

Unit
7

GRADE 2

Teacher's Edition

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





exploration

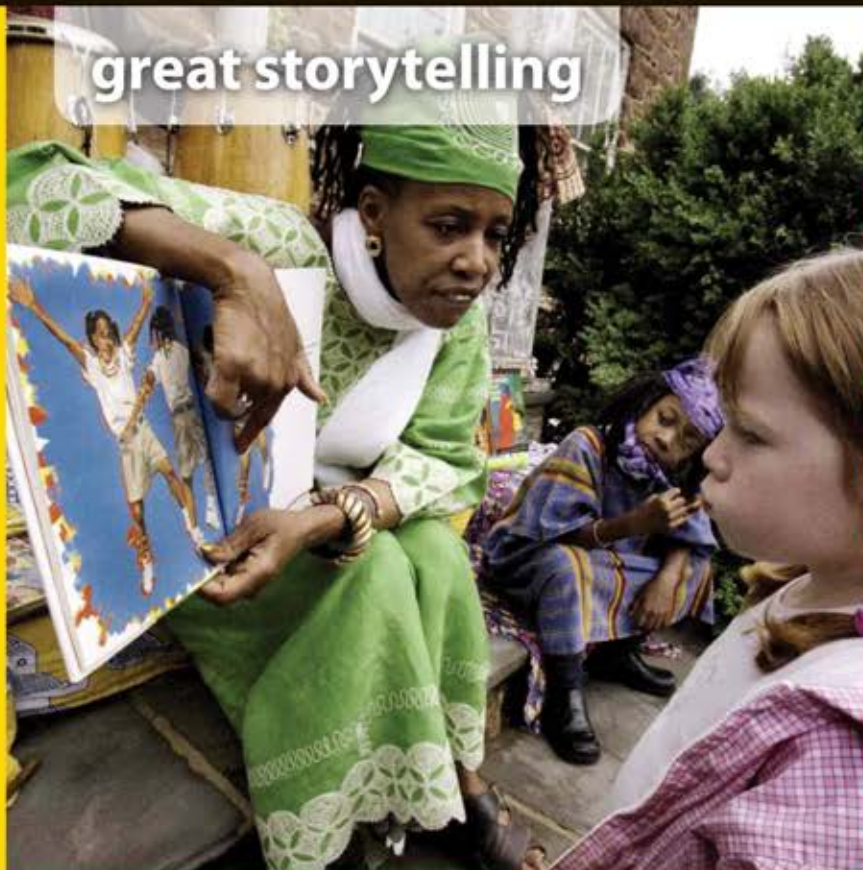


compelling
visuals



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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12 14 15 16 17 18 19 20 21 22

10 9 8 7 6 5 4 3 2 1

Best Buddies

? BIG QUESTION

How do living things depend on each other?



PHONICS & READING SKILLS

Prefixes *un-*, *re-*, *mis-*

Suffixes *-y*, *-ly*, *-ful*

Analyze Characters' Motives

Synthesize

Week 1 T403g

The Hen, the Rooster, and the Bean Folk Tale T408
by Lada Josefa Kratky

Go to Sleep, Gecko! Folk Tale T413
retold by Margaret Read MacDonald; Illustrated by Geraldo Valério Comprehension Coach

PHONICS BOOKS



Book 25



Book 26



Book 27



Book 28

Week 2 T429c

Enric Sala: Marine Ecologist Profile T431
by Kristin Cozort

NATIONAL GEOGRAPHIC EXCLUSIVE

Saving the Reefs Science Article T436f
by John Carrol Interactive Whiteboard

NATIONAL GEOGRAPHIC EXCLUSIVE

Vowel Digraphs *oo*, *ea*, *ou*

Consonant Digraph *gh*

Words with *au*, *aw*

Analyze Cause and Effect

Synthesize

Vowel Variant *a(l)*, *a(ll)*

Diphthongs *oi*, *oy*

Identify Topic and Main Idea

Synthesize

Week 3 T437e

A Day of Partnerships Science Book T440
by Amanda M. Gebhardt

Odd Couples Science Article T445
by Amy Sarver Comprehension Coach

NATIONAL GEOGRAPHIC EXCLUSIVE

Diphthongs *ow*, *ou*

Initial Schwa

Analyze Author's Reasons

Synthesize

Week 4 T459c

Working Together Science Article T461
by Lori Wilkinson

Why Bees Are Our Friends Persuasive Article T464f
by Michelle Brown Interactive Whiteboard

RESOURCES

Practice Masters PM7.1–PM7.58

Leveled Reading LR1–LR19

Assessment Masters A7.1–A7.50

Reteaching Masters R7.1–RT7.15

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

Best Buddies



BIG
Question

How do living things depend on each other?



Unit 7 Program Resources

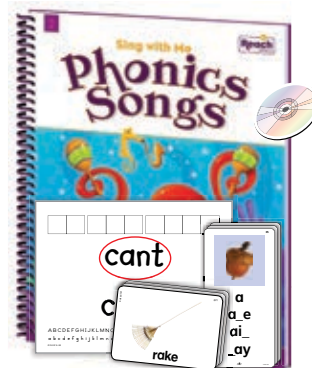
WHOLE GROUP TIME



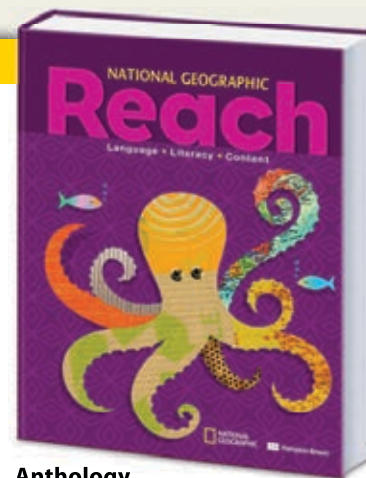
NGReach.com



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 T403b–T471a



Build Background Video



Big Books



Interactive Whiteboard

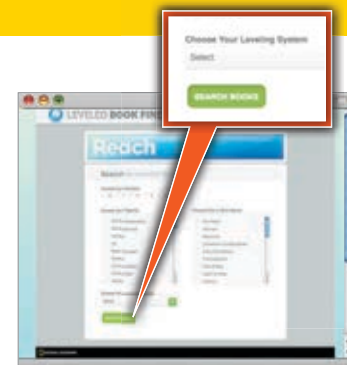
Interactive Read Alouds 13 and 14

LEVELED READING TIME



Fiction Leveled Books

Nonfiction Leveled Books



Leveled Book Finder

Characters' Motives		
Use the character map to take notes about the characters' motives in your book as you read.		
Character	What the Character Does	Why the Character Does It

Leveled Reading Masters
LR7.1–LR7.3

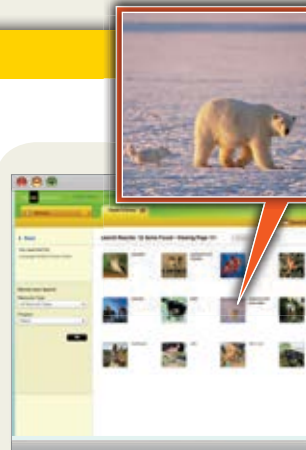
LEARNING STATION TIME



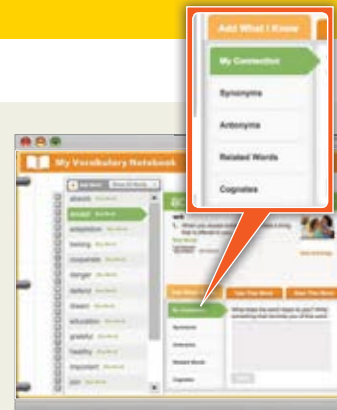
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Student Technology

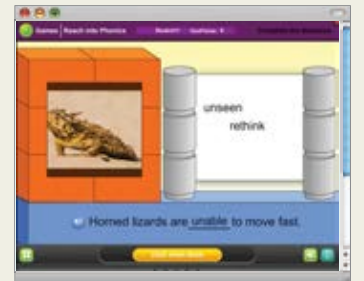
- My Assignments
- Phonics Games
- Vocabulary Games
- Digital Library
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



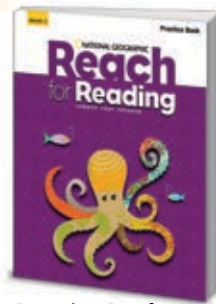
Digital Library



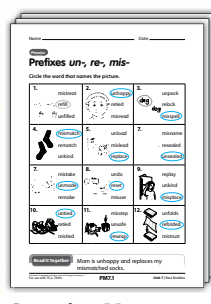
My Vocabulary Notebook



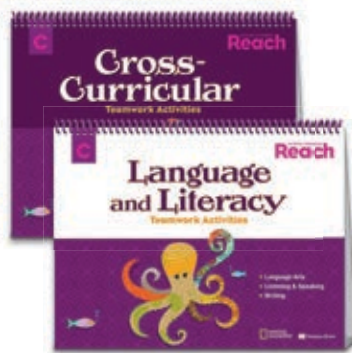
Phonics Games & Vocabulary Games



Practice Book
PM7.1–PM7.58



Practice Masters
PM7.1–PM7.46



Teamwork Activities



ESL Kit

PLANNING RESOURCES



NGReach.com

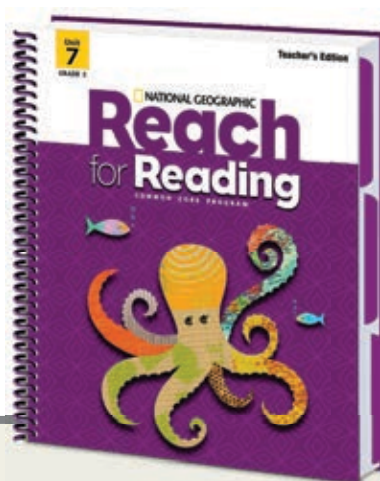
Teacher Technology

- Student and Teacher eEditions
- Online Lesson Planner
- eVisuals 7.1–7.17
- Family Newsletter 7 (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

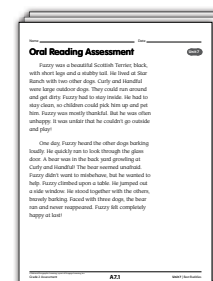
ASSESSMENT & RETEACHING



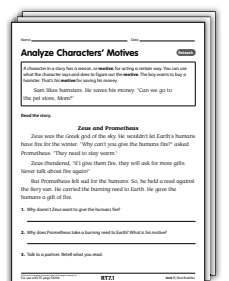
eAssessment™



ExamView®





Assessment Masters
A7.1–A7.50



Reteaching Masters
RT7.1–RT7.15

Unit 7 Skills at a Glance

✔ = TESTED SKILL

Introduce Unit 7	BUILD BACKGROUND VIDEO ■ INTRODUCE THE BIG QUESTION		
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
Week 1  eEdition	Listen to a Folktale ✔ Analyze Character's Motives ✔ Synthesize Express Likes and Dislikes Describe Language Preview and Predict Discuss Illustrations Talk About It	Delete Initial and Final Syllables ✔ Read and Spell Words with Prefixes <i>un-</i> , <i>re-</i> , <i>mis-</i> ✔ Read and Spell Words with Suffixes <i>-y</i> , <i>-ly</i> , <i>-ful</i> ✔ Grammar: Past-Tense Verbs ✔ Science Vocabulary chain relate roles vegetation wildlife ✔ Academic Vocabulary accept connect important necessary others	Read and Comprehend a Folk Tale ✔ Analyze Characters' Motives ✔ Synthesize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words animal ball eye few food large might move number often 
Week 2  eEdition Interactive Whiteboard	Preview and Predict Discuss Images Preview and Predict Ask Questions Relate Readings to the Big Question	Match and Isolate Medial and Vowel Sounds ✔ Read and Spell Words with Vowel Digraphs <i>oo</i> , <i>ea</i> , <i>ou</i> , <i>au</i> , <i>aw</i> ✔ Grammar: Irregular Past-Tense Verbs ✔ Use a Dictionary	Read and Comprehend a Profile ✔ Analyze Cause and Effect ✔ Synthesize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words along change enough head own pick room small sometimes stay 
Week 3  eEdition	Listen to a Science Book ✔ Identify Topic and Main Idea ✔ Synthesize Retell a Story Retell Main Ideas Preview and Predict Identify Main Ideas Talk About "Odd Couples"	Match, Isolate, and Substitute Vowel Sounds ✔ Read and Spell Words with <i>al</i> , <i>all</i> ✔ Read and Spell Words with Diphthongs <i>oi</i> , <i>oy</i> ✔ Grammar: Future-Tense Verbs ✔ Science Vocabulary enemies partners respond species threaten ✔ Academic Vocabulary ability danger difficult unusual useful	Read and Comprehend a Science Book Read and Comprehend a Science Article ✔ Identify Topic and Main Idea ✔ Synthesize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words close cry green hurt jump plant please ride show sheep 
Week 4  eEdition Interactive Whiteboard	Preview and Predict Discuss Main Ideas Discuss Author's Reasons Relate Readings to the Big Question	Substitute Vowel Sounds Delete Initial Syllables ✔ Read and Spell Words with Diphthongs <i>ow</i> , <i>ou</i> ✔ Read and Spell Words with Initial Schwa ✔ Grammar: Future-Tense Verbs ✔ Context Clues	Read and Comprehend a Science Article ✔ Analyze Author's Reasons ✔ Synthesize Phonics ✔ Read Decodable Text ✔ Read and Spell High Frequency Words black brown group high leave open point soon study will 
Unit 7 Wrap-Up	ANSWER THE BIG QUESTION ■ UNIT PROJECTS		

BIG Question How do living things depend on each other?

Writing	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Characters' Motives Write Conclusions Write an Opinion Writer's Craft: Artist's Craft Write About <i>Go to Sleep, Gecko!</i></p>	<p>Speaking and Listening I Like This!; Gecko Quiz</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Like It Or Not; Your Likes and Dislikes</p> <p>Cross-Curricular Gecko Problems; Geckos</p> <p>Reading and Intervention Everybody Helps; Phonics Games; Reteach words with Prefixes and Suffixes</p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with Prefixes <i>un-, re-, mis-</i> ✓ Read and Spell Words with Suffixes <i>-y, -ly, -ful</i> ✓ High Frequency Words ✓ Fluency: Expression ✓ Analyze Characters' Motives ✓ Synthesize ✓ Science and Academic Vocabulary ✓ Grammar: Past-Tense Verbs ✓ Write a Reason
<p>Power Writing Write About the Author Write About Genre Write a Description Write an Opinion Write About Connections</p>	<p>Speaking and Listening Crabs Clean Up; A Model Reef</p> <p>Language and Vocabulary Guess the Word; My Vocabulary Notebook</p> <p>Writing Living Things in My World; Write a Letter</p> <p>Cross-Curricular Feed Me!; Research Coral Reef Life</p> <p>Reading and Intervention Research an Interview; Phonics Games; Reteach Words with Vowel Digraphs <i>oo, ea, or ou</i></p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with Vowel Digraphs <i>oo, ea, ou, au, aw</i> ✓ High Frequency Words ✓ Fluency: Expression ✓ Analyze Cause and Effect ✓ Synthesize ✓ Grammar: Irregular Past-Tense Verbs ✓ Use a Dictionary ✓ Write Explanatory Sentences
<p>Power Writing Write About a Partnership Write a Generalization Write an Opinion Write About Topic and Main Idea Write About "Odd Couples"</p>	<p>Speaking and Listening Fish Partners; A Giraffe with Partners</p> <p>Language and Vocabulary Vocabulary Games; My Vocabulary Notebook</p> <p>Writing My Best Friend; Write About a Photo</p> <p>Cross-Curricular Make a Bar Graph; Warthog Partners</p> <p>Reading and Intervention Partners or Enemies?; Phonics Games; Reteach Words with <i>al, all</i></p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with <i>al, all</i> ✓ Read and Spell Words with Diphthongs <i>oi, oy</i> ✓ High Frequency Words ✓ Fluency: Intonation ✓ Identify Topic and Main Idea ✓ Synthesize ✓ Science and Academic Vocabulary ✓ Grammar: Future-Tense Verbs ✓ Write a Main Idea and Details Paragraph
<p>Power Writing Compare Partners Write to Compare Write About Author's Reasons Write an Opinion Write About Dependence</p> <p>Writing Project Write a Song</p>	<p>Speaking and Listening Benefits of Animals; Honeybee Surprises</p> <p>Language and Vocabulary Use Context Clues; My Vocabulary Notebook</p> <p>Writing Polar Partners; What's Your Conclusion?</p> <p>Cross-Curricular Partner Patterns; Invaders!</p> <p>Reading and Intervention Honeybee Mystery; Phonics Games; Reteach Words with Diphthongs <i>ow, ou</i></p>	<ul style="list-style-type: none"> ✓ Read and Spell Words with Diphthongs <i>ow, ou</i> ✓ Read and Spell Words with Initial Schwa ✓ High Frequency Words ✓ Fluency: Intonation ✓ Analyze Author's Reasons ✓ Synthesize ✓ Use Context Clues ✓ Grammar: Future-Tense Verbs ✓ Write Expository Sentences ✓ Writing Trait: Organization

LEVELED READING

GUIDED READING LEVELS **A - K**
Weeks 1-4



- F** *A Bird and a Bug*
- G** *My Friends*
- H** *A Pride of Lions*
- I** *Animals and the Environment*
- I** *Meerkats*
- J** *From Hive to Home*
- J** *Bugs for Lunch*
- K** *Squirrel's World*
- K** *It's Spring!*
- L** *Fish Is Fish*
- L** *Thinking About Ants*
- M** *Life in the Ocean*
- M** *Who Eats What?*
- N** *Looking for the Queen*
- N** *River Life*
- O** *Better Off Wet*

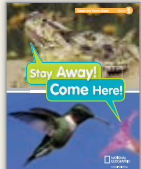
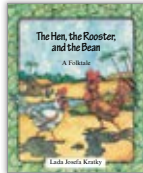
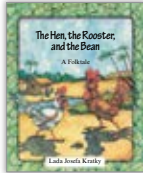
 Leveled Book Finder


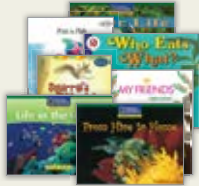
Week 1 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

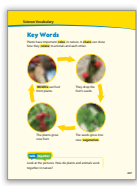
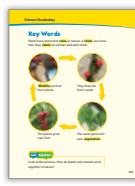
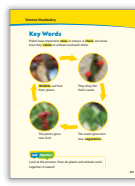
		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Delete Initial Syllables T405a	☑ Delete Initial Syllables T408e
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3 ☑ Words with Prefixes <i>un-</i> , <i>re-</i> , <i>mis-</i> T405a	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ☑ Words with Prefixes <i>un-</i> , <i>re-</i> , <i>mis-</i> T408e ☑ Read with Fluency T408g
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T403k, T405d CC.2.Rfou.3.f	☑ Practice High Frequency Words T408f CC.2.Rfou.3.f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Introduce the Big Question; CC.2.SL.1–2 Preview Unit Projects T404–T405 Express Likes and Dislikes T406 CC.2.SL.1	Describe Language T408i CC.2.SL.2
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.L.1, 3 ☑ Use Past-Tense Verbs T403m Science Vocabulary CC.2.L.4 ☑ Learn Key Words T406 chain relate roles vegetation wildlife	Daily Grammar CC.2.L.1, 3 ☑ Use Past-Tense Verbs T403m Academic Vocabulary CC.2.L.4 ☑ Learn More Key Words T408i accept connect important necessary others
	Reading 🕒 20–40 minutes	Read ☑ Read-Aloud: Folk Tale T408 Comprehension CC.2.Rlit.3 ☑ Characters' Motives T407a 	Reread ☑ Read-Aloud: Folk Tale T410 Comprehension CC.2.Rinf.10 ☑ Synthesize T410 
	Writing 🕒 15 minutes	Power Writing T406 CC.2.W.8 Writing CC.2.W.7 Write About Characters' Motives T408d	Power Writing T408i CC.2.W.8 Writing CC.2.W.7 Write Conclusions T410

LEVELED READING TIME	
Fiction & Nonfiction	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  20 minutes  </div> <div> <p>Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10</p> <p>Introduce LR2 Read LR4–LR11</p> <p>☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea</p> </div> </div>

LEARNING STATION TIME	
Learning Station	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;">  20 minutes  </div> <div> <p>Speaking and Listening T403i CC.2.SL.1, 2; CC.2.SL.1.c</p> <p>Language and Vocabulary T403i CC.2.L.4; CC.2.L.6</p> <p>Writing T403j CC.2.W.1; CC.2.W.7</p> <p>Cross-Curricular T403j CC.2.SL.1; CC.2.SL.2</p> <p>Reading and Intervention T403j CC.2.Rlit.10; CC.2.Rfou.3</p> </div> </div>

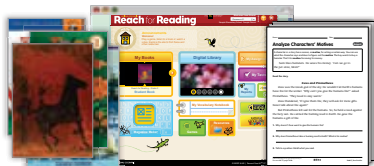
BIG Question How do pets depend on their owners?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> ✓ Delete Final Syllables T411a 	<ul style="list-style-type: none"> ✓ Delete Final Syllables T426a 	<ul style="list-style-type: none"> ✓ Review T427b
<p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> ✓ Words with Suffixes -y, -ly, -ful T411a <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Suffixes -y, -ly, -ful T403k, T411c 	<p>Phonics CC.2.Rfou.3; C.2.Rfou.4</p> <ul style="list-style-type: none"> ✓ Words with Suffixes -y, -ly, -ful T426a ✓ Read with Fluency T426c <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Suffixes -y, -ly, -ful T403k, T426a 	<p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> ✓ Words with Prefixes un-, re-, mis- T427b ✓ Words with Suffixes -y, -ly, -ful T427b <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Prefixes un-, re-, mis- T427b ✓ Words with Suffixes -y, -ly, -ful T427b
<ul style="list-style-type: none"> ✓ Practice High Frequency Words T411d CC.2.Rfou.3.f 	<ul style="list-style-type: none"> ✓ Practice High Frequency Words T426b CC.2.Rfou.3.f 	<ul style="list-style-type: none"> ✓ Review High Frequency Words T427a CC.2.Rfou.3.f

Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T412 CC.2.SL.1</p>	<p>Discuss Illustrations T426e CC.2.SL.5</p>	<p>Talk About It T428 CC.2.SL.1</p>
<p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> ✓ Use Past-Tense Verbs T403n <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> ✓ Expand Word Knowledge T412 	<p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> ✓ Grammar and Writing T403n <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> ✓ Share Word Knowledge T426e 	<p>Daily Grammar CC.2.L.1, 3</p> <ul style="list-style-type: none"> ✓ Review T403n <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> ✓ Apply Word Knowledge T427a
<p>Read</p> <ul style="list-style-type: none"> ✓ Read a Folk Tale T406–T427 	<p>Reread</p> <ul style="list-style-type: none"> ✓ Reread a Folk Tale T413 <p>Comprehension CC.2.Rlit.3; CC.2.Rinf.10</p> <ul style="list-style-type: none"> ✓ Characters' Motives T406–T427 ✓ Synthesize T406–T427 	<p>Reread and Integrate</p> <p>Comprehension CC.2.Rlit.3; CC.2.Rinf.10</p> <ul style="list-style-type: none"> ✓ Characters' Motives T429 ✓ Synthesize T429 
<p>Power Writing T412 CC.2.W.8</p> <p>Writing CC.2.W.1</p> <p>Write an Opinion T426</p>	<p>Power Writing T426e CC.2.W.8</p> <p>Writing CC.2.W.7</p> <p>Writer's Craft: Artist's Craft T427</p>	<p>Power Writing T427a CC.2.W.8</p> <p>Writing CC.2.W.7</p> <p>Write About It T428</p>

<p>Reading CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10; CC.2.SL.1</p> <ul style="list-style-type: none"> Introduce LR2 Read LR4–LR11 ✓ Synthesize ✓ Analyze Characters' Motives ✓ Identify Topic and Main Idea 	<p>Reading CC.2.Rlit.5; CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Read and Integrate Ideas LR2 ✓ Synthesize ✓ Analyze Characters' Motives ✓ Identify Topic and Main Idea 	<p>Reading CC.2.W.1–3; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Connect Across Texts LR3 <p>Writing CC.2.W.3</p> <ul style="list-style-type: none"> Choose a Writing Option LR4–LR11
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ASSESSMENT & RETEACHING

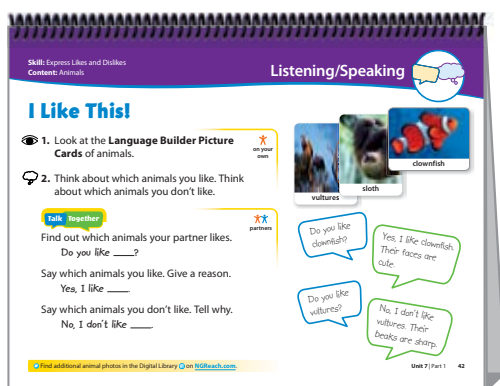


<p>Assessment & Reteaching T429a–429b</p> <ul style="list-style-type: none"> ✓ Foundational Skills A7.5–A7.7 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d ✓ Spelling Test T403k CC.2.Rfou.3; CC.2.L.2.d ✓ Oral Reading Assessment A7.1–A7.4 CC.2.Rfou.4 	<ul style="list-style-type: none"> ✓ Reading Comprehension Test A7.8–A7.9 CC.2.Rlit.6,10 ✓ Reading Strategy Assessment LR7.5–LR7.6 CC.2.Rlit.1 ✓ Vocabulary Test A7.10–A7.11 CC.2.L.4; CC.2.L.6 ✓ Grammar and Writing Test A7.12 CC.2.W.8; CC.2.L.1.e <p>Reteaching Masters RT7.1–RT7.4</p>
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Week 1 Learning Stations

Speaking and Listening

Option 1: I Like This!



PROGRAM RESOURCES

Language and Literacy Activities: Card 42
Language Builder Picture Cards C82, C84, C85
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Ask Questions About Topics

CC.2.SL.1.c

Option 2: Gecko Quiz



- Divide children into small teams. Then go to Resources > Unit 7 > Learning Stations > Week 1 > Gecko Quiz.
- Read aloud a question. Let team members confer. Read aloud the correct answer. Teams with the correct answer earn a point. Continue with the remaining questions.

Participate in Conversations
Recount or Describe Key Details

CC.2.SL.1
CC.2.SL.2

Language and Vocabulary

Key Words

accept · chain · conclusions · connect · important
motives · necessary · others · relate · roles
vegetation · wildlife

Option 1: Vocabulary Games



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

Determine the Meaning of Words

CC.2.L.4

Option 2: My Vocabulary Notebook



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

Have children expand word knowledge by

- looking up words
- writing the past-tense form of **Key Words** that are verbs
- using the past-tense verbs in sentences.

Determine the Meaning of Words
Use Words and Phrases

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

Writing

Option 1: Like It or Not



Have partners go to Resources > Unit 7 > Learning Stations > Week 1 > Animals.

- Have partners click on an animal and use the resources to learn about it.
- One partner writes a paragraph about why people might like the animal. The other partner writes about why people might dislike the animal. Have partners share their work with each other.

Write Opinions

CC.2.W.1

Participate in Shared Research and
Writing Projects

CC.2.W.7

Option 2: Express Your Likes and Dislikes



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card C89

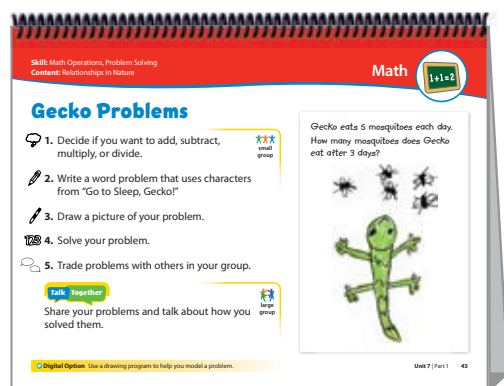
Display the photo and point out that the girl is holding a pet cat. Have children write one or two sentences about whether or not they would like a cat for a pet and why.

Write Opinions

CC.2.W.1

Cross-Curricular

Option 1: Gecko Problems



Gecko Problems

1. Decide if you want to add, subtract, multiply, or divide.

2. Write a word problem that uses characters from "Go to Sleep, Gecko!"

3. Draw a picture of your problem.

4. Solve your problem.

5. Trade problems with others in your group.

Talk Together
Share your problems and talk about how you solved them.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 43

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

colored markers and crayons

Participate in Conversations CC.2.SL.1

Option 2: Geckos



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

- Go to Resources > Unit 7 > Learning Stations > Week 1 > Geckos. Have children read the facts and watch the video.
- Have partners discuss how the geckos in the photos and video are like or unlike the gecko in the folktale "Go to Sleep, Gecko!"

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

Reading

Option 1: Comprehension Coach



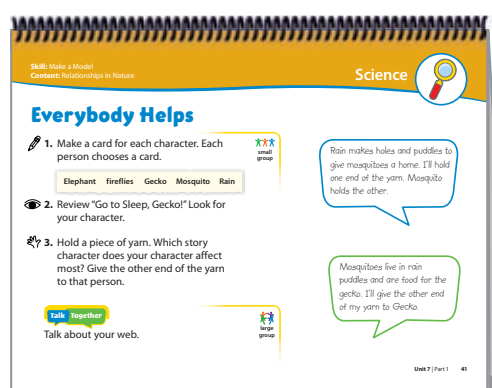
[NGReach.com](https://www.ngreach.com) Comprehension Coach

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 Prose CC.2.Rlit.10
Read Orally with Accuracy and Appropriate Rate CC.2.Rfou.4.b

Option 2: Everybody Helps



Everybody Helps

1. Make a card for each character. Each person chooses a card.

2. Review "Go to Sleep, Gecko!" Look for your character.

3. Hold a piece of yarn. Which story character does your character affect most? Give the other end of the yarn to that person.

Talk Together
Talk about your web.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 41

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

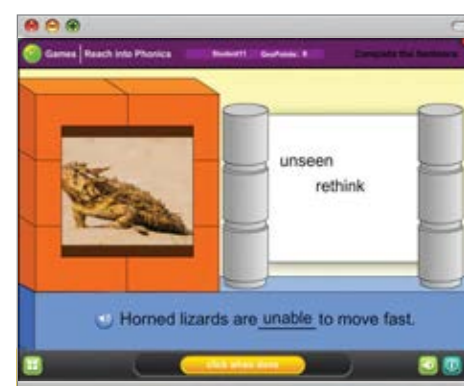
index cards • yarn

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

Describe Characters' Responses CC.2.Rlit.3

Intervention

Option 1: Phonics Games



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

Decode Multisyllabic Words CC.2.Rfou.3
Decode Words with Prefixes and Suffixes CC.2.Rfou.3.d

Option 2: Reteach Words with Prefixes and Suffixes

Use **Reteaching Routine 1**.

- Display the word.** *unload, mistreat, repaint, graceful, quickly, or leafy*
- Say the word:** *leafy*. Have children repeat.
- Read the word.** Point to the letter *y* and ask: *What is this letter? What is the sound?*
- Scaffold spelling.** Say: *leafy. This plant is very leafy.* Have children repeat the word, say the first sound, and write its spelling.

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

For **Reteaching Masters**, see pages RT7.1–RT7.3.

Decode Multisyllabic Words CC.2.Rfou.3
Decode Words with Prefixes and Suffixes CC.2.Rfou.3.d
Spell Words with Prefixes and Suffixes CC.2.L.2.d

Additional Resources

ESL Kit



ESL Teacher's Edition pages T403k–T429

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Spell Words with Prefixes *un-*, *re-*, *mis-*
- ✓ Spell Words with Suffixes *-y*, *-ly*, *-ful*
- ✓ 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 Prefixes *un-*, *re-*, *mis-*

1. unsafe It can be **unsafe** to try to tame wild animals.
2. mistreat If you **mistreat** an animal, it may attack you.

Words with Suffixes *-y*, *-ly*, *-ful*

3. dusty That old dirt road is very **dusty** in summer.
4. easily With all the deep holes, you cannot **easily** drive on it.

High Frequency Words

5. animal My favorite **animal** at the zoo is the seal.
6. ball I saw one balance a big **ball** on its nose.
7. eye The seal's **eye** is large, and it has long eyelashes.
8. few Our zoo only has a **few** baby seals right now.
9. food Of course, the seal's favorite **food** is raw fish.
10. large An adult seal is **large**, but an adult sea lion is huge.
11. might Walrus **might** be the strangest animal around.
12. move They swim well, but they can barely **move** on land.
13. number The **number** of sea lions at the zoo is more than ten.
14. often You **often** see them just lying in the sun.

More Words

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

1. unhurt He was **unhurt**, although he did fall off the boat.
2. rename They may **rename** the boat after his tumble.
3. misbehave If you do not **misbehave**, you will not get in trouble.
4. mighty A **mighty** wind pushed the sailboat swiftly along.
5. softly In a gentle wind, the sail snaps **softly**.
6. graceful A sailboat is the most **graceful** kind of boat.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM7.4

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the prefix they contain.

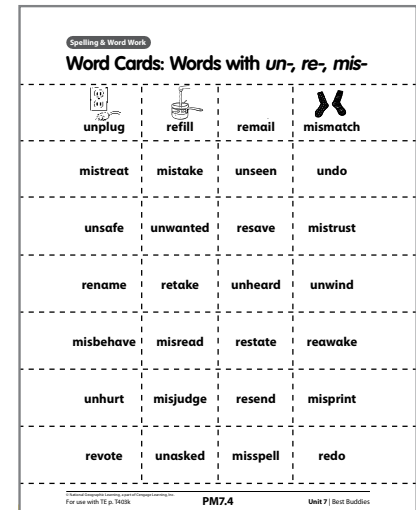
Play a Game

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

Extend the activity by having children write words that contain each of the prefixes, adding them to the correct sorted piles.

Decode Words with Prefixes
Demonstrate Command of English Spelling
Spell Words with Prefixes

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



NGReach.com Practice Master PM7.4

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM7.5

MATERIALS

scissors

Prepare

Have each group cut out the cards. Note that the words in the first column are review.

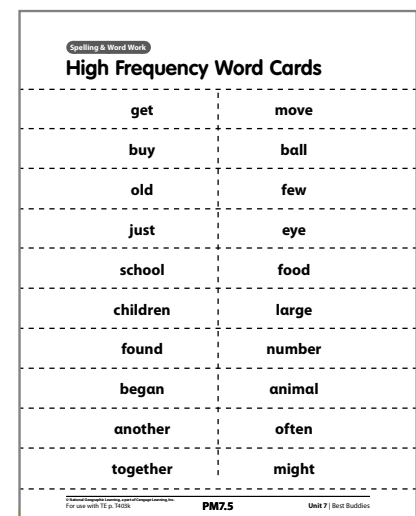
Play a Game

- 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 the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.

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



NGReach.com Practice Master PM7.5



Draw Words

Day 3



Option 1

MATERIALS

chart paper • markers

Prepare

Display the Spelling Words.

Play a Game

- Have each group secretly choose one Spelling Word. Each group should choose one child who will create a drawing to represent the word.
- When a group takes its turn, allow the artist a minute to complete the picture. The first group to guess and spell the Spelling Word correctly is awarded one point.
- Continue until one group has collected three points.

mighty

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

Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Prefixes and Suffixes	CC.2.L.2.d

Build Words Online

Day 3

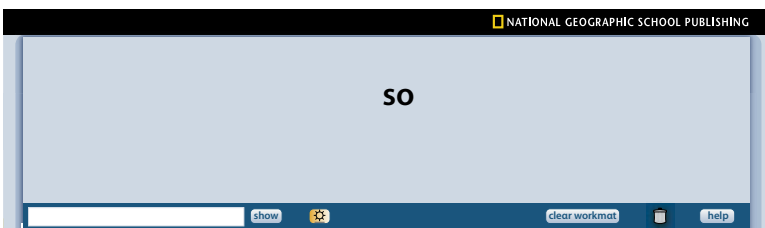


Option 2

Prepare

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

Play a Game



NGReach.com Word Builder

- 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 finally guesses the word, the next player must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with Prefixes and Suffixes	CC.2.Rfou.3.d
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Prefixes and Suffixes	CC.2.L.2.d

Crack the Code

Day 4



Option 1

Prepare

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. Display the Spelling Words.

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.

13, 9, 7, 8, 20, 25

Extend the activity by having children say a sentence using each word.

Decode Words with Prefixes and Suffixes	CC.2.Rfou.3.d
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Prefixes and Suffixes	CC.2.L.2.d

Talk About Animals

Day 4



Option 2

Prepare

Display the words *Favorite Animals*. Display the Spelling Words.

Play a Game

- Have a volunteer use one of the Spelling Words in a sentence about favorite animals. 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.

The swan is the most graceful bird of all.

Decode Words with Prefixes and Suffixes	CC.2.Rfou.3.d
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Prefixes and Suffixes	CC.2.L.2.d

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Animal Partnerships

✔ Use Past-Tense Verbs

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Knowledge of Language and Its Conventions

CC.2.L.1

CC.2.L.3

Day 1

PROGRAM RESOURCES

Present-Tense Verbs: eVisual 7.2

MATERIALS

pictures from magazines

Teach the Rules

Use page T408d to review the present tense. Teach the rules.

Present-Tense Verbs

- Verbs in the **present tense** show that an action happens now.
Many birds **live** near my home.
One bird **sings** in the tree.
It **looks** around for worms.
- Add -s when you tell what one other person, animal, or thing does.
Then it **pulls** a big worm out of the ground.
- Verbs in the **present tense** can also show that an action happens again and again.
The birds **eat** every day.
One bird **sings** by my window every morning.
I always **put** seeds on the window.

NGReach.com Present-Tense Verbs: eVisual 7.2

Play a Game

Point to something in a magazine picture and name it. Then say a sentence using a present-tense verb: *The lizard hides under a rock.*

Hold up an assortment of pictures. Choose a child to name something in the picture, then say a sentence using the named object and a present-tense action verb. Continue play until each child has had at least two turns.

Differentiate

BL Below Level

ISSUE Children need to review adding -s.

STRATEGY Have pairs of children use these sentence frame pairs:

I like _____. He _____. I see _____. She _____.
You play _____. He _____. They sing _____. He _____.

Day 2

PROGRAM RESOURCES

Regular Past-Tense Verbs I:
eVisual 7.3

MATERIALS

index cards

Teach the Rules

Use page T411 to introduce regular past-tense action verbs. Then teach the rules.

Regular Past-Tense Verbs I

- Verbs in the **past tense** show that an action happened in the past.
Yesterday, one bird **looked** around for worms.
It **pulled** a big worm out of the ground.
- You can form the past tense of most verbs by adding **-ed**.
Then it **jumped** away.

NGReach.com Regular Past-Tense Verbs I: eVisual 7.3

Play a Game

Have partners make index card sets with these verbs: *pull, push, walk, talk, play, listen, watch, stay, look*. Another card should read *ed*. Have one child choose a verb card and say a short sentence in the present tense. For example: *I push the cart*. The other child should pick up the *ed* index card, place it after the verb card, and say the sentence in the past tense: *I pushed the cart*.

Continue until each child has used all the verb cards at least once.

Differentiate

EL English Learners

ISSUE In Chinese, Hmong, and Vietnamese, there are no tense inflections. Tense is usually indicated through context or by adding an expression of time.

STRATEGY Have children take turns saying sentences using these frames as models. Share this example: *Today, I watch TV. Yesterday, I watched TV.*

Today, I _____. Yesterday, I _____ed.

Now, I _____. Last week, I _____ed.

I _____. In the past, I _____ed.



Day 3

PROGRAM RESOURCES

Regular Past-Tense Verbs II:
eVisual 7.4

Word Cards: Past Tense: Practice
Master PM7.8

Teach the Rules

Use page T426 to introduce more action verbs. Teach the rules.

Regular Past-Tense Verbs II

- If the word is one syllable, has one vowel, and ends in one consonant, **double the final consonant** before adding **-ed**.
Gecko must drag himself home. Gecko **dragged** himself home last night.
- If the word ends in a final silent **e**, **drop the e** and add **-ed**.
Elephant and Gecko **liked** the rain last night.
- If the word ends in a consonant + **y**, **change the y to i** and add **-ed**.
We **hurried** to Elephant's house last night.

NGReach.com Regular Past-Tense Verbs II: eVisual 7.4

Play a Game

Distribute **Practice Master PM7.8**. Have pairs choose a white card and a correct gray card to form the past tense:

Grammar: Past-Tense Verbs			
Word Cards: Past Tense			
add -ed	double consonant and add -ed	drop final silent e and add -ed	change y to i and add -ed
carry	dare	ask	like
water	watch	study	soak
grab	serve	check	show
try	use	snap	care
stop	move	worry	rub
pull	copy	surprise	hop

NGReach.com Practice Master PM7.8

Differentiate

SN Special Needs

ISSUE Children need extra help identifying consonants to double, final silent e's to drop, and y's to change to i.

STRATEGY Have children write down five examples of each kind of verb, then use the verbs in sentences of their own.

Day 4

PROGRAM RESOURCES

Write Past-Tense Verbs: Practice
Master PM7.10

Grammar and Writing

Use page T427 to model how good writers always use the correct form of verbs to show when an action happens.

Distribute **Practice Master PM7.10**. Read the story. Have children choose the correct word from the box that completes each sentence and write its past-tense form on each line.

Name _____ Date _____

Grammar and Writing

Write Past-Tense Verbs

Read the story. Then choose the word from the word box that correctly completes each sentence. Write its past-tense form on the blank.

ask copy grab like show worry

Yesterday, I asked my uncle to help me make a birdhouse. He grabbed his tool kit and came right over. I showed him my drawing that I copied from a book. First, we got some wood. Then he showed me how to measure the pieces. I worried that I could not cut the pieces straight, so he cut them for me. Soon, the birdhouse was finished. We both really liked the new birdhouse.

NGReach.com Practice Master PM7.10

Day 5

PROGRAM RESOURCES

Grammar and Writing Test:
Assessment Master A7.12

Review and Assess

Display the sentences below. Have partners work together to rewrite each sentence, replacing the underlined word with the correct past-tense form.

- I hurry to school.
- I stop at the busy corner.
- I want to meet my best friend.
- I watch some birds in a tree.
- The birds hop from branch to branch.

Administer the **Grammar and Writing Test**.

Day 1 Introduce Unit 7

OBJECTIVES

Thematic Connection: Animal Partnerships

Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

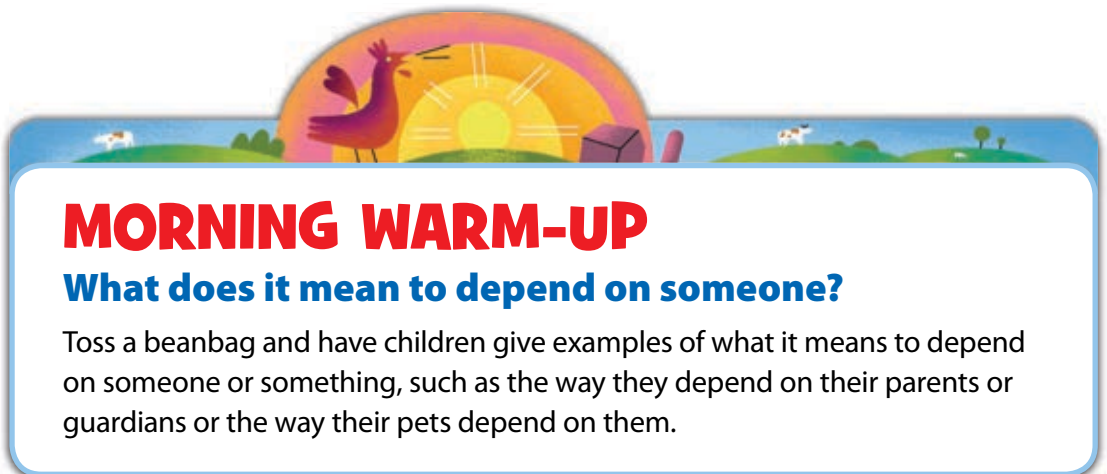
Family Newsletter 7

TECHNOLOGY ONLY

Unit 7 Build Background Video

MATERIALS

beanbag



MORNING WARM-UP

What does it mean to depend on someone?

Toss a beanbag and have children give examples of what it means to depend on someone or something, such as the way they depend on their parents or guardians or the way their pets depend on them.

Science Background

1 Big Question Anthology page 404

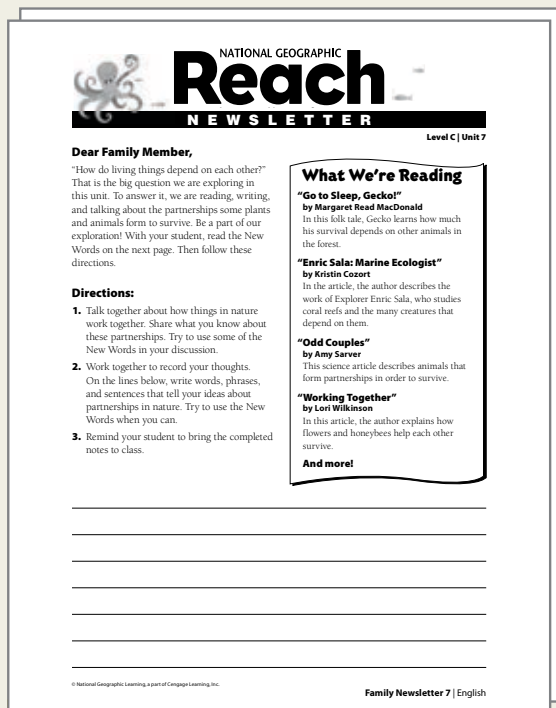
Read aloud the Big Question. Explain that this unit is about how and why living things depend on each other. Distribute **Family Newsletter 7**.

2 Share What You Know Anthology page 405

Read step 1 and activate prior knowledge: *Name two animals you like. How might they help each other?* Prompt children to give examples to support their answers. Distribute materials and have children complete steps 2 and 3. Display their comic strips in an Animal Gallery. Encourage children to add more drawings throughout the unit.

3 Build Background Video

Set a purpose for viewing: *Watch and listen. I wonder: How do different animals and plants help each other?* Play and discuss the video.



NGReach.com Family Newsletter 7
in seven languages

COMMON CORE STANDARDS

Speaking and Listening

Recount or Describe Key Details CC.2.SL.2

Mini Lesson

Analyze Audio

Explain: *When we analyze audio, we think about the way sound effects and background music add to what we experience and learn.* Play the video a second time. Pause at 1:45. *The narrator says that sea anemones look like they are made of tubes. I hear a sound like bells or tubes clinking together.*



NGReach.com Build Background Video

Remind children that they can get information from narration, sound effects, and music. Resume playing the video. Have volunteers describe one thing they learned from the narration. Have them recall their thoughts, feelings, or information gleaned from the music and sound effects.

Best Buddies

?
BIG
Question

How do living things depend on each other?

Unit at a Glance

- Language: Express Likes and Dislikes, Retell a Story
- Literacy: Synthesize
- Content: Partnerships in Nature

Unit
7

STUDENT
TECHNOLOGY



Student
eEdition



Video

NGReach.com

Share What You Know

- 1 Choose your two favorite animals. Think about how the two animals could be friends. How could they help each other?
- 2 Make a comic strip. Show your two animal friends helping each other.
- 3 Share your comic strip with the class.



Build Background: Watch a video about animals working together.
NGReach.com

Anthology
pages 404–405

Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Ask children to page through the unit and predict: *What do you think you will learn about how living things help each other?* 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 video, I learned that living things depend on each other for food.* Record this idea on the class concept map. Ask: *What other ideas can we add from the video?* (Possible response: Living things depend on each other for protection.) Record children's ideas on the map. Then repeat with the question: *What happens when living things help each other?* (Possible response: They stay alive.)



Concept Map

5 Preview Unit Projects

Read aloud the project options on page 471. 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 begin thinking about which option they will choose.

Weekly Folder

- ✓ Vocabulary Graphic Organizers (T412, T426e)
- ✓ Writing (T408d, T411, T427)
- ✓ Character Map: **Practice Master PM7.11**
- ✓ Wrap-Ups (T429)

Sing with Me
Phonics Songs Book**OBJECTIVES****Thematic Connection: Animal Partnerships**

Delete Initial Syllables

- ✓ Read and Spell Words with Prefixes *un-*, *re-*, *mis-*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Sing with Me Phonics Songs Book, page 56

Read On Your Own Book 25

Prefixes *un-*, *re-*, *mis-*: Practice Master PM7.1

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 21, 24, 33, 34

TECHNOLOGY ONLY

Sing with Me MP3 or CD 4, Tracks 1–2

Word Builder

Phonics Games

MATERIALS

self-stick notes, 3 • small chips or coins, 5 per child

Phonological Awareness

1 Delete Initial Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *replace*. *Clap the syllables with me:* re-place.
- **Delete a syllable:** *Let's take away the first syllable,* re-: place.
- **Say the new word:** *place*. *Say the new word with me:* place.

For **Phonological Awareness Routine 10**, see page BP31.Have children repeat the routine with *unseen* (seen), *misnamed* (named), *restart* (start), *unpack* (pack), and *refill* (fill).

Check & Reteach

OBJECTIVE: Delete Initial SyllablesAsk: *What word do I get if I take the first syllable away from mislead?* (lead)If children cannot answer, use an opposite approach. Ask: *What can you take away to make the word mislead into lead?* (delete *mis-*) Repeat with *retell* (tell) and *unlock* (lock).

Phonics

2 Learn Words with Prefixes *un-*, *re-*, *mis-* ✓

Sing with Me Phonics Songs Book page 56

Scaffold language. Point to and name the horned toad. Explain that *misunderstood* means “understood wrongly” or “got the meaning wrong.” Explain that *remarkable* means “unusual.” Play Track 1 and have children listen, follow along, and listen again as they try to chime in. Then play Track 2 and have children sing on their own. Practice the gestures until children can perform smoothly.

- 1 Waggle finger left and right for “no.”
- 2 Use fingers to sketch imaginary horns across crown of head.
- 3 Stretch up and out to look “twice your size.”
- 4 Pretend to hide and shoot out arms.




Sing with Me Phonics
Songs Book page 56**COMMON CORE STANDARDS****Reading**

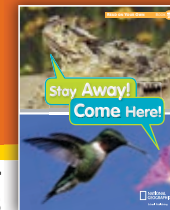
Decode Multisyllabic Words	CC.2.Rfou.3
Decode Words with Prefixes	CC.2.Rfou.3.d
Read Irregularly Spelled Words	CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with Prefixes	CC.2.L.2.d
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Use the routine below to teach prefixes *un-*, *re-*, and *mis-* and to blend words.

Step 1 Review Prefixes	<i>un-</i>	<i>re-</i>	<i>mis-</i>
<p>1. Display and read unsafe. Point to <i>un-</i> and remind children: <i>A prefix is a word part added to the beginning of a word to make a new word. When un- is added to safe, it makes unsafe, which means "not safe." Un- means "not" or "the opposite of."</i> Add <i>un-</i> to <i>like</i> and <i>seen</i> and have children say the words. Help them figure out the meanings.</p> <p>2. Repeat for <i>re-</i> ("back" or "again"), using <i>repay</i> ("pay back"), <i>replace</i> ("place back"), <i>rethink</i> ("think again"), and <i>reload</i> ("load again").</p> <p>3. Repeat for <i>mis-</i> ("badly," "wrongly"), using <i>misuse</i> ("use badly"), <i>mistreat</i> ("treat badly"), and <i>misnamed</i> ("named wrongly").</p>	<p>unsafe unlike unseen</p>	<p>repay replace rethink reload</p>	<p>misuse mistreat misnamed</p>
Step 2 Spell Words with Prefixes			
<p>1. Print, cut out, and distribute Letter Cards. Use cards to build <i>paint</i>. Read <i>paint</i>.</p> <p>2. Add <i>re-</i> in front of <i>paint</i>. Explain that <i>repaint</i> means "to paint again." Have children read the word.</p> <p>3. Repeat with <i>true</i> and <i>untrue</i> ("not true").</p> <p>4. Repeat with <i>take</i> and <i>mistake</i> ("take wrongly").</p>	<p>re- + paint repaint</p>	<p>un- + true untrue</p>	<p>mis- + take mistake</p>
<p>5. Point to the example words <i>misunderstood</i>, <i>misnamed</i>, <i>replace</i>, <i>remarkable</i>, <i>unprotected</i>, and <i>unseen</i> in the song on page 56 of the Sing with Me Phonics Songs Book.</p>			
Step 3 Blend Sounds to Read Words			
<p>1. Display <i>refill</i> and cover <i>re-</i>. Have children blend the sounds in the base word with you: /f/ /i/ /l/.</p> <p>2. Uncover <i>re-</i>. Have children blend the word: <i>re-fill</i>, <i>refill</i>. Discuss its meaning ("fill again").</p> <p>3. Repeat for <i>unplug</i> and <i>misspell</i>.</p>	<p>refill</p> <p> fill</p>	<p>unplug</p> <p> plug</p>	<p>misspell</p> <p> spell</p>
<p>4. Repeat to blend and discuss the meaning of the remaining examples.</p>	<p>retie, rewind, return</p>	<p>unwise, unpack, unlock</p>	<p>mistrust, misjudge, misbehave</p>



Read On Your Own Book 25

Name _____ Date _____

Phonics

Prefixes un-, re-, mis-

Circle the word that names the picture.

1. mistreat refill unfilled	2. unhappy retied misread	3. deg relock dog misspell
4. mismatch rematch unkind	5. unload mislead replace	7. misname resealed unsealed
7. mistake unmade remake	8. undo reset misuse	9. replay unkind misplace
10. untied retied mistied	11. misstep unsafe rewrap	12. unfolds refolded mistrust

Read It Together Mom is unhappy and replaces my mismatched socks.

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NGReach.com Practice Master PM7.1

3 Read Words with Prefixes un-, re-, mis- ✓

Read On Your Own Book 25 page 2

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

replace mismatch unfair
retell reuse using
real misread unsure
restarting mistreated untrue

I unlocked the shed by mistake.
I relocked it.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 25** page 2. Review prefixes *un-, re-, and mis-* and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM7.1**.

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

4 Spell Words with Prefixes un-, re-, mis- ✓

Use **Dictation Routine 1** as children use their **Write-On/Wipe-Off Boards**.

- **Say a word:** *misspell*.
- **Segment sounds:** /m/ /ī/ /s/ /p/ /ē/ /l/
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **2** /m/, **11** /ī/, **1** /s/, **9** /p/, **21** /ē/, **8** /l/).
- **Repeat the word:** *misspell*. Children write it.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *rewrite* and *unhappy* using cards **12** /r/, **33** /ē/, **34** /ī/, **5** /t/, **24** /ū/, **7** /n/, **4** /h/, **6** /ă/, and **9** /p/.

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

Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence: *If you misspell the street name, rewrite it.* 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 Prefixes un-, re-, mis- ✓

Check the dictation sentence for the correct spelling of *misspell* and *rewrite*. Call out words and ask children how to spell them.

If children spell a word incorrectly, use **Phonological Awareness Routine 2**. Repeat the word as children place chips in the sound boxes on their **Write-On/Wipe Off Boards** for each sound, write the letters that match the sounds, and blend them to say the word.

For **Phonological Awareness Routine 2**, see page B28.

Daily Language Arts
Daily Spelling & Word Work ✓
Spelling Pretest on page T403k



Prefixes un-, re-, mis-

Look at each picture. Read the words.

Example:



unhappy



unload



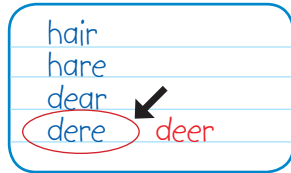
repaint



rewrite



misbehave



misspell

2

Key Words

Look at the pictures. Read the sentences.



Hunt!

1. The **eye** of the **animal** glowed like a gold **ball**.
2. It waited a **few** moments and then made a quick **move** to catch its **food**.
3. It **might** take all night to catch a **large number** of ants.
4. It does not **often** go to sleep hungry!

How many ants might fill up a lizard?



High Frequency Words

animal
ball
eye
few
food
large
might
move
number
often



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 25
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 25 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:** *eye*.
- **Say a sentence with the word:** *My cat keeps an **eye** open when she sleeps.*
- **Say the word again and have children repeat it and then write it.**

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

See **Differentiate**

Have children track print and echo as you reread sentences 1–4. Distribute **High Frequency Word Cards** and reread, pausing so children can hold up the correct card. Then have partners take turns reading and spelling the words.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners chorally read the words from page 3. Then have them write the spelling of each word on their desks with their fingers.

If children have difficulty spelling, 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.

eye animal *You use your eye to see. An animal is a living thing that can move about on its own.*

ball (Show a ball.) *A ball is a round or oval object.*

few move *Few means “not many” or “a small number.” If you move, you change where you are. (Move from one place to another.)*

food *Food is what a person or an animal eats.*

might *If the lizard might catch ants, it means that there is a chance that the lizard will catch the ants.*

large number *Large means “big.” (Hold hands far apart.) A number tells how many. A large number of ants is many ants.*

often *Often means “many times.”*



OBJECTIVES

Thematic Connection: Animal Partnerships

- Use Science Vocabulary in Speaking
- Analyze Characters' Motives

PROGRAM RESOURCES

PRINT ONLY

Big Book: *The Hen, the Rooster, and the Bean*

PRINT & TECHNOLOGY

Family Newsletter 7

Character Map: Practice Master PM7.2

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 7.1

Digital Library: Language Builder Picture Cards

Academic Talk

1 Express Likes and Dislikes Anthology page 406

Explain: *"Spiders and Wolves" is a song about two boys who explore wildlife together. The boys express their likes and dislikes about different animals. When people express likes and dislikes, they are giving opinions. They often give reasons to support their opinions.*

Play the song. Have children follow in their books as they listen and sing along. Then read aloud the question about spiders at the beginning of the song. Invite children to express whether they like or dislike spiders. Have them give reasons why they feel the way they do.

Have partners reread the song and look for sentences where the boys express their likes and dislikes. Then have them identify the reasons each boy gives to support his opinion.

Power Writing

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

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

Science Vocabulary

2 Key Words Anthology page 407

Read the text aloud and use the diagram to explain how plants and animals work together in nature. Say: *Birds and other **wildlife** are part of a food **chain**. They eat fruit from plants. Seeds from the fruit fall to the ground. The seeds then grow into new **vegetation**. The **vegetation** produces new fruit, and the cycle begins again.*

Key Words

chain · relate · roles
vegetation · wildlife

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

- **Pronounce the word and point to the examples:** **roles**
- **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:** **Roles** are the jobs or purposes that people, animals, or things have.
- **Elaborate.** Relate the word to your personal experience. *In my life, animals play **roles** like being my pets and giving me food.*

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

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

COMMON CORE STANDARDS

Reading

Describe Characters' Responses	CC.2.Rlit.3
Identify Points of View	CC.2.Rlit.6
Read and Comprehend Prose	CC.2.Rlit.10
Determine the Meaning of Words	CC.2.Rinf.4
Read with Fluency	CC.2.Rfou.4
Read with Expression	CC.2.Rfou.4.b

Writing

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

Speaking and Listening

Participate in Conversations	CC.2.SL.1
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Language and Vocabulary

Demonstrate Command of English Grammar	CC.2.L.1
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6



High Frequency
Words

- like
- no
- yes
- you

Express Likes and Dislikes

Listen and sing.

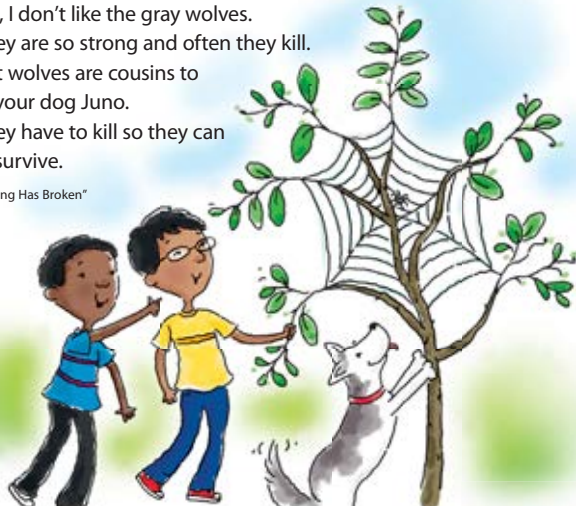
Spiders and Wolves

Song ((MP3))

Do **you like** spiders?
Yes, I like helpful spiders.
 I like to find their beautiful webs.
 They can trap bugs in their sticky webs so
 Spiders are members of the food chain.

Do you like gray wolves?
No, I don't like the gray wolves.
 They are so strong and often they kill.
 But wolves are cousins to
 your dog Juno.
 They have to kill so they can
 survive.

Tune: "Morning Has Broken"



Key Words

Plants have important **roles** in nature. A **chain** can show how they **relate** to animals and each other.



Talk Together

Look at the pictures. How do plants and animals work together in nature?

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



Digital Library



My Vocabulary Notebook

NGReach.com

Anthology
pages 406–407

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 407. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 407
 Read aloud the prompt and model a response: *Birds and plants need each other. Birds drop seeds, which helps new **vegetation** grow. The plants grow new fruit, which the birds eat.* Remind children that they can use the High Frequency Words *like, no, yes, and you*.



Differentiate

EL English Learners

ISSUE Children do not understand definitions.

STRATEGY Provide translations of **Key Words** using **Family Newsletter 7** for translations in seven languages. Use cognates for Spanish speakers:
relate/relacionar vegetation/vegetación

AL Above Level

ISSUE Children need more challenging ways to use **Key Words** when speaking.

STRATEGY Challenge partners to take turns using several **Key Words** in a sentence. Have them use elaboration to develop their ideas.

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking

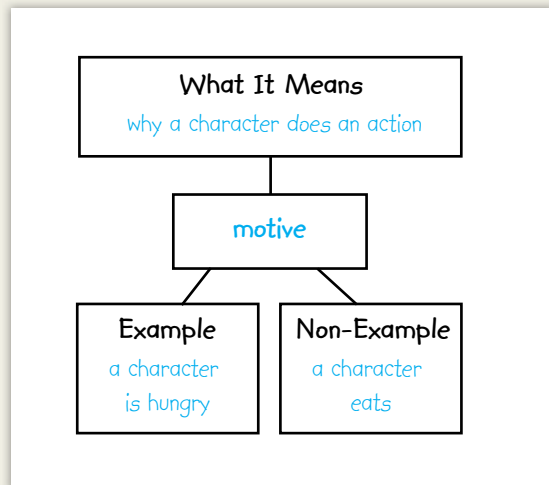
Listen for the correct usage of **Key Words** as children discuss their answers to the **Talk Together** question.

If children use **Key Words** incorrectly, ask clarifying questions.

- *What are some kinds of **vegetation** that you would see in a forest?*
- *What are some kinds of **wildlife** that you would see in a park?*
- *What are some ways animals and plants **relate** to each other?*



Word Map



Comprehension

4 Characters' Motives ✓ **Anthology** page 408

Use a Word Map to teach the term **motive**. Then have children look at the Character Map on page 408. Explain that characters have *motives*, or reasons, for doing the things they do. Sometimes these reasons are stated, and sometimes they are not.

Explain: *We can learn about characters' motives by paying attention to their points of view. A point of view is someone's way of looking at things. Sometimes a narrator explains the feelings and motives of every character in the story. At other times, a narrator is a character in the story who can only express his or her own feelings and motives.* Emphasize that good readers use what they know about the narrator's point of view and what the characters do in the story to figure out the characters' motives.

Introduce **eVisual 7.1**: *I am going to read a short story. As I read, pay close attention to Sergio and his actions.*


Sergio and the Wet Dog Nose

Sergio wakes up when he feels a wet dog nose on his arm. He smiles. It is time to feed his dog, Ella. He hugs and pets Ella and pours food in her bowl. Ella is his favorite pal. He wants her to be healthy for a long, long time.

NGReach.com Read Aloud: eVisual 7.1



INTERACTIVE WHITEBOARD TIP: Circle the words that tell what Sergio does.

Display **eVisual 7.1**. Reread the story again. Ask: *What does Sergio do?* (feeds and pets Ella) *Why does he do these things?* (he wants Ella to be healthy and live a long time) As needed, elaborate that Sergio's motive for taking care of Ella is that he loves his pet and wants her to enjoy a long life.

Check & Reteach

OBJECTIVE: Analyze Characters' Motives ✓

Ask: *What do a character's motives explain?* (why a character does things)

If a child cannot answer the question, ask: *Which question word best describes what motives tell—what, why, or how?* (why)

Differentiate
SN Special Needs

ISSUE Children lack the focus needed to identify character motives.

STRATEGY Have groups of three work together to identify actions and motives. The first child chooses an action and the second and third children identify two possible reasons for why an animal might have acted that way. Then all three children discuss which motive fits the action best. As needed, children rotate roles and repeat with additional actions.

5 Talk Together **Anthology** page 408

Distribute **Practice Master PM7.2**. Read aloud the instructions. Have partners choose an animal picture from the **Language Builder Picture Cards** to use for their character maps.




See **Differentiate**



Characters' Motives

Characters do things in stories. You can figure out why they do these things. You can figure out their **motives**. Use a character map to show what a character does and why.

Character Map

Character	What the Character Does	Why the Character Does It
 Sergio Write the character's name here.	feeds his dog  Write what the character does here.	He loves his dog and wants to take good care of her.  Write why the character acts this way here.

Talk Together

Choose a picture card. Make up a story about the animal on your card. Work with your partner to fill in a character map. Show what the animal does and why.

408

Anthology page 408

Big Book Read-Aloud

6 Share a Folk Tale

Display the cover. Read aloud the title and the names of the author and illustrator. Ask: *What do you think this story is about?* (Possible response: what animals eat)

SCIENCE BACKGROUND Explain: *Roosters and hens eat insects and seeds, such as corn and beans. These foods keep them healthy and strong.*

GENRE Explain: *A folk tale is an old story that people have told for many years. Find out what happens to the characters in the folk tale The Hen, the Rooster, and the Bean.* Read aloud pages 3–24. Use the questions on pages T408a–T408c to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

Day 1 Listen and Comprehend

- Make and Confirm Predictions
- Active Reading
- ✓ Analyze Characters' Motives

SECOND READ

Day 2 Listen and Analyze

- ✓ Synthesize
- Critical Thinking

Name _____ Date _____

Character Map

Characters' Motives

Make a character map for the animal in your story.

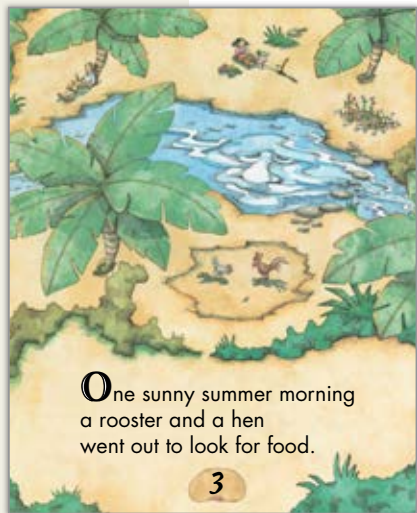
Character	What the Character Does	What the Character is Like
Responses will vary depending on children's stories.		

Tell a partner your story. Then share your character map. Talk about the character's motives.

For use with TE p. T407a

PM7.2

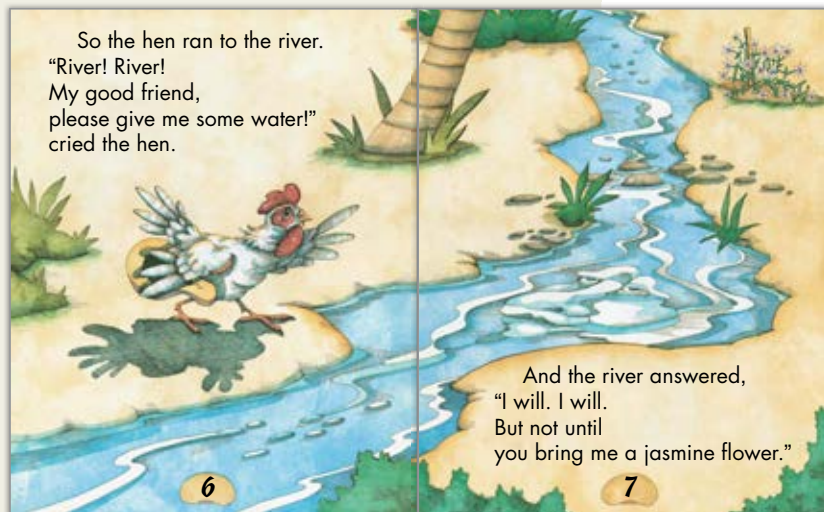
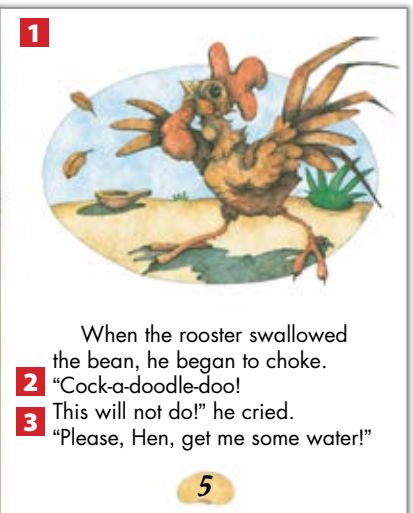
Unit 7 | Best Buddies



Big Book page 3



Big Book pages 4–5



Big Book pages 6–7



Big Book pages 8–9

Fluency

Expression Explain: *Fluent readers use expression to communicate how characters feel.* Model expression as you read aloud **Big Book** page 4. Point out how you read the dialogue in an excited voice to express how Hen felt when she found the bean. Then read what Rooster says on page 5 in a monotone voice. Ask children to repeat Rooster’s words using a frightened voice.

Build Comprehension

FIRST READ

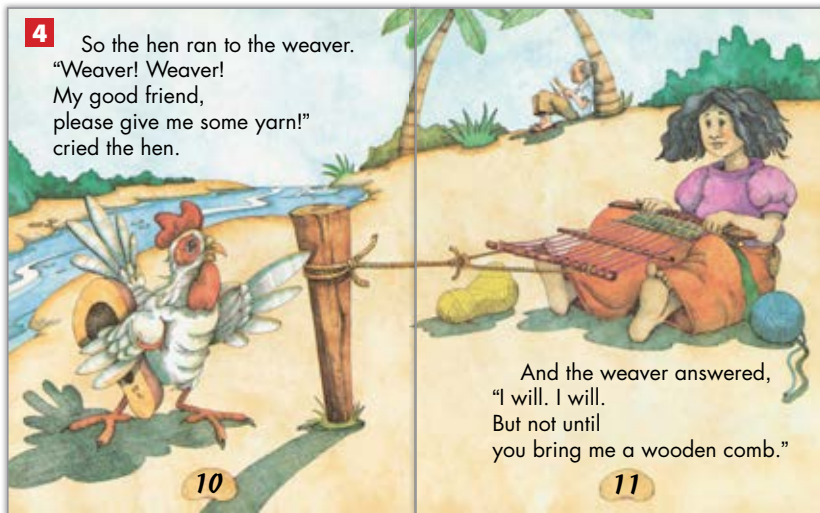
Day 1 Listen and Comprehend

- 1 Make Predictions** *Do you think the hen will be able to help the rooster?* (Possible response: Yes.) *Why do you think that?* (Possible response: The hen will keep asking others for help until she gets what she needs.)
- 2 Active Reading** ✓ Point out the onomatopoeia *cluck, cluck, cluck* and *Cock-a-doodle-doo*. *These words imitate the sounds they represent.* Model how to read each one with expression and have children copy you.

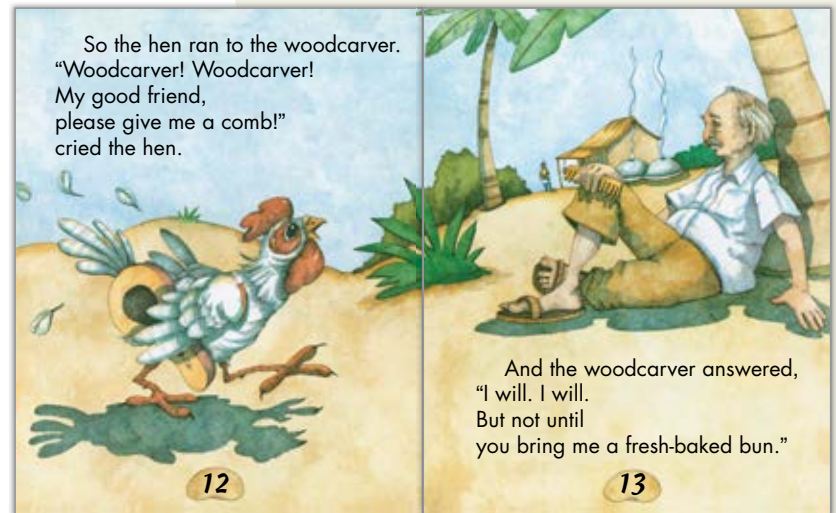
SECOND READ

Day 2 Listen and Analyze

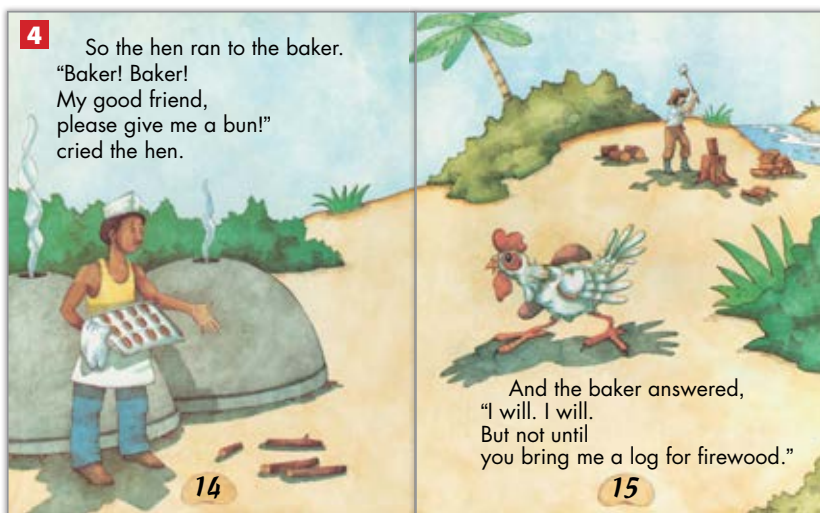
- 3 Synthesize: Draw Conclusions** ✓ *What does Rooster mean when he says, “This will not do?”* (Possible response: The bean cannot stay stuck in his throat.) *Why doesn’t Rooster go for help?* (He can barely breathe.)



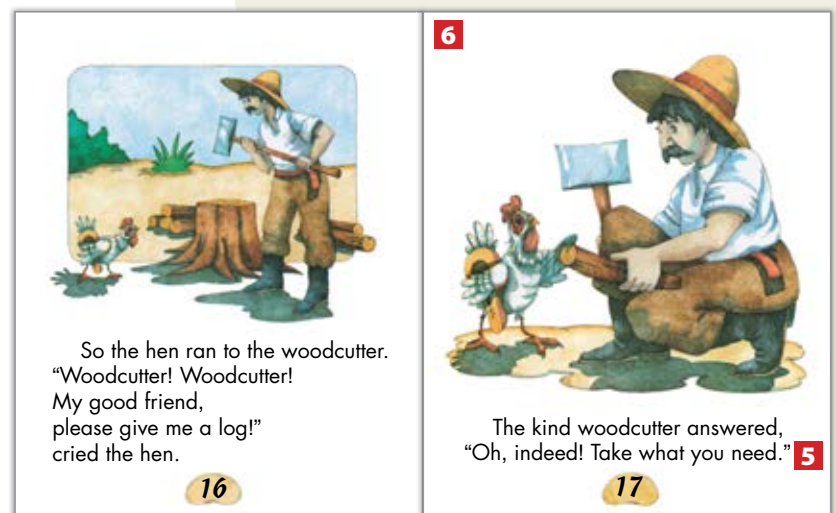
Big Book pages 10–11



Big Book pages 12–13



Big Book pages 14–15



Big Book pages 16–17

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 4 Analyze Characters' Motives** ✓ *The friends ask for something before they will help out. What does this say about them?* (Possible responses: They are selfish. They are not true friends.) See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- 5 Synthesize: Draw Conclusions** ✓ *Why do you think the woodcutter helps the hen right away?* (Possible responses: The woodcutter does not ask for anything in return for helping. He cares about helping others.)
- 6 Identify Sequence** *What happens after the hen talks to the woodcutter?* (Possible response: He gives her the log to trade for the things she needs to get the water for the rooster to drink.)

Differentiate

BL Below Level

ISSUE Children cannot figure out a character's motives.

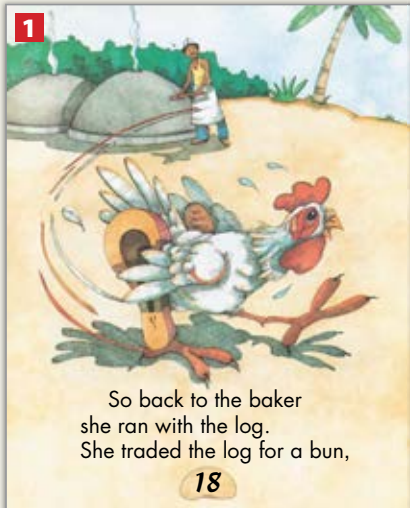
STRATEGY Point to various pictures, such as the woodcarver on page 13, and ask clarifying questions such as the following:

- *What is the woodcarver doing?*
- *What does the woodcarver say? What does he want from the hen?*
- *Is that the way to be a true friend?*

AL Above Level

ISSUE Children can easily understand motives.

STRATEGY Challenge partners to list two antonyms that describe the woodcarver's actions, such as *helpful* and *nice*.



Big Book pages 18–19



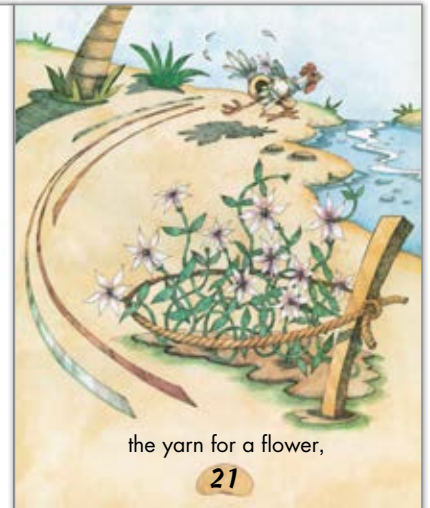
the bun for a comb,

19



the comb for some yarn,

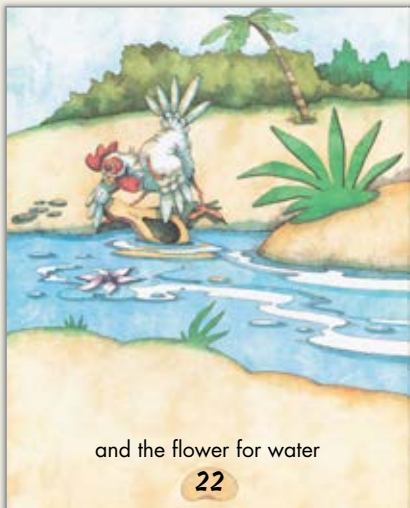
20



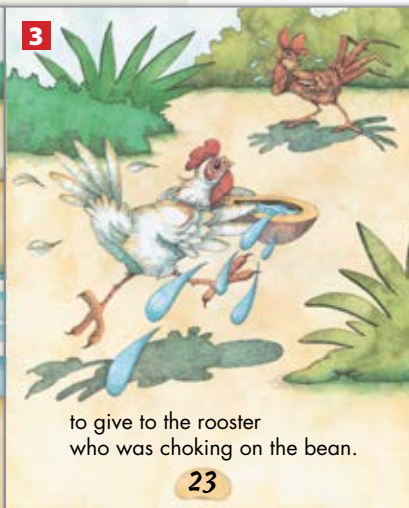
the yarn for a flower,

21

Big Book pages 20–21

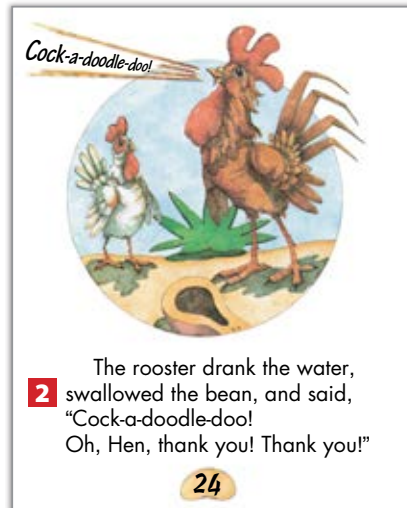


Big Book pages 22–23



to give to the rooster
who was choking on the bean.

23



Big Book pages 24–25

The rooster drank the water,
swallowed the bean, and said,
“Cock-a-doodle-doo!
Oh, Hen, thank you! Thank you!”

24

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 1 Analyze Characters' Motives** ✓ *What does the hen keep doing to help the rooster?* (Possible response: She keeps asking friends for things to trade for the water he needs.) *Why does she do this?* (Possible response: She cares about him and wants to help him swallow the bean.)
- 2 Confirm Predictions** *Was your prediction correct?* (Possible response: Yes. The hen got the rooster water.)

SECOND READ

Day 2 Listen and Analyze

- 3 Synthesize: Draw Conclusions** ✓ *What do you think Hen would have done if her plan had not worked?* (Possible response: She would have kept searching for others to help her.)

Writing

7 Write About Characters' Motives

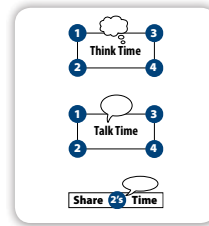
Invite volunteers to recall the characters in *The Hen, the Rooster, and the Bean*. Explain to children that they will work with a partner to write about a character's motives. Direct them to use a character map to help them organize their thinking.

Use **Numbered Heads Together**.

- Arrange children into groups of four.
- Have each group form two pairs. Provide ample time for partners to choose a character from the story to write about.
- Monitor as pairs recall what their characters say and do in the story. Remind them to jot down their ideas in a character map.
- Encourage partners to write a few sentences about the characters' behavior and motivations. Direct children to support their opinions by pointing out what the characters think, do, and say.
- Have pairs join their group and compare what they wrote about their characters. Have a volunteer from each pair report on their character and motives.
- Make copies of children's sentences to place in their Weekly Folders.

For **Numbered Heads Together**, see page BP61.

See **Differentiate**



Numbered Heads Together



Daily Language Arts

Daily Grammar ✓

Point out the present-tense verbs on **Big Book** pages 7 (*bring*) and 8 (*give*). Then use the Daily Grammar lesson on page T403m to teach present-tense verbs.

Differentiate

EL English Learners

ISSUE Children struggle with language.

STRATEGY Have children dictate their ideas to their partner. Have their partner write down the ideas.

WRAP-UP Review what the hen and the woodcutter did to help the rooster and the other characters in *The Hen, the Rooster, and the Bean*, what Sergio did to help Ella, and how the animals interacted in "Spiders and Wolves." Ask children to identify some ways that the characters in these selections depended on each other.

OBJECTIVES

Thematic Connection: Animal Partnerships

Delete Initial Syllables

- Read and Spell Words with Prefixes *un-*, *re-*, *mis-*
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Prefixes with *un-*, *re-*, *mis-*: Practice Master PM7.3

Write-On/Wipe-Off Boards

Sound/Spelling Cards 1, 2, 5, 7, 8, 11, 12, 14, 24, 33, 34, 35

Read On Your Own Book 25

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

index cards, 9 • box or other container



MORNING WARM-UP

What are some ways people affect animals?

Invite children to share ways that people change animal habitats.

Phonological Awareness

1 Delete Initial Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *unlike*. Clap the syllables with me: un-like.
- **Delete a Syllable:** *Let's take away the first syllable, un-: like.*
- **Say the new word:** *like*. Say the new word with me: like.

For **Phonological Awareness Routine 10**, see page BP31.

Repeat the routine with *mistreat* (treat), *repaint* (paint), and *unseen* (seen).

Check & Reteach

OBJECTIVE: Delete Initial Syllables

Ask: *What word do I get if I take the first syllable away from unzip?* (zip)

If children cannot answer, have them tap on their desks as they say the word and count the syllables. Display *unzip* and show children how to use a finger to cover up each syllable in turn and read them. Have children cover the first syllable and read the remaining word aloud. Repeat with *unhappy*, *recall*, and *mistrust*.

Phonics

2 Read Words with Prefixes *un-*, *re-*, *mis-*

REVIEW Distribute **Letter Cards**. Then display *un-*, *re-*, and *mis-*, along with the letters for *load*. Model how to build *unload*. Point to *un-* and ask: *Where do these letters belong when un- is a prefix?* (at the beginning) *What does the prefix un- mean?* ("not" or "opposite of") Together, blend the word parts: *un-load, unload*. Ask: *What does unload mean?* (the opposite of *load*) Repeat for *reload* and *misuse*.

Have each child draw a three-column chart headed *un-*, *re-*, *mis-* and have children say, build, and write the following words in the correct columns: *unload, rethink, mislead, retrace, unsafe, misread, unlock, refill, misplace*. Have partners take turns reading the words. Encourage children to add other words they know with prefixes *un-*, *re-*, and *mis-*. Assign **Practice Master PM7.3** for more practice.

<i>un-</i>	<i>re-</i>	<i>mis-</i>
unload	rethink	mislead
unsafe	retrace	misread
unlock	refill	misplace

Name _____ Date _____

Phonics

Prefixes *un-*, *re-*, *mis-*



Write the word that completes each sentence.

1. rename misuse unlike

My dog's name is Lucky, but I should rename him Unlucky!

2. unpaid reheated misjudged

Once he tried to jump over a stream, but he misjudged his jump and landed with a big splash!

3. rereads misplaces unties

He likes to play fetch, but he often misplaces his stick.

4. retrace misuse unzip

Then he has to retrace his steps until he finds it.

5. misread refill unwise

Once Lucky was not very smart and did something that was unwise.

6. unfair mistake recall

He made a big mistake when he tried to play with a skunk.

7. unfold misspell rewash

We gave him a bath and then had to rewash him for days!

8. rewind unhappy misstep

He was unhappy because he hates baths!

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For use with TE p. T408e

PM7.3

Unit 7 | Best Buddies

NGReach.com Practice Master PM7.3

COMMON CORE STANDARDS

Reading

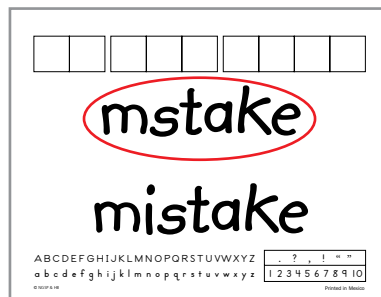
Decode Multisyllabic Words	CC.2.Rfou.3
Decode Words with Prefixes	CC.2.Rfou.3.d
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Language and Vocabulary	
Spell Words with Prefixes	CC.2.L.2.d

3 Spell Words with Prefixes *un-*, *re-*, *mis-* ✓

Use **Dictation Routine 1** to have children practice spelling.

- **Say a word:** *mistake*.
- **Segment sounds:** /m/ /ī/ /s/ /t/ /ā/ /k/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card (cards: **2** /m/, **11** /ī/, **1** /s/, **5** /t/, **35** /ā/, **14** /k/).
- **Repeat the word:** *mistake*. Children write it.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *unlike* and *retrace* using cards **24** /ū/, **7** /n/, **8** /l/, **34** /ī/, **14** /k/, **12** /t/, **33** /ē/, **5** /t/, **35** /ā/, and **1** /s/.

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



Write-On/Wipe-Off Board

Then dictate: *Retrace your steps! Don't make a mistake!* Have children say and write the sentences. Display the sentences and have children check and correct.

High Frequency Words

4 Read and Spell Key Words ✓

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

This lizard is a large animal. Each eye is shaped like a ball. Sharp eyes help it hunt for food. Bugs run by often. Lizards move fast to get them. The lizard might eat a few bugs. It may eat a number of them.

Distribute **High Frequency Word Cards** and chorally reread each sentence. Have children hold up a card when they get to the High Frequency Word. Post one example of each card on the Word Wall.

Check & Reteach

OBJECTIVES: Read and Spell Words with Prefixes *un-*, *re-*, *mis-* ✓
Read and Spell High Frequency Words ✓

Write *unkind*, *misled*, *remix*, *unload*, *misbehave*, *reload*, *unhappy*, *retell*, and *misuse* on index cards and place them and a set of **High Frequency Word Cards** in a container. Children take turns reaching into the box and pulling out a word. They read their word, spell it, and tell what it means.

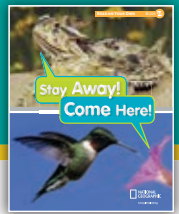
If children make errors, the word returns to the container to be used again. Note problem words and have partners take turns spelling the words correctly.



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T403k



Read On Your Own Book 25

Spikes and Scales!

by Mary Berdis

horned lizard

When you go out, open your eyes and look. Our planet is filled with large numbers of fantastic animals. You are about to meet one of them.

Is this animal misnamed?
People often call this animal a horned toad. They need to rethink that name. It's wrong! The right name for this misnamed animal is horned lizard.*

toad

A toad	A horned lizard
is not a reptile.	is a reptile.
lays eggs in ponds and lakes.	lays eggs on land.
has dry, warty skin but no scales.	has dry skin with scales.

lizard

Yes, it might seem to be a toad. Its flat nose and large belly give it a toad shape. But a lizard is unlike a toad in a few ways. Some can be seen, and some are unseen. Some ways are shown in the chart above.

What places do horned lizards call home?
Horned lizards like hot, dry places. Many animals are unable to survive in the desert, but horned lizards feel at home there.

Read On Your Own Book 25
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 25	Teacher's Edition
words with /ē/ea, ee	seem (page 6) seen (page 6) unseen (pages 6, 14) mistreat (page 12)	/ē/ ee (page T223l) /ē/ea (page T228b)
words with consonant digraphs	rethink (page 5) shape (page 6) shown (page 6) chart (page 6)	/th/th (page T105b) /sh/sh (page T121l) /ch/ch (page T99n)
words with inflected endings	basking (page 11) unwilling (page 13) cleared (page 10) hunted (page 12) faces (page 12)	-ing (page T324b) -ed (page T324b) -s (page T141b)

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to turn and talk to discuss question 3, Make Connections, with partners. Have them brainstorm other animals that might not make good pets and why.

Decodable Reading

5 Read "Spikes and Scales!" Read On Your Own Book 25 pages 4–14

Use the photos to pre-teach story words *lizard* (page 5), *warty* (page 6), and *blood* (page 13). Then use **Decoding Routine 4** to conduct two readings of "Spikes and Scales!" 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 Contrast** *How is a horned lizard's skin unlike the skin of a toad?* (Its skin has scales, and a toad's does not.)
- 2 Make Inferences** *Why must a horned lizard react fast when ants run by?* (Possible response: It reacts fast because ants can hide in tiny spaces.)
- 3 Make Connections** *Is it a mistake for people to keep horned lizards as pets? Explain.* (Responses will vary, but they should be logically supported.)
- 4 Identify Cause** *Why might a fox be unwilling to hunt a horned lizard?* (It is unwilling because the horned lizard can puff up, and it has spikes.)

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

See **Differentiate**



How do horned lizards stay safe?

Horned lizards blend in with the land. If it does not **move**, **animals** hunting for **food** **mistake** the lizard for a rock.

8



What do horned lizards eat?

A horned lizard eats ants. It can **react** fast when an ant runs past. **Snap!** The ant has no time to **retrace** its steps. **Gulp!** It takes many ants to fill that **large** belly.

2



What makes life hard for horned lizards?

Horned lizards are in danger. Many places where horned lizards live are **unprotected**. The land is cleared. Houses and shops **replace** the lizards' desert homes. The lizards cannot **relocate** to safer spots.

10



People protect themselves while spraying.

Roads cut the land. Horned lizards are unable to **move** fast. They cannot dodge traffic that zips past when they are basking in the sun.

People spray and **respray** to get rid of pests such as ants. If there are no ants to eat, the horned lizards cannot find **food**.

11



People also **mistreat** and **misuse** horned lizards. They **often** try to keep them as pets. Most horned lizards cannot survive if they are not in the wild. Many states do not let people keep them.

A horned lizard faces another danger. It is hunted by snakes and foxes.

3



How do horned lizards react to danger?

The horned lizard can **puff up** like a soccer **ball**. Hunters may be **unwilling** to eat a soccer **ball** with spikes.

It can also squirt **blood** out of its **eyes**! Hunters do not **misunderstand** what this means: **Stay back!**

4



What is best for a horned lizard?

Horned lizards belong in the wild. They need safe, sunny spots. They need land filled with rocks, so they can **move** **unseen** from place to place. And they need lots of ants to eat! ❖

14

Practice Phonics

Prefixes un-, re-, mis-
Read these words.

minus	unseen	reshape	mismatch	safe
unsafe	rethink	using	mistreated	unprotected

Find the words with the prefixes **un-**, **re-**, or **mis-**. Use letters to build them. **u n s a f e**

Talk Together This **unseen** animal is **safe**.

Choose words from the box above. Tell your partner if each desert animal next to the arrow is safe or unsafe.

15

Read On Your Own Book 25
pages 8–15

Practice Phonics

6 Prefixes un-, re-, mis- Read On Your Own Book 25 page 15

Distribute **Letter Cards**. Read aloud page 15. Have partners find and build words with prefixes *un-*, *re-*, and *mis-*.



7 Talk Together Read On Your Own Book 25 page 15

Have children tell whether the desert animals are safe or unsafe by filling in the blanks in the sentence frame with words from the box. (Possible responses: The unprotected/mistreated animal is mistreated/unsafe.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Spikes and Scales!" 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.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Anthology



Big Book

OBJECTIVES

Thematic Connection: Animal Partnerships

- Use Academic Vocabulary in Speaking
- Synthesize

PROGRAM RESOURCES

PRINT ONLY

Big Book: *The Hen, the Rooster, and the Bean*

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 *roles*.

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

Academic Talk

1 Describe Language

Display *The Hen, the Rooster, and the Bean* and explain that some words and phrases in this story rhyme or are repeated. Remind children that words that rhyme have the same ending sound. Point out that these words and phrases help create a singsong rhythm. Explain that rhythm and rhyme make words and their meanings easier to remember.

Display page 4. Ask: *Which words on this page rhyme?* Have volunteers answer as you point to the rhyming words. (*cluck, luck*)

Ask: *Which words on this page repeat?* Invite others to answer as you point to the repeated words. (*cluck, cluck, cluck*) Then have children read the page aloud.

Page through the **Big Book** and pause periodically so children can identify additional rhyming and repeated words and phrases, such as: "I will. I will. But not until. . ." (pages 7, 9, and 11) Have children chorally reread the lines, emphasizing the rhythm and rhyme.

