

Sentences- Literacy- Levels at a Glance Teaching Guide

Week 1

TESTING

Students often trickle into school during the first week in small numbers. Use this as a time to test and place them into their correct levels. Do not wait for everyone to show up, do them one by one until you have captured them all.

OBJECTIVES

1. Students will be able to identify, write and sound out the letters S,A,T,P, I and N.
2. Students will be able to form at least five 2 and 3 letter words and non-words by blending sounds
3. Students will be able to read, write, spell and identify at least five fruits or vegetables
4. Students will be able to identify letters and sounds in stories

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: S, A</p> <p>Vocab (Fruits): banana, orange, watermelon, apple, mango</p> <p>Stories: If I Were a Mango</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg</p>	<p>Teach: S,A,T</p> <p>Vocab (Fruits): pawpaw, guava, coconut, grapes, lemon</p> <p>Stories: If I Were a Mango</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg</p>	<p>Teach: S,A,T,P</p> <p>Vocab (Vegetables): onion, potato, cabbage, cucumber, yam</p> <p>Stories: Kofi and Atta</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg</p>	<p>Teach: S,A,T,P,I,N</p> <p>Vocab (Vegetables): carrot, cauliflower, tomato, maize, garlic, okra</p> <p>Stories: Kofi and Atta</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg</p>	<p>Teach: S,A,T,P,I,N</p> <p>Vocab (Vegetables): garden- egg, cassava, ginger, pepper, groundnut, lettuce</p> <p>Stories: Kofi and Atta</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg</p>

ASSESSMENT

1. Ask students to identify, write and sound out the letters S,A,T,P, I and N.
2. Ask students to write and sound at least five 2 and 3 letter words and non-words by blending sounds.
3. Ask students to read, write, spell and identify at least five fruits or vegetables.

Week 3

OBJECTIVES

1. Students will be able to identify, write and sound out the letters G,O,L,F,U,B,and C
2. Students will be able to form at least eight 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)
3. Students will be able to read, write, spell and identify at least five expressions and/or animals
4. Students will be able to identify letters and sounds in stories

Monday	Tuesday	Wednesday	Thursday	Friday
Review: S,A,T,P,I,N	Review: S,A,T,P,I,N	Review: S,A,T,P,I,N	Review: S,A,T,P,I,N	Review: S,A,T,P,I,N
Teach: G,O	Teach: G,O,L	Teach: G,O,L,F,U	Teach: G,O,L,F,U,B,C (s/k)	Teach: G,O,L,F,U,B,C (s/k)
Vocab (expressions): happy, sad, angry, scared	Vocab (expressions): tired, sleepy, happy, fine	Vocab (animals): tortoise, rabbit, goat, mouse, frog, worm, fox, ant, horse	Vocab (animals): donkey, tiger, elephant, lion, snail, zebra, monkey, wolf	Vocab (animals): squirrel, dog, bull, cow, tilapia, snake, cat, lizard
Stories: A Happy Child	Stories: A Happy Child	Stories: Zoo Manners	Stories: Zoo Manners	Stories: Zoo Manners
Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;	Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;	Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;	Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;	Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;

Assessment (Can be done on slates or in exercise books)

1. Ask students to identify, write and sound out the letters from G,O,L,F,U,B,C (s/k)
2. Ask students to form at least eight 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)
3. Ask students to read, write, spell and identify at least five emotions

Week 4

OBJECTIVES

1. Students will be able to identify, write and sound out the letters Q, E, H, R, M, D, J
2. Students will be able to form at least ten 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)
3. Students will be able to read, write, spell and identify at least five cooking actions
4. Students will be able to identify letters, sounds and words in stories

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k)</p> <p>Teach: Q, E</p> <p>Vocab (Cooking): sauce, chop, stir, taste, slice</p> <p>Story: The Muffin Man</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k)</p> <p>Teach: Q, E, H</p> <p>Vocab (Cooking): fry, pound, roll, cut, cook</p> <p>Story: The Muffin Man</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k)</p> <p>Teach: Q, E, H, R, M</p> <p>Vocab (Cooking): mix, blend, toast, boil, grill</p> <p>Story: The Caterpillar Who Wanted to Be a Butterfly</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k)</p> <p>Teach: Q, E, H, R, M, D, J</p> <p>Vocab (Cooking): sauce, chop, stir, taste, slice, fry, pound,</p> <p>Story: The Caterpillar Who Wanted to Be a Butterfly</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k)</p> <p>Teach: Q, E, H, R, M, D, J</p> <p>Vocab (Cooking): sauce, chop, stir, taste, slice, fry, pound, mix, blend, toast, boil, grill</p> <p>Story: The Caterpillar Who Wanted to Be a Butterfly</p> <p>Reference: 1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to identify, write and sound out the letters Q, E, H, R, M, D, J
2. Ask students to form at least ten 2 and 3 letter words and non-words by blending sounds (with letters from this and past weeks)
3. Ask students to read, write, spell and identify at least five cooking actions terms
4. Ask students to say and spell two words they recall from one of the stories.

