

Week 4 Lesson Planner

	Monday (Day 1) <i>pages 62–65</i>	Tuesday (Day 2) <i>pages 66–69</i>	Wednesday (Day 3) <i>pages 70–73</i>	Thursday (Day 4) <i>pages 74–77</i>	Friday (Day 5) <i>pages 78–80</i>
Phonological Awareness	Blend sounds to make words.		Blend sounds to make words.		
Song		“Open the Book”		“Where Does the Hat Go?”	
Alphabet Recognition and Phonics	<ul style="list-style-type: none"> • <i>B, b</i> • Read words with the letter <i>b</i> as /b/. 		<ul style="list-style-type: none"> • <i>O, o</i> • Read words with the letter <i>o</i> as /ō/. 		<ul style="list-style-type: none"> • Quiz • Differentiated review
Spelling		<i>in, it, tip, tin, rim, bit, bat, bin</i>		<i>in, it, tip, tin, rim, bit, bat, bin</i>	
Sight Words	<i>they, have</i>		<i>they, have</i>		
Written Vocabulary	<i>nap, tin, rim, cap, pat, put</i>		<i>pot, top, bat, tip, bit</i>		
Reading Comprehension	“The Cat Nap”		“The Pot”		Differentiated review
Reading Fluency Practice		Pairs: “The Cat Nap”		Pairs: “The Pot”	Differentiated review
Oral Vocabulary		<i>thin, wash, cook, reply, vexed</i>		<i>thin, wash, cook, reply, vexed</i>	
Read-Aloud		“Nyanquoi from Gbarnga”		“Nyanquoi from Gbarnga”	
Homework	<ul style="list-style-type: none"> • Page 13 in <i>Student Activity Book</i> • “The Cat Nap” 	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> • Page 14 in <i>Student Activity Book</i> • “The Pot” 	<ul style="list-style-type: none"> • Write spelling and sight words 3 times in copybooks. • Study for quiz. 	Re-read “The Cat Nap” and “The Pot.”
Day 5 Review: Differentiated Instruction	<p>First Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to re-read “The Cat Nap” and “The Pot.” • Group B (Exceeds Expectations): Work in pairs to read any supplementary reader. • Group C (Needs Additional Support): Review Alphabetic Recognition and Phonics. <p>Second Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to read any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “The Cat Nap.” • Group C (Needs Additional Support): Work in pairs to re-read “The Cat Nap” and “The Pot.” 				
<p>Grade 1 National Standards for Reading and Comprehension</p> <p>Learning Outcomes: Demonstrate skills of letter/sound correspondence to decode and read words fluently • Analyze elements of a story for deeper understanding of a text • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Analyze text content and share ideas, information and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings through identification and analysis of main ideas and supporting details • Apply word pattern rules and sound-symbol relationships to pronounce unknown words correctly • Read and demonstrate understanding of spoken and written grade-level texts.</p>		<p>Learning Objectives: Orally blend onsets and rhymes to read VC (vowel-consonant) and CVC (consonant-vowel-consonant) words • Read short, simple sentences and stories containing VC and CVC words • Listen to and identify characters, setting, and events in a story read aloud • Correctly respond to questions from short narratives and texts • Correctly spell high-frequency sight words • Blend sounds to make and read words • Generate sounds from letter and sound patterns to read words • Read simple, short narratives • Identify story elements: title, characters, setting, events, problem, solution • Make predictions about a story • Recognize sentence elements (capital letter and end marks) • Correctly spell words using letters and blends • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Identify sounds represented by varied consonant and vowels patterns • Blend syllables into words • Demonstrate understanding of vocabulary and related subject words in context • Identify supporting details • Listen to and discuss texts.</p>			

Week
4


Day
1

OBJECTIVES

Students will be able to:

- Blend sounds to make words
- Identify capital *B* and small *b*
- Read words with the letter *b* as /b/
- Read the sight words *they, have*
- Demonstrate understanding of the vocabulary words *nap, tin, rim, cap, pat, put*
- Read and comprehend “The Cat Nap”

LEARNING RESOURCES

 Letter cards

 *Let's Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

▶ Today we will blend sounds to make words. We will learn capital *B* and small *b* and some new sight words. We will also review our vocabulary and read the story “The Cat Nap” again.

