

Read Liberia Activity

2020 REVISION

Student Activity Book

Grade 1



Read Liberia Activity

STUDENT ACTIVITY BOOK, Grade 1

2020 REVISION

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Foreword
Read Liberia Activity

February 17, 2020

Dear School Authorities, Teachers, Parents, Community Members, and Students,

I am pleased to introduce the revised ***Read Liberia Activity*** series of books for students in Grades 1 and 2 to help them learn to read fluently and to understand what they have read.

For each grade, there is a set of four books, which should be used together: one Student Activity Book, one *Let's Read* book, and two Teacher Instructional Guides.

- The Student Activity Book is to be used daily by the students in class and at home.
- The *Let's Read* book is a class reader, and, like the first book, should be used daily by the students, both in class and at home.
- The other two books in the set are the Teacher Instructional Guides (one for Semester 1 and the other for Semester 2), which provide daily lesson plans for teachers. The Teacher Instructional Guides are to be used together with the student books.

The Ministry of Education, Republic of Liberia, is confident that if these revised materials are used systematically and correctly throughout the year, students will develop good basic reading skills by the end of Grade 2, and these reading skills will help their learning in other subjects throughout their academic career as they use their skills to read for understanding. The Ministry, therefore, expects the books to be well used, starting in the 2020–21 school year.

The ***Read Liberia Activity*** series of books is the result of more than 10 years of work on early grade reading in Liberia, informed by international scientific research on the very best ways to teach children to read. Teachers and parents who previously encountered the USAID ***Read Liberia Activity*** series of books will recognize some of the lessons, stories, and activities that are featured there. The new, revised materials are an improved and expanded version, based on feedback received from teachers and schools over the years.

I extend sincere thanks and appreciation to all those who worked tirelessly to produce the ***Read Liberia Activity*** series. I wish to single out the United States Agency for International Development (USAID) for their financial and technical support, without which this publication would not have been possible.

Foreword: Read Liberia Activity

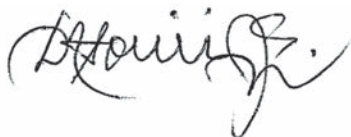
Special thanks go to the officials from the Department of Instruction of the Ministry of Education, especially those in the Center of Excellence for Curriculum and Textbook Research. Special thanks also go to the Departments of Administration and Planning of the Ministry, for their considerable inputs in the review of the materials. I acknowledge the technical leadership of RTI International and the valuable contribution of Brattle Publishing Group in content development, book design, and production.

Finally, I appeal to parents, community members, and other people working in or supporting education to encourage reading at school and in the home. This is the foundation of quality education, which helps to guarantee a promising future for our children and, by extension, Liberia.

Let's transform Liberia into an educated nation and a literate society by cultivating reading as a habit, especially for school-age children, whether in school or out of school. This is the beginning of confidence-building for children's lifelong learning. Parents, teachers, and school leaders, please ensure that your students at all levels, especially in early grades, adopt reading into their habits, because good reading skills foster understanding, both of which are the most dependable learning tools.

Thanks to all the contributors and sponsors.

Regards,



Prof. D. Ansu Sonii, Sr.
Minister
Ministry of Education
Republic of Liberia



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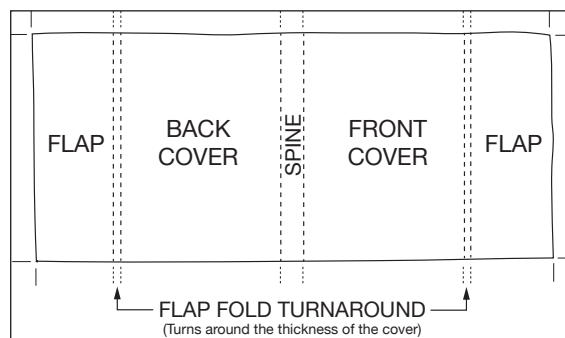
How to Take Care of Your Book

Take good care of your book. If you do, it will last a long time.

There are ways you can care for your book.



1. Handle your book gently.
2. Keep your book in a dry and safe place.
3. Keep your book away from dirt and off the floor.
4. Wash your hands before you touch your book. Keep your hands clean while you read the book.
5. Do not fold the pages or rip the cover or pages of the book.
6. Make a cover for the book using paper or a paper bag.



A Note to Parents and Guardians

Dear Parents and Guardians:

Welcome to **Read Liberia Activity**. This multiyear program was developed to teach your child the critical reading strategies and skills introduced in the Liberian National Curriculum. With the introduction of a comprehensive reading program—**Read Liberia Activity**—reading abilities and scores are expected to soar. This program builds upon the success of earlier initiatives and addresses the required skills that will help your child become a successful reader.

Throughout the year, your child will learn a variety of new reading skills. He or she will use most of the activity pages in the classroom as the teacher teaches new reading skills. He or she will complete the homework pages at home. The book also includes check-up assessments so that the teacher can monitor your child's progress and know when to provide additional teaching and support.

Sight Words

1. I

2. the

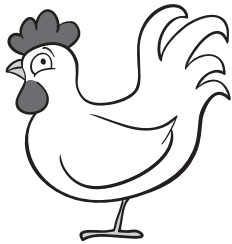
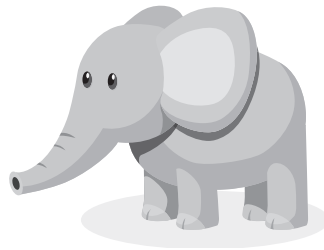
3. is



4. this

5. on

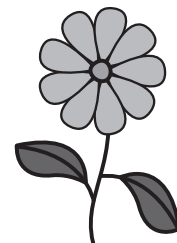
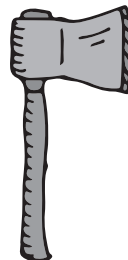
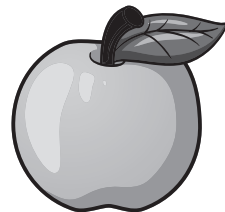
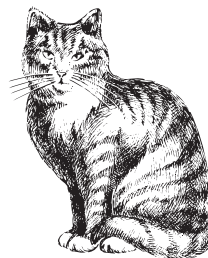
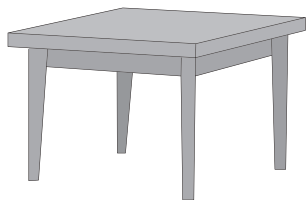
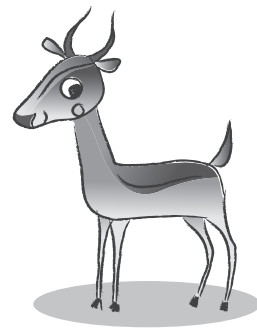
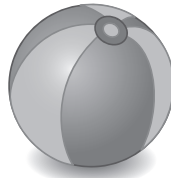
Directions: Circle the pictures that **begin** with the /m/ sound.



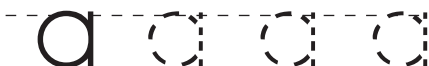
.....
Directions: Say the sound /m/ as you print the letter.



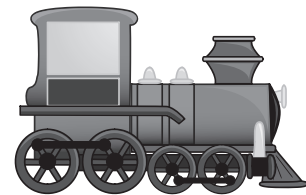
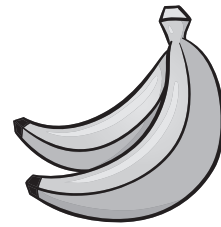
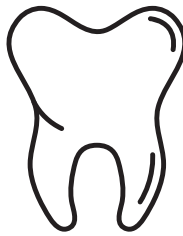
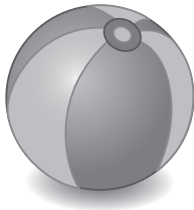
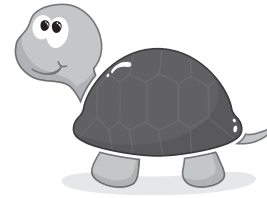
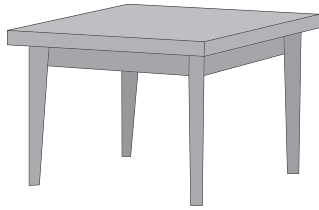
Directions: Circle the pictures that **begin** with the /ă/ sound.



