

- Retell
- Oral Reading Fluency
- Literacy Center



Retelling Cards  
Included

# Readers

# 1



# Retell

# Unit 1 | Mr. Frown the Librarian

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

1. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
2. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

1. Students will learn about Characters and Pronunciation.
2. Students will understand the meaning of new words and be able to use the words in sentences.
3. Students will practice reading comprehension skills.
4. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*thick, glasses, library, frown, fold, scribble*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

**Fly Swatter:** Write the unit's key words and phrases on the board in any random order. Place two chairs in front of the board with a fly swatter on each chair. Divide class into two equal teams. Have one student from each team sit in the chairs with their backs to the board. Say one of the vocabulary words on the board. Students stand and find the word on the board. Students get one swat and the first student to hit the word with their fly swatter gets one point for their team. If

neither student hits the right word, the next students are up and no points are awarded. Repeat until everyone has had at least one turn. Use pictures for young students who haven't learned the alphabet.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- A. Listen to the recording of the story (you may have to play the recording more than once).
- B. Read the story together as a class.
- C. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

Word Find: Prepare small cards with words and their meanings (separately) in advance. Put all the cards in a small bowl or a hat and have all of the students stand up and pull one card out each. Optionally, you can ask the students who get words on one side of the room and students who get meanings on the other side. Tell the students that the objective of the game is for them to find the student whose card matches the one they have. Prizes and penalties can be given to the first and last pairs to finish.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the “Sentence Practice” section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit 1

# Mr. Frown the Librarian

Fiction

**Vords** 01

 thick

 glasses

 library

 frown

 fold

 scribble

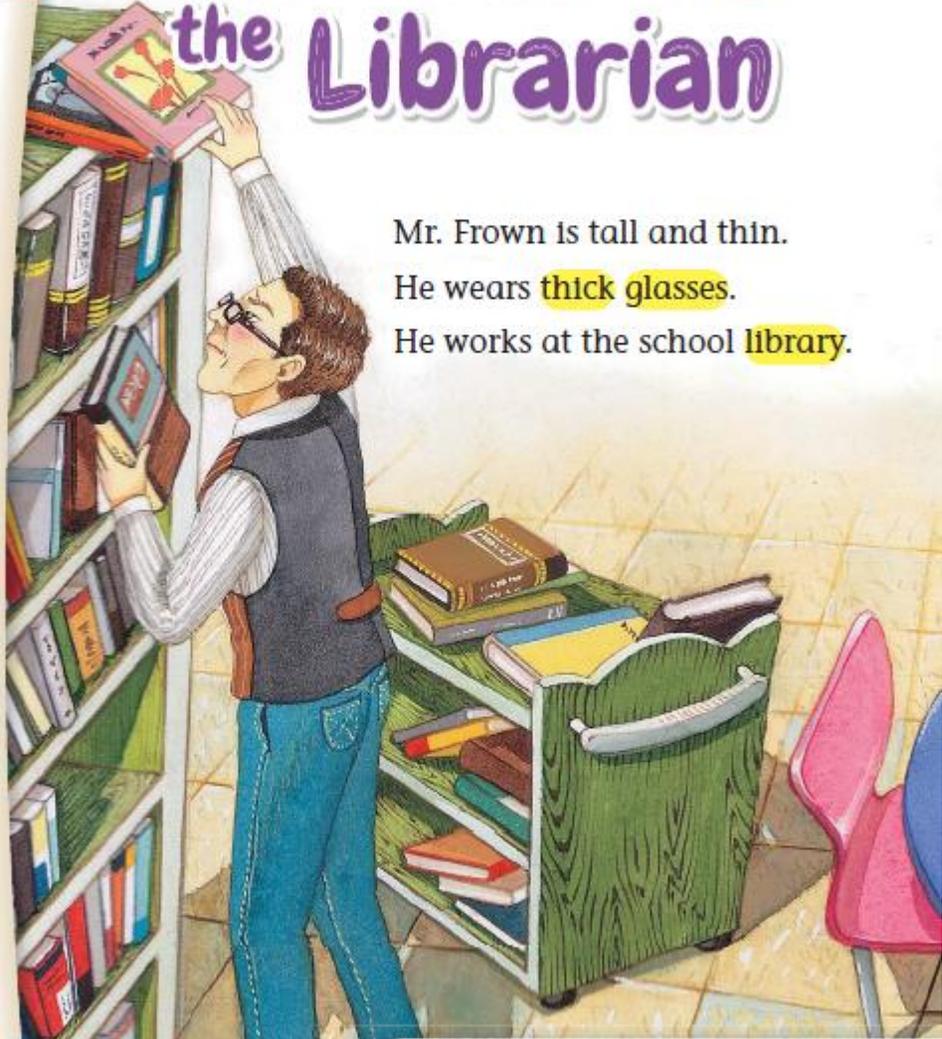
Mr. Frown is tall and thin.  
He wears thick glasses.  
He works at the school library.

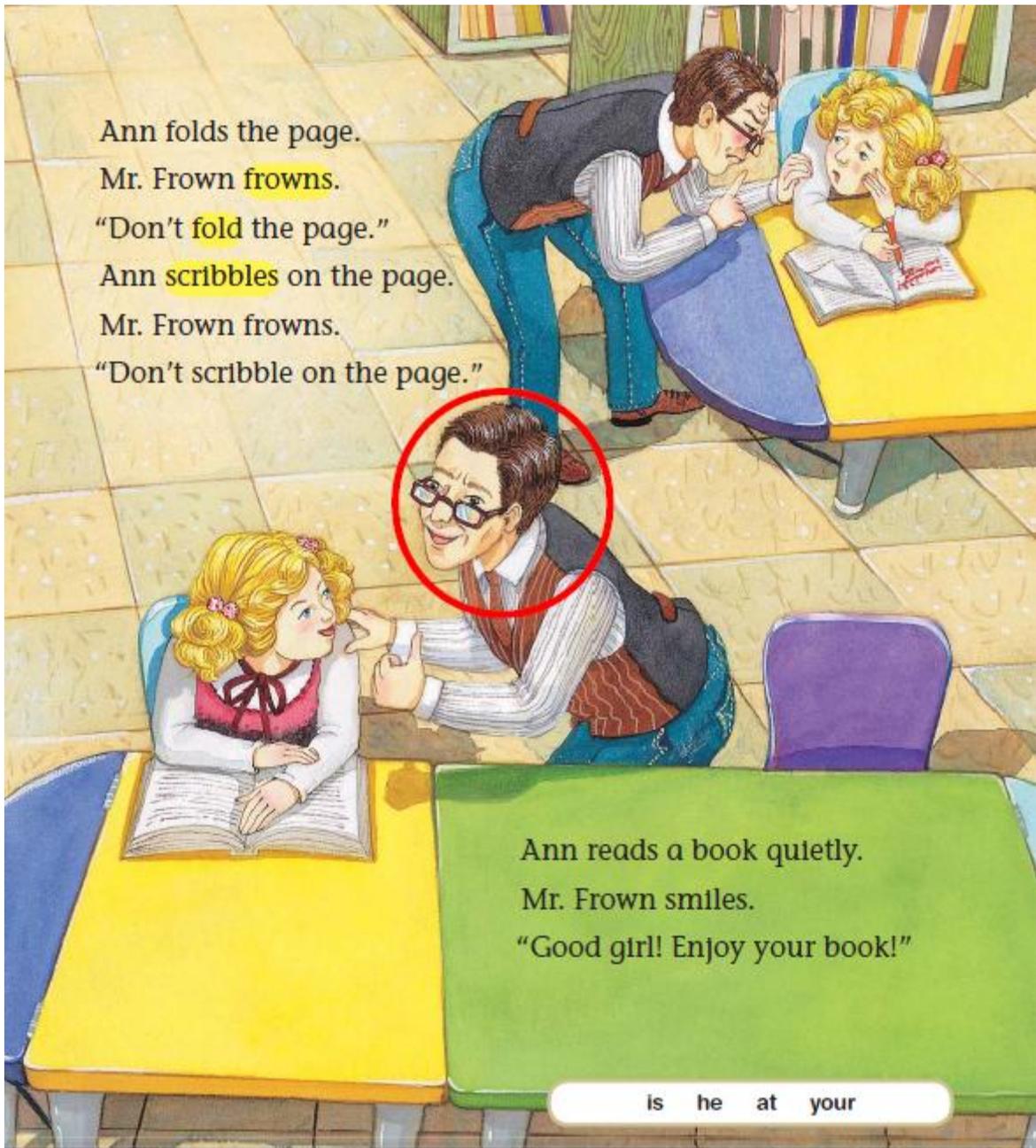
**Before You Read**

A. Look, listen, and do. 02

There is a man and a girl.  
They are at the library.  
Circle the man when he smiles.

8





Ann folds the page.  
Mr. Frown frowns.  
“Don’t fold the page.”  
Ann scribbles on the page.  
Mr. Frown frowns.  
“Don’t scribble on the page.”

Ann reads a book quietly.  
Mr. Frown smiles.  
“Good girl! Enjoy your book!”

is he at your

### Read for Oral Reading Fluency

- A. Listen to the story. 03
- B. Read together.
- C. Read together again. 04
- Clap twice after each sentence.

## Retell

**A Focus Skill** Who are the characters? Write and say.

Ann

Mr. Frown



A Mr. Frown



B Ann

**Characters**

Characters are **people** in the story.

**B Retell** Choose and retell about Mr. Frown.

Mr. Frown is (short / **tall**)  
and thin.  
He works at the library.



Ann scribbles on the page.  
Mr. Frown (smiles / **frowns**).



Ann reads a book quietly  
Mr. Frown (**smiles** / frowns).

## Comprehension

1. What is the story about?

- a. Ann                      b. reading a book                      **c. Mr. Frown and Ann**

2. Mr. Frown wears thick \_\_\_\_\_.

- a. socks                      **b. glasses**                      c. gloves

3. Where does Mr. Frown work?



4. Ann \_\_\_\_\_ and Mr. Frown frowns.

- a. reads a book quietly  
b. folds the book  
**c. scribbles on the table**

### Literacy Center Pronunciation

• Listen and repeat.  05

fr: frown	Mr. Frown	Mr. Frown frowns.
gl: glasses	glove	Mr. Frown wears glasses.
sm: smile	small	Mr. Frown smiles.

Unit

1

## Mr. Frown the Librarian

name:

score:

## Words

## A. Choose the correct letters and rewrite the words.

1.



(c/g)lasses  
glasses

2.



libr(a)e ry  
library

3.



fo(r/l)d  
fold

4.



thi(k/ck)  
thick

5.



scri(bb/dd)le  
scribble

6.



frow(n/m)  
frown

## Literacy Center Pronunciation

## B. Read and circle the words with the same sounds.

1. frown      frog      flower      friend
2. glasses      grow      glove      glue
3. smile      smart      snow      small

## Comprehension

C. Read the story on pages 8 and 9. Then match the sentence parts.

- |    |                  |  |                      |
|----|------------------|--|----------------------|
| 1. | Mr. Frown is     |  | quietly.             |
| 2. | Mr. Frown        |  | the page.            |
| 3. | Ann scribbles on |  | wears thick glasses. |
| 4. | Ann reads a book |  | tall and thin.       |

## Summary with the Retelling Cards

D. Number in order. Then rewrite the summary below.



Ann folds the page.  
Mr. Frown frowns.



Mr. Frown works at the  
school library.



Ann reads a book quietly.  
Mr. Frown smiles.

1 Beginning

Mr. Frown works at the school library.

2 Middle

Ann folds the page. Mr. Frown frowns.

3 End

Ann reads a book quietly. Mr. Frown smiles.

# Unit 2|Let's Play

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

3. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
4. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

5. Students will learn about Characters and Grammar.
6. Students will understand the meaning of new words and be able to use the words in sentences.
7. Students will practice reading comprehension skills.
8. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*playground, soccer, dribble, ball, balloon, bounce*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Speed Game: Prepare small cards with key words and related words in advance. Divide the class into two teams (ex. Team A and Team B), and have each team choose a captain. Each team is given a turn; when it is Team A's turn show the card to Team A's captain (make sure none of the other students see it). The team captain is given a time limit to describe

each thing on the card using only English. The captain cannot say the words on the cards. After the time has expired each team is awarded points according to how many correct guesses their team made.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- D. Listen to the recording of the story (you may have to play the recording more than once).
- E. Read the story together as a class.
- F. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Team Spelling:** Put the class into teams. The teacher shows a team a picture of one of the key words, and the team must each write down one letter of that word (without showing their teammates), depending on their position. The leftmost student writes down the first letter, the next student the second letter, etc. (ex. The teacher shows a group of five students a picture of an apple. The leftmost student writes down "a", the next student "p", the next student "p", the next "l" and the rightmost student "e".) Give the students a short time limit (ten to twenty seconds depending on their English level) and then have them all reveal the letters they wrote. Award one point if the word is correctly spelled, then move on to the next group.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

2

## Let's Play!

Fiction

Words  06

playground



soccer



dribble



ball



balloon



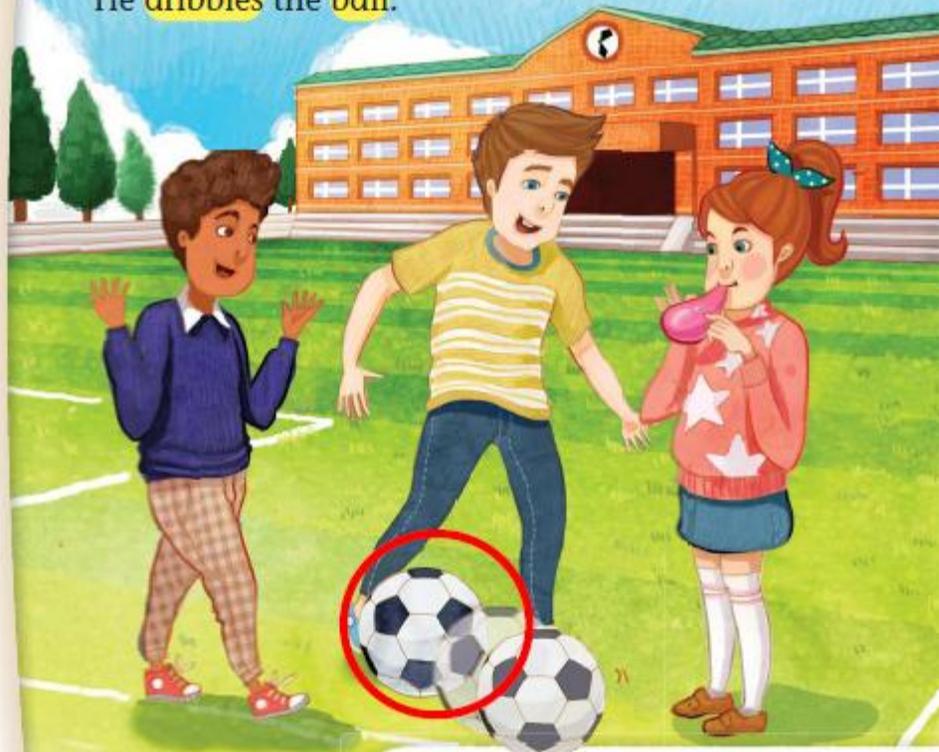
bounce

Bill, Sam, and Tina are at the playground.

"What shall we play?" says Bill.

"Let's play soccer," says Sam.

He dribbles the ball.



## Before You Read

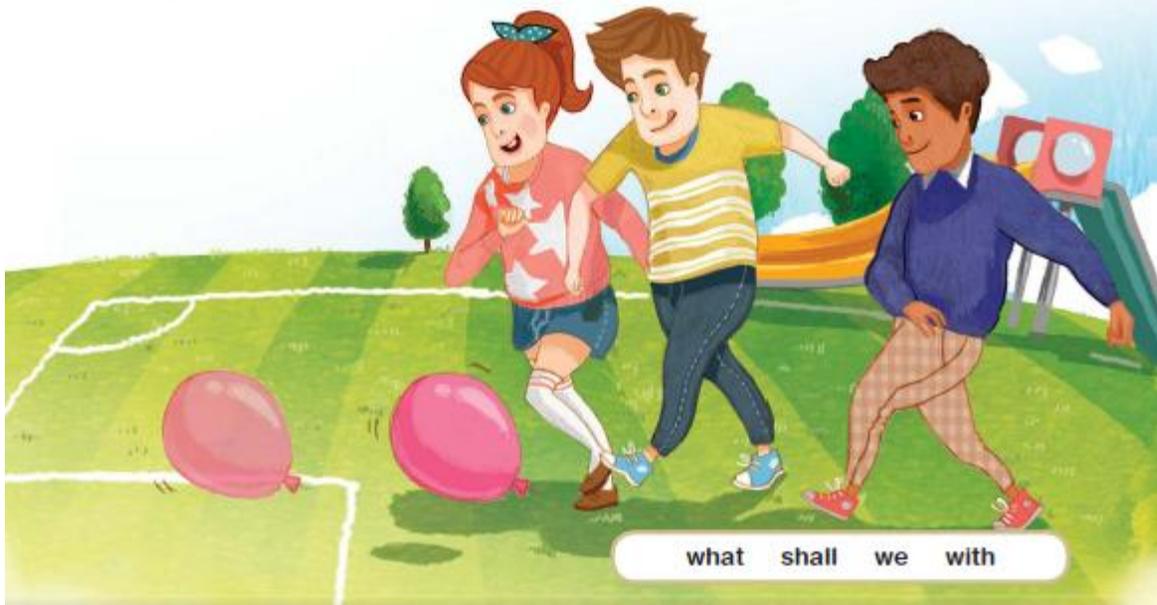
A. Look, listen, and do.  07

There are three children.  
The boy kicks a soccer ball.  
Circle the soccer ball.

