

# Week 15 Lesson Planner

	Monday (Day 1) <i>pages 270–273</i>	Tuesday (Day 2) <i>pages 274–277</i>	Wednesday (Day 3) <i>pages 278–281</i>	Thursday (Day 4) <i>pages 282–285</i>	Friday (Day 5) <i>pages 286–288</i>
<b>Phonological Awareness</b>	Segment words into sounds.		Segment words into sounds.		
<b>Song</b>		“Old McDonald Had a Farm”		“Old McDonald Had a Farm”	
<b>Alphabet Recognition and Phonics</b>	<ul style="list-style-type: none"> <li>• Q, q</li> <li>• Read words with the letters qu as /kw/.</li> </ul>		<ul style="list-style-type: none"> <li>• X, x</li> <li>• Read words with the letter x as /ks/.</li> </ul>		<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>		<i>zig, zag, buzz, quit, quick, quiz</i>		<i>zig, zag, buzz, quit, quick, quiz</i>	
<b>Sight Words</b>	<i>said, want, my, your</i>		<i>said, want, my, your</i>		
<b>Written Vocabulary</b>	<i>pet, vet, well, sick, hurt</i>		<i>box, quit, vex, fix, relax</i>		
<b>Reading Comprehension</b>	“A Vet Helps Pets”		“The Big Box”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “A Vet Helps Pets”		Pairs: “The Big Box”	Differentiated review
<b>Oral Vocabulary</b>		<i>vegetable, grow, stay, fair, decide</i>		<i>vegetable, grow, stay, fair, decide</i>	
<b>Read-Aloud</b>		“It’s Not Fair!”		“It’s Not Fair!”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 43 in <i>Student Activity Book</i></li> <li>• “A Vet Helps Pets”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 44 in <i>Student Activity Book</i></li> <li>• “The Big Box”</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 “A Vet Helps Pets” and “The Big Box.”
<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 “A Vet Helps Pets” and “The Big Box.”</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 “A Vet Helps Pets.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “A Vet Helps Pets” and “The Big Box.”</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 • 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 sounds
- Identify capital *Q* and small *q*
- Read words with the letters *qu* as /kw/
- Read the sight words *said, want, my, your*
- 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 their sounds. We will learn capital *Q* and small *q* and some new sight words. We will also review our vocabulary and read the story “A Vet Helps Pets” again.

**PHONOLOGICAL AWARENESS**

**4 MIN.**




		
<p>▶ Now we will break words into sounds. I will say a word. Then I will say its sounds. Watch and listen.</p> <p>▶ The word is <i>quit</i>. The sounds in <i>quit</i> are /k/, /w/, /i/, /t/.</p> <p>Repeat with <i>quick</i> (/k/, /w/, /i/, /k/).</p>	<p>▶ Let’s do it together.</p> <p>▶ Listen: <i>quick</i>. Say the word with me: <i>quick</i>. Say the sounds with me: /k/, /w/, /i/, /k/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>quiz</i> (/k/, /w/, /i/, /z/)</li> <li>• <i>stick</i> (/s/, /t/, /i/, /k/)</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>quack</i> (<i>quack</i>, /k/, /w/, /ă/, /k/)</li> <li>• <i>quit</i> (<i>quit</i>, /k/, /w/, /i/, /t/)</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 <i>Q</i>. 🔊 <b>This is capital Q.</b></p> <p>Point under <i>q</i>. 🔊 <b>This is small q.</b></p> <p>Point under <i>Qu</i> and <i>qu</i>. 🔊 <b>Capital Q and small q always come together with the letter u. Together the letters q and u make the sounds /kw/.</b></p> <p>Repeat.</p>	<p>Point in turn under <i>Q, q</i>. 🔊 <b>Say the name with me: Capital Q, small q.</b></p> <p>Point in turn under <i>Qu, qu</i>. 🔊 <b>Say the sounds with me: /kw/, /kw/.</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 <i>Q, q</i>. 🔊 <b>Say the name.</b> (Capital Q, small q)</p> <p>Point in turn under <i>Qu, qu</i>. 🔊 <b>Say the sounds.</b> (/kw/, /kw/)</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 /kw/.</p>

