

HIGH NOON READING

LEVEL 2

Teacher's Edition

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HIGH NOON BOOKS
Novato, California

LEVEL 2 SKILLS CHART

Level 2 focuses on decoding of multisyllable words.

Decoding Skills

- ◆ Review of Level 1 Skills
- ◆ Inflectional Endings
- ◆ Possessives
- ◆ Comparatives
- ◆ Compound Words
- ◆ Prefixes
- ◆ Suffixes
- ◆ Syllable rules
- ◆ Schwa/Accent
- ◆ Irregular plurals
- ◆ Multiple Affixes
- ◆ Word Families
- ◆ Homographs
- ◆ Homophones
- ◆ Unusual Word Endings

Comprehension Skills

- ◆ Identifying Sequence
- ◆ Using Context
- ◆ Identifying the Main Idea
- ◆ Drawing Conclusions
- ◆ Making Inferences

Reading Strategies

- ◆ Using Prior Knowledge
- ◆ Questioning
- ◆ Visualizing
- ◆ Predicting
- ◆ Summarizing
- ◆ Monitoring

Fluency

- ◆ Choral Reading
- ◆ Repeated Reading
- ◆ Timed Reading

Vocabulary

- ◆ Using Context
- ◆ Giving Definitions
- ◆ Identifying Multiple Meanings
- ◆ Forming Compound Words
- ◆ Understanding Root Words and Affixes

Writing

- ◆ Copying Words and Sentences
- ◆ Writing Dictated Words
- ◆ Writing Dictated Sentences
- ◆ Writing One-Word Answers
- ◆ Writing One-Sentence Answers
- ◆ Constructing Longer Answers to Writing Prompts

Spelling

- ◆ Word Sorting
- ◆ Dictation
- ◆ Spelling New Words
- ◆ Writing Sentences
- ◆ Choosing Correct Spellings
- ◆ Word Building
- ◆ Proofreading

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Lesson 26

Syllable rules: Short VCV

Lesson Focus

Review: Suffixes: *-less, -ness, compound words, inflectional endings -ies, -ied, word building*

Teach: Syllables: *short VCV*

Apply: Suffixes: *-less, -ness*

Practice: Syllables: *short VCV, suffixes: -less, -ness*

Student Book: *pages 54-55*

Workbook: *pages 54-55*

A Review: Getting Started

Direct students to Part A. Have students read Sections 1-3 chorally. Then have students take individual turns reading the words. Use Correction Techniques (see page 15) as needed throughout the lesson.

In Section 4, have students read each line of words chorally. Then have students take individual turns reading the words. Repeat this process for each line of words. Use Correction Techniques (see page 15) as needed.

B Teach: Something New

Say: **In this lesson you’re going to learn about the short VCV syllable pattern. Remember that knowing the different ways that words divide into syllables will help you know how to pronounce an unfamiliar word.**

I am going to say some two-syllable words. I want you to give a thumbs up if the first syllable of the word is closed, or has a short vowel sound. Here is an example: wagon . . . the first syllable in that word has the short a sound, so it is a *closed* syllable. If the

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A Getting Started

- | | | | | | |
|----|-----------|----------|-----------|-----------|----------|
| 1. | restless | kindness | classroom | pennies | carried |
| | stillness | rowboat | worries | hurried | helpless |
| 2. | catches | traded | riches | houses | landed |
| | hungry | number | summer | puppet | cotton |
| 3. | direct | open | begin | elect | pupil |
| | silent | bacon | spider | vapor | July |
| 4. | use | → using | useful | useless | |
| | like | → unlike | likely | likeness | |
| | thank | → thanks | thanked | thankless | |
| | dry | → dries | dried | dryness | |

B Something New

- 1.
- | | | |
|----------|---|-------|
| sēv • en | → | seven |
| VC V | | |
| rōb • in | → | robin |
| VC V | | |
- 2.
- | | | | | |
|--------|--------|--------|--------|--------|
| ever | never | wagon | finish | magic |
| lever | cabin | visit | river | second |
| modest | model | planet | shadow | camel |
| habit | panel | limit | comet | rapid |
| credit | travel | level | rapid | vanish |
| solid | punish | prison | salad | melon |
3. An old wagon was wrecked by the side of the river. Mattie said, “We will have to travel all day to get to the cabin. I only hope to finish second in the race this weekend. The spaceship will visit two planets over the course of a year.

