

- Retell
- Oral Reading Fluency
- Literacy Center



Reading Cards  
Included



# Reader & Retell

2



# Unit 1 | Grandpa's Hobby

Read & Retell 2: 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:

*find, table, treasure, fix, bicycle, pink*

## 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



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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.

- 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):**

**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**  
**1**


# Grandpa's Hobby


**Fiction**


**Words** 01


  
find

  
table


  
treasure

  
fix

  
bicycle

  
pink

Erin's grandpa loves to make new things.  
Grandpa **finds** a broken brown **table**.  
"Look, Erin! It's a new **treasure!**" says Grandpa.  
He **fixes** it.  
It becomes a reading table.



**Before You Read**

A. Look, listen, and do. 02  
There is an old man and a girl.  
The old man fixes a table.  
Circle the table.

8





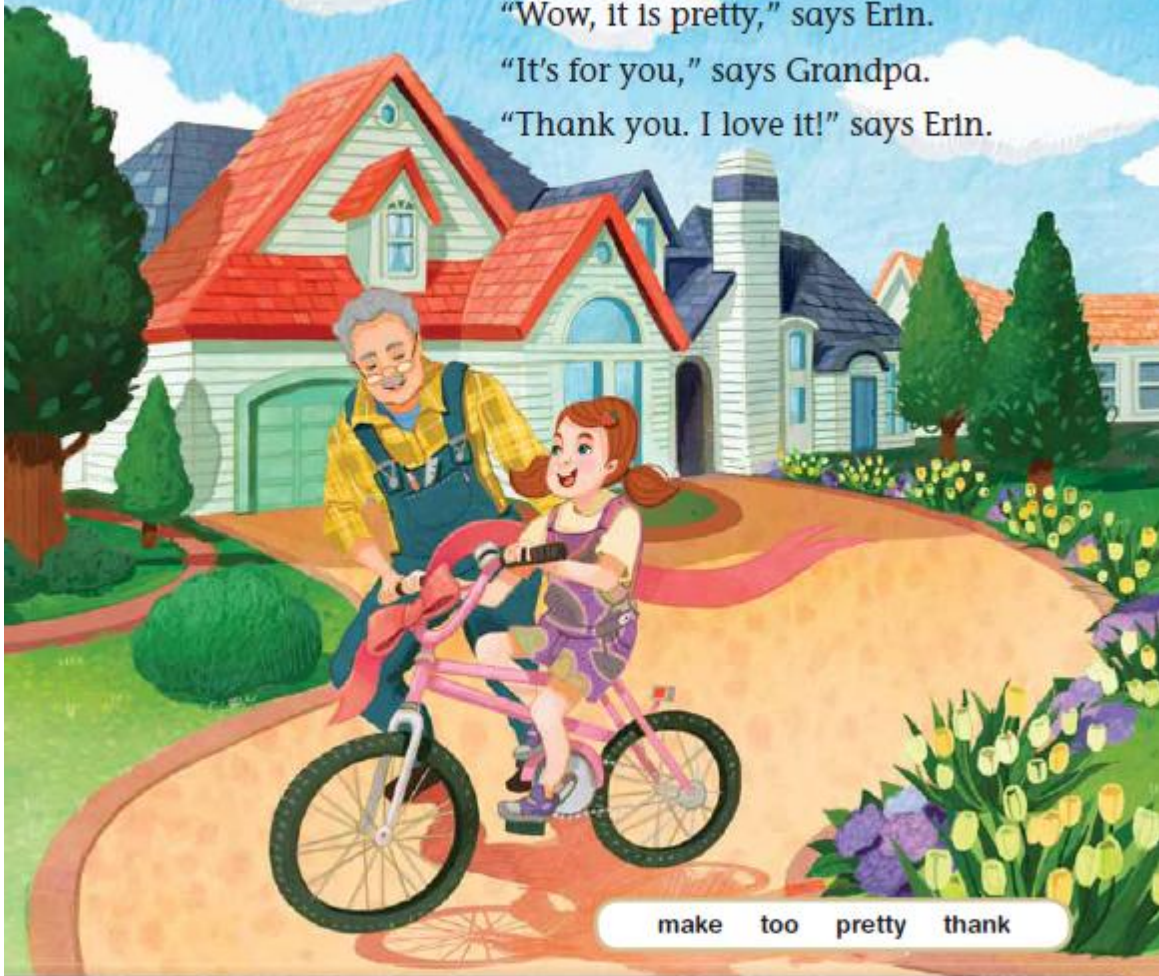
Grandpa finds a broken **bicycle**, too.  
He fixes it.

It becomes a **pink** bicycle.

"Wow, it is pretty," says Erin.

"It's for you," says Grandpa.

"Thank you. I love it!" says Erin.



make too pretty thank

### Read for Oral Reading Fluency

A. Listen to the story. 03

C. Read together again. 04

B. Read together.

Use different voices for each character.



## Retell

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

Erin

Grandpa



A Grandpa





B Erin

**Characters:**



Characters are **people** in the story.

**B Retell** Choose and retell about Erin and Grandpa.

I fix a broken table / chair).

It becomes a  / .  
clock reading table

I fix a broken (car / bicycle).

It becomes a  / .  
pink bicycle red car



## Comprehension

1. What is the story about?

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

2. Grandpa finds a \_\_\_\_\_ table.

- a. pink
- b. blue
- ☒ c. brown

3. What does a broken table become?

☒ a.



b.



c.



4. Erin \_\_\_\_\_ the pink bicycle.


☒ a.

loves

b. hates

c. buys

## Literacy Center Pronunciation

• Listen and repeat.  05

long vowel a: make    table    cake    game

long vowel i: find    like    bike    five

Kate finds five cakes on the table.





# Unit 1 Grandpa's Hobby

name:

score:

## Words

A. Choose the correct letters and rewrite the words.

1.



bi(c)sycle  
bicycle

2.



pln(k)g  
pink

3.



ta(d/b)le  
table

4.



(p)f ix  
fix

5.



(f)p ind  
find

6.



treas(z/s)ure  
treasure

## Literacy Center Pronunciation

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

1. make

five

cake

table

2. find

bike

like

game

3. game

bake

kite

name





## Comprehension

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

- |                       |  |                         |
|-----------------------|--|-------------------------|
| 1. Grandpa            |  | new treasure.           |
| 2. Grandpa finds a    |  | a reading table.        |
| 3. The table becomes  |  | becomes a pink bicycle. |
| 4. The broken bicycle |  | fixes a broken table.   |

## Summary with the Retelling Cards

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



Erin's grandpa loves to make new things.



A broken bicycle becomes a pink bicycle. Erin loves it.



A broken brown table becomes a reading table.

- |   |           |
|---|-----------|
| 1 | Beginning |
| 2 | Middle    |
| 3 | End       |

Erin's grandpa loves to make new things.

A broken brown table becomes a reading table.

A broken bicycle becomes a pink bicycle. Erin loves it.





# Unit 2 | Big Brother's Big Drums

Read & Retell 2: Teacher's Guide

## Read & Retell Objectives:

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

## Unit Objectives:

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

### Key Words and Phrases:

*sneak, excited, hit, drumstick, break, worried*

## 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



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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.

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

### *After Reading*

#### **Retell**

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

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

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

#### **Comprehension**

Comprehension questions confirm learners’ understanding of the story.

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

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

#### **Literacy Center**

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

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



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

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

**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

2

# Big Brother's Big Drums

Fiction

Words 06



sneak



excited



hit



drumstick



break



worried

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

He sees Ron's new drum set.

"Wow! It is awesome!"

He is **excited**.



## Before You Read

A. Look, listen, and do. 07  
 There is a boy and his brother.  
 They play the drums.  
 Point to the drums and say "boom! boom! boom!"





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



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



### Read for Oral Reading Fluency

A. Listen to the story. 08

C. Read together again. 09

B. Read together.

Clap and stamp when you read the story.

Tom =

Ron =



## Retell

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

worried

excited

I'm **excited**



I'm **worried**



**Characters**

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

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



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



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



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

**Tip!**

First → Next → Then





## Comprehension

1. What is the story about?

a. music

☒ b. a new drum set

c. Tom's house

2. Tom and Ron are in \_\_\_\_\_.

a. Tom's room

☒ b. Ron's room

c. the living room

3. Tom breaks the \_\_\_\_\_.

a. drums

b. cymbals

☒ c. drumsticks

4. How does Ron feel?

a.




b.



☒ c.



### Literacy Center Grammar

• Listen and repeat.  10

Ron – Ron's

Tom – Tom's

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

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







## Big Brother's Big Drums

name:  
score:

### Words

A. Complete the crossword puzzle.



### Literacy Center Grammar

B. Circle the correct words and read the sentences.

1. (Ron / Ron's) room is big.
2. (Ron / Ron's) has a drum set.
3. It is (Toms / Tom's) dog. It is brown.



## Comprehension

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

1. Ron is angry with Tom.

True **False**

2. Ron gives Tom new drumsticks.

**True** False

## Summary with the Retelling Cards

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



1. Tom (runs **sneaks**) into Ron's room.

2. He sees Ron's new (**drum** / piano) set.



3. Tom hits the drums and the (**drumsticks** / drum) break.

4. Tom is (excited / **worried**).



5. Ron comes in and gives Tom (**new** / broken) drumsticks.

6. They (**play** / buy) the drums together.

Tom sneaks into Ron's room. He sees Ron's new drum set.

