

- Retell
- Oral Reading Fluency
- Literacy Center



Retelling Cards
Included

Read

3

&

Retell



Unit 1 | A New Neighbor

Read & Retell 3: 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:

move, Earth, tag, backyard, catch, throw

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.

- 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):

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

1

A New Neighbor

Fiction

Words 01



move



Earth



tag



backyard



catch



throw

Zito moves to Earth from Planet Zerg.
 "Welcome to Earth," says Allen.



Before You Read

A. Look, listen, and do. 02

There is an alien and a boy.
 They play together.
 Circle them when they play darts.

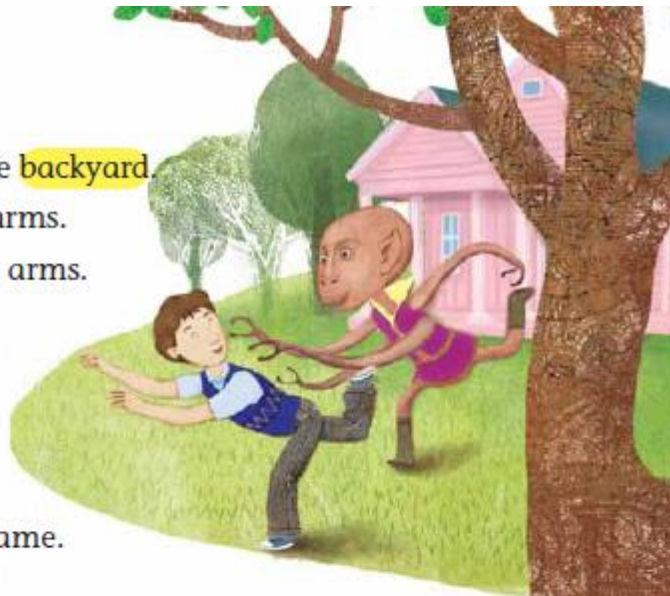


Zito and Allen play tag in the backyard.

Zito has long legs and four arms.

Allen has short legs and two arms.

Zito catches Allen easily.



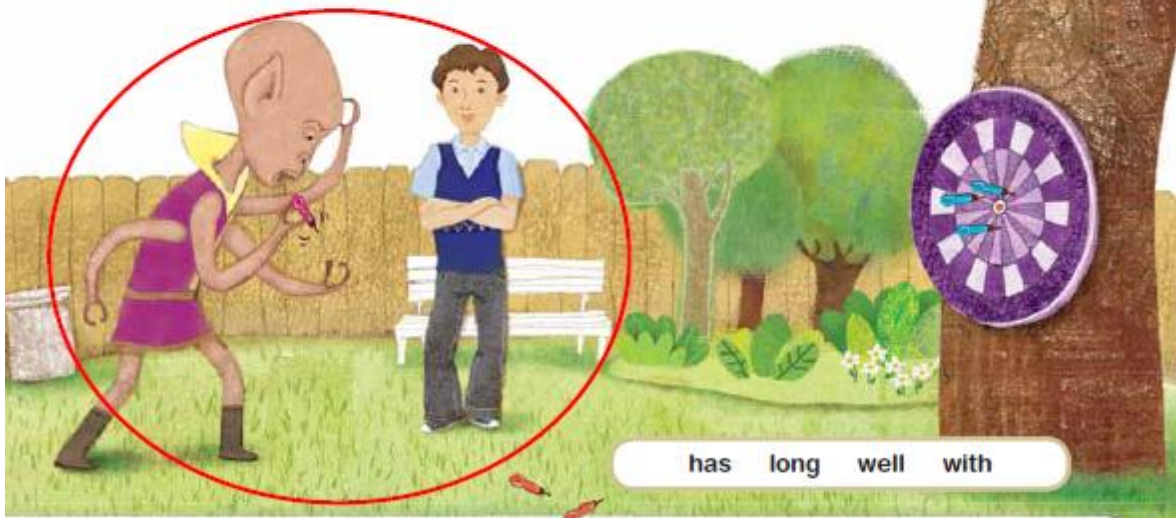
Allen wants to play a new game.

He says, "Let's play darts!"

Allen throws the darts well with five fingers.

Zito can't throw them well with two fingers.

"I lost the game, but it was fun," says Zito.



Read for Oral Reading Fluency

A. Listen to the story.



C. Read together again.



B. Read together.

Snap your fingers twice after each sentence.



Retell

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

Allen

Zito



A Zito



B Allen

Characters

Characters are **people** or **aliens** in the story.

B Retell Choose and retell about Zito and Allen.

I have (short / long)
legs, four arms, and
(two / three) fingers.
I play (tag / darts) well.
I am (Zito / Allen).






I have (short / long)
legs, two arms, and
(two / five) fingers.
I play (tag / darts) well.
I am (Zito / Allen).

Comprehension

1. What is the story about?
 - a. playing tag
 - ☒ b. Allen and his new neighbor Zito
 - c. Earth and Planet Zerg

2. Zito comes from _____.
 - a. Earth
 - b. the Moon
 - ☒ c. Planet Zerg

3. What does Allen want to do?
 - a. play basketball
 - ☒ b. play darts
 - c. move to Earth

4. What does Zito look like?
 - ☒ a. 
 - b. 
 - c. 

Literacy Center Pronunciation

- Listen and repeat.  05

er: Zerg finger teacher summer

ar: arm dart barn farm

My teacher and I play darts in the barn at the farm.

Unit 1 A New Neighbor


name:

score:

Words

A. Choose the correct letters and rewrite the words.


1. 
mov b)e
move

2. 
catC s)h
catch

3. 
thro(u / w
throw

4. 
E(u a rth
Earth

5. 
back(w y ard
backyard

6. 
tag (q)
tag

Literacy Center Pronunciation

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

- | | | | |
|-------------------|---------------|---------------|---------------|
| 1. <u>finger</u> | <u>letter</u> | arm | <u>summer</u> |
| 2. <u>dart</u> | fork | <u>barn</u> | <u>park</u> |
| 3. <u>teacher</u> | <u>Zerg</u> | <u>soccer</u> | horse |

Comprehension

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

- | | | |
|----------------------------|--|--------------------|
| 1. Zito and Allen play tag | | new game. |
| 2. Allen has short | | legs and two arms. |
| 3. Allen wants to play a | | has five fingers. |
| 4. Zito | | in the backyard. |

Summary with the Retelling Cards

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



1 Zito moves to Earth from Planet Zerg.



3 Zito can't throw the darts well with two fingers. Zito loses the game.



2 Zito has long legs and four arms. Zito catches Allen easily.

1 Beginning

Zito moves to Earth from Planet Zerg.

2 Middle

Zito has long legs and four arms. Zito catches Allen easily.

3 End

Zito can't throw the darts well with two fingers. Zito loses the game.



Unit 2 | Dr. Fang

Read & Retell 3: 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 Setting: Time & Place 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:

tooth, hurt, pull, point, jar, afraid

LESSON GUIDE

Before Reading

Words

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Before You Read

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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.



Build & Grow

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

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Literacy Center

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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 2 Dr. Fang Fiction

Words 06



tooth



hurt



pull



point



jar



afraid



In the morning, Fern is in the kitchen.
Ouch! Her **tooth** hurts.

At noon, Fern watches TV in the living room.
Her tooth still hurts.

"You should see Dr. Fang," her mom says.

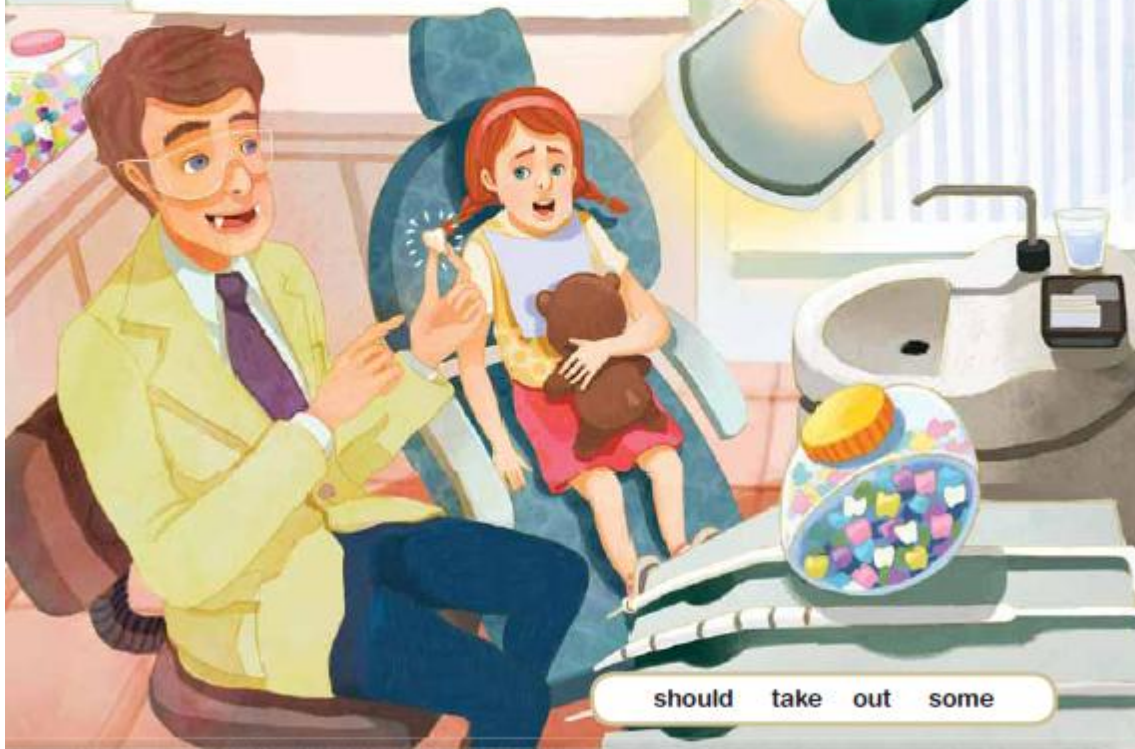
"Dr. Fang? He takes teeth from all the kids,"
her brother says.

Before You Read

A. Look, listen, and do. 07


There is a girl in the living room.
Her tooth hurts.
Point to the girl and say "Ouch!"

In the afternoon, Fern visits Dr. Fang.
Dr. Fang **pulls** out her bad tooth.
Then he **points** at teeth in a **jar**.
Yikes! Fern is **afraid**.
“Take some. This tooth candy is good for your teeth,”
Dr. Fang says.



should take out some

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 When and where does the story happen? Write and say.

in the living room at Dr. Fang's office in the kitchen

When	Where
in the morning	in the kitchen
at noon	in the living room
in the afternoon	at Dr. Fang's office

Time
& Place

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

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

tooth watches Dr. Fang



In the afternoon, Fern
visits **Dr. Fang**.
He pulls out her bad tooth.



In the morning, Fern's
tooth hurts.



At noon, Fern
watches TV.
Fern's tooth still hurts.

Comprehension

1. What is the story about?

- a. Dr. Fang's office
- b. Fern and her brother
- ☒ c. Fern's bad tooth

2. Fern visits Dr. Fang _____.

- a. in the morning
- b. at noon
- ☒ c. in the afternoon

3. Fern sees teeth in the jar and feels _____.

☒ a.



b.



c.



4. What are in the jar?

- a. teeth
- ☒ b. tooth candies
- c. pills

Literacy Center Grammar

• Listen and repeat.  10

In the morning, Fern is in the kitchen.