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word’s first syllable does not have a short vowel sound, give a thumbs down. Now listen carefully:

solid	below	planet
acorn	basic	radish

1 Direct students to Section 1 of Part B. Say: **In the last few lessons, we have been learning some of the most common ways that two-syllable words divide. When you come to a VCV word, where there is one consonant in the middle, sometimes the first syllable divides before that consonant and sometimes it divides after the consonant. In the last lesson, you learned that when the word divides before the consonant the**

first syllable is an open syllable. What makes it an open syllable? (it ends with a vowel). What is the vowel sound in an open syllable? (a long sound).

Sometimes in a VCV word, the syllables divide after the consonant, instead. Then the first syllable is a closed syllable. What is the vowel sound in a closed syllable? (a short sound). When you come to words that have one consonant in the middle, you can try dividing the word after the consonant and pronounce the first syllable with a short vowel sound. How can you divide words that have one consonant in the middle? Have students repeat rule.

Continuous Review Cycle

Word Building Practice

Explicit Blending

Sentence Reading

Phonemic Awareness Warm-up

Scripted Direct Instruction

C Reading Together

Peggy Fleming

1 Peggy Fleming was born on the West Coast and grew up in a lively home with three sisters. She liked to climb trees, and she liked to play baseball. She was not a kid with a big dream. But all of that changed forever when Peggy Fleming put on her first pair of skates and glided over the glassy ice. She was nine years old. Within a few short years, her name would be a household word. She would go for the gold. She would skate into the Hall of Fame.

15 From the start, Peggy showed that she was willing to work hard to learn her sport. But a big setback came when Peggy was just 11 years old. Her coach was killed in a plane crash that took the lives of the 1961 U.S. skating team. Peggy had to start all over with a new coach. It was up to her and other hopeful young skaters to rebuild the team and help the sport come back from such an awful loss. Peggy skated through her sadness. She faced hardships and bravely worked her way up to greatness in the ice skating world.

30 Peggy's graceful style and beauty on the ice came from hours of dance classes. Her skill came from endless hours at the rink going over each twist and turn from edge to edge countless

6 times.² Her fearless jumps came from the steel-like strength that lifted her high into the air. All of these things together made Peggy Fleming the best ice skater in the world.

46 From 1964 to 1968, Peggy Fleming was the U.S. champ five times. She became world champ in 1966 and 1968, the same year she won the gold for the U.S. in France.³ She then turned pro, touring the world and bringing skating into countless living rooms throughout the U.S. She was named to the skating Hall of Fame in 1978.

55 Today, Peggy is still first in the hearts of skating fans worldwide. She is tireless in her work for health and fitness, and she reports for ABC Sports.⁴ She plays with her grandson, and now and then she glides over the ice with that same sweetness that has earned her fans for nearly 40 years.

Fully Decodable Reading Passage

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Lesson 26

Fleming, who won an Olympic gold medal in ice-skating in 1968. Do any of you enjoy watching skaters compete in the Olympics? Ask other appropriate questions.

Reading the Passage

First reading. Have students read the entire passage chorally.

Second reading. Have students take individual turns, each reading a few sentences or a paragraph. When students come to the small number 1, use the following statement to model strategic thinking.

1. Say: **As I'm reading this article, I am thinking about whether I understood what I just read. I'm not sure that I understand what was the awful thing that happened to the US. Skating Team, so I am going to reread the last few sentences.**

Model the "Check It" strategy by rereading several previous sentences, then checking with students to confirm that the US. Skating Team's awful loss was the plane accident in which the entire team was killed.

Say: **"Check It" is a good strategy to remember when you are reading a passage. As you read, think about whether what you have just read makes sense. If it doesn't, go back and reread the part that's confusing.**

Ask the corresponding questions as readers come to the remainder of the small numbers throughout the paragraph.

2. Where did Peggy practice her skating? (on a rink) *See lines 34-38.*
3. What year did Peggy win the gold medal? (1968) *See lines 46-48.*
4. Who does Peggy do reports for now? (ABC sports) *See lines 56-58.*

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Modeled Reading Strategies Support

Now we're going to read VCV words that divide after the consonant. Look at the first word, the word that begins with an *s*. Let's sound out the word. Sound out the letters and blend the word *seven*. **What's the word?** (seven).

Now look at the next word, the word that begins with an *r*. Let's sound out this word. Sound out the letters and blend the word *robin*. **What's the word?** (robin).

2 Let's read the word list. The list has words with a short VCV syllable pattern.

3 Have students read the sentences.

C Apply: Reading Together

Introducing Vocabulary

Read the definitions and sentences to students. See p. 19 for vocabulary teaching strategies.

glide—Swans **glide** smoothly across the lake. (glide: to move smoothly and without effort)

setback—Our football team faced a **setback** when we lost the game. (setback: an obstacle; something that keeps you from going forward)

countless—There are **countless** ways that we can help out in our neighborhood. (countless: many)

Passage Introduction

Say: **This is an article about Peggy**

Questions for Guided Reading

Vocabulary Instruction

Lesson 26

Working Together

A Put in the numbers 1, 2, and 3 to show the right order. Then write the dictated sentence on the lines.

