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Early Grade Reading Assessment (EGRA) Plus: Liberia

EGRA Plus: Liberia Teacher Manual – Volume 2

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Early Grade Reading Assessment (EGRA) Plus: Liberia

EGRA Plus: Liberia Teacher Manual

Volume 2

EGRA Plus: Liberia Teacher Manual
July 2009

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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 master 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. 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, drawing 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 lay a baseline on 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 plenty of 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.

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 four main sources for teaching reading.

A. EGRA Plus: Liberia Teacher Manual – Volume 2

The EGRA Plus: Liberia Teacher Manual – Volume 2 presented here consists of two main parts: (1) overview of Scope and Sequence for teaching reading for a year, and (2) weekly lesson plans with detailed daily sequences and instructions on what to teach that day and how to draw on other resources that have been provided to teachers (e.g., decodable books and supplementary materials).

Finally, the EGRA Plus: Liberia Teacher Manual will include the following teacher resources: pocket charts, letter cards, and flash 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 and each compilation provides the weekly schedule for the use of these books. This schedule can be also found in this manual (see "Scope and Sequence").

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 Grades 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.

Year 1: Scope and Sequence for Teaching English: EGRA Plus: Liberia

This Scope and Sequence provides an overview of how all the lesson plans are sequenced over time during a school year, and how the contents of each lesson plan (Phonological Awareness, Phonics, Fluency, Comprehension, etc.) link with each other. In order to fully understand any particular area of the Scope and Sequence you have to go to the actual lesson plans that follow below.

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

CVC	Consonant-vowel-consonant words
Decodable books	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.
Flash cards	Flash cards are provided with the manual as a separate resource
Lesson plans	Lesson plans are weekly. Instructions on how to implement them daily are provided for every 4 weeks. Teaching reading needs to be done daily
Instructional model	Every lesson plan is based on a simple instructional model 'I do; we do; you do'.
PA	Phonological awareness – teaching the sounds of language. At the phoneme level, children learn the individual sounds of words.
Pocket chart	Pocket chart is provided with the manual as a separate resource
Review	Review occurs each day. Every 4 weeks, a brief spelling test is given in addition to assess phonics skill progress.
Sight words	Sight words are also referred to as high-frequency words
VC	Vowel-consonant words
Phonics	Teaching sound-spelling relationships with the goal of automatic word recognition

Teaching Reading: Weeks 9, 10, 11, 12

DAILY SEQUENCE: WEEKS 9 AND 10										
	Week 9					Week 10				
	M	*T*	*W*	*TH*	*F*	*M*	*T*	*W*	*TH*	*F*
PA	long /ā/ words a_e (magic 'e')	long ī words i_e (magic 'l')	vowel teams: -ee, -oa	vowel team -ai	open one syllable words	plurals with 's'	inflected –ed endings	vowel team (long ā): -ay	vowel team (long ī): -ie	vowel team -ea
Phonics	a_e (magic 'e'	long ī words i_e (magic 'l')	vowel teams: -ee, -oa	vowel team -ai	open one syllable words	plurals with 's'	inflected –ed endings	vowel team (long ā):: -ay	vowel team (long ī):: -ie	vowel team -ea
Vocabulary + Sight Words	**around, people beautiful, beach**	**three, came**	-**because, every**	**must, as**	**with, their**	**be, this, from sugar, children**	**look**	**into, under**	**where, show**	**found, hurt sugar, children**
Fluency	flashcards **vane, cane, cape**	flashcards **pine, kite, hide**	flashcards **feed, goal, week, meet, goat, coat, sleep**	flashcards **paid, rain**	flashcards **go, he, me, cry, fly, try**	flashcards **pets, dogs, cats, rats, bats, hens, pigs**	flashcards **needed, waited, rained, leaped**	flashcards **may, say, day, pay**	flashcards **pie, die, tie**	flashcards **eat, seat, sea, team, leap**
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 11 AND 12										
	Week 11					Week 12				
	M	*T*	*W*	*TH*	*F*	*M*	*T*	*W*	*TH*	*F*
PA										
Phonics	-ow (as in 'snow')	beginning blend 'str'	beginning blend 'spr'	'ōō' (as in 'moon')	beginning blend 'shr'	beginning blend '-thr'	-ar (as in 'jar')	-ir, -ur	-ar followed by a consonant	'y' as a long /ī/ sound
Vocabulary + Sight Words	flashcards **never, once, bridge, begging**	flashcards **walk**	flashcards **keep**	flashcards **come, gave**	flashcards **again, always**	flashcards **please, kind forest rewarded**	flashcards **would, too**	flashcards **around, eat**	**those, them**	**were, blue**
Fluency	**snow, blow**	**string, stripe, strike**	**spring, spray**	**moon, food, cool**	**shred, shrub, shrimp**	**three, throat, throw**	**car, jar, far**	**fur, stir, sir**	**card, barn, bark, part, arm**	**fly, sky, why**
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 9

☐ Check when completed

Lesson Plan: Week 9: Day 1

Date:_____ Objectives: (1) Teach words with a long vowel sound and silent 'e': 'ā_e' using the instructional model below (2) Practice with flash cards (3) Introduce sight words: *'around', 'people'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with 'ā_e'. (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', '-lp', '-nd'. (3) Make word cards for 'beautiful' and 'beach', or write some of the following 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, more, her). (4) Write the words 'sank', 'raft', 'gift', 'mint', 'felt', 'self', 'help', 'vane', 'cane', 'cape' on the board. (5) Read aloud text: "Living Near The Beach" and another story you select.

Instructional Model for teaching phonological awareness: REVIEW ONLY (3-4 minutes)

Review: Review sounds already taught: /ă/, /t/, /s/, /ŏ/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/,/ĭ/,/h/, /j/, /ŭ/, /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/, /l/ /p/, /n/ /d/. 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 rule for words spelled with a long ā and silent 'e': 'ā_e'.

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'.

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics	*Some words end in silent 'e' and that 'e' makes the other vowel say its name. Look at the word 'cap.' What word? 'cap!' Now, if I add an 'e' at the end, the word becomes 'cape.' The 'e' is quiet, but it makes the 'a' say its name!* *There is an 'e' at the end and the 'a' says its name /ā/.* *What word? 'cake'!*	*Now, everyone, when you see an 'e' at the end of some words, it makes the other vowel…* Drop your arm to cue class to respond with you. (whole class!!) *'Say its name!' Let's try some words together.* Write 'cap', 'can', 'van' on the board. Say the words with the students. Now add an 'e' at the end of each word. Read them to the students, then say, "*Now let's read them together!"* *'cape', 'cane', 'vane'.*	*Your turn.* (Point to the words 'cane', 'cape', 'vane'.) *Class, when you see an 'e' at the end of some words, it makes the other vowel… (class responds) "say its name!"* *What is this word?* (point to 'cane') Class responds: 'cane'!!! Repeat with 'cape', and 'vane.'

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

1. Take the flash cards for the words 'make', 'cake', 'lake' 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 'cake'. Ask a student to spell it and then ask others to spell 'gulp', 'bake', 'fake', 'bent', 'self', 'task', 'camp', 'ramp', 'skip'.
3. Correct errors. (EXAMPLE) The student spells 'cake' as 'cak'. Write 'cake' on the board. Point to each letter as you sound it out. "*Let's sound it out. My turn. /c/ /ă/ /k/."* Point to the 'e'. "The 'e' is silent and makes the 'a' say its name. When we spell 'cake', we have to add the 'e' at the end or else the word says /c/ /ă/ /k/." Erase the word. "Now your turn (same student). How do we spell 'cake'?" 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, through, back,, more, her

Word Wizard: Write **beautiful** and **beach** on the board. Ask students what 'beautiful' means. It means '*very pretty.'* Beach is the sand next to the ocean.

Ask another student to tell what **beautiful** and **beach** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'beautiful' and 'beach' in sentences.

New sight words 'around', 'people': Tell students that the new sight words are 'around' and 'people'. 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, around, people** 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 'people' and 'around'. Say the word in a sentence: "The two people went around to the lake." Write the sentence on the board. 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. Write them on the board. Stop and point to them as you say the word.

Living Near The Beach, By Ruby T. Martin

The Atlantic Ocean has **beautiful** golden beaches. Gbana and his grandmother live near the **beach**. There is a lot of fresh air and sunshine. Gbana's grandmother catches fish from the lagoon. Gbana collects seashells from the beach and sells them to pay his school fees. After school, Gbana and his friends play soccer on the sandy beach.

Story Elements

1. Who are the main persons/characters in the story? (Gbana and his grandmother)
2. Where does the story take place? (At their house near the beach)
3. What happens? (Grandmother must collect seashells to pay for Gbana's school fees. Gbana and friends play soccer after 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 retell the story "Living Near The Beach" to their family members.

☐ Check when completed

Lesson Plan: Week 9: Day 2

Date:_____ Objectives: (1) Teach words with a long vowel sound and silent 'e': 'ī_e' using the instructional model below (2) Practice with flash cards (3) Introduce sight words: *'came', 'three'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with 'ī_e'. (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', '-lp', '-nd'. (3) Make word cards for 'came', 'three', 'beautiful', and 'beach' 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, more, her, people, around). (4) Write the words 'sank', 'raft', 'gift', 'lift', 'soft', 'sent', 'mint', 'felt', 'self', 'help', 'sand', 'bake', 'cake', 'kite', 'pine', 'hide' on the board. (5) Read aloud text: "Living Near The Beach" and another story you select.

Phonological Awareness: Review only (3-4 minutes)

Review: Review sounds already taught: /ă/, /t/, /s/, /ŏ/, /m/, /b/, /ĕ/, /c/, /f/, /r/, /d/, /l/, /n/, /k/, /p/, /ĭ/, /h/, /j/, /ŭ/, /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/, /l/ /p/, /n/ /d/. 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'.

Phonemic awareness practice

1. (with previously taught sounds) Ask students to put thumbs up if they hear the /l/ /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. Ask a student why you hear the 'a' in 'cake.' Student should say because there is a silent 'e' at the end of the word.

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 skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*Some words end in silent 'e' and that 'e' makes the other vowel say its name. Look at the word 'kit.' What word? 'kit!' Now, if I add an 'e' at the end, the word becomes 'kite.' The 'e' is quiet, but it makes the 'i' say its name!* *There is an 'e' at the end of the word 'kite' and the 'i' says its name /ī/.* *What word? 'kite'!*	*Now, everyone, when you see an 'e' at the end of some words, it makes the other vowel…(*Drop your arm to cue class to respond with you-whole class!!) *"Say its name'" Let's try some words together.* Write 'kit', 'pin', 'hid' on the board. Say the words with the students. Now add an 'e' at the end of each word. Read them to the students, then say, "*Now let's read them together!"* *'kite', 'pine', 'hide'.*	*Your turn.* (Point to the words kite, hide, pine.) *Class, when you see an 'e' at the end of some words, it makes the other vowel…(class responds) "say its name!"* *What is this word?* (point to 'pine') Class responds: 'pine'!!! Repeat with 'hide' and 'kite.'

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

1. Take the flash cards for the words 'make', 'hide', 'pine' 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 'hide'. Ask a student to spell it and then ask others to spell 'gulp', 'pine', 'bake', 'fake', 'bent', 'self', 'task', 'camp', 'ramp', 'skip'.
3. Correct errors. (EXAMPLE) The student spells 'pine' as 'pin'. Write 'pine' on the board. Point to each letter as you sound it out. "*Let's sound it out. My turn. /p/ /ĭ/ /n/."* Point to the 'e'. "The 'e' is silent and makes the 'a' say its name. When we spell 'pine', we have to add the 'e' at the end or else the word says /p/ /ĭ/ /n/." Erase the word. "Now your turn (same student). How do we spell 'pine'?" 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, through, back, more, her, people, around

Word Wizard: Write **beautiful** and **beach** on the board. Ask students what 'beautiful' means. It means '*very pretty.'* Beach is *the sand next to the ocean.*

Ask another student to tell what **beautiful** and **beach** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'beautiful' and 'beach' in sentences.

New words 'three', 'came': Tell students that the new sight words are 'three' and 'came'. 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, around, people, three, came, beautiful,**

beach, canoe 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 'three'. Say the word in a sentence: "There are three cats in the box." 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 'people'. (Example: 'At three, she left work.')

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

Living Near The Beach, By Ruby T. Martin

The Atlantic Ocean has beautiful golden beaches. Gbana and his grandmother live near the beach. There is a lot of fresh air and sunshine. Gbana's grandmother catches fish from the lagoon. Gbana collects seashells from the beach and sells them to pay his school fees. After school, Gbana and his friends play soccer on the sandy beach.

Comprehension Questions

1. Who lives near the beach? (Gbana and his grandmother)
2. Why does Gbana sell seashells? (to pay for Gbana's school)
3. Is Gbana a student? (yes) How do you know? (the grandmother pays his school fees)
4. Where does Gbana's grandmother catch fish? (in the lagoon near the beach)
5. Is it nice living near the beach? (the story says it is beautiful there so students should answer 'yes.')
6. Why? (there are several possible answers for this question. Because it is beautiful and there is lots of fresh air and sunshine)

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 recall the story Living Near The Beach, write it up and then read it to their family members.

☐ Check when completed

Lesson Plan: Week 9: Day 3

Date:_____ Objectives: (1) Teach words with the vowel teams '-ee' and '-oa' using the instructional model below (2) Practice with flash cards (3) Introduce sight words: *'because', 'every'* (4) Read decodable books (5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions	Materials: (1) New cards for words with '-ee' and '-oa'. (2) Review letter cards: 'sh', 'th', 'ch', 'ck', 'wh', 'th', 'sl', 'dr', 'fr', 'pr', '-mp', '-nk', '-ft', '-nd'. (3) Make word cards for 'because' and 'every' or write the words on the chalk board with some of the 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, canoe, suburb, more, her, people, around, beautiful, beach, came, three). (4) Write the words 'soft', 'sent', 'mint', 'felt', 'bake', 'cake', 'kite', 'pine', 'hide', 'feed', 'goal', 'week', 'meet', 'goat', 'coat', 'sleep' on the board. (5) Read aloud text: "Living Near The Beach" and another story you select.

Phonological Awareness: Review only (3-4 minutes)

Review: Review sounds already taught: /t/ /r/, /s/ /m/, /s/ /n/, /s/ /p/, /m/ /p/, /s/ /k/, /n/ /k/, /f/ /t/, /s/ /t/, /n/ /t/, /l/ /t/, /l/ /f/, /l/ /p/, /n/ /d/. 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', 'smell', 'snap' and ending sounds in 'stamp', 'lift', 'ask', 'fell', 'moss', 'bank', 'felt', 'self'.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Review 10 words taught: little, very, after, work, call, last, about, where, for, must, before, look, many, also, know, get, much, through, back, canoe, suburb, more, her, people, around. Write on the board and have students read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn about words that have 2 vowels in the middle. Sometimes they are the same vowel and sometimes they are two different vowels. Let's see how this works.* Write 'sleep' on the board. *I can sound this word out. /s/ /l/ ē/ /p/. The two vowels in the middle make a long /ē/ sound.* **Repeat with the '-oa' sound in 'goat.'**	*Now let's try one together. Look at this word. 'sleep'. Look at the two vowels in the middle. They make the sound /ē/. The word is …* Drop your arm to cue class to respond with you. (with the class) *'sleep'!* **Repeat with the '-oa' sound in 'goat.'**	*Your turn.* (Point to the word 'sleep.') *What word?* Drop your arm to cue class to respond with you. (whole class) *'sleep'. Your turn to try another one. 'week'. It has two vowels in the middle that are the same. Look. /w/ /ē/ /k/. See there are two 'e' vowels together and they make the sound /ē/. Now look at the whole word – what word? 'week!'* **Repeat with the '-oa' sound in 'goat.'**

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

1. Take the flash cards for the words 'week', 'hide', 'pine', 'sleep' 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 'hide'. Ask a student to spell it and then ask others to spell 'gulp', 'pine', 'bake', 'self', 'task', 'camp', 'ramp', 'skip', 'feed', 'seed'.
3. Correct errors. (EXAMPLE) The student spells 'feed' as 'fed'. Write 'feed' on the board. Point to each letter as you sound it out. "*Let's sound it out. My turn. /f/ /ē/ /d/.*" Point to the '-ee'. "The '-ee' makes a long /ē/ sound." Erase the word. "Now your turn (same student). How do we spell 'feed'?" 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, for, must, before, look, many, also, know, get, much, through, back, more, her, people, around, three, came

Word Wizard: Write **beautiful** and **beach** on the board. Ask students what 'beautiful' means. It means *'very pretty.'* Beach is *the sand next to the ocean.*

Ask another student to tell what **beautiful** and **beach** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'beautiful' and 'beach' in sentences.

New sight words 'because', 'every': Tell students that the new sight words are 'because' and 'every'. 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, work, call, just, about, where, for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, every, because** 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 'because'. Say the word in a sentence: "I ran because I was late." 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 'people'. (Example: 'Every man was there.')

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

Living Near The Beach, By Ruby T. Martin

The Atlantic Ocean has beautiful golden beaches. Gbana and his grandmother live near the beach. There is a lot of fresh air and sunshine. Gbana's grandmother catches fish from the lagoon. Gbana collects seashells from the beach and sells them to pay his school fees. After school, Gbana and his friends play soccer on the sandy beach.

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)

Word Wizard: Write **beautiful** and **beach** on the board. Ask students what 'beautiful' means. It means '*very pretty.'* Beach is *the sand next to the ocean*.

Ask another student to tell what **beautiful** and **beach** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'beautiful' and 'beach' in sentences.

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 in 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 9: Day 4

Date:_____ Objectives: (1) Teach words with the vowel team '-ai' using the instructional model below (2) Practice with flash cards (3) Introduce sight words: *'must', 'as'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with '-ai'. (2) Review 'a_e', 'i_e' and vowel teams '-ee', '-oa'. (3) Make word cards for 'must' and 'as', or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, what, there, enjoy, can, an, said, their, which, your, if, do, into, her, people, around, three, came, because, every). (4) Write the words 'sand', 'bake', 'cake', 'kite', 'pine', 'hide', 'sleep', 'goat', 'paid', 'rain' on the board. (5) Read aloud text: "Living Near The Beach" and another story you select.

Phonological Awareness: Review only (3-4 minutes)

Review: Review vowel teams '-ee', '-oa' and the silent 'e' words. 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.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several '-ee', '-oa' words on the board. Also write several 'a_e' words. Explain these to students and ask several to come up and write another '-ee' word, '-oa' word on the board.

New: Teach the skill using the model below:

Skill	"I do"	"We do"	"You do"
Phonics **(WRITE)**	*We are going to learn about words that have 2 vowels in the middle. Sometimes they are the same vowel and sometimes they are two different vowels. Let's see how this works.* Write 'paid' on the board. *I can sound this word out. /p/ ā/ /d/. The two vowels in the middle make a long /ā/ sound.*	*Now let's try one together. Look at this word 'paid'. Look at the two vowels in the middle. They make the sound /ā/. The word is …* Drop your arm to cue class to respond with you. (with the class) *'paid'!*	*Your turn.* (Point to the word 'paid.') *What word?* Drop your arm to cue class to respond with you. (whole class) *'paid'. Your turn to try another one. 'paid'. It has two vowels in the middle that are the same. Look. /p/ /ā/ /d/. See there are two vowels together, 'ai' and they make the sound /ā/. Now look at the whole word – what word? 'paid!'*

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

1. Take the flash cards for the words 'paid', 'rain', 'sail' 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 'rain'. Ask a student to spell it and then ask others to spell 'rain', 'pine', 'bake', 'fake', 'bent', 'self', 'deep'.
3. Correct errors. (EXAMPLE) The student spells 'rain' as 'ran'. Write 'rain' on the board. Point to each letter as you sound it out. "*Let's sound it out. My turn. /r/ /ā/ /n/.*" Point to the 2 vowels, 'a', 'i'. "The 2 vowels 'a', 'i' make the sound '/ā/." Erase the word. "Now your turn (same student). How do we spell 'rain'?" 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, through, back, more, her, people, around, because, every

Word Wizard: Write **beautiful** and **beach** on the board. Ask students what 'beautiful' means. It means '*very pretty.'* Beach is the sand next to the ocean.

Ask another student to tell what **beautiful** and **beach** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'beautiful' and 'beach' in sentences.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as** 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: "I must eat." 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 'as'. (Example: 'The cat is as big as a box.')