Tom hits the drums and the drumsticks break. Tom is worried.

Ron comes in and gives Tom new drumsticks. They play the

drums together.



# Unit 3 | The Peafowl Family

Read & Retell 2: 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:

*baby, long, tail, feather, brown, short*

## 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.

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

### ***After Reading***

#### **Retell**

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

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

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

#### **Comprehension**

Comprehension questions confirm learners' understanding of the story.

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

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

#### **Literacy Center**

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

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



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

**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**

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### **Comprehension**

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

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

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

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







**Unit 3**


# The Peafowl Family


**Nonfiction**


**Words** 11


  
 baby

  
 long


  
 tail

  
 feather

  
 brown

  
 short

16



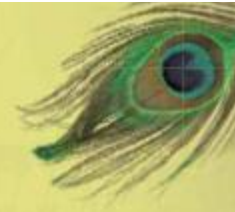
There is a peafowl family.  
 Look at the father, mother, and baby.  
 They have special names.

**Before You Read**

A. Look, listen, and do. 12

There is a peafowl family.  
 The peacock has beautiful feathers.  
 Point to the peacock's feathers.





The father peafowl is called a peacock.  
A peacock is colorful.  
He has long tail feathers.

The mother peafowl is called a peahen.  
A peahen is brown.  
She has short tail feathers.

The baby peafowl isn't one year old yet.  
We call it a peachick.

there has one year

### Read for Oral Reading Fluency

A. Listen to the story. 13

C. Read together again. 14

B. Read together.

Clap twice when you see a period.





## Retell

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



Main Idea  
& Details

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

### B Retell Write and retell about the peafowl family.

Main idea

Peafowls have special names.

Detail 1

I'm the father.  
I am a peacock.



Detail 2

I'm the mother.  
I am a peahen.



Detail 3

I'm the baby.  
I am a peachick.



peachick  
peahen  
peacock





## Comprehension

1. What is the story about?
  - a. peafowls' food
  - b. peafowls' sizes
  - ☒ c. peafowls' special names
2. The peacock is \_\_\_\_\_ and has \_\_\_\_\_ tail feathers.
  - a. brown – short
  - ☒ b. colorful – long
  - c. red – long
3. What color is a peahen?
  - a. black
  - ☒ b. brown
  - c. blue
4. Which is the peachick?

☒ a.



b.



c.



### Literacy Center Punctuation

- Read and circle the correct sentences.

**Tip** A sentence ends with a period.

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





# Unit 3 The Peafowl Family

name:

score:

## Words

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

1.



s h ort  
short

2.



l o n g  
long

3.



fea t h er  
feather

4.



t a i l  
tail

5.



br o w n  
brown

6.



b a b y  
baby

## Literacy Center Punctuation

B. Read and circle the correct sentences.

1. There is a peafowl family / There is a peafowl family.
2. The baby isn't one year old yet. / The baby isn't one year old yet
3. He has long tail feathers / He has long tail feathers.



## Comprehension

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

1. A peacock is brown.

True

**False**

2. A peahen has short tail feathers.

**True**

False

## Summary with the Retelling Cards

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



Peafowls have special names. The father peafowl is called a peacock. The mother peafowl is called a peahen. The baby peafowl is called a peachick.

baby   names   peacock   peahen

Peafowls have special names. The father peafowl is called a  
peacock. The mother peafowl is called a peahen. The baby  
peafowl is called a peachick.





# Unit 4| Stan and Me

Read & Retell 2: Teacher's Guide

## Read & Retell Objectives:

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

## Unit Objectives:

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

### Key Words and Phrases:

*smart, music, sing, gym, draw, picture*

## 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



## 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):



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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

4

# Stan and Me

Fiction

Words 15



smart



music



sing



gym



draw

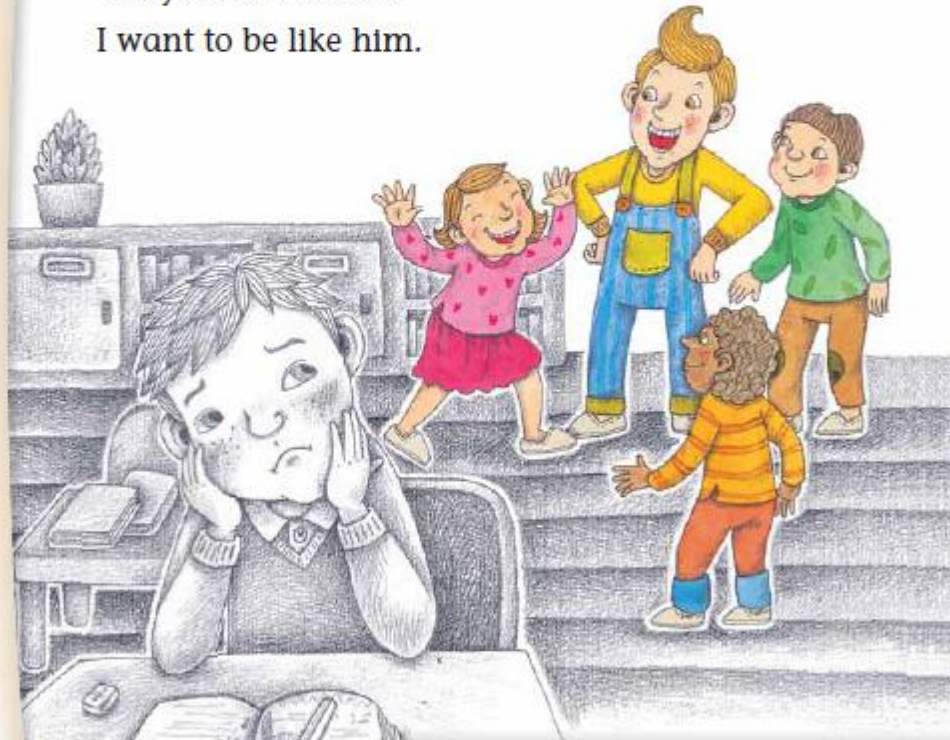


picture

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

Everyone likes Stan.

I want to be like him.



## Before You Read

A. Look, listen, and do. 16

There are some children at school.  
The boy holds his picture and smiles.  
Circle his picture.





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



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

just my own best

### Read for Oral Reading Fluency

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



## Retell

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

### School Schedule

☐ gym class    ☒ art class    ☐ music class

Time

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

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

art    music    draw    jump

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



## Comprehension

1. What is the story about?  
☒ a. Stan and a boy  
b. Stan and his friends  
c. school subjects
2. Stan is smart and good at \_\_\_\_\_.  
a. art                      b. dance                      ☒ c. sports
3. The boy \_\_\_\_\_ and \_\_\_\_\_ like Stan.  
☒ a. sings – jumps      b. sings – draws      c. draws – colors
4. How does the boy feel at the end of the story?



### Literacy Center Pronunciation

- Listen and repeat.  19

st: Stan      still      best      star

sp: sports      spoon      spin      spot

Stan is the best sports star.





## Stan and Me

name:

score:

### Words

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

1.



s / ng / l

sing

2.



dr / w / a

draw

3.



ar / sm / t

smart

4.



m / g / y

gym

5.



c / si / mu

music

6.



pic / re / tu

picture

### Literacy Center Pronunciation

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

1. still

star

spin

best

2. sports

stick

spoon

spot

3. star

spot

Stan

stone





## Comprehension

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

- |    |                  |   |                          |
|----|------------------|---|--------------------------|
| 1. | Stan is good     | ✕ | likes the boy's picture. |
| 2. | In gym class,    | ✕ | at sports.               |
| 3. | Everyone         | ✕ | be like Stan.            |
| 4. | The boy wants to | ✕ | the boy jumps like Stan. |

## Summary with the Retelling Cards

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



I just draw my own picture.  
Everyone likes my picture  
and me.



I sing and jump like  
Stan. But everyone still  
likes Stan.



Everyone likes Stan.  
I want to be like him.

- 1
Beginning
- 2
Middle
- 3
End

Everyone likes Stan. I want to be like him.

I sing and jump like Stan. But everyone still  
likes Stan.

I just draw my own picture. Everyone likes  
my picture and me.