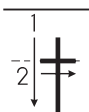
.....
Directions: Say the sound /ă/ as you print the letter.



Directions: Circle the pictures that **begin** with the /t/ sound.

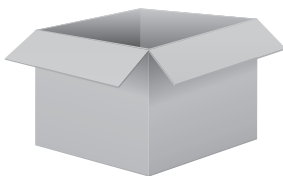
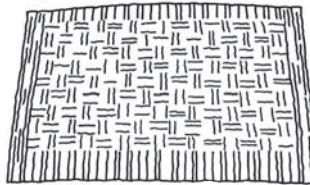
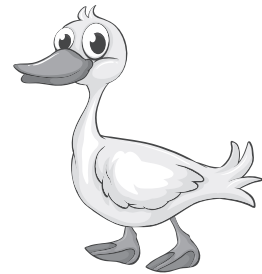
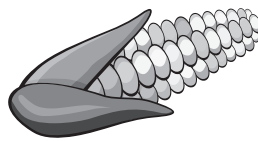
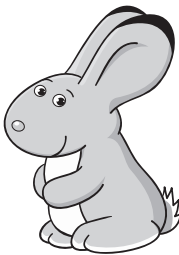
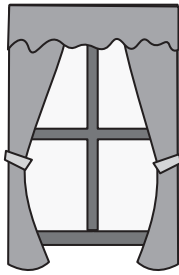


Directions: Say the sound /t/ as you print the letter.



Tracing lines for the letter 't' on a three-line grid. The first line is solid, the middle is dashed, and the bottom is solid. There are four dashed 't' shapes for tracing.

Directions: Circle the pictures that **begin** with the /r/ sound.



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



Spelling Words

1. am

2. at

3. an

4. mat

⋮

5. rat

6. ran

7. tan

8. man

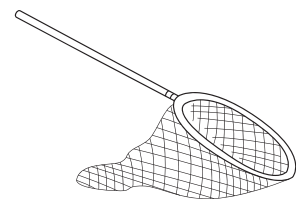
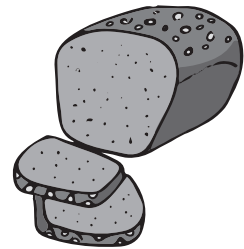
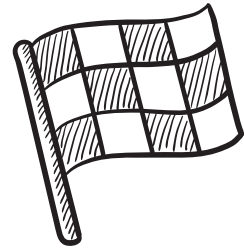
Sight Words

9. see

⋮

10. a

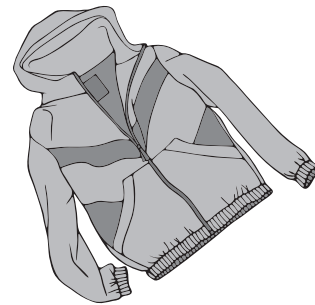
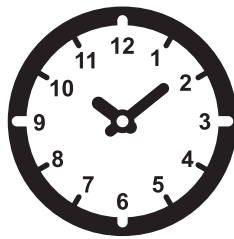
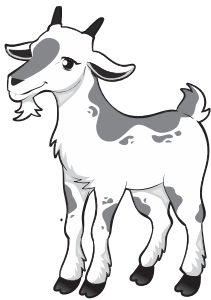
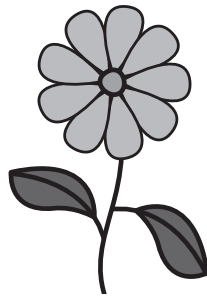
Directions: Circle the pictures that **begin** with the /n/ sound.



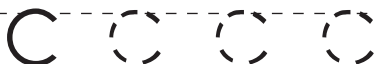
Directions: Say the sound /n/ as you print the letter.



Directions: Circle the pictures that **begin** with the /k/ sound.



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



Spelling Words

1. can

2. pan

3. cat

4. pat

.....

5. cap

6. nap

7. tap

Sight Words

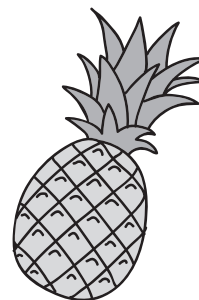
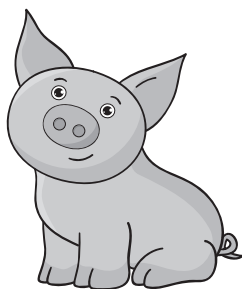
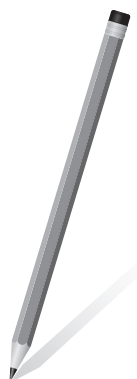
8. has

9. of

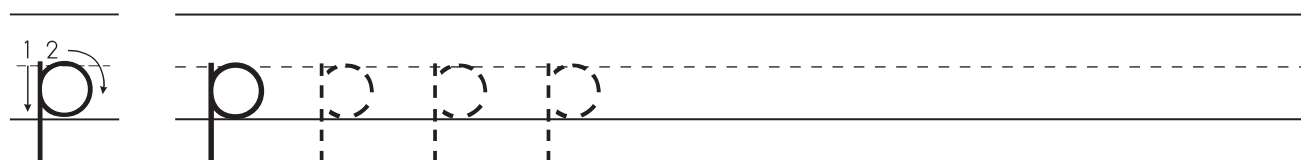
.....

10. put

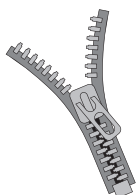
Directions: Circle the pictures that **begin** with the /p/ sound.



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



Directions: Match each picture with its **middle** sound.



a

i

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



Handwriting practice lines with four dashed lowercase 'i' characters for tracing.

Spelling Words

1. in

2. it

3. tip

4. tin

⋮

5. rim

6. bit

7. bat

8. bin

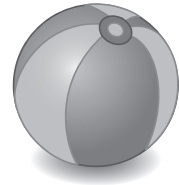
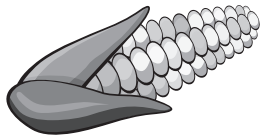
Sight Words

9. they

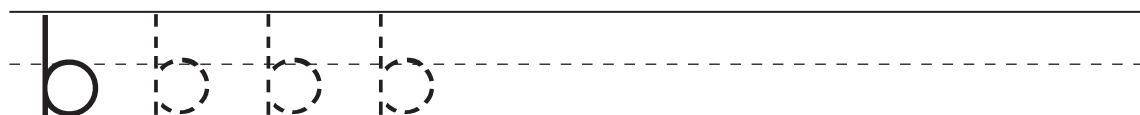
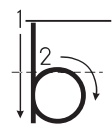
⋮

10. have

Directions: Circle the pictures that **begin** with the /b/ sound.



