

# Global 2 Readings

A Primary Literacy Anthology

with Digital  
Student's Book

 macmillan  
education

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# Global Readings

A Primary Literacy Anthology

Level 2 Student's Book

# Scope and Sequence

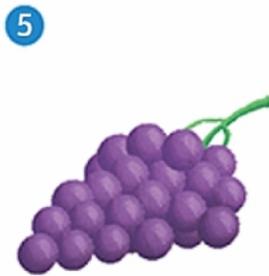
Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept
Phonics Review Long vowel sounds, blends and digraphs, CVC words						
<b>1</b> <b>What Does It Do?</b> page 8	<b>Fiction</b> <i>The After-School Inventor</i> Story cl- blend	<b>Nonfiction</b> <i>My Good Ideas Book</i> Instructional Text	Identifying a Sequence of Events	Science Technology	Self-Awareness Accurately recognize own strengths and limitations	Why do people invent things?
<b>2</b> <b>Thank You</b> page 24	<b>Nonfiction</b> <i>Chuseok: Korea's Harvest Festival</i> Informational Text	<b>Fiction</b> <i>First Harvest</i> Science Fiction -st blend	Under-standing the Setting	Social Studies Communities	Self-Awareness Identify what triggers emotions	Why do we celebrate harvests?
<b>3</b> <b>It Keeps Changing</b> page 40	<b>Fiction</b> <i>The Bear and I</i> Poem -ng blend	<b>Nonfiction</b> <i>Clean Cars</i> Informational Text	Comparing and Contrasting Information	Science Environmental Science	Social Awareness Evaluate others' emotional reactions	How can we make good changes in our world?
<b>4</b> <b>What Happened?</b> page 56	<b>Nonfiction</b> <i>Where Is She?</i> Informational Text	<b>Fiction</b> <i>The Angry Mountain</i> Story -nd blend	Identifying a Cause and Effect	History World Events	Self-Awareness Label and recognize emotions	How do events change our lives?
<b>5</b> <b>Let's Go Back</b> page 72	<b>Fiction</b> <i>The Time Book</i> Fantasy	<b>Nonfiction</b> <i>Time Capsules</i> Informational Text -nt blend	Identifying the Main Idea and Details	History Civilizations	Social Awareness Understand other views and perspectives	How can we find out about the past?

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept
<b>6</b> Look What I Made page 88	<b>Fiction</b> <i>The Superstar</i> Story wh- digraph	<b>Nonfiction</b> <i>Visit Gaudi's World</i> Informational Text	Identifying Fact and Opinion	Science Architecture	Self-Management Set plans and work towards goals	Why do people make things?
<b>7</b> We're a Team page 104	<b>Nonfiction</b> <i>Great Teamwork</i> Informational Text	<b>Fiction</b> <i>It's Mine</i> Story -ck blend	Predicting Endings	Science Symbiotic Relationships	Relationship Skills Exhibit cooperative learning and working towards group goals	What is good about teamwork?
<b>8</b> You're My Hero page 120	<b>Nonfiction</b> <i>In First Place</i> Biography	<b>Fiction</b> <i>A New Hero</i> Play tr- blends	Understanding Characters	History Important People	Responsible Decision-Making Identify problems when making decisions and generate alternatives	What makes a hero?
<b>9</b> Do You Live Here? page 136	<b>Fiction</b> <i>The Clever King</i> Fable	<b>Nonfiction</b> <i>Amazing Castles</i> Informational Text br- blend	Scanning for Specific Information	Science Architecture	Self-Management Regulate emotions such as impulses, aggression, and self-destructive behavior	Why did people build castles?
<b>10</b> Are We There Yet? page 152	<b>Fiction</b> <i>Young Nicholas</i> Story sw- blend	<b>Nonfiction</b> <i>The Thirty-Year Journey</i> Biography	Identifying the Sequence of Events	History Important People	Self-Management Display grit, determination, or perseverance	Why do people travel?