Academic Vocabulary

2 More Key Words Anthology page 409

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

Key Words

accept · connect · important
necessary · others

- **Pronounce the word and point to its picture:** **necessary**
- **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:** *When something is **necessary**, it is needed.*
- **Elaborate.** Relate the word to your experience. *Food is **necessary** to live.*

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

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

COMMON CORE STANDARDS

Reading

Describe Characters' Responses	CC.2.Rlit.3
Describe Words and Phrases	CC.2.Rlit.4
Identify Points of View	CC.2.Rlit.6
Read and Comprehend Prose	CC.2.Rlit.10
Determine the Meaning of Words	CC.2.Rinf.4
Read and Comprehend Informational Text	CC.2.Rinf.10
Read with Fluency	CC.2.Rfou.4
Read with Accuracy and Fluency	CC.2.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.2.Rfou.4.b
Use Context to Confirm or Self-Correct	CC.2.Rfou.4.c

Writing

Recall Information CC.2.W.8

Speaking and Listening

Recount or Describe Key Details CC.2.SL.2

Language and Vocabulary

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

Use Knowledge of Language and Its Conventions CC.2.L.3

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

More Key Words

accept

(ak-sept) verb



Her mother **accepts** the flowers and a hug. She loves getting both!

connect

(ku-nekt) verb



He **connects** the wires to make the computer work.

important

(im-por-tunt) adjective



Firefighters have an **important** job.

necessary

(ne-su-sair-ē) adjective



A seatbelt is **necessary** to stay safe in a car.

others

(u-thurz) noun



Casey stands away from the **others**.

Talk Together

Write a sentence for each **Key Word**. Take turns reading your sentences with a partner.

Parents have an **important** job.

It is **important** for neighbors to work together.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

NGReach.com

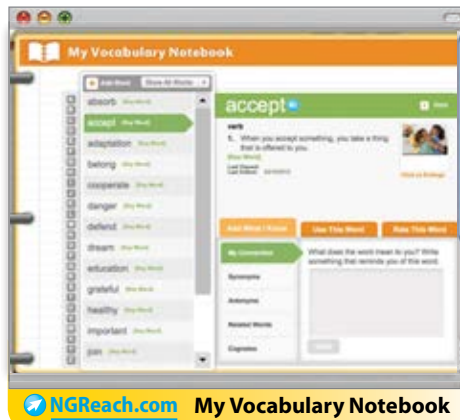
409

Anthology page 409

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 409. Have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 409
Read the **Talk Together** activity and have children write sentences using the **Key Word**. Have children form pairs to take turns reading their **Key Word** sentences. Invite volunteers to tell what they learned.



Differentiate

BL Below Level

ISSUE Children do not remember the meanings of **Key Words**.

STRATEGY Invent memory tricks to help children retain the meanings of **Key Words** and differentiate among easily confused words. Provide examples:

connect: Let's play "**Connect** the Dots."

accept: Please **accept** these roses.

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking ✓

Point to the pictures of each **Key Word** and ask children to explain what each word means. If children do not use **Key Words** in the correct context, ask clarifying questions to help them practice using the words:

- What is **necessary** to help plants grow?
- How are cows and grass **connected**?
- Why are worms and bugs **important** to birds?



Wordbench

conclusions

con-clu-sions

Example: I made a conclusion
after thinking about the problem for
a long time.

Meaning: decisions that make sense
after thinking about something

Comprehension

4 Synthesize Anthology page 410

Teach the term **conclusion**. Explain: A **conclusion** is a decision that makes sense after you think about something. When we read, we often **draw conclusions**, or figure out things on our own. We **connect important** ideas and what we know to explain something about the text that the author does not directly tell us.

Direct children's attention to the cartoon. Explain to children that they will see and read "The Oak Tree and the Squirrel" and draw conclusions about important ideas in the story. Read aloud the introduction and talk about the illustrations.

Then read aloud the How to Draw Conclusions chart. Model how to draw a conclusion based on the pictures in the cartoon.

- *I see a squirrel living in a tree.*
- *I also see the squirrel planting an acorn.*
- *I conclude that squirrels and trees are good for each other.*

5 Talk Together Anthology page 411

Read aloud the instructions and the first two paragraphs of "The Oak Tree and the Squirrel." Pause after the second paragraph and read aloud the sample conclusion. Identify the important ideas used to draw a conclusion about squirrels and acorns. Have pairs read the rest of the story. Then have children reread and pause to draw a conclusion about what they read in the third paragraph.

Check & Reteach

OBJECTIVE: Synthesize

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

For children who have difficulty drawing conclusions, ask yes/no questions. For example:

Do squirrels bury acorns in autumn? (Yes.) *Do squirrels find all of their acorns?* (No.) *Do you think squirrels remember where they hid all their acorns?* (No.)

Listen Again and Analyze

6 Build Comprehension Big Book pages 3–24

Use the **Listen and Analyze** questions on pages T408a–T408c as you reread *The Hen, the Rooster, and the Bean* to give children practice at drawing conclusions as the first step toward synthesizing.



Writing

7 Write Conclusions

Direct children to draw conclusions about a character in *The Hen, the Rooster, and the Bean*. Model the process using pages 3–6.



Learn to Synthesize

Look at the pictures. What do you see that you think is important? Think about how these pictures go with one another. Then **draw a conclusion**, or decide what you think the pictures are about.



Conclusion: Squirrels and trees are good for each other.

When you read, you **draw conclusions**, too.

How to Draw Conclusions

1. Notice an important idea in the text. I read _____.
2. Look for another idea that you think is important. I also read _____.
3. Put the ideas together. Draw a conclusion about the text. I conclude _____.

Language Frames

- I read _____.
- I also read _____.
- I conclude _____.

Talk Together

Read Sergio's and Joshua's description. Read the sample and draw your own conclusions. Then use **Language Frames** to tell a partner about them.

Description

The Oak Tree and the Squirrel

It is easy to **accept** the idea that trees are **important** to squirrels. Do you know that squirrels are also important to oak trees? You probably know that oak trees provide a place for squirrels to run, play, nest, and live. The trees also have acorns. Acorns are one of the foods that squirrels like best. In fact, acorns let squirrels help regrow oak trees.

Squirrels know that there may be no food once winter comes. So it's **necessary** to collect acorns and nuts during autumn. Then, the squirrels bury the food they find. During the winter, squirrels uncover and eat some of the acorns. **Others** are misplaced. They stay in the ground.

In the spring, shoots of a small oak tree may grow. Does a squirrel that **connects** with an acorn help to build a tree? Yes, and one day, squirrels may have a new place to build a nice, large nest.



Sample Conclusion
"I read that there may be no food when winter comes.
I also read that in autumn squirrels bury acorns they find.
I conclude that those acorns help squirrels survive the winter."

◀ = A good place to draw a conclusion

Anthology
pages 410–411

Think Aloud

*I read that the hen gave the rooster a bean. Then I read that she went for help when the rooster was choking. I know that friends help and share with each other. I can **draw a conclusion** that the hen and the rooster are friends.*

Write

The hen cares about her friend the rooster.

Pair children and ask each pair to choose and discuss a character from *The Hen, the Rooster, and the Bean*. Then have children work together to jot down at least two important ideas from the story. Direct them to use these ideas and what they already know to draw a conclusion about their character.

Allow them to illustrate what they have concluded about their character and then share their work with the class. Add children's writing to their Weekly Folders.



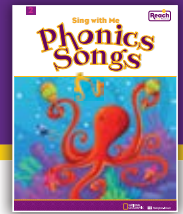
WRAP-UP Invite volunteers to name different kinds of animals they read about today. Ask children how these animals interact with humans. Then have children discuss how humans may affect these animals.



Daily Language Arts

Daily Grammar

Point out the past-tense verbs on **Big Book** pages 5 (*swallowed*) and 7 (*answered*). Then use the Daily Grammar lesson on page T403m to teach regular past-tense verbs.



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Delete Final Syllables

- ✓ Read and Spell Words with Suffixes *-y, -ly, -ful*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 57
- Read On Your Own Book 25
- Suffixes *-y, -ly, -ful*: Practice Master PM7.6
- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 3, 8, 9, 11, 14, 25, 33, 35
- High Frequency Words: Practice Master PM7.7

TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 4, Tracks 3–4
- Letter Cards
- Word Builder

MATERIALS

self-stick notes, 3

MORNING WARM-UP

How might one animal depend on another?

Have children turn and talk about how animals are connected, such as cats needing mice for food.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *dusty*. Clap the syllables with me: *dust-y*.
- **Delete a syllable:** *Let's take away the last syllable, -y: dust.*
- **Say the new word:** *dust*. Say the new word with me: *dust*.

For **Phonological Awareness Routine 10**, see page BP31.

Repeat the routine with *quickly* (quick), *tasty* (taste), *helpful* (help), and *sticky* (stick).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What word do I get if I take the last syllable away from useful?* (use)

If children cannot answer, have them hold up a hand for each syllable they hear as you say *useful*. Ask: *How many hands did you hold up?* (two). Then say *use* and have them hold up a hand for each syllable they hear. (one). Repeat the process until children can easily tell the difference between the two words. Repeat with *quietly* (quiet) and *loudly* (loud).

Phonics

2 Learn Words with Suffixes *-y, -ly, -ful* ✓

Sing with Me Phonics Songs Book page 57

Play Track 3 and have children listen, follow along, and then listen again as they try to chime in. Then Play Track 4 and have children sing on their own. Practice the gestures until children can perform smoothly.

- 1 2 7 8** Dust pollen off head.
- 3 4** Pantomime flying through garden.
- 5 6** Flutter arms as you pantomime sipping nectar.

Useful Pollinators

Useful pollinators carry **1**
Dusty pollen on their heads **2**
After sipping tasty nectar, **3**
Quickly zip through flower beds. **4**
Friendly, helpful pollinators **5**
Drink sweet nectar 'til they're fed, **6**
Getting sticky nectar on them, **7**
Dusty pollen on their heads. **8**

Sing with Me Phonics
Songs Book page 57

COMMON CORE STANDARDS




Reading

- | | |
|--------------------------------|---------------|
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Decode Words with Suffixes | CC.2.Rfou.3.d |
| Read Irregularly Spelled Words | CC.2.Rfou.3.f |

Language and Vocabulary

- | | |
|---------------------------|------------|
| Spell Words with Suffixes | CC.2.L.2.d |
|---------------------------|------------|

Use the routine below to teach suffixes *-y*, *-ly*, and *-ful* and to blend words.

Step 1 Review Suffixes	<i>-y</i>	<i>-ly</i>	<i>-ful</i>
<ol style="list-style-type: none"> 1. Display and read <i>rusty</i>. Point to <i>-y</i> and remind children: <i>This is a suffix, a word part added to the end of a word to make a new word. When -y is added to rust, it makes the word rusty, which means "full of rust"; -y means "full of," "like," or "able to."</i> Add <i>-y</i> to <i>wax</i> and <i>luck</i>. Have children say the words. Help them identify meanings ("like wax," "full of luck"). 2. Repeat for <i>-ly</i> ("in a way that is," "in a way that is like"), using <i>quickly</i>, <i>friendly</i>, and <i>slowly</i>. 3. Repeat for <i>-ful</i> ("full of," "showing") using <i>useful</i>, <i>cheerful</i>, and <i>careful</i>. 	<p>rusty waxy lucky</p>	<p>quickly friendly slowly</p>	<p>useful cheerful careful</p>
Step 2 Spell Words with Suffixes			
<ol style="list-style-type: none"> 1. Use Letter Cards to build <i>stick</i>. Scaffold meaning. 2. Add <i>-y</i>. Define <i>sticky</i> as "able to stick." Have children read the word. Repeat, building <i>tasty</i> ("full of taste"), modeling how the final <i>e</i> is dropped before adding <i>-y</i>. 3. Repeat for <i>softly</i> ("in a soft way") and <i>happily</i> ("in a happy way"), modeling how the <i>y</i> is changed to <i>i</i> before adding <i>-ly</i>. 4. Repeat for <i>helpful</i> ("full of help"). 	<p>stick + -y sticky taste – e + -y tasty</p>	<p>soft + -ly softly happy – y + i + -ly happily</p>	<p>help + -ful helpful</p>
<ol style="list-style-type: none"> 5. Point to the example words <i>useful</i>, <i>dusty</i>, <i>tasty</i>, <i>quickly</i>, <i>friendly</i>, <i>helpful</i>, and <i>sticky</i> in the song on page 57 of Sing with Me Phonics Songs Book. 			
Step 3 Blend Sound to Read Words			
<ol style="list-style-type: none"> 1. Display <i>leafy</i> and use a self-stick note to cover <i>-y</i>. Explain: <i>To read this word, cover the suffix -y and read the base word: leaf.</i> Have children blend the sounds with you: /l/ /ē/ /f/, <i>leaf</i>. 2. Uncover <i>-y</i>. Have children blend <i>leaf-y</i>, <i>leafy</i>. Discuss its meaning. 3. Repeat for <i>deeply</i> and <i>careful</i>. 	<p>leafy</p> <p> y</p>	<p>deeply</p> <p> ly</p>	<p>careful</p> <p> ful</p>
<ol style="list-style-type: none"> 4. Repeat the procedure to blend the remaining examples. 	<p>dusty, fruity, fluffy</p>	<p>really, sweetly, suddenly</p>	<p>thankful, graceful, harmful</p>

See **Differentiate**

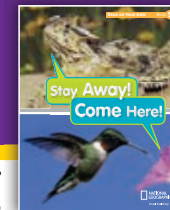
Differentiate

EL English Learners

LANGUAGE TRANSFER

ISSUE Adverbs are not used in Hmong, so children who speak that language may need additional help understanding and using words that end in *-ly*.

STRATEGY Have children say and act out sentences with *-ly* adverbs: We work carefully. We talk quietly. We smile happily.



Read On Your Own Book 25

Name _____ Date _____

Phonics
Suffixes -y, -ly, -ful

Circle the word that names the picture.

1. carry careless careful	2. muddy mindful mostly	3. closely curly cheerful
4. loudly lefty lapful	5. cupful quickly quirky	7. highly hungry helpful
7. thickly thankful thirsty	8. playful picky partly	9. softly sandy forceful
10. gently graceful grumpy	11. windy wisely wishful	12. skillful sleepy slowly

Read It Together My fluffy, playful kitten mews loudly.

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For use with TE p. T411c **PM7.6** Unit 7 | Best Buddies

3 Read Words with Suffixes -y, -ly, -ful

Read On Your Own Book 25 page 16

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

curly sadly hopeful
muddy lonely handful
dusty sharply skillful
creamy nightly frightful

This plant is thirsty. I must be careful to water it nightly.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 25** page 16. Review the suffixes *-y*, *-ly*, and *-ful* and read the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM7.6** for more practice.

4 Spell Words with Suffixes -y, -ly, -ful

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

- **Say a word:** *leafy*.
- **Segment sounds:** /l/ /ē/ /f/ /ē/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: 8 /l/, 33 /ē/, 3 /f/)
- **Repeat the word:** *leafy*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *quickly* and *playful*, using cards 25 /kw/, 11 /i/, 14 /k/, 8 /l/, 33 /ē/, 9 /p/, 35 /ā/, and 3 /f/. Make a card for schwa.

Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *The leafy plant grows quickly*. Have children say and write the sentence. Write the correct sentence and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Suffixes -y, -ly, -ful

Check dictation sentences for the correct spelling of *leafy* and *quickly*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach suffixes. Repeat with this sentence:

The hopeful snail moved slowly over the dirty road.

For **Decoding Routine 2**, see page BP33.



Suffixes -y, -ly, -ful

Look at each picture. Read the words.

Example:



stinky



quickly



thirsty



playful



sticky



graceful

16

Key Words

Look at the pictures. Read the sentences.



eye of the daisy



pollen

Collecting Pollen

1. The **eye** of a daisy is like a black **ball**.
2. **Animals** such as bees **move** from bud to bud, collecting pollen as **food**.
3. It **might** take a **few** trips to collect **large** globs of pollen.
4. Bees **often** must go a **number** of miles to find food.

How can you tell bees work hard?



High Frequency Words

animal
ball
eye
few
food
large
might
move
number
often



Phonics Games

NGReach.com

17

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 25
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 25 page 17

Read aloud the list of High Frequency Words in the upper right corner of page 17. Then read the sentences. Have children clap when they hear a High Frequency Word. Assign **Practice Master PM7.7** for independent practice.

Play Memory.

- Create two sets of **High Frequency Word Cards** per pair of children.
- Have partners lay the cards facedown and take turns turning two cards face up.
- If the two cards match, the child keeps both cards. If the two cards do not match, they are turned facedown again and play continues.
- When all the cards have been matched, the child with the most pairs wins.

For **Memory Game**, see page BP38.

REVIEW Check children's retention of High Frequency Words from Unit 6. Have children play **Memory** with *get, buy, old, just, school, children, found, began, another, together, line, done, side, try, once, must, next, funny, follow, and laugh*.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Call out words at random from the list on page 17 and have children write each word. Encourage self-correction.

If children need practice spelling, have them walk around the classroom looking for examples of High Frequency Words. Have them list the words they find. The child who has listed the most correctly spelled High Frequency Words in the allotted time wins the game.

Name _____ Date _____

High Frequency Words

Helping Out

Write a word from the box to complete each sentence.



High Frequency Words
animal
ball
eye
few
food
large
might
move
number
often

Dear Pedro,

I might be home late. Please help Grandma when you get home. First, feed each animal. The dog gets three large scoops of food. The cat gets a different number. She gets only one. Then take the dog outside. Throw a ball a few times for the dog to fetch. Be careful that the cat doesn't get out the door. Keep your eye on her. She often sneaks out, and she can move fast!

Thank you,

Mom

For use with TE p. T411d

PM7.7

Unit 7 | Best Buddies

NGReach.com Practice Master PM7.7

Daily Language Arts

Daily Spelling & Word Work

Practice options on page T403!



OBJECTIVES

Thematic Connection: Animal Partnerships

Preview a Folk Tale and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Digital Library: Key Word Images

Read with Me MP3 or CD 2, Tracks 13–15

Power Writing

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

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

Vocabulary Practice

1 Expand Word Knowledge ✓

Explain that partners will become experts about one **Key Word**. Use **Vocabulary Routine 2** as you model making a Window Graphic for the word **accept**.

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

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

Assign one **Key Word** per pair. Have partners create Window Graphics for their word. Then have them add their sentences to **My Vocabulary Notebook**.

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

Key Words

accept · chain · connect · important
 necessary · others · relate · roles
 vegetation · wildlife



Window Graphic

Academic Talk

2 Preview and Predict

Have children look at the art as you read aloud the title of the folk tale. Ask: *What kind of wildlife do you see?* (an elephant and a gecko) *What do you think this story will be about?* (Possible response: I think it will be about a gecko trying to get to sleep.)

Have children do a picture walk through the selection and talk about what they see in each picture. Encourage children to use the **Key Words** *wildlife* and *vegetation* to describe the settings, animals, and insects.

Prompt children with questions: *What is the elephant's role in this story?* *What chain of events might Gecko be thinking about on pages 424 and 425?* Remind children to respond in complete sentences.

COMMON CORE STANDARDS

Reading	
Describe Characters' Responses	CC.2.Rlit.3
Identify Points of View	CC.2.Rlit.6
Read and Comprehend Prose	CC.2.Rlit.10
Read with Fluency	CC.2.Rfou.4
Read with Accuracy and Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Read with Expression	CC.2.Rfou.4.b
Writing	
Write Opinions on Texts	CC.2.W.1
State an Opinion	CC.2.W.1
Speaking and Listening	
Participate in Conversations	CC.2.SL.1
Language and Vocabulary	
Demonstrate Command of English Grammar	CC.2.L.1
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

Check & Reteach

OBJECTIVE: Preview a Folk Tale and Make Predictions

Have children explain how they made their predictions about the story. If children do not predict something reasonable, instruct them to read the title and look at the illustrations again. Ask: *What do the title and illustrations tell us?* (Possible response: The gecko and the elephant are talking at night. The title tells us the gecko should go to sleep.) *What do you think the story will be about?* (Possible response: the elephant helping the gecko go to sleep)

Read a Folk Tale

Genre

A **folk tale** is a story that has been told for many years. Many of the same folk tales are told around the world. This folk tale is told in Bali, India, and Congo.

Characters and Setting

The characters in this story are animals.



Elephant



Gecko

This story happens at night in Bali. That's the setting.

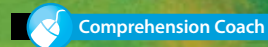


412

Go to Sleep, Gecko!

Retold by Margaret Read MacDonald

illustrated by Geraldo Valério



STUDENT TECHNOLOGY



Digital Library



Read with Me



Student eEdition



My Vocabulary Notebook

NGReach.com

Anthology
pages 412–413

Shared Reading

3 Read a Folk Tale Anthology pages 412–413

GENRE AND CHARACTERS Read aloud the definition of *folk tale*.

Elaborate: *Folk tales are stories people tell from generation to generation. Some teach **important** lessons about life or give reasons for why things happen the way they do.* Read aloud the definitions of *characters* and *setting*. *The characters in this story are Gecko and Elephant.* Point out the island of Bali on the locator map.

SCIENCE BACKGROUND Share information to build background:

- *Bali is one of the islands in the South Pacific and a popular tourist destination.*
- *Geckos are lizards that live in warm climates around the world. They communicate with each other by clicking or making “chit-chat” sounds. They eat insects and fruits.*

Read pages 413–426 aloud. Use the questions from pages T414–415 to T424–425 to guide discussion on the first read (Day 3) and the second read (Day 4).

Comprehension Focus

FIRST READ

Day 3 Read and Comprehend

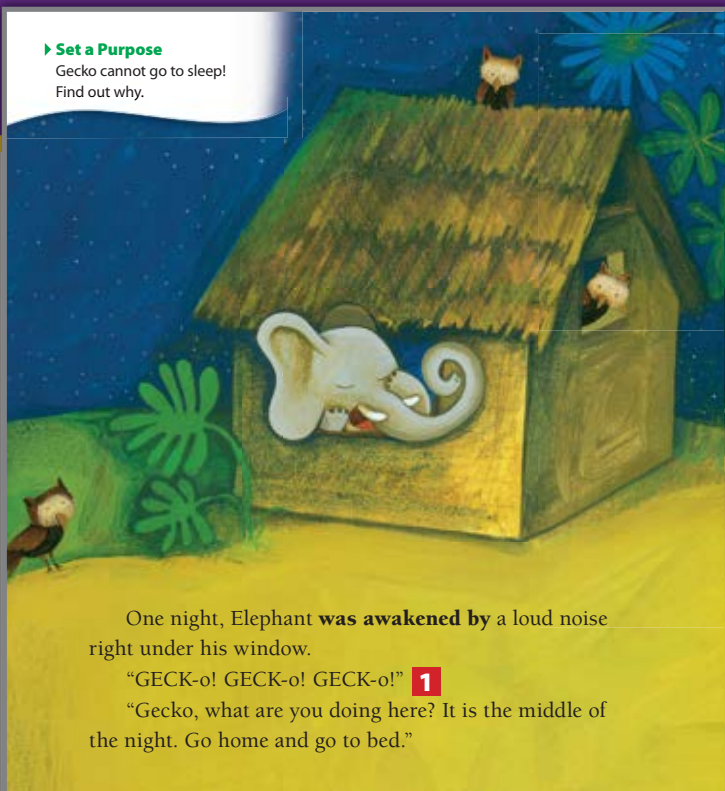
- Active Reading
- Make and Confirm Predictions

SECOND READ

Day 4 Reread and Analyze

- ✓ Analyze Characters' Motives
- ✓ Synthesize
 - Critical Thinking

► **Set a Purpose**
Gecko cannot go to sleep!
Find out why.



One night, Elephant **was awakened by** a loud noise right under his window.

“GECK-o! GECK-o! GECK-o!” **1**

“Gecko, what are you doing here? It is the middle of the night. Go home and go to bed.”

In Other Words
was awakened by woke up
because he heard

414



“I can’t sleep,” said Gecko. “The fireflies are **flitting** all around my house. They’re blinking their lights on and off . . . on and off . . . You’ve got to make them stop. You’re the **village boss**. Do something about it.” **3**

“I’ll talk to the fireflies in the morning,” said Elephant. “Now go home and go to bed.”

Gecko **dragged himself grumpily** home.

“Geck-o . . . geck-o . . . geck-o . . .” **2 4**

In Other Words
flitting flying
village boss leader of our town
dragged himself grumpily walked slowly
and unhappily

415

Anthology
pages 414–415

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children repeat the line, “GECK-o! GECK-o! GECK-o!” Explain that this is similar to the chirping sound that geckos make and is where they get their name.
- 2 Make Predictions** *What do you think will happen when Elephant talks to the fireflies?* (Possible response: They will not stop blinking their lights.)

SECOND READ

Day 4 Reread and Analyze

- 3 Analyze Characters’ Motives** ✓ *Why did Gecko go to Elephant?* (Possible response: Elephant is the village boss. Gecko wants him to do something about the fireflies’ blinking lights so that he can sleep.) See **Differentiate**
- 4 Identify Cause and Effect** *Why is Gecko so grumpy?* (Possible response: Gecko is grumpy because he cannot sleep.)

Differentiate

BL Below Level

ISSUE Children cannot use a character’s actions and details about a situation to determine the character’s motives.

STRATEGY Point out details about the character and/or the situation and model putting them together. Ask: *What is Elephant’s job?* (He is the village boss.) *What problem does Gecko have?* (The lights of the fireflies are keeping him awake.) *What does Gecko ask Elephant to do?* (Gecko wants Elephant to make the fireflies stop blinking their lights.) *Why does Gecko think Elephant can help him?* (Gecko probably thinks that because Elephant is the village boss, the fireflies will listen to him and stop.)

5

Next morning, Elephant called the fireflies.
 “Is it true that you have been **flashing** your lights on and off . . . on and off . . . all night long? Have you been keeping Gecko awake?”



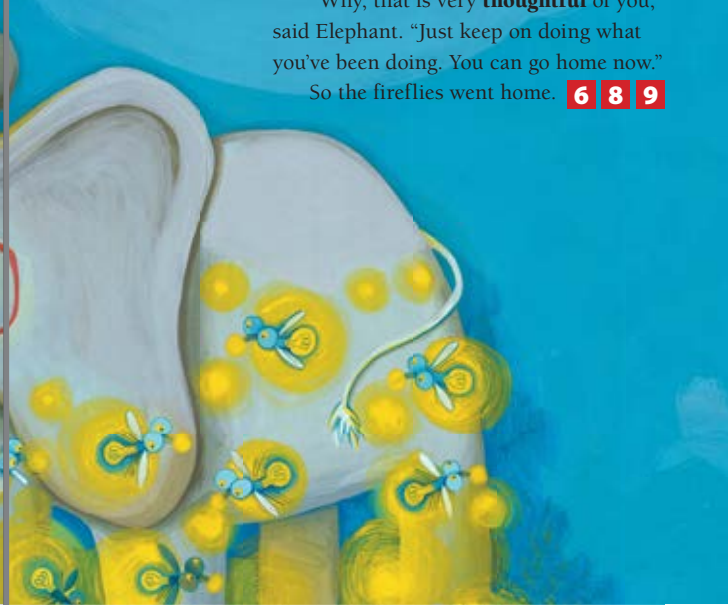
In Other Words
flashing blinking



416

“Oh, yes,” said the fireflies. “We have to blink our lights on and off all night. Rain makes holes in the road. Without our lights, someone would step in a hole!” **7**

“Why, that is very **thoughtful** of you,” said Elephant. “Just keep on doing what you’ve been doing. You can go home now.”
 So the fireflies went home. **6 8 9**



In Other Words
thoughtful nice; kind

► **Before You Move On**

- 1. Cause/Effect** Why can't Gecko go to sleep?
- 2. Setting** Look at the pictures on pages 414–415. What can you tell about the setting of the story?

417

Anthology
 pages 416–417

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5. Make Predictions** Have partners read aloud the conversation between Elephant and the fireflies. One child should take the role of Elephant, and the other child should take the role of the fireflies.
- 6. Confirm Predictions** *Were your predictions correct? Why?* (Possible response: Yes, I said the fireflies would not stop blinking their lights.)

SECOND READ

Day 4 Reread and Analyze

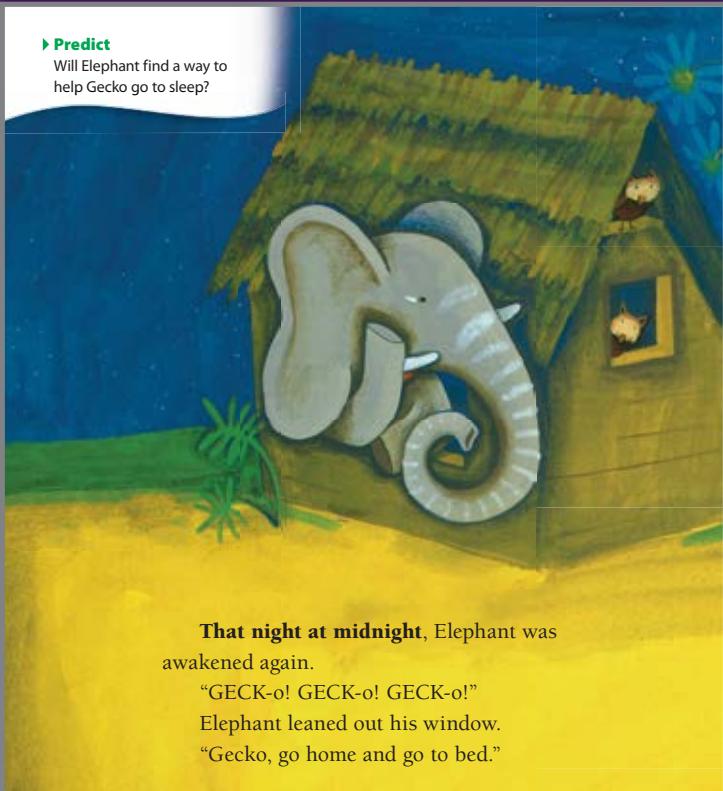
- 7. Analyze Characters' Motives** ✓ *Why do the fireflies say they blink their lights?* (They say that rain makes holes in the road and that it is **necessary** for them to blink their lights so animals can see the holes at night.)
- 8. Analyze Point of View** *Gecko thinks the fireflies are annoying. Does Elephant agree with this **point of view**? Why or why not?* (Possible response: No. After the fireflies explained why they blinked, Elephant said they were thoughtful of **others** for lighting the road.)
- 9. Opinion** *Do you think Elephant should have asked the fireflies to stop **blinking at night**?* (Possible response: No, because they were doing what was **necessary** to help **others**.)

Answers Before You Move On

- 1. Cause/Effect** Gecko cannot sleep because the fireflies keep him awake at night.
- 2. Setting** The story takes place in a tropical forest. It takes place both at night and during the day.

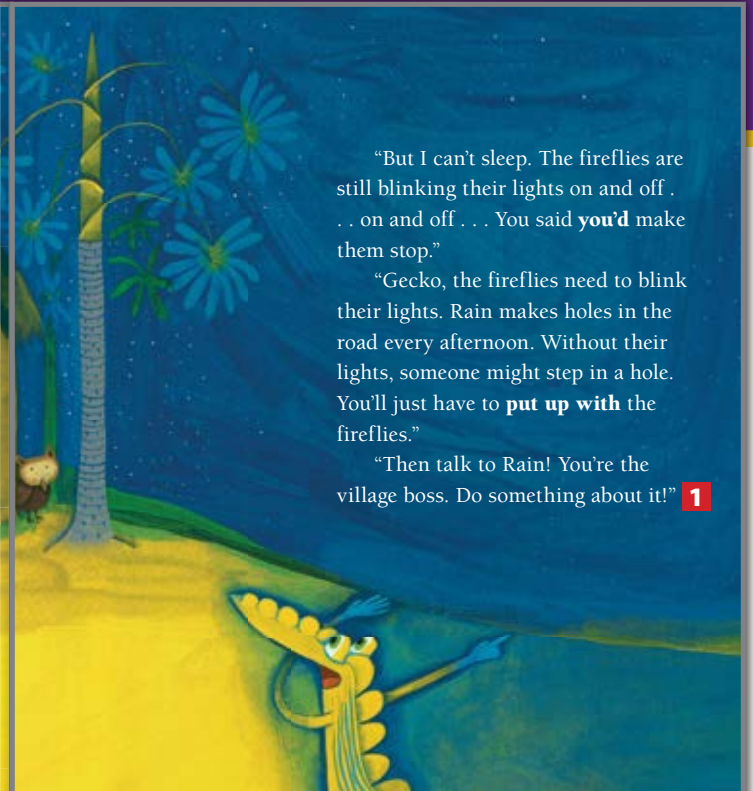
► **Predict**

Will Elephant find a way to help Gecko go to sleep?



That night at midnight, Elephant was awakened again.
 “GECK-o! GECK-o! GECK-o!”
 Elephant leaned out his window.
 “Gecko, go home and go to bed.”

In Other Words
That night at midnight
 In the middle of the night



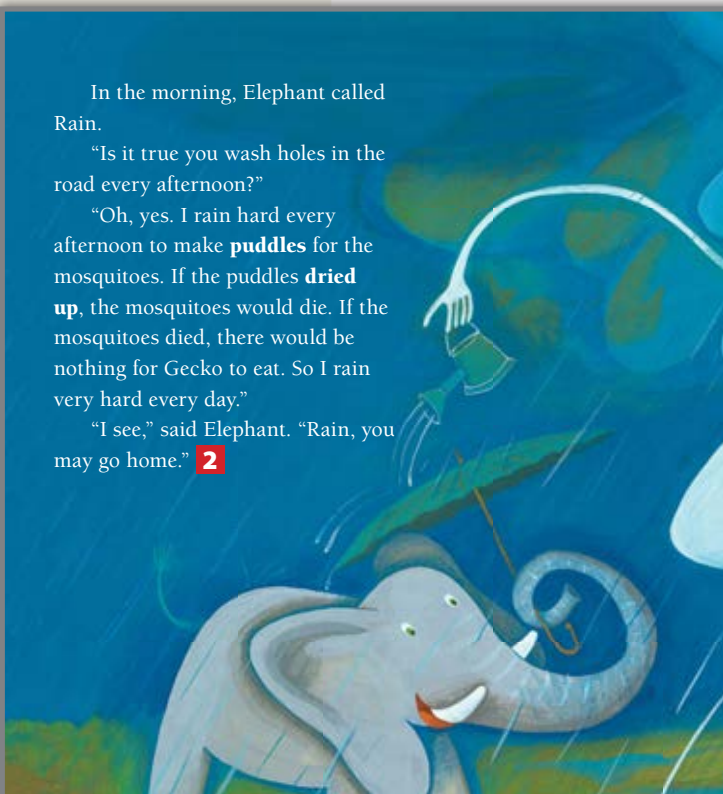
“But I can’t sleep. The fireflies are still blinking their lights on and off . . . on and off . . . You said **you’d** make them stop.”

“Gecko, the fireflies need to blink their lights. Rain makes holes in the road every afternoon. Without their lights, someone might step in a hole. You’ll just have to **put up with** the fireflies.”

“Then talk to Rain! You’re the village boss. Do something about it!” **1**

In Other Words
you’d you would
put up with **accept**

Anthology
 pages 418–419



In the morning, Elephant called Rain.

“Is it true you wash holes in the road every afternoon?”

“Oh, yes. I rain hard every afternoon to make **puddles** for the mosquitoes. If the puddles **dried up**, the mosquitoes would die. If the mosquitoes died, there would be nothing for Gecko to eat. So I rain very hard every day.”

“I see,” said Elephant. “Rain, you may go home.” **2**

In Other Words
puddles water on the ground
dried up did not have water in them



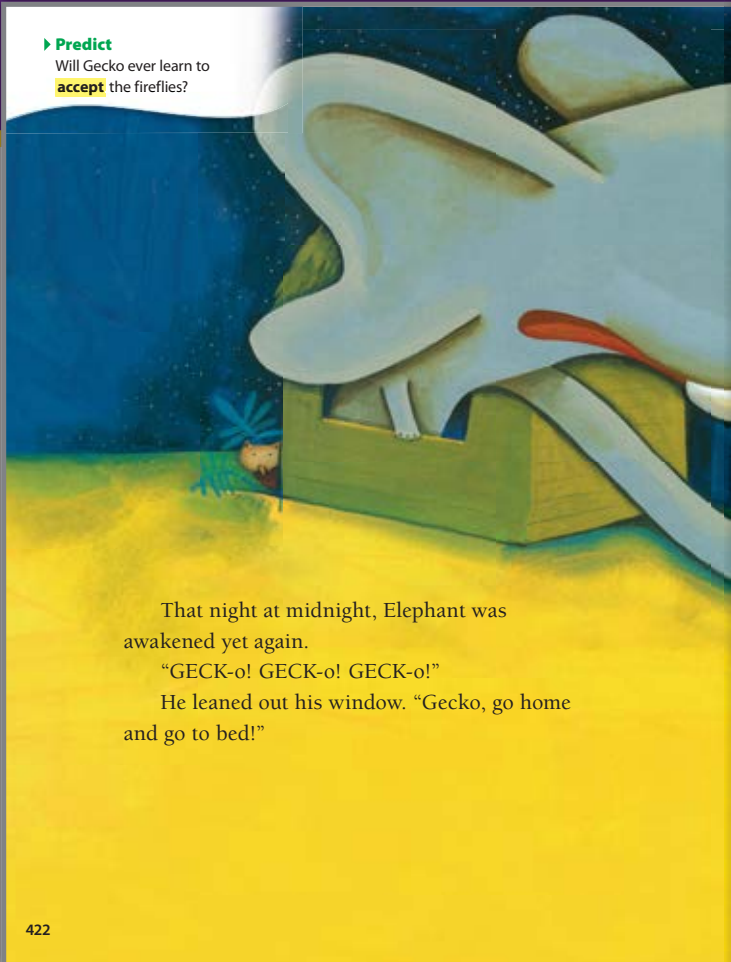
► **Before You Move On**

- 1. Confirm Prediction** Think about your prediction. Did it come true? Why or why not?
- 2. Character’s Motive** Why does Rain make puddles in the road every afternoon?

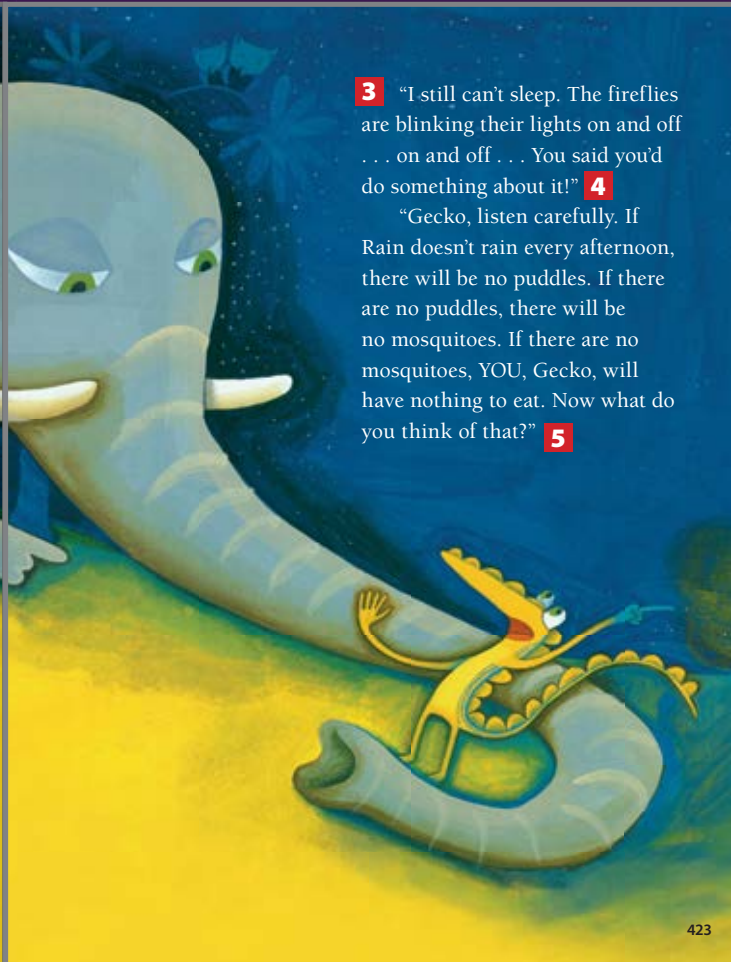
Anthology
 pages 420–421

Predict

Will Gecko ever learn to **accept** the fireflies?



That night at midnight, Elephant was awakened yet again.
“GECK-o! GECK-o! GECK-o!”
He leaned out his window. “Gecko, go home and go to bed!”



3 “I still can’t sleep. The fireflies are blinking their lights on and off . . . on and off . . . You said you’d do something about it!” **4**
“Gecko, listen carefully. If Rain doesn’t rain every afternoon, there will be no puddles. If there are no puddles, there will be no mosquitoes. If there are no mosquitoes, YOU, Gecko, will have nothing to eat. Now what do you think of that?” **5**

Anthology
pages 422–423

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Make Predictions** *Do you think Elephant will get Rain to stop washing holes in the road?* (Possible response: Probably not. He did not have much luck with the fireflies the last time.)
- 2 Confirm Predictions** *Was your prediction about Rain correct? Why?* (Possible response: Yes. Elephant did not get Rain to stop, just like he did not get the fireflies to stop.)
- 3 Active Reading** Have half of the class read Gecko’s dialogue on page 423 and the other half of the class read Elephant’s dialogue. Discuss how Gecko should sound upset and angry and Elephant should sound stern.

SECOND READ

Day 4 Reread and Analyze

- 4 Synthesize** ✓ *Why is Elephant getting angry with Gecko?* (Possible response: Elephant is tired of Gecko waking him up and complaining about things that Elephant has already explained.) See **Differentiate**
- 5 Analyze Characters’ Motives** ✓ *Why does Elephant tell Gecko to go home?* (Possible response: Elephant wants Gecko to **accept** the fireflies and stop waking him up in the middle of the night.)

Answers Before You Move On

- 1. Confirm Predictions** Children may have predicted that Elephant will not be able to help Gecko because he understands others’ points of view. Remind children that they can correct or modify their predictions based on new information.
- 2. Character’s Motive** To guide children in identifying a motive, ask: *What does Rain do?* (Rain makes puddles.) *What reason does Rain give for making puddles?* (Rain makes puddles to keep the mosquitoes alive.)

Differentiate

EL English Learners

ISSUE Children lack the vocabulary needed to state their conclusions.

STRATEGY Have children point to important details in the story and use the sentence frame: I read this detail: [point to detail]. Then have children complete the sentence frame: I conclude that Elephant is angry with Gecko because _____.

Gecko thought.
If Elephant told Rain to stop raining, there would be no holes and puddles in the road. If there were no holes and puddles in the road, the fireflies would stop flashing their lights . . . but Gecko would have nothing to eat!



“Gecko,” said Elephant.
“This world is all **connected**.
Some things you just have to
put up with. Now go home
and go to sleep.” **3**

Anthology
pages 424–425

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 423–425, once in a monotone voice and then again with proper expression, and have children discuss the difference between the two readings.

Differentiate

BL Below Level

ISSUE Children draw conclusions that are not supported by the details in the text.

STRATEGY Remind children that their conclusions should be based on what they have read. Ask children to point out the details that they think support their conclusions. Then ask children to focus on the details they identify and think about what really happened to draw stronger conclusions.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Explain that when you have to put up with something, you have to accept that thing even if you might not like it. Model how to shrug and read the last line on page 426 with a tone of acceptance, then have children repeat after you.
- 2 Use Visuals** *Do you think Gecko is happy even though the fireflies are still blinking? Why do you think that?* (Possible response: Yes, he is happy because the picture shows that he is smiling in his sleep.)

SECOND READ

Day 4 Reread and Analyze

- 3 Analyze Point of View** *How does Elephant feel about Rain causing holes so that fireflies have to blink their lights?* (Possible response: Elephant understands that everything is **connected** and these things need to happen so that Gecko can have mosquitoes to eat.)
- 4 Synthesize** **✓** *Why was Gecko finally able to go to sleep?* (He understands that all things are **connected**.) See **Differentiate**
- 5 Identify Theme** *What **important** lesson did this folk tale teach?* (Possible response: All **wildlife** is **connected** in **important** ways.)

So Gecko went home. Gecko closed his eyes and went to sleep. Outside the fireflies blinked on and off . . . on and off . . .

Some things you just have to put up with. ❖ **1 4 5**

2

▶ Before You Move On

- 1. Confirm Prediction** Does Gecko **accept** the **role** of the fireflies? Explain.
- 2. Draw Conclusions** Think about how Elephant treats Gecko. What does this show about Elephant's character?

426

Anthology page 426

Writing

4 Write an Opinion

Say: *Elephant told Gecko, "Some things you just have to put up with." Do you agree or disagree?* Remind children that opinions are what someone thinks or feels about a subject. Model how to think about the question:

Think Aloud

*I think Elephant was right because **wildlife is connected** in **important** ways.*

Write

I think Elephant was right because changing one thing might change other things in unexpected ways.

Have children write whether they think Elephant was right or wrong when he said, "Some things you just have to put up with." Encourage children to use **Key Words** in their writing. Then have children share their opinions.



Daily Language Arts

Daily Grammar

Display the sentence: *Gecko stopped complaining and hurried home to bed.* Point out the past-tense verbs *stopped* and *hurried*. Then use the Daily Grammar lesson on page T403n to teach regular past-tense verbs.

WRAP-UP

Remind children of the animals they read about today. Have partners discuss ways these animals depend on other animals to survive.

OBJECTIVES

Thematic Connection: Animal Partnerships

Delete Final Syllables

- Read and Spell Words with Suffixes *-y, -ly, -ful*
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Suffixes *-y, -ly, -ful*: Practice Master PM7.9

Read On Your Own Book 25

Sound/Spelling Cards 33, 34


TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • index cards



MORNING WARM-UP

Do plants need to depend on other living things? Why or why not?

Toss a beanbag as children explain why they think plants do or do not need other living creatures to survive.

Phonological Awareness

1 Delete Final Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *really*. Clap the syllables with me: real-ly
- **Delete a syllable:** *Let's take away the last syllable, -ly: real.*
- **Say the new word:** *real*. Say the new word with me: real.

For **Phonological Awareness Routine 10**, see page BP31.

Have children repeat the routine with *painful* (pain), *nightly* (night), *clingy* (cling), *playful* (play), and *proudly* (proud).

Check & Reteach

OBJECTIVE: Delete Final Syllables

Ask: *What word is left when I take the suffix -y off of stinky?* (stink)

If children cannot answer, try the exercise backwards. Say *stink* and ask: *What new word do we get when we add the suffix -y to the end of the word?* (stinky) Repeat with the following words, adding suffixes *-y, -ly, and -ful*: *fear* (fearful), *late* (lately), *fluff* (fluffy).

Phonics

2 Read and Spell Words with Suffixes *-y, -ly, -ful*

REVIEW Display and read *spicy, curly, firmly, sweetly, graceful, and hopeful*.

Remind children:

- *a suffix such as -y, -ly, or -ful can be added at the end of a word to make a new word.*
- *the suffix -y means "full of," "like," or "able to."*
- *the suffix -ly means "in a way that is or is like."*
- *the suffix -ful means "full of" or "showing."*

COMMON CORE STANDARDS

Reading

Decode Multisyllabic Words

CC.2.Rfou.3

Decode Words with Suffixes

CC.2.Rfou.3.d

Read Irregularly Spelled Words

CC.2.Rfou.3.f

Read with Fluency

CC.2.Rfou.4

Language and Vocabulary

Spell Words with Suffixes

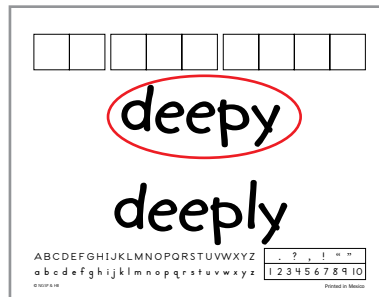
CC.2.L.2.d

Have children blend the words and tell the meaning of each one. Then print, cut out, and distribute **Letter Cards**. Model how to build *restful*. Have partners build and write *restful* in the appropriate column of a three-column chart headed *-y*, *-ly*, *-ful*. Help children build, blend, sort, and write *thirsty*, *wasteful*, *windy*, *slowly*, *faithful*, *wisely*, and *sleepy*, pointing out the suffix in each word. Assign **Practice Master PM7.9** for more practice.

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

- **Say a sentence:** *This rainy day will deeply water the grass.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children 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: *eye*, *animal*, *ball*, *few*, *move*, *food*, *might*, *large*, *number*, and *often*. Have children echo the pronunciation. Cover the words on the Word Wall. Say a word and have children spell it, and then uncover the word to check their spelling.

REVIEW Have children review previously taught High Frequency Words *get*, *buy*, *old*, *just*, *school*, *children*, *found*, *began*, *another*, *together*, *line*, *done*, *side*, *try*, *once*, *must*, *next*, *funny*, *follow*, and *laugh*. Dictate a word and have partners take turns using the word in a sentence and spelling it.

Check & Reteach

OBJECTIVES: Read and Spell Words with Suffixes *-y*, *-ly*, *-ful* ✓
Read and Spell High Frequency Words ✓

Dictate the following sentence: *A large number of animals chew mouthfuls of food quietly.* Have children write the sentence.

If children misspell words, have partners read the words to each other. Then have Partner A “write” the letters of each word on partner B’s back. Ask Partner B to name each letter as it is written, then say the word. Have partners switch roles. Ask children to make flash cards for words they need to practice.

Name _____ Date _____

Phonics

Suffixes *-y*, *-ly*, *-ful*

Write the word with the correct suffix to complete each sentence.

- wind**
On a windy day, Kelly flies her kite.
- grace**
She watches her graceful kite float through the sky.
- quick**
It swoops down quickly before it sails back up high.
- snow**
On a snowy day, Kelly goes sledding.
- care**
She is careful on the hills.
- safe**
She sleds safely where there are no trees.
- rain**
On a rainy day, Kelly stays inside.
- close**
She watches the rain closely.
- hope**
Kelly is hopeful that the rain will stop soon so she can go outside to play.



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For use with TE p. T426a

PM7.9

Unit 7 | Best Buddies

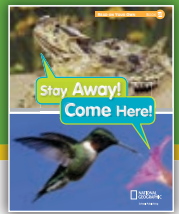
NGReach.com Practice Master PM7.9



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T403!



Read On Your Own Book 25



- Legend**
- words with suffixes -y, -ly, -ful
 - high frequency words
 - * story words

What Plants Need
A plant cannot survive unless it has a **few** important things:

1. A plant needs dirt.
2. A plant needs water.
3. A plant needs sunshine.

Plants don't have babies. Instead, they need to scatter pollen from flower to flower. But it cannot **move!** It is **firmly** rooted! It must depend on **helpful** insects, birds, and other **animals**. These helpers are called pollinators.

Help Wanted
How do plants get pollinators to help? Plants use flowers.
What do you think of when you think of a flower? You might think of its smell. Flowers can **often** smell sweet or **spicy** or **fruity** or **stinky!** These smells can bring helpers.

You **might** remember how bright flowers are. Flowers can be a paint box of shades. The sharp **eyes** of helpers spot these bright shades. So **eye-catching** flowers can bring helpers.

Read On Your Own Book 25
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 25	Teacher's Edition
words with /är/ar	sharp (pages 21, 25, 27) large (pages 24, 26, 28)	/är/ar (page T336f)
words with /oo/oo, ui,	rooted (page 19) food (pages 25, 28) fruity (pages 20, 26) juice (page 23)	/oo/oo (page T297n) /oo/ui (page T319l)
compound words	butterflies (page 24) hummingbird(s) (page 25)	compound words (page T249l)

SN Special Needs

ISSUE Children are pronouncing a long *i* sound for the *y* in suffixes -y and -ly.

STRATEGY Display **Sound/Spelling Card 33** and remind children that *y* can stand for the /ē/ sound. Ask for two volunteers and give **Sound/Spelling Card 33** to one and **Sound/Spelling Card 34** to the other. Spell a word with long *i* or a word with suffix -y or -ly, and have children take turns standing in front of the child with the correct spelling. Use *firmly, fry, stinky, by, apply, spicy, rely, and sticky.*

Decodable Reading

4 Read "Plant Helpers" ✓ Read On Your Own Book 25 pages 18–28

Use the photos to pre-teach story words *instead, pollen, flower(s), and pollinator* (page 19), *lizard(s)* (page 26), and *bush babies and tongues* (page 27). Then use **Decoding Routine 4** to conduct two readings of "Plant Helpers." 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 Main Idea** *Why are pollinators helpful to plants?* (They scatter pollen from flower to flower.)
- 2 **Identify Details** *What kinds of smells attract pollinators to flowers?* (Sweet, spicy, fruity, and stinky smells attract pollinators.)
- 3 **Generalize** *Is the following statement true? Flying among flowers is the only way to spread pollen.* (No. Lizards and other animals spread pollen, too.)
- 4 **Make Connections** *Describe a pollinator you've seen where you live.* (Possible response: I've seen bees and bats where I live.)

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

You **might** remember how graceful flowers are. Flowers can be a number of shapes, such as **balls**, bells, trumpets, and cups. Flower shapes can bring helpers.

Scattering Pollen
Flowers have a sweet, sticky juice called nectar. **Hungry** helpers come to sip the nectar. Grains of pollen stick to them. When they fly or creep to the next flower, they take the pollen with them.

Insect Helpers
Pollinators include insects such as bees, butterflies, and ants, to name a **few**. Flying is a **helpful** skill for a pollinator to have. **Flying** insects can quite **quickly** visit a **large number** of flowers.

Bird Helpers
Lots of pollinators depend on flowers for **food**. Bright flowers bring hummingbirds. These flowers can be shaped like cups or trumpets. Sharp beaks can dip deeply inside. A hummingbird sips **tasty** nectar and gets dusted with pollen.

Other Animal Helpers
Bats, lizards, and a **few other animals** are pollinators. Here's what they do:

- Bats make **nightly** trips to **large** white flowers that smell **fruity** or **stinky**. Lots of fruits depend on bat pollinators.
- Thirsty lizards sip nectar. Pollen sticks to **scaly** skin.

• Climbers such as possums and bush babies can **easily** reach flowers in leafy trees. These plant helpers can use long tongues, sharp nails, and **clingy**, **curly** tails. Pollen sticks to feet, noses, and **furry** faces.

Thanks to **large numbers** of plants, many **animals** can get **food** from flowers. Thanks to **helpful** pollinators, new plants can grow. ❖

Practice Phonics
Suffixes -y, -ly, -ful
Read these words.
really jumpy fluttery helpful graceful
fluffy quickly painful playful fuzzy

Find the words with the suffixes -y, -ly, or -ful. Use letters to build them. **f l u f f y**

Talk Together
Choose words from the box above to tell your partner about this garden in a park.

This animal is really **fuzzy** and **painful**.

STUDENT TECHNOLOGY

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Student eEdition

Comprehension Coach

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Practice Phonics

5 Suffixes -y, -ly, -ful Read On Your Own Book 25 page 29

Distribute **Letter Cards**. Read aloud page 29. Have partners find and build words with suffixes -y, -ly, and -ful.



6 Talk Together Read On Your Own Book 25 page 29

Have children tell about the garden by filling in the blanks in the sentence frame with words from the box. (Possible responses: This animal is really fluttery/graceful/playful and jumpy/helpful/fluffy.) See **Differentiate**

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Plant Helpers." 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 25
pages 22–29

Differentiate

EL English Learners

ISSUE Children understand the concepts but are hesitant to use words with suffixes to demonstrate their understanding.

STRATEGY Have children draw a picture of something they learned from the text. Pair them with a more proficient partner and have them write a sentence or two that uses three adverbs with suffixes -y, -ly, and -ful. Examples: *This bat comes out nightly. It likes smelly flowers.*

AL Above Level

ISSUE Children easily distinguish among the suffixes -y, -ly, and -ful.

STRATEGY Challenge partners to compete with other partners to brainstorm as many words with suffixes -y, -ly, and -ful as they can think of. The pair with the most words wins.



OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Analyze Characters' Motives
- ✓ Synthesize

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 13–15

MATERIALS

children's Window Graphics from Day 3

Power Writing

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

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

Vocabulary Practice

1 Share Word Knowledge ✓

Have children use the Window Graphics they made on Day 3 (see page T412). Partner children who studied different **Key Words**. Have partners follow the steps of **Vocabulary Routine 3** to share their word knowledge.

Have children:

- take turns reading the Window Graphics they created.
- talk about how the pictures and sentences in their Window Graphics show the meanings of the **Key Words**.
- write sentences using both **Key Words**.
- draw a line under each **Key Word**.

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

Key Words

accept · chain · connect · important
 necessary · others · relate · roles
 vegetation · wildlife

Academic Talk

2 Discuss Illustrations

Have children look at the illustration on pages 412–413 and tell what Gecko is doing and feeling. (Possible response: He is dancing and looks happy.) Ask: *How does the illustration help to show how Gecko feels?* (Possible response: The colors are bright and cheery. Gecko looks like he is dancing happily.)

Explain that adjectives like *bright* and *cheery* and adverbs like *happily* help make colorful descriptions. Then have children describe other illustrations.

How do the illustrations on pages 424 and 425 provide information about Gecko?

(Possible response: They show he is thinking.) *What connections does Gecko make?* (Possible response: Without the fireflies, animals might fall in the holes in the road. Without rain, he would not have mosquitoes to eat.)

Ask: *How do the illustrations show that Gecko changed his point of view?* (In the last picture, he is sleeping and smiling happily.)

COMMON CORE STANDARDS

Reading

Describe Characters' Responses	CC.2.Rlit.3
Identify Points of View	CC.2.Rlit.6
Use Illustrations and Details to Demonstrate Understanding	CC.2.Rlit.7
Read and Comprehend Prose	CC.2.Rlit.10
Read Informational Text	CC.2.Rinf.10
Read with Fluency	CC.2.Rfou.4
Read with Accuracy and Fluency	CC.2.Rfou.4
Read with Expression	CC.2.Rfou.4.b

Speaking and Listening

Add Visuals to Clarify CC.2.SL.5

Language and Vocabulary

Demonstrate Command of English Grammar	CC.2.L.1
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

Read a Folk Tale

Genre

A **folk tale** is a story that has been told for many years. Many of the same folk tales are told around the world. This folk tale is told in Bali, India, and Congo.

Characters and Setting

The characters in this story are animals.



Elephant



Gecko

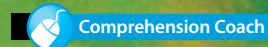
This story happens at night in Bali. That's the setting.



Go to Sleep, Gecko!

Retold by Margaret Read MacDonald

illustrated by Geraldo Valério



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Read
with Me

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412

Anthology
pages 412–413

Reread and Analyze

3 Build Comprehension **Anthology** pages 414–426

Reread pages 414–417 together. Ask: *Why does Elephant go talk to the fireflies for Gecko?* (Possible response: As the village boss, Elephant is probably in charge of helping to solve all of the problems the different creatures in the village have with each other.) Have children think about the motives of the characters as they reread “Go to Sleep, Gecko!” Use the **Reread and Analyze** questions on pages T414–T415 to T424–425 to build comprehension.

Check & Reteach

OBJECTIVE: Analyze Characters’ Motives ✓

Have children work with partners. Have Partner A choose to be a character from the folk tale while Partner B acts as a reporter to ask: “Why did you _____?”

If children cannot answer, have them reread that character’s explanation of why he does what he does.

OBJECTIVE: Synthesize ✓

As children answer the **Reread and Analyze** questions, have them draw conclusions about characters. Ask questions such as: *What did you read about _____? What does that tell you about him/them?*

If children cannot draw conclusions, have them reread and retell in their own words what that character says and does.

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 folk tale using the **Read with Me MP3** or **CD 2, Tracks 13–15**.

OL On Level

READ TOGETHER Have children track the print as you reread the folk tale.

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 folk tale. Have children read with expression as they act out the folk tale.

Use **Fluency Routines** on page BP40.

Mini Lesson

Point of View

Explain: A **point of view** is a way of thinking about a situation. Characters may look at a situation differently, or they may have the same **point of view**. When you know a character's **point of view**, you can understand why he or she does or says something. We will look at the main characters in the folk tale and explore their **points of view** to see how similar or different they are.

- Read page 415. Do a Think Aloud about Gecko's point of view: *Gecko wakes Elephant in the middle of the night because he cannot sleep. He says the fireflies are blinking their lights on and off all night long and keeping him awake.*
- Ask: *What is Gecko's point of view?* (He thinks the fireflies are causing problems and they should stop.) *What does he do?* (He goes to the village boss and tells Elephant to do something about it.)

Have children in small groups identify the other characters and their points of view. Have groups use the following question to guide their discussions: *What is the character's point of view? What does he do?*

Have small groups practice reading a conversation between Elephant and another character from the folk tale, using expression to show each character's point of view. Then have groups perform their passages for the rest of the class.

4 Meet the Illustrator Anthology page 427

Read aloud the text and point out that Geraldo Valério loves to play with colors in his illustrations. Ask: *How can colors in a drawing add interest to a story?* (Possible response: Colors can make things look dark and sad or happy and bright.) Then use the biography to build comprehension:

- **Synthesize:** *How did a childhood passion turn into a career for Geraldo Valério?* (Possible response: He loved to draw with colored pencils when he was a child. Then he started painting colorful paintings. Now he illustrates children's books.)
- **Make Connections:** *What things do you do now that might turn into a career?* (Students' responses will vary.)

See page LR12 for a list of additional books illustrated by Geraldo Valério.

Meet the Illustrator

Geraldo Valério

Geraldo Valério loves art. When he was a boy growing up in Brazil, he liked to draw. At first he used colored pencils and pens. Then when he was ten years old, he began painting.

Now, it is Mr. Valério's job to illustrate children's books. He reads the stories and then paints pictures for them. "Most of all, I love playing with colors while painting the illustrations," he said.



Artist's Craft

Find places in the story where Mr. Valério's illustrations help you see and feel what the words say. Then make your own drawing. Try to show something that the author describes.

427

Anthology page 427

Writing

5 Writer's Craft: Artist's Craft

Read aloud **Artist's Craft** on page 427. Model for children.

Think Aloud

The author says, "Elephant was awakened by a loud noise." Elephant must have been surprised and confused. I will draw Elephant that way.

Write



Elephant wondered what made that loud noise.

Have children add their writing to their Weekly Folders.

See **Differentiate**

WRAP-UP Discuss how Elephant helped Rain and the fireflies get along with Gecko by taking the time to talk to each character and find out why they were acting the way they were.



Daily Language Arts

Daily Grammar

Display the sentences:

Geraldo Valério loved drawing as a child.

He probably carried paints with him wherever he went.

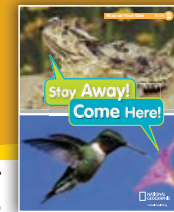
Point out the past-tense verbs *loved* and *carried*. Have children complete the Grammar and Writing lesson on page T403n and apply the skill as they write.

Differentiate

EL English Learners

ISSUE Children draw colorful scenes, but they may not know the English words to describe them in sentences.

STRATEGY Have children work with partners proficient in English. Children can describe their drawings. Their partners can help them determine the best words to use as they write the sentences.



Read On Your
Own Book 25

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Read and Spell Words with Prefixes *un-*, *re-*, *mis-*
- ✓ Read and Spell Words with Suffixes *-y-*, *-ly*, *-ful*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Folk Tale
- ✓ Analyze Characters' Motives
- ✓ Synthesize

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 7
- Read On Your Own Book 25
- Character Map: Practice Master PM7.11

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach

MATERIALS

index cards

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Describe Characters' Responses | CC.2.Rlit.3 |
| Identify Points of View | CC.2.Rlit.6 |
| Decode Multisyllabic Words | CC.2.Rfou.3 |
| Decode Words with Prefixes and Suffixes | CC.2.Rfou.3.d |

- | | |
|-------------------|-------------|
| Read with Fluency | CC.2.Rfou.4 |
|-------------------|-------------|

Writing

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

Speaking and Listening

- | | |
|------------------------------|-----------|
| Participate in Conversations | CC.2.SL.1 |
|------------------------------|-----------|

Language and Vocabulary

- | | |
|---|------------|
| Demonstrate Command of English Grammar | CC.2.L.1 |
| Use Commas in Greetings and Closings | CC.2.L.2.b |
| Spell Words with Prefixes and Suffixes | CC.2.L.2.d |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Use Glossaries and Dictionaries | CC.2.L.4.e |
| Use Words and Phrases | CC.2.L.6 |

MORNING WARM-UP

How do living things depend on each other?

Have children use **Family Newsletter 7** to discuss the question in small groups.

Vocabulary Review

1 Apply Word Knowledge ✓

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

VOCABULARY GAME

Key Words

accept · chain · connect

important · necessary

others · relate · roles

vegetation · wildlife

Introduce **Picture It**.

Have groups secretly choose a **Key Word**, decide how to draw the word's meaning, and choose one member to draw the word. Allow groups 30 seconds to draw. The group that guesses the word correctly earns a point and gets to draw the next word. The game continues until one group collects three points.

For **Picture It**, see page BP53.

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games

Review Phonics and High Frequency Words

Pollinate!

Pretend you are a bee. Follow this path to find food in the garden and get home quickly.

1. Move past the **fluffy, unhappy** animal.
2. Stop at the **large, droopy** flowers.
3. Get some **refreshing, tasty** food at the blossom with the big black **eye**.
4. **Retrace** your flight to buzz over the **misplaced**, beach ball.
5. Go past the **graceful** animal made of stone.
6. Follow the **rocky** path to **return** home **quickly**.

STUDENT TECHNOLOGY

Vocabulary Games

Resources

NGReach.com

Legend

words with prefixes *un-*, *re-*, *mis-* and suffixes *-y*, *-ly*, *-ful*

High Frequency Words

Read On Your Own Book 25
pages 30–31

Phonics Review

2 Play Pollinate! Read On Your Own Book 25 pages 30–31

Read aloud the directions and clues on pages 30–31. Have children follow the path to get home. Gather the group and discuss the clues and answers.

Then have children find and read:

- five words with prefixes *un-*, *re-*, and *mis-*. (unhappy, refreshing, retrace, misplaced, return)
- seven words with suffixes *-y*, *-ly*, and *-ful*. (fluffy, droopy, tasty, graceful, rocky, quickly)
- High Frequency Words *animal*, *eye*, *food*, *large*, and *move*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Prefixes *un-*, *re-*, *mis-* ✓
 Read and Spell Words with Suffixes *-y*, *-ly*, *-ful* ✓
 Read and Spell High Frequency Words ✓

Have children do a word hunt in the classroom for words with prefixes *un-*, *re-*, *mis-* and words with suffixes *-y*, *-ly*, *-ful*, as well as 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 in each group. Have partners exchange cards and challenge each other to spell the words without looking.



Daily Language Arts

Daily Spelling & Word Work ✓

Spelling Test on pages T403k



Answers Talk About It

- 1. Folk Tale** It is a folk tale because it is an old story that teaches an **important** lesson and tells why things happen.
- 2. Evaluate** I like bugs because they help plants grow, and we need plants to live.
- 3. Synthesize: Draw Conclusions** Gecko learns that all things are connected and need each other.

Name _____ Date _____

Character Map

Go to Sleep, Gecko!

Make a character map for the characters in "Go to Sleep, Gecko!" Possible responses are shown.

Character	What the Character Does	What the Character is Like
Gecko	He complains about the fireflies.	He can't sleep.
Elephant	He talks to the fireflies.	He wants to help Gecko.
Fireflies	They flash their lights all night.	They want to keep others from stepping in holes in the road.
Rain	Rain rains hard every afternoon.	Rain wants to make puddles for mosquitoes so Gecko can eat.

Share your character map with a partner. Compare what you wrote about the characters in "Go to Sleep, Gecko!"

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Academic Talk

- 3 Talk About It** Anthology page 428
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. If children have difficulty, help them use the sentence starters to form their answers.

Writing

- 4 Write About It** Anthology page 428
Read the directions aloud and point out the letter format. Explain: *You can use this format to write your letter.* Model for children how to put their thoughts in writing using **Key Words** and the sentence frames.

Say:	Write:
<p><i>I like Elephant, so I will write to that character. I will write his name in the greeting.</i></p> <p><i>Now I will use details to tell Elephant what I think about his actions.</i></p>	<p><i>Dear Elephant,</i></p> <p><i>I like the way you relate to others by listening. I agree that Gecko should just be quiet and go to sleep.</i></p> <p><i>Yours truly,</i> <i>[your name]</i></p>

Point out the commas after the greeting and closing and the **Key Words** *relate* and *others*. Encourage children to use these ideas or their own and **Key Words** in their writing.

Check & Reteach

OBJECTIVES: Demonstrate Understanding of a Folk Tale
Synthesize ✓

Review children's **Write About It** letters to see if they understood how to share what they read.
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.

Daily Language Arts

Daily Grammar ✓

Display: Gecko learned that all **wildlife** is **connected** somehow. Point out the past-tense verbs *learned* and *connected*. Then use Review and Assess on page T403n.

Talk About It

- How do you know this selection is a **folk tale**?
It is a folk tale because _____.
- At first, Gecko does not like the fireflies. Then he learns why fireflies are **necessary**. How do you feel about bugs? Explain.
I like/don't like bugs because _____.
- What **lesson** does Gecko learn about the way things **connect**?
Gecko learns _____.

Learn test-taking strategies.
NGReach.com

Write About It

Work with a partner. Write a short letter to your favorite character from the folk tale. Tell him what you think about his actions in the story. Use **Key Words** in your letter.


May 12, 2010

Dear _____,

I like/don't like the way _____. I agree/disagree that _____.

Yours truly,

<your name>



Characters' Motives

What do the characters do in "Go to Sleep, Gecko!"? Why? Make a character map.

Character Map

Character	What the Character Does	Why the Character Does It
Gecko	He complains about the fireflies.	He can't sleep.

Now use your character map. Tell a partner about your favorite character in "Go to Sleep, Gecko!"

My favorite character is _____. This character _____ because _____.

Fluency

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

STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 428–429

Reread and Integrate

5 Characters' Motives Anthology page 429

Explain: *A character map can show what characters do and why they do it.* Distribute **Practice Master PM7.11**. Have children complete their charts.

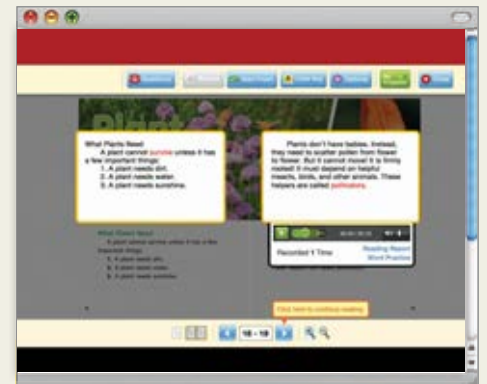
Check & Reteach

OBJECTIVE: Analyze Characters' Motives

Monitor whether children can identify why the characters do the things they do. If children have trouble identifying characters' motives, reread the pages where the characters give reasons for what they do. Then ask: *What did _____ do? Why?*

6 Fluency Anthology page 429

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: How do living things depend on each other?

Week 1 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Multisyllabic Words
- Decode Words with Prefixes and Suffixes

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with Prefixes and Suffixes
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Analyze Characters' Motives
- Synthesize

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Past Tense Verbs
- Write a Reason

ASSESSMENTS

Foundational Skills Test Unit 7, Week 1

Decoding **FF1**

Prefixes **un-, re-, mis-**

Suffixes **-ly, -ful**

The Decoding Test on page A7.5 is a multiple-choice test. It is designed to assess the student's ability to decode words with prefixes and suffixes. The test is divided into two parts: one for prefixes and one for suffixes. The student is given a list of words and asked to choose the correct prefix or suffix for each word.

High Frequency Words

Make a copy of this page so you can cut out the list of words and use it for your spelling test. Have the child read the list of words and look for words that are difficult to read. Record the words on a copy of the Student Profile on page A7.7.

Week 1

move	large
ball	number
few	animal
eye	often
food	might

Grade 2 Assessment **A7.5** Unit 7 | Best Budden

Foundational Skills Unit 7, Week 1

1 replace **4** curly

2 misplace **5** curled

3 displace **6** curling

7 repack **9** slower

8 unpack **10** slowly

11 missake **12** slowest

13 untested **14** handy

15 misstrated **16** handfull

17 handome

Grade 2 Assessment **A7.6** Unit 7 | Best Budden

Spelling Words

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

Words with Prefixes un-, re-, mis-

- unuseful It can be **unuseful** to try to tame wild animals.
- misstreet If you **misstreet** an animal, it may attack you.

Words with Suffixes -ly, -ful

- dusty That old dirt road is very **dusty** in summer.
- easily With all the deep holes, you cannot **easily** drive on it.

High Frequency Words

- animal My favorite **animal** at the zoo is the seal.
- ball I saw one balance a big **ball** on its nose.
- eye The seal's **eye** is large, and it has long eyelashes.
- few Our zoo only has a **few** baby seals right now.
- food Of course, the seal's favorite **food** is raw fish.
- large An adult seal is **large**, but an adult sea lion is huge.
- might Walrus **might** be the strangest animal around.
- move They swim well, but they can barely **move** on land.
- number The **number** of sea lions at the zoo is more than ten.
- often You **often** see them just lying in the sun.

Prefix Words

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

- unhurt He was **unhurt**, although he did fall off the boat.
- rename They may **rename** the boat after his tumble.
- misbehave If you do not **misbehave**, you will not get in trouble.
- mighty A **mighty** wind pushed the sailboat swiftly along.
- softly In a gentle wind, the sail snaps **softly**.
- graceful A sailboat is the most **graceful** kind of boat.

Grade 2 Assessment **A7.7** Unit 7 | Best Budden

Oral Reading Assessment Unit 7

Fuzzy was a beautiful Scottish Terrier, black, with short legs and a stubby tail. He lived at Star Ranch with two other dogs, Curly and Handful, were large outdoor dogs. They could run around and get dirty. Fuzzy had to stay inside. He had to stay clean, so children could pick him up and pet him. Fuzzy was mostly thankful, but he was often unhappy. It was unfair that he couldn't go outside and play!

One day, Fuzzy heard the other dogs barking loudly. He quickly ran to look through the glass door. A bear was in the back yard growling at Curly and Handful! The bear seemed unkind. Fuzzy didn't want to misbehave, but he wanted to help. Fuzzy climbed upon a table. He jumped out a side window. He stood together with the others, howling barking. Faced with three dogs, the bear ran and never reappeared. Fuzzy felt completely happy at last!

Grade 2 Assessment **A7.1** Unit 7 | Best Budden

Oral Reading Assessment Unit 7

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Grade 2 Assessment **A7.2** Unit 7 | Best Budden

Oral Reading Assessment Unit 7

Assessment	Oral Reading Fluency				Total Score
	Words Correct Per Minute	Words Omitted Per Minute	Words Read Per Minute	Words Missed Per Minute	
Pretest					
Test					
Retest					
Score					

Grade 2 Assessment **A7.3** Unit 7 | Best Budden

Reading Comprehension Test Unit 7, Week 1

The Hippo and the River Fish

There once was a large hippo who loved sweet grass. Day and night the hippo ate. One day, all of the sweet grass was gone.

Next, the hippo ate the crab grass. It was not as good as the sweet grass. The hippo ate it anyway. Soon, all of the crab grass was gone.

The hippo then went into the river. He started to eat the grass under the water. Just then a tiny fish swam up to the hippo. "Please don't eat all of the river grass!" the fish cried. "Leave some for us fish!"

The hippo was sorry, but what could he do? The fish had an idea. "Here's how we can share. You eat the grass, and then we fish will eat the grass that gets stuck in your teeth. You'll have clean teeth, and we'll have food, too."

The hippo smiled at the fish. Then the fish swam into the hippo's mouth.

Grade 2 Assessment **A7.8** Unit 7 | Best Budden

Reading Strategy Assessment Unit 7

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the skills to help you determine how well the student used the strategy. Circle the appropriate skills.

Ask: How did you use the strategy? What did you do to understand the text?

Plan and Monitor	Read Strategically	Ask Questions
1. I plan to read this text to find out what the author is trying to say.	1. I read the text to find out what the author is trying to say.	1. I ask questions to find out what the author is trying to say.
2. I monitor my understanding as I read.	2. I read the text to find out what the author is trying to say.	2. I ask questions to find out what the author is trying to say.
3. I ask questions to find out what the author is trying to say.	3. I read the text to find out what the author is trying to say.	3. I ask questions to find out what the author is trying to say.
4. I ask questions to find out what the author is trying to say.	4. I read the text to find out what the author is trying to say.	4. I ask questions to find out what the author is trying to say.

Grade 2 Assessment **LR7.5** Unit 7 | Best Budden

Reading Strategy Assessment Unit 7

Reading Strategy	Frequency	Quality	Application	Understanding
1. I plan to read this text to find out what the author is trying to say.				
2. I monitor my understanding as I read.				
3. I ask questions to find out what the author is trying to say.				
4. I ask questions to find out what the author is trying to say.				

Grade 2 Assessment **LR7.6** Unit 7 | Best Budden

Vocabulary Test Unit 7, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 Plants and animals have _____ in nature.

2 Animals that live in nature are _____.

3 This is a _____.

4 Scientists study how plants and animals _____ to each other.

5 Plants are _____.

6 When Susan's dog came up to me, I _____ on the head.

7 A neighborhood cat _____ our yard last night.

8 We _____ home after school in the rain.

9 Think about the story "Go to Sleep, Geckos!" Choose one thing Gecko complained about. Do you agree or disagree with Gecko? Give at least one reason to support your opinion.

Grade 2 Assessment **A7.10** Unit 7 | Best Budden

Grammar and Writing Test Unit 7, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 yesterday at school, we _____ about bees.

2 I _____ learned.

3 I _____ learned.

4 I _____ learned.

5 I _____ learned.

6 I _____ learned.

7 I _____ learned.

8 I _____ learned.

9 I _____ learned.

10 I _____ learned.

11 I _____ learned.

12 I _____ learned.

13 I _____ learned.

14 I _____ learned.

15 I _____ learned.

16 I _____ learned.

17 I _____ learned.

18 I _____ learned.

19 I _____ learned.

20 I _____ learned.

Grade 2 Assessment **A7.12** Unit 7 | Best Budden

Writing Rubric

Assessment	Writing Strategy	Quality	Application	Understanding
1. I plan to read this text to find out what the author is trying to say.				
2. I monitor my understanding as I read.				
3. I ask questions to find out what the author is trying to say.				
4. I ask questions to find out what the author is trying to say.				

Grade 2 Assessment **A7.46** Unit 7 | Best Budden

Foundational Skills Test A7.5–A7.7

Spelling Pretest/ Spelling Test See page T403k

Oral Reading Assessment A7.1–A7.4

Use these passages throughout Unit 7. Work with below-level readers this week.

Reading Comprehension Test A7.8–A7.9

Reading Strategy Assessment LR7.5–LR7.6

Vocabulary Test A7.10–A7.11

Grammar and Writing Test A7.12

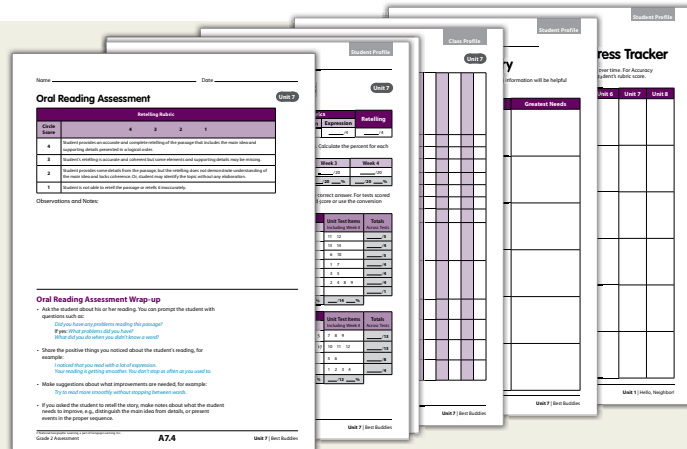
Writing Rubric A7.46



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A7.4
- Student Profile: Weekly and Unit Tests** A7.42–A7.43
- Class Profile: Weekly and Unit Tests** A7.44
- Student Profile: Strengths and Needs Summary** A7.45
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

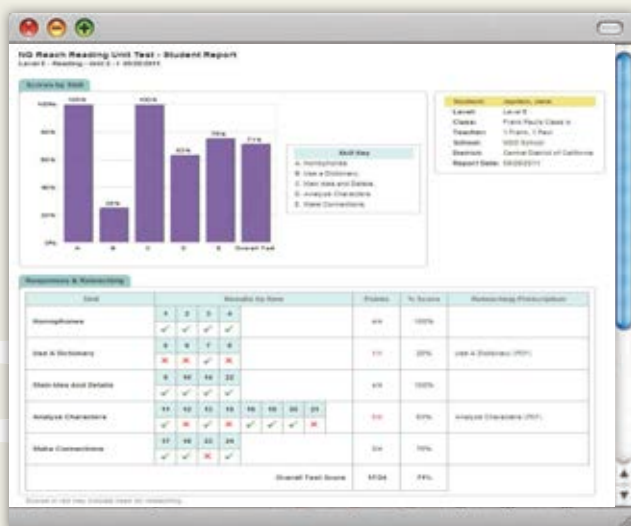
Foundational Skills, Spelling, Fluency

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

- Characters' Motives: Reteaching Master RT7.1**
- Synthesize: Reteaching Master RT7.2**

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing

RETEACH

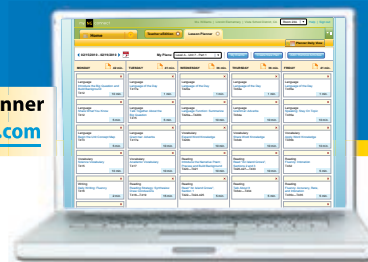
- Past Tense Verbs: Anthology Handbook**, page 585
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE


- More Grammar Practice, Reteaching Master RT7.3**



Week 2 Planner

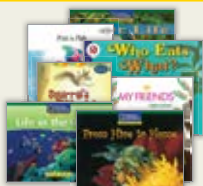
Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Match and Isolate Vowel Sounds T429k	☑ Match and Isolate Vowel Sounds T435a
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b ☑ Vowel Digraphs <i>oo, ea, ou</i> T429k Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T429g ☑ Vowel Digraphs <i>oo, ea, ou</i> T429l	Phonics CC.2.Rou.3; CC.2.Rfou.3.b; CC.2.Rfou.4 ☑ Vowel Digraphs <i>oo, ea, ou</i> T435a ☑ Words with Consonant Digraph <i>gh</i> T435b ☑ Read with Fluency T435c Spelling CC.2.L.2.d ☑ Vowel Digraphs <i>oo, ea, ou</i> T429g, T435a ☑ Words with Consonant Digraph <i>gh</i> T429g, T435b
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T429g, T429n CC.2.Rfou.3.f	☑ Practice High Frequency Words T435b CC.2.Rfou.3.f



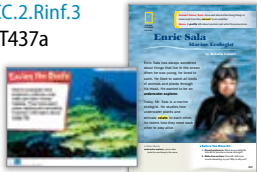
		Listen and Comprehend	Listen and Analyze
WHOLE GROUP TIME		Speaking and Listening 🕒 10 minutes	Speaking and Listening 🕒 10 minutes
Anthology & Big Book	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.L.1.d ☑ Use Irregular Past-Tense Verbs T429i Vocabulary CC.2.L.4.e ☑ Use a Dictionary T430	Daily Grammar CC.2.L.1.d ☑ Use Irregular Past-Tense Verbs T429i Vocabulary CC.2.L.4.e ☑ Use a Dictionary T435e
	Reading 🕒 20–40 minutes	Read CC.2.Rinf.10 ☑ Shared Reading: Profile T430 	Reread CC.2.Rinf.10 ☑ Shared Reading: Profile T435f Comprehension CC.2.Rinf.3 ☑ Analyze Cause and Effect T435f 
	Writing 🕒 15 minutes	Power Writing T430 CC.2.W.8 Writing CC.2.W.8 Write About the Subject of a Profile T434–435	Power Writing T435e CC.2.W.8 Writing CC.2.W.8 Write About Genres T436

LEVELED READING TIME		Reading	Reading
Fiction & Nonfiction	🕒 20 minutes 	Introduce LR2 CC.2.Rlit.3; CC.2.Rlit.10; Read LR4–LR11 CC.2.Rinf.2; CC.2.Rinf.10	Read and Integrate Ideas LR2 CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10
		☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea	☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea

LEARNING STATION TIME		Speaking and Listening	Language and Vocabulary	Writing	Cross-Curricular	Reading and Intervention
Learning Station	🕒 20 minutes 	T429e CC.2.SL.1, 2; CC.2.SL.1.b	T429e CC.2.W.6; CC.2.L.4	T429e CC.2.W.2; CC.2.W.8; CC.2.L.2.b	T429f CC.2.W.8; CC.2.SL.1	T429f CC.2.Rfou.3, 4; CC.2.SL.1.c

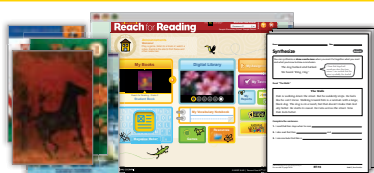
Big Question How do pets depend on their owners?

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"/> Match and Isolate Medial Sounds T436a 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Match and Isolate Vowel Sounds T436i 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T436o
<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>au, aw</i> T436c <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>au, aw</i> T429g, T436c 	<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b; CC.2.Rfou.4</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>au, aw</i> T436i <input checked="" type="checkbox"/> Read with Fluency T436k <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with <i>au, aw</i> T429g, T436i 	<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Vowel Digraphs <i>oo, ea, ou</i> T436o <input checked="" type="checkbox"/> Words with Consonant Digraph <i>gh</i> T436o <input checked="" type="checkbox"/> Words with <i>au, aw</i> T436o <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Words with Vowel Digraphs <i>oo, ea, ou</i> T436o <input checked="" type="checkbox"/> Words with Consonant Digraph <i>gh</i> T436o
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T436c CC.2.Rfou.3.f 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Practice High Frequency Words T436j CC.2.Rfou.3.f 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review High Frequency Words T437 CC.2.Rfou.3.f

Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T436e CC.2.SL.1</p>	<p>Write an Opinion T436n CC.2.W.1</p>	<p>Relate Readings to the Big Questions T437a CC.2.SL.1.b</p>
<p>Daily Grammar CC.2.L.1.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use Irregular Past-Tense Verbs T429j <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review Social and Academic Vocabulary T436e 	<p>Daily Grammar CC.2.L.1.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Grammar and Writing T429j <p>Vocabulary CC.2.L.4.e</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use a Dictionary T436m 	<p>Daily Grammar CC.2.L.1.d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review T429j <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Word Knowledge T437
<p>Read CC.2.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interactive Read-Aloud: Science Article T436e  	<p>Reread CC.2.Rinf.10</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interactive Read-Aloud: Science Article T436n  <p>Comprehension CC.2.Rinf.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Cause and Effect T436m 	<p>Comprehension CC.2.Rinf.3</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Cause and Effect T437a 
<p>Power Writing T436e CC.2.W.8</p> <p>Writing CC.2.W.8</p> <p>Write a Description T436h</p>	<p>Power Writing T436m CC.2.W.8</p> <p>Writing CC.2.SL.1.c</p> <p>Ask Questions T436n</p>	<p>Power Writing T436o CC.2.W.8</p> <p>Writing CC.2.W.7</p> <p>Write About Connections T437b</p>

<p>Reading CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10; CC.2.SL.1</p> <ul style="list-style-type: none"> Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Synthesize <input checked="" type="checkbox"/> Analyze Characters' Motives <input checked="" type="checkbox"/> Identify Topic and Main Idea 	<p>Reading CC.2.Rlit.5; CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Synthesize <input checked="" type="checkbox"/> Analyze Characters' Motives <input checked="" type="checkbox"/> Identify Topic and Main Idea 	<p>Reading CC.2.W.1–3; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Connect Across Texts LR3 <p>Writing CC.2.W.3</p> <ul style="list-style-type: none"> Choose a Writing Option LR4–LR11
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ASSESSMENT & RETEACHING



<p>Assessment & Reteaching T437c–437d</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Foundational Skills A7.13–A7.14 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d <input checked="" type="checkbox"/> Spelling Test T429g CC.2.Rfou.3; CC.2.L.2.d <input checked="" type="checkbox"/> Oral Reading Assessment A7.1–A7.4 CC.2.Rfou.4 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading Comprehension Test A7.15–A7.16 CC.2.Rlit.6,10 <input checked="" type="checkbox"/> Reading Strategy Assessment LR7.5–LR7.6 CC.2.Rlit.1 <input checked="" type="checkbox"/> Vocabulary Test A7.17–A7.18 CC.2.L.4; CC.2.L.6 <input checked="" type="checkbox"/> Grammar and Writing Test A7.19 CC.2.W.8; CC.2.L.1.e <p>Reteaching Masters RT7.5–RT7.7</p>
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Week 2 Learning Stations

Speaking and Listening

Option 1: Crabs Clean Up



Have children go to Resources > Unit 7 > Learning Stations > Week 2 > Crabs. Read aloud the article. Then have partners discuss these questions:

- How do trapezoid crabs help keep reefs alive?
- Why do you think crabs did not save the Kingman Reef ("Saving the Reefs")?

Participate in Conversations	CC.2.SL.1
Build on Others' Talk	CC.2.SL.1.b
Recount or Describe Key Details	CC.2.SL.2

Option 2: A Model Reef



To watch a video that was taken when Kingman Reef was healthy, have children go to Resources > Unit 7 > Learning Stations > Week 2 > Kingman Reef.

- Lead a class discussion about how a model reef looks.
- Discuss the animal life that divers find at a model reef.

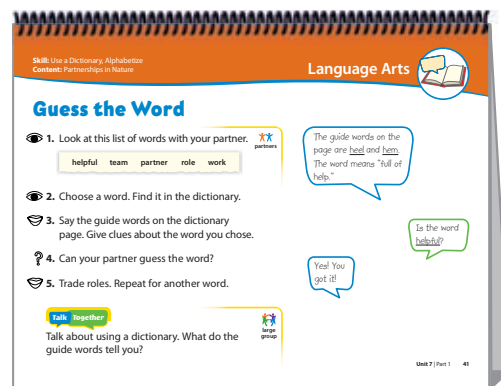
Recount or Describe Key Details	CC.2.SL.2
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Language and Vocabulary

Key Words

accept · chain · connect · conclusions · important
 motives · necessary · others · point of view
 relate · roles · vegetation · wildlife

Option 1: Guess the Word



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 41

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

dictionaries

Use Glossaries and Dictionaries CC.2.L.4.e

Option 2: My Vocabulary Notebook



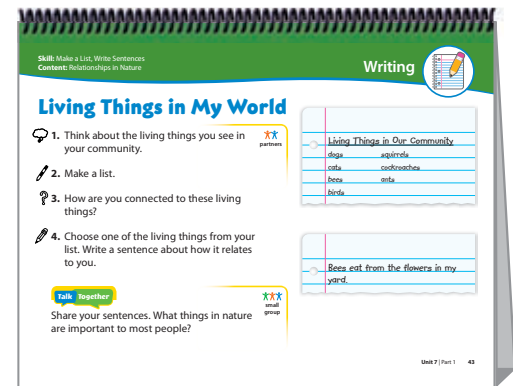
Have children expand word knowledge by

- looking up words
- using **Key Words** in sentences that contain present-tense action verbs
- rewriting sentences to contain past-tense action verbs.

Determine the Meaning of Words	CC.2.L.4
Use Technology in Writing	CC.2.W.6

Writing

Option 1: Living Things in My World



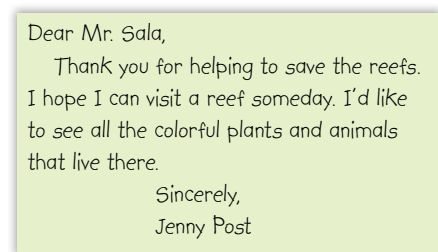
PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 43

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

Write Facts About Topics	CC.2.W.2
Recall Information	CC.2.W.8

Option 2: Write a Letter




- Have children write letters to Enric Sala.
- Suggest that children write as if they were talking to Mr. Sala. They might thank him, share what they like about reefs, or ask a question.
- Review the correct form for letters, including the use of commas in greetings and closings.

Use Commas in Greetings and Closings	CC.2.L.2.b
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Cross-Curricular

Option 1: Feed Me!



Feed Me!

- Look at the Language Builder Picture Cards.
- Think about how animals get food or provide food.
- Make a chart. List the animals that get their own food. List the animals that eat food we make. List the animals that make food for us.
- Add more animals to the chart.

Talk Together
Share your chart. Which animals did you add? Which animals are in more than one list?

Gets Its Own Food	Eats Food We Make	Makes Food for Us
vulture bee mouse	dog mouse	bee

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 42

Digital Library: Language Builder Picture Cards C80, C84, C87, C89, C90, C91

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

Recall Information	CC.2.W.8
Participate in Conversations	CC.2.SL.1

Option 2: Research Coral Reef Life



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

Have children go to Resources > Unit 7 > Learning Stations > Week 2 > Coral Reef Gallery.

- Have pairs observe each photo and caption.
- Have pairs make a list of the kinds of plants and animals found in a coral reef and record details about how these creatures live.

Gather and Recall 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 with Fluency	CC.2.Rfou.4
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Option 2: Research an Interview



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

Have children go to Resources > Unit 7 > Learning Stations > Week 2 > Sala Interview.

- Have partners read the interview, then discuss what else they would like to know.
- Have each partner write an additional interview question.

Participate in Shared Research and Writing Projects	CC.2.W.7
Ask Questions About Topics	CC.2.SL.1.c

Intervention

Option 1: Phonics Games



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

Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Spell Words with Vowel Digraphs	CC.2.L.2.d
<i>oo, ea, ou</i>	

Option 2: Reteach *oo, ea, ou*

PROGRAM RESOURCES

Phonics Picture Cards 19, 22

Use **Reteaching Routine 1**.

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

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

For **Reteaching Masters**, see pages RT7.4–RT7.6.

Decode Words with Vowel Digraphs <i>oo, ea, ou</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ea, ou</i>	CC.2.Rfou.3.b

Additional Resources

ESL Kit



ESL Teacher's Edition pages T429k–T437b

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Spell Words with Vowel Digraphs *oo, ea, ou, au, aw*
- ✓ 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 *oo, ea, au, aw*

1. cookie	I see something strange on my cookie .
2. thread	It's a little piece of green cotton thread .
3. fault	Whose fault is it that there is something on my snack?
4. drawing	I ate my snack while I was drawing at my desk.

High Frequency Words

5. along	Something is walking along the forest path at night.
6. change	It is a lizard that can change colors.
7. enough	It is light enough in the forest, so I can see the lizard.
8. head	It is now green from its head to its long tail.
9. own	The lizard can scratch its own head with its claws.
10. pick	I would love to pick the lizard up, but I might hurt it.
11. room	It would be fun to have a pet lizard in my room .
12. small	Oops, the lizard just ran under a small log.
13. sometimes	Sometimes it pops its head out to look around.
14. stay	I think it has decided to stay under the log.