“No, let’s play with a **balloon**,”  
says Tina.  
She **bounces** the balloon.



“Aha! Let’s play balloon soccer!” says Bill.  
“That sounds fun,” say Sam and Tina.  
They play together happily.



### Read for Oral Reading Fluency

- A. Listen to the story.  08      C. Read together again.  09  
B. Read together.      Use different voices for each character.

## Retell

**A Focus Skill** What do the characters say? Write and act out.

balloon      soccer      balloon soccer

Let's play soccer.



Sam

Let's play with a balloon.



Tina

Let's play balloon soccer.



Bill

### Characters

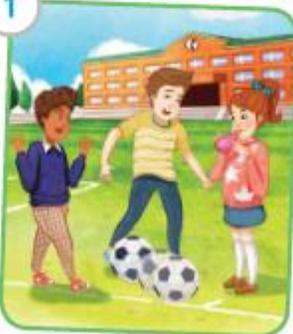
Characters are **people** in the story.  
Read what each character says carefully.

**B Retell** Read and number in order. Retell the story to your partner.

2



1



3



Tina wants to play with a balloon.

Sam wants to play soccer.

They play balloon soccer together.

Tip!

First → Next → Then

## Comprehension

1. What is the story about?
  - a. studying together
  - b. playing together
  - c. reading together
2. Where are Bill, Sam, and Tina?
  - a. at the gym
  - b. at the park
  - c. at the playground
3. Sam \_\_\_\_\_ the ball.  

  - a. dribbles
  - b. bounces
  - c. catches
4. \_\_\_\_\_ wants to play with a balloon.
  - a. Bill
  - b. Sam
  - c. Tina

### Literacy Center Grammar

- Listen and repeat.  10

Let's play soccer.

Let's dribble the ball.

Let's bounce the ball.

Let's read a book.

Unit **2** **Let's Play!**

name: \_\_\_\_\_  
score: \_\_\_\_\_

**Words**

A. Circle the correct words and match them with the pictures.

b	d	b	f	h	j	r	t	v	k
p	l	a	y	g	r	o	u	n	d
j	g	l	a	z	f	b	g	c	r
b	a	l	l	q	x	t	l	w	i
h	y	o	k	v	j	k	f	h	b
p	m	o	w	d	m	s	d	q	b
y	c	n	n	t	v	r	z	s	l
r	p	x	z	b	o	u	n	c	e
s	o	c	c	e	r	m	t	l	p
a	f	b	g	c	h	d	i	e	j

**Literacy Center Grammar**

B. Circle the correct words and read the sentences.

- Let's (play / plays) soccer.
- Let's (dribbled / dribble) the ball.
- Let's (bouncing / bounce) the ball.

## Comprehension

C. Read the story on pages 12 and 13. Then circle **True** or **False**.

1. Tina bounces the balloon.

**True** False

2. Bill wants to play soccer.

True **False**

## Summary with the Retelling Cards

D. Circle the correct words. Then rewrite the summary below.



1. Sam wants to play (**soccer** / basketball).

2. He (throws / **dribbles**) the ball.



3. Tina wants to play with a (ball / **balloon**).

4. She (**bounces** / kicks) it.



5. They play (soccer / **balloon soccer**) together.

Sam wants to play soccer. He dribbles the ball. Tina wants  
to play with a balloon. She bounces it. They play  
balloon soccer together.

# Unit 3 | Places at School

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

5. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
6. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

9. Students will learn about Main Idea & Details and High Frequency Word.
10. Students will understand the meaning of new words and be able to use the words in sentences.
11. Students will practice reading comprehension skills.
12. Students will learn skills in summarizing passages and giving opinions.

### Key Words and Phrases:

*art, draw, picture, cafeteria, gym, basketball*

## LESSON GUIDE

### Before Reading

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Blackout: Prepare six flashcards (numbered 1-6) for each group. Each flashcard should have a picture/clue on it. Give each player a paper cup, a standard die, and 6 chips/pieces of the same color (squares of paper, etc.). Students place the die in their cup, shake it up and roll the die. If they roll a 1, they place their marker on card #1. Students must say the word indicated by the flashcard. If they are answer correctly, they leave their chip on the card. The first player to have a chip on

all 6 flashcards is the winner. Have more advanced students say a full sentence using the structure or vocabulary indicated on the flashcard. Make a dialog with 6 lines and have flashcards represent lines 1-6.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- G. Listen to the recording of the story (you may have to play the recording more than once).
- H. Read the story together as a class.
- I. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Back Writing:** Have students sit in a circle for a smaller class or make team lines for a larger class. Choose a letter or word from the unit's key words and phrases and have children trace it in the air together. Next, have students trace the letter onto the back of the person in front of them. Observe the students and correct where necessary. Repeat using new letters. Use words or sentences for higher levels.

## **Workbook**

### **Words**

**A:** Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

**B:** Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

**C:** Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

**D:** Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

3

# Places at School

Nonfiction

Words  11

art



draw



picture



cafeteria



gym



basketball

There **are** many places at school.



Where **are** **the** students?

**They are** in **the** art room.

**They** draw pictures in **the** art room.



## Before You Read

A. Look, listen, and do.  12

The students are at school.

They are in the art room, cafeteria, and gym.

Point to the gym.

Where **are** they?  
They **are** in the **cafeteria**.  
They have a delicious lunch  
in the **cafeteria**.



Where **are** they?  
They **are** in the **gym**.  
They play **basketball** in the **gym**.



are the they in

### Read for Oral Reading Fluency

A. Listen to the story. 13

C. Read together again. 14

B. Read together.



They are in the (art room).

17

# Retell

**A Focus Skill** Look at the main idea and details of the story.



**Main Idea & Details**

The main idea is the **big idea** in the story.  
Details **tell more** about the main idea.

**B Retell** Write and retell about the places at school.



## Comprehension

1. What is the story about?  
a. students at school   **b. places at school**   c. school uniforms
2. The students draw pictures in the \_\_\_\_\_.  
**a. art room**   b. playground   c. classroom
3. The students have \_\_\_\_\_ in the cafeteria.  
a. snacks   **b. lunch**   c. breakfast
4. Where do the students play basketball?

a.



b.



**c.**



### Literacy Center High Frequency Words

- Read "Places at School" again. Find and mark ○, △, and □.

they = ○

are = △

the = □

- How many ○, △, and □ did you find? Compare with your partner.

○ 8

△ 7

□ 7

# Unit 3 Places at School

name:

score:

## Words

### A. Fill in the missing letters and rewrite the words.

1.



a r t  
art

2.



gy m  
gym

3.



p i ct u re  
picture

4.



b asketb a ll  
basketball

5.



d r a w  
draw

6.



ca f ete r ia  
cafeteria

## Literacy Center High Frequency Words

### B. Write the correct words and read the sentences.

are      they      the

1. They are in the cafeteria.
2. Where are the students?
3. There are many places at school.

## Comprehension

C. Read the story on pages 16 and 17. Then circle **True** or **False**.

1. Students have a delicious lunch in the art room.    True    **False**
2. Students play basketball in the gym.                    **True**    False

## Summary with the Retelling Cards

D. Write the correct words. Then rewrite the summary below.



There are many places at school.  
Students draw pictures in the art room.  
They have a delicious lunch in the cafeteria.  
They play basketball in the gym.

art room    cafeteria    places    gym

There are many places at school. Students draw pictures  
in the art room. They have a delicious lunch in the  
cafeteria. They play basketball in the gym.

# Unit 4 | Friday Music Class

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

7. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
8. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

13. Students will learn about Time and Pronunciation.
14. Students will understand the meaning of new words and be able to use the words in sentences.
15. Students will practice reading comprehension skills.
16. Students will learn skills in summarizing passages and giving opinions.

### Key Words and Phrases:

*perform, worried, nervous, stand, cheer, proud*

## LESSON GUIDE

### Before Reading

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Stand and Spell: Make list of words for students to spell. Write students' names on the board. Give each student one letter to be and write it next to their names. Call out a word to be spelled. Students stand next to each other to spell the word.

### While Reading

## Read for Oral Reading Fluency

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- J. Listen to the recording of the story (you may have to play the recording more than once).
- K. Read the story together as a class.
- L. Read the story together as a class again, while conducting the actions listed.

## After Reading

### Retell

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

### Comprehension

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

### Literacy Center

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### Extra Idea (optional):

Charades: Divide your class into two teams. Individuals will take turns acting out one of the words from the cards that you have prepared. They will choose this card randomly on their turns and will have 2 minutes to get their team to guess the word without using books or notes. The actor cannot use any sounds but must communicate only through actions. The rest of the team should shout out any answers that come to mind. If the team is able to guess the word within the designated time, they score a point. If after two minutes the team has not guessed the word correctly, the other team gets one chance to guess the word. If they are correct, they score a point and then continue with their turn. Continue playing until you run out of time or you run out of words. The team with the higher score at the end of the game wins.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the “Sentence Practice” section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

4

# Friday Fiction Music Class

Words 15



perform



worried



nervous



stand



cheer



proud

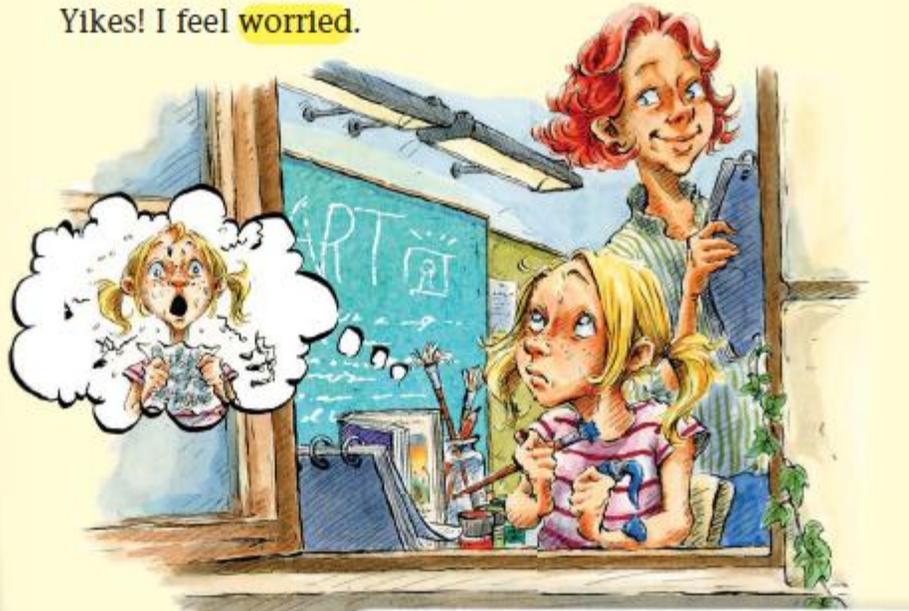
Today is Friday.

It's art class.

My music class is soon!

I have to **perform** a song in music class.

Yikes! I feel **worried**.



## Before You Read

A. Look, listen, and do. 16

There is a girl at school.

She is in art class and music class.

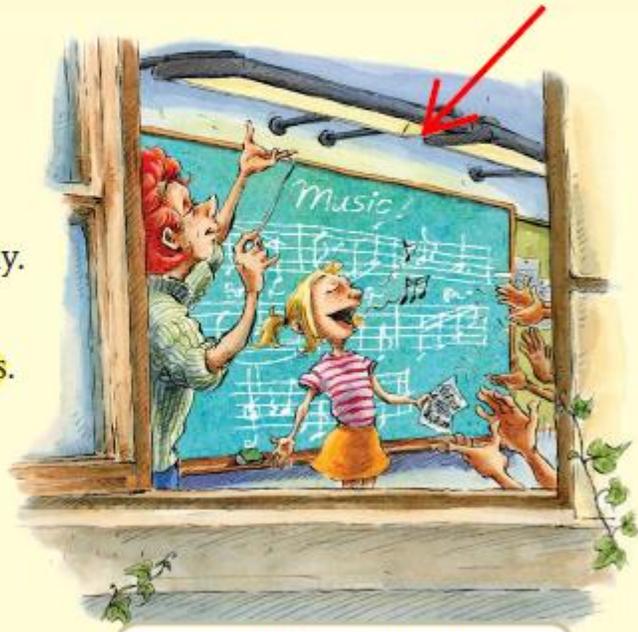
Point to her music class.



It's lunchtime.   
My music class is after lunch!  
Gulp! I feel nervous.



Finally, it's music class!  
I stand tall and sing loudly.  
La, la, la ...  
Everyone claps and cheers.  
Phew! I feel proud.



my soon have after

### Read for Oral Reading Fluency

- A. Listen to the story.  17
- B. Read together.
- C. Read together again.  18
- Use your voice to show how the character feels.

## Retell

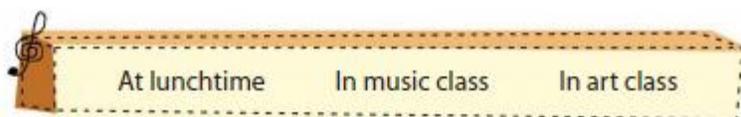
**A Focus Skill** When does this story happen? Choose and say.



Time

The time is **when** the story happens.

**B Retell** Write and retell about the Friday music class.



## Comprehension

1. What is the story about?
  - a. drawing a picture
  - b. performing a song
  - c. eating lunch
2. In \_\_\_\_\_ class, the girl feels worried.
  - a. art
  - b. music
  - c. math
3. The girl stands tall and sings \_\_\_\_\_.
  - a. softly
  - b. loudly
  - c. quietly
4. How does the girl feel at the end of the story?



### Literacy Center Pronunciation

- Listen and repeat.  19

short vowel a: apple    cat    rat    ham

clap    class    stand    after

A cat and a rat stand and clap.

Unit **4** **Friday Music Class**

name:  
score:

**Words**

**A. Unscramble the letters to make the words.**

1.



ou / pr / d

**proud**

2.



ed / ri / wor

**worried**

3.



nd / a / st

**stand**

4.



s / vou / ner

**nervous**

5.



e / ch / er

**cheer**

6.



per / m / for

**perform**

**Literacy Center Pronunciation**

**B. Read and circle the words with the different sounds.**

- |                  |             |             |             |
|------------------|-------------|-------------|-------------|
| 1. <u>a</u> pple | cat         | ham         | <b>cake</b> |
| 2. <u>r</u> at   | class       | <b>page</b> | after       |
| 3. <u>s</u> tand | <b>tape</b> | clap        | after       |

## Comprehension

C. Read the story on pages 20 and 21. Then match the sentence parts.

- |                   |   |                 |
|-------------------|---|-----------------|
| 1. Today          |  | worried.        |
| 2. I have to      |  | and cheers.     |
| 3. I feel         |  | perform a song. |
| 4. Everyone claps |  | is Friday.      |

## Summary with the Retelling Cards

D. Number in order. Then rewrite the summary below.



It's music class. I stand tall and sing loudly. I feel proud.



My music class is after lunch. I feel nervous.



It's art class. I have to perform a song in music class.

1 Beginning

It's art class. I have to perform a song in music class.

2 Middle

My music class is after lunch. I feel nervous.

3 End

It's music class. I stand tall and sing loudly. I feel proud.

# Unit 5 | Henry Hurry Hurries

Read & Retell 1: Teacher's Guide

## Read & Retell Objectives:

9. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
10. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

17. Students will learn about Time and Grammar.
18. Students will understand the meaning of new words and be able to use the words in sentences.
19. Students will practice reading comprehension skills.
20. Students will learn skills in summarizing passages and giving opinions.

### Key Words and Phrases:

*April, hurry, puddle, rock, stair, messy*

## LESSON GUIDE

### Before Reading

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

**Pictionary:** Divide the class into two teams. Call on 1 student at a time to draw on the board. Each student is permitted only to draw on the board in front of the class. They cannot use any symbols, numbers or letters in what they draw. The rest of the team should shout out any answers that come to mind. If the team is able to guess the word within the designated time, they score a point. If after two minutes the team has not guessed the word correctly, the other team gets

one chance to guess the word. If they are correct, they score a point and then continue with their turn. Continue playing until you run out of time or you run out of words. The team with the higher score at the end of the game wins.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- M. Listen to the recording of the story (you may have to play the recording more than once).
- N. Read the story together as a class.
- O. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Bingo:** Give your students a blank bingo boards and ask them to put the review words into the squares randomly. You should have some strategy for choosing the words to call and then which your students will mark on the cards. You can write the words on cards and choose them randomly from the deck or simply put small slips of paper into a hat to draw randomly. Once you have chosen the word do not read it. Instead, give the definition of the word to your class. Each person must then determine if he has the word that corresponds to the definition on their bingo board. When anyone gets five squares in a row, they should shout, “Bingo!” Warn your students not to clear their boards until you have checked the winner’s words to make sure they did not have an incorrect answer. Give the winner of each round a prize or allow them to call the words for the next round though you may need to supply the definitions.

