattered* (page 34).

Build Comprehension

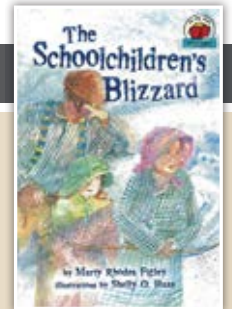
- ✓ **Visualize** *What are two ways Frog and Toad show they are friends?* (Possible response: They eat ice cream together and rake each other's leaves.)
- ✓ **Compare and Contrast** *What is one thing Frog and Toad do in winter that they don't do in summer?* (Possible response: They go sledding.)

Writing Options

Story and Drawing Have children choose a season, write a short story about something Frog and Toad do together during that season, and draw a picture for their story.

Journal Entry Have children write about something they like to do with a friend.

L Guided Reading Level



The Schoolchildren's Blizzard

by Marty Rhodes Figly

Fiction | Pages: 48

Content Connection: Weather

Summary One unseasonably warm day in January of 1888, a blizzard tore the roof off of Sarah and Annie's school. The children escaped to their teacher's house to wait for the storm to end.

Activate Prior Knowledge Have volunteers share stories about a time when the weather suddenly changed. Ask: *How did you feel? What did you do?*

Preview Display the cover and read aloud the title. Point to the cover photo and ask: *How do you think these children are feeling?* (Possible response: They are frightened and cold.) Introduce the story words *trouble* (page 5), *disappoint* (page 6), *wrecked* (page 32), and *deserve* (page 47).

Build Comprehension

- ✓ **Visualize** *How does the setting change when the blizzard is coming?* (Possible response: The sky gets dark and cloudy, and the wind gets cold.)
- ✓ **Compare and Contrast** *In what ways does Sarah want to be like Miss Freeman?* (Possible responses: She wants to be a teacher. She wants to be brave during the blizzard.)

Writing Options

Thank You Note Have children write a thank you note to Miss Freeman from one of the children in her class, thanking her for helping them during the blizzard.

Journal Entry Have children write about a storm they have experienced. Encourage them to visualize what the storm was like and recall how it made them feel.

L Guided Reading Level



Changing Seasons

by Bobbie Kalman and Kelley MacAulay

Nonfiction | Pages: 32

Content Connection: Seasons

Summary The four seasons result from the position of the Earth. In each season, plants and animals make changes in order to survive in different weather and temperatures.

Activate Prior Knowledge Ask: *Which season do you like best? Why?* (Possible responses: I like winter best because it's fun to play in the snow. I like summer best because I can go swimming.) Explain that the weather is different in each season.

Preview Display the cover and read aloud the title. Page through the book and ask: *What seasons do you see in the book?* (summer, autumn, winter, spring) Tell children they will read about what happens as the seasons change. Introduce the story words *pigment* (page 15), *flutters* (page 17), and *dormant* (page 25).

Build Comprehension

- ✓ **Visualize** *What is one way to tell that an animal is getting ready for the season to change?* (Possible response: Some animals shed their winter fur when the spring comes.)
- ✓ **Compare and Contrast** *How do herbivores and carnivores survive?* (Possible response: Herbivores eat plants, and carnivores eat other animals.)

Writing Options

Description and Drawing Have children choose a season and draw a picture of themselves doing a seasonal activity they enjoy. Then have them write a few sentences telling about the picture.

Journal Entry Have children write about what they do to get ready for a new season.

M Guided Reading Level



Changes All Around Us

by Monica Halpern

Nonfiction | Pages: 24

Content Connection: Changes in Nature

Summary Changes happen all around us. Mountains can change slowly, while the weather can change quickly. Some changes happen in cycles, some are natural, and others are human made.

Activate Prior Knowledge Ask children to tell about how they have changed throughout their lives. Explain that there are changes happening all around us all the time.

Preview Display the cover and read aloud the title. Ask: *How do you think this baby fox will change?* (Possible response: It will grow into an adult.) Tell children they will read to find out about changes happening around them. Introduce the story words *suddenly* (page 3), *carving* (page 8), *eventually* (page 11), and *rumble* (page 12).

Build Comprehension

- ✓ **Visualize** *How does a tree show changes in seasons?* (Possible responses: The tree looks different in each season. It can change colors and lose its leaves.)
- ✓ **Compare and Contrast** *How can rocks change over time?* (Possible response: They can get worn down and then get covered in flowers.)

Writing Options

Explanation and Drawing Have children write an answer to the question on the back of the book: *How do frogs change as they grow older?* Children should draw a picture to go with each stage.

Journal Entry Have children write about a change they have seen in nature, such as flowers blooming, eggs hatching, or leaves changing colors.

N Guided Reading Level



The Changing Earth

by Nisha Da Silva

Nonfiction | Pages: 24

Content Connection: Forces of Nature

Summary Earth's surface is always changing because of wind, water, and events such as earthquakes and volcanoes. These changes can happen slowly or quickly.

Activate Prior Knowledge Ask: *What is the ground made of?* (Possible responses: dirt, rocks, grass) Explain that the Earth's surface is always moving and changing.

Preview Display the cover and read aloud the title. Ask: *What is happening in this photo?* (A volcano is erupting.) Tell children they will read to find out how the Earth changes. Introduce the story words *constantly* (page 6), *layer* (page 8), and *landslide* (page 17).

Build Comprehension

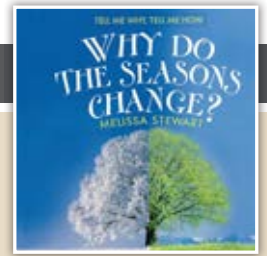
- ✓ **Visualize** *Look at the photos on pages 12 and 13. How does a volcano change the Earth?* (Possible response: It changes the shape of a mountain on the Earth's surface.)
- ✓ **Compare and Contrast** *How are earthquakes and volcanoes alike?* (Possible response: Both happen because of the Earth's tectonic plates.)

Writing Options

Summary Have children write a summary explaining one of the ways the Earth's surface changes.

Journal Entry Have children write about how one of the changes on the Earth can affect people.

O Guided Reading Level



Why Do the Seasons Change?

by Melissa Stewart

Nonfiction | Pages: 32

Content Connection: Seasons

Summary The seasons of the year change as the Earth moves around the Sun. The Earth's tilt as it spins around its axis affects the weather and temperature of the different areas of Earth.

Activate Prior Knowledge Have children discuss what they have noticed about how the seasons change.

Preview Display the cover and read aloud the title. Ask: *What do you notice about this tree?* (Possible response: It looks like it is in two seasons.) Tell children they will read to find out about how the movement of the Earth makes the seasons. Introduce the story words *complete* (page 13) and *imaginary* (page 19).

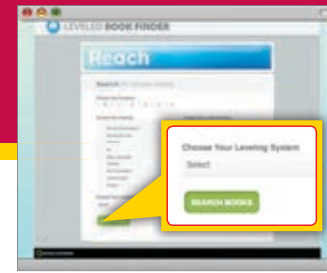
Build Comprehension

- ✓ **Visualize** *What does it look like when the Sun shines brightly?* (Children should use descriptive language to describe what the shining Sun looks like.)
- ✓ **Compare and Contrast** *Why is the weather different in the summer and the winter?* (Possible response: The northern hemisphere is tilted toward the Sun in the summer, and it is tilted away from the Sun in the winter.)

Writing Options

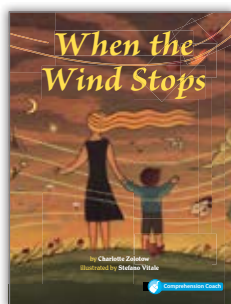
Poster Have children create a poster to explain why the seasons change and write detailed labels for their drawings.

Journal Entry Have children write about the things they like to do during their favorite season.



Recommended Books

Level*	Fiction About Patterns and Cycles	Nonfiction About Patterns and Cycles
D	Blackstone, Stella. <i>Bear in Sunshine</i> . Barefoot Books, 2004. Wildsmith, Brian. <i>Wake Up! Wake Up!</i> Oxford, 1993.	Kalinowski, Delphine. <i>The Weather Report</i> . Rosen Publishing Group, Inc., 2008. Saunders-Smith, Gail. <i>Apple Trees</i> . Capstone Press, 1998.
E	Carle, Eric. <i>Today Is Monday</i> . Puffin, 1997. Crews, Donald. <i>Cloudy Day, Sunny Day</i> . Houghton Mifflin Harcourt, 2003.	Thayer, Tanya. <i>Summer</i> . Lerner Publishing Group, 2001. Thayer, Tanya. <i>Winter</i> . Lerner Publishing Group, 2001.
F	Fleming, Denise. <i>In the Small, Small Pond</i> . Henry Holt, and Co., 2007. CALDECOTT HONOR BOOK Hillert, Margaret. <i>It's Spring, Dear Dragon</i> . Norwood House Press, 2011.	Fowler, Allan. <i>How Do You Know It's Fall?</i> Children's Press, 1992. Kenah, Katharine. <i>Wild Weather</i> . School Specialty Publishing, 2004.
G	Packard, Mary. <i>Fall Leaves</i> . Scholastic Trade, 2000.	Fowler, Allan. <i>A Good Night's Sleep</i> . Children's Press, 1997. Wallace, Karen. <i>A Bed for the Winter</i> . DK Publishing, 2000.
H	Cotton, Cynthia. <i>Rain Play</i> . Henry Holt & Company, 2008. Tresselt, Alvin. <i>White Snow, Bright Snow</i> . HarperCollins Publishers, 1998. CALDECOTT WINNER	Bauer, Marion Dane. <i>Rain</i> . Simon & Schuster Children's Publishing, 2004. Gibbons, Gail. <i>Sun Up, Sun Down</i> . Houghton Mifflin Harcourt, 1987.
I	Kraus, Robert. <i>Leo the Late Bloomer</i> . Perfection Learning, 1994.	Fowler, Allan. <i>Animals on the Move</i> . Children's Press, 2000. Saunders-Smith, Gail. <i>Clouds</i> . Capstone Press, 2000.
J	Ehlert, Lois. <i>Red Leaf, Yellow Leaf</i> . Harcourt Children's Books, 1991. Herman, Gail. <i>Splash! Splash!</i> Scholastic, 2003.	Himmelman, John. <i>A Monarch Butterfly's Life (Nature Upclose)</i> . Children's Press, 2000.
K	Hall, Zoe. <i>The Apple Pie Tree</i> . Scholastic, 2004. Stevens, Jan Romero. <i>Carlos and the Squash Plant</i> . Copper Square Publishing, 1995.	Maestro, Betsy. <i>Why Do Leaves Change Color?</i> Collins, 1994.
L	Hopkins, Lee Bennett, Ed. <i>Weather: Poems for All Seasons</i> . HarperCollins Publishers, 2006. Lionni, Leo. <i>Swimmy</i> . Dragonfly Books, 1973. CALDECOTT HONOR BOOK	Hirschi, Ron. <i>Spring</i> . Puffin, 1996. Wells, Robert E. <i>How Do You Know What Time It Is?</i> Albert Whitman & Company, 2002.
M	Hader, Berta and Elmer. <i>The Big Snow</i> . Aladdin, 1993. CALDECOTT HONOR BOOK	Gibbons, Gail. <i>Tell Me, Tree: All About Trees for Kids</i> . Little, Brown Books for Young Readers, 2002. Trumbauer, Lisa. <i>A Year in the Desert</i> . Capstone Press, 2005.
N	Shulevitz, Uri. <i>Rain Rain Rivers</i> . Farrar, Straus and Giroux, 2006. Stolz, Mary. <i>Storm in the Night</i> . HarperCollins Publishers, 2000.	Engler, Mary. <i>Why Do Geese Fly South in Winter?</i> Capstone Press, 2006. Faulkner, Megan. <i>A Day at the Apple Orchard</i> . Scholastic, 2005.
O	Holub, Joan. <i>Groundhog Weather School</i> . Putnam Juvenile, 2009. Yolen, Jane. <i>Owl Moon</i> . Penguin Young Readers Group, 1987. CALDECOTT WINNER	DeWitt, Linda. <i>What Will the Weather Be?</i> HarperCollins Publishers, 1993. Kalman, Bobbie. <i>What is Migration?</i> Crabtree Publishing, 2001.



Author Study: Charlotte Zolotow

- I Like to be Little***. HarperCollins, 1990.
- Over and Over***. HarperCollins, 1995.
- The Seashore Book***. HarperCollins, 1994.
- The Storm Book***. HarperCollins, 1989.



* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Name _____ Date _____

Theme Chart

Story Theme

Use the theme chart to take notes about your book as you read.
Add the theme after you finish reading.

COPY READY

Title	Characters
Setting	Plot

Theme

 Use your theme chart to tell a partner about the book.

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For use with TE pp. LR4–LR11

LR5.1

Unit 5 | Patterns and Cycles

Name _____ Date _____

Comparison Chart

Compare and Contrast

Use the comparison chart to take notes about your book as you read. Choose two things from the book to compare. List them at the top of the chart.

Topic 1: _____

Topic 2: _____

How They Are Alike	How They Are Different

COPY READY

 Use your comparison chart to tell a partner about the book.

Name _____ Date _____

Discussion Guide

Connect Across Texts

Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

COPY READY

Title: _____ 	Title: _____
Title: _____ 	Title: _____

 **Why is nature always changing?**

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LR5.3

Unit 5 | Patterns and Cycles

Speaking and Listening Observation Log

Unit 5

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

	Student Name
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CC.2.SL.1	
a. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion). CC.2.SL.1.a	
b. Build on others' talk in conversations by linking their comments to the remarks of others. CC.2.SL.1.b	
c. Ask for clarification and further explanation as needed about the topics and text under discussion. CC.2.SL.1.c	
2. Recount or describe key details from a text read aloud or information presented orally or through other media. CC.2.SL.2	
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. CC.3.SL.3	

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 5

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategy Rubrics												
Plan and Monitor				Make Inferences				Ask Questions				
4	3	2	1	4	3	2	1	4	3	2	1	
<ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> 				<ul style="list-style-type: none"> • <i>Did you infer, or figure out, something in the book that was not stated directly?</i> • <i>Were there details in the book that helped you figure this out?</i> • <i>What did you already know about those details that helped you make this inference?</i> 				<ul style="list-style-type: none"> • <i>What questions did you have when you were reading?</i> • <i>Did you find answers to the questions?</i> • <i>Can you tell me some examples of these kinds of questions and what you learned?</i> 				
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.			Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.				Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.				
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.			Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.				Asks relevant questions and looks for answers to clarify confusion or understand the text.				
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.			Makes inferences that are inaccurate or unsubstantiated.				Asks only literal questions.				
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.			Does not attempt to make inferences.				Does not ask questions or asks irrelevant questions.				

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 5

COPY READY

Reading Strategy Rubrics																
Make Connections				Visualize (Unit Focus)				Determine Importance				Synthesize				
4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
<ul style="list-style-type: none"> • Did you read anything in the book that connects to your life? What was that, and how does it connect? • Did you read anything that reminded you of something else you read? What was that, and how does it connect? • Did you read anything you already knew about in the world around you? What was that, and how does it connect? 				<ul style="list-style-type: none"> • Was there a part of the book that made you visualize (see pictures in your mind)? • How did this help you understand what you were reading? • Are there particular words that helped you visualize? 				<ul style="list-style-type: none"> • What is an important idea in the book you chose? • Why do you think that is important? • How would you summarize this book for someone who has not read it? 				<ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)? 				
4				4				4				4				
Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.				Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.				Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.				Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.				
3				3				3				3				
Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.				Describes multi-sensory mental images and goes beyond the literal text.				Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.				Combines some information from the text to draw basic conclusions or make limited generalizations.				
2				2				2				2				
Attempts to make connections, but the connections are not relevant to understanding the text.				Describes few mental images directly related to text descriptions or pictures.				Attempts to identify and summarize important ideas, but is inaccurate.				Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.				
1				1				1				1				
Does not make connections with the text.				Does not describe mental images related to the text.				Cannot identify an important idea.				Does not draw a conclusion or make a generalization about the text.				

Reader Reflection

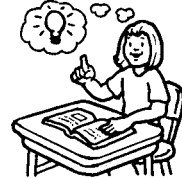
Date	Title of Book	Author

COPY READY

1. Before I read this book,



I looked at the title and the pictures.



I made a prediction.

2. If I didn't understand something,



I stopped to think about it.



I read it again.



I asked myself a question about it.

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

I would like to read other books: about this topic by this author





Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Spelling	✓			
	Foundational Skills, including Phonics	✓	✓		
	Unit Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Reading Strategy Assessments	✓	✓		
	Benchmark Assessments	Benchmark Assessments*	✓	✓	✓
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
Reteaching	Reteaching Masters	✓	✓		

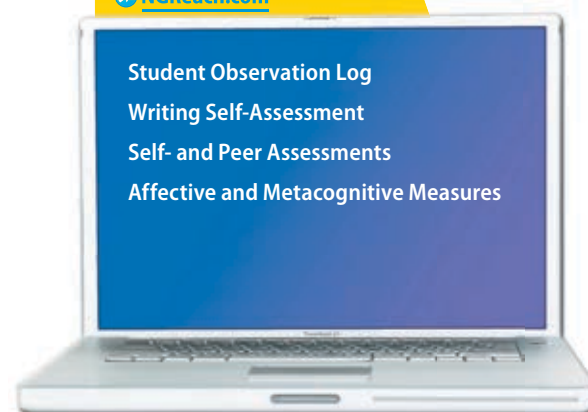
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Foundational Skills Test	A5.5	Comprehension: Theme	RT5.1
Reading Comprehension Test	A5.8	Comprehension: Visualize	RT5.2
Vocabulary Test	A5.10	Grammar: Sentences	RT5.3
Grammar and Writing Test	A5.13		
Week 2			
Foundational Skills Test	A5.15	Comprehension: Steps in a Process	RT5.4
Reading Comprehension Test	A5.17	Comprehension: Visualize	RT5.5
Vocabulary Test	A5.19	Grammar: Sentences	RT5.6
Grammar and Writing Test	A5.20		
Week 3			
Foundational Skills Test	A5.22	Comprehension: Compare and Contrast	RT5.7
Reading Comprehension Test	A5.24	Comprehension: Visualize	RT5.8
Vocabulary Test	A5.26	Grammar: Compound Sentences	RT5.9
Grammar and Writing Test	A5.28		
Week 4			
Foundational Skills Test	A5.29	Comprehension: Author's Reasons	RT5.10
Reading Comprehension Unit Test	A5.31	Comprehension: Visualize	RT5.11
Vocabulary Unit Test	A5.37	Grammar: Questions	RT5.12
Grammar and Writing Unit Test	A5.40	Writing Trait: Organization	RT5.13
		(Also see prior weeks.)	
Oral Reading Assessment	A5.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A5.43		
Class Profile: Weekly and Unit Assessments	A5.45		
Student Profile: Strengths and Needs Summary	A5.46		
Writing Rubric	A5.47		
Unit Self-Assessment	A5.48		
Answer Keys and Rubrics	A5.49		
Leveled Reading Assessments			
Speaking and Listening Observation Log	LR5.4		
Reading Strategy Assessment	LR5.5		
Reader Reflection	LR5.7		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

That night, people watched the fire on the TV news. They thought it was wrong. How could a river be on fire? People needed to know.

The river had been used as a dump, and it was filled with grease, trash, big oily logs, and tree limbs. Other rivers were just as bad, and the air was not always clean. In some places, fields were filled with junk.

People wanted to find ways to clean up the Earth. They began writing letters to newspapers. People wanted a special day called Earth Day.

The first Earth Day was in 1970. It was an important sign of change. Grown-ups and kids started to clean up rivers and fields. This is making the Earth a better place.

COPY READY

Oral Reading Assessment

Unit 5

In 1969, a river in the state of Ohio caught fire. Bright flames and black smoke climbed high into the air. Firefighters worked quickly to stop the fire.

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10
18
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Miscue Observations

Oral Reading Assessment

Unit 5

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
2	90	106	125	142
	75	79	100	117
	50	51	72	89
	25	25	42	61
	10	11	18	31

Accuracy and Rate

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Oral Reading Fluency Rubrics				
	Automaticity	Phrasing	Intonation	Expression
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.	Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

Oral Reading Assessment

Unit 5

Retelling Rubric	
Circle Score	
	4 3 2 1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.
1	Student is not able to retell the passage or retells it inaccurately.

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:

*Did you have any problems reading this passage?**If yes: What problems did you have?**What did you do when you didn't know a word?*

- Share the positive things you noticed about the student's reading, for example:

*I noticed that you read with a lot of expression.**Your reading is getting smoother. You don't stop as often as you used to.*

- Make suggestions about what improvements are needed, for example:

Try to read more smoothly without stopping between words.

- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Foundational Skills Test

Unit 5, Week 1

Decoding

- Long *i*, spelled *i*, *ie*, *igh*
- Silent Consonants *kn*, *gn*, *wr*, *mb*

The Decoding Test on page A5.6 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A5.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

- 1 pie
- 2 thigh
- 3 highway
- 4 wrench
- 5 gnarl
- 6 thumb

High Frequency Words


Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A5.7



Week 1

here	hear
near	sound
morning	start
air	round
earth	even

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A5.5

Unit 5 | Everything Changes

Foundational Skills

Unit 5, Week 1

COPY READY

- 1 (A) pie
(B) pay
(C) pow



- 2 (A) then
(B) thigh
(C) thief



- 3 (A) helmet
(B) haystack
(C) highway



- 4 (A) reach
(B) watch
(C) wrench

- 5 (A) gnarl
(B) gnaw
(C) gnash

- 6 (A) arm
(B) lamb
(C) thumb

Score
_____/6

DONE!

