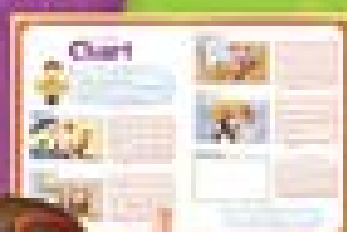


- Retell
- Oral Reading Fluency
- Literacy Center

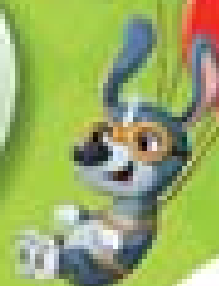


Retelling Cards
Included

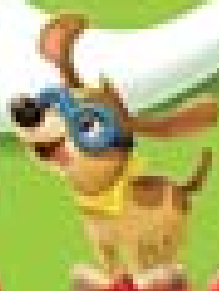


Read

2



Retell





Get Ready to Read & Retell

1. What Is Retelling?

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.

Retelling



After reading a story,
good readers always **RETELL** the
story in their own words.



2. What Is Oral Reading Fluency?

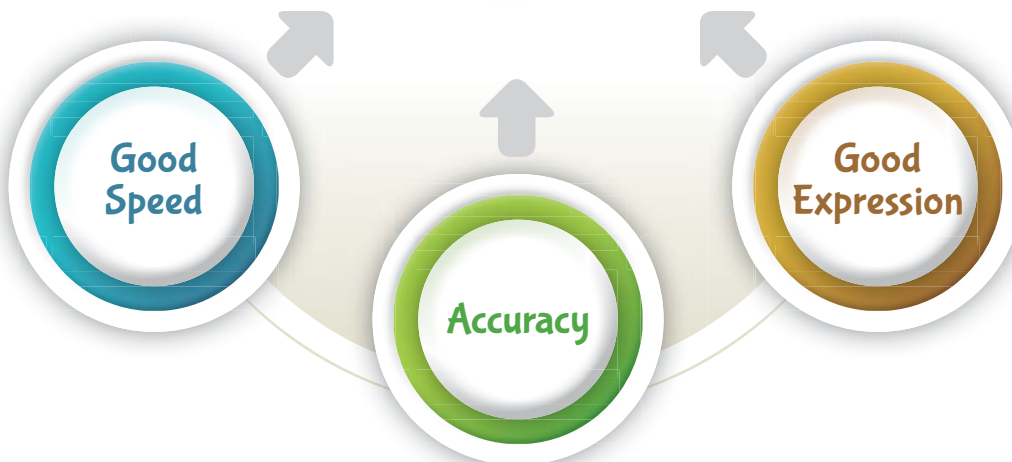
Oral reading fluency is the ability to read a text with accuracy, good speed, and good expression. Oral reading fluency activities help boost oral competency and also their understanding.

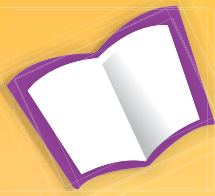
Oral Reading Fluency

Fluent readers can read a story with **accuracy**, **good speed**, and **good expression**.



Fluent Reader





Tour of Read & Retell

Before Reading

Words

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

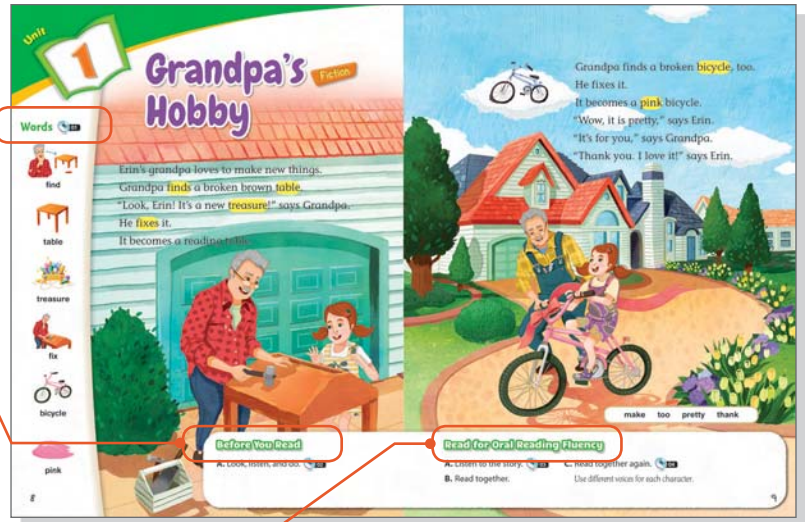
Before You Read

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



After Reading

Retell

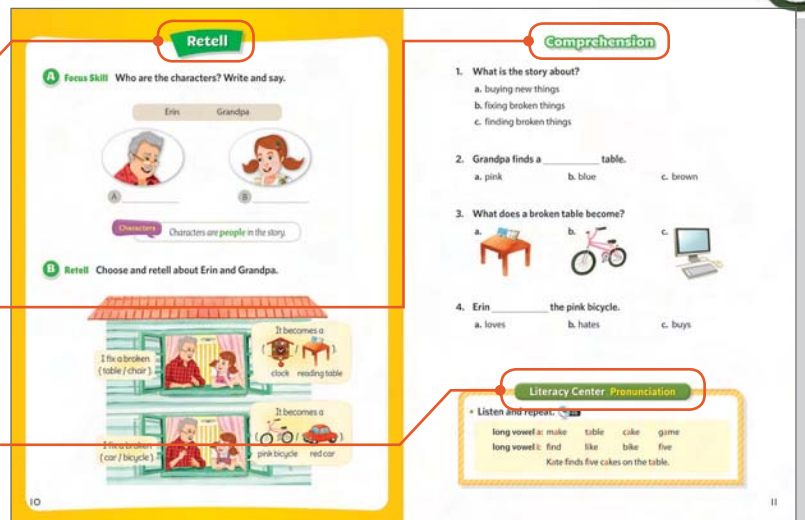
A guided retelling activity provides an opportunity for learners to recall and process the story, and to retell the story to others.

Comprehension

Comprehension questions confirm learners' understanding of the story.

Literacy Center

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



Read & Retell Special Section

Reading Day Retelling Day

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.



Read & Retell 1

Dumpling Day

Unit 7 Reading Day
We will read a story about Lori and her mom.
Lori and her mom make dumplings.

Unit 8 Retelling Day
We will retell the story "Dumpling Day"

Words

Listen and repeat.


dumpling


crescent moon


fold


wrapper


pinch


half moon


Before You Read




Picture 1 What are they making?
Picture 2 What do the dumplings look like?

Unit 7 Reading Day

Dumpling Day



1. Lori and her mom make dumplings. Her mom's dumplings look like **crescent moons**. Lori looks **sadly** at her lumpy dumplings.

2. "Watch me closely," says her mom. She **fills** the **wrapper** over the filling. She **folds** and **pinches**. She makes ten dumplings. Some look like **crescent moons**. Some look like **half moons**. "They look much better!" cries her mom.

3. That evening, Lori's family has dumplings for dinner. Their stomachs look like full moons.

Read for Oral Reading Fluency

A. Listen to the story. B. Read together. C. Read together again.

Quick Check-Up

	True	False
1. Mom's dumplings look like crescent moons.	<input type="checkbox"/>	<input type="checkbox"/>
2. Lori's dumplings look like full moons.	<input type="checkbox"/>	<input type="checkbox"/>
3. Lori's family has dumplings for lunch.	<input type="checkbox"/>	<input type="checkbox"/>

Comprehension

A. Read and circle the correct answers.

Lori's mom's dumplings look like (crescent / full) moons.
Lori's mom / Lori looks **sadly** at her lumpy dumplings.
Lori's mom folds the (wrapper / wrapper) over the filling.
She folds and (fills / pinches) the wrappers.
Lori tries again.
She makes (seven / ten) dumplings.

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

Lori will say, "_____"

Lori and her mom make dumplings. Lori is sad because her dumplings are lumpy.
Lori tries again. She looks at her lumpy dumplings.
Lori watches her mom. She sees how Lori and pinches the wrapper.
Lori's family has dumplings for dinner.

Unit 8 Retelling Day

Dumpling Day

Retelling Day Routine

- Read the story.
- Retell the story.
- Arrange the retelling cards.
- Write a summary.
- Make a retelling chart.

Read: Read the story on pages 34 and 35.

Arrange:

1. Cut out the retelling cards, and write the numbers in order.
2. Check the order with your teacher.

How to Retell

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

Write a summary using your retelling chart:

First, Lori and her mom make _____ Lori is sad because _____

Next, Lori watches her mom. Her mom _____

Then, Lori tries again. She makes _____

Last, Lori's family _____

Retelling Chart

Introduction

Hi, I am _____
I will tell you about the story. "_____"
This story is about _____ and _____.

Beginning

First, Lori and her mom make _____ Lori is sad because _____

Middle 1

Next, Lori watches her mom. Her mom _____

Middle 2

Then, Lori tries again. She makes _____

End

Last, Lori's family _____

Retelling Cards



▲ Retelling Chart

▲ Retelling Cards



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Grandpa's Hobby

Fiction

Words 01



find



table



treasure



fix



bicycle



pink

Erin's grandpa loves to make new things.

Grandpa **finds** a broken brown **table**.

"Look, Erin! It's a new **treasure**!" says Grandpa.

He **fixes** it.

It becomes a reading table.



Before You Read

A. Look, listen, and do.





Grandpa finds a broken **bicycle**, too.

He fixes it.

It becomes a **pink** bicycle.

“Wow, it is pretty,” says Erin.

“It’s for you,” says Grandpa.

“Thank you. I love it!” says Erin.



make too pretty thank

Read for Oral Reading Fluency

A. Listen to the story.  03

C. Read together again.  04

B. Read together.

Use different voices for each character.