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



Week 4

Day 3 Homework

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

not

am

bat

Tom

in

on

cot

ran

at

rat

pot

sit

mom

bin

mat

cat

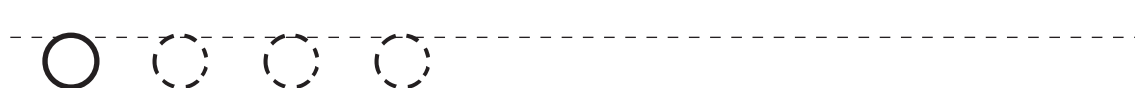
rip

rob

pan

top

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





A. Alphabet Recognition and Phonics

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



B. Spelling and Sight Words

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



C. Written Vocabulary

rat, mat, on, cat, can, see, ran, nap, tin

Example: _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

rim, cap, put, pat, pot, top, bat, tip, bit

- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____



D. Reading Comprehension

The rat is on the mat.
The rat has a nap.
The cat can see the rat.
The cat is not on the mat.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Words

1. pot

2. not

3. top

4. sit

.....

5. sat

6. miss

7. pass

Sight Words

8. do

9. no

.....

10. yes

Directions: Read the words. Draw a line to match words that are the same.

sat

miss

toss

sad

sip

sit

miss

sat

sit

sob

pass

sip

sob

toss

sad

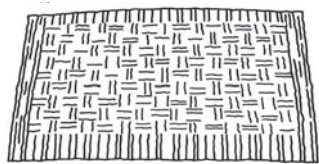
pass

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

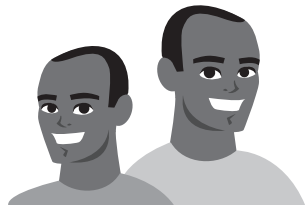
S

S S S S

Directions: Match each picture with its **middle** sound.

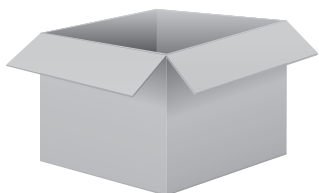


a



e

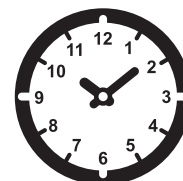
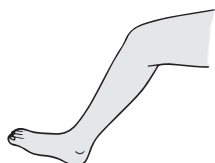
10



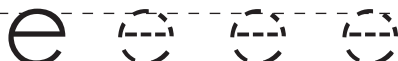
i



o



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



Spelling Words

1. ten

2. men

3. pen

4. sad

.....

5. bad

6. red

7. dress

Sight Words

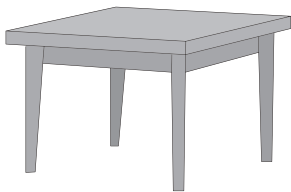
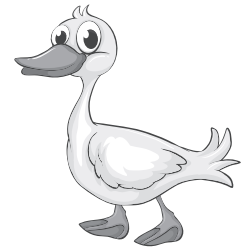
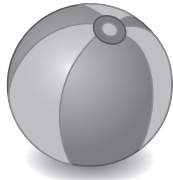
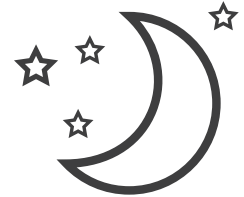
8. and

9. he

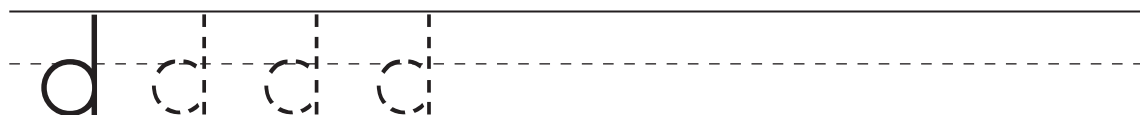
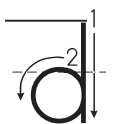
.....

10. we

Directions: Circle the pictures that **begin** with the /d/ sound.



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



Directions: Circle the letter for the beginning sound.



m

g

p

b

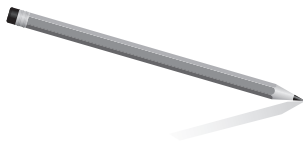


t

d

s

b



g

n

d

p



o

b

g

c



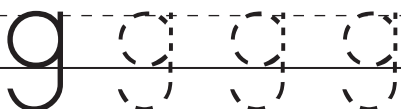
t

r

p

g

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



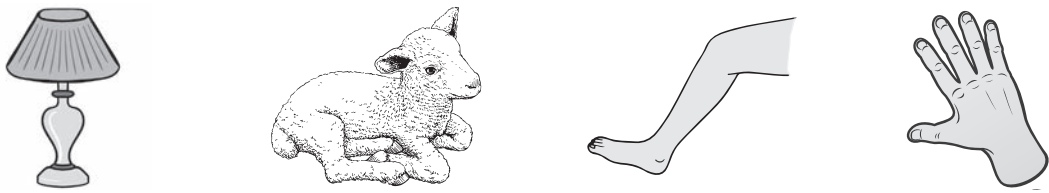


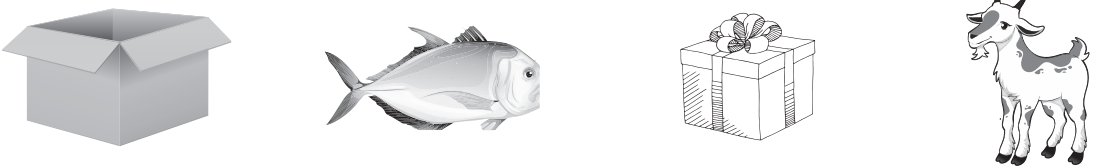
Spelling Words

- | | | |
|----------|---|---------|
| 1. get | ⋮ | 5. leg |
| 2. dog | ⋮ | 6. lot |
| 3. big | ⋮ | 7. tell |
| 4. grass | ⋮ | |


Sight Words

- | | | |
|-------------|---|---------|
| 8. look | ⋮ | 10. too |
| 9. how many | ⋮ | |

Directions: Say the sound. Circle the pictures that **begin** with the sound.

l	
p	
b	
g	

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



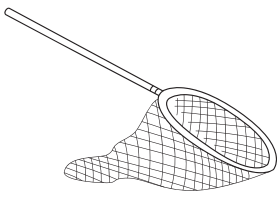
Directions: Write the letter for the **middle** sound.

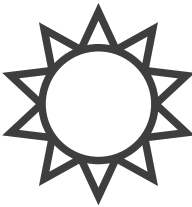
a e i o u

u





















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



u u u u

Spelling Words

1. sun

2. run

3. must

4. hot

.....

5. hill

6. hunt

7. help

Sight Words

8. full

9. you

.....

10. that

Directions: Write the letter for the **beginning** sound.

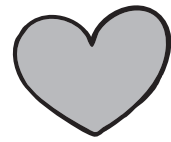
b d g h n p

h

















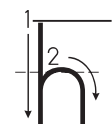













Directions: Say the sound /h/ as you print the letter.

