

Day at a Glance

Day

1

**Phonics** and Spelling

- Introduce: Long Vowel /ō/oa, ow
- Pretest

**Reading/**  
**Comprehension**Review: Plot, *Student Edition*, pp. 266–267

- Read-Aloud Anthology:  
“The Rooster Who Went to His Uncle’s Wedding”

**Fluency**

- Model Oral Fluency

**Robust Vocabulary***Words from the Read-Aloud*

- Introduce: *brisk, strutted, gobbled, paced*

**Grammar** Quick Write

- Introduce: More Proper Nouns

**Writing** 

- Letter of Invitation/Request

# Warm-Up Routines

**Oral Language****Objective** *To listen attentively and respond appropriately to oral communication***Question of the Day****What is your favorite farm animal? Tell why.**

Help children brainstorm their favorite farm animal. Use the following prompts:

- Name a farm animal that you think is cute.
- Name a farm animal that you think is clever.
- Name a farm animal that you think is funny.

Then have children complete the following sentence frame to explain the reasons for their choice.

**My favorite farm animal**  
is a \_\_\_\_\_  
because \_\_\_\_\_.







## Read Aloud

**Objective** *To listen for a purpose*

**TRANSPARENCY** Read aloud “Birthday Eggs” on Transparency R44. Use the following steps:

- **Set a purpose for listening.** Tell children to listen to find out what happens in the beginning, middle, and end of the story.
- **Model fluent reading.** Read the story aloud. Point out that good readers think about the character’s words, actions, and feelings and use expression.
- **Discuss the story.** Ask: **What happens at the beginning of the story?** (*Kelly goes to the hen house but can’t find any eggs.*) **What happens at the end?** (*Kelly’s mom surprises her for her birthday.*)

### Plot

#### Birthday Eggs

Kelly jumped out of bed before the sun rose. She dressed quickly and ran to the hen house to gather eggs. First, she checked the high shelves. No eggs. Next, Kelly stooped down and searched in the thick straw. No eggs there either.

Kelly felt confused. Where were all the eggs? Every morning she filled a basket of eggs from the hen house. She looked on the floor to see if there were tracks in the dirt. No signs of a hungry snake or pig. Just footprints.

Kelly slowly walked back to the farmhouse. As she opened the kitchen door she heard, “Happy Birthday, Kelly!” Her mom grinned and held up a big basket of fresh eggs. “I thought you might like the day off from gathering eggs since it’s your birthday.”

Birthday? Kelly had forgotten! Mom pointed to the kitchen table where a special birthday breakfast awaited Kelly. Fresh eggs and toast!

“Eat up!” said Mom with a big smile.

Grade 2, Lesson 9

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Transparency R44



## Word Wall

**Objective** *To read high-frequency words*

**REVIEW HIGH-FREQUENCY WORDS** Review the words *ago*, *accept*, and *fair*, as well as other previously learned high-frequency words. Hold up a word card at random, and ask children to read the word. Flip through the words several times.

ago

accept

fair



# Long Vowel /ō/ oa, ow

phonics and Spelling

## Objectives

- To recognize and blend the vowel pairs oa, ow
- To read words with /ō/oa, ow, and other known letter-sounds
- To use /ō/oa, ow, and other letter-sounds to spell words

## Skill Trace



### Long Vowel /ō/oa, ow

Introduce	Grade 1
Reintroduce	T298–T301
Reteach	S32
Review	T310–T311, T334–T335, T424
Test	Theme 2
Maintain	Theme 3, T31

## Connect Letters to Sounds



**WARM UP WITH PHONEMIC AWARENESS** Say the words *snow* and *grow*. Have children repeat the words. Say: **The words *snow* and *grow* have the /ō/ sound at the end.** Repeat with the words *float* and *load*. Say: **The words *float* and *load* have the /ō/ sound in the middle.** Have children say /ō/ several times.

**ROUTINE CARD** **CONNECT LETTERS AND SOUNDS** Display the *Sound/Spelling Card* for long o. Point to the letters *oa* and review the letter/sound correspondence. Say: **The letters *oa* can stand for the /ō/ sound, the sound you hear in the middle of *road*.** Touch the letters several times, and have children say /ō/ each time. Repeat with /ō/ow.



