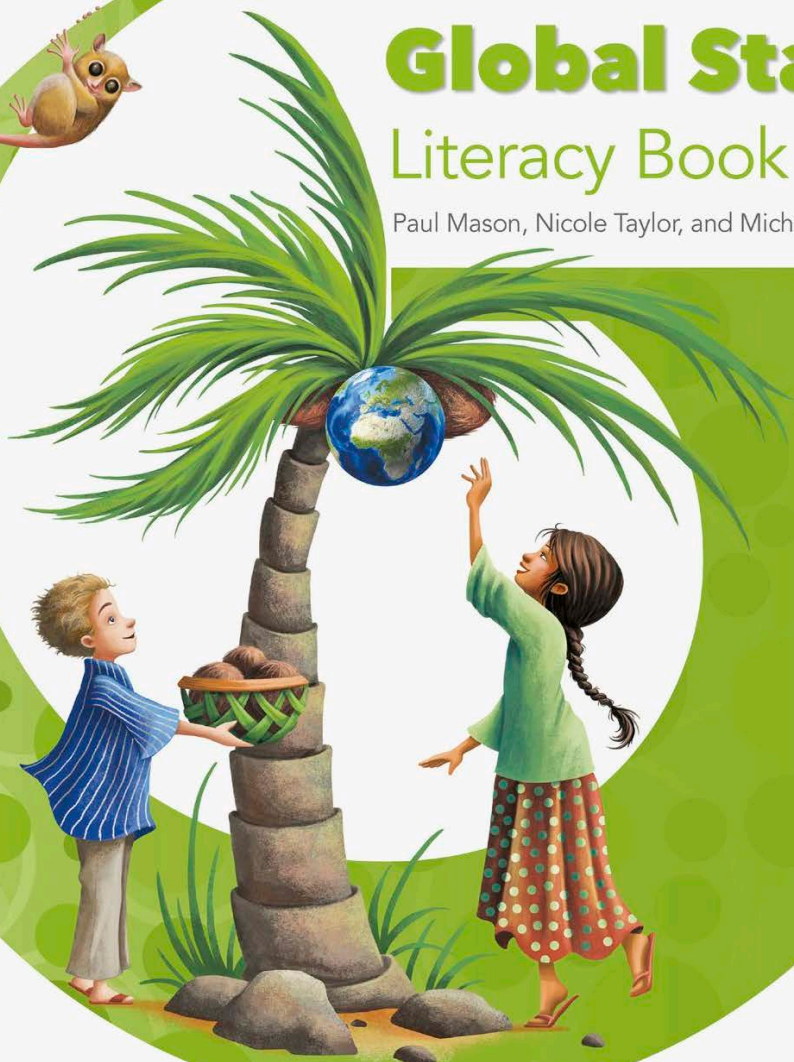


Global Stage

Literacy Book 2

Paul Mason, Nicole Taylor, and Michael Watts



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Scope and Sequence

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
Phonics Review							
Long vowel sounds, blends and digraphs, CVC words							
1 What Does It Do? page 8	Fiction <i>The After-School Inventor</i> Story cl- blend	Nonfiction <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?	Vocabulary gadgets, places and objects in school Grammar simple present with adverbs of frequency present progressive review
2 Thank You page 24	Nonfiction <i>Chuseok: Korea's Harvest Festival</i> Informational Text	Fiction <i>First Harvest</i> Science Fiction -st blend	Understanding the Setting	Social Studies Communities	Self-Awareness Identify what triggers emotions	Why do we celebrate harvests?	Vocabulary food, containers, food and drink Grammar quantifiers with statements and questions
3 It Keeps Changing page 40	Fiction <i>The Bear and I</i> Poem -ng blend	Nonfiction <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?	Vocabulary nature and animals Grammar simple past: be
4 What Happened? page 56	Nonfiction <i>Where Is She?</i> Informational Text	Fiction <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?	Vocabulary action verbs Grammar simple past: regular verbs
5 Let's Go Back page 72	Fiction <i>The Time Book</i> Fantasy	Nonfiction <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?	Vocabulary parts of the body, adjectives, fossils, and ruins Grammar simple past: irregular verbs

