

1. Aim of Reading Sprout

Reading Sprout aims to help early learners become fluent readers by building reading skills and the ability to recite and retell stories.

Reading sprout ...

- ❖ builds basic literacy skills
- ❖ emphasizes oral reading fluency
- ❖ provides illustrative story-telling flashcards for retelling practice
- ❖ incorporates speaking practice with a cartoon-version of the stories
- ❖ helps learners recognize the basic sentence structures



2. Textbook Content

Page	Student Book (SB)	Workbook (WB)	Multimedia CD – e-Book
p.1	Words / Talk Preview of key words Pre-reading activities	Words Phonics practice Review key words	<ul style="list-style-type: none"> • Close-up of each part • Answer icon • Track icon – audio • Chant icon – lyrics • Story card – close-up of the story cards and the summary sentences at the back of them
p.2	Reading Story and chant Key information check	Sentences Recognize the key sentences Write the key sentences	
p.3	Understand Comprehension Questions Words Practice	Review Sequence the cartoon in order Match the key information with its picture	
p.4	Say Act out the cartoon story Retelling practice with story cards	Summary Write the summary sentences Say the summary sentences	

3. Weekly Lesson Plan

Procedure	Day 1	Day 2	Day 3
Review Warm-up	Review the previous lesson Warm-up for the new story	Chant the story Review the story + words	Chant Review Retelling
Presentation Practice	Story Reading Oral Q & A Do the 1 st page of SB	Say SB – 2 nd page Say WB – 1 st ~2 nd page	Story Review / Summary WB – 3 rd ~4 th page
Wrap-up Retell/Summary	Picture summary Chant the story	Retell the story Act out the story cartoon	Reader's Theater Summary/Retell

Goal Reading aloud, Understanding the story	
Topic Pet	Words pet, hide, climb, ride
Key expressions Can she hide? She can hide.	Materials Student book, CD, flashcards

1. Warm-up SB p.8-9

- Pre-reading – Draw the students’ interest by talking about the story topic and the pictures on the page. Use the questions in ‘Talk’ on p.8. Elicit the key words while talking about the pictures and the topic.
- *Who is playing with the girl? Yes, it's a dinosaur. It's the girl's pet. Do you think it is a girl or a boy? Where does the dinosaur live? What is the dinosaur doing in this picture? She is hiding. Now let's look the words from the story.*