▲ Sound/Spelling Card

## 5-DAY PHONICS

DAY 1 Reintroduce /ō/oa, ow

DAY 2 Word Building with /ō/oa, ow

DAY 3 Word Building with /ō/oa, ow

DAY 4 Compound Words; Review /ō/oa, ow

DAY 5 Compound Words; Review /ō/oa, ow

## Work with Patterns



**REINFORCE /ō/oa** Write the following words on the board. Point out that each word has the letter pair *oa*. Reach each word, and then have children read it with you.



**REINFORCE /ō/ow** Repeat the procedure with the following words that have the letter pair *ow*.



**Support Word Meaning** Use *Picture Cards* and other photos to support word meaning. For example, as children read *snow*, display the card for the word.



▲ Picture Card 111

## BELOW-LEVEL

**Blend Words** Blend several words for each letter pair to reinforce letter-sounds.

**coast**  
→



# Long Vowel /ō/oa, ow

phonics and Spelling

## Long Vowel /ō/oa, ow

moan	own	loan	boast
crow	boat	snow	soak
oats	row	oak	grown
glow	toad	bowl	loaf

Rachel wants to float her own boat.  
The farmer will keep a goat and grow oats.  
We can hear loads croak at night.  
A black crow sits in an oak tree.  
Tomas will soak the bowl in soapy water.

Grade 2, Lesson 5

Phonics

### Transparency R45

## Reading Words



**GUIDED PRACTICE** Display **Transparency R42** or write the words and sentences on the board. Point to the word *moan*. Read the word, and then have children read it with you.

**INDEPENDENT PRACTICE** Point to the remaining words in the top portion and have children read them. Then have children read aloud the sentences and identify words with *oa* or *ow*.

## Decodable Books

### Additional Decoding Practice

- **Phonics**  
Long Vowel /ō/oa, ow
  - **Decodable Words**
  - **High-Frequency Words**  
See lists in *Decodable Book 8*.
- See also *Decodable Books*, online (Take-Home Version).



▲ **Decodable Book 8**  
"Off with His Coat"

## BELOW-LEVEL

## ON-LEVEL

## ADVANCED

**Read**  
Circle the sentence that goes with the picture.

1. The barn is by the side.  
The barn is by the road.



2. The goat eats the leaf.  
The goat eats the food.



3. Hens peck at the ball.  
Hens peck at the bowl.



4. Ducks float in the pond.  
Ducks fly in the pond.



5. The plants are growing.  
The plants are growing.



6. The sheep are in a row.  
The sheep are in a row.

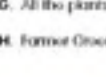
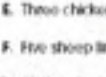
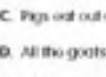
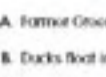
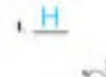


Extra Support  
Read and discuss the picture. Have students write a sentence about the picture.

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Extra Support

**Read**  
Write the letter of the sentence that goes with each picture.



1. H 2. B 3. E  
4. C 5. G

- A. Farmer Green owns this farm.  
B. Ducks float in the pond.  
C. Pigs eat out of big bowls.  
D. All the goats are gray.  
E. These chickens peck at oats.  
F. Five sheep line up in a row.  
G. All the plants grow very high.  
H. Farmer Green mows his grass.

Practice Book  
Write the letter of the sentence that goes with each picture.

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Practice Book

**Read**  
Choose the word from the box that completes the rhyme. Write it on the line.

yellow nose yokes grows antelope  
bowls ribs oats flows croak  
soap follow rope

1. Farmer Green always says "Hello!"  
He's a happy, friendly farming fellow.
2. Farmer Brown sings as she goes,  
Driving to town with the corn that she grows.
3. Farmer Pink wrote a lot of notes,  
"Buy for my horse and a bag of oats."
4. Farmer White says when the wind blows,  
She can smell the pigs with her nose.
5. Farmer Black heard a funny joke,  
About foods that duck and hens that croak.
6. Farmer Blue washed the horns of his antelope,  
With a big bar of bubbly soap.
7. Farmer Gray grows beans in rows,  
Down the hill where the stream flows.

Challenge  
Write a rhyme using a word from the box.