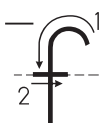



h h h h

Directions: Say the sound. Circle the pictures that **begin** with the sound.

f	
a	
m	
t	
r	


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

Directions: Read the words. Draw a line to match words that are the same.

wet	swift
swim	well
well	will
went	web
swift	wet
wig	swim
will	win
win	went
web	wig

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

 W W W W



A. Alphabet Recognition and Phonics

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



B. Spelling and Sight Words

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



C. Written Vocabulary

net, pass, toss, miss, sob, ram, grass,
pen, grab, grin

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

dig, mud, sun, how many, a lot, hill,
hunt, help, full, must

6. _____

7. _____

8. _____

9. _____

10. _____



D. Reading Comprehension

Puff is a cat, and Ben is a rat.
Puff and Ben can sit on a mat.
Puff and Ben see a red hen.
The red hen is not on a mat.
The hen is in a pen.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Spelling Words

1. fun

2. fast

3. win

4. will

⋮

5. wet

6. swim

7. jog

8. jump

Sight Words

9. like

10. to

⋮

11. move

12. who

Directions: Match the words to the pictures.

jug

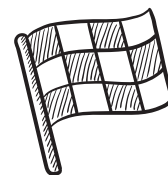
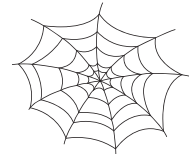
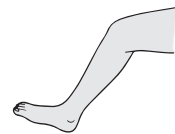
web

jet

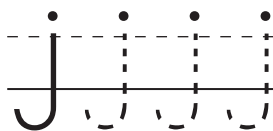
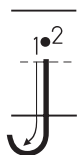
flag

hand

leg



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



Directions: Sort each word into the correct box.

kit	pick	clock	pack
stick	back	rock	kiss
sick	kid	lock	sack
lick	kin	Jack	sock

<p>k_ words</p> <p>_____</p> <p>_____</p>	<p>_ack words</p> <p>_____</p> <p>_____</p>
<p>_ick words</p> <p>_____</p> <p>_____</p>	<p>_ock words</p> <p>_____</p> <p>_____</p>

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



Spelling Words

1. kick

2. sick

3. sack

4. back

⋮

5. rock

6. clock

7. vet

8. van

Sight Words

9. hurt

⋮

10. go

Directions: Sort each word into the correct box.

last van fast vast let pan test best
fan vet met past man vest wet west

<p>_et words</p> <hr/> <hr/> <hr/> <hr/>	<p>_an words</p> <hr/> <hr/> <hr/> <hr/>
<p>_est words</p> <hr/> <hr/> <hr/> <hr/>	<p>_est words</p> <hr/> <hr/> <hr/> <hr/>

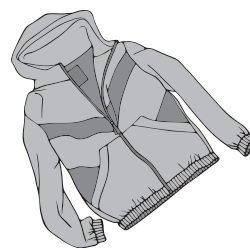
Directions: Say the sound /v/ as you print the letter.

Directions: Read each sentence. Circle the word that best completes the sentence. Write the word.

1. I can _____ my coat.

(zip zig)



2. A bee can _____.

(kick buzz)



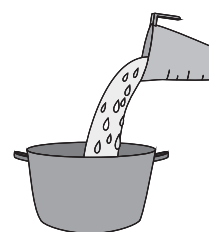
3. The cat sees the _____.

(pet vet)

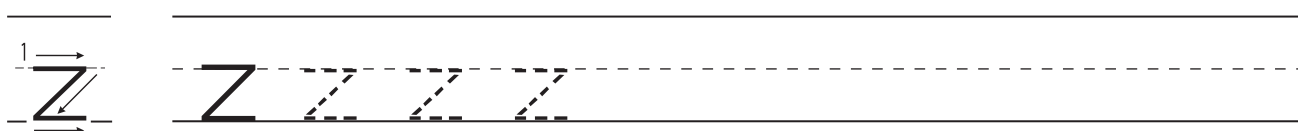


4. We _____ the pot.

(fill well)



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



Spelling Words

1. zig

2. zag

3. buzz

⋮

4. quit

5. quick

6. quiz

Sight Words

7. said


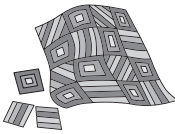
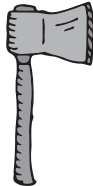



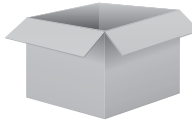

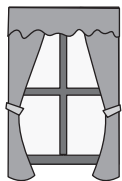
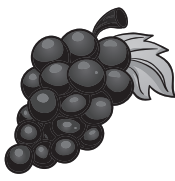



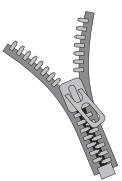
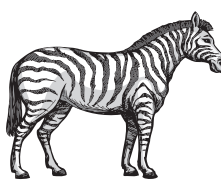

8. want

⋮

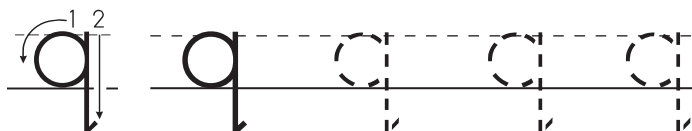
9. my

10. your

Directions: Say the name of the picture in each box. Circle the pictures in the row that **begin** with the same sound.

1.				
2.				
3.				
4.				

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

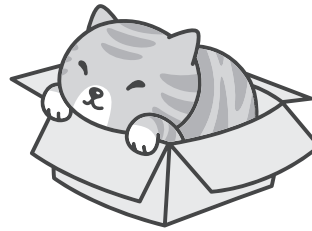


Directions: Read each question and circle Yes or No.



Can a fox jump?

Yes No



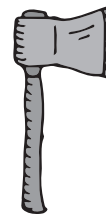
Is the cat in the box?

Yes No



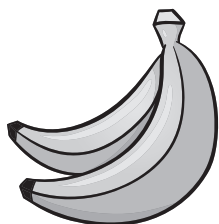
Can a bee buzz?

Yes No



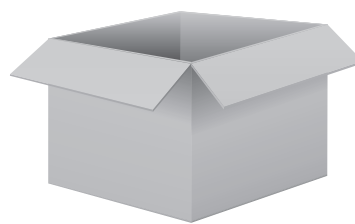
Can an ax cut?

Yes No



Do you see six bananas?

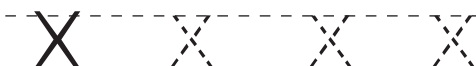
Yes No



Is the box full?

Yes No

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




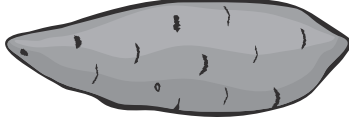


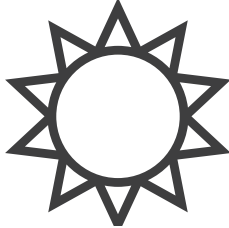


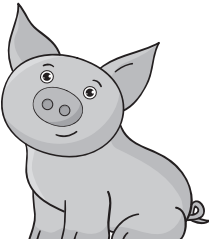

Spelling Words

- | | | |
|--------|---|---------|
| 1. box | ⋮ | 4. yes |
| 2. vex | ⋮ | 5. yet |
| 3. six | ⋮ | 6. yell |

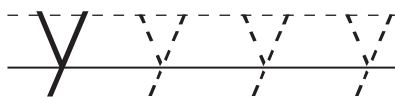
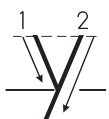
Sight Words

- | | | |
|-----------|---|---------|
| 7. door | ⋮ | 10. now |
| 8. people | ⋮ | 11. are |
| 9. there | ⋮ | |

Directions: Circle the word that goes with the picture.


 <p>pet dot pan</p>	 <p>yam jam pan</p>	 <p>yes yell yet</p>
 <p>hop hot set</p>	 <p>sun sat fan</p>	 <p>hit cat hat</p>
 <p>fun run bat</p>	 <p>get dog pig</p>	 <p>bell bet yell</p>

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



Directions: Look at the pictures. Write **sh** to finish each word.

1.  Dad has a fish.

2.  I want a di.

3.  I see the tra bin.

4.  This is a op.

5.  It is on the elf.

6.  Dad is on the ip.

Directions: Sort each word into the correct box.

when	ship	fish	box	shut
yell	rush	yam	fix	shop
six	splash	yes	mix	whiz
crash	yet	whisk	shock	whip

<p>sh__ words</p> <p>ship</p> <p>_____</p> <p>_____</p>	<p>__sh words</p> <p>_____</p> <p>_____</p>
<p>wh__ words</p> <p>_____</p> <p>_____</p>	<p>__x words</p> <p>_____</p> <p>_____</p>
<p>y__ words</p> <p>_____</p> <p>_____</p>	



A. Alphabet Recognition and Phonics

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



B. Spelling and Sight Words

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



C. Written Vocabulary

move, win, kid, fast, wet, pet, vet, well,
sick, hurt

Example: _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

box, quit, vex, fix, relax, ship, crash,
shut, shock, rush

- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____



D. Reading Comprehension

The Bat

by Pat Swit

Pam and Dan go to hunt.

