

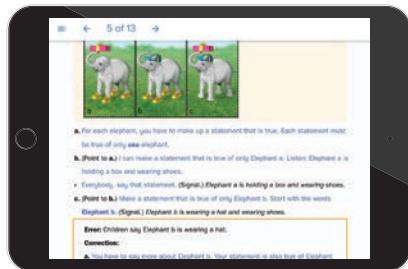
# Sample Lesson

# GRADE 2



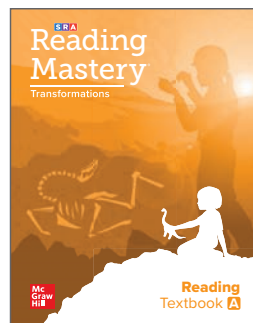
# Grade 1

# INTRODUCTION



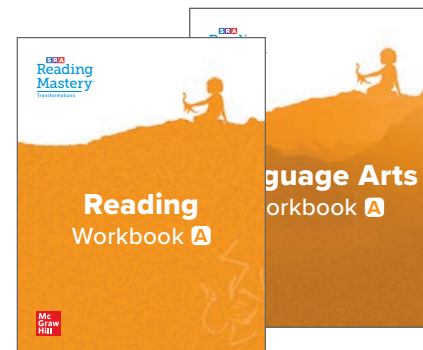
## Teacher Experience

- Reading Lesson 4
- Language Arts Lesson 25



## Student Textbook

- Reading Lesson 4



## Student Workbook

- Reading Lesson 4
- Language Arts Lesson 25

## Reading Lesson 4

Reading Lesson 4 begins with practicing *Sounds* and *Word Reading* (Exercises 1 and 3) in the **Teacher Experience**, followed by *Blending* (Exercise 4).

Then, learners use the **Student Textbook** to engage in *Story Reading* (Exercise 8) and answer questions to demonstrate *Comprehension* (Exercise 9).

Next, the teacher helps learners to identify the *Central Message* (Exercise 10) of the story and participate in a *Story Retell* (Exercise 11) activity.

## Language Arts Lesson 25

Language Arts Lesson 25 begins with oral exercises in the **Teacher Experience** on *Opposites* (Exercise 3), *Question Words* (Exercise 4), *Description* (Exercise 5), and *Questioning Skills* (Exercise 6).

Then, learners listen while the teacher reads aloud in *Storytelling* (Exercise 9).

Next, learners complete **Student Workbook** activities to demonstrate their understanding of *Information* (Exercise 10).

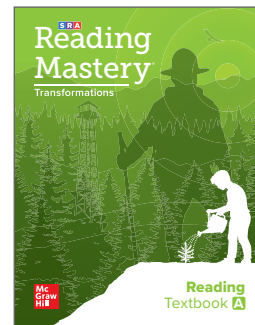
# Grade 2

# INTRODUCTION



## Teacher Experience

- Reading Lesson 56
- Language Arts Lesson 72



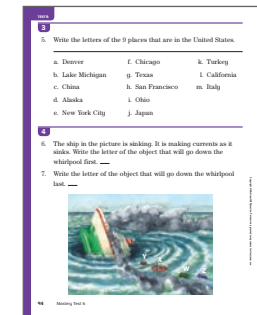
## Student Textbook

- Reading Lesson 56



## Student Workbook

- Reading Lesson 56
- Language Arts Lesson 72



## Assessment

- Reading Mastery Test 6
- Language Arts Mastery Test 8

## Reading Lesson 56

Reading Lesson 56 begins with *Vocabulary* and *Poetry* (Exercises 3 and 8) in the **Teacher Experience**.

Then, learners read passages in the **Student Textbook** and *Compare & Contrast Texts* (Exercise 9) and answer *Text-Based Questions* (Exercise 12) about those passages.

Learners complete tasks in **Student Workbook** and **Textbook** Independently. Prior to the 10th lesson in the sequence, the teacher administers the **Assessment** (Mastery Test 6).

## Language Arts Lesson 72

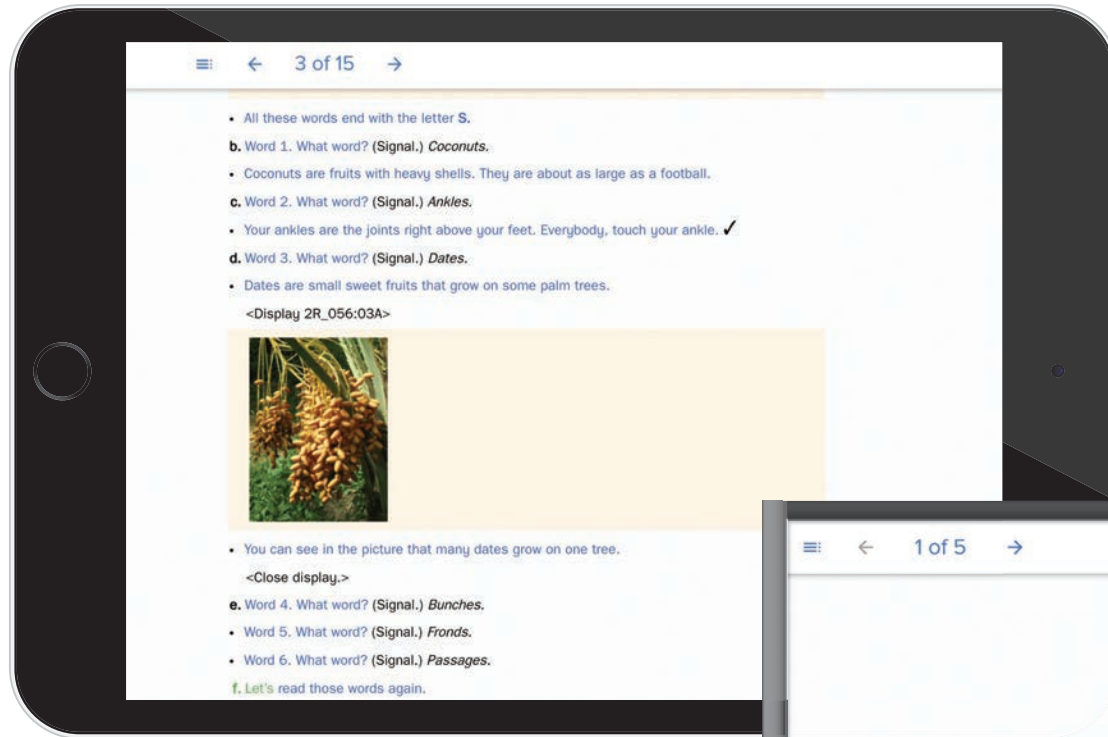
Language Arts Lesson 72 begins with the teacher reading from the **Teacher Experience** an example of *Narrative Text* (Exercise 3) before learners engage in a *Writing* (Exercise 4) activity.

Learners practice *Rearranging Sentences* (Exercise 2) and learn about *Sentence-Level Context* (Exercise 5) before completing **Student Workbook** activities.

Learners complete tasks in **Student Workbook** and **Textbook** Independently. After the 10th lesson in the sequence, the teacher administers the **Assessment** (Mastery Test 8).

