

# Week 14 Lesson Planner

	Monday (Day 1) <i>pages 230–233</i>	Tuesday (Day 2) <i>pages 234–237</i>	Wednesday (Day 3) <i>pages 238–241</i>	Thursday (Day 4) <i>pages 242–245</i>	Friday (Day 5) <i>pages 246–248</i>
<b>Phonological Awareness</b>	Segment words into three sounds.		Segment words into three sounds.		
<b>Song</b>		“Up and Down”		“Up and Down”	
<b>Alphabet Recognition and Phonics</b>	<ul style="list-style-type: none"> <li>• V, v</li> <li>• Read words with the letter v as /v/.</li> </ul>		<ul style="list-style-type: none"> <li>• Z, z</li> <li>• Read words with the letter z as /z/.</li> </ul>		<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>		<i>kick, sick, sack, back, rock, clock, vet, van</i>		<i>kick, sick, sack, back, rock, clock, vet, van</i>	
<b>Sight Words</b>	<i>hurt, go</i>		<i>hurt, go</i>		
<b>Written Vocabulary</b>	<i>move, win, kid, fast, wet</i>		<i>pet, vet, well, sick, hurt</i>		
<b>Reading Comprehension</b>	“On the Move”		“A Vet Helps Pets”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “On the Move”		Pairs: “A Vet Helps Pets”	Differentiated review
<b>Oral Vocabulary</b>		<i>stepmother, unkind, look for, find, surprised</i>		<i>stepmother, unkind, look for, find, surprised</i>	
<b>Read-Aloud</b>		“Joy at the Market”		“Joy at the Market”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 40 in <i>Student Activity Book</i></li> <li>• “On the Move”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 41 in <i>Student Activity Book</i></li> <li>• “A Vet Helps Pets”</li> </ul>	<ul style="list-style-type: none"> <li>• Write spelling and sight words 3 times in copybooks.</li> <li>• Study for quiz.</li> </ul>	Re-read “On the Move” and “A Vet Helps Pets.”
<b>Day 5 Review: Differentiated Instruction</b>	<p><b>First Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to re-read “On the Move” and “A Vet helps Pets.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read any supplementary reader.</li> <li>• Group C (Needs Additional Support): Review Alphabet Recognition and Phonics.</li> </ul> <p><b>Second Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to read any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “On the Move.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “On the Move” and “A Vet Helps Pets.”</li> </ul>				

## Grade 1 National Standards for Reading and Comprehension

**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 relationship to pronounce unknown words correctly • Demonstrate comparative analysis of issues as it relates to self-identity • Read and demonstrate understanding of spoken and written grade-level texts • Analyze issues with emphasis on details and make sound judgments after careful evaluation of facts and issues.

**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 • Form and read words with 2-letter consonant blends • 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 • Identify main topic and descriptive details of a nonfiction text to make lesson content/ language text • 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 • Distinguish fantasy and reality • Identify sounds represented by varied consonant and vowel patterns • Blend syllables into words • Make connections between a text and their own lives • Demonstrate understanding of vocabulary and related subject words in context • Identify supporting details • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Segment words into three sounds
- Identify capital *V* and small *v*
- Read words with the letter *v* as /v/
- Read the sight words *hurt, go*
- Demonstrate understanding of the vocabulary words *move, win, kid, fast, wet*
- Read and comprehend “On the Move”

**LEARNING RESOURCES**

 Letter cards

 *Let's Read*

 *Student Activity Book*




**INTRODUCTION**

**1 MIN.**

▶ Today we will break words into their sounds. We will learn capital *V* and small *v* and some new sight words. We will also review our vocabulary and read the story “On the Move” again.

**PHONOLOGICAL AWARENESS**

**4 MIN.**




		
<p>▶ Now we will break words into three sounds. I will say a word. Then I will say its three sounds. Watch and listen.</p> <p>▶ The word is <i>van</i>. The three sounds in <i>van</i> are /v/, /ă/, /n/.</p> <p>Repeat with <i>vet</i> (/v/, /ě/, /t/).</p>	<p>▶ Let's do it together.</p> <p>▶ Listen: <i>vet</i>. Say the word with me: <i>vet</i>. Say the sounds with me: /v/, /ě/, /t/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>pet</i> (/p/, /ě/, /t/)</li> <li>• <i>well</i> (/w/, /ě/, /l/)</li> </ul>	<p>▶ Now it's your turn. I will say a word. You will repeat the word and say its sounds.</p> <p>Say these words one at a time. Have the students repeat each word and say its sounds:</p> <ul style="list-style-type: none"> <li>• <i>well</i> (<i>well</i>, /w/, /ě/, /l/)</li> <li>• <i>sick</i> (<i>sick</i>, /s/, /ĩ/, /k/)</li> <li>• <i>wig</i> (<i>wig</i>, /w/, /ĩ/, /g/)</li> <li>• <i>van</i> (<i>van</i>, /v/, /ă/, /n/)</li> </ul>

✔ **Daily Check:** Call on 2 students to say the sounds in one word each.