At noon, Fern watches TV in the living room.

In the afternoon, Fern visits Dr. Fang.



Unit 2 Dr. Fang

name:

score:

Words

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

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

Literacy Center Grammar

B. Circle the correct words and read the sentences.

1. (At / **In**) the morning, Fern is in the kitchen.
2. (**At** / In) noon, Fern watches TV in the living room.
3. (At / **In**) the afternoon, Fern visits Dr. Fang.

Comprehension

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

1. Fern has a bad tooth. **True** False
2. Fern feels proud at Dr. Fang's office. True **False**

Summary with the Retelling Cards

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



1. In the morning, Fern is in the **kitchen** (living room).

2. Her (foot / **tooth**) hurts.



3. At (afternoon / **noon**) her tooth still hurts.

4. "You should (**see** / call) Dr. Fang," her mom says.



5. In the afternoon, Dr. Fang (**pulls out** / pushes in) Fern's bad tooth.

6. He gives Fern some tooth (**cookies** / candies).

In the morning, Fern is in the kitchen. Her tooth hurts.

At noon, her tooth still hurts. "You should see Dr. Fang," her

mom says. In the afternoon, Dr. Fang pulls out Fern's bad

tooth. He gives Fern some tooth cookies.



Unit 3 | The Painted Ladies

Read & Retell 3: 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 Punctuation.
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:

house, old, paint, similar, postcard, row

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

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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.

- 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

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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?).

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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

The Painted Ladies

Nonfiction

Words 11



house



old



paint



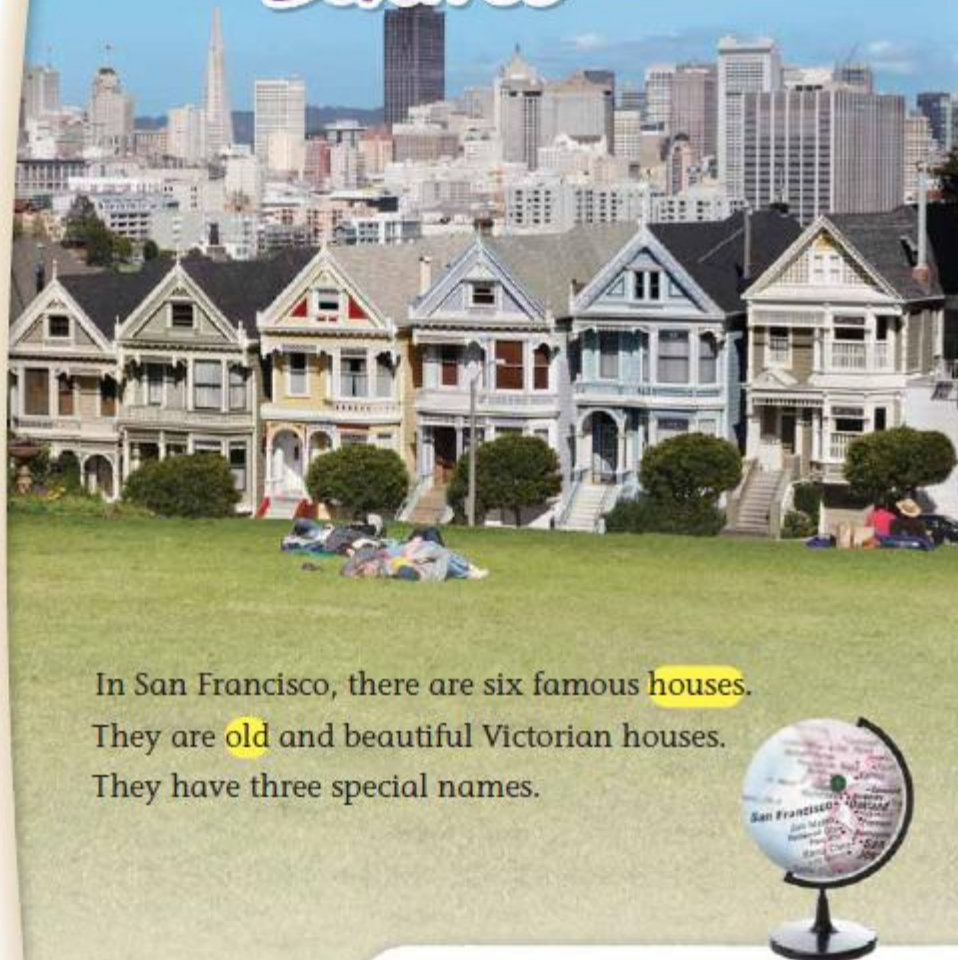
similar



postcard



row



In San Francisco, there are six famous **houses**.
They are **old** and beautiful Victorian houses.
They have three special names.

Before You Read

A. Look, listen, and do. 12

There are six beautiful houses.

The houses look similar.

Circle the six houses on the postcard.






The six houses are **painted** in bright colors.
So, people call them the *Painted Ladies*.

The six houses look **similar** too.
So, people also call them the *Six Sisters*.

The six houses are on many **postcards** too.
So, people also call them *Postcard Row*.





special call people on

Read for Oral Reading Fluency

A. Listen to the story.  13

C. Read together again.  14

B. Read together.

   
People **call** them (the *Painted Ladies*).

Retell

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

Tell the 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 the story.



Comprehension

1. What is the story about?
☒ a. famous houses in San Francisco
b. people in San Francisco
c. special names in San Francisco
2. The *Painted Ladies* are _____ Victorian houses.
☒ a. old b. new c. big
3. People call the houses the *Six Sisters* because _____.
a. they have bright colors
b. they are on many postcards
☒ c. they look similar
4. Where can you see the houses?
a.  ☒ b.  c. 

Literacy Center Punctuation

- Read and circle the correct sentences.

Tip A sentence ends with a period.

1. They are old and beautiful / ☒ They are old and beautiful.
2. ☒ The houses look similar. / The houses look similar
3. It is on many postcards / ☒ It is on many postcards.

Unit 3 The Painted Ladies

name: _____
score: _____

Words

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

1.



h o u s e
house

2.



r o w
row

3.



p o s t c a r d
postcard

4.



s i m i l a r
similar

5.



o l d
old

6.



p a i n t
paint

Literacy Center Punctuation

B. Read and circle the correct sentences.

1. There are six famous houses. / There are six famous houses
2. The six houses are painted in bright colors / The six houses are painted in bright colors.
3. People call them the Painted Ladies. / People call them the Painted Ladies

Comprehension

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

1. The Victorian houses are old and beautiful. **True** False
2. The six houses look different. True **False**

Summary with the Retelling Cards

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



The six Victorian houses in San Francisco have three special names; *Painted Ladies*, *Six Sisters*, and *Postcard Row*. They are painted in bright colors. They look similar. They are on many postcards.

painted houses postcards similar

The six Victorian houses in San Francisco have three special
names; *Painted Ladies*, *Six Sisters*, and *Postcard Row*. They
are painted in bright colors. They look similar. They are
on many postcards.

Unit 4 | Flying over the City

Read & Retell 3: 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 Fantasy 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:

spread, wing, fly, witch, broom, lie

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.



Build & Grow

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):

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

4

Flying over the City

Fiction

Words 15



spread



wing



fly



witch

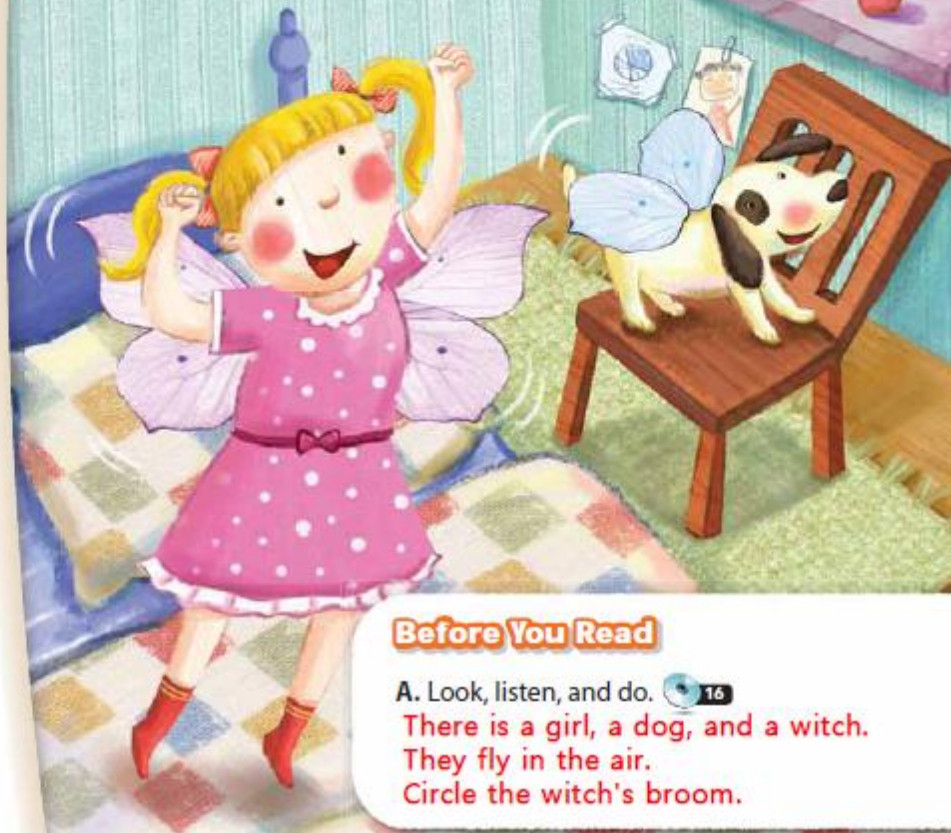


broom



lie

Nancy gets up in the morning.
 She **spreads** her **wings**.
 Her puppy Mini gets up, too.
 "Let's **fly** over the city," says Mini.



Before You Read

A. Look, listen, and do. 16
 There is a girl, a dog, and a witch.
 They fly in the air.
 Circle the witch's broom.





Nancy and Mini fly together.
They are excited.
They meet a **witch** on a flying **broom**.
"Follow me," says the witch.
They make circles in the air.

Then, the witch flies into a big cloud.
Nancy and Mini follow.
It is a cloud of cotton candy!
They **lie** back and eat the cotton candy.



over city make back

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 Which could not happen in real life? Choose and say.



A girl flies.



A girl has a puppy.

Fantasy

Fantasy is something that **could not really happen**.

B Retell Choose and retell about Nancy.



Nancy spreads her (wings / broom).

Nancy, Mini, and a witch (lie / fly) in the air.

They fly into a big cloud.

They eat a cloud of (candy / cotton candy).

Nancy has wings, and she can fly.

It (could / could not) happen in real life.

So, this story is (a fantasy / not a fantasy).

Comprehension

1. What is the story about?

- a. a flying broom b. Nancy's puppy **c. flying over the city**

2. Nancy gets up and _____.

- a. spreads her wings**
b. spreads her arms
c. eats the cotton candy

3. Who does Nancy meet in the sky?

a.



b.



c.



4. What do Nancy, Mini, and a witch do on the cloud?

- a. talk to a witch b. ride a broom **c. eat the cotton candy**

Literacy Center Pronunciation

• Listen and repeat.  19

hard c: candy cotton cat cake

soft c: city excited rice mice

The cats on the cake follow the mice on the rice.