Name _____

Foundational Skills

Unit 5

Put a check next to each word read correctly and an X next to each word read incorrectly.
Total each section of the test. Add all of the subtotals to get the weekly total.

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COPY READY

Reading Comprehension Test

Unit 5, Week 1

Directions: Read the story. Then answer the questions about the story.

HIDDEN GARDEN

It was a sunny, spring day. Bella and her sister, Kim, kicked a soccer ball while their mother worked in the yard. It had rained almost every day for the past three months. It was great to finally be outside. Just then, their mother called.

“Girls,” Mom said, “come and help me with this.” The sisters ran to where their mother stood. By her feet was a large tree branch. It was dark brown with spots of green moss growing on it.

“This broke and fell from our tree in the big storm last month,” said Mom. “It’s too big for me to carry by myself.”

The three of them lifted the heavy branch. Its bark came off as they put their arms around it. Slowly, they dragged it across the yard.

“Look,” said Bella. She went back to where the branch had been. There were tiny green plants growing out of the dark earth.



Reading Comprehension Test

Unit 5, Week 1

“These plants grew under that old branch,” said Kim.

“That’s what spring is about,” said Mom. “Old things help new plants grow!”

- 1** What is the theme of “Hidden Garden”?
 - (A) Trees need our help.
 - (B) Plants grow in spring.
 - (C) Soccer is a fun game.
 - (D) Children like to play outside.

- 2** Which of these is a clue about the theme of this story?
 - (A) Mom asked for some help.
 - (B) Rain came every day for months.
 - (C) The sisters were happy to be outside.
 - (D) Small plants grew under a branch.

- 3** The girls lift the branch with their mother. This shows that the girls are —
 - (A) neat.
 - (B) proud.
 - (C) clever.
 - (D) helpful.

- 4** What happens after the girls help their mother move the branch?
 - (A) The girls kick around a soccer ball.
 - (B) Bella finds tiny green plants growing.
 - (C) The girls are happy about the nice weather.
 - (D) Mom starts working in the yard.

Score

_____/4

DONE!

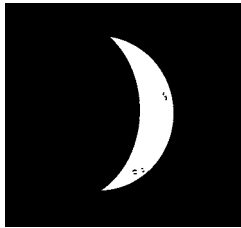
Vocabulary Test

Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 This is the _____.

- (A) color
- (B) shape
- (C) moon
- (D) ocean



4 This is _____.

- (A) prey
- (B) food
- (C) Earth
- (D) school



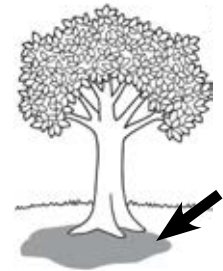
2 These are _____.

- (A) kids
- (B) jobs
- (C) stars
- (D) pipes



5 This is a _____.

- (A) library
- (B) shadow
- (C) machine
- (D) neighbor



3 The show _____.

- (A) ends
- (B) rises
- (C) cares
- (D) saves



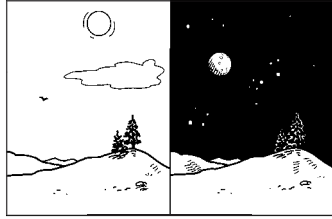
GO ON

Vocabulary Test

Unit 5, Week 1

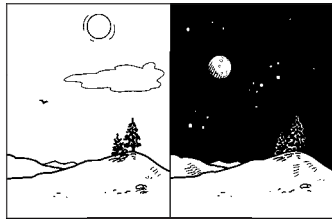
6 We see the sun during the _____.

- (A) day
- (B) size
- (C) lake
- (D) area



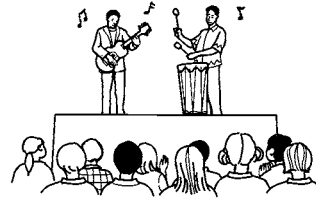
7 It is dark at _____.

- (A) cost
- (B) night
- (C) sound
- (D) motion



8 The show _____ with music.

- (A) aids
- (B) hides
- (C) draws
- (D) begins



9 The boy riding the bike is in _____.

- (A) top
- (B) insect
- (C) shelter
- (D) motion

COPY READY

GO ON 

Vocabulary Test

Unit 5, Week 1

COPY READY

10 She _____ the insect hopping in the grass.

- Ⓐ begins
- Ⓑ changes
- Ⓒ builds
- Ⓓ observes

11 She has to _____ what she said because her friend did not hear her.

- Ⓐ carry
- Ⓑ serve
- Ⓒ repeat
- Ⓓ decide

12 A rainbow _____ in the sky.

- Ⓐ requires
- Ⓑ appears
- Ⓒ includes
- Ⓓ remembers

13 He made a _____ with beads.

- Ⓐ pattern
- Ⓑ teacher
- Ⓒ neighbor
- Ⓓ day

Score
_____/13

DONE!

Grammar and Writing Test

Unit 5, Week 1

Directions: Read the question. Choose the correct answer.

- 1** Which of these sentences is written correctly?
- Ⓐ it feels very warm today?
 - Ⓑ It feels very warm today?
 - Ⓒ It feels very warm today.
- 2** Which of these sentences is written correctly?
- Ⓐ Do you like hot weather.
 - Ⓑ Do you like hot weather?
 - Ⓒ do you like hot weather

- 3** Which of these sentences is written correctly?
- Ⓐ is summer always so hot here?
 - Ⓑ Is summer always so hot here.
 - Ⓒ Is summer always so hot here?
- 4** Which of these sentences is written correctly?
- Ⓐ I want to sit in the shade
 - Ⓑ I want to sit in the shade.
 - Ⓒ I want to sit in the shade?

COPY READY



Grammar and Writing Test

Unit 5, Week 1

- 5** Which of these sentences is written correctly?
- (A) We should go swimming.
 - (B) We should go swimming?
 - (C) we should go swimming.

- 6** Which of these sentences is written correctly?
- (A) can we go to the beach today?
 - (B) Can we go to the beach today?
 - (C) Can we go to the beach today.

- 7** Think about the last time it was stormy. Write three sentences to describe how the storm looked, sounded, and felt. Underline the descriptive words in your sentences.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 5, Week 2

Decoding

- Final **y**
- Plurals **-s, -es, -ies**
- Soft **c** and **g**

The Decoding Test on page A5.16 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A5.17.

Say: *Listen to this word:* _____.


Choose the word: _____.

- 1 sandy
- 2 sky
- 3 pencil
- 4 bridge
- 5 gel
- 6 babies

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A5.7

Week 2

 family	first
mountain	fall
every	many
blue	most
only	also

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A5.15

Unit 5 | Everything Changes

Foundational Skills

Unit 5, Week 2

COPY READY

- 1 (A) says
(B) sandy
(C) steady



- 2 (A) sky
(B) sigh
(C) skill



- 3 (A) pencil
(B) package
(C) pancake



- 4 (A) brig
(B) bride
(C) bridge



- 5 (A) cry
(B) gel
(C) cell



- 6 (A) bays
(B) baby
(C) babies



Score
_____/6

DONE!

Reading Comprehension Test

Unit 5, Week 2

Directions: Read the article. Then answer the questions about the article.

Pond Life

Here's how to take a close look at what's living in pond water.

Materials

- a large glass jar with a lid
- a sheet of white paper
- a pail

Steps

1. Ask an adult to go with you. Carry the jar to a pond.
2. Carefully dip the jar into the water. Put on the lid so it doesn't spill.
3. Carry the jar of pond water to your home or school. Take the lid off. Place the jar on a sheet of white paper away from sunlight.
4. Look at the jar every day. Watch the pond life change. Some pond life will eat other pond life. Some will lay eggs you cannot see. New life may suddenly appear.
5. If you want to watch for more than a few days, you'll need to add some fresh pond water. This way the pond life will have food. You can take another jar or a pail to get more water.
6. When you're done studying the pond life, return it to its home. Pour what's in the jar back into the pond.



Reading Comprehension Test**Unit 5, Week 2****COPY READY**

- 1** What does this experiment show?
- Ⓐ how pond life changes
 - Ⓑ how safe pond water is
 - Ⓒ what bug eggs look like
 - Ⓓ where to get pond water
- 2** What is the first step?
- Ⓐ Put the jar on a sheet of white paper.
 - Ⓑ Watch the jar for signs of life.
 - Ⓒ Dip the jar into the pond.
 - Ⓓ Go to a pond with the jar.
- 3** After you are done looking at the pond life, you should —
- Ⓐ take the lid off the jar.
 - Ⓑ return the water to the pond.
 - Ⓒ add fresh pond water to the jar.
 - Ⓓ place the jar out of the sunlight.
- 4** Which step helps you understand pond life and how it lives?
- Ⓐ step 2
 - Ⓑ step 3
 - Ⓒ step 4
 - Ⓓ step 5
- 5** The list of materials tells you —
- Ⓐ what things you need for the experiment.
 - Ⓑ what the experiment will show you.
 - Ⓒ when you should do the experiment.
 - Ⓓ how long the experiment takes.

Score

_____/5

DONE!

Vocabulary Test

Unit 5, Week 2

Directions: Read the question. Choose the correct answer.

1 What is an antonym for tall?

The basketball player is tall.

- Ⓐ fast
- Ⓑ long
- Ⓒ short
- Ⓓ young

2 What is an antonym for noisy?

Ellen's dog is noisy.

- Ⓐ nice
- Ⓑ cute
- Ⓒ busy
- Ⓓ quiet

3 What is an antonym for opens?

Rick opens the door.

- Ⓐ gives
- Ⓑ turns
- Ⓒ closes
- Ⓓ answers

4 What is an antonym for back?

They play soccer in the back of the school.

- Ⓐ ground
- Ⓑ front
- Ⓒ field
- Ⓓ top

COPY READY

Score

_____/4

DONE!

Grammar and Writing Test

Unit 5, Week 2

Directions: Read the question. Choose the correct answer.

- 1** Which of these sentences is written correctly?
- Ⓐ Don't forget to bring your skates.
 - Ⓑ don't forget to bring your skates?
 - Ⓒ Don't forget to bring your skates?
- 2** Which of these sentences is written correctly?
- Ⓐ What great fun this is going to be?
 - Ⓑ What great fun this is going to be!
 - Ⓒ what great fun this is going to be.
- 3** Which of these sentences is written correctly?
- Ⓐ Watch me skate backwards!
 - Ⓑ watch me skate backwards.
 - Ⓒ Watch me skate backwards?
- 4** Which of these sentences is written correctly?
- Ⓐ wow, you are really good.
 - Ⓑ Wow, you are really good!
 - Ⓒ Wow, you are really good.

COPY READY

GO ON 

Grammar and Writing Test

Unit 5, Week 2

- 5** Which of these sentences is written correctly?
- Ⓐ be very careful skating around a corner.
 - Ⓑ Be very careful skating around a corner?
 - Ⓒ Be very careful skating around a corner.

- 6** Which of these sentences is written correctly?
- Ⓐ This is the best day ever!
 - Ⓑ This is the best day ever.
 - Ⓒ This is the best day ever?

- 7** Think about something that changes from day to night. The change could be how something looks, something you do, or what happens to the planet. Write two sentences to explain what the change is.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 5, Week 3

Decoding

- Long *u*
- Vowel Digraphs *oo, ue*
- Endings *-er, -est*

The Decoding Test on page A5.23 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A5.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

- 1 spoon
- 2 broom
- 3 igloo
- 4 true
- 5 funniest
- 6 deeper

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A5.7

Week 3



watch

long

while

far

goes

something

above

better

talk

full

 = one child  = two children  = three or more children

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Grade 2 Assessment

A5.22

Unit 5 | Everything Changes

Foundational Skills

Unit 5, Week 3

- 1 (A) spun
- (B) spoon
- (C) sponge



- 2 (A) brim
- (B) beam
- (C) broom



- 3 (A) glue
- (B) glee
- (C) igloo



- 4 (A) true
- (B) tree
- (C) tray

- 5 (A) funny
- (B) funnier
- (C) funniest

- 6 (A) deep
- (B) deeper
- (C) deepest

COPY READY

Score
____/6

DONE!

Reading Comprehension Test

Unit 5, Week 3

Directions: Read the passage. Then answer the questions about the passage.



In the fall, the days get shorter and cooler. In some places, plants and animals get ready for the cold months ahead. We can see the trees get ready. First, their leaves turn red and gold. Then they fall off, covering the forest floor.

When winter comes, the tree branches have no leaves. Now the forest seems bigger and more open. You can see more sky through the bare branches. The ground is white with snow. The forest is quiet and still.

Spring is when the forest seems to wake up. Tiny green shoots grow up from the ground. They uncurl and reach for the sun. Ferns grow in the shade, and flowers pop with color. The trees begin to grow new green leaves. Birds lay eggs and call to each other from the branches.

The sun stays out longer in the summer. Bugs buzz in the warm air, and fish splash in a nearby lake. Dry twigs snap under the boots of hikers. Tall trees are covered with leaves. Their leaves give shade to the forest floor below.

GO ON 

Reading Comprehension Test

Unit 5, Week 3

- 1** In both spring and summer —
- Ⓐ the forest is quiet.
 - Ⓑ the trees have leaves.
 - Ⓒ the leaves turn red and gold.
 - Ⓓ the forest seems big and open.
- 2** How is spring different from the other times of year?
- Ⓐ Leaves cover the ground.
 - Ⓑ Things start to grow again.
 - Ⓒ The trees lose their leaves.
 - Ⓓ Snow makes everything white.

- 3** Summer is different from fall because summer is when the trees —
- Ⓐ are covered with leaves.
 - Ⓑ begin to grow new leaves.
 - Ⓒ have no leaves.
 - Ⓓ start dropping leaves.
- 4** How is the forest floor different in winter than in spring, summer, or fall? In winter the forest floor is —
- Ⓐ white with snow.
 - Ⓑ covered with leaves.
 - Ⓒ snapping with dry twigs.
 - Ⓓ shaded from the hot sun.

COPY READY

Score
_____/4

DONE!

Vocabulary Test

Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 They plant in the _____.

- (A) rain
- (B) moon
- (C) shape
- (D) spring



4 They play in the _____.

- (A) fall
- (B) size
- (C) cost
- (D) water



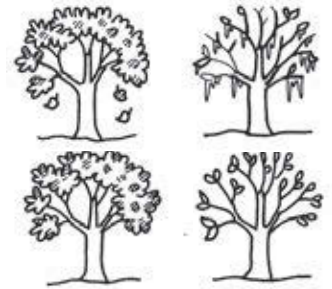
2 They swim in the _____.

- (A) food
- (B) summer
- (C) respect
- (D) character



5 There are four _____ in the year.

- (A) ideas
- (B) heroes
- (C) insects
- (D) seasons



3 They sled in the _____.

- (A) heat
- (B) space
- (C) music
- (D) winter



6 The _____ is cold today.

- (A) source
- (B) courage
- (C) weather
- (D) power



GO ON

Vocabulary Test

Unit 5, Week 3

7 The weather _____ how I feel.

- Ⓐ affects
- Ⓑ defends
- Ⓒ survives
- Ⓓ provides

8 She gave the _____ for her opinion.

- Ⓐ leaders
- Ⓑ reasons
- Ⓒ animals
- Ⓓ grown-ups

9 What _____ to the leaves that fall off a tree?

- Ⓐ supports
- Ⓑ answers
- Ⓒ happens
- Ⓓ survives

10 He _____ the plant to see how big it is.

- Ⓐ notices
- Ⓑ absorbs
- Ⓒ measures
- Ⓓ recognizes

11 The teacher _____ the math problem to the student.

- Ⓐ becomes
- Ⓑ explains
- Ⓒ attracts
- Ⓓ moves

COPY READY

Score

_____/11

DONE!

Grammar and Writing Test

Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 We had sunny weather yesterday,
_____ today it is rainy.

- (A) and
- (B) but

3 My brother stayed indoors,
_____ he should have come
with us.

- (A) and
- (B) but

2 I flew a kite with my friends,
_____ we had a great time.

- (A) and
- (B) but

4 Join our group, _____ come
with us next time!

- (A) and
- (B) but

5 Think about your favorite sports or outdoor activities. Write a sentence telling what your two favorite sports or activities are. Then write two sentences about how they are alike and how they are different.

Score	
_____ /4	multiple-choice
_____ /4	writing

DONE!

Foundational Skills Test

Unit 5, Week 4

Decoding

- Long *u* Vowel Digraphs *ew, ui, ou, ue*
- Endings *-s, -es, -ed, -ing*

The Decoding Test on page A5.30 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A5.7.

Say: *Listen to this word:* _____.


Choose the word: _____.

- 1 fruit
- 2 jewel
- 3 soup
- 4 rescue
- 5 trying
- 6 scraped

High Frequency Words

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A5.7

Week 4



almost	surprise
again	never
tomorrow	any
between	grow
went	below

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A5.29

Unit 5 | Everything Changes

Foundational Skills

Unit 5, Week 4

COPY READY

- 1 (A) foot
(B) fruit
(C) fright



- 2 (A) jaws
(B) juice
(C) jewel



- 3 (A) sap
(B) soap
(C) soup



- 4 (A) wreck
(B) rescue
(C) raccoon



- 5 (A) tries
(B) tried
(C) trying

- 6 (A) scrapes
(B) scraped
(C) scraping

Score
_____/6

DONE!

Reading Comprehension Test





Unit Test

Directions: Read the article. Then answer the questions about the article.

Rain or Shine

Scientists study the weather to figure out what kind of weather is coming. This is called a weather forecast. But even scientists can't always tell. That's why they use words like "chance of rain." If you're making outdoor plans, it's a good idea to check the weather forecast. Here's one easy way you can check.

1. Look at the table of contents on the front page of the newspaper. Find the page number for "Weather" and turn to that page. The chart helps you see the weather at a glance. It will look something like this:

Tuesday	Wednesday	Thursday	Friday
Rain Showers	Chance of Rain	Mostly Cloudy	Partly Sunny
44°/35°	45°/35°	48°/32°	53°/39°
			

2. Suppose that you have a school field trip on Wednesday. You want to know what the weather will be like. Will you need a coat? Will you need an umbrella? Find Wednesday on the weather chart.
3. Read the words under "Wednesday" to learn about the weather for that day.

GO ON 

Reading Comprehension Test**Unit Test**

4. Read the numbers under “Wednesday” to learn about the temperature. The first number tells how warm it could get. The second number tells how cold it could get.
5. Finally, look at the picture under “Wednesday.” This gives you an idea of the weather, too.

Check your newspaper every day for the latest information. You can also use a computer to check the weather.

- 1 The author says it is easy to find out what the weather will be because —
- Ⓐ you can go on a field trip.
 - Ⓑ you can talk to a scientist.
 - Ⓒ you can bring an umbrella.
 - Ⓓ you can look in a newspaper.

- 2 What step helps you find the weather page in the newspaper?
- Ⓐ step 1
 - Ⓑ step 2
 - Ⓒ step 3
 - Ⓓ step 4

- 3 Which step tells you how cold it might get?
- Ⓐ step 2
 - Ⓑ step 3
 - Ⓒ step 4
 - Ⓓ step 5

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

BABY KANGAROOS

A baby kangaroo is called a “joey.” It’s only about an inch long at birth. That’s about the size of a toe! It’s hard to believe some can grow to be as tall as a man or woman.

The tiny joey must be kept safe. It stays inside its mother’s pouch. This is like a big front pocket. It’s on the mother kangaroo’s belly.

Inside the pouch, the joey sleeps and feeds. Someday it will have strong back legs. Now they are tiny and weak. Day by day the joey grows. Its mother hops about looking for food and water. She has big strong legs and is very fast. The mother kangaroo can hop as fast as a car!

After growing and growing, the baby joey pops his head out of the pouch. This is the joey’s first look at the world. In another few months, it will leave its pouch. It will hop by its mother’s side.



A mother kangaroo and her joey

GO ON 

Reading Comprehension Test**Unit Test****COPY READY**

- 4** The author says it's hard to believe a kangaroo gets so big. That's because a baby kangaroo —
- Ⓐ needs to be kept safe.
 - Ⓑ wants to see the world.
 - Ⓒ is so tiny when it is born.
 - Ⓓ will try to hop like its mother.
- 5** How are a joey and its mother the same? They both —
- Ⓐ need food.
 - Ⓑ stay inside a pouch.
 - Ⓒ hop as fast as a car.
 - Ⓓ have strong back legs.
- 6** When a kangaroo is born, it is very small. When it grows up, it can be —
- Ⓐ as big as a car.
 - Ⓑ the size of a toe.
 - Ⓒ the size of a front pocket.
 - Ⓓ as tall as a man or woman.
- 7** The picture supports the author's point that a baby kangaroo —
- Ⓐ is called a "joey."
 - Ⓑ sleeps and feeds.
 - Ⓒ stays in its mother's pouch.
 - Ⓓ is about an inch long at birth.

GO ON 

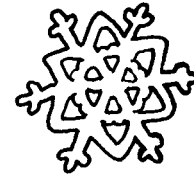
Reading Comprehension Test

Unit Test

Directions: Read the poem. Then answer the questions about the poem.



Winter is coming.
A change is in the air.
I feel it when I'm walking,
The cold wind in my hair.



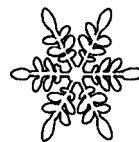
Winter is coming.
The sky looks hard and gray.
The colored leaves of fall,
Have all blown away.



Winter is coming.
Summer sure was nice.
The ground that was so warm,
Now turns my toes to ice!



Winter is coming.
There is no sign of spring.
Soon a winter snow will fall,
And cover everything.