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

Vv	Kk	ck	Jj
Ww	Ff		

		
<p>🔊 <b>Now we will read some words with the letter v. Watch and listen.</b></p> <p>Point to vest. Point under each letter.</p> <p>🔊 /v/-/ĕ/-/s/-/t/, <b>vest.</b></p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to vest.</p> <p>🔊 /v/-/ĕ/-/s/-/t/, <b>vest.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /v/-/ĕ/-/n/-/t/, <i>vent</i></li> <li>• /v/-/ă/-/t/, <i>vat</i></li> </ul>	<p>🔊 <b>Now it's your turn. Say the sounds and read the words on your own.</b></p> <p>One at a time point under:</p> <ul style="list-style-type: none"> <li>• <i>vat</i> (/v/-/ă/-/t/, <i>vat</i>)</li> <li>• <i>vet</i> (/v/-/ĕ/-/t/, <i>vet</i>)</li> <li>• <i>van</i> (/v/-/ă/-/n/, <i>van</i>)</li> <li>• <i>vast</i> (/v/-/ă/-/s/-/t/, <i>vast</i>)</li> </ul>

vest	vat
vent	vet
vat	van
	vast




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

hurt go

**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>hurt</i>.</p> <p>Now <i>Hurt, h-u-r-t, hurt.</i></p> <p>Repeat with <i>go</i>.</p>	<p>Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p>	<p>Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</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.

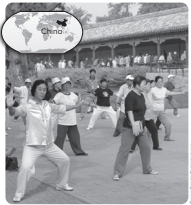
Now we will review our vocabulary words from last time.

1. move
2. win
3. kid
4. fast
5. wet

1. move	Point to <i>move</i> . Read the word: ( <i>move</i> ). To <i>move</i> means to change position. Turn to page 36 in <i>Let's Read</i> and find the people who are <i>moving</i> . ... Let's move our arms together and say "We are moving our arms." (Do the motions.)
2. win	Point to <i>win</i> . Read the word: ( <i>win</i> ). To <i>win</i> is to come in first place in a competition or score the most goals in a game. Point to the person who is winning a race in the pictures and say, "He is winning."
3. kid	Point to <i>kid</i> . Read the word: ( <i>kid</i> ). <i>Kid</i> is another word for <i>child</i> . Find a kid in the pictures. Point and say, "This is a kid." Raise your hand and say, "I am a kid!"
4. fast	Point to <i>fast</i> . Read the word: ( <i>fast</i> ). <i>Fast</i> means very quickly. For example, when you play football, you have to run fast, like this. (Do the motions.)
5. wet	Point to <i>wet</i> . Read the word: ( <i>wet</i> ). When something is <i>wet</i> , it is covered with water. When we swim, our bodies get wet. Look at the pictures again. Find the children who are wet. Point to them and say, "They are wet."

**On the Move**

by Lili Henderson



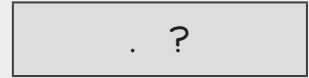
We like to move.  
It is fun to move.

Let's Read page 36

**READING COMPREHENSION**

20 MIN.

Write a period and a question mark on the board, as shown at the right.



🔊 Now we will read the passage “On the Move” together again. Please turn to page 36 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

- read the title and the name of the author.
- describe each picture, helping them with vocabulary as needed.
- find their target vocabulary words in the pictures and text.

**CONCEPTS OF PRINT**

- Point to the period. 🔊 **Remember, the period tells us that the sentence has ended. We pause before reading the next sentence.**
- Point to the question mark. 🔊 **This is a question mark. Remember when a sentence ends with a question mark, it means the author is asking you a question.** Have students find examples of question marks in the text.