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

Living Near The Beach, By Ruby T. Martin

The Atlantic Ocean has beautiful golden beaches. Gbana and his grandmother live near the beach. There is a lot of fresh air and sunshine. Gbana's grandmother catches fish from the lagoon. Gbana collects seashells from the beach and sells them to pay his school fees. After school, Gbana and his friends play soccer on the sandy beach.

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 retell the story "Living Near The Beach" to their family members. 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 9: Day 5

Date:_____ Objectives: (1) Teach words with one open syllable using the instructional model below (2) Practice with flash cards (3) Introduce sight words: *'with', 'they'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with one open syllable. (2) Review 'a_e', 'i_e' and vowel teams '-ee', '-oa', '-ai'. (3) Make word cards for 'with' and 'they', or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as). (4) Write the words 'paid', 'rain', 'go', 'he', 'me', 'cry', 'fly', 'try' on the board. (5) Read aloud text: "Living Near The Beach" and another story you select.

Phonological Awareness: Review only (3-4 minutes)

Review: Review vowel teams '-ee', '-oa', '-ai'. Say the words and ask students what the vowel sounds are. DO NOT WRITE the words.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several '-ee', '-oa', '-ai' words on the board. Explain these to students and ask several to come up and write other '-ee', '-oa', '-ai' words on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*Now, we are going to learn about words that end in a single vowel and the vowel has the long sound. Some 2 and 3 letter words end in 'y' making a long 'i' sound. Let's see how this works.* Write the word 'my' on the board. *I can see that this is a word that ends in a 'y' and makes the long 'ī' sound. The word is /m/ /ī/. This word is /my/.* Sweep your hand under the word and say it again, *my!*	*Now let's try a different one together. Look at this word.* Point to the word 'go'. *See that the 'o' makes a long 'o' sound or it says its name. Let's say this word together. The word is* …Drop your arm to cue class to respond with you. (whole class) *'go'!*	*Your turn. Class* (point to the word 'try' on the board). *See that the beginning of this word has two consonants. What sounds do they make? /t/ /r/. Look at the last letter. It is a 'y'. Remember the sound that 'y' makes at the end of some 2-3 letter words. What sound?* Drop your arm for a response (/ī/). *What word?* Drop your arm to cue class to respond with you. (whole class) *'try'. Your turn to try another one.* Point to the word 'go'. *Here's a new one that's like 'try' because it ends with a long vowel sound. Look at this word. The first sound is* (drop arm and class should say /g/.) *The last sound in 'go' is (*drop your arm and class should say /ō/). *Now, look at whole word – what word? (*Drop arm for class to respond. *'go'!)*

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

1. Take the flash cards for the words 'paid', 'rain', 'sail' 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 'go'. Ask a student to spell it and then ask others to spell 'try', 'fly', 'me', 'deep'.
3. Correct errors. (EXAMPLE) The student spells 'try' as 'tri'. Write 'try' on the board. Point to each letter as you sound it out. "*Let's sound it out. My turn. /t/ /r/ /ī/. 'try!"* Erase the word. "Now your turn (same student). How do we spell 'try'?" 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*

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, through, back, more, her, people, around, because, every, must, as

Word Wizard: Write **beautiful** and **beach** on the board. Ask students what 'beautiful' means. It means '*very pretty.'* Beach is the sand next to the ocean.

Ask another student to tell what **beautiful** and **beach** mean. Remind students that these are the Word Wizard words of the week. Ask several students to use the words 'beautiful' and 'beach' in sentences.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they** 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 'with'. Say the word in a sentence: "Will you go with me?" 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 'they'. (example: 'They came to the tree.')

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

Living Near The Beach, By Ruby T. Martin

The Atlantic Ocean has beautiful golden beaches. Gbana and his grandmother live near the beach. There is a lot of fresh air and sunshine. Gbana's grandmother catches fish from the lagoon. Gbana collects seashells from the beach and sells them to pay his school fees. After school, Gbana and his friends play soccer on the sandy beach.

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.

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 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. 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.

Reading Lessons: Week 10

☐ Check when completed

Lesson Plan: Week 10: Day 1

Date:_____ Objectives: (1) Teach plurals. (2) Practice with flash cards (3) Introduce sight words: *'from', 'this', 'be'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for plural words. (2) Review 'a_e', 'i_e' and vowel teams '-ee', '-oa', '-ai', open syllable words go, so, he, cry. (3) Make word cards for 'from', 'this', 'be' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as). (4) Write the words 'pets', 'dogs', 'cats', 'rats', 'bats', 'hens', 'pigs' on the board. (5) Read aloud text "Candy Man" and another story you select.

Phonological Awareness: Review only (3-4 minutes)

Review: Review open syllable words: go, so, he, cry. Say the words and ask students what the vowel sounds are. DO NOT WRITE the words.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several '-ee', '-oa', '-ai' and open syllable words 'cry', 'me', 'go' on the board. Explain these to students and ask several to come up and write other '-ee', '-oa', '-ai' words and another open syllable word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn how to make a word mean 'more than one.' Let's look at the word 'pet.' Pet means one pet. If I have 2, I have 'pets'. I add an 's' at the end of the word to make more than one.*	*Let's do this together. If I have one dog, I have a 'pet.' If I have 2 dogs, I have 2 …what?* Drop your arm to cue students: (together) *'pets.' We add an 's' to pet to make 'pets.'*	*Your turn. Class* (point to the word 'pet' on the board).*What word?* (class responds: *pet). If I add an 's' to 'pet', what word?* (whole class responds) *'pets.' Now let's try another one.* Write the word 'rat' on the board. *What word?* (class) *rat!* Ask a student to come to the board and make the word 'rat' plural or more than one. Student needs to add an 's' to 'rat' and say *'rats.'*

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

1. Take the flash cards for the words 'rats', 'dogs', 'cats' 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 'pets'. Ask a student to spell it and then ask others to spell 'cats', 'dogs', 'rats'.
3. Correct errors. (EXAMPLE) The student spells 'cats' as 'cat'. Say, *"Cat. That is one cat. If I have 2 cats, how do I spell it?"* Write 'cats' on the board and underline the 's'. "*See? When there is more than one, add an 's'. Your turn."* (erase 'cats') 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*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, their

Word Wizard: Write **sugar** and **children** on the board. Ask students to note that 'sugar' is NOT spelled the way it sounds so we have to learn the spelling by heart. 'Children' can be sounded out /ch/ /ĭ/ /l/ /d/ /r/ /e/ /n/.

Ask a student to use 'sugar' in a sentence. Ask another student to use 'children' in a sentence. Remind students that these are the Word Wizard words of the week.

New sight words 'from', 'this', 'be': Tell students that the new sight words are 'from' and 'this', 'be'. Show card or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be** 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 'with'. Say the word in a sentence: "Will you go with me?" 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 'they'. (Example: 'They came to the tree.')

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

Candy Man, By Thomas Gbukpa

Long ago, in a place called Jacob Town lived a man named U-Jay. U-Jay was a shopkeeper. He worked for Mr. Mhana. In the shop they sold all kinds of goods. They also sold **sugar** and candy. U-Jay always kept some candies in his bag. One day, the rats ate a hole in U-Jay's candy bag at night. He did not know what the rats had done. The next day he put enough candies in his bag. On his way home all of the candies fell along the way to his house. The little **children** picked them up and ran away. U-Jay did not notice this. Every day the children would wait for U-Jay to pass from work. Whenever he passed, the children shouted, "Candy Man, Candy Man." Others shouted, "Candy Man coming, Candy Man, coming…" And U-Jay became known as Candy Man for the rest of his life.

Comprehension: Story Elements

1. Who are the main persons/characters in the story? (*U-Jay, rats, children)*
2. Where does the story take place? (Jacob Town*)*
3. What happens? What is the problem? (The rats ate a hole in U-Jay's candy bag)
4. How does she solve her problem? (He never realizes the problem and the children forever get the candies that drop out of his bag as he walks to and from work)

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 retell the story "Candy Man" to their family members.

☐ Check when completed

Lesson Plan: Week 10: Day 2

Date:_____ Objectives: (1) Teach inflected ending '-ed' (2) Practice with flash cards (3) Introduce sight words: *'look'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for inflected endings/past tense '-ed' words. (2) Review 'a_e', 'i_e' and vowel teams '-ee', '-oa', '-ai'; open syllable words go, so, he, cry; plural words cats, dogs. (3) Make word card for 'look' or write the word on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as). (4) Write the words 'need', 'needed', 'wait', 'waited', 'rain', 'rained', 'leap', 'leaped' on the board. (5) Read aloud text: "Candy Man" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several open syllable words 'cry', 'me', 'go' and plural words 'cats', 'dogs', 'pets' on the board. Explain these to students and ask several to come up and write another open syllable or plural word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn how to make a word mean that it happened in the past with the '-ed' ending. Let's see how this works.* (Write 'need' on the board or use a flash card). *I can sound this word out. /n/ ē/ /d/. The word is 'need.' Now I need to make 'need' into 'needed'—as I needed to do that yesterday* (add the '-ed' to 'need' on the board). *I add '-ed' to 'need' to make 'needed'.*	(Erase the -ed from 'needed' on the board) *Now let's do it together.* Point to the word 'need.' *Now how can I make this say 'needed'? I add the '-ed' ending and now the word is - class??* (Whole class together) *"Needed."*	*Your turn. Class* (write the word 'wait' on the board). *What word?* (Class responds: *wait). What do I need to do to make this 'waited' or past tense.* (Call on a student to come to the board to add the '-ed' ending). *"Waited" That's right! (*If incorrect, or no one raises hand, reteach using 'wait', 'waited'.)

***Remind students that the '-ed' ending can sound like '-ed' in 'rained' (/d/), 'leaped' (/t/), or 'needed' (/ed/). But all are spelled the same way.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats' and at least 5 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 'needed'. Ask a student to spell it and then ask others to spell 'cats', 'dogs', 'waited', 'rained'.
3. Correct errors. (EXAMPLE) The student spells 'rained' as 'rand'. Say, "Rained. That is the past tense—it rained yesterday. Let's write it on the board and sound it out. 'rained.' /r/ /ā/ (the 'ai' makes an /ā/ sound), /d/. We don't hear the 'e' in the '-ed' in 'rained." Erase the board. "Your turn. You spell 'rained.'" 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*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look

Word Wizard: Write **sugar** and **children** on the board. Ask students to note that 'sugar' is NOT spelled the way it sounds so we have to learn the spelling by heart. 'Children' can be sounded out /ch/ /ĭ/ /l/ /d/ /r/ /e/ /n/.

Ask a student to use 'sugar' in a sentence. Ask another student to use 'children' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look** 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: "Will you look at the cats with me?" Write the sentence on the board. 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.

Candy Man, By Thomas Gbukpa

Long ago, in a place called Jacob Town lived a man named U-Jay. U-Jay was a shopkeeper. He worked for Mr. Mhana. In the shop they sold all kinds of goods. They also sold **sugar** and candy. U-Jay always kept some candies in his bag. One day, the rats ate a hole in U-Jay's candy bag at night. He did not know what the rats had done. The next day he put enough candies in his bag. On his way home all of the candies fell along the way to his house. The little **children** picked them up and ran away. U-Jay did not notice this. Every day the children would wait for U-Jay to pass from work. Whenever he passed, the children shouted, "Candy Man, Candy Man." Others shouted, "Candy Man coming, Candy Man, coming…" And U-Jay became known as Candy Man for the rest of his life.

Comprehension:

1. Where did U-Jay keep his candies? (in his bag)
2. Did U-Jay know that his bag had holes? How do you know? (No. It says that U-Jay did not notice that the bag had holes).
3. How was U-Jay called by the children? (children called him Candy Man)
4. Did U-Jay ever have some candies? (it doesn't say in the story. But he probably didn't eat many.)

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 decodable book "The Fox in the Box" to their family and answer the comprehension questions.

☐ Check when completed

Lesson Plan: Week 10: Day 3

Date:_____ Objectives: (1) Teach /ā/ ending '-ay' (2) Practice with flash cards (3) introduce sight words: *'into', 'under'* (4) Read decodable books (5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions	Materials: (1) New card for words ending in '-ay'. (2) Review open syllable words go, so, he, cry; plural words cats, dogs; words with '-ed' endings. (3) Make word cards for 'into' and 'under' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as). (4) Write the words 'may', 'say', 'day', 'pay' on the board. (5) Read aloud text: "Candy Man" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several open syllable words 'cry', 'me', 'go'; plural words 'cats', 'dogs', 'pets'; and words with '-ed' endings 'waited', 'needed', 'rained' on the board. Explain these to students and ask several to come up and write another open syllable, past tense, or plural word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words that end in a long 'a' sound spelled '-ay'. Sometimes the sound /ā/ is spelled with 'a', 'i', but today we will learn words that use an '-ay' spelling for the sound /ā/.* Write the word 'pay' on the board. *This word is 'pay.' I'll sound it out. /p/ /ā/. The –ay makes an /ā/ sound.*	*Now let's do it together.* Point to the word 'pay' on the board. *What word?* (whole class) *'pay!'* *Let's sound it out. /p/ /ā/.*	*Your turn.* Write another word on the board: 'say'. Ask students to raise their hands if they can read the word and sound it out. (call on a student to come to the board to read the word 'say'.) If student is correct, write the word 'day' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day' and at least 5 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 'needed'. Ask a student to spell it and then ask others to spell 'pay', 'say', 'day', 'waited', 'rained'.
3. Correct errors. (EXAMPLE) The student spells 'day' as 'da'. Say, *"Day. Let's write it on the board and sound it out. 'day.' /d/ /ā/."* Erase the board. *"Your turn. You spell 'day.'"* Have the SAME student give the answer correctly. Try 'say' and 'pay' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look

Word Wizard: Write **sugar** and **children** on the board. Ask students to note that 'sugar' is NOT spelled the way it sounds so we have to learn the spelling by heart. 'Children' can be sounded out /ch/ /ĭ/ /l/ /d/ /r/ /e/ /n/.

Ask a student to use 'sugar' in a sentence. Ask another student to use 'children' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look** 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 'into'. Say the word in a sentence: "Will you look into the box?" Write the sentence on the board. Ask a student to write a sentence using 'under'. (Example: The pet was under the desk.) 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.

Candy Man, By Thomas Gbukpa

Long ago, in a place called Jacob Town lived a man named U-Jay. U-Jay was a shopkeeper. He worked for Mr. Mhana. In the shop they sold all kinds of goods. They also sold **sugar** and candy. U-Jay always kept some candies in his bag. One day, the rats ate a hole in U-Jay's candy bag at night. He did not know what the rats had done. The next day he put enough candies in his bag. On his way home all of the candies fell along the way to his house. The little **children** picked them up and ran away. U-Jay did not notice this. Every day the children would wait for U-Jay to pass from work. Whenever he passed, the children shouted, "Candy Man, Candy Man." Others shouted, "Candy Man coming, Candy Man, coming…" And U-Jay became known as Candy Man for the rest of his life.

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 the comprehension questions in the following decodable books at home: Decodable Book 9: The Tin Bin, Decodable Book 8: The Kid and the Pig, Decodable Book 15: Pets Are Fun.

☐ Check when completed

Lesson Plan: Week 10: Day 4

Date:_____ Objectives: (1) Teach vowel combination '-ie' (2) Practice with flash cards (3) Introduce sight words: *'where', 'show'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with the vowel combination '-ie'. (2) Review plural words 'cats', 'dogs'; words with '-ed' endings; and words with '-ay' endings. (3) Make word cards for 'where' and 'show' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under). (4) Write the words 'pie', 'tie', 'die' on the board. (5) Read aloud text: "Candy Man" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several open syllable words 'cry', 'me', 'go'; plural words 'cats', 'dogs', 'pets'; words with '-ed' endings 'waited', 'needed', 'rained'; and vowel team '-ay' words 'say', 'way', 'may' on the board. Explain these to students and ask several to come up and write another open syllable, past tense, or plural word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words with the vowel team '-ie'. The '-ie' makes an /ī/ sound. Let's look at a word with '-ie'.* Write 'pie' on the board. *This word is 'pie'. Look at the '-ie.'* Underline the 'ie'. *This says /ī/.*	*Now let's do it together.* Point to the word 'pie' on the board. *What word?* (whole class) *'pie!'* *Let's sound it out. /p/ /ī/.*	*Your turn.* Write another word on the board: 'tie'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'lie'.) If the student is correct, write the word 'die' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die' and at least 5 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 'needed'. Ask a student to spell it and then ask others to spell 'lie', 'die', 'pie', 'waited', 'rained'.
3. Correct errors. (EXAMPLE) The student spells 'lie' as 'li'. Say, "*'lie'. Let's write it on the board and sound it out. 'lie.' /l/ /ī/.*" Erase the board. *"Your turn. You spell 'lie.'"* Have the SAME student give the answer correctly. Try 'die' and 'pie' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look

Word Wizard: Write **sugar** and **children** on the board. Ask students to note that 'sugar' is NOT spelled the way it sounds so we have to learn the spelling by heart. 'Children' can be sounded out /ch/ /ĭ/ /l/ /d/ /r/ /e/ /n/.

Ask a student to use 'sugar' in a sentence. Ask another student to use 'children' in a sentence. Remind students that these are the Word Wizard words of the week.

New sight words 'where', 'show': Tell students that the new sight words are 'where' and 'show'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where** 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 did the pie go?" Write the sentence on the board. Ask a student to write a sentence using 'show'. (Example: 'Show him the pie'.) 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.

Candy Man, By Thomas Gbukpa

Long ago, in a place called Jacob Town lived a man named U-Jay. U-Jay was a shopkeeper. He worked for Mr. Mhana. In the shop they sold all kinds of goods. They also sold **sugar** and candy. U-Jay always kept some candies in his bag. One day, the rats ate a hole in U-Jay's candy bag at night. He did not know what the rats had done. The next day he put enough candies in his bag. On his way home all of the candies fell along the way to his house. The little **children** picked them up and ran away. U-Jay did not notice this. Every day the children would wait for U-Jay to pass from work. Whenever he passed, the children shouted, "Candy Man, Candy Man." Others shouted, "Candy Man coming, Candy Man, coming…" And U-Jay became known as Candy Man for the rest of his life.

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 retell the story "Candy Man" to their family members. 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 10: Day 5

Date:_____ Objectives: (1) Teach vowel combination '-ea' (2) Practice with flash cards (3) Introduce sight words: *'found', 'hurt'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with the vowel combination '-ea'. (2) Review words with '-ed' endings, words with '-ay' ending. (3) Make word cards for 'found' and 'hurt' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show). (4) Write the words 'eat', 'seat', 'sea', 'team', 'leap' on the board. (5) Read aloud text: "Candy Man" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several plural words 'cats', 'dogs', 'pets'; words with '-ed' endings 'waited', 'needed', 'rained'; vowel team '-ay' words 'say', 'way', may'; and '-ie' words 'pie', 'lie' on the board. Explain these to students and ask several to come up and write another open syllable, past tense, or '-ie' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words with the vowel team '-ea'. The '-ea' makes an /ē/ sound. Let's look at a word with '-ea'.* Write 'team' on the board. *This word is 'team'. Look at the '-ea.'* Underline the '-ea'. *This says /ē/.*	*Now let's do it together.* Point to the word 'team' on the board. *What word?* (whole class) *'team!'* *Let's sound it out. /t/ /ē/ /m/.*	*Your turn.* Write another word on the board: 'leap'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'leap'.) If student is correct, write the word 'eat' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die' and at least 5 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 'eat'. Ask a student to spell it and then ask others to spell 'team', 'seam', 'sea'.
3. Correct errors. (EXAMPLE) The student spells 'team' as 'teem'. Say, "*'team'. Let's write it on the board and sound it out. 'team.' /t/ /ē/ /m."* (point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'team.'"* Have the SAME student give the answer correctly. Try 'eat' and 'leaf' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show

Word Wizard: Write **sugar** and **children** on the board. Ask students to note that 'sugar' is NOT spelled the way it sounds so we have to learn the spelling by heart. 'Children' can be sounded out /ch/ /ĭ/ /l/ /d/ /r/ /e/ /n/.

Ask a student to use 'sugar' in a sentence. Ask another student to use 'children' in a sentence. Remind students that these are the Word Wizard words of the week.

New sight words 'found', 'hurt': Tell students that the new sight words are 'found' and 'hurt'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt** 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 'found'. Say the word in a sentence: "I found a dog." Write the sentence on the board. Ask a student to write a sentence using 'hurt'. (Example: 'He hurt his leg'.) 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. Write them on the board. Stop and point to them as you say the word.

