

# Week 20 Lesson Planner

	Monday (Day 1) <i>pages 22–25</i>	Tuesday (Day 2) <i>pages 26–29</i>	Wednesday (Day 3) <i>pages 30–33</i>	Thursday (Day 4) <i>pages 34–37</i>	Friday (Day 5) <i>pages 38–40</i>
<b>Phonological Awareness</b>	Identify rhyming words.		Identify rhyming words.		
<b>Song</b>		“Old MacDonald Had a Farm”		“Old MacDonald Had a Farm”	
<b>Alphabet Recognition and Phonics</b>	<i>ay as /ā/</i>		<i>ai as /ā/</i>		<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>		<i>thin, thick, with, day, may, play, stay</i>		<i>thin, thick, with, day, may, play, stay</i>	
<b>Sight Words</b>	<i>one, goes, line</i>		<i>one, goes, line</i>		
<b>Written Vocabulary</b>	<i>think, thumb, thick, itch, check</i>		<i>pray, faith, fail, bait, tug</i>		
<b>Reading Comprehension</b>	“Beth and the Math Test”		“The Fresh Fish”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “Beth and the Math Test”		Pairs: “The Fresh Fish”	Differentiated review
<b>Oral Vocabulary</b>		<i>harvest, plenty, clothes, rescue, look forward to</i>		<i>harvest, plenty, clothes, rescue, look forward to</i>	
<b>Read-Aloud</b>		“A Good Year”		“A Good Year”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 57 in <i>Student Activity Book</i></li> <li>• “Beth and the Math Test”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 58 in <i>Student Activity Book</i></li> <li>• “The Fresh Fish”</li> </ul>	<ul style="list-style-type: none"> <li>• Write spelling and sight words 3 times in copybooks.</li> <li>• Study for quiz.</li> </ul>	Re-read “The Fresh Fish.”
<b>Day 5 Review: Differentiated Instruction</b>	<p><b>First Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to re-read “Beth and the Math Test” and “The Fresh Fish.”</li> <li>• Group B (Exceeds Expectations): Work in pairs to read any supplementary reader.</li> <li>• Group C (Needs Additional Support): Review Alphabet Recognition and Phonics.</li> </ul> <p><b>Second Review Activity</b></p> <ul style="list-style-type: none"> <li>• Group A (Meets Expectations): Work in pairs to read any supplementary reader.</li> <li>• Group B (Exceeds Expectations): Work in pairs to discuss and answer the questions in “The Fresh Fish.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Beth and the Math Test” and “The Fresh Fish.”</li> </ul>				

## 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
- 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, author, characters, setting, events, problem, solution • Make predictions about a story • Recognize sentence elements (capital letter and end marks) • Correctly spell words using letters and blends • Retell/summarize stories and other narratives • Make inferences • Reinforce understanding of subject-related and high-frequency words • Expand knowledge of word meanings • Identify the sounds represented by various word patterns • Identify sounds represented by varied consonant and vowel patterns • Read words with 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 • Pronounce/read words containing varied word patterns • Identify supporting details • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Identify rhyming words
- Read words with the letters *ay* as /ā/  
*one, goes, line*
- Read the sight words  
*one, goes, line*
- Demonstrate understanding of the vocabulary words *think, thumb, thick, itch, check*
- Read and comprehend “Beth and the Math Test”

**LEARNING RESOURCES**

 Letter cards

 *Let’s Read*

 *Student Activity Book*

**INTRODUCTION**

**1 MIN.**

🔊 Today we will listen for rhyming sounds. We will learn the sound /ā/ for the letters *ay* and some new sight words. We will also review our vocabulary and read the story “Beth and the Math Test” again.

**PHONOLOGICAL AWARENESS**

**4 MIN.**

		
<p>🔊 Remember that rhyming words have the same ending sounds. I will say three words—two words that rhyme and one word that does not rhyme. The words are: <i>same, came, cold</i>. The words that rhyme are <i>same</i> and <i>came</i> because they have the same ending sound: /ām/.</p> <p>🔊 Listen as I say these words: <i>alone, stone, school</i>. The words that rhyme are <i>alone</i> and <i>stone</i>. They have the same ending sound /ōn/.</p>	<p>🔊 Now let’s listen for rhyming words together. I will say three words. Then you say the three words with me. Then we will say which words rhyme.</p> <p>🔊 The words are <i>alone, stone, school</i>. Say the words with me: <i>alone, stone, school</i>.</p> <p>🔊 Which words rhyme? <i>alone</i> and <i>stone</i>.</p> <p>🔊 What ending sound do they both have? /ōn/.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>black, cold, back</i> (<i>black, cold, back; black, back; /ăk/</i>)</li> </ul>	<p>🔊 Now it’s your turn. I will say three words. You will repeat the words. Then you will say the two words that rhyme and the ending sound that they both have.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>black, cold, back</i> (<i>black, cold, back; black, back; /ăk/</i>)</li> <li>• <i>paper, page, stage</i> (<i>paper, page, stage; page, stage; /āj/</i>)</li> </ul>