Unit 4 Flying over the City

name: _____
score: _____

Words

A. Unscramble the letters to make the words.

1.



i / l / e

lie

2.



ng / l / w

wing

3.



w / tch / l

witch

4.



f / y / l

fly

5.



m / oo / br

broom

6.



d / spr / ea

spread

Literacy Center Pronunciation

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

1. candy

cart

excited

cat

2. city

car

mice

circle

3. cake

cow

rice

corn



Comprehension

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

- | | | | |
|----|------------------|---|-------------------------|
| 1. | Nancy gets up in | ✕ | fly together. |
| 2. | Nancy and Mini | ✕ | on the cloud. |
| 3. | The witch | ✕ | the morning. |
| 4. | Nancy lies back | ✕ | flies into a big cloud. |

Summary with the Retelling Cards

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



Nancy and Mini fly together. They meet a witch on a flying broom.



Nancy and Mini get up in the morning. Nancy spreads her wings.



They fly into a cloud of cotton candy. They lie back and eat it.

1

Beginning

Nancy and Mini get up in the morning.
Nancy spreads her wings.

2

Middle

Nancy and Mini fly together. They meet
a witch on a flying broom.

3

End

They fly into a cloud of cotton candy. They
lie back and eat it.



Unit 5 | A Tunnel Ride

Read & Retell 3: 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 Realistic Fiction 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:

treasure, float, flashlight, shine, coin, fall

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



Build & Grow

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.

- 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):

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

5


A Tunnel Ride

Fiction


Words 20




treasure




float




flashlight



shine



coin





fall

Jeff and Julie are at an amusement park.
A treasure hunt boat is floating into a tunnel.
“Let’s ride it!”

Jeff and Julie get on the boat.
A man gives them flashlights.
“Find the treasure and enjoy!” he says.
Jeff and Julie float into the tunnel.

It is dark inside the tunnel.
Julie shines her flashlight on a pirate.
Jeff shines his flashlight on a wooden box.
Suddenly, gold coins fall from the box.
“Hooray! We found the treasure!”

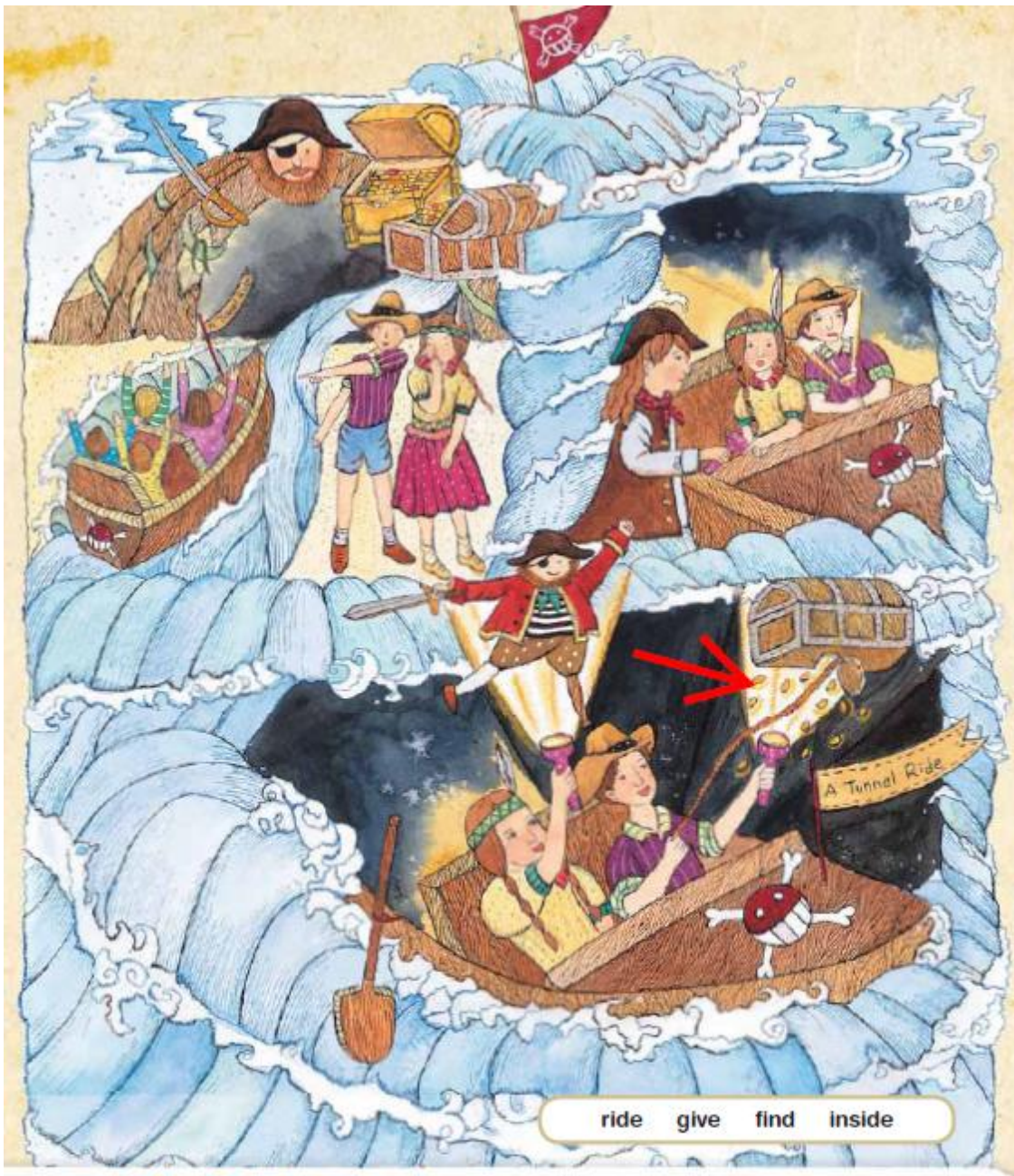




Before You Read

A. Look, listen, and do. 21

There is a girl and a boy on a treasure hunt boat.
Coins fall from a box.
Point to the coins, and say “Hooray!”



Read for Oral Reading Fluency

A. Listen to the story. 22

C. Read together again. 23

B. Read together.

Read loudly when you see an exclamation mark.

Retell

A Focus Skill Which could happen in real life? Choose and say.



Children are at a water park.
They ride on a boat.



A boy walks on the cloud.
The boy catches a star.



**Realistic
Fiction**

Realistic fiction is something that **could really happen**.

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

boat amusement park fall



Jeff and Julie are at an
amusement park.



Gold coins **fall**
from the box. They find
the treasure.



They get on a treasure
hunt **boat**.
They float into the tunnel.

Tip!

First → Next → Then

Comprehension

1. What is the story about?
 - a. finding a treasure map
 - ☒ b. riding a treasure hunt boat
 - c. finding a pirate
2. Jeff and Julie get on the _____ and float into the _____.
 - a. boat – hole
 - b. bus – cave
 - ☒ c. boat – tunnel
3. Gold coins fall from the _____.
 - ☒ a. box
 - b. boat
 - c. flashlight
4. What can't you see during the ride?

a.



b.



☒ c.



Literacy Center Grammar

- Listen and repeat.  24

Jeff shines **his** flashlight on a wooden box.

Julie shines **her** flashlight on a pirate.

They shine **their** flashlights on the treasure.



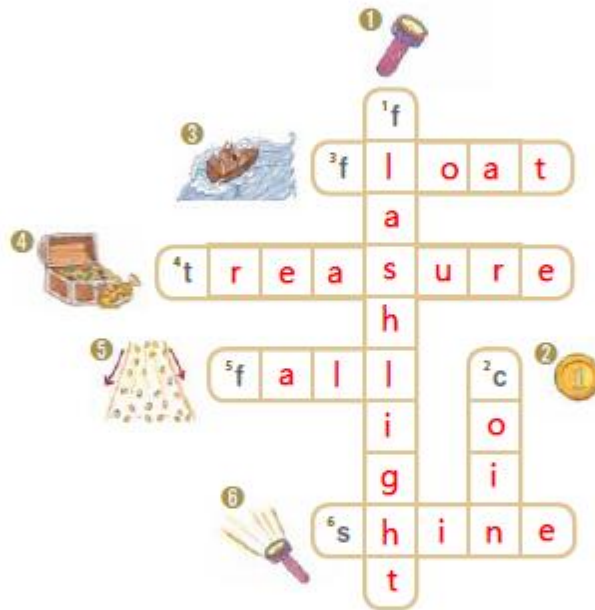
Unit 5 A Tunnel Ride

name: _____

score: _____

Words

A. Complete the crossword puzzle.



Literacy Center Grammar

B. Write the correct words and read the sentences.

1. He finished his homework.
2. Julie likes her new skirt.
3. They shine their flashlights on the treasure.

her
his
their



Comprehension

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

1. Jeff and Julie buy a treasure hunt boat. True **False**
2. Julie shines her flashlight on a pirate. **True** False

Summary with the Retelling Cards

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



1. Jeff and Julie are at **an amusement park** (the river).



2. Jeff and Julie get on a treasure hunt (train **boat**).
3. A man gives them **flashlights** (lamps).



4. Jeff shines his flashlight on a **wooden box** (pirate).
5. Suddenly, gold (blocks **coins**) fall from it.

Jeff and Julie are at an amusement park. Jeff and Julie

get on a treasure hunt boat. Jeff shines his flashlight on a

wooden box. Suddenly, gold coins fall from it.



Unit 6 | Useful Plastic

Read & Retell 3: 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 Punctuation.
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:

toothbrush, light, recyclable, bottle, backpack, flexible

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.

- 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):

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

6

Useful
Plastic

Nonfiction

Words  25

toothbrush



light



recyclable



bottle

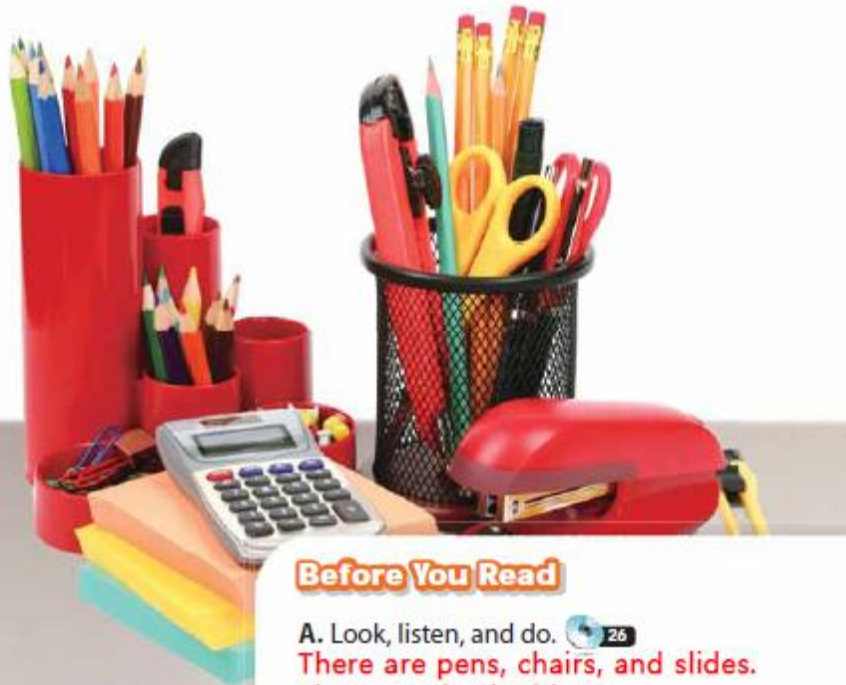


backpack



flexible

How many plastic things do you have?
You may have many plastic things.
Rulers, pencil cases, and **toothbrushes**
are made of plastic.