Retell

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

Erin

Grandpa



A

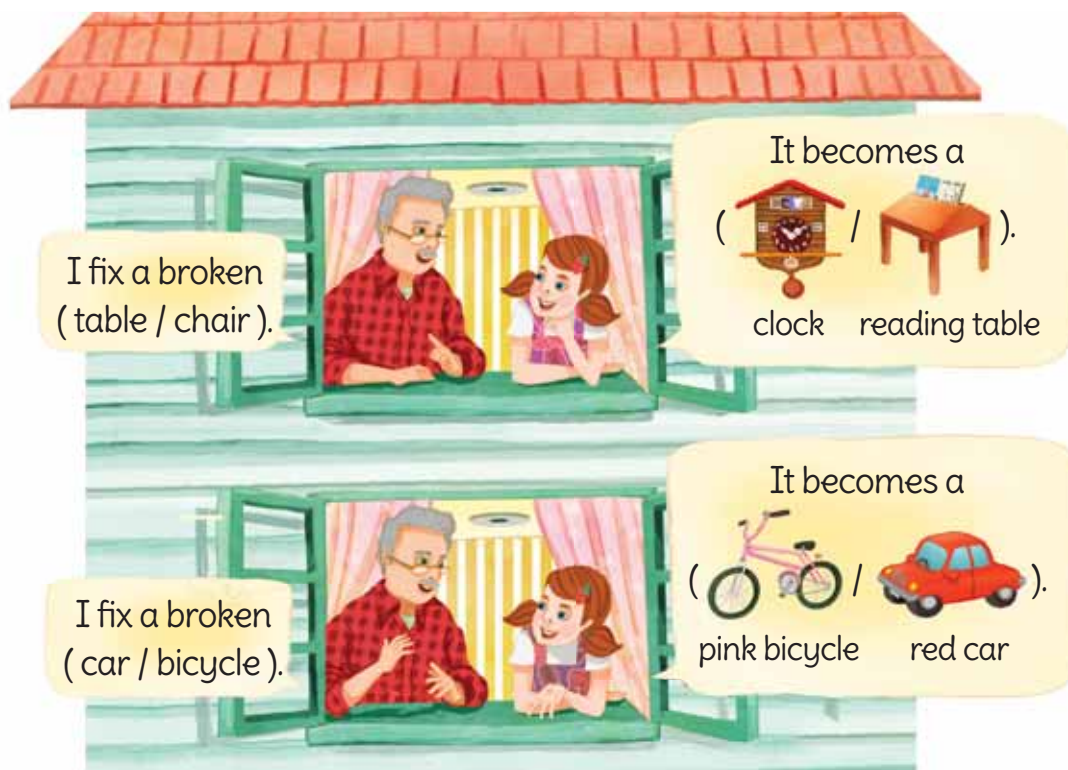


B

Characters

Characters are **people** in the story.

B Retell Choose and retell about Erin and Grandpa.



Comprehension

1. What is the story about?

- a. buying new things
- b. fixing broken things
- c. finding broken things

2. Grandpa finds a _____ table.

- a. pink
- b. blue
- c. brown

3. What does a broken table become?

a.



b.



c.



4. Erin _____ the pink bicycle.

- a. loves
- b. hates
- c. buys

Literacy Center Pronunciation

• Listen and repeat.  05

long vowel **a**: make table cake game

long vowel **i**: find like bike five

Kate finds five cakes on the table.

Big Brother's Big Drums

Fiction

Words 06



sneak



excited



hit



drumstick



break



worried

Tom **sneaks** into Ron's room.

He sees Ron's new drum set.

"Wow! It is awesome!"

He is **excited**.



Before You Read

A. Look, listen, and do.



Tom **hits** the drums.
Boom! Boom! Crash!
Uh-oh! The **drumsticks break**.
Tom is **worried**.



At that moment, Ron comes in.
He sees the broken drumsticks.
“I’m sorry,” Tom says.
“That’s OK. Do you like playing the drums?” Ron asks.
Ron gives Tom new drumsticks.
They play the drums together.



Read for Oral Reading Fluency

A. Listen to the story. 08

B. Read together.

C. Read together again. 09

Clap and stamp when you read the story.

Tom =

Ron =

Retell

A Focus Skill How does Tom feel? Write and say.

worried

excited

I'm



I'm

Characters

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

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



Ron (gives / buys) Tom new drumsticks. They play the drums together.



Tom hits the drums. The (drumsticks / drums) break.



Tom sees Ron's new (drum / guitar) set.

Tip!

First Next Then

Comprehension

1. What is the story about?

- a. music b. a new drum set c. Tom's house

2. Tom and Ron are in _____.

- a. Tom's room b. Ron's room c. the living room

3. Tom breaks the _____.

- a. drums b. cymbals c. drumsticks

4. How does Ron feel?

a.



b.



c.



Literacy Center Grammar

- Listen and repeat.  10

Ron – Ron's

Tom – Tom's

Ron has a drum. It is Ron's drum.

Tom has a dog. It is Tom's dog.

The Peafowl Family

Nonfiction

Words  11

baby



long



tail



feather



brown



short




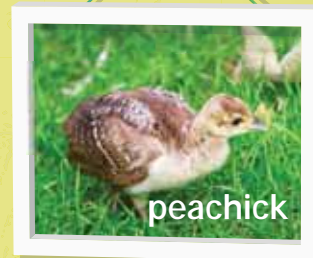
There is a peafowl family.

Look at the father, mother, and baby.

They have special names.

Before You Read

A. Look, listen, and do.  12



The father peafowl is called a peacock.

A peacock is colorful.

He has long tail feathers.

The mother peafowl is called a peahen.

A peahen is brown.

She has short tail feathers.

The baby peafowl isn't one year old yet.

We call it a peachick.

there has one year

Read for Oral Reading Fluency

A. Listen to the story.  13

B. Read together.

C. Read together again.  14

Clap twice when you see a period.



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 peafowl family.

Main idea

Peafowls have special names.

Detail 1

I'm the father.

I am a



Detail 2

I'm the mother.

I am a



Detail 3

I'm the baby.

I am a



peachick
peahen
peacock

Comprehension

1. What is the story about?

- a. peafowls' food
- b. peafowls' sizes
- c. peafowls' special names

2. The peacock is _____ and has _____ tail feathers.

- a. brown – short
- b. colorful – long
- c. red – long

3. What color is a peahen?

- a. black
- b. brown
- c. blue

4. Which is the peachick?

a.



b.



c.



Literacy Center Punctuation

- Read and circle the correct sentences.

Tip A sentence ends with a period.

- a. A peacock is colorful / A peacock is colorful.
- b. A peahen is brown. / A peahen is brown
- c. We call it a peachick / We call it a peachick.

Stan and Me

Fiction

Words 15



smart



music



sing



gym



draw

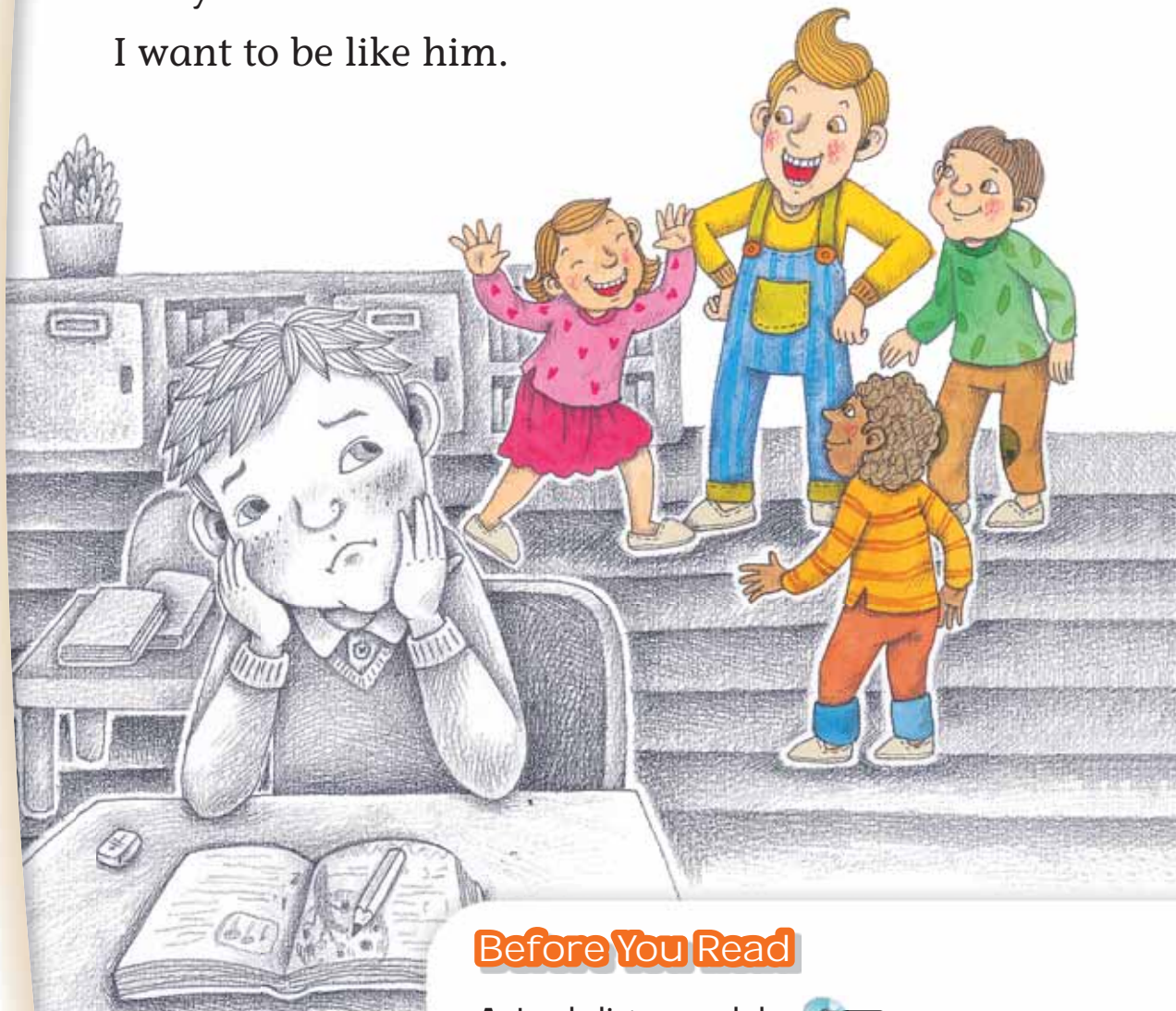


picture

Stan is **smart** and good at sports.

