

SUMMER Scholars

Language Arts

Lessons and Activities

Rising 2nd Grade

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SUMMER
Scholars

Language Arts

Management Guide



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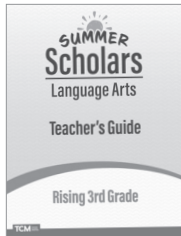
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How to Use This Resource

The *Summer Scholars: Language Arts* curriculum has been designed to meet the needs of summer learning programs. Reading comprehension lessons, phonics and word study activities, and fluency practice are presented in a flexible format to make learning (and teaching) fun for everyone.

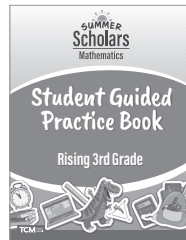
What's Included?

Teacher's Guide



The daily lessons grounded in the Science of Reading enhance instruction with research-based instructional practices.

Student Guided Practice Book



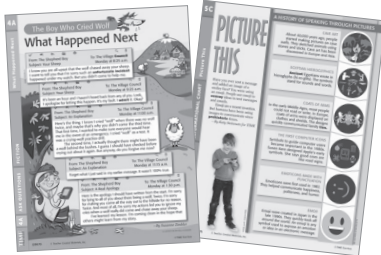
This book encourages growth in students' reading, writing, speaking, listening, and phonics skills.

Management Guide



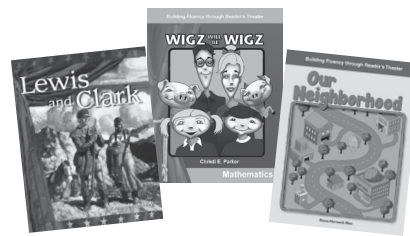
This guide helps teachers plan effectively with flexible lesson pacing and a scope and sequence designed specifically for varied summer settings.

12 Reading Comprehension Text Cards



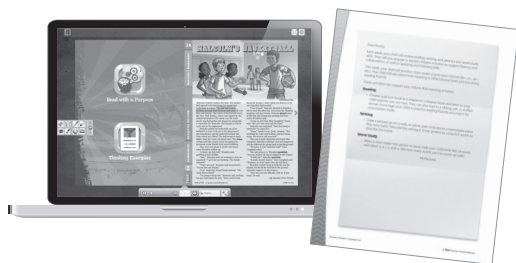
These cards increase student interest and text-analysis skills through thought-provoking topics and meaningful images. The cards are provided in both print and digital formats.

Reader's Theater Scripts



Excite students about reading and performing with fun reader's theater stories. The scripts are provided in the student books for their easy reference, as well as in the digital resources.

Digital Resources



These resources increase student engagement and enhance instruction. Family Engagement Letters are provided for a strong school-to-home connection.

Classroom Library with 10 Books



Inspire curiosity and a love of reading with a variety of fiction and nonfiction books for independent reading.

How to Use This Resource *(cont.)*


Reading Comprehension

The Gradual Release of Responsibility model is embedded into each of the 12 text card lessons. As you progress through every two-day lesson, there is less emphasis on the teacher (I Do) and more ownership given to the student (You Do).

- On the first day, students preview the text, are introduced to new words, and engage with the text as the teacher models the reading strategy. Students practice reading the text together and are given prompts to write about their learning. Rubrics to assess student writing are available in the digital resources. See page 91 for details.
- On the second day, students use the reading strategy they are learning as they reread the text and discuss the text structure and big idea. Helpful strategies enable teachers to support language learners as they listen, speak, read, and write.

TIME FOR KIDS™ Text Cards

3A
Mr. Crenshaw's Day
REALISTIC FICTION
USE TEXT FEATURES
3A



MR. CRENSHAW'S DAY
Mr. Crenshaw liked to stick to a **schedule**. Every morning, his alarm went off at 6:00 on the dot. He read the newspaper while eating two scrambled eggs. Then he went to the park with his dog, Juniper.

For lunch, he had a tuna fish sandwich. Then he rode the bus to the library. In the evening, he ate chicken potpie while watching TV. By 10:00, he was ready for bed.

Every day was the same. That was how Mr. Crenshaw wanted it to be. But on a cloudy day in April, something **interrupted** his **routine**.


Mr. Crenshaw had just sat down for dinner when he heard music playing outside. He peeked out the window. On the bench across the street was a young man playing a saxophone.

Mr. Crenshaw was about to return to his dinner. Then he changed his mind. He pulled out his old trumpet. He walked outside and **joined** the saxophone player.

For the next hour, the two men played music together. Mr. Crenshaw remembered how he used to love to play. He realized that he still loved to play.

That day was not the same as the one before it. Mr. Crenshaw decided that the next day would be different, too.

—By Suzanne Zimbler



Key words are bolded within the text and defined on the back of each text card.

Be sure you introduce the Essential Question with the first reading of the card.

Comprehension strategy and genre are clearly noted.

Additional activities are included for easy reference.

3A ESSENTIAL QUESTION How do patterns help you?

KEY WORDS

- interrupt:** to cause something to stop happening for a time
Our card game was interrupted.
- join:** to go somewhere in order to be with a person or group
Sam joined his friends for lunch.
- routine:** activities always done the same way and in the same order
Brushing his teeth is the first step in Jeremy's morning routine.
- schedule:** a plan of things that will be done and when they will be done
Greg has a busy schedule.

STORY MAP
Character

BEGINNING	END
THINKS	THINKS
FEELS	FEELS
DOES	DOES

TALK ABOUT IT

- Why do you think Mr. Crenshaw chose to have the same routine every day?
- How did Mr. Crenshaw change at the end of the story? What caused the change?
- Do you think it is good to have a daily routine? Explain.

WORK TOGETHER

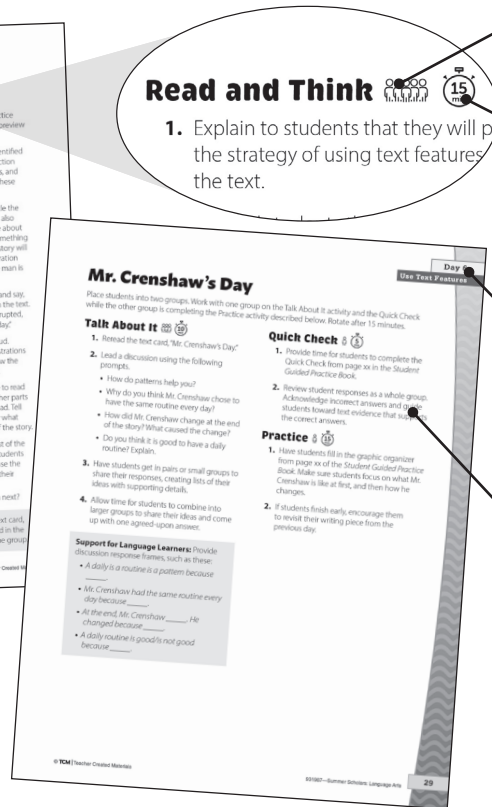
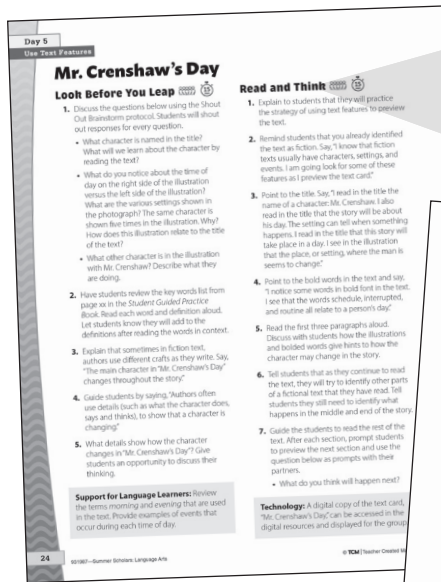
Think about your routine.

- **Discuss** what you do each morning, afternoon, and evening.
- **Write** down the activities you do on a typical weekday. Include what time you do each thing.
- **Compare** your daily routine with your classmates' routines.

How to Use This Resource (cont.)

Reading Comprehension (cont.)