Candy Man, By Thomas Gbukpa

Long ago, in a place called Jacob Town lived a man named U-Jay. U-Jay was a shopkeeper. He worked for Mr. Mhana. In the shop they sold all kinds of goods. They also sold **sugar** and candy. U-Jay always kept some candies in his bag. One day, the rats ate a hole in U-Jay's candy bag at night. He did not know what the rats had done. The next day he put enough candies in his bag. On his way home all of the candies fell along the way to his house. The little **children** picked them up and ran away. U-Jay did not notice this. Every day the children would wait for U-Jay to pass from work. Whenever he passed, the children shouted, "Candy Man, Candy Man." Others shouted, "Candy Man coming, Candy Man, coming…" And U-Jay became known as Candy Man for the rest of his life.

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 select a decodable book, take it home, and answer comprehension questions with their family members. 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.

Reading Lessons: Week 11

☐ Check when completed

Lesson Plan: Week 11: Day 1

Date:_____ Objectives: (1) Teach vowel team '-ow' /ō/ (2) Practice with flash cards (3) Introduce sight words: *'never', 'once'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with the vowel team '-ow'. (2) Review words with '-ed' endings, words with '-ay' endings. (3) Make word cards for 'never' and 'once' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt). (4) Write the words 'eat', 'seat', 'sea', 'team', 'leap', 'snow', 'blow' on the board. (5) Read aloud text: "Crocodile's Tears" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several plural words 'cats', 'dogs', 'pets'; words with '-ed' endings 'waited', 'needed', 'rained'; and vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat' on the board. Explain these to students and ask several to come up and write another open syllable, past tense, or '-ie' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words with the vowel team '-ow'. The '-ow' makes an /ō/ sound. Let's look at a word with '-ow'.* Write 'snow' on the board. *This word is 'snow'. Look at the '-ow.'* Underline the '-ow'. *This says /ō/.*	*Now let's do it together.* Point to the word 'snow' on the board. *What word?* (whole class) *'snow!'* *Let's sound it out.* */s/ /n/ /ō/ /w/.*	*Your turn.* Write another word on the board: 'low'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'low'.) If student is correct, write the word 'blow' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam' and at least 5 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 'snow'. Ask a student to spell it and then ask others to spell 'team', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'snow' as 'sow'. Say, "*'snow'. Let's write it on the board and sound it out. 'snow.' /s/ /n/ /ō/ /w/."* (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'snow.'"* Have the SAME student give the answer correctly. Try 'blow' and 'flow' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once.

Word Wizard: Write **bridge** and **begging** on the board. Show children how the '-dge' in bridge makes one sound /j/. 'Begging means *'to ask someone to give or do something'*.

Ask a student to use 'bridge' in a sentence. Ask another student to use 'begging' in a sentence. Remind students that these are the Word Wizard words of the week.

New sight words 'never', 'once': Tell students that the new sight words are 'never' and 'once'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once** 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 'never'. Say the word in a sentence: "I never sang that song." Write the sentence on the board. Ask a student to write a sentence using 'once'. (Example: 'He jumped up once'.) 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.

***Crocodile's Tears*, By George T. Harvey**

(Write the word 'crocodile' on the board and sound it out with students. This is a word they will not see often, so quickly tell them what a crocodile is.)

Crocodile once lived in a river under an old **bridge**. A dog tried crossing this old bridge. The bridge broke down and the dog fell into the river. Crocodile caught him. The dog cried, **begging** for his life. Crocodile cried too, because the dog would be his first meal in three days. There was no good way to let the dog go.

Comprehension Questions, Story Elements:

1. Who are the main persons/characters in the story? (Crocodile and dog)
2. Where does the story take place? (in the river under the bridge)
3. What happens? What is the problem? (the bridge broke and the dog fell into the river. The crocodile had not eaten in 3 days and wants to eat the dog.)
4. How do the crocodile and dog solve their problem? (the crocodile has to eat the dog because he is so hungry)

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 retell the story "Crocodile's Tears" to their family members.

☐ Check when completed

Lesson Plan: Week 11: Day 2

Date:_____ Objectives: (1) Teach 3-letter blend '-str' (2) Practice with flash cards (3) Introduce sight word: *'walk'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with the 3-letter blend '-str'. (2) Teach words with '-ow' endings, and words with '-str' blends. (3) Make a word card for 'walk' or write the word on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt). (4) Write the words 'snow', 'string', 'stripe', 'strike' on the board. (5) Read aloud text: "Crocodile's Tears" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several plural words 'cats', 'dogs', 'pets'; words with '-ed' endings 'waited', 'needed', 'rained'; vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat'; and '-ow' words 'snow', 'flow' on the board. Explain these to students and ask several to come up and write another '-ie' word or '-ow' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words that begin with the 3-letter blend '-str'. Let's look at a word that begins with '-str'.* Write 'strike' on the board. *This word is 'strike'. Let's sound it out. /s/ /t/ /r/ /ī/ /k/. Strike.*	*Now let's do it together.* Point to the word 'strike' on the board. *What word?* (whole class) *'strike!'* *Let's sound it out.* */s/ /t/ /r/ /ī/ /k/.*	*Your turn.* Write another word on the board: 'strike'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'strip'.) If student is correct, write the word 'street' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike' and at least 5 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 'stripe'. Ask a student to spell it and then ask others to spell 'team', 'street', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'stripe' as 'sripe'. Say, "*'stripe'. Let's write it on the board and sound it out. 'stripe.' /s/ /t/ /r/ /ī/ /p/.* (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'stripe.'"* Have the SAME student give the answer correctly. Try 'street' and 'string' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once.

Word Wizard: Write **bridge** and **begging** on the board. Show children how the '-dge' in bridge makes one sound /j/. 'Begging means *'to ask someone to give or do something'*

Ask a student to use 'bridge' in a sentence. Ask another student to use 'begging' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk** 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 'walk'. Say the word in a sentence: "I can walk home." 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.

Crocodile's Tears, By George T. Harvey

(Write the word 'crocodile' on the board and sound it out with students. This is a word they will not see often, so quickly tell them what a crocodile is.)

Crocodile once lived in a river under an old **bridge**. A dog tried crossing this old bridge. The bridge broke down and the dog fell into the river. Crocodile caught him. The dog cried, **begging** for his life. Crocodile cried too, because the dog would be his first meal in three days. There was no good way to let the dog go.

Comprehension Questions

1. Where did Crocodile live? (under the bridge in the river)
2. Who tried crossing the old bridge? (a dog)
3. What happened to the old bridge? (it broke)
4. What happened to the dog? (it fell into the river and the crocodile got him)
5. Was crocodile sorry for the dog? (the crocodile was very sad for the dog)

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 recall the story "Crocodile's Tears" and then ask their family members questions about the story.

☐ Check when completed

Lesson Plan: Week 11: Day 3

Date:_____ Objectives: (1) Teach 3-letter blend '-spr' (2) Practice with flash cards (3) Introduce sight word: *'keep'* (4) Read decodable books (5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions	Materials: (1) New card for words with the 3-letter blend '-spr'. (2) Review words with '-ow' endings, words with '-str' blends. (3) Make a word card for 'keep' or write the word on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk). (4) Write the words 'snow', 'string', 'spring', 'spray' on the board. (5) Read aloud text: "Crocodile's Tears" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed' endings 'waited', 'needed', 'rained'; vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat'; and '-ow' words 'snow', 'flow', 'string' on the board. Explain these to students and ask several to come up and write another '-ie' word or '-ow' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words that begin with the 3-letter blend '-spr'. Let's look at a word that begins with '-spr'.* Write 'spring' on the board. *This word is 'spring'. Let's sound it out. /s/ /p/ /r/ ĭ/ /ŋ/.* *Spring.*	*Now let's do it together.* Point to the word 'spring' on the board. *What word?* (whole class) *'spring!'* *Let's sound it out.* */s/ /p/ /r/ /ĭ/ /ŋ/.*	*Your turn.* Write the word on the board: 'spring'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'spring'.) If student is correct, write the word 'spray' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', 'spray' and at least 5 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 'spray'. Ask a student to spell it and then ask others to spell 'sprain', 'street', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'spray' as 'say'. Say, "*'spray'. Let's write it on the board and sound it out. 'spray.' /s/ /p/ /r/ /ā/.*" (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'spray.'"* Have the SAME student give the answer correctly. Try 'street' and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

(NEW) Decodable Book 16: *Jay can Play*

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk.

Word Wizard: Write **bridge** and **begging** on the board. Show children how the '-dge' in bridge makes one sound /j/. 'Begging means *'to ask someone to give or do something'*

Ask a student to use 'bridge' in a sentence. Ask another student to use 'begging' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep** 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 'keep'. Say the word in a sentence: "She can keep the candy." 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.

Crocodile's Tears, By George T. Harvey

(Write the word 'crocodile' on the board and sound it out with students. This is a word they will not see often, so quickly tell them what a crocodile is.)

Crocodile once lived in a river under an old **bridge**. A dog tried crossing this old bridge. The bridge broke down and the dog fell into the river. Crocodile caught him. The dog cried, **begging** for his life. Crocodile cried too, because the dog would be his first meal in three days. There was no good way to let the dog go.

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 the comprehension questions in the following decodable books at home: Decodable Book 2: Dan and the Van and Decodable Book 16: Jay can Play

☐ Check when completed

Lesson Plan: Week 11: Day 4

Date:_____ Objectives: (1) Teach the digraph-blend sound /ōō/ (2) Practice with flash cards (3) Introduce sight words: *'come', 'gave'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New card for words with the /ōō/ sound. (2) Review words with '-spr' like 'spring', 'spray'. (3) Make word cards for 'come', 'gave' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep). (4) Write the words 'snow', 'string', 'spring', 'moon,' 'food', 'cool' on the board. (5) Read aloud text: "Crocodile's Tears" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed endings 'waited', 'needed', 'rained'; vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat'; and '-ow' words 'snow', 'flow', 'string', on the board. Explain these to students and ask several to come up and write another '-str' word or '-ow' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words that have the sound /ōō/ as in 'moon'. Let's look at the word 'moon.'* Write 'moon' on the board. *This word is 'moon'. Let's sound it out. /m/ /ō/ /ō/ /n/.* *Moon.*	*Now let's do it together.* Point to the word 'moon' on the board. *What word?* (whole class) *'moon!'* *Let's sound it out.* */m/ /ō/ /ō/ /n/.*	*Your turn.* Write the word on the board: 'moon'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'moon'.) If student is correct, write the word 'soon' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', spray', 'moon', 'soon', 'food', 'cool' and at least 5 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 'food'. Ask a student to spell it and then ask others to spell 'sprain', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'food' as 'fod'. Say, "*'food'. Let's write it on the board and sound it out. 'food.' /f/ /ōō/ /d/."* (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'food.'"* Have the SAME student give the answer correctly. Try 'cool' and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

(NEW) Decodable Book 20: *Tom Sows His Seeds*

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep.

Word Wizard: Write **bridge** and **begging** on the board. Show children how the '-dge' in bridge makes one sound /j/. 'Begging means *'to ask someone to give or do something'*

Ask a student to use 'bridge' in a sentence. Ask another student to use 'begging' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come** 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 'gave'. Say the word in a sentence: "Jim gave his mom a present." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'come.' Say the word in a sentence: "Will you come to play?"

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.

Crocodile's Tears, By George T. Harvey

(Write the word 'crocodile' on the board and sound it out with students. This is a word they will not see often, so quickly tell them what a crocodile is.)

Crocodile once lived in a river under an old **bridge**. A dog tried crossing this old bridge. The bridge broke down and the dog fell into the river. Crocodile caught him. The dog cried, **begging** for his life. Crocodile cried too, because the dog would be his first meal in three days. There was no good way to let the dog go.

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 retell 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 Decodable Book 20: Tom Sows His Seeds to their family members. 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 11: Day 5

Date:_____ Objectives: (1) Teach the digraph-blend sound /sh/ /r/ (2) Practice with flash cards (3) Introduce sight words: *'always', 'again'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for words with the /sh/ /r/ sound. (2) Review words with 'oo' like 'cool', 'food', 'moon'. (3) Make word cards for 'always', 'again' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come). (4) Write the words 'snow', 'string', 'spring', 'moon,' 'food', 'cool', 'shred', 'shrub', 'shrimp' on the board. (5) Read aloud text: "Crocodile's Tears" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed' endings 'waited', 'needed', 'rained'; vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat'; and '-ow' words 'snow', 'flow', 'string', 'spring', on the board. Explain these to students and ask several to come up and write another '-spr' word or '-ow' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words that have a beginning blend with a digraph: /sh/ /r/ as in 'shrub'. Let's look at the word 'shrub.'* Write 'shrub' on the board. *This word is 'shrub'. Let's sound it out. /sh/ /r/ /ŭ/ /b/.* *shrub.*	*Now let's do it together.* Point to the word 'shrub' on the board. *What word?* (whole class) *'shrub!'* *Let's sound it out.* */sh//r/ /ŭ/ /b/.*	*Your turn.* Write the word on the board: 'shrub'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'shrub'.) If student is correct, write the word 'shrimp' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', 'spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp' and at least 5 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 'shrimp'. Ask a student to spell it and then ask others to spell 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'shrimp' as 'shrip'. Say, "*'shrimp'. Let's write it on the board and sound it out. 'shrimp.' /sh/ /r/ /ĭ/ /m/ /p/.*" (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'shrimp.'"* Have the SAME student give the answer correctly. Try 'moon' and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

(NEW) Decodable Book 20: *Tom Sows His Seeds*

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave.

Word Wizard: Write **bridge** and **begging** on the board. Show children how the '-dge' in bridge makes one sound /j/. 'Begging means *'to ask someone to give or do something'*

Ask a student to use 'bridge' in a sentence. Ask another student to use 'begging' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always** 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 'again'. Say the word in a sentence: "She asked him again." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'always.' Say the word in a sentence: "I always help my mom when she asks."

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.

Crocodile's Tears, By George T. Harvey

(Write the word 'crocodile' on the board and sound it out with students. This is a word they will not see often, so quickly tell them what a crocodile is.)

Crocodile once lived in a river under an old **bridge**. A dog tried crossing this old bridge. The bridge broke down and the dog fell into the river. Crocodile caught him. The dog cried, **begging** for his life. Crocodile cried too, because the dog would be his first meal in three days. There was no good way to let the dog go.

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.

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 retell the story "Crocodile's Tears" to their family members. 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.

Reading Lessons: Week 12

☐ Check when completed

Lesson Plan: Week 12: Day 1

Date:_____ Objectives: (1) Teach the digraph-blend sound /th/ /r/ (2) Practice with flash cards (3) Introduce sight words: *'please', 'kind'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for words with the /th/ /r/ sound. (2) Review words with 'oo' like 'cool', 'food', 'moon' and words with 'shr' like 'shrimp', 'shrub'. (3) Make word cards for 'please', 'kind' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always). (4) Write the words 'string', 'spring', 'moon,', 'food', 'cool', 'shred', 'shrub', 'shrimp', 'three', 'throat', 'throw' on the board. (5) Read aloud text: "Leopard and Rat" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed' endings 'waited', 'needed', 'rained' and vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat', and '-ow' words 'snow', 'flow', 'string', 'spring', 'shrub' on the board. Explain these to students and ask several to come up and write another '-spr' word or '-ow' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn words that have a beginning blend with a digraph: /th/ /r/ as in 'three'. Let's look at the word 'three.'* Write 'three' on the board. *This word is 'three'. Let's sound it out. /th/ /r/ /ē/.Three.*	*Now let's do it together.* Point to the word 'shrub' on the board. *What word?* (whole class) *'three!'* *Let's sound it out.* */th/ /r/ /ē/.*	*Your turn.* Write the word on the board: 'three'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'three'.) If student is correct, write the word 'throw' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne' and at least 5 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 'three'. Ask a student to spell it and then ask others to spell 'throw', 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'three' as 'tree'. Say, "*'three'. Let's write it on the board and sound it out. 'three.' /th/ /r/ /ē/".* (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'three.'"* Have the SAME student give the answer correctly. Try 'throne', 'moon' and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

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, ook, many, also, know, get, much, through, back, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave.

Word Wizard: Write **forest** and **rewarded** on the board. A 'forest' is like the woods and the jungle. It is an area with many trees and no towns. 'Rewarded' means *'to give something in return for a good deed'.*

Ask a student to use 'rewarded' in a sentence. Ask another student to use 'forest' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind** 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 'please'. Say the word in a sentence: "Please tell him to do it." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'kind.' Say the word in a sentence: "My sister is very kind."

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.

Leopard and Rat, By George Harvey

(NOTE: tell students what a leopard is and show them a photo if you can. Explain that these are wild animals that can run very fast and have spots.)

Once a leopard caught a rat in the **forest**. Rat begged for his life. Leopard, seeing how small rat was, agreed to let him go. One night, leopard got caught by a hunter. The hunter tied him up waiting for daylight to take leopard to the village. Rat was on his way to another side of the forest, and met leopard. Rat said, "Since you did not kill me, I will help take the ropes off you." Rat chewed the rope off Leopard's paws. Leopard once more became a free animal in the forest. He told rat, "Sometimes when you do a kind act for someone, you will be **rewarded**."

Comprehension: Story Elements

1. Who are the main persons/characters in the story? (*rat and leopard)*
2. Where does the story take place? (in the forest)
3. What happens? What is the problem? (leopard lets rat go and then gets caught by a hunter)
4. How is the problem solved? (rat chewed the rope and saved the leopard's life)

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 retell the story "Leopard and Rat" to their family members.

☐ Check when completed

Lesson Plan: Week 12: Day 2

Date:_____ Objectives: (1) Teach ending /är/ sound as in 'car' (2) Practice with flash cards (3) Introduce sight words: *'would', 'too'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for words with the ending /är/ sound. (2) Review the following words: 'food', 'moon'; words with 'shr' like 'shrimp', 'shrub'; and words with 'thr' like 'three.' (3) Make word cards for 'would', 'too' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind). (4) Write the words 'moon,', 'food', 'shred', 'shrub', 'three', 'throw', 'car', 'jar', 'far' on the board. (5) Read aloud text: "Leopard and Rat" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed' endings 'waited', 'needed', 'rained' and vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat', and 'spring', 'shrub', 'three' on the board. Explain these to students and ask several to come up and write another '-spr' word or '-thr' word on the board.

New: Teach the skill using the model below:

Skill	"I do"	"We do"	"You do"
Phonics **(WRITE)**	*We are going to learn words that have the /är/ sound as in 'car'. Let's look at the word 'car.'* Write 'car' on the board. *This word is 'car'. Let's sound it out. /k/ /är/.* *car.*	*Now let's do it together.* Point to the word 'car' on the board. *What word?* (whole class) *'car!'* *Let's sound it out.* */k/ /är/* *car.*	*Your turn.* Write the word on the board: 'car'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'car'.) If student is correct, write the word 'jar' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar' and at least 5 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 'jar'. Ask a student to spell it and then ask others to spell 'far', 'star', 'throw', 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'far' as 'fr'. Say, "*'far'. Let's write it on the board and sound it out. 'far.' /f/ /är/."* (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'far.'"* Have the SAME student give the answer correctly. Try 'star', 'throne', and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

(NEW) **Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too.

Word Wizard: Write **forest** and **rewarded** on the board. A 'forest' is like the woods and the jungle. It is an area with many trees and no towns. 'Rewarded' means *'to give something in return for a good deed'.*

Ask a student to use 'rewarded' in a sentence. Ask another student to use 'forest' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too** 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 'would'. Say the word in a sentence: "Would you please go home?" Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'too.' Say the word in a sentence: "He likes candy, too."

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.

Leopard and Rat, By George Harvey

(NOTE: tell students what a leopard is and show them a photo if you can. Explain that these are wild animals that can run very fast and have spots.)

Once a leopard caught a rat in the **forest**. Rat begged for his life. Leopard, seeing how small rat was, agreed to let him go. One night, leopard got caught by a hunter. The hunter tied him up waiting for daylight to take leopard to the village. Rat was on his way to another side of the forest, and met leopard. Rat said, "Since you did not kill me, I will help take the ropes off you." Rat chewed the rope off Leopard's paws. Leopard once more became a free animal in the forest. He told rat, "Sometimes when you do a kind act for someone, you will be **rewarded**."

Comprehension questions:

1. Why did Leopard let rat go? (because the rat was so small)
2. Why was he later happy to have let rat go? (the rate saved the leopard's life in reward for the leopard having let the rat go earlier)

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 recall the story "Leopard and Rat", tell it to family members, and ask them questions about the story.