Qq Qu qu Zz Vv  
Kk ck Jj

		
<p>🔊 <b>Now we will read some words with the letters qu. Watch and listen.</b></p> <p>Point to <i>quiz</i>. Underline <i>qu</i>. 🔊 <b>The letter q always comes together with the letter u. Together these letters make the sounds /kw/. The word is /kw/-ĩ/-z/, quiz.</b></p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>quiz</i>. Point under <i>qu</i>. 🔊 <b>What letters do we see here? The letters q and u. What sounds do they make together? /kw/.</b></p> <p>🔊 <b>Let's read the word together: /kw/-ĩ/-z/, quiz.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>quack</i>, /kw/-ă/-k/</li> <li>• <i>squid</i>, /s/-kw/-ĩ/-d/</li> </ul>	<p>🔊 <b>Now it's your turn.</b></p> <p>Point to <i>squid</i>. Point under <i>qu</i>. 🔊 <b>What letters do you see here? (q and u) What sounds do they make together? (/kw/)</b></p> <p>🔊 <b>Read the whole word.</b> (/s/-kw/-ĩ/-d/, <i>squid</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>quit</i> (/kw/-ĩ/-t/, <i>quit</i>)</li> <li>• <i>quack</i> (/kw/-ĩ/-k/, <i>quack</i>)</li> <li>• <i>quilt</i> (/kw/-ĩ/-l/-t/, <i>quilt</i>)</li> <li>• <i>quest</i> (/kw/-ě/-s/-t/, <i>quest</i>)</li> </ul>




quiz squid  
quack quit  
squid quick  
quilt  
quest

🔍 **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.

said  
want  
my  
your

		
<p>▶▶ <b>Now we will learn some new sight words. Watch and listen.</b></p> <p>Point to <i>said</i>. ▶▶ <b>Said, s-a-i-d, said.</b></p> <p>Repeat with <i>want, my, and your</i>.</p>	<p>▶▶ <b>Let's read and spell the words together.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p>	<p>▶▶ <b>Now it's your turn. Read and spell the words on your own.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p>

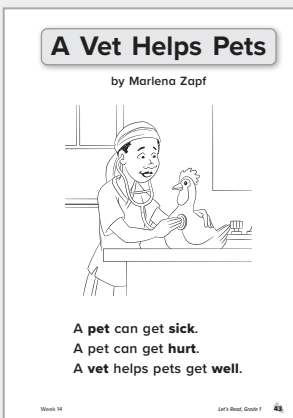
✔ **Daily Check:** Call on 2 students to read one word each.

**WRITTEN VOCABULARY**

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

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

▶▶ **Now we will review our vocabulary words from last time.**



Let's Read page 43

1. pet	Point to <i>pet</i> . ▶▶ <b>Read the word: (<i>pet</i>). A <i>pet</i> 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>Read the word: (<i>vet</i>). A <i>vet</i> is a doctor for animals. Turn to page 43 in <i>Let's Read</i> and find the <i>vet</i> 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>Read the word: (<i>well</i>). When you are <i>well</i>, 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>Read the word: (<i>sick</i>). When you are <i>sick</i>, 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>Read the word: (<i>hurt</i>). When you are <i>hurt</i>, it means something bad happened to your body. For example, maybe you were climbing a tree and fell out and hurt yourself. What are other ways we sometimes get hurt? (Help individuals respond in well-formed sentences using <i>hurt</i>.)</b>

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read the text “A Vet Helps Pets” together again. Please turn to page 43 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

**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**

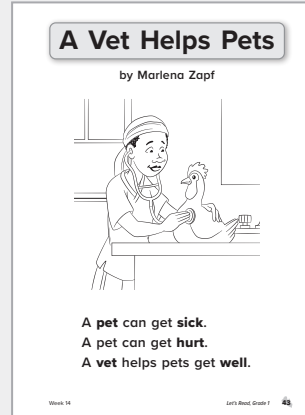
**COMPREHENSION QUESTIONS**

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

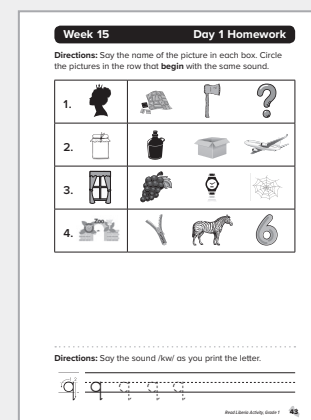
1. **What is this text about?** (a vet helping pets)
2. **How does the cat get sick?** (A bug bites the cat.)
3. **How does the dog get hurt?** (The dog falls.)
4. **What does the vet do for the cat and the dog?** (The vet helps the cat and the dog. They get well.)
5. **How are the cat and the dog different?** (The cat plays with bugs. The cat is bitten by a bug. The dog runs, zigs, and zags. The dog falls.)
6. **How are the cat and the dog alike, or the same?** (They both get hurt and need to see the vet. They both feel better after seeing the vet.)

