

Teacher's Guide

Methodological Approach

Reading is generally considered an interactive, collaborative process between a reader and a text. The result of this process is usually considered to be reading fluency. Grabe (1991) stated that the five key areas of language learning are theory, language skills, vocabulary development, comprehension training, and reading-writing connections.

Each unit in *Reading Table* addresses these areas of language learning in a logical progression:

A warm-up and new words section in which students communicate in English about the target topic and then acquire new vocabulary words. *Reading Table* introduces students to a variety of level-appropriate new content words.



Short reading passages featuring the new words



Comprehension checks using a variety of activities and approaches to ensure comprehension



Consolidating the unit's objectives for reading and vocabulary using a clear reading and writing connection

Why Choose *Reading Table*?

Reading Table is a three-level series designed to give elementary students more practice in reading English. As emergent readers work their way through the series, they will be reinforcing their knowledge of high-frequency sight words. They will also focus on learning a limited number of new content vocabulary words in each unit. Vocabulary words are introduced through a mix of fiction and non-fiction readings. Topics are familiar so that students will gain confidence in reading. *Reading Table* reinforces the necessary foundation needed for reading English.

Features:

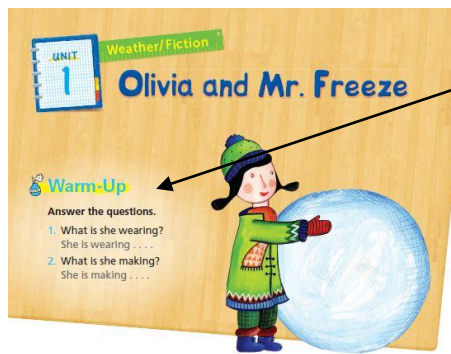
- Thematically paired fiction and nonfiction unit topics
- Comprehension activities in both textual and graphic formats
- Comprehension activities that model standardized test questions and note-taking through Five W's charts
- Repeated recycling of high-frequency vocabulary
- Audio recording of all pages for listening and reading along
- Pull-out full-color workbook included

Getting to Know the Book

Introduction to the *Reading Table* Student Books

Each unit in the *Reading Table* series includes eight parts plus additional review and consolidation activities in the workbook. The parts of the book work together to get students thinking about the unit's topic while learning new vocabulary, lead students through a reading passage, and then have students practice basic listening, organizing, and writing skills in English.

Student Book Contents:



Warm-Up

- Provides two questions about the unit topic
- Gives students speaking practice
- Allows students to gain familiarity with the unit topic
- Sample responses provided in the answer key



New Words

- Lists key vocabulary for the unit
- Fill-in-the-blank activity using new words
- Photographs for authentic vocabulary experiences

Reading

Listen and read. 

It is cold outside.
It snows for a long time.
Finally, the snow stops.
Olivia puts on her **coat** and her **mittens**.
She goes outside.
She **builds** a **snowman**.
She gives him a black hat.
She makes his **arms** with **sticks**.
She makes his eyes and mouth with rocks.
His nose is a carrot.
Olivia calls him Mr. Freeze.
Mr. Freeze is her new friend!

Reading Time: ____ m ____ s / 15 words




Reading

- Reading passages range from 65 to 110 words.
- Passages alternate between theme-based original and informative passages.
- Audio CD recordings of each passage
- Additional recordings available online
- Extension activity: students read the passages as a timed activity

Checking

Choose the best answer.

1. What is the reading about?
 - a. Playing outside
 - b. Finding rocks
 - c. Making a snowman
 - d. Eating a carrot
2. Olivia puts on _____.
 - a. mittens and a coat
 - b. mittens and a sweater
 - c. a coat and a hat
 - d. a hat and mittens
3. What is Mr. Freeze's nose?
 - a. A rock
 - b. A carrot
 - c. A stick
 - d. Paper



Checking

- Assesses students' reading comprehension
- Multiple-choice questions prepare students for test-taking

Listening

Listen. Circle the words you hear. 

1. The snowman has (a carrot nose / stick arms).
2. He is wearing (a hat / mittens).
3. Kids (build / make) snowmen from snow.



Listening

- Incorporates targeted vocabulary in a simple task
- Listening transcripts provided for teachers' use

Mapping

Read the passage again. Then choose the right answer for the blank.



- ✓ She gives him a black hat.
- ✓ She makes his eyes with rocks.
- ✓ His nose is a carrot.

- a. She calls him Mr. Freeze.
- b. She builds a snowman.
- c. She makes his arms with sticks.

Mapping

Reinforces comprehension of the reading passage through activities requiring students to organize texts according to reading skills

Vocabulary Review

Write the words to complete the puzzle.

build arm snowman mitten sticks coat

1. Down: Your hands end it.
2. Across: To make.
3. Across: Your hands end it.
4. Across: You wear it in winter.
5. Across: Made with snow.
6. Across: Long pieces of wood.

Vocabulary Review

- Provides additional exposure to the target vocabulary in new contexts
- Varied layout to ensure students have multiple ways of learning new vocabulary

Summary

Choose the right words from the box to summarize the reading. One word is extra.

snowman mittens coat builds sticks arms

It snows.
Olivia puts on a 1 _____.
She puts 2 _____ on her hands.
Olivia goes out and 3 _____ a snowman.
She makes its 4 _____ with sticks.
She gives her 5 _____ a name.
Its name is Mr. Freeze!

Summary

- Reviews target vocabulary, stimulates recall of information from the reading, and develops reading fluency by repeating words and structures from the unit

Additional Materials:

Workbook:

- Provides two pages of additional reading, listening, and writing activities per unit, including dictation, grammar matching and writing, and fun wrap-up games or puzzles
- Activities are designed to reinforce key concepts learned in class
- Activities can be used in class, for homework, or for assessment

Reproducible Midterm and Final Tests:

- Tests assess students' vocabulary and reading comprehension

Scope and Sequence

Reading Table 1

Unit	Title	Theme and Type of Reading	Vocabulary
1	Olivia and Mr. Freeze	Weather/Fiction	arm, build, coat, mittens, snowman, sticks
2	Watermelon Snow	Weather/Nonfiction	high, looks, mountain, plants, tiny, watermelon
3	Weather Changes	Weather/Fiction	after, hurrying, lightning, storm, thunder
4	Going Up, Falling Down	Weather/Nonfiction	air, as, drops, heavy, move, wind
5	Who Is in the Kitchen?	Food/Fiction	closet, just, monster, refrigerator, sofa, strange
6	In the Dark?	Food/Nonfiction	blind, dark, restaurant, serves, tastes, waiter
7	Hungry Campers	Food/Fiction	bear, campfire, dangerous, fruit, pick, scared
8	Gorp	Food/Nonfiction	cereal, dried, energy, hike, peanut, raisins
9	What Is That?	Animals/Fiction	cute, empty, gray, mailbox, mailman, meow
10	A Very Special Dad	Animals/Nonfiction	eggs, emu, follow, hatch, less, morning
11	The Ice Cream Is Gone!	Animals/Fiction	carton, floor, ice cream, lick, spills, supermarket
12	Elephants Can Eat a Lot!	Animals/Nonfiction	bun, contest, could, hot dogs, only, team
13	Joe the Police Officer	Jobs/Fiction	brave, department store, police officer, son, way, worried
14	Park Rangers	Jobs/Nonfiction	female, male, men, ranger, visitors, women
15	The Doctor's Office	Jobs/Fiction	doctor, exercise, funny, office, problem, yoga
16	The Animal Doctor	Jobs/Nonfiction	cough, medicine, patient, sneeze, tiger, wild
17	The Young Pirate	Kids/Fiction	dirt, hook, meet, patch, pirate, shark
18	Around the World	Kids/Nonfiction	boat, map, person, travels, world, all the way
19	Where Are the Babies?	Kids/Fiction	babysits, crawl, hides, hope, someday, taking care of
20	Kazuya Knows Weather	Kids/Nonfiction	hard, learn, news, pass, weather, weatherman

Suggested Lesson Plan

Reading Table 1

Introduction:

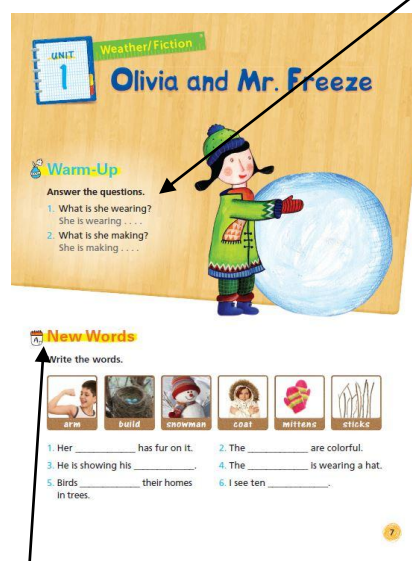
- Teacher greets students; reviews previous units with related questions during attendance check. Questions at this level should be related to vocabulary.
- Teacher writes one word related to the current lesson and asks students what they think of when they see that word.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review:

- Have students complete the vocabulary quiz from the previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

Pre-Reading:

Page 1)



Warm-Up:

Step 1:

Option 1)

- Teacher shows students the Warm-Up picture from the first page of the unit. Teacher should cover the Warm-Up questions with a piece of blank paper. Teacher gives students thirty seconds to think of words related to the picture. Then the students share their words and Teacher writes them on the board.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and asks students to work in pairs to create one sentence about the picture.

