Two Week Sample

Beginning Reading & Language

English

Level 2





LANGUAGE STUDY

Language Study includes reading, grammar, dictation, and composition. In Form 1 (Grades 1-3), students are introduced to simple grammar and dictation in the Alveary Beginning Reading & Language Lessons. Beginning in Grade 4, lesson plans offer pacing and guidance for implementing the grammar program (which includes composition) within the Charlotte Mason framework. Students are held accountable for applying their grammar knowledge to their written narrations, compositions, dictation, exams, etc. Suggestions for dictation are included in lesson plans across the curriculum.

Beginning Reading & Lang.: Level 2

Learn to read using a combination of sight words and meaningful phonics activities, including word building and word sorting. Copy words and short sentences and write them from dictation.

ASSIGNED GRADES & SCHEDULING

Students or Groups Enrolled by Form or Grade

Grade(s) 2 (suitable 3)

FORM	MIN.	xWK	MORN.	TEACH.	ACT.
F1	10	5	*	T	∞

PLACEMENT TIPS

Students who can already read may use the stories for reading practice but focus mainly on the spelling and grammar elements, including copywork and dictation.

Prerequisite: Beginning Reading & Lang. Level 1 or appropriate skill proficiency.

COURSE NOTES

To progress through the course according to the schedule, adjust each lesson to what the student is able to do. For example, if the student can read the story with little assistance, look through the story's lessons and choose among the various elements--spelling, word features, and print--taught in the story that most meet your student's needs. Likewise, if a student has a strong visual memory of words' spellings, don't dwell on the letter tile work. Engage the child in studied dictation, copywork, and penmanship as needed instead of recording words in the Word Journal. Conversely, if your child struggles with fluency, forego parts of the lesson to work on re-reading familiar or favorite passages out loud smoothly and with confidence. If spelling is a challenge, concentrate on visualization and finding spelling patterns or hearing sounds and paying attention to what mouth parts are used as words are pronounced slowly.

PLANNING & PREP

ALERT: Preview Links. The final responsibility for previewing any and all links rests with the teacher. All links were checked at the time of publication; however, websites change frequently and may contain objectionable content. Please report broken links by using the "contact us" link on the website.
Print Level 2 Teacher Guide. (See Program or Shopping List.)
Print resources and supplemental materials on cardstock (single-sided printing).
Cut the tables into cards or sentence strips or leave intact as directed. Label the backs of the tables and cards with the corresponding lesson number. Place in Ziploc bags labeled with the lesson number.
Read through all introductory pages and instructions for the first several lessons.
☐ Gather lesson supplies. (See Shopping List.)

TERM 1

□ 01 Story 1: The Three Little Pigs	□ 02 Story 1: The Three Little Pigs	☐ 03 Story 1: The Three Little Pigs
Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	Work through the lesson and acquaint yourself with the concepts. Lay out all materials.
→ FOLLOW TEACHER GUIDE	→ FOLLOW TEACHER GUIDE	→ FOLLOW TEACHER GUIDE
☆ Beg. Reading & Language Lessons Level 2 Lesson 1.1	☆ Beg. Reading & Language Lessons Level 2 Lesson 1.2	☆ Beg. Reading & Language Lessons Level 2 Lesson 1.3
□ 04 Story 1: The Three Little Pigs	□ 05 Story 1: The Three Little Pigs	□ o6 Story 2: The Cat and the Mouse
• Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	• Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	• Work through the lesson and acquaint yourself with the concepts. Lay out all materials.
→ FOLLOW TEACHER GUIDE	→ FOLLOW TEACHER GUIDE	→ FOLLOW TEACHER GUIDE
☆ Beg. Reading & Language Lessons Level 2 Lesson 1.4	☆ Beg. Reading & Language Level 2 Lesson 1.5	☆ Beg. Reading & Language Lessons Level 2 Lesson 2.1
□ 07 Story 2: The Cat and the Mouse	□ 08 Poem 3: Little Boy Blue	□ 09 Poem 3: Little Boy Blue
O7 Story 2: The Cat and the Mouse Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	☐ 08 Poem 3: Little Boy Blue Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	O9 Poem 3: Little Boy Blue Work through the lesson and acquaint yourself with the concepts. Lay out all materials.
• Work through the lesson and acquaint yourself with the concepts. Lay out all	Work through the lesson and acquaint yourself with the concepts. Lay out all	• Work through the lesson and acquaint yourself with the concepts. Lay out all
• Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	• Work through the lesson and acquaint yourself with the concepts. Lay out all materials.	• Work through the lesson and acquaint yourself with the concepts. Lay out all materials.
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 Lesson 2.2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 Lesson 2.2 □ 10 Poem 3: Little Boy Blue □ Work through the lesson and acquaint yourself with the concepts. Lay out all 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 Lesson 2.2 □ 10 Poem 3: Little Boy Blue • Work through the lesson and acquaint yourself with the concepts. Lay out all materials. 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2
 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 Lesson 2.2 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2 	 Work through the lesson and acquaint yourself with the concepts. Lay out all materials. → FOLLOW TEACHER GUIDE ☆ Beg. Reading & Language Lessons Level 2



LANGUAGE STUDY

Beginning Reading & Lang.: Level 2

TERM 1

- **GRADES 2-3** Have the student read aloud for one minute using either the next (previously unread) section in Treadwell or a previously unread section from another book the student has been using for reading practice. Count the number of words read correctly during that minute. For the Fall of 2nd grade, the typical fluency rate is somewhere between 30-80 words per minute (Rasinski & Padak, 2009).
 - · Have the student narrate what was read. Make notes on comprehension and reading expression.