## **Workbook**

### **Words**

**A:** Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the “Sentence Practice” section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

**B:** Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

**C:** Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

**D:** Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

5

# Henry Hurry Hurries

Fiction

Words 20



April



hurry



puddle



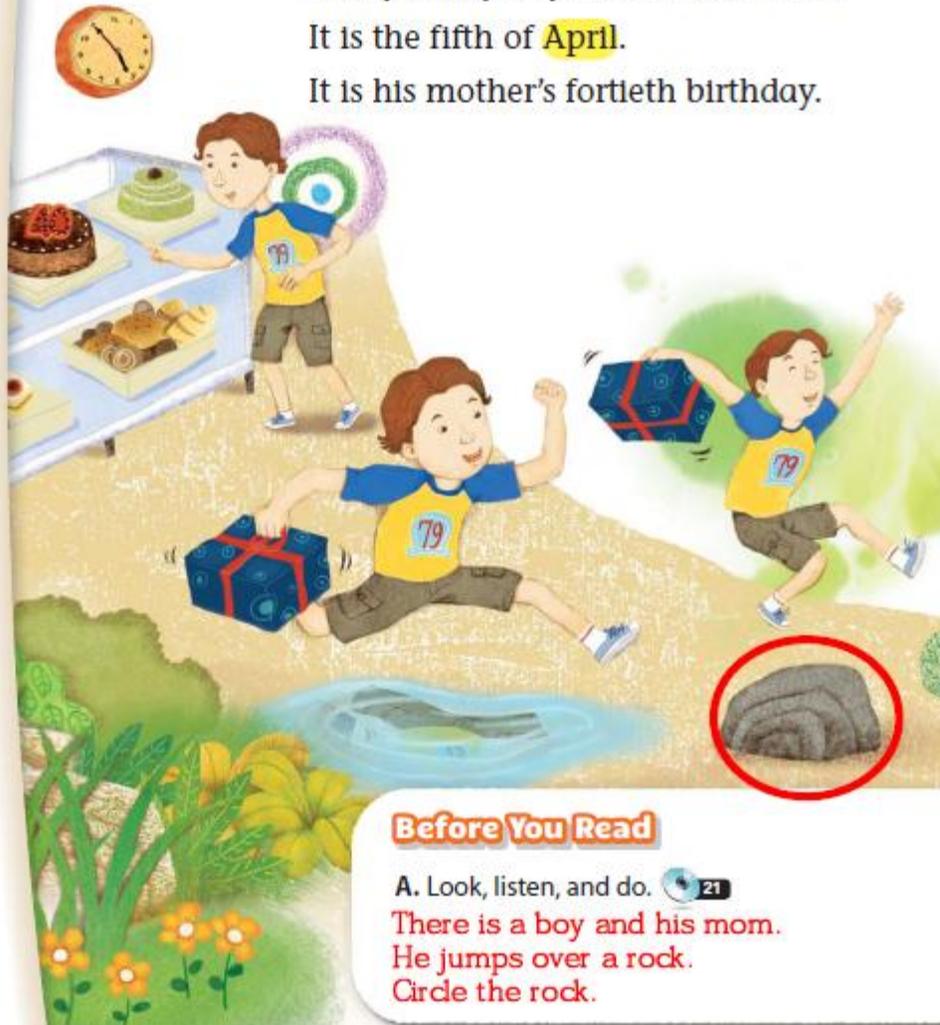
rock



stair



messy



Henry Hurry buys a chocolate cake.

It is the fifth of **April**.

It is his mother's fortieth birthday.

## Before You Read

A. Look, listen, and do. 21

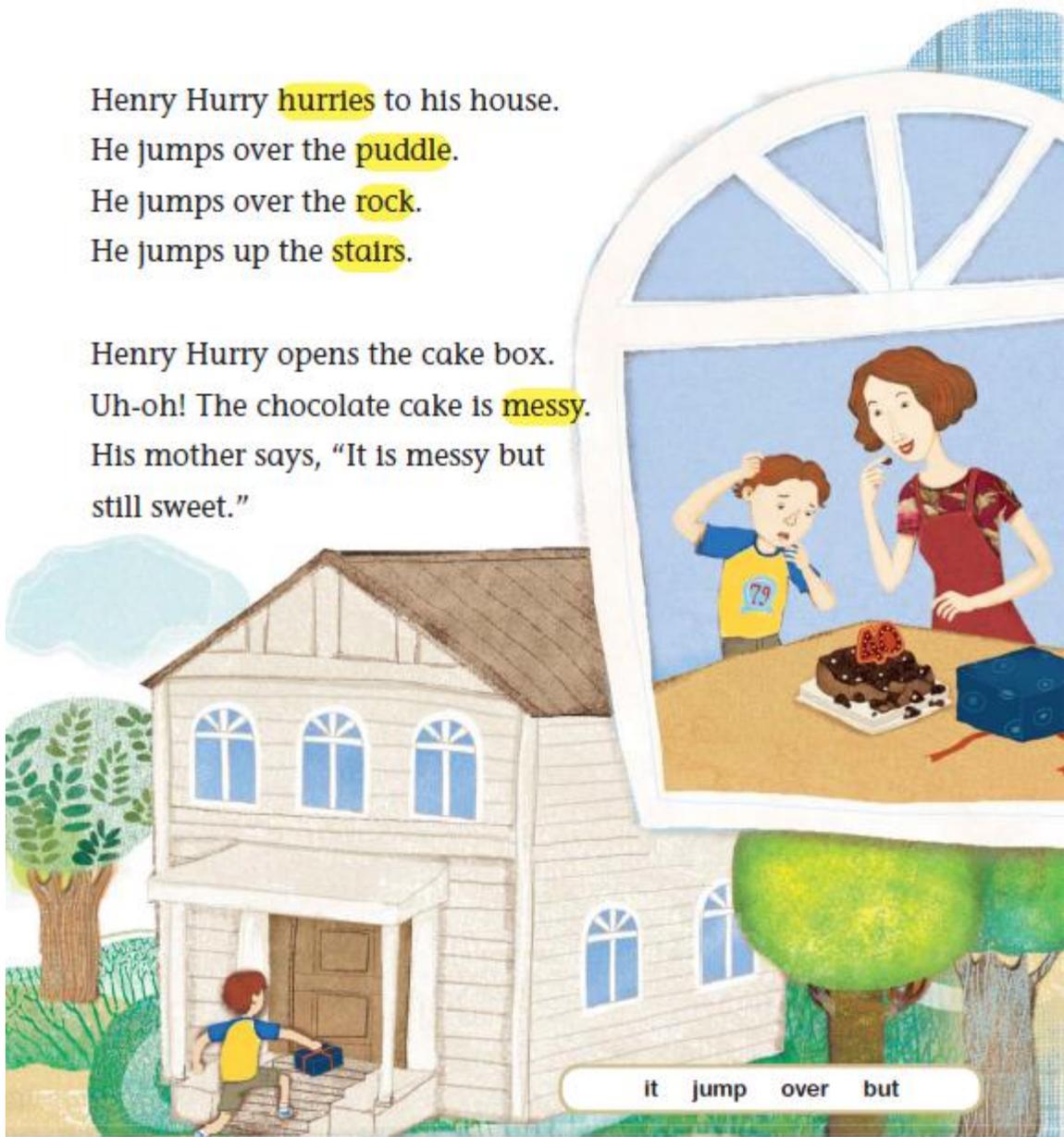
There is a boy and his mom.

He jumps over a rock.

Circle the rock.

Henry Hurry hurries to his house.  
He jumps over the puddle.  
He jumps over the rock.  
He jumps up the stairs.

Henry Hurry opens the cake box.  
Uh-oh! The chocolate cake is messy.  
His mother says, "It is messy but  
still sweet."



**Read for Oral Reading Fluency**

- A. Listen to the story. 22
  - B. Read together.
  - C. Read together again. 23
- He jumps (over the puddle).

## Retell

**A Focus Skill** When is Henry Hurry's mother's birthday? Write and say.

April August fifth fourth



**Time**

The time is **when** the story happens.

**B Retell** Read and number in order. Retell the story to your partner.



He opens the cake box.  
The chocolate cake is messy. But his mom likes it.



Henry Hurry hurries to his house.



Henry Hurry buys a chocolate cake for his mother.

**Tip!**

First → Next → Then

## Comprehension

1. What is the story about?
  - a. a chocolate cake
  - b. Henry Hurry's birthday
  - c. Henry Hurry's mother's birthday
2. Henry Hurry's mother is \_\_\_\_\_ years old.
  - a. fourteen
  - b. forty
  - c. forty five
3. What does Henry Hurry jump over?
  - a. 
  - b. 
  - c. 
4. Henry Hurry's mother thinks the cake is \_\_\_\_\_ but sweet.
  - a. big
  - b. messy
  - c. pretty

### Literacy Center Grammar

- Listen and repeat.  24

four - fourth

five - fifth

six - sixth

seven - seventh

eight - eighth

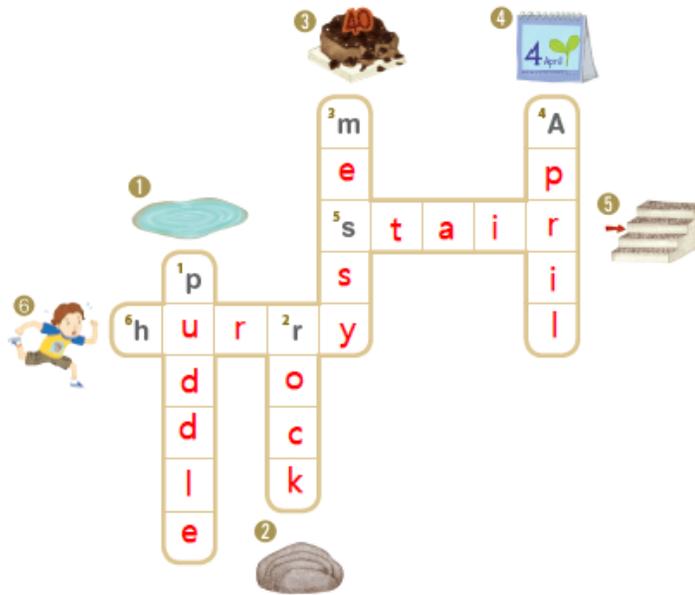
nine - ninth

Unit **5** Henry Hurry Hurries

name: \_\_\_\_\_  
score: \_\_\_\_\_

Words

A. Complete the crossword puzzle.



Literacy Center Grammar

B. Write the correct forms of the words.

- |                           |                         |
|---------------------------|-------------------------|
| 1. four – fourth          | five – ( <b>fifth</b> ) |
| 2. six – ( <b>sixth</b> ) | seven – seventh         |
| 3. eight – eighth         | nine – ( <b>ninth</b> ) |

## Comprehension

C. Read the story on pages 24 and 25. Then circle **True** or **False**.

1. Henry jumps down the stairs.

True **False**

2. Henry jumps over the rock.

**True** False

## Summary with the Retelling Cards

D. Circle the correct words. Then rewrite the summary below.



1. Henry buys a **chocolate** / (cheese) cake for his mother.

2. It is his mother's (fourth / **fortieth**) birthday.



3. Henry hurries to his (school / **house**)

4. He jumps up the (puddle / **stairs**).



5. The cake is messy. But his mother says, "It's still (salty / **sweet**)"

Henry buys a chocolate cake for his mother. It is his

mother's fortieth birth day. Henry hurries to his house.

He jumps up the stairs. The cake is messy. But his mother says, "It's still sweet."

# Unit 6 | Good Snacks and Bad Snacks

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

11. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
12. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

21. Students will learn about Main Idea & Details and High Frequency Words.
22. Students will understand the meaning of new words and be able to use the words in sentences.
23. Students will practice reading comprehension skills.
24. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*vegetable, full, healthy, fast food, soda, unhealthy*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Word Tennis: Divide the class into 2 teams. Write the team names on either side of the board at the top. Leave a space in the middle of the board to write a list of categories. Write the first category [for example, animals]. Have the students read this to you, if they can't read it yet, you can read it to them. Repeated exposure to the category names will help them recognize them. Point quickly to the first student. The student must respond with an animal name within a few seconds.

Then the 'ball' bounces to the other team, and the first student quickly gives the name of another animal. Then the second student on the other team answers. This game must be done quickly, and without any repetition of vocabulary. When a student cannot answer, a point is given to the opposing team, and a new category is written on the board. The whole process is then repeated. Ideally this game should be a fast review of vocabulary items.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- P. Listen to the recording of the story (you may have to play the recording more than once).
- Q. Read the story together as a class.
- R. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are

finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Yes/No Chairs:** Place one chair at each end of the classroom. Stick a piece of paper with 'yes' written on it on one of the chairs, and a 'no' on the other. Divide the class into two teams, and ask a yes/no question. For example: "Can pigs fly?" To win a point for his/her team, the student must run to the correct chair. In this case 'no' and then answer the question correctly: "No, pigs can't fly." If they get the answer wrong, the other team can answer for the point. This game can be adapted to true/false chairs, where students have to determine the truth of various statements. Take care, of course, that the statements are within the children's general knowledge.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

6

# Good Snacks and Bad Snacks

Nonfiction

Words  25

vegetable



full



healthy



fast food



soda



unhealthy

There are many snacks around us.  
Some snacks are good for us.  
Some snacks are bad for us.

EAT  
HEALTHY



### Before You Read

A. Look, listen, and do.  26

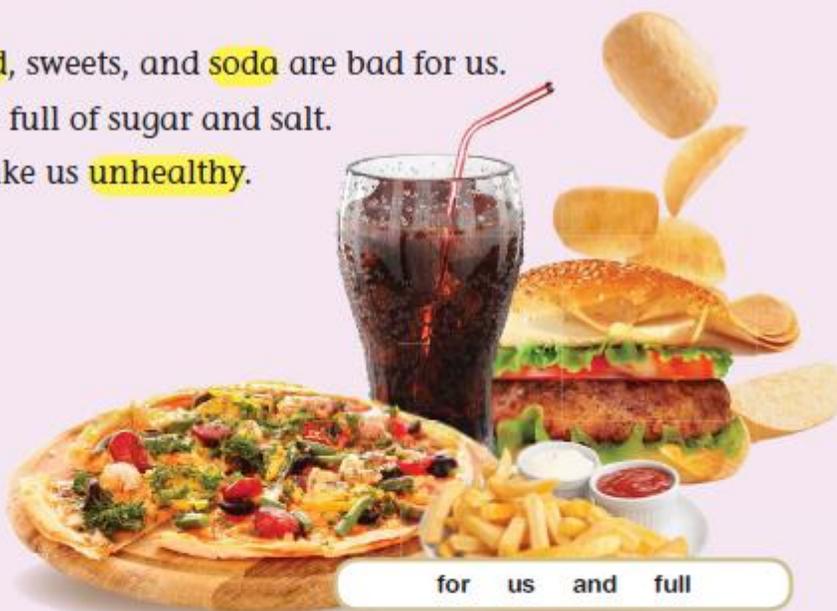
There are many snacks.  
The girl has an apple and a tart.  
Circle the apple.

28

Fruits and vegetables are good for us.  
They are full of vitamins and minerals.  
They make us healthy.



Fast food, sweets, and soda are bad for us.  
They are full of sugar and salt.  
They make us unhealthy.



for us and full

### Read for Oral Reading Fluency

A. Listen to the story.  27

C. Read together again.  28

B. Read together.

When you read the word "good," put your thumbs up. 

When you read the word "bad," put your thumbs down. 

29

## Retell

**A Focus Skill** What is the main idea?



**Main Idea & Details**

The main idea is the **big idea** in the story. Details **tell more** about the main idea.

**B Retell** Write and retell about the good snacks and bad snacks.



fast food



vegetables



fruits



sweets



soda

**Main idea**

Some snacks are good, and some snacks are bad.



## Comprehension

1. What is the story about?

- a. fast food
- b. good snacks and bad snacks
- c. sugar and salt

2. Which snack is good for us?

a.



b.



c.



