



**EDDATA II**

# Early Grade Reading Assessment (EGRA) Plus: Liberia

**EGRA Plus: Liberia Teacher Manual – Volume I**



**Early Grade Reading Assessment (EGRA) Plus: Liberia**  
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# Early Grade Reading Assessment (EGRA) Plus: Liberia

## **EGRA Plus: Liberia Teacher Manual Volume I**

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July 2009

Prepared for  
USAID/Liberia and  
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The EGRA Plus: Liberia Project was requested by the Ministry of Education, and funded by the World Bank between June and September 2008. As of October 2008 and until October 2010, the Project will be funded by USAID/Liberia with partial funding from the Presidential Initiative for Expanding Education.

## Early Grade Reading Assessment (EGRA) in Liberia

The ability to read and understand a text is the most fundamental skill a child learns. Without literacy there is little chance a child will escape the inter-generational cycle of poverty. Yet, in many countries, students enrolled for as many as four years, are unable to read and understand even simple texts. Psychometric evidence indicates that learning to read both early and at a sufficient rate are essential for learning to read *well*. Acquiring literacy becomes more difficult as students grow older; children who do not learn to read in the first few grades are more likely to repeat and eventually drop out, or will fall behind others for the rest of their lives, and countries where the population cannot read well will tend to lag behind the more educated countries.

### What is EGRA?

Concerned with the state of reading in early grades in developing nations, international agencies decided to fund an early-grade reading assessment (EGRA). Most national and international assessments are paper-and-pencil tests used in grades four and above; they essentially assume students have already mastered the basics of reading. For the few low-income countries participating in international tests, the median child performs at about the 3rd or 4th percentile of a developed country distribution. This means that the average child in a poor country performs worse than 97 percent of students in wealthy countries. From these results it is often difficult to tell whether the most basic skills are absent or present to enable the student to understand the test, or whether the children cannot perform the tasks in the test. EGRA was designed to assess the foundation skills for literacy acquisition in grades 1 through 4 orally, including pre-reading skills such as listening comprehension.

The utility of EGRA (and its ramifications) lies in two areas. First, it highlights reading problems, draws policy makers' attention to the issue, and helps teachers track performance. Second, early grade reading is a "leading indicator" for the functioning of a school or school system. If reading is not being taught well in a school or a district, it is a safe bet that other things are not being taught well. Moreover, lack of reading instruction and skill is relatively easy to detect, as opposed to a lack of appropriate instruction and skill in, say, social studies.

### EGRA in Liberia

While EGRA started out as a measurement tool, many countries have shown an interest in using it as a springboard to improving reading and teacher training around reading. EGRA Plus: Liberia is a good case. The tool itself will be used to form a baseline for reading. But the main emphasis of EGRA Plus: Liberia will be to improve student reading skills by implementing evidence-based reading instruction. The tasks and activities that would provide information on causes of poor reading levels similar to the opportunity-to-learn literature will be included. Systematic training, support,

and supervision will be provided to teachers, along with toolkits and reading materials for the students. The project will also include training and collaboration with Ministry of Education staff in areas of early grade assessment, development of skills in early grade reading improvement, and the use of data to drive teaching improvement. The project will work on a pilot basis using a thorough evaluation approach.

EGRA Plus: Liberia began in October 2008 and will end in October 2010. It is implemented by RTI International and Liberian Education Trust, with leadership from the Liberian Ministry of Education. EGRA Plus: Liberia has been funded by the World Bank and USAID/Liberia and the Presidential Initiative for Expanding Education. For further information, contact us at [egraplusliberia@gmail.com](mailto:egraplusliberia@gmail.com).

## **How to Use the EGRA Plus: Liberia Teacher Manual and Other Resources**

Teachers in Grades 2 and 3 in participating schools of EGRA Plus: Liberia project will use the following three main sources for teaching reading:

### **A. EGRA Plus: Liberia Teacher Manual – Volume I**

The EGRA Plus: Liberia Teacher Manual – Volume I presented here pertains only to the first semester of 2009/2010 academic year. The manual provides 40 daily lesson plans to be taught in the first semester: September 1–December 18, 2009. Each daily lesson plan provides clear instructions as to what needs to be taught. It is important that daily lessons are not skipped. In addition to the Volume I manual, the following teacher resources are provided: pocket charts and letter and sound cards.

### **B. Decodable books**

The EGRA Plus: Liberia project will provide every child in Grades 2 and 3 in participating schools with a number of decodable books. The books are compiled into three compilations.

### **C. Library books**

The EGRA Plus: Liberia project will provide Grades 2 and 3 with a sufficient number of books to build small libraries. These books are to be used by students in Grade 2 and 3 for reading at home or during school hours for “independent” reading. Teachers will be provided with ‘reading-at-home’ log of books as well as library logs to keep track of the books’ use.

# Scope and Sequence for Teaching English: EGRA Plus: Liberia

The EGRA approach requires that reading must be taught every day in an academic year. This manual provides teachers with daily lesson plans following a clearly defined year-long scope and sequence of instruction. Each lesson plan provides detailed information on how to teach phonological awareness, phonics, fluency, comprehension, and other reading skills.

While most of the new terms, tasks, and acronyms are explained as they appear in text, some of them need further explanations.

<b>CVC</b>	Consonant-vowel-consonant words
<b>Decodable books</b>	Decodable books are provided to all children in Grades 2 and 3. Decodable means children can sound out most of the words in the texts.
<b>Flash cards</b>	Flash cards are provided with the manual as a separate resource
<b>Lesson plans</b>	Lesson plans are daily. Teaching reading needs to be done daily.
<b>Instructional model</b>	Every lesson plan is based on a simple instructional model 'I do; we do; you do'.
<b>PA</b>	Phonological Awareness – teaching the sounds of language. At the phoneme level, children learn the individual sounds of words.
<b>Pocket chart</b>	Pocket chart is provided with the manual as a separate resource
<b>Review</b>	Review occurs each day. Every 4 weeks, a brief spelling test is given in addition to assess phonics skill progress.
<b>Sight words</b>	Sight words are also referred to as high-frequency words
<b>VC</b>	Vowel-consonant words
<b>/t/</b>	Refers to the sound that a letter or group of letters makes

# Teaching Reading: Weeks 1, 2, 3, 4

DAILY SEQUENCE: WEEKS 1 AND 2										
	Week 1					Week 2				
	M	T	W	TH	F	M	T	W	TH	F
PA	a, t	s, o	m, b	e	c	f, r	d, l	n	k, p	i, h
Phonics	letter name: a, t	s, o	m, b	e	c	letter names f, r	d, l	n	k, p	i, h
Vocabulary + Sight Words	<b>next, and</b>	<b>on</b>	<b>the</b>	<b>a</b>	Word Wizard	Word Wizard <b>to</b>	Word Wizard <b>has</b>	Word Wizard <b>is</b>	Word Wizard <b>you</b>	Word Wizard <b>no</b>
Fluency	Flash Cards with letters	Flash Cards with letters	Flash Cards with letters	Flash Cards with letters	Flash Cards with letters	Flash Cards with letters and words	Flash Cards with letters and words: <b>dad, let</b>	Flash Cards with letters and words: <b>net, lad, bad, sad</b>	Flash Cards with letters and words <b>pat, pop</b>	Flash Cards with letters and words <b>it, fit, hat</b>
Comprehension	Questions (Q) about read aloud	Q about read aloud	Q about read aloud	Q about read aloud	Q about read aloud	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books
DAILY SEQUENCE: WEEKS 3 AND 4										
	Week 3					Week 4				
	M	T	W	TH	F	M	T	W	TH	F
PA	j, u	w	v	g	y	x, z	q	digraph 'sh'	digraph 'ch'	F
Phonics	letter name j, u	w	v	g	y	x, z	q	digraph 'sh'	digraph 'ch'	letter name
Vocabulary + Sight Words	Word Wizard <b>his, rage</b>	Word Wizard <b>it</b>	Word Wizard <b>was</b>	Word Wizard <b>are</b>	Word Wizard <b>all</b>	Word Wizard <b>but, enjoy</b>	Word Wizard <b>what</b>	Word Wizard <b>there</b>	Word Wizard <b>can</b>	Word Wizard <b>an</b>
Fluency	Flash Cards with words <b>cup, jam</b>	Flash Cards with letters and words <b>wet, hug, up</b>	Flash Cards with letters and words <b>wet, vat</b>	Flash Cards with letters and words <b>van, get</b>	Flash Cards with letters and words <b>hit, pet, yet</b>	Flash Cards with letters and words <b>peg, zip, box</b>	Flash Cards with letters and words (review)	Flash Cards with letters and words <b>shop, can</b>	Flash Cards with letters and words <b>chip</b>	Flash Cards with letters and words <b>thin</b>
Comprehension	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books	Q about read aloud. Decodable books

## **Reading Lessons: Week 1**



Check when completed

## Lesson Plan: Week 1: Day 1

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds. An example with ‘t’ is provided. Use the model to teach the sound of ‘a’ as in ‘apple.’ Teach the sound of each letter first, then the name.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for <i>t</i> and <i>a</i></li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>next</i>, <i>and</i></li> <li>(4) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) Letter cards for ‘t’ and ‘a’.</li> <li>(2) Make word cards for ‘next’, ‘and’ OR write the words on the chalk board.</li> <li>(3) Stories: <i>Toe</i>, <i>The Young Hunter</i> and another story you select.</li> </ol>
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### Phonemic Awareness (3-4 minutes)

**New:** Teach the **sounds** /t/ and /ă/ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>	<p><i>The first sound in ‘top’ is /t/. Listen, /t/.</i></p> <p><i>Next, the first sound in ‘apple’ is /ă/.</i></p>	<p><i>Now, let’s say the first sound of ‘top’ together. Everyone, the first sound of ‘top’ is ..... Drop your arm to cue class to respond with you. (whole class) /t/</i></p> <p><i>Now teach the first sound in ‘apple’ with the whole class with you. /ă/ as in ‘apple.’</i></p>	<p><i>Your turn. Class, what sound do you hear at the beginning of ‘top’?</i></p> <p><i>Drop your arm to cue class to respond. (whole class together)</i></p> <p><i>What sound do you hear at the beginning of ‘apple’? This time they respond alone.</i></p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /ă/ sound at the beginning of these words: (DO NOT WRITE THEM) at, am, take, sat, apple, look
2. Call on students with hands raised to say a word that begins with a /ă/ sound. Correct any mistakes
3. Ask students to put thumbs up if they hear the /t/ sound at the beginning of these words: (DO NOT WRITE THEM) take, top, at, apple, Tom, sat, look
4. Call on students with hands raised to say a word that begins with a /t/ sound: Correct any mistakes

### Phonics (3-4 minutes)

**New:** Teach the letter **names** for ‘t’ and ‘a’ using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the letter ‘t’. (Show students the ‘t’.) The letter ‘t’ makes the sound /t/.</i>	<i>Now, everyone: this is the letter ‘t’. (Show students the ‘t’.) The letter ‘t’ makes what sound everyone?</i>	<i>Your turn. Class, what letter? (Point to ‘t’.)</i>
<b>Phonics</b>	<i>Next, show students the letter ‘a’. Say, “This is the letter ‘a’. The letter ‘a’ makes the sound /ă/.</i>	<i>Drop your arm to cue class to respond with you. (whole class) /t/  Now ask the whole class to say the name of the letter ‘a’ WITH YOU when you show them the card.</i>	<i>Drop your arm to cue class to respond with you. (whole class)  Now point to the letter ‘a’. What letter? ( drop your arm)  “What letter?” (class says ‘a’. Then ask, what sound does ‘a’ make? (/ă/)</i>

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘t’ and ‘a’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘t’ or /t/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘a’.

### Vocabulary and Sight Words: (4-5 minutes) words are ‘next’, ‘and’

*Word Wizard:* Write **next** on the board. Explain the meaning to students (see below). Tell students that when they use the word correctly in a sentence, they can tell the teacher and have their name placed on the board as a “word wizard.” The other word students may not know is ‘panga.’ Do not spend a lot of time on this word as it is not used in writing very often.

*Definition of next:* the following as in “the next or the following day.”

*Definition of panga:* Panga is a rusty sword or long knife.

*Sight Word(s):* ‘and’ Point to the word ‘**and**’ and read the word aloud. Tell students that this is a word they need to know without sounding it out because they will see it often when they read.

Play a **Fluency** game using the words **next, and** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Toe, the Young Hunter, By Joanna Patricks

In River Gee, there lived a young boy named Toe who likes to hunt. On a sunny Monday morning, Toe took his rusty panga (*ask students what a panga is and quickly tell them if no one answers*) and went to hunt. On his way, he met with his friend Weah, and told him where he was going. Weah asked Toe to go along with him. Toe agreed. Before getting into the hunting forest, the boys saw a beautiful water duck. The duck was swimming in the nearby swamp. The boys stopped to watch the swimming duck. They had so much fun watching the duck they did not notice the day go by. The boys laughed when they realized they had forgotten to go hunting. They went home and agreed to go hunting the next day.

**Comprehension:** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. As you read the story each day to students, remind them to think about the theme of the story or poem you read.

**Story Elements**

1. Who are the main persons/characters in the story? (*Toe and Weah*)
2. Where does the story take place? (*hunting forest and swamp*)
3. What happens? What is the problem? (*the boys watch a duck and forget to hunt*)
4. How do the boys solve their problem? (*they decide to go hunting the next day*)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

Check when completed

## Lesson Plan: **Week 1: Day 2**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for s and o using the instructional model below. ‘s’ is provided. Teach ‘o’ as in ‘octopus’ the same way.</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>on</i></li> <li>(4) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘s’ and ‘o’.</li> <li>(2) Review letter cards for ‘a’ and ‘t’.</li> <li>(3) Make word cards for ‘next’, ‘and’, ‘on’ or write the word on the chalk board with other words taught this week.</li> <li>(4) Write the word ‘sat’ on the board.</li> <li>(5) Stories: <i>Toe</i>, <i>The Young Hunter</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonemic awareness (3-4 minutes)

**Review:** Review sounds already taught: ‘a’, ‘t’. Ask students what sound they hear at the beginning of the word ‘apple’. Ask what sound they hear at the beginning of the word ‘table’. DO NOT WRITE the words. Ask students for the beginning sounds for ‘ask’, ‘top’.

**New:** Teach the sounds for ‘s’ and ‘o’ using the instructional model below. ‘s’ is provided. Teach ‘o’ the same way using the word ‘octopus’.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p><i>The first sound in ‘sat’ is /s/. Listen, /sssssss/.</i></p> <p><i>The first sound in ‘octopus’ is /ɔ/. Listen, /ɔɔɔɔ/.</i></p>	<p><i>Now, let’s say the sound of ‘s’ together. Everyone, the first sound in ‘sat’ is ..... Drop your arm to cue class to respond with you. (whole class) /sssssss/</i></p> <p><i>Now let’s say the sound of /ɔ/ together. Everyone the first sound you hear in ‘octopus’ is /ɔɔɔ/. Drop your arm to cue class to respond with you. (whole class)</i></p> <p><i>/ɔɔɔ/</i></p>	<p><i>Your turn. Class, what sound do you hear at the beginning of ‘sat’?</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) /sssssss/.</i></p> <p><i>Your turn. Class, what sound do you hear at the beginning of ‘octopus’?</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) /ɔɔɔ/.</i></p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /ō/ sound at the beginning of these words: (DO NOT WRITE THEM) otter, at, off, take, apple
2. Call on students with hands raised to say a word that begins with a /ō/ sound. Correct any mistakes
3. Ask students to put thumbs up if they hear the /s/ sound at the beginning of these words: (DO NOT WRITE THEM) sit, top, off, Sam, Tom, sat, look
4. Call on students with hands raised to say a word that begins with a /s/ sound: Correct any mistakes

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘a’. Then ask what letter and show them ‘t’. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for ‘s’ and ‘o’ using the instructional model below. The instruction for ‘s’ is provided. Use the same model to teach the letter ‘o’ for ‘octopus’.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter ‘s’.</i> Show students the ‘s’. The letter ‘s’ makes the sound /ssssssss/.	<i>Now, everyone: this is the letter ‘s’.</i> (Show students the ‘s’.) The letter ‘s’ makes what sound everyone? Drop your arm to cue class to respond with you. (whole class) /ssssss/	<i>Your turn. Class, what letter?</i> (Show ‘s’.)  Drop your arm to cue class to respond with you. (whole class)
	<i>This is the letter ‘o’.</i> Show students the letter ‘o’. The letter ‘o’ can make the sound /ööö/.	<i>Everyone, this is the letter ‘o’.</i> (Show students the ‘o’.) The letter ‘o’ makes what sound everyone? Together? Drop your arm to cue the class to respond with you. (whole class) /ööö/.	<i>Your turn. Class, what letter?</i> (show ‘o’.)  Drop your arm to cue class to respond with you. (whole class)

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘s’ and ‘o’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘s’: /s/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘a’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘sat’ on the board. Show them how to sound it out (I do, we do, you do). /s/ /a/ /t/. Blend the sounds and say the word ‘sat.’ Ask students to raise their hands if they can say the sounds in ‘sat’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /salt/ for /sat/. Point to the word and say, “let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘sat’ is /s/, then /ă/ then /t/. What word?” “Sat!” “That word is ‘sat.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: 'next', 'and'

*Word Wizard:* Write **next** on the board. Ask a student to use the word correctly in a sentence. Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week.

*Sight Word(s): REVIEW:* 'and' Point to the word '**and**' and ask a student to read the word aloud.

*New word 'on':* Tell students that a new sight word is 'on.' Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Toe, the Young Hunter, By Joanna Patricks*

In River Gee, there lived **a** young boy named Toe who likes to hunt. On a sunny Monday morning, Toe took his rusty **panga** (*ask students what a panga is and quickly tell them if no one answers*) **and** went to hunt. On his way, he met with his friend Weah, **and** told him where he was going. Weah asked Toe to go along with him. Toe agreed. Before getting into the hunting forest, the boys saw a beautiful water duck. The duck was swimming in the nearby swamp. The boys stopped to watch the swimming duck. They had so much fun watching the duck they did not notice the day go by. The boys laughed when they realized they had forgotten to go hunting. They went home **and** agreed to go hunting the **next** day.

**Comprehension: Story Elements**

1. What happens after the boys saw a duck in the swamp? (they forgot to hunt and they watched the duck)
2. Were the boys sad when they walked home? Why or why not? (no, they had a wonderful time even though they didn't hunt and they will hunt another day)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

Check when completed

**Lesson Plan: Week 1: Day 3**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for <i>m</i> and <i>b</i> using the instructional model below. ‘m’ is provided. Teach ‘b’ as in ‘bat’ the same way.</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>the</i></li> <li>(4) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) Letter cards for ‘m’ and ‘b’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, and ‘o’.</li> <li>(3) Make word card for ‘the’ or write the word on the chalk board with other words taught this week: ‘on’, ‘next’, and ‘and’.</li> <li>(4) Write the words ‘sat’ and ‘bat’ on the board.</li> <li>(5) Stories: <i>Toe</i>, <i>The Young Hunter</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonemic awareness (3-4 minutes)**

**Review:** Review sounds already taught: ‘a’, ‘t’, ‘s’, ‘o’. Ask students what sound they hear at the beginning of the word ‘apple’. Next, beginning sound of the word ‘table.’ **DO NOT WRITE** the words. Ask for the beginning sounds for ‘ask’, ‘top’, ‘sat’, ‘off’, etc.

**New:** Introduce the sounds for ‘m’ and ‘b’ by following instructions in the instructional model above under PHONEMIC AWARENESS. Correct **IMMEDIATELY** if a student makes an error.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p><i>The first sound in ‘mat’ is /m/. Listen, /mmmmm/.</i></p> <p><i>The first sound in ‘bat’ is /b/ (NOT /ba!).</i></p>	<p><i>Now, let’s say the first sound of ‘mat’ together. Everyone, the first sound in ‘mat’ is .....</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) /mmmmm/</i></p> <p><i>The first sound in ‘bat’ is what everyone?</i></p> <p><i>/b/</i></p>	<p><i>Your turn. Class, what sound do you hear at the beginning of ‘mat’?</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) /mmmmm/</i></p> <p><i>What do you hear at the beginning of ‘bat’?</i></p> <p><i>/b/</i></p>

**Fluency Practice**

Introduce the sounds for ‘m’ and ‘b’ by asking students to tell you what sound they hear at the beginning of these words: sat, otter, mat, ox, bat, apple, man, boy. Correct **IMMEDIATELY** if a student makes an error.

1. Ask students to put thumbs up if they hear the /b/ sound at the beginning of these words: **(DO NOT WRITE THEM)** boy, back, otter, bat, at, off, bake, apple

2. Call on students with hands raised to say a word that begins with a /b/ sound. Correct any mistakes
3. Ask students to put thumbs up if they hear the /m/ sound at the beginning of these words: (DO NOT WRITE THEM) mat, sit, monkey, top, off, Sam, mom, sat, moon
4. Call on students with hands raised to say a word that begins with a /m/ sound: Correct any mistakes

### Phonics (4-5 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, and ‘o’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘a’. Then ask what letter and show ‘s’. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for ‘m’ and ‘b’ using the instructional model for PHONICS above.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter ‘m’.</i> (Show students the ‘m’.) <i>The letter ‘m’ makes the sound /mmmmmm/.</i>	<i>Now, everyone: this is the letter ‘m’.</i> (Show students the ‘m’.) <i>What is the name of this letter everyone? ‘m’!</i>	<i>Your turn. Class, what letter? (Show ‘m’.)</i>
	<i>This is the letter ‘b’.</i> (Show students the letter ‘b’.)	<i>Everyone, this is the letter ‘b’.</i> <i>What is the name of this letter? (teacher with students) ‘b’!</i>	<i>Drop your arm to cue class to respond with you. (whole class) ‘m’.</i>  <i>Show them the letter ‘b’. Your turn, class, what letter? ‘b’.</i>

### Fluency Practice

1. Take the flash cards for the letters ‘m’ and ‘b’ (OR write the letters on the board) plus cards for all letters taught thus far. Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘m’: /m/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘b’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘sat’ on the board. Show them how to sound it out (I do, we do, you do). /s/ /a/ /t/. Blend the sounds and say the word ‘sat.’ Ask students to raise their hands if they can say the sounds in ‘sat’ and then the whole word. Select several students to sound out the word. Teach students to sound out the following words: mat, bat, sat
4. Now point to each word and ask students to raise their hands if they can read the words. Call on students and if one makes an error, correct him. (EXAMPLE) The student reads /mas/ for /mat/. Point to the word and say, “That word is ‘mat.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

**Vocabulary and Sight Words: (4-5 minutes) REVIEW:** ‘next’, ‘and’, and ‘on’. Teach the new word: Point to the word ‘**the**’ and read the word aloud. Tell students that they cannot sound out ‘the’ but must memorize it. T-H-E spells the word ‘the.’ Practice. Ask students how to spell ‘the’. Ask 2 students to come up and write ‘the’ on the board. Erase after each has written the word correctly.

*Word Wizard:* Remind students of the Word Wizard and ask a student to tell the meaning of the word ‘next’. Correct if necessary.

Play a **Fluency** game using the words **next, and, on**, the with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Toe, the Young Hunter, By Joanna Patricks*

In River Gee, there lived **a** young boy named Toe who likes to hunt. On a sunny Monday morning, Toe took his rusty **panga** (ask students what a panga is and quickly tell them if no one answers) **and** went to hunt. On his way, he met with his friend Weah, **and** told him where he was going. Weah asked Toe to go along with him. Toe agreed. Before getting into the hunting forest, the boys saw a beautiful water duck. The duck was swimming in the nearby swamp. The boys stopped to watch the swimming duck. They had so much fun watching the duck they did not notice the day go by. The boys laughed when they realized they had forgotten to go hunting. They went home **and** agreed to go hunting the **next** day.

**Comprehension:**

1. What is this story about? What is the ‘theme’ of the story?
2. Have you ever been hunting? If yes, tell us about it.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

Check when completed

**Lesson Plan: Week 1: Day 4**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for e using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>a</i></li> <li>(4) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) Letter card for 'e'.</li> <li>(2) Review letters: 'a', 't', 's', 'o', 'm', 'b'.</li> <li>(3) Make word card for 'a' or write the word on the chalk board with other words taught this week: 'on', 'next', 'and', 'the'.</li> <li>(4) Write the words 'sat', 'bat' on the board.</li> <li>(5) Stories: <i>Toe</i>, <i>The Young Hunter</i> and another story you select.</li> </ol>
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**Phonemic awareness (3-4 minutes)**

**Review:** Review sounds already taught for the following letters: 'a', 't', 's', 'o', 'm', 'b'. Ask students what sound they hear at the beginning of the following words: apple, tap, sat, off, man, bat. DO NOT WRITE the words.

**New:** Teach the new sound for the letter 'e' using the PHONEMIC AWARENESS instructional model below:

<b>Skill</b>	<b>Teacher "I do"</b>	<b>Teacher and Students "We do"</b>	<b>Students practice "You do"</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in 'elephant' is /ě/. Listen, /ěěěě/.</i>	<i>Now, let's say the first sound in 'elephant' together. Everyone, the first sound in 'elephant' is ..... Drop your arm to cue class to respond with you. (whole class) /ěěěě/</i>	<i>Your turn. Class, what sound do you hear at the beginning of 'elephant'? Drop your arm to cue class to respond with you. (whole class: /ě/)</i>

**Practice with the /ě/ sound:**

1. Ask students to put thumbs up if they hear the /ě/ sound at the beginning of these words: (DO NOT WRITE THEM) echo, ox, elephant ,bat, apple, man
2. Call on students with hands raised to say a word that begins with a /ě/ sound. Correct any mistakes
3. Ask students to put thumbs up if they hear the /ě/ sound at the beginning of these words: (DO NOT WRITE THEM) elephant, sit, monkey, egg, off, Sam, mom
4. Call on students with hands raised to say a word that begins with a /ě/ sound: Correct any mistakes

**NOTE: students will be provided extra practice for short vowel sounds as they are more difficult to learn.**

## Phonics and Fluency (4-5 minutes)

**Review:** Review letters taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘a’. Then ask what letter and show ‘s’. Go through all letters taught. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for ‘e’ using the PHONICS instructional model below.

