

REVIEW

Week 5 • Day 2

| | |
|-----|-----|
| ran | cat |
| tan | man |
| cat | an |
| | can |

Student Activity Book page 6

Week 2 Word Lists




Spelling Words

| | |
|--------|--------|
| 1. am | 5. rat |
| 2. at | 6. ran |
| 3. an | 7. tan |
| 4. mat | 8. man |

Sight Words

| | |
|--------|-------|
| 9. see | 10. a |
|--------|-------|

Student Activity Book page 6

| | | |
|---|---|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>ran</i>. Point under each letter.</p> <p>🔊 /r/-/ă/-/n/, <i>ran</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>ran</i>. Point under each letter.</p> <p>🔊 /r/-/ă/-/n/, <i>ran</i>.</p> <p>Repeat with <i>tan</i> and <i>cat</i>.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

SPELLING / SIGHT WORDS 10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *am*, 2. *at*, 3. *mat*, 4. *rat*, 5. *ran*, 6. *tan*, 7. *man*, 8. *an*, 9. *see*, 10. *a*.)

🔊 **Now you will review your spelling and sight words from Week 2 with your partner. Turn to page 6 in your *Student Activity Book*.**

Have the students work in pairs. First, they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- **Students Who Exceed Expectations:** Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- **Students Who Need Additional Support:** Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students’ work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 **Now you will read the story "The Mat" again with your partner and write some sentences with the vocabulary words. Please turn to page 5 in *Let's Read*.**

Have the students work in pairs. First, they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

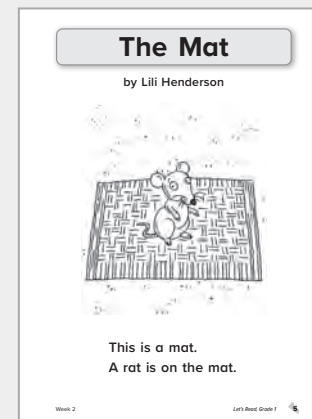
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- *Students Who Need Additional Support:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let's Read* text and copy the sentence in which it appears into their copybooks.

Move around the room and randomly check students' work, giving support where needed.

Let's Read
"The Mat"
page 5

1. cat
2. can
3. see
4. ran



Let's Read page 5

REVIEW

Week
5


Day
3

OBJECTIVES


- Review reading fluently and demonstrate comprehension of “The Rat” and “The Mat”
- Review the vocabulary words *food, old, share, hungry, kind*
- Review “Bendu”
- Review capital *P, I, B,* and *O,* and small *p, i, b,* and *o*
- Review reading words with the letter *p* as /p/, *i* as /ī/, *b* as /b/, and *o* as /ō/

LEARNING RESOURCES

 *Let's Read*

 Student copybooks

 *Student Activity Book*

 Letter cards

Let's Read

1. “The Rat”

page 3

2. “The Mat”

page 5

INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

READING FLUENCY AND COMPREHENSION

25 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the left.

🔊 First, you will read the stories “The Rat” and “The Mat” again with your partner and answer the questions at the end. Please turn to page 3 in *Let's Read*.

Have the students work in pairs. First, they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- *Students Who Need Additional Support:* A weaker student may be paired with a stronger student for help completing the activity.

Move around the room and randomly check students' work, giving support where needed.

ORAL VOCABULARY / READ-ALoud

12 MIN.

🔊 Now I am going to read the story “Bendu” to you again. Please turn to page 145 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story.

| | |
|-----------|--|
| 1. food | 🔊 Food. <i>Food</i> is what people eat to help them grow and be healthy. Turn to page 145 in <i>Let’s Read</i> . Find the food in the picture. ... What is your favorite food? (Help individuals respond in well-formed sentences using <i>food</i> .) |
| 2. old | 🔊 Old. <i>Old</i> means something that has lived or lasted a long time. Look at the woman in the picture. She is old because she has lived a long time. Name someone in your family who is old. |
| 3. share | 🔊 Share. To <i>share</i> means to give a part or all of something to someone else. For example, we can share our food, our book, or our pencil with our friends. Let’s pretend to share some food with a partner. (Act out breaking a piece of food and handing the piece to a student. Have the students mimic your actions.) Name some other things we can share. |
| 4. hungry | 🔊 Hungry. <i>Hungry</i> is the way you feel when your stomach hurts because you need to eat. For example, if I work all day and don’t eat breakfast or lunch, I will be very hungry for dinner! Let’s pretend to be hungry. Rub your stomach and say with me, “I am hungry!” |
| 5. kind | 🔊 Kind. <i>Kind</i> means being nice to others. (Act out putting a blanket around your shoulders.) For example, my mother was kind to give me a blanket when I was cold. How can you be kind to others? (Help individuals respond in well-formed sentences using <i>kind</i> .) |

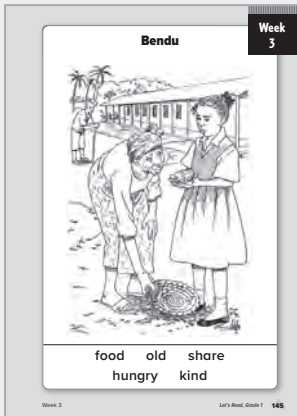
- describe what they see in the picture, using their target vocabulary where applicable.



Let’s Read page 145

REVIEW

Week 5 • Day 3



Let's Read page 145

DURING READING

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

🔊 Bendu

by Delicia Somah

Bendu lives in Zwedru. She walks to school every day. One morning, Bendu's mother gives her some bread to take to school. Bendu wants to share it with her friends at school.

When she gets near the path that goes to the school, she sees a very old woman with a basket. The woman puts the basket in front of Bendu.

[Stop reading and ask students:] 🔊 Why do you think the old woman puts the basket in front of Bendu? (She wants Bendu to give her some food.)

"Can you give me some food?" the woman asks. Bendu thinks for a moment. Then she says, "I can give you this bread that I was going to share with my friends." She puts the bread into the woman's basket.

Bendu is hungry the rest of the day at school. On her way home from school, Bendu sees an old man. He gives her some coconut and gari. He says, "Little girl, I saw you give your food to the old woman. That was very kind of you. Now, take this food and eat it on your way home."

AFTER READING

COMPREHENSION QUESTIONS




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

- 🔊 1. **Who are the characters in the story?** (Bendu, an old woman, an old man, and Bendu's mother)
2. **What is the setting? Where does the Story take place?** (Zwerdu, on Bendu's way to school)
3. **What does Bendu's mother give her?** (bread)
4. **Why does Bendu stop on her way to school?** (The old woman puts her basket down in front of Bendu.)
5. **What does the old man give Bendu?** (some coconut and gari)
6. **Who in the story is kind?** (Bendu and the old man)




ALPHABET RECOGNITION AND PHONICS

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

Pp Ii Bb Oo

| | | |
|---|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>cap</i>. Point under each letter.</p> <p>🔊 /k/-/ă/-/p/, cap.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>cap</i>. Point under each letter.</p> <p>🔊 /k/-/ă/-/p/, cap.</p> <p>Repeat with <i>in</i> and <i>rip</i>.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|-----|-----|
| cap | rip |
| in | pan |
| rip | tap |
| | pin |
| | nap |
| | rim |

REVIEW


Week 5 | Day 4

OBJECTIVES

- Review spelling *can, pan, cat, pat, cap, nap, tap, has, of, put*
- Read fluently “The Cat Nap”
- Review the vocabulary words *nap, tin, rim, cap put, pat*
- Review the vocabulary words *thin, wash, cook, reply, vexed*
- Review “Nyanquoi from Gbarnga”
- Review capital *P, I, B,* and *O,* and small *p, i, b,* and *o*
- Review words with the letter *p* as */p/, i* as */i/, b* as */b/*, and *o* as */ɔ/*

LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

 Letter cards

Student Activity Book page 9

Let's Read
“The Cat Nap”
page 8

INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *can*, 2. *pan*, 3. *cat*, 4. *pat*, 5. *cap*, 6. *nap*, 7. *tap*, 8. *has*, 9. *of*, 10. *put*.)

🔊 First, you will review your spelling and sight words from Week 3 with your partner. Turn to page 9 in your Student Activity Book.

Have the students work in pairs. First, they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- *Students Who Need Additional Support:* Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students’ work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the left and on the next page at the right.

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

Have the students work in pairs. First, they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

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- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
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Move around the room and randomly check students’ work, giving support where needed.

ORAL VOCABULARY / READ-ALoud

12 MIN.

🔊 Now I am going to read the story “Nyanquoi from Gbarnga” to you again. Please turn to page 146 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story.

| | |
|----------|--|
| 1. thin | 🔊 Thin. <i>Thin</i> means not very fat, like this. (Hold your hands close together to show a small space.) For example, if a dog doesn’t eat enough food, it will be a thin dog. Turn to page 146 in Let’s Read. Who is thin in the picture? |
| 2. wash | 🔊 Wash. To wash is to clean something with water. For example, I wash the dishes after dinner. Let’s pretend to wash dishes. (Do the motions together.) |
| 3. cook | 🔊 Cook. To cook means to heat food to eat, like on a fire or stove. For example, I cook palava sauce for dinner. Let’s pretend we are cooking palava sauce. (Do the motions together.) |
| 4. reply | 🔊 Reply. To reply is to answer or respond to someone who is talking to you. Let’s practice replying. If I say “Good morning,” what do you reply? (Say “good morning”, and have students reply “good morning”.) |
| 5. vexed | 🔊 Vexed. <i>Vexed</i> is when you feel a little bit angry, like this. (Cross your arms and frown.) Show me your face when you are vexed and say “I am vexed!” |

- describe what they see in the picture, using their target vocabulary where applicable.

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



Let’s Read page 146

DURING READING

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

🔊 Nyanquoi from Gbarnga
by Geanjay G. Roberts

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

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

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

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

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

AFTER READING

COMPREHENSION QUESTIONS




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

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




ALPHABET RECOGNITION AND PHONICS

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

Pp Ii Bb Oo

| | | |
|--|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>pit</i>. Point under each letter.</p> <p>🔊 /p/-/i/-/t/, <i>pit</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>pit</i>. Point under each letter.</p> <p>🔊 /p/-/i/-/t/, <i>pit</i>.</p> <p>Repeat with <i>not</i> and <i>bat</i>.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|-----|-----|
| pit | bat |
| not | rob |
| bat | bin |
| | pot |
| | nab |
| | mop |

REVIEW


Week 5 | Day 5

OBJECTIVES

- Review spelling *in, it, tip, tin, rim, bit, bat, bin, they, have*
- Review reading fluently “The Pot”
- Review the vocabulary words *pot, top, bat, tip, bit*
- Review reading fluently and demonstrate comprehension of “The Cat Nap” and “The Pot”

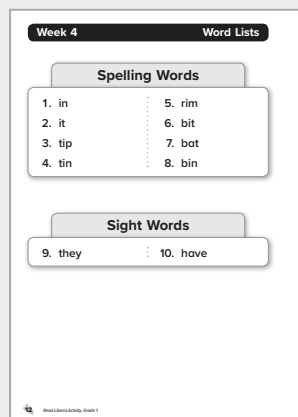
LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 12



Student Activity Book page 12

INTRODUCTION

1 MIN.

🔊 Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *in*, 2. *it*, 3. *tip*, 4. *tin*, 5. *rim*, 6. *bit*, 7. *bat*, 8. *bin*, 9. *they*, 10. *have*.)

🔊 First, you will review your spelling and sight words from Week 4 with your partner. Turn to page 12 in your *Student Activity Book*.

Have the students work in pairs. First, they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

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Move around the room and randomly check students’ work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

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

Have the students work in pairs. First, they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

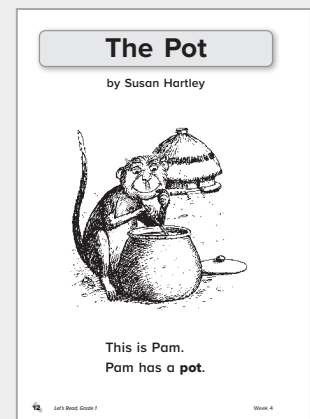
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Move around the room and randomly check students' work, giving support where needed.

Let's Read
"The Pot"
page 12

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



Let's Read page 12

REVIEW

Week 5 • Day 5

Let's Read

1. "The Cat Nap" page 8
2. "The Pot" page 12

The Cat Nap

by Karon Harden



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

Let's Read Grade 1

Week 2

Let's Read page 8

The Pot

by Susan Hartley



This is Pam.
Pam has a **pot**.

Let's Read Grade 1

Week 4

Let's Read page 12

READING FLUENCY AND COMPREHENSION

24 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the left.

🔊 **Now you will read the stories "The Cat Nap" and "The Pot" again with your partner and answer the questions at the end. Please turn to page 8 in *Let's Read*.**

Have the students work in pairs. First, they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

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- **Students Who Need Additional Support:** A weaker student may be paired with a stronger student for help completing the activity.

Move around the room and randomly check students' work, giving support where needed.

Week 6 Assessment

ASSESSMENT

Write the numbers on the board as shown beside each section. Point to the number on the board as you ask each question. Have students find the number on their *Student Activity Book* page. If the students do not have a *Student Activity Book*, have them write the answers on a piece of paper or in their copybooks.

🔊 Today, I am going to ask you some questions about what you have learned in the past five weeks. You will write your answers in your *Student Activity Book*. Open your *Student Activity Book* to page 15.

PHONICS / SPELLING

A. Alphabet Recognition and Phonics

15 MIN.

🔊 Point to the monkey. I will say a letter. Write the letter. Let's do an example together. On the line next to the word *Example*, write capital letter *R*. (Write *R* on the board next to the word *Example*.

Walk around the room to check that students understand what to do.)

1. Write capital letter *M*.
2. Write capital letter *C*.
3. Write capital letter *O*.
4. Write capital letter *P*.
5. Write the small letter that says /i/.
6. Write the small letter that says /b/.
7. Write the small letter that says /t/.
8. Write the small letter that says /ă/.
9. Write the small letter that says /n/.
10. Write the small letter that says /ō/.

Example:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Week 6 Assessment

A. Alphabet Recognition and Phonics

Example: _____

| | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Read Liberia Activity, Grade 1 15

Student Activity Book
page 15

Week 6 Assessment

Example:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Week 6 Assessment

B. Spelling and Sight Words

Example: _____

| | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

16 Read Liberia Activity, Grade 1

Student Activity Book
page 16

PHONICS / SPELLING

B. Spelling and Sight Words

15 MIN.

🔊 Point to the bird. I will say one of your spelling or sight words. Write the word on the line. Let's do an example together. On the line next to the word *Example*, write the word *ran*. (Write *ran* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

- 🔊 1. *can*
2. *mat*
3. *pan*
4. *bin*
5. *bat*
6. *rim*
7. *the*
8. *is*
9. *of*
10. *have*

Week 6 Assessment

READING / COMPREHENSION

C. Written Vocabulary

15 MIN.

Note: If the students do not have the *Student Activity Book*, you can write the following words in two boxes on the board:

1st box, for #1–5:

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

2nd box, for #6–10:

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

🔊 Point to the boy. I am going to say the meaning of one of your vocabulary words. Choose the correct word from the box and write it on the line. Let's do an example together. This word is an animal with soft fur that says "Meow." Look at the first box of words. Which one of these words means an animal with soft fur that says "Meow"? ... *Cat*. Write *cat* on the line next to the word *Example*. (Write *cat* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

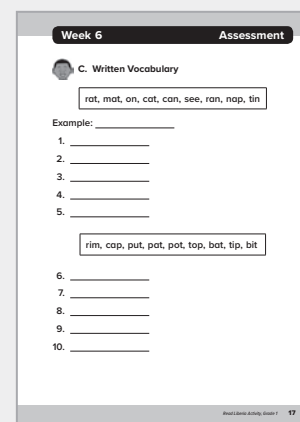
🔊 For numbers 1–5, choose a word from the first box.

Read each definition at least twice. Give the students time to write the answer before moving on to the next item.

- 🔊 1. This word means to look at something with your eyes. (Hold your hand above your eyes to demonstrate the action of seeing.)
2. This word is an animal like a very big mouse.
3. This word means you used your legs to move your body very fast, like this. (Demonstrate running.)
4. This word means when you sleep for just a little while during the daytime.
5. This word is something that we put on the ground to sit on.
- 🔊 For numbers 6–10, choose a word from the second box.
- 🔊 6. This word is a deep round pan that you cook with. (Do the motions of stirring stew in a pot.)
7. This word is a small hat that you wear on your head. (Do the motions of putting a cap on your head.)
8. This word is a small, furry animal like a mouse with wings.
9. This word means to tap something lightly with your hand, like this. (Pat your head.)
10. This word means to turn something over, like what you do with a cup when you drink water. (Do the motions of tipping a cup into mouth.)

Example:

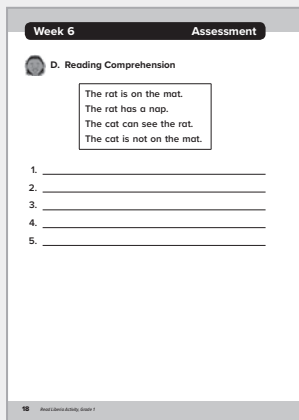
- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



Student Activity Book
page 17

Week 6 Assessment

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



Student Activity Book
page 18

READING / COMPREHENSION

D. Reading Comprehension

15 MIN.

Note: If the students do not have the *Student Activity Book*, you can write the following text on the board.

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

👉 **Point to the girl. This is a story. You will read the story to yourself. When you finish the story, look up at me so I know you have finished. Then I will ask you questions about the story.**

Students read the text silently. If they have not finished after 3 minutes, give them a one-minute warning.

👉 **Now I will ask you some questions about the story. You may look back in the story to find the answers. Write the answer to the question on the line.**

- 👉 **1. Who is one of the main characters in the story?**
- 2. Where is the rat?**
- 3. Who has a nap?**
- 4. Who can see the rat?**
- 5. Who is not on the mat?**

Week 7 Lesson Planner

| | Monday (Day 1) <i>pages 106–109</i> | Tuesday (Day 2) <i>pages 110–113</i> | Wednesday (Day 3) <i>pages 114–117</i> | Thursday (Day 4) <i>pages 118–121</i> | Friday (Day 5) <i>pages 122–124</i> |
|--|---|---|---|---|---|
| Phonological Awareness | Blend sounds to make words. | | Blend syllables to make words. | | |
| Song | | “One, Two, How Are You?” | | “One, Two, How Are You?” | |
| Alphabet Recognition and Phonics | <ul style="list-style-type: none"> • S, s • Read words with the letter s as /s/. | | <ul style="list-style-type: none"> • E, e • Read words with the letter e as /e/. | | <ul style="list-style-type: none"> • Quiz • Differentiated review |
| Spelling | | <i>pot, not, top, sit, sat, miss, pass</i> | | <i>pot, not, top, sit, sat, miss, pass</i> | |
| Sight Words | <i>do, no, yes</i> | | <i>do, no, yes</i> | | |
| Written Vocabulary | <i>pot, top, bat, tip, bit</i> | | <i>net, pass, toss, miss, sob</i> | | |
| Reading Comprehension | “The Pot” | | “In the Net” | | Differentiated review |
| Reading Fluency Practice | | Pairs: “The Pot” | | Pairs: “In the Net” | Differentiated review |
| Oral Vocabulary | | <i>want, problem, mistake, work, important</i> | | <i>want, problem, mistake, work, important</i> | |
| Read-Aloud | | “Fun During Reading Class” | | “Fun During Reading Class” | |
| Homework | <ul style="list-style-type: none"> • Page 20 in <i>Student Activity Book</i> • “The Pot” | Write spelling and sight words 3 times in copybooks. | <ul style="list-style-type: none"> • Page 21 in <i>Student Activity Book</i> • “In the Net” | <ul style="list-style-type: none"> • Write spelling and sight words 3 times in copybooks. • Study for quiz. | Re-read “The Pot” and “In the Net.” |
| Day 5 Review: Differentiated Instruction | <p>First Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to re-read “The Pot” and “In the Net.” • Group B (Exceeds Expectations): Work in pairs to read any supplementary reader. • Group C (Needs Additional Support): Review Alphabetic Recognition and Phonics. <p>Second Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to read any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “The Pot.” • Group C (Needs Additional Support): Work in pairs to re-read “The Pot” and “In the Net.” | | | | |
| <p>Grade 1 National Standards for Reading and Comprehension</p> <p>Learning Outcomes: Demonstrate skills of letter/sound correspondence to decode and read words fluently • Analyze elements of a story for deeper understanding of a text • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Analyze text content and share ideas, information and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings through identification and analysis of main ideas and supporting details • Apply word pattern rules and sound-symbol relationships to pronounce unknown words correctly • Read and demonstrate understanding of spoken and written grade level texts.</p> | | <p>Learning Objectives: Orally blend onsets and rhymes to read VC (vowel consonant) and CVC (consonant vowel consonant) words • Read short/simple sentences and stories containing VC and CVC words • Listen to and identify characters, setting, and events in a story read aloud • Correctly respond to questions from short narratives and texts • Correctly spell high-frequency sight words • Blend sounds to make and read words • Generate sounds from letter and sound patterns to read words • Read simple, short narratives • Identify story elements: title, characters, setting, events, problem, solution • Make predictions about a story • Recognize sentence elements (capital letter and end marks) • Correctly spell words using letters and blends • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Identify sounds represented by varied consonant and vowel patterns • Blend syllables into words • Demonstrate understanding of vocabulary and related subject words in context • Identify supporting details • Listen to and discuss texts.</p> | | | |

OBJECTIVES

Students will be able to:

- Blend sounds to make words
- Identify capital S and small s
- Read words with the letter s as /s/
- Read the sight words *do, no, yes*
- Demonstrate understanding of the vocabulary words *pot, top, bat, tip bit*
- Read and comprehend “The Pot”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will put sounds together to make words. We will learn capital S and small s and some new sight words. We will also review our vocabulary and read the story “The Pot” again.