 **HOMEWORK**

Have students complete page 43 in the *Student Activity Book* and read “A Vet Helps Pets” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 43




*Student Activity Book*  
page 43

**OBJECTIVES**

Students will be able to:

- Spell *quick, zig, quiz, quit, zag, buzz*
- Read fluently “A Vet Helps Pets”
- Demonstrate understanding of the vocabulary words *vegetable, grow, stay, fair, decide*
- Listen to and comprehend “It’s Not Fair!”

**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 “A Vet Helps Pets” 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 “Old MacDonald Had a Farm” using a duck as the animal on the farm (page T15). After singing, have students say the word in the song that begins with the sound /kw/. (*quack*)

**SPELLING**

**10 MIN.**

		
<p>🔊 Now we will spell some words with <i>qu</i>. Watch and listen.</p> <p>🔊 The word is <i>quick</i>. I hear these sounds: /k/–/w/–/i/–/k/.</p> <p>🔊 The first two sounds are /kw/. I know that these sounds are spelled with the letters <i>qu</i> together. (Write <i>qu</i>.) The next sound is /i/. (Write <i>i</i>.) The last sound is /k/. I know that the /k/ sound at the end of a word is usually spelled with <i>ck</i>. (Write <i>ck</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>q–u–i–c–k, quick</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>quick</i>. What sounds do we hear? /k/–/w/ –/i/–/k/.</p> <p>🔊 Let’s write it: /kw/. These two sounds are spelled with the letters <i>qu</i> together (write <i>qu</i>), /i/ (write <i>i</i>) /k/ (write <i>ck</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>q–u–i–c–k, quick</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>zig</i></li> <li>• <i>quiz</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>quiz</i></li> <li>• <i>quit</i></li> <li>• <i>zag</i></li> <li>• <i>buzz</i></li> </ul> <p>For <i>buzz</i>, tell students that the final sound is spelled with a double letter.</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 again. Please turn to page 43 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 text 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. vegetable	🔊 <b>Vegetable.</b> A vegetable is a kind of food that grows out of the ground, like onions, peppers, greens, carrots, and others. Turn to page 153 in <i>Let’s Read</i> and find the vegetables in the picture. ... My favorite vegetable is [name your favorite]. What is your favorite vegetable? (Help individuals respond in well-formed sentences using <i>vegetable</i> .)
2. grow	🔊 <b>Grow.</b> When you grow food, you put seeds in the ground and help them turn into big plants. (Do the motions.) Find the people in the picture who are growing food. ... What are they doing to help the food grow? (watering, weeding) Does your family grow food? What kind? (Help individuals respond in well-formed sentences using <i>grow</i> .)
3. stay	🔊 <b>Stay.</b> Stay means to be in one place and not go anywhere. For example, sometimes children stay home from school. That means they do not come to school. Why do some children stay home from school? (Help individuals respond in well-formed sentences using <i>stay</i> .)
4. fair	🔊 <b>Fair.</b> Fair means everyone gets the same. One person doesn’t get more or less than another. For example, if I give all the boys a piece of candy, to be fair, I have to give all the girls a piece of candy too. (Demonstrate with pairs of students by handing them a pencil or a book and by giving something to one and not the other. Have the other students say whether it is fair or not.)
5. decide	🔊 <b>Decide.</b> To decide means to make a choice about something. For example, if your mother sends you to the market to buy some tomatoes [or other common food], you have to decide which tomatoes to buy. What other kinds of things do you have to decide? (Answers will vary.)

