

Teacher Edition

Reading 2

EXPEDITIONS

Fourth Edition



Part
1

Phonics

Phonemic Awareness and Phonics Objectives

PA25.1 Isolate initial digraphs.

P25.1 Identify the Bossy *r* vowel pattern in multisyllabic words.

P25.2 Decode multisyllabic words with the Bossy *r* vowel pattern.

Printed Resources

- Visuals: P2–P6: *R*-influenced Vowel: *ar*; *R*-influenced Vowel: *or*; *R*-influenced Vowel: *er*; *R*-influenced Vowel: *ur*; *R*-influenced Vowel: *ir*

Engage

Phonemic Awareness

Guide students in **isolating** initial digraphs in words. State the word. Lead the students in saying the word then in saying the isolated phoneme.

- T: **shark** S: *shark, /sh/*
- T: **chunk** S: *chunk, /ch/*
- T: **then** S: *then, /th/ (voiced)*
- T: **chapter** S: *chapter, /ch/*
- T: **thinking** S: *thinking, /th/ (unvoiced)*

Instruct

Multisyllabic Words with Bossy *r*

Guide a **choose and move** activity to review Bossy *r* in multisyllabic words. Display Visuals P2–P6 in different parts of the room. Display the following words one at a time (without highlighting the Bossy *r* syllable): *artist, cornucopia, pursue, forget, number, correct, thirteen, brother, service, farming, surprise, birdhouse*

Instruct the students to move to the Bossy *r* visual with the same vowel pattern as the one in the displayed word.

After each word has been displayed, lead the students in reading all the words aloud.

Apply

Word Recognition

Guide completion of **Activities page 49** to provide practice of phonics skills.

How can I keep from behaving foolishly?

Reading

Reading Objectives

R25.1 Identify behaviors of monkeys and crocodiles.

R25.2 Identify the cause-and-effect relationship in the characters' behaviors.

R25.3 Read the poem as shared reading.

R25.4 Apply the principles of the Bible passage to "The Monkeys and the Crocodile." **BWS**

Biblical Worldview Shaping

- Wisdom** (formulate): A person who is wise in his or her own eyes will experience the hard consequences of his or her foolishness. (25:4)

Digital Resources

- Instructional Aid 3.1: *Four-Square Vocabulary Organizer*
- Video: "The Monkeys and the Crocodile"

Materials

- A glue stick for each student

Preparation

- Print Instructional Aid 3.1 for each student.

Synopsis

Five foolish monkeys tease the wrong jungle creature and learn a valuable but very sad lesson.

God, in Proverbs, tells us how we can be successful and wise.

Engage

Monkeys and Crocodiles

Lead a **word splash** to identify behaviors of monkeys and crocodiles.

- Draw a T-Chart on a whiteboard or large paper.
- Write "Monkeys" on the left side. Write "Crocodiles" on the right side.
- Instruct the students to identify characteristics (physical and behavioral) of both animals.
- Write student answers on the appropriate side of the board or paper.


BEFORE READING

Big Question
How can I keep from behaving foolishly?

Activate Prior Knowledge
Activate means “to turn on or to stir up.” Prior means “earlier.” Activating prior knowledge is stirring up earlier knowledge of a topic, thing, or person.
Read the title and look at the illustrations in the following texts. How do the words and pictures remind you of something you already know or have experienced?
Activating prior knowledge about a topic can help you understand and make connections to new things you learn about.