PHONOLOGICAL AWARENESS

4 MIN.




		
<p>▶ Listen as I say the beginning and the end of a word: <i>b-it</i>. Now I will blend the sounds together to say the word: <i>bit</i>.</p>	<p>▶ Let's blend the beginning and the end of the word together.</p> <p>▶ Listen: <i>b-it</i>. Say the sounds with me: <i>b-it</i>.</p> <p>▶ Say the word with me: <i>bit</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none">• <i>r-ib</i> (<i>r-ib, rib</i>)• <i>c-ab</i> (<i>c-ab, cab</i>)	<p>▶ Now it's your turn. I will say the beginnings and ends of words. You will repeat the sounds and blend them together to make words.</p> <p>Say the following sounds. Have the students repeat and blend them into words:</p> <ul style="list-style-type: none">• <i>c-ab</i> (<i>c-ab, cab</i>)• <i>b-in</i> (<i>b-in, bin</i>)• <i>t-ab</i> (<i>t-ab, tab</i>)

✔ **Daily Check:** Repeat the sounds. Call on 2 students to blend them into words.




ALPHABET RECOGNITION AND PHONICS

10 MIN.

Write the letters and the words on the board, as shown at the right. You can also use the letter cards for this activity.

		
<p>🔊 Now we will learn a new letter.</p> <p>Point under <i>B</i>.</p> <p>🔊 This is capital <i>B</i>.</p> <p>Point under <i>b</i>.</p> <p>🔊 This is small <i>b</i>.</p> <p>🔊 Capital <i>B</i> and small <i>b</i> say /b/.</p> <p>Repeat.</p>	<p>Point in turn under <i>B, b</i>. 🔊 Say the name with me: Capital <i>B</i>, small <i>b</i>.</p> <p>🔊 Say the sound with me: /b/, /b/.</p> <p>🔊 Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>🔊 Say the sounds with me. Randomly point under the other letters, saying their sounds.</p>	<p>Point in turn under <i>B, b</i>. 🔊 Say the name. (Capital <i>B</i>, small <i>b</i>)</p> <p>🔊 Say the sound. (/b/, /b/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /b/.</p>

Bb Ii Pp
Cc Nn

		
<p>🔊 Now we will read some words with the letter <i>b</i>. Watch and listen.</p> <p>Point to <i>bat</i>. Point under each letter.</p> <p>🔊 /b/-/ă/-/t/, <i>bat</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>bat</i>. Point under each letter.</p> <p>🔊 /b/-/ă/-/t/, <i>bat</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /k/-/ă/-/b/, <i>cab</i> • /b/-/ĭ/-/t/, <i>bit</i> 	<p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>bit</i> (/b/-/ĭ/-/t/, <i>bit</i>) • <i>ban</i> (/b/-/ă/-/n/, <i>ban</i>) • <i>rib</i> (/r/-/ĭ/-/b/, <i>rib</i>) • <i>bin</i> (/b/-/ĭ/-/n/, <i>bin</i>) • <i>tab</i> (/t/-/ă/-/b/, <i>tab</i>)

bat bit
cab ban
bit rib
bin
tab

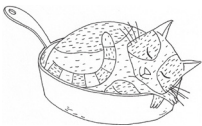
🔍 **Daily Check:** Call on 2 students to sound out and read one word each.

they have

1. nap
2. tin
3. rim
4. cap
5. pat
6. put

The Cat Nap

by Karon Harden



The cat has a **nap** in the pan.

Let's Read page 8

SIGHT WORDS

5 MIN.

Write the words on the board, as shown at the left.

<p>Now we will learn some new sight words. Watch and listen.</p> <p>Point to <i>they</i>.</p> <p>They, they.</p> <p>Repeat with <i>have</i>.</p>	<p>Let's read the words together.</p> <p>Randomly point to each word. Have students read the word with you.</p>	<p>Now it's your turn. Read the words on your own.</p> <p>Randomly point to each word. Have students read the word.</p>

✓ Daily Check: Call on 2 students to read one word each.

WRITTEN VOCABULARY

10 MIN.

Write the words on the board, as shown at the left.

Now we will review our vocabulary words from last time.