**FEATURES OF TEXT**

- 🔊 **This text gives us true information about something. What do we call texts that give us true information?** (nonfiction)
- 🔊 **The topic of a nonfiction text is what the text is about. For example, nonfiction texts can tell us about real people or animals or the world around us. Let’s read the text again to remember the topic.**

**DURING READING**

- Have the class read the text 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 they have trouble with.

**AFTER READING**

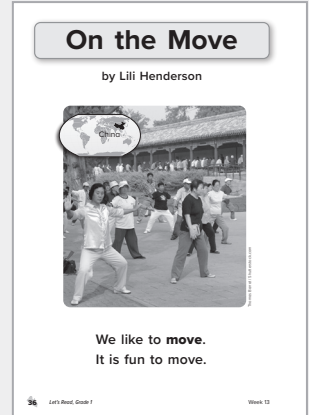
**COMPREHENSION QUESTIONS**

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

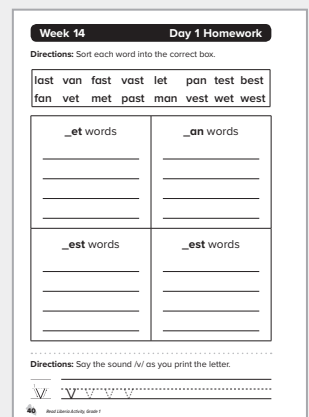
- 1. **What is the topic of the text?** (ways that people move)
- 2. **What are the different ways that people move in the text?** (run, jump, jog, hop, kick, skid, swim, spin)
- 3. **What are some ways you like to move?** (Answers will vary.)

 **HOMework**

Have students complete page 40 in the *Student Activity Book* and read “On the Move” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 36



*Student Activity Book* page 40

**OBJECTIVES**

Students will be able to:

- Spell *rock, vet, back, kick, sick, sack, van, clock*
- Read fluently “On the Move”
- Demonstrate understanding of the vocabulary words *stepmother, unkind, look for, find, surprised*
- Listen to and comprehend “Joy at the Market”

**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 “On the Move” 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 “Up and Down” (page T15). While singing, have students stand up, walk around, clap, and crouch down. Then ask them how it felt to move their bodies. (Answers will vary.)

**SPELLING**

**10 MIN.**

<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>rock</i>. I hear 3 sounds: /r/-/ɔ/-/k/.</p> <p>🔊 The first sound is /r/. (Write r.) The next sound is /ɔ/. (Write o.) The last sound is /k/. I remember when the /k/ sound comes at the end of a word, it is usually spelled with the letters <i>ck</i>. (Write <i>ck</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>r-o-c-k, rock</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>rock</i>. What sounds do we hear? /r/-/ɔ/-/k/.</p> <p>🔊 Let’s write it: /r/ (write r), /ɔ/ (write o), /k/. When the /k/ sound comes at the end of a word, it is usually spelled with the letters <i>ck</i> (write <i>ck</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>r-o-c-k, rock</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>vet</i></li> <li>• <i>back</i></li> </ul>	<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"> <li>• <i>back</i></li> <li>• <i>kick</i></li> <li>• <i>sick</i></li> <li>• <i>sack</i></li> <li>• <i>van</i></li> <li>• <i>clock</i></li> </ul> <p>If necessary, remind students that the /k/ sound at the end of each word is spelled with the letters <i>ck</i>.</p> <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 “On the Move” with your partner again. Please turn to page 36 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.

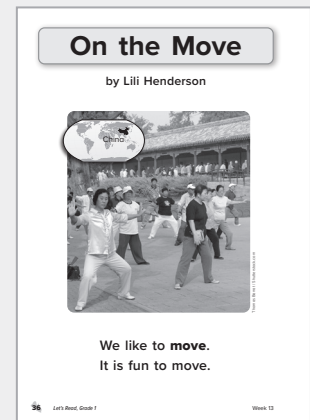
**ORAL VOCABULARY**

10 MIN.

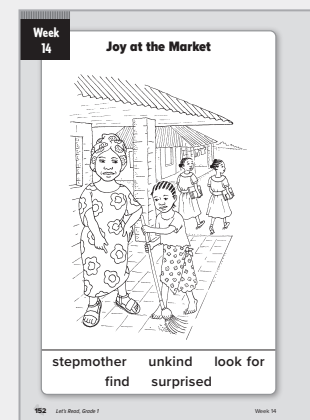
Use objects, pictures, and demonstrations to help students understand the words.