VOCABULARY

acknowledge
dreary
marrow
merry
navel
tease

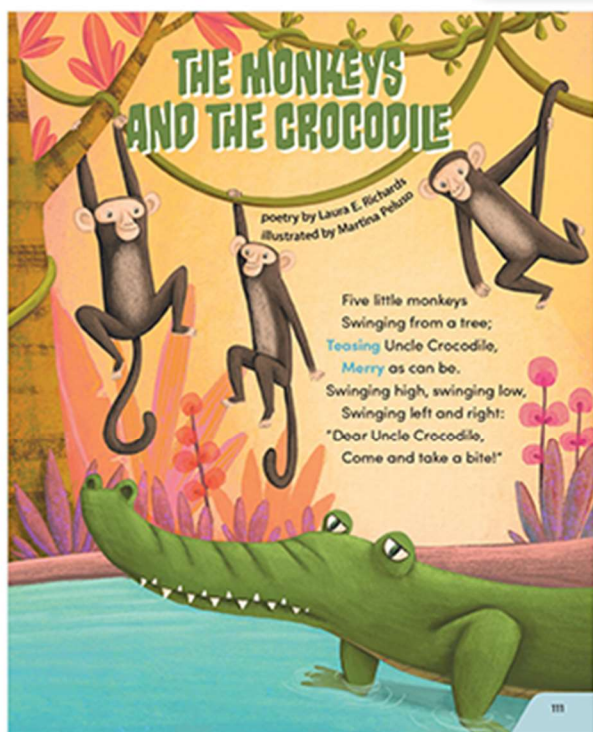


110

THE MONKEYS AND THE CROCODILE

poetry by Laura E. Richards
illustrated by Martina Peluso

Five little monkeys
Swinging from a tree;
Teasing Uncle Crocodile,
Merry as can be.
Swinging high, swinging low,
Swinging left and right:
“Dear Uncle Crocodile,
Come and take a bite!”



111

Instruct

Before Reading

Big Question

Guide a discussion about the Big Question to help students think about how they can keep from behaving foolishly. Explain that “foolish” behavior is behavior that is not smart. It is silly behavior that can be destructive or get one in trouble. Elicit possible answers from the students. Encourage the students to think about the question as they read.

Activating Prior Knowledge

Guide a discussion to deepen understanding of activating prior knowledge. Read aloud the “Activate Prior Knowledge” paragraph on page 110.

What does “activate” mean? **to turn or stir up**

What does “prior” mean? **earlier**

How did you activate prior knowledge during the word splash?

Vocabulary

Read aloud the vocabulary words on the Before Reading page to demonstrate pronunciation.

Discuss briefly each vocabulary word’s meaning in context as students encounter it while reading the text.

During Reading

“The Monkeys and the Crocodile”

Guide a shared reading of “The Monkeys and the Crocodile.” Read the poem aloud. Direct the students to follow along in their readers as you read each pair of lines, then repeat the lines after you. Read the entire poem this way. Lead a choral reading of the entire poem.

“In All Your Ways: Proverbs 3:5–8”

Guide a shared reading of “In All Your Ways.” Read the Bible passage aloud. Direct the students to follow along in their readers as you read each pair of lines, then repeat the lines after you. Read the entire Bible passage this way.

Lead a choral reading of the entire Bible passage.

Guide a discussion about the wisdom of trusting in God.

What does the passage tell us to do? **trust God with all our hearts**

What do you think it means to “lean not unto thine own understanding”? **Do not be wise in your own eyes or mind.**

What else does it tell us to do? **acknowledge Him in all our ways**

What does the passage tell us will be the result of trusting in God and acknowledging Him? **He shall direct our paths.** What do you think could happen if you lean on your own understanding about things and do not trust God in His Word? **You can fall into evil and dangerous ways (like the monkeys in the poem who did not behave wisely but leaned on their own idea of what was wise).**

Apply

After Reading

Cause-and-Effect Relationship

Guide a discussion to identify the cause-and-effect relationship in the characters' behaviors.

How many monkeys are there in the poem? **five**

What are they doing? **teasing the crocodile**

What is the effect (result or consequence) of the monkeys' teasing? **The crocodile eats one of the monkeys.**

Why do you think the crocodile eats one of the monkeys? **Answers may include that the crocodile became angry that the monkeys were teasing him and making so much noise above his head; the crocodile wants to teach them a lesson; the crocodile is hungry, and the monkeys foolishly played too close to him.**

Read aloud Proverbs 13:20.