1. nap	Point to <i>nap</i> . Read the word: (<i>nap</i>). A nap is when you sleep for just a little while during the daytime. Turn to page 8 in <i>Let's Read</i> and find someone taking a nap. ... Let's pretend to take a nap! (Do the motions together.)
2. tin	Point to <i>tin</i> . Read the word: (<i>tin</i>). Tin is a kind of thin metal. Cans are made of tin. Sometimes roofs are made of tin. Find the tin can in the pictures. Point to the tin and say, "This is a tin."
3. rim	Point to <i>rim</i> . Read the word: (<i>rim</i>). A rim is the edge of something. For example, a cup has a rim. I put my mouth on the rim of the cup to drink my tea. Let's pretend to drink tea from the rim of a cup. (Do the motions together.)
4. cap	Point to <i>cap</i> . Read the word: (<i>cap</i>). A cap is a small hat. Find the cap in the pictures. ... Let's pretend to put a cap on our heads. (Do the motions together.)
5. pat	Point to <i>pat</i> . Read the word: (<i>pat</i>). To pat something is to tap something lightly with your hand. (Pat your head.) For example, I can pat the top of my head. Now pat your head and say with me, "I am patting my head."
6. put	Point to <i>put</i> . Read the word: (<i>put</i>). Put means to set something down somewhere. (Lay a book on the desk.) For example, I put the book on the desk. Now put your hands on your head and say with me, "I put my hands on my head."

OBJECTIVES

Students will be able to:

- Spell *in, it, tip, tin, rim, bit, bat, bin*
- Read fluently “The Cat Nap”
- Demonstrate understanding of the vocabulary words *thin, wash, cook, reply, vexed*
- Listen to and comprehend “Nyanquoi from Gbarnga”

LEARNING RESOURCES

 Student copybooks

 *Let’s Read*

 *Student Activity Book*

INTRODUCTION

1 MIN.

🔊 Today we will sing a song. We will spell some words. You will read the story “The Cat Nap” with your partner. Then you will learn some new vocabulary words and listen as I read a new story to you.




SONG 🎵

2 MIN.

Sing with the students “Open the Book” (page T13). After singing, have students say the word in the song that begins with the sound /b/. (*book*)

SPELLING

10 MIN.

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>bat</i>. I hear 3 sounds: /b/–/ă/–/t/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /ă/. (Write <i>a</i>.) The last sound is /t/. (Write <i>t</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>b–a–t, bat.</i></p> <p>Erase the word.</p>	<p>🔊 Let’s spell some words together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>bat</i>. What sounds do we hear? /b/–/ă/–/t/.</p> <p>🔊 Let’s write it: /b/ (write <i>b</i>), /ă/ (write <i>a</i>), /t/ (write <i>t</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>b–a–t, bat.</i></p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>bin</i> • <i>tip</i> 	<p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>tip</i> • <i>in</i> • <i>tin</i> • <i>rim</i> • <i>it</i> • <i>bit</i> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

✔ **Daily Check:** Call on 2 students to spell one word each.

READING FLUENCY PRACTICE 

12 MIN.

Now you will read the story “The Cat Nap” with your partner again. Please turn to page 8 in *Let’s Read*.

Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

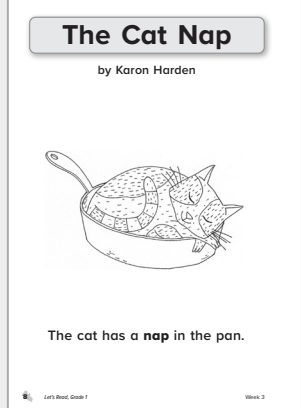
ORAL VOCABULARY

10 MIN.

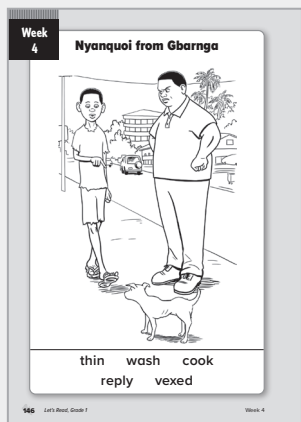
Use objects, pictures, and demonstrations to help students understand the words.

Now we will learn some new vocabulary words. They will be in the story that I read to you.

