

REVIEW Week 17 Lesson Planner

	Monday (Day 1) <i>pages 290–293</i>	Tuesday (Day 2) <i>pages 294–297</i>	Wednesday (Day 3) <i>pages 298–301</i>	Thursday (Day 4) <i>pages 302–305</i>	Friday (Day 5) <i>pages 306–308</i>
Alphabet Recognition and Phonics	• Jj, Kk, Vv, Zz • j as /j/, k and ck as /k/, v as /v/, z as /z/, wh as /hw/	• Jj, Kk, Vv, Zz • j as /j/, k and ck as /k/, v as /v/, z as /z/, wh as /hw/	• Qq, Xx, Yy • qu as /kw/, s as /ks/, y as /y/, sh as /sh/, wh as /hw/	• Qq, Xx, Yy • qu as /kw/, s as /ks/, y as /y/, sh as /sh/, wh as /hw/	
Spelling/Sight Words	<i>fun, fast, win, will, wet, swim, jog, jump, like, to, move, who</i>	<i>kick, sick, sack, back, rock, clock, vet, van, hurt, go</i>		<i>zig, zag, buzz, quit, quick, quiz, said, want, my, your</i>	<i>box, vex, six, yes, yet, yell, door, people, there, now, are</i>
Written Vocabulary	<i>move, win, kid, fast, wet</i>	<i>pet, vet, well, sick, hurt</i>		<i>box, quit, vex, fix, relax</i>	<i>ship, crash, shut, shock, rush</i>
Reading Comprehension			“On the Move” and “A Vet Helps Pets”		“The Big Box” and “The Ship Crash”
Reading Fluency	“On the Move”	“A Vet Helps Pets”		“The Big Box”	“The Ship Crash”
Oral Vocabulary	<i>live, hometown, environment, clean, dirty, proud</i>	<i>stepmother, unkind, look for, find, surprised</i>	<i>vegetable, grow, stay, fair, decide</i>	<i>beautiful, plain, chat, quiet, invite, clothes</i>	
Read-Aloud	“My Hometown”	“Joy at the Market”	“It’s Not Fair!”	“New Friends”	

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 • Carry out comparative analysis of issues to identify contrasts and similarities • 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 • Demonstrate comparative analysis of issues as it relates to self-identity • Read and demonstrate understanding of spoken and written grade-level texts • Analyze issues with emphasis on details and make sound judgments after careful evaluation of facts and issues

Learning Objectives: Orally blend onsets and rhymes to read VC (vowel consonant) and CVC (consonant vowel consonant) words • Read short/simple sentences and stories containing VC and CVC words • Listen to and identify characters, setting, and events in a story read aloud • Correctly respond to questions from short narratives and texts • Correctly spell high-frequency sight words • Blend sounds to make and read words • Generate sounds from letter and sound patterns to read words • Form and read words with 2-letter consonant blends • Read simple, short narratives • Identify story elements: title, characters, setting, events, problem, solution • Make predictions about a story • Recognize sentence elements (capital letter and end marks) • Correctly spell words using letters and blends • Identify main topic and descriptive details of a nonfiction text • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Compare and contrast characters • 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.

REVIEW

Week
17 | **Day**
1

OBJECTIVES

- Review the vocabulary words *live, hometown, environment, clean, dirty, proud*
- Review “My Hometown”
- Review capital *J, K, V,* and *Z,* and small *j, k, v,* and *z*
- Review reading words with the letter *j* as /j/, *k* and *ck* as /k/, *v* as /v/, and *z* as /z/ and read words with *wh* as /hw/
- Review spelling *fun, fast, win, will, wet, swim, jog, jump, like, to, move, who*
- Review reading fluently “On the Move”
- Review the vocabulary words *move, win, kid, fast, wet*

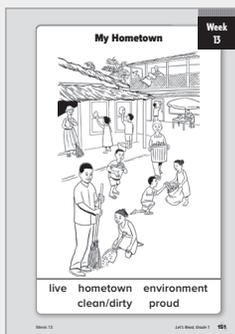
LEARNING RESOURCES

 *Let’s Read*

 Letter cards

 *Student Activity Book*

 Student copybooks



Let’s Read page 151

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 “My Hometown” to you again. Please turn to page 151 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

