

# 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. \_\_\_\_\_

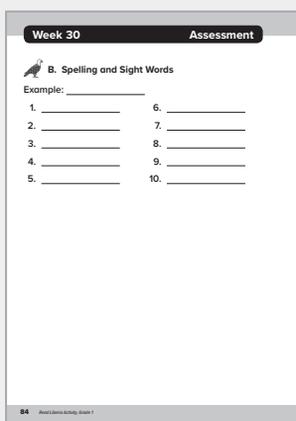
Read Liberia Activity, Grade 1 83

*Student Activity Book*  
page 83

# Week 30 Assessment

Example:

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



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.

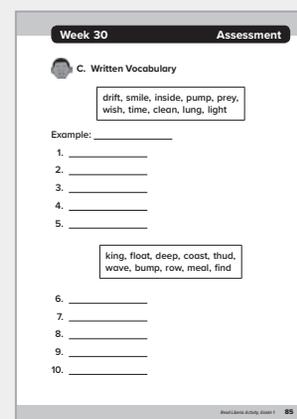
- 🔊 1. This word is the passing of the minutes, hours, days, and years.
2. This word means to want or hope for something to happen.
3. This word is an animal that is hunted and killed for food.
4. This word means to force air into something.
5. This word describes what happens when the corners of our 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:

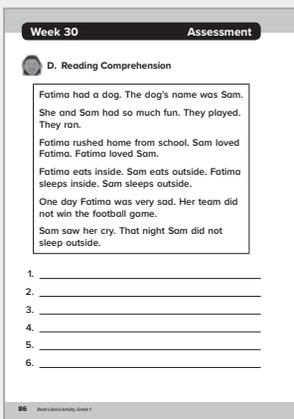
- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |



*Student Activity Book*  
page 85

# Week 30 Assessment

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



Student Activity Book  
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?

# Week 31 Lesson Planner

	Monday (Day 1) <i>pages 210–213</i>	Tuesday (Day 2) <i>pages 214–217</i>	Wednesday (Day 3) <i>pages 218–221</i>	Thursday (Day 4) <i>pages 222–225</i>	Friday (Day 5) <i>pages 226–228</i>
<b>Phonological Awareness</b>	Change the beginning sound in a word to make a new word.		Change the beginning sound in a word to change the word.		
<b>Song</b>		“How Many People Live in Your House?”		“How Many People Live in Your House?”	
<b>Alphabet Recognition and Phonics</b>	Read words with <i>ou</i> .		Read words with <i>ow</i> .		<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>		<i>find, kind, my, cry, fly, out, loud, proud, sound</i>		<i>find, kind, my, cry, fly, out, loud, proud, sound</i>	
<b>Sight Words</b>	<i>answer</i>		<i>answer</i>		
<b>Written Vocabulary</b>	<i>late, sigh, thud, find, bump</i>		<i>round, shout, frown, reach, ground</i>		
<b>Reading Comprehension</b>	“I Find Bleh”		“Massa and Her Drum”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “I Find Bleh”		Pairs: “Ata’s Visit”	Differentiated review
<b>Oral Vocabulary</b>		<i>visit, electricity, pleased, mosquito, fruit</i>		<i>visit, electricity, pleased, mosquito, fruit</i>	
<b>Read-Aloud</b>		“Ata’s Visit”		“Ata’s Visit”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 88 in <i>Student Activity Book</i></li> <li>• “I Find Bleh”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 89 in <i>Student Activity Book</i></li> <li>• “Massa and Her Drum”</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 “Massa and Her Drum.”
<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 “I Find Bleh” and “Massa and Her Drum.”</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 “Massa and Her Drum.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “I Find Bleh” and “Massa and Her Drum.”</li> </ul>				
<p><b>Grade 1 National Standards for Reading and Comprehension</b></p> <p><b>Learning Outcomes:</b> 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 relationship 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 • Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly • Analyze issues with emphasis on details and make sound judgment after careful evaluation of facts and issues.</p>			<p><b>Learning Objectives:</b> 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 • Pronounce/read words containing vowel patterns • Identify supporting details • Listen to and discuss texts.</p>		

**OBJECTIVES**

Students will be able to:

- Change the beginning sound in a word to make a new word
- Read words with *ou*
- Read the sight word *answer*
- Demonstrate understanding of the vocabulary words *late, sigh, thud, find, bump*
- Read and comprehend “I Find Bleh”

**LEARNING RESOURCES**

 Letter cards

 *Let’s Read*

 *Student Activity Book*

**INTRODUCTION**

1 MIN.

🔊 Today we will change the beginning sound in a word to make a new word. We will read words with the letters *ou* and a new sight word. We will also review our vocabulary and read the story “I Find Bleh” again.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>🔊 I will say a word and the beginning sound of that word. Then I’ll say a new beginning sound and make a new word.</p> <p>🔊 Listen as I say a word: <i>king</i>. The beginning sound is /k/. I change the beginning sound to /s/. My new word is <i>sing</i>.</p> <p>Repeat with <i>kind</i>, change /k/ to /m/, <i>mind</i>.</p>	<p>🔊 Let’s change the beginning sound of a word together.</p> <p>🔊 The word is <i>kind</i>. Say it with me: <i>kind</i>.</p> <p>🔊 What is the beginning sound in <i>kind</i>? /k/</p> <p>🔊 Let’s change /k/ to /m/. What is the new word? <i>mind</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>found</i>, change /f/ to /s/, <i>sound</i></li> <li>• <i>bump</i>, change /b/ to /j/, <i>jump</i></li> </ul>	<p>🔊 Now it’s your turn. I will say a word. Say the word. Say the beginning sound. I will give you a new beginning sound. Say the new word.</p> <p>🔊 The word is <i>bump</i>. (<i>bump</i>) What is the beginning sound? (/b/) Change the beginning sound to /j/. What is the new word? (<i>jump</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>my</i>, change /m/ to /s/, (<i>sigh</i>)</li> <li>• <i>down</i>, change /d/ to /t/, (<i>town</i>)</li> </ul>

✔ **Daily Check:** Daily Check: Call on 2 students to change a word by changing its beginning sound.

**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>Point under <i>ou</i>.  <b>» These are the letters <i>ou</i>. The letters <i>ou</i> together say /ou/.</b></p> <p>Repeat.</p>	<p>Point under <i>ou</i>.  <b>» Say the sound with me: /ou/.</b></p> <p><b>» Let's review our other letters. Say the sounds with me.</b>                  Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ou</i>.  <b>» Say the sound. (/ou/)</b></p> <p><b>» Say the sounds.</b>                  Randomly point under all the letters.</p>

ou	ind	igh
ow	oa	

		
<p>Point to <i>out</i>. <b>» Now I will say the sound of the letters and read this word: /ou-/t/. The word is <i>out</i>.</b></p> <p>Repeat with /l-/ou-/d/, <i>loud</i>.</p>	<p><b>» Let's say the sounds and read the word together.</b></p> <p>Point to <i>loud</i>.  <b>» /l-/ou-/d/, <i>loud</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /sh-/ou-/t/, <i>shout</i></li> <li>• /k-/l-/ou-/d/, <i>cloud</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>cloud</i>                      (/k-/l-/ou-/d/, <i>cloud</i>)</li> <li>• <i>round</i>                      (/r-/ou-/n-/d/, <i>round</i>)</li> <li>• <i>mouth</i>                      (/m-/ou-/th/, <i>mouth</i>)</li> <li>• <i>proud</i>                      (/p-/r-/ou-/d/, <i>proud</i>)</li> <li>• <i>sound</i>                      (/s-/ou-/n-/d/, <i>sound</i>)</li> </ul>

out	cloud
loud	round
shout	mouth
cloud	proud
	sound

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

answer

**SIGHT WORDS**

**5 MIN.**

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

		
<p>🔊 <b>Now we will learn a new sight word. Watch and listen.</b></p> <p>Point to <i>answer</i>.</p> <p>🔊 <b>Answer, a-n-s-w-e-r, answer.</b> Tell students that the letter <i>w</i> is silent in this word.</p>	<p>🔊 <b>Let's read and spell the word together.</b></p> <p>Point to the 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 word on your own.</b></p> <p>Point to the 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 the word.

**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. late
2. sigh
3. thud
4. find
5. bump

1. late	Point to <i>late</i> . 🔊 <b>Read the word: (<i>late</i>). <i>Late</i> means past the time that something was supposed to happen. If you play on your way to school, you may be late for class. What are other reasons why you might come late to class? (Help individuals respond in well-formed sentences using <i>late</i>.)</b>
2. sigh	Point to <i>sigh</i> . 🔊 <b>Read the word: (<i>sigh</i>). A <i>sigh</i> is a long, slow breath out, like this. (Demonstrate.) We sigh when we are tired or sad. Let's sigh. (Do the motions.)</b>
3. thud	Point to <i>thud</i> . 🔊 <b>Read the word: (<i>thud</i>). A <i>thud</i> is a dull, heavy sound made by something falling to the ground. Listen to this thud. (Drop a book or other heavy object on the floor.)</b>
4. find	Point to <i>find</i> . 🔊 <b>Read the word: (<i>find</i>). 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. Tell us about something you lost and then found. (Help individuals respond in well-formed sentences.)</b>
5. bump	Point to <i>bump</i> . 🔊 <b>Read the word: (<i>bump</i>). To <i>bump</i> means to knock against someone or something, like this. (Have a student help you demonstrate bumping into someone.) When we bump someone, we say "Excuse me!" Practice bumping your partner and saying "Excuse me!"</b>

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read the story “I Find Bleh” together again. Please turn to page 107 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.

**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 are the characters in the story?** (Bleh, the narrator, and the narrator’s mom)
2. **What is the setting?** (the narrator’s house)
3. **What happens at the beginning of the story?** (Bleh comes to see the narrator and mom every day.)
4. **Why doesn’t Bleh go home?** (She lives on the coast and it gets too late to go home.)
5. **What does the narrator hear in the night?** (He hears a thud.)
6. **What is Bleh doing?** (She is walking in her sleep.)
7. **How does the narrator know that Bleh is walking in her sleep?** (Bleh is up but doesn’t see the narrator. She bumps right into the narrator.)
8. **What is the narrator thinking when he finds Bleh?** (Answers will vary.)



**HOMEWORK**

Have students complete page 88 in the *Student Activity Book* and read “I Find Bleh” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 107

**Week 31 Day 1 Homework**

Directions: Use the letters to make words. Read each word aloud.

b f m p s gr

\_\_ound \_\_ound \_\_ound  
 \_\_ound \_\_ound \_\_ound

Directions: Read each sentence. Choose the word from the box that best completes the sentence. Write the word on the line.

cloud count ground house  
 mouse round

1. I can \_\_\_\_\_ to 5 on my hand. 🖐️
2. The \_\_\_\_\_ did not make a sound. 🐭
3. The clock is \_\_\_\_\_. 🕒
4. They painted the \_\_\_\_\_ red. 🏠
5. I see a gray \_\_\_\_\_ in the sky. ☁️

ReadLiberiaActivityBook1

*Student Activity Book*  
page 88

**OBJECTIVES**

Students will be able to:

- Spell *find, kind, my, cry, fly, out, loud, proud, sound*
- Read fluently “I Find Bleh”
- Demonstrate understanding of the vocabulary words *visit, electricity, pleased, mosquito, fruit*
- Listen to and comprehend “Ata’s Visit”

**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 “I Find Bleh” with your partner. Then you will learn some new vocabulary words and listen as I read a new text to you.

**SONG**

**2 MIN.**

Sing with the students “How Many People Live in Your House?” (page T14). After singing, have students say the words in the song that have the sound /ou/. (*how, house, now*)

**SPELLING**

**10 MIN.**

<p>Now we will spell some words. Watch and listen.</p> <p>The word is <i>find</i>. I hear 4 sounds: /f/-/ī/-/n/-/d/.</p> <p>The first sound is /f/. (Write <i>f</i>.) The second sound is /ī/—and in this word it is spelled with the letter <i>i</i>. (Write <i>i</i>.) The third sound is /n/. (Write <i>n</i>.) The last sound is /d/. (Write <i>d</i>.)</p> <p>Move your finger under the letters as you say the letter names: <b>f-i-n-d, find.</b></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 word is <i>find</i>. What sounds do we hear? /f/-/ī/-/n/-/d/.</p> <p>Let’s write it: /f/ (write <i>f</i>), /ī/—and in this word it is spelled with the letter <i>i</i> (write <i>i</i>), /n/ (write <i>n</i>), /d/ (write <i>d</i>). Check the students’ work.</p> <p>Now let’s spell the word together with the letter names (point): <b>f-i-n-d, find.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>loud</i></li> <li>• <i>my</i></li> </ul> <p>For <i>loud</i>, tell students that /ou/ is spelled with the letters <i>ou</i>. For <i>my</i>, tell them that /ī/ is spelled with the letter <i>y</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>my</i></li> <li>• <i>cry</i></li> <li>• <i>fly</i></li> <li>• <i>sound</i></li> <li>• <i>kind</i></li> </ul> <p>For <i>my, cry, and fly</i>, tell students that /ī/ is spelled with the letter <i>y</i>. For <i>sound</i>, tell them the /ou/ sound is spelled with the letters <i>ou</i>. For <i>kind</i>, tell them that /ī/ is spelled with the letter <i>i</i>.</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 “I Find Bleh” with your partner again. Please turn to page 107 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.

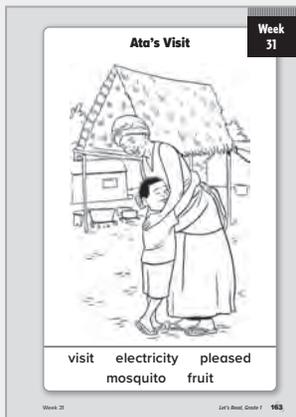
Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words. They will be in the story that I read to you.

1. visit	🔊 <b>Visit.</b> To <i>visit</i> means to go see and spend time with someone. Who do you like to visit? (Help individuals respond in well-formed sentences using <i>visit</i> .)
2. electricity	🔊 <b>Electricity.</b> <i>Electricity</i> is the kind of energy we use to power lights or televisions or cell phones. For example, some people make electricity with a generator. Do you know someone who has a generator to make electricity?
3. pleased	🔊 <b>Pleased.</b> <i>Pleased</i> means happy about something. (Smile broadly.) For example, I feel pleased when you all do your homework. When do you feel pleased? (Help individuals respond in well-formed sentences using <i>pleased</i> .)
4. mosquito	🔊 <b>Mosquito.</b> A <i>mosquito</i> is a tiny insect that bites people and gives them malaria. Let’s pretend to slap a mosquito! (Do the motions.)
5. fruit	🔊 <b>Fruit.</b> <i>Fruit</i> is the sweet food from a tree or plant. For example, mangos, bananas, and pineapple are all fruits. What is your favorite fruit?



Let’s Read page 107



Let's Read page 163

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read to you a new story called "Ata's Visit." Please turn to page 163 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 can make us think about our own lives. Listen to this story to see if you have had similar experiences to those of the main character.

**DURING READING**

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

🔊 **Ata's Visit**

Ata was six years old. He lived in a city with his mother and father. He had never been to his grandma's village before, so he had no idea what it would be like there.

[Pause and ask students to make a connection to the story:]

🔊 Have you ever visited someplace new? How would you feel if you were about to visit someplace you had never been to before?

[Allow about 3 students to respond and then continue reading.]

🔊 One day Ata and his mother went for a visit to his grandma's village. Ata was surprised to find that there was no electricity there. But he was pleased that there were also no mosquitoes!

Ata's grandma had many different kinds of fruit. She gave Ata fresh fruit every day. This made Ata very happy. Ata had such a good time in his grandma's village that he was sad to go back to the city when the visit was over.

Ata hugged his grandma goodbye. "Someday," he told her, "I will bring electricity to your village."

**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 are the main characters in the story?** (Ata, his mother, and his grandmother)
2. **What is the setting of the story?** (the grandma's village)
3. **What are the main events of the story?** (Ata goes to visit his grandma. He eats fresh fruit every day. He has a good time. He says goodbye when it is time to go back to the big town.)
4. **How do you think Ata feels about visiting his grandma at the beginning of the story?** (Answers will vary.)
5. **What surprises Ata when he visits his grandma?** (Her village has no electricity.)
6. **How does Ata feel when the visit is over?** (sad)
7. **Have you ever done or felt the same as Ata? Tell us about it.** (Answers will vary.)



**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 87 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 31      Word Lists

Spelling Words

1. find	6. out
2. kind	7. loud
3. my	8. proud
4. cry	9. sound
5. fly	

Sight Word

10. answer

Read, Write & Copy Book 1

*Student Activity Book*  
page 87

**OBJECTIVES**

Students will be able to:

- Change the beginning sound in a word to change the word
- Read words with *ow*
- Read the sight word *answer*
- Demonstrate understanding of the vocabulary words *round, shout, frown, reach, ground*
- Read and comprehend “Massa and Her Drum”

**LEARNING RESOURCES**

 Letter cards

 *Let's Read*

 *Student Activity Book*

**INTRODUCTION**

1 MIN.

🔊 Today we will change the beginning sound in a word to make a new word. We will read new words with the sound /ou/ and review a sight word. We will also learn some new vocabulary words and read a new story together.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>🔊 I will say a word and the beginning sound of that word. Then I'll say a new beginning sound and make a new word.</p> <p>🔊 Listen as I say a word: <i>found</i>. The beginning sound is /f/. I change the beginning sound to /r/. My new word is <i>round</i>.</p> <p>Repeat with <i>how</i>, change /h/ to /n/, <i>now</i>.</p>	<p>🔊 Let's change the beginning sound of a word together.</p> <p>🔊 The word is <i>how</i>. Say it with me: <i>how</i>.</p> <p>🔊 What is the beginning sound in kind? /h/.</p> <p>🔊 Let's change /h/ to /n/. What is the new word? <i>now</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>brown</i>, change /b/ to /f/, <i>frown</i></li> <li>• <i>shout</i>, change /sh/ to /p/, <i>pout</i></li> </ul>	<p>🔊 Now it's your turn. I will say a word. Say the word. Say the beginning sound. I will give you a new beginning sound. Say the new word.</p> <p>🔊 The word is <i>shout</i>. (<i>shout</i>) What is the beginning sound? (/sh/) Change the beginning sound to /p/. What is the new word? (<i>pout</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>reach</i>, change /r/ to /b/, <i>beach</i></li> <li>• <i>gown</i>, change /g/ to /d/, <i>down</i></li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its beginning sound.

**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>Point under <i>ow</i>.  <b>Remember we learned that the letters <i>ow</i> together say the long <i>o</i>, /ō/, as in <i>low</i>. In some words, the letters <i>ow</i> together say /ou/.</b></p> <p>Repeat.</p>	<p>Point under <i>ow</i>.  <b>Say the new sound with me: /ou/.</b></p> <p><b>Let's review our other letters. Say the sounds with me.</b>                  Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ow</i>.  <b>Say the new sound. (/ou/)</b></p> <p><b>Say the sounds.</b>                  Randomly point under all the letters.</p>

ow ou ind igh

		
<p>Point to <i>now</i>. <b>Now I will say the sound of each letter and read this word: /n/-/ou/. The word is <i>now</i>.</b></p> <p>Repeat with /d/-/ou/-/n/, <i>down</i>.</p>	<p><b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>down</i>.  <b>/d/-/ou/-/n/, <i>down</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /t/-/ou/-/n/, <i>town</i></li> <li>• /f/-/r/-/ou/-/n/, <i>frown</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>frown</i> (/f/-/r/-/ou/-/n/, <i>frown</i>)</li> <li>• <i>gown</i> (/g/-/ou/-/n/, <i>gown</i>)</li> <li>• <i>plow</i> (/p/-/l/-/ou/, <i>plow</i>)</li> <li>• <i>growl</i> (/g/-/r/-/ou/-/l/, <i>growl</i>)</li> <li>• <i>brown</i> (/b/-/r/-/ou/-/n/, <i>brown</i>)</li> </ul>

now	frown
down	gown
town	plow
frown	growl
	brown

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

answer

**SIGHT WORDS**

**5 MIN.**

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

		
<p>🔊 <b>Now we will review our sight word. Watch and listen.</b></p> <p>Point to <i>answer</i>.</p> <p>🔊 <b>Answer, a-n-s-w-e-r, answer.</b></p> <p>Remind students that the letter <i>w</i> is silent in this word.</p>	<p>🔊 <b>Let's read and spell the word together.</b></p> <p>Point to the 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 word on your own.</b></p> <p>Point to the 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 the word.

**WRITTEN VOCABULARY**

**10 MIN.**

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

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

1. round
2. shout
3. frown
4. reach
5. ground

1. round	Point to <i>round</i> . 🔊 <b>Let's say the sounds and read the word together: /r/-/ou/-/n/-/d/, <i>round</i>. <i>Round</i> means shaped like a circle. Let's draw a round circle together and say "This is round." (Do the motions.)</b>
2. shout	Point to <i>shout</i> . 🔊 <b>Together: /sh/-/ou/-/t/, <i>shout</i>. To <i>shout</i> means to yell loudly, like this. (Demonstrate.) For example, we like to shout at football matches. When else do people shout? (Help individuals to respond in well-formed sentences using <i>shout</i>.)</b>
3. frown	Point to <i>frown</i> . 🔊 <b>Together: /f/-/r/-/ou/-/n/, <i>frown</i>. To <i>frown</i> means to make an unhappy face, like this. (Demonstrate.) Show me your frown and say "I am frowning!"</b>
4. reach	Point to <i>reach</i> . 🔊 <b>Together: /r/-/ē/-/ch/, <i>reach</i>. To <i>reach</i> means to stretch your arm to try and get something, like this. (Demonstrate reaching for something up high.) Let's all try to reach the ceiling and say "We are reaching!" (Do the motions.)</b>
5. ground	Point to <i>ground</i> . 🔊 <b>Together: /g/-/r/-/ou/-/n/-/d/, <i>ground</i>. The <i>ground</i> is the earth under our feet. Stomp on the ground with me! (Do the motions.)</b>

**READING COMPREHENSION**

20 MIN.

Remind students of the vocabulary words on the board.

🔊 **Now we will read a new text called “Massa and Her Drum” Please turn to page 114 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.

**FEATURES OF TEXT**

🔊 **Remember that stories can make us think about our own lives. Listen to this story to see if you have had similar experiences to those of the main character.**

**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. **What is this story about?** (a girl named Massa and her drum)
2. **What happens to Massa in the story?** (She has a bad dream about her drum.)
3. **What happens to Massa’s drum in her dream?** (It drifts away on a cloud.)
4. **How does Massa feel in her dream?** (very sad)
5. **What happens at the end of the dream?** (She finds her drum on the ground.)
6. **What happens to Massa at the end of the story?** (She shouts and wakes up; she hugs her drum.)

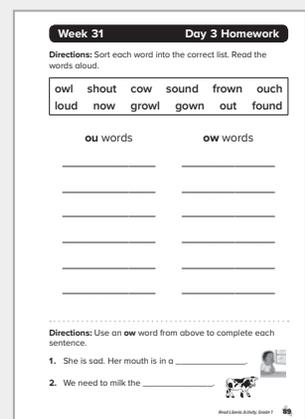


**HOMEWORK**

Have students complete page 89 in the *Student Activity Book* and read “Massa and Her Drum” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 114



*Student Activity Book* page 89

**OBJECTIVES**

Students will be able to:

- Spell *find, kind, my, cry, fly, out, loud, proud, sound*
- Read fluently “Massa and Her Drum”
- Demonstrate understanding of the vocabulary words *visit, electricity, pleased, mosquito, fruit*
- Listen to and comprehend “Ata’s Visit”

**LEARNING RESOURCES**

- Letter cards
- 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 “Massa and Her Drum” with your partner. Then we will review our vocabulary words and listen as I read the text “Ata’s Visit” to you again.

**SONG** 🎵

**2 MIN.**

Sing with the students “How Many People Live in Your House?” (page T14). After singing, have students say the words in the song that has the sound /ou/. (*how, house, now*)

**SPELLING**

**10 MIN.**

<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>sound</i>. I hear 4 sounds: /s/–/ou/–/n/–/d/.</p> <p>🔊 The first sound is /s/. (Write s.) The second sound is /ou/—and in this word, it is spelled with the letters <i>ou</i>. (Write <i>ou</i>.) The third sound is /n/. (Write <i>n</i>.) The last sound is /d/. (Write <i>d</i>.)</p> <p>Move your finger under the letters as you say the letter names:</p> <p>🔊 <i>s–o–u–n–d, sound.</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>sound</i>. What sounds do we hear? /s/–/ou/–/n/–/d/.</p> <p>🔊 Let’s write it: /s/ (write s), /ou/—and in this word, it is spelled with the letters <i>ou</i> (write <i>ou</i>), /n/ (write <i>n</i>), /d/ (write <i>d</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>s–o–u–n–d, sound.</i></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>loud</i></li> <li>• <i>my</i></li> </ul> <p>For <i>loud</i>, tell students that /ou/ is spelled with <i>ou</i>. For <i>my</i>, tell them that /ī/ is spelled with <i>y</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>my</i></li> <li>• <i>cry</i></li> <li>• <i>fly</i></li> <li>• <i>proud</i></li> <li>• <i>kind</i></li> <li>• <i>find</i></li> </ul> <p>For <i>my, cry, and fly</i>, remind students that /ī/ is spelled with the letter <i>y</i>. For <i>proud</i>, remind them that /ou/ is spelled with <i>ou</i>. For <i>kind and find</i>, remind them that /ī/ is spelled with <i>i</i>.</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud.</p>

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

**READING FLUENCY PRACTICE** 

12 MIN.

🔊 Now you will read the story “Massa and Her Drum” with your partner. Please turn to page 114 in *Let’s Read*.

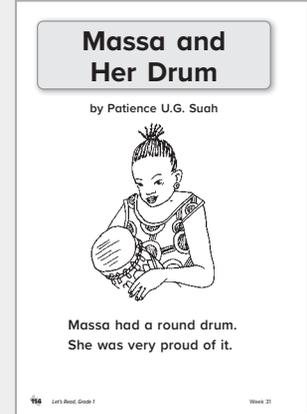
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

**ORAL VOCABULARY**

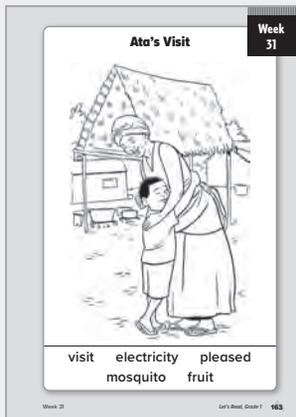
10 MIN.