Step 2:

- Teacher has students open their books and look at the Warm-Up section. Teacher directs students to the questions and asks them one at a time. Teacher encourages students to write new words and/or ideas in the space next to the questions.

New Words:

- Teacher writes the new words on the board and asks students to close their books.
- Teacher reads the words aloud and asks students to use the words in sentences.
- Teacher then has students open their books and guides students through the pictures of the new words to reinforce students' understanding.
- Teacher then asks students to work in pairs to fill in the blanks.
- Students then take turns reading the sentences aloud.

Optional Activity

- 1) Teacher has students work in pairs to write sentences with the new words.
- 2) Teacher conducts a game-show style quiz featuring questions about the words.
- 3) Teacher writes the words on the board with one spelling error in each word, and then has students find the mistakes and write the corrections.

Page 2)



Reading:

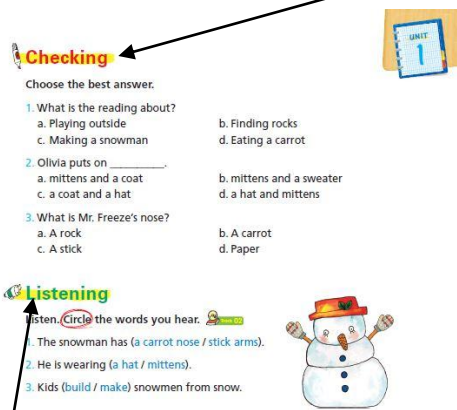
- Teacher asks students to look at the picture and talk about what they see. If possible, have students cover the text with a piece of paper so they cannot see the words. Teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, characters, cause, and effect.

Optional Activity

- 1) Teacher reads the passage aloud, stopping every four to five words and having students say the next word.
- 2) Teacher assigns students to work in groups of three or four to read the passage aloud, with each student reading one word at a time.
Ex. It is cold outside. S1 – It, S2 – is, S3 – cold, S4 - outside.
- 3) Teacher asks students to create one question each about the passage and then take turns asking their questions to the class.

Comprehension Checking:

Page 3)



Checking:

- Teacher introduces the activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the answers with the students. This can be made into an interactive activity.
Ex. Teacher: Who thinks the correct answer is A? Students raise their hands and agree on the correct response.

Listening:

- Teacher asks students to brainstorm as many words as they can about what they see in the picture(s). Students work as a large group or in groups of three or four.
- Teacher plays the audio track, and students solve the problems.
- Teacher plays the audio track one more time so students can make self-corrections.
- Check the answers together as a class.
- If time permits, teacher has students look at the transcripts from the back of the book and read along as they listen again. Teacher chooses some key words for additional pronunciation practice.

Mapping

Read the passage again. Then choose the right answer for the blank.

✓ She gives him a black hat.
 ✓ She makes his eyes with rocks.
 ✓ His nose is a carrot.

a. She calls him Mr. Freeze.
 b. She builds a snowman.
 c. She makes his arms with sticks.

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Class checks the answers together.
- Teacher reads the main passage aloud and has students raise their hands when they hear a sentence or word(s) related to the mapping activity.

Consolidation

Page 4)

Vocabulary Review

Write the words to complete the puzzle.

build arm snowman mitten sticks coat

1.
 3. Your hands end it.
 4. You wear it in winter.

2. To make
 5. Made with snow
 6. Long pieces of wood

Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (3-4 minutes) to complete the activity.
- Teacher leads students in checking the answers together. Variations on checking the activity include having students take turns writing the answers on the board, having students spell words aloud, and having students create sentences with the key vocabulary words.

Summary

Choose the right words from the box to summarize the reading. One word is extra.

snowman mittens coat builds sticks arms

It snows.
 Olivia puts on a 1 _____ on her hands.
 She puts 2 _____ on her hands.
 Olivia goes out and 3 _____ a snowman.
 She makes its 4 _____ with sticks.
 She gives her 5 _____ a name.
 Its name is Mr. Freeze!

Summary

- Teacher asks students to independently brainstorm as many words as possible about the picture. This activity can be conducted as a quiz, with the teacher showing the picture to the class to check students' vocabulary comprehension and spelling.
- Teacher then asks students to complete the activity as an in-class quiz, using the main passage for reference as necessary.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher assigns students to work in groups of three or four and has them put the words in alphabetical order.
- 2) Teacher tapes pieces of paper with the words around the classroom, and chooses students to pick a word and use it in a sentence.

Test Overview

Midterm Tests:

Midterm tests assess students' knowledge of vocabulary and reading structures from the first half of the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are performing well on the test, teacher can review the test together with the students.
- If students are performing poorly, teacher should assess where students need more work and re-teach and review key areas.
- For individual students who are struggling, extra homework can be assigned.
- Answers for all test questions can be found at the end of each test.



A. Write the word below the picture. One word is extra.

wind campfire watermelon mailbox waiter empty

1.  2.  3.  4.  5. 

B. Match the words that are the same.

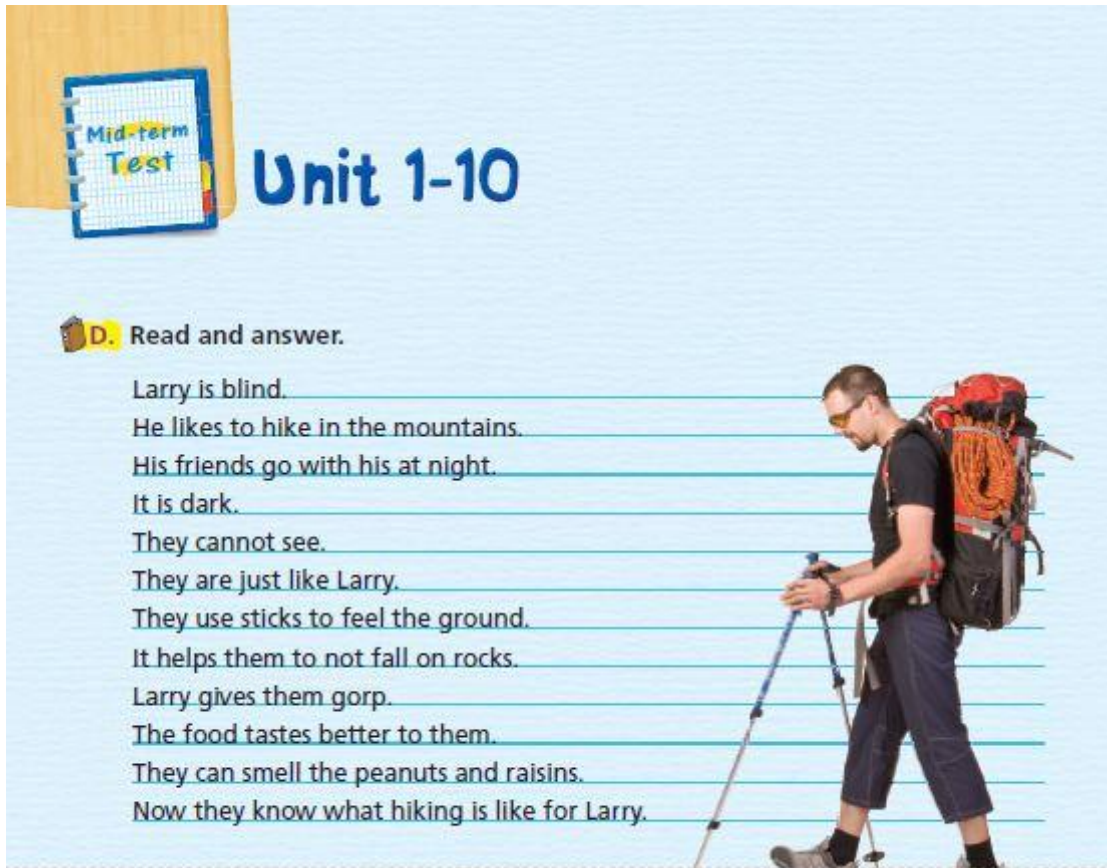
- | | | | |
|-----------|---|---|-----------|
| 6. scared | • | • | a. stone |
| 7. home | • | • | b. small |
| 8. rock | • | • | c. house |
| 9. tiny | • | • | d. sound |
| 10. noise | • | • | e. afraid |

C. Fill in the blanks. One word is extra.

with is hiking under less

11. She made the snowman's arms _____ sticks.
12. _____ up the mountain is good exercise.
13. Snow _____ made of water.
14. We go to school in _____ than a week.