**A Vet Helps Pets**

by Marlena Zapf



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

Let’s Read page 43

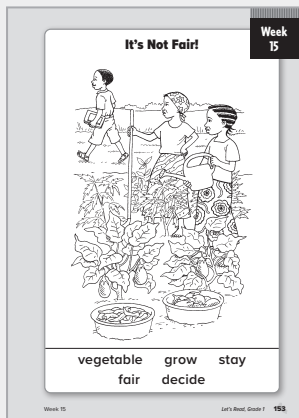
**It’s Not Fair!**

Week 15



vegetable grow stay  
fair decide

Let’s Read page 153



Let's Read page 153

**READ-ALOUD**

**15 MIN.**

Now I'm going to read to you a new story called "It's Not Fair!" Please turn to page 153 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.

**It's Not Fair!**

In Gbarma Town, Gbarpolu County, lives an old woman. Her name was Ma Zinnah. Ma Zinnah is a vegetable farmer. She grows potato greens, peppers, okra, bitterballs, and eggplant. She takes them to the market to sell. She grows cassava, too, but her family eats the cassava at home.

Ma Zinnah has three children, Sando, Wiatta, and Satta. Sando is a boy. Sando goes to school, but Wiatta and Satta do not go to school. They stay home and do all of the work.

One day Satta asks Wiatta, "Why do we have to stay home and do all of the work while Sando goes to school?"

"I don't know, really," replies Wiatta, "but one thing I do know is that we are girls and Sando is a boy."

"It's not fair!" says Satta.

Ma Zinnah hears what her girls are saying. She thinks that Satta is right. She decides that Wiatta and Satta can go to school, too.

**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 this story?** (Ma Zinnah, Sando, Wiatta, and Satta)
2. **What is the setting of the story?** (Gbarma Town, a farm)
3. **What are some details or things that you learned about Ma Zinnah from the story?** (She's a vegetable farmer. She takes her vegetables to the market. She has a boy and two girls.)
4. **Who has a problem in the story and what is their problem?** (Satta and Wiatta; they do not go to school; they stay home and do all of the work.)
5. **How does Satta and Wiatta's problem get fixed or solved in the end?** (Ma Zinnah decides that they can go to school too.)



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

Week 15 Word Lists

Spelling Words

1. zig	4. quit
2. zag	5. quick
3. buzz	6. quiz

Sight Words

7. said	9. my
8. want	10. your

42

*Student Activity Book*  
page 42

**OBJECTIVES**

Students will be able to:

- Segment words into sounds
- Identify capital X and small x
- Read words with the letter x as /ks/
- Read the sight words *said, want, my, your*
- Demonstrate understanding of the vocabulary words *box, quit, vex, fix, relax*
- Read and comprehend “The Big Box”

**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 X and small x. We will review our sight words. We will also learn some new vocabulary words and read a new story together.

**PHONOLOGICAL AWARENESS**

**4 MIN.**




		
<p>🔊 Now we will break words into sounds. I will say a word. Then I will say its sounds. Watch and listen.</p> <p>🔊 The word is <b>box</b>. The sounds in <b>box</b> are /b/, /ɔ̃/, /k/, /s/.</p> <p>Repeat with: vex (/v/, /ě/, /k/, /s/).</p>	<p>🔊 Now let’s say some words together. Then we will say the sounds in the words.</p> <p>🔊 Listen: <b>vex</b>. Say the word with me: <b>vex</b>. Say the sounds with me: /v/, /ě/, /k/, /s/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• ox (/ɔ̃/, /k/, /s/)</li> <li>• wax (/w/, /ă/, /k/, /s/)</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>• wax (wax, /w/, /ă/, /k/, /s/)</li> <li>• fox (fox, /f/, /ɔ̃/, /k/, /s/)</li> <li>• six (six, /s/, /i/, /k/, /s/)</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 X. <b>» This is capital X.</b></p> <p>Point under x. <b>» This is small x.</b></p> <p><b>» Capital X and small x make the sounds of /k/ and /s/ together. They say /ks/.</b></p> <p>Repeat.</p>	<p>Point in turn under X, x. <b>» Say the name with me. Capital X, small x.</b></p> <p><b>» Say the sounds with me: /ks/, /ks/.</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 X, x. <b>» Say the name.</b> (Capital X, small x)</p> <p><b>» Say the sounds.</b> (/ks/, /ks/)</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 /ks/.</p>