**A** Listen and say. Then look at the pictures and write the words with the long *a* sound.



cake



**B** Listen and say. Then choose the words with the long *e* sound.

1 bed

tree

red

2 pretty

teeth

net

3 hen

leg

green

4 sweet

pen

chef

5 nest

eat

peg

6 bee

desk

egg

7 these

elephant

help

8 mess

get

leaf

**C** Listen and say. Then complete the words with the long *u* sound.

1 glue

4 Tueday

7 sup

2 cut

5 blu

8 rum

3 juce

6 frut





**D** Listen and say. Choose the letters that make the long *i* sound. Then complete the table.

- |          |        |        |         |
|----------|--------|--------|---------|
| 1 Friday | 3 nine | 5 ice  | 7 climb |
| 2 kind   | 4 bike | 6 lion | 8 drive |

i	i_e
Friday	



**E** Listen and say. Then complete the sentences using a word with the long *o* sound.

soap goat bowl boat yellow toe hippo sofa

- The boat sailed on the water.
- The farmer had a \_\_\_\_\_.
- The girl ate a \_\_\_\_\_ of cereal.
- Grandma smelled the \_\_\_\_\_ flower.
- Use \_\_\_\_\_ to wash your hands.
- The \_\_\_\_\_ stays in the water all day.
- She is sitting on the \_\_\_\_\_.
- Ow! I hit my \_\_\_\_\_.



**F** Match the words to the correct long vowel sound.

**cold**

**five**

**oops**

**way**

**toe**

long e

long a

long i

long u

long o

**main**

**you**

**line**

**green**

**teach**



**A** Listen and choose the correct word with *sh*.

- 1 On the beach, we find **shells** / shirts.
- 2 There is a **trash** / fish in the sea.
- 3 Put on your **shoes** / shell.
- 4 Remember to **wash** / push your hands before lunch.
- 5 Please **shower** / shut the door.
- 6 Her **shout** / shirt is yellow.
- 7 I **brush** / push my teeth in the morning.
- 8 His hair is very **shoe** / short.



**B** Listen and say. Use *st* or *ch* to complete the words. Then match.



1  ick

5  ar



2  air

6  icken



3  rawberries

7  orm



4  eck

8  ild



 C Unscramble these words starting with *pl* or *fl*.

1 **anplt** plant    4 **lpum** \_\_\_\_\_    7 **erfolw** \_\_\_\_\_

2 **lapf** \_\_\_\_\_    5 **tolaf** \_\_\_\_\_    8 **ypal** \_\_\_\_\_

3 **yfl** \_\_\_\_\_    6 **plena** \_\_\_\_\_    9 **lteap** \_\_\_\_\_

  D Listen and say. Then listen again and write the words starting with *pr* or *fr*.

1 prize    4 \_\_\_\_\_    7 \_\_\_\_\_

2 \_\_\_\_\_    5 \_\_\_\_\_    8 \_\_\_\_\_

3 \_\_\_\_\_    6 \_\_\_\_\_    9 \_\_\_\_\_

 E Find the words with blends and digraphs.

**plate** **pretty** **fries** **chair** **float** **stand** **shirt**

F	C	H	E	S	S	S	P
R	S	T	A	N	D	L	L
I	W	F	G	P	W	U	A
E	P	L	C	Y	S	G	T
S	X	O	H	C	H	B	E
R	X	A	A	Z	I	M	F
E	L	T	I	F	R	U	X
B	W	P	R	E	T	T	Y

UNIT  
**1**

# What Does It Do?



## See, Think, Wonder



A Look at the picture. What do you see?

I see a lamp.

There's a small robot.

B What do you think?

I think the books are old.

He's smart.

C What do you wonder?

Is it night?

How old is the robot?



D Think and discuss. What do inventors do?



E Think and discuss. Which of these things do you think inventors do first? Check (✓).

