

Week 24

Assessment

ASSESSMENT

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

► Today, I am going to ask you some questions about what you have learned in the past five weeks. You will write your answers in your *Student Activity Book*. Open your *Student Activity Book* to page 66.

PHONICS / SPELLING

A. Phonics

15 MIN.

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

1st box, for #1–5:

safe, same, seat, such, same, say, sleep

2nd box, for #6–10:

broke, backbone, braid, bay, bath, beat

► Point to the monkey. I will say a word. Choose the correct word from the box and write it on the line. Let's do an example together. On the line next to the word *Example*, write the word *say*. Look at the first word box. Which of these words is *say*? ... Write *say* on the line next to the word *Example*. (Write *say* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

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

- 1. *sleep*
- 2. *such*
- 3. *same*
- 4. *seat*
- 5. *safe*

► For numbers 6–10, choose a word from the second box.

- 6. *braid*
- 7. *backbone*
- 8. *bay*
- 9. *broke*
- 10. *bath*

Example:

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

Week 24 Assessment

A. Phonics

Example: _____

1. _____
2. _____
3. _____
4. _____
5. _____

broke, backbone, braid, bay, bath, beat

6. _____
7. _____
8. _____
9. _____
10. _____

66 Read Liberia Activity Grade 1

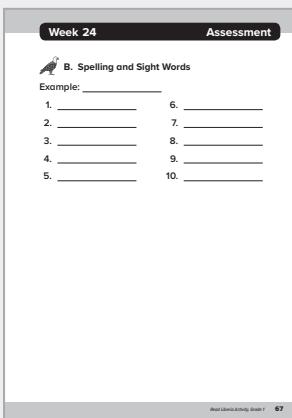
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Week 24

Assessment

Example:

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



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PHONICS / SPELLING

B. Spelling and Sight Words

15 MIN.

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

► 1. *dream*

2. *play*

3. *sleep*

4. *came*

5. *much*

6. *thin*

7. *thick*

8. *need*

9. *home*

10. *very*

Week 24

Assessment

READING / COMPREHENSION

C. Written Vocabulary

15 MIN.

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

1st box, for #1–5:

thick, think, pray, fail, check, itch, tug,
bait, thumb, shock

2nd box, for #6–10:

train, plants, bone, greet, dream, afraid,
safe, brave, friendly, screech

► Point to the boy. I am going to say the meaning of one of your vocabulary words. Choose the correct word from the box and write it on the line. Let's do an example together. This word describes the short, thick finger on your hand. Look at the first box of words. Which of these words describes a short, thick finger? ... **Thumb.** Write **thumb** on the line next to the word **Example**. (Write **thumb** on the board next to the word **Example**. Walk around the room to check that students understand what to do.)

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

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

- 1. This word means to believe or consider something. (Tap your head lightly as if you are thinking.)
2. This word means to make sure something is correct or OK.
3. This word means wide, heavy, or not thin.
4. This word is food that we use to catch fish or an animal.
5. This word means to pull something hard or quickly. (Make a tugging motion with your hands.)

► For numbers 6–10, choose a word from the second box.

- 6. This word is a group of cars that move along a railroad track.
7. This word means you are ready to face danger or to do something that you are scared to do.
8. This word means to hope for something.
9. This word is a very hard part of your body that forms your body's shape.
10. This word describes living things that grow out of the ground, such as trees, grass and vegetables.

Example:

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

Week 24 Assessment

C. Written Vocabulary

thick, think, pray, fail, check, itch, tug, bait, thumb, shock

Example: _____

1. _____
2. _____
3. _____
4. _____
5. _____

train, plants, bone, greet, dream, afraid, safe, brave, friendly, screech

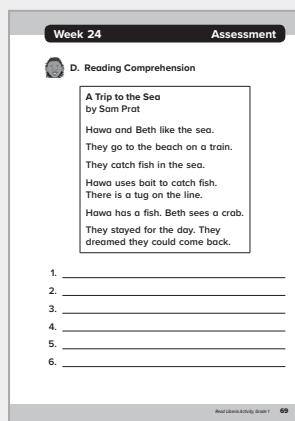
6. _____
7. _____
8. _____
9. _____
10. _____

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Week 24

Assessment

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



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READING / COMPREHENSION

D. Reading Comprehension

15 MIN.

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

A Trip to the Sea

by Sam Prat

Hawa and Beth like the sea.

They go to the beach on a train.

They catch fish in the sea.

Hawa uses bait to catch fish. There is a tug on the line.

Hawa has a fish. Beth sees a crab.

They stay for the day. They dream they can come back.

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

Students read the text silently. If they have not finished after 5 minutes, give them a one-minute warning.

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

► 1. Who are the main characters in the story?

2. How do they get to the beach?

3. Who is the author of the story?

4. What is the setting?

5. What happens first in the story?

6. What happens at the end of the story?