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Challenge



- Group children according to academic levels, and assign one of the pages on the left.
- Clarify any unfamiliar concepts as necessary. See *ELL Teacher Guide Lesson 9* for support in scaffolding instruction.

▲ Extra Support, p. 61

▲ Practice Book, p. 61

▲ Challenge, p. 61



## 5-DAY SPELLING

DAY 1	Pretest
DAY 2	Word Building
DAY 3	State the Generalization
DAY 4	Review
DAY 5	Posttest



## Introduce Spelling Words

**PRETEST** Say the first word and read the dictation sentence. Repeat the word as children write it. Write the word on the board and have children check their spelling. Tell them to circle the word if they spelled it correctly or write it correctly if they did not. Repeat for words 2–10.

### Words with /ō/oa, ow

- |          |  |
|----------|--|
| 1. boat  | We rowed the <b>boat</b> away from the dock.             |
| 2. snow  | Flakes of <b>snow</b> started to fall.                   |
| 3. coat  | Ji-Young wears a red <b>coat</b> with blue trim.         |
| 4. grow  | The seedling will <b>grow</b> into a plant.              |
| 5. float | The baby's rubber duck will <b>float</b> in the bathtub. |
| 6. own   | Cailin's family chose not to <b>own</b> a television.    |
| 7. low   | People look for shells when the tide is <b>low</b> .     |
| 8. load  | Mr. Jones will <b>load</b> the wood onto his truck.      |
| 9. soak  | The cook will <b>soak</b> kidney beans to make chili.    |
| 10. bowl | Fill the <b>bowl</b> with water for the thirsty dog.     |

## ADVANCED

**Challenge Words** Use the challenge words in these dictation sentences.

- |               |  |
|---------------|--|
| 11. yellow    | Our neighbors painted their house <b>yellow</b> .  |
| 12. snowflake | A <b>snowflake</b> landed on the child's tongue.   |
| 13. sailboat  | Stuart sailed his <b>sailboat</b> in the race.     |
| 14. carload   | The fans arrived with a <b>carload</b> of flowers. |
| 15. window    | ShaQuan peered out the <b>window</b> .             |

## Spelling Words

- |          |          |
|----------|----------|
| 1. boat  | 6. own*  |
| 2. snow  | 7. low   |
| 3. coat  | 8. load  |
| 4. grow  | 9. soak  |
| 5. float | 10. bowl |

## Challenge Words

- |               |             |
|---------------|-------------|
| 11. yellow    | 14. carload |
| 12. snowflake | 15. window  |
| 13. sailboat  |             |

\* Word from "Click, Clack, Moo: Cows That Type"



Spelling Words

Words with oa

- boat
- coat
- float
- load
- soak

Words with ow

- snow
- grow
- own
- low
- bowl

Challenge Words

- yellow
- snowflake
- sailboat
- carload
- window

Practice Book, p. 62

▲ Practice Book, p. 62





# Plot

## Comprehension

### Objectives

- To identify the plot of a story
- To identify events that make up the plot

### Daily Comprehension



#### Plot

**DAY 1:** Introduce Plot  
*Student Edition*

**DAY 2:** Review Plot  
*Student Edition*

**DAY 3:** Review Plot  
*Student Edition*

**DAY 4:** Review Plot  
*Transparency*

**DAY 5:** Review Plot  
*Read-Aloud Anthology*



### MONITOR PROGRESS

#### Plot

**IF** children have difficulty identifying the plot,

**THEN** tell the beginning of a recently read story and help them tell what happened in the middle and end of the story.

**Small-Group Instruction,**  
pp. S36–S37

- **BELOW-LEVEL:** Reteach
- **ON-LEVEL:** Reinforce
- **ADVANCED:** Extend

### Teach/Model

**INTRODUCE PLOT** Have children read *Student Edition* page 266. Model how to determine the plot of a story.

**Think Aloud** As I read a story, I think about what happens in the beginning, middle, and end. Who are the characters and what is their problem? How do they deal with the problem and solve it? Identifying events in the plot makes reading the story more enjoyable.