Everyone likes Stan.

I want to be like him.



Before You Read

A. Look, listen, and do. 16

In **music** class, I **sing** like Stan.
In **gym** class, I jump like Stan.
But everyone still likes Stan.



In art class, I just **draw** my own **picture**.
Everyone likes my picture.
“Your picture is the best!” says Stan.
When I am me, everyone likes me, too!

just my own best

Read for Oral Reading Fluency

A. Listen to the story.  17

C. Read together again.  18

B. Read together.

Use your voice to show how the character feels.

Retell

A Focus Skill When does the boy draw the picture? Choose and say.

School Schedule		
<input type="checkbox"/> gym class	:	<input type="checkbox"/> art class
	:	<input type="checkbox"/> music class

Time

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

B Retell Write and retell about the boy.

art music draw jump

<p>I want to be like Stan.</p> 	<p>In class, I sing like Stan.</p> 
<p>In gym class, I like Stan.</p> 	<p>In class, I my own picture. Everyone likes my picture.</p> 

Comprehension

1. What is the story about?
 - a. Stan and a boy
 - b. Stan and his friends
 - c. school subjects

2. Stan is smart and good at _____.
 - a. art
 - b. dance
 - c. sports

3. The boy _____ and _____ like Stan.
 - a. sings – jumps
 - b. sings – draws
 - c. draws – colors

4. How does the boy feel at the end of the story?

a.



b.



c.



Literacy Center Pronunciation

- Listen and repeat.  19

st: Stan still best star

sp: sports spoon spin spot

Stan is the best sports star.

Words 20



toy



fly



glider



kite



engine

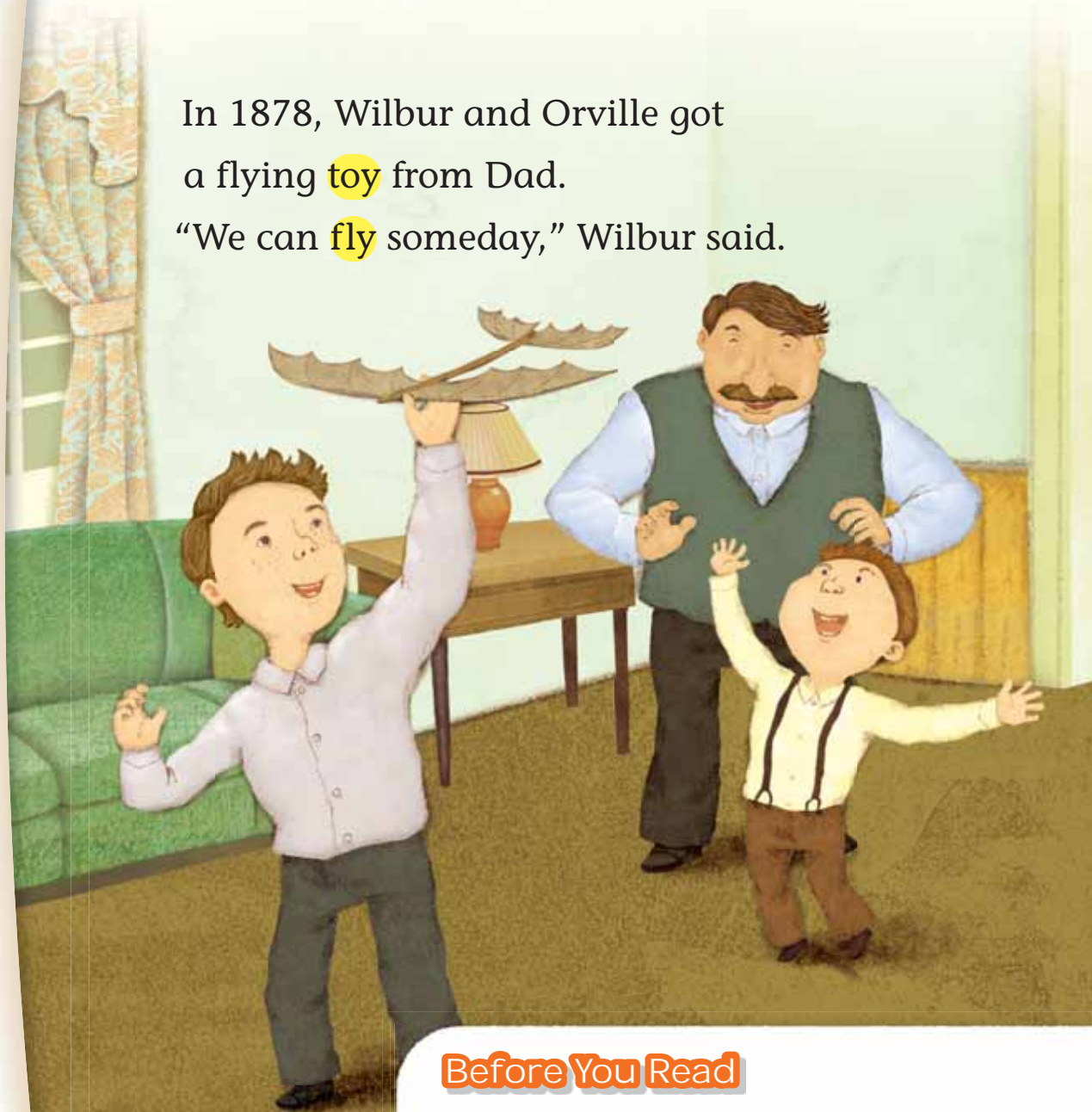


airplane

Orville's Plane

In 1878, Wilbur and Orville got a flying **toy** from Dad.

"We can **fly** someday," Wilbur said.



Before You Read

A. Look, listen, and do. 21

In 1900, they made a glider.

It looked like a large kite.

It flew for 10 seconds.

“We can do better,” Orville said.

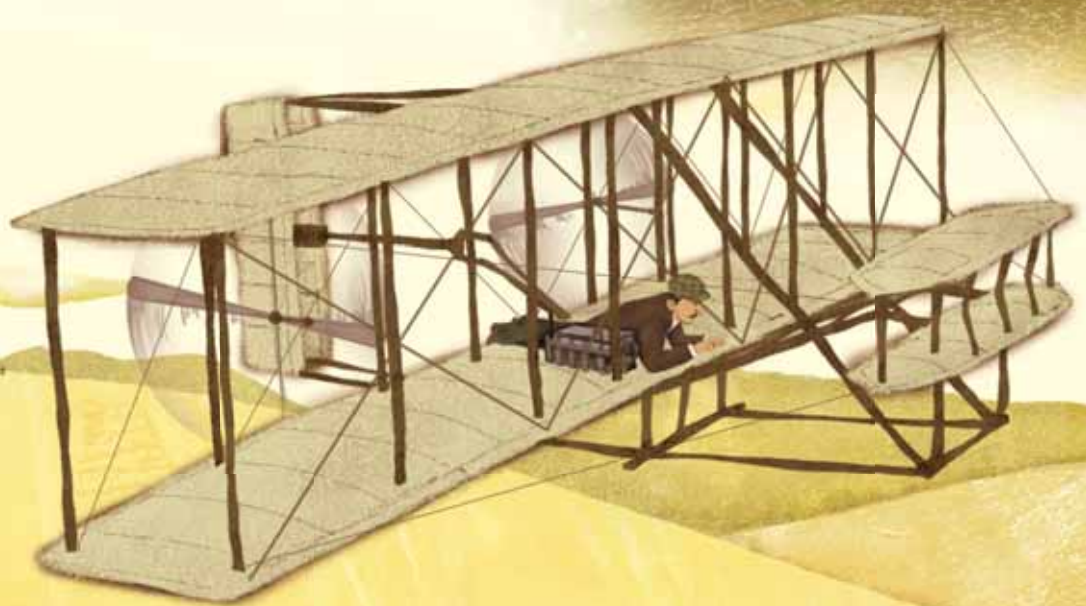
Wilbur and Orville studied engines.

In 1903, they made an airplane with an engine.

It flew for 59 seconds.

It was the world’s first airplane.

They never gave up their dream to fly!



can said never their

Read for Oral Reading Fluency

A. Listen to the story.  22



B. Read together.

C. Read together again.  23

Read the dates slowly and correctly.

Retell

A Focus Skill Look at the timeline. Write and say.

1900	1903	
 <p>They made It flew for seconds.</p>	 <p>They made It flew for seconds.</p>	an airplane a glider 59 10

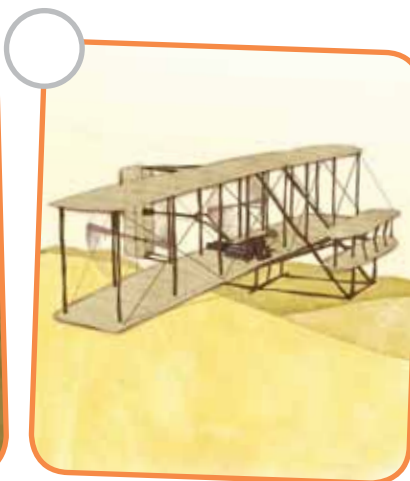
Time

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

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



Wilbur and Orville got
a (flying toy / ball) from
Dad.



They made the world's
first (airplane / boat)
with an engine.