D. Read and answer.


Larry is blind.
 He likes to hike in the mountains.
 His friends go with his at night.
 It is dark.
 They cannot see.
 They are just like Larry.
 They use sticks to feel the ground.
 It helps them to not fall on rocks.
 Larry gives them gorp.
 The food tastes better to them.
 They can smell the peanuts and raisins.
 Now they know what hiking is like for Larry.

15. This reading is about _____.
- | | |
|-----------------------|--------------------------|
| a. hiking in the dark | b. making gorp |
| c. falling on rocks | d. camping on a mountain |
16. They _____ know what it is like to be blind.
- | | |
|------------|------------|
| a. want | b. to want |
| c. want to | d. wants |
17. What does Larry give them?
- | | |
|-----------|----------|
| a. Sticks | b. Rocks |
| c. Gorp | d. Blind |



Unit 1-10

It is a sunny day.
 Becky plays at the park.
 She is hot.
 She does not need a coat.
 In less than five minutes, Becky hears a strange noise.
 It sounds like thunder.
 She looks behind her.
 The sky is black.
 She sees lightning.
 Heavy drops of rain fall.
 She hurries home, but she is too slow.
 She gets all wet because of the rain.



18. This reading is about _____.
- | | |
|------------------------|-----------------------|
| a. a snow storm | b. changing weather |
| c. playing at the park | d. making loud noises |
19. Becky does not have _____ coat.
- | | |
|--------|---------|
| a. her | b. its |
| c. she | d. hers |
20. Why is Becky wet?
- | | |
|-----------------------------|---------------------------|
| a. Because of the lightning | b. Because of the thunder |
| c. Because of the rain | d. Because of the noise |

Reading Table 1

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. watermelon
2. wind
3. waiter
4. campfire
5. mailbox

B.

6. e
7. c
8. a
9. b
10. d

C.

11. with
12. Hiking
13. is
14. less

D.

15. a
16. c
17. c
18. b
19. a
20. c

Test Overview

Final Tests:

Final tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Final tests should be assigned after students have completed units 1-20.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.



A. Check (✓) True or False.

1. Police officers help people.
2. All park rangers are men.
3. Yoga is a kind of exercise.
4. Some doctors take care of animals.
5. The test for weathermen is easy to pass.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

B. Choose the right word.

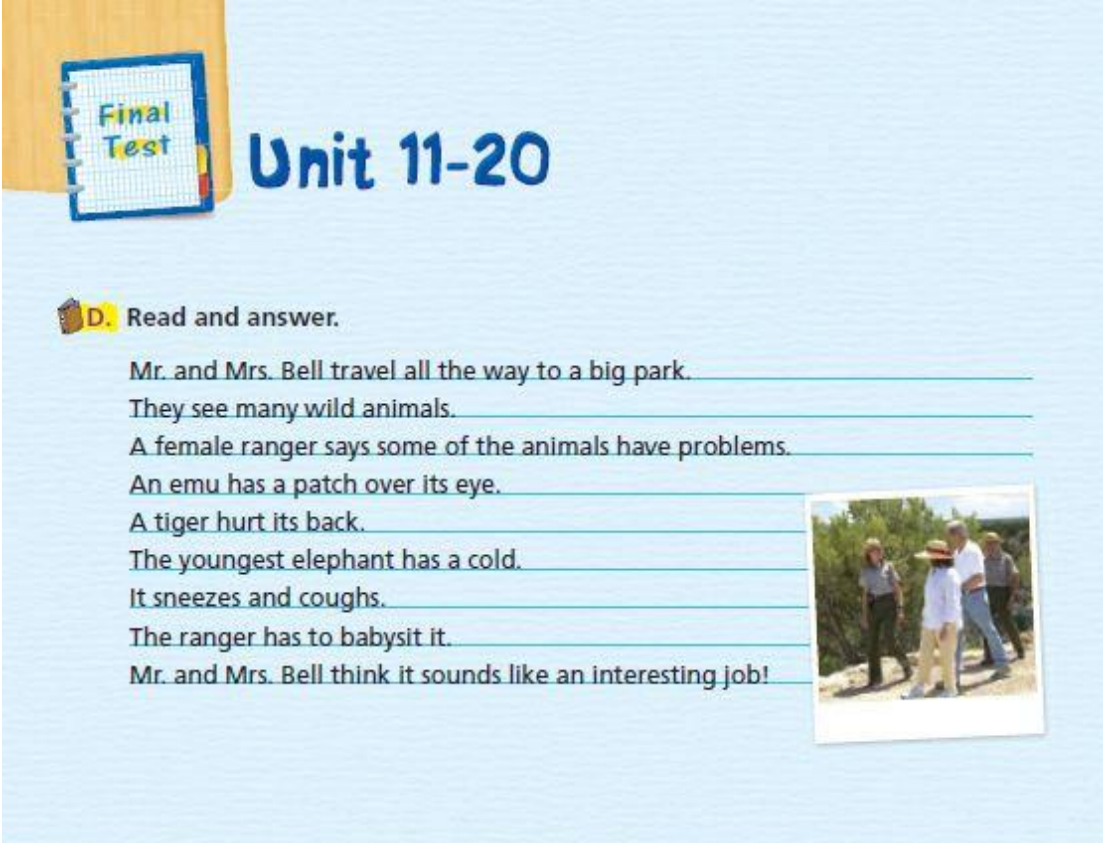
6. She buys a (carton / office) of ice cream.
7. They are on the soccer (map / team).
8. The (month / patient) has a cold.
9. This test is (brave / hard).
10. The baby (spills / bites) his milk.

C. Fill in the blanks. One word is extra.

often the because have to learn about

11. They _____ the storm from the news.
12. He is sick _____ he ate too many hot dogs.
13. We _____ clean the house.
14. Sam _____ plays at the park.





D. Read and answer.

Mr. and Mrs. Bell travel all the way to a big park. _____

They see many wild animals. _____

A female ranger says some of the animals have problems. _____

An emu has a patch over its eye. _____


A tiger hurt its back. _____

The youngest elephant has a cold. _____

It sneezes and coughs. _____

The ranger has to babysit it. _____

Mr. and Mrs. Bell think it sounds like an interesting job! _____



15. This reading is about _____.
- | | |
|-----------------------------|-------------------------------|
| a. sick animals | b. traveling around the world |
| c. a male and female ranger | d. how to watch young boys |
16. The ranger _____ babysit the youngest elephant.
- | | |
|-----------|-----------|
| a. have | b. has |
| c. having | d. has to |
17. What is wrong with the tiger?
- | | |
|-----------------------|----------------------|
| a. It has a bad back. | b. It has a bad eye. |
| c. It has a cold. | d. It coughs a lot. |

Final Test

Unit 11-20

Noah hopes to be a weatherman someday. _____

He studies the weather. _____

He watches the news. _____

He looks at maps of the world. _____

In about three months, he has to take a test. _____

The test is very hard. _____

Not many men and women pass it. _____

Noah is worried. _____

But Noah loves learning about the weather. _____

He will have no problem with the test! _____

18. This reading is about _____.
- | | |
|-----------------------------|---------------------------------------|
| a. a dangerous storm | b. a boy who wants to be a weatherman |
| c. making maps of the world | d. a test that Noah gives his class |
19. Not _____ people pass the test.
- | | |
|---------|---------|
| a. much | b. most |
| c. many | d. any |
20. When does Noah have to take the test?
- | | |
|-------------------------|--------------------------|
| a. In about three years | b. In about three months |
| c. In about three days | d. In about three weeks |

Reading Table 1

Term Test _ Answer Key

Final Test (Units 11-20)

A.

1. True
2. False
3. True
4. True
5. False

B.