If you could talk to those monkeys, what would you tell them is the effect of being around wise friends? **They would be wise. They would tell their friends not to annoy the crocodile or get too close to him because that would be dangerous.**

What, according to the Bible verse, is the effect of being friends with a fool (someone who is unwise, silly, and disobedient)? **They may be destroyed.**

Read aloud Proverbs 26:12.

What does being wise in your own conceit mean? **Being so confident in your own wisdom (like Proverbs 3:5–8 warns against leaning on your own understanding) that you become conceited or foolishly overconfident and arrogant in your own abilities or decisions.**

What does God say about that person? **There is more hope for a fool than for an arrogant, overconfident person.**

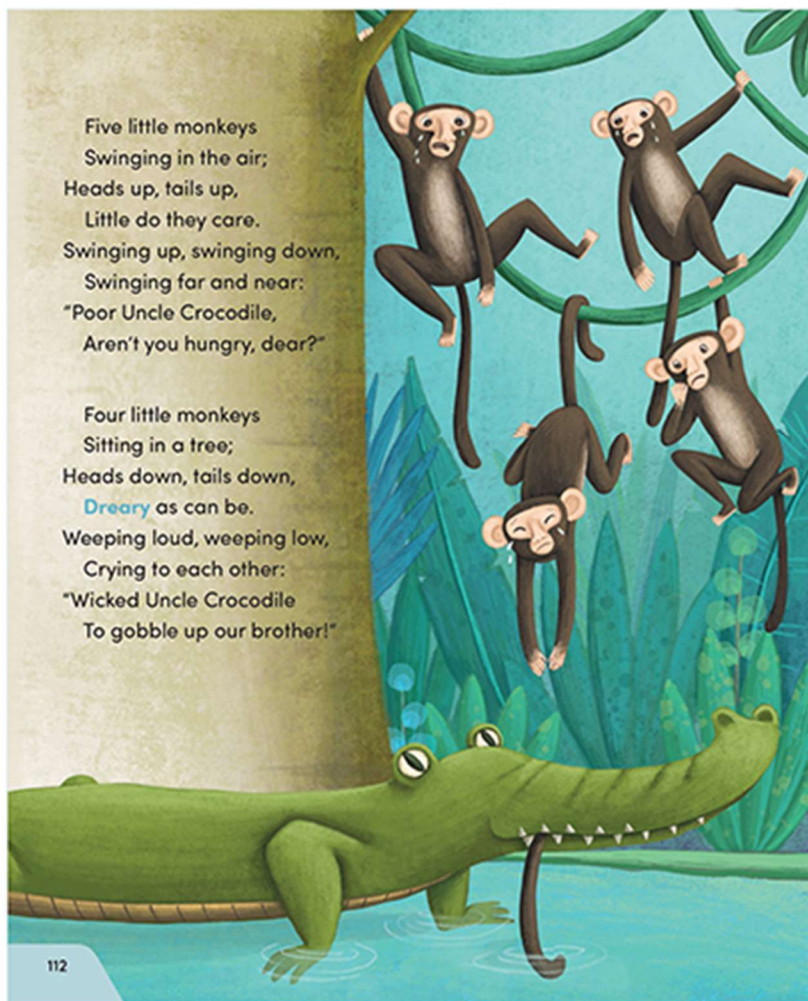
How does this verse relate to the monkey in the poem? **He was arrogant in his own wisdom; he was overconfident in his actions, which became disastrous for him.**

Vocabulary Development

Guide a four-square vocabulary activity to deepen understanding of the vocabulary words. Distribute Instructional Aid 3.1 to each student. Instruct the students to choose a vocabulary word and complete each section of the four-square vocabulary organizer. Instruct the students to use a glue stick to affix their vocabulary-organizer activity onto the next available page of their vocabulary journals.

Five little monkeys
Swinging in the air;
Heads up, tails up,
Little do they care.
Swinging up, swinging down,
Swinging far and near:
"Poor Uncle Crocodile,
Aren't you hungry, dear?"