# Reading Lesson 56

# TEACHER EXPERIENCE



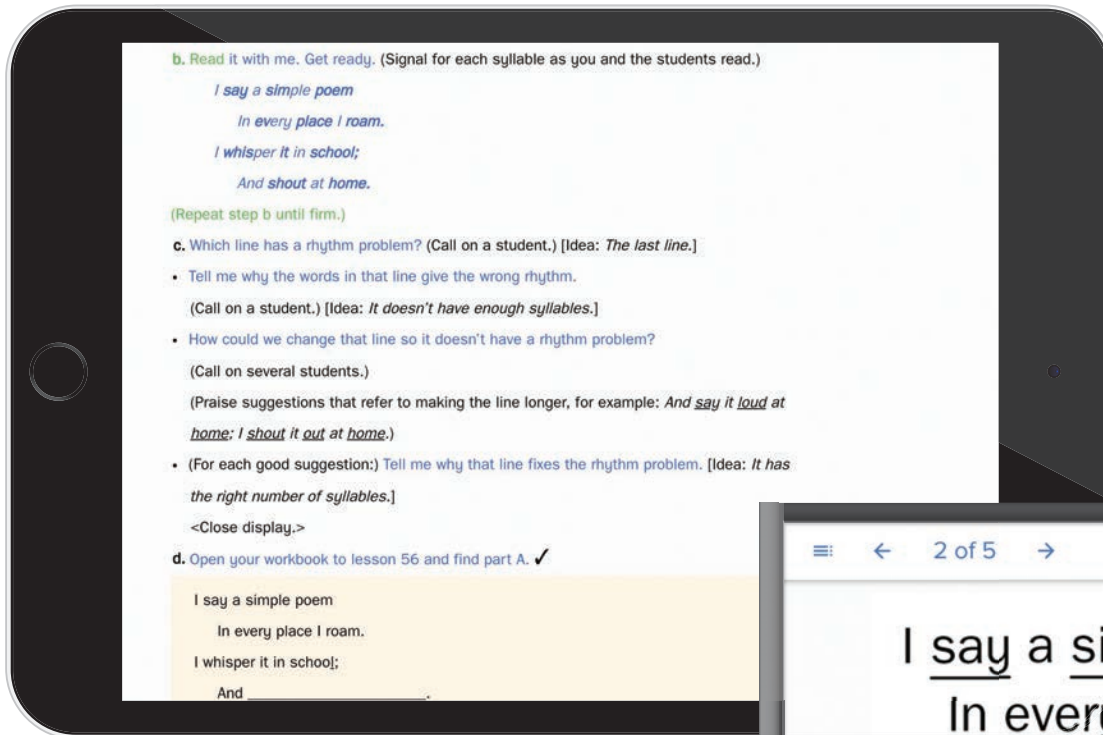
Exercise 3

Use information from photos to deepen understanding of vocabulary.



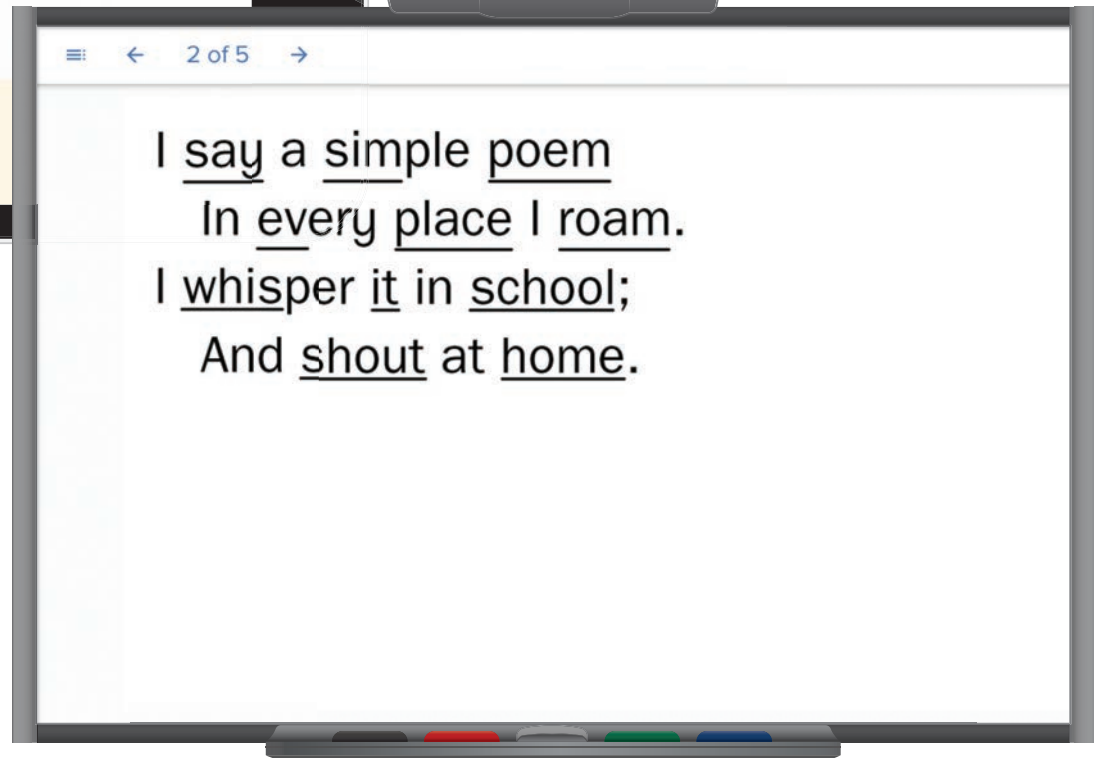
Exercise 3 Display





Describe how words and phrases supply rhythm and meaning in a poem.