3. Vegetables are full of \_\_\_\_\_.

- a. salt
- b. sugar
- c. vitamins

4. Too much sugar and salt make us \_\_\_\_\_.

- a. healthy
- b. strong
- c. unhealthy

### Literacy Center High Frequency Words

• Listen and circle the same words. Then count them.  29

- |         |      |                                       |                                       |                                      |       |
|---------|------|---------------------------------------|---------------------------------------|--------------------------------------|-------|
| 1. and  | ant  | <input checked="" type="radio"/> and  | an                                    | <input checked="" type="radio"/> and | ( 2 ) |
| 2. for  | four | <input checked="" type="radio"/> for  | fox                                   | fur                                  | ( 1 ) |
| 3. full | fall | <input checked="" type="radio"/> full | <input checked="" type="radio"/> full | pull                                 | ( 2 ) |

Unit **6** **Good Snacks  
and Bad Snacks**

name:

score:

**Words**

A. Fill in the missing letters and rewrite the words.

1.



f u l l

full

2.



h e a l t h y

healthy

3.



s o d a

soda

B. Circle the related words.

1. vegetable

banana

carrot

orange

2. fast food

hamburger

grape

cucumber

3. unhealthy

vitamin

mineral

sugar

**Literacy Center High Frequency Words**

C. Write the correct words and read the sentences.

and

for

full

1. Some snacks are bad for us.2. They are full of sugar and salt.3. Fruits and vegetables are good for us.

## Comprehension

D. Read the story on pages 28 and 29. Then circle **True** or **False**.

1. Sweets are good for us.

True

False

2. Fruits are full of vitamins and minerals.

True

False

## Summary with the Retelling Cards

E. Write the correct words. Then rewrite the summary below.



Some snacks are good, and some snacks are bad. Fruits and vegetables are good for us. They make us healthy. Fast food, sweets, and soda are bad for us. They make us unhealthy.

healthy    soda    unhealthy    vegetables

Some snacks are good, and some snacks are bad. Fruits

and vegetables are good for us. They make us healthy.

Fast food, sweets, and soda are bad for us. They make

us unhealthy.

# Unit 7 | April Fools' Day! Reading Day

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

13. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
14. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

25. Read & Retell special section includes two units: Reading Day and Retelling Day. These units enable learners to prepare and present their retelling with a uniquely designed, removable retelling chart.
26. Students will understand the meaning of new words and be able to use the words in sentences.
27. Students will practice reading comprehension skills.
28. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*trick, scream, chair, spider, hate, laugh*

## LESSON GUIDE

### *Before Reading*

#### **Words**

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### **Before You Read**

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### **Extra Idea (optional):**

Spell Race: Divide the class into 2 teams, and then have 1 student from each team stand in front of the board. Say a key word or phrase and the first student from each team has to write it correctly on the board for their team to gain a point. Then the next pair of students take a turn and so on.

## *While Reading*

### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- S. Listen to the recording of the story (you may have to play the recording more than once).
- T. Read the story together as a class.
- U. Read the story together as a class again, while conducting the actions listed.

### **Quick Check-Up**

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

## *After Reading*

### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

A: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

B: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

Memory Game: Simply write words on the board, the students close their eyes and you erase one. They open their eyes and guess which word is missing by saying it (or you could have them spell it out).

## *Workbook*

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

## Words

Listen and repeat.  30



trick



scream



chair



spider

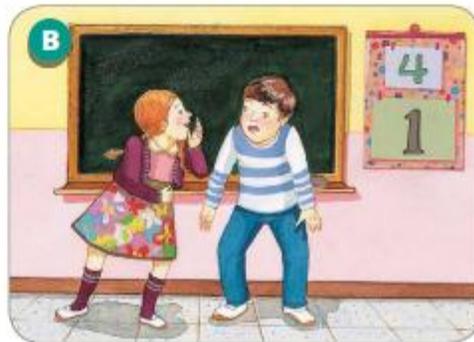
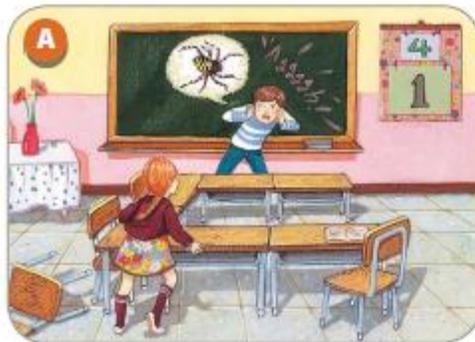


hate



laugh

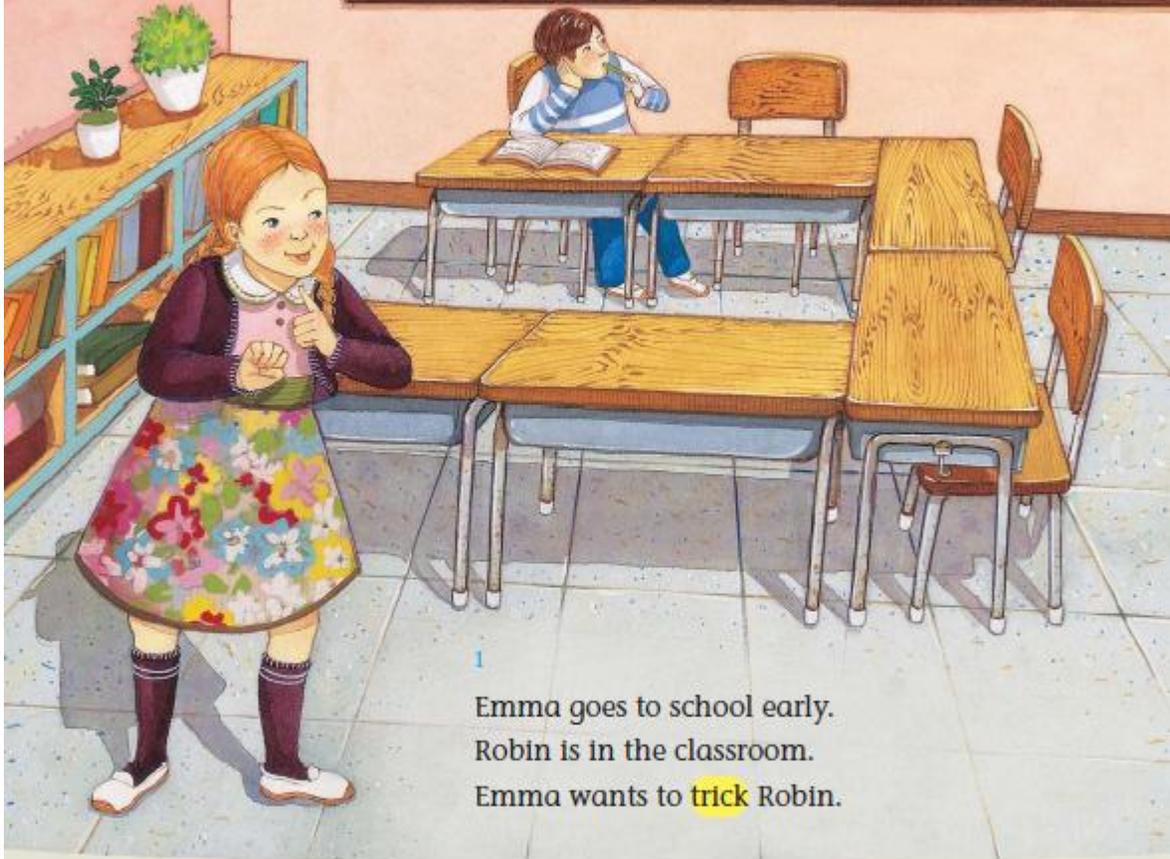
## Before You Read



**Picture A** What is the boy looking for? **ex)** The boy is looking for a spider.

**Picture B** Guess why the girl laughs. **ex)** The girl tricks the boy.  
The girl teases the boy.  
The girl thinks the boy is funny.

## April Fools' Day!



1

Emma goes to school early.  
Robin is in the classroom.  
Emma wants to **trick** Robin.

**Read for Oral Reading Fluency**A. Listen to the story.  31

B. Read together.

C. Read together again.  32

Read loudly when you see an exclamation mark.



2

“Agggh!” Emma screams.  
She jumps out of her chair.

“Robin! There is a spider under your chair!”

3

“Aggggggggh!” Robin screams.  
Robin jumps out of his chair.  
He runs to the front of the classroom.  
“I hate spiders! Where is it?”



4

“April Fools!” Emma laughs out loud.  
“There is no spider.”



early out under no

### Quick Check-Up

1. Robin tricks Emma.
2. Robin doesn't like spiders.
3. A spider is under Robin's chair.

True

False

35

## Comprehension

A. Read and circle the correct answers.



It's (April Fool's / New Year's) Day.  
Emma wants to (hit / trick) Robin.



Emma jumps out of her (desk / chair).  
"Robin! There is a (mouse / spide)!"



Robin runs to the front of the classroom.  
"I (hate / love) spiders!"

B. Read the story again. Then, guess what will happen after the story.



Robin will say, "\_\_\_\_\_."

ex) I'm surprised.  
I'm angry.

Unit **7** April Fools' Day!

name: \_\_\_\_\_

score: \_\_\_\_\_

Words

A. Choose the correct letters and rewrite the words.

1.



(s/c)hair  
chair

2.



s(f/p)ider  
spider

3.



(t/d)rick  
trick

4.



scre(a/e)m  
scream

5.



lau(g/p)h  
laugh

6.



h(a/i)te  
hate

B. Circle the related words.

- |           |      |       |        |
|-----------|------|-------|--------|
| 1. spider | food | plant | animal |
| 2. laugh  | sad  | happy | angry  |
| 3. chair  | sit  | stand | lie    |

## Comprehension

C. Read the story on pages 34 and 35. Then choose the best answers.

1. What is the story about?

- a. a spider      b. Robin's chair       c. April Fools' Day

2. Robin and Emma are in the \_\_\_\_\_.

- a. classroom      b. playground      c. art room

3. Who runs to the front of the classroom?

- a. Emma       b. Robin      c. Robin's teacher

4. What does Robin hate?

- a.       b.        c. 

5. The story happens in \_\_\_\_\_.

- a. March       b. April      c. May

# Unit 8 | April Fools' Day! Retelling Day

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

15. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
16. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

29. Read & Retell special section includes two units: Reading Day and Retelling Day. These units enable learners to prepare and present their retelling with a uniquely designed, removable retelling chart.
30. Students will understand the meaning of new words and be able to use the words in sentences.
31. Students will practice reading comprehension skills.
32. Students will learn skills in summarizing passages and giving opinions.

## LESSON GUIDE

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### *Retelling Day Routine*

#### **A: Read**

Explain the directions to the students thoroughly. Read the story on the pages specified in the book. Read as a class or have students read by themselves, and ask them simple comprehension questions on the story to ensure full student understanding.

#### **B: Arrange the Retelling Cards**

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. Follow the directions stated in the book. Some weaker students may require more teacher guidance in properly completing this exercise.

#### **C: Make the Retelling Chart**

Explain the directions to the students thoroughly. Guide each of the students on how to make a Retelling chart. Adhere to the following directions:

1. Complete the red speech bubbles. (Hints are at the back of the cards.)
2. Glue the retelling cards.
3. Complete the blue speech bubbles.

### **D: Retell the Story**

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. Explain to the students the concepts in the “How to Retell” box. You may have to model an answer to reinforce student understanding into the task.

### **E: Write a Summary**

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

## *Workbook*

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Summary with the Retelling Cards**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

8

Retelling Day

## April Fools' Day!

## Retelling Day Routine

- A** Read the story.      **D** Retell the story.
- B** Arrange the retelling cards.      **E** Write a summary.
- C** Make a retelling chart.

- A Read** Read the story on pages 34 and 35.
- B Arrange** 1. Cut out the retelling cards, and write the numbers in order.  
2. Check the order with your teacher.



**D Retell** Retell the story with your retelling chart.



### How to Retell

1. Hold up your retelling chart.
2. Retell the story using the speech bubbles.
3. Use **First, Next, Then, and Last.**

#### Tips!

- Stand tall.
- Speak clearly.
- Make eye contact.

**E Write** 1. Write a summary using your retelling chart.  
2. After you finish, listen to Justin's retelling.  **33**

Ex)

First, Emma goes to school early. She wants to trick Robin.

Next, Emma says, "Robin! There is a spider under your chair!"

Then, Robin screams and jumps out of his chair.

He asks, "Where is the spider?"

Last, Emma laughs and says, "April Fools!"

# Retelling Chart



## Introduction

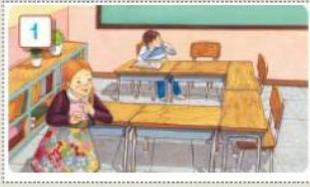
Hello, I am \_\_\_\_\_  
Your name  
 I will tell you about the story, \* \_\_\_\_\_ \*  
Title  
 This story is about \_\_\_\_\_ and \_\_\_\_\_  
Characters

## Middle 2



Then, Robin screams and \_\_\_\_\_  
**jumps out of his chair** \_\_\_\_\_  
 He asks, \* **Where is the spider?** \*

## Beginning



## Ex)

First, Emma **goes to school** \_\_\_\_\_  
 early. She wants to \_\_\_\_\_  
**trick Robin** \_\_\_\_\_.

## End



Last, Emma laughs and says,  
 \* **April Fools** \_\_\_\_\_ !\*

## Middle 1



Next, Emma says, \*Robin! There is  
**a spider under your chair** \_\_\_\_\_ !\*

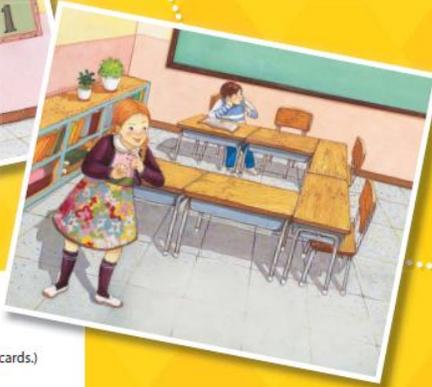


## Closing

I (like / don't like) this story, because \_\_\_\_\_  
 \_\_\_\_\_  
 Thank you for listening.

# Retelling Chart

1



## C Make

1. Complete the **red** speech bubbles. (Hints are at the back of the cards.)
2. **Glue** the retelling cards.
3. Complete the **blue** speech bubbles.

name

Unit **8** April Fools' Day!

name: \_\_\_\_\_  
score: \_\_\_\_\_

**Words**

A. Circle the correct words and match them with the pictures.

The word search grid contains the following words circled in red:

- hate
- chair
- trick
- scream

Red lines connect these words to the following illustrations:

- hate → Girl shouting
- chair → Chair
- trick → Boy blowing party horn
- scream → Girl laughing
- spider → Spider
- shocked face → Boy with shocked expression

B. Circle the related words.

- hate      frown      smile      laugh
- scream      proud      sad      scared

## Summary with the Retelling Cards

C. Number in order. Then rewrite the summary below.



- ( 2 ) Next, Emma says, "Robin! There is a spider under your chair!"
- ( 1 ) First, Emma goes to school early. She wants to trick Robin.
- ( 4 ) He asks, "Where is the spider?"
- ( 5 ) Last, Emma laughs and says, "April Fools!"
- ( 3 ) Then, Robin screams and jumps out of his chair.

First, Emma goes to school early. She wants to trick Robin. Next, Emma says, "Robin! There is a spider under your chair!" Then, Robin screams and jumps out of his chair. He asks, "Where is the spider?" Last, Emma laughs and says, "April Fools!"

# Unit 9 | We Live in the Antarctic

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

17. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
18. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

33. Students will learn about Place and Pronunciation.
34. Students will understand the meaning of new words and be able to use the words in sentences.
35. Students will practice reading comprehension skills.
36. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*krill, Antarctic, ice, wind, volcano, sled*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Hangman: Think of a word from the unit's key words and phrases and write dashes onto the board which correspond to the number of letters in the word. Students then have to call out letters, with too many wrong answers leading to the completion of the gallows. The game can be made harder by spelling out phrases or even full sentences rather than single words.

## *While Reading*

### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- V. Listen to the recording of the story (you may have to play the recording more than once).
- W. Read the story together as a class.
- X. Read the story together as a class again, while conducting the actions listed.

## *After Reading*

### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

20 Questions: A student thinks of a word from the unit's key words and phrases and the rest of the class has 20 questions to guess what it is. Both the student who thinks of the item and the students guessing it should be encouraged to use full sentences if possible. Any student who guesses successfully takes the next turn.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

9

# We Live in the Antarctic

Fiction

Words  34

krill



Antarctic



ice



wind



volcano

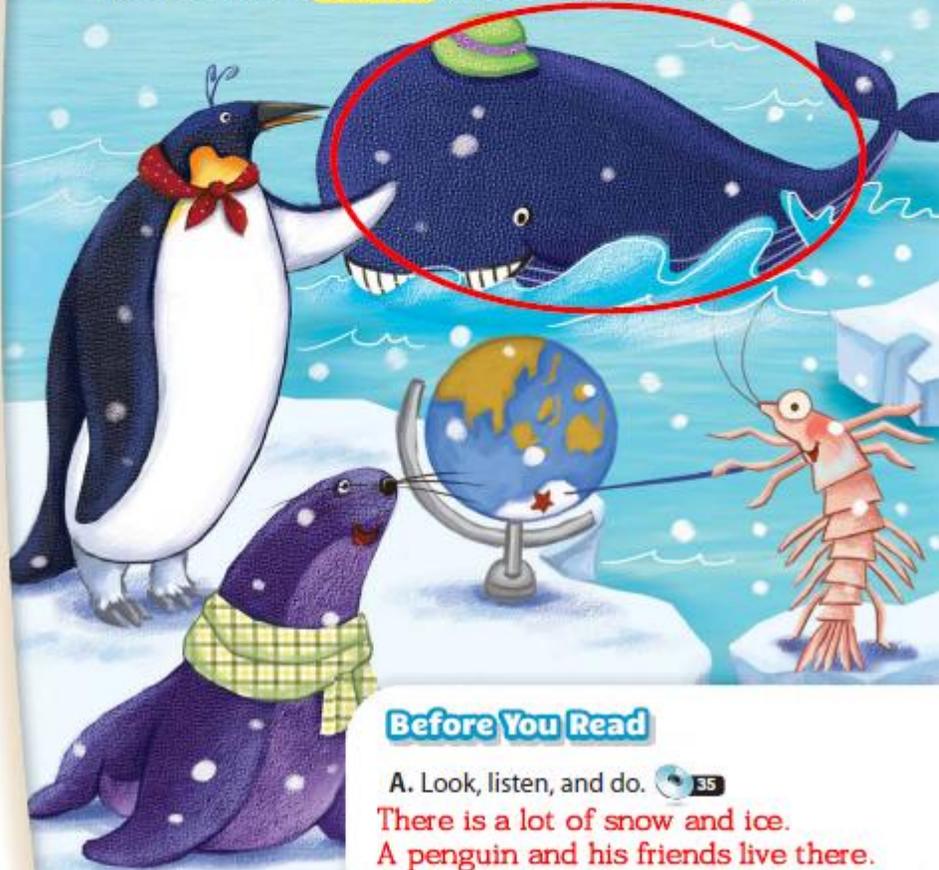


sled

Hi! I'm Penguin.