Lesson Plans



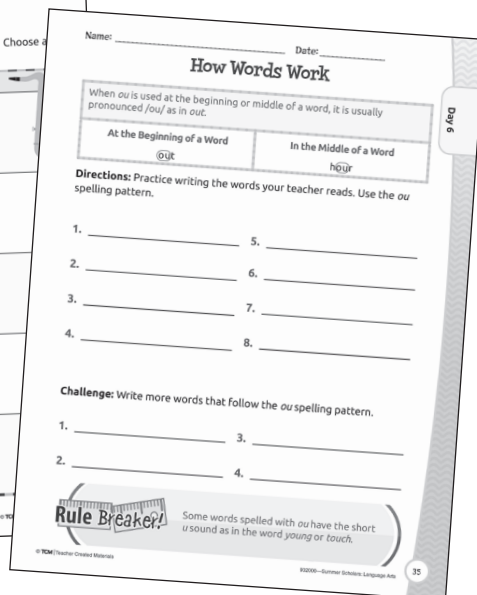
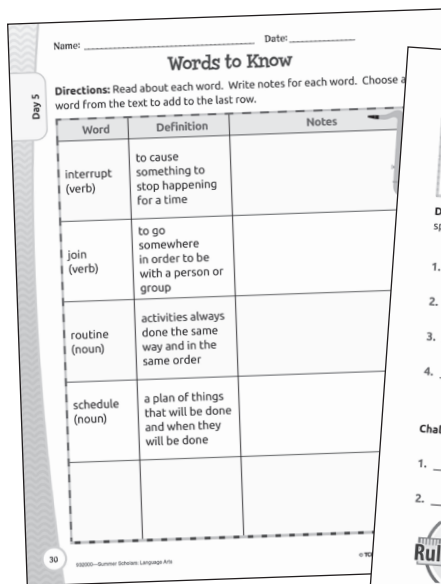
Icons indicate student groupings: whole group, collaborative, and independent.

Stopwatch icons indicate suggested durations.

Each lesson page and student page clearly indicates the instructional day for easy implementation.

Assessment opportunities are provided in every lesson.

Student Guided Practice Book



There are many ways for students to access the activities in the Student Guided Practice Book:

- use individual books (purchased separately)
- make copies from provided book
- project pages on whiteboard
- print pages from digital resources
- share on digital devices

How to Use This Resource (cont.)

Phonics and Word Study

Each of the eight phonics and word study units is organized over three days. These lessons offer a variety of activities to enhance student learning while providing numerous opportunities for both guided and independent practice.

On the first day of the lesson, the phonics focus is presented, and students apply learned concepts as they read and speak each word that is introduced.

Day 4
Phonics and Word Study

Short u Rimes

Phonics Focus ● This lesson focus is one-syllable consonant-vowel-consonant (CVC) patterns with short u rimes.

Introduce the Focus ●

1. This lesson focuses on the short u sound, which is often written as /u/. Explain to students that CVC patterns usually have a short vowel sound.
2. Write the word rug where students can see. Ask students to identify the consonant and vowel.
3. Say, "Today, we are going to practice short u." Have students repeat the /u/ sound after you. Model continuous blending by elongating each sound. Example: bbbuuuggg. Have students repeat the word as you draw your hand under the word, helping them to see how the sounds blend.
4. Explain that the combination of words with the same middle and end is usually a word family or rime. Say, "Rimes are important to learning how to read. Once you recognize word families, you can create many new words." Erase the /r/ from bug. Replace it with /t/ and say, "tbug."
5. Ask students to list other short u words and write them where students can see them. If a student includes a long u word, or words with other short vowels, start other lists. At the end of the trimester, remind students that vowels in English have two sounds. The words in your main list are short u, which sounds like /u/. The words in the second list are long u, which sounds like /ū/.

Introduce the Words ●

1. Share the list of words for this unit's phonics focus. Explain that you will stretch out the sounds of the words students have not mentioned, and ask them to identify the words they hear. Continue to say any words not previously listed, and have students tell you the words they hear.
• bug • gum • • •
• bun • jug • sun
• bus • mug • tub
• cub • nut • rug
• cup • rug
2. Act out one word, and ask students to figure out what the word is. Have them write it on paper or a whiteboard so they don't call out the answer before other students have a chance to guess. Then, have them call out the word together.
3. Once you've modeled the activity, have students use the word list to act out the rest of the words with partners.

Independent Practice ●

1. Ask students to individually complete the activity from page 28 in the Student Guided Practice Book. Circulate among students, and offer assistance as needed.

Helpful Hint ● Rimes are important to learn how to read. Once students recognize word families, they can use different onsets to create new words.

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Each lesson includes a shareable word list which focuses on the phonetic patterns being studied.

Helpful Hints create meaningful connections between the phonics focus and specific words being studied.

Practice exercises in the Student Guided Practice Book allow for increased retention.

Day 4

Name: _____ Date: _____

Rhyming Words

Directions: Color the pictures that rhyme with **hug**.

bug tag jug
mug tub rug

Directions: Color the pictures that rhyme with **stub**.

cub sun tub
sub web bib

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How to Use This Resource *(cont.)*

Phonics and Word Study *(cont.)*

Day 5
Phonics and Word Study

Short u Rimes
Phonics Focus
This lesson focus is one-syllable CVC patterns with short u rimes.

Revisit the Focus











1. Write short u and short o on two separate papers. Ask for two students to hold the papers in two different places in the room. Assign each remaining student a short u or short o word and ask them to find their partner.
2. Remind students to have the same rime in their learning word in words. Ease the say this.

Guided Practice

1. Work as a whole group to model how to write words using two fingers. For example, turn your back to students and carefully spell out u-n above your head so students can see each letter being "written" in the air with your fingers.
2. Place students in pairs, and have them write words for the rest of the words in this unit.

Name: _____ Date: _____







Read, Write, Match
Directions: Read each word. Write each word. Circle the picture that matches each word.

1. cup  
2. nut  
3. tub  
4. bun  
5. rug  

On the second day, students revisit the phonics focus and work in small groups to interact with the words presented in the unit.

Name: _____ Date: _____

Picture Match
Directions: Draw a line from each picture to the matching word. Stretch out each sound as you draw.

cup
sun
bus
bug
gum

Independent and partner activities in the *Student Guided Practice Book* help students apply word study concepts.

On the third day, students review completed work as they revisit the phonics focus a final time.

Day 6
Phonics and Word Study

Short u Rimes
Phonics Focus
This lesson focus is one-syllable CVC patterns with short u rimes.

Revisit the Focus

1. Review together the answers for pages 32-33 in the *Student Guided Practice Book*, asking students to share their reasoning behind choosing the words they did for each answer.

Independent Practice









1. Ask students to individually complete page 38 from the *Student Guided Practice Book*. Circulate among students, and offer assistance as needed.

Quick Check









1. Ask students to spell these two words: *fun* and *mad*. Say each word slowly, repeating as often as needed. Then, ask students to write the word that matches the first sound.

Name: _____ Date: _____

Change a Letter
Directions: Look at each picture. Say the word. Cross out the letter that changes. Then, write the word for the second picture.

1.  
b a g
2.  
c u f
3.  
t u g
4.  
b u

Tapping Sounds
Directions: Say each word slowly. Stretch out all the sounds. Write a letter for each missing sound.

1.  
[] []
2.  
[] []
3.  
[] []
4.  
[] []

Directions: Write two words.

Summative and formative assessment opportunities are provided in every lesson.

How to Use This Resource (cont.)

Reader's Theater

Each of the three fluency units is organized over eight days. These lessons offer a variety of activities to increase reading fluency while providing numerous opportunities for collaborative practice.

Day 17
Fluency and Oral Language


Camping Constitution

Introducing the Script

- Present the following scenario: "You have been asked to join an after-school club where you will go on a field trip. But you all begin to argue on where to go and how many supplies to take. How can you solve this problem?"
- Have students share their ideas. Ask them how they could have prevented this problem altogether. Point out that if rules are in place before a decision must be made, then it is easier to make decisions based on the rules. Tell students that they will perform a reader's theater called "Camping Constitution" about a group of kids who realize they need to create a set of rules while they are camping.
- Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 102–108 in the *Student Guided Practice Book*. Give them a few minutes to familiarize themselves with the script's format.
- Before reading the script, point out new vocabulary words to your students. Show them the glossary at the end of your script and explain that a glossary is like a mini-dictionary that provides definitions of certain words in the script. Discuss unfamiliar words by reading the words aloud as each appears in the story.
- Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

Collaborative Activity

- Once students have heard the script read aloud, place students in pairs to tell each other about a time in their lives when they had to solve a disagreement by using rules. If students have not solved disagreements this way, have them think of a time when rules may have helped them solve a disagreement.
- Ask a few partner groups to share their stories and talk about the details they included.



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On the first day of the lesson, the script and fluency focus are introduced, and students apply learned concepts as they listen to, and reflect upon, the script.

Name: _____ Date: _____

CAMPING CONSTITUTION Act I

Mrs. Freedom: Let me know when you kids have a plan for our camping trip this weekend.

Thomas: Okay. Let me think—we need food, water, and a tent. What else do we need? Let's make a list.

Sam: I can't wait to sleep outside under the stars.

Madison: This is going to be fun. I can't wait!

George: I want to cook hot dogs over a campfire.

Sam: I want to look for buried treasure.

Thomas: Hot dogs! We need to add that to our list.