# Unit 5 | Wilbur and Orville's Plane

Read & Retell 2: Teacher's Guide

## Read & Retell Objectives:

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

## Unit Objectives:

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

### Key Words and Phrases:

*toy, fly, glider, kite, engine, airplane*

## 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.

- 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):**

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

5

# Wilbur and Orville's Plane

Fiction

Words 20



toy



fly



glider



kite



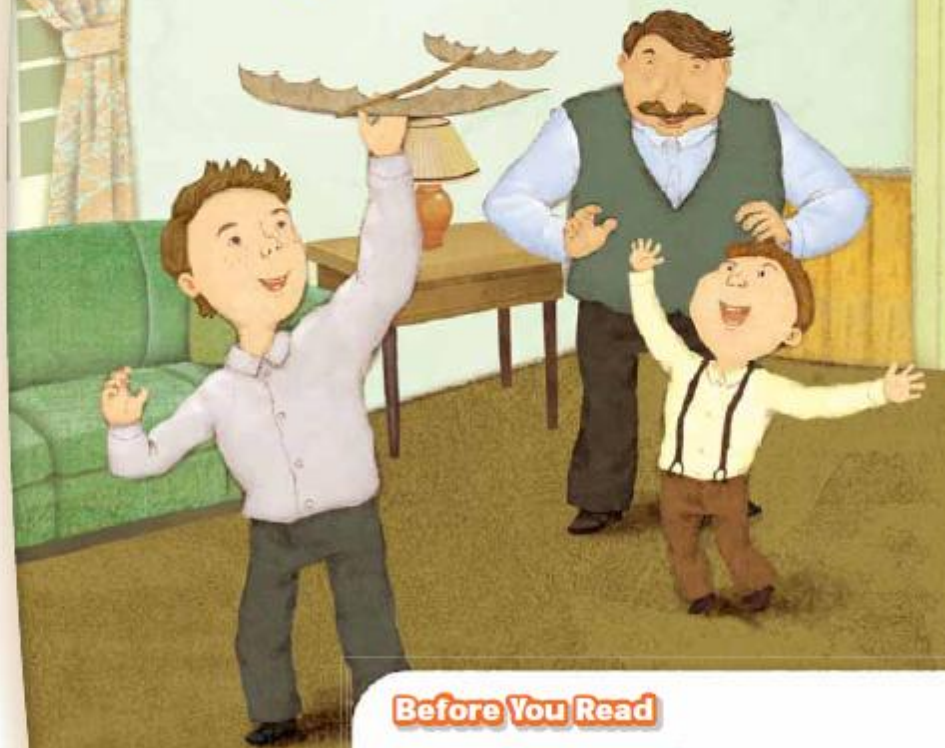
engine



airplane

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

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



## Before You Read

A. Look, listen, and do. 21  
There is a glider in the sky.  
Two men fly it in the air.  
Circle the glider.





In 1900, they made a glider.

It looked like a large kite.

It flew for 10 seconds.

"We can do better," Orville said.

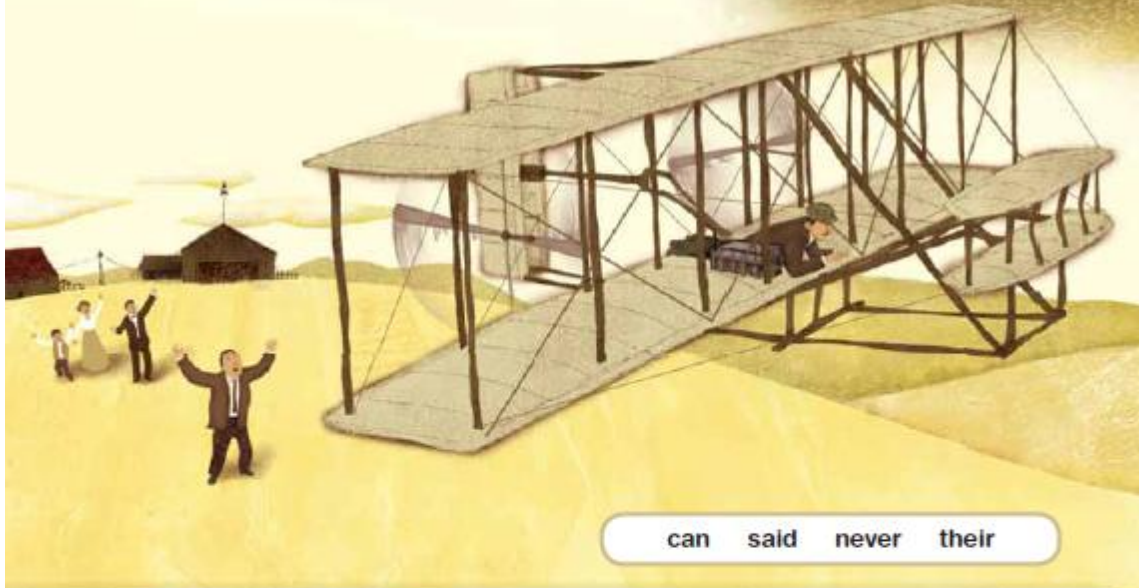
Wilbur and Orville studied engines.

In 1903, they made an airplane with an engine.

It flew for 59 seconds.

It was the world's first airplane.

They never gave up their dream to fly!



can said never their

### Read for Oral Reading Fluency

A. Listen to the story. 22

C. Read together again. 23



B. Read together.

Read the dates slowly and correctly.



## Retell

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

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

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

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

<p>1</p>  <p>Wilbur and Orville got a <u>flying toy</u> (ball) from Dad.</p>	<p>3</p>  <p>They made the world's first <u>airplane</u> (boat) with an engine.</p>	<p>2</p>  <p>They made a <u>glider</u> (balloon).</p>
---	--	--

**Tip!** First → Next → Then



## Comprehension

1. What is the story about?

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

2. What did the glider look like?

a.



b.



☒ c.




3. Wilbur and Orville made an airplane with \_\_\_\_\_.

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

4. Wilbur and Orville \_\_\_\_\_.

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

### Literacy Center Grammar

• Listen and repeat.  24

look – looked

get – got

say – said

make – made

fly – flew

study – studied







## Wilbur and Orville's Plane

name:

score:

### Words

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

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

### Literacy Center Grammar

B. Circle the correct words and read the sentences.

1. They (get got) a flying toy in 1878.
2. The glider (flew flies) for 10 seconds in 1900.
3. They (make / made) an airplane in 1903.





### Comprehension

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

1. Wilbur and Orville studied engines. **True** False
2. Wilbur and Orville gave up their dream to fly. True **False**

### Summary with the Retelling Cards

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



1. In 1878, Wilbur and Orville got a flying toy from (Mom / **Dad**).



2. In 1900, they made a **glider** (airplane).
3. It looked like a large (balloon / **kite**).



4. In 1903, they made the world's first airplane with **an engine** (wheels).

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

In 1900, they made a glider. It looked like a large kite.

In 1903, they made the world's first airplane with an engine.





# Unit 6 | How to Give a Speech

Read & Retell 2: 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:

worry, speech, practice, mirror, confident, gesture

## 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



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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.

- 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):**

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** **6**


# How to Give a Speech Nonfiction


**Words**  **25**


 **worry**

 **speech**

 **practice**


 **mirror**

 **confident**

 **gesture**

Many students **worry** about giving **speeches**.  
But just follow these tips.  
Then your speech will be great.

**Before You Read**

A. Look, listen, and do.  **26**  
There are some children at school.  
The girl looks in the mirror  
Point to the girl.

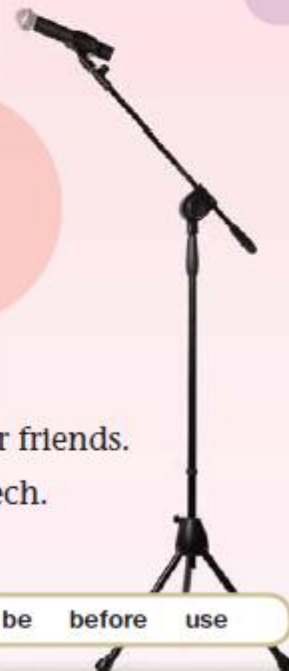
28



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





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



about be before use

### Read for Oral Reading Fluency

A. Listen to the story.  27

C. Read together again.  28

B. Read together.

Stand up straight and read the story loudly.





## Retell

**A Focus Skill** Choose two details of the story.



Main idea  
& Details

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

**B Retell** Write and retell about how to give a speech.

be confident

practice your speech



Before the big day,  
**practice your speech.**

How can I give  
a great speech?


On the big day,  
**be confident**





## Comprehension

1. What is the story about?
  - a. how to make friends
  - ☒ b. how to give a speech
  - c. how to listen to a speech
2. Before the big day, \_\_\_\_\_ your speech.
  - a. study
  - b. remember
  - ☒ c. practice
3. Practice in front of \_\_\_\_\_.



  - ☒ a. a mirror
  - b. your family
  - c. your friends
4. What should you do on the big day?
  - a. Practice the speech.
  - b. Don't use gestures.
  - ☒ c. Be confident.

### Literacy Center Punctuation

- Read and circle the correct sentences.

**Tip** A sentence starts with a capital letter.

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





# Unit 6 How to Give a Speech

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

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

## Words

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

1.



p ra c tice  
practice

2.



m i r r o r  
mirror

3.



con f i d e nt  
confident

B. Choose the related words.

- |            |       |        |         |
|------------|-------|--------|---------|
| 1. worry   | happy | afraid | excited |
| 2. speech  | jump  | walk   | talk    |
| 3. gesture | see   | hear   | taste   |

## Literacy Center Punctuation

C. Rewrite the sentences with the correct capital letters.

- follow these tips. → Follow these tips.
- practice in front of a mirror. → Practice in front of a mirror.
- stand up straight and smile. → Stand up straight and smile.



## Comprehension

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

1. Practice makes perfect.

**True**

False

2. On the big day, don't use gestures.

True

**False**

## Summary with the Retelling Cards

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



Many students worry about giving **speeches**. But just follow these tips. Before the big day, **practice** your speech. On the big day, be **confident**. Everyone will be happy to **listen** to your speech.

confident   listen   practice   speeches

Many students worry about giving speeches. But just follow these tips. Before the big day, practice your speech. On the big day, be confident. Everyone will be happy to listen to your speech.