✔ **Daily Check:** Repeat the exercise. Call on 2 students to say the rhyming words.

**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>🔊 <b>Sometimes two vowels come together to make a new sound. We call this a vowel team.</b></p> <p>Point under <i>ay</i>.</p> <p>🔊 <b>For example, when the letters <i>a</i> and <i>y</i> come together, they make the sound /ā/.</b></p> <p>Repeat.</p>	<p>Point under <i>ay</i>.</p> <p>🔊 <b>Say the sound with me: /ā/.</b></p> <p>🔊 <b>Let's review our other letters. Say the names with me.</b></p> <p>Randomly point under the other letters, saying their names.</p> <p>🔊 <b>Say the sounds with me.</b> Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ay</i>. 🔊 <b>Say the sound.</b> (/ā/)</p> <p>🔊 <b>Say the names.</b></p> <p>Randomly point under all the letters.</p> <p>🔊 <b>Say the sounds.</b></p> <p>Randomly point under all the letters.</p> <p>Have students identify things or people in the classroom whose names contain the long <i>a</i> sound, /ā/.</p>

ay	th	ch	tch
	wh	sh	

		
<p>🔊 <b>Now we will read some words with the letters <i>ay</i>. Watch and listen.</b></p> <p>Point to <i>day</i>. Point under each letter or letters. 🔊 /d/-/ā/, <b>day.</b></p> <p>Repeat with /m/-/ā/, <i>may</i>.</p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>may</i>.</p> <p>🔊 <b>/m/-/ā/, may.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /p/-/l/-/ā/, <i>play</i></li> <li>• /w/-/ā/, <i>way</i></li> </ul>	<p>🔊 <b>Now it's your turn. Say the sounds and read the words on your own.</b></p> <p>One at a time point under:</p> <ul style="list-style-type: none"> <li>• <i>way</i> (/w/-/ā/, <i>way</i>)</li> <li>• <i>stay</i> (/s/-/t/-/ā/, <i>stay</i>)</li> <li>• <i>lay</i> (/l/-/ā/, <i>lay</i>)</li> <li>• <i>say</i> (/s/-/ā/, <i>say</i>)</li> <li>• <i>pray</i> (/p/-/r/-/ā/, <i>pray</i>)</li> <li>• <i>pay</i> (/p/-/ā/, <i>pay</i>)</li> </ul>

day	way
may	stay
play	lay
way	say
	pray
	pay

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

one  
goes  
line

**SIGHT WORDS**

5 MIN.

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

		
<p>🔊 <b>Now we will learn some new sight words. Watch and listen.</b></p> <p>Point to <i>one</i>. 🔊 <b>One, o-n-e, one.</b></p> <p>Repeat with <i>goes</i> and <i>line</i>.</p>	<p>🔊 <b>Let's read and spell the words together.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p>	<p>🔊 <b>Now it's your turn. Read and spell the words on your own.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p>

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

**WRITTEN VOCABULARY**

10 MIN.

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

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

1. think
2. thumb
3. thick
4. itch
5. check

1. think	Point to <i>think</i> . 🔊 <b>Read the word: (<i>think</i>). To <i>think</i> is to believe something or consider something. We think with our minds. Let's show that we are thinking.</b> (Do motions together like tapping your head lightly, rubbing your chin, etc.)
2. thumb	Point to <i>thumb</i> . 🔊 <b>Read the word: (<i>thumb</i>). Your <i>thumb</i> is the short, thick finger on your hand.</b> (Show your thumb.) <b>Show me your thumbs and say, "These are my thumbs!"</b>
3. thick	Point to <i>thick</i> . 🔊 <b>Read the word: (<i>thick</i>). Thick means wide or heavy, or not thin.</b> (Hold your hands apart to show the difference between <i>thick</i> and <i>thin</i> .) <b>Look at your books and copybooks and show me which one is the thickest.</b>
4. itch	Point to <i>itch</i> . 🔊 <b>Read the word: (<i>itch</i>). When you <i>itch</i>, you have a feeling on your skin that makes you want to scratch. Let's pretend that our bodies are itching.</b> (Do the motions.)
5. check	Point to <i>check</i> . 🔊 <b>Read the word: (<i>check</i>). To <i>check</i> means to make sure something is correct or OK. For example, when you take an exam, you should always check your work when you finish. What else should you check?</b> (Help individuals respond in well-formed sentences using <i>check</i> .)