They hunt on a hill.

Pam sees a bat. Pam yells.

Pam runs. Dan runs. They run fast.

They have a net. They get the bat in the net.

Pam and Dan want to relax. They sit on a mat.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Spelling Words

1. ship

2. shut

3. when

4. which

.....

5. check

6. catch

7. much

Sight Words

8. what

9. she

10. her

.....

11. school

12. does

Directions: Read the story. Circle the words with **ch** or **tch**.

(Chimp) sat on a fat branch.

Chimp said, "I wish I had a pet fish."

A fish swam up to his branch.

"Let's have a chat," said Chimp.

"Then we can have lunch."

"Just do not catch *me* for lunch!"
said the fish.



.....
Directions: Write the words you circled on the lines below.

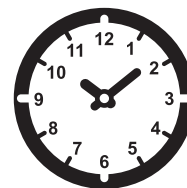
.....

.....

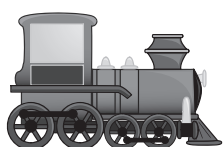
.....

Directions: Look at the picture. Say the word. Write the **beginning** sound in the box.

th sh tr cl sl sk



th



13



Spelling Words

- | | | |
|----------|---|---------|
| 1. thin | ⋮ | 5. may |
| 2. thick | ⋮ | 6. play |
| 3. with | ⋮ | 7. stay |
| 4. day | ⋮ | |

Sight Words

- | | | |
|---------|---|----------|
| 8. one | ⋮ | 10. line |
| 9. goes | ⋮ | |

Directions: Read the story. Circle the words with **ay**.

“It is a gray day,” said Kay.



“There is not a ray of sun,” said Jay.

“What can we do?” said Kay.

“I say we go to the bay and play,” said Jay.

“Yes! We could lay out a picnic and stay all day,” said Kay.

.....
Directions: Circle each sentence that is true.

1. There is a lot of sun today.

There is not a lot of sun today.

2. Jay wants to go to the hill.

Jay wants to go to the bay.

3. Kay and Jay will have a picnic.

Kay and Jay will stay at school.

Directions: Read each sentence. Circle the word that best completes the sentence. Write the word. Draw a picture for each sentence.

1. The ship has a sail.

(sail rain)

2. The dog has a big _____.

(grain tail)

3. Do you think it will _____?

(rain plain)

4. My hand has a _____.

(pain train)

5. We will _____ the bench red.

(snail paint)

Spelling Words

1. rain

2. train

3. wait

4. tree

.....

5. need

6. sleep

7. green

Sight Words

8. very

9. new

.....

10. home

Directions: Use the letters to make words. Read each word aloud.

s	gr	qu	scr
---	----	----	-----

_____een _____een _____een _____een

Directions: Read each sentence. Circle the words with **ee**. Match the sentences to the pictures.

1. The **bee** is in the **tree**.



2. Let's feed the baby sheep.



3. We need to sweep.



4. He sleeps in the bed.



5. I put socks on my feet.



6. We greet the queen.



7. I see three nails.



Directions: Read the story. Circle the words with ea.

This weekend I went to the beach with my mom and dad.

I looked for seashells in the sand.

I splashed my feet in the sea.

We had a bit of meat and tea.

When we had eaten, I lay in a sunbeam and had a daydream.

At sunset, we felt raindrops and left in a rush.



Directions: Find the 5 compound words in the story. Write each compound word at the left. Then write the two small words that make the compound word at the right.

weekend

week

end

Blank lines for writing compound words.

Blank lines for writing the first part of compound words.

Blank lines for writing the second part of compound words.

Spelling Words

1. eat

2. read

3. teach

4. dream

.....

5. came

6. take

7. late

Sight Words

8. live

9. these

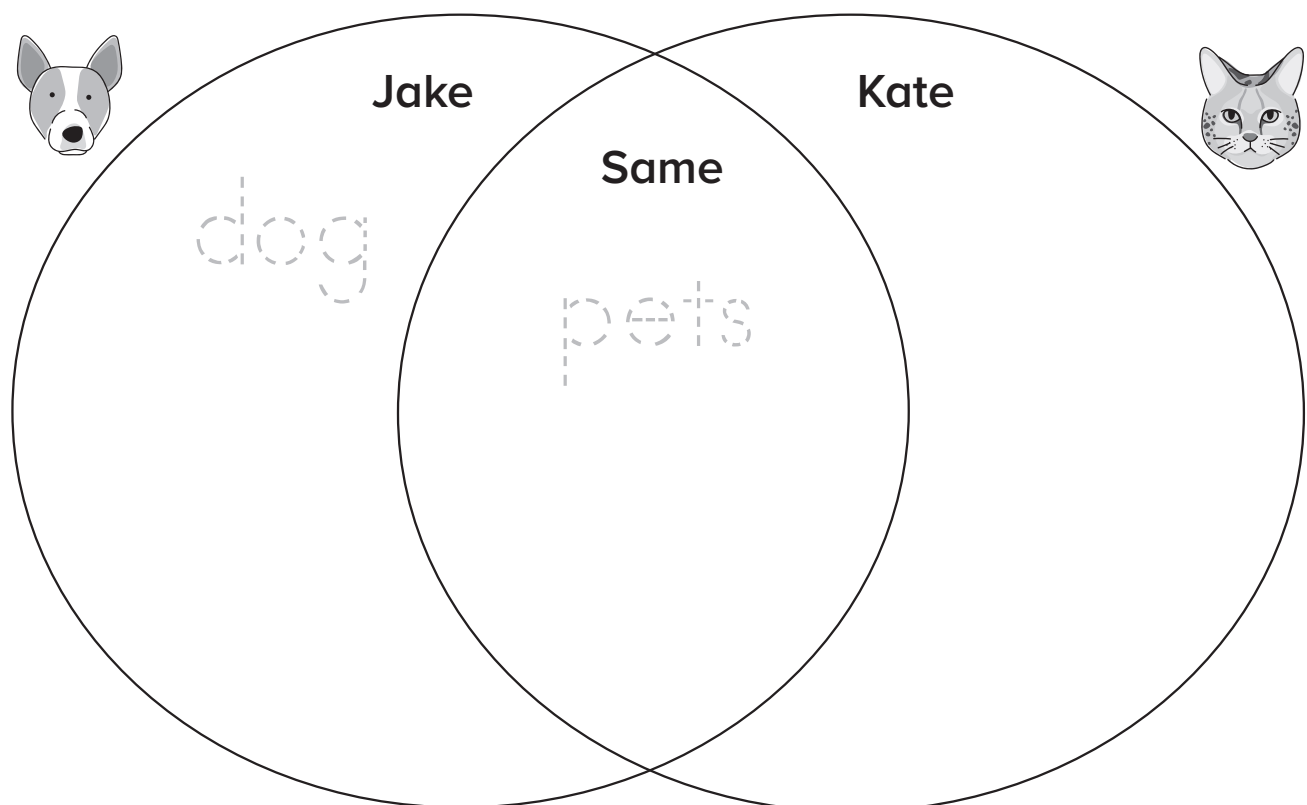
.....

10. some

Directions: Read the story about Jake and Kate. Circle the words with a_e.