PHONOLOGICAL AWARENESS

4 MIN.




| | | |
|--|--|---|
|  |  |  |
| <p>🔊 Now we will put sounds together to make words. Watch and listen.</p> <p>🔊 The sounds are /s/-/ĭ/-/t/. I put the sounds together to make a word: /s/-/ĭ/-/t/, <i>sit</i>.</p> <p>Repeat with: /s/-/ŏ/-/b/, <i>sob</i>.</p> | <p>🔊 Let’s do it together.</p> <p>🔊 The sounds are /s/-/ŏ/-/b/. We put the sounds together to make a word: /s/-/ŏ/-/b/, <i>sob</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /s/-/ă/-/t/, <i>sat</i> • /m/-/ĭ/-/s/, <i>miss</i> • /s/-/ĭ/-/p/, <i>sip</i> | <p>🔊 Now it’s your turn. I will say the sounds. You will repeat the sounds then put them together to make a word.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /s/-/ĭ/-/p/ (/s/-/ĭ/-/p/, <i>sip</i>) • /t/-/ŏ/-/s/ (/t/-/ŏ/-/s/, <i>toss</i>) • /p/-/ă/-/s/ (/p/-/ă/-/s/, <i>pass</i>) |

✔ **Daily Check:** Call on 2 students to blend sounds into 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>🔊 Now we will learn a new letter.</p> <p>Point under S. 🔊 This is capital S.</p> <p>Point under s. 🔊 This is small s.</p> <p>🔊 Capital S and small s say /s/.</p> <p>Repeat.</p> | <p>Point in turn under S, s. 🔊 Say the name with me: Capital S, small s.</p> <p>🔊 Say the sound with me: /s/, /s/.</p> <p>🔊 Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>🔊 Say the sounds with me. Randomly point under the other letters, saying their sounds.</p> | <p>Point in turn under S, s. 🔊 Say the name. (Capital S, small s)</p> <p>🔊 Say the sound. (/s/, /s/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /s/.</p> |

| | | |
|----|----|----|
| Ss | Oo | Bb |
| Ii | Pp | |

| | | |
|--|---|--|
|  |  |  |
| <p>🔊 Now we will read some words with the letter s. Watch and listen.</p> <p>Point to <i>sip</i>. Point under each letter.</p> <p>🔊 /s/-/ĭ/-/p/, sip.</p> <p>Point to <i>miss</i>. Underline <u>ss</u>. 🔊 In this word, I see two letter s's at the end. When we see two of the same consonant letters together, we only say the sound one time. The word is /m/-/ĭ/-/s/, miss.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>sip</i>. Point under each letter.</p> <p>🔊 /s/-/ĭ/-/p/, sip.</p> <p>Point to <i>miss</i>. Point under <u>ss</u>. 🔊 What do we see at the end of this word? Two letter s's. When we see two of the same consonant letters together, how many times do we say the sound? Only one time.</p> <p>🔊 Let's read the word together: /m/-/ĭ/-/s/, miss.</p> <p>Repeat with</p> <ul style="list-style-type: none"> • /s/-/ĭ/-/t/, sit • /p/-/ă/-/s/, pass | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>pass</i> (/p/-/ă/-/s/, pass) • <i>sob</i> (/s/-/ŏ/-/b/, sob) • <i>sat</i> (/s/-/ă/-/t/, sat) • <i>sap</i> (/s/-/ă/-/p/, sap) • <i>toss</i> (/t/-/ŏ/-/s/, toss) |

| | |
|------|------|
| sip | pass |
| miss | sob |
| sit | sat |
| pass | sap |
| | toss |




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

do
no
yes

SIGHT WORDS

5 MIN.

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

| | | |
|---|---|---|
|  |  |  |
| <p>🔊 Now we will learn some new sight words. Watch and listen.</p> <p>Point to <i>do</i>. 🔊 Do, d-o, do.</p> <p>Repeat with <i>no</i> and <i>yes</i>.</p> | <p>🔊 Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p> | <p>🔊 Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p> |

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

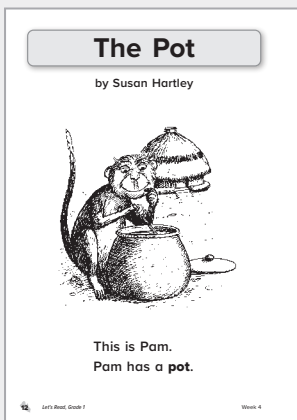
WRITTEN VOCABULARY

10 MIN.

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

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

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



Let's Read page 12

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

OBJECTIVES

Students will be able to:

- Spell *pass, sit, miss, pot, sat, top, not*
- Read fluently “The Pot”
- Demonstrate understanding of the vocabulary words *want, problem, mistake, work, important*
- Listen to and comprehend “Fun During Reading Class”

LEARNING RESOURCES



Student copybooks



Let's Read



Student Activity Book

*** Teacher Tip:** Remind the students that some words have two of the same consonants together, or double letters, even though we only say the sound one time.

INTRODUCTION

1 MIN.

🔊 Today we will sing a song. We will spell some words. You will read the story “The Pot” 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 “One, Two, How Are You?” (page T14). After singing, have students say four words that begin with the sound /s/. (*six, sticks, seven, straight*)

SPELLING

10 MIN.

| | | |
|--|--|---|
| | | |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>pass</i>. I hear 3 sounds: /p/-/ă/-/s/.</p> <p>🔊 The first sound is /p/. (Write p.) The next sound is /ă/. (Write a.) The last sound is /s/, and in this word it is spelled with a double letter. (Write ss.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 p-a-s-s, <i>pass</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>pass</i>. What sounds do we hear? /p/-/ă/-/s/.</p> <p>🔊 Let's write it: /p/ (write p), /ă/ (write a), /s/. In this word it is spelled with a double letter (write ss). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): p-a-s-s, <i>pass</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>sit</i> • <i>miss</i> <p>For <i>miss</i>, tell the students that the last sound is spelled with a double letter.</p> | <p>🔊 Now it's your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>miss</i> • <i>pot</i> • <i>sat</i> • <i>top</i> • <i>not</i> <p>Move around the room and randomly check students' work as they write.</p> <p>Have students spell each word aloud using the letter names.</p> |

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

READING FLUENCY PRACTICE 🧒🧒

12 MIN.

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

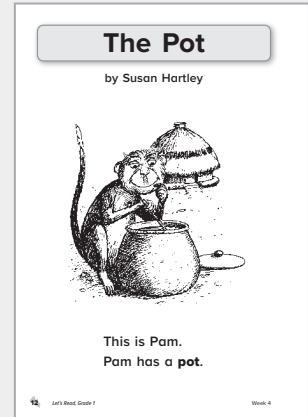
Have the students work in pairs, taking turns to read the passage aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

ORAL VOCABULARY

10 MIN.

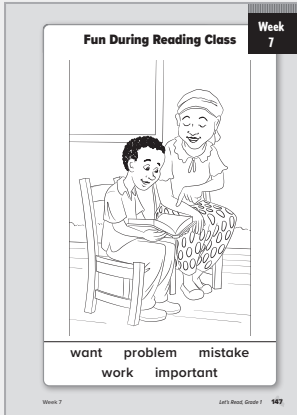
Use objects, pictures, and demonstrations to help students understand the words. Have students point to the visual aid or do the motions as they say each word.

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



Let’s Read page 12

| | |
|--------------|--|
| 1. want | 🔊 Want. To <i>want</i> is to wish or hope for something. For example, I want all of you to learn to read really well. What is something you want? (Help individuals respond in well-formed sentences using <i>want</i> .) |
| 2. problem | 🔊 Problem. A <i>problem</i> is a bad situation that needs to be fixed or solved. For example, if you get sick and can’t come to school, you have a problem. Maybe you need to rest or take medicine to fix your problem. If you tear your book, you have a problem. You need to fix your book so that you can read it again. Who has another example of a problem? (Help individuals respond in well-formed sentences.) |
| 3. mistake | 🔊 Mistake. When we make a <i>mistake</i> , we do something wrong. For example, sometimes we make mistakes on our quizzes and tests. We give the wrong answer. That’s okay because making mistakes is part of learning! What should you do when you make a mistake? (Help individuals respond in well-formed sentences using <i>When I make a mistake, I should ...</i>) |
| 4. work | 🔊 Work. To <i>work</i> means to do a job. For example, I work as a teacher. I also do work on the farm and at home. Children do work too. What kind of work do you do? (Help individuals respond in well-formed sentences.) |
| 5. important | 🔊 Important. <i>Important</i> is something that means a lot to you, something that you really want or really love. For example, my family is important to me. Teaching students to read is important to me. What is important to you? (Help individuals respond in well-formed sentences using <i>important</i> .) |



Let's Read page 147

READ-ALOUD

15 MIN.

🔊 Now I'm going to read to you a new story called "Fun During Reading Class." Please turn to page 147 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 characters in stories doing things. Characters in stories often have problems. Remember that a problem is a bad situation that needs to be fixed or solved. 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.

🔊 **Fun During Reading Class**
by Yolanda Isaac-Sie

Miss Weah is a first grade teacher at Zondo Public School. She knows how important reading is, so she always encourages her students to read.

Garjay is one of her students. Garjay knows how important reading is, too, and he really wants to read well. But he has a problem. He doesn't always know the right letter sounds. When it is his turn to read, he often makes mistakes. Garjay doesn't think reading is much fun at all.

Miss Weah asks Garjay if he wants to stay after school so she can help him with those problem sounds. Garjay is very happy to do extra work with Miss Weah. He works so hard that he becomes the best student in Miss Weah's reading class. Now Garjay thinks reading class is fun.

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. **What is the title of this story?** ("Fun During Reading Class")
2. **Who are the characters in the story?** (Miss Weah, Garjay)
3. **What is the setting of the story?** (Zondo Public School)
4. **Who has a problem in the story?** (Garjay)
5. **What is Garjay's problem?** (He doesn't always know the right letter sounds.)
6. **Who helps Garjay with his problem?** (Miss Weah)
7. **How does Garjay fix or solve his problem?** (He stays after school to work on letter sounds with Miss Weah.)



HOMEWORK

Have students write each spelling word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 19 in the *Student Activity Book*. Note: You may also review these words during Spelling class and help students use them in sentences.

Week 7 Word Lists

Spelling Words

| | |
|--------|---------|
| 1. pot | 5. sat |
| 2. not | 6. miss |
| 3. top | 7. pass |
| 4. sit | |

Sight Words

| | |
|-------|---------|
| 8. do | 10. yes |
| 9. no | |

Student Activity Book
page 19

OBJECTIVES

Students will be able to:

- Blend sounds to make words
- Identify capital *E* and small *e*
- Read words with the letter *e* as /ĕ/
no, yes
- Read the sight words *do, no, yes*
- Demonstrate understanding of the vocabulary words *net, pass, toss, miss, sob*
- Read and comprehend “In the Net”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will put sounds together to make words. We will learn capital *E* and small *e*. 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 put sounds together to make words. Watch and listen.</p> <p>🔊 The sounds are /s/–/ĕ/–/t/. I put the sounds together to make a word: /s/–/ĕ/–/t/, set.</p> <p>Repeat with: /m/–/ĕ/–/n/, <i>men</i>.</p> | <p>🔊 Let’s do it together.</p> <p>🔊 The sounds are /m/, /ĕ/, /n/. We put the sounds together to make a word: /m/, /ĕ/, /n/, men.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /p/–/ĕ/–/t/, <i>pet</i> • /m/–/ĕ/–/s/, <i>mess</i> • /b/–/ĕ/–/t/, <i>bet</i> | <p>🔊 Now it’s your turn. I will say the sounds. You will repeat the sounds then put them together to make a word.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /b/–/ĕ/–/t/ (<i>/b/–/ĕ/–/t/, bet</i>) • /n/–/ĕ/–/t/ (<i>/n/–/ĕ/–/t/, net</i>) • /t/–/ĕ/–/n/ (<i>/t/–/ĕ/–/n/, ten</i>) • /m/–/ĕ/–/t/ (<i>/m/–/ĕ/–/t/, met</i>) • /p/–/ĕ/–/n/ (<i>/p/–/ĕ/–/n/, pen</i>) |

✔ **Daily Check:** Call on 2 students to blend sounds into 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 <i>E</i>. » This is capital <i>E</i>.</p> <p>Point under <i>e</i>. » This is small <i>e</i>.</p> <p>» Capital <i>E</i> and small <i>e</i> say /ě/.</p> <p>Repeat.</p> | <p>Point in turn under <i>E, e</i>. » Say the name with me. Capital <i>E</i>, small <i>e</i>.</p> <p>» Say the sound with me: /ě/, /ě/.</p> <p>» Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>» Say the sounds with me. Randomly point under the other letters, saying their sounds.</p> | <p>Point in turn under <i>E, e</i>. » Say the name. (Capital <i>E</i>, small <i>e</i>)</p> <p>» Say the sound. (/ě/, /ě/)</p> <p>» Say the names. Randomly point under all the letters.</p> <p>» Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /ě/.</p> |

| |
|----------|
| Ee Ss Bb |
| Nn Tt |

| | | |
|---|--|---|
|  |  |  |
| <p>» Now we will read some words with the letter <i>e</i>. Watch and listen.</p> <p>Point to <i>set</i>. Point under each letter.</p> <p>» /s/-/ě/-/t/, <i>set</i>.</p> | <p>» Let's say the sounds and read the word together.</p> <p>Point to <i>set</i>. Point under each letter.</p> <p>» /s/-/ě/-/t/, <i>set</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /n/-/ě/-/t/, <i>net</i> • /p/-/ě/-/n/, <i>pen</i> • /m/-/ě/-/s/, <i>mess</i> <p>For <i>mess</i>, remind the students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>» Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>mess</i> (/m/-/ě/-/s/, <i>mess</i>) • <i>pet</i> (/p/-/ě/-/t/, <i>pet</i>) • <i>men</i> (/m/-/ě/-/n/, <i>men</i>) • <i>bet</i> (/b/-/ě/-/t/, <i>bet</i>) • <i>ten</i> (/t/-/ě/-/n/, <i>ten</i>) • <i>met</i> (/m/-/ě/-/t/, <i>met</i>) |




| | |
|------|------|
| set | mess |
| net | pet |
| pen | men |
| mess | bet |
| | ten |
| | met |

✓ 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.

do
no
yes

| | | |
|---|---|---|
|  |  |  |
| <p>🔊 Now we will review our sight words. Watch and listen.</p> <p>Point to <i>do</i>. 🔊 Do, d-o, do.</p> <p>Repeat with <i>no</i> and <i>yes</i>.</p> | <p>🔊 Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p> | <p>🔊 Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p> |

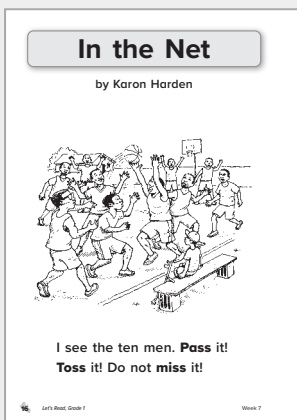
✔ **Daily Check:** Call on 2 students to read and spell one word each.

WRITTEN VOCABULARY

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

🔊 **Now we will learn some new vocabulary words.**

1. net
2. pass
3. toss
4. miss
5. sob



Let's Read page 16

| | |
|---------|--|
| 1. net | Point to <i>net</i> . 🔊 Let's say the sounds and read the word together: /n/-/ē-/t/, net. A net is basket made of strings to catch things in. Turn to page 16 in <i>Let's Read</i> and find the net in the pictures. Let's pretend to throw a ball into the net like in the pictures. (Do the motions.) |
| 2. pass | Point to <i>pass</i> . 🔊 Together: /p/-/ā-/s/, pass. One meaning of to pass is to give something to someone. For example, we can pass our pencils to our partner and say, "We are passing our pencils." (Have students pass pencils back and forth.) |
| 3. toss | Point to <i>toss</i> . 🔊 Together: /t/-/ō-/s/, toss. To toss means to throw something gently, like this. (Demonstrate tossing an object back and forth with a student.) We are tossing the [name of object]. (Call on additional students to demonstrate and say the sentence.) |
| 4. miss | Point to <i>miss</i> . 🔊 Together: /m/-/ī-/s/, miss. One meaning of miss is to try to do something but fail. For example, in football, if you try to kick the ball into the goal, but the ball doesn't go in, we can say you missed the goal. How do you feel when you or your team misses a goal? (Help individuals to respond in well-formed sentences using miss.) |
| 5. sob | Point to <i>sob</i> . 🔊 Together: /s/-/ō-/b/, sob. To sob means to cry very hard and loudly. For example, if you hurt yourself very badly, you might sob. Let's pretend to sob. |

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called “In the Net.” Please turn to page 16 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

🔊 **Stories have a title. The name of the story is the title. What is the title of this story?** (“In the Net”)

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?

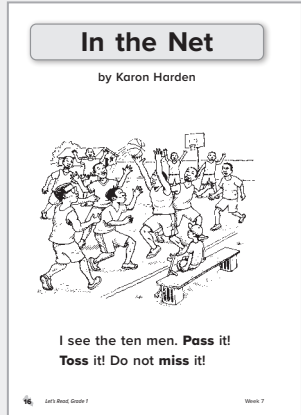
COMPREHENSION QUESTIONS

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

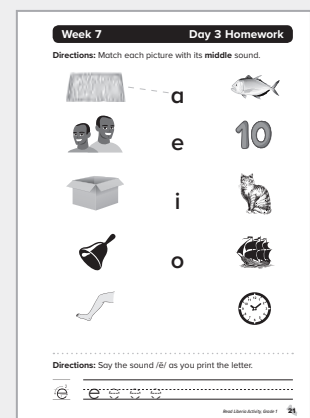
- 🔊 **1. What are the men in the story doing?** (playing basketball)
- 2. How many men are playing the game?** (ten)
- 3. Why does the boy sob?** (His team misses the net/basket.)
- 4. How does the boy feel at the end?** (happy)
- 5. Why is the boy happy at the end?** (The ball goes in the net for a score.)

 **HOMEWORK**

Have students complete page 21 in the *Student Activity Book* and read “In the Net” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 16




Student Activity Book
page 21

OBJECTIVES


Students will be able to:

- Spell *pot, not, top, sit, sat, miss, pass*
- Read fluently “In the Net”
- Demonstrate understanding of the vocabulary words *want, problem, mistake, work, important*
- Listen to and comprehend “Fun During Reading Class”

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 “In the Net” with your partner. Then we will review our vocabulary words and listen as I read the story “Fun During Reading Class” to you again.




SONG 🎵

2 MIN.

Sing with the students “One, Two, How Are You?” (page T14). After singing, have students say four words that begin with the sound /s/. (*six, sticks, seven, straight*)

SPELLING

10 MIN.

| | | |
|--|--|---|
|  |  |  |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>pot</i>. I hear 3 sounds: /p/-/ō/-/t/.</p> <p>🔊 The first sound is /p/. (Write p.) The next sound is /ō/. (Write o.) The last sound is /t/. (Write t.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>p-o-t, pot</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>pot</i>. What sounds do we hear? /p/-/ō/-/t/.</p> <p>🔊 Let’s write it: /p/ (write p), /ō/ (write o), /t/ (write t). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>p-o-t, pot</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>not</i> • <i>top</i> | <p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>top</i> • <i>sit</i> • <i>sat</i> • <i>miss</i> • <i>pass</i> <p>For <i>miss</i> and <i>pass</i>, remind the students that the last 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 “In the Net” with your partner. Please turn to page 16 in *Let’s Read*.

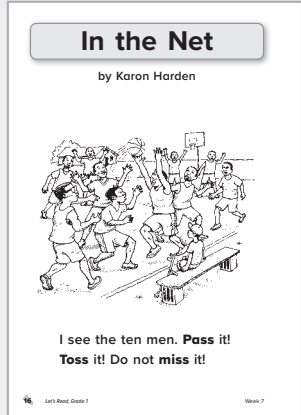
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

ORAL VOCABULARY

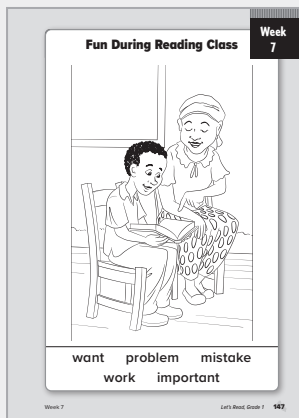
10 MIN.

🔊 Now we will review our vocabulary words.

| | |
|--------------|--|
| 1. want | 🔊 Want. To <i>want</i> is to wish or hope for something. For example, I want all of you to learn to read really well. What is something you want? (Help individuals respond in well-formed sentences using <i>want</i> .) |
| 2. problem | 🔊 Problem. A <i>problem</i> is a bad situation that needs to be fixed or solved. For example, if you get sick and can’t come to school, you have a problem. Maybe you need to rest or take medicine to fix your problem. If you tear your book, you have a problem. You need to fix your book so that you can read it again. Who has another example of a problem? (Help individuals respond in well-formed sentences.) |
| 3. mistake | 🔊 Mistake. When we make a <i>mistake</i> , we do something wrong. For example, sometimes we make mistakes on our quizzes and tests. We give the wrong answer. That’s okay because making mistakes is part of learning! What should you do when you make a mistake? (Help individuals respond in well-formed sentences using <i>When I make a mistake, I should ...</i> .) |
| 4. work | 🔊 Work. To <i>work</i> means to do a job. For example, I work as a teacher. I also do work on the farm and at home. Children do work too. What kind of work do you do? (Help individuals respond in well-formed sentences.) |
| 5. important | 🔊 Important. <i>Important</i> is something that means a lot to you, something that you really want or really love. For example, my family is important to me. Teaching students to read is important to me. What is important to you? (Help individuals respond in well-formed sentences using <i>important</i> .) |



Let’s Read page 16



Let's Read page 147

READ-ALoud

15 MIN.

Now I'm going to read the story "Fun During Reading Class" to you again. Please turn to page 147 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 that characters in stories have problems. Remember that a problem is a bad situation that needs to be fixed or solved. 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.