Week 5

OBJECTIVES

1. Students will be able to identify, write and sound out all letters in the alphabet
2. Students will be able to form at least twelve 2 and 3 letter words and non-words by blending sounds (with letters from this and last week)
3. Students will be able to read, write, spell and identify at least five food terms
4. Students will be able to identify letters, sounds and words in stories

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k), Q, E, H, R, M, D, J</p> <p>Teach: V,W,</p> <p>Vocab(Food): chips, bread, tea, fruit</p> <p>Story: A Little Fish Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k), Q, E, H, R, M, D, J</p> <p>Teach: V,W,X,</p> <p>Vocab (Food): salad, vegetable, cake, meat, stew</p> <p>Story: A Little Fish Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k), Q, E, H, R, M, D, J</p> <p>Teach: V,W,X,Y, K</p> <p>Vocab (Food): soup, millet, egg, milk, fufu</p> <p>Story: A Little Fish Story</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k), Q, E, H, R, M, D, J</p> <p>Teach: V,W,X,Y,K, Z</p> <p>Vocab (Food): ice-cream, chocolate, rice</p> <p>Story: Train</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k), Q, E, H, R, M, D, J, V,W,X,Y,K, Z</p> <p>Teach: Wrap Up/ Overall Assessment</p> <p>Vocab (Food): chips, bread, tea, fruit, salad, vegetable, cake, meat, stew, potato leaves</p> <p>Story: Train</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to identify, write and sound out at least five letters in the alphabet
2. Ask students to form at least five 2 and 3 letter words and non-words by blending sounds
3. Ask students to read, write, spell and identify at least five food terms
4. Ask students to identify three letters, sounds and words in stories

Week 6

OBJECTIVES

1. Students will be able to spell and read at least six sight words.
2. Students will be able to rhyme at least six two/three/four letter words.
3. Students will be able to read, write, spell and identify at least five kitchen items.
4. Students will be able to identify rhyming words in poems.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: S,A,T,P,I,N, G,O,L,F,U,B,C (s/k), Q, E, H, R, M, D, J</p> <p>Teach: be, in, us, me, no, up</p> <p>Vocab (Kitchen): coal pot, spoon, fridge, pan</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p> <p>Story: The Greedy Clouds</p>	<p>Review: be, in, us, me, no, up</p> <p>Teach: Rhyme; be, in, us, me, no, up</p> <p>Vocab (Kitchen): mortar, cooking pot, knife, mug, tin</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p> <p>Story: The Greedy Clouds</p>	<p>Review: be, in, us, me, no, up</p> <p>Teach: if, do, so, or, my, on, we</p> <p>Vocab (Kitchen): cup, ladle, kettle, bowl</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p> <p>Story: The Greedy Clouds</p>	<p>Review: be, in, us, me, no, up, if, do, so, or, my, on, we</p> <p>Teach: Rhyme; if, do, so, or, my, on, we</p> <p>Vocab (Kitchen): tray, lid, stove</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p> <p>Story: The Greedy Clouds</p>	<p>Review: be, in, us, me, no, up, if, do, so, or, my, on, we</p> <p>Teach: cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab (Kitchen): coal pot, spoon, fridge, pan, mortar, cooking pot, knife, mug, tin, cup, ladle, kettle, bowl, tray, lid, stove</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p> <p>Story: The Greedy Clouds</p>

ASSESSMENT

1. Ask students to spell and read at least six sight words.
2. Ask students to rhyme at least six two/three/four letter words.
3. Ask students to read, write, spell and identify at least five kitchen items.
4. Ask students to identify four rhyming words in poems.

Week 7

OBJECTIVE

1. Students will be able to spell and read at least six prepositions
2. Students will be able to rhyme at least six two/three/four letter words.
3. Students will be able to read, write, spell and identify at least five tools
4. Students will be able to identify rhyming words and prepositions in poems.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: Rhyme; cat, lip, one, fly, him, all, was, yes, did</p> <p>Teach: in, on</p> <p>Vocab (Tools): axe, brush, tyre, hoe, tractor</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on</p> <p>Teach: in, on, under, over</p> <p>Vocab (Tools): telephone, lamp, camera, pump, needle</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on, under, over</p> <p>Teach: in, on, under, over, behind, between</p> <p>Vocab(Tools): engine, net, lock, handle</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on, under, over, behind, between</p> <p>Teach: in, on, under, over, behind, between, far, near</p> <p>Vocab (Tools): axe, brush, tyre, hoe, tractor, pump, lamp</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: in, on, under, over, behind, between, far, near</p> <p>Teach: in, on, under, over, behind, between, out, far, near, beside</p> <p>Vocab (Tools): engine, net, lock, handle, telephone, camera</p> <p>Story: The Greedy Clouds</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to spell and read at least six prepositions
2. Ask students to rhyme at least six two/three/four letter words.
3. Ask students to read, write, spell and identify at least five tools
4. Ask students to identify two prepositions words in a story