Jake and Kate are pets.
Jake is a dog. Kate is a cat.
Jake and Kate like to play games.
Jake likes to jump in the lake.
Kate likes to chase rats.
Jake and Kate both sleep in the shade.

Directions: Write words in the circle to tell how Jake and Kate are the same and different.



Week 22

Day 3 Homework

Directions: Use the letters in the boxes to make words with **o_e**. Write the words under each word family. Read each word aloud.

n v wr qu

____ote

note

r p h st

____ole

b sh l st

____one

j w br sm

____oke

Directions: Draw a line to match the base word to the same word ending with **-ed**.

close	rained
dim	pinned
rain	closed
pose	pained
pin	dimmed
save	saved
pain	smelled
smell	tugged
stay	posed
tug	stayed

Directions: Add the **-ed** ending to each base word. If the base word ends in silent **e**, add only **d**.

dream ed nail ed name ed
 seem ed wave ed



A. Phonics

safe, same, seat, such, same, say, sleep

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

broke, backbone, braid, bay, bath, beat

6. _____

7. _____

8. _____

9. _____

10. _____



B. Spelling and Sight Words

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



C. Written Vocabulary

thick, think, pray, fail, check,
itch, tug, bait, thumb, shock

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

train, plants, bone, greet, dream,
afraid, safe, brave, friendly, screech

6. _____

7. _____

8. _____

9. _____

10. _____



D. Reading Comprehension

A Trip to the Sea
by Sam Prat

Hawa and Beth like the sea.

They go to the beach on a train.

They catch fish in the sea.

Hawa uses bait to catch fish.

There is a tug on the line.

Hawa has a fish. Beth sees a crab.

They stayed for the day. They
dreamed they could come back.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____

Spelling Words

1. played

2. cleaned

3. home

4. rode

.....

5. like

6. fine

7. June

Sight Words

8. for

9. out

.....

10. was

Directions: Read each word. Add the silent **e** to the end of each word. Read your new words.

hid  _____

rip _____

rid _____

tim _____

bit _____

rud _____

slid _____

Jun _____

kit _____

dun _____

Directions: Write the vowel **i** on the lines to make words. Read the words. Draw a picture of one of the words.

n i ne

t re

sm le

l ne

b ke

Directions: Read the story and circle the correct words. Read the story again to make sure you chose the correct words.

One day Saa went down to the lake.

He (want wanted) to get a fish.

He (dropped drop) his line in the river.

He (fished fish) for a while.

He went to sleep.

When Saa woke up, it was very late.

He (jump jumped) up.

He (grabbed grab) his pole. He ran home.

He may (fish fished) another day.

.....
Directions: Circle the **-ed** ending in each word. Read the word aloud. Listen for whether the **-ed** sounds like /t/ or a second syllable, /əd/. Write each word under the correct sound.

looked

asked

needed

waited

wished

handed

heated

checked

/t/

/əd/

Spelling Words

- | | | |
|-----------|---|----------|
| 1. looked | ⋮ | 5. sing |
| 2. asked | ⋮ | 6. king |
| 3. needed | ⋮ | 7. thing |
| 4. waited | ⋮ | 8. lung |

Sight Words

- | | | |
|-----------|---|----------|
| 9. jungle | ⋮ | 10. prey |
|-----------|---|----------|

Directions: Use the letters to make words. Read each word aloud.

k br sw th cl fl

_____ing

_____ing

_____ing

_____ing

_____ing

_____ing

Directions: Circle the letters **ng** in each word. Match the words with the pictures.

sting



sing



wing



ring



Directions: Read each sentence. Circle the words with **-ing**. Match the sentences to the pictures.

1. The men are smiling.



2. The bell is ringing.



3. She is reading.



4. He is running.



5. He is listening.



Directions: Add **-ing** to each word. Write the word with **-ing** on the line.

1. sleep + ing = sleeping

2. wait + ing = _____

3. play + ing = _____

4. eat + ing = _____

Spelling Words

- | | | |
|-------------|---|----------|
| 1. saying | ⋮ | 5. boat |
| 2. raining | ⋮ | 6. coast |
| 3. sleeping | ⋮ | 7. goat |
| 4. reading | ⋮ | 8. soap |

Sight Words

- | | | |
|---------|---|-----------|
| 9. from | ⋮ | 10. could |
|---------|---|-----------|

Directions: Read the words. Write the words that have a long o sound on the road.

road

coat

for

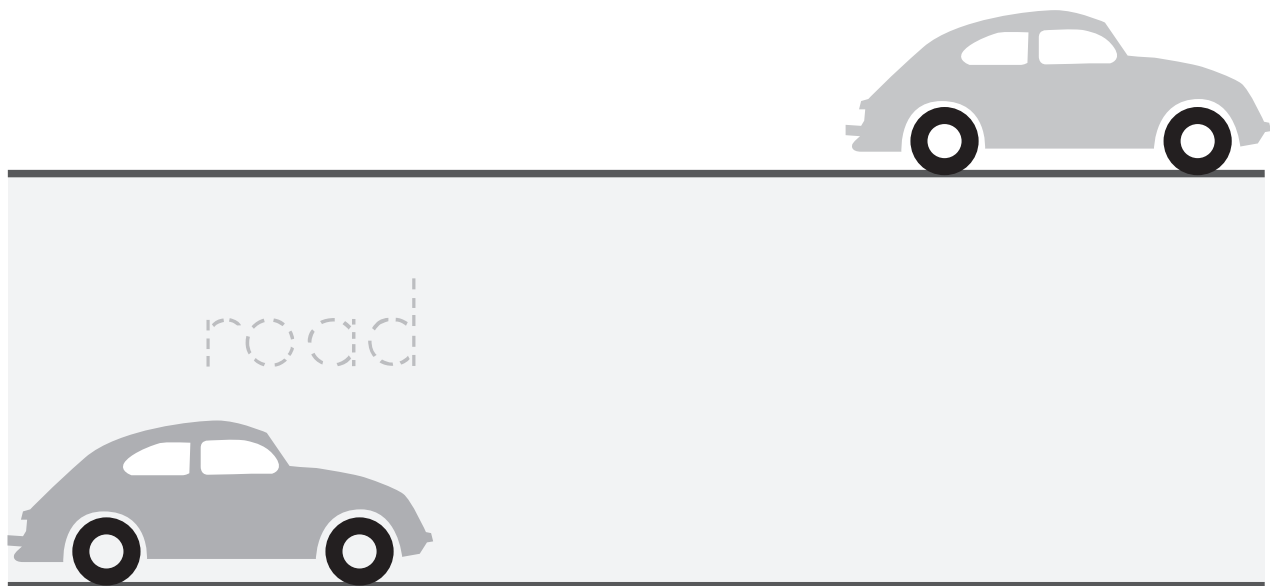
from

flop

toast

hot

float



Directions: Read the sentences. Write the correct word on the line.

- I hope the boat will _____.
(boat broke) (flap float)
- He will ride the bike down the _____.
(rid road)

Directions: Sort each word into the correct list. Read the words aloud.

slow	coat	goal	own	road
throw	float	load	blow	grow
foam	flow	snow	loan	

oa words

ow words

Directions: Use an **ow** word from above to complete each sentence.

1. The fast car beat the _____ car.
2. If you feed a pig, it will _____ big.

Spelling Words

- | | | |
|----------|---|----------|
| 1. low | ⋮ | 5. light |
| 2. grow | ⋮ | 6. right |
| 3. show | ⋮ | 7. high |
| 4. night | ⋮ | |

Sight Words

- | | | |
|----------|---|-----------|
| 8. every | ⋮ | 10. heard |
| 9. after | ⋮ | 11. walk |

Directions: Use the letters to make words. Read each word aloud.

m	t	s	br	fr	fl
---	---	---	----	----	----

____ight

____ight

____ight

____ight

____ight

____ight

Directions: Read each sentence. Circle the words with **igh**. Match the sentences to the pictures.