<b>Alphabetic Principle</b>	<i>This is the letter ‘e’.</i> (Show students the ‘e’.) <i>The letter ‘e’ makes the sound /ěěě/.</i>	<i>Now, everyone: this is the letter ‘e’.</i> (Show students the ‘e’.) <i>The letter ‘e’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) /ěěě/	<i>Your turn. Class, what is the name of the letter?</i> (show ‘e’.)  Drop your arm to cue class to respond with you. (whole class) ‘e’
<b>Phonics</b>			
<b>(WRITE)</b>			

## Fluency Practice

1. Take the flash cards for the letter ‘e’ (OR write the letter on the board) plus cards for all letters taught thus far. Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘e’: /ě/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘b’, ‘m’, ‘s’, ‘t’, ‘a’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘sat’ on the board. Show them how to sound it out (I do, we do, you do). /s/ /a/ /t/. Blend the sounds and say the word ‘sat.’ Ask students to raise their hands if they can say the sounds in ‘sat’ and then the whole word. Select several students to sound out the word. Teach students to sound out the following words: mat, bet, sat.
4. Now point to each word and ask students to raise their hands if they can read the words. Call on students and if one makes an error, correct him.
5. (CORRECTION) The student reads /mas/ for /mat/. Point to the word and say, “That word is ‘mat.’ Let’s say the sounds (point to each letter as you sound it out: /m/ /ă/ /t/.) Mat! Now your turn. What word?” Point to it again and have the SAME student sound it out and give the answer correctly.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: ‘next’, ‘and’, ‘on’, ‘the’. Teach the new word: ‘a’. Point to the word ‘a’ and read the word aloud. Tell students that the word ‘a’ sounds different than the sound for ‘a’ in words. Sometimes the word ‘a’ is used like the word ‘the’.

*Word Wizard:* Remind students of the Word Wizard and ask a student to tell the meaning of the word ‘next.’ Correct if necessary.

‘next’, ‘and’, ‘on’, ‘the’, ‘a’

Play a **Fluency** game using the words **next, and, the, on, a** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise

their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Toe, the Young Hunter, By Joanna Patricks

In River Gee, there lived a young boy named Toe who likes to hunt. On a sunny Monday morning, Toe took his rusty panga (ask students what a panga is and quickly tell them if no one answers) and went to hunt. On his way, he met with his friend Weah, and told him where he was going. Weah asked Toe to go along with him. Toe agreed. Before getting into the hunting forest, the boys saw a beautiful water duck. The duck was swimming in the nearby swamp. The boys stopped to watch the swimming duck. They had so much fun watching the duck they did not notice the day go by. The boys laughed when they realized they had forgotten to go hunting. They went home and agreed to go hunting the next day.

**Comprehension:** Ask 3 students to retell the story. Tell them to start with the first thing that happened and then the next and then the next ....finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

Check when completed

## Lesson Plan: Week 1: Day 5

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for c using the instructional model below</li> <li>(2) Practice with letter and word flash cards</li> <li>(3) Review vocabulary and sight words: next, on, the, a, and</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and another one 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) Letter card for 'c'.</li> <li>(2) Use word cards for vocabulary/sight words from this week or write the words on the chalk board with other words taught this week: 'on', 'next', 'and', 'the', 'a'.</li> <li>(3) Write the words 'sat', 'bat', 'cat', 'pet', 'cab' on the board.</li> <li>(4) Review the letter names and sounds taught this week: 'a', 't', 's', 'o', 'm', 'b', 'c'.</li> <li>(5) Stories: <i>Toe</i>, <i>The Young Hunter</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonemic awareness (3-4 minutes)

**Review:** Review sounds already taught: 'a', 't', 's', 'o', 'e'. Ask students what sound they hear at the beginning of the word 'sit'. Next, the beginning sound of the word 'octopus'. Next ask what sound they hear at the beginning of the word 'echo'. **DO NOT WRITE** words. Ask for beginning sounds for 'ask' and 'top' and call on students.

**New:** Teach the letter sound /k/ for the letter 'c' in 'cat'.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in 'cat' is /k/. Listen, /k/.</i>  <i>(Remember: NO voice- this sound is made without using your voice!)</i>	<i>Now, let's say the first sound you hear in 'cat'. Everyone, the sound is ..... Drop your arm to cue class to respond with you. (whole class) /k/</i>	<i>Your turn. Class, what sound do you hear at the beginning of 'cat'?</i>  Drop your arm to cue class to respond with you. (whole class: /k/)

### Fluency Practice

1. Ask students to put thumbs up if they hear the /c/ sound at the beginning of these words: (DO NOT WRITE THEM) camel, back, otter, cake, at, off, bake, carrot
2. Call on students with hands raised to say a word that begins with a /c/ sound. Correct any mistakes

## Phonics and Fluency (6-8 minutes)

Teach the letter name for 'c' using the PHONICS instructional model below.

<b>Alphabetic Principle</b>	<i>This is the letter 'c'. Show students the 'c'. The letter 'c' makes the sound /k/.</i>	<i>Now, everyone: this is the letter 'c'. (Show students the 'c'.)What letter? Drop your arm to cue class to respond with you. (you with whole class) 'c' The letter 'c' makes what sound? /k/</i>	<i>Your turn. Class, what is the name of the letter? (show 'c'.)  Drop your arm to cue class to respond with you. (whole class) 'c'  What sound does it make?  (whole class) /k/</i>
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## Practice and Review

1. Use the flash cards for the letters 'a', 't', 's', 'o', 'm', 'b', 'e' (OR write the letters on the board) . Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity. Then ask students to tell you the **sound** each letter makes. Mix up the order in which you point to the letters each time.
2. Say the **sound** for the letter 'c': /k/. Ask students to raise their hands if they can say the name of the letter that makes that sound ('c').
3. Tell students they can now read a word by sounding it out. Point to the word 'cat' on the board. Show them how to sound it out (I do, we do, you do). /c/ /a/ /t/. Blend the sounds and say the word 'cat.' Ask students to raise their hands if they can say the sounds in 'cat' and then the whole word. Select several students to sound out the word. Teach students to sound out the following words: mat, at, bat, Sam, sat, cat
4. Now point to each word and ask students to raise their hands if they can read the words. Call on students and correct errors.
5. EXAMPLE of ERROR CORRECTION: The student reads /mas/ for /mat/. Point to the word and say, "That word is 'mat.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

## Vocabulary and Sight Words: (4-5 minutes) REVIEW: 'next', 'and', 'on', 'the', 'a'.

*Word Wizard:* Remind students of the Word Wizard and name students who have used the word 'next' this week. They should be praised in class.

Play a **Fluency** game using the words **next, and, the, on, a** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**WEEKLY REVIEW (6 minutes):** Ask each student to write the following letters on their slates or paper one at a time:

Say, “Write the following letters: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’.” After all are finished, say the following;

“Now I am going to ask you to write a word. The word is ‘cat’. I’ll sound it out and then we will sound it out together and then you will write it. ‘cat’: /c/ /a/ /t/: ‘cat.’ Now together: ‘cat’: /c/ /a/ /t/: ‘cat.’ Now everyone: write the word cat on your paper/slate.”

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Toe, the Young Hunter, By Joanna Patricks*

In River Gee, there lived a young boy named Toe who likes to hunt. On a sunny Monday morning, Toe took his rusty panga (ask students what a panga is and quickly tell them if no one answers) and went to hunt. On his way, he met with his friend Weah, and told him where he was going. Weah asked Toe to go along with him. Toe agreed. Before getting into the hunting forest, the boys saw a beautiful water duck. The duck was swimming in the nearby swamp. The boys stopped to watch the swimming duck. They had so much fun watching the duck they did not notice the day go by. The boys laughed when they realized they had forgotten to go hunting. They went home and agreed to go hunting the next day.

**Comprehension:** Ask 2 volunteer students to tell stories of their own to the class. Then ask a student who was listening to identify the main character, where the story took place, the problem in the story, how the problem was solved for each story told to the class.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

## **Reading Lessons: Week 2**

Check when completed

## Lesson Plan: **Week 2: Day 1**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for <i>f</i> and <i>r</i> using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>to</i></li> <li>(4) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘f’ and ‘r’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’.</li> <li>(3) Make word card for ‘to’ or write the word on the chalk board with previous words taught (‘next’, ‘and’, ‘on’, ‘the’, ‘a’).</li> <li>(4) Write the words ‘sat’, ‘fat’, ‘rat’ on the board.</li> <li>(5) Stories: <i>Bendu</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review 4 sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/. Ask students what sound they hear at the beginning of the word ‘apple’. Ask what sound they hear at the beginning of the word ‘table’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘echo’, ‘cat’.

**New:** Teach the sounds for ‘f’ and ‘r’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p><i>The first sound in ‘fan’ is /f/. Listen, /ffffff/.</i></p> <p><i>The first sound in ‘rat’ is /r/. Listen, /rrrrr/.</i></p>	<p><i>Now, let’s say the first sound of ‘fan’ together. Everyone, the first sound in ‘fan’ is .....</i></p> <p>Drop your arm to cue class to respond with you. (whole class) /ffffff/</p> <p><i>Now let’s say the sound of /r/ together. Everyone the first sound you hear in ‘rat’ is /rrrrr/.</i></p> <p>Drop your arm to cue class to respond with you. (whole class)</p> <p>/rrrrr/</p>	<p><i>Your turn. Class, what sound do you hear at the beginning of ‘fat’?</i></p> <p>Drop your arm to cue class to respond with you. (whole class) /ffffff/.</p> <p><i>Your turn. Class, what sound do you hear at the beginning of ‘rat’?</i></p> <p>Drop your arm to cue class to respond with you. (whole class) /rrrrr/.</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /f/ sound at the beginning of these words: (DO NOT WRITE THEM) otter, at, fat, bat, farm
2. Call on students with hands raised to say a word that begins with a /f/ sound. Correct any mistakes

3. Ask students to put thumbs up if they hear the /r/ sound at the beginning of these words: (DO NOT WRITE THEM) sit, top, rat, Sam, rain, fat, look
4. Call on students with hands raised to say a word that begins with an /r/ sound: Correct any mistakes

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review 4 of the letters already taught: ‘a’, ‘t’, ‘e’, ‘c’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘c’. Then ask what letter and show them ‘e’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for ‘f’ and ‘r’ using the instructional model below. The instruction for ‘f’ is provided. Use the same model to teach the letter ‘r’.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter ‘f’.</i> Show students the ‘f’. The letter ‘f’ makes the sound /fffff/.	<i>Now, everyone: this is the letter ‘f’.</i> (Show students the ‘f’.) <i>The letter ‘f’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) /fffff/	<i>Your turn. Class, what letter?</i> (Show ‘f’.)  Drop your arm to cue class to respond with you. (whole class)
	<i>This is the letter ‘r’.</i> (show students the ‘r’.) <i>The letter ‘r’ makes the sound /rrr/.</i>	<i>Now everyone: this is the letter ‘r’.</i> (Show students the letter ‘r’.) <i>The letter ‘r’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) /rrr/	<i>Your turn. Class, what letter?</i> (Show ‘r’.)  Drop your arm to cue class to respond with you. (whole class)

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘f’ and ‘r’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the sound for the letter ‘f’: /f/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘r’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘fat’ on the board. Show them how to sound it out (I do, we do, you do). /f/ /a/ /t/. Blend the sounds and say the word ‘fat’. Ask students to raise their hands if they can say the sounds in ‘fat’ and then say the whole word. Select several students to sound out the word. Repeat with the word ‘rat’.
4. Correct errors. (EXAMPLE) The student reads /fan/ for /fat/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘fat’ is /f/, then /ă/ then /t/. What word?” “Fat!” “That word is ‘fat.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### **Decodable Book 1: *Cat on the Mat***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story **ALoud** together **pointing to each word**.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: ‘next’, ‘and’, ‘on’, ‘the’, ‘a’

*Word Wizard:* Write **share** on the board. Ask a student to use the word correctly in a sentence.

Share: Share means ‘to give a part of something’ like to share bread with another person.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week.

New word ‘to’: Tell students that a new sight word is ‘to’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Bendu, By Delicia Somah*

Bendu lives in a place called Gee Town. She walks **to** school every day. One morning, Bendu’s mother gave her some “country bread” to take to school. Bendu decided to take it to school and share with her friends. When she got near the path that leads to the school, she saw some girls from the village school. One of them had a basket which she placed in front of Bendu.

**(Why do you think the girl placed the basket in front of Bendu?)** The girl asked Bendu to put anything she could give in the basket. Bendu put the bread into the basket. She stayed hungry the rest of the day at school. While going home, she saw an old man who offered her some coconut and gari. He said, “Little girl, I saw you offered your food to the young girls. Now, take this and eat on your way home.”

### **Comprehension: Story Elements**

1. Who are the main persons/characters in the story? (*Bendu, girls, old man*)
2. Where does the story take place? (path to school)
3. What happens? What is the problem? (Bendu has bread and girls are hungry)
4. How does she solve her problem? (she shares bread with the girls)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the Decodable Book 1: Cat on the Mat that they learned today at home to their family members. They should read it several times.

Check when completed

## Lesson Plan: Week 2: Day 2

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for <i>d</i> and <i>l</i> using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>in</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘d’ and ‘l’.</li> <li>(2) Review 5 of the following letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’.</li> <li>(3) Make word card for ‘has’ or write the word on the chalk board with previous words taught (‘next’, ‘and’, ‘on’, ‘the’, ‘a’, ‘to’).</li> <li>(4) Write the words ‘sat’, ‘fat’, ‘rat’, ‘dad’, ‘let’ on the board.</li> <li>(5) Stories: <i>Bendu</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ě/, /c/, /f/, /r/. Ask students what sound they hear at the beginning of the word ‘apple’. Ask what sound they hear at the beginning of the word ‘table’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘echo’, ‘cat’.

**New:** Teach the sounds for ‘d’ and ‘l’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in ‘Dan’ is /d/. Listen, /d/. (REMEMBER, not /da/, but /d/.</i>	<i>Now, let’s say the first sound of ‘Dan’ together. Everyone, the first sound in ‘Dan’ is ..... Drop your arm to cue class to respond with you. (whole class) /d/</i>	<i>Your turn. Class, what sound do you hear at the beginning of ‘Dan’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /d/.</i>
	<i>The first sound in ‘let’ is /l/. Listen, /l/.</i>	<i>Now let’s say the sound of /l/ together. Everyone the first sound you hear in ‘let’ is /l/. Drop your arm to cue class to respond with you. (whole class) /l/</i>	<i>Your turn. Class, what sound do you hear at the beginning of ‘let’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /l/.</i>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /d/ sound at the beginning of these words: (DO NOT WRITE THEM) otter, dad, fat, bat, deep
2. Call on students with hands raised to say a word that begins with a /d/ sound. Correct any mistakes

3. Ask students to put thumbs up if they hear the // sound at the beginning of these words: (DO NOT WRITE THEM) sit, top, late, rat, Sam, look, fat, came
4. Call on students with hands raised to say a word that begins with an // sound: Correct any mistakes

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘c’. Then ask what letter and show them ‘r’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for ‘d’ and ‘l’ using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter ‘d’.</i> Show students the ‘d’. <i>The letter ‘d’ makes the sound /d/.</i>	<i>Now, everyone: this is the letter ‘d’.</i> (Show students the ‘d’.) <i>The letter ‘d’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) /d/	<i>Your turn. Class, what letter?</i> (Show ‘d’.)  Drop your arm to cue class to respond. (whole class) ‘d’!
	<i>This is the letter ‘l’.</i> Show students the ‘l’. The letter ‘l’ makes the sound //l/.	<i>Now everyone: this is the letter ‘l’.</i> (Show students the ‘l’.) <i>The letter ‘l’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) //l/	<i>Your turn. Class, what letter?</i> (Show ‘l’.)  Drop your arm to cue class to respond. (whole class) ‘l’!

### Phonics and Fluency Practice (4-5 minutes)

1. Take the flash cards for the letters ‘d’ and ‘l’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘d’: /d/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘l’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘dot’ on the board. Show them how to sound it out (I do, we do, you do). /d/ /ŏ/ /t/. Blend the sounds and say the word ‘dot’. Ask students to raise their hands if they can say the sounds in ‘dot’ and then say the whole word. Select several students to sound out the word. Repeat with the word ‘let’.
4. Correct errors. (EXAMPLE) The student reads /dad/ for /dot/. Point to the word and say, “That word is ‘dot’. Let’s sound that word out.” Point to each letter and sound out with the class. “The first sound in ‘d’ is /d/, then /ŏ/, then /t/. What word?” “Dot!” “That word is ‘dot.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors

by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: 'next', 'and', 'on', 'the', 'a'

*Word Wizard:* Write **share** on the board. Ask a student to use the word correctly in a sentence.

Share: Share means 'to give a part of something' like to share bread with another person.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week.

New word 'has': Tell students that the new sight word is 'has'. Show the card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, has** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Bendu*, By Delicia Somah

Bendu lives in a place called Gee Town. She walks to school every day. One morning, Bendu's mother gave her some "country bread" to take to school. Bendu decided to take it to school and **share** with her friends. When she got near the path that leads to the school, she saw some girls from the village school. One of them had a basket which she placed in front of Bendu. **(Why do you think the girl placed the basket in front of Bendu?)** The girl asked Bendu to put anything she could give in the basket. Bendu put the bread into the basket. She stayed hungry the rest of the day at school. While going home, she saw an old man who offered her some coconut and gari. He said, "Little girl, I saw you offered your food to the young girls. Now, take this and eat on your way home."

### **Comprehension:**

1. What did Bendu do with her bread? (she decided to share it with hungry girls)
2. Why was Bendu hungry at school? (she had given her bread to hungry children)
3. Do you think the girls at school liked Bendu? Why? (yes, they were grateful to Bendu)

4. What did the old man place into Bendu's basket? (gari and coconut)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the new decodable book, Decodable Book 3: The Lad, at home to their family members. They should read it several times.

Check when completed

**Lesson Plan: Week 2: Day 3**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘n’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>is</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter card for ‘n’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’.</li> <li>(3) Make word card for ‘is’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has).</li> <li>(4) Write the words ‘net’, ‘lad’, ‘bad’, ‘sad’ on the board.</li> <li>(5) Stories: <i>Bendu</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (5 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/. Ask students what sound they hear at the beginning of the word ‘apple’. Ask what sound they hear at the beginning of the word ‘table’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘echo’, ‘cat’, ‘rat’, ‘Tom’, ‘bad’.

**New:** Teach the sound for ‘n’ using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in ‘net’ is /n/. Listen, /nnnnn/.</i>	<i>Now, let’s say the first sound in ‘net’ together. Everyone, the first sound in ‘net’ is ..... Drop your arm to cue class to respond with you. (whole class) /nnnnn/</i>	<i>Your turn. Class, what sound do you hear at the beginning of ‘net’? Drop your arm to cue class to respond with you. (whole class) /nnnnn/.</i>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /n/ sound at the beginning of these words: (DO NOT WRITE THEM) otter, name, fat, nest, farm
2. Call on students with hands raised to say a word that begins with a /n/ sound. Correct any mistakes

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘a’. Then ask what letter and show them ‘t’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for ‘n’ using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the letter ‘n’.</i> Show students the ‘n’. <i>The letter ‘n’ makes the sound /nnnnn/.</i></p>	<p><i>Now, everyone: this is the letter ‘n’.</i> (Show students the ‘n’.)<i>The letter ‘n’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) <i>/nnnnn/</i></p> <p><i>What is the name of the letter everyone? (Point to the letter ‘n’.) “‘n’!”</i></p>	<p><i>Your turn. Class, what letter?</i> (Show ‘n’.)</p> <p>Drop your arm to cue class to respond with you. (whole class)</p> <p>“‘n’”!</p>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘f’, ‘r’, ‘d’, ‘l’, ‘n’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘f’: /f/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘n’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘net’ on the board. Show them how to sound it out (I do, we do, you do). /n/ /e/ /t/. Blend the sounds and say the word ‘net’. Ask students to raise their hands if they can say the sounds in ‘net’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /no/ for /net/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘net’ is /n/, then /ě/ then /t/. What word?” “Net!” “That word is ‘net’. Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

#### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

#### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out // /a/ /d/...

“lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, and, on, the, a, has

*Word Wizard:* Write **share** on the board. Remind students that this is the word of the week. Ask a student to use the word correctly in a sentence.

New word ‘is’: Tell students that a new sight word is ‘to.’ Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, has, is** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Bendu. By Delicia Somah*

Bendu lives in a place called Gee Town. She walks **to** school every day. One morning, Bendu’s mother gave her some “country bread” to take to school. Bendu decided to take it to school and **share** with her friends. When she got near the path that leads to the school, she saw some girls from the village school. One of them had a basket which she placed in front of Bendu. **(Why do you think the girl placed the basket in front of Bendu?)** The girl asked Bendu to put anything she could give in the basket. Bendu put the bread into the basket. She stayed hungry the rest of the day at school. While going home, she saw an old man who offered her some coconut and gari. He said, “Little girl, I saw you offered your food to the young girls. Now, take this and eat on your way home.”

**Comprehension Questions: Theme:** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. As you read the story each day to students, remind them to think about the theme of the story or poem you read.

1. What is this story about? What is the ‘theme’ of the story? (ask at least 3 students to tell about the type of story this is)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students **read aloud** the decodable books: Decodable Book 1: Cat on the Mat and Decodable Book 3: The Lad at home to their family members. They should read each book several times.

Check when completed

## Lesson Plan: **Week 2: Day 4**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for ‘k’ and ‘p’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>you</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘k’, and ‘p’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’.</li> <li>(3) Make word card for ‘you’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is).</li> <li>(4) Write the words ‘pat’, ‘pop’, ‘bat’, ‘sad’ on the board.</li> <li>(5) Stories: <i>Bendu</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (5 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/. Ask students what sound they hear at the beginning of the word ‘apple.’ Ask what sound they hear at the beginning of the word ‘table.’ **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘echo’, ‘cat’, ‘rat’, ‘Tom’, ‘bad’, ‘net’, ‘lad’.

**New:** Teach the sound for ‘n’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p><i>The first sound in ‘kite’ is /k/. Listen, /k/.</i></p> <p><i>The first sound in ‘pat’ is /p/.</i></p>	<p><i>Now, let’s say the first sound in ‘kite’ together. Everyone, the first sound in ‘kite’ is ..... Drop your arm to cue class to respond with you. (whole class) /k/</i></p> <p><i>Let’s say the first sound in ‘pat’ together. Everyone, the first sound in ‘pat’ is ... Drop your arm to cue class to respond with you. (whole class) /p/.</i></p>	<p><i>Your turn. Class, what sound do you hear at the beginning of ‘kite’? Drop your arm to cue class to respond. (whole class) /k/.</i></p> <p><i>Your turn. Class, what sound do you hear at the beginning of ‘pat’?</i></p> <p><i>Drop your arm to cue class to respond. (whole class) /p/.</i></p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /k/ sound at the beginning of these words: (DO NOT WRITE THEM) otter, name, kick, nest, kite.
2. Call on students with hands raised to say a word that begins with a /k/ sound. Correct any mistakes. NOTE: the /k/ sound can be made with either ‘c’ or ‘k’. So if students offer the word ‘cat’, it is correct. So is ‘kick’ and other ‘c’ and ‘k’ words.

3. Ask students to put thumbs up if they hear the /p/ sound at the beginning of these words: (DO NOT WRITE THEM) pat, nest, kite, pop.
4. Call on students with hands raised to say a word that begins with a /p/ sound. Correct any mistakes.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘l’. Then ask what letter and show them ‘e’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for ‘n’ using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the letter ‘k’.</i> Show students the ‘k’. <i>The letter ‘n’ makes the sound /k/.</i></p> <p><i>This is the letter ‘p.’</i> Show students the ‘p’.</p> <p><i>The letter ‘p’ makes the sound /p/.</i></p>	<p><i>Now, everyone: this is the letter ‘k’. (Show students the ‘k’.)The letter ‘k’ makes what sound everyone? Drop your arm to cue class to respond with you. (whole class) /k/</i></p> <p><i>What is the name of the letter everyone? (Point to the letter ‘k’.) “k!”</i></p> <p><i>Now, everyone: this is the letter ‘p’. (Show students the ‘p’.)The letter ‘p’ makes what sound everyone? Drop your arm to cue class to respond with you. (whole class) /p/</i></p> <p><i>What is the name of the letter everyone? (Point to the letter ‘p’). “p!”</i></p>	<p><i>Your turn. Class, what letter? (show ‘k’)</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) “k”!</i></p> <p><i>Your turn. Class what letter? (Show ‘p’.)</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) “p”!</i></p>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘k’: /k/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘p’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘pat’ on the board. Show them how to sound it out (I do, we do, you do). /p/ /a/ /t/. Blend the sounds and say the word ‘pat’. Ask students to raise their hands if they can say the sounds in ‘kid’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /cap/ for /kid/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound

in 'pat' is /p/, then /ă/ then /t/. What word?" "Pat!" "That word is 'pat'. Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

### **Decodable Book 1: Cat on the Mat**

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 3: The Lad**

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, and, on, the, a, has, is, you

*Word Wizard:* Write **share** on the board. Remind students that this is the word of the week. Ask a student to use the word correctly in a sentence.

New word 'you': Tell students that a new sight word is 'you.' Show card or write it on the board. Have students read the word with you. Tell them they cannot sound it out, but must learn it 'by heart.'

Play a **Fluency** game using the words **next, and, on, share, to, the, has, is, you** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Bendu, By Delicia Somah

Bendu lives in a place called Gee Town. She walks **to** school every day. One morning, Bendu's mother gave her some "country bread" to take to school. Bendu decided to take it to school and **share** with her friends. When she got near the path that leads to the school, she saw some girls from the village school. One of them had a basket which she placed in front of Bendu. **(Why do you think the girl placed the basket in front of Bendu?)** The girl asked Bendu to put anything she could give in the basket. Bendu put the bread into the basket. She stayed hungry the rest of the day at school. While going home, she saw an old man who offered her some coconut and gari. He said, "Little girl, I saw you offered your food to the young girls. Now, take this and eat on your way home."

**Comprehension:** Ask 3 students to retell the story. Tell them to start with the first thing that happened and then the next and then the next ...finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students rewrite the decodable books: Decodable Book 1: Cat on the Mat and Decodable Book 3: The Lad.

Check when completed

## Lesson Plan: Week 2: Day 5

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for <i>i</i> and <i>h</i> using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>no</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘i’ and ‘h’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’.</li> <li>(3) Make word card for ‘no’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you).</li> <li>(4) Write the words ‘it’, ‘fit’, ‘hat’ on the board.</li> <li>(5) Stories: <i>Bendu</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ā/, /t/, /s/, /ō/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/. Ask students what sound they hear at the beginning of the word ‘elephant’. Ask what sound they hear at the beginning of the word ‘lad’. DO NOT WRITE the words. Ask students for the beginning sounds for ‘kid’, ‘pig’.