# Unit 7 | Dumpling Day Reading Day

Read & Retell 2: 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:

*dumpling, crescent moon, fold, wrapper, pinch, half moon*

## 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 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.

- 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):**

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.





### 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



dumpling



crescent moon



fold



wrapper



pinch



half moon

## Before You Read



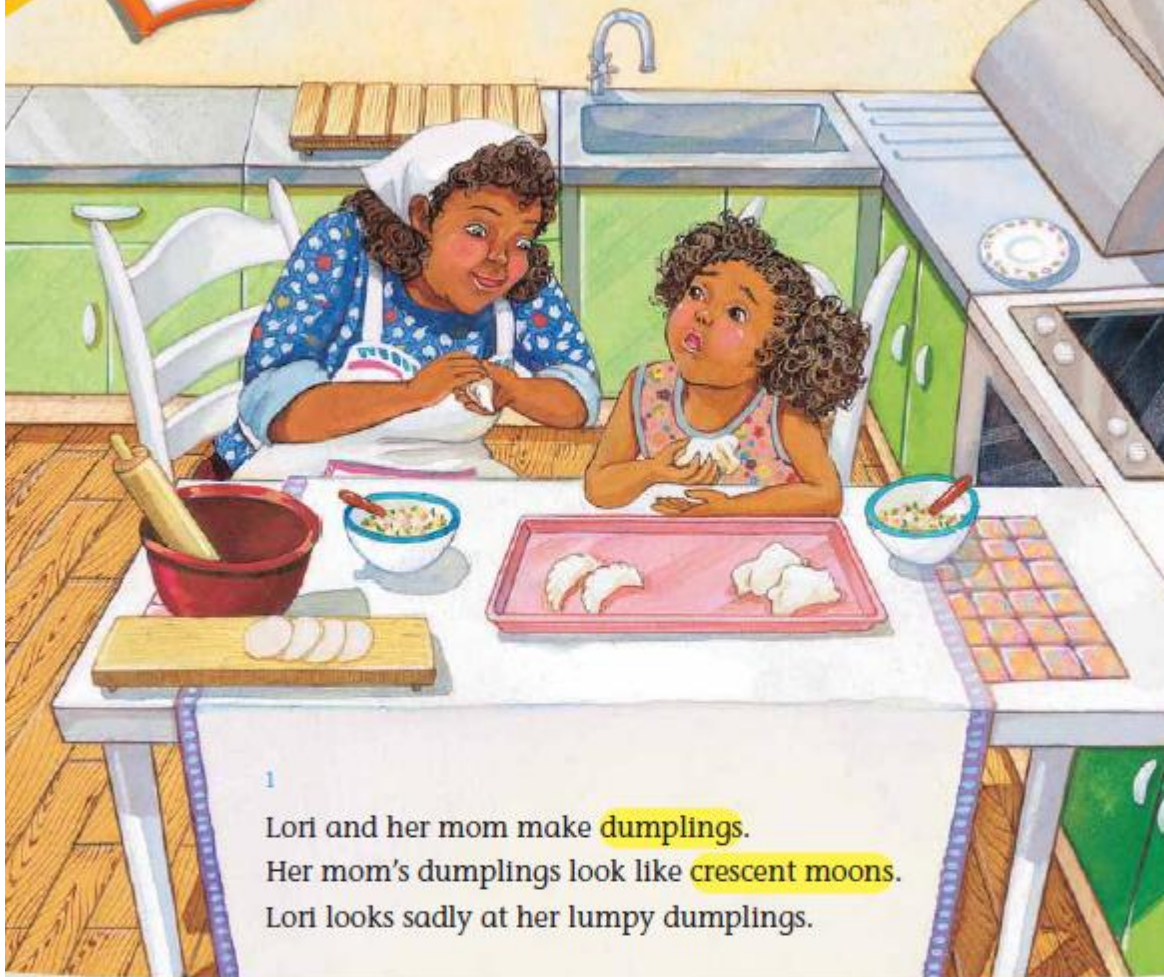
Picture **A** What are they making? **Ex)** They are making dumplings.

Picture **B** What do the dumplings look like?

**Ex)** The dumplings look like half moons and crescent moons.



## Dumpling Day



1

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

**Read for Oral Reading Fluency**

A. Listen to the story. 30

B. Read together.

C. Read together again. 31

Use your voice to show how the characters feel.





2

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

3

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



4

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



me over much better



### Quick Check-Up

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

True



False





## Comprehension

### A. Read and circle the correct answers.



Lori's mom's dumplings look like

(crescent / full) moons.

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



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

She folds and (hits / pinches) the wrapper.



Lori tries again.

She makes (seven / ten) dumplings.

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



Lori will say, "....."

Ex) Let's make dumplings next time  
I'm full  
Dumplings are delicious





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

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

Lori tries again. She makes ten better dumplings.

Lori's family has dumplings for dinner.





# Unit 7 Dumpling Day

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

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

## Words

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

1.



wr a e pper  
wrapper

2.



ha l r f moon  
half moon

3.



f p old  
fold

4.



dum f p ling  
dumpling

5.



c l r escent moon  
crescent moon

6.



pin c g h  
pinch

### B. Choose the related words.

1. dumpling

food

toy

car

2. crescent moon

morning

noon

night

3. fold

stretch

wrap

stand





## Comprehension

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

1. What is the story about?

- a. watching the half moon
- b. eating dinner
- ☒ c. making dumplings

2. Lori and her \_\_\_\_\_ make dumplings.

- a. grandma
- b. dad
- ☒ c. mom

3. Lori's mom \_\_\_\_\_ the wrapper.



- ☒ a. folds
- b. catches
- c. pinches

4. How many dumplings does Lori make?

a.



☒ b.



c.



5. Lori's family's stomachs look like \_\_\_\_\_ moons.

- a. half
- b. crescent
- ☒ c. full





# Unit 8 | Dumpling Day Retelling Day

Read & Retell 2: 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.





Unit

8

Retelling Day

## Dumpling Day

## Retelling Day Routine

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

**A Read** Read the story on pages 34 and 35.

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





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




### How to Retell

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

#### Tips!

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

- E Write**
1. Write a summary using your retelling chart.
  2. After you finish, listen to Justin's retelling.  32

Ex)

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

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

Then, Lori tries again. She makes ten better dumplings.

Last, Lori's family has dumplings for dinner.





# Retelling Chart



## Introduction

Hello, I am \_\_\_\_\_.  
 I will tell you about the story, "\_\_\_\_\_  
 This story is about \_\_\_\_\_ and \_\_\_\_\_.  
 Characters

## Beginning



Ex)

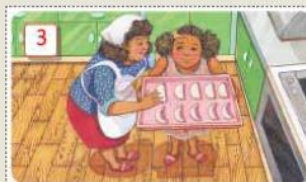
First, Lori and her mom make  
 dumplings. Lori is sad  
 because her dumplings are  
 lumpy.

## Middle 1



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

## Middle 2



Then, Lori tries again. She makes  
 ten better dumplings.

## End



Last, Lori's family  
 has dumplings for dinner.



## Closing

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



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# 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



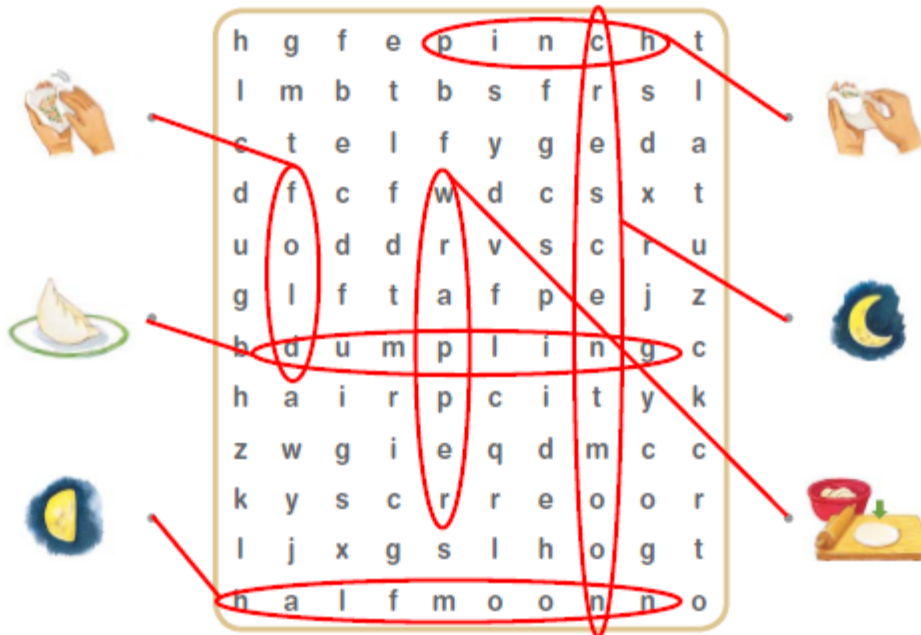
# Unit 8 Dumpling Day

name:

score:

## Words

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



B. Circle the related words.

1. pinch      tooth      elbow      finger
2. half moon      size      shape      color



### Summary with the Retelling Cards

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



- ( 3 ) Next, Lori watches her mom. Her mom folds and pinches the wrapper.
- ( 1 ) First, Lori and her mom make dumplings.
- ( 5 ) Last, Lori's family has dumplings for dinner.
- ( 4 ) Then, Lori tries again. She makes ten better dumplings.
- ( 2 ) Lori is sad because her dumplings are lumpy.