Four little monkeys
Sitting in a tree;
Heads down, tails down,
Dreary as can be.
Weeping loud, weeping low,
Crying to each other:
"Wicked Uncle Crocodile
To gobble up our brother!"



112

Assess

Review

Guide a discussion to assess comprehension.

- How many monkeys are swinging from the tree at the beginning of the poem? **five**
- Whom are the monkeys teasing? **the crocodile** What do they say? **"come and take a bite"; "aren't you hungry?"**
- How many monkeys are swinging from the tree at the end of the poem? **four**
- Why are the monkeys as "dreary as can be"? **The crocodile ate one of the monkeys.**
- Whom does the Bible tell us to trust? **the Lord**

- What will God do if we acknowledge Him in all our ways? **He will direct our paths.**

Think and Discuss

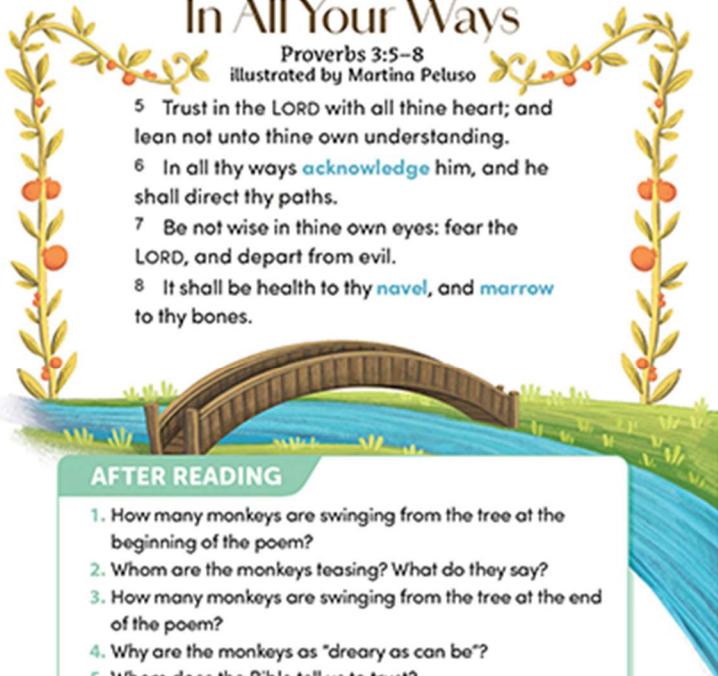
Guide a discussion about how to keep from doing foolish things based on Proverbs 3:5–8.

Language Comprehension

Guide completion of Activities page 50 to assess comprehension.

In All Your Ways

Proverbs 3:5–8
illustrated by Martina Peluso

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- 5 Trust in the LORD with all thine heart; and lean not unto thine own understanding.
6 In all thy ways **acknowledge** him, and he shall direct thy paths.
7 Be not wise in thine own eyes: fear the LORD, and depart from evil.
8 It shall be health to thy **navel**, and **marrow** to thy bones.

AFTER READING

1. How many monkeys are swinging from the tree at the beginning of the poem?
2. Whom are the monkeys teasing? What do they say?
3. How many monkeys are swinging from the tree at the end of the poem?
4. Why are the monkeys as "dreary as can be"?
5. Whom does the Bible tell us to trust?
6. What will God do if we acknowledge Him in all our ways?

Think & Discuss

According to Proverbs 3:5–8, what is the best way to keep from doing foolish things? What other things can you do to keep from behaving foolishly?

Phonics

Phonemic Awareness and Phonics Objectives

- PA26.1** Isolate initial phonemes in words with initial blends.
- P26.1** Identify the *C/e* pattern in multisyllabic words.
- P26.2** Decode multisyllabic words with the *C/e* pattern.

Engage

Foundational Skills: These early phonemic awareness activities, while easily grasped by most second graders, are vital for laying the foundation for higher-level skills that will be developed as the year progresses.