GO ON 

Reading Comprehension Test

Unit Test

COPY READY

- 8** What is the theme of “Winter”?
- Ⓐ Winter is a surprise.
 - Ⓑ Winter brings changes.
 - Ⓒ Summer is better than winter.
 - Ⓓ Snow makes winter the best season.
- 9** Which line from the poem helps you understand the theme?
- Ⓐ *And cover everything.*
 - Ⓑ *The colored leaves of fall,*
 - Ⓒ *The sky looks hard and gray.*
 - Ⓓ *Soon a winter snow will fall,*

Score
____/9

DONE!

Vocabulary Test

Unit Test

Directions: Read the question. Choose the correct answer.

- 1** What does the word fan mean in this sentence?

A fan cools our house in the summer.

- (A) cover a big area
- (B) make a fire spread
- (C) a machine that blows air
- (D) someone who loves a sport

- 2** What does the word bark mean in this sentence?

The bark on the log is brown.

- (A) speak loudly
- (B) the sound of an animal
- (C) chocolate and nut candy
- (D) the outside part of a tree

- 3** What does the word bat mean in this sentence?

Mario sees a bat sleeping in a tree.

- (A) swat at something
- (B) a tool for hitting a ball
- (C) an animal that flies at night
- (D) open and shut your eyes fast

- 4** What does the word plant mean in this sentence?

The plant grows near the window.

- (A) suggest an idea
- (B) a green, living thing
- (C) put seeds into the ground
- (D) a place where things are made

GO ON 

Vocabulary Test**Unit Test**

- 5** What is an antonym for empty?

The jar is empty.

- (A) full
- (B) big
- (C) new
- (D) dark

- 6** What is an antonym for after?

We leave the table after dinner.

- (A) with
- (B) around
- (C) during
- (D) before

Directions: Choose the answer that completes the sentence correctly.

- 7** I can see the _____ up in the night sky.

- (A) stars
- (B) Earth
- (C) reason
- (D) shadows

- 8** Where _____ faces the sun, it is day.

- (A) fall
- (B) Earth
- (C) weather
- (D) courage

COPY READY**GO ON** 

Vocabulary Test

Unit Test

9 Many trees bloom in the _____.

- (A) character
- (B) pattern
- (C) spring
- (D) ocean

10 When the wind blows, the leaves are in _____.

- (A) moon
- (B) power
- (C) night
- (D) motion

11 My sister had a good _____ for being late.

- (A) choice
- (B) reason
- (C) shelter
- (D) morning

12 People _____ the polar bears to learn more about them.

- (A) observe
- (B) answer
- (C) explain
- (D) repeat

COPY READY

Score
_____/12

DONE!

Grammar and Writing Test

Unit Test

Directions: Read the question. Choose the correct answer.

- 1** Which of these sentences is written correctly?
- Ⓐ summer is my favorite season!
 - Ⓑ Summer is my favorite season.
 - Ⓒ Summer is my favorite season?
- 2** Which of these sentences is written correctly?
- Ⓐ always use sunscreen when you go outside.
 - Ⓑ Always use sunscreen when you go outside.
 - Ⓒ Always use sunscreen when you go outside?
- 3** Which of these sentences is written correctly?
- Ⓐ Can we go on a hike?
 - Ⓑ Can we go on a hike.
 - Ⓒ Can we go on a hike!
- 4** Which of these sentences is written correctly?
- Ⓐ what a beautiful view.
 - Ⓑ What a beautiful view?
 - Ⓒ What a beautiful view!

COPY READY

GO ON 

Grammar and Writing Test

Unit Test

- 5** Which of these questions is written correctly?
- Ⓐ Are we going somewhere?
 - Ⓑ We are going somewhere?
 - Ⓒ Where we going somewhere?
- 6** Which of these questions is written correctly?
- Ⓐ When are we leaving so early?
 - Ⓑ Why we are leaving so early?
 - Ⓒ Why are we leaving so early?
- 7** Which of these questions is written correctly?
- Ⓐ Where is Mom taking us today?
 - Ⓑ Why Mom is taking us today?
 - Ⓒ Who is Mom taking us today?
- 8** Which of these questions is written correctly?
- Ⓐ The trip is going to be long?
 - Ⓑ Is the trip going to be long?
 - Ⓒ What the trip going to be long?

COPY READY

GO ON 

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

9 Would you like to go swimming first, _____ would you like to play in the sand?

- (A) or
- (B) but
- (C) and

10 I am having a great time, _____ I am very glad we came!

- (A) or
- (B) but
- (C) and

11 People change as they grow up, but they also stay the same in some ways. Write a comparison to tell how children and grown-ups are the same and how they are different. Your comparison should have three paragraphs.

Score
_____/10 multiple-choice
_____/4 weekly writing skill
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 5

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A5.51.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.2.Rfou.3, L.2.d, L.2, Rfou.3.f	_____/20	_____/20	_____/20	_____/20
End-of-Week Test CC.2.Rfou.3, L.2.d, L.2, Rfou.3.f	_____/20 ____%	_____/20 ____%	_____/20 ____%	_____/20 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A5.51.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Central Message CC.2.Rlit.2	1 2			8 9	_____/4
Connections CC.2.Rinf.3, Rinf.5		1 2 3 4 5		2 3	_____/7
Key Details CC.2.Rinf.1			1 2 3 4	5 6	_____/6
Author's Reasons CC.2.Rinf.8, Rinf.7				1 4 7	_____/3
Review Skill: Characters CC.2.Rlit.7, Rlit.1	3				_____/1
Review Skill: Literature Text Structures CC.2.Rlit.5	4				_____/1
Total	_____/4 ____%	_____/5 ____%	_____/4 ____%	_____/9 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.2.L.6	1 2 3 4 5 6 7 8		1 2 3 4 5 6	7 8 9	_____/17
Academic Vocabulary CC.2.L.6	9 10 11 12 13		7 8 9 10 11	10 11 12	_____/13
Antonyms CC.2.L.5		1 2 3 4		5 6	_____/6
Multiple-Meaning Words CC.2.L.4.a				1 2 3 4	_____/4
Total	_____/13 ____%	_____/4 ____%	_____/11 ____%	_____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 5

COPY READY

Grammar and Writing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Grammar	Sentence Structure CC.2.L.1.f, L.2	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4	1 2 3 4 5 6 7 8 9 10	_____/26
		Subtotal		_____/6	_____/6	
Weekly Writing Skills (Writing Prompts)	Write Descriptive Sentences CC.2.W.3	_____/4				_____/4
	Write Explanatory Sentences CC.2.W.8		_____/4			_____/4
	Write Sentences that Compare and Contrast CC.2.W.8			_____/4		_____/4
	Write a Comparison CC.2.W.2				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/10 ____%	_____/10 ____%	_____/8 ____%	_____/14 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.2.W.2	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Enter the scores for the strategies assessed each week during this unit.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

Weekly and Unit Assessments

Unit 5

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name									
Reading Comprehension	Central Message CC.2.Rlit.2										
	Connections CC.2.Rinf.3, Rinf.5										
	Key Details CC.2.Rinf.1										
	Author's Reasons CC.2.Rinf.8, Rinf.7										
	Review Skill: Characters CC.2.Rlit.7, Rlit.1										
	Review Skill: Literature Text Structures CC.2.Rlit.5										
Grammar and Writing	Sentence Structure CC.2.L.1.f, L.2										
	Writing in Response to Prompts CC.2.W.3, W.8, W.2										
Vocabulary	Science Vocabulary CC.2.L.6										
	Academic Vocabulary CC.2.L.6										
	Antonyms CC.2.L.5										
	Multiple-Meaning Words CC.2.L.4.a										

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The message is clear and focused. Details are accurate and relevant, showing excellent understanding of the topic. 	<ul style="list-style-type: none"> The structure is clear and fits the purpose. All content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is appropriate for the purpose and the audience. The writing sounds genuine. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the message. The language consistently grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, capitalization, and punctuation. The writing has only a few minor errors in grammar and usage. 	<ul style="list-style-type: none"> The text is presented in an orderly way. Visuals are appropriate and support meaning. Letter formation or handwriting is neat and legible.
3	<ul style="list-style-type: none"> Most of the writing has a clear and focused message. Most details are accurate and relevant, showing good understanding of the topic. 	<ul style="list-style-type: none"> Most of the structure is clear and fits the purpose. Most of the content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is mostly appropriate for the purpose and the audience. Most of the writing sounds genuine. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the message. Most of the language grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some minor errors in spelling, capitalization, and punctuation. The writing has some errors in grammar and usage. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way. Most visuals are appropriate and support meaning. Most of the letter formation or handwriting is neat and legible.
2	<ul style="list-style-type: none"> The message is present, but somewhat unclear or confusing. Some details are accurate and relevant, showing some understanding of the topic. 	<ul style="list-style-type: none"> The structure is confusing and does not fit the purpose. Some content flows in a logical sequence. 	<ul style="list-style-type: none"> The tone is sometimes appropriate for the purpose and the audience. Some of the writing sounds genuine. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the message. Some of the language grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, and capitalization. The writing has several errors in grammar and usage. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way. Some visuals are appropriate and support meaning. Some of the letter formation or handwriting is neat and legible.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message. Few or no details are included, showing little or no understanding of the topic. 	<ul style="list-style-type: none"> There is no structure or it is barely discernible. The content does not flow in a logical sequence. 	<ul style="list-style-type: none"> The tone is not appropriate for the purpose or the audience. The writing does not sound genuine. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the message. Little or none of the language grabs readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied, effective, or complete. Few or no transitions are present. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, and capitalization. The writing has many errors in grammar and usage. 	<ul style="list-style-type: none"> The text is not presented in an orderly way. Visuals are not appropriate and do not support meaning, or they do not exist. Letter formation or handwriting is not legible.

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Grade 2 Assessment

A5.47

Unit 5 | Everything Changes

COPY READY

Unit Self-Assessment

Unit 5

COPY READY

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
understand and use antonyms.			
understand words with more than one meaning.			
visualize when I read.			
identify the theme of a story.			
follow steps in order.			
tell how things are alike and different.			
identify an author's reasons.			
identify different kinds of sentences such as statements, questions, exclamations, and commands.			
use correct punctuation with different kinds of sentences.			
use words like <i>and</i> , <i>but</i> , and <i>or</i> to join two sentences.			

Of all the texts you read for Everything Changes, which one was your favorite?

What did you like about it? _____

Answer Keys and Rubrics

Unit 5

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	B	Support for Theme	CC.2.Rlit.2
2	D	Theme	CC.2.Rlit.2
3	D	Character Traits	CC.2.Rlit.7, Rlit.1
4	B	Plot	CC.2.Rlit.5
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Steps in a Process	CC.2.Rinf.3
2	D	Steps in a Process	CC.2.Rinf.3
3	B	Steps in a Process	CC.2.Rinf.3
4	C	Steps in a Process	CC.2.Rinf.3
5	A	Steps in a Process	CC.2.Rinf.3, Rinf.5
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	B	Compare and Contrast	CC.2.Rinf.1
2	B	Compare and Contrast	CC.2.Rinf.1
3	A	Compare and Contrast	CC.2.Rinf.1
4	A	Compare and Contrast	CC.2.Rinf.1
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	D	Author's Reasons	CC.2.Rinf.8
2	A	Steps in a Process	CC.2.Rinf.3
3	C	Steps in a Process	CC.2.Rinf.3
4	C	Author's Reasons	CC.2.Rinf.8
5	A	Compare and Contrast	CC.2.Rinf.1
6	D	Compare and Contrast	CC.2.Rinf.1
7	C	Author's Reasons	CC.2.Rinf.8, Rinf.7
8	B	Theme	CC.2.Rlit.2
9	D	Support for Theme	CC.2.Rlit.2

Vocabulary					
Week 1 CC.2.L.6			Week 3 CC.2.L.6		
Item	Key	Word	Item	Key	Word
1	C	moon	1	D	spring
2	C	stars	2	B	summer
3	A	ends	3	D	winter
4	C	Earth	4	A	fall
5	B	shadow	5	D	seasons
6	A	day	6	C	weather
7	B	night	7	A	affects
8	D	begins	8	B	reasons
9	D	motion	9	C	happens
10	D	observes	10	C	measures
11	C	repeat	11	B	explains
12	B	appears			
13	A	pattern			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Antonyms	CC.2.L.5
2	D	Antonyms	CC.2.L.5
3	C	Antonyms	CC.2.L.5
4	B	Antonyms	CC.2.L.5
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Multiple-Meaning Words	CC.2.L.4.a
2	D	Multiple-Meaning Words	CC.2.L.4.a
3	C	Multiple-Meaning Words	CC.2.L.4.a
4	B	Multiple-Meaning Words	CC.2.L.4.a
5	A	Antonyms	CC.2.L.5
6	D	Antonyms	CC.2.L.5
7	A	Science Vocabulary	CC.2.L.6
8	B	Science Vocabulary	CC.2.L.6
9	C	Science Vocabulary	CC.2.L.6
10	D	Academic Vocabulary	CC.2.L.6
11	B	Academic Vocabulary	CC.2.L.6
12	A	Academic Vocabulary	CC.2.L.6

COPY READY

Answer Keys and Rubrics

COPY READY

Grammar and Writing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	C	Sentences (Statements)	CC.2.L.1.f, L.2	1	B	Sentences (Statements)	CC.2.L.1.f, L.2
2	B	Sentences (Questions)	CC.2.L.1.f, L.2	2	B	Sentences (Commands)	CC.2.L.1.f, L.2
3	C	Sentences (Questions)	CC.2.L.1.f, L.2	3	A	Sentences (Questions)	CC.2.L.1.f, L.2
4	B	Sentences (Statements)	CC.2.L.1.f, L.2	4	C	Sentences (Exclamations)	CC.2.L.1.f, L.2
5	A	Sentences (Statements)	CC.2.L.1.f, L.2	5	A	Sentences (Questions)	CC.2.L.1.f, L.2
6	B	Sentences (Questions)	CC.2.L.1.f, L.2	6	C	Sentences (Questions)	CC.2.L.1.f, L.2
Prompt (7)	Skill Rubric	Write Descriptive Sentences	CC.2.W.3	7	A	Sentences (Questions)	CC.2.L.1.f, L.2
Week 2				8	B	Sentences (Questions)	CC.2.L.1.f, L.2
Item	Key	Item Descriptor	CCSS Code	9	A	Compound Sentences (Conjunctions)	CC.2.L.1.f
1	A	Sentences (Commands)	CC.2.L.1.f, L.2	10	C	Compound Sentences (Conjunctions)	CC.2.L.1.f
2	B	Sentences (Exclamations)	CC.2.L.1.f, L.2	Prompt (11)	Skill Rubric; Writing Rubric	Write a Comparison	CC.2.W.2
3	A	Sentences (Commands)	CC.2.L.1.f, L.2				
4	B	Sentences (Exclamations)	CC.2.L.1.f, L.2				
5	C	Sentences (Commands)	CC.2.L.1.f, L.2				
6	A	Sentences (Exclamations)	CC.2.L.1.f, L.2				
Prompt (7)	Skill Rubric	Write Explanatory Sentences	CC.2.W.8				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Compound Sentences (Conjunctions)	CC.2.L.1.f				
2	A	Compound Sentences (Conjunctions)	CC.2.L.1.f				
3	B	Compound Sentences (Conjunctions)	CC.2.L.1.f				
4	A	Compound Sentences (Conjunctions)	CC.2.L.1.f				
Prompt (5)	Skill Rubric	Write Sentences that Compare and Contrast	CC.2.W.8				

Answer Keys and Rubrics

Unit 5

Use the Skill Rubrics to score student responses for weekly skills or editing. Use the Writing Rubric to assess the writing traits of student responses for the Unit Test writing prompt. The Writing Rubric is located on page A5.47.

Grammar and Writing	
Week 1 Skill Rubric	
Item 7 (Prompt) Write Descriptive Sentences	
Child writes descriptive sentences that	
4 points	clearly describe a storm.
3 points	adequately describe a storm.
2 points	vaguely describe a storm.
1 point	minimally describe a storm.
Week 2 Skill Rubric	
Item 7 (Prompt) Write Explanatory Sentences	
Child writes explanatory sentences that	
4 points	clearly explain a change.
3 points	adequately explain a change.
2 points	vaguely explain a change.
1 point	minimally explain a change.
Week 3 Skill Rubric	
Item 5 (Prompt) Write Sentences that Compare and Contrast	
Child writes sentences that	
4 points	clearly discuss a similarity and difference in two sports or activities.
3 points	adequately discuss a similarity and difference in two sports or activities.
2 points	discuss two sports or activities but does not compare them.
1 point	minimally mentions two sports or activities or writes about only one.
Unit Test Week 4 Skill Rubric	
Item 11 (Prompt) Write a Comparison	
Child writes a comparison that	
4 points	clearly discusses similarities and differences in children and grown-ups.
3 points	adequately discusses similarities and differences in children and grown-ups.
2 points	describes children and grown-ups but does not compare them.
1 point	minimally describes children or grown-ups with little or no information about the other one.

Scoring Note: Assign a score of zero for no response or an unscorable response.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

5 points

Points	1	2	3	4	5
%	20	40	60	80	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

9 points

Points	1	2	3	4	5	6	7	8	9
%	11	22	33	44	56	67	78	89	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

11 points

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

13 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13
%	8	15	23	31	38	46	54	62	69	77	85	92	100

14 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100

20 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

COPY READY

Theme

Reteach

The **theme** is the main message of a story. Use all the parts of a story to figure out a story's **theme**.

	Hurricane Warning	title
characters	Althea and her mom knew there was a hurricane coming. They got extra food, water, and candles at the store. When they came home, they took everything into the kitchen and turned on the radio. The hurricane was scary, but they were safe.	setting
plot events		
Theme: It is good to be prepared for trouble.		

Read the story. Fill in the Theme Chart. Then write the theme.

A Family Visit

Kira's grandparents came to visit for the weekend. Kira wanted to play with her friends at the park. She had to stay home, though. At first, this made Kira mad. Then she had a great time with Grandma and Grandpa. They played games and laughed a lot. Kira felt sad when they had to leave.

Theme Chart

Title	Characters
Setting	Plot

Theme: _____

Visualize

Reteach

When you **visualize**, you make pictures in your mind. Think about how something **looks, sounds, tastes, smells, or feels**. The pictures will help you understand.

Think about a baseball game. Make pictures in your mind. See the players. Hear the bat hit the ball. Feel a ball in your hand.

A Gift for a Little Girl

Mila has a gift for her friend, Aleah.

The gift is inside a box. It is in the shape of a bear.
It is furry and soft. It has a little bell around its neck.

Mila can't wait to give the box to Aleah. What do you think her gift is?



1. Draw one line under the sentence that tells what the gift looks like.
2. Draw a circle around the sentence that tells how the gift feels.
3. Draw two lines under the sentence that tells what the gift sounds like.
4. Talk to a partner. Retell what you read.

Sentences

Reteach

Grammar Rules Statements and Questions

There are different kinds of **sentences**. The end mark tells what kind of sentence it is.

- A **statement** says something. It ends with a period. (.)
- A **question** asks something. It ends with a question mark. (?)

What happens to the tree's leaves in the fall?



The leaves turn colors in the fall.

Write if the sentence is a statement or a question.

1. What is fall like? _____
2. The weather gets cooler. _____
3. The wind blows. _____
4. Are the leaves bright colors? _____
5. The leaves turn red, gold, and orange. _____
6. Is fall your favorite season? _____

Steps in a Process

Reteach

When writers tell you how to do or make something, they use **steps in a process**. Look for numbers, or words such as **first**, **next**, **then**, **after**, and **finally** that show you the order.

Felipe gets dressed for school. **First**, he puts on his pants. **Next**, he puts on his socks. **Finally**, he puts on his shoes.




Read the story.

Grow Some Food

Sam, Ginger, and Kate started a garden. They wanted to grow some food.

First, they planted seeds in the dirt. Then, the plants grew. After the plants grew, Sam and Kate picked them. Finally, they shared their food with friends.

Look at the pictures. Number the steps to show the correct order.

		
<p>Step _____</p>	<p>Step _____</p>	<p>Step _____</p>

Visualize

Reteach

When you **visualize**, you make pictures in your mind. Use all your senses to imagine how something **looks, smells, sounds, tastes, or feels**.

Look at the shop. You can buy hot pizza there. The shop smells like fresh bread. A piece of pizza tastes like tomatoes and cheese. The thin crust is crunchy.

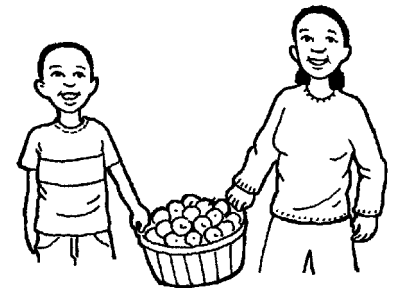


Tony sells fresh, round pizzas here.

COPY READY

Apple Picking

We picked fresh apples. We filled our baskets. It was a warm, sunny day. We had fun.



1. Pretend you picked and ate an apple. Complete the chart below. Tell how your apple looks, feels, sounds, smells, and tastes.

My Apple

Looks	Feels	Sounds	Smells	Tastes

2. Talk to a partner. Retell what you read.

Sentences

Reteach

Grammar Rules Commands and Exclamations

A **command** tells someone to do something.

- A command usually ends with a period. (.)
- A strong command ends with an exclamation point. (!)

An **exclamation** shows strong emotion. It ends with an exclamation point. (!)



Read the sentences. Circle the commands. Underline the exclamations.