**New:** Teach the sounds for ‘i’ and ‘h’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The first sound in ‘it’ is /i/. Listen, /iiii/.</p> <p>The first sound in ‘hat’ is /h/. Listen, /h/.</p>	<p>Now, let’s say the first sound of ‘it’ together. Everyone, the first sound in ‘it’ is ..... Drop your arm to cue class to respond with you. (whole class) /iiii/</p> <p>Now let’s say the sound of /h/ together. Everyone the first sound you hear in ‘hat’ is /h/. Drop your arm to cue class to respond with you. (whole class) /h/</p>	<p>Your turn. Class, what sound do you hear at the beginning of ‘it’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /iiii/.</p> <p>Your turn. Class, what sound do you hear at the beginning of ‘hat’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /h/.</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /i/ sound at the beginning of these words: (DO NOT WRITE THEM) otter, at, itch, farm, imagine
2. Call on students with hands raised to say a word that begins with a /i/ sound. Correct any mistakes

3. Ask students to put thumbs up if they hear the /h/ sound at the beginning of these words: (DO NOT WRITE THEM) hat, sit, top, it, hot, Sam, hose, rain, fat, look
4. Call on students with hands raised to say a word that begins with an /h/ sound: Correct any mistakes

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘l’. Then ask what letter and show them ‘r’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for ‘i’ and ‘h’ using the instructional model below. The instruction for ‘f’ is provided. Use the same model to teach the letter ‘r’.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter ‘i’.</i> Show students the ‘i’. <i>The letter ‘i’ makes the sound /iiii/.</i>	<i>Now, everyone: this is the letter ‘i’.</i> (Show students the ‘i’.) <i>The letter ‘i’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) / iii/	<i>Your turn. Class, what letter?</i> (Show ‘i’.)  Drop your arm to cue class to respond with you. (whole class) ‘i’!
	<i>This is the letter ‘h’.</i> Show students the ‘h’. <i>The letter ‘h’ makes the sound /h/.</i>	<i>Now, everyone: this is the letter ‘h’.</i> (Show students the ‘h’.) <i>The letter ‘h’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) /h/	<i>Your turn. Class, what letter?</i> (Show ‘h’.)  Drop your arm to cue class to respond with you. (whole class) ‘h’!

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘i’ and ‘h’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘i’: /i/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘h’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘it’ on the board. Show them how to sound it out (I do, we do, you do). /i/ /t/. Blend the sounds and say the word ‘it.’ Ask students to raise their hands if they can say the sounds in ‘hat’ and then say the whole word. Select several students to sound out the word. Repeat with the word ‘hit’.
4. Correct errors. (EXAMPLE) The student reads /in/ for /it/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘it’ is /i/, then /t/. What word?” “It!” “That word is ‘it.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### **Decodable Book 1: *Cat on the Mat***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you

*Word Wizard:* Write **share** on the board. Ask a student to use the word correctly in a sentence.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week.

New word ‘no’: Tell students that a new sight word is ‘no’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Bendu, By Delicia Somah*

Bendu lives in a place called Gee Town. She walks **to** school every day. One morning, Bendu’s mother gave her some “country bread” to take to school. Bendu decided to take it to school and **share** with her friends. When she got near the path that leads to the school, she saw some girls from the village school. One of them had a basket which she placed in front of Bendu. **(Why do you think the girl placed the basket in front of Bendu?)** The girl asked Bendu to put anything she could give in the basket. Bendu put the bread into the basket. She stayed hungry the rest of the day at school. While going home, she saw an old man who offered her some coconut and gari. He said, “Little girl, I saw you offered your food to the young girls. Now, take this and eat on your way home.”

**Comprehension:** Ask 2 volunteer students to tell stories of their own to the class. Then ask a student who was listening to identify the main character, where the story took place, the problem in the story, how the problem was solved for each story told to the class.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud decodable books: Decodable Book 1: The Cat on the Mat and Decodable Book 3: The Lad.

## **Reading Lessons: Week 3**

Check when completed

**Lesson Plan: Week 3: Day 1**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘j’ and ‘u’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>his</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘j’ and ‘u’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’.</li> <li>(3) Make word card for ‘his’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no).</li> <li>(4) Write the words ‘it’, ‘fit’, ‘hat’, ‘cup’, ‘jam’ on the board.</li> <li>(5) Stories: <i>Nyanquoi from King-Gray</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/. Ask students what sound they hear at the beginning of the word ‘kitchen’. Ask what sound they hear at the beginning of the word ‘itch’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘pig’.

**New:** Teach the sounds for ‘j’ and ‘u’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The first sound in ‘jam’ is /j/. Listen, /j/.</p> <p>The first sound in ‘up’ is /ü/. Listen, /ü/.</p>	<p>Now, let’s say the first sound of ‘jam’ together. Everyone, the first sound in ‘jam’ is ..... Drop your arm to cue class to respond with you. (whole class) /j/</p> <p>Now let’s say the sound of /ü/ together. Everyone the first sound you hear in ‘up’ is /ü/. Drop your arm to cue class to respond with you. (whole class) /ü/</p>	<p>Your turn. Class, what sound do you hear at the beginning of ‘jam’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /j/.</p> <p>Your turn. Class, what sound do you hear at the beginning of ‘up’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /ü/.</p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /j/ sound at the beginning of these words: (DO NOT WRITE THEM) juice, at, itch, farm, imagine, jack
2. Call on students with hands raised to say a word that begins with a /j/ sound. Correct any mistakes

3. Ask students to put thumbs up if they hear the /ŭ/ sound at the beginning of these words: (DO NOT WRITE THEM) up, sit, umbrella, it, hot, Sam, hose, rain, fat, look
4. Call on students with hands raised to say a word that begins with an /ŭ/ sound: Correct any mistakes
5. Call on students with hands raised to say a word that HAS THE SOUND /ŭ/ in it. (examples: luck, rug, sun)

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘l’. Then ask what letter and show them ‘r’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for ‘j’ and ‘u’ using the instructional model below. The instruction for ‘j’ is provided. Use the same model to teach the letter ‘u’.

<b>Alphabetic Principle</b>	<i>This is the letter ‘j’.</i> Show students the ‘j’. <i>The letter ‘j’ makes the sound /j/.</i>	<i>Now, everyone: this is the letter ‘j’.</i> (Show students the ‘j’.) <i>The letter ‘j’ makes what sound everyone?</i> Drop your arm to cue class to respond with you. (whole class) /j/	<i>Your turn. Class, what letter?</i> (Show ‘j’.)
<b>Phonics</b>			Drop your arm to cue class to respond with you. (whole class) ‘j’!
<b>(WRITE)</b>	<i>REPEAT USING THE LETTER ‘u’.</i>	<i>REPEAT USING THE LETTER ‘u’.</i>	<i>REPEAT USING THE LETTER ‘u’.</i>

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the letters ‘j’ and ‘u’ (OR write the letters on the board). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘j’: /j/. Ask students to raise their hands if they can say the name of the letter that makes that sound. Do the same for ‘u’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘jam’ on the board. Show them how to sound it out (I do, we do, you do). /j/ /a/ /m/. Blend the sounds and say the word ‘jam’. Ask students to raise their hands if they can say the sounds in ‘jam’ and then say the whole word. Select several students to sound out the word. Repeat with the word ‘up’.
4. Correct errors. (EXAMPLE) The student reads /on/ for /up/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘up’ is /ŭ/, then /p/. What word?” “Up!” “That word is ‘up.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: Cat on the Mat

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no.

*Word Wizard:* Write **rage** on the board. Tell students that this word means very angry. Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word rage in a sentence.

New word 'no': Tell students that a new sight word is 'no'. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Nyanquoi from King-Gray, by Geanjay G Rabat*

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there with his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi's uncle, will eat all **of** the food without **sharing** with Nyanquoi. (**How do you think Nyanquoi feels?**) One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: "This dog is very thin." Nyanquoi quickly responded "I think this dog lives with his uncle." "What do you mean?" Nyanquoi's uncle asked **in** a **rage**.

#### **Comprehension: Story Elements**

1. Who are the main persons/characters in the story? (*Nyanquoi, Uncle Flomo*)
2. Where does the story take place? (*King-Gray*)
3. What happens? What is the problem? (*Flomo does not give Nyanquoi enough to eat*)
4. How does he solve his problem? (*Nyanquoi says a hungry dog must live with an uncle like Flomo as the dog is not getting enough to eat*)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud decodable books: Decodable Book 1: The Cat on the Mat and Decodable Book 3: The Lad.

Check when completed

**Lesson Plan: Week 3: Day 2**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘w’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>it</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter card for ‘w’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’.</li> <li>(3) Make word card for ‘it’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his).</li> <li>(4) Write the words ‘it’, ‘jam’, ‘wet’, ‘hug’, ‘up’ on the board.</li> <li>(5) Stories: <i>Nyanquoi from King-Gray</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ā/, /t/, /s/, /ō/, /m/, /b/, /ē/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /u/. Ask students what sound they hear at the beginning of the word ‘just’. Ask what sound they hear at the beginning of the word ‘hat’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘it’, ‘elephant’.

**New:** Teach the sound for ‘w’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in ‘wet’ is /w/. Listen, /w/.</i>	<i>Now, let’s say the first sound of ‘wet’ together. Everyone, the first sound in ‘wet’ is ..... Drop your arm to cue class to respond with you. (whole class) /w/</i>	<i>Your turn. Class, what sound do you hear at the beginning of ‘wet’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /w/.</i>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /w/ sound at the beginning of these words: **(DO NOT WRITE THEM)** juice, wind, echo, wide, imagine, jack
2. Call on students with hands raised to say a word that begins with a /w/ sound. Correct any mistakes

**Instructional Model for teaching Phonics (3-4 minutes)**

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘j’. Then ask what letter and show them ‘h’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for ‘w’ using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the letter ‘w’.</i> Show students the ‘w’. The letter ‘w’	<i>Now, everyone: this is the letter ‘w’.</i> (Show students the ‘w’.)The letter ‘w’	<i>Your turn. Class, what letter?</i> (Show ‘w’.)
<b>Phonics</b>	<i>makes the sound /w/.</i>	<i>makes what sound everyone?</i> Drop your arm	Drop your arm to cue class to respond with you. (whole class) ‘w’!
<b>(WRITE)</b>		to cue class to respond with you. (whole class) /w/	

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the letter ‘w’ (OR write the letter on the board) and several other flash cards of letters already taught. Quickly hold up one card or point to one letter at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter ‘w’: /w/. Ask students to raise their hands if they can say the name of the letter that makes that sound.
3. Tell students they can now read a word by sounding it out. Point to the word ‘wet’ on the board. Show them how to sound it out (I do, we do, you do). /w/ /e/ /t/. Blend the sounds and say the word ‘wet.’ Ask students to raise their hands if they can say the sounds in ‘wet’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /what/ for /wet/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘wet’ is /w/, next / ě/, then /t/. What word?” “Wet!” “That word is ‘wet.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 2: Dan and a Van

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘dot’ for ‘Dan’, stop and write ‘Dan’ on the board. Say, “That word is ‘Dan.’ Look.” Point to each letter and sound it out /D/ /a/ /n/... “Dan”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 3: The Lad

Review with students by asking 2 or 3 to read the story aloud.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his

**Word Wizard: rage:** Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week.

**New word ‘it’:** Tell students that a new sight word is ‘it.’ Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to

the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Nyanquoi from King-Gray, by Geanjay G Rabat*

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there with his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi's uncle, will eat all **of** the food without **sharing** with Nyanquoi. **(How do you think Nyanquoi feels?)** One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: "This dog is very thin." Nyanquoi quickly responded "I think this dog lives with his uncle." "What do you mean?" Nyanquoi's uncle asked **in** a **rage**.

### Comprehension Questions

1. Who is Nyanquoi? (a teenage boy who lives with his Uncle Flomo)
2. Where is King-Gray? (in Paynesville)
3. What does Nyanquoi do every day? (cleans the yard and cooks)
4. Do you think Nyanquoi is happy with his uncle? Why or why not? (students should say no and say that the uncle doesn't feed Nyanquoi enough and is mean to him)
5. Why did Nyanquoi's uncle fall into a rage? (Nyanquoi compared the skinny poorly fed dog with his situation with his uncle. He thought the dog's owner must be like the uncle who doesn't feed Nyanquoi enough)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer comprehension questions for the following decodable book: Dan and a Van.

Check when completed

**Lesson Plan: Week 3: Day 3**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘v’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: was</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter card for ‘v’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’.</li> <li>(3) Make word card for ‘was’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, was).</li> <li>(4) Write the words ‘it’, ‘fit’, ‘hat’, ‘cup’, ‘jam’, ‘wet’, ‘vat’ on the board.</li> <li>(5) Stories: <i>Nyanquoi from King-Gray</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ā/, /t/, /s/, /ō/, /m/, /b/, /ē/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /u/, /w/. Ask students what sound they hear at the beginning of the word ‘water’. Ask what sound they hear at the beginning of the word ‘up’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘pig’.

**New:** Teach the sound for ‘v’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in ‘vat’ is /v/. Listen, /v/.</i>	<i>Now, let’s say the first sound of ‘vat’ together. Everyone, the first sound in ‘vat’ is ..... Drop your arm to cue class to respond with you. (whole class) /v/</i>	<i>Your turn. Class, what sound do you hear at the beginning of ‘vat’?</i>  Drop your arm to cue class to respond with you. (whole class) /v/.

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /v/ sound at the beginning of these words: (DO NOT WRITE THEM) juice, at, volcano, itch, farm, imagine, vote
2. Call on students with hands raised to say a word that begins with a /v/ sound. Correct any mistakes
3. Ask students to put thumbs up if they hear the /v/ sound at the beginning of these words: (DO NOT WRITE THEM) valentine, up, sit, volcano, it, hot, Sam, hose, vote, rain, fat, look
4. Call on students with hands raised to say a word that begins with a /v/ sound: Correct any mistakes

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘w’. Then ask what letter and show them ‘u’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for ‘v’ using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the letter ‘v’.</i> Show students the ‘v’. The letter ‘v’ makes the sound /v/.	<i>Now, everyone: this is the letter ‘v’.</i> (Show students the ‘v’.) <i>What letter makes the sound /v/?</i>	<i>Your turn. Class, what letter?</i> (Show ‘v’.)
<b>Phonics</b>			Drop your arm to cue class to respond with you. (whole class) ‘v’!
<b>(WRITE)</b>		Whole class: ‘v’!	

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the letter ‘v’ and at least 8 other flash cards with letters (OR write the letters on the board with other letters taught). Tell students the **name** of each letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter /v/. Ask students to raise their hands if they can say the name of the letter that makes that sound.
3. Tell students they can now read a word by sounding it out. Point to the word ‘vat’ on the board. Show them how to sound it out (I do, we do, you do). /v/ /a/ /t/. Blend the sounds and say the word ‘jam.’ Ask students to raise their hands if they can say the sounds in ‘jam’ and then say the whole word. Select several students to sound out the word. Repeat with the words ‘up’, ‘wet’, ‘jam’, ‘van’.
4. Correct errors. (EXAMPLE) The student reads /pat/ for /vat/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘vat’ is /v/, then /a/, then /t/. What word?” “Vat!” “That word is ‘vat.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no

*Word Wizard:* Write **rage** on the board. Tell students that this word means very angry.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word rage in a sentence.

**New word ‘was’:** Tell students that a new sight word is ‘no’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

### **Decodable Book 1: *Cat on the Mat***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **NEW Decodable Book 2: *Dan and a Van***

Use same procedures as other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Nyanquoi from King-Gray, by Geanjay G Rabat*

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there is his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi’s uncle, will eat all **of** the food without **sharing** with Nyanquoi. **(How do you think Nyanquoi feels?)** One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: “This dog is very thin.” Nyanquoi quickly responded “I think this dog lives with his uncle.” “What do you mean?” Nyanquoi’s uncle asked **in** a **rage**.

**Comprehension – Theme:** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. As you read the story each day to students, remind them to think about the theme of the story or poem you read. Ask the following questions at the end of the story.

1. What is this story about? What is the ‘theme’ of the story? (ask at least 3 students to tell about the type of story this is)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the Decodable Book 3: The Lad.

Check when completed

**Lesson Plan: Week 3: Day 4**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘g’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>are</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and another one 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter card for ‘g’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’.</li> <li>(3) Make word card for ‘are’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was).</li> <li>(4) Write the words ‘it’, ‘jam’, ‘wet’, ‘van’, ‘get’ on the board.</li> <li>(5) Stories: <i>Nyanquoi from King-Gray</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /è/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/. Ask students what sound they hear at the beginning of the word ‘weather’. Ask what sound they hear at the beginning of the word ‘itch’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘pig’, ‘just’, ‘up’.

**New:** Teach the sound for ‘g’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p><i>The first sound in ‘get’ is /g/. Listen, /g/.</i></p>	<p><i>Now, let’s say the first sound of ‘get’ together. Everyone, the first sound in ‘get’ is ..... Drop your arm to cue class to respond with you. (whole class) /g/</i></p>	<p><i>Your turn. Class, what sound do you hear at the beginning of ‘get’?</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) /g/.</i></p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /g/ sound at the beginning of these words: (DO NOT WRITE THEM) juice, game, at, itch, go, farm, gone, imagine, jack
2. Call on students with hands raised to say a word that begins with a /g/ sound. Correct any mistakes

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: a, 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v'. Write the letters on the board or use flash cards. Ask students what letter and show them 'w'. Then ask what letter and show them 'h'. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for 'g' using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the letter 'g'. Show students the 'g'.</i>	<i>Now, everyone: this is the letter 'g'. (Show students the 'g'.)The letter 'g' makes what sound everyone? Drop your arm to cue class to respond with you. (whole class) / g/</i>	<i>Your turn. Class, what letter? (Show 'g'.)</i>
<b>Phonics</b>	<i>The letter 'g' makes the sound /g/.</i>	<i>What letter is this? (together with teacher) 'g'!</i>	<i>Drop your arm to cue class to respond with you. (whole class) 'g'!</i>
<b>(WRITE)</b>			

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the letter 'g' (OR write the letter on the board). Tell students the **name** of the letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter 'g': /g/. Ask students to raise their hands if they can say the name of the letter that makes that sound.
3. Tell students they can now read a word by sounding it out. Point to the word 'get' on the board. Show them how to sound it out (I do, we do, you do). /g/ /e/ /t/. Blend the sounds and say the word 'get.' Ask students to raise their hands if they can say the sounds in 'get' and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /jet/ for /get/. Point to the word and say, "Let's sound that word out." Point to each letter and sound out with class. "The first sound in 'get' is /g/, then /e/, then /t/. What word?" "Get!" "That word is 'get.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was

*Word Wizard:* Write **rage** on the board. Tell students that this word means very angry.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word rage in a sentence.

New word 'are': Tell students that a new sight word is 'are.' Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Nyanquoi from King-Gray, by Geanjay G Rabat*

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there is his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi's uncle, will eat all **of** the food without **sharing** with Nyanquoi. **(How do you think Nyanquoi feels?)** One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: "This dog is very thin." Nyanquoi quickly responded "I think this dog lives with his uncle." "What do you mean?" Nyanquoi's uncle asked **in** a **rage**.

**Comprehension: Story Retell:** Ask 3 students to retell the story. Tell them to start with the first thing that happened and then the next and then the next ....finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the Decodable Book: Dan and a Van to their family members several times. \*Note: tomorrow will be the first day when you should ask students to check out a book from the school's library. For this, prepare your book-log and a plan as to how to distribute the books to children.

Check when completed

**Lesson Plan: Week 3: Day 5**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘y’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>all</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter card for ‘y’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’.</li> <li>(3) Make word card for ‘all’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are).</li> <li>(4) Write the words ‘it’, ‘get’, ‘wet’, ‘hit’, ‘pet’ on the board.</li> <li>(5) Stories: <i>Nyanquoi from King-Gray</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ā/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/. Ask students what sound they hear at the beginning of the word ‘weather’. Ask what sound they hear at the beginning of the word ‘itch’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’.

**New:** Teach the sound for ‘y’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The first sound in ‘yet’ is /y/. Listen, /y/.</i>	<i>Now, let’s say the first sound of ‘yet’ together. Everyone, the first sound in ‘yet’ is ..... Drop your arm to cue class to respond with you. (whole class) /y/</i>	<i>Your turn. Class, what sound do you hear at the beginning of ‘yet’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /y/.</i>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /y/ sound at the beginning of these words: (DO NOT WRITE THEM) juice, game, yellow, at, itch, useful (*remember that it is the SOUND, not the letter students need to listen for!!!!*), go, farm, gone, imagine, jack, van, yes
2. Call on students with hands raised to say a word that begins with a /y/ sound. Correct any mistakes. **REMEMBER:** if the word has a /y/ sound but is not spelled with a ‘y’, it is still **CORRECT**.

**Instructional Model for teaching Phonics (3-4 minutes)**

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’. Write the letters on the board or use flash cards. Ask students what

letter and show them 'w'. Then ask what letter and show them 'h'. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for 'y' using the instructional model below.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter 'y'. Show students the 'y'. The letter 'y' makes the sound /y/.</i>	<i>Now, everyone: this is the letter 'y'. (Show students the 'y'.) The letter 'y' makes what sound everyone? Drop your arm to cue class to respond with you. (whole class) / y/ What letter is this? (together with teacher) 'y'!</i>	<i>Your turn. Class, what letter? (Show 'y'.)</i>  Drop your arm to cue class to respond with you. (whole class) 'y'!

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the letter 'y' (OR write the letter on the board). Tell students the **name** of the letter and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter 'y': /y/. Ask students to raise their hands if they can say the name of the letter that makes that sound.
3. Tell students they can now read a word by sounding it out. Point to the word 'yet' on the board. Show them how to sound it out (I do, we do, you do). /y/ /e/ /t/. Blend the sounds and say the word 'yet'. Ask students to raise their hands if they can say the sounds in 'yet' and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /get/ for /yet/. Point to the word and say, "Let's sound that word out." Point to each letter and sound out with class. "The first sound in 'yet' is /y/, then /e/, then /t/. What word?" "yet!" "That word is 'yet.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

#### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

#### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

#### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

## **NEW Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are

*Word Wizard:* Write **rage** on the board. Tell students that this word means very angry.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word rage in a sentence.

New word 'all': Tell students that a new sight word is 'all.' Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Nyanquoi from King-Gray, by Geanjay G Rabat*

King-Gray is **the** oldest town in Paynesville. **It** is the home of the first Bassa Chief called Bob Gray. Nyanquoi **is** a boy in his teens who lives there is his uncle Flomo. Every day, Nyanquoi is asked to clean the yard and cook. Flomo, Nyanquoi's uncle, will eat all **of** the food without **sharing** with Nyanquoi. **(How do you think Nyanquoi feels?)** One evening, Nyanquoi and **his** uncle went for a walk. They met a very thin dog on the way. Flomo made a comment: "This dog is very thin." Nyanquoi quickly responded "I think this dog lives with his uncle." "What do you mean?" Nyanquoi's uncle asked **in** a **rage**.

**Comprehension:** Ask 2 volunteer students to tell stories of their own to the class. Then ask a student who was listening to identify the main character, where the story took place, the problem in the story, how the problem was solved for each story told to the class.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students check out one book from the library to read it the whole next week, starting with the weekend. Instruct students to write down all the words that they don't know and that they ask you to explain these new words.

## **Reading Lessons: Week 4**

Check when completed

**Lesson Plan: Week 4: Day 1**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sounds and names for ‘x’ and ‘z’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>but</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter cards for ‘x’ and ‘z’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’.</li> <li>(3) Make word card for ‘but’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all).</li> <li>(4) Write the words ‘in’, ‘get’, ‘wet’, ‘yam’, ‘peg’, ‘zip’ on the board.</li> <li>(5) Stories: <i>Dyuconjay and his Friend</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ā/, /t/, /s/, /ō/, /m/, /b/, /ē/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/. Ask students what sound they hear at the beginning of the word ‘weather’. Ask what sound they hear at the beginning of the word ‘victory’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’.

**New:** Teach the sounds for ‘x’ and ‘z’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The letter ‘x’ makes the /ks/ sound. Listen, /ks/.</p> <p>What is the first sound you hear in ‘zoo’? /zzzzz/.</p>	<p>Now, let’s say the sound that the letter ‘x’ makes together. Everyone, the sound for the letter ‘x’ is ..... Drop your arm to cue class to respond with you. (whole class) /ks/</p> <p>Now, let’s say the first sound in ‘zoo’ together. The first sound in ‘zoo’ is /zzzzz/!</p>	<p>Your turn. Class, what sound does the letter ‘x’ make?</p> <p>Drop your arm to cue class to respond with you. (whole class) /ks/.</p> <p>Now, what is the first sound you hear in ‘zoo’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /zzzzz/!</p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /z/ sound at the beginning of these words: (DO NOT WRITE THEM) juice, game, zero, yellow, zoo, itch, useful (remember that it is the SOUND, not the letter students need to listen for!!!!), go, farm, gone, zap, imagine, jack, van, yes.
2. Call on students with hands raised to say a word that begins with a /z/ sound. Correct any mistakes.

- There are not many words with the letter 'x'. And some are irregular like xylophone which has a /z/ sound. And x-ray simply uses the letter name. Thus, we will not use words or practice very much with the sound of 'x'. We will learn the letter name.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y'. Write the letters on the board or use flash cards. Ask students what letter and show them 'w'. Then ask what letter and show them 'h'. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter names for 'x' and 'z' using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the letter 'x'. Show students the 'x'. This is 'x'. The letter 'x' makes the sound /ks/.</i>	<i>Now, everyone: this is the letter 'x'. (Show students the 'x'.) What letter is this? (together with teacher) 'x'</i>	<i>Your turn. Class, what letter? (Show 'x'.)</i>  <i>Drop your arm to cue class to respond with you. (whole class) 'x'!</i>
	<i>This is the letter 'z'. The first sound you hear in 'zoo' is /zzzz/. The letter 'z' makes a /zzzzz/ sound.</i>	<i>Now, this is the letter 'z'. (Show students the 'z'.) What letter is this? (together with the teacher) 'z'.             What sound does the letter 'z' make? /zzzzz</i>	<i>Your turn. Class, what letter? (Show 'z'.)</i>  <i>Drop your arm to cue class to respond with you. (whole class) 'z'!</i>

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

- Take the flash cards for the letters 'x' and 'z' (OR write the letters on the board). Tell students the **names** of the letters and then quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
- Say the **sound** for the letter 'z': /zzzzz/. Ask students to raise their hands if they can say the name of the letter that makes that sound.
- Tell students they can now read a word by sounding it out. Point to the word 'zip' on the board. Show them how to sound it out (I do, we do, you do). /z/ /i/ /p/. Blend the sounds and say the word 'zip'. Ask students to raise their hands if they can say the sounds in 'zip' and then say the whole word. Select several students to sound out the word.
- Correct errors. (EXAMPLE) The student reads /zap/ for /zip/. Point to the word and say, "Let's sound that word out." Point to each letter and sound out with class. "The first sound in 'zip' is /z/, then /i/, then /p/. What word?" "Zip!" "That word is 'zip.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story **ALoud** together **pointing to each word**.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **NEW Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **NEW Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **NEW Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all

*Word Wizard:* Write **enjoy** on the board. Tell students that this word means to take pleasure in, appreciate.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New word ‘but’: Tell students that a new sight word is ‘but.’ Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Dyuconjay and his Friend*, by Sheila Harris, the writer

Dyuconjay goes **to** the Middle Town Public School in Buchanan, Grand Bassa County. Middle Town Public School sits **on** a hill overlooking the town. Every day, Dyuconjay walked alone six miles to and from school. Dyuconjay did not mind too much. One day, a new boy moved near Dyuconjay's house. **The** boy had to go to the same school as Dyuconjay. This made Dyuconjay very happy. The new boy **was** happy he did not have to walk the many miles alone. Both boys **enjoy** going to school together. At school, Duconjay and his new friend **are** doing well with their lessons. They are very good at Mathematics. Both boys would like to become very good engineers when they are grown.