LANGUAGE STUDY

Beginning Reading & Lang.: Level 2

For students with a high level of interest.

PROJECTS & ACTIVITIES



Practice reading a story. Then read it to an elderly friend or relative.

BOOKS, GAMES & MORE

RESOURCE	INFORMATION	SCOPE	BUY/FREE
	Magic Tree House Books by Mary Pope Osborne → Children travel back in time to learn about history.	Term 1 Term 2 Term 3	\$4.00
Am. 14 State 1 in the	Amelia Bedelia Books by Herman Parish → Amelia is a maid who takes everything literally. This leads to very funny situations.	Term 1 Term 2 Term 3	<u>\$16.00</u>
and the same of th	Henry and Mudge Books by Cynthia Rylant → Henry, feeling lonely on a street without any other children, finds companionship and love in a big dog named Mudge.	Term 1 Term 2 Term 3	<u>\$5.00</u>
And the Paris	Magic Schoolbus Series by Joanna Cole → Join Ms. Frizzle and her class as they go on adventures to learn about science.	Term 1 Term 2 Term 3	<u>\$7.00</u>



Reading & Language

Level 2 Teacher Guide



Table of Contents

Introduction	3
Story 1: The Three Little Pigs	8
Story 2: The Cat and the Mouse	10

Introduction

Lessons in Level 2 base the students' initial reading efforts in expectations and predictions of each story's and poem's content as hinted at in titles, illustrations, familiar words, background knowledge and experiences brought to mind. This narrows the field of what the print could possibly say, and makes meaning, not decoding, the objective of reading. Level 2 lessons will also add to the students' knowledge store of letter-sound correspondences, word parts such as syllables and affixes, forms of words such as tenses and plurals, and punctuation. Before beginning Level 2 lessons, have the students spend 2-3 days revisiting stories and poems from Free and Treadwell's *Primer*.

In order to transition from learning-to-read to reading-to-learn, students need to spend time outside of formal reading lessons (in the afternoon or in the evening) perusing print both on their own and with assistance. Students may read from the *Primer* and from other books that appeal to their interests. (Appropriate titles can be found in the Extra Helpings section of the lesson plans.) In these less formal reading times, have students:

- Predict what they will encounter in print by scanning title, illustrations, and subheadings and by sharing what they know already of the story or the story's context;
- Watch as a proficient reader moves their finger under the text to show how one glances ahead when reading out loud;
- Use what they know of letter-sound information ("sound it out"), grammatical flow ("re-read for a running start"), and context ("skip over it") to figure out new words;
- Take time to notice and comment on letter-sound consistencies, spelling patterns, word forms and families, and roots and affixes (prefixes and suffixes);
- Participate in additional reading opportunities that include a parent or grandparent, older sibling, caregiver, or even the family pet as a reading buddy;
- Record their reading and critique themselves. (Some students delight in watching and hearing themselves
 read out loud. This can be helpful and important as students' skills improve and growth leads toward
 independent reading.)

For additional practice, have a proficient reader alternate reading sentences or pages with the students and having students complete sentences read in part by a proficient reader.

There are two parts to reading instruction: decoding (or getting meaning from text) and encoding (or creating text with meaning). The following section outlines how the Alveary reading plans address each of these using Mason's blended approach (learning meaningful phonics and sight words in context) and current literacy research.

Story 1: The Three Little Pigs

	LESSON 1.1 FOCUS: Story Introduction, Context Clues
INTRO:	Do you know the story of The Three Little Pigs? Tell what you remember.
	[List words students use on board or paper.]
SIGHT WORDS:	[Call out a word on the list and have students find it. Moving your finger or a pointer from left to right under the word, pronounce it slowly with them.]
	[Note: Save these words for Lesson 1.5.]
PREVIEW:	Look at the story illustrations. What is happening in each? Can you find words in the story that go with each picture?
TEACHER READ ALOUD:	p.1-4, "Once upon" - "the little pig."
ALOUD:	[Read slowly, smoothly, and with expression. Move your finger under the print as you read.]
NARRATE:	[Oral narration]
READING PRACTICE:	<pre>p.2, "Little pig," - "house in." [Touch each word as you reread together orally. Then have students touch each word while reading aloud.]</pre>