🔊 Now we will review our vocabulary words.

1. visit	🔊 <b>Visit.</b> To <i>visit</i> means to go see and spend time with someone. Who do you like to visit? (Help individuals respond in well-formed sentences using <i>visit</i> .)
2. electricity	🔊 <b>Electricity.</b> <i>Electricity</i> is the kind of energy we use to power lights or televisions or cell phones. For example, some people make electricity with a generator. Do you know someone who has a generator to make electricity?
3. pleased	🔊 <b>Pleased.</b> <i>Pleased</i> means happy about something. (Smile broadly.) For example, I feel pleased when you all do your homework. When do you feel pleased? (Help individuals respond in well-formed sentences using <i>pleased</i> .)
4. mosquito	🔊 <b>Mosquito.</b> A <i>mosquito</i> is a tiny insect that bites people and gives them malaria. Let’s pretend to slap a mosquito! (Do the motions.)
5. fruit	🔊 <b>Fruit.</b> <i>Fruit</i> is the sweet food from a tree or plant. For example, mangos, bananas, and pineapple are all fruits. What is your favorite fruit?



Let’s Read page 114



Let's Read page 163

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read the text "Ata's Visit" to you again. Please turn to page 163 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 can make us think about our own lives. Listen to this story to see if you have had similar experiences to those of the main character.

**DURING READING**

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

🔊 **Ata's Visit**

Ata was six years old. He lived in a city with his mother and father. He had never been to his grandma's village before, so he had no idea what it would be like there.

*[Pause and ask students to make a connection to the story.]*

🔊 Have you ever visited someplace new? How would you feel if you were about to visit someplace you had never been to before?

*[Allow about 3 students to respond and then continue reading.]*

🔊 One day Ata and his mother went for a visit to his grandma's village. Ata was surprised to find that there was no electricity there. But he was pleased that there were also no mosquitoes!

Ata's grandma had many different kinds of fruit. She gave Ata fresh fruit every day. This made Ata very happy. Ata had such a good time in his grandma's village that he was sad to go back to the city when the visit was over.

Ata hugged his grandma goodbye. "Someday," he told her, "I will bring electricity to your village."

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

1. **Who are the main characters in the story?** (Ata, his mother, his grandmother)
2. **What is the setting of the story?** (the grandma’s village)
3. **What are the main events of the story?** (Ata goes to visit his grandma. He eats fresh fruit every day. He has a good time. He says goodbye when it is time to go back to the big town.)
4. **How do you think Ata feels about visiting his grandma at the beginning of the story?** (Answers will vary.)
5. **What surprises Ata when he visits his grandma?** (Her village has no electricity.)
6. **How does Ata feel when the visit is over?** (sad)
7. **Have you ever visited a new place like Ata did? What was it like?** (Answers will vary.)
8. **How did you feel about the visit before you went?** (Answers will vary.)
9. **How did you feel about the visit after you went?** (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 87 in the *Student Activity Book*.

Week 31 Word Lists

Spelling Words

1. find	6. out
2. kind	7. loud
3. my	8. proud
4. cry	9. sound
5. fly	

Sight Word

10. answer

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*Student Activity Book*  
page 87

**OBJECTIVES**

Students will be able to:

- Write the spelling and sight words on a quiz
- Practice 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. *cry*, 2. *kind*, 3. *out*, 4. *sound*, 5. *my*, 6. *find*, 7. *loud*, 8. *proud*, 9. *fly*, 10. *answer*

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) “I Find Bleh” on page 107 and (b) “Massa and Her Drum” on page 114 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>Point <i>in</i> turn to <i>ou</i> and <i>ow</i>. <b>Let's say the sounds and read the word together.</b></p> <p><b>Let's say the sounds and read the word together.</b></p> <p>Point <i>in</i> turn under <i>ou</i>, <i>ow</i>. <b>Say the sounds with me: /ou/, /ou/.</b></p> <p><b>Let's review our other letter sounds. Say the sounds with me.</b> Randomly point under the other letters, saying their sounds.</p> <p>Point to <i>mouth</i>. <b>/m/-/ou/-/th/, mouth.</b></p> <p>Repeat with <i>/m/-/ou/-/th/, mouth.</i></p>	<p><b>Now it's your turn. Say the sounds and read the words on your own.</b></p> <p>Point <i>in</i> turn under <i>ou</i>, <i>ow</i>. <b>Say the sounds. (/ou/, /ou/)</b></p> <p><b>Say the sounds.</b> Randomly point under the other letters.</p> <p>One at a time point under the remaining words.</p>	

ou ow y  
ind igh

count	plow
mouth	cow
down	shout
plow	town
	round
	growl
	found

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 T37 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 “I Find Bleh”? on page 107 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “I Find Bleh” on page 107 and (b) “Massa and Her Drum” on page 114 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.

# Week 32 Lesson Planner

	Monday (Day 1) <i>pages 230–233</i>	Tuesday (Day 2) <i>pages 234–237</i>	Wednesday (Day 3) <i>pages 238–241</i>	Thursday (Day 4) <i>pages 242–245</i>	Friday (Day 5) <i>pages 246–248</i>
<b>Phonological Awareness</b>	Change the final sound in a word to make a new word.		Change the final sound in a word to change the word.		
<b>Song</b>		“I Like School”		“I Like School”	
<b>Alphabet Recognition and Phonics</b>	Read words with <i>ce</i> as /s/.		Read words with <i>ge</i> .		• Quiz • Differentiated review
<b>Spelling</b>		<i>now, down, town, dance, place, face, nice</i>		<i>now, down, town, dance, place, face, nice</i>	
<b>Sight Words</b>	<i>city, busy, here</i>		<i>city, busy, here</i>		
<b>Written Vocabulary</b>	<i>round, shout, frown, reach, ground</i>		<i>downtown, pace, need, rice, spices</i>		
<b>Reading Comprehension</b>	“Massa and Her Drum”		“In the City”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “Massa and Her Drum”		Pairs: “In the City”	Differentiated review
<b>Oral Vocabulary</b>		<i>caught, beg, tie, rope, chew, free</i>		<i>caught, beg, tie, rope, chew, free</i>	
<b>Read-Aloud</b>		“The Leopard and the Rat”		“The Leopard and the Rat”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 91 in <i>Student Activity Book</i></li> <li>• “Massa and Her Drum”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 92 in <i>Student Activity Book</i></li> <li>• “In the City”</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 “In the City.”
<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 “Massa and Her Drum” and “In the City.”</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 “In the City.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Massa and Her Drum” and “In the City.”</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 • 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 relationship 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 • Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly • Analyze issues with emphasis on details and make sound judgment 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 • Identify main topic and descriptive details of a nonfictional 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 • 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 • Pronounce/read words containing vowel patterns • Identify supporting details • Listen to and discuss texts.

**OBJECTIVES**

Students will be able to:

- Change the final sound in a word to make a new word
- Read words with *ce* as /s/
- Read the sight words *city, busy, here*
- Demonstrate understanding of the vocabulary words *round, shout, frown, reach, ground*
- Read and comprehend “Massa and Her Drum”

**LEARNING RESOURCES**

 Letter cards

 *Let’s Read*

 *Student Activity Book*

**INTRODUCTION**

1 MIN.

🔊 Today we will change the final sound in a word to make a new word. We will read words with *ce* and new sight words. We will also review our vocabulary and read the story “Massa and Her Drum” again.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>🔊 I will say a word and the final sound of that word. Then I’ll say a new final sound and make a new word.</p> <p>🔊 Listen as I say a word: <i>rice</i>. The final sound is /s/. I change the final sound to /p/. My new word is <i>ripe</i>.</p> <p>Repeat with <i>cell</i>, change /l/ to /nt/, <i>cent</i>.</p>	<p>🔊 Let’s change the final sound of a word together.</p> <p>🔊 The word is <i>cell</i>. Say <i>cell</i> with me: <i>cell</i>.</p> <p>🔊 Say the sounds for <i>cell</i> with me: /s/–/ĕ/–/l/. What sound do we hear at the end of <i>cell</i>? (/l/) Change /l/ to /nt/. Let’s say our new word: <i>cent</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>reach</i>, change /ch/ to /p/, <i>reap</i></li> <li>• <i>grace</i>, change /s/ to /p/, <i>grape</i></li> </ul>	<p>🔊 Now it’s your turn. I will say a word. Say the word. Say the final sound. I will give you a new final sound. Say the new word.</p> <p>🔊 The word is <i>grace</i>. (<i>grace</i>) What is the final sound? /s/. Change /s/ to /p/. What is the new word? (<i>grape</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>spice</i>, change /s/ to /t/ (<i>spite</i>)</li> <li>• <i>bounce</i>, change /s/ to /d/ (<i>bound</i>)</li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its final sound.

**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>Point under <i>ce</i>.                  🔊 <b>These are the letters <i>ce</i>. The letter <i>c</i> often says the sound /k/. When the letter <i>c</i> comes before the letter <i>e</i>, the letters <i>ce</i> together say /s/.</b></p> <p>Repeat.</p>	<p>Point under <i>ce</i>. 🔊 <b>Say the sound with me: /s/.</b></p> <p>🔊 <b>Let's review our other letters. Say the sounds with me.</b></p> <p>Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ce</i>. 🔊 <b>Say the sound. (/s/)</b></p> <p>🔊 <b>Say the sounds.</b></p> <p>Randomly point under all the letters.</p>

ce	ow	ou
ind	igh	

		
<p>Point to <i>cell</i>. 🔊 <b>Now I will say the sound of each letter and read this word: /s/-/ĕ/-/l/. The word is <i>cell</i>.</b></p> <p>Repeat with <i>fence</i>, /f/-/ĕ/-/n/-/s/.</p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>fence</i>.                  🔊 <b>/f/-/ĕ/-/n/-/s/, <i>fence</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /b/-/ou/-/n/-/s/, <i>bounce</i></li> <li>• /p/-/ĕ/-/s/, <i>peace</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>peace</i> (/p/-/ĕ/-/s/, <i>peace</i>)</li> <li>• <i>rice</i> (/r/-/ī/-/s/, <i>rice</i>)</li> <li>• <i>pace</i> (/p/-/ā/-/s/, <i>pace</i>)</li> <li>• <i>grace</i> (/g/-/r/-/ā/-/s/, <i>grace</i>)</li> <li>• <i>price</i> (/p/-/r/-/ī/-/s/, <i>price</i>)</li> </ul>

cell	peace
fence	rice
bounce	pace
peace	grace
	price

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

city  
busy  
here

**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>city</i>. 🔊 <b>City, c-i-t-y, city.</b></p> <p>Repeat with <i>busy</i> and <i>here</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. round
2. shout
3. frown
4. reach
5. ground

1. round	Point to <i>round</i> . 🔊 <b>Read the word: (<i>round</i>). <i>Round</i> means shaped like a circle. Let's draw a round circle together and say "This is round."</b> (Do the motions.)
2. shout	Point to <i>shout</i> . 🔊 <b>Read the word: (<i>shout</i>). To <i>shout</i> means to yell loudly, like this.</b> (Demonstrate.) <b>For example, we like to shout at football matches. When else do people shout?</b> (Help individuals to respond in well-formed sentences using <i>shout</i> .)
3. frown	Point to <i>frown</i> . 🔊 <b>Read the word: (<i>frown</i>). To <i>frown</i> means to make an unhappy face, like this.</b> (Demonstrate.) <b>Show me your frown and say "I am frowning!"</b>
4. reach	Point to <i>reach</i> . 🔊 <b>Read the word: (<i>reach</i>). To <i>reach</i> means to stretch your arm to try and get something, like this.</b> (Demonstrate reaching for something up high.) <b>Let's all try to reach the ceiling and say "We are reaching!"</b> (Do the motions.)
5. ground	Point to <i>ground</i> . 🔊 <b>Read the word: (<i>ground</i>). The <i>ground</i> is the earth under our feet. Stomp on the ground with me!</b> (Do the motions.)

**READING COMPREHENSION**

20 MIN.

🔊 Now we will read the story “Massa and Her Drum” together again. Please turn to page 114 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.

**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. **What is this story about?** (a girl named Massa and her drum)
2. **What happens to Massa in the story?** (She has a bad dream about her drum.)
3. **What happens to Massa’s drum in her dream?** (It drifts away on a cloud.)
4. **How does Massa feel in her dream?** (very sad)
5. **What happens at the end of the dream?** (She finds her drum on the ground.)
6. **What happens to Massa at the end of the story?** (She shouts and wakes up; she hugs her drum.)



**HOMEWORK**

Have students complete page 91 in the *Student Activity Book* and read “Massa and Her Drum” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 114

**Week 32 Day 1 Homework**

Directions: Read each sentence. Write the word that best completes the sentence.

1. The cars go fast in the race.  
(race rock)
2. The man chatted on his club phone.  
(club cell)
3. Jay had a big smile on his face.  
(fast face)
4. The prince sat next to the queen.  
(prince price)
5. The fence will keep the sheep in.  
(fence face)
6. The kids will dance to the song.  
(dice dance)

Directions: Circle the word in each pair that has a soft c sound.

cake cell    space shack    clock grace  
fence fact    trick trace    lick lace  
brace block    pluck place    dance duck

*Student Activity Book*  
page 91

**OBJECTIVES**

Students will be able to:

- Spell *now, down, town, dance, place, face, nice*
- Read fluently “Massa and Her Drum”
- Demonstrate understanding of the vocabulary words *caught, beg, tie, rope, chew, free*
- Listen to and comprehend “The Leopard and the Rat”

**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 “Massa and Her Drum” 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 “I Like School” (page T15). After singing, ask students to share their favorite stories they have read this year.

**SPELLING**

**10 MIN.**

<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>now</i>. I hear 2 sounds: /n/–/ou/.</p> <p>🔊 The first sound is /n/. (Write <i>n</i>.) The last sound is /ou/—and in this word, /ou/ is spelled with <i>ow</i>. (Write <i>ow</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>n–o–w, now</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>now</i>. What sounds do we hear? /n/–/ou/.</p> <p>🔊 Let's write it: /n/ (write <i>d</i>), /ou/—and in this word, /ou/ is spelled with <i>ow</i> (write <i>ow</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>n–o–w, now</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>dance</i></li> <li>• <i>face</i></li> </ul> <p>For both words, tell students that the /s/ is spelled with the letters <i>ce</i>. For <i>face</i>, tell them that the /ā/ is spelled with the letter <i>a</i> and silent <i>e</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>face</i></li> <li>• <i>place</i></li> <li>• <i>nice</i></li> <li>• <i>town</i></li> </ul> <p>For <i>face, place, and nice</i>, tell students /s/ is spelled with the letters <i>ce</i>.</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 “Massa and Her Drum” with your partner again. Please turn to page 114 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.

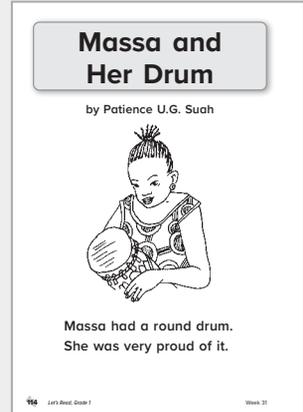
**ORAL VOCABULARY**

10 MIN.

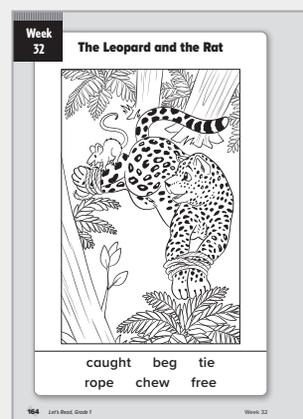
Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words. They will be in the story that I read to you.

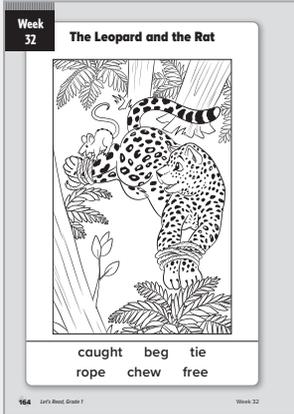
1. caught	<b>Caught.</b> <i>Caught</i> means trapped or captured. If you went hunting and caught an animal, it means you trapped it and brought it home. Turn to page 164 in <i>Let’s Read</i> and find which animal is caught in the picture.
2. beg	🔊 <b>Beg.</b> To <i>beg</i> means to ask for something very strongly. For example, you might beg your grandfather to tell you a story. What is something you beg your father or mother for? (Help individuals respond in well-formed sentences using <i>beg</i> .)
3. tie	🔊 <b>Tie.</b> To <i>tie</i> means to use a string or rope to attach something. Find the animal whose legs are tied in the picture. ... What else do we tie with string or rope? (Help individuals respond in well-formed sentences using <i>tie</i> .)
4. rope	🔊 <b>Rope.</b> A <i>rope</i> is strong and thick line made with string or plants twisted together. Find the rope in the picture. ... What are some other ways people use ropes? (Help individuals respond in well-formed sentences using <i>rope</i> .)
5. chew	🔊 <b>Chew.</b> To <i>chew</i> means to use your teeth to tear up food, like this. (Do the motions.) For example, sometimes meat is hard to chew. What else is hard to chew? (Help individuals respond in well-formed sentences using <i>chew</i> .)
6. free	🔊 <b>Free.</b> When you are <i>free</i> , you are not trapped or stopped from going somewhere. For example, at break time, you are free to go outside. You do not have to stay in the classroom.



Let’s Read page 114



Let’s Read page 164



Let's Read page 164

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read to you a new story called "The Leopard and the Rat." Please turn to page 164 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**

🔊 Today's story is a folktale. A folktale is a story that is very old and has been told over and over again. A folktale is a story that gives us a message or teaches us a lesson. We call this message or lesson a moral.

**DURING READING**

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

🔊 The Leopard and the Rat  
by George Harvey

Once a leopard caught a rat in the forest. The rat begged the leopard not to eat her. "I am so small. I won't make a very good dinner for you. Please let me go," begged the rat.

[Stop and ask students what they think the leopard will do.]

🔊 The leopard, seeing how small the rat was, agreed to let her go.

One night, the leopard got caught by a hunter. The hunter tied him up. The hunter planned to come back at dawn to take the leopard to the village.

The rat was on her way to another side of the forest when she saw the leopard. The rat said, "Because you did not kill me, I will chew the ropes and set you free."

The rat chewed the rope off the leopard's paws. The leopard once more became a free animal in the forest. He told the rat, "Sometimes when you do a kind act for someone, you will be rewarded."

**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 are the characters in the story?** (a leopard, a rat, and a hunter)
- 2. **What is the setting of the story?** (the forest)
- 3. **What happens to the rat at the beginning of the story?** (The leopard catches her.)
- 4. **Why does the leopard let the rat go?** (The rat is so small.)
- 5. **What happens next in the story?** (The leopard is caught by a hunter.)
- 6. **How does the rat help the leopard? Why does she help?** (She chews the ropes to set the leopard free because the leopard once set her free.)
- 7. **What do you think the message or moral of this story is?** (Help others and others will help you in return.)



**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 90 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 32 Word Lists

Spelling Words

1. now	5. place
2. down	6. face
3. town	7. nice
4. dance	

Sight Words

8. city	10. here
9. busy	

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*Student Activity Book*  
page 90

**OBJECTIVES**

Students will be able to:

- Change the final sound in a word to make a new word
- Read words with *ge*
- Read the sight words *city, busy, here*
- Demonstrate understanding of the vocabulary words *downtown, pace, need, rice, spices*
- Read and comprehend “In the City”

**LEARNING RESOURCES**

 Letter cards

 Let's Read

 Student Activity Book

ge ce ow  
ou ind

**INTRODUCTION**

1 MIN.

🔊 Today we will change the final sound in a word to make a new word. We will read new words with *ge* and review our sight words. We will also learn some new vocabulary words and read a new story together.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>🔊 I will say a word and the final sound of that word. Then I'll say a new final sound and make a new word.</p> <p>🔊 Listen as I say a word: <i>wage</i>. The final sound is /j/. I change the final sound to /t/. My new word is <i>wait</i>.</p> <p>Repeat with <i>rage</i>, change /j/ to /n/, <i>rain</i>.</p>	<p>🔊 Let's change the final sound of a word together.</p> <p>🔊 The word is <i>rage</i>. Say <i>rage</i> with me: <i>rage</i>.</p> <p>🔊 Say the sounds for <i>rage</i> with me: /r/-/ā/-/j/. What is the final sound in <i>rage</i>? (/j/) Change the sound /j/ to /n/. Let's say our new word: <i>rain</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>stage</i>, change /j/ to /d/, <i>stayed</i></li> <li>• <i>price</i>, change /s/ to /d/, <i>pride</i></li> </ul>	<p>🔊 Now it's your turn. I will say a word. Say the word. Say the final sound. I will give you a new final sound. Say the new word.</p> <p>🔊 The word is <i>price</i>. (<i>price</i>) What is the final sound? (/s/) Change the final /s/ sound to /d/. What is the new word? (<i>pride</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>cage</i>, change /j/ to /m/, (<i>came</i>)</li> <li>• <i>place</i>, change /s/ to /d/, (<i>played</i>)</li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its final sound.

**PHONICS**

10 MIN.

Write the letters and the words on the board, as shown at the left and on the next page at the right. You can also use the letter cards for this activity.

		
<p>Point under <i>ge</i>.</p> <p>🔊 These are the letters <i>ge</i>. The letter <i>g</i> often says the sound /g/. When the letter <i>g</i> comes before the letter <i>e</i>, together they often say /j/.</p> <p>Repeat.</p>	<p>Point under <i>ge</i>.</p> <p>🔊 Say the sound with me: /j/.</p> <p>🔊 Let's review our other letters. Say the sounds with me. Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ge</i>.</p> <p>🔊 Say the sound. (/j/)</p> <p>🔊 Say the sounds. Randomly point under all the letters.</p>

		
<p>Point to <i>age</i>. <b>Now I will say the sound of each letter and read this word: /ā/-/j/. The word is <i>age</i>.</b></p> <p>Repeat with /k/-/ā/-/j/, <i>cage</i>.</p>	<p><b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>cage</i>.  <b>/k/-/ā/-/j/, <i>cage</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /p/-/ā/-/j/, <i>page</i></li> <li>• /w/-/ā/-/j/, <i>wage</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>wage</i> (/w/-/ā/-/j/, <i>wage</i>)</li> <li>• <i>stage</i> (/s/-/t/-/ā/-/j/, <i>stage</i>)</li> <li>• <i>agent</i>, (/ā/-/j/-/ĕ/-/n/-/t/, <i>agent</i>)</li> <li>• <i>bandage</i> (/b/-/ā/-/n/-/d/-/ə/-/j/, <i>bandage</i>)</li> </ul>

age	wage
cage	stage
page	agent
wage	bandage

**SIGHT WORDS**

**5 MIN.**

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

		
<p><b>Now we will review our sight words. Watch and listen.</b></p> <p>Point to <i>city</i>. <b>City, c-i-t-y, city.</b></p> <p>Repeat with <i>busy</i> and <i>here</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>

city
busy
here

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

1. downtown
2. pace
3. need
4. rice
5. spices

**WRITTEN VOCABULARY**

**10 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. downtown	Point to <i>downtown</i> . 🔊 Let's say the sounds and read the word together: /d/-/ou/-/n/-/t/-/ou/-/n/, <b>downtown</b> . <b>Downtown</b> is the center of a town or city where there are shops and many people meet together. (If your city or town has a downtown, ask students to give directions from school to downtown.)
2. pace	Point to <i>pace</i> . 🔊 Together: /p/-/ā/-/s/, <b>pace</b> . Your <b>pace</b> is how fast or slowly you are going. For example, you can walk at a fast pace, like this (Demonstrate.), or at a slow pace like this (Demonstrate.). (Call on individuals to come to the front of the room to demonstrate a fast pace versus a slow pace.)
3. need	Point to <i>need</i> . 🔊 Together: /n/-/ē/-/d/, <b>need</b> . When you <b>need</b> something, you have to have it to be healthy and well. For example, we need clean water to drink. You need a copybook for school. What else do you need? (Help individuals respond in well-formed sentences using <i>need</i> .)
4. rice	Point to <i>rice</i> . 🔊 Together: /r/-/ī/-/s/, <b>rice</b> . <b>Rice</b> is a grain made from grass that is used for food. Rice is usually white and we eat it with sauce or stew. Who can tell us how to cook rice? (Help individuals respond in well-formed sentences using <i>rice</i> .)
5. spices	Point to <i>spices</i> . 🔊 Together: /s/-/p/-/ī/-/s/-/ə/-/s/, <b>spices</b> . <b>Spices</b> are plants that are ground into very small pieces and used to add a special taste to food. For example, pepper is a spice. Let's pretend we are adding spices to food. (Do the motions.)

**In the City**

by Lili Henderson



A big city is a busy place. Cars rush here and there **downtown**.

Week 32      Let's Read, Grade 1

Let's Read page 121

**READING COMPREHENSION**

**20 MIN.**

Remind students of the vocabulary words on the board.

🔊 Now we will read a new text called "In the City" Please turn to page 121 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 text will be about.

🔊 **Today’s text is nonfiction. Remember that a nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us. Today’s text is about cities.**

🔊 **Remember also that authors use supporting details to help us understand the text. In this text, the author gives a lot of details to describe life in the city. As you read, look for the details about cities.**

**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 that they have trouble with.

**AFTER READING**

**CHECK PREDICTIONS**

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

**COMPREHENSION QUESTIONS**

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

1. **Is this text fiction or nonfiction? How do you know?** (Nonfiction; it tells about a real thing.)
2. **What is this text about?** (what it’s like in a city)
3. **What words tell how cars move in a city?** (Cars rush here and there downtown.)
4. **What words tell how people move in a city?** (People of all ages move at a fast pace in the city.)
5. **What are some things you can buy in a city?** (spices, all kinds of food, clothes, everything you need)



**HOMEWORK**

Have students complete page 92 in the *Student Activity Book* and read “In the City” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 32 Day 3 Homework**

**Directions:** Read each sentence. Choose the word from the box that best completes the sentence. Write the word on the line.

edge gem huge cage bridge

1. There was a gem in the ring.
2. We crossed the \_\_\_\_\_.
3. A hippo is \_\_\_\_\_.
4. The bird was in a \_\_\_\_\_.
5. The beach is at the \_\_\_\_\_ of the sea.