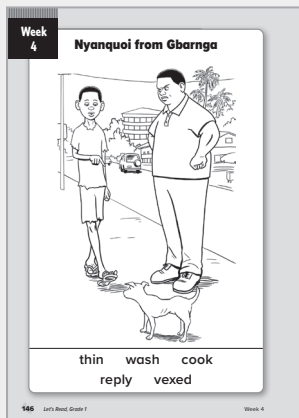
1. thin	<p>Thin. Thin means not very fat, like this. (Hold your hands close together to show a small space.) For example, if a dog doesn’t eat enough food, it will be a thin dog. When a person is sick, he may get very thin. Turn to page 146 in <i>Let’s Read</i>. Who is thin in the picture? ... Now show me thin with your hands and say “This is thin.” (Have the students hold their hands close together.)</p>
2. wash	<p>Wash. To wash is to clean something with water. For example, I wash the dishes after dinner. Let’s pretend to wash dishes. (Do the motions together.) What else do you wash at home? (Help individuals respond in well-formed sentences using wash.)</p>
3. cook	<p>Cook. To cook means to heat food to eat, like on a fire or stove. For example, I cook palava sauce for dinner. Let’s pretend we are cooking palava sauce. (Do the motions together.) What else do you cook at home? (Help individuals respond in well-formed sentences using cook.)</p>
4. reply	<p>Reply. To reply is to answer or respond to someone who is talking to you. Let’s practice replying. If I say “Good morning,” what do you reply? (Say “good morning”, and have students reply “good morning”. Repeat with “good-bye/good-bye” and “thank you/you’re welcome”.)</p>
5. vexed	<p>Vexed. Vexed is when you feel a little bit angry, like this. (Cross your arms and frown.) Look at the picture again. Who looks vexed in the picture? ... Let’s pretend we feel vexed. Show me your face when you are vexed and say “I am vexed!” ... When do you feel vexed? (Help individuals respond in well-formed sentences using vexed.)</p>



Let’s Read page 8



Let’s Read page 146



Let's Read page 146

READ-ALOUD

15 MIN.

Now I'm going to read to you a new story called "Nyanquoi from Gbarnga." Please turn to page 146 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe each picture, helping them with vocabulary as needed.
- find their target vocabulary words in the picture.
- predict what they think the story will be about.

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

Nyanquoi from Gbarnga
by Geanjay G. Roberts

Gbarnga is the biggest city in Bong County. Nyanquoi is a young boy who lives there with his Uncle Flomo.

Every day, Nyanquoi has to wash his Uncle's clothes and cook dinner. But Uncle Flomo eats all of the food without sharing with Nyanquoi. Nyanquoi is always hungry and very thin.

One evening, Nyanquoi and his uncle go for a walk. They meet a very thin dog on the way. Uncle Flomo looks at the dog and says, "This dog is very thin."

Nyanquoi quickly replies, "I think this dog lives with his uncle." Uncle Flomo is vexed. "What do you mean?" he asks.

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions. Which ones matched the story?

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

1. **Who are the characters in the story?** (Nyanquoi, Uncle Flomo, a dog)
2. **What is the setting? Where does the story take place?** (Gbarnga in Bong County)
3. **What do we know about Gbarnga from the story?** (It is the biggest city in Bong County.)
4. **What does Nyanquoi do for his uncle?** (wash clothes and cook dinner)
5. **What do Nyanquoi and Uncle Flomo see on their walk?** (a very thin dog)
6. **Why is Nyanquoi so thin?** (Uncle Flomo does not share his food.)



HOMEWORK

Have students write each spelling and sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 12 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Word Lists

Spelling Words

1. in	5. rim
2. it	6. bit
3. tip	7. bat
4. tin	8. bin

Sight Words

9. they	10. have
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Student Activity Book
page 12

Week
4

Day
3

OBJECTIVES

Students will be able to:

- Blend sounds to make words
- Identify capital *O* and small *o*
- Read words with the letter *o* as /*ō*/
- Read the sight words *they, have*
- Demonstrate understanding of the vocabulary words *pot, top, bat, tip, bit*
- Read and comprehend "The Pot"

LEARNING RESOURCES

 Letter cards

 *Let's Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will blend sounds to make words. We will learn capital *O* and small *o*. We will learn some new sight words. We will also learn some new vocabulary words and read a new story together.

PHONOLOGICAL AWARENESS

4 MIN.




		
<p>🔊 Listen as I say the beginning and the end of a word: <i>n-ot</i>. Now I will blend the sounds together to say the word: <i>not</i>.</p>	<p>🔊 Let's blend the beginning and the end of the word together.</p> <p>🔊 Listen: <i>n-ot</i>. Say the sounds with me: <i>n-ot</i>.</p> <p>🔊 Say the word with me: <i>not</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none">• <i>r-ob</i> (<i>r-ob, rob</i>)• <i>c-ot</i> (<i>c-ot, cot</i>)	<p>🔊 Now it's your turn. I will say the beginnings and ends of words. You will repeat the sounds and blend them together to make words.</p> <p>Say the following sounds. Have the students repeat and blend them into words:</p> <ul style="list-style-type: none">• <i>c-ot</i> (<i>c-ot, cot</i>)• <i>m-op</i> (<i>m-op, mop</i>)• <i>p-ot</i> (<i>p-ot, pot</i>)

✔ **Daily Check:** Repeat the sounds. Call on 2 students to blend them into words.