Phonemic Awareness

Guide the students in **isolating** initial phonemes in words. State the word. Lead the students in saying the word then in saying the isolated phoneme. Ensure that the students understand they are to isolate only the first sound in the blend.

- T: grape S: *grape, /g/*
- T: blank S: *blank, /b/*
- T: strap S: *strap, /s/*
- T: clock S: *clock, /k/*
- T: trick S: *trick, /t/*

Instruct

Multisyllabic Words with *C/e*

Guide a **popcorn** activity to review multisyllabic words with *C/e* syllables. Display the following words one at a time (without showing the answers):

crackle (2), rectangle (3), herself, flexible (3), sprinkle (2), middle (2), brother, separate, example (3), tickle (2), surprise, marble (2), pebble (2), forgetful, twinkle (2)

Instruct the students to stand up if the word contains a *C/e* syllable. Choose the first student to stand up to read the word aloud and tell how many syllables are in the word.

Display the following list of words (without showing the answers):

miracle, bicycle, grumble, people, battle, able
Choose a student to read the first word aloud and circle the *C/e* syllable. Continue choosing students until all words have been read and marked.

Apply

Word Recognition

Guide completion of **Activities page 51** to provide practice of phonics skills.

Look Again: Rereading

Reading

Reading Objectives

- R26.1** Reread selected passages from “The Farmer and the Donkey” and “The Monkeys and the Crocodile” for fluency.
- R26.2** Reread a text to find answers to a question.
- R26.3** Compare and contrast elements of the play and the poem.

Digital Resource

- Link: *The Word Collector*

Engage

Grouping: This lesson is intended to be taught as a whole-group lesson but can be adapted to a small-group setting if preferred.

Be a Word Collector

Use the link *The Word Collector* to show a video to illustrate the importance of vocabulary words.

Direct a **Think-Pair-Write** to identify and share students’ favorite vocabulary words.

1. Instruct the students to look at the vocabulary word lists from all the Before Reading pages.
2. Direct the students to think about their favorite word from each story and write it down in their journals.
3. Pair the students to share their words with a partner and give a simple definition for each one.
4. Direct the students to write two of their partner’s favorite words in their journals.
5. Instruct the pairs to collaborate to write two sentences using two vocabulary words in each sentence.

Instruct

Before Reading

Rereading

Guide a **discussion** to explain the importance of rereading.

What do you think is the purpose of rereading a story? Answers may include to remember what the story is about; to enjoy the story again; to practice reading.

What stories do you like to reread or have reread to you at home?

Explain four reasons why rereading is important, using hand motions.

- Rereading helps you build your vocabulary (learn new words): index finger making a spiral motion away from your mouth.
- Rereading helps you build your comprehension (understand what you read): index finger pointing to your head.
- Rereading helps you build your confidence (being sure of yourself): one arm making a fist and flexing the arm muscle.
- Rereading helps you to build fluency (ease and smoothness): hands out, palms up; rub your thumbs around on your fingers as if to show something feels smooth.

Direct the students to use hand motions while you repeat the four reasons for rereading.

Instruct the students to **turn and teach** a partner the importance of rereading.

During Reading

“The Farmer and the Donkey”

Direct a **Pause-Think-Retell** of Act 1 of “The Farmer and the Donkey” to practice fluency.

1. Direct the students to read pages 36–39 independently.
2. Instruct the students to pause and look at the pictures.
3. Give the students time to think about how the pictures help to tell the story.
4. Instruct the students to retell Act 1 of “The Farmer and the Donkey” to a partner.

“The Monkeys and the Crocodile”

Direct a **choral reading** of “The Monkeys and the Crocodile” to practice fluency. Instruct the students to reread “The Monkeys and the Crocodile” on pages 111–12 independently. Lead the choral reading. You may want to choose specific groups to read chorally, such as the boys, row 1, students wearing blue, etc.