1. live	▶ Live. The place where you <i>live</i> is where your home is. For example, I live in [Name of Town]. Many people live in Monrovia. Where do you live?
2. hometown	▶ Hometown. Your <i>hometown</i> is the place where you were born and grew up and where your family is from. People who move away often go back to visit their family in their hometown. My hometown is [Name of Town]. What is your hometown?
3. environment	▶ Environment. The <i>environment</i> is the land, buildings, air, water, and other things around us. (Gesture to your surroundings.) For example, our school is part of our environment. What else is part of our environment?
4. clean	▶ Clean. <i>Clean</i> means washed, tidy, and not dirty. Turn to page 151 in <i>Let’s Read</i> . What are the children in the picture doing to keep their environment clean?
5. dirty	▶ Dirty. <i>Dirty</i> means messy or not clean. For example, if you walk in mud, your feet or shoes will be dirty, and you will need to wash them. What else gets dirty?
6. proud	▶ Proud. When you are <i>proud</i> , you feel happy about something you have done. For example, I feel proud to be a teacher when I see you learn. What are you proud of?

- 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.

🔊 My Hometown
by Lita S. Seneh

Tuson is my hometown. I have lived here all of my life, and I know just about everyone. Tuson may be a very small town, but many families live here. There are also clinics, shops, churches, and schools. The name of our school is Tuson Primary School. Many boys and girls go to our school. We learn how to read and write and do math problems. Another important thing we learn is how to keep our environment clean. We learn how to sweep with a broom and pick up trash. Tuson has become a very clean town that I am proud of.

AFTER READING

COMPREHENSION QUESTIONS

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

1. **What is the story about?** (the town of Tuson)
2. **What did you learn about the town of Tuson?** (It's a small town; lots of families live there; there are schools, churches, shops, and clinics; everyone tries to keep their environment clean.)
3. **How is Tuson like the place that you live?** (Answers will vary.)
4. **How is Tuson different from the place that you live?** (Answers will vary.)
5. **What things can you do to keep your environment clean?** (Answers will vary.)

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.

		
Point under <i>wh</i> . 🔊 The letters <i>w</i> and <i>h</i> together say /hw/.	Point under <i>wh</i> . 🔊 Say the sound with me: /hw/.	Point under <i>wh</i> . 🔊 Now it's your turn. Say the sound. (/hw/)
Repeat. 🔊 Watch and listen.	🔊 Say the names with me. Randomly point under all the letters, saying the names.	🔊 Say the names. Randomly point under all the letters.
Randomly point under all the letters, saying the names and sounds.	🔊 Say the sounds with me. Randomly point under all the letters, saying the sounds.	🔊 Say the sounds. Randomly point under all the letters.

wh	Jj	Kk
ck	Vv	Zz

REVIEW

Week 17 • Day 1

when	kid
whip	whiz
job	jump
kid	kick
	just
	clock

Student Activity Book page 36

Week 13 Word Lists

Spelling Words

1. fun	5. wet
2. fast	6. swim
3. win	7. jog
4. will	8. jump

Sight Words

9. like	11. move
10. to	12. who

Student Activity Book page 36

		
<p>▶ Watch and listen as I read a word.</p> <p>Point to <i>when</i>. Point under each letter.</p> <p>▶ /hw/-/ē/-/n/, when.</p> <p>Repeat with <i>whip</i> (/hw/-/ī/-/p/, <i>whip</i>).</p>	<p>▶ Let's say the sounds and read the word together.</p> <p>Point to <i>whip</i>. Point under each letter.</p> <p>▶ /hw/-/ī/-/p/, whip.</p> <p>Repeat with <i>job</i> and <i>kid</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. *fun*, 2. *fast*, 3. *win*, 4. *will*, 5. *wet*, 6. *swim*, 7. *jog*, 8. *jump*, 9. *like*, 10. *to*, 11. *move*, 12. *who*.)

▶ **First, you will review your spelling and sight words from Week 13 with your partner. Turn to page 36 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 "On the Move" again with your partner. Please turn to page 36 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.