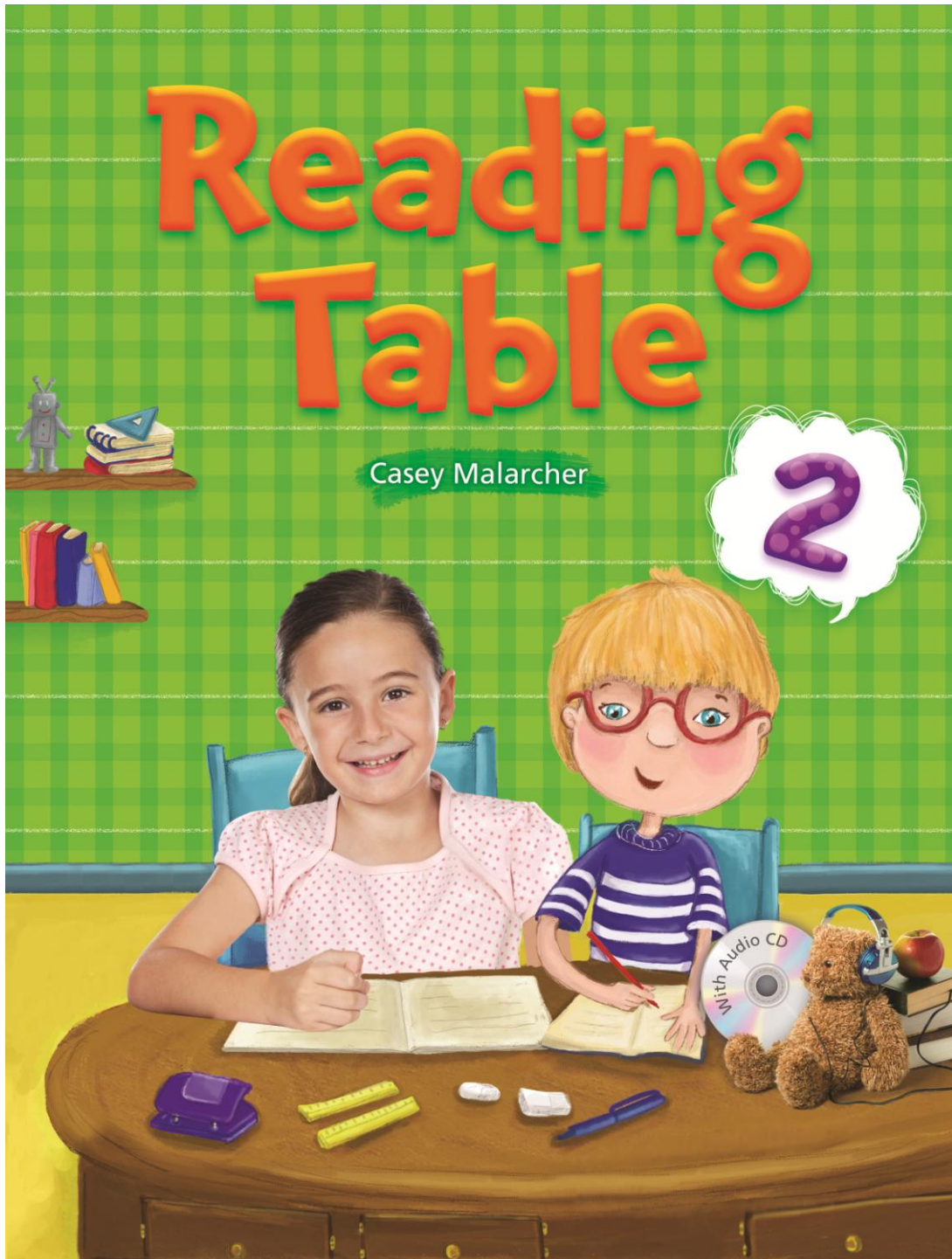
6. carton
7. team
8. patient
9. hard
10. spills

C.

11. learn about
12. because
13. have to
14. often

D.

15. a
16. d
17. a
18. b
19. c
20. b



Teacher's Guide

Scope and Sequence

Reading Table 2

Unit	Title	Theme and Type of Reading	Vocabulary
1	Andy at School	School/Fiction	bell, breakfast, desk, face, late, pajamas
2	A Garden Classroom	School/Nonfiction	chef, grains, prepare, principal, teacher, wonderful
3	Ellie's Lunchbox	School/Fiction	arrive, bus, classroom, lunchbox, remember, wait
4	School Lunch or Lunchbox?	School/Nonfiction	anything, brings, chips, cookies, have to, rules
5	Paula's Piñata	Places/Fiction	candy, ground, handkerchief, over, piñata, stick
6	Desert Runners	Places/Nonfiction	amazing, countries, desert, dry, kilometers, movie
7	New Year's Day	Places/Fiction	dress up, envelope, festival, fireworks, lion, lucky
8	Soccer Tennis	Places/Nonfiction	between, kicks, net, players, point, skills
9	Summer Camp	Learning/Fiction	camp, go sailing, last, misses, phone, stay
10	Flight Camp	Learning/Nonfiction	adventure, flight, license, plane, pilot, trains
11	A Kids' Supermarket	Learning/Fiction	beans, milk, cans, full, real, shopping cart
12	Do It to Learn It	Learning/Nonfiction	half, information, lesson, next, thinks, well
13	The Crowded Bus	Manners/Fiction	bag, carry, few, later, seats, stop
14	Should I?	Manners/Nonfiction	dish, menus, parents, ready, spaghetti, until
15	Be Polite!	Manners/Fiction	delicious, manners, meal, polite, quietly, slowly
16	The Polite Bear	Manners/Nonfiction	answers, anymore, forest, however, leave, though
17	Krista's New Kite	Hobbies/Fiction	branches, climbs, colorful, kite, stuck, suddenly
18	Josef and the Dinosaur Tooth	Hobbies/Nonfiction	beside, bone, dinosaurs, museum, picture, trip
19	A Friend in Brazil	Hobbies/Fiction	beef, December, February, letter, twice, pen pals
20	Collecting Stamps	Hobbies/Nonfiction	email, of course, past, popular, relatives, stamp

Suggested Lesson Plan

Reading Table 2

Introduction:

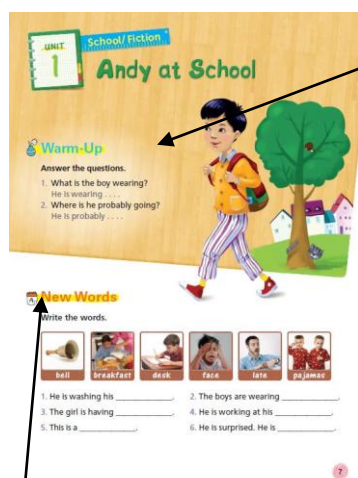
- Teacher greets students at the door, asking each student one question about a previous lesson before they go their seats.
- Teacher gives each student a piece of paper with one word related to the current lesson and has them read the words aloud once they are all seated. Teacher then asks what they think the unit will be about.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review:

- Teacher assigns students a unit, gives each student a piece of paper, and asks students to write five words related to the unit.
Ex. Teacher: Open your books to unit 2. You have one minute to review the unit. Now, please write five words related to the unit.
Teacher collects the papers and checks students' comprehension and spelling.

Pre-Reading:

Page 1)



Warm-Up:

Step 1:

Option 1)

- Teacher shows students the Warm-Up picture from the first page of the unit. Teacher covers the picture with the paper. Teacher asks students to write two sentences about the picture.
- Students take turns reading their sentences.

Option 2)

- Teacher has students work in pairs to brainstorm as many words as possible about the picture in two minutes. The team with the most unique words gets to move their seats!

Step 2:

- Teacher has students open their books and look at the Warm-Up section. Teacher directs students to the questions and asks them one at a time.
- Teacher encourages students to write their own answers in the space in the Warm-Up section.


New Words:

- Teacher says the new words aloud and has students write them in their notebooks as a pre-test.
- Teacher then writes the words on the board so students can check their own spelling.
- Teacher then has students open their books and guides students through the pictures of the new words to reinforce students' understanding.
- Teacher then asks students to fill in the blanks. Students then take turns reading their sentences aloud.

Optional Activity

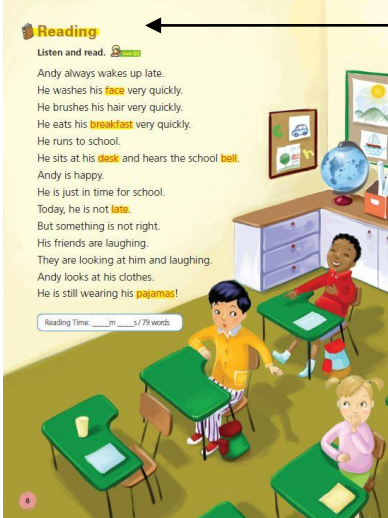
- 1) Teacher has students write sentences with the new words.
- 2) Teacher gives simple meanings of the words and has students guess the correct word.
Ex. Teacher: What is the meal we eat in the morning? Students: Breakfast.
- 3) Teacher has students write a short story consisting of four sentences with three of the new words. Ex. I woke up late. I didn't eat breakfast. I ran to school. The bell rang before I was in my class.

Reading

Listen and read. 

Andy always wakes up late.
 He washes his **face** very quickly.
 He brushes his hair very quickly.
 He eats his **breakfast** very quickly.
 He runs to school.
 He sits at his **desk** and hears the school **bell**.
 Andy is happy.
 He is just in time for school.
 Today, he is not **late**.
 But something is not right.
 His friends are laughing.
 They are looking at him and laughing.
 Andy looks at his clothes.
 He is still wearing his **pajamas**!