First, Lori and her mom make dumplings. Lori is sad

because her dumplings are lumpy. Next, Lori watches her mom. Her mom folds and pinches the wrapper. Then, Lori tries again. She makes ten better dumplings. Last, Lori's family has dumplings for dinner.





# Unit 9| The Cookie Factory

Read & Retell 2: *Teacher's Guide*

## Read & Retell Objectives:

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

## Unit Objectives:

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

### Key Words and Phrases:

*visit, factory, mix, dough, bake, pick*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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



Build & Grow



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

### ***While Reading***

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

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

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

- 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):**

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

## **Workbook**

### **Words**

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

### **Literacy Center**

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

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

### **Comprehension**

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

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

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

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





Unit

9

# The Cookie Factory

Fiction

Words  33

visit



factory



mix



dough



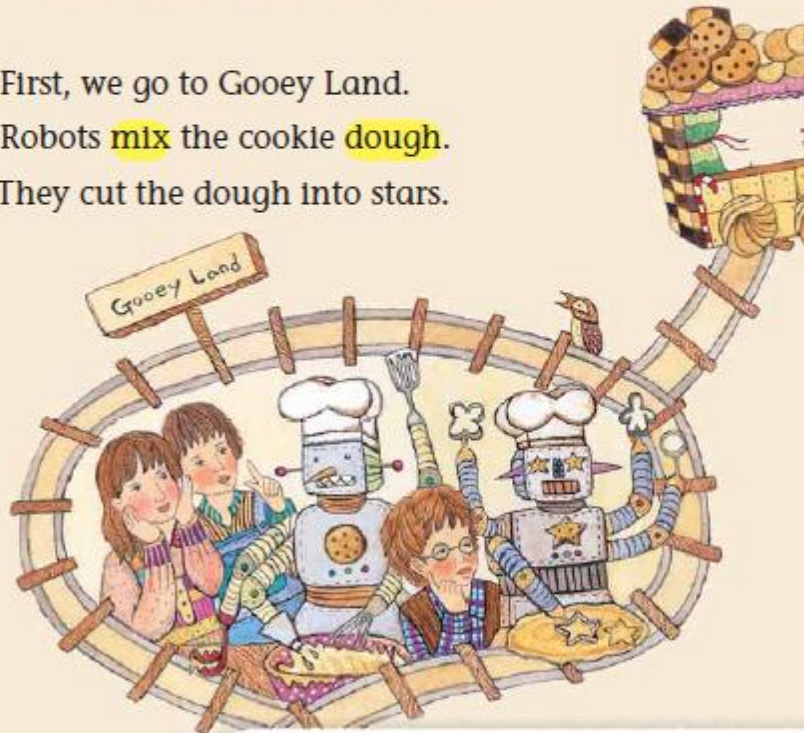
bake




pick

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

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



## Before You Read

A. Look, listen, and do.  34

The children are in a cookie factory.  
There are two robots and a dragon.  
Circle the dragon.







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



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



take go then hot

### Read for Oral Reading Fluency

A. Listen to the story. 35

C. Read together again. 36

B. Read together.

Clap twice when you see a period.





## Retell

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



Place

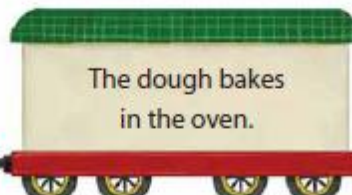
The place is **where** the story happens.

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






Our class is on a cookie factory tour.

Goopy Land  
Munch-Crunch Land  
Dragon Fire Land





## Comprehension

1. What is the story about?  
a. robots                      b. the cookie dough    **c. a cookie factory tour**
2. Robots \_\_\_\_\_ the cookie dough into stars.  
**a. cut**                      b. mix                      c. bake
3. The dough bakes at \_\_\_\_\_.  
a. Goopy Land  
**b. Dragon Fire Land**  
c. Munch-Crunch Land
4. What is the boy's favorite cookie?  
a.                       b.                       **c. **

### Literacy Center Pronunciation

- Listen and repeat.  37

**ch:** chip    chocolate    munch    crunch

I munch and crunch chocolate chip cookies for lunch.

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





## The Cookie Factory

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

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

### Words

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

1.



( b ) ( v ) sit  
visit

2.



( b ) ( p ) ake  
bake

3.



pic( g ) ( k )  
pick

4.



dou( p ) ( g ) h  
dough

5.



fact( e ) ( o ) ry  
factory

6.



mi( x ) ( s )  
mix

### Literacy Center Pronunciation

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

1. chip

cheese

sheep

chocolate

2. munch

lunch

crunchteeth3. peachwhitechop

chicken





## Comprehension

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

- |    |                   |   |                       |
|----|-------------------|---|-----------------------|
| 1. | Students go       | ✗ | delicious!            |
| 2. | Robots mix        | ✗ | the cookie dough.     |
| 3. | The cookies smell | ✗ | to Goopy Land.        |
| 4. | Munch-Crunch Land | — | has boxes of cookies. |

## Summary with the Retelling Cards

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



We go to Dragon Fire Land. The dough bakes in the hot oven.



We go to Goopy Land. Robots mix the cookie dough.



We go to Munch-Crunch Land. It has boxes of cookies.

1 Beginning

We go to Goopy Land. Robots mix the cookie dough.

2 Middle

We go to Dragon Fire Land. The dough bakes in the hot oven.

3 End

We go to Munch-Crunch Land. It has boxes of cookies.





# Unit 10| Ruth the Fashion Queen!

Read & Retell 2: Teacher's Guide

## Read & Retell Objectives:

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

## Unit Objectives:

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

### Key Words and Phrases:

*sneakers, same, shoelace, sparkly, purple, different*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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



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

### ***While Reading***

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

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

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

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):**

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

## **Workbook**

### **Words**

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

### **Literacy Center**

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

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

### **Comprehension**

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

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

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

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





Unit

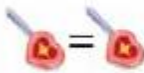
10

# Ruth the Fiction Fashion Queen!

Words 38



sneakers



same



shoelace



sparkly



purple



different

Ruth wants new sneakers.

Ruth and her mom go to the shoe store.

"How about these pink sneakers?" asks Mom.

"They are pretty," says Ruth.

"But Betty already has the same pair."



## Before You Read

A. Look, listen, and do. 39

There is a girl in a shoe store.  
She wears pink sneakers with purple shoelaces.  
Point to the sneakers.





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



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

how these buy out

### Read for Oral Reading Fluency

A. Listen to the story.



C. Read together again.



B. Read together.

Use different voices for each character.





## Retell

**A Focus Skill** Where does this story happen?



Place

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

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



Ruth (loves / hates) her special sneakers.



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



They change the (shoelaces / socks).




Tip!

First → Next → Then





## Comprehension

1. What is the story about?
  - a. Ruth's friend
  - b. the shoe store
  - ☒ c. Ruth's new sneakers
  
2. Betty has \_\_\_\_\_ sneakers.
  - ☒ a. the same pink
  - b. different pink
  - c. sparkly purple
  
3. Which one is Ruth's new sneaker?
  - ☒ a. 
  - b. 
  - c. 
  
4. The sparkly purple \_\_\_\_\_ make the pink sneakers special.
  - a. socks
  - ☒ b. shoelaces
  - c. buttons

### Literacy Center Grammar

#### • Listen and repeat. 42

I **want** new sneakers.

I **pick** out shoelaces.

I **love** my sneakers.

Ruth **wants** new sneakers.

Ruth **picks** out shoelaces.

Ruth **loves** her sneakers.







## Ruth the Fashion Queen!

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

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

### Words

A. Complete the crossword puzzle.



### Literacy Center Grammar

B. Write the correct forms of the words.

1. Ruth wants (want) new shoes.
2. I pick (pick) out pink sneakers.
3. Ruth loves (love) purple shoelaces.





## Comprehension

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

1. Ruth's mom doesn't like the pink sneakers.      True      **False**
2. Ruth picks out sparkly purple shoelaces.      **True**      False

## Summary with the Retelling Cards

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



1. Ruth and her mom go to the (clothing / **shoe**) store.
2. Ruth likes the (**pink** / purple) sneakers, but (**Betty** / Ruth) already has them.



3. Ruth and her mom change the (**shoelaces** / shapes).



4. Ruth loves her (**new** / old) sneakers.

Ruth and her mom go to the shoe store. Ruth likes the pink sneakers, but Betty already has them. Ruth and her mom change the shoelaces. Ruth loves her new sneakers.





# Unit 11 | At the Ski Resort

Read & Retell 2: *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:

*rent, boots, skis, lift, slope, sell*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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



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

### ***While Reading***

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

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

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

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):**

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

## **Workbook**

### **Words**

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

### **Literacy Center**

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

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

### **Comprehension**

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

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

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

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



Unit

11

# At the Ski Resort

Nonfiction

Words 43



rent



boots



skis



lift



slope



sell



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

## Before You Read

A. Look, listen, and do. 44

There is a ski resort.  
There is a rental shop and a snack bar.  
Circle the snack bar, and say "I'm hungry."