**READING COMPREHENSION**

20 MIN.

🔊 Now we will read the story “Beth and the Math Test” together again. Please turn to page 64 in *Let’s Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

**FEATURES OF TEXT**

🔊 Remember that stories have characters, a setting, and events. They often have a problem and a solution. Let’s read to remember the problem and the solution in this story.

**DURING READING**

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

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

1. **Who is the character in the story?** (Beth)
2. **What is the setting?** (Beth’s house)
3. **Why doesn’t Beth want to go to school at first?** (She doesn’t want to take the math test.)
4. **What is wrong with Beth’s thumb?** (It is thick, red, and throbbing.)
5. **Do you think there is really something wrong with Beth’s thumb? Why or why not?** (Answers will vary.)
6. **Why does Beth finally decide to go to school?** (Her mom helps her with her math.)
7. **How do you think Beth did on her math test?** (Answers will vary.)

**RETELLING**

Guide students to retell the story in their own words.



**HOMEWORK**

Have students complete page 57 in the *Student Activity Book* and read “Beth and the Math Test” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Beth and the Math Test**

by Ollie White



When Beth had a math test, she did not want to go to school. She said to her mom, “I think I am sick.”

*Let’s Read* page 64

**Week 20 Day 1 Homework**

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

“It is a gray day,” said Kay.   
 “There is not a ray of sun,” said Jay.  
 “What can we do?” said Kay.  
 “I say we go to the bay and play,” said Jay.  
 “Yes! We could lay out a picnic and stay all day,” said Kay.

Directions: Circle each sentence that is true.

1. There is a lot of sun today.  
There is not a lot of sun today.
2. Jay wants to go to the hill.  
Jay wants to go to the bay.
3. Kay and Jay will have a picnic.  
Kay and Jay will stay at school.

*Student Activity Book* page 57

**OBJECTIVES**

Students will be able to:

- Spell *thin, thick, with, day, may, play, stay*
- Read fluently “Beth and the Math Test”
- Demonstrate understanding of the vocabulary words *harvest, plenty, clothes, rescue, look forward to*
- Listen to and comprehend “A Good Year”

**LEARNING RESOURCES**



Student copybooks



Let’s Read



Student Activity Book

**INTRODUCTION**

1 MIN.

🔊 Today we will sing a song. We will spell some words. You will read the story “Beth and the Math Test” 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 “Old MacDonald Had a Farm” (page T13). After singing, discuss with students what they know about farms. Encourage them to provide details about the animals that might live and crops that might be grown on a farm.