2. Words SB p.8

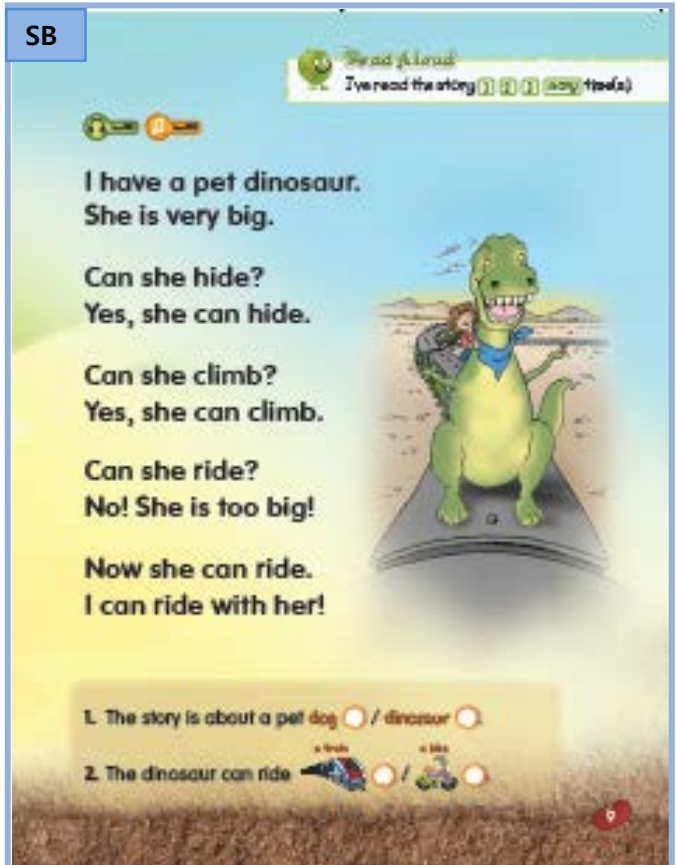
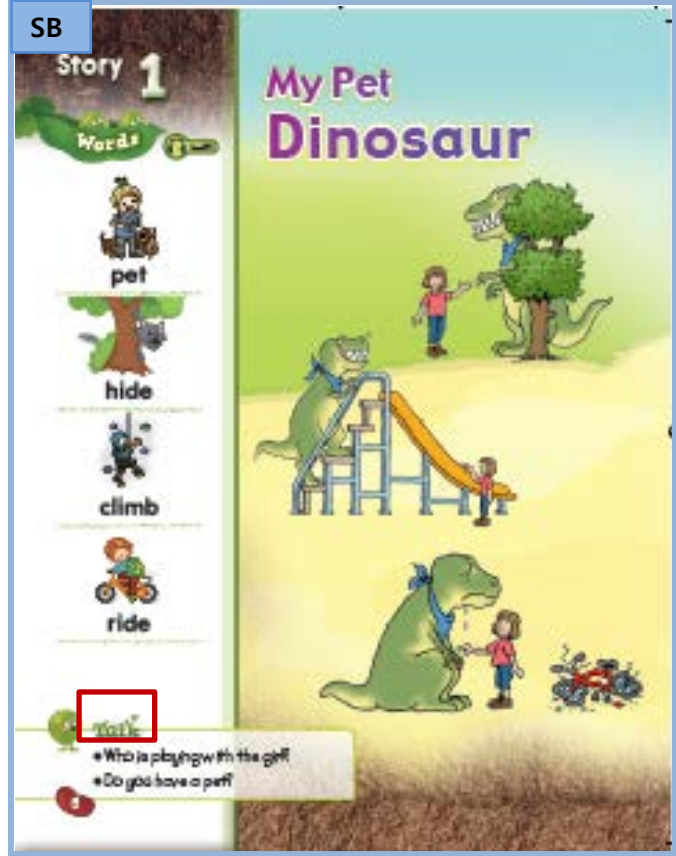
- Check the four key words on p.8.
- Have the students read the key words aloud a few times.
- Practice the words with various activities such as charade(mime) game, picture drawing, guessing the missing word in a sentence.
T: I have a ('beep' or clap) cat. S: pet
T: I can ('beep' or clap) a bike. S: ride

➤➤ **Flashcards** www.runningturtle.co.kr



3. Story SB p.9

- 1st reading – Do the choral reading with the whole class at first to build fluency, self-confidence, and motivation.
- Story Quiz – Help the students understand the story by asking questions. Start with the main idea question and the key information including those on p.9.
- 2nd reading – Have the students take one character’s role from the story and read the character’s line. They can do this in groups or pairs. Then have them switch the role and read again. They will enjoy reading more and understand better.



4. Understand SB p.10

- Read the questions in 'Understand' on p.10 to the students and have them work on their own.
- Have the students check their answers with their partners or in groups.
- Discuss which part from the story has the clue of each answer.
- Have the students do the vocabulary questions individually and check the answers with their partners.



5. Wrap-up

- Help the students to remember the sequence or the key information of the story with guide questions:
T: What can the pet dinosaur do? S: She can hide. She can climb. She can ride on the train.
- Do the chant on p.9. To make it more fun, have two groups of students chant alternating lines.

➤➤ Chant lyrics

- Student Book: p.58-59
- CD: e-book p.9 (audio and lyrics provided)
- Chant lyrics file (pdf)



HOMEWORK

- Listen and read the story more than 3 times.
- Do Workbook p.2.

To encourage the students to read more, have them check the boxes in 'Read Aloud' corner at the top right on SB p.9

➤➤ Learning resources

Hybrid CD

- e-book
- Wordlist
- Word test
- Chant script

Website

- Answer key
- Word flashcards

www.runningturtle.co.kr

Check boxes for the number of times the student's have read

Goal Understanding the cartoon version of the story
Role-play or acting out the cartoon version

Materials Student book, Workbook, Story cards, CD

Track 3

1. Warm-up SB p.8-9 / WB p.2

- Do the story chant again.
- Do vocabulary review activities.
 - When the teacher calls out a word, the students find and read the sentence which includes the word.
 - The teacher says a word and the students tell the first or the last letter of the word (phonics practice).
- Check the answers of WB p.2, which was the homework.