George: I'm going to bring some games. What are you going to bring?

Madison: I'm bringing my swimsuit, because I can't wait to go swimming!

Thomas: Swimming? Are we camping by a river so that we could go swimming?

Mrs. Freedom: Are you kids still arguing about the details? We need to make a decision like our Founding Fathers in 1787. They had something to work hard on the details to make a decision.

Madison: Are you talking about the American Constitution?

Mrs. Freedom: Yes, exactly.

Sam: The Constitution is a set of rules.

Mrs. Freedom: Sure, it's that—and so is the supreme law of the land.

Sam: It's the supreme law of the land.

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Name: _____ Date: _____

Sam: I would have probably forgotten all the stuff we need to make a fire.

Madison: And everyone would be using my soap, toothpaste, and maybe even my toothbrush!

Thomas: And we'd just be swimming or fishing. We would never even get around to looking for buried treasure.

Mrs. Freedom: Okay, kids—in't it about time we went to the store?


Thomas: Sorry, Mom. We just got so caught up in writing our new constitution.

Sam: It's awesome, Mrs. Freedom! We even included our very own preamble, "We the people of this camping trip . . ."

Mrs. Freedom: Well, it sounds like you have come to some good decisions. Tomorrow, you'll have a lot of fun!

Thomas: With our new constitution, I know our camp will run smoothly. And I won't be stuck doing all the work myself.

George: We'll also have time to do all the things we want to do. Now let's get the food, pack the car, and get some sleep. We want to leave first thing in the morning. Then we can swim, fish, and search for buried treasure!



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Scripts are included in the *Student Guided Practice Book* so students can easily highlight their lines and practice them both in school and while at home.

How to Use This Resource *(cont.)*

Reader's Theater *(cont.)*

Day 19
Fluency and Oral Language

Camping Constitution *(cont.)*

Practicing the Script

1. Give students time to practice the script within their groups. Encourage students to focus reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. The script contains a poem entitled "Compressing." Have students refer to page 104 from the Student Guided Practice Book. Play the audio of "Compressing" as students read along.
2. Ask students to pay attention to the types of expressions used as the poem is read. Ask the class to identify and discuss with the class the various visual expressions in the poem.

Day 18
Fluency and Oral Language

Camping Constitution *(cont.)*

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads less than that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Appropriate reading levels for the roles in this script are as follows:
 - George: second half of 2nd grade
 - Thomas: second half of 2nd grade
 - Madison: first half of 3rd grade
 - Sam: first half of 3rd grade
 - Narrator: second half of 3rd grade
 - Mrs. Freedom: second half of 3rd grade

Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on reading with expression as they practice.
2. Students can listen to the audio or interact with the read-along book of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. Explain to students that it is important to use the proper voice and facial expression when performing, as it helps the audience to understand the emotions of the character. It also makes the reading more real and interesting.
 2. Write the following sentences from the script on strips of paper.
 - Mrs. Freedom: "Are you all ready for our outdoor club camping adventure?"
 - Madison: "I plan on swimming all day!"
 - Narrator: "But, then more problems occur!"
 - Sam: "Can we go swimming?"
 - Thomas: "We need hot dogs—and what else?"
2. Have five volunteers each draw a strip from your hand. Ask each of them to read their assigned sentence aloud.
3. Have students in the audience turn to the characters and discuss if they can tell how their classmates feel based on the way they read the sentences.
4. Ask for new volunteers to read the sentences using clear intonation and facial expressions. Discuss how the way something is read can affect understanding.

During the second through sixth days of the lessons, students revisit the fluency focus and work collaboratively to improve their reading fluency through targeted exercises.

On the final two days, students continue to practice fluently reading their scripts. They also create props and present their final performances of the reader's theater.

Day 23
Fluency and Oral Language

Camping Constitution *(cont.)*

Collaborative Activity

1. Acting out a reader's theater can be a fun way for students to enjoy reading through performing arts. Students may wish to create masks and props to enhance their performances. Provide students with construction paper and art supplies.
2. Have each student draw a mask to represent their character. They should think about what they've learned about their characters so far. Those details will help them to make their masks more interesting and unique. The masks should only cover the top halves of their faces. This will allow for their voices to carry better during performances.
3. Punch holes on both sides of each completed mask. Gluing a piece of tape over each side of the mask before hole-punching is a great way to reinforce the area. Add string to the masks for students to wear them comfortably. Or they can attach their masks to sticks and hold them up in front of their faces.
4. Have students use construction paper to create props for their performances. Suggested props include the following items:
 - compass
 - flashlight
 - toothpaste

Practicing the Script

1. Place students into their small groups for performance reading practice. Have groups practice reading their roles in the script with verbal expression, facial expressions, and body language. If possible, place groups in areas where they can practice projecting their voices without disturbing others.
2. Provide students more time to practice reading the script to increase fluency and prepare for the presentation on the next day. They should finalize when they are standing for each scene and any actions or expressions they will make while other characters/narrators are talking. Encourage students to practice while reading and performing.

Name: _____ Date: _____

Act 6

Mrs. Freedom: You should make a list of some of these decisions. Then, you should vote. That way, you can be in agreement.

George: We can vote on where we'll go.

Thomas: who will do what chores,

Sam: how late we will stay up,

Madison: and whether or not we'll bring our own toothpaste and soap.


Narrator: Voting was necessary to ratify the Constitution. Ratify means to agree. The states held special conventions to vote for or against the Constitution. Nine states were in favor, and so the Constitution was ratified.

Act 7

Thomas: I can't believe how much planning it takes to get ready for a camping trip!

Mrs. Freedom: Well, we could have just grabbed a few things and then headed for the mountains. But we would only have a bunch of people with one idea in common—camping. It's a great idea. But you still need to figure out how to make it happen.

Thomas: Without a plan, we might have made it to the campsite. But I probably would have left the tent and sleeping bag at home.



How to Use This Resource *(cont.)*

Classroom Library

There are many benefits to wide reading, including an increase in vocabulary development. Reading widely increases listening comprehension and contributes to increased reading comprehension. It can be done through independent reading or through teacher read alouds. Richard Anderson, Paul Wilson, and Linda Fielding's (1988) research shows that the amount of words read per year greatly increased based on the minutes of independent reading completed per day.

Anderson, Wilson, and Fielding ranked students by the number of minutes they read per day. For example, a student in the 70th percentile read almost 10 minutes per day. These students encountered a little more than 600,000 words per year, while a student in the 90th percentile, who read approximately 21 minutes per day, encountered over 1.8 million words each year. Students who encounter more new words apply the strategies they have been taught, and they start to learn the meanings of new words. All these factors associated with reading widely lead to increased comprehension.

Summer Scholars includes a classroom library of 10 books in each kit. While these books can help students read widely, they also include a variety of fiction and nonfiction texts. This can spark student interest and lead to additional connections in grade-level concepts.

These books are a flexible tool that can help teachers tailor *Summer Scholars* to meet their unique needs. The books are provided in print and digital formats. They are as shareable PDFs within the digital resources.

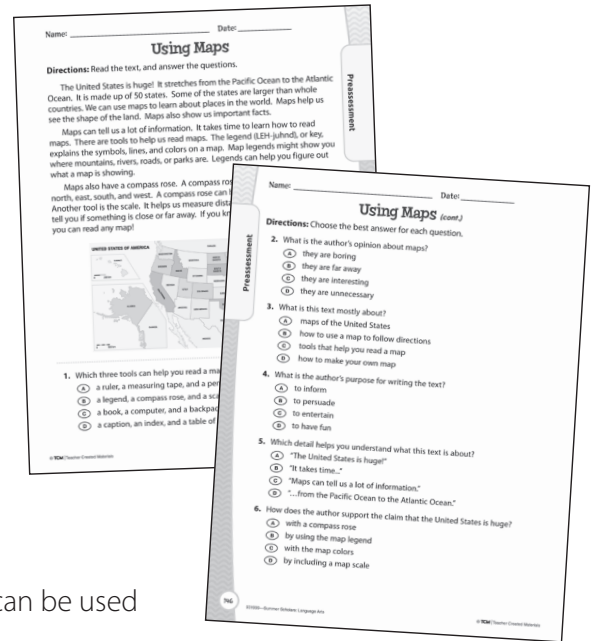


How to Use This Resource *(cont.)*

Assessment

Assessment is a critical piece of any intervention or summer school program. *Summer Scholars* includes several opportunities for assessment.

- Each kit includes a preassessment and a postassessment to measure student growth. These assessments are provided in the *Student Guided Practice Book*. They can also be accessed as both Google Forms™ and Microsoft Forms® documents. See below for more information. The pages can be ripped out of the student books to make implementation easier.
- Alignments of the preassessments and postassessments are provided digitally. They show the lesson and standard that each question assesses. This can be used to guide further instruction.
- The activity pages from the *Student Guided Practice Book* can be used as formative assessments.
- Quick Check activities provide the teacher with valuable insight which enables them to guide students toward text evidence that supports correct answers and reinforces the reading comprehension strategy focus of the lesson.
- The digital games can be used for additional practice and to monitor student progress.