**SPELLING**

10 MIN.

<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>stay</i>. I hear 3 sounds: /s/–/t/–/ā/.</p> <p>🔊 The first sound is /s/. (Write s.) The next sound is /t/. (Write t.) The last sound is /ā/—and in this word the sound /ā/ is spelled with <i>ay</i>. (Write <i>ay</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s–t–a–y, stay</i>.</p> <p>Erase the word.</p>	<p>🔊 Let’s spell some words together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>stay</i>. What sounds do we hear? /s/–/t/–/ā/.</p> <p>🔊 Let’s write it: /s/ (write s), /t/ (write t), /ā/—and in this word the sound /ā/ is spelled with <i>ay</i> (write <i>ay</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>s–t–a–y, stay</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>day</i></li> <li>• <i>thick</i></li> </ul> <p>For <i>thick</i>, remind students that the sound /k/ at the end of this word is spelled with <i>ck</i>.</p>	<p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter or letters for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> <li>• <i>thick</i></li> <li>• <i>with</i></li> <li>• <i>thin</i></li> <li>• <i>play</i></li> <li>• <i>may</i></li> </ul> <p>For <i>play</i> and <i>may</i>, tell students that the sound /ā/ is spelled with <i>ay</i> in these words.</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the story “Beth and the Math Test” with your partner again. Please turn to page 64 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. harvest	🔊 <b>Harvest.</b> A <i>harvest</i> is a group of crops that have been picked after they are fully grown. For example, farmers are happy when they get a big harvest. <b>Who helps their family with the harvest? What do you harvest?</b> (Help individuals respond in well-formed sentences using <i>harvest</i> .)
2. plenty	🔊 <b>Plenty.</b> <i>Plenty</i> means there is a lot of something, and enough for everyone. Turn to page 156 in <i>Let’s Read</i> . <b>What is there plenty of in the picture?</b>
3. clothes	🔊 <b>Clothes.</b> <i>Clothes</i> are the things we wear to cover our bodies. (Point to your clothes.) <b>These are my clothes. Some clothes are dresses, shirts, and pants. Tell your partner what kinds of clothes you are wearing today.</b>
4. rescue	🔊 <b>Rescue.</b> A <i>rescue</i> is the act of saving someone or something from getting hurt. For example, if a child falls in the river when the water is high, people have to jump in the river to come to his rescue. <b>Have you ever seen or heard about a rescue?</b> (Help individuals respond in well-formed sentences using <i>rescue</i> .)
5. look forward to	🔊 <b>Look forward to.</b> To <i>look forward to</i> something means to be excited about something good that is coming or going to happen in the future. For example, I look forward to my trip to the city. <b>What is something you look forward to?</b> (Help individuals respond in well-formed sentences using <i>look forward to</i> .)

**Beth and the Math Test**

by Ollie White



When Beth had a math test, she did not want to go to school. She said to her mom, “I think I am sick.”

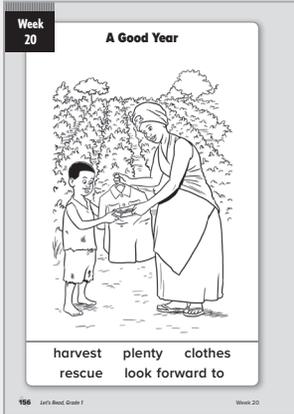
Let’s Read page 64

**A Good Year**



harvest plenty clothes  
rescue look forward to

Let’s Read page 156



Let's Read page 156

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read to you a new story called "A Good Year." Please turn to page 156 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

**FEATURES OF TEXT**

🔊 Remember that stories have characters, a setting, and events. They often have a problem and a solution. Listen for the problem and the solution in this story.

**DURING READING**

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

🔊 A Good Year

Some years there was not a lot of rain, so the farmers' crops did not grow very well. Then their families did not do so well either.

But this year there was a lot of rain. The rain fell throughout the year and helped the crops grow. Everyone had a good harvest. The farmers had plenty of money, and their children got new clothes.

Everyone was happy except Azima. His father had been sick and could not work. So there was no harvest and no new clothes for Azima.

Azima's aunt came to the rescue. She helped the family, and Azima got new clothes. Azima's father got better, and the family looked forward to the next year.

**AFTER READING**

**CHECK PREDICTIONS**

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

**COMPREHENSION QUESTIONS**

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

1. **Who is the main character in the story?** (Azima)
2. **What is the setting of the story?** (a farm)
3. **Why is the setting of the farm important in the story?** (The story is about the struggles that farmers have if they don't get enough rain.)
4. **What is the problem in the story?** (Azima's father gets sick and cannot work. There is no harvest. There are no new clothes.)
5. **How is the problem solved?** (Azima's aunt helps the family. Azima's father gets better.)
6. **What details in the story help you understand why the rain is so important?** (It helps crops grow. It makes a good harvest. Farmers have plenty of money. There are new clothes for the children. It makes everyone hopeful.)



**HOMEWORK**

Have students write each spelling and sight word 3 times in their copybooks and spell each word aloud to someone at home. The weekly word list is on page 56 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 20 Word Lists

Spelling Words

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

Sight Words

8. one	10. line
9. goes	

56

*Student Activity Book*  
page 56

**OBJECTIVES**

Students will be able to:

- Identify rhyming words
- Read words with the letters *ai* as /ā/  
*one, goes, line*
- Read the sight words  
*one, goes, line*
- Demonstrate understanding of the vocabulary words *pray, faith, fail, bait, tug*
- Read and comprehend “The Fresh Fish”

**LEARNING RESOURCES**

 Letter cards

 *Let's Read*

 *Student Activity Book*

**INTRODUCTION**

**1 MIN.**

🔊 Today we will listen for rhyming words. We will learn the sound /ā/ for the letters *ai*. We will review our sight words. We will also learn some new vocabulary words and read a new story together.