ALPHABET RECOGNITION AND PHONICS

10 MIN.

Write the letters and the words on the board, as shown at the right. You can also use the letter cards for this activity.

		
<p>Point under O. ▶▶ This is capital O.</p> <p>Point under o. ▶▶ This is small o.</p> <p>▶▶ Capital O and small o say /ō/.</p> <p>Repeat.</p>	<p>Point in turn under O, o. ▶▶ Say the name with me: Capital O, small o.</p> <p>▶▶ Say the sound with me: /ō/, /ō/.</p> <p>▶▶ Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>▶▶ Say the sounds with me. Randomly point under the other letters, saying their sounds.</p>	<p>Point in turn under O, o. ▶▶ Say the name. (Capital O, small o)</p> <p>▶▶ Say the sound. (/ō/, /ō/)</p> <p>▶▶ Say the names. Randomly point under all the letters.</p> <p>▶▶ Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /ō/.</p>

Oo	Bb	Ii
Pp	Cc	

		
<p>▶▶ Now we will read some words with the letter o. Watch and listen.</p> <p>Point to <i>not</i>. Point under each letter. ▶▶ /n/-/ō/-/t/, not.</p>	<p>▶▶ Let's say the sounds and read the word together.</p> <p>Point to <i>not</i>. Point under each letter. ▶▶ /n/-/ō/-/t/, not.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /r/-/ō/-/b/, <i>rob</i> • /p/-/ō/-/t/, <i>pot</i> 	<p>▶▶ Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>pot</i> (/p/-/ō/-/t/, <i>pot</i>) • <i>on</i> (/ō/-/n/, <i>on</i>) • <i>top</i> (/t/-/ō/-/p/, <i>top</i>) • <i>cot</i> (/k/-/ō/-/t/, <i>cot</i>) • <i>mop</i> (/m/-/ō/-/p/, <i>mop</i>) • <i>cop</i> (/k/-/ō/-/p/, <i>cop</i>)




not	pot
rob	on
pot	top
	cot
	mop
	cop

✓ Daily Check: Call on 2 students to sound out and read one word each.

SIGHT WORDS

Write the words on the board, as shown at the left.

they have

		
<p>Now we will review our sight words. Watch and listen.</p> <p>Point to <i>they</i>.</p> <p>They, they.</p> <p>Repeat with <i>have</i>.</p>	<p>Let's read the words together.</p> <p>Randomly point to each word. Have students read the word with you.</p>	<p>Now it's your turn. Read and the words on your own.</p> <p>Randomly point to each word. Have students read the word.</p>

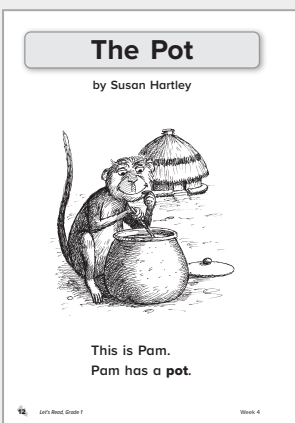
✓ Daily Check: Call on 2 students to read one word each.

WRITTEN VOCABULARY

Write the words on the board, as shown at the left. Use objects, pictures, and demonstrations to help students understand the words.

1. pot
2. top
3. bat
4. tip
5. bit

Now we will learn some new vocabulary words.



Let's Read page 12

1. pot	Point to <i>pot</i> . Let's say the sounds and read the word together: /p/-/ō/-/t/, <i>pot</i> . A <i>pot</i> is a deep round pan that you cook with. Turn to page 12 in <i>Let's Read</i> and find the pot in the pictures. ... Let's pretend to stir stew in a pot. (Do the motions together.)
2. top	Point to <i>top</i> . Together: /t/-/ō/-/p/, <i>top</i> . The <i>top</i> is the highest part of something. Find the top of the pot in the pictures. ... (Pat the top of your head.) This is the top of my head. Now pat the top of your head and say with me "This is the top of my head."
3. bat	Point to <i>bat</i> . Together: /b/-/ā/-/t/, <i>bat</i> . A <i>bat</i> is a small furry animal that looks like a mouse with wings. Find the bat in the pictures. ... Let's pretend we are bats. (Pretend to flap your wings etc., and have the students mimic you.)
4. tip	Point to <i>tip</i> . Together: /t/-/ī/-/p/, <i>tip</i> . To <i>tip</i> means to turn something over. For example, when I drink water, I tip the cup, like this. (Do the motions.) Find something that is tipped in the pictures. (the pot) Point to the pot that is tipped and say with me "The pot is tipped."
5. bit	Point to <i>bit</i> . Together: /b/-/ī/-/t/, <i>bit</i> . A <i>bit</i> is a small amount of something, like this. (Hold your index finger and thumb close together to indicate a bit of something.) For example, I like a bit of sugar in my tea—just a little, not very much. Now show me a bit with your hands and say "This is a bit." (Have the students hold their index finger and thumb close together.)