🔊 **Fun During Reading Class**
by Yolanda Isaac-Sie

Miss Weah is a first grade teacher at Zondo Public School. She knows how important reading is, so she always encourages her students to read.

Garjay is one of her students. Garjay knows how important reading is, too, and he really wants to read well. But he has a problem. He doesn't always know the right letter sounds. When it is his turn to read, he often makes mistakes. Garjay doesn't think reading is much fun at all.

Miss Weah asks Garjay if he wants to stay after school so she can help him with those problem sounds. Garjay is very happy to do extra work with Miss Weah. He works so hard that he becomes the best student in Miss Weah's reading class. Now Garjay thinks reading class is fun.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **What is the title of this story?** (“Fun During Reading Class”)
2. **Who are the characters in the story?** (Miss Weah, Garjay)
3. **What is the setting of the story?** (Zondo Public School)
4. **Who has a problem in the story?** (Garjay)
5. **What is Garjay’s problem?** (He doesn’t always know the right letter sounds.)
6. **Who helps Garjay with his problem?** (Miss Weah)
7. **How does Garjay fix or solve his problem?** (He stays after school to work on letter sounds with Miss Weah.)
8. **How do you think Garjay feels at the beginning of the story?** (sad because he does not know his letters)
9. **How do you think Garjay feels at the end of the story?** (happy because he knows his letters)
10. **Let’s imagine that Garjay decided to leave school because it was too hard. What do you think might have happened?** (Answers will vary.)

RETELLING

Guide students to retell the story in their own words.



HOMEWORK

Have students write each spelling word 3 times in their copybooks and spell each word aloud to someone at home. Have them study the words for the quiz tomorrow. The weekly word list is on page 19 in the *Student Activity Book*.

Week 7 Word Lists

Spelling Words

| | |
|--------|---------|
| 1. pot | 5. sat |
| 2. not | 6. miss |
| 3. top | 7. pass |
| 4. sit | |

Sight Words

| | |
|-------|---------|
| 8. do | 10. yes |
| 9. no | |

Read Liberia Activity Book 1


Student Activity Book
page 19

OBJECTIVES


Students will be able to:

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


LEARNING RESOURCES

 Student copybooks

 Letter cards

 Sight word cards

 *Let's Read*

 Supplementary readers

INTRODUCTION

1 MIN.

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

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

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

First, write these letters in your copybook.

1. Capital letter **S**.
2. Capital letter **E**.
3. The small letter that says /ě/.
4. The small letter that says /s/.
5. The small letter that says /b/.

Now write these words in your copybook.

6. *do*, 7. *miss*, 8. *no*, 9. *not*, 10. *pass*, 11. *pot*, 12. *sat*, 13. *sit*, 14. *top*, 15. *yes*

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 reread (a) “The Pot” on page 12 and (b) “In the Net” on page 16 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.




Group B (Exceeds Expectations)

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




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

Group C (Needs Additional Support)

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

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

| | | |
|----|----|----|
| Ee | Ss | Oo |
| Bb | Ii | |

| | | |
|--|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>ten</i>. Point under each letter.</p> <p>🔊 /t/-/ě/-/n/, <i>ten</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>ten</i>. Point under each letter.</p> <p>🔊 /t/-/ě/-/n/, <i>ten</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>set</i> • <i>mess</i> • <i>pass</i> <p>For <i>mess</i> and <i>pass</i>, remind students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|------|------|
| ten | pass |
| set | sob |
| mess | net |
| pass | toss |
| | met |
| | miss |
| | bet |

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 “The Pot” on page 12 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “The Pot” on page 12 and (b) “In the Net” on page 16 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.

Week 8 Lesson Planner

| | Monday (Day 1) <i>pages 126–129</i> | Tuesday (Day 2) <i>pages 130–133</i> | Wednesday (Day 3) <i>pages 134–137</i> | Thursday (Day 4) <i>pages 138–141</i> | Friday (Day 5) <i>pages 142–144</i> |
|---|--|---|--|---|---|
| Phonological Awareness | Blend sounds to make words. | | Blend sounds to make words. | | |
| Song | | “Up and Down” | | “Up and Down” | |
| Alphabet Recognition and Phonics | <ul style="list-style-type: none"> • <i>D, d</i> • Read words with the letter <i>d</i> as /d/. | | <ul style="list-style-type: none"> • <i>G, g</i> • Read words with the letter <i>g</i> as /g/. | | <ul style="list-style-type: none"> • Quiz • Differentiated review |
| Spelling | | <i>ten, men, pen, sad, bad, red, dress</i> | | <i>ten, men, pen, sad, bad, red, dress</i> | |
| Sight Words | <i>and, he, we</i> | | <i>and, he, we</i> | | |
| Written Vocabulary | <i>net, pass, toss, miss, sob</i> | | <i>ram, grass, pen, grab, grin</i> | | |
| Reading Comprehension | “In the Net” | | “The Ram” | | Differentiated review |
| Reading Fluency Practice | | Pairs: “In the Net” | | Pairs: “The Ram” | Differentiated review |
| Oral Vocabulary | | <i>egg, sell, drop, break, careful</i> | | <i>egg, sell, drop break, careful</i> | |
| Read-Aloud | | “Adama and Her Hen” | | “Adama and Her Hen” | |
| Homework | <ul style="list-style-type: none"> • Page 23 in <i>Student Activity Book</i> • “In the Net” | Write spelling and sight words 3 times in copybooks. | <ul style="list-style-type: none"> • Page 24 in <i>Student Activity Book</i> • “The Ram” | <ul style="list-style-type: none"> • Write spelling and sight words 3 times in copybooks. • Study for quiz. | Re-read “In the Net” and “The Ram.” |
| Day 5 Review: Differentiated Instruction | <p>First Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to re-read “In the Net” and “The Ram.” • Group B (Exceeds Expectations): Work in pairs to read any supplementary reader. • Group C (Needs Additional Support): Review Alphabetic Recognition and Phonics. <p>Second Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to read any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “In the Net.” • Group C (Needs Additional Support): Work in pairs to re-read “In the Net” and “The Ram.” | | | | |
| Grade 1 National Standards for Reading and Comprehension | | 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, author, characters, setting, events, problem, solution • Make predictions about a story • Recognize sentence elements (capital letter and end marks) • Correctly spell words using letters and blends • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Identify sounds represented by varied consonant and 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:

- Blend sounds to make words
- Identify capital *D* and small *d*
- Read words with the letter *d* as /d/
- Read the sight words *and, he, we*
- Demonstrate understanding of the vocabulary words *net, pass, toss, miss, sob*
- Read and comprehend “In the Net”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will put sounds together to make words. We will learn capital *D* and small *d* and some new sight words. We will also review our vocabulary and read the story “In the Net” again.

PHONOLOGICAL AWARENESS

4 MIN.




| | | |
|---|---|--|
|  |  |  |
| <p>🔊 Now we will put sounds together to make words. Watch and listen.</p> <p>🔊 The sounds are /d/-/r/-/ō/-/p/. I put the sounds together to make a word: /d/-/r/-/ō/-/p/, drop.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /b/-/r/-/ā/-/k/, <i>break</i>. | <p>🔊 Let’s do it together.</p> <p>🔊 The sounds are /b/-/r/-/ā/-/k/. We put the sounds together to make a word: /b/-/r/-/ā/-/k/, break.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /d/-/r/-/ě/-/s/, <i>dress</i> • /t/-/r/-/ī/-/p/, <i>trip</i> • /d/-/r/-/ū/-/m/, <i>drum</i> | <p>🔊 Now it’s your turn. I will say the sounds. You will repeat the sounds then put them together to make a word.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /d/-/r/-/ū/-/m/ (<i>d/-/r/-/ū/-/m/, drum</i>) • /s/-/t/-/ō/-/p/ (<i>s/-/t/-/ō/-/p/, stop</i>) • /p/-/r/-/ě/-/s/ (<i>p/-/r/-/ě/-/s/, press</i>) • /d/-/r/-/ī/-/v/ (<i>d/-/r/-/ī/-/v/, drive</i>) |

✔ **Daily Check:** Call on 2 students to blend sounds into 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>🔊 Now we will learn a new letter.</p> <p>Point under <i>D</i>.</p> <p>🔊 This is capital <i>D</i>.</p> <p>Point under <i>d</i>.</p> <p>🔊 This is small <i>d</i>.</p> <p>🔊 Capital <i>D</i> and small <i>d</i> say /d/.</p> <p>Repeat.</p> | <p>Point in turn under <i>D, d</i>. 🔊 Say the name with me: Capital <i>D</i>, small <i>d</i>.</p> <p>🔊 Say the sound with me: /d/, /d/.</p> <p>🔊 Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>🔊 Say the sounds with me. Randomly point under the other letters, saying their sounds.</p> | <p>Point in turn under <i>D, d</i>. 🔊 Say the name. (Capital <i>D</i>, small <i>d</i>)</p> <p>🔊 Say the sound. (/d/, /d/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /d/.</p> |

| | | |
|----|----|----|
| Dd | Ee | Ss |
| Oo | Bb | |

| | | |
|---|---|---|
|  |  |  |
| <p>🔊 Now we will read some words with the letter <i>d</i>. Watch and listen.</p> <p>Point to <i>dad</i>. Point under each letter.</p> <p>🔊 /d/-/ă/-/d/, <i>dad</i>.</p> <p>Point to <i>dress</i>. Underline <u><i>dr</i></u>.</p> <p>🔊 Sometimes two different consonant letters come together in a blend. We say both sounds in a blend. The word is /d/-/r/-/ĕ/-/s/, <i>dress</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>dad</i>.</p> <p>🔊 /d/-/ă/-/d/, <i>dad</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /d/-/r/-/ĕ/-/s/, <i>dress</i> • /b/-/ă/-/d/, <i>bad</i> • /ă/-/d/, <i>add</i> <p>For <i>add</i>, remind the students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>add</i> (/ă/-/d/, <i>add</i>) • <i>dot</i> (/d/-/ō/-/t/, <i>dot</i>) • <i>bed</i> (/b/-/ĕ/-/d/, <i>bed</i>) • <i>did</i> (/d/-/ĭ/-/d/, <i>did</i>) • <i>drop</i> (/d/-/r/-/ō/-/p/, <i>drop</i>) |

| | |
|-------|------|
| dad | add |
| dress | dot |
| bad | bed |
| add | did |
| | drop |




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

and
he
we

SIGHT WORDS

5 MIN.

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

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

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

WRITTEN VOCABULARY

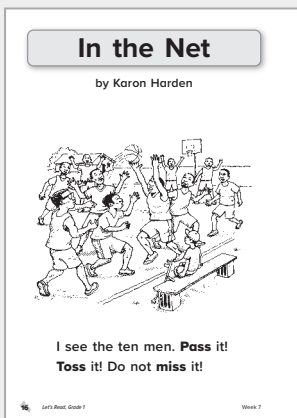
10 MIN.

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

Now we will review our vocabulary words from last time.

1. net
2. pass
3. toss
4. miss
5. sob

| | |
|---------|---|
| 1. net | Point to <i>net</i> . Read the word: (<i>net</i>). A net is basket made of strings to catch things in. Turn to page 16 in <i>Let's Read</i> and find the net in the pictures. ... Let's pretend to throw a ball into the net like in the pictures. (Do the motions.) |
| 2. pass | Point to <i>pass</i> . Read the word: (<i>pass</i>). One meaning of to <i>pass</i> is to give something to someone. For example, we can pass our pencils to our partner and say, "We are passing our pencils." (Have students pass pencils back and forth.) |
| 3. toss | Point to <i>toss</i> . Read the word: (<i>toss</i>). To <i>toss</i> means to throw something gently, like this. (Demonstrate tossing an object back and forth with a student.) We are tossing the [name of object]. (Call on additional students to demonstrate and say the sentence.) |
| 4. miss | Point to <i>miss</i> . Read the word: (<i>miss</i>). One meaning of to <i>miss</i> is to try to do something but fail. For example, in football, if you try to kick the ball into the goal, but the ball doesn't go in, we can say you missed the goal. How do you feel when you or your team misses a goal? (Help individuals to respond in well-formed sentences using <i>miss</i> .) |
| 5. sob | Point to <i>sob</i> . Read the word: (<i>sob</i>). To <i>sob</i> means to cry very hard and loudly. For example, if you hurt yourself very badly, you might sob. Let's pretend to sob. |



Let's Read page 16

READING COMPREHENSION

20 MIN.

🔊 Now we will read the passage “In the Net” together again. Please turn to page 16 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

🔊 Remember that the name of a story is called the title. What is the title of this story? (“In the Net”)

CONCEPTS OF PRINT

Point to the period at the end of the first sentence. 🔊 This mark is called a period. The period tells us that the sentence has ended. We pause before we start reading the next sentence.

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

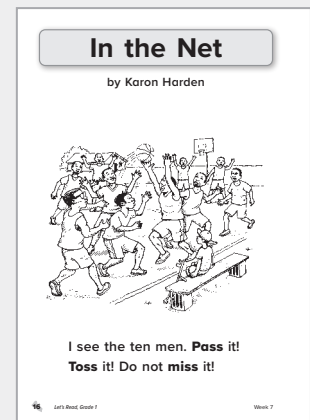
COMPREHENSION QUESTIONS

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

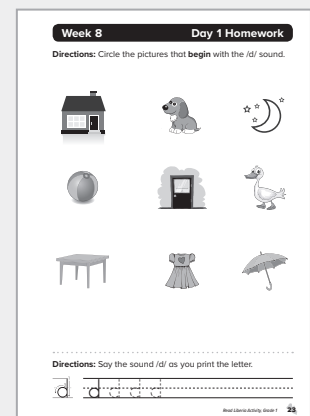
1. What are the men in the story doing? (playing basketball)
2. How many men are playing the game? (ten)
3. Why does the boy sob? (His team misses the net/basket.)
4. How does the boy feel at the end? (happy)
5. Why is the boy happy at the end? (The ball goes in the net for a score.)
6. What does the boy do at the end that shows that he is happy? (He stands up and tosses his cap.)
7. What do you do when your team makes a goal or scores a point like this? (Answers will vary.)

 **HOMEWORK**

Have students complete page 23 in the *Student Activity Book* and read “In the Net” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 16






Student Activity Book page 23

OBJECTIVES

Students will be able to:

- Spell *red, ten, men, pen, sad, bad, dress*
- Read fluently “In the Net”
- Demonstrate understanding of the vocabulary words *egg, sell, drop, break, careful*
- Listen to and comprehend “Adama and Her Hen”

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 “In the Net” with your partner. Then you will learn some new vocabulary words and listen as I read a new story to you.




SONG 🎵

2 MIN.

Sing with the students “Up and Down” (page T14). After singing, have students say the word in the song that begins with the sound /d/. (*down*)

SPELLING

10 MIN.

| | | |
|--|--|--|
|  |  |  |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>red</i>. I hear 3 sounds: /r/-/ĕ/-/d/.</p> <p>🔊 The first sound is /r/. (Write r.) The next sound is /ĕ/. (Write e.) The last sound is /d/. (Write d.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>r-e-d, red</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>red</i>. What sounds do we hear? /r/-/ĕ/-/d/.</p> <p>🔊 Let’s write it: /r/ (write r), /ĕ/ (write e), /d/ (write d). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>r-e-d, red</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>ten</i> • <i>men</i> | <p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>men</i> • <i>pen</i> • <i>sad</i> • <i>bad</i> • <i>dress</i> <p>For <i>dress</i>, tell students that the last 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 “In the Net” with your partner again. Please turn to page 16 in *Let’s Read*.

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

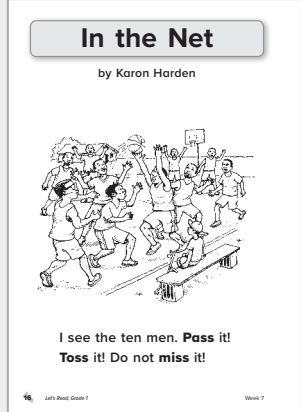
ORAL VOCABULARY

10 MIN.

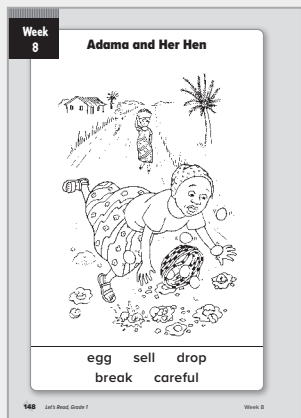
Use objects, pictures, and demonstrations to help students understand the words. Have students point to the visual aid or do the motions as they say each word.

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

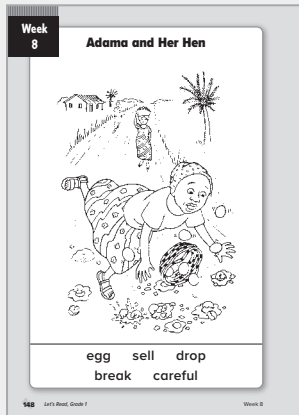
| | |
|------------|---|
| 1. egg | 🔊 Egg. Baby birds or chicks hatch out of <i>eggs</i> . The eggs come from the mother bird or hen. Turn to page 148 in <i>Let’s Read</i> and find the eggs in the picture. Some people like to eat eggs. Do you like to eat eggs? |
| 2. sell | 🔊 Sell. To <i>sell</i> means to exchange something for money. For example, some people sell eggs at the market. Customers give them money, and they give the customers the eggs in exchange. What else do people sell at the market? (Help individuals to respond in well-formed sentences using <i>sell</i> .) |
| 3. drop | 🔊 Drop. To <i>drop</i> means to let something fall, like this. (Drop a pencil or book on the floor.) I dropped the pencil [or book]. Look at the picture. What did the girl drop on the ground? (her basket/eggs) |
| 4. break | 🔊 Break. To <i>break</i> means to separate into pieces. Look at the picture and find something that is breaking. ... Point and say with me, “The eggs are breaking.” |
| 5. careful | 🔊 Careful. When you are <i>careful</i> with something, you are very gentle so that it does not get hurt. For example, be careful with your books so that you do not tear them. Look at the picture. Was the girl careful with her eggs? (No, because she dropped them.) Show me how to be careful when you carry eggs. (Have the students do the motions.) |



Let’s Read page 16



Let’s Read page 148



Let's Read page 148

READ-ALOUD

15 MIN.

Now I'm going to read to you a new story called "Adama and Her Hen." Please turn to page 148 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.

Adama and Her Hen

Adama has a pretty little hen. Her hen lays eggs every day. Adama sells the eggs at the market and buys things for her family with the money that she gets.

One day, as Adama is on the way to the market, she has an accident. She isn't looking where she was going, and she trips on a small rock in the road. She drops her basket of eggs, and every one of the eggs breaks. Adama feels terrible.

But the very next day, Adama's hen gives her new eggs. Adama is very happy because she can take the new eggs to the market and sell them. This time she tells herself to be very careful as she walks along the road.

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?** (Adama, her hen)
2. **What does Adama do at the market?** (sells eggs)
3. **What does Adama do with the money she earns from selling eggs?** (buys things for her family)
4. **What is Adama's problem in the story?** (She trips and breaks all of her eggs on the way to the market.)
5. **How is the problem fixed or solved?** (Adama's hen lays more eggs so she can take them to market.)
6. **Why does Adama tell herself to be very careful?** (She does not want to trip and break the eggs.)



HOMEWORK

Have students write each spelling word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 22 in the *Student Activity Book*. Note: You may also review these words during Spelling class and help students use them in sentences.