**Before You Read**

A. Look, listen, and do.  26
There are pens, chairs, and slides.
They are plastic things.
Circle the red chair.



Why is plastic used for so many things?

First, plastic is **light**.

We can wear plastic sunglasses.

We can carry around plastic cell phones.



Second, plastic is **recyclable**.

Old plastic **bottles** can become
new **backpacks**.

Old plastic cups can become
new plastic chairs.




Third, plastic is **flexible**.

Plastic things come in many
shapes and sizes.



how thing around come

Read for Oral Reading Fluency

A. Listen to the story.  27

C. Read together again.  28

B. Read together.

  
(First), plastic is (light).

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 useful plastics.

flexible light recyclable useful

Main idea Plastic is a useful material.

Detail 1



Plastic is light.

Detail 2



Plastic is recyclable.

Detail 3



Plastic is flexible.

Comprehension

1. What is the story about?

- ☒ a. useful plastic b. light plastic c. new plastic chairs

2. Which one is made of plastic?

a.



☒ b.



c.



3. We wear plastic sunglasses because _____.

- a. they are recyclable
☒ b. they are light
c. they are cheap

4. Plastic comes in many _____ and sizes.

- a. ages b. patterns ☒ c. shapes

Literacy Center Punctuation

- Read and choose the correct punctuation.

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

- a. Plastic is light (. ?)
b. How many plastic things do you have (. ?)

Unit 6 Useful Plastic

name: _____

score: _____

Words

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

1.



r e c y c l a b l e
recyclable

2.



l i g h t
light

3.



f l e x i b l e
flexible

B. Circle the related words.

1. toothbrush

hair

tooth

finger

2. backpack

school

party

hospital

3. bottle

water

pencil

book

Literacy Center Punctuation

C. Read and choose the correct punctuation.

1. How many rulers do you have(. / ?)

2. Plastic things come in many sizes(. / ?)

3. Why is plastic used for so many things(. / ?)



Comprehension

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

1. Plastic is heavy to carry around. True **False**
2. We can make new things with old plastic cups. **True** False

Summary with the Retelling Cards

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



Plastic is a useful material. First, plastic is **light**. We can wear plastic sunglasses. Second, plastic is **recyclable**. Old plastic bottles can become new backpacks. Third, plastic is **flexible**. Plastic things come in many shapes.

flexible light plastic recyclable

Plastic is a useful material. First, plastic is light. We can
wear plastic sunglasses. Second, plastic is recyclable. Old
plastic bottles can become new backpacks. Third, plastic is
flexible. Plastic things come in many shapes.



Unit 7 | Ms. Butterfly the Dressmaker Reading Day

Read & Retell 3: 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:

forest, scarf, needle, sew, cape, dressmaker

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.

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):

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.  29



forest



scarf



needle



sew



cape



dressmaker

Before You Read



Picture A What is on the ground? Ex) There is a scarf on the ground.



Picture B What is the woman doing?
Ex) The woman sews clothes.

Ms. Butterfly the Dressmaker



One day, Tonk and his dad fly in the forest.
“What’s that on the ground?” asks Tonk.
It’s a big scarf.

Read for Oral Reading Fluency

A. Listen to the story.  30

B. Read together.

C. Read together again.  31

Read “Flutter, flutter, flutter,” “Hum, hum, hum,” and
“Dut-dut-dut” rhythmically.



2

"Let's take it to Ms. Butterfly," says Dad.
Flutter, flutter, flutter.
They fly and go into town.
Dad points to Ms. Butterfly's store.
Some children are inside.

3

Hum, hum, hum.
Ms. Butterfly works at a sewing machine.
Dut-dut-dut!
A **needle** moves up and down.
She makes uniforms for the children.
"Oh! They're nice!" cries Tonk.



4

Ms. Butterfly takes the big scarf.
Dut-dut-dut!
She quickly **sews** it into two **cap**s.
She is a great **dressmaker**!



one ask big into



Quick Check-Up

1. Tonk finds a scarf in the forest.
2. Ms. Butterfly's store is in the forest.
3. Ms. Butterfly makes uniforms with the scarf.

True



False



Comprehension

A. Read and circle the correct answers.



Tonk and his dad fly in the forest.
They find a (small big) scarf.



Tonk and his dad fly and go to (their house / Ms. Butterfly's store).
Ms. Butterfly works at a (sewing / cutting) machine.



Ms. Butterfly quickly sews the scarf into two (coats caps).
She is a great (dressmaker / teacher)!

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



Tonk will say, "....."

Ex) I love my new cape
You're the best dressmaker

Ms. Butterfly will say, "....."

Ex) I'm happy to make new capes.
Do you like your new capes?

They see Ms. Butterfly making uniforms for the children.

Tonk and his dad find a big scarf in the forest.

They take the scarf to Ms. Butterfly's store in town.

Ms. Butterfly sews the scarf into two capes. She is a great dressmaker!



Ms. Butterfly the Dressmaker

name: _____

score: _____

Words

A. Choose the correct letters and rewrite the words.

1.



ca(f/p)e
cape

2.



(b/d)ressmaker
dressmaker

3.



ne(a/e)dle
needle

4.



s(c/k)arf
scarf

5.



(f)p)orest
forest

6.



s(a/e)w
sew

B. Circle the related words.

- | | | | |
|-----------|-------------|--------------|------|
| 1. forest | buildings | trees | cars |
| 2. scarf | neck | hand | knee |
| 3. needle | round | sharp | soft |



Comprehension

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

1. What is the story about?

- a. forest hunt ☒ b. Ms. Butterfly c. some children

2. Tonk and his dad take the scarf to _____.

- a. their house
☒ b. Ms. Butterfly's store
c. Ms. Butterfly's house

3. What sound does the sewing machine make?

- a. Flutter, flutter, flutter.
☒ b. Dut-dut-dut!
c. Hum, hum, hum.

4. What does Ms. Butterfly make for Tonk and his dad?

a.



b.



☒ c.



5. What is Ms. Butterfly's job?

- a. a teacher b. a model ☒ c. a dressmaker



Unit 8 | Ms. Butterfly the Dressmaker Retelling Day

Read & Retell 3: 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

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.



Retelling Day

Ms. Butterfly
the Dressmaker

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.  32

Ex)

First, Tonk and his dad find a big scarf in the forest.

Next, they take the scarf to Ms. Butterfly's store in
town.

Then, they see Ms. Butterfly making uniforms for the
children.

Last, Ms. Butterfly sews the scarf into two capes.

She is a great dressmaker!



Retelling Chart



Introduction

Hello, I am _____.

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

This story is about _____, _____ and _____.

Beginning



Ex)

First, Tonk and his dad find

a big scarf

in the forest.

Middle 1



Next, they take the scarf to

Ms. Butterfly's store in

town.

Middle 2



Then, they see Ms. Butterfly

making uniforms for the

children.

End



Last, Ms. Butterfly sews

the scarf into two capes.

She is a great dressmaker!

Closing

I (like / don't like) this story, because _____.

Thank you for listening.



Build & Grow

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



Build & Grow



Ms. Butterfly the Dressmaker

name:
score:

Words

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

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

B. Circle the related words.

- | | | | |
|---------------|-------|--------|--------|
| 1. sew | brush | hammer | needle |
| 2. cape | coat | skirt | shorts |
| 3. dressmaker | place | person | time |

Summary with the Retelling Cards

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



- (1) First, Tonk and his dad find a big scarf in the forest.
- (4) Last, Ms. Butterfly sews the scarf into two capes.
- (3) Then, they see Ms. Butterfly making uniforms for the children.
- (2) Next, they take the scarf to Ms. Butterfly's store in town.
- (5) She is a great dressmaker!

First, Tonk and his dad find a big scarf in the forest.

Next, they take the scarf to Ms. Butterfly's store in town.

Then, they see Ms. Butterfly making uniforms for the children.

Last, Ms. Butterfly sews the scarf into two capes. She is
a great dressmaker!



Unit 9| Jenny's Plant

Read & Retell 3: 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 Problem & Solution 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:

plant, water, sick, leaf, soil, bloom

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):

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



Build & Grow

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.

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):

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.