Digital Assessment in Summer Scholars


Digital versions of the preassessments and postassessments are provided digitally as fillable PDFs. They can also be accessed as Google Forms™ documents, and Microsoft Forms® documents. Please see page 90 for links to these resources.

Using Google Forms™

The Google Forms™ version of each assessment is best for use with Google Classroom. The links on page 90 prompt a copy of the assessment to be saved to your Google Drive™. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in Google Drive™ allows you to easily collect and analyze student data and results. These results can then be shared with administrators as needed.

Using Microsoft Forms®

The Microsoft Forms® version of the assessment is best for use with Office 365 Education. The links on page 90 prompt a copy of the assessment to be saved to your OneDrive account. From there, a share link can be copied and shared with students to take the assessment from any device that has a web browser and internet connection. Having the assessment in OneDrive allows you to collect and analyze student data and results. These results can then be shared with administrators as needed.



SUMMER
Scholars

Language Arts

Rising 2nd Grade

Grade Level Details

Rising 2nd Grade Scope and Sequence

		Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
		Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standard	Reader's Theater Title and Activity	Standard
Day 1	Monitor Comprehension	Ask questions to clarify the meaning of words in a text. Write opinion pieces.	Long A and Vowel Team AI	Distinguish long and short vowels.	<i>Webs of Beauty</i> Introduction and assign parts	Read text with purpose and follow agreed-upon rules for discussion.	
Day 2	"Homes of the World" (Informational)						
Day 3	Monitor Comprehension	Retell text and demonstrate understanding of the central message/theme. Write persuasive pieces.		Distinguish common vowel teams for representing long vowel sounds. Recognize the change in spoken word when phonemes are added, changed, or removed.	<i>Webs of Beauty</i> Analyze poem and practice performance	Read poetry orally with accuracy, appropriate rate, and expression.	
Day 4	"The Little Iguana" (Fable)						
Day 5	Summarize	Retell stories, including characters, settings, and key events. Write narratives.	Long U and Vowel Team UE	Add or delete phonemes at the beginning or end of a word, recognizing that new words are created.	<i>Webs of Beauty</i> Sing song and practice performance	Develop oral language through listening, speaking, and discussion.	
Day 6	"Ellie's Lucky Day" (Narrative)						
Day 7	Summarize	Establish purpose for reading and determine main idea and details. Write explanatory text.	Long I and Patterns IE and Y	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<i>Webs of Beauty</i> Create props and perform	Speak audibly and express thoughts, feelings, and ideas clearly.	
Day 8	"Animal Groups" (Informational)						

Rising 2nd Grade Scope and Sequence *(cont.)*

Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
Day 9	Use Text Features "Goldilocks and the Three Bears: What Happened Next" (Narrative)	Describe characters in a story by recounting the sequence of events. Write narratives.	Long / and Patterns /E and Y	Segment and blend phonemes in multi-syllables, and sounds.	<i>Hansel and Gretel</i> Recount key details from a text read aloud or information presented orally or through other media.
				Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
Day 10				Introduction and Assign Parts	
Day 11	Use Text Features "A Ladybug Grows Up" (Informational)	Use author's use of titles, illustrations and details to describe main ideas. Write explanatory text.	Long O and Vowel Teams OE	Decode words with closed syllables, open syllables, Vce syllables, and vowel teams.	<i>Hansel and Gretel</i> Sing song and practice performance Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Day 12					
Day 13	Determine Meaning "The Birthday Present" (Poetry)	Explain how details support the main idea. Write narratives.	Long E and Vowel Teams EA	Decode words in isolation and in context by applying letter sound correspondences.	<i>Hansel and Gretel</i> Analyze poem and practice performance Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Day 14					
Day 15	Determine Meaning "Out of This World" (Informational)	Use supporting details to determine the author's purpose. Write explanatory text.		Decode words that use final -e and vowel teams to make long-vowel sound. Segment spoken words into their complete sequence of individual sounds (phonemes).	<i>Hansel and Gretel</i> Create props and perform Work collaboratively with others to present information orally.
Day 16			Long / and Pattern /GH		

Rising 2nd Grade Scope and Sequence *(cont.)*

	Reading and Writing 60 minutes per day		Phonics and Word Study 30 minutes per day		Fluency, Speaking, and Listening 30 minutes per day	
	Reading Focus and Text Card	Standards	Phonics and Word Study Focus	Standards	Reader's Theater Title and Activity	Standard
Day 17	Make Inferences "Get the Message" (Narrative)	Describe major events in a story, using key details. Write connection responses to text.	Long I and Pattern /GH	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>American Heroes</i> Introduction and assign parts	Describe familiar people, places, and things with detail.
Day 18						
Day 19	Make Inferences "What a Great Idea" (Informational)	Make inferences and use evidence to support understanding. Write explanatory text.	O/ and OY Diphthongs	Segment and blend phonemes in multi-syllable spoken words.	<i>American Heroes</i> Analyze poem and practice performance	Speak audibly and express thoughts, feelings, and ideas clearly.
Day 20						
Day 21	Use Evidence "Game Time" (Informational)	Ask and answer questions about key details in a text. Write opinion pieces.	R-controlled Vowels	Decode words that use vowel teams to make long-vowel sound. Decode r-controlled vowels.	<i>American Heroes</i> Sing song and practice performance	Demonstrate command of the conventions of standard English grammar and usage when speaking.
Day 22						
Day 23	Use Evidence "A Good Sport" (Narrative)	Identify authors use of words or phrases that describe the main characters. Write personal narratives.	Phonics and Phonological Awareness	Blend spoken words with at least five phonemes.	<i>American Heroes</i> Create props and perform	Use drawings or other visual displays to provide detail.
Day 24						
Day 25	Culminating Activity "Bright Ideas"	Actively engage in group reading activities with purpose and understanding.		Segment and blend phonemes in spoken words.	n/a	n/a

Rising 2nd Grade Text Cards

This chart includes important information about the TIME FOR KIDS™ Text Cards.

Title	Genre	Lexile® Measure	Description
Homes of the World	nonfiction	340L	Learn about how families live in different types of homes across the world.
The Little Iguana	fiction	260L	A little iguana is determined to wake up a sleeping sun to help save its warm-blooded friends.
Ellie's Lucky Day	fiction	370L	A four-leaf clover brings Ellie good luck at school. After her clover loses a leaf, Ellie discovers that her true luck is having caring friends.
Animal Groups	nonfiction	370L	Many animals live together in groups to survive. Learn how animals such as bats and dolphins work in groups to survive.
Goldilocks and the Three Bears: What Happened Next	fiction	430L	After eating the three bears' porridge, Goldilocks decides to pay the bears back by picking and giving them berries that taste "just right."
A Ladybug Grows Up	nonfiction	380L	Learn about how ladybugs grow up through life cycles. Discover the four stages of a ladybug's life.
The Birthday Present	poetry	N/A	A son learns how to make smart choices while on shopping for a birthday present with his dad.
Out of This World	nonfiction	280L	Meet Scott Kelly, an astronaut who lived on a space station for almost a year with astronauts from different countries.
Get the Message?	fiction	310L	Kyra learns text message words from her brother. She discovers that texting words don't belong on her homework.
What a Great Idea!	nonfiction	370L	Inventors use their imaginations to solve problems. Read about three inventions that help to solve problems in the world.
Game Time	nonfiction	320L	Sports require commitment and concentration. Find out how much time people invest into different sports.
A Good Sport	fiction	260L	As the fastest kid in his class, Ben doesn't know much about losing. He learns how to be a good sport after a new kid in class beats him in a race.

Rising 2nd Grade Reader's Theater Scripts

This chart includes important information about the Reader's Theater Scripts.

Title	Characters	Setting	Description
<i>American Heroes</i>	Joey Abe Martin Sally Cesar Liberty	This reader's theater takes place in Joey's home. It is a home just like yours. A large book sits on a desk near Joey.	Joey is struggling to think of what to do for his school project. Famous historical American figures from a book on his desk hear Joey's distress and teach him about American history to help him finish his project.
<i>Webs of Beauty</i>	Sam Maya Diego Mrs. Patterno Spotsy Spider Slinky Spider	This reader's theater takes place in and around a forest.	Three kids learn about patterns after finding a beautifully designed spider web. Two spiders find inspiration from these kids and the world around them to create new patterns in their webs.
<i>Hansel and Gretel</i>	Hansel Gretel Father Stepmother Witch Narrator	This reader's theater takes place in the woods. Hansel and Gretel live at the edge of the woods. A witch lives deep among the trees.	Hansel and Gretel's cruel stepmother abandons them in the woods one day when their father is away at work. They come across a house made of sweets, and soon find out that an evil witch lives there and wants to eat them. But the kids outsmart the witch and escape safely.