Week 8 Word Lists

Spelling Words

| | |
|--------|----------|
| 1. ten | 5. bad |
| 2. men | 6. red |
| 3. pen | 7. dress |
| 4. sad | |

Sight Words

| | |
|--------|--------|
| 8. and | 10. we |
| 9. he | |

22

Student Activity Book
page 22

OBJECTIVES

Students will be able to:

- Blend sounds to read words
- Identify capital G and small g
- Read words with the letter g as /g/
- Read the sight words *and, he, we*
- Demonstrate understanding of the vocabulary words *ram, grass, pen, grab, grin*
- Read and comprehend “The Ram”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will put sounds together to make words. We will learn capital G and small g. 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 put sounds together to make words. Watch and listen.</p> <p>🔊 The sounds are /g/-/r/-/ă/-/s/. I put the sounds together to make a word: /g/-/r/-/ă/-/s/, grass.</p> <p>Repeat with /d/-/r/-/ĭ/-/p/, <i>drip</i>.</p> | <p>🔊 Let’s do it together.</p> <p>🔊 The sounds are /d/-/r/-/ĭ/-/p/. We put the sounds together to make a word: /d/-/r/-/ĭ/-/p/, drip.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /g/-/r/-/ĭ/-/n/, <i>grin</i> • /g/-/r/-/ă/-/b/, <i>grab</i> • /d/-/r/-/ĕ/-/s/, <i>dress</i> | <p>🔊 Now it’s your turn. I will say the sounds. You will repeat the sounds then put them together to make a word.</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"> • /d/-/r/-/ĕ/-/s/ (<i>drip</i>) • /d/-/r/-/ĕ/-/s/ (<i>dress</i>) • /t/-/r/-/ĭ/-/p/ (<i>trip</i>) • /b/-/r/-/ă/-/k/ (<i>break</i>) • /d/-/r/-/ĕ/-/p/ (<i>drop</i>) |

✔ **Daily Check:** Call on 2 students to blend sounds into 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 G. ▶▶ This is capital G.</p> <p>Point under g. ▶▶ This is small g.</p> <p>▶▶ Capital G and small g say /g/.</p> <p>Repeat.</p> | <p>Point in turn under G, g. ▶▶ Say the name with me. Capital G, small g.</p> <p>▶▶ Say the sound with me: /g/, /g/.</p> <p>▶▶ Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>▶▶ Say the sounds with me. Randomly point under the other letters, saying their sounds.</p> | <p>Point in turn under G, g. ▶▶ Say the name. (Capital G, small g)</p> <p>▶▶ Say the sound. (/g/, /g/)</p> <p>▶▶ Say the names. Randomly point under all the letters.</p> <p>▶▶ Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /g/.</p> |

| |
|----------|
| Gg Dd Ee |
| Ss Oo |

| | | |
|--|--|--|
|  |  |  |
| <p>▶▶ Now we will read some words with the letter g. Watch and listen.</p> <p>Point to <i>got</i>. Point under each letter. ▶▶ /g/-/ō/-/t/, got.</p> <p>Point to <i>grin</i>. Underline <u>gr</u>. ▶▶ Remember that sometimes two different consonant letters come together in a blend. We say both sounds in a blend. The word is /g/-/r/-/ī/-/n/, grin.</p> | <p>▶▶ Let's say the sounds and read the word together.</p> <p>Point to <i>got</i>. Point under each letter. ▶▶ /g/-/ō/-/t/, got.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /g/-/r/-/ī/-/n/, <i>grin</i> • /b/-/ī/-/g/, <i>big</i> • /ĕ/-/g/, <i>egg</i> <p>For <i>egg</i>, remind the students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>▶▶ Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>egg</i> (/ĕ/-/g/, <i>egg</i>) • <i>grass</i> (/g/-/r/-/ă/-/s/, <i>grass</i>) • <i>get</i> (/g/-/ĕ/-/t/, <i>get</i>) • <i>grab</i> (/g/-/r/-/ă/-/b/, <i>grab</i>) • <i>dog</i> (/d/-/ō/-/g/, <i>dog</i>) • <i>pig</i> (/p/-/ī/-/g/, <i>pig</i>) |




| | |
|------|-------|
| got | egg |
| grin | grass |
| big | get |
| egg | grab |
| | dog |
| | pig |

✔ 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.

and
he
we

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

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

WRITTEN VOCABULARY


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

1. ram
2. grass
3. pen
4. grab
5. grin

Now we will learn some new vocabulary words.

The Ram

by Marlena Zapf



Dad and I got a ram.
The ram is in the grass.
We did not put it in a pen.

20 Let's Read, Grade 1 Week 8

Let's Read page 20

| | |
|----------|--|
| 1. ram | Point to <i>ram</i> . Let's say the sounds and read the word together: /r/-/ă/-/m/, <i>ram</i> . A <i>ram</i> is a male sheep. Turn to page 20 in <i>Let's Read</i> and find the ram in the pictures. Point to the ram and say, "This is a ram." |
| 2. grass | Point to <i>grass</i> . Together: /g/-/r/-/ă/-/s/, <i>grass</i> . <i>Grass</i> is a plant that grows over the ground. It can be short or tall. Grass can be green or brown. Look at the pictures and find the grass. ... Is there any grass here at our school? (If so, ask the students to point to it. If not, ask the students where they can see grass.) |
| 3. pen | Point to <i>pen</i> . Together: /p/-/ĕ/-/n/, <i>pen</i> . A <i>pen</i> is a small place to keep animals so that they do not run away or get lost. For example, sometimes we keep chickens in a pen. What other animals can we keep in a pen? (Help individuals to respond in well-formed sentences using <i>pen</i> .) |
| 4. grab | Point to <i>grab</i> . Together: /g/-/r/-/ă/-/b/, <i>grab</i> . To <i>grab</i> means to take something in your hands very quickly, like this. (Demonstrate by grabbing a pencil or other object very quickly.) Look at the pictures again. Find someone who is grabbing another person. ... Show me how you grab your pencil and say, "I am grabbing my pencil." |
| 5. grin | Point to <i>grin</i> . Together: /g/-/r/-/ĭ/-/n/, <i>grin</i> . To <i>grin</i> means to smile, like this. (Demonstrate.) Show me how you grin and say, "We are grinning." |

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called “The Ram.” Please turn to page 20 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.

FEATURES OF TEXT

🔊 Remember that the name of a story is called the title. What is the title of this story? (“The Ram”). The person who wrote the story is called the author. Who is the author of this story? (Marlena Zapf)

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?

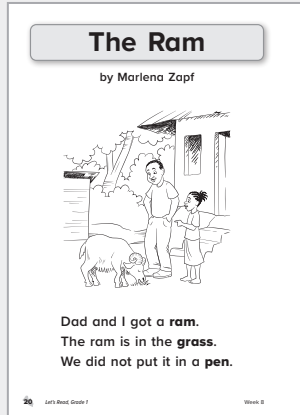
COMPREHENSION QUESTIONS

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

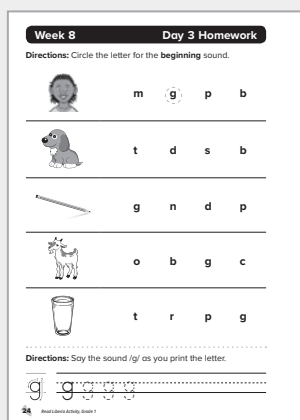
1. **Who are the characters in the story?** (Dad, the girl, the ram)
2. **What is the setting of the story?** (their home)
3. **Where is the ram?** (in the grass/ outside/ not in its pen)
4. **Is the ram big or small?** (big)
5. **Why does the girl grab Dad?** (because she is afraid of the ram)

 **HOMework**

Have students complete page 24 in the *Student Activity Book* and read “The Ram” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 20




Student Activity Book page 24

OBJECTIVES


Students will be able to:

- Spell *ten, pen, sad, red, bad, dress*
- Read fluently “The Ram”
- Demonstrate understanding of the vocabulary words *egg, sell, drop, break, careful*
- Listen to and comprehend “Adama and Her Hen”

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 Ram” with your partner. Then we will review our vocabulary words and listen as I read the story “Adama and Her Hen” to you again.




SONG 🎵

2 MIN.

Sing with the students “Up and Down” (page T14). After singing, have students say the word in the song that begins with the sound /d/. (*down*)

SPELLING

10 MIN.

| | | |
|--|--|--|
|  |  |  |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>ten</i>. I hear 3 sounds: /t/-/ě/-/n/.</p> <p>🔊 The first sound is /t/. (Write t.) The next sound is /ě/. (Write e.) The last sound is /n/. (Write n.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 t-e-n, ten.</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>ten</i>. What sounds do we hear? /t/-/ě/-/n/.</p> <p>🔊 Let’s write it: /t/ (write t), /ě/ (write e), /n/ (write n). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): t-e-n, ten.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>pen</i> • <i>sad</i> | <p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>sad</i> • <i>red</i> • <i>men</i> • <i>bad</i> • <i>dress</i> <p>For <i>dress</i>, remind students that the last 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 “The Ram” with your partner. Please turn to page 20 in *Let’s Read*.

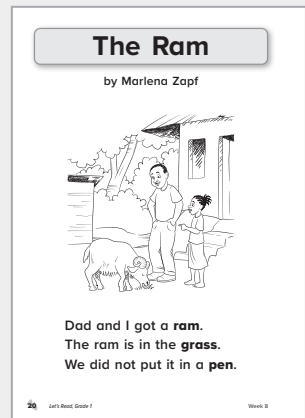
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

ORAL VOCABULARY

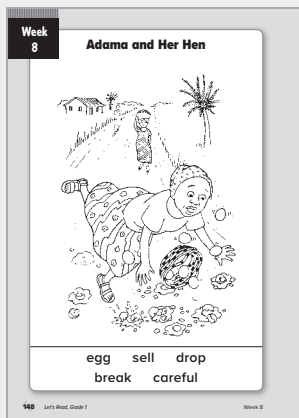
10 MIN.

🔊 Now we will review our vocabulary words.

| | |
|------------|---|
| 1. egg | 🔊 Egg. Baby birds or chicks hatch out of eggs. The eggs come from the mother bird or hen. Turn to page 20 in <i>Let’s Read</i> and find the eggs in the picture. ... Some people like to eat eggs. Do you like to eat eggs? |
| 2. sell | 🔊 Sell. To <i>sell</i> means to exchange something for money. For example, some people sell eggs at the market. Customers give them money, and they give the customers the eggs in exchange. What else do people sell at the market? (Help individuals to respond in well-formed sentences using <i>sell</i> .) |
| 3. drop | 🔊 Drop. To <i>drop</i> means to let something fall, like this. (Drop a pencil or book on the floor.) I dropped the pencil [or book]. Look at the picture. What did the girl drop on the ground? (her basket/eggs) |
| 4. break | 🔊 Break. To <i>break</i> means to separate into pieces. Look at the picture and find something that is breaking. ... Point and say with me, “The eggs are breaking.” |
| 5. careful | 🔊 Careful. When you are <i>careful</i> with something, you are very gentle so that it does not get hurt. For example, be careful with your books so that you do not tear them. Look at the picture. Was the girl careful with her eggs? (No, because she dropped them.) Show me how to be careful when you carry eggs. (Have the students do the motions.) |



Let’s Read page 20



Let's Read page 148

READ-ALOUD

15 MIN.

Now I'm going to read the story "Adama and Her Hen" to you again. Please turn to page 148 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 that characters in stories have problems. Remember that a problem is a bad situation that needs to be fixed or solved. Listen to the story again to remember what the problem is and how the problem is solved.**

DURING READING

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

🔊 **Adama and Her Hen**

Adama has a pretty little hen. Her hen lays eggs every day. Adama sells the eggs at the market and buys things for her family with the money that she gets.

One day, as Adama is on the way to the market, she has an accident. She isn't looking where she was going, and she trips on a small rock in the road. She drops her basket of eggs, and every one of the eggs breaks. Adama feels terrible.

But the very next day, Adama's hen gives her new eggs. Adama is very happy because she can take the new eggs to the market and sell them. This time she tells herself to be very careful as she walks along the road.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **Who are the characters in the story?** (Adama, her hen)
2. **What does Adama do at the market?** (sells eggs)
3. **What does Adama do with the money she earns from selling eggs?** (buys things for her family)
4. **What is Adama’s problem in the story?** (She trips and breaks all of her eggs on the way to the market.)
5. **How is the problem solved?** (Adama’s hen lays more eggs so she can take them to market.)
6. **Why does Adama tell herself to be very careful?** (She does not want to trip and break the eggs.)
7. **How do you think Adama feels at the beginning of the story?** (Answers will vary.)
8. **How does Adama feel after she breaks the eggs?** (terrible)
9. **How does Adama feel when her hen lays more eggs?** (happy)

RETELLING

Guide students to retell the story in their own words.



HOMEWORK

Have students write each spelling word 3 times in their copybooks and spell each word aloud to someone at home. Have them study the words for the quiz tomorrow. The weekly word list is on page 22 in the *Student Activity Book*.

Week 8 Word Lists

Spelling Words

| | |
|--------|----------|
| 1. ten | 5. bad |
| 2. men | 6. red |
| 3. pen | 7. dress |
| 4. sad | |

Sight Words

| | |
|--------|--------|
| 8. and | 10. we |
| 9. he | |

22 Read Liberia Activity Book


Student Activity Book
page 22

OBJECTIVES


Students will be able to:

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


LEARNING RESOURCES

 Student copybooks

 Letter cards

 Sight word cards

 *Let's Read*

 Supplementary readers

INTRODUCTION

1 MIN.

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

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

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

First, write these letters in your copybook.

1. Capital letter *D*.
2. Capital letter *G*.
3. Capital letter *E*.
4. The small letter that says /g/.
5. The small letter that says /d/.

Now write these words in your copybook.

6. *and*, 7. *bad*, 8. *dress*, 9. *he*, 10. *men*, 11. *pen*, 12. *red*, 13. *sad*, 14. *ten*, 15. *we*

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) “In the Net” on page 16 and (b) “The Ram” on page 20 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.




Group B (Exceeds Expectations)

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




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

Group C (Needs Additional Support)

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

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

Gg Dd Ee
Ss Oo

| | | |
|---|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>get</i>. Point under each letter.</p> <p>🔊 /g/-/ĕ/-/t/, get.</p> <p>Point to <i>drop</i>. Underline <u>dr</u>.</p> <p>🔊 Remember that sometimes two different consonant letters come together in a blend. We say both sounds in a blend. The word is /d/-/r/-/ŏ/-/p/, drop.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>get</i>. Point under each letter.</p> <p>🔊 /g/-/ĕ/-/t/, get.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>drop</i> • <i>dot</i> • <i>did</i> • <i>grab</i> • <i>bad</i> • <i>big</i> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|------|-------|
| get | big |
| drop | grin |
| dot | pig |
| did | dog |
| grab | egg |
| bad | got |
| big | dress |
| | grin |
| | dad |
| | add |
| | bed |

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 “In the Net” on page 16 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “In the Net” on page 16 and (b) “The Ram” on page 20 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.

Week 9 Lesson Planner

| | Monday (Day 1) <i>pages 146–149</i> | Tuesday (Day 2) <i>pages 150–153</i> | Wednesday (Day 3) <i>pages 154–157</i> | Thursday (Day 4) <i>pages 158–161</i> | Friday (Day 5) <i>pages 162–164</i> |
|---|---|--|---|---|---|
| Phonological Awareness | Segment words into two parts. | | Segment words into two parts. | | |
| Song | | “Where Are the Lions?” | | “Where Are the Lions?” | |
| Alphabet Recognition and Phonics | <ul style="list-style-type: none"> • <i>L, l</i> • Read words with the letter <i>l</i> as <i>/l/</i>. | | <ul style="list-style-type: none"> • <i>U, u</i> • Read words with the letter <i>u</i> as <i>/u/</i>. | | <ul style="list-style-type: none"> • Quiz • Differentiated review |
| Spelling | | <i>get, dog, big, grass, leg, lot, tell</i> | | <i>get, dog, big, grass, leg, lot, tell</i> | |
| Sight Words | <i>look, how many, too</i> | | <i>look, how many, too</i> | | |
| Written Vocabulary | <i>ram, grass, pen, grab, grin</i> | | <i>dig, mud, sun, how many, a lot</i> | | |
| Reading Comprehension | “The Ram” | | “A Lot of Legs” | | Differentiated review |
| Reading Fluency Practice | | Pairs: “The Ram” | | Pairs: “A Lot of Legs” | Differentiated review |
| Oral Vocabulary | | <i>daughter, make, giant, heart, real</i> | | <i>daughter, make, giant, heart, real</i> | |
| Read-Aloud | | “The Chocolate Giant” | | “The Chocolate Giant” | |
| Homework | <ul style="list-style-type: none"> • Page 26 in <i>Student Activity Book</i> • “The Ram” | Write spelling and sight words 3 times in copybooks. | <ul style="list-style-type: none"> • Page 27 in <i>Student Activity Book</i> • “A Lot of Legs” | <ul style="list-style-type: none"> • Write spelling and sight words 3 times in copybooks. • Study for quiz. | Re-read “The Ram” and “A Lot of Legs.” |

Day 5 Review: Differentiated Instruction

First Review Activity

- Group A (Meets Expectations): Work in pairs to re-read “The Ram” and “A Lot of Legs.”
- Group B (Exceeds Expectations): Work in pairs to read any supplementary reader.
- Group C (Needs Additional Support): Review Alphabetic Recognition and Phonics.

Second Review Activity

- Group A (Meets Expectations): Work in pairs to read any supplementary reader.
- Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “The Ram.”
- Group C (Needs Additional Support): Work in pairs to re-read “The Ram” and “A Lot of Legs.”

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 relationships to pronounce unknown words correctly • Read and demonstrate understanding of spoken and written grade-level texts.

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 • 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 • 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 two parts
- Identify capital *L* and small *l*
- Read words with the letter *l* as *ll*
- Read the sight words *look, how many, too*
- Demonstrate understanding of the vocabulary words *ram, grass, pen, grab, grin*
- Read and comprehend “The Ram”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will break words into two parts. We will learn capital *L* and small *l* and some new sight words. We will also review our vocabulary and read the story “The Ram” again.

PHONOLOGICAL AWARENESS

4 MIN.




| | | |
|---|---|---|
|  |  |  |
| <p>🔊 Now we will break words into two parts. I will say a word. Then I will break the word into two parts. Watch and listen.</p> <p>🔊 The word is <i>tell</i>. Tell. The parts are <i>/t/, /ɛl/</i>.</p> <p>Repeat with <i>get, /g/, /ɛt/</i>.</p> | <p>🔊 Let’s do it together.</p> <p>🔊 Listen: <i>get</i>. Say the word with me: <i>get</i>. Say the two parts with me: <i>/g/, /ɛt/</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>sell, /s/, /ɛl/</i> • <i>lot, /l/, /ɔt/</i> • <i>big, /b/, /ɪg/</i> | <p>🔊 Now it’s your turn. I will say a word. You will repeat the word and then break it into two parts.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>big (big, /b/, /ɪg/)</i> • <i>lend (lend, /l/, /ɛnd/)</i> • <i>pen (pen, /p/, /ɛn/)</i> • <i>ram (ram, /r/, /ɔm/)</i> • <i>dog (dog, /d/, /ɔg/)</i> |

✔ **Daily Check:** Call on 2 students to break one word each into two parts.




ALPHABET RECOGNITION AND PHONICS

10 MIN.

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

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

Ll Gg Dd
Ee Ss

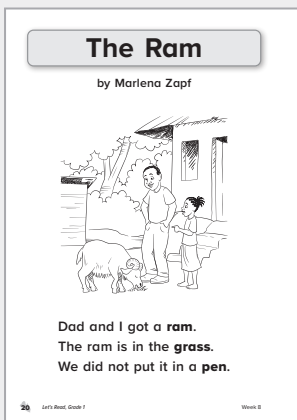
| | | |
|---|--|---|
|  |  |  |
| <p>🔊 Now we will read some words with the letter <i>l</i>. Watch and listen.</p> <p>Point to <i>lot</i>. Point under each letter.</p> <p>🔊 /l/-/ŏ/-/t/, <i>lot</i>.</p> <p>Point to <i>lend</i>. Underline <u>nd</u>.</p> <p>🔊 Remember, that when two different consonant letters come together in a blend, we say both sounds. The word is /l/-/ĕ/-/n/-/d/, <i>lend</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>lot</i>. Point under each letter.</p> <p>🔊 /l/-/ŏ/-/t/, <i>lot</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /l/-/ĕ/-/n/-/d/, <i>lend</i> • /p/-/l/-/ă/-/n/, <i>plan</i> • /t/-/ĕ/-/l/, <i>tell</i> <p>For <i>tell</i>, remind the students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>tell</i> (/t/-/ĕ/-/l/, <i>tell</i>) • <i>sell</i> (/s/-/ĕ/-/l/, <i>sell</i>) • <i>glass</i> (/g/-/l/-/ă/-/s/, <i>glass</i>) • <i>let</i> (/l/-/ĕ/-/t/, <i>let</i>) • <i>limp</i> (/l/-/ĭ/-/m/-/p/, <i>limp</i>) • <i>legs</i> (/l/-/ĕ/-/g/-/s/, <i>legs</i>) |

lot tell
lend sell
plan glass
tell let
limp
legs

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

look
how many
too

1. ram
2. grass
3. pen
4. grab
5. grin



Let's Read page 20

SIGHT WORDS

5 MIN.

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

| | | |
|---|--|--|
| | | |
| <p>Now we will learn some new sight words. Watch and listen.</p> <p>Point to <i>look</i>. Look, l-o-o-k, look.</p> <p>Repeat with <i>how many</i> and <i>too</i>.</p> | <p>Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p> | <p>Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p> |

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

WRITTEN VOCABULARY

10 MIN.

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

Now we will review our vocabulary words from last time.

| | |
|----------|---|
| 1. ram | Point to <i>ram</i> . Read the word: (<i>ram</i>). A ram is a male sheep. Turn to page 20 in <i>Let's Read</i> and find the <i>ram</i> in the pictures. Point to the ram and say, "This is a ram." |
| 2. grass | Point to <i>grass</i> . Read the word: (<i>grass</i>). Grass is a plant that grows over the ground. It can be short or tall. Grass can be green or brown. Look at the pictures and find the grass. ... Is there any grass here at our school? (If so, ask the students to point to it. If not, ask the students where they can see grass.) |
| 3. pen | Point to <i>pen</i> . Read the word: (<i>pen</i>). A pen is a small place to keep animals so that they do not run away or get lost. For example, sometimes we keep chickens in a pen. What other animals can we keep in a pen? (Help individuals to respond in well-formed sentences using <i>pen</i> .) |
| 4. grab | Point to <i>grab</i> . Read the word: (<i>grab</i>). To grab means to take something in your hands very quickly, like this. (Demonstrate by grabbing a pencil or other object very quickly.) Look at the pictures again. Find someone who is grabbing another person. ... Show me how you grab your pencil and say, "I am grabbing my pencil." |
| 5. grin | Point to <i>grin</i> . Read the word: (<i>grin</i>). To grin means to smile, like this. (Demonstrate.) Show me how you grin and say, "We are grinning." |

READING COMPREHENSION

20 MIN.

🔊 Now we will read the passage “The Ram” together again. Please turn to page 20 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.