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

Jenny's
Plant

Fiction

Words 33



plant



water



sick



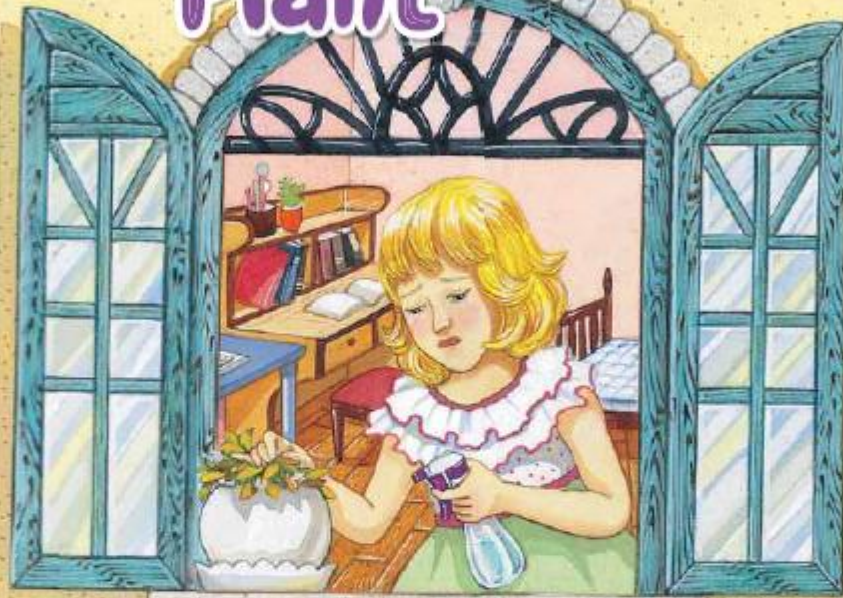
leaf



soil



bloom



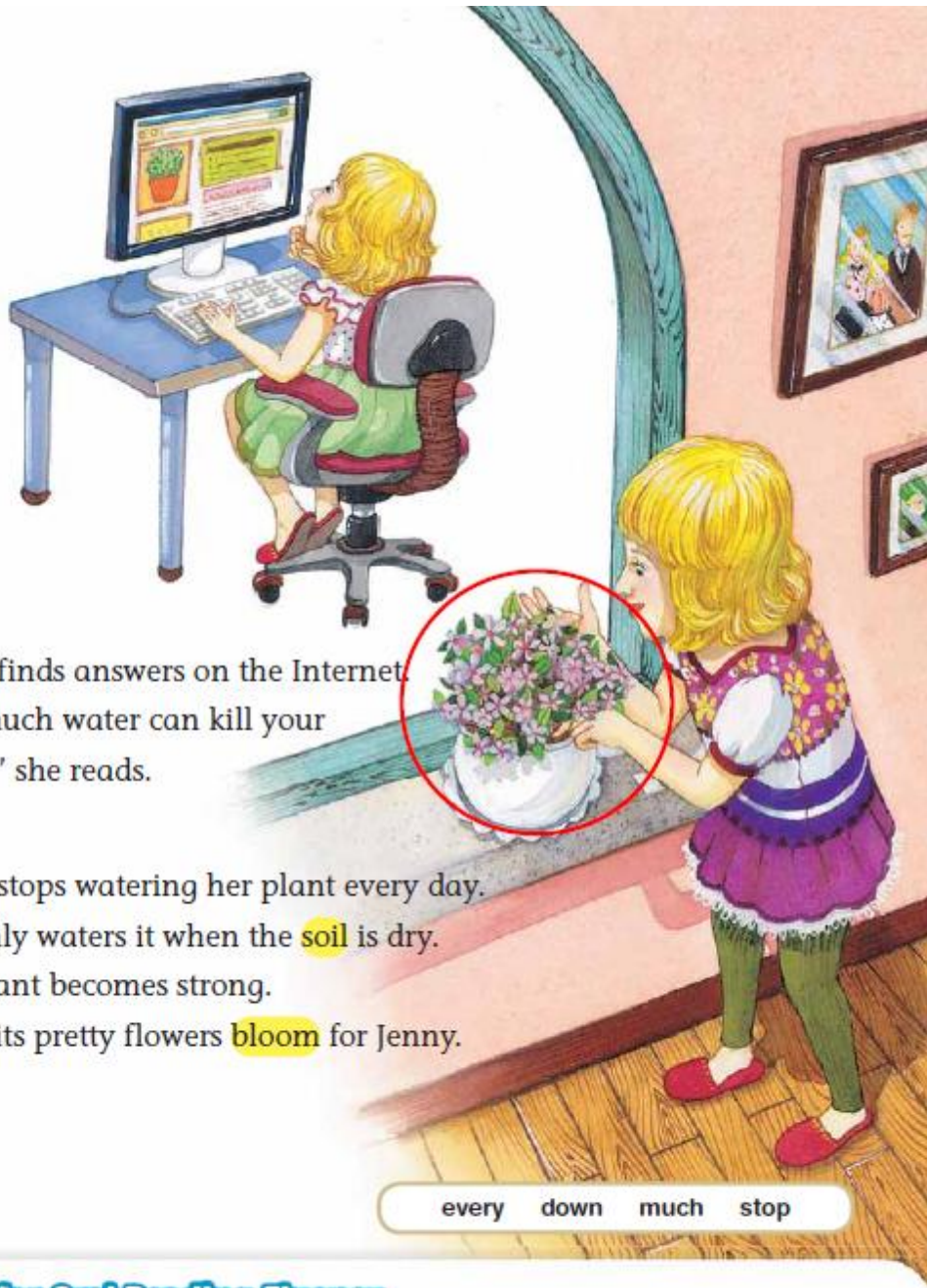
Jenny has a **plant** in her room.
 She loves her plant and she **waters** it every day.
 But sadly, her plant becomes **sick**.
 It hangs down.
 Its **leaves** turn yellow.

Before You Read

A. Look, listen, and do. 34

There is a girl and a plant.
 The pretty flowers bloom.
 Circle the pretty flowers.





Jenny finds answers on the Internet.
“Too much water can kill your
plant,” she reads.

Jenny stops watering her plant every day.
She only waters it when the **soil** is dry.
Her plant becomes strong.
Soon, its pretty flowers **bloom** for Jenny.

every down much stop

Read for Oral Reading Fluency

A. Listen to the story. 35

C. Read together again. 36

B. Read together.

Use your voice to show how the character feels.

Retell

A Focus Skill What problem does Jenny have?



Problem & Solution:

A problem is **something that needs to be fixed**.

A solution is **the way the problem is fixed**.

B Retell Write and retell about Jenny's plant.

Jenny only waters it when the oil is dry.

The plant hangs down and its leaves turn yellow.

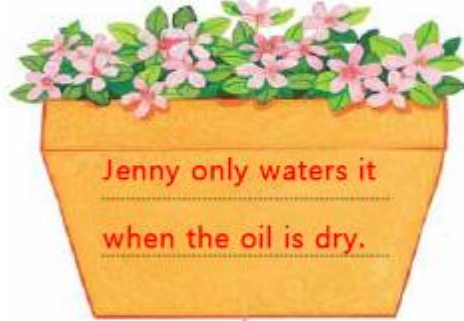
Jenny waters her plant every day.

Problem

Solution



The plant hangs down
and its leaves turn yellow.






Jenny only waters it
when the oil is dry.


Jenny's plant becomes strong and its pretty flowers bloom.



Comprehension

1. What is the story about?
☒ a. growing a plant
b. drawing pretty flowers
c. playing computer games
2. Jenny's plant becomes sick because of _____.
a. dry soil ☒ b. too much water c. flowers
3. Where does Jenny find answers?
☒ a.  b.  c. 
4. Jenny's plant becomes strong, and its flowers _____.
a. turn yellow b. hang down ☒ c. bloom

Literacy Center Pronunciation

- Listen and repeat.  37

oo: soon bloom room spoon

Soon, Jenny's pretty flowers bloom in her room.

Rooney sees Pooh's balloon in the gloomy room.

Unit 9 Jenny's Plant

name: _____

score: _____

Words

A. Choose the correct letters and rewrite the words.

1.



le(a)e)f

leaf

2.



s(a)oill

soil

3.



b(l)rroom

broom

4.



(f)pplant

plant

5.



wa(t)d)er

water

6.



(c)sick

sick

Literacy Center Pronunciation

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

1. room

stop

balloon

drool

2. spoon

bloom

zoo

down

3. soon

Rooney


boat

gloomy



Comprehension

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

- | | | | |
|----|-------------|---|-------------------------------|
| 1. | Jenny has |  | watering her plant every day. |
| 2. | The leaves | | flowers bloom for Jenny. |
| 3. | Jenny stops | | a plant in her room. |
| 4. | The plant's | | turn yellow. |

Summary with the Retelling Cards

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



Jenny only waters her plant when the soil is dry. Soon, its pretty flowers bloom.



Jenny finds answers on the Internet.



Jenny waters her plant every day. It becomes sick.

- | | | |
|---|-----------|---|
| 1 | Beginning | <p style="color: red; margin: 0;">Jenny waters her plant every day. It becomes sick.</p> <p style="border-top: 1px dotted black; height: 1px; margin-top: 5px;"></p> |
| 2 | Middle | <p style="color: red; margin: 0;">Jenny finds answers on the Internet.</p> <p style="border-top: 1px dotted black; height: 1px; margin-top: 5px;"></p> |
| 3 | End | <p style="color: red; margin: 0;">Jenny only waters her plant when the soil is dry. Soon, its pretty flowers bloom.</p> <p style="border-top: 1px dotted black; height: 1px; margin-top: 5px;"></p> |

Unit 10| Sammy Squid

Read & Retell 3: 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 Problem & Solution 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:

squid, seashell, miss, shark, chase, scared

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):

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



Build & Grow

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.

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):

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.

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

Sammy Squid

Fiction

Words 38



squid



seashell



miss



shark



chase



scared

Sammy Squid and his friends play seashell soccer in the seagrass.

Oops! They miss the seashell.

Sammy swims to find it.



Before You Read

A. Look, listen, and do. 39

There are three squids and a shark in the picture.

The squids squirt ink at the shark.
Point to the black ink and say "Poof!"



Suddenly, a big **shark** **chases** Sammy.

Sammy swims away.

Poof! He squirts ink at the shark.

Poof! Poof! His friends come and squirt ink, too.

So, the water turns black.

The shark can't see anything.

The shark is **scared** and swims away.

Then, the water turns blue again.

Sammy and his friends are all safe!



Read for Oral Reading Fluency

A. Listen to the story. 40

B. Read together.

C. Read together again. 41

Clap and stamp when you read the story.

Sammy =

shark =

Retell

A Focus Skill What is the problem? What is the solution? Match and say.

Problem	Solution
 <p>Sammy Squid squirts ink at the shark.</p>	 <p>A big shark chases Sammy Squid.</p>

Problem & Solution:


A problem is **something that needs to be fixed**.
A solution is **the way the problem is fixed**.

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

seashell

safe

shark

<p>3</p>  <p>Sammy and his friends are all safe!</p>	<p>2</p>  <p>A big shark chases Sammy. Sammy and his friends squirt ink.</p>	<p>1</p>  <p>Sammy Squid and his friends play seashell soccer.</p>
--	--	---

Tip!

First → Next → Then



Comprehension

1. What is the story about?
 - a. a chasing game
 - b. playing seashell soccer
 - ☒ c. squids fighting back at the shark
2. Sammy Squid and his friends play seashell soccer _____.
 - ☒ a. In the seagrass
 - b. on the beach
 - c. on the sea ground
3. Who chases Sammy Squid?
 - a. a seashell
 - b. Sammy's friends
 - ☒ c. a shark
4. What does Sammy Squid do to the shark?

a.




☒ b.



c.



Literacy Center Grammar

- Listen and repeat.  42

The shark **can** see the squids.
Sammy **can** find the seashell.

The shark **can't** see the squids.
Sammy **can't** find the seashell.



Unit 10 Sammy Squid

name:

score:

Words

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

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

Literacy Center Grammar

B. Rewrite the sentences like the example.

Sammy can find a seashell. → Sammy can't find a seashell.

- Sammy can swim fast. → Sammy can't swim fast.
- The shark can see Sammy. → The shark can't see Sammy.

Comprehension

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

1. Sammy's friends help Sammy. **True** False
2. Sammy squirts ink and the water turns blue. **True** **False**

Summary with the Retelling Cards

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



1. Sammy Squid and his friends miss the (starfish / **seashell**).
2. Sammy swims to (hide **find**) it.



3. A big (whale **shark**) chases Sammy.
4. Sammy and his friends squirt (**ink** / water).



5. The shark is (**scared** / excited) and swims away.
6. Sammy and his friends are all (sick **safe**).

Sammy Squid and his friends miss the seashell. Sammy

swims to find it. A big shark chases Sammy. Sammy and his friends squirt ink. The shark is scared and swims away.

Sammy and his friends are all safe!

Unit 11 | The Food Chain

Read & Retell 3: *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 Punctuation.
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:

food, grasshopper, mouse, snake, owl, grow

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):

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



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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.

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):

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.

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

The Nonfiction Food Chain

Words 43


food


grasshopper


mouse


snake


owl


grow

48

All animals need energy to move.
Energy comes from **food**.
Some animals eat plants.
Other animals hunt smaller animals.



Before You Read 44

A. Look, listen, and do. 44
There is a grasshopper, a mouse, a snake, and an owl.
The grasshopper is small. The snake is long.
Circle the snake and hiss "Ssssss!"

For example, a grasshopper eats grass and gets energy.

A mouse eats the grasshopper and gets energy.

A snake eats the mouse and gets energy.

An owl eats the snake and gets energy.

When the owl dies, it goes back to the soil.

Grass gets energy from the soil and grows.

Then the food chain starts again.



eat other get again

Read for Oral Reading Fluency

A. Listen to the story. 45

C. Read together again. 46

B. Read together.

(A grasshopper eats grass) and gets energy.