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

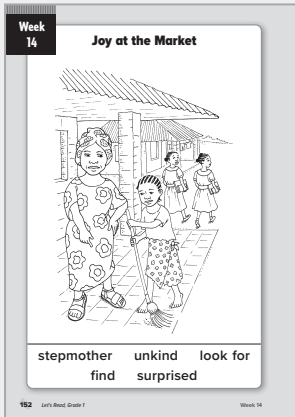
1. stepmother	🔊 <b>Stepmother.</b> Your <i>stepmother</i> is your father’s wife who is not your real mother but your mother by marriage. Turn to page 152 in <i>Let’s Read</i> and find the stepmother in the pictures.
2. unkind	🔊 <b>Unkind.</b> If someone is <i>unkind</i> , they are not nice or friendly. They are mean. For example, if you laugh at someone or call them a bad name, you are being unkind. What else do unkind people do? (Help individuals respond in well-formed sentences using <i>unkind</i> .)
3. look for	🔊 <b>Look for.</b> When you <i>look for</i> something, you use your eyes to try to see something that is lost or hidden. (Hide your pencil under your book.) For example, I have lost my pencil. I don’t know where it is! Can you help me look for it? (Call an individual up to help you demonstrate <i>looking for</i> .)
4. find	🔊 <b>Find.</b> When you <i>find</i> something, you see something that was lost or hidden. For example, sometimes we don’t know where something is. We look and look for it, and if we are lucky, we find it. (Find your pencil that was hidden.) For example, My pencil was lost. I looked for it and was able to find it!
5. surprised	🔊 <b>Surprised.</b> You feel <i>surprised</i> when something happens that you didn’t expect was going to happen. For example, if your friend tells you that she met President Weah, you might feel surprised and say, “Wow, really?” (Show surprise on your face.) Let’s all pretend to be surprised and say, “Wow, really? I’m surprised!”



Let’s Read page 36



Let’s Read page 152



Let's Read page 152

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read to you a new story called "Joy at the Market." Please turn to page 152 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

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

**FEATURES OF TEXT**

🔊 Remember, we talked about what a problem is. A problem is a bad situation that needs to be fixed or solved. Characters in stories have problems. Listen to the story to find out who has a problem and what the problem is.

**DURING READING**

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

🔊 Joy at the Market  
by W. Teerix Beh

Suma lived with her father, her stepmother, and two stepsisters in Harbel City, far away from her hometown. She did not know where her mother lived.

Suma's stepmother was unkind to Suma. She made Suma work hard. Suma's stepsisters had time to go to school and to study. Suma could only go to school or study if there was no work for her to do.

Suma always thought about her own mother. She hoped that one day she would find her mother and go and live with her.

One day at the market, a woman walked towards Suma and asked, "Are you Suma?"

"Yes," Suma replied.

"I have been looking for you for a very long time," the woman said.

"Who are you?" Suma asked, surprised.

"I am your mother—your real mother!" the woman replied.

Suma's mother took Suma back to her hometown, where they lived happily ever after.

**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?** (Suma, her stepmother, her true mother)
2. **What is the setting? Where does the story take place?** (Harbel City, the market)
3. **Who does Suma live with?** (her father, stepmother, and two sisters)
4. **How is Suma's stepmother unkind to her?** (She doesn't let Suma go to school or study.)
5. **What does Suma want?** (to find her real mother and live with her)
6. **What happens at the market?** (Suma's real mother finds her.)
7. **How does the story end?** (Suma's mother takes Suma home to live with her and they live happily ever after.)



**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 39 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 14 Word Lists

Spelling Words

1. kick	5. rock
2. sick	6. clock
3. sack	7. vet
4. back	8. van

Sight Words

9. hurt	10. go
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Read Liberia Activity Book 1

*Student Activity Book*  
page 39

**OBJECTIVES**

Students will be able to:

- Segment words into three sounds
- Identify capital Z and small z
- Read words with the letter z as /z/
- Read the sight words *hurt, go*
- Demonstrate understanding of the vocabulary words *pet, vet, well, sick, hurt*
- Read and comprehend “A Vet Helps Pets”

**LEARNING RESOURCES**

 Letter cards

 *Let's Read*

 *Student Activity Book*




**INTRODUCTION**

**1 MIN.**

▶ Today we will break words into sounds. We will learn capital Z and small z. We will review our sight words. We will also learn some new vocabulary words and read a new text together.