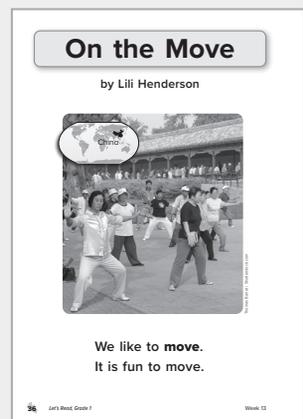
HOMEWORK

Have students complete page 48 in the *Student Activity Book*. Note: You may also go over the worksheet together during Phonics class.

REVIEW Week 17 • Day 1

Let's Read
"On the Move"
page 36

1. move
2. win
3. kid
4. fast
5. wet



Let's Read page 36

Week 17 Day 1 Homework
Directions: Sort each word into the correct box.

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

sh__ words	__sh words
_____	_____
_____	_____

wh__ words	__x words
_____	_____
_____	_____

y__ words

Student Activity Book
page 48

REVIEW

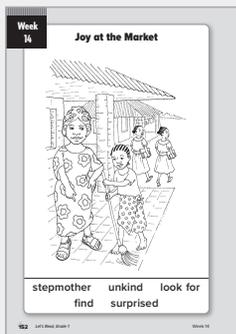
Week
17 | **Day**
2

OBJECTIVES

- Review the vocabulary words *stepmother*, *unkind*, *look for*, *find*, *surprised*
- Review “Joy at the Market”
- Review capital *J, K, V*, and *Z*, and small *j, k, v*, and *z*
- Review reading words with the letter *j* as /j/, *k* and *ck* as /k/, *v* as /v/, and *z* as /z/ and read words with *wh* as /hw/
- Review spelling *kick*, *sick*, *sack*, *back*, *rock*, *clock*, *vet*, *van*, *hurt*, *go*
- Review reading fluently “A Vet Helps Pets”
- Review the vocabulary words *pet*, *vet*, *well*, *sick*, *hurt*

LEARNING RESOURCES

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



Let’s Read page 152

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 “Joy at the Market” to you again. Please turn to page 152 in *Let’s Read*.

BEFORE READING

PREVIEW

Guide the students to . . .

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

1. stepmother	▶ Stepmother. Your <i>stepmother</i> is your father’s wife who is not your mother. Turn to page 152 in <i>Let’s Read</i> and find the stepmother in the picture.
2. unkind	▶ Unkind. If someone is <i>unkind</i> , they are not nice or friendly. They are mean. For example, if you laugh at someone or call them a bad name, you are being unkind. What else do unkind people do? (Help individuals respond in well-formed sentences using <i>unkind</i> .)
3. look for	▶ Look for. When you <i>look for</i> something, you use your eyes to try to see something that is lost or hidden. (Hide your pencil under your book.) For example, I have lost my pencil. I don’t know where it is! Can you help me look for it? (Call an individual up to help you demonstrate <i>looking for</i> .)
4. find	▶ Find. When you <i>find</i> something, you see something that was lost or hidden. For example, sometimes we don’t know where something is. We look and look for it, and if we are lucky, we find it. (Find your pencil that was hidden.) For example, my pencil was lost. I looked for it and was able to find it!
5. surprised	▶ Surprised. You feel <i>surprised</i> when something happens that you didn’t expect was going to happen. For example, if your friend tells you that she met the president, you might feel surprised and say, “Wow, really?” (Show surprise on your face.) Let’s all pretend to be surprised and say, “Wow, really? I’m surprised!”

- 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.

Joy at the Market
by W. Teerix Beh

Suma lived with her father, her stepmother, and two stepsisters in Harbel City, far away from her hometown. She did not know where her mother lived.

Suma’s stepmother was unkind to Suma. She made Suma work hard. Suma’s stepsisters had time to go to school and to study. Suma could only go to school or study if there was no work for her to do.

Suma always thought about her own mother. She hoped that one day she would find her mother and go and live with her.

One day at the market, a woman walked towards Suma and asked, “Are you Suma?”

“Yes,” Suma replied.