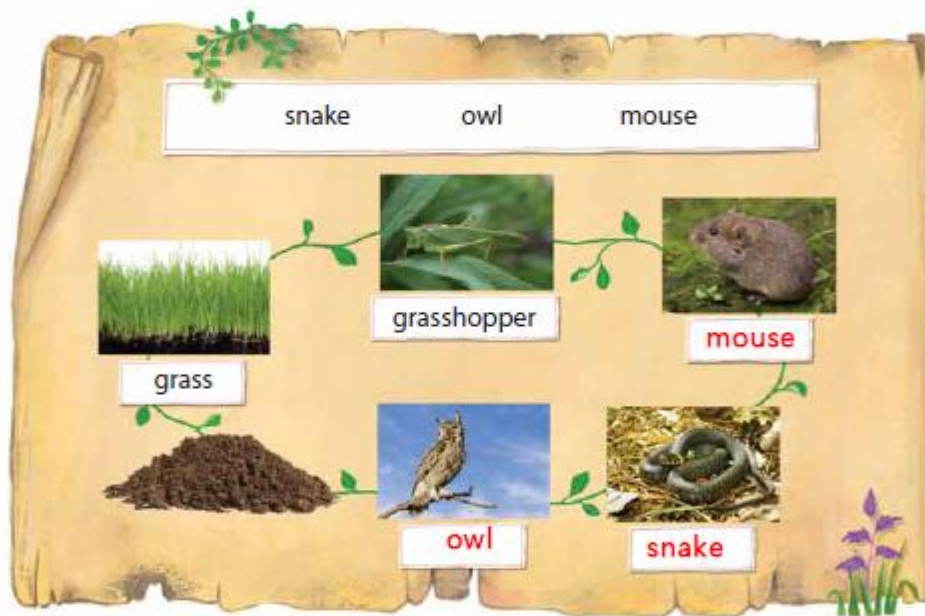
Retell

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

6 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 food chain.



A grasshopper eats the grass.

A mouse eats the grasshopper .

A snake eats the **mouse**.

An owl eats the **snake**.

Comprehension

1. What is the story about?

- ☒ a. the food chain
- b. hunting animals
- c. animals and plants

2. All animals need _____, and it comes from food.

- a. sleep
- b. a house
- ☒ c. energy

3. What does a mouse eat?

a.



☒ b.



c.



4. Grass gets energy from _____.

- a. an owl
- ☒ b. the soil
- c. the wind

Literacy Center Punctuation

• Write the sentences correctly, and read them.

- a. Amouseeatsthegrasshopper. → A mouse eats the grasshopper.
- b. Asnakeeatsthemouse. → A snake eats the mouse.
- c. Anowleatsthesnake. → An owl eats the snake.



Unit 11 The Food Chain

name:

score:

Words

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

1.



m o u s e
mouse

2.



o w l
owl

3.



f o o d
food

4.



g r o w
grow

5.



g r a s s h o p e r
grasshopper

6.



s n a k e
snake

Literacy Center Punctuation

B. Write the sentences correctly, and read them.

- Some animal eat plants. → Some animals eat plants.
- A snake eat the mouse. → A snake eats the mouse.
- The owl goes back to the soil. → The owl goes back to the soil.

Comprehension

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

1. Energy comes from food. **True** False
2. The food chain ends when the owl dies. True **False**

Summary with the Retelling Cards

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



All animals need energy to move.
Energy comes from food. A grasshopper
eats grass. A mouse eats the grasshopper.
A snake eats the mouse. An owl
eats the snake. When the owl dies, it goes
back to the soil. Grass gets energy from
the soil and grows.

grasshopper energy soil owl

All animals need energy to move. Energy comes from food.

A grasshopper eats grass. A mouse eats the grasshopper.

A snake eats the mouse. An owl eats the snake. When the

owl dies, it goes back to the soil. Grass gets energy from the

soil and grows.



Unit 12| Johnny's Ticket

Read & Retell 3: 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:

airport, ticket, gate, restroom, wet, hat

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):

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).

While Reading



Build & Grow

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):



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.

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

Johnny's Ticket

Fiction

Words 47



airport



ticket



gate



restroom



wet



hat

Johnny and his mom are at the airport.

We're going to have a great trip, Johnny.

Sure.

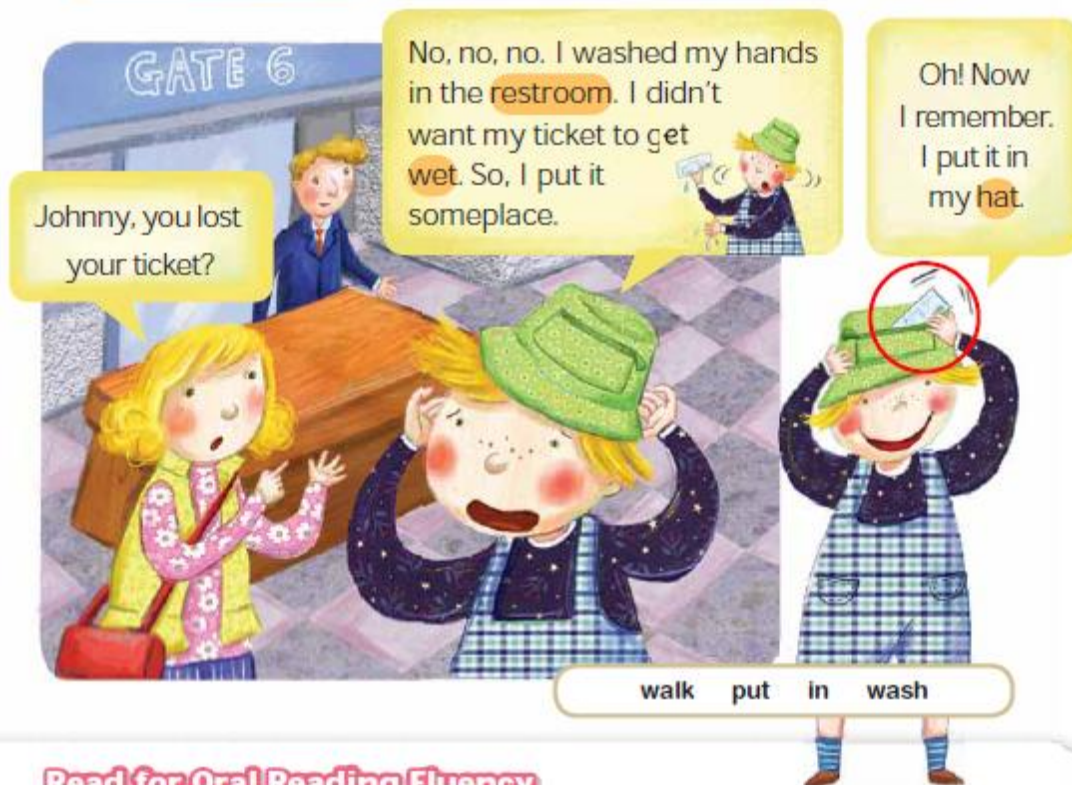
Mom, can I hold my ticket?

Before You Read

A. Look, listen, and do. 48

There is a boy and his mom at the airport. He has a ticket in his hat. Circle the ticket.





Read for Oral Reading Fluency

A. Listen to the story.



C. Read together again.



B. Read together.

Use different voices for each character.

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 Write and retell about Johnny's ticket.

Johnny can't find his ticket.
Johnny finds his ticket in his hat.
Johnny and his mom are at the airport.

Beginning		What happened first? <u>Johnny and his mom are at the airport.</u>
Middle		What happened next? <u>Johnny can't find his ticket.</u>
End		What happened last? <u>Johnny finds his ticket in his hat.</u>

Comprehension

1. What is the story about?

- a. going on a trip
- ☒ b. finding a ticket
- c. getting on an airplane

2. Where are Johnny and his mom?

- ☒ a. at the airport
- b. at the bus terminal
- c. at the train station

3. Johnny washed his _____ in the restroom.




- a. hair
- b. face
- ☒ c. hands

4. Where does Johnny find his ticket?

- a. In his backpack
- b. In his jacket
- ☒ c. In his hat

Literacy Center Pronunciation

• Listen and repeat.  51

d: hold hand did and
t: hat want lost ticket

Ted and Mat lost a hat, and they want to find the hat.



Unit 12 Johnny's Ticket

name:

score:

Words

A. Unscramble the letters to make the words.

1.



w / t / e

wet

2.



re / oom / str

restroom

3.



g / te / a

gate

4.



et / ck / ti

ticket

5.



po / air / rt

airport

6.



t / a / h

hat

Literacy Center Pronunciation

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

1. hold

ticket

andbed

2. hat

did

wantlost

3. hand


red

wet

gold

Comprehension

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

- | | | |
|---------------------------|---|-----------------------------|
| 1. Johnny and his mom are |  | his hands in the restroom. |
| 2. Johnny | | in his hat. |
| 3. Johnny put his ticket | | going to have a great trip. |
| 4. Johnny washed | | can't find his ticket. |

Summary with the Retelling Cards

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



Johnny and his mom are at the airport.



Johnny finds his ticket in his hat.



Johnny can't find his ticket at the gate.

1 Beginning

Johnny and his mom are at the airport.

2 Middle

Johnny can't find his ticket at the gate.

3 End

Johnny finds his ticket in his hat.



Unit 13| A Day in New York

Read & Retell 3: 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:

photo, flag, street, parade, clown, fireworks

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):

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.



Build & Grow

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):

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.

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

A Day in New York

Fiction

Words 52



photo



flag



street



parade



clown



fireworks

My family is on vacation in New York City.
First, we go to Central Park.
We take photos and buy an American flag.

Next, we move to 72nd Street.
A parade is passing by.
Clowns are wearing red,
white, and blue costumes.
I wave the flag at them.



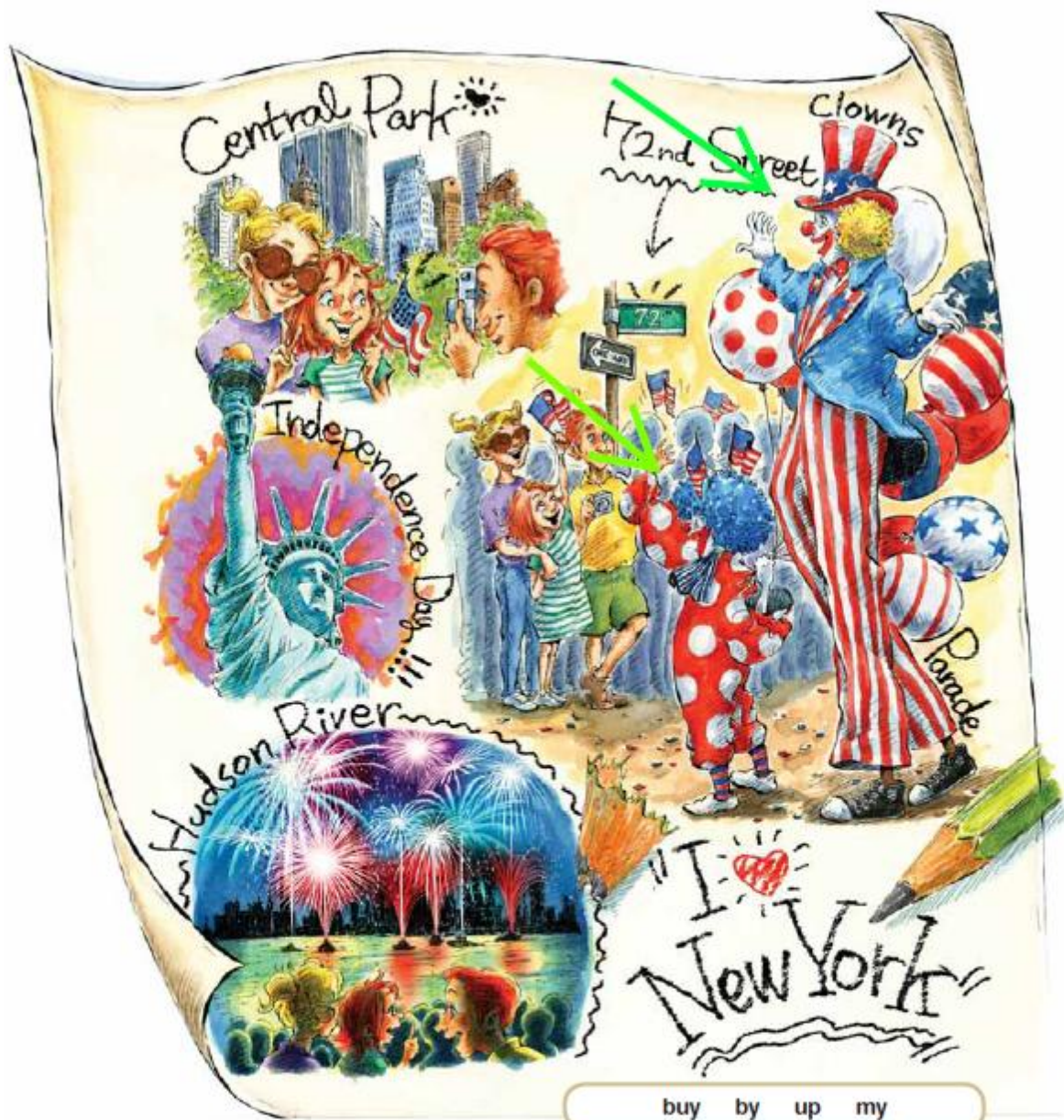
In the evening, we go to the Hudson River.
Suddenly, fireworks shoot up from boats.
People shout with joy.
I get excited, too.
“Today is the Fourth of July,” says my dad.
“Happy Independence Day!”