They made a (glider /
balloon).

Tip!

First Next Then

Comprehension

1. What is the story about?

- a. Wilbur and Orville made a glider and an airplane.
- b. Wilbur and Orville studied engines.
- c. Wilbur and Orville had a flying toy.

2. What did the glider look like?

a.



b.



c.



3. Wilbur and Orville made an airplane with _____.

- a. wheels
- b. an engine
- c. windows

4. Wilbur and Orville _____.

- a. did not study engines
- b. did not have a dream
- c. never gave up their dream

Literacy Center Grammar

• Listen and repeat.  24

look – **looked**

get – **got**

say – **said**

make – **made**

fly – **flew**

study – **studied**

How to Nonfiction Give a Speech

Words  25



worry



speech



practice



mirror



confident



gesture


Many students **worry** about giving **speeches**.

But just follow these tips.

Then your speech will be great.



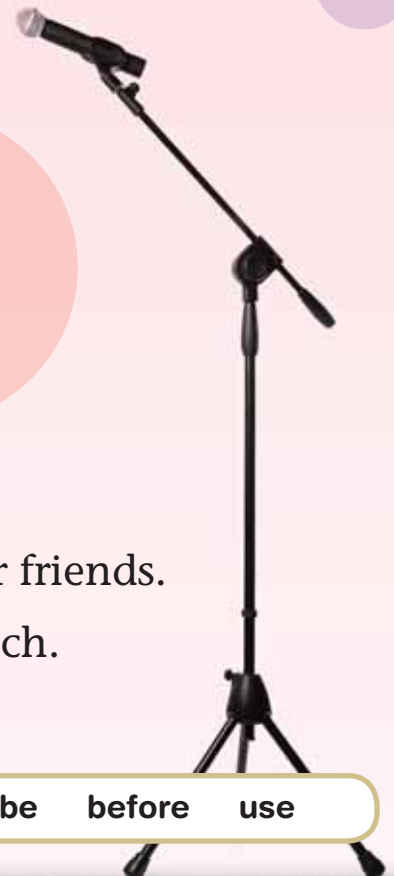
Before You Read

A. Look, listen, and do.  26

Before the big day, **practice** your speech.
Practice in front of a **mirror** or your family.
Remember that practice makes perfect.



On the big day, be **confident**.
Stand up straight and smile.
Use **gestures** and make eye contact with your friends.
Everyone will be happy to listen to your speech.



about be before use

Read for Oral Reading Fluency

A. Listen to the story.  27

B. Read together.

C. Read together again.  28

Stand up straight and read the story loudly.

Retell

A Focus Skill Choose two 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 how to give a speech.

be confident

practice your speech



Before the big day,

.....

How can I give
a great speech?

On the big day,

.....



Comprehension

1. What is the story about?

- a. how to make friends
- b. how to give a speech
- c. how to listen to a speech

2. Before the big day, _____ your speech.

- a. study
- b. remember
- c. practice

3. Practice in front of _____.



- a. a mirror
- b. your family
- c. your friends

4. What should you do on the big day?

- a. Practice the speech.
- b. Don't use gestures.
- c. Be confident.

Literacy Center Punctuation

- Read and circle the correct sentences.

Tip A sentence starts with a capital letter.

- a. your speech will be great. / Your speech will be great.
- b. Stand up and smile. / stand up and smile.

Read & Retell

1

Dumpling Day



Reading Day

We will read a story about Lori and her mom.
Lori and her mom make dumplings.



Retelling Day

We will retell the story, "Dumpling Day."

Words

Listen and repeat.  29



dumpling



crescent moon



fold



wrapper



pinch



half moon

Before You Read

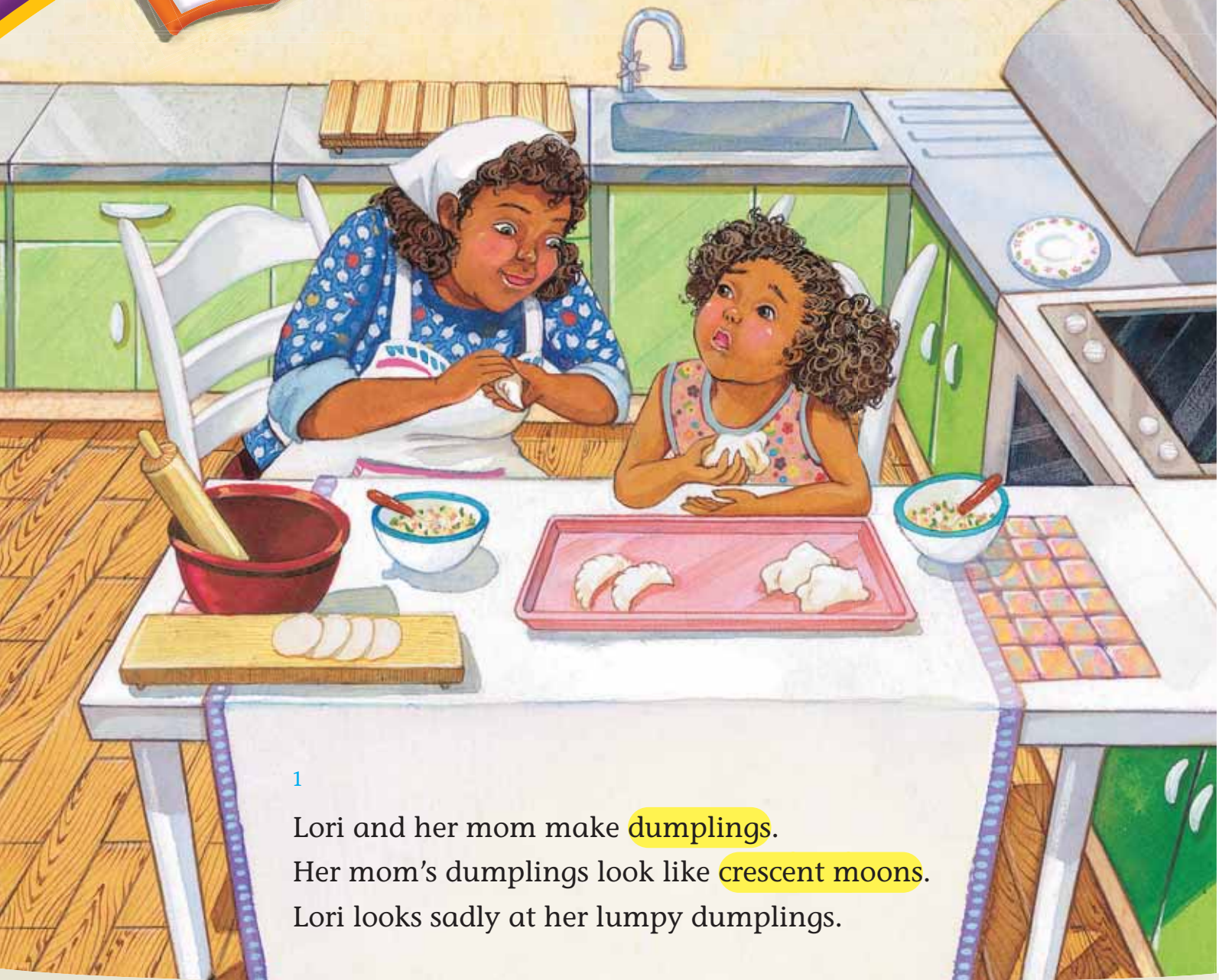


Picture A What are they making?



Picture B What do the dumplings look like?


Dumpling Day




1

Lori and her mom make **dumplings**.
Her mom's dumplings look like **crescent moons**.
Lori looks sadly at her lumpy dumplings.

Read for Oral Reading Fluency

A. Listen to the story.  30

B. Read together.

C. Read together again.  31

Use your voice to show how the characters feel.



2

“Watch me closely,” says her mom.
She **folds** the **wrapper** over the filling.
She folds and **pinches** the wrapper.

3

Lori tries again.
Fold and pinch.
Fold and pinch.
She makes ten dumplings.
Some look like crescent moons.
Some look like **half moons**.
“They look much better!” cries her mom.



4

That evening, Lori’s family has
dumplings for dinner.
Their stomachs look like full moons.



me over much better



Quick Check-Up

1. Mom’s dumplings look like crescent moons.
2. Lori’s dumplings look like full moons.
3. Lori’s family has dumplings for lunch.

True

☐
☐
☐

False

☐
☐
☐

Comprehension

A. Read and circle the correct answers.



Lori's mom's dumplings look like
(crescent / full) moons.

(Lori's mom / Lori) looks sadly at her
lumpy dumplings.



Lori's mom folds the (paper / wrapper)
over the filling.

She folds and (hits / pinches) the wrapper.



Lori tries again.

She makes (seven / ten) dumplings.

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



Lori will say, ".....".

Lori and her mom make dumplings. Lori is sad because her dumplings are lumpy.

Lori watches her mom. Her mom folds and pinches the wrapper.

Lori tries again. She makes ten better dumplings.

Lori's family has dumplings for dinner.

Dumpling Day

Retelling Day Routine

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

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.  32

First, Lori and her mom make Lori is sad

because

Next, Lori watches her mom. Her mom

.....

Then, Lori tries again. She makes

Last, Lori's family

Retelling Chart



Introduction

Hello, I am _____.

Your name

I will tell you about the story, "_____".

Title

This story is about _____ and _____.

Characters

Beginning

Glue a retelling card here.

First, Lori and her mom make

_____. Lori is sad

because _____.

Middle 1

Glue a retelling card here.

Next, Lori watches her mom.

Her mom _____.

Middle 2

Glue a retelling card here.

Then, Lori tries again. She makes

_____.

End

Glue a retelling card here.

Last, Lori's family _____.