Xx Qq Qu qu  
Zz Vv Kk

		
<p><b>» Now we will read some words with the letter x. Watch and listen.</b></p> <p>Point to six. Point under x. <b>» The letter x makes the sounds of /k/ and /s/ together. The word is /s/-/i/-/ks/, six.</b></p>	<p><b>» Let's say the sounds and read the word together.</b></p> <p>Point to six.</p> <p><b>» /s/-/i/-/ks/, six.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /f/-/ö/-/ks/, fox</li> <li>• /n/-/ë/-/ks/-/t/, next</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>• next (/n/-/ë/- /ks/-/t/, next)</li> <li>• box (/b/-/ö/-/ks/, box)</li> <li>• vex (/v/-/ë/-/ks/, vex)</li> <li>• sax (/s/-/ä/-/ks/, sax)</li> <li>• ox (/ö/-/ks/, ox)</li> </ul>

six next  
fox box  
next vex  
sax  
ox




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

said  
want  
my  
your

**SIGHT WORDS**

**5 MIN.**

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

		
<p>🔊 <b>Now we will review our sight words. Watch and listen.</b></p> <p>Point to <i>said</i>. 🔊 <b>Said, s-a-i-d, said.</b></p> <p>Repeat with <i>want, my, and your</i>.</p>	<p>🔊 <b>Let's read and spell the words together.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p>	<p>🔊 <b>Now it's your turn. Read and spell the words on your own.</b></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.

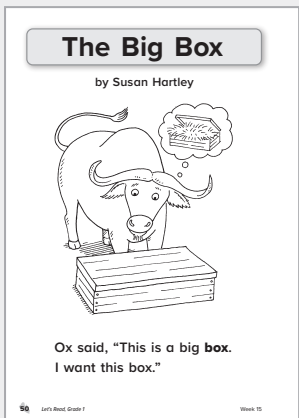
**WRITTEN VOCABULARY**

**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. box
2. quit
3. vex
4. fix
5. relax



Let's Read page 50

1. box	Point to <i>box</i> . 🔊 <b>Let's say the sounds and read the word together: /b/-/ɒ/-/ks/, box. A box is a square or rectangular container for keeping things in. Turn to page 50 in Let's Read and find the box in the pictures. Point to the box and say "This is a box."</b>
2. quit	Point to <i>quit</i> . 🔊 <b>Together: /kw/-/i/-/t/, quit. To quit means to stop doing something. For example, if two students are fighting, I will tell them "Quit it!" That means I want them to stop fighting. If someone is bothering you, you can tell them to quit it. Let's practice saying "Quit it!"</b>
3. vex	Point to <i>vex</i> . 🔊 <b>Together: /v/-/ɛ/-/ks/, vex. To vex someone means to make them upset or angry. If you do not do your work at home, you may vex your mother or father. What vexes you? (Help individuals respond in well-formed sentences using vex.)</b>
4. fix	Point to <i>fix</i> . 🔊 <b>Together: /f/-/i/-/ks/, fix. To fix means to work out a problem or repair something that is broken. For example, if I break my pencil, I can fix it by gluing it back together. Let's say you tore your book. How would you fix the problem? (Help individuals respond in well-formed sentences using fix.)</b>
5. relax	Point to <i>relax</i> . 🔊 <b>Together: /r/-/ɛ/-/l/-/ə/-/ks/, relax. Relax means to calm down and rest after working hard or feeling vexed. For example, when you finish your exam, you can relax. I relax by closing my eyes and breathing slowly and deeply, like this. (Demonstrate and have students mimic.)</b>

**READING COMPREHENSION**

20 MIN.

🔊 Now we will read a new story called “The Big Box.” Please turn to page 50 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

- read the title and author.
- 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?

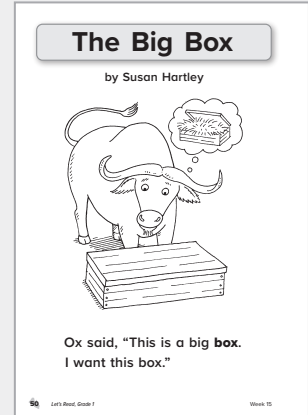
**COMPREHENSION QUESTIONS**

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

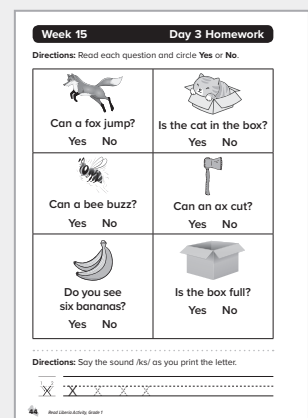
1. **Who are the characters in the story?** (Ox, Fox, the man)
2. **What is the problem in the story?** (Ox and Fox are arguing about who owns the box.)
3. **Why doesn’t Ox and Fox get into a fight?** (The man stops them.)
4. **Who does the box belong to?** (the man)
5. **What does the man do with the sax?** (make music)