More Words

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

1. notebook	I will write about different animals in my notebook .
2. daughter	One time I saw a mother fox and her daughter .
3. rough	I also saw a big toad with rough , dry skin.
4. tough	My dog's paws are very tough on the bottom.
5. saucer	Our cat drinks milk out of a little saucer .
6. crawl	Watch me crawl on my belly like a snake.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM7.15

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them into piles based on the letter/sound combination (*oo, ea, ou*) they contain.

Play a Game

- One child mixes some words up 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 *oo, ea, ou*

cookie	book	bread	couple
young	enough	read	look
notebook	cousin	rookie	dead
rough	rook	touch	double
thread	health	hook	meadow
cook	shook	instead	nook
head	country	trouble	tough

For use with T429g PM7.15 Unit 7 | Best Buddies

NGReach.com Practice Master PM7.15

Decode Words with Vowel Digraphs *oo, ea, ou*
 Know Vowel Teams *oo, ea, ou*
 Identify Inconsistent Sound-Spellings
 Demonstrate Command of English Spelling
 Spell Words with Vowel Digraphs *oo, ea, ou*

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 PM7.16

MATERIALS

scissors

Prepare

Have each group cut out the cards. Note that the 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 the words and assign a point for each correctly alphabetized word.

Spelling & Word Work
High Frequency Word Cards

line	room
done	head
side	small
try	pick
once	own
must	stay
next	along
funny	change
follow	sometimes
laugh	enough

For use with T429g PM7.16 Unit 7 | Best Buddies

NGReach.com Practice Master PM7.16

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



Word Scramble

Day 3



Option 1

Prepare

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



Extend the activity by having children say sentences using their unscrambled words.

Decode Words with Vowel Digraphs <i>oo, ea, ou, au, aw</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ea, ou, au</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>oo, ea, ou, au, aw</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 the word is guessed, the next player must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with Vowel Digraphs <i>oo, ea, ou, au, aw</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ea, ou, au</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>oo, ea, ou, au, aw</i>	CC.2.L.2.d

Word Worm

Day 4



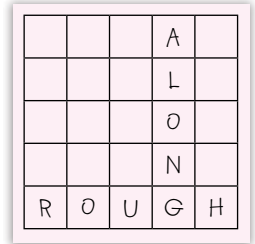
Option 1

MATERIALS

grid paper

Prepare

Display the Spelling Words. Explain that children will build words off of each other. Share this example:



Play a Game

- Have pairs choose a word and write it in the middle of the grid paper, one letter per square.
- Then have them work together to build as many Spelling Words off of other words as they can.
- The pair using the most words wins.

Know Vowel Teams <i>oo, ea, ou, au</i>	CC.2.Rfou.3.b
Demonstrate Command of English Spelling	CC.2.L.2
Spell Words with Vowel Digraphs <i>oo, ea, ou, au, aw</i>	CC.2.L.2.d

Rhymes

Day 4



Option 2

MATERIALS

index cards

Prepare

Have pairs of children make a set of word cards by writing each Spelling Word on an index card. Have partners spread out the cards, face up.

Play a Game

- Have one child choose two word cards and say a sentence using the two words.
- The partner listens carefully, identifies the two Spelling Words and tells if the two words have the same sound.
- Have children remove the used cards and continue taking turns until each child has chosen ten words.



Decode Words with Vowel Digraphs <i>oo, ea, ou, au, aw</i>	CC.2.Rfou.3
Know Vowel Teams <i>oo, ea, ou, au</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: Animal Partnerships

✔ Use Irregular Past-Tense Verbs

COMMON CORE STANDARDS

Produce Complete Sentences

CC.2.SL.6

Demonstrate Command of English Grammar

CC.2.L.1

Use Irregular Verbs

CC.2.L.1.d

Day 1

PROGRAM RESOURCES

Irregular Past-Tense Verbs:
eVisual 7.6

Teach the Rules

Use page T434–435 to introduce irregular past-tense verbs. Then teach the rules.

Irregular Past-Tense Verbs

- Verbs in the past tense show that an action happened in the past.
 - Irregular past-tense verbs** use special forms to tell about the past.
- I **do** things to help the reef.
I **did** things to help the reef.
- The turtles **go** very fast. The turtles **went** very fast.
- We **come** to the coral reef.
We **came** to the coral reef.
- The shore bird **runs** away.
The shore bird **ran** away.

NGReach.com Irregular Past-Tense Verbs: eVisual 7.6

Play a Game

Display the verbs *do/did*, *go/went*, *come/came*, *run/ran*, *ride/rode*, and *be/was/were*. Say a short sentence that uses one of the present-tense forms. For example: *I come to school at 7:00*. Point to a child and have the child replace the present-tense form with the correct past-tense form: *I came to school at 7:00*.

Continue play until each child has used at least three different verbs.

Differentiate

OL On Level

ISSUE Children add *-ed* to irregular verbs.

STRATEGY Have children make lists of common irregular verbs and their special past-tense forms. Have them add to their lists as they learn more irregular verbs. Encourage them to quiz each other on the correct forms.

Day 2

PROGRAM RESOURCES

Irregular Past-Tense Verbs II:
eVisual 7.7

MATERIALS

1 potato or other item per group

Teach the Rules

Use page T436 to introduce more verbs. Then teach the rules.

Irregular Past-Tense Verbs II

- Verbs in the past tense show that an action happened in the past.
 - Irregular past-tense verbs** use special forms to tell about the past.
- The scientist **gives** me a mask.
The scientist **gave** me a mask.
- He **takes** care of marine animals. He **took** care of marine animals.
- He **begins** work early.
He **began** work early.
- The scientist **says** reefs can be damaged. The scientist **said** reefs can be damaged.

NGReach.com Irregular Past-Tense Verbs II: eVisual 7.7

Play a Game

Have children play “Hot Potato” in small groups. Display the present- and past-tense forms of the ten irregular verbs. Have one child hold the potato and say a sentence using one of the verbs. The child should then toss the potato to another child, who must use the other form of the verb in the same sentence. Continue play until each child has had at least three turns.

Differentiate

EL English Learners

ISSUE In Chinese, Hmong, and Vietnamese, tense is usually indicated through context or by adding an expression of time.

STRATEGY Have children take turns quizzing each other on irregular past-tense forms, using the following sentence frames as models:

What did the teacher say? He/She _____.

What did your friend give you? He/She _____.



Day 3

PROGRAM RESOURCES

Rewriting Sentences: eVisual 7.8

Use Irregular Verbs: Practice Master PM7.20

MATERIALS

game markers

Teach the Rules

Use page T436h to review irregular past-tense verbs. Then teach the rules.

Rewriting Sentences

- Verbs in the **present tense** show that an action happens now. Mom and I **go** to the ocean. I **went** swimming with Dad.
- Verbs in the **past tense** show that an action happened in the past. The big turtle **comes** to get food. Last year, the big turtle **came** to get food.
- Irregular past-tense verbs** use special forms to tell about the past. The scientists **give** a talk. The scientists **gave** a talk last year.

NGReach.com Rewriting Sentences: eVisual 7.8

Play a Game

Distribute **Practice Master PM7.20**. Read the directions at the top of the page. Then have children play the Practice Master game.

Name _____ Date _____

Grammar: Irregular Past-Tense Verbs

Use Irregular Verbs

- To play, take turns with a partner.
- Toss a marker onto the game board.
- Say a sentence with the present-tense verb you land on. Then say the past-tense verb and use it in a sentence to tell about the past.

do	go
says	sing
give	takes

For use with TE p. T429 **PM7.20** Unit 7 | Best Buddies

NGReach.com Practice Master PM7.20

Differentiate

BL Below Level

ISSUE Children need more practice rewriting sentences.

STRATEGY Have pairs take turns saying a sentence using a present- or past-tense verb. For example: *Luisa went shopping with me yesterday.* Have the partner say the sentence in the other tense: *Luisa goes shopping with me every Saturday.*

Day 4

PROGRAM RESOURCES

Write Irregular Verbs: Practice Master PM7.22

Grammar and Writing

Use page T436n to model how learning irregular past-tense verbs will keep children from making mistakes in their writing.

Distribute **Practice Master PM7.22**. Read the letter.

Have children write the word from the box that correctly completes each sentence.

Name _____ Date _____

Grammar and Writing

Write Irregular Verbs

Read the letter. Then write the word from the word box that correctly completes each sentence.

begin	come	do	give	go
began	came	did	gave	went

Dear Grandpa,

This is what we did in school last week. Every kid decided to be an animal. Then we each gave a talk about the animal we were. We all took turns telling about ourselves. My friend Sarah went first. She was a penguin. She was great. She began to talk about all the raw fish she liked to eat. Then my turn came. I was a tiger!

Love,
Marike

For use with TE p. T429 **PM7.22** Unit 7 | Best Buddies

NGReach.com Practice Master PM7.22

Day 5

PROGRAM RESOURCES

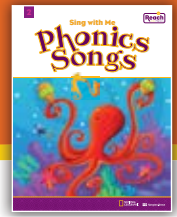
Grammar and Writing Test: Assessment Master A7.19

Review and Assess

See page T437 for a review of irregular past-tense verbs.

Administer the **Grammar and Writing Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Match and Isolate Vowel Sounds

- ✓ Read and Spell Words with Vowel Digraphs *oo, ea, ou*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 58

Sound/Spelling Cards 1, 7, 11, 12, 13, 14, 18, 21, 22, 24, 46

Read On Your Own Book 26

Words with *oo, ea, ou*: Practice Master PM7.12

Write-On/Wipe-Off Boards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4, Tracks 5–6

Word Builder

Phonics Games

MATERIALS

self-stick notes



MORNING WARM-UP

How do you affect the world around you?

Have children share how their daily activities affect their surroundings.

Phonological Awareness

1 Match and Isolate Vowel Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen to the middle sound.
- **Say the words:** *look, good*. Have children repeat the words.
- **Segment sounds:** /l/ /ōō/ /k/, /g/ /ōō/ /d/. Ask: *Do both words have the same middle sound? What is it?* (Yes, /ōō/.)
- **Say the sound again:** /ōō/.

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

Have children repeat the routine with *touch/food* (No), *head/deaf* (Yes, /ě/), *book/fruit* (No), *breath/feet* (No), *cook/wood* (Yes, /ōō/), and *tough/cup* (Yes, /ū/).

Check & Reteach

OBJECTIVE: Match and Isolate Vowel Sounds

Ask: *Do the words bread and death have the same vowel sound? What is the sound?* (Yes, /ě/.)

If children cannot answer, say *hook, foot*, and *wood*. Have children echo each word and say the vowel sound. (/ōō/) Continue with *spread/men/sweat* (/ě/) and *rough/touch/young* (/ū/).

Phonics

2 Learn Vowel Digraphs *oo, ea, ou* ✓

Sing with Me Phonics Songs Book page 58

Point out and name the gull, hermit crab, and sea anemone. Play Tracks 5 and 6 and follow directions. Practice the gestures until children can perform them smoothly.

1 2 “Fly” and then dive toward the water.

3 4 Wave arms slowly above head like tentacles.

5 6 “Fly” up and away.

COMMON CORE STANDARDS

Reading

Decode Words with Vowel Digraphs *oo, ea, ou* CC.2.Rfou.3

Know Vowel Teams *oo, ea, ou* 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 *oo, ea, ou* CC.2.L.2.d

Look—Don’t Touch!

- 1** Gulls can grab hermit crabs.
- 2** Such good snacks. That’s a fact.
- 3** The young anemone by its head.
- 4** Protects the crab with a stinging thread.
- 5** The gulls grab some other snack instead.
- 6** Do not touch crabs!






Sing with Me Phonics
Songs Book page 58

Weekly Folder

✓ Writing (T434–435, T436, T436h, T436n, T437b)

✓ Comparison Chart: **Practice Master PM7.17**

Use **Decoding Routine 1** to connect sounds and spellings /*ōō/oo*, /*ē/ea*, and /*ū/ou* and to blend words.

Step 1 Develop Phonological Awareness	/ōō/oo	/ē/ea	/ū/ou
1. Tell children: <i>These words have /ōō/ in the middle.</i>	look, good, foot	head, thread, breath	touch, young, rough
2. Tell children: <i>I will say a word. Listen for /ōō/. If you hear /ōō/, raise your hand. (Moon and hot do not have /ōō/.)</i>	cook, moon, wool, took, hoof, hot	dreamt, deaf, teach, bread, wind, tread	young, tough, flute, touch, crust, toast
3. Repeat for /ē/ea and /ū/ou. (<i>Teach</i> and <i>wind</i> do not have /ē/, and <i>flute</i> and <i>toast</i> do not have /ū/.)			
Step 2 Introduce the Sound/Spelling			
1. Display the picture-only side of Sound/Spelling Card 46 . Say: <i>book</i> . Have children repeat.			
2. Say: /ōō/. Have children repeat.	oo	e ea	u
3. Turn the card over. Point to the spelling and name it. Remind children that oo can also stand for /ōō/ as in <i>food</i> .	Card 46 book, /ōō/oo	Card 21 elephant, /ē/ea	Card 24 umbrella, /ū/ou
4. For /ē/ea, first review the e spelling. Remind children that ea can also stand for the /ē/ sound as in <i>bean</i> .			
5. For /ū/ou, first review the u spelling. Then write the spelling on a self-stick note and add it to the card.			
6. Give examples of words with the target sound/spellings. Point to the example words <i>look</i> , <i>head</i> , and <i>touch</i> in the song on page 58 of Sing with Me Phonics Songs Book .	good, foot	deaf, breath	touch, cousin
Step 3 Blend Sound-by-Sound			
1. Display <i>b</i> . Point to <i>b</i> and say: /b/. Have children repeat.	b	h	y
2. Add oo. Remind children that sometimes oo stands for the /ōō/ sound. Say: /ōō/. Blend /b/ /ōō/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	boo →	hea →	you →
3. Add k. Say: /k/. Model blending the whole word, and then have children blend with you.	book →	head →	young →
4. Follow the same procedure to blend <i>head</i> for /ē/ea and <i>young</i> for /ū/ou.			
5. Repeat for remaining words. Point out that the vowels oo, ea, and ou stay together in the same syllable.	foot, brook	bread, tread	touch, cousin

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



Read On Your Own Book 26

Name _____ Date _____

Phonics

Words with oo, ea, ou

Cut out the words and sort them. Use the words in sentences.

wood	feather
took	weather
stood	steady
brook	touch
cookie	young
breath	cousin

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PM7.12 Unit 7 | Best Buddies

NGReach.com Practice Master PM7.12

3 Read Words with Vowel Digraphs oo, ea, ou ✓

Read On Your Own Book page 2

Display the words and sentences using the **Word Builder**. Have children blend the words. Then ask children to read the sentences.

Have children turn to **Read On Your Own Book 26** page 2. Review the sound/spellings /ōō/oo, /ēē/ea, and /ūū/ou and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM7.12** for more practice.

hook head cousin
touch hood notebook
tread meant
weather brook

Look at that young gull!
It has white feathers.

NGReach.com Word Builder

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

4 Spell Words with Vowel Digraphs oo, ea, ou ✓

Use **Dictation Routine 1** as children practice spelling *bread*, *good*, and *cousin* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *bread*.
- **Segment sounds:** /b/ /r/ /ē/ /d/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **18** /b/, **12** /r/, **21** /ē/, **13** /d/)
- **Repeat the word:** *bread*. Children write it.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *good* and *cousin* using **Sound/Spelling Cards 1** /g/, **46** /ōō/, **13** /d/, **14** /k/, **24** /ūū/ (add self-stick note with *ou* spelling), **22** /z/, **11** /ī/, and **7** /n/.

Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *My cousin eats good bread*. Have children say and write the sentence. Display the correct sentence and have children check and correct their spelling.

Daily Language Arts
Daily Spelling & Word Work ✓
Spelling Pretest on page T429g

Check & Reteach

OBJECTIVE: Read and Spell Words with Vowel Digraphs oo, ea, ou ✓

Check dictation sentences for the correct spelling of *cousin*, *good*, and *bread*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach digraphs oo, ea, and ou. Repeat with this sentence: *The young cook shook his head*.

For **Decoding Routine 2**, see page BP33.



Words with oo, ea, ou

Look at each picture. Read the words.

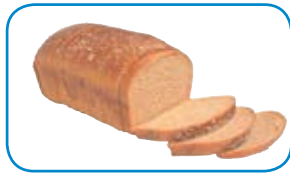
Example:



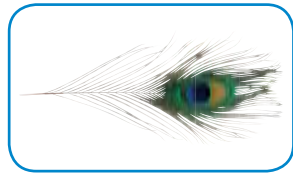
wood



look



bread



feather



touch



child

young



Key Words

Look at the pictures. Read the sentences.



By the Sea

1. Some **small** animals **stay** in tide pools.
2. They have **enough room** to get **along** just fine.
3. **Sometimes**, when there is a **change** in the tide, the animals are under water.
4. If you could **pick** your **own** place, would you pick one where your **head** is under water sometimes?

What would it be like to stay in your own tide pool?



High Frequency Words

along
change
enough
head
own
pick
room
small
sometimes
stay

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com



Phonics Games

NGReach.com

Read On Your Own Book 26
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 26 page 3

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

Use **High Frequency Words Routine 1**.

- Say the High Frequency Word: *sometimes*.
- Say a sentence with the word: *Sometimes animals help each other.*
- 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 sentences 1–4. Reread, pausing for children to say the High Frequency Words. Then have partners take turns dictating and spelling each High Frequency Word.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read and write a word from the list on page 3. Scan for misspellings. Repeat for all the words.

If children misspell words, divide children into two teams. Display a tic-tack-toe board with a High Frequency Word in each block. Omit several letters from each word. Say a word and have a player from one team fill in the missing letters and then read and spell the word.

Continue with a player from the other team. Play continues until a team has completed three words in a row. Repeat the game, omitting different letters from the words.

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.

small *This crab is not very big. It is small.* (Point to the crab in the first picture on page 3.)

stay *Stay can mean “to live in one place.”*

change *Change means “to make different.”*

enough room *If an animal has enough room, it has as much space as it needs.*

along *Animals that get along live together nicely.*

sometimes *Sometimes means “now and then” or “some of the time.”*

pick own *Pick means “to choose.” If you own something, then it belongs to you.*

head *This is my head.* (Point to your head.)



OBJECTIVES

Thematic Connection: Animal Partnerships

Use a Dictionary

Preview a Profile to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 7.5

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 *chain*.

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

Vocabulary Strategy

1 Use a Dictionary Anthology page 430

Explain: *Dictionary entries are arranged alphabetically.* Display and read **eVisual 7.5**. Have children look up each of the underlined words in the dictionary.



Vocabulary Practice

1. Sharks are at the top of the coral reef food **chain**.
2. They prey on many kinds of fish and other animals.
3. Coral reefs protect fish and other animals.



Vocabulary Practice: eVisual 7.5



INTERACTIVE WHITEBOARD TIP: Have children circle the first three letters in the word.

2 Try It Together Anthology page 430

Have children make predictions about the meanings of the words *relate* and *accept*. Then ask them to look up the words and spellings in a dictionary.

See **Differentiate**

Check & Reteach

OBJECTIVE: Use a Dictionary

Ask: *Which of these words comes last in a dictionary: **vegetation**, **wildlife**, walrus? (**wildlife**)*

If children answer incorrectly, have them name the first letter. Ask: *Which comes first, v or w? (v)*

Repeat with the second letter of the remaining words. Then ask: *Which comes first, i or a? (a)*

Academic Talk

3 Preview and Predict

Read the title. Have children describe the photos to make predictions. Model: *I see **Enric Sala holding a turtle**. I predict that he studies animals in the ocean, like turtles.*

Check & Reteach

OBJECTIVE: Preview a Profile to Make Predictions

Listen as children make predictions. If children do not understand what Sala studies, point to his wetsuit. Ask children to consider where this equipment would be important to wear.

Shared Reading

4 Read a Profile

CONNECT ACROSS TEXTS Recall how the animals were all connected in "Go to Sleep, Gecko!" Explain: *The animals in the ocean are also **connected**.*

COMMON CORE STANDARDS

Reading

Read and Comprehend CC.2.Rinf.10

Informational Text

Read with Accuracy and Fluency CC.2.Rfou.4

Read with Purpose CC.2.Rfou.4.a

and Understanding

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

Use Irregular Verbs CC.2.L.1.d

Check Spelling CC.2.L.2.e

Use Knowledge of Language CC.2.L.3

and Its Conventions

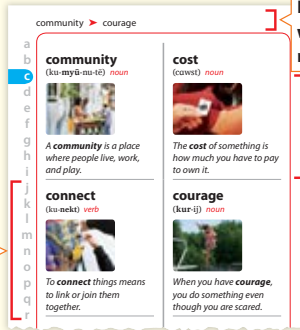
Use Glossaries and Dictionaries CC.2.L.4.e

Use Words and Phrases CC.2.L.6



Use a Dictionary

You can **use a dictionary** to find out what a word means. The words in the dictionary are in alphabetical order. Find the word **connect** in the dictionary.



Look at the **guide words** to find the right page.

The entry for **cost** comes after **connect** and before **courage**.

This entry tells about the word **connect**.

Try It Together

Read the sentences. Then answer the questions.

Elephant explains to Gecko that the world is connected. Animals help each other in different ways. Gecko **accepts** this and leaves Elephant to go back to his house. "I can **relate** to that," he said. "I won't bother Elephant again!"



- Look in a dictionary for the word **relate**. Write the definition of the word.
- Write a sentence with the word **accept**. Use a dictionary if necessary.



Connect Across Texts Now read about other living things in nature and how they **connect** to one another.
Genre A **profile** tells about a person and what the person does.

Enric Sala Marine Ecologist

by Kristin Cozort

Enric Sala has always wondered about things that live in the ocean. When he was young, he loved to swim. He liked to watch all kinds of animals and plants through his mask. He wanted to be an **underwater explorer**.

Today, Mr. Sala is a marine ecologist. He studies how underwater plants and animals **relate** to each other. He learns how they need each other to stay alive.



In Other Words
underwater explorer person who looks for new things in the ocean

Before You Move On

- Draw Conclusions** What do you think Mr. Sala did to become a marine ecologist?
- Make Connections** Does Mr. Sala's job sound interesting to you? Why or why not?

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Anthology
pages 430–431

GENRE Read aloud the genre description. Elaborate: *This profile is about Enric Sala, a scientist who studies ocean environments. It shows some of the animals and coral reefs that he studies.*

REVIEW Remind children that one way to synthesize or figure things out about the ideas they read is to draw conclusions.

How to Draw Conclusions

- Notice an important idea in the text. I read _____.
- Look for another idea that you think is important. I also read _____.
- Put the ideas together. Draw a conclusion about the text. I conclude _____.

Read pages 431–435 to the class. Use the questions on page T432–433 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Read and Comprehend

- Active Reading

Day 2 Reread and Analyze

- Synthesize
- Analyze Cause and Effect

Answers Before You Move On

- Draw Conclusions** Possible response: I conclude that Mr. Sala studied underwater plants and animals at school to become a marine ecologist.
- Make Connections** Possible response: Yes, Mr. Sala's job sounds interesting to me. He gets to study plants and animals in the sea.

Differentiate

SN Special Needs

ISSUE Children have difficulty separating letters.

STRATEGY Have children write the words on strips of paper. Then have them use their hands to cover up all the letters except the first. Repeat with the first two and then the first three letters.

EL English Learners

ISSUE Children have difficulty understanding the concepts of *relate* and *accept*.

STRATEGY Provide extra support by giving examples. For example: *Theo was running late this morning. I can relate to that. Can you?* Explain that relate can mean "understand" or "connect to."

Underwater Cities

- 1** Mr. Sala studies coral reefs in the Pacific Ocean. A coral reef is like an underwater city. Thousands of plants and animals live there. They **compete for** food and space. Coral reefs are beautiful. They are also easily harmed. **2**



▲ Many different kinds of plants and animals live in a coral reef.

In Other Words
compete for try to be the first to find

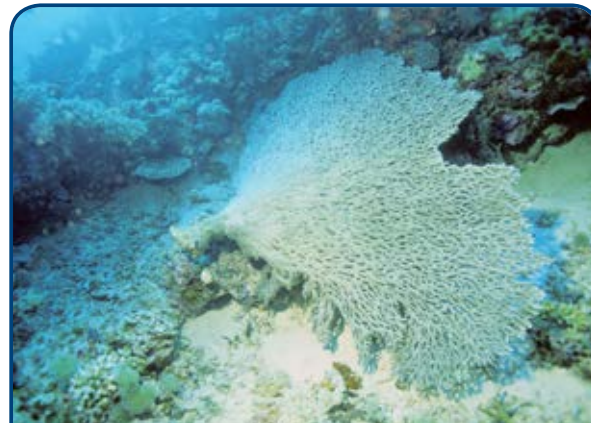
432

Reefs and Humans

Mr. Sala also studies how people's actions can change coral reefs. Sometimes people **pollute the water or overfish**. That changes the way all the living things **connect** to one another.

Coral reefs can become **damaged**. Then, many animals must find new homes. Some animals just disappear. Mr. Sala wants to **prevent this**. **3**

▼ This reef is damaged. Many animals can't find food here.



In Other Words
pollute the water or overfish make the water dirty or kill too many fish
damaged hurt
prevent this keep the animals' homes safe

Before You Move On

- 1. Ask Questions** You ask yourself, "What is it that Mr. Sala wants to prevent?" What can you do to find the answer?
- 2. Make Inferences** How does Mr. Sala feel about the coral reefs? How do you know?

433

Anthology
pages 432–433

Answers Before You Move On

- 1. Ask Questions** Possible response: I can reread the paragraph about Mr. Sala preventing this. When I look at the nearby sentences, I see that he wants to prevent coral reefs from being damaged and animals from having to find new homes.
- 2. Make Inferences** Possible response: Mr. Sala cares about the coral reefs and believes it is **important** to protect them. I know because he is trying to figure out ways to protect the **chain** of life there.

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Active Reading** *One purpose for reading this profile is to find out what Enric Sala does.* Have children raise a hand every time they hear about something Mr. Sala studies. Place a self-stick note near each example.

SECOND READ

Day 2 Reread and Analyze

- 2 Synthesize: Draw Conclusions** ✓ *What do you think the author means when she says that in a coral reef, living things compete for food and space?* (Possible response: She means that many animals and plants in a coral reef need the resources there.) *Why do you think that?* (because thousands of plants and animals live in the coral reef)
- 3 Analyze Cause and Effect** ✓ *How does damage to the coral reef affect animals that live there?* (Possible response: The animals have to find new homes. Some disappear.)
See **Differentiate**
- 4 Summarize** *Why does Mr. Sala believe we should study marine habitats?* (Mr. Sala believes we can take better care of marine habitats by understanding how humans can change them.)

Differentiate

BL Below Level

ISSUE Children have difficulty making the connection between the cause and the effect.

STRATEGY Reread the first paragraph on page 433 and ask: *What happens first?* (People pollute the water or overfish.) *What happens next?* (Coral reefs are damaged.)

All Parts Matter

Mr. Sala believes that all living things in a coral reef should be kept safe. “Underwater **ecosystems** are like airplanes,” Mr. Sala says. “They need all of their parts to **function**. Who wants to travel on a plane knowing five or ten parts are missing?”

“To take better care of marine **habitats**, we first have to study them. It’s the only way to understand **the full impact humans have on** these places,” Mr. Sala says. ❖ 4



Enric Sala swims with a green turtle. They are at Dirty Rock off Coco’s Island in Costa Rica.

In Other Words
ecosystems neighborhoods of plants and animals
function work correctly
habitats homes
the full impact humans have on all the ways people can change

► Before You Move On

1. **Draw Conclusions** Does Mr. Sala spend a lot of time underwater? Why do you think so?
2. **Topic/Main Idea** What is the topic of this selection? What is the main idea?

434

435

Anthology
pages 434–435

Writing


5 Write About the Subject of a Profile

Explain that the purpose of a profile is to tell about a person. As a class, create and display a web with information about Enric Sala. Have children add the information they identified with self-stick notes. Then have them add things that Enric Sala thinks, believes, or says. Have children choose one thing they learned about Enric Sala and write a paragraph about it. Ask: *How does Enric Sala feel about coral reefs? How do you know?*

Then show an example: *Enric Sala cares about coral reefs. He thinks they are interesting and important. He spends time studying them and he believes it is important to teach people about them. He wants to prevent them from being destroyed.* Have children share their paragraphs with each other.

Answers Before You Move On

1. **Draw Conclusions** ✓ Possible response: I think Mr. Sala spends a lot of time underwater. In both pictures, he is wearing a SCUBA suit. Also, he studies underwater habitats and coral reefs.
2. **Topic/Main Idea** The topic is Enric Sala and his work. The main idea is that Mr. Sala studies coral reefs so he can help protect them.



WRAP-UP Have students recall “Look—Don’t Touch!” and “Enric Sala: Marine Ecologist.” Have them discuss what they learned about how people and other animals can affect ocean wildlife. Ask them to think of ways that they could have a good effect on underwater ecosystems.

Daily Language Arts

Daily Grammar ✓

Point out the irregular past-tense verb *did* in the first **Before You Move On** question on page 431. Then use the Daily Grammar lesson on page T429i to teach irregular past-tense verbs.

OBJECTIVES

Thematic Connection: Animal Partnerships

Match and Isolate Vowel Sounds

- Read and Spell Words with Vowel Digraphs *oo, ea, ou*
- Read and Spell Words with Consonant Digraph *gh*
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Cards 3, 21, 24, 46

Words with *oo, ea, ou*: Practice Master PM7.13

Words with *gh*: Practice Master PM7.14

Read On Your Own Book 26

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

self-stick notes, 2 • index cards, 10 for each pair of children



MORNING WARM-UP

How might ocean animals connect to each other?

Have children turn and talk about how ocean animals might be connected, such as needing food or protection.

Phonological Awareness

1 Match and Isolate Vowel Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen to the middle sound.
- **Say the words:** *threat, spread*. Have children repeat the words.
- **Segment sounds:** /th/ /r/ /ě/ /t/ /s/ /p/ /r/ /ě/ /d/. Ask: *Do both words have the same middle sound? What is it?* (Yes, /ě/.)
- **Say the sound again:** /ě/

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

Have children repeat the routine with *you/young* (No), *bread/health* (Yes, /ě/), and *wood/count* (No).

Check & Reteach

OBJECTIVE: Match and Isolate Vowel Sounds

Ask: *What sound is the same in these three words: touch, rough, young?* (/ü/)

If children cannot answer, display three sound boxes. Segment the sounds in *touch*. Mark a dot in one box for each sound: /t/ /ü/ /ch/. Ask: *What is the vowel sound: /t/ /ü/ /ch/?* Continue for *rough* and *young*. Then repeat with *sweat/bread/health* and *hood/crook/foot*.

Phonics

2 Read and Spell Words with Vowel Digraphs *oo, ea, ou*

REVIEW Display **Sound/Spelling Cards 21, 24, and 46**. Use a self-stick note to add spelling *ou* to card **24**. Review the sound/spellings for vowel digraphs *oo, ea, and ou*. Print, cut out, and distribute **Letter Cards**. Have children draw a three-column chart with *book, head, and touch* as column heads. Model how to build *youngster*.

Have partners build and blend the word and write it in the column with the matching vowel sound. (the *touch* column) Continue building and sorting *steady, stood, cousin, leather, retouch, and cookie*. Have partners read each group of words and add other words they know. For more practice, assign **Practice Master PM7.13**.



COMMON CORE STANDARDS

Reading

Decode Words with Vowel Digraphs *oo, ea, ou* CC.2.Rfou.3

Decode Words with Consonant Digraph *gh* CC.2.Rfou.3

Know Vowel Teams *oo, ea, ou* CC.2.Rfou.3.b

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

Language and Vocabulary

Spell Words with Vowel Digraphs *oo, ea, ou* CC.2.L.2.d

Spell Words with Consonant Digraph *gh* CC.2.L.2.d

3 Read and Spell Words with Consonant Digraph gh

Before beginning, write the spelling *gh* on a self-stick note and attach it to the back of **Sound/Spelling Card 3**. Display the picture-only side of **Sound/Spelling Card 3**. Ask: *What sound do you hear at the beginning of fish? (/f/) What spellings do you already know for /f/? (f, ph)*



Turn the card over and point to the sound/spellings. Explain that another spelling for /f/ is *gh*. Have children say /f/ as you point to the *gh* spelling.

Display *enough*. Explain that *gh* stands for the sound /f/ after the vowel digraph *ou* in words. Model blending *enough*. Have children blend the word with you. Continue with *tough* and *rough*.

Then distribute **Letter Cards**. Have partners build and blend the words *enough*, *tough*, and *rough*. For more practice, assign **Practice Master PM7.14**.

High Frequency Words

4 Read and Spell Key Words

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

This young hermit crab is ready for a change. It doesn't have enough room in its shell anymore! The crab picks a rough shell for its new home. The crab sticks its head in the shell. This shell is too small! Sometimes shells look like rocks. Is that rocky shell a good place to stay? Yes! The crab has its own home now. It will get along with the other crabs in its tide pool.

Reread each sentence. Have children clap their hands when they hear a High Frequency Word. Have partners write each High Frequency Word on an index card. Reread each sentence again and have partners hold up a word card as they whisper the word. Post one example of each card on the Word Wall.

Check & Reteach

OBJECTIVES: Read and Spell Words with Vowel Digraphs *oo, ea, ou* ✓
 Read and Spell Words with Consonant Digraph *gh* ✓
 Read and Spell High Frequency Words ✓

Dictate: *hood, head, young, enough, tough, small, sometimes, change*. Have children write the words.

If children misspell words, suggest they make flash cards for words they need to practice. Have partners combine their words and place them facedown in random order. Then have children play **Memory** with the words, reading and spelling each word pair they discover. For **Memory Game**, see page BP38.

Name _____ Date _____

Phonics

Words with oo, ea, ou

Write the words to complete each sentence.

- cook young**
Dad started to cook when he was a young boy.
- cookbooks read**
He read Grandma's cookbooks and chose things to make.
- look books**
Now other people look for food to make in books that Dad writes.
- instead breakfast**
Sometimes Dad makes eggs for breakfast, but this morning he made oatmeal instead.
- good bread**
He made some bread that was really good, too.
- cousin took**
First I took a taste, and then my cousin did.
- shook head**
He shook his head, patted his tummy, and said, "Yum!"

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[NGReach.com](https://www.ngreach.com) Practice Master PM7.13

Name _____ Date _____

Phonics

Words with gh

Unscramble each word and write it. Then write a sentence using the word.

1. g o r u h <u>r o u g h</u> This sand feels <u>rough</u> .	2. t g t i h <u>t i g h t</u> Sentences will vary.
3. h a g s n <u>h a n g s</u>	4. u h t o g <u>t o u g h</u>
5. h e u n o g <u>e n o u g h</u>	7. r g b i h t <u>b r i g h t</u>
7. y r h g l u o <u>r o u g h l y</u>	8. s g i i h g n <u>s i g h i n g</u>

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[NGReach.com](https://www.ngreach.com) Practice Master PM7.14



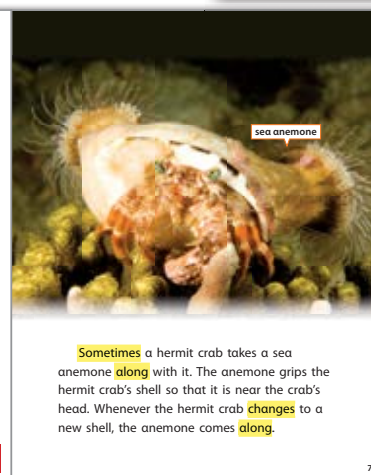
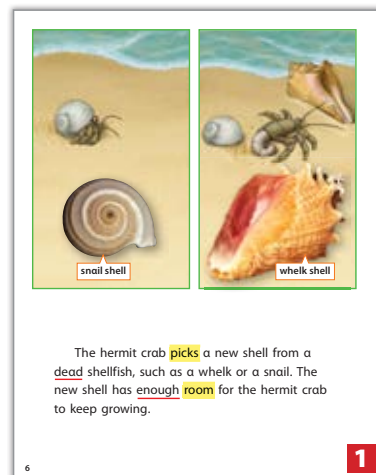
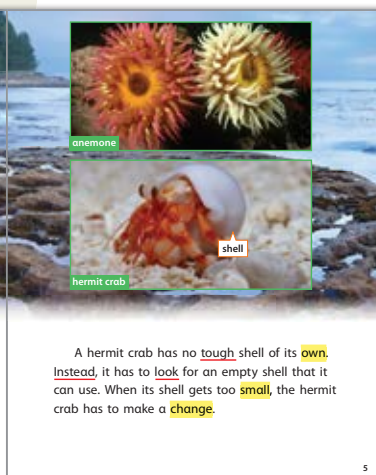
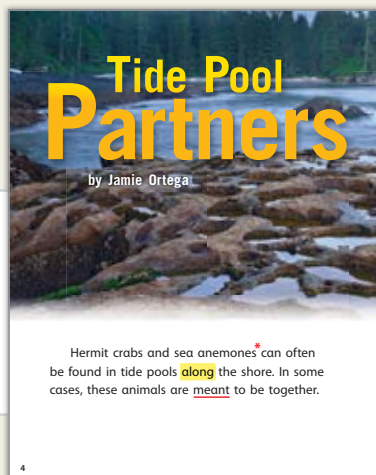
Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T429g



Read On Your Own Book 26



Legend
 words with vowel digraphs oo, ea, gh-
 High Frequency Words
 * story words

Hermit crabs and sea anemones can often be found in tide pools **along** the shore. In some cases, these animals are **meant** to be together.

A hermit crab has no **tough** shell of its **own**. **Instead**, it has to look for an empty shell that it can use. When its shell gets too **small**, the hermit crab has to make a **change**.

The hermit crab **picks** a new shell from a dead shellfish, such as a whelk or a snail. The new shell has **enough** **room** for the hermit crab to keep growing.

Sometimes a hermit crab takes a sea anemone **along** with it. The anemone grips the hermit crab's shell so that it is near the crab's head. Whenever the hermit crab **changes** to a new shell, the anemone comes **along**.

Read On Your Own Book 26
 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 26	Teacher's Edition
words with VCCCV syllable division	empty (page 5) shellfish (page 6) partners (page 14)	VCCCV (page T98b)
words with /ē/ea	sea (pages 4, 7) eats (page 9) easily (page 10) each (page 14)	/ē/ea (page T228b)
words with /ōō/oo	pools (page 4) room (page 6) food (pages 8, 9, 14)	/ōō/oo (page T297n)
words with r-controlled vowel /ôr/ ore	shore (page 4) more (page 10)	/ôr/ore (page T357l)

SN Special Needs

ISSUE Children need extra help understanding the passage.

STRATEGY Conduct a picture walk to explain the selection. Point to the photographs one by one and tell children what you see. Invite children to chime in with observations of their own. Have children find the sea anemone and the hermit crab in the various photos. Discuss with children how anemones and hermit crabs help each other.

Decodable Reading

5 Read "Tide Pool Partners" ✓ Read On Your Own Book 26 pages 4–14

Use the photos to pre-teach story words *anemones* (page 4) and *tentacles* (page 12). Then use **Decoding Routine 4** to conduct two readings of "Tide Pool Partners." 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 Identify Details** *Where does a hermit crab get a new shell?* (A hermit crab picks the shell off of a dead shellfish.)
- 2 Make Inferences** *Why is it helpful to the crab for the anemone to look threatening?* (Possible response: A threatening anemone scares away fish.)
- 3 Identify Author's Purpose** *Why did the author write this book?* (The author wanted to teach how crabs and anemones help each other.)
- 4 Make Connections** *What did you learn that you would like to share with someone?* (Possible responses: Anemones sting, hermit crabs and anemones are partners, and hermit crabs use shells for homes.)

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

The hermit crab provides the anemone with a safe place to **stay**. It has no need to go looking for food. The crab takes it to feeding places that have **enough** food for both of them.

The anemone can **stay** healthy on a steady diet of food scraps that it **picks** up from the crab. It also eats its **own** food, snapping up **small** bits it finds in the water.

For the anemone, this is good. It is good for the crab, too. The anemone helps protect the crab. It can help a **small** crab look bigger and more threatening. It can help the crab blend into a rocky **nook** in a tide pool or reef so that it cannot easily be seen.

An anemone has no **head** and no tail. When it is out of the water, or if it is **touched**, it closes up. It looks like a blob of jelly. When it is in the water, it opens up like a small rose.

When the anemone is opened up, its tentacles float freely. They have **small threads** that can sting.

If a fish **threatens** to eat the crab, the anemone buddy can help. It uses its stinging threads to fight off the fish. The **threads** have sharp tips that can stab at any fish that gets too close.

Anemones and hermit crabs look after each other. The crab provides food. The anemone provides safety. They are **good** partners.

Practice Phonics

Words with oo, ea, ou

Read these words.

touch nook thread catch enough
threaten look study head cook

Find the words with **oo**, **ea**, or **ou**. Use letters to build them. t h r e a d

Talk Together Look, but don't touch.

Choose words from the box above to tell your partner how to behave at a tide pool.

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

Practice Phonics

6 Words with oo, ea, ou Read On Your Own Book 26 page 15

Distribute **Letter Cards**. Read aloud page 15. Have partners complete the activities. See **Differentiate**

t h r e a d

7 Talk Together Read On Your Own Book 26 page 15

Have partners turn and talk about what they see in the photograph by filling in the blanks in the sentence frame with words from the box. (Possible responses: Study/touch, but don't catch/threaten.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Tide Pool Partners." 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 26
pages 8–15

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE Many languages have no equivalent or only an approximation of the English sound/spellings /ě/ea and /ü/ou.

STRATEGY Give children practice pronouncing words with /ě/ea and /ü/ou. Display *touch*, *rough*, and *heavy*. Have children blend the words with you. Display these sentence frames and read them aloud with children. Have children complete the sentences:

I touch a _____.

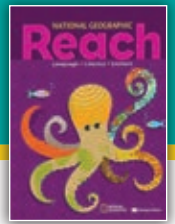
A _____ is rough.

A _____ is heavy.

AL Above Level

ISSUE Children can easily build the oo, ea, and ou words shown in the box on page 15.

STRATEGY Challenge partners to build the words without looking at their written form. Ask children to verify the spelling of each word.

**OBJECTIVES****Thematic Connection: Animal Partnerships**

- Use a Dictionary
- Analyze Cause and Effect
- Compare Genres

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Comparison Chart: Practice Master PM7.17

Power Writing

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

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

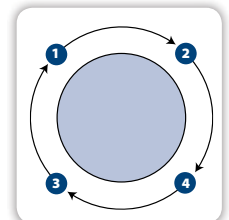
Academic Talk**1 Discuss Images**

Remind children that photos show what things discussed in a text look like, and that captions tell more information about the photos. Explain that you can use the details and information in photos and captions to draw conclusions.

Model: *The caption for the photo on page 432 says that these are normal plants and animals in a coral reef. I see that this coral reef is brightly colored. The caption for the photo on page 433 says this is a damaged coral reef. I see that this coral reef is white. I conclude that damaged coral loses its color.*

Use **Roundtable**. Have children form small groups. Assign each group one of the photos in the story. Have groups discuss what they see, what they read in the caption, and what they think it means. Invite groups to share conclusions.

For **Roundtable**, see page BP61.



Roundtable

Vocabulary Practice**2 Use a Dictionary**

Explain: *A dictionary gives the spellings, definitions, parts of speech, and pronunciations of words. A glossary is at the back of a book or the end of a chapter. It includes the definitions for words that are used in that book or chapter.*

Display *habitat* and have groups find the meaning in both a dictionary and a glossary, such as the Picture Dictionary in the **Anthology**. Have children use the word in a sentence, such as *The shark's habitat is a coral reef*. Then have them use a dictionary to check and correct the spelling of all the words in their sentence.

Ask: *What is the difference between the definition in the dictionary and the definition in the glossary?* (Possible response: The glossary has less information but a more specific definition.) *Why do you think a glossary has fewer words than a dictionary?* (because it defines only a specific group of words)

Display the words *compete* and *function*. Have groups find the words in a glossary and a dictionary. Then have them discuss how the information they found in the glossary and the dictionary is different.

Check & Reteach**OBJECTIVE: Use a Dictionary**

Display *wildlife*. Have children find the word in a dictionary and in a glossary and tell how the entries are alike and different. Have them use the word in a sentence and then check and correct the spelling of all the words in their sentence, using a dictionary.

If children have difficulty, prompt with questions such as: *How are the definitions different? Which entry shows how the word is pronounced? Which entry uses the word in a sentence?*

COMMON CORE STANDARDS**Reading**

Describe the Connection	CC.2.Rinf.3
Explain How Images Support Text	CC.2.Rinf.7
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
Produce Complete Sentences	CC.2.SL.6

Language and Vocabulary

Use Irregular Verbs	CC.2.L.1.d
Check Spelling	CC.2.L.2.e
Use Knowledge of Language and Its Conventions	CC.2.L.3
Use Glossaries and Dictionaries	CC.2.L.4.e
Use Words and Phrases	CC.2.L.6

NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts Now read about other living things in nature and how they **connect** to one another.

Genre A **profile** tells about a person and what the person does.

Enric Sala

Marine Ecologist

by Kristin Cozart

Enric Sala has always wondered about things that live in the ocean. When he was young, he loved to swim. He liked to watch all kinds of animals and plants through his mask. He wanted to be an **underwater explorer**.

Today, Mr. Sala is a marine ecologist. He studies how underwater plants and animals **relate** to each other. He learns how they need each other to stay alive.



In Other Words
underwater explorer person who looks for new things in the ocean

Before You Move On

- 1. Draw Conclusions** What do you think Mr. Sala did to become a marine ecologist?
- 2. Make Connections** Does Mr. Sala's job sound interesting to you? Why or why not?

431

Anthology page 431

Comprehension

3 Analyze Cause and Effect ✓

Explain that a cause happens first and leads to a second event, which is an effect. Explain that the words *because* and *so* can signal cause-and-effect relationships. Point to the photo on page 433 and ask: *Why is it hard for animals to find food here?* (because the reef is damaged) Discuss how the damage happened first and led to the lack of food, so the damage was the cause. Ask children to work in pairs to find one more cause-and-effect relationship in “Enric Sala: Marine Ecologist.”

Check & Reteach

OBJECTIVE: Analyze Cause and Effect ✓

Listen carefully as children identify cause-and-effect relationships. .

If children cannot distinguish between the cause and the effect, ask: *Which event happened first? How are the events **related**?*

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T432–433 as you reread “Enric Sala: Marine Ecologist.”

See **Differentiate**

Differentiate

BL Below Level

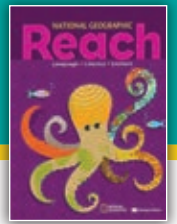
Frontload Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class reading.

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.



Respond and Extend

5 Compare Genres Anthology page 436

Read aloud page 436. Remind children that a folk tale is a made-up story that is passed down over time, and that folk tales often teach lessons or show how things work. Then review that a profile tells true facts about who a person is and what he or she does.

Guide children to understand that a folk tale is fiction, while a profile is nonfiction. Then help children make connections between the themes from the two selections.

- Ask: *What lesson did you learn from "Go to Sleep, Gecko!"?* (that things in nature are **connected**, like the rain, the gecko, and the lightning bugs)
- Connect that lesson with the main theme of the profile of Eric Sala. Ask: *What does Eric Sala want to teach people?* (that the oceans are **important**, and that the things humans do can damage the oceans) Explain that humans, animals, and the coral reef are all connected in the selection.
- Ask: *How are the lesson of "Go to Sleep, Gecko!" and the theme of "Eric Sala: Marine Ecologist" similar?* (Both themes are about how nature is all **connected**.) *How are the themes different?* (The selections are about different habitats: the forest and the coral reef.)

While comparing, have children also consider the author's purpose of each selection, the literary elements (characters, plot, and setting), the text features, and the organization of the two selections. Children should record their answers in the comparison chart on **Practice Master PM7.17**.

Check & Reteach

OBJECTIVE: Compare Genres

Ask: *What two habitats are described in the selections?* ("Go to Sleep, Gecko!" takes place in an animal village where elephants and geckos are found. "Eric Sala" shows a coral reef.) *What is the purpose of each selection?* ("Go to Sleep, Gecko!" was written to entertain, and "Eric Sala: Marine Ecologist" was written to inform.)

If children have difficulty answering, remind them that photos and illustrations can give clues about the setting and purpose. Record and display ideas in a word web.

6 Talk Together Anthology page 436

Read aloud the **Talk Together**. Prompt a whole-class discussion by asking: *Why is Elephant **important** to Gecko? How does Gecko **relate** to the fireflies and Rain?* Invite children to make a chain that shows how all the characters are related.

Name _____ Date _____

Comparison Chart

Compare Genres

Complete the comparison chart to show how the selections are the same and different.
Responses will vary. Possible responses are shown.

"Go to Sleep, Gecko!"	"Eric Sala: Marine Ecologist"
<ul style="list-style-type: none"> • folk tale • fiction • author writes to entertain • has animal characters • shows drawings of animals • organized by sequence of time in plot 	<ul style="list-style-type: none"> • folk tale • fiction • author writes to inform readers about Eric Sala • tells about a real person • shows photographs of real people and things • organized by topic

Use your comparison chart to tell a partner how "Go to Sleep, Gecko!" and "Eric Sala: Marine Ecologist" are alike and different.


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Compare Genres

"Go to Sleep, Gecko!" is a folk tale and "Coral Reef Connections" is a profile. How are they the same? How are they different?

Folk Tale

Set a Purpose
 • Find the central idea or theme.
 • Find out why.

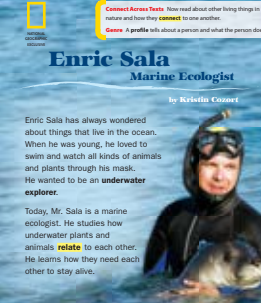


One night, Elephant was awakened by a loud noise right under his window.
 "GECK-O! GECK-O! GECK-O!"
 "Gecko, what are you doing here? It is the middle of the night. Go home and go to bed."

a story with
animal
characters

Profile

Connect Across Texts How does about other living things in nature and how they **connect** to one another.
Genre A **profile** tells about a person and what the person does.



Enric Sala
 Marine Ecologist
 by Kristella Conner

Enric Sala has always wondered about things that live in the ocean. When he was young, he loved to swim and watch all kinds of animals and plants through his mask. He wanted to be an **underwater explorer**.

Today, Mr. Sala is a marine ecologist. He studies how underwater plants and animals **relate** to each other. He learns how they need each other to stay alive.

tells about a
person and
what the
person does

Talk Together

Look at the pictures in the folk tale with your partner. Take turns telling how each group of characters in the story depends on the next group. Use **Key Words**.

436

Anthology page 436

Writing

7 Write About Genres

Have children review their comparison charts on **Practice Master PM7.17**. Ask: *Which genre did you like better—the folk tale or the profile? Why?* Have children use information from their comparison charts or add more details to their charts as they answer.

Provide an example: *I liked the folk tale better because I thought the characters were funny and interesting. Gecko reminds me of my little brother because he just does not want to go to sleep. I was able to understand how all the animals were **connected** after reading that story.*

Encourage children to write two or three sentences and illustrate them. Then invite children to share their opinions about which genre they prefer.

Daily Language Arts

Daily Grammar ✓

Point out the irregular past-tense verb *thought* in the Write About Genres example. Then use the Daily Grammar lesson on page T429i to teach more irregular past-tense verbs.

WRAP-UP

Have children study the turtle on page 435. Ask: *How do you think this turtle **connects** to other animals in the coral reef?* (Possible response: The turtle eats some fish and plants. Other animals eat the turtle.)



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Match and Isolate Medial Sounds

- ✓ Read and Spell Words with *au, aw*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 59

Sound/Spelling Cards 1, 3, 4, 5, 7, 8, 44

Read On Your Own Book 26

Words with *au, aw*: Practice Master PM7.18

Write-On/Wipe-Off Boards

High Frequency Words: Practice Master PM7.19

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4, Tracks 7–8

Word Builder

MATERIALS

beanbag or soft ball

MORNING WARM-UP

What are some ways you depend on others?

Toss a beanbag as children share ways they depend on people.

Phonological Awareness

1 Match and Isolate Medial Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen to the middle sound.
- **Say the words:** *shawl, yawn*. Have children repeat the words.
- **Segment sounds:** /sh/ /ô/ /l/, y/ /ô/ /n/. Ask: *Do both words have the same middle sound?* (Yes.) *What is the sound?* (/ô/)
- **Say the sound again:** /ô/.

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

Have children repeat the routine with *lawn/sauce* (Yes), *bawl/touch* (No), *Paul/vault* (Yes), and *haul/hail* (No).

Check & Reteach

OBJECTIVE: Match and Isolate Medial Sounds

Ask: *What sound is the same in lawn and pause?* (/ô/)

If children cannot answer, use a sound box divided into three sections. Say *lawn* several times, emphasizing /ô/ while pointing to the middle box. Then say *pause* several times, emphasizing /ô/ while pointing to the middle box. Repeat with *hawk/cause* and *sauce/claw*.

Phonics

2 Learn Words with /ô/au, aw ✓

Sing with Me Phonics Songs Book page 59

Point to and name the muskrat and the rail. Play Track 7 and have children listen, follow along, and then listen again and chime in. Play Track 8 and have children sing on their own.

- 1 6 Pretend to crawl like a muskrat.
- 2 5 Act like a bird by bobbing your head as you hunt.
- 3 4 Pantomime running and hiding.

COMMON CORE STANDARDS

Reading

Decode Words with *au, aw* CC.2.Rfou.3
 Know Vowel Team *au* CC.2.Rfou.3.b
 Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with *au, aw* CC.2.L.2.d

Watch Out, Crawfish!

Crawling muskrats drag their tails. 1

Rails hunt on the muskrat trails. 2

Crawfish! Run and hide yourselves! 3

Don't get hauled off by the rails! 4

Rails hunt on the muskrat trails. 5

Because muskrats drag their tails. 6



muskrat

crawfish

rail

Sing with Me Phonics
Songs Book page 59

Use **Decoding Routine 1** to connect sound and spellings /ô/au, aw and to blend words.

Step 1 Develop Phonological Awareness		/ô/au, aw
1. Tell children: <i>These words have /ô/ at the beginning.</i> <i>These words have /ô/ in the middle.</i> <i>These words have /ô/ at the end.</i>		August, awful yawn, fault jaw, law, slaw
2. Tell children: <i>I will say a word. Listen for /ô/. If you hear /ô/, yawn once.</i> (Catch and flake do not have /ô/.)		paw, sauce, catch, draw, flake, pause, fault
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 44 . Say: <i>saw</i> . Have children repeat.		 <p>Card 44 saw, /ô/au, aw</p>
2. Say: /ô/. Have children repeat.		
3. Turn the card over. Point to both spellings and name them. Have children repeat.		
4. Give examples of words with <i>au</i> and <i>aw</i> . Point to the example words <i>Crawfish</i> and <i>hauled</i> in the song on page 59 of Sing with Me Phonics Songs Book .		pause, fault draw, crawl
Step 3 Blend Sound-by-Sound		
1. Write <i>h</i> . Point to <i>h</i> and say: /h/. Have children repeat.		
2. Add <i>au</i> . Point to the <i>au</i> spelling on Sound/Spelling Card 44 . Blend /h/ /ô/, sweeping your hand beneath the spellings. Have children blend the sounds with you.		
3. Add <i>l</i> . Say: /l/. Model blending the whole word. Then have children blend with you.		
4. Write and blend other words with <i>au</i> and <i>aw</i> . Point out: <i>The vowels au and aw stay together in the same syllable.</i> Explain: <i>When /ô/ comes at the end of a word it is usually spelled aw.</i>		Paul, vault, sauce saw, shawl, lawn

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

See **Differentiate**

Differentiate

EL English Learners

LANGUAGE TRANSFER

ISSUE The sound /ô/ has an approximate /ô/ sound in Spanish, Cantonese, Hmong, and Korean. Give children help creating /ô/.

STRATEGY Have children:

- tell whether the /ô/ sound is used in their home languages.
- practice making the sound /ô/.
- act out sentences with /ô/: I can haul/haunt/pause/draw/yawn.

BL Below Level

ISSUE Children need practice identifying words with /ô/.

STRATEGY Display, blend, and then demonstrate the meaning of the word *gawk*, emphasizing /ô/ in the word. Have children repeat. Tell children you will say some words. If they hear /ô/ in the word, they should gawk. If they do not hear /ô/, they should look natural. Say: *crawl, autumn, raw, touch, wood, straw, sauce, fault, head, launch*. Invite volunteers to say other words. Ask the group to gawk if they hear /ô/.



Read On Your Own Book 26

NGReach.com Word Builder

Name _____ Date _____

Phonics

Words with au, aw

Circle the word that names the picture.

1. sea saw sat	2. line lawn loan	3. ray raw row
4. claw clap clear	5. pen paw pea	6. jaw jam jug
7. deep draw dad	8. hike hawk heat	9. lump lawn lamp
10. road raw rod	11. pie pin prawn	12. crawl crane crow

Read It Together Paul and his dog saw a hawk along the road.

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NGReach.com Practice Master PM7.18

3 Read Words with au, aw ✓ Read On Your Own Book 26 page 16

Use the **Word Builder** to display the words and sentences shown. Have children blend the words as they did in Step 3 on page T436b. Point out High Frequency Words *The* and *a*, and ask children to read the sentences.

Use the example on **Read On Your Own Book 26** page 16 to review sound/spelling /ô/au. Then have partners take turns reading the picture labels. Assign **Practice Master PM7.18** for more practice.

4 Spell Words with au, aw ✓

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

- **Say a word:** *fawn*.
- **Segment sounds:** /f/ /ô/ /n/. *What is the vowel sound you hear?* (/ô/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **3** /f/, **44** /ô/, **7** /n/)
- **Repeat the word:** *fawn*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *haunts* and *lawn* using **Sound/Spelling Cards 4** /h/, **44** /ô/, **7** /n/, **5** /t/, **1** /s/, and **8** /l/.

Write-On/Wipe-Off Board

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:** *I saw a fawn last August.*
- **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: *Can a hawk haul straw?*

For **Dictation Routines 1** and **2**, see page BP35.

High Frequency Words

5 Read and Spell Key Words ✓ Read On Your Own Book 26 page 17

Read aloud page 17. Point to the list of High Frequency Words. Reread sentences 1–4, pausing for children to supply the High Frequency Words orally as you point to them. Assign **Practice Master PM7.19** for independent practice.



Words with au, aw

Look at each picture. Read the words.



Example:



faucet



sauce



haul



fawn



claws



dawn

Key Words

Look at the pictures. Read the sentences.

High Frequency Words
along
change
enough
head
own
pick
room
small
sometimes
stay



In the Marsh

- The animals in the marsh need **enough room** to nest and hunt.
- The bird turns its **head** and **picks** the best spot to fish.
- Small** fish swim **along** on their **own** or in a group.
- Sometimes** animals **stay** at the marsh even when the weather **changes**.

What keeps the bird warm in winter?



Phonics Games
NGReach.com

STUDENT TECHNOLOGY

e Student eEdition

Word Builder

NGReach.com

Read On Your Own Book 26 pages 16–17

Play Toss and Spell.

- Have children sit in a circle. Provide a beanbag.
- The first child says a High Frequency Word and its first letter and tosses the beanbag to the next child, who says the next letter.
- Tossing continues until the word is complete. The child who says the last letter also uses the word in an oral sentence. Repeat with the other High Frequency Words.

For **Toss and Spell Game**, see page BP38.

REVIEW Check children's retention of High Frequency Words from Unit 6. Display the following words: *another, began, buy, children, done, follow, found, funny, get, just, laugh, line, must, next, old, once, school, side, together, try*. Have children play **Toss and Spell** with the words.

Check & Reteach

OBJECTIVES: Read and Spell Words with *au, aw* ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2** with the sentence: *Ants sometimes crawl fast as they haul small bits of food along.*

If children misspell words, display a correct model of the sentence and have children find and correct their errors. Then repeat with this sentence: *Pause long enough to cause him to change his own mind.*

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

Name _____ Date _____

High Frequency Words

Watch Them Grow!

Write a word from the box to complete each sentence.

High Frequency Words
along
change
enough
head
own
pick
room
small
sometimes
stay

- We have just **enough** room to have two pear trees in the backyard.
- The trees are still **small**, but pears grow on them.
- I like to watch the pears get bigger and **change** as they grow.
- Most of the pears **stay** on the branches, but sometimes they fall.
- Once a ripe yellow pear fell and hit me right on the top of my **head**!
- I like it when the end of summer comes **along**.
- Then I can **pick** my own pears to eat!

PM7.19 Unit 7 | Best Buddies

NGReach.com Practice Master PM7.19



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T429h

OBJECTIVES

Thematic Connection: Animal Partnerships

Preview a Science Article to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 13 or Interactive Read-Aloud 13 PDF R10–R12

Power Writing

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

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

Vocabulary Practice

1 Review Science and Academic Vocabulary

Review the **Key Words** to prepare children for reading “Saving the Reefs.” Display the words. Chorally read and define the words as a class.

Key Words

accept · chain · connect · important
 necessary · others · relate · roles
 vegetation · wildlife

Have children work in small groups to make up sentences using the **Key Words**. Encourage children to write about what Enric Sala thinks about the coral reefs and what he does to study them. Provide an example: *Enric Sala believes that coral reefs are important to other marine life.* Have each group share a sentence.

Academic Talk

2 Preview and Predict Interactive Read-Aloud 13 SCREEN 2

Read the title and the headings aloud. Have children preview the two photos on screen 2. Ask: *How did the reef change?* (Possible response: Parts of the reef died.) Review how this is similar to the reef children learned about in “Enric Sala: Marine Ecologist.” Set a purpose: *Let’s read to find out more about what happened to Kingman Reef.*

Check & Reteach

OBJECTIVE: Preview a Science Article to Make Predictions

Ask children to make a one-sentence prediction about what this article will be about. (Possible response: I think I will learn about a coral reef that is in danger.)

If children give an off-topic prediction, point to pictures and ask: *What does this picture show? What does this heading mention?* Ask children what questions they have about what they see in the pictures. Have them predict what the answers to those questions might be.

Interactive Read-Aloud

3 Share a Science Article Interactive Read-Aloud 13 SCREEN 1

GENRE Explain: *A science article gives facts about things in the world around us. It is nonfiction, which means it tells about things that are true.*

CONNECT ACROSS TEXTS Explain: *“Enric Sala: Marine Ecologist” introduced Mr. Sala and gave some information about how he studies marine habitats and what he thinks about coral reefs. This article is about a specific coral reef he has studied.* Ask children to make predictions about how this selection might be different from the profile on Sala. Set a purpose: *Let’s read on to find out more about the coral reefs Mr. Sala studies.*

COMMON CORE STANDARDS

Reading	
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
Recount or Describe Key Details	CC.2.SL.2
Produce Complete Sentences	CC.2.SL.6
Language and Vocabulary	
Use Irregular Verbs	CC.2.L.1.d
Use Knowledge of Language and Its Conventions	CC.2.L.3
Use Words and Phrases	CC.2.L.6



SCREEN 1

Saving the Reefs
by Jon Carrol

Marine ecologists have explored numerous coral reefs and other marine habitats. They have spent years tracking and recording important information about ocean life.

NATIONAL GEOGRAPHIC Reach for Reading

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NGReach.com Interactive Read-Aloud

SCIENCE BACKGROUND Share information about reefs and shipwrecks:

- *Coral reefs are delicate ecosystems that rely on a special balance of chemicals in the water.*
- *The Kingman Reef is in the middle of the Pacific Ocean, about 2,000 kilometers (about 1,240 miles) south of Hawaii. Initially, it included sharks, clams, and many other reef animals and plants. Kingman Reef was home to an unusual amount of predators, including many sharks.*
- *Shipwrecks often serve as artificial reefs and can be beneficial to wildlife. When a ship sinks, it attracts animals looking for shelter and a place to hide. Soon a complex ecosystem of predators and prey develops around the structure.*

Read screens 1–5 to the class. Use the questions on page T436g 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

- Active Reading
- Make and Confirm Predictions

Day 4 Listen and Analyze

- ✓ Analyze Cause and Effect
- ✓ Synthesize
 - Critical Thinking

SCREEN 2

Kingman Reef

1 In 2005, some marine ecologists traveled to the middle of the Pacific Ocean to explore Kingman Reef. They thought it was one of the most beautiful places they had ever seen. It had colorful corals and a carpet of giant clams in brilliant blues and greens. But when they returned to Kingman Reef in 2007, the reef's pristine beauty had disappeared.



A cause is why something happens. An effect is what happens.

More

Effect

SCREEN 3

Black Reefs

1 The clean and beautiful reefs they had seen just two years earlier were gone, replaced by what they call "black reefs." Instead of crystal clear waters and healthy coral, they saw a "carpet of dark slime" that was created by algae and microbes in the water. They were shocked and resolved to find out what had happened.



▲ a "black reef"

Cause
Algae and microbes were in the water.

Effect
Kingman Reef turned into a black reef.

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- Active Reading** Have children close their eyes as you read screen 2. Have them imagine some of the things they might see in the healthy reef. Then repeat for the description of the polluted reef.
- Make Predictions** *What do you think happened to the reef?* (Possible response: I think that the reef was polluted by humans.)
- Confirm Predictions** *Was your prediction about what happened to the reef correct?* (Possible response: Yes, but not exactly like I thought. Humans did cause the polluted reef, but it was because of a shipwreck.)

SECOND READ

Day 4 Listen and Analyze


- Analyze Cause and Effect** ✓ Ask: *What did the shipwreck in Kingman Reef cause? What other effects did it have on the reef?* (Possible response: It caused iron to leak into the water. This meant that a black slime formed, and parts of the reef began to die.)
- Synthesize: Draw Conclusions** ✓ *Think about what you learned about iron and coral reefs. Do you think coral reef plants and animals grow well in places with a lot of iron?* (No, because iron from the shipwreck causes algae and microbes to grow and kill the coral.)
- Analyze Problem and Solution** *How does Enric Sala want to solve the problem with Kingman Reef?* (remove the shipwreck from the ocean floor)



SCREEN 4

A Shipwreck

3 They quickly discovered the cause of the black reefs: A ship had sunk. They realized that iron from the shipwreck had leaked into the ocean water. Algae and other microbes need iron to grow. The iron made them grow so quickly that they eventually took over the reefs and killed the coral. What could be done to save Kingman Reef? 4




A shipwreck can leak harmful chemicals into the ocean.

Cause: A ship had sunk. Effect: Algae took over the reef.

SCREEN 5

Remove the Iron

Since the expedition to Kingman Reef, two more shipwrecks have been found. The marine ecologists know one thing: If nothing is done about the shipwrecks in the Pacific, what happened to the Kingman Reef will continue to happen to other reefs. The iron needs to be removed from the ocean as soon as possible. Without help, the beauty of the Kingman Reef may never return. 5 6



Will the beauty of Kingman Reef ever return?

Cause: The iron is not removed. Effect: The beauty of Kingman Reef will never return.

Writing

4 Write a Description Interactive Read-Aloud 13 SCREENS 1-5

Have children study the photos of Kingman Reef. Search the Internet for other photos of coral reefs. Have children imagine what it would be like to swim through a coral reef.

Key Words

accept · chain · connect · important
 necessary · others · relate · roles
 vegetation · wildlife

Model how to use active verbs and vivid adjectives and adverbs to describe a coral reef: *Brightly colored fish swim from rock to rock in large schools. They nibble on the plants. A sea turtle lazily paddles above the fish. A reef shark lurks nearby.*

Have children use descriptive language to tell what they might see in a coral reef. Explain that they can use words to paint a type of picture so that other people can imagine the reef when they read the writing. Then have children write a short description of a healthy coral reef. Encourage children to use **Key Words** in their descriptions.



Daily Language Arts

Daily Grammar ✓

Read this sentence from screen 5 aloud: *The iron needs to be removed from the ocean as soon as possible.* Model how to change the present-tense verb in the sentence to a past-tense verb (*needed*). Then use the Daily Grammar lesson on page T429j to teach how to rewrite a sentence to show past time, changing present-tense verbs to past-tense verbs.



WRAP-UP Ask: *How do the animals and plants in a coral reef depend on the water staying clean and pure?* Have children recall the animals that they have read about this week and discuss how they might be affected by polluted water.

OBJECTIVES

Thematic Connection: Animal Partnerships

Match and Isolate Vowel Sounds

- ✓ Read and Spell Words with *au, aw*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Cards 35, 44

Words with *au, aw*: Practice Master PM7.21

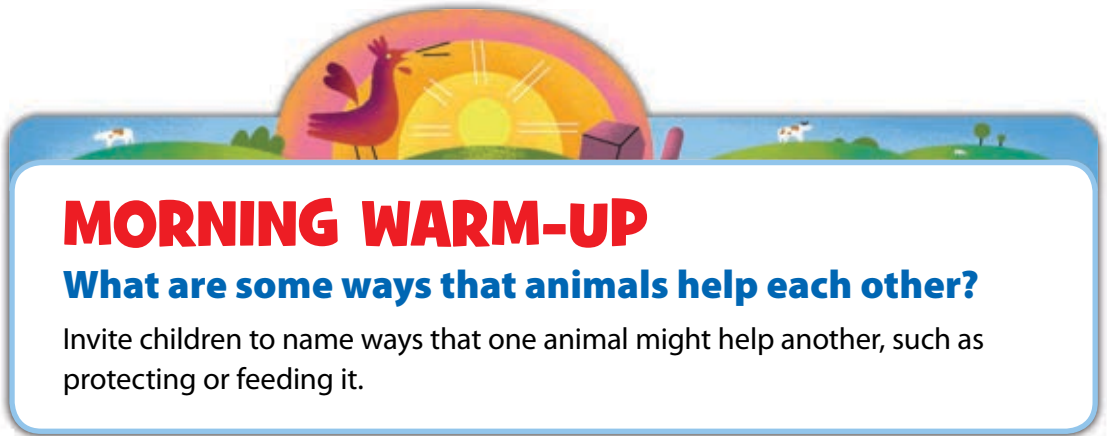
Write-On/Wipe-Off Boards

Read On Your Own Book 26

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach



MORNING WARM-UP

What are some ways that animals help each other?

Invite children to name ways that one animal might help another, such as protecting or feeding it.

Phonological Awareness

1 Match and Isolate Vowel Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen to the vowel sound in the first syllable.
- **Say the words:** *dawdle, saucer*. Have children repeat the words.
- **Segment sounds:** /d/ /ô/ /d/ /v/, /s/ /ô/ /s/ /ûr/. Ask: *Do both words have the same vowel sound in the first syllable?* (Yes.) *What is it?* (/ô/)
- **Say the sound again:** /ô/.

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

Repeat the routine with *laundry/autumn* (Yes), *counter/caution* (No), *awful/baby* (No), and *sausage/daughter* (Yes).

Check & Reteach

OBJECTIVE: Match and Isolate Vowel Sounds

Ask: *Which word has the same first vowel sound as awesome: weather or lawful?* (lawful)

If children cannot answer, review /ô/. Then tell children that you will say some words. They should stand if they hear /ô/ in the first syllable and sit if not. Say: *author, cousin, auburn, breakfast, awkward, awning, leather*.

Phonics

2 Read and Spell Words with *au, aw* ✓

REVIEW Display **Sound/Spelling Card 44** and review spellings *au* and *aw*. Remind children that the vowel sound in *saw* is /ô/.

Explain that some words have more than one syllable. Say the word *jigsaw*. Have children repeat the word and clap the syllables. Display *jigsaw* and have children read the word. Model how to divide *jigsaw* and how to read words with *aw*. Model: *When a word has two consonants between vowels, divide the word between the consonants. First, I sound out the first syllable: /j/ /i/ /g/, jig. I see aw in the second syllable. I know aw stands for the /ô/ sound: /s/ /ô/, saw. Now I will blend the syllables: jig-saw, jigsaw.*



COMMON CORE STANDARDS

Reading

Decode Words with <i>au, aw</i>	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Know Vowel Team <i>au</i>	CC.2.Rfou.3.b
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4

Language and Vocabulary

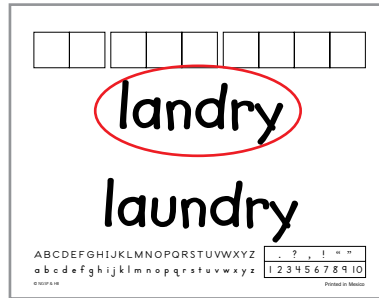
Spell Words with <i>au, aw</i>	CC.2.L.2.d
--------------------------------	------------

Repeat for *laundry* and *tawny*. Do V/CV division for *faucet* and *August*. Continue framing each syllable as children blend each word. Remind children that *au* and *aw* stay together in a syllable. Assign **Practice Master PM7.21** for more practice.

Use **Dictation Routine 2** as children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *We were hanging laundry.*
- **Repeat the sentence:** Have children write the sentence.
- **Write the sentence.** Have children check and correct spelling. Repeat with this sentence:
A tawny fox came sauntering by.

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. Have children chant and spell the words three times as you point to them on the Word Wall: *along, change, enough, head, own, pick, room, small, sometimes, stay*.

REVIEW Have children review the following previously taught words: *another, began, buy, children, done, follow, found, funny, get, just, laugh, line, must, next, old, once, school, side, together, try*. Display the words and have partners read them. Then have Partner A “write” the letters of a word on Partner B’s back. Partner B names each letter as it is written, then writes the word on paper and reads it aloud. Have partners switch roles and repeat. Suggest that children make flash cards for words they need to practice.

Check & Reteach

OBJECTIVES: Read and Spell Words with *au, aw* ✓
Read and Spell High Frequency Words ✓

Dictate the words *vault, awful, haul, sausage*, and *straw*, followed by this week’s High Frequency Words for children to write.

If children misspell words, have them cheer the spellings. Print and cut out **Letter Cards**.

Distribute a **Letter Card** to each child. Ask children to hold up their cards as you whisper cheer the spelling for words that have *au*: *Give me a v...Give me an a...Give me a u...Give me an l...Give me a t*. Have children with the letters stand together. Ask: *What does it spell?* (*vault*)

Repeat for the remaining words.

Name _____ Date _____

Phonics

Words with *au, aw*



Write the words to complete each sentence.

- yawned dawn**
Mai woke up at dawn and yawned.
- saw fawn**
She looked outside and saw a fawn.
- lawn tawny**
The tawny animal was eating weeds on her lawn.
- sauntered paused**
When Mai went outside, the animal paused and then sauntered back into the woods.
- claws hawk**
Mai saw a hawk swoop down and grab food in its claws.
- launched hauled**
Then it launched itself back up into the sky and hauled its food away.
- because draw**
Mai ran back inside because she wanted to draw the animals.

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For use with TE p. T436j

PM7.21

Unit 7 | Best Buddies

NGReach.com Practice Master PM7.21



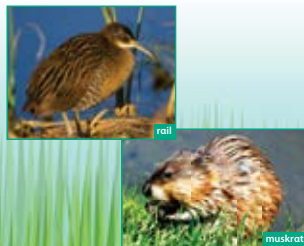
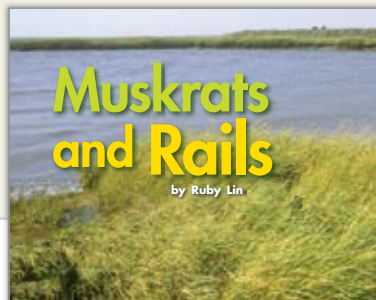
Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T429h



Read On Your Own Book 26



Legend

- words with *au, aw*
- High Frequency Words
- * story words

Musk rats and rails live in their **own** soggy habitat between the sea and the land. How do they get **along**? You will soon find out. First, let's explore their habitat.

The grassy bog **along** a coastline, between dry land and the sea, is called a marsh. When the tide rises, the marsh is deep under water. When the tide goes out, there is not enough water to **launch** a rowboat.

Sometimes a marsh is located where a river runs into the sea. The water has **room** to spread out. Fresh water mixes with sea water. The shallow, slow-moving stream washes over the land.

Layers of mud give plants the food they need to grow. **Small** animals, including birds, are **drawn** to this place **because** the plants provide safe places to nest.

Read On Your Own Book 26
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 26	Teacher's Edition
words with vowel digraph <i>ow</i>	rowboat (page 19) shallow (page 20) slow-moving (page 20) burrows (page 26)	/ō/ow (page T229n)
compound words	coastline (page 19) rowboat (page 19) sometimes (page 27) without (page 28)	compound words (page T249l)
words with <i>r</i> -controlled vowel /är/ar	marsh (pages 19, 20, 24, 25, 28) marshy (page 22) sharp (page 22) dark (page 22)	/är/ar (page T333b)

AL Above Level

ISSUE Children quickly decode the passage.

STRATEGY Challenge partners to debate question 3, Form Opinions. Have one partner argue for laws to limit muskrats as the other partner argues against those laws. Encourage children to include strong reasons for their opinions.

Decodable Reading

4 Read "Muskrats and Rails" Read On Your Own Book 26 pages 18–28

Use the photos to pre-teach story words *front* (page 22) and *cranberry* (page 28). Then use **Decoding Routine 4** to conduct two readings of "Muskrats and Rails." 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**

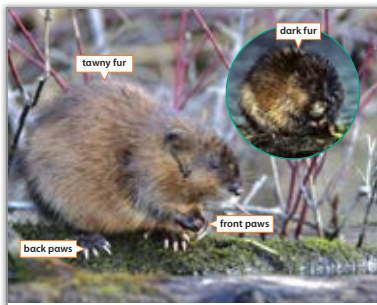
SECOND READ

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.

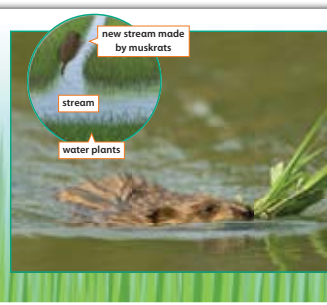
- 1 Identify Details** *How does a muskrat use its paws?* (A muskrat uses its sharp front paws for digging and its webbed back paws for swimming.)
- 2 Identify Cause and Effect** *How do muskrat trails help the rail?* (Rails walk on the trails and find crawfish.)
- 3 Form Opinions** *Should there be a law to limit muskrats? Explain.* (Possible responses: No, because rails need muskrats. Yes, because muskrats dig up plants and cause damage.)
- 4 Make Connections** *How is a rail like an anemone?* (Possible response: A rail finds food on muskrat trails that the muskrat left behind. An anemone gets food that the crab doesn't eat.)

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



A muskrat likes to **stay** in marshy places. It has a big **head**, a round body, and a long, scaly tail. Its front **paws** have sharp **claws** for digging. Its back **paws** have webbed toes for paddling. Its thick fur is dark in winter and **tawny** in summer.

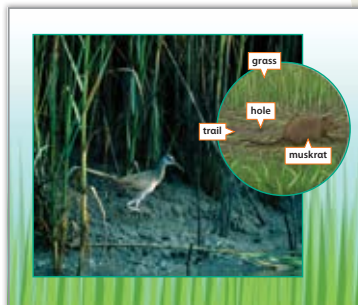
1



A muskrat **crawls along** rather slowly on land, but it swims like a fish. It can **stay** under water for a long time.

Muskrats eat water plants. They can eat **enough** plants to change the path of streams. This can **cause** the land to be under water!

23



Muskrats also **change** the land in another way. As a muskrat **crawls along**, it leaves trails through the marsh grasses. It digs holes here and there to uproot plants.

24



A rail is a bird that is **sometimes** called a marsh hen. A rail likes walking on the muddy paths that muskrats make. It drinks water trapped in the holes that muskrats leave behind. It **stays** hidden in the grass while it hunts.

25

STUDENT TECHNOLOGY

e Student eEdition

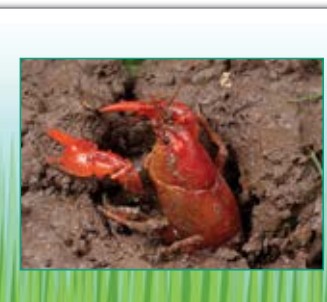
Comprehension Coach

NGReach.com



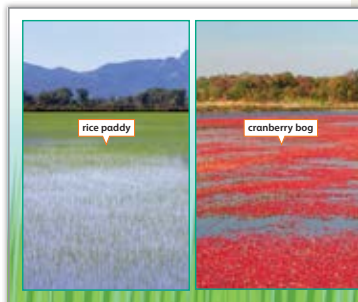
A rail will **saunter along** the muskrat trails, looking for **crawfish burrows**. **Crawfish** are the rail's main food. They make their burrows in the soft mud of muskrat trails.

26



If a **crawfish** pokes its **head** out of the **small** opening, the waiting rail will **pick** it up. The rail then **hauls** it to a safe eating place. This is **sometimes** on top of a muskrat house.

27



A muskrat can **cause** a lot of bad things to happen in the marsh. Its home can cave in a stream bank. Its trails can wash out **cranberry bogs** and **rice paddies**. **Because** of this, some places have laws to limit muskrats.

But without muskrats, what would rails do?

28

3 4

Practice Phonics

Words with au, aw

Read these words.

paws want cause claws
jaws eats hauls gnaws

Find the words with **au** and **aw**.
Use letters to build them. C I A W S

Talk Together

The muskrat **claws** with its **paws**.

Choose words from the box above to tell your partner about what muskrats do.

Read On Your Own Book 26
pages 22–29

Practice Phonics

5 Words with au, aw Read On Your Own Book 26 page 29

Print, cut out, and distribute **Letter Cards**. Read aloud page 29. Have partners complete the activities.



See **Differentiate**

6 Talk Together Read On Your Own Book 26 page 29

Have children tell about the pictures by filling in the sentence frame with words from the box. (Possible responses: The muskrat eats/gnaws with its jaws.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Muskrats and Rails." 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

SN Special Needs

ISSUE Children pronounce the spellings *au* and *aw* as /ā/.

STRATEGY Remind children that the spellings *au* and *aw* stand for /ô/. Display **Sound/Spelling Cards 35** and **44** and have children say the word and sound for each. Review the sound/spellings. Then display these words with /ô/au, aw and blend them with children: *saw/jigsaw, fault/faucet, raw/scrawny, launch/laundry*.

OBJECTIVES**Thematic Connection: Animal Partnerships**

- ✔ Use a Dictionary
- ✔ Analyze Cause and Effect

PROGRAM RESOURCES**PRINT & TECHNOLOGY**

Interactive Read-Aloud 13 or Interactive Read-Aloud 13 PDF R10–R12

Power Writing

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

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

COMMON CORE STANDARDS**Reading**

Describe the Connection CC.2.Rinf.3
Explain How Images Support Text CC.2.Rinf.7

Writing

Write Opinions on Topics CC.2.W.1
Support Opinions CC.2.W.1

Speaking and Listening

Ask Questions About Topics CC.2.SL.1.c
Recount or Describe Key Details CC.2.SL.2
Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Use Irregular Verbs CC.2.L.1.d
Check Spelling CC.2.L.2.e
Use Knowledge of Language and Its Conventions CC.2.L.3
Use Glossaries and Dictionaries CC.2.L.4.e
Use Words and Phrases CC.2.L.6

Vocabulary Practice**1 Use a Dictionary** ✔ Interactive Read-Aloud 13 **SCREENS 1, 3, and 4**

Explain: *Some dictionaries and glossaries are electronic. Instead of using guide words and alphabetical order to find a word, you can type in the word you need.* Discuss some of the advantages of an electronic dictionary or glossary. For example, many have features where you can hear the pronunciation of the word or learn definitions from different sources.

Discuss how to check spelling in a dictionary or a glossary. Ask: *Which is better for checking spelling: an electronic or print dictionary?* (electronic, because it can suggest the correct spelling) Have children click on the yellow icon at the top of the **Student eEdition**. Model looking up the word *habitat*.

Form small groups. Have children look up *ocean*, *important*, *happen*, and *save* in the dictionary and share what they learn. Then have them use the words in sentences and check and correct the spelling of each word in their sentences.

Check & Reteach

OBJECTIVE: Use a Dictionary ✔

Have children look up the word *necessary* in the electronic glossary and in a dictionary. Ask: *Which information is similar? Which information is different?*

If children are unable to distinguish between the two sets of information, ask questions such as: *Which source gives the pronunciation aloud? Which source gives a context sentence? Which source gives several definitions?*

Comprehension**2 Analyze Cause and Effect** ✔ Interactive Read-Aloud 13 **SCREENS 2–5**

Display screen 2 and read aloud the definitions for *cause* and *effect* on the More tab. Have a volunteer click on the Effect button to highlight the clause “the reef’s pristine beauty had disappeared.” Ask children to review the remaining screens and identify possible causes. Record their responses. Then display screen 3. Erase the Effect box and have children match one of their responses to the text. Have a volunteer reveal the cause. (Algae and microbes were in the water.) Repeat with screens 4 and 5.

Check & Reteach

OBJECTIVE: Analyze Cause and Effect ✔

Display screen 5. Ask: *What causes black reefs?* (too much iron in the water) *What will happen if the shipwrecks are not removed?* (the reef will not recover)

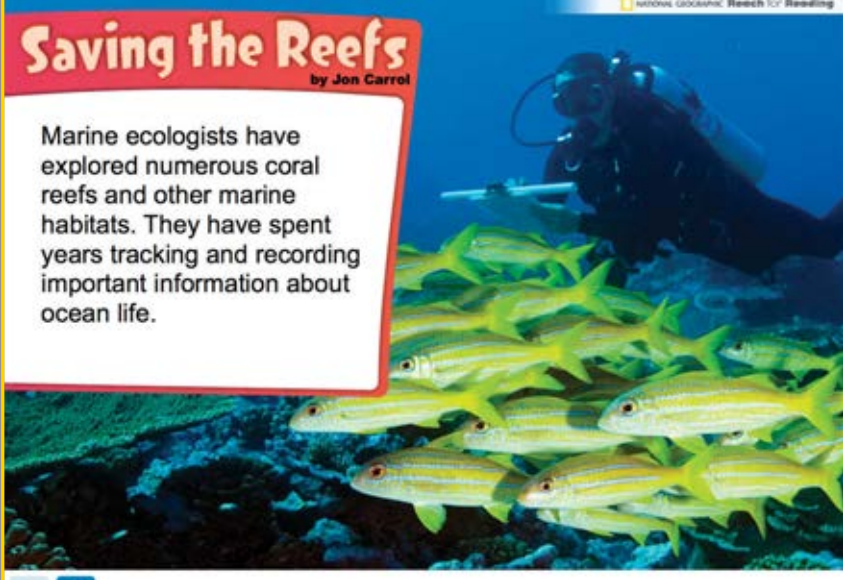
If children have difficulty identifying the effect, prompt: *What happened to the reef first? What happened next?*



SCREEN 1

Saving the Reefs
by Jon Carroll

Marine ecologists have explored numerous coral reefs and other marine habitats. They have spent years tracking and recording important information about ocean life.



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Interactive Read-Aloud 13

Listen Again and Analyze

- 3 Build Comprehension** Interactive Read-Aloud 13 **SCREENS 1-5**
Use the **Listen and Analyze** questions on page T436g as you reread.

Academic Talk

- 4 Ask Questions**
Use **Jigsaw**. Form three expert groups. Assign screen 2, screen 3, or screen 4 to each group. Have groups find causes and effects from their screen. Then have groups mix so that each new group contains at least one member from each expert group. Have children ask questions to learn about each other's screens.
For Jigsaw, see page BP60.

Writing

- 5 Write an Opinion**
Have children write two or three sentences about whether they think the shipwreck should be removed from Kingman Reef. Explain that good writers support their opinions with facts and reasons that help make their opinions stronger.



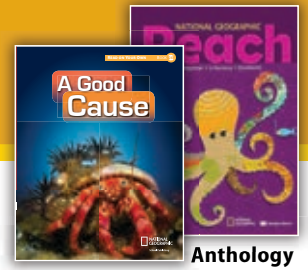
Daily Language Arts

Daily Grammar

Challenge children to find two irregular verbs on screen 2 (*was, had*), a different one on screen 3 (*saw*), and a different one on screen 4 (*took*). Then have children complete the Grammar and Writing lesson on page T429j.



WRAP-UP Have children draw a picture of one cause-and-effect relationship that occurs in ocean ecosystems.



Read On Your Own Book 26

Anthology

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Read and Spell Words with Vowel Digraphs *oo, ea, ou* and with /*ô*/ Spelled *au, aw*
- ✓ Read and Spell Words with Consonant Digraph *gh*
- ✓ Read and Spell High Frequency Words
- ✓ Analyze Cause and Effect

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Past-Tense Verbs: Practice Master PM7.23

Read On Your Own Book 26

My Vocabulary Notebook

Interactive Read-Aloud 13 or Interactive

Read-Aloud 13 PDF R10–R12

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

index cards

MORNING WARM-UP

In which selection did you learn the most about food chains and how animals are connected? Why?

Help children remember the stories and articles they read this week. Then have them turn and share their ideas with a partner.

Review Phonics and High Frequency Words

Muskrat

Match a label to each clue. Then copy the labels onto sticky notes and place them on the correct parts of this muskrat.

paws head whiskers tail fur

1. These look like threads.
2. These have claws that look tough enough to make any threat stay away.
3. This is soft to the touch and is often dark, but it sometimes changes to a tawny shade.
4. This gets hauled behind as the muskrat saunters along.
5. This is big and contains two small eyes.

Legend

Words with /oo/ oo, /ë/ea, /ü/ou, /ô/au, aw, /f/gh

High Frequency Words

Read On Your Own Book 26

pages 30–31

Power Writing

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

For *Writing Routine 1*, see page BP56.

COMMON CORE STANDARDS

Reading

Compare Two Texts CC.2.Rinf.9

Decode Words with Vowel Digraphs *oo, ea, ou* CC.2.Rfou.3

Decode Words with *au, aw* CC.2.Rfou.3

Decode Words with Consonant Digraph *gh* CC.2.Rfou.3

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 Irregular Verbs CC.2.L.1.d

Spell Words with Vowel Digraphs *oo, ea, ou* CC.2.L.2.d

Spell Words with *au, aw* CC.2.L.2.d

Spell Words with Consonant Digraph *gh* CC.2.L.2.d

Use Knowledge of Language and Its Conventions CC.2.L.3

Use Glossaries and Dictionaries CC.2.L.4.e

Use Words and Phrases CC.2.L.6

Phonics Review

1 Play Muskrat ✓ Read On Your Own Book 26 pages 30–31

Have partners discuss the clues and answers. Then have children find and read the following words in the clues:

- seven words with /*ô*/oo, /*ë*/ea, and /*ü*/ou. (*head, look, threads, tough, enough, threat, touch*)
- five words with /*ô*/au, aw. (*paws, claws, tawny, hauled, sauntered*)
- two words with /*f*/gh. (*tough, enough*)
- High Frequency Words *head, along, changes, enough, small, and sometimes*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Vowel Digraphs *oo, ea, ou, au, aw* ✓

Read and Spell Words with Consonant Digraph *gh* ✓

Read and Spell High Frequency Words ✓

Have children follow along as you read aloud the clues on page 30. Have children clap when they hear words with the vowel sound in *good*. (/*ô*/) When they clap, have them say the word and spell it. Repeat for words with /*ë*/ea, /*ü*/ou, /*ô*/au, aw, /*f*/gh, and for High Frequency Words.

Past-Tense Verbs

All action verbs show when the action happens. **Past-tense verbs** show that the action happened in the past.

Grammar Rules Past Tense Verbs

Regular Past Tense	Add -ed to the end of many verbs to show an action in the past.	Examples: walk + -ed = walked jump + -ed = jumped
Irregular Past Tense	Some verbs have special forms to show past tense. You have to remember the forms.	Example: begin → began say → said

Read Past-Tense Verbs

Read these sentences from "Go to Sleep, Gecko!" Identify one irregular past-tense verb and one regular past-tense verb.

Elephant leaned out his window. "Gecko, go to bed."
"But I can't sleep. The fireflies are still blinking their lights on and off... on and off... You said you'd make them stop."

Use Past-Tense Verbs

Write two sentences about how animals help one another. Use at least one regular and one irregular past-tense verb. Share your sentences with a partner.

437

Anthology page 437

STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

NGReach.com



Daily Language Arts

Daily Spelling & Word Work

Spelling Test on page T429g



VOCABULARY GAME

Introduce **Vocabulary Concentration**. Have children use the information in **My Vocabulary Notebook** to review the meanings of the **Key Words**. Then have them work in pairs to write a word on one index card or slip of paper and its glossary definition on the other. Have them turn all the cards facedown. They should flip the cards over two at a time until they find a match. If a child finds a match, he or she can keep the cards. The child with the most cards wins. For **Vocabulary Concentration**, see page BP55.

Vocabulary Review

2 Apply Word Knowledge

Have students 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 Past-Tense Verbs

Anthology page 437

Read aloud the introduction and the Grammar Rules box. Explain: *Some verbs with irregular past-tense forms include do, go, come, run, is, give, take, begin, say, and sing.* Review the past-tense forms of these verbs as well.

Complete the Read Past-Tense Verbs activity with children. Remind children that regular past-tense verbs end in *-ed*. Then have children complete Use Past-Tense Verbs. Spot-check to make sure children use past-tense verbs correctly.

Use pages T429i–T429j to review regular and irregular past-tense verbs. Then organize children into pairs and display the sentences below. Have each pair change the sentence to past tense by changing the verb.

1. DeShaun and Malia go snorkeling with their family. (went)
2. Malia likes the bright parrotfish. (liked)
3. DeShaun is fond of the small but fierce reef sharks. (was)
4. Sometimes their father comes along. (came)

Assign **Practice Master PM7.23**.



ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Comprehension

4 Analyze Cause and Effect Anthology pages 431–435 and

Interactive Read-Aloud 13 SCREEN 2

Have children recall some of the causes and effects they read about in “Enric Sala: Marine Ecologist” and “Saving the Reefs.”

- Have children describe the coral reef on page 433. (It is white. The coral is dead and there are no fish.) Ask: *Why is the reef white?* (It was damaged.) Display the cause (The reef was damaged.) and the effect (coral died; no fish live there).
- Display screen 2 of “Saving the Reefs.” Have children recall what happened to Kingman Reef. Ask: *What was the cause?* (A shipwreck leaked iron into the water.) *What was the effect?* (Slimy microbes and algae took over the reef.)

Ask: *How are the causes similar?* (Both the reefs were damaged in some way by humans.) *How are the effects similar?* (Fish do not live on either reef, and the coral has died.) *How are the effects different?* (The reefs look different. One has too much algae growing on it, and the other has nothing growing on it.)

Check & Reteach

OBJECTIVE: Analyze Cause and Effect

Direct children to page 433. Ask: *What else causes reef damage?* (pollution; overfishing) *Which of these caused damage to Kingman Reef?* (pollution)

If children are unable to identify the cause, use a Cause-and-Effect Organizer to illustrate the causes of general reef damage: pollution and overfishing. Display a second Cause-and-Effect Organizer for just Kingman Reef. Point out that one of the causes, overfishing, is not mentioned for this reef, but pollution is. Write *pollution* as the single cause.

Academic Talk

5 Relate Readings to the Big Question

Use **Inside-Outside Circle**.