Reading Time: ____ m ____ s / 79 words



Reading:

- Teacher plays the audio CD and has students listen to the passage.
- Teacher then has students open their books and talk about what they see in the picture.
- Teacher plays the audio CD again and has students listen to the passage and circle any words they do not know. Teacher then reviews with the students.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, characters, and cause and effect.
- Teacher plays the audio CD a third time and has students read aloud with the CD.

Optional Activity

- 1) Teacher reads the passage aloud, stopping every two to three words and having students say the next word.
- 2) Teacher assigns students to work in groups of two or three to read the passage aloud, with each student reading one word at a time.
 Ex. Andy always wakes up late. S1 – Andy, S2 – always, S3 – wakes, S1 – up, S2 – late
- 3) Teacher assigns different voices to students and has them read parts of the passage aloud.
 Ex. Happy voice, quiet voice, mean voice, baby voice


Comprehension Checking:

Checking


Choose the best answer.

1. What is the reading about?
 a. A boy in pajamas
 b. A boy and his breakfast
 c. A boy and his friends
 d. A boy's first day of school
2. The boy gets to school _____.
 a. late
 b. on time
 c. too quickly
 d. but then wakes up
3. Why did Andy wear pajamas to school?
 a. It was "Pajama Day."
 b. He likes to be funny.
 c. They are easy to run in.
 d. He was doing things too quickly.

Listening

Listen. **Circle** the words you hear. 

1. From her face, it looks like she (got up / woke up) late.
2. There is a (bell on the clock / clock on the desk).
3. The girl (has on / is wearing) her pajamas.



Checking:

- Teacher introduces the activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently while walking around the room and checking to ensure students understand the questions.
- Teacher checks the answers with the students.
- This section can be extended by having students explain why the incorrect answer choices are incorrect.

Listening:

- Teacher asks students to write one sentence about what they see in the picture.
- Teacher selects students to read their sentences aloud.
- Teacher plays the audio track, and students solve the problems.
- Teacher plays the audio track one more time so students can make self-corrections.
- Check the answers together as a class.
- If time permits, teacher has students look at the transcripts from the back of the book and read along as they listen again. Teacher chooses some key words for additional pronunciation practice.

Mapping

Read the passage again. Then choose the right answer for the blank.

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Class checks the answers together.
- Teacher reads the main passage aloud and has students underline sentences related to the mapping activity.

Consolidation

Page 4)

Vocabulary Review

Write the words to complete the puzzle.

Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (3-4 minutes) to complete the activity.
- Teacher leads students in checking the answers together. Variations on checking the activity include having students take turns writing the answers on the board, having students spell words aloud, and having students create sentences with the key vocabulary words.

Summary

Choose the right words from the box to summarize the reading. One word is extra.

10

Summary

- Teacher asks students to write a short, four-sentence story about the picture.
- Teacher then asks students to complete the activity as an in-class quiz, using the main passage for reference as necessary.
- Teacher then writes the sentences on the board in scrambled order and has students put them in the correct order.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher writes the vocabulary words on the board and has students work in groups to make stories on the spot.
- 2) Teacher asks students their opinions on the story.

Test Overview

Midterm Tests:

Midterm tests assess students' knowledge of vocabulary and reading structures from the first half of the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are performing well on the test, teacher can review the test together with the students.
- If students are performing poorly, teacher should assess where students need more work and re-teach and review key areas.
- For individual students who are struggling, extra homework can be assigned.
- Answers for all test questions can be found at the end of each test.



A. Check (✓) True or False.

1. A chef prepares food.
2. Piñatas are made of paper.
3. Everyone in Africa has clean water.
4. People in China think green is a lucky color.
5. In soccer tennis, players throw the ball with their hands.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>


B. Match the words that are the opposite.

- | | | |
|-----------|---|--------------|
| 6. better | • | a. fix |
| 7. teach | • | b. learn |
| 8. follow | • | c. worse |
| 9. put up | • | d. take down |
| 10. break | • | e. lead |

C. Fill in the blanks. One word is extra.

when says and up them

11. She _____ she wants to go camping.
12. He picked _____ the bone.
13. _____ is your birthday?
14. We took a picture of _____.



D. Read and answer.

Ken's class is going to the desert. _____

The principal gives them rules to follow. _____

There is a lot of sand. _____

The wind blows the sand. _____


They should bring handkerchiefs to put over their faces. _____

They will walk three kilometers, so they should wear boots. _____

They should bring a lot of water. _____

Last, they should stay together. _____

They do not want to get lost in the hot and dry desert! _____



15. This reading is about _____.

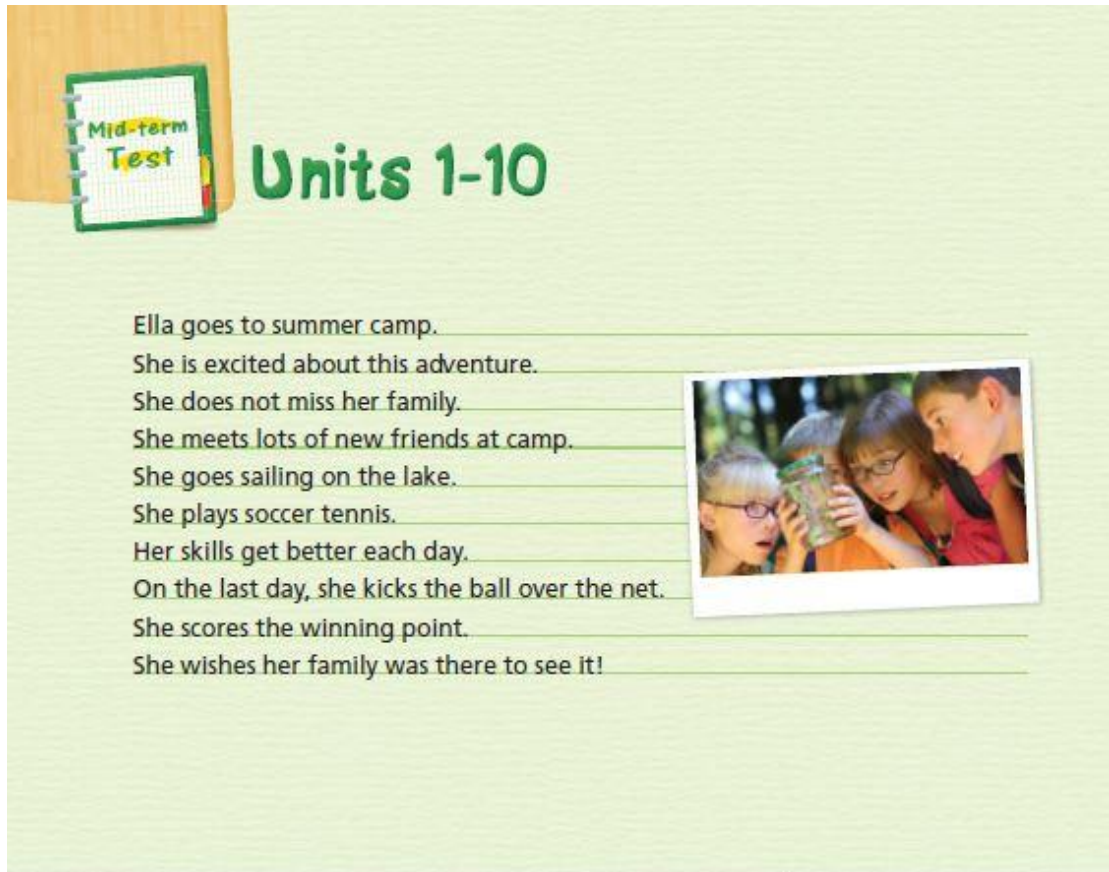
a. what to do if you get lost	b. how to make clean water
c. rules to follow in the desert	d. a principal's adventure

16. The principal tells _____ what to bring.

a. them	b. they
c. their	d. there


17. How far will Ken's class walk?

a. One kilometer	b. Two kilometers
c. Three kilometers	d. Across the desert



Units 1-10

Ella goes to summer camp.
 She is excited about this adventure.
 She does not miss her family.
 She meets lots of new friends at camp.
 She goes sailing on the lake.
 She plays soccer tennis.
 Her skills get better each day.
 On the last day, she kicks the ball over the net.
 She scores the winning point.
 She wishes her family was there to see it!



18. This reading is about _____.
- | | |
|----------------------|------------------------|
| a. soccer | b. a sailing adventure |
| c. the girl's family | d. summer camp |
19. Ella _____ she does not miss her family.
- | | |
|-----------|-----------|
| a. say | b. says |
| c. saying | d. to say |
20. What game does she play?
- | | |
|------------------|------------|
| a. Soccer | b. Tennis |
| c. Soccer tennis | d. Camping |

Reading Table 2

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. True
2. True
3. False
4. False
5. False

B.