1 Draw a picture.

2 Make changes.

3 Have ideas.

Now read **The After-School Inventor**



# The After-School Inventor



My name is Clara Doodle.  
I invent things after school.



I have a lot of new ideas and some of them are cool.



Are all of Clara's  
inventions  
good?



Here are my rain glasses and my umbrella pen.



OK. Some ideas are not so good ...



### Words in Context

Find these words in the reading. What do you think they mean?

**invent** **try again** **change** **mirror** **mess** **invention** **machine**

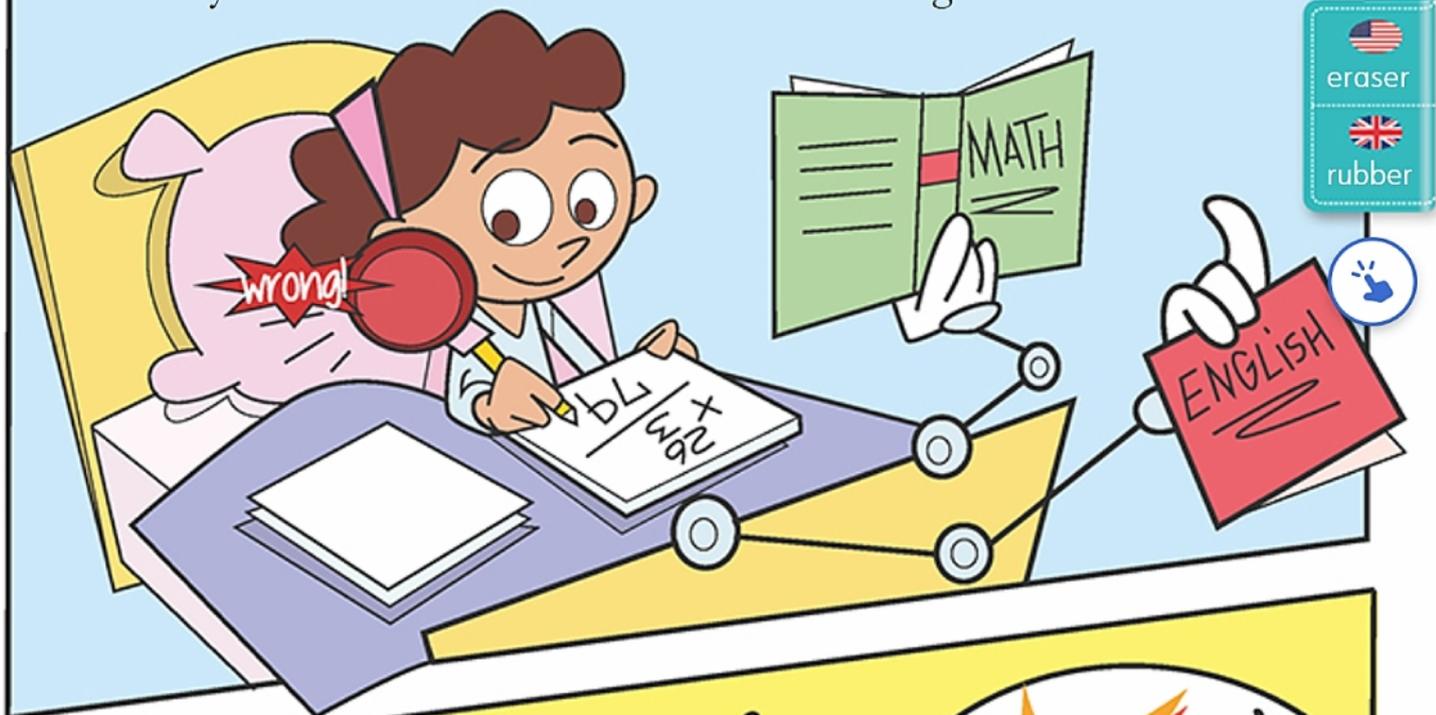
When I have an idea, I always make a plan.



I draw and change, and change and draw.  
I do the best I can.