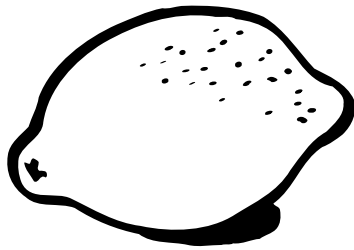
1. Open your books.
2. I love to read about snakes!
3. That green snake is huge!
4. Turn the page.
5. Tell me what you learned.
6. Snakes can move fast!

Compare and Contrast

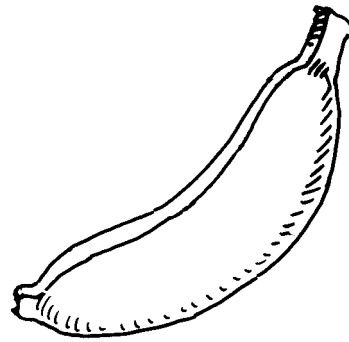
Reteach

When you **compare**, you tell how things are alike. Use words such as **both**, **and**, and **the same** to show how the things are alike.

When you **contrast**, you tell how things are different. Use words such as **but** and **different** to show how the things are not alike.

COPY READY


A lemon **and** a banana have yellow skin.



A lemon is sour, **but** a banana is sweet.

Use compare and contrast words to finish the sentences.

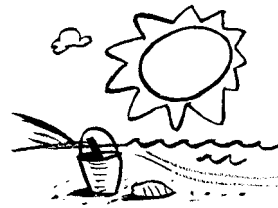
Compare and contrast an ant and a bee.

1. _____ an ant and a bee are insects.
2. An ant _____ a bee have six legs.
3. A bee buzzes _____ an ant is quiet.
4. The insects' homes are _____.
5. An ant lives in the dirt, _____ a bee lives in a hive.
6. An ant collects leaves, _____ a bee collects nectar.

Visualize

Reteach

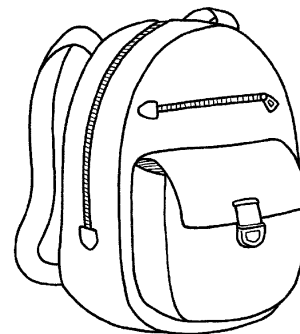
When you **visualize**, you make pictures in your mind. Use all your senses to imagine how something **looks, sounds, smells, tastes, and feels**.



I can hear the waves crashing. I feel the hot sun. I hear the seagulls.

A Surprise in My Backpack

My mom put a snack in my backpack. See if you can guess what it is. It is a bag of skinny, orange things. They make a crunchy sound when you bite them. Each one feels hard. They taste salty. What is my snack?



1. How does the snack look? _____
2. Underline under the word that says how the snack sounds.
3. Circle the word that says how the snack tastes.
4. How does the snack feel? _____
5. Talk to a partner. Retell what you read.

Compound Sentences

Reteach

Grammar Rules Compound Sentences

A **compound sentence** is two sentences combined into one.

- Use **and** to put together two ideas that are **alike**.
- Use **but** to put together two ideas that are **different**.
- Use **or** to show a choice between **two** ideas.
- Use a **comma** before *and*, *but*, and *or*.

Jim digs a hole, **and** Marta plants seeds.



Underline the two sentences that make the compound sentence. Circle the word that joins them together.

1. Mom waters the plants, and Dad pulls the weeds.
2. Jim likes to dig, but he doesn't like to plant.
3. Marta can plant seeds, or she can water them.
4. The vegetables grow strong, and the flowers bloom.
5. Jim can pick the flowers, or he can pick the vegetables.

Author's Reasons

Reteach

When an author gives an opinion, the author supports that idea with reasons. An **author's reasons** tell why he or she thinks that way.

Drink Water!

We should drink more water. Water cools you down. It helps when you are thirsty. It is good for your body.



The author says we should drink more water. The author's reasons are: it cools you down, it helps when you're thirsty, and it is good for your body.

Why We Need Rain

Rain is good for everyone. Rain gives us water to drink. We need water, to wash and stay healthy.

Rain helps plants grow. It helps trees and flowers grow. We eat the crops farmers grow. Without rain, the crops will die.

So when it rains, be glad!



1. Underline three reasons the author says we need rain.
2. Talk to a partner. Retell what you read.

Visualize

Reteach

When you **visualize**, you make pictures in your mind. Use your senses to imagine how something **looks, sounds, smells, tastes, or feels**. Imani talks to Grandpa on the phone. She cannot see him, but she makes a picture of him in her mind.



Imani loves Grandpa. He has white hair. His voice is quiet. His beard is scratchy.

Steam Engines

Long ago, few people had cars. They rode trains to far-off places. The trains were noisy and hot. They didn't go very fast. The engine made big puffs of dirty black smoke.

Everyone knew when a train was coming. They could hear the whistle and the bell. They could hear the hissing steam.

1. Write words that tell how an old train looked. _____

2. Write words that tell how an old train sounded. _____

3. Talk to a partner. Retell what you read.

Questions

Reteach

Grammar Rules Questions

A **question** is a sentence that asks something. You can use **or** to combine two questions into a compound sentence. Use a comma (,) before **or**.

You can change a **statement** into a **question**.

- Move **am, are, or is** in front of the subject.
- Change the period (.) to a question mark. (?)



Combine these questions with **or**. Make a compound sentence.

1. Are we driving to the park? Are we walking to the park? _____

2. Will you bring chips? Will you bring crackers? _____

Change these statements into questions.

3. The picnic is at one o'clock. _____

4. I am the youngest. _____

5. All your friends are going, too. _____

Writing Trait: Organization

Reteach

When you organize things, you put them in a certain order. That way it is easier to find them.
 When you write, you can put your ideas in order. That way, your readers can follow your ideas.



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Revise the paragraph. Use the Revising Marks.

- Show sentences that are out of order.
- Add words such as *then*, *next*, or *after* to make the order clear.

Revising Marks

^	Add.
/	Make lowercase.
↪	Move to here.

A Tasty Dessert

First, we made the crust. I helped roll it out and put it in the pie pan. I learned how to bake a pie from my grandmother. Then we made the filling. I helped slice the apples and add the sugar.

We poured the filling into the crust. The pie was delicious!

Practice the Trait

Write about a food you can make. Put the ideas in order. Can your partner follow your ideas?

Reteaching Masters Answer Key

RT5.1 Theme

Title A Family Visit	Characters Kira, Kira's grandparents
Kira's home	Kira's grandparents come to visit, so Kira stays home. They play games and laugh. Kira's grandparents leave and she feels sad.
Setting	Plot

Theme: Being with family members can be like being with friends. It's important to spend time with your family.

RT5.2 Visualize

- Underlined sentence: It is in the shape of a bear.
- Circled sentence: It is furry and soft.
- Double underlined sentence: It has a little bell around its neck.
- Answers will vary, but should be an accurate summary of the content.

RT5.3 Sentences

- question
- statement
- statement
- question
- statement
- question

RT5.4 Steps in a Process

From left to right: 3, 1, 2

RT5.5 Visualize

Looks	Feels	Sounds	Smells	Tastes
red round shiny	smooth hard	crunchy	fresh fruity	sweet juicy

- Answers will vary, but should be an accurate summary of the content.

RT5.6 Sentences

- Open your books.
- I love to read about snakes!
- That green snake is huge!
- Turn the page.
- Tell me what you learned.
- Snakes can move fast!

RT5.7 Compare and Contrast

- Both an ant and a bee are insects.
- An ant and a bee have six legs.
- A bee buzzes, but an ant is quiet.
- The insects' homes are different.
- An ant lives in the dirt, but a bee lives in a hive.
- An ant collects leaves, but a bee collects nectar.

RT5.8 Visualize

- Possible response: skinny and orange
- Underlined word: crunchy
- Circled word: salty
- hard, a little wet
- Answers will vary, but should be an accurate summary of the content.
Possible answer: fresh carrots.

RT5.9 Compound Sentences

Underlined sentences/circled word:

- Mom waters the plants, Dad pulls the weeds/and
- Jim likes to dig, he doesn't like to plant/ but
- Marta can plant seeds, she can water them/or
- The vegetables grow strong, the flowers bloom/ and
- Jim can pick the flowers, he can pick the vegetables/or

RT5.10 Author's Reasons

- Possible underlined sentences: Rain gives us water to drink. We need water to wash and stay healthy.; Rain helps plants grow.; It helps trees and flowers grow.; Without rain, crops will die.
- Answers will vary, but should be an accurate summary of the content.

RT5.11 Visualize

- slow, big puffs of dirty black smoke
- noisy, whistle bell, hissing steam
- Answers will vary, but should be an accurate summary of the content.

RT5.12 Questions

- Are we driving to the park, or are we walking to the park?
- Will you bring chips, or will you bring crackers?
- Is the picnic at one o'clock?
- Am I the youngest?
- Are all your friends going, too?

Reteaching Masters Answer Key, continued

RT5.13 Writing Trait: Organization

A Tasty Dessert

First, we made the crust. I helped roll it out and put it in the pie pan. I learned how to bake a pie from my grandmother. Then we made the filling. I helped slice the apples and add the sugar.

Next

We baked the pie.

We poured the filling into the crust. The pie was delicious!

Contents

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Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Phonics Picture Card Index

Card	Letter/Word	Card	Letter/Word	Card	Letter/Word	Card	Letter/Word
1	Mm	60	Cc	118	Nn	176	Ii
2	man	61	cage	119	nail	177	igloo
3	mask	62	cake	120	necklace	178	iguana
4	mitten	63	can	121	needle	179	ill
5	monkey	64	cap	122	nest	180	insect
6	moon	65	car	123	nine		
7	mop	66	carrot	124	noodles	181	Oo
8	mouse	67	cat	125	nose	182	octopus
		68	cup	126	nut	183	olive
9	Ss					184	ostrich
10	saw	69	Rr	127	Vv	185	otter
11	seal	70	rabbit	128	vacuum		
12	seven	71	rake	129	valentine	186	Uu
13	sign	72	red	130	van	187	umbrella
14	sink	73	ribbon	131	vase	188	umpire
15	soap	74	ring	132	vest	189	underwear
16	sock	75	rope	133	violin		
		76	rug				
17	Ff	77	ruler	134	Ww		
18	fan			135	wallet	Blends with l	
19	feather	78	Tt	136	watch	190	block
20	fence	79	tape	137	watermelon	191	clam
21	fish	80	teapot	138	wig	192	clock
22	foot	81	tent	139	window	193	flag
23	fork	82	tiger	140	wing	194	flute
24	fox	83	tire	141	worm	195	glass
		84	top			196	plate
25	Hh	85	turtle	142	Jj	197	sled
26	hammer			143	jacket	198	slug
27	hand	86	Ll	144	judge		
28	hat	87	ladder	145	jeans	Blends with r	
29	heart	88	lamp	146	jellybeans	199	brick
30	hen	89	leaf	147	jet	200	crab
31	horse	90	lemon			201	drill
32	hose	91	lion	148	Zz	202	frog
		92	lizard	149	zebra	203	grass
33	Bb	93	lock	150	zero	204	truck
34	baby			151	zipper		
35	ball	94	Kk			Blends with s	
36	bat	95	kangaroo	152	Qq	205	skunk
37	bear	96	key	153	quart	206	sling
38	bell	97	king	154	quarter	207	squid
39	bike	98	kitchen	155	queen	208	stamp
40	boat	99	kite	156	question mark	209	string
41	book	100	kitten	157	quilt	210	swing
42	Pp	101	Dd	158	Xx	Digraph ch	
43	pan	102	deer	159	ax	211	chick
44	parrot	103	desk	160	box	212	chin
45	pear	104	dime	161	fox	213	chip
46	pencil	105	dog	162	ox		
47	penguin	106	doll	163	six		
48	pig	107	donkey			Digraph sh	
49	pizza	108	door	164	Aa	214	shell
50	pot	109	duck	165	alligator	215	ship
51	puppet			166	anchor	216	shoe
		110	Yy	167	ant	217	shrimp
52	Gg	111	yacht	168	apple		
53	game	112	yam	169	astronaut		
54	gate	113	yarn				
55	gift	114	yawn	170	Ee		
56	girl	115	yellow	171	egg		
57	goat	116	yolk	172	elbow		
58	gorilla	117	yo-yo	173	elephant		
59	guitar			174	elevator		
				175	envelope		

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds

b	box		p	pan	
ch	chick		r	ring	
d	dog		s	bus	
f	fish		sh	fish	
g	girl		t	hat	
h	hat		th	Earth	
j	jar		th	father	
k	cake		v	vase	
ks	box		w	window	
kw	queen		wh	whole	
l	bell		y	yarn	
m	mouse		z	zipper	
n	pan		zh	treasure	
ng	ring				

Symbols for Short Vowel Sounds

a	hat	
e	bell	
i	chick	
o	box	
u	bus	

Symbols for Long Vowel Sounds

ā	cake	
ē	key	
ī	bike	
ō	goat	
yū	mule	

Symbols for R-controlled Sounds

ar	barn	
air	chair	
ear	ear	
ir	fire	
or	corn	
ur	girl	

Symbols for Variant Vowel Sounds

ah	father	
aw	ball	
oi	boy	
oo	book	
ü	fruit	

Miscellaneous Symbols

shun	fraction	
chun	question	
zhun	division	

Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

variety

(vū-ri-u-tē) *noun*

A mix of the same kind of thing is called a **variety**.



I have a **variety** of crayons. They are many colors.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

ability > alone

ability

(u-bi-lu-tē) *noun*
When you are able to do something, you have an **ability**.



She has great **ability** in art.

adaptation

(a-dap-tā-shun) *noun*
An **adaptation** is a feature of an animal that helps it live.



A turtle's hard shell is an **adaptation** that keeps it safe.

aid

(āid) *verb*
To **aid** is to help someone.



The police officer **aids** the girl. She helps the girl find her way home.

absorb

(ub-zorb) *verb*
To **absorb** is to take in or soak up.



The mop **absorbs** the water.

add

(ad) *verb*
To **add** means to put things together.



When you **add** things to a group, you make the group bigger.

alike

(u-līk) *adjective*
Things that are **alike** look the same.



These dogs look **alike**.

accept

(ik-sept) *verb*
When you **accept** something, you take a thing that is offered to you.



Her mother **accepts** the flowers and a hug.

affect

(u-fekt) *verb*
When you **affect** something, you change it.



The hot sun **affects** the ice cream. It makes the ice cream melt.

alone

(u-lōn) *adverb*
Alone means to be without anyone else.



She likes to be **alone**.

American > become

a

American

(u-mer-u-cun) *adjective*
American means having to do with the United States.



This is the **American** flag.

animal

(a-nu-mul) *noun*
An **animal** is any living creature that can breathe and move around.



A horse is an **animal** you can ride.

appear

(u-pēr) *verb*
When something **appears**, it comes into sight.



The whale **appears** above the water.

area

(air-ē-u) *noun*
An **area** is a part of a place.



Water covers a large **area** of Earth.

attack

(u-tak) *verb*
When animals **attack** something, it means they try to hurt it.



Some animals **attack** other animals to say, "Go away!"

attract

(u-trakt) *verb*
To **attract** something means to get it to come close.



The light from a bulb will **attract** a moth to it.

autumn

(ah-tum) *noun*
Autumn is the season between summer and winter. It is also called fall.



Autumn is when the leaves on trees turn color and fall to the ground.

become

(bē-kum) *verb*
To **become** means to turn into or grow to be something.



A caterpillar **becomes** a butterfly.

begin > care

begin

(bi-gin) *verb*
To **begin** means to start.



When the sun rises, the day **begins**.

belief

(bu-lēf) *noun*
A **belief** is a strong feeling that something is true.



Her **belief** that people should share helped her to give half of her lunch to her friend.

belong

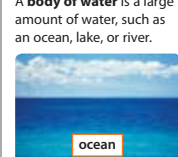
(bē-long) *verb*
To **belong** is to be part of a group.



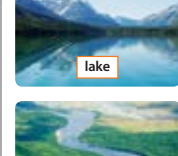
These girls **belong** to a softball team.

body of water

(bah-dē uv wah-tur) *noun*
A **body of water** is a large amount of water, such as an ocean, lake, or river.



The Pacific Ocean is the largest **body of water** on Earth.



The Pacific Ocean is the largest **body of water** on Earth.



The Pacific Ocean is the largest **body of water** on Earth.

build

(bild) *verb*
When you **build** something, you make or create it.



He uses wood and tools to **build** a birdhouse.

building

(bil-dēng) *noun*
A **building** is a house, or a school, or anything that has a roof and walls.



This tall **building** is called a skyscraper.

care


(kair) *verb*
To **care** is to feel love for a person or thing.



People in families **care** for each other.


carry > choice

carry (kair-ē) *verb*
To **carry** something is to hold onto it and take it somewhere.




The friends **carry** their boat to the water.

chain (chān) *noun*
A **chain** is a series of things that are connected.




Food **chains** show how animals and plants are connected.

change (chān) *verb*
When you **change** something, you make it different.




He **changes** the color of the wall from white to red.

character (kair-ik-tur) *noun*
Character is the special way someone feels, thinks, and acts.



She helps her brother. This shows good **character**.

celebrate (se-lu-brāt) *verb*
We **celebrate** events like birthdays and holidays to show how special they are to us.



Many people **celebrate** the Fourth of July by watching fireworks.

chance (chans) *noun*
When something has a **chance**, it is possible.



She takes care of the plant so it has a **chance** to grow.

choice (chois) *noun*
When you have a **choice**, it means you have to pick between two or more things.




He will make a **choice** between the apple and the hotdog.

598


citizenship > cook

citizenship (si-tu-zen-ship) *noun*
Citizenship is belonging to a country. Citizenship also gives you the rights and duties of that country.




Her **citizenship** makes her proud and happy.

cloud (klowd) *noun*
A **cloud** is a mass of tiny drops of water floating in the air.




The **clouds** look light and fluffy.

color (ku-lur) *noun*
Color is the way things look due to the way light reflects off them.




You can make the **color** green. Mix together yellow and blue.

community (ku-myū-nu-tē) *noun*
A **community** is a place where people live, work, and play.




These people live in a small **community**.

connect (ku-nekt) *verb*
To **connect** things means to link or join them together.



He **connects** the wires to make the computer work.

cook (kook) *noun*
A **cook** is someone who prepares food for people to eat.



The **cook** chops the peppers.

599


cooperate > defend

cooperate (kō-ah-pu-rāt) *verb*
When you **cooperate**, it means you work with or help others.



Two girls **cooperate** with each other to plant trees.

cost (kawst) *noun*
The **cost** of something is how much you have to pay to own it.



The **cost** of the shirt is twenty dollars.

courage (kur-ij) *noun*
When you have **courage**, you do something even though you are scared.



She jumps into the pool. She has **courage**!

culture (kul-chur) *noun*
Culture is the way of life, art, ideas, and customs of a group of people.




He likes traveling and meeting people from different **cultures**.

danger (dān-jur) *noun*
Something is a **danger** when it can hurt you.



If you walk too close to the edge, you are in **danger** of falling.

day (dā) *noun*
The time between sunrise and sunset is **day**.




The sun can be seen in the sky during the **day**.

decide (di-sid) *verb*
When you **decide**, you make a choice about something.



She and her mom **decide** what to get at the store.

defend (di-fend) *verb*
To **defend** something means to keep it from being hurt.




The mother **defends** her baby so that it stays safe.

600


difference > enemy

difference (di-fur-uns) *noun*
The **difference** is the way that one thing is not the same as the other thing.




One apple is red. That is the **difference**.

difficult (di-fi-kult) *adjective*
When something is **difficult**, it is hard to do.




It can be **difficult** to learn some new things.

doctor (doc-tur) *noun*
A **doctor** is someone who treats people who are sick or injured.




The **doctor** will check the boy's heart.

draw (drah) *verb*
To **draw** means to pull up or pull out.




The girls **draw** up juice through their straws.

dream (drēm) *noun*
A **dream** is something you hope to do or succeed at in the future.




His **dream** is to win a medal at the track meet.

Earth (urth) *noun*
Earth is the planet we live on.




What does **Earth** look like from space?

education (e-ju-kā-shun) *noun*
To get an **education** means to learn things you didn't know before.




You go to school to get an **education**.

end (end) *verb*
The **end** is the last part of something.



We turned off the TV at the **end** of the program.

enemy (e-ne-mē) *noun*
An **enemy** is someone who hates you and wants to harm you.




The opposite of an **enemy** is a friend.

601


enough > **food**

enough (ē-nuf) *adjective*
To say you have **enough** means you have all that you need.




There is just **enough** milk to fill the glass.

example (ig-zam-pul) *noun*
To set an **example** is to do something good that other people might do too.




They set an **example** by cleaning up the park.

expect (ik-spekt) *verb*
When you **expect** something, you think it is likely to happen.




I **expect** it will rain today.

explain (ik-splān) *verb*
To **explain** is to talk about an idea so that someone else can understand it.




She **explains** the math problem to her student.

fall (fawl) *noun*
Fall is another word for autumn. It is the season between summer and winter.




In the **fall** children like to play in piles of leaves.

features (fē-churs) *noun*
Features are the important or interesting parts of something.



The giraffe's long neck is a **feature** that helps it eat leaves on trees.

food (fūd) *noun*
Food is something that people, animals and plants eat to stay alive and grow.




Fruit and vegetables are healthy **foods** to eat.

602


freedom > **hero**

freedom (frē-dum) *noun*
Freedom means you can do the things you want to do.



We have the **freedom** to say what we want.

grateful (grāt-ful) *adjective*
When you are **grateful**, you are thankful.




She is **grateful** for the gift.

habitat (ha-bu-tat) *noun*
A **habitat** is a place where an animal or plant can live and do well.