 **HOMEWORK**

Have students complete page 44 in the *Student Activity Book* and read “The Big Box” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 50



*Student Activity Book* page 44

**OBJECTIVES**

Students will be able to:

- Spell *zig, zag, buzz, quit, quick, quiz*
- Read fluently “The Big Box”
- Demonstrate understanding of the vocabulary words *vegetable, grow, stay, fair, decide*
- Listen to and comprehend “It’s Not Fair!”

**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 Big Box” with your partner. Then we will review our vocabulary words and listen as I read the story “It’s Not Fair!” to you again.

**SONG**

**2 MIN.**

Sing with the students “Old MacDonald Had a Farm” using a duck as the animal on the farm (page T15). After singing, have students say the word in the song that begins with the sound /kw/. (*quack*)

**SPELLING**

**10 MIN.**

<p>▶ Now we will spell some words. Watch and listen.</p> <p>▶ The word is <i>zag</i>. I hear 3 sounds: /z/-/ă/-/g/.</p> <p>▶ The first sound is /s/. (Write s.) The next sound is /ă/. (Write a.) The last sound is /g/. (Write g.)</p> <p>Move your finger under the letters as you say the letter names: ▶ <b>z-a-g, zag.</b></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>zag</i>. What sounds do we hear? /z/-/ă/-/g/.</p> <p>▶ Let’s write the word: /z/ (write z), /ă/ (write a), /g/ (write g). Check the students’ work.</p> <p>▶ Now let’s spell the word together with the letter names (point): <b>z-a-g, zag.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>quiz</i></li> <li>• <i>zig</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>zig</i></li> <li>• <i>quick</i></li> <li>• <i>quit</i></li> <li>• <i>buzz</i></li> </ul> <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 Big Box” with your partner. Please turn to page 50 in *Let’s Read*.

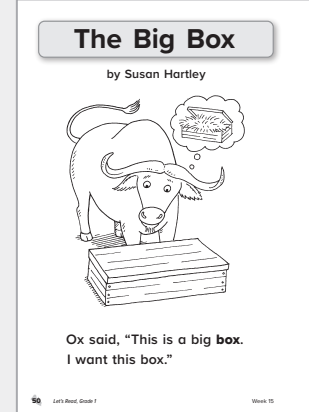
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

**ORAL VOCABULARY**

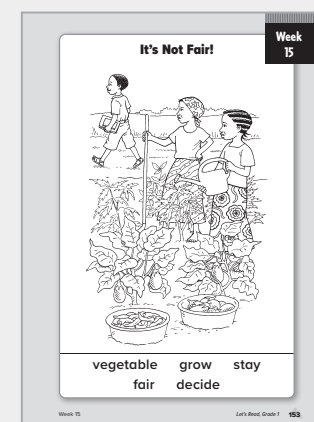
**10 MIN.**

🔊 Now we will review our vocabulary words.

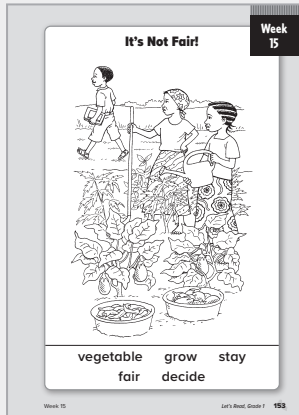
1. vegetable	🔊 <b>Vegetable.</b> A vegetable is a kind of food that grows out of the ground, like onions, peppers, greens, carrots, and others. Turn to page 153 in <i>Let’s Read</i> and find the vegetables in the picture. ... My favorite vegetable is [name your favorite]. What is your favorite vegetable? (Help individuals respond in well-formed sentences using <i>vegetable</i> .)
2. grow	🔊 <b>Grow.</b> When you grow food, you put seeds in the ground and help them turn into big plants. (Do the motions.) Find the people in the picture who are growing food. What are they doing to help the food grow? (watering, weeding) Does your family grow food? What kind? (Help individuals respond in well-formed sentences using <i>grow</i> .)
3. stay	🔊 <b>Stay.</b> Stay means to be in one place and not go anywhere. For example, sometimes children stay home from school. That means they do not come to school. Why do some children stay home from school? (Help individuals respond in well-formed sentences using <i>stay</i> .)
4. fair	🔊 <b>Fair.</b> Fair means everyone gets the same. One person doesn’t get more or less than another. For example, if I give all the boys a piece of candy, to be fair, I have to give all the girls a piece of candy too. (Demonstrate with pairs of students by handing them a pencil or a book and by giving something to one and not the other. Have the other students to say whether it is fair or not.)
5. decide	🔊 <b>Decide.</b> To decide means to make a choice about something. For example, if your mother sends you to the market to buy some tomatoes [or other common food], you have to decide which tomatoes to buy. What other kinds of things do you have to decide? (Answers will vary.)