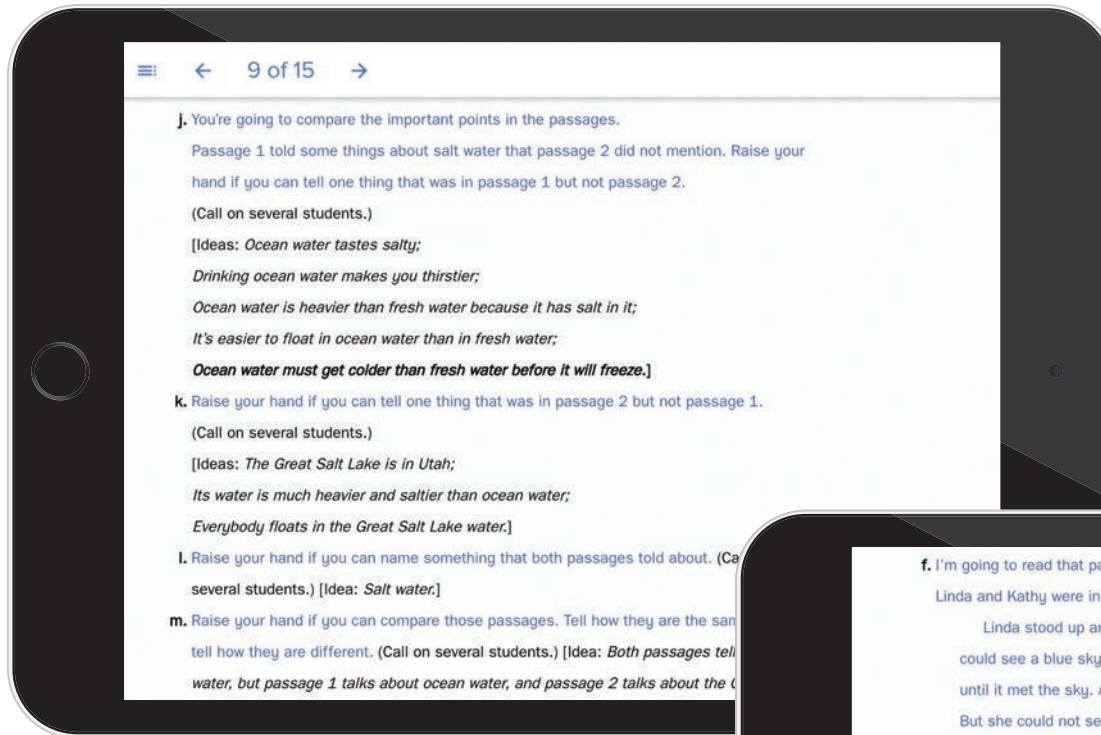
### Exercise 8



### Exercise 8 Display

# Reading Lesson 56

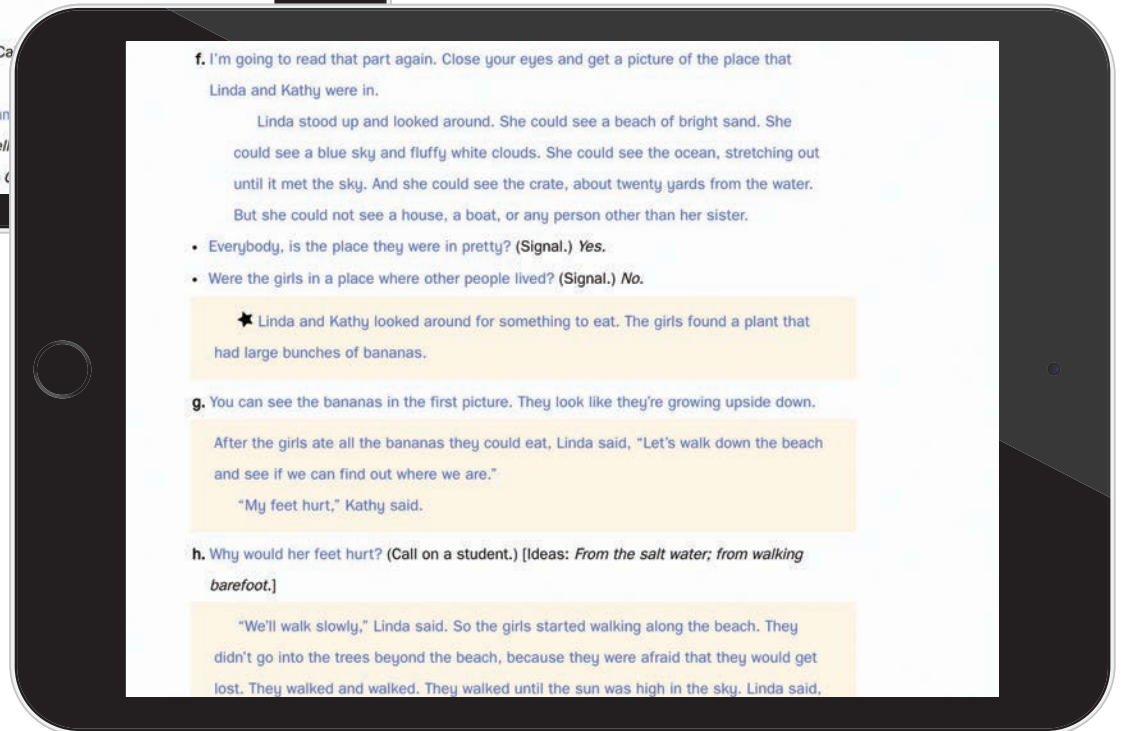
# TEACHER EXPERIENCE



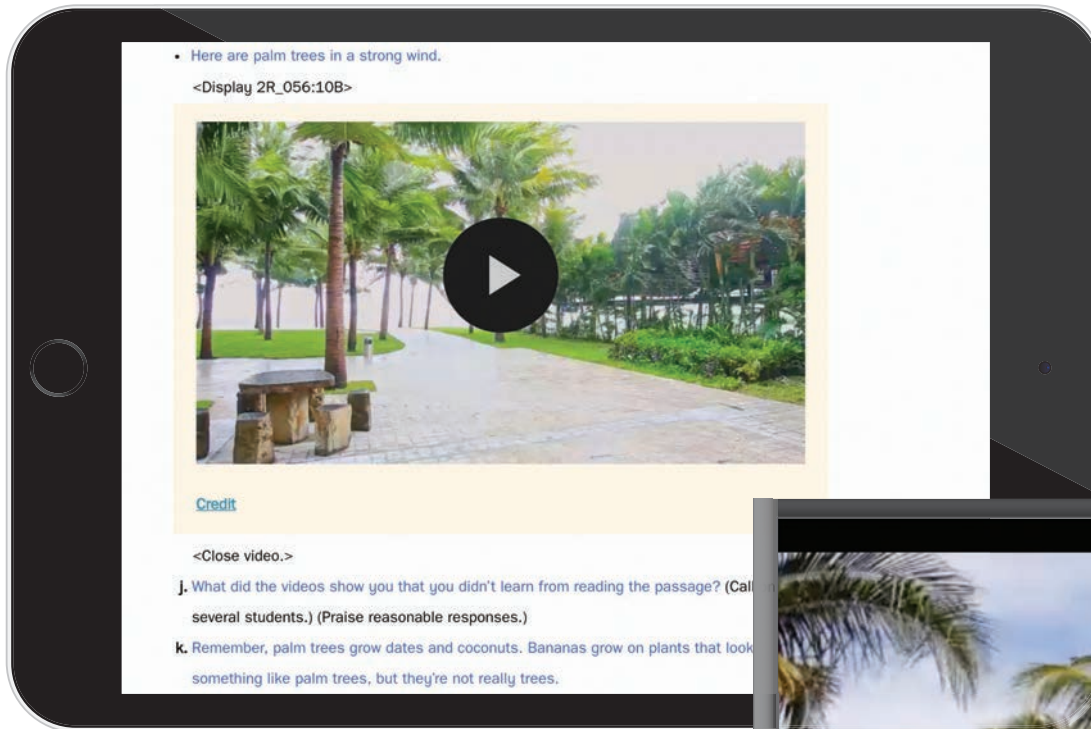
Exercise 9

Use metacognitive strategies to comprehend what they read.

Compare and contrast information from two texts on the same topic.



Exercise 12



Multimedia assets support depth of understanding.

### Exercise 10



### Exercise 10 Display

# Reading Lesson 56

# STUDENT TEXTBOOK

56

A

1

1. break
2. echoed
3. enough
4. bananas
5. amount

2

1. coconuts
2. ankles
3. dates
4. bunches
5. fronds
6. passages

3

1. footprints
2. outcome
3. raindrops
4. football

4

1. roam
2. beyond
3. stretching
4. edge
5. fluffy
6. ladder

5

1. raise
2. juice
3. shelves
4. means
5. stepped
6. trunks

## B Passage 1

### Facts About Ocean Water

Here are some facts about ocean water:

Ocean water tastes salty because it has salt in it.

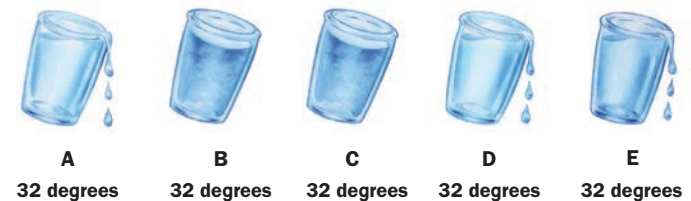
If you drink a lot of ocean water, you'll get thirstier.

A bottle of ocean water weighs more than a bottle of fresh water because the ocean water has salt in it.

186 Lesson 56

It's easier to float in ocean water than in fresh water. Ocean water must get colder than fresh water before it will freeze.

Look at the jars in the picture. Figure out which jars are filled with ocean water.



## Passage 2

### The Great Salt Lake

If you had a tank and poured 100 glasses of water in it, the water would not be salty. If you added three and a half glasses of salt, the water would now be as salty as ocean water.



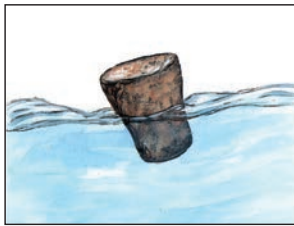
A large lake in the state of Utah has water that is much saltier than ocean water. The map shows Utah and the lake. The lake is named the Great Salt Lake.

How salty is the water in the Great Salt Lake? The water is about eight times as salty as ocean water. That means it is much heavier than ocean water. It also means that it is very hard not to float in this water.

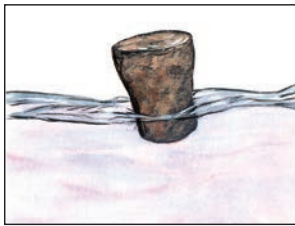
Lesson 56 187



The pictures show a cork floating in ocean water and the same cork floating in the Great Salt Lake. Which cork has more showing above the water?



Picture A: Cork in ocean water



Picture B: Cork in Great Salt Lake

The way things float in the Great Salt Lake shows you that the water in that lake is much heavier than ocean water.

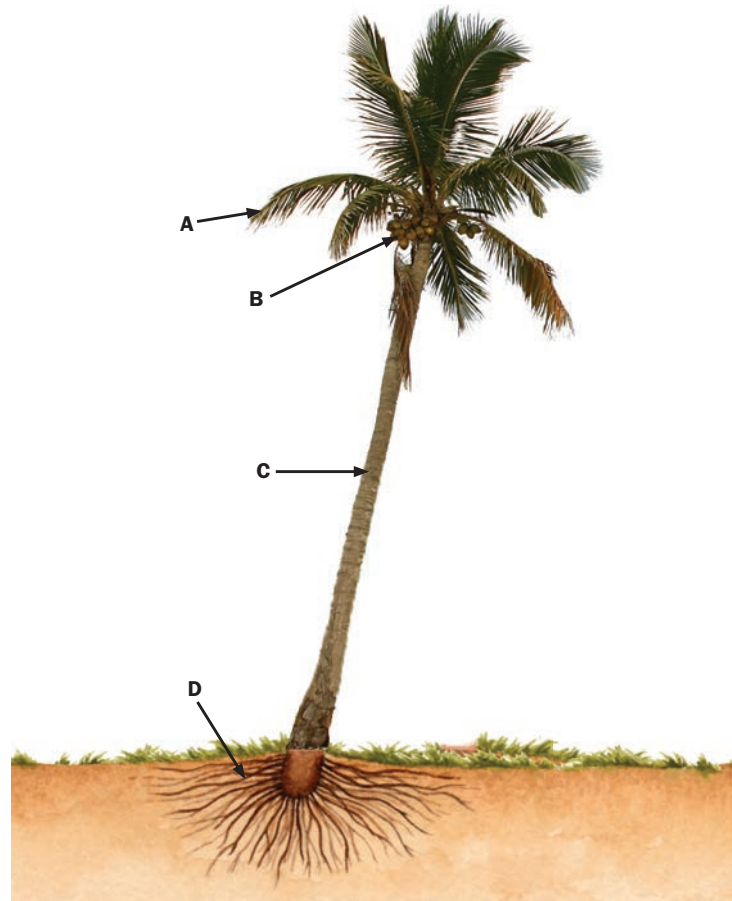
### C Passage 3

## Facts About Palm Trees

Today's story tells about palm trees. Here are facts about palm trees:

- Palm trees grow in places that are very warm.
- Palm trees cannot live in places that get cold.
- Palm trees have very small roots.
- The branches of palm trees are called fronds.
- Some palm trees grow dates. Some palm trees grow coconuts.