These are my friends, Whale, Seal, and Krill.

We live in the Antarctic, around the South Pole.



## Before You Read

A. Look, listen, and do.  35

There is a lot of snow and ice.

A penguin and his friends live there.

Circle the three whales in the picture.

We have a lot of snow and ice.  
We have a lot of strong winds.  
We have some volcanoes.



However, we don't have rain.

Rain quickly becomes snow or ice.

Come and try ice walks and sledding with us!



these live come try

### Read for Oral Reading Fluency

A. Listen to the story.  36

C. Read together again.  37

B. Read together.

Stand up and sit down when you read the word "we." 

## Retell

**A Focus Skill** Where does Penguin live? Choose and say.

I live in the  
(Arctic / Antarctic).



**Place**

The place is **where** the story happens.

**B Retell** Write and retell about the Antarctic.

The presentation board has four panels:

- Top-left: Image of snow and ice. Text: "We have a lot of snow and ice."
- Top-right: Image of strong winds blowing snow. Text: "We have a lot of strong winds."
- Bottom-left: Image of a snow-capped volcano. Text: "We have some volcanoes."
- Bottom-right: Image of a dry, rocky landscape. Text: "We don't have rain."

Below the board, a purple seal wearing a green and yellow checkered scarf is on the left. On the right is a red centipede. Between them is a grey box containing the words: ice, volcanoes, rain, winds.

## Comprehension

1. What is the story about?

- a. the Antarctic      b. the weather      c. the friends

2. What becomes snow in the Antarctic?

- a. ice       b. rain      c. wind

3. They have a lot of strong \_\_\_\_\_.

- a. clouds       b. winds      c. volcanoes

4. In the Antarctic, they don't have \_\_\_\_\_.

a.



b.



c.



### Literacy Center Pronunciation

• Listen and repeat.  38

th: south      mouth      teeth

th: these      that      brother

There are three teeth in the mouth.

Unit

9

## We Live in the Antarctic

name:

score:

## Words

## A. Choose the correct letters and rewrite the words.

1.



i(s) **C**e  
ice

2.



(k) c)rill  
krill

3.



An(d) **t**arctic  
Antarctic

4.



(c) **S**led  
sled

5.



(b) **v**olcano  
volcano

6.



w**i** a)nd  
wind

## Literacy Center Pronunciation

## B. Read and circle the words with the same sounds.

1. mouth      **teeth**      **south**      there2. brother      **these**      thumb      **that**3. three      this      **fifth**      **thank**

## Comprehension

C. Read the story on pages 40 and 41. Then match the sentence parts.

- |    |                  |   |                      |
|----|------------------|---|----------------------|
| 1. | We live          |  | have rain.           |
| 2. | We have a lot of |  | becomes snow or ice. |
| 3. | We don't         |  | in the Antarctic.    |
| 4. | Rain quickly     |  | strong winds.        |

## Summary with the Retelling Cards

D. Number in order. Then rewrite the summary below.



1 I live in the Antarctic with my friends.



3 Come and try ice walks and sledding with us!



2 We have a lot of snow and ice.

1 Beginning

I live in the Antarctic with my friends.

2 Middle

We have a lot of snow and ice.

3 End

Come and try ice walks and sledding with us!

# Unit 10 | A Lion and a Skunk

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

19. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
20. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

37. Students will learn about Place and Grammar.
38. Students will understand the meaning of new words and be able to use the words in sentences.
39. Students will practice reading comprehension skills.
40. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*follow, grass, woods, hole, roar, fart*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Connection: A student starts the game by giving a word for example, yellow, and the next person gives another word that relates to yellow: the next person, banana; food: hungry: dinner, and so on. It gets more interesting to limit a response within 5 seconds. The student who breaks the chain starts a new round, or suffers a forfeit.

## *While Reading*

### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- Y. Listen to the recording of the story (you may have to play the recording more than once).
- Z. Read the story together as a class.
- AA. Read the story together as a class again, while conducting the actions listed.

## *After Reading*

### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Spelling Relay:** Separate the classroom board into two or more equal parts by drawing rows and columns. The students will spell words in the rows. In the columns above write team names. (You can create more rows and columns depending on the number of teams.(tip- more than four rows is not advisable). Make an equal line up of first relay runners of each team. The teacher then says a word s/he wants the students to spell. Each runner runs to the board and writes the beginning letter of the word. He/she runs back to team members and hands the chalk or board marker to the next runner in the team. Each team takes turns writing a single letter until the word is completely spelled. The first team to finish spelling the word correctly scores a point or gets some form of praise.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the “Sentence Practice” section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

10

# A Lion and a Skunk

Fiction

Words  39

follow



grass



woods



hole



roar



fart

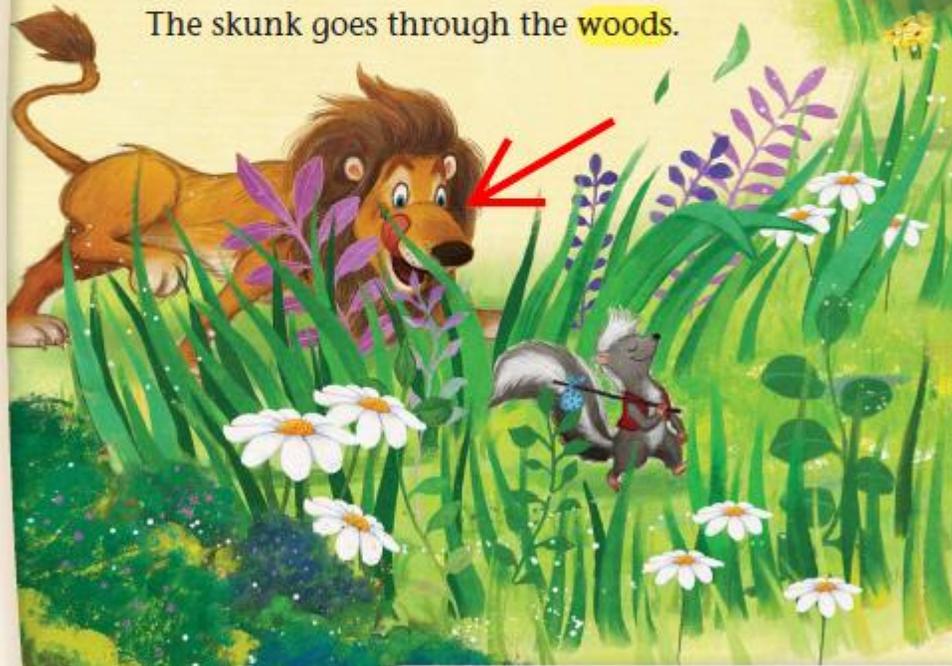
44

Tiptoe! Tiptoe! Tiptoe! Tiptoe!

A hungry lion follows after a skunk.

The skunk goes through tall grass.

The skunk goes through the woods.



## Before You Read

A. Look, listen, and do.  40

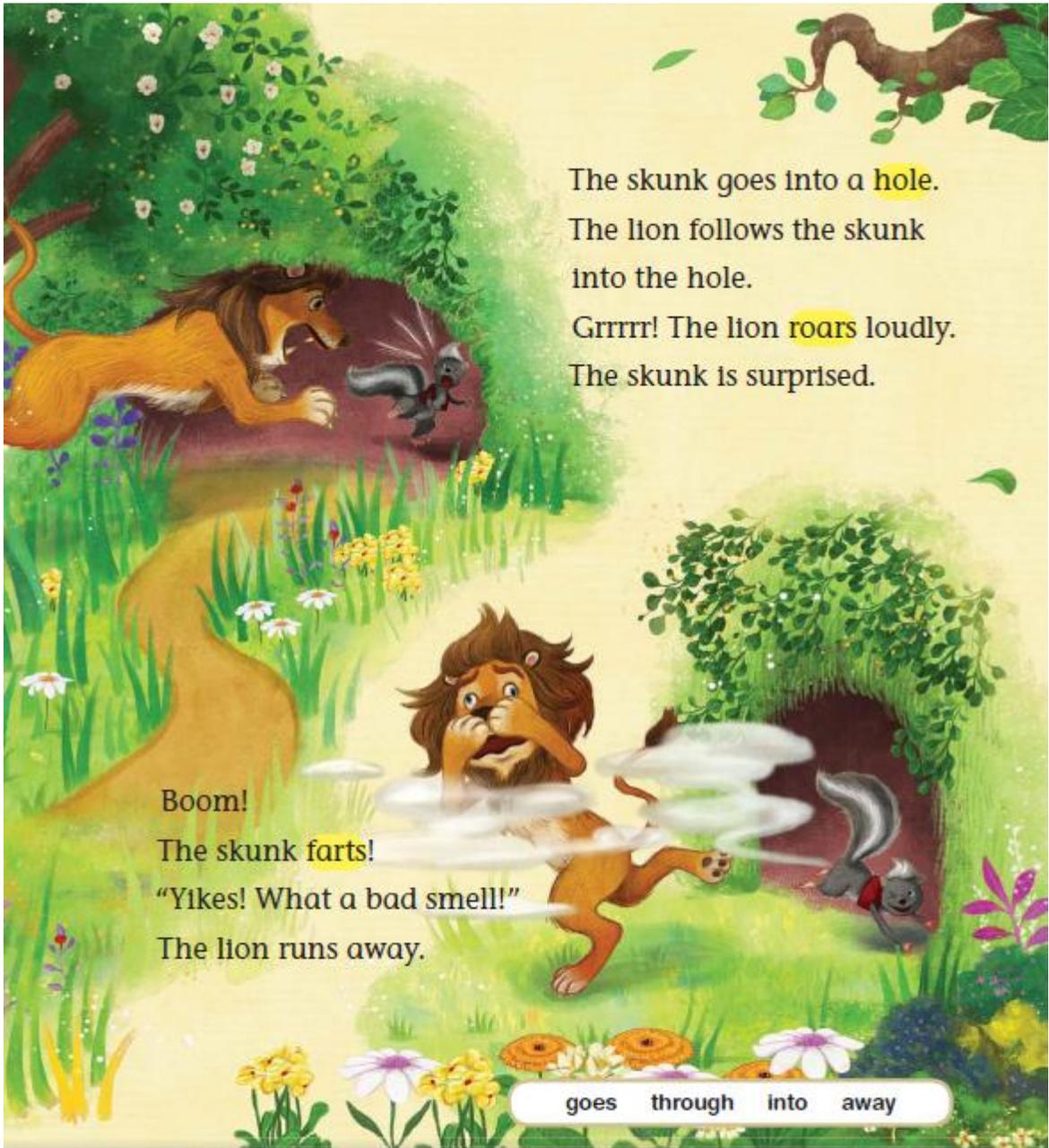
There is a lion and a skunk.

The lion follows the skunk. The lion roars.

Point to the lion and say "Grrrrr!"



Build &amp; Grow



The skunk goes into a hole.

The lion follows the skunk into the hole.

Grrrr! The lion roars loudly.

The skunk is surprised.

Boom!

The skunk farts!

"Yikes! What a bad smell!"

The lion runs away.

goes through into away

### Read for Oral Reading Fluency

A. Listen to the story. 41

C. Read together again. 42

B. Read together.

Read "Tiptoe" softly, and "Grrrrr," "Boom," and "Yikes" loudly.

## Retell

**A Focus Skill** Where does this story happen? Choose three places.



Place

The place is **where** the story happens.

**B Retell** Read and number in order. Retell the story to your partner.



1  
A hungry lion follows  
after a skunk.

3  
The skunk farts and the  
lion runs away.

2  
The lion follows the skunk  
into the hole.

Tip!

First → Next → Then

## Comprehension

1. What is the story about?

- a. a lion and a skunk    b. the woods    c. farting

2. The lion follows the skunk through tall \_\_\_\_\_.

- a. trees    b. holes     c. grass

3. The lion runs away because of the bad \_\_\_\_\_.

- a. noise     b. smell    c. taste

4. How does the skunk feel when the lion roars loudly?

a.



b.



c.



### Literacy Center Grammar

• Listen and repeat.  43

What a bad smell!

What a good idea!

What a smart skunk!

What a stupid lion!

Unit **10** **A Lion and a Skunk**

name: \_\_\_\_\_  
score: \_\_\_\_\_

**Words**

A. Circle the correct words and match them with the pictures.

p n l j h b h s v a  
 r h s k j p o n x h  
 x v t f o l l o w g  
 w t g a z b e m o f  
 r o a r k q l p o c  
 f v x t m j k l d e  
 d r c h g k a c s d  
 s w n g f c b y z v  
 i o g r a s s a k e  
 n f e r g o a r y t

**Literacy Center Grammar**

B. Unscramble the words to make the correct sentences.

1. (What / smell! / a / bad)      What a bad smell!
2. (good / What / idea! / a)      What a good idea!
3. (skunk! / a / smart / What)      What a smart skunk!

## Comprehension

C. Read the story on pages 44 and 45. Then circle **True** or **False**.

1. The lion goes through the river.

True **False**

2. The skunk farts and it smells bad.

**True** False

## Summary with the Retelling Cards

D. Circle the correct words. Then rewrite the summary below.



1. A (happy / **hungry**) lion follows after a skunk.

2. The skunk goes through tall (**grass** / woods).



3. The lion follows the skunk into the (**hole** / tree).

4. The lion (laughs / **roars**) loudly.



5. The skunk (**farts** / hides) and the lion runs away.

A hungry lion follows after a skunk. The skunk goes through tall grass. The lion follows the skunk into the hole. The lion roars loudly. The skunk farts and the lion runs away.

# Unit 11 | A Lion and a Skunk

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

21. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
22. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

41. Students will learn about Main Idea & Details and High Frequency Words.
42. Students will understand the meaning of new words and be able to use the words in sentences.
43. Students will practice reading comprehension skills.
44. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*dinosaur, claw, frill, horn, plate, spike*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Depictions: Give each student a piece of paper and a pencil. Choose a student to come to the blackboard or other large writing surface, and ask him to draw a picture showing a specific spelling word. The other students must write what word they think the picture is. The winner for the round must call out that he has it, then spell the word out loud and show he has written it.

## *While Reading*

### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

BB. Listen to the recording of the story (you may have to play the recording more than once).

CC. Read the story together as a class.

DD. Read the story together as a class again, while conducting the actions listed.