_____.



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

The Cookie Factory

Fiction

Words  33

visit



factory



mix



dough



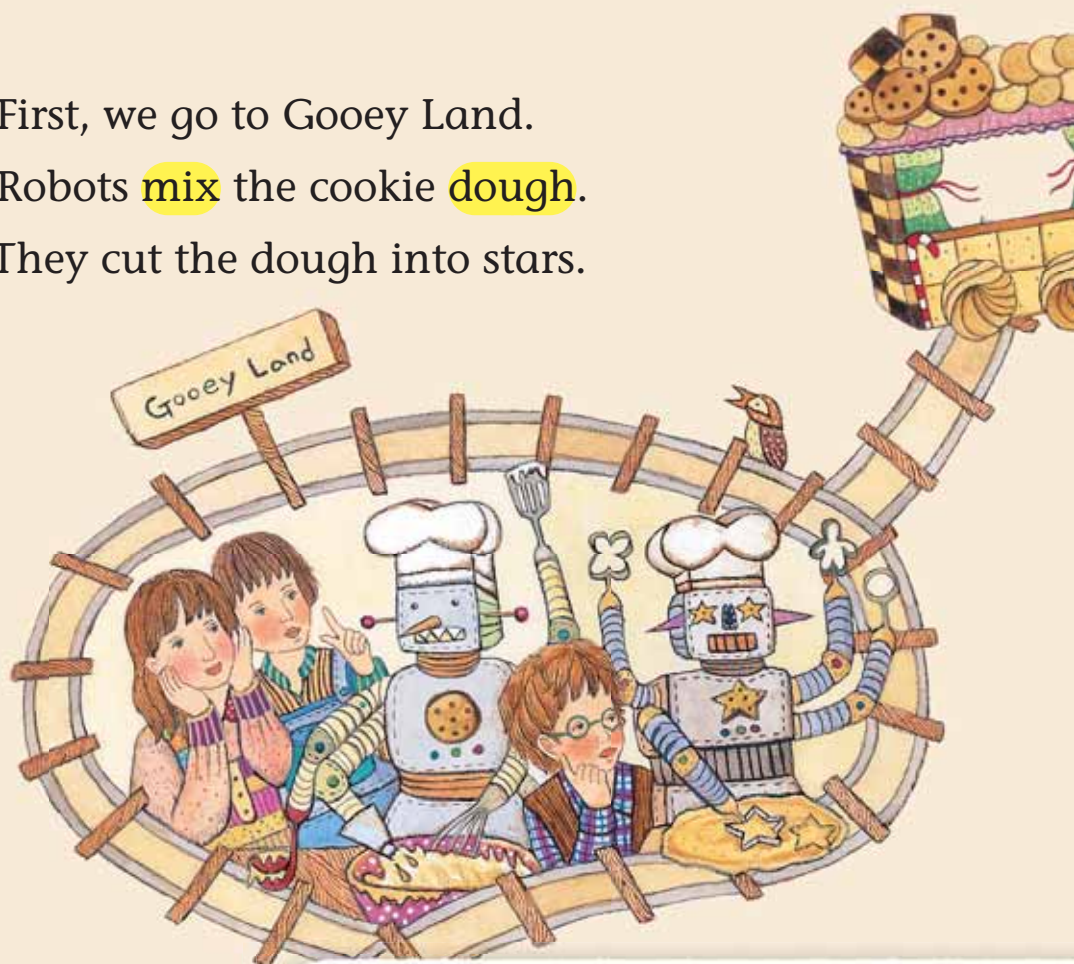
bake



pick

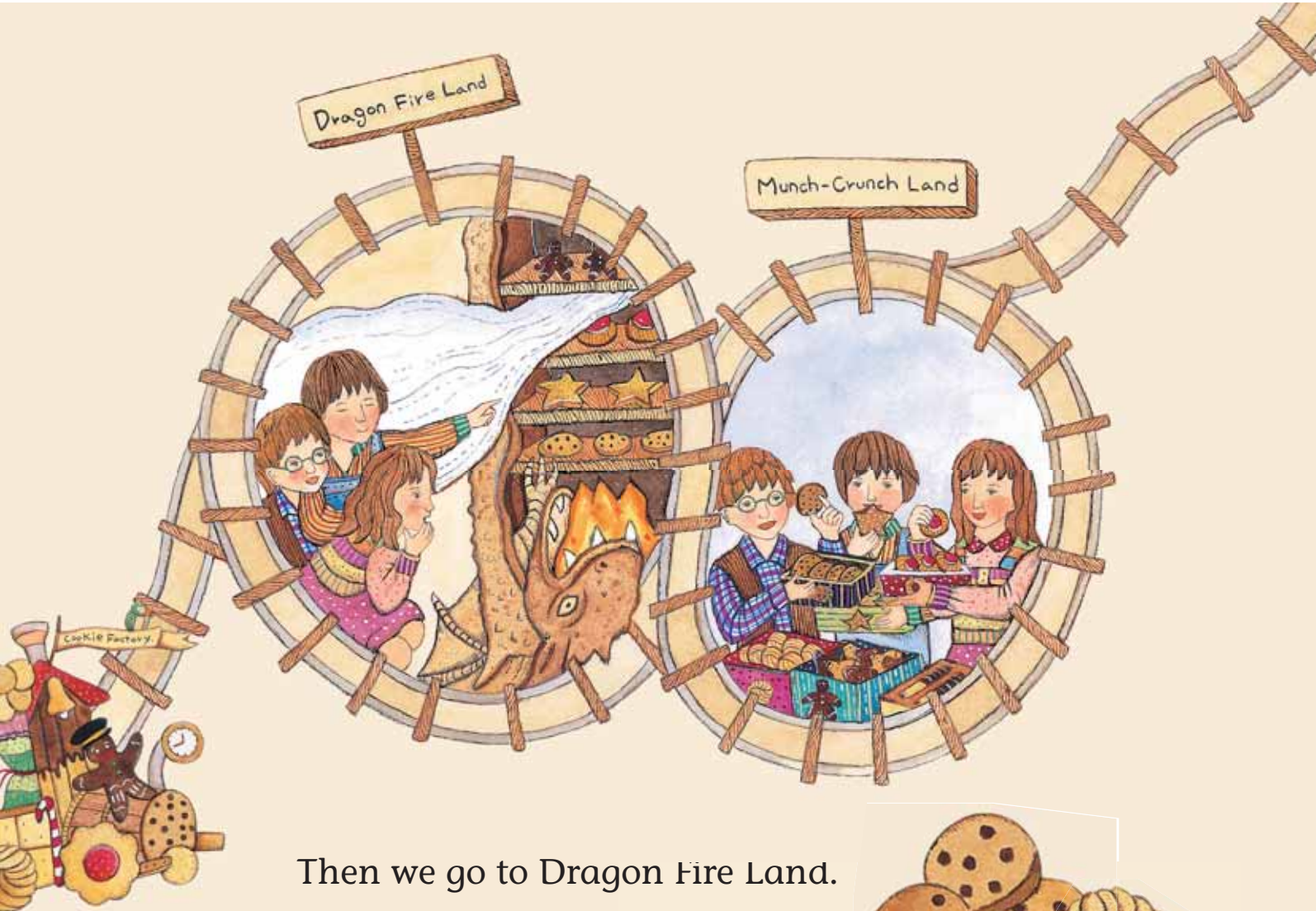
Our class visits a cookie factory.
A train takes us into the factory.

First, we go to Goopy Land.
Robots mix the cookie dough.
They cut the dough into stars.



Before You Read

A. Look, listen, and do.  34



Then we go to Dragon Fire Land.
The dough **bakes** in the hot oven.
The cookies smell delicious!



Munch-Crunch Land has boxes of cookies.
I **pick** my favorite – chocolate chip cookies.
They are the best cookies ever!



take go then hot

Read for Oral Reading Fluency

A. Listen to the story. 35

B. Read together.

C. Read together again. 36

Clap twice when you see a period.



Retell

A Focus Skill Where do they visit first? Choose and say.



Place

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

B Retell Write and match. Then, retell about the cookie factory.

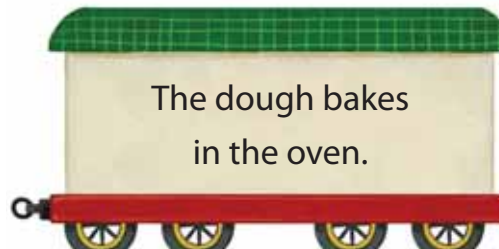
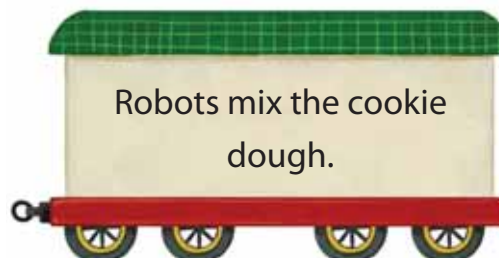


Our class is on a cookie factory tour.

Goopy Land

Munch-Crunch Land

Dragon Fire Land



Comprehension

1. What is the story about?

- a. robots b. the cookie dough c. a cookie factory tour

2. Robots _____ the cookie dough into stars.

- a. cut b. mix c. bake

3. The dough bakes at _____.

- a. Goopy Land
b. Dragon Fire Land
c. Munch-Crunch Land

4. What is the boy's favorite cookie?

a.



b.



c.



Literacy Center Pronunciation

- Listen and repeat.  37

ch: chip chocolate munch crunch

I munch and crunch chocolate chip cookies for lunch.

Charlie chops the cheese, peaches, and chocolate chip cookies.

Ruth the Fiction Fashion Queen!

Words  38



sneakers



same



shoelace



sparkly



purple



different

Ruth wants new sneakers.

Ruth and her mom go to the shoe store.

"How about these pink sneakers?" asks Mom.

"They are pretty," says Ruth.

"But Betty already has the same pair."



Before You Read

A. Look, listen, and do.



Ruth's mom has an idea.
"Let's buy the pink sneakers,
and change the **shoelaces**."
Ruth picks out new shoelaces.