**Comprehension: Story Elements**

1. Who are the main persons/characters in the story? (*Dyuconjay and the new boy*)
2. Where does the story take place? (Buchanan or walking to school)
3. What happens? What is the problem? (Dyuconjay has to walk to school alone every day)
4. How does he solve his problem? (A new boy moves near Dyuconjay's house and now they can walk to school together)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 8: The Kid and the Pig, and Decodable Book 9: The Tin Bin.

Check when completed

## Lesson Plan: Week 4: Day 2

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach letter sound and name for ‘q’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>what</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New letter card for ‘q’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’.</li> <li>(3) Make word card for ‘<i>what</i>’ or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but).</li> <li>(4) Write the words ‘in’, ‘get’, ‘wet’, ‘yam’, ‘peg’, ‘zip’ on the board.</li> <li>(5) Stories: <i>Dyuconjay and His Friend</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/. Ask students what sound they hear at the beginning of the word ‘zoo’. Ask what sound they hear at the beginning of the word ‘victory’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’, ‘wish’.

**New:** Teach the sound for ‘q’ using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The letter ‘q’ makes the /k/ sound. Listen, /k/.</p> <p>What is the first sound you hear in ‘quick’? /k/.</p> <p>Class, you will always see ‘q’ with a ‘u’ in spelling. ‘qu’ together make the sound /kw/.</p> <p>The first two sounds in the word ‘quick’ are /k/ /w/.</p>	<p>Now, let’s say the sound that the letter ‘q’ makes together. Everyone, the sound for the letter ‘q’ is ..... Drop your arm to cue class to respond with you. (whole class) /k/</p> <p>Now, let’s say the first sound in ‘quick’ together. The first sound in ‘quick’ is /k/!</p> <p>What are the first two sounds in quick? Listen, /k/ /w/ /i/ /k/.</p> <p>The first 2 sounds in ‘quick’ are /k/ /w/. Everyone? What are the first two sounds? /k/ /w/</p>	<p>Your turn. Class, what sound does the letter ‘q’ make?</p> <p>Drop your arm to cue class to respond with you. (whole class) /k/.</p> <p>Now, what are the first two sounds you hear in ‘quick’?</p> <p>Drop your arm to cue class to respond with you.</p> <p>(whole class) /k/ /w/!</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /k/ sound at the beginning of these words: (DO NOT WRITE THEM) juice, queen, quick, game, zero, yellow, zoo, itch, useful (remember that it is the SOUND, not the letter students need to listen for!!!!), go, farm, quote, gone, zap, imagine, jack, van, yes.
2. Call on students with hands raised to say a word that begins with a /k/ sound. Correct any mistakes. REMEMBER, we are not worried about spelling! If a student says a word like 'kitchen', that is correct because it also begins with a /k/ sound.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z'. Write the letters on the board or use flash cards. Ask students what letter and show them 'y'. Then ask what letter and show them 'u'. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the letter name for 'q' using the instructional model below.

<p><b>Alphabetic Principle</b></p>	<p><i>This is the letter 'q'. Show students the 'q'. This is 'q'.</i></p>	<p><i>Now, everyone: this is the letter 'q'. (Show students the 'q'.) What letter is this? (together with teacher) 'q'</i></p>	<p><i>Your turn. Class, what letter? (Show 'q'.)</i></p>
<p><b>Phonics</b></p>	<p><i>The letter 'q' makes a /k/ sound.</i></p>	<p><i>Now, let's say the first sound in 'quick' together. The first sound in 'quick' is /k/!</i></p>	<p><i>Drop your arm to cue class to respond with you. (whole class) 'q'!</i></p>
<p><b>(WRITE)</b></p>	<p><i>Class, you will always see 'q' with a 'u' in spelling. 'qu' together make the sound /kw/. The first two sounds in the word 'quick' are /k/ /w/. They are spelled 'q' 'u'.</i></p>	<p><i>What are the first two letters in quick? 'q' 'u'. The letter 'q' is always followed by a 'u' in words.</i></p>	<p><i>Now, what are the first two letters in 'quick'?</i></p>
		<p><i>The first 2 letters in 'quick' are 'q' and 'u'. Everyone? What are the first two letters? 'q' 'u'</i></p>	<p><i>Drop your arm to cue class to respond with you.</i></p> <p><i>(whole class) 'q' 'u'</i></p>

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the letter 'q' and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the letter 'q': /k/. Ask students to raise their hands if they can say the name of the letter that makes that sound.
3. Tell students they can now read a word by sounding it out. (NOTE: we are not using a 'q' word because they are more complex to spell). Point to the word 'zip' on the board. Show them how to sound it out (I do, we do, you do). /z/ /i/ /p/. Blend the sounds and say the word 'zip'. Ask students to raise their hands if they can say the sounds in 'zip' and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /zap/ for /zip/. Point to the word and say, "Let's sound that word out." Point to each letter and sound out with class. "The first sound in 'zip' is /z/, then /i/, then /p/. What word?" (sweep your hand under the word) "Zip!" "That

word is 'zip.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

### **Decodable Book 1: *Cat on the Mat***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but

*Word Wizard:* Write **enjoy** on the board. Tell students that this word means to take pleasure in, appreciate.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word 'enjoy' in a sentence.

New word 'what': Tell students that a new sight word is 'what'. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on

the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Dyuconjay and his Friend*, by Sheila Harris, the writer

Dyuconjay goes **to** the Middle Town Public School in Buchanan, Grand Bassa County. Middle Town Public School sits **on** a hill overlooking the town. Every day, Dyuconjay walked alone six miles to and from school. Dyuconjay did not mind too much. One day, a new boy moved near Dyuconjay's house. **The** boy had to go to the same school as Dyuconjay. This made Dyuconjay very happy. The new boy **was** happy he did not have to walk the many miles alone. Both boys **enjoy** going to school together. At school, Dyuconjay and his new friend **are** doing well with their lessons. They are very good at Mathematics. Both boys would like to become very good engineers when they are grown.

### **Comprehension Questions**

1. Where does Dyuconjay go to school? (Middle Town Public School in Buchanan, Grand Bassa County)
2. How far does Dyuconjay have to walk to get to school? (six miles to and from school)
3. What made walking to school more enjoyable for Dyuconjay? (walking with his new friend)
4. What do the boys want to become when they grow up? (they would like to be engineers)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 8: The Kid and the Pig, and Decodable Book 9: The Tin Bin.

Check when completed

**Lesson Plan: Week 4: Day 3**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach digraph 'sh' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>there</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New digraph card for 'sh'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q'.</li> <li>(3) Make word card for 'there' or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what).</li> <li>(4) Write the words 'wet', 'yam', 'peg', 'zip', 'shop' on the board.</li> <li>(5) Stories: <i>Dyuconjay and His Friend</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish'.

**New:** Teach the sound for 'sh' using the instructional model below.

**CONSONANT DIGRAPH /sh/:** Two consonants together that make one new sound. When you see 'sh' together in a word, they stand for a new sound. Underline the 2 letters to remind students that the 2 letters together make ONE sound.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The digraph 'sh' makes the /sh/ sound. Listen, /sh/.</p> <p>What is the first sound you hear in 'shop'? /sh/</p>	<p>Now, let's say the sound that the digraph 'sh' makes. Everyone, the sound for the digraph 'sh' is ..... Drop your arm to cue class to respond with you. (whole class) /sh/</p>	<p>Your turn. Class, what sound does the digraph 'sh' make?</p> <p>Drop your arm to cue class to respond with you. (whole class) /sh/.</p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /sh/ sound at the beginning of these words: (DO NOT WRITE THEM) ship, queen, shake, shoot, zero, yellow, share, itch, useful (remember that it is the SOUND, not the letter students need to listen for!!!!).

2. Call on students with hands raised to say a word that begins with a /sh/ sound. Correct any mistakes.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘y’. Then ask what letter and show them ‘u’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the digraph using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the digraph ‘sh’.</i> (Show students the ‘sh’.) <i>This is ‘sh’.</i>	<i>Now, everyone: this is the digraph ‘sh’.</i> (Show students the ‘sh’.) <i>What is this?</i> (together with teacher) <i>the digraph ‘sh’</i>	<i>Your turn. Class, what is this?</i> (Show ‘sh’.)
<b>Phonics (WRITE)</b>	<i>The digraph ‘sh’ makes a /sh/ sound.</i>  <b>DO NOT SOUND OUT THE ‘S’ AND ‘H’ SEPARATELY. ALWAYS SOUND OUT ‘SH’ AS /SH/ - ONE SOUND!</b>		Drop your arm to cue class to respond with you. (whole class) <i>The digraph ‘sh’!</i>  Ask the class, <i>What sound does the ‘sh’ digraph make?</i>  <i>/sh/</i>

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the digraph ‘sh’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the digraph ‘sh’: /ssshhhhh/. Ask students to raise their hands if they can say the first sound in ‘ship’, ‘shake’, ‘shop’. Remind them that 2 letters make one sound.
3. Tell students they can now read a word by sounding it out. Point to the word ‘shop’ on the board. Show them how to sound it out (I do, we do, you do). /sh/ /o/ /p/. Blend the sounds and say the word ‘shop’. Ask students to raise their hands if they can say the sounds in ‘shop’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /sop/ for /shop/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘shop’ is /sh/, then /ō/, then /p/. What word?” (sweep your hand under the word) “Shop!” “That word is ‘shop.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

**Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, enjoy

*Word Wizard:* Write **enjoy** on the board. Tell students that this word means to take pleasure in, appreciate.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

**New word ‘there’:** Tell students that a new sight word is ‘there.’ Show card or write it on the board. Have students read the word with you. Remind students that they cannot sound out this word, but need to memorize it (learn it by heart).

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Dyuconjay and his Friend*, by Sheila Harris, the writer

Dyuconjay goes **to** the Middle Town Public School in Buchanan, Grand Bassa County. Middle Town Public School sits **on** a hill overlooking the town. Every day, Dyuconjay walked alone six miles to and from school. Dyuconjay did not mind too much. One day, a new boy moved near Dyuconjay's house. **The** boy had to go to the same school as Dyuconjay. This made Dyuconjay very happy. The new boy **was** happy he did not have to walk the many miles alone. Both boys **enjoy** going to school together. At school, Duconjay and his new friend **are** doing well with their lessons. They are very good at Mathematics. Both boys would like to become very good engineers when they are grown.

**Comprehension: Theme:** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. As you read the story each day to students, remind them to think about the theme of the story or poem you read. Ask the following questions at the end of the story.

1. What is this story about? What is the 'theme' of the story? (ask at least 3 students to tell about the type of story this is)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer comprehension questions for the following decodable books at home: Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 8: The Kid and the Pig, and Decodable Book 9: The Tin Bin.

Check when completed

**Lesson Plan: Week 4: Day 4**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach digraph 'ch' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>can</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories: one during the class and the other 10 minutes before you send children home today</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New digraph card for 'ch'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh'.</li> <li>(3) Make word card for 'can' or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy).</li> <li>(4) Write the words "wet", 'yam', 'peg', 'zip', 'shop', 'chip' on the board.</li> <li>(5) Stories: <i>Dyuconjay and His Friend</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop'.

**New:** Teach the sound for 'ch' using the instructional model below.

**CONSONANT DIGRAPH /ch/:** Two consonants together that make one new sound. When you see 'ch' together in a word, they stand for a new sound. Underline the 2 letters to remind students that the 2 letters together make ONE sound.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The digraph 'ch' makes the /ch/ sound. Listen, /ch/.</i>  <i>What is the first sound you hear in 'chip'? /ch/.</i>	<i>Now, let's say the sound that the digraph 'ch' makes. Everyone, the sound for the digraph 'ch' is ..... Drop your arm to cue class to respond with you. (whole class) /ch/</i>	<i>Your turn. Class, what sound does the digraph 'ch' make?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /ch/.</i>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /ch/ sound at the beginning of these words: (DO NOT WRITE THEM) chip, queen, shake, chick, zero, yellow, chop, share, itch, useful (remember that it is the SOUND, not the letters students need to listen for!!!!).

2. Call on students with hands raised to say a word that begins with a /ch/ sound. Correct any mistakes.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘y’. Then ask what sound the two letters ‘sh’ together make and show them ‘sh’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the digraph using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the digraph ‘ch’. (Show students the ‘ch’.) This is ‘ch’.</i></p> <p><i>The digraph ‘ch’ makes a /ch/ sound.</i></p> <p><b>DO NOT SOUND OUT THE ‘C’ AND ‘H’ SEPARATELY. ALWAYS SOUND OUT ‘CH’ AS /CH/ -ONE SOUND!</b></p>	<p><i>Now, everyone: this is the digraph ‘ch’. (Show students the ‘ch’.) What is this? (together with teacher) the digraph ‘ch’</i></p>	<p><i>Your turn. Class, what is this? (Show ‘ch’.)</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) The digraph ‘ch’!</i></p> <p><i>Ask the class, What sound does the ‘ch’ digraph make?</i></p> <p><i>/ch/</i></p>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the digraph ‘ch’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the digraph ‘ch’: /ch/. Ask students to raise their hands if they can say the first sound in ‘chip’, ‘chair’, ‘chop’. Remind them that 2 letters make one sound.
3. Tell students they can now read a word by sounding it out. Point to the word ‘chop’ on the board. Show them how to sound it out (I do, we do, you do). /ch/ /o/ /p/. Blend the sounds and say the word ‘chop’. Ask students to raise their hands if they can say the sounds in ‘chop’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /soap/ for /chop/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘chop’ is /ch/, then /ō/, then /p/. What word?” (sweep your hand under the word) “Chop!” “That word is ‘chop.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: Cat on the Mat

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look: point to each letter and sound it out /k/ /a/ /t/... ‘cat’.” Ask 2 other students to read the story aloud to the class. Then ask students to read the story **ALoud** together **pointing to each word**.

**Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

**Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy

*Word Wizard:* Write **enjoy** on the board. Tell students that this word means to take pleasure in, appreciate.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New word ‘can’: Tell students that a new sight word is ‘can.’ Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Dyuconjay and his Friend*, by Sheila Harris, the writer

Dyuconjay goes **to** the Middle Town Public School in Buchanan, Grand Bassa County. Middle Town Public School sits **on** a hill overlooking the town. Every day, Dyuconjay walked alone six miles to and from school. Dyuconjay did not mind too much. One day, a new boy moved near Dyuconjay's house. **The** boy had to go to the same school as Dyuconjay. This made Dyuconjay very happy. The new boy **was** happy he did not have to walk the many miles alone. Both boys **enjoy** going to school together. At school, Duconjay and his new friend **are** doing well with their lessons. They are very good at Mathematics. Both boys would like to become very good engineers when they are grown.

**Comprehension: Story Retell:** Ask 3 students to retell the story. Tell them to start with the first thing that happened and then the next and then the next ....finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books: Decodable Book 3: The Lad, Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 7: Pip the Pup. Remind the students to bring back the library book that they had checked out last week for reading at home so that they can take a new one tomorrow.

Check when completed

**Lesson Plan: Week 4: Day 5**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach digraph <b>'th'</b> using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: <i>an</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you send children home</li> <li>(6) <b>FOUR WEEK SPELLING TEST</b></li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New digraph card for <b>'th'</b>.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', <b>'sh'</b>, <b>'ch'</b>.</li> <li>(3) Make word card for <b>'an'</b> or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can).</li> <li>(4) Write the words 'ship', 'yam', 'peg', 'zip', 'shop', 'chip', 'thin' on the board.</li> <li>(5) Stories: <i>Dyuconjay and His Friend</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip'.

**New:** Teach the sound for **'th'** using the instructional model below.

**CONSONANT DIGRAPH /th/:** Two consonants together that make one new sound. When you see **'th'** together in a word, they stand for a new sound. Underline the 2 letters to remind students that the 2 letters together make ONE sound.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p>The digraph <b>'th'</b> makes the /th/ sound. Listen, /th/.</p> <p><b>NOTE: This is the unvoiced /th/ sound as in 'thin', 'thick'. Show students how they can place their tongue against teeth and blow air – no voice!</b></p> <p>What is the first sound you hear in 'thin'? /th/.</p>	<p>Now, let's say the sound that the digraph <b>'th'</b> makes. Everyone, the sound for the digraph <b>'th'</b> is ..... Drop your arm to cue class to respond with you. (whole class) /th/</p>	<p>Your turn. Class, what sound does the digraph <b>'th'</b> make?</p> <p>Drop your arm to cue class to respond with you. (whole class) /th/.</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /th/ sound at the beginning of these words: (DO NOT WRITE THEM) thin, queen, shake, chick, zero, yellow, chop, share, itch, useful.
2. Call on students with hands raised to say a word that begins with a /th/ sound. Correct any mistakes.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘y’. Then ask what sound the two letters ‘ch’ make together and show them ‘ch’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the digraph using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the digraph ‘th’.</i> (Show students the ‘th’.) <i>This is ‘th’.</i>	<i>Now, everyone: this is the digraph ‘th’.</i> (Show students the ‘th’.) <i>What is this? (together with teacher) the digraph ‘th’</i>	<i>Your turn. Class, what is this? (Show ‘th’.)</i>
<b>Phonics (WRITE)</b>	<i>The digraph ‘th’ makes a /th/ sound.</i>		Drop your arm to cue class to respond with you. (whole class) <i>The digraph ‘th’!</i>
	<b>DO NOT SOUND OUT THE ‘t’ AND ‘h’ SEPARATELY. ALWAYS SOUND OUT ‘th’ AS /th/ -ONE SOUND!</b>		Ask the class, <i>What sound does the ‘th’ digraph make?</i> <i>/th/</i>

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the digraph ‘th’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the digraph ‘th’: /th/. Ask students to raise their hands if they can say the first sound in ‘thin’, ‘thump’, ‘three’. Remind them that 2 letters make one sound.
3. Tell students they can now read a word by sounding it out. Point to the word ‘chop’ on the board. Show them how to sound it out (I do, we do, you do). /th/ /i/ /n/. Blend the sounds and say the word ‘thin.’ Ask students to raise their hands if they can say the sounds in ‘thin’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /there/ for /thin/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘thin’ is /th/, then /i/, then /n/. What word?” (sweep your hand under the word) “Thin!” “That word is ‘thin.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

## Decodable Book 1: Cat on the Mat

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/...

“cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

**Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out // /a/ /d/...

“lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can

*Word Wizard:* Write **enjoy** on the board. Tell students that this word means *to take pleasure in, appreciate*.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New word ‘an’: Tell students that a new sight word is ‘an.’ Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Dyuconjay and his Friend*, by Sheila Harris, the writer

Dyuconjay goes **to** the Middle Town Public School in Buchanan, Grand Bassa County. Middle Town Public School sits **on** a hill overlooking the town. Every day, Dyuconjay walked alone six miles to and from school. Dyuconjay did not mind too much. One day, a new boy moved near Dyuconjay's house. **The** boy had to go to the same school as Dyuconjay. This made Dyuconjay very happy. The new boy **was** happy he did not have to walk the many miles alone. Both boys **enjoy** going to school together. At school, Dyuconjay and his new friend **are** doing well with their lessons. They are very good at Mathematics. Both boys would like to become very good engineers when they are grown.

**Comprehension:** Ask 2 volunteer students to tell stories of their own to the class. Then ask a student who was listening to identify the main character, where the story took place, the problem in the story, and how the problem was solved for each story told to the class.

#### **FOUR WEEK SPELLING TEST**

##### **Weeks 1- 4: Spelling Test**

- |         |         |
|---------|---------|
| 1. at   | 6. and  |
| 2. has  | 7. what |
| 3. is   | 8. cat  |
| 4. the  | 9. pit  |
| 5. next | 10. hot |

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Make sure that students check out a new book from the school's library before they leave. Remind them that in addition to their assigned homework, they also have to read this book at home aloud for 20 minutes every day. Instruct students to write down all the words that they don't know and that they ask you to explain these new words.

# Teaching Reading: Weeks 5, 6, 7, 8

DAILY SEQUENCE: WEEKS 5 AND 6										
	Week 5					Week 6				
	M	T	W	TH	F	M	T	W	TH	F
PA	digraph 'ck'	digraph 'wh'	Voiced 'th'	blend 'bl'	blends 'fl', 'gl'	double 'll', 'ff', 'ss'	blends 'sk', 'gr'	blends 'pl', 'cr'	blends 'sl', 'dr'	blends 'gr', 'br'
Phonics	digraph 'ck'	same as PA	Voiced 'th'	blend 'bl'	blends 'fl', 'gl'	double 'll', 'ff', 'ss'	blends 'sk', 'gr'	blends 'pl', 'cr'	blends 'sl', 'dr'	blends 'gr', 'br'
Vocabulary + Sight Words	flashcards <b>renovate, said, their</b>	flashcards <b>which, your</b>	flashcards <b>if, do</b>	flashcards <b>black, blot</b>	flashcards <b>her, two</b>	flashcards <b>could, make</b>	flashcards <b>went</b>	flashcards <b>first, stay</b>	flashcards <b>been</b>	flashcards <b>long, little</b>
Fluency	<b>but, thick, chick</b>	<b>When</b>	<b>the, this</b>	<b>into, more</b>	<b>flag, glad</b>	<b>pass, puff, hill</b>	<b>grin, skip</b>	<b>crop, plan</b>	<b>slip, drop</b>	<b>grab, brag</b>
Comprehension	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds
DAILY SEQUENCE: WEEKS 7 AND 8										
	Week 7					Week 8				
	M	T	W	TH	F	M	T	W	TH	F
PA	blends 'fr', 'pr'	blends 'tr', 'sm'	blends 'sn', 'sp'	ending blend -mp	ending blend -sk	ending blend -nk	ending blend -ft	ending blends -st, -nt	ending blends -lt, -lf	ending blends -lp, -nd
Phonics	blends 'fr', 'pr'	blends 'tr', 'sm'	blends 'sn', 'sp'	ending blend -mp	ending blend -sk	ending blend -nk	ending blend -ft	ending blends -st, -nt	ending blends -lt, -lf	ending blends -lp, -nd
Vocabulary + Sight Words	<b>very, after</b>	<b>work, call</b>	<b>just, about</b>	<b>where, for</b>	<b>must, before</b>	<b>look, many</b>	<b>also, know</b>	<b>get, much</b>	<b>through, back</b>	<b>more, her</b>
Fluency	<b>from, prop</b>	<b>trip, smell</b>	<b>snap, spot</b>	<b>lamp, camp</b>	<b>ask, task</b>	<b>bank, sank</b>	<b>soft, gift, lift</b>	<b>sent, mint, list, mist</b>	<b>self, felt</b>	<b>help, sand</b>
Comprehension	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds	decodables and read alouds

## Reading Lessons: Week 5

Check when completed

**Lesson Plan: Week 5: Day 1**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach digraph <b>'ck'</b> using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>said, their</i></li> <li>(4) Read decodable books</li> <li>(5) read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New digraph card for <b>'ck'</b>.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', <u>'sh'</u>, <u>'th'</u>, <u>'ch'</u>.</li> <li>(3) Make word cards for <i>'said,' 'their,' 'renovate'</i> or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an).</li> <li>(4) Write the words 'ship', 'yam', 'peg', 'zip', 'shop', 'chip', 'thin', 'thick', 'chick' on the board.</li> <li>(5) Read aloud text: <i>Monrovia's Ducor Palace</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip'.

**New:** Teach the sound for **'ck'** using the instructional model below.

**CONSONANT DIGRAPH /ck/:** Two consonants together that make one new sound. When you see **'ck'** together in a word, there is one sound: /k/. Underline the 2 letters to remind students that the 2 letters together make **ONE** sound.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The digraph <b>'ck'</b> makes the /k/ sound. Listen, /k/.</p> <p>What is the last sound you hear in 'thick'? /k/.</p>	<p>Now, let's say the sound that the digraph <b>'ck'</b> makes. Everyone, the sound for the digraph <b>'ck'</b> is ..... Drop your arm to cue class to respond with you. (whole class) /k/</p>	<p>Your turn. Class, what sound does the digraph <b>'ck'</b> make?</p> <p>Drop your arm to cue class to respond with you. (whole class) /k/</p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /k/ sound at the end of these words: (DO NOT WRITE THEM) thin, thick, queen, shack, chick, zero, yellow, chop, share, brick, useful.
2. Call on students with hands raised to say a word that ends with a /ck/ sound. Correct any mistakes. NOTE: no words in English begin with 'ck'.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘x’. Then ask what sound the two letters ‘th’ make together and show them ‘th’. Repeat with other letters. Call on several students to make sure everyone knows the letter names.

**New:** Teach the digraph using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the digraph ‘ck’. (Show students the ‘ck’.)</i></p> <p><i>The digraph ‘ck’ makes a /k/ sound.</i></p> <p><b>DO NOT SOUND OUT THE ‘c’ AND ‘k’ SEPARATELY. ALWAYS SOUND OUT ‘ck’ AS /k/ - ONE SOUND!</b></p>	<p><i>Now, everyone: this is the digraph ‘ck’. (Show students the ‘ck’ ) What is this? (together with teacher) The digraph ‘ck’ What sound does it make? /k/</i></p>	<p><i>Your turn. Class, what is this? (Show ‘ck’.)</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) The digraph ‘ck’!</i></p> <p><i>Ask the class, What sound does the ‘ck’ digraph make? /k/</i></p>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the digraph ‘ck’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the digraph ‘ck’: /k/. Ask students to raise their hands if they can say the last sound in ‘thick’, ‘sack’, ‘lock’. Remind them that 2 letters make one sound.
3. Tell students they can now read a word by sounding it out. Point to the word ‘thick’ on the board. Show them how to sound it out (I do, we do, you do). /th/ /i/ /k/. Blend the sounds and say the word ‘thick’. Remind them that the two letters ‘c’ and ‘k’ make one sound /k/. Ask students to raise their hands if they can say the sounds in ‘thick’ and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /thin/ for /thick/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘thick’ is /th/, then /i/, then /k/. What word?” (sweep your hand under the word) “Thick!” “That word is ‘thick.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their

*Word Wizard:* Write **renovate** on the board. Tell students that this word means to make new or repair.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word 'enjoy' in a sentence.