6. c
7. b
8. e
9. d
10. a

C.

11. says
12. up
13. When
14. them

D.

15. c
16. a
17. c
18. d
19. b
20. c

Test Overview

Final Tests:

Final tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Final tests should be assigned after students have completed units 1-20.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.



A. Write the word below the picture. One word is extra.

meal stamp seats bone half stuck

1.  2.  3.  4.  5. 


B. What is the odd word? Circle it.

- | | | | | |
|---------------|-------------|----------|---------|------------|
| 6. stamp | letter | mail | uniform | pen pal |
| 7. museum | supermarket | school | beach | restaurant |
| 8. Croatia | Brazil | Dinosaur | Canada | Korea |
| 9. relative | popular | mother | father | son |
| 10. principal | chef | waiter | pilot | kite |

C. Fill in the blanks. One word is extra.

are looks for few before though


11. The movie is long. He enjoys it, _____.
12. They _____ not dinosaur bones.
13. He _____ his parents in the crowded store.
14. _____ people say rainbows are not beautiful.




Units 11-20

D. Read and answer.

Stuart wants to make a meal for his relatives.
 He decides to make his favorite dish.
 He goes to the supermarket.
 He takes the bus.
 He gets off at the last stop.
 He puts cans of beans and vegetables in the shopping cart.
 He gets milk, grains, and fruit.
 The shopping cart is full.
 He counts his money.
 The food fills four bags.
 How will he carry them home?




15. This reading is about _____.
- | | |
|---------------------|------------------------------|
| a. making spaghetti | b. shopping in a supermarket |
| c. counting money | d. being polite on the bus |
16. The cans _____ beans are in the shopping cart.
- | | |
|-----------|--------|
| a. though | b. how |
| c. of | d. to |
17. What is Stuart's problem?
- | | |
|-----------------------------------|---------------------------------|
| a. He has too many bags to carry. | b. He doesn't know how to cook. |
| c. He doesn't have enough money. | d. He took the wrong bus. |



Units 11-20

The classroom is crowded.
 Molly is ready for the lesson.
 She sits quietly in her seat.
 The teacher begins.
 Half of the students keep talking.
 Molly thinks they have bad manners.
 The teacher gives a lot of information for the test.
 Molly listens carefully.
 She will do well on the test.
 The other students cannot hear the teacher.
 They will not do well.
 It is always good to be polite!



18. This reading is about _____.
- | | |
|-----------------|------------------|
| a. being funny | b. being smart |
| c. being polite | d. being on time |
19. Some students talk. _____, Molly listens carefully.
- | | |
|------------|-------------|
| a. However | b. Later |
| c. Next | d. Suddenly |
20. Why does Molly think the students have bad manners?
- | | |
|---------------------------------|--|
| a. They talk during the lesson. | b. They do not understand the lesson. |
| c. They sat in Molly's seat. | d. They listen quietly to the teacher. |

Reading Table 2

Term Test _ Answer Key

Final Test (Units 11-20)

A.

1. seats
2. stuck
3. bone
4. half
5. meal

B.

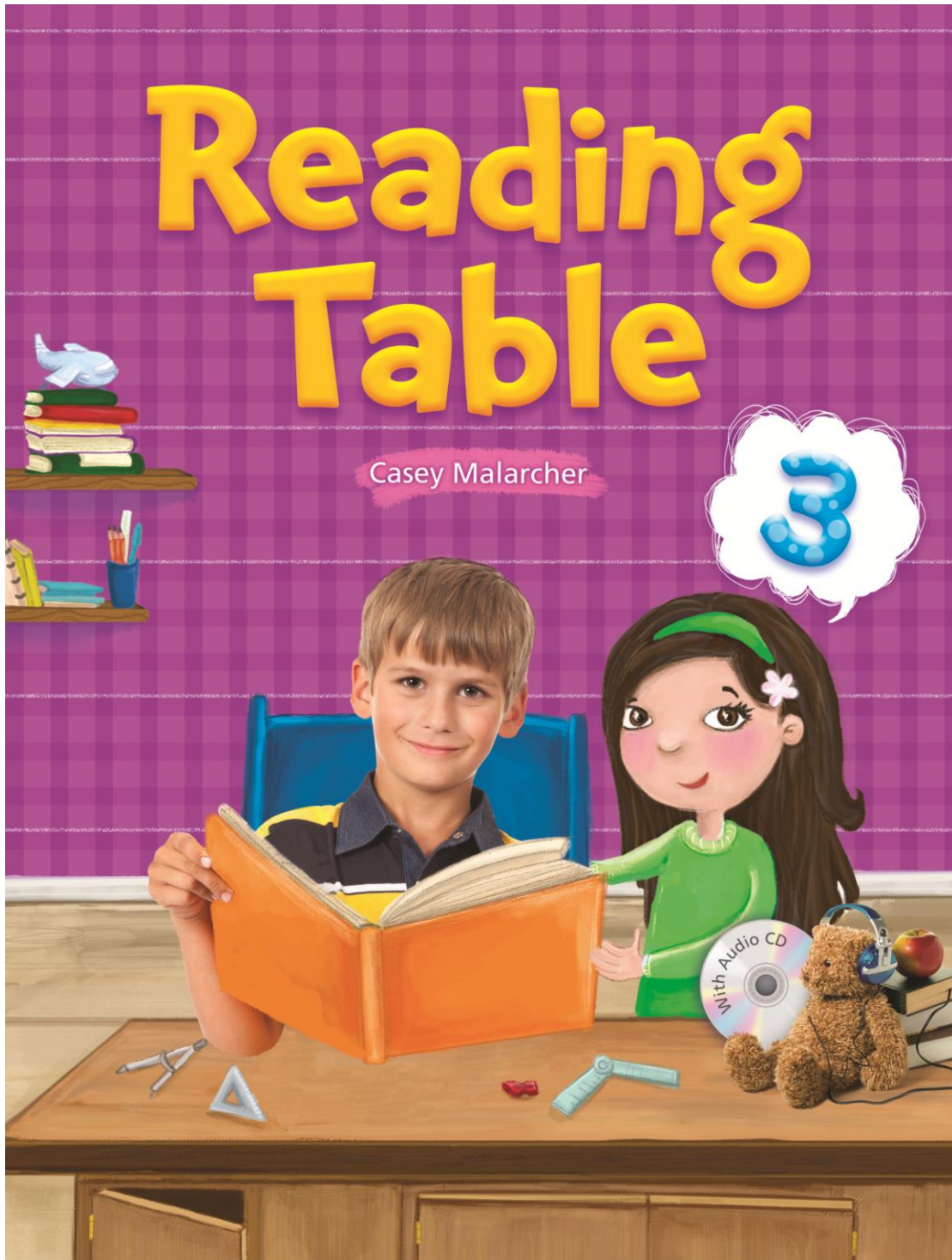
6. uniform
7. beach
8. Dinosaur
9. popular
10. kite

C.

11. though
12. are
13. looks for
14. Few

D.

15. b
16. c
17. a
18. c
19. a
20. a



Teacher's Guide

Scope and Sequence

Reading Table 3

Unit	Title	Theme and Type of Reading	Vocabulary
1	Happy Birthday, Grandmother!	Music/Fiction	agree, gift, guitar, seventy, simple, sounds
2	Online Guitar Lessons	Music/Nonfiction	certain, course, nervous, online, reason, tutor
3	The Piano Concert	Music/Fiction	audience, concert, front, piano, stage
4	Music in the City	Music/Nonfiction	become, city, musicians, person, sign, since
5	Greg and Emily's Chores	Chores/Fiction	carpet, chores, dishes, finished, mopping, vacuum
6	Can You Do It?	Chores /Nonfiction	laundry, mows, put away, take out, trash, yard
7	The Muddy Dog	Chores/Fiction	chair, everything, mud, puddle, window, wipe
8	Elephant Car Wash	Chores/Nonfiction	extra, pays, scrub, sponge, sprays, trunk
9	Sandy the Hairdresser	Trouble/Fiction	doll, dyed, haircut, hairdresser, scissors, side
10	No Long Hair Allowed	Trouble/Nonfiction	cancer, donate, examples, plans, wig, would
11	A Big Snowball	Trouble/Fiction	shoulder, snowball, someone, sorry, throw, turn
12	The Snow Woman	Trouble/Nonfiction	art, bikinis, looks like, most of, sculpture, trouble
13	Julie's Picnic	Free Time/Fiction	basket, dessert, minutes, nap, pie, sandwich
14	A Castle on the Beach	Free Time/Nonfiction	build, exactly, meter, queen, recently, sandcastle
15	Ed's Family Camps	Free Time/Fiction	canyon, deer, huge, interesting, through, volcano
16	Going to Zoos	Free Time/Nonfiction	hotel, drive, find out, newspaper, thousand, week
17	Albert's Alien Friend	The Future/Fiction	aliens, astronaut, invite, planet, runs away, welcome
18	A Crash in Roswell	The Future/Nonfiction	army, believe, crashed, field, metal, ship
19	The Robot Scientist	The Future/Fiction	girlfriend, glass, kiss, laboratory, robot, scientist
20	A Helpful Robot	The Future/Nonfiction	cook, gentle, humans, pan, toaster, unique

Suggested Lesson Plan

Reading Table 3

Introduction:

- Teacher writes a question of the day related to a previous unit on the board. As students come in, they think about the question. Teacher then takes attendance by asking everyone the question of the day.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review:

- Teacher writes a prompt related to a previous unit on the board, distributes paper, and gives students two minutes to write five sentences responding to the prompt.