**PHONOLOGICAL AWARENESS**

**4 MIN.**




		
<p>▶ Now we will break words into three sounds. I will say a word. Then I will say its three sounds. Watch and listen.</p> <p>▶ The word is <i>zap</i>. The three sounds in <i>zap</i> are /z/, /ă/, /p/.</p> <p>Repeat with <i>van</i> (/v/, /ă/, /n/).</p>	<p>▶ Let's do it together.</p> <p>▶ Listen: <i>van</i>. Say the word with me: <i>van</i>. Say the sounds with me: /v/, /ă/, /n/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>zag</i> (/z/, /ă/, /g/)</li> <li>• <i>buzz</i> (/b/, /ŭ/, /z/)</li> </ul>	<p>▶ Now it's your turn. I will say a word. You will repeat the word and say its sounds.</p> <p>Say these words one at a time. Have the students repeat each word and say its sounds:</p> <ul style="list-style-type: none"> <li>• <i>buzz</i> (<i>buzz</i>, /b/, /ŭ/, /z/)</li> <li>• <i>vet</i> (<i>vet</i>, /v/, /ĕ/, /t/)</li> <li>• <i>zig</i> (<i>zig</i>, /z/, /ĭ/, /g/)</li> <li>• <i>jazz</i> (<i>jazz</i>, /j/, /ă/, /z/)</li> <li>• <i>zap</i> (<i>zap</i>, /z/, /ă/, /p/)</li> </ul>

✔ **Daily Check:** Call on 2 students to say the sounds in one word each.




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

Zz	Vv	Kk	ck
Jj	Ww		

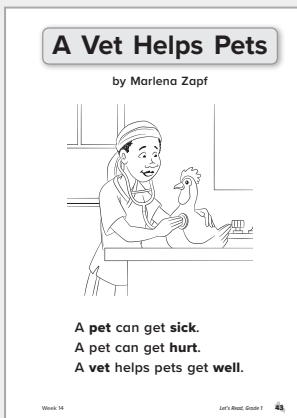
		
<p><b>▶▶ Now we will read some words with the letter z. Watch and listen.</b></p> <p>Point to <i>zip</i>. Point under each letter.</p> <p><b>▶▶ /z/-/ī/-/p/, zip.</b></p>	<p><b>▶▶ Let's say the sounds and read the word together.</b></p> <p>Point to <i>zip</i>.</p> <p><b>▶▶ /z/-/ī/-/p/, zip.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /z/-/ī/-/g/, zig</li> <li>• /f/-/ū/-/z/, fuzz</li> </ul> <p>If necessary, remind students that when they see two of the same consonant letter together, like the z's in <i>fuzz</i>, they only say the sound one time.</p>	<p><b>▶▶ Now it's your turn. Say the sounds and read the words on your own.</b></p> <p>One at a time point under:</p> <ul style="list-style-type: none"> <li>• <i>fuzz</i> (/f/-/ū/-/z/, fuzz)</li> <li>• <i>zap</i> (/z/-/ă/-/p/, zap)</li> <li>• <i>jazz</i> (/j/-/ă/-/z/, jazz)</li> <li>• <i>buzz</i> (/b/-/ū/-/z/, buzz)</li> <li>• <i>zag</i> (/z/-/ă/-/g/, zag)</li> </ul>

zip	fuzz
zig	zap
fuzz	jazz
	buzz
	zag

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

hurt go

1. pet
2. vet
3. well
4. sick
5. hurt



Let's Read page 43

**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 hurt. <b>Hurt, h-u-r-t, hurt.</b></p> <p>Repeat with go.</p>	<p>Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p>	<p>Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p>

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

**WRITTEN VOCABULARY**

**10 MIN.**

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

Now we will learn some new vocabulary words.