Apply

After Reading

Comparing and Contrasting

Guide completion of **Activities page 52** to compare and contrast elements of the play and the poem using a Venn diagram.

Phonics

Phonemic Awareness and Phonics Objectives

- PA27.1** Blend consonants and vowels to produce words.
- P27.1** Classify *Cle* words by number of syllables.
- P27.2** Decode multisyllabic words with the *Cle* pattern.

Materials

- Three bags or buckets for sorting word cards, labeled 2 syllables, 3 syllables, and 4 syllables
- Fifteen index cards labeled with one of the following words: *incredible, remarkable, motorcycle, triangle, possible, horrible, washable, syllable, recycle, stumble, giggle, turtle, chuckle, scribble, marble*

Engage

Phonemic Awareness

Guide the students in **blending** consonants and vowels to produce words. State the sounds. Lead the students in repeating the sounds then in blending the sounds together to make a word.

- T: /s/ /ā/ S: /s/ /ā/, *say*
- T: /m/ /ō/ /p/ S: /m/ /ō/ /p/, *mop*
- T: /d/ /ē/ /n/ S: /d/ /ē/ /n/, *den*
- T: /b/ /ē/ /k/ S: /b/ /ē/ /k/, *beak*
- T: /p/ /ā/ /d/ S: /p/ /ā/ /d/, *paid*

Instruct

Multisyllabic Words with *Cle*

Guide a **word sorting activity** to decode and classify multisyllabic words with *Cle* syllables.

- Place the three bags or buckets at the front of the room. Place the pile of word cards where students have access to them.
- Choose a student to select a word card and read it aloud. The student should then lead the class in clapping the syllables of the word.
- The student should place the word card in the bag or bucket labeled with the correct number of syllables.
- Continue until all words have been classified. Lead the students in reading all the *Cle* words aloud.

2	3	4
chuckle	horrible	incredible
giggle	possible	motorcycle
marble	recycle	remarkable
scribble	syllable	
stumble	triangle	
turtle	washable	

Apply

Word Recognition

Guide completion of **Activities page 53** to provide practice of phonics skills.

Why is it wise to persevere?

Reading

Reading Objectives

- R27.1** Identify the problem in the story.
- R27.2** Predict what will happen next.
- R27.3** Recall details from the story.

Materials

- Three index cards labeled with a problem: A) "Your pencil broke when you started to work on your activity sheet."; B) "You left your homework folder at school."; C) "You spilled your juice on the living room floor."
- Colored plastic chain links

Synopsis

Carlos and his papá sell avocados. It's a lot of work getting ready, but Carlos is excited. Later, his excitement turns to concern when customers are scarce.

Engage

I Have a Problem

Direct a **Think-Pair-Share** to facilitate problem solving.

- Divide the students into three groups. Give each group a problem card.
- Instruct the students to read their card and think individually about the problem.
- Instruct each group to discuss two or three solutions to their problem.
- Ask volunteers to read their group's problem card and share their solutions.

Instruct

Before Reading

Big Question

Guide a **discussion** about the Big Question to introduce perseverance. Elicit possible answers from the students. Encourage the students to think about the question as they read.

Problems and Solutions

Guide a **discussion** to deepen understanding of problems and solutions in a story. Read aloud the "Problems and Solutions" paragraph on page 114.

Was your problem in the activity at the beginning of the lesson a mess, a trouble, or a difficulty?

What was that problem going to keep you from doing?

BEFORE READING

Big Question

Why is it wise to persevere?