**PHONOLOGICAL AWARENESS**

**4 MIN.**

		
<p>🔊 Today we will listen for rhyming words. Remember, rhyming words are words that have the same ending sounds. I will say a sentence with two rhyming words in it.</p> <p>🔊 <i>Bill climbed the hill. Bill and hill rhyme. Bill and hill end in /īl/.</i></p> <p>🔊 <i>The pot is hot. Pot and hot rhyme. They both end in /ōt/.</i></p>	<p>🔊 Now let's listen for rhyming words together. I will say a sentence. Then we will say the sentence together. Next we will say the rhyming words.</p> <p>🔊 <i>The pot is hot. Say it with me: The pot is hot.</i></p> <p>🔊 <i>Say the rhyming words with me: pot, hot.</i></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>I won first place in the race. (place, race)</i></li> </ul>	<p>🔊 Now it's your turn. I will say a sentence. Repeat the sentence. Then say the rhyming words.</p> <p>Say these sentences one at a time.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>I won first place in the race. (I won first place in the race; place, race)</i></li> <li>• <i>The cookies are sweet and fun to eat. (The cookies are sweet and fun to eat; sweet, eat)</i></li> </ul>

✔ **Daily Check:** Repeat the sentences. Call on 2 students to repeat the sentence and say the words that rhyme.

**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>🔊 <b>Remember that sometimes two vowels come together to make a new sound. We call this a vowel team.</b></p> <p>Point under <i>ai</i>.</p> <p>🔊 <b>When the letters <i>a</i> and <i>i</i> come together, they make the sound /ā/.</b></p> <p>Repeat.</p>	<p>Point under <i>ai</i>.</p> <p>🔊 <b>Say the sound with me: /ā/.</b></p> <p>🔊 <b>Let's review our other letters. Say the names with me.</b> Randomly point under the other letters, saying their names.</p> <p>🔊 <b>Say the sounds with me.</b> Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ai</i>.</p> <p>🔊 <b>Say the sound.</b> (/ā/)</p> <p>🔊 <b>Say the names.</b> Randomly point under all the letters.</p> <p>🔊 <b>Say the sounds.</b> Randomly point under all the letters.</p> <p>Have students identify things or people in the classroom whose names contain the long <i>a</i> sound, /ā/.</p>

ai	ay	th	ch
	tch	wh	

		
<p>🔊 <b>Now we will read some words with the letters <i>ai</i>. Watch and listen.</b></p> <p>Point to <i>rain</i>. Point under each letter or letters. 🔊 /r/-/ā/-/n/, <b>rain</b>.</p> <p>Repeat with /w/-/ā/-/t/, <b>wait</b>.</p>	<p>Point to <i>wait</i>.</p> <p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>wait</i>.</p> <p>🔊 /w/-/ā/-/t/, <b>wait</b>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /ch/-/ā/-/n/, <b>chain</b></li> <li>• /l/-/ā/-/d/, <b>laid</b></li> </ul>	<p>🔊 <b>Now it's your turn. Say the sounds and read the words on your own.</b></p> <p>One at a time point under:</p> <ul style="list-style-type: none"> <li>• <b>laid</b> (/l/-/ā/-/d/, <b>laid</b>)</li> <li>• <b>train</b> (/t/-/r/-/ā/-/n/, <b>train</b>)</li> <li>• <b>braid</b> (/b/-/r/-/ā/-/d/, <b>braid</b>)</li> <li>• <b>paint</b> (/p/-/ā/-/n/-/t/, <b>paint</b>)</li> <li>• <b>waist</b> (/w/-/ā/-/s/-/t/, <b>waist</b>)</li> </ul>

rain	laid
wait	train
chain	braid
laid	paint
	waist

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

**SIGHT WORDS**

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

goes  
one  
line

		
<p>🔊 <b>Now we will review our sight words. Watch and listen.</b></p> <p>Point to <i>goes</i>.</p> <p>🔊 <b>Goes, g-o-e-s, goes.</b></p> <p>Repeat with <i>one</i> and <i>line</i>.</p>	<p>🔊 <b>Let's read and spell the words together.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again with you.</p>	<p>🔊 <b>Now it's your turn. Read the words on your own.</b></p> <p>Randomly point to each word. Have students say the word, spell the word, and say the word again.</p>