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



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



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



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

place here walk off

### Read for Oral Reading Fluency

A. Listen to the story.



B. Read together.

C. Read together again.



Read the story at a normal speed.





## Retell

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

### Main Idea & Details

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

**B Retell** Write and retell about the ski resort.

slope      snack bar      lifts      rental shop

**Main idea** A ski resort has many places for skiers.

**Detail 1: rental shop**

You can rent ski boots and skis here.

**Detail 3: slope**

You can ski here.



**Detail 2: lifts**

They take you up the slope.




**Detail 4: snack bar**

You can buy the best hot chocolate.





## Comprehension

1. What is the story about?
  - a. a rental shop and lifts
  - ☒ b. places at the ski resort
  - c. food at the ski resort
2. You can rent \_\_\_\_\_ at the rental shop.
  - a. slope
  - b. lifts
  - ☒ c. ski boots
3. The \_\_\_\_\_ take you up the slope.
  - ☒ a. lifts
  - b. stairs
  - c. trains
4. Where can you ski?
  - a. 
  - b. 
  - ☒ c. 

## Literacy Center Punctuation

- Read and choose the correct punctuation.

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

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



# Unit 11 At the Ski Resort

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

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

## Words

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

1.



l i f t

lift

2.



s l o p e

slope

3.



b o o t s

boots

4.



s k i s

skis

5.



r e n t

rent

6.



s e l l

sell

## Literacy Center Punctuation

B. Read and circle the correct punctuation.

1. This is the rental shop (.) (?)

2. Do you see the snack bar (.) (?)

3. Do you see the skier (.) (?)





## Comprehension

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

1. A ski resort is a place for skiing. **True** False
2. The snack bar is on the top of the slope. True **False**

## Summary with the Retelling Cards

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



A ski resort has many places for skiers. You can rent ski boots and skis at the rental shop. The lift take you up the slope. You can ski on the slope. The snack bar sells the best hot chocolate.

lifts    rent    sells    slope

A ski resort has many places for skiers. You can rent ski  
boots and skis at the rental shop. The lift take you up  
the slope. You can ski on the slope. The snack bar sells  
the best hot chocolate.





# Unit 12| Mr Fair's Belly Pops

Read & Retell 2: 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 Punctuation.
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:

*referee, whistle, touch, belly, grab, pop*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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

### While Reading



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## 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):



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

## **Workbook**

### **Words**

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

### **Literacy Center**

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

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

### **Comprehension**

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

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

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

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



# Unit 12

## Mr. Fair's Belly Pops

Fiction

Words 47



referee



whistle



touch



belly



grab

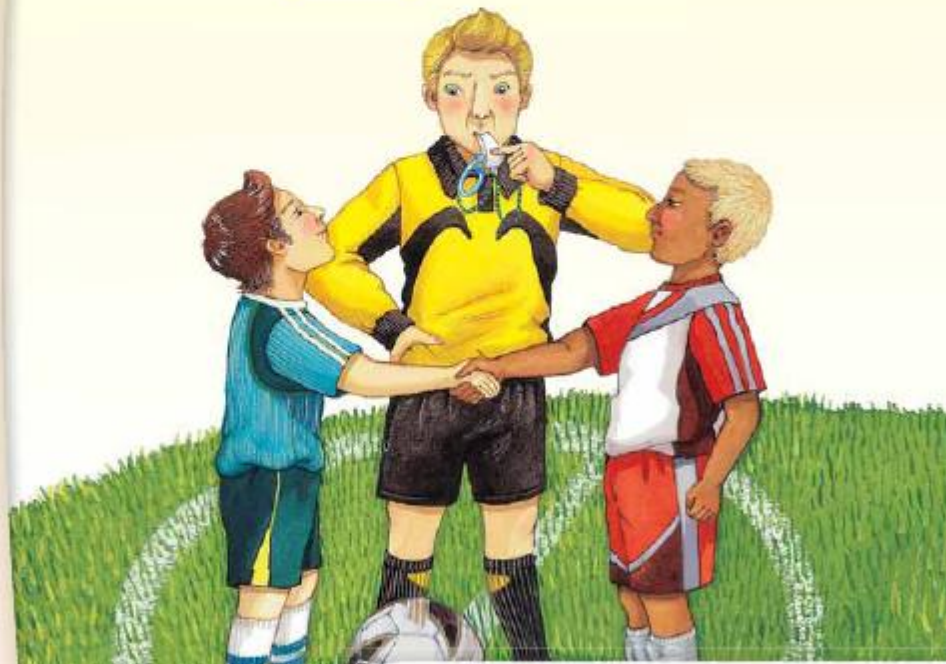


pop

Eddie's class is on the soccer field.

Mr. Fair is the referee.

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



### Before You Read

A. Look, listen, and do. 48

There is a referee and some boys.

The boys play soccer.

One boy touches the ball. Point to the boy.





Jack **touches** the ball with his hand.  
Toot-toot! "Foul!" says Mr. Fair.  
His **belly** grows bigger.  
Bob **grabs** Eddie's shirt.  
Toot-toot! "Foul!" says Mr. Fair.  
His belly grows bigger and bigger.



Bang! Mr. Fair's belly **pops**!  
Oh, it is just a balloon!  
"Play fair. Don't pop my belly,"  
he says.  
Everyone laughs and plays again.

on grow laugh again

### Read for Oral Reading Fluency

A. Listen to the story.



C. Read together again.



B. Read together.

Read loudly when you see an exclamation mark.





## Retell

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

Plot

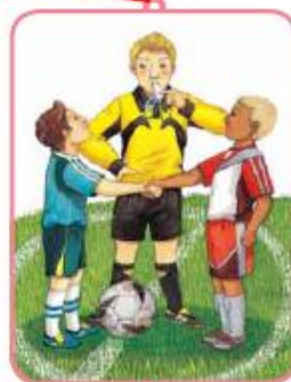
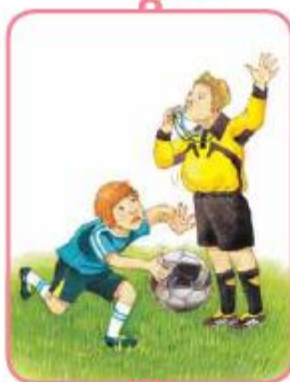
A story's plot is **what happens** in the beginning, middle, and end of the story.

### B Retell Match and retell about Mr. Fair.

Beginning

Middle

End



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

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

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



## Comprehension

1. What is the story about?

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

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

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

3. Whose belly pops?

☒ a.



b.




c.



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

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

### Literacy Center Pronunciation

• Listen and repeat.  51

er: soccer	bigger	The soccer ball is bigger.
ir: shirt	dirty	The dirty shirt is Bob's.
ar: start	car	He starts the car at the park.



Unit **12** Mr. Fair's Belly Pops

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

**Words**

A. Unscramble the letters to make the words.

1.



ee / er / ref

**referee**

2.



o / p / p

**pop**

3.



be / y / ll

**belly**

4.



ch / ou / t

**touch**

5.



a / gr / b

**grab**

6.



is / wh / tle

**whistle**

**Literacy Center Pronunciation**

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

1. soccer

store

**bigger**

**teacher**

2. dirty

**shirt**

resort

**bird**

3. car

skier

**bar**

**start**



## Comprehension

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

- |    |                     |   |                          |
|----|---------------------|---|--------------------------|
| 1. | Eddie's class is    | ✕ | grows bigger and bigger. |
| 2. | Jack touches        | ✕ | on the soccer field.     |
| 3. | The referee's belly | ✕ | "Don't pop my belly."    |
| 4. | The referee says,   | ✕ | the ball with his hand.  |

## Summary with the Retelling Cards

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



Mr. Fair's belly pops. He wants everyone to play fair.



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



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

- 1

Beginning
- 2

Middle
- 3

End

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

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

Mr. Fair's belly pops. He wants everyone to play fair.



# Unit 13| The Egg-Spoon Race

Read & Retell 2: *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:

*egg, spoon, race, fall, catch, winner*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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



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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.

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):**

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

## **Workbook**

### **Words**

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

### **Literacy Center**

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

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

### **Comprehension**

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

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

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

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



Unit

# 13

## The Egg-Spoon Race

Fiction

**Words** 52

egg

spoon

race

fall

catch

winner

Kelly, Sam, and their friends are at the starting line.  
On your mark, get set, go!  
The egg-spoon race begins!

**Before You Read**

A. Look, listen, and do. 53

The children have an egg-spoon race.  
A boy's egg falls and breaks.  
Circle the egg, and say "Splat!"





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

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

begin put back other

### Read for Oral Reading Fluency

A. Listen to the story. 54

B. Read together.

C. Read together again. 55

Clap and stamp when you read the story.

Kelly =

Sam =



## Retell

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



**Plot**

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

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



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

(Sam Kelly) wins the  
race.