Rising 2nd Grade Classroom Library

This chart includes important information about the books included in the Classroom Library.

Book Title	Lexile® Measure	*Guided Reading Level	Summary
<i>Amazing Americans: George Washington</i>	290L	F	It is time to learn about George Washington.
<i>Central Park Trip</i>	430L	F	Winston and Marcus take a trip to Central Park with their Aunt Tish. There are many fun things to see and do at the park.
<i>Darri's Dot Painting</i>	480L	I	Darri's grandma is busy making a dot painting for an art show, and Darri gets to help. But there are surprises in store for both of them.
<i>Goods and Services Around Town</i>	440L	L	Your town has many goods and services for sale. You can buy things you want. You can buy things you need.
<i>I Am a Good Citizen</i>	240L	E	It is time to learn about being a good citizen.
<i>King Cole's Feast</i>	490L	J	King Cole is trying to eat healthy. He invites his friends to dine at his castle. Will his guests find something tasty to eat at his feast?
<i>My Brother and Me</i>	340L	F	Ava has a younger brother named Luis. Luis has autism. Luis is going to a birthday party. How will Ava help him have fun?
<i>National Holidays</i>	220L	F	Our nation has many holidays. Why do we celebrate them?
<i>Shake Your Tail Feathers</i>	410L	I	The birds are having a dance party! Everyone shake your tail feathers and dance!
<i>What Makes a Family?</i>	440L	L	Families may look different, but they are also the same. They all have a past. They celebrate together. They love one another.

*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.



SUMMER
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Teacher's Guide

Rising 2nd Grade

Days 1–2 Overview

Homes of the World

Learning Outcomes

- Use text structure to comprehend a variety of texts.
- Monitor and modify reading strategies by questioning the text.
- Engage effectively in a group discussion, following agreed-upon rules.
- Use basic elements of structural analysis to decode words that contain short vowel sounds.

Reading Strategy: Monitor Comprehension

One way to monitor comprehension is by self-checking. In this lesson, students will read “Homes of the World” and use a compare-and-contrast graphic organizer to identify similarities and differences between their homes and homes around the world.

Summary of the Text Card

This nonfiction text shares information about homes around the world and how they look different from one another. (Informational)

Long A and Vowel Team Ai

Learning Outcome

- Know and apply grade-level phonics and word analysis skills in decoding words.

Phonics Focus

Students will focus on one-syllable long *a* words that contain *ai*. Students will complete sentences using these words; tap out sounds; find synonyms, antonyms, and analogies; and use inflectional endings *-s* and *-ing*.

Webs of Beauty

Learning Outcome

- Deliver oral presentations and read passages fluently, focusing on reading accurately.

Fluency Focus

Students will listen to the script, discuss new vocabulary words, and think about how narrators tell stories. They will explore patterns and discuss animal life. Students will be assigned to groups and begin practicing the script and poem.

Summary of the Script

Patterns can be found in many places in our world, such as the stripes of a zebra or the ridges of a seashell. The reader’s theater *Webs of Beauty* shows students the intricate pattern of a spiderweb and how the pattern of a web is reflected in other parts of nature.

Big Idea

Myself and Others

Essential Question

What different kinds of people are in your world?

Materials

- *Student Guided Practice Book* pages 4–21
- drawing paper
- crayons or markers

Homes of the World

Look Before You Leap

- Before the lesson, write each of the following questions on its own strip of paper. Create one strip of paper for each student. Review the questions with students, but do not discuss the answers.
 - What can you tell about the homes in the pictures?
 - What color patterns can you see?
 - What does the word *homes* mean?
- Engage students in the Reading Tea Party protocol. For this protocol, give each student a prepared strip. Tell them that they are going to greet their tea-party guests (other students in the group) as though they are at a fancy dinner. Then, each student will read their sentence strip to the party guest and wait for a response. After they receive responses, they can move on and repeat the process with other party guests.
- Review the key words list from page 4 in the *Student Guided Practice Book*. Read each word and definition aloud. Let students know they will add to the definitions after reading the words in context.
- Explain that “Homes of the World” is an example of informational text. Say, “Informational texts provide facts. This informational text will teach us all about different homes around the world.”

Support for Language Learners: Discuss the word *country* with students. Draw a small circle, and write the words *my home* in the middle. Then, draw a slightly larger circle around the first circle, and write the words *my neighborhood*. Continue until you have drawn circles for the words *town* or *city*, *state*, and *country*. You may also choose to add an additional circle for *continent*.

Read and Think

- Have students practice self-checking nonfiction text. Say, “Today, we will practice monitoring our comprehension by stopping to check in with ourselves. As we read, we will pause and restate the information in our own words. That way, we can see whether we really understand what we read.” Use the following think aloud to model the strategy.
 - Read the first paragraph aloud and pause for a moment. Say, “While I read this section, I made a mental picture of all the different homes I see in my community. I’ve seen houses, apartments, and motor homes. On TV, I have even seen houses on boats! When I stop to check in with myself, I know I understand the text because I’m able to visualize it.”
- Read the remaining text aloud while students read along with you. As you read, pause to provide opportunities for students to restate the information in their own words.
- Have students discuss the following questions with partners.
 - What did you do to make sure you were understanding the text as you read?
 - Why is it important to pause and do a self-check?

Technology: A digital copy of the text card, “Homes of the World,” can be accessed in the digital resources and displayed for the group.

Homes of the World

Place students into two groups. Work with one group on the Read the Way You Speak activity while the other group is completing the Write It activity described below. Rotate after 15 minutes.

Read the Way You Speak

1. Have students focus on the text, “Homes of the World,” from page 5 in the *Student Guided Practice Book*. Explain the importance of phrasing groups of words naturally when reading aloud. Say, “When we read, we want to make sure we read a phrase and then take a breath at an appropriate spot. If we read one or two words at a time, or if we take a breath in the middle of a sentence, we sound like robots! Let’s look at this sentence: *But each is a place for a family to live together.* I could read this sentence aloud like this: But...each is a...place for...a family to...live together. But that makes the sentence very hard to understand. When I read this time, I’m going to take a deep breath and read the whole sentence fluently.” Reread the sentence, modeling fluent reading.
2. Have students underline the following sentence: *This family lives in Mongolia, a country in Asia.* Read the sentence aloud incorrectly. Model how you monitor your comprehension by saying, “It’s very hard to understand the sentence when I read like a robot!” Then, reread the sentence with proper phrasing.
3. Guide students in choosing and underlining sentences that they would like to read fluently. Have students practice reading the selected sentences multiple times in their minds, making sure they read the way they speak. Then, have them whisper read. Finally, have students read aloud with partners.

Write It

1. Have students respond to the prompt from page 6 in the *Student Guided Practice Book*: *Think about your home. Write about what makes it special.*
2. Remind students to edit and revise their writing. Let them know they should do the following in their responses:
 - Use the text for help.
 - Stretch out sounds to write.
 - Use complete sentences.
 - Add detail sentences.
 - Try their best.

Technology: If students are ready to work independently, they can access a digital copy of the text card, “Homes of the World.” In the interactive text card, students are given a purpose for reading and can use annotation tools to record their thinking. The Help button provides model annotations if students need additional support.

Long A and Vowel Team Ai

Phonics Focus

This unit's focus is one-syllable long *a* words that contain *ai*.

Introduce the Focus

1. This lesson focuses on distinguishing the vowel team *ai* for representing the long *a* sound, or /ā/. Remind students that vowels in English have two sounds. Ask students if they know the two sounds the letter *a* makes. Have students repeat the short /ă/ sound and then the long /ā/ sound after you.
2. Write the following words where students can see them: *mad*, *made*, and *aid*. Explain that *mad* is pronounced with a short vowel because there is only one vowel, *made* has a long vowel because of the silent *e* rule, and *aid* makes the long *a* sound because it is a vowel pair (*ai*). Tell students that when two vowels are together, the first vowel makes its long sound and the second vowel stays silent.
3. Have students brainstorm a list of long *a* words. Write them where students can see them as they call them out. If students include short *a* words or long *a* CVCe words, keep them in separate lists.

Introduce the Words

1. Share the list of words for this unit's phonics focus:

• aid	• hair	• tail
• aim	• mail	• wait
• air	• paid	
• gain	• rain	
2. Say each word, and blend the sounds together clearly for students to hear. Underline each *ai*. Have students repeat each word as you draw your hand under it, helping them to see how the sounds blend. Define unknown words.
3. Provide students with note cards or drawing paper folded in half and then thirds. Have students write the unit words on each card.