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

**WRITTEN VOCABULARY**

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

1. pray
2. faith
3. fail
4. bait
5. tug

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

1. pray	Point to <i>pray</i> . 🔊 <b>Let's say the sounds and read the word together: /p/-/r/-/ā/, <i>pray</i>. To <i>pray</i> is to speak to God. For example, we pray when we go to church or mosque.</b>
2. faith	Point to <i>faith</i> . 🔊 <b>Together: /f/-/ā/-/th/, <i>faith</i>. To have <i>faith</i> is to believe strongly in your heart that something is true. For example, I have faith that you will learn your spelling words this week. What do you have faith will happen this week?</b> (Help individuals respond in well-formed sentences using <i>faith</i> .)
3. fail	Point to <i>fail</i> . 🔊 <b>Together: /f/-/ā/-/l/, <i>fail</i>. To <i>fail</i> means to not pass or succeed at something. For example, what must you do so that you do not fail your quiz this week?</b> (Help individuals respond in well-formed sentences using <i>fail</i> .)
4. bait	Point to <i>bait</i> . 🔊 <b>Together: /b/-/ā/-/t/, <i>bait</i>. <i>Bait</i> is the food that we use to catch fish or an animal. For example, sometimes people use worms as bait to catch fish. What other kind of bait can we use to catch fish or animals?</b> (Help individuals respond in well-formed sentences using <i>bait</i> .)
5. tug	Point to <i>tug</i> . 🔊 <b>Together: /t/-/ū/-/g/, <i>tug</i>. To <i>tug</i> means to pull something hard or quickly. (Make a tugging motion with your hands.) For example, I tug on the rope to make sure the boat is tied up. Let's pretend we are tugging on a rope.</b> (Do the motions.)

**READING COMPREHENSION**

20 MIN.

Remind students of the vocabulary words on the board.

🔊 **Now we will read a new story called “The Fresh Fish.” Please turn to page 68 in *Let’s Read*.**

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

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

**DURING READING**

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

**AFTER READING**

**CHECK PREDICTIONS**

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

**COMPREHENSION QUESTIONS**

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

1. **Who is the character in the story?** (Fred)
2. **What is the setting?** (the bay)
3. **Why does Fred go to the bay?** (to catch a fish for his mom and dad)
4. **How does Fred try to catch a fish?** (He puts bait on his line and tosses it into the bay. He prays. He waits.)
5. **What tugs on Fred’s line first?** (a frog)
6. **What happens at the end of the story?** (Fred catches a very big fish.)



**HOMEWORK**

Have students complete page 58 in the *Student Activity Book* and read “The Fresh Fish” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**The Fresh Fish**

by W. Teerix Beh



One day, Fred goes to the bay to fish.

“Today I have not come to play. Today I **pray** I will catch a fish for my mom and dad.”

Let’s Read Grade 1 Week 20

*Let’s Read* page 68

**Week 20 Day 3 Homework**

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

1. The ship has a snail.  
(sail rain)
2. The dog has a big rain.  
(grain tail)
3. Do you think it will tail?  
(rain plain)
4. My hand has a rain.  
(pain train)
5. We will tail the bench red.  
(snail paint)

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*Student Activity Book*  
page 58

**OBJECTIVES**

Students will be able to:

- Spell *thin, thick, with, day, may, play, stay*
- Read fluently “The Fresh Fish”
- Demonstrate understanding of the vocabulary words *harvest, plenty, clothes, rescue, look forward to*
- Listen to and comprehend “A Good Year”

**LEARNING RESOURCES**

 Student copybooks

 *Let’s Read*

 *Student Activity Book*

**INTRODUCTION**

**1 MIN.**

🔊 Today we will sing a song. You will spell some words. You will read “The Fresh Fish” with your partner. Then we will review our vocabulary words and listen as I read the story “A Good Year” to you again.

**SONG** 🎵

**2 MIN.**

Sing with the students “Old MacDonald Had a Farm” (page T13). After singing, ask students if they have ever lived or worked on a farm. Encourage them to provide details about the work people and animals do on a farm.