LESSON 1.2 FOCUS: Sentence Matching, Contractions		
PREP:	Resources: Lesson 1.2	
	Cut out each sentence strip.	
INTRO:	What happened in the story last time? What do you think will happen today?	
READING PRACTICE:	p.1-4, "Once upon" - "let you in."	
PRACTICE:	[Have the students reread aloud.]	
TEACHER READ ALOUD:	p.4-8, "The third" - "pig ran home."	
ALOUD:	[Have the students find the repeated words (Little pig, little pig) on these pages. This is called a refrain.]	
SEQUENCING:	[Mix up the sentence strips. Have the students put them in order and read them aloud.]	
GRAMMAR:	[Ask students to look at the word <i>I'll</i> . Explain that it is a contraction of the words <i>I</i> and <i>will</i> . Write the word <i>I'll</i> and underneath it, write the words <i>I will</i> . Ask the students what they notice about the two words.]	

	[Note: To contract means to make smaller. Sometimes we can "smush" two words into one by leaving out some letters and replacing them with an apostrophe to make a contraction.]
PREDICT:	What do you think will happen tomorrow? Look ahead for sets of quotation marks. Which character do you think is speaking those words?

LESSON 1.3 FOCUS: Vocabulary, Comparison		
PREP:	Write the following words on the board: turnip, fair, chimney, churn	
INTRO:	Do you remember what was happening when we left off?	
	[Read words on board aloud to students.]	
	Do you know what these words mean? We read <i>turnip</i> on p. 6. We will hear the other words in today's part of the story.	
TEACHER READ ALOUD:	p.8-10, "The next day" - "a good supper." [As you read, stop at each word on the board and ask if students can tell what the word means from the context of the sentence. Accept all plausible answers and explain where necessary.]	
DISCUSS:	Did anything from today's reading surprise you?	

LESSON 1.4 FOCUS: Word Sort, Present and Past Tenses		
PREP:	Resources: Lesson 1.4	
	Cut out each word.	
TEACHER READ ALOUD:	p. 1-10, "Once upon" - "a good supper."	
	[Have students join you in speaking the "Little pig, little pig" refrain. Have them move a finger under the print as you read. STOP short of the last word in a sentence and ask students to fill in the word, or end a sentence with a similar but wrong word and have students correct you.]	
	Example: "The second little pig met a man with some <i>stones</i> ." How do you know that the word is not <i>stones</i> ? [spelling]	
WORD WORK:	[Mix up the cut-out words and turn them face-down. Have students turn the words over one at a time and read them aloud.]	
	Can you put the words together that are alike in some way? [After students have time to sort, ask them:] Why did you sort the words the way you did? How are they alike? How are they different?	
	[Use the words present tense (happening now) and past tense (already happened).]	

LESSON 1.5 FOCUS: Copywork		
PREP:	Resources: Lessons 1.1, 1.4, 1.5	
READING PRACTICE:	[Have students read the story, asking them to volunteer to read certain characters' parts.]	
COPYWORK:	p. 2, line 3: "Little pig, little pig, let me come in."	
COPYWORK:	[Have students look at the cut-out words from this week and copy into their Word Journals the ones they can read independently.]	

Story 2: The Cat and the Mouse

LESSON 2.1 FOCUS: Prediction and Narration		
INTRO AND PREVIEW:	This story has only two pictures that we can use to help us get ready to read it. What do you see in the illustrations?	
	[List words students use on a white board or on paper. Call out the words on the list and have the students search the story's pages to find them.]	
TEACHER READ ALOUD:	p. 11-15 "Once there was a" - " her long tail again."	
ALOUD:	[Read slowly, smoothly, and with expression.]	
NARRATION:	[Have the students tell the story from the beginning, a small section at a time. Volunteers may amend or correct the previous student's account before the next child begins.]	
REFLECT:	What in this story surprised you? What was the most important part? What was the mouse's problem and how did she solve it?	

LESSON 2.2 FOCUS: Rhyme				
INTRO:	Tell what the mouse did when the cat wouldn't give her her long tail. Can you find where in the story it tells us? (p. 12)			
	[Turn to the top of p. 12 and read aloud "First she leaped, And then she ran, Till she came to the butcher, And thus she began," moving your finger under the words as you read.]			
SHARED READING:	Did she do the same thing when she went to the other characters in the story?			
	Can you find these very words in another place on this page? (lines 10 -13) Are they on the next page? (p. 13, lines 4-7)			
	Read them with me.			
	Where else in the story do you see those lines? (p. 14) Let's find them and read them together.			

Resources

Lesson 1.2

"Little pig, little pig, let me come in."

"No, no, by the hair of my chinny, chin, chin.

I won't let you in."

"Then I'll huff and I'll puff,
and I'll blow your house in."

Lesson 1.4

knock	knocked	build	built
puff	puffed	throw	threw
huff	huffed	come	came

Lesson 1.5

I'll	I will	chimney	turnip
fair	churn	first	third
second	straw	sticks	