Let’s Read page 50



Let’s Read page 153



Let's Read page 153

**READ-ALOUD**

**15 MIN.**

Now I'm going to read the story "It's Not Fair!" to you again. Please turn to page 153 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.

**It's Not Fair!**

In Gbarma Town, Gbarpolu County, lives an old woman. Her name was Ma Zinnah. Ma Zinnah is a vegetable farmer. She grows potato greens, peppers, okra, bitterballs, and eggplant. She takes them to the market to sell. She grows cassava, too, but her family eats the cassava at home.

Ma Zinnah has three children, Sando, Wiatta, and Satta. Sando is a boy. Sando goes to school, but Wiatta and Satta do not go to school. They stay home and do all of the work.

One day Satta asks Wiatta, "Why do we have to stay home and do all of the work while Sando goes to school?"

"I don't know, really," replies Wiatta, "but one thing I do know is that we are girls and Sando is a boy."

"It's not fair!" says Satta.

Ma Zinnah hears what her girls are saying. She thinks that Satta is right. She decides that Wiatta and Satta can go to school, too.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 1) **Who are the characters in this story?** (Ma Zinnah, Sando, Wiatta, and Satta)
2. **What is the setting of the story?** (Gbarma Town, a farm)
3. **What are some details or things that you learned about Ma Zinnah from the story?** (She’s a vegetable farmer. She takes her vegetables to the market. She has a boy and two girls.)
4. **Who has a problem in the story and what is the problem?** (Satta and Wiatta; they do not go to school; they stay home and do all of the work.)
5. **How is Sando’s life different from Wiatta’s and Satta’s lives at the beginning of the story?** (He goes to school and doesn’t have to work at home.)
6. **Do you think that keeping Wiatta and Satta home from school to work was fair? Why or why not?** (Answers will vary, but guide students to see that it is not fair.)

**RETELLING**

Guide students to retell the story in their own words.



**HOMEWORK**

Have students write each spelling 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 42 in the *Student Activity Book*.

Week 15 Word Lists

Spelling Words

1. zig	4. quit
2. zag	5. quick
3. buzz	6. quiz

Sight Words

7. said	9. my
8. want	10. your

42 Read Liberia Activity Book


*Student Activity Book*  
page 42


### OBJECTIVES


Students will be able to:

- Write the target letters and spelling 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 **X**.
2. Capital letter **Q**.
3. The small letter that says /ks/.
4. The small letter that says /v/.
5. The small letter that says /kw/.

Now write these words in your copybook.

6. *buzz*, 7. *my*, 8. *quick*, 9. *quit*, 10. *quiz*, 11. *said*, 12. *want*, 13. *your*, 14. *zag*, 15. *zig*

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) "A Vet Helps Pets" on page 43 and (b) "The Big Box" on page 50 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>

Xx Qq Qu qu  
Zz Vv Kk

		
<p><b>Watch and listen as I read a word.</b></p> <p>Point to fox. Point under each letter.</p> <p><b>/f/-/ŏ/-/ks/, fox.</b></p>	<p><b>Let's say the sounds and read the word together.</b></p> <p>Point to fox.</p> <p><b>/f/-/ŏ/-/ks/, fox.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• sax</li> <li>• quit</li> <li>• mix</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>

fox	mix
sax	wax
quit	next
mix	six
	ox
	vex
	quiz
	quack
	squid
	box

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 “A Vet Helps Pets” on page 43 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “A Vet Helps Pets” on page 43 and (b) “The Big Box” on page 50 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.