New words 'said', 'their': Tell students that the new sight words are 'said' and 'their'. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

### Monrovia's Ducor Palace

In Monrovia, there is a house up at the top of Broad Street called Ducor Palace. **But** long ago, that house was one of the most beautiful buildings in Liberia. Today, Ducor Palace is almost destroyed. **All** of the things in the palace were taken away and the palace was almost broken down. The present government is trying to **renovate** our old Ducor Palace and it will once more become a building that will bring back our pride and joy.

#### **Comprehension for informational text:**

1. What is the name of the building at the top of Broad Street? (Ducor Palace)
2. What happened to the building? (It was destroyed)
3. What is the present government doing about the building? (they are renovating the building to make it beautiful again)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 8: The Kid and the Pig, and Decodable Book 9: The Tin Bin.



Check when completed

## Lesson Plan: Week 5: Day 2

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach digraph <u>wh</u> using the instructional model below.</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>which, your</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about “story elements”</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New digraph card for <u>wh</u>.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, <u>sh</u>, <u>th</u>, <u>ch</u>, <u>ck</u>.</li> <li>(3) Make word cards for <i>‘which,’ ‘your,’</i> or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their).</li> <li>(4) Write the words ‘ship’, ‘yam’, ‘peg’, ‘zip’, ‘shop’, ‘chip’, ‘thin’, ‘thick’, ‘chick’, ‘when’ on the board.</li> <li>(5) Read aloud text: <i>Monrovia’s Ducor Palace</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /u/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/. Ask students what sound they hear at the beginning of the word ‘zoo’. Ask what sound they hear at the beginning of the word ‘victory’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’, ‘wish’, ‘shop’, ‘chip’, ‘thick’.

**New:** Teach the sound for wh using the instructional model below.

**CONSONANT DIGRAPH /wh/:** Two consonants together that make one new sound. When you see wh together in a word, there is one sound: /w/. Underline the 2 letters to remind students that the 2 letters together make ONE sound.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The digraph <u>wh</u> makes the /w/ sound. Listen, /w/.</i>  <i>What is the first sound I hear in the word ‘which’? /w/.</i>	<i>Together, what is the first sound we hear in the word ‘which’? Drop your arm to cue class to respond with you. (whole class) /w/ Yes! The digraph <u>wh</u> makes the sound /w/.</i>	<i>Your turn. Class, what is the first sound you hear in the word ‘which’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /w/.</i>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /w/ sound at the beginning of these words: (DO NOT WRITE THEM) what, thin, thick, when, queen, shack, chick, zero, yellow, chop, share, which, brick, useful.

- Call on students with hands raised to say a word that begins with a /w/ sound. Correct any mistakes.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘v’. Then ask what sound the two letters ‘ck’ make together in the word ‘back’ and point to ‘ck’. Point to 3-5 other letters and ask students to name them. Call on several students to make sure everyone knows the letter names.

**New:** Teach the digraph using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the digraph ‘wh’. (Show students the ‘wh’.)</i>  <i>The digraph ‘wh’ makes a /w/ sound. As in ‘which’.</i>  <b>DO NOT SOUND OUT THE ‘w’ AND ‘h’ SEPARATELY. ALWAYS SOUND OUT ‘wh’ AS /w/ - ONE SOUND!</b>	<i>Now, everyone: this is the digraph ‘wh’. (Show students the ‘wh’.) What is this? (together with teacher) the digraph ‘wh’ What sound does it make? /w/ as in ‘which’.</i>	<i>Your turn. Class, what is this? (Show ‘wh’.)</i>  Drop your arm to cue class to respond with you. (whole class) The digraph ‘wh’!  Ask the class, What sound does the ‘wh’ digraph make?  /w/

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

- Take the flash card for the digraph ‘wh’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
- Say the **sound** for the digraph ‘wh’: /w/. Ask students to raise their hands if they can say the first sound in ‘when’, ‘which’. Remind them that 2 letters make one sound.
- Tell students they can now read a word by sounding it out. Point to the word ‘when’ on the board. Show them how to sound it out (I do, we do, you do). /wh/ /ě/ /n/. Blend the sounds and say the word ‘when’. Remind them that the two letters ‘w’ and ‘h’ make one sound /w/. Ask students to raise their hands if they can say the sounds in ‘when’ and then say the whole word. Select several students to sound out the word.
- Correct errors. (EXAMPLE) The student reads /then/ for /when/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘when’ is /w/, then /ě/, then /n/. What word?” (sweep your hand under the word) “When!” “That word is ‘when.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: Cat on the Mat

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on

the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their

*Word Wizard:* Write **renovate** on the board. Tell students that this word means to make new or repair.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘which’, ‘your’: Tell students that the new sight words are ‘said’ and ‘their’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘their’. Say the word in a sentence: “This was their house.” Remind students that ‘their’ means *belonging to them*. It is

different from 'there'. Ask students to create a sentence using one or more sight words from the board.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

### Monrovia's Ducor Palace

In Monrovia, there is a house up at the top of Broad Street called Ducor Palace. **But** long ago, that house was one of the most beautiful buildings in Liberia. Today, Ducor Palace is almost destroyed. **All** of the things in the palace were taken away and the palace was almost broken down. The present government is trying to **renovate** our old Ducor Palace and it will once more become a building that will bring back our pride and joy.

### **Comprehension for informational text:**

1. What do you think Ducor Palace looks like? What do palaces usually have? ( a lot of rooms, expensive furniture, beautiful decorations on walls and ceilings, expensive artwork)
2. How was Ducor Palace destroyed? (War. A lot of buildings were destroyed during the war)
3. Why will Ducor Palace be a source of pride after it is renovated? (it will be a beautiful reminder of the history of Liberia)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer the comprehension questions from the following decodable books at home: Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 8: The Kid and the Pig, and Decodable Book 9: The Tin Bin.

Check when completed

## Lesson Plan: **Week 5: Day 3**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach digraph <b>'th'</b> (voiced as in 'the') using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>if, do</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New digraph card for <b>'th'</b> (voiced).</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', <b>'sh'</b>, <b>'th'</b>, <b>'ch'</b>, <b>'ck'</b>, <b>'wh'</b>.</li> <li>(3) Make word cards for <i>'if'</i>, <i>'do'</i>, or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your).</li> <li>(4) Write the words 'ship', 'yam', 'peg', 'zip', 'shop', 'chip', 'thin', 'thick', 'chick', 'when', 'the', 'this' on the board.</li> <li>(5) Read aloud text: <i>Monrovia's Ducor Palace</i> and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick'.

**New:** Teach the sound for **'th'** using the instructional model below.

**CONSONANT DIGRAPH /th/:** Two consonants together that make one new sound. When you see **'th'** together in a word, there is one sound: /th/. Underline the 2 letters to remind students that the 2 letters together make **ONE** sound. Remember that **'th'** has 2 sounds. We are teaching the **'th'** as in 'the' so it is voiced.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The digraph <b>'th'</b> makes the /th/ sound. Listen, /th/.</p> <p>What is the first sound you hear in 'there'? /th/. Feel your throat as you say the voiced /th/.</p>	<p>Now, let's say the sound that the digraph <b>'th'</b> makes. Everyone, the sound for the digraph <b>'th'</b> is ..... Drop your arm to cue class to respond with you. (whole class) /th/ Remember that this /th/ sound is made with your voice. 'this'.../th/</p>	<p>Your turn. Class, what sound does the digraph <b>'th'</b> make?</p> <p>Drop your arm to cue class to respond with you. (whole class) /th/.</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /th/ sound at the beginning of these words: (DO NOT WRITE THEM) this, thick (remind students that this is another pronunciation for the 'th' sound), queen, shack, chick, the, zero, yellow, chop, there, share, brick, useful.
2. Call on students with hands raised to say a word that begins with a voiced /th/ sound. Correct any mistakes.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'ch', 'th', 'ck', 'wh'. Write the letters on the board or use flash cards. Ask students what letter and show them 'g'. Then ask what sound the two letters 'th' make together in the word 'this' and point to 'th'. Point to 3-5 other letters and ask students to name them. Call on several students to make sure everyone knows the letter names.

**New:** Teach the digraph using the instructional model below.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Alphabetic Principle</b>	<i>This is the digraph 'th'. (Show students the 'th').</i>	<i>Now, everyone: this is the digraph 'th'. (Show students the 'th').</i>	<i>Your turn. Class, what is this? (Show 'th').</i>
<b>Phonics (WRITE)</b>	<i>The digraph 'th' makes a /th/ sound.</i>	<i>What is this? (together with teacher) the digraph 'th'. What sound does it make? /th/</i>	<i>Drop your arm to cue class to respond with you. (whole class) The digraph 'th'!</i>  <i>Ask the class, What sound does the 'th' digraph make?</i>  <i>/th/</i>

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the digraph 'th' and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter. Take only 30 seconds or so for this activity.
2. Say the **sound** for the digraph 'th': /th/. Ask students to raise their hands if they can say the first sound in 'this', 'that'. Remind them that 2 letters make one sound.
3. Tell students they can now read a word by sounding it out. Point to the word 'this' on the board. Show them how to sound it out (I do, we do, you do). /th/ /i/ /s/. Blend the sounds and say the word 'this.' Remind them that the two letters 't' and 'h' make one sound /th/. Ask students to raise their hands if they can say the sounds in 'this' and then say the whole word. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /that/ for /this/. Point to the word and say, "Let's sound that word out." Point to each letter and sound out with class. "The first sound in 'this' is /th/, then /i/, then /s/. What word?" (sweep your hand under the word) "This!" "That word is 'this.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

### **Decodable Book 1: *Cat on the Mat***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sat’ for ‘cat’, stop and write ‘cat’ on the board. Say, “That word is ‘cat.’ Look.” Point to each letter and sound it out /k/ /a/ /t/... “cat”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your

*Word Wizard:* Write **renovate** on the board. Tell students that this word means to make new or repair.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘if,’ ‘do’: Tell students that the new sight words are ‘if’ and ‘do’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘their’. Say the word in a sentence: “This was their house”. Remind students that ‘their’ means *belonging to them*. It is different from ‘there’. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘if’. You may have to provide an example sentence: “If it rains, the boys will go back”.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Monrovia’s Ducor Palace

In Monrovia, there is a house up at the top of Broad Street called Ducor Palace. **But** long ago, that house was one of the most beautiful buildings in Liberia. Today, Ducor Palace is almost destroyed. **All** of the things in the palace were taken away and the palace was almost broken down. The present government is trying to **renovate** our old Ducor Palace and it will once more become a building that will bring back our pride and joy.

**Comprehension for informational text:** What other buildings do you think are important to people in your village/city? Do any of these buildings need to be renovated? Why are these buildings important to villagers?

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Book 4: Dan and His Cap, Decodable Book 5: The Pet in a Jet, Decodable Book 8: The Kid and the Pig, and Decodable Book 9: The Tin Bin.

Check when completed

**Lesson Plan: Week 5: Day 4**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blend 'bl' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>into, more</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions.</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend card for 'bl'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th'.</li> <li>(3) Make word cards for 'into,' 'more', or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do).</li> <li>(4) Write the words 'ship', 'yam', 'peg', 'zip', 'shop', 'chip', 'thin', 'thick', 'chick', 'when', 'the', 'this', 'black', 'blot' on the board.</li> <li>(5) Read aloud text: <i>Monrovia's Ducor Palace</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/ /wh/, /th/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick', 'when', 'this'.

**New:** Teach the sound for 'bl' using the instructional model below.

**CONSONANT BLEND /bl/:** Two consonants together that make two sounds. When you see 'bl' together in a word, it makes two sounds: /b/ /l/. Remember that 'bl' has 2 sounds.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend 'bl' makes 2 sounds. Listen, /b/ /l/.</p> <p>What are the first 2 sounds you hear in 'black'? /b/ /l/.</p>	<p>Now, let's say the sounds at the beginning of the word 'black'. Everyone, the beginning sounds in 'black' are ..... Drop your arm to cue class to respond with you. (whole class) /b/ /l/</p>	<p>Your turn. Class, what are the first 2 sounds in the word 'black'?</p> <p>Drop your arm to cue class to respond with you. (whole class) /b/ /l/.</p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /b/ // sounds at the beginning of these words: (DO NOT WRITE THEM) black, boy, blue, bear, shop, blast, yellow, chop, share, brick, useful.
2. Call on students with hands raised to say a word that begins with /b/ // sounds. Correct any mistakes.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘j’. Then ask what sound the two letters ‘th’ make together in the word ‘this’ and point to ‘th’. Point to 3-5 other letters and ask students to name them. Call on several students to make sure everyone knows the letter names.

**New:** Teach the new blend using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the blend ‘bl’.</i> Show students the ‘bl’.  <i>The blend ‘bl’ makes 2 sounds:/b/ //.</i>	<i>Now, everyone: this is the blend ‘bl’.</i> (Show students the ‘bl’.) <i>What is this? (together with teacher) the blend ‘bl’</i> <i>What sounds? /b/ //</i>	<i>Your turn. Class, what is this? (Show ‘bl’.)</i>  <i>Drop your arm to cue class to respond with you. (whole class) The blend ‘bl’!</i>  <i>Ask the class, What sounds do you hear at the beginning of the word ‘blue’?</i>  <i>/b/ //</i>

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash card for the blend ‘bl’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter or letters. Take only 30 seconds or so for this activity.
2. Say the **sounds** for the blend ‘bl’: /b/ //. Ask students to raise their hands if they can say the first sounds in ‘black’, ‘blue’.
3. Tell students they can now read a word by sounding it out. Point to the word ‘black’ on the board. Show them how to sound it out (I do, we do, you do). /b// /ă/ /k/. Blend the sounds and say the word ‘black’. Ask students to raise their hands if they can say the sounds in ‘black’. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /back/ for /black/. Point to the word and say, “Let’s sound that word out.” Point to each letter and sound out with class. “The first sound in ‘black’ is /b/, then //, then /ă/, then /k/. What word?” (sweep your hand under the word) “Black!” “That word is ‘black.’ Now your turn. What word?” Point to it again and have the SAME student give the answer correctly.

### Decodable Book I: Cat on the Mat

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors

by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do.

*Word Wizard:* Write **renovate** on the board. Tell students that this word means to make new or repair.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word 'enjoy' in a sentence.

New words 'into', 'more': Tell students that the new sight words are 'into' and 'more'. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘more’. Say the word in a sentence: “There was more.” Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘into’.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Monrovia’s Ducor Palace

In Monrovia, there is a house up at the top of Broad Street called Ducor Palace. **But** long ago, that house was one of the most beautiful buildings in Liberia. Today, Ducor Palace is almost destroyed. **All** of the things in the palace were taken away and the palace was almost broken down. The present government is trying to **renovate** our old Ducor Palace and it will once more become a building that will bring back our pride and joy.

**Comprehension for informational text:** Tell the class about a building in your village/city that is special. Describe what it looks like and why it is important to the village/city.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read the following decodable books aloud to someone at home: Decodable Book 5: The Pet in a Jet and Decodable Book 9: The Tin Bin. Remind the students to bring back the library book that they had checked out last week for reading at home so that they can take a new one tomorrow.

Check when completed

**Lesson Plan: Week 5: Day 5**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends 'fl', 'gl' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>her, two</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you send children home</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for 'fl', 'gl'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl'.</li> <li>(3) Make word cards for 'her', 'two', or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more).</li> <li>(4) Write the words 'ship', 'yam', 'peg', 'shop', 'chip', 'thin', 'thick', 'chick', 'when', 'the', 'this', 'black', 'blot', 'flag', 'glad' on the board.</li> <li>(5) Read aloud text: <i>Monrovia's Ducor Palace</i> and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/ // . Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick', 'when', 'this', 'black'.

**New:** Teach the sounds for 'fl' and 'gl' using the instructional model below.

**CONSONANT BLEND /fl/, /gl/:** Two consonants together that make two sounds, each letter makes its sound. When you see 'fl' together in a word, they make the sounds /f/ // . Remember that 'flu' has 2 sounds. Listen, 'flag'. The next blend is 'gl'. The sounds for 'gl' are /g/ // . Listen, 'glad'.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend 'gl' makes 2 sounds. Listen, /g/ // .</p> <p>What are the first 2 sounds you hear in 'glad'? /g/ // .</p> <p>Now let's listen to the sounds in the blend 'fl'. What sounds do you hear at the beginning of 'flag'? /f/ // .</p>	<p>Now, let's say the sounds at the beginning of the word 'glad'. Everyone, the beginning sounds in 'glad' are ..... Drop your arm to cue class to respond with you. (whole class) /g/ //</p> <p>Now, the beginning sounds in 'flag' are:  (together with class)</p> <p>/f/ //</p>	<p>Your turn. Class, what are the first 2 sounds in the word 'glad'?</p> <p>Drop your arm to cue class to respond with you. (whole class) /g/ // .</p> <p>Now, what 2 sounds do you hear at the beginning of the word 'flag'?</p> <p>/f/ //</p>

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**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /g/ // sounds at the beginning of these words: (DO NOT WRITE THEM) black, glad, blue, good, glory, blast. Now ask students to put thumbs up if they hear the /f/ // sound at the beginning of these words: flag, farm, flee, fast, flower, fix, floor.
2. Call on students with hands raised to say a word that begins with /g/ // sounds and then words that begin with the /f/ // sounds. Correct any mistakes.

**Instructional Model for teaching Phonics (3-4 minutes)**

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘th’, ‘ch’, ‘ck’, ‘wh’, ‘th’, ‘bl’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘k’. Then ask what sound the two letters ‘ch’ make together in the word ‘chip’ and point to ‘ch’. Point to 3-5 other letters and ask students to name them. Call on several students to make sure everyone knows the letter names.

**New:** Teach the new blend using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the blend ‘fl’.</i> (Show students the ‘fl’.)</p> <p><i>The blend ‘fl’ makes 2 sounds: /f / // as in ‘flag’</i></p> <p><i>This is the blend ‘gl’.</i> Show students the ‘gl’.</p> <p><i>The blend ‘gl’ makes 2 sounds: /g/ // as in ‘glad’</i></p>	<p><i>Now, everyone: this is the blend ‘fl’.</i> (Show students the ‘fl’.) <i>What is this? (together with teacher) the blend ‘fl’ What sounds? /f/ // as in ‘flag’</i></p> <p><i>Now, everyone: this is the blend ‘gl’.</i> (Show students the ‘gl’.) <i>What is this? (together with teacher) the blend ‘gl’ What sounds? /g/ // as in ‘glad’</i></p>	<p><i>Your turn. Class, what are these letters? ? (Show ‘fl’.)</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) The blend ‘fl’!</i></p> <p><i>Ask the class, What sounds do you hear at the beginning of the word ‘flag’?</i></p> <p><i>/f/ //</i></p> <p><i>Now, class, what are these letters? (Show ‘gl’.)</i></p> <p><i>Drop your arm to cue class to respond with you. (whole class) The blend ‘gl’. What sounds do you hear at the beginning of the word ‘glad’? /g/ //</i></p>

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the blends 'fl' and 'gl' and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter or letter combinations. Take only 30 seconds or so for this activity.
2. Say the **sounds** for the blends 'fl' and 'gl': /f/ /l/, /g/ /l/. Ask students to raise their hands if they can say the first sounds in 'flag', 'glad'.
3. Tell students they can now read a word by sounding it out. Point to the word 'flag' on the board. Show them how to sound it out (I do, we do, you do). /f//l/ /ă/ /g/. Blend the sounds and say the word 'flag'. Now point to the word 'glad' on the board. Show them how to sound it out (I do, we do, you do). /g//l/ /ă/ /d/. Blend the sounds and say the word 'glad'. Ask students to raise their hands if they can say the sounds in 'glad'. Select several students to sound out the word.
4. Correct errors. (EXAMPLE) The student reads /fat/ for /flag/. Point to the word and say, "Let's sound that word out." Point to each letter and sound out with class. "The first sound in 'flag' is /f/, then /l/, then /ă/, then /g/. What word?" (sweep your hand under the word) "Flag!" "That word is 'flag.' Now your turn. What word?" Point to it again and have the SAME student give the answer correctly.

### Decodable Book 1: *Cat on the Mat*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sat' for 'cat', stop and write 'cat' on the board. Say, "That word is 'cat.' Look." Point to each letter and sound it out /k/ /a/ /t/... "cat". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

### Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

### Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

### Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

## Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more

*Word Wizard:* Write **renovate** on the board. Tell students that this word means to make new or repair.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘her’, ‘two’: Tell students that the new sight words are ‘her’ and ‘two’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘her’. Say the word in a sentence: “This was her house”. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘two’. The number ‘2’ is spelled ‘t’ ‘w’ ‘o’.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

### Monrovia’s Ducor Palace

In Monrovia, there is a house up at the top of Broad Street called Ducor Palace. **But** long ago, that house was one of the most beautiful buildings in Liberia. Today, Ducor Palace is almost destroyed. **All** of the things in the palace were taken away and the palace was almost broken down. The present government is trying to **renovate** our old Ducor Palace and it will once more become a building that will bring back our pride and joy.

**Comprehension for informational text:** Why are historical buildings important to people? (Have students think about this and then talk about connecting to our past, remembering people who may have died for an important cause, to remind us of our ancestors, etc.)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Make sure that students check out a new book from the school’s library before they leave today. Remind them that in addition to their assigned homework, they also have to read this book at home aloud for 20 minutes every day. Instruct students to write down all the words that they don’t know and that they ask you to explain these new words.

## **Reading Lessons: Week 6**

Check when completed

**Lesson Plan: Week 6: Day 1**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach doubled final consonants: ‘ll’, ‘ss’, ‘ff’ using the instructional model below.</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: <i>could, make</i></li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about “story elements”</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New double final consonant cards for ‘ll’, ‘ss’, ‘ff’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘th’, ‘ch’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘fl’, ‘gl’.</li> <li>(3) Make word cards for ‘could’, ‘make’, or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two).</li> <li>(4) Write the words ‘ship’, ‘glad’, ‘peg’, ‘shop’, ‘flag’, ‘thin’, ‘thick’, ‘chick’, ‘when’, ‘the’, ‘this’, ‘black’, ‘blot’, ‘pass’, ‘puff’, ‘hill’ on the board.</li> <li>(5) Read aloud text: “Poem” and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /ll/, /g/, /ll/. Ask students what sound they hear at the beginning of the word ‘zoo’. Ask what sound they hear at the beginning of the word ‘victory’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’, ‘wish’, ‘shop’, ‘chip’, ‘thick’, ‘when’, ‘this’, ‘black’, ‘glad’, ‘flag’.

**New:** Teach the sounds for double consonant endings ‘ll’, ‘ss’, and ‘ff’ using the instructional model below.

**FINAL CONSONANT DOUBLED – The ‘floss’ Rule ‘ff’, ‘ll’, ‘ss’:** Some words end in double consonants: *boss, hill, cuff*. They are ‘floss’ words. That means you double the final consonant when a one syllable word ends in ‘f’, ‘l’, ‘s’ (floss).

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness (NO WRITING)</b>	REVIEW SOUNDS TAUGHT: practice ‘gl’, ‘bl’, etc.		

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /g/ /ll/ sounds at the beginning of these words: (DO NOT WRITE THEM) black, glad, blue, good, glory, blast. Now ask students to

put thumbs up if they hear the /f/ /l/ sound at the beginning of these words: flag, farm, flee, fast, flower, fix, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘y’. Then ask what sound the two letters ‘bl’ make together in the word ‘black’ and point to ‘bl’. Point to 3-5 other letters and ask students to name them. Call on several students to make sure everyone knows the letter names.

**New:** Teach the new blend using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>We are learning about words that end in double consonants. (Show students the word ‘puff’.)</i></p> <p><i>This word is /puff/. See that it ends in 2 ‘f’ consonants. That’s because it is a one-syllable word. Look at the word /hill/. See the two ‘l’ consonants at the end of ‘hill.’ The next word is ‘pass’ with two ‘s’ consonants.</i></p> <p><i>Now, listen to the word ‘bell.’ How do we spell ‘bell’? ‘b’ ‘e’ ‘l’ ‘l’. Why 2 ‘l’ consonants? It’s a short (one syllable) word!</i></p>	<p><i>Now, everyone: We know that ‘puff’ ends in 2 ‘f’ consonants. How do we spell ‘miss’? (together: ‘m’ ‘i’ ‘s’ ‘s’).</i></p>	<p><i>Your turn. Class, how do we spell ‘fell’?</i></p> <p><i>“ ‘f’ ‘e’ ‘l’ ‘l’.”</i></p>
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### Phonics and Fluency Practice (4-5 minutes)

1. Take the flash cards for the words that end in ‘ff’, ‘ll’, and ‘ss’ and at least 10 other random letters (OR write the letters on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the letter or letter combinations. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘hill’. Ask them if it is a short word and if it ends in ‘l’, ‘s’, or ‘f’. Ask a student to spell it and then ask others to spell ‘well’, ‘cuff’, ‘pass’.
3. Correct errors. (EXAMPLE) The student spells ‘hill’ as ‘hil’. Point to the word and say, “OK. This word says ‘hill’ but it is a short (one syllable) word that ends in the /l/ sound. So how many ‘l’ consonants do we need at the end of the word? Two! So we spell ‘hill’ as ‘h’ ‘i’ ‘l’ ‘l’. Now your turn (same student). How do we spell ‘hill’?” Have the SAME student give the answer correctly.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

**Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story **ALoud** together **pointing to each word**.

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)****NEW Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud***

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two

*Word Wizard:* Write **shook** on the board. Tell students that this word means *to move or sway with short movements – shaking his tail or it shook its tail.*

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘could’, ‘make’: Tell students that the new sight words are ‘could’ and ‘make’. Show card or write it on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘could’. Say the word in a sentence: “The boy could run.” Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘make’.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Poem. By Winifred B. Monger

Once I saw a little bird  
Flying up, up, up!  
And I cried, “Little Bird,  
Would you stop, stop, stop?”  
I was going to the window  
to say “How do you do?”  
And he **shook** his little tail  
And away he flew.

### Comprehension questions

1. What **were** you seeing? (*a little bird*)
2. What did the bird do? (*it flew up into the air*)
3. Why did you go to the window? (*to say hello to the bird*)
4. **When** did you see the bird? (NOTE: this is not answered in this poem!) This can be a variety of answers. Ask students why they stated their answer.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud.