The pink sneakers now have **sparkly purple** shoelaces.
"Wow! They look **different**," says Ruth.
"I love my special sneakers."

how these buy out

Read for Oral Reading Fluency

A. Listen to the story.  40

B. Read together.

C. Read together again.  41

Use different voices for each character.

Retell

A Focus Skill Where does this story happen?



Place

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

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



Ruth (loves / hates) her special sneakers.



Ruth and her mom go to the shoe store. She wants to buy (pants / sneakers).



They change the (shoelaces / socks).

Comprehension

1. What is the story about?

- a. Ruth's friend
- b. the shoe store
- c. Ruth's new sneakers

2. Betty has _____ sneakers.

- a. the same pink
- b. different pink
- c. sparkly purple

3. Which one is Ruth's new sneaker?

a.



b.



c.



4. The sparkly purple _____ make the pink sneakers special.

- a. socks
- b. shoelaces
- c. buttons

Literacy Center Grammar

• Listen and repeat.  42

I **want** new sneakers.

I **pick** out shoelaces.

I **love** my sneakers.

Ruth **wants** new sneakers.

Ruth **picks** out shoelaces.

Ruth **loves** her sneakers.

At the Ski Resort

Nonfiction

Words  43

rent



boots



skis



lift



slope



sell



A ski resort is a place for skiing.
It has many places for skiers.

Before You Read

A. Look, listen, and do.  44



This is the rental shop.
You can rent ski boots and skis here.



Now let's walk to the lifts.
Hop on!
The lifts take you up the slope.



Get off!
This is the top of the slope.
You can ski here. Let's go!



Do you see the snack bar at the bottom?
They sell the best hot chocolate.

place here walk off

Read for Oral Reading Fluency

A. Listen to the story.  45

B. Read together.

C. Read together again.  46

Read the story at a normal speed.

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 ski resort.

slope

snack bar

lifts

rental shop

Main idea

A ski resort has many places for skiers.

Detail 1:

You can rent ski boots and skis here.

Detail 3:

You can ski here.



Detail 2:

They take you up the slope.

Detail 4:

You can buy the best hot chocolate.

Comprehension

1. What is the story about?

- a. a rental shop and lifts
- b. places at the ski resort
- c. food at the ski resort

2. You can rent _____ at the rental shop.

- a. slope
- b. lifts
- c. ski boots

3. The _____ take you up the slope.

- a. lifts
- b. stairs
- c. trains

4. Where can you ski?

a.



b.



c.



Literacy Center Punctuation

- Read and choose the correct punctuation.

Tip Use a question mark(?) for a question.

- a. Do you see the snack bar (. / ?)
- b. Do you see the ski resort (. / ?)

Mr. Fair's Belly Pops

Fiction

Words 47



referee



whistle



touch



belly



grab

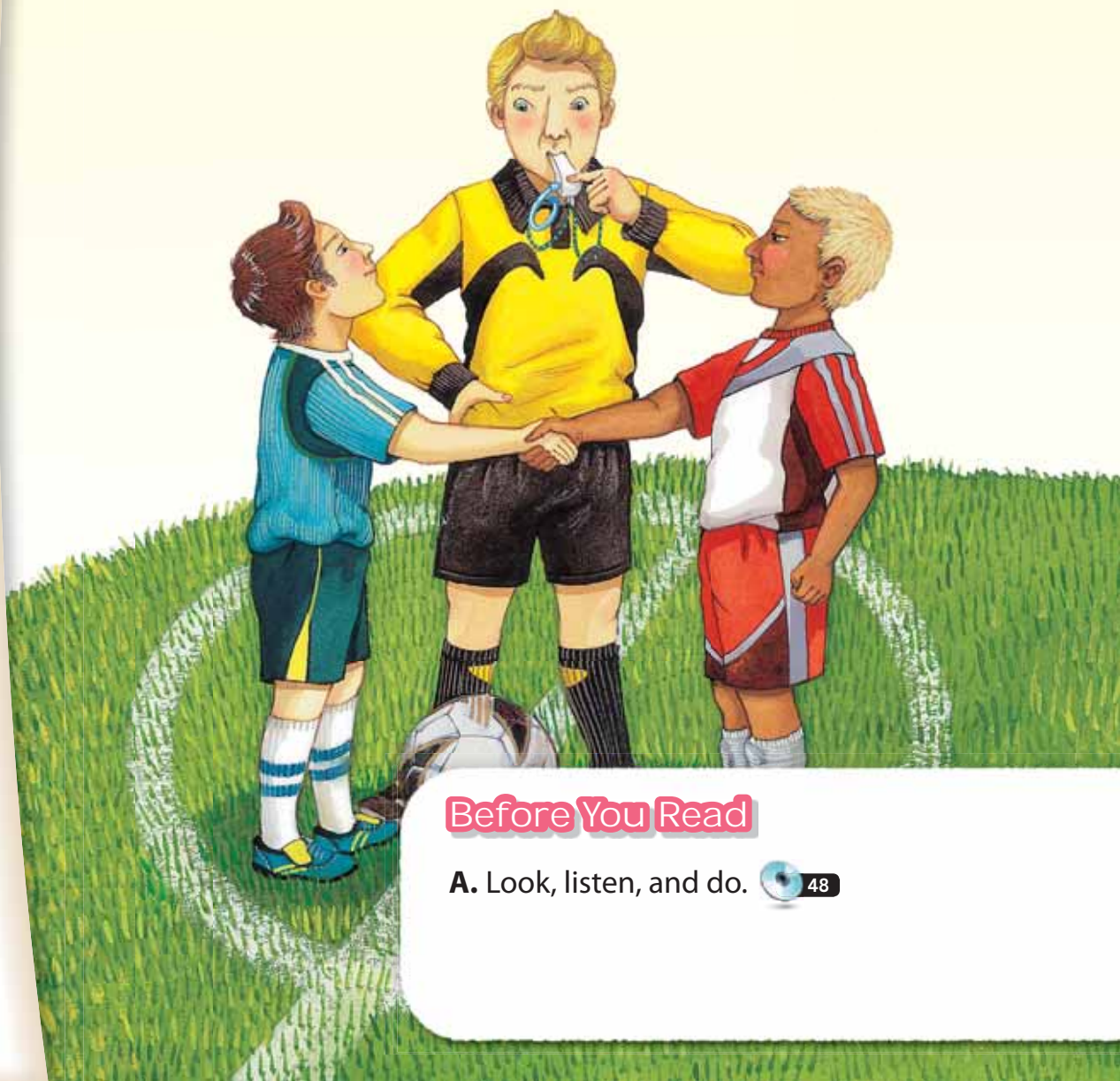


pop

Eddie's class is on the soccer field.

Mr. Fair is the referee.

Toot-toot! He whistles. "Let's start!"



Before You Read

A. Look, listen, and do. 48

Jack **touches** the ball with his hand.

Toot-toot! "Foul!" says Mr. Fair.

His **belly** grows bigger.

Bob **grabs** Eddie's shirt.

Toot-toot! "Foul!" says Mr. Fair.

His belly grows bigger and bigger.



Bang! Mr. Fair's belly **pops**!

Oh, it is just a balloon!

"Play fair. Don't pop my belly,"
he says.

Everyone laughs and plays again.

on grow laugh again

Read for Oral Reading Fluency

A. Listen to the story.  49

B. Read together.

C. Read together again.  50

Read loudly when you see an exclamation mark.

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 Mr. Fair.

Beginning



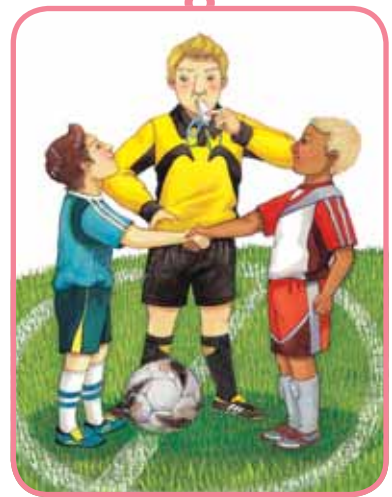
Mr. Fair whistles and Eddie's class starts to play soccer.

Middle



Jack and Bob foul and Mr. Fair's belly grows bigger and bigger.

End



Mr. Fair's belly pops. It is a balloon!

Comprehension

1. What is the story about?

- a. a referee b. a ball c. the soccer field

2. Mr. Fair says, " _____ " when Jack touches the ball with his hand.

- a. Let's start! b. Foul! c. Play fair!

3. Whose belly pops?

a.



b.



c.



4. What is under Mr. Fair's shirt?

- a. a whistle b. a soccer ball c. a balloon

Literacy Center Pronunciation

• Listen and repeat.  51

er: soccer bigger The soccer ball is bigger.

ir: shirt dirty The dirty shirt is Bob's.

ar: start car He starts the car at the park.

The Egg-Spoon Race

Fiction

Words  52

egg



spoon



race



fall



catch



winner




Kelly, Sam, and their friends are
at the starting line.

On your mark, get set, go!

The egg-spoon race begins!

Before You Read

A. Look, listen, and do.  53



Uh-oh! Kelly's egg falls off her spoon!
Yay! She catches her egg in her hand.
Kelly quickly puts it back on her spoon.

Sam runs around the tree.
Splat! His egg falls off his spoon.
Kelly runs past Sam.
She runs past her other friends too!
Hooray! Kelly is the winner!



begin put back other


Read for Oral Reading Fluency


A. Listen to the story.  54

B. Read together.

C. Read together again.  55

Clap and stamp when you read the story.

Kelly = 

Sam = 

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 Choose and number in order. Retell the story to your partner.



Kelly and her friends begin (ballet / an egg-spoon race).



(Sam / Kelly) wins the race.



Kelly's egg falls off her spoon, but she (breaks / catches) it in her hand.

Tip!

First Next Then

Comprehension

1. What is the story about?
 - a. a picnic at the park
 - b. an egg-spoon race
 - c. an egg and a spoon

2. Kelly quickly puts her _____ back on her spoon.
 - a. ball
 - b. apple
 - c. egg

3. Sam's egg falls off his _____.
 - a. spoon
 - b. hand
 - c. fork

4. Who is the winner?

a.



b.



c.



Literacy Center Grammar

- Listen and repeat.  56

Sam – he – **his**

Kelly – she – **her**

Sam has a spoon. It is **his** spoon.

Kelly has a spoon. It is **her** spoon.

Wear White at Wimbledon

Nonfiction

Words  57

tennis



clothing



trousers



blouse



shorts




sleeve



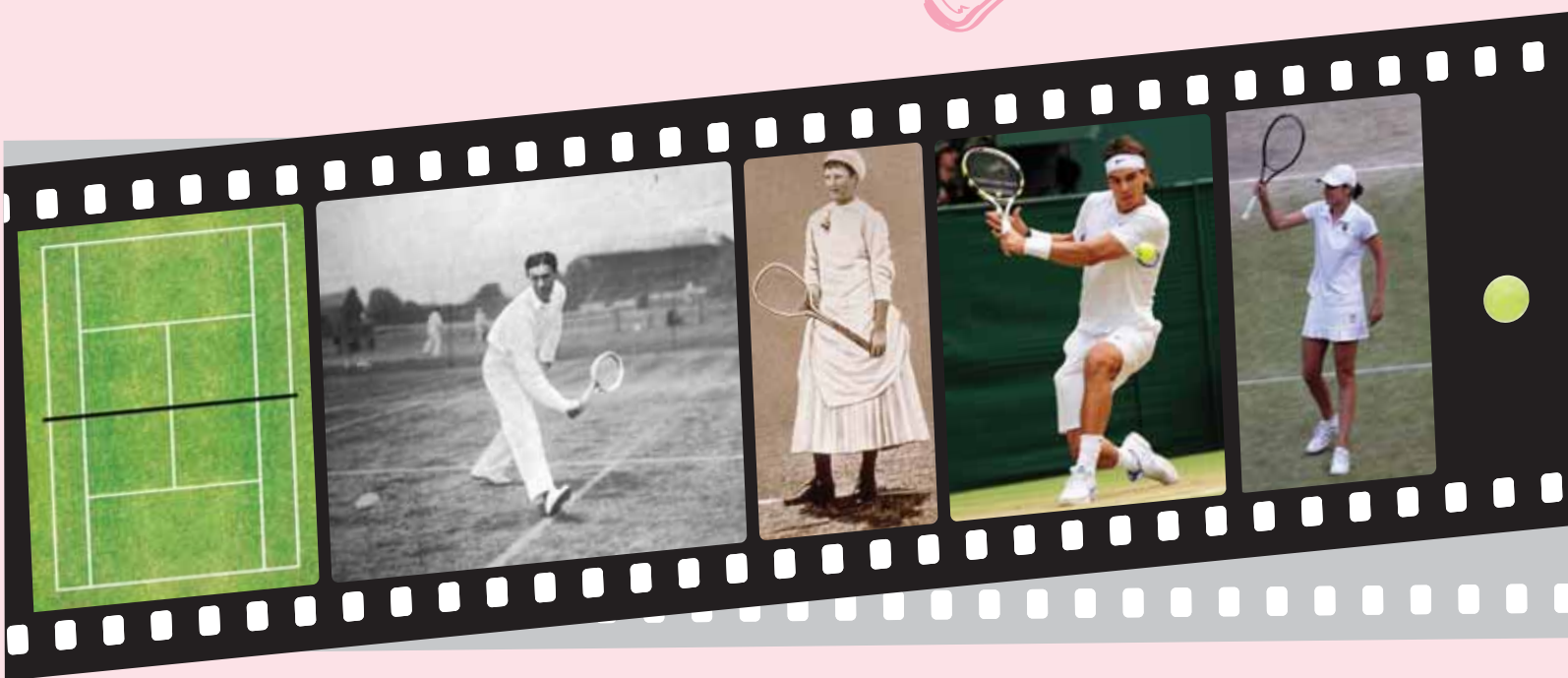
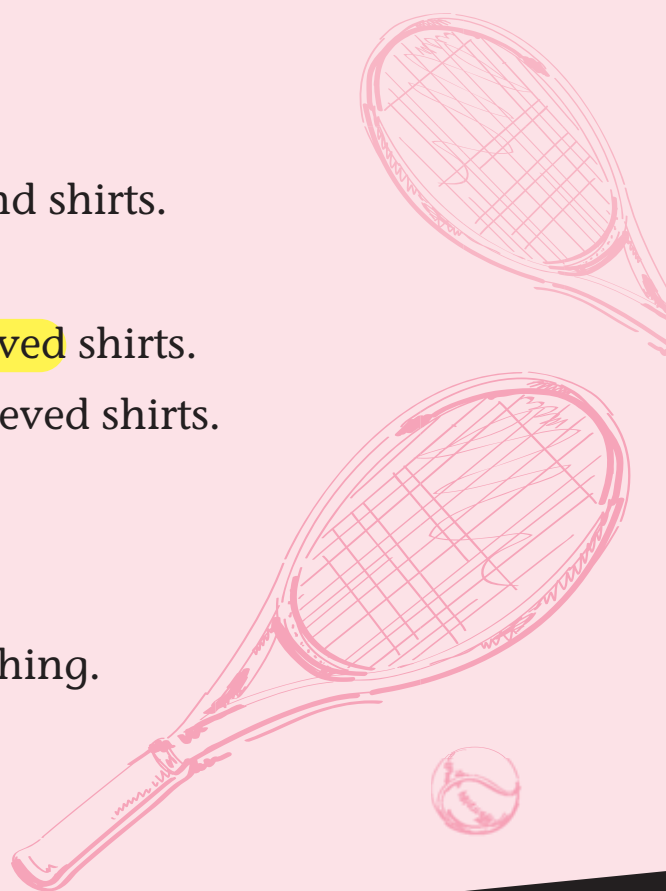
Wimbledon is the oldest **tennis** event in the world. Also, it is famous for tennis players' **clothing**. At Wimbledon, tennis players' clothing has changed over time.

Before You Read

A. Look, listen, and do.  58

In the past, men wore long **trousers** and shirts.
Women wore long skirts and **blouses**.
Today, men wear **shorts** and short-**sleeved** shirts.
Women wear short skirts and short-sleeved shirts.

But, one thing is the same.
Players should always wear white clothing.
It's tradition.



also should always white

Read for Oral Reading Fluency

A. Listen to the story.  59

B. Read together.

C. Read together again.  60

Do this after reading each sentence:



= "I understand this."



= "I don't understand this."

Retell

A Focus Skill What is the main idea? Choose and say.

- ☐ At Wimbledon, tennis players' clothing has changed over time.
- ☐ In the past, women wore white long skirts.

**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 Wimbledon.

long shirts
long trousers

long blouses
short skirts

short-sleeved shirts
shorts long skirts



In the past, men wore white
_____ and _____.



In the past, women wore white
_____ and _____.



Today, men wear white
_____ and _____.



Today, women wear white
_____ and short-sleeved shirts.

Comprehension

1. What is the story about?
 - a. clothing shops at Wimbledon
 - b. the history of Wimbledon
 - c. players' clothing at Wimbledon
2. Wimbledon is the oldest _____ event in the world.
 - a. tennis
 - b. badminton
 - c. table tennis
3. What should players wear at Wimbledon?
 - a. 
 - b. 
 - c. 
4. What is the tradition of Wimbledon?
 - a. Players wear white clothing.
 - b. Players wear short-sleeved shirts.
 - c. Players wear long shirts.

Literacy Center Punctuation

- Write the sentences correctly, and read them.

- a. Womenworelongblouses. Women wore long blouses.
- b. Womenworelongskirts. _____
- c. Menworelongtrousers. _____

Read & Retell

2

Basketball Ballet



Reading Day

We will read a story about Tim.

Tim loves basketball and tries ballet.



Retelling Day

We will retell the story, "Basketball Ballet."

Words

Listen and repeat.  61



basketball



coach



ballet



wear



tights



dribble

Before You Read

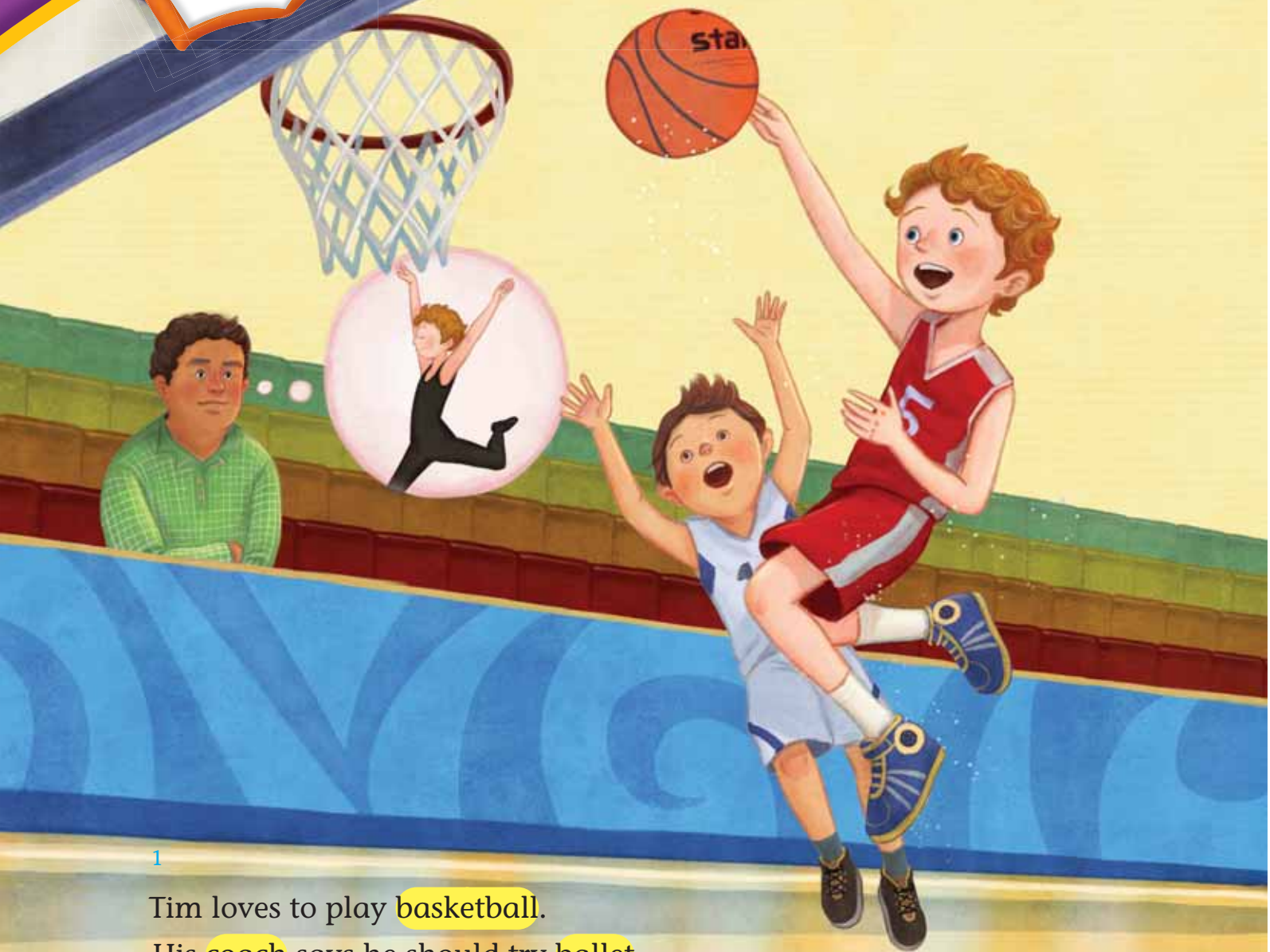


Picture A What do the boys play?



Picture B Do you think the boy in the basketball jersey likes ballet?
Why do you think so?

Basketball Ballet




1

Tim loves to play basketball.

His coach says he should try ballet.

"Ballet can help make you a better basketball player."

Read for Oral Reading Fluency

A. Listen to the story.  62

B. Read together.

C. Read together again.  63

Stand up and sit down when you read the word "basketball."
Snap your fingers when you read the word "ballet."

basketball =  ballet = 



2

Tim's parents take him to a ballet lesson.

Tim thinks ballet is only for girls.

"I won't wear tights!" he says.

3

The ballet teacher sees Tim in his basketball jersey.

"Ballet is like basketball. Look," she says and dances.

She dribbles and jumps like a basketball player.



4

That day, the ballet class makes up a new dance.

They call it "Basketball Ballet."

Tim dances and says, "Wow! Ballet is really cool!"



try help only new



Quick Check-Up

1. Tim loves to play basketball.
2. Tim goes to a ballet lesson with his parents.
3. The basketball coach dances like a basketball player.

True

☐
☐
☐

False

☐
☐
☐

Comprehension

A. Read and circle the correct answers.



Tim loves to play (basketball / baseball).
His coach says he should try (soccer / ballet).



Tim thinks ballet is only for (girls / boys).
He says, "I won't wear (a basketball jersey / tights)!"



The ballet teacher says, "Ballet is like basketball."
She dribbles and (jumps / kicks) like a basketball player.

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



The ballet teacher will say,

"....."

Tim sees the ballet teacher dance. She dribbles and jumps like a basketball player.

The ballet class makes a dance called “Basketball Ballet” and Tim likes it.

Tim’s basketball coach says he should try ballet. It can help make him a better player.

Tim’s parents take him to a ballet lesson. Tim thinks ballet is just for girls.

Basketball Ballet

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.



First, Tim's basketball coach says

It can help

Next, Tim's parents take him to

Tim thinks

Then, Tim sees the ballet teacher dance. She dribbles and

.....

Last, the ballet class

..... and Tim likes it.

Retelling Chart



Introduction

Hello, I am _____.

Your name

I will tell you about the story, "_____".

Title

This story is about _____.

Character

Beginning

Glue a retelling card here.

First, Tim's basketball coach says

It can help _____

Middle 1

Glue a retelling card here.

Next, Tim's parents take him to

Tim thinks _____

Middle 2

Glue a retelling card here.

End

Glue a retelling card here.

Add your idea

Draw what will happen next.

Then, Tim sees the ballet teacher dance. She dribbles and

Last, the ballet class _____

_____ and Tim likes it.

Guess and write what will happen next.

After that, _____

Closing

Thank you for listening.



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

Review Test 1

Unit 1 ~ Unit 3

[1~4] Choose the correct answers.

1.



- a. treasure
- b. tail
- c. feather

2.



- a. excited
- b. worried
- c. brown

3.



- a. fix
- b. find
- c. sneak

4.



- a. pink
- b. long
- c. short

[5~7] Choose the correct answers.

5. I ride my new _____.

- a. tail
- b. name
- c. bicycle

6. I quietly _____ into the kitchen.

- a. find
- b. sneak
- c. fix

7. Boom! Boom! The boy _____ the drums.

- a. hits
- b. calls
- c. becomes

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

Erin's grandpa loves to make new things.
He finds a broken brown table.
He fixes it.
It becomes a reading table.

8. Erin likes to make new things. True False
9. Erin's grandpa makes a reading table from a broken table. True False

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

The father peafowl is called a peacock.	The mother peafowl is called a peahen.
A peacock is colorful.	A peahen is brown.
He has long tail feathers.	She has short tail feathers.

10. We call the father peafowl _____.
a. a peachick b. a peahen c. a peacock
11. What does a peahen have?
a. a colorful body b. short tail feathers c. long tail feathers

Review Test 2

Unit 4 ~ Unit 6

[1~4] Choose the correct answers.

1.



- a. music
- b. speech
- c. draw

2.



- a. glider
- b. mirror
- c. gesture

3.



- a. kite
- b. gym
- c. music

4.



- a. fly
- b. worry
- c. practice

[5~7] Choose the correct answers.

5. Sarah is _____ and studies well.

- a. first
- b. same
- c. smart

6. I buy a _____ for my friend.

- a. toy
- b. music
- c. gesture

7. In art class, I _____ a picture.

- a. sing
- b. draw
- c. worry

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

In 1900, Wilbur and Orville made a glider.
It looked like a large kite.
In 1903, they made an airplane with an engine.
It was the world's first airplane.

8. Wilbur and Orville made a big kite in 1900. True False
9. The world's first airplane had an engine. True False

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

Many students worry about giving speeches.	On the big day, be confident.
Follow these tips, and your speech will be great.	Stand up straight and smile.
Before the big day, practice your speech.	Use gestures and make eye contact
Practice in front of a mirror or your family.	with your friends.

10. Which tip is not in the story?

- a. Speak clearly. b. Stand up straight.
- c. Practice in front of your family.

11. _____ on the big day.

- a. Shout loudly b. Listen to your friends c. Be confident

Review Test 3

Unit 9 ~ Unit 11

[1~4] Choose the correct answers.

1.



- a. lift
- b. slope
- c. shoelace

2.



- a. same
- b. sparkly
- c. different

3.



- a. bake
- b. visit
- c. rent

4.



- a. mix
- b. sell
- c. pick

[5~7] Choose the correct answers.

5. My family _____ an amusement park.

- a. mixes
- b. visits
- c. cuts

6. Ms. Sweet _____ sweet candies.

- a. bakes
- b. rents
- c. sells

7. I buy new _____ at the shoe store.

- a. lifts
- b. sneakers
- c. dough

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

Ruth and her mom go to the shoe store.

“Let’s buy the pink sneakers, and change the shoelaces,” says Mom.

Ruth picks out new shoelaces.

The pink sneakers now have sparkly purple shoelaces.

8. Ruth and her mom are at the shoe store. True False
9. Ruth buys purple sneakers with pink shoelaces. True False

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

A ski resort has many places for skiers.

You can rent ski boots and skis at the rental shop.

The lifts take you up the slope.

You can ski on the slope.

10. Which place is not in the story?
- a. a rental shop b. a slope c. a snack bar
11. You can _____ at a ski resort.
- a. rent ski boots b. rent lifts c. rent the slope

Review Test 4

Unit 12 ~ Unit 14

[1~4] Choose the correct answers.

1.



- a. referee
- b. winner
- c. sleeve

2.



- a. shorts
- b. trousers
- c. blouses

3.



- a. pop
- b. grab
- c. fall

4.



- a. catch
- b. touch
- c. whistle

[5~7] Choose the correct answers.

5. John _____ his dad's shirt.

- a. laughs
- b. grows
- c. grabs

6. Don't _____ that balloon.

- a. pop
- b. begin
- c. whistle

7. Betty wears a skirt and a _____.

- a. blouse
- b. spoon
- c. belly

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

The egg-spoon race begins!
Sam runs around the tree.
Kelly runs past Sam and her other friends.
Hooray! Kelly is the winner!

8. Kelly, Sam, and their friends are in the race. True False
9. Kelly finishes the race after Sam. True False

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

Wimbledon is famous for tennis players' clothing.
In the past, men wore long trousers and shirts.
Today, men wear shorts and short-sleeved shirts.
But one thing is the same.
Players should always wear white clothing.

10. What is Wimbledon famous for?
- a. players' clothing b. tennis rules c. players' rackets
11. At Wimbledon, men can wear _____ now.
- a. black shorts b. blue short-sleeved shirts
c. white short-sleeved shirts