Bananas grow on plants that look something like palm trees. But banana plants are not trees.





# Reading Lesson 56

# STUDENT TEXTBOOK

D

## Alone on an Island

Linda and Kathy walked along the beach. It was very dark, so they walked close to the waves. The waves washed up and swirled water around the girls' ankles. Then the waves fell back, pulling sand from under the girls' feet. Suddenly, Linda stepped into some very cold water, much colder than the water in the ocean. That cold water was running into the ocean. The girls were standing in a stream. Linda bent down and tasted the water. It was fresh water. Kathy! Water! she announced.

Kathy and Linda drank water until they couldn't drink any more.

Then they found a place near the palm trees where they could sleep. Linda didn't know how long she slept. But when she woke up it was morning. A strange sound woke her: Caw chee, caw chee.



190 Lesson 56

There were many large birds around the girls and many trees. Some trees were palm trees, with trunks that have shelves like a ladder. The birds were different colors. A few were white, many were red and yellow. Small black birds with yellow beaks made most of the noise. I think those are myna birds, Linda said. They're very smart.

I'm hungry, Kathy said.

Linda stood up and looked around. She could see a beach of bright sand. She could see a blue sky and fluffy white clouds. She could see the ocean, stretching out until it met the sky. And she could see the crate, about twenty yards from the water. But she could not see a house, a boat, or any person other than her sister.

★ Linda and Kathy looked around for something to eat. The girls found a plant that had large bunches of bananas. After the girls ate all the bananas they could eat, Linda said, Let's walk down the beach and see if we can find out where we are.

My feet hurt, Kathy said.

We'll walk slowly, Linda said. So the girls started walking along the beach. They didn't go into the trees beyond the beach, because they were afraid that they would get lost. They walked and walked. They walked until the sun was high in the sky. Linda said, It must be around noon time. But they did not see a house or a boat or any people.

They walked and walked until they came to a large rock. Linda climbed up on the rock and looked around. She saw footprints on the beach in front of her. The girls ran over to the footprints. Kathy said, Other people are here. I see lots of footprints.

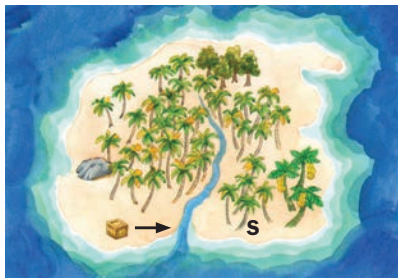
Linda looked at the footprints. She noticed a crate near the edge of the water. Linda said, Those are our footprints. We have been walking in a circle. That means we're on an island. We walked all the way around the island.

Lesson 56 191

Kathy started to cry.

Linda said, Don't cry. Everything will be all right.

Linda didn't cry, but she felt like crying, too. She and her sister were all alone on an island. There was nothing on that island but trees and sand and a stream. How would they let anybody know where they were? How would they ever get off the island?



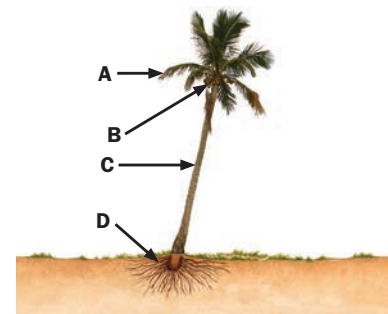
MORE NEXT TIME

Number your paper from 1 through 35.

### E INFORMATION ITEMS Passage 3

1. Palm trees cannot live in places that get  .  
wet      cold      moist
2. What are the branches of palm trees called?  
fans      twigs      fronds
3. When the author told about palm trees, was the purpose to **persuade**, **explain**, or **entertain**?
4. Name 2 things that grow on different palm trees.

5. What part does the **A** show?
6. What part does the **B** show?
7. What part does the **C** show?
8. What part does the **D** show?



### F STORY ITEMS

9. Write 2 words that tell about the stream water.  
cold      warm      salty      smelly  
dark      fresh
10. A strange sound woke Linda in the morning. What was making that strange sound?  
fish      birds      waves
11. Who did the footprints on the beach belong to?
12. Linda said, We have been walking in a circle. That means we're  .  
in a forest      near Japan      on an island
13. Did Linda and Kathy see anyone else when they were walking?
14. When the author told about Linda and Kathy, was the purpose to **persuade**, **explain**, or **entertain**?

# Reading Lesson 56

# STUDENT TEXTBOOK

## G SKILL ITEMS

Here's a rule: **Birds have feathers.**

15. A crow is a bird. So what does the rule tell you about a crow?
16. A cod is not a bird. So what does the rule tell you about a cod?
17. A jay is a bird. So what does the rule tell you about a jay?

## H REVIEW ITEMS

18. What does ocean water taste like?
19. If you drank lots of ocean water, you would get

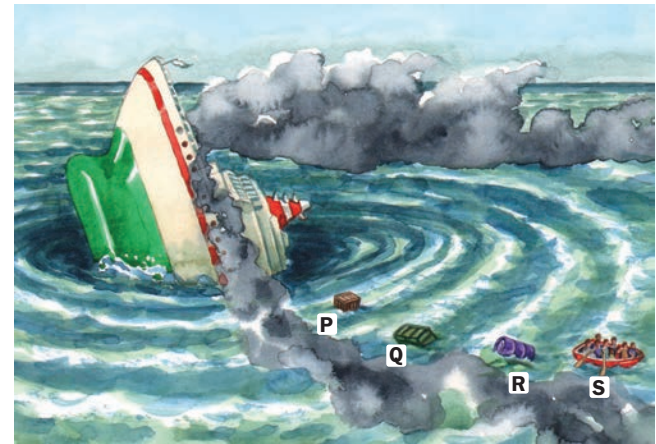
Jar M is filled with fresh water. Jar P is filled with ocean water.

20. Which jar is heavier?
21. Which jar will freeze at 32 degrees?
22. Will the other jar freeze when it is **more than 32 degrees** or **less than 32 degrees**?



The ship in the picture is sinking. It is making currents as it sinks.

23. Write the letter of the object that will go down the whirlpool first.
24. Write the letter of the object that will go down the whirlpool next.
25. Write the letter of the object that will go down the whirlpool last.



26. When a plane flies from New York City to San Francisco, is it flying in the same direction or the opposite direction as the wind?
27. A mile is a little more than  feet.

28. Write the letter of each island on the map.

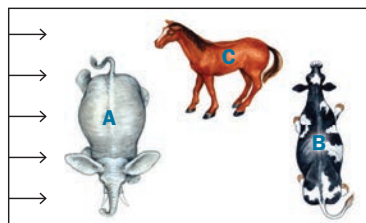
29. C is not an island. Tell why.



30. Write the letter of the animal that is facing into the wind.

31. Which direction is that animal facing?

32. So what's the name of that wind?



33. Let's say you are outside when the temperature is 40 degrees. What is the temperature inside your body?

34. Let's say a fly is outside when the temperature is 85 degrees. What is the temperature inside the fly's body?

35. Let's say you are outside when the temperature is 85 degrees. What is the temperature inside your body?

END OF LESSON 56

# Reading Lesson 56

# STUDENT WORKBOOK

56

Name \_\_\_\_\_

A

POEM ITEM

I say the same simple poem  
In every place I roam.  
I don't say it loud in school;  
And \_\_\_\_\_

B

INFORMATION ITEMS

Passages 1 and 2

Compare the passages.