The **desert** is a very dry habitat.

happen (ha-pun) *verb*
When something **happens**, it takes place.




They watch what **happens** in the game.

healthy (hel-thē) *adjective*
Someone who is **healthy** is not sick.



Eating fruit helps you stay **healthy**.

hero (hear-ō) *noun*
A **hero** is a brave person who many other people admire.




The firefighter who saved the child is a **hero**.

603


hide > **idea**

hide (hid) *verb*
To **hide** is to put something where no one will find it.




She **hides** the gift so her dad cannot see it.

history (his-tu-rē) *noun*
History is the study of people and events from the past.



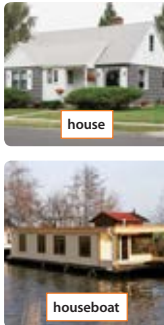
George Washington was the first president in U.S. **history**.

holiday (hah-lu-dō) *noun*
A **holiday** is a special day when many people do not work.




In America, the Fourth of July is a **holiday**.

home (hōm) *noun*
Your **home** is the place you live.




Homes can come in different shapes and sizes. Your home might be a house, or an apartment, or even a houseboat on the water!

hospital (hos-pi-tul) *noun*
A **hospital** is a building in which doctors and nurses help people who are sick or injured.



This is the **hospital's** emergency entrance.

idea (i-dē-u) *noun*
An **idea** is something you think, believe, or imagine.




She had good **idea** for reaching the book.

604


identify > **lake**

identify (i-den-ti-fi) *verb*
To **identify** something is to recognize what or who it is.




Mom helps Ana **identify** places on a map.

immigrant (im-u-grunt) *noun*
An **immigrant** is someone who comes to a foreign country to live.




These **immigrants** came to the United States in the early 1900s.

important (im-por-tunt) *adjective*
If something is **important**, you care about it a lot.




Firefighters have an **important** job.

insect (in-sekt) *noun*
An **insect** is a small creature with six legs and three main sections of its body.




Some **insects** also have wings.

invention (in-ven-shun) *noun*
An **invention** is something new or a new way of doing something.




The cell phone is a new **invention**.

job (job) *noun*
A **job** is the work someone does to earn money.




His **job** is to walk the dog.

join (join) *verb*
To **join** means to become a member of a group.



He was happy to **join** a Little League team.

lake (lāk) *noun*
A **lake** is a large body of water with land all around it.




We fish for trout in the **lake**.

605


landform ▶ **mean**

landform
(land-form) *noun*
A **landform** is the way that the surface of the land is shaped.




This **landform** is called a valley.

language
(lāng-gwǐ) *noun*
A **language** is a system of words and grammar used by people to talk and write to each other.




These people are using sign **language**.

leader
(lǎ-dǔr) *noun*
Being a **leader** means that you lead or guide others.




The President of the United States is the **leader** of the country.

library
(lǐ-brǎi-è) *noun*
A **library** is a room or a building that has books, DVDs, magazines, and newspapers to read or to borrow.




People check out books at the **library**.




People also use the computers at the **library** to get information.

locate
(lǎ-kāi) *verb*
When you **locate** something, you find it.




The girl **locates** the books she is looking for.

machine
(mǔ-shēn) *noun*
A **machine** is something with moving parts that usually uses power to do a job.




A bicycle is a kind of **machine**.



My bicycle is a **machine** I can ride!

mean
(mēn) *adjective*
A **mean** person is not kind or nice.




It is **mean** to leave someone out.

606


measure ▶ **nurse**

measure
(mē-zhū) *verb*
To **measure** is to figure out the size or amount of something.




He **measures** the doorway to see how big it is.

message
(mē-sì) *noun*
A **message** is information you give by speaking or writing.




You can send a **message** for a friend to read.

monument
(mōn-yū-mǔnt) *noun*
A **monument** is something that is built so that people remember something important.




This is a **monument** to war heroes.

moon
(mūn) *noun*
A **moon** is a natural satellite that travels around, or orbits, a planet.




You can see our **moon** from Earth.

motion
(mō-shūn) *noun*
If something is in **motion**, it is moving.




The man is in **motion**.

necessary
(nē-sū-sāi-è) *adjective*
When something is **necessary**, it is absolutely needed.




A seatbelt is **necessary** to stay safe in a car.

neighbor
(nā-bù) *noun*
A **neighbor** is someone who lives near you.




Say "hello" to a **neighbor** who lives next door.

night
(nì) *noun*
Night is the time between sunset and sunrise.



It is dark outside at **night**.

nurse
(nǔs) *noun*
A **nurse** is someone whose job is to take care of people who are sick or injured.




The **nurse** takes the girl's temperature.

607


observe ▶ **partner**

observe
(ù-zhǔ) *verb*
When you **observe** something, you watch it.




She **observes** the insect.

ocean
(ō-shūn) *noun*
The **ocean** is the salt water that covers most of Earth's surface.




There are big waves in the **ocean** today.




Earth's **oceans** can be seen from outer space.

opportunity
(āh-pur-tū-nì-tè) *noun*
An **opportunity** is a chance to do something.




She has an **opportunity** to kick the ball.

organize
(ōr-gū-nìz) *verb*
To **organize** means to put things neatly in order.




She **organized** the robots on her shelf.

others
(ù-thǔr) *noun*
Others are people apart from you.




Casey stands away from the **others**.

park
(pǎk) *noun*
A **park** is a place with grass and trees, where people go to walk, bike, and play.




We take a long walk in the **park** every weekend.



Picnics in the **park** are nice when the weather is sunny.

partner
(pǎt-nǔ) *noun*
A **partner** is someone you do something with, such as dancing.




These people were famous dance **partners** in the movies.

608


pattern ▶ **prey**

pattern
(pǎ-tǔn) *noun*
When things are done in a **pattern**, they are done again and again in the same order or way.




Orange, grey, and blue tiles make a **pattern** on this floor.

pipe
(pǐp) *noun*
Pipes are tubes used for carrying water or gas.




Pipes carry water to the crops.

plan
(pǎn) *noun*
A **plan** is a set of organized ideas that help you reach a goal.




This is a **plan** to clean my room.

population
(pǎh-pyū-lǎ-shūn) *noun*
The **population** of a place is the number of people who live there.




Crowded cities have a very large **population** of people.

place
(plās) *noun*
A **place** is a space where something is.




This cabin is in a quiet **place** by a lake.

possible
(pǎh-sū-bul) *adjective*
If something is **possible**, it means it could happen.




Airplanes make it **possible** for people to fly.

predator
(pǎe-dū-tǔ) *noun*
A **predator** is an animal that hunts other animals for food.



Lions, sharks, and eagles are **predators**.

prey
(pǎe) *noun*
An animal is **prey** if another animal hunts it for food.




The cat hunts the mouse, its **prey**.

609


project ▶ **repeat**

project
(prəh-jekt) *noun*
A **project** is work that you plan carefully.




His school science **project** took a long time to finish.

provide
(pru-vid) *verb*
To **provide** means to give what is needed.




A water fountain **provides** water to drink.

pump
(pʌmp) *noun*
A **pump** is a machine that makes liquids or gases go into or out of something.




The **pump** moves water from the well.

rain
(rān) *noun*
Rain is drops of water that fall from clouds in the sky.




The umbrella protects her from the **rain**.

reason
(rē-zun) *noun*
A **reason** is why something is a certain way.




Hard work and practice are the **reasons** she is a good dancer.

recognize
(re-kig-niz) *verb*
To **recognize** means to know who someone is or what something is.




It's easy to **recognize** people that you know.

relate
(rē-lāt) *verb*
When things **relate** to each other, there is a connection between them.




All the questions **relate** to what our teacher said in class.

remember
(ri-mem-bur) *verb*
To **remember** something means to think of it again or have a memory of it.



Remember to call and say, "Happy birthday!"

repeat
(ri-pēt) *verb*
To **repeat** means to do or say the same thing again.




She has to **repeat** what she said because her friend did not hear her.

610


require ▶ **rise**

require
(ri-kwīr) *verb*
To **require** something means to need it.




This ride **requires** two people.

respect
(ri-spekt) *noun*
When you show **respect**, you are polite. You treat others the way you want to be treated.




There are many different ways to show **respect**.

respond
(ri-spond) *verb*
To **respond** is to answer someone by speaking or writing.



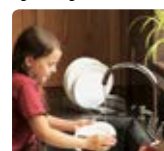
He **responds** to the letter from his friend.

result
(rē-zult) *noun*
The **result** is what happens after a series of actions.




If you trip and drop a cup, the **result** is broken pieces.

responsible
(ri-spon-sū-bul) *adjective*
A **responsible** person makes good decisions and can be trusted to do the right thing.




These **responsible** children helped their mother without being asked.

right
(rit) *adjective*
When you do good deeds, you do the **right** thing.



It is not wrong to help others. It is **right**.

rise
(riz) *verb*
To **rise** means to go up.




The buildings **rise** high up into the sky.

611


role ▶ **seek**

role
(rōl) *noun*
Something's **role** is its job or its purpose.




The guide dog's **role** is to help lead the blind man.

save
(sāv) *verb*
When you **save** something, you keep it from being hurt or broken.




He **saves** the boy from falling.


season
(sē-zun) *noun*
A **season** is one of the four parts of the year. The seasons are spring, summer, autumn or fall, and winter.




spring



summer




fall



winter


Which one is your favorite season?

safe
(sāf) *adjective*
When you are **safe**, you will not be hurt.




He wears a helmet to keep his head **safe** in case he falls.

school
(skool) *noun*
School is the place people go to learn.



We learn to read and write in **school**.

seek
(sēk) *verb*
When you **seek** something, you are trying to find it.




The girl **seeks** the piñata with a stick.

612


seem ▶ **size**

seem
(sēm) *verb*
To **seem** means to look or act like.




The game **seems** hard, but it is really easy to play.

serve
(surv) *verb*
When you **serve** others, you help them.




They **serve** their neighborhood. They plant a community garden.

shadow
(sha-dō) *noun*
A **shadow** is a dark area that is made when something blocks the light.




You can see the **shadow** of the palm tree on the wall.

share
(shair) *verb*
When you **share** you give someone part of something you have.



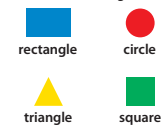
The boy and girl **share** the ice cream.

shelter
(shel-tur) *noun*
A **shelter** is a covered place where you are safe from the weather.



A tent provides **shelter** in case it rains.


shape
(shāp) *noun*
A **shape** is the outline or form of something.



rectangle circle triangle square

The **shape** of our clock is a circle.

size
(siz) *noun*
Size is a measurement of how big or small something is.




The popcorn comes in these two **sizes**.

613


skill > spring

skill
(skil) *noun*
A **skill** is the ability to do something well.




Rock climbing takes a lot of **skill**.

society
(su-si-ti-tē) *noun*
A **society** is a group of people who live in the same area or country. It can also be a group of people with the same interests and hobbies.




In our **society** we salute the U.S. flag.




This chess **society** meets on Wednesdays.


species
(spē-shēz) *noun*
A **species** is a group of animals or plants that have similar characteristics.



lion




house cat



cougar


There are many different **species** of cats.

sky
(ski) *noun*
The **sky** is the space above Earth. It's where you find the sun, clouds, and stars.




The **sky** looks cloudy but bright.

source
(sors) *noun*
A **source** is where something comes from.



The sun is a **source** of heat and light.

spring
(sprēng) *noun*
Spring is one of the four seasons of the year. It comes between winter and summer.




blossoms

Spring is a time of regrowth.

614


stars > team member

stars
(stārz) *noun*
Stars are very large balls of gas. From Earth, **stars** look like points of light in the night sky.




The **stars** shine brightly at night.

summer
(su-mur) *noun*
Summer is one of the four seasons of the year.



Summer comes after spring and before autumn.


state
(stāt) *noun*
A **state** is a part of the United States of America. There are 50 states in all.



Oregon


Oregon is a **state** in the western part of the United States.

support
(su-port) *verb*
To **support** means to help.




Friends **support** each other by listening.

success
(suk-sēs) *noun*
Success is when you set out to do something and you get it done.




They win the game. It is a big **success**!

survive
(sur-viv) *verb*
To **survive** means to live.




Penguins **survive** cold weather by standing together to stay warm.

symbol
(sim-bul) *noun*
A **symbol** is something that represents something else.




Each birthday candle is a **symbol** for one year of your life.

teacher
(tē-čur) *noun*
A **teacher** is someone whose job is to show others how to do something.



My **teacher** writes math problems on the board.

team member
(tēm-mem-bur) *noun*
Team members are the people who work together to get something done.




These **team members** work together to win the game.

615


teamwork > variety

teamwork
(tēm-wurk) *noun*
When people work well together, they are using **teamwork**.




It takes **teamwork** to build a house.

together
(tu-ge-θur) *adverb*
People are **together** when they are with one another.




This family likes to spend time **together**.

thoughtful
(thawt-ful) *adjective*
Someone who is **thoughtful**, thinks about others.




He wrote a **thoughtful** note to his grandfather.

threaten
(thre-tun) *verb*
If something or someone **threatens** you, it means you are afraid or in danger.




The angry dog **threatens** by barking.

tradition
(tre-di-shun) *noun*
A **tradition** is a custom or belief that is shared by a group of people.




Dancing is part of their **tradition**.

united
(yū-ni-tud) *adjective*
When a group is **united**, the people agree and work together.




When we play soccer, we are **united** as a team.

unusual
(un-yū-zhū-wul) *adjective*
Something **unusual** is odd or uncommon.




This tiny animal is very **unusual**.

useful
(yūs-ful) *adjective*
When something is **useful**, it helps you.



Tools are **useful** for fixing broken things.

variety
(yu-rī-u-tē) *noun*
A mix of the same kind of thing is called a **variety**.




I have a **variety** of crayons. They are many colors.

616


vegetation > winter

vegetation
(ve-ju-tā-shun) *noun*
Vegetation is all the plants of an area.




Can you name the different kinds of **vegetation**?

water
(wah-tur) *noun*
Water is the clear liquid that falls from the sky as rain.



All living things need **water** to survive.


weather
(we-θur) *noun*
Weather is the current condition of the air. Weather is how cold or hot it is or if it is raining, snowing, or sunny.



sn


The **weather** is cold today.

well
(wel) *noun*
A **well** is a deep hole in the ground from which you get water or oil.




How many gallons of oil did this **well** produce?

wildlife
(wild-lif) *noun*
Animals that live in their natural environment are **wildlife**.




deer in forest

winter
(win-tur) *noun*
Winter is one of the four seasons of the year. Winter comes after autumn and before the spring.



There are many fun things we can do in **winter**.

zebra in grasslands



Different **wildlife** live in different parts of the world.

617

Science Experiment

NATIONAL GEOGRAPHIC Reach for Reading

Make a Sundial


by Joanie Heller

Did you know that you could tell time without using a clock? It takes a little work, but you can make your own sundial. You can use the sundial to watch and observe the sun's shadows. The shadows tell what time it is.

Step 1: Gather your materials.

Materials:

- short stick
- clay
- 8-12 small rocks
- watch



← More


Every process has steps. For a process to work correctly, you must follow the steps in the right order.

are.

NATIONAL GEOGRAPHIC Reach for Reading

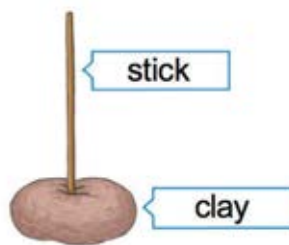
Step 2: Find a sunny spot.

A sundial cannot work without sunlight. Choose an open outdoor or indoor space (near a window, for example) where the sun's rays will not be blocked. You can only use a sundial during the day. It won't work at night.



Step 3: Make the dial.

Place the clay on the ground or floor. Put the stick into the clay. Be careful when you place the stick in the clay. You don't want it to break.



Drag from here.

Science Experiment

NATIONAL GEOGRAPHIC Reach for Reading

Step 4: Place stones.

Use the stones to create your "clock." The stones will go in a circle around the clay and stick. The circle represents a clock. This is an important part of the process. Be careful to do it correctly or your sundial will not be accurate.

1. Place the first stone in the position for 9 o'clock. The shadow that the sun creates should be at 9 o'clock.

2. Wait 60 minutes and repeat. Place the second stone in the 10 o'clock position.

3. Repeat this process every 60 minutes until you have enough stones placed.

Drag from here.

NATIONAL GEOGRAPHIC Reach for Reading

Step 5: Use your sundial to tell time.

Once the stones are in place, your sundial is ready to tell time. The next sunny day, check your sundial and record where the stick's shadow is pointing.

Step 6: Compare the sundial's "time" with the real time on a clock.

Every hour, compare the time on the sundial with the actual time of a clock or watch. Record what you observe. What patterns do you notice?


Drag from here.


Science Experiment


NATIONAL GEOGRAPHIC **Reach for Reading**

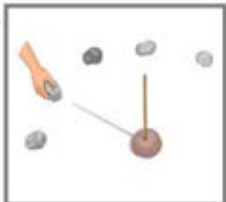
Review: How to Make a Sundial

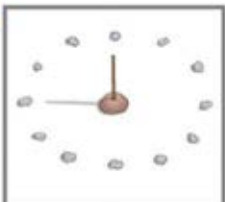
Now that you learned how to make a sundial, review the steps and place them in the correct order. What is the most important step in the process?


1. 

2. 

3. 

4. 

5. 

6. 

Drag from here.

COPY READY • Black & White or Color

Persuasive Article

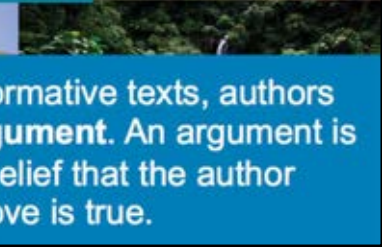
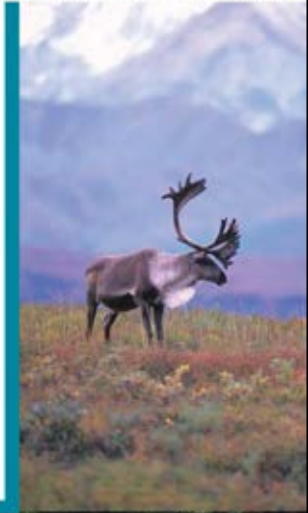
Saving the Habitat of Polar Bears

by Louis Pavlik

NATIONAL GEOGRAPHIC Reach for Reading

Why Are Habitats Important?

A habitat is a place where an animal can live and, more importantly, survive. Without the right balance of food, water, shelter, and space to move around, animals will die. A habitat affects the lives of animals every day. When we protect an animal's habitat, we protect its life.



More ↑

In some informative texts, authors state an **argument**. An argument is an idea or belief that the author wants to prove is true.

Are Changes in the Arctic Habitat Harming Polar Bears?

Most scientists agree that changes in the Arctic habitat are threatening polar bears. The sea ice, which polar bears need to hunt food, is decreasing. Polar bears are forced to swim long distances to find food and cannot store enough fat for winter. Without fat, they cannot survive the cold temperatures.

NATIONAL GEOGRAPHIC Reach for Reading



More ↑

Authors support their arguments with reasons.

Persuasive Article

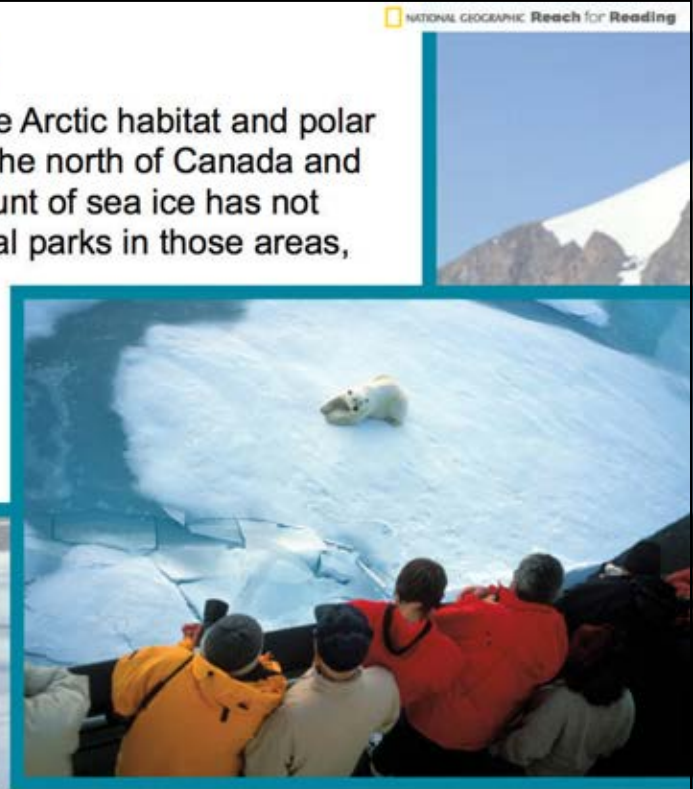
Why Is It Important to Save Polar Bears?

If polar bears became extinct, it would shift the balance of nature in the Arctic. Polar bears eat seals. This keeps the number of seals from growing too quickly. Without polar bears, there would be more seals. More seals would mean fewer fish, since seals eat fish. We cannot allow this to happen. We must make sure that the Arctic habitat stays balanced.



What Can We Do to Help?

People can help protect the Arctic habitat and polar bears. There are areas in the north of Canada and Greenland where the amount of sea ice has not decreased. Creating natural parks in those areas, where scientists can better control the balance of the Arctic habitat, could help protect polar bears from extinction.