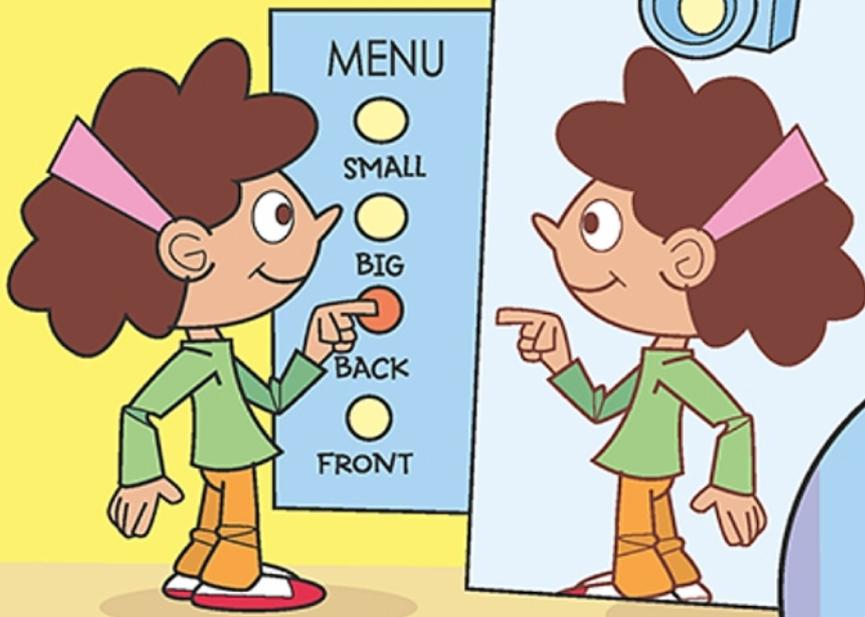
Here's my smart eraser. It tells me when I'm wrong.



And my alarm clock pillow wakes me with a song.



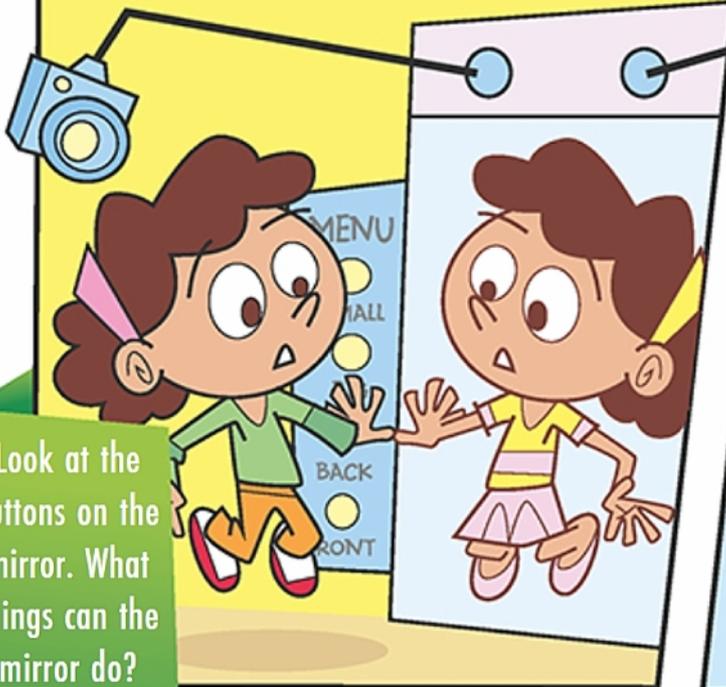
This is my special mirror.  
It changes what I see.



When I click this  
button, I see the  
back of me.



But something's not quite right!  
It's changing all my clothes.



Look at the  
buttons on the  
mirror. What  
things can the  
mirror do?

Oh, no! I have long purple  
hair and a big long nose.



Mom says my room's a mess,  
but I don't like to clean.



... it's a big clean-up machine.