1. pet	Point to <i>pet</i> . <b>Let's say the sounds and read the word together: /p/-/ĕ/-/t/, pet. A pet is an animal that we keep at home to help us. For example, some people keep dogs at home to guard the house. Some people keep cats at home to catch rats and snakes. Do you have a pet at home? (Help individuals respond in well-formed sentences using <i>pet</i>.)</b>
2. vet	Point to <i>vet</i> . <b>Together: /v/-/ĕ/-/t/, vet. A vet is a doctor for animals. Turn to page 43 in <i>Let's Read</i> and find the vet in the pictures. ... Have you ever taken an animal to a vet, or has a vet ever come to your home to help your animals? (Help individuals respond in well-formed sentences using <i>vet</i>.)</b>
3. well	Point to <i>well</i> . <b>Together: /w/-/ĕ/-/l/, well. When you are well, your body feels good, you are strong and healthy, and you are not sick. Look at the pictures again. Find the animals that look well. Point to the animal and say, "This animal is well."</b>
4. sick	Point to <i>sick</i> . <b>Together: /s/-/ĭ/-/k/, sick. When you are sick, your body feels bad. For example, you may have a fever. Your head may hurt. Your stomach may hurt. Let's all pretend we are sick and say, "I feel sick!" (Do the motions.)</b>
5. hurt	Point to <i>hurt</i> . <b>This is the sight word, hurt. Let's read and spell it together: hurt, h-u-r-t, hurt. When you are hurt, it means something bad happened to your body. What are some ways we sometimes get hurt? (Help individuals respond in well-formed sentences using <i>hurt</i>.)</b>




**OBJECTIVES**

Students will be able to:

- Spell *sack, kick, rock, sick, clock, van, vet, back*
- Read fluently “A Vet Helps Pets”
- Demonstrate understanding of the vocabulary words *stepmother, unkind, look for, find, surprised*
- Listen to and comprehend “Joy at the Market”

**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 “A Vet Helps Pets” with your partner. Then we will review our vocabulary words and listen as I read the text “Joy at the Market” to you again.




**SONG** 🎵

**2 MIN.**

Sing with the students “Up and Down” (page T15). While singing, have students stand up, walk around, clap, and crouch down. Then ask them how it felt to move their bodies. (Answers will vary.)

**SPELLING**

**10 MIN.**

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>sack</i>. I hear 3 sounds: /s/–/ă/–/k/.</p> <p>🔊 The first sound is /s/. (Write s.) The next sound is /ă/. (Write a.) The last sound is /k/. I remember when the /k/ sound comes at the end of a word, it is usually spelled with the letters <i>ck</i>. (Write <i>ck</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s–a–c–k, sack</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>sack</i>. What sounds do we hear? /s/–/ă/–/k/.</p> <p>🔊 Let’s write the word: /s/ (write s), /ă/ (write a), /k/. When the /k/ sound comes at the end of a word, it is usually spelled with the letters <i>ck</i> (write <i>ck</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>s–a–c–k, sack</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>kick</i></li> <li>• <i>rock</i></li> </ul>	<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"> <li>• <i>rock</i></li> <li>• <i>sick</i></li> <li>• <i>clock</i></li> <li>• <i>van</i></li> <li>• <i>vet</i></li> <li>• <i>back</i></li> </ul> <p>For <i>clock</i>, tell students that the /k/ sound at the beginning is spelled with the letter c.</p> <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 “A Vet Helps Pets” with your partner. Please turn to page 43 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.

1. stepmother	🔊 <b>Stepmother.</b> Your <i>stepmother</i> is your father’s wife who is not your real mother but your mother by marriage. Turn to page 152 in <i>Let’s Read</i> and find the stepmother in the pictures.
2. unkind	🔊 <b>Unkind.</b> If someone is <i>unkind</i> , they are not nice or friendly. They are mean. For example, if you laugh at someone or call them a bad name, you are being unkind. What else do unkind people do? (Help individuals respond in well-formed sentences using <i>unkind</i> .)
3. look for	🔊 <b>Look for.</b> When you <i>look for</i> something, you use your eyes to try to see something that is lost or hidden. (Hide your pencil under your book.) For example, I have lost my pencil. I don’t know where it is! Can you help me look for it? (Call an individual up to help you demonstrate <i>looking for</i> .)
4. find	🔊 <b>Find.</b> When you <i>find</i> something, you see something that was lost or hidden. For example, sometimes we have something but we don’t know where it is. We look and look for it, and if we are lucky, we find it again. (Find your pencil that was hidden.) For example, my pencil was lost. I looked for it and was able to find it!
5. surprised	🔊 <b>Surprised.</b> You feel <i>surprised</i> when something happens that you didn’t expect was going to happen. For example, if your friend tells you that she met President Weah, you might feel surprised and say, “Wow, really?” (Show surprise on your face.) Let’s all pretend to be surprised and say, “Wow, really? I’m surprised!”

**A Vet Helps Pets**

by Mariena Zapf



A pet can get sick.  
A pet can get hurt.  
A vet helps pets get well.