## *After Reading*

### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Spelling Detective:** Write all of the key words and phrases on the board and let the students study them for one minute. After one minute, tell them to put their heads down and you change a word, misspell it, or change the tense, whatever throws them off. Tell the students "Spelling detectives raise your heads and tell me what is wrong." You call on a student and they have to spell the word correctly to you. You change the word back and give the students as a whole a point. If they are wrong, YOU get the point.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

11

## Dinosaurs

Nonfiction

Words  44

dinosaur



claw



frill



horn



plate



spike

48

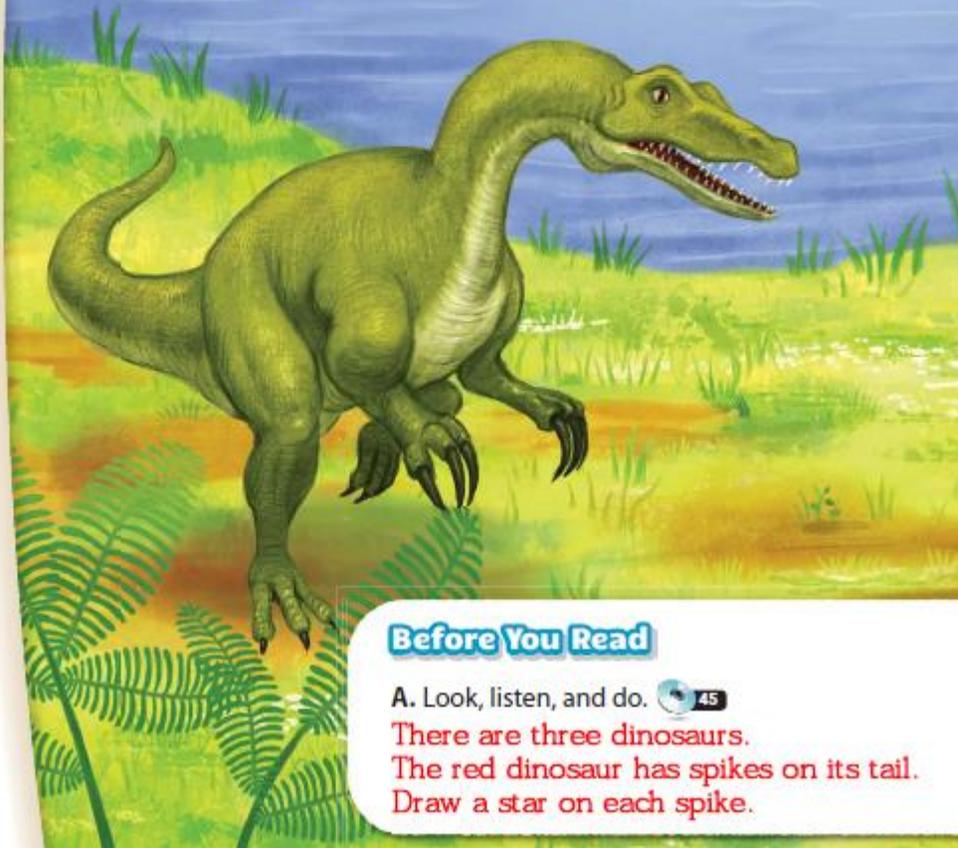
Dinosaurs lived a long time ago.

Look at the pictures.

They are all different.

Baryonyx has very long claws.

They are on its hands.



## Before You Read

A. Look, listen, and do.  45

There are three dinosaurs.

The red dinosaur has spikes on its tail.

Draw a star on each spike.



Triceratops has a frill and three horns.  
They are on its head.

Stegosaurus has many plates.  
They are on its back.  
Stegosaurus also has sharp spikes.  
They are on its tail.



has on its back

### Read for Oral Reading Fluency

- A. Listen to the story. 46
- B. Read together.
- C. Read together again. 47

They are on its (hands).

## Retell

**A Focus Skill** Read what the main idea and details are.

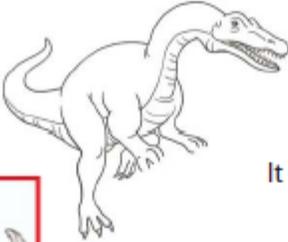
Main Idea  
& Details

The main idea is the **big idea** in the story.  
Details **tell more** about the main idea.

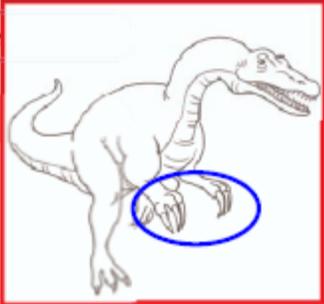
**B Retell** Draw the missing body parts of the three dinosaurs.  
Then, retell about them.

Main idea: Dinosaurs are all different.

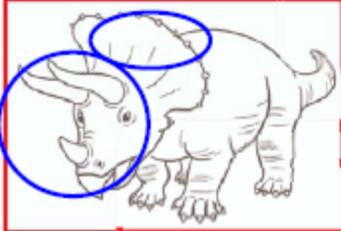
Detail 1: Baryonyx



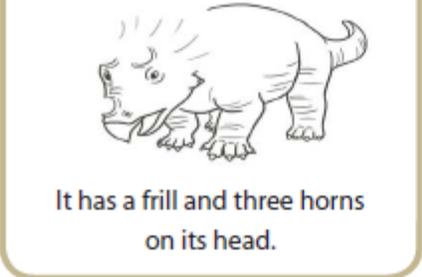
It has very long claws on its hands.



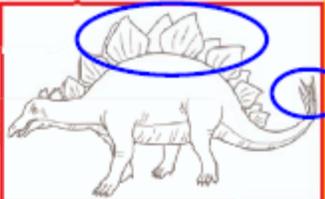
Detail 2: Triceratops



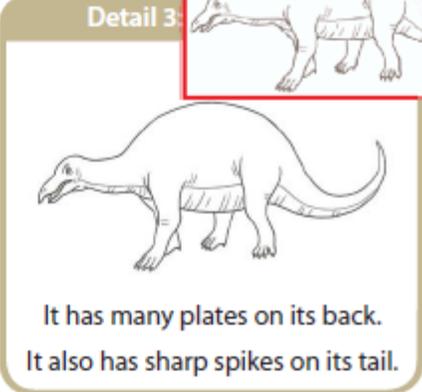
It has a frill and three horns on its head.



Detail 3: Stegosaurus



It has many plates on its back.  
It also has sharp spikes on its tail.



## Comprehension

1. What is the story about?
  - a. Dinosaurs lived a long time ago.
  - b. Dinosaurs look the same.
  - c. Dinosaurs look different.
2. Baryonyx's claws are very \_\_\_\_\_.
  - a. thin
  - b. short
  - c. long
3. Which dinosaur has a frill?
  - a. Triceratops
  - b. Stegosaurus
  - c. Baryonyx
4. Stegosaurus doesn't have \_\_\_\_\_.



### Literacy Center High Frequency Words

- Read "Dinosaurs" again. Find and mark ○, △, and □.

has = ○

on = △

its = □

- How many ○, △, and □ did you find? Compare with your partner.

○ 4

△ 4

□ 4

# Unit 11 Dinosaurs

name:  
score:

## Words

### A. Unscramble the letters to make the words.

1.



a / pl / te

plate

2.



ll / i / fr

frill

3.



din / aur / os

dinosaur

4.



i / sp / ke

spike

5.



w / a / cl

claw

6.



h / n / or

horn

## Literacy Center High Frequency Words

### B. Write the correct words and read the sentences.

has      its      on

1. They are on its head.
2. They are on its tail.
3. Stegosaurus has many plates.

## Comprehension

C. Read the story on pages 48 and 49. Then circle **True** or **False**.

1. Dinosaurs lived a long time ago.

True  False

2. Triceratops has three horns on its hands.

True  False

## Summary with the Retelling Cards

D. Write the correct words. Then rewrite the summary below.



Dinosaurs are all different. Baryonyx has very long claws. Triceratops has a frill and three horns. Stegosaurus has many plates and sharp spikes.

spikes    dinosaurs    frill    claws

Dinosaurs are all different. Baryonyx has very long claws.

Triceratops has a frill and three horns. Stegosaurus has

many plates and sharp spikes.



# Unit 12|Mind Your Manners

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

23. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
24. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

45. Students will learn about Plot and Pronunciation.
46. Students will understand the meaning of new words and be able to use the words in sentences.
47. Students will practice reading comprehension skills.
48. Students will learn skills in summarizing passages and giving opinions.

### Key Words and Phrases:

*cell phone, download, game, dinner, ring, answer*

## LESSON GUIDE

### Before Reading

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Tic-tac-toe: Draw the tic-tac-toe lines on the board. Pick a boy or girl (ex. play boys vs. girls). Have the student write the word in a box. If they spell it wrong, get out of the box, or make their letters wrong, they have to erase it and pick the opposite sex to come up. If they get it right, they pick the same sex to come up. The first person to make a line wins the game. There are no x's or o's. Just words filled in. You can make a winning line from the other teams words.

## *While Reading*

### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

EE. Listen to the recording of the story (you may have to play the recording more than once).

FF. Read the story together as a class.

GG. Read the story together as a class again, while conducting the actions listed.

## *After Reading*

### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Fly Swatter:** Write the unit's key words and phrases on the board in any random order. Place two chairs in front of the board with a fly swatter on each chair. Divide class into two equal teams. Have one student from each team sit in the chairs with their backs to the board. Say one of the vocabulary words on the board. Students stand and find the word on the board. Students get one swat and the first student to hit the word with their fly swatter gets one point for their team. If neither student hits the right word, the next students are up and no points are awarded. Repeat until everyone has had at least one turn. Use pictures for young students who haven't learned the alphabet.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

12

# Mind Your Manners

Fiction

Words  48



cell phone



download



game



dinner



ring



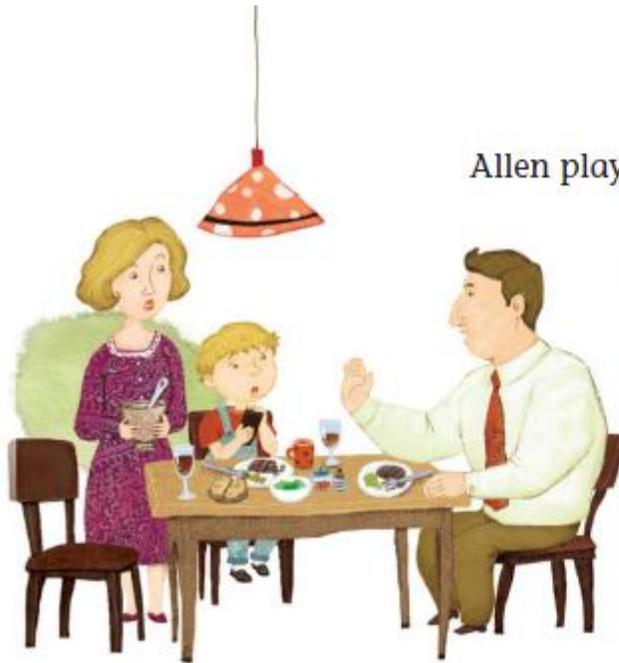
answer

Allen gets his first cell phone.  
He downloads some games.



## Before You Read

A. Look, listen, and do.  49  
There is a boy and his parents.  
The boy has a new cell phone.  
Circle the cell phone.



Allen plays a game at the **dinner** table.

“Mind your manners, Allen. Play after dinner,” says Dad.

“I’m sorry,” says Allen. He puts away his phone.

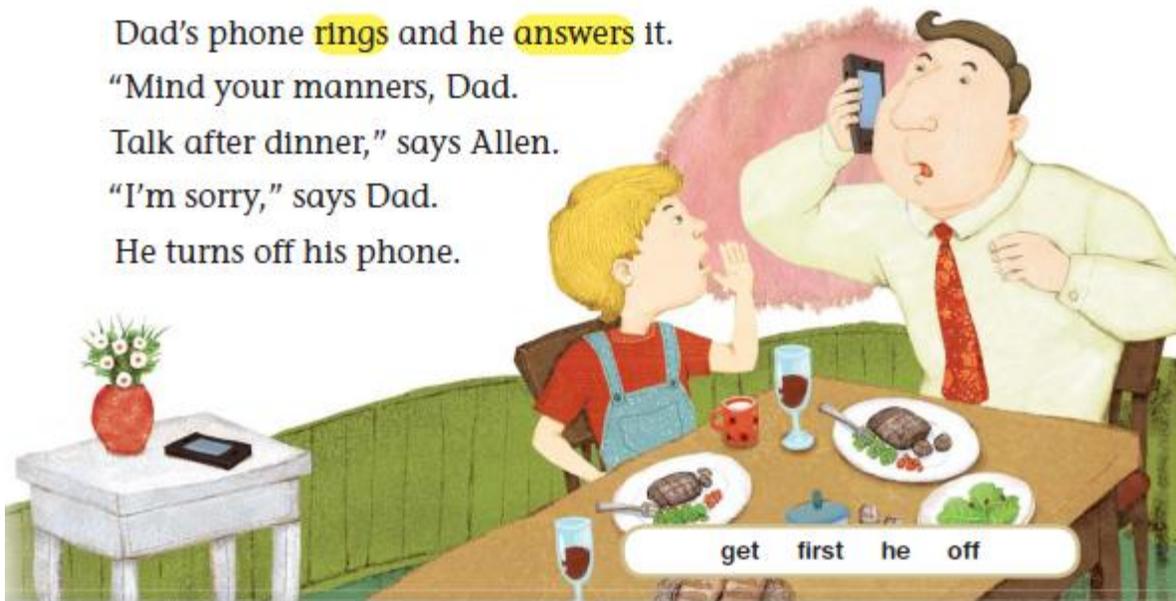
Dad’s phone **rings** and he **answers** it.

“Mind your manners, Dad.

Talk after dinner,” says Allen.

“I’m sorry,” says Dad.

He turns off his phone.



### Read for Oral Reading Fluency

A. Listen to the story. 50

C. Read together again. 51

B. Read together.

Use different voices for each character.

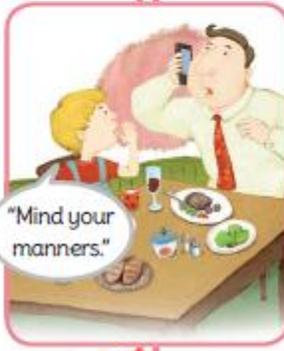
## Retell

**A Focus Skill** Read what the plot is.

**Plot**

A story's plot is **what happens** in the beginning, middle, and end of the story.

**B Retell** Match and retell about Allen and his dad.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
		
Dad's phone rings and he answers it.	Allen gets his first cell phone.	Allen plays a game at the dinner table.

## Comprehension

1. What is the story about?
  - a. car manners
  - b. table manners
  - c. playground manners
2. Allen downloads some \_\_\_\_\_.
  - a. songs
  - b. games
  - c. computers
3. When does the story happen?
  - a. at breakfast
  - b. at lunch
  - c. at dinner
4. Who answers the phone at the table?

a.



b.



c.



### Literacy Center Pronunciation

- Listen and repeat.  52

er: dinner

manner

He has good dinner manners.

ir: first

bird

The first girl has a bird.

ur: turn

burger

Turn the card and see the burger.



Unit

12

## Mind Your Manners

name:

score:

## Words

A. Fill in the missing letters and rewrite the words.

1.

a n s w e r  
answer

2.

r i n g  
ring

3.

d o w n l o a d  
download

4.

g a m e  
game

5.

d i n n e r  
dinner

6.

c e l l p h o n e  
cell phone

## Literacy Center Pronunciation

B. Read and circle the words with the same sounds.

1. dinner

manner

work

soccer

2. first

girl

bird

card

3. turn

fart

hurt

burger



## Comprehension

C. Read the story on pages 52 and 53. Then match the sentence parts.

- |    |                 |   |                       |
|----|-----------------|---|-----------------------|
| 1. | Allen           |  | his phone.            |
| 2. | Allen puts away |  | phone rings.          |
| 3. | Dad's           |  | your manners.         |
| 4. | Mind            |  | downloads some games. |

## Summary with the Retelling Cards

D. Number in order. Then rewrite the summary below.



Allen plays a game at the dinner table. "Mind your manners," says Dad.



Allen gets his first cell phone.



Dad's phone rings and he answers it. "Mind your manners," says Allen.

1 Beginning

Allen gets his first cell phone.

2 Middle

Allen plays a game at the dinner table.  
"Mind your manners," says Dad.

3 End

Dad's phone rings and he answers it.  
"Mind your manners," says Allen.

# Unit 13| Don't Tease the Monkeys

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

25. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
26. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

49. Students will learn about Plot and Grammar.
50. Students will understand the meaning of new words and be able to use the words in sentences.
51. Students will practice reading comprehension skills.
52. Students will learn skills in summarizing passages and giving opinions.

### Key Words and Phrases:

*buy, ice cream, monkey, yell, tease, eat*

## LESSON GUIDE

### Before Reading

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Word Find: Prepare small cards with words and their meanings (separately) in advance. Put all the cards in a small bowl or a hat and have all of the students stand up and pull one card out each. Optionally, you can ask the students who get words on one side of the room and students who get meanings on the other side. Tell the students that the objective of the

game is for them to find the student whose card matches the one they have. Prizes and penalties can be given to the first and last pairs to finish.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

- HH. Listen to the recording of the story (you may have to play the recording more than once).
- II. Read the story together as a class.
- JJ. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Speed Game:** Prepare small cards with key words and related words in advance. Divide the class into two teams (ex. Team A and Team B), and have each team choose a captain. Each team is given a turn; when it is Team A's turn show the card to Team A's captain (make sure none of the other students see it). The team captain is given a time limit to describe each thing on the card using only English. The captain cannot say the words on the cards. After the time has expired each team is awarded points according to how many correct guesses their team made.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the "Sentence Practice" section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

13

# Don't Tease the Monkeys

Fiction

Words 53



buy



ice cream



monkey



yell



tease



eat

Ken and Alice buy ice cream.

They go to see the monkeys at the zoo.



## Before You Read

A. Look, listen, and do. 54

There is a boy, a girl, and monkeys.

A monkey eats ice cream.