**SPELLING**

**10 MIN.**

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>day</i>. I hear 2 sounds: /d/–/ā/.</p> <p>🔊 The first sound is /d/. (Write <i>d</i>.) The last sound is /ā/—and in this word the sound /ā/ is spelled with <i>ay</i>. (Write <i>ay</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>d–a–y, day</i>.</p> <p>Erase the word.</p>	<p>🔊 Let’s spell some words together. I will say the word. We will listen to each sound. Then you will write the letters in your copybooks as I write them on the board.</p> <p>🔊 The first word is <i>day</i>. What sounds do we hear? /d/–/ā/.</p> <p>🔊 Let’s write it: /d/ (write <i>d</i>), /ā/—and in this word the sound /ā/ is spelled with <i>ay</i> (write <i>ay</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>d–a–y, day</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>play</i></li> <li>• <i>thin</i></li> </ul>	<p>🔊 Now it’s your turn. I will say a word. Listen to each sound. Then write the letter or letters for each sound in your copybooks.</p> <p>Dictate these words one at a time:</p> <ul style="list-style-type: none"> <li>• <i>thin</i></li> <li>• <i>stay</i></li> <li>• <i>with</i></li> <li>• <i>may</i></li> <li>• <i>thick</i></li> </ul> <p>For <i>stay</i> and <i>may</i>, remind students the sound /ā/ is spelled with <i>ay</i> in these words.</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud using the letter names.</p>

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the story “The Fresh Fish” with your partner. Please turn to page 68 in *Let’s Read*.

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

**ORAL VOCABULARY**

10 MIN.

🔊 Now we will review our vocabulary words.

<p>1. harvest</p>	<p>🔊 <b>Harvest.</b> A <i>harvest</i> is a group of crops that have been picked after they are fully grown. For example, farmers are happy when they get a big harvest. <b>Who helps their family with the harvest? What do you harvest?</b> (Help individuals respond in well-formed sentences using <i>harvest</i>.)</p>
<p>2. plenty</p>	<p>🔊 <b>Plenty.</b> <i>Plenty</i> means there is a lot of something, and enough for everyone. Turn to page 156 in <i>Let’s Read</i>. <b>What is there plenty of in the picture?</b></p>
<p>3. clothes</p>	<p>🔊 <b>Clothes.</b> <i>Clothes</i> are the things we wear to cover our bodies. (Point to your clothes.) <b>These are my clothes. Some clothes are dresses, shirts, and pants. Tell your partner what kinds of clothes you are wearing today.</b></p>
<p>4. rescue</p>	<p>🔊 <b>Rescue.</b> A <i>rescue</i> is the act of saving someone or something from getting hurt. For example, if a child falls in the river when the water is high, people have to jump in the river to come to his rescue. <b>Have you ever seen or heard about a rescue?</b> (Help individuals respond in well-formed sentences using <i>rescue</i>.)</p>
<p>5. look forward to</p>	<p>🔊 <b>Look forward to.</b> To <i>look forward to</i> something means to be excited about something good that is coming or going to happen in the future. For example, I look forward to my trip to the city. <b>What is something you look forward to?</b> (Help individuals respond in well-formed sentences using <i>look forward to</i>.)</p>

**The Fresh Fish**

by W. Teerix Beh



One day, Fred goes to the bay to fish.

“Today I have not come to play. Today I **pray** I will catch a fish for my mom and dad.”

68 Let’s Read, Grade 1 Week 20

Let’s Read page 68

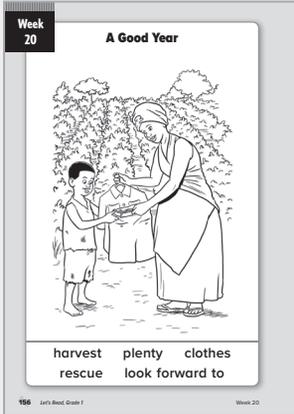
**A Good Year**



harvest plenty clothes  
rescue look forward to

156 Let’s Read, Grade 1 Week 20

Let’s Read page 156



Let's Read page 156

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read the story "A Good Year" to you again. Please turn to page 156 in *Let's Read*.

**BEFORE READING**

**PREVIEW**

Guide the students to . . .

- describe the picture, helping them with vocabulary as needed.
- find their target vocabulary words in the picture.

**FEATURES OF TEXT**

🔊 Remember that stories have characters, a setting, and events. They often have a problem and a solution. Listen again for the problem and the solution in this story.

**DURING READING**

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

🔊 **A Good Year**

Some years there was not a lot of rain, so the farmers' crops did not grow very well. Then their families did not do so well either.

But this year there was a lot of rain. The rain fell throughout the year and helped the crops grow. Everyone had a good harvest. The farmers had plenty of money, and their children got new clothes.

Everyone was happy except Azima. His father had been sick and could not work. So there was no harvest and no new clothes for Azima.