FEATURES OF TEXT

🔊 **What do we call the name of a story?** (the title) **What is the title of this story?** (“The Ram”) **Remember that the person who wrote the story is called the author. Who is the author of this story?** (Marlena Zapf)

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

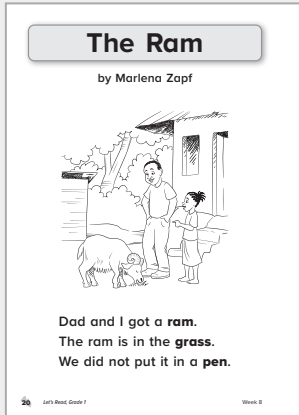
Accept any answer supported by the text. Sample answers are given in parentheses.

1. **Who are the characters in the story?** (Dad, the girl, the ram)
2. **What is the setting of the story?** (their home)
3. **Where is the ram?** (in the grass/ outside/ not in its pen)
4. **Is the ram big or small?** (big)
5. **Why does the girl grab Dad?** (because she is afraid of the ram)
6. **How does Dad feel about the ram?** (He is not afraid. He grins and pats it. He is happy to have the ram.)
7. **How do you think the girl feels about the ram at the end?** (Answers will vary.)

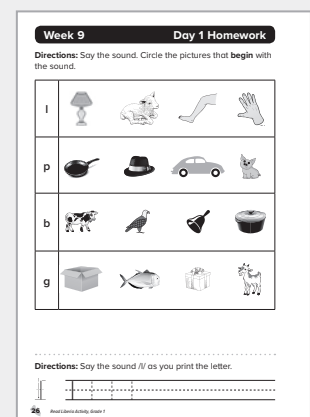


HOMework

Have students complete page 26 in the *Student Activity Book* and read “The Ram” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 20




Student Activity Book page 26

OBJECTIVES

Students will be able to:

- Spell *leg, dog, tell, lot, big, get, grass*
- Read fluently “The Ram”
- Demonstrate understanding of the vocabulary words *daughter, make, giant, heart, real*
- Listen to and comprehend “The Chocolate Giant”

LEARNING RESOURCES

 Student copybooks

 *Let’s Read*

 *Student Activity Book*

INTRODUCTION

1 MIN.

🔊 Today we will sing a song. We will spell some words. You will read the story “The Ram” 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 “Where Are the Lions?” (page T14). After singing, have students say the word in the song that begins with the sound /l/. (*lions*)

SPELLING

10 MIN.

| | | |
|--|--|---|
|  |  |  |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>leg</i>. I hear 3 sounds: /l/–/ĕ/–/g/.</p> <p>🔊 The first sound is /l/. (Write l.) The next sound is /ĕ/. (Write e.) The last sound is /g/. (Write g.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>l–e–g, leg</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>leg</i>. What sounds do we hear? /l/–/ĕ/–/g/.</p> <p>🔊 Let’s write it: /l/ (write l), /ĕ/ (write e), /g/ (write g). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>l–e–g, leg</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>dog</i> • <i>tell</i> <p>For <i>tell</i>, tell students that the last sound is spelled with a double letter.</p> | <p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>tell</i> • <i>lot</i> • <i>big</i> • <i>get</i> • <i>grass</i> <p>For <i>grass</i>, tell students that the last 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 “The Ram” with your partner again. Please turn to page 20 in *Let’s Read*.

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

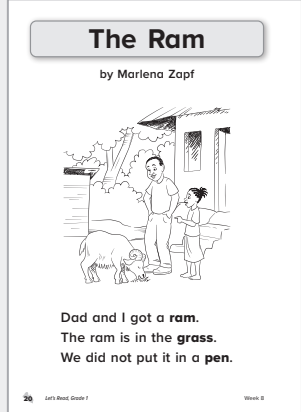
ORAL VOCABULARY

10 MIN.

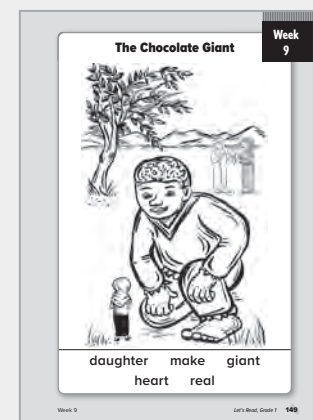
Use objects, pictures, and demonstrations to help students understand the words.

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

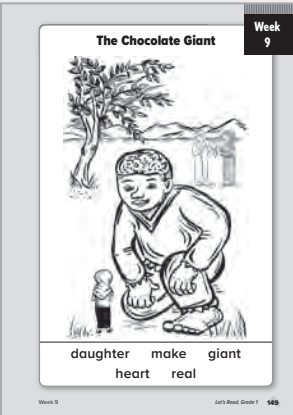
| | |
|-------------|--|
| 1. daughter | 🔊 Daughter. When a mother or father has a girl child, she is their <i>daughter</i> . When they have a boy child, he is their son. All the girls say with me, “I am my father’s daughter, and I am my mother’s daughter.” ... All the boys say with me, “I am my father’s son, and I am my mother’s son.” |
| 2. make | 🔊 Make. When you <i>make</i> something, you build it or put it together. For example, we can make a tasty stew by putting meat and vegetables together in a pot. We can make a toy to play with by putting sticks and string and other things together. A tailor can make a dress by putting cloth together. What other things can we make? (Help individuals respond in well-formed sentences using <i>make</i> .) |
| 3. giant | 🔊 Giant. 🔊 A <i>giant</i> is someone who is very big and tall. (Gesture to show big and tall.) Turn to page 149 in <i>Let’s Read</i> and find the giant in the picture. Point and say, “This is a giant.” |
| 4. heart | 🔊 Heart. Your <i>heart</i> is the big muscle in your chest. It beats and pumps blood to your whole body. (Use gestures to demonstrate.) People sometimes say that love comes from our hearts. Put your hand on your chest like this and feel your heart beating. (Demonstrate.) |
| 5. real | 🔊 Real. Something that is <i>real</i> is true. It is not imaginary or pretend. Let’s name some things that are imaginary or pretend and some things that are real (e.g., Imaginary: talking animals, unicorns, etc.; Real: people, the school, books, pencils, etc.) |



Let’s Read page 20



Let’s Read page 149



Let's Read page 149

READ-ALOUD

15 MIN.

Now I'm going to read to you a new story called "The Chocolate Giant." Please turn to page 149 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

Today's story is *fiction*. Fiction stories tell us about things that are imaginary, or not real. In a fiction story, the characters, setting, and events are made up by the author.

Remember, we talked about what a problem is. What is a problem? (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.

The Chocolate Giant
by Joy M. D. Collins

Once upon a time, there lived a poor chocolate maker and his little daughter.

The daughter's name was Precious. Precious did not have any friends. Precious wanted a friend as big as a building—maybe even bigger. She wanted a friend who could carry her in his hands or on his shoulders.

Every day, Precious said to her father, "Please, Father, can you make me a big chocolate friend?" Her father decided to give Precious her wish.

Every day while Precious was at school, her father worked hard to make a big chocolate friend for her. The friend was so big, it was a giant. Her father made the chocolate giant's bones out of biscuits and his skin out of chocolate.

Then her father decided to add one last thing—a heart of love. He made the heart from chocolate, and he used food coloring to make it red. But the heart was not real. The father wanted his daughter to have a real friend, so he went to a magical lady who could help him make a real heart.

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?** (Precious, her father, the magical lady)
2. **What problem does Precious have?** (She has no friends.)
3. **What does Precious want?** (a friend as big as a building who can carry her)
4. **What does Precious ask her father to do?** (make her a chocolate friend)
5. **What does the father use to make the giant's bones?** (biscuits)
6. **Why does the father go to the magical lady?** (to ask for help making a real heart for the giant)
7. **Remember I said that today's story was fiction. Fiction stories tell us about things that are imaginary or not real. How do we know that this story is imaginary and not real?** (The father makes a giant out of chocolate and biscuits. Chocolate giants are not real.)



HOMEWORK

Have students write each spelling word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 25 in the *Student Activity Book*. Note: You may also review these words during Spelling class and help students to use them in sentences.

Week 9 Word Lists

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 | |

Read Liberia Activity Book 1

Student Activity Book
page 25

OBJECTIVES

Students will be able to:

- Segment words into two parts
- Identify capital *U* and small *u*
- Read words with the letter *u* as /ū/
look, how many, too
- Read the sight words *look, how many, too*
- Demonstrate understanding of the vocabulary words *dig, mud, sun, how many, a lot*
- Read and comprehend “A Lot of Legs”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will break words into two parts. We will learn capital *U* and small *u*. 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 two parts. I will say a word. Then I will break the word into two parts. Watch and listen.</p> <p>🔊 The word is <i>run</i>. Run. The parts are /r/, /ŭn/.</p> <p>Repeat with <i>mud</i>, /m/, /ŭd/.</p> | <p>🔊 Let’s do it together.</p> <p>🔊 Listen: <i>mud</i>. Say the word with me: <i>mud</i>. Say the two parts with me: /m/, /ŭd/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>sun</i>, /s/, /ŭn/ • <i>dig</i>, /d/, /ĭg/ • <i>lot</i>, /l/, /ŏt/ | <p>🔊 Now it’s your turn. I will say a word. You will repeat the word and then break it into two parts.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>lot</i> (<i>lot</i>, /l/, /ŏt/) • <i>hug</i> (<i>hug</i>, /h/, /ŭg/) • <i>bus</i> (<i>bus</i>, /b/, /ŭs/) • <i>leg</i> (<i>leg</i>, /l/, /ĕg/) • <i>must</i> (<i>must</i>, /m/, /ŭst/) |

✔ **Daily Check:** Call on 2 students to break one word each into two parts.




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

| | | |
|----|----|----|
| Uu | Ll | Gg |
| Dd | Ee | |

| | | |
|--|---|---|
|  |  |  |
| <p>» Now we will read some words with the letter u. Watch and listen.</p> <p>Point to <i>bus</i>. Point under each letter. » /b/-/ū/-/s/, bus.</p> | <p>» Let's say the sounds and read the word together.</p> <p>Point to <i>bus</i>. » /b/-/ū/-/s/, bus.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /r/-/ū/-/n/, <i>run</i> • /m/-/ū/-/s/-/t/, <i>must</i> • /ū/-/p/, <i>up</i> | <p>» Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>up</i> (/ū/-/p/, <i>up</i>) • <i>us</i> (/ū/-/s/, <i>us</i>) • <i>mud</i> (/m/-/ū/-/d/, <i>mud</i>) • <i>sun</i> (/s/-/ū/-/n/, <i>sun</i>) • <i>bugs</i> (/b/-/ū/-/g/-/s/, <i>bugs</i>) |

| | |
|------|------|
| bus | up |
| run | us |
| must | mud |
| up | sun |
| | bugs |

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

look
how many
too

1. dig
2. mud
3. sun
4. how many
5. a lot



Let's Read page 23

SIGHT WORDS

5 MIN.

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

| | | |
|---|--|--|
| | | |
| <p>Now we will review our sight words. Watch and listen.</p> <p>Point to <i>look</i>. Look, l-o-o-k, look.</p> <p>Repeat with <i>how many</i> and <i>too</i>.</p> | <p>Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p> | <p>Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p> |

✓ Daily Check: Call on 2 students to read 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. dig | <p>Point to <i>dig</i>. Let's say the sounds and read the word together: /d/-/ĭ/-/g/, <i>dig</i>. To <i>dig</i> means to break up dirt and make a hole in the ground, like this. (Make a digging motion). For example, sometimes we dig to plant seeds. Let's pretend to dig and say, "We are digging!" (Do the motions.)</p> |
| 2. mud | <p>Point to <i>mud</i>. Together: /m/-/ŭ/-/d/, <i>mud</i>. <i>Mud</i> is wet dirt. Turn to page 23 in <i>Let's Read</i> and find the picture of an animal in mud. (pig) ... The pig is digging in the mud. Let's pretend that we are pigs digging in the mud. (Do the motions.)</p> |
| 3. sun | <p>Point to <i>sun</i>. Together: /s/-/ŭ/-/n/, <i>sun</i>. The <i>sun</i> is a big star in the sky that shines light on us every day. The sun is very bright and hot. Point outside at the sun and say with me, "There is the sun."</p> |
| 4. how many | <p>Point to <i>how many</i>. This is the sight word, <i>how many</i>. Let's read and spell it together: h-o-w m-a-n-y, <i>how many</i>. <i>How many</i> is the question we ask when we want to know the number of something. (Hold up two fingers.) For example, how many fingers am I holding up? (two) (Call on several individuals in turn to hold up a random number of fingers.) How many fingers is [Student's Name] holding up?</p> |
| 5. a lot | <p>Point to <i>a lot</i>. A lot means there is a big number of something. For example, we have a lot of students in the classroom. Let's count them together: 1, 2, 3 (Count all the students.) That is a lot of students!</p> |

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called “A Lot of Legs.” Please turn to page 23 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

🔊 Today’s text is *nonfiction*. A nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us. Yesterday we listened to a story about a chocolate giant. That story was fiction: it was not real. Today’s text is about real animals. Let’s read to learn what true information it will tell us about these animals.

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?

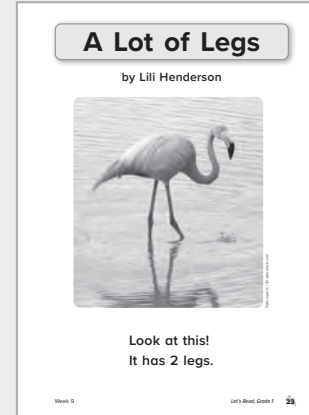
COMPREHENSION QUESTIONS

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

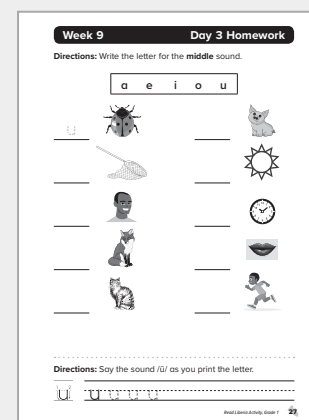
1. How many legs does the big cat have? (4)
2. What does the pig do? (digs in the mud)
3. How many legs does the ant have? (6)
4. What does the ant do? (sits in the sun)
5. What has 8 legs? (the spider)
6. What has no legs? (the fish)

 **HOMEWORK**

Have students complete page 27 in the *Student Activity Book* and read “A Lot of Legs” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 23



Student Activity Book page 27

OBJECTIVES

Students will be able to:

- Spell *tell, leg, dog, get, big, grass, lot*
- Read fluently “A Lot of Legs”
- Demonstrate understanding of the vocabulary words *daughter, make, giant, heart, real*
- Listen to and comprehend “The Chocolate Giant”

LEARNING RESOURCES



Student copybooks



Let’s Read



Student Activity Book

INTRODUCTION

1 MIN.

🔊 Today we will sing a song. You will spell some words. You will read “A Lot of Legs” with your partner. Then we will review our vocabulary words and listen as I read the story “The Chocolate Giant” to you again.




SONG 🎵

2 MIN.

Sing again with the students “Where Are the Lions?” (page T14). Ask if there is a word in the song that begins with the sound /l/. (*lions*)

SPELLING

10 MIN.

| | | |
|--|--|--|
|  |  |  |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>tell</i>. I hear 3 sounds: /t/-/ě/-/l/.</p> <p>🔊 The first sound is /t/. (Write t.) The next sound is /ě/. (Write e.) The last sound is /l/, and in this word it is spelled with a double letter. (Write ll.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 t-e-l-l, tell.</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>tell</i>. What sounds do we hear? /t/-/ě/-/l/.</p> <p>🔊 Let’s write the word: /t/ (write t), /ě/ (write e), /l/. In this word it is spelled with a double letter (write ll). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): t-e-l-l, tell.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>leg</i> • <i>dog</i> | <p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>dog</i> • <i>get</i> • <i>big</i> • <i>grass</i> • <i>lot</i> <p>For <i>grass</i>, remind students that the last 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 Lot of Legs” with your partner. Please turn to page 23 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

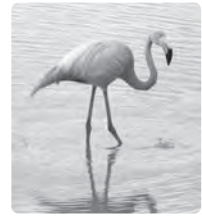
10 MIN.

🔊 Now we will review our vocabulary words.

| | |
|-------------|--|
| 1. daughter | 🔊 Daughter. When a mother or father has a girl child, she is their <i>daughter</i> . When they have a boy child, he is their son. All the girls say with me, “I am my father’s daughter, and I am my mother’s daughter.” ... All the boys say with me, “I am my father’s son, and I am my mother’s son.” |
| 2. make | 🔊 Make. When you <i>make</i> something, you build it or put it together. For example, we can make a tasty stew by putting meat and vegetables together in a pot. We can make a toy to play with by putting sticks and string and other things together. A tailor can make a dress by putting cloth together. What other things can we make? (Help individuals respond in well-formed sentences using <i>make</i> .) |
| 3. giant | 🔊 Giant. 🗣️ A <i>giant</i> is someone who is very big and tall. (Gesture to show big and tall.) Turn to page 149 in <i>Let’s Read</i> and find the giant in the picture. Point and say, “This is a giant.” |
| 4. heart | 🔊 Heart. Your <i>heart</i> is the big muscle in your chest. It beats and pumps blood to your whole body. (Use gestures to demonstrate.) People sometimes say that love comes from our hearts. Put your hand on your chest like this and feel your heart beating. (Demonstrate.) |
| 5. real | 🔊 Real. Something that is <i>real</i> is true. It is not imaginary or pretend. Let’s name some things that are imaginary or pretend and some things that are <i>real</i> (e.g., Imaginary: talking animals, unicorns, etc.; Real: people, the school, books, pencils, etc.) |

A Lot of Legs

by Lili Henderson



Look at this!
It has 2 legs.

Let’s Read page 23

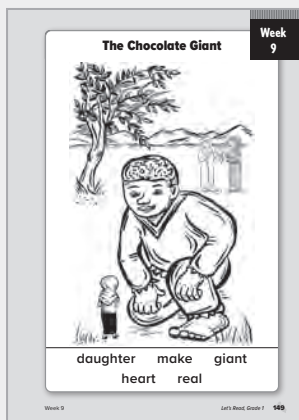
The Chocolate Giant

Week 9



daughter make giant
heart real

Let’s Read page 149



Let's Read page 149

READ-ALOUD

15 MIN.

🔊 Now I'm going to read the story "The Chocolate Giant" to you again. Please turn to page 149 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

- 🔊 Today's story is *fiction*. Remember that fiction stories tell us about things that are imaginary, or not real. In a fiction story, the characters, setting, and events are made up by the author.
- 🔊 Remember, we talked about what a problem is. What is a problem? (A problem is 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.

🔊 The Chocolate Giant
by Joy M. D. Collins

Once upon a time, there lived a poor chocolate maker and his little daughter.

The daughter's name was Precious. Precious did not have any friends. Precious wanted a friend as big as a building—maybe even bigger. She wanted a friend who could carry her in his hands or on his shoulders.

Every day, Precious said to her father, "Please, Father, can you make me a big chocolate friend?" Her father decided to give Precious her wish.

Every day while Precious was at school, her father worked hard to make a big chocolate friend for her. The friend was so big, it was a giant. Her father made the chocolate giant's bones out of biscuits and his skin out of chocolate.

Then her father decided to add one last thing—a heart of love. He made the heart from chocolate, and he used food coloring to make it red. But the heart was not real. The father wanted his daughter to have a real friend, so he went to a magical lady who could help him make a real heart.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **Who are the characters in the story?** (Precious, her father, the magical lady)
2. **What problem does Precious have?** (She has no friends.)
3. **What does Precious want?** (a friend as big as a building who can carry her)
4. **What does Precious ask her father to do?** (make her a chocolate friend)
5. **What does the father use to make the giant's bones?** (biscuits)
6. **Why does the father go to the magical lady?** (to ask for help making a real heart for the giant)
7. **Remember I said that today's story was fiction. Fiction stories tell us about things that are imaginary or not real. How do we know that this story is imaginary and not real?** (The father makes a giant out of chocolate and biscuits. Chocolate giants are not real.)
8. **Do you think the chocolate giant fixed or solved the daughter's problem?** (Answers will vary.)

RETELLING

Guide students to retell the story in their own words.



HOMEWORK

Have students write each spelling word 3 times in their copybooks and spell each word aloud to someone at home. Have them study the words for the quiz tomorrow. The weekly word list is on page 25 in the *Student Activity Book*.

Week 9 Word Lists

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 | |

Read Liberia Activity Book 1


Student Activity Book
page 25

OBJECTIVES


Students will be able to:

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


LEARNING RESOURCES

 Student copybooks

 Letter cards

 Sight word cards

 *Let's Read*

 Supplementary readers

INTRODUCTION

1 MIN.

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

WEEKLY PHONICS / SPELLING QUIZ

15 MIN.

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

First, write these letters in your copybook.

1. Capital letter *L*.
2. Capital letter *U*.
3. The small letter that says /l/.
4. The small letter that says /ü/.
5. The small letter that says /g/.

Now write these words in your copybook.

6. *big*, 7. *dog*, 8. *get*, 9. *grass*, 10. *how many*, 11. *let*, 12. *look*, 13. *a lot*, 14. *tell*, 15. *too*

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

REVIEW (DIFFERENTIATED INSTRUCTION)

34 MIN.

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

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

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

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

1. First Review Activity (17 MIN.)

Direct each group to do the following activities.

Group A (Meets Expectations)

Have students work in pairs to re-read (a) “The Ram” on page 20 and (b) “A Lot of Legs” on page 23 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.