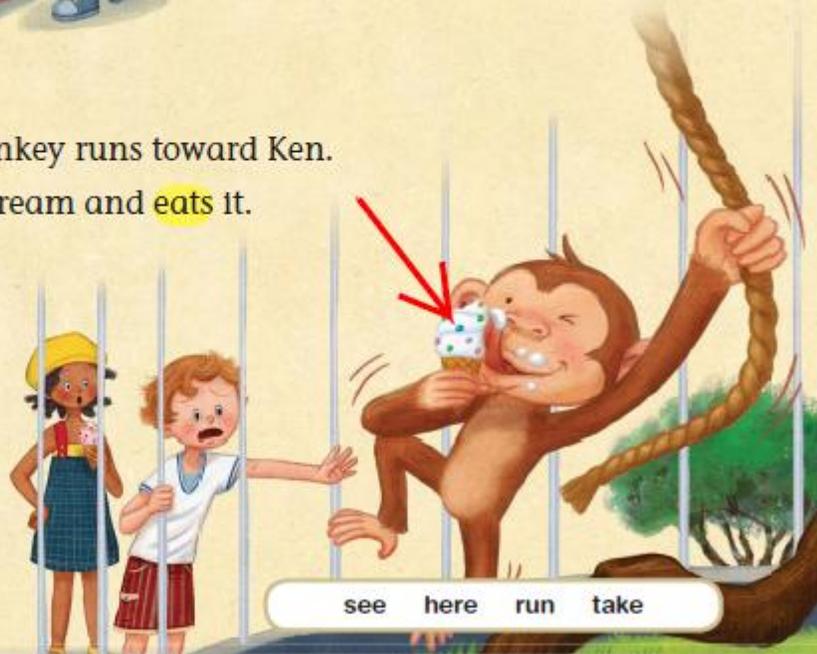
Point to the ice cream and say "It's yummy."

56



“Hey, monkeys! Here is ice cream.”  
Ken yells and teases the monkeys.  
“Don’t tease the monkeys,” says Alice.  
“They might take your ice cream.”  
But, Ken doesn’t listen.  
“Hey, monkeys! Here is ice cream.”

Suddenly, a monkey runs toward Ken.  
It takes his ice cream and eats it.



### Read for Oral Reading Fluency

A. Listen to the story. 55

B. Read together.

C. Read together again. 56

Clap and stamp when you read the story.

Ice cream = monkey =

## Retell

**A Focus Skill** What happens at the end of the story?



**Plot**

A story's plot is **what happens** in the beginning, middle, and end of the story.

**B Retell** Read and number in order. Retell the story to your partner.



A monkey takes Ken's ice cream and eats it.



Ken and Alice buy ice cream. They go to see the monkeys at the zoo.



Ken yells and teases the monkeys with his ice cream.

**Tip!**

First → Next → Then

## Comprehension

1. What is the story about?

- a. buying ice cream
- b. teasing monkeys
- c. playing with monkeys

2. Where are Ken and Alice?

- a. at the zoo
- b. at the store
- c. at the circus

3. Ken teases the monkeys with his \_\_\_\_\_.

a.



b.



c.



4. \_\_\_\_\_ takes Ken's ice cream and eats it.

- a. A monkey
- b. Ken
- c. Alice

### Literacy Center Grammar

• Listen and repeat.  57

Tease the monkeys.

Buy ice cream.

Don't tease the monkeys.

Don't buy ice cream.



Unit

13

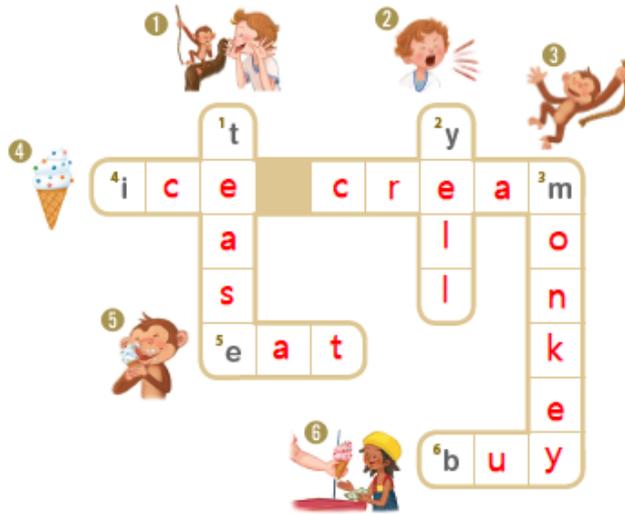
## Don't Tease the Monkeys

name:

score:

## Words

A. Complete the crossword puzzle.



## Literacy Center Grammar

B. Unscramble the words to make the correct sentences.

- (Don't / the monkeys. / tease) Don't tease the monkeys.
- (buy / Don't / ice cream.) Don't buy ice cream.
- (fast food. / eat / Don't) Don't eat fast food.

## Comprehension

C. Read the story on pages 56 and 57. Then circle **True** or **False**.

1. Alice teases the monkeys.

True **False**

2. A monkey takes Ken's ice cream.

**True** False

## Summary with the Retelling Cards

D. Circle the correct words. Then rewrite the summary below.



1. Ken and Alice (**buy** / sell) ice cream.

2. They go to see the (**monkeys** / dinosaurs) at the zoo.



3. "Hey, monkeys! Here is (cotton candy / **ice cream**)."

4. Ken yells and (listens / **teases**) the monkeys.



5. Suddenly, a monkey takes Ken's ice cream and (drinks / **eats**) it.

Ken and Alice buy ice cream. They go to see the monkeys  
at the zoo. "Hey, monkeys! Here is ice cream." Ken yells  
and teases the monkeys. Suddenly, a monkey takes Ken's  
ice cream and eats it.

# Unit 14 | Polite Words

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

27. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
28. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

53. Students will learn about Main idea & Details and High Frequency Words.
54. Students will understand the meaning of new words and be able to use the words in sentences.
55. Students will practice reading comprehension skills.
56. Students will learn skills in summarizing passages and giving opinions.

### Key Words and Phrases:

*polite, want, thank, mistake, burp, sneeze*

## LESSON GUIDE

### Before Reading

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Team Spelling: Put the class into teams. The teacher shows a team a picture of one of the key words, and the team must each write down one letter of that word (without showing their teammates), depending on their position. The leftmost student writes down the first letter, the next student the second letter, etc. (ex. The teacher shows a group of five students a picture of an apple. The leftmost student writes down "a", the next student "p", the next student "p", the next "l" and the

rightmost student "e".) Give the students a short time limit (ten to twenty seconds depending on their English level) and then have them all reveal the letters they wrote. Award one point if the word is correctly spelled, then move on to the next group.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

KK. Listen to the recording of the story (you may have to play the recording more than once).

LL. Read the story together as a class.

MM. Read the story together as a class again, while conducting the actions listed.

### *After Reading*

#### **Retell**

A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

#### **Literacy Center**

Brief examples of the pronunciation, grammar, high frequency words, and punctuation from the story reinforce learners' literacy.

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Extra Idea (optional):**

**Blackout:** Prepare six flashcards (numbered 1-6) for each group. Each flashcard should have a picture/clue on it. Give each player a paper cup, a standard die, and 6 chips/pieces of the same color (squares of paper, etc.). Students place the die in their cup, shake it up and roll the die. If they roll a 1, they place their marker on card #1. Students must say the word indicated by the flashcard. If they are answer correctly, they leave their chip on the card. The first player to have a chip on all 6 flashcards is the winner. Have more advanced students say a full sentence using the structure or vocabulary indicated on the flashcard. Make a dialog with 6 lines and have flashcards represent lines 1-6.

## **Workbook**

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

### **Literacy Center**

Have the students complete the “Sentence Practice” section. Follow the given directions and offer help and guidance when necessary. When the students are finished, call on them to read the sentences aloud to the rest of the class.

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Comprehension**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### **Summary with the Retelling Cards**

D: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. For more advanced students, have them complete the exercise without looking at the passage.

When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

Unit

14

# Polite Words

Nonfiction

Words  58



polite



want



thank



mistake



burp



sneeze

There are some **polite** words.  
Remember and use the words every day.  
Then people will be happy.



Please. Thank you. I am sorry.  
Excuse me. You're welcome.

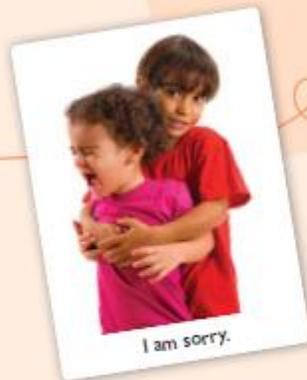
### Before You Read

A. Look, listen, and do.  59

There are some polite words on a sign.  
Circle the word "Please."

When you **want** something,  
say "Please."

When you get it, say  
"**Thank** you."



When you make a **mistake**, say "I am sorry."

When you **burp** or **sneeze**, say "Excuse me."

When someone thanks you, say "You're welcome."

Then people will be happy.

will when you say

### Read for Oral Reading Fluency

A. Listen to the story. 60

C. Read together again. 61

B. Read together.

Clap once when you see a comma.

Clap twice when you see a period.



61

## Retell

**A Focus Skill** Read what the main idea and details are.

Main Idea  
& Details

The main idea is the **big idea** in the story.  
Details **tell more** about the main idea.

**B Retell** Write and retell about the polite words.

Thank you. Excuse me. I am sorry. Please.



## Comprehension

1. What is the story about?

- a. using polite words
- b. saying hello
- c. remembering polite words

2. Polite words make people feel \_\_\_\_\_.

- a. bad
- b. happy
- c. sorry

3. Say " \_\_\_\_\_ " when you want something.

- a. Please
- b. Thank you
- c. You're welcome

4. When do you say "Excuse me"?

a.



b.



c.



### Literacy Center High Frequency Words

• Listen and circle the same words. Then count them.  62

1. you  you your  you  you ( 3 )

2. when  when where what who ( 1 )

3. say  say day  say sat ( 2 )



# Unit 14 Polite Words

name:  
score:

## Words

### A. Fill in the missing letters and rewrite the words.

1.



w a n t  
want

2.



t h a n k  
thank

3.



p o l i t e  
polite

### B. Circle the related words.

- |            |       |           |             |
|------------|-------|-----------|-------------|
| 1. burp    | leg   | mouth     | eye         |
| 2. sneeze  | cold  | toothache | stomachache |
| 3. mistake | happy | proud     | sorry       |

## Literacy Center High Frequency Words

### C. Write the correct words and read the sentences.

you      say      when

- When you burp, say "Excuse me."
- When you want something, say "Please."
- When someone thanks you, say "You're welcome."

## Comprehension

D. Read the story on pages 60 and 61. Then circle **True** or **False**.

1. When you sneeze, say "Thank you."

True  False

2. Polite words make people feel happy.

True False

## Summary with the Retelling Cards

E. Write the correct words. Then rewrite the summary below.



There are some polite words. When you want something, say ".....**Please.**....." When you get it, say "Thank you." When you make a mistake, say ".....**I am sorry.**....." When you burp or sneeze, say "Excuse me." When someone thanks you, say "**You're welcome.**" Then people will be happy.

I am sorry.    You're welcome.    Please.

There are some polite words. When you want something,  
say "Please." When you get it, say "Thank you." When you  
make a mistake, say "I am sorry." When you burp or sneeze,  
say "Excuse me." When someone thanks you, say "You're  
welcome." Then people will be happy.

# Unit 15| Bird-Watching Reading Day

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

29. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
30. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

57. Read & Retell special section includes two units: Reading Day and Retelling Day. These units enable learners to prepare and present their retelling with a uniquely designed, removable retelling chart.
58. Students will understand the meaning of new words and be able to use the words in sentences.
59. Students will practice reading comprehension skills.
60. Students will learn skills in summarizing passages and giving opinions.

### *Key Words and Phrases:*

*bird, park, woodpecker, peck, hammer, kookaburra*

## LESSON GUIDE

### *Before Reading*

#### Words

New words are introduced with pictures and help learners get ready for the story.

Introduce the vocabulary words to the students. Thoroughly explain the meaning of the words by relating them to their corresponding picture. For more reinforcement, model more examples of the vocabulary words on the board. As you read each vocabulary word, have the students repeat after you; for more advanced students, simply let them read the vocabulary words out loud, and have them explain their meanings.

#### Before You Read

A quick and simple activity helps learners actively explore the picture, and predict the story before reading it.

This section is key in helping students gain awareness of the passage they are about to read. Ask the students what they see in the pictures. Make sure the students use specific details and are aware of the events taking place in the pictures. Then play the recording and let the students hear the story. After the students have heard the recording read the story again as a class.

#### Extra Idea (optional):

Back Writing: Have students sit in a circle for a smaller class or make team lines for a larger class. Choose a letter or word from the unit's key words and phrases and have children trace it in the air together. Next, have students trace the letter

onto the back of the person in front of them. Observe the students and correct where necessary. Repeat using new letters. Use words or sentences for higher levels.

### *While Reading*

#### **Read for Oral Reading Fluency**

An engaging story is presented, and a dynamic oral activity helps learners build their oral reading fluency.

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. Then follow the directions for A, B, and C in this exercise.

NN. Listen to the recording of the story (you may have to play the recording more than once).

OO. Read the story together as a class.

PP. Read the story together as a class again, while conducting the actions listed.

#### **Quick Check-Up**

Briefly discuss what the story was about and make sure that the students are aware of what happens in the story. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

### *After Reading*

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

A: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the exercise and check the answers as a class.

B: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

#### **Extra Idea (optional):**

Stand and Spell: Make list of words for students to spell. Write students' names on the board. Give each student one letter to be and write it next to their names. Call out a word to be spelled. Students stand next to each other to spell the word.

### Words

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### Comprehension

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

## Words

Listen and repeat.  63



bird



park



woodpecker



peck



hammer



kookaburra

## Before You Read



Picture **A** Where are they?

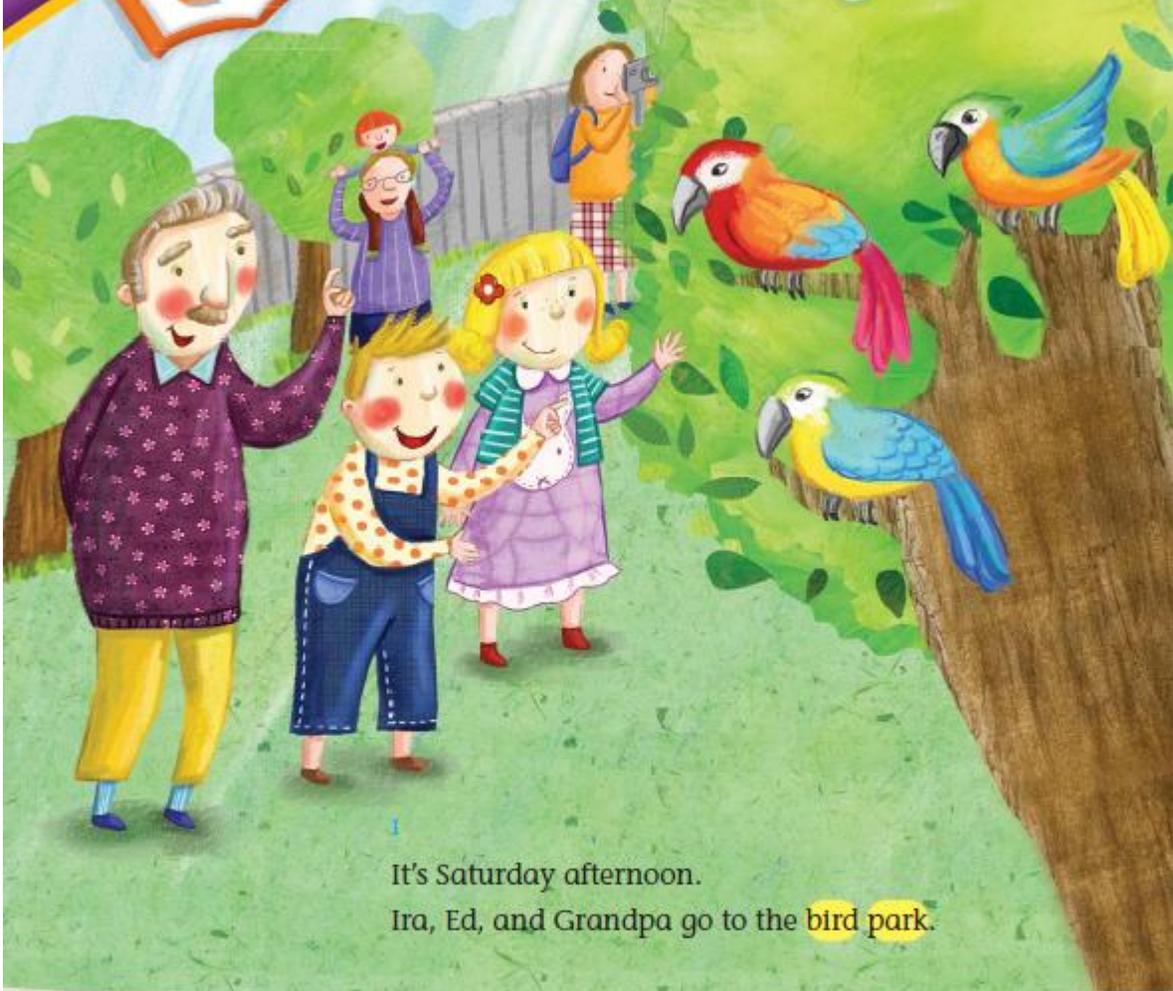
Picture **B** What is the bird doing?