COPY READY • Black & White or Color

Name _____

Date _____

Persuasive Article

COPY READY • Black & White or Color



Argument:	
Reasons:	

so that the balance of nature does not change
We must protect the Arctic habitat.
so that polar bears do not disappear

Grade 2 Cumulative Key Word List

High Frequency Words

by	came	full	line	pick
a	carry	funny	little	picture
about	change	gave	live	place
above	children	get	long	plant
after	city	give	look	please
again	clean	goes	lot	point
air	close	going	made	pull
all	cold	good	man	push
almost	color	got	many	put
along	come	great	may	read
also	could	green	men	ride
always	country	group	might	river
am	cry	grow	mile	room
America	day	hard	more	round
and	dear	has	morning	said
animal	different	have	most	same
another	do	he	mother	saw
answer	does	head	mountain	say
any	done	hear	move	says
are	don't	help	much	school
around	door	her	music	sea
as	down	here	must	second
at	drink	high	my	see
ate	each	him	myself	seem
away	earth	his	name	she
back	eat	hold	near	should
ball	enough	home	never	show
be	even	house	new	side
because	ever	how	next	sing
bed	every	hurt	nice	sister
been	example	I	night	sleep
before	eye	idea	no	small
began	face	if	not	so
below	fall	important	now	some
best	family	in	number	something
better	far	into	of	sometimes
between	father	is	off	song
big	feel	it	often	soon
black	few	jump	old	sound
blue	find	just	on	start
body	first	kind	once	state
both	five	know	one	stay
boy	floor	land	only	still
bring	fly	large	open	stop
brother	follow	laugh	or	story
brown	food	learn	other	study
but	for	leave	our	such
buy	form	left	out	sure
by	found	let	over	surprise
call	four	letter	own	take
	friend	life	part	talk
	from	like	people	teacher

Words from Unit 5 appear in red type. For additional content words and story words, please see the Leveled Reading section.

tell
than
thank
that
the
their
them
then
there
these
they
think
this
those
thought
three
through
to
today
together
tomorrow
too
took
tree
try
turn
two
under
up
upon
us
use
very
wait
walk
want
warm
was
wash
watch
water
way
we
well
went
were
what
when
where
while
white
who
why

will
wish
with
without
word
work
world
would
write
year
yellow
yes
you
young
your
Key Words
aid (v)
alone (adj)
American (adj)
animals (n)
autumn (n)
begins (v)
belief (n)
body of water (n)
building
chain (n)
citizenship (n)
cloud (n)
color (n)
cook (n)
culture (n)
day (n)
doctor (n)
draws (v)
Earth (n)
ends (v)
enemies (n)
example (n)
fall (n)
features (n)
food (n)
grateful (adj)
grown-ups (n)
habitat (n)
heroes (n)
history (n)
holidays (n)
home (n)
hospital (n)
ideas (n)
immigrant (n)
insects (n)

inventions (n)
jobs (n)
join (v)
kids (n)
lake (n)
landform (n)
language (n)
leaders (n)
library (n)
machine (n)
mean (adj)
monument (n)
moon (n)
night (n)
nurse (n)
ocean (n)
organize (v)
park (n)
partners (n)
pipes (n)
plan (n)
predators (n)
prey (n)
project (n)
pump (n)
rain (n)
relate (v)
respect (n)
respond (v)
responsible (adj)
roles (n)
school (n)
seasons (n)
serve (v)
shadows (n)
shape (n)
shelter (n)
size (n)
skills (n)
sky (n)
society (n)
species (n)
spring (n)
stars (n)
state (n)
summer (n)
teacher (n)
team members (n)
teamwork (n)
thoughtful (adj)
threaten (v)
together (adj)
traditions (n)

vegetation (n)
water (n)
weather (n)
wells (n)
wildlife (n)
winter (n)
Academic and Classroom Vocabulary
ability (n)
absorb (v)
accept (v)
adaptation (n)
add (v)
affect (v)
alike (adj)
appear (v)
area (n)
attack (v)
attract (v)
become (v)
belong (v)
build (v)
care (v)
carry (v)
cause (n)
celebrate (v)
chance (n)
change (v)
character (n)
choice (n)
clean (adj)
community (n)
compare (v)
connect (v)
contrast (v)
cooperate (v)
cost (n)
courage (n)
danger (n)
decide (v)
defend (v)
difference (n)
difficult (adj)
dream (n)
education (n)
effect (n)
enough (adj)
expect (v)
explain (v)
freedom (n)
generous (adj)

happen (v)
healthy (adj)
hide (v)
identify (v)
important (adj)
locate (v)
measure (v)
message (n)
motion (n)
motive (n)
necessary (adj)
neighbor (n)
observe (v)
opportunity (n)
others (n)
pattern (n)
place (n)
plot (n)
point of view (n)
population (n)
possible (adj)
prediction (n)
problem (n)
provide (v)
reason (n)
recognize (v)
remember (v)
repeat (v)
require (v)
result (n)
right (adj)
rise (v)
safe (adj)
save (v)
seek (v)
seem (v)
sequence (n)
setting (n)
share (v)
solution (n)
source (n)
success (n)
support (v)
survive (v)
symbol (n)
theme (n)
trait (n)
united (adj)
unusual (adj)
useful (adj)
variety (n)

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Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 2 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 2 Correlations
Literature			
Key Ideas and Details	CC.2.Rlit.1	1. Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.	Unit 2: T71, T104; Unit 3: T136, T138a, T138b, T138c, T138i, T140, T158; Unit 5: T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317; Unit 6: T355a; Unit 8: T475a, T476, T476a, T476b, T476c, T476i, T480, T484–485, T486–487, T488–T489, T490–491, T492f, T492g
	CC.2.Rlit.2	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message or lessons.	Unit 2: T220e, T220f, T220g; Unit 4: T222, T227f, T227g, T227h, T228n, T229a, T229b; Unit 5: T267a, T268c, T268d, T286f, T286g, T286h, T288, T289; Unit 6: T338, T339, T352–353, T354e, T354f, T356, T366m, T366n
	CC.2.Rlit.3	3. Describe how characters in a story respond to major events and challenges.	Unit 1: T22f, T22g, T24; Unit 3: T136, T138a, T138d, T156e; Unit 4: T199j, T203a, T204d, T210–211, T212–213, T220f, T221, T222, T223; Unit 6: T354g; Unit 7: T403j, T407a, T408b, T408c, T408d, T411, T416–417, T426f, T429; Unit 8: T475a, T476b, T476c, T476d, T476i, T482–T483, T484–485, T486–487, T488–T489, T490–491, T492f, T492g, T494
Craft and Structure	CC.2.Rlit.4	4. Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Unit 1: T22e; Unit 2: T67a, T68, T69, T70i, T71, T74, T88e, T98e, T100, T101, T102i, T103, T125f, T126e, T126m, T127; Unit 3: T136, T137, T138i, T139, T166, T167, T168, T169; Unit 5: T268i, T269, T270, T271, T286e, T286f, T290, T292–293, T300i, T305, T317e, T317f, T317g, T317i; Unit 6: T354e, T355a, T365f; Unit 7: T408i, T409; Unit 8: T474, T475, T476i, T476j, T501f, T501g, T502e, T502m, T502o, T503, T504, T505, T506i, T511, T516–517, T518–519, T520–521, T522–523, T535g, T536e, T536g, T536m, T536o
	CC.2.Rlit.5	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Unit 2: LR3, T65j, T68, T69a, T70i, T75, T86–87, T88f, T88g, T90; Unit 3: T133i, T137a, T156g, T157b; Unit 4: T199i, T220g, T222, T231a, T232d; Unit 5: T269, T270, T271, T288, T289; Unit 6: T335a, T336a, T336b, T336c, T336d, T338, T354g, T354f, T356
	CC.2.Rlit.6	6. Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Unit 3: T156g; Unit 6: T354g; Unit 7: T407a, T411, T416–417, T424–425, T426g, T428; Unit 8: T475a, T476b, T476c, T476d, T476i, T482–T483, T484–485, T486–487, T488–T489, T490–491, T492f, T494
Integration of Knowledge and Ideas	CC.2.Rlit.7	7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.	Unit 1: LR2, T7, T8, T9, T10, T12–13, T14–15, T16–17, T18–19, T20–21, T22, T22e, T22f, T22g, T23, T24; Unit 2: T68, T69a, T70i, T72, T74, T78–79, T84–85, T88e, T88f, T88g, T89, T90, T99g, T100, T101a, T102a, T102b, T102c, T102d, T104, T105; Unit 3: T136, T137a, T138, T138a, T138b, T138c, T138d, T138i; Unit 4: T203a, T204, T204a, T204b, T204c, T205, T207, T208, T212–213, T227g, T231a, T232a, T232b, T232c, T232d, T232i, T233, T234, T235; Unit 5: T269, T270, T271, T304, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317f, T317g, T317h; Unit 7: T426e; Unit 8: T492e, T492g
	CC.2.Rlit.9 [Rlit 8 not in G2]	9. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	Unit 4: T199i, T227h, T229a; Unit 6: T357e, T365g, T365h, T366n, T366o, T367a, T367b
Range and Level of Complexity	CC.2.Rlit.10	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: LR2, LR3, T1i, T7, T8, T9, T11, T12–13, T14–15, T16–17, T18–19, T20–21, T22, T22f, T22g, T23; Unit 2: LR2, LR3, T65j, T69a, T70a, T70b, T70c, T70d, T72, T73, T75, T76–77, T78–79, T80–83, T84–85, T101, T101a, T102, T102a, T102b, T102c, T102d, T104, T105, T123, T124–125, T125a, T125g, T125h, T126, T126e, T126f, T126g, T126h, T126m, T126n, T127a, T127b; Unit 3: T133j, T136, T139, T140, T141, T143, T144–147, T148–149, T150–151, T152–153, T154–155, T156f, T157, T165h; Unit 4: T206, T207, T209, T210–211, T212–213, T214–215, T216–217, T218–219, T228e, T228f, T228g, T228m, T228n, T231a, T232, T232a, T232b, T232c, T234, T235; Unit 5: T263j, T268, T269, T270, T271, T268a, T268b, T268c, T268d, T286f, T286g, T288, T289, T297h, T301, T302, T303, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317f, T317g, T317h, T318, T319; Unit 6: T341, T342–343, T344–345, T346–347, T348–351, T352–353, T354, T359, T360–361, T362–363, T364–365, T366f, T366g, T366h; Unit 7: T403j, T407a, T408, T408a, T408b, T408c, T408d, T410, T411, T413, T414–415, T416–417, T426f, T426g, T426h; Unit 8: T478, T481, T482–483, T484–485, T486–487, T488–489, T490–491, T492f, T492g, T496, T497, T498, T501e, T501f, T501g, T502e, T502g, T502m, T503a, T529, T530–531, T532–533, T534–535
Informational Text			
Key Ideas and Details	CC.2.Rinf.1	1. Ask and answer questions such as who, what, when, why, and how to demonstrate understanding of key details in a text.	Unit 1: T32, T35, T44–45, T46–47, T51e, T53f, T57a, T57h, T58m; Unit 2: LR3, T99b; Unit 3: T165h, T168i, T170, T171; Unit 5: T299a, T322–323, T323a; Unit 6: T367g, T370i; Unit 7: T437h; Unit 8: T503h, T506a, T506b, T506c, T507, T516–517, T518–519, T520–521, T522–523, T525e
	CC.2.Rinf.2	2. Identify the main topic of a multiparagraph text, as well as that of specific paragraphs within the text.	Unit 1: T29f, T29g, T30, T30m, T31a, T51f, T52, T58m, T59a, T59b; Unit 2: T98m; Unit 3: T369a, T370b, T370c, T370d, T371, T372, T373, T378–379, T380–381, T382–383, T384–385, T387e, T387f, T388; Unit 7: T439a, T440b, T440c, T457e, T457f, T458, T463h
	CC.2.Rinf.3	3. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in a text.	Unit 2: LR3, T104, T119e, T119f; Unit 3: T163f, T163g, T164n, T167, T168c, T185e, T185f; Unit 4: T248, T256m, T256n; Unit 5: T286e, T286g, T289f, T295e, T295f, T296m, T296n, T317e, T317f, T318, T319, T319f, T324m, T324n; Unit 6: T387e, T389f, T391, T395e, T395f, T396m, T397a; Unit 7: T435g, T436m, T436n; Unit 8: T507
Craft and Structure	CC.2.Rinf.4	4. Determine the meaning of words and phrases in text relevant to a grade 2 topic or subject areas.	Unit 1: T12–13, T25o, T30m, T34a, T34b, T34c, T36, T42–43, T51e, T51f, T56–57, T58g; Unit 2: T98m; Unit 4: T202, T203, T204g, T220c, T224, T227d, T228e, T228k, T230, T231, T232i, T232g, T255e, T256e; Unit 5: T266, T267, T268i, T289k, T292–293, T298, T299, T300i, T323f; Unit 6: T334, T336i, T368, T369, T370i, T371, T406; Unit 7: T405a, T407, T408i, T409, T438, T439, T440i
	CC.2.Rinf.5	5. Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Unit 1: T25o, T30e, T30g, T34i, T35, T38, T44–45, T46–47, T48–49, T51f, T53f, T57f, T57g, T58e, T58g, T58m; Unit 2: T91e, T92a, T97f, T98e, T107, T112–113, T119e; Unit 3: T165h, T185e; Unit 4: T236, T250, T252–253; Unit 5: T295e, T295f, T296m, T296n; Unit 7: T445, T446–447, T454–455, T457e; Unit 8: T510, T511, T516–517, T520–521, T522–523, T530–531
	CC.2.Rinf.6	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Unit 2: T99h, T119f; Unit 4: T249f, T255e, T255f, T255g, T256m, T257a; Unit 8: T505a, T506c, T506d, T508, T525f, T526

Reading, continued

Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngreach.com)



Strand	Code	Standards Text	Grade 2 Correlations
Integration of Knowledge and Ideas	CC.2.Rinf.7	7. Explain how specific images (e.g a diagram showing how a machine works) contribute to and clarify a text.	Unit 1: T38, T52, T53f, T54a, T56–57, T57f, T57g, T58e, T58g, T58m, T59a; Unit 3: T163h; Unit 4: T247e, T250; Unit 5: T296m, T296n, T323f; Unit 6: T396n; Unit 7: T435e, T436m; Unit 8: T505a, T506a, T508
	CC.2.Rinf.8	8 Describe how reasons support specific points the author makes in a text.	Unit 3: T191g, T192m; Unit 4: T256n; Unit 5: T322–323, T323g, T324m, T324n, T325a; Unit 7: T463g, T464n
	CC.2.Rinf.9	9. Compare and contrast the most important points presented by two texts on the same topic.	Unit 1: T29h, T31a, T57h, T58; Unit 3: T163h, T164, T165a, T165b, T191h, T193a; Unit 4: T257a; Unit 5: T323h, T324, T325a, T325b; Unit 6: T392–393, T397a; Unit 7: T437a, T437b, 465a,
Range and Level of Text Complexity	CC.2.Rinf.10	10. By the end of the year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Unit 1: LR2, LR3, T26, T26a, T27, T28–29, T29f, T29g, T30e, T30f, T30g, T30h, T30m, T30n, T31a, T31h, T34, T34a, T34b, T34c, T35, T36, T37, T39, T40–41, T42–43, T44–45, T46–47, T48–49, T51e, T51f, T52, T53, T53f, T55, T56–57, T57g, T57h, T58e, T58f, T58g, T58h, T58m, T59a, T59b; Unit 2: LR2, LR3, T91f, T92a, T93, T94–95, T96–97, T97e, T97f, T98e, T98g, T98h, T98m, T98n, T99g, T99h, T108–109, T110–111, T112–113, T114–115, T116–117, T118–119, T119e, T119f, T120, T121, T121f; Unit 3: T159f, T160, T161, T162–163, T163a, T163f, T163g, T165h, T167, T167a, T168, T168a, T168b, T168d, T172, T173, T174–175, T176–177, T178–179, T180–181, T182–183, T184–185, T187f, T188, T188a, T189, T190–191, T191a, T191g, T191h, T192, T192e, T192f, T192g, T192h, T192m, T192n; Unit 4: T199j, T223f, T224, T225, T226–227, T229g, T236, T237, T238–241, T242–243, T244–245, T247e, T247f, T248, T250, T251, T252–253, T255f, T255g, T256e, T256f, T256g, T256m, T256n; Unit 5: T289f, T291, T292–293, T294–295, T295e, T295f, T295g, T296, T296e, T296f, T296g, T296h, T296m, T296n, T319f, T321, T322–323, T323g, T323h, T324, T324e, T324f, T324g, T324h, T324m, T324n, T325a, T325b; Unit 6: T367h, T369a, T370, T370a, T370b, T370c, T370d, T375, T376–377, T378–379, T380–381, T382–383, T384–385, T386–387, T390, T391, T392–393, T396e, T396f, T396g, T396h; Unit 7: T410, T411, T431, T432–433, T434–435, T435f, T435g, T436, T436e, T436f, T436g, T436h, T439a, T440, T440a, T440b, T440c, T440d, T441, T442, T443, T445, T446–447, T448–449, T450–451, T452–453, T454–455, T456–457, T457e, T457f, T459f, T461, T462–463, T463a, T464e, T464f, T464g, T464h; Unit 8: T471i, T503g, T508, T511, T516–T517, T523, T525e, T526
Foundational Skills			
Phonics and Word Recognition	CC.2.Rfou.3 [G2 Does not have Rfou.1 or Rfou.2]	3. Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1j, T1k, T3a, T3b, T3c, T6e, T6f, T9a, T9b, T9c, T22a, T22b, T23b, T25f, T25g, T25h, T25k, T25l, T25m, T29b, T29c, T30a, T30b, T30o, T31h, T31i, T31j, T31m, T31n, T31o, T34e, T37a, T37b, T51a, T51b, T51h, T53f, T53g, T53h, T53k, T53l, T53m, T57b, T57c, T58a, T58b, T58i, T58j, T58l, T58o; Unit 2: T65j, T65k, T65l, T67a, T67b, T70e, T70g, T70h, T73a, T73b, T88a, T88b, T91f, T91g, T91h, T91k, T91l, T91m, T97a, T98a, T98b, T98i, T98o, T99h, T99i, T99j, T102e, T102f, T105a, T105b, T105c, T119a, T119b, T119h, T121f, T121g, T121h, T121k, T121l, T121m, T125b, T126a, T126b, T126i, T126j, T126o; Unit 3: T133j, T133k, T135a, T135b, T135c, T138e, T141a, T141b, T141c, T156a, T156b, T157b, T159f, T159g, T159k, T159l, T163b, T164a, T164b, T164i, T164j, T164o, T165h, T165i, T165j, T165m, T165n, T165o, T168e, T171a, T171b, T171c, T185a, T185b, T185h, T187f, T187g, T187h, T187k, T187l, T191b, T192a, T192b, T192c, T192i, T192o; Unit 4: T199j, T199k, T199l, T201a, T201b, T201c, T204e, T204f, T207a, T207b, T207c, T220a, T220b, T223f, T223g, T223h, T223k, T223l, T227b, T227c, T228a, T228b, T228c, T228i, T228j, T228o, T229h, T229i, T229j, T229m, T229n, T229o, T232e, T235a, T235b, T235c, T247a, T247h, T249g, T249h, T249k, T249l, T249m, T249n, T255a, T256b, T256j, T256o; Unit 5: T263j, T263k, T263l, T265a, T265b, T268e, T271a, T271b, T286a, T287b, T289f, T289g, T289h, T289k, T289l, T289m, T295a, T295d, T296a, T296b, T296c, T296i, T296j, T297h, T297i, T297j, T297m, T297n, T300e, T303a, T303b, T303c, T317a, T317j, T319f, T319g, T319h, T319k, T319l, T323b, T323c, T324a, T324b, T324i, T324l, T324o; Unit 6: T331j, T331k, T331l, T333a, T333b, T336e, T339a, T339b, T339c, T339d, T354a, T354b, T357f, T357g, T357h, T357k, T357l, T357m, T365b, T366a, T366b, T366d, T366i, T366o, T367h, T367i, T367j, T367m, T367n, T370e, T373a, T373b, T373c, T387a, T387h, T389f, T389g, T389k, T389l, T389m, T395a, T396a, T396b, T396c, T396i, T396o; Unit 7: T403j, T405a, T405b, T405c, T408e, T411a, T411b, T411c, T426a, T427b, T429f, T429g, T429h, T429k, T429l, T429m, T435a, T435b, T436a, T436b, T436i, T436j, T436o, T437a, T437b, T437h, T437i, T437j, T437m, T437n, T437o, T440e, T440f, T443a, T443b, T443c, T457a, T457h, T459f, T459g, T459h, T459m, T463b, T464b, T464c, T464d, T464i, T464j, T464o; Unit 8: T471k, T473a, T473b, T473c, T473d, T476e, T476f, T476g, T479a, T479b, T479c, T492a, T493b, T495g, T495h, T495k, T495l, T495m, T495n, T501a, T501b, T501c, T501d, T502a, T502b, T502c, T502d, T502i, T502j, T502k, T502o, T503h, T503i, T503j, T503m, T503n, T503o, T506e, T506g, T509a, T509b, T509c, T509d, T525a, T525b, T525c, T525d, T525h, T527f, T527g, T527h, T527k, T527l, T527m, T527n, T535b, T535c, T535d, T535e, T536a, T536b, T536c, T536i, T536j, T536k, T536o
	CC.2.Rfou.3.a	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	Unit 3: T159g, T165i, T187g, T187h; Unit 4: T221b; Unit 5: T268e, T268f
	CC.2.Rfou.3.b	b. Know spelling-sound correspondences for additional common vowel teams.	Unit 3: T138e, T163b, T164i, T164j, T168e, T168f, T191b, T192i, T192j; Unit 4: T199k, T199l, T201a, T201b, T201c, T204e, T204f, T221b, T223f, T223g, T223h, T223k, T227b, T228a, T228b, T228c, T228i, T228j, T228o, T229h, T229i, T229j, T229m, T229o, T232e, T247h; Unit 5: T263k, T263l, T265a, T265b, T265c, T268e, T268f, T268h, T287b, T297i, T297j, T297m, T297n, T300e, T300f, T300h, T317j, T319g, T319h, T319i, T319k, T319l, T323b, T323c, T324a, T324b; Unit 6: T389k, T389l, T389m, T395a, T395b, T396a, T396b, T396c, T396i, T396j; Unit 7: T429f, T429g, T429h, T429k, T429l, T429m, T435a, T435b, T436a, T436b, T436i, T436j, T437j, T443a, T443b, T443c, T457a, T459g, T459h, T459k, T459l, T463b, T463c
	CC.2.Rfou.3.c	c. Decode regularly spelled two-syllable words with long vowels.	Unit 2: T98a, T98b, T98i; Unit 3: T141a, T141b, T141c, T156a, T156b, T157b, T163b, T163c, T164i, T164j, T168f, T185h, T191c, T192i, T192j; Unit 4: T199l, T204e, T204f, T207a, T207b, T207c, T220a, T220b, T221b, T227b, T228i, T228j, T232e, T247a, T255a; Unit 5: T263k, T263l, T268e, T296i, T296j, T297i, T297j, T297o, T300e, T303a, T303b, T303c, T317a, T323b
	CC.2.Rfou.3.d	d. Decode words with common prefixes and suffixes.	Unit 1: T25e; Unit 3: T187e; Unit 4: T199i, T224; Unit 7: T403j, T403k, T403l, T405a, T405b, T405c, T408e, T411a, T411b, T411c, T426a, T427b; Unit 8: T471j, T471k, T471l, T473a, T473b, T473c, T473d, T476e, T476f, T476g, T479a, T479b, T479c, T492a, T493b
	CC.2.Rfou.3.e	e. Identify words with inconsistent but common spelling-sound correspondences.	Unit 4: T199k, T199l, T223h, T228a, T228i, T229i, T229j, T229n, T232e, T247a, T256b, T256j; Unit 5: T263k, T263l, T265b, T265c, T268e, T268h, T271a, T286a, T286b, T289g, T289h, T289m, T295b, T296b, T296c, T297i, T297j, T319g, T319h, T319k, T319l, T323b, T323c; Unit 6: T367j, T367m, T370e, T370f, T373a, T373b, T387a, T389g, T389k, T389l, T389m, T396a, T396b, T396i, T396j; Unit 7: T429f, T429g, T429h, T429k, T429l, T429m, T435a, T435b, T437i, T437j, T459f, T459g, T459h, T459k, T459l, T459m, T464b, T464c, T464d, T464i, T464j

