

Read Liberia Activity

2020 REVISION

Teacher Instruction Guide

Grade 1, Volume 1



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Office of the Minister

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Foreword
Read Liberia Activity

February 17, 2020

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

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

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

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

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

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

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

Foreword: Read Liberia Activity

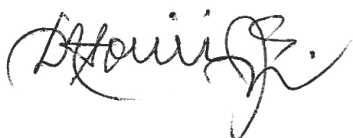
Special thanks go to the officials from the Department of Instruction of the Ministry of Education, especially those in the Center of Excellence for Curriculum and Textbook Research. Special thanks also go to the Departments of Administration and Planning of the Ministry, for their considerable inputs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

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

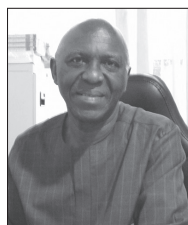
Let's transform Liberia into an educated nation and a literate society by cultivating reading as a habit, especially for school-age children, whether in school or out of school. This is the beginning of confidence-building for children's lifelong learning. Parents, teachers, and school leaders, please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

Thanks to all the contributors and sponsors.

Regards,



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



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Using Read Liberia Activity

Welcome to *Read Liberia Activity*. This multi-year program, which was built on the foundation laid by its predecessor, the *Liberia Teacher Training Program*, was developed to help you teach the critical skills and strategies introduced in the Liberian National Curriculum and those necessary for students to become fluent readers. *Read Liberia Activity* includes systematic instruction in phonological awareness, phonics, spelling, and comprehension. It also includes an assessment system that you can apply to capture student performance data, determine mastery levels, and make data-driven decisions about your instruction and remediation. Lessons are provided through a teacher-friendly instruction guide, a separate student activity book, and a student reader. Supplementary readers also provide additional opportunities for independent reading.

Project Components

Read Liberia Activity has four main components: a teacher instruction guide, a student activity book, a student reader titled *Let's Read*, and a series of supplementary readers.

Teacher Instruction Guide

The Teacher Instruction Guide is the main instructional tool. It guides you in important reading skills and strategies needed to develop fluent readers. The Teacher Instruction Guide must be followed closely to ensure that students achieve the full benefit of the project. The Teacher Instruction Guide contains the program's pedagogical philosophy, weekly skill planners and daily lessons in reading instruction, weekly reviews with differentiated instruction activities that provide re-teaching opportunities, benchmark oral fluency and accuracy assessments, and a complete answer key to the *Student Activity Book*.

Reading Skill Overview/Weekly Lesson Plans

Each week begins with an overview of the skills that will be taught each day. You can use these weekly planners to organize your instruction.

Indicates page numbers for full lesson plans

The left-hand column shows the key areas of instruction.

The **Homework** row shows each day's assignment at a glance.

Differentiated Instruction activities on Day 5 provide customized activity options that remediate skill gaps or extend critical skills.

The week's skills and strategies are correlated to the Liberia Ministry of Education's National Standards for Reading and Comprehension.

Week 4 Lesson Planner					
	Monday (Day 1) pages 62–65	Tuesday (Day 2) pages 66–69	Wednesday (Day 3) pages 70–73	Thursday (Day 4) pages 74–77	Friday (Day 5) pages 78–80
Phonological Awareness	Blend sounds to make words.		Blend sounds to make words.		
Song		"Open the Book"		"Where Does the Hat Go?"	
Alphabet Recognition and Phonics	• B, b • Read words with the letter b as /b/.		• O, o • Read words with the letter o as /o/.		• Quiz • Differentiated review
Spelling	in, it, tip, tin, rim, bit, bat, bin			in, it, tip, tin, rim, bit, bat, bin	
Sight Words	they, have		they, have		
Written Vocabulary	nap, tin, rim, cap, pot, put		pot, top, bat, tip, bit		
Reading Comprehension	"The Cat Nap"		"The Pot"		Differentiated review
Reading Fluency Practice		Pairs: "The Cat Nap"		Pairs: "The Pot"	Differentiated review
Oral Vocabulary		thin, wash, cook, reply, vexed		thin, wash, cook, reply, vexed	
Read-Aloud		"Nyanquai from Gaomga"		"Nyanquai from Gaomga"	
Homework	• Page 13 in <i>Student Activity Book</i> • "The Cat Nap"	Write spelling and sight words 3 times in copybooks.	• Page 14 in <i>Student Activity Book</i> • "The Pot"	• Write spelling and sight words 3 times in copybooks. • Study for quiz.	Re-read "The Cat Nap" and "The Pot."
Day 5 Review: Differentiated Instruction	First Review Activity • Group A (Meets Expectations): Work in pairs to re-read "The Cat Nap" and "The Pot." • Group B (Exceeds Expectations): Work in pairs to read any supplementary reader. • Group C (Needs Additional Support): Review Alphabetic Recognition and Phonics. 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 Cat Nap." • Group C (Needs Additional Support): Work in pairs to re-read "The Cat Nap" and "The Pot."				
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 • 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.				