Problems and Solutions

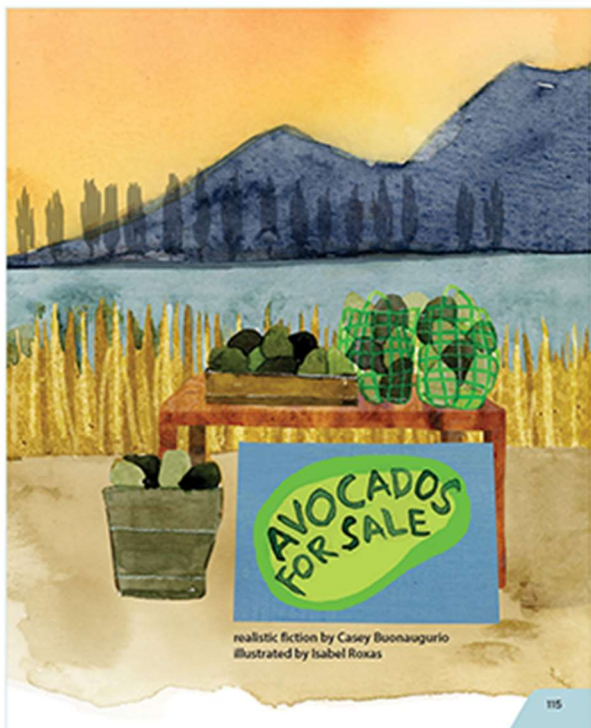
Most stories have characters with problems. Problems are the messes, troubles, or difficulties that the characters experience. The way characters fix their problems is called the solution.

As you read the following story, think about the characters' problem. What was the solution? Was it a good solution?

VOCABULARY

- 1 avocado
guacamole
mesh
- 2 dice

114



realistic fiction by Casey Buonaugurio
illustrated by Isabel Roxas

115

Why was it important to find solutions to your problem?

Do you have a favorite story?

What is the main problem in that story?

What is the solution that gives the story a good ending?

Vocabulary

Read aloud the first set of vocabulary words on the Before Reading page to demonstrate pronunciation.

Discuss briefly each vocabulary word's meaning in context as students encounter it while reading the text.

During Reading

A Truckload of Avocados

Guide a discussion to monitor comprehension. Direct the students to read pages 116–17 independently to find out what kinds of avocados go in the mesh bags.

Background Information

Mijo

In Mexico, *mijo* is a Spanish word that means “my son.” (*Mija* means “my daughter.”) It is a term of endearment: a word used when talking affectionately (with love) to a son or daughter. Often family members use terms of endearment when talking to or about each other, such as “dear” or “sweetheart” or “angel” or a personalized nickname that makes the person feel special or loved.

What is Carlos helping his papá do in the morning? **unload the truck**

How many avocados need to go in a mesh bag? **twenty-five**

Why do you think Papá wants to use mesh bags?

What kind of animal does Carlos think the avocados feel like? **alligator**

Why does Papá want soft and hard avocados to go into each bag? **The soft avocados are to be used right away. The hard avocados can be saved for later in the week.**

How can the soft avocados be used? **They can be used to make guacamole.**

Choose students to read aloud pages 116–17.

How do you think Carlos and Papá are feeling as they work together? **happy** How do you know? **They are both smiling in the illustration.**



1

The morning sun peeked over Mount Cuyamaca as Carlos and his papa loaded their truck. With strong little arms, Carlos handed him another basket of avocados. “Here are some more, Papá. Do you have the bags?” Papá handed him the roll of green mesh bags.

“Here they are, *mijo*. Be sure to put twenty-five in each bag,” he said.

Carlos climbed into the back of the truck. “One, two, three . . .” he counted as he stuffed the avocados into the bag. “Papá, I bet this is what an alligator feels like,” he said, touching the bumpy skin.



Papá laughed. "That reminds me, be sure to put both ripe and unripe avocados in each bag. That way, my customers can eat some right away and have some for later this week. Do you remember how to tell which are ripe, mijo?" he asked.

"Sí, Papá, they are soft."

"Sí, soft for making your favorite—guacamole!" Papá said.

The Avocado Problem

Guide a discussion to monitor comprehension. Direct the students to read pages 118–19 independently to discover Carlos and Papá's problem.

How does Mamá let Carlos help in the kitchen? **He mashes the avocados into a dip.**

Why do you think they set their tent up on the side of the road?