**Directions:** Circle the word in each pair that has the soft g sound.

judge	joy	large	long
bridge	brown	glue	gym
crow	cage	gentle	grown

92 Student Activity Book

*Student Activity Book*  
page 92

**OBJECTIVES**

Students will be able to:

- Spell *now, down, town, dance, place, face, nice*
- Read fluently “In the City”
- Demonstrate understanding of the vocabulary words *caught, beg, tie, rope, chew, free*
- Listen to and comprehend “The Leopard and the Rat”

**LEARNING RESOURCES**

- Letter cards
- 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 “In the City” with your partner. Then we will review our vocabulary words and listen as I read the text “The Leopard and the Rat” to you again.

**SONG** 🎵

2 MIN.

Sing with the students “I Like School” (page T15), while substituting “leopards” for “lions.” After singing, have students say what they know about leopards. (have spots, run fast)

**SPELLING**

10 MIN.

<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>face</i>. I hear 3 sounds: /f/–/ā/–/s/.</p> <p>🔊 The first sound is /f/. (Write <i>f</i>.) The second sound is /ā/—and in this word it is spelled with the letter <i>a</i> and silent <i>e</i> at the end. (Write <i>a</i>.) The last sound is /s/—and in this word, it is spelled with the letters <i>ce</i> together. (Write <i>ce</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>f–a–c–e, face</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 word is <i>face</i>. What sounds do we hear? /f/–/ā/–/s/.</p> <p>🔊 Let’s write it: /f/ (write <i>f</i>), /ā/—and in this word it is spelled with the letter <i>a</i> and silent <i>e</i> at the end (write <i>a</i>), /s/—and in this word, it is spelled with the letters <i>ce</i> together (write <i>ce</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>f–a–c–e, face</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>town</i></li> <li>• <i>place</i></li> </ul> <p>For <i>place</i>, tell students that /ā/ is spelled with <i>a</i> and /s/ is spelled with <i>ce</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>place</i></li> <li>• <i>nice</i></li> <li>• <i>down</i></li> <li>• <i>now</i></li> <li>• <i>dance</i></li> </ul> <p>For <i>place, nice, and dance</i>, tell students that /s/ is spelled with <i>ce</i>.</p> <p>For <i>down and now</i>, tell them that /ou/ is spelled with <i>ow</i>.</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 “In the City” with your partner. Please turn to page 121 in *Let’s Read*.

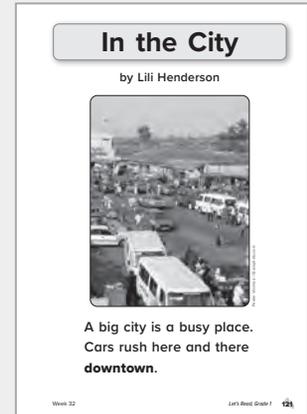
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

**ORAL VOCABULARY**

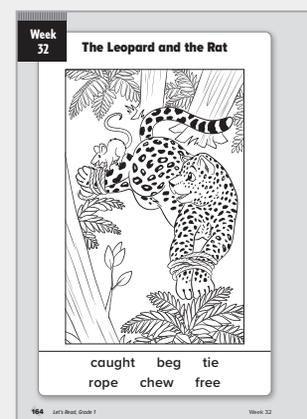
10 MIN.

🔊 Now we will review our vocabulary words.

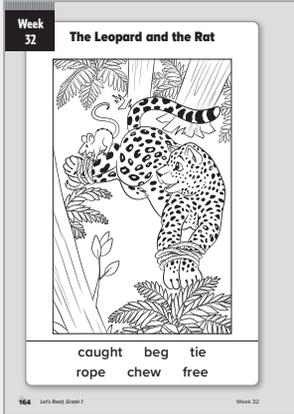
1. caught	🔊 <b>Caught.</b> <i>Caught</i> means trapped or captured. If you went hunting and caught an animal, it means you trapped it and brought it home. Turn to page 164 in <i>Let’s Read</i> and find which animal is caught in the picture.
2. beg	🔊 <b>Beg.</b> To <i>beg</i> means to ask for something very strongly. For example, you might beg your grandfather to tell you a story. What is something you beg your father or mother for? (Help individuals respond in well-formed sentences using <i>beg</i> .)
3. tie	🔊 <b>Tie.</b> To <i>tie</i> means to use a string or rope to attach something. Find the animal whose legs are tied in the picture. ... What else do we tie with string or rope? (Help individuals respond in well-formed sentences using <i>tie</i> .)
4. rope	🔊 <b>Rope.</b> A <i>rope</i> is strong and thick line made with string or plants twisted together. Find the rope in the picture. ... What are some other ways people use ropes? (Help individuals respond in well-formed sentences using <i>rope</i> .)
5. chew	🔊 <b>Chew.</b> To <i>chew</i> means to use your teeth to tear up food, like this. (Do the motions.) For example, sometimes meat is hard to chew. What else is hard to chew? (Help individuals respond in well-formed sentences using <i>chew</i> .)
6. free	🔊 <b>Free.</b> When you are <i>free</i> , you are not trapped or stopped from going somewhere. For example, at break time, you are free to go outside. You do not have to stay in the classroom.



Let’s Read page 121



Let’s Read page 164



Let's Read page 164

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read the text "The Leopard and the Rat" to you again. Please turn to page 164 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 a folktale is a story that gives us a message or teaches us a lesson. We call this message or lesson a moral. Listen again for the moral in this folktale.

**DURING READING**

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

🔊 The Leopard and the Rat  
by George Harvey

Once a leopard caught a rat in the forest. The rat begged the leopard not to eat her. "I am so small. I won't make a very good dinner for you. Please let me go," begged the rat.

[Stop and ask students what they think the leopard will do.]

🔊 The leopard, seeing how small the rat was, agreed to let her go.

One night, the leopard got caught by a hunter. The hunter tied him up. The hunter planned to come back at dawn to take the leopard to the village.

The rat was on her way to another side of the forest when she saw the leopard. The rat said, "Because you did not kill me, I will chew the ropes and set you free."

The rat chewed the rope off the leopard's paws. The leopard once more became a free animal in the forest. He told the rat, "Sometimes when you do a kind act for someone, you will be rewarded."

**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?** (a leopard, a rat, and a hunter)
2. **What is the setting of the story?** (the forest)
3. **What happens to the rat at the beginning of the story?** (The leopard catches her.)
4. **Why does the leopard let the rat go?** (The rat is so small.)
5. **What happens next in the story?** (The leopard is caught by a hunter.)
6. **How does the rat help the leopard? Why does she help?** (She chews the ropes to set the leopard free because the leopard once set her free.)
7. **What do you think the message or moral of this story is?** (Help others and others will help you in return.)
8. **Do you think the rat should have helped the leopard? Why or why not?** (Answers will vary.)
9. **Do you think the leopard should have helped the rat? Why or why not?** (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 90 in the *Student Activity Book*.

Week 32 Word Lists

Spelling Words

1. now	5. place
2. down	6. face
3. town	7. nice
4. dance	

Sight Words

8. city	10. here
9. busy	

90

*Student Activity Book*  
page 90

**OBJECTIVES**

Students will be able to:

- Write the spelling and sight words on a quiz
- Practice their phonics and 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. *dance*, 2. *now*, 3. *place*, 4. *down*, 5. *nice*, 6. *town*, 7. *face*, 8. *city*, 9. *busy*, 10. *here*

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) “Massa and Her Drum” on page 114 and (b) “In the City” on page 121 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>Point in turn under <i>ce</i>, <i>ge</i>. <b>Remember that the letters <i>ce</i> together make the sound /s/. The letters <i>ge</i> together make the sound /j/.</b></p> <p>Repeat.</p>	<p>Point in turn under <i>ce</i>, <i>ge</i>. <b>Say the sound with me: /s/, /j/.</b></p> <p><b>Let’s review our other letters. Say the sounds with me.</b> Randomly point under the other letters, saying their sounds.</p>	<p>Point in turn under <i>ce</i>, <i>ge</i>. <b>Say the sound.</b> (/s/, /j/)</p> <p><b>Say the sounds.</b> Randomly point under all the letters.</p>

ge	ce	ow
ou	ind	

		
<p>Point to <i>fence</i>. <b>Now I will say the sound of each letter and read this word: /f/-/ē-/n/-/s/. The word is <i>fence</i>.</b></p> <p>Repeat with <i>wage</i>.</p>	<p><b>Let’s say the sounds and read the word together.</b></p> <p>Point to <i>wage</i>. <b>/w/-/ā/-/j/, <i>wage</i>.</b></p> <p>Repeat with <i>price</i> and <i>stage</i>.</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:</p> <ul style="list-style-type: none"> <li><i>stage</i> (/s/-/t/-/ā/-/j/, <i>stage</i>)</li> <li><i>spice</i>, (/s/-/p/-/ī/-/s/ <i>spice</i>)</li> <li><i>age</i> (/ā/-/j/, <i>age</i>)</li> <li><i>pace</i> (/p/-/ā/-/s/, <i>pace</i>)</li> </ul>

fence	stage
wage	spice
price	age
stage	pace

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 T37 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 “Massa and Her Drum” on page 114 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “Massa and Her Drum” on page 114 and (b) “In the City” on page 121 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*.



## HOMWORK

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

# Week 33 Lesson Planner

	Monday (Day 1) <i>pages 230–233</i>	Tuesday (Day 2) <i>pages 234–237</i>	Wednesday (Day 3) <i>pages 238–241</i>	Thursday (Day 4) <i>pages 242–245</i>	Friday (Day 5) <i>pages 246–248</i>
<b>Phonological Awareness</b>	Change the middle sound in a word to make a new word.		Change the middle sound in a word to make a new word.		
<b>Song</b>		“Old MacDonald Had a Farm”		“Old MacDonald Had a Farm”	
<b>Alphabet Recognition and Phonics</b>	Read words with <i>all</i> as /ôl/.		Read words with <i>aw</i> and <i>alk</i> .		<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>		<i>age, page, all, small, tall, fall</i>		<i>age, page, all, small, tall, fall</i>	
<b>Sight Words</b>	<i>friends, so, quiet, even</i>		<i>friends, so, quiet, even</i>		
<b>Written Vocabulary</b>	<i>downtown, pace, need, rice, spices</i>		<i>loud, jaws, growl, grunt, yawn, dawn</i>		
<b>Reading Comprehension</b>	“In the City”		“Elephant Leaves Home”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “In the City”		Pairs: “Elephant Leaves Home”	Differentiated review
<b>Oral Vocabulary</b>		<i>seeds, sneak, steal, disappointed, ashamed, greedy</i>		<i>seeds, sneak, steal, disappointed, ashamed, greedy</i>	
<b>Read-Aloud</b>		“Papa Kofi Learns a Lesson”		“Papa Kofi Learns a Lesson”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 94 in <i>Student Activity Book</i></li> <li>• “In the City”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 95 in <i>Student Activity Book</i></li> <li>• “In the City”</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 “In the City.”
<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 “In the City” and “Elephant Leaves Home.”</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 “Elephant Leaves Home.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “In the City” and “Elephant Leaves Home.”</li> </ul>				
<b>Grade 1 National Standards for Reading and Comprehension</b>		<b>Learning Objectives:</b> 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			
<p><b>Learning Outcomes:</b> 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</p> <ul style="list-style-type: none"> <li>• Analyze text content and share ideas, information, and messages with others</li> <li>• Predict outcomes and make judgments after careful evaluation of facts and issues</li> <li>• Carry out comparative analysis of issues to identify contrasts and similarities</li> <li>• 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</li> <li>• Demonstrate a literal comprehension of readings through identification and analysis of main ideas and supporting details</li> <li>• Apply word pattern rules and sound-symbol relationship to pronounce unknown words correctly</li> <li>• Demonstrate comparative analysis of issues as it relates to self-identity</li> <li>• Read and demonstrate understanding of spoken and written grade-level texts</li> <li>• Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly</li> <li>• Analyze issues with emphasis on details and make sound judgment after careful evaluation of facts and issues.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify main topic and descriptive details of a nonfictional text</li> <li>• Retell/summarize stories and other narratives</li> <li>• Make inferences</li> <li>• Reinforce understanding of subject-related and high-frequency words</li> <li>• Expand knowledge of word meanings</li> <li>• Identify the sounds represented by various word patterns</li> <li>• Distinguish fantasy and reality</li> <li>• Identify sounds represented by varied consonant and vowel patterns</li> <li>• Read words with varied consonant and vowel patterns</li> <li>• Blend syllables into words</li> <li>• Make connections between a text and their own lives</li> <li>• Demonstrate understanding of vocabulary and related subject words in context</li> <li>• Pronounce/read words containing varied word patterns</li> <li>• Pronounce/read words containing vowel patterns</li> <li>• Identify supporting details</li> <li>• Listen to and discuss texts.</li> </ul>			

**OBJECTIVES**

Students will be able to:

- Change the middle sound in a word to make a new word
- Read words with *all* as /ôl/
- Read the sight words *friends, so, quiet, even*
- Demonstrate understanding of the vocabulary words *downtown, pace, need, rice, spices*
- Read and comprehend “In the City”

**LEARNING RESOURCES**

 Letter cards

 *Let’s Read*

 *Student Activity Book*

**INTRODUCTION**

1 MIN.

🔊 Today we will change the middle sound in a word to make a new word. We will read words with *all* and new sight words. We will also review our vocabulary and read the story “In the City” again.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>🔊 I will say a word and the middle sound of that word. Then I’ll say a new middle sound and make a new word.</p> <p>🔊 Listen as I say a word: <i>get</i>. The middle sound is /ĕ/. I change the middle sound to /ŏ/. My new word is <i>got</i>.</p> <p>Repeat with <i>like</i>, change /ī/ to /ā/, <i>lake</i>.</p>	<p>🔊 Let’s change the middle sound of a word together.</p> <p>🔊 The word is <i>like</i>. Say <i>like</i> with me: <i>like</i>.</p> <p>🔊 Say the sounds for <i>like</i> with me: /l/–/ī/–/k/. What sound do we hear in the middle of <i>like</i>? (/ī/) Change /ī/ to /ā/. Let’s say our new word: <i>lake</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>need</i>, change /ē/ to /ŏ/, <i>nod</i></li> <li>• <i>sing</i>, change /ī/ to /ā/, <i>sang</i></li> </ul>	<p>🔊 Now it’s your turn. I will say a word. Say the word. Say the middle sound. I will give you a new middle sound. Say the new word.</p> <p>🔊 The word is <i>sing</i>. (<i>sing</i>) What is the middle sound? /ī/. Change /ī/ to /ā/. What is the new word? (<i>sang</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>rice</i>, change /ī/ to /ā/, (<i>race</i>)</li> <li>• <i>town</i>, change /ou/ to /ī/, (<i>tin</i>)</li> <li>• <i>space</i>, change /ā/ to /ī/, (<i>spice</i>)</li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its middle sound.

**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>Point under <i>all</i>.                  🔊 <b>These are the letters <i>all</i>. The letters <i>all</i> together say /ôl/.</b></p> <p>Repeat.</p>	<p>Point under <i>all</i>. 🔊 <b>Say the sound with me: /ôl/.</b></p> <p>🔊 <b>Let's review our other letters. Say the sounds with me.</b></p> <p>Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>all</i>. 🔊 <b>Say the sound. (/ôl/)</b></p> <p>🔊 <b>Say the sounds.</b></p> <p>Randomly point under all the letters.</p>

all	ge	ce
ow	ou	

		
<p>Point to <i>call</i>. 🔊 <b>Now I will say the sound of each letter and read this word: /k/-/ôl/. The word is <i>call</i>.</b></p> <p>Repeat with /b/-/ôl/, <i>ball</i>.</p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>ball</i>.                  🔊 <b>/b/-/ôl/, <i>ball</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• /t/-/ôl/, <i>tall</i></li> <li>• /s/-/m/-/ôl/, <i>small</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>small</i> (/s/-/m/-/ôl/, <i>small</i>)</li> <li>• <i>fall</i> (/f/-/ôl/, <i>fall</i>)</li> <li>• <i>wall</i> (/w/-/ôl/, <i>wall</i>)</li> <li>• <i>hall</i> (/h/-/ôl/, <i>hall</i>)</li> <li>• <i>baseball</i> (/b/-/ā/-/s/-/b/-/ôl/, <i>baseball</i>)</li> </ul>

call	small
ball	fall
tall	wall
small	hall
	baseball

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

friends  
so  
quiet  
even

**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>friends</i>.</p> <p>🔊 <b>Friends, f-r-i-e-n-d-s, friends.</b></p> <p>Repeat with <i>so, quiet, and even</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. downtown
2. pace
3. need
4. rice
5. spices

1. downtown	<p>Point to <i>downtown</i>. 🔊 <b>Read the word: (downtown).</b> <b>Downtown is the center of a town or city where there are shops and many people meet together.</b> (If your city or town has a downtown, ask students to give directions from school to downtown.)</p>
2. pace	<p>Point to <i>pace</i>. 🔊 <b>Read the word: (pace).</b> <b>Your pace is how fast or slowly you are going. For example, you can walk at a fast pace, like this (demonstrate), or at a slow pace like this (demonstrate).</b> (Call on individuals to come to the front of the room to demonstrate a fast pace versus a slow pace.)</p>
3. need	<p>Point to <i>need</i>. 🔊 <b>Read the word: (need).</b> <b>When you need something, you have to have it to be healthy and well. For example, we need clean water to drink. You need a copybook for school. What else do you need?</b> (Help individuals respond in well-formed sentences using <i>need</i>.)</p>
4. rice	<p>Point to <i>rice</i>. 🔊 <b>Read the word: (rice).</b> <b>Rice is a grain made from grass that is used for food. Rice is usually white and we eat it with sauce or stew. Who can tell us how to cook rice?</b> (Help individuals respond in well-formed sentences using <i>rice</i>.)</p>
5. spices	<p>Point to <i>spices</i>. 🔊 <b>Read the word: (spices).</b> <b>Spices are plants that are ground into very small pieces and used to add a special taste to food. For example, pepper is a spice. Let's pretend we are adding spices to food.</b> (Do the motions.)</p>

**READING COMPREHENSION**

20 MIN.

🔊 Now we will read the text “In the City” together again. Please turn to page 121 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**

🔊 Today’s text is nonfiction. What does a nonfiction text tells us? (true information about something) Today’s text is about cities.

🔊 Remember also that authors use supporting details to help us understand the text. In this text, the author gives a lot of details to describe life in the city. As you read, look again for the details about cities.

**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. **Is this text fiction or nonfiction? How do you know?** (Nonfiction; it tells about a real thing.)
2. **What is this text about?** (what it’s like in a city)
3. **What words tell how cars move in a city?** (Cars rush here and there downtown.)
4. **What words tell how people move in a city?** (People of all ages move at a fast pace in the city.)
5. **What are some things you can buy in a city?** (spices, all kinds of food, clothes, everything you need)



**HOMEWORK**

Have students complete page 94 in the *Student Activity Book* and read “In the City” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**In the City**

by Lili Henderson



A big city is a busy place. Cars rush here and there downtown.

Week 33

Let's Read Grade 1

*Let’s Read* page 121

**Week 33 Day 1 Homework**

Directions: Use the letters to make words. Read each word aloud.

b c f h m sm st t w  
 \_ \_ all    \_ \_ all    \_ \_ all  
 \_ \_ all    \_ \_ all    \_ \_ all  
 \_ \_ all    \_ \_ all    \_ \_ all

Directions: Choose 3 words from above and write a sentence for each word.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

94 Student Activity Book 1

*Student Activity Book*  
page 94

**OBJECTIVES**

Students will be able to:

- Spell *age, page, all, small, tall, fall*
- Read fluently “In the City”
- Demonstrate understanding of the vocabulary words *seeds, sneak, steal, disappointed, ashamed, greedy*
- Listen to and comprehend “Papa Kofi Learns a Lesson”

**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 “In the City” 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 T15). After singing, ask students to share how farms and cities are alike and different.

**SPELLING**

**10 MIN.**

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>age</i>. I hear 2 sounds: /ā/-/j/.</p> <p>🔊 The first sound is /ā/—and in this word it is spelled with the letter <i>a</i>. (Write <i>a</i>.) The last sound is /j/—and in this word it is spelled with the letters <i>ge</i> together. (Write <i>ge</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>a-g-e, age</i>.</p> <p>Erase the word.</p>	<p>🔊 Let’s spell a word 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 word is <i>age</i>. What sounds do we hear? /ā/-/j/.</p> <p>🔊 Let’s write it: /ā/—and in this word it is spelled with <i>a</i> (write <i>a</i>), /j/—and in this word it is spelled with <i>ge</i> (write <i>ge</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together with the letter names (point): <i>a-g-e, age</i>.</p> <p>Repeat with <i>all, page, and small</i>.</p> <p>Erase the words.</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>all</i></li> <li>• <i>page</i></li> <li>• <i>small</i></li> <li>• <i>tall</i></li> <li>• <i>fall</i></li> </ul> <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 text “In the City” with your partner again. Please turn to page 121 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 text 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. seeds	🔊 <b>Seed.</b> A seed is a small part of a plant that can grow into a new plant. We put seeds in the ground when we want to grow plants to eat. Let’s pretend to plant seeds. (Do the motions.)
2. sneak	🔊 <b>Sneak.</b> To sneak means to go somewhere or do something secretly, like this. (Tiptoe across the room sneakily.) Why do people sneak? (Help individuals respond in well-formed sentences using <i>sneak</i> .)
3. steal	🔊 <b>Steal.</b> To steal means to take something that does not belong to you without permission. For example, if I take someone’s pencil without asking (demonstrate), I am stealing. Turn to page 165 in <i>Let’s Read</i> and find who is stealing what in the picture.
4. disappointed	🔊 <b>Disappointed.</b> When you feel <i>disappointed</i> , you are sad about something that happened. (Make a sad face.) For example, you may feel disappointed when your team loses a game. Show me how you look when you feel disappointed and say “I am disappointed!”
5. ashamed	🔊 <b>Ashamed.</b> When you feel <i>ashamed</i> it means you feel embarrassed or guilty about something bad that you did. Tell us about a time that you felt ashamed. (Help individuals respond in well-formed sentences using <i>ashamed</i> .)
6. greedy	🔊 <b>Greedy.</b> Greedy means you want more than your fair share of something. Greedy people want to keep everything for themselves. Find the person in the picture who is being greedy.

**In the City**

by Lili Henderson



A big city is a busy place. Cars rush here and there downtown.

Week 33

Let’s Read Grade 1 121

Let’s Read page 121

**Papa Kofi Learns a Lesson**

Week 33

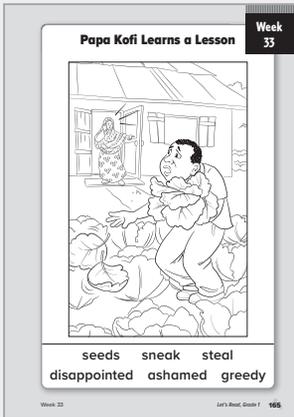


seeds sneak steal  
disappointed ashamed greedy

Week 33

Let’s Read Grade 1 165

Let’s Read page 165



Let's Read page 165

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read to you a new story called "Papa Kofi Learns a Lesson." Please turn to page 165 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**

🔊 We learned that folktales often have a message or teach us a lesson. We call this message or lesson a moral. Other stories can have a moral too. Listen for the moral in today's story.

**DURING READING**

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

🔊 Papa Kofi Learns a Lesson

Some time ago, people made their farms. They tilled the land and planted seeds. Papa Kofi made his own farm, too. The farms flourished and many crops grew on all the farms.

[Pause to explain the word flourished.] 🔊 There is a word here, *flourished*. I will use words around it to figure out its meaning. The rest of the sentence says that many crops grew on the farms. I can use this clue to figure out the meaning of flourished. I think it means that the farms did very well in growing crops.

Papa Kofi had his own crops, but he was not happy. He wanted more. He sneaked into other people's farms and took their crops.

One day, a neighbor saw Papa Kofi stealing from her farm. She yelled, and people came running to see what was going on. When they saw Papa Kofi with his arms full of her crops, they were vexed. One of his neighbors said, "What are you doing? We are very disappointed in you, Papa Kofi."

Papa Kofi was ashamed. After that, he stopped being greedy, and his neighbors forgave him.

**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?** (Papa Kofi)
2. **What is Papa Kofi's job?** (farmer)
3. **Why do Papa Kofi's neighbors get angry at him?** (He steals crops.)
4. **Why does Papa Kofi steal crops from his neighbors?** (He wants more crops; he is greedy.)
5. **What words describe how his neighbors feel when they catch him?** (vexed and disappointed)
6. **What word describes how Papa Kofi feels after he is caught?** (ashamed)
7. **What lesson do you think Papa Kofi learns?** (not to steal from anyone and not to be greedy)



**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 93 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 33      Word Lists

Spelling Words

1. age	4. small
2. page	5. tall
3. all	6. fall

Sight Words

7. friends	9. quiet
8. so	10. even

Read Liberia Activity Book 93

*Student Activity Book*  
page 93

**OBJECTIVES**

Students will be able to:

- Change the middle sound in a word to make a new word
- Read words with *aw* and *alk*
- Read the sight words *friends, so, quiet, even*
- Demonstrate understanding of the vocabulary words *loud, jaws, growl, grunt, yawn, dawn*
- Read and comprehend “Elephant Leaves Home”

**LEARNING RESOURCES**

 Letter cards

 *Let's Read*

 *Student Activity Book*

aw alk all  
ge ce ow

**INTRODUCTION**

1 MIN.

👂 Today we will change the middle sound in a word to make a new word. We will read new words with *aw* and *alk* and review our sight words. We will also learn some new vocabulary words and read a new story together.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>👂 I will say a word and the middle sound of that word. Then I'll say a new middle sound and make a new word.</p> <p>👂 Listen: <i>loud</i>. The middle sound is /ou/. I change the middle sound to /ă/. My new word is <i>lad</i>.</p> <p>Repeat with <i>jaws</i>, change /ô/ to /ă/, <i>jazz</i>.</p>	<p>👂 Let's change the middle sound of a word together.</p> <p>👂 The word is <i>jaws</i>.</p> <p>👂 Say the sounds: /j/-/ô/-/z/. What is the middle sound? (/ô/) Change /ô/ to /ă/. Let's say our new word: <i>jazz</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>grunt</i>, change /ũ/ to /ă/, <i>grant</i></li> <li>• <i>hawk</i>, change /ô/ to /ă/, <i>hack</i></li> </ul>	<p>👂 Now it's your turn. I will say a word. Say the middle sound. I will give you a new middle sound. Say the new word.</p> <p>👂 The word is <i>hawk</i>. (<i>hawk</i>) What is the middle sound? /ô/. Change /ô/ to /ă/. What is the new word? (<i>hack</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>dawn</i>, change /ô/ to /ou/, (<i>down</i>)</li> <li>• <i>growl</i>, change /ou/ to /ĩ/, (<i>grill</i>)</li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its middle sound.