- Have children discuss the Big Question: How are living things connected? Have the inside child name one of the selections. Have the outside child answer by telling how living things were connected in that selection. For example, in “Enric Sala,” people are connected to the coral reefs because their pollution and overfishing can hurt the coral.
- Have children switch roles and answer the same question with another selection. Then have all children rotate and share their answers.

For **Inside-Outside Circle**, see page BP60.



Writing

6 Write About Connections

Have children work in groups to make connections between the ideas in “Enric Sala: Marine Ecologist” and “Saving the Reefs.” Suggest that groups begin by discussing and identifying the main ideas of the different selections. Provide the groups with leading prompts such as:

- *What did you learn about how animals are **connected** in “Enric Sala: Marine Ecologist”? What example can you give?* (Underwater ecosystems are like airplanes; if one part is missing, it does not work. When coral reefs become polluted, all living things are affected.)
- *What did you learn about food **chains**?* (Things in nature depend on each other to survive.)
- *Which animals in the food **chain** depend on a coral reef to survive?* (Possible responses: fish, turtles, and sharks)
- *What did you learn about how people and the Kingman Reef are **connected**?* (Iron from a shipwreck damaged the reef.)
- *Why is it **important** for people to help the Kingman Reef?* (They can remove the ship and stop the reef from being destroyed.)
- *How does the environment depend on people in “Saving the Reefs”?* (If people protect the environment, they will help other living things survive.)

Have groups finish by stating an idea they think all the selections have in common. For example: *Things in nature depend on one another for survival.* Then ask groups to use what they have just discussed to write a few sentences explaining how things in nature depend on each other and people for survival.

Model: *People are connected to the coral reefs. If people destroy or pollute the coral reefs, they break the food chain. This means fish have nothing to eat. The sharks have less food, too.*

Invite groups to share their writing with the class.



Daily Language Arts

Daily Grammar

Review and Assess on page T429j



WRAP-UP Have children review the contents of their Weekly Folders. Form heterogeneous groups. Have groups consider what they learned about animals and how they are connected this week. Ask: *Why is it **important** for humans to protect animals?* Create a list of things people can do to help animals.

Week 2 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with Vowel Digraphs *oo, ea, ou*
- Decode Words with Consonant Digraph *gh*
- Decode Words with *au, aw*
- Decode Multisyllabic Words
- Read High Frequency Words

Spelling

- Spell Words with Vowel Digraphs *oo, ea, ou*
- Spell Words with Consonant Digraph *gh*
- Spell Words with *au, aw*
- Spell High Frequency Words

Fluency

- Expression
- Accuracy and Rate

Reading

- Analyze Cause and Effect
- Synthesize

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Irregular Past Tense Verbs
- Write Explanatory Sentences

ASSESSMENTS

Foundational Skills Test Unit 2, Week 2

Decoding TET
 • Vowel Digraphs *oo, ea, ou*
 • Digraphs *gh*
 • Sound blending *au, aw*

High Frequency Words #1
 Make a copy of this page so you can cut out the list of words and use them for the Student Portfolio page A7.13.

Week 2

room stay
 head along
 small change
 pick sometimes
 own enough

A7.13 Unit 2, Week 2

Foundational Skills Unit 2, Week 2

1. head
 2. fever
 3. farm

4. slow
 5. lunch
 6. lark

A7.14 Unit 2, Week 2

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

Words with Vowel Digraphs oo, ea, ou, ow

1. cookie I see something strange on my **cookie**.
 2. thread It's a little piece of green cotton **thread**.
 3. fault Whose **fault** is it that there is something on my snack?
 4. drawing I ate my snack while I was **drawing** at my desk.

High Frequency Words

5. along Something is walking **along** the forest path at night.
 6. change It is a lizard that can **change** colors.
 7. enough It is light **enough** in the forest, so I can see the lizard.
 8. head It is now green from its **head** to its long tail.
 9. own The lizard can scratch its **own** head with its claws.
 10. pick I would love to **pick** the lizard up, but I might hurt it.
 11. room It would be fun to have a pet lizard in my **room**.
 12. small Oops, the lizard just ran under a **small** log.
 13. sometimes **Sometimes** it pops its head out to look around.
 14. stay I think it has decided to **stay** under the log.

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

1. notebook I will write about different animals in my **notebook**.
 2. daughter One time I saw a mother fox and her **daughter**.
 3. rough I also saw a big load with **rough**, dry skin.
 4. tough My dog's paws are very **tough** on the bottom.
 5. saucer Our cat drinks milk out of a little **saucer**.
 6. crawl Watch me **crawl** on my belly like a snake.

Oral Reading Assessment Unit 2

Fuzzy was a beautiful Scottish Terrier, black, with short legs and a stubby tail. He lived at Star Ranch with two other dogs, Curly and Handful, were large outdoor dogs. They could run around and get dirty. Fuzzy had to stay inside. He had to stay clean, so children could pick him up and pet him. Fuzzy was mostly thankful, but he was often unhappy. It was unfair that he couldn't go outside and play!

One day, Fuzzy heard the other dogs barking loudly. He quickly ran to look through the glass door. A bear was in the back yard growling at Curly and Handful! The bear seemed unfriendly. Fuzzy didn't want to misbehave, but he wanted to help. Fuzzy climbed upon a table. He jumped out a side window. He stood together with the others, bravely barking. Faced with three dogs, the bear ran and never reappeared. Fuzzy felt completely happy at last!

A7.1 Unit 2, Week 2

Oral Reading Assessment Unit 2

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A7.2 Unit 2, Week 2

Oral Reading Assessment Unit 2

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy												
Rate												
Fluency												
Comprehension												

A7.3 Unit 2, Week 2

Reading Comprehension Test Unit 2, Week 2

Directions: Read the article. Then answer the questions about the article.

Butterflies and Moths

When the sun comes out, many flowers open up. When this happens, butterflies like to visit them. That's because flowers have nectar. This is like a sweet drink that is food for an insect.

A butterfly on a flower gets covered with a powder called pollen. Pollen sticks to a butterfly's body. When the insect flies off, it carries pollen with it. The butterfly then spreads the pollen at its next stop. This helps the flowers make more flowers.

Some flowers open only at night. Moths, which are part of the butterfly family, visit these flowers. How do moths find flowers in the dark? Some flowers are white or a light color and stand out in the dark. They look bright to the moths.

Moths also find flowers by smell. Some plants give off a sweet smell after the sun goes down. This is like a telephone call to the moth. "Nectar here! Come and get it!" When the sun comes up, the night flowers close. The moth rests for the day.

A7.15 Unit 2, Week 2

Reading Strategy Assessment Unit 2

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 appropriate number.

Ask: How often do you use this strategy? (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always)

Plan and Monitor	Read Strategically	Ask Questions
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

LR7.5 Unit 2, Week 2

Reading Strategy Assessment Unit 2

Make Connections	Reading Strategically	Ask Questions	Synthesize (Use Reason)
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5

LR7.6 Unit 2, Week 2

Vocabulary Test Unit 2, Week 2

Directions: Read the question. Use the dictionary entries to choose the correct answer.

cent
 chase
 clear
 climb
 country
 crow

A7.17 Unit 2, Week 2

Grammar and Writing Test Unit 2, Week 2

Directions: Choose the answer that completes the sentence correctly.

1. In the garden yesterday, a bird _____ over to visit.
 a. come
 b. came
 c. comed

2. The bird _____ to scratch around in the soil.
 a. began
 b. beginned
 c. begunned

3. The bird _____ a pretty song.
 a. sung
 b. sang
 c. singed

4. Then the bird _____ away.
 a. wented
 b. goed
 c. went

A7.19 Unit 2, Week 2

Writing Rubric

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Content												
Organization												
Style												
Conventions												

A7.46 Unit 2, Week 2

Foundational Skills Test
 A7.13–A7.14

Spelling Pretest/ Spelling Test
 See page T429g

Oral Reading Assessment
 A7.1–A7.4

Use these passages throughout Unit 7. Work with on-level readers this week.

Reading Comprehension Test
 A7.15–A7.16

Reading Strategy Assessment
 LR7.5–LR7.6

Vocabulary Test
 A7.17–A7.18

Grammar and Writing Test
 A7.19

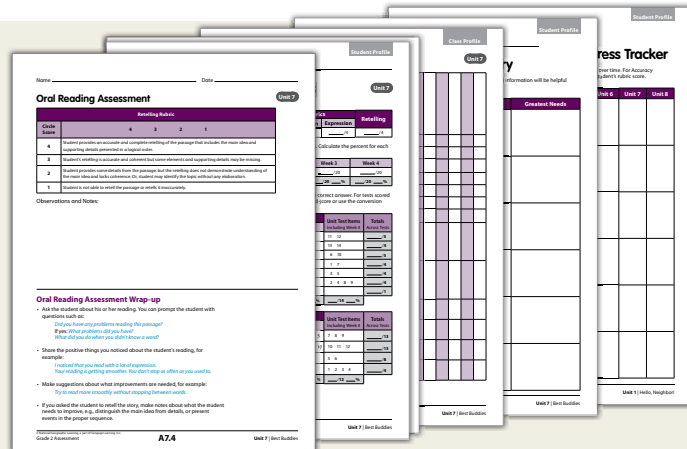
Writing Rubric
 A7.46



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

Student Profile: Foundational Skills	A7.4
Student Profile: Weekly and Unit Tests	A7.42–A7.43
Class Profile: Weekly and Unit Tests	A7.44
Student Profile: Strengths and Needs Summary	A7.45
Student Profile: Oral Reading Assessment	
Progress Tracker	A1.3

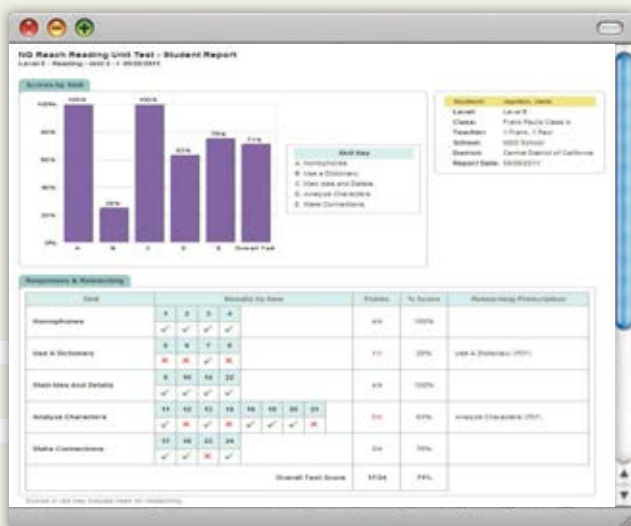
Foundational Skills, Spelling, Fluency

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

- Cause and Effect: Reteaching Master RT7.4
- Synthesize: Reteaching Master RT7.5

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing

RETEACH

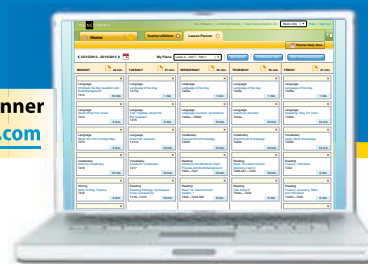
- Irregular Past Tense Verbs: Anthology Handbook, page 585
- Interactive Writing Routine, page BP58

ADDITIONAL PRACTICE





- More Grammar Practice, Reteaching Master RT7.6

Week 3 Planner

Online Lesson Planner
NGReach.com

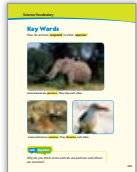
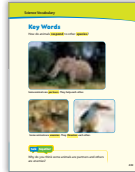
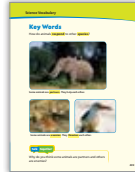


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Match and Isolate Vowel Sounds T437m	☑ Match and Isolate Vowel Sounds T440e
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3 ☑ Words with <i>al, all</i> T437m	Phonics CC.2.Rfou.3; CC.2.Rfou.4 ☑ Words with <i>al, all</i> T440e ☑ Read with Fluency T440g
	High Frequency Words 🕒 5–10 minutes	Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T437i ☑ Words with <i>al, all</i> T437o	Spelling CC.2.L.2.d ☑ Words with <i>al, all</i> T437i, T440f
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Retell a Story T438 CC.2.SL.4	Retell Main Ideas T441 CC.2.SL.2
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.L.2.c; CC.2.L.3 ☑ Use Future-Tense Verbs T437k Science Vocabulary CC.2.L.4 ☑ Key Words T438 enemies partners respond species threaten	Daily Grammar CC.2.L.2.c; CC.2.L.3 ☑ Use Future-Tense Verbs T437k Academic Vocabulary CC.2.L.4 ☑ More Key Words T440i ability danger difficult unusual useful
	Reading 🕒 20–40 minutes	Read ☑ Read-Aloud: Science Book T440 Comprehension CC.2.Rinf.2 ☑ Identify Topic and Main Idea T439a 	Reread ☑ Read-Aloud: Science Book T442 Comprehension CC.2.Rinf.4,10 ☑ Synthesize T442 
	Writing 🕒 15 minutes	Power Writing T438 CC.2.W.8 Writing CC.2.W.8 Write About a Partnership T440d	Power Writing T440i CC.2.W.8 Writing CC.2.W.7 Write a Generalization T442
LEVELED READING TIME		Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea	Reading CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10 Read and Integrate Ideas LR2 ☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea
LEARNING STATION TIME			Speaking and Listening T437g CC.2.SL.2, 4; CC.2.L.3 Language and Vocabulary T437g CC.2.W.6; CC.2.L.3, 4 Writing T437g CC.2.W.2; CC.2.L.3 Cross-Curricular T437h CC.2.Rinf.10; CC.2.SL.5 Reading and Intervention T437h CC.2.Rfou.3, 4; CC.2.SL.2

BIG Question How do pets depend on their owners?

Day 3	Day 4	Day 5
Learn Sounds, Letters, and Words	Read and Comprehend	Review and Apply
<ul style="list-style-type: none"> ✓ Substitute Vowel Sounds T443a 	<ul style="list-style-type: none"> ✓ Substitute Vowel Sounds T457a 	<ul style="list-style-type: none"> ✓ Review T457h
<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b</p> <ul style="list-style-type: none"> ✓ Words with Diphthongs <i>oi, oy</i> T443a <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Diphthongs <i>oi, oy</i> T437i, T443c 	<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b; CC.2.Rfou.4</p> <ul style="list-style-type: none"> ✓ Words with Diphthongs <i>oi, oy</i> T457a ✓ Read with Fluency T457c <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Diphthongs <i>oi, oy</i> T437i, T457a 	<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b</p> <ul style="list-style-type: none"> ✓ Words with <i>al, all</i> T457h ✓ Words with Diphthongs <i>oi, oy</i> T457h <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with <i>al, all</i> T457h ✓ Words with Diphthongs <i>oi, oy</i> T457h
<ul style="list-style-type: none"> ✓ Practice High Frequency Words T443d CC.2.Rfou.3.f 	<ul style="list-style-type: none"> ✓ Practice High Frequency Words T457b CC.2.Rfou.3.f 	<ul style="list-style-type: none"> ✓ Review High Frequency Words T457g CC.2.Rfou.3.f

Read and Comprehend	Reread and Analyze	Review and Apply
<p>Preview and Predict T444 CC.2.SL.1</p>	<p>Identify Main Ideas T457e CC.2.SL.2</p>	<p>Talk About It T458 CC.2.SL.1.b</p>
<p>Daily Grammar CC.2.L.2.c; CC.2.L.3</p> <ul style="list-style-type: none"> ✓ Use Future-Tense Verbs T437l <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> ✓ Expand Word Knowledge T444 	<p>Daily Grammar CC.2.L.2.c; CC.2.L.3</p> <ul style="list-style-type: none"> ✓ Grammar and Writing T437k <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> ✓ Share Word Knowledge T457e 	<p>Daily Grammar CC.2.L.2.c; CC.2.L.3</p> <ul style="list-style-type: none"> ✓ Review T437k <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> ✓ Apply Word Knowledge T457g
<p>Read</p> <ul style="list-style-type: none"> ✓ Read a Science Article T438–T457 	<p>Reread</p> <ul style="list-style-type: none"> ✓ Reread a Science Article T457e <p>Comprehension CC.2.Rinf.2, 4, 10</p> <ul style="list-style-type: none"> ✓ Identify Topic and Main Idea T438–T457 ✓ Synthesize T438–T457 	<p>Reread and Integrate</p> <p>Comprehension</p> <ul style="list-style-type: none"> ✓ Identify Topic and Main Idea T438–T457 ✓ Synthesize T438–T457 
<p>Power Writing T444 CC.2.W.8</p> <p>Writing CC.2.W.1</p> <p>Write an Opinion T456–457</p>	<p>Power Writing T457e CC.2.W.8</p> <p>Writing CC.2.Rinf.2</p> <p>Write About Topic and Main Idea T457f</p>	<p>Power Writing T457g CC.2.W.8</p> <p>Writing CC.2.W.8</p> <p>Write About It T458</p>

<p>Reading CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10; CC.2.SL.1</p> <ul style="list-style-type: none"> Introduce LR2 Read LR4–LR11 ✓ Synthesize ✓ Analyze Characters' Motives ✓ Identify Topic and Main Idea 	<p>Reading CC.2.Rlit.5; CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Read and Integrate Ideas LR2 ✓ Synthesize ✓ Analyze Characters' Motives ✓ Identify Topic and Main Idea 	<p>Reading CC.2.W.1–3; CC.2.SL.1.a</p> <ul style="list-style-type: none"> Connect Across Texts LR3 <p>Writing CC.2.W.3</p> <ul style="list-style-type: none"> Choose a Writing Option LR4–LR11
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ASSESSMENT & RETEACHING

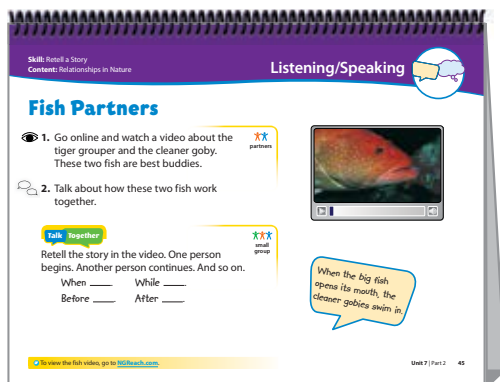


<p>Assessment & Reteaching T459a–T459b</p> <ul style="list-style-type: none"> ✓ Foundational Skills A7.20–A7.21 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d ✓ Spelling Test T437i CC.2.Rfou.3; CC.2.L.2.d ✓ Oral Reading Assessment A7.1–A7.4 CC.2.Rfou.4 	<ul style="list-style-type: none"> ✓ Reading Comprehension Test A7.22–A7.23 CC.2.Rlit.6,10 ✓ Reading Strategy Assessment LR7.5–LR7.6 CC.2.Rlit.1 ✓ Vocabulary Test A7.24–A7.25 CC.2.L.4; CC.2.L.6 ✓ Grammar and Writing Test A7.26–A7.27 CC.2.W.8; CC.2.L.1.e <p>Reteaching Masters RT7.8–RT7.10</p>
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Week 3 Learning Stations

Speaking and Listening

Option 1: Fish Partners



Fish Partners

1. Go online and watch a video about the tiger grouper and the cleaner goby. These two fish are best buddies.

2. Talk about how these two fish work together.

Talk together
Retell the story in the video. One person begins. Another person continues. And so on.

When _____ While _____
Before _____ After _____

When the big fish opens its mouth, the cleaner gobies swim in.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 45

Teacher's Guide on NGReach.com

computers with Internet access

Recount or Describe Key Details	CC.2.SL.2
Tell a Story	CC.2.SL.4
Use Knowledge of Language and Its Conventions	CC.2.L.3

Option 2: A Giraffe with Partners



NGReach.com Student Resources

Have children go to Resources > Unit 7 > Learning Stations > Week 3 > Giraffe and study the photo and its caption.

- Have children describe the photo and the animals in it, then recall other animals that partner with oxpecker birds.
- Invite volunteers to tell short stories about the photo.

Recount or Describe Key Details	CC.2.SL.2
Tell a Story	CC.2.SL.4

Language and Vocabulary

Key Words

ability · danger · difficult · enemies · generalize
generalization · partners · respond · sequence
species · threaten · topic · unusual · useful

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook


Have children expand word knowledge by

- looking up words
- writing definitions in their own words
- writing synonyms or antonyms.

Use Technology in Writing	CC.2.W.6
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4

Writing

Option 1: My Best Friend



My Best Friend

1. Think about your best friend.

2. Why are you best friends? How do you depend on one another?

3. Make a list of all the things you and your best friend do for one another.

4. Write a general statement about friendship. Friendship is _____

Talk together
Share your sentences. Talk about what friendship means.

My Best Friend Jamila
Jamila and I study together. Jamila helps me with math. I help Jamila with writing. Friendship is helping one another.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 46

Teacher's Guide on NGReach.com

Write About Topics	CC.2.W.2
Use Knowledge of Language and Its Conventions	CC.2.L.3

Option 2: Write About a Photo



PROGRAM RESOURCES

Digital Library: Language Builder Picture Card C83

Display the photo of a clownfish and sea anemone. Instruct children to write sentences that describe the photo and explain why the clownfish is swimming near a sea anemone.

Write About Topics	CC.2.W.2
Use Knowledge of Language and Its Conventions	CC.2.L.3

Cross-Curricular

Option 1: Make a Bar Graph



Have children make bar graphs about different kinds of animal relationships.

- Have groups review the partnerships they have read about and identify different relationships: Helps Me, Hurts You; Helps Me, Doesn't Bother You; Helps Me, Helps You.
- Have children categorize the different partnerships they read about and make a bar graph to compare this information.

Add Visuals to Clarify

CC.2.SL.5

Option 2: Warthog Partners



NGReach.com Student Resources

MATERIALS

globe or world map

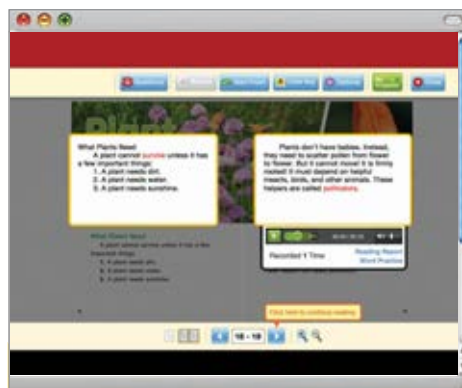
- Have children go to Resources > Unit 7 > Learning Stations > Week 3 > Warthogs, then use a globe or world map to locate the continent where warthogs live (Africa).
- Ask children to explain how the partnership between warthogs and oxpeckers works.

Read and Comprehend
Informational Text

CC.2.Rinf.10

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 with Fluency

CC.2.Rfou.4

Option 2: Read About Partnerships



NGReach.com Student Resources

- Have pairs go to Resources > Unit 7 > Learning Stations > Week 3 > Honeybee Mystery and read the article.
- Have pairs identify who the honeybees' partners are and how the partners (and people) will be affected if they die out.

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

Read and Comprehend Informational Text
Recount or Describe Key Details

CC.2.Rinf.10
CC.2.SL.2

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Decode Words with *al, all*

CC.2.Rfou.3

Option 2: Reteach Words with *al, all*

PROGRAM RESOURCES

Phonics Picture Cards 35, 135

Use **Reteaching Routine 1**.

- **Display the word.** *wallet*
- **Say the word:** *wallet*. Have children repeat.
- **Read the word.** Point to the letters *all*. Ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Say: *wallet*. Have children repeat the word, say the first sound, and write its spelling. Repeat.

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

For **Reteaching Masters**, see pages RT7.7–RT7.9.

Decode Words with *al, all*

CC.2.Rfou.3

Spell Words with *al, all*

CC.2.L.2.d

Additional Resources

ESL Kit



ESL Teacher's Edition pages T437i–T459

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Spell Words with *al, all*
- ✓ Spell Words with Diphthongs *oi, oy*
- ✓ 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 Variant *al, all*

1. hallway Let's put a poster for our club in the school **hallway**.
2. almond We can give an **almond** to people who sign up.

Words with Diphthongs *oi, oy*

3. join I hope we get many people to **join** our club.
4. enjoy People will **enjoy** the club because it is lots of fun.

High Frequency Words

5. close **Close** the barn door so the lambs will not get out.
6. cry When the mother leaves, the lambs often **cry** for her.
7. green The spring grass is soft and **green**.
8. hurt It **hurt** when the mother sheep stepped on my foot.
9. jump It is fun to watch the young lambs **jump** around.
10. plant There is almost no **plant** the sheep will not eat.
11. please Would you **please** give me that bag of corn?
12. ride You can **ride** a horse or a pony, but not a sheep.
13. show I will take some lambs to the animal **show** at the fair.
14. sleep I am so tired from all this work that I need to **sleep**.

More Words

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

1. salty Popcorn and peanuts are **salty** foods.
2. false Don't believe that **false** story about the player.
3. football I will eat some snacks at the **football** game.
4. destroy I expect our team will **destroy** the other team's lead.
5. noisy The crowd gets so **noisy** during games.
6. moist My eyes were **moist** after we lost that game.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM7.27

MATERIALS

scissors

Prepare

Have pairs cut out the **Word Cards** and sort them based on the letter combination (*al, all*) they contain.

Play a game

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

Extend the activity by having children write and sort one more word they know that contains each of the letter/sound combinations.

Decode Words with *al, all*
 Identify Inconsistent Sound-Spellings
 Demonstrate Command of English Spelling
 Spell Words with *al, all*

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

Spelling & Word Work			
Word Cards: Words with <i>al, all</i>			
salt	bald	ball	almond
walt	basketball	mall	football
hallway	almost	wall	always
tall	fall	scald	hallway
salty	halt	squalls	volleyball
small	call	stall	waltz
false	malted	also	alter

NGReach.com Practice Master PM7.27

Alphabetize

Day 2



Option 2

PROGRAM RESOURCES

High Frequency Word Cards: Practice Master PM7.28

MATERIALS

scissors

Prepare

Have each group cut out the cards. Note that the words in the first column are review.

Prepare

- 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.

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

Spelling & Word Work	
High Frequency Word Cards	
boy	ride
us	close
pull	sleep
gave	cry
took	show
myself	green
upon	plant
brother	hurt
sister	jump
always	please

NGReach.com Practice Master PM7.28



Illustrate a Word Day 3 Option 1

MATERIALS
colored markers, pens, or crayons

Use Visuals

- Have each child choose two Spelling Words and write the words at the bottom of a sheet of paper.
- Have partners exchange papers and draw illustrations that include their partner's words.
- Have partners exchange papers again. Each child now writes a sentence that describes the illustration and uses the words.
- Continue until each child has made three drawings.



Extend the activity by having children write and make a drawing for three words on the same paper.

Decode Words with <i>al, all</i>	CC.2.Rfou.3
Decode Words with Diphthongs <i>oi, oy</i>	CC.2.Rfou.3
Know Vowel Team <i>oi</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 <i>al, all</i>	CC.2.L.2.d
Spell Words with Diphthongs <i>oi, oy</i>	CC.2.L.2.d

Ask and Answer Day 4 Option 1

MATERIALS
index cards

Prepare

Have each group of children make a set of word cards by writing each Spelling Word on an index card. Have them mix up the cards, and put them in a pile facedown.

Play a Game

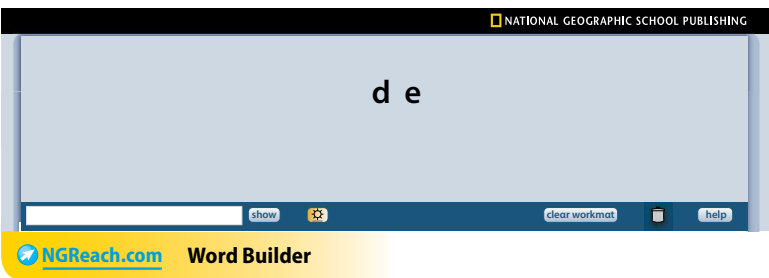
- Have one child draw a card and ask a question using the word on the card.
- Have a second child draw the next card and attempt to answer the question using the new word. Use this example: *If the words hallway and tallest are drawn, the question might be Who is in the hallway? The answer might be The tallest person in class is in the hallway.*
- If the child is able to answer, he or she keeps both cards. If not, the cards are placed back in the pile.
- Have groups continue play for five minutes.

Decode Words with <i>al, all</i>	CC.2.Rfou.3
Decode Words with Diphthongs <i>oi, oy</i>	CC.2.Rfou.3
Know Vowel Team <i>oi</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f

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 for others to guess. The first child drags letters until the word is identified.
- When the word is guessed, the next player must use it in a sentence.
- Have children rotate roles until all the words have been identified.

Decode Words with <i>al, all</i>	CC.2.Rfou.3
Decode Words with Diphthongs <i>oi, oy</i>	CC.2.Rfou.3
Know Vowel Team <i>oi</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 <i>al, all</i>	CC.2.L.2.d
Spell Words with Diphthongs <i>oi, oy</i>	CC.2.L.2.d

Riddles Day 4 Option 2

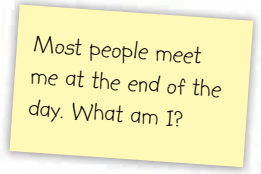
MATERIALS
index cards

Prepare

Display the Spelling Words.

Play a Game

- Have children secretly choose two Spelling Words.
- Have each child write a riddle about the chosen words on an index card with the answer on the back. Share this example: *Most look for me at night. What am I? (sleep)*
- Have children take turns showing their cards.
- The child who solves the riddle shows the next card.
- Continue play until each Spelling Word has been used.



Decode Words with <i>al, all</i>	CC.2.Rfou.3
Decode Words with Diphthongs <i>oi, oy</i>	CC.2.Rfou.3
Know Vowel Team <i>oi</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 <i>al, all</i>	CC.2.L.2.d
Spell Words with Diphthongs <i>oi, oy</i>	CC.2.L.2.d

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: Animal Partnerships

✔ Use Future-Tense Verbs

COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Apostrophes in Contractions

Use Knowledge of Language and Its Conventions

CC.2.L.1

CC.2.L.2.c

CC.2.L.3

Day 1

PROGRAM RESOURCES

Present- and Past-Tense Verbs:
eVisual 7.10

Teach the Rules

Use page T440d to review tenses. Then teach the rules.

Present- and Past-tense Verbs

- Verbs in the **present tense** show that an action happens now.
Some animals **help** other animals.
The bird **helps** the buffalo.
It **looks** for bugs to eat..
- Verbs in the **past tense** show that an action happened in the past.
The bird **helped** the buffalo.
It **looked** for bugs to eat..

[NGReach.com](#) Present- and Past-Tense Verbs: eVisual 7.10

Play a Game

Say a short sentence with a present-tense verb. For example: *The animals work together.* Point to a child and have the child say a different sentence, using the past-tense form of the verb in your sentence: *Mom worked at her office.* Continue play until each child has had at least two turns.

Differentiate

BL Below Level

ISSUE Children need more practice differentiating present and past tense.

STRATEGY Remind children that verbs in the present tense show that an action happens now, while those in the past tense show that an action has already happened. Have them practice saying sentences using these frames:

Today, I ____.	Yesterday, I ____ed.
Today, you ____.	Yesterday, you ____ed.
Today, he/she/it ____s.	Yesterday, he/she/it ____ed.
Today, we ____.	Yesterday, we ____ed.
Today, they ____.	Yesterday, they ____ed.

Day 2

PROGRAM RESOURCES

Future-Tense Verbs with Will:
eVisual 7.11

MATERIALS

pictures from magazines

Teach the Rules

Use page T443 to introduce the future tense with *will*. Then teach the rules.

Future-Tense Verbs with Will

- Verbs in the **future tense** tell about something that will happen later.
The bird **will help** the buffalo again.
It **will look** for bugs to eat.
- Add **will** before the **verb** to talk about the future.
The shrimp **will pick** dead skin off the fish.
The shrimp **will clean** the fish.

[NGReach.com](#) Future-Tense Verbs with Will: eVisual 7.11

Play a Game

Hold up a magazine picture. Say a short sentence with a present-tense verb about something in the picture. For example: *The fish swims in the ocean.* Then say your sentence again using a future-tense verb with *will*: *The fish will swim in the ocean.*

Hold up an assortment of pictures. Have a child say a present-tense and future-tense sentence, then choose another child. Continue play until each child has had at least two turns.

Differentiate

EL English Learners

ISSUE In Haitian Creole, Hmong, and Spanish, the present tense can be used in place of the future tense.

STRATEGY Explain that a word like *will* shows an action in the future. Have children practice saying sentences using these frames:

Today, I ____.	Tomorrow, I will ____.
Today, you ____.	Tomorrow, you will ____.
Today, we ____.	Tomorrow, we will ____.
Today, they ____.	Tomorrow, they will ____.



Day 3

PROGRAM RESOURCES

Contractions with Will: eVisual 7.12

Use Future-Tense Verbs with Will: Practice Master PM7.31

Teach the Rules

Use pages T456–457 to introduce contractions. Teach the rules.

Contractions with Will

- You can form the future tense of a verb by adding **will** before the verb. **I will** do my best. **I'll** do my best.
- You can join a **subject** and the verb **will** to make a **contraction**. **You will** read the book. **You'll** read the book.
- In a contraction, an apostrophe (') shows where one or more letters have been left out. **She will** learn about animals. **She'll** learn about animals.
- You can also make a **contraction** with **will** and **not**. **We will** help each other. **We'll** help each other.
- It will not** eat the food. **It won't** eat the food.
- They will not** be partners. **They won't** be partners.

NGReach.com Contractions with Will: eVisual 7.12

Play a Game

Have children play the game on Practice Master PM7.31.

Differentiate

SN Special Needs

ISSUE Children need to visualize how contractions are formed.

STRATEGY Display *I will*. Cross out the letters *w* and *i*, and write *I'll* next to *I will*. Draw an arrow from the crossed-out letters to the apostrophe. Repeat with the other contractions.

Name _____ Date _____

Grammar: Future-Tense Verbs

Use Future-Tense Verbs with Will

Directions:

- Make a spinner.
- Play with a partner.
- Take turns spinning the spinner.
- Read the words. Say a sentence using a contraction for the words you land on. Then have your partner say your sentence without the contraction.

Make a Spinner

- Put a paper clip in the center of the circle.
- Hold one end of the paper clip with a pencil.
- Spin the paper clip around the pencil.

PM7.31 Unit 7 | Best Buddism

NGReach.com Practice Master PM7.31

Day 4

PROGRAM RESOURCES

Write Future-Tense Verbs with Will: Practice Master PM7.33

Grammar and Writing

Use page T457f to model how good writers use contractions in less formal writing to sound natural.

Distribute Practice Master PM7.33. Read the story. Have children write the contraction from the box that correctly completes each sentence.

Name _____ Date _____

Grammar and Writing

Write Future-Tense Verbs with Will

Read the story. Then choose the word from the word box that correctly completes each sentence.

he'll it'll we'll I'll won't they'll

Our class is going to the zoo. I am sure we'll have a fantastic time. I love the monkeys. I hope they'll do lots of funny things. Mr. Dean, our teacher, says he'll tell us about the different animals. I hope the weather is good. it'll be great if the sun shines. It won't be as good if it rains, but the zoo trip will still be fun. I'll tell you all about it!

For use with TE p. T457 PM7.33 Unit 7 | Best Buddism

NGReach.com Practice Master PM7.33

Day 5

PROGRAM RESOURCES

Grammar and Writing Test: Assessment Masters A7.26–A7.27

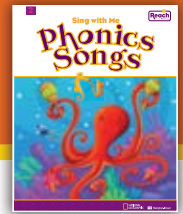
Review and Assess

Display the sentences below. Have partners work together to rewrite each sentence, replacing the underlined words with a contraction.

- I will tell you about a book I read.
- You will want to read it too.
- I will not tell you everything since that would spoil it.
- She will want to read the book when you are done.
- They will ask you about the book.

Administer the Grammar and Writing Test.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Match and Isolate Vowel Sounds

✓ Read and Spell Words with *al, all*

✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 60

Sound/Spelling Cards 1, 5, 45

Read On Your Own Book 27

Words with *al, all*: Practice Master PM7.24

Write-On/Wipe-Off Boards

High Frequency Word Cards

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4, Tracks 9–10

Word Builder

Phonics Games

MATERIALS

small chips or coins, 5 per child



Phonological Awareness

1 Match and Isolate Vowel Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the vowel sounds.
- **Say the words:** *all, halt*. Have children repeat the words.
- **Segment sounds:** /ô/ /l/, /h/ /ô/ /l/ /t/. Ask: *Is the vowel sound the same?* (Yes.)
What is the sound? (/ô/)
- **Say the sounds again:** /ô/.

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

Have children repeat the routine with *fall/salt, tall/ball, wall/malt*, and *call/bald*.

Check & Reteach

OBJECTIVE: Match and Isolate Vowel Sounds

Ask: *Are the vowel sounds the same in hall and small?* (Yes.)

If children cannot answer, use **Phonological Awareness Routine 3**. Say: *hall*. Have children place chips in sound boxes for each sound. Have them identify the vowel sound in *ball*. Ask if it is the same in *small*. Repeat with *scald/stall* and *squall/false*.

For **Phonological Awareness Routine 3**, see page BP29.

Phonics

2 Learn Words with *al, all* ✓

Sing with Me Phonics Songs Book page 60

Identify the capybara and the caracara bird. Play Tracks 9 and 10 and follow directions. Practice gestures until children perform smoothly.

1 2 3 7 Use fingers to “wander” back and forth.

4 5 8 Point to self; pretend to catch and eat bugs.

6 Shake head for *don't*.

When Capybaras Wander

When capybaras wander **1**
From dry land to water, **2**
When capybaras wander, **3**
I eat all their bugs. **4**

I catch them and squash them. **5**
I don't even wash them. **6**
When capybaras wander, **7**
I eat all their bugs. **8**



Sing with Me Phonics
Songs Book page 60

COMMON CORE STANDARDS

Reading

Decode Words with *al, all*

CC.2.Rfou.3

Read Irregularly Spelled Words



CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with *al, all*

CC.2.L.2.d

Use **Decoding Routine 1** to connect the sound and spellings /ô/al, all and to blend words.

Step 1 Develop Phonological Awareness	/ô/al, all
1. Tell children: <i>This word has /ô/ at the beginning.</i> <i>These words have /ô/ in the middle.</i> <i>These words have /ô/ at the end.</i>	also halt, salt call, tall, small
2. Tell children: <i>I will say a word. Listen for /ô/. If you hear /ô/, pretend to bounce a ball.</i> (Book and head do not have /ô/.)	fall, book, stall, malt, wall, head, always
Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of Sound/Spelling Card 45 . Say: <i>ball</i> . Have children repeat. 2. Say: /ô/. Have children repeat. 3. Turn the card over. Point to the spellings and name them. Have children repeat.	 <p>Card 45 ball, /ô/al, all</p>
4. Give examples of words with /ô/ in the medial and final positions. Explain: <i>The letters al and all stay together in words when they make the /ô/ sound.</i> Point to the example word <i>all</i> in the song on page 60 of Sing with Me Phonics Songs Book .	halt, malt, scald hall, fall, squalls
Step 3 Blend Sound-by-Sound	
1. Display <i>s</i> . Point to <i>s</i> and say: /s/. Have children repeat. 2. Add <i>a</i> . Remind children what the vowel sound is in <i>ball</i> . Blend /s/ /ô/, sweeping your hand beneath the spellings. Have children repeat. 3. Add <i>l</i> . Say: /l/. Point to <i>al</i> on Sound/Spelling Card 45 . Blend /s/ /ô/ /l/. 4. Add <i>t</i> . Say: /t/. Model blending the whole word. Then have children blend with you.	s sa sal salt  salt
5. Display and blend other words with <i>al</i> and <i>all</i> . Explain: <ul style="list-style-type: none"> <i>The /ô/ sound is often spelled all at the end of one-syllable words.</i> <i>The final e is silent in the word false.</i> 	halt, bald, call, small, false

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

See **Differentiate**

Weekly Folder

- ✓ Writing (T440d, T443, T456–457, T457f, T458)
- ✓ Topic and Main Idea Chart: **Practice Master PM7.25**
- ✓ Topic and Main Idea Chart: **Practice Master PM7.35**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no /ô/ sound in Vietnamese or Hmong. In Spanish, Cantonese, and Korean, there is a similar sound, but children who speak these languages may need help creating the /ô/ sound.

STRATEGY Have children:

- tell whether the /ô/ sound is used in their home languages.
- practice making the /ô/ sound.
- join a partner in reading sentences with /ô/ + l:
 The ball is small.
 The wall is tall.
 Don't fall in the mall.

SN Special Needs

ISSUE Children have difficulty making the /ô/ sound.

STRATEGY Have children cup their chins with their hands and say *ball, tall, small*. Ask them to think about the position of their jaws as they say the sound. Ask them to keep their hands on their jaws as they think of other words they know with the /ô/ sound and say them to a partner.



Read On Your Own Book 27

Name _____ Date _____

Phonics
Words with *al, all*

Circle the word that names the picture.

1. tell tail tall	2. hill hall heel	3. will wall well
4. bald bold bell	5. bell bill ball	7. fall fill feel
7. small smell smile	8. sale salt seal	9. stair store steer
10. hail heel hill	11. cool call curl	12. hall hat heat

Read It Together Walk by the tall wall. Did the ball fall there?

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3 Read Words with *al, all* ✓ Read On Your Own Book 27 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.

NGReach.com Word Builder

Have children turn to **Read On Your Own Book 27** page 2. Review the sound/spellings */ô/ al, all* and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM7.24** for more practice.

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

4 Spell Words with *al, all* ✓

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

- **Say a word:** *tall*.
- **Segment sounds:** /t/ /ô/ /l/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **5** /t/, **45** /ôl/)
- **Repeat the word:** *tall*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *all* and *salt* using cards **45** /ôl/, **1** /s/, and **5** /t/.

Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *The tall man took all the salt.* Have children say and write the sentence. Write the correct sentence and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with *al, all* ✓

Check dictation sentences for the correct spelling of *tall, all,* and *salt*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach *al, all*. Repeat with this sentence: *The tall bald bird flew out of the stall.*

For **Decoding Routine 2**, see page BP33.

Daily Language Arts

Daily Spelling & Word Work ✓

Spelling Pretest on page T437i



Words with al, all

Look at each picture. Read the words.

Example:



walnuts



hall



tall

small



call



walrus



al_
all

2

Key Words

Look at the pictures. Read the sentences.



Bird-Watching

1. Baby birds **cry** as if **hurt**, but they're just saying, "More food, **please**!"
2. These birds **jump** on a hippo and **ride** around on the water.
3. This bird swims **close** to **green plants**, looking for fish.
4. This bird **shows** off its feathers while this bird **sleeps**.

What does a duck do to help it sleep?



High Frequency Words

close
cry
green
hurt
jump
plant
please
ride
show
sleep



Phonics Games

NGReach.com

3

STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 27
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 27 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:** *cry*.
- **Say a sentence with the word:** *A kitten will **cry** when it's hungry.*
- **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 sentences 1–4. Distribute **High Frequency Word Cards** and reread, pausing for children to hold up the correct card. Then have partners sort the High Frequency Words by initial sounds and take turns reading and spelling each one.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children repeat each High Frequency Word, and then write it. Check for misspellings. If children need practice spelling these words, have them walk around the classroom looking for High Frequency Words in print. 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.

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.

cry hurt *Cry can mean "call out." When you are hurt, you feel pain.* (Hold arm as if hurt.)

please *Use please to ask politely or to tell what you like to do: "I eat as much as I please."*

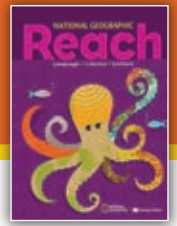
jump ride *Jump (jump) means to "hop up." When you ride, you get on and go.*

close *Close means "near."* (Put hands close together or move two objects close together.)

green plants *Green is a color.* (Point to a green object.) *Plants are living things that grow in the ground. Are most plants green?*

shows *When something shows, you can see it.*

sleeps *Sleeps means "not awake."* (Close eyes briefly.)



Anthology

OBJECTIVES**Thematic Connection: Animal Partnerships**

- ✔ Use Science Vocabulary in Speaking
- ✔ Identify Topic and Main Idea

PROGRAM RESOURCES**PRINT ONLY**Big Book: *Animal Partnerships***PRINT & TECHNOLOGY**

Family Newsletter 7

Topic and Main Idea Chart: Practice Master PM7.25

TECHNOLOGY ONLY

Sing with Me MP3

Digital Library: Key Word Images

My Vocabulary Notebook

Read Aloud: eVisual 7.9

Academic Talk

1 Retell a Story Anthology page 438

Display “Partners” and play the poem. Have children read along as you play it again.

Explain to children that when you retell a story, you use your own words to tell the events in order.

Elaborate: *First, you should think about the events in the story. Then, you should use your own words to describe the events. Finally, be sure to use words that tell when the events happen, such as the High Frequency Words after, before, when, and while.*

Have children think about the events in a favorite animal story and practice using their own words to retell these events to a partner. Remind them to be sure to use words that tell when the events happen.

Power Writing

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

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

Science Vocabulary

2 Key Words ✔ Anthology page 439

Read aloud the question and answers as you point to the pictures. Discuss the pictures and how they illustrate the **Key Words**. Ask: *How do animal **partners** help each other?* (The elephant provides food, and the birds get the itchy insects off the elephant.) *The cat **threatens** the mouse. How is the cat dangerous to the mouse?* (It could eat the mouse.)

Key Words

enemies · partners · respond
species · threaten

Use **Vocabulary Routine 1** and the photos to teach the words.

- **Pronounce the word and point to its picture:** **respond**
- **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:** *When you **respond**, you take an action because of something another person or thing has done.*
- **Elaborate:** *If it starts raining, I **respond** by opening an umbrella. If a dog starts chasing after a squirrel, the squirrel **responds** by running away.*

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

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

COMMON CORE STANDARDS**Reading**

Identify Main Topic	CC.2.Rinf.2
Determine the Meaning of Words	CC.2.Rinf.4
Read and Comprehend Informational Text	CC.2.Rinf.10
Read with Fluency	CC.2.Rfou.4

Writing

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

Speaking and Listening

Tell a Story	CC.2.SL.4
--------------	-----------

Language and Vocabulary

Use Apostrophes in Contractions	CC.2.L.2.c
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4



Retell a Story



Listen and read along.

High Frequency
Words

- after
- before
- when
- while

Partners

Poem ((MP3))

-  **Before** this small bird flies onto its back,
The rhino's too itchy to play.
After the bird eats the bugs on its hide,
The rhino is feeling okay.
-  **When** this little bird helps a rhino,
It eats many bugs off its back.
While the rhino enjoys a good cleaning
The little bird has a good snack.



Key Words

How do animals **respond** to other **species**?



Some animals are **partners**. They help each other.



Some animals are **enemies**. They **threaten** each other.



Talk Together

Why do you think some animals are partners and others are enemies?

STUDENT
TECHNOLOGY



Student
eEdition



Sing
with Me



Digital
Library



My Vocabulary
Notebook

NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** for each word on page 439. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

- 3 Talk Together** Anthology page 439
Read the question aloud and have children discuss it in pairs or small groups. Ask a volunteer from each group to share the group's answer with the class. Add children's ideas to the unit concept map.



NGReach.com My Vocabulary Notebook

Anthology
pages 438–439

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 7** for translations in seven languages. Use cognates for Spanish speakers:

enemy/enemigo respond/responder species/especie

SN Special Needs

ISSUE Children struggle to grasp the meaning of the **Key Words**.
STRATEGY Give concrete actions that children can associate with each word.
respond: Say "boo!" and mime jumping in fear.
species: List animal species children know.
partners: Shake hands with children.
enemies: With a child, act out frowning, crossing your arms, and turning your back on each other.
threaten: Growl like a lion.

Check & Reteach

OBJECTIVE: Use Science Vocabulary in Speaking ✓

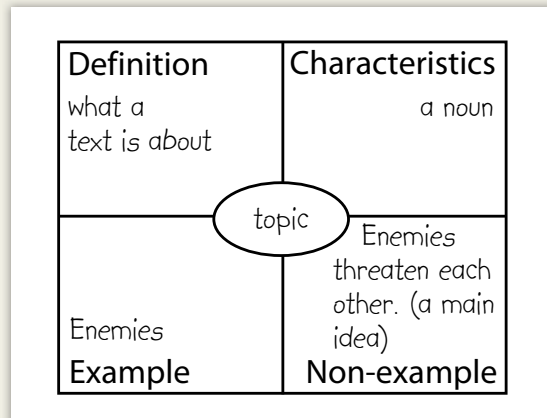
Ask children to use the **Key Words** in sentences.
If children struggle to use the **Key Words** or use them incorrectly, give the following examples, and have children tell you which **Key Word** matches each example:

- the relationship between dogs and squirrels (**enemies**)
- to laugh when someone tells a funny joke (**respond**)
- birds, mammals, fish (**species**)
- what sharks do when they chase small fish (**threaten**)
- friends helping each other with homework (**partners**)

Encourage children to think of additional examples.



Word Map



Comprehension

4 Identify Topic and Main Idea Anthology page 440

Read aloud the introduction. Use the Word Map to teach the term **topic**.

Elaborate: *The **topic** of a text is who or what the text is about. The main idea is the most important idea that the author wants to say about the topic.*

Introduce and display **eVisual 7.9**. Explain: *I am going to read about animals that are **partners**. Listen for the **topic** and the main idea.* Read “The Oxpecker” aloud.



Read Aloud

Science Book

The Oxpecker

The oxpecker is a bird that likes to eat bugs. Do you know where it finds these bugs? On water buffaloes! The oxpecker swoops down to grab a tasty meal.

The Clownfish

Many sea creatures are afraid of the sea anemone. But not the clownfish! It uses the anemone as a safe hiding place.

NGReach.com Read Aloud: eVisual 7.9



INTERACTIVE WHITEBOARD TIP: Underline details related to the main idea.

Have children point to the pictures on page 440 that illustrate the topic and the main idea of “The Oxpecker.” Then read aloud “The Clownfish” and have children identify the topic and main idea.

Check & Reteach

OBJECTIVE: Identify Topic and Main Idea

Ask children to explain the difference between the topic and the main idea of a reading passage.

If children have difficulty distinguishing between the topic and the main idea, point out that the title of a selection often tells you what the topic is, while the main idea provides you with more detailed information about this subject.

Differentiate

BL Below Level

ISSUE Children have trouble identifying the topic and main idea.

STRATEGY Guide children with questions:

- *What person or animal is the text mostly about? That is the **topic**.*
- *What is the most important idea the author wants you to know about the **topic**? That is the main idea*

Encourage children to point to photographs from the text that support their answers.

5 Talk Together Anthology page 440

Distribute **Practice Master PM7.25** and read the instructions aloud. Suggest that partners choose a nonfiction selection they have already read, such as “Enric Sala: Marine Ecologist,” to use for their chart. Have the partners share their topics and main ideas with the class. If different children have stated the main idea using different words, point this out to the class. Explain that when people use their own words, there is more than one way to correctly state a main idea.





See **Differentiate**



Topic and Main Idea

The **topic** is what a selection is mostly about. The **main idea** is the most important idea about the topic. Look at these pictures.

Topic and Main Idea Chart

Topic	Main Idea
 The oxpecker	 The oxpecker gets its food by pecking the buffalo's body
 The clownfish	 The clownfish gets protection from the sea anemone.

Write the topic here.

Write the main idea here.

Talk Together

Read a nonfiction text with a partner. Work together to find the topic and main idea. Then write the information in a chart.

440

Anthology page 440

Big Book Read-Aloud

6 Share a Story

Read aloud the title and the name of the author. Ask: *What do you think this book is about?* (Possible response: animals that help each other)

SCIENCE BACKGROUND Explain: *The Maasai Mara is a game reserve in Kenya, a country in Africa. Animals in the reserve are protected from hunters, and they can roam freely over the land. People take tours through the Maasai Mara to watch animals in the wild.*

GENRE Define the genre: *A science book gives facts about how the world works. When you read a science book, you will learn something interesting or **useful** about the world around you.*

Read aloud pages 2–16 of *Animal Partnerships*. Use the questions on pages T440a–T440c 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
- ☑ Identify Topic and Main Idea

SECOND READ

Day 2 Listen and Analyze

- ☑ Synthesize
- Critical Thinking

Name _____ Date _____

Topic and Main Idea Chart

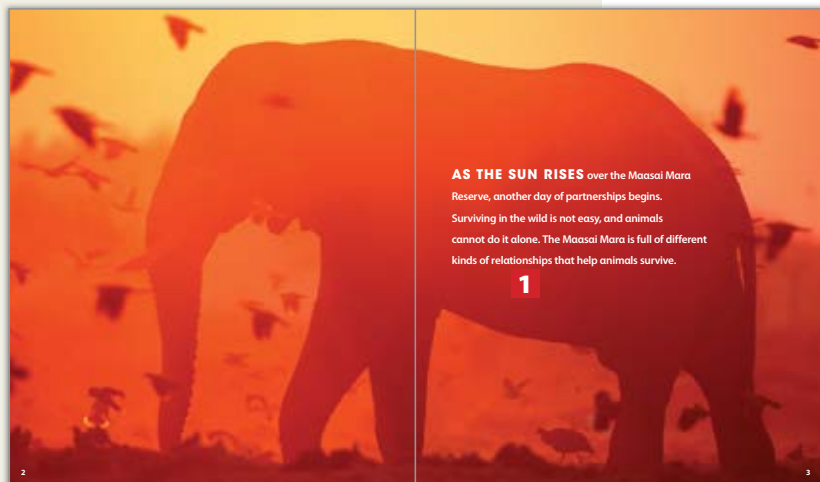
Topic and Main Idea

Work with a partner. What nonfiction selection have you both read? Find the topic and main idea of the selection. Then fill out the chart.

Topic	Main Idea
Responses will vary.	

Use your chart to discuss the topic and main idea of your selection.

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AS THE SUN RISES over the Maasai Mara Reserve, another day of partnerships begins. Surviving in the wild is not easy, and animals cannot do it alone. The Maasai Mara is full of different kinds of relationships that help animals survive.

1

Big Book pages 2–3



HELPS ME, HURTS YOU 2

Some partnerships help one animal, but hurt the other. The animal that benefits is called a parasite. The animal that is hurt is called the host.

3

This magnified image of a worm shows what one tiny parasite looks like close up.

Big Book pages 4–5

Some parasites, such as certain bacteria and worms, actually live inside other animals. There are several ways parasites enter a host's body. They can enter the digestive system when animals drink or they can burrow into an animal's skin.

4



Many parasites live in watering holes like this one.

5

Fluency

Intonation Explain the concept: *Good readers use intonation, or raise or lower their voices to match the written text. Intonation helps listeners tell whether you are making a statement or asking a question. It also helps listeners tell which parts of the sentence are most important.* Read aloud the first sentence on page 3 with a monotone voice. Then read it again with a rising intonation at the end. Discuss with children which reading sounded like a question and which sounded like a statement, and why.

Build Comprehension

FIRST READ

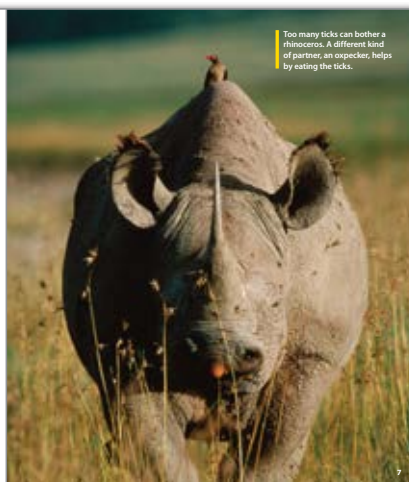
Day 1 Listen and Comprehend

- 1 **Clarify Meaning** *What are relationships?* (when two people or animals are connected) *Are relationships always helpful?* (No, sometimes they can be harmful for one of the **partners**.)
- 2 **Active Reading** Have children read the headers aloud with exaggerated expression. Model reading the header and making appropriate gestures, then have children repeat after you.

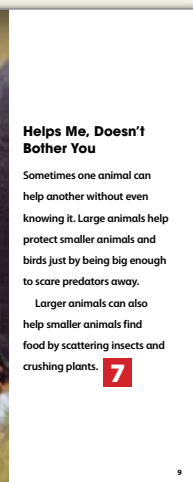
SECOND READ

Day 2 Listen and Analyze

- 3 **Make Inferences** *Why is the photograph of the worm magnified?* (This parasite is tiny enough to enter into the digestive systems of other animals, so it would probably be very hard to see if it were not magnified.)
- 4 **Identify Details** *What are some ways that a parasite can enter a host's body?* (Parasites can live in water that a host animal might drink, or parasites can dig into an animal's skin.)



Big Book pages 6–7



Big Book pages 8–9

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- 5 **Identify Topic and Main Idea** ✓ *What is the **topic** of this page? (parasites) What is the **main idea**? (Parasites can do a lot of harm to their hosts.)*
- 6 **Active Reading** Encourage children to spread their arms as wide as they can and then hold their fingers close together to contrast the size of an elephant with the size of an insect. *Do you think the elephants notice the insects they are scattering?* (No.)

SECOND READ

Day 2 Listen and Analyze

- 7 **Synthesize** ✓ *What do relationships among animals in the Maasai Mara have in common?* (At least one **partner** in each relationship benefits from it.) See **Differentiate**

Differentiate

EL English Learners

ISSUE Children do not have the vocabulary to make a generalization about animal relationships.

STRATEGY Provide children with sentence frames that they can complete to make a generalization: I read _____. I know _____. Most of the time it is true that _____.



Some animals depend on food that others drop or leave behind. In fact, some animals would not be able to find enough food if other animals weren't there to provide it.



Thomson's gazelles can only eat short grass. They follow the wildebeests and eat the grass the wildebeests leave behind.

10

11

Big Book pages 10–11



Zebras and wildebeests often travel together. Zebras watch for danger as wildebeests protect them.

Helps Me, Helps You

In some partnerships, both animals benefit. Each animal has an ability that helps the other. Some have better eyesight or hearing while others can offer the safety of larger herds. The animals travel together and protect each other.



Ostriches use their eyesight and zebras use their sharper hearing to protect each other.

Big Book pages 12–13



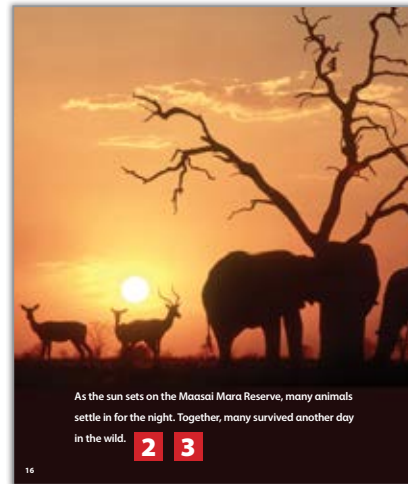
Baboons and impalas live close together. They share food and provide protection.

Some partners don't just travel together, but live side by side. Their lives are easier and safer with their neighbors close by.

14

15

Big Book pages 14–15



As the sun sets on the Maasai Mara Reserve, many animals settle in for the night. Together, many survived another day in the wild.

Big Book pages 16

Build Comprehension

FIRST READ

Day 1 Listen and Comprehend

- Active Reading** Have children read the captions and point out the animals mentioned in them in the accompanying photographs.
- Identify Topic and Main Idea** *What is the topic of this book?* (animal partnerships) *What is the main idea?* (The animals depend on each other in different ways to survive.) See **Differentiate**

SECOND READ

Day 2 Listen and Analyze

- Synthesize** *What does this book tell you about animals surviving in the wild?* (In general, animals need other animals to survive in the wild.)

Differentiate

BL Below Level

ISSUE Children cannot identify the main idea of a selection.

STRATEGY Have children reread the section headings and change each one into a sentence. Once children have changed all of the headings into sentences, have them compare their sentences and figure out what they all have in common.

Writing

7 Write About a Partnership

Explain to children that they will write about one of the partnerships described in *Animal Partnerships*. Remind children that their sentences should include information about which two animals make up the partnership, what each animal does, and how each animal does or does not benefit from living near its partner.

Model how to think aloud about an animal partnership: *I will write about ticks and rhinoceroses. I read that ticks suck rhinoceros blood for food. The rhinoceros gets hurt because the bites itch and can make it sick.*

Model how to write about an animal partnership: *Ticks form a partnership with rhinoceroses. The ticks get food from the partnership. They suck rhinoceros blood. The rhinoceroses do not get anything good from the partnership. They only get itchy bites.*


Have pairs pick a partnership, find information about the partnership from *Animal Partnerships*, and write sentences. Make copies of children's sentences to place in their Weekly Folders.



Daily Language Arts

Daily Grammar

Display page 2 of *Animal Partnerships* and point out the verbs *rises*, *begins*, *is*, and *cannot*. Then use the **Daily Grammar** lesson on page T437k to review present-tense and past-tense verbs.



WRAP-UP Have pairs take the parts of the animal partners from *Animal Partnerships* and speak to each other in character. Partners might express gratitude for what they get out of the partnership, explain that they are upset because the partnership hurts them, or say that they are glad to help their partner, even if they are not getting anything out of the partnership themselves.

OBJECTIVES

Thematic Connection: Animal Partnerships

Match and Isolate Vowel Sounds

- ✓ Read and Spell Words with *al, all*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Sound/Spelling Card 45

Words with *al, all*: Practice Master PM7.26

Write-On/Wipe-Off Boards

Read On Your Own Book 27


TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 5 per child • index cards, 12 • container



MORNING WARM-UP

How can birds help animal partners?

Have children discuss ways birds can help their animal partners, such as by cleaning and warning of danger.

Phonological Awareness

1 Match and Isolate Vowel Sounds

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the vowel sounds.
- **Say the words:** *small, halt*. Have children repeat the words.
- **Segment sounds:** /s/ /m/ /ô/ /l/ /h/ /ô/ /l/ /t/. Ask: *What sounds are the same?* (/ô/ /l/)
- **Say the sounds again:** /ô/ /l/.

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

Have children repeat the routine with *bald/salt, waltz/fall, and all/stall*.

Check & Reteach

OBJECTIVE: Match and Isolate Vowel Sounds

Ask: *Are the vowel sounds the same in scald and scold?* (No.)

If children say the sounds are the same, use **Phonological Awareness Routine 3**. Say: *scald*. Have children place a chip in a sound box for each sound. Have them identify the vowel sound in *scald*. Ask: *Is it the same sound you hear in scold?* (No.) Have children say the two different sounds. Repeat with *hall/hail* (No.), *call/ball* (Yes.), and *wall/will* (No.).

For **Phonological Awareness Routine 3**, see page BP29.

Phonics

2 Read Words with *al, all* ✓

REVIEW Display **Sound/Spelling Card 45**. Ask: *What is the picture?* (ball) *What are the ending sounds?* (/ô/ /l/) *What are the spellings?* (*al, all*) Have children write the spellings in the air. Display and read *wall, bald, waltz*, and *small*. Have children blend the words, identify the vowel sound, and name the letters that stand for the vowel sound.



Remind children that some words have more than one syllable, including words with *al*, and *all*. Say *walrus* and have children repeat the word and tap the syllables. Display *walrus* and model how to divide and blend it: *wal-rus, walrus*. *I divided the word between the two middle consonants, keeping the al together.*

COMMON CORE STANDARDS

Reading

Decode Words with <i>al, all</i>	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Language and Vocabulary	
Spell Words with <i>al, all</i>	CC.2.L.2.d

Repeat for *almost*, *also*, and *walnut*. Use compound-word division for *football* and *hallway*. Frame each syllable as children sound it out. Help them blend the syllables. For more practice, assign **Practice Master PM7.26**.

3 Spell Words with *al, all* ✓

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

- **Say a sentence:** *I am almost the tallest in the class.*
- **Repeat the sentence.** Repeat the sentence and have children write it.
- **Write the sentence.** Write the correct sentence. Have children check their spelling. Ask them to circle any misspelled words and write them correctly. Repeat with this sentence: *I can also climb the walnut tree.*

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

High Frequency Words

4 Read and Spell Key Words ✓

Display and read aloud the sentences below. Then say the underlined words.

ride	We <u>ride</u> our bikes in the park.
green	I see a huge <u>green plant</u> .
please	<u>Please</u> stop!" I <u>cry</u> .
jump	I <u>jump</u> off to <u>show</u> it to Mom.
close	I get <u>close</u> , but I don't get <u>hurt</u> .
sleep	"I think birds <u>sleep</u> here," I say.

Chorally reread each sentence. Have children clap when they recognize a High Frequency Word. Post one example of each word on the Word Wall.

Check & Reteach

OBJECTIVES: Read and Spell Words with *al, all* ✓
Read and Spell High Frequency Words ✓

Write *al, all* words on index cards: *ball, fall, also, halt, salt, malt, always, scald, hall, bald, false, squall*. Place the cards into a box or other container. Have children take turns reaching into the box and pulling out a word. Ask them to read the word on the card, use it in a sentence, and spell the word. Repeat for High Frequency Words.

If children misspell words, have them practice spelling the words correctly. Then have them write sentences using the words and spelling them correctly. Have them share their sentences with classmates by reading them aloud.

Name _____ Date _____

Phonics

Words with *al, all*

Write the words to complete each sentence.

- mall** **hall**
Mrs. Hall and her family took a trip to the mall.
- stalls** **hallway**
People were selling goods from stalls in the hallway.
- baseballs** **bald**
A bald man was selling baseballs.
- ball** **always**
Billy always wanted to have his very own ball.
- wallet** **almost**
He looked in his wallet and saw that he had almost enough cash.
- all** **tallest**
His tallest sister looked at all her cash.
- smallest** **also**
His smallest sister also looked in her purse.
- baseball** **all**
Together, they had all the cash Billy needed to get a new baseball.

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NGReach.com Practice Master PM7.26



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T437i



Read On Your Own Book 27

Bird Partners

by Jamie Rowley

Legend

- words with *al, all*
- high frequency words
- * story words

In the animal world, birds often partner with mammals. The mammals' coat or hide is filled with bugs that birds eat. Sitting on mammals, the birds can eat as much as they please.

Giraffes, rhinos, and elk may have bird partners. Capybaras* have bird partners, too. A capybara is a mammal, like these other animals. It stands about 18 inches tall and has soft, dark fur.

Read On Your Own Book 27
pages 4–7

The capybara has a big head and stumpy tail. It looks a lot like a big hamster. It lives in marshes, ponds, and rivers where birds also live.

A capybara spends almost all its life in the water or very close to water. It can stay underwater like a hippo, so that just its eyes, ears, and nose show.

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 27	Teacher's Edition
words with /ē/ ea, ee	please(s) (pages 4, 9, 11) green (page 9) sleep (page 10) seem(s) (pages 10, 14)	/ē/ea (page T223k) /ē/ee (page T207b)
words with r-controlled vowels	giraffes (page 5) turkey (page 11) vultures (page 11) partner(s) (pages 4, 5, 10, 11, 12, 13) marshes (page 6) shore (page 9)	/ûr/ir (page T367n) /ûr/ur (page T367n) /âr/ar (page 333b) /ô/ore (page 357l)
words with -y: /ē/y, /i/y	stumpy (page 6) soggy (page 8) shiny (page 14) cry (page 13)	/ē/y (page T289l) /i/y (page T289l)

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to use classroom reference materials to learn more about capybaras and their habitat. Have them share their findings.

Decodable Reading

5 Read "Bird Partners" ✓ Read On Your Own Book 27 pages 4–14

Use the photos to pre-teach story words *mammal(s)* (page 4), *capybara(s)* (page 5), *wild* (page 8), *vulture(s)* (page 11), and *warning* (page 13). Then use **Decoding Routine 4** to conduct two readings of "Bird Partners." 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** *Why do birds often partner with mammals?* (A mammal's coat, or hide, has bugs that birds eat.)
- Summarize** *What does a capybara look like?* (A capybara looks like a big hamster. It has dark fur, a big head, and a stumpy tail.)
- Identify Main Idea** *Why are birds good partners for a capybara?* (The birds and capybara help each other. The birds get food, and the capybara gets cleaned. They scare off enemies together.)
- Make Connections** *What lesson can people learn from the capybara and its birds?* (Possible response: Working together can make life easier and better.)

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

8

This soggy hiding place keeps the capybara safe from wild dogs and cats, snakes, and other land animals that want to eat it.

9

When it is moving, the capybara wades in the water **close** to the shore. There, it can eat **all** the **green plants** it **pleases**.

10

A bird that partners with a capybara picks **small** bugs from the mammal's fur. The bird picks at scabs and cuts. This does not seem to **hurt** the capybara at **all**. It can even **sleep** while it gets groomed.

11

A capybara will be **close** partners with any bird that it **pleases**. Such birds include **small** tick birds and big black turkey vultures.

12

Birds that partner with a capybara will stick **close** to their partner. They will **ride** on the capybara's head as it swims. These birds will **ride** on its back as it splashes in and out of the water.

13

A capybara in danger will **cry** out with a gruff bark as a warning. A partner bird will **jump** up and follow. Its sharp calls and flapping wings help scare off enemies.

14

If you're ever exploring on the banks of the Amazon River, watch for a bird that seems to be standing on the top of the water. If you take a **close** look, you may also see the shiny eyes of the capybara staring back at you.

15

Practice Phonics

Words with al, all

Read these words.

mall	walnut	store	wallet	bowl
bill	walrus	small	bald	salt

Find the words with **al** or **all**. Use letters to build them.

m a l l

Talk Together Find a store in the mall. Tell your partner what to look for.

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Comprehension Coach

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Practice Phonics

6 Words with al, all **Read On Your Own Book 27** page 15
Print, cut out, and distribute **Letter Cards**. Read aloud page 15. Have partners find and build words with *al, all*.



7 Talk Together **Read On Your Own Book 27** page 15
Have children tell what to look for in the pictures 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: Find a bill/walnut in the wallet/bowl.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Bird Partners." 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 27
pages 8–15



Anthology

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✔ Use Academic Vocabulary in Speaking
- ✔ Synthesize

PROGRAM RESOURCES

PRINT ONLY

Big Book: *Animal Partnerships*

PRINT AND TECHNOLOGY

Family Newsletter 7

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 *respond*.

For *Writing Routine 1*, see page BP56.

Academic Vocabulary

1 More Key Words Anthology page 441

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

- **Pronounce the word and point to its picture:** **ability**
- **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:** An **ability** is something that you can do.
- **Elaborate.** Relate the word to your experience. *My mother has the **ability** to cook delicious meals with just a few ingredients. If you are very good at basketball, you probably have the **ability** to jump up high.*

For *Vocabulary Routine 1*, see page BP46.

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

Key Words

ability · danger · difficult
unusual · useful

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

See **Differentiate**

2 Talk Together Anthology page 441

Read aloud the directions. Have children work in pairs to create their Word Maps and compare them with another pair. Call on volunteers to tell how their maps are the same as or different from the other pairs' maps.



My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Vocabulary in Speaking

Have children use the **Key Words** in new sentences.

If children struggle to answer or use the **Key Words** incorrectly, have children practice the words by completing these sentences:

- A hammer is _____ when you need to nail things together. (**useful**)
- It was _____ to find my way to the door after the lights went out. (**difficult**)
- A mammal that can lay eggs is very _____. (**unusual**)
- Tripping is a _____ for you, so be sure to tie your shoes! (**danger**)
- The superhero in the movie had the _____ to fly. (**ability**)

COMMON CORE STANDARDS

Reading

Determine the Meaning of Words	CC.2.Rinf.4
Read and Comprehend	CC.2.Rinf.10
Informational Text	
Read with Fluency	CC.2.Rfou.4
Read with Accuracy and Fluency	CC.2.Rfou.4
Read with Expression	CC.2.Rfou.4.b

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
Recount or Describe Key Details	CC.2.SL.2
Use Knowledge of Language and Its Conventions	CC.2.L.3

Language and Vocabulary

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

More Key Words

ability(u-bi-lu-tē) *noun*

She has great **ability** in art. Her pictures show a lot of skill.

danger(dān-jūr) *noun*

If you walk too close to the edge, you are in **danger** of falling.

difficult(di-fi-kult) *adjective*

It can be **difficult** to learn some new things.

unusual(un-yū-zhu-wul) *adjective*

This tiny animal is very **unusual**. It has big eyes and long fingers.

useful(yūs-ful) *adjective*

Tools are **useful** for fixing things.

Talk Together

Make a Word Map for each **Key Word**. Then compare your maps with a partner's.



Add words to My Vocabulary Notebook.
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LibraryMy Vocabulary
Notebook

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441

Anthology page 441

Academic Talk

3 Retell Main Ideas

Remind children that the topic is what a text is mostly about, and the main idea is the most important idea about the topic. Explain: *When you retell main ideas, you use your own words to describe these important ideas.*

Display *Animal Partnerships* and say: *This book has several main ideas about animal partnerships.* Model retelling a main idea. Display page 4. Read aloud the heading "Helps Me, Hurts You" and the text that follows on the next three pages. Say: *The topic of this section is parasites. The main idea is what parasites can do. To retell the main idea in my own words, I can say, "Parasites live off other animals, and they can be a **danger** to the animals in different ways."*

Display pages 8–9 and 12–13. Read aloud the text on the pages, or have volunteers read it aloud. Have children work in pairs or small groups to retell the main idea of each spread.

Differentiate

EL English Learners

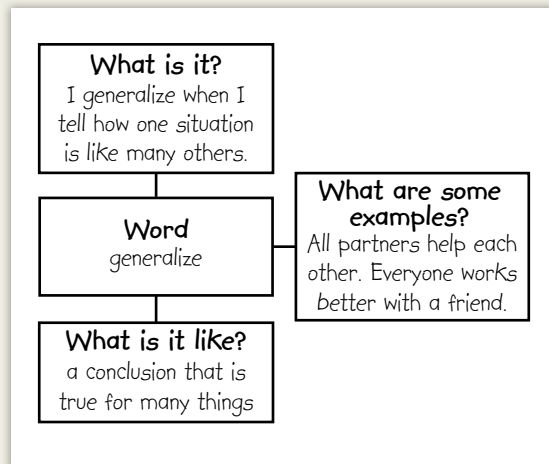
ISSUE Children do not understand the definitions.

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 7** for translations in seven languages. Use cognates for Spanish speakers:

ability/habilidad difficult/difícil



Word Map



Comprehension

4 Synthesize ✓ Anthology page 442

Read the introduction aloud. Use a Word Map to teach the word **generalize**. Elaborate: *When we read, we learn new information. Then we think about similar information that we already know. A statement that says something is true about many things is a **generalization**.* Have children look at the text and photos.

Read aloud the How to Form Generalizations chart. Model how to form generalizations using the text and photos:

- *I read that the ants protect the flower and the flower makes food for the ants.*
- *I know about other **partners** that help each other in different ways.*
- *I can **generalize** that most of the time it is true **partners** work together so that they can both get what they need.*

5 Talk Together Anthology page 443

Read aloud the directions and the science blog entry. Define *blog* as a journal people write online. Note the sample generalization, then have children make their own generalizations.

Check & Reteach
OBJECTIVE: Synthesize ✓

Listen as children explain their generalizations to their partners.

If children have trouble making a generalization, help them find information within the blog that they can use and connect it with information they know. Read the last paragraph aloud with children. Ask: *What does the blog say about the trap-jaw ant's bite?* (It is painful and can hurt small animals.) Ask: *What would you do if you knew an animal might bite you?* (stay away) Say: *So most of the time, animals _____.* (avoid places where they know they will get hurt)

Listen Again and Analyze

6 Build Comprehension Big Book pages 2–16

Use the **Listen and Analyze** questions on pages T440a–T440c as you reread *Animal Partnerships* to help children practice synthesizing.

Writing

7 Write a Generalization

Explain: *Animal Partnerships has a lot of interesting information that I can use to make generalizations.* Point to the photos on pages 10–13. *The pictures on these pages and the words that go with them have given me an idea. I will put the information together and form a generalization.*



Learn to Synthesize

Look at the pictures. What kind of relationship do the ants and flower have? Can you think of other things that have this kind of relationship? If so, then you can form a **generalization**.



The ants keep other bugs away from the flower.



The flower makes food that the ants like.

A generalization is a statement that has to do with many situations. When you read, you **form generalizations**, too.

How to Form Generalizations

1. Think about the important ideas in the text. I read _____.
2. Think about how they go together. How are they like things you know from your own life? I know _____.
3. Make a statement that seems true for both the text and what you know. Use words like *some, many, most, or all*. Most of the time, it is true that _____.

Language Frames

- I read _____.
- I know _____.
- Most of the time it is true that _____.

Talk Together

Read Graciela's and Emily's blog entry. Read the sample and form your own generalizations. Then use **Language Frames** to tell a partner about them.

Blog Entry

Read 'n Share Blog

Today's Posts | Calendar | Announcements | News | Search REGISTER SIGN IN

December 16, 2010

This Week's Selection: **Graciela & Emily: The Science Blog**

December 16, 2010

Before today, we had never even heard of the trap-jaw ant or the costus flower. Both of these **unusual species** live in the rainforest. Do you want to know what makes them special? They are great **partners**.

While we were researching our science report, this is what we found out. When the trap-jaw ant visits a costus, it gets a good meal by sucking nectar from the flower. Yum.

But how is the ant **useful** to the flower? The trap-jaw ant has a special **ability**. Its bite is full of **danger**, since it has a very large jaw that it can open and shut very fast. That means it can injure other small creatures. If we got bit, we would feel a painful sting. Ouch!

If another insect wanders too close, the trap-jaw ant bites it. Then that insect will not do any damage to the flower. We could all use such a good partner!

Sample Generalization

"I read that the trap-jaw ant and costus flowers are great partners. I know of other plants and animals that are partners, like trees and squirrels. Most of the time, it is true that partners in nature help each other somehow."

◀ A good place to form a generalization

Anthology
pages 442–443

Think Aloud

*I read that animals travel in herds. Pictures in the book show animals working together. I think that much of the time, animal **partners** work together in groups.*

Write

Much of the time, animal partners that live in the Maasai Mara work together in groups.

Have children work as pairs to write a short paragraph about animal partners. The paragraph should begin with a generalization about animal partners, then cite evidence from the text and from children's own knowledge. Have children share their generalizations with the class and explain what information they used to reach the generalizations. Encourage the class to listen carefully and ask questions. Have children add their writing to their Weekly Folders.



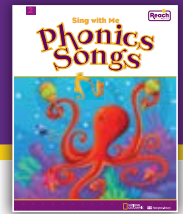
Daily Language Arts

Daily Grammar

Point out the sentence "Then that insect will not do any damage to the flower." Rephrase it as "Then that insect will do any damage to the flower." Point out that *will* makes the verb *do* refer to the future. Then use the Daily Grammar lesson on page T437k to teach future-tense verbs with *will*.

WRAP-UP

Have children think about animal partners they read about in *Animal Partnerships*, *Bird Partners*, and the Read 'n Share Blog. Ask children which partnership they think is the best and why. Ask: *What does each animal get out of the partnership? How would their lives be different without the partnership?*



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Substitute Vowel Sounds

- ✓ Read and Spell Words with Diphthongs *oi, oy*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 61

Sound/Spelling Cards 1, 5, 7, 9, 22, 27, 42

Read On Your Own Book 27

Words with *oi, oy*: Practice Master PM7.29

High Frequency Words: Practice Master PM7.30

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 11–12

Word Builder

MATERIALS

small chips or coins, 3 per child

MORNING WARM-UP

Why do animals make partnerships?

Have children discuss what makes it difficult to survive in the wild.

Phonological Awareness

1 Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *chase*.
- **Segment sounds:** /ch/ /ā/ /s/. Have children put chips in sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /ā/ to /oi/: /ch/ /oi/ /s/.*
- **Say the new word:** *choice. Say the new word with me: choice.*

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

Have children repeat the routine with *vase/voice, seal/soil, by/boy, and news/noise*.

Check & Reteach

OBJECTIVE: Substitute Vowel Sounds

Ask: *What word do I get if I change the /ī/ in spill to /oi/?* (spoil)

If children cannot answer, use **Phonological Awareness Routine 1** Say *spill* and have children repeat each sound as you clap. Then say *spoil*. Have children say the sounds, identify the new sound, and repeat the word. Repeat with *jaw/joy* and *ball/boil*.

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

Phonics

2 Learn Words with Diphthongs *oi, oy* ✓

Sing with Me Phonics Songs Book page 61

Play Tracks 11 and 12 and follow directions.

Practice until children can perform smoothly.

- 1 Shake head “no”; move hand up and down.
- 2 Shake head “no”; slump, put arms over head.
- 3 Hold out palm and point underneath; point to teeth.
- 4 Make swimming motions; open and close hand for *eat*.

The Remora's Choice

- 1 A shark might seem a risky choice
For fish to ride.
- 2 A shark might seem a tricky place
For fish to hide.
- 3 But remoras latch on underneath,
Avoiding those annoying teeth,
- 4 And they both swim off to
Eat what they both enjoy.

Sing with Me Phonics
Songs Book page 61

COMMON CORE STANDARDS



Reading

Decode Words with Diphthongs *oi, oy* CC.2.Rfou.3
Know Vowel Team *oi* CC.2.Rfou.3.b
Read Irregularly Spelled Words CC.2.Rfou.3.f

Language and Vocabulary

Spell Words with Diphthongs *oi, oy* CC.2.L.2.d

Use **Decoding Routine 1** to connect sound and spellings /oi/oi, oy and to blend words.

Step 1 Develop Phonological Awareness		/oi/oi, oy
1. Tell children: <i>These words have /oi/ in the middle.</i> <i>These words have /oi/ at the end.</i>		coin, soil, point boy, joy, toy
2. Tell children: <i>I will say a word. Listen for /oi/. If you hear /oi/, point your finger.</i> (<i>Halt</i> and <i>shook</i> do not have /oi/.)		coil, noise, halt, joy, soy, shook
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 42 . Say: <i>oil</i> . Have children repeat.		 <p>Card 42 oil, /oi/oi, oy</p>
2. Say: /oi/. Have children repeat.		
3. Turn the card over. Point to the spellings and name them. Have children repeat.		
4. Give examples of words with /oi/ in the medial and final positions. Explain: <i>The letters oi and oy stay together and make a single sound.</i> Point to the example words <i>choice</i> , <i>avoiding</i> , <i>annoying</i> , and <i>enjoy</i> in the song on page 61 of Sing with Me Phonics Songs Book .		boil, spoil, noise boy, soy, toy, joy
Step 3 Blend Sound-by-Sound		
1. Display <i>c</i> . Point to <i>c</i> and say: /k/. Have children repeat.		<p>c coi coin</p> 
2. Add <i>oi</i> . Point to the <i>oi</i> spelling on Sound/Spelling Card 42 . Blend /k/ /oi/, sweeping your hand beneath the spellings. Have children repeat.		
3. Add <i>n</i> . Say: /n/. Model blending the whole word and then have children blend with you.		
4. Write and blend other words with /oi/ spelled <i>oi</i> , <i>oy</i> . Explain: <ul style="list-style-type: none"> <i>The letters oi and oy stay together in a syllable.</i> <i>When /oi/ comes at the end of a word, it is usually spelled oy.</i> <i>The final e is silent in words such as noise and voice.</i> 		join, moist, boy, toy, noise, voice

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

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE In Hmong, there is no /oi/ sound. There is a similar sound in Cantonese and Vietnamese, but children who speak these languages might need help creating the /oi/ sound.

STRATEGY Have children:

- tell whether the /oi/ sound is used in their home languages.
- practice making the /oi/ sound.
- join a partner in reading phrases with /oi/: *moist soil, boiling oil, boy's noise*. Scaffold meanings as necessary.

BL Below Level

ISSUE Children have difficulty remembering the sound made by the letters *oi* and *oy*.

STRATEGY Draw a picture of a boy and have children name all the words they know that rhyme with *boy*. Say the word as you write it, emphasizing /oi/. Then point to a word randomly and have children read it and spell it.



Read On Your Own Book 27

Name _____ Date _____

Phonics

Words with oi, oy

Circle the word that names the picture.

1. corn coin cone	2. oil old eel	3. pot paint point
4. box boy bee	5. toy tea top	7. nose noise nice
7. teeth toast toys	8. boil bake book	9. vase voice vest
10. spoil spot speed	11. sail soil sell	12. coil coat cat

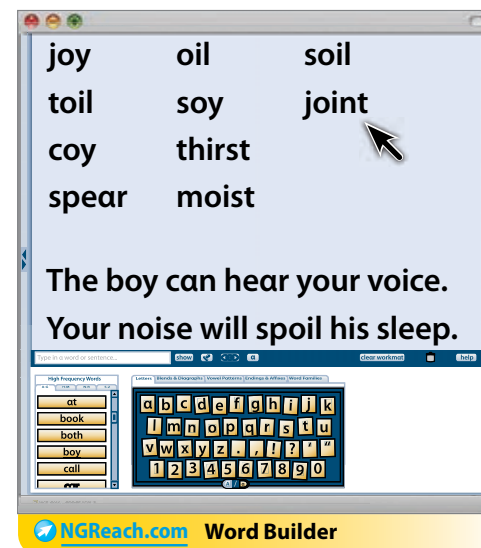
Read It Together Point to the toys that make the most noise.

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3 Read Words with Diphthongs oi, oy ✓

Read On Your Own Book 27 page 16

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

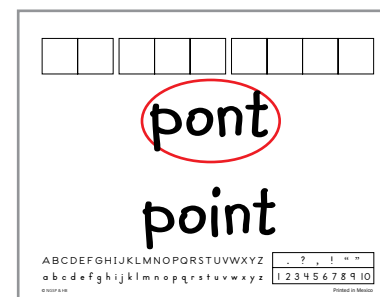


Have children turn to **Read On Your Own Book 27** page 16. Review the sounds/spellings /oi/oi, oy and complete the example together. Then have partners take turns reading the picture labels. Assign **Practice Master PM7.29** for more practice.

4 Spell Words with Diphthongs oi, oy ✓

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

- **Say a word:** *point*.
- **Segment sounds:** /p/ /oi/ /n/ /t/. *What is the first sound you hear?* (/p/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: 9 /p/, 42 /oi/, 7 /n/, and 5 /t/)
- **Repeat the word:** *point*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *choice* and *toys* using **Sound/Spelling Cards 27** /ch/, 42 /oi/, 1 /s/, 5 /t/, and 22 /z/.



Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *Point to your choice of toys*. Have children say and write the sentence. Write the correct sentence and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Diphthongs oi, oy ✓

Check dictation sentences for the correct spelling of *point*, *choice*, and *toys*. Then dictate: *Birds make noise*. Have children say and then write the word *noise*.

If children do not spell *noise* correctly, use sound boxes to segment the sounds and then have children match each sound to a **Sound/Spelling Card**. (cards: 7 /n/, 42 /oi/, 22 /z/)

Repeat with the word *soy*: *The fish food is made with soy*.



Words with oi, oy

Look at each picture. Read the words.



Example:



toy



royal



soil



point



noisy



enjoy

Key Words

Look at the pictures. Read the sentences.

High Frequency Words

- close
- cry
- green
- hurt
- jump
- plant
- please
- ride
- show
- sleep



Killer Whale Facts

1. Killer whales **ride** the waves **close** together in a pod, which is a group name and not a **green** pea **plant**!
2. Studies **show** that a killer whale may **sleep** by resting half of its brain at a time.
3. Killer whales can sing, **cry**, squeak, and creak as loud and long as they **please**.
4. When killer whales breach, they **jump** out of the water and crash down, but it does not **hurt** them.

Why do you think killer whales jump out of the water?



Phonics Games

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STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 27 pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 27 page 17

Read aloud the list of High Frequency Words and the sentences. Distribute **High Frequency Word Cards**, and have children hold up the matching card when they hear a High Frequency Word. Assign **Practice Master PM7.30**.

Play Clues and Choose.

- Lay several **High Frequency Word Cards** face up on the floor.
- The first child silently chooses a word and gives a clue about it: *This word begins with a b.* The child gives clues until someone guesses the word and touches it.
- The child who touches the word first is the next to choose a word.
- Continue to lay words on the floor until all words have been used.

For **Clues and Choose Game**, see page BP39.

REVIEW Check children's retention of High Frequency Words from Unit 6. Have children play **Clues and Choose** with *boy, us, pull, gave, took, myself, upon, brother, sister, always, made, five, four, men, night, such, well, wish, second, and thought*.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Hand out multiple sets of **High Frequency Word Cards**. Have children walk around the room until they each find another child with the same card. Each child spells the word and says it aloud.

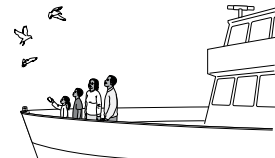
If children misspell words, have partners take turns using the **High Frequency Word Cards** as flash cards to drill correct spelling.

Name _____ Date _____

High Frequency Words

The Boat Ride

Write a word from the box to complete each sentence.



- High Frequency Words
- close
- cry
- green
- hurt
- jump
- plant
- please
- ride
- show
- sleep

My family and I ride to the beach on a boat. Some gulls are flying close to the boat. I show them some bread, and they cry out. They seem to say, "Will you please share your bread with us?" I put bread on the railing and step back. The gulls fly down. I jump, but they don't hurt me. They just take the bread from the railing! I sit in the sun, close my eyes, and go to sleep. When I wake up, I see a big green plant on the shoreline and know that we are almost at the beach!

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PM7.30

Unit 7 | Best Buddies

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Practice Master PM7.30



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T437j



Anthology

OBJECTIVES

Thematic Connection: Animal Partnerships
Preview a Science Article and Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3 or CD 2, Tracks 16–18

Power Writing

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

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

Vocabulary Practice

1 Expand Word Knowledge ✓

Use **Vocabulary Routine 2** to model making a 4-Corner Poster for the word *ability*.


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

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

Assign one **Key Word** per pair. Have partners create a 4-Corner Poster. Then have them add their context sentences to **My Vocabulary Notebook**.

Key Words

ability · danger · difficult
enemies · partners · respond
species · threaten · unusual · useful

ability	
Sentence: I have the ability to run very fast.	Definition: a talent or skill

4-Corner Poster

Academic Talk

2 Preview and Predict

Read aloud the title of this science article and explain that the article will look at “odd couples,” or pairs of animals that do not seem to belong together. Explain to children that these animal pairs act as partners who can help each other.

Have children preview the photographs on pages 445–457. Ask children to name the animals in each photo and use **Key Words** to describe what they see the animals doing together. Then prompt children to make predictions based on the photos. Ask: *How do you think the animals that are shown as **partners** might help each other?*

COMMON CORE STANDARDS

Reading

Use Text Features	CC.2.Rinf.5
Read and Comprehend Informational Text	CC.2.Rinf.10
Read with Fluency	CC.3.Rfou.4
Read with Accuracy and Fluency	CC.2.Rfou.4
Read with Purpose and Understanding	CC.2.Rfou.4.a
Read with Expression	CC.2.Rfou.4.b

Writing

Write Opinions on Topics	CC.2.W.1
Connect Opinions and Reasons	CC.2.W.1

Speaking And Listening

Participate in Conversations	CC.2.SL.1
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Language And Vocabulary

Use Apostrophes in Contractions	CC.2.L.2.c
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

Check & Reteach

OBJECTIVE: Preview a Science Article and Make Predictions

Have children explain how they made their predictions.

If children do not predict something reasonable, instruct them to reread the article title and look at the photos on page 452. Ask: *Who are the **partners** in this odd couple?* (ratel and honeyguide bird) *What do you predict we will learn about these **partners**?* (how they help each other find food)



Read a Science Article

Genre

A **science article** gives facts about a topic.

Text Features

Look for **headings**. They tell you what each section, or part, of the article is about.

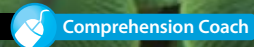
Keeping Clean heading

Some animals help others stay clean. Cleaner shrimps do that. They live in the sea at cleaning stations.



Odd Couples

by Amy Sarver



STUDENT TECHNOLOGY



Read with Me



Student eEdition



My Vocabulary Notebook

NGReach.com

444

Anthology
pages 444–445

Shared Reading

3 Read a Science Article Anthology pages 444–445

GENRE AND TEXT FEATURE Read aloud the definition of a science article on page 444. Then read aloud the definition of headings and the example. Explain: *A heading is followed by text with more details about the subject of the heading. Headings can help you find information in a science article.* Have children flip through the selection to identify the headings.

SCIENCE BACKGROUND Explain: *Some animals enter into partnerships where one or both living things depend on each other to do things they could not do alone. These are called symbiotic relationships. Each animal helps the other survive.*

Read pages 445–457 to the class. Use the questions on pages T446–447 to T454–455 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

- ✓ Identify Topic and Main Idea
- ✓ Synthesize
 - Critical Thinking

► **Set a Purpose**

Find out about some **unusual** ways that animals work together.

2 Pairing Up in the Wild

Animals in the wild have a **difficult** life. They need to find food, stay healthy, and hide from **danger**. 1



mongoose

3 ▲ A mongoose eats ticks off a warthog.

In Other Words
Pairing Up Becoming **Partners**

446



To make life easier, some animals pair up. The two kinds of animals may be very different. Yet these **odd couples** live together. This is called a symbiotic relationship. Each animal helps the other. Let's see how this works 4



447

Anthology
pages 446–447

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

1 **Make Predictions** *How do you think one kind of animal might help another kind of animal find food, stay healthy, or hide from **danger**?* (Possible response: One animal might be able to find food for another animal.)

SECOND READ

Day 4 Reread and Analyze

- 2 **Use Text Features** *What is the heading for this section?* (“Pairing Up in the Wild”) *What is this section of text mostly about?* (Possible response: It is about how some animals help each other, or become **partners**, in the wild.)
- 3 **Make Inferences** *How do a mongoose and a warthog help each other?* (Possible response: I read that the mongoose eats ticks off a warthog. I know that some animals eat bugs that are pests, like ticks. I also know that tick bites can hurt animals. I think that the mongoose gets food while the warthog is saved from tick bites.)
- 4 **Synthesize** ✓ *What happens in a symbiotic relationship?* (Possible response: Two kinds of animals live together and help each other out.)
See **Differentiate**

Differentiate

SN Special Needs

ISSUE Children lose track of the steps of forming a generalization.

STRATEGY Help children focus by breaking down each step into substeps and having children answer questions such as:

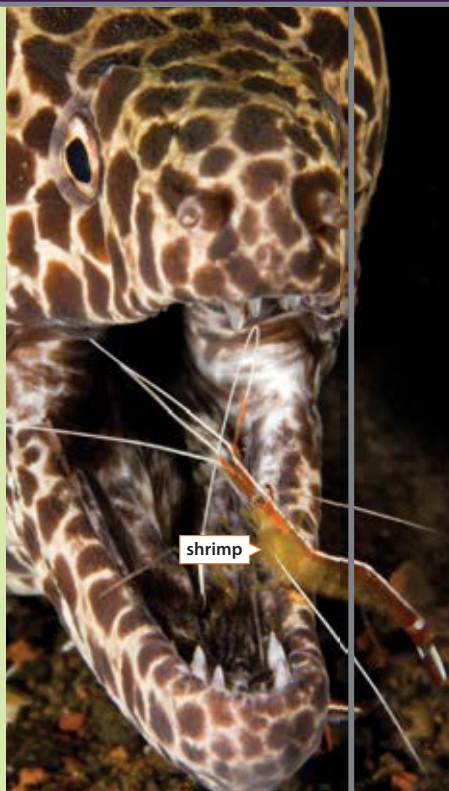
- *What do you read in the text about symbiotic relationships?*
- *What do you already know about what it means when people or animals pair up or work together?*
- *Do your answers to these two questions fit together?*
- *What can you say about what is true about most symbiotic relationships?*

7 Keeping Clean

Some animals help others stay clean. Cleaner shrimps do that. They live in the sea at **cleaning stations**.