Ex) They are at the bird park.

Ex) The bird pecks.

## Bird-Watching



It's Saturday afternoon.  
Ira, Ed, and Grandpa go to the bird park.

**Read for Oral Reading Fluency**

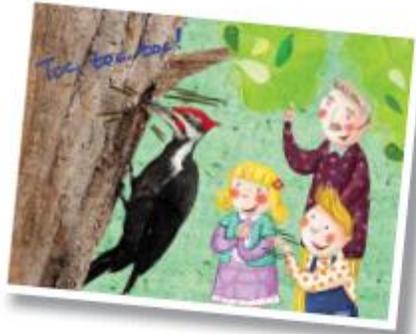
A. Listen to the story.  64

B. Read together.

C. Read together again.  65

Use different voices for each character.





2

-  Do you see that bird?
-  It's a woodpecker.
-  Toc, toc, toc! It pecks.
-  It sounds like hammering!

3

-  Do you see that bird?
-  It's a kookaburra.
-  Koo koo kakakaka! It sings.
-  It sounds like laughing!



4

-  Bird-watching is fun!
-  Let's come here again next week.

do that sound like

### Quick Check-Up

1. Ira and Ed are in the woods.
2. A kookaburra makes a hammering sound.
3. Ira likes bird-watching.

True

False

## Comprehension

A. Read and circle the correct answers.



Ira, Ed, and Grandpa go to the (bird) (bear) park.



A woodpecker (sings / pecks).  
It sounds like (hammering) / laughing!



A (woodpecker / kookaburra) sings.  
It (looks / sounds) like laughing!

B. Read the story again. Then, guess what will happen after the story.



Ed will say, "....."

Ex) That sounds good.  
I love bird-watching.  
I'm happy to hear that.

Ira, Ed, and Grandpa go to  
the bird park.

Grandpa says, "Let's come  
here again next week."

They see a kookaburra.  
Koo koo kakakaka! It sounds  
like laughing!

They see a woodpecker.  
Toc, toc, toc! It sounds like  
hammering!

Unit

15

## Bird-Watching

name:

score:

## Words

## A. Choose the correct letters and rewrite the words.

( f / **p** ) arkparkb ( **i** ) u rdbird( v / **w** ) oodpeckerwoodpeckerkoo ( g / **k** ) aburrakookaburrahamm ( a / **e** ) rhammerp ( a / **e** ) ckpeck

## B. Circle the related words.

- |               |            |              |             |
|---------------|------------|--------------|-------------|
| 1. bird       | <b>fly</b> | run          | swim        |
| 2. park       | food       | <b>place</b> | time        |
| 3. woodpecker | bug        | fish         | <b>bird</b> |



## Comprehension

C. Read the story on pages 66 and 67. Then choose the best answers.

1. What is the story about?

- a. watching birds
- b. singing like a bird
- c. playing with Grandpa

2. The story happens on \_\_\_\_\_.

- a. Friday afternoon
- b. Saturday afternoon
- c. Sunday morning

3. Ira, Ed, and Grandpa visit the \_\_\_\_\_ park.

- a. sea
- b. flower
- c. bird

4. A woodpecker \_\_\_\_\_ on the tree.

- a. eats
- b. pecks
- c. jumps

5. Which bird makes a laughing sound?



# Unit 16| Bird-Watching Retelling Day

Read & Retell 1: *Teacher's Guide*

## Read & Retell Objectives:

31. Retelling is the best after reading activity for young learners to summarize what they have read. Retelling helps readers create a mental image of the story. Also, retelling allows teachers to assess learners' comprehension as well as oral fluency.
32. Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

## Unit Objectives:

61. Read & Retell special section includes two units: Reading Day and Retelling Day. These units enable learners to prepare and present their retelling with a uniquely designed, removable retelling chart.
62. Students will understand the meaning of new words and be able to use the words in sentences.
63. Students will practice reading comprehension skills.
64. Students will learn skills in summarizing passages and giving opinions.

## LESSON GUIDE

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### *Retelling Day Routine*

#### **A: Read**

Explain the directions to the students thoroughly. Read the story on the pages specified in the book. Read as a class or have students read by themselves, and ask them simple comprehension questions on the story to ensure full student understanding.

#### **B: Arrange the Retelling Cards**

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. Follow the directions stated in the book. Some weaker students may require more teacher guidance in properly completing this exercise.

#### **C: Make the Retelling Chart**

Explain the directions to the students thoroughly. Guide each of the students on how to make a Retelling chart. Adhere to the following directions:

1. Complete the red speech bubbles. (Hints are at the back of the cards.)
2. Glue the retelling cards.
3. Complete the blue speech bubbles.

### **D: Retell the Story**

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. Explain to the students the concepts in the “How to Retell” box. You may have to model an answer to reinforce student understanding into the task.

### **E: Write a Summary**

Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.

## *Workbook*

### **Words**

A: Briefly review the vocabulary covered in the unit. Then complete the first exercise as a class. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups, have them complete the page and check the answers as a class. When going over the answers, ask additional questions to the students pertaining to the vocabulary (ex. What is another word that has the same meaning?).

B: Model the first exercise for the students. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves or in groups have them complete the page and check the answers as a class. This exercise may be challenging for some students, offer help and reinforcement when needed. For more advanced students, have them complete the exercise without looking at the passage.

### **Summary with the Retelling Cards**

C: Explain the directions to the students thoroughly. After they have fully understood what the exercise requires have them complete the exercise. You may have to model the first question as a guide for the students. When all the students are finished, go over the answers as a class. For students who have incorrect answers reinforce the subject at hand by explaining exactly what their mistake was.



Unit  
16

## Retelling Day

## Bird-Watching

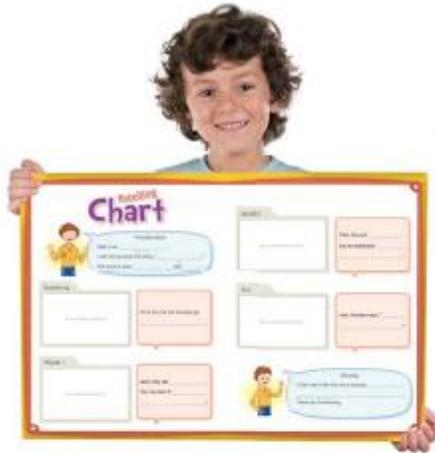
## Retelling Day Routine

- A** Read the story.      **D** Retell the story.  
**B** Arrange the retelling cards.      **E** Write a summary.  
**C** Make a retelling chart.

- A Read** Read the story on pages 66 and 67.
- B Arrange** 1. Cut out the retelling cards, and write the numbers in order.  
 2. Check the order with your teacher.



**D Retell** Retell the story with your retelling chart.



### How to Retell

1. Hold up your retelling chart.
2. Retell the story using the speech bubbles.
3. Use **First, Next, Then, and Last**.

#### Tips!

- Stand tall.
- Speak clearly.
- Make eye contact.

**E Write**

1. Write a summary using your retelling chart.
2. After you finish, listen to Justin's retelling.  66

Ex)

First, Ira, Ed, and Grandpa go to the bird park.

Next, they see a woodpecker. Toc, toc, toc!

It sounds like hammering!

Then, they see a kookaburra. Koo koo kakakaka!

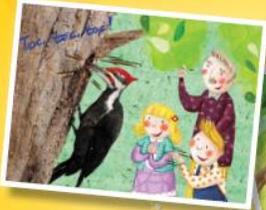
It sounds like laughing!

Last, Grandpa says, " Let's come here again next week."



# Retelling Chart

2



## C Make

1. Complete the **red** speech bubbles. (Hints are at the back of the cards.)
2. **Glue** the retelling cards.
3. Complete the **blue** speech bubbles.

name

Unit **16** Bird-Watching

name: \_\_\_\_\_  
score: \_\_\_\_\_

**Words**

A. Circle the correct words and match them with the pictures.

Word search grid:

b	c	f	g	l	z	<b>p</b>	<b>a</b>	<b>r</b>	<b>k</b>
i	l	m	b	t	s	f	v	c	o
k	b	t	f	l	y	g	k	w	o
l	v	d	q	k	h	s	t	c	k
r	h	t	<b>b</b>	<b>t</b>	<b>a</b>	<b>p</b>	<b>p</b>	<b>v</b>	<b>a</b>
a	j	b	<b>i</b>	<b>r</b>	<b>m</b>	<b>i</b>	<b>e</b>	<b>b</b>	<b>b</b>
f	z	x	<b>r</b>	<b>i</b>	<b>m</b>	<b>d</b>	<b>c</b>	<b>d</b>	<b>u</b>
<b>w</b>	<b>o</b>	<b>o</b>	<b>d</b>	<b>p</b>	<b>e</b>	<b>c</b>	<b>k</b>	<b>e</b>	<b>r</b>
m	g	p	l	k	r	r	d	y	r
p	r	n	h	r	x	c	z	m	a

B. Circle the related words.

- |               |            |             |                   |
|---------------|------------|-------------|-------------------|
| 1. peck       | wing       | <b>beak</b> | eye               |
| 2. hammer     | <b>hit</b> | kick        | mix               |
| 3. kookaburra | lion       | penguin     | <b>woodpecker</b> |

## Summary with the Retelling Cards

C. Number in order. Then rewrite the summary below.



- ( 5 ) Koo koo kakakaka! It sounds like laughing!
- ( 1 ) First, Ira, Ed, and Grandpa go to the bird park.
- ( 4 ) Then, they see a kookaburra.
- ( 2 ) Next, they see a woodpecker.
- ( 6 ) Last, Grandpa says, "Let's come here again next week."
- ( 3 ) Toc, toc, toc! It sounds like hammering!

First, Ira, Ed, and Grandpa go to the bird park. Next, they  
a woodpecker. Toc, toc, toc! It sounds like hammering!

Then, they see a kookaburra. Koo koo kakakaka! It sounds  
like laughing! Last, Grandpa says, "Let's come here again  
next week."

# Review Test 1 | Unit 1 ~ Unit 3

Read & Retell 1: *Teacher's Guide*

## Review Test Objectives:

65. To review previously learned material.
66. To enhance and gauge student understanding of the material covered.
67. To serve as supplementary material for the lessons covered.

## REVIEW GUIDE

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### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. After the students hear the recording, have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and circle True or False.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

## Review Test 1

Unit 1 ~ Unit 3

[1-4] Choose the correct answers.

1.



- a. soccer  
b. glasses  
c. basketball

2.



- a. art  
b. gym  
c. balloon

3.



- a. dribble  
b. fold  
c. frown

4.



- a. thick  
b. scribble  
c. bounce

[5-7] Choose the correct answers.

5. My grandfather wears thick \_\_\_\_\_.

- a. chair                      b. balloon                      c. glasses

6. My sister bounces the \_\_\_\_\_.

- a. ball                      b. book                      c. desk

7. I \_\_\_\_\_ a picture in the art room.

- a. play                      b. draw                      c. frown

**[8-9] Read the story and circle True or False.**

Bill, Sam, and Tina are at the playground.

"What shall we play?" says Bill.

"Let's play soccer," says Sam.

He dribbles the ball.

8. Bill doesn't want to play with Sam and Tina.      True      **False**
9. Sam wants to play soccer.      **True**      False

**[10-11] Read the story and choose the correct answers.**

Where are the students?

They are in the art room.

They draw pictures in the art room.

Where are they?

They are in the gym.

They play basketball in the gym.

10. Which place is not in the story?
- a. an art room      **b.** a library      c. a gym
11. Students play \_\_\_\_\_ in the gym.
- a. music      b. computer games      **c.** basketball

# Review Test 2|Unit 4 ~ Unit 6

Read & Retell 1: *Teacher's Guide*

## Review Test Objectives:

68. To review previously learned material.
69. To enhance and gauge student understanding of the material covered.
70. To serve as supplementary material for the lessons covered.

## REVIEW GUIDE

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### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. After the students hear the recording, have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and circle True or False.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

## Review Test 2

Unit 4 ~ Unit 6

[1-4] Choose the correct answers.

1.



- a. worried  
b. nervous  
**c. proud**

2.



- a. rock  
**b. puddle**  
c. stair

3.



- a. vegetable  
b. fast food  
**c. soda**

4.



- a. stand  
b. cheer  
**c. hurry**

[5-7] Choose the correct answers.

5. Tommy \_\_\_\_\_ a song in music class.

- a. stands                      b. jumps                      **c. performs**

6. The \_\_\_\_\_ is really hard.

- a. soda                      **b. rock**                      c. puddle

7. Carrots and beans are \_\_\_\_\_.

- a. vegetables**                      b. sweets                      c. fast food

**[8-9] Read the story and circle True or False.**

Today is Friday.  
Judy performs a song in music class.  
She stands tall and sings loudly.  
Everyone claps and cheers.

8. Judy sings a song in music class.       True     False
9. Judy's friends don't like her song.       True     False

**[10-11] Read the story and choose the correct answers.**

There are many snacks around us.  
Fruits and vegetables are good for us.  
Fast food, sweets, and soda are bad for us.

10. \_\_\_\_\_ are good snacks.
- a. Sweets                       b. Fruits                      c. Hamburgers
11. Which snack is bad for us?
- a. a banana                      b. an orange                       c. a chocolate bar

# Review Test 3|Unit 9 ~ Unit 11

Read & Retell 1: *Teacher's Guide*

## Review Test Objectives:

71. To review previously learned material.
72. To enhance and gauge student understanding of the material covered.
73. To serve as supplementary material for the lessons covered.

## REVIEW GUIDE

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### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. After the students hear the recording, have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and circle True or False.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

## Review Test 3

Unit 9 ~ Unit 11

[1-4] Choose the correct answers.

1.



- a. wind  
b. grass  
**c. volcano**

2.



- a. plate  
b. woods  
**c. hole**

3.



- a. claw**  
b. horn  
c. spike

4.



- a. sled  
b. follow  
**c. roar**

[5-7] Choose the correct answers.

5. The dinosaur has a long \_\_\_\_\_.

- a. smell                      **b. horn**                      c. wind

6. I \_\_\_\_\_ the dog into the park.

- a. go**                              b. roar                              c. follow

7. There is a lot of \_\_\_\_\_ in the Antarctic.

- a. grass                      **b. ice**                              c. dinosaurs

[8-9] Read the story and circle **True** or **False**.

Hi! I'm Penguin.  
Whale, Seal, Krill, and I live in the Antarctic.  
We have a lot of snow and ice.  
We have some volcanoes.  
However, we don't have rain.

8. Penguin lives in a cold place.       True     False
9. There are no volcanoes in the Antarctic.       True     False

[10-11] Read the story and choose the correct answers.

Dinosaurs are all different.	Triceratops has a frill and three horns.
Baryonyx has very long claws.	They are on its head.
They are on its hands.	Stegosaurus has sharp spikes.
	They are on its tail.

10. What does Baryonyx have?
- a. a frill                       b. claws                      c. horns
11. Stegosaurus has spikes on its \_\_\_\_\_.
- a. tail                      b. head                      c. hands

# Review Test 4|Unit 12 ~ Unit 14

Read & Retell 1: *Teacher's Guide*

## Review Test Objectives:

74. To review previously learned material.
75. To enhance and gauge student understanding of the material covered.
76. To serve as supplementary material for the lessons covered.

## REVIEW GUIDE

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### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. After the students hear the recording, have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and circle True or False.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

### *Read the story and choose the correct answers.*

For this section, thoroughly explain the directions given. Explain and model what is expected from the students. After the students have completely understood the directions, play the recording; for more advanced students, simply read the recording dialogue out loud. You may have to play the recording more than once. After the students hear the recording have them complete the exercises. Make sure all the students have completed this section before moving on.

## Review Test 4

Unit 12 ~ Unit 14

[1-4] Choose the correct answers.

1.



- a. dinner  
 b. game  
 c. ice cream

2.



- a. buy  
 b. eat  
 c. thank

3.



- a. burp  
 b. yell  
 c. sneeze

4.



- a. want  
 b. tease  
 c. answer

[5-7] Choose the correct answers.

5. Don't \_\_\_\_\_ on the school bus.

- a. yell                      b. want                      c. mistake

6. My cell phone \_\_\_\_\_ loudly.

- a. rings                      b. minds                      c. downloads

7. When your friend \_\_\_\_\_ you, say "You're welcome."

- a. burps                       b. thanks                      c. makes

**[8-9] Read the story and circle True or False.**

Allen gets his first cell phone.  
He plays a game at the dinner table.  
“Mind your manners, Allen. Play after dinner,” says Dad.

8. Allen plays a game at dinner.       True     False
9. Allen has good table manners.       True     False

**[10-11] Read the story and choose the correct answers.**

There are some polite words.  
When you want something, say “Please.”  
When you make a mistake, say “I am sorry.”  
When you burp or sneeze, say “Excuse me.”  
Then people will be happy.

10. Say “\_\_\_\_\_” when you make a mistake.  
a. Please                      b. Excuse me                       c. I am sorry
11. What words make people happy?  
a. easy words                       b. polite words                      c. bad words