1. water freezing

passage 1

passage 2

both passages

2. ocean water

passage 1

passage 2

both passages

3. Great Salt Lake

passage 1

passage 2

both passages

4. corks in water

passage 1

passage 2

both passages

5. fresh water

passage 1

passage 2

both passages

46

Lesson 56

C

STORY ITEMS

The map shows the island that Linda and Kathy were on.

1. Write **north**, **south**, **east**, and **west** in the right boxes.


2. **Draw a line** from the crate to show where Linda and Kathy walked.

3. **Make an X** to show where Linda was when she saw footprints.

4. **Make a Y** to show where they landed on the island.

5. **Make an S** to show where the stream is.

6. **Circle** the grove where they found bananas.



GO TO PART E IN YOUR TEXTBOOK

47

Lesson 56

80

GRADE 2 / Reading / Lesson 56



# Reading Mastery Test 6

# STUDENT ASSESSMENT

Name \_\_\_\_\_

TEST 6

1

1. Write the letter of each island on the map.  
\_\_\_\_\_



2

2. Jar X is filled with fresh water.  
Jar Y is filled with ocean water.  
Which jar is heavier? \_\_\_\_
3. Which jar will freeze at 32 degrees? \_\_\_\_
4. Will the other jar freeze when it is **less than** 32 degrees or **more than** 32 degrees?  
\_\_\_\_\_



Mastery Test 6

93

TEST 6

3

5. Write the letters of the 9 places that are in the United States.  
\_\_\_\_\_

- |                  |                  |               |
|------------------|------------------|---------------|
| a. Denver        | f. Chicago       | k. Turkey     |
| b. Lake Michigan | g. Texas         | l. California |
| c. China         | h. San Francisco | m. Italy      |
| d. Alaska        | i. Ohio          |               |
| e. New York City | j. Japan         |               |

4

6. The ship in the picture is sinking. It is making currents as it sinks. Write the letter of the object that will go down the whirlpool first. \_\_\_\_
7. Write the letter of the object that will go down the whirlpool last. \_\_\_\_



94

Mastery Test 6

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# Reading Mastery Test 6

# STUDENT ASSESSMENT

5

8. A plane that flies from Italy to New York City goes in which direction? \_\_\_\_\_
9. Which letter shows where Italy is? \_\_\_\_
10. Which letter shows where China is? \_\_\_\_
11. Which letter shows where Turkey is? \_\_\_\_
12. Is the United States shown on this map? \_\_\_\_



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Mastery Test 6 95

TEST 6





6

13. Which arrow shows the way Linda's hand will move? \_\_\_\_
14. Which arrow shows the way the crate will move? \_\_\_\_



7

15. Write the letter of the plane that is in the warmest air. \_\_\_\_

|   |   |              |
|---|---|--------------|
|  | A | 5 miles high |
|  | B | 4 miles high |
|  | C | 3 miles high |
|   |   | 2 miles high |
|  | D | 1 mile high  |

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96 Mastery Test 6

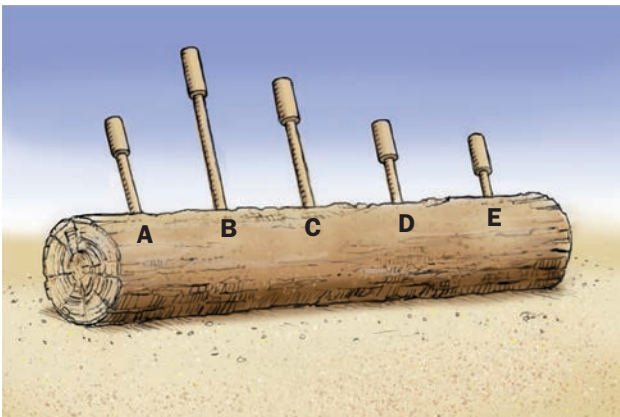
TEST 6

8

16. Palm trees cannot live in places that get \_\_\_\_\_ .
17. Name 2 things that grow on different palm trees. \_\_\_\_\_

9

18. All machines make it easier to for someone to \_\_\_\_\_ .
19. You would have the most power if you pushed against one of the handles. Which handle is that? \_\_\_\_
20. Which handle would give you the least amount of power? \_\_\_\_



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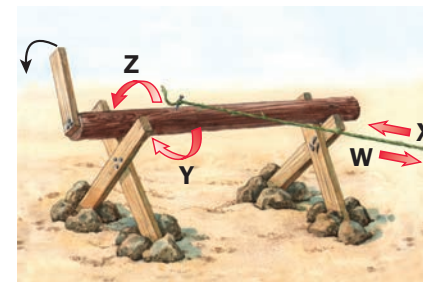
Mastery Test 6 97

TEST 6

10

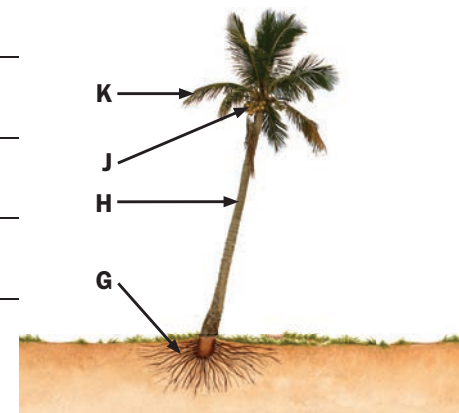
The arrow by the handle shows which way it turns.

21. Which arrow shows the way the log moves? \_\_\_\_
22. Which arrow shows the way the vine moves? \_\_\_\_



11

23. What part does the **G** show? \_\_\_\_\_
24. What part does the **H** show? \_\_\_\_\_
25. What part does the **K** show? \_\_\_\_\_
26. What part does the **J** show? \_\_\_\_\_



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98 Mastery Test 6

# Reading Mastery Test 6

# STUDENT ASSESSMENT

TEST 6

12

27. Compare object A and object B. First tell how they re the same.

28. Then tell how they re different.



Object A



Object B

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TEST 6

13

For each item, write the underlined word from the sentences in the box.

The lifeboat disappeared in the whirlpool.

The smoke swirled in enormous billows.

The occasional foul smell was normal.

29. What underlining names an emergency boat that is on a large ship? \_\_\_\_\_
30. What underlining means **usual**? \_\_\_\_\_
31. What underlining names water that goes around and around as it goes down? \_\_\_\_\_
32. What underlining means **very, very large**? \_\_\_\_\_
33. What underlining means **once in a while**? \_\_\_\_\_

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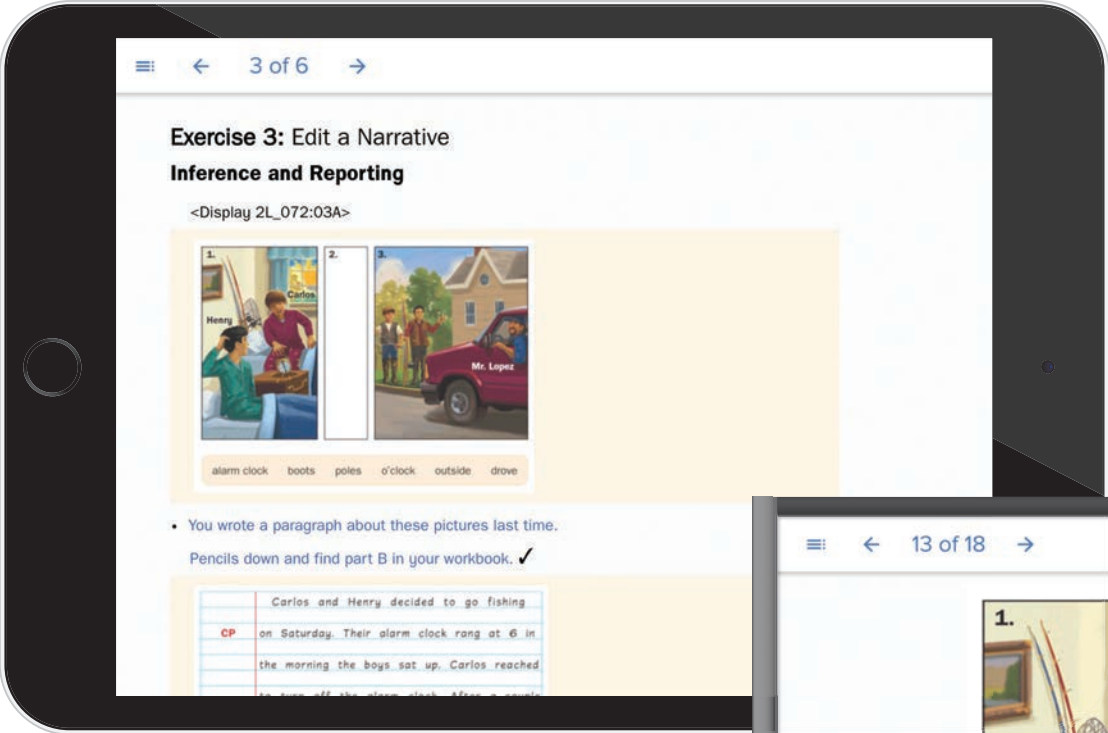
END OF TEST 6