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called “The Pot.” Please turn to page 12 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- read the title.
- describe each picture, helping them with vocabulary as needed.
- find their target vocabulary words in the pictures and text.
- predict what they think the story will be about.

DURING READING

- Have the class read the story aloud with you, pointing under each word as they read. If a student misreads a word, stop and sound out the word.
- After each page, discuss what the students have read to check for understanding. Clarify any vocabulary that they have trouble with.

AFTER READING

CHECK PREDICTIONS

Discuss the students’ predictions. Which ones matched the story?

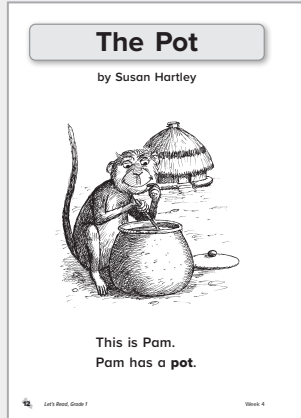
COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

1. **Who are the characters in the story?** (Pam, a bat, two hippos)
2. **What is the setting?** (outside of Pam’s house)
3. **What does Pam have?** (a pot)
4. **What happens to the pot?** (It is tipped over.)
5. **What does the bat do?** (has a bit of what is in the pot)
6. **Why does Pam not have a bit of it?** (The pot was tipped over and everything spilled out.)

 **HOMEWORK**

Have students complete page 14 in the *Student Activity Book* and read “The Pot” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 12

Week 4 Day 3 Homework

Directions: Read each word. Circle the words with the /b/ sound.

not	am	bat	Tom
in	on	cat	ran
at	rat	pot	sit
mom	bin	mat	cat
rip	rob	pan	top

Directions: Say the sound /b/ as you print the letter.


Student Activity Book
page 14

OBJECTIVES

Students will be able to:

- Spell *in, it, tip, tin, rim, bit, bat, bin*
- Read fluently “The Pot”
- Demonstrate understanding of the vocabulary words *thin, wash, cook, reply, vexed*
- Listen to and comprehend “Nyanquoi from Gbarnga”

LEARNING RESOURCES

 Student copybooks

 *Let’s Read*

 *Student Activity Book*

INTRODUCTION

1 MIN.

🔊 Today we will sing a song. You will spell some words. You will read “The Pot” with your partner. Then we will review our vocabulary words and listen as I read the story “Nyanquoi from Gbarnga” to you again.




SONG 🎵

2 MIN.

Sing with the students “Where Does the Hat Go?” (page T14). After singing, have students say the word in the song that begins with the sound /ō/. (on)

SPELLING

10 MIN.

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>bin</i>. I hear 3 sounds: /b/–/ī/–/n/.</p> <p>🔊 The first sound is /b/. (Write <i>b</i>.) The next sound is /ī/. (Write <i>i</i>.) The last sound is /n/. (Write <i>n</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>b–i–n, bin</i>.</p> <p>Erase the word.</p>	<p>🔊 Let’s spell some words together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>bin</i>. What sounds do we hear? /b/–/ī/–/n/.</p> <p>🔊 Let’s write it: /b/ (write <i>b</i>), /ī/ (write <i>i</i>), /n/ (write <i>n</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>b–i–n, bin</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>bit</i> • <i>rim</i> 	<p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>rim</i> • <i>in</i> • <i>tip</i> • <i>it</i> • <i>bat</i> • <i>tin</i> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

✔ **Daily Check:** Call on 2 students to spell one word each.

READING FLUENCY PRACTICE 

12 MIN.

🔊 Now you will read the story “The Pot” with your partner. Please turn to page 12 in *Let’s Read*.