Pre-Reading:

Page 1)



Warm-Up:

Step 1:

Option 1)

- Teacher shows students the Warm-Up picture from the first page of the unit. Teacher covers the picture with a piece of paper. Teacher asks students to write four to five sentences about the picture.
- Students take turns reading their sentences aloud.

Option 2)

- Teacher asks students to predict what they think the reading passage will be about. Teacher writes the ideas on the board.

Step 2:

- Teacher has students open their books and look at the Warm-Up section. Teacher directs students to the questions and asks them one at a time.
- Teacher encourages students to write their own answers in the space in the Warm-Up section.

New Words:

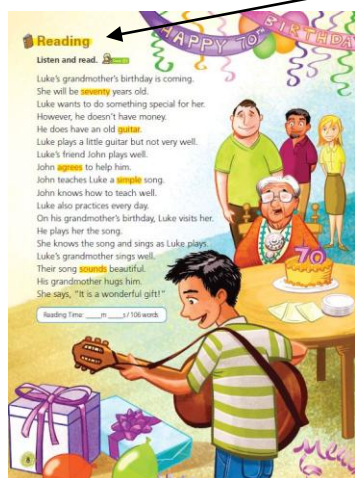
- Teacher says the new words aloud and has students write them in their notebooks as a pre-test.
- Teacher then writes the words on the board so students can check their own spelling.
- Teacher then has students open their books and guides students through the pictures of the new words to reinforce students' understanding.
- Teacher then asks students to fill in the blanks.
- Students then take turns reading their sentences aloud.

Optional Activity

- 1) Teacher has students write sentences with the new words.
- 2) Teacher gives students the words and has them come up with simple definitions.
Ex. Gift Meaning: Something we get on special occasions, like a birthday.
- 3) Teacher has students write a short story consisting of six sentences with four of the new words.
Ex. It's my grandpa's birthday. He's turning *seventy*. My brother and I *agree* to sing him a song. I will play *guitar*. My brother will sing. Our song will be *simple*.

Page 2)

Reading
Listen and read.



Luke's grandmother's birthday is coming. She will be **seventy** years old. Luke wants to do something special for her. However, he doesn't have money. He does have an old **guitar**. Luke plays a little guitar but not very well. Luke's friend John plays well. John **offers** to help him. John teaches Luke a **simple** song. John knows how to teach well. Luke also practices every day. On his grandmother's birthday, Luke visits her. He plays her the song. She knows the song and sings as Luke plays. Luke's grandmother sings well. Their song **sounds** beautiful. His grandmother hugs him. She says, "It is a wonderful gift!"

Reading Time: _____ / 150 words

Reading:

- Teacher plays the audio CD and has students listen to the passage.
- Teacher then has students open their books and talk about what they see in the picture.
- Teacher extends the activity by asking students to write up to five sentences about the picture.
- Teacher plays the audio CD again and has students listen to the passage and circle any words they do not know. Teacher then reviews with the students.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, characters, cause, and effect.
- Teacher plays the audio CD a third time and has students read aloud with the CD.

Optional Activity

- 1) Teacher reads the passage aloud, stopping every two to three words and having students say the next word.
- 2) Teacher assigns students to work in groups of two or three to read the passage aloud, with each student reading one word at a time.
Ex. Andy always wakes up late. S1 – Andy, S2 – always, S3 –wakes, S1 – up, S2 - late
- 3) Teacher assigns different voices to students and has them read parts of the passage aloud. Ex. Happy voice, quiet voice, mean voice, baby voice

Comprehension Checking:

Page 3)

Checking

Choose the best answer.

1. What is the reading about?
a. Luke's favorite song
b. Luke's special gift
c. Luke's teacher
d. Luke's birthday
2. Luke plays the guitar, but _____.
a. he does not have a teacher
b. he wants a new one
c. he wants to play the drums
d. he does not play well
3. What does John do?
a. He shows Luke how to play.
b. He gives Luke a gift.
c. He uses Luke's guitar.
d. He plays for Luke's grandmother.

Listening

Listen. Circle the words you hear.

1. The girl is playing a (guitar / song).
2. The people listening (don't like / hate) how it sounds.
3. They both (agree / think) the music is not good.

Checking:

- Teacher introduces the activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently, while walking around the room and checking to ensure students understand the questions.
- Teacher checks the answers with the students.
- This section can be extended by having students explain why the incorrect answer choices are incorrect.

Listening:

- Teacher asks students to write one sentence about what they see in the picture. Teacher selects students to read their sentences aloud.
- Teacher plays the audio track, and students solve the problems.
- Teacher plays the audio track one more time so students can make self-corrections.
- Check the answers together as a class.
- If time permits, teacher has students look at the transcripts from the back of the book and read along as they listen again. Teacher chooses some key words for additional pronunciation practice.

Mapping

Read the passage again. Then choose the right answer for the blank.

a. Luke buys her a gift. b. Luke gives her a guitar. c. Luke plays her a song.

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Class checks the answers together.
- Teacher reads the main passage aloud and has students underline sentences related to the mapping activity.

Consolidation

Page 4)

Vocabulary Review

Write the words to complete the puzzle.

agree gift guitar seventy simple sounds

1. The song _____ good.
2. Think the same
3.

1. Easy; not hard
4.
5. 70

Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (3-4 minutes) to complete the activity.
- Teacher leads students in checking the answers together. Variations on checking the activity include having students take turns writing the answers on the board, having students spell words aloud, and having students create sentences with the key vocabulary words.

Summary

Choose the right words from the box to summarize the reading. One word is extra.

gift seventy simple guitar agrees sounds

Luke's grandmother will be 1 _____ soon.
He wants to give his grandmother a special 2 _____.
Luke has a 3 _____, but he can't play well.
His friend John 4 _____ to teach Luke.
On his grandmother's birthday, Luke plays her a song.
His grandmother says it 5 _____ wonderful!

Summary

- Teacher asks students to write a five-sentence story about the picture.
- Teacher then asks students to complete the activity as an in-class quiz, using the main passage for reference as necessary.
- Teacher then writes the sentences on the board in scrambled order and has students put them in the correct order.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher has students create their own summaries.
- 2) Teacher has students create chants based on the stories.

Test Overview

Midterm Tests:

Midterm tests assess students' knowledge of vocabulary and reading structures from the first half of the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are performing well on the tests, teacher can review the test together with the students.
- If students are performing poorly, teacher should assess where students need more work and re-teach and review key areas.
- For individual students who are struggling, extra homework can be assigned.
- Answers for all test questions can be found at the end of each test.



A. Write the word below the picture. One word is extra.

trash nervous sponge chores tutor whisper

1.		2.		3.		4.		5.	
	_____		_____		_____		_____		_____

B. Check (✓) True or False.

6. Some people with cancer lose their hair.
7. Hairdressers cut and dye hair.
8. Sponges are used to vacuum carpets.
9. There are pianos on streets in some cities.
10. Young kids cannot do chores.


True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

C. Fill in the blanks. One word is extra.

well any but keep out


11. You can play the piano _____ time.
12. Please take _____ the trash before you go to school.
13. He draws pictures very _____.
14. I _____ forgetting your name.






D. Read and answer.

Ben wanted to be a musician.
 He thought taking a piano course would be good for him.
 His mom agreed.
 On the first day of class, there were seventy students.
 The teacher said they would play at a concert on the last day of class.
 They would play in front of an audience.
 Many students were very nervous about that.
 They did not want to be alone on a stage.
 Some students quit the class.
 Ben was nervous, but he got a tutor to help him.
 On the day of the concert, Ben played very well.
 He was proud of himself for finishing the course.