“I have been looking for you for a very long time,” the woman said.

“Who are you?” Suma asked, surprised.

“I am your mother—your real mother!” the woman replied.

Suma’s mother took Suma back to her hometown, where they lived happily ever after.

AFTER READING

COMPREHENSION QUESTIONS

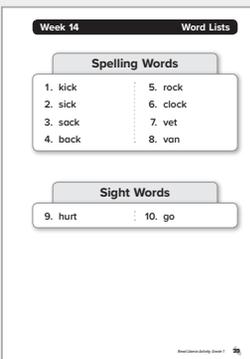
1. **Who are the characters in the story?** (Suma, her stepmother, her true mother)
2. **What is the setting? Where does the story take place?** (Harbel City, the market)
3. **Who does Suma live with?** (her father, stepmother, and two sisters)
4. **How is Suma’s stepmother unkind to her?** (She doesn’t let Suma go to school or study.)
5. **What does Suma want?** (to find her real mother and live with her)

REVIEW
Week 17 • Day 2

wh Jj Kk
ck Vv Zz

whip jazz
van whack
jazz vet
buzz
vast
zip

Student
Activity Book
page 39



Student Activity Book
page 39

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>wh</i>.</p> <p>🔊 When the letters <i>w</i> and <i>h</i> are together, they say /hw/.</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 under <i>wh</i>.</p> <p>🔊 Say the sound with me: /hw/.</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 under <i>wh</i>.</p> <p>🔊 Now it's your turn. Say the sound. (/hw/)</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>whip</i>. Point under each letter.</p> <p>🔊 /hw/-/i/-/p/, <i>whip</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>whip</i>. Point under each letter.</p> <p>🔊 /hw/-/i/-/p/, <i>whip</i>.</p> <p>Repeat with <i>van</i> and <i>jazz</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. *kick*, 2. *sick*, 3. *sack*, 4. *back*, 5. *rock*, 6. *clock*, 7. *vet*, 8. *van*, 9. *hurt*, 10. *go*.)

Now you will review your spelling and sight words from Week 14 with your partner. Turn to page 39 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 “A Vet Helps Pets” again with your partner and write some sentences with the vocabulary words. Please turn to page 43 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
“A Vet Helps
Pets” page 43

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

A Vet Helps Pets

by Mariena Zapf



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

Let’s Read page 43

REVIEW

Week 17 | Day 3

OBJECTIVES

- Review reading fluently and demonstrate comprehension of “On the Move” and “A Vet Helps Pets”
- Review the vocabulary words *vegetable*, *grow*, *stay*, *fair*, *decide*
- Review “It’s Not Fair!”
- Review capital Q, X, Y, and small q, x, y
- Review reading words with the letters *qu* as /kw/, *x* as /ks/, *y* as /y/, and *sh* as /sh/, and read words with *wh* as /hw/

LEARNING RESOURCES

 *Let’s Read*

 Student copybooks

 Letter cards

Let’s Read

1. “On the Move”
page 36
2. “A Vet Helps Pets”
page 43

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 “On the Move” and “A Vet Helps Pets” again with your partner and answer the questions at the end. Please turn to page 36 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.

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 “It’s Not Fair!” to you again. Please turn to page 153 in *Let’s Read*.

BEFORE READING

PREVIEW

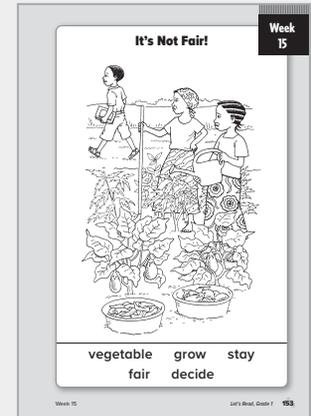
Guide the students to . . .

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

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

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

REVIEW
Week 17 • Day 3



Let’s Read page 153

DURING READING

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

It's Not Fair!

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

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

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

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

"It's not fair!" says Satta.