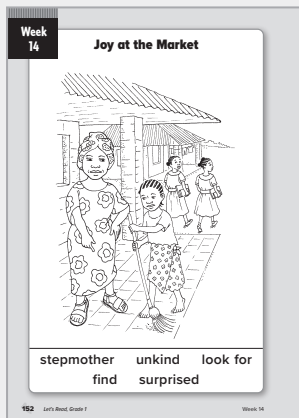
*Let’s Read* page 43

**Joy at the Market**



stepmother unkind look for  
find surprised

*Let’s Read* page 152



Let's Read page 152

### READ-ALOUD

15 MIN.

Now I'm going to read the story "Joy at the Market" to you again. Please turn to page 152 in *Let's Read*.

#### BEFORE READING

##### PREVIEW

Guide the students to . . .

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

##### FEATURES OF TEXT

Remember, we talked about what a problem is. What is a problem? (a bad situation that needs to be fixed or solved) **Characters in stories have problems. Listen to the story again to remember who has a problem and what the problem is.**

#### DURING READING

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

#### Joy at the Market by W. Teerix Beh

Suma lived with her father, her stepmother, and two stepsisters in Harbel City, far away from her hometown. She did not know where her mother lived.

Suma's stepmother was unkind to Suma. She made Suma work hard. Suma's stepsisters had time to go to school and to study. Suma could only go to school or study if there was no work for her to do.

Suma always thought about her own mother. She hoped that one day she would find her mother and go and live with her.

One day at the market, a woman walked towards Suma and asked, "Are you Suma?"

"Yes," Suma replied.

"I have been looking for you for a very long time," the woman said.

"Who are you?" Suma asked, surprised.

"I am your mother—your real mother!" the woman replied.

Suma's mother took Suma back to her hometown, where they lived happily ever after.

**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?** (Suma, her stepmother, her true mother)
2. **What is the setting?** (Harbel City, the market)
3. **Who does Suma live with?** (her father, stepmother, and two sisters)
4. **How is Suma’s stepmother unkind to her?** (She doesn’t let Suma go to school or study.)
5. **What does Suma want?** (to find her real mother and live with her)
6. **What happens at the market?** (Suma’s real mother finds her.)
7. **How does the story end?** (Suma’s mother takes Suma home to live with her and they live happily ever after.)
8. **How do you think Suma’s mother and stepmother are different?** (Answers will vary.)
9. **How do you think living with her mother will be different for Suma than living with her stepmother was?** (Answers will vary.)

**RETELLING**

Guide students to retell the story in their own words.



**HOMEWORK**

Have students write each spelling 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 39 in the *Student Activity Book*.

Week 14 Word Lists

Spelling Words

1. kick	5. rock
2. sick	6. clock
3. sack	7. vet
4. back	8. van

Sight Words

9. hurt	10. go
---------	--------

Read Liberia Activity Book 1


*Student Activity Book*  
page 39

### OBJECTIVES


Students will be able to:

- Write the target letters and spelling and sight 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 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 **V**.
2. Capital letter **Z**.
3. Capital letter **K**.
4. The small letter that says /z/.
5. The small letter that says /v/.

Now write these words in your copybook.

6. *go*, 7. *kick*, 8. *rock*, 9. *hurt*, 10. *sick*, 11. *back*, 12. *vet*, 13. *sack*, 14. *van*, 15. *clock*

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) “On the Move” on page 36 and (b) “A Vet Helps Pets” on page 43 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>🔊 <b>Watch and listen as I review our letter names and sounds.</b></p> <p>Randomly point under all the letters, saying the name.</p> <p>Randomly point under all the letters, saying the sound.</p>	<p>🔊 <b>Say the names with me.</b> Randomly point under all the letters, saying the name.</p> <p>🔊 <b>Say the sounds with me.</b> Randomly point under all the letters, saying the sound.</p>	<p>🔊 <b>Now it's your turn. Say the names.</b> Randomly point under all the letters.</p> <p>🔊 <b>Say the sounds.</b> Randomly point under all the letters.</p>

Zz Vv Kk ck  
Jj Ww

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

vast      buzz  
zag      zip  
van      vet  
buzz      zap  
            vest  
            fuzz  
            zig  
            jazz  
            vent

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.

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions at the end of “On the Move” on page 36 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “On the Move” on page 36 and (b) “A Vet Helps Pets” on page 43 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.