**PHONICS**

10 MIN.

Write the letters and the words on the board, as shown at the left and on the next page at the right. You can also use the letter cards for this activity.

		
<p>Point under <i>aw</i>.</p> <p>👂 These are the letters <i>aw</i>. Together, they say /ô/.</p> <p>Point under <i>alk</i>.</p> <p>👂 These are the letters <i>alk</i>. Together, they say /ôk/. You hear no /l/ sound.</p> <p>Repeat.</p>	<p>Point in turn under <i>aw, alk</i>. Say the sounds with me: /ô/, /ôk/.</p> <p>👂 Let's review our other letters. Say the sounds with me. Randomly point under the other letters, saying their sounds.</p>	<p>Point in turn under <i>aw, alk</i>. Say the sounds. (/ô/, /ôk/)</p> <p>👂 Say the sounds. Randomly point under all the letters.</p>

		
<p>Point to <i>saw</i>. <b>Now I will say the sound of each letter and read this word: /s/-/ô/. The word is <i>saw</i>.</b></p> <p>Repeat with <i>talk</i>, /t/-/ôk/.</p>	<p><b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>talk</i>. <b>/t/-/ôk/, <i>talk</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>jaw</i>, /j/-/ô/</li> <li>• <i>walk</i>, /w/-/ôk/</li> <li>• <i>chalk</i>, /ch/-/ôk/</li> </ul> <p>Point to <i>talk</i>, <i>walk</i>, and <i>chalk</i>. <b>Talk, walk, and chalk are almost the only words that use <i>alk</i>.</b></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:</p> <ul style="list-style-type: none"> <li>• <i>chalk</i>, (/ch/-/ôk/, <i>chalk</i>)</li> <li>• <i>yawn</i> (/y/-/ô/-/n/, <i>yawn</i>)</li> <li>• <i>drawn</i> (/d/-/r/-/ô/-/n/, <i>drawn</i>)</li> <li>• <i>crawl</i> (/k/-/r/-/ô/-/l/, <i>crawl</i>)</li> <li>• <i>caw</i> (/k/-/ô/, <i>caw</i>)</li> </ul>

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

**SIGHT WORDS**

**5 MIN.**

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

		
<p><b>Now we will review our sight words. Watch and listen.</b></p> <p>Point to <i>friends</i>. <b>Friends, f-r-i-e-n-d-s, friends.</b></p> <p>Repeat with <i>so</i>, <i>quiet</i>, and <i>even</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.

saw	chalk
talk	yawn
jaw	drawn
walk	crawl
chalk	caw

friends
so
quiet
even

1. loud
2. jaws
3. growl
4. grunt
5. yawn
6. dawn

**WRITTEN VOCABULARY**

**10 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. loud	Point to <i>loud</i> . 🔊 Let's say the sounds and read the word together: /l/-/ou/-/d/, <b>loud</b> . <b>Loud</b> means noisy. For example, thunder is loud; it can hurt your ears! What else is loud? (Help individuals respond in well-formed sentences using <i>loud</i> .)
2. jaws	Point to <i>jaws</i> . 🔊 Together: /j/-/ô/-/z/, <b>jaws</b> . <b>Jaws</b> are the top and bottom bones of your mouth that hold your teeth. (Point to your jaws.) Show me your jaws and say "These are my jaws."
3. growl	Point to <i>growl</i> . 🔊 Together: /g/-/r/-/ou/-/l/, <b>growl</b> . A <b>growl</b> is a low sound that rumbles in the throat, like this. (Demonstrate.) For example, animals growl when they think they are in danger. Let's growl like an animal in danger!
4. grunt	Point to <i>grunt</i> . 🔊 Together: /g/-/r/-/û/-/n/-/t/, <b>grunt</b> . A <b>grunt</b> is a low, short sound, like the sound pigs make when they are looking for food. (Demonstrate.) Let's grunt like a pig!
5. yawn	Point to <i>yawn</i> . 🔊 Together: /y/-/ô/-/n/, <b>yawn</b> . A <b>yawn</b> is a big breath of air we take in when we are tired or bored, like this. (Demonstrate.) Let's pretend to yawn and say, "We are yawning!"
6. dawn	Point to <i>dawn</i> . 🔊 Together: /d/-/ô/-/n/, <b>dawn</b> . <b>Dawn</b> is the time of first light in the morning. Tell us what you do at dawn. (Help individuals respond in well-formed sentences using <i>dawn</i> .)

**READING COMPREHENSION**

**20 MIN.**

Remind students of the vocabulary words on the board.

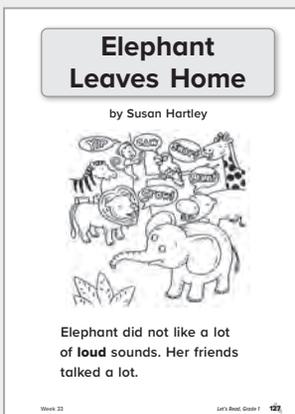
🔊 Now we will read a new text called "Elephant Leaves Home." Please turn to page 127 in *Let's Read*.

**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 text will be about.



Let's Read page 127

FEATURES OF TEXT

- 🔊 Remember, when a story has a message or teaches us a lesson, we call it a moral. Let's read to see what the moral in today's story is.
- 🔊 Authors use supporting details to help us understand the story. In this story, the author uses lots of special words to describe the character's problem. As we read, look for the special words that describe the problem.

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 that they have trouble with.

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- 🔊 1. **Is this text fiction or nonfiction? How do you know?** (Fiction; it tells about a made-up elephant, the animals talk.)
- 2. **Who is the main character in the story?** (Elephant)
- 3. **What is the story about?** (an elephant who does not like loud sounds)
- 4. **What does Elephant do in the story?** (She finds a quiet place to live.)
- 5. **What problem does Elephant have in her new place?** (She is sad because it is too quiet.)
- 6. **The author uses supporting details to describe Elephant's problem. What words does the author use to describe how quiet Elephant's new place is?** (No one made a peep, not a caw from Hawk nor a growl from Lion nor a grunt from Hippo, etc.)
- 7. **What does Elephant do to solve her problem?** (She walks back to her friends at dawn and talks to them all day.)
- 8. **What lesson do you think Elephant learns?** (Answers will vary.)



**HOMework**

Have students complete page 95 in the *Student Activity Book* and read "Elephant Leaves Home" aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 33 Day 3 Homework**

Directions: Read the sentence. Circle the word that completes the sentence. Write the word on the line. Read the sentence again.

1. They \_\_\_\_\_ a big dog.  
(saw slaw)
2. The bugs are \_\_\_\_\_ on the ground.  
(calling crawling)
3. I want to sleep. I keep \_\_\_\_\_.  
(yelling yawning)
4. The \_\_\_\_\_ has green grass.  
(lawn law)
5. The hawk has a sharp \_\_\_\_\_.  
(claw crawl)
6. He can \_\_\_\_\_ well with chalk.  
(draw doll)
7. A lion has big jaws and big \_\_\_\_\_.  
(paws pals)
8. At dawn, we went for a \_\_\_\_\_ on the beach.  
(chalk walk)

Read Libera Activity Book 95

*Student Activity Book*  
page 95

**OBJECTIVES**

Students will be able to:

- Spell *age, page, all, small, tall, fall*
- Read fluently “Elephant Leaves Home”
- Demonstrate understanding of the vocabulary words *seeds, sneak, steal, disappointed, ashamed, greedy*
- Listen to and comprehend “Papa Kofi Learns a Lesson”

**LEARNING RESOURCES**

-  Letter cards
-  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 “Elephant Leaves Home” with your partner. Then we will review our vocabulary words and listen as I read the text “Papa Kofi Learns a Lesson” to you again.

**SONG** 

**2 MIN.**

Sing with the students “Old MacDonald Had a Farm” (page T15), while substituting “elephants” for “lions.” After singing, have students say what they know about elephants. (large, have big ears and a long trunk)

**SPELLING**

**10 MIN.**

		
<p>▶ Now we will spell some words. Watch and listen.</p> <p>▶ The word is <i>tall</i>. I hear these sounds: /t/-/ôl/.</p> <p>▶ The first sound is /t/. (Write <i>t</i>.) The last sound is /ôl/—and in this word, it is spelled with the letters <i>all</i> together. (Write <i>all</i>.)</p> <p>Move your finger under the letters as you say the letter names: ▶ <i>t-a-l-l, tall</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 word is <i>tall</i>. What sounds do we hear? /t/-/ôl/.</p> <p>▶ Let's write it: /t/ (write <i>t</i>), /ôl/—and in this word, it is spelled with <i>all</i> (write <i>all</i>). Check the students' work.</p> <p>▶ Now let's spell the word together with the letter names (point): <i>t-a-l-l, fall</i>.</p> <p>Repeat with <i>age</i> and <i>all</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>age</i></li> <li>• <i>all</i></li> <li>• <i>page</i></li> <li>• <i>small</i></li> <li>• <i>fall</i></li> </ul> <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 “Elephant Leaves Home” with your partner. Please turn to page 127 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

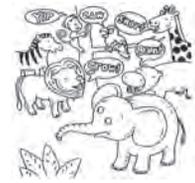
10 MIN.

🔊 Now we will review our vocabulary words.

1. seeds	🔊 <b>Seed.</b> A seed is a small part of a plant that can grow into a new plant. We put seeds in the ground when we want to grow plants to eat. Let’s pretend to plant seeds. (Do the motions.)
2. sneak	🔊 <b>Sneak.</b> To sneak means to go somewhere or do something secretly, like this. (Tiptoe across the room sneakily.) Why do people sneak? (Help individuals respond in well-formed sentences using <i>sneak</i> .)
3. steal	🔊 <b>Steal.</b> To steal means to take something that does not belong to you without permission. For example, if I take someone’s pencil without asking, (demonstrate) I am stealing. Turn to page 165 in <i>Let’s Read</i> and find who is stealing what in the picture.
4. disappointed	🔊 <b>Disappointed.</b> When you feel disappointed, you are sad about something that happened. (Make a sad face.) For example, you may feel disappointed when your team loses a game. Show me how you look when you feel disappointed and say “I am disappointed!”
5. ashamed	🔊 <b>Ashamed.</b> When you feel ashamed it means you feel embarrassed or guilty about something bad that you did. Tell us about a time that you felt ashamed. (Help individuals respond in well-formed sentences using <i>ashamed</i> .)
6. greedy	🔊 <b>Greedy.</b> Greedy means you want more than your fair share of something. Greedy people want to keep everything for themselves. Find the person in the picture who is being greedy.

Elephant Leaves Home

by Susan Hartley



Elephant did not like a lot of loud sounds. Her friends talked a lot.

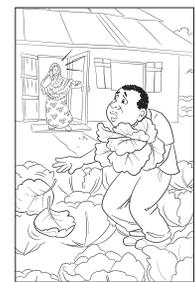
Week 33

Let’s Read, Grade 1 127

Let’s Read page 127

Papa Kofi Learns a Lesson

Week 33

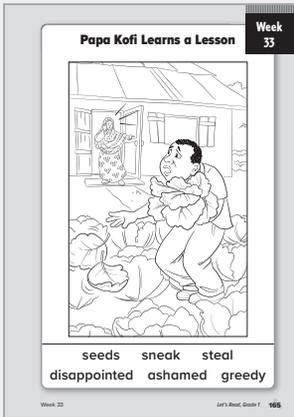


seeds sneak steal  
disappointed ashamed greedy

Week 33

Let’s Read, Grade 1 165

Let’s Read page 165



Let's Read page 165

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read the text "Papa Kofi Learns a Lesson" to you again. Please turn to page 165 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 when a story has a message or teaches us a lesson, we call it a moral. Listen again for the moral in today's story.

**DURING READING**

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

🔊 Papa Kofi Learns a Lesson

Some time ago, people made their farms. They tilled the land and planted seeds. Papa Kofi made his own farm, too. The farms flourished and many crops grew on all the farms.

[Pause to explain the word flourished.] 🔊 There is a word here, *flourished*. I will use words around it to figure out its meaning. The rest of the sentence says that many crops grew on the farms. I can use this clue to figure out the meaning of *flourished*. I think it means that the farms did very well in growing crops.

Papa Kofi had his own crops, but he was not happy. He wanted more. He sneaked into other people's farms and took their crops.

One day, a neighbor saw Papa Kofi stealing from her farm. She yelled, and people came running to see what was going on. When they saw Papa Kofi with his arms full of her crops, they were vexed. One of his neighbors said, "What are you doing? We are very disappointed in you, Papa Kofi."

Papa Kofi was ashamed. After that, he stopped being greedy, and his neighbors forgave him.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

1. **Who is the main character in the story?** (Papa Kofi)
2. **What is Papa Kofi's job?** (farmer)
3. **Why do Papa Kofi's neighbors get angry at him?** (He steals crops.)
4. **Why does Papa Kofi steal crops from his neighbors?** (He wants more crops; he is greedy.)
5. **What words describe how his neighbors feel when they catch him?** (vexed and disappointed)
6. **What word describes how Papa Kofi feels after he is caught?** (ashamed)
7. **What lesson do you think Papa Kofi learns?** (not to steal from anyone and not to be greedy)
8. **What do the neighbors decide to do at the end of the story?** (forgive him)
9. **How do you think Papa Kofi feels when his neighbors forgive him?** (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 93 in the *Student Activity Book*.

Week 33 Word Lists

Spelling Words

1. age	4. small
2. page	5. tall
3. all	6. fall

Sight Words

7. friends	9. quiet
8. so	10. even

Read Liberia Activity Book 1 93

*Student Activity Book*  
page 93

**OBJECTIVES**

Students will be able to:

- Write the spelling and sight words on a quiz
- Practice their phonics and 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. *page*, 2. *all*, 3. *small*, 4. *age*, 5. *tall*, 6. *fall*, 7. *friends*, 8. *so*, 9. *quiet*, 10. *even*

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) “In the City” on page 121 and (b) “Elephant Leaves Home” on page 127 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>Point in turn to <i>all</i>, <i>awk</i>, and <i>alk</i>. <b>» This week we learned that the letters <i>all</i> together make the sound /ôl/. The letters <i>aw</i> together make the sound /ô/. The letters <i>alk</i> together make the sound /ôk/.</b></p> <p>Point to <i>ball</i>. <b>» /b/-/ôl/, <i>ball</i>.</b></p> <p>Repeat with <i>call</i>.</p>	 <p><b>» Let’s say the sounds and read the word together.</b></p> <p>Point in turn to <i>all</i>, <i>awk</i>, and <i>alk</i>. <b>» Say the sounds with me: /ôl/, /ô/, /ôk/.</b></p> <p>Point to <i>call</i>. <b>» /k/-/ôl/, <i>call</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>hawk</i></li> <li>• <i>walk</i></li> </ul>	 <p><b>» Now it’s your turn. Say the sounds and read the words on your own.</b></p> <p>Point in turn to <i>all</i>, <i>awk</i>, and <i>alk</i>. <b>» Say the sounds. (/ôl/, /ô/, /ôk/)</b></p> <p>One at a time point under the remaining words.</p>
--	--	--

all aw alk

ball	walk
call	draw
hawk	wall
walk	fall
	chalk
	crawl
	hall
	yawn
	small

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 T37 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 “In the City” on page 121 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “In the City” on page 121 and (b) “Elephant Leaves Home” on page 127 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.

# Week 34 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 270–273</i>	<b>Tuesday (Day 2)</b> <i>pages 274–277</i>	<b>Wednesday (Day 3)</b> <i>pages 278–281</i>	<b>Thursday (Day 4)</b> <i>pages 282–285</i>	<b>Friday (Day 5)</b> <i>pages 286–288</i>
<b>Phonological Awareness</b>	Change the middle sound in a word to make a new word.		Change the middle sound in a word to make a new word.		
<b>Song</b>		“Cats Sleep Anywhere”		“Cats Sleep Anywhere”	
<b>Alphabet Recognition and Phonics</b>	Read words with <i>ought</i> as /ô/.		Read words with <i>o</i> as /ô/.		<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Differentiated review</li> </ul>
<b>Spelling</b>		<i>saw, draw, talk, walk, thought, brought</i>		<i>saw, draw, talk, walk, thought, brought</i>	
<b>Sight Words</b>	<i>their, body, color, because</i>		<i>their, body, color, because</i>		
<b>Written Vocabulary</b>	<i>loud, jaws, growl, grunt, yawn, dawn</i>		<i>bright, dull, cloth, body, soft, wing</i>		
<b>Reading Comprehension</b>	“Elephant Leaves Home”		“Moths”		Differentiated review
<b>Reading Fluency Practice</b>		Pairs: “Elephant Leaves Home”		Pairs: “Moths”	Differentiated review
<b>Oral Vocabulary</b>		<i>sigh, shiny, fur, jealous, thankful</i>		<i>sigh, shiny, fur, jealous, thankful</i>	
<b>Read-Aloud</b>		“The Kitten and the Butterfly”		“The Kitten and the Butterfly”	
<b>Homework</b>	<ul style="list-style-type: none"> <li>• Page 97 in Student Activity Book</li> <li>• “Elephant Leaves Home”</li> </ul>	Write spelling and sight words 3 times in copybooks.	<ul style="list-style-type: none"> <li>• Page 98 in Student Activity Book</li> <li>• “Moths”</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 “Moths.”
<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 “Elephant Leaves Home” and “Moths.”</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 “Moths.”</li> <li>• Group C (Needs Additional Support): Work in pairs to re-read “Elephant Leaves Home” and “Moths.”</li> </ul>				
<b>Grade 1 National Standards for Reading and Comprehension</b>		<b>Learning Objectives:</b> 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 • Identify main topic and descriptive details of a nonfictional 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 • Distinguish fantasy and reality • 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 • Pronounce/read words containing vowel patterns • Identify supporting details • Listen to and discuss texts.			
<b>Learning Outcomes:</b> 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 relationship 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 • Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly • Analyze issues with emphasis on details and make sound judgment after careful evaluation of facts and issues.					

**OBJECTIVES**

Students will be able to:

- Change the middle sound in a word to make a new word
- Read words with *ought* as /ô/
- Read the sight words *their, body, color, because*
- Demonstrate understanding of the vocabulary words *loud, jaws, growl, grunt, yawn, dawn*
- Read and comprehend “Elephant Leaves Home”

**LEARNING RESOURCES**

 Letter cards

 *Let's Read*

 *Student Activity Book*

**INTRODUCTION**

1 MIN.

🔊 Today we will change the middle sound in a word to make a new word. We will read words with *ought* and new sight words. We will also review our vocabulary and read the story “Elephant Leaves Home” again.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>🔊 I will say a word and the middle sound of that word. Then I'll say a new middle sound and make a new word.</p> <p>🔊 Listen as I say a word: <i>pen</i>. The middle sound is /ě/. I change the middle sound to /ă/. My new word is <i>pan</i>.</p> <p>Repeat with <i>bought</i>, change /ô/ to /ă/, <i>bat</i>.</p>	<p>🔊 Let's change the middle sound of a word together.</p> <p>🔊 The word is <i>bought</i>. Say <i>bought</i> with me: <i>bought</i>.</p> <p>🔊 Say the sounds for <i>bought</i> with me: /b/-/ô/-/t/. What sound do we hear in the middle of <i>bought</i>? (/ô/) Change /ô/ to /ă/. Let's say our new word: <i>bat</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>talk</i>, change /ô/ to /ā/, <i>take</i></li> <li>• <i>loud</i>, change /ou/ to /ā/, <i>laid</i></li> </ul>	<p>🔊 Now it's your turn. I will say a word. Say the word. Say the middle sound. I will give you a new middle sound. Say the new word.</p> <p>🔊 The word is <i>loud</i>. (<i>loud</i>) What is the middle sound? /ou/. Change /ou/ to /ā/. What is the new word? (<i>laid</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>fought</i>, change /ô/ to /ĩ/, (<i>fit</i>)</li> <li>• <i>wake</i>, change /ā/ to /ô/, (<i>walk</i>)</li> <li>• <i>sit</i>, change /ĩ/ to /ô/, (<i>sought</i>)</li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its middle sound.

**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>Point under <i>ought</i>.                  🔊 <b>These are the letters <i>ought</i>. The letters <i>ought</i> together say /ô/.</b>                  Repeat.</p>	<p>Point under <i>ought</i>.                  🔊 <b>Say the sound with me: /ô/.</b>                  🔊 <b>Let's review our other letters. Say the sounds with me.</b>                  Randomly point under the other letters, saying their sounds.</p>	<p>Point under <i>ought</i>.                  🔊 <b>Say the sound. (/ô/)</b>                  🔊 <b>Say the sounds.</b>                  Randomly point under all the letters.</p>

ought aw alk  
all ge ce

		
<p>Point to <i>bought</i>.                  🔊 <b>Now I will say the sound of each letter and read this word: /b/-/ô/. The word is <i>bought</i>.</b></p>	<p>🔊 <b>Let's say the sounds and read the word together.</b>                  Point to <i>bought</i>.                  🔊 <b>/b/-/ô/, <i>bought</i>.</b>                  Repeat with:                  • /f/-/ô/, <i>fought</i>                  • /th/-/ô/, <i>thought</i></p>	<p>🔊 <b>Now it's your turn. Say the sounds and read the words on your own.</b>                  One at a time point under:                  • <i>thought</i> (/th/-/ô/, <i>thought</i>)                  • <i>ought</i> (/ô/, <i>ought</i>)                  • <i>sought</i> (/s/-/ô/, <i>sought</i>)                  • <i>brought</i> (/b/-/r/-/ô/, <i>brought</i>)</p>

bought thought  
fought ought  
thought sought  
brought

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

their  
body  
color  
because

**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>their</i>. 🔊 <b>Their, t-h-e-i-r, their.</b></p> <p>Repeat with <i>body</i>, <i>color</i>, and <i>because</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. loud
2. jaws
3. growl
4. grunt
5. yawn
6. dawn

1. loud	Point to <i>loud</i> . 🔊 <b>Let's say the sounds and read the word together: /l/-/ou/-/d/, loud. Loud means noisy. For example, thunder is loud; it can hurt your ears! What else is loud?</b> (Help individuals respond in well-formed sentences using <i>loud</i> .)
2. jaws	Point to <i>jaws</i> . 🔊 <b>Together: /j/-/ô/-/z/, jaws. Jaws are the top and bottom bones of your mouth that hold your teeth. (Point to your jaws.) Show me your jaws and say "These are my jaws."</b>
3. growl	Point to <i>growl</i> . 🔊 <b>Together: /g/-/r/-/ou/-/l/, growl. A growl is a low sound that rumbles in the throat, like this. (Demonstrate.) For example, animals growl when they think they are in danger. Let's growl like an animal in danger!</b>
4. grunt	Point to <i>grunt</i> . 🔊 <b>Together: /g/-/r/-/û/-/n/-/t/, grunt. A grunt is a low, short sound, like the sound pigs make when they are looking for food. (Demonstrate.) Let's grunt like a pig!</b>
5. yawn	Point to <i>yawn</i> . 🔊 <b>Together: /y/-/ô/-/n/, yawn. A yawn is a big breath of air we take in when we are tired or bored, like this. (Demonstrate.) Let's pretend to yawn and say, "We are yawning!"</b>
6. dawn	Point to <i>dawn</i> . 🔊 <b>Together: /d/-/ô/-/n/, dawn. Dawn. Dawn is the time of first light in the morning. Tell us what you do at dawn. (Help individuals respond in well-formed sentences using <i>dawn</i>.)</b>

**READING COMPREHENSION**

**20 MIN.**

🔊 Now we will read the text “Elephant Leaves Home” together again. Please turn to page 127 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.

**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**

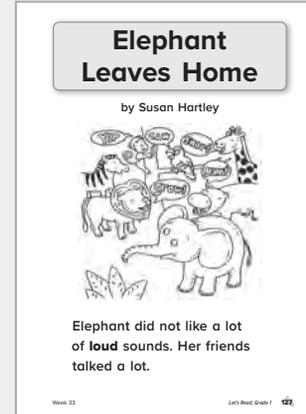
Accept any answer supported by the text. Sample answers are given in parentheses.

1. **Is this text fiction or nonfiction? How do you know?** (Fiction; it tells about a made-up elephant, the animals talk.)
2. **Who is the main character in the story?** (Elephant)
3. **What is the story about?** (an elephant who does not like loud sounds)
4. **What does Elephant do in the story?** (She finds a quiet place to live.)
5. **What problem does Elephant have in her new place?** (She is sad because it is too quiet.)
6. **The author uses supporting details to describe Elephant’s problem. What words does the author use to describe how quiet Elephant’s new place is?** (No one made a peep, not a caw from Hawk nor a growl from Lion nor a grunt from Hippo, etc.)
7. **What does Elephant do to solve her problem?** (She walks back to her friends at dawn and talks to them all day.)
8. **What lesson do you think Elephant learns?** (Answers will vary.)

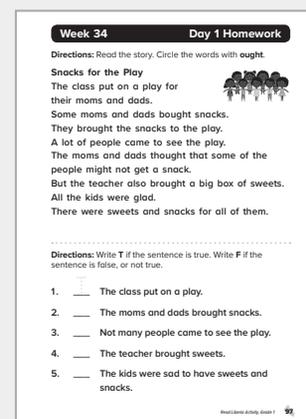


**HOMEWORK**

Have students complete page 97 in the *Student Activity Book* and read “Elephant Leaves Home” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.



*Let’s Read* page 127



*Student Activity Book* page 97

**OBJECTIVES**

Students will be able to:

- Spell *saw, draw, talk, walk, thought, brought*
- Read fluently “Elephant Leaves Home”
- Demonstrate understanding of the vocabulary words *sigh, shiny, fur, jealous, thankful*
- Listen to and comprehend “The Kitten and the Butterfly”

**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 “Elephant Leaves Home” 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 “Cats Sleep Anywhere” (page T15). After singing, ask students to share what they know about cats and kittens.