### Practice/Apply

**GUIDED PRACTICE** Display a story that children have read. Guide them to identify what happened in the beginning, middle, and end of the story. Then have children read the passage on page 267 and identify Len’s problem. (*He forgets to send the e-mail.*)

**Try This!** **INDEPENDENT PRACTICE** Have children identify the events from the beginning and middle of the story. (*Possible response: Len types an e-mail to his friend and Tip watches; Len eats dinner and then returns to his computer.*) Then discuss with children what happens at the end. Ask: **How is Len’s problem solved?** (*Tip sends the e-mail.*)



**Clarify Vocabulary** Use classroom objects to clarify unknown vocabulary in “Tip Types.” For example, if children do not know the meaning of *e-mail*, show them an e-mail on a classroom or media center computer. Show them how to type, send, and print a brief e-mail. Then have children say the word *e-mail*.



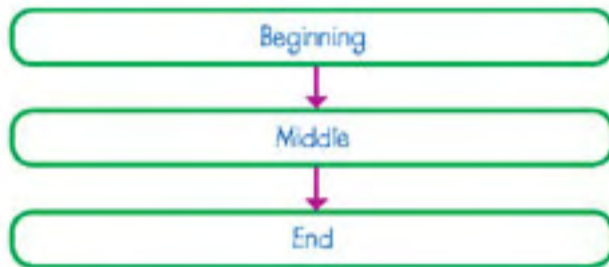


# Focus Skill

## Plot

Remember that every story has characters, a setting, and a plot. The **plot** is what happens in a story.

In the beginning of most stories, the setting and characters are given. The beginning also tells the story's problem. The middle tells how the characters try to solve the problem. The end tells how they solved it. Most stories are told in the order in which events happen.



Read the story below. Think about the plot. What is the story's problem?

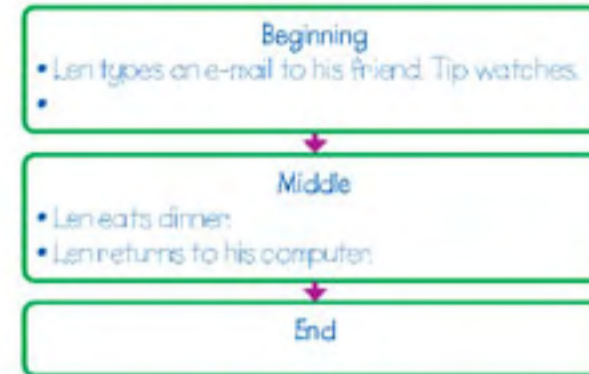
### Tip Types

Before dinner, Len typed an e-mail to his friend Austin. Len's dog, Tip, watched him type.

Then the doorbell rang. Len forgot to send the e-mail. He got up to answer the bell.

After dinner, Len went back to send his e-mail. Tip was at the computer, trying to type.

"Get down, Tip! Dogs can't type!" said Len. Then Len laughed. Tip pushed the button that sent the e-mail.



GO online [www.harcourtschool.com/storytown](http://www.harcourtschool.com/storytown)

### Try This!

Look back at the story. What happens at the end? How is the problem solved?

### BELOW-LEVEL

**Skill Reminder**  
Things that happen at the beginning, in the middle, and at the end make up the plot.

Read the story. Circle the sentence that is correct for that part of the story.

**Sonia's Web**  
Sonia the spider lived in a web in a shed. One day, Beto the cat clawed the web! "Stop, you silly cat!" said Sonia. "You'll break my web!" "But it's strong!" he said. "I want to play." "It isn't strong. It's my home! I will make some more string for you," said Sonia.  
Sonia spun a long piece of silk for Beto. It looked just like the string Beto played with all day. Sonia's web was safe!

**Beginning**  
1. Beto clawed Sonia's web.  
Sonia spun a piece of silk.

**Middle**  
2. Sonia lived in a web in a shed.  
Sonia said, "You'll break my web!"

**End**  
3. Beto said he wanted to play.  
Beto played with the string all day.

Extra Support  
LEVEL 1

### ON-LEVEL

Read the story. Complete the sentences in the chart to show what happens.

**Tippy Talks**  
When Dad left for work on Monday, he forgot his keys. Tippy our pet parrot, watched.  
"Keys! Keys!" Dad said as he ran back into the house.  
"I forgot my keys!"  
On Wednesday, Dad forgot his keys again.  
"Keys! Keys!" said Mom. "Don't forget your keys."  
Tippy listened.  
On Friday, Dad left for work.  
"Keys! Keys!" said Tippy. Dad laughed. He did not forget his keys again.