Using Read Liberia Activity

Daily Reading Lesson Plans

The daily reading lesson plans are the primary instructional tool. The lessons provide skill instruction, with opportunities for students to practice and apply the skills.

Indicates the **week** and the **day** of the lesson—lessons are provided for each day of the week

Each day's **Introduction** tells the students what they will be doing that day.

Sections include an estimate of how long the section might take.

A list of **objectives** for each day of instruction

During **Alphabet Recognition**, students learn to recognize letters of the alphabet.

The margins feature letters and words in the activities that you can write on the board for modeling.

A list of **materials** that you and your students will need to complete the day's lesson

Phonological Awareness involves hearing and manipulating oral sounds in words. Students do not read letters or words during Phonological Awareness.

Phonics teaches students how to associate a specific letter (or letters) with a sound. They learn to sound out words and read them.

Week 4 Day 3

OBJECTIVES
Students will be able to:

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

LEARNING RESOURCES

- Letter cards
- Let's Read
- Student Activity Book

INTRODUCTION 1 MIN.

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

PHONOLOGICAL AWARENESS 4 MIN.

Listen as I say the beginning and the end of a word: *n-o-t*. Now I will blend the sounds together to say the word: *not*.

Let's blend the beginning and the end of the word together.

Listen: *n-o-t*. Say the sounds with me: *n-o-t*.

Say the word with me: *not*.

Repeat with:

- r-ob (r-ob, rob)*
- c-at (c-at, cat)*

Now it's your turn. I will say the beginnings and ends of words. You will repeat the sounds and blend them together to make words.

Say the following sounds. Have the students repeat and blend them into words:

- c-at (c-at, cat)*
- m-op (m-op, mop)*
- p-ot (p-ot, pot)*

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

ALPHABET RECOGNITION AND PHONICS 10 MIN.

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

<p>Point under O.</p> <p>This is capital O.</p> <p>Point under o.</p> <p>This is small o.</p> <p>Capital O and small o say /o/.</p> <p>Repeat.</p>	<p>Point in turn under O, o.</p> <p>Say the name with me: Capital O, small o.</p> <p>Say the sound with me: /o/, /o/.</p> <p>Let's review our other letters. Say the names with me. Randomly point under the other letters, saying their names.</p> <p>Say the sounds with me. Randomly point under the other letters, saying their sounds.</p>	<p>Point in turn under O, o.</p> <p>Say the name. (Capital O, small o)</p> <p>Say the sound. (/o/, /o/)</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 /o/.</p>
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Now we will read some words with the letter o. Watch and listen.

Point to not. Point under each letter.

/n/-/o/-/t/, not.

Repeat with:

- /r/-/o/-/b/, rob*
- /p/-/o/-/t/, pot*

Let's say the sounds and read the word together.

/n/-/o/-/t/, not.

Repeat with:

- /r/-/o/-/b/, rob*
- /p/-/o/-/t/, pot*

Now it's your turn. Say the sounds and read the words on your own.