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

AFTER READING

COMPREHENSION QUESTIONS

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

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

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>wh</i>.</p> <p>🔊 When the letters <i>w</i> and <i>h</i> are together, they say /hw/.</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 under <i>wh</i>.</p> <p>🔊 Say the sound with me: /hw/.</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 under <i>wh</i>.</p> <p>🔊 Now it's your turn. Say the sound. (/hw/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p>

wh	Qq	Xx
Yy	sh	

		
<p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>whim</i>. Point under each letter.</p> <p>🔊 /hw/-i/-m/, <i>whim</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>whim</i>. Point under each letter.</p> <p>🔊 /hw/-i/-m/, <i>whim</i>.</p> <p>Repeat with <i>quit</i> and <i>box</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>

whim	box
quit	whisk
box	quiz
	vex
	quick
	next

REVIEW

Week 17 | Day 4

OBJECTIVES

- Review spelling *zig, zag, buzz, quit, quick, quiz, said, want, my, your*
- Review reading fluently “The Big Box”
- Review the vocabulary words *box, quit, vex, fix, relax*
- Review the vocabulary words *beautiful, plain, chat, quiet, invite, clothes*
- Review “New Friends”
- Review capital *Q, X, Y*, and small *q, x, y*
- Review reading words with the letters *qu* as /kw/, *x* as /ks/, *y* as /yl/, and *sh* as /sh/, and read words with *wh* as /hw/

LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

 Letter cards

Student Activity Book page 42

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. *zig*, 2. *zag*, 3. *buzz*, 4. *quit*, 5. *quick*, 6. *quiz*, 7. *said*, 8. *want*, 9. *my*, 10. *your*.)

🔊 First, you will review your spelling and sight words from Week 15 with your partner. Turn to page 42 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 on the next page at the right.

🔊 Now you will read the story “The Big Box” with your partner. Please turn to page 50 in *Let's Read*.

Have the students work in pairs. 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 “New Friends” to you again. Please turn to page 154 in *Let’s Read*.

BEFORE READING

PREVIEW

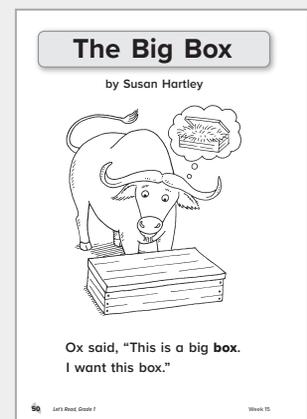
Guide the students to . . .

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

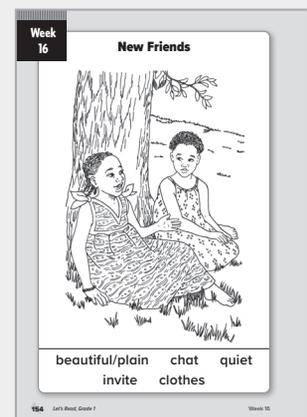
1. beautiful	🔊 Beautiful. <i>Beautiful</i> means very pretty. For example, you can wear a beautiful dress. You can pick a beautiful flower. What else is beautiful?
2. plain	🔊 Plain. <i>Plain</i> means not fancy, without decorations. For example, if I do not have any colorful paper, I can wrap a gift with plain brown paper. A plain wall has no posters or pictures on it. (Point to one of the classroom walls.) Is this wall plain or decorated?
3. chat	🔊 Chat. To <i>chat</i> means to talk in a friendly way about everyday things. For example, we like to chat with our friends at school. What do you chat about with your friends?
4. quiet	🔊 Quiet. When you are <i>quiet</i> , you don’t make any noise and you don’t talk. For example, students must be quiet in class when they are taking an exam. When else should you be quiet, and when is it OK for you to talk?
5. invite	🔊 Invite. To <i>invite</i> someone means to ask them to be with you. For example, you might say, “Would you like to come to my house?” or “Would you like to go watch the football match?” Others might say, “Yes, thank you.”

Let’s Read
“The Big Box”
page 50

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



Let’s Read page 50



Let’s Read page 154

6. clothes

🔊 **Clothes.** *Clothes* are the things we wear to cover our bodies. (Point to your clothes.) **These are my clothes. Some clothes are dresses, shirts, and pants. Show me your clothes and say with me, “These are my clothes.”**

- 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.