To get clean, a dirty fish stops by. A shrimp climbs onto the fish. The shrimp has tiny **claws**. The claws pick dead skin and **pests** off the fish. The hungry shrimp eats what it picks. The fish gets cleaned.

A cleaner shrimp cleans a moray eel's mouth. ▶



In Other Words
cleaning stations places where many animals come to get clean
claws sharp nails on its toes
pests harmful bugs

448

8 Shrimps are not the only cleaners. So are plovers. These brave birds clean crocodile teeth. **Crocs** cannot do that themselves. 9

Plovers eat tiny animals stuck to a croc's teeth. **It's a good trade.** Birds get food. Crocs get clean teeth. 5 6



In Other Words
Crocs Crocodiles
It's a good trade. This is good for both the plover and the crocodile.

▶ Before You Move On

1. **Use Text Features** Is "Keeping Clean" a good heading for pages 448–449? Explain.
2. **Generalize** Think about animal **partners**. What does it mean to make a good trade?

449

Anthology
pages 448–449

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 5 **Active Reading** Have one volunteer open his or her arms wide like a crocodile mouth, while another volunteer moves his or her hand to act out how a plover bird can use its beak to clean the crocodile's teeth.
- 6 **Confirm Predictions** *Does your prediction match the text? Why or why not?* (Possible response: No; the shrimp and the plover birds get food because they clean it off of the fish and the crocodiles.)

SECOND READ

Day 4 Reread and Analyze

- 7 **Identify Topic and Main Idea** ✓ *What is the topic and main idea of this section?* (Possible response: This topic is animal **partners**. The main idea is that some animals have **partners** that keep them clean.) See **Differentiate**
- 8 **Make Inferences** *Why are plover birds brave?* (Possible response: Usually you would expect a bird inside a crocodile's mouth to get eaten.)
- 9 **Identify Problem/Solution** *What problem does the crocodile have?* (dirty teeth) *How does the plover solve the crocodile's problem?* (The plover eats very small animals on the crocodile's teeth.)

Differentiate

BL Below Level

ISSUE Children struggle to identify the topic and the main idea of a text.

STRATEGY Prompt children with questions about the topic such as: *Who or what is this section about? What topic is this section of text mostly about?* Then prompt children with questions about the main idea such as: *What is the heading of this section? What is the most important idea that the author wants you to know about this topic?*

Answers Before You Move On

1. **Use Text Features** Possible response: The heading "Keeping Clean" is good because the text tells how some animals keep their **partners** clean.
2. **Generalize** ✓ Possible response: I read that plovers eat while crocodiles get clean teeth. I know that when animal **partners** make a trade, they each get something they want or need. Most of the time, it is true that in a good trade each **partner** gets something they want or need.

2 Riding Along

Like plovers, oxpeckers are birds. They ride on giraffes, **rhinos**, and other big **buddies**.

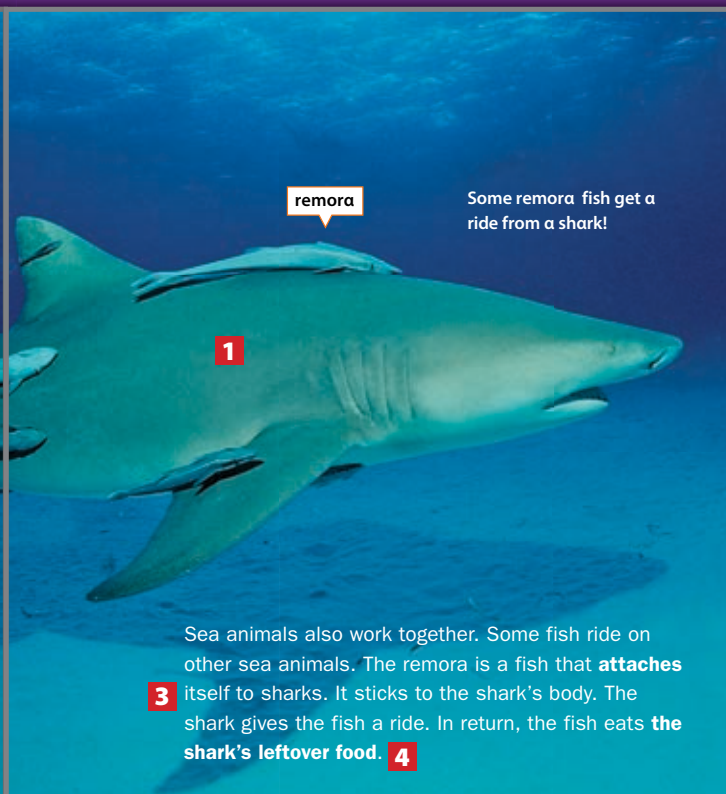
The big animals don't mind. Why not? Well, the birds eat bugs. That's good for the big animals. **In return**, the birds get plenty of food. It's a perfect **pairing**!



▲ One big buddy for an oxpecker bird is an antelope.

In Other Words
rhinos rhinoceroses
buddies friends
In return As a trade
pairing way to be **partners**

450



Some remora fish get a ride from a shark!

Sea animals also work together. Some fish ride on other sea animals. The remora is a fish that **attaches** itself to sharks. It sticks to the shark's body. The shark gives the fish a ride. In return, the fish eats **the shark's leftover food**. **4**

In Other Words
attaches sticks
the shark's leftover food the food the shark has not eaten

► Before You Move On

- 1. Problem/Solution** How do antelopes and sharks solve a problem for their animal buddies?
- 2. Compare** How are the oxpecker and remora the same? How are they different?

451

Anthology
 pages 450–451

Fluency ✓

Intonation Explain the concept: *Fluent readers read with proper intonation. They make their voices rise and fall to show whether a sentence is a question, a statement, or an exclamation.*

Model how to read the second paragraph on page 450 with proper intonation. Make your voice rise at the end of the question and show emphasis for the exclamation. Have children mimic the intonation as they read the paragraph.

Answers Before You Move On

- 1. Problem/Solution** Possible response: Antelopes and sharks are **useful** to their buddies because they give them rides from place to place.
- 2. Compare** Possible response: Oxpeckers and remoras are the same because they both get rides and food from their **partners**. They are different because the oxpecker eats bugs and just sits on its buddy, while the remora eats leftover food and sticks to its buddy.

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Active Reading** Have children point to the different animals in the photographs to identify each one as you read about it in the text.

SECOND READ

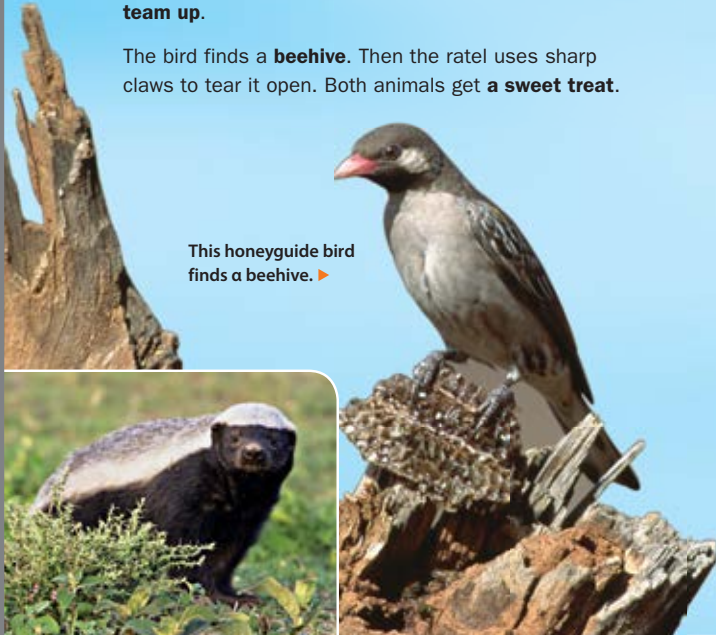
Day 4 Reread and Analyze

- 2 Summarize** *Summarize what you learned about **unusual** ways animals work together.* (Possible response: Some animals ride on bigger animals in exchange for keeping bugs off the bigger animal or finishing its leftover food.)
- 3 Identify Details** *How does a remora hold onto a shark?* (It attaches itself to the shark's body.)
- 4 Synthesize** ✓ *What generalization can you make about animals that ride on big buddies?* (Possible response: I see that the oxpecker bird and the remora fish are smaller than their big buddies. I know that it may be **difficult** for smaller animals to travel around. Most of the time it is true that a smaller animal can save energy and stay safe by riding on a bigger buddy.)

Finding Food

Some animals like the same food. Both the honeyguide bird and the ratel love honey. So they **team up**.

The bird finds a **beehive**. Then the ratel uses sharp claws to tear it open. Both animals get a **sweet treat**.



This honeyguide bird finds a beehive. ▶



5 ▲ The ratel is also called a honey badger.



In Other Words

team up work together

▲ **beehive** place where bees live and make honey

▲ **sweet treat** something good to eat

452

Coyotes and badgers also team up as hunting **partners**. Both like to catch small animals such as ground squirrels.

When the squirrel is above the ground, the coyote runs fast and catches it. Sometimes the squirrel **darts** into a hole. That's when the badger uses its long claws to dig under the ground and catch it. **6 7**



◀ A coyote usually hunts alone, unless a badger is around.

▶ A badger's long claws help it dig. ▶

In Other Words

darts runs quickly

▶ **Before You Move On**

1. Generalize Ratels and honeyguide birds like the same food. How can having the same interests help make good partners? Give an example.

2. Explain How do coyotes and badgers work together to get food?

453

Anthology
pages 452–453

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

5 Active Reading Have children read the captions and explain how each one helps them understand the text and photographs better.

SECOND READ

Day 4 Reread and Analyze

- 6 Identify Details** *What features make a ratel and a badger good at getting food?* (Possible response: The ratel has sharp claws that it can use to tear open a beehive, and a badger has long claws that it can use to dig under the ground to catch a squirrel in a hole.)
- 7 Compare and Contrast** *How are the honeyguide bird and the coyote alike and different?* (Possible response: The bird and the coyote are alike because they both need the help of a **partner** to get food sometimes. They are different because the bird needs a ratel to open a hive to get honey, and the coyote needs a badger to dig up the squirrels it chases into the ground.)

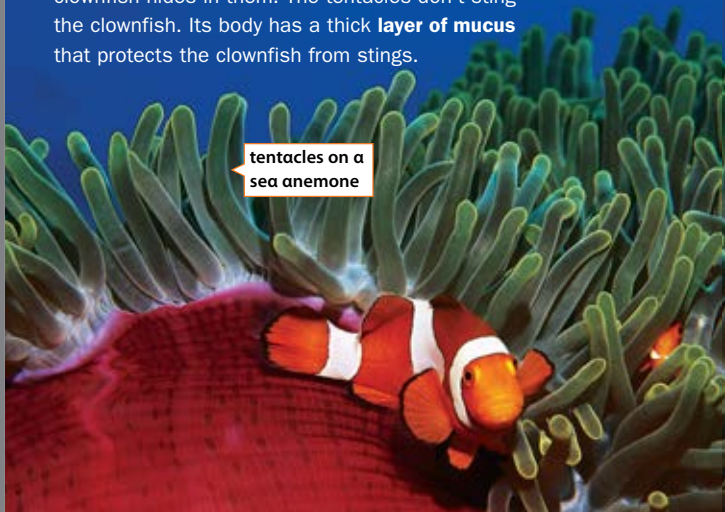
Answers Before You Move On

- 1. Generalize** Possible response: I read that the honeyguide bird and the ratel love honey. I know that when people like the same things, they get along well. It is sometimes true that **partners** who want the same thing will work together to get it.
- 2. Explain** Possible response: A coyote chases the food into a hole, and then the badger digs under the ground to get it.

Keeping Safe

1 The sea anemone (u-nem-u-nē) and the clownfish make a great underwater team. Sea anemones have tentacles (ten-tu-kuls) that catch fish and sting them.

Most fish stay away from the tentacles, but the clownfish hides in them. The tentacles don't sting the clownfish. Its body has a thick **layer of mucus** that protects the clownfish from stings.



tentacles on a sea anemone

▲ A clownfish hides from its enemies in a sea anemone.

In Other Words
layer of mucus slippery covering
enemies fish that want to eat it

454

How does the clownfish help the anemone? It helps the anemone get food. The clownfish is colorful. Hungry fish can **spot it** easily.

Sometimes a hungry fish chases a clownfish into the anemone. Then the anemone stings the fish and eats it. **2**

▼ An anemone eats a shrimp.



In Other Words
spot it see it

► Before You Move On

- 1. Explain** How do the clownfish and the sea anemone make an **unusual** team?
- 2. Generalize** The clownfish is a **useful partner** for the sea anemone. What does it mean to be a useful partner?

455

Anthology
pages 454–455

Build Comprehension

FIRST READ

Day 3 Read and Comprehend

- 1 Use Text Features** Point out and model how to use the pronunciation guides for *anemone* and *tentacles* on page 454. Have children repeat each word after you.

SECOND READ

Day 4 Reread and Analyze

- 2 Identify Topic and Main Idea** ✓ *What are the topic and the main idea of pages 454–455?* (Possible response: The topic is animal **partners**. The main idea is that the clownfish brings food to the sea anemone, and the sea anemone keeps the clownfish safe.)
- 3 Summarize** *Summarize in your own words some **unusual** ways that animals work together.* (Possible response: Animals sometimes work together to find food. At other times they might help each other in different ways. One animal might get food while the other might be kept healthy or safe.)
- 4 Make Judgments** *Which animal pair makes the best team?* (Possible response: The plover bird and the crocodile make the best team because they each get something important out of their partnership.)

Answers Before You Move On

- 1. Explain** Possible response: The sea anemone is an **enemy** to most fish. However, it protects the clownfish. In return, the clownfish leads fish that chase it to the anemone. The anemone eats those fish.
- 2. Generalize** ✓ Possible response: I read that the clownfish helps the anemone get food. I know that the anemone can help the clownfish stay safe by eating fish that chase it. A **useful partner** is one that does things to help both **partners** reach a goal, like getting food and staying safe.

Helping Each Other Live

All animals try to survive. For some, that means living with or near other kinds of animals.

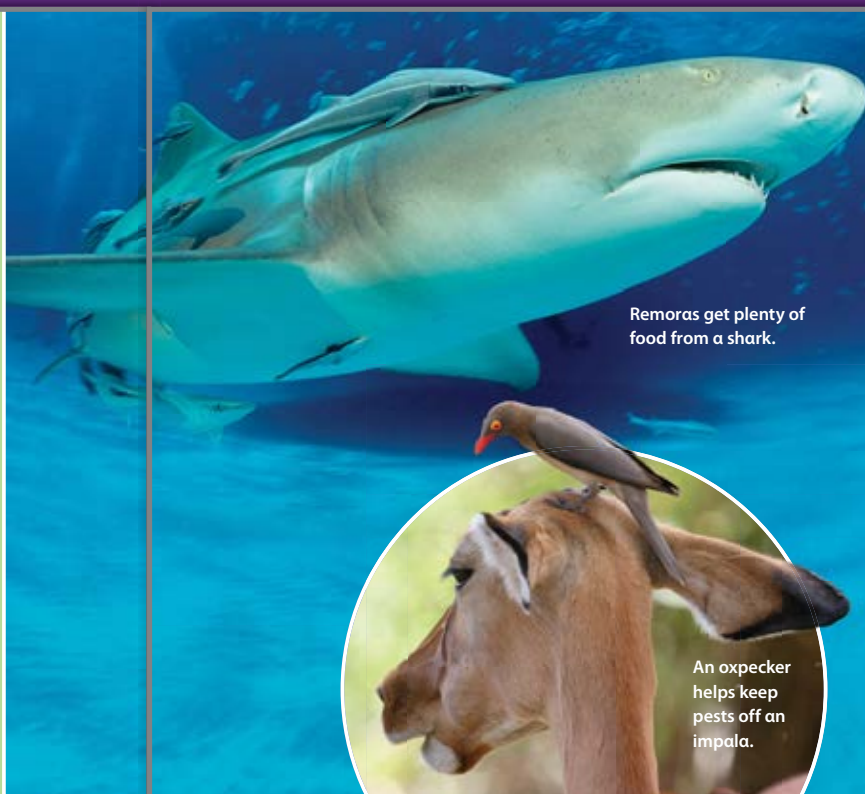
At first, these odd couples may seem strange, but look again.

These partners help one another find food, get clean, and stay safe. Each animal helps the other **get the most out of life.** 3 4



▲ A shrimp helps this fish stay clean.

456



Remoras get plenty of food from a shark.

An oxpecker helps keep pests off an impala.

In Other Words
get the most out of life live happily and safely

► Before You Move On

- 1. Generalize** How does living together help animal **partners** get the most out of life?
- 2. Main Idea** Tell a partner the most important things you learned about "Odd Couples." What is the main idea?

457

Anthology
pages 456–457

Writing

4 Write an Opinion

Explain: *When you write your opinion, you should include evidence from the text that supports what you think about a topic.*

Have children choose the animal partnership they find most interesting and explain why it is interesting to them. Remind them to write with **Key Words** and use signal words to link their opinions to the supporting evidence.

Model using signal words: *I think the partnership between a plover bird and a crocodile is the most interesting because crocodiles usually eat other animals.*

Key Words

ability · danger · difficult · enemies
partners · respond · species · threaten
unusual · useful

Daily Language Arts

Daily Grammar ✓

Write the sentence: *If a bird cleans a crocodile's teeth, it'll be able to eat the food it pecks out.* Point out the future-tense verb *it'll*. Then use the Daily Grammar lesson on page T437I to teach about future-tense verbs with *will*.

Answers Before You Move On

- 1. Generalize** ✓ Possible response: Many animals need a **partner** so they can find food, get clean, or stay safe.
- 2. Main Idea** ✓ Possible response: I learned that animals sometimes help each other find food, get clean, or stay safe. The main idea of "Odd Couples" is that animals form **unusual** partnerships to get what they need.

WRAP-UP

Have children play a game in which one child in a pair names an animal and the other child names that animal's partner and explains what kind of partnership the two animals have.

OBJECTIVES

Thematic Connection: Animal Partnerships

Substitute Vowel Sounds

- ✓ Read and Spell Words with Diphthongs *oi, oy*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Card 42

Words with *oi, oy*: Practice Master PM7.32

Read On Your Own Book 27

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

beanbag or soft ball • small chips or coins, 4 per child



MORNING WARM-UP

What are some partnerships in the ocean?

Toss a beanbag as children name partnerships in the ocean they've read or heard about.

Phonological Awareness

1 Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *nose*.
- **Segment sounds:** /n/ /o/ /z/. Have children put chips in sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /o/ to /oi/: /n/ /oi/ /z/.*
- **Say the new word:** *noise*. *Say the new word with me: noise.*

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

Have children repeat the routine with *tea* (toy), *all* (oil), *ink* (oink), and *mist* (moist).

Check & Reteach

OBJECTIVE: Substitute Vowel Sounds

Ask: *What word do I get if I change the /ô/ in brawl to /oi/?* (broil)

If children cannot answer, use **Phonological Awareness Routine 3** to practice segmenting sounds. Say *brawl* and have children repeat each sound as you place a chip in each sound box. Then say *broil*. Have children say the sounds, identify the new sound, and repeat the word. Repeat with *fell* (foil) and *can* (coin).

For **Phonological Awareness Routines 3**, see page BP29.

Phonics

2 Read and Spell Words with Diphthongs *oi, oy* ✓

REVIEW Display **Sound/Spelling Card 42**. Ask: *What is the picture?* (oil) *What is the sound?* (/oi/) *What are the spellings?* (*oi, oy*). Remind children that the spellings *oi* and *oy* stay together.

Display and read *boy, broil, joy, voice, and toy*. Have children blend each word and identify the letters that stand for /oi/.



COMMON CORE STANDARDS

Reading

Decode Words with Diphthongs <i>oi, oy</i>	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Know Vowel Team <i>oi</i>	CC.2.Rfou.3.b
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4

Language and Vocabulary

Spell Words with Diphthongs <i>oi, oy</i>	CC.2.L.2.d
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Remind children that some words have more than one syllable. Display *enjoy* and have children tap out the syllables and count them. Model how to divide *enjoy* between the two middle consonants. Blend the word: *en-joy, enjoy*.

Repeat for *moisture* and *employ*. Use word-part division with *joining* and *noisy*. Frame the syllables and help children blend the words.

For more practice, assign **Practice Master PM7.32**.

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

- **Say a sentence:** *I enjoy noisy games.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children check and correct their spelling. Repeat with this sentence: *I am joining a game of tag.*

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

High Frequency Words

3 Read and Spell Key Words ✓

Model pronouncing each of this week's High Frequency Words: *cry, hurt, please, jump, ride, close, green, plant, show, and sleep*. Point to words on the Word Wall at random and have children read them. Cover up the words and have children spell them and use each word in a sentence.

REVIEW Have children review previously taught High Frequency Words *boy, us, pull, gave, took, myself, upon, brother, sister, always, made, five, four, men, night, such, well, wish, second, and thought*. Have children take turns saying a word, spelling it, and using it in a sentence.

Check & Reteach

OBJECTIVES: Read and Spell Words with Diphthongs *oi, oy* ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *They jump and cry for joy when we ride the noisy toy cars.* Have children write the sentence. Scan for errors.

If children misspell, provide a model and have children find and correct their errors.

Then repeat with this sentence: *Please keep the green plant moist, or it will broil and spoil in the sun.*

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

Name _____ Date _____

Phonics

Words with oi, oy



Write the word that completes each sentence.

1. **enjoy newsboy oil**
What do you enjoy doing on a hot day?
2. **oyster soil voice**
Joy plants seeds in the soil in her garden.
3. **royal point moist**
She must keep the dirt moist so the seeds will grow.
4. **joins joyful loyal**
Troy joins his pals at the field in a nearby park.
5. **spoil sirloin noisy**
They play a noisy game of baseball.
6. **toy broiling joint**
When they get broiling hot, they jump into the swimming pool at the park.
7. **soy coil choice**
Roy makes a different choice.
8. **boil coins noise**
He takes some coins from his piggybank.
9. **boy foil pointing**
Then the happy boy rides his bike to the ice cream shop!

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For use with TE p. 1457a

PM7.32

Unit 7 | Best Buddies

Practice Master PM7.32

Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page 437j



Read On Your Own Book 27

Legend

- words with *oi, oy*
- high frequency words
- * story words

18

Read On Your Own Book 27
pages 18–21

20

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 27	Teacher's Edition
words with inflected ending <i>-er</i>	bigger (page 21) faster (page 21) better (page 28)	ending <i>-er</i> , (page T303b)
words with vowel digraph <i>/ë/ea</i>	death (page 25) dead (page 25) head (page 28)	<i>/ë/ea</i> (page T429l)
words with <i>r</i> -controlled vowels	forms (page 19) short (page 22) birds (page 19) turtle (page 23) survive (page 24) hurt (pages 26, 27)	<i>/ôr/or</i> (page T357l) <i>/ûr/ir</i> (page T367n) <i>/ûr/ur</i> (page T367n)

EL English Learners

ISSUE Children have difficulty decoding and comprehending the text.

STRATEGY Pair children with more proficient readers. Have them take turns reading each page. Ask children to keep track of words they are having difficulty with and have them practice reading those words aloud after they have finished reading the text.

Decodable Reading

4 Read "Sea Voyage" Read On Your Own Book 27 pages 18–28

Use the photos to pre-teach story words *remora* (page 21), *sea turtle* (page 23) and *organism(s)* (page 27). Then use **Decoding Routine 4** to conduct two readings of "Sea Voyage." 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 is a remora different from other fish?* (It doesn't swim on its own. It latches on to other animals for a ride.)
- 2 Identify Cause and Effect** *Why does a remora choose a host that is always moving?* (It needs water passing over its gills to live.)
- 3 Clarify Ideas** *Why does the author say that the remora gets a better deal than its host?* (The remora gets food and protection, while its host only gets cleaned and has to carry the remora.)
- 4 Make Connections** *What other animal partners have you read about?* (Possible response: the capybara and its bird partners)

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

The remora is a short, chunky fish. It has a sucking disk on the top of its long, flat head. It uses this disk to latch on to the body of other animals.

Once the remora has joined itself to a whale, shark, or sea turtle, it just hangs on. It **rides** along while its host swims about as it **pleases**.

The remora can't survive in still water. It needs to keep water rushing past its gills. So it **joins** up with an animal that keeps moving all the time, doing the swimming for both of them.

If fish had a choice, almost all of them would steer clear of sharks. A shark's sharp, **pointed** teeth mean death to almost any living thing in its path. But not the remora. No dead remora has ever been found inside a shark.

The remora can use its host to provide food and a safe hiding place. Sharks, whales, and other deep-sea hosts don't try to **hurt** the remora. They also don't seem to care if they have a remora stuck to them.

Studies **show** that the remora can leave its host whenever it **pleases**. It leaves in order to eat. In doing so, it may be a helpful partner. It **stays** close by and acts as a cleaner. It feeds on organisms that may hurt its host.

Yes, the remora helps the shark, but it gets the better deal. Because of the shark, the remora **enjoys** a wide range of food and a safe hiding place. When it comes to finding a smart way to live, the remora really uses its head!

Practice Phonics

Words with oi, oy

Read these words.

moist	voice	playful	seals	choice
enjoys	joyful	boy	soil	noisy

Find the words with **oi** or **oy**. Use letters to build them.

c h o i c e

Talk Together

The boy enjoys the **playful seals**.

Choose words from the box above to tell your partner what the boy likes to do by the sea.

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Practice Phonics

5 Words with oi, oy Read On Your Own Book 27 page 29

Print, cut out, and distribute **Letter Cards**.

Read aloud page 29. Have partners find and build words with *oi* and *oy*.

See **Differentiate**



6 Talk Together Read On Your Own Book 27 page 29

Have children tell about what the boy likes to do by the sea by filling in the blanks in the sentence frame with words from the box. (Possible responses: The boy enjoys the moist soil/noisy seals/joyful voice.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Sea Voyage." 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 27
pages 22–29

Differentiate

AL Above Level

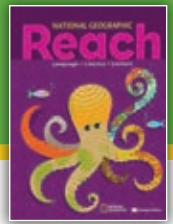
ISSUE Children quickly complete the word-building exercise.

STRATEGY Challenge children to brainstorm and build additional words with *oi* or *oy*. Encourage them to share their work with classmates.

SN Special Needs

ISSUE Children pronounce the /oi/ sound as two sounds.

STRATEGY Display the word *boy* in large print. Have children find words with /oi/ in print materials around the classroom. Each time they find a word, have them write it under *boy* and say *boy* and the word they wrote.



Anthology

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Identify Topic and Main Idea
- ✓ Synthesize

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3 or CD 2, Tracks 16–18

MATERIALS

children's 4-Corner 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 *threaten*.

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

Vocabulary Practice

1 Share Word Knowledge ✓

Have children use the 4-Corner Posters they made on Day 3 (see page T444). Pair children who studied different **Key Words** for **Vocabulary Routine 3**.

- Have children take turns reading their 4-Corner Posters.
- Have children talk about how the pictures and sentences on their posters show the meaning of the **Key Words**.
- Have children create sentences using both **Key Words**, and draw a line under each **Key Word**.
- Have children share their sentences with the class and copy other children's sentences until they have a sentence for each **Key Word**.

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

Key Words

ability · danger · difficult · enemies
 partners · respond · species · threaten
 unusual · useful

Academic Talk

2 Identify Main Ideas

Explain: *Every paragraph has a main topic. Identifying the main topic of each paragraph in a text will help you summarize the whole text and remember all of the important ideas from it.* Model identifying the topic of the second paragraph under the heading "Pairing Up in the Wild" on page 447: *The main topic of this paragraph is that wild animals form partnerships to make their lives easier.*

Have pairs work together to identify the main topics of the paragraphs under the heading "Keeping Clean" and to summarize their ideas for the class.

Reread and Integrate

3 Build Comprehension

Reread pages 446–457 together. After you read each section, ask children to determine the topic and main idea of that section. Prompt: *What is this text mostly about? What is the most important idea about this topic?* Use the **Reread and Analyze** questions on pages T446–447 to T454–455 to build comprehension.

See **Differentiate**

Check & Reteach

OBJECTIVE: Identify Topic and Main Idea ✓

See if children can identify topics and main ideas as they answer the **Reread and Analyze** questions.

If children cannot identify topics and main ideas, remind them that the topic is who or what a text is about and that the main idea is the most important idea about a topic.

COMMON CORE STANDARDS

Reading

Identify Main Topic CC.2.Rinf.2
 Use Text Features CC.2.Rinf.5
 Read and Comprehend CC.2.Rinf.10

Informational Text

Read with Fluency CC.2.Rfou.4
 Read with Accuracy and Fluency CC.2.Rfou.4
 Read with Expression CC.2.Rfou.4.b

Writing

Recall Information CC.2.W.8

Language And Vocabulary

Use Apostrophes in Contractions CC.2.L.2.c
 Use Knowledge of Language and Its Conventions CC.2.L.3

Read a Science Article

Genre

A **science article** gives facts about a topic.

Text Features

Look for **headings**. They tell you what each section, or part, of the article is about.

Keeping Clean heading

Some animals help others stay clean. Cleaner shrimps do that. They live in the sea at cleaning stations.



Odd Couples

by Amy Sarver

Comprehension Coach

STUDENT TECHNOLOGY



Student eEdition



Read with Me

NGReach.com

444

Anthology
pages 444–445

Check & Reteach

OBJECTIVE: Synthesize ✓

See if children can make generalizations as they answer the **Reread and Analyze** questions. If children are unable to make generalizations, ask: *What does the text say? What do you know about people (or animals) in this situation? Do your answers to the first two questions fit together? What can you say about what is true in most situations/for most people/etc.?*

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 article using the **Read with Me MP3 or CD 2, Tracks 16–18**.

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.

Writing

4 Write About Topic and Main Idea

Have children write about the “Odd Couples” topic and some of its main ideas in their own words. Invite children to share their writing with the class. Add children’s writing to their Weekly Folders.

WRAP-UP Ask children to name cool facts they learned about partnerships from their reading today.

Daily Language Arts

Daily Grammar ✓

Point out the future-tense verb *won’t* in the example sentence: *Coyotes and badgers won’t go hungry if they work together.* Have children complete the Grammar and Writing lesson on page T437I and apply it as they write.



Read On Your Own Book 23

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Read and Spell Words with *al, all*
- ✓ Read and Spell Words with Diphthongs *oi, oy*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Science Article
- ✓ Identify Topic and Main Idea
- ✓ Synthesize

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Vocabulary: Practice Master PM7.34
- Topic and Main Idea Chart: Practice Master PM7.35
- Read On Your Own Book 27

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Ask and Answer Questions About Key Details	CC.2.Rinf.1
Identify Main Topic	CC.2.Rinf.2
Decode Words with <i>al, all</i>	CC.2.Rfou.3
Decode Words with Diphthongs <i>oi, oy</i>	CC.2.Rfou.3
Read Irregularly Spelled Words	CC.2.Rfou.3.f
Read with Fluency	CC.2.Rfou.4
Read with Expression	CC.2.Rfou.4.b

Writing

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

Build on Others' Talk	CC.2.SL.1.b
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Language and Vocabulary

Use Apostrophes in Contractions	CC.2.L.2.c
Spell Words with <i>al, all</i>	CC.2.L.2.d
Spell Words with Diphthongs <i>oi, oy</i>	CC.2.L.2.d
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4
Use Words and Phrases	CC.2.L.6

MORNING WARM-UP

What kind of help do some animals get when they form unusual partnerships?

Have children describe what some animals do for each other when they form a partnership. Ask: *What help did each partner get? Were both partners helped?* Have children include details from the readings or their observations of nature.

Vocabulary Review

1 Apply Word Knowledge ✓

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

VOCABULARY GAME

Introduce **Yes or No?** Display the **Key Words** and distribute **Practice Master PM7.34**.

Key Words

ability · danger · difficult · enemies

partners · respond · species · threaten

unusual · useful

Read aloud the directions. Ask a question and have children write a **Key Word** to finish the sentence. Then have them listen to the whole question and answer it, raising one hand for "yes" and two hands for "no."

For Yes or No?, see page BP53.

ONLINE VOCABULARY GAME

NGReach.com Online Vocabulary Games



Read On Your Own Book 27
pages 30–31

Phonics Review

2 Play Make Your Choice ✓ Read On Your Own Book 27 pages 30–31

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

- six words with /əl/ spelled *al* or *all*. (*walnut, waterfall, small, hall, wallet, calling*)
- eight words with /oi/ spelled *oi* or *oy*. (*choice, boiled, enjoy, boy, toy, noise, coin, voice*)
- High Frequency Words *plant, please, ride, sleep, green*.

Check & Reteach

OBJECTIVES: Read and Spell Words with *al, all* ✓
Read and Spell Words with Diphthongs *oi, oy* ✓
Read and Spell High Frequency Words ✓

Have children follow along as you read aloud the questions on pages 30–31 several times through. On the first read, have children clap their hands when they hear words with *al* or *all*. When they clap, have them say the word and spell it. Repeat for words with diphthongs *oi* and *oy* and for High Frequency Words.



Daily Language Arts

Daily Spelling & Word Work ✓
Spelling Test on page T437i



Answers Talk About It

- 1. Summarize** Possible response: I learned that sharks give rides to smaller fish called remoras.
- 2. Synthesize: Generalize** Possible response: Most animal **partners** help each other by protecting, feeding, or cleaning each other.
- 3. Synthesize: Generalize** Possible response: Working together can help people find food, too.

Name _____ Date _____

Topic and Main Idea Chart

Odd Couples

Fill out the topic and main idea chart for "Odd Couples."

Topic: Possible response: Animal Partners	Main Idea: Animal partnerships help both animals survive.
Detail: Cleaner shrimp Keep other fish clean.	
Detail: Responses will vary. Possible response: Coyotes and badgers help each other hunt food.	

Use your topic and main idea chart to tell a partner about "Odd Couples."

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Practice Master PM7.35

Academic Talk

- 3 Talk About It** **Anthology** page 458
Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or photos and use **Key Words** in their responses.

Writing

- 4 Write About It** **Anthology** page 458
Read aloud the directions. Note that whether or not children use the sentence frames, their answers should include the reason for the animal's action.

Model thinking about what to write: *I will write questions about the ratel and the honeyguide bird. The ratel and the bird team up because they both eat honey. My answer will tell what the ratel does and why.* Model using your thoughts to write a question and an answer:

- *Question: What does the ratel do? Why?*
- *Answer: The honeyguide bird helps the ratel find food. The ratel gets honey from a beehive because of its sharp claws.*

Monitor children. When writing is complete, have partners display and read aloud their questions and answers for the class.

Check & Reteach

OBJECTIVES: Demonstrate Understanding of a Science Article
Synthesize

Monitor discussions for comprehension. Review children's writing to see if they include reasons that explain their chosen animal's actions.

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 Integrate

- 5 Topic and Main Idea** **Anthology** page 459
REVIEW Remind children that the main idea is the most important idea about a topic and that details help explain the main idea. Read aloud the directions. Guide children through the example topic and main idea chart. Point out and explain how to fill in each box.

Distribute **Practice Master PM7.35**. Read aloud the directions. Point out the empty boxes for writing and ask: *What is the topic of "Odd Couples"?* (animal **partners**) Circulate and guide children as they complete their charts. Have pairs discuss "Odd Couples," compare their charts, and discuss any differences.

Daily Language Arts

Daily Grammar

Identify the future-tense verb *I'll* in the sentence: *I'll write about the ratel.* Have pairs practice using future-tense verbs to tell about the animal partners they have read about. Then use Review and Assess on page T437L.

Talk About It

1. What facts did you learn from the **science article**? Read them aloud.
I learned _____.
2. What are the ways animal **partners** help each other? Make a **generalization**.
Most animal partners help each other by _____, _____, and _____.
3. Working together can make life easier for many animals. How can working together make life easier for people, too?
Working together can _____.

Learn test-taking strategies.
NGReach.com

Write About It

Write two questions about the animal pairs in the selection. Use at least one **Key Word**. Trade papers with a partner. Write answers to your partner's questions.

Question: What does the _____ do? Why?
Answer: The _____ does _____ because _____.



Topic and Main Idea

Make a topic and main idea chart for "Odd Couples." Add details to the chart. Use them to figure out the topic of the selection.

Topic and Main Idea Chart

Topic:	Main Idea: Animal partnerships help both animals survive.
Details: Cleaner shrimp Keep other fish clean	
Details:	

Now use your topic and main idea chart. Tell your partner about "Odd Couples."

One detail is _____. Another detail is _____. The selection is mostly about _____.

Fluency

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

STUDENT TECHNOLOGY



Student eEdition



Resources



Comprehension Coach



Online Assessment

NGReach.com

Anthology
pages 458–459

Check & Reteach

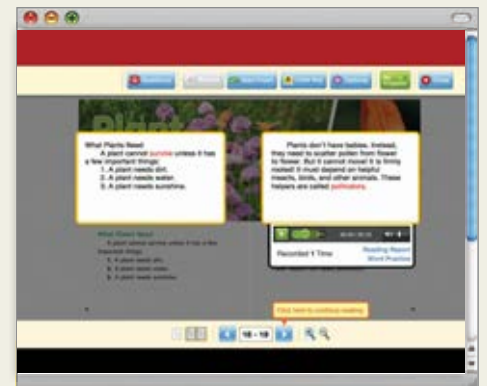
OBJECTIVE: Identify Topic and Main Idea ✓

Monitor children as they identify the topic and main idea.

Help children who were unable to identify supporting details: *What ways do animals help each other? What are some things animals get from other animals that they could not get alone?*

6 Fluency ✓ Anthology page 459

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



NGReach.com Comprehension Coach

WRAP-UP

Have children review the contents of their Weekly Folders and the unit concept map. Have children use what they have learned to discuss the Big Question. Circulate and prompt discussion as needed:

- *What might happen to some of the animal **partners** if they did not have each other?*
- *How is life less **difficult** for animal **partners**?*

Week 3 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

- Decode Words with *al, all*
- Decode Multisyllabic Words
- Decode Words with Diphthongs *oi, oy*

High Frequency Words

- Read High Frequency Words

Spelling

- Spell Words with *al, all*
- Spell Words with Diphthongs *oi, oy*
- Spell High Frequency Words

Fluency

- Intonation
- Accuracy and Rate

Reading

- Identify Topic and Main Idea
- Synthesize

Vocabulary

- Use Science Vocabulary
- Use Academic Vocabulary

Grammar and Writing

- Future Tense Verbs
- Write a Main Idea and Details Paragraph

ASSESSMENTS

Foundational Skills Test Unit 3, Week 3

Decoding **High Frequency Words**

Week 3

ride green
close plant
sleep hurt
cry jump
show please

A7.20 Unit 7 (Best Builders)

Foundational Skills Unit 3, Week 3

1. salt
2. salt
3. most
4. salt
5. oil
6. oil
7. boys
8. boys
9. salt
10. salt

A7.21 Unit 7 (Best Builders)

Spelling Words

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

Words with Vowel Variant *oi, oy*

- hallway Let's put a poster for our club in the school **hallway**.
- almost We can give an **almost** to people who sign up.
- join I hope we get many people to **join** our club.
- enjoy People will **enjoy** the club because it is lots of fun.

High Frequency Words

- close **Close** the barn door so the lambs will not get out.
- cry When the mother leaves, the lambs often **cry** for her.
- green The spring grass is soft and **green**.
- hurt It **hurts** when the mother sheep stepped on my foot.
- jump It is fun to watch the young lambs **jump** around.
- plant There is almost no **plant** the sheep will not eat.
- please Would you **please** give me that bag of corn?
- ride You can **ride** a horse or a pony, but not a sheep.
- show I will take some lambs to the animal **show** at the fair.
- sleep I am so tired from all this work that I need to **sleep**.

More Words

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

- salty Popcorn and peanuts are **salty** foods.
- false Don't believe that **false** story about the player.
- football I will eat some snacks at the **football** game.
- destroy I expect our team will **destroy** the other team's lead.
- noisy The crowd gets so **noisy** during games.
- moist My eyes were **moist** after we lost that game.

A7.22 Unit 7 (Best Builders)

Oral Reading Assessment Unit 3

Fuzzy was a beautiful Scottish Terrier, black, with short legs and a stubby tail. He lived at Star Ranch with two other dogs, Curly and Handful, were large outdoor dogs. They could run around and get dirty. Fuzzy had to stay inside. He had to stay clean, so children could pick him up and pet him. Fuzzy was mostly thankful, but he was often unhappy. It was unfair that he couldn't go outside and play!

One day, Fuzzy heard the other dogs barking loudly. He quickly ran to look through the glass door. A bear was in the back yard growling at Curly and Handful! The bear seemed unfriendly. Fuzzy didn't want to misbehave, but he wanted to help. Fuzzy climbed upon a table. He jumped out a side window. He stood together with the others, bawling barking. Faced with three dogs, the bear ran and never reappeared. Fuzzy felt completely happy at last!

A7.1 Unit 7 (Best Builders)

Oral Reading Assessment Unit 3

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Miscellaneous Observations

A7.2 Unit 7 (Best Builders)

Oral Reading Assessment Unit 3

Assessment	Oral Reading Fluency				Total Score
	Words Correct Per Minute	Words Omitted Per Minute	Words Read Aloud	Words Read Silently	
Pretest					
Test					
Score					

A7.3 Unit 7 (Best Builders)

Reading Comprehension Test Unit 2, Week 3

Bats in the City

Bats live in cities all over the world, but long ago they lived only in the wild. Then people began to build cities. As the cities grew bigger, the wild places became smaller. Over time, more and more bats started living in cities.

Many people don't know that they share their city with bats. Bats are awake when we are asleep. In the daytime, bats sleep under bridges or in the tops of buildings. They hide from the light of day.

When it's dark out, bats wake up and look for food. Some bats eat fruit. Other bats eat bugs. Streetlights in cities are a great place for bats. Bugs like the bright lights. Bats fly around the lights and eat the bugs.

Some people are afraid of bats. Other people like bats because they eat bugs. No matter what you think, bats are part of life in the city.

A7.22 Unit 7 (Best Builders)

Reading Strategy Assessment Unit 2

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the check to help you determine how well the student used the strategy. Circle the student's score.

Ask: How often did you use this strategy? (1 = Never, 2 = Sometimes, 3 = Often, 4 = Always)

Plan and Monitor	Read Strategically	Ask Questions
1	1	1
2	2	2
3	3	3
4	4	4

LR7.5 Unit 7 (Best Builders)

Reading Strategy Assessment Unit 2

Make Connections	Reading Strategically	Monitor Comprehension	Synthesize (Use Reason)
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4

LR7.6 Unit 7 (Best Builders)

Vocabulary Test Unit 2, Week 3

Directions: Choose the answer that completes the sentence correctly.

- Cats and dogs are different.
 - species
 - chances
 - machines
 - skills
- Some animals are _____ to other animals.
 - friends
 - enemies
 - examples
- Some animals are _____. They work together.
 - sources
 - features
 - partners
 - messages
- The snake _____ the mouse.
 - threatens
 - organizes
 - provides
 - decides
- Animals _____ to _____ other animals.
 - swim
 - repeat
 - become
 - respond

A7.24 Unit 7 (Best Builders)

Grammar and Writing Test Unit 2, Week 3

Directions: Choose the answer that completes the sentence correctly.

- The bird _____ the bugs later when it is hungry.
 - wills
 - wills
 - wills
 - wills
- _____ have a nice bug dinner!
 - it's I
 - it's I
 - it's I
- The ants _____ for food again tomorrow.
 - will look
 - will look
 - will
 - will

A7.26 Unit 7 (Best Builders)

Writing Rubric

Writing Strategy	Level 1	Level 2	Level 3	Level 4
Content	Does not address the topic.	Addresses the topic but lacks detail.	Addresses the topic with some detail.	Addresses the topic with rich detail.
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.	Uses simple style.	Uses more complex style.	Uses sophisticated style.
Conventions	Does not use any conventions.	Uses simple conventions.	Uses more complex conventions.	Uses sophisticated conventions.

A7.46 Unit 7 (Best Builders)

Foundational Skills Test
A7.20–A7.21

Spelling Pretest/Spelling Test
See page T437i

Oral Reading Assessment
A7.1–A7.4

Use these passages throughout Unit 7. Work with above-level readers this week.

Reading Comprehension Test
A7.22–A7.23

Reading Strategy Assessment
LR7.5–LR7.6

Vocabulary Test
A7.24–A7.25

Grammar and Writing Test
A7.26–A7.27

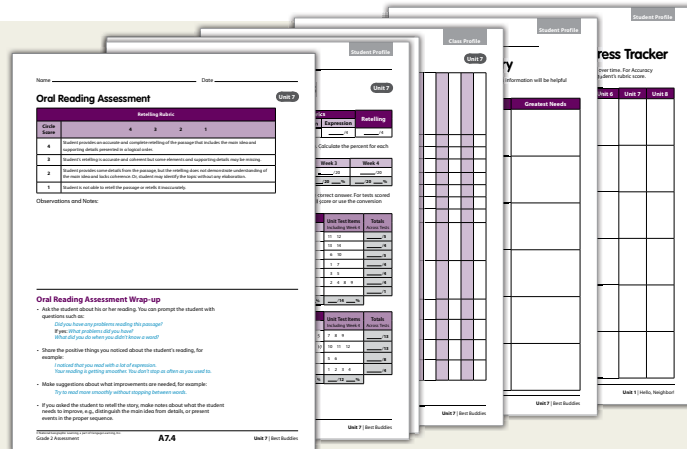
Writing Rubric
A7.46



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A7.4
- Student Profile: Weekly and Unit Tests** A7.42–A7.43
- Class Profile: Weekly and Unit Tests** A7.44
- Student Profile: Strengths and Needs Summary** A7.45
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

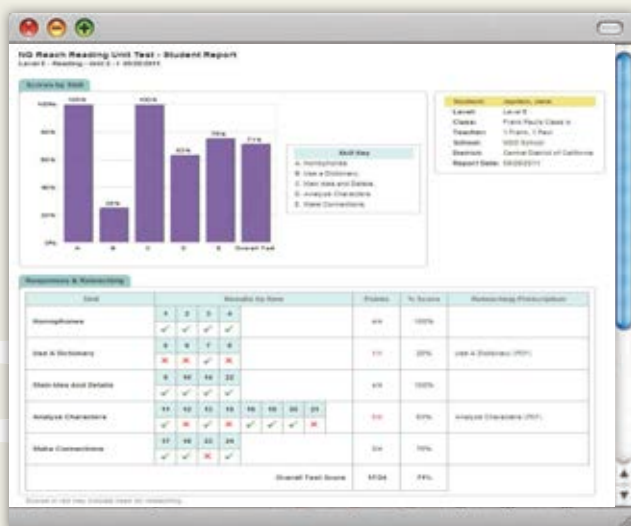
Foundational Skills, Spelling, Fluency

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

- Topic and Main Idea: Reteaching Master RT7.7**
- Synthesize: Reteaching Master RT7.8**

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing

RETEACH

- Future Tense Verbs: Anthology Handbook**, page 586
- Interactive Writing Routine**, page BP58

ADDITIONAL PRACTICE


- More Grammar Practice, Reteaching Master RT7.9**



Week 4 Planner

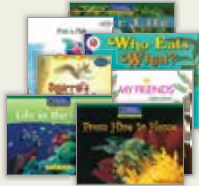
Online Lesson Planner
NGReach.com

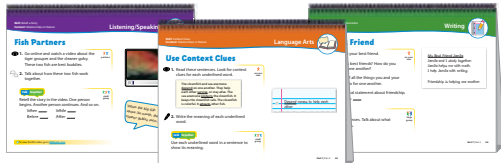


☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Learn Sounds, Letters, and Words	Read and Comprehend
Decodable Text	Phonological Awareness 🕒 5 minutes	☑ Substitute Vowel Sounds T459k	☑ Substitute Vowel Sounds T463b
	Phonics and Spelling 🕒 20–30 minutes 	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b ☑ Words with Diphthongs <i>ow, ou</i> T459k Spelling CC.2.L.2.d ☑ Daily Spelling and Word Work: Pretest T459g ☑ Words with Diphthongs <i>ow, ou</i> T459m	Phonics CC.2.Rfou.3; CC.2.Rfou.3.b; CC.2.Rfou.4 ☑ Words with Diphthongs <i>ow, ou</i> T463b ☑ Read with Fluency T463d Spelling CC.2.L.2.d ☑ Words with Diphthongs <i>ow, ou</i> T459g, T463c
	High Frequency Words 🕒 5–10 minutes	☑ Learn High Frequency Words T459g, T459n CC.2.Rfou.3.f	☑ Practice High Frequency Words T463c CC.2.Rfou.3.f

		Listen and Comprehend	Listen and Analyze
WHOLE GROUP TIME		Listen and Comprehend	Listen and Analyze
Anthology & Big Book	Speaking and Listening 🕒 10 minutes	Preview and Predict T460 CC.2.SL.1	Discuss Main Ideas T463f CC.2.SL.2; CC.2.Rinf.2
	Language and Vocabulary 🕒 15–25 minutes	Daily Grammar CC.2.L.1; CC.2.L.2.c; CC.2.L.3 ☑ Use Future-Tense Verbs T459i Vocabulary CC.2.L.4.a ☑ Use Context Clues T460	Daily Grammar CC.2.L.1; CC.2.L.2.c; CC.2.L.3 ☑ Use Future-Tense Verbs T459i Vocabulary CC.2.L.4.a ☑ Use Context Clues T463f
	Reading 🕒 20–40 minutes	Read CC.2.Rinf.10 ☑ Shared Reading: Science Article T460 	Reread CC.2.Rinf.10 ☑ Shared Reading: Science Article T463g Comprehension CC.2.Rinf.8 ☑ Analyze Author's Reasons T463g 
	Writing 🕒 15 minutes	Power Writing T460 Writing CC.2.W.7 Compare Partners T463a Writing Project: Expository Report CC.2.W.2; Study a Model T466 CC.2.W.5; CC.2.W.6	Power Writing T463f CC.2.W.8 Writing CC.2.W.7 Write to Compare T464 Writing Project: Expository Report CC.2.W.2; Prewrite T466 CC.2.W.5; CC.2.W.6

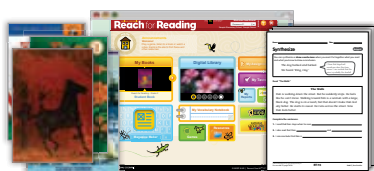
LEVELED READING TIME		Reading	Reading
Fiction & Nonfiction	🕒 20 minutes 	Introduce LR2 CC.2.Rlit.3; CC.2.Rlit.10; Read LR4–LR11 CC.2.Rinf.2; CC.2.Rinf.10	Read and Integrate Ideas LR2 CC.2.Rlit.3; CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10
		☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea	☑ Synthesize ☑ Analyze Characters' Motives ☑ Identify Topic and Main Idea

LEARNING STATION TIME		Speaking and Listening	Language and Vocabulary	Writing	Cross-Curricular	Reading and Intervention
	🕒 20 minutes 	T459e CC.2.SL.1, 2; CC.2.L.3	T459e CC.2.L.3; CC.2.L.4; CC.2.L.4.a	T459e CC.2.W.2; CC.2.W.8; CC.2.SL.2; CC.2.L.3	T459f CC.2.Rinf.10; CC.2.SL.2	T459f CC.2.Rfou.3, 4; CC.2.SL.2

BIG Question How do pets depend on their owners?

Day 3		Day 4		Day 5	
Learn Sounds, Letters, and Words		Read and Comprehend		Review and Apply	
<ul style="list-style-type: none"> ✓ Delete Initial Syllables T464a 		<ul style="list-style-type: none"> ✓ Delete Initial Syllables T464i 		<ul style="list-style-type: none"> ✓ Review T464o 	
<p>Phonics CC.2.Rfou.3</p> <ul style="list-style-type: none"> ✓ Words with Initial Schwa T464a <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Initial Schwa T459g, T464c 		<p>Phonics CC.2.Rfou.3; CC.2.Rfou.4</p> <ul style="list-style-type: none"> ✓ Words with Initial Schwa T464i ✓ Read with Fluency T464k <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Initial Schwa T459g, T464j 		<p>Phonics CC.2.Rfou.3; CC.2.Rfou.3.b</p> <ul style="list-style-type: none"> ✓ Words with Diphthongs <i>ow, ou</i> T464o ✓ Words with Initial Schwa T464o <p>Spelling CC.2.L.2.d</p> <ul style="list-style-type: none"> ✓ Words with Diphthongs <i>ow, ou</i> T464o ✓ Words with Initial Scwa T464o 	
<ul style="list-style-type: none"> ✓ Practice High Frequency Words T464d CC.2.Rfou.3.f 		<ul style="list-style-type: none"> ✓ Practice High Frequency Words T464j CC.2.Rfou.3.f 		<ul style="list-style-type: none"> ✓ Review High Frequency Words T465 CC.2.Rfou.3.f 	
Read and Comprehend		Reread and Analyze		Review and Apply	
<p>Preview and Predict T464e CC.2.SL.1</p>		<p>Discuss Author's Reasons T464n CC.2.Rinf.8</p>		<p>Relate Readings to the Big Questions T465a CC.2.SL.1</p>	
<p>Daily Grammar CC.2.L.1; CC.2.L.2.c; CC.2.L.3</p> <ul style="list-style-type: none"> ✓ Use Future-Tense Verbs T459j <p>Vocabulary CC.2.L.4</p> <ul style="list-style-type: none"> ✓ Review Science and Academic Vocabulary T464e 		<p>Daily Grammar CC.2.L.1; CC.2.L.2.c; CC.2.L.3</p> <ul style="list-style-type: none"> ✓ Grammar and Writing T459j <p>Vocabulary CC.2.L.4.a</p> <ul style="list-style-type: none"> ✓ Use Context Clues T464m 		<p>Daily Grammar CC.2.L.1; CC.2.L.2.c; CC.2.L.3</p> <ul style="list-style-type: none"> ✓ Review T459j <p>Vocabulary CC.2.L.6</p> <ul style="list-style-type: none"> ✓ Apply Word Knowledge T465 	
<p>Read CC.2.Rinf.10</p> <ul style="list-style-type: none"> ✓ Interactive Read-Aloud: Persuasive Article T464e 		<p>Reread CC.2.Rinf.10</p> <ul style="list-style-type: none"> ✓ Interactive Read-Aloud: Persuasive Article T464m <p>Comprehension CC.2.Rinf.8</p> <ul style="list-style-type: none"> ✓ Analyze Author's Reasons T464m 		<p>Comprehension CC.2.Rinf.9</p> <ul style="list-style-type: none"> ✓ Compare Topics and Main Ideas T465a 	
<p>Power Writing T464e CC.2.W.8</p> <p>Writing CC.2.W.7</p> <p>Write About Author's Reasons T464h</p> <p>Writing Project: Expository Report CC.2.W.2;</p> <p>Draft T467 CC.2.W.5; CC.2.W.6</p>		<p>Power Writing T464m CC.2.W.8</p> <p>Writing CC.2.W.1</p> <p>Write an Opinion T464n</p> <p>Writing Project: Expository Report CC.2.W.2;</p> <p>Revise and Edit T468 CC.2.W.5; CC.2.W.6</p>		<p>Power Writing T464o CC.2.W.8</p> <p>Writing CC.2.W.7</p> <p>Write About Dependence T465b</p> <p>Writing Project: Expository Report CC.2.W.2;</p> <p>Publish and Present T469 CC.2.W.5; CC.2.W.6</p>	
<p>Reading CC.2.Rlit.10; CC.2.Rinf.2; CC.2.Rinf.10; CC.2.SL.1</p> <p>Introduce LR2</p> <p>Read LR4–LR11</p> <ul style="list-style-type: none"> ✓ Synthesize ✓ Analyze Characters' Motives ✓ Identify Topic and Main Idea 		<p>Reading CC.2.Rlit.5; CC.2.Rlit.10; CC.2.Rinf.10; CC.2.SL.1.a</p> <p>Read and Integrate Ideas LR2</p> <ul style="list-style-type: none"> ✓ Synthesize ✓ Analyze Characters' Motives ✓ Identify Topic and Main Idea 		<p>Reading CC.2.W.1–3; CC.2.SL.1.a</p> <p>Connect Across Texts LR3</p> <p>Writing CC.2.W.3</p> <p>Choose a Writing Option LR4–LR11</p>	

ASSESSMENT & RETEACHING



Assessment & Reteaching T469a–T469b

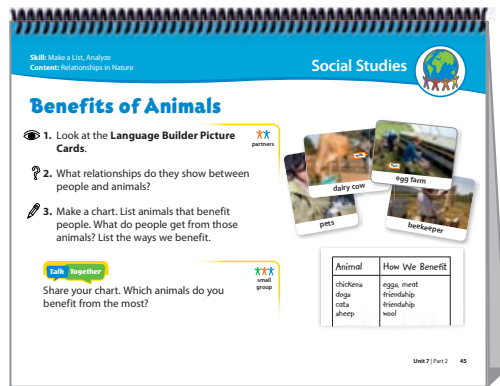
- ✓ **Foundational Skills** A7.28–A7.29 CC.2.Rfou.3; CC.2.Rfou.3.f; CC.2.L.2.d
- ✓ Spelling Test T459g CC.2.Rfou.3; CC.2.L.2.d
- ✓ Oral Reading Assessment A7.1–A7.4 CC.2.Rfou.4
- ✓ Reading Comprehension Test A7.30–A7.35 CC.2.Rlit.6,10
- ✓ Reading Strategy Assessment LR7.5–LR7.6 CC.2.Rlit.1
- ✓ Vocabulary Test A7.36–A7.38 CC.2.L.4; CC.2.L.6
- ✓ Grammar and Writing Test A7.39–A7.41 CC.2.W.8; CC.2.L.1.e

Reteaching Masters RT7.11–RT7.13

Week 4 Learning Stations

Speaking and Listening

Option 1: Benefits of Animals



Benefits of Animals

- Look at the Language Builder Picture Cards.
- What relationships do they show between people and animals?
- Make a chart. List animals that benefit people. What do people get from those animals? List the ways we benefit.

Animal	How We Benefit
chickens	eggs, meat
hogs	friendship
rocks	friendship
sheep	wool

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 45

Digital Library: Language Builder Picture Cards C88–C91

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

Participate in Conversations CC.2.SL.1
 Build on Others' Talk CC.2.SL.1.b
 Use Knowledge of Language and Its Conventions CC.2.L.3

Option 2: Honeybee Surprises



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

Have children go to Resources > Unit 7 > Learning Stations > Week 4 > Honeybees.

- Have partners view the photo and read aloud the information.
- Then have partners take turns telling each other new or surprising information they learned about honeybees.

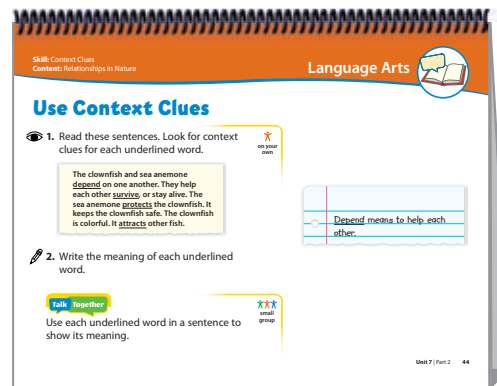
Participate in Conversations CC.2.SL.1
 Recount or Describe Key Details CC.2.SL.2

Language and Vocabulary

Key Words

ability · danger · difficult · enemies · generalize
 generalization · partners · respond · sequence
 species · threaten · unusual · useful

Option 1: Use Context Clues



Use Context Clues

- Read these sentences. Look for context clues for each underlined word.

The clownfish and sea anemone depend on one another. They help each other survive or stay alive. The sea anemone protects the clownfish. It keeps the clownfish safe. The clownfish is colorful. It attracts other fish.

Depend means to help each other.

- Write the meaning of each underlined word.

Talk Together
 Use each underlined word in a sentence to show its meaning.

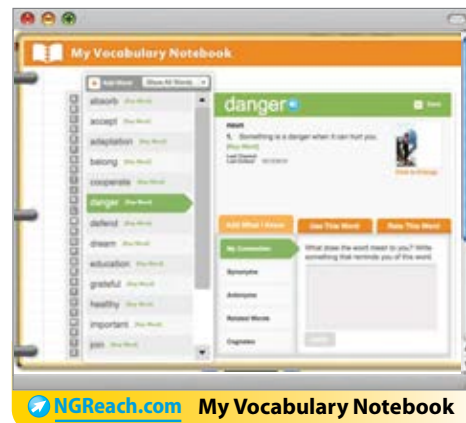
PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 44

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

Use Context Clues CC.2.L.4.a

Option 2: My Vocabulary Notebook



My Vocabulary Notebook

danger

Meaning: A. Something is in danger when it can't stay safe.

What does the word mean to you? Write something that reminds you of the word.

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

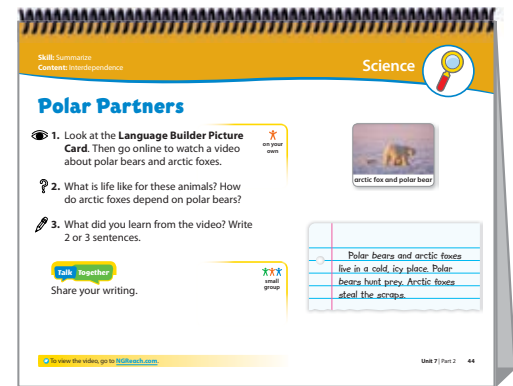
Have children expand word knowledge by

- looking up words
- adding images and synonyms
- writing sentences that contain both a **Key Word** and a future-tense verb with *going to*.

Use Technology in Writing CC.2.W.6
 Use Knowledge of Language and Its Conventions CC.2.L.3
 Determine the Meaning of Words CC.2.L.4

Writing

Option 1: Polar Partners



Polar Partners

- Look at the Language Builder Picture Card. Then go online to watch a video about polar bears and arctic foxes.
- What is life like for these animals? How do arctic foxes depend on polar bears?
- What did you learn from the video? Write 2 or 3 sentences.

Talk Together
 Share your writing.

Polar bears and arctic foxes live in a cold, icy place. Polar bears hunt prey. Arctic foxes steal the scraps.

www.NGReach.com

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 44

Digital Library: Language Builder Picture Card C86

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

computers with Internet access

Write About Topics CC.2.W.2
 Recount or Describe Key Details CC.2.SL.2
 Use Knowledge of Language and Its Conventions CC.2.L.3

Option 2: What's Your Conclusion?



PROGRAM RESOURCES

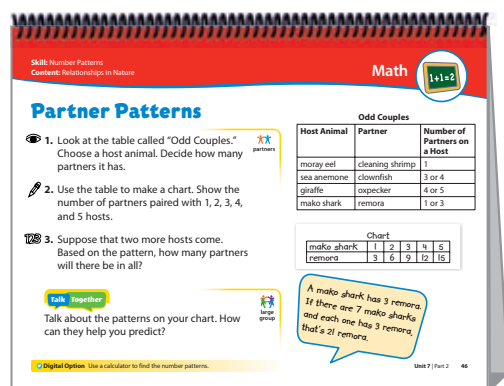
Digital Library: Language Builder Picture Card C81

Display the photo of oxpecker birds and impalas. Instruct children to write a conclusion based on what they see in the photo and what they know about animal partnerships.

Write About Topics CC.2.W.2
 Recall Information CC.2.W.8
 Use Knowledge of Language and Its Conventions CC.2.L.3

Cross-Curricular

Option 1: Partner Patterns



Partner Patterns

1. Look at the table called "Odd Couples." Choose a host animal. Decide how many partners it has.

2. Use the table to make a chart. Show the number of partners paired with 1, 2, 3, 4, and 5 hosts.

3. Suppose that two more hosts come. Based on the pattern, how many partners will there be in all?

Host Animal	Partner	Number of Partners on a Host
moby eel	cleaning shrimp	1
sea anemone	clownfish	3 or 4
giraffe	oxpecker	4 or 5
make shark	remora	1 or 3

	1	2	3	4	5
make shark	1	2	3	4	5
remora	3	6	9	12	15

Talk Together
Talk about the patterns on your chart. How can they help you predict?

A make shark has 3 remora. If there are 7 make sharks and each one has 3 remora, that's 21 remora.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 46

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

Recount or Describe Key Details

CC.2.SL.2

Option 2: Invaders!



Resources

1. Choose your work

2. Choose a resource type

3. Choose a resource

Have children go to Resources > Unit 7 > Learning Stations > Week 4 > Green Invaders and read aloud the article on invasive plants.

- Help children follow the author's suggestion for learning about native plants.
- If you wish, help children make plans to plant a native plant or tree on school property.

Read and Comprehend Informational Text

CC.2.Rinf.10

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 with Fluency

CC.2.Rfou.4

Option 2: Honeybee Mystery



Resources

1. Choose your work

2. Choose a resource type

3. Choose a resource

Have children read the article about dying bees. Then have partners discuss how their lives would be different without bees and the plants they pollinate.

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

Read with Fluency

CC.2.Rfou.4

Intervention

Option 1: Phonics Games



NGReach.com Online Phonics Games

Decode Words with Diphthongs *ow, ou*

CC.2.Rfou.3

Identify Inconsistent Sound-Spellings

CC.2.Rfou.3.e

Option 2: Reteach Words with *ow, ou*

PROGRAM RESOURCES

Sound/Spelling Card 43

Use **Reteaching Routine 1**.

- **Say the word:** *cloud*. Have children repeat.
- **Read the word.** Point to the letters *ou*. Ask: *What are these letters? What is the sound?*
- **Scaffold spelling.** Say: *cloud*. Have children repeat the word, say the first sound, and write its spelling. Repeat.

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

For **Reteaching Masters**, see pages RT7.10–RT7.13.

Decode Words with Diphthongs *ow, ou*

CC.2.Rfou.3

Identify Inconsistent Sound-Spellings

CC.2.Rfou.3.e

Spell Words with Diphthongs *ow, ou*

CC.2.L.2.d

Additional Resources

ESL Kit



ESL Teacher's Edition pages T459g–T469

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Spell Words with Diphthongs *ou, ow*
- ✓ Spell Words with Initial Schwa
- ✓ 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 *ou, ow*

- count Let's **count** how many horses live on this farm.
- power A horse has the **power** to do hard work.

Words with Initial Schwa

- ahead Up **ahead**, I can see some horses pulling a wagon.
- across The farmer is leading the horses **across** the field.

High Frequency Words

- black This little fish has a yellow body and **black** fins.
- brown Another fish is light **brown**, like the sand.
- group Look at all the fish swimming in a big **group**.
- high The water comes up very **high** on the dock.
- leave If we **leave** now, we might miss some interesting fish.
- open That big fish can **open** its mouth very wide.
- point The tail on that fish ends in a sharp **point**.
- soon **Soon**, birds will come to the dock and hunt for fish.
- study I want to **study** animals when I grow up.
- will Maybe I **will** be a scientist.

More Words

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

- underground What kind of animals live in an **underground** cave?
- bounce In a cave your voice will **bounce** around and make an echo.
- crowded With the whole class in this cave, it is very **crowded**.
- amazing The colors in the cave are just **amazing**!
- alone I'm glad I'm not down in this cave **alone**.
- afraid I might be **afraid** in the dark all by myself.

Sort Words

Day 2



Option 1

PROGRAM RESOURCES

Word Cards: Practice Master PM7.38

MATERIALS

scissors

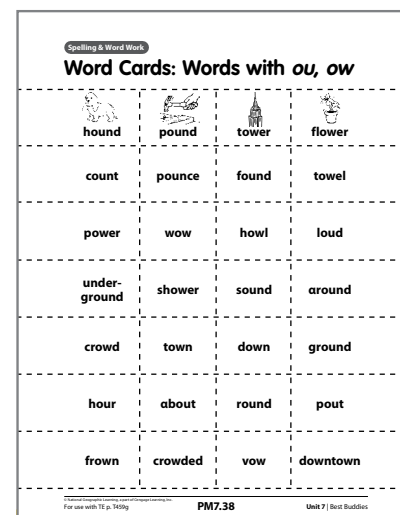
Prepare

Have pairs cut out the **Word Cards** and sort them based on the letter combination (*ou, ow*) they contain.

Play a Game

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

Extend the activity by having children write and sort one more word that contains each of the letter/sound combinations.



NGReach.com Practice Master PM7.38

Decode Words with Diphthongs *ow, ou*
 Know Vowel Team *ou*
 Identify Inconsistent Sound-Spellings
 Demonstrate Command of English Spelling
 Spell Words with Diphthongs *ow, ou*

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 PM7.39

MATERIALS

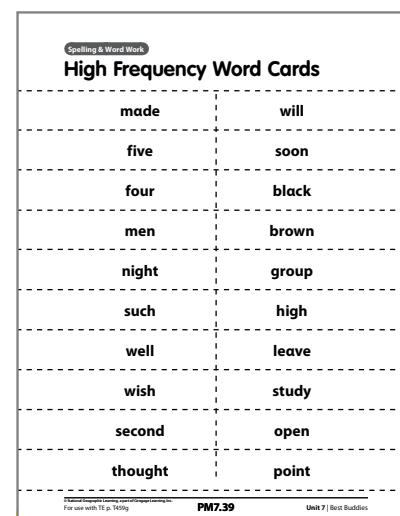
scissors

Prepare

Have each group cut out the cards. Note that the 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 the words and assign a point for each correctly alphabetized word.
- Have groups shuffle the cards for another round.



NGReach.com Practice Master PM7.39

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



Act Out a Word

Day 3



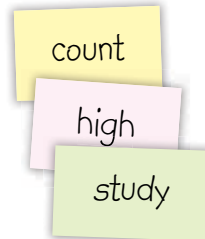
Option 1

Prepare

Display the Spelling Words.

Play a Game

- Have the first child secretly choose a Spelling Word. Then have the child give clues to the word using pantomime and facial expressions.
- Have the other children guess the word. Ask the child who guesses the word to spell it aloud without looking at the displayed list while the group checks the spelling.
- Have the child who correctly guessed the word choose a new word and continue the game.
- Have groups play until all words have been used.



Know Vowel Team <i>ou</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 Diphthongs <i>ou, ou</i>	CC.2.L.2.d
Spell Words with Initial Schwa	CC.2.L.2.d

Build Words Online

Day 3

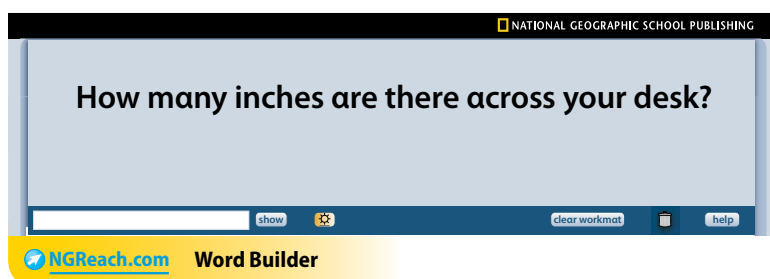


Option 2

Prepare

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

Play a Game



- One child chooses a word and uses it to write a question. The second child uses the word to write a sentence that answers the question.
- Have children rotate roles until ten words have been used.

Decode Words with Diphthongs <i>ou, ou</i>	CC.2.Rfou.3
Decode Words with Initial Schwa	CC.2.Rfou.3
Know Vowel Team <i>ou</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 Diphthongs <i>ou, ou</i>	CC.2.L.2.d
Spell Words with Initial Schwa	CC.2.L.2.d

Crack the Code

Day 4



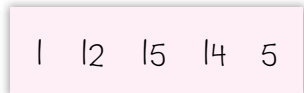
Option 1

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 children write out the code on a piece of paper, or have volunteers display the numbers and letter equivalents.

Play a Game

- Have a volunteer choose a word and write it on the board using the number code.
- Have the class decode the word using the code key. The first person to call out the word is the next encoder.



Extend the activity by having children say a sentence using each word.

Decode Words with Diphthongs <i>ou, ou</i>	CC.2.Rfou.3
Decode Words with Initial Schwa	CC.2.Rfou.3
Know Vowel Team <i>ou</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 Diphthongs <i>ou, ou</i>	CC.2.L.2.d
Spell Words with Initial Schwa	CC.2.L.2.d

Adding Words

Day 4



Option 2

MATERIALS

index cards

Prepare

Have each group of three write each Spelling Word on an index card and place them face up on a table or desk.

Play a Game

- The first player chooses a card, places it in the middle of the table, and says the word.
- The second player chooses a card, places it before or after the first card, and uses both words in a sentence.
- The third player chooses a card, places it before or after either of the cards, and adds to the sentence, using all three words.
- Have children rotate roles until all the cards have been used.



Decode Words with Diphthongs <i>ou, ou</i>	CC.2.Rfou.3
Decode Words with Initial Schwa	CC.2.Rfou.3
Know Vowel Team <i>ou</i>	CC.2.Rfou.3.b
Identify Inconsistent Sound-Spellings	CC.2.Rfou.3.e
Read Irregularly Spelled Words	CC.2.Rfou.3.f

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Animal Partnerships

✔ Use Future-Tense Verbs

COMMON CORE STANDARDS

Produce Complete Sentences

Demonstrate Command of English Grammar

Use Apostrophes in Contractions

CC.2.SL.6

CC.2.L.1

CC.2.L.2.c

Day 1

PROGRAM RESOURCES

Future Tense with *Going to*:
eVisual 7.14

MATERIALS

pictures from magazines • index cards

Teach the Rules

Use page T463a to introduce future-tense verbs with *going to*. Then teach the rules.

Future Tense with *Going to*

- Verbs in the **future tense** tell about something that will happen later.
The bees fly to their hive. The bees **are going to fly** to their hive.
They make honey. They **are going to make** honey.
- You can talk about the future by adding a **form of be + going to** before the **verb**.
The bee will spread pollen. The bee **is going to spread** pollen.
I study bees. I **am going to study** bees.

NGReach.com Future Tense with *Going to*: eVisual 7.14

Play a Game

Hold up a magazine picture. Say a short sentence with a present-tense verb about something in the picture. For example: *The bee flies to the flower.* Then say your sentence again using a future-tense verb with a form of *be + going to*: *The bee is going to fly to the flower.*

Hold up an assortment of pictures, one at a time. Choose a child to say a short sentence with a present-tense verb about something in the picture. Have that child choose another child to say the sentence again using a future-tense verb with a form of *be + going to*. Continue play until each child has had at least two turns.

Differentiate

OL On Level

ISSUE Children need practice forming the *be + going to* future tense.

STRATEGY Have children make index cards with the four different components of the grammatical structure (subject, form of *be*, *going to*, main verb) and use them to build sentences.

Day 2

PROGRAM RESOURCES

Contractions with *Going to*:
eVisual 7.15

Teach the Rules

Use page T464 to introduce contractions with *be + going to*. Then teach the rules.

Contractions with *Going to*

- You can talk about the future by adding a **form of be + going to** before the verb.
I am going to eat the honey.
I'm going to eat the honey.
You are going to join me.
You're going to join me.
- You can join a **subject pronoun** and a form of the verb **be** to make a **contraction**.
It is going to taste sweet.
It's going to taste sweet.
We are going to eat the honey on toast.
We're going to eat the honey on toast.
- In a contraction, an apostrophe (') shows where one or more letters have been left out.
She is going to want some, too.
She's going to want some, too.

NGReach.com Contractions with *Going to*: eVisual 7.15

Play a Game

Say a short sentence using a future-tense verb: *They are going to smell the flowers.* Point to a child and have the child say the sentence with a contraction: *They're going to smell the flowers.* Continue play until each child has had at least two turns.

Differentiate

SN Special Needs

ISSUE Children need to visualize how the contractions in this lesson are formed.

STRATEGY Display *I am*. Cross out the letter *a* and write *I'm* next to *I am*. Draw an arrow from the crossed-out letter to the apostrophe. Then have children do the same with the other contractions introduced in this lesson.



Day 3

PROGRAM RESOURCES

Rewriting Sentences: eVisual 7.16

Word Cards: Future-Tense Verbs:
Practice Master PM7.43

Teach the Rules

Use page T464h to review future-tense verbs. Then teach the rules.

Rewriting Sentences

- You can talk about the future by adding **will** before the **verb**.
The bee **flies** toward the flower. The bee **will fly** toward the flower. The bee **is going to fly** toward the flower.
- You can also talk about the future by adding a form of **be + going to** before the **verb**.
We **watched** the bee land. We **will watch** the bee land. We **are going to watch** the bee land.

[NGReach.com](https://www.ngreach.com) Rewriting Sentences: eVisual 7.16

Play a Game

Distribute **Practice Master PM7.43**. One partner chooses a card and says "will" or "going to." The other partner changes the verb to future tense.

Grammar: Future-Tense Verbs			
Word Cards: Future-Tense Verbs			
tell	watch	eat	give
visit	hunt	make	see
need	fly	stop	start
study	swim	sit	leave
help	look	catch	use
clean	ride	play	stay
ask	give	walk	buy

[NGReach.com](https://www.ngreach.com) Practice Master PM7.43

Differentiate

BL Below Level

ISSUE Children need more practice differentiating present, past, and future tense.

STRATEGY Have children practice saying sentences using these frames with common regular verbs:

Today, I/you/he/she/it/they _____.

Yesterday, I/you/he/she/it/they _____ ed.

Tomorrow, I/you/he/she/it/they will _____.

Tomorrow, I/you/he/she/it/they _____ going to _____.

Day 4

PROGRAM RESOURCES

Write Future-Tense Verbs: Practice
Master PM7.45

Grammar and Writing

Use page T464n to model using the different forms of the future tense for variety.

Distribute **Practice Master PM7.45**. Read the email. Have children write the word or words from the box that correctly complete each sentence.

Name _____ Date _____

Grammar and Writing

Write Future-Tense Verbs

Read the email. Then choose the word or words from the box that correctly complete each sentence. Write the words.

will is going she's are going am you're

Hey Jason,

I have got some cool news! My mom got a new job at the zoo. Mom is going to start next month. She's going to be the new assistant beekeeper. I am going to visit the zoo and learn all about the bees. Mom will show me how the bees make honey. Of course, you're going to come with me. You and I are going to have a great time at the zoo!

Pablo

[NGReach.com](https://www.ngreach.com) Practice Master PM7.45

Day 5

PROGRAM RESOURCES

Grammar and Writing Unit Test:
Assessment Masters A7.39–A7.41

Review and Assess

See page T465 for a review of past-tense and future-tense verbs.

✓ Administer the **Grammar and Writing Unit Test**.

Day 1 Learn Sounds, Letters, and Words



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Substitute Vowel Sounds

- ✓ Read and Spell Words with Diphthongs *ow, ou*
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 62

Words with *ow, ou*: Practice Master PM7.36

Sound/Spelling Cards 3, 7, 8, 12, 13, 18, 43

Read On Your Own Book 28

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 13–14

Word Builder

Phonics Games

MATERIALS

small chips or coins, 5 per child • tape • beanbag or softball

MORNING WARM-UP

What happens to one partner if the other disappears?

Discuss the fate of one half of a partnership if the other half becomes extinct.

Phonological Awareness

1 Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *oil*.
- **Segment sounds:** /oi/ /I/. Have children put chips in sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /oi/ to /ow/: low/ /I/.*
- **Say the new word:** *owl. Say the new word with me: owl.*

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

Repeat the routine with *chew* (chow), *den* (down), *fool* (foul), and *can't* (count).

Check & Reteach

OBJECTIVE: Substitute Vowel Sounds

Ask: *If I change the vowel sound in eat to /ow/, what's the new word?* (out)

If children cannot answer, make two boxes on the floor with tape. Have children say /ē/ as they hop in the first box and /t/ as they hop in the second box. Then repeat with /ow/ for the first-box sound. Repeat several times. Then repeat with *heel* (howl) and *play* (plow).

Phonics

2 Learn Words with Diphthongs

ow, ou ✓ Sing with Me Phonics Songs Book page 62

Play Tracks 13 and 14 and follow directions.

Practice until children can perform smoothly.

- 1 Move arm like a snake; flap arms like an owl.
- 2 Brush off an object, as if cleaning; nod head "yes."
- 3 Hang head for *sickly*; look up for *quickly*.
- 4 Open and close fingers as if eating; nod head "yes."

COMMON CORE STANDARDS

Reading

Decode Words with Diphthongs *ow, ou* CC.2.Rfou.3

Know Vowel Team *ou* 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 Diphthongs *ow, ou* CC.2.L.2.d

Blind Snakes, Screech Owls

Blind snakes, blind snakes, 1

Screech owls depend on you.

Clean their nest out, 2

That's all you have to do.

Small owlets grow quite sickly 3

Unless you help them quickly.

Chow down on pests that foul the nest 4

Of the screech owls that count on you.





owlets



screech owl

Sing with Me Phonics
Songs Book page 62

Use **Decoding Routine 1** to connect sounds and spellings /ow/ow, ou and to blend words.

Step 1 Develop Phonological Awareness		/ow/ow, ou
1. Tell children: <i>These words have /ow/ at the beginning.</i> <i>These words have /ow/ in the middle.</i> <i>These words have /ow/ at the end.</i>		ouch, out crown, ground now, cow
2. Tell children: <i>I will say a word. Listen for /ow/. If you hear /ow/, raise your hand.</i> (Join and stall do not have /ow/.)		round, how, join, ounce, brown, stall
Step 2 Introduce the Sound/Spelling		
1. Display the picture-only side of Sound/Spelling Card 43 . Say: <i>cloud</i> . Have children repeat.		 <p>Card 43 cloud, /ow/, ow, ou</p>
2. Say: /ow/. Have children repeat.		
3. Turn the card over. Point to the spellings and name them. Have children repeat.		
4. Give examples of words with /ow/ow, ou in beginning, middle, and ending positions. Explain that ow and ou stay together and make a single sound. Point to the example words <i>owls, out, owlets, chow, down, foul, and count</i> in the song on page 62 of Sing with Me Phonics Songs Book .		ouch, out crown, ground brow
Step 3 Blend Sound-by-Sound		
1. Display <i>l</i> . Point to <i>l</i> and say: /l/. Have children repeat.		
2. Add <i>ou</i> . Point to the spelling on Sound/Spelling Card 43 . Say: /ow/. Blend /l/ /ow/, sweeping your hand beneath the spellings. Have children repeat.		
3. Add <i>d</i> . Say: /d/. Model blending the whole word, and then have children blend with you.		
4. Display and blend other words with /ow/ow, ou. Explain:		town, cow, sound, crouch, house, pounce
	<ul style="list-style-type: none"> <i>The letters ow and ou stay together in a syllable.</i> <i>The /ow/ sound at the end of a word is usually spelled ow.</i> <i>The final e is silent in words such as house and pounce.</i> 	

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

See **Differentiate**

Weekly Folder

- ✓ Writing (T463a, T464, T464h, T464n, T465b, T466–T469)
- ✓ Comparison Chart: **Practice Master PM7.40**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is a similar /ow/ sound in Cantonese and Hmong, but children who speak these languages may need additional practice with /ow/.

STRATEGY Have children:

- tell whether the /ow/ sound is used in their home languages.
- practice making the /ow/ sound.
- join a partner in reading and acting out sentences: We crouched (frowned, bounced, growled).



Name _____ Date _____

Phonics

Words with ow, ou

Unscramble each word and write it. Then write a sentence using the word.

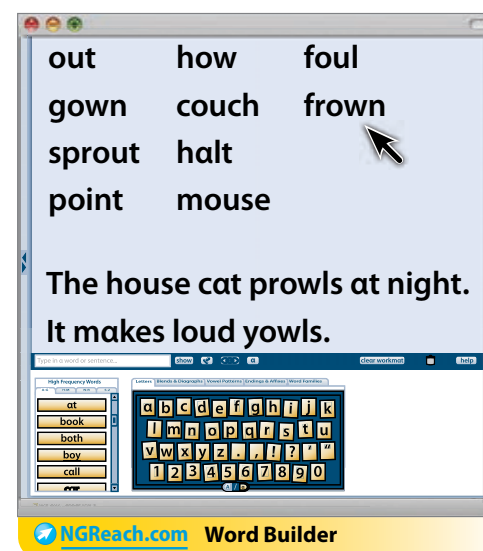
1. o l u d l o u d I hear a loud noise.	2. o n d w d o w n Sentences will vary.
3. w l h o h o w l	4. d l c u o c l o u d
5. t u c o n c o u n t	6. d w o c r c r o w d
7. n f w r o f r o w n	8. o g n u r d g r o u n d

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3 Read Words with Diphthongs ow, ou ✓

Read On Your Own Book 28 page 2

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



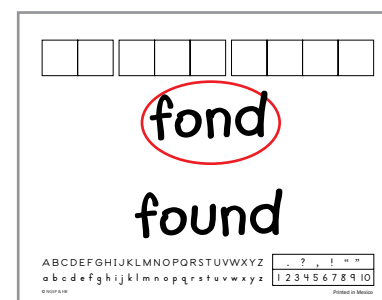
Have children turn to **Read On Your Own Book 28** page 2. Review the sound/spellings /ow/ow, ou and read the example together. Then have partners take turns reading the remaining picture labels. Assign **Practice Master PM7.36** for more practice.

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

4 Spell Words with Diphthongs ow, ou ✓

Use **Dictation Routine 1** as children use their **Write-On/Wipe-Off Boards**.

- **Say a word:** *found*.
- **Segment sounds:** /f/ /ow/ /n/ /d/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards: **3** /f/, **43** /ow/, **7** /n/, **13** /d/)
- **Repeat the word:** *found*. Children write it.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *brown* and *out* using cards **18** /b/, **12** /r/, **43** /ow/, **7** /n/, and **8** /l/.



Write-On/Wipe-Off Board

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

Then apply the spelling rule to a complete sentence: *The girl found a brown owl.* Have children say and write the sentence. Write the correct sentence and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Diphthongs ow, ou ✓

Check dictation sentences for the correct spelling of *brown*, *found*, and *owl*. Prompt self-correction. Read aloud the sentence and ask children to try again.

If children spell a word incorrectly, use **Decoding Routine 2** to reteach diphthongs /ow/ow, ou. Then repeat with this sentence: *It's hard to hear sounds around this crowd.*

For **Decoding Routine 2**, see page BP33.

Daily Language Arts
Daily Spelling & Word Work ✓
 Spelling Pretest on page T459g

Words with ow, ou

Look at each picture. Read the words.



Example:



brown



pouch



cloud



owl



playground

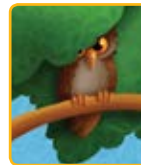
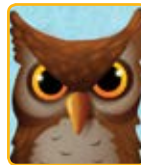


flower

2

Key Words

Look at the pictures. Read the sentences.



Owls

1. Scientists **study** owls, a **group** of birds that hunt for food as they fly.
2. Owls' feathers—with **points** of gray, **brown**, and **black**—help them blend in.
3. Most owls nest **high** up in trees, hidden in the branches.
4. Owls will wait for the sun to go down before they **will leave** their nests.
5. **Soon** they will hunt for food over **open** land.

How do owls' gray, brown, and black points help them blend in?



Phonics Games
NGReach.com

High Frequency Words

black
brown
group
high
leave
open
point
soon
study
will

STUDENT TECHNOLOGY



NGReach.com

3

Read On Your Own Book 28
pages 2–3

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 28 page 3

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

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *leaves*.
- **Say a sentence with the word:** *Leaves hide owls from sight.*
- **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 sentences 1–5. Reread, pausing for children to say the High Frequency Words. Then have partners take turns saying and spelling each High Frequency Word and pointing to the word in the list.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have children read a word from the list on page 3 and then write the word. Scan for misspellings. Repeat for all the words.

If children misspell the words, have them 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, have the child toss the beanbag to another child, who then spells a different word you call out. If the child spells the word incorrectly, have him or her read the word, spell it correctly, and then spell another word. Continue until all the words have been spelled correctly at least twice.

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.

study (Look at the textbook intently.) *Study means "to learn about something."*

group (Push several pencils together in a pile on your desk.) *A group is made up of things that go together.*

points *Points are ends or tips.* (Point to the point of a pencil.) *A point can also be a place, or you can point.* (Point with index finger.)

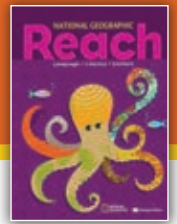
brown black *Brown is a color.* (Point to a brown object.) *Black is a color, too.* (Point to a black object.)

high leaves *High means "far above."* (Point to something high on the wall of your classroom.) *Leaves means "more than one leaf."* *Leaves can also mean "goes away."* (Pretend to walk out the door.)

will *We use will to tell about the future.* *For example, in an hour we will go to lunch.*

soon *Soon means "quickly" or "within a short time."* *For example, soon we will go to lunch.*

open *If land is open, it has very little on it.* (Place one or two objects on an otherwise empty table; gesture to table.)



Anthology

OBJECTIVES

Thematic Connection: Animal Partnerships

✔ Use Context Clues

Preview a Science Article to Make Predictions

PROGRAM RESOURCES

TECHNOLOGY ONLY

Vocabulary Practice: eVisual 7.13

Power Writing

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

For *Writing Routine 1*, see page BP56.

Vocabulary Strategy

1 Use Context Clues ✔ Anthology page 460

Read aloud page 460. Display **eVisual 7.13** and have children find the meaning of the underlined words.



Vocabulary Practice ✔

1. Nature partners keep each other healthy. They keep each other clean and fed.
2. Squirrels are prey for coyotes. Badgers work with coyotes to hunt for squirrels.

NGReach.com

Vocabulary Practice: eVisual 7.13



INTERACTIVE WHITEBOARD TIP: Have children circle context clues of the underlined words.

2 Try It Together Anthology page 460

Read the directions aloud. Have partners work together to find the context clues.

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Context Clues ✔

Display: *Butterflies depend on flowers. They need the nectar that flowers make to live.* Ask:

What does depend on mean?

If children cannot answer, have them underline the context clue *need*. Have the child reread the first sentence, replacing *depend on* with *need*.

Academic Talk

3 Preview and Predict

Have pairs look at the photographs and read the captions on pages 461–463.

Have them use **Key Words** to describe the photos and make predictions.

Check & Reteach

OBJECTIVE: Preview a Science Article to Make Predictions

Circulate as partners make and discuss their predictions.

If children respond off topic, point out details in a photo for them to discuss.

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Text CC.2.Rinf.10

Read with Fluency CC.2.Rfou.4

Read with Purpose and Understanding CC.2.Rfou.4.a

Writing

Recall Information CC.2.W.8

Speaking and Listening

Produce Complete Sentences CC.2.SL.6

Language and Vocabulary

Use Knowledge of Language and Its Conventions CC.2.L.3

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

Use Context Clues CC.2.L.4.a

Shared Reading

4 Read a Science Article

CONNECT ACROSS TEXTS Read aloud **Connect Across Texts**. Explain that children will read about partners—only this time, only one partner is an animal.



Use Context Clues

If you read a word that you do not know, look at all the words around it. These clues from the text, or **context clues**, can help you figure out the meaning of the word.



Cleaner shrimp have the **ability** to clean a dirty fish. They **can pick off tiny pieces of food** from the fish.

context clues

The words “can pick off tiny pieces of food” give clues about what **ability** means.

Try It Together

Read these sentences. Look for context clues to tell what the words **species** and **pattern** mean.

There are over 17,000 **species** of butterflies in the world. These groups of butterflies all have different **patterns** and designs on their wings.



Connect Across Texts Read about two more of nature’s amazing **partners**.

Genre A **science article** can tell how things in nature work.

Working Together

by Lori Wilkinson

There are many interesting **partnerships** in nature. One **unique pair** is the honeybee and the flower. Each does a job the other cannot do on its own. Honeybees and flowers need each other to **thrive**. **2**



In Other Words
partnerships teams
unique pair special team
thrive live and grow

Before You Move On

- 1. Set Purpose** What do you already know about bees and flowers? Why will you read the article?
- 2. Clarify** Find words that tell what a partnership is. Then say it in your own words.

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Anthology
pages 460–461

GENRE Have a volunteer read aloud the genre description.

REVIEW Remind children how to synthesize:

How to Form Generalizations



1. Think about the important ideas in the text.

I read _____.



2. Think about how they go together. How are they like things you know from your own life?

I know _____.



3. Make a statement that seems true for both the text and what you know. Use words like *some, many, most, or all*.

Most of the time, it is true that _____.

Read pages 461–463 to the class. Use the questions on page T462–463 to build comprehension on the first read (Day 1) and second read (Day 2).

Comprehension Focus

FIRST READ

SECOND READ

Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

Day 2 Reread and Analyze

- ✓ Synthesize
- ✓ Analyze Author’s Reasons
- Critical Thinking

Differentiate

EL English Learners

ISSUE Children do not know the meanings of the words *butterflies* and *design*.

STRATEGY Display photos of butterflies and the designs found on their wings from the Internet or nonfiction books.

AL Above Level

ISSUE Children know the meanings of target words.

STRATEGY Use more difficult sentences, such as: *People, animals, and plants require partners. Without partners, we could not survive.*

Answers Before You Move On

- 1. Set Purpose** Possible response: I know that bees and flowers help each other. I will read the article to find out how.
- 2. Clarify** *Cannot do on its own* and *need each other* tell what a partnership is. Possible response: I think a partnership is when two living things need each other to do things.

Honeybees Need Flowers

Honeybees get their food from flowers. Flowers make a sweet juice called nectar. Bees drink the nectar. They fly to their hives. There they turn the nectar into honey for their babies to eat.

Flowers also make pollen. Pollen helps new flowers grow. But for a honeybee, pollen is good food. It has all the **vitamins, minerals, and protein** a bee needs.

pollen

1 ▲ A honeybee collects nectar and pollen from a flower.

In Other Words
vitamins, minerals, and protein
healthy things

In Other Words
fewer not many



▲ A bee takes pollen from one flower to another.

Flowers Need Honeybees

Plants need honeybees to help them make more plants. When a bee sits on a flower, some pollen sticks to it. When the bee flies to other flowers, it spreads the pollen around. Without the honeybee, **fewer** new flowers would grow! **5**

► Before You Move On

- 1. Topic/Main Idea** What is the topic of this article? What is the main idea?
- 2. Generalize** Think about what you know and what you read about insects and plants. Do all insects and plants help each other?

462

463

Anthology
pages 462–463

Build Comprehension

FIRST READ

Day 1 Read and Comprehend

- 1 Active Reading** As you read pages 462–463, stop occasionally to ask a volunteer to read the captions while children point to the photo that each caption describes.