Grade 2 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 2 Correlations
Foundational Skills			
Phonics and Word Recognition	CC.2.Rfou.3f	f. Recognize and read grade-appropriate irregularly spelled words.	<p>Unit 1: T1k, T3c, T6e, T6f, T9c, T22a, T22b, T23b, T25g, T25h, T25k, T29b, T30a, T30c, T31, T31j, T31o, T34e, T37c, T51a, T51b, T51h, T53h, T57b, T57c, T58c, T58d, T58j, T58o,</p> <p>Unit 2: T65l, T67c, T70e, T70f, T70h, T73c, T88a, T88b, T91g, T91h, T91m, T97a, T97d, T98a, T98b, T98c, T98i, T98o, T99j, T102e, T102f, T105c, T119a, T119b, T119h, T121h, T121m, T125c, T126c, T126i, T126o; Unit 3: T133k, T135c, T138e, T141c, T141d, T156a, T156b, T157b, T159g, T159m, T163b, T164c, T164i, T164j, T164o, T165i, T165j, T165o, T168e, T168f, T171c, T185a, T185b, T185h, T187g, T187h, T187i, T191b, T192c, T192i, T192j, T192o; Unit 4: T199k, T199l, T201c, T204f, T204g, T207c, T220a, T220b, T221a, T221b, T223g, T223h, T223m, T227b, T227c, T228c, T228i, T228o, T229i, T229o, T232e, T235c, T247a, T249f, T249g, T249h, T249m, T255a, T255b, T256c, T256i, T256j, T256o;</p> <p>Unit 5: T263k, T263l, T265b, T265c, T268e, T271c, T271d, T286a, T286b, T286d, T287b, T289g, T289h, T289m, T295b, T296c, T296i, T296j, T297i, T297j, T297o, T300e, T303c, T317a, T317b, T319g, T319m, T323b, T324b, T324c, T324i, T324o; Unit 6: T331k, T331l, T333c, T336e, T339c, T354a, T354b, T357g, T357h, T357m, T365b, T366c, T366d, T366i, T367i, T367j, T367o, T370e, T373c, T387a, T387b, T387h, T389g, T389m, T395a, T396c, T396i; Unit 7: T403k, T403l, T405c, T408f, T411c, T426a, T429g, T429h, T429m, T435b, T436c, T436i, T436j, T437i, T437j, T437o, T440f, T443c, T457a, T457b, T459g, T459h, T459m, T463b, T463c, T464c, T464i, T464j; Unit 8: T471k, T471l, T473a, T473b, T473c, T473d, T476e, T476f, T476g, T479b, T479d, T492a, T492d, T495g, T495h, T495k, T495l, T495m, T495n, T501c, T502b, T502c, T502i, T502j, T502k, T503i, T503j, T503m, T503n, T503o, T506e, T506f, T509a, T509b, T509c, T509d, T525a, T525b, T525c, T525d, T527g, T527h, T527k, T527l, T527m, T527n, T535b, T535c, T535d, T535e, T536a, T536b, T536c, T536i, T536j, T536k</p>
Fluency	CC.2.Rfou.4	4. Read with sufficient accuracy and fluency to support comprehension.	<p>Unit 1: T1i, T6g, T6h, T12–13, T22c, T22d, T22g, T25, T25f, T29d, T29e, T31h, T34a, T34g, T34h, T40–41, T48–49, T51c, T51d, T51f, T53, T57d, T57e, T58k, T58l; Unit 2: T65j, T70a, T70g, T70h, T88c, T88d, T88g, T91, T91f, T97c, T97d, T98k, T98l, T99h, T104, T112–113, T119c, T119d, T119e, T121, T121f, T125d, T125e, T126k, T126l; Unit 3: T133j, T138a, T138g, T138h, T150–151, T156c, T156d, T156g, T159f, T163d, T163e, T164k, T164l, T165h, T168a, T168h, T168i, T178–179, T185c, T185d, T185f, T187f, T191d, T191e, T192k, T192l; Unit 4: T199j, T204a, T204g, T204h, T218–219, T220c, T220d, T220g, T223, T223f, T227d, T227e, T228k, T228l, T229h, T232a, T232g, T232h, T247c, T247d, T249, T249f, T255c, T255d, T256k, T256l; Unit 5: T263j, T268a, T268g, T268h, T286c, T286d, T289, T289f, T295c, T295d, T296i, T296j, T296k, T296l, T300a, T300g, T300h, T306–307, T317c, T317d, T317g, T319, T319f, T323d, T323e, T324k, T324l; Unit 6: T331j, T336g, T336h, T342–343, T344–345, T346–347, T354c, T354d, T357f, T365d, T365e, T365f, T366k, T366l, T367h, T370g, T370h, T373c, T373d, T387c, T387d, T389f, T395c, T395d, T396k, T396l; Unit 7: T408a, T408g, T408h, T424–425, T426c, T426d, T426g, T429, T429f, T435c, T435d, T436k, T436l, T437h, T440a, T440g, T440h, T457c, T457d, T459f, T450–451, T459, T463d, T463e, T464k, T464l; Unit 8: T471i, T476a, T476g, T478, T484–485, T492c, T492g, T495, T495f, T501c, T501e, T502k, T503h, T506a, T506g, T508, T518–519, T525d, T525f, T527, T527f, T536k</p>
	CC.2.Rfou.4.a	a. Read on-level text with purpose and understanding.	<p>Unit 1: T6g, T6h, T11, T12–13, T14–15, T16–17, T18–19, T20–21, T22c, T22d, T22f, T25, T27, T28–29, T29d, T29e, T29g, T30g, T30h, T30k, T30l, T34g, T34h, T39, T40–41, T42–43, T44–45, T46–47, T48–49, T51c, T51d, T51e, T51f, T54a, T55, T56–57, T57d, T57e, T57g, T58k, T58l; Unit 2: T70g, T70h, T75, T76–77, T78–79, T84–85, T86–87, T88c, T88d, T88f, T88g, T92a, T93, T94–95, T97c, T97d, T97f, T98k, T98l, T102a, T102b, T107, T108–109, T110–111, T112–113, T114–115, T116–117, T119c, T119d, T122a, T123, T124–125, T126k, T126l, T125d, T125e; Unit 3: T138g, T138h, T143, T148–149, T150–151, T152–153, T154–155, T156c, T156d, T156f, T156g, T160a, T161, T162–163, T163d, T163e, T164k, T164l, T168g, T168h, T173, T174–175, T176–177, T178–179, T180–181, T182–183, T185c, T185d, T189, T190–191, T191d, T191e, T192k, T192l; Unit 4: T209, T210–211, T212–213, T214–215, T216–217, T218–219, T220f, T220g, T225, T226–227, T237, T242–243, T244–245, T251, T252–253; Unit 5: T268g, T268h, T273, T274–275, T276–277, T282–283, T285, T286c, T286d, T286f, T286h, T291, T292–293, T294–295, T295c, T295d, T295d, T300g, T300h, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T317c, T317d, T317f, T317g, T320, T321, T322–323, T323d, T323e, T323g, T323h, T324k, T324l; Unit 6: T342–343, T344–345, T346–347, T365a, T366e, T380–381, T382–383, T392–393, T396e; Unit 7: T413, T414–415, T416–417, T422–423, T434–435, T431, T434–433, T445, T446–447, T448–449, T450–451, T452–453, T454–455, T461, T462–463, T463h; Unit 8: T476g, T476h, T481, T482–483, T484–485, T486–487, T488–489, T490–491, T492c, T492d, T497, T498–499, T501c, T501d, T502k, T502l, T506g, T506h, T525c, T525d, T529, T530–531, T532–533, T534–535, T535d, T535e, T536k, T536l</p>
	CC.2.Rfou.4.b	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<p>Unit 1: T12–13, T22g; Unit 2: T65j, T70a, T70c, T88g, T91, T91f; Unit 3: T138a, T148–149, T150–151, T152–153, T156g, T197; Unit 4: T204a, T210–211, T212–213; Unit 5: T268a; Unit 6: T331i, T331j, T336a, T342–343, T344–345, T346–347, T354g, T357, T360–361, T365f, T370a, T380–381, T387e, T389, T389f, T396e, T396m, T396o; Unit 7: T403j, T408a, T408i, T424–425, T426g, T450–451, T459; Unit 8: T476a, T478, T484–485, T492g, T495e, T498–499, T501e, T502e, T502n, T503g, T506a, T508, T518–519, T525f, T527f, T528, T535g, T536g, T536m</p>
	CC.2.Rfou.4.c	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>Unit 1: T6g, T12–13, T22c, T25o, T29d, T30k, T30m, T34c, T34g, T36, T51c, T56–57, T57d, T58g, T58k; Unit 2: T70g, T88c, T97c, T98k, T102g, T119c, T121o, T122, T125d, T126k, T126m; Unit 3: T138g, T156c, T159o, T160, T163d, T163f, T164k, T164m, T168g, T185c, T191d, T192k; Unit 4: T204g, T204i, T220c, T227d, T228k, T232g, T247c, T255c, T255e, T256k, T256m, T268i; Unit 5: T268g, T286c, T295c, T296c, T296k, T300g, T300i, T317c, T320, T323d, T323f, T324k, T324m; Unit 6: T336g, T354c, T365d, T366k, T370g, T387c, T390, T395c, T395e, T396k, T396m; Unit 7: T408g, T426c, T435c, T436k, T440g, T457c, T460, T463f, T464m, T463d, T464k; Unit 8: T476g, T476h, T492c, T492d, T501c, T501d, T502k, T502l, T506g, T506h, T525c, T525d, T535d, T535e, T536k, T536l</p>

Writing

Strand	Code	Standards Text	Grade 2 Correlations
Text Types and Purposes	CC.2.W.1	1. Write opinions in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinions, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Unit 1: LR2, LR3, T1h, T58h, T61, T62; Unit 2: LR2, LR3, T91e, T98h, T121e, T126h; Unit 3: T192h; Unit 4: T258, T259, T260; Unit 5: T319e, T324h; Unit 6: T366n, T386–387, T389e, T394–395, T396; Unit 7: T403i, T426, T436n, T456–457, T464n; Unit 8: T502h, T527e, T535a, T536h, T539
	CC.2.W.2	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Unit 1: LR2, LR3, T53e, T61, T62; Unit 2: LR2, LR3, T65i, T99g, T129, T130, T133; Unit 3: T165g, T187e, T199; Unit 4: T199i, T249e, T258, T259, T260; Unit 5: T326, T327, T328; Unit 6: T331i, T367g, T403; Unit 7: T429e, T437g, T459e, T466, T467, T468, T469; Unit 8: T503g
	CC.2.W.3	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Unit 1: LR2, LR3; Unit 2: LR2, LR3, T91e, T121e; Unit 3: T156g, T157, T165g, T194, T195, T196; Unit 4: T263; Unit 5: T263i, T319e; Unit 6: T399, T400, T401; Unit 8: T539
Production and Distribution of Writing	CC.2.W.5 [W.4 not in G2]	5. With guidance from adults, focus on a topic and strengthen writing as needed by revising and editing.	Unit 1: T31g, T60, T61, T62, T63; Unit 2: T128, T129, T130, T131; Unit 3: T133i, T133j, T159e, T199; Unit 4: T223f, T249e, T258, T259, T260; Unit 5: T327, T328, T329; Unit 6: T400; Unit 7: T466, T467, T468, T469; Unit 8: T539, T540
	CC.2.W.6	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with others.	Unit 1: T1h, T25e, T25f, T31g, T53e; Unit 2: T65k, T91e, T99g, T121e; Unit 3: T131i, T159e, T165g, T187e; Unit 4: T199i, T223e, T229g, T249e, T261; Unit 5: T263i, T274–275, T286, T289e, T297g, T319g, T329; Unit 6: T331i, T357e, T367g, T389e, T401; Unit 7: T403i, T429e, T437g, T459e, T469; Unit 8: T471i, T495e, T503g, T527e, T541
Research to Build and Present Knowledge	CC.2.W.7	7. Participate in shared research and writing projects (e.g. read a number of books on a single topic to produce a report; record science observations).	Unit 1: T25e, T29a, T31b, T31g, T34d, T35, T36, T37, T59b, T60, T61, T62, T63, T65; Unit 2: T65i, T70d, T96–97, T99b, T99g, T102d, T127b, T128, T129, T130, T131; Unit 3: T159e, T159f, T165b, T168d, T187f, T193b; Unit 4: T202, T204d, T220, T223e, T227a, T229a, T229b, T246–247, T247e, T256h, T257b, T258, T259, T260, T261; Unit 5: T263i, T268d, T294–295, T296h, T296n, T300d, T316–317, T317h, T325b, T326, T327, T328, T329; Unit 6: T336d, T355, T365a, T366, T367b, T370d, T396h, T396n, T397b; Unit 7: T403i, T408d, T429f, T437b, T442, T443, T465b; Unit 8: T495e, T503b, T506d, T525f, T527f, T537b, T543
	CC.2.W.8	8. Recall information from experiences or gather information from provided sources to answer a question.	Unit 1: T1h, T1i, T6i, T7, T8, T9, T10, T12–13, T14–15, T16–17, T18–19, T20–21, T22, T22e, T22g, T23, T23a, T24, T25, T25e, T29h, T30, T30g, T30h, T30n, T30o, T31b, T31g, T32, T34d, T51f, T51g, T52, T53, T57f, T57h, T58, T58m, T58n, T59a, T59b, T60, T61, T62, T65; Unit 2: T65i, T65j, T68, T70i, T71, T72, T73, T74, T88, T88g, T89a, T90, T98, T98n, T99a, T99b, T99g, T100, T101, T104, T105, T116–117, T118–119, T119e, T119g, T121, T121e, T121f, T124–125, T126, T126n, T127b, T128, T129, T130, T133; Unit 3: T137a, T138a, T140, T141, T156, T158, T163a, T163f, T164n, T164o, T168c, T168d, T168i, T170, T171, T185f, T185g, T191a, T192, T192n, T193b; Unit 4: T199i, T202, T203a, T204a, T204d, T205, T206, T207, T208, T210–211, T214–215, T220e, T222, T223, T223e, T223f, T227f, T227h, T228h, T228n, T228o, T229b, T229g, T234, T235, T236, T242–243, T247e, T247h, T248, T252–253, T254–255, T255f, T256, T256g, T256m, T256n, T257a, T257b, T258; Unit 5: T263j, T267a, T268, T268a, T268b, T268c, T268d, T269, T270, T271, T274–275, T284–285, T286, T288, T289e, T295g, T296e, T296m, T296n, T297g, T298–299, T300b, T300i, T302, T303, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317e, T317f, T317g, T317h, T318, T319, T320, T322–323, T323a, T323h, T324, T324m, T324n, T325, T325b, T326, T327; Unit 6: T336c, T336d, T338, T339, T354, T356, T357e, T365h, T366h, T366n, T367b, T368, T370d, T370i, T387e, T387g, T389, T389f, T396h, T396n, T397b; Unit 7: T408d, T410, T411, T428, T429, T429e, T429f, T434–435, T436, T436h, T437b, T440d, T441, T457f, T458, T459e, T463a, T464, T464h, T465b; Unit 8: T471i, T476d, T478, T479, T480, T493, T495e, T500–501, T502, T503b, T503h, T506d, T508, T509, T524–525, T525f, T525h, T527e, T527f, T536, T537b, T539, T540, T543

Grade 2 Common Core Standards

Speaking and Listening

Strand	Code	Standards Text	Grade 2 Correlations
Comprehension and Collaboration	CC.2.SL.1	1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	Unit 1: T1h, T2, T3, T10, T20–21, T22, T25e, T25f, T30e, T30h, T53e, T53f, T54, T57a, T58h, T65; Unit 2: LR2, LR3, T65i, T66, T67, T74, T91i, T91j, T98h, T99g, T121e, T121f, T121o, T125h, T126, T126h, T126n; Unit 3: T134, T135, T150–151, T159, T159o, T160, T165h, T184–185, T187, T187e, T191a, T192h, T199; Unit 4: T199i, T200, T208, T220, T223e, T224, T227a, T228h, T228n, T229g, T229h, T230, T231, T232d, T236, T246–247, T250, T256h, T263; Unit 5: T263i, T264, T265, T266, T267, T267a, T268d, T272, T286, T289e, T296e, T296h, T297g, T299, T299a, T305, T323a, T324h; Unit 6: T331i, T331j, T336d, T354, T357f, T365a, T366h, T367g, T370d, T374, T389e, T394–395, T396h; Unit 7: T403i, T403j, T408d, T426, T429e, T429, T429f, T434–435, T436, T436h, T456–457, T459e, T464h; Unit 8: T474, T475, T475a, T475d, T495f, T496, T502e, T502m, T504, T505, T510, T528, T536e, T537a
	CC.2.SL.1.a	a. Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Unit 3: T199; Unit 4: T199j, T223e, T230, T250; Unit 5: T266, T267, T268d
	CC.2.SL.1.b	b. Build on others' talk in conversation by linking their comments to the remarks of others.	Unit 1: T25e, T25f, T30n, T31a, T57f, T57h, T59a, T59b, T65; Unit 2: T74, T91e, T99b, T121e, T127b; Unit 3: T165, T185e; Unit 4: T229a, T249e, T249f, T256m, T256n; Unit 5: T319e, T324m, T324n, T325b; Unit 6: T357e, T357f, T367a, T367b, T373, T389, T389e, T397b; Unit 7: T429e, T437b, T440i, T459, T459e; Unit 8: T495e, T503, T526
	CC.2.SL.1.c	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Unit 1: T2, T31g, T31h, T32, T33, T65; Unit 2: T66, T91f; Unit 3: T140, T164n, T168i, T170, T171, T199; Unit 4: T229g, T258; Unit 5: T286e, T289f, T296n, T299a, T323a; Unit 6: T331i; Unit 7: T403i, T429f, T436n
	CC.2.SL.2	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Unit 1: T2, T3, T25e, T31g, T31h, T51f, T53e, T53f, T57h, T58, T65; Unit 2: T66, T88e, T88f, T88g, T89, T99h, T121f, T126; Unit 3: T133i, T134, T135, T165g, T167a, T168a, T168b, T168c, T168d, T170, T171, T187e, T187f, T191g, T191h, T192; Unit 4: T199j, T201, T205, T207, T223e, T223f, T229g, T229h, T233, T234, T249e, T256m, T256n; Unit 5: T263i, T264, T265, T289e, T289f, T297g, T297h, T319e, T319f, T324m, T324n; Unit 6: T331j, T332, T333, T334, T335a, T336a, T336b, T336c, T338, T339, T366e, T366g, T366h, T367g, T370d, T371, T372, T373, T396g, T396h, T396m, T396n; Unit 7: T403i, T403j, T404, T405, T409, T410, T411, T429e, T436e, T436f, T436g, T436h, T436m, T436n, T437g, T437h, T441, T442, T443, T459e, T459f, T464m, T464n, T466, T467, T468, T469; Unit 8: T471i, T471j, T472, T473, T475a, T476a, T476b, T476c, T476i, T503g, T503h, T504, T505, T505a, T507, T543
	CC.2.SL.3	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Unit 1: T1i, T31g, T31h, T34i, T35, T53e, T65; Unit 2: T88e, T91f, T133; Unit 3: T159e, T168i, T171, T199; Unit 4: T205, T233, T234, T249f, T258, T263; Unit 5: T289e, T317e, T319f; Unit 6: T354g, T366n, T370i; Unit 8: T495e, T507, T525e, T542, T543
Presentation of Knowledge and Ideas	CC.2.SL.4	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Unit 1: T53e; Unit 3: T163f, T187e, T195, T196, T199; Unit 4: T199j, T221, T227f, T228, T263; Unit 5: T263i, T319e; Unit 6: T356, T357e, T368, T369, T389e, T395e, T398, T399, T400, T403; Unit 7: T437g, T438; Unit 8: T471i, T476i, T492e, T504, T505
	CC.2.SL.5	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Unit 1: T1h, T1i, T31g, T31h, T57f, T60, T62, T63, T65; Unit 2: T65i, T65j, T91e, T91f, T98n, T121e, T133; Unit 3: T133i, T133j, T166, T167a, T187e, T197; Unit 4: T199i, T223f, T229h, T249e, T249f, T263; Unit 6: T331i, T357e, T357f, T389e, T389f, T403; Unit 7: T427, T437h; Unit 8: T471i, T471j, T492e, T495e, T503h, T527e, T527f, T536n
	CC.2.SL.6	6. Produce complete sentences when appropriate to task and situation to provide requested detail or clarification (see grade 2 Language standards 1 and 3 for specific expectations).	Unit 1: T1h, T7, T22, T34d; Unit 2: T65i, T65j, T68, T70d, T71, T73, T91e, T91f, T99g, T99h, T121i, T121j, T125a, T125f, T126h, T126n, T127b, T129, T130, T133; Unit 4: T249i, T249j; Unit 5: T263i, T263m, T263n, T270, T271, T272, T286, T286h, T286e, T287a, T289i, T290, T296, T296h, T296n, T297g, T297k, T297l, T300d, T301, T319e, T319i, T319j, T323a, T324, T324e, T324h, T324n, T325, T325b; Unit 6: T331i, T331m, T331n, T336d, T338, T339, T340, T354, T355, T355a, T357i, T357j, T358, T365f, T366, T366h, T366n, T367, T367b, T367g, T367k, T367l, T369, T370i, T374, T386–387, T387e, T388, T389e, T389i, T389j, T394–395, T396, T396e, T396h, T396n, T397, T397b, T399, T400, T401; Unit 7: T429i, T429j, T434–435, T436, T436h, T436n, T437, T459i, T459j, T463a, T463b, T464; Unit 8: T527e, T527i, T527j, T535a