**SPELLING**

**10 MIN.**

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>saw</i>. I hear 2 sounds: /s/–/ô/.</p> <p>🔊 The first sound is /s/. (Write s.) The last sound is /ô/—and in this word, it is spelled with the letters <i>aw</i> together. (Write <i>aw</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>s–a–w, saw</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 word is <i>saw</i>. What sounds do we hear? /s/–/ô/.</p> <p>🔊 Let's write it: /s/ (write s), /ô/—and in this word, it is spelled with <i>aw</i> (write <i>aw</i>). Check the students' work.</p> <p>🔊 Now let's spell the word together with the letter names (point): <i>s–a–w, saw</i>.</p> <p>Repeat with <i>thought</i>. Tell students that /ôk/ is spelled with the letters <i>ought</i> in this word.</p> <p>Erase the words.</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>thought</i></li> <li>• <i>brought</i></li> <li>• <i>talk</i></li> <li>• <i>walk</i></li> </ul> <p>For <i>thought</i> and <i>brought</i> tell students that /ôk/ is spelled with the letters <i>ought</i>.</p> <p>For <i>talk</i> and <i>walk</i>, tell students that /ôk/ is spelled with the letters <i>alk</i>.</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 “Elephant Leaves Home” with your partner again. Please turn to page 127 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 text 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

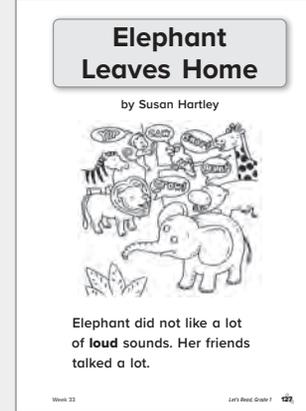
**ORAL VOCABULARY**

10 MIN.

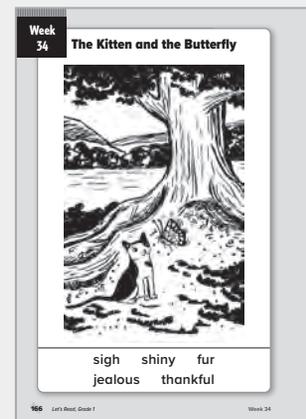
Use objects, pictures, and demonstrations to help students understand the words.

🔊 Now we will learn some new vocabulary words. They will be in the story that I read to you.

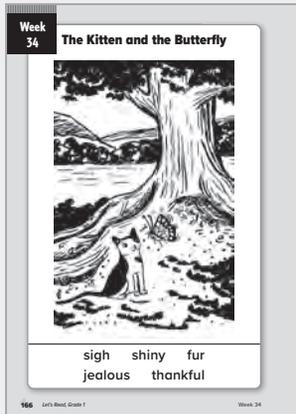
1. sigh	🔊 <b>Sigh.</b> To <i>sigh</i> means to let out a big breath of air because you are sad or tired, like this. (Demonstrate.) For example, sometimes I sigh after I have worked hard all week. Show me how you sigh. (Do the motions.)
2. shiny	🔊 <b>Shiny.</b> Something that is <i>shiny</i> reflects light or sparkles. For example, coins are shiny. Necklaces or earrings are sometimes shiny. These things sparkle in the light. What else is shiny? (Help individuals to respond in well-formed sentences using <i>shiny</i> .)
3. fur	🔊 <b>Fur.</b> <i>Fur</i> is the soft, thick hair on an animal’s body. Turn to page 166 in <i>Let’s Read</i> and find which animal in the picture has fur. ... What other animals have fur? (Help individuals to respond in well-formed sentences using <i>fur</i> .)
4. jealous	🔊 <b>Jealous.</b> <i>Jealous</i> means you are vexed or sad because someone else has something that you want. For example, you might feel jealous that your brother has a new shirt or that your sister can read very well, because you want those things too. What other things might someone feel jealous about? (Help individuals respond in well-formed sentences using <i>jealous</i> .)
5. thankful	🔊 <b>Thankful.</b> When you are <i>thankful</i> , it means you are happy about something and give thanks to God for it. For example, I am thankful when someone who is sick starts to feel better. This makes me happy and I give thanks to God. What is something you are thankful for? (Help individuals respond in well-formed sentences using <i>thankful</i> .)



Let’s Read page 127



Let’s Read page 166



Let's Read page 166

**READ-ALOUD**

**15 MIN.**

🔊 Now I'm going to read to you a new story called "The Kitten and the Butterfly." Please turn to page 166 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, when a story has a message or teaches us a lesson, we call it a moral. Let's listen for the moral in today's story.**

🔊 **Remember also that authors use supporting details to help us understand the story. In this story, the author gives details to describe the characters. As I read, listen for the special words that describe the characters.**

**DURING READING**

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

🔊 **The Kitten and the Butterfly**

A little black-and-white kitten sat under a tree. A beautiful butterfly flew down beside the kitten. The kitten looked at the butterfly's beautiful colors. Then she gave a big sigh.

"I wish I had beautiful colors like you," the kitten told the butterfly.

"Well," the butterfly responded, "I wish I had shiny fur like you do."

Then the butterfly flew up into a tree.

"Oh how I wish I could fly like you do," the kitten said.

"Well," said the butterfly, "I wish I could jump and run around like you do."

The kitten thought for a while. "I guess it's easy to be jealous of others, but it's best to be thankful for what you have," she told herself.

**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 are the characters in the story?** (a kitten and a butterfly)
2. **What words are used to describe the kitten?** (little, black-and-white)
3. **What words are used to describe the butterfly?** (beautiful, beautiful colors)
4. **Why does the kitten want to be like the butterfly?** (She wants to have beautiful colors and fly.)
5. **What words describe how his neighbors feel when they catch him?** (vexed and disappointed)
6. **Why does the butterfly want to be like the kitten?** (It wants to have shiny fur and jump and run around.)
7. **What lesson does the kitten learn?** (not to be jealous and to be thankful for what she has)



**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 96 in the *Student Activity Book*. Note: You may also review the words during Spelling class and help students use them in sentences.

Week 34 Word Lists

Spelling Words

1. saw	4. walk
2. draw	5. thought
3. talk	6. brought

Sight Words

7. their	9. color
8. body	10. because

96

*Student Activity Book*  
page 96

**OBJECTIVES**

Students will be able to:

- Change the middle sound in a word to make a new word
- Read words with o as /ô/
- Read the sight words *their, body, color, because*
- Demonstrate understanding of the vocabulary words *bright, dull, cloth, body, soft, wing*
- Read and comprehend "Moths"

**LEARNING RESOURCES**

 Letter cards

 Let's Read

 Student Activity Book

o ought aw  
alk all ge

**INTRODUCTION**

1 MIN.

👂 Today we will change the middle sound in a word to make a new word. We will read new words with o as /ô/ and review our sight words. We will also learn some new vocabulary words and read a new story together.

**PHONOLOGICAL AWARENESS**

4 MIN.

		
<p>👂 I will say a word and the middle sound of that word. Then I'll say a new middle sound and make a new word.</p> <p>👂 Listen as I say a word: <i>moth</i>. The middle sound is /ô/. I change the middle sound to /ă/. My new word is <i>math</i>.</p> <p>Repeat with <i>bright</i>, change /ī/ to /ô/, <i>brought</i>.</p>	<p>👂 Let's change the middle sound of a word together.</p> <p>👂 The word is <i>bright</i>. Say <i>bright</i> with me: <i>bright</i>.</p> <p>👂 Say the sounds for <i>bought</i> with me: /b/-/r/-/ī/-/t/. What sound do we hear in the middle of <i>bright</i>? (/ī/) Change /ī/ to /ô/. Let's say our new word: <i>brought</i>.</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>soft</i>, change /ô/ to /ī/, <i>sift</i></li> <li>• <i>cost</i>, change /ô/ to /ă/, <i>cast</i></li> </ul>	<p>👂 Now it's your turn. I will say a word. Say the word. Say the middle sound. I will give you a new middle sound. Say the new word.</p> <p>👂 The word is <i>cost</i>. (<i>cost</i>) What is the middle sound? /ô/. Change /ô/ to /ă/. What is the new word? (<i>cast</i>)</p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>bus</i>, change /ū/ to /ô/, (<i>boss</i>)</li> <li>• <i>talk</i>, change /ô/ to /ī/, (<i>tick</i>)</li> </ul>

✔ **Daily Check:** Call on 2 students to change a word by changing its middle sound.

**PHONICS**

10 MIN.

Write the letters and the words on the board, as shown at the left and on the next page at the right. You can also use the letter cards for this activity.

		
<p>Point under o.</p> <p>👂 This is the letter o. We have learned that the letter o can say /ō/ and /ô/. The letter o can also say the sound /ô/.</p> <p>Repeat.</p>	<p>Point under o. 👂 Say the new sound with me: /ô/.</p> <p>👂 Let's review our other letters. Say the sounds with me. Randomly point under the other letters, saying their sounds.</p>	<p>Point under o. 👂 Say the new sound. (/ô/)</p> <p>👂 Say the sounds. Randomly point under all the letters.</p>

		
<p>Point to <i>moth</i>.</p> <p>🔊 <b>Now I will say the sound of each letter and read this word: /m/-/ô/-/th/. The word is <i>moth</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>boss</i>, /b/-/ô/-/s/</li> </ul>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>boss</i>.</p> <p>🔊 <b>/b/-/ô/-/s/, <i>boss</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>cost</i>, /k/-/ô/-/s/-/t/</li> <li>• <i>loft</i>, /l/-/ô/-/f/-/t/</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>loft</i>, (/l/-/ô/-/f/-/t/, <i>loft</i>)</li> <li>• <i>soft</i> (/s/-/ô/-/f/-/t/, <i>soft</i>)</li> <li>• <i>cloth</i> (/k/-/l/-/ô/-/th/, <i>cloth</i>)</li> <li>• <i>broth</i> (/b/-/r/-/ô/-/th/, <i>broth</i>)</li> </ul>

moth	loft
boss	soft
cost	cloth
loft	broth

**SIGHT WORDS**

**5 MIN.**

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

		
<p>🔊 <b>Now we will review our new sight words. Watch and listen.</b></p> <p>Point to <i>their</i>. 🔊 <b><i>Their</i>, t-h-e-i-r, <i>their</i>.</b></p> <p>Repeat with <i>body</i>, <i>color</i>, and <i>because</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>

their
body
color
because

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

1. bright
2. dull
3. cloth
4. body
5. soft
6. wing

**WRITTEN VOCABULARY**

**10 MIN.**

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

🔊 Now we will learn some new vocabulary words.

1. bright	Point to <i>bright</i> . 🔊 Let's say the sounds and read the word together: /b/-/r/-/ī/-/t/, <b>bright</b> . <b>Bright</b> means giving out a lot of light or very colorful. The sun is very bright in the sky. What else is bright? (Help individuals respond in well-formed sentences using <i>bright</i> .)
2. dull	Point to <i>dull</i> . 🔊 Together: /d/-/ū/-/l/, <b>dull</b> . <b>Dull</b> means not bright or not having much color or shine. For example, the dirt on the ground is dull. Name some other things that are dull. (Help individuals respond in well-formed sentences using <i>dull</i> .)
3. cloth	Point to <i>cloth</i> . 🔊 Together: /k/-/l/-/ô/-/th/, <b>cloth</b> . A <b>cloth</b> is a piece of fabric. (Touch a piece of your clothing.) For example, we take cloth to the tailor to make clothes for us.
4. body	Point to <i>body</i> . 🔊 Together: /b/-/ö/-/d/-/ē/, <b>body</b> . Your <b>body</b> is your physical form. Your arms, legs, head, chest, and stomach all make up your body. (Gesture to your body.) This is my body. Show me your body and say with me, "This is my body."
5. soft	Point to <i>soft</i> . 🔊 Together: /s/-/ô/-/f/-/t/, <b>soft</b> . <b>Soft</b> means smooth and not firm or stiff. (Pat a piece of your clothing.) For example, my clothes are soft after I wash them. Name some other things that are soft. (Help individuals respond in well-formed sentences using <i>soft</i> .)
6. wing	Point to <i>wing</i> . 🔊 Together: /w/-/ī/-/ng/, <b>wing</b> . A <b>wing</b> is the part of a bird or insect that helps it fly. For example, birds flap their wings to fly. Let's pretend to flap our wings like birds. (Do the motions.)

**READING COMPREHENSION**

**20 MIN.**

Remind students of the vocabulary words on the board.

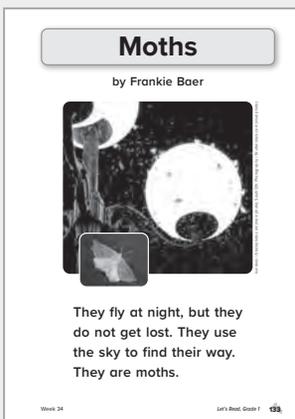
🔊 Now we will read a new text called "Moths" Please turn to page 133 in *Let's Read*.

**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 text will be about.



Let's Read page 133

FEATURES OF TEXT

- ▶ Today’s text is nonfiction. Remember that a nonfiction text tells us true information about something. For example, nonfiction can tell us about real people or animals or the world around us. Today’s text tells us about moths.
- ▶ Remember also that authors use supporting details to help us understand the text. In this text, the author gives a lot of details to describe moths. As you read, look for the details about moths.

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 that they have trouble with.

AFTER READING

CHECK PREDICTIONS

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

COMPREHENSION QUESTIONS

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

- ▶ 1. **Is this text fiction or nonfiction? How do you know?** (Nonfiction; it has photographs instead of drawings; the title is “Moths”.)
- 2. **What is the story about?** (moths)
- 3. **How are moths’ and butterflies’ bodies different?** (Moths have a thick, soft body; butterflies have a long, thin body.)
- 4. **How are moths’ and butterflies wings different?** (Moths’ wings are dull. Butterflies’ wings have bright colors.)
- 5. **How can moths help people?** (They take pollen from one plant to the next. This helps plants grow.)
- 6. **Why do some people not like moths?** (Moth caterpillars eat crops; some small moths eat cloth.)



**HOMEWORK**

Have students complete page 98 in the *Student Activity Book* and read “Moths” aloud to someone at home. Note: You may also go over the worksheet together during Phonics class.

**Week 34 Day 3 Homework**

**Directions:** Match each word with a sentence that tells about the word.

1. strong	It is not short.
2. cloth	This is how much you pay.
3. long	It is not weak.
4. song	You make clothes with this.
5. cost	You can sing this.

**Directions:** Write a sentence for each word.

1. long \_\_\_\_\_

2. strong \_\_\_\_\_

3. song \_\_\_\_\_

**Directions:** Draw a picture of one of your sentences.

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*Student Activity Book*  
page 98

**OBJECTIVES**

Students will be able to:

- Spell *saw, draw, talk, walk, thought, brought*
- Read fluently “Moths”
- Demonstrate understanding of the vocabulary words *sigh, shiny, fur, jealous, thankful*
- Listen to and comprehend “The Kitten and the Butterfly”

**LEARNING RESOURCES**

-  Letter cards
-  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 “Moths” with your partner. Then we will review our vocabulary words and listen as I read the story “The Kitten and the Butterfly” to you again.

**SONG** 🎵

**2 MIN.**

Sing with the students “Cats Sleep Anywhere” (page T15), while substituting moth body parts for human body parts. After singing, have students say what they know about moths. (out at night, thick, soft bodies and dull wings, lay eggs and grow into caterpillars, share pollen, eat crops and cloth)

**SPELLING**

**10 MIN.**

		
<p>🔊 Now we will spell some words. Watch and listen.</p> <p>🔊 The word is <i>walk</i>. I hear these sounds: /w/–/ôk/.</p> <p>🔊 The first sound is /w/. (Write <i>w</i>.) The last sound is /ôk/—and in this word, it is spelled with the letters <i>alk</i> together. (Write <i>alk</i>.)</p> <p>Move your finger under the letters as you say the letter names: 🔊 <i>w–a–l–k, walk</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 word is <i>walk</i>. What sounds do we hear? /w/–/ôk/.</p> <p>🔊 Let’s write it: /w/ (write <i>w</i>), /ôk/—and in this word, it is spelled with <i>alk</i> (write <i>alk</i>). Check the students’ work.</p> <p>🔊 Now let’s spell the word together (point): <i>w–a–l–k, walk</i>.</p> <p>Repeat with <i>saw</i> and <i>thought</i>. For <i>saw</i>, tell students that /ô/ is spelled with the letters <i>aw</i>. For <i>thought</i>, tell students that /ô/ is spelled with the letters <i>ought</i>.</p> <p>Erase the words.</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>saw</i></li> <li>• <i>thought</i></li> <li>• <i>talk</i></li> <li>• <i>brought</i></li> </ul> <p>For <i>saw</i>, remind students that /ô/ is spelled with <i>aw</i>. For <i>thought</i> and <i>brought</i>, tell them /ô/ is spelled with <i>ought</i>. For <i>talk</i>, tell them that /ôk/ is spelled with <i>alk</i>.</p> <p>Move around the room and randomly check students’ work as they write.</p> <p>Have students spell each word aloud.</p>

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

**READING FLUENCY PRACTICE** 🧒🧒

12 MIN.

🔊 Now you will read the story “Moths” with your partner. Please turn to page 133 in *Let’s Read*.

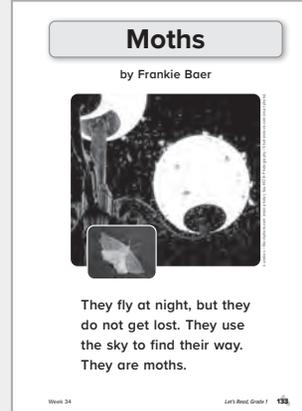
Have the students work in pairs, taking turns to read the story aloud to each other and helping each other read correctly and fluently. Students should read the story 3 times each. Time permitting, call on individuals to take turns reading aloud correctly and fluently for the whole class.

**ORAL VOCABULARY**

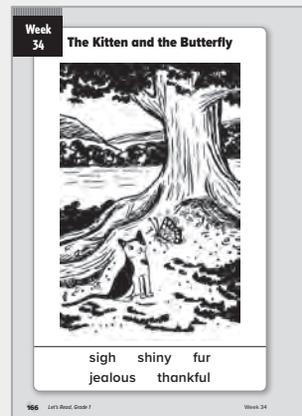
10 MIN.

🔊 Now we will review our vocabulary words.

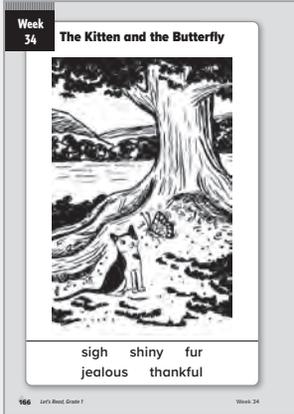
1. sigh	🔊 <b>Sigh.</b> To <i>sigh</i> means to let out a big breath of air because you are sad or tired, like this. (Demonstrate.) For example, sometimes I sigh after I have worked hard all week. Show me how you sigh. (Do the motions.)
2. shiny	🔊 <b>Shiny.</b> Something that is <i>shiny</i> reflects light or sparkles. For example, coins are shiny. Necklaces or earrings are sometimes shiny. These things sparkle in the light. What else is shiny? (Help individuals to respond in well-formed sentences using <i>shiny</i> .)
3. fur	🔊 <b>Fur.</b> Fur is the soft, thick hair on an animal’s body. Turn to page 166 in <i>Let’s Read</i> and find which animal in the picture has fur. ... What other animals have fur? (Help individuals to respond in well-formed sentences using <i>fur</i> .)
4. jealous	🔊 <b>Jealous.</b> Jealous means you are vexed or sad because someone else has something that you want. For example, you might feel jealous that your brother has a new shirt or that your sister can read very well, because you want those things too. What other things might someone feel jealous about? (Help individuals respond in well-formed sentences using <i>jealous</i> .)
5. thankful	🔊 <b>Thankful.</b> When you are <i>thankful</i> , it means you are happy about something and give thanks to God for it. For example, I am thankful when someone who is sick starts to feel better. This makes me happy and I give thanks to God. What is something you are thankful for? (Help individuals respond in well-formed sentences using <i>thankful</i> .)



Let’s Read page 133



Let’s Read page 166



Let's Read page 166

**READ-ALOUD**

**15 MIN.**

Now I'm going to read the text "The Kitten and the Butterfly" to you again. Please turn to page 166 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 when a story has a message or teaches us a lesson, we call it a moral. Listen again to remember what the moral in today's story is.
- Remember also that authors use supporting details to help us understand the story. In this story, the author gives details to describe the characters. As I read, listen again for the special words that describe the characters.

**DURING READING**

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

**The Kitten and the Butterfly**

A little black-and-white kitten sat under a tree. A beautiful butterfly flew down beside the kitten. The kitten looked at the butterfly's beautiful colors. Then she gave a big sigh.

"I wish I had beautiful colors like you," the kitten told the butterfly.

"Well," the butterfly responded, "I wish I had shiny fur like you do."

Then the butterfly flew up into a tree.

"Oh how I wish I could fly like you do," the kitten said.

"Well," said the butterfly, "I wish I could jump and run around like you do."

The kitten thought for a while. "I guess it's easy to be jealous of others, but it's best to be thankful for what you have," she told herself.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 1) 1. **Who are the characters in the story?** (a kitten and a butterfly)
2. **What words are used to describe the kitten?** (little, black-and-white)
3. **What words are used to describe the butterfly?** (beautiful, beautiful colors)
4. **Why does the kitten want to be like the butterfly?** (She wants to have beautiful colors and fly.)
5. **What words describe how his neighbors feel when they catch him?** (vexed and disappointed)
6. **Why does the butterfly want to be like the kitten?** (It wants to have shiny fur and jump and run around.)
7. **What lesson does the kitten learn?** (not to be jealous and to be thankful for what she has)
8. **How do you think the kitten feels at the end of the story?** (Answers will vary.)
9. **Do you think the butterfly learns a lesson, too? Why or why not?** (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 96 in the *Student Activity Book*.

Week 34 Word Lists

Spelling Words

1. saw	4. walk
2. draw	5. thought
3. talk	6. brought

Sight Words

7. their	9. color
8. body	10. because

96

*Student Activity Book*  
page 96

**OBJECTIVES**

Students will be able to:

- Write the spelling and sight words on a quiz
- Practice their phonics and 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. talk, 2. thought, 3. saw, 4. walk, 5. brought, 6. draw, 7. their, 8. body, 9. color, 10. because**

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) “Elephant Leaves Home” on page 127 and (b) “Moths” on page 133 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>Point in turn to <i>ought</i>, <i>o</i>. <b>» This week we learned that the letters <i>ought</i> together say /ôť/. We also learned that the letter <i>o</i> can say /ô/.</b></p> <p>Point to <i>bought</i>. <b>» I will say the sound of each letter and read the word: /b/–/ôť/, <i>bought</i>.</b></p> <p>Repeat with <i>moss</i>.</p>	<p><b>» Let’s say the sounds and read the word together.</b></p> <p>Point in turn to <i>ought</i>, <i>o</i>. <b>» Say the sounds with me: /ôť/, /ô/.</b></p> <p>Point to <i>moss</i>. <b>» /m/–/ô/–/s/, <i>moss</i>.</b></p> <p>Repeat with:</p> <ul style="list-style-type: none"> <li>• <i>thought</i></li> <li>• <i>soft</i></li> </ul>	<p><b>» Now it’s your turn. Say the sounds and read the words on your own.</b></p> <p>Point in turn to <i>ought</i>, <i>o</i>. <b>» Say the sounds. (/ôť/, /ô/)</b></p> <p>One at a time point under the remaining words.</p>

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

ought o

bought	soft
moss	boss
thought	sought
soft	moth
	toss
	cost
	cloth
	broth

## 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 T37 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 “Elephant Leaves Home” on page 127 in *Let’s Read*.

### Group C (Needs Additional Support)

Have students work in pairs to re-read (a) “Elephant Leaves Home” on page 127 and (b) “Moths” on page 133 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.

# REVIEW Week 35 Lesson Planner

	<b>Monday (Day 1)</b> <i>pages 290–293</i>	<b>Tuesday (Day 2)</b> <i>pages 294–297</i>	<b>Wednesday (Day 3)</b> <i>pages 298–301</i>	<b>Thursday (Day 4)</b> <i>pages 302–305</i>	<b>Friday (Day 5)</b> <i>pages 306–308</i>
<b>Alphabet Recognition and Phonics</b>	<ul style="list-style-type: none"> <li>• <i>ou</i> and <i>ow</i> as /ou/, <i>ce</i> as /s/, <i>ge</i> as /j/</li> <li>• <i>ea</i> as /ë/</li> </ul>	<ul style="list-style-type: none"> <li>• <i>ou</i> and <i>ow</i> as /ou/, <i>ce</i> as /s/, <i>ge</i> as /j/</li> <li>• <i>ea</i> as /ë/</li> </ul>	<ul style="list-style-type: none"> <li>• <i>all</i> as /ôl/, <i>aw</i> as /ô/, <i>alk</i> as /ôk/, <i>ought</i> as /ôtl/, <i>o</i> as /ô/</li> <li>• <i>ea</i> as /ë/</li> </ul>	<ul style="list-style-type: none"> <li>• <i>all</i> as /ôl/, <i>aw</i> as /ô/, <i>alk</i> as /ôk/, <i>ought</i> as /ôtl/, <i>o</i> as /ô/</li> <li>• <i>ea</i> as /ë/</li> </ul>	
<b>Spelling/ Sight Words</b>	<i>find, kind, my, cry, fly, out, loud, proud, sound, answer</i>	<i>now, down, town, dance, place, face, nice, city, busy, here</i>		<i>age, page, all, small, tall, fall, friends, so, quiet, even</i>	<i>saw, draw, talk, walk, thought, brought, their, body, color, because</i>
<b>Written Vocabulary</b>	<i>round, shout, frown, reach, ground</i>	<i>downtown, pace, need, rice, spices</i>		<i>loud, jaws, growl, grunt, yawn, dawn</i>	<i>bright, dull, cloth, body, soft, wing</i>
<b>Reading Comprehension</b>			“Massa and Her Drum” and “In the City”		“Elephant Leaves Home” and “Moths”
<b>Reading Fluency</b>	“Massa and Her Drum”	“In the City”		“Elephant Leaves Home”	“Moths”
<b>Oral Vocabulary</b>	<i>visit, electricity, pleased, mosquito, fruit</i>	<i>caught, beg, tie, rope, chew, free</i>	<i>seeds, sneak, steal, disappointed, ashamed, greedy</i>	<i>sigh, shiny, fur, jealous, thankful</i>	
<b>Read-Aloud</b>	“Ata’s Visit”	“The Leopard and the Rat”	“Papa Kofi Learns a Lesson”	“The Kitten and the Butterfly”	

## 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 relationship 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 • Demonstrate pronunciation of words that contain relatively complex patterns correctly and clearly • 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 • Identify main topic and descriptive details of a nonfictional 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 • Distinguish fantasy and reality • 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 • Pronounce/read words containing vowel patterns • Identify supporting details • Listen to and discuss texts.