One at a time point under:

- pot (/p/-/o/-/t/, pot)*
- on (/o/-/n/, on)*
- top (/t/-/o/-/p/, top)*
- cat (/k/-/o/-/t/, cat)*
- mop (/m/-/o/-/p/, mop)*
- cop (/k/-/o/-/p/, cop)*

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

Week 4 • Day 3

Oo Bb Ii
Pp Cc

not rob pot on top cot mop cop



Speaking icons indicate that you should say the bolded words aloud to the class.



The check mark icon is a quick check that you can use to determine if students understand the instruction.



The Homework icon shows practice work to be done outside of the classroom.

Using Read Liberia Activity

Week 4
Day 2

OBJECTIVES

- Students will be able to:
- Spell *in, it, tip, tin, rim, bit, bat, bin*
 - Read fluently "The Cat Nap"
 - Demonstrate understanding of the vocabulary words *thin, wash, cook, reply, vexed*
 - Listen to and comprehend "Nyanquai from Gbarga"

LEARNING RESOURCES

- Student copybooks
- Let's Read
- Student Activity Book

INTRODUCTION

1 MIN.
Now we will sing a song. We will spell some words. You will read the story "The Cat Nap" with your partner. Then you will learn some new vocabulary words and listen as I read a new story to you.

SONG

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

SPELLING

10 MIN.

<p>Now we will spell some words. Watch and listen.</p> <p>The word is <i>bat</i>. I hear 3 sounds: /b/ - /a/ - /t/.</p> <p>The first sound is /b/. (Write b.) The next sound is /a/. (Write a.) The last sound is /t/. (Write t.)</p> <p>Move your finger under the letters as you say the letter names: b-a-t, bat.</p> <p>Erase the word.</p>	<p>Let's spell some words together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>The first word is <i>bat</i>. What sounds do we hear? /b/ - /a/ - /t/.</p> <p>Let's write it: /b/ (write b), /a/ (write a), /t/ (write t). Check the students' work.</p> <p>Now let's spell the word together with the letter names (point): b-a-t, bat.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> • bin • tip 	<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"> • tip • in • tin • rim • it • bit <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>
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✓ Daily Check: Call on 2 students to spell one word each.

Each week's spelling words are featured in the **Spelling** activities. These activities will help you teach sounding out and writing letters and blends.

Sight words are used frequently in texts but have irregular or difficult spelling. When students learn to recognize these words instantly, they do not have to sound out every word and are able to read more fluently.

READING FLUENCY PRACTICE

12 MIN.
Now you will read the story "The Cat Nap" with your partner again. Please turn to page 8 in Let's Read.

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

ORAL VOCABULARY

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

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

1. thin	Thin. Thin means not very fat, like this. (Hold your hands close together to show a small space.) For example, if a dog doesn't eat enough food, it will be a thin dog. When a person is sick, he may get very thin. Turn to page 146 in Let's Read. Who is thin in the picture? ... Now show me thin with your hands and say "This is thin." (Have the students hold their hands close together.)
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.) What else do you wash at home? (Help individuals respond in well-formed sentences using wash.)
3. cook	Cook. To cook means a fire or stove. For example, I cook dinner. Let's pretend we are cooking. (Help individuals respond in well-formed sentences using cook.)
4. reply	Reply. To reply is to answer someone who is talking to you. Let's say "Good morning," and have students respond with "good-bye/goodbye/welcome.")
5. vexed	Vexed. Vexed is when you feel a little bit angry, like this. (Cross your arms and frown.) Look at the picture again. Who looks vexed in the picture? ... Let's pretend we feel vexed. Show me your face when you are vexed and say "I am vexed!" ... When do you feel vexed? (Help individuals respond in well-formed sentences using vexed.)

Oral Vocabulary appears in Days 2 and 4 of each week. These are words students hear and say during Read-Aloud activities.