Group B (Exceeds Expectations)

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




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

Group C (Needs Additional Support)

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

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

Uu Ll Gg
Dd Ee

| | | |
|--|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>sun</i>. Point under each letter.</p> <p>🔊 /s/-/ŭ/-/n/, <i>sun</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>sun</i>.</p> <p>🔊 /s/-/ŭ/-/n/, <i>sun</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>sell</i> • <i>lot</i> • <i>run</i> • <i>let</i> • <i>plan</i> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|------|-------|
| sun | plan |
| sell | tell |
| lot | glass |
| run | limp |
| let | us |
| plan | up |
| | lend |
| | mud |
| | bus |
| | must |
| | bugs |

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 “The Ram” on page 20 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “The Ram” on page 20 and (b) “A Lot of Legs” on page 23 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.

Week 10 Lesson Planner


| | Monday (Day 1) <i>pages 165–169</i> | Tuesday (Day 2) <i>pages 170–173</i> | Wednesday (Day 3) <i>pages 174–177</i> | Thursday (Day 4) <i>pages 178–181</i> | Friday (Day 5) <i>pages 182–184</i> |
|--|---|--|--|---|---|
| Phonological Awareness | Segment words into two parts. | | Segment words into three parts. | | |
| Song | | “If You’re Happy and You Know It” | | “If You’re Happy and You Know It” | |
| Alphabet Recognition and Phonics | <ul style="list-style-type: none"> • <i>H, h</i> • Read words with the letter <i>h</i> as /h/. | | <ul style="list-style-type: none"> • <i>F, f</i> • Read words with the letter <i>f</i> as /f/. | | <ul style="list-style-type: none"> • Quiz • Differentiated review |
| Spelling | | <i>hot, help, sun, run, must, hill, hunt</i> | | <i>sun, must, help, run, hot, hill, hunt</i> | |
| Sight Words | <i>full, you, that</i> | | <i>full, you, that</i> | | |
| Written Vocabulary | <i>dig, mud, sun, how many, a lot</i> | | <i>hill, hunt, help, full, must</i> | | |
| Reading Comprehension | “A Lot of Legs” | | “Sad Pam” | | Differentiated review |
| Reading Fluency Practice | | Pairs: “A Lot of Legs” | | Pairs: “Sad Pam” | Differentiated review |
| Oral Vocabulary | | <i>shopkeeper, candy, bag, hole, pick up</i> | | <i>shopkeeper, candy, bag, hole, pick up</i> | |
| Read-Aloud | | “Candy Man” | | “Candy Man” | |
| Homework | <ul style="list-style-type: none"> • Page 29 in <i>Student Activity Book</i> • “A Lot of Legs” | Write spelling and sight words 3 times in copybooks. | <ul style="list-style-type: none"> • Page 30 in <i>Student Activity Book</i> • “Sad Pam” | <ul style="list-style-type: none"> • Write spelling and sight words 3 times in copybooks. • Study for quiz. | Re-read “A Lot of Legs” and “Sad Pam.” |
| Day 5 Review: Differentiated Instruction | <p>First Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to re-read “A Lot of Legs” and “Sad Pam.” • Group B (Exceeds Expectations): Work in pairs to read any supplementary reader. • Group C (Needs Additional Support): Review Alphabet Recognition and Phonics. <p>Second Review Activity</p> <ul style="list-style-type: none"> • Group A (Meets Expectations): Work in pairs to read any supplementary reader. • Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “A Lot of Legs.” • Group C (Needs Additional Support): Work in pairs to re-read “A Lot of Legs” and “Sad Pam.” | | | | |
| <p>Grade 1 National Standards for Reading and Comprehension</p> <p>Learning Outcomes: Demonstrate skills of letter/sound correspondence to decode and read words fluently • Analyze elements of a story for deeper understanding of a text • Demonstrate knowledge of sight words and other vocabulary for improved spelling and writing skills • Use letter-sound associations, word parts, and context to read new words and analyze texts • Analyze text content and share ideas, information and messages with others • Predict outcomes and make judgments after careful evaluation of facts and issues • Demonstrate the awareness that speech is made of a sequence of symbols and sounds that can be manipulated to recognize and read words accurately and fluently • Demonstrate a literal comprehension of readings through identification and analysis of main ideas and supporting details • Apply word pattern rules and sound-symbol relationships to pronounce unknown words correctly • Read and demonstrate understanding of spoken and written grade-level texts • Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly.</p> | | <p>Learning Objectives: Orally blend onsets and rhymes to read VC (vowel consonant) and CVC (consonant vowel consonant) words • Read short/simple sentences and stories containing VC and CVC words • Listen to and identify characters, setting, and events in a story read aloud • Correctly respond to questions from short narratives and texts • Correctly spell high-frequency sight words • Blend sounds to make and read words • Generate sounds from letter and sound patterns to read words • 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 • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Identify sounds represented by varied consonant and vowel patterns • Blend syllables into words • Demonstrate understanding of vocabulary and related subject words in context • Identify supporting details • Listen to and discuss texts.</p> | | | |

OBJECTIVES

Students will be able to:

- Segment words into two parts
- Identify capital *H* and small *h*
- Read words with the letter *h* as /h/
- Read the sight words *full, you, that*
- Demonstrate understanding of the vocabulary words *dig, mud, sun, how many, a lot*
- Read and comprehend “A Lot of Legs”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will break words into two parts. We will learn capital *H* and small *h* and some new sight words. We will also review our vocabulary and read the story “A Lot of Legs” again.

PHONOLOGICAL AWARENESS

4 MIN.




| | | |
|--|--|---|
|  |  |  |
| <p>🔊 Now we will break words into two parts. I will say a word. Then I will break the word into two parts. Watch and listen.</p> <p>🔊 The word is <i>in</i>. <i>In</i>. The sounds are /ĭ/-/n/.</p> <p>Repeat with <i>go</i> (/g/, /ō/).</p> | <p>🔊 Let’s do it together.</p> <p>🔊 Listen: <i>go</i>. Say the word with me: <i>go</i>. Say the sounds with me: /g/, /ō/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>at</i> (/ă/, /t/) • <i>so</i> (/s/, /ō/) • <i>up</i> (/ŭ/, /p/) | <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"> • <i>up</i> (/ŭ/, /p/) • <i>me</i> (/m/, /ē/) • <i>am</i> (/ă/, /m/) • <i>row</i> (/r/, /ō/) |

✔ **Daily Check:** Call on 2 students to break one word each into two parts.




ALPHABET RECOGNITION AND PHONICS

10 MIN.

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

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

| | | |
|----|----|----|
| Hh | Uu | Li |
| Gg | Dd | |

| | | |
|---|--|---|
|  |  |  |
| <p>🔊 Now we will read some words with the letter <i>h</i>. Watch and listen.</p> <p>Point to <i>hug</i>. Point under each letter.</p> <p>🔊 /h/-/ŭ/-/g/, <i>hug</i>.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>hug</i>.</p> <p>🔊 /h/-/ŭ/-/g/, <i>hug</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /h/-/ĭ/-/l/, <i>hill</i> • /h/-/ĕ/-/l/-/p/, <i>help</i> • /h/-/ă/-/t/, <i>hat</i> <p>For <i>hill</i>, remind students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • <i>hat</i> (/h/-/ă/-/t/, <i>hat</i>) • <i>hen</i> (/h/-/ĕ/-/n/, <i>hen</i>) • <i>him</i> (/h/-/ĭ/-/m/, <i>him</i>) • <i>hand</i> (/h/-/ă/-/n/-/d/, <i>hand</i>) • <i>hiss</i> (/h/-/ĭ/-/s/, <i>hiss</i>) |

| | |
|------|------|
| hug | hat |
| hill | hen |
| help | him |
| hat | hand |
| | hiss |




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

full
you
that

SIGHT WORDS

5 MIN.

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

| | | |
|--|--|--|
|  |  |  |
| <p>Now we will learn some new sight words. Watch and listen.</p> <p>Point to <i>full</i>. Now Full, <i>f-u-l-l</i>, full.</p> <p>Repeat with <i>you</i> and <i>that</i>.</p> | <p>Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p> | <p>Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p> |

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

WRITTEN VOCABULARY

10 MIN.

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

Now we will review our vocabulary words from last time.

1. dig
2. mud
3. sun
4. how many
5. a lot



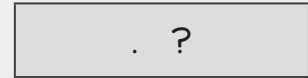
Let's Read page 23

| | |
|-------------|---|
| 1. dig | Point to <i>dig</i> . Now Read the word: (dig). To dig means to break up dirt and make a hole in the ground, like this. (Make a digging motions). For example, sometimes we dig to plant seeds. Let's pretend to dig and say, "We are digging!" (Do the motions.) |
| 2. mud | Point to <i>mud</i> . Now Read the word: (mud). Mud is wet dirt. Turn to page 23 in Let's Read and find the picture of an animal in mud. (pig) ... The pig is digging in the mud. Let's pretend that we are pigs digging in the mud. (Do the motions.) |
| 3. sun | Point to <i>sun</i> . Now Read the word: (sun). The sun is a big star in the sky that shines light on us every day. The sun is very bright and hot. Point outside at the sun and say with me, "There is the sun." |
| 4. how many | Point to <i>how many</i> . Now Read the words: (how many). How many is the question we ask when we want to know the number of something. (Hold up two fingers.) For example, how many fingers am I holding up? (two) (Call on several individuals in turn to hold up a random number of fingers.) How many fingers is [Student's Name] holding up? |
| 5. a lot | Point to <i>a lot</i> . Now Read the words: (a lot). A lot means there is a big number of something. For example, we have a lot of students in the classroom. Let's count them together: 1, 2, 3 ... (Count all the students.) That is a lot of students! |

READING COMPREHENSION

20 MIN.

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



🔊 **Now we will read the passage “A Lot of Legs” together again. Please turn to page 23 in *Let’s Read*.**

BEFORE READING

PREVIEW

Guide the students to . . .

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

FEATURES OF TEXT

🔊 **How is this story different from other stories we have read? (It is nonfiction. It gives us true information.) What information does this story give us? (how many legs different animals have)**

CONCEPTS OF PRINT

- Point to the period. 🔊 **Remember, the period tells us that the sentence has ended. We pause before the next sentence.**
- Point to the question mark. 🔊 **This is a question mark. When a sentence ends with a question mark, the author is asking a question.** Point out examples of question marks in the 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

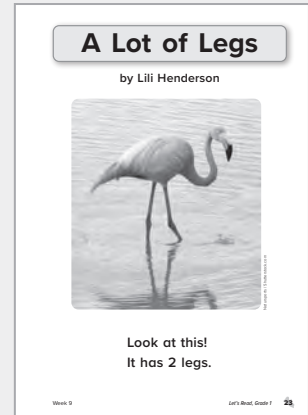
COMPREHENSION QUESTIONS

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

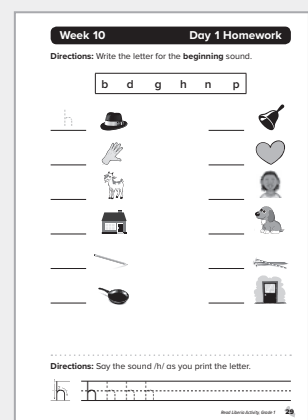
- 🔊 **1. How many legs does the big cat have? (4)**
- 2. What does the pig do? (digs in the mud)**
- 3. How many legs does the ant have? (6)**
- 4. What does the ant do? (sits in the sun)**
- 5. What has 8 legs? (the spider)**
- 6. What has no legs? (the fish)**
- 7. Why is this story nonfiction? (It gives us true information about something.)**

 **HOMEWORK**

Have students complete page 29 in the *Student Activity Book* and read “A Lot of Legs” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 23




Student Activity Book page 29

OBJECTIVES


Students will be able to:

- Spell *hot, hill, hunt, help, sun, run, must*
- Read fluently “A Lot of Legs”
- Demonstrate understanding of the vocabulary words *shopkeeper, candy, bag, hole, pick up*
- Listen to and comprehend “Candy Man”

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 Lot of Legs” 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 “Clap Your Hands” (page T14). After singing, have students say the 2 words in the song that begin with the sound /h/. (*happy, hands*)

SPELLING

10 MIN.

| | | |
|---|--|---|
|  |  |  |
| <p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>hot</i>. I hear 3 sounds: /h/-/ō/-/t/.</p> <p>🔊 The first sound is /h/. (Write <i>h</i>.) The next sound is /ō/. (Write <i>o</i>.) The last sound is /t/. (Write <i>t</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>h-o-t, hot</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>hot</i>. What sounds do we hear? /h/-/ō/-/t/.</p> <p>🔊 Let’s write it: /h/ (write <i>h</i>), /ō/ (write <i>o</i>), /t/ (write <i>t</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>h-o-t, hot</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>hill</i> • <i>hunt</i> <p>For <i>hill</i>, tell students that the last sound is spelled with a double letter.</p> | <p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> • <i>hunt</i> • <i>help</i> • <i>sun</i> • <i>run</i> • <i>must</i> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p> |

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

READING FLUENCY PRACTICE 🧒🧒

12 MIN.

🔊 Now you will read the story “A Lot of Legs” with your partner again. Please turn to page 23 in Let’s Read.

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

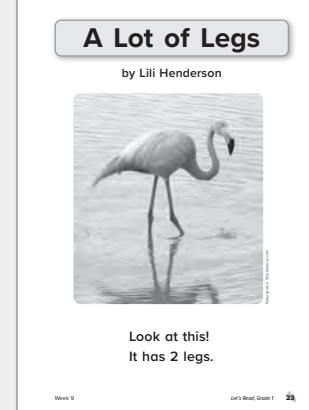
ORAL VOCABULARY

10 MIN.

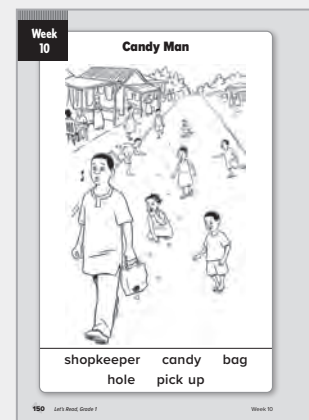
Use objects, pictures, and demonstrations to help students understand the words. Have students point to the visual aid or do the motions as they say each word.

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

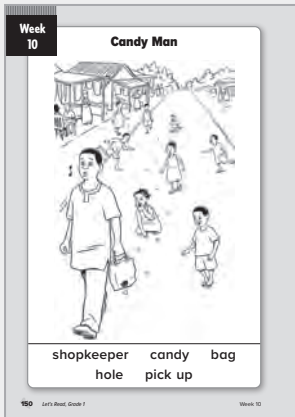
| | |
|---------------|---|
| 1. shopkeeper | 🔊 Shopkeeper. A shopkeeper is a person who has a shop or a small store, like at the market. Turn to page 150 in <i>Let’s Read</i> and find the shopkeepers in the picture. Point to a shopkeeper and say, “This is a shopkeeper.” |
| 2. candy | 🔊 Candy. Candy is a sweet food made with sugar. (If possible, show the students a piece of candy.) For example, I like to eat [name a kind of candy]. Mmm! What is your favorite kind of candy? (Help individuals respond in well-formed sentences using <i>candy</i> .) |
| 3. bag | 🔊 Bag. We use a bag to carry things. Find the bag in the picture. ... (Show the students a bag.) This is a bag. Who else has a bag here today? Show us your bag and say, “This is my bag.” |
| 4. hole | 🔊 Hole. A hole is an opening in something. For example, in today’s story, someone’s bag has a hole and things are falling out through the hole. Find the bag with the hole in the picture. Point at the bag and say, “This bag has a hole.” |
| 5. pick up | 🔊 Pick up. To pick up something is to lift it from the ground, like this. (Demonstrate picking up a pencil or other object from the ground.) I picked up the pencil [or other object]. Look at the picture and find someone who is picking up something. ... What do you think they are picking up? (Help individuals respond in well-formed sentences using <i>pick up</i> .) |



Let’s Read page 23



Let’s Read page 150



Let's Read page 150

READ-ALOUD

15 MIN.

🔊 Now I'm going to read to you a new story called "Candy Man." Please turn to page 150 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. What is a problem?** (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.

🔊 **Candy Man**

by Thomas Gbukpa

Long ago, in a place called Jacob Town, there lived a man named U-Jay. U-Jay was a shopkeeper. He sold all kinds of things in his shop, including sugar and candy.

U-Jay always put some candies in his bag to take home with him after work. One night, the rats ate a hole in U-Jay's candy bag. He did not know that the rats had made a hole in his bag. The next day U-Jay put candies in his bag to take home with him.

As he walked home, all of the candies fell out on the ground. The little children picked up the candies and ran away. U-Jay did not notice this.

When he got home and put his hand in the bag to get some candy, he found nothing. "Hmmm," he said. "I must have forgotten to take some candy today."

The next day, the same thing happened, and the children picked up U-Jay's candy. After that, the children would wait for U-Jay to pass by on his way home from work. Whenever the children saw him, they shouted, "Candy Man is coming! Candy Man is coming!" And U-Jay became known as Candy Man for the rest of his life.

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?** (U-Jay, children)
- 2. **What is the setting?** (Jacob Town)
- 3. **What is U-Jay's job?** (shopkeeper)
- 4. **What does U-Jay like to do every day after work?** (put candies in his bag to take home)
- 5. **What is the problem in the story?** (The rats eat a hole in U-Jay's bag so the candy falls out on the way home.)
- 6. **Who gets the candy?** (the children)
- 7. **What do the children call U-Jay?** (Candy Man)



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

Week 10 Word Lists

Spelling Words

| | |
|---------|---------|
| 1. sun | 5. hill |
| 2. run | 6. hunt |
| 3. must | 7. help |
| 4. hot | |

Sight Words

| | |
|---------|----------|
| 8. full | 10. that |
| 9. you | |

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Student Activity Book
page 28

OBJECTIVES

Students will be able to:

- Segment words into three parts
- Identify capital *F* and small *f*
- Read words with the letter *f* as /f/
- Read the sight words *full*, *you*, *that*
- Demonstrate understanding of the vocabulary words *hill*, *hunt*, *help*, *full*, *must*
- Read and comprehend “Sad Pam”

LEARNING RESOURCES

 Letter cards

 *Let’s Read*

 *Student Activity Book*




INTRODUCTION

1 MIN.

🔊 Today we will break words into three parts. We will learn capital *F* and small *f*. 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 three parts. I will say a word. Then I will break the word into three parts. Watch and listen.</p> <p>🔊 The word is <i>get</i>. The sounds are /g/, /ĕ/, /t/.</p> <p>Repeat with <i>rat</i> (/r/, /ă/, /t/).</p> | <p>🔊 Let’s do it together.</p> <p>🔊 Listen: <i>rat</i>. Say the word with me: <i>rat</i>. Say the sounds with me: /r/, /ă/, /t/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>fit</i> (/f/, /ĭ/, /t/) • <i>ten</i> (/t/, /ĕ/, /n/) • <i>rug</i> (/r/, /ŭ/, /g/) | <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"> • <i>rug</i> (/r/, /ŭ/, /g/) • <i>sat</i> (/s/, /ă/, /t/) • <i>let</i> (/l/, /ĕ/, /t/) • <i>hop</i> (/h/, /ŏ/, /p/) |

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

| |
|---------------------------|
| <p>Ff Hh Uu Ll Gg</p> |
|---------------------------|

| | | |
|--|--|---|
|  |  |  |
| <p>☞ Now we will read some words with the letter <i>f</i>. Watch and listen.</p> <p>Point to <i>fun</i>. Point under each letter.</p> <p>☞ /f/-/ŭ/-/n/, fun.</p> | <p>☞ Let's say the sounds and read the word together.</p> <p>Point to <i>fun</i>.</p> <p>☞ /f/-/ŭ/-/n/, fun.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • /f/-/ŭ/-/l/, fill • /p/-/ŭ/-/f/, puff • /f/-/l/-/ä/-/t/, flat <p>If necessary, remind students that when they see two of the same consonant letters together, they only say the sound one time.</p> | <p>☞ Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under:</p> <ul style="list-style-type: none"> • flat (/f/-/l/-/ä/-/t/, flat) • fell (/f/-/ĕ/-/l/, fell) • Fran (/f/-/r/-/ä/-/n/, Fran) • lift (/l/-/ŭ/-/f/-/t/, lift) • Finn (/f/-/ŭ/-/n/, Finn) |

| |
|--|
| <p>fun flat fill fell puff Fran flat lift Finn</p> |
|--|




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

full
you
that

SIGHT WORDS

5 MIN.

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

| | | |
|---|---|---|
|  |  |  |
| <p>🔊 Now we will review our sight words. Watch and listen.</p> <p>Point to <i>full</i>. 🔊 Full, f-u-l-l, full.</p> <p>Repeat with <i>you</i> and <i>that</i>.</p> | <p>🔊 Let's read and spell the words together.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p> | <p>🔊 Now it's your turn. Read and spell the words on your own.</p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p> |

✔ **Daily Check:** Call on 2 students to read 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. hill
2. hunt
3. help
4. full
5. must

| | |
|---------|---|
| 1. hill | <p>Point to <i>hill</i>. 🔊 Let's say the sounds and read the word together: /h/-/i/-/l/, hill. A hill is land that is higher than the land around it. (If possible, draw a hill on the board.) When you come to school, do you walk down a hill or up a hill? (Help individuals respond in well-formed sentences using <i>hill</i>.)</p> |
| 2. hunt | <p>Point to <i>hunt</i>. 🔊 Together: /h/-/u/-/n/-/t/, hunt. To hunt means to look for something to catch it. For example, cats hunt rats. What do people hunt? (Help individuals respond in well-formed sentences using <i>hunt</i>.)</p> |
| 3. help | <p>Point to <i>help</i>. 🔊 Together: /h/-/e/-/l/-/p/, help. To help someone means to make it easier for them to do something. For example, you help your parents with the work at home. Your brother or sister may help you read your lessons. How else can you help someone? (Help individuals respond in well-formed sentences using <i>help</i>.)</p> |
| 4. full | <p>Point to <i>full</i>. 🔊 This is the sight word, full. Let's read and spell it together: full, f-u-l-l, full. When something is full, it has many things inside it. When you eat a lot, your tummy is full of food. Rub your tummy and say "I'm full!" (Do the motions.)</p> |
| 5. must | <p>Point to <i>must</i>. 🔊 Together: /m/-/u/-/s/-/t/, must. Must means that you have to do something. For example, you must go to school. What else must you do? (Help individuals respond in well-formed sentences using <i>must</i>.)</p> |

READING COMPREHENSION

20 MIN.

🔊 Now we will read a new story called “Sad Pam.” Please turn to page 30 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.