How long do Carlos and his papá stay at their roadside tent? **until late in the afternoon**

How do you think they are feeling by late afternoon? **tired; sad; frustrated** How do you know? **The text says they waited and waited. The illustration shows Carlos looking unhappy.**

What problem do Carlos and Papá have? **Customers are not coming to their stand to buy avocados.**

What does Carlos want to go to the store to buy? **containers**

What do you think Carlos wants Mamá to help him with?

Choose students to read aloud pages 118–19. Do you think Papá and Carlos should give up or persevere? Why do you say that?

How do you think Carlos will solve their problem?

Apply*After Reading*

Lead a story chain to recall details in the story.

1. Give each student a small section of a plastic toy chain.
2. Provide the first student with a word or phrase to prompt him or her to start his sentence.
3. The first student then turns to attach his or her chain piece to the next student who gives a sentence recalling the next detail of the story. Encourage the students to name characters and specific details and events.
4. Continue until all the students have given a detail and their story chain is complete.

Vocabulary Development

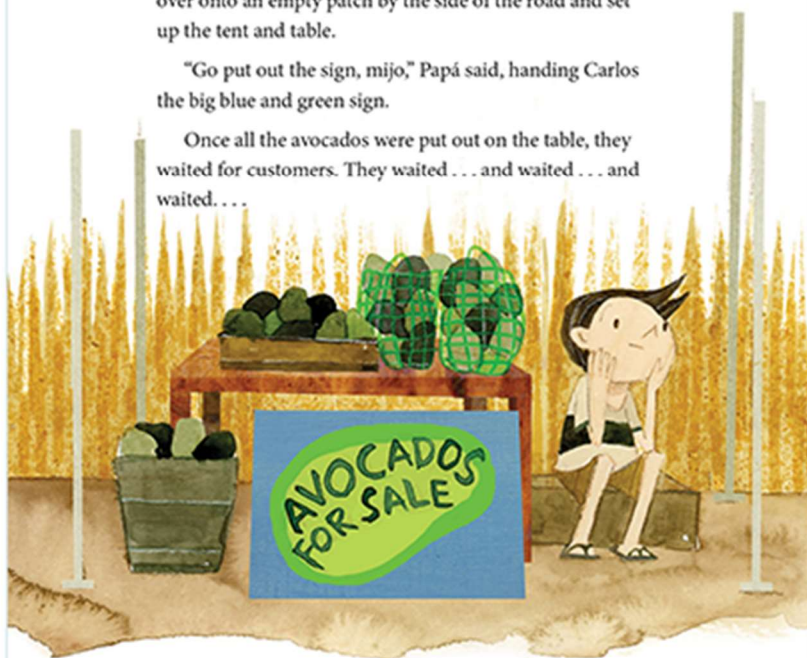
Direct an illustrated short story activity to deepen understanding and correct use of the vocabulary words.

Carlos loved guacamole. He helped Mamá make it in the kitchen. She let him mash the soft green avocados into a tasty dip.

After all the avocados were loaded into the truck, Carlos and his papa set off down the road. They pulled over onto an empty patch by the side of the road and set up the tent and table.

"Go put out the sign, mijo," Papá said, handing Carlos the big blue and green sign.

Once all the avocados were put out on the table, they waited for customers. They waited . . . and waited . . . and waited . . .



118

Illustrated Short Story Activity: This activity will be recorded in the students' vocabulary journals.

The students will use two or three vocabulary words from the current lesson and write a short story that incorporates those vocabulary words. The story should be three or four sentences in length. Finally, the students will draw one picture that illustrates their short story.

Assess**Language Comprehension**

Guide completion of Activities page 54 to assess comprehension.

No one stopped to buy avocados.

Late that afternoon, Carlos and his papa packed up the unsold avocados.

"Oh mijo," said Papá, "if we don't sell these avocados soon, they will all be too soft."

Too soft? thought Carlos.

"Papá, stop by the store tonight and buy some containers," he said. "I'm going to have Mamá help me in the kitchen tonight."