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Read Liberia Activity, Grade 1 67

Week 4 • Day 3

they have

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>they</i>.</p> <p>They, they.</p> <p>Repeat with <i>have</i>.</p>	<p>Let's read the words together.</p> <p>Randomly point to each word. Have students read the word with you.</p>	<p>Now it's your turn. Read and the words on your own.</p> <p>Randomly point to each word. Have students read the word.</p>
---	---	---

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

WRITTEN VOCABULARY

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. pot	Point to <i>pot</i> . Pot. Let's say the sounds and read the word together: /p/ - /o/ - /t/. A pot is a deep round pan that you cook with. Turn to page 12 in Let's Read and find the pot in the pictures. ... Let's pretend to stir stew in a pot. (Do the motions together.)
2. top	Point to <i>top</i> . Top. Together: /t/ - /o/ - /p/. The top is the highest part of something. Find the top of the pot in the pictures. ... (Pat the top of your head.) This is the top of my head. Now pat the top of your head and say with me "This is the top of my head."
3. bat	Point to <i>bat</i> . Bat. Together: /b/ - /a/ - /t/. A bat 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> . Tip. Together: /t/ - /i/ - /p/. To tip 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> . Bit. Together: /b/ - /i/ - /t/. A bit 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.

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READING COMPREHENSION

20 MIN.
Now we will read a new story called "The Pot." Please turn to page 12 in Let's Read.

BEFORE READING

PREVIEW

Guide the students to ...

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

DURING READING

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

AFTER READING

CHECK PREDICTIONS

Discuss the students' predictions.

COMPREHENSION QUESTIONS

Accept any answer as long as it makes sense.

- Who are the characters?
- What is the setting?
- What does Pam have? (a pot)
- What happens to the pot? (it is tipped over)
- What does the bat do? (has a bit of what is in the pot)
- Why does Pam not have a bit of it? (The pot was tipped over and everything spilled out.)

HOMEWORK

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

During Reading Comprehension, students are guided before, during, and after reading through activities that introduce and reinforce comprehension.

Written Vocabulary words are words that students will read in Let's Read. Students have many opportunities to read these words again and again and in more than one context, thus improving reading fluency and comprehension.

Using Read Liberia Activity

Pronunciation Chart

Read Liberia Activity includes daily phonics and phonemic awareness skill instruction. Sound instruction is a critically important skill component of achieving literacy. The chart below should be reviewed before each phonemic awareness and phonics lesson in order to guarantee that correct pronunciation is taught and applied. Note that letters or symbols in between slashes always indicate pronunciation, not spelling, and are for the teacher's reference only. To avoid confusing the students, you should never write these notations on the board.

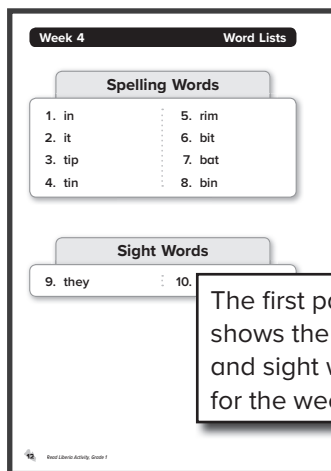
Consonant Sounds		
/b/ (b <u>all</u>)	/n/ (n <u>est</u>)	/y/ (y <u>es</u>)
/d/ (d <u>ig</u> , play <u>ed</u>)	/p/ (p <u>ig</u>)	/z/ (z <u>oo</u>)
/f/ (f <u>un</u>)	/kw/ (q <u>ueen</u>)	/ch/ (ch <u>air</u> , cat <u>ch</u>)
/g/ (g <u>ate</u>)	/r/ (r <u>un</u>)	/sh/ (sh <u>ow</u>)
/h/ (h <u>it</u>)	/s/ (s <u>ee</u> , to <u>ss</u> , r <u>ice</u>)	/th/ (th <u>umb</u>)
/j/ (J <u>une</u> , pag <u>e</u> , dodg <u>e</u>)	/t/ (t <u>ap</u> , wish <u>ed</u>)	/hw/ (wh <u>ee</u> l)
/k/ (k <u>ick</u> , c <u>at</u>)	/v/ (v <u>an</u>)	/ng/ (s <u>ing</u>)
/l/ (l <u>eg</u> , yell)	/w/ (w <u>in</u>)	
/m/ (m <u>at</u>)	/ks/ (box)	
Vowel Sounds		
/ă/ (r <u>a</u> t)	/ā/ (b <u>a</u> ke, d <u>a</u> y, r <u>a</u> in)	/är/ (c <u>a</u> r)
/ĕ/ (b <u>e</u> d, br <u>ea</u> d)	/ē/ (f <u>ee</u> t, dr <u>ea</u> m, happ <u>y</u>)	/ēr/ (y <u>ea</u> r)
/ĭ/ (d <u>i</u> sh)	/ī/ (l <u>i</u> ke, n <u>igh</u> t, f <u>in</u> d, cry, l <u>ie</u> d)	/or/ (f <u>or</u> , m <u>ore</u>)
/ō/ (p <u>o</u> t)	/ō/ (h <u>o</u> me, b <u>oa</u> t, sl <u>ow</u>)	/ŭr/ (t <u>ur</u> n, b <u>ir</u> d, h <u>er</u>)
/ŭ/ (l <u>u</u> ck)	/ū/ (J <u>u</u> ne, gr <u>ew</u> , bl <u>ue</u> , f <u>oo</u> d)	/ô/ (s <u>a</u> w)
/əd/ (wait <u>ed</u>)	/oo/ (g <u>oo</u> d, c <u>ou</u> ld)	/ôl/ (b <u>a</u> ll, s <u>a</u> lt)
/əl/ (litt <u>le</u> , fin <u>a</u> l)	/ou/ (h <u>ou</u> se, t <u>ow</u> n)	/ôk/ (t <u>a</u> lk)
/ĭng/ (rest <u>ing</u>)	/oi/ (b <u>oy</u> , j <u>oi</u> n)	/ôt/ (b <u>ou</u> ght)