**Beginning**  
1. On Monday, Dad forgot his keys.

**Middle**  
2. On Wednesday, Mom said "Keys! Keys! Don't forget your keys!" to Dad.

**End**  
3. On Friday, Tippy said "Keys! Keys!" to Dad and Dad didn't forget his keys.

Practice Book  
LEVEL 2

### ADVANCED

Write a story about an animal that helps someone. Then make your story into a picture book!

**What You Need**  
• lined paper • construction paper  
• pencil • crayons, colored pencils, or markers

**What to Do**  
1. Brainstorm ideas for the story in your picture book. Who are the characters? What do they do in the beginning, the middle, and the end? Write your ideas.  
2. Write your story. Then read your story to yourself. Make any changes you think are needed. Then write a first draft in good handwriting.  
3. Make three pictures. Draw one for the beginning, one for the middle, and one for the end of your story.  
4. Make a cover for your picture book. Make up a title, and write it at the top of the cover.  
5. Share your work with your classmates.

Challenge  
LEVEL 3

▲ Extra Support, p. 63

▲ Practice Book, p. 63

▲ Challenge, p. 63

## ELL

- Group children according to academic levels, and assign one of the pages on the left.
- Clarify any unfamiliar concepts as necessary. See *ELL Teacher Guide Lesson 9* for support in scaffolding instruction.





# Listening Comprehension

## Read Aloud

### Objectives

- To set a purpose for listening
- To introduce the folktale genre
- To identify the plot in a story

### Build Fluency

**Focus: Expression** Tell children that good readers change their voice to match the mood of a story as they read it aloud. Explain that when they come to a sad part in a story, good readers add an unhappy tone to their voice. When they come to a thrilling part, they raise their voice to sound excited. Give examples of each mood, using sentences such as *I lost my favorite book* and *We won the game!*



### Connect to Prior Knowledge

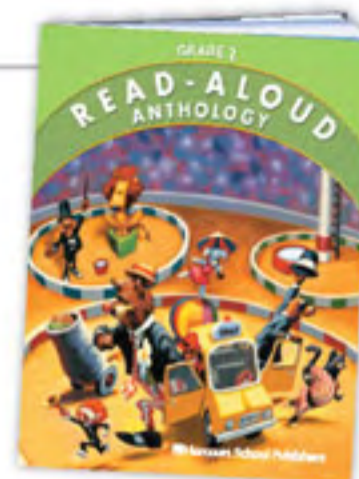
Use pictures and sounds to help children connect to what they already know about these words: *rooster, grass, lamb, dog, stick, fire, water, and sun.*

### Before Reading

**CONNECT TO PRIOR KNOWLEDGE** Tell children that they will listen to a Latin American folktale about a rooster who gets dirty on the way to his uncle's wedding.

**Routine Card 2** **GENRE STUDY: FOLKTALE** Tell children that "The Rooster Who Went to His Uncle's Wedding" is a folktale. Describe the characteristics of this genre:

**Think Aloud** I know that a folktale is a simple story that was once told orally. It often has repetition and teaches a lesson.



▲ Read-Aloud Anthology, "The Rooster Who Went to His Uncle's Wedding," p. 34

### After Reading

**RESPOND** Work with children to create a chart that shows the main events from the beginning, middle, and end of "The Rooster Who Went to His Uncle's Wedding." List the events on the board.



**REVIEW PLOT** Have children explain how Rooster's beak gets clean.





# Build Robust Vocabulary

Words from the Read-Aloud

## Teach/Model

Routine  
Card  
3

**INTRODUCE ROBUST VOCABULARY** Use *Routine Card 3* to introduce the words.

- 1 Put the word in **selection context**.
- 2 Display Transparency R49 and read the word and the **Student-Friendly Explanation**.
- 3 Have children **say the word** with you.
- 4 Use the word in other contexts, and have children **interact with the word's meaning**.
- 5 Remove the transparency. Say the Student-Friendly Explanation again, and ask children to **name the word** that goes with it.