SECOND READ

Day 2 Reread and Analyze

- 2 Synthesize** ✓ Reread page 461. What generalization can you make about bees and flowers? (Bees and flowers help each other.)
- 3 Use Text Features** What does the close-up photograph of the honeybee tell you about how it carries pollen? (It shows pollen spread all over the honeybee's body. It appears that the pollen sticks to the honeybee.)
- 4 Use Context Clues** What definition could you give for the word nectar? (Possible response: Nectar is the sweet juice that flowers make.) What context clues did you use to find the definition? (sentence 2)
- 5 Analyze Author's Reasons** ✓ What is the author's main point about honeybees and flowers? (They need each other to live.) Reread the last two sentences. How does this reason support the author's main point? (It shows how flowers need honeybees to grow.)

Answers Before You Move On

- 1. Topic/Main Idea** The topic of this article is the partnership of honeybees and plants. The main idea is that honeybees and plants need each other to get food and grow new plants.
- 2. Synthesize: Generalize** ✓ I read that honeybees get their food from flowers and help plants make more plants. They are **partners**. I know that some insects, like slugs and aphids, are harmful to plants. I think that not all insects and plants help each other.

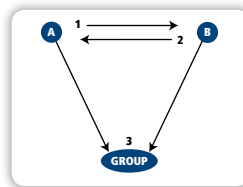
Writing

5 Compare Partners

Remind children that they read about how animals work as partners in both “Odd Couples” and “Working Together.” Explain that they will work with a partner to explain how the partners in “Working Together” are similar to the ones in “Odd Couples.” Use the **Three-Step Interview**.

- Arrange children into pairs.
- Instruct Partner A to interview Partner B about how the animal partners in the two articles are alike.
- Then have partners reverse roles.
- Have Partner A share with the class the information from Partner B. Then Partner B shares information from Partner A.
- Once children have presented their information, have each pair write sentences about how the animal pairs are alike. Invite a volunteer from each pair to share the sentences with the class.

For **Three-Step Interview**, see page BP61.



Three-Step Interview

Daily Language Arts

Daily Grammar ✓

Display the following sentence: *When there are honeybees around, there are going to be more flowers.* Point out the future-tense verb *are going to be*. Then use page T459i to teach future-tense verbs with *going to*.

WRAP-UP

Ask: *What did you learn about honeybees? Which facts surprised you?* Have children tell why they were surprised.

OBJECTIVES

Thematic Connection: Animal Partnerships

Substitute Vowel Sounds

- ✓ Read and Spell Words with Diphthongs *ow, ou*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sound/Spelling Card 43

Words with *ow, ou*: Practice Master PM7.37

Read On Your Own Book 28

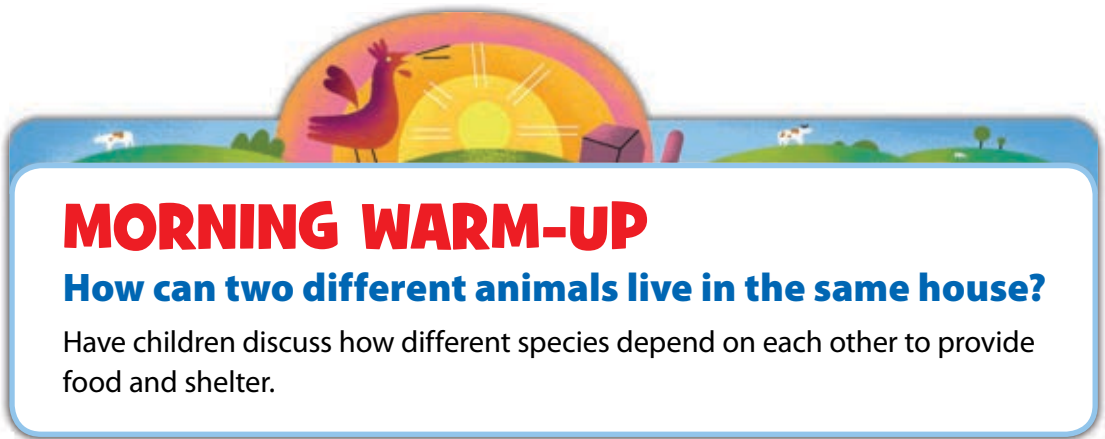
TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 5 per child



MORNING WARM-UP

How can two different animals live in the same house?

Have children discuss how different species depend on each other to provide food and shelter.

Phonological Awareness

1 Substitute Vowel Sounds

Use **Phonological Awareness Routine 6**.

- **Say a word:** *horse*.
- **Segment sounds:** /h/ /ôr/ /s/. Have children put chips in sound boxes as they repeat each sound.
- **Substitute a sound:** *Let's change /ôr/ to /ow/: /h/ /ow/ /s/.*
- **Say the new word:** *house. Say the new word with me: house.*

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

Repeat the routine with *find* (found), *new* (now), *tune* (town), and *dawn* (down).

Check & Reteach

OBJECTIVE: Substitute Vowel Sounds

Ask: *What word do I get if I change the /i/ in grind to /ow/?* (ground)

If children cannot answer, choose children to represent /g/, /r/, /i/, /n/, and /d/. Have each child say his or her sound in order. Have the class echo. Then have another child be /ow/ to replace /i/. Ask: *What's the new word?* (ground) Repeat with *hand* (hound) and *clean* (clown).

Phonics

2 Read Words with Diphthongs *ow, ou* ✓

REVIEW Display **Sound/Spelling Card 43**. Ask: *What is the picture?*

(cloud) *What is the sound?* (/ow/) *What are the spellings?* (*ou, ow*)

Have children write the spellings on their **Write-On/Wipe-Off Boards**.

Display *how, out, crowd, found, growl, and pounce*. Have children blend each word and name the letters that stand for the vowel sound.



Explain: *Some words with the spellings *ow* and *ou* do not have the /ow/ sound.*

Display and read: *blow, touch, down, cloud*. Have children copy the words on their

Write-On/Wipe-Off Boards. Emphasize that *blow* has the /ō/ sound and *touch* has the /ū/ sound, while *down* and *cloud* have the /ow/ sound.

COMMON CORE STANDARDS

Reading

Decode Words with Diphthongs <i>ow, ou</i>	CC.2.Rfou.3
Decode Multisyllabic Words	CC.2.Rfou.3
Know Vowel Team <i>ou</i>	CC.2.Rfou.3.b
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

Language and Vocabulary

Spell Words with Diphthongs <i>ow, ou</i>	CC.2.L.2.d
---	------------

Explain to children that they will read longer words with *ow* and *ou*. Remind them that some words have more than one part, or syllable. Say *cowboy* and have children repeat the word as they tap the syllables on their desk. Ask: *How many syllables do you hear?* (two)

Display *cowboy* and model how to divide and blend it. Model: *I see two smaller words in this word: cow and boy. I will divide between them. Now I'll read each part and blend the parts: cow-boy, cowboy.* Have children repeat. Repeat for *lighthouse*, *groundhog*, *downtown*, and *without*. Assign **Practice Master PM7.37**.

3 Spell Words with Diphthongs *ow, ou* ✓

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

- **Say the sentence:** *The cowboy went downtown.*
- **Repeat the sentence:** *The cowboy went downtown.* Have children write it.
- **Write the sentence.** Have children check and correct their spelling. Repeat with *He saw a groundhog at a lighthouse.*

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

High Frequency Words

4 Read and Spell Key Words ✓

Display and read these sentences, having children clap when they hear each High Frequency Word. Have partners use each word in a sentence of their own.

group	will	Our <u>group</u> <u>will</u> look for owls.
	open	We see a tree in an <u>open</u> field.
brown	leaves	A <u>brown</u> owl is in the <u>leaves</u> .
black	point	It has a <u>black</u> <u>point</u> on its wing.
soon	high	<u>Soon</u> it flies <u>high</u> in the sky.
	study	It is fun to <u>study</u> owls.

Check & Reteach

OBJECTIVES: Read and Spell Words with Diphthongs *ow, ou* ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *Our group will study the leaves around the brown house now.* Have children write the sentence. Scan for errors.

If children misspell words, display a correct model and have them find and correct errors.

Then repeat with this sentence: *Soon the black owl will fly high above the open ground.*

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

Name _____ Date _____

Phonics

Words with *ow, ou*

Write the words to complete each sentence.

- now** **downtown**
Right now Dad and I are downtown at the circus.
- surrounds** **round**
A big, round tent surrounds us.
- crowd** **shouts**
The crowd claps and shouts at all the circus acts.
- frown** **clown**
I like the funny clown with a huge, red frown for a mouth.
- cowboy** **flower**
He wears a cowboy hat with a red flower on top.
- hound** **crouches**
He crouches down low and pretends to be a hound that is howling.
- brown** **crowns**
Dad likes the brown horses wearing crowns on their heads.
- thousand** **drowsy**
By the end, I am drowsy, but I wish I could come back a thousand more times!

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For use with TE, p. T463c. PM7.37 Unit 7 | Best Buddies

NGReach.com Practice Master PM7.37



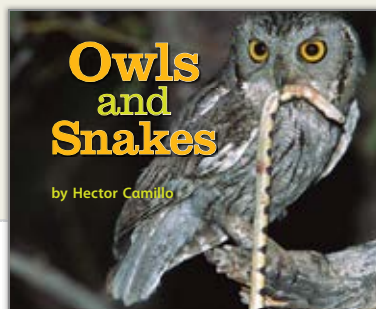
Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T459g



Read On Your Own Book 28



Owls and Snakes

by Hector Camillo

Legend

- words with *ow, ou*
- High Frequency Words
- * story words



In most cases, owls and snakes are deadly enemies. Owls will often pounce on and eat snakes. And snakes will often eat owl eggs or owl babies.

However, scientists have found a pair that stand out from this group of enemies. These owls and snakes help each other out. You'll see how this works.

But first, let's meet the snakes in this partnership.



earthworm

Blind snakes look like long earthworms. They are dark brown or grayish black. They are called blind snakes but are not totally blind. Like any snake, their eyes are always open. But these snakes can just see light.



blind snake

Blind snakes are found under piles of leaves, in flowerpots, and underground. They feed on ants' eggs and termites, and on other insects.

Read On Your Own Book 28
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 28	Teacher's Edition
words with suffix <i>-ly</i>	deadly (page 4) totally (page 6)	<i>-ly</i> (page T411b)
compound words	earthworms (page 6) flowerpots (page 7) underground (page 7)	compound words (page T249I)
words with suffix <i>-ful</i>	harmful (page 11) powerful (page 14)	<i>-ful</i> (page T411b)
words with /ë/ea	deadly (page 4) instead (pages 10, 14)	/ë/ea (page T429I)

AL Above Level

ISSUE Children quickly decode the text.

STRATEGY Challenge children to turn and talk to share their observations about screech owls and blind snakes. Their observations should not relate to these animals' roles as helping partners, but rather to the animals' appearance, habits, and other characteristics.

Decodable Reading

5 Read "Owls and Snakes" ✓ Read On Your Own Book 28 pages 4–14

Use the photos to pre-teach story words *scientists* (page 5), *earthworm(s)* (page 6), *eyesight* and *prey* (page 9), and *settle* (page 10). Then use **Decoding Routine 4** to conduct two readings of "Owls and Snakes." 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

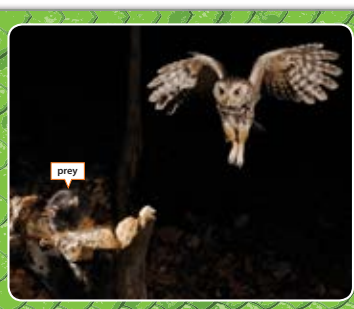
Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 **Identify Details** *What are blind snakes?* (Blind snakes are snakes that look like earthworms. They see nothing but light, and they eat insects.)
- 2 **Identify Main Idea** *How do the snakes and owls act as partners?* (The snakes eat insects in the owls' nests as food. The owls get a clean nest.)
- 3 **Ask Questions** *If you were a scientist, what questions would you ask about these animals?* (Possible responses: How do owls know the snakes are helpful? Why don't baby owls eat the snakes?)
- 4 **Make Connections** *What lesson can people learn from screech owls and blind snakes?* (Possible response: that two types of animals can work together for the good of both)

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



Screech owls are found high up in trees. Their houses are nesting holes made by other kinds of birds. These owls are small. They blend in with their surroundings.



Screech owls have outstanding hearing and even better eyesight. They can hear small animals crouching underneath leaves. A screech owl will fly down from its high perch and pounce on its prey.



However, screech owls will not eat blind snakes. Instead, they take the snakes back to their nests and let them go. The blind snakes may try to get out at first, but soon settle down. In the screech owl's nest, there is plenty to eat!



Owl nests get quite dirty. Crowds of insects feed on what the screech owls leave behind. These insects, such as flies and ants, can be harmful to baby owls. Blind snakes prowl around and eat these harmful bugs. They clean the nest.



Scientists study how animals help each other out. They have found that baby owls have a better chance to survive if blind snakes share their nests.



Scientists point to the screech owl and blind snake as two animals that can count on each other for help.



These owls and snakes might have been powerful enemies. How did they come to help each other instead? We haven't found out yet. Scientists will just have to keep studying them!

Practice Phonics

Words with ow, ou

Read these words.

groundhog wolf prowling wildcat
pouncing owl underground howling

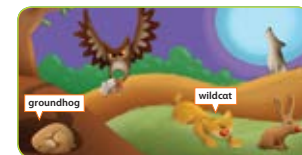
Find the words with ow or ou.
Use letters to build them.

O W I

Talk Together

The owl is pouncing.

Choose words from the box above to tell your partner about these animals.



Read On Your Own Book 28
pages 8–15

Practice Phonics

6 Words with ow, ou ✓ Read On Your Own Book 28 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.

o w i

7 Talk Together Read On Your Own Book 28 page 15

Have children tell their partners about the animals in the picture by filling in the blanks in the sentence frame with words from the box. (Possible responses: The owl is prowling. The groundhog is underground. The wolf is howling.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension ✓

Have each child read aloud a page from "Owls and Snakes." 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.

STUDENT
TECHNOLOGY



Student
eEdition



Comprehension
Coach

NGReach.com



OBJECTIVES

Thematic Connection: Animal Partnerships

- Use Context Clues
- Analyze Author's Reasons
- Compare Topics and Main Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Compare Topics and Main Ideas Chart: Practice Master PM7.40

Power Writing

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

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

Vocabulary Practice

1 Use Context Clues

REVIEW Remind children that writers often include other words or phrases to help readers understand a new word. Ask: *What do you do when you see a word you do not know?* (use words and phrases around the new word to help figure out the meaning; look it up in the dictionary)

Read aloud the first paragraph on page 462. When you get to *nectar*, say: *I do not know this word. I will reread to look for words and phrases around the word. I notice "sweet juice" and "bees drink." Nectar means "a sweet juice that bees drink."* Explain that you can also use context to help draw conclusions: *Honeybees get nectar from flowers and use the nectar to make food for their babies. I can conclude that honeybees need flowers to live.*

Have pairs find context clues on page 462 that help them define *pollen*. (Pollen makes flowers grow and is food for honeybees.) Then have them look for context clues for *spreads* on page 463. Guide children to conclude that there are not enough clues to understand what *spreads* means. Ask: *What can you do when there is not enough context to understand a word?* (use a dictionary or glossary)

Check & Reteach

OBJECTIVE: Use Context Clues

If children cannot identify the meaning of *pollen* in the Review activity, have them read to complete the following sentence frames: Pollen comes from _____. (flowers) It helps _____. (flowers grow) It is food for _____. (honeybees) Have children put their responses together to form a definition for *pollen*.

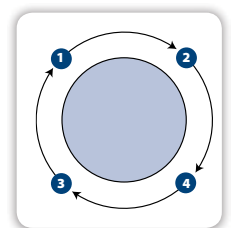
Academic Talk

2 Discuss Main Ideas

Use a **Roundtable** to have children identify the main topic of each paragraph in "Working Together" and then identify the main idea of the article.

- Divide children into groups of four. Seat each group around a table.
- Have each child in a group read one paragraph in "Working Together" and identify the main idea of that paragraph by noting the details that tell about the same topic.
- Then have each child around a table answer the question "What is the main idea of your paragraph?"
- Guide children to use the four main ideas to form a main idea statement for the whole article.

For **Roundtable**, see page BP61.



Roundtable

COMMON CORE STANDARDS

Reading

- | | |
|-------------------------------------|---------------|
| Identify Main Topic | CC.2.Rinf.2 |
| Identify Author's Reasons | CC.2.Rinf.8 |
| Read with Purpose and Understanding | CC.2.Rfou.4.a |

Writing

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

Speaking and Listening

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

Language and Vocabulary

- | | |
|---|------------|
| Use Apostrophes in Contractions | CC.2.L.2.c |
| Use Knowledge of Language and Its Conventions | CC.2.L.3 |
| Determine the Meaning of Words | CC.2.L.4 |
| Use Context Clues | CC.2.L.4.a |

Connect Across Texts Read about two more of nature's amazing **partners**.

Genre A **science article** can tell how things in nature work.

Working Together

by Lori Wilkinson

There are many interesting **partnerships** in nature. One **unique pair** is the honeybee and the flower. Each does a job the other cannot do on its own. Honeybees and flowers need each other to **thrive**.



In Other Words
partnerships teams
unique pair special team
thrive live and grow

▶ Before You Move On

1. **Set Purpose** What do you already know about bees and flowers? Why will you read the article?
2. **Clarify** Find words that tell what a partnership is. Then say it in your own words.

461

Anthology page 461

Comprehension

3 Analyze Author's Reasons ✓

Ask: *Why did Lori Wilkinson write "Working Together"?* (to explain why bees and flowers need each other) Reread page 461. Say: *The author says honeybees and flowers need each other. One reason she gives is that flowers make the food that honeybees need. What is another reason that supports the author's point?* (If honeybees did not carry pollen, fewer new flowers would grow.)

Check & Reteach

OBJECTIVE: Analyze Author's Reasons ✓

If children cannot state another reason, draw a word web and write "Honeybees and flowers need each other" in the center circle. Ask: *Why do honeybees need flowers?* (Flowers make the food honeybees need.) Have children add this detail to the web. Then ask: *Why do flowers need honeybees?* (Honeybees make new flowers grow by spreading pollen.)

Reread and Analyze

4 Build Comprehension

Use the **Reread and Analyze** questions on page T462–463 as you reread "Working Together."

See **Differentiate**

Differentiate

BL Below Level

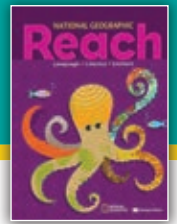
FRONTLOAD Have children do a picture walk with a partner, teacher assistant, or other adult volunteer before conducting the whole-class rereading.

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

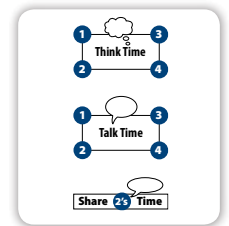
5 Compare Topics and Main Ideas Anthology page 464

As children reread “Working Together” on their own, have them think about how its topic and main idea are similar to the topic and main idea in “Odd Couples.”

Read aloud the instructions on page 464. Then explain the comparison chart. Say: *This chart helps us compare information from the two selections.* Have volunteers explain the headings and how to fill in the topic and main idea for each article.

Distribute **Practice Master PM7.40** and form small groups of four children each. Use **Numbered Heads**.

- Have children number off within each group.
- Together with the class, fill out the “Odd Couples” row of the chart.
- Have groups discuss how to complete the chart’s remaining row for “Working Together.”
- Have children take time to work individually on their charts.
- Go around to each group and call a number from 1–4. Have the child with that number report to the group, explaining the main idea for each selection.



Numbered Heads

For **Numbered Heads**, see page BP61.

Check & Reteach

OBJECTIVE: Compare Topics and Main Ideas

Ask: *How are the topics of “Odd Couples” and “Working Together” the same?* (They both tell about living things that work together.) *What makes their main ideas different?* (“Odd Couples” is about animals that help other animals; “Working Together” is about how bees help plants.)

If children have difficulty answering the questions, have them circle the words in the *Topic* column on **Practice Master PM7.40** that are the same. Explain that these show ways the two selections are alike. Guide children to make a statement that tells how the two selections are alike. Then have them underline the words in the *Main Idea* column that are different. Guide them in making a statement that tells how the main ideas are different.

6 Talk Together Anthology page 464

Read aloud **Talk Together**. Suggest to children to look back in “Odd Couples” for examples of animal pairs. Ask: *How are the animals partners? Does one animal protect the other from enemies that threaten it? What abilities make these animals useful to each other?*

Name _____ Date _____

Comparison Chart

Compare Topics and Main Ideas

Complete the comparison chart to compare “Odd Couples” and “Working Together.” Responses will vary. Possible responses are shown.

Title	Topic	Main Idea
“Odd Couples”	Animal Partners	Animals become partners to help each other survive.
“Working Together”	Insect and Plant Partners	Insects and plants become partners to help each other survive.

Use the comparison chart to explain the topic and main idea of each selection.

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Compare Topics and Main Ideas

"Odd Couples" and "Working Together" both have **topics** and **main ideas**. How are these ideas the same? How are they different? Work with a partner to complete the chart.

Comparison Chart

Title	Topic	Main Idea
"Odd Couples"		
"Working Together"		

The topic is what the selection is mostly about. Write the topic here.

The main idea is the most important message. Write the main idea here.

Talk Together

Talk with a partner. Name some pairs of animals. Use **Key Words** to tell how the pairs of animals help each other.

464

Anthology page 464

Writing

7 Write to Compare

Have children use their completed **Practice Master PM7.40** to write about the main ideas of "Odd Couples" and "Working Together." Have them write sentences that explain how the main ideas of the two articles are alike.

Have children share their writing with the class.

WRAP-UP Prompt a whole-class discussion about the Big Question: How do living things depend on each other? Say: *Recall what we read in "Owls and Snakes" and "Odd Couples" about animals that depend on each other, and what we read in "Working Together" about how insects and plants depend on each other.* Discuss with children who they depend on. Talk about how they depended on others as they worked through today's activities.



Daily Language Arts

Daily Grammar

Display the following sentence: *We're going to read more about bees this week.* Point out the contraction *we're* used with the future-tense verb *going to*. Then use page T459i to teach contractions with the subject pronoun and a form of *be* before *going to*.



Sing with Me
Phonics Songs Book

OBJECTIVES

Thematic Connection: Animal Partnerships

Delete Initial Syllables

- ✓ Read and Spell Words with Initial Schwa
- ✓ Read and Spell High Frequency Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 63

Words with Schwa: Practice Master PM7.41

Sound/Spelling Cards 1, 5, 7, 8, 10, 12, 13, 24, 33, 43

Read On Your Own Book 28

High Frequency Words: Practice Master PM7.42

TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 4,
Tracks 15–16

Word Builder

MATERIALS

small chips or coins, 2 per child



MORNING WARM-UP

How do people depend on living things to survive?

Discuss how people depend on plants and animals for food and comfort.

Phonological Awareness

1 Delete Initial Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *awake*. *Clap the syllables with me: a-wake.*
- **Delete a syllable:** *Let's take away the first syllable of the word, a: wake.*
- **Say the new word:** *wake*. *Say the new word with me: wake.*

For **Phonological Awareness Routine 10**, see page BP31.

Repeat the routine with *across* (cross), *ahead* (head), and *around* (round).

Check & Reteach

OBJECTIVE: Delete Initial Syllables

Ask: *What word is left when I take away a from alive?* (live)

If children cannot answer, have them place chips in sound boxes on their **Write-On/Wipe-Off Boards** for each syllable and echo as you blend: *alive*. Then have them remove the *a* to make and say the new word: *live*. Repeat for *away* (way) and *ago* (go).

Phonics

2 Learn Words with Initial Schwa ✓

Sing with Me Phonics Songs Book page 63

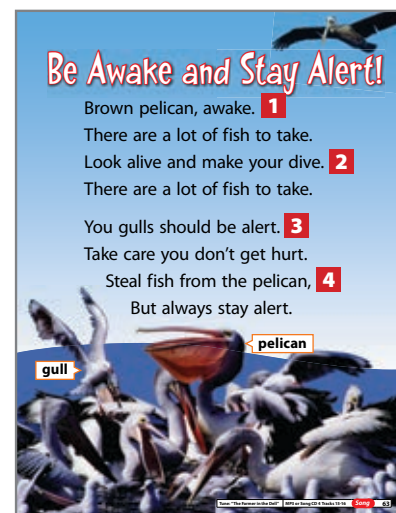
Point to and name the pelican and the gulls.

Explain that gulls often steal fish from pelicans.

Play Tracks 15 and 16 and follow directions.

Practice until children can perform smoothly.

- 1 Open eyes wide; gesture for *take*.
- 2 Make diving motion with hand; gesture for *take*.
- 3 Point finger for *should*; shake head for *don't*.
- 4 Use hand like beak and pantomime stealing fish.



Be Awake and Stay Alert!

- 1 Brown pelican, awake. There are a lot of fish to take.
- 2 Look alive and make your dive. There are a lot of fish to take.
- 3 You gulls should be alert. Take care you don't get hurt.
- 4 Steal fish from the pelican. But always stay alert.

Sing with Me Phonics
Songs Book page 63

COMMON CORE STANDARDS


Reading

Decode Words with Initial Schwa	CC.2.Rfou.3
Decode Multisyllabic Words	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 Initial Schwa	CC.2.L.2.d
--------------------------------	------------

Use **Decoding Routine 1** to connect sound/spelling /ə/a at the beginning of words and to blend words.

Step 1 Develop Phonological Awareness	Beginning /ə/a
1. Tell children: <i>These words have /ə/ at the beginning.</i>	alert, adult, afraid, across, alone
2. Tell children: <i>I will say a word. Listen for /ə/. If you hear /ə/, raise your hand. (Unit and item do not have /ə/.)</i>	alive, unit, appear, agree, item, apart
Step 2 Associate Sound/Spelling	
1. Pretend to be asleep and wake up suddenly. Say: <i>I am awake.</i> Have children count the syllables as they say <i>awake</i> . Ask: <i>How many syllables do you hear?</i> (two) 2. Say: <i>awake.</i> Have children tell you what sound the first syllable makes. (/ə/) 3. Display the word <i>awake</i> . Point to the initial <i>a</i> and explain: <i>The a at the beginning of a word is often a syllable all by itself. It stands for the /ə/ sound.</i> Have children say the word <i>awake</i> a few times, listening for the sound.	awake
4. Give examples of words with the beginning /ə/ sound and <i>a</i> spelling. Point to the example words <i>awake, alert,</i> and <i>alive</i> in the song on page 63 of Sing with Me Phonics Songs Book .	awake, alive, alert
Step 3 Blend Parts	
1. Display <i>amount</i> and divide it into syllables. 2. Say the schwa sound for the first syllable: /ə/. Blend the sounds in the second syllable: /m/ /ou/ /n/ /t/. Have children repeat. 3. Blend the two syllables together, sweeping your hand beneath the spellings: <i>a-mount, amount.</i> Have children blend with you.	
4. Repeat for the remaining words.	about, alarm, away, ahead, amaze, asleep

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

See **Differentiate**

Differentiate

EL English Learners

PHONICS TRANSFER

ISSUE There is no beginning schwa sound in Spanish, Cantonese, and Hmong, and only an approximate sound in Vietnamese. Give children help creating the schwa sound at the beginning of words.

STRATEGY Have children:

- listen for the schwa sound at the beginning of *awake* and *alive*.
- tell whether the /ə/ sound is used in their home languages.
- practice making the /ə/ sound.
- join a partner in reading and acting out these sentences:
I am asleep. I am awake. I can hop away. I can spin around.



Read On Your Own Book 28

ago alike away
 ahead stall alive
 crowd amaze
 afraid choice

I am asleep by about 9:00 P.M.
 I am awake before the alarm goes off.

High Frequency Words
 at
 book
 both
 boy
 call

Word Builder

3 Read Words with Initial Schwa Read On Your Own Book 28 page 16

Display the words and sentences using **Word Builder** and have children blend them. Then point out previously taught High Frequency Words *away*, *I*, and *the* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 28** page 16. Review the schwa sound spelled *a* at the beginning of words and read the example together. Then have partners take turns reading the remaining picture labels.

Explain that although the schwa sound is spelled just like the /ă/ sound in words such as *apple*, /ə/ and /ǎ/ are two different sounds. Say: *alone*. *What is the first sound you hear?* (/ə/) Say: *actor*. *What is the first sound you hear?* (/ǎ/)

Assign **Practice Master PM7.41** for more practice.

4 Spell Words with Initial Schwa

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

- **Say a word:** *agree*.
- **Segment sounds:** /ə/ /g/ /r/ /ē/. *What is the first sound you hear?* (/ə/) *Which letter stands for the schwa sound?* (ə)
- **Display Sound/Spelling Cards.** Have children write *a*. Then have them match the sounds in the second syllable to **Sound/Spelling Cards** and write the spellings. (cards: **10** /g/, **12** /r/, and **33** /ē/)
- **Repeat the word:** *agree*. Have children write the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *adults* and *around* using cards **13** /d/, **24** /ŭ/, **8** /l/, **5** /t/, **1** /s/, **12** /r/, **43** /ow/, and **7** /n/.

Write-On/Wipe-Off Board

u g r e e

a g r e e

ABCDEFGHIJKLMNOPQRSTUVWXYZ 1 2 3 4 5 6 7 8 9 10

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

Then dictate: *We agree to help the adults. We help around the house.* Have children say and write the sentences. Display the correct sentences and have children check and correct their spelling.

Check & Reteach

OBJECTIVE: Read and Spell Words with Initial Schwa

Check dictation sentences for the correct spelling of *agree*, *adults*, and *around*. Prompt self-correction. Read aloud the sentences and ask children to try again.

If errors persist, use **Decoding Routine 2** to reteach blending the schwa sound. Repeat with this sentence: *I will go ahead if you come along soon.*

For **Decoding Routine 2**, see page BP33.

Name _____ Date _____

Phonics

Words with Schwa

Circle the word that names the picture.

1. await abrupt asleep	2. alive ajar ago	3. along adult anew
4. amazed around amount	5. awake along awhile	6. aloud agree alone
7. avoid ashore ashes	8. afraid alert alike	9. alarm away alright
10. ahead appear adore	11. aware afoot afloat	12. account across annoy

Read It Together Are you awake or asleep after your alarm rings?

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NGReach.com Practice Master PM7.41



Words with Schwa

Look at each picture. Read the words.

Example:



asleep



adult



awake



afraid



across

16

Key Words

Look at the pictures. Read the sentences.



High-Flying Birds

1. This **group** of birds flies **high** over **open** water.
2. They have **brown** or **black** markings on their wings.
3. The flock may stay on rocky land at a **point** that the birds can **leave** easily.
4. Scientists **study** these birds and **will soon** find ways to protect them.

What would it be like to see things from so high up?



High Frequency Words

black
brown
group
high
leave
open
point
soon
study
will



Phonics Games

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STUDENT
TECHNOLOGY



Student
eEdition



Word
Builder

NGReach.com

17

Read On Your Own Book 28
pages 16–17

High Frequency Words

5 Read and Spell Key Words Read On Your Own Book 28 page 17

Point to the list of High Frequency Words and read sentences 1–4, pausing before each High Frequency Word. Have children read the words chorally and then spell them. Assign **Practice Master PM7.42**.

Play a game with the **High Frequency Word Cards**:

- Give two teams of children a set of **High Frequency Word Cards**.
- Give clues for the High Frequency Words: *This is a one-syllable word. It starts with /g/. I can use it in this sentence: Many birds will form a _____ as they fly.*
- Give clues until a team member holds up the correct card, reads it, and spells the word (*group*). Teams win a point for each correct word.
- Continue until all the words have been identified.

REVIEW Play the game to check children's retention of High Frequency Words from Unit 6: *always, boy, brother, five, four, gave, made, men, myself, night, pull, second, sister, such, thought, took, upon, us, well, wish*.

Check & Reteach

OBJECTIVE: Read and Spell High Frequency Words

Have partners take turns dictating and spelling High Frequency Words. Monitor for misspellings.

If children misspell words, hand out multiple sets of **High Frequency Word Cards**. Have children walk around the room and find other children with the same word. Have each child spell the word and read it aloud.

Name _____ Date _____

High Frequency Words

At the Lighthouse

Write a word from the box to complete each sentence.



High Frequency Words
black
brown
group
high
leave
open
point
soon
study
will

1. When you leave the bus stop, turn left on the first street.
2. Walk to the point where Hill Street meets Rocky Road, and you will see a brown house with a black door.
3. Turn right, and soon you will come to a lighthouse.
4. Walk up the stairs to the top, and you will be high above the world!
5. You can look out over the open sea!
6. You might see a group of sea birds fly by.
7. You can study these birds to find out about them.

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PM7.42

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Practice Master PM7.42



Daily Language Arts

Daily Spelling & Word Work

Practice options on page T459h

OBJECTIVES

Thematic Connection: Animal Partnerships
Preview a Persuasive Article to Make Predictions

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 14 or Interactive Read-Aloud 14 PDF R13–R15

Power Writing

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

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

Vocabulary Practice

1 Review Science and Academic Vocabulary

Display the **Key Words**. Point to each and have children read the words chorally. Ask volunteers to use each word in a sentence.

Key Words

ability · danger · difficult · enemies
partners · respond · species · threaten
unusual · useful

Display the following sentence: *Birds are a group of animals that have wings and feathers.*

Most members of this species are able to fly. Have children identify “group of animals” as the context clue which reveals the meaning of *species*.

Have children form pairs. Assign each child three **Key Words**. Have children use what they know about the words to write sentences that include context clues. Then have pairs trade sentences. Children should then underline the context clue or clues and write a definition for each **Key Word**.

Academic Talk

2 Preview and Predict Interactive Read-Aloud 14 SCREEN 1–5

Read aloud the title. Scroll through the screens, having children study the photographs and read each heading aloud. Ask: *What do you think this article is about?* (how bees help humans) *Why do you think that?* (The headings say they give us food, honey, and candles.) *Let’s read to find out why the author feels bees are our friends.*

Check & Reteach

OBJECTIVE: Preview a Persuasive Article to Make Predictions

Ask: *What can you predict about this selection by looking at the photos and reading the headings?*

If children respond off topic, have them review the title and headings. Ask: *Which insect do the title and headings tell about?* (bees) Have children use the headings to complete the following sentence: Bees give us _____, _____, and _____.

Interactive Read-Aloud

3 Share a Persuasive Article Interactive Read-Aloud 14 SCREEN 1

GENRE Explain: *In a persuasive article, the author gives an idea or belief that he or she thinks is true. This is an opinion. The author then states reasons to explain his or her point and persuade the reader to agree with him or her.*

CONNECT ACROSS TEXTS Remind children that “Working Together” is also about bees. Ask: *What are the bees’ **partners** in “Working Together”?* (plants) *Who are bees helping in “Why Bees Are Our Friends”?* (people) *How are the two articles alike?* (They both tell how bees are helpful and form partnerships.) *Let’s read to learn more about bee behavior.*

COMMON CORE STANDARDS

Reading	
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
Language And Vocabulary	
Demonstrate Command of English Grammar	CC.2.L.1
Use Knowledge of Language and Its Conventions	CC.2.L.3
Determine the Meaning of Words	CC.2.L.4
Use Context Clues	CC.2.L.4.a



SCREEN 1

1 Why Bees Are Our FRIENDS
by Michelle Brown

Many people think that bees are dangerous because they can sting and hurt us. That is true, but did you know that bees are also our friends? Yes, that's right. Bees do a lot to help us!

More ↑ An author's point is his or her most important idea.

Author's Point

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NGReach.com Interactive Read-Aloud

SCIENCE BACKGROUND Share information on the three types of honeybees.

- *Bees live in a hive. Different bees have different jobs within the hive.*
- *The queen bee lays eggs. There is only one queen in a hive.*
- *Worker bees are female. They search for food, build the hive, keep the hive clean, and they also beat their wings to move air around in the hive.*
- *Drone bees are male. They live in a hive in the spring and summer and sometimes help worker bees move air around a hive.*

Read screens 1–5 to children. Use the questions on page T464g 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

- Active Reading

Day 4 Listen and Analyze

- ✓ Analyze Author's Reasons
- ✓ Synthesize
- Critical Thinking

SCREEN 2

Bees Give Us Food

Without bees, we wouldn't have a lot of the foods we eat! Bees perform a very special job. As they search for nectar, they leave pollen on the flowers and plants they visit. This pollen helps plants grow fruit. Almonds, apples, cherries, cranberries, and watermelons are just a few of the fruits that need pollen to grow. **2**



More ↑
In most nonfiction text, authors provide reasons to explain their point.

Author's Reason

SCREEN 3

Bees Give Us Honey

Imagine a world without honey. **3** Honey is a natural food product that bees make. It is healthier than sugar and it tastes great! Honey can give you energy, and it can also keep you from getting sick. Bees use nectar from flowers to make honey in their honeycombs. **2**



Author's Reason

Build Comprehension

FIRST READ

Day 3 Listen and Comprehend

- 1 Active Reading** Have children chorally read the title and the heading on each screen.

SECOND READ

Day 4 Listen and Analyze

- 2 Synthesize** ✓ *What did you read about bees and pollen?* (Bees spread pollen to plants, which helps the plants grow.) *What do you know about plants and fruit?* (Some plants grow fruit.) *What can you tell about bees and plants?* (Possible response: Bees are helpful to plants because they can help the plants grow fruit.)
- 3 Analyze Author's Reasons** ✓ *The author believes bees do a lot to help us. What are her reasons to support this?* (Without bees, we would not have a lot of the foods we eat. Honey can give you energy, and it can also help keep you from getting sick. People use beeswax to make beautiful candles that last longer than other candles.)
- 4 Identify Topic and Main Idea** Have children reread the paragraph on screen 5 and complete the following sentence frames: One detail is _____. Another detail is _____. The paragraph is mostly about _____. (One detail is beekeepers wear special clothing around bees. Another detail is never touch a bee. The paragraph is mostly about how you must be careful near bees.)



SCREEN 4

Bees Give Us Candles

Besides making honey in their honeycombs, bees also produce a special kind of wax called beeswax. People use beeswax to make beautiful candles that last longer than other candles. Bees do so much to help the world around them.



Author's Reason

SCREEN 5

Just Be Careful

4 Of course, you still need to be careful when you are near bees. That is why beekeepers use special clothing to protect themselves from bee stings. You should never touch a bee, and if you see a bee near you, don't panic! Stay calm and wait until the bee flies away. And don't forget all the ways that bees help us!



Author's Point	Bees do a lot to help us!
Author's Reasons	1. Without bees, we wouldn't have a lot of the foods we eat!
	2. Honey can give you energy, and it can also keep you from getting sick.
	3. People use beeswax to make beautiful candles that last longer than other candles.

Drag from here.

Writing

4 Write About Author's Reasons

Remind children that the author's purpose is the author's reason for writing. Explain that an author might write to persuade, to inform, or to entertain.

Key Words

ability · danger · difficult · enemies
partners · respond · species · threaten
unusual · useful

Have children write, in their own words, the author's purpose for writing "Why Bees Are Our Friends." Then have them write the reasons she gives to support her purpose. Remind children to look for ideas in the text that the author uses to explain her points. Also, remind them to use **Key Words** in their sentences.


Allow volunteers to share their paragraphs with the class.



Daily Language Arts

Daily Grammar ✓

Display the following sentence: *I am going to be careful around bees.* Have a volunteer identify the future-tense verb. (am going to be) Then use page T459j to practice rewriting sentences to change present-tense verbs to future-tense verbs.



WRAP-UP Have children turn and talk to a partner about the following questions: *What are your experiences with bees? Have you ever used any of the things bees give us? How?*

OBJECTIVES

Thematic Connection: Animal Partnerships

Delete Initial Syllables

- Read and Spell Words with Initial Schwa
- Read and Spell High Frequency Words
- Read Decodable Texts Fluently and with Comprehension

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Words with Schwa: Practice Master PM7.44

Read On Your Own Book 28

TECHNOLOGY ONLY

Letter Cards

Comprehension Coach

MATERIALS

small chips or coins, 2 per child • index cards, 10 per child



MORNING WARM-UP

What are some ways that animals work together?

Have children talk about how animals cooperate to reach the same goal.

Phonological Awareness

1 Delete Initial Syllables

Use **Phonological Awareness Routine 10**.

- **Say a word and clap:** *asleep*. *Clap the syllables with me: a-sleep.*
- **Delete a syllable:** *Let's take away the first syllable of the word, a: sleep.*
- **Say the new word:** *sleep*. *Say the new word with me: sleep.*

Repeat the routine with *alike* (like), *alone* (lone), and *ashamed* (shamed).

For **Phonological Awareness Routine 10**, see page BP31.

Check & Reteach

OBJECTIVE: Delete Initial Syllables

Ask: *What word is left when I take a away from arise?* (rise)

If children cannot answer, have them place chips in the sound boxes on their **Write-On/Wipe-Off Boards** as you say each syllable: *a-rise*. Then have them take away the syllable and say the word that is left: *rise*. Repeat with *amount* (mount) and *aloud* (loud).

Phonics

2 Read Words with Initial Schwa

REVIEW Display and read *about*. Ask: *How many syllables are in about?* (two) Point to the letter *a*. Ask: *What's the sound?* (/ə/) *What's the spelling?* (a) Have children blend *awake*, *afraid*, *agree*, and *alert*.

Remind children that some words have more than one part, or syllable. Say *alarming* and have children repeat the word as they tap the syllables on their desk. Ask: *How many syllables?* (three)

Display *alarming* and model how to divide and blend it: *I know that a- can be the first syllable in a word, so I'll make it a separate syllable. I also see an ending I know, -ing, so I'll make it a separate syllable. Now I'll read each part and blend the parts together: a-larm-ing, alarming.* Repeat for *avoided*, *amazing*, and *agreeing*. Use in compound-word division for *alongside*. Assign **Practice Master PM7.44**.

Name _____ Date _____

Phonics

Words with Schwa



Write the words to complete each sentence.

1. **alarm** **awake**
I'm wide awake when my alarm goes off.
2. **awhile** **across**
I wait awhile and then run across the house to find Mom and Dad.
3. **asleep** **appear**
They appear to be asleep.
4. **aloud** **aware**
So I yell aloud, "Are you aware of the time?"
5. **about** **annoyed**
"It's only about seven o'clock, isn't it?" says Dad. He sounds a little annoyed.
6. **awaiting** **away**
It's later than that, and I've been awaiting this day, so I don't go away.
7. **alone** **agree**
Finally I agree to leave them alone until nine.
8. **adore** **arrive**
At ten o'clock, we arrive at the dog pound, and I choose my new puppy. I adore her!

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PM7.44

Unit 7 | Best Buddies

NGReach.com Practice Master PM7.44

COMMON CORE STANDARDS

Reading

Decode Words with Initial Schwa	CC.2.Rfou.3
Decode Multisyllabic Words	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
Language and Vocabulary	
Spell Words with Initial Schwa	CC.2.L.2.d

Remind children that although schwa is spelled *a* just like /ă/ in words such as *ant*, /ə/ and /ã/ are two different sounds. Say: *allow*. Ask: *What is the first sound you hear?* (/ə/) Say: *axe*. Ask: *What is the first sound you hear?* (/ă/) Repeat for *ahead* and *about* for /ə/ and *ask* and *ash* for /ă/.

3 Spell Words with Initial Schwa ✓

Use **Dictation Routine 2** as children use their **Write-On/Wipe-Off Boards**.

- **Say the sentence:** *I avoided alarming the bright pink bird.*
- **Repeat the sentence:** *I avoided alarming the bright pink bird.* Say the sentence slowly and have children write it.
- **Write the sentence.** Have children check and correct their spelling. Repeat with *It was an amazing sight.*

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

High Frequency Words

4 Read and Spell Key Words ✓

Have children chant and spell each High Frequency Word three times as you point to it: *black, brown, group, high, leaves, open, point, soon, study, will*. Listen for correct pronunciation and spelling and provide feedback for the group.

Play **Memory** with the High Frequency Words.

- Create two sets of **High Frequency Word Cards** for each pair of children.
- Have partners lay the cards facedown, mix them up, 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.

For **Memory Game**, see page BP38.

REVIEW Check children's retention of High Frequency Words from Unit 6 by having them play **Memory** with *always, boy, brother, five, four, gave, made, men, myself, night, pull, second, sister, such, thought, took, upon, us, well, and wish*.

Check & Reteach

OBJECTIVES: Read and Spell Words with Initial Schwa ✓
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2**. Dictate: *Soon I will study so I won't be alarmed about my math test.*

If children misspell words, have them do a word hunt in the classroom for words with initial schwa and for High Frequency Words. Have children write words on index cards as they find them. Time children to see who found the most words. Repeat with this sentence:

That group of brown owls is asleep high in the leaves.

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



Daily Language Arts

Daily Spelling & Word Work ✓

Practice options on page T459h



Read On Your Own Book 28

Pelican Watch
by Madeline Rojas

18

gull

black oystercatcher

19

20

21

Legend

- words with schwa
- High Frequency Words
- * story words

Read On Your Own Book 28
pages 18–21

Decodable Reading

5 Read “Pelican Watch” ✓ Read On Your Own Book 28 pages 18–28

Use the photos to pre-teach the story words *pelican* (page 21) and *prey* (page 24). Then use **Decoding Routine 4** to conduct two readings of “Pelican Watch.” 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 24	Teacher’s Edition
words with /ir/ear	year (page 20) near (page 25)	/ir/ear (page T396b)
words with /ûr/er, ir	bird(s) (pages 18, 21, 28) perfect (page 18) herd (page 26) perch (page 27)	/ûr/ir (page T367n) /ûr/er (page T367n)
words with /ôr/or, ore	Oregon (page 18) shore (page 19) for (page 21)	/ôr/ore (page T365c) /ôr/or (page T365c)

SN Special Needs

ISSUE Children become restless while decoding the text.

STRATEGY Place children in groups of four. Have them take turns reading aloud sentences from the text. To encourage teamwork and interest in the “game,” have them slap hands and congratulate each other after they finish reading each page.

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** *Why do birds gather on the Oregon coast?* (Birds can find food and nesting places on the coast.)
- 2 **Sequence: Steps in a Process** *How does a brown pelican catch a fish?* (It looks for light reflecting off fish. It dives fast and folds its wings before hitting the water. It goes down deep to grab a fish.)
- 3 **Contrast** *How are brown pelicans different from other pelicans?* (Brown pelicans dive for fish. Other pelicans catch fish near the top of the water.)
- 4 **Make Connections** *How are pelicans partners?* (Possible response: Both types of pelicans share the same beach, but they stay out of each other’s way by fishing in different places—in deep water and in shallow water.)

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



Pelicans can be seen skimming along in a line at the **point** where the waves begin to crash. They fly around above the sea, looking for fish. They watch for the light reflecting off the scales of swimming schools, or **groups**, of fish.

22



When a **brown** pelican spots a fish from **high** up, it **will** dive for the water. It shoots ahead really fast! Just before it hits the water, it **will** fold its wings and enter the water like an arrow.

2



When the **brown** pelican plunges into the water, it **opens** its huge bill to catch its prey. It goes down deep to grab a fish. This makes the **brown** pelican different from other pelicans.

24



Other pelicans catch fish that swim near the top. **Brown** pelicans catch fish that swim deeper. This means that **brown** pelicans don't snatch **away** fish that other pelicans are hunting.

25

STUDENT TECHNOLOGY



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Some pelicans fish in a **group**. They form a line out in the water. Then they all flap and splash their wings, chasing the **alarmed** fish into shallow water. They herd the fish! Each pelican uses its pouch to scoop up a **large amount** of fish, just like a fisher uses a **net**.

26



Gulls know how to use pelicans' **amazing** fishing skills. A pelican lets the water drain out of its bill after a **dive**. A gull **will** sneak up and try to steal away the fish right out of the pouch! A gull may even perch on a pelican's head, grabbing at fish as soon as it gets the chance.

27



The Oregon coast is alive with birds. They are **amazing** animals to watch. And a diving **brown** pelican is an **astounding** sight to see!

28

Practice Phonics

Words with Schwa

Read these words.

across away honking ahead
hunting around alarmed amaze

Find the words that begin with the sound of **a** in *about*. Use letters to build them.

a c r o s s

Talk Together

Choose words from the box above to tell your partner about these different birds.

The **honking** birds fly **ahead**.



29

Read On Your Own Book 28 pages 22–29

Practice Phonics

6 Words with Schwa Read On Your Own Book 28 page 29

Print, cut out, and distribute **Letter Cards**. Read aloud the first activity on page 29. Have partners build the words. See **Differentiate**



7 Talk Together Read On Your Own Book 28 page 29

Have children tell their partners about the different birds in the pictures by filling in the blanks in the sentence frame with words from the box. (Possible responses: The honking/alarmed/hunting birds fly across/away/around.)

Check & Reteach

OBJECTIVE: Read Decodable Texts Fluently and with Comprehension

Have each child read aloud a page from "Pelican Watch." 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

AL Above Level

ISSUE Children become bored with the activity because it is too easy for them.

STRATEGY Challenge children to brainstorm and list other words that begin with schwa. Have them share the words with classmates.

EL English Learners

ISSUE Children misread words that begin with /ə/ during blending.

STRATEGY If children substitute the long *a* sound for /ə/ at the beginning of words, have them blend *ate*, *age*, *aid*, and *aim* and name the vowel sound in each word. Then have children blend *about*, *ago*, *alike*, and *asleep*.

OBJECTIVES

Thematic Connection: Animal Partnerships

- Use Context Clues
- Analyze Author's Reasons

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Interactive Read-Aloud 14 or Interactive Read-Aloud 14 PDF R13–R15

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Identify Author's Reasons CC.2.Rinf.8

Writing

Write Opinions CC.2.W.1

Connect Opinions and Reasons CC.2.W.1

Speaking and Listening

Recount or Describe Key Ideas CC.2.SL.2

Recount or Describe Key Details CC.2.SL.2

Language and Vocabulary

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

Use Knowledge of Language and Its Conventions CC.2.L.3

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

Use Context Clues CC.2.L.4.a

Vocabulary Practice

1 Use Context Clues Interactive Read-Aloud 14 SCREENS 1–5

Display screen 1. Cover the word *dangerous*. Have children read the sentence and suggest words that would fill in the blank. Repeat the activity by displaying screen 3 and covering the word *honey* and the last two sentences. Instruct children to use context clues to determine which word completes the sentences. Repeat with *careful* on screen 5.

Check & Reteach

OBJECTIVE: Use Context Clues

If children do not suggest reasonable responses, underline the context clues.

For example, on screen 1, underline *can sting and hurt us* and ask: *What do we call something that can hurt us?* For screen 3, underline *natural food product that bees make* and ask: *What food product do bees make?*

Comprehension

2 Analyze Author's Reasons Interactive Read-Aloud 14 SCREENS 1–5

Remind children that the purpose of “Why Bees Are Our Friends” is to persuade. Display screen 1 and read the text aloud. Have a volunteer reveal the More tab and read the definition of Author's Point aloud. Ask: *Which sentence is the most important idea on this screen?* (the last sentence) Click on the Author's Point button to highlight the answer. Repeat with Author's Reason on screen 2. Have children review screens 3 and 4 to identify other ways that bees are helpful to humans.

Display screen 5. Ask volunteers to summarize Michelle Brown's point and the reasons she gave to support it. Record the answers for the class. Then have children drag the answers from the sidebar on screen 5 and place them in the appropriate boxes on the graphic organizer.

Check & Reteach

OBJECTIVE: Analyze Author's Reasons

Ask children to supply one reason to support the author's point (“Bees do a lot to help us!”).

If children cannot answer, have them reread screen 3 and ask: *How does honey help us?*

Reread screen 4 and ask: *How do people use beeswax?*

Listen Again and Analyze

3 Build Comprehension Interactive Read-Aloud 14 SCREENS 1–5

Use the **Listen and Analyze** questions on page T464g as you reread “Why Bees Are Our Friends” and have children practice analyzing author's reasons.



SCREEN 1

Why Bees Are Our FRIENDS
by Michelle Brown

Many people think that bees are dangerous because they can sting and hurt us. That is true, but did you know that bees are also our friends? Yes, that's right. Bees do a lot to help us!

More ↑ An author's point is his or her most important idea.

Author's Point

Interactive Read-Aloud

Writing

4 Write an Opinion Interactive Read-Aloud 14 SCREENS 1-5

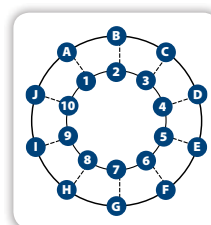
Have pairs of children write a sentence that states the author's opinion. Then have them state whether or not they agree with her opinion. Have them end the piece by connecting their own opinions to at least two reasons from the text. Make sure each child in a pair has his or her own copy of the sentences for use in the **Academic Talk** activity.

Academic Talk

5 Discuss Author's Reasons

After children have completed the writing activity, regroup them using the **Inside-Outside Circle**. Have each child in the outside circle ask: *Do you agree or disagree with the author's opinion?* Children on the inside read their sentences to respond and give their explanations. Then children exchange roles.

For **Inside-Outside Circle**, see page BP60.



Inside-Outside Circle



Daily Language Arts

Daily Grammar ✓

Challenge children to identify the future-tense verb in the sentence *Think about honeybees the next time you are going to eat honey.* Then use the Daily Grammar lesson on page T459j to review future-tense verbs.

WRAP-UP Explain to children that there are fewer honeybees than there used to be. Have pairs discuss reasons they think honeybees should be saved. Encourage them to use information they learned in this week's reading in their arguments.

Day 5 Review and Apply



OBJECTIVES

Thematic Connection: Animal Partnerships

- ✓ Read and Spell Words with Diphthongs *ow, ou*
- ✓ Read and Spell Words with Initial Schwa
- ✓ Read and Spell High Frequency Words
- ✓ Compare Texts

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Grammar: Make-It-Future Tense Game:
Practice Master PM7.46

Read On Your Own Book 28

Interactive Read-Aloud 14 or Interactive
Read-Aloud 14 PDF R13–R15

TECHNOLOGY ONLY

Online Vocabulary Games

MATERIALS

completed writing activity from Week 3, Day 5

Read On Your
Own Book 28

Anthology

MORNING WARM-UP

Which text did you most enjoy reading this week? Why?

Lead children in voting and telling why they liked each selection.

Power Writing

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

For *Writing Routine 1*, see page BP56.

Review Phonics and High Frequency Words

Fly Away Home

Play in a group with two other classmates. Respond to number one below. If your classmates agree that you are right, move your marker one space. If they think you are wrong, do not move. Now it is Player 2's turn to give a different response to number 1. Then Player 3's. Go on to number two. Keep playing until one of you gets home.

Legend

— words with *ow, ou,* and Schwa

■ High Frequency Words

1. Name something found along the beach.
2. Name an animal that can growl.
3. Name an animal that lives high up, above the ground.
4. Name something green that can be found outside.
5. Name something little children are often afraid of.
6. Name something that is amazing.
7. Name something that you can open.
8. Point to and name something that is across the room.
9. Name a flower.
10. Name something you will study at school.

Read On Your Own Book 28
pages 30–31

Phonics Review

1 Play Fly Away Home ✓ Read On Your Own Book 28 pages 30–31

Have children look at the game board on pages 30–31 and take turns reading the clues. Have groups of three children play the game. After all groups are finished playing, gather the groups together and discuss children's responses to the clues.

Then have children find and read:

- six words with /ow/ spelled *ow* or *ou*.
- seven words that begin with schwa spelled *a*.
- High Frequency Words *group, high, open, point, study, and will*.

COMMON CORE STANDARDS

Reading

Compare Two Texts	CC.2.Rinf.9
Decode Words with Diphthongs <i>ow, ou</i>	CC.2.Rfou.3

Decode Words with Initial Schwa

CC.2.Rfou.3

Writing

Participate in Shared Research
and Writing Projects

CC.2.W.7

Recall Information

CC.2.W.8

Language and Vocabulary

Use Apostrophes in Contractions

CC.2.L.2.c

Spell Words with Diphthongs

CC.2.L.2.d

ow, ou

Spell Words with Initial Schwa

CC.2.L.2.d

Use Knowledge of Language

CC.2.L.3

and Its Conventions

Use Context Clues

CC.2.L.4.a

Use Glossaries and Dictionaries

CC.2.L.4.e

Use Words and Phrases

CC.2.L.6

Check & Reteach

OBJECTIVES: Read and Spell Words with Diphthongs *ow, ou* ✓
Read and Spell Words with Initial Schwa ✓
Read and Spell High Frequency Words ✓

Say: *amazing*. Have children search page 30, find the word, and use a self-stick note to cover it up. Dictate the word and have children spell it. Repeat for *away, agree, along, above, afraid, across, now, found, growl, ground, outside, and flower*. Continue for High Frequency Words *group, high, open, point, study, and will*.

Grammar

Skills Trace: ▶ Future Tense with *will*
▶ Future Tense with *going to*
● Future Tense

Future Tense


Future-tense verbs tell what will happen in the future. There are two ways to make a verb tell about the future.

Grammar Rules Future Tense	
Future Tense with <i>will</i> will sing will sleep	Examples: The badger will hunt later. The ratel will eat honey.
Future Tense with <i>going to</i>: am going to is going to are going to	Examples: I am going to visit the aquarium. It is going to be fun. We are going to see clownfish.

Read Future Tense Verbs
Read these sentences with a partner. Find three verbs that show what will happen in the future.

Sea animals will help each other. Some fish are going to ride on other sea animals. The remora is one fish that will attach itself to a shark

Use Future Tense Verbs ✎
Look at the photograph of the giraffe. Write two sentences telling what you think the giraffe is about to do. Use future tense verbs.



465

Anthology page 465

STUDENT TECHNOLOGY

e Student eEdition

Vocabulary Games

Resources

NGReach.com



Daily Language Arts

Spelling & Word Work ✓
Spelling Test on page T459g



VOCABULARY GAME

Introduce **Cloze Sentences**. Organize children into two teams and give each team five **Key Words**. Allow time for teams to write cloze sentences for each word that include good context clues. Then have teams trade sentences and complete them with the missing words. Allow teams to read aloud the completed sentences to make sure they make sense.

For more **Vocabulary Routines**, see page BP55.



ONLINE VOCABULARY GAME



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 Future Tense ✓ Anthology page 465

Read aloud the introduction and grammar rules. Read aloud the directions and the passage. Together with children, complete the activity. Then have children complete the writing activity independently.

Use pages T459i–T459j to review forming contractions with a form of *be* and rewriting sentences in a future tense. Then have students change the verbs in the following sentences to future-tense verbs. Point out that using either *will* or *am/is/are going to* works in all of these sentences.

- The remora rides on the shark. (will ride; is going to ride)
- Remoras attach themselves to sharks' bodies. (will attach; are going to attach)
- A remora receives a ride around the ocean. (will receive; is going to receive)
- The remora eats leftover food from the shark, too. (will eat; is going to eat)
- Being the shark's buddy helps the remora live in the ocean. (will help; is going to help)

Assign **Practice Master PM7.46**.

Comprehension

4 Compare Topics and Main Ideas Anthology page 464

Review identifying topics and main ideas: *If asked, “What is the selection about?” you should be able to answer with a few words describing the topic. The main idea is the most important message from a selection.*

Display an empty comparison chart such as the one on page 464. Arrange children in two groups. Assign one group to identify the Topic and Main Idea for “Working Together” and the other for “Why Bees Are Our Friends.” Have each group share their responses, completing the comparison chart as a class.

Check & Reteach

OBJECTIVE: Compare Texts 

Ask: *How are the topics of “Working Together” and “Why Bees Are Our Friends” the same?* (They both tell about how bees are helpful.) *How are their main ideas different?* (“Working Together” is about how bees are helpful to plants; “Why Bees Are Our Friends” is about how bees are helpful to people.)

If children cannot answer, have them circle the ideas that are the same in the Topic column.

If needed, have them find text evidence in the articles that shows how the two are alike.

Have them underline differences in the Main Idea column.

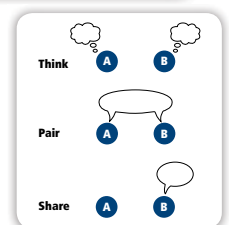
Academic Talk

5 Relate Readings to the Big Question

Use **Think, Pair, Share**.

- Have pairs discuss the following question:
What makes a good relationship?
- Encourage pairs to find the word *relationship* in a digital dictionary. Ask children to think about how the meaning of *relationship* applies to this week’s reading selections.
- Have children individually share their ideas about good relationships with the class.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share

Writing

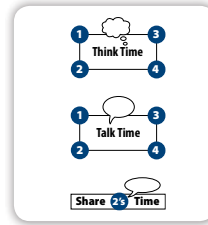
6 Write About Dependence

Have children use the questions and answers from their writing activity on Day 5 of Week 3.

Then, use **Numbered Heads Together** to have children add to the questions based on the knowledge they gained this week about animal partnerships.

- Have children number off within each group. Prompt them to think about questions they can add based on what they read this week. Ask them to think about how the information applies to the Big Question: How do living things depend on each other?
- Have children individually jot down questions.
- Have each group discuss the topic and share the questions they wrote. Encourage each group to agree on one or two new questions. Guide children so any member of a group can report for the group.
- Call out a number and have the child from each group with that number share the question or questions they wrote.

For **Numbered Heads Together**, see page BP61.



Numbered Heads Together

Daily Language Arts

Daily Grammar

Review and Assess on page T459j

WRAP-UP

Have each child 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: How do living things depend on each other? Circulate and prompt discussion as needed:

- Which **species** work as **partners** with both plants and animals? How?
- What should you do if you are in **danger** of being stung by a bee?
- Which animal partnerships do you think are **unusual**?



OBJECTIVES

Thematic Connection: Animal Partnerships

✓ Write an Expository Report

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A7.46

SUGGESTED PACING

- DAY 1 Study a Model
- DAY 2 Prewrite
- DAY 3 Draft
- DAY 4 Revise and Edit
- DAY 5 Publish and Present

MATERIALS

print and online resources about animals • markers,
2 different colors per student

Study a Model

Read the Prompt Anthology page 466

Read aloud the prompt and clarify the role, audience, form, and topic: *Your role is a researcher. The form is a science report. What do you think makes a good report?* (Possible responses: interesting topic, clear ideas, organized facts and details) Tell children that the audience will be their classmates and that they will choose a topic about a partnership in nature.

Teach the Trait: Organization Anthology page 466

Explain: *Good writers organize their writing so that it makes sense. The structure of a report should make it easy for the reader to understand the topic. Each paragraph should support the topic and flow smoothly from one detail to the next.*

Read aloud Amy's science report and point out examples of good organization as you explain the trait: *Amy's report is organized into four paragraphs. She introduces her topic in the first paragraph. The second paragraph tells about one animal. The third paragraph tells about another animal. The fourth paragraph tells about the partnership between the two animals.* Point out that each paragraph begins with a main idea followed by supporting details.

Prewrite

Choose a Topic Anthology page 467

Reread the prompt and unpack the role and form: *A science report gives facts and details about something in nature. A report often has language that is more formal than other kinds of writing.* Guide children to choose a topic. Have children read step 1 and the Language Frames. Model using the Language Frames to start a list of questions about a partnership in nature: *What partnerships do you know about? What animal would you most like to learn about? What partnerships have you read about, heard about, or watched on television or in a movie?*

Provide science books and allow access to class computers as partners follow step 1. If children have difficulty choosing a topic, have them flip back through the Unit 7 selections in their **Anthology** and make a list of all of the animal partnerships they find. Have them choose the partnership that most interests them.

Get Organized Anthology pages 466–467

Have a volunteer read aloud step 2 on page 467. Model how to use the report on page 466 to complete the Topic, Main idea, and Details Chart. Think aloud: *I need to write the topic in the first box at the top. Then I need to complete the next two boxes with a main idea and details about that idea.* Use the callouts and underlined text on page 466, and then have children create their own Topic, Main Idea, and Details Charts for their science reports.

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

Write Informative Text with Closure 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

Speaking and Listening

Recount or Describe Key Details CC.2.SL.2

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, Punctuation, and Spelling CC.2.L.2
Check Spelling CC.2.L.2.e

Writing Project

Write as a Researcher

Write a Science Report

Write a report about a partnership in nature. You will publish your report in a classroom science magazine.



Study a Model

When you write a report, you gather information from different places. You organize the information and share it with others.

Open House

By Amy Lin

Hermit crabs and sea anemones sometimes work as partners. They make a very strange pair.

A hermit crab has a soft body. It needs protection. So it lives in shells it picks up from the ocean floor.

A sea anemone is an animal that looks like a plant. It sticks on rocks or coral. When it's hungry, it has to wait for smaller animals to float by. Then it stings them with its poison tentacles and eats them.

Sometimes, a crab and an anemone team up. A crab will pick up an anemone and put it on its shell. The anemone gets to eat the crab's leftover food. The crab is protected by the anemone's tentacles. Both win!

The first paragraph presents the **topic** of the report.

The report is well organized. Each paragraph has a different **main idea**.

Facts and details support the main idea in each paragraph.

466

Prewrite

1. **Choose a Topic** What will your report be about? Get ideas from books and websites. Talk about those ideas with a partner.

Language Frames

Tell Your Ideas

I know about _____ and _____.
I once saw a show about _____.
I could write about that.
I'd like to learn more about _____.

Respond to Ideas

_____ sounds interesting. I'd like to read about that!
What do _____ and _____ do?
Tell me more about _____.

2. **Gather Information** What do you want to find out? Write questions. Find the answers in books or on the Internet. Talk to someone who knows about the topic.
3. **Get Organized** Use a main idea and details chart to help you organize your information.

Topic, Main Idea, and Details Chart

Topic: Hermit crabs and sea anemones work as partners.

Main Idea 1: Hermit crab needs protection	Details: Soft body Lives in shells to protect itself
Main Idea 2:	Details:

Draft

Use your chart and notes to write your draft. Begin by telling about the topic. Write about each main idea in a new paragraph. Add facts and details. Include a picture if you can.

467

Anthology
pages 466–467

Draft

Write Anthology page 467

Use the Topic, Main Idea, Details Chart, and Amy's report to model how to write a science report.

Think Aloud	Write
<i>I need a strong beginning that presents the topic. Then I want to add a detail with precise words to make my beginning interesting.</i>	Hermit crabs and sea anemones sometimes work as partners. They make a very strange pair.
<i>I am going to look back at my Topic, Main Idea, and Details Chart for my main idea.</i>	A hermit crab has a soft body.

Have children use their Topic, Main Idea, and Details Charts to plan and organize their science reports. Remind them to check that their main ideas and details are listed in a logical order before they begin their drafts.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Children have trouble writing sentences to introduce their topics.

STRATEGY Provide children with sentence frames to structure the beginning of their reports:

_____. and _____ sometimes work as partners.

A _____ is _____.

It can _____.

BL Below Level

ISSUE Children have trouble organizing their main ideas and details.

STRATEGY Suggest that children write a "kernel essay" first. Explain that a kernel essay has just the main points without any details. Tell them to leave spaces between ideas as they write. Then, encourage them to look at the details they want to include and insert them in the spaces between the sentences.

Differentiate

BL Below Level

ISSUE Children rely on overused words for details but cannot suggest more descriptive replacements.

STRATEGY Brainstorm a list of more interesting words to replace overused words such as *nice*, *good*, *really*, or *very*. Have children look for these overused words in their writing and replace them with a word from the list.

Revise

Read, Retell, Respond Anthology page 468

Read aloud step 1 on page 468. Have partners take turns reading their science reports to each other and retelling what they heard. Remind partners to use the Language Frames on page 468 and to listen carefully to what their partners say.

Tell children that if their partners do not understand what their reports are about, they need to improve the clarity. Some questions to ask might be:

- Does the title grab the reader’s attention?
- Do the ideas need more details?

Have partners discuss the feedback and how they can use it to revise their reports. In addition, encourage them to mark places where their language may be too informal.

See **Differentiate**

Make Changes Anthology page 468

Review the revision examples. Ask: *How does inserting It needs protection. So improve the idea?* (Possible response: It helps the reader understand why a hermit crab needs a shell.) *How does switching the order of the details improve the organization?* (Possible response: Now the details are in the order that they happen.)

Have children use the Revising Marks on page 563 to improve their drafts. Remind children to choose only important details that help the reader understand the topic and the main ideas, as in the examples on page 468.

Suggest partners check for main ideas and supporting details. Encourage each partner to use two different markers. Have them use markers of one color, such as red, to underline main ideas and markers of another color, such as blue, to underline details. Have them mark details that do not flow smoothly from one idea to the next.

Edit and Proofread

Check the Science Report Anthology page 469

Have children work in groups of four to edit drafts. Assign each child one of the Revising Marks on page 563. Tell group members to pass their papers to the member on their left. Then have children look only for mistakes involving their assigned revising mark. Continue until all papers have been passed to their owners. Allow time for children to review the edits. Use Daily Language Arts Lessons to reinforce spelling and grammar skills. Remind children of the Spelling Tip on page 469.

Daily Language Arts

Daily Spelling & Word Work ✓

Practice pages T459g–T459h

Daily Grammar ✓

Direct children’s attention once more to Amy’s science report on page 466. Point out the future-tense verb *will*. Then point out the contraction *it’s* and explain that Amy only uses one contraction because she is using a more formal language to match the type of language used in a science report. Use pages T459i–T459j to review the use of future-tense verbs and contractions before children edit their reports.

Writing Project, continued

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells the main points. Next, talk about ways to make your writing better.

Language Frames	
Retell Your report is about _____. The main ideas I heard are _____. Some interesting facts and details are _____.	Make Suggestions I didn't understand _____. Can you say it in a different way? Can you add more details about _____?

- 2. Make Changes** Think about your draft and your partner's ideas. Then use the Revising Marks on page 563 to mark your changes.
 - Did you explain each idea clearly? Add details if you need to.

It needs protection. So

A hermit crab has a soft body. ^{It} lives in shells it picks up from the ocean floor.

- Put your details in an order that makes sense.

When it's hungry, it stings ^{them} smaller animals with its poison tentacles and eats them. *(It has to wait for smaller animals to float by. Then*

Edit and Proofread

Work with a partner to edit and proofread your report. Pay special attention to verb tense. Use the marks on page 563 to show your changes.

Publish

On Your Own Make a final copy of your report. Present it out loud to your class. Invite your listeners to ask questions.

Spelling Tip

Remember that some verbs, like *dig*, have irregular past tense forms. Spell them correctly.

Presentation Tips

If you are the speaker...	If you are the listener...
Speak clearly. Pronounce all words correctly.	Think about what you should be learning from the report.
If your listeners have questions, answer them with more details from your notes.	Listen for the main ideas and the details that support them.

With a Group Collect all of the reports. Publish them in a magazine called "Nature's Partners." Make copies of the magazine and share them with another class.



Anthology pages 468–469

Publish

On Your Own Anthology page 469

Have children make final copies of their reports. Have them find photographs of the animals they wrote about and add them to their reports. They may choose to write their reports neatly or input them into a word processing program. Encourage children to review the Presentation Tips on page 469 and read aloud their science reports to partners before presenting them to the class.

Use the **Writing Rubric** to assess each child's report.

With a Group Anthology page 469

Encourage children to combine their reports into a class magazine. Provide examples of children's magazines. Point out the cover, table of contents, and the layout of the pages. Then invite students to work together to design a cover for their own magazine, "Nature's Partners." Gather the reports and put them together to create the magazine. Make a copy for each child and encourage him or her to read the magazine to friends and family members.

Writing Rubric

Score	Focus	Organization	Development of Ideas	Voice and Style	Written Conventions
4	Focus Paragraphs are in writing order and are clearly labeled. Details are relevant and complete. The writing is complete, clear, and easy to read.	Structure The organizing strategy is clear and logical. The main idea is stated at the beginning. The supporting details are organized in a logical order.	Content Quality The topic is interesting and relevant. The writer has included a lot of details and examples. The writing is clear and easy to read.	Individuality The writer's voice is clear and consistent. The writing is clear and easy to read.	Grammar, Usage, Mechanics, and Spelling There are no errors in grammar, usage, mechanics, or spelling.
3	Focus Paragraphs are in writing order and are clearly labeled. Details are relevant and complete. The writing is complete, clear, and easy to read.	Structure The organizing strategy is clear and logical. The main idea is stated at the beginning. The supporting details are organized in a logical order.	Content Quality The topic is interesting and relevant. The writer has included a lot of details and examples. The writing is clear and easy to read.	Individuality The writer's voice is clear and consistent. The writing is clear and easy to read.	Grammar, Usage, Mechanics, and Spelling There are a few errors in grammar, usage, mechanics, or spelling.
2	Focus Paragraphs are in writing order and are clearly labeled. Details are relevant and complete. The writing is complete, clear, and easy to read.	Structure The organizing strategy is clear and logical. The main idea is stated at the beginning. The supporting details are organized in a logical order.	Content Quality The topic is interesting and relevant. The writer has included a lot of details and examples. The writing is clear and easy to read.	Individuality The writer's voice is clear and consistent. The writing is clear and easy to read.	Grammar, Usage, Mechanics, and Spelling There are several errors in grammar, usage, mechanics, or spelling.
1	Focus Paragraphs are in writing order and are clearly labeled. Details are relevant and complete. The writing is complete, clear, and easy to read.	Structure The organizing strategy is clear and logical. The main idea is stated at the beginning. The supporting details are organized in a logical order.	Content Quality The topic is interesting and relevant. The writer has included a lot of details and examples. The writing is clear and easy to read.	Individuality The writer's voice is clear and consistent. The writing is clear and easy to read.	Grammar, Usage, Mechanics, and Spelling There are many errors in grammar, usage, mechanics, or spelling.

Week 4 Assessment & Reteaching

= TESTED SKILL

Assess

OBJECTIVES

Foundational Skills

Phonics

Decode Words with Diphthongs
ow, ou

Decode Multisyllabic Words

Decode Words with Initial Schwa

High Frequency Words

Read High Frequency Words

Spelling

Spell Words with Diphthongs
ow, ou

Spell Words with Initial Schwa

Spell High Frequency Words

Fluency

Intonation

Accuracy and Rate

ASSESSMENTS

Foundational Skills Test Unit 7, Week 4

Decoding TET
Directions: Read the words on page A7.28 in multiple-choice boxes and they will be administered to a group of children. Give each child a copy of the page. Record the child's response on a copy of the Student Profile on page A7.7.

Choose the word.

High Frequency Words #
Make a copy of this page so you can cut out the list of words and use it for your student's independent work on page A7.7.

Week 4

will	high
soon	leave
black	study
brown	open
group	point

A7.28 Unit 7 (Unit Builder)

Foundational Skills Unit 7, Week 4

1. gain
2. miss
3. cough
4. grow
5. almost
6. always
7. cough
8. almost
9. almost
10. almost

A7.29 Unit 7 (Unit Builder)

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

Words with ou, oo

1. count Let's **count** how many horses live on this farm.
2. power A horse has the **power** to do hard work.

Words with Initial Schwa

3. ahead Up **ahead**, I can see some horses pulling a wagon.
4. across The farmer is leading the horses **across** the field.

High Frequency Words

5. black This little fish has a yellow body and **black** fins.
6. brown Another fish is **light brown**, like the sand.
7. group Look at all the fish swimming in a big **group**.
8. high The water comes up very **high** on the dock.
9. leave If we **leave** now, we might miss some interesting fish.
10. open That big fish can **open** its mouth very wide.
11. point The tail on that fish ends in a sharp **point**.
12. soon **Soon**, birds will come to the dock and hunt for fish.
13. study I want to **study** animals when I grow up.
14. will Maybe I **will** be a scientist.

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

1. underground What kind of animals live in an **underground** cave?
2. bounce In a cave your voice will **bounce** around and make an echo.
3. crowded With the whole class in this cave, it is very **crowded**.
4. amazing The colors in the cave are just **amazing**!
5. alone I'm glad I'm **not** down in this cave **alone**.
6. afraid I might be **afraid** in the dark all by myself.

Foundational Skills Unit Test
A7.28–A7.29

Spelling Pretest/ Spelling Test
See page T459g

Oral Reading Assessment Unit 7

Fuzzy was a beautiful Scottish Terrier, black, with short legs and a stubby tail. He lived at Star Ranch with two other dogs, Curly and Handful, were large outdoor dogs. They could run around and get dirty. Fuzzy had to stay inside. He had to stay clean, so children could pick him up and pet him. Fuzzy was mostly thankful, but he was often unhappy. It was unfair that he couldn't go outside and play!

One day, Fuzzy heard the other dogs barking loudly. He quickly ran to look through the glass door. A bear was in the back yard growling at Curly and Handful! The bear seemed unfriendly. Fuzzy didn't want to misbehave, but he wanted to help. Fuzzy climbed upon a table. He jumped out a side window. He stood together with the others, bawling barking. Faced with three dogs, the bear ran and never reappeared. Fuzzy felt completely happy at last!

A7.1 Unit 7 (Unit Builder)

Oral Reading Assessment Unit 7

Fuzzy was a beautiful Scottish Terrier, black, with short legs and a stubby tail. He lived at Star Ranch with two other dogs, Curly and Handful, were large outdoor dogs. They could run around and get dirty. Fuzzy had to stay inside. He had to stay clean, so children could pick him up and pet him. Fuzzy was mostly thankful, but he was often unhappy. It was unfair that he couldn't go outside and play!

One day, Fuzzy heard the other dogs barking loudly. He quickly ran to look through the glass door. A bear was in the back yard growling at Curly and Handful! The bear seemed unfriendly. Fuzzy didn't want to misbehave, but he wanted to help. Fuzzy climbed upon a table. He jumped out a side window. He stood together with the others, bawling barking. Faced with three dogs, the bear ran and never reappeared. Fuzzy felt completely happy at last!

A7.2 Unit 7 (Unit Builder)

Oral Reading Assessment Unit 7

Assessment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Accuracy																				
Rate																				
Fluency																				
Comprehension																				

A7.3 Unit 7 (Unit Builder)

Oral Reading Assessment
A7.1–A7.4

Use these passages throughout Unit 7. Work with below-level readers this week.

Reading

Analyze Author's Reasons
 Synthesize

Reading Comprehension Test Unit 7

Directions: Read the article. Then answer the questions about the article.

Bear Trainer

Doug Seus has a very special job. He's a bear trainer. Doug works with bears that are on television and in movies. Doug trains many other kinds of animals, too. He works with deer, fawns, skunks, and more. However, most people know Doug for his work with bears.

Doug trained a bear named Bart. Bart was more than nine feet tall and weighed over 1,500 pounds! Bart never hurt Doug or the people around him. Doug knew how to work with Bart.

Sometimes Doug blew air into Bart's nose. This made Bart feel safe. Doug also took Bart for walks in the street. This way, Bart was not afraid of car noises. Doug helped Bart feel calm whenever they went.

Today, Doug has new bears that he trains. Look closely next time you see a movie. Maybe you'll see one of Doug's bears!

A7.30 Unit 7 (Unit Builder)

Reading Strategy Assessment Unit 7

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the check to help you determine how well the student used the strategy. Circle the appropriate check.

Ask: How often do you use this strategy? (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always)

Reading Strategy	1	2	3	4	5	Ask Questions
1. Preview the text before reading.						How does the author organize the text?
2. Monitor comprehension while reading.						What does the author mean by...?
3. Summarize the text after reading.						What is the main idea of the text?
4. Compare and contrast information from different texts.						How are these two texts similar/different?
5. Analyze the author's purpose.						Why did the author write this text?

LR7.5 Unit 7 (Unit Builder)

Reading Strategy Assessment Unit 7

Reading Strategy	1	2	3	4	5	Ask Questions
1. Preview the text before reading.						How does the author organize the text?
2. Monitor comprehension while reading.						What does the author mean by...?
3. Summarize the text after reading.						What is the main idea of the text?
4. Compare and contrast information from different texts.						How are these two texts similar/different?
5. Analyze the author's purpose.						Why did the author write this text?

LR7.6 Unit 7 (Unit Builder)

Reading Comprehension Unit Test
A7.30–A7.35

Reading Strategy Assessment
LR7.5–LR7.6

Vocabulary

Use Science Vocabulary
 Use Academic Vocabulary

Grammar and Writing

Future Tense Verbs

Write Expository Sentences

Vocabulary Test Unit 7

Directions: Choose the answer that completes the sentence correctly.

1. What does the word **benefit** mean?
The flowers **benefit** the bees. The bees get food from the plants.
a. harm
b. help
c. clean

2. What does the word **habitat** mean?
The **habitat** for the lizard is the desert. Lizards like to live where it is warm.
a. home
b. danger
c. season

3. What does the word **without** mean?
The girl would **without** her cat if she saw it.
a. with
b. eat
c. cry

4. What does the word **wander** mean?
The flower will **wander** without water. It needs water to stand up tall.
a. open up
b. grow leaves
c. become weak

A7.36 Unit 7 (Unit Builder)

Grammar and Writing Test Unit 7

Directions: Choose the answer that completes the sentence correctly.

1. I want to take a long car trip with my family next summer.
a. am going
b. go
c. goes

2. That is when I will visit a national park in Canada.
a. will
b. will
c. will

3. Last year, we _____ to Yellowstone National Park in Wyoming.
a. went
b. go
c. went

4. The trip to Yellowstone _____ fantastic!
a. be
b. was
c. been

5. _____ to see a beautiful waterfall.
a. stop
b. stopped
c. stopping

6. We _____ a deer as it crossed the road.
a. surprised
b. surprised
c. surprised

A7.39 Unit 7 (Unit Builder)

Writing Rubric

Writing Strategy	1	2	3	4	5
1. Focus on the topic.					
2. Organize the text.					
3. Use details.					
4. Use a variety of sentence structures.					
5. Use a variety of vocabulary.					
6. Use a variety of punctuation.					
7. Use a variety of capitalization.					
8. Use a variety of spelling.					

A7.46 Unit 7 (Unit Builder)

Vocabulary Unit Test
A7.36–A7.38

Grammar and Writing Unit Test
A7.39–A7.41

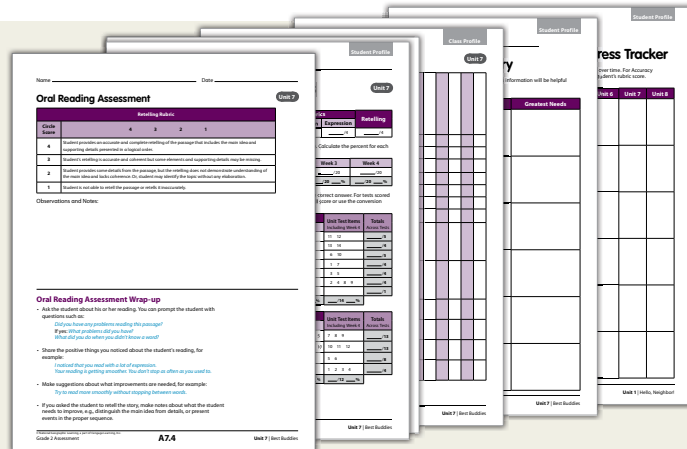
Writing Rubric
A7.46



Reteach and Practice

REPORTS

RESOURCES AND ROUTINES



PRINT & ONLINE

Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A7.4
- Student Profile: Weekly and Unit Tests** A7.42–A7.43
- Class Profile: Weekly and Unit Tests** A7.44
- Student Profile: Strengths and Needs Summary** A7.45
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

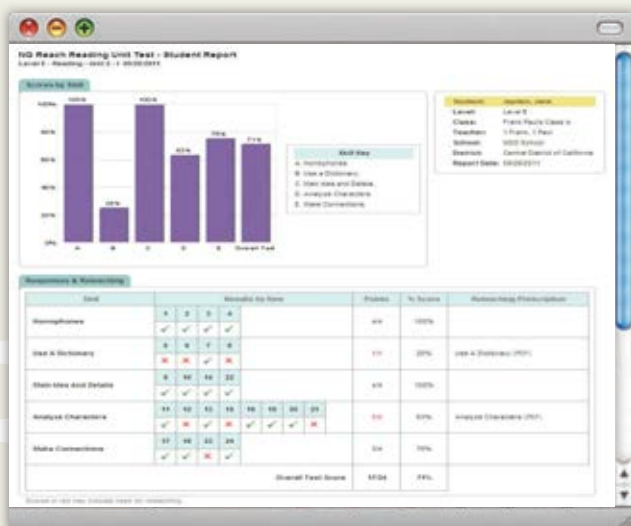
Foundational Skills, Spelling, Fluency

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 RT7.10**
- Synthesize: Reteaching Master RT7.11**

ADDITIONAL PRACTICE

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

Vocabulary, Grammar and Writing

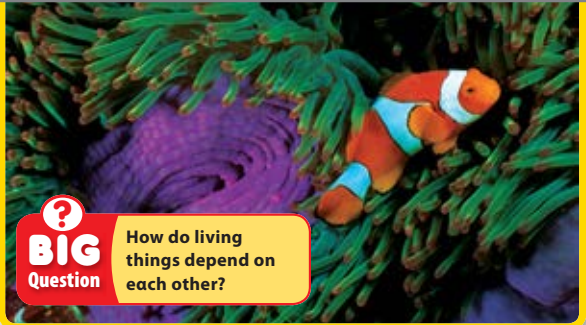
RETEACH

- Future Tense Verbs: Anthology Handbook**, page 586
- Interactive Writing Routine**, page BP58
- Organization: Reteaching Master RT7.13**

ADDITIONAL PRACTICE

- More Grammar Practice, Reteaching Master RT7.12**

Unit 7 Wrap-Up




Big Question How do living things depend on each other?

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



470

Anthology
pages 470–471

OBJECTIVES

Thematic Connection: Animal Partnerships
Review Content

PROGRAM RESOURCES

unit concept map

COMMON CORE STANDARDS

Reading	
Describe Words and Phrases	CC.2.Rlit.4
Writing	
Write Opinions on Topics	CC.2.W.1
Support Opinions	CC.2.W.1
Write Narratives	CC.2.W.3
Participate in Shared Research and Writing Projects	CC.2.W.7
Recall Information	CC.2.W.8
Speaking and Listening	
Create Audio Recordings	CC.2.SL.5
Add Visuals to Clarify	CC.2.SL.5

Unit 7 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a Song

Work with a partner to write a song about how living things depend on each other. Prepare to sing the song for your class. Teach the song to your classmates so they can sing along.



Talk About It!

Give a Radio Report

Work with a partner to write a report about a partnership in nature. Record your report. Remember to keep your voice natural and speak slowly and clearly. Then play the report for the class.

Do It!

Perform a Puppet Show

Create paper bag puppets of different animals that help each other. Then write dialogue for a skit about the animals.



Write It!

Make a Booklet

Make a booklet that asks people to protect coral reefs and the animals that live there.



471

Academic Talk

1 Big Question Anthology page 470

Read aloud the Big Question. Remind children that in this unit, they learned that living things can work together and help each other out. Read aloud **Talk Together** on page 470.

2 Talk Together Anthology page 470

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: *Can you give an example? Why do you think that? Can you tell more?*

Unit Projects

3 Share Your Ideas Anthology page 471

Read aloud the options. Have children turn, talk, and choose projects. Those who choose “Make a Booklet” will work independently at their desks. Have the others gather in designated areas to collaborate quietly.

Write It!



Plan

Work with children to create a list of familiar tunes to which they can set their songs. Explain that it will be easier to teach classmates the song if the tune is familiar. Provide a list of rhyming words if necessary.

Write a Song

Invite children to review the unit for ideas for their songs. Encourage them to also revisit the **Key Words** on pages 407 and 409. Then have partners use their ideas to write a song and make up movements and gestures to act out the lyrics. Invite pairs to teach their songs to the class.

Describe Words and Phrases
Recall Information

CC.2.Rlit.4
CC.2.W.8

Talk About It!



MATERIALS

tape recorder(s)

Plan

Provide a tape recorder for each pair of children to record their radio reports. If this is not feasible, have pairs take turns using a class tape recorder.

Give a Radio Report

Encourage partners to page through the unit and look at the different animals to get ideas for their radio report. Once they have chosen a topic, have partners write a report like they would hear on the radio. Have them practice reading it aloud several times as a radio jockey might before recording it. Play the reports for the class.

Participate in Shared Research and Writing Projects
Create Audio Recordings

CC.2.W.7
CC.2.SL.5

Do It!



MATERIALS

paper bags or socks • glue • scissors • puppet-making materials

Plan

Provide sentence frames for children who need help with dialogue: I am a _____. I help _____.

Turn to page 420 of “Go to Sleep, Gecko.” Model using expression as you read aloud a few lines of dialogue.

Perform a Puppet Show

Distribute materials and allot time for children to create their animal puppets. Encourage groups to write dialogue that has their puppets interact and ask each other questions. Have children practice reading their dialogue with expression. Invite them to perform their puppet shows for the class.

Write Narratives
Participate in Shared Research and Writing Projects
Recall Information

CC.2.W.3
CC.2.W.7
CC.2.W.8

Write It!



MATERIALS

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

Plan

Discuss with children what they learned about coral reefs from the profile. Have children turn and talk about the animals that depend on a coral reef.

Make a Booklet

Have children draw pictures of coral reefs and the animals that live there. Encourage them to include pictures that also show how people can damage coral reefs. Have children provide reasons to support their statements about why people should protect coral reefs. Bind their pictures into booklets.

Write Opinions on Topics
Support Opinions
Add Visuals to Clarify

CC.2.W.1
CC.2.W.1
CC.2.SL.5

Unit 7 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



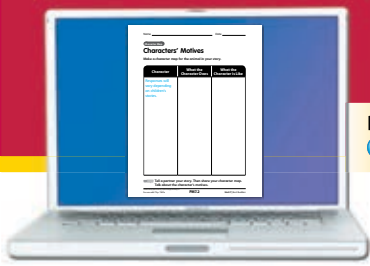
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	Family Newsletter 3: English and Spanish			
Week 1	Day 1: Prefixes <i>un-, re-, mis-</i>	PM7.1	Day 3: Suffixes <i>-y, -ly, -ful</i>	PM7.6
	Character Map	PM7.2	High Frequency Words	PM7.7
	Day 2: Prefixes <i>un-, re-, mis-</i>	PM7.3	Grammar: Past-Tense Verbs	PM7.8
	Word Sort: Prefixes <i>un-, re-, mis-</i>	PM7.4	Day 4: Suffixes <i>-y, -ly, -ful</i>	PM7.9
	High Frequency Word Cards	PM7.5	Day 5: Grammar and Writing	PM7.10
			Character Map	PM7.11
Week 2	Day 1: Words with <i>oo, ea, ou</i>	PM7.12	Day 3: Words with <i>au, aw</i>	PM7.18
	Day 2: Words with <i>oo, ea, ou</i>	PM7.13	High Frequency Words	PM7.19
	Words with <i>gh</i>	PM7.14	Grammar: Irregular Past-Tense Verbs	PM7.20
	Word Sort: Words with <i>oo, ea, ou</i>	PM7.15	Day 4: Words with <i>au, aw</i>	PM7.21
	High Frequency Word Cards	PM7.16	Grammar and Writing	PM7.22
	Comparison Chart	PM7.17		
Week 3	Day 1: Words with <i>al, all</i>	PM7.24	Day 3: Words with <i>oi, oy</i>	PM7.29
	Topic and Main Idea Chart	PM7.25	High Frequency Words	PM7.30
	Day 2: Words with <i>al, all</i>	PM7.26	Grammar: Future-Tense Verbs	PM7.31
	Word Sort: Words with <i>al, all</i>	PM7.27	Day 4: Words with <i>oi, oy</i>	PM7.32
	High Frequency Word Cards	PM7.28	Grammar and Writing	PM7.33
			Day 5: Vocabulary	PM7.34
			Topic and Main Idea Chart	PM7.35
Week 4	Day 1: Words with <i>ow, ou</i>	PM7.36	Day 3: Words with Schwa	PM7.41
	Day 2: Words with <i>ow, ou</i>	PM7.37	High Frequency Words	PM7.42
	Word Sort: Words with <i>ow, ou</i>	PM7.38	Grammar: Future-Tense Verbs	PM7.43
	High Frequency Word Cards	PM7.39	Day 4: Words with Schwa	PM7.44
	Comparison Chart	PM7.40	Grammar and Writing	PM7.45
			Day 5: Grammar: Future Tense	PM7.46



NATIONAL GEOGRAPHIC Reach

NEWSLETTER

Level C | Unit 7

Dear Family Member,

“How do living things depend on each other?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the partnerships some plants and animals form to survive. 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 how things in nature work together. Share what you know about these partnerships. Try to use some of the New Words in your discussion.
2. Work together to record your thoughts. On the lines below, write words, phrases, and sentences that tell your ideas about partnerships in nature. Try to use the New Words when you can.
3. Remind your student to bring the completed notes to class.

What We're Reading

“Go to Sleep, Gecko!”

by Margaret Read MacDonald

In this folk tale, Gecko learns how much his survival depends on other animals in the forest.

“Enric Sala: Marine Ecologist”

by Kristin Cozort

In the article, the author describes the work of Explorer Enric Sala, who studies coral reefs and the many creatures that depend on them.

“Odd Couples”

by Amy Sarver

This science article describes animals that form partnerships in order to survive.

“Working Together”

by Lori Wilkinson

In this article, the author explains how flowers and honeybees help each other survive.

And more!

COPY READY



New Words

Weeks 1 and 2

accept

necessary

vegetation

chain

others

wildlife

connect

relate

important

roles

Weeks 3 and 4

ability

partners

unusual

danger

respond


useful

difficult

species

enemies

threaten

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach

BOLETÍN DE NOTICIAS

Nivel C | Unidad 7

Estimado miembro de la familia,

“¿Cómo dependen los seres vivos entre sí?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de las alianzas que forman algunas plantas y animales para sobrevivir. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen de cómo las cosas funcionan en conjunto en la naturaleza. Compartan lo que saben acerca de estas alianzas. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Juntos, tomen nota de sus opiniones. En las líneas siguientes, escriban palabras, frases y oraciones que expresen sus ideas acerca de las alianzas en la naturaleza. Intenten usar las Nuevas Palabras cada vez que puedan.
3. Recuerde a su estudiante traer las notas completas a clase.

Qué estamos leyendo

“Go to Sleep, Gecko!”

por Margaret Read MacDonald

En este cuento popular, Gecko aprende de qué manera su supervivencia depende de otros animales del bosque.

“Enric Sala: Marine Ecologist”

por Kristin Cozort

En este artículo, la autora describe el trabajo del explorador Enric Sala, quien se dedica a estudiar los arrecifes de coral y las muchas criaturas que dependen de ellos.

“Odd Couples”

por Amy Sarver

Este artículo de ciencias describe animales que forman alianzas para sobrevivir.

“Working Together”

por Lori Wilkinson

En este artículo, la autora explica cómo las flores y las abejas se ayudan mutuamente a sobrevivir.

¡Y más!

COPY READY



Nuevas Palabras

Semanas 1 y 2

accept
aceptar

chain
cadena

connect
conectar

important
importante

necessary
necesario

others
otros

relate
relacionarse

roles
roles

vegetation
vegetación

wildlife
vida silvestre

COPY READY

Semanas 3 y 4

ability
habilidad

danger
peligro

difficult
difícil

enemies
enemigos

partners
aliados

respond
responder

species
especie

threaten
amenazar

unusual
inusual

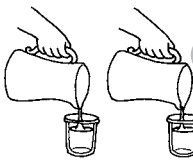
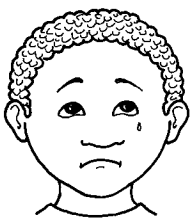


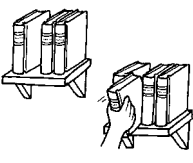
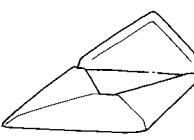
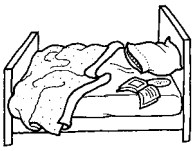
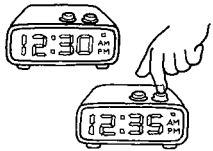


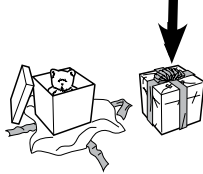

useful
útil

Aprenda y juegue con palabras.  [NGReach.com](https://www.ngreach.com)

Phonics

Prefixes *un-*, *re-*, *mis-*

Circle the word that names the picture.