☐ Check when completed

Lesson Plan: Week 12: Day 3

Date:_____ Objectives: (1) Teach /er/ sound in phonograms like 'fur', 'stir', 'sir', 'stir' (2) Practice with flash cards (3) Introduce sight words: *'around', 'eat'* (4) Read decodable books (5) Read 2 stories, one in the morning and one 10 minutes before you release children home, and ask comprehension questions	Materials: (1) New cards for words with the /er/ sound including 'fur', 'stir', 'sir', 'stir.' (2) Review the following words: 'food', 'star', 'bar', 'moon'; words with 'shr' like 'shrimp', 'shrub'; and words with 'thr' like 'three.' (3) Make word cards for 'around', 'eat' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat). (4) Write the words 'fur, 'stir', 'sir', 'shred', 'shrub', 'throw', 'car', 'jar', 'far' on the board. Write the following Challenge words on the board: 'birth', 'curb'. (5) Read aloud text: "Leopard and Rat" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed' endings 'waited', 'needed', 'rained'; vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat'; and ' 'spring', 'shrub', 'three', 'jar', 'far' on the board. Explain these to students and ask several to come up and write another '-ar' word on the board.

New: Teach the skill using the model below:

Skill	"I do"	"We do"	"You do"
Phonics **(WRITE)**	*We are going to learn words that have the /er/ sound as in 'fur'. Let's look at the word 'fur'.* Write 'fur' on the board. *This word is 'fur'. Let's sound it out. /f/ /er/.* *fur.* *Now let's look at this word with the /er/ sound. 'stir.'* Write it on the board. *What word? I'll sound it out. /s/ /t/ /er/. 'Stir.'*	*Now let's do it together.* Point to the word 'fur' on the board. *What word?* (whole class) *'fur!'* *Let's sound it out.* */f/ /er/* *fur.* *Let's look at this word together.* Point to 'stir.' *Let's sound it out together: /s/ /t/ /er/. What word? 'stir'.*	*Your turn.* Write the word on the board: 'fur'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'fur'.) If student is correct, write the word 'stir' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm' and at least 5 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 'fur'. Ask a student to spell it and then ask others to spell 'stir', 'sir', 'bark', 'arm', 'stir', 'star', 'throw', 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'fur' as 'fr'. Say, "*'fur'. Let's write it on the board and sound it out. 'fur.' /f/ /er/.*" (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'fur.'"* Have the SAME student give the answer correctly. Try 'stir', 'sir', and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

(NEW) **Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them.

Word Wizard: Write **forest** and **rewarded** on the board. A 'forest' is like the woods and the jungle. It is an area with many trees and no towns. 'Rewarded' means *'to give something in return for a good deed'.*

Ask a student to use 'rewarded' in a sentence. Ask another student to use 'forest' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat** 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 'around'. Say the word in a sentence: "I like to walk around the tree." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'eat.' Say the word in a sentence: "The dog likes to eat a lot."

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.

Leopard and Rat, By George Harvey

(NOTE: tell students what a leopard is and show them a photo if you can. Explain that these are wild animals that can run very fast and have spots.)

Once a leopard caught a rat in the **forest**. Rat begged for his life. Leopard, seeing how small rat was, agreed to let him go. One night, leopard got caught by a hunter. The hunter tied him up waiting for daylight to take leopard to the village. Rat was on his way to another side of the forest, and met leopard. Rat said, "Since you did not kill me, I will help take the ropes off you."

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

Comprehension Activity: 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 two decodable books: Decodable Book 20: Tom Sows His Seeds, Decodable Book 22: Pa and His Car.

☐ Check when completed

Lesson Plan: Week 12: Day 4

Date:_____ Objectives: (1) Teach /är/ sound in phonograms like 'barn', 'card', 'bark', 'part', 'arm' (/ar/ words that end with a consonant) (2) Practice with flash cards (3) Introduce sight words: *'those', 'them'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for words with the /är/ sound including 'part', 'bark', 'arm', 'card', 'barn'. (2) Review the following words: 'fur', 'food', 'star', 'bar', **(remind students that the words that end in 'ar' make the same /är/ sound as the words that end in 'ar' + a consonant),** 'moon'; words with 'shr' like 'shrimp', 'shrub'; and words with 'thr' like 'three.' (3) Make word cards for 'those', 'them' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat). (4) Write the words 'barn', 'card', 'bark', 'part', 'arm', 'fur', 'stir', 'sir', 'shred', 'shrub', 'throw', 'car', 'jar', 'far' on the board. Write the following Challenge words on the board: 'birth', 'curb'. (Remind students that the 'ir', 'ur', 'er' words can also end in a consonant like the 'ar' words. The /er/ sound stays the same.) (5) Read aloud text: "Leopard and Rat" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with '-ed' endings 'waited', 'needed', 'rained'; vowel team '-ie', '-ea' words 'pie', 'lie', 'team', 'eat', 'seat'; and ' 'spring', 'shrub', 'three', 'jar', 'far', 'fur', 'stir' on the board. Explain these to students and ask several to come up and write another '-ur' word or '-ar' word on the board.

New: Teach the skill using the model below:

Skill	"I do"	"We do"	"You do"
Phonics **(WRITE)**	*We are going to learn more words that have the /är/ sound as in 'barn'. Let's look at the word 'barn'.* Write 'barn' on the board. *This word is 'barn'. Let's sound it out. /b/ /är/ /n/.* *barn.*	*Now let's do it together.* Point to the word 'barn' on the board. *What word?* (whole class) *'barn!'* *Let's sound it out.* */b/ /är/ /n/* *barn.*	*Your turn.* Write the word on the board: 'barn'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'barn'.) If student is correct, write the word 'card' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', 'spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm' and at least 5 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 'barn'. Ask a student to spell it and then ask others to spell 'card', 'bark', 'arm', 'stir', 'star', 'throw', 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'card' as 'crd'. Say, "*'card'. Let's write it on the board and sound it out. 'card.' /c/ /är/ /d/."* (Point to letters on the board as you sound the word out). Erase the board. *"Your turn. You spell 'card.'"* Have the SAME student give the answer correctly. Try 'barn', 'star', 'try', 'arm', and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

(NEW) **Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them.

Word Wizard: Write **forest** and **rewarded** on the board. A 'forest' is like the woods and the jungle. It is an area with many trees and no towns. 'Rewarded' means *'to give something in return for a good deed'*.

Ask a student to use 'rewarded' in a sentence. Ask another student to use 'forest' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them** 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 'those'. Say the word in a sentence: "Those are the ones I like best." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'them.' Say the word in a sentence: "She looked at them for a long time."

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.

Leopard and Rat, By George Harvey

(NOTE: tell students what a leopard is and show them a photo if you can. Explain that these are wild animals that can run very fast and have spots.)

Once a leopard caught a rat in the **forest**. Rat begged for his life. Leopard, seeing how small rat was, agreed to let him go. One night, leopard got caught by a hunter. The hunter tied him up waiting for daylight to take leopard to the village. Rat was on his way to another side of the forest, and met leopard. Rat said, "Since you did not kill me, I will help take the ropes off you."

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

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 retell 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 retell the story "Leopard and Rat" to their family members. 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 12: Day 5

Date:_____ Objectives: (1) Teach /ī/ sound spelled as 'y' in words like 'fly', 'sky', 'why' (2) Practice with flash cards (3) Introduce sight words: *'were', 'blue'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements" (6) FOUR WEEK SPELLING TEST	Materials: (1) New cards for words with the /ī/ sound spelled with 'y' including 'why', 'sky', 'fly'. (2) Review the following words: 'fur', 'food', 'star', 'bar', 'part', 'bark', 'arm', 'moon'; words with 'shr' like 'shrimp', 'shrub'; and words with 'thr' like 'three.' (3) Make word cards for 'were', 'blue' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat). (4) Write the words 'fly', 'sky', 'why', 'fur, 'stir', 'sir', 'card', 'barn', 'bark', 'shred', 'shrub', 'throw', 'car', 'jar', 'far' on the board. Write the following Challenge words on the board: 'birth', 'curb'. (5) Read aloud text: "Leopard and Rat" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write several words with "-ed" endings 'waited', 'needed', 'rained'; vowel team "-ie", "-ea" words 'pie', 'lie', 'team', 'eat', 'seat'; and ' 'spring', 'shrub', 'three', 'jar', 'far', 'fur', 'stir', 'barn', 'farm' on the board. Explain these to students and ask several to come up and write another "-ur" word or "-ar" word on the board.

New: Teach the skill using the model below:

Skill	"I do"	"We do"	"You do"
Phonics **(WRITE)**	*We are going to learn words that have the /ī/ sound as in 'fly'. Let's look at the word 'fly'.* Write 'fly' on the board. *This word is 'fly'. Let's sound it out. /f/ /l/ /ī/.* *fly.*	*Now let's do it together.* Point to the word 'fly' on the board. *What word?* (whole class) *'fly!'* *Let's sound it out.* */f/ /l/ /y/* *fly.*	*Your turn.* Write the word on the board: 'fly'. Ask students to raise their hands if they can read the word and sound it out. (Call on a student to come to the board to read the word 'fly'.) If student is correct, write the word 'why' on the board and ask another student to come up, read it, and sound it out.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm', 'fly', 'why' and at least 5 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 'fly'. Ask a student to spell it and then ask others to spell 'why', 'sky', 'bark', 'arm', 'stir', 'star', 'throw', 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'fly' as 'fli'. Say, "*'fly'. Let's write it on the board and sound it out. 'fly.' /f/ /l/ /ī/."* (Point to letters on the board as you sound the word out). "The last sound in 'fly' sounds like it is spelled with 'i'. But when there is an /ī/ sound at the end of a word, it is often spelled with a 'y'." Erase the board. *"Your turn. You spell 'fly.'"* Have the SAME student give the answer correctly. Try 'try', 'why', 'barn', 'star', 'arm', and 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

(NEW) **Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue.

Word Wizard: Write **forest** and **rewarded** on the board. A 'forest' is like the woods and the jungle. It is an area with many trees and no towns. 'Rewarded' means *'to give something in return for a good deed'*.

Ask a student to use 'rewarded' in a sentence. Ask another student to use 'forest' in a sentence. Remind students that these are the Word Wizard words of the week.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue** 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 'blue'. Say the word in a sentence: "The sky is blue." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'were.' Say the word in a sentence: "Were you there?"

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.

Leopard and Rat, By George Harvey

(NOTE: tell students what a leopard is and show them a photo if you can. Explain that these are wild animals that can run very fast and have spots.)

Once a leopard caught a rat in the **forest**. Rat begged for his life. Leopard, seeing how small rat was, agreed to let him go. One night, leopard got caught by a hunter. The hunter tied him up

waiting for daylight to take leopard to the village. Rat was on his way to another side of the forest, and met leopard. Rat said, "Since you did not kill me, I will help take the ropes off you." Rat chewed the rope off Leopard's paws. Leopard once more became a free animal in the forest. He told rat, "Sometimes when you do a kind act for someone, you will be **rewarded**."

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.

Weeks 9-12 Spelling Test

1. feet	6. shrink
2. looked	7. come
3. boats	8. keep
4. pie	9. here
5. eat	10. once

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 retell the story "Leopard and Rat" to their family members. 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.

Teaching Reading: Weeks 13, 14, 15, 16

DAILY SEQUENCE: WEEKS 13 AND 14										
	Week 13					Week 14				
	M	***T***	***W***	***TH***	***F***	***M***	***T***	***W***	***TH***	***F***
PA										
Phonics	Compound Words	Compound Words	diphthongs 'oi', 'ou'	/âr/ words as in 'care', 'bear'	/ŏŏ/ words as in 'wood'	Decodable book #24: y as long /ī/, silent 'k' as in 'knee'	-ake words (review a_e) decodable book #25	-oo as in 'food', -aw as in 'paw' decodable book #26 decodable book #26	review –ll words, -ed decodable book #27	Review 'oo' words as in 'look', -ed as in 'walked decodable book #28
Vocabulary + Sight Words	**myself, read**	**laugh, just**	**together, sleep**	**different, number**	**each, time**	**bye-bye, eye, swat, knee**	**want, down, today**	**roof, food, zoo, paw, saw**	**good, play, hit, where**	**fish, threw**
Fluency	**afternoon, backseat, bedroom, daylight, faraway, downhill, outside**	**rowboat, seaside, somebody, springtime, sunrise, toothbrush, underwater, without**	**boy, oil, joy, coin, noise, ouch, loud, count, found, our, house**	**care, scare, share, bear, wear**	**good, book, wood, foot**	**cry, fry, by, began, stung, much, hurt**	**make, cake, lake, Jake, wake, bake**	**bear, our**	**wall, tall, ball, fall, small, called,**	**hook, look, cook, shook, brook, jumped, walked**
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 15 AND 16										
	Week 15					Week 16				
	M	***T***	***W***	***TH***	***F***	***M***	***T***	***W***	***TH***	***F***
PA										
Phonics	Skills include a review of skills represented in Decodable Book #29	Skills in Decodable Book #30	Skills in Decodable Book #31 Two syllable words, -ing words, -ed words, a_e words	Skills in Decodable Book #32 new words with the sound /aw/.	Skills in Decodable Book #33 the long /ī/ with trigraph –igh	Skills in Decodable book #34. Multisyllable words	Skills in Decodable Book #35. Adding –'ing' to words and review of skills taught.	Skills in Decodable Book #36 Two syllable words	Skills in Decodable Book #37	Skills in Decodable Book #38. Possessive 's: let us to let's
Vocabulary + Sight Words	**begin**	**polar, rainbow, asleep, lair, bird, high**	**spanner**	**bird, liked, lost, drink**	**awful, witch**	Review previously taught words	**carrying**	Review of previously taught words. **said, please**	Review	**yuk!,**
Fluency	**song, long, strong, wrong, sing, string, thing, Spring**	**wand, want, wish, whatever whisper, bear**	**sister, mister, madder, hammer, broken, helping, asked, gave, made**	**straw, paw, saw, claw, draw, thaw, naughty, caught, bought, thought**	**sound, bright, light, flight, sight, tight**.	**camel, kennel, parrot, bonnet, rabbit, bucket, carrot, garden, farm, barn, funny**	**cotton, button, looked, never, sack, back, black, deep, dark, hole, mole, down**	**piglet, pocket, jacket, packet, ticket**	**kitten, bitten, mitten, woolen, new, play, hand, fluffy, showed, safe, naughty**	**ice, mice, nice, spice, twice, slice, rice, two, quick, eat, eating, let's**
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 13

☐ Check when completed

Lesson Plan: Week 13: Day 1

Date:_____ Objectives: (1) Teach compound words (2) Practice with flash cards (3) Introduce sight words: *'myself', 'read'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for compound words: afternoon, backseat, bedroom, daylight, faraway, downhill, outside. (2) Review the following words: 'fur', 'food', 'star', 'bar', 'moon'; words with 'shr' like 'shrimp', 'shrub'; and words with 'thr' like 'three.' (3) Make word cards for 'myself', 'read' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat). (4) Write the words 'fur', 'stir', 'sir', 'card', 'barn', 'bark', 'shred', 'shrub', 'throw', 'car', 'jar', 'far' and all of the compound words on the board. (5) Read aloud text: "Joy at the Market" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'pie', 'sky', 'by', 'lie', 'team', 'eat', 'seat', and ' 'spring', 'shrub', 'three', 'jar', 'far', 'fur', 'stir', 'barn', 'farm' on the board. Explain these to students and ask several to come up and write another '-ur' word or '-ar' word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn about compound words. Compound words are made of two separate words that are put together.* Write 'afternoon' on the board. Point to it and say, *'Afternoon' is made up of 'after' and 'noon.'*	*Now let's do it together.* Point to the word 'afternoon' on the board. Cover 'noon' and tell students: *This is the word 'after.'* Now cover up 'after' and tell them, *look this is 'noon.' After and noon together make what word?* (whole class) *'afternoon!'* *What are the 2 words in afternoon?* (whole class) *after, noon. Afternoon!*	*Your turn.* Point to the word on the board: 'afternoon'. Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'afternoon'.) If student is correct, write the word 'backseat' on the board and ask another student to come up, read it, and say the 2 words that make 'backseat.'

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'rats', 'dogs', 'cats', 'pay', 'say', 'day', 'pie', 'lie', 'die', 'eat', 'seam', 'street', 'strike', 'spring', 'spray', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm', 'fly', 'why', 'fur', 'stir', 'afternoon', 'bedroom', 'daylight', 'downhill' and at least 5 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 'afternoon'. Ask a student to spell it. Remind the student that it is two words and it is easier to spell it one word at a time. Ask others to spell 'bedroom', 'faraway', 'outside', 'why', 'bark', 'arm', 'stir', 'star', 'throw', 'sprain', 'shrub', 'cool', 'pie', 'flow'.
3. Correct errors. (EXAMPLE) The student spells 'afternoon' as 'after'. Say, "*'afternoon'. Let's write it on the board. 'afternoon.'"* (Point to word on the board as you say and point to each individual word – after, noon). "*How do we spell 'after'?"* (student responds). "*How do we spell 'noon'? Now together, spell the whole word: afternoon."* Erase the board. *"Your turn. You spell 'afternoon.'"* Have the SAME student give the answer correctly. Try 'outside', 'bedroom', 'try', 'arm', 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: ***Jay can Play***

Decodable Book 20: ***Tom Sows His Seeds***

(NEW) **Decodable Book 22:** ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue.

Word Wizard: Write **nearby** and **compelled** on the board. 'Nearby' means *not far away but very close*. 'Compelled' means *being forced or required to do something.*

Ask a student to use 'nearby' in a sentence. Ask another student to use 'compel' in a sentence. Remind students that these are the Word Wizard words of the week. Help students with the word 'compel.' Provide several examples for them.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read** 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 'myself'. Say the word in a sentence: "I think of myself as smart." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'were.' Say the word in a sentence: "Did you read that book?"

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.

Joy at the market, By W. Teerix Beh

Suma lives with her stepmother in Harbel City. Her father works as a teacher in a school **nearby.** Her real mother lives in a village far away from the city. After school every day, Suma has to cook. She is not always happy about this. Her stepmother **compelled** her to do the

other jobs before finding time to study. Suma began to think about ways to find her real mother. One day at the market, a lady walked towards Suma and said, "Are you Suma?" "Yes", she replied. "I have been searching for you so long. This is a bunch of plantain I brought for you", her mother said. "Who are you?" Suma asked surprisingly. "Well, I am your mother. Your true mother!" Suma left for the village with her mother and lived happily there.

Comprehension: Story Elements

1. Who are the main persons/characters in the story? (*Suma, stepmother, mother)*
2. Where does the story take place? (in the village and the market*)*
3. What happens? What is the problem? (Suma misses her real mother and wants to find her)
4. How is the problem solved? (Suma finds her mother and lives with her happily ever after)

Activity: Help students pronounce these words, define them, and create their own sentences using them: compelled, surprisingly, searching.

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 retell the story "Joy at the Market" to their family members.

☐ Check when completed

Lesson Plan: Week 13: Day 2

Date:_____ Objectives: (1) Teach compound words (2) Practice with flash cards (3) Introduce sight words: *'laugh', 'just'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for compound words: rowboat, seaside, somebody, springtime, sunrise, toothbrush, underwater, without. (2) Review the following words: 'afternoon', 'bedroom', downhill, 'fur', 'food', 'star', 'bar', 'moon.' (3) Make word cards for 'laugh', 'just' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat, myself, read). (4) Write the words 'fur', 'stir', 'sir', 'card', 'barn', 'bark', 'shred', 'shrub', 'throw', 'and all of the compound words on the board. (5) Read aloud text: "Joy at the Market" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'pie', 'sky', 'by', 'lie', 'team', 'eat', 'seat', and 'spring', 'shrub', 'three', 'faraway', 'downhill', 'outside' on the board. Explain these to students and ask several to come up and write another word on the board.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn about some more compound words. Compound words are made of two separate words that are put together.* Write 'rowboat' on the board. Point to it and say, *'Rowboat' is made up of 'row' and 'boat.'*	*Now let's do it together.* Point to the word 'rowboat' on the board. Cover 'boat' and tell students: *This is the word 'row.'* Now cover up 'row' and tell them, *look this is 'row.' Row and boat together make what word?* (whole class) *'Rowboat!'* *What are the 2 words in rowboat?* (whole class) *after, noon. Rowboat!*	*Your turn.* Point to the word on the board: 'rowboat'. Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'rowboat'.) If student is correct, write the word 'sunrise' on the board and ask another student to come up, read it, and say the 2 words that make 'sunrise.'