Track 4

2. Say SB p.11

- Have the students read through the cartoon and guess the suitable sentences for the blank speech balloons.
- Listen to the audio and check the answers.
- Have the students in pairs read aloud the cartoon alternating the role.
- Have each pair act out the story.

Encourage the students to add some sound effect to make the role-play more fun.

3. Sentences WB p.3

- Introduce the grammatical pattern of the key sentences, in this unit for example, 'can.'
- Write 'can' on the board, and elicit the sentences from the story.

T: *I can ride a bike. What can the dinosaur do? Can she climb? Can she hide?*

S: *Yes, she can climb/hide/etc.*
- After the students make answers using 'can,' move 'can' to the place before the subject 'she,' to show the question form.
- Have the students make questions with 'can.'
- Do p.3 in WB together.

Guide the students to write in capital when starting a sentence.

SB

Say

Listen, choose, and say.

a. Can you climb? b. Yes, I can hide.
c. No! I am too big!

1. _____
2. _____
3. _____

Now you can ride. I can ride with you!

Retell the story.

Use the story cards to practice more.

WB

Sentences

Match.

- Now she can ride.
- She can climb.
- She can hide.

Write.

	Can (x3)	she (x2)	ride
1.	_____	she hide?	_____
2.	_____	_____	climb?
3.	_____	_____	_____ ?

4. Wrap-up

- Have the students role-play the cartoon.
- Cut the story cards at the back of the book, and show the cards one after another. Have the students say the sentences that match the pictures. Have them cut their own cards at home and practice telling the story.

Record the students acting out the story. Give compliments to the pairs who memorized the lines well, used sound effects well, or used gestures effectively.

The back of the story cards have suggested sentences, but the students can freely make their own sentences.

Story cards

At the back of Student Book
CD e-book p.11 (sample sentences and audio)



HOMEWORK

- Listen to the whole unit more than once.
- Cut out the story cards and practice retelling the story.
- Tell the story to parents using the story cards, and get their comments.
- Workbook p.5

Have the students to keep the story cards in a pouch, a small box, or a zipper storage bag. Use them repeatedly for review exercises every few units.



Learning Resources

Hybrid CD

- e-book
- Story cards
- Chant script

Website

- Answer key
 - Word flashcards
- www.runningturtle.co.kr



Goal Reviewing the whole story
 Retelling and summarizing the story

Materials Workbook, Story cards, CD

1. Warm-up

- Chant the story.
- Have the students put the story cards in order.
- Have them spread their own cards on their desk. When the teacher says a sentence, have them hold up the card that matches the sentence.
- Have them put the cards face down and do the same as the above by looking at the text only.

2. Story Review WB p.4

- Do WB p.4

The second exercise at the bottom half on p.4 is for the students to visualize the key information by matching the images and the text. Encourage the students to reflect the sequence of the story using the exercise.

Look at number 1. What is this? Yes, it's called a slide. What is this for? What does the dinosaur do with it? Yes, she can climb. What about the tree? Right. She can hide behind the tree. So, what comes first in the story? The tree, the slide, and the train.

3. Summary WB p.5

- Workbook - Summary
- Briefly explain the students what a summary is. Encourage the students to find the summary sentences.
- Show the summary sentences on WB p.4, and read them aloud together.
- Have the students write the summary sentences.

The students at this level are expected to just understand what a story summary is and think about the most important parts of the story.

WB

Story Review

Put the stickers in order.

What are these for? Match.

- ride
- hide
- climb

4

WB

Summary


Write the sentences.

- She can hide.
- She can climb.
- She is too big!
- Now she can ride.

5


4. Retell

- The teacher shows one story card at a time, and ask the students to say the sentence that matches.
- Have the students do the same in groups or pairs.

 The students check their partner's sentences by referring to the text at the back of the cards. However, they do not have to focus on producing accurate sentences depending on the purpose of the activity.