Using Read Liberia Activity

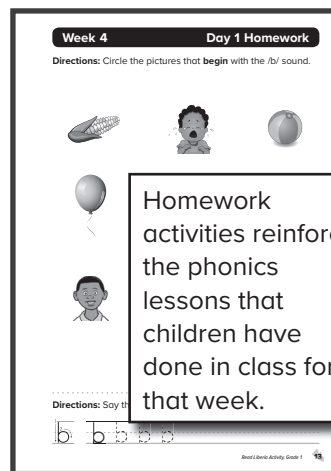
Student Activity Book

The *Student Activity Book* is a workbook that offers reading and practice activities for each week. The activity pages are presented in the order they are used in the lessons. The worksheet is intended to be completed at home and returned to the class the next day.

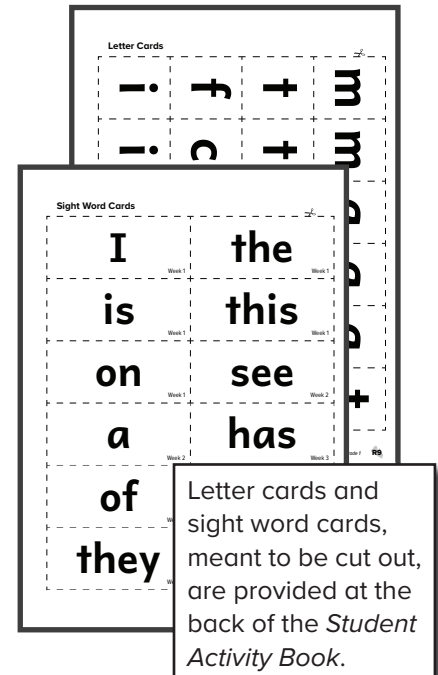
Preprinted letter cards and sight word cards found at the end of the book can also be cut out and used for practice activities.



The first page shows the spelling and sight words for the week.



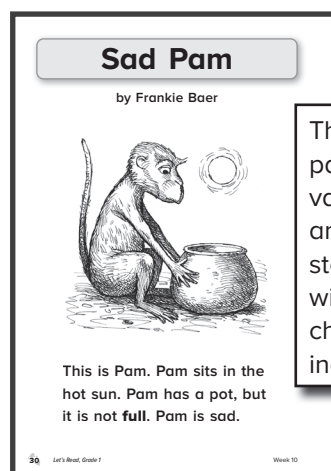
Homework activities reinforce the phonics lessons that children have done in class for that week.



