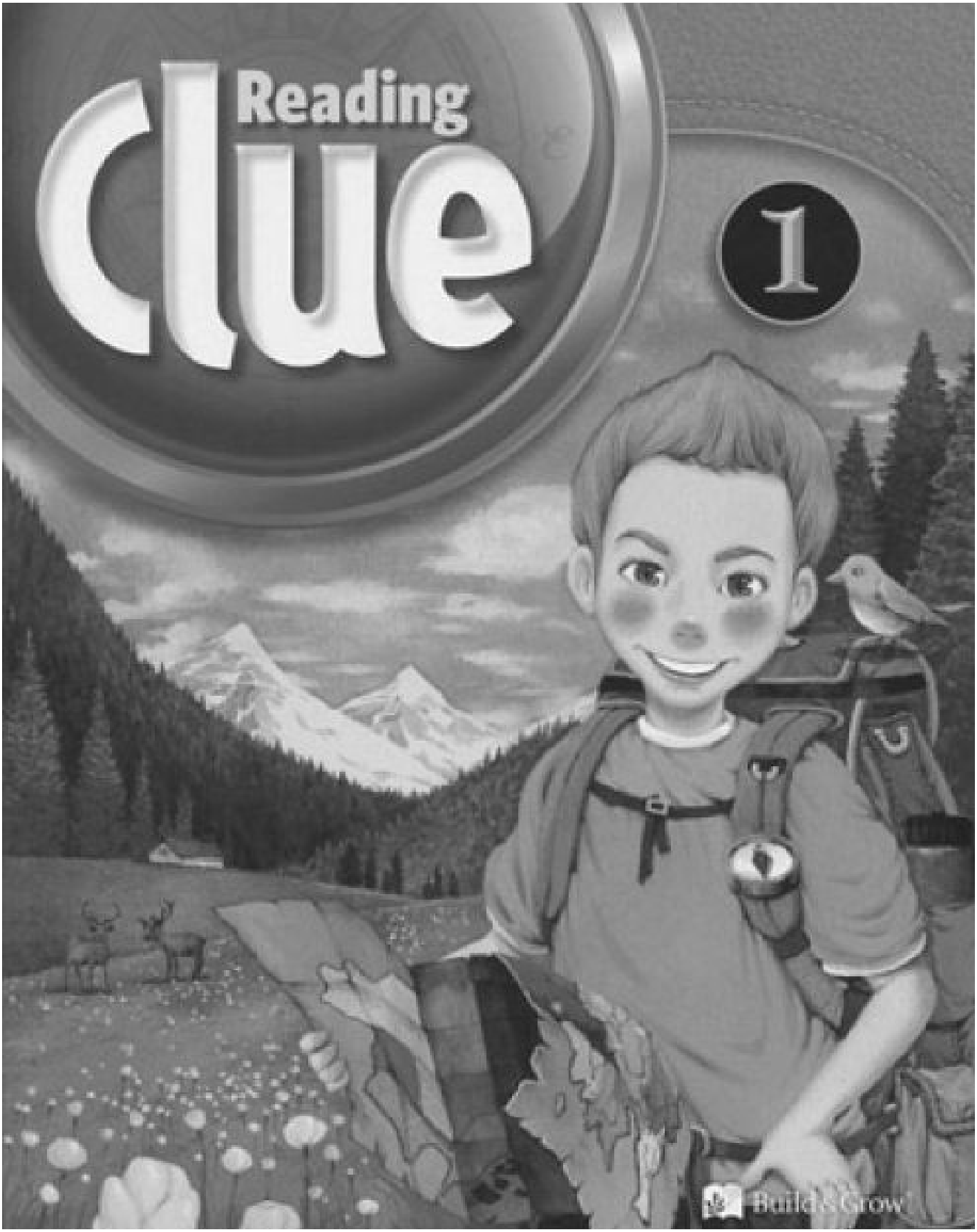


Reading Clue 1: *Teacher's Guide*

Unit 1 | Our Class Poster

Reading Clue Objectives:

1. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
2. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

1. Students will learn about a class making a poster based on their cultures.
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 –identifying main ideas and supporting details, making inferences and sequencing.
4. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
poster, draw, excited, Native American, Mexican, Dutch, Indian, already, delicious, idea, bowl, perfect

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for “clues” in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Fly Swatter: Write the unit’s key words and phrases on the board in any random order. Place two chairs in front of the board with a fly swatter on each chair. Divide class into two equal teams.