<p>1.</p>  <p>mistreat refill unfilled</p>	<p>2.</p>  <p>unhappy retied misread</p>	<p>3.</p>  <p>unpack relock misspell</p>
<p>4.</p>  <p>mismatch rematch unkind</p>	<p>5.</p>  <p>unload mislead replace</p>	<p>7.</p>  <p>misname resealed unsealed</p>
<p>7.</p>  <p>mistake unmade remake</p>	<p>8.</p>  <p>undo reset misuse</p>	<p>9.</p>  <p>replay unkind misplace</p>
<p>10.</p>  <p>untied retied mistied</p>	<p>11.</p>  <p>misstep unsafe rewrap</p>	<p>12.</p>  <p>unfolds refolded mistrust</p>

Read It Together

Mom is unhappy and replaces my mismatched socks.

Name _____

Date _____

Character Map

Characters' Motives

Make a character map for the animal in your story.

COPY READY

Character	What the Character Does	What the Character is Like

 **Tell a partner your story. Then share your character map. Talk about the character's motives.**

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For use with TE p. T407a

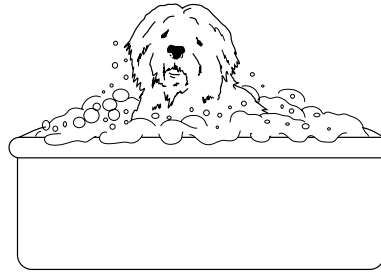
PM7.2

Unit 7 | Best Buddies

Name _____ Date _____

Phonics

Prefixes *un-*, *re-*, *mis-*



Write the word that completes each sentence.

1. **rename** **misuse** **unlike**

My dog's name is Lucky, but I should _____ him Unlucky!

2. **unpaid** **reheated** **misjudged**

Once he tried to jump over a stream, but he _____ his jump and landed with a big splash!

3. **rereads** **misplaces** **unties**

He likes to play fetch, but he often _____ his stick.

4. **retrace** **misuse** **unzip**

Then he has to _____ his steps until he finds it.

5. **misread** **refill** **unwise**

Once Lucky was not very smart and did something that was _____.

6. **unfair** **mistake** **recall**

He made a big _____ when he tried to play with a skunk.

7. **unfold** **misspell** **rewash**

We gave him a bath and then had to _____ him for days!

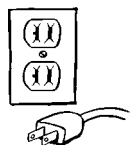
8. **rewind** **unhappy** **misstep**

He was _____ because he hates baths!

COPY READY

Word Cards: Words with *un-*, *re-*, *mis-*

COPY READY



unplug



refill



re mail



mismatch

mistreat

mistake

unseen

undo

unsafe

unwanted

resave

mistrust

rename

retake

unheard

unwind

misbehave

misread

restate

reawake

unhurt

misjudge

resend

misprint

revote

unasked

misspell

redo

High Frequency Word Cards

get

move

buy

ball

old

few

just

eye

school

food

children

large

found

number

began

animal

another

often

together






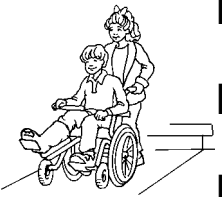

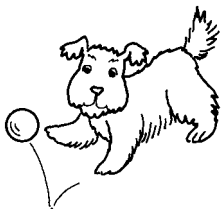
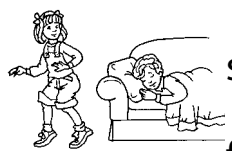


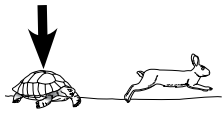
might

COPY READY

Phonics

Suffixes -y, -ly, -ful

Circle the word that names the picture.

<p>1.</p>  <p>carry careless careful</p>	<p>2.</p>  <p>muddy mindful mostly</p>	<p>3.</p>  <p>closely curly cheerful</p>
<p>4.</p>  <p>loudly lefty lapful</p>	<p>5.</p>  <p>cupful quickly quirky</p>	<p>7.</p>  <p>highly hungry helpful</p>
<p>7.</p>  <p>thickly thankful thirsty</p>	<p>8.</p>  <p>playful picky partly</p>	<p>9.</p>  <p>softly sandy forceful</p>
<p>10.</p>  <p>gently graceful grumpy</p>	<p>11.</p>  <p>windy wisely wishful</p>	<p>12.</p>  <p>skillful sleepy slowly</p>

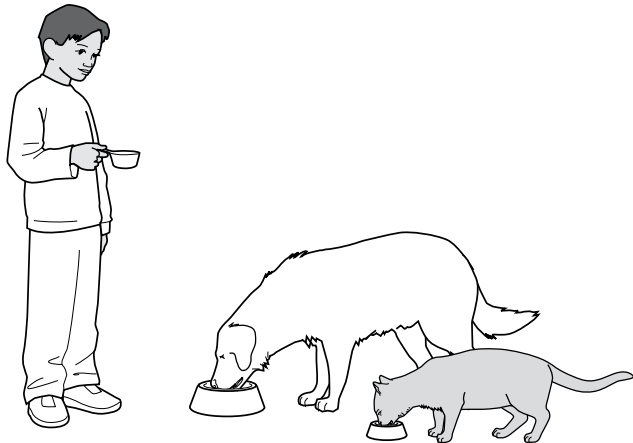
Read It Together

My fluffy, playful kitten meows loudly.

High Frequency Words

Helping Out

Write a word from the box to complete each sentence.



High Frequency Words
animal
ball
eye
few
food
large
might
move
number
often

COPY READY

Dear Pedro,

I _____ be home late. Please help Grandma when you get home. First, feed each _____. The dog gets three large scoops of _____. The cat gets a different _____. She gets only one. Then take the dog outside. Throw a _____ a few times for the dog to fetch. Be careful that the cat doesn't get out the door. Keep your eye on her. She _____ sneaks out, and she can _____ fast!

Thank you,

Mom

Word Cards: Past Tense

COPY READY

add <i>-ed</i>	double consonant and add <i>-ed</i>	drop final silent <i>e</i> and add <i>-ed</i>	change <i>y</i> to <i>i</i> and add <i>-ed</i>
carry	dare	ask	like
water	watch	study	soak
grab	serve	check	show
try	use	snap	care
stop	move	worry	rub
pull	copy	surprise	hop

Phonics

Suffixes *-y, -ly, -ful*

Write the word with the correct suffix to complete each sentence.

1. **wind**

On a _____ day, Kelly flies her kite.

2. **grace**

She watches her _____ kite float through the sky.

3. **quick**

It swoops down _____ before it sails back up high.

4. **snow**

On a _____ day, Kelly goes sledding.

5. **care**

She is _____ on the hills.

6. **safe**

She sleds _____ where there are no trees.

7. **rain**

On a _____ day, Kelly stays inside.

8. **close**

She watches the rain _____.

9. **hope**

Kelly is _____ that the rain will stop soon so she can go outside to play.



Grammar and Writing

Write Past-Tense Verbs

Read the story. Then choose the word from the word box that correctly completes each sentence. Write its past-tense form on the blank.

ask copy grab like show worry

Yesterday, I asked my uncle to help me make a birdhouse. He _____ his tool kit and came right over. I showed him my drawing that I _____ from a book. First, we got some wood. Then he _____ me how to measure the pieces. I _____ that I could not cut the pieces straight, so he cut them for me. Soon, the birdhouse was finished. We both really _____ the new birdhouse.

Character Map

Go to Sleep, Gecko!

Make a character map for the characters in "Go to Sleep, Gecko!"

Character	What the Character Does	What the Character is Like
Gecko	He complains about the fireflies.	He can't sleep.

COPY READY

 Share your character map with a partner. Compare what you wrote about the characters in "Go to Sleep, Gecko!"

Name _____ Date _____

Phonics

Words with *oo*, *ea*, *ou*

Cut out the words and sort them. Use the words in sentences.

COPY READY

wood

feather

took

weather

stood

steady

brook

touch

cookie

young

breath

cousin

Phonics

Words with oo, ea, ou



Write the words to complete each sentence.

1. cook young

Dad started to _____ when he was a _____ boy.

2. cookbooks read

He _____ Grandma's _____ and chose things to make.

3. look books

Now other people _____ for food to make in _____ that Dad writes.

4. instead breakfast

Sometimes Dad makes eggs for _____, but this morning he made oatmeal _____.

5. good bread

He made some _____ that was really _____, too.

6. cousin took

First I _____ a taste, and then my _____ did.

7. shook head

He _____ his _____, patted his tummy, and said, "Yum!"

Phonics

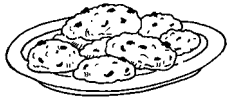
Words with *gh*

Unscramble each word and write it. Then write a sentence using the word.

COPY READY

<p>1. g o r u h</p> <p><i>r o u g h</i></p> <p><i>This sand feels</i> <i>rough.</i></p>	<p>2. t g t i h</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. h a g s n</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. u h t o g</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. h e u n o g</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>7. r g b i h t</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7. y r h g l u o</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>8. s g i i h g n</p> <p>_____</p> <p>_____</p> <p>_____</p>

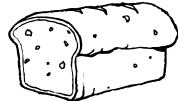
Word Cards: Words with oo, ea, ou



cookie



book



bread



couple

young

enough

read

look

notebook

cousin

rookie

dead

rough

rook

touch

double

thread

health

hook

meadow

cook

shook

instead

nook

head

country

trouble

tough

High Frequency Word Cards

COPY READY

line

room

done

head

side

small

try

pick

once

own

must

stay

next

along

funny

change

follow

sometimes

laugh

enough

Comparison Chart

Compare Genres

Complete the comparison chart to show how the selections are the same and different.

"Go to Sleep, Gecko!"	"Enric Sala: Marine Ecologist"
<ul style="list-style-type: none">• folk tale• fiction	<ul style="list-style-type: none">• folk tale• fiction

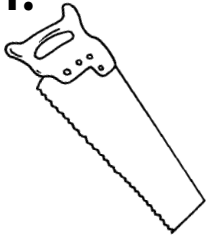
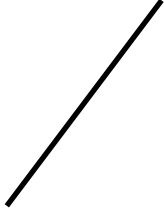

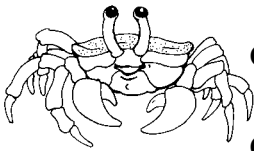
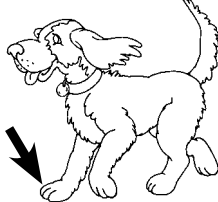
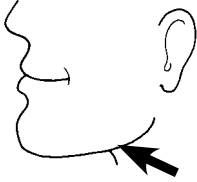


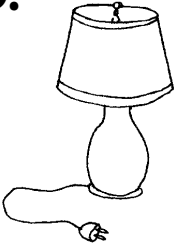
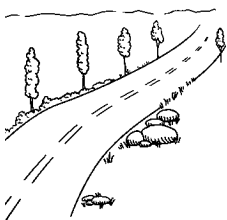
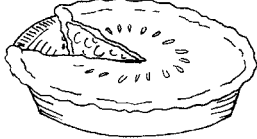

COPY READY

 Use your comparison chart to tell a partner how "Go to Sleep, Gecko!" and "Enric Sala: Marine Ecologist" are alike and different.

Phonics

Words with *au, aw*

Circle the word that names the picture.

<p>1.  sea <input checked="" type="radio"/> saw sat</p>	<p>2.  line lawn loan</p>	<p>3.  ray raw row</p>
<p>4.  claw clap clear</p>	<p>5.  pen paw pea</p>	<p>6.  jaw jam jug</p>
<p>7.  deep draw dad</p>	<p>8.  hike hawk heat</p>	<p>9.  lump lawn lamp</p>
<p>10.  road raw rod</p>	<p>11.  pie pin prawn</p>	<p>12.  crawl crane crow</p>

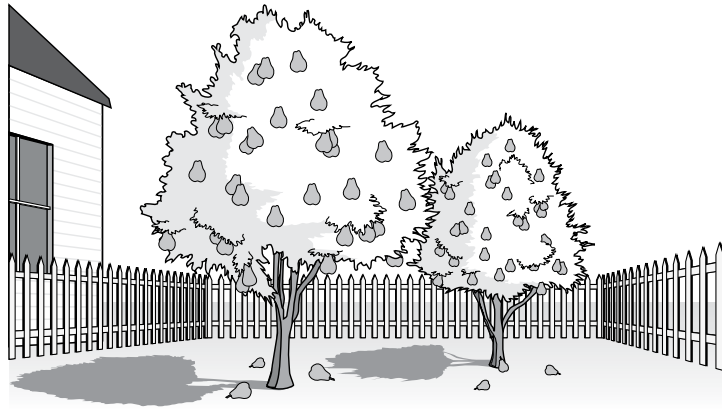
Read It Together

Paul and his dog saw a hawk along the road.

High Frequency Words

Watch Them Grow!

Write a word from the box to complete each sentence.



High Frequency
Words

along

change

enough

head

own

pick

room

small

sometimes

stay

1. We have just _____ room to have two pear trees in the backyard.
2. The trees are still _____, but pears grow on them.
3. I like to watch the pears get bigger and _____ as they grow.
4. Most of the pears _____ on the branches, but sometimes they fall.
5. Once a ripe yellow pear fell and hit me right on the top of my _____!
6. I like it when the end of summer comes _____.
7. Then I can _____ my own pears to eat!

Grammar: Irregular Past-Tense Verbs

Use Irregular Verbs

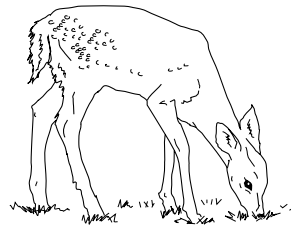
1. To play, take turns with a partner.
2. Toss a marker onto the game board.
3. Say a sentence with the present-tense verb you land on. Then say the past-tense verb and use it in a sentence to tell about the past.

COPY READY

do	go
says	sing
give	takes

Phonics

Words with *au, aw*



Write the words to complete each sentence.

1. **yawned** **dawn**

Mai woke up at _____ and _____.

2. **saw** **fawn**

She looked outside and _____ a _____.

3. **lawn** **tawny**

The _____ animal was eating weeds on her _____.

4. **sauntered** **paused**

When Mai went outside, the animal _____ and then
_____ back into the woods.

5. **claws** **hawk**

Mai saw a _____ swoop down and grab food in its
_____.

6. **launched** **hailed**

Then it _____ itself back up into the sky and _____
its food away.

7. **because** **draw**

Mai ran back inside _____ she wanted to _____
the animals.

Grammar and Writing

Write Irregular Verbs

Read the letter. Then write the word from the word box that correctly completes each sentence.

begin	come	do	give	go
began	came	did	gave	went

Dear Grandpa,

This is what we did in school last week. Every kid decided to be an animal. Then we each _____ a talk about the animal we were. We all _____ turns telling about ourselves. My friend Sarah _____ first. She was a penguin. She was great. She _____ to talk about all the raw fish she liked to eat. Then my turn _____. I was a tiger!

Love,

Marike

Grammar: Past-Tense Verbs


Use Past-Tense Verbs

Grammar Rules Past-Tense Verbs

- Add *-ed* to most verbs when you talk about a past action.
Example: *kick* + *-ed* = *kicked*
- Some verbs have special forms to show an action in the past. Example: *say* → *said*

Circle the correct verb form.


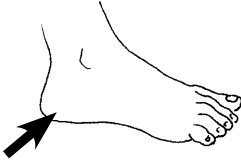
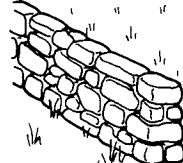
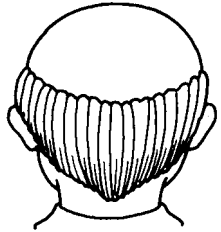

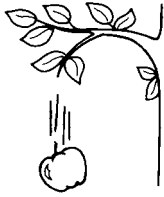
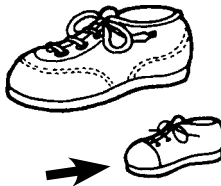
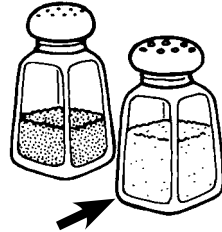
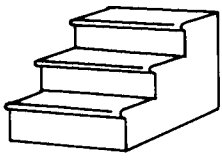
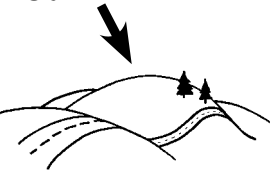

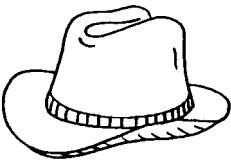
1. Gecko want/wanted to sleep that night.
2. Gecko goed/went to see Elephant.
3. Elephant talks/talked to the fireflies last week.
4. The fireflies seed/saw Elephant coming.
5. Gecko sayed/said everything was okay.

 Use the past tense of *is* or *are* in a sentence about Gecko.

Phonics

Words with *al, all*

Circle the word that names the picture.

<p>1. </p> <p>tell tail tall</p>	<p>2. </p> <p>hill hall heel</p>	<p>3. </p> <p>will wall well</p>
<p>4. </p> <p>bald bold bell</p>	<p>5. </p> <p>bell bill ball</p>	<p>7. </p> <p>fall fill feel</p>
<p>7. </p> <p>small smell smile</p>	<p>8. </p> <p>sale salt seal</p>	<p>9. </p> <p>stair store steer</p>
<p>10. </p> <p>hail heel hill</p>	<p>11. </p> <p>cool call curl</p>	<p>12. </p> <p>hall hat heat</p>

Read It Together

Walk by the tall wall. Did the ball fall there?

Name _____ Date _____

Topic and Main Idea Chart

Topic and Main Idea

Work with a partner. What nonfiction selection have you both read? Find the topic and main idea of the selection. Then fill out the chart.

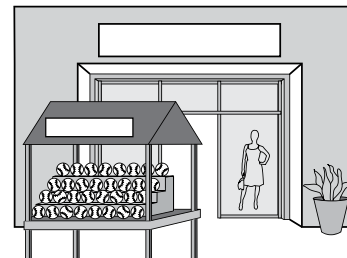
Topic	Main Idea

COPY READY

 Use your chart to discuss the topic and main idea of your selection.

Phonics

Words with *al, all*



Write the words to complete each sentence.

1. mall Hall

Mrs. _____ and her family took a trip to the _____.

2. stalls hallway

People were selling goods from _____ in the _____.

3. baseballs bald

A _____ man was selling _____.

4. ball always

Billy _____ wanted to have his very own _____.

5. wallet almost

He looked in his _____ and saw that he had _____ enough cash.

6. all tallest

His _____ sister looked at _____ her cash.

7. smallest also

His _____ sister _____ looked in her purse.

8. baseball all

Together, they had _____ the cash Billy needed to get a new _____!

Word Cards: Words with *al, all*



salt



bald



ball



almond

Walt

**basket-
ball**

mall

football

hallway

almost

wall

always

tall

fall

scald

hallway

salty

halt

squalls

volleyball

small

call

stall

waltz

false

malted

also

alter

COPY READY

High Frequency Word Cards

COPY READY

boy

ride

us

close

pull

sleep

gave

cry

took

show

myself

green

upon

plant

brother

hurt

sister

jump


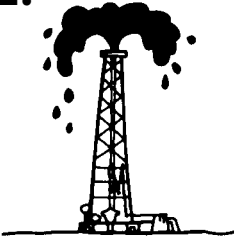
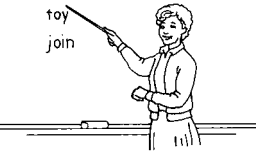

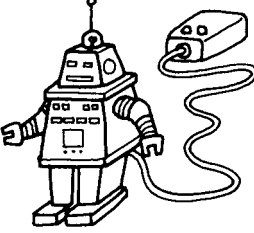
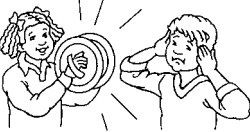
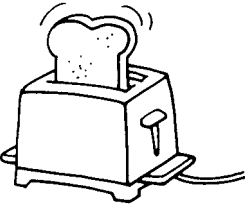
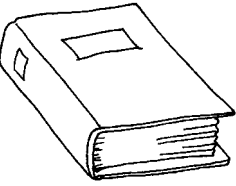
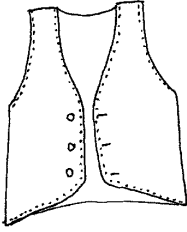

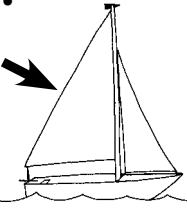

always

please

Phonics

Words with oi, oy

Circle the word that names the picture.

<p>1.</p>  <p>corn coin cone</p>	<p>2.</p>  <p>oil old eel</p>	<p>3.</p>  <p>pot paint point</p>
<p>4.</p>  <p>box boy bee</p>	<p>5.</p>  <p>toy tea top</p>	<p>7.</p>  <p>nose noise nice</p>
<p>7.</p>  <p>teeth toast toys</p>	<p>8.</p>  <p>boil bake book</p>	<p>9.</p>  <p>vase voice vest</p>
<p>10.</p>  <p>spoil spot speed</p>	<p>11.</p>  <p>sail soil sell</p>	<p>12.</p>  <p>coil coat cat</p>

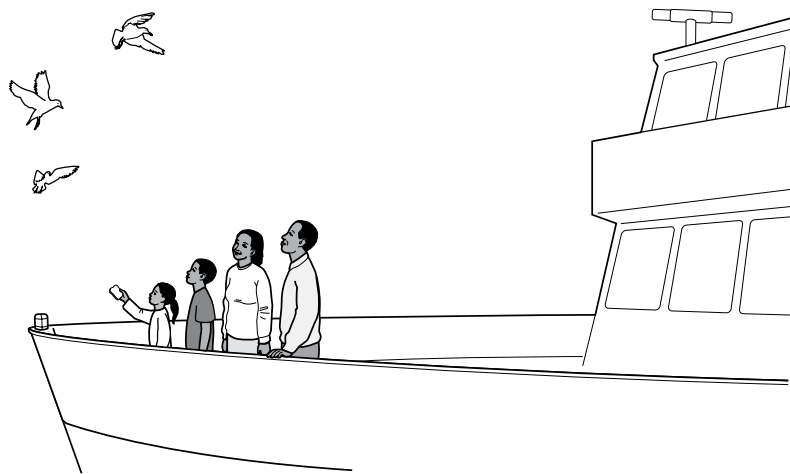
Read It Together

Point to the toys that make the most noise.

High Frequency Words

The Boat Ride

Write a word from the box to complete each sentence.

High Frequency
Words

close

cry

green

hurt

jump

plant

please

ride

show

sleep

My family and I _____ to the beach on a boat. Some gulls are flying _____ to the boat. I show them some bread, and they _____ out. They seem to say, "Will you _____ share your bread with us?" I put bread on the railing and step back. The gulls fly down. I jump, but they don't _____ me. They just take the bread from the railing! I sit in the sun, close my eyes, and go to _____. When I wake up, I see a big _____ plant on the shoreline and know that we are almost at the beach!


Grammar: Future-Tense Verbs

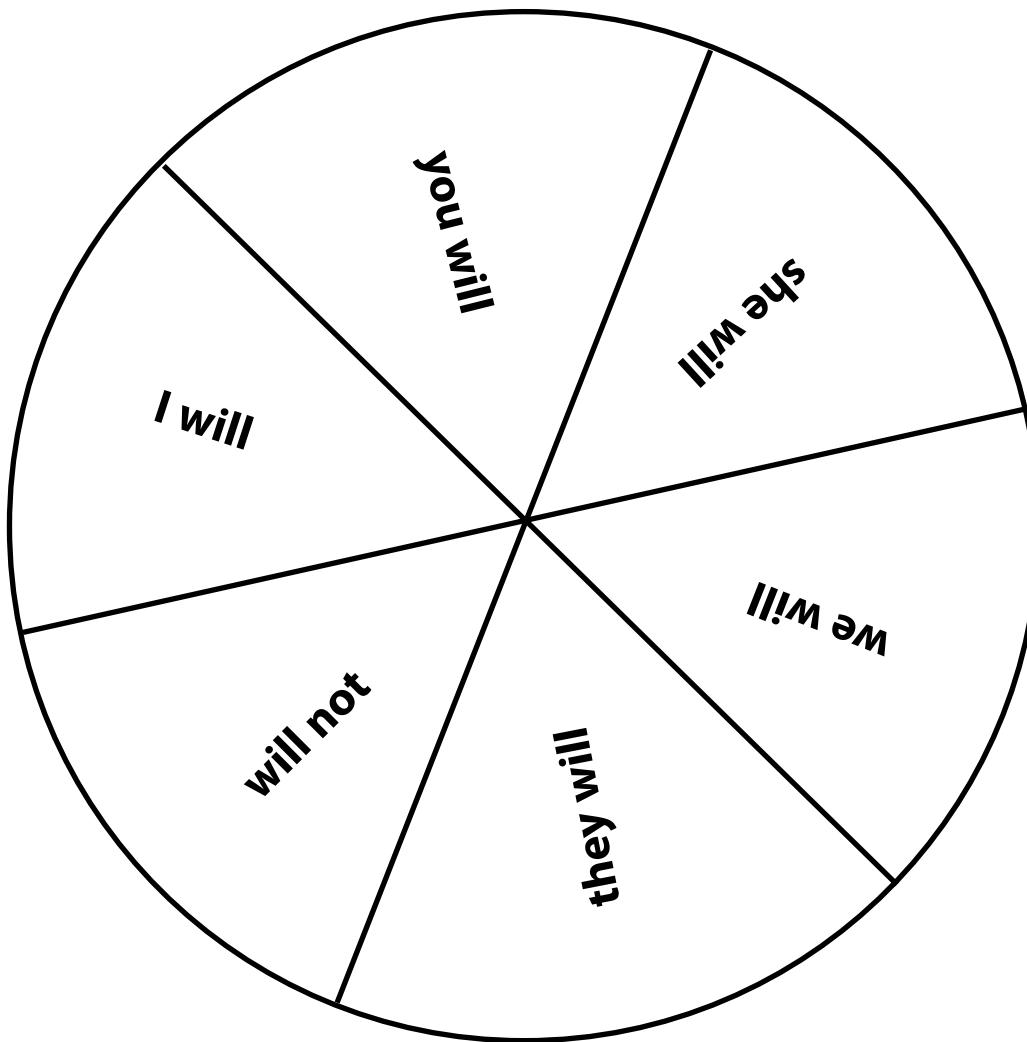
Use Future-Tense Verbs with *Will*

Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Read the words. Say a sentence using a contraction for the words you land on. Then have your partner say your sentence without the contraction.

Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



COPY READY

Phonics

Words with oi, oy

Write the word that completes each sentence.

1. enjoy newsboy oil

What do you _____ doing on a hot day?

2. oyster soil voice

Joy plants seeds in the _____ in her garden.

3. royal point moist

She must keep the dirt _____ so the seeds will grow.

4. joins joyful loyal

Troy _____ his pals at the field in a nearby park.

5. spoil sirloin noisy

They play a _____ game of baseball.

6. toy broiling joint

When they get _____ hot, they jump into the swimming pool at the park.

7. soy coil choice

Roy makes a different _____.

8. boil coins noise

He takes some _____ from his piggybank.

9. boy foil pointing

Then the happy _____ rides his bike to the ice cream shop!

Name _____ Date _____

Grammar and Writing

Write Future-Tense Verbs with *Will*

Read the story. Then choose the word from the word box that correctly completes each sentence.

he'll it'll we'll I'll won't they'll

Our class is going to the zoo. I am sure _____ we'll
have a fantastic time. I love the monkeys. I hope
_____ do lots of funny things. Mr. Dean, our
teacher, says _____ tell us about the different
animals. I hope the weather is good. _____ be
great if the sun shines. It _____ be as good if it
rains, but the zoo trip will still be fun. _____ tell
you all about it!

COPY READY

Vocabulary

Yes or No?

1. Listen to the questions. Write the Key Word where it belongs in each sentence.
2. Listen to the questions again.
3. Write yes or no for each question.

1. Do animals in the wild hide from danger ? yes
2. Are cleaner shrimp and oxpeckers animal _____ ?

3. Can animals _____ each other? _____
4. Is a plover _____ to a honeyguide bird? _____
5. Are the clownfish and sea anemone _____ partners?

6. Does a badger have the _____ to help a coyote?

Topic and Main Idea Chart

Odd Couples

Fill out the topic and main idea chart for "Odd Couples."

Topic:	Main Idea: <i>Animal partnerships help both animals survive.</i>
Detail: <i>Cleaner shrimp keep other fish clean.</i>	
Detail:	

COPY READY

 Use your topic and main idea chart to tell a partner about "Odd Couples."

Phonics

Words with *ow, ou*

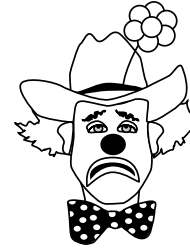
Unscramble each word and write it. Then write a sentence using the word.

COPY READY

<p>1. o l u d</p> <p><u>l</u> <u>o</u> <u>u</u> <u>d</u></p> <p>I hear a loud noise.</p> <p>_____</p> <p>_____</p>	<p>2. o n d w</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>3. w l h o</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>4. d l c u o</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. t u c o n</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>6. d w o c r</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7. n f w r o</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>8. o g n u r d</p> <p>_____</p> <p>_____</p> <p>_____</p>

Phonics

Words with ow, ou



Write the words to complete each sentence.

1. now downtown

Right _____ Dad and I are _____ at the circus.

2. surrounds round

A big, _____ tent _____ us.

3. crowd shouts

The _____ claps and _____ at all the circus acts.

4. frown clown

I like the funny _____ with a huge, red _____ for a mouth.

5. cowboy flower

He wears a _____ hat with a red _____ on top.

6. hound crouches

He _____ down low and pretends to be a _____ that is howling.

7. brown crowns

Dad likes the _____ horses wearing _____ on their heads.

8. thousand drowsy

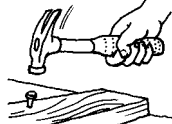
By the end, I am _____, but I wish I could come back a _____ more times!

Word Cards: Words with *ou*, *ow*

COPY READY



hound



pound



tower



flower

count

pounce

found

towel

power

wow

howl

loud

**under-
ground**

shower

sound

around

crowd

town

down

ground

hour

about

round

pout

frown

crowded

vow

downtown

High Frequency Word Cards

made

will

five

soon

four

black

men

brown

night

group

such

high

well

leave

wish

study

second

open

thought

point

COPY READY

Name _____ Date _____

Comparison Chart

Compare Topics and Main Ideas

Complete the comparison chart to compare “Odd Couples” and “Working Together.”

COPY READY

Title	Topic	Main Idea
“Odd Couples”		
“Working Together”		

 Use the comparison chart to explain the topic and main idea of each selection.

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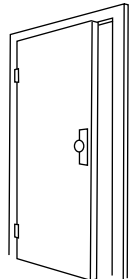


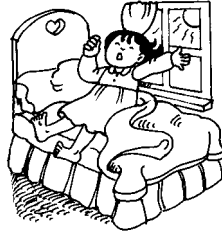
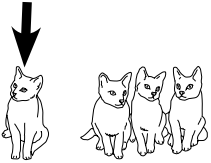

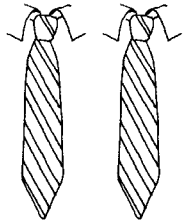
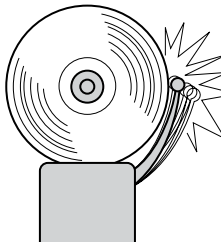
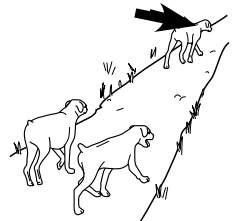
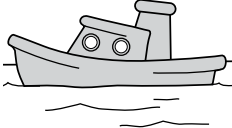

PM7.40

Unit 7 | Best Buddies

Phonics

Words with Schwa

Circle the word that names the picture.

<p>1.</p>  <p>await abrupt asleep</p>	<p>2.</p>  <p>alive ajar ago</p>	<p>3.</p>  <p>along adult anew</p>
<p>4.</p>  <p>amazed around amount</p>	<p>5.</p>  <p>awake along awhile</p>	<p>6.</p>  <p>aloud agree alone</p>
<p>7.</p>  <p>avoid ashore ashes</p>	<p>8.</p>  <p>afraid alert alike</p>	<p>9.</p>  <p>alarm away alright</p>
<p>10.</p>  <p>ahead appear adore</p>	<p>11.</p>  <p>aware afoot afloat</p>	<p>12.</p>  <p>account across annoy</p>

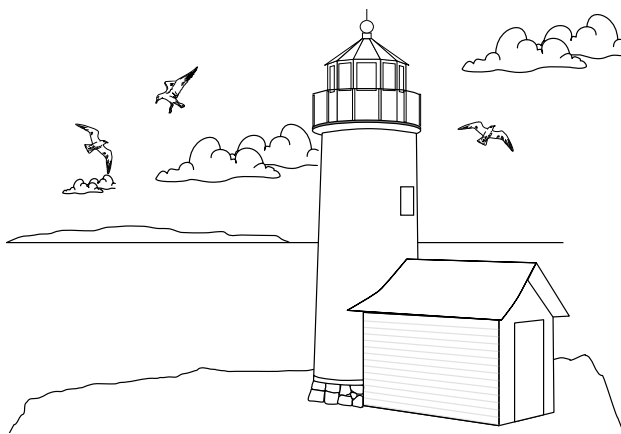
Read It Together

Are you awake or asleep after your alarm rings?

High Frequency Words

At the Lighthouse

Write a word from the box to complete each sentence.



High Frequency Words
black
brown
group
high
leave
open
point
soon
study
will

COPY READY

1. When you _____ the bus stop, turn left on the first street.
2. Walk to the _____ where Hill Street meets Rocky Road, and you will see a brown house with a black door.
3. Turn right, and _____ you will come to a lighthouse.
4. Walk up the stairs to the top, and you will be _____ above the world!
5. You can look out over the _____ sea!
6. You might see a _____ of sea birds fly by.
7. You can _____ these birds to find out about them.

Word Cards: Future-Tense Verbs

tell

watch

eat

give

visit

hunt

make

see

need

fly

stop

start

study

swim

sit

leave

help

look

catch

use

clean

ride

play

stay

ask

give

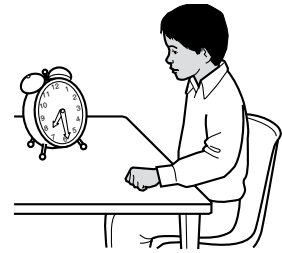
walk

buy

COPY READY

Phonics

Words with Schwa



Write the words to complete each sentence.

1. alarm awake

I'm wide _____ when my _____ goes off.

2. awhile across

I wait _____ and then run _____ the house to find Mom and Dad.

3. asleep appear

They _____ to be _____.

4. aloud aware

So I yell _____, "Are you _____ of the time?"

5. about annoyed

"It's only _____ seven o'clock, isn't it?" says Dad. He sounds a little _____.

6. awaiting away

It's later than that, and I've been awaiting _____ day, so I don't go _____.

7. alone agree

Finally I _____ to leave them _____ until nine.

8. adore arrive

At ten o'clock, we _____ at the dog pound, and I choose my new puppy. I _____ her!

Grammar and Writing

Write Future-Tense Verbs

Read the email. Then choose the word or words from the box that correctly complete each sentence. Write the words.

will is going she's are going am you're

Hey Jason,

I have got some cool news! My mom got a new job at the zoo. Mom is going to start next month.

_____ going to be the new assistant beekeeper.

I _____ going to visit the zoo and learn all about

the bees. Mom _____ show me how the bees

make honey. Of course, _____ going to come with

me. You and I _____ to have a great time at

the zoo!

Pablo


Grammar: Future Tense

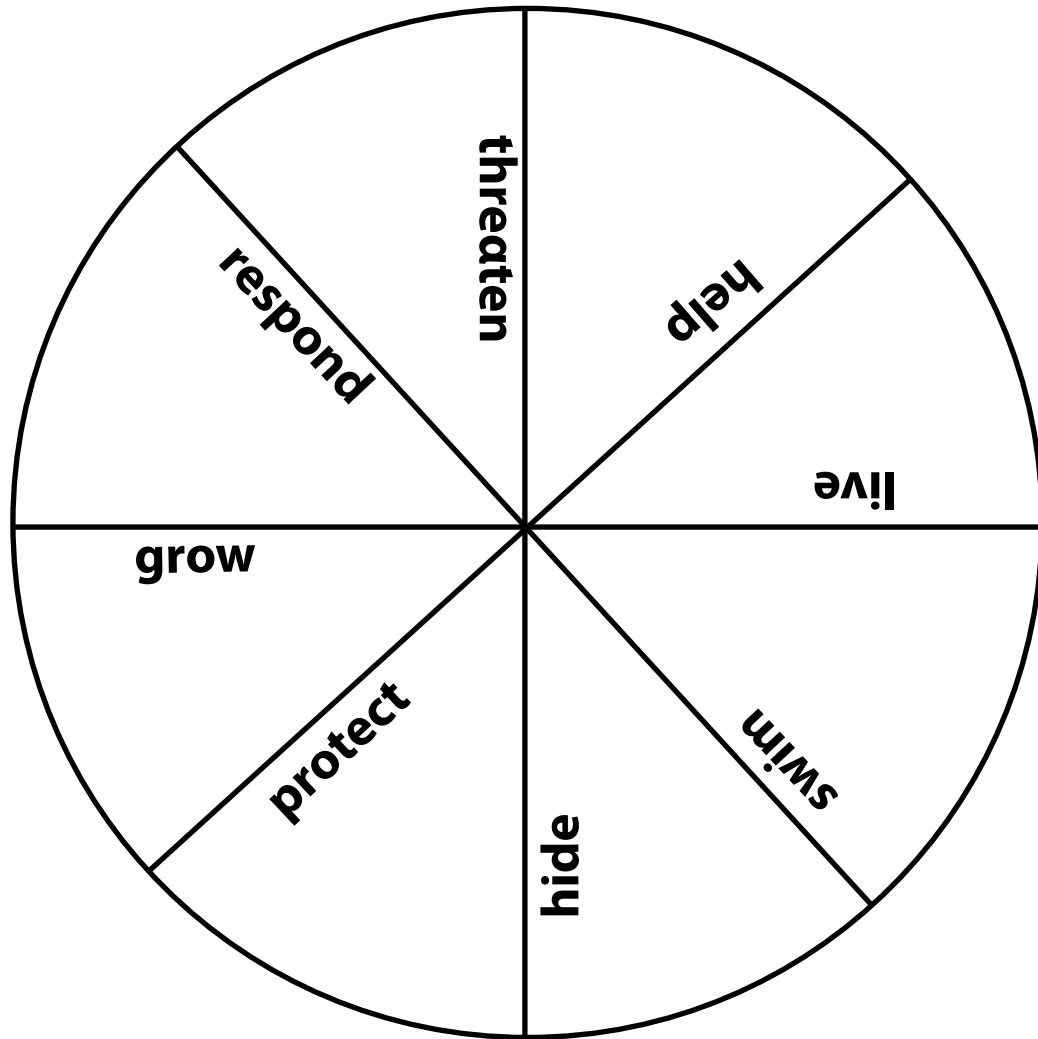
Say Future-Tense Verbs

Directions:

1. Play with a partner.
2. Spin the spinner.
3. Change the verb to show the future tense.
Say a sentence using the future-tense verb.

Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



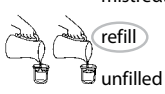
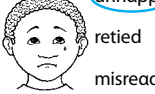
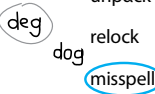
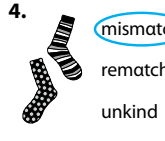
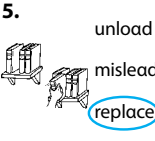
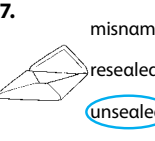
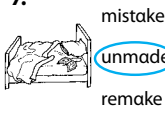
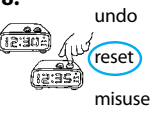

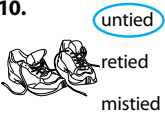
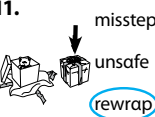

COPY READY

Name _____ Date _____

Phonics

Prefixes *un-*, *re-*, *mis-*

Circle the word that names the picture.

1.  mistreat refill unfilled	2.  unhappy retied misread	3.  unpack dog relock misspell
4.  mismatch rematch unkind	5.  unload mislead replace	7.  misname resealed unsealed
7.  mistake unmade remake	8.  undo reset misuse	9.  replay unkind misplace
10.  untied retied mistied	11.  misstep unsafe rewrap	12.  unfolds refolded mistrust

Read It Together

Mom is unhappy and replaces my mismatched socks.

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PM7.1

Unit 7 | Best Buddies

Name _____ Date _____

Character Map

Characters' Motives

Make a character map for the animal in your story.

Character	What the Character Does	What the Character is Like
Responses will vary depending on children's stories.		

Tell a partner your story. Then share your character map. Talk about the character's motives.

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PM7.2

Unit 7 | Best Buddies

Name _____ Date _____

Phonics

Prefixes *un-*, *re-*, *mis-*

Write the word that completes each sentence.



1. **rename misuse unlike**

My dog's name is Lucky, but I should rename him Unlucky!

2. **unpaid reheated misjudged**

Once he tried to jump over a stream, but he misjudged his jump and landed with a big splash!

3. **rereads misplaces unties**

He likes to play fetch, but he often misplaces his stick.

4. **retrace misuse unzip**

Then he has to retrace his steps until he finds it.

5. **misread refill unwise**

Once Lucky was not very smart and did something that was unwise.

6. **unfair mistake recall**

He made a big mistake when he tried to play with a skunk.

7. **unfold misspell rewash**

We gave him a bath and then had to rewash him for days!

8. **rewind unhappy misstep**

He was unhappy because he hates baths!





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PM7.3

Unit 7 | Best Buddies

Spelling & Word Work

Word Cards: Words with *un-*, *re-*, *mis-*

 unplug	 refill	 remail	 mismatch
mistreat	mistake	unseen	undo
unsafe	unwanted	resave	mistrust
rename	retake	unheard	unwind
misbehave	misread	restate	reawake
unhurt	misjudge	resend	misprint
revote	unasked	misspell	redo

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PM7.4












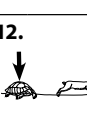
Unit 7 | Best Buddies

High Frequency Word Cards

get	move
buy	ball
old	few
just	eye
school	food
children	large
found	number
began	animal
another	often
together	might

Suffixes -y, -ly, -ful

Circle the word that names the picture.

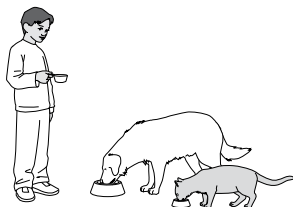
1.  carry careless careful	2.  muddy mindful mostly	3.  closely curly cheerful
4.  loudly lefty lapful	5.  cupful quickly quirky	7.  highly hungry helpful
7.  thickly thankful thirsty	8.  playful picky partly	9.  softly sandy forceful
10.  gently graceful grumpy	11.  windy wisely wishful	12.  skillful sleepy slowly

Read It Together

My fluffy, playful kitten meows loudly.

Helping Out

Write a word from the box to complete each sentence.



High Frequency Words

animal
ball
eye
few
food
large
might
move
number
often

Dear Pedro,

I might be home late. Please help

Grandma when you get home. First, feed

each animal. The dog gets three large scoops of

food. The cat gets a different number. She gets

only one. Then take the dog outside. Throw a ball

a few times for the dog to fetch. Be careful that the

cat doesn't get out the door. Keep your eye on her. She

often sneaks out, and she can move fast!

Thank you,

Mom

Word Cards: Past Tense

add -ed	double consonant and add -ed	drop final silent e and add -ed	change y to i and add -ed
carry	dare	ask	like
water	watch	study	soak
grab	serve	check	show
try	use	snap	care
stop	move	worry	rub
pull	copy	surprise	hop

Name _____ Date _____

Phonics

Suffixes -y, -ly, -ful

Write the word with the correct suffix to complete each sentence.

1. wind

On a windy day, Kelly flies her kite.

2. grace

She watches her graceful kite float through the sky.

3. quick

It swoops down quickly before it sails back up high.

4. snow

On a snowy day, Kelly goes sledding.

5. care

She is careful on the hills.

6. safe

She sleds safely where there are no trees.

7. rain

On a rainy day, Kelly stays inside.

8. close

She watches the rain closely.



9. hope

Kelly is hopeful that the rain will stop soon so she can go outside to play.

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PM7.9

Unit 7 | Best Buddies

Name _____ Date _____

Grammar and Writing

Write Past-Tense Verbs

Read the story. Then choose the word from the word box that correctly completes each sentence. Write its past-tense form on the blank.

ask copy grab like show worry

Yesterday, I asked my uncle to help me make a birdhouse. He grabbed his tool kit and came right over. I showed him my drawing that I copied from a book. First, we got some wood. Then he showed me how to measure the pieces. I worried that I could not cut the pieces straight, so he cut them for me. Soon, the birdhouse was finished. We both really liked the new birdhouse.

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PM7.10

Unit 7 | Best Buddies

Name _____ Date _____

Character Map

Go to Sleep, Gecko!

Make a character map for the characters in "Go to Sleep, Gecko!" Possible responses are shown.

Character	What the Character Does	What the Character is Like
Gecko	He complains about the fireflies.	He can't sleep.
Elephant	He talks to the fireflies.	He wants to help Gecko.
Fireflies	They flash their lights all night.	They want to keep others from stepping in holes in the road.
Rain	Rain rains hard every afternoon.	Rain wants to make puddles for mosquitoes so Gecko can eat.

Share your character map with a partner. Compare what you wrote about the characters in "Go to Sleep, Gecko!"

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PM7.11

Unit 7 | Best Buddies

Name _____ Date _____

Phonics

Words with oo, ea, ou

Cut out the words and sort them. Use the words in sentences.

wood

feather

took

weather

stood

steady

brook

touch

cookie

young

breath

cousin

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PM7.12

Unit 7 | Best Buddies

Phonics

Words with oo, ea, ou



Write the words to complete each sentence.

1. cook young

Dad started to cook when he was a young boy.

2. cookbooks read

He read Grandma's cookbooks and chose things to make.

3. look books

Now other people look for food to make in books that Dad writes.

4. instead breakfast

Sometimes Dad makes eggs for breakfast, but this morning he made oatmeal instead.

5. good bread

He made some bread that was really good, too.

6. cousin took

First I took a taste, and then my cousin did.

7. shook head

He shook his head, patted his tummy, and said, "Yum!"

Phonics

Words with gh

Unscramble each word and write it. Then write a sentence using the word.

1. g o r u h

r o u g h
This sand feels _____
rough

2. t g t i h

t i g h t
Sentences will vary. _____

3. h a g s n

h a n g s

4. u h t o g

t o u g h

5. h e u n o g

e n o u g h

7. r g b i h t

b r i g h t

7. y r h g l u o

r o u g h l y

8. s g i i h g n

s i g h i n g

Spelling & Word Work

Word Cards: Words with oo, ea, ou



cookie



book



bread



couple

young

enough

read

look

notebook

cousin

rookie

dead

rough

rook

touch

double

thread

health

hook

meadow

cook

shook

instead

nook

head

country

trouble

tough

Spelling & Word Work

High Frequency Word Cards

line

room

done

head

side

small

try

pick

once

own

must

stay

next

along

funny

change

follow

sometimes

laugh

enough

Name _____ Date _____

Comparison Chart

Compare Genres

Complete the comparison chart to show how the selections are the same and different. Responses will vary. Possible responses are shown.

"Go to Sleep, Gecko!"	"Enric Sala: Marine Ecologist"
<ul style="list-style-type: none"> folk tale fiction author writes to entertain has animal characters shows drawings of animals organized by sequence of time in plot 	<ul style="list-style-type: none"> folk tale fiction author writes to inform readers about Enric Sala tells about a real person shows photographs of real people and things organized by topic













Use your comparison chart to tell a partner how "Go to Sleep, Gecko!" and "Enric Sala: Marine Ecologist" are alike and different.

Name _____ Date _____

Phonics

Words with au, aw

Circle the word that names the picture.

<p>1.  sea saw sat</p>	<p>2.  line lawn loan</p>	<p>3.  ray raw row</p>
<p>4.  claw clap clear</p>	<p>5.  pen paw pea</p>	<p>6.  jaw jam jug</p>
<p>7.  deep draw dad</p>	<p>8.  hike hawk heat</p>	<p>9.  lump lawn lamp</p>
<p>10.  road raw rod</p>	<p>11.  pie pin prawn</p>	<p>12.  crawl crane crow</p>

Read It Together

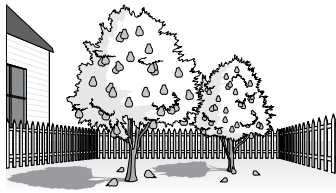
Paul and his dog saw a hawk along the road.

Name _____ Date _____

High Frequency Words

Watch Them Grow!

Write a word from the box to complete each sentence.



- | High Frequency Words |
|----------------------|
| along |
| change |
| enough |
| head |
| own |
| pick |
| room |
| small |
| sometimes |
| stay |

- We have just enough room to have two pear trees in the backyard.
- The trees are still small, but pears grow on them.
- I like to watch the pears get bigger and change as they grow.
- Most of the pears stay on the branches, but sometimes they fall.
- Once a ripe yellow pear fell and hit me right on the top of my head!
- I like it when the end of summer comes along.
- Then I can pick my own pears to eat!

Name _____ Date _____

Grammar: Irregular Past-Tense Verbs

Use Irregular Verbs

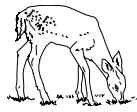
- To play, take turns with a partner.
- Toss a marker onto the game board.
- Say a sentence with the present-tense verb you land on. Then say the past-tense verb and use it in a sentence to tell about the past.

do	go
says	sing
give	takes

Name _____ Date _____

Phonics

Words with *au, aw*



Write the words to complete each sentence.

1. **yawned dawn**

Mai woke up at dawn and yawned.

2. **saw fawn**

She looked outside and saw a fawn.

3. **lawn tawny**

The tawny animal was eating weeds on her lawn.

4. **sauntered paused**

When Mai went outside, the animal paused and then sauntered back into the woods.

5. **claws hawk**

Mai saw a hawk swoop down and grab food in its claws.

6. **launched hauled**

Then it launched itself back up into the sky and hauled its food away.

7. **because draw**

Mai ran back inside because she wanted to draw the animals.

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PM7.21

Unit 7 | Best Buddies

Name _____ Date _____

Grammar and Writing

Write Irregular Verbs

Read the letter. Then write the word from the word box that correctly completes each sentence.

begin	come	do	give	go
began	came	did	gave	went

Dear Grandpa,

This is what we did in school last week. Every kid decided to be an animal. Then we each gave a talk about the animal we were. We all took turns telling about ourselves. My friend Sarah went first. She was a penguin. She was great. She began to talk about all the raw fish she liked to eat. Then my turn came. I was a tiger!

Love,

Marike

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PM7.22

Unit 7 | Best Buddies

Name _____ Date _____

Grammar: Past-Tense Verbs

Use Past-Tense Verbs

Grammar Rules Past-Tense Verbs

- Add *-ed* to most verbs when you talk about a past action. Example: *kick* + *-ed* = *kicked*
- Some verbs have special forms to show an action in the past. Example: *say* → *said*

Circle the correct verb form.

1. Gecko want/wanted to sleep that night.
2. Gecko goed/went to see Elephant.
3. Elephant talks/talked to the fireflies last week.
4. The fireflies seed/saw Elephant coming.
5. Gecko sayed/said everything was okay.

Use the past tense of *is* or *are* in a sentence about Gecko.

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PM7.23

Unit 7 | Best Buddies

Name _____ Date _____

Phonics

Words with *al, all*

Circle the word that names the picture.

1. tell tail <u>tall</u>	2. hill hall <u>heel</u>	3. will <u>wall</u> well
4. <u>bald</u> bold bell	5. bell bill <u>ball</u>	7. <u>fall</u> fill feel
7. <u>small</u> smell smile	8. sale <u>salt</u> seal	9. <u>stair</u> store steer
10. hail heel <u>hill</u>	11. cool call <u>curl</u>	12. hall <u>hat</u> heat

Read It Together

Walk by the tall wall. Did the ball fall there?

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PM7.24

Unit 7 | Best Buddies

Name _____ Date _____

Topic and Main Idea Chart

Topic and Main Idea

Work with a partner. What nonfiction selection have you both read? Find the topic and main idea of the selection. Then fill out the chart.

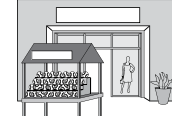
Topic	Main Idea
Responses will vary.	

Use your chart to discuss the topic and main idea of your selection.

Name _____ Date _____

Phonics

Words with *al, all*



Write the words to complete each sentence.

- mall Hall**
Mrs. Hall and her family took a trip to the mall.
- stalls hallway**
People were selling goods from stalls in the hallway.
- baseballs bald**
A bald man was selling baseballs.
- ball always**
Billy always wanted to have his very own ball.
- wallet almost**
He looked in his wallet and saw that he had almost enough cash.
- all tallest**
His tallest sister looked at all her cash.
- smallest also**
His smallest sister also looked in her purse.
- baseball all**
Together, they had all the cash Billy needed to get a new baseball.

Spelling & Word Work

Word Cards: Words with *al, all*

salt	bald	ball	almond
Walt	basketball	mall	football
hallway	almost	wall	always
tall	fall	scald	hallway
salty	halt	squalls	volleyball
small	call	stall	waltz
false	malted	also	alter

Spelling & Word Work





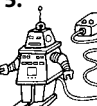





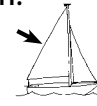

High Frequency Word Cards

boy	ride
us	close
pull	sleep
gave	cry
took	show
myself	green
upon	plant
brother	hurt
sister	jump
always	please

Phonics

Words with oi, oy

Circle the word that names the picture.

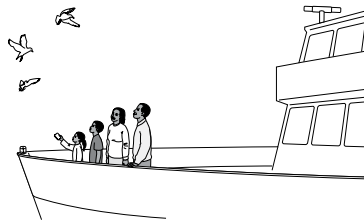
1.  corn coin cone	2.  oil old eel	3.  pot paint point
4.  box boy bee	5.  toy tea top	7.  nose noise nice
7.  teeth toast toys	8.  boil bake book	9.  vase voice vest
10.  spoil spot speed	11.  sail soil sell	12.  coil coat cat

Read It Together Point to the toys that make the most noise.

High Frequency Words

The Boat Ride

Write a word from the box to complete each sentence.



- | High Frequency Words |
|----------------------|
| close |
| cry |
| green |
| hurt |
| jump |
| plant |
| please |
| ride |
| show |
| sleep |

My family and I ride to the beach on a boat. Some gulls are flying close to the boat. I show them some bread, and they cry out. They seem to say, "Will you please share your bread with us?" I put bread on the railing and step back. The gulls fly down. I jump, but they don't hurt me. They just take the bread from the railing! I sit in the sun, close my eyes, and go to sleep. When I wake up, I see a big green plant on the shoreline and know that we are almost at the beach!


Grammar: Future-Tense Verbs

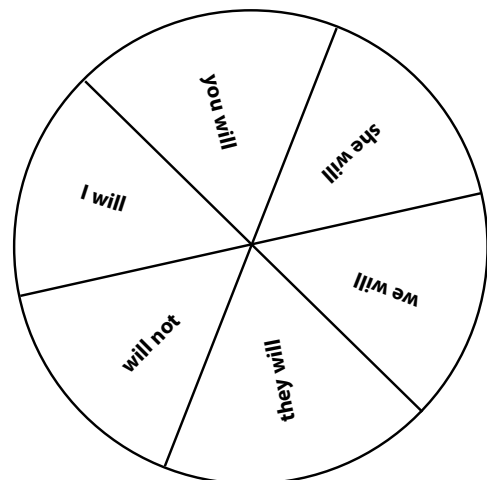
Use Future-Tense Verbs with Will

Directions:

1. Make a spinner.
2. Play with a partner.
3. Take turns spinning the spinner.
4. Read the words. Say a sentence using a contraction for the words you land on. Then have your partner say your sentence without the contraction.

Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



Phonics

Words with oi, oy



Write the word that completes each sentence.

1. **enjoy newsboy oil**
What do you enjoy doing on a hot day?
2. **oyster soil voice**
Joy plants seeds in the soil in her garden.
3. **royal point moist**
She must keep the dirt moist so the seeds will grow.
4. **joins joyful loyal**
Troy joins his pals at the field in a nearby park.
5. **spoil sirloin noisy**
They play a noisy game of baseball.
6. **toy broiling joint**
When they get broiling hot, they jump into the swimming pool at the park.
7. **soy coil choice**
Roy makes a different choice.
8. **boil coins noise**
He takes some coins from his piggybank.
9. **boy foil pointing**
Then the happy boy rides his bike to the ice cream shop!

Name _____ Date _____

Grammar and Writing

Write Future-Tense Verbs with Will

Read the story. Then choose the word from the word box that correctly completes each sentence.

he'll it'll we'll I'll won't they'll

Our class is going to the zoo. I am sure we'll have a fantastic time. I love the monkeys. I hope they'll do lots of funny things. Mr. Dean, our teacher, says he'll tell us about the different animals. I hope the weather is good. It'll be great if the sun shines. It won't be as good if it rains, but the zoo trip will still be fun. I'll tell you all about it!

Name _____ Date _____

Vocabulary

Yes or No?

1. Listen to the questions. Write the Key Word where it belongs in each sentence.
2. Listen to the questions again.
3. Write yes or no for each question.

1. Do animals in the wild hide from danger? yes
2. Are cleaner shrimp and oxpeckers animal partners? no
3. Can animals threaten each other? yes
4. Is a plover useful to a honeyguide bird? no
5. Are the clownfish and sea anemone unusual partners? yes
6. Does a badger have the ability to help a coyote? yes

Name _____ Date _____

Topic and Main Idea Chart

Odd Couples

Fill out the topic and main idea chart for "Odd Couples."

Topic: Possible response: Animal Partners	Main Idea: Animal partnerships help both animals survive.
Detail: Cleaner shrimp keep other fish clean.	
Detail: Responses will vary. Possible response: Coyotes and badgers help each other hunt food.	

Use your topic and main idea chart to tell a partner about "Odd Couples."

Name _____ Date _____

Phonics

Words with ow, ou

Unscramble each word and write it. Then write a sentence using the word.

1. o l u d <u>l o u d</u> I hear a loud noise.	2. o n d w <u>d o w n</u> Sentences will vary.
3. w l h o <u>h o w l</u>	4. d l c u o <u>c l o u d</u>
5. t u c o n <u>c o u n t</u>	6. d w o c r <u>c r o w d</u>
7. n f w r o <u>f r o w n</u>	8. o g n u r d <u>g r o u n d</u>

Name _____ Date _____

Phonics

Words with *ow, ou*



Write the words to complete each sentence.

1. **now** **downtown**

Right now Dad and I are downtown at the circus.

2. **surrounds** **round**

A big, round tent surrounds us.

3. **crowd** **shouts**

The crowd claps and shouts at all the circus acts.

4. **frown** **clown**

I like the funny clown with a huge, red frown for a mouth.

5. **cowboy** **flower**

He wears a cowboy hat with a red flower on top.

6. **hound** **crouches**

He crouches down low and pretends to be a hound that is howling.

7. **brown** **crowns**

Dad likes the brown horses wearing crowns on their heads.

8. **thousand** **drowsy**

By the end, I am drowsy, but I wish I could come back a thousand more times!

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PM7.37

Unit 7 | Best Buddies

Spelling & Word Work

Word Cards: Words with *ou, ow*



hound



pound



tower



flower

count

pounce

found

towel

power

wow

howl

loud

under-ground

shower

sound

around

crowd

town

down

ground

hour

about

round

pout

frown

crowded

vow

downtown

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PM7.38

Unit 7 | Best Buddies

Spelling & Word Work

High Frequency Word Cards

made

will

five

soon

four

black

men

brown

night

group

such

high

well

leave

wish

study

second

open

thought

point

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PM7.39

Unit 7 | Best Buddies

Name _____ Date _____

Comparison Chart

Compare Topics and Main Ideas

Complete the comparison chart to compare "Odd Couples" and "Working Together." Responses will vary. Possible responses are shown.

Title	Topic	Main Idea
"Odd Couples"	Animal Partners	Animals become partners to help each other survive.
"Working Together"	Insect and Plant Partners	Insects and plants become partners to help each other survive.

Use the comparison chart to explain the topic and main idea of each selection.

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PM7.40

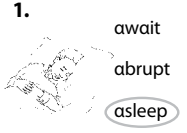

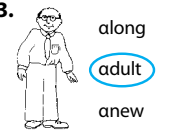
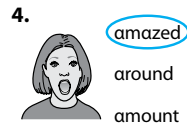
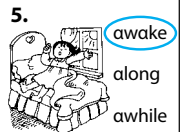
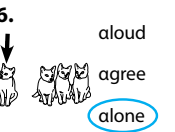
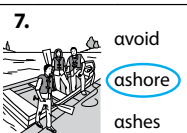

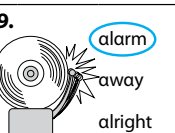
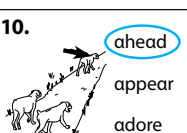
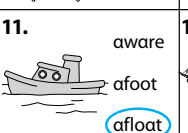
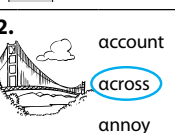
Unit 7 | Best Buddies

Name _____ Date _____

Phonics

Words with Schwa

Circle the word that names the picture.

1.  await abrupt asleep	2.  alive ajar ago	3.  along adult anew
4.  amazed around amount	5.  awake along awhile	6.  aloud agree alone
7.  avoid ashore ashes	8.  afraid alert alike	9.  alarm away alright
10.  ahead appear adore	11.  aware afoot afloat	12.  account across annoy

Read It Together

Are you awake or asleep after your alarm rings?

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PM7.41

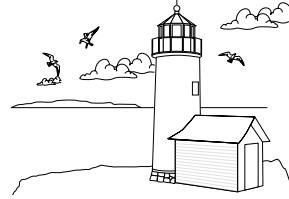
Unit 7 | Best Buddies

Name _____ Date _____

High Frequency Words

At the Lighthouse

Write a word from the box to complete each sentence.



- | |
|----------------------|
| High Frequency Words |
| black |
| brown |
| group |
| high |
| leave |
| open |
| point |
| soon |
| study |
| will |

- When you leave the bus stop, turn left on the first street.
- Walk to the point where Hill Street meets Rocky Road, and you will see a brown house with a black door.
- Turn right, and soon you will come to a lighthouse.
- Walk up the stairs to the top, and you will be high above the world!
- You can look out over the open sea!
- You might see a group of sea birds fly by.
- You can study these birds to find out about them.

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PM7.42

Unit 7 | Best Buddies

Grammar: Future-Tense Verbs

Word Cards: Future-Tense Verbs

tell	watch	eat	give
visit	hunt	make	see
need	fly	stop	start
study	swim	sit	leave
help	look	catch	use
clean	ride	play	stay
ask	give	walk	buy

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PM7.43

Unit 7 | Best Buddies

Name _____ Date _____

Phonics

Words with Schwa



Write the words to complete each sentence.

- alarm awake**
I'm wide awake when my alarm goes off.
- awhile across**
I wait awhile and then run across the house to find Mom and Dad.
- asleep appear**
They appear to be asleep.
- aloud aware**
So I yell aloud, "Are you aware of the time?"
- about annoyed**
"It's only about seven o'clock, isn't it?" says Dad. He sounds a little annoyed.
- awaiting away**
It's later than that, and I've been awaiting this day, so I don't go away.
- alone agree**
Finally I agree to leave them alone until nine.
- adore arrive**
At ten o'clock, we arrive at the dog pound, and I choose my new puppy. I adore her!

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PM7.44

Unit 7 | Best Buddies

Name _____ Date _____

Grammar and Writing

Write Future-Tense Verbs

Read the email. Then choose the word or words from the box that correctly complete each sentence. Write the words.

will is going she's are going am you're

Hey Jason,

I have got some cool news! My mom got a new job at the zoo. Mom is going to start next month. She's going to be the new assistant beekeeper. I am going to visit the zoo and learn all about the bees. Mom will show me how the bees make honey. Of course, you're going to come with me. You and I are going to have a great time at the zoo!

Pablo

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PM7.45

Unit 7 | Best Buddies

Name _____ Date _____


Grammar: Future Tense

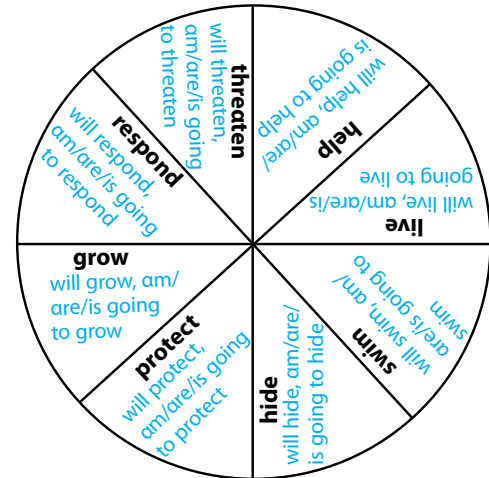
Say Future-Tense Verbs

Directions:

1. Play with a partner.
2. Spin the spinner.
3. Change the verb to show the future tense. Say a sentence using the future-tense verb.

Make a Spinner

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



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PM7.46

Unit 7 | Best Buddies



Leveled Reading Time

TEACHER

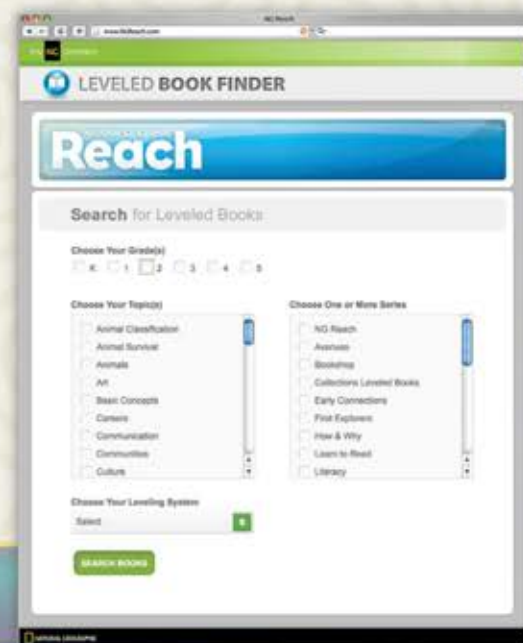
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

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
F	<i>A Bird and a Bug</i>	Brenda Hill	Animals in Nature	Fiction	16 pp.	LR4
G	<i>My Friends</i>	Taro Gomi	Animal Behavior	Fiction	40 pp.	LR4
H	<i>A Pride of Lions</i>	Rachel Griffiths and Margaret Clyne	Animals in Nature	Nonfiction	12 pp.	LR5
I	<i>Animals and the Environment</i>	Jennifer Boothroyd	Habitats	Nonfiction	24 pp.	LR5
I	<i>Meerkats</i>	Jody Sullivan Rake	Animals in Nature	Nonfiction	24 pp.	LR6
J	<i>From Hive to Home</i>	Isabella Jose	Interdependence	Nonfiction	16 pp.	LR6
J	<i>Bugs for Lunch</i>	Margery Facklam	Food Chain	Nonfiction	32 pp.	LR7
K	<i>Squirrel's World</i>	Lisa Moser	Relationships	Fiction	44 pp.	LR7
K	<i>It's Spring!</i>	Linda Glaser	Spring	Nonfiction	32 pp.	LR8
L	<i>Fish is Fish</i>	Leo Lionni	Basic Needs	Fiction	32 pp.	LR8
L	<i>Thinking About Ants</i>	Barbara Brenner	Cooperation in Nature	Nonfiction	32 pp.	LR9
M	<i>Life in the Ocean</i>	George Huxley	Habitats	Nonfiction	24 pp.	LR9
M	<i>Who Eats What?</i>	Patricia Lauber	Interdependence	Nonfiction	32 pp.	LR10
N	<i>Looking for the Queen</i>	Shirley Frederick	Basic Needs	Nonfiction	16 pp.	LR10
N	<i>River Life</i>	Kate McGough	Interdependence	Nonfiction	16 pp.	LR11
O	<i>Better Off Wet: A Guide to Wetlands</i>	Jeanne Weaver	Interdependence	Nonfiction	24 pp.	LR11

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Unit 7 Reading Routines

Fiction & Nonfiction Books

OBJECTIVES

Thematic Connection: Relationships in Nature

Read and Comprehend Text

- ✓ Synthesize
- ✓ Analyze Characters' Motives
- ✓ Identify Topic and Main Idea

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Practice Masters LR7.1–LR7.3

Assessment Masters LR7.4–LR7.7

COMMON CORE STANDARDS

Describe Characters' Responses	CC.2.Rlit.3
Read Prose	CC.2.Rlit.10
Identify Main Topic	CC.2.Rinf.2
Read Informational Text	CC.2.Rinf.10
Respond to Reading	CC.2.W.1, 2, 3
Engage in Discussion	CC.2.SL.1
Connect Across Texts	CC.2.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 and their reading levels.

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: *How do living things depend on each other?*

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 Characters' Motives: **Practice Master LR7.1**
- Identify Topic and Main Idea: **Practice Master LR7.2**

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 LR7.7**. Have children evaluate their ability to read on their own and their ability to synthesize information.

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.

AFTER READING

Name _____ Date _____

Character Map

Characters' Motives

Use the character map to take notes about the characters' motives in your book as you read.

Character	What the Character Does	Why the Character Does It

Use your character map to tell a partner about the book.

For use with TE pp. LR4–LR11 **LR7.1** Unit 7 | Best Buddies

NGReach.com
Practice Master LR7.1

AFTER READING

Name _____ Date _____

Topic and Main Idea Chart

Topic and Main Idea

Use the topic and main idea chart to take notes about your book as you read.

Topic	Main Idea

Use your topic and main idea chart to tell a partner about the book.

For use with TE pp. LR4–LR11 **LR7.2** Unit 7 | Best Buddies

NGReach.com
Practice Master LR7.2

AFTER READING/IN CONFERENCES

Speaking and Listening Observation Log

Grade 2 Assessment **LR7.4** Unit 7 | Best Buddies

Student Name	Observed	Frequency	Comments

NGReach.com

NGReach.com
Assessment Master LR7.4–LR7.7

Connect Across Texts

Form heterogeneous discussion groups. Group children of mixed ability levels into clusters of four, representing different combinations of books.

Introduce the activity. Write the Big Question: *How do living things depend on each other?* Distribute **Practice Master LR7.3**. Explain to children in each group that they will take turns retelling or summarizing one of the books they read that week.

Have children summarize. Have each child retell the story or summarize the book. Have listeners use **Practice Master LR7.3** to draw or take notes. They may begin by writing about one book they read and then add notes about three other books described by their group members.

Have children connect across texts. Have groups use completed **Practice Master LR7.3** to guide discussion. Monitor their discussions and use **Speaking and Listening Observation Log Assessment Master LR7.4** to assess children's participation.

AFTER READING

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.

Title:	Title:

How do living things depend on each other?

For use with TE pp. LR4–LR11 **LR7.3** Unit 7 | Best Buddies

NGReach.com Practice Master LR7.3

Conduct Conferences

Assess reading. Have each child choose a favorite part of his or her book and read it aloud. Listen for miscues as you check for fluency. Ask the child to tell why it was the best part of the story or the most important part of the informational text. Have the child self-select a part of the book that shows or tells something about the Big Question. Ask: *How do plants and animals need each other?* or *What does this book tell you about animals in nature?*

Use the Reading Strategy Rubrics on **Assessment Masters LR7.5–LR7.6** to assess the child's use of reading strategies. Say:

- What is one important idea or event from the book? How do you know it is important?
- Were there any parts of the book that you did not understand? What did you do?

Assess writing. Ask: *Which writing option did you choose? Why did you choose that option?* Have the child read his or her writing aloud. Ask: *How did your writing help you understand the book?*

Plan intervention or acceleration. Ask the child if there is anything he or she did not understand. Plan for further instruction:

- Use independent time to provide reteaching or practice with skills.
- Use the Recommended Books on page LR12 to guide children in choosing books to read independently.

F Guided Reading Level



A Bird and a Bug

by Brenda Hill

Fiction | Pages: 16

Content Connection: Animals in Nature

Summary A group of birds and a group of bugs live in two different trees. The smallest bird is bigger than the biggest bug.

Activate Prior Knowledge Ask: *What is something that is big? What is something that is small?* Explain that size is relative and that things can be big or small if you compare them to something else.

Preview Display the cover and read aloud the title. Ask: *What do you think this book is about?* (Possible response: a bird and a bug) Tell children they will read to find out how the bird and the bug compare. Introduce the story words *tallest* (page 2), *smallest* (page 6), *shortest* (page 8), *longest* (page 4), and *biggest* (page 13).

Build Comprehension

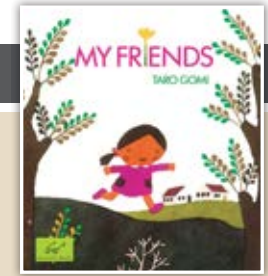
- ✓ **Synthesize** *Based on what you read and what you know about birds and bugs, what can you tell about the size of birds and bugs?* (Possible response: Birds are usually bigger than bugs.)
- ✓ **Identify Topic and Main Idea** *What is the book about?* (a bird and a bug) *What is the main idea?* (Possible response: Things are smaller or bigger when you compare them to other things.)

Writing Options

Labeled Drawings Have children draw groups of different-sized objects and label them with comparison words, such as *big, bigger, biggest, long, longer, longest*, and so on.

Journal Entry Have children draw a very small or very large animal or insect they have seen. Then have them write a description of the animal. Encourage children to use comparison words in their description.

G Guided Reading Level



My Friends

by Taro Gomi

Fiction | Pages: 40

Content Connection: Animal Behavior

Summary A girl explains how she learned to do many things by watching animals in nature. For example, a horse taught her to run; a dog taught her to jump; and she learns to watch the night sky from her friend, the owl. She also learns skills from people, such as playing from her friends and studying from her teachers.

Activate Prior Knowledge Ask: *Who teaches you to do things?* (Possible responses: teachers; family members; friends) *When have you learned to do something by watching someone else?*

Preview Display the cover and read aloud the title. Point to the picture and ask: *Who do you think this girl's friends are?* (Possible response: other children) Introduce the story words *march* (page 15), *explore* (page 22), and *study* (page 32).

Build Comprehension

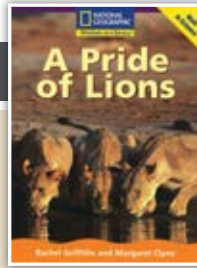
- ✓ **Synthesize** *What can you tell about how the girl learns?* (Possible response: She learns from watching things around her.)
- ✓ **Analyze Characters' Motives** *Why does the girl do what the animals do?* (Possible response: so she can learn from them)

Writing Options

Sequel Have children write and illustrate a page for the book showing another thing the girl learns and how she learns it.

Journal Entry Have children write about an important thing they have learned and who taught them to do it.

H Guided Reading Level



A Pride of Lions

by Rachel Griffiths and Margaret Clyne

Nonfiction | Pages: 12

Content Connection: Animals in Nature

Summary Groups of different animals have different names. For example, a group of lions is a pride and a group of geese is a gaggle.

Activate Prior Knowledge Have students tell about different animals they know that stay together in groups. Have them share any names they know for animal groups.

Explain that animals live in groups because it helps them survive. Some animals hunt together. Other animals stay together for safety. Some animals help each other take care of their young.

Preview Display the cover and read aloud the title. Ask: *How many lions do you see?* (three) *Why do you think they are together?* (Possible response: They are in the same family.)

Build Comprehension

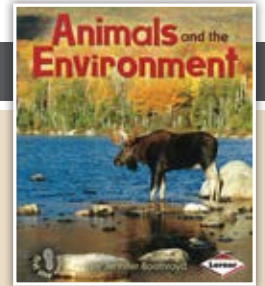
- ✓ **Synthesize** *What conclusion can you draw about how animals live in the wild?* (Possible response: Many animals form groups because it is good for them.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (animal groups) *What is the main idea?* (Animals live in groups that have different names.)

Writing Options

Labeled Drawing Have children draw a group of animals from the book, label the name of the group, and tell how many animals are in the group.

Journal Entry Have children write about a kind of group they are a part of, such as a family, team, or class. Encourage children to tell about the benefits of being in a group and what they like about it.

I Guided Reading Level



Animals and the Environment

by Jennifer Boothroyd

Nonfiction | Pages: 24

Content Connection: Habitats

Summary Animals depend on their environment and other animals for survival. They drink the water, eat plants and other animals, and use the land to find safety. Some animals use adaptations to stay safe and find food. Animals use the environment in many ways.

Activate Prior Knowledge Ask: *What are some things animals need to live?* (Possible responses: food; shelter; water; sunlight)

Preview Display the cover and read aloud the title. Point to the picture and ask: *What is something in this picture that animals need to live?* (Possible responses: water; sunlight) Tell children they will read to find out how animals use what they find around them to live. Introduce the story words *environment* (page 2), *rodents* (page 9), and *adapt* (page 13).

Build Comprehension

- ✓ **Synthesize** *Why is an animal's environment important?* (Possible response: Most animals get what they need from what is around them.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (animals) *What is the main idea?* (Animals use the environment to live.)

Writing Options

Drawing and Caption Have children draw an animal in its environment and write a caption telling why the environment is important to the animal.

Journal Entry Have children write about how they depend on their environment. Encourage them to first tell what they need to live and then tell how their needs are met by the environment.

I Guided Reading Level



Meerkats

by Jody Sullivan Rake

Nonfiction | Pages: 24

Content Connection: Animals in Nature

Summary Meerkats are African animals that live in groups on dry plains or savannas. They take care of each other and find what they need to live from what is around them.

Activate Prior Knowledge Have children share what they know about animals that live in groups. Have them discuss why living in groups might be good for animals.

Preview Display the cover and read aloud the title. Page through the book and ask: *What are some features of meerkats?* (Possible response: They are furry, small, and skinny.) Introduce the story words *savannas* (page 6) and *burrows* (page 10).

Build Comprehension

- ✓ **Synthesize** *How does living in groups help meerkats survive?* (Possible response: They help each other live and keep each other safe.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (meerkats) *What is the main idea?* (Possible response: Meerkats depend on each other to survive.)

Writing Options

Description Have children draw a picture of a meerkat and write a description of the animal to go with the picture.

Journal Entry Have children write about what they think it would be like to be a meerkat. Encourage them to tell what they would like about being a meerkat and what they would not like.

J Guided Reading Level



From Hive to Home

by Isabella Jose

Nonfiction | Pages: 16

Content Connection: Interdependence

Summary Honeybees make honey from flower nectar. Beekeepers keep bees and harvest the honey they make. They process the honey and sell it.

Activate Prior Knowledge Ask: *How does honey taste?* *Where does honey come from?* Invite children to share what they know about honey.

Preview Display the cover and read aloud the title. Point to the picture and ask: *What do you think the bee is doing?* (Possible response: eating) Tell children they will read to find out how bees make honey. Introduce the story words *seal* (page 6), *stings* (page 11), and *poured* (page 14).

Build Comprehension

- ✓ **Synthesize** *How are flowers important in making honey?* (Possible response: Bees collect nectar from flowers and make honey with it.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (how honey is made) *What is the main idea?* (Possible response: Making honey takes many steps.)

Writing Options

Labeled Diagram Have children draw a diagram of the steps that honey takes in getting from hive to home and label each step.

Journal Entry Have children write about whether or not they would like to be a beekeeper and explain their answers.

J Guided Reading Level



Bugs for Lunch

by Margery Facklam

Nonfiction | Pages: 32

Content Connection: Food Chain

Summary Many living things eat bugs, including birds, bats, other bugs, fish, plants, and even some people.

Activate Prior Knowledge Ask: *What are some bugs you know of?* (Possible response: ants; bees; spiders) Explain that bugs can be an important source of food for some living things.

Preview Display the cover and read aloud the title. Ask: *Do you think bugs would make a tasty lunch?* Tell children they will read to find out which living things eat bugs. Introduce the story words *cruises* (page 10) and *brook* (page 24).

Build Comprehension

- ✓ **Synthesize** *Why do you think living things eat bugs?* (Possible response: There are many bugs around, so they are an easy food to find.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (animals that eat bugs) *What is the main idea?* (Possible response: Bugs are a source of food for many living things.)

Writing Options

Story Have children write a short story about an animal that catches a bug for its lunch. Encourage them to include sensory details in their stories.

Journal Entry Have children write about their favorite thing to eat for lunch. Encourage them to describe what it tastes like and why it is their favorite meal.

K Guided Reading Level



Squirrel's World

by Lisa Moser

Fiction | Pages: 44

Content Connection: Relationships

Summary An energetic squirrel helps his friends, even when they don't need help. He stays busy all day until he finally falls asleep.

Activate Prior Knowledge Ask: *What does it mean to help someone?* (Possible response: You do something for them so things will be easier for them.)

Preview Display the cover and read aloud the title. Ask: *What can you tell about the squirrel from the picture?* (Possible response: He has a lot of energy.) Tell children they will read to find out how a squirrel helps his animal friends. Introduce the story words *storing* (page 2), *trembled* (page 23), and *wobbled* (page 28).

Build Comprehension

- ✓ **Analyze Characters' Motives** *What does Squirrel do in the story?* (Possible response: He tries to help his friends.) *Why does he do it?* (Possible responses: to be helpful; because they are his friends)
- ✓ **Synthesize** *Is it possible to help someone too much? Explain.* (Possible response: Yes. In the story, Squirrel gets Mouse more food than he needs.)

Writing Options

Sequel Have children write another chapter for the book in which Squirrel helps another animal.

Journal Entry Have children write about their favorite chapter in the book. Have them tell which chapter they like and summarize the plot. Then have them give their opinion about the events and tell why the chapter was their favorite.

K Guided Reading Level



It's Spring!

by Linda Glaser

Nonfiction | Pages: 32

Content Connection: Spring

Summary In spring, the environment changes. It becomes warmer, we wear different clothes, animals become more active, and plants show new life.

Activate Prior Knowledge Ask: *What are some things you notice about the world outside when spring comes?* (Possible responses: It gets warmer; flowers bloom; trees grow leaves; it rains a lot.)

Preview Display the cover and read aloud the title. Ask: *How can you tell from the picture that it is spring?* (Possible response: There are baby birds in the nest.) Tell children they will read to find out about how things change in the spring. Introduce the story words *bundled* (page 4), *trickle* (page 6), and *sleek* (page 10).

Build Comprehension

- ✓ **Synthesize** *Why is spring an important time of year?* (Possible response: It is when many animals and plants grow.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (spring) *What is the main idea?* (Possible response: Many things change and grow in spring.)

Writing Options

Poem Have children write a poem about springtime. Remind children that poems can rhyme, but they do not have to.
Journal Entry Have children write about what they like about spring. Encourage them to tell what makes spring special and why it is an important time of the year for plants and animals.

L Guided Reading Level



Fish is Fish

by Leo Lionni

Fiction | Pages: 32

Content Connection: Basic Needs

Summary Minnow and Tadpole are friends. One day, the tadpole becomes a frog and leaves the pond. When he returns to tell the fish about the world and the animals that live in it, the fish tries to imagine what these creatures look like, but he cannot. One day, he tries to leave the pond to see for himself and quickly realizes he is in trouble, until Frog comes and tosses him back in the water. Fish realizes then that fish belong in the water.

Activate Prior Knowledge Ask: *When have you wished for a special ability that you did not have? How did it make you feel?* Have volunteers share their experiences.

Preview Display the cover and read aloud the title. Ask: *What is the fish thinking about?* (Possible response: a bird that looks like a fish) Tell children they will read to find out what makes the fish a fish. Introduce the story words *inseparable* (page 5), *triumphantly* (page 6), *extraordinary* (page 15), and *feebly* (page 26).

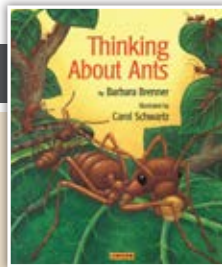
Build Comprehension

- ✓ **Synthesize** *After reading this book, what do you know is true about where animals belong in nature?* (Possible response: Every animal has a place in nature.)
- ✓ **Analyze Characters' Motives** *Why do you think the frog leaves the pond?* (Possible responses: He is now a frog who can hop, and he wants to see where he can go.)

Writing Options

Travel Journal Have children write an entry for the frog's travel journal telling about something he saw in the world outside the pond.
Journal Entry Have children write about a place they would like to visit one day. Encourage children to tell why they want to visit this particular place.

L Guided Reading Level



Thinking About Ants

by Barbara Brenner

Nonfiction | Pages: 32

Content Connection: Cooperation in Nature

Summary In this book, the reader is challenged to imagine what it would be like to be an ant by thinking about what ants eat, where they live, and how they live with other ants. The book also discusses ant enemies, such as toads, feet, rain, and other ants. Lastly, the book discusses the hierarchy and daily life within ant colonies.

Activate Prior Knowledge Ask children to share what they know about ants. Invite children who have seen an ant farm to tell what it was like.

Preview Display the cover and read aloud the title. Ask: *What does this picture make you think about ants?* (Possible response: Ants live in groups.) Tell children they will read to find out about what it is like to be an ant. Introduce the story words *notice* (page 9), *entrance* (page 24), *invading* (page 25), and *hatches* (page 30).

Build Comprehension

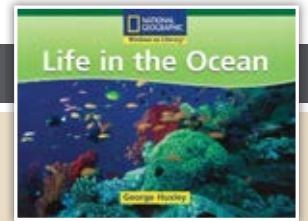
- ✓ **Synthesize** *After reading this book, what can you say about ants and why they need to live together?* (Possible responses: It is hard work to be an ant. Ants need to live together in order to survive.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (ants) *What is the main idea?* (Possible response: Ants are interesting creatures who need one another to survive.)

Writing Options

Story Have children imagine they are ants and write a short story about a day in the life of an ant. Encourage children to use their imagination to tell what life is like from an ant's perspective.

Journal Entry Have children write about what they think life would be like if they were as small as an ant. Children should include challenges they would face as well as benefits of being so tiny.

M Guided Reading Level



Life in the Ocean

by George Huxley

Nonfiction | Pages: 24

Content Connection: Habitats

Summary Scientists have divided the ocean into zones based on depth. These zones are the sunlit, twilight, midnight, and trench zones. Most animals live in the sunlit zone at the top, where it is the warmest. The next zone down is the twilight zone. The water is cold. It is home to strange animals that have adapted to living in the dark. The midnight zone is colder still. Animals here use special adaptations to find food. The bottom zone is the trench zone. There is no light and the water is near freezing. Creatures here search for food on the ocean floor.

Activate Prior Knowledge Ask: *What do you know about the ocean?* (Possible responses: It is big; it is made of water; fish live there.)

Preview Display the cover and read aloud the title. Page through the book and ask: *What do you think this book will be about?* (Possible response: animals that live in the ocean) Introduce the story words *zones* (page 2), *stretchy* (page 15), and *flashing* (page 17).

Build Comprehension

- ✓ **Synthesize** *What conclusion can you draw about why most animals live in the sunlit zone?* (Possible response: The other zones are very cold and very dark. Animals need special features to live in those zones.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (ocean zones) *What is the main idea?* (Possible response: An animal's features help it live in its ocean zone.)

Writing Options

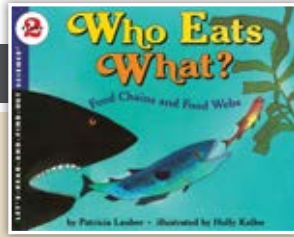
Drawing and Caption Have children choose one ocean zone and draw an animal that lives there. Then have them write a caption to tell about the animal.

Journal Entry Have children write about what they think it would be like to live in one of the ocean zones. Encourage children to describe what the zone is like, what other animals they might run into, and what they would need to survive there.

M Guided Reading Level

Who Eats What?

by Patricia Lauber



Nonfiction | Pages: 32

Content Connection: Interdependence

Summary Living things are part of food chains. All food chains begin with green plants. Each living thing that eats another is higher on the food chain. Multiple food chains that work together are called food webs. Sometimes humans change food chains and webs through activities, such as overhunting. It is important to protect plants and animals, since people are also part of a food chain.

Activate Prior Knowledge Have children list their favorite food. Challenge them to break it down to its ingredients. Ask: *Do any of these things come from plants?* Explain that most foods originally come from plants. Even meat comes from animals who eat plants.

Preview Display the cover and read aloud the title. Ask: *What is happening in the picture?* (Each animal is being eaten by a bigger animal.) Tell children they will read to find out how animals are linked in food chains. Introduce the story words *spotted* (page 5), *suppose* (page 9), and *fuel* (page 11).

Build Comprehension

- ✓ **Synthesize** *What is true about plants and food chains?* (Possible responses: All food chains need plants. Every animal in a food chain can be traced down to a green plant.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (food chains) *What is the main idea?* (Possible response: All living things are connected by food chains.)

Writing Options

Sample Food Chain Have children write about something they ate today and draw a food chain to represent it.

Journal Entry Have children write about what it means to be at the top of the food chain.

N Guided Reading Level

Looking for the Queen

by Shirley Frederick



Nonfiction | Pages: 16

Content Connection: Basic Needs

Summary A girl and her father are in the Arizona desert looking for the Queen of the Night, a cactus flower that only blooms once a year. They learn about life in the desert as they search, and how desert animals depend on the cactus. Eventually, they find the flower in full bloom.

Activate Prior Knowledge Ask: *What is something you had to wait a long time for? Was it worth the wait?* Invite volunteers to share their experiences.

Preview Display the cover and read aloud the title. Ask: *What do you think this book will be about?* (Possible response: an adventure in the desert) Tell children they will read to find out about a special queen. Introduce the story words *blazes* (page 2), *perfume* (page 12), and *gleaming* (page 13).

Build Comprehension

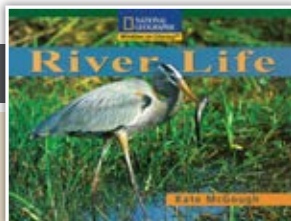
- ✓ **Synthesize** *Why is the Queen of the Night flower different from other flowers?* (Possible response: It blooms at night and only once a year.)
- ✓ **Identify Topic and Main Idea** *What is the topic of this book?* (the Queen of the Night flower) *What is the main idea?* (Possible response: The desert is home to many unique plants and animals.)

Writing Options

Poem Have children write a poem about the Queen of the Night flower. Remind children that poems can rhyme, but they do not have to.

Journal Entry Have children write about something interesting they have seen in nature, such as an unusual plant or animal or an animal behaving in an interesting way.

N Guided Reading Level



River Life

by Kate McGough

Nonfiction | Pages: 16

Content Connection: Interdependence

Summary The Mississippi River flows through the United States. Many plants and animals live along the river's banks.

Activate Prior Knowledge Ask: *What are some things you might find around a river?* (Possible responses: fish; trees; sand; boats) Explain that we can find many living things around a river.

Preview Display the cover and read aloud the title. Ask: *What do you think this book is about?* (Possible response: plants and animals that live near rivers) Tell children they will read to find out about life in the Mississippi River. Introduce the story words *scaly* (page 10), *shallow* (page 11), and *chase* (page 13).

Build Comprehension

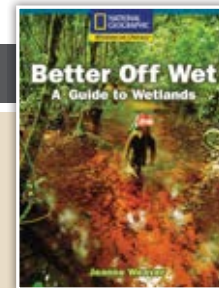
- Synthesize** *Is a river a good place for plants and animals to live? Explain.* (Possible response: Yes. I know that living things need water to grow, and a river has water.)
- Identify Topic and Main Idea** *What is the topic of this book?* (river animals and plants) *What is the main idea?* (Possible response: The Mississippi River is a good place for animals and plants to live.)

Writing Options

Labeled Drawing Have children draw three or more things that live near the river and write detailed captions to go with their pictures.

Journal Entry Have children imagine they are one of the animals from their book taking a swim along the Mississippi River. Children should tell what kind of animal they are and write about why they are swimming in the river. Encourage children to include details about what else they see, such as plants and other animals.

O Guided Reading Level



Better Off Wet

by Jeanne Weaver

Nonfiction | Pages: 24

Content Connection: Interdependence

Summary Wetlands are areas of land that are soaked with water. Swamps, bogs, and marshes are all types of wetlands. Bogs are areas of wet ground covered by plants. Animals like beavers and salamanders live there. Swamps have woody plants, like shrubs and trees. Swamps are home to alligators. Marshes are grassy wetlands found near rivers. They are home to lots of birds. Besides being homes to plants and animals, wetlands help keep water clean and prevent floods.

Activate Prior Knowledge Have children explain what a sponge is like and tell what it does. (soaks up water) Explain that there are some areas of land that work like sponges.

Preview Display the cover and read aloud the title. Ask: *What do you think this title means?* (Possible response: Wetlands need to be wet.) Tell children they will read to find out about plants and animals that live in wetlands. Introduce the story words *rubber* (page 5), *stable* (page 10), and *dangerous* (page 14).

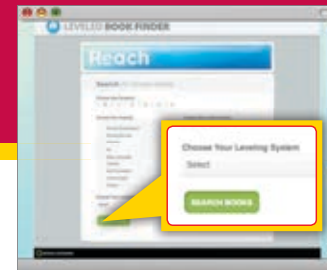
Build Comprehension

- Synthesize** *Why are wetlands important?* (Possible response: I know that floods and pollution can be dangerous, and wetlands help prevent them.)
- Identify Topic and Main Idea** *What is the topic of this book?* (wetlands) *What is the main idea?* (Possible response: Wetlands are important to the environment.)

Writing Options

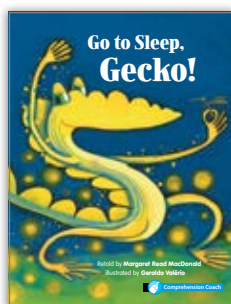
Poster Have children design a poster explaining why it is important to protect wetlands.

Journal Entry Have children write about what they think it would be like to visit a wetland habitat. Encourage them to tell what kind of wetland they are visiting and to describe the plants and animals they might see there.



