

Week 30 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 83.

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:

fright, float, fly, flow, fling, find, fight

2nd box, for #6–10:

white, wished, wing, my, might, mind

🔊 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. *fight*

2. *float*

3. *find*

4. *fly*

5. *fling*

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

🔊 6. *might*

7. *white*

8. *wished*

9. *mind*

10. *wing*

Example:

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

Week 30 Assessment

A. Alphabet Recognition and Phonics

fright, float, fly, flow, fling, find, fight

Example:

1. _____

2. _____

3. _____

4. _____

5. _____

white, wished, wing, my, might, mind

6. _____

7. _____

8. _____

9. _____

10. _____

Read Liberia Activity, Grade 1 83

Student Activity Book
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Week 30 Assessment

Example:

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

Week 30 Assessment

B. Spelling and Sight Words

Example: _____

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

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Student Activity Book
page 84

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 *cleaned*. (Write *cleaned* on the board next to the word *Example*. Walk around the room to check that students understand what to do.)

- 🔊 1. *grow*
2. *sing*
3. *sleeping*
4. *king*
5. *fine*
6. *coast*
7. *night*
8. *could*
9. *from*
10. *after*

Week 30 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:

drift, smile, inside, pump, prey,
wish, time, clean, lung, light

2nd box, for #6–10:

king, float, deep, coast, thud,
wave, bump, row, meal, find

🔊 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 a part of our bodies that helps us breathe. Look at the first box of words. Which of these words describes what helps us breathe... **lung**. Write **lung** on the line next to the word **Example**. (Write **lung** 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 is the passing of the minutes, hours, days, and years.
2. This word means to want or hope for something to happen.
3. This word is an animal that is hunted and killed for food.
4. This word means to force air into something.
5. This word describes what happens when the corners of our mouths turn up. (Demonstrate smiling.)

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

- 🔊 6. This word describes when something is far down from the surface of something.
7. This word is the movement of the ocean as it comes toward the coast.
8. This word is the dull, heavy sound made by something falling to the ground.
9. This word means to knock against someone or something.
10. This word describes the part of the land that is next to the ocean.

Example:

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

Week 30 Assessment

C. Written Vocabulary

drift, smile, inside, pump, prey,
wish, time, clean, lung, light

Example:

1. _____

2. _____

3. _____

4. _____

5. _____

king, float, deep, coast, thud,
wave, bump, row, meal, find

6. _____

7. _____

8. _____

9. _____

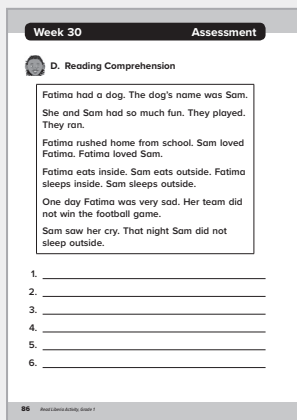
10. _____

Read Liberia Activity, Grade 1 85

Student Activity Book
page 85

Week 30 Assessment

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



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page 86

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.

Fatima had a dog. The dog's name was Sam.

She and Sam had so much fun. They played. They ran.

Fatima rushed home from school. Sam loved Fatima.

Fatima loved Sam.

Fatima eats inside. Sam eats outside. Fatima sleeps inside. Sam sleeps outside.

One day Fatima was very sad. Her team did not win the football game.

Sam saw her cry. That night Sam did not sleep outside.

🔊 **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 characters in the story?**
- 2. Why do you think Fatima rushed home from school?**
- 3. What do Sam and Fatima like to do?**
- 4. Why was Fatima sad?**
- 5. Do you think Sam knew Fatima was sad? Why or why not?**
- 6. Why do you think Sam did not sleep outside the day Fatima was sad?**