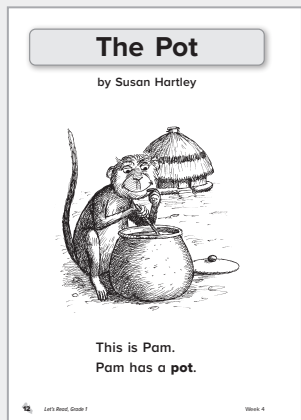
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

ORAL VOCABULARY

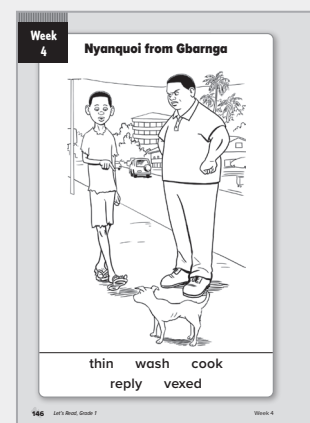
10 MIN.

🔊 Now we will review our vocabulary words.

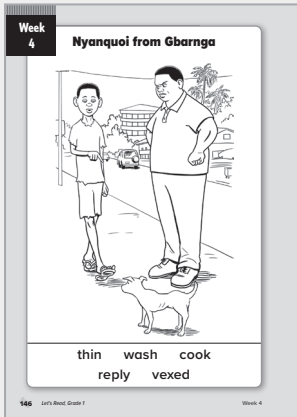
<p>1. thin</p>	<p>🔊 Thin. <i>Thin</i> means not very fat, like this. (Hold your hands close together to show a small space.) For example, if a dog doesn’t eat enough food, it will be a thin dog. When a person is sick, he may get very thin. Turn to page 146 in <i>Let’s Read</i>. Who is thin in the picture? ... Now show me thin with your hands and say “This is thin.” (Have the students hold their hands close together.)</p>
<p>2. wash</p>	<p>🔊 Wash. To <i>wash</i> is to clean something with water. For example, I wash the dishes after dinner. Let’s pretend to wash dishes. (Do the motions together.) What else do you wash at home? (Help individuals respond in well-formed sentences using <i>wash</i>.)</p>
<p>3. cook</p>	<p>🔊 Cook. To <i>cook</i> means to heat food to eat, like on a fire or stove. For example, I cook palava sauce for dinner. Let’s pretend we are cooking palava sauce. (Do the motions together.) What else do you cook at home? (Help individuals respond in well-formed sentences using <i>cook</i>.)</p>
<p>4. reply</p>	<p>🔊 Reply. To <i>reply</i> is to answer or respond to someone who is talking to you. Let’s practice replying. If I say “Good morning,” what do you reply? (Say “good morning”, and have students reply “good morning”. Repeat with “good-bye/good-bye” and “thank you/you’re welcome”.)</p>
<p>5. vexed</p>	<p>🔊 Vexed. <i>Vexed</i> is when you feel a little bit angry, like this. (Cross your arms and frown.) Look at the picture again. Who looks vexed in the picture? ... Let’s pretend we feel vexed. Show me your face when you are vexed and say “I am vexed!” ... When do you feel vexed? (Help individuals respond in well-formed sentences using <i>vexed</i>.)</p>



Let’s Read page 12



Let’s Read page 146



Let's Read page 146

READ-ALOUD

15 MIN.

Now I'm going to read the story "Nyanquoi from Gbarnga." to you again. Please turn to page 146 in *Let's Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- describe each picture, helping them with vocabulary as needed.
- find their target vocabulary words in the picture.

FEATURES OF TEXT

Remember, we talked about retelling a story. When we retell what do we need to know? (who the characters are, what the setting is and what happened) **Who are the characters?** (the people or animals in the story.) **What is the setting?** (where the story takes place) **What do we call the things that happen in a story?** (events)

DURING READING

Read the story aloud twice with expression, using the picture and gestures to convey meaning.

Nyanquoi from Gbarnga
by Geanjay G. Roberts

Gbarnga is the biggest city in Bong County. Nyanquoi is a young boy who lives there with his Uncle Flomo.

Every day, Nyanquoi has to wash his Uncle's clothes and cook dinner. But Uncle Flomo eats all of the food without sharing with Nyanquoi. Nyanquoi is always hungry and very thin.

One evening, Nyanquoi and his uncle go for a walk. They meet a very thin dog on the way. Uncle Flomo looks at the dog and says, "This dog is very thin."

Nyanquoi quickly replies, "I think this dog lives with his uncle."

Uncle Flomo is vexed. "What do you mean?" he asks.

AFTER READING

COMPREHENSION QUESTIONS

Accept any answer supported by the text. Sample answers are given in parentheses.