Before You Read

A. Look, listen, and do. 53

A girl's family visits New York City.
They watch a parade and fireworks.
Point to the clowns in the parade.





Read for Oral Reading Fluency

A. Listen to the story. 54

B. Read together.

C. Read together again. 55

Clap once when you see a comma.

Clap twice when you see a period.

Retell

A Focus Skill What does not happen in the story?



Plot

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

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

parade family fireworks

1



My family goes to Central Park.

3



We go to the Hudson River and see fireworks.

2



We watch a parade on 72nd Street.

Tip!

First → Next → Then



Comprehension

- What is the story about?
 - fireworks in New York
 - a family vacation in New York
 - a parade in New York
- The girl's family buys an American _____ at Central Park.
 - hat
 - flag
 - photo
- What do they see on 72nd street?
 - clowns
 - boats
 - fireworks
- What date is Independence Day?

a.

4						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					


b.

6						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

c.

7						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Literacy Center Grammar

- Listen and repeat.  56

A parade **passes** by.
Clowns **walk**.

A parade **is passing** by.
Clowns **are walking**.

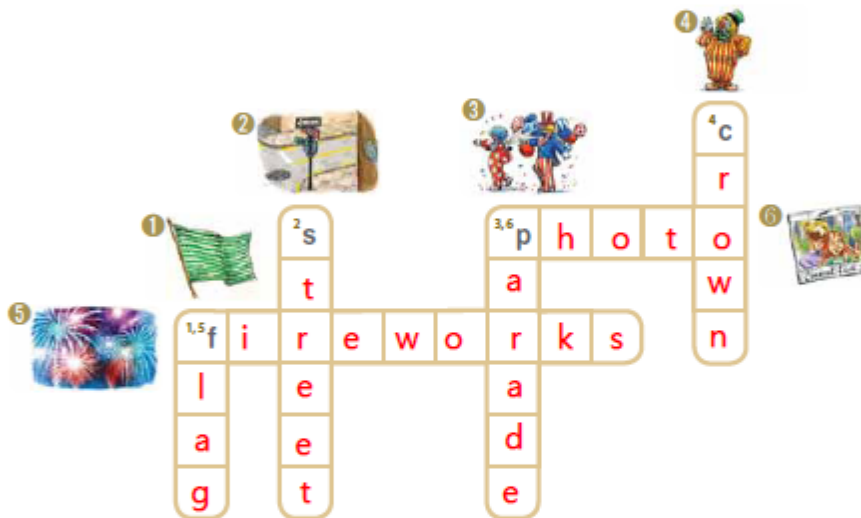
Unit 13 A Day in New York

name:

score:

Words

A. Complete the crossword puzzle.



Literacy Center Grammar

B. Circle the correct words and read the sentences.

1. A parade is (passes / passing) by.
2. I (wave / waving) the flag at them.
3. Clowns are (wear / wearing) costumes.

Comprehension

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

1. The girl's family lives in New York City. **True** **False**
2. Fireworks shoot up from boats. **True** **False**

Summary with the Retelling Cards

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



1. My **family** / class) goes to Central Park.
2. We (draw pictures / **take photos**) and buy an American flag.



3. We watch a (race / **parade**) on 72nd Street.
4. **Clowns** / Dolls) are wearing red, white, and blue costumes.



5. We go to the (**Hudson River** / museum) and see fireworks.
6. Today is the Fourth of July. "Happy **Independence** / Earth) Day!"

My family goes to Central Park. We take photos and buy an

American flag. We watch a parade on 72nd Street. Clowns

are wearing red, white, and blue costumes. We go to the Hudson River and see fireworks. Today is the Fourth of July. "Happy Independence Day!"



Unit 14| Sun Safety

Read & Retell 3: 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 Punctuation.
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:

sunlight, skin, protect, outside, pants, sunscreen

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):

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



Build & Grow

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.

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):

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.

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

Sun Safety

Nonfiction

Words  57

sunlight



skin



protect



outside



pants



sunscreen

60


Sunlight keeps us warm and healthy.

But too much sunlight can hurt our eyes and skin.

Let's find out how to protect ourselves from the sun.



Before You Read

A. Look, listen, and do.  58

There are some children in the sun.

A girl is wearing a hat and sunglasses.

Circle the sunglasses.



Build & Grow

First, cover up when you go **outside**.
Dress in a long-sleeved shirt and long **pants**.
Wear a hat and sunglasses, too.


Second, always put on **sunscreen**.
Put some on thirty minutes before you go outside.
Put some on again every two hours.

Follow these tips!
It will be easy to stay safe in the sun.



keep our always will

Read for Oral Reading Fluency

A. Listen to the story.  59

C. Read together again.  60

B. Read together.

Make different gestures for each paragraph.

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 sun safety.

Always put on sunscreen.
Protect yourself from the sun and stay safe.
Cover up when you go outside.

Main idea

Protect yourself from the sun and stay safe.

Detail 1

**Cover up when you
go outside.**






Detail 2

**Always put on
sunscreen.**



Comprehension

1. What is the story about?
 - a. when to play in the sun
 - b. where to hide from the sun
 - ☒ c. how to protect ourselves from the sun
2. _____ keeps us warm and healthy.
 - ☒ a. Sunlight
 - b. Wind
 - c. A hat
3. What should you wear when you go outside?
 - a. 
 - b. 
 - ☒ c. 
4. How often should you put on sunscreen?
 - a. every 30 minutes
 - ☒ b. every 2 hours
 - c. every 3 hours

Literacy Center Punctuation

- Read and circle the correct word.

Tip A sentence starts with a capital letter.

- a. ☒ (Sunlight / sunlight) keeps us warm and healthy.
- b. (wear / ☒ Wear) a hat and sunglasses, too.
- c. ☒ (It / it) will be easy to stay safe in the sun.



Unit 14 Sun Safety

name: _____
score: _____

Words

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

1.



s k i n
skin

2.



o uts i de
outside

3.



p rotec t
protect

B. Choose the related words.

1. sunlight

sky

ground

sea

2. pants

food

furniture

clothing

3. sunscreen

rain

sunlight

cloud

Literacy Center Punctuation

C. Rewrite the sentences with the correct capital letters.

1. let's protect ourselves from the sun. ...> Let's protect ourselves from the sun.

2. cover up when you go outside. ...> Cover up when you go outside.

3. dress in long pants. ...> Dress in long pants.

Comprehension

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

1. Wear a hat and glasses in the sun. **True** **False**
2. Put on sunscreen again every two hours. **True** **False**

Summary with the Retelling Cards

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



Sunlight keeps us warm and healthy. But, too much sunlight can hurt our eyes and skin. Follow these tips and protect yourself from the sun. First, cover up when you go outside. Second, always put on sunscreen.

outside protect skin sunscreen

Sunlight keeps us warm and healthy. But, too much sunlight
can hurt our eyes and skin. Follow these tips and protect
yourself from the sun. First, cover up when you go outside.
Second, always put on sunscreen.



Unit 15| Lost inside the Egyptian Museum Reading Day

Read & Retell 3: 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:

museum, matching shirts, mask, find, help, nod

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):



Build & Grow

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.

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):

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.

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.  61



museum



matching shirts



mask



find



help



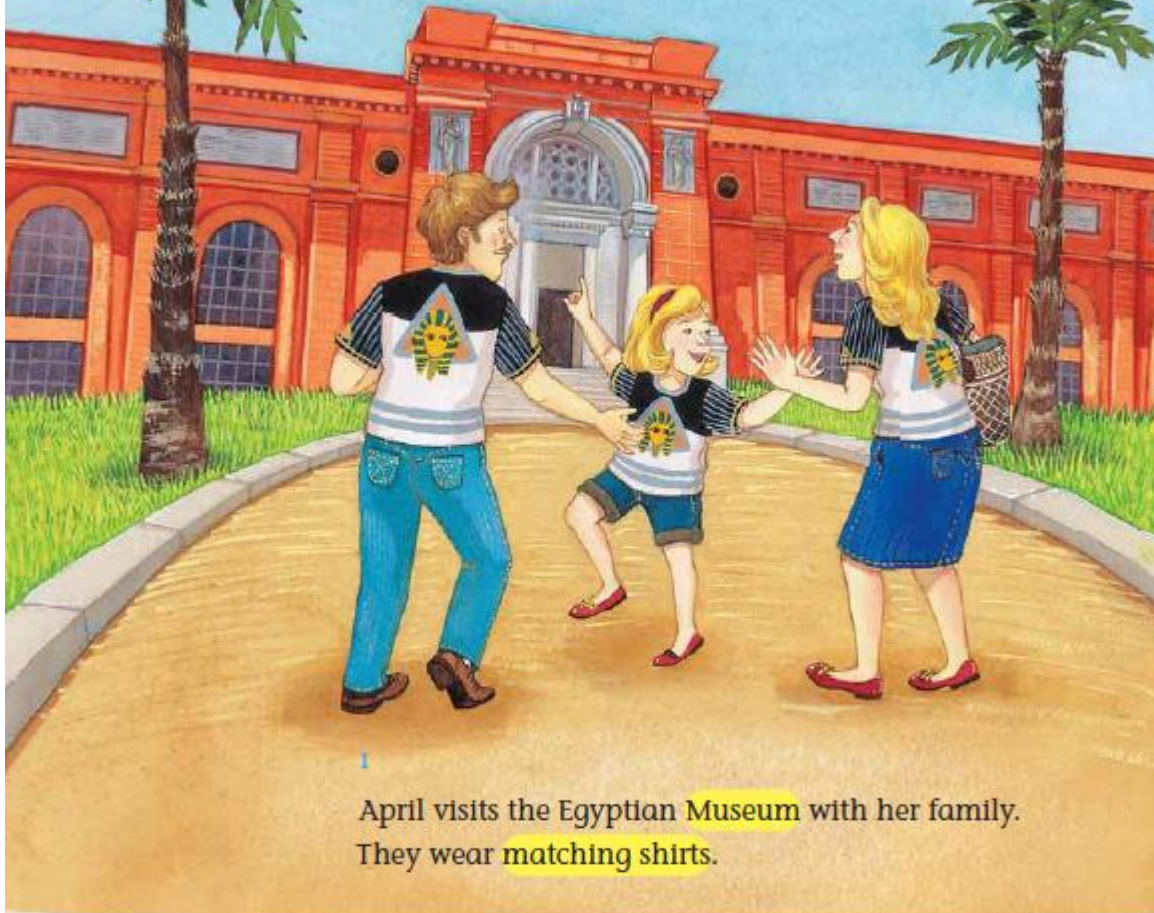
nod

Before You Read




- Picture A What are they wearing? Ex) They are wearing matching shirts.
They are wearing shoes.
- Picture B What is the girl doing?
Ex) The girl is dancing.
The girl is talking to the man.