# REVIEW

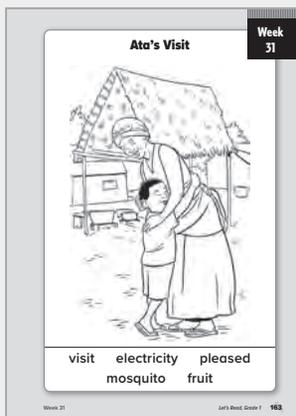
**Week**  
**35** | **Day**  
**1**

## OBJECTIVES

- Review the vocabulary words *visit*, *electricity*, *pleased*, *mosquito*, *fruit*
- Review “Ata’s Visit”
- Review reading words with the letters *ou* and *ow* as /ou/, *ce* as /s/, and *ge* as /j/, and read words with *ea* as /ē/
- Review spelling *find*, *kind*, *my*, *cry*, *fly*, *out*, *loud*, *proud*, *sound*, *answer*
- Review reading fluently “Massa and Her Drum”
- Review the vocabulary words *round*, *shout*, *frown*, *reach*, *ground*

## LEARNING RESOURCES

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



*Let’s Read* page 163

## 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 “Ata’s Visit” to you again. Please turn to page 163 in *Let’s Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. visit	🔊 <b>Visit.</b> To <i>visit</i> means to go see and spend time with someone. Who do you like to visit? (Help individuals respond in well-formed sentences using <i>visit</i> .)
2. electricity	🔊 <b>Electricity.</b> <i>Electricity</i> is the kind of energy we use to power lights or televisions or cell phones. For example, some people make electricity with a generator. Do you know someone who has a generator to make electricity?
3. pleased	🔊 <b>Pleased.</b> <i>Pleased</i> means happy about something. (Smile broadly.) For example, I feel pleased when you all do your homework. When do you feel pleased? (Help individuals respond in well-formed sentences using <i>pleased</i> .)
4. mosquito	🔊 <b>Mosquito.</b> A <i>mosquito</i> is a tiny insect that bites people and gives them malaria. Let’s pretend to slap a mosquito! (Do the motions.)
5. fruit	🔊 <b>Fruit.</b> <i>Fruit</i> is the sweet food from a tree or plant. For example, mangos, bananas, and pineapple are all fruits. What is your favorite fruit?

- 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.

🔊 **Ata's Visit**

Ata was six years old. He lived in a city with his mother and father. He had never been to his grandma's village before, so he had no idea what it would be like there.

*[Pause and ask students to make a connection to the story:]*

🔊 Have you ever visited someplace new? How would you feel if you were about to visit someplace you had never been to before?

*[Allow about 3 students to respond and then continue reading.]*

🔊 One day Ata and his mother went for a visit to his grandma's village. Ata was surprised to find that there was no electricity there. But he was pleased that there were also no mosquitoes!

Ata's grandma had many different kinds of fruit. She gave Ata fresh fruit every day. This made Ata very happy. Ata had such a good time in his grandma's village that he was sad to go back to the city when the visit was over.

Ata hugged his grandma goodbye. "Someday," he told her, "I will bring electricity to your village."

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Who are the main characters in the story?** (Ata, his mother, his grandmother)
2. **What is the setting of the story?** (the grandma's village)
3. **What are the main events of the story?** (Ata goes to visit his grandma. He eats fresh fruit every day. He has a good time. He says goodbye when it is time to go back to the big town.)
4. **How do you think Ata feels about visiting his grandma at the beginning of the story?** (Answers will vary.)
5. **How does Ata feel when the visit is over?** (sad)

**ALPHABET RECOGNITION AND PHONICS**

**12 MIN.**

Write the letters and the words on the board, as shown on the next page at the left. You can also use the letter cards for this activity.

# REVIEW

## Week 35 • Day 1

ea ou ow  
ce ge

bread now  
out head  
now how  
found  
down  
shout

Student  
Activity Book  
page 87

Week 31 Word Lists

Spelling Words

1. find	6. out
2. kind	7. loud
3. my	8. proud
4. cry	9. sound
5. fly	

Sight Word

10. answer

Student Activity Book  
page 87



Point under *ea*.  
 ▶ The letters **e** and **a** together say /ē/. In a few words, **e** and **a** together say /ĕ/, as in *bread* and *head*.

Repeat.

▶ Watch and listen.

Randomly point under all the letters, saying the sounds.



Point under *ea*.  
 ▶ Say the new sound for these letters with me: /ĕ/.

▶ Let's review our other letter sounds together. Say the sounds with me.

Randomly point under all the letters, saying the sounds.



Point under *ea*.  
 ▶ Now it's your turn. Say the new sound for these letters. (/ĕ/)

▶ Say the sounds.

Randomly point under all the letters.



▶ Watch and listen as I read a word.

Point to *bread*. Point under each letter.

▶ /b/-/r/-/ĕ/-/d/, *bread*.



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

Point to *bread*. Point under each letter.

▶ /b/-/r/-/ĕ/-/d/, *bread*.

Repeat with *out* and *now*.



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

One at a time point under the remaining words.

NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

### 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. *find*, 2. *kind*, 3. *my*, 4. *cry*, 5. *fly*, 6. *out*, 7. *loud*, 8. *proud*, 9. *sound*, 10. *answer*.)

▶ First, you will review your spelling and sight words from Week 31 with your partner. Turn to page 87 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.

If you have finished administering the Oral Reading Fluency assessment, move around the room and randomly check students’ work, giving support where needed.

**READING FLUENCY / WRITTEN VOCABULARY**

**25 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 “Massa and Her Drum” again with your partner. Please turn to page 114 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.

If you have finished administering the Oral Reading Fluency assessment, move around the room and randomly check students’ work, giving support where needed.

 **HOMEWORK**

Have students complete page 99 in the *Student Activity Book*.

Let’s Read  
“Massa and Her Drum”  
page 114

1. round
2. shout
3. frown
4. reach
5. ground

**Massa and Her Drum**

by Patience U.G. Suah



Massa had a round drum.  
She was very proud of it.

*Let’s Read* page 114

**Week 35 Day 1 Homework**

Directions: Read each sentence. Write the correct word on the line.

1. There was a dead bug on the desk. (den dead)
2. He held his \_\_\_\_\_ and jumped in the sea. (breath blink)
3. The hot sun made us \_\_\_\_\_. (sweet sweat)
4. Mom will \_\_\_\_\_ out the limes on the bench. (spell spread)
5. She needs green \_\_\_\_\_ for her dress. (three thread)

Directions: Write a sentence using the word head. Draw a picture to go with your sentence.

\_\_\_\_\_

\_\_\_\_\_

*Student Activity Book*  
page 99

# REVIEW

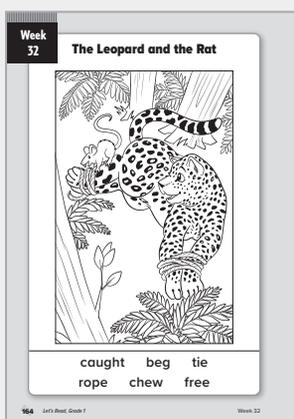
**Week**  
**35** | **Day**  
**2**

## OBJECTIVES

- Review the vocabulary words *caught, beg, tie, rope, chew, free*
- Review “The Leopard and the Rat”
- Review reading words with the letters *ou* and *ow* as /ou/, *ce* as /s/, and *ge* as /j/, and read words with *ea* as /ē/
- Review spelling *now, down, town, dance, place, face, nice, city, busy, here*
- Review reading fluently “In the City”
- Review the vocabulary words *downtown, pace, need, rice, spices*

## LEARNING RESOURCES

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



*Let's Read* page 164

## 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 “The Leopard and the Rat” to you again. Please turn to page 164 in *Let's Read*.

## BEFORE READING

### PREVIEW

Guide the students to . . .

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

1. caught	🔊 <b>Caught.</b> <i>Caught</i> means trapped or captured. If you went hunting and caught an animal, it means you trapped it and brought it home. Turn to page 164 in <i>Let's Read</i> and find which animal is caught in the picture.
2. beg	🔊 <b>Beg.</b> To <i>beg</i> means to ask for something very strongly. For example, you might beg your grandfather to tell you a story. What is something you beg your father or mother for?
3. tie	🔊 <b>Tie.</b> To <i>tie</i> means to use a string or rope to attach something. Find the animal whose legs are tied in the picture. ... What else do we tie with string or rope?
4. rope	🔊 <b>Rope.</b> A <i>rope</i> is strong and thick line made with string or plants twisted together. Find the rope in the picture. ... What are some other ways people use ropes?
5. chew	🔊 <b>Chew.</b> To <i>chew</i> means to use your teeth to tear up food, like this. (Do the motions.) For example, sometimes meat is hard to chew. What else is hard to chew?
6. free	🔊 <b>Free.</b> When you are <i>free</i> , you are not trapped or stopped from going somewhere. For example, at break time, you are free to go outside. You do not have to stay in the classroom.

- 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.

🔊 The Leopard and the Rat  
by George Harvey

Once a leopard caught a rat in the forest. The rat begged the leopard not to eat her. “I am so small. I won’t make a very good dinner for you. Please let me go,” begged the rat.

[Stop and ask students what they think the leopard will do.]

🔊 The leopard, seeing how small the rat was, agreed to let her go.

One night, the leopard got caught by a hunter. The hunter tied him up. The hunter planned to come back at dawn to take the leopard to the village.

The rat was on her way to another side of the forest when she saw the leopard. The rat said, “Because you did not kill me, I will chew the ropes and set you free.”

The rat chewed the rope off the leopard’s paws. The leopard once more became a free animal in the forest. He told the rat, “Sometimes when you do a kind act for someone, you will be rewarded.”

**AFTER READING**

**COMPREHENSION QUESTIONS**

- 🔊 1. **Who are the characters in the story?** (a leopard, a rat, and a hunter)
2. **What happens to the rat at the beginning of the story?** (The leopard catches her.)
3. **Why does the leopard let the rat go?** (The rat is so small.)
4. **How does the rat help the leopard? Why does she help?** (She chews the ropes to set the leopard free because the leopard once set her free.)
5. **What do you think the message or moral of this story is?** (Help others and others will help you in return.)

**ALPHABET RECOGNITION AND PHONICS**

**12 MIN.**

Write the letters and the words on the board, as shown at the right and on the next page at the left. You can also use the letter cards for this activity.

		
Point under <i>ea</i> . 🔊 <b>Remember, e and a together say /ē/. In a few words, e and a say /ē/, as in <i>bread</i> and <i>head</i>.</b>	Point under <i>ea</i> . 🔊 <b>Say the new sound with me: /ě/.                      🔊 Say the sounds with me.</b>	Point under <i>ea</i> . 🔊 <b>Now it's your turn. Say the new sound for these letters. (/ě/)</b> 🔊 <b>Say the sounds.</b>
Repeat. 🔊 <b>Watch and listen.</b>	Randomly point under all the letters.	Randomly point under all the letters.
Randomly point under all the letters, saying the sounds.		

ea ou ow ce ge
-------------------

# REVIEW

## Week 35 • Day 2

spread	age
cell	thread
age	page
	rice
	stage
	bounce

Student Activity Book page 90

Week 32 Word Lists

Spelling Words

1. now	5. place
2. down	6. face
3. town	7. nice
4. dance	

Sight Words

8. city	10. here
9. busy	

Student Activity Book page 90

 <p>▶▶ Watch and listen as I read a word.</p> <p>Point to <i>spread</i>. Point under each letter.</p> <p>▶▶ /s/-/p/-/r/-/ě/-/d/, <b>spread.</b></p>	 <p>▶▶ Let's do it together.</p> <p>Point to <i>spread</i>. Point under each letter.</p> <p>▶▶ /s/-/p/-/r/-/ě/-/d/, <b>spread.</b></p> <p>Repeat with <i>cell</i> and <i>age</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>
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NOTE: While the students are working independently during the next two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

**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. *now*, 2. *down*, 3. *town*, 4. *dance*, 5. *place*, 6. *face*, 7. *nice*, 8. *city*, 9. *busy*, 10. *here*.)

▶▶ Now you will review your spelling and sight words from Week 32 with your partner. Turn to page 90 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.

If you have finished administering the Oral Reading Fluency assessment, 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 "In the City" again with your partner and write some sentences with the vocabulary words. Please turn to page 121 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.

If you have finished administering the Oral Reading Fluency assessment, move around the room and randomly check students' work, giving support where needed.

Let's Read  
"In the City"  
page 121

1. downtown
2. pace
3. need
4. rice
5. spices

**In the City**

by Lili Henderson



A big city is a busy place.  
Cars rush here and there  
**downtown.**

Week 32

Let's Read, Grade 1

*Let's Read* page 121

# REVIEW

Week | Day  
35 | 3

## OBJECTIVES

- Review reading fluently and demonstrate comprehension of “Massa and Her Drum” and “In the City”
- Review the vocabulary words *seeds, sneak, steal, disappointed, ashamed, greedy*
- Review “Papa Kofi Learns a Lesson”
- Review reading words with the letters *all* as /ôl/, *aw* as /ô/, *alk* as /ôk/, *ought* as /ôt/, and *o* as /ô/, and read words with *ea* as /ë/

## LEARNING RESOURCES

 *Let's Read*

 Student copybooks

 Letter cards

### Let's Read

1. “Massa and Her Drum”  
page 114
2. “In the City”  
page 121

## 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.

NOTE: While the students are working independently during the first activity (Reading Fluency and Comprehension), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## 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 “Massa and Her Drum” and “In the City” again with your partner and answer the questions at the end. Please turn to page 114 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.

If you have finished administering the Oral Reading Fluency assessment, 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 “Papa Kofi Learns a Lesson” to you again. Please turn to page 165 in *Let’s Read*.

**BEFORE READING**

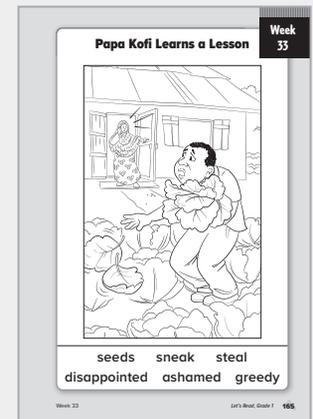
**PREVIEW**

Guide the students to . . .

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

1. seeds	🔊 <b>Seed.</b> A <i>seed</i> is a small part of a plant that can grow into a new plant. We put seeds in the ground when we want to grow plants to eat. Let’s pretend to plant seeds. (Do the motions.)
2. sneak	🔊 <b>Sneak.</b> To <i>sneak</i> means to go somewhere or do something secretly, like this. (Tiptoe across the room sneakily.) <b>Why do people sneak?</b> (Help individuals respond in well-formed sentences using <i>sneak</i> .)
3. steal	🔊 <b>Steal.</b> To <i>steal</i> means to take something that does not belong to you without permission. For example, if I take someone’s pencil without asking (demonstrate), I am stealing. Turn to page 165 in <i>Let’s Read</i> and find who is stealing what in the picture.
4. disappointed	🔊 <b>Disappointed.</b> When you feel <i>disappointed</i> , you are sad about something that happened. (Make a sad face.) For example, you may feel disappointed when your team loses a game. Show me how you look when you feel disappointed and say “I am disappointed!”
5. ashamed	🔊 <b>Ashamed.</b> When you feel <i>ashamed</i> it means you feel embarrassed or guilty about something bad that you did. Tell us about a time that you felt ashamed. (Help individuals respond in well-formed sentences using <i>ashamed</i> .)
6. greedy	🔊 <b>Greedy.</b> <i>Greedy</i> means you want more than your fair share of something. Greedy people want to keep everything for themselves. Find the person in the picture who is being greedy.

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



*Let’s Read* page 165

**DURING READING**

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

**🔊 Papa Kofi Learns a Lesson**

Some time ago, people made their farms. They tilled the land and planted seeds. Papa Kofi made his own farm, too. The farms flourished and many crops grew on all the farms.

[Pause to explain the word *flourished*.] 🔊 There is a word here, *flourished*. I will use words around it to figure out its meaning. The rest of the sentence says that many crops grew on the farms. I can use this clue to figure out the meaning of *flourished*. I think it means that the farms did very well in growing crops.

Papa Kofi had his own crops, but he was not happy. He wanted more. He sneaked into other people's farms and took their crops.

One day, a neighbor saw Papa Kofi stealing from her farm. She yelled, and people came running to see what was going on. When they saw Papa Kofi with his arms full of her crops, they were vexed. One of his neighbors said, "What are you doing? We are very disappointed in you, Papa Kofi."

Papa Kofi was ashamed. After that, he stopped being greedy, and his neighbors forgave him.

**AFTER READING**

**COMPREHENSION QUESTIONS**

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

- 🔊 1. **Who is the main character in the story?** (Papa Kofi)
2. **Why does Papa Kofi steal crops from his neighbors?** (He wants more crops; he is greedy.)
3. **What words describe how his neighbors feel when they catch him?** (vexed and disappointed)
4. **What word describes how Papa Kofi feels after he is caught?** (ashamed)
5. **What lesson do you think Papa Kofi learns?** (not to steal from anyone and not to be greedy)

**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>ea</i>.</p> <p>🔊 <b>We learned that the letters <i>e</i> and <i>a</i> together say /ē/. Sometimes they make a different sound. In a few words, the letters <i>e</i> and <i>a</i> together say /ě/, as in <i>bread</i> and <i>head</i>.</b></p> <p>Repeat.</p> <p>🔊 <b>Watch and listen as I review the other letter sounds.</b></p> <p>Randomly point under all the letters, saying the sounds.</p>	<p>Point under <i>ea</i>.</p> <p>🔊 <b>Say the new sound for these letters with me: /ě/.</b></p> <p>🔊 <b>Let's review our other letter sounds together. Say the sounds with me.</b></p> <p>Randomly point under all the letters, saying the sounds.</p>	<p>Point under <i>ea</i>.</p> <p>🔊 <b>Now it's your turn. Say the new sound for these letters. (/ě/)</b></p> <p>🔊 <b>Say the sounds.</b></p> <p>Randomly point under all the letters.</p>

ea	all	aw
alk	ought	

		
<p>🔊 <b>Watch and listen as I read a word.</b></p> <p>Point to <i>instead</i>. Point under each letter.</p> <p>🔊 <b>/ĭ/-/n/-/s/-/t/-/ě/-/d/, <i>instead</i>.</b></p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>instead</i>. Point under each letter.</p> <p>🔊 <b>/ĭ/-/n/-/s/-/t/-/ě/-/d/, <i>instead</i>.</b></p> <p>Repeat with <i>bought</i>, <i>ball</i>, <i>draw</i>, and <i>talk</i>, helping students remember the letter sounds as necessary.</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>

instead	talk
bought	thread
ball	thought
draw	small
talk	saw
	walk

# REVIEW

Week  
35

Day  
4

## OBJECTIVES

- Review spelling *age*, *page*, *all*, *small*, *tall*, *fall*, *friends*, *so*, *quiet*, *even*
- Review reading fluently “Elephant Leaves Home”
- Review the vocabulary words *loud*, *jaws*, *growl*, *grunt*, *yawn*, *dawn*
- Review the vocabulary words *sigh*, *shiny*, *fur*, *jealous*, *thankful*
- Review “The Kitten and the Butterfly”
- Review reading words with the letters *all* as /ôl/, *aw* as /ô/, *alk* as /ôk/, *ought* as /ôtl/, and *o* as /ô/, and read words with *ea* as /ě/

## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

 Letter cards

Student  
Activity Book  
page 93

Let's Read  
“Elephant  
Leaves Home”  
page 127

## 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.

NOTE: While the students are working independently during the first two activities (Spelling/Sight Words and Reading Fluency/Written Vocabulary), you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## 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. *age*, 2. *page*, 3. *all*, 4. *small*, 5. *tall*, 6. *fall*, 7. *friends*, 8. *so*, 9. *quiet*, 10. *even*.)

🔊 First, you will review your spelling and sight words from Week 33 with your partner. Turn to page 93 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.

**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.

If you have finished administering the Oral Reading Fluency assessment, move around the room and randomly check students’ work.

## READING FLUENCY / WRITTEN VOCABULARY

15 MIN.

Write the *Let's Read* story title, page number, and written vocabulary words on the board, as shown at the left and on the next page at the right.

🔊 Now you will read the story “Elephant Leaves Home” with your partner. Please turn to page 127 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.

If you have finished administering the Oral Reading Fluency assessment, 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 text “The Kitten and the Butterfly” to you again. Please turn to page 166 in *Let’s Read*.

**BEFORE READING**

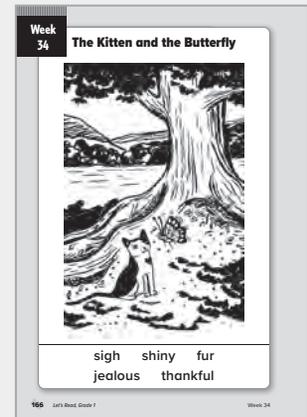
**PREVIEW**

Guide the students to . . .

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

1. sigh	🔊 <b>Sigh.</b> To <b>sigh</b> means to let out a big breath of air because you are sad or tired, like this. (Demonstrate.) For example, sometimes I sigh after I have worked hard all week. Show me how you sigh. (Do the motions.)
2. shiny	🔊 <b>Shiny.</b> Something that is <b>shiny</b> reflects light or sparkles. For example, coins are shiny. Necklaces or earrings are sometimes shiny. These things sparkle in the light. What else is shiny? (Help individuals to respond in well-formed sentences using <i>shiny</i> .)
3. fur	🔊 <b>Fur.</b> Fur is the soft, thick hair on an animal’s body. Turn to page 166 in <i>Let’s Read</i> and find which animal in the picture has fur. . . . What other animals have fur? (Help individuals to respond in well-formed sentences using <i>fur</i> .)
4. jealous	🔊 <b>Jealous.</b> Jealous means you are vexed or sad because someone else has something that you want. For example, you might feel jealous that your brother has a new shirt or that your sister can read very well, because you want those things too. What other things might someone feel jealous about? (Help individuals respond in well-formed sentences using <i>jealous</i> .)

1. loud
2. jaws
3. growl
4. grunt
5. yawn
6. dawn



*Let’s Read* page 166

5. thankful

🔊 **Thankful.** When you are *thankful*, it means you are happy about something and give thanks to God for it. For example, I am thankful when someone who is sick starts to feel better. This makes me happy and I give thanks to God. What is something you are thankful for? (Help individuals respond in well-formed sentences using *thankful*.)

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

**DURING READING**

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

🔊 **The Kitten and the Butterfly**

A little black-and-white kitten sat under a tree. A beautiful butterfly flew down beside the kitten. The kitten looked at the butterfly's beautiful colors. Then she gave a big sigh.

"I wish I had beautiful colors like you," the kitten told the butterfly.

"Well," the butterfly responded, "I wish I had shiny fur like you do."

Then the butterfly flew up into a tree.

"Oh how I wish I could fly like you do," the kitten said.

"Well," said the butterfly, "I wish I could jump and run around like you do."

The kitten thought for a while. "I guess it's easy to be jealous of others, but it's best to be thankful for what you have," she told herself.

**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?** (a kitten and a butterfly)
2. **What words are used to describe the kitten?** (little, black-and-white)
3. **What words are used to describe the butterfly?** (beautiful, beautiful colors)
4. **What words describe how his neighbors feel when they catch him?** (vexed and disappointed)
5. **What lesson does the kitten learn?** (not to be jealous and to be thankful for what she has)

**PHONICS AND WORD STUDY**

**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>ea</i>.</p> <p>🔊 <b>We learned that the letters <i>e</i> and <i>a</i> together say /ē/. Sometimes they make a different sound. In a few words, the letters <i>e</i> and <i>a</i> together say /ě/, as in <i>bread</i> and <i>head</i>.</b></p> <p>Repeat.</p> <p>🔊 <b>Watch and listen.</b></p> <p>Randomly point under all the letters, saying the sounds.</p>	<p>Point under <i>ea</i>.</p> <p>🔊 <b>Say the new sound for these letters with me: /ě/.</b></p> <p>🔊 <b>Let's review our other letter sounds. Say the sounds with me.</b></p> <p>Randomly point under all the letters, saying the sounds.</p>	<p>Point under <i>ea</i>.</p> <p>🔊 <b>Say the new sound for these letters. (/ě/)</b></p> <p>🔊 <b>Say the sounds.</b></p> <p>Randomly point under all the letters.</p>

<p>ea all aw</p> <p>alk ought</p>
-----------------------------------

		
<p>🔊 <b>Watch and listen as I read a word.</b></p> <p>Point to <i>head</i>. Point under each letter.</p> <p>🔊 <b>/h/-/ē/-/d/, <i>head</i>.</b></p>	<p>🔊 <b>Let's say the sounds and read the word together.</b></p> <p>Point to <i>head</i>. Point under each letter.</p> <p>🔊 <b>/h/-/ē/-/d/, <i>head</i>.</b></p> <p>Repeat with <i>fought</i>, <i>fall</i>, and <i>yawn</i>.</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>

<p>head yawn</p> <p>fought bread</p> <p>fall brought</p> <p>yawn call</p> <p>dawn</p>
---

# REVIEW

Week 35 | Day 5

## OBJECTIVES

- Review spelling *saw, draw, talk, walk, thought, brought, their, body, color, because*
- Review reading fluently “Moths”
- Review the vocabulary words *bright, dull, cloth, body, soft, wing*
- Review reading fluently and demonstrate comprehension of “Elephant Leaves Home” and “Moths”

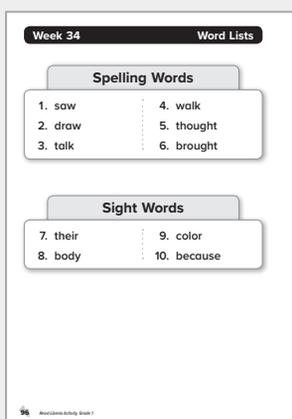
## LEARNING RESOURCES

 Student Activity Book

 Student copybooks

 Let's Read

Student Activity Book page 96



Student Activity Book page 96

## 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.

NOTE: While the students are working independently during each activity today, you can administer the Period 6 Oral Reading Fluency Assessment to individual students one at a time. This assessment is provided in a separate booklet.