Independent Practice

1. Read the directions on page 7 from the *Student Guided Practice Book*. Complete the first sentence by demonstrating how to read the sentence first and modeling how to decide what word fits best.
2. Ask students to individually complete the rest of the page. Circulate among students and offer assistance as needed.



Helpful Hint

"When two vowels go walking, the first one does the talking." When two vowels are together, the first one makes its long sound and the second letter stays silent. The *ai* vowel team is only found in the middle of a syllable and never at the end.

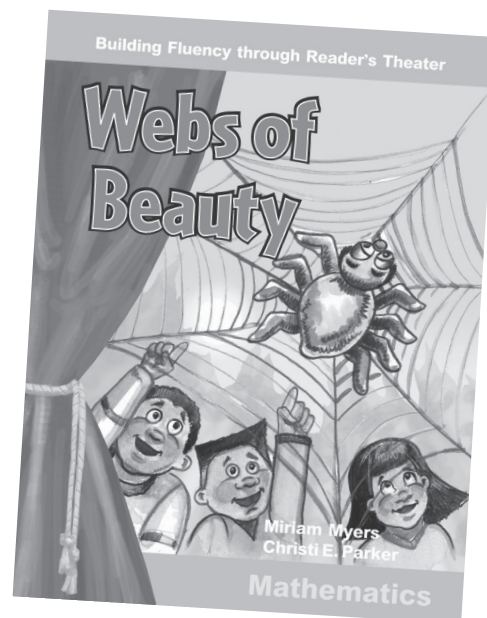
Webs of Beauty

Introducing the Script

1. Tell students that they will perform a reader's theater called *Webs of Beauty*. In this script, the spiders and children explore patterns in nature.
2. Before reading the script, introduce new vocabulary words to students, such as *masterpiece*, *pattern*, *weave*, and *repeat*. Have students help you define the words as you read them aloud.
3. Hold up the copy of the script you have, which is in book form, and ask students to refer to the script from pages 8–16 in the *Student Guided Practice Book*. Ask students to think about the title of the script and ask them, "Is a spiderweb beautiful?" Allow them to explain their answers.
4. Read the characters' names aloud, and review the first line of the script to identify the setting. Ask students to describe interesting items in nature, such as neat rocks or colorful flowers. Explain that Maya, Diego, and Sam are the main characters from the story. They are the first people to discover the spider's webs in the forest. These characters discover other objects in nature that have patterns, too.
5. Play the recording of the script for students, which is available as audio only or as a read-along ebook in the digital resources. Encourage students to read along with the poem or sing along with the song.

Collaborative Activity

1. Once students have heard the script read aloud, ask them to brainstorm as many animals as they can think of. Write the animals in a list on the board or chart paper.
2. Tell students to think about the skin, feathers, or colors of the animals. For example, a peacock's feathers have large blue and green circles. Tell students that the repeated colors and circles on each feather form a pattern.
3. Give each student a 4" × 4" square. Draw the peacock pattern on one square as an example for students. Then, have each student choose an animal from the brainstorming list and draw a colorful pattern from that animal on their square.
4. Collect the squares, and place them together on a wall in the room to create a "quilt" with all the animal patterns.



Homes of the World

Read and Find

1. Tell students that “Homes of the World” has a compare-and-contrast text structure. Say, “This means that the author is looking at how things are the same and how they are different. In other words, the author is comparing and contrasting. As I read, let’s look at how homes are similar and how they are different.”
2. Read “Homes of the World” aloud, modeling fluent reading, and have students follow along on page 5 in the *Student Guided Practice Book*. Encourage students to notice important information that will help them analyze the structure.
3. Say, “This text teaches us about many different homes. Let’s compare and contrast our homes with the homes in the text.” Introduce the graphic organizer from page 19 in the *Student Guided Practice Book*.
4. Ask students, “What words can we find in the text that describe homes of the world? Work with partners to search the text for details. If you find one, give a thumbs-up.”
5. Guide students as they search for information about homes of the world. Discuss how the homes in the text compare to their homes. (For example, houses in Italy are made of stone. Many American houses are made of wood.)
6. Have students share details and write them on their graphic organizers. When completed, the left side of their graphic organizers should contain the words listed in the answer key on page 115. **Note:** You may choose to have students draw pictures or write fewer words than those listed in the example.

Words to Know

1. Have students return to the key words list from page 4 in the *Student Guided Practice Book*. Read and review each word, providing examples and using the words in context.
2. Have the group choose one or more words to illustrate. For example, students might draw something with wheels for the word *portable*.

Support for Language Learners: Have students tell about their homes using compare-and-contrast statements. For example, *My bedroom has a blue rug, but my brother’s bedroom does not.* Encourage students to use words such as *however* or *although* in their statements.

How Words Work

1. Read and clarify the directions from page 17 in the *Student Guided Practice Book*. Explain that the patterns *-at*, *-ap*, and *-ag* all have the short *a* sound.
2. Guide students to read the example words: *sat*, *hat*, *bag*, *rag*, *clap*, and *map*. Create three columns where students can see them, and have students assign each word to a group according to their patterns. Write the words.
3. Have students work as a group, with partners, or independently to sort the words in the word box according to their patterns.
4. Review and correct the chart as a group.

Essential Question

1. Have students talk to partners about the Essential Question: *What different kinds of people are in your world?*
2. Allow time for students to share their ideas with the whole group.

Homes of the World

Place students into two groups. Work with one group on the Talk About It activity and the Quick Check while the other group is completing the Practice activity described below. Rotate after 15 minutes.

Talk About It

1. Reread the text card, "Homes of the World."
2. Engage students in the Merry-Go-Round protocol. For this protocol, read each of the following questions aloud, and have students discuss their answers in groups of three.
 - What is one thing that is similar about all the homes in the story?
 - How does the location of a home affect the way it looks?
 - What makes a place a home?
 - What are some things a home needs to have?
3. Bring the group back together in a circle, and have the group "merry-go-round" by having each student share their response in one to five words. Keep the rotation quick, and remind students to share their thoughts concisely.
4. After everyone has had a chance to share, repeat the procedure by asking the next question.

Quick Check

1. Provide time for students to complete the Quick Check from page 18 in the *Student Guided Practice Book*.
2. Review student responses as a whole group. Acknowledge incorrect answers and guide students toward text evidence that supports the correct answers.

Practice

1. Distribute sheets of paper to students, and have them draw pictures of their homes. Have students label their pictures using words from the text.
2. If students finish early, encourage them to revisit their writing pieces from the previous day.

Long A and Vowel Team Ai

Phonics Focus

This unit's focus is one-syllable long *a* words that contain *ai*.

Revisit the Focus

1. Write the words *gain*, *mail*, *paid*, and *rain* where students can see them. Demonstrate continuous blending by elongating each sound.
2. Have students work with partners to write a spelling rule for the different long *i* spelling patterns. For example, they could write, *If you see an e at the end of like, the i sound says its name.*

Guided Practice

1. Provide each student with drawing paper, crayons, and scissors. Use the word *gain* to model the following steps.
 - Fold the paper in half and then in half again. This will create four sections.
 - Write *g* in the first box, write *ai* in the second box, and write *n* in the third box.
 - Cut apart the boxes, mix them up, and rebuild the word.
2. Have each student choose a new word to write, cut, and rebuild.
3. Have students switch their words with partners and rebuild their partners' words.

Independent Practice

1. Ask students to individually complete pages 20–21 from the *Student Guided Practice Book*. Circulate among students and offer assistance as needed.

Webs of Beauty

Assigning Roles

1. Place students in groups of six or less. These will be their reader's theater groups for performing this script.
2. Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency. Approximate reading levels for the roles in this script are as follows:
 - Slinky and Spotsy: second half of kindergarten
 - Mrs. Patterno and Diego: first half of 1st grade
 - Sam and Maya: second half of 1st grade

Practicing the Script

1. Give students time to practice the script within their groups. Also, encourage them to practice their parts at home with family members. Encourage students to focus on proper phrasing, tone, expression, and voice as they read.
2. Students can listen to the audio or interact with the read-along ebook of the script if they need strong models of fluent reading. Both are available in the digital resources.

Collaborative Activity

1. This script contains a song and a poem. Assign each group member one or two lines of the poem, "Rainbow Colors." Explain that the entire group will read the last line of the poem together.
2. Tell students to create actions to go along with their assigned lines. The actions should relate to words used in the poem, such as *woven*, *sparkling*, and *shimmer*. For example, in line two, the action might be waving hands to model *woven*.
3. Have each group member practice reciting their lines using repeated readings. Encourage the groups to concentrate on fluency, especially correct phrasing. Tell them they will perform the poem for the whole group.