1. **Who are the characters in the story?** (Nyanquoi, Uncle Flomo, a dog)
2. **What is the setting? Where does the story take place?** (Gbarnga in Bong County)
3. **What does Nyanquoi do for his uncle?** (wash clothes and cook dinner)
4. **What do Nyanquoi and Uncle Flomo see on their walk?** (a very thin dog)
5. **What do we know about Gbarnga from the story?** (It is the biggest city in Bong County.)
6. **Why is Nyanquoi so thin?** (Uncle Flomo does not share his food.)
7. **Do you think Uncle Flomo is a kind man? Why or why not?** (Answers will vary.)
8. **Why do you think Nyanquoi says the thin dog must live with his uncle?** (Nyanquoi is thin and lives with his uncle. The dog is thin like Nyanquoi.)
9. **Let's imagine that Uncle Flomo started sharing his food with Nyanquoi. What do you think might happen to Nyanquoi?** (Answers will vary.)

RETELLING

Guide students to retell the story in their own words.



HOMEWORK

Have students write each spelling and sight word 3 times in their copybooks and spell each word aloud to someone at home. Have them study the words for the quiz tomorrow. The weekly word list is on page 12 in the *Student Activity Book*.

Week 4 Word Lists

Spelling Words

1. in	5. rim
2. it	6. bit
3. tip	7. bat
4. tin	8. bin

Sight Words

9. they	10. have
---------	----------

Student Activity Book
page 12

Week
4


Day
5

OBJECTIVES


Students will be able to:

- Write the target letters and words on a quiz
- Practice letter sounds, decoding, fluency, and comprehension


LEARNING RESOURCES

 Student copybooks

 Letter cards

 Sight word cards

 *Let's Read*

 Supplementary readers

INTRODUCTION

1 MIN.

🔊 Today you will take a quiz on your letters, sounds, and words for the week. Then you will practice your letter sounds and stories from this week.

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

🔊 Now you will take a quiz on your letters and words for the week.

First, write these letters in your copybook.

1. Capital letter **B**.
2. Capital letter **O**.
3. The small letter that says /ī/.
4. The small letter that says /ō/.
5. The small letter that says /b/.

Now write these words in your copybook.

6. *bat*, 7. *bin*, 8. *bit*, 9. *have*, 10. *in*, 11. *it*, 12. *rim*, 13. *they*, 14. *tin*, 15. *tip*

Time permitting, have students write the correct answers on the board and check their work. (To save time, call students to the board in groups of 5.)

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

Divide the students into 2 or more groups according to their needs. Note that you may not have students in every category every time.

Group A (Meets Expectations): Students who are doing well with letter sounds and word recognition and are ready for more practice in fluency and comprehension

Group B (Exceeds Expectations): Students who are excelling in fluency and comprehension and are ready to go further in comprehension and writing

Group C (Needs Additional Support): Students who are struggling with the letter sounds and word recognition

1. First Review Activity (17 MIN.)

Direct each group to do the following activities.

Group A (Meets Expectations)

Have students work in pairs to re-read (a) “The Cat Nap” on page 8 and (b) “The Pot” on page 12 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.




Group B (Exceeds Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each.




As Groups A and B work independently on the above tasks, do the following activity with Group C.

Group C (Needs Additional Support)

Have students review their Alphabet Recognition and Phonics with you. Write the letters and the words on the board, as shown at the right. You can also use the letter cards for this activity.

		
<p>🔊 Watch and listen as I review our letter names and sounds.</p> <p>Randomly point under all the letters, saying the name.</p> <p>Randomly point under all the letters, saying the sound.</p>	<p>🔊 Say the names with me. Randomly point under all the letters, saying the name.</p> <p>🔊 Say the sounds with me. Randomly point under all the letters, saying the sound.</p>	<p>🔊 Now it's your turn. Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p>

Oo Bb Ii Pp

		
<p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>bat</i>. Point under each letter.</p> <p>🔊 /b/-/ā/-/t/, bat.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>bat</i>.</p> <p>🔊 /b/-/ā/-/t/, bat.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>not</i> • <i>on</i> • <i>bin</i> 	<p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p>

bat	bin
not	tab
on	mop
bin	ban
	top
	rib
	cop
	nab
	bit

Time permitting, have these students work in pairs to make words with their letter cards or review their sight word cards.

2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed.

Group A (Meets Expectations)

Have students work in pairs to read any of the supplementary readers, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. If they can't read the stories yet, they should talk about the pictures with each other.

Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions at the end of "The Cat Nap" on page 8 in *Let's Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read (a) "The Cat Nap" on page 8 and (b) "The Pot" on page 12 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times. If they finish early, they should re-read any previously seen text in *Let's Read*.



HOMEWORK

Have students re-read the *Let's Read* texts for the week aloud to someone at home.