🔊 **New Friends**

by Thomas Gbukpa

Fati was sitting quietly under a tree. Afi came along and sat next to her. Afi was wearing a beautiful dress, but Fati’s dress was plain and old. Fati knew that Afi lived in a very nice house, too. Fati felt strange sitting next to Afi.

Afi greeted Fati and started to chat away, but Fati didn’t say anything.

“Why are you so quiet?” Afi asked. “Is something wrong?”

Fati shook her head no.

Afi asked, “Would you like to come home with me for something to eat?”

Fati was surprised to be invited, but she went to Afi’s house. There she realized that Afi didn’t care about her old clothes or small house. Fati was happy to become Afi’s friend.

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?** (Fati, Afi)
2. **Where does Afi invite Fati to?** (to her home for something to eat)
3. **How does Fati feel at the beginning of the story?** (quiet, shy)
4. **How does Fati feel at the end of the story?** (happy)
5. **Let’s summarize the story.** (Answers will vary but should include that Fati was quiet and Afi was friendly and invited her to her house.)

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>wh</i>.</p> <p>🔊 The letters <i>w</i> and <i>h</i> say /hw/.</p> <p>Repeat.</p> <p>🔊 Watch and listen.</p> <p>Randomly point under all the letters, saying the names and sounds.</p>	<p>Point under <i>wh</i>.</p> <p>🔊 Say the sound with me: /hw/.</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>Point under <i>wh</i>.</p> <p>🔊 Now it's your turn. Say the sound. (/hw/)</p> <p>🔊 Say the names. Randomly point under all the letters.</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p>

wh Qq Xx
Yy sh

		
<p>🔊 Watch and listen as I read a word.</p> <p>Point to <i>whiff</i>. Point under each letter.</p> <p>🔊 /hw/-/i/-/f/, <i>whiff</i>.</p>	<p>🔊 Let's say the sounds and read the word together.</p> <p>Point to <i>whiff</i>. Point under each letter.</p> <p>🔊 /hw/-/i/-/f/, <i>whiff</i>.</p> <p>Repeat with <i>yes</i> and <i>ship</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>

whiff	ship
yes	when
ship	yet
	shock
	yell
	squish

REVIEW

Week 17 | Day 5

OBJECTIVES

- Review spelling *box, vex, six, yes, yet, yell, door, people, there, now, are*
- Review reading fluently “The Ship Crash”
- Review the vocabulary words *ship, crash, shut, shock, rush*
- Review reading fluently and demonstrate comprehension of “The Big Box” and “The Ship Crash”

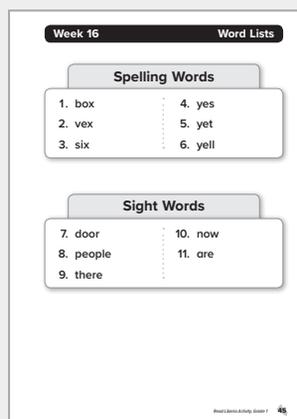
LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 45



Student Activity Book page 45

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. *box*, 2. *vex*, 3. *six*, 4. *yes*, 5. *yet*, 6. *yell*, 7. *door*, 8. *people*, 9. *there*, 10. *now*, 11. *are*.)

🔊 First, you will review your spelling and sight words from Week 16 with your partner. Turn to page 45 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 Ship Crash" with your partner. Please turn to page 57 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 17 • Day 5

Let's Read
"The Ship
Crash" page 57

1. ship
2. crash
3. shut
4. shock
5. rush



Let's Read page 57

REVIEW

Week 17 • Day 5

Let's Read

1. "The Big Box" page 50
2. "The Ship Crash" page 57

The Big Box

by Susan Hartley



Ox said, "This is a big box.
I want this box."

Let's Read, Grade 1

Week 15

Let's Read page 50

The Ship Crash

by Ollie White



Dad and I go to get fresh
fish. We have a sack for
the fish.

Week 15

Let's Read, Grade 1

Let's Read page 57

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 Big Box" and "The Ship Crash" again with your partner and answer the questions at the end. Please turn to page 50 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.

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