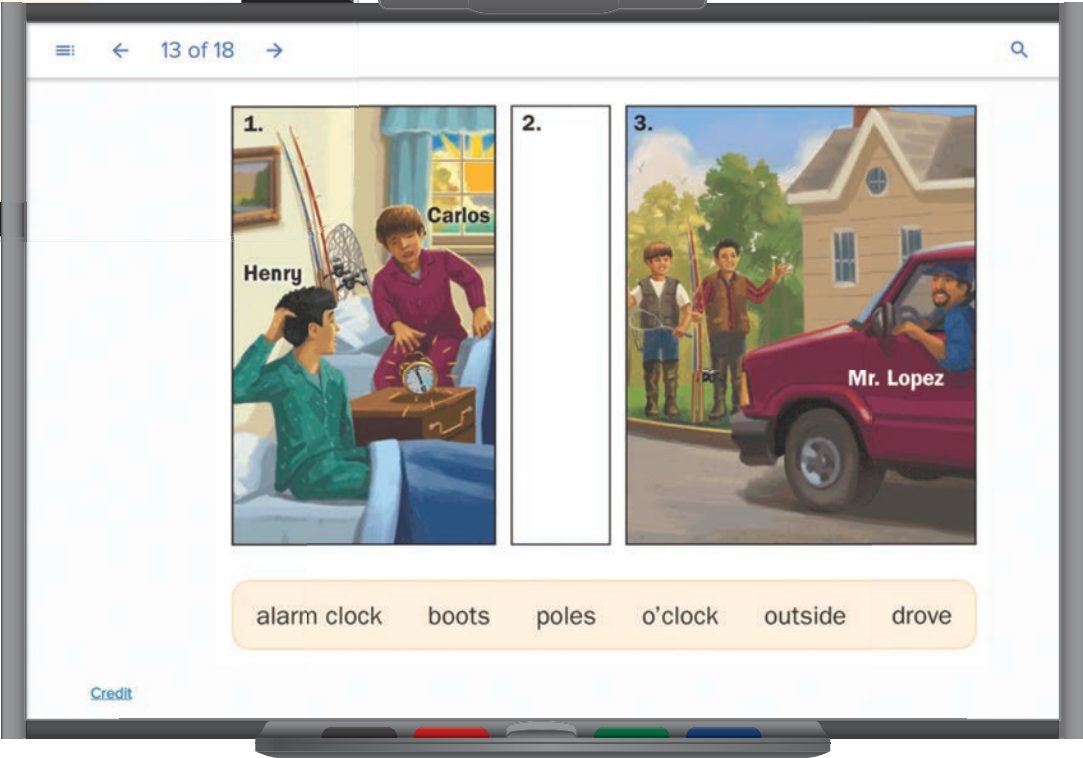
# Language Arts Lesson 72

# TEACHER EXPERIENCE

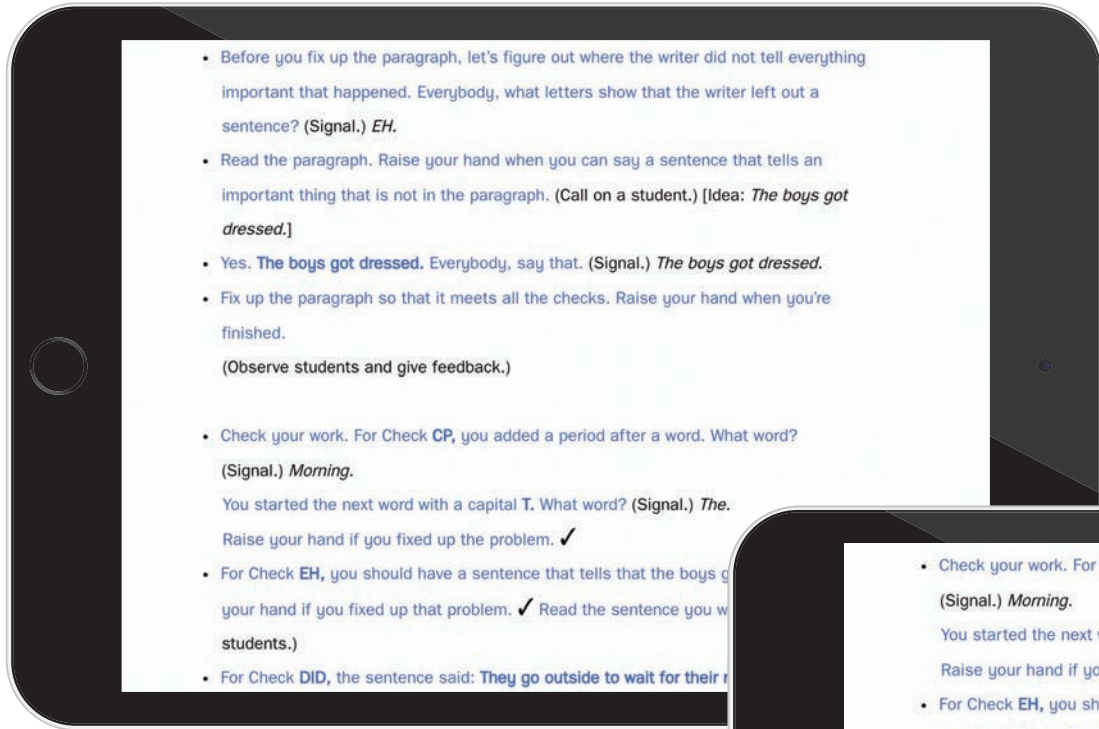


Exercise 3

Write a narrative text about an event, including details, temporal words to signal order, and a conclusion.



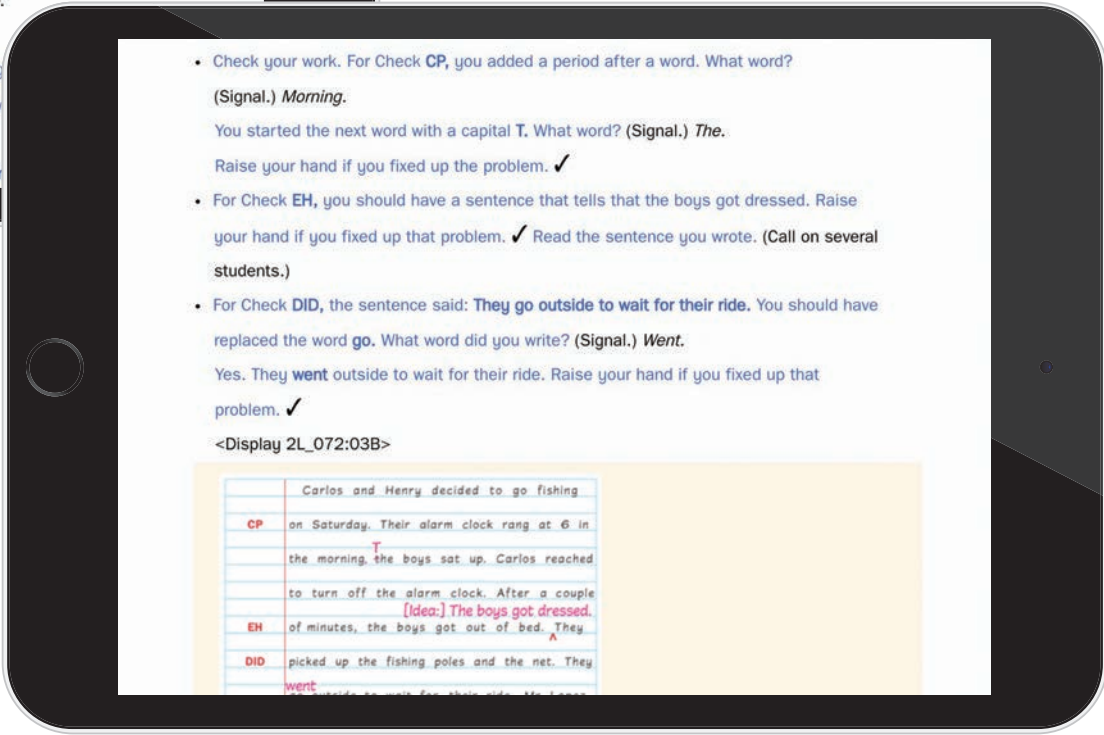
Exercise 3 Display



Strengthen writing as needed by revising and editing for content.