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm', 'fly', 'why', 'fur', 'stir', 'afternoon', 'bedroom', 'daylight', 'downhill' and at least 5 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 'sunrise'. Ask a student to spell it. Remind the student that it is two words and it is easier to spell it one word at a time. Ask others to spell 'rowboat', 'seaside', 'toothbrush', 'underwater', 'faraway', 'arm', 'stir', 'star', 'throw'.
3. Correct errors. (EXAMPLE) The student spells 'sunrise' as 'sunris'. Say, "*'sunrise'. Let's write it on the board. 'sunrise.'*" (Point to word on the board as you say and point to each individual word – sun, rise.) "*How do we spell 'sun'?*" (student responds). "*How do we spell 'rise'? Look at this word. It ends in an 'e'. That 'e' makes no sound, but it makes the 'i' say its name / ī/. Now together, spell the whole word: sunrise.*" Erase the board. *"Your turn. You spell 'sunrise.'"* Have the SAME student give the answer correctly. Try 'seaside', 'somebody', 'try', 'arm', 'sprain' with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: ***Jay can Play***

Decodable Book 20: ***Tom Sows His Seeds***

Decodable Book 22: ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read.

Word Wizard: Write **nearby** and **compelled** on the board. 'Nearby' means *not far away but very close*. 'Compelled' means *being forced or required to do something.*

Ask a student to use 'nearby' in a sentence. Ask another student to use 'compel' in a sentence. Remind students that these are the Word Wizard words of the week. Help students with the word 'compel.' Provide several examples for them.

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

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read** 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 'laugh'. Say the word in a sentence: "I like to laugh." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'just.' Say the word in a sentence: "Was it just one?"

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.

Joy at the market, By W.Teerix Beh

Suma lives with her stepmother in Harbel City. Her father works as a teacher in a school **nearby**. Her real mother lives in a village far away from the city. After school every day, Suma has to cook. She is not always happy about this. Her stepmother **compelled** her to do the other jobs before finding time to study.

Suma began to think about ways to find her real mother. One day at the market, a lady walked towards Suma and said, "Are you Suma?" "Yes", she replied. "I have been searching for you so long. This is a bunch of plantain I brought for you", her mother said. "Who are you?" Suma asked surprisingly. "Well, I am your mother. Your true mother!" Suma left for the village with her mother and lived happily there.

Comprehension questions:

1. Who did Suma live with?
2. What made Suma sad always?
3. At last what happened to Suma?

Activity: Help students pronounce these words, define them, and create their own sentences using them: *compelled, surprisingly, searching*.

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 recall the story "Joy at the Market" write it up and then read it to their family members.

☐ Check when completed

Lesson Plan: Week 13: Day 3

Date:_____ Objectives: (1) Teach vowel sounds, /oi/ /ou/ 'diphthongs' (2) Practice with flash cards (3) Introduce sight words: *'together', 'sleep'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for /oi/ and /ou/ words: out, ouch, loud, shout, cow, now, boy, oil, noise, joy. (2) Review the following words: 'afternoon', 'bedroom', 'downhill', 'fur', 'food', 'star', 'bar', 'moon', 'took'. (3) Make word cards for 'together', 'sleep' or write the words on the chalk board with previous words taught (next, and, on, the, was, are, all, but, because, every, must, as, into, under, where, show, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat, myself, read) (4) Write the words 'boy', 'oil', 'joy', 'coin', 'noise', 'ouch', 'loud', 'count', 'found', 'our', 'house', 'stir', 'card', 'barn', 'shred', 'shrub', 'throw', 'underwater', 'without' on the board. (5) Read aloud text: "Joy at the Market" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'pie', 'sky', 'by', 'lie', 'team', 'eat', 'seat', and ' 'spring', 'shrub', 'three', 'faraway', 'downhill', 'outside' on the board. Explain these to students and ask several to come up and write another word on the board.

New: Teach the skill using the model below:

Skill	"I do"	"We do"	"You do"
Phonics **(WRITE)**	*We are going to learn about words with the vowel sounds /oi/ and /ou/. These sounds are made with 2 letters and make one sound.* Write 'boy' on the board. Point to it and say, *'Boy' has the /oi/ sound at the end. It is spelled with 'o', 'y'. If I sound it out, it is /b/ /oi/, 2 sounds.* Write 'out' on the board. *Now, what do we hear at the beginning of the word 'out'? /ou/ 'Out' is spelled 'o', 'u', 't', 'out'!*	*Now let's do it together.* Point to the word 'boy' on the board. *See this word? Class, what sound do you hear at the end of the word? (*Together with class) */oi/ Now what word?* (whole class) *'Boy!'* *Your turn.* Point to the word 'out' written on the board. *What sound is at the beginning of this word?* Whole class: */ou/. How do we spell that sound? 'o' 'u'! What word is it? out'.*	*Your turn.* Point to the words 'boy' and 'out' on the board. Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'boy'.) If student is correct, point to the word 'out' on the board and ask another student to come up and read it.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm', 'fly', 'why', 'fur', 'stir', 'afternoon', 'bedroom', 'daylight', 'downhill', 'without', 'sunrise' and at least 5 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 'oil'. Ask a student to spell it. Ask others to spell 'soil', 'joy', 'coin', 'noise', 'faraway', 'arm', 'stir', 'star', 'throw'.
3. Correct errors. (EXAMPLE) The student spells 'coin' as 'coyn'. Say, "*'coin'. Let's write it on the board. 'coin.'*" (Point to word on the board as you say and point to the sounds). "*This is a tricky word. The 'oy' in the middle does make the /oi/ sound, but we spell the sound of /oi/ in coin as 'o', 'i'.*" Erase the board. *"Your turn. You spell coin."* Have the SAME student give the answer correctly. Ask others to come up and spell 'joy', 'noise', 'ouch', 'house'. Then try previously learned words: 'somebody', 'try', 'arm', 'sprain', and other words with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: ***Tom Sows His Seeds***

Decodable Book 22: ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

(NEW) **Decodable Book 39:** ***The Clown.*** Note that this story includes the /ow/ sounds.

(NEW) **Decodable Book 44:** ***I Knew a Boy*** This story includes the /âr/ as in 'share' sounds.

(NEW) **Decodable Book 45:** ***We Went to the River*** Note that this story includes more /ow/ sound words.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read.

Word Wizard: Write **nearby** and **compelled** on the board. 'Nearby' means *not far away but very close*. 'Compelled' means *being forced or required to do something.*

Ask a student to use 'nearby' in a sentence. Ask another student to use 'compel' in a sentence. Remind students that these are the Word Wizard words of the week. Help students with the word 'compel.' Provide several examples for them.

New sight words 'together', 'sleep': Tell students that the new sight words are 'together' and 'sleep'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just** 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 'together'. Say the word in a sentence: "I like to walk together to town." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'sleep.' Say the word in a sentence: "Did you get to sleep last night?"

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.

Joy at the market, By W.Teerix Beh

Suma lives with her stepmother in Harbel City. Her father works as a teacher in a school **nearby**. Her real mother lives in a village far away from the city. After school every day, Suma has to cook. She is not always happy about this. Her stepmother **compelled** her to do the other jobs before finding time to study.

Suma began to think about ways to find her real mother. One day at the market, a lady walked towards Suma and said, "Are you Suma?" "Yes", she replied. "I have been searching for you so long. This is a bunch of plantain I brought for you", her mother said. "Who are you?" Suma asked surprisingly. "Well, I am your mother. Your true mother!" Suma left for the village with her mother and lived happily there.

Comprehension Activity: 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)

Activity: Help students pronounce these words, define them, and create their own sentences using them: compelled, surprisingly, searching.

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 39: The Clown; Decodable Book 44: I Knew a Boy; Decodable Book 45: We Went to the River

☐ Check when completed

Lesson Plan: Week 13: Day 4

Date:_____ Objectives: (1) Teach r-controlled vowel sounds, /or/, /âr/ (as in 'air') as in the words 'born', 'roar', 'more', 'sore', 'storm', 'share', 'care', 'scare' (2) Practice with flash cards (3) Introduce sight words: *'different', 'number'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for /or/ and /âr/ words: roar, more, sore, storm, care, scare, share. (2) Review the following words: 'afternoon', 'bedroom', downhill', 'fur', 'food', 'star', 'bar', 'moon', 'boy', 'oil', 'ouch', 'out'. (3) Make word cards for 'different', 'number' or write the words on the chalk board with some of the previous words taught (next, and, on, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat, myself, read). (4) Write the words 'oil', 'joy', 'coin', 'noise', 'ouch', 'loud', 'count', 'found', 'our', 'house', 'stir', 'card', 'barn', "shred', 'shrub', 'throw', 'underwater', 'without' on the board. (5) Read aloud text: "Joy at the Market" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'pie', 'sky', 'by', 'lie', 'team', 'eat', 'seat', and 'spring', 'shrub', 'three', 'faraway', 'downhill', 'outside', 'boy', 'oil' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn about words with the vowel sounds /or/ and /âr/. Let's listen to an /or/ word: 'more.', 'More' ends in the /or/ sound.* Write 'more' on the board. Point to it and say, *'more' has the /or/ sound at the end. It is spelled with 'o', 'r' 'e'. If I sound it out, it is /m/ /or/, 2 sounds.* Write 'share' on the board. *Now, what word? 'share' – I'll sound it out. /sh/ /âr/. Share!*	*Now let's do it together.* Point to the word 'more' on the board. *See this word? Class, what sound do you hear at the end of the word?* (Together with class) */or/ Now what word?* (whole class) *'more!'* *Your turn.* Point to the word 'share' written on the board. *Let's sound it out. /sh/ /âr/.* Whole class: /sh/ /âr/. *What word is it? 'share'.*	*Your turn.* Point to the words 'more' and 'share' on the board. Ask students to raise their hands if they can read the words. (Call on a student to come to the board to read the word 'more'.) If student is correct, point to the word 'share' on the board and ask another student to come up and read it.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm', 'fly', 'why', 'fur', 'stir', 'afternoon', 'bedroom', 'daylight', 'more', 'scare', 'share', and at least 5 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 'more'. Ask a student to spell it. Ask others to spell 'share', 'scare', 'born', 'noise', 'faraway', 'arm', 'stir', 'throw'.
3. Correct errors. (EXAMPLE) The student spells 'more' as 'mor'. Say, "*'more'. Let's write it on the board. 'more.'*" (Point to word on the board as you say and point to the sounds). "*This is a tricky word. The 'or' makes the sound /or/, but we have to add a silent 'e' at the end of the word when we spell it.*" Erase the board. *"Your turn. You spell more."* Have the SAME student give the answer correctly. Ask others to come up and spell 'sore', 'share', 'scare'. Then try previously learned words: somebody, 'try', 'arm', 'joy', 'noise', 'ouch', 'house' and other words with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

(NEW) **Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

(NEW) **Decodable Book 39: *The Clown*.** Note that this story includes the /ow/ sounds.

(NEW) **Decodable Book 44: *I Knew a Boy*** This story includes the /âr/ as in 'share' sounds.

(NEW) **Decodable Book 45: *We Went to the River*** Note that this story includes more /ow/ sound words.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep.

Word Wizard: Write **nearby** and **compelled** on the board. 'Nearby' means *not far away but very close*. 'Compelled' means *being forced or required to do something.*

Ask a student to use 'nearby' in a sentence. Ask another student to use 'compel' in a sentence. Remind students that these are the Word Wizard words of the week. Help students with the word 'compel.' Provide several examples for them.

New sight words 'different', 'number': Tell students that the new sight words are 'different' and 'number'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number** 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 'different'. Say the word in a sentence: "He has two different toys." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'number.' Say the word in a sentence: "Is that the number nine?"

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.

Joy at the market, By W.Teerix Beh

Suma lives with her stepmother in Harbel City. Her father works as a teacher in a school **nearby.** Her real mother lives in a village far away from the city. After school every day, Suma has to cook. She is not always happy about this. Her stepmother **compelled** her to do the other jobs before finding time to study. Suma began to think about ways to find her real mother. One day at the market, a lady walked towards Suma and said, "Are you Suma?" "Yes", she replied. "I have been searching for you so long. This is a bunch of plantain I brought for you", her mother said. "Who are you?" Suma asked surprisingly. "Well, I am your mother. Your true mother!" Suma left for the village with her mother and lived happily there.

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.

Activity: Help students pronounce these words, define them, and create their own sentences using them: compelled, surprisingly, searching.

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 retell the story "Joy at the Market" to their family members. 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 13: Day 5

Date:_____ Objectives: (1) Teach the short /oo/ sound, as in the words 'good', 'wood', 'book', 'foot' (2) Practice with flash cards (3) Introduce sight words: *'each', 'time'* (4) Read decodable books (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for the short /oo/ words: good, book, wood, foot. (2) Review the following words: 'bedroom', 'downhill', 'food', 'star', 'bar', 'moon', 'boy', 'oil', 'ouch', 'out', 'more', 'share'. (3) Make word cards for 'each', 'time' or write the words on the chalk board with some of the previous words taught (next, and, on, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat, myself, read, different, number). (4) Write the words 'more', 'care', 'oil', 'joy', 'coin', 'noise', 'ouch', 'loud', 'count', 'found', 'our', 'house', 'stir', 'card', 'barn', 'shred', 'shrub', 'throw', 'without' on the board. (5) Read aloud text: "Joy at the Market" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'pie', 'sky', 'by', 'lie', 'team', 'eat', 'seat', and 'spring', 'shrub', 'three', 'faraway', 'downhill', 'outside', 'boy', 'oil', 'more', 'share' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn about words with the short /oo/ sound. Listen: 'good.', 'good' has an /oo/ sound in the middle. It is not the same sound as in the word 'food'. 'Good has the short 'oo' sound in the middle.* Write 'good' on the board. Point to it and say, *'good' has the /oo/ sound in the middle. It is spelled with 'oo'. The word is spelled 'good'. /g/ /oo/ /d/.*	*Now let's do it together.* Point to the word 'good' on the board. *See this word? Class, what sound do you hear in the middle of the word? (*Together with class) */oo/ Now what word?* (whole class) *'good!'*	*Your turn.* Point to the word 'good' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'good'.) If student is correct, write the word 'book' on the board and ask another student to come up and read it.

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

1. Take the flash cards for the words 'waited', 'needed', 'rained', 'leaped', 'moon', 'soon', 'food', 'cool', 'shrub', 'shrimp', 'three', 'throw', 'throne', 'car', 'far', 'jar', 'fur', 'stir', 'card', 'barn', 'bark', 'part', 'arm', 'fly', 'why', 'fur', 'stir', 'afternoon', 'bedroom', 'daylight', 'more', 'scare', 'share', 'good', 'book' and at least 5 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 'good'. Ask a student to spell it. Ask others to spell 'book', 'wood', 'share', 'scare', 'born', 'noise', 'faraway', 'arm'.
3. Correct errors. (EXAMPLE) The student spells 'good' as 'god'. Say, "*'good'. Let's write it on the board. 'good.'* (Point to word on the board as you say and point to the sounds). *This is a tricky word. The 'oo' makes the sound /oo/."* Erase the board. *"Your turn. You spell 'good.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'book', 'wood.' Then try previously learned words: 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house' and other words with other students.

Decodable Book 2: *Dan and the Van*
Teach this in the same way as the other decodable books.

Decodable Book 3: *The Lad*

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 17: *Dan and the Bee* (Note: this book has 'bee' like in 'tree'. Also, 'buzz' with doubled 'z' like the 'floss' words [puff, hall, moss]).

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.)

Decodable Book 16: *Jay can Play*

Decodable Book 20: *Tom Sows His Seeds*

(NEW) **Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

(NEW) **Decodable Book 39: *The Clown*.** Note that this story includes the /ow/ sounds.

(NEW) **Decodable Book 44: *I Knew a Boy*** This story includes the /âr/ as in 'share' sounds.

(NEW) **Decodable Book 45: *We Went to the River*** Note that this story includes more /ow/ sound words.

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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number.

Word Wizard: Write **nearby** and **compelled** on the board. 'Nearby' means *not far away but very close*. 'Compelled' means *being forced or required to do something.*

Ask a student to use 'nearby' in a sentence. Ask another student to use 'compel' in a sentence. Remind students that these are the Word Wizard words of the week. Help students with the word 'compel.' Provide several examples for them.

New sight words 'each', 'time': Tell students that the new sight words are 'each' and 'time'. Show cards or write the words on the board. Have students read the words with you.

Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time** 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 'each'. Say the word in a sentence: "We each have one." Ask students to create a sentence using one or more sight words from the board. Ask students to write a sentence using the word 'time.' Say the word in a sentence: "What time is it?"

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.

Joy at the market, By W.Teerix Beh

Suma lives with her stepmother in Harbel City. Her father works as a teacher in a school **nearby**. Her real mother lives in a village far away from the city. After school every day, Suma has to cook. She is not always happy about this. Her stepmother **compelled** her to do the other jobs before finding time to study. Suma began to think about ways to find her real mother. One day at the market, a lady walked towards Suma and said, "Are you Suma?" "Yes", she replied. "I have been searching for you so long. This is a bunch of plantain I brought for you", her mother said. "Who are you?" Suma asked surprisingly. "Well, I am your mother. Your true mother!" Suma left for the village with her mother and lived happily there.

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.

Activity: Help students pronounce these words, define them, and create their own sentences using them: compelled, surprisingly, searching.

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 retell the story "Joy at the Market" to their family members. 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.

Reading Lessons: Week 14

☐ Check when completed

Lesson Plan: Week 14: Day 1

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 24. Skills include: 'ake' words with silent 'e', sight words 'down' and 'today' (2) Practice with flash cards (3) Complete activities in Decodable Book 24: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): make, cake, lake, Jake, wake, bake, want, down, today (2) Review the following words: 'bedroom', 'downhill', 'food', 'star', 'bar', 'moon', 'boy', 'oil', 'ouch', 'out', 'more', 'share'. (3) Review some sight words and write the following words on the chalk board with some of the previous words taught (next, and, on, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat, myself, read, different, number). (4) Read aloud text: "Tumu the Dancer" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'eat', 'seat', 'faraway', 'downhill', 'outside', 'boy', 'oil', 'more', 'share', 'wood', 'book', 'foot' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Remember the words that end in silent 'e'?* Write the words cake, make, lake on the board. *Look at these words.* Underline the 'a' and the 'e'. *See these words? They have an 'a' in the middle and an 'e' at the end. When there is an 'e' at the end, what does that do to the 'a' vowel for many words? It makes the 'a' say its name. So this word* (point to 'make') *is 'make.' Now let's do one together.*	*Now let's do it together.* Point to the word 'cake' on the board. *See this word? Class, what sound do you hear in the middle of the word?* (Together with class) */ā/ Remember that there is an 'e' at the end so the 'a' says its name! Now what word?* (whole class) *'cake!'*	*Your turn.* Point to the word 'cake' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'cake'.) If student is correct, write the word 'lake' on the board and ask another student to come up and read it.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today** 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.
3. Introduce the sight words **'down'** and '**today'**. Write on the board and have several students read them quickly. Correct any errors.
4. Vocabulary: **village, moonlight, and sangba**. Sangba means drums.
5. Take the book "Make a Mud Cake".
   a. Ask students to find that story in their books.
   b. Point to the new words from this book on the board: make, cake, lake, Jake, wake, bake, want, down, today. Read them to the students and ask them to read with you. Have several students read the words aloud to the class.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a period (.). The pause is longer than the one when you see a comma (,).
   f. Stop at the word *I'll* and tell students that the ' means that it is "I will" shortened to *I'll.*
   g. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
6. **Writing Practice:** Tell students they can spell some words. Say the word 'cake'. Ask a student to spell it. Ask others to spell 'lake', 'make', 'bake', 'book', 'wood', 'share', 'scare', 'born', 'noise', 'faraway', 'arm'.
7. Correct errors. (EXAMPLE) The student spells 'make' as 'mak'. Say, "*'make'. Let's write it on the board. 'make.'"* (Point to word on the board as you say and point to the sounds). "*The 'a' makes the sound /ā/. Why? Look at the 'e' at the end. It is a silent 'e' word."* Erase the board. *"Your turn. You spell 'make.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'lake', 'bake.' Then try previously learned words: 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house' and other words with other students.
8. Complete comprehension questions and sentence completion in Decodable Book 24.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)

Decodable Book 20: *Tom Sows His Seeds*

Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS: Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Tumu, the Dancer, By Willie Benson, Jr.