2 Peggy won the gold in 1968.
1 Peggy was born on the West Coast.
3 Now, Peggy works for ABC Sports.
Peggy Fleming trained for years before she won the gold.

Finish the words.

1. hobbies 2. clapping 3. taking
 4. spilled 5. stormy 6. stepped
 7. weeding 8. nodded 9. creeping

C Write the sentence.

The dog was restless, waiting for Jim to come.

Try It Out

D Write the word that is made from the two smaller words.

1. with + out = without
 2. book + mark = bookmark
 3. flag + pole = flagpole
 4. foot + ball = football
 5. sail + boat = sailboat

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E Count the syllables in each word. Sort the words.

wear	kindness	fearless	warmly	find
endless	aimless	fries	sleepless	crate

one syllable

wear
find
fries
crate

two syllables

kindness
fearless
warmly
endless
aimless
sleepless

F Read each sentence. Find the word from the box that will complete the sentence. Write the word on the line.

graceful	countless	glides	setback
----------	-----------	--------	---------

1. The sled picks up speed as it glides down the hill.
 2. Danny had a setback when he didn't pass the test.
 3. The geese were countless as they landed on the lake.
 4. When we went camping there were graceful stars in the sky.

G Write each word without the ending.

1. raking rake
 2. slipped slip
 3. spotty spot
 4. sobbed sob
 5. stored store

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Guided Practice
in
Comprehension,
Vocabulary,
Syllabication, and
Decoding

Independent
Practice in
Decoding,
Syllabication,
Spelling, Writing,
and Word
Building

Timed
Reading for
Fluency

Follow-up
Comprehension
Questions

Third reading. Conduct a silent timed reading (see page 21 for instructions). Then ask the questions below.

- What does the word *glassy* mean in this article? (smooth)
- How did Peggy learn to skate so gracefully? (dance classes) *See lines 32-38.*
- When did Peggy Fleming turn pro? (after she won the gold medal) *See lines 49-51.*
- Does Peggy Fleming still skate? (yes) *See lines 58-62.*
- Did Peggy always want to be an Olympic skater? (no) *See lines 5-10.*

D Practice: Workbook Activities

Directed Practice: Working Together

A. Have students open their books to the reading passage in Lesson 26 for reference. Tell students that they will read three sentences together. Then they

will decide the correct order for the sentences and place 1, 2, and 3 appropriately by each. Read the three sentences. Ask students to write the numbers on the line by each sentence.

- 2 Peggy won the gold in 1968.
1 Peggy was born on the West Coast.
3 Now, Peggy works for ABC Sports.

Then tell students that they will be writing down a sentence that you read out loud. Read the following sentence once slowly. Then ask students to write the sentence. Repeat the sentence several times, until students have completed writing.

Peggy Fleming trained for years before she won the gold.

B. Read each word slowly, blending the sounds for easy identification. Tell students to fill in the missing parts of each word.

1. hobbies 2. clapping 3. taking
 4. spilled 5. stormy 6. stepped
 7. weeding 8. nodded 9. creeping

Lesson 26

C. Tell students that they will be writing down a sentence that you read out loud. Read the following sentence once slowly. Then ask students to write the sentence. Repeat the sentence several times, until students have completed writing.

The dog was restless, waiting for Jim to come.

Individual Practice: Try It Out

Now instruct students to work independently on the activities on the rest of the pages. Work through a sample item in each section to familiarize students with activities if necessary.

E Extra Practice

sēv • en → seven
VC V
rōb • in → robin
VC V

vanish	cabin	river	visit	salad
punish	wagon	melon	modest	never
level	solid	travel	shadow	lever
comet	second	prison	panel	finish
rapid	credit	camel	model	magic
limit	ever	planet	rapid	habit

punish	planet	melon	modest	never
level	solid	travel	lizard	lever
metal	cabin	river	visit	venom
dragon	second	prison	panel	atom
rapid	talon	camel	solid	magic
satin	perish	planet	rapid	habit

metal	moment	merely	visit	venom
motor	planet	harmless	funnier	funnel
cleaned	solid	travel	lizard	basket
rewrite	lifeless	husband	panel	atom
mutant	talon	camel	solid	magic
satin	perish	softness	rapid	mouthful

Extra Practice
Word Lists in
Each Lesson