Unit	Reading 1	Reading 2	Reading Skill	Content Area	Social and Emotional Learning	Key Concept	Language Book
6 Look What I Made page 88	Fiction <i>The Superstar</i> Story wh- digraph	Nonfiction <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?	Vocabulary art, physical characteristics, and short adjectives Grammar comparatives: short adjectives superlatives: short adjectives
7 We're a Team page 104	Nonfiction <i>Great Teamwork</i> Informational Text	Fiction <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?	Vocabulary activities and working with others Grammar telling the time modal verbs: can for permissions, requests, and offers
8 You're My Hero page 120	Nonfiction <i>In First Place</i> Biography	Fiction <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?	Vocabulary sports, long adjectives, and attributes Grammar comparatives: long adjectives superlatives: long adjectives
9 Do You Live Here? page 136	Fiction <i>The Clever King</i> Fable	Nonfiction <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?	Vocabulary around the home and emotions Grammar simple past review <i>there was / there were</i>
10 Are We There Yet? page 152	Fiction <i>Young Nicholas</i> Story sw- blend	Nonfiction <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?	Vocabulary journeys and weather Grammar future plans: <i>going to</i> prepositions of movement

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

1



cake

2



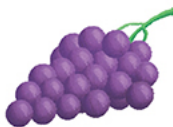
3



4



5



6



7



8



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 Tusday

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 st 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 ...



... but I always try again!

Words in Context



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

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

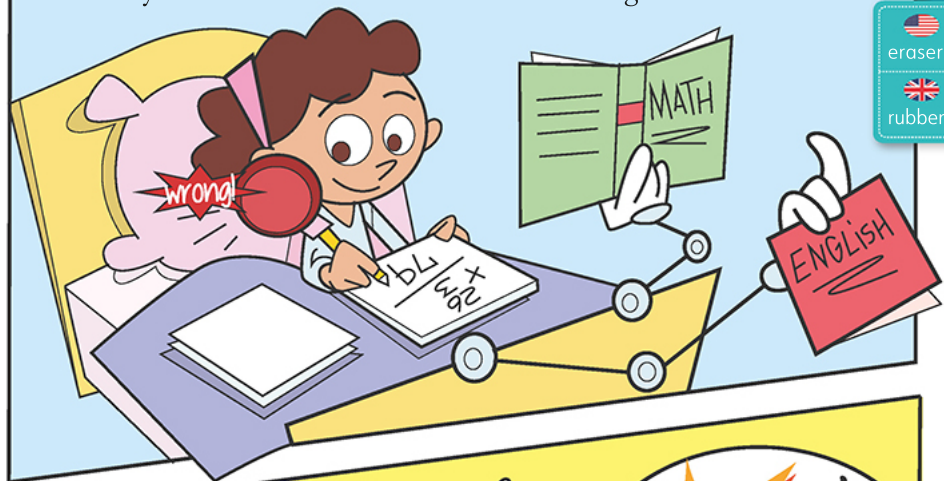
When I have an idea, I always
make a plan.



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.

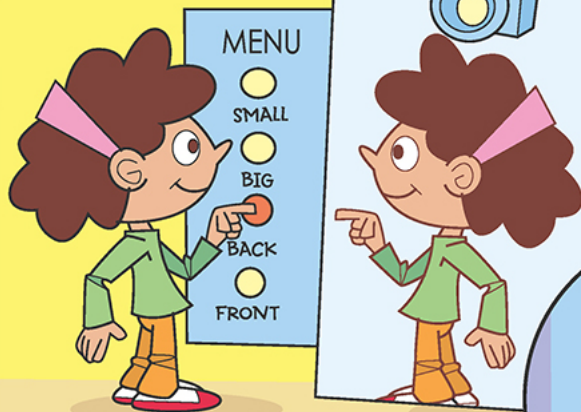


eraser
rubber

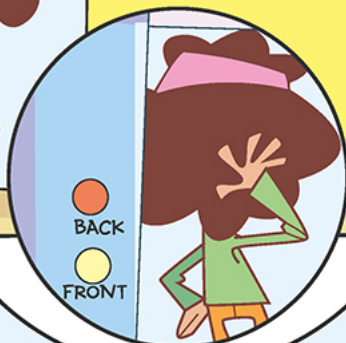
And my alarm clock pillow wakes me with a song.



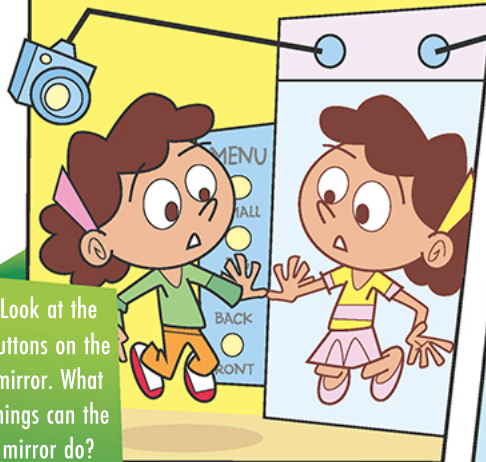
This is my special mirror.
It changes what I see.



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.