Check when completed

## Lesson Plan:

## Week 6: Day 2

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends: 'sk', 'gr' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: 'went'</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for 'sk', 'gr'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl'.</li> <li>(3) Make a word card for 'than', or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make).</li> <li>(4) Write the words 'skin', 'glad', 'peg', 'shop', 'grab', 'thin', 'thick', 'chick', 'when', 'the', 'this', 'black', 'blot', 'pass', 'puff', 'hill', 'grin', 'skip' on the board.</li> <li>(5) Read aloud text: "Poem" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /ll/, /g/, /ll/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag'. Ask them what sounds are at the end of the words 'fell', 'moss'.

**New:** Teach the sounds for the blends 'gr' and 'sk' using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend ‘gr’ makes 2 sounds. Listen, /g/ /r/.</p> <p>What are the first 2 sounds you hear in ‘grin’? /g/ /r/.</p> <p>The blend ‘sk’ makes 2 sounds. Listen, /s/ /k/.</p> <p>What are the first 2 sounds you hear in ‘skin’? /s/ /k/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘grin’. Everyone, the beginning sounds in ‘grin’ are ..... Drop your arm to cue class to respond with you. (whole class) /g/ /r/</p> <p>Now let’s say the sounds at the beginning of the word ‘skin.’ Everyone, the beginning sounds in ‘skin’ are... Drop your arm to cue class: /s/ /k/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘grin’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /g/ /r/.</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘skin’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /s/ /k/</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /s/ /k/ sounds at the beginning of these words: (DO NOT WRITE THEM) sad, skip, blue, gruff, glory, blast, skill. Now ask students to put thumbs up if they hear the /g/ /r/ sound at the beginning of these words: flag, grab, flee, skate, flower, grip, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘w’. Call on several students to make sure everyone knows the letter names.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<p>This is the blend ‘sk’.</p> <p>Write the word ‘skill’ on the board.</p> <p>Show students the ‘sk’ in ‘skill’.</p> <p>The blend ‘sk’ makes 2 sounds: /s/ /k/.</p> <p><b>Repeat with ‘gr’.</b></p> <p><b>Write the word ‘grin’ on the board.</b></p>	<p>Now, everyone: this is the blend ‘sk’. (Point to the ‘sk’ in ‘skill’ )</p> <p>What sounds? (together with teacher) /s/ /k/</p> <p><b>Repeat with ‘gr’ using the word ‘grin.’</b></p>	<p>Your turn. Class, how do we spell ‘skin’? Now let’s try a challenge word: how do you spell ‘skill’?</p> <p>‘s’ ‘k’ ‘i’ ‘l’ ‘l’. (Students need to remember the ‘ll’ ending as well as the ‘sk’ blend!)</p> <p>Now how do we spell ‘grin’?</p> <p>‘g’ ‘r’ ‘i’ ‘n’</p>
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## Phonics and Fluency Practice (4-5 minutes)

1. Take the flash cards for the words that begin with ‘gr’, ‘sk’, and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘hill’. Ask a student to spell it and then ask others to spell ‘skip’, ‘grab’, ‘pass’.
3. Correct errors. (EXAMPLE) The student spells ‘skip’ as ‘sip’. Write ‘skip’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /s/ /k/ /i/ /p/. Now your turn (same student). How do we spell ‘skip’?” Have the SAME student give the answer correctly.

## Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

## Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

## Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

## Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

## Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

## Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

## Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)

## Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make

*Word Wizard:* Write **shook** on the board. Tell students that this word means to move or sway with short movements – shaking his tail or it shook its tail.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New word 'went': Tell students that the new sight word is 'went'. Show card or write the word on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'went'. Say the word in a sentence: "The boy went there". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'make'.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Poem. By Winifred B. Monger

Once I saw a little bird  
Flying up, up, up!  
And I cried, "Little Bird,  
Would you stop, stop, stop?"  
I was going to the window  
to say "How do you do?"  
And he **shook** his little tail  
And away he flew.

### Comprehension questions

1. What tells you that this is a poem? (special use of verse and language and rhythm) How is a poem different from a story? (they can be very similar – this poem has the following elements:
  - a. Characters: person and bird.
  - b. Setting: house with windows
  - c. Problem: the narrator wanted to look at the bird, but the bird started to fly away
  - d. Solution: The bird flew away.)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer the comprehension questions for the following decodable books at home: Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud.

Check when completed

## Lesson Plan:

## Week 6: Day 3

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends: 'cr', 'pl' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: 'first', 'stay'</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for 'cr', 'pl'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr'.</li> <li>(3) Make word cards for 'first' and 'stay', or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went).</li> <li>(4) Write the words 'skin', 'glad', 'peg', 'shop', 'grab', 'thin', 'thick', 'chick', 'when', 'the', 'this', 'black', 'blot', 'pass', 'puff', 'hill', 'grin', 'skip', 'crop', 'plan' on the board.</li> <li>(5) Read aloud text: "Poem" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /u/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/. Ask students what sound they hear at the beginning of the word 'zoo'. Ask what sound they hear at the beginning of the word 'victory'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag'. Ask them what sounds are at the end of the words 'fell', 'moss'.

**New:** Teach the sounds for the blends 'cr' and 'pl' using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend ‘<u>cr</u>’ makes 2 sounds. Listen, /c/ /r/.</p> <p>What are the first 2 sounds you hear in ‘crop’? /c/ /r/.</p> <p>The blend ‘<u>pl</u>’ makes 2 sounds. Listen, /p/ /l/.</p> <p>What are the first 2 sounds you hear in ‘plan’? /p/ /l/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘crop’. Everyone, the beginning sounds in ‘crop’ are .....</p> <p>Drop your arm to cue class to respond with you. (whole class) /c/ /r/</p> <p>Now let’s say the sounds at the beginning of the word ‘plan.’ Everyone, the beginning sounds in ‘plan’ are... Drop your arm to cue class: /p/ /l/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘crop’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /c/ /r/.</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘plan’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /p/ /l/</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /c/ /r/ sounds at the beginning of these words: (DO NOT WRITE THEM) sad, skip, blue, gruff, glory, blast, skill, crop, crab, plan, plop. Now ask students to put thumbs up if they hear the /p/ /l/ sound at the beginning of these words: flag, plan, grab, flee, skate, flower, grip, plot, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘k’. Call on several students to make sure everyone knows the letter names.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<p>This is the blend ‘<u>cr</u>’.</p> <p>Write the word ‘crop’ on the board. Show students the ‘<u>cr</u>’ in ‘crop.’</p> <p>The blend ‘<u>cr</u>’ makes 2 sounds: /c/ /r/.</p> <p><b>Repeat with ‘pl’.</b> <b>Write the word ‘plot’ on the board.</b></p>	<p>Now, everyone: this is the blend ‘<u>cr</u>’. (Point to the ‘<u>cr</u>’ in ‘crop’.) What sounds? (together with teacher) /c/ /r/</p> <p><b>Repeat with ‘pl’ using the word ‘plot.’</b></p>	<p>Your turn. Class, how do we spell ‘crop’?</p> <p>‘c’ ‘r’ ‘o’ ‘p’.</p> <p>Now how do we spell ‘plot’?</p> <p>‘p’ ‘l’ ‘o’ ‘t’</p>
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## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that begin with ‘cr’, ‘pl’, and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘crab’. Ask a student to spell it and then ask others to spell ‘skip’, ‘grab’, ‘pass’, ‘plot’, ‘plan’.
3. Correct errors. (EXAMPLE) The student spells ‘crab’ as ‘cab’. Write ‘crab’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /c/ /r/ /a/ /b/. Now your turn (same student). How do we spell ‘crab?’” Have the SAME student give the answer correctly.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

### Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

### Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

### Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

### Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)

### Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went

*Word Wizard:* Write **shook** on the board. Tell students that this word means to move or sway with short movements – shaking his tail or it shook its tail.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words 'first', 'stay': Tell students that the new sight words are 'first' and 'stay'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'stay'. Say the word in a sentence: "She will stay". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'first'.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Poem. By Winifred B. Monger

Once I saw a little bird  
Flying up, up, up!  
And I cried, "Little Bird,  
Would you stop, stop, stop?"  
I was going to the window  
to say "How do you do?"  
And he **shook** his little tail  
And away he flew.

**Comprehension: Theme:** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. As you read the story each day to students, remind them to think about the theme of the story or poem you read. Ask the following questions at the end of the story.

1. What is this poem about? What is the 'theme' of the poem? (ask at least 3 students to tell about the type of story this poem tells)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud.



Check when completed

## Lesson Plan:

## Week 6: Day 4

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends: 'sl', 'dr' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight word: 'been'</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for 'sl', 'dr'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl'.</li> <li>(3) Make word card for 'been', or write the word on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay).</li> <li>(4) Write the words 'skin', 'glad', 'peg', 'shop', 'grab', 'thin', 'thick', 'chick', 'when', 'the', 'this', 'black', 'blot', 'pass', 'puff', 'hill', 'grin', 'skip', 'crop', 'plan', 'slip', 'drop' on the board.</li> <li>(5) Read aloud text: "Poem" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /ll/, /g/, /ll/, /s/, /kl/, /g/, /rl/, /c/, /rl/, /pl/, /ll/. Ask students what sound they hear at the beginning of the word 'flip'. Ask what sound they hear at the beginning of the word 'skate'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop'. Ask them what sounds are at the end of the words 'fell', 'moss'.

**New:** Teach the sounds for the blends 'sl' and 'dr' using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend ‘<u>sl</u>’ makes 2 sounds. Listen, /s/ /l/.</p> <p>What are the first 2 sounds you hear in ‘slip’? /s/ /l/.</p> <p>The blend ‘<u>dr</u>’ makes 2 sounds. Listen, /d/ /r/.</p> <p>What are the first 2 sounds you hear in ‘drop’? /d/ /r/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘slip’. Everyone, the beginning sounds in ‘slip’ are ..... Drop your arm to cue class to respond with you. (whole class) /s/ /l/</p> <p>Now let’s say the sounds at the beginning of the word ‘drop.’ Everyone, the beginning sounds in ‘drop’ are... Drop your arm to cue class: /d/ /r/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘slip’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /s/ /l/.</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘drop’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /d/ /r/</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /s/ /l/ sounds at the beginning of these words: (DO NOT WRITE THEM) sad, slip, skip, blue, gruff, glory, slop, blast, skill, crop, crab, plan, plop. Now ask students to put thumbs up if they hear the /d/ /r/ sound at the beginning of these words: drop, flag, plan, drip, grab, flee, skate, flower, grip, plot, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’. Write the letters on the board or use flash cards. Ask students what letter and show them ‘q’. Call on several students to make sure everyone knows the letter names.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<p>This is the blend ‘<u>sl</u>’. Write the word ‘slip’ on the board. Show students the ‘<u>sl</u>’ in ‘slip.’</p> <p>The blend ‘<u>sl</u>’ makes 2 sounds: /s/ /l/.</p> <p><b>Repeat with ‘dr’. Write the word ‘drop’ on the board.</b></p>	<p>Now, everyone: this is the blend ‘<u>sl</u>’. (Point to the ‘<u>sl</u>’ in ‘slip’.) What sounds? (together with teacher) /s/ /l/</p> <p><b>Repeat with ‘dr’ using the word ‘drop.’</b></p>	<p>Your turn. Class, how do we spell ‘slip’?</p> <p>‘s’ ‘l’ ‘i’ ‘p’.</p> <p>Now how do we spell ‘drop’?</p> <p>‘d’ ‘r’ ‘o’ ‘p’</p>
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## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that begin with ‘sl’, ‘dr’, and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘crab’. Ask a student to spell it and then ask others to spell slip, ‘skip’, ‘drop’, ‘grab’, ‘pass’, ‘plot’, ‘plan’.
3. Correct errors. (EXAMPLE) The student spells ‘slip’ as ‘sip’. Write ‘slip’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /s/ // /l/ /p/. Now your turn (same student). How do we spell ‘slip?’” Have the SAME student give the answer correctly.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out // /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

### Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

### Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

### Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

### Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)

### Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay

*Word Wizard:* Write **shook** on the board. Tell students that this word means to move or sway with short movements – shaking his tail or it shook its tail.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New word ‘been’: Tell students that the new sight word is ‘been’. Show card or write the word on the board. Have students read the word with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'been'. Say the word in a sentence: "He has been there". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'went'.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Poem. By Winifred B. Monger*

Once I saw a little bird  
Flying up, up, up!  
And I cried, "Little Bird,  
Would you stop, stop, stop?"  
I was going to the window  
to say "How do you do?"  
And he **shook** his little tail  
And away he flew.

**Comprehension:** Ask 3 students to retell the story in the poem. Tell them to start with the first thing that happened and then the next and then the next ....finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework: Homework:** Request that students read aloud the following decodable books at home: Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud. Remind the students to bring back the library book that they had checked out last week for reading at home so that they can take a new one tomorrow.



Check when completed

## Lesson Plan:

## Week 6: Day 5

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends: ‘gr’, ‘br’ using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: ‘long’, ‘little’</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about “story elements”</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for ‘gr’, ‘br’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘th’, ‘ch’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘fl’, ‘gl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’.</li> <li>(3) Make word cards for ‘long’ and ‘little’, or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been).</li> <li>(4) Write the words ‘skin’, ‘glad’, ‘peg’, ‘shop’, ‘grab’, ‘thin’, ‘thick’, ‘chick’, ‘when’, ‘the’, ‘this’, ‘black’, ‘blot’, ‘pass’, ‘puff’, ‘hill’, ‘grin’, ‘skip’, ‘crop’, ‘plan’, ‘slip’, ‘drop’, ‘grab’, ‘brag’ on the board.</li> <li>(5) Read aloud text: “Poem” and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /ll/, /g/, /ll/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/. Ask students what sound they hear at the beginning of the word ‘flip.’ Ask what sound they hear at the beginning of the word ‘skate.’ **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’, ‘wish’, ‘shop’, ‘chip’, ‘thick’, ‘when’, ‘this’, ‘black’, ‘glad’, ‘flag’, ‘grab’, ‘crop’, ‘slip’, ‘drip’. Ask them what sounds are at the end of the words ‘fell’, ‘moss’.

**New:** Teach the sounds for the blends ‘gr’ and ‘br’ using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend ‘<u>br</u>’ makes 2 sounds. Listen, /b/ /r/.</p> <p>What are the first 2 sounds you hear in ‘brag’? /b/ /r/.</p> <p>The blend ‘<u>gr</u>’ makes 2 sounds. Listen, /g/ /r/.</p> <p>What are the first 2 sounds you hear in ‘grab’? /g/ /r/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘brag’. Everyone, the beginning sounds in ‘brag’ are ..... Drop your arm to cue class to respond with you. (whole class) /b/ /r/</p> <p>Now let’s say the sounds at the beginning of the word ‘grab’. Everyone, the beginning sounds in ‘grab’ are...Drop your arm to cue class: /g/ /r/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘brag’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /b/ /r/.</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘grab’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /g/ /r/</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /b/ /r/ sounds at the beginning of these words: (DO NOT WRITE THEM) sad, brag, slip, skip, blue, gruff, brake, glory, slop, blast, skill, crop, crab, plan, plop. Now ask students to put thumbs up if they hear the /g/ /r/ sound at the beginning of these words: grab, drop, flag, plan, grate, drip, grab, flee, skate, grow, flower, grip, plot, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’. Write the letters on the board or use flash cards. Ask students what letters and show them ‘sl’. Call on several students to make sure everyone knows the blends.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<p>This is the blend ‘<u>br</u>’. Write the word ‘brag’ on the board. Show students the ‘<u>br</u>’ in ‘brag.’</p> <p>The blend ‘<u>br</u>’ makes 2 sounds: /b/ /r/.</p> <p><b>Repeat with ‘gr’.</b> <b>Write the word ‘grab’ on the board.</b></p>	<p>Now, everyone: this is the blend ‘<u>br</u>’. (Point to the ‘<u>br</u>’ in ‘brag’ ) What sounds? (together with teacher) /b/ /r/</p> <p><b>Repeat with ‘gr’ using the word ‘grab.’</b></p>	<p>Your turn. Class, how do we spell ‘brag’?</p> <p>‘b’ ‘r’ ‘a’ ‘g’.</p> <p>Now, how do we spell ‘grab’?</p> <p>‘g’ ‘r’ ‘a’ ‘b’</p>
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## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that begin with 'br', 'gr', and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word 'grip'. Ask a student to spell it and then ask others to spell slip, 'skip', 'drop', 'grab', 'pass', 'plot', 'plan'.
3. Correct errors. (EXAMPLE) The student spells 'grip' as 'gip'. Write 'grip' on the board. Point to each letter as you sound it out. "Let's sound it out. My turn. /g/ r/ i/ l/ p/. Now your turn (same student). How do we spell 'grip'?" Have the SAME student give the answer correctly.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

### Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

### Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

### Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

### Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')

### Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been

*Word Wizard:* Write **shook** on the board. Tell students that this word means to move or sway with short movements – shaking his tail or it shook its tail.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word 'enjoy' in a sentence.

New words 'long', 'little': Tell students that the new sight words are 'long', 'little'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'long'. Say the word in a sentence: "He has been there a long time". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'little'.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Poem. By Winifred B. Monger

Once I saw a little bird  
Flying up, up, up!  
And I cried, "Little Bird,  
Would you stop, stop, stop?"  
I was going to the window  
to say "How do you do?"  
And he **shook** his little tail  
And away he flew.

**Comprehension:** Ask 2 volunteer students to tell stories of their own to the class. Then ask a student who was listening to identify the main character, where the story took place, the problem in the story, how the problem was solved for each story told to the class.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Make sure that students check out a new book from the school's library before they leave today. Remind them that in addition to their assigned homework, they also have to read this book at home aloud for 20 minutes every day. Instruct students to write down all the words that they don't know and that they ask you to explain these new words.

## Reading Lessons: Week 7

Check when completed

## Lesson Plan: Week 7: Day 1

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends: 'fr', 'pr' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: 'very', 'after'</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for 'fr', 'pr'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl', 'sl', 'dr', 'fr', 'pr'.</li> <li>(3) Make word cards for 'very' and 'after', or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little).</li> <li>(4) Write the words 'skin', 'glad', 'peg', 'shop', 'grab', 'thin', 'thick', 'chick', 'when', 'the', 'this', 'black', 'blot', 'pass', 'puff', 'hill', 'grin', 'skip', 'crop', 'plan', 'slip', 'drop', 'grab', 'brag', 'from', 'prop' on the board.</li> <li>(5) Read aloud text: "My Home Town" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/. Ask students what sound they hear at the beginning of the word 'flip'. Ask what sound they hear at the beginning of the word 'skate'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'hit', 'van', 'wish', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop', 'slip', 'drip'. Ask them what sounds are at the end of the words 'fell', 'moss'.

**New:** Teach the sounds for the blends 'fr' and 'pr' using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The blend ‘fr’ makes 2 sounds. Listen, /f/ /r/.</p> <p>What are the first 2 sounds you hear in ‘from’? /f/ /r/.</p> <p>The blend ‘pr’ makes 2 sounds. Listen, /p/ /r/.</p> <p>What are the first 2 sounds you hear in ‘prop’? /p/ /r/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘from’. Everyone, the beginning sounds in ‘from’ are ..... Drop your arm to cue class to respond with you. (whole class) /f/ /r/</p> <p>Now let’s say the sounds at the beginning of the word ‘prop’. Everyone, the beginning sounds in ‘prop’ are... Drop your arm to cue class: /p/ /r/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘from’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /f/ /r/.</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘prop’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /p/ /r/</p>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /f/ /r/ sounds at the beginning of these words: (DO NOT WRITE THEM) from, sad, brag, slip, skip, blue, gruff, frog, brake, glory, slop, blast, skill, crop, crab, plan, plop. Now ask students to put thumbs up if they hear the /p/ /r/ sound at the beginning of these words: prop, grab, drop, flag, press, plan, grate, drip, grab, flee, skate, grow, flower, grip, plot, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’. Write the letters on the board or use flash cards. Ask students what letters and show them ‘br’. Call on several students to make sure everyone knows the blends.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<p>This is the blend ‘fr’. Write the word ‘from’ on the board. Show students the ‘fr’ in ‘from.’</p> <p>The blend ‘fr’ makes 2 sounds: /f/ /r/.</p> <p><b>Repeat with ‘pr’. Write the word ‘prop’ on the board.</b></p>	<p>Now, everyone: this is the blend ‘fr’. (Point to the ‘fr’ in ‘from’.) What sounds? (together with teacher) /f/ /r/</p> <p><b>Repeat with ‘pr’ using the word ‘prop.’</b></p>	<p>Your turn. Class, how do we spell ‘from’? You may want to ask students to write the response and check by walking among students to see if they are correct. Be sure to erase the words ‘from’ and ‘prop’ from the board before you ask students to write.</p> <p>f ‘r’ ‘o’ ‘m’</p> <p>Now, how do we spell</p>
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			'prop'?
			'p' 'r' 'o' 'p'

### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that begin with 'fr', 'pr', and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word 'grip'. Ask a student to spell it and then ask others to spell slip, 'skip', 'drop', 'grab', 'pass', 'plot', 'plan', 'frog', 'prop'.
3. Correct errors. (EXAMPLE) The student spells 'prop' as 'pop'. Write 'prop' on the board. Point to each letter as you sound it out. "Let's sound it out. My turn. /p/ r/ /o/ /p/. Now your turn (same student). (erase the board) How do we spell 'prop'?" Have the SAME student give the answer correctly.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out // /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

### Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

### Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

### Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

### Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')

### Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay

*Word Wizard:* Write **environment** on the board. Tell students that this word means surroundings or setting.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word 'environment' in a sentence.

New words 'very', 'after': Tell students that the new sight words are 'very' and 'after'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, environment, very, after** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'very'. Say the word in a sentence: "She runs very fast". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'after'. Example: "After lunch, he went to the shop".

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

My Home Town, By Lita S. Seneh

Tuson is my home town. Tuson is a very small town. Many families live **there**. There are clinics, shops, handpumps, churches, and schools. The name of the school is Tuson Elementary School. We learn how to read and write and to clean our **environment**. Many boys **and** girls go to Tuson elementary school. They learn how to clean their environment. Tuson becomes a very clean town.

### Comprehension questions

1. What is the name of the school? (Tuson Elementary School)
2. What do the children learn in school? (read and write and clean the environment)
3. What is the name of the town? (Tuson)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud.

Check when completed

**Lesson Plan: Week 7: Day 2**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach blends: <u>tr</u>, <u>sm</u> using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: ‘work’, ‘call’</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions.</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for <u>tr</u>, <u>sm</u>.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, <u>sh</u>, <u>th</u>, <u>ch</u>, <u>ck</u>, <u>wh</u>, <u>th</u>, <u>bl</u>, <u>fl</u>, <u>gl</u>, <u>sk</u>, <u>gr</u>, <u>cr</u>, <u>pl</u>, <u>sl</u>, <u>dr</u>, <u>fr</u>, <u>pr</u>.</li> <li>(3) Make word cards for ‘very’ and ‘call’, or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after).</li> <li>(4) Write the words ‘skin’, ‘glad’, ‘peg’, ‘shop’, ‘grab’, ‘thin’, ‘thick’, ‘chick’, ‘when’, ‘the’, ‘this’, ‘black’, ‘blot’, ‘pass’, ‘puff’, ‘hill’, ‘grin’, ‘skip’, ‘crop’, ‘plan’, ‘slip’, ‘drop’, ‘grab’, ‘brag’, ‘from’, ‘prop’, ‘trip’, ‘smell’ on the board.</li> <li>(5) Read aloud text: “My Home Town” and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /ll/, /f/, /ll/, /g/, /ll/, /s/, /k/, /c/, /r/, /p/, /ll/, /s/, /ll/, /d/, /r/, /g/, /r/, /b/, /r/, /f/, /r/, /p/, /r/. Ask students what sound they hear at the beginning of the word ‘drip’. Ask what sound they hear at the beginning of the word ‘skate’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’, ‘wish’, ‘shop’, ‘chip’, ‘thick’, ‘when’, ‘this’, ‘black’, ‘glad’, ‘flag’, ‘grab’, ‘crop’, ‘slip’, ‘press’. Ask them what sounds are at the end of the words ‘fell’, ‘moss’.

**New:** Teach the sounds for the blends tr and sm using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p>The blend <u>tr</u> makes 2 sounds. Listen, /t/ /r/.</p> <p>What are the first 2 sounds you hear in ‘trip’? /t/ /r/.</p> <p>The blend <u>sm</u> makes 2 sounds. Listen, /s/ /m/.</p> <p>What are the first 2 sounds you hear in ‘smell’? /s/ /m/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘trip’.</p> <p>Everyone, the beginning sounds in ‘trip’ are ..... Drop your arm to cue class to respond with you. (whole class) /t/ /r/</p> <p>Now let’s say the sounds at the beginning of the word ‘smell’.</p> <p>Everyone, the beginning sounds in ‘smell’ are... Drop your arm to cue class: /s/ /m/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘trip’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /t/ /r/</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘smell’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /s/ /m/</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /t/ /r/ sounds at the beginning of these words: (DO NOT WRITE THEM) trip, sad, brag, trap, slip, skip, blue, gruff, brake, glory, slop, blast, skill. Now ask students to put thumbs up if they hear the /s/ /m/ sound at the beginning of these words: smell, grab, drop, flag, small, plan, grate, drip, grab, flee, skate, grow, flower, grip, plot, floor. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them ‘gr’. Call on several students to make sure everyone knows the blends.

**New:** Teach the new blend using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the blend ‘tr’. Write the word ‘trip’ on the board. Show students the ‘tr’ in ‘trip.’</i></p> <p><i>The blend ‘tr’ makes 2 sounds:/t/ /r/.</i></p> <p><b>Repeat with ‘sm’. Write the word ‘smell’ on the board.</b></p>	<p><i>Now, everyone: this is the blend ‘tr’. (Point to the ‘tr’ in ‘trip’ ) What sounds? (together with teacher) /t/ /r/</i></p> <p><i>How do we spell ‘trip?’</i></p> <p><i>‘t’ ‘r’ ‘i’ ‘p’</i></p> <p><b>Repeat with ‘sm’ using the word ‘smell.’</b></p>	<p><i>Your turn. (erase the words from the board.) Class, how do we spell ‘trip?’</i></p> <p><i>‘t’ ‘r’ ‘i’ ‘p’</i></p> <p><i>Now, how do we spell ‘smell?’</i></p> <p><i>‘s’ ‘m’ ‘e’ ‘l’ ‘l’</i></p>
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## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that begin with ‘tr’, ‘sm’, and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘trip’. Ask a student to spell it and then ask others to spell ‘slip’, ‘skip’, ‘smell’, ‘drop’, ‘smack’, ‘grab’, ‘pass’, ‘plot’, ‘plan’.
3. Correct errors. (EXAMPLE) The student spells ‘trip’ as ‘tip’. Write ‘trip’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /t/ /r/ /i/ /p/. Now your turn (same student). How do we spell ‘trip?’” Have the SAME student give the answer correctly.

### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors

by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out // /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

#### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

#### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

#### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

#### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

#### **Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

#### **Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud***

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after

*Word Wizard:* Write **environment** on the board. Tell students that this word means *the surroundings or setting*.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘environment’ in a sentence.

New words ‘work’, ‘call’: Tell students that the new sight words are ‘work’, ‘call’. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, environment, work, call** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘work’. Say the word in a sentence: “You can work”. Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘call’.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

My Home Town. By Lita S. Seneh

Tuson is my home town. Tuson is a very small town. Many families live **there**. There are clinics, shops, handpumps, churches, and schools. The name of the school is Tuson Elementary School. We learn how to read and write and to clean our **environment**. Many boys **and** girls go to Tuson elementary school. They learn how to clean their environment. Tuson becomes a very clean town.

**Comprehension**

1. Why is Tuson a clean town? (because the boys and girls clean the environment)
2. Would you like to live in Tuson? (why or why not? There is no right or wrong answer)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer comprehension questions from the following decodable books at home: Decodable Books: The Dog in the Well, Pop and His Pot, Hog and the Dog.

Check when completed

## Lesson Plan: Week 7: Day 3

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach letter names and sounds</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>(1) Teach blends: ‘<u>sn</u>’, ‘<u>sp</u>’ using the instructional model below</li><li>(2) Practice with flash cards</li><li>(3) Introduce sight words: ‘<i>last</i>’, ‘<i>about</i>’</li><li>(4) Read decodable books</li><li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about “story elements”.</li></ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"><li>(1) New blend cards for ‘<u>sn</u>’, ‘<u>sp</u>’.</li><li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘<u>sh</u>’, ‘<u>th</u>’, ‘<u>ch</u>’, ‘<u>ck</u>’, ‘<u>wh</u>’, ‘<u>th</u>’, ‘<u>bl</u>’, ‘<u>fl</u>’, ‘gl’, ‘<u>sk</u>’, ‘gr’, ‘<u>cr</u>’, ‘<u>pl</u>’, ‘<u>sl</u>’, ‘<u>dr</u>’, ‘<u>fr</u>’, ‘<u>pr</u>’, ‘<u>tr</u>’, ‘<u>sm</u>’.</li><li>(3) Make word cards for ‘last’ and ‘about’, or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call).</li><li>(4) Write the words ‘skin’, ‘glad’, ‘peg’, ‘shop’, ‘grab’, ‘thin’, ‘thick’, ‘chick’, ‘puff’, ‘hill’, ‘grin’, ‘slip’, ‘drop’, ‘brag’, ‘from’, ‘prop’, ‘trip’, ‘smell’, ‘snap’, ‘spot’ on the board.</li><li>(5) Read aloud text: “<i>My Home Town</i>” and another story you select.</li></ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/. Ask students what sound they hear at the beginning of the word ‘drip’. Ask what sound they hear at the beginning of the word ‘skate’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘hit’, ‘van’, ‘wish’, ‘shop’, ‘chip’, ‘thick’, ‘when’, ‘this’, ‘black’, ‘glad’, ‘flag’, ‘grab’, ‘crop’, ‘slip’, ‘press’, ‘trip’, ‘smell’. Ask them what sounds are at the end of the words ‘fell’, ‘moss’.

**New:** Teach the sounds for the blends ‘sn’ and ‘sp’ using the instructional model below.

**Beginning Blends.** Teach the new blends using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p>The blend ‘<u>sn</u>’ makes 2 sounds. Listen, /s/ /n/.</p> <p>What are the first 2 sounds you hear in ‘snap’? /s/ /n/.</p> <p>The blend ‘<u>sp</u>’ makes 2 sounds. Listen, /s/ /p/.</p> <p>What are the first 2 sounds you hear in ‘spot’? /s/ /p/</p>	<p>Now, let’s say the sounds at the beginning of the word ‘snap’.</p> <p>Everyone, the beginning sounds in ‘snap’ are ..... Drop your arm to cue class to respond with you. (whole class) /s/ /n/</p> <p>Now let’s say the sounds at the beginning of the word ‘spot.’</p> <p>Everyone, the beginning sounds in ‘spot’ are...Drop your arm to cue class to respond with you. (whole class) /s/ /p/</p>	<p>Your turn. Class, what are the first 2 sounds in the word ‘snap’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /s/ /n/</p> <p>Your turn. Class, what are the first 2 sounds in the word ‘spot’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /s/ /p/</p>

**Phonemic awareness practice**

1. Ask students to put thumbs up if they hear the /s/ /n/ sounds at the beginning of these words: (DO NOT WRITE THEM) snap, trip, sad, snip, trap, slip, skip, skill. Now ask students to put thumbs up if they hear the /s/ // sound at the beginning of these words: spell, grab, drop, spot, flag, small, spit, plan, grate, drip, grab, flee, skate, grow. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

**Instructional Model for teaching Phonics (3-4 minutes)**

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them ‘sm’. Call on several students to make sure everyone knows the blends.

**New:** Teach the new blend using the instructional model below.

<p><b>Alphabetic Principle</b></p> <p><b>Phonics</b></p> <p><b>(WRITE)</b></p>	<p><i>This is the blend 'sn'.</i> Write the word 'snap' on the board. Show students the 'sn' in 'snap'.</p> <p><i>The blend 'sn' makes 2 sounds: /s/ /n/.</i></p> <p><b>Repeat with 'sp'.</b> <b>Write the word 'spot' on the board.</b></p>	<p><i>Now, everyone: this is the blend 'sn'.</i> (Point to the 'sn' in 'snap' ) <i>What sounds?</i> (together with teacher) /s/ /n/ <i>How do we spell 'snap'?</i></p> <p><i>'s' 'n' 'a' 'p'</i></p> <p><b>Repeat with 'sp' using the word 'spot.'</b></p>	<p><i>Your turn.</i> (Erase words from the board.) <i>Class, how do we spell 'snap'?</i></p> <p><i>'s' 'n' 'a' 'p'</i></p> <p><i>Now, how do we spell 'spot'?</i></p> <p><i>'s' 'p' 'o' 't'</i></p>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that begin with 'sn', 'sp', and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word 'snap'. Ask a student to spell it and then ask others to spell 'spot', 'slip', 'skip', 'smell', 'drop', 'smack', 'grab', 'pass', 'plot', 'plan'.
3. Correct errors. (EXAMPLE) The student spells 'snap' as 'stop'. Write 'snap' on the board. Point to each letter as you sound it out. "Let's sound it out. My turn. /s/ /n/ /a/ /p/. Now your turn (same student). How do we spell 'snap'?" Have the SAME student give the answer correctly.

#### Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

#### Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out // /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

#### Decodable Book 4: *Dan and His Cap*

Teach this in the same way as the other decodable books.

#### Decodable Book 5: *The Pet in a Jet*

Teach this in the same way as the other decodable books.

#### Decodable Book 7: *Pip the Pup*

Teach this in the same way as the other decodable books.

#### Decodable Book 8: *The Kid and the Pig*

Teach this in the same way as the other decodable books.

## Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)

### Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call.

*Word Wizard:* Write **environment** on the board. Tell students that this word means the surroundings or setting.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘just’, ‘about’: Tell students that the new sight words are ‘just’ and ‘about’. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘just’. Say the word in a sentence: “Just ask Tom and his mom”. Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘about’.

**Listening Comprehension I (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*My Home Town, By Lita S. Seneh*

Tuson is my home town. Tuson is a very small town. Many families live **there**. There are clinics, shops, handpumps, churches, and schools. The name of the school is Tuson Elementary School. We learn how to read and write and to clean our **environment**. Many boys **and** girls go to Tuson elementary school. They learn how to clean their environment. Tuson becomes a very clean town.

**Comprehension:** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. Or the story may tell about what a town or place is like. As you read the story each day to students, remind them to think about the theme of the story or poem you read. Ask the following questions at the end of the story.

1. What is this story about? What is the ‘theme’ of the story? (ask at least 3 students to tell about the type of story this is) *This story is about a person’s home town. The author is interested in keeping the town very clean and learning a lot in school.*

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home:  
Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud.

Check when completed

**Lesson Plan: Week 7: Day 4**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach ending blend: ‘-mp’, using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: ‘where’, ‘for’</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about “story elements”.</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend card for ‘-mp’.</li> <li>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘th’, ‘ch’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘fl’, ‘gl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’.</li> <li>(3) Make word cards for ‘where’ and ‘for’, or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about).</li> <li>(4) Write the words ‘skin’, ‘glad’, ‘peg’, ‘shop’, ‘grab’, ‘thin’, ‘thick’, ‘chick’, ‘puff’, ‘hill’, ‘grin’, ‘slip’, ‘drop’, ‘brag’, ‘from’, ‘prop’, ‘trip’, ‘smell’, ‘snap’, ‘spot’, ‘lamp’, ‘camp’ on the board.</li> <li>(5) Read aloud text: “My Home Town” and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /t/, /h/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/. Ask students what sound they hear at the beginning of the word ‘drip’. Ask what sound they hear at the beginning of the word ‘skate’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘shop’, ‘chip’, ‘thick’, ‘when’, ‘this’, ‘black’, ‘glad’, ‘flag’, ‘grab’, ‘crop’, ‘slip’, ‘press’, ‘trip’, ‘smell’, ‘snap’, ‘spell’. Ask them what sounds are at the end of the words ‘fell’, ‘moss’.

**New:** Teach the sounds for the ending blend ‘-mp’.

**Blends.** Teach the new blends using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p>The ending blend</p> <p>‘-mp’ makes 2 sounds. Listen, /m/ /p/.</p> <p>What are the last 2 sounds you hear in ‘lamp’? /m/ /p/</p>	<p>Now, let’s say the sounds at the end of the word ‘lamp’. Everyone, the ending sounds in ‘lamp’ are ..... Drop your arm to cue class to respond with you. (whole class) /m/ /p/</p>	<p>Your turn. Class, what are the last 2 sounds in the word ‘lamp’?</p> <p>Drop your arm to cue class to respond with you. (whole class) /m/ /p/</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /m/ /p/ sounds at the end of these words: (DO NOT WRITE THEM) camp, snap, trip, damp, snip, trap, slip, limp, skip, skill. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them ‘sp’. Call on several students to make sure everyone knows the blends.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the ending blend ‘-mp’. Write the word ‘lamp’ on the board. Show students the ‘-mp’ in ‘lamp.’</i>	<i>Now, everyone: this is the blend ‘-mp’. (Point to the ‘-mp’ in ‘lamp.’) What sounds? (together with teacher) /m/ /p/</i>	<i>Your turn. Class, how do we spell ‘lamp?’</i>
<b>Phonics</b>	<i>The blend ‘-mp’ makes 2 sounds: /m/ /p/.</i>		<i>‘l’ ‘a’ ‘m’ ‘p’.</i>
<b>(WRITE)</b>			

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-mp’ and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘lamp’. Ask a student to spell it and then ask others to spell ‘camp’, ‘ramp’, ‘skip’, ‘smell’, ‘drop’, ‘smack’, ‘grab’, ‘pass’, ‘plot’, ‘plan’, ‘spot’.
3. Correct errors. (EXAMPLE) The student spells ‘lamp’ as ‘lap’. Write ‘lamp’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /l/ /a/ /m/ /p/. Now your turn (same student). How do we spell ‘lamp?’” Have the SAME student give the answer correctly.

## Decodable Book 2: Dan and the Van

Teach this in the same way as the other decodable books.

## Decodable Book 3: The Lad

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)****Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*****NEW Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about

*Word Wizard:* Write **environment** on the board. Tell students that this word means the surroundings or setting.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘where’, ‘for’: Tell students that the new sight words are ‘where’ and ‘for’. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘where’. Say the word in a sentence: “Where is the man?” Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word ‘for’.

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*My Home Town, By Lita S. Seneh*

Tuson is my home town. Tuson is a very small town. Many families live **there**. There are clinics, shops, handpumps, churches, and schools. The name of the school is Tuson Elementary School. We learn how to read and write and to clean our **environment**. Many boys **and** girls go to Tuson elementary school. They learn how to clean their environment. Tuson becomes a very clean town.

**Comprehension:** Ask 3 students to retell the story. Tell them to start with the first thing that happened and then the next and then the next ...finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Books 10-14: The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud. Remind the students to bring back the library book that they had checked out last week for reading at home so that they can take a new one tomorrow.

Check when completed

**Lesson Plan: Week 7: Day 5**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Teach ending blend: '-sk', using the instructional model below</li> <li>2. Practice with flash cards</li> <li>3. Introduce sight words: 'must', 'before'</li> <li>4. Read decodable books</li> <li>5. Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements".</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>1. New blend card for '-sk'.</li> <li>2. Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'l', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'ch', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl', 'sl', 'dr', 'fr', 'pr', 'tr', 'sm', 'sn', 'sp', '-mp'.</li> <li>3. Make word cards for 'must' and 'before', or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about, where, for).</li> <li>4. Write the words 'skin', 'glad', 'peg', 'shop', 'grab', 'thin', 'chick', 'puff', 'hill', 'grin', 'drop', 'brag', 'from', 'trip', 'smell', 'spot', 'lamp', 'camp', 'ask', 'task' on the board.</li> <li>5. Read aloud text: "My Home Town" and another story you select.</li> </ol>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ä/, /t/, /s/, /ö/, /m/, /b/, /ë/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/, /m/, /p/. Ask students what sound they hear at the beginning of the word 'drip'. Ask what sound they hear at the end of the word 'lamp'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop', 'slip', 'press', 'trip', 'smell', 'snap', 'spell', 'stamp'. Ask them what sounds are at the end of the words 'fell', 'moss'.

**New:** Teach the sounds for the ending blend '-sk'.

**Blends.** Teach the new blends using the instructional model below.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<p><b>Phonemic awareness</b></p> <p><b>(NO WRITING)</b></p>	<p><i>The ending blend</i></p> <p>'-sk' makes 2 sounds.</p> <p>Listen, /s/ /k/.</p> <p>What are the last 2 sounds you hear in 'ask'?</p> <p>/s/ /k/.</p>	<p>Now, let's say the sounds at the end of the word 'ask'.</p> <p>Everyone, the ending sounds in 'ask' are ..... Drop your arm to cue class to respond with you. (whole class) /s/ /k/</p>	<p>Your turn. Class, what are the last 2 sounds in the word 'ask'?</p> <p>Drop your arm to cue class to respond with you. (whole class) /s/ /k/.</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /s/ /k/ sounds at the end of these words: (DO NOT WRITE THEM) ask, camp, snap, trip, damp, task. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them several digraphs and blends. Call on several students to make sure everyone knows the blends. Ask students to say words that begin or end with several blends: ‘trip’, ‘snap’, ‘lamp’.

**New:** Teach the new blend using the instructional model below.

Skill	“I do”	“We do”	“You do”
<b>Alphabetic Principle</b>	<i>This is the ending blend ‘-sk’. Write the word ‘ask’ on the board.</i>	<i>Now, everyone: this is the blend ‘-sk’. (Point to the ‘-sk’ in ‘ask’ )</i>	<i>Your turn. (Erase the word ask from the board) Class, how do we spell ‘ask’?</i>
<b>Phonics</b>	<i>Show students the ‘sk’ in ‘ask.’</i>	<i>What sounds? (together with teacher) /s/ /k/</i>	<i>‘a’ ‘s’ ‘k’.</i>
<b>(WRITE)</b>	<i>The blend ‘-sk’ makes 2 sounds: /s/ /k/</i>		

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-sk’ and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘ask’. Ask a student to spell it and then ask others to spell ‘task’, ‘camp’, ‘ramp’, ‘skip’, ‘smell’, ‘drop’, ‘smack’, ‘grab’, ‘pass’, ‘plot’, ‘plan’, ‘spot’.
3. Correct errors. (EXAMPLE) The student spells ‘ask’ as ‘ak’. Write ‘ask’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /a / /s/ /k/. Now your turn (same student). How do we spell ‘ask’?” Have the SAME student give the answer correctly.

## Decodable Book 2: Dan and the Van

Teach this in the same way as the other decodable books.

## Decodable Book 3: The Lad

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out // /a/ /d/...

“lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)**

**Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud***

**Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)**

**NEW Decodable Book 18: *The Fox in the Box* (Note: remind students that the letter ‘x’ makes the sounds /k/ /s/. Practice the words that end in ‘x’ together.)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about, where, for

*Word Wizard:* Write **environment** on the board. Tell students that this word means the surroundings or setting.

Ask another student to tell what it means. Remind students that this is the Word Wizard word of the week. Ask several students to use the word ‘enjoy’ in a sentence.

New words ‘must’, ‘before’: Tell students that the new sight words are ‘must’ and ‘before’. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘must’. Say the word in a sentence: “He must run”. Write the sentence on the board. Ask students to create a sentence

using one or more sight words from the board. Now ask students to write a sentence using the word 'before'. (Example: 'He must run before lunch'.)

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*My Home Town, By Lita S. Seneh*

Tuson is my home town. Tuson is a very small town. Many families live **there**. There are clinics, shops, handpumps, churches, and schools. The name of the school is Tuson Elementary School. We learn how to read and write and to clean our **environment**. Many boys **and** girls go to Tuson elementary school. They learn how to clean their environment. Tuson becomes a very clean town.

**Comprehension:** Ask 3 students to retell the story. Tell them to start with the first thing that the author talks about and then the next and then the next ...finally the last thing that is mentioned. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Make sure that students check out a new book from the school's library before they leave today. Remind them that in addition to their assigned homework, they also have to read this book at home aloud for 20 minutes every day. Instruct students to write down all the words that they don't know and that they ask you to explain these new words.

## **Reading Lessons: Week 8**

Check when completed

**Lesson Plan: Week 8: Day 1**

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <p>(1) Teach ending blend: ‘-nk’, using the instructional model below</p> <p>(2) Practice with flash cards</p> <p>(3) Introduce sight words: ‘look’, ‘many’</p> <p>(4) Read decodable books</p> <p>(5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about “story elements”</p>	<p><b>Materials:</b></p> <p>(1) New blend card for ‘-nk’.</p> <p>(2) Review letter cards: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘th’, ‘ch’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘fl’, ‘gl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’.</p> <p>(3) Make word cards for ‘look’, ‘many’, ‘suburb’, ‘canoe’ or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about, where, for, must, before).</p> <p>(4) Write the words ‘skin’, ‘glad’, ‘peg’, ‘shop’, ‘grab’, ‘thin’, ‘chick’, ‘puff’, ‘hill’, ‘grin’, ‘drop’, ‘brag’, ‘from’, ‘trip’, ‘smell’, ‘spot’, ‘lamp’, ‘camp’, ‘ask’, ‘task’, ‘bank’, ‘sank’ on the board.</p> <p>(5) Read aloud text: “Wisseh the Fisherman” and another story you select.</p>
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**Instructional Model for teaching phonological awareness (3-4 minutes)**

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/, /m/, /p/, /s/, /k/. Ask students what sound they hear at the beginning of the word ‘drip’. Ask what sound they hear at the end of the word ‘lamp’. **DO NOT WRITE** the words. Ask students for the beginning sounds for ‘kid’, ‘ship’, ‘pig’, ‘just’, ‘up’, ‘bag’, ‘tab’, ‘shop’, ‘chip’, ‘thick’, ‘when’, ‘this’, ‘black’, ‘glad’, ‘flag’, ‘grab’, ‘crop’, ‘slip’, ‘press’, ‘trip’, ‘smell’, ‘snap’, and ending sounds in ‘stamp’, ‘ask’, ‘fell’, ‘moss’.

**New:** Teach the sounds for the ending blend ‘-nk’. NOTE: the sound for the letter ‘n’ when it is followed by ‘k’ is like an ‘ng’ sound and will be represented by the symbol ‘ŋ’.

**Beginning Blends.** Teach the new blends using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The ending blend ‘-nk’ makes 2 sounds. Listen, /ŋ/ /k/.</i>  <i>What are the last 2 sounds you hear in ‘bank’? /ŋ/ /k/.</i>	<i>Now, let’s say the sounds at the end of the word ‘bank’. Everyone, the ending sounds in ‘bank’ are ..... Drop your arm to cue class to respond with you. (whole class) /ŋ/ /k/</i>	<i>Your turn. Class, what are the last 2 sounds in the word ‘bank’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /ŋ/ /k/.</i>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /ŋ/ /k/ sounds at the end of these words: (DO NOT WRITE THEM) ask, bank, camp, snap, sank, trip, damp, task. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’, ‘-sk’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them several digraphs and blends. Call on several students to make sure everyone knows the blends. Ask students to say words that begin or end with several blends: ‘trip’, ‘snap’, ‘lamp’.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the ending blend ‘-nk’. Write the word ‘bank’ on the board.</i>	<i>Now, everyone: this is the blend ‘-nk’. (Point to the ‘-nk’ in ‘bank’.) What sounds? (together with teacher) /ŋ/ /k/</i>	<i>Your turn. (Erase the word from the board.) Class, how do we spell ‘bank’?</i>
<b>Phonics (WRITE)</b>	<i>Show students the ‘nk’ in ‘bank.’  The blend ‘-nk’ makes 2 sounds: /ŋ/ /k/.</i>		<i>‘b’ ‘a’ ‘n’ ‘k’.</i>

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-nk’ and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘bank’. Ask a student to spell it and then ask others to spell ‘sank’, ‘task’, ‘camp’, ‘ramp’, ‘skip’, ‘smell’, ‘drop’, ‘smack’, ‘grab’, ‘pass’, ‘plot’, ‘plan’, ‘spot’.
3. Correct errors. (EXAMPLE) The student spells ‘bank’ as ‘bak’. Write ‘bank’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /b/ /a/ /ŋ/ /k/. Erase the word. Now your turn (same student). How do we spell ‘bank’?” Have the SAME student give the answer correctly.

## Decodable Book 2: Dan and the Van

Teach this in the same way as the other decodable books.

## Decodable Book 3: The Lad

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out // /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)****Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*****Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)****NEW Decodable Book 18: *The Fox in the Box* (Note: remind students that the letter ‘x’ makes the sounds /k/ /s/. Practice the words that end in ‘x’ together.)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before

*Word Wizard:* Write **suburb**, **canoe** on the board. Tell students that **suburb** means a community just outside of the city. Tell students that **canoe** means a slender, open boat, tapering to a point at both ends, propelled by paddles or sometimes sails.

Ask another student to tell what **suburb** and **canoe** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words ‘suburb’ and ‘canoe’ in sentences.

New words ‘look’, ‘many’: Tell students that the new sight words are ‘look’ and ‘many’. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘look’. Say the word in a sentence: “Can you look at the sun?” Write the sentence on the board. Ask students to create

a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'many'. (Example: 'There are many dogs in the suburb'.)

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Wisseh, The Fisherman, By Isaac Fufflay and Johneth E Schofield*

Mr. Wisseh and his family live in a **suburb** around Monrovia called West Point. Mr. Wisseh and his family live on the fishing job that he does. He makes very little money from the daily sales of the fish he catches every day. The fish money is so little that Mr. Wisseh cannot send his eight children to school. One day, Mr. Wisseh called all his five girl children to help their mother sell the fish around town. He also told the three boys to go and meet him on the beach any time he comes on shore from fishing. And so the girls sell fish around and the boys help their father take the fish out of the **canoe** whenever he comes from fishing.

### **Comprehension: Story Elements**

1. Who are the main persons/characters in the story? (Mr. Wisseh and his 5 children)
2. Where does the story take place? (in a suburb outside of Monrovia)
3. What happens? What is the problem? (Mr. Wisseh doesn't make enough money to send his children to school. There is little money from fish)
4. How does he solve his problem? (Mr. Wisseh has his children helping to fish and to sell the fish to make more money)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Book 15: Pets Are Fun and Decodable Book 18: The Fox in the Box.



Check when completed

## Lesson Plan:

## Week 8: Day 2

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach ending blend: '-ft', using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: 'also', 'know'</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend card for '-ft'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl', 'sl', 'dr', 'fr', 'pr', 'tr', 'sm', 'sn', 'sp', '-mp', '-nk'.</li> <li>(3) Make word cards for 'also', 'know', 'suburb', 'canoe' or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about, where, for, must, before, look, many).</li> <li>(4) Write the words 'drop', 'brag', 'from', 'trip', 'smell', 'spot', 'lamp', 'camp', 'ask', 'task', 'bank', 'sank', 'raft', 'gift', 'lift', 'soft' on the board.</li> <li>(5) Read aloud text: "Wisseh the Fisherman" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/, /m/, /p/, /s/, /k/, /ŋ/, /k/. Ask students what sound they hear at the beginning of the word 'drip'. Ask what sound they hear at the end of the word 'lamp'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop', 'slip', 'press', 'trip', 'smell', 'snap', and ending sounds in 'stamp', 'ask', 'fell', 'moss'.

**New:** Teach the sounds for the ending blend '-ft'.

**Blends.** Teach the new blend using the instructional model below.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<p>The ending blend '-ft' makes 2 sounds. Listen, /f/ /t/.</p> <p>What are the last 2 sounds you hear in 'lift'? /f/ /t/.</p>	<p>Now, let's say the sounds at the end of the word 'lift'. Everyone, the ending sounds in 'lift' are .....</p> <p>Drop your arm to cue class to respond with you. (whole class) /f/ /t/</p>	<p>Your turn. Class, what are the last 2 sounds in the word 'lift'?</p> <p>Drop your arm to cue class to respond with you. (whole class) /f/ /t/</p>

## Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /f/ /t/ sounds at the end of these words: (DO NOT WRITE THEM) lift, ask, bank, soft, camp, snap, sank, trip, damp, task. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

## Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’, ‘-sk’, ‘-nk’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them several digraphs and blends. Call on several students to make sure everyone knows the blends. Ask students to say words that begin or end with several blends: ‘trip’, ‘snap’, ‘lamp’.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>	<i>This is the ending blend ‘-ft’.</i> Write the word ‘bank’ on the board. Show students the ‘-ft’ in ‘lift.’	<i>Now, everyone: this is the blend ‘-ft’.</i> (Point to the ‘-ft’ in ‘lift’.) <i>What sounds?</i> (together with teacher) /f/ /t/	<i>Your turn. Class, how do we spell ‘lift’?</i>
<b>Phonics</b>			<i>l’ i’ f’ t’.</i>
<b>(WRITE)</b>	<i>The blend ‘-ft’ makes 2 sounds: /f/ /t/.</i>		

## Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-ft’ and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘soft’. Ask a student to spell it and then ask others to spell ‘lift’, ‘sift’, ‘sank’, ‘task’, ‘camp’, ‘ramp’, ‘skip’, ‘smell’, ‘drop’, ‘smack’, ‘spot’.
3. Correct errors. (EXAMPLE) The student spells ‘lift’ as ‘lit’. Write ‘lift’ on the board. Point to each letter as you sound it out. “Let’s sound it out. My turn. /l/ /i/ /f/ /t/. Erase the word. Now your turn (same student). How do we spell ‘lift’?” Have the SAME student give the answer correctly.