Have one student from each team sit in the chairs with their backs to the board. Say one of the vocabulary words on the board. Students stand and find the word on the board. Students get one swat and the first student to hit the word with their fly swatter gets one point for their team. If neither student hits the right word, the next students are up and no points are awarded. Repeat until everyone has had at least one turn. Use pictures for young students who haven't learned the alphabet.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

Extra Idea (optional):

Speed Game: Prepare small cards with key words and related words in advance. Divide the class into two teams (ex. Team A and Team B), and have each team choose a captain. Each team is given a turn; when it is Team A’s turn show the card to Team A’s captain (make sure none of the other students see it). The team captain is given a time limit to describe each thing on the card using only English. The captain cannot say the words on the cards. After the time has expired each team is awarded points according to how many correct guesses their team made.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. a **2.** c **3.** b **4.** f **5.** e **6.** d

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. b **2.** b **3.** c **4.** b

▶ Vocabulary Expansion

1. already

2. ideas

3. delicious

4. perfect

5. bowl

6. excited

▶ Summary

step 1

Our Class Poster



A Mexican hat

A bowl of Indian curry

A Native Amercian dress

Dutch clogs

step 2

poster, hat, clogs, dress, food

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c **2.** a **3.** c **4.** a **5.** b **6.** b

B. 1. Mexican

2. perfect

3. Indian

4. idea

5. poster

6. American

▶ Sentence Practice

A. 1. They are called clogs.

2. He draws a Mexican hat.

3. She draws a big bowl of Indian curry.

4. Please draw something from your country.

B. 1. Let's make — a class poster.

2. She is — she's hungry.

3. I think — is perfect!

4. Now the poster — Native American.

C. 1.

2.

3.

Unit 2 | The 100th Day of School

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

3. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
4. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

5. Students will learn about the 100th day of Elementary school in the United States.
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 –identifying main ideas and supporting details, making inferences and sequencing.
8. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
special, elementary school, fun, regular, class, necklace, piece, cereal, picture, age, bring, stamp

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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 time limit (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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. f **2.** a **3.** e **4.** d **5.** b **6.** c

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. c **2.** a **3.** b **4.** b

▶ Vocabulary Expansion

1. classes

2. fun

3. piece

4. age

5. elementary school

6. picture

▶ Summary

step 1

The 100th Day of School

Where	in elementary schools
When	in February
What	enjoy games and activities based on the number 100
How	· make necklaces · draw pictures · bring special things for show and tell

step 2

fun, regular, based, bring, stamps

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b **2.** b **3.** c **4.** c **5.** c **6.** b

B. 1. pieces

2. special

3. Regular

4. cereal

5. elementary

6. class

▶ Sentence Practice

A. 1. It is a day of fun and learning.

2. The 100th day is usually in February.

3. What do you want to bring on your 100th day of school?

4. They may bring 100 special things to school for show and tell.

B. 1. American schools • • regular classes.

2. Students do not have • • pictures of themselves at age 100.

3. They may draw • • start in September.

4. The 100 things may be • • photos, stamps, crayons, or anything!

C. 1.

2.

3.

Unit 3|Welcome to Nest House

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

5. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
6. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

9. Students will learn about a father and daughter making a birdhouse.
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 –identifying main ideas and supporting details, making inferences and sequencing.
12. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
birdhouse, wood, place, important, city, find, safe, nest, welcome, put, seed, call

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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 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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. b **2.** c **3.** f **4.** a **5.** d **6.** e

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. b **2.** b **3.** c **4.** a