Recommended Books

Level*	Fiction About Relationships in Nature	Nonfiction About Relationships in Nature
F	Halpern, Shari. <i>My River</i> . Houghton Mifflin, 1995.	LaTour, Pierre. <i>Who Eats Who in a Food Chain?</i> Black Rabbit Books, 2012.
G	Brennan, Ari. <i>Mr. Greg's Garden</i> . National Geographic, 2006. Day, Alexandra. <i>Carl and the Baby Duck</i> . Square Fish, 2011.	Fowler, Allen. <i>It's a Good Thing There Are Insects</i> . Children's Press Chicago, 1991. Green, Emily K. <i>Bumblebees</i> . Children's Press, 2002.
H	Adams, Pam. <i>There Was an Old Lady Who Swallowed a Fly</i> . Penguin Young Readers Group, 1997. CALDECOTT HONOR BOOK Fleming, Denise. <i>Time to Sleep</i> . Henry Holt and Co., 2001.	Gordon, Sharon. <i>You Are What You Eat</i> . Children's Press, 2003. Sayre, April Pulley. <i>Trout Are Made of Trees</i> . Charlesbridge Publishing, 2008.
I	Donaldson, Julia. <i>The Gruffalo</i> . Penguin Young Readers Group, 2006. Lionni, Leo. <i>Inch by Inch</i> . Knopf Books for Young Readers, 2010. CALDECOTT HONOR BOOK	Ashley, Susan. <i>Bees</i> . Gareth Stevens Publishing, 2004. Berger, Melvin and Gilda. <i>Animals at Night</i> . Scholastic, 2006.
J	Carle, Eric. <i>The Grouchy Ladybug</i> . HarperCollins, 1996. Franco, Betsy. <i>Zero Is the Leaves on the Tree</i> . Tricycle Press, 2009.	Ghiglieri, Carol. <i>Tree Homes</i> . Scholastic Book Clubs, 2007. Tagliaferro, Linda. <i>Bees and Their Hives</i> . Capstone Press, 2004.
K	Buchwald, Emilie. <i>Floramel and Esteban</i> . Milkweed Editions, 2009. Cronin, Doreen. <i>Diary of a Worm</i> . HarperCollins, 2003.	Guiberson, Brenda Z. <i>Cactus Hotel</i> . Henry Holt & Company, 1993. Kalman, Bobbie. <i>Food Chains and You</i> . Crabtree Publishing, 2004.
L	Carle, Eric. <i>The Tiny Seed</i> . Little Simon, 2009. Nikola-Lisa, W. <i>Night Is Coming</i> . Puffin, 1997.	Brynie, Faith Hickman. <i>Do Animals Work Together?</i> Enslow Publishers, 2010. Jenkins, Steve & Page, Robin. <i>How to Clean a Hippopotamus: Unusual Animal Partnerships</i> . Houghton Mifflin, 2010.
M	Brett, Jan. <i>Honey...Honey...Lion! A Story from Africa</i> . Penguin Young Readers Group, 2005. Osborne, Mary Pope. <i>Good Morning, Gorillas</i> . Random House Books for Young Readers, 2002.	Crossingham, John. <i>Seashore Food Chains</i> . Crabtree Publishing, 2005. Hirschi, Ron. <i>Ocean Seasons</i> . Sylvan Dell, 2007.
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O	Yolen, Jane. <i>Owl Moon</i> . Penguin Young Readers Group, 1987. CALDECOTT HONOR BOOK	Dorros, Arthur. <i>Ant Cities</i> . Harper Collins, 1988. Retan, Walter. <i>Armies of Ants</i> . Scholastic Trade, 1994.



Author Study: Margaret Reed MacDonald

Conejito: A Folktale from Panama.

August House, 2006.

Fat Cat: A Danish Folk Tale. August House, 2005.

Little Rooster's Diamond Button. Albert Whitman & Company, 2007.

The Squeaky Door. HarperCollins, 2006.

* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Name _____ Date _____

Character Map

Characters' Motives

Use the character map to take notes about the characters' motives in your book as you read.

Character	What the Character Does	Why the Character Does It

COPY READY

 Use your character map to tell a partner about the book.

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For use with TE pp. LR4–LR11

LR7.1

Unit 7 | Best Buddies

Name _____ Date _____

Topic and Main Idea Chart

Topic and Main Idea

Use the topic and main idea chart to take notes about your book as you read.

Topic	Main Idea

COPY READY

 Use your topic and main idea chart to tell a partner about the book.

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LR7.2

Unit 7 | Best Buddies

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: _____

 **How do living things depend on each other?**

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For use with TE pp. LR4–LR11

LR7.3

Unit 7 | Best Buddies

Speaking and Listening Observation Log

Unit 7

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 7

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 7

COPY READY

Reading Strategy Rubrics																			
Make Connections				Visualize				Determine Importance				Synthesize (Unit Focus)							
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				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				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				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				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.

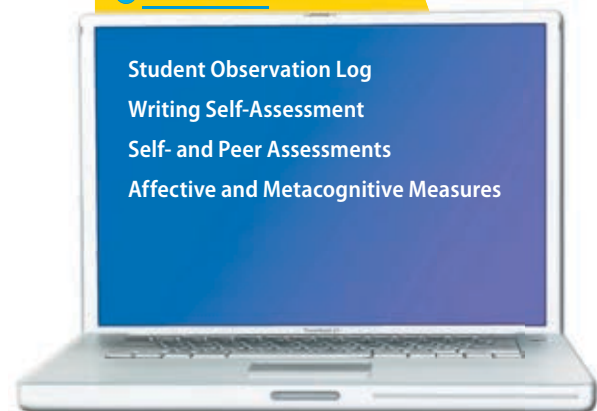
Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Foundational Skills Test	A7.5	Comprehension: Characters' Motives	RT7.1
Reading Comprehension Test	A7.8	Comprehension: Synthesize	RT7.2
Vocabulary Test	A7.10	Grammar: Past Tense Verbs	RT7.3
Grammar and Writing Test	A7.12		
Week 2			
Foundational Skills Test	A7.13	Comprehension: Cause and Effect	RT7.4
Reading Comprehension Test	A7.15	Comprehension: Synthesize	RT7.5
Vocabulary Test	A7.17	Grammar: Irregular Past Tense Verbs	RT7.6
Grammar and Writing Test	A7.19		
Week 3			
Foundational Skills Test	A7.20	Comprehension: Topic and Main Idea	RT7.7
Reading Comprehension Test	A7.22	Comprehension: Synthesize	RT7.8
Vocabulary Test	A7.24	Grammar: Future Tense Verbs	RT7.9
Grammar and Writing Test	A7.26		
Week 4			
Foundational Skills Test	A7.28	Comprehension: Author's Reasons	RT7.10
Reading Comprehension Unit Test	A7.30	Comprehension: Synthesize	RT7.11
Vocabulary Unit Test	A7.36	Grammar: Future Tense Verbs	RT7.12
Grammar and Writing Unit Test	A7.39	Writing Trait: Organization	RT7.13
		(Also see prior weeks.)	
Oral Reading Assessment	A7.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A7.42		
Class Profile: Weekly and Unit Assessments	A7.44		
Student Profile: Strengths and Needs Summary	A7.45		
Writing Rubric	A7.46		
Unit Self-Assessment	A7.47		
Answer Keys and Rubrics	A7.48		
Leveled Reading Assessments			
Speaking and Listening Observation Log	LR7.4		
Reading Strategy Assessment	LR7.5		
Reader Reflection	LR7.7		

Online Assessment Resources

NGReach.com

Student Observation Log
 Writing Self-Assessment
 Self- and Peer Assessments
 Affective and Metacognitive Measures



Oral Reading Assessment

Unit 7

Fuzzy was a beautiful Scottish Terrier, black, with short legs and a stubby tail. He lived at Star Ranch with two other dogs. Curly and Handful were large outdoor dogs. They could run around and get dirty. Fuzzy had to stay inside. He had to stay clean, so children could pick him up and pet him. Fuzzy was mostly thankful. But he was often unhappy. It was unfair that he couldn't go outside and play!

One day, Fuzzy heard the other dogs barking loudly. He quickly ran to look through the glass door. A bear was in the back yard growling at Curly and Handful! The bear seemed unafraid. Fuzzy didn't want to misbehave, but he wanted to help. Fuzzy climbed upon a table. He jumped out a side window. He stood together with the others, bravely barking. Faced with three dogs, the bear ran and never reappeared. Fuzzy felt completely happy at last!

COPY READY

Oral Reading Assessment

Unit 7

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7
18
26
34
45
55
64
73
75
83
92
102
109
118
127
136
144
151
154

Miscue Observations

Oral Reading Assessment

Unit 7

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 7

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 7, Week 1

Decoding

- Prefixes *un-*, *re-*, *mis-*
- Suffixes *-y*, *-ly*, *-ful*

The Decoding Test on page A7.6 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 A7.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

- 1 replace
- 2 unpack
- 3 mistreated
- 4 curly
- 5 slowly
- 6 handful

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 A7.7.

Week 1



move	large
ball	number
few	animal
eye	often
food	might

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A7.5

Unit 7 | Best Buddies

Foundational Skills

Unit 7, Week 1

COPY READY

- 1** (A) replace
(B) misplace
(C) displace

- 2** (A) repack
(B) unpack
(C) mistake

- 3** (A) retreated
(B) untreated
(C) mistreated

- 4** (A) curly
(B) curled
(C) curling

- 5** (A) slower
(B) slowly
(C) slowest

- 6** (A) handy
(B) handful
(C) handsome

Score
_____/6

DONE!

Name _____

Foundational Skills

Unit 7

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.

Week 1	Week 2	Week 3	Week 4																																																																																								
Date _____	Date _____	Date _____	Date _____																																																																																								
Decoding	Decoding	Decoding	Decoding																																																																																								
<ul style="list-style-type: none"> • Prefixes <i>un-</i>, <i>re-</i>, <i>mis-</i> • Suffixes <i>-y</i>, <i>-ly</i>, <i>-ful</i> 	<ul style="list-style-type: none"> • Vowel Digraphs /<i>ö</i>/ <i>oo</i>, /<i>ě</i>/ <i>ea</i>, /<i>ü</i>/ <i>ou</i> • Digraphs <i>gh</i> • Sound/Spelling /<i>ö</i>/ <i>au</i>, <i>aw</i> 	<ul style="list-style-type: none"> • Sound/Spelling /<i>ö</i>/ <i>al</i>, <i>all</i> • Diphthongs <i>oi</i>, <i>oy</i> 	<ul style="list-style-type: none"> • Diphthongs <i>ow</i>, <i>ou</i> • Initial Schwa 																																																																																								
<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">replace</td><td style="width: 20%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>unpack</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>mistreated</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>curly</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>slowly</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>handful</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Total</td><td style="text-align: center;"><input type="text"/></td></tr> </table>	replace	<input type="checkbox"/>	unpack	<input type="checkbox"/>	mistreated	<input type="checkbox"/>	curly	<input type="checkbox"/>	slowly	<input type="checkbox"/>	handful	<input type="checkbox"/>	Total	<input type="text"/>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">hood</td><td style="width: 20%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>feather</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>fawn</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>straw</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>launch</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>tough</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Total</td><td style="text-align: center;"><input type="text"/></td></tr> </table>	hood	<input type="checkbox"/>	feather	<input type="checkbox"/>	fawn	<input type="checkbox"/>	straw	<input type="checkbox"/>	launch	<input type="checkbox"/>	tough	<input type="checkbox"/>	Total	<input type="text"/>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">salt</td><td style="width: 20%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>fall</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>malt</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>oil</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>toys</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>soil</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Total</td><td style="text-align: center;"><input type="text"/></td></tr> </table>	salt	<input type="checkbox"/>	fall	<input type="checkbox"/>	malt	<input type="checkbox"/>	oil	<input type="checkbox"/>	toys	<input type="checkbox"/>	soil	<input type="checkbox"/>	Total	<input type="text"/>	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">gown</td><td style="width: 20%; text-align: center;"><input type="checkbox"/></td></tr> <tr><td>mouse</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>cowboy</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>alarm</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>awake</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>adult</td><td style="text-align: center;"><input type="checkbox"/></td></tr> <tr><td>Total</td><td style="text-align: center;"><input type="text"/></td></tr> </table>	gown	<input type="checkbox"/>	mouse	<input type="checkbox"/>	cowboy	<input type="checkbox"/>	alarm	<input type="checkbox"/>	awake	<input type="checkbox"/>	adult	<input type="checkbox"/>	Total	<input type="text"/>																																
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COPY READY

Reading Comprehension Test

Unit 7, Week 1

Directions: Read the story. Then answer the questions about the story.

The Hippo and the River Fish



There once was a large hippo who loved sweet grass. Day and night the hippo ate. One day, all of the sweet grass was gone.

Next, the hippo ate the crab grass. It was not as good as the sweet grass. The hippo ate it anyway. Soon, all of the crab grass was gone.

The Hippo then went into the river. He started to eat the grass under the water. Just then a tiny fish swam up to the hippo. "Please don't eat all of the river grass!" the fish cried. "Leave some for us fish!"

The hippo was sorry, but what could he do? The fish had an idea. "Here's how we can share. You eat the grass, and then we fish will eat the grass that gets stuck in your teeth. You'll have clean teeth, and we'll have food, too."

The hippo smiled at the fish. Then the fish swam into the hippo's mouth.



Reading Comprehension Test

Unit 7, Week 1

- 1** The hippo goes to the river to —
- Ⓐ take a bath.
 - Ⓑ look for grass.
 - Ⓒ swim with a fish.
 - Ⓓ get a drink of water.
- 2** Why does the fish cry out to the hippo?
- Ⓐ The fish wants to get clean.
 - Ⓑ The fish wants the hippo to leave some grass.
 - Ⓒ The hippo wants to eat the fish.
 - Ⓓ The hippo wants clean teeth.
- 3** What does the hippo's smile mean?
- Ⓐ He is no longer hungry.
 - Ⓑ He thinks the fish is funny.
 - Ⓒ He likes the taste of river grass.
 - Ⓓ He wants the fish to clean his teeth.

- 4** The fish's point of view is that —
- Ⓐ the fish and the hippo should help each other.
 - Ⓑ the hippo should clean the fish sometimes.
 - Ⓒ the hippo should let the fish eat first.
 - Ⓓ the fish and the hippo should find something different to eat.
- 5** Why does the fish care about the grass in the hippo's teeth?
- Ⓐ The fish wants a job.
 - Ⓑ The fish needs food.
 - Ⓒ The hippo has a nice smile.
 - Ⓓ The hippo says he is sorry.

Score
_____/5

DONE!

Vocabulary Test

Unit 7, Week 1

Directions: Choose the answer that completes the sentence correctly.

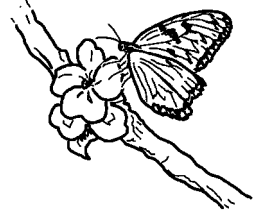
1 Plants and animals have _____ in nature.

- (A) wells
- (B) pipes
- (C) ideas
- (D) roles



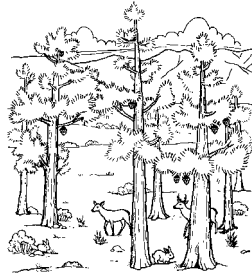
4 Scientists study how plants and animals _____ to each other.

- (A) decide
- (B) relate
- (C) build
- (D) save



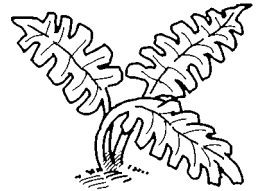
2 Animals that live in nature are _____.

- (A) wildlife
- (B) courage
- (C) respect
- (D) night



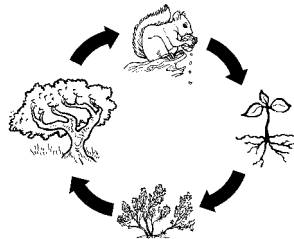
5 Plants are _____.

- (A) weather
- (B) teamwork
- (C) vegetation
- (D) citizenship



3 This is a _____.

- (A) lake
- (B) chain
- (C) nurse
- (D) habitat



GO ON

Vocabulary Test

Unit 7, Week 1

6 He _____ the wires to make the computer work.

- Ⓐ defends
- Ⓑ survives
- Ⓒ connects
- Ⓓ cooperates

7 Todd _____ the gift his grandmother gave him.

- Ⓐ attacks
- Ⓑ accepts
- Ⓒ decides
- Ⓓ supports

8 Some people like grapes. _____ like berries.

- Ⓐ Places
- Ⓑ Others
- Ⓒ Clouds
- Ⓓ Nights

9 A seatbelt is _____ to stay safe in a car.

- Ⓐ living
- Ⓑ generous
- Ⓒ necessary
- Ⓓ thoughtful

10 Firefighters have a very _____ job.

- Ⓐ pretty
- Ⓑ grateful
- Ⓒ surprised
- Ⓓ important

COPY READY

Score

_____/10

DONE!

Grammar and Writing Test

Unit 7, Week 1

Directions: Choose the answer that completes the sentence correctly.

1 Yesterday at school, we _____ about bees.

- (A) learnd
- (B) learned
- (C) learnned

3 When Susan's dog came up to me, I _____ it on the head.

- (A) pated
- (B) patied
- (C) patted

2 A neighborhood cat _____ our yard last night.

- (A) explord
- (B) explored
- (C) exploreed

4 We _____ home after school in the rain.

- (A) hurried
- (B) hurryed
- (C) hurryied

5 Think about the story "Go to Sleep, Gecko!" Choose one thing Gecko complained about. Do you agree or disagree with Gecko? Give at least one reason to support your opinion.

Score	
_____ /4	multiple-choice
_____ /4	writing

DONE!

Foundational Skills Test

Unit 7, Week 2

Decoding

- **Vowel Digraphs** /ōō/ oo, /è/ ea, /ÿ/ ou
- **Digraphs** gh
- **Sound Spelling** /ô/ au, aw

The Decoding Test on page A7.14 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 A7.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

- 1 hood
- 2 feather
- 3 fawn
- 4 straw
- 5 launch
- 6 tough

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 A7.7

Week 2

 room

stay

head

along

small

change


pick

sometimes

own

enough

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A7.13

Unit 7 | Best Buddies

Foundational Skills

Unit 7, Week 2

COPY READY

- 1 (A) heed
(B) hood
(C) heard



- 2 (A) fever
(B) father
(C) feather



- 3 (A) farm
(B) fawn
(C) fault



- 4 (A) stew
(B) string
(C) straw



- 5 (A) lunch
(B) lurch
(C) launch

- 6 (A) tuck
(B) tough
(C) touch

Score
_____/6

DONE!

Reading Comprehension Test

Unit 7, Week 2

Directions: Read the article. Then answer the questions about the article.



When the sun comes out, many flowers open up. When this happens, butterflies like to visit them. That's because flowers have nectar. This is like a sweet drink that is food for an insect.

A butterfly on a flower gets covered with a powder called pollen. Pollen sticks to a butterfly's body. When the insect flies off, it carries pollen with it. The butterfly then spreads the pollen at its next stop. This helps the flowers make more flowers.

Some flowers open only at night. Moths, which are part of the butterfly family, visit these flowers. How do moths find flowers in the dark? Some flowers are white or a light color and stand out in the dark. They look bright in the moonlight.

Moths also find flowers by smell. Some plants give off a sweet smell after the sun goes down. This is like a telephone call to the moth. "Nectar here! Come and get it!" When the sun comes up, the night flowers close. The moth rests for the day.



Reading Comprehension Test

Unit 7, Week 2

COPY READY

- 1** What is the author's purpose for writing this passage?
- Ⓐ to inform
 - Ⓑ to entertain
 - Ⓒ to persuade
- 2** Why do the butterflies go from flower to flower?
- Ⓐ to find food
 - Ⓑ to look for moths
 - Ⓒ to help make pollen
 - Ⓓ to visit other butterflies
- 3** A moth can find some flowers in the dark because —
- Ⓐ the moths rest during the day.
 - Ⓑ the flowers give off a sweet smell.
 - Ⓒ the pollen has been spread around.
 - Ⓓ the butterflies show where the nectar is.
- 4** Pollen gets spread because —
- Ⓐ the sun comes up.
 - Ⓑ night flowers close.
 - Ⓒ it sticks to a butterflies.
 - Ⓓ moths rest during the day.

Score
____/4

DONE!

Vocabulary Test

Unit 7, Week 2

Directions: Read the question. Use the dictionary entries to choose the correct answer.

cent ► crow

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

C



cent

(**sent**) *noun*

A penny is one cent.
*I found one **cent** on the ground.*



chase

(**chās**) *verb*

When you chase something, you run after it.
*The boy **chases** the girl.*



clear

(**klear**) *adjective*

Something is clear if it is not blocked.
*We had a **clear** view of the city.*



climb

(**klim**) *verb*

When you climb, you move up.
*The woman **climbs** the mountain.*



country

(**kun-trē**) *noun*

A country is a land with its own laws.
*We live in a big **country**.*



crow

(**krō**) *noun*

A crow is a large, black bird.
*The **crow** sits on the fence post.*

COPY READY

GO ON 

Vocabulary Test**Unit 7, Week 2****COPY READY**

- 1** What part of speech is cent?
- Ⓐ verb
 - Ⓑ noun
 - Ⓒ adjective
- 2** Look at the guide words. Where would you find the word cut?
- Ⓐ before this page
 - Ⓑ on this page
 - Ⓒ after this page
- 3** Which word means “not blocked”?
- Ⓐ clear
 - Ⓑ chase
 - Ⓒ country
- 4** Which of these words is a verb?
- Ⓐ crow
 - Ⓑ clear
 - Ⓒ climb
- 5** Which of these words has two syllables?
- Ⓐ country
 - Ⓑ climb
 - Ⓒ cent
- 6** You want to find the word fringe in the dictionary. Which guide words would help you find the right page?
- Ⓐ fry — gasp
 - Ⓑ eye — finger
 - Ⓒ forget — frozen

Score

_____/6

DONE!

Grammar and Writing Test

Unit 7, Week 2

Directions: Choose the answer that completes the sentence correctly.

1 In the garden yesterday, a bird _____ over to visit.

- (A) came
- (B) comed
- (C) camed

2 The bird _____ to scratch around in the soil.

- (A) began
- (B) beguned
- (C) beganned

3 The bird _____ a pretty song.

- (A) sung
- (B) sang
- (C) singed

4 Then the bird _____ away.

- (A) wented
- (B) goed
- (C) went

5 In the profile "Enric Sala: Marine Ecologist," you learned about the problem of damage to coral reefs. Write two sentences to explain what causes the damage.

Score
_____/4 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 7, Week 3

Decoding

• Sound Spelling /ôl/ *al, all*

• Diphthongs *oi, oy*

The Decoding Test on page A7.21 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 A7.7.

Say: *Listen to this word:* _____.

Choose the word: _____.

- 1 salt
- 2 fall
- 3 malt
- 4 oil
- 5 toys
- 6 soil

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 A7.7.

Week 3

ride green

close plant

sleep hurt

cry jump

show please

COPY READY

 = one child  = two children  = three or more children

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Grade 2 Assessment

A7.20

Unit 7 | Best Buddies

Foundational Skills

Unit 7, Week 3

- 1 (A) salt
- (B) sold
- (C) seat



- 2 (A) fall
- (B) fool
- (C) feel



- 3 (A) melt
- (B) malt
- (C) meet



- 4 (A) oil
- (B) oat
- (C) ore



- 5 (A) toys
- (B) trays
- (C) tense



- 6 (A) seal
- (B) sail
- (C) soil



COPY READY

Score
_____/6

DONE!

Reading Comprehension Test

Unit 7, Week 3

Directions: Read the article. Then answer the questions about the article.



Bats in the City

Bats live in cities all over the world, but long ago they lived only in the wild. Then people began to build cities. As the cities grew bigger, the wild places became smaller. Over time, more and more bats started living in cities.

Many people don't know that they share their city with bats. Bats are awake when we are asleep. In the daytime, bats sleep under bridges or in the tops of buildings. They hide from the light of day.

When it's dark out, bats wake up and look for food. Some bats eat fruit. Other bats eat bugs. Streetlights in cities are a great place for bats. Bugs like the bright lights. Bats fly around the lights and eat the bugs.

Some people are afraid of bats. Other people like bats because they eat bugs. No matter what you think, bats are part of life in the city.

GO ON 

Reading Comprehension Test

Unit 7, Week 3

1 The topic of this article is —

- Ⓐ bugs.
- Ⓑ bats.
- Ⓒ cities.
- Ⓓ wild places.

2 What is the main idea of this article?

- Ⓐ All bats were once wild, but many now thrive in cities.
- Ⓑ Bats like city streetlights because they find bugs there.
- Ⓒ People in cities don't always know that bats live there, too.
- Ⓓ Some people like bats, but other people are afraid of them.

3 What generalization can you form from reading this article?

- Ⓐ Bats can be helpful.
- Ⓑ Bats are afraid of people.
- Ⓒ Bats like bugs better than fruit.
- Ⓓ Bats miss their home in the wild.

4 What is another generalization you can form?

- Ⓐ Bugs and bats pair up to help each other.
- Ⓑ Wild animals are safe when they move to a city.
- Ⓒ Most animals that live in the city are awake at night.
- Ⓓ There are probably other animals in cities that once lived in the wild.

COPY READY

Score
_____/4

DONE!

Vocabulary Test

Unit 7, Week 3

Directions: Choose the answer that completes the sentence correctly.

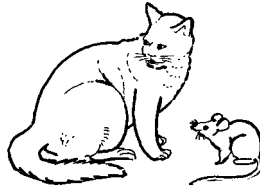
1 Cats and dogs are different _____.

- (A) species
- (B) chances
- (C) machines
- (D) skills



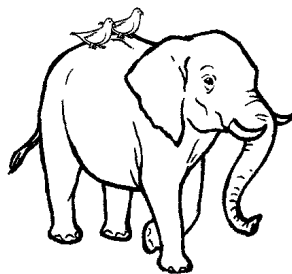
2 Some animals are _____.

- (A) heroes
- (B) shadows
- (C) enemies
- (D) examples



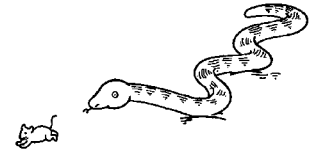
3 Some animals are _____.
They work together.

- (A) sources
- (B) features
- (C) partners
- (D) messages



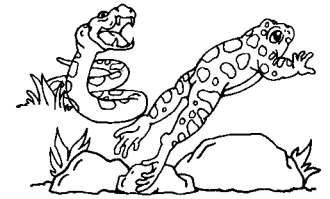
4 The snake _____ the mouse.

- (A) threatens
- (B) organizes
- (C) provides
- (D) decides



5 Animals _____ to other animals.

- (A) seem
- (B) repeat
- (C) become
- (D) respond



GO ON

Vocabulary Test

Unit 7, Week 3

- 6** It is _____ for such a huge animal to have such tiny eyes.
- Ⓐ right
 - Ⓑ enough
 - Ⓒ unusual
 - Ⓓ generous
- 7** Hummingbirds have the _____ to stop in mid-air.
- Ⓐ shelter
 - Ⓑ ability
 - Ⓒ danger
 - Ⓓ cost
- 8** Some plants are _____ to grow.
- Ⓐ difficult
 - Ⓑ grateful
 - Ⓒ clean
 - Ⓓ light
- 9** Tools are _____ for fixing things.
- Ⓐ cold
 - Ⓑ mean
 - Ⓒ useful
 - Ⓓ healthy
- 10** If you walk close to the edge, you are in _____ of falling off.
- Ⓐ water
 - Ⓑ shape
 - Ⓒ species
 - Ⓓ danger

COPY READY

Score

_____/10

DONE!

Grammar and Writing Test

Unit 7, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 The bird _____ the bugs later when it is hungry.

- Ⓐ wills
- Ⓑ will eat
- Ⓒ will eats

3 The ants _____ for food again tomorrow.

- Ⓐ will looks
- Ⓑ will look
- Ⓒ will

2 _____ have a nice bug dinner!

- Ⓐ It'll
- Ⓑ It'ill
- Ⓒ Itw ill

4 _____ come out of their hole in a long line.

- Ⓐ They'ill
- Ⓑ The'lls
- Ⓒ They'll

COPY READY

GO ON 

Grammar and Writing Test

Unit 7, Week 3

5 Next month, I _____ the zoo.

- (A) will visits
- (B) will visit
- (C) will

6 Maybe _____ go see the animals every month.

- (A) I'll
- (B) li'l
- (C) I'll

7 I am glad that you _____ with me next time.

- (A) will
- (B) will come
- (C) will comes

8 It's too bad your sister _____ be able to come with us.

- (A) won't
- (B) willn't
- (C) wont

9 Think of something you do with someone else. Write a paragraph to explain how you help each other. Organize your paragraph with a main idea and details that support it.

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Foundational Skills Test

Unit 7, Week 4

Decoding

- Diphthongs *ow, ou*
- Initial Schwa

The Decoding Test on page A7.29 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 A7.7.

Say: *Listen to this word:* _____.


Choose the word: _____.

- 1 gown
- 2 mouse
- 3 cowboy
- 4 alarm
- 5 awake
- 6 adult

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 A7.7.

Week 4



will	high
soon	leave
black	study
brown	open
group	point

 = one child  = two children  = three or more children

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Grade 2 Assessment

A7.28

Unit 7 | Best Buddies

Foundational Skills

Unit 7, Week 4

- 1 (A) gain
- (B) gnaw
- (C) gown



- 2 (A) muss
- (B) mouse
- (C) moose



- 3 (A) cousin
- (B) crowbar
- (C) cowboy



- 4 (A) aim
- (B) alarm
- (C) almost



- 5 (A) always
- (B) awake
- (C) asked



- 6 (A) adult
- (B) admit
- (C) adverb



COPY READY

Score
____/6

DONE!

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

Bear Trainer

COPY READY

Doug Seus has a very special job. He's a bear trainer. Doug works with bears that are on television and in movies. Doug trains many other kinds of animals, too. He works with deer, foxes, skunks, and more. However, most people know Doug for his work with bears.



Doug trained a bear named Bart. Bart was more than nine feet tall and weighed over 1,500 pounds! Bart never hurt Doug or the people around him. Doug knew how to work with Bart.

Sometimes Doug blew air into Bart's nose. This made Bart feel safe. Doug also took Bart for walks in the street. This way, Bart was not afraid of car noises. Doug helped Bart feel calm wherever they went.

Today, Doug has new bears that he trains. Look closely next time you see a movie. Maybe you'll see one of Doug's bears!

GO ON 

Reading Comprehension Test

Unit Test

- 1** What is the topic of this article?
- (A) animal stars
 - (B) smart bears
 - (C) bear training
 - (D) animal movies
- 2** The author says that Doug has a special job. Which of these is a reason why the author thinks so?
- (A) Doug is not afraid of wild animals.
 - (B) Doug trains bears to be in movies.
 - (C) Doug knows that bears fear car noises.
 - (D) Doug wanted Bart to feel safe.
- 3** Doug trains deer, foxes, and skunks. Other people train wild animals, too. Most animals like this are trained to —
- (A) act in movies.
 - (B) be sold as pets.
 - (C) work with bears.
 - (D) live together in zoos.
- 4** The author says that Doug knew how to work with Bart. Which of these is a reason the author thinks so?
- (A) Bart was more than nine feet tall.
 - (B) Bart weighed over 1,500 pounds.
 - (C) Bart felt calm wherever they went.
 - (D) Bart was only one of the animals Doug trained.
- 5** Doug blew into Bart's nose. He also took Bart for walks in the street. These things show that Doug —
- (A) cared about how Bart felt.
 - (B) wanted Bart to smell things.
 - (C) helped Bart get on television.
 - (D) wanted Bart to get along with other animals.
- 6** Bart felt calm because —
- (A) Doug got Bart a job in the movies.
 - (B) Doug took Bart with him in the car.
 - (C) Doug trained lots of animals.
 - (D) Doug did things to make him feel comfortable.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.



Bees live together in a big group inside a hive. A hive has 20,000 to 80,000 bees. It's like a bee city. With so many bees buzzing around, questions come up. Where can we find food? Is our hive big enough? What happens if a bear attacks our hive?

To answer these questions, bees share information. One way they do this is to dance.

Suppose a bee finds a place with lots of flowers full of nectar. It goes back to the hive. Then it gets close to the other bees and shakes its body. This is a signal that it wants to tell them something. The bee's message is shared by the way it dances.

For example, one dance is the "waggle dance." It means, "We found some great flowers. Let's get some food." If the flowers are nearby, the dance is short. The farther away the flowers are, the longer the dance lasts. The dance can also signal if there's lots of good nectar or only a little bit.

GO ON 

Reading Comprehension Test

Unit Test

- 7** What is the topic of this article?
- Ⓐ why bees need flowers
 - Ⓑ how bees learn to dance
 - Ⓒ how bees share information
 - Ⓓ what kind of home bees have
- 8** Which reason supports the author's point that a hive is like a city?
- Ⓐ There is buzzing around a hive.
 - Ⓑ A hive can be attacked by a bear.
 - Ⓒ Questions come up around a hive.
 - Ⓓ As many as 80,000 bees live in a hive.
- 9** What reason supports the author's point that bees share information?
- Ⓐ They know how to build hives.
 - Ⓑ They live together as a group.
 - Ⓒ They get nectar from flowers.
 - Ⓓ They dance to tell where food is.
- 10** If the flowers are far away, the bee sharing information will —
- Ⓐ hold its body very still.
 - Ⓑ dance for a longer time.
 - Ⓒ fly away from the other bees.
 - Ⓓ ask the other bees questions.

COPY READY

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

Wolf and Crane

While eating his dinner too quickly, a wolf got a bone stuck in his throat. No matter how hard he tried, he could not get it out.

The wolf thought about the crane with her long bill and long neck. Surely she would be able to reach the bone and pull it out. Away he ran to the crane. "I will pay you well if you can help me," the wolf told the crane.

The crane, as you might guess, was worried about putting her head down a wolf's throat. Still, she did what the wolf asked. When the bone was safely pulled from the wolf's throat, the wolf started to walk away.

"What about my reward?" asked the crane. "I thought you were going to pay me."

"What?" growled the wolf, turning around. "Don't you get it? You still have your head on your neck. That should be payment enough!"

**GO ON**

Reading Comprehension Test

Unit Test

- 11** The wolf's viewpoint is that —
- Ⓐ the crane should help him.
 - Ⓑ he should not trust the crane.
 - Ⓒ the crane should get a big reward.
 - Ⓓ he should make friends with the crane.
- 12** The wolf leaves without paying the crane because —
- Ⓐ she asks to be paid.
 - Ⓑ he blames her for his problems.
 - Ⓒ she worries about helping him.
 - Ⓓ he thinks being alive should be her reward.
- 13** The wolf promises to pay but does not. The wolf growls when the crane questions him. You can conclude that the wolf is —
- Ⓐ poor.
 - Ⓑ lonely.
 - Ⓒ mean.
 - Ⓓ proud.
- 14** The crane knows that helping the wolf is dangerous. She helps anyway. You can conclude that the crane is —
- Ⓐ shy.
 - Ⓑ brave.
 - Ⓒ clever.
 - Ⓓ young.

COPY READY

Score

_____/14

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

1 What does the word benefit mean?

The flowers benefit the bees. The bees get food from the plants.

- Ⓐ hide
- Ⓑ help
- Ⓒ clean

2 What does the word habitat mean?

The habitat for the lizard is the desert. Lizards like to live where it is warm.

- Ⓐ home
- Ⓑ danger
- Ⓒ season

3 What does the word weep mean?

The girl would weep if her cat ran away. It would make her sad.

- Ⓐ jump
- Ⓑ eat
- Ⓒ cry

4 What does the word wither mean?

The flower will wither without water. It needs water to stand up tall.

- Ⓐ open up
- Ⓑ grow leaves
- Ⓒ become weak



Vocabulary Test


Unit Test

Directions: Read the question. Use the dictionary entries to choose the correct answer.


telephone ➤ toss

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


T




telephone
(tel-u-fōn) *noun*
A telephone is a tool that lets people in different places talk.
*Our **telephone** rings loudly.*



temper
(tem-pur) *noun*
If someone has a temper, the person gets angry easily.
*She yells when she can't control her **temper**.*



tent
(tent) *noun*
A tent is what campers sleep in.
*Let's put the **tent** up before our hike.*



toss
(tos) *verb*
To toss is to throw gently.
*The boys **toss** a ball.*

- 5** Which word is a verb?
- Ⓐ tent
 - Ⓑ toss
 - Ⓒ temper

- 6** Which syllable is stressed in the word telephone?
- Ⓐ first
 - Ⓑ second
 - Ⓒ third

GO ON

Vocabulary Test**Unit Test****Directions:** Choose the answer that completes the sentence correctly.

- 7** Eels and shrimp work together in the ocean. They are _____.
- Ⓐ vegetation
Ⓑ partners
Ⓒ enemies
Ⓓ shelter
- 8** In the wild, there are many _____ of frogs.
- Ⓐ partners
Ⓑ species
Ⓒ chains
Ⓓ others
- 9** The cat _____ the dog with its hiss.
- Ⓐ shares
Ⓑ becomes
Ⓒ connects
Ⓓ threatens
- 10** Rain is _____ for trees to live.
- Ⓐ necessary
Ⓑ surprised
Ⓒ difficult
Ⓓ unusual
- 11** She has the _____ to play basketball well.
- Ⓐ machine
Ⓑ danger
Ⓒ source
Ⓓ ability
- 12** It is _____ to see a moose in most cities.
- Ⓐ thoughtful
Ⓑ generous
Ⓒ unusual
Ⓓ dark

Score

_____/12

DONE!

Grammar and Writing Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 1** I _____ to take a long car trip with my family next summer.
- (A) am going
(B) going
(C) go
- 2** That is when _____ visit a national park in Canada.
- (A) will
(B) we'll
(C) we'll
- 3** Last year, we _____ to Yellowstone National Park in Wyoming.
- (A) went
(B) goed
(C) wented
- 4** The trip to Yellowstone _____ fantastic!
- (A) be
(B) was
(C) been
- 5** We _____ to see a beautiful waterfall.
- (A) stopt
(B) stoped
(C) stopped
- 6** We _____ a deer as it crossed the road.
- (A) surprisd
(B) surprised
(C) surprisied



Grammar and Writing Test**Unit Test****COPY READY**

- 7** The deer _____ in the air when it saw our car.
- Ⓐ jump
Ⓑ jumped
Ⓒ jumped
- 8** The deer turned around and _____ away.
- Ⓐ ran
Ⓑ runed
Ⓒ runned
- 9** We _____ not to laugh, but it was funny!
- Ⓐ tryd
Ⓑ tried
Ⓒ tryed
- 10** We _____ a picture of the deer.
- Ⓐ took
Ⓑ taked
Ⓒ takied
- 11** Next summer, our trip _____ be even better.
- Ⓐ is going
Ⓑ will going
Ⓒ is going to
- 12** My sister just got a new camera. _____ take lots of pictures!
- Ⓐ She go to
Ⓑ She going
Ⓒ She's going to

GO ON 

Grammar and Writing Test

Unit Test

13 My uncle is coming, too. _____
read the map.

- (A) Is going
- (B) He's go
- (C) He's going to

14 We _____ sneak up on any
deer if we can help it!

- (A) wont
- (B) won't
- (C) willn't

15 Your class is making a bulletin board about partnerships. Think about some of the partnerships you have read or talked about. Choose one of the partnerships, and write a report about how each partner's life would be different if they were not partners. Your report should have at least three paragraphs.

Score
_____/14 multiple-choice
_____/4 weekly writing skills
_____/24 writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 7

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 A7.50.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.2.Rfou.3, L.2.d, L.2	_____/20	_____/20	_____/20	_____/20
End-of-Week Test CC.2.Rfou.3, L.2.d, L.2	_____/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 A7.50.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Characters CC.2.Rlit.3, Rlit.6	1 2 4			11 12	_____/5
Conclusions CC.2.Rlit.10	3 5			13 14	_____/4
Informational Text Structures CC.2.Rinf.3		2 3 4		6 10	_____/5
Main Topic CC.2.Rinf.2			1 2	1 7	_____/4
Generalizations CC.2.Rinf.10			3 4	3 5	_____/4
Author's Reasons CC.2.Rinf.8				2 4 8 9	_____/4
Review Skill: Author's Purpose CC.2.Rinf.6		1			_____/1
Total	_____/5 ____%	_____/4 ____%	_____/4 ____%	_____/14 ____%	

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		1 2 3 4 5	7 8 9	_____/13
Academic Vocabulary CC.2.L.6	6 7 8 9 10		6 7 8 9 10	10 11 12	_____/13
Use a Dictionary CC.2.L.4.e		1 2 3 4 5 6		5 6	_____/8
Use Context Clues CC.2.L.4.a				1 2 3 4	_____/4
Total	_____/10 ____%	_____/6 ____%	_____/10 ____%	_____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 7

Grammar and Writing Test		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Grammar	Simple Verb Tenses CC.2.L.1, L.2.c	1 2 3 4	1 2 3 4	1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 10 11 12 13 14	_____/30
		Subtotal		_____/4	_____/4	_____/8
Weekly Writing Skills (Writing Prompts)	Write a Reason CC.2.W.1	_____/4				_____/4
	Write Explanatory Sentences CC.2.W.2		_____/4			_____/4
	Write a Main Idea and Details Paragraph CC.2.W.2, W.8			_____/4		_____/4
	Write Expository Sentences CC.2.W.2				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/8 ____%	_____/8 ____%	_____/12 ____%	_____/18 ____%	

Unit Test Writing Prompt—Traits CC.2.W.2	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
	_____/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

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	_____/24	_____/24	_____/24	_____/24

COPY READY

Weekly and Unit Assessments

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	Characters CC.2.Rlit.3, Rlit.6											
	Conclusions CC.2.Rlit.10											
	Informational Text Structures CC.2.Rinf.3											
	Main Topic CC.2.Rinf.2											
	Generalizations CC.2.Rinf.10											
	Author's Reasons CC.2.Rinf.8											
	Review Skill: Author's Purpose CC.2.Rinf.6											
Grammar and Writing	Simple Verb Tenses CC.2.L.1, L.2.c											
	Writing in Response to Prompt CC.2.W.1, W.2											
Vocabulary	Science Vocabulary CC.2.L.6											
	Academic Vocabulary CC.2.L.6											
	Use a Dictionary CC.2.L.4.e											
	Use Context Clues 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			

COPY READY

Writing Rubric

COPY READY

Score Point	Focus and Coherence	Organization	Development of Ideas	Voice and Style	Written Conventions
4	<p>Focus Paragraphs and the writing as a whole are focused. Ideas are related. Details are relevant.</p> <p>Completeness The writing feels complete. The introduction and conclusion are meaningful.</p>	<p>Structure The organizing strategy is well-suited to the writer's purpose.</p> <p>Progression of Ideas Ideas flow logically and smoothly, with meaningful transitions.</p>	<p>Content Quality The writer takes a risk and treats the topic in an interesting way, with insight and thoughtfulness.</p> <p>Elaboration Ideas are developed in depth.</p>	<p>Individuality The writing sounds genuine and unique.</p> <p>Word Choice Words and phrases are interesting and appropriate to the writer's purpose and audience.</p>	<p>Grammar, Usage, Mechanics, and Spelling There are only a few errors.</p> <p>Sentence Fluency Sentences are varied and effective.</p>
3	<p>Focus Paragraphs and the writing as a whole are mostly focused, but there are a few sudden shifts between ideas. Most details are relevant.</p> <p>Completeness The writing feels mostly complete. The introduction and conclusion add some meaning.</p>	<p>Structure The organizing strategy is generally suited to the writer's purpose.</p> <p>Progression of Ideas Most ideas flow logically and smoothly, but there are a few gaps.</p>	<p>Content Quality The writer does not take much of a risk, but does treat the topic in a thoughtful way.</p> <p>Elaboration Some ideas are more developed than others.</p>	<p>Individuality For the most part, the writing sounds genuine and unique.</p> <p>Word Choice Words and phrases are mostly interesting and appropriate to the writer's purpose and audience.</p>	<p>Grammar, Usage, Mechanics, and Spelling Errors are minor and/or infrequent.</p> <p>Sentence Fluency There is some sentence variety. Sentences are generally effective.</p>
2	<p>Focus Paragraphs and the writing as a whole are somewhat focused, but there are a number of sudden shifts between ideas. Some details are relevant.</p> <p>Completeness The writing feels somewhat complete. The introduction and conclusion may be superficial.</p>	<p>Structure The organizing strategy is not clear or does not suit the writer's purpose.</p> <p>Progression of Ideas There are breaks in logic and very few transitions.</p>	<p>Content Quality The topic is covered, but in an uninteresting way.</p> <p>Elaboration Ideas are listed or mentioned superficially.</p>	<p>Individuality A few passages sound genuine and unique.</p> <p>Word Choice Words and phrases are somewhat interesting and appropriate to the writer's purpose and audience.</p>	<p>Grammar, Usage, Mechanics, and Spelling Errors are frequent, but the meaning is clear.</p> <p>Sentence Fluency Sentences are somewhat awkward and have simple or inaccurate words.</p>
1	<p>Focus The writing is not focused. Ideas are unrelated. Many details are irrelevant.</p> <p>Completeness The writing feels incomplete. If there is an introduction and conclusion, they may be perfunctory.</p>	<p>Structure No organizing strategy is evident.</p> <p>Progression of Ideas Writing is illogical, wordy, and/or repetitious.</p>	<p>Content Quality The topic is not really covered.</p> <p>Elaboration There is little or no development of ideas.</p>	<p>Individuality There is little or no sense of the writer.</p> <p>Word Choice Words and phrases are not appropriate to the writer's purpose and audience.</p>	<p>Grammar, Usage, Mechanics, and Spelling Errors are severe and/or frequent and are a barrier to understanding.</p> <p>Sentence Fluency Sentences are awkward and have missing or misused words.</p>

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Grade 2 Assessment

A7.46

Unit 7 | Best Buddies

Unit Self-Assessment

Unit 7

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.
find words and information about words in a dictionary.			
understand new words using other words in the sentence.			
draw conclusions and form generalizations when I read.			
identify the topic and the main idea.			
identify an author's reasons.			
understand cause and effect.			
tell what a character does in a story and why.			
use regular and irregular verbs that tell about the past.			
use verbs that tell about the future.			

Of all the texts you read for Best Buddies, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

COPY READY

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	B	Characters' Motives	CC.2.Rlit.3, Rlit.6
2	B	Characters' Motives	CC.2.Rlit.3, Rlit.6
3	D	Conclusions	CC.2.Rlit.10
4	A	Characters' Point of View	CC.2.Rlit.6, Rlit.3
5	B	Conclusions	CC.2.Rlit.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Author's Purpose	CC.2.Rinf.6
2	A	Cause and Effect	CC.2.Rinf.3
3	B	Cause and Effect	CC.2.Rinf.3
4	C	Cause and Effect	CC.2.Rinf.3
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	B	Topic and Main Ideas	CC.2.Rinf.2
2	A	Topic and Main Ideas	CC.2.Rinf.2
3	A	Generalizations	CC.2.Rinf.10
4	D	Generalizations	CC.2.Rinf.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	C	Topic and Main Ideas	CC.2.Rinf.2
2	B	Author's Reasons	CC.2.Rinf.8
3	A	Generalizations	CC.2.Rinf.10
4	C	Author's Reasons	CC.2.Rinf.8
5	A	Generalizations	CC.2.Rinf.10
6	D	Cause and Effect	CC.2.Rinf.3
7	C	Topic and Main Ideas	CC.2.Rinf.2
8	D	Author's Reasons	CC.2.Rinf.8
9	D	Author's Reasons	CC.2.Rinf.8
10	B	Cause and Effect	CC.2.Rinf.3
11	A	Characters' Point of View	CC.2.Rlit.6, Rlit.3
12	D	Characters' Motives	CC.2.Rlit.3, Rlit.6
13	C	Conclusions	CC.2.Rlit.10
14	B	Conclusions	CC.2.Rlit.10

Vocabulary					
Week 1 CC.2.L.6			Week 3 CC.2.L.6		
Item	Key	Word	Item	Key	Word
1	D	roles	1	A	species
2	A	wildlife	2	C	enemies
3	B	chain	3	C	partners
4	B	relate	4	A	threatens
5	C	vegetation	5	D	respond
6	C	connects	6	C	unusual
7	B	accepts	7	B	ability
8	B	Others	8	A	difficult
9	C	necessary	9	C	useful
10	D	important	10	D	danger

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Use a Dictionary	CC.2.L.4.e
2	C	Use a Dictionary	CC.2.L.4.e
3	A	Use a Dictionary	CC.2.L.4.e
4	C	Use a Dictionary	CC.2.L.4.e
5	A	Use a Dictionary	CC.2.L.4.e
6	C	Use a Dictionary	CC.2.L.4.e
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Use Context Clues	CC.2.L.4.a
2	A	Use Context Clues	CC.2.L.4.a
3	C	Use Context Clues	CC.2.L.4.a
4	C	Use Context Clues	CC.2.L.4.a
5	B	Use a Dictionary	CC.2.L.4.e
6	A	Use a Dictionary	CC.2.L.4.e
7	B	Science Vocabulary	CC.2.L.6
8	B	Science Vocabulary	CC.2.L.6
9	D	Science Vocabulary	CC.2.L.6
10	A	Academic Vocabulary	CC.2.L.6
11	D	Academic Vocabulary	CC.2.L.6
12	C	Academic Vocabulary	CC.2.L.6

Answer Keys and Rubrics

Unit 7

Grammar and Writing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	B	Regular Past-Tense Verbs	CC.2.L.1	1	A	Future-Tense Verbs	CC.2.L.1, L.2.c
2	B	Regular Past-Tense Verbs	CC.2.L.1	2	B	Future-Tense Verbs	CC.2.L.1, L.2.c
3	C	Regular Past-Tense Verbs	CC.2.L.1	3	A	Irregular Past-Tense Verbs	CC.2.L.1
4	A	Regular Past-Tense Verbs	CC.2.L.1	4	B	Irregular Past-Tense Verbs	CC.2.L.1
Prompt (5)	Skill Rubric	Write a Reason	CC.2.W.1	5	C	Regular Past-Tense Verbs	CC.2.L.1
Week 2				6	B	Regular Past-Tense Verbs	CC.2.L.1
Item	Key	Item Descriptor	CCSS Code	7	B	Regular Past-Tense Verbs	CC.2.L.1
1	A	Irregular Past-Tense Verbs	CC.2.L.1	8	A	Irregular Past-Tense Verbs	CC.2.L.1
2	A	Irregular Past-Tense Verbs	CC.2.L.1	9	B	Regular Past-Tense Verbs	CC.2.L.1
3	B	Irregular Past-Tense Verbs	CC.2.L.1	10	A	Irregular Past-Tense Verbs	CC.2.L.1
4	C	Irregular Past-Tense Verbs	CC.2.L.1	11	C	Future-Tense Verbs	CC.2.L.1, L.2.c
Prompt (5)	Skill Rubric	Write Explanatory Sentences	CC.2.W.2	12	C	Future-Tense Verbs	CC.2.L.1, L.2.c
Week 3				13	C	Future-Tense Verbs	CC.2.L.1, L.2.c
Item	Key	Item Descriptor	CCSS Code	14	B	Future-Tense Verbs	CC.2.L.1, L.2.c
1	B	Future-Tense Verbs	CC.2.L.1, L.2.c	Prompt (15)	Skill Rubric; Writing Rubric	Write Expository Sentences	CC.2.W.2
2	A	Future-Tense Verbs	CC.2.L.1, L.2.c				
3	B	Future-Tense Verbs	CC.2.L.1, L.2.c				
4	C	Future-Tense Verbs	CC.2.L.1, L.2.c				
5	B	Future-Tense Verbs	CC.2.L.1, L.2.c				
6	C	Future-Tense Verbs	CC.2.L.1, L.2.c				
7	B	Future-Tense Verbs	CC.2.L.1, L.2.c				
8	A	Future-Tense Verbs	CC.2.L.1, L.2.c				
Prompt (9)	Skill Rubric	Write a Main Idea and Details Paragraph	CC.2.W.2, W.8				

COPY READY

Answer Keys and Rubrics

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 A7.46.

COPY READY

Grammar and Writing	
Week 1 Skill Rubric Item 5 (Prompt) Write a Reason	
Child writes sentences that	
4 points	clearly give a reason for an opinion about a character's actions.
3 points	adequately give a reason for an opinion about a character's actions.
2 points	vaguely give a reason for an opinion about a character's actions.
1 point	minimally express an opinion or mention a character's actions.
Week 2 Skill Rubric Item 5 (Prompt) Write Explanatory Sentences	
Child writes explanatory sentences that	
4 points	clearly explain the cause of an effect.
3 points	adequately explain the cause of an effect.
2 points	vaguely explain the cause of an effect.
1 point	minimally explain the cause of an effect.
Week 3 Skill Rubric Item 9 (Prompt) Write a Main Idea and Details Paragraph	
Child writes a paragraph about people helping each other that includes	
4 points	a clear main idea and strong supporting details.
3 points	an adequate main idea and some supporting details.
2 points	a vague main idea and a supporting detail.
1 point	a statement with no relevant details.

Grammar and Writing	
Unit Test Week 4 Skill Rubric Item 15 (Prompt) Write Expository Sentences	
Child writes a report about the effects of partnerships that	
4 points	is organized and contains details that thoroughly support the topic.
3 points	is adequately organized and contains details that are appropriate for the topic.
2 points	is loosely organized and contains details that relate to the topic.
1 point	includes minimal details with little, if any, organization.

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

6 points

Points	1	2	3	4	5	6
%	17	33	50	67	83	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	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

14 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	2	14	21	29	36	43	50	57	64	71	79	86	93	100

18 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
%	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	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

Analyze Characters' Motives

Reteach

A character in a story has a reason, or **motive**, for acting a certain way. You can use what the character says and does to figure out the **motive**. The boy wants to buy a hamster. That's his **motive** for saving his money.

Sam likes hamsters. He saves his money. "Can we go to the pet store, Mom?"

Read the story.

Zeus and Prometheus

Zeus was the Greek god of the sky. He wouldn't let Earth's humans have fire for the winter. "Why can't you give the humans fire?" asked Prometheus. "They need to stay warm."

Zeus thundered, "If I give them fire, they will ask for more gifts. Never talk about fire again!"

But Prometheus felt sad for the humans. So, he held a reed against the fiery sun. He carried the burning reed to Earth. He gave the humans a gift of fire.

1. Why doesn't Zeus want to give the humans fire?

2. Why does Prometheus take a burning reed to Earth? What is his motive?

3. Talk to a partner. Retell what you read.

Synthesize

Reteach

You can synthesize or **draw conclusions** when you read. Put together what you read and what you know to draw a conclusion.

We saw lightning in the dark sky.
Then we heard loud thunder.

I know that lightning and thunder come before heavy rain. I can conclude that there's going to be a thunderstorm.

Read "Fun in the Afternoon."

Fun in the Afternoon

Anjali and Arjun put on their coats. They put on mittens and hats. The weather is perfect for what they want to do. Arjun grabs the sled from the closet. "I get to go down the hill first!" Together, they run outside into the cold air.

Complete the sentences.

1. I read that Anjali and Arjun put on their _____.
2. I also read that Arjun grabs the _____.
3. I can conclude that the children are going to _____.

Past Tense Verbs

Reteach

Grammar Rules Past Tense Verbs

A **past tense verb** describes an action in the past.

- To show the past tense of most verbs, just add **-ed**. (*jumped*)
- When a one-syllable verb has one vowel and ends in one consonant (*hug*), double the consonant and add **-ed**. (*hugged*)
- When a verb ends with a silent **e**, **drop the e** and add **-ed**.
- When a verb ends with a consonant + **y** (*carry*), change the **y** to **i** and add **-ed**. (*carried*)

I **hug** the baby. I **hugged** the baby.

I **carry** the baby. I **carried** the baby.

I **smile**. I **smiled**.



Circle the correct past tense verb to complete each sentence.

1. The baby (cried, cryed) when she was tired.
2. Mom (tryed, tried) to comfort her.
3. The baby (likeed, liked) the toy.
4. She (clapped, claped) her hands.
5. The baby (grinned, grined).

Cause and Effect

Reteach

A **cause** makes something happen. An **effect** is what happens.

Look for words such as *because* and *so* to find a cause and an effect.

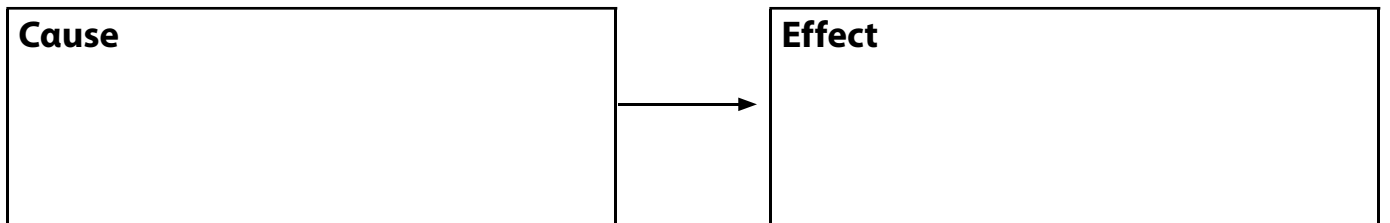
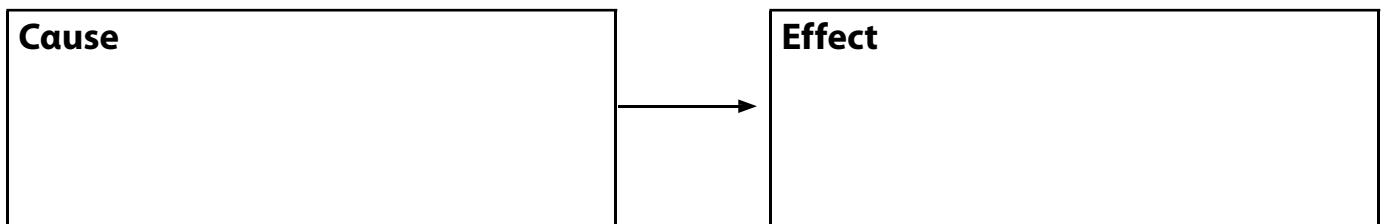
A storm was on its way **so** (we ran inside.)

Read the paragraph. Underline cause and effect words.

Help for the Bald Eagle

Sixty years ago, eagles were in trouble. A poison used to kill pests made the eagles' eggs break too easily so few eagle chicks hatched. Also, eagles eat small animals. Because some of those animals ate things that made them sick, the eagles also became sick. Today, there are laws that keep the environment healthy, so more eagles are healthy, too.

Complete the diagram. Write two causes and two effects from the paragraph.



Synthesize

Reteach

You can synthesize or **draw conclusions** when you read. Put together what you read and what you know to draw a conclusion.

The dog barked and barked.
We heard "Ring, ring."

I know that dogs bark sometimes when they hear noises. I can conclude that the noise is probably the doorbell.

Read "The Walk."

The Walk

Dan is walking down the street. But he suddenly stops. He feels like he can't move. Walking toward him is a woman with a large, black dog. The dog is on a leash, but that doesn't make Dan feel any better. He starts to sweat. He runs across the street. Now Dan feels better.

Complete the sentences.

1. I read that Dan stops when he sees _____.
2. I also read that Dan _____ and _____.
3. I can conclude that Dan is _____.

Irregular Past Tense Verbs

Reteach

Grammar Rules Irregular Verbs

A **past tense verb** describes an action that has already happened. Some past tense verbs do not add *-ed* to the end. We call them irregular past tense verbs.

Present Tense Verb	Past Tense Verb
say	said
give	gave
leave	left
see	saw

I **said** hello to Dad.
The plane **flew** away.



Circle the correct past tense verb to complete each sentence.

1. We (go, went) to the airport.
2. I (see, saw) the planes.
3. Mom (left, leave) with me.
4. My dad (take, took) me home.
5. We (bring, brought) a lot of bags.

Topic and Main Idea

Reteach

The **topic** of a text is who or what the text is about. The **main idea** is the most important idea about the topic. The circled words below show the topic. The underlined idea is the main idea.

Scientists want to know about (outer space.) They send spacecraft into space. Computers on the spacecraft gather information.

Read the paragraph.

A Big Planet

There are several planets in our solar system. But the planet Jupiter is the largest. It has 49 moons! Jupiter has more moons than any other planet. Four of Jupiter's moons are the size of some of the other planets. Some scientists say Jupiter and its moons make up their own small solar system.

1. What is the topic of the paragraph?

2. Underline the important details.

3. What is the main idea of the paragraph?

Synthesize

Reteach

When you read, you can put together the details and what you know to make a **generalization**. A **generalization** says what can be true about many things. It often uses the words *some, many, most, or all*.

During the summer, we go to the beach. Our neighbors go, too. We see a lot of people we know there.

Generalization: Many people go to the beach in the summer.

Read the paragraph.

Made for Protection

How do animals protect themselves from enemies? They use special body parts to keep their enemies away. A scorpion, for example, has a stinger that can be very painful. A porcupine has quills that are as sharp as needles. If an enemy gets too close, it might get a face full of quills! A crab has claws on its front legs. Those claws can pinch and hold on for a long time!

1. The paragraph is mostly about how animals find food/ protect themselves.
2. The details tell how the animals keep enemies away/ build new homes.
3. Circle the general statement you can make about animals.

Some animals don't have any enemies.

Most animals have body features that help protect them.

Future Tense Verbs

Reteach

COPY READY

Grammar Rules Future Tense Verbs

A **future tense verb** describes an action that will happen in the future.

- Add **will** before the verb to talk about the future.
- Join **will** and the subject to make a **contraction**. Use an apostrophe (').

I + ~~will~~ = I'll

- Or, join **will** and the word **not** to make a **contraction**:

will + not = **won't**

She will climb the rocks. The girl will not fall.

She'll climb the rocks. The girl won't fall.



Read each sentence. Write the contraction for the underlined words.

1. She will climb in the morning. _____
2. She will not climb alone. _____
3. I will go with her. _____
4. It will be fun to climb the mountain. _____
5. We will not stop until we reach the top. _____

Author's Reasons

Reteach

Authors write for different purposes. They support their ideas with details and **reasons**. The author's main point below is about keeping our water clean. Look at the underlined **reasons** the author gives to support that point.

It's important to keep our water clean. Everything in nature needs water. To stay healthy, the water must be free of harmful things.

Read the paragraph. Circle the author's main point. Underline the reasons the author gives to support that idea.

Plastic Bags

Everyone should stop using plastic bags in grocery stores right now! Americans use billions of plastic bags every year. Many of these bags get used only once. This is wasteful. Plastic bags may end up in the ocean. This causes harm to plants and animals there. Shoppers can easily bring their own bags. That way they can reuse them.

Synthesize

Reteach

When you read, you can put together the details and what you know to make a **generalization**. A **generalization** says what can be true about many things. It often uses the words *some, many, most, or all*.

During the spring, we start our garden. Up and down the block, people are out gardening, too. The plant store is very busy!

Generalization: Many people like to plant gardens in the spring.

Read the paragraph.

Talking Without Speaking

You can use your voice to tell someone what you want or need. But you can also show your feelings and thoughts without words. Sometimes your face will show if you are happy or sad. If you are nervous or afraid, your body might shake. Your body movements can also communicate an idea. When you wave, you say hello or goodbye. When you show a thumbs up, you say "Yes!"

1. What is the paragraph mostly about? _____

2. What do the details say about communicating? _____

3. Circle the general statement you can make about the topic.

All humans communicate using words and body movements.

Many humans communicate with loud noises.

Future Tense Verbs

Reteach

Grammar Rules Future Tense Verbs

A **future tense verb** describes an action that will happen later.

- Use a form of **be** + **going to** before a verb to show something that will happen
- Join the subject and form of the verb **be** to make a **contraction**. Use an apostrophe ('). **We** + **are** going to = **We're** going to

They **are going to** eat dinner.

They're **going to** have dessert later.



Read each sentence. Underline the future tense verbs. Include the contraction if there is one.

1. Soon the family is going to order dinner.
2. Then they're going to eat.
3. Mom is going to like the fish.
4. Later I'm going to have fruit.
5. Then Dad is going to pay the bill.

Writing Trait: Organization

Reteach

When you write, put your ideas in order. That way your reader can follow your ideas.

To **organize** a report,

- write the topic in the beginning
- start each paragraph with a main idea
- then use details that say more about the main idea.

Read the report. Mark the part and sentences that are out of order. Use  to show where they go.

A Shark's Friend

It uses the fin to stick onto the shark's skin. A remora is often called a suckerfish. It has a special round fin that opens and closes.

A shark is scary to some fish in the ocean. But not a remora! A remora is a long, skinny fish. It likes to hitch a ride with a shark.

Some say that those things might be harmful to the shark. A remora eats things left on the shark's body. So, a remora may help the shark stay healthy.

Practice the Trait

Write about an animal you know something about. Put your ideas in order. Can your partner follow your ideas?

Reteaching Masters Answer Key

RT7.1 Analyze Characters' motives

1. Zeus doesn't want the humans to ask for more gifts.
2. Prometheus feels sad for the humans. He wants them to have fire to stay warm.
3. Answers will vary, but should reflect the content of the story.

RT7.2 Synthesize

1. I read that Anjali and Arjun put on their **coats, mittens, and hats**.
2. I also read that Arjun grabs **the sled**.
3. I can conclude that the children are going **to play in snow**.

RT7.3 Past Tense Verbs

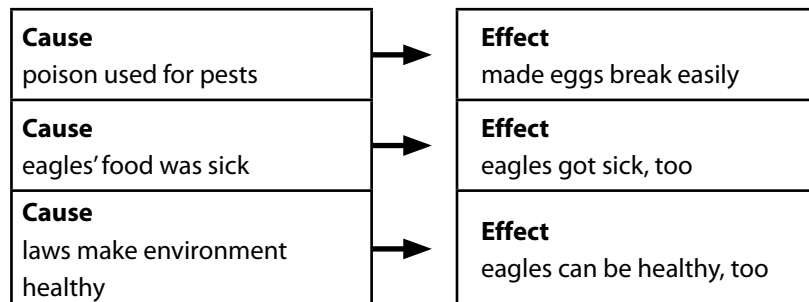
Circled verbs:

1. cried
2. tried
3. liked
4. clapped
5. grinned

RT7.4 Cause and Effect

Underlined words in paragraph: So, Because, so

Possible responses for diagram:



RT7.5 Synthesize

1. I read that Dan stops when he sees **a large, black, dog**.
2. I also read that Dan **sweats** and **runs across the street**.
3. I can conclude that Dan is **afraid of dogs**.

RT7.6 Irregular Past Tense Verbs

Circled verbs:

1. went
2. saw
3. left
4. took
5. brought

RT7.7 Topic and Main Idea

1. The topic is the planet Jupiter.
- 2.

A Big Planet

There are several planets in our solar system. But the planet Jupiter is the largest. It has 49 moons! Jupiter has more moons that any other planet. Four of Jupiter's moons are the size of some of the other planets. Some people say Jupiter and its moons make up their own small solar system.

3. Jupiter is the largest planet in our solar system.

RT7.8 Synthesize

1. The paragraph is mostly about how animals find food/protect themselves.
2. The details tell how the animals keep enemies away/build new homes.
3. Circle the general statement you can make about animals.
Some animals don't have any enemies.
Most animals have body features that help protect them.

RT7.9 Future Tense Verbs

1. She'll
2. won't
3. I'll
4. It'll
5. won't

RT7.10 Author's Reasons

Plastic Bags

Everyone should stop using plastic bags in grocery stores right now! Americans use billions of plastic bags every year. Many of these bags get used only once. This is wasteful. Plastic bags may end up in the ocean. This causes harm to plant and animals there. Shoppers can easily bring their own bags. That way they can reuse them.

RT7.11 Synthesize

1. how humans can communicate without speaking
2. you can show what you think, feel, or want with your face and body movements
3. Circled generalization: All humans communicate using words and body movements.

Reteaching Masters Answer Key, continued

RT7.12 Future Tense Verbs

Underlined verbs and contractions:

1. is going to order
2. they're going to eat
3. is going to like
4. I'm going to have
5. is going to pay

RT7.13 Writing Trait: Organization

A Shark's Friend

It uses the fin to stick onto the shark's skin. A remora is often called a suckerfish. It has a special round fin that opens and closes.

A shark is scary to some fish in the ocean. But not a remora! A remora is a long, skinny fish. It likes to hitch a ride with a shark.

Some say that those things might be harmful to the shark. A remora eats things left on the shark's body. So, a remora may help the shark stay healthy.

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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	li
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		Symbols for Short Vowel Sounds		Symbols for R-controlled Sounds		Symbols for Variant Vowel Sounds	
b box		a hat		ar barn		ah father	
ch chick		e bell		air chair		aw ball	
d dog		i chick		ear ear		oi boy	
f fish		o box		ir fire		oo book	
g girl		u bus		or corn		ü fruit	
h hat				ur girl			
j jar		Symbols for Long Vowel Sounds		Miscellaneous Symbols			
k cake		ā cake		shun fraction		¿	
ks box		ē key		chun question		?	
kw queen		ī bike		zhun division		分	
l bell		ō goat					
m mouse		yū mule					
n pan							
ng ring							
		zh treasure					

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
(vu-ri-u-tē) *noun*
A mix of the same kind of thing is called a **variety**.

part of speech

The **definition** gives the meaning of the word.

sample sentence uses the word in a way that shows its meaning.

I have a **variety** of crayons. They are many colors.

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-lik) *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

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**.

believe
(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.

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.




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.

Food **chains** show how animals and plants are connected.

Her **citizenship** makes her proud and happy.

You can make the **color** green. Mix together yellow and blue.

A **community** is a place where people live, work, and play.

The dog is **clean** after her bath.


These people live in a small **community**.

The **cook** chops the peppers.

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.



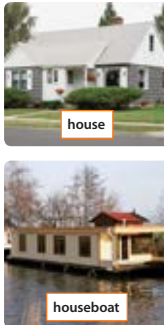
George Washington was the first president in U.S. **history**.

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-pū-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
(pǎrk) *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
(pǎrt-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**


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z

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
(reɪn) *noun*
Rain is drops of water that fall from clouds in the sky.




The umbrella protects her from the **rain**.

reason
(riːzən) *noun*
A **reason** is why something is a certain way.




Hard work and practice are the **reasons** she is a good dancer.

recognize
(re-kɪg-nɪz) *verb*
To **recognize** means to know who someone is or what something is.




It's easy to **recognize** people that you know.

relate
(rɪˈleɪt) *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
(rɪˈmem-bər) *verb*
To **remember** something means to think of it again or have a memory of it.



Remember to call and say, "Happy birthday!"

repeat
(riˈpi:t) *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**


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z

require
(riˈkwɪr) *verb*
To **require** something means to need it.




This ride **requires** two people.

respond
(riˈspɒnd) *verb*
To **respond** is to answer someone by speaking or writing.




He **responds** to the letter from his friend.

result
(rɪˈzʌlt) *noun*
The **result** is what happens after a series of actions.



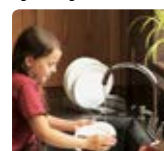
If you trip and drop a cup, the **result** is broken pieces.

respect
(riˈspekt) *noun*
When you show **respect**, you are polite. You treat others the way you want to be treated.




respectful children.

responsible
(riˈspɒn-sə-bəl) *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
(raɪt) *adjective*
When you do good deeds, you do the **right** thing.



It is not wrong to help others. It is **right**.

rise
(raɪz) *verb*
To **rise** means to go up.




The buildings **rise** high up into the sky.

611

role ▶ **seek**


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role
(rɔːl) *noun*
Something's **role** is its job or its purpose.




The guide dog's **role** is to help lead the blind man.

save
(seɪv) *verb*
When you **save** something, you keep it from being hurt or broken.




He **saves** the boy from falling.


season
(siːzən) *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
(seɪf) *adjective*
When you are **safe**, you will not be hurt.




He wears a helmet to keep his head **safe** in case he falls.

school
(skuːl) *noun*
School is the place people go to learn.



We learn to read and write in **school**.

seek
(siːk) *verb*
When you **seek** something, you are trying to find it.




The girl **seeks** the piñata with a stick.

612

seem ▶ **size**


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l
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x
y
z

seem
(siːm) *verb*
To **seem** means to look or act like.




The game **seems** hard, but it is really easy to play.

serve
(sɜːv) *verb*
When you **serve** others, you help them.




They **serve** their neighborhood. They plant a community garden.

shadow
(ˈshɑːdɔː) *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
(ʃeə) *verb*
When you **share** you give someone part of something you have.



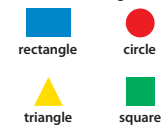
The boy and girl **share** the ice cream.

shelter
(ˈʃel-tər) *noun*
A **shelter** is a covered place where you are safe from the weather.



A tent provides **shelter** in case it rains.


shape
(ʃeɪp) *noun*
A **shape** is the outline or form of something.



rectangle circle triangle square

The **shape** of our clock is a circle.

size
(saɪz) *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 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**.

unusual
(un-yū-zhū-wul) *adjective*
Something **unusual** is odd or uncommon.




This tiny animal is very **unusual**.

thoughtful
(thawt-ful) *adjective*
Someone who is **thoughtful**, thinks about others.




He wrote a **thoughtful** note to his grandfather.

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**.

threaten
(thre-tun) *verb*
If something or someone **threatens** you, it means you are afraid or in danger.



The angry dog **threatens** by barking.


together
(tu-ge-θur) *adverb*
People are **together** when they are with one another.



When we play soccer, we are **united** as a team.


united
(yū-ni-tud) *adjective*
When a group is **united**, the people agree and work together.

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**?

well
(wel) *noun*
A **well** is a deep hole in the ground from which you get water or oil.



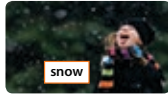
How many gallons of oil did this **well** produce?

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.




The **weather** is cold today.

wildlife
(wild-lif) *noun*
Animals that live in their natural environment are **wildlife**.




deer in forest



zebra in grasslands

Different **wildlife** live in different parts of the world.

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**.

617

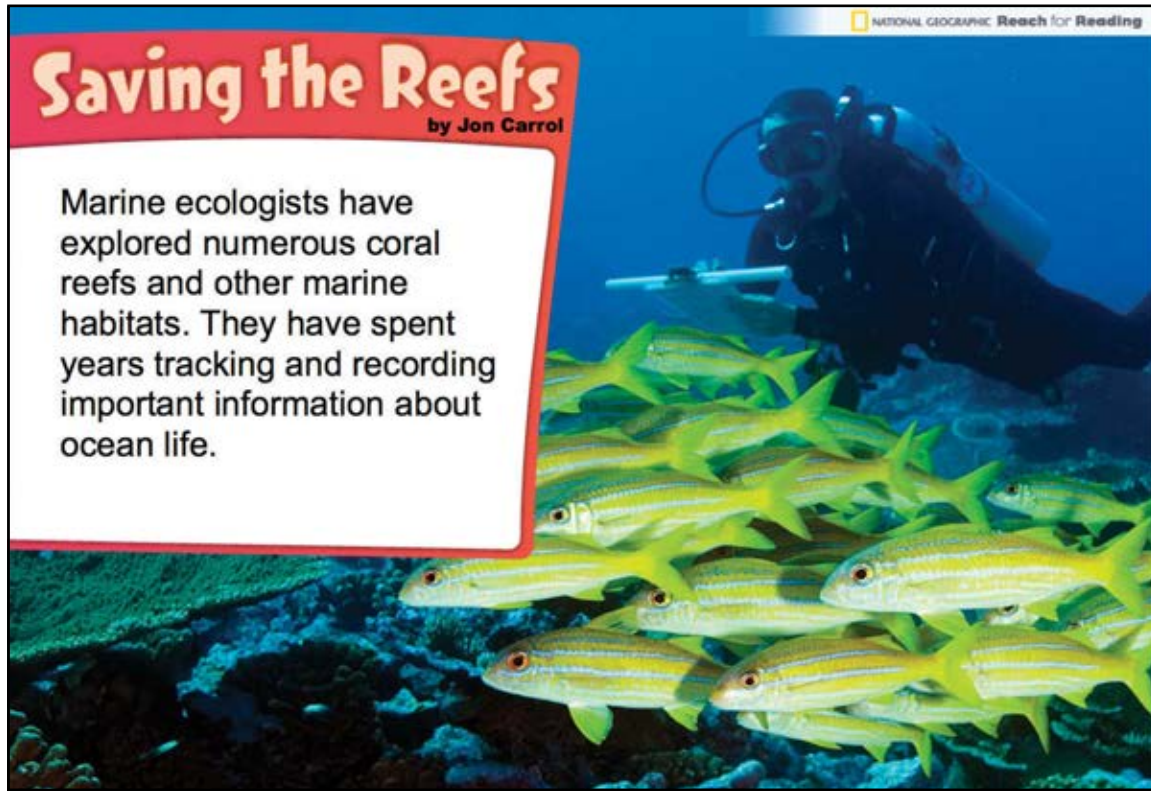
Science Article

NATIONAL GEOGRAPHIC Reach for Reading

Saving the Reefs

by Jon Carrol

Marine ecologists have explored numerous coral reefs and other marine habitats. They have spent years tracking and recording important information about ocean life.

A photograph of a scuba diver in a blue tank and mask, holding a light, swimming over a large school of yellow-striped snappers. The background shows a coral reef structure.

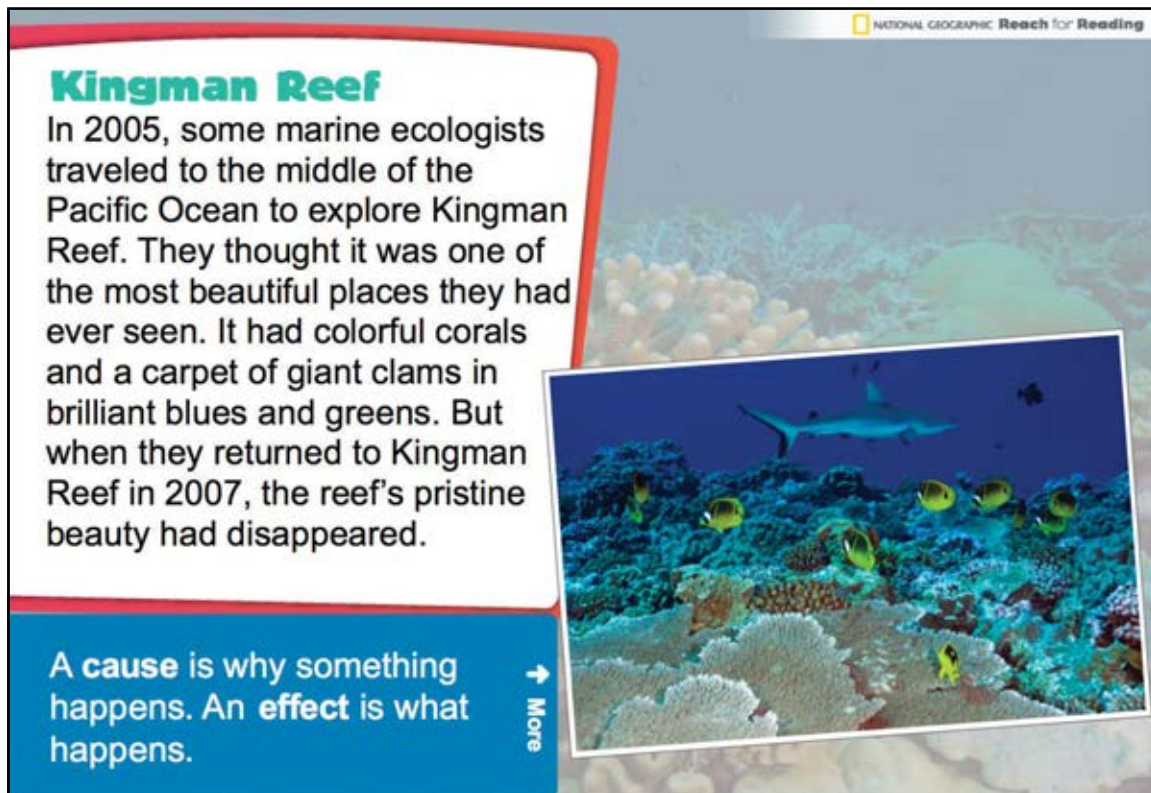
NATIONAL GEOGRAPHIC Reach for Reading

Kingman Reef

In 2005, some marine ecologists traveled to the middle of the Pacific Ocean to explore Kingman Reef. They thought it was one of the most beautiful places they had ever seen. It had colorful corals and a carpet of giant clams in brilliant blues and greens. But when they returned to Kingman Reef in 2007, the reef's pristine beauty had disappeared.

A **cause** is why something happens. An **effect** is what happens.

More

A photograph of a shark swimming over a coral reef. The reef is covered in various types of coral and small fish. The water is clear and blue.

COPY READY • Black & White or Color

Science Article

Black Reefs

The clean and beautiful reefs they had seen just two years earlier were gone, replaced by what they call "black reefs." Instead of crystal clear waters and healthy coral, they saw a "carpet of dark slime" that was created by algae and microbes in the water. They were shocked and resolved to find out what had happened.



▲ a "black reef"

Cause

Algae and microbes were in the water.

Effect

Kingman Reef turned into a black reef.

A Shipwreck

They quickly discovered the cause of the black reefs: A ship had sunk. They realized that iron from the shipwreck had leaked into the ocean water. Algae and other microbes need iron to grow. The iron made them grow so quickly that they eventually took over the reefs and killed the coral. What could be done to save Kingman Reef?



▲ A shipwreck can leak harmful chemicals into the ocean.

Cause

A ship had sunk.

Effect

Algae took over the reef.


Science Article

NATIONAL GEOGRAPHIC Reach for Reading

Remove the Iron

Since the expedition to Kingman Reef, two more shipwrecks have been found. The marine ecologists know one thing: If nothing is done about the shipwrecks in the Pacific, what happened to the Kingman Reef will continue to happen to other reefs. The iron needs to be removed from the ocean as soon as possible. Without help, the beauty of the Kingman Reef may never return.

▼ Will the beauty of Kingman Reef ever return?



Cause
The iron is not removed.

→

Effect
The beauty of Kingman Reef will never return.

COPY READY • Black & White or Color

Persuasive Article



NATIONAL GEOGRAPHIC Reach for Reading

Why Bees Are Our FRIENDS

by Michelle Brown

Many people think that bees are dangerous because they can sting and hurt us. That is true, but did you know that bees are also our friends? Yes, that's right. Bees do a lot to help us!

More ↑ An author's point is his or her most important idea.



NATIONAL GEOGRAPHIC Reach for Reading

Bees Give Us Food

Without bees, we wouldn't have a lot of the foods we eat! Bees perform a very special job. As they search for nectar, they leave pollen on the flowers and plants they visit. This pollen helps plants grow fruit. Almonds, apples, cherries, cranberries, and watermelons are just a few of the fruits that need pollen to grow.

More ↑ In most nonfiction text, authors provide **reasons** to explain their point.

Persuasive Article

NATIONAL GEOGRAPHIC Reach for Reading

Bees Give Us Honey

Imagine a world without honey. Honey is a natural food product that bees make. It is healthier than sugar and it tastes great! Honey can give you energy, and it can also keep you from getting sick. Bees use nectar from flowers to make honey in their honeycombs.



NATIONAL GEOGRAPHIC Reach for Reading

Bees Give Us Candles

Besides making honey in their honeycombs, bees also produce a special kind of wax called beeswax. People use beeswax to make beautiful candles that last longer than other candles. Bees do so much to help the world around them.



Persuasive Article

NATIONAL GEOGRAPHIC Reach for Reading

Just Be Careful

Of course, you still need to be careful when you are near bees. That is why beekeepers use special clothing to protect themselves from bee stings. You should never touch a bee, and if you see a bee near you, don't panic! Stay calm and wait until the bee flies away. And don't forget all the ways that bees help us!



Author's Point	
Author's Reasons	1.
	2.
	3.

Drag from here.

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 7 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.ngrach.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, 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
Vocabulary Acquisition and Use	CC.2.L.3	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 1: T1h, T1i, T1l, T1m, T4, T6, T6d, T7, T8, T9, T10, T22, T22e, T23, T24, T25e, T25f, T25i, T25j, T26a, T29a, T29f, T30, T30e, T30h, T30n, T31a, T31b, T31g, T31h, T31k, T31l, T32, T34, T34d, T34i, T35, T36, T38, T50–51, T51e, T51f, T52, T53e, T53f, T53i, T53j, T54a, T57a, T57f, T58, T58e, T58h, T58m, T59, T59a, T59b, T61; Unit 2: T65j, T65l, T65m, T65n, T68, T69, T70, T70a, T70b, T70c, T70d, T70i, T71, T74, T88, T88d, T88e, T89, T90, T91h, T91i, T91j, T92a, T96–97, T97g, T98, T98h, T98n, T99, T99b, T99g, T99k, T99l, T100, T101, T102, T102a, T102b, T102c, T102d, T102h, T102i, T103, T105, T106, T118–119, T119e, T120, T121e, T121i, T121j, T125a, T125h, T126, T126n, T127, T127a, T127b, T132, T133i, T133m, T133n, T136, T137, T138, T138a, T138b, T138c, T138d, T138i, T139, T141, T156, T156e, T157, T159, T159e, T159i, T159j, T160, T162–163, T163a, T163f, T164h, T164n, T165, T165a, T165k, T165l, T166, T167, T167a, T168, T168a, T168b, T168c, T168d, T168i, T169, T171, T184–185, T185e, T185f, T186, T187i, T187j, T188a, T191a, T191f, T191h, T192, T192e, T192h, T192n, T193, T193b, T194, T195, T196, T198; Unit 4: T199m, T199n, T202, T203, T204, T204a, T204b, T204c, T204d, T204i, T205, T206, T220, T220e, T221, T223i, T223j, T227a, T227e, T227f, T228, T228h, T228n, T229, T229a, T229b, T229k, T229l, T230, T231, T231a, T232, T232a, T232b, T232c, T232d, T232i, T246–247, T247f, T248, T249i, T249j, T254–255, T256, T256h, T256n, T257, T257a, T257b, T258, T259, T260, T262; Unit 5: T263k, T263l, T266, T267, T268, T268a, T268b, T268c, T268d, T268i, T271, T286, T286e, T286h, T288, T289i, T289j, T296n, T297, T297b, T297k, T297l, T298, T299, T300, T300a, T300b, T300c, T300d, T301, T303d, T305, T317h, T319i, T319j, T323a, T323f, T324, T324d, T324h, T325, T325a, T325b; Unit 6: T336h, T357h, T365e, T366l, T367j, T387d, T389h, T395d, T396l, T331i, T331m, T331n, T334, T335, T335a, T336, T336a, T336b, T336c, T336d, T336i, T337, T338, T354, T354e, T356, T357e, T357i, T357j, T365f, T365h, T366, T366h, T366n, T367, T367a, T367b, T367k, T367l, T370, T370a, T370b, T370c, T372, T386–387, T388, T389i, T389j, T394–395, T396, T396h, T396n, T397, T397b, T402; Unit 7: T403i, T403m, T403n, T406, T407, T408, T408a, T408b, T408c, T408d, T409, T412, T426, T426e, T427, T428, T429e, T429i, T429j, T434–435, T436, T436h, T436n, T437, T437a, T437b, T437d, T437g, T437k, T437l, T438, T439, T439a, T449, T440a, T440b, T440c, T440d, T441, T456–457, T457f, T458, T459e, T459i, T459j, T463a, T463f, T464, T464h, T464n, T465, T465a, T465b; Unit 8: T471m, T471n, T474, T475, T476, T476a, T476b, T476c, T476d, T476i, T476j, T478, T480, T492, T492e, T493, T494, T495e, T495i, T495j, T496, T500–501, T501g, T502, T502h, T502n, T503, T503a, T503b, T503k, T503l, T504, T505, T506, T506a, T506b, T506c, T506d, T506i, T507, T510, T525–525, T525e, T525f, T526, T527e, T527i, T528, T535a, T535f, T535h, T536, T535e, T536h, T537, T537a, T537b, T542

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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Cross-Curricular Teamwork Activities T1h, T1i, T25f, T31h, T53f, T65i, T65j, T99g, T99h, T133j, T159e, T159f, T165h, T187e, T187f, T199j, T223f, T229h, T249e, T249f, T263j, T289e, T289f, T297h, T319f, T331i, T331j, T357f, T367g, T367h, T389f, T403j, T429f, T459e, T459f, T471i, T471j, T495f, T503h, T527e, T527f

independent work T1h–T1i, T25e–T25f, T31g–T31h, T53e–T53f, T65i–T65j, T91e–T91f, T99g–T99h, T121e–T121f, T133i–T133j, T159e–T159f, T165g–

T165h, T187e–T187f, T199i–T199j, T223e–T223f, T229g–T229h, T249e–T249f, T263i–T263j, T289e–T289f, T297g–T297h, T319e–T319f, T331i–T331j, T357e–T357f, T367g–T367h, T389e–T389f, T403i–T403j, T429e–T429f, T437g–T437h, T459e–T459f, T471i–T471j, T495e–T495f, T503g–T503h, T527e–T527f

Language and Literacy Teamwork Activities T25e, T31g, T53e, T91e, T91f, T99g, T133i, T159e, T165g, T187e, T199i, T223e, T229g, T249e, T263i, T289e, T297g, T319e, T331i, T357e, T367g, T389e, T403i, T429e, T437g, T459e, T471i, T495e, T503g, T527e

online activities T1h–T1i, T25e–T25f, T31g–T31h, T53e–T53f, T65i–T65j, T91e–T91f, T99g–T99h, T121e–T121f, T133i–T133j, T159e–T159f, T165g–T165h, T187e–T187f, T199i–T199j, T223e–T223f, T229g–T229h, T249e–T249f, T263i–T263j, T289e–T289f, T297g–T297h, T319e–T319f, T331i–T331j, T357e–T357f, T367g–T367h, T389e–T389f, T403i–T403j, T429e–T429f, T437g–T437h, T459e–T459f, T471i–T471j, T495e–T495f, T503g–T503h, T527e–T527f

Lesson planners

ready set planner RS0–RS1

unit projects T65, T133, T135, T199, T265, T331
unit skills at a glance T1d–T1e, T65e–T65f, T133e–T133f, T199e–T199f, T263e–T263f, T331e–T331f, T403e–T403f, T471e–T471f

weekly planners T1f–T1g, T25c–T25d, T31e–T31f, T53c–T53d, T65g–T65h, T91c–T91d, T99e–T99f, T121c–T121d, T133g–T133h, T159c–T159d, T165e–T165f, T187c–T187d, T199g–T199h, T223c–T223d, T229e–T229f, T249c–T249d, T263g–T263h, T289c–T289d, T297e–T297f, T319c–T319d, T331g–T331h, T357a–T357b, T367e–T367f, T389c–T389d, T403g–T403h, T429c–T429d, T437e–T437f, T459c–T459d, T471g–T471h, T495c–T495d, T503e–T503f, T527c–T527d

see also Technology: online lesson planners

Leveled Reading, fiction and nonfiction LR1–LR11 (in each unit)

M

My Vocabulary Notebook *see Technology*

N

Nonfiction books *see Leveled reading*

O

Online lesson planner *see Technology*

Online resources *see Technology*

P

Phonics RS14–RS33, T3a–T3d, T6e–T6h, T9a–T9d, T22a–T22d, T25k–T25n, T29b–T29e, T30a–T30d, T30i–T30l, T31m–T31p, T34e–T34h, T37a–T37d, T51a–T51d, T53k–T53n, T57b–T57e, T58a–T58d, T58i–T58l, T67a–T67d, T70e–T70h, T73a–T73d, T88a–T88d, T91k–T91n, T97a–T97d, T98a–T98d, T98i–T98l, T99m–T99p, T102e–T102h, T105a–T105d, T119a–T119c, T121k–T121n, T125b–T125e, T126a–T126d, T126i–T126l, T135a–T135d, T138e–T138h, T141a–T141d, T156a–T156d, T159k–T159n, T163b–T163e, T164a–T164d, T164i–T164k, T165m–T165p, T168e–T168h, T171a–T171d, T185a–T185d, T187k–T187n, T191b–T191e, T192a–T192d, T192i–T192l, T201a–T201d, T204e–T204h, T207a–T207d, T220a–T220d, T223k–T223n, T227b–T227e, T228a–T228d, T228i–T228l, T229m–T229p, T232e–T232h, T235a–T235d, T247a–T247d, T249k–T249n, T255a–T255d,

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Power Writing *see Writing*

R

Reach into Phonics *see Phonics*

Read on Your Own Books T3c–T3d, T6g–T6h, T9c–T9d, T22c–T22d, T25m–T25n, T29d–T29e, T30c–T30d, T30k–T30l, T31o–T31p, T34g–T34h, T37c–T37d, T51c–T51d, T53m–T53n, T57d–T57e, T58c–T58d, T58i–T58j, T58k–T58l, T67c–T67d, T70g–T70h, T73c–T73d, T88c–T88d, T91m–T91n, T97c–T97d, T98c–T98d, T98k–T98l, T99o–T99p, T102g–T102h, T105c–T105d, T119c–T119d, T121m–T121n, T125d–T125e, T126c–T126d, T126k–T126l, T135c–T135d, T138g–T138h, T141c–T141d, T156c–T156d, T159m–T159n, T163c–T163d, T164c–T164d, T164k–T164l, T165o–T165p, T168g–T168h, T171c–T171d, T185c–T185d, T187m–T187n, T191d–T191e, T192c–T192d, T192k–T192l, T201c–T201d, T204g–T204h, T207c–T207d, T220c–T220d, T221a–T221b, T223m–T223n, T227d–T227e, T228c–T228d, T228k–T228l, T228o, T229o–T229p, T232g–T232h, T235c–T235d, T247c–T247d, T247g–T247h, T249m–T249n, T255c–T255d, T256c–T256d, T256k–T256l, T256o, T265c–T265d, T268g–T268h, T271c–T271d, T286c–T286d, T289m–T289n, T295c–T295d, T296c–T296d, T296k–T296l, T297o–T297p, T300g–T300h, T303c–T303d, T317c–T317d, T319m–T319n, T323d–T323e, T324c–T324d, T324k–T324l, T333c–T333d, T335a, T336g–T336h, T339c–T339d, T354c–T354d, T355b, T357m–T357n, T365d–T365e, T366c–T366d, T366k–T366l, T366o, T367o–T367p, T370g–T370h, T373c–T373d, T386–387c–T386–687d, T387g, T387h, T389m–T389n, T394–395c–T394–395d, T396c–T396d, T396k–T396l, T396o, T405c–T405d, T408g–T408h, T411c–T411d, T426c–T426d, T427b, T429f, T429m–T429n, T435c–T435d, T436c–T436d, T436k–T436l, T437h, T437o–T437p, T443c–T443d, T457c–T457d, T457h, T459f, T459m–T459n, T463d–T463e, T463o, T464c–T464d, T464k–T464l, T464o, T473a, T473c–T473d, T476g–T476h, T479c–T479d, T492c–T492d, T493b, T496m–T496n, T501c–T501d, T502c–T502d, T502k–T502l, T502o, T503o–T503p, T506g–T506h, T509a–T509d, T525c–T525d, T525h, T527m–T527n, T535d–T535e, T536c–T536d, T536k–T536l, T536o

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S

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