Language

Strand	Code	Standards Text	Grade 2 Correlations
Conventions of Standard English	CC.2.L.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1l, T1m, T25i, T25j, T53i, T53j, T60, T61, T62; Unit 2: T65m, T65n, T70d, T91o, T98, T98h, T98n, T99, T99l, T121i, T121j; Unit 3: T133m, T133n, T159i, T159j, T165k, T165l, T168d, T187i, T187j; Unit 4: T199m, T199n, T202, T204d, T223i, T223j, T229k, T229l, T249i, T249j, T256, T256h, T256n, T257b, T259, T260; Unit 5: T263m, T263n, T272, T286, T289i, T289j, T297k, T297l, T328; Unit 6: T331m, T331n, T357i, T357j, T365a, T366, T366h, T367, T367k, T367l, T387f, T388, T389i, T389j, T400; Unit 7: T403m, T403n, T408d, T411, T426, T428, T437k, T437l, T459i, T459j, T464h, T464n, T468; Unit 8: T471m, T471n, T476d, T476i, T477, T492, T495i, T495j, T500–501, T501e, T502h, T502n, T503, T503k, T503l, T506d, T524–525, T525f, T526, T527i, T527j, T535a, T540
	CC.2.L.1.a	a. Use collective nouns (e.g. group)	Unit 1: T25i, T25j, T29h, T30h, T30n, T31a, T31k, T31l
	CC.2.L.1.b	b. Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)	Unit 1: T25i, T25j, T25o, T30h, T30m, T31
	CC.2.L.1.c	c. Use reflexive pronouns (e.g. myself, ourselves)	Unit 6: T389i, T389j, T394–395, T396, T396h, T396n, T397, T400
	CC.2.L.1.d	d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)	Unit 2: T99l, T102d, T105, T118–119, T119f, T121i, T121j, T125a, T126, T126h, T126n, T127, T129, T130; Unit 7: T429i, T429j, T434–435, T436, T436h, T436n, T437b

Language, continued

Strand	Code	Standards Text	Grade 2 Correlations
Conventions of Standard English	CC.2.L.1.e	e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	Unit 2: T65i; Unit 3: T133m, T133n, T138d, T141, T156, T157, T158, T159e, T159i, T159j, T163a, T164n, T165k, T165l, T171, T184–185, T185f, T186, T187i, T187j, T191a, T192, T192h, T192m, T192n, T193b, T193c, T196; Unit 5: T263i, T297g
	CC.2.L.1.f	f. Produce, expand, and rearrange complete simple and compound sentences. (e.g. The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy.)	Unit 1: T1h, T1i, T23, T25e, T25f, T30n; Unit 2: T91e, T121f; Unit 4: T199i, T199m, T199n, T202, T207, T208, T221, T223e, T223i, T223j, T226–227, T227a, T228, T228h, T228n, T229, T229b, T229g, T229k, T229l, T232d, T232i, T233, T235, T236, T246–247, T247f, T248, T249e, T249i, T249j, T254–255, T259, T260; Unit 5: T263j, T263m, T263n, T268d, T270, T271, T286, T286e, T286h, T289e, T289j, T290, T294–295, T296, T296h, T296n, T297g, T297k, T297l, T300d, T301, T303, T319i, T319j, T323a, T324, T324h, T324n, T325b, T328; Unit 6: T399, T400, T401; Unit 7: T467, T468, T469; Unit 8: T539, T540
	CC.2.L.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T1j, T1k, T25g, T25h, T30o, T31, T31b, T31i, T31j, T31l, T51h, T53g, T53h, T53i, T53j, T60, T61, T62; Unit 2: T65k, T65l, T91g, T91h, T99i, T99j, T119h, T121g, T121h, T127; Unit 3: T133k, T133l, T159g, T159h, T165i, T165j, T185g, T185h, T187g, T187h; Unit 4: T199k, T199l, T223g, T223h, T223i, T223j, T228, T229i, T229j, T249g, T249h, T256b, T256c, T256j, T260, T263; Unit 5: T263k, T263l, T263m, T263n, T268d, T270, T271, T284–285, T286, T286e, T286h, T289g, T289h, T289i, T289j, T295a, T295b, T297i, T297j, T297l, T319g, T319h, T319i, T319j, T323a, T324, T324e, T324h, T324n, T325, T325b, T328, T329; Unit 6: T331k, T331l, T336d, T338, T339, T340, T354, T355, T357g, T357h, T366n, T367i, T367j, T370d, T389g, T389h, T394–395, T396, T396h, T396n, T397, T397b, T399, T400, T401; Unit 7: T403k, T403l, T429g, T429h, T437i, T437j, T459g, T459h, T467, T468, T469; Unit 8: T471k, T471l, T495g, T495h, T503i, T503j, T527g, T527h, T539, T540
	CC.2.L.2.a	a. Capitalize holidays, product names, and geographic names.	Unit 1: T31l, T34d, T37, T50–51, T51f, T52, T53i, T53j, T55, T58h, T59, T60, T61, T62
	CC.2.L.2.b	b. Use commas in greetings and closings of letters.	Unit 3: T199; Unit 6: T389e; Unit 7: T427b, T429e; Unit 8: T471i
	CC.2.L.2.c	c. Use an apostrophe to form contractions and frequently occurring possessives.	Unit 1: T1k, T22b, T23b, T53i, T53j, T55, T58, T58h, T58n, T59, T60, T61, T62; Unit 2: T99i, T99j, T119a, T119b, T119h, T121i, T121j, T125a, T126, T126h, T126n, T127, T129, T130; Unit 4: T223h, T227c, T228o; Unit 6: T389e; Unit 7: T437l, T456, T457f, T458, T459i, T459j, T464, T465b
	CC.2.L.2.d	d. Generalize learned spelling patterns when writing words (e.g. cage -- badge; boy -- boil).	Unit 1: T1j, T1k, T3c, T6f, T9c, T22a, T22b, T23b, T25g, T25h, T25m, T29b, T29c, T30c, T30d, T30o, T31i, T31j, T31o, T34f, T37c, T51b, T51h, T53g, T53h, T53m, T57c, T58c, T58d, T58i, T58j, T58o; Unit 2: T65k, T65l, T67c, T67d, T70f, T70h, T73c, T88a, T88b, T91g, T91h, T91m, T97b, T98c, T98d, T98i, T98j, T98o, T99i, T99j, T102f, T105c, T119h, T121g, T121h, T121m, T125c, T126c, T126i, T126j, T126o; Unit 3: T133l, T135c, T138f, T141c, T141d, T156b, T157b, T159g, T159h, T159m, T163c, T164c, T164j, T164o, T165i, T165j, T165o, T168f, T171c, T185a, T185b, T185h, T187g, T187h, T187l, T191c, T192c, T192j, T192o; Unit 4: T199k, T199l, T201c, T207c, T220b, T223m, T221b, T223g, T223h, T227c, T228c, T228j, T228o, T229i, T229j, T229o, T232f, T235c, T247b, T247h, T249g, T249h, T249m, T255b, T256c, T256j, T256o; Unit 5: T263k, T263l, T265c, T268f, T271c, T271d, T286a, T286b, T286d, T287b, T289g, T289h, T289m, T296a, T296j, T297i, T297j, T297o, T300f, T300h, T303c, T317a, T317b, T317d, T317j, T317l, T319g, T319h, T319m, T323c, T324c, T324j, T324o; Unit 6: T331l, T333c, T336f, T339c, T354a, T354b, T357h, T357m, T365c, T366c, T366d, T366j, T366o, T367j, T367o, T370f, T373c, T387a, T387b, T387h, T389h, T389m, T395b, T396c, T396j, T396o; Unit 7: T403j, T403k, T403l, T405c, T408f, T411c, T426b, T429f, T429g, T429h, T429m, T435b, T436c, T436i, T436j, T436o, T437h, T437i, T437j, T437o, T440f, T443c, T457a, T457b, T4597h, T459f, T459g, T459h, T459m, T463c, T464c, T464j, T464o, T471j, T493b, T495f, T502o, T503h, T525h, T527f, T536o; Unit 8: T471l, T473b, T473c, T473d, T476f, T476h, T479b, T479c, T479d, T492a, T492b, T492d, T495h, T495m, T495n, T501b, T501d, T502c, T502d, T502i, T502j, T502k, T503j, T503o, T506f, T506h, T509c, T509d, T525c, T525d, T527h, T527m, T527n, T535c, T535e, T536c, T536d, T536j, T536l
	CC.2.L.2.e	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Unit 1: T58n; Unit 2: T91o, T92, T97e, T98m; Unit 4: T207c, T223h; T229j; Unit 5: T263l, T265c, T268f, T271c, T286b, T317b, T324i; Unit 7: T430, T435e, T436m, T468; Unit 8: T496, T501e
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Grade 2 Common Core Standards

Language, continued

Strand	Code	Standards Text	Grade 2 Correlations
Vocabulary Acquisition and Use	CC.2.L.3.a	a. Compare formal and informal uses of English.	Unit 2: T121i, T121j, T126h, T126n, T127, T130, T133
	CC.2.L.4	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	Unit 1: T1h, T6i, T10, T11, T12–13, T22e, T25e, T25o, T26, T29f, T30m, T31g, T32, T33, T33a, T34i, T36, T38, T51e, T53e; Unit 2: T65i, T68, T69, T70i, T74, T91e, T91o, T92a, T98m, T99g, T100, T101, T101a, T102i, T106, T118–119, T119e, T121e, T121o, T122; Unit 3: T133i, T136, T138i, T142, T156e, T159e, T159h, T159o, T163f, T164n, T165g, T166, T167, T168i, T172, T185e, T187e, T187o, T188, T192n; Unit 4: T199i, T202, T203, T204i, T208, T209, T220e, T223e, T224, T227f, T227g, T228e, T228m, T229g, T230, T231, T231a, T236, T237, T247e, T249e, T250, T256e, T256m; Unit 5: T266, T267, T268i, T272, T286, T286e, T289e, T297g, T298, T299, T300i, T304, T305, T317e, T317f, T317g, T320, T323f, T324e, T324m; Unit 6: T331i, T334, T336i, T337, T340, T354e, T357e, T367g, T368, T370i, T374, T387e, T387g, T389e, T390, T395e, T396e, T396m; Unit 7: T403i, T406, T407, T408i, T409, T412, T426e, T429e, T437g, T438, T439, T440i, T444, T457g, T459e, T460, T463f, T464e; Unit 8: T471i, T474, T475, T480, T492e, T495e, T501e, T503g, T504, T505, T506i, T510, T525e, T527e, T528, T535f, T536m, T536o, T537
	CC.2.L.4.a	a. Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 2: T121o, T122; Unit 4: T256m; Unit 5: T295e, T296m, T320, T323f, T324e, T324m; Unit 6: T390, T395e, T396m; Unit 7: T459e, T460, T462–463, T463f, T464e, T464m, T465
	CC.2.L.4.b	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g. happy/unhappy, tell/retell)	Unit 6: T357e, T358, T365f, T366m; Unit 8: T528, T535f, T536m, T536o
	CC.2.L.4.c	c. Use a known root word as a clue to the meaning of an unknown word with the same root (addition, additional)	Unit 3: T187e; Unit 4: T199i, T224, T227f, T228m, T229; Unit 6: T357e, T358, T365f, T366m; Unit 8: T528, T535f, T536m, T536o
	CC.2.L.4.d	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g. birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).	Unit 4: T255a, T256o; Unit 5: T295e, T296e, T296m
	CC.2.L.4.e	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Unit 1: T1h, T25e, T30m, T53o, T58n; Unit 2: T65i, T91o, T92, T97e, T98m, T99g; Unit 3: T159h, T163f, T191f; Unit 4: T257; Unit 7: T429e, T430, T436, T436m, T437; Unit 8: T496, T501e, T503, T536e
	CC.2.L.5	5. Demonstrate understanding of word relationships and nuances in word meanings.	Unit 3: T191f; Unit 4: T255e, T263; Unit 5: T290, T294–295, T295e; Unit 8: T503g
	CC.2.L.5.a	a. Identify real-life connections between words and their use (e.g. describe foods that are spicy or juicy).	Unit 2: T100, T101; Unit 4: T227f, T247e, T247f, T255e
	CC.2.L.5.b	b. Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives (e.g. thin, slender, skinny, scrawny).	Unit 1: T29f; Unit 3: T191f; Unit 4: T255e; Unit 6: T337; Unit 8: T535f
CC.2.L.6	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g. When other kids are happy that makes me happy.)	Unit 1: T6i, T7, T8, T9, T23a, T23b, T24, T25, T25f, T29f, T29g, T29h, T30, T30e, T30f, T30g, T30h, T30o, T31, T31a, T31b, T51g, T51h, T52, T53, T58e, T58f, T58g, T58h, T58o, T59, T59a, T59b; Unit 2: T65i, T68, T69, T69a, T70, T70a, T70b, T70c, T70d, T70i, T71, T72, T73, T74, T75, T76–77, T78–79, T80–83, T84–85, T86–87, T88, T88e, T88f, T88g, T89, T89a, T89b, T90, T91, T91f, T97e, T97f, T97g, T98, T98e, T98f, T98g, T98h, T98o, T99, T99a, T99b, T100, T101, T101a, T102, T102a, T102b, T102c, T102d, T119g, T119h, T120, T121, T121e, T126e, T126g, T126h, T126o, T127, T127a, T127b; Unit 3: T136, T137, T137a, T138, T138a, T138b, T138c, T138d, T156e, T156f, T156g, T157, T157a, T157b, T158, T159, T159e, T164o, T165, T165a, T165b, T185g, T185h, T186, T187, T192e, T192f, T192g, T192h, T192o, T193, T193a, T193b; Unit 4: T202, T203, T203a, T204, T204a, T204b, T204c, T204d, T204i, T205, T206, T207, T208, T209, T210–211, T212–213, T214–215, T216–217, T218–219, T220, T220e, T220f, T220g, T221, T221a, T221b, T222, T223, T223i, T223j, T228e, T228f, T228g, T228h, T228m, T228n, T228o, T229, T229a, T229b, T230, T231, T231a, T232, T232a, T232b, T232c, T232d, T232i, T233, T234, T235, T236, T237, T238–241, T242–243, T244–245, T246–247, T247e, T247f, T247g, T247h, T248, T249, T249e, T256e, T256f, T256g, T256h, T256m, T256n; Unit 5: T266, T267, T267a, T268, T268a, T268b, T268c, T268d, T268i, T269, T270, T271, T272, T273, T274–275, T276–277, T278–281, T282–283, T285, T286, T286e, T286f, T286g, T286h, T287a, T287b, T288, T289, T289a, T289b, T289e, T295e, T295f, T295g, T296, T296e, T296f, T296g, T296h, T296m, T296n, T296o, T297, T297a, T297b, T297c, T297d, T297g, T298, T299, T299a, T300, T300a, T300b, T300c, T300d, T300i, T301, T302, T303, T304, T305, T306–307, T308–309, T310–311, T312–313, T314–315, T316–317, T317e, T317f, T317g, T317h, T317i, T317j, T318, T319, T324o, T325, T325a, T325b; Unit 6: T331i, T336i, T337, T338, T339, T340, T341, T342–343, T344–345, T346–347, T348–351, T352–353, T354, T354e, T354f, T354g, T355, T355a, T355b, T356, T357, T357e, T358, T359, T360–361, T362–363, T364–365, T365a, T366e, T366f, T366g, T366h, T367g, T374, T375, T376–377, T378–379, T380–381, T382–383, T384–385, T386–387, T387e, T387f, T387g, T387h, T388, T389, T389e, T390, T391, T392–393, T394–395, T395e, T395f, T395g, T396, T396e, T396f, T396g, T396h; Unit 7: T403i, T406, T407, T407a, T408, T408a, T408b, T408c, T408d, T412, T413, T414–415, T416–417, T418–421, T422–423, T424–425, T426, T426e, T426f, T426g, T427, T427a, T427b, T428, T429, T430, T431, T432–433, T434–435, T435e, T435f, T435g, T436, T436e, T436f, T436g, T436h, T436m, T436n, T436o, T437, T437a, T437b, T444, T445, T446–447, T448–449, T450–451, T452–453, T454–455, T456–457, T457g, T457h, T458, T459, T464o, T465, T465a, T465b; Unit 8: T471i, T474, T475, T476d, T476i, T477, T479, T480, T492e, T493a, T493b, T495e, T495f, T496, T502e, T502o, T503g, T504, T505, T506i, T510, T525e, T535f, T536o	

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see also Technology: online lesson planners

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Cumulative word list R5 (in each unit)

D

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Details T53, T124–125

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Differentiation strategies *see Program Features and Resources Index*

Digital Library *see Program Features and Resources Index: Technology*

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how to read poetry **T501e**
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Draft *see Writing process*

E

Edit *see Writing process*

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Express feelings and ideas **T202**

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Express likes and dislike **T406**

Express needs and wants **T368**

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Facts

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G

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see also Action verbs; Adjectives; Adverbs; Articles; Capitalization; Conjunctions; Conventions, in writing; Future-tense verbs; Nouns; Past-tense verbs; Prepositions; Present-tense action verbs; Pronouns; Sentences; Verbs

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Independent reading *see Program Features and Resources Index: Read On Your Own Books; Reading: independent*

Independent reading routines BP45

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Independent work *see Program Features and Resources Index: Learning Stations; Program Features and Resources Index: Read on Your Own Books*

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Language and Literacy Teamwork Activities *see Program Features and Resources Index: Learning Stations*

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see also Program Features and Resources Index

Lesson planners *see Program Features and Resources Index*

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Leveled reading routines BP41–BP42

Lesaux, Nonie K. BP10–BP15

Listen again and analyze T8, T30m, T36, T58m, T72, T98m–T98n, T126m, T140, T170, T192m, T206, T234, T256m, T270, T296m, T302, T324m, T338, T366n, T372, T410, T436n, T442, T464m, T478, T502n, T508, T536m

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Listen and comprehend T30e–T30h, T70a, T70b, T98e–T98h, T101a–T102d, T108–109, T126e–T126h, T136–T138d, T137a–T138d, T164e–T164i, T166–T168d, T192e–T192h, T202–T204d, T228e–T228h, T230–232d, T256e–T256h, T267a–T268d, T296e–T296i, T298–T300d, T324e–T324h, T334–T336d, T366e–T366h, T368–T370d, T396e–396h, T406–T408d, T436e–T436h, T438–T440d, T464e–T464h, T474–T476d, T502e–T502h, T505a–T506d, T536e–T536h

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see also Big Book read-aloud; Listen and analyze; Listen and comprehend

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Media

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Deedy, Carmen Agra T354g

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