Everyone loved Tumu in the **village** because she was a good dancer. She wore beads around her waist and hands when she danced under the **moonlight**. The boys beat the drums, called **sangba**, and the girls sang beautiful songs. It was fun. Tumu's mother was very happy and she danced also.

Comprehension questions

1. What did Tumu do under the moonlight?
2. What did Tumu wear around her waist and hands?
3. What is sangba?
4. Have you or anyone in your family ever danced? Tell us about it.

Activity: Vocabulary building: dancer, beads, moonlight, sangba, songs.

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 retell the story "Tumu, the Dancer" to their family members.

☐ Check when completed

Lesson Plan: Week 14: Day 2

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 25. Skills include: 'ake' words with silent 'e', sight words 'down' and 'today' (2) Practice with flash cards (3) Complete activities in Decodable Book 25: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): make, cake, lake, Jake, wake, bake, want, down, today. (2) Review the following words: 'bedroom', 'downhill', 'food', 'star', 'bar', 'moon', 'boy', 'oil', 'ouch', 'out', 'more', 'share'. (3) Review some sight words and write the following words on the chalk board with some of the previous words taught (next, and, on, found, hurt, walk, keep, gave, come, always, please, kind, would, too, around, eat, myself, read, different, number). (4) Read aloud text: "Tumu the Dancer" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'eat', 'seat', faraway', 'downhill', 'outside', 'boy', 'oil', 'more', 'share', 'wood', 'book', 'foot' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Remember the words that end in silent 'e'?* Write the words cake, make, lake on the board. *Look at these words.* Underline the 'a' and the 'e'. *See these words? They have an 'a' in the middle and an 'e' at the end. When there is an 'e' at the end, what does that do to the 'a' vowel for many words? It makes the 'a' say its name. So this word* (point to 'make') *is 'make.' Now let's do one together.*	*Now let's do it together.* Point to the word 'cake' on the board. *See this word? Class, what sound do you hear in the middle of the word?* (Together with class) */ā/ Remember that there is an 'e' at the end so the 'a' says its name! Now what word?* (whole class) *'cake!'*	*Your turn.* Point to the word 'cake' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'cake'.) If student is correct, write the word 'lake' on the board and ask another student to come up and read it.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today** 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.
3. Introduce the sight words 'down' and 'today'. Write on the board and have several students read them quickly. Correct any errors.
4. Vocabulary: *village*, *moonlight*, and *sangba*. Sangba means *drums.*
5. Take Decodable Book 25, "Make a Mud Cake".
   a. Ask students to find that story in their books.
   b. Point to the new words from this book on the board: make, cake, lake, Jake, wake, bake, want, down, today. Read them to the students and ask them to read with you. Have several students read the words aloud to the class.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a period (.). The pause is longer than the one when you see a comma (,).
   f. Stop at the word *I'll* and tell students that the ' means that it is "I will" shortened to *I'll.*
   g. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
6. **Writing Practice:** Tell students they can spell some words. Say the word 'cake'. Ask a student to spell it. Ask others to spell 'lake', 'make', 'bake', 'book', 'wood', 'share', 'scare', 'born', 'noise', 'faraway', 'arm'.
7. Correct errors. (EXAMPLE) The student spells 'make' as 'mak'. Say, "*'make'. Let's write it on the board. 'make.'"* (Point to word on the board as you say and point to the sounds). "*The 'a' makes the sound /ā/. Why? Look at the 'e' at the end. It is a silent 'e' word."* Erase the board. *"Your turn. You spell 'make.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'lake', 'bake.' Then try previously learned words: 'somebody', 'try, 'arm', 'joy', 'noise', 'ouch', 'house' and other words with other students.
8. Complete comprehension questions and sentence completion in Decodable Book 25.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)

Decodable Book 20: *Tom Sows His Seeds*

Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS: Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Tumu, the Dancer, By Willie Benson, Jr.

Everyone loved Tumu in the **village** because she was a good dancer. She wore beads around her waist and hands when she danced under the **moonlight**. The boys beat the drums, called **sangba**, and the girls sang beautiful songs. It was fun. Tumu's mother was very happy and she danced also.

Comprehension questions:

1. Do you think that Tumu and her mother danced together? What kind of dancing did they do?
2. Why was Tumu's mother very happy?
3. What were some of the songs the girls sang while Tumu danced?

Activity: Vocabulary building: dancer, beads, moonlight, sangba, songs.

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 a new story from the decodable books and answer the comprehension questions with their family members.

☐ Check when completed

Lesson Plan: Week 14: Day 3

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 26. Skills include a review of the long 'oo' like in 'zoo', the 'aw' sound like in 'paw' (2) Practice with flash cards (3) Complete activities in Decodable Book 26: Comprehension Questions and sentence completion. (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): 'roof', 'food', 'zoo', 'paw', 'saw' (2) Review the following words: 'bedroom', 'downhill', 'food', 'star', 'bar', 'moon', 'boy', 'oil', 'ouch', 'out', 'more', 'share', 'make', 'bake', 'lake', 'by', 'cry'. (3) Review some sight words. Teach new sight words 'bear', 'our' (4) Read aloud text: "Tumu the Dancer" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'eat', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'bake', 'cry', 'by' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Remember the words that end in 'oo', like in 'moon'?* Write the words moo, too, food, roof on the board. *The 'oo' in these words makes an /ōō/ sound. Now look at these words.* Point to 'too' and 'food'. Some words end in an /aw/ sound: paw, saw Write these words on the board and underline the aw. These words are 'paw', 'saw'.	*Now let's do it together.* Point to the word 'food' on the board. *See this word? Class, what sound do you hear in the middle of the word?* (Together with class) */ōō/ Now what word?* (whole class) *'food!'* *Class, look at these words.* (Point to 'saw', 'paw') *What words?* (together) *'saw', 'paw'*	*Your turn.* Point to the word 'food' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'food'.) If student is correct, write the word 'too' on the board and ask another student to come up and read it. Then, write 'moo', 'roof' on the board and ask a student to read both words. *Your turn: What words?* Point to saw, paw. Ask individual students to read these words.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee** 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.
3. Introduce the sight word 'bear'. Write on the board and have several students read it quickly. Correct any errors. Then write 'our' on the board and have several students read the words.
4. Vocabulary: *village*, *moonlight*, and *sangba*. Sangba means *drums.*
5. Take Decodable Book 26, "On My Roof".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: one, moo, roof, too, food, roof, cow, saw, bear, our, your. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
6. **Writing Practice:** Tell students they can spell some words. Say the word 'food'. Ask a student to spell it. Ask others to spell 'too', 'roof', 'our', 'bear', 'wood', 'share', 'scare', 'born', 'noise', 'faraway', 'arm'.
7. Correct errors. (EXAMPLE) The student spells 'food' as 'fod'. Say, "*'food'. Let's write it on the board. 'food.'"* (Point to word on the board as you say and point to the sounds). "*I'll sound it out. /f/ /ōō/ /d/."* Erase the board. *"Your turn. You spell 'food.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'roof', 'our.' Then try previously learned words: 'make', 'cake', 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house' and other words with other students.
8. Complete comprehension questions and sentence completion in Decodable Book 26.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)**

Decodable Book 20: ***Tom Sows His Seeds***

Decodable Book 22: ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 24 ***The Fly and the Bee***

Decodable Book 25 ***Make a Mud Cake***

Decodable Book 39: ***The Clown*****. Note that this story includes the /ow/ sounds.**

Decodable Book 44: ***I Knew a Boy*** **This story includes the /âr/ as in 'share' sounds.**

Decodable Book 45: ***We Went to the River*** **Note that this story includes more /ow/ sound words.**

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.

Tumu, the Dancer, By Willie Benson, Jr.

Everyone loved Tumu in the **village** because she was a good dancer. She wore beads around her waist and hands when she danced under the **moonlight**. The boys beat the drums, called **sangba**, and the girls sang beautiful songs. It was fun. Tumu's mother was very happy and she danced also.

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)

Activity: Vocabulary building: dancer, beads, moonlight, sangba, songs.

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 then ask family members comprehension questions for the following decodable book at home: Decodable Book 39: The Clown, Decodable Book 44: I Knew a Boy, Decodable Book 45: We Went to the River.

☐ Check when completed

Lesson Plan: Week 14: Day 4

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 27. Skills include a review of words ending in 'll', and the 'floss' words like in 'ball', 'fall', 'small'. Also past tense 'ed' word 'called' (2) Practice with flash cards (3) Complete activities in Decodable Book 27: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): wall, tall, ball, fall, small, called, good, play, hit, where. (2) Review the following words: 'bedroom', 'downhill', 'food', 'star', 'bar', 'moon', 'boy', 'oil', 'ouch', 'out', 'more', 'share', 'make', 'bake', 'lake', 'by', 'cry', 'food', 'moo'. (3) Review some sight words. (4) Read aloud text: "Tumu the Dancer" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'eat', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'bake', 'cry', 'by', 'food', 'moo' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Remember the words that end of 'll', like in 'fall'?* Write the words fall, call, tall, wall on the board.	*Now let's do it together.* Point to the word 'fall' on the board. *See this word? Class, what letters are at the end of this word? (*Together with class) *'l', 'l'. Let's sound it out: /f/ /äl/ Now what word?* (whole class) *'fall'*	*Your turn.* Point to the word 'fall' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'fall'.) If student is correct, write the word 'tall' on the board and ask another student to come up and read it. Then, write 'tall', 'called' on the board and ask a student to read both words. Remind the student that 'called' has an 'ed' ending.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our.)
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee** 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.
3. Review the sight word 'where'. Write on the board and have several students read it quickly. Correct any errors.
4. Vocabulary: *village*, *moonlight*, and *sangba*. Sangba means *drums.*
5. Take Decodable Book 27, "We All Play Ball".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: wall, tall, ball, fall, small, called, good, play, hit, where. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Point out the quotation marks that indicated that someone is talking.
   g. Show how the words let us can be abbreviated (or shortened) to be 'let's'.
   h. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
6. **Writing Practice:** Tell students they can spell some words. Say the word 'call'. Ask a student to spell it. Ask others to write the words: 'wall', 'tall', 'ball', 'small', 'called', 'good', 'play', 'hit', 'where', 'too', 'roof', 'our', 'bear', 'wood', 'share'.
7. Correct errors. (EXAMPLE) The student spells 'tall' as 'tal'. Say, "*'tall'. Let's write it on the board. 'tall.'"* (Point to word on the board as you say and point to the sounds). "*I'll sound it out. /t/ /äl/."* Erase the board. *"Your turn. You spell 'tall.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'tall', 'small.' Then try previously learned words: 'make', 'cake', 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house', 'food', 'roof' and other words with other students.
8. Complete comprehension questions and sentence completion in Decodable Book 27.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)**

Decodable Book 20: ***Tom Sows His Seeds***

Decodable Book 22: ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: ***Ma Darns Her Socks***

Decodable Book 24 ***The Fly and the Bee***

Decodable Book 25 ***Make a Mud Cake***

Decodable Book 26 ***On My Roof***

Decodable Book 39: ***The Clown*****. Note that this story includes the /ow/ sounds.**

Decodable Book 44: ***I Knew a Boy*** **This story includes the /âr/ as in 'share' sounds.**

Decodable Book 45: ***We Went to the River*** **Note that this story includes more /ow/ sound words.**

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.

Tumu, the Dancer, By Willie Benson, Jr.

Everyone loved Tumu in the **village** because she was a good dancer. She wore beads around her waist and hands when she danced under the **moonlight**. The boys beat the drums, called **sangba**, and the girls sang beautiful songs. It was fun. Tumu's mother was very happy and she danced also.

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 retell is incorrect and have them repeat the correct information and continue.

Activity: Vocabulary building: dancer, beads, moonlight, sangba, songs.

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 retell the story "Tumu, the Dancer" to their family members. 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 14: Day 5

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 28. Skills include a review of words with the short 'oo' and words with the '-ed' ending. New words: 'threw', 'walked' (2) Practice with flash cards (3) Complete activities in Decodable Book 28: Comprehension Questions and sentence completion (4) Read 2 stories aloud to students, one in the morning and one in the afternoon.	Materials: (1) New cards for these words (or write them on the board): hook, look, cook, shook, brook, jumped, fish, threw, walked. (2) Review the following words: 'bedroom', 'downhill', 'food', 'moon', 'boy', 'ouch', 'out', 'more', 'make', 'bake', 'lake', 'by', 'cry', 'food', 'moo'. (3) Review some sight words. (4) Read aloud text: "Tumu the Dancer" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'eat', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'bake', 'cry', 'by', 'food', 'moo', 'tall' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Remember the words with the short 'oo' sound like 'look'?* Write the words hook, look, cook, shook, brook on the board.	*Now let's do it together.* Point to the word 'hook' on the board. *See this word? Class, what letters are in the middle of this word?* (Together with class) *'oo'. Let's sound it out: /h/ /ŏŏ/ /k/. Now what word?* (whole class) *'hook'*	*Your turn.* Point to the word 'hook' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'hook'.) If student is correct, write the word 'shook' on the board and ask another student to come up and read it. Then, write 'look', 'brook' on the board and ask a student to read both words.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around,

eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where.)

2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, village, moonlight, and sangba** 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.
3. Take Decodable Book 28, "A Fish to Cook".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: hook, look, cook, shook, brook, jumped, fish, threw, walked. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Point out the quotation marks that indicated that someone is talking.
   g. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'hook'. Ask a student to spell it. Ask others to write the words: 'cook', 'shook', 'brook', 'look', 'wall', 'tall', 'ball', 'small', 'where', 'too', 'roof', 'our', 'bear', 'wood', 'share'.
5. Correct errors. (EXAMPLE) The student spells 'shook' as 'sook'. Say, "*'shook'. Let's write it on the board. 'shook.'*" (Underline the 'sh' and remind students that both letters make one sound. Now point to word on the board as you say and point to the sounds). *I'll sound it out. /sh/ /ŏŏ/ /k/.* Erase the board. *"Your turn. You spell 'shook.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'look', 'brook.' Then try previously learned words: 'make', 'cake', 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house', 'food', 'roof' and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 28.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)**

Decodable Book 20: ***Tom Sows His Seeds***

Decodable Book 22: ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The

‘igh’ makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like ‘mar-ket’ and village like ‘vill-age’.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 24 *The Fly and the Bee*

Decodable Book 25 *Make a Mud Cake*

Decodable Book 26 *On My Roof*

Decodable Book 27 *We All Play Ball*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in ‘share’ sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Tumu, the Dancer, By Willie Benson, Jr.

Everyone loved Tumu in the **village** because she was a good dancer. She wore beads around her waist and hands when she danced under the **moonlight**. The boys beat the drums, called **sangba**, and the girls sang beautiful songs. It was fun. Tumu’s mother was very happy and she danced also.

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.

Activity: Vocabulary building: dancer, beads, moonlight, sangba, songs.

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 retell the story “Tumu the Dancer” to their family members. 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.

Reading Lessons: Week 15

☐ Check when completed

Lesson Plan: Week 15: Day 1

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 29. Skills include a review of words with the 'ng' ending and words with beginning blends 'str', 'spr' and digraphs 'wr' and 'th'. (2) Practice with flash cards (3) Complete activities in Decodable Book 29: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): song, long, strong, wrong, sing, string, thing, spring, begin. (2) Review the following words: 'hook', 'look', 'food', 'moon', 'boy', 'ouch', 'out', 'more', 'make', 'bake', 'lake', 'by', 'cry', 'food', 'moo'. (3) Review some sight words. Learn new sight words: begin, encouraged, problem. (4) Read aloud text: "Fun During Reading Class" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'eat', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'bake', 'cry', 'by', 'food', 'moo', 'hook', 'look', 'jumped', 'tall' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Remember the words with the 'ng' sound like 'song'?* Write the words song, long, strong, wrong, sing, string, thing, spring on the board. *Let's look at the word 'spring.' I'll sound it out: /s/ /p/ /r/ /ĭ/ /ŋ/. Spring!*	*Now let's do it together.* Point to the word 'spring' on the board. *See this word? Class, look at the end of this word. What sound is at the end?* (Together with class) *'ŋ'. Let's sound it out: /s/ /p/ /r/ /ĭ/ /ŋ/. Now what word?* (whole class) *'spring'*	*Your turn.* Point to the word 'spring' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'spring'.) If student is correct, write the word 'spring' on the board and ask another student to come up and read it. Then, write 'long', 'song' on the board and ask a student to read both words.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, encouraged, problem** 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.
3. Take the Decodable Book 29 "The Song".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: song, long, strong, wrong, sing, string, thing, spring, begin. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'spring'. Ask a student to spell it. Ask others to write the words: 'wrong', 'string', 'brook', 'look', 'wall', 'tall', 'ball', 'small', 'where', 'too', 'roof', 'our', 'bear', 'share'.
5. Correct errors. (EXAMPLE) The student spells 'spring' as 'sprig'. Say, "*'spring'. Let's write it on the board. 'spring.'*" (Now point to word on the board as you say and point to the sounds). *I'll sound it out. /s/ /p/ /r/ /ĭ/ ŋ/. Note that the /spr/ is a 3-letter blend and each letter makes its sound. Also, the /ŋ/ sound is spelled 'n' 'g'."* Erase the board. *"Your turn. You spell 'spring.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'song', 'string.' Then try previously learned words: 'look', 'make', 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house', 'food', 'roof' and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 29.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)**

Decodable Book 20: ***Tom Sows His Seeds***

Decodable Book 22: ***Pa and His Car*****. IMPORTANT INSTRUCTIONS:** Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: ***Ma Darns Her Socks***

Decodable Book 24 ***The Fly and the Bee***

Decodable Book 25 ***Make a Mud Cake***

Decodable Book 26 ***On My Roof***

Decodable Book 27 ***We All Play Ball***

Decodable Book 28 ***A Fish to Cook***

Decodable Book 39: ***The Clown*****. Note that this story includes the /ow/ sounds.**

Decodable Book 44: ***I Knew a Boy*** **This story includes the /âr/ as in 'share' sounds.**

Decodable Book 45: ***We Went to the River*** **Note that this story includes more /ow/ sound words.**

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.

Fun During Reading Class

Miss Weah, a first grade reading teacher at Zondo Public school, always **encouraged** her students to read well. Garjay had a **problem** with the last letter sounds in the word he read. It was always fun when Garjay came up to read. Miss Weah asked Garjay to stay after school for help. He tried so hard with his reading lesson until Garjay became the best in Miss Weah's reading class.

Story Elements

1. Who are the main persons/characters in the story? (Miss Weah, Garjay)
2. Where does the story take place? (in school in Miss Weah's class)
3. What happens? What is the problem? (Garjay is having trouble reading)
4. How does he solve his problem? (Miss Weah spends time with Garjay after school to teach him to read and becomes the best reader in the class)

Activity: Write the words 'encouraged' and 'problem' on the board. Help students with the definition and usage. Encouraged means *to inspire with confidence.* Problem means that Garjay *had difficulty* with sounding out some words.

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 retell the story "Fun During Reading Class" to their family members.