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Student Guided Practice Book

Rising 2nd Grade



Name: _____ Date: _____

Words to Know

Day 1

Directions: Read about each word. Draw a picture for one or more words.

country: an area of land that is controlled by its own government

rise: to move upward

portable: easy to move around

stilts: long sticks that are used to hold a building above water or the ground

Homes of the World

Read about homes around the world. These homes are all different. But each is a place for a family to live together.



FORGET-GANTIER—SAGA/PHOTO.COM/ALAMY

This family lives in Italy, in Europe. Their house is made of stone. The floor is stone, too.



NANCY BROWN—GETTY IMAGES

This family lives in Mongolia, a **country** in Asia. They live in a **portable** tent called a yurt.



THOMAS STANKIEWICZ—LOOK, DIE BILDAGENTUR DER FOTOGRAFEN GMBH/ALAMY

This family lives in Thailand, in Asia. Their house is made of grass and wood. It is built on **stilts**. The house is up off the ground. Even when the water **rises**, the house stays safe.

Name: _____ Date: _____

Write It

Day 1

Directions: Think about your home. Write about what makes it special.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines for writing.



You should:

- Use the text for help.
- Stretch out sounds to write.
- Use complete sentences.
- Add detail sentences.
- Try your best.



Sentence Completions

Directions: Use a word from the Word Bank to complete each sentence.

Word Bank		
aid	aim	gain
mail	paid	wait



1. We had to _____ in line for our movie tickets.

2. Dad checked the first _____ kit.

3. Try to _____ for the catcher's mitt when you pitch.

4. Grandpa _____ me \$10 to rake his yard!

5. The baby will _____ ten pounds and grow five inches.

6. Please check the _____ to see if my package came.

Name: _____ Date: _____

Webs of Beauty

Act 1

Mrs. Patterno: Our story begins with two spiders talking in the forest.

Spotsy Spider: “Finally! My masterpiece is complete. Now I can feast on some yummy flies.”

Slinky Spider: “Spotsy, you have outdone yourself this time. That’s a beautiful web!”

Spotsy Spider: “Thank you! I tried to use a lot of different colors this time.”

Slinky Spider: “I see you used different patterns, too.”

Spotsy Spider: “Yep, I spent a lot of time on this web. And I must say, I think I am the best. . .”

Slinky Spider: “Stop bragging for a second. I think I hear people coming.”

Spotsy Spider: “Those children must be playing hide-and-seek.”

Act 2

Sam: “Ready or not, here I come!”

Maya: “I think I’ll hide behind this tree. Sam will never find me here.”

Diego: “Wow! Look at that spiderweb, Maya.”

Maya: “Be quiet, Diego! Sam will hear you.”

Diego: “Check it out!”

Maya: “Whoa! That’s the most beautiful web I’ve ever seen!”

Name: _____ Date: _____

Spotsy Spider: “I told you I was the best web weaver in this forest.”

Sam: “I found you!”

Maya: “Look at that spiderweb, Sam.”

Sam: “It’s so colorful!”

Diego: “It’s a pattern: green, gold, blue, green, gold, blue.”

Slinky Spider: “Spotsy, watch out! Diego is going to touch your web!”

Diego: “Oh, no! I broke it.”

Maya: “You destroyed that spider’s home.”

Spotsy Spider: “Noooo! My creation is ruined, and there goes tonight’s supper. Those flies were looking so good.”

Slinky Spider: “Forget the flies! I’m just glad you made it to the top of your web in time.”

Spotsy Spider: “Oh, well. I can make another web.”

Slinky Spider: “Make a different pattern this time.”

Spotsy Spider: “Good idea! What pattern should I make?”

Act 3

Slinky Spider: “Why don’t you make a snake pattern?”

Spotsy Spider: “No, I did that last week.”

Sam: “I can’t believe that pattern the spider made in its web. I’ve never seen anything like that before.”

Diego: “If you think about it, there are patterns everywhere.”

Name: _____ Date: _____

Sam: “What do you mean?”

Maya: “Look at Sam’s shirt. It has a pattern: baseball, basketball, soccer ball, baseball, basketball, soccer ball.”

Diego: “You’re right! It’s a repeating pattern.”

Spotsy Spider: “That’s it! I’ll pattern my next web after the boy’s shirt.”

Slinky Spider: “Oh, that would make a beautiful web! But, you better work quickly if you want to catch any dinner while the flies are still out!”

Song: Web of Beauty

Spider, spider show us how
To weave a web of beauty.
Spider, spider show us how
To weave a web so fine.

Look around at all the colors in nature.
Look around at all the colors everywhere.

Spider, spider show us how
To weave a web of beauty.
Spider, spider show us how
To weave a web so fine.

Look around at all the patterns in nature.
Look around at all the patterns everywhere.

Spider, spider show us how
To weave a web of beauty.
Spider, spider show us how
To weave a web so fine.

Look around at all the beauty of nature.
Look around at all the beauty everywhere.

Name: _____ Date: _____

Act 4

Mrs. Patterno: As the sun begins to set, the friends decide to head home for dinner.

Maya: “I have an idea. Let’s play a game on our way home. Whoever spots the most patterns wins!”

Diego: “Okay. You’re on!”

Sam: “We just got out of the forest, and I have already found a pattern. The windows on the houses: circle, square, circle, square.”

Maya: “Look at the birds in the sky. They’re flying in a pattern—one bird in the first row, two birds in the second row, three birds in the third row, and so on.”

Diego: “It’s my turn. Look at the sidewalk: square, rectangle, square, rectangle.”

Maya: “One more pattern, and I will be crowned the Queen of Patterns. Are you ready?”

Sam: “Okay, Maya. Let’s have it!”

Maya: “Do you see that fence around the park? It’s lined with flowers: rose, sunflower, rose, sunflower.”

Diego: “Wow! We can find patterns no matter where we look.”

Act 5

Mrs. Patterno: Sam is at home talking to his mother about the spiderweb in the forest. Then, there is a knock on the door: rat, tat, tat, rat, tat, tat.

Name: _____ Date: _____

Sam: “Wait, isn’t that a pattern?”

Maya
and **Diego:** “Hi, Sam! Are you ready to go back into the forest?”

Mrs. Patterno: Pitter, patter, pitter, patter.

Maya: “Oh, no. It’s raining! We can’t go to the forest in the rain.”

Diego: “I have an idea. Why don’t we look for patterns around the house?”

Sam: “I bet we could find lots of patterns here in the kitchen.”

Diego: “Check out the kitchen floor: black, white, black, white.”

Maya: “What about the wallpaper: diamond, circle, diamond, circle?”

Sam: “I don’t see another pattern, but I know how to make a sound pattern. Grab a spoon and a pot from the cabinet. We can tap soft, hard, and soft to make a pattern.”

Maya, Sam,
and **Diego:** Bam, BAM, Bam! Bam, BAM, Bam!

Maya: “I never knew patterns could be so much fun. We could start our own band.”

Diego: “Yeah, we could call ourselves The Pattern Punks.”

Sam: “Keep playing! We can make all sorts of sound patterns with these instruments.”

Name: _____ Date: _____

Act 6

Mrs. Patterno: Spring and summer have passed. Sam, Diego, and Maya haven't been in the forest for some time now.

Spotsy Spider: "I wonder where those kids have been. I miss them."

Slinky Spider: "Oh, Spotsy! You just want to show off your new rainbow web."

Spotsy Spider: "You have to admit, it's my best web yet. I tried to make it look like a rainbow: red, orange, yellow, green, and blue."

Slinky Spider: "It's nice. But, I think you're missing a color or two."

Spotsy Spider: "I know. I'm not quite finished yet."

Maya: "Sam! Diego! The spider is still here."

Sam: "Its web looks like a rainbow this time."

Diego: "Red, orange, yellow, green, blue. . ."

Sam: "What colors come next?"

Maya: "Indigo and violet!"

Spotsy Spider: "Ahhhh, that's it! Now, I can finish my rainbow web."



Name: _____ Date: _____

Poem: Rainbow Colors

Colors, beautiful colors,
Woven to shimmer in the air.
Colors, beautiful colors,
Woven with loving care.

Spider weaves her lovely threads.
Rainbow colors can be seen,
Shining in the sunlight,
Sparkling like a dream.

Spider weaves both red and orange,
Then yellow, green, and blue,
And indigo and violet,
All shine with morning dew.

Colors, beautiful colors,
Woven to shimmer in the air.
Colors, beautiful colors,
Woven with loving care.

Act 7

- Maya:** “I can’t wait for math today. Mrs. Patterno said we’re going to talk about repeating patterns.”
- Diego:** “Should we tell her about the spider’s web we saw in the forest?”
- Sam:** “We can tell her about all of the other patterns we found, too.”
- Mrs. Patterno:** “Boys and girls, please repeat after me: la, tee, dah, la, tee, dah.”