- 1 **Selection Context:** The rooster walked with a **brisk**, springy walk.
- 4 **Interact with Word Meaning:** What might you do in a brisk way, your homework or a bike ride?
- 1 **Selection Context:** The rooster **strutted** back and forth in dismay.
- 4 **Interact with Word Meaning:** Who do you think would have strutted before, a model or a cat?
- 1 **Selection Context:** With one sharp peck, the rooster **gobbled** down the kernel.
- 4 **Interact with Word Meaning:** Would you gobble down dessert or your least favorite food?
- 1 **Selection Context:** The rooster **paced** back and forth.
- 4 **Interact with Word Meaning:** Would you be more likely to pace before a big race, or before going to bed?

## Practice/Apply

**GUIDED PRACTICE** Have children use the vocabulary to describe a time they might walk *briskly* and a time they might *strut*.



## Objective

- To develop robust vocabulary through discussing a literature selection

Tested

INTRODUCE

Vocabulary: Lesson 9

brisk

strutted

gobbled

paced

## Student-Friendly Explanations

Student-Friendly Explanations	
<b>brisk</b>	When you walk in a quick and lively way, you have a brisk walk.
<b>strutted</b>	If you strutted across a room, you walked like you were the most important person in the world.
<b>gobbled</b>	If you gobbled up your dinner, you quickly gulped your food.
<b>paced</b>	If someone walked back and forth in small area, he or she paced.
<b>request</b>	When you request something, you ask for it.
<b>negotiate</b>	When you negotiate, you talk, and offer to give up one thing in exchange for another, in hopes of reaching an agreement.
<b>compromise</b>	When each side in an argument gives up part of what it wants, the sides have made a compromise.
<b>improve</b>	When you make something better, you improve it.

Grade 2, Lesson 9

Transparency R49





# Grammar

**Quick  
Write**

## More Proper Nouns

**5-DAY GRAMMAR**

<b>DAY 1</b>	Introduce More Proper Nouns; Days
<b>DAY 2</b>	Months
<b>DAY 3</b>	Holidays
<b>DAY 4</b>	Apply to Writing
<b>DAY 5</b>	Weekly Review

### Objectives

- To recognize that names of days of the week are proper nouns
- To recognize that the names of days begin with capital letters

### Daily Proofreading

is the rooster going  
to a party  
(Is, party?)

### Strengthening Conventions

**Capitalization** Use this short lesson with children's own writing to build a foundation for revising/editing longer connected text on Day 5.

#### More Proper Nouns

1. I visited a farm on sunday.
2. On monday, I told my class about the farm.
3. We read a book about a rooster on tuesday.
4. On wednesday, we learned about lambs.
5. I painted a picture of a lamb eating grass on thursday.
6. On friday, we read a poem about a lamb.
7. On saturday, I sang out "Cock-a-doodle-dee!" like a rooster.
8. On sunday, I said, "Let's go to the farm again!"



Grade 2, Lesson 9

LA.19

Grammar

### Transparency LA19

### Teach/Model

**INTRODUCE DAYS AS PROPER NOUNS** Write this sentence from "The Rooster Who Went to His Uncle's Wedding" (*Read-Aloud Anthology*, p. 34) on the board:

**It was the day of his uncle's wedding.**

Read the sentence aloud. Underline *day*. Ask children if this is any day or the name of a particular day. (*any day*) Then write this sentence on the board:

**It was Saturday, the day of his uncle's wedding.**

Read the sentence aloud and underline *Saturday*. Ask if this is any day or the name of a particular day. (*the name of a particular day*) Elicit that a proper noun names a particular person, place, or thing. Explain that *Saturday* is a proper noun because it names a particular day. Tell children that days of the week are proper nouns and begin with capital letters.

Ask children to name the days of the week. Write the names on the board, underlining each capital letter.

Sunday    Monday    Tuesday    Wednesday  
Thursday    Friday    Saturday

### Guided Practice

**READ DAYS OF THE WEEK** Display **Transparency LA19**. Read the first sentence with children. Have them identify the day of the week. Then correct the sentence, capitalizing *Sunday*. Complete the remaining sentences together.

### Practice/Apply

**WRITE SENTENCES** Have children write sentences for the days of the week. Have partners exchange sentences and check for correct capitalization.