FEATURES OF TEXT

🔊 Today’s story is *fiction*. The characters, setting, and events are made up by the author. What is a problem? (A problem is a bad situation that needs to be fixed or solved.) Characters in stories have problems. Let’s read the story to find out who has a problem and what the problem is.

DURING READING

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

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

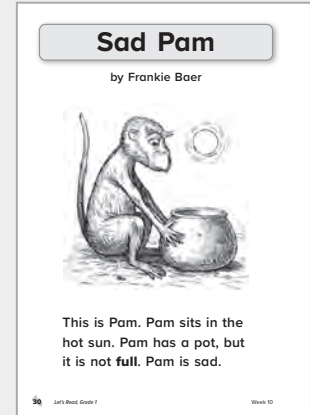
1. **Who are the characters in the story?** (Pam, Puff, Len, Finn, Fran)
2. **What is the setting?** (outdoors, on a hill)
3. **What is the problem in the story?** (Pam’s pot is not full.)
4. **How do Pam’s friends help Pam?** (Puff brings Pam a rat. Len brings Pam a fish. Finn and Fran fill Pam’s pot.)
5. **How does Pam feel at the end of the story?** (not sad, happy)
6. **What words describe Pam’s friends?** (kind, helpful)

RETELLING

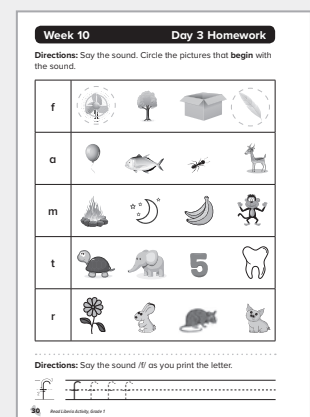
Guide students to retell the story in their own words.

 **HOMEWORK**

Have students complete page 30 in the *Student Activity Book* and read “Sad Pam” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



Let’s Read page 30




Student Activity Book page 30

OBJECTIVES

Students will be able to:

- Spell *sun, must, help, run, hot, hill, hunt*
- Read fluently “Sad Pam”
- Demonstrate understanding of the vocabulary words *shopkeeper, goods, candy, bag, hole*
- Listen to and comprehend “Candy Man”

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 “Sad Pam” with your partner. Then we will review our vocabulary words and listen as I read the story “Candy Man” to you again.




SONG 🎵

2 MIN.

Sing again with the students “Clap Your Hands” (page T14). Ask if there is a word in the song that begins with the sound /f/. (*face*)

SPELLING

10 MIN.

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

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

READING FLUENCY PRACTICE  **12 MIN.**

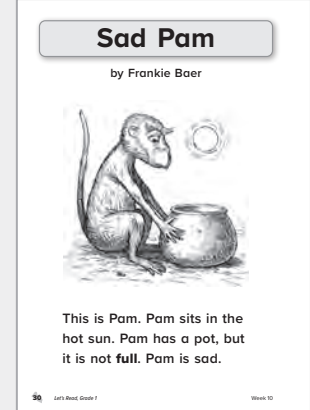
🔊 Now you will read the story “Sad Pam” with your partner. Please turn to page 30 in *Let’s Read*.

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.

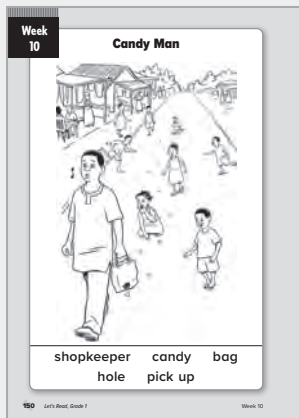
| | |
|---------------|---|
| 1. shopkeeper | 🔊 Shopkeeper. A <i>shopkeeper</i> is a person who has a shop or a small store, like at the market. Turn to page 150 in <i>Let’s Read</i> and find the shopkeepers in the picture. Point to a shopkeeper and say, “This is a shopkeeper.” |
| 2. candy | 🔊 Candy. <i>Candy</i> is a sweet food made with sugar. (If possible, show the students a piece of candy.) For example, I like to eat [name a kind of candy]. Mmm! What is your favorite kind of candy? (Help individuals respond in well-formed sentences using <i>candy</i> .) |
| 3. bag | 🔊 Bag. We use a <i>bag</i> to carry things. Find the bag in the picture. ... (Show the students a bag.) This is a bag. Who else has a bag here today? Show us your bag and say, “This is my bag.” |
| 4. hole | 🔊 Hole. A <i>hole</i> is an opening in something. For example, in today’s story, someone’s bag has a hole and things are falling out through the hole. Find the bag with the hole in the picture. Point at the bag and say, “This bag has a hole.” |
| 5. pick up | 🔊 Pick up. To <i>pick up</i> something is to lift it from the ground, like this. (Demonstrate picking up a pencil or other object from the ground.) I picked up the pencil [or other object]. Look at the picture and find someone who is picking up something. (Pause) What do you think they are picking up? (Help individuals respond in well-formed sentences using <i>pick up</i> .) |



Let’s Read page 30



Let’s Read page 150



Let's Read page 150

READ-ALOUD

15 MIN.

🔊 Now I'm going to read the story "Candy Man" to you again. Please turn to page 150 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 problem is 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.

🔊 **Candy Man**

by Thomas Gbukpa

Long ago, in a place called Jacob Town, there lived a man named U-Jay. U-Jay was a shopkeeper. He sold all kinds of things in his shop, including sugar and candy.

U-Jay always put some candies in his bag to take home with him after work. One night, the rats ate a hole in U-Jay's candy bag. He did not know that the rats had made a hole in his bag. The next day U-Jay put candies in his bag to take home with him.

As he walked home, all of the candies fell out on the ground. The little children picked up the candies and ran away. U-Jay did not notice this.

When he got home and put his hand in the bag to get some candy, he found nothing. "Hmmm," he said. "I must have forgotten to take some candy today."

The next day, the same thing happened, and the children picked up U-Jay's candy. After that, the children would wait for U-Jay to pass by on his way home from work. Whenever the children saw him, they shouted, "Candy Man is coming! Candy Man is coming!"

And U-Jay became known as Candy Man for the rest of his life.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **Who are the characters in the story?** (U-Jay, children)
2. **Where does the story take place?** (Jacob Town)
3. **What is U-Jay’s job?** (shopkeeper)
4. **What does U-Jay like to do every day after work?** (put candies in his bag to take home)
5. **What is the problem in the story?** (The rats eat a hole in U-Jay’s bag so the candy falls out on the way home.)
6. **Who gets the candy?** (the children)
7. **What do the children call U-Jay?** (Candy Man)
8. **Do you think U-Jay figured out what was happening to the candy?** (Answers will vary.)
9. **If U-Jay never figured it out, what does this say about the kind of person he is?** (silly, not very wise)
10. **Let’s imagine that U-Jay figured out what was happening, but he kept putting candies in his bag for the children. What does this say about the kind of person he is?** (kind, generous, caring)

RETELLING

Guide students to retell the story in their own words.



HOMEWORK

Have students write each spelling and sight word 3 times in their copybooks and spell each word aloud to someone at home. Have them study the words for the quiz tomorrow. The weekly word list is on page 28 in the *Student Activity Book*.

Week 10 Word Lists

Spelling Words

| | |
|---------|---------|
| 1. sun | 5. hill |
| 2. run | 6. hunt |
| 3. must | 7. help |
| 4. hot | |

Sight Words

| | |
|---------|----------|
| 8. full | 10. that |
| 9. you | |

28


Student Activity Book
page 28


OBJECTIVES


Students will be able to:

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


LEARNING RESOURCES

 Student copybooks

 Letter cards

 Sight word cards

 *Let's Read*

 Supplementary readers

INTRODUCTION

1 MIN.

🔊 Today you will take a test on your spelling and sight 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 *F*.
2. Capital letter *H*.
3. The small letter that says /g/.
4. The small letter that says /h/.
5. The small letter that says /f/.

Now write these words in your copybook.

6. *full*, 7. *help*, 8. *hill*, 9. *hot*, 10. *hunt*, 11. *must*, 12. *run*, 13. *sun*, 14. *that*, 15. *you*

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 Lot of Legs" on page 23 and (b) "Sad Pam" on page 30 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.




Group B (Exceeds Expectations)

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




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

Group C (Needs Additional Support)

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

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

| |
|---------------------------|
| <p>Ff Hh Uu Ll Gg</p> |
|---------------------------|

| | | |
|---|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>had</i>. Point under each letter.</p> <p>🔊 /h/-/ă/-/d/, had.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>had</i>.</p> <p>🔊 /h/-/ă/-/d/, had.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • <i>pig</i> • <i>gum</i> • <i>fed</i> • <i>flop</i> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|---|--|
| <p>had pig gum fed flop</p> | <p>flop him hum fig left hop hand fan flag rug</p> |
|---|--|

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 Lot of Legs” on page 23 in *Let’s Read*.

Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “A Lot of Legs” on page 23 and (b) “Sad Pam” on page 30 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.

REVIEW Week 11 Lesson Planner

| | Monday (Day 1) <i>pages 186–189</i> | Tuesday (Day 2) <i>pages 190–193</i> | Wednesday (Day 3) <i>pages 194–197</i> | Thursday (Day 4) <i>pages 198–201</i> | Friday (Day 5) <i>pages 201–204</i> |
|---|--|--|--|--|---|
| Alphabet Recognition and Phonics | • Ss, Ee, Dd, Gg, Ww • s as /s/, e as /ĕ/, d as /d/, g as /g/, w as /w/ | • Ss, Ee, Dd, Gg, Ww • s as /s/, e as /ĕ/, d as /d/, g as /g/, w as /w/ | • Ll, Uu, Hh, Ff, Ww • l as /l/, u as /ū/, h as /h/, f as /f/, w as /w/ | • Ll, Uu, Hh, Ff, Ww • l as /l/, u as /ū/, h as /h/, f as /f/, w as /w/ | |
| Spelling/ Sight Words | <i>pot, not, top, sit, sat, miss, pass, do, no, yes</i> | <i>ten, men, pen, sad, bad, red, dress, and, he, we</i> | | <i>get, dog, big, grass, leg, lot, tell, look, how many, too</i> | <i>sun, run, must, hot, hill, hunt, help, full, you, that</i> |
| Written Vocabulary | <i>net, pass, toss, miss, sob</i> | <i>ram, grass, pen, grab, grin</i> | | <i>dig, mud, sun, how many, a lot</i> | <i>hill, hunt, help, full, must</i> |
| Reading Comprehension | | | “In the Net” and “The Ram” | | “A Lot of Legs” and “Sad Pam” |
| Reading Fluency | “In the Net” | “The Ram” | | “A Lot of Legs” | “Sad Pam” |
| Oral Vocabulary | <i>want, problem, mistake, work, important</i> | <i>egg, sell, drop, break, careful</i> | <i>daughter, make, giant, heart, real</i> | <i>shopkeeper, candy, bag, hole, pick up</i> | |
| Read-Aloud | “Fun During Reading Class” | “Adama and Her Hen” | “The Chocolate Giant” | “The Candy Man” | |

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 relationships to pronounce unknown words correctly • Read and demonstrate understanding of spoken and written grade-level texts • Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly.

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 • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Identify sounds represented by varied consonant and vowel patterns • Distinguish fantasy and reality • Blend syllables into words • Demonstrate understanding of vocabulary and related subject words in context • Identify supporting details • Listen to and discuss texts.

REVIEW

Week
11


Day
1

OBJECTIVES


- Review the vocabulary words *want*, *problem*, *mistake*, *work*, *important*
- Review “Fun During Reading Class”
- Review capital *S*, *E*, *D*, and *G*, and small *s*, *e*, *d*, and *g*
- Identify capital *W* and small *w*
- Review reading words with the letter *s* as /s/, *e* as /ē/, *d* as /d/, and *g* as /g/ and read words with the letter *w* as /w/
- Review spelling *pot*, *not*, *top*, *sit*, *sat*, *miss*, *pass*, *do*, *no*, *yes*
- Review reading fluently “In the Net”
- Review the vocabulary words *net*, *pass*, *toss*, *miss*, *sob*

LEARNING RESOURCES

 *Let’s Read*

 Letter cards

 *Student Activity Book*

 Student copybooks

INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 First, I am going to read the story “Fun During Reading Class” to you again. Please turn to page 147 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story.

| | |
|--------------|---|
| 1. want | 🔊 Want. To <i>want</i> is to wish or hope for something. For example, I want all of you to learn to read really well. What is something you want? (Help individuals respond in well-formed sentences using <i>want</i> .) |
| 2. problem | 🔊 Problem. A <i>problem</i> is a bad situation that needs to be fixed or solved. For example, if you get sick and can’t come to school, you have a problem. Maybe you need to rest or take medicine to fix your problem. If you tear your book, you have a problem. You need to fix your book so that you can read it again. Who has another example of a problem? |
| 3. mistake | 🔊 Mistake. When we make a <i>mistake</i> , we do something wrong. For example, sometimes we make mistakes on our quizzes and tests. We give the wrong answer. That’s okay because making mistakes is part of learning! What should you do when you make a mistake? (Help individuals respond in well-formed sentences using <i>When I make a mistake, I should ...</i>) |
| 4. work | 🔊 Work. To <i>work</i> means to do a job. For example, I work as a teacher. I also do work on the farm and at home. Children do work too. What kind of work do you do? |
| 5. important | 🔊 Important. <i>Important</i> is something that means a lot to you, something that you really want or really love. For example, my family is important to me. Teaching students to read is important to me. What is important to you? (Help individuals respond in well-formed sentences using <i>important</i> .) |

- describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

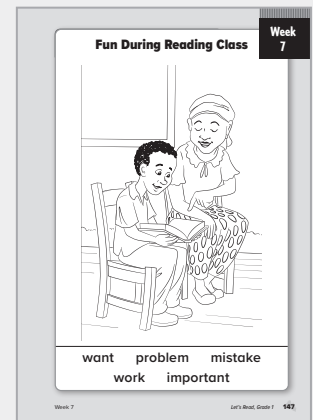
Read the story with expression, using the picture and gestures to convey meaning.

Fun During Reading Class
by Yolanda Isaac-Sie

Miss Weah is a first grade teacher at Zondo Public School. She knows how important reading is, so she always encourages her students to read.

Garjay is one of her students. Garjay knows how important reading is, too, and he really wants to read well. But he has a problem. He doesn't always know the right letter sounds. When it is his turn to read, he often makes mistakes. Garjay doesn't think reading is much fun at all.

Miss Weah asks Garjay if he wants to stay after school so she can help him with those problem sounds. Garjay is very happy to do extra work with Miss Weah. He works so hard that he becomes the best student in Miss Weah's reading class. Now Garjay thinks reading class is fun.



Let's Read page 147

AFTER READING

COMPREHENSION QUESTIONS

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

1. **What is the title of this story?** (Fun During Reading Class)
2. **Who are the characters in the story?** (Miss Weah, Garjay)
3. **What is the setting of the story?** (Zondo Public School)
4. **Who has a problem in the story?** (Garjay)
5. **What is Garjay's problem?** (He doesn't always know the right letter sounds.)

REVIEW
Week 11 • Day 1

Ww Ss Ee
Dd Gg

win ten
sit went
ten pass
net
sob
set
mess

Student
Activity Book
page 19

Week 7 Word Lists

Spelling Words

| | |
|--------|---------|
| 1. pot | 5. sat |
| 2. not | 6. miss |
| 3. top | 7. pass |
| 4. sit | |

Sight Words




| | |
|-------|---------|
| 8. do | 10. yes |
| 9. no | |




Student Activity Book
page 19

ALPHABET RECOGNITION AND PHONICS

12 MIN.

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

| | | |
|---|--|--|
|  |  |  |
| <p>Point under <i>W</i>. 🔊 This is capital <i>W</i>.</p> <p>Point under <i>w</i>. 🔊 This is small <i>w</i>.</p> <p>🔊 Capital <i>W</i> and small <i>w</i> say /w/.</p> <p>Repeat.</p> <p>🔊 Watch and listen.</p> <p>Randomly point under all the letters, saying the names and sounds.</p> | <p>Point in turn under <i>W, w</i>. 🔊 Say the name with me. Capital <i>W</i>, small <i>w</i>.</p> <p>🔊 Say the sound with me: /w/, /w/.</p> <p>🔊 Say the letter names with me. Randomly point under all the letters, saying the names.</p> <p>🔊 Say the sounds with me. Randomly point under all the letters, saying the sounds.</p> | <p>Point in turn under <i>W, w</i>. 🔊 Now it's your turn. Say the name. (Capital <i>W</i>, small <i>w</i>)</p> <p>🔊 Say the sound. (/w/, /w/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p> |

| | | |
|---|---|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>win</i>. Point under each letter.</p> <p>🔊 /w/-/i/-/n/, win.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>win</i>. Point under each letter.</p> <p>🔊 /w/-/i/-/n/, win.</p> <p>Repeat with <i>sit</i> and <i>ten</i>.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *pot*, 2. *not*, 3. *top*, 4. *sit*, 5. *sat*, 6. *miss*, 7. *pass*, 8. *do*, 9. *no*, 10. *yes*.)

🔊 First, you will review your spelling and sight words from Week 7 with your partner. Turn to page 19 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- *Students Who Need Additional Support:* Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let’s Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 Now you will read the story “In the Net” again with your partner. Please turn to page 16 in *Let’s Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who Need Additional Support:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

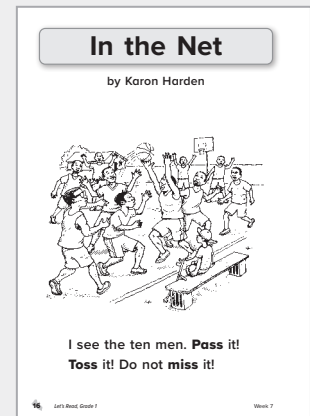
If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work.

 **HOMEWORK**

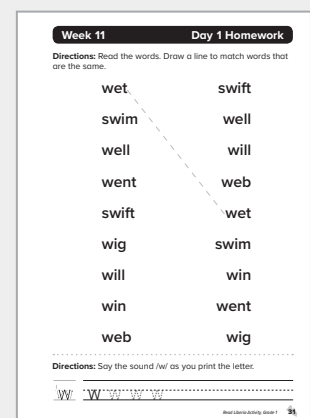
Have students complete page 31 in the *Student Activity Book*.

Let’s Read
“In the Net”
page 16

1. net
2. pass
3. toss
4. miss
5. sob



Let’s Read page 16



Student Activity Book
page 31




REVIEW

Week
11 | **Day**
2

OBJECTIVES

- Review the vocabulary words *egg, sell, drop, break, careful*
- Review “Adama and Her Hen”
- Review capital *S, E, D,* and *G,* and small *s, e, d,* and *g*
- Identify capital *W* and small *w*
- Review reading words with the letter *s* as */s/*, *e* as */ē/*, *d* as */d/*, and *g* as */g/* and read words with the letter *w* as */w/*
- Review spelling *ten, men, pen, sad, bad, red, dress, and, he, we*
- Review reading fluently “The Ram”
- Review the vocabulary words *ram, grass, pen, grab, grin*

LEARNING RESOURCES

-  *Let’s Read*
-  Letter cards
-  *Student Activity Book*
-  Student copybooks

INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 First, I am going to read the story “Adama and Her Hen” to you again. Please turn to page 148 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story.

| | |
|------------|---|
| 1. egg | 🔊 Egg. Baby birds or chicks hatch out of eggs. The eggs come from the mother bird or hen. Turn to page 148 in <i>Let’s Read</i> and find the eggs in the picture. ... Some people like to eat eggs. Do you like to eat eggs? |
| 2. sell | 🔊 Sell. To <i>sell</i> means to exchange something for money. For example, some people sell eggs at the market. Customers give them money, and they give the customers the eggs in exchange. What else do people sell at the market? (Help individuals to respond in well-formed sentences using <i>sell</i> .) |
| 3. drop | 🔊 Drop. To <i>drop</i> means to let something fall, like this. (Drop a pencil or book on the floor.) I dropped the pencil (or book). Look at the picture. What did the girl drop on the ground? (her basket/ eggs) |
| 4. break | 🔊 Break. To <i>break</i> means to separate into pieces. Look at the picture and find something that is breaking. ... Point and say with me, “The eggs are breaking.” |
| 5. careful | 🔊 Careful. When you are <i>careful</i> with something, you are very gentle so that it does not get hurt. For example, be careful with your books so that you do not tear them. Look at the picture. Was the girl careful with her eggs? (No, because she dropped them.) Show me how to be careful when you carry eggs. (Have the students do the motions.) |

- describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

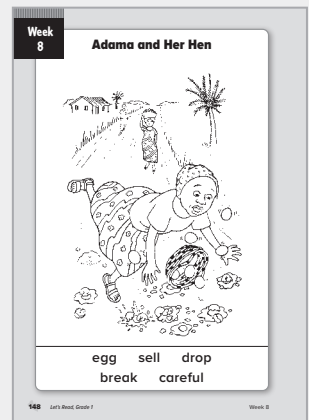
Read the story with expression, using the picture and gestures to convey meaning.