Name: _____ Date: _____

Sam, Maya,
and **Diego:**

“La, tee, dah, la, tee, dah.”

Diego:

“Oh, oh! Mrs. Patterno! That’s a repeating pattern.”

Mrs. Patterno:

“Good job, Diego. Now, let’s look around the classroom for different patterns.”

Sam:

“I see a pattern of shapes: circle, square, triangle, diamond.”

Maya:

“Look at our health wall: apple, banana, orange, apple, banana, orange.”

Mrs. Patterno:

“You all have done a great job. Now, let’s go out to the playground.”

Diego:

“Look at the swings on the playground. The kids are swinging in a pattern: one kid goes up, one comes down—up, down, up, down.”

Maya:

“Mrs. Patterno, math is so much fun!”

Act 8

Sam:

“It’s snowing!”

Maya:

“Yesssssss! I love snow days.”

Diego:

“Let’s go to the forest.”

Sam:

“All right!”

Slinky Spider:

“Well Spotsy, I see your little friends are coming.”

Spotsy Spider:

“Do you think they’ll like this web? It’s my web for all seasons.”

Name: _____ Date: _____

Slinky Spider: “The kids always love your webs.”

Spotsy Spider: “Yes, I know. That’s because I’m brilliant!”

Sam: “Oh, wow! The spider has outdone itself this time! Its web has. . .”

Diego: “a flower, a sun, a leaf, and a snowflake.”

Sam: “It’s a web for all seasons!”

Spotsy Spider: “Oh, what a clever little kid.”

Maya: “Hey! The seasons make a pattern: spring, summer, fall, winter, spring, summer, fall, winter.”

Diego: “You were right, Maya. Patterns really can be found everywhere!”



How Words Work

-at, -ap, and -ag

The patterns <i>-at</i> , <i>-ap</i> , and <i>-ag</i> all have short <i>a</i> .	Examples						
	<table style="width: 100%; border: none;"> <tr> <td style="padding: 5px;">sat</td> <td style="padding: 5px;">bag</td> <td style="padding: 5px;">clap</td> </tr> <tr> <td style="padding: 5px;">hat</td> <td style="padding: 5px;">rag</td> <td style="padding: 5px;">mat</td> </tr> </table>	sat	bag	clap	hat	rag	mat
sat	bag	clap					
hat	rag	mat					

Directions: Read the words. Sort the words.

Word Bank				
tag	cap	flag	bat	mat
				

<i>-at</i> words	<i>-ap</i> words	<i>-ag</i> words
<hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/> <hr/> <hr style="border-top: 1px dashed;"/> <hr/>

Review

More short *a* words:

<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>
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An *e* at the end changes the sound. It makes the *a* say its name. Say the words *cap/cape*, *rat/rate*, and *mat/mate*.

Name: _____ Date: _____

Quick Check

Day 2

Directions: Listen to the questions. Choose an answer.

1. What is one thing all homes of the world have?

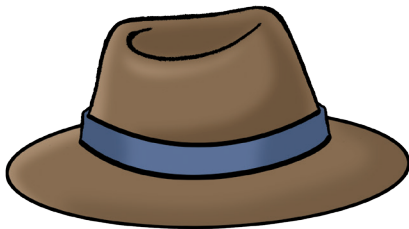


(A) stilts



(B) family

2. Which word is part of the *-ag* family?



(A)



(B)

Directions: Choose an answer. Write the word on the line.

Word Bank		
stone	family	grass

3. The house from Thailand is made of _____.

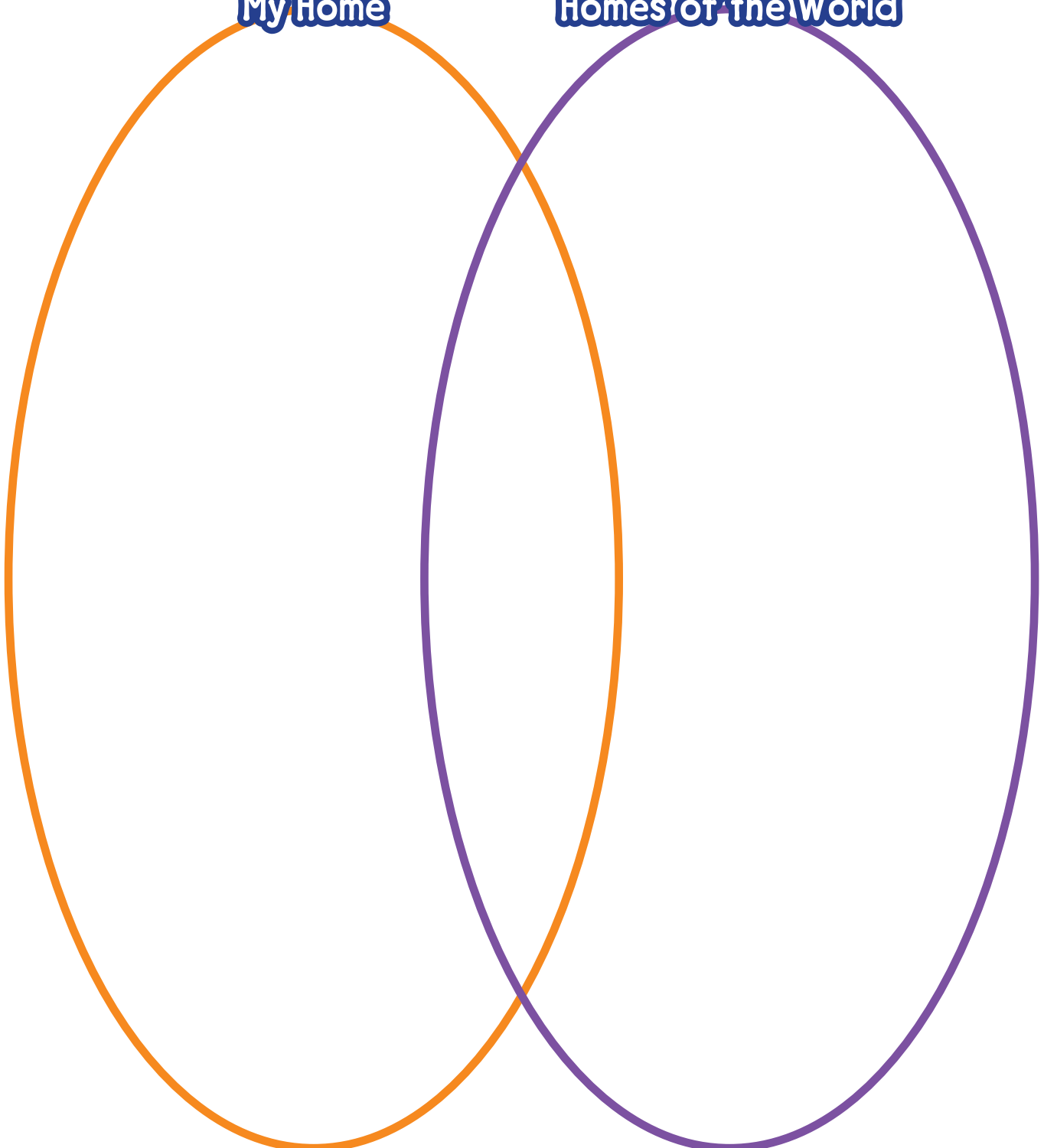
Name: _____ Date: _____

Read and Find

Directions: What is the same? What is different? Write or draw in the ovals.

My Home

Homes of the World



Day 2

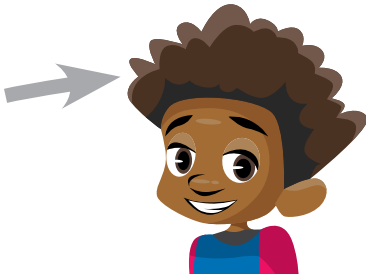
Name: _____ Date: _____

Tapping Sounds

Day 2

Directions: Say the word that names each picture. Tap out the sounds in the word. Write the letter or letters that matches each sound in a separate box.

1.



--	--	--

2.



--	--	--

3.



--	--	--

4.



--	--	--

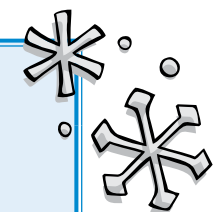
Directions: Write two words.

Name: _____ Date: _____

Synonyms and Antonyms

Directions: Use words from the Word Bank to complete each section.

Word Bank		
aid	aim	gain
nail	rain	wait



Day 2

Synonym	Antonym
_____	_____
1. help _____	3. rush _____
_____	_____
2. point at _____	4. lose _____
_____	_____

Write a word that fits each category.

5. snow, sleet, hail, _____

6. tack, push pin, screw, _____