Week 8

OBJECTIVE

1. Students will be able to use sight words, prepositions and vocabulary to form 3- 5 word sentences using sentence stems
2. Students will be able to read, write, spell and identify at least ten vocabulary words
3. Students will be able read simple sentences in short poems

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review: in, on, under, over, behind, between, out, far, near, beside</p> <p>Topic: I am, You are, We are</p> <p>Vocab: Expressions and Prepositions (I am behind, I am in, etc.)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We are</p> <p>Topic: can/ like</p> <p>Vocab: Cooking Terms/ Food Items</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We are, I can, I like</p> <p>Topic: like to</p> <p>Vocab: Verbs</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We Are, Can, Like, Like to</p> <p>Topic: Have/ want</p> <p>Vocab: ANY (Tools/ Vegetables/ Fruits/ Cooking Items)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Review: I am, You are, We Are, Can, Like, Like to, Have/ want</p> <p>Topic: I am, You are, We Are, Can, Like, Like to, Have/ want</p> <p>Vocab: ANY (Verbs/ Expressions/ Tools/ Fruits/ Cooking Items)</p> <p>Story: Little Tiger, Big Tiger</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary
2. Ask students to read, write, spell and identify at least ten vocabulary words
3. Ask students to read short sentences from a short story or book

Week 9

OBJECTIVES

1. Students will review writing and sounding out all letters in the alphabet
2. Students will review writing and reading at least twenty 2 and 3 letter words and non-words by blending sounds
3. Students will review the writing, reading and rhyming of at least ten sight words.
4. Students will review vocabulary words from previous lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: REVIEW Letters S,A,T,P,I,N, G,O,L,F,U,B,C (s/k),</p> <p>Vocab: REVIEW Food</p> <p>Story: Madam Kuma and Mr. Omari</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Letters Q, E, H, R, M, D, J, V,W,X,Y,K, Z</p> <p>Vocab: REVIEW Vegetables/ Fruits</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW All Letters</p> <p>Vocab: REVIEW Cooking Terms</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Sight Words be, in, us, me, no, up, if, do, so, or, my, on, we</p> <p>Vocab: REVIEW Things in Kitchen</p> <p>Story: Helpful Afi</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Sight Words cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab: REVIEW Food, Vegetables/ Fruits/ Cooking Terms/ Things in Kitchen</p> <p>Story:</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

ASSESSMENT

1. Ask students to identify, write and sound out at least five letters in the alphabet
2. Ask students to form at least five 2 and 3 letter words and non-words by blending sounds
3. Students will review the writing, reading and rhyming of at least ten sight words.
4. Students will review vocabulary words from previous lessons

Week 10

OBJECTIVES

1. Students will be able to spell and read at least six prepositions
2. Students will be able to rhyme at least six two/three/four letter words.
3. Students will be able to use sight words, prepositions and vocabulary to form 3- 5 word sentences using sentence stems
4. Students will be able to read, write, spell and identify at least ten vocabulary words
5. Students will review vocabulary words from previous lessons

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Teach: REVIEW Rhyming; if, do, so, or, my, on, we, be, in, us, me, no, up, cat, lip, one, fly, him, all, was, yes, did</p> <p>Vocab: REVIEW Tools</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Teach: REVIEW Prepositions; in, on, under, over, behind, between, far, near</p> <p>Vocab: REVIEW Expressions</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; I am, You are, We Are,</p> <p>Vocab: REVIEW Animals</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; Can, Like, Like to,</p> <p>Vocab: REVIEW Expressions</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>	<p>Topic: REVIEW Sentences; Have, Want</p> <p>Vocab: REVIEW Food</p> <p>Story: The Ship of the Desert</p> <p>1. Teach; pg 2. Vocab; pg 3. Stories; pg Other;</p>

1. Ask students to spell at least six prepositions
2. Ask students to rhyme at least six two/three/four letter words.
3. Ask students to form three 3-5 word sentences using sentence stems with a combination of sight words, prepositions and vocabulary
4. Ask students to read, write, spell and identify at least ten vocabulary words

Week 11- 12

Monday

Tuesday

Wednesday

Thursday

Friday

Literacy and Numeracy Post Tests