5. Wrap-up

- Reader's Theater – Each group or pair of the students do reading in front of the class. They should read as if they were acting in a play.
- Other kinds of performances such as chants or retelling can be used as another consolidation activity.

 Record the students' performances and share the videos with their parents/classmates. The videos can be uploaded on class SNS.

HOMEWORK

Do one of the following in front of your family: story reading, acting out the story cartoon, chant or retelling using the story cards.

선택

➤➤ Learning Resources

Hybrid CD

- e-book
- Review Test
- Mid-term / Final test

Extension Activity

- Talk about the pets the students have or an imaginary animals they wish to keep.

T: *What kind of pet would you like to keep?*

S: *I want a pet dragon .*

S: *I want a hamster.*

- Have them draw a picture of the animal.
- Have them write a sentence or two that describes the animal. Write a sample sentence structure on the board for the students to copy or refer to:

I have a pet (dinosaur).

She/He can (climb).

- Give the students opportunities to 'show-and-tell'.

Example

My Pet
by Andy



I have a pet dragon.
Can he fly?
Yes, he can fly.



Teaching Tips

Words

- ◆ Practice the key words as many times as possible. Review the words after a few units are done.
- ◆ Make use of the wordlist and the word tests.
- ◆ Word Games
 - **Pictionary game**
 - Draw a small part or one line of a picture. Have the students guess and say the word the picture illustrates. If they are not sure, draw one more part/line. Keep doing it until they get the answer.
 - **Charade**
 - Have one student explain a word using bodily gestures. S/he should not speak, but do mimes.
 - **Sound cue**
 - Pronounce only the consonants or the vowels of a word and have the students guess the word.
Example) Cue: /r/, /d/ - Answer: ride Cue: /ai/, /o/, /or/ - Answer: dinosaur
 - **What' missing?**
 - Write the words on the whiteboard or put the word cards on the pocket chart.
 - Go through the words with the students.
 - Have them close their eyes and take one card away. Have the students guess which word is missing.
 - **Word eraser**
 - Write the words at the bottom of the whiteboard so that the students can reach the words to erase them. Write the same word twice in different spaces. Get two students from two teams to come up to the board. Shout out one word and have them quickly erase the word.
 - **Find the sentence**
 - Say one word to the students and have them find a sentence that has the word. The student who finds the word first shouts out the sentence.

Reading Aloud

- ◆ *Choral reading* (the whole class read aloud at the same time) is essential as the students' first reading. It makes the students feel secure and comfortable when they read the story. Choral reading is fun with short stories with repeated sentence patterns and rhythm.
- ◆ Do *echo reading* (read after the audio/teacher) or *shadow reading* (read together with the audio/teacher) for more practice.
- ◆ Do *round-robin reading* (one student read one sentence by taking turns) only when the students feel ready and confident after several readings. To avoid boredom or distraction, the teacher can call out the name of a student who will read the next sentence. Then they pay attention to what is being read.
- ◆ In *paired reading*, students in pairs or two teams of the students take a turn and read one character's line they choose.



Teaching Tips

Comprehension

- ◆ After reading, have a quiz time for understanding the key information. Give the students opportunities to speak as much as they can. This will promote their speaking skills.
- ◆ Always ask about the main idea or the topic of the story to think about the big picture (global understanding) of the story; *What is this story about?*
- ◆ When the students answer the questions with one or two words, expand it to full sentences. Then the students will gradually try to answer in full sentences.
- ◆ While doing the textbook exercises, encourage the students to work together in pairs or groups after working individually. Have them talk about the clues of the answers.

Story Cards/Retell

- ◆ Have the students recognize the flow of the story by having them display the cards in order.
- ◆ Use the cards as many times as possible to practice retelling or summarizing. The cards are an effective tool to integrate reading with speaking.
- ◆ Have the students bring all the story cards of the stories they have covered to the class. They can keep the cards in a pouch, a box, or a zipper storage bag.
- ◆ For review, have the students put the pile of the story cards on their desk, and take a turn to say the sentences that match with each card.
- ◆ The students can make a mini-book with the story cards. They can create their own book cover.