1. The kids are in a **fight**.



2. She sighs when she is sad.



3. Please switch on the light.



4. The mango is up high in the tree.



5. At night I sleep in my bed.



Directions: Read the story. Circle the words with **igh** and **ind**.

The Bright Beads

Yah asked Faith to help find her bright beads.

“They were right there,” sighed Yah. “Now they are not!”

“Let us think,” said Faith. “Did you have them last night? Did you hide them up high in a box?”

“Yes. I put them in my big box,” said Yah.

“Thank you, Faith. You were very kind to help me.”

Directions: Circle the sentences that are true for the story.

1. Faith helps Yah.
Yah helps Faith.
2. Yah wanted to find her bed.
Yah wanted to find her beads.
3. Faith said to look up high.
Faith said to look down low.
4. Yah was glad to find the beads.
Yah was not glad to find the beads.
5. It was kind of Faith to help Yah.
It was not kind of Faith to help Yah.

Directions: Use the letters to make words. Read the words aloud.

b m cr dr sk tr wh fl

 b y y y y
 y y y y

Directions: Use one of your words from above for each picture.

1.  _____

2.  _____

3.  _____



A. Alphabet Recognition and Phonics

fright, float, fly, flow, fling, find, fight

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

white, wished, wing, my, might, mind

6. _____

7. _____

8. _____

9. _____

10. _____



B. Spelling and Sight Words

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



C. Written Vocabulary

drift, smile, inside, pump, prey,
wish, time, clean, lung, light

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

king, float, deep, coast, thud,
wave, bump, row, meal, find

6. _____

7. _____

8. _____

9. _____

10. _____

**D. Reading Comprehension**

Fatima had a dog. The dog's name was Sam. She and Sam had so much fun. They played. They ran.

Fatima rushed home from school. Sam loved Fatima. Fatima loved Sam.

Fatima eats inside. Sam eats outside. Fatima sleeps inside. Sam sleeps outside.

One day Fatima was very sad. Her team did not win the football game.

Sam saw her cry. That night Sam did not sleep outside.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Spelling Words

- | | | |
|---------|---|----------|
| 1. find | ⋮ | 6. out |
| 2. kind | ⋮ | 7. loud |
| 3. my | ⋮ | 8. proud |
| 4. cry | ⋮ | 9. sound |
| 5. fly | ⋮ | |

Sight Word

10. answer

Directions: Use the letters to make words. Read each word aloud.

b f m p s gr

_____ound _____ound _____ound

_____ound _____ound _____ound

Directions: Read each sentence. Choose the word from the box that best completes the sentence. Write the word on the line.

cloud count ground house
mouse round

1. I can count to 5 on my hand.



2. The _____ did not make a sound.



3. The clock is _____.



4. They painted the _____ red.



5. I see a gray _____ in the sky.



Directions: Sort each word into the correct list. Read the words aloud.

owl shout cow sound frown ouch
loud now growl gown out found

ou words

ow words

Directions: Use an **ow** word from above to complete each sentence.

1. She is sad. Her mouth is in a _____.



2. We need to milk the _____.



Spelling Words

1. now

2. down

3. town

4. dance

.....

5. place

6. face

7. nice

Sight Words

8. city

9. busy

.....

10. here

Directions: Reach each sentence. Write the word that best completes the sentence.

1. The cars go fast in the race.
(race rack)
2. The man chatted on his _____ phone.
(club cell)
3. Jay had a big smile on his _____.
(fast face)
4. The _____ sat next to the queen.
(prince price)
5. The _____ will keep the sheep in.
(fence face)
6. The kids will _____ to the song.
(dice dance)

Directions: Circle the word in each pair that has a **soft c** sound.

- | | | |
|------------------|-------------|-------------|
| cake <u>cell</u> | space shack | clock grace |
| fence fact | trick trace | lick lace |
| brace block | pluck place | dance duck |

Directions: Reach each sentence. Choose the word from the box that best completes the sentence. Write the word on the line.

edge gem huge cage bridge

1. There was a gem in the ring.
2. We crossed the _____.
3. A hippo is _____.
4. The bird was in a _____.
5. The beach is at the _____ of the sea.

.....
Directions: Circle the word in each pair that has the **soft g** sound.

- | | |
|---|---|
| <p>judge joy</p> <p>bridge brown</p> <p>crow cage</p> | <p>large long</p> <p>glue gym</p> <p>gentle grown</p> |
|---|---|

Spelling Words

- | | | |
|---------|---|----------|
| 1. age | ⋮ | 4. small |
| 2. page | ⋮ | 5. tall |
| 3. all | ⋮ | 6. fall |

Sight Words

- | | | |
|------------|---|----------|
| 7. friends | ⋮ | 9. quiet |
| 8. so | ⋮ | 10. even |

Directions: Use the letters to make words. Read each word aloud.

b	c	f	h	m	sm	st	t	w
---	---	---	---	---	----	----	---	---

<u> </u> b <u> </u> all	<u> </u> all	<u> </u> all
<u> </u> all	<u> </u> all	<u> </u> all
<u> </u> all	<u> </u> all	<u> </u> all

.....

Directions: Choose 3 words from above and write a sentence for each word.

1. _____

2. _____

3. _____

Directions: Read the sentence. Circle the word that completes the sentence. Write the word on the line. Read the sentence again.

1. They saw a big dog.
(saw slaw)
2. The bugs are _____ on the ground.
(calling crawling)
3. I want to sleep. I keep _____.
(yelling yawning)
4. The _____ has green grass.
(lawn law)
5. The hawk has a sharp _____.
(claw crawl)
6. He can _____ well with chalk.
(draw doll)
7. A lion has big jaws and big _____.
(paws pals)
8. At dawn, we went for a _____ on the beach.
(chalk walk)

Spelling Words

1. saw

2. draw

3. talk

⋮

4. walk

5. thought

6. brought

Sight Words

7. their

8. body

⋮

9. color

10. because

Directions: Read the story. Circle the words with **ought**.

Snacks for the Play

The class put on a play for their moms and dads.



Some moms and dads bought snacks.

They brought the snacks to the play.

A lot of people came to see the play.

The moms and dads thought that some of the people might not get a snack.

But the teacher also brought a big box of sweets.

All the kids were glad.

There were sweets and snacks for all of them.

Directions: Write **T** if the sentence is true. Write **F** if the sentence is false, or not true.

1. The class put on a play.
2. The moms and dads brought snacks.
3. Not many people came to see the play.
4. The teacher brought sweets.
5. The kids were sad to have sweets and snacks.

Directions: Match each word with a sentence that tells about the word.

- | | |
|-----------|-----------------------------|
| 1. strong | It is not short. |
| 2. cloth | This is how much you pay. |
| 3. long | It is not weak. |
| 4. song | You make clothes with this. |
| 5. cost | You can sing this. |
-

Directions: Write a sentence for each word.

- 1. long _____
 - 2. strong _____
 - 3. song _____
-

Directions: Draw a picture of one of your sentences.

Directions: Read each sentence. Write the correct word on the line.

1. There was a dead bug on the desk. (den dead)
2. He held his _____ and jumped in the sea. (breath blink)
3. The hot sun made us _____. (sweet sweat)
4. Mom will _____ out the limes on the bench. (spell spread)
5. She needs green _____ for her dress. (three thread)

.....
Directions: Write a sentence using the word **head**. Draw a picture to go with your sentence.