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

**Tip!**

First → Next → Then



## Comprehension

1. What is the story about?
  - a. a picnic at the park
  - ☒ b. an egg-spoon race
  - c. an egg and a spoon
2. Kelly quickly puts her \_\_\_\_\_ back on her spoon.
  - a. ball
  - b. apple
  - ☒ c. egg
3. Sam's egg falls off his \_\_\_\_\_.
  - ☒ a. spoon
  - b. hand
  - c. fork
4. Who is the winner?

☒ a.



b.



c.



### Literacy Center Grammar

- Listen and repeat.  56

Sam – he – his

Kelly – she – her

Sam has a spoon. It is his spoon.

Kelly has a spoon. It is her spoon.







## The Egg-Spoon Race

name:

score:

### Words

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

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

### Literacy Center Grammar

B. Circle the correct words and read the sentences.

- Sam meets (his / her) friends at the park.
- Kelly puts it back on (his / her) spoon.
- Sam doesn't catch (his / her) egg.





## Comprehension

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

1. Kelly and her friends have an egg hunt. **True** **False**
2. Sam's egg falls off his spoon. **True** **False**

## Summary with the Retelling Cards

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



1. Kelly and her friends are at the **(starting / finishing)** line.
2. The egg-(fork **(spoon)**) race begins!



3. Kelly's egg (breaks **(falls)**) off her spoon!
4. She catches her egg in her (hat **(hand)**).



5. Kelly runs (after **(past)**) her other friends.
6. She is the **(winner / loser)**!

Kelly and her friends are at the starting line. The egg-spoon race begins! Kelly's egg falls off her spoon! She catches her hand. Kelly runs past her other friends. She is the winner!





# Unit 14| Wear White at Wimbledon

Read & Retell 2: *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:

*tennis, clothing, trousers, blouse, shorts, sleeve*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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



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

### *While Reading*

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

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

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

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):**

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

## **Workbook**

### **Words**

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

### **Literacy Center**

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

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

### **Comprehension**

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

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

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

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



Unit

14

# Wear White at Wimbledon

Nonfiction

Words  57

tennis



clothing



trousers



blouse



shorts



sleeve


60



Wimbledon

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

## Before You Read

A. Look, listen, and do.  58

There are many tennis players.  
A woman wears a long skirt.  
Point to the woman.



Build &amp; Grow



In the past, men wore long **trousers** and shirts.

Women wore long skirts and **blouses**.

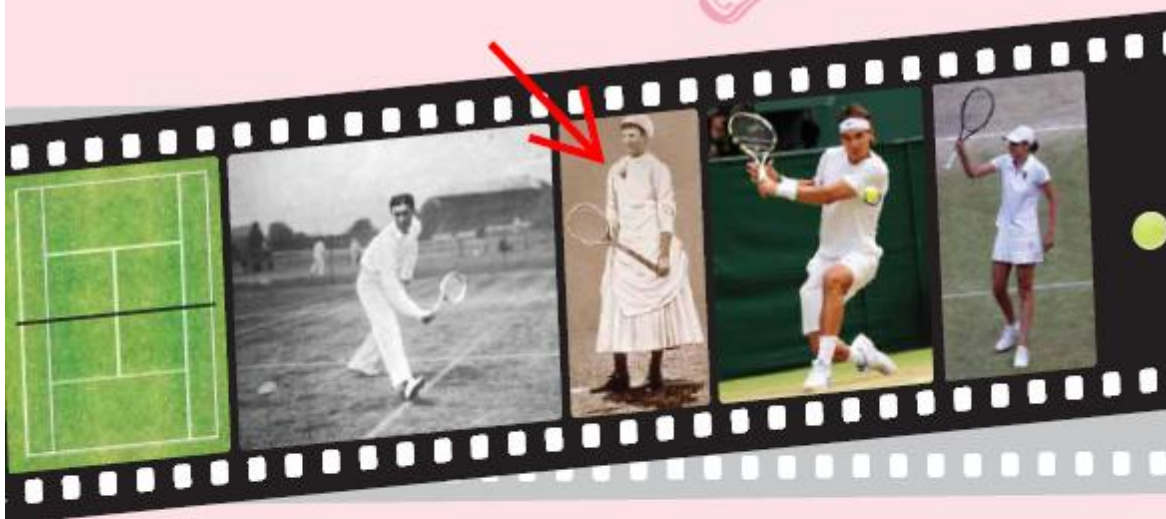
Today, men wear **shorts** and short-sleeved shirts.

Women wear short skirts and short-sleeved shirts.

But, one thing is the same.

Players should always wear white clothing.

It's tradition.



also   should   always   white

### Read for Oral Reading Fluency

A. Listen to the story. 59

B. Read together.

C. Read together again. 60

Do this after reading each sentence:



= "I understand this."



= "I don't understand this."

61



Build & Grow



## Retell

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



At Wimbledon, tennis players' clothing has changed over time.



In the past, women wore white long skirts.

**Main idea  
& Details**

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

**B Retell** Write and retell about Wimbledon.

long shirts

long blouses

short-sleeved shirts

long trousers

short skirts

shorts long skirts



In the past, men wore white  
**long trousers** and **long shirts**.



In the past, women wore white  
**long skirts** and **long blouses**.



Today, men wear white  
**shorts** and **short-sleeved shirts**.



Today, women wear white  
**short skirts** and short-sleeved shirts.





## Comprehension

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

### Literacy Center Punctuation

- Write the sentences correctly, and read them.

- a. Womenworelongblouses. → Women wore long blouses.
- b. Womenworelongskirts. → Women wore long skirts.
- c. Menworelongtrousers. → Men wore long trousers.





# Unit 14 Wear White at Wimbledon

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

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

## Words

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

1.



c l o t h i n g  
clothing

2.



tr o u s e r s  
trousers

3.



b l o u s e  
blouse

B. Circle the related words.

1. tennis

racket

glove

bat

2. shorts

arms

ears

legs

3. sleeve

skirt

shirt

sock

## Literacy Center Punctuation

C. Write the sentences correctly, and read them.

1. Menwearshorts.

→ Men wear shorts.

2. Womenwearshortskirts.

→ Women wear short skirts.

3. Womenworelongblouses.

→ Women wore long blouses.



## Comprehension

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

1. In the past, men wore long black shirts.

True

**False**

2. Now, women wear short-sleeved shirts.

**True**

False

## Summary with the Retelling Cards

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



Wimbledon is famous for tennis players' clothing. At Wimbledon, tennis players' clothing has changed over time. But one thing is the same. Players should always wear white clothing.

clothing    same    tennis    white

Wimbledon is famous for tennis players' clothing. At

Wimbledon, tennis players' clothing has changed over time.

But one thing is the same. Players should always wear

white clothing.





# Unit 15| Basketball Ballet Reading Day

Read & Retell 2: 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:

*basketball, coach, ballet, wear, tights, dribble*

## LESSON GUIDE

### Before Reading

#### Words

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

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

#### Before You Read

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

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

#### Extra Idea (optional):

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



## *While Reading*

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

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

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

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):**

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

## *Workbook*

### **Words**

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




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

### **Comprehension**

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



## Words

Listen and repeat.  61



basketball



coach



ballet



wear



tights



dribble

## Before You Read



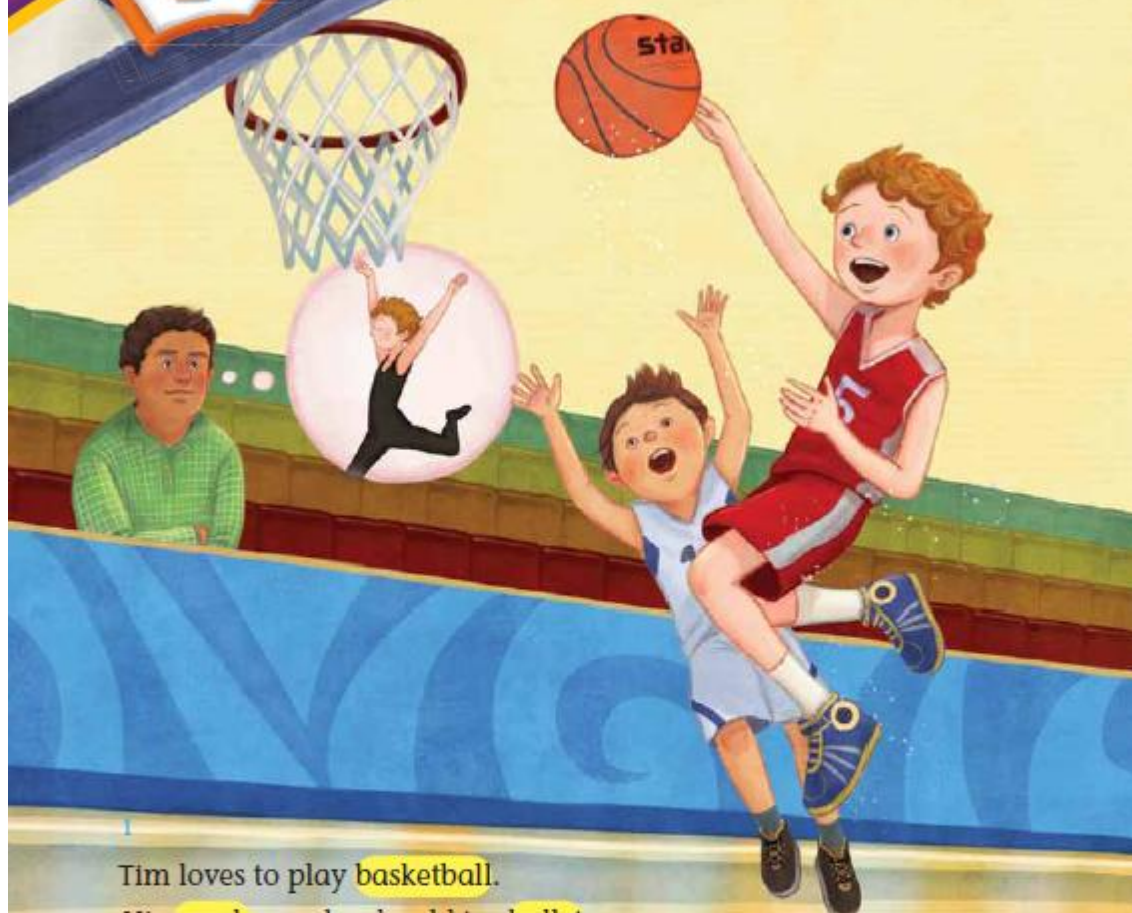
**Picture A** What do the boys play? **Ex)** The boys play basketball.