Adama and Her Hen

Adama has a pretty little hen. Her hen lays eggs every day. Adama sells the eggs at the market and buys things for her family with the money that she gets.

One day, as Adama is on the way to the market, she has an accident. She isn't looking where she was going, and she trips on a small rock in the road. She drops her basket of eggs, and every one of the eggs breaks. Adama feels terrible.

But the very next day, Adama's hen gives her new eggs. Adama is very happy because she can take the new eggs to the market and sell them. This time she tells herself to be very careful as she walks along the road.



Let's Read page 148

AFTER READING

COMPREHENSION QUESTIONS

1. **Who are the characters in the story?** (Adama, her hen)
2. **What does Adama do at the market?** (sells eggs)
3. **What does Adama do with the money she earns from selling eggs?** (buys things for her family)
4. **What is Adama's problem in the story?** (She trips and breaks all of her eggs on the way to the market.)
5. **How is the problem fixed or solved?** (Adama's hen lays more eggs so she can take them to market.)

REVIEW
Week 11 • Day 2




Ww Ss Ee
Dd Gg




web grass
dad get
grass swam
dress
bed
dog

ALPHABET RECOGNITION AND PHONICS

12 MIN.

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

| | | |
|---|--|--|
|  |  |  |
| <p>Point under <i>W</i>. 🔊 This is capital <i>W</i>.</p> <p>Point under <i>w</i>. 🔊 This is small <i>w</i>.</p> <p>🔊 Capital <i>W</i> and small <i>w</i> say /w/.</p> <p>Repeat.</p> <p>🔊 Watch and listen as I review the other letter names and sounds.</p> <p>Randomly point under all the letters, saying the names and sounds.</p> | <p>Point in turn under <i>W, w</i>. 🔊 Say the name with me. Capital <i>W</i>, small <i>w</i>.</p> <p>🔊 Say the sound with me: /w/, /w/.</p> <p>🔊 Let's review our other letters together. Say the names with me. Randomly point under all the letters, saying the names.</p> <p>🔊 Say the sounds with me. Randomly point under all the letters, saying the sounds.</p> | <p>Point in turn under <i>W, w</i>. 🔊 Now it's your turn. Say the name. (Capital <i>W</i>, small <i>w</i>)</p> <p>🔊 Say the sound. (/w/, /w/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p> <p>Have students identify names or words that begin with the sound /w/.</p> |

| | | |
|---|---|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>web</i>. Point under each letter.</p> <p>🔊 /w/-/ĕ/-/b/, web.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>web</i>. Point under each letter.</p> <p>🔊 /w/-/ĕ/-/b/, web.</p> <p>Repeat with <i>dad</i> and <i>grass</i>.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown on the next page at the right. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *ten*, 2. *men*, 3. *pen*, 4. *sad*, 5. *bad*, 6. *red*, 7. *dress*, 8. *and*, 9. *he*, 10. *we*.)

Now you will review your spelling and sight words from Week 8 with your partner. Turn to page 22 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- *Students Who Need Additional Support:* Instead of giving each other a spelling quiz, the partners may copy each word three times.

Move around the room and randomly check students’ work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let’s Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 **Now you will read the story “The Ram” again with your partner and write some sentences with the vocabulary words. Please turn to page 20 in *Let’s Read*.**

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

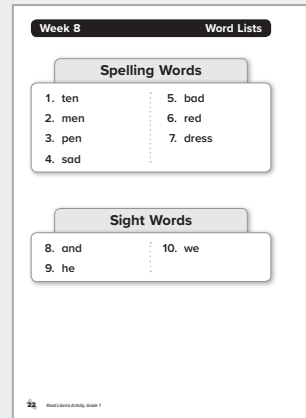
When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who Need Additional Support:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

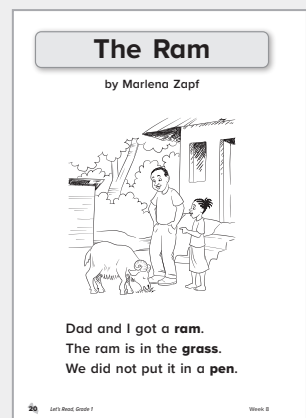
Student Activity Book
page 22



Student Activity Book
page 22

Let’s Read
“The Ram”
page 20

1. ram
2. grass
3. pen
4. grab
5. grin



Let’s Read page 20

REVIEW

Week
11


Day
3

OBJECTIVES

- Review reading fluently and demonstrate comprehension of “In the Net” and “The Ram”
- Review the vocabulary words *daughter, make, giant, heart, real*
- Review “The Chocolate Giant”
- Review capital *L, U, H,* and *F,* and small *l, u, h,* and *f*
- Identify capital *W* and small *w*
- Review reading words with the letter *l* as *ll, u* as */ū/, h* as */h/,* and *f* as */f/,* and read words with *w* as */w/*

LEARNING RESOURCES

 *Let's Read*

 Student copybooks

 Letter cards

Let's Read

1. “In the Net”
page 16
2. “The Ram”
page 20

INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during the first activity (Reading Fluency and Comprehension), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

READING FLUENCY AND COMPREHENSION

25 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the left.

🔊 First, you will read the stories “In the Net” and “The Ram” again with your partner and answer the questions at the end. Please turn to page 16 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- *Students Who Need Additional Support:* A weaker student may be paired with a stronger student for help in completing the activity.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

ORAL VOCABULARY / READ-ALOUD

12 MIN.

🔊 Now I am going to read the story “The Chocolate Giant” to you again. Please turn to page 149 in *Let’s Read*.

BEFORE READING

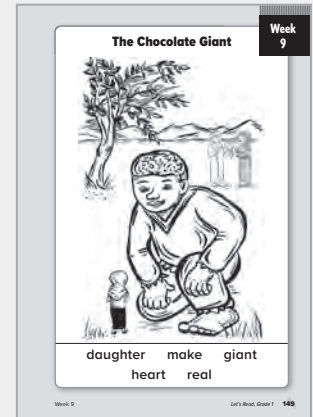
PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story.

| | |
|-------------|--|
| 1. daughter | 🔊 Daughter. When a mother or father has a girl child, she is their <i>daughter</i> . When they have a boy child, he is their son. All the girls say with me, “I am my father’s daughter, and I am my mother’s daughter.” All the boys say with me, “I am my father’s son, and I am my mother’s son.” |
| 2. make | 🔊 Make. When you <i>make</i> something, you build it or put it together. For example, we can make a tasty stew by putting meat and vegetables together in a pot. We can make a toy to play with by putting sticks and string and other things together. A tailor can make a dress by putting cloth together. What other things can we make? (Help individuals respond in well-formed sentences using <i>make</i> .) |
| 3. giant | 🔊 Giant. 🔊 A <i>giant</i> is someone who is very big and tall. (Gesture to show big and tall.) Turn to page 149 in <i>Let’s Read</i> and find the giant in the picture. Point and say, “This is a giant.” |
| 4. heart | 🔊 Heart. Your <i>heart</i> is the big muscle in your chest. It beats and pumps blood to your whole body. (Use gestures to demonstrate.) People sometimes say that love comes from our hearts. Put your hand on your chest like this and feel your heart beating. (Demonstrate.) |
| 5. real | 🔊 Real. Something that is <i>real</i> is true. It is not imaginary or pretend. Let’s name some things that are imaginary or pretend and some things that are real (e.g. Imaginary: talking animals, unicorns, etc., Real: people, the school, books, pencils, etc.) |

- describe what they see in the picture, using their target vocabulary where applicable.



Let’s Read page 149

DURING READING

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

🔊 **The Chocolate Giant**
by Joy M. D. Collins

Once upon a time, there lived a poor chocolate maker and his little daughter.

The daughter's name was Precious. Precious did not have any friends. Precious wanted a friend as big as a building—maybe even bigger. She wanted a friend who could carry her in his hands or on his shoulders.

Every day, Precious said to her father, "Please, Father, can you make me a big chocolate friend?" Her father decided to give Precious her wish.

Every day while Precious was at school, her father worked hard to make a big chocolate friend for her. The friend was so big, it was a giant. Her father made the chocolate giant's bones out of biscuits and his skin out of chocolate.

Then her father decided to add one last thing—a heart of love. He made the heart from chocolate, and he used food coloring to make it red. But the heart was not real. The father wanted his daughter to have a real friend, so he went to a magical lady who could help him make a real heart.

AFTER READING

COMPREHENSION QUESTIONS




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

- 🔊 1. **Who are the characters in the story?** (Precious, her father, magical lady)
2. **What problem does Precious have?** (She has no friends.)
3. **What does Precious want?** (a friend as big as a building who can carry her)
4. **What does Precious ask her father to do?** (make her a chocolate friend)
5. **Fiction stories tell us about things that are imaginary or not real. How do we know that this story is imaginary and not real?** (The father makes a giant out of chocolate and biscuits. Chocolate giants are not real.)




ALPHABET RECOGNITION AND PHONICS

12 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 <i>W</i>. » This is capital <i>W</i>.</p> <p>Point under <i>w</i>. » This is small <i>w</i>.</p> <p>» Capital <i>W</i> and small <i>w</i> say /w/.</p> <p>Repeat.</p> <p>» Watch and listen as I review the other letter names and sounds.</p> <p>Randomly point under all the letters, saying the names and sounds.</p> | <p>Point in turn under <i>W, w</i>. » Say the name with me. Capital <i>W</i>, small <i>w</i>.</p> <p>» Say the sound with me: /w/, /w/.</p> <p>» Let's review our other letters together. Say the names with me. Randomly point under all the letters, saying the names.</p> <p>» Say the sounds with me. Randomly point under all the letters, saying the sounds.</p> | <p>Point in turn under <i>W, w</i>. » Now it's your turn. Say the name. (Capital <i>W</i>, small <i>w</i>)</p> <p>» Say the sound. (/w/, /w/)</p> <p>Say the names. Randomly point under all the letters.</p> <p>Say the sounds. Randomly point under all the letters.</p> |

| |
|---------------------------|
| <p>Ww Ll Uu Hh Ff</p> |
|---------------------------|

| | | |
|---|---|--|
|  |  |  |
| <p>» Watch and listen as I read a word.</p> <p>Point to <i>well</i>. Point under each letter.</p> <p>» /w/-/ĕ/-/l/, well.</p> | <p>» Let's say the sounds and read the word together.</p> <p>Point to <i>well</i>. Point under each letter.</p> <p>» /w/-/ĕ/-/l/, well.</p> <p>Repeat with <i>let</i> and <i>bug</i>.</p> | <p>» Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| |
|--|
| <p>well bug let wig bug sell sun glass must</p> |
|--|

REVIEW

Week
11


Day
4

OBJECTIVES

- Review spelling *get, dog, big, grass, leg, lot, tell, look, how many, too*
- Review reading fluently “A Lot of Legs”
- Review the vocabulary words *dig, mud, sun, how many, a lot*
- Review the vocabulary words *shopkeeper, candy, bag, hole, pick up*
- Review “Candy Man”
- Review capital *L, U, H,* and *F,* and small *l, u, h,* and *f*
- Identify capital *W* and small *w*
- Review reading words with the letter *l* as *ll, u* as */ū/, h* as */h/,* and *f* as */f/,* and read words with *w* as */w/*

LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

 Letter cards

Student
Activity Book
page 25

INTRODUCTION

1 MIN.

🔊 Today we will review letters, words, and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during the first two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *get*, 2. *dog*, 3. *big*, 4. *grass*, 5. *leg*, 6. *lot*, 7. *tell*, 8. *look*, 9. *how many*, 10. *too*.)

🔊 First, you will review your spelling and sight words from Week 9 with your partner. Turn to page 25 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- *Students Who Need Additional Support:* Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown on the next page at the right.

🔊 Now you will read the story “A Lot of Legs” with your partner. Please turn to page 23 in *Let's Read*.

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who **Exceed Expectations**:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who **Need Additional Support**:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let’s Read* text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work.

ORAL VOCABULARY / READ-ALoud

12 MIN.

🔊 Now I am going to read the story “Candy Man” to you again. Please turn to page 150 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

- review the meaning of the oral vocabulary words for this story.

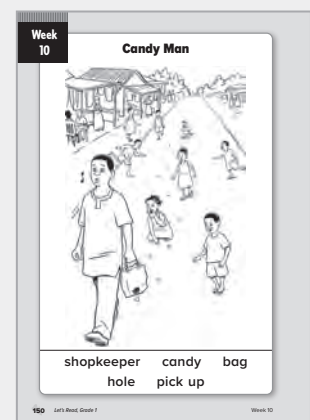
| | |
|---------------|---|
| 1. shopkeeper | 🔊 Shopkeeper. A <i>shopkeeper</i> is a person who has a shop or a small store, like at the market. Turn to page 150 in <i>Let’s Read</i> and find the shopkeepers in the picture. Point to a shopkeeper and say, “This is a shopkeeper.” |
| 2. candy | 🔊 Candy. Candy is a sweet food made with sugar. (If possible, show the students a piece of candy.) For example, I like to eat [name a kind of candy.] Mmm! What is your favorite kind of candy? (Help individuals respond in well-formed sentences.) |
| 3. bag | 🔊 Bag. We use a <i>bag</i> to carry things. Find the bag in the picture. ... (Show the students a bag.) This is a bag. Who else has a bag here today? Show us your bag and say, “This is my bag.” |
| 4. hole | 🔊 Hole. A <i>hole</i> is an opening in something. For example, in today’s story, someone’s bag has a hole and things are falling out through the hole. Find the bag with the hole in the picture. Point to the bag and say, “This bag has a hole.” |

Let’s Read
“A Lot of Legs”
page 23

1. dig
2. mud
3. sun
4. how many
5. a lot



Let’s Read page 23



Let’s Read page 150

5. pick up

🔊 **Pick up.** To *pick up* something is to lift it from the ground, like this. (Demonstrate picking up a pencil or other object from the ground.) **I picked up the pencil** (or other object). **Look at the picture and find someone who is picking up something. What do you think they are picking up?** (Help individuals respond in well-formed sentences using *pick up*.)

- describe what they see in the picture, using their target vocabulary where applicable.

DURING READING

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

🔊 **Candy Man**
by Thomas Gbukpa

Long ago, in a place called Jacob Town, there lived a man named U-Jay. U-Jay was a shopkeeper. He sold all kinds of things in his shop, including sugar and candy.

U-Jay always put some candies in his bag to take home with him after work. One night, the rats ate a hole in U-Jay's candy bag. He did not know that the rats had made a hole in his bag. The next day U-Jay put candies in his bag to take home with him.

As he walked home, all of the candies fell out on the ground. The little children picked up the candies and ran away. U-Jay did not notice this.

When he got home and put his hand in the bag to get some candy, he found nothing. "Hmmm," he said. "I must have forgotten to take some candy today."

The next day, the same thing happened, and the children picked up U-Jay's candy. After that, the children would wait for U-Jay to pass by on his way home from work. Whenever the children saw him, they shouted, "Candy Man is coming! Candy Man is coming!"

And U-Jay became known as Candy Man for the rest of his life.

AFTER READING

COMPREHENSION QUESTIONS

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




- 🔊 1. **Who are the characters in the story?** (U-Jay, children)
2. **What is the setting? Where does the story take place?** (Jacob Town)
3. **What is U-Jay's job?** (shopkeeper)

4. **What does U-Jay like to do every day after work?** (put candies in his bag to take home)
5. **What is the problem in the story??** (The rat eats a hole in U-Jay's bag so the candy falls out on the way home.)




ALPHABET RECOGNITION AND PHONICS

12 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 <i>W</i>. 🔊 This is capital <i>W</i>.</p> <p>Point under <i>w</i>. 🔊 This is small <i>w</i>.</p> <p>🔊 Capital <i>W</i> and small <i>w</i> say /w/.</p> <p>Repeat.</p> <p>🔊 Watch and listen as I review the other letter names and sounds.</p> <p>Randomly point under all the letters, saying the names and sounds.</p> | <p>Point in turn under <i>W, w</i>. 🔊 Say the name with me. Capital <i>W</i>, small <i>w</i>.</p> <p>🔊 Say the sound with me: /w/, /w/.</p> <p>🔊 Let's review our other letters together. Say the names with me.</p> <p>Randomly point under all the letters, saying the names.</p> <p>🔊 Say the sounds with me. Randomly point under all the letters, saying the sounds.</p> | <p>Point in turn under <i>W, w</i>. 🔊 Say the name. (Capital <i>W</i>, small <i>w</i>)</p> <p>🔊 Say the sound. (/w/, /w/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p> |

| | | |
|---|---|---|
| s | e | d |
| g | w | |

| | | |
|---|--|--|
|  |  |  |
| <p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>will</i>. Point under each letter.</p> <p>🔊 /w/-/i/-/l/, will.</p> | <p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>will</i>. Point under each letter.</p> <p>🔊 /w/-/i/-/l/, will.</p> <p>Repeat with <i>hug</i> and <i>fell</i>.</p> | <p>🔊 Now it's your turn. Say the sounds and read the words on your own.</p> <p>One at a time point under the remaining words.</p> |

| | |
|------|-------|
| will | fell |
| hug | swift |
| fell | help |
| | flag |
| | hand |
| | fun |

REVIEW

Week
11


Day
5

OBJECTIVES

- Review spelling *sun, run, must, hot, hill, hunt, help, full, you, that*
- Review reading fluently “Sad Pam”
- Review the vocabulary words *hill, hunt, help, full, must*
- Review reading fluently and demonstrate comprehension of “A Lot of Legs” and “Sad Pam”

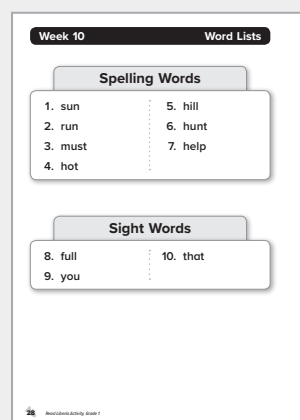
LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student
Activity Book
page 28



Student Activity Book
page 28

INTRODUCTION

1 MIN.

🔊 Today we will review words and stories that we learned earlier in this period. This will help us prepare for the period assessment next week.

NOTE: While the students are working independently during each activity today, you can administer the Period 2 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

SPELLING / SIGHT WORDS

10 MIN.

Write the *Student Activity Book* page number on the board, as shown at the left. (If the students do not have the *Student Activity Book*, you may write the words on the board instead: 1. *sun*, 2. *run*, 3. *must*, 4. *hot*, 5. *hill*, 6. *hunt*, 7. *help*, 8. *full*, 9. *you*, 10. *that*.)

🔊 First, you will review your spelling and sight words from Week 10 with your partner. Turn to page 28 in your *Student Activity Book*.

Have the students work in pairs. First they read through the list of words together. Then they take turns giving each other a spelling quiz. The first partner dictates the first 5 words one at a time, and the second partner writes each word in his or her copybook without looking at the *Student Activity Book* (or the board). Then the partners switch roles and the second partner dictates the remaining words while the first partner writes them in his or her copybook. The students check their own work when they finish.

Differentiated Instruction: This activity is for students who are “Meeting Expectations.” You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* Instead of giving each other a spelling quiz, the partners may work together to write original sentences with each word.
- *Students Who Need Additional Support:* Instead of giving each other a spelling quiz, the partners may copy each word three times.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students’ work, giving support where needed.

READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the right.

🔊 **Now you will read the story "Sad Pam" with your partner. Please turn to page 30 in *Let's Read*.**

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to write an original sentence with each of the written vocabulary words. Time permitting, they can also draw a picture for each of their sentences.

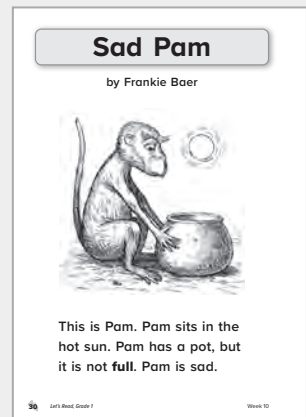
Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who Need Additional Support:* Instead of writing original sentences, the partners may find each vocabulary word in bold in the *Let's Read* text and copy the sentence in which it appears into their copybooks.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.

Let's Read
"Sad Pam"
page 30

1. hill
2. hunt
3. help
4. full
5. must



Let's Read page 30

REVIEW

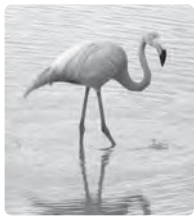
Week 11 • Day 5

Let's Read

1. "A Lot of Legs"
page 23
2. "Sad Pam"
page 30

A Lot of Legs

by Lili Henderson



Look at this!
It has 2 legs.

Let's Read page 23

Sad Pam

by Frankie Baer



This is Pam. Pam sits in the
hot sun. Pam has a pot, but
it is not full. Pam is sad.

Let's Read page 30

READING FLUENCY AND COMPREHENSION

24 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the left.

🔊 **Now you will read the stories "A Lot of Legs" and "Sad Pam" again with your partner and answer the questions at the end. Please turn to page 23 in *Let's Read*.**

Have the students work in pairs. First they take turns to read the story aloud to each other, helping each other read correctly and fluently. Students should read the story 2 times each.

When they finish reading, the partners work together to answer the comprehension questions at the end of the story in their copybooks. When the partners finish the first story, they move on to the second story.

Differentiated Instruction: This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity. Alternatively, if students have already answered the comprehension questions earlier in the period, they may use this time to read the supplementary readers or other texts instead.
- *Students Who Need Additional Support:* A weaker student may be paired with a stronger student for help in completing the activity.

If you have finished administering the Oral Reading Fluency Assessment, move around the room and randomly check students' work, giving support where needed.