Azima's aunt came to the rescue. She helped the family, and Azima got new clothes. Azima's father got better, and the family looked forward to the next year.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 1) **1. Who is the main character in the story?** (Azima)
2. **2. What is the setting of the story?** (a farm)
3. **3. Why is the setting of the farm important in the story?** (The story is about the struggles that farmers have if they don't get enough rain.)
4. **4. What is the problem in the story?** (Azima's father gets sick and cannot work. There is no harvest. There are no new clothes.)
5. **5. How is the problem solved?** (Azima's aunt helps the family. Azima's father gets better.)
6. **6. What details in the story help you understand why the rain is so important?** (It helps crops grow. It makes a good harvest. Farmers have plenty of money. There are new clothes for the children. It makes everyone hopeful.)
7. **7. How do you think Azima felt at the end of the story?** (Answers will vary.)
8. **8. How do you think Azima's father feels at the end of the story?** (Answers will vary.)

**RETELLING**

Guide students to retell the story in their own words.



**HOMEWORK**

Have students write each spelling and sight word 3 times in their copybooks and spell each word aloud to someone at home. Have them study the words for the quiz tomorrow. The weekly word list is on page 56 in the *Student Activity Book*.

Week: 20      Word Lists

Spelling Words

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

Sight Words

8. one	10. line
9. goes	

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*Student Activity Book*  
page 56

### OBJECTIVES

Students will be able to:

- Write the spelling and sight words on a quiz
- Practice their phonics, word recognition, fluency, and comprehension skills

### LEARNING RESOURCES

 Student copybooks

 Letter cards

 Sight word cards

 *Let's Read*

 Supplementary readers

### INTRODUCTION

**1 MIN.**

🔊 Today you will take a quiz on your spelling words for the week. Then you will practice reading words and stories.

### WEEKLY PHONICS / SPELLING QUIZ

**15 MIN.**

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

Write these words in your copybook.

**1. play, 2. with, 3. day, 4. one, 5. thin, 6. may, 7. goes, 8. thick, 9. stay, 10. line**

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

### REVIEW (DIFFERENTIATED INSTRUCTION)

**34 MIN.**

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

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

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

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

### 1. First Review Activity (17 MIN.)

Direct each group to do the following activities.

#### Group A (Meets Expectations)

Have students work in pairs to re-read (a) “Beth and the Math Test” on page 64 and (b) “The Fresh Fish” on page 68 in *Let's Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times each. If they finish early, they should re-read any previously seen text in *Let's Read*.

#### Group B (Exceeds Expectations)

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

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

**Group C (Needs Additional Support)**

Have students review this week’s Phonics lessons with you. Write the letters and the words on the board, as shown at the right.

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

ay ai th  
ch tch

		
<p>🔊 <b>Watch and listen as I read a word.</b></p> <p>Point to <i>pay</i>. Point under each letter.</p> <p>🔊 /p/–/ā/, <i>pay</i>.</p> <p><b>Remind students that ay together says /ā/.</b></p>	<p>🔊 <b>Let’s say the sounds and read the word together.</b></p> <p>Point to <i>pay</i>.</p> <p>🔊 /p/–/ā/, <i>pay</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>gain</i></li> <li>• <i>wait</i></li> </ul> <p>For <i>gain</i> and <i>wait</i>, remind students that <i>ai</i> together says /ā/.</p>	<p>🔊 <b>Now it’s your turn. Say the sounds and read the words on your own.</b></p> <p>One at a time point under the remaining words.</p>

pay	stay
gain	lay
wait	chain
	pray
	paint
	braid
	way

Time permitting, have these students work in pairs to make words with their letter cards or review their sight word cards.

## 2. Second Review Activity (17 MIN.)

Direct each group to do the following activities in pairs. Move around the room and check their work, giving support where needed. Alternatively, while the students are working independently, you may administer the Oral Reading Fluency Assessment on page T29 of this Teacher’s Guide to some students.

### Group A (Meets Expectations)

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

### Group B (Exceeds Expectations)

Have students work in pairs to discuss and write answers in their copybooks to the questions at the end of “The Fresh Fish” on page 68 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “Beth and the Math Test” on page 64 and (b) “The Fresh Fish” on page 68 in *Let’s Read*. Have them take turns to read the story aloud to each other and help each other read correctly and fluently. Students should read each story 3 times. If they finish early, they should re-read any previously seen text in *Let’s Read*.



## HOMework

Have students re-read the *Let’s Read* texts for the week aloud to someone at home.