15. This reading is about _____.
- | | |
|------------------------------|-----------------------|
| a. playing the guitar | b. a piano course |
| c. meeting a famous musician | d. going to a concert |
16. Ben was nervous, _____ he did not quit.
- | | |
|----------|------------|
| a. so | b. because |
| c. since | d. but |
17. Why did some students quit?
- | | |
|----------------------|-----------------------------------|
| a. They were lazy. | b. They were too busy. |
| c. They were scared. | d. They did not like the teacher. |



Units 1-10

Dave drove his car through many puddles.
 Now it is covered in mud, but Dave is too lazy to wash it.
 He is going to pay someone to clean it for him.
 Some kids are having a car wash.
 They are asking people to donate money to help them.
 Dave gives them twenty dollars.
 The kids use sponges and buckets of soap and water.
 They scrub his car until the mud is gone.
 Then they spray it with water to wash the soap and mud off.
 After that, they use dry towels to wipe off any water that is left.
 Dave's car looks like new again!



18. This reading is about _____.
- | | |
|-------------------------|-------------------|
| a. making a car dirty | b. cleaning a car |
| c. doing a boring chore | d. falling in mud |
19. Dave _____ want to wash his car by himself.
- | | |
|---------|------------|
| a. did | b. did not |
| c. does | d. doing |
20. How much money did Dave donate?
- | | |
|-------------------|-------------------|
| a. Five dollars | b. Ten dollars |
| c. Twenty dollars | d. Thirty dollars |

Reading Table 3

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. tutor
2. sponge
3. chores
4. nervous
5. trash

B.

6. True
7. True
8. False
9. True
10. False

C.

11. any
12. out
13. well
14. keep

D.

15. b
16. d
17. c
18. b
19. b
20. c

Test Overview

Final Tests:

Final tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Final tests should be assigned after students have completed units 1-20.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.



A. Choose the right word.

1. She wanted to be the (alien / queen) of the castle.
2. We put bread in the (field / toaster) to make it hot.
3. The scientist worked in the (laboratory / meter) all night.
4. My dad reads the (newspaper / shoulder) every morning at breakfast.
5. The (army / art) works hard to keep people safe.

B. What is the odd word? Circle it.

- | | | | | |
|-------------|-----------|------------|-----------|-----------|
| 6. pan | toaster | pot | dish | deer |
| 7. volcano | sculpture | canyon | desert | forest |
| 8. eggs | sandwich | pie | cancer | bread |
| 9. squirrel | deer | elephant | robot | tiger |
| 10. artist | astronaut | sandcastle | scientist | zookeeper |

C. Fill in the blanks. One word is extra.

plans hurt saw could be

11. The baseball player _____ his shoulder.
12. Jane _____ be the fastest girl in her school.
13. She _____ to have a party for her sixteenth birthday.
14. Don't _____ angry if you lose the game.



Final
Test

Units 11-20

D. Read and answer.

One winter day, Bill and Phil went outside to play. _____

They made a snow fort in the yard. _____

Then they made huge snowballs. _____

They hid inside the fort and threw the snowballs at people walking by. _____

When their dad saw them, they got in trouble. _____

He said someone could get hurt. _____

They did not believe him. _____

They kept throwing the snowballs. _____


They hit a kid on his shoulder, and he ran away. _____

The boy returned with five friends. _____

It was their turn to throw snowballs at Bill and Phil. _____

The boys chased Bill and Phil through a field. _____

Bill and Phil were sorry they did not listen to their dad! _____



15. This reading is about _____.
- | | |
|---------------------------|----------------------------|
| a. kids who cause trouble | b. how to make a snow fort |
| c. a winter sport | d. how to throw a ball |
16. After Bill and Phil _____ one boy, that boy went to get his friends.
- | | |
|-----------|------------|
| a. hits | b. hitting |
| c. to hit | d. hit |
17. Why did Bill and Phil get in trouble?
- a. Because it is not nice to throw snowballs at strangers
 - b. Because it was too cold to play outside
 - c. Because they were fighting
 - d. Because they did not tell their dad where they were

Final
Test

Units 11-20

Early one morning, Anne was in the kitchen. _____

She was making breakfast for her family. _____

She put eggs in a pan and bread in the toaster. _____

Suddenly, she heard a loud sound outside. _____

She looked out the window and saw a metal object in the yard. _____

She thought it fell out of a tree or off a truck. _____

She went to see if anyone was hurt. _____


When she got to the object, she found out it was a UFO. _____

She looked around the ship for aliens, but she did not see any. _____

She went back to the house to tell her family. _____

They did not believe her. _____

To make things worse, the breakfast was burnt! _____



18. This reading is about _____.
- | | |
|-------------------|----------------------|
| a. finding a UFO | b. visiting an alien |
| c. making a robot | d. crashing a truck |
19. No one believed that Anne _____ a UFO.
- | | |
|---------|-----------|
| a. see | b. seeing |
| c. seen | d. saw |
20. What was Anne doing when she heard the crash?
- | | |
|-------------------------|--------------------------|
| a. Talking on the phone | b. Making breakfast |
| c. Washing the dishes | d. Reading the newspaper |

Reading Table 3

Term Test _ Answer Key

Final Test (Units 11-20)

A.

1. queen
2. toaster
3. laboratory
4. newspaper
5. army

B.

6. deer
7. sculpture
8. cancer
9. robot
10. sandcastle

C.

11. hurt
12. could
13. plans
14. be

D.

15. a
16. d
17. a
18. a
19. d
20. b

Optional Activities

Vocabulary:

- Teacher has students create their own dictionary in a notebook. They create definitions as a group, and students write their own example sentences.
- Students create their own running story every two to three units featuring key vocabulary.
- Students create their own study cards with the word on one side of the card, and their own example sentence on the other side.

Reading Fluency:

- Teacher records students as they read the story aloud. An audio portfolio can be provided to the students at the end of the semester.
- Advanced students can be encouraged to create chants or songs based on the reading passages and present their chants or songs after several classes of practice.
- Students create their own "Reader's Theater" based on the passages.

Comprehension Plus:

- Teacher has students create their own questions based on the reading. Teacher then takes some of these questions and creates a class quiz based on them.
- Teacher assigns graphic organizers to the students. Students fill them in based on the reading.
- Teacher has students create "next chapters" based on the fiction passages.

Extension:

- Each week, several students read the passage aloud and are assessed on pronunciation and fluency. Repeat throughout the semester so students have a record of improvement.
- Students create poems based on the passages.

Pacing Suggestion

The following is a pacing suggestion for a 28-week program:

Week	Class 1	Class 2
1	Unit 1, pages 7-8 (1 page WB homework)	Unit 1, pages 9-10 (1 page WB homework)
2	Unit 2, pages 11-12 (1 page WB homework)	Unit 2, pages 13-14 (1 page WB homework)
3	Unit 3, pages 15-16 (1 page WB homework)	Unit 3, pages 17-18 (1 page WB homework)
4	Unit 4, pages 19-20 (1 page WB homework)	Unit 4, pages 21-22 (1 page WB homework)
5	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
6	Unit 5, pages 23-24 (1 page WB homework)	Unit 5, pages 25-26 (1 page WB homework)
7	Unit 6, pages 27-28 (1 page WB homework)	Unit 6, pages 29-30 (1 page WB homework)
8	Unit 7, pages 31-32 (1 page WB homework)	Unit 7, pages 33-34 (1 page WB homework)
9	Unit 8, pages 35-36 (1 page WB homework)	Unit 8, pages 37-38 (1 page WB homework)
10	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
11	Unit 9, pages 39-40 (1 page WB homework)	Unit 9, pages 41-42 (1 page WB homework)
12	Unit 10, pages 43-44 (1 page WB homework)	Unit 10, pages 45-46 (1 page WB homework)
13	Midterm Test	Midterm test review and related practice

14	Unit 11, pages 47-48 (1 page WB homework)	Unit 11, pages 49-50 (1 page WB homework)
15	Unit 12, pages 51-52 (1 page WB homework)	Unit 12, pages 53-54 (1 page WB homework)
16	Unit 13, pages 55-56 (1 page WB homework)	Unit 13, pages 57-58 (1 page WB homework)
17	Unit 14, pages 59-60 (1 page WB homework)	Unit 14, pages 61-62 (1 page WB homework)
18	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
19	Unit 15, pages 63,-64 (1 page WB homework)	Unit 15, pages 65-66 (1 page WB homework)
20	Unit 16, pages 67-68 (1 page WB homework)	Unit 116, pages 69-70 (1 page WB homework)
21	Unit 17, pages 71,-72 (1 page WB homework)	Unit 7, pages 73-74 (1 page WB homework)
22	Unit 18, pages 75-76 (1 page WB homework)	Unit 18, pages 77-78 (1 page WB homework)
23	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
24	Unit 19, pages 79-80 (1 page WB homework)	Unit 19, pages 81-82 (1page WB homework)
25	Unit 20 pages 83-84 (1 page WB homework)	Unit 20, pages 83-84 (1 page WB homework)
26	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc. focusing on Units 1-10 **Complete reading fluency assessments	
27	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc. focusing on Units 11-20 **Complete reading fluency assessments	
28	Final Test	Final test review and wrap-up