Letter cards and sight word cards, meant to be cut out, are provided at the back of the *Student Activity Book*.

Let's Read

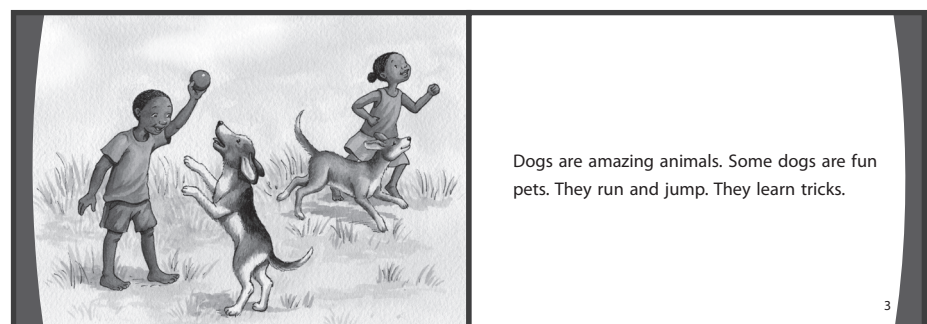
Let's Read is a collection of decodable stories that your students can read to practice their reading independently in class or at home. The reading selections are engaging stories or interesting informational pieces that teach children about the world around them.



The *Let's Read* pages contain a variety of fictional and informational stories that will motivate children to read independently.

Supplementary Readers

The supplementary readers are a collection of stories that provide students with varying abilities the opportunity to read independently at an appropriate level. The collection includes folktales, stories, and nonfiction readers. You can use assessment data to assign the appropriate books to the children. Time is set aside every Friday and during the review weeks for students to engage with the readers in class. Comprehension questions for each reader appear in the back of the *Student Activity Book*, and the answer key is in the Teacher's Guide. A school may also decide to let students sign for the readers on Fridays to use on the weekend and return the following week.



Using *Read Liberia Activity*

Techniques for Getting the Students' Attention

Attention-getters are a great classroom/workshop management tool! Whether students or participants are busy working in groups, on activities, or are just plain chatty, these attention-getters are not only fun but are an effective way to get your class or participants re-focused, so you can give instructions. Following is one of the most used.

Teacher says: *One two three eyes on me.*

Participants respond: *One two eyes on you.*

Teacher says: *Bring it back.*

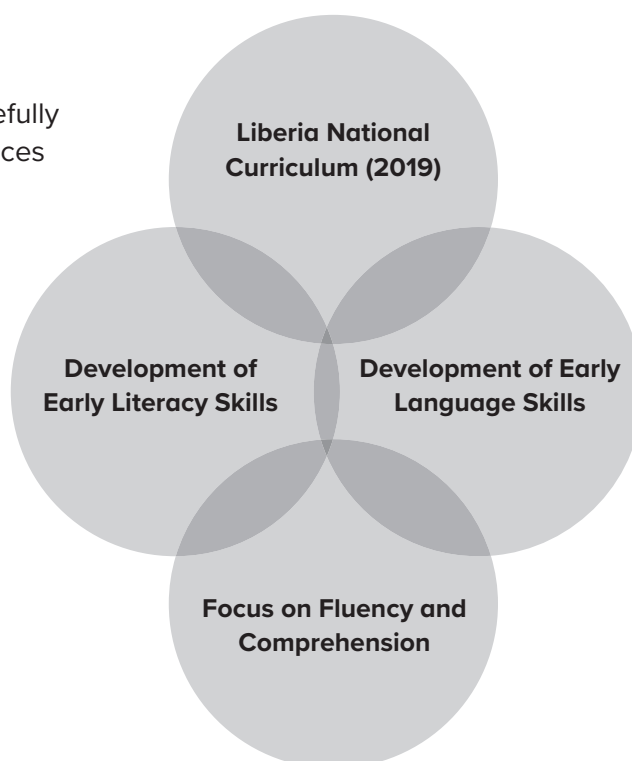
Participants respond: *Way back.*

Read Liberia Activity

Learning to read well is essential for both academic success and success in the work world. Acquiring early language and literacy skills facilitates reading proficiency, ensures that students are able to read independently, and fosters students' ability to get information from a wide range of text sources, including informational and narrative texts (National Reading Panel, 2000). *Read Liberia Activity* is a comprehensive instructional project designed to help students gain early literacy skills and develop into proficient readers. All materials have been reviewed by the Republic of Liberia, Ministry of Education and align to learning objectives and goals of the Liberia National Curriculum.

Development of Read Liberia Activity

The structure of *Read Liberia Activity* includes a carefully designed scope and sequence that explicitly introduces the knowledge and skills included in the Liberian National Curriculum; that immediately provides opportunities for students to practice and apply those knowledge forms; and that reinforces them to ensure that students achieve mastery. Additionally, the sequence of instruction is designed to help students build on early knowledge and skills and become independent readers who can benefit from reading a wide range of texts. *Read Liberia Activity* was developed with careful consideration of several key areas of importance. The figure at the right represents the intersection of factors considered in the development of the curriculum.



1. Alignment

All efforts have been made to align *Read Liberia Activity* to the Liberian National Reading Curriculum (2019). This curriculum, adopted by the Liberian Ministry of Education, is based on research evidence about the most effective approach to teach children to read and write independently so that they can be successful in school. The weekly scope and sequence for *Read Liberia Activity* is tightly aligned with the Grade Level Objectives of the National Curriculum. When teachers complete the 30 weeks of instruction in each grade, students will have met all of the Grade Level Objectives established in the curriculum.

2. Development of early literacy skills

Research into the development of pre-literacy skills suggests that it is important for students to develop phonemic awareness. A student who is phonemically aware can hear a common word such as “cat” and segment and blend the sounds that are heard in the word. This is understood to be important preparation for reading and writing in an alphabetic language such as English (Adams, 1990). Beyond phonemic awareness, students learn the letters of the alphabet and the common sounds associated with each letter; this is referred to as phonics. With phonics and a foundation of sight words, students are able to decode familiar and unfamiliar words in increasingly complex sentences. With adequate opportunities to read in accessible texts, students can develop fluency in their reading. This fluency allows students to read for pleasure and for information. As students develop their fluency, they can be instructed in how to read strategically depending on their purpose for reading (Snow, 2002).

3. Development of early language knowledge and skills

In addition to learning to read, it is important that students develop strong early language knowledge and skills. This knowledge includes developing oral language, basic and academic vocabulary, and the tools to write (Baumann, Kame'enui, & Ash, 2003). In order for students to be strong readers, they also need to understand that print is used to communicate. They need to learn how to spell accurately, write with correct grammar, and develop accurate enough handwriting to communicate with clarity (McCardle, Chhabra, & Kapinus, 2008). These important areas should not be underestimated as they support students' understanding of why literacy is useful both in and out of school.

4. Building fluency to ensure comprehension

Read Liberia Activity is designed to help students build fluency so that they can understand what they are reading. When students read slowly, they are often unable to understand the connections within the text and instead hear only isolated words. When students master the early skills of reading, they can build fluency, and their reading sounds like language. When it sounds like language, it is easier to understand and easier to comprehend (Chard, Pikulski, & McDonagh, 2012). However, reading words quickly without having the oral language foundation or knowing the meaning of the words leaves students with little understanding of what they are reading (Rasinski, Reutzel, Chard, & Linan-Thompson, 2011). Therefore, it is essential that students learn both the reading and language aspects of *Read Liberia Activity* so that they are proficient with literacy.

The Read Liberia Activity is deeply committed to the principle of collaboration, learning, and adaptation (CLA). This edition of the *Read Liberia* teaching and learning materials and the corresponding teacher training and coaching activities have undergone extensive revision based on the experiences and feedback from teachers, coaches, Ministry of Education staff, and other stakeholders. Their input has been invaluable to improving the usefulness of these resources and is much appreciated.

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