## 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. *saw*, 2. *draw*, 3. *talk*, 4. *walk*, 5. *thought*, 6. *brought*, 7. *their*, 8. *body*, 9. *color*, 10. *because*.)

🔊 First, you will review your spelling and sight words from Week 34 with your partner. Turn to page 96 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.

If you have finished administering the Oral Reading Fluency assessment, 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 "Moths" again with your partner. Please turn to page 133 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.

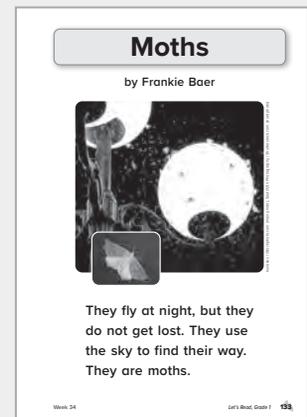
**Differentiated Instruction:** This activity is for students who are "Meeting Expectations." You may change this activity for the other students in the following ways:

- *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.

If you have finished administering the Oral Reading Fluency assessment, move around the room and randomly check students' work, giving support where needed.

Let's Read  
"Moths"  
page 133

1. bright
2. dull
3. cloth
4. body
5. soft
6. wing



*Let's Read* page 133

# REVIEW

## Week 35 • Day 5

### Let's Read

1. "Elephant Leaves Home"  
page 127
2. "Moths"  
page 133

### Elephant Leaves Home

by Susan Hartley



Elephant did not like a lot of loud sounds. Her friends talked a lot.

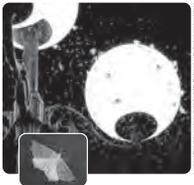
Week 33

Let's Read Grade 1 127

Let's Read page 127

### Moths

by Frankie Baer



They fly at night, but they do not get lost. They use the sky to find their way. They are moths.

Week 34

Let's Read Grade 1 133

Let's Read page 133

## READING FLUENCY AND COMPREHENSION

24 MIN.

Write the *Let's Read* story titles and page numbers on the board, as shown at the right.

🔊 Now you will read the stories "Elephant Leaves Home" and "Moths" again with your partner and answer the questions at the end. Please turn to page 127 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.

If you have finished administering the Oral Reading Fluency assessment, move around the room and randomly check students' work, giving support where needed.

# Week 36 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 this year. You will write your answers in your *Student Activity Book*. Open your *Student Activity Book* to page 100.

## 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:

plow, pace, pound, page, paw, peace, pout

2nd box, for #6–10:

cage, bought, cow, cloud, chalk, brought,  
cost, call, bowed

🔊 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 *paw*. Look at the first word box. Which of these words is *paw*? ... Write *paw* on the line next to the word *Example*. (Write *paw* 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.

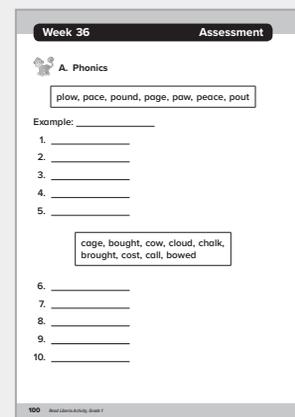
1. *pound*
2. *pace*
3. *plow*
4. *page*
5. *peace*

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

6. *chalk*
7. *bought*
8. *cost*
9. *cage*
10. *cow*

Example:

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

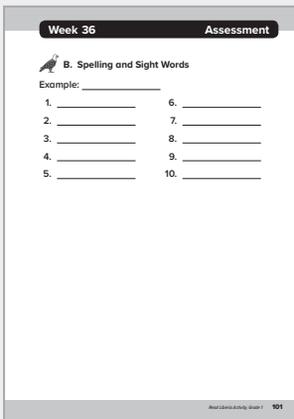


*Student Activity Book*  
page 100

# Week 36 Assessment

Example:

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



Student Activity Book  
page 101

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

- 🔊 1. *small*
2. *dance*
3. *sound*
4. *walk*
5. *brought*
6. *page*
7. *city*
8. *here*
9. *body*
10. *because*

# Week 36 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:

shout, frown, ground, reach, pace,  
need, rice, downtown, round

2nd box, for #6–10:

loud, growl, yawn, jaws, wing, soft,  
dull, cloth, bright

🔊 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 means the center of a town where there are shops and people meet together. Look at the first box of words. Which of these words means the center of a town or village? ... **Downtown**. Write **downtown** on the line next to the boy. (Write *downtown* 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.

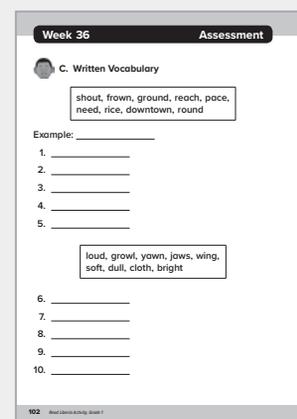
1. This word means how fast or slowly you are going.
2. This word means when you have to have something to be healthy and well.
3. This word means to yell loudly. (Demonstrate shouting.)
4. This word means make an unhappy face. (Make a frown.)
5. This word means shaped like a circle. (Draw a circle in the air.)

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

6. This word means giving out a lot of light or very colorful.
7. This word is a big breath of air we take in when we are tired or bored. (Demonstrate yawning.)
8. This word describes the top and bottom bones of your mouth that hold your teeth.
9. This word means smooth and not firm or stiff.
10. This word describes the part of a bird or insect that helps it fly.

Example:

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



*Student Activity Book*  
page 102

# Week 36 Assessment

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

Week 36 Assessment

D. Reading Comprehension

Storks are birds. The yellow-billed stork has a bright yellow beak. A beak is like a bird's mouth. Their soft white feathers cover their wings. Their wings are very big and strong. They can fly a long way. Storks do not look like a lot of birds. They have long thin legs. Other birds have small legs. Storks walk and fly. For food, they eat small fish and bugs. They need to be near their food. They live by the water. These birds can be seen in Africa in the wild. In other places, they are only in zoos.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Read Liberia Activity, Grade 1 103

Student Activity Book  
page 103

## 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.

Storks are birds. The yellow-billed stork has a bright yellow beak. A beak is like a bird's mouth. Their soft white feathers cover their wings. Their wings are very big and strong. They can fly a long way. Storks do not look like a lot of birds. They have long, thin legs. Other birds have small legs. Storks walk and fly. For food, they eat small fish and bugs. They need to be near their food. They live by the water. These birds can be seen in Africa in the wild. In other places, they are only in zoos.

👉 Point to the girl. You will read the text to yourself. When you finish the text, look up at me so I know you have finished. Then I will ask you questions about the text.

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 text. You may look back in the text to find the answers. Write the answer to the question on the line.

1. Is this text fiction or nonfiction?
2. What is the text about?
3. How are storks different than other birds?
4. What is different about how you can see a stork in Africa?
5. What is a beak?
6. Why do storks live near the water?

## Grade 1, Volume 2 Glossary

**afraid** To be **afraid** means to be scared or worried about something.

**ashamed** When you feel **ashamed**, it means you feel embarrassed or guilty about something bad that you did.

**bait** **Bait** is the food we use to catch fish or an animal.

**beg** To **beg** means to ask for something very strongly.

**body** Your **body** is your physical form.

**bone** A **bone** is a very hard part of your body that forms your body's shape.

**brave** **Brave** means you are ready to face danger or do something that you are scared to do.

**bright** **Bright** means giving out a lot of light or very colorful.

**building** A **building** is a structure that has a roof and walls, such as a house or school.

**bump** To **bump** means to knock against someone or something.

.....  
**busy**

When you are **busy**, you are doing many things all day long.

.....  
**carry**

When you **carry** something, you take it from one place to another with your arms or sometimes on your head or on your back.

.....  
**catch**

When you **catch** something, you take into your hands something that has been thrown or fallen.

.....  
**caught**

**Caught** means trapped or captured.

.....  
**check**

To **check** means to make sure something is correct, or OK.

.....  
**chew**

To **chew** means to use your teeth to tear up food.

.....  
**cloth**

A **cloth** is a piece of fabric.

.....  
**clothes**

**Clothes** are the things we wear to cover our bodies.

.....  
**cloud**

A **cloud** is a white or gray shape very high in the sky.

.....  
**coast**

The **coast** is the part of land that is next to the ocean.

.....  
**crash**

A **crash** is when things bang into each other very hard.  
.....

.....  
crops                    **Crops** are plants that we grow for food of to sell.  
.....

.....  
cry                      Why you **cry**, tears come out of your eyes because  
you are sad.  
.....

.....  
dance                    To **dance** means to move your body to music.  
.....

.....  
dawn                    **Dawn** is the time of first light in the morning.  
.....

.....  
deep                     When something is **deep**, it is far down from the  
surface of something.  
.....

.....  
destroy                 To **destroy** means to tear something down or  
break it all to pieces.  
.....

.....  
disappointed         When you feel **disappointed**, you are sad about  
something that happened.  
.....

.....  
downtown             **Downtown** is the center of a town or city where  
there are shops and many people meet together.  
.....

.....  
dream                  To **dream** means to hope for something.  
.....

.....  
dry                      **Dry** means not wet or moist.  
.....

.....  
dull                     **Dull** means not bright or not having much color or  
shine.  
.....

.....  
**electricity**      **Electricity** is the kind of energy we use to power lights or televisions or cell phones.  
.....

**enjoy**              To **enjoy** something means to like it or have fun doing it.  
.....

**excited**            To be **excited** is to be looking forward to something that makes us happy.  
.....

**face**                Your **face** is the part of your body that has your eyes, nose, and mouth.  
.....

**fail**                 To **fail** means to not pass or succeed at something.  
.....

**faith**                To have **faith** is to believe strongly in your heart that something is true.  
.....

**find**                When you **find** something, you see something that was lost or hidden.  
.....

**float**                To **float** is to move on the top of the water.  
.....

**free**                 When you are **free**, you are not trapped or stopped from going somewhere.  
.....

**friendly**            A **friendly** person is someone who is kind and makes friends easily.  
.....

**fruit**                **Fruit** is the sweet food from a tree or plant.  
.....

.....  
funny                      When something is **funny**, it makes us laugh.  
.....

.....  
fur                              **Fur** is the soft, thick hair on an animal's body.  
.....

.....  
goat                              A **goat** is a four-legged animal that eats grass and has milk.  
.....

.....  
greedy                              **Greedy** means you want more than your fair share of something.  
.....

.....  
greet                              To **greet** means to say hello or welcome someone.  
.....

.....  
ground                              The **ground** is the earth under our feet.  
.....

.....  
growl                              A **growl** is a low sound that rumbles in the throat.  
.....

.....  
grunt                              A **grunt** is a low, short sound, like the sound pigs make when they are looking for food.  
.....

.....  
harvest                              A **harvest** is a group of crops that have been picked after they are fully grown.  
.....

.....  
hit                                      When we **hit** something, we use our hands or tools with force.  
.....

.....  
hotel                              A **hotel** is a place where travelers can pay to stay the night.  
.....

.....

hug

When we **hug** someone, we put our arms around them.

.....

in charge of

When you are **in charge of** something, you are the person that is supposed to do it.

.....

inside,  
outside

**Inside** is in a room or building, and **outside** is outdoors.

.....

itch

When you **itch**, you have a feeling on your skin that makes you want to scratch.

.....

jaws

**Jaws** are the top and bottom bones of your mouth that hold your teeth.

.....

jealous

**Jealous** means you are vexed or sad because someone else has something that you want.

.....

king

Someone or something that rules their land is a **king**.

.....

late

**Late** means past the time that something was supposed to happen.

.....

laugh

When you **laugh**, you make sounds to show you are happy or that you think something is funny.

.....

look  
forward to

To **look forward to** something means to be excited about something good that is coming or going to happen in the future.

.....

lost When something is **lost**, we can't find it.

loud **Loud** means noisy.

lung **Lungs** are the parts of our bodies that help us breathe.

meal A **meal** is the food we eat at breakfast, lunch, or dinner.

mosquito A **mosquito** is a tiny insect that bites people and gives them malaria.

need When you **need** something, you have to have it to be healthy and well.

pace Your **pace** is how fast or slowly you are going.

panic To **panic** is to suddenly be very upset or afraid about something.

perform To **perform** means to do something like sing or dance or recite in front of people.

pieces **Pieces** are little parts of something.

plants **Plants** are living things that grow out of the ground, such as trees, grass, and vegetables.

.....

**pleased**      **Pleased** means happy about something.

.....

**plenty**      **Plenty** means there is a lot of something and enough for everyone.

.....

**pray**      To **pray** is to speak to God.

.....

**prey**      **Prey** is an animal that is hunted and killed for food.

.....

**prize**      A **prize** is something given to a winner of a contest.

.....

**promise**      When you **promise** something, you tell someone that you will do something.

.....

**pump**      To **pump** is to force air into something.

.....

**rain**      **Rain** is the water that falls in drops from the sky.

.....

**reach**      To **reach** means to stretch your arm to try and get something.

.....

**renovate**      To **renovate** means to tear something down or break it all to pieces.

.....

**rescue**      A **rescue** is the act of saving someone or something from getting hurt.

.....

rice

**Rice** is a grain made from grass that is used for food.

rope

A **rope** is a strong and thick line made with string or plants twisted together.

round

**Round** means shaped like a circle.

row a boat

To **row a boat** is to move a boat through the water by using oars or paddles.

rush

To **rush** means to go very fast or in a hurry.

safe

When you are **safe**, you are away from danger or bad things.

save

To **save** means to stop something from getting hurt.

screech

To **screech** means to make a loud, sharp noise.

seeds

A **seed** is a small part of a plant that can grow into a new plant.

shiny

Something that is **shiny** reflects light or sparkles.

ship

A **ship** is a large boat.

.....  
shock                      **Shock** is when you feel really, really surprised.  
.....

shout                      To **shout** means to yell loudly.  
.....

shut                      To **shut** is to close something.  
.....

sigh                      A **sigh** is a long, slow breath out.  
.....

sigh                      To **sigh** means to let out a big breath of air  
because you are sad or tired.  
.....

sing                      To **sing** means to make music with your voice.  
.....

smile                      When we **smile**, the corners of our mouth turn up.  
.....

sneak                      To **sneak** means to go somewhere or do  
something secretly.  
.....

soft                      **Soft** means smooth and not firm or stiff.  
.....

sound                      **Sounds** are what you hear.  
.....

spices                      **Spices** are plants that are ground into very small  
pieces and used to add a special taste to food.  
.....

steal                      To **steal** means to take something that does not  
belong to you without permission.  
.....

.....

**strange**

When something is **strange**, it is a surprise or different from what you expect.

.....

**strong**

When you are **strong**, you can pick up or push heavy things.

.....

**thankful**

When you are **thankful**, it means you are happy about something and give thanks to God for it.

.....

**thick**

**Thick** means wide or heavy, or not thin.

.....

**think**

To **think** is to believe something or consider something.

.....

**throw**

When you **throw**, you move something through the air with your arm and hand.

.....

**thud**

A **thud** is a dull, heavy sound made by something falling to the ground.

.....

**thumb**

Your **thumb** is the short, thick finger on your hand.

.....

**tie**

To **tie** means to use a string or rope to attach something.

.....

**time**

**Time** is the passing of the minutes, hours, days, and years.

.....

**train**

A **train** is a group of cars that move along a railroad track.

.....

.....  
tug                      To **tug** means to pull something hard or quickly.

.....  
village                A **village** is a small town.

.....  
visit                    To **visit** means to go see and spend time with  
someone.

.....  
wait                     To **wait** means to stay in one place or not do  
anything until it is time for something to happen.

.....  
wake up                When we **wake up**, we stop sleeping.

.....  
war                      A **war** is a very bad time of fighting between  
armies or groups of people.

.....  
wave                    A **wave** is a movement of the ocean as it comes  
toward the coast.

.....  
wheels                 **Wheels** are circular things that sit under a vehicle  
and help it move.

.....  
wing                    A **wing** is the part of a bird or insect that helps  
it fly.

.....  
wish                    To **wish** is to want or hope for something to  
happen.

.....  
yawn                    A **yawn** is a big breath of air we take in when we  
are tired or bored.

.....

# Grade 1, Volume 2 Songs

## Week 19, Day 2

### Good Morning to You

Good morning to you  
Good morning, dear children.  
Good morning to you.

(Source: *Activities with English*)

## Week 19, Day 4

### Draw a Circle in the Air

Draw a circle in the air, in the air  
Draw a circle in the air, in the air  
Draw a circle in the air, and touch your hair  
Draw a circle in the air, in the air.  
Put your hands up in the air, in the air  
Put your hands up in the air, in the air  
Put your hands up in the air, and leave them there  
Put your hands up in the air, in the air.

(Source: *Activities with English*)

## Week 20

### Old MacDonald Had a Farm

Old MacDonald had a farm  
E-I-E-I-O.  
And on that farm he had some cows  
E-I-E-I-O.  
With a moo-moo here  
And a moo-moo there  
Here a moo-moo. There a moo-moo  
Everywhere a moo-moo.  
Old MacDonald had a farm  
E-I-E-I-O.

*Note: Change animals and their sounds:*

sheep baa, baa  
goat mee, mee  
cat meow, meow  
duck quack, quack  
dog woof, woof  
hen cackle, cackle

## Week 21, Day 2

### There's a Green Girl in the Ring

There's a green girl in the ring — ta-la-la-la  
There's a green girl in the ring — ta-la-la-la-la-la  
There's a green girl in the ring — ta-la-la-la  
She looks like a sugar in a plum, plum, plum.

There's a blue boy in the ring — ta-la-la-la, etc.

*(Make up more verses with colors of clothing that students are wearing.)*

(Source: Boney M)

## Week 21, Day 4

### One, Two, Three, Four, Five

One, two, three, four, five  
Once I caught a fish alive.  
Six, seven, eight, nine, ten  
Then I let it go again.

Why did you let it go?  
Because it bit my finger so.  
Which finger did it bite?  
This little finger on my right.

(Source: *Activities with English*)

## Week 22, Day 2

### What's Your Name?

What's your name?  
What's your name?  
Please tell me/us.

My name is  
My name is  
My name is John.

## Week 22, Day 4

### Where Does the Hat Go?

Where does the hat go? On the head.  
Where does the shirt go? On the body.  
Where does the shoe go? On the feet.  
Does the hat go on the feet? No, on the head.  
Does the shirt go on the head? No, on the body.

(Source: *First steps*)

## Week 25

### A Dog Can Run

A dog can run and a hare can hop,  
A fish can swim in the sea.  
A frog can jump and a bird can fly,  
But none of them can jump like me.

(Source: *Activities with English*)

## Week 26

### There's a Green Girl in the Ring

There's a green girl in the ring — ta-la-la-la  
There's a green girl in the ring — ta-la-la-la-la-la  
There's a green girl in the ring — ta-la-la-la  
She looks like a sugar in a plum, plum, plum.

There's a blue boy in the ring — ta-la-la-la, etc.

(Make up more verses with colors of clothing that students are wearing.)

(Source: Boney M)

## Week 27

### Where Are the Lions?

(to the tune of 'Brother John, are you sleeping?')

Where are the lions? Where are the lions?  
Here we are. Here we are.  
What are the lions doing? What are the lions doing?  
We are jumping. We are jumping.

Note: Repeat the song with different actions.

(Source: J Chiromo, 2006)

## Week 28

### One, Two, Three, Four, Five

One, two, three, four, five  
Once I caught a fish alive.  
Six, seven, eight, nine, ten  
Then I let it go again.

Why did you let it go?  
Because it bit my finger so.  
Which finger did it bite?  
This little finger on my right.

(Source: *Activities with English*)

## Week 31

### How Many People Live in Your House?

How many people live in your house?  
One, my father. Two, my mother  
Three, my brother. Four, my sister  
There is one more now.  
Who is that one?  
Five, it's me.

(Source: Livuza, 2006)

## Week 32

### I Like School

*(to the tune of 'Brother John, are you sleeping?')*

I like school. I like school,  
School is fun. School is fun.  
Let us read together,  
Let us read together,  
Everyone. Everyone.

## Week 33

### Old MacDonald Had a Farm

Old MacDonald had a farm  
E-I-E-I-O.  
And on that farm he had some cows  
E-I-E-I-O.  
With a moo-moo here  
And a moo-moo there  
Here a moo-moo. There a moo-moo  
Everywhere a moo-moo.  
Old MacDonald had a farm  
E-I-E-I-O.

*Note: Change animals and their sounds:*

sheep baa, baa  
goat mee, mee  
cat meow, meow  
duck quack, quack  
dog woof, woof  
hen cackle, cackle

## Week 34

### Cats Sleep Anywhere

Cats sleep anywhere,  
On a table,  
On a chair.  
In the kitchen  
By the fire  
Under the mat  
On the stair  
Cats sleep anywhere.

*(Adapted from source: Timve and Tsala)*

# Grade 1, Volume 2

## Spelling and Sight Words

### Week 19

Spelling Words	Sight Words
1. ship	8. what
2. shut	9. she
3. when	10. her
4. which	11. school
5. check	12. does
6. catch	
7. much	

### Week 22

Spelling Words	Sight Words
1. eat	8. live
2. read	9. these
3. teach	10. some
4. dream	
5. came	
6. take	
7. late	

### Week 20

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

### Week 25

Spelling Words	Sight Words
1. played	8. for
2. cleaned	9. out
3. home	10. was
4. rode	
5. like	
6. fine	
7. June	

### Week 21

Spelling Words	Sight Words
1. rain	8. very
2. train	9. new
3. wait	10. home
4. tree	
5. need	
6. sleep	
7. green	

### Week 26

Spelling Words	Sight Words
1. looked	9. jungle
2. asked	10. prey
3. needed	
4. waited	
5. sing	
6. king	
7. thing	
8. lung	

**Week 27**

<b>Spelling Words</b>	<b>Sight Words</b>
1. saying	9. from
2. raining	10. could
3. sleeping	
4. reading	
5. boat	
6. coast	
7. goat	
8. soap	

**Week 28**

<b>Spelling Words</b>	<b>Sight Words</b>
1. low	8. every
2. grow	9. after
3. show	10. heard
4. night	11. walk
5. light	
6. right	
7. high	

**Week 31**

<b>Spelling Words</b>	<b>Sight Word</b>
1. find	10. answer
2. kind	
3. my	
4. cry	
5. fly	
6. out	
7. loud	
8. proud	
9. sound	

**Week 32**

<b>Spelling Words</b>	<b>Sight Words</b>
1. now	8. city
2. down	9. busy
3. town	10. here
4. dance	
5. place	
6. face	
7. nice	

**Week 33**

<b>Spelling Words</b>	<b>Sight Words</b>
1. age	7. friends
2. page	8. so
3. all	9. quiet
4. small	10. even
5. tall	
6. fall	

**Week 34**

<b>Spelling Words</b>	<b>Sight Words</b>
1. saw	7. their
2. draw	8. body
3. talk	9. color
4. walk	10. because
5. thought	
6. brought	

# Student Activity Book Answer Key for Weeks 19–36

## Week 19

**Day 1:** At the top, circle *Chimp* (×3), *branch* (×2), *chat*, *lunch* (×2), and *catch*. At the bottom, write the words *Chimp*, *branch*, *chat*, *lunch*, and *catch* once each.

**Day 3:** In the first row, write *th* (for thumb), *tr* (for trunk), *sk* (for skunk), *cl* (for clock). In the second row, write *tr* (for tree), *sh* (for shirt), and *sh* (for shoe). In the third row, write *tr* (for train), *sk* (for sky), and *sl* (for sleep). In the fourth row, write *cl* (for cloud), *th* (for thunder), *th* (for thirteen), and *sl* (for slide).

## Week 20

**Day 1:** At the top, circle *gray*, *day* (×2), *Kay* (×3), *ray*, *Jay* (×2), *say*, *bay*, *play*, *lay*, *stay*. At the bottom, circle these sentences: 1. *There is not a lot of sun today.*, 2. *Jay wants to go to the bay.*, 3. *Kay and Jay will have a picnic.*

**Day 3:** Circle and write these words: 1. *sail*, 2. *tail*, 3. *rain*, 4. *pain*, 5. *paint*. Draw a picture of each sentence beside it.

## Week 21

**Day 1:** At the top, write seen, green, queen, screen. At the bottom: 1. Circle *bee* and *tree* and draw a line to the picture of the bee. 2. Circle *feed* and *sheep* and draw a line to the picture of the lamb. 3. Circle *need* and *sweep* and draw a line to the picture of the broom. 4. Circle *sleeps* and draw a line to the picture of a man sleeping in bed. 5. Circle *feet* and draw a line to the picture of the pair of socks. 6. Circle *greet* and *queen* and draw a line to the picture of the queen. 7. Circle *see* and *three* and draw a line to the picture of the nails.

**Day 3:** At the top, circle *beach*, *seashells*, *sea*, *meat*, *tea*, *eaten*, *sunbeam*, *daydream*. At the bottom, write: *weekend*, *week*, *end*; *seashells*, *sea*, *shells*; *sunbeam*, *sun*, *beam*; *daydream*, *day*, *dream*; *sunset*, *sun*, *set*; *raindrops*, *rain*, *drops*.

## Week 22

**Day 1:** At the top, circle *Jake* (×5), *Kate* (×5), *games*, *lake*, *chase*, *shade*. At the bottom, inside the circle for “Jake,” write *dog* and *jump in the lake*. Inside the circle for “same,” write *pets*, *play games*, and *sleep in the shade*. Inside the circle for “Kate,” write *cat* and *chase rats*.

**Day 3:** Under ote, write *note*, *vote*, *wrote*, *quote*. Under ole, write *role*, *pole*, *hole*, *stole*. Under one, write *bone*, *shone*, *lone*, *stone*. Under oke, write *joke*, *woke*, *broke*, *smoke*.

## Week 23

**Day 1:** At the top, draw a line between *close* and *closed*, *dim* and *dimmed*, *rain* and *rained*, *pose* and *posed*, *pin* and *pinned*, *save* and *saved*, *pain* and *pained*, *smell* and *smelled*, *stay* and *stayed*, *tug* and *tugged*. At the bottom, write dreamed, nailed, named, seemed, waved.