▶ Vocabulary Expansion

1. safe

2. city

3. important

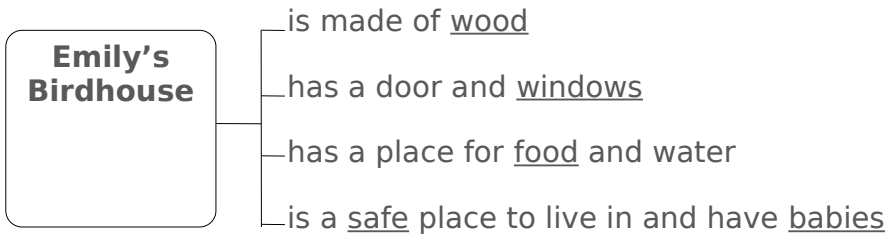
4. place

5. put

6. calls

▶ Summary

step 1



step 2

birdhouse, place, seeds, welcome, name

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c **2.** a **3.** c **4.** a **5.** c **6.** c

B. 1. place

2. put

3. welcomes

4. call

5. important

6. safe

▶ Sentence Practice

A. 1. It has a place for food and water.

2. They make the birdhouse out of wood.

3. She even gives the birdhouse a name.

4. They can’t find safe places for their nests.

B. 1. Emily is making • • a safe place.

2. Emily’s dad says • • welcome many birds.

3. Emily wants to • • that birdhouses are important.

4. This birdhouse is • • a birdhouse with her dad.

C. 1.

2.

3.

Unit 4 | Homes for Earth Lovers

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

7. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
8. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

13. Students will learn about earth houses.
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 –identifying main ideas and supporting details, making inferences and sequencing.
16. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
kind, ground, cave, save, mud, wall, bathroom, roof, plenty of, natural, grow, plant

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. d **2.** c **3.** e **4.** b **5.** a **6.** f

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. c **2.** a **3.** c **4.** b

▶ Vocabulary Expansion

1. natural

2. save

3. plenty of

4. kind

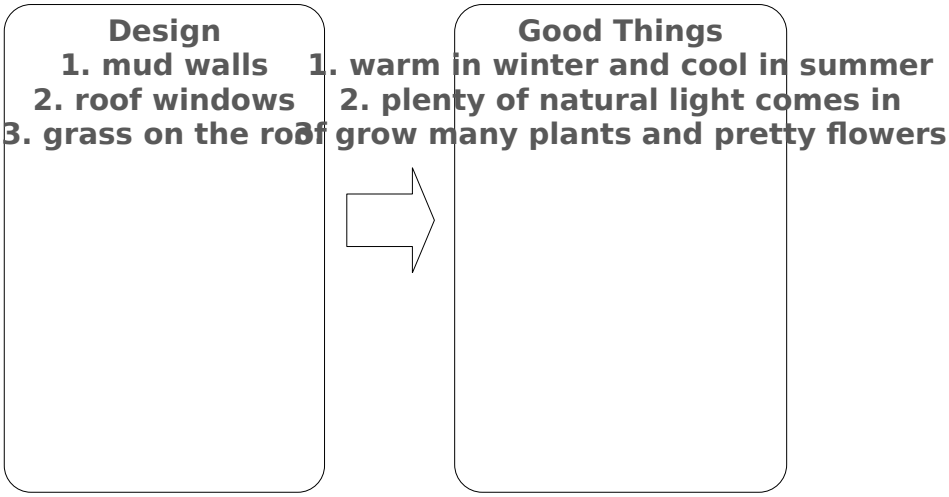
5. mud

6. grow

▶ Summary

step 1

An Earth House



step 2

walls, cool, natural, grass, flowers

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b **2.** c **3.** c **4.** c **5.** c **6.** b

B. 1. grow

2. plant

3. kind

4. wall

5. ground

6. save

▶ Sentence Practice

A. 1. An earth house has grass on the roof.

2. Plenty of natural light comes in through the windows.

3. It is because earth houses can save energy in many ways.

4. An earth house is built in the earth and has mud walls.

B. 1. An earth house is • • earth houses?

2. Why do people build • • roof windows.

3. The bathroom has • • a new kind of home.

4. You can find it • • in Switzerland.

C. 1.

2.

3.

Unit 5 | A Little Help from Your Friends

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

9. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
10. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

17. Students will learn about a boy named Tim, and the help his friends give him.
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 –identifