

REVIEW Week 5 Lesson Planner

	Monday (Day 1) <i>pages 82–85</i>	Tuesday (Day 2) <i>pages 86–89</i>	Wednesday (Day 3) <i>pages 90–93</i>	Thursday (Day 4) <i>pages 94–97</i>	Friday (Day 5) <i>pages 98–100</i>
Alphabet Recognition and Phonics	<ul style="list-style-type: none"> • Mm, Aa, Tt, Rr, Nn, Cc • m as /m/, a as /ā/, t as /t/, r as /r/, n as /n/, c as /k/ 	<ul style="list-style-type: none"> • Mm, Aa, Tt, Rr, Nn, Cc • m as /m/, a as /ā/, t as /t/, r as /r/, n as /n/, c as /k/ 	<ul style="list-style-type: none"> • Pp, Ii, Bb, Oo • p as /p/, i as /ī/, b as /b/, o as /ō/ 	<ul style="list-style-type: none"> • Pp, Ii, Bb, Oo • p as /p/, i as /ī/, b as /b/, o as /ō/ 	
Spelling/ Sight Words	<i>I, the, is, this, on</i>	<i>am, at, mat, rat, ran, tan, man, an, see, a</i>		<i>can, pan, cat, pat, cap, nap, tap, has, of, put</i>	<i>in, it, tip, tin, rim, bit, bat, bin, they, have</i>
Written Vocabulary	<i>this, rat, mat, on</i>	<i>cat, can, see, ran</i>		<i>nap, tin, rim, cap, put, pat</i>	<i>pot, top, bat, tip, bit</i>
Reading Comprehension			“The Rat” and “The Mat”		“The Cat Nap” and “The Pot”
Reading Fluency	“I Am” and “The Rat”	“The Mat”		“The Cat Nap”	“The Pot”
Oral Vocabulary	<i>walk, alone, new, happy, house</i>	<i>hunt, agree, swim, watch, have fun, forgot</i>	<i>food, old, share, hungry, kind</i>	<i>thin, wash, cook, reply, vexed</i>	
Read-Aloud	“Dyuconjay and His Friend”	“Toe, the Young Hunter”	“Bendu”	“Nyanquoi from Gbarnga”	

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.

REVIEW

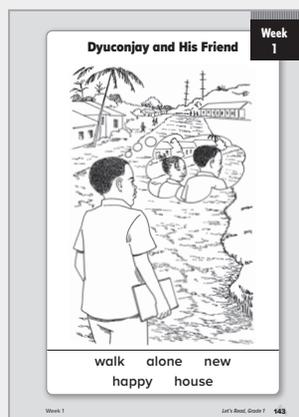
Week 5 | Day 1

OBJECTIVES

- Review the vocabulary words *walk, alone, new, happy, house*
- Review “Dyuconjay and His Friend”
- Review capital *M, A, T, R, N,* and *C,* and small *m, a, t, r, n,* and *c*
- Review reading words with the letter *m* as /m/, *a* as /ā/, *t* as /t/, *r* as /r/, *n* as /n/, and *c* as /k/
- Review spelling *I, the, is, this, on*
- Review reading fluently “I Am” and “The Rat”
- Review the vocabulary words *this, rat, mat, on*

LEARNING RESOURCES

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



Let’s Read page 143

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 “Dyuconjay and His Friend” to you again. Please turn to page 143 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

1. walk	🔊 Walk. <i>Walk</i> means to move your legs to go somewhere, like this. (Demonstrate walking.) For example, I walk to school in the morning. I walk home after school. (Walk around the room.) Now I am walking around the room. (Have a few students at a time get up and walk around the room while saying “I am walking around the room.”)
2. alone	🔊 Alone. When you are <i>alone</i> , there is no one else with you. You are by yourself. For example, you can say, “My brother stayed home sick today, so I walked to school alone.” Do you walk to school with someone or alone?
3. new	🔊 New. <i>New</i> means something that you didn’t have before. (Show the students a new pencil or another new object.) For example, I got a new pencil for school. Who has something new? (Help individuals respond in well-formed sentences using <i>new</i> .)
4. happy	🔊 Happy. <i>Happy</i> is when you feel good inside. (Smile.) For example, if I am smiling, that usually means I am happy. Who else is happy? Let’s make happy faces and say, “I am happy!”
5. house	🔊 House. A <i>house</i> is the building where people live with their families. Turn to page 143 in <i>Let’s Read</i> and find the houses in the picture. (Have one or more volunteers draw a picture of their house on the board.)

- 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.

Dyuconjay and His Friend
by Sheila Harris

Dyuconjay is a student at Middle Town Public School in Buchanan, Grand Bassa County. Every day, Dyuconjay walks alone six miles to and from school. He often thinks he would like to walk to school with a friend.

One day, a new girl moves in near Dyuconjay's house. The girl's name is Bindu. Bindu goes to the same school as Dyuconjay. Dyuconjay is very happy because now he has a friend to walk to school with. Bindu is happy too because she has a new friend, and she does not have to walk the long road alone.

Dyuconjay and his new friend learn that they are a lot alike. Both children do well with their lessons. Both children like mathematics. Both children want to become engineers when they grow up.

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?** (Dyuconjay, Bindu)
2. **What is the setting? Where does the story take place?** (Grand Bassa County)
3. **What happens at the beginning of the story?** (Dyuconjay walks to school alone.)
4. **What happens in the middle of the story?** (Bindu moves in near Dyuconjay's house. They become friends.)
5. **What happens at the end of the story?** (Dyuconjay and Bindu walk to school together. They learn that they are a lot alike.)

REVIEW

Week 5 • Day 1

Mm Aa Tt Rr
Nn Cc

mat	rat
am	at
rat	ram
	mat
	am

Student
Activity Book
page 1

Week 1 Word List

Sight Words

1. I	4. this
2. the	5. on
3. is	

Student Activity Book
page 1

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.

 Watch and listen as I review our letter names and sounds. Randomly point under all the letters, saying the names. Randomly point under all the letters, saying the sounds.	 Say the names with me. Randomly point under all the letters, saying the names. Say the sounds with me. Randomly point under all the letters, saying the sounds.	 Now it's your turn. Say the names. Randomly point under all the letters. Say the sounds. Randomly point under all the letters.
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 Watch and listen as I read a word. Point to <i>mat</i> . Point under each letter. /m/-/ă/-/t/, mat.	 Let's say the sounds and read the word together. Point to <i>mat</i> . Point under each letter. /m/-/ă/-/t/, mat. Repeat with <i>am</i> and <i>rat</i> .	 Now it's your turn. Say the sounds and read the words on your own. One at a time point under the remaining words.
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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. *I*, 2. *the*, 3. *is*, 4. *this*, 5. *on*.)

Now you will review your sight words from Week 1 with your partner. Turn to page 1 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 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 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 “I Am” again with your partner. Please turn to page 1 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.

🔊 **Now you will read the story “The Rat” again with your partner and write some sentences with the vocabulary words. 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 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:

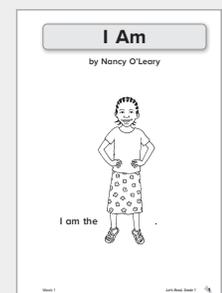
- *Students Who Exceed Expectations:* A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- *Students Who Need Additional Support:* Instead of writing original sentences, the partners may find each vocabulary word in bold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

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

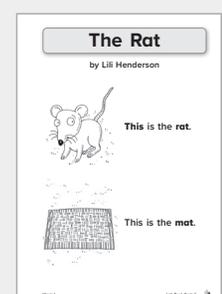
Let’s Read

1. “I Am”
page 1
2. “The Rat”
page 3

1. this
2. mat
3. rat
4. on



Let’s Read page 1



Let’s Read page 3

REVIEW

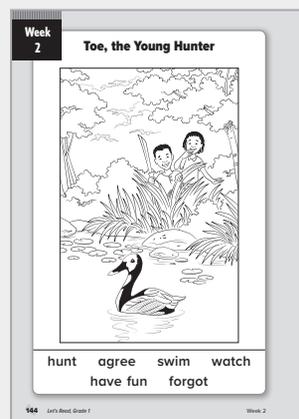
Week
5 | **Day**
2

OBJECTIVES

- Review the vocabulary words *hunt*, *agree*, *swim*, *watch*, *have fun*, *forgot*
- Review “Toe, the Young Hunter”
- Review capital *M*, *A*, *T*, *R*, *N*, and *C*, and small *m*, *a*, *t*, *r*, *n*, and *c*
- Review reading words with the letter *m* as /m/, *a* as /ā/, *t* as /t/, *r* as /r/, *n* as /n/, and *c* as /k/
- Review spelling *am*, *at*, *mat*, *rat*, *ran*, *tan*, *man*, *an*, *see*, *a*
- Review reading fluently “The Mat”
- Review the vocabulary words *cat*, *can*, *see*, *ran*

LEARNING RESOURCES

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



Let’s Read page 144

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 “Toe, the Young Hunter” to you again. Please turn to page 144 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

1. hunt	🔊 Hunt. To <i>hunt</i> is to look for something and try to find or catch it. For example, some people hunt animals to eat. What is something you can hunt for? (Help individuals respond in well-formed sentences using <i>hunt</i> .)
2. agree	🔊 Agree. To <i>agree</i> is to think the same thing as someone else does. For example, I think sunny days are better than rainy days. Raise your hand if you think sunny days are better than rainy days. ... If you raised your hand, you agree with me that sunny days are better than rainy days. We think the same.
3. swim	🔊 Swim. To <i>swim</i> is to move your body through water, like this. (Make swimming motions.) For example, we can swim in a river or a lake. Let’s pretend that we are swimming and say “We are swimming.” (Do the motions together.)
4. watch	🔊 Watch. To <i>watch</i> means to look at someone or something. For example, I watch a football match. I watch the sunset. Watch your partner while I count to 10. (Have students look at a partner while you count to 10.)
5. have fun	🔊 Have fun. To <i>have fun</i> means to enjoy doing something. For example, I have fun listening to music and dancing. What do you have fun doing? (Help individuals respond in well-formed sentences using <i>have fun</i> .)
6. forgot	🔊 Forgot. If you <i>forgot</i> something, it means you didn’t remember it. For example, I can say I forgot to bring my book to school. That means I didn’t remember to bring my book—I left it at home. Tell us something you forgot to do. (Help individuals respond in well-formed sentences using <i>forgot</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.

▶▶ Toe, the Young Hunter
by Joanna Patrick

In River Gee, there lives a young boy named Toe who likes to hunt. One sunny morning, Toe takes his panga and goes to hunt. On his way, he meets his friend Arway and tells her where he is going. Toe asks Arway to come hunting with him, and Arway agrees. Before they get to the forest, the friends see a beautiful water duck. The duck is swimming in the lake. The friends stop to watch the swimming duck. They have so much fun watching the duck that they do not notice the time passing. Toe and Arway laugh when they realize that they forgot to go hunting. They go home and agree to go hunting the next day.

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?** (Toe, Arway)
2. **What is the setting? Where does the story take place?** (by a lake)
3. **What events happen at the beginning of the story?** (Toe takes his panga and sets out to go hunting.)
4. **What events happen in the middle of the story?** (Toe meets his friend Arway. Toe asks Arway to go hunting with him and she agrees. They watch a duck swimming in the lake.)
5. **What events happen at the end of the story?** (Toe and Arway go home. They agree to hunt another day.)

ALPHABET RECOGNITION AND PHONICS

12 MIN.

Write the letters and the words on the board, as shown at the right and on the next page at the left. 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>

Mm Aa Tt Rr
Nn Cc

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
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Student Activity Book
page 6



▶▶ Watch and listen as I read a word.

Point to *ran*. Point under each letter.

▶▶ /r/-/ă/-/n/, *ran*.



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

Point to *ran*. Point under each letter.

▶▶ /r/-/ă/-/n/, *ran*.

Repeat with *tan* and *cat*.



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

One at a time point under the remaining words.

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.

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.

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

REVIEW Week 5 • Day 2

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

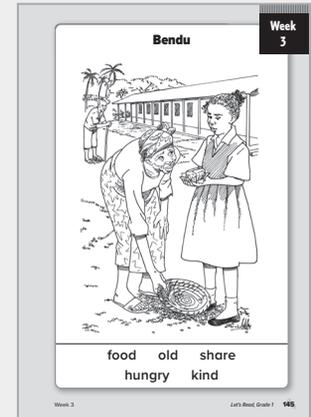
PREVIEW

Guide the students to . . .

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

1. food	🔊 Food. Food 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. Old 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 share 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. Hungry 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. Kind 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> .)

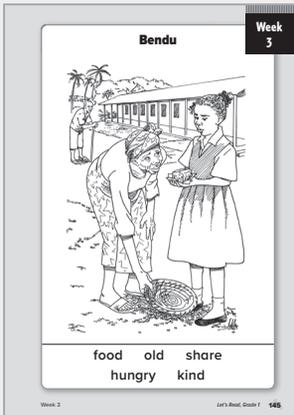
- describe what they see in the picture, using their target vocabulary where applicable.



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.

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.

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

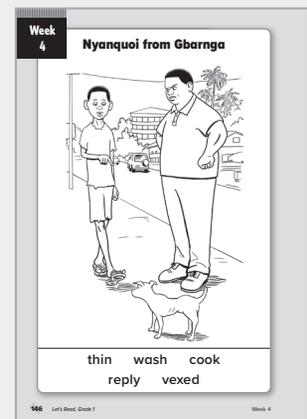
Guide the students to . . .

- 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.

 Watch and listen as I review our letter names and sounds. Randomly point under all the letters, saying the names. Randomly point under all the letters, saying the sounds.	 Say the names with me. Randomly point under all the letters, saying the names. Say the sounds with me. Randomly point under all the letters, saying the sounds.	 Now it's your turn. Say the names. Randomly point under all the letters. Say the sounds. Randomly point under all the letters.
--	---	---

 Watch and listen as I read a word. Point to <i>pit</i> . Point under each letter. /p/-/i/-/t/, pit.	 Let's say the sounds and read the word together. Point to <i>pit</i> . Point under each letter. /p/-/i/-/t/, pit. Repeat with <i>not</i> and <i>bat</i> .	 Now it's your turn. Say the sounds and read the words on your own. One at a time point under the remaining words.
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REVIEW Week 5 • Day 4

Pp Ii Bb Oo

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”

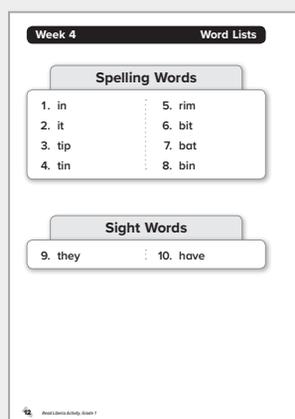
LEARNING RESOURCES

 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.

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 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.

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

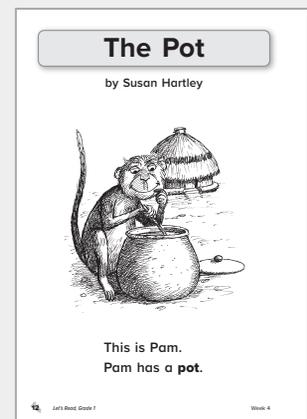
- **Students Who Exceed Expectations:** A stronger student may be paired with a weaker student in order to serve as a peer mentor and help that student complete the activity.
- **Students Who Need Additional Support:** Instead of writing original sentences, the partners may find each vocabulary word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

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

REVIEW Week 5 • Day 5

Let's Read
"The Pot"
page 12

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



Let's Read page 12

REVIEW

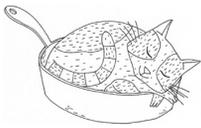
Week 5 • Day 5

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.

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.