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

**Ex)** I think the boy doesn't like ballet  
because he frowns.



## Basketball Ballet



Tim loves to play basketball.

His coach says he should try ballet.

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

### Read for Oral Reading Fluency

A. Listen to the story. 62

B. Read together.

C. Read together again. 63

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

Snap your fingers when you read the word "ballet."

basketball =

ballet =





2

Tim's parents take him to a ballet lesson.

Tim thinks ballet is only for girls.

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

3

The ballet teacher sees Tim in his basketball jersey.

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

She dribbles and jumps like a basketball player.



4

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

They call it "Basketball Ballet."

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



try help only new



### Quick Check-Up

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

True



False





## Comprehension

A. Read and circle the correct answers.



Tim loves to play (basketball / baseball).

His coach says he should try (soccer / ballet).



Tim thinks ballet is only for (girls / boys).

He says, "I won't wear (a basketball jersey / tights)."



The ballet teacher says, "Ballet is like basketball."

She dribbles and (jumps / kicks) like a basketball player.

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



The ballet teacher will say,

"....."

Ex) Wow, it's amazing

I love it

Basketball Ballet is cool





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

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

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

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



# Unit 15 Basketball Ballet

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

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

## Words

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

1.



dri(b)d)ble  
dribble

2.



(c)k)oach  
coach

3.



we(a)i)r  
wear

4.



(b/p)allet  
ballet

5.



ti(c/g)hts  
tights

6.



(b)d)asketball  
basketball

### B. Circle the related words.

1. basketball

sports

music

art

2. coach

buy

sell

teach

3. ballet

sing

dance

sleep





## Comprehension

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

1. What is the story about?

- ☒ a. learning ballet
- b. playing basketball
- c. being a basketball player

2. What does Tim love to play?

- a. baseball
- ☒ b. basketball
- c. soccer

3. Tim says, "I won't wear \_\_\_\_\_."



- a. pants
- b. jeans
- ☒ c. tights

4. Who dribbles and jumps like a basketball player?

a.



☒ b.



c.



5. At the end, Tim thinks \_\_\_\_\_.

- ☒ a. ballet is cool
- b. ballet is only for girls
- c. ballet is not fun





# Unit 16| Basketball Ballet Retelling Day

Read & Retell 2: Teacher's Guide

## Read & Retell Objectives:

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

## Unit Objectives:

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

## LESSON GUIDE

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### *Retelling Day Routine*

#### **A: Read**

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

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

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

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

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

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



Build & Grow



### **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

### Basketball Ballet

#### 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**, **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, Tim's basketball coach says he should try ballet.

It can help make him a better player.

Next, Tim's parents take him to a ballet lesson.

Tim thinks ballet is just for girls.

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

Last, the ballet class makes a dance called "Basketball Ballet" and Tim likes it.





# Retelling Chart



## Introduction

Hello, I am \_\_\_\_\_.  
 I will tell you about the story, "\_\_\_\_\_  
 This story is about \_\_\_\_\_.

## Beginning



Ex)

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

## Middle 1



Next, Tim's parents take him to  
 a ballet lesson.  
 Tim thinks ballet is just for  
 girls.

## Middle 2



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

## End



Last, the ballet class  
 makes a dance called "Basketball  
 Ballet" and Tim likes it.

## Add your idea

Draw what will happen next.

Guess and write what will happen next.

Ex)

After that, Tim changes his  
 dream. He wants to be a  
 ballet teacher.



## Closing

Thank you for listening.



Build & Grow



# Retelling Chart

2



## C Make

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

name



Build & Grow



# Unit 16 Basketball Ballet

name:

score:

## Words

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

Word search grid (10x10):

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

B. Circle the related words.

- |            |        |           |            |
|------------|--------|-----------|------------|
| 1. wear    | food   | furniture | clothing   |
| 2. tights  | soccer | ballet    | basketball |
| 3. dribble | ball   | net       | glove      |



### Summary with the Retelling Cards

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



- ( 2 ) Next, Tim's parents take him to a ballet lesson. Tim thinks ballet is just for girls.
- ( 4 ) She dribbles and jumps like a basketball player.
- ( 1 ) First, Tim's basketball coach says he should try ballet. It can help make him a better player.
- ( 5 ) Last, the ballet class makes a dance called "Basketball Ballet" and Tim likes it.
- ( 3 ) Then, Tim sees the ballet teacher dance.

First, Tim's basketball coach says he should try ballet.

Next, Tim's parents take him to a ballet lesson. Tim thinks ballet is just for girls. Then, Tim sees the ballet teacher dance.

She dribbles and jumps like a basketball player. Last, the ballet class makes a dance called "Basketball Ballet" and Tim likes it.





# Review Test 1|Unit 1 ~ Unit 3

Read & Retell 2: 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. treasure  
b. tail  
**c. feather**

2.



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

3.



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

4.



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

[5-7] Choose the correct answers.

5. I ride my new \_\_\_\_\_.

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

6. I quietly \_\_\_\_\_ into the kitchen.

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

7. Boom! Boom! The boy \_\_\_\_\_ the drums.

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



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

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

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

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

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

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





# Review Test 2|Unit 4 ~ Unit 6

Read & Retell 2: 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. music  
☒ b. speech  
 c. draw

2.



- ☒ a. glider  
 b. mirror  
 c. gesture

3.



- a. kite  
 b. gym  
☒ c. music

4.



- a. fly  
 b. worry  
☒ c. practice

[5-7] Choose the correct answers.

5. Sarah is \_\_\_\_\_ and studies well.

- a. first                      b. same                      ☒ c. smart

6. I buy a \_\_\_\_\_ for my friend.

- ☒ a. toy                      b. music                      c. gesture

7. In art class, I \_\_\_\_\_ a picture.

- a. sing                      ☒ b. draw                      c. worry





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

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

8. Wilbur and Orville made a big kite in 1900.

True ☒ False

9. The world's first airplane had an engine.

☒ True False

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

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

10. Which tip is not in the story?

☒ a. Speak clearly.

b. Stand up straight.

c. Practice in front of your family.

11. \_\_\_\_\_ on the big day.

a. Shout loudly

b. Listen to your friends

☒ c. Be confident





# Review Test 3|Unit 9 ~ Unit 11

Read & Retell 2: 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. lift  
☒ b. slope  
 c. shoelace

2.



- a. same  
☒ b. sparkly  
 c. different

3.



- ☒ a. bake  
 b. visit  
 c. rent

4.



- a. mix  
 b. sell  
☒ c. pick

[5-7] Choose the correct answers.

5. My family \_\_\_\_\_ an amusement park.

- a. mixes      ☒ b. visits      c. cuts

6. Ms. Sweet \_\_\_\_\_ sweet candies.

- a. bakes      b. rents      ☒ c. sells

7. I buy new \_\_\_\_\_ at the shoe store.

- a. lifts      ☒ b. sneakers      c. dough





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

Ruth and her mom go to the shoe store.  
“Let’s buy the pink sneakers, and change the shoelaces,” says Mom.  
Ruth picks out new shoelaces.  
The pink sneakers now have sparkly purple shoelaces.

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

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

A ski resort has many places for skiers.  
You can rent ski boots and skis at the rental shop.  
The lifts take you up the slope.  
You can ski on the slope.

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



# Review Test 4|Unit 12 ~ Unit 14

Read & Retell 2: 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. referee  
☒ b. winner  
 c. sleeve

2.



- ☒ a. shorts  
 b. trousers  
 c. blouses

3.



- a. pop  
 b. grab  
☒ c. fall

4.



- a. catch  
 b. touch  
☒ c. whistle

[5-7] Choose the correct answers.

5. John \_\_\_\_\_ his dad's shirt.

- a. laughs                      b. grows                      ☒ c. grabs

6. Don't \_\_\_\_\_ that balloon.

- ☒ a. pop                      b. begin                      c. whistle

7. Betty wears a skirt and a \_\_\_\_\_.

- ☒ a. blouse                      b. spoon                      c. belly





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

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

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

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

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

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