## Week 24 Assessment

**Alphabet Recognition and Phonics:** 1. *sleep*, 2. *such*, 3. *same*, 4. *seat*, 5. *safe*, 6. *braid*, 7. *backbone*, 8. *bay*, 9. *broke*, 10. *bath*

**Spelling and Sight Words:** 1. *dream*, 2. *play*, 3. *sleep*, 4. *came*, 5. *much*, 6. *thin*, 7. *thick*, 8. *need*, 9. *home*, 10. *very*

**Written Vocabulary:** 1. *think*, 2. *check*, 3. *thick*, 4. *bait*, 5. *tug*, 6. *train*, 7. *brave*, 8. *dream*, 9. *bone*, 10. *plants*

**Reading Comprehension:** 1. Hawa and Beth; 2. on a train; 3. Sam Prat; 4. the sea, or the beach; 5. They ride a train.; 6. They dream about coming back.

### Week 25

**Day 1:** At the top, read *hid*, write *e*, and read *hide*; read *rip*, write *e*, and read *ripe*; read *rid*, write *e*, and read *ride*; read *tim*, write *e*, and read *time*; read *bit*, write *e*, and read *bite*; read *rud*, write *e*, and read *rude*; read *slid*, write *e*, and read *slide*; read *Jun*, write *e*, and read *June*; read *kit*, write *e*, and read *kite*; read *dun*, write *e*, and read *dune*. At the bottom, write *i* as the vowel for each word, read the words *nine*, *tire*, *smile*, *line*, and *bike*, and draw a picture for one of the words.

**Day 3:** At the top, circle *wanted*, *dropped*, *fished*, *jumped*, *grabbed*, *fish*. At the bottom, circle *ed* in each word. Under /t/, write *looked*, *asked*, *wished*, *checked*. Under /əd/, write *needed*, *waited*, *handed*, *heated*.

### Week 26

**Day 1:** At the top, write *king*, *bring*, *swing*, *thing*, *cling*, *fling*. At the bottom, circle *ng* in each word. Draw a line from *sting* to the picture of a bee, from *sing* to the picture of a boy singing, from *wing* to the picture of the bird's wing, and from *ring* to the picture of the ring.

**Day 3:** 1. At the top: 1. Circle *smiling* and draw a line to the picture of two men smiling. 2. Circle *ringing* and draw a line to the picture of the bell. 3. Circle *reading* and draw a line to the picture of the girl reading a book. 4. Circle *running* and draw a line to the picture of the boy running. 5. Circle *listening* and draw a line to the picture of the boy listening. At the bottom, write 1. *sleeping*, 2. *waiting*, 3. *playing*, 4. *eating*.

### Week 27

**Day 1:** At the top, write *road*, *coat*, *toast*, and *float* on the road. At the bottom, write 1. *boat* and *float*, and 2. *road*.

**Day 3:** At the top, under *oa*, write *coat*, *goal*, *road*, *float*, *load*, *foam*, *loan*. Under *ow*, write *slow*, *own*, *throw*, *blow*, *grow*, *flow*, *snow*. At the bottom, write 1. *slow*, 2. *grow*.

### Week 28

**Day 1:** At the top, write *might*, *tight*, *sight*, *bright*, *fright*, *flight*. At the bottom: 1. Circle *fight* and draw a line to the picture of the kids fighting. 2. Circle *sighs* and draw a line to the picture of the sad girl. 3. Circle *light* and draw a line to the picture of the lamp. 4. Circle *high* and draw a line to the picture of the tree. 5. Circle *night* and draw a line to the picture of the moon.

**Day 3:** At the top, circle *find*, *bright*, *right*, *sighed*, *night*, *high*, *kind*. At the bottom, circle these sentences: 1. *Faith helps Yah*. 2. *Yah wanted to find her beads*. 3. *Faith said to look up high*. 4. *Yah was glad to find the beads*. 5. *It was kind of Faith to help Yah*.

### Week 29

**Day 1:** At the top, write *by*, *my*, *cry*, *dry*, *sky*, *try*, *why*, *fly*. At the bottom, write 1. *cry*, 2. *fly*, 3. *sky*.

### Week 30 Assessment

**Sounds:** 1. *fight*, 2. *float*, 3. *find*, 4. *fly*, 5. *fling*, 6. *might*, 7. *white*, 8. *wished*, 9. *mind*, 10. *wing*

**Spelling and Sight Words:** 1. *grow*, 2. *sing*, 3. *sleeping*, 4. *king*, 5. *fine*, 6. *coast*, 7. *night*, 8. *could*, 9. *from*, 10. *after*

**Written Vocabulary:** 1. *time*, 2. *wish*, 3. *prey*, 4. *pump*, 5. *smile*, 6. *deep*, 7. *wave*, 8. *thud*, 9. *bump*, 10. *coast*

**Reading Comprehension:** 1. Fatima and Sam; 2. to see Sam; 3. play, run; 4. Her football team lost.; 5. Yes, Sam saw her cry.; 6. He wanted to be close to Fatima because she was sad.

### Week 31

**Day 1:** At the top, write *bound, found, mound, pound, sound, ground*. At the bottom, write 1. *count*, 2. *mouse*, 3. *round*, 4. *house*, 5. *cloud*.

**Day 3:** At the top, under *ou* write *shout, sound, ouch, loud, out, found*. Under *ow*, write *owl, cow, frown, now, growl, gown*. At the bottom, write 1. *frown*, 2. *cow*.

### Week 32

**Day 1:** At the top, write 1. *race*, 2. *cell*, 3. *face*, 4. *prince*, 5. *fence*, 6. *dance*. At the bottom, circle *cell, space, grace, fence, trace, lace, brace, place, dance*.

**Day 3:** At the top, write 1. *gem*, 2. *bridge*, 3. *huge*, 4. *cage*, 5. *edge*. At the bottom, circle *judge, large, bridge, gym, cage, gentle*.

### Week 33

**Day 1:** At the top, write *ball, call, fall, hall, mall, small, stall, tall, wall*. At the bottom, write sentences with three of the words.

**Day 3:** Write 1. *saw*, 2. *crawling*, 3. *yawning*, 4. *lawn*, 5. *claw*, 6. *draw*, 7. *paws*, 8. *walk*.

### Week 34

**Day 1:** At the top, circle *bought, brought* (×2), and *thought*. At the bottom, write 1. *T*, 2. *T*, 3. *F*, 4. *T*, 5. *F*.

**Day 3:** At the top: 1. Draw a line from *strong* to *It is not weak*. 2. Draw a line from *cloth* to *You make clothes with this*. 3. Draw a line from *long* to *It is not short*. 4. Draw a line from *song* to *You can sing this*. 5. Draw a line from *cost* to *This is how much you pay*. At the bottom, write a sentence for each word and draw a picture of one of the sentences.

### Week 35

**Day 1:** At the top, write 1. *dead*, 2. *breath*, 3. *sweat*, 4. *spread*, 5. *thread*. At the bottom, write a sentence with *head* and draw a picture to go with it.

### Week 36 Assessment

**Phonics:** 1. *pound*, 2. *pace*, 3. *plow*, 4. *page*, 5. *peace*, 6. *chalk*, 7. *bought*, 8. *cost*, 9. *cage*, 10. *cow*

**Spelling and Sight Words:** 1. *small*, 2. *dance*, 3. *sound*, 4. *walk*, 5. *brought*, 6. *page*, 7. *city*, 8. *here*, 9. *body*, 10. *because*

**Written Vocabulary:** 1. *pace*, 2. *need*, 3. *shout*, 4. *frown*, 5. *round*, 6. *bright*, 7. *yawn*, 8. *jaws*, 9. *soft*, 10. *wing*

**Reading Comprehension:** 1. nonfiction; 2. storks; 3. They have long, thin legs.; 4. You can see them in the wild not just in a zoo.; 5. a bird's mouth.; 6. They eat fish.

# Supplementary Reader Questions and Answers

## DOGS CAN HELP (Grade 1)

1. What is this book about? (dogs that help people)
2. What is one special thing about hunter dogs? (They are very fast.)
3. What do watchdogs do? (They protect people, homes, and other animals.)
4. What is one way that a dog can help a person who cannot see? (A dog can guide someone who cannot see.)
5. Is this book fiction or nonfiction? (nonfiction)

## FLAG DAY (Grade 1)

1. Who is the main character in the story? (Eli)
2. How does he feel at the beginning of the story? (Eli is sad.)
3. Who visits the class? (Eli's Uncle Tamba)
4. What does Uncle Tamba tell the class about? (the flag)
5. What do Eli and Uncle Tamba do together? (draw and color a flag, watch a parade together)

## LOOKING UP (Grade 1)

1. Who is the main character in the story? (Asatu)
2. What time of day does the story take place? (at night)
3. Who is the other character in the story? (Asatu's father)
4. What do the characters talk about? (the stars, the sun, and the moon)
5. What does Asatu dream that night? (that she was in a rocket flying to the moon)

## NEW AT SCHOOL (Grade 1)

1. Who is the main character in the story? (Suah)
2. What does Suah want to do? (He wants to make friends.)
3. What happens first in the story? (A boy says Suah looks funny and the children laugh and run away.)
4. How does Suah solve his problem? (He is kind, he shares and helps others, and runs fast.)
5. What is the message of this story? (Be kind and helpful and you will have friends.)

## A QUILT FOR A QUEEN (Grade 1)

1. Is this story fiction with made-up characters or a true story about a real person? (true story)
2. Who is the story about? (Martha Ann Ricks)
3. What was Martha very good at doing? (sewing)
4. Who did Martha admire? (the young queen of England)
5. What did Martha give the queen? (a quilt that she had made)

### **RAINY SEASON, DRY SEASON (Grade 1)**

1. Who are the characters in the story? (Kou and Dweh)
2. How are Kou and Dweh different? (They like different seasons, they like to do different things, etc.)
3. What do Kou and Dweh like at night? (Kou likes big storms, and Dweh likes the stars.)
4. What do Kou and Dweh agree on at the end? (that both seasons are fun)
5. Do you like the rainy season or the dry season better? Why? (Answers will vary.)

### **SIT, MONKEY (Grade 1)**

1. What is the name of the dog in the story? (Zip)
2. What does the boy want to do? (He wants to teach Zip tricks.)
3. What is the problem in the story? (Zip will not do tricks.)
4. What kind of person is the boy in the story? (He is patient.)
5. Retell the story. (The boy tries to teach Zip to sit, lie down, and lift his paw, but Zip will not. The boy tries to play catch with Zip and a monkey catches the ball. The boy will teach the monkey tricks.)

### **SPIDER AND THE HONEY TREE (Grade 1)**

1. What is the problem in this story? (Spider wants all the fruits.)
2. What is the first tree that the girl brings Spider to? (the plum tree)
3. What does Spider eat after the plums? (all the bananas)
4. What does the girl know about Spider? (She knows that he is greedy.)
5. What does the girl do to solve the problem? (She leads Spider to the honey tree, where he eats so much that he gets fat and cannot get out.)

### **TEN HENS (Grade 1)**

1. Who is the main character in the story? (Tina)
2. What does her grandfather ask her to do? (He asks her to count the hens.)
3. What is the problem Tina has? (The hens look alike and so are hard to count.)
4. What does Tina do to solve her problem? (She ties a piece of different-colored yarn to each hen so she can tell them apart. She makes a chart and counts the hens.)
5. Tell about a time you had a problem and thought of a way to solve it. (Answers will vary.)

### **WHERE IS LIBERIA? (Grade 1)**

1. Is this book fiction or nonfiction? (nonfiction)
2. What continent is Liberia on? (Africa)
3. What is the name of the ocean that is next to Liberia? (the Atlantic Ocean)
4. What does a compass rose on a map show? (the directions north, south, east, and west)
5. What does this book use to answer the question “Where is Liberia?” (maps)

### **ANIMALS IN DANGER (Grade 2)**

1. What is the topic of this book? (the different animals that live in Liberia)
2. What do the headings tell you? (They tell you the animals you are about to read about.)
3. What is the difference between an African elephant and a forest elephant? (A forest elephant is smaller and lives in the forest.)
4. According to the book, why are these animals in danger? (They are in danger because people hunt them and destroy their homes.)
5. What can a national park do to help animals? (A national park keeps animals safe.)

### **CLEVER LITTLE ANTELOPE (Grade 2)**

1. What is Leopard's problem in the story? (she needs a helper)
2. What is the plot in this story? (One by one the animals try to pass Leopard's test to become her helper.)
3. What tasks does Leopard ask the animals to do? (perform the Dance of War and Peace, throw a spear, and count to ten before it hits the ground)
4. What characters try to pass the test? (Elephant, Buffalo, and Antelope)
5. Why is Antelope clever? (He counts by twos so he can reach ten before the spear lands.)

### **FINDING FRIENDS (Grade 2)**

1. Who is the main character in this story? (Ada)
2. What is Ada's problem? (She and her family have moved to Monrovia, and she does not have any friends.)
3. Who does Ada meet at the park? (Akila and Fadil)
4. What does Ada think of the city? (It is noisy.)
5. What happens to Max? (He runs off to chase birds, and Ada, Akila, and Fadil must find him.)

### **GB FOR LUNCH (Grade 2)**

1. Who is the main character in the story? (Dolo)
2. Where does the story take place? (in the country at Dolo's grandmother's house)
3. What job does grandmother have for Dolo? (to help her get the cassava ready to make GB)
4. Do they use a blender or a mortar and pestle to make the GB? (They use a mortar and pestle.)
5. Whose favorite lunch was GB and soup? (It was Dolo's father's favorite lunch.)

### **A PERFECT PET FOR PAYE (Grade 2)**

1. Who is the main character in the story? (Paye)
2. What does Paye want? (He wants a pet.)
3. What pets do his friends have? (Tom has a lizard, and Muna has a rabbit.)
4. What does Paye find? (a puppy)
5. Who comes to Paye's house? (the man whose dog is the puppy's mother)

## POEMS OF LIBERIA (Grade 2)

1. What do you find in a poem that you do not find in a story? (rhyming words, stanzas)
2. What is special about the poem “All Hail Liberia”? (It is a poem and a song.)
3. What is special about the poem “Giving Trees”? (Its words are arranged so it looks like a tree.)
4. Read the poems “What Am I?” and “Who Are You?” What are the answers to their questions? (a monkey and a forest elephant)
5. According to the poem, when should you palava? (when you feel sad or angry and you need to talk to someone)

## SO MANY PEOPLE, SO MANY JOBS! (Grade 2)

1. Where are the girl and her mother going? (to the hospital)
2. Who does the girl meet at the market? (a farmer who grows yams, her teacher, and her teacher’s sister)
3. How is the hospital different from the market? (It is much quieter than the market.)
4. What is the theme of this story? (People do many different jobs for different reasons.)
5. What job do you think the girl will do when she grows up? (Answers will vary.)

## THANKSGIVING DAY (Grade 2)

1. Why does Arway’s father call her clever? (He says she is clever because she notices that a light is on in Miss Elisabeth’s house and realizes that Miss Elisabeth is home.)
2. What is the problem in this story? (Miss Elisabeth is alone on Thanksgiving.)
3. What is Arway’s idea? (She thinks they should invite Miss Elisabeth to join them at the beach.)
4. What do Arway and Miss Elisabeth do at the beach? (They play in the sand, swim, and dance.)
5. What is the theme of this story? (It is good to ask people who are alone to join your celebration.)

## WHERE IS FATUMA? (Grade 2)

1. Who is telling this story? (A girl named Zoe)
2. What is Zoe’s problem? (She is getting letters from her friend Fatuma, but she does not know where Fatuma is sending them from.)
3. What animal did Fatuma see? (a pygmy hippopotamus)
4. What is unusual about the last letter? (It does not have a stamp on it.)
5. How does the story end? (Fatuma comes home from her trip.)

## WILD WEATHER (Grade 2)

1. What is the topic of this book? (different kinds of wild weather)
2. What happens during a rain storm? (dark clouds form, lightning flashes, thunder booms, rain falls very hard, and wind makes the trees dance)
3. What can rain become in a very cold place? (snow)
4. In what way does weather science help people? (It helps people be ready for different kinds of weather.)
5. Is this book fiction or nonfiction? (nonfiction)

**Grade 1, Volume 2**  
**Oral Reading**  
**Fluency Assessments**

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## ORAL READING FLUENCY ASSESSMENTS

### INSTRUCTIONS TO THE TEACHER

Every week you may assess the oral reading fluency of a sample of your students and record the number of words they read correctly per minute. Fluency is an important reading skill because as students gain ease and speed in word recognition, they are able to devote more attention to comprehension, which is the ultimate goal of reading. Assessing your students' reading fluency at multiple points throughout the school year will allow you to track their progress in this important skill and to give special attention to those who need help. It is normal for students to progress at different rates. Ensuring that they are improving over time is more important than any particular score at one point in time. Through regular assessment, you can also monitor each student's individual progress toward the national benchmarks for fluency.

### BEFORE YOU BEGIN

Locate the assessment assigned for the current marking period. Prepare these materials:

- The student text sheet (remove from this guide)
- The scoring sheet
- A pencil for marking the scoring sheet
- A timer

Prepare a quiet place set apart from the other students. Identify the students you plan to assess, and instruct them to join you one at a time in quick succession. However, they should wait their turn at an adequate distance so that they cannot overhear the other students reading the passage.

### DURING THE ASSESSMENT

Write the first student's name above the first passage on the scoring sheet. Set the timer for 60 seconds. Show the first student the student text sheet. Read these instructions aloud:

*Here is a short story. I want you to read it aloud, quickly but carefully. When I say "Begin," read the story as best as you can. If you come to a word you do not know, go on to the next word. Point to the first word. Ready? Begin.*

Start the timer when the student reads the first word.

As the student reads, follow along on your copy of the scoring sheet. With your pencil, mark with a slash ( / ) any words the student skips or reads incorrectly.

If the student makes an error and then corrects it on his or her own, count it as correct. If you have already marked the word as incorrect, circle over the slashed word (  $\emptyset$  ) to remind yourself to count it as correct.

Stay quiet except when the student hesitates for 3 seconds. Do not read the word for the student. Point to the next word and say, "Please go on." Mark the skipped word as incorrect.

When 60 seconds is up, say "Stop." Mark the final word read with a bracket ( ] ).

Thank and dismiss the student. Repeat with the next student.

## AFTER THE ASSESSMENT

You may wait to calculate each score until you have finished assessing all students.

To calculate the student's score, write in line **A** of the scoring sheet the number of the last word that the student read before the time was up.

Count the number of words that the student missed (skipped or read incorrectly) up until the last word read. Write this number in line **B**.

Subtract the number in line **B** from the number in line **A**. This is the number of words that the student read correctly. Write this number in line **C**.

Record the score in line **C** in your gradebook.

Example:

<p><b>Student Name:</b> <u>Patience</u></p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: <u>21</u></p> <p><b>B.</b> # of words missed: <u>3</u></p> <p><b>C.</b> A – B = <u>18</u> Correct Words Per Minute</p>
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Oral Reading Fluency  
Passage 1

Jen wants to sell eggs in a shop.

Jen has a hen.

That hen sees a bug.

The hen does not see the fox.

Jen went after the fox.

The hen gets the bug.

The hen is glad. Jen is glad.

Jen has eggs to sell in a shop.





## ORAL READING FLUENCY ASSESSMENT PASSAGE 1 (WEEKS 19–23) SCORING SHEET

<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Jen wants to sell eggs in a shop. Jen has a hen. That hen sees</p> <p>16 17 18 19 20 21 22 23 24 25 26 27 28 29 a bug. The hen does not see the fox. Jen went after the fox.</p> <p>30 31 32 33 34 35 36 37 38 39 40 41 42 43 The hen gets the bug. The hen is glad. Jen is glad. Jen has</p> <p>44 45 46 47 48 49 eggs to sell in the shop.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>



Oral Reading Fluency  
Passage 2

Beth and Jane had fun.  
They hopped. They ran fast.  
They made up games.  
They went to the beach to get shells.  
One day, Jane got sick. She could  
not play.  
Beth missed Jane. Beth baked a cake  
for Jane.  
When Jane got well, Beth smiled.





## ORAL READING FLUENCY ASSESSMENT PASSAGE 2 (WEEKS 25–29) SCORING SHEET

<p><b>Student Name:</b> _____</p> <p style="text-align: center;">1    2    3    4    5    6    7    8    9    10    11</p> <p>Beth and Jane had fun. They hopped. They ran fast. They</p> <p style="text-align: center;">12   13   14    15   16   17   18    19   20   21   22   23</p> <p>made up games. They went to the beach to get shells. One</p> <p style="text-align: center;">24   25   26   27   28   29   30   31   32    33   34   35</p> <p>day, Jane got sick. She could not play. Beth missed Jane. Beth</p> <p style="text-align: center;">36   37   38   39   40    41   42   43   44   45   46</p> <p>baked a cake for Jane. When Jane got well, Beth smiled.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p style="text-align: center;"><b>C.</b> A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p style="text-align: center;">1    2    3    4    5    6    7    8    9    10    11</p> <p>Beth and Jane had fun. They hopped. They ran fast. They</p> <p style="text-align: center;">12   13   14    15   16   17   18    19   20   21   22   23</p> <p>made up games. They went to the beach to get shells. One</p> <p style="text-align: center;">24   25   26   27   28   29   30   31   32    33   34   35</p> <p>day, Jane got sick. She could not play. Beth missed Jane. Beth</p> <p style="text-align: center;">36   37   38   39   40    41   42   43   44   45   46</p> <p>baked a cake for Jane. When Jane got well, Beth smiled.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p style="text-align: center;"><b>C.</b> A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p style="text-align: center;">1    2    3    4    5    6    7    8    9    10    11</p> <p>Beth and Jane had fun. They hopped. They ran fast. They</p> <p style="text-align: center;">12   13   14    15   16   17   18    19   20   21   22   23</p> <p>made up games. They went to the beach to get shells. One</p> <p style="text-align: center;">24   25   26   27   28   29   30   31   32    33   34   35</p> <p>day, Jane got sick. She could not play. Beth missed Jane. Beth</p> <p style="text-align: center;">36   37   38   39   40    41   42   43   44   45   46</p> <p>baked a cake for Jane. When Jane got well, Beth smiled.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p style="text-align: center;"><b>C.</b> A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p style="text-align: center;">1    2    3    4    5    6    7    8    9    10    11</p> <p>Beth and Jane had fun. They hopped. They ran fast. They</p> <p style="text-align: center;">12   13   14    15   16   17   18    19   20   21   22   23</p> <p>made up games. They went to the beach to get shells. One</p> <p style="text-align: center;">24   25   26   27   28   29   30   31   32    33   34   35</p> <p>day, Jane got sick. She could not play. Beth missed Jane. Beth</p> <p style="text-align: center;">36   37   38   39   40    41   42   43   44   45   46</p> <p>baked a cake for Jane. When Jane got well, Beth smiled.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p style="text-align: center;"><b>C.</b> A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p style="text-align: center;">1    2    3    4    5    6    7    8    9    10    11</p> <p>Beth and Jane had fun. They hopped. They ran fast. They</p> <p style="text-align: center;">12   13   14    15   16   17   18    19   20   21   22   23</p> <p>made up games. They went to the beach to get shells. One</p> <p style="text-align: center;">24   25   26   27   28   29   30   31   32    33   34   35</p> <p>day, Jane got sick. She could not play. Beth missed Jane. Beth</p> <p style="text-align: center;">36   37   38   39   40    41   42   43   44   45   46</p> <p>baked a cake for Jane. When Jane got well, Beth smiled.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p style="text-align: center;"><b>C.</b> A – B = _____</p> <p style="text-align: center;">Correct Words Per Minute</p>



Oral Reading Fluency  
Passage 3

Pat saw bright sunshine.  
Birds chirped in the low treetops.  
Pat sniffed as she woke up.  
Mom was baking bread.  
She walked to the barn to do  
her chores.  
She fed the goat. She swept  
the bare yard.  
She did not mind helping Mom  
with chores.  
After chores, she and Mom could sing.





**ORAL READING FLUENCY ASSESSMENT PASSAGE 3 (WEEKS 31-35) SCORING SHEET**

<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Pat saw bright sunshine. Birds chirped in the low treetops. Pat sniffed</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 25 26 as she woke up. Mom was baking bread. She walked to the barn to</p> <p>27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 do her chores. She fed the goat. She swept the bare yard. She did not</p> <p>42 43 44 45 46 47 48 49 50 51 52 53 mind helping Mom with chores. After chores, she and Mom could sing.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Pat saw bright sunshine. Birds chirped in the low treetops. Pat sniffed</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 25 26 as she woke up. Mom was baking bread. She walked to the barn to</p> <p>27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 do her chores. She fed the goat. She swept the bare yard. She did not</p> <p>42 43 44 45 46 47 48 49 50 51 52 53 mind helping Mom with chores. After chores, she and Mom could sing.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Pat saw bright sunshine. Birds chirped in the low treetops. Pat sniffed</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 25 26 as she woke up. Mom was baking bread. She walked to the barn to</p> <p>27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 do her chores. She fed the goat. She swept the bare yard. She did not</p> <p>42 43 44 45 46 47 48 49 50 51 52 53 mind helping Mom with chores. After chores, she and Mom could sing.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Pat saw bright sunshine. Birds chirped in the low treetops. Pat sniffed</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 25 26 as she woke up. Mom was baking bread. She walked to the barn to</p> <p>27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 do her chores. She fed the goat. She swept the bare yard. She did not</p> <p>42 43 44 45 46 47 48 49 50 51 52 53 mind helping Mom with chores. After chores, she and Mom could sing.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>
<p><b>Student Name:</b> _____</p> <p>1 2 3 4 5 6 7 8 9 10 11 12 Pat saw bright sunshine. Birds chirped in the low treetops. Pat sniffed</p> <p>13 14 15 16 17 18 19 20 21 22 23 24 25 26 as she woke up. Mom was baking bread. She walked to the barn to</p> <p>27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 do her chores. She fed the goat. She swept the bare yard. She did not</p> <p>42 43 44 45 46 47 48 49 50 51 52 53 mind helping Mom with chores. After chores, she and Mom could sing.</p>	<p><b>A.</b> # of last word read: _____</p> <p><b>B.</b> # of words missed: _____</p> <p><b>C.</b> A – B = _____ Correct Words Per Minute</p>