**Exercise 3**  
See corresponding student sampler page.

Demonstrate command of the conventions of standard English grammar, usage, and mechanics.



**Exercise 3**  
See corresponding student sampler page.

# Language Arts Lesson 72

# TEACHER EXPERIENCE

<Display 2L\_072:03B>

|     |   |
|-----|---|
|     | Carlos and Henry decided to go fishing                                  |
| CP  | on Saturday. Their alarm clock rang at 6 in                             |
|     | the morning. <sup>T</sup> the boys sat up. Carlos reached               |
|     | to turn off the alarm clock. After a couple                             |
| EH  | [Idea:] The boys got dressed.   |
|     | of minutes, the boys got out of bed. <sup>A</sup> They                  |
| DID | picked up the fishing poles and the net. They                           |
|     | <del>go</del> <sup>went</sup> outside to wait for their ride. Mr. Lopez |
|     | drove over to the house to pick them up.                                |

- I'll read the paragraph again with the problems fixed up.

Listen:

Carlos and Henry decided to go fishing on Saturday. Their alarm clock rang at 6 in the morning. The boys sat up. Carlos reached to turn off the alarm clock. After a couple of minutes, the boys got out of bed. They got dressed. They picked up the fishing poles and the net. They went outside to wait for their ride. Mr. Lopez drove over to the house to pick them up.

- Raise your hand if you fixed all the problems. ✓ Excellent.

Everybody else, fix any problems that you missed.

(Observe students and give feedback.)

Student Edited Narrative

Exercise 3  
See corresponding student sampler page.

≡ ← 14 of 18 → 🔍

|     |   |
|-----|---|
|     | Carlos and Henry decided to go fishing                                  |
| CP  | on Saturday. Their alarm clock rang at 6 in                             |
|     | the morning. <sup>T</sup> the boys sat up. Carlos reached               |
|     | to turn off the alarm clock. After a couple                             |
| EH  | [Idea:] The boys got dressed.   |
|     | of minutes, the boys got out of bed. <sup>A</sup> They                  |
| DID | picked up the fishing poles and the net. They                           |
|     | <del>go</del> <sup>went</sup> outside to wait for their ride. Mr. Lopez |
|     | drove over to the house to pick them up.                                |

Credit

Exercise 3 Display



Produce writing in collaboration with peers.

- Pencils down. ✓

<Display 2L\_072:04A>



- (Return the previous day's paragraph to each student.)
- I'm going to call on some students to read good paragraphs. Raise your hand if none of the sentences in your paragraph are marked. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
- Students with good paragraphs, you'll help a partner fix up their paragraph. (Assign students who wrote good paragraphs to sit next to other students that have paragraphs with problems.)  
Work together to fix up the paragraph.  
(Circulate and provide feedback and suggestions to partners who are working together on a paragraph. Model how to make corrections based on the editorial marks.)