A. Phonics

plow, pace, pound, page, paw, peace, pout

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

cage, bought, cow, cloud, chalk,
brought, cost, call, bowed

6. _____

7. _____

8. _____

9. _____

10. _____



B. Spelling and Sight Words

Example: _____

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____



C. Written Vocabulary

shout, frown, ground, reach, pace,
need, rice, downtown, round

Example: _____

1. _____

2. _____

3. _____

4. _____

5. _____

loud, growl, yawn, jaws, wing,
soft, dull, cloth, bright

6. _____

7. _____

8. _____

9. _____

10. _____



D. Reading Comprehension

Storks are birds. The yellow-billed stork has a bright yellow beak. A beak is like a bird’s mouth. Their soft white feathers cover their wings. Their wings are very big and strong. They can fly a long way. Storks do not look like a lot of birds. They have long thin legs. Other birds have small legs. Storks walk and fly. For food, they eat small fish and bugs. They need to be near their food. They live by the water. These birds can be seen in Africa in the wild. In other places, they are only in zoos.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Supplementary Reader Questions

Dogs Can Help (Grade 1)

1. What is this book about?
2. What is one special thing about hunter dogs?
3. What do watchdogs do?
4. What is one way that a dog can help a person who cannot see?
5. Is this book fiction or nonfiction?

Flag Day (Grade 1)

1. Who is the main character in the story?
2. How does he feel at the beginning of the story?
3. Who visits the class?
4. What does Uncle Tamba tell the class about?
5. What do Eli and Uncle Tamba do together?

Looking Up (Grade 1)

1. Who is the main character in the story?
2. What time of day does the story take place?
3. Who is the other character in the story?
4. What do the characters talk about?
5. What does Asatu dream that night?

Supplementary Reader Questions

New at School (Grade 1)

1. Who is the main character in the story?
2. What does Suah want to do?
3. What happens first in the story?
4. How does Suah solve his problem?
5. What is the message of this story?

A Quilt for a Queen (Grade 1)

1. Is this story fiction with made-up characters or a true story about a real person?
2. Who is the story about?
3. What was Martha very good at doing?
4. Who did Martha admire?
5. What did Martha give the queen?

Rainy Season, Dry Season (Grade 1)

1. Who are the characters in the story?
2. How are Kou and Dweh different?
3. What do Kou and Dweh like at night?
4. What do Kou and Dweh agree on at the end?
5. Do you like the rainy season or the dry season better? Why?

Supplementary Reader Questions

Sit, Monkey (Grade 1)

1. What is the name of the dog in the story?
2. What does the boy want to do?
3. What is the problem in the story?
4. What kind of person is the boy in the story?
5. Retell the story.

Spider and the Honey Tree (Grade 1)

1. What is the problem in this story?
2. What is the first tree that the girl brings Spider to?
3. What does Spider eat after the plums?
4. What does the girl know about Spider?
5. What does the girl do to solve the problem?

Ten Hens (Grade 1)

1. Who is the main character in the story?
2. What does her grandfather ask her to do?
3. What is the problem Tina has?
4. What does Tina do to solve her problem?
5. Tell about a time you had a problem and thought of a way to solve it.

Supplementary Reader Questions

Where Is Liberia? (Grade 1)

1. Is this book fiction or nonfiction?
2. What continent is Liberia on?
3. What is the name of the ocean that is next to Liberia?
4. What does a compass rose on a map show?
5. What does this book use to answer the question “Where is Liberia?”

Animals in Danger (Grade 2)

1. What is the topic of this book?
2. What do the headings tell you?
3. What is the difference between an African elephant and a forest elephant?
4. According to the book, why are these animals in danger?
5. What can a national park do to help animals?

Supplementary Reader Questions

Clever Little Antelope (Grade 2)

1. What is Leopard's problem in the story?
2. What is the plot in this story?
3. What tasks does Leopard ask the animals to do?
4. What characters try to pass the test?
5. Why is Antelope clever?

Finding Friends (Grade 2)

1. Who is the main character in this story?
2. What is Ada's problem?
3. Who does Ada meet at the park?
4. What does Ada think of the city?
5. What happens to Max?

GB for Lunch (Grade 2)

1. Who is the main character in the story?
2. Where does the story take place?
3. What job does grandmother have for Dolo?
4. Do they use a blender or a mortar and pestle to make the GB?
5. Whose favorite lunch was GB and soup?

Supplementary Reader Questions

A Perfect Pet for Paye (Grade 2)

1. Who is the main character in the story?
2. What does Paye want?
3. What pets do his friends have?
4. What does Paye find?
5. Who comes to Paye's house?

Poems of Liberia (Grade 2)

1. What do you find in a poem that you do not find in a story?
2. What is special about the poem "All Hail Liberia"?
3. What is special about the poem "Giving Trees"?
4. Read the poems "What Am I?" and "Who Are You?"
What are the answers to their questions?
5. According to the poem, when should you palava?

So Many People, So Many Jobs! (Grade 2)

1. Where are the girl and her mother going?
2. Who does the girl meet at the market?
3. How is the hospital different from the market?
4. What is the theme of this story?
5. What job do you think the girl will do when she grows up?

Supplementary Reader Questions

Thanksgiving Day (Grade 2)

1. Why does Arway's father call her clever?
2. What is the problem in this story?
3. What is Arway's idea?
4. What do Arway and Miss Elisabeth do at the beach?
5. What is the theme of this story?

Where Is Fatuma? (Grade 2)

1. Who is telling this story?
2. What is Zoe's problem?
3. What animal did Fatuma see?
4. What is unusual about the last letter?
5. How does the story end?

Wild Weather (Grade 2)

1. What is the topic of this book?
2. What happens during a rain storm?
3. What can rain become in a very cold place?
4. In what way does weather science help people?
5. Is this book fiction or nonfiction?

Letter Cards



i	f	t	m
i	c	t	m
i	c	r	a
u	s	r	a
u	s	r	a
d	s	f	t

Letter Cards



n	h	e	r
n	p	e	o
l	p	e	o
l	j	g	o
l	j	g	p
w	n	h	p

Letter Cards



	Z	Y	W
	Z	Y	K
	,	b	k
	,	b	v
		x	v
		x	y

Sight Word Cards



I

Week 1

the

Week 1

is

Week 1

this

Week 1

on

Week 1

see

Week 2

a

Week 2

has

Week 3

of

Week 3

put

Week 3

they

Week 4

have

Week 4

Sight Word Cards



do

Week 7

no

Week 7

yes

Week 7

and

Week 8

he

Week 8

we

Week 8

look

Week 9

how many

Week 9

too

Week 9

full

Week 10

you

Week 10

that

Week 10

Sight Word Cards



like

Week 13

to

Week 13

move

Week 13

who

Week 13

hurt

Week 14

go

Week 14

said

Week 15

want

Week 15

my

Week 15

your

Week 15

door

Week 16

people

Week 16

Sight Word Cards



there

Week 16

now

Week 16

are

Week 16

what

Week 19

she

Week 19

her

Week 19

school

Week 19

does

Week 19

one

Week 20

goes

Week 20

line

Week 20

very

Week 21

Sight Word Cards



new

Week 21

home

Week 21

live

Week 22

these

Week 22

some

Week 22

for

Week 25

out

Week 25

was

Week 25

jungle

Week 26

prey

Week 26

from

Week 27

could

Week 27

Sight Word Cards



every

Week 28

after

Week 28

heard

Week 28

walk

Week 28

answer

Week 31

city

Week 32

busy

Week 32

here

Week 32

friends

Week 33

so

Week 33

quiet

Week 33

even

Week 33

Sight Word Cards



their

Week 34

body

Week 34

color

Week 34

because

Week 34