☐ Check when completed

Lesson Plan: Week 15: Day 2

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 30. Skills include new words with the 'and' and 'ant' endings and words with beginning digraphs 'wh' and 'sh'. Other new words include 'polar', 'rainbow', 'asleep', 'polar', 'lair', 'bird', 'high'. (2) Practice with flash cards (3) Complete activities in Decodable Book 30: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): wand, want, wish, whatever, rainbow, whisper, asleep, polar, bear, lair, bird, high. (2) Review the following words: 'long', 'string', 'hook', 'look, 'moon', 'boy', 'out', 'more', 'make', 'bake', 'by', 'cry'. (3) Review some sight words. Learn new sight words: polar bear, lair, rainbow. (4) Read aloud text: "Fun During Reading Class" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'song', 'spring', 'eat', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'bake', 'cry', 'by', 'food', 'moo', 'hook', 'look', 'jumped', 'tall' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Let's start with looking at the word 'wand.' See that it begins with a /w/ sound. The 'a' in 'wand' makes* the /ä/ sound (/ah/) when the *word is pronounced. 'wand.' /w/ /ä/ /n/ /d/. 'wand'. The word 'want' has the same /ä/ sound.* *Let's look at the word 'spring.' I'll sound it out: /s/ /p/ /r/ /ĭ/ /ŋ/. Spring!*	*Now let's do it together.* Point to the word 'wand' on the board. *See this word? Let's sound it out: /w/ /ä/ /n/ /d/. Now what word?* (whole class) *'wand'*	*Your turn.* Point to the word 'wand' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'wand'.) If student is correct, write the word 'want' on the board and ask another student to come up and read it. Then, write 'wish', 'whatever' on the board and ask a student to read both words. Remind them that 'wish' has a /sh/ sound at the end and 'whatever' is a compound word made up of two words, 'what' and 'ever'.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem**, begin 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.
3. Take the Decodable Book 30: "I Want a Wand".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words: wand, want, wish, whatever, rainbow, whisper, asleep, polar, bear, lair, bird, high. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud. Then tell them what these words mean: rainbow *is an arc or bow of colors usually seen through water.* Polar bear is *a large white bear found in arctic regions (very cold regions of the earth).* A lair is *a den or resting place of a wild animal like a polar bear*.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'want'. Ask a student to spell it. Ask others to write the words: 'wand', 'wish', 'whisper', 'asleep', 'bird', 'high', 'wrong', 'string', 'look', 'tall', 'ball', 'where', 'too', 'our', 'bear'.
5. Correct errors. (EXAMPLE) The student spells 'want' as 'wat'. Say, "*'want'. Let's write it on the board. 'want.'"* (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /w/ /ä/ /n/ /t/. Want!."* Erase the board. *"Your turn. You spell 'want.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'wish', 'whisper.' For 'wish', remind the students that there is a consonant digraph at the end of the word. For 'whisper', tell them that there is a consonant digraph at the beginning of the word and an '-er' at the end of the word. Then try previously learned words: 'song', 'long', 'look', 'make', 'somebody', 'try', 'arm', 'joy', 'noise', 'ouch', 'house', 'food', 'roof' and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 30.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)

Decodable Book 20: *Tom Sows His Seeds*

Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS: Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 24: *The Fly and the Bee*

Decodable Book 25: *Make a Mud Cake*

Decodable Book 26: *On My Roof*

Decodable Book 27: *We All Play Ball*

Decodable Book 28: *A Fish to Cook*

Decodable Book 29: *The Song*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Fun During Reading Class

Miss Weah, a first grade reading teacher at Zondo Public school, always **encouraged** her students to read well. Garjay had a **problem** with the last letter sounds in the word he read. It was always fun when Garjay came up to read. Miss Weah asked Garjay to stay after school for help. He tried so hard with his reading lesson until Garjay became the best in Miss Weah's reading class.

Comprehension Questions:

1. Which class did Miss Weah teach? (first grade)
2. What was Garjay's reading problem? (he had a problem with the last letter sounds in words)
3. How did Garjay become the best reader? (Miss Weah taught him)

Activity: write the words 'encouraged' and 'problem' on the board. Help students with the definition and usage. Encouraged means *to inspire with confidence.* Problem means that Garjay *had difficulty* with sounding out some words.

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 recall the story "Fun During Reading Class", write it up, and then read it to their family members.

☐ Check when completed

Lesson Plan: Week 15: Day 3

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 31. Skills include new words with 2 syllables: sister, mister, madder, hammer, spanner, broken, helping, and an '-ed' word 'asked'. Review includes silent e words 'gave', 'made'. New word, 'Broken'. New vocabulary from the decodable book: spanner. (2) Practice with flash cards (3) Complete activities in Decodable Book 31: Comprehension Questions and sentence completion (4) Read 2 stories aloud to students, one in the morning and one in the afternoon, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): sister, mister, madder, hammer, spanner, broken, helping, asked, gave, made. (2) Review the following words: 'long', 'string', 'hook', 'look', 'moon', 'boy', 'out', 'more', 'make', 'bake', 'by', 'cry'. (3) Review some sight words. Learn new sight word: spanner. (4) Read aloud text: "Fun During Reading Class" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'wand', 'want', 'song', 'spring', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'moo', 'hook', 'look', 'jumped', 'tall' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to review sounds we have learned and we will learn some new words. Let's start with learning how to sound out 2-syllable words. Let's look at 'sister.'* Write 'sister' on the board. *There are 2 syllables in 'sister': 'sis' and 'ter'.* (first cover up the 'ter' and say 'sis', then cover up the 'sis' and say 'ter.) *'sis – 'ter' makes 'sister!* *Let's look at the word 'hammer.' There are 2 syllables in 'hammer'.* *'ham' and 'mer'. Put them together and we get 'hammer'!*	*Now let's do it together.* Point to the word 'sister' on the board. *See this word? How many syllables? There is 'sis' and 'ter' so there are ….* (whole class) *2 syllables! Now what word?* (whole class) *'sister'* *Now let's look at this word.* Write 'hammer' on the board. *How many syllables?* (whole class – 2). Cover up the 'mer' and say *Yes! This is 'ham' and* (now cover up the 'ham') *and this is 'mer.' Hammer!!! What word?* (whole class) *Hammer!*	*Your turn.* Point to the word 'sister' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'sister'.) If student is correct, write the word 'hammer' on the board and ask another student to come up and read it. Then, write 'mister', 'madder' on the board and ask a student to read both words. Remind them that there are 2 syllables in both words. If you need to, cover up one syllable to help the student sound out the word.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner** 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.
3. Take the Decodable Book 31,"My Sister".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: sister, mister, madder, hammer, broken, helping, asked, gave, made, more, were, where. Read them from the

board, then have the class read them with you, and then ask several students to read the words aloud. Then tell them what the word 'spanner' means: *a wrench.*

c. Ask students to read the book with you.
d. Read it slowly and make sure that students are reading with you.
e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
g. For advanced students, ask them to read the extra words on page 6.

4. **Writing Practice:** Tell students they can spell some words. Say the word 'sister'. Ask a student to spell it. Ask others to write the words: mister, madder, hammer, broken, helping, asked, gave, made, were, wand, wish, whisper, asleep, bird, high, wrong, string, look, tall.
5. Correct errors. (EXAMPLE) The student spells 'mister' as 'mistr'. Say, "*'mister'. Let's write it on the board. 'mister.'"* (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /m/ /ĭ/ /s/ /t/ /er/. Mister! See the /r/ sound is spelled 'er' and not just 'r'."* Erase the board. *"Your turn. You spell 'mister.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'sister', 'madder.' For 'madder', remind the students that there is a double consonant in the middle of the word. Then try previously learned words: want, wish, song, long, look, make, somebody, try, arm, roof and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 31.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)

Decodable Book 20: *Tom Sows His Seeds*

Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS: Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 24: *The Fly and the Bee*

Decodable Book 25: *Make a Mud Cake*

Decodable Book 26: *On My Roof*

Decodable Book 27: *We All Play Ball*

Decodable Book 28: *A Fish to Cook*

Decodable Book 29: *The Song*

Decodable Book 30: *I Want a Wand*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Fun During Reading Class

Miss Weah, a first grade reading teacher at Zondo Public school, always **encouraged** her students to read well. Garjay had a **problem** with the last letter sounds in the word he read. It was always fun when Garjay came up to read. Miss Weah asked Garjay to stay after school for help. He tried so hard with his reading lesson until Garjay became the best in Miss Weah's reading class.

Comprehension Questions: 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)

Activity: Write the words 'encouraged' and 'problem' on the board. Help students with the definition and usage. Encouraged means *to inspire with confidence.* Problem means that Garjay *had difficulty* with sounding out some words.

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 reread and answer comprehension questions for the following decodable books at home: Decodable Book 24 The Fly and the Bee, Decodable Book 25 Make a Mud Cake, Decodable Book 26 On My Roof

☐ Check when completed

Lesson Plan: Week 15: Day 4

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 32. Skills include new words with the sound /aw/: straw, paw, saw, claw, draw, thaw, naughty, caught, bought, thought. Other words with sounds already taught: bird, liked, lost, drink. New word, 'Broken'. (2) Practice with flash cards (3) Complete activities in Decodable Book 32: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): straw, paw, saw, claw, draw, thaw, naughty, caught, bought, thought, bird, liked, lost, drink (2) Review the following words: 'sister', 'madder', 'broken', 'gave', 'long', 'string', 'hook', 'look'. (3) Review some sight words. (4) Read aloud text: "Fun During Reading Class" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'sister', 'mister', 'madder', 'hammer', 'wand', 'want', 'song, 'spring', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'moo', 'hook', 'look', 'jumped', 'tall' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some new words that end in the /aw/ sound.* Write the word 'straw' on the board. *Let's look at this word. It begins with a 3-letter blend: 's', 't', 'r'. It ends with the /aw/ sound that is spelled 'a', 'w'. So we sound it out (*point to each letter as you sound it out) */s/ /t/ /r/ /aw/. I sweep my finger under the 'a' and the 'w' at the same time because both letters make 1 sound: /aw/. Another way to spell the /aw/ sound is /augh/. Let's look at the word 'caught.'* Write 'caught' on the board. *Look at this word. It begins with the sound /k/. Then 4 letters make the /aw/ sound 'augh'. The last sound in 'caught' is /t/. So /k/ /aw/ /t/. Three sounds in this word, but 6 letters! 'caught'!*	*Now let's do it together.* Point to the word 'straw' on the board. *See this word? Let's sound it out together. /s/ /t/ /r/ /aw/. Now what word?* Whole class: *Straw!* *Now let's look at a word that spells the /aw/ sound with letters!* Point to 'caught'. *Let's sound it out together. /k/ /aw/ /t/ makes what word?* Whole class: *'caught'!*	*Your turn.* Point to the word 'straw' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'straw'.) If student is correct, write the word 'paw' on the board and ask another student to come up and read it. Then, write 'bought', on the board and remind students that in this word, the /aw/ sound is spelled with 4 letters. Ask a student to read the word. If the student needs help, sound it out with them.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner** 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.

3. Take the Decodable Book 32,"A Pup in the Straw".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: straw, paw, saw, claw, draw, thaw, naughty, caught, bought, thought, bird, liked, lost, drink. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'straw'. Ask a student to spell it. Ask others to write the words: mister, straw, caught, saw, madder, hammer, broken, helping, asked, gave, made, were, bird, high, wrong, string, look, tall.
5. Correct errors. (EXAMPLE) The student spells 'caught ' as 'cawt'. Say, "*'caught'. Let's write it on the board. 'caught.'"* (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /k/ /aw/ /t/. Caught!. See the /aw/ sound is spelled 'augh' and not as 'aw'. Let's try it again."* Erase the board. *"Your turn. You spell 'caught.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'bought.' Underline the 'ough' and tell students that the /aw/ sound in 'bought' is spelled a different way again! In the word 'bought', the /aw/ sound is spelled 'ough'. Now ask the student to spell 'bought.' Then try previously learned words: sister, hammer, want, wish, song, long, look, make, somebody, try, arm, roof and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 32.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)

Decodable Book 20: *Tom Sows His Seeds*

Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS: Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 24: *The Fly and the Bee*

Decodable Book 25: *Make a Mud Cake*

Decodable Book 26: *On My Roof*

Decodable Book 27: ***We All Play Ball***

Decodable Book 28: ***A Fish to Cook***

Decodable Book 29: ***The Song***

Decodable Book 30: ***I Want a Wand***

Decodable Book 31: ***My Sister***

Decodable Book 39: ***The Clown*****. Note that this story includes the /ow/ sounds.**

Decodable Book 44: ***I Knew a Boy*** **This story includes the /âr/ as in 'share' sounds.**

Decodable Book 45: ***We Went to the River*** **Note that this story includes more /ow/ sound words.**

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.

Fun during reading class

Miss Weah, a first grade reading teacher at Zondo Public school, always **encouraged** her students to read well. Garjay had a **problem** with the last letter sounds in the word he read. It was always fun when Garjay came up to read. Miss Weah asked Garjay to stay after school for help. He tried so hard with his reading lesson until Garjay became the best in Miss Weah's reading class.

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 retell is incorrect and have them repeat the correct information and continue.

Activity: write the words 'encouraged' and 'problem' on the board. Help students with the definition and usage. Encouraged means *to inspire with confidence.* Problem means that Garjay *had difficulty* with sounding out some words.

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 retell the story "Fun During the Reading Class" to their family members. 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 15: Day 5

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 33. New skills include words with the sound /ī/: bright, light, flight, sight, tight. Other words with sounds already taught: broom, flew, zoom, gave, where, close. (2) New words: awful, witch (3) Practice with flash cards (4) Complete activities in Decodable Book 33: Comprehension Questions and sentence completion (5) Read 2 stories aloud to students, one in the morning and one in the afternoon, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): bright, light, flight, sight, tight, awful, broom, flew, witch, zoom, gave, where, close (2) Review the following words: sister, madder, broken, gave, long, string, hook, look. (3) Review some sight words. (4) Read aloud text: "Fun During Reading Class" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'sister', 'mister', 'madder', 'hammer', 'wand', 'want', 'song', 'spring', 'seat', 'outside', 'boy', 'more', 'share', 'book', 'foot', 'make', 'moo', 'hook', 'look', 'jumped', 'tall' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some new words that end in the /aw/ sound.* Write the word 'straw' on the board. *Let's look at this word. It begins with a 3-letter blend: 's', 't', 'r'. It ends with the /aw/ sound that is spelled 'a', 'w'. So we sound it out (*point to each letter as you sound it out) */s/ /t/ /r/ /aw/. I sweep my finger under the 'a' and the 'w' at the same time because both letters make 1 sound: /aw/. Another way to spell the /aw/ sound is /augh/. Let's look at the word 'caught.'* Write 'caught' on the board. *Look at this word. It begins with the sound /k/. Then 4 letters make the /aw/ sound 'augh'. The last sound in 'caught' is /t/. So /k/ /aw/ /t/. Three sounds in this word, but 6 letters! 'caught'!*	*Now let's do it together.* Point to the word 'straw' on the board. *See this word? Let's sound it out together. /s/ /t/ /r/ /aw/. Now what word?* Whole class: *Straw!* *Now let's look at a word that spells the /aw/ sound with letters!* Point to 'caught'. *Let's sound it out together. /k/ /aw/ /t/ makes what word?* Whole class: *'caught'!*	*Your turn.* Point to the word 'straw' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'straw'.) If student is correct, write the word 'paw' on the board and ask another student to come up and read it. Then, write 'bought', on the board and remind students that in this word, the /aw/ sound is spelled with 4 letters. Ask a student to read the word. If the student needs help, sound it out with them.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner** 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.

3. Take the Decodable Book 32,"A Pup in the Straw".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: straw, paw, saw, claw, draw, thaw, naughty, caught, bought, thought, bird, liked, lost, drink. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'straw'. Ask a student to spell it. Ask others to write the words: mister, straw, caught, saw, madder, hammer, broken, helping, asked, gave, made, were, bird, high, wrong, string, look, tall.
5. Correct errors. (EXAMPLE) The student spells 'caught ' as 'cawt'. Say, "*'caught'. Let's write it on the board. 'caught.'"* (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /k/ /aw/ /t/. Caught!. See the /aw/ sound is spelled 'augh' and not as 'aw'. Let's try it again."* Erase the board. *"Your turn. You spell 'caught.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'bought.' Underline the 'o' and tell students that the /aw/ sound in 'bought' is spelled a different way again! In the word 'bought', the /aw/ sound is spelled 'ough'. Now ask the student to spell 'bought.' Then try previously learned words: sister, hammer, want, wish, song, long, look, make, somebody, try, arm, roof' and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 33.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

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 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.)

Decodable Book 20: *Tom Sows His Seeds*

Decodable Book 22: *Pa and His Car*. IMPORTANT INSTRUCTIONS: Note that the sight words for today are in this book. Show students that the word 'sigh' sounds like /s/ /ī/. The 'igh' makes an /ī/ sound. There are some 2-syllable words: write the words market and village on the board. Show students that market can be sounded out like 'mar-ket' and village like 'vill-age'.

Decodable Book 23: *Ma Darns Her Socks*

Decodable Book 24: *The Fly and the Bee*

Decodable Book 25: *Make a Mud Cake*

Decodable Book 26: ***On My Roof***

Decodable Book 27: ***We All Play Ball***

Decodable Book 28: ***A Fish to Cook***

Decodable Book 29: ***The Song***

Decodable Book 30: ***I Want a Wand***

Decodable Book 31: ***My Sister***

Decodable Book 32 ***A Pup in the Straw***

Decodable Book 33: ***I Saw a Witch***

Decodable Book 39: ***The Clown*****. Note that this story includes the /ow/ sounds.**

Decodable Book 44: ***I Knew a Boy*** **This story includes the /âr/ as in 'share' sounds.**

Decodable Book 45: ***We Went to the River*** **Note that this story includes more /ow/ sound words.**

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.

Fun during reading class

Miss Weah, a first grade reading teacher at Zondo Public school, always **encouraged** her students to read well. Garjay had a **problem** with the last letter sounds in the word he read. It was always fun when Garjay came up to read. Miss Weah asked Garjay to stay after school for help. He tried so hard with his reading lesson until Garjay became the best in Miss Weah's reading class.

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.

Activity: write the words 'encouraged' and 'problem' on the board. Help students with the definition and usage. Encouraged means *to inspire with confidence.* Problem means that Garjay *had difficulty* with sounding out some words.

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 retell the story "Fun During the Reading Class" to their family members. 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.

Reading Lessons: Week 16

☐ Check when completed

Lesson Plan: Week 16: Day 1

Date:_____ Objectives: (1) Teach children the skills and review multisyllable word skills taught in Decodable Book 34. New words: camel, kennel, parrot, bonnet, rabbit, bucket, carrot, garden, farm, barn, funny. (2) Practice with flash cards (3) Complete activities in Decodable Book 34: Comprehension Questions and sentence completion (4) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): camel, kennel, parrot, bonnet, rabbit, bucket, carrot, garden, farm, barn, funny. (2) Review the following words: bright, light, flight, straw, draw, sister, madder, broken, gave, long, string. (3) Review some sight words. (4) Read aloud text: "Satta and Wiatta" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'bright', 'light', 'sight', 'claw', 'draw', 'straw', 'sister', 'mister', 'madder', 'hammer', 'wand', 'want', 'song', 'spring', 'seat' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some new words that have more than* one syllable. *Remember when we looked at the words 'sister' and 'hammer '? We covered up one word part to sound out the word. Let's review 'sister'. I can cover up the 'ter' and look at 'sis'. That part says /sis/. Now I'll cover up the 'sis.' The last part of the word is 'ter.' Now put the two parts together and we have sis – ter, sister!* *Let's try a new word.* Point to kennel on the board. *Let's cover up the 'nel' and we have 'ken' /ken/. Now I can cover up the 'ken' and th***e** *part that's left is 'nel'. Put the two parts together and we have 'ken – nel', 'kennel.'*	*Now let's do it together.* Point to the word 'kennel' on the board. Cover up the 'nel' and say, *What is this word part?* (together) *'ken.'* Now cover up the 'ken' and point to the 'nel' and say, *Now what does this part say? ' nel'! Put the two parts together and we have …what word?* (everyone together) *Kennel!*	*Your turn.* Point to the word 'kennel' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'kennel'.) If the student cannot read it, cover up the 'nel' and help the student sound out 'ken'. Then cover up the 'ken' and ask the student to say the sounds in 'nel'. Ask the student to say the whole word (kennel). If student is correct, write the word 'rabbit' on the board and ask another student to come up and read it. Help if necessary.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner** 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.

3. Take the Decodable Book 34,"The Funny Farm".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: camel, kennel, parrot, bonnet, rabbit, bucket, carrot, garden, farm, barn, funny. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'rabbit'. Ask a student to spell it. Ask others to write the words: bright, flight, flew, broom, mister, straw, caught, saw, madder, hammer.
5. Correct errors. (EXAMPLE) The student spells 'rabbit ' as 'rabit'. Say, *'rabbit'. Let's write it on the board. 'rabbit.'* (Now point to word on the board as you say and point to the sounds). *I'll sound it out. /r/ /ă/ /b/ /ĭ/ /t/. Rabbit!. We can break the word into 2 syllables: rab – bit. Remember there are 2 'b' letters in the middle. Let's try it again.* Erase the board. *Your turn. You spell 'rabbit.'* Have the SAME student give the answer correctly. Ask others to come up and spell 'parrot.' Then try previously learned words: bought, caught, sister, hammer, want, wish, song, long, somebody and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 34.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

Decodable Book 26: *On My Roof*

Decodable Book 27: *We All Play Ball*

Decodable Book 28: *A Fish to Cook*

Decodable Book 29: *The Song*

Decodable Book 30: *I Want a Wand*

Decodable Book 31: *My Sister*

Decodable Book 32: *A Pup in the Straw*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Satta and Wiatta

In Gbarma Town, Gbarpolu County, lived an old lady. Her name was Zinnah, but she was called Ma Zinnah by all who knew her. Ma Zinnah was a vegetable farmer. She grew potato greens, peppers, okra, bitterballs, and eggplant. These she carried to the market for sale. She grew cassava too, but this was used for eating. Ma Zinnah had three children, Sando, Wiatta, and Satta. Sando was a boy. Sando went to school, but Wiatta and Satta did not go to school. They stayed home and did all the work. One day Satta asked Wiatta "Why do we have to stay home and do all the work?" "I don't know, really," said Wiatta, "but one thing I do know is that we are girls." "It is not fair!" said Satta. "Well," said Wiatta, "nothing is fair around here, so let's forget it and get on with our work."