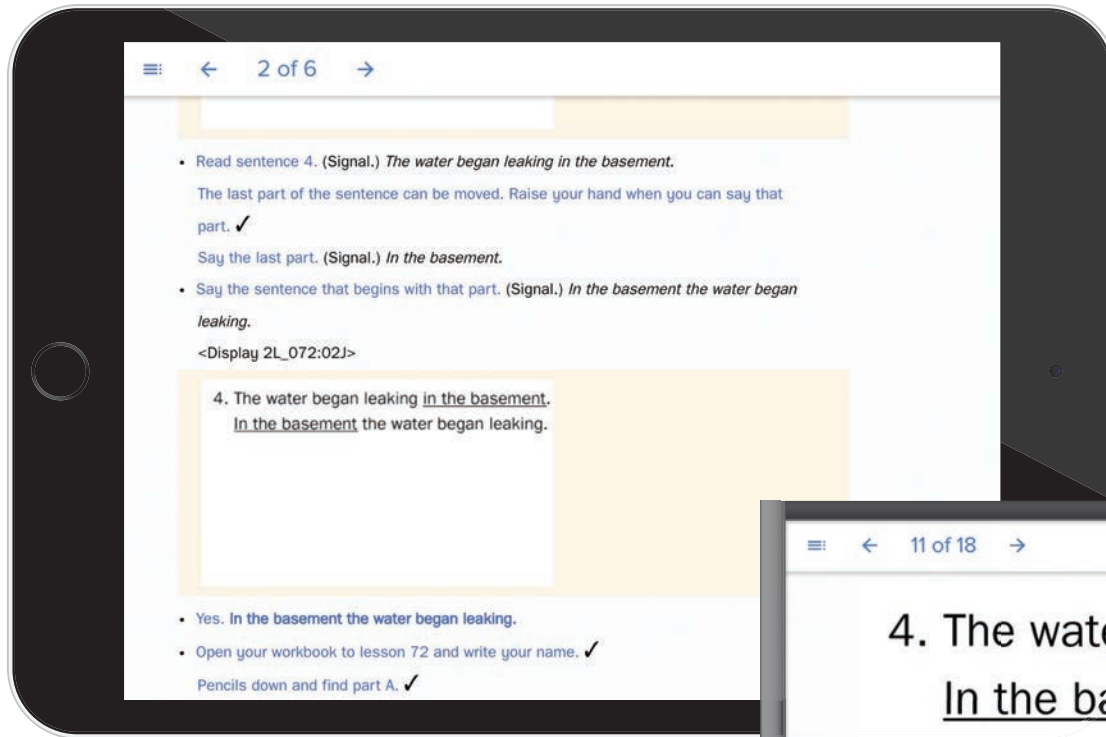
#### Exercise 4



#### Exercise 4 Display

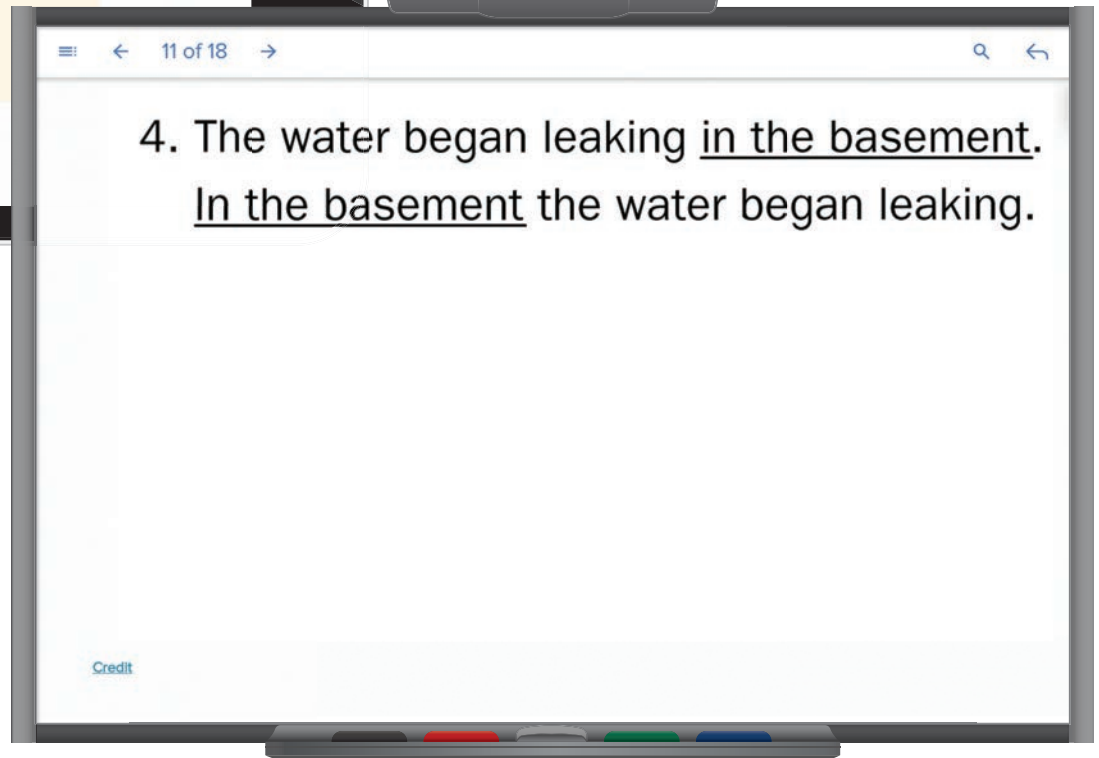
# Language Arts Lesson 72

# TEACHER EXPERIENCE



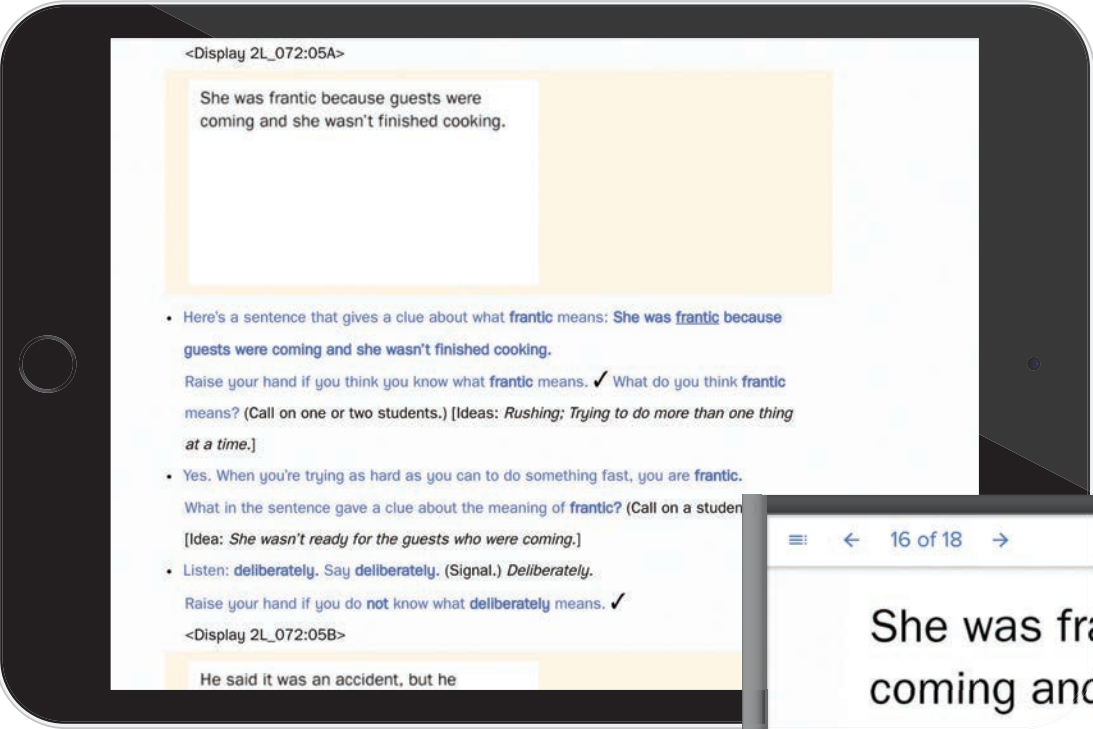
Exercise 2

Produce, expand, and rearrange complete, simple, and compound sentences.

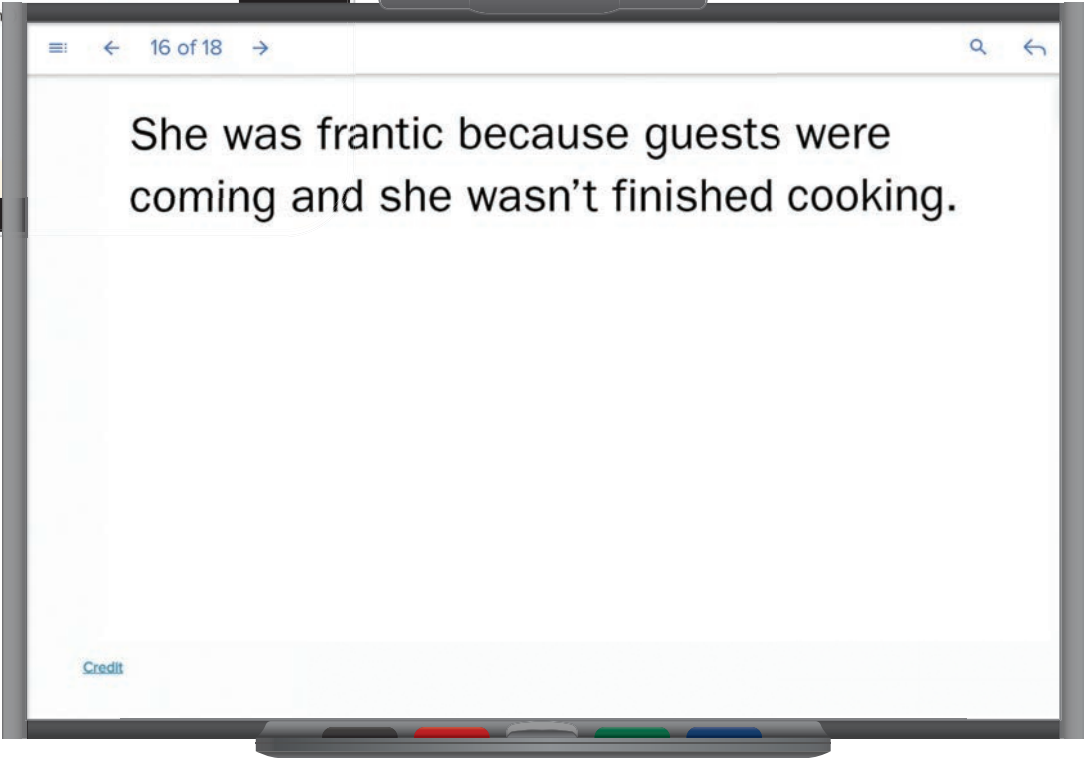


Exercise 2 Display





Use sentence-level context as a clue to the meaning of a word or phrase.



Exercise 5

Exercise 5 Display

# Language Arts Lesson 72

# STUDENT WORKBOOK

72

Name \_\_\_\_\_

**A** Circle the part of each sentence that can be moved.

1. It started to rain at noon.
2. On the way to the game we saw an eagle.
3. For five days he was sick.
4. The water began leaking in the basement.

**B** Use the checks to fix the paragraph.

|     |   |
|-----|---|
|     | Carlos and Henry decided to go fishing        |
|     |   |
| CP  | on Saturday. Their alarm clock rang at 6 in   |
|     |   |
|     | the morning the boys sat up. Carlos reached   |
|     |   |
|     | to turn off the alarm clock. After a couple   |
|     |   |
| EH  | of minutes, the boys got out of bed. They     |
|     |   |
| DID | picked up the fishing poles and the net. They |
|     |   |
|     | go outside to wait for their ride. Mr. Lopez  |
|     |   |
|     | drove over to the house to pick them up.      |

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**Check EH:** Tell everything that happened.

**Check S:** Write all your sentences correctly (SP, CP, DID).

END OF LESSON 72

# Language Arts Mastery Test 8

# STUDENT ASSESSMENT

Name \_\_\_\_\_

TEST 8

1 Use the check letters to fix the paragraph.



accident through police officer happened driving

|     |                                       |
|-----|---------------------------------------|
| CP  | Mrs. Kelly was driving too fast she   |
| CP  | did not see the red light. she drove  |
| EH  | right past it. The other driver was   |
| DID | mad. A police officer comes by to see |
| SP  | what happend.                         |

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TEST 8

2 Circle the part of each sentence that can move. Then rewrite each sentence.

- After dinner we did our homework.  
\_\_\_\_\_
- We saw a raccoon in the basement.  
\_\_\_\_\_
- We waited until the rain stopped.  
\_\_\_\_\_
- In the distance we saw the car coming.  
\_\_\_\_\_

3 Circle the words that could tell what kind of day.

- \_\_\_\_\_ day
- sunny
- ran
- fun
- easily
- him
- frosty
- sister
- busy

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# Language Arts Mastery Test 8

# STUDENT ASSESSMENT

TEST 8

4 Write the correct name for each group.

|        |        |       |       |
|--------|--------|-------|-------|
| pack   | fleet  | team  | flock |
| school | forest | swarm | stack |

1. a \_\_\_\_\_ of insects
2. a \_\_\_\_\_ of fish
3. a \_\_\_\_\_ of dogs
4. a \_\_\_\_\_ of geese
5. a \_\_\_\_\_ of ships
6. a \_\_\_\_\_ of books

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END OF TEST 8

Mastery Test 8 T 27