## Decodable Book 2: *Dan and the Van*

Teach this in the same way as the other decodable books.

## Decodable Book 3: *The Lad*

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says ‘sad’ for ‘lad’, stop and write ‘lad’ on the board. Say, “That word is ‘lad.’ Look.” Point to each letter and sound it out /l/ /a/ /d/... “lad”. Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

**Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

**Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

**Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

**Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

**Decodable Book 9: *The Tin Bin* (note the ‘x’ in ‘six’)****Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud*****Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)****Decodable Book 18: *The Fox in the Box* (Note: remind students that the letter ‘x’ makes the sounds /k/ /s/. Practice the words that end in ‘x’ together.)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before

*Word Wizard:* Write **suburb**, **canoe** on the board. Tell students that **suburb** means a community just outside of the city. Tell students that **canoe** means a slender, open boat, tapering to a point at both ends, propelled by paddles or sometimes sails.

Ask another student to tell what **suburb** and **canoe** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words ‘suburb’ and ‘canoe’ in sentences.

New words ‘also’, ‘know’: Tell students that the new sight words are ‘also’ and ‘know’. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word ‘know’. Say the word in a sentence: “I know that dog.” Write the sentence on the board. Ask students to create a

sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'many'. (Example: 'He also went to work'.)

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Wisseh, The Fisherman, By Isaac Fufflay and Johneth E Schofiled*

Mr. Wisseh and his family live in a **suburb** around Monrovia called West Point. Mr. Wisseh and his family live on the fishing job that he does. He makes very little money from the daily sales of the fish he catches every day. The fish money is so little that Mr. Wisseh cannot send his eight children to school. One day, Mr. Wisseh called all his five girl children to help their mother sell the fish around town. He also told the three boys to go and meet him on the beach any time he comes on shore from fishing. And so the girls sell fish around and the boys help their father take the fish out of the **canoe** whenever he comes from fishing.

### **Comprehension: Story Elements**

1. Who is Mr. Wisseh? (a fisherman)
2. What does Mr. Wisseh's wife do? (sells fish around the town)
3. Why are Mr. Wisseh's children not in school? (the girls are helping sell fish, the boys are helping their father with the boat)
4. What did Mr. Wisseh tell his daughters to do? (help their mother sell fish)
5. How many children does Mr. Wisseh have? (8 children)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read aloud the following decodable books at home: Decodable Book 15: Pets Are Fun and Decodable Book 18: The Fox in the Box.



Check when completed

## Lesson Plan:

## Week 8: Day 3

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach ending blends: '-st', '-nt' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: 'get', 'much'</li> <li>(4) Read decodable books</li> <li>(5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for '-st', '-nt'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl', 'sl', 'dr', 'fr', 'pr', 'tr', 'sm', 'sn', 'sp', 'mp', 'nk', 'ft'.</li> <li>(3) Make word cards for 'get', 'much', 'suburb', 'canoe' or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about, where, for, must, before, look, many, also, know).</li> <li>(4) Write the words 'from', 'trip', 'smell', 'spot', 'lamp', 'camp', 'ask', 'task', 'bank', 'sank', 'raft', 'gift', 'lift', 'soft', 'sent', 'mint', 'list', 'mist' on the board.</li> <li>(5) Read aloud text: "<i>Wisseh the Fisherman</i>" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /ī/, /h/, /j/, /ū/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /ll/, /g/, /ll/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/, /m/, /p/, /s/, /k/, /ŋ/, /k/, /f/, /t/. Ask students what sound they hear at the beginning of the word 'drip'. Ask what sound they hear at the end of the word 'lamp'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'kid', 'ship', 'pig', 'just', 'up', 'bag', 'tab', 'shop', 'chip', 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop', 'slip', 'press', 'trip', 'smell', 'snap', and ending sounds in 'stamp', 'lift', 'ask', 'fell', 'moss'.

**New:** Teach the sounds for the ending blends '-nt', '-st'.

**Blends.** Teach the new blends using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The ending blend ‘-nt’ makes 2 sounds. Listen, /n/ /t/.</i>  <i>What are the last 2 sounds you hear in ‘sent’? /n/ /t/.</i>  <b>Do the same routine with /s/ /t/, ‘list’.</b>	<i>Now, let’s say the sounds at the end of the word ‘sent’. Everyone, the ending sounds in ‘sent’ are ..... Drop your arm to cue class to respond with you. (whole class) /n/ /t/</i>  <b>Do the same routine with /s/ /t/, ‘list’.</b>	<i>Your turn. Class, what are the last 2 sounds in the word ‘sent’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) /n/ /t/.</i>  <b>Do the same routine with /s/ /t/, ‘list’.</b>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the /n/ /t/ sounds at the end of these words: (DO NOT WRITE THEM) lift, ask, bank, soft, camp, snap, sank, trip, damp, task, sent. Repeat with /s/ /t/ and the words list, sank, lift, best. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’, ‘-sk’, ‘-nk’, ‘-ft’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them several digraphs and blends. Call on several students to make sure everyone knows the blends. Ask students to say words that begin or end with several blends: ‘trip’, ‘snap’, ‘lamp’.

**New:** Teach the new blends using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the ending blend ‘-nt’. Write the word ‘sent’ on the board. Show students the ‘nt’ in ‘sent.’</i>  <i>The blend ‘-nt’ makes 2 sounds: /n/ /t/.</i>  <b>Do the same routine with /s/ /t/, ‘list’.</b>	<i>Now, everyone: this is the blend ‘-nt’. (Point to the ‘-nt’ in ‘sent’.) What sounds? (together with teacher) /n/ /t/</i>  <b>Do the same routine with /s/ /t/, ‘list’.</b>	<i>Your turn. (Erase the words ‘sent’ and ‘list’ from the board.) Class, how do we spell ‘sent’?</i>  <i>‘s’ ‘e’ ‘n’ ‘t’.</i>  <b>Do the same routine with /s/ /t/, ‘list’.</b>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-st’, and ‘-nt’ and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.

2. Tell students they can spell some words. Say the word 'sent'. Ask a student to spell it and then ask others to spell 'mint', 'list', 'bent', 'lift', 'sift', 'sank', 'task', 'camp', 'ramp', 'skip', 'smell', 'drop', 'smack', 'spot', 'fist'.
3. Correct errors. (EXAMPLE) The student spells 'sent' as 'set'. Write 'sent' on the board. Point to each letter as you sound it out. "Let's sound it out. My turn. /s/ /e/ /n/ /t/. Erase the word. Now your turn (same student). How do we spell 'sent'?" Have the SAME student give the answer correctly.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word.**

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')**

### **Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud***

### **Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)**

### **Decodable Book 18: *The Fox in the Box* (Note: remind students that the letter 'x' makes the sounds /k/ /s/. Practice the words that end in 'x' together.)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know

*Word Wizard:* Write **suburb**, **canoe** on the board. Tell students that **suburb** means a community just outside of the city. Tell students that **canoe** means a slender, open boat, tapering to a point at both ends, propelled by paddles or sometimes sails.

Ask another student to tell what **suburb** and **canoe** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'suburb' and 'canoe' in sentences.

New words 'get', 'much': Tell students that the new sight words are 'get' and 'much'. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know, get, much** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'get'. Say the word in a sentence: "I will get a truck". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'much'. (Example: 'There is much more to do'.)

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Wisseh, The Fisherman. By Isaac Fufflay and Johneth E Schofiled

Mr. Wisseh and his family live in a **suburb** around Monrovia called West Point. Mr. Wisseh and his family live on the fishing job that he does. He makes very little money from the daily sales of the fish he catches every day. The fish money is so little that Mr. Wisseh cannot send his eight children to school. One day, Mr. Wisseh called all his five girl children to help their mother sell the fish around town. He also told the three boys to go and meet him on the beach any time he comes on shore from fishing. And so the girls sell fish around and the boys help their father take the fish out of the **canoe** whenever he comes from fishing.

**Comprehension.** The theme of the story is telling what kind of story it is. It may be an adventure or it may be a sad story about a child or an adult. Or the story theme may be about animals who act like people. The theme may also tell a lesson about life that is important. As you read the story each day to students, remind them to think about the theme of the story or poem you read. Ask the following questions at the end of the story.

1. What is this story about? What is the 'theme' of the story? (ask at least 3 students to tell about the type of story this is)

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer comprehension questions for the following decodable books at home: Decodable Book 15: Pets Are Fun and Decodable Book 18: The Fox in the Box.



Check when completed

## Lesson Plan:

## Week 8: Day 4

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) Teach ending blends: '-lt', '-lf' using the instructional model below</li> <li>(2) Practice with flash cards</li> <li>(3) Introduce sight words: 'through', 'back'</li> <li>(4) Read decodable books Read 2 stories, one in the morning and one in the afternoon, and ask comprehension questions</li> </ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"> <li>(1) New blend cards for '-lt', '-lf'.</li> <li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl', 'sl', 'dr', 'fr', 'pr', 'tr', 'sm', 'sn', 'sp', 'mp', 'nk', 'ft', 'st', 'nt'.</li> <li>(3) Make word cards for 'through', 'back', 'suburb', 'canoe' or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about, where, for, must, before, look, many, also, know, get, much).</li> <li>(4) Write the words 'from', 'spot', 'lamp', 'camp', 'ask', 'task', 'bank', 'sank', 'raft', 'gift', 'lift', 'soft', 'sent', 'mint', 'felt', 'self' on the board.</li> <li>(5) Read aloud text: "Wisseh the Fisherman" and another story you select.</li> </ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /i/, /h/, /j/, /ü/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/, /m/, /p/, /s/, /k/, /ŋ/, /k/, /f/, /t/, /s/, /t/, /n/, /t/. Ask students what sound they hear at the beginning of the word 'dusk'. Ask what sound they hear at the end of the word 'lamp'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop', 'slip', 'press', 'trip', 'smell', 'snap', and ending sounds in 'stamp', 'lift', 'ask', 'fell', 'moss', 'bank'.

**New:** Teach the sounds for the ending blends '-lt', '-lf'.

**Blends.** Teach the new blend using the instructional model below.

Skill	Teacher “I do”	Teacher and Students “We do”	Students practice “You do”
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The ending blend ‘-lt’ makes 2 sounds. Listen, // lt/.</i>  <i>What are the last 2 sounds you hear in ‘felt’? // lt/.</i>  <b>Do the same routine with ‘-lf’, ‘self’.</b>	<i>Now, let’s say the sounds at the end of the word ‘felt’. Everyone, the ending sounds in ‘felt’ are ..... Drop your arm to cue class to respond with you. (whole class) // lt/</i>  <b>Do the same with ‘-lf’, ‘self’</b>	<i>Your turn. Class, what are the last 2 sounds in the word ‘felt’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) // lt/.</i>  <b>Do the same with ‘-lf’, ‘self’</b>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the // /f/ sounds or the // /t/ sounds at the end of these words: (DO NOT WRITE THEM) felt, lift, self, ask, bank, soft, belt, gulp, camp, snap, sank, land. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’, ‘-sk’, ‘-nk’, ‘-ft’, ‘-st’, ‘-nt’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them several digraphs and blends. Call on several students to make sure everyone knows the blends. Ask students to say words that begin or end with several blends: ‘trip’, ‘snap’, ‘lamp’.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the ending blend ‘-lt’. Write the word ‘felt’ on the board.</i>  <i>Show students the ‘-lt’ in ‘felt.’</i>  <i>The blend ‘-lt’ makes 2 sounds: // lt/.</i>  <b>Do the same routine with ‘-lf’, ‘self’</b>	<i>Now, everyone: this is the blend ‘-lt’. (Point to the ‘-lt’ in ‘felt’.) What sounds? (together with teacher) // lt/</i>  <b>Do the same routine with ‘-lf’, ‘self’.</b>	<i>Your turn. Class, how do we spell ‘felt’?</i>  <i>f ‘e’ l t.</i>  <b>Do the same routine with ‘-lf’, ‘self’.</b>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-lt’ and ‘-lf’ and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘felt’. Ask a student to spell it and then ask others to spell ‘felt’, ‘band’, ‘bent’, ‘self’, ‘task’, ‘camp’, ‘ramp’, ‘skip’.

3. Correct errors. (EXAMPLE) The student spells 'self' as 'sel'. Write 'self' on the board. Point to each letter as you sound it out. "Let's sound it out. My turn. /s/ /ɛ/ /l/ /f/". Erase the word. "Now your turn (same student). How do we spell 'self'?" Have the SAME student give the answer correctly.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

### **Decodable Book 4: *Dan and His Cap***

Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

Teach this in the same way as the other decodable books.

### **Decodable Book 8: *The Kid and the Pig***

Teach this in the same way as the other decodable books.

### **Decodable Book 9: *The Tin Bin* (note the 'x' in 'six')**

### **Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud***

### **Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)**

### **Decodable Book 18: *The Fox in the Box* (Note: remind students that the letter 'x' makes the sounds /k/ /s/. Practice the words that end in 'x' together.)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know, get, much

*Word Wizard:* Write **suburb**, **canoe** on the board. Tell students that **suburb** means a community just outside of the city. Tell students that **canoe** means a slender, open boat, tapering to a point at both ends, propelled by paddles or sometimes sails.

Ask another student to tell what **suburb** and **canoe** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'suburb' and 'canoe' in sentences.

New words 'through', 'back': Tell students that the new sight words are 'through' and 'back'. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know, get, much, through, back** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'through'. Say the word in a sentence: "I went through the grass". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'back'. (Example: 'She had to back up'.)

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

*Wisseh, The Fisherman, By Isaac Fufflay and Johneth E Schofield*

Mr. Wisseh and his family live in a **suburb** around Monrovia called West Point. Mr. Wisseh and his family live on the fishing job that he does. He makes very little money from the daily sales of the fish he catches every day. The fish money is so little that Mr. Wisseh cannot send his eight children to school. One day, Mr. Wisseh called all his five girl children to help their mother sell the fish around town. He also told the three boys to go and meet him on the beach any time he comes on shore from fishing. And so the girls sell fish around and the boys help their father take the fish out of the **canoe** whenever he comes from fishing.

**Story Retell:** Ask 3 students to retell the story. Tell them to start with the first thing that happened and then the next and then the next ...finally the last thing that happened. Correct them if any part of the retelling is incorrect and have them repeat the correct information and continue.

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read and answer comprehension questions for the following decodable book *The Fox in the Box*. Remind the students to bring back the library book that they had checked out last week for reading at home so that they can take a new one tomorrow.

Check when completed

## Lesson Plan: Week 8: Day 5

<p>Date: _____</p> <p><b>Instructional Model:</b> Use the <b>letter name/letter sound model</b> to teach ending blends</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"><li>(1) Teach ending blends: '-lp', '-nd' using the instructional model below</li><li>(2) Practice with flash cards</li><li>(3) Introduce sight words: 'more', 'her'</li><li>(4) Read decodable books</li><li>(5) Read 2 stories, one in the morning and one 10 minutes before you release students home, and ask comprehension questions.</li><li>(6) FOUR WEEK SPELLING TEST</li></ol>	<p><b>Materials:</b></p> <ol style="list-style-type: none"><li>(1) New blend cards for '-lp', '-nd'.</li><li>(2) Review letter cards: 'a', 't', 's', 'o', 'm', 'b', 'e', 'c', 'f', 'r', 'd', 'l', 'n', 'k', 'p', 'i', 'h', 'j', 'u', 'w', 'v', 'g', 'y', 'x', 'z', 'q', 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'bl', 'fl', 'gl', 'sk', 'gr', 'cr', 'pl', 'sl', 'dr', 'fr', 'pr', 'tr', 'sm', 'sn', 'sp', 'mp', 'nk', 'ft', 'st', 'nt', 'lt', 'lf'.</li><li>(3) Make word cards for 'more', 'her', 'suburb', 'canoe' or write the words on the chalk board with previous words taught (next, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, last, about, where, for, must, before, look, many, also, know, get, much, through, back).</li><li>(4) Write the words 'from', 'spot', 'lamp', 'camp', 'ask', 'task', 'bank', 'sank', 'raft', 'gift', 'lift', 'soft', 'sent', 'mint', 'felt', 'self', 'help', 'sand' on the board.</li><li>(5) Read aloud text: "Wiseh the Fisherman" and another story you select.</li></ol>
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### Instructional Model for teaching phonological awareness (3-4 minutes)

**Review:** Review sounds already taught: /ă/, /t/, /s/, /ō/, /m/, /b/, /ě/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /ī/, /h/, /j/, /ū/, /w/, /v/, /g/, /y/, /x/, /z/, /q/, /sh/, /ch/, /th/, /ck/, /wh/, /th/, /b/, /l/, /f/, /l/, /g/, /l/, /s/, /k/, /g/, /r/, /c/, /r/, /p/, /l/, /s/, /l/, /d/, /r/, /b/, /r/, /f/, /r/, /p/, /r/, /t/, /r/, /s/, /m/, /s/, /n/, /s/, /p/, /m/, /p/, /s/, /k/, /ŋ/, /k/, /f/, /t/, /s/, /t/, /n/, /t/, /l/, /t/, /l/, /f/. Ask students what sound they hear at the beginning of the word 'dusk'. Ask what sound they hear at the end of the word 'lamp'. **DO NOT WRITE** the words. Ask students for the beginning sounds for 'thick', 'when', 'this', 'black', 'glad', 'flag', 'grab', 'crop', 'slip', 'press', 'trip', 'smell', 'snap', and ending sounds in 'stamp', 'lift', 'ask', 'fell', 'moss', 'bank', 'felt', 'self'.

**New:** Teach the sounds for the ending blends '-lp', '-nd'.

**Blends.** Teach the new blend using the instructional model below.

<b>Skill</b>	<b>Teacher “I do”</b>	<b>Teacher and Students “We do”</b>	<b>Students practice “You do”</b>
<b>Phonemic awareness</b>  <b>(NO WRITING)</b>	<i>The ending blend ‘-lp’ makes 2 sounds. Listen, // /p/.</i>  <i>What are the last 2 sounds you hear in ‘help’? // /p/.</i>  <b>Do the same routine with ‘-nd’, ‘sand’.</b>	<i>Now, let’s say the sounds at the end of the word ‘help’. Everyone, the ending sounds in ‘help’ are ..... Drop your arm to cue class to respond with you. (whole class) // /p/</i>  <b>Do the same with ‘-nd’, ‘sand’</b>	<i>Your turn. Class, what are the last 2 sounds in the word ‘help’?</i>  <i>Drop your arm to cue class to respond with you. (whole class) // /p/.</i>  <b>Do the same with ‘-nd’, ‘sand’</b>

### Phonemic awareness practice

1. Ask students to put thumbs up if they hear the // /p/ sounds or the /n/ /d/ sounds at the end of these words: (DO NOT WRITE THEM) felt, help, sand, lift, ask, bank, soft, belt, gulp, camp, snap, sank, land. Play a game with words: say words taught and ask student to tell you the sounds they hear in the words. Go back to early words and have students say first, middle, and ending sounds in different words.

### Instructional Model for teaching Phonics (3-4 minutes)

**Review:** Review letters already taught: ‘a’, ‘t’, ‘s’, ‘o’, ‘m’, ‘b’, ‘e’, ‘c’, ‘f’, ‘r’, ‘d’, ‘l’, ‘n’, ‘k’, ‘p’, ‘i’, ‘h’, ‘j’, ‘u’, ‘w’, ‘v’, ‘g’, ‘y’, ‘x’, ‘z’, ‘q’, ‘sh’, ‘ch’, ‘th’, ‘ck’, ‘wh’, ‘th’, ‘bl’, ‘cl’, ‘sk’, ‘gr’, ‘cr’, ‘pl’, ‘sl’, ‘dr’, ‘br’, ‘fr’, ‘pr’, ‘tr’, ‘sm’, ‘sn’, ‘sp’, ‘-mp’, ‘-sk’, ‘-nk’, ‘-ft’, ‘-st’, ‘-nt’, ‘-lt’, ‘-lf’. Write the letter combinations on the board or use flash cards. Ask students what letters and show them several digraphs and blends. Call on several students to make sure everyone knows the blends. Ask students to say words that begin or end with several blends: ‘trip’, ‘snap’, ‘lamp’.

**New:** Teach the new blend using the instructional model below.

<b>Alphabetic Principle</b>  <b>Phonics</b>  <b>(WRITE)</b>	<i>This is the ending blend ‘-lp’.</i> <i>Write the word ‘help’ on the board. Show students the ‘-lp’ in ‘help’.</i>  <i>The blend ‘-lp’ makes 2 sounds: // /p/.</i>  <b>Do the same routine with ‘-nd’, ‘sand’.</b>	<i>Now, everyone: this is the blend ‘-lp’.</i> (Point to the ‘-lp’ in ‘help’.) <i>What sounds?</i> <i>(together with teacher) // /p/</i>  <b>Do the same routine with ‘-nd’, ‘sand’.</b>	<i>Your turn. Class, how do we spell ‘help’?</i>  <i>‘h’ ‘e’ ‘l’ ‘p’.</i>  <b>Do the same routine with ‘-nd’, ‘sand’.</b>
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### Phonics and Fluency Practice (4-5 minutes): PRACTICE

1. Take the flash cards for the words that end with ‘-lp’, ‘-nd’, and at least 10 other words taught so far (OR write the words on the board). Quickly point to one at a time and ask students to raise their hand if they know the name of the word. Take only 30 seconds or so for this activity.
2. Tell students they can spell some words. Say the word ‘help’. Ask a student to spell it and then ask others to spell ‘gulp’, ‘sand’, ‘band’, ‘bent’, ‘self’, ‘task’, ‘camp’, ‘ramp’, ‘skip’.

3. Correct errors. (EXAMPLE) The student spells 'sand' as 'send'. Write 'sand' on the board. Point to each letter as you sound it out. "Let's sound it out. My turn. /s/ /ă/ /n/ /d/." Erase the word. "Now your turn (same student). How do we spell 'sand'?" Have the SAME student give the answer correctly.

### **Decodable Book 2: *Dan and the Van***

Teach this in the same way as the other decodable books.

### **Decodable Book 3: *The Lad***

Have students open their books to this story. Sound out the title with students and ask who would like to read the book to the class. Call on a student to read the story and correct errors by sounding out the word that was missed. If student says 'sad' for 'lad', stop and write 'lad' on the board. Say, "That word is 'lad.' Look." Point to each letter and sound it out /l/ /a/ /d/... "lad". Ask 2 other students to read the story aloud to the class. Then ask students to read the story ALOUD together **pointing to each word**.

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Teach this in the same way as the other decodable books.

### **Decodable Book 5: *The Pet in a Jet***

Teach this in the same way as the other decodable books.

### **Decodable Book 7: *Pip the Pup***

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### **Decodable Book 8: *The Kid and the Pig***

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### **Decodable Books 10-14: *The Dog in the Well, Will is Ill, Pop and His Pot, Hog and the Dog, A Bug in the Mud***

### **Decodable Book 15: *Pets Are Fun* (Note: this book includes plural words. Make sure to point this out to students)**

### **Decodable Book 18: *The Fox in the Box* (Note: remind students that the letter 'x' makes the sounds /k/ /s/. Practice the words that end in 'x' together.)**

**Vocabulary and Sight Words: (4-5 minutes)** words REVIEW: next, share, and, on, the, a, to, has, is, you, no, his, it, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, more, her, two, could, make, went, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know, get, much, through, back

*Word Wizard:* Write **suburb**, **canoe** on the board. Tell students that **suburb** means a community just outside of the city. Tell students that **canoe** means a slender, open boat, tapering to a point at both ends, propelled by paddles or sometimes sails.

Ask another student to tell what **suburb** and **canoe** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'suburb' and 'canoe' in sentences.

New words 'more', 'her': Tell students that the new sight words are 'more' and 'her'. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **next, and, on, share, to, the, a, has, is, you, no, his, it, was, are, all, but, rage, enjoy, what, there, can, an, said, their, renovate, which, your, if, do, into, more, her, two, could, make, went, shook, first, stay, been, long, little, very, after, work, call, just, about, where, for, must, before, look, many, also, know, get, much, through, back, more, her** with students. Explain to students that you want them to raise their hands as soon as they know the word on the card you hold up (or point to the words on the board). Tell them that you will hold up each card (or point to each word on the board) as quickly as possible to get to the next one so they need to raise their hands as soon as they can read the word. Select someone with hand raised to read the word.

**Writing Practice:** Ask students to write a sentence using the word 'more'. Say the word in a sentence: "I had more of that". Write the sentence on the board. Ask students to create a sentence using one or more sight words from the board. Now ask students to write a sentence using the word 'her'. (Example: 'I said yes to her'.)

**Listening Comprehension 1 (10 minutes):** Read the following story to students. NOTE: Vocabulary and sight words are in bold print and underlined. Write them on the board. Stop and point to them as you say the word.

Wisseh, The Fisherman. By Isaac Fufflay and Johneth E. Schofield

Mr. Wisseh and his family live in a **suburb** around Monrovia called West Point. Mr. Wisseh and his family live on the fishing job that he does. He makes very little money from the daily sales of the fish he catches every day. The fish money is so little that Mr. Wisseh cannot send his eight children to school. One day, Mr. Wisseh called all his five girl children to help their mother sell the fish around town. He also told the three boys to go and meet him on the beach any time he comes on shore from fishing. And so the girls sell fish around and the boys help their father take the fish out of the **canoe** whenever he comes from fishing.

**Comprehension Activity:** Ask 2 volunteer students to tell stories of their own to the class. Then ask a student who was listening to identify the main character, where the story took place, the problem in the story, how the problem was solved for each story told to the class.

### **Weeks 4- 8: Spelling Test**

- |         |            |
|---------|------------|
| 1. but  | 6. stamp   |
| 2. sank | 7. your    |
| 3. said | 8. her     |
| 4. pray | 9. do      |
| 5. were | 10. little |

**Listening Comprehension 2 (10 minutes):** 10 minutes before you release children to go home, read another story to them and ask comprehension questions. Choose a story from the library books that were provided to you. It is important that you do this.

**Homework:** Request that students read all of the Decodable Books that they have learned in the first semester while they are on school break. They should read every day.