Comprehension: Story Elements

1. Who are the main persons/characters in the story? (Ma Zinnah, Sando, Wiatta, Satta)
2. Where does the story take place? (Gbarma Town, Gbarpolu County)
3. What happens? What is the problem? (The 2 girls did not go to school, but stayed home and did all the work.)
4. How do the girls solve their problem? (They decide that life is simply not fair and there is nothing they can do about it)

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 retell the story "Satta and Wiatta" to their family members.

☐ Check when completed

Lesson Plan: Week 16: Day 2

Date:_____ Objectives: (1) Teach children the skills and review skills taught in decodable book 35, "A Mole in the Hole". New skills include words with more than one syllable. New words include: cotton, button, looked, never, sack, back, black, carrying, deep, dark, hole, mole, down. (2) Adding '-ing' to words. Word 'carrying'. (3) Practice with flash cards (4) Complete activities in Decodable Book 35: Comprehension Questions and sentence completion (5) Read 2 stories, one in the morning and another 10 minutes before you release students home, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): cotton, button, looked, never, sack, back, black, carrying, deep, dark, hole, mole, down. (2) Review the following words: camel, kennel, parrot, straw, draw, sister, madder, broken. (3) Review some sight words. (4) Read aloud text: "Satta and Wiatta" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'hammer', 'camel', 'parrot', 'claw', 'draw', 'straw', 'sister', 'mister', 'madder', 'hammer', 'wand', 'want', 'song' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some new words that have more than one syllable.* Write the word 'cotton' on the board. *Let's look at this part of the word:* cover up the 'ton' and look at the 'cot'. *This part of the word says /c/ /ŏ/ /t/ 'cot'! Next, we cover up the 'cot' and look at the 'ton'. It says /t/ /ŏ/ /n/ 'ton!' Put the two parts together and we have 'cot', 'ton' cotton!*	*Now let's do it together.* Point to the word 'cotton' on the board. *See this word? It has 2 syllables. Let's look at the first part.* 'cot'. /cŏt/. *Now let's look at the last part of the word: 'ton.' /tŏn/. Put the two together and what word?* (together) '*cotton'!* *Now, let's try another 2 syllable word: 'button.'* (Write on the board and point to it. Break it into 2 parts (syllables) and help students sound it out. What word? *'button'!*	*Your turn.* Point to the word 'cotton' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'cotton'.) If student is correct, write the word 'button' on the board and ask another student to come up and read it. If the student needs help, sound it out with them. Review other words including the '-ing' word, 'carrying'. Review the following words: looked, never, sack, back, black, deep, dark, hole, mole, down.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner (and any other words taught)** 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.

3. Take the Decodable Book 35,"A Mole in the Hole".
   a. Ask students to find that story in their books.
   b. Ask students to look at the new words and the review words: cotton, button, looked, never, sack, back, black, carrying, deep, dark, hole, mole, down, bright, light. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'cotton'. Ask a student to spell it. Ask others to write the words: button, looked, never, sack, deep, dark.
5. Correct errors. (EXAMPLE) The student spells 'button' as 'buton'. Say, "*'button'. Let's write it on the board. 'button.'"* (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /b/ /ŭ/ /t/ /ŭ/ /n/. Button! There are 2 syllables, 'but' and 'ton'. See? There are two 't' letters in the middle. Let's try it again."* Erase the board. *"Your turn. You spell 'button.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'button.' Then try previously learned words: bought, caught, sister, hammer, want, and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 35.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

Decodable Book 26: *On My Roof*

Decodable Book 27: *We All Play Ball*

Decodable Book 28: *A Fish to Cook*

Decodable Book 29: *The Song*

Decodable Book 30: *I Want a Wand*

Decodable Book 31: *My Sister*

Decodable Book 32: *A Pup in the Straw*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* his story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Satta and Wiatta

In Gbarma Town, Gbarpolu County, lived an old lady. Her name was Zinnah, but she was called Ma Zinnah by all who knew her. Ma Zinnah was a vegetable farmer. She grew potato greens, peppers, okra, bitterballs, and eggplant. These she carried to the market for sale. She grew cassava too, but this was used for eating. Ma Zinnah had three children, Sando, Wiatta, and Satta. Sando was a boy. Sando went to school, but Wiatta and Satta did not go to school. They stayed home and did all the work. One day Satta asked Wiatta "Why do we have to stay home and do all the work?" "I don't know, really," said Wiatta, "but one thing I do know is that we are girls." "It is not fair!" said Satta. "Well," said Wiatta, "nothing is fair around here, so let's forget it and get on with our work."

Comprehension

1. What do we mean when we say that something isn't 'fair'? Raise your hand if you have had an experience in which you were treated fairly OR not fairly.
2. Is there anything Satta or Wiatta could do to make the situation more fair for them? What do you think?

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 recall the story "Fun During Reading Class", write it up and then read it to their family members.

☐ Check when completed

Lesson Plan: Week 16: Day 3

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 36, "A Piglet in My Pocket". New skills include words with more than one syllable. New words include: piglet, pocket, jacket, packet, ticket, said, please. (2) Practice with flash cards (3) Complete activities in Decodable Book 36: Comprehension Questions and sentence completion (4) read 2 stories aloud to students, one in the morning and one in the afternoon, and ask comprehension questions about "story elements"	Materials: (1) New cards for these words (or write them on the board): piglet, pocket, jacket, packet, ticket, said, please. (2) Review the following words: camel, kennel, parrot, straw, draw, sister, madder, broken, cotton, button, black, carrying. (3) Review some sight words. (4) Read aloud text: "Satta and Wiatta" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'hammer', 'camel', 'parrot', 'claw', 'draw', 'straw', 'sister', 'mister', 'madder', 'wand', 'want', 'song' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some new words that have more than one syllable.* Write the word 'piglet' on the board. *Let's look at this part of the word:* cover up the 'let' and look at the 'pig'. *This part of the word says /p/ /ĭ/ /g/ 'pig'! Next, we cover up the 'pig' and look at the 'let'. It says /l/ /ĕ/ /t/ 'let!' Put the two parts together and we have 'pig', 'let' 'piglet'!*	*Now let's do it together.* Point to the word 'piglet' on the board. *See this word? It has 2 syllables. Let's look at the first part.* 'pig'. /pĭg/. *Now let's look at the last part of the word: 'let.' /lĕt/. Put the two together and what word?* (together) *'piglet'!* *Now, let's try another 2 syllable word: 'pocket.'* (Write on the board and point to it. Break it into 2 parts (syllables) and help students sound it out. What word? *'pocket'!*	*Your turn.* Point to the word 'piglet' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'piglet'.) If student is correct, write the word 'pocket' on the board and ask another student to come up and read it. If the student needs help, sound it out with them. Review other words including 'jacket', 'packet'.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner (and any other words taught)** 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.
3. Take the Decodable Book 36,"A Piglet in my Pocket".
   a. Ask students to find that story in their books.
   b. Ask students to look at some of the new words and the review words: piglet, pocket, jacket, looked, never, sack, back, black, carrying, deep, dark, hole, mole, down, bright, light. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'pocket'. Ask a student to spell it. Ask others to write the words: jacket, ticket, looked, never, sack, deep, dark.
5. Correct errors. (EXAMPLE) The student spells 'pocket' as 'pokit'. Say, "*'pocket'. Let's write it on the board. 'pocket.'*" (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /p/ /ŏ/ /k/ /ĭ/ /t/. pocket! There are 2 syllables, 'pock' and 'it'. See? The 'k' sound is made by the digraph 'ck'. Let's try it again."* Erase the board. *"Your turn. You spell 'pocket.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'pocket.' Then try previously learned words: cotton, button, bought, caught, sister, hammer, want, and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 36.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

Decodable Book 26: ***On My Roof***

Decodable Book 27: ***We All Play Ball***

Decodable Book 28: ***A Fish to Cook***

Decodable Book 29: ***The Song***

Decodable Book 30: ***I Want a Wand***

Decodable Book 31: ***My Sister***

Decodable Book 32: ***A Pup in the Straw***

Decodable Book 33: ***I Saw a Witch***

Decodable Book 34: ***The Funny Farm***

Decodable Book 35: ***A Mole in the Hole***

Decodable Book 39: ***The Clown.*** **Note that this story includes the /ow/ sounds.**

Decodable Book 44: ***I Knew a Boy*** **This story includes the /âr/ as in 'share' sounds.**

Decodable Book 45: ***We Went to the River*** **Note that this story includes more /ow/ sound words.**

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

Satta and Wiatta

In Gbarma Town, Gbarpolu County, lived an old lady. Her name was Zinnah, but she was called Ma Zinnah by all who knew her. Ma Zinnah was a vegetable farmer. She grew potato greens, peppers, okra, bitterballs, and eggplant. These she carried to the market for sale. She grew cassava too, but this was used for eating. Ma Zinnah had three children, Sando, Wiatta, and Satta. Sando was a boy. Sando went to school, but Wiatta and Satta did not go to school. They stayed home and did all the work. One day Satta asked Wiatta "Why do we have to stay home and do all the work?" "I don't know, really," said Wiatta, "but one thing I do know is that we are girls." "It is not fair!" said Satta. "Well," said Wiatta, "nothing is fair around here, so let's forget it and get on with our work."

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 in the following decodable book at home: Decodable Book 34 The Funny Farm, Decodable Book 35 A Mole in the Hole, Decodable Book 45: We Went to the River.

☐ Check when completed

Lesson Plan: Week 16: Day 4

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 37, "Bet and Her Kitten". New skills include words with more than one syllable. New words include: kitten, bitten, mitten, woolen, new play, hand, fluffy, showed, safe, naughty. (2) Practice with flash cards (3) Complete activities in Decodable Book 37: Comprehension Questions and sentence completion (4) Read 2 stories aloud to students, one in the morning and one in the afternoon, and ask comprehension questions.	Materials: (1) New cards for these words (or write them on the board): kitten, bitten, mitten, woolen, new play, hand, fluffy, showed, safe, naughty (2) Review the following words: piglet, pocket, camel, kennel, parrot, straw, draw, sister, madder, broken, cotton, button, black, carrying. (3) Review some sight words. (4) Read aloud text: "Satta and Wiatta" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'piglet', 'pocket', 'hammer', 'camel', 'parrot', 'claw', 'draw', 'straw', 'sister', 'mister', 'madder', 'wand', 'want', 'song' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some more new words that have more than one syllable.* Write the word 'kitten' on the board. *Let's look at this part of the word:* cover up the 'ten' and look at the 'kit'. *This part of the word says /k/ /ĭ/ /t/ 'kit'! Next, we cover up the 'kit' and look at the 'ten'. It says /t/ /ĕ/ /n/ 'ten!' Put the two parts together and we have 'kit', 'ten' kitten!*	*Now let's do it together.* Point to the word 'kitten' on the board. *See this word? It has 2 syllables. Let's look at the first part.* 'kit'. /k/ /ĭ/ /t/. *Now let's look at the last part of the word: 'ten.' /tĕn/. Put the two together and what word?* (together) *'kitten'!* *Now, let's try another 2 syllable word: 'bitten.'* (Write on the board and point to it. Break it into 2 parts (syllables) and help students sound it out. What word? *'bitten'!*	*Your turn.* Point to the word 'kitten' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'kitten'.) If student is correct, write the word 'bitten' on the board and ask another student to come up and read it. If the student needs help, sound it out with them. Review other words including new, mitten, play, 'jacket', 'packet'.

Phonics and Fluency Practice (5-10 minutes) PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner (and any other words taught)** 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.

3. Take the Decodable Book 37, "Bet and Her Kitten".
   a. Ask students to find that story in their books.
   b. Ask students to look at some of the new words and the review words: kitten, bitten, mitten, woolen, new, play, hand, fluffy, showed, safe, naughty, dark, hole, mole, down, bright, light. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud. NOTE: 'naughty' is a difficult word. The /aw/ sound is spelled 'augh' – 4 letters. Write the word on the board and underline the 'augh'. Tell students that this is a challenge word! 'naughty'
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
4. **Writing Practice:** Tell students they can spell some words. Say the word 'kitten'. Ask a student to spell it. Ask others to write the words: mitten, woolen, hand, jacket, ticket, looked, never, sack, deep, dark.
5. Correct errors. (EXAMPLE) The student spells 'kitten' as 'kiten'. Say, "*'kitten'. Let's write it on the board. 'kitten.'*" (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /k/ /ĭ/ /t/ /ŭ/ /n/. Kitten! There are 2 syllables, 'kit' and 'ten'. See? Let's try it again."* Erase the board. *"Your turn. You spell 'kitten.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'kitten.' Then try previously learned words: pocket, cotton, button, bought, caught, sister, hammer, want, and other words with other students.
6. Complete comprehension questions and sentence completion in Decodable Book 37.

Reading Decodable Books: Read at least 3 of these to review and have students practice reading aloud at their desks and to the class.

Decodable Book 26: *On My Roof*

Decodable Book 27: *We All Play Ball*

Decodable Book 28: *A Fish to Cook*

Decodable Book 29: *The Song*

Decodable Book 30: *I Want a Wand*

Decodable Book 31: *My Sister*

Decodable Book 32: *A Pup in the Straw*

Decodable Book 33: *I Saw a Witch*

Decodable Book 34: *The Funny Farm*

Decodable Book 35: *A Mole in the Hole*

Decodable Book 36: *A Piglet in My Pocket*

Decodable Book 39: *The Clown*. Note that this story includes the /ow/ sounds.

Decodable Book 44: *I Knew a Boy* This story includes the /âr/ as in 'share' sounds.

Decodable Book 45: *We Went to the River* Note that this story includes more /ow/ sound words.

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.

Satta and Wiatta

In Gbarma Town, Gbarpolu County, lived an old lady. Her name was Zinnah, but she was called Ma Zinnah by all who knew her. Ma Zinnah was a vegetable farmer. She grew potato greens, peppers, okra, bitterballs, and eggplant. These she carried to the market for sale. She grew cassava too, but this was used for eating. Ma Zinnah had three children, Sando, Wiatta, and Satta. Sando was a boy. Sando went to school, but Wiatta and Satta did not go to school. They stayed home and did all the work. One day Satta asked Wiatta "Why do we have to stay home and do all the work?" "I don't know, really," said Wiatta, "but one thing I do know is that we are girls." "It is not fair!" said Satta. "Well," said Wiatta, "nothing is fair around here, so let's forget it and get on with our work."

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 retell the story "Satta and Wiatta" to their family members. 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 16: Day 5

Date:_____ Objectives: (1) Teach children the skills and review skills taught in Decodable Book 38, "I Saw Two Mice". New skills include words and review words: ice, mice, nice, spice, twice, slice, rice, two, quick, yuk!, eat, eating, let's. (2) Practice with flash cards (3) Complete activities in Decodable Book 38: Comprehension Questions and sentence completion. (4) Read 2 stories aloud to students, one in the morning and one in the afternoon, and ask comprehension questions about "story elements" (5) FOUR WEEK SPELLING TEST	Materials: (1) New cards for these words (or write them on the board): ice, mice, nice, spice, twice, slice, rice, two, quick, yuk!, eat, eating, let's. (2) Review the following words: Kitten, bitten, safe, naughty, piglet, pocket, camel, kennel. (3) Review some sight words. (4) Read aloud text: "Satta and Wiatta" and another story you select.

Instructional Model for teaching Phonics (3-4 minutes)

Review: Write the words 'kitten', 'bitten', 'naughty', 'piglet', 'pocket', 'camel', 'parrot', 'claw', 'draw', 'straw', 'sister', 'mister', 'madder', 'hammer', 'wand', 'want', 'song' on the board. Ask students to read the words.

New: Teach the skill using the model below:

Skill	Teacher "I do"	Teacher and Students "We do"	Students practice "You do"
Phonics **(WRITE)**	*We are going to learn some more new words and review words we know.* Write the word 'ice' on the board. *Let's look at this word. It has a 'c' that makes the /s/ sound. And there is a silent 'e' at the end, so what sound does the 'I' make? /ī/! The silent 'e' at the end makes the 'I' say its name. Now, I'll sound it out.* */ī/ /s/, 'ice'!*	*Now let's do it together.* Point to the word 'ice' on the board. *Let's sound it out together. /ī/ /s/ is (everyone together) 'ice'! Let's do one more.* Write the word 'rice' on the board. *Let's sound it out together. Notice that this word also ends in silent 'e'! /r/ /ī/ /s/* (everyone together) *'rice!*	*Your turn.* Point to the word 'ice' on the board: Ask students to raise their hands if they can read the word. (Call on a student to come to the board to read the word 'ice'.) If student is correct, write the word 'rice' on the board and ask another student to come up and read it. If the student needs help, sound it out with them. Review other words including 'nice', 'spice', 'twice'.

Phonics and Fluency Practice (5-10 minutes): PRACTICE INCLUDING SIGHT WORDS

1. **Sight Words:** 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, more, her, people, around, three, came, because, every, must, as, with, they, be, this, from, look, into, under, where, show, found, hurt, never, once, walk, keep, come, gave, please, kind, would, too, around, eat, those, them, were, blue, myself, read, together, sleep, different, number, down, today, cry, fry, eye, by, began, stung, knee, much, hurt, bear, our, where, threw, walked, encourage, problem, spanner.
2. Play a **Fluency** game using the words **for, must, before, look, many, also, know, get, much, through, back, more, her, around, people, three, came, because, every, must, as, with, they, from, this, be, look, show, where, found, hurt, never, once, walk, keep, gave, come, again, always, please, kind, would, too, around, eat, those, them, were, blue, myself, read, laugh, just, together, sleep, different, number, each, time, down, today, swat, knee, eye, bye-bye, swat, knee, where, threw, walked, encouraged, problem, begin, spanner (and any other words taught)** 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.
3. Teach the word 'yuk! That word means *something really unpleasant to look at or to taste. Very disagreeable*.
4. Take the Decodable Book 38, "I Saw Two Mice".
   a. Ask students to find that story in their books.
   b. Ask students to look at some of the new words and the review words: ice, mice, nice, spice, twice, slice, rice, two, quick, yuk!, kitten, bitten, mitten, woolen, new, play, hand, fluffy, showed, safe, naughty, dark, light. Read them from the board, then have the class read them with you, and then ask several students to read the words aloud.
   c. Ask students to read the book with you.
   d. Read it slowly and make sure that students are reading with you.
   e. Stop when you see a comma (,). Tell students that a comma means to pause. Stop when you see a (.) period – the pause is longer than a comma.
   f. Ask 2 students to read the story independently. Provide any words that they miss and explain to them how to figure out what the word is.
   g. For advanced students, ask them to read the extra words on page 6.
5. **Writing Practice:** Tell students they can spell some words. Say the word 'twice'. Ask a student to spell it. Ask others to write the words: spice, nice, eat, eating, mitten, woolen, hand, jacket, ticket, looked, never, sack, deep, dark.
6. Correct errors. (EXAMPLE) The student spells 'twice' as 'twis'. Say, "*'twice'. Let's write it on the board. 'twice.'*" (Now point to word on the board as you say and point to the sounds). "*I'll sound it out. /t/ /w/ /ī/ /s/. Twice! Remember there is a silent 'e' at the end making the 'i' say its name. See? Let's try it again."* Erase the board. *"Your turn. You spell 'twice.'"* Have the SAME student give the answer correctly. Ask others to come up and spell 'rice.' Then try previously learned words: kitten, bitten, naughty = (CHALLENGE WORD), pocket, cotton, button, bought, caught, sister, hammer, want, and other words with other students.
7. Complete comprehension questions and sentence completion in Decodable Book 38.

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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.

Weeks 13-16 Spelling Test

1. oil	6. sunrise
2. cord	7. share
3. good	8. hook
4. time	9. rabbit
5. rowboat	10.song

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.