Lost inside the Egyptian Museum




1 April visits the Egyptian Museum with her family.
They wear matching shirts.

Read for Oral Reading Fluency

A. Listen to the story.  62

B. Read together.

C. Read together again.  63

Use your voice to show how the character feels.





2

April looks closely at the golden mask of King Tut.

"It's amazing!"

Then she looks for her mom and dad.

"Uh-oh! Where are they?"

She can't find them.

3

April asks a man for help, but he doesn't understand her.

April thinks for a minute.

She points to her shirt and spreads her arms.

The man nods and points to the corner.



4

April follows the man.

She sees her family in their matching shirts.

She smiles thankfully at the man and joins her family.



look for them think



Quick Check-Up

1. April's family visits the museum.
2. April likes the golden mask of King Tut.
3. April helps a man in the museum.

True



False



Comprehension

A. Read and circle the correct answers.



April visits the Egyptian Museum with her (family / friends).

They wear (different / matching) shirts.



April looks closely at the golden (crown / mask) of King Tut.

She can't find (her family / the mask).



April asks a man for help.

She (joins / leaves) her family.

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



April will say, "....."

Ex) Thank you
Mom! Dad! I miss you

The man will say, "....."

Ex) I'm glad to find your family



April looks at the golden
mask of King Tut. She says,
"It's amazing!"
But then, she has a problem.
She can't find her mom and
dad.

April thinks of a solution. She
asks a man for help. She points
to her shirt and the man nods.

April follows the man and
joins her family.

April's family visits the
Egyptian Museum. They wear
matching shirts.





Lost inside the Egyptian Museum

name: _____

score: _____

Words

A. Choose the correct letters and rewrite the words.

1.



m / n) ask
mask

2.



mat c / g) hing shirts
matching shirts

3.



mu s / z) eum
museum

4.



no d / t)
nod

5.



h (a e) p
help

6.



f / p) ind
find

B. Match the correct words with the sentences.

1. museum

We find coins in the box.

2. matching shirts

There are many pictures in the museum.

3. find

Tom and I wear matching shirts.

Comprehension

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

1. What is the story about?

- ☒ a. getting lost in the museum
- b. studying in the museum
- c. April's mom and dad

2. April's family wears matching _____.

- a. hats
- ☒ b. shirts
- c. socks

3. April looks at the golden _____ of King Tut.



- ☒ a. mask
- b. crown
- c. scarf

4. What does April do to find her parents?

- a. She cries loudly.
- b. She follows a woman.
- ☒ c. She asks a man for help.

5. What happens at the end?

- ☒ a. April finds her family and joins them.
- b. April looks at the golden mask.
- c. The man doesn't understand April.



Unit 16| Lost inside the Egyptian Museum Retelling Day

Read & Retell 3: *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

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

Lost inside the Egyptian Museum

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 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, But then, 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.  64**Ex)**First, April's family visits the Egyptian Museum.They wear matching shirts.Next, April looks at the golden mask of King Tut.

She says, "It's amazing!"

But then, she has a problem. She can't find her mom and dad.

Then, April thinks of a solution. She asks a man for help. She

points to her shirt and the man nods.Last, April follows the man and joins her family.

Retelling Chart



Introduction

Hello, I am _____.
 Your name
 I will tell you about the story, "_____
 Title
 This story is about _____.
 Character

Beginning



Ex)

First, April's family visits
 the Egyptian Museum. They wear
matching shirts.

Middle 1



Next, April looks at the golden
mask of King Tut.
 She says, " It's amazing ".
 But then, she has a problem. She
 can't find her mom and dad.

Middle 2



Then, April thinks of a solution.
 She asks a man for help. She
points to her shirt
 and the man nods.

End



Last, April follows the man
 and joins her family.

Add your idea

Draw what will happen next.

Guess and write what will happen next.

Ex)
 After that, April's family
visits the man's house.

Closing

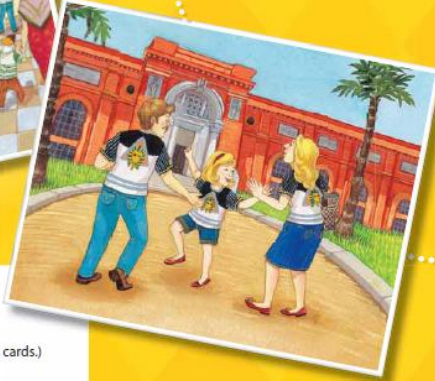
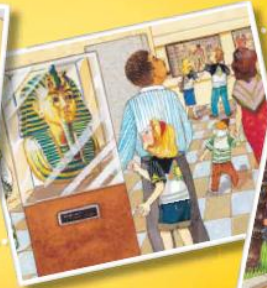
Thank you for listening.



Build & Grow

Retelling Chart

2



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



Build & Grow



Lost inside the Egyptian Museum

name:

score:

Words

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

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

B. Match the correct words with the sentences.

- mask The policemen help me find my pet.
- help Jane puts the golden mask on her face.
- nod I nod and say, "I understand it."



Summary with the Retelling Cards

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



- (2) Next, April looks at the golden mask of King Tut. She says, "It's amazing!"
- (5) She points to her shirt and the man nods.
- (3) But then, she has a problem. She can't find her mom and dad.
- (4) Then, April thinks of a solution. She asks a man for help.
- (1) First, April's family visits the Egyptian Museum. They wear matching shirts.
- (6) Last, April follows the man and joins her family.

First, April's family visits the Egyptian Museum. They wear matching shirts. Next, April looks at the golden mask of King Tut. She says, "It's amazing!" But then, she has a problem. She can't find her mom and dad. Then April thinks of a solution. She asks a man for help. She points to her shirt and the man nods. Last, April follows the man and joins her family.

Review Test 1|Unit 1 ~ Unit 3

Read & Retell 3: 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

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. tag
b. tooth
c. row

2.



- a. old**
b. similar
c. afraid

3.



- a. move
b. hurt
c. point

4.



- a. catch
b. pull
c. throw

[5-7] Choose the correct answers.

5. Ted _____ to New York from San Francisco.

- a. moves** b. hurts c. throws

6. The house has a flower garden in the _____.

- a. jar b. tooth **c. backyard**

7. The dentist _____ out my bad tooth.

- a. paints **b. pulls** c. has



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

Zito and Allen play tag in the backyard.
Zito has long legs and four arms.
Allen has short legs and two arms.
Zito catches Allen easily.

8. Zito and Allen don't play together.

True ☒ False

9. Zito has four arms and Allen has two arms.

☒ True False

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

In San Francisco, there are six houses.	The six houses look similar too.
They are old and beautiful Victorian houses.	So, people also call them the <i>Six Sisters</i> .
The six houses are painted in bright colors.	The six houses are on many postcards.
So, people call them the <i>Painted Ladies</i> .	So, people also call them <i>Postcard Row</i> .

10. The six Victorian houses are _____.

a. new

☒ b. beautiful

c. different

11. Why are the houses called the *Painted Ladies*?

a. because of their sizes

b. because of the number of houses

☒ c. because of their bright colors



Review Test 2|Unit 4 ~ Unit 6

Read & Retell 3: 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

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. wing
☒ b. coin
 c. bottle

2.



- a. broom
 b. treasure
☒ c. backpack

3.



- a. toothbrush
☒ b. witch
 c. flashlight

4.



- a. fall
 b. shine
☒ c. spread

[5-7] Choose the correct answers.

5. An angel spreads her _____.

- a. witch ☒ b. wings c. flashlight

6. A small boat _____ into a tunnel.

- a. lies b. flies ☒ c. floats

7. Don't drink the water in the _____.

- ☒ a. bottle b. coin c. toothbrush

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

Julie and Jeff float into the tunnel.
Julie shines her flashlight on a pirate.
Jeff shines his flashlight on a wooden box.
Suddenly, gold coins fall from the box.

8. Jeff finds the pirate. True **False**
9. There are gold coins in the wooden box. **True** False

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

Why is plastic used for so many things?
First, plastic is light.
We can carry around plastic cell phones.
Second, plastic is recyclable.
Old plastic cups can become new plastic chairs.
Third, plastic is flexible.
Plastic things come in many shapes and sizes.

10. What isn't true about plastic?
- a.** It is heavy. b. It can be used again.
c. It is flexible.
11. We can make _____ with old plastic cups.
- a. cell phones **b.** chairs c. backpacks



Review Test 3|Unit 9 ~ Unit 11

Read & Retell 3: 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

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. soil
b. leaf
c. food

2.



- a. plant
☒ b. squid
c. owl

3.



- a. sick
b. scared
☒ c. miss

4.



- a. water
b. bloom
☒ c. grow

[5-7] Choose the correct answers.

5. I love my plant and I _____ it every day.

- a. bloom ☒ b. water c. chase

6. He tries to hit the ball but _____ it.

- ☒ a. misses b. grows c. swims

7. Plants need _____, water, air, and light to grow.

- a. grass b. sunscreen ☒ c. soil



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

A big shark chases Sammy Squid.
Poof! He squirts ink at the shark.
So, the water turns black.
The shark is scared and swims away.

8. The shark catches Sammy. True **False**
9. Sammy squirts ink and it makes the water black. **True** False

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

All animals need energy to move.
Energy comes from food.
A grasshopper eats grass and gets energy.
A mouse eats the grasshopper and gets energy.
A snake eats the mouse and gets energy.
An owl eats the snake and gets energy.
When the owl dies, it goes back to the soil.
Grass gets energy from the soil and grows.

10. Where does energy come from?
- a.** food b. the Sun c. the wind
11. _____ eats the mouse.
- a. An owl **b.** A snake c. A grasshopper



Review Test 4|Unit 12 ~ Unit 14

Read & Retell 3: 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

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. airport
b. restroom
c. street

2.



- a. hat
b. flag
c. photo

3.



- a. ticket**
b. fireworks
c. sunlight

4.



- a. skin
b. sunlight
c. gate

[5-7] Choose the correct answers.

5. Jenny washes her face in the _____.

- a. gate b. ticket **c. restroom**

6. I buy a new camera to take _____.

- a. photos** b. fireworks c. sunlight

7. She wears blue _____.

- a. tickets **b. pants** c. skin



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

My family is on vacation in New York City.
We take photos and buy an American flag.
A parade is passing by.
Clowns are wearing red, white, and blue costumes.

8. The family moves to New York City. True **False**
9. The family takes photos and watches a parade. **True** False

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

Too much sunlight can hurt our eyes and skin.
So, cover up when you go outside.
Dress in a long-sleeved shirt and long pants.
Wear a hat and sunglasses, too.

10. Too much sunlight can make your _____ and skin sick.
a. ears **b. eyes** c. head
11. What isn't good to protect yourself from the sun?
a. a short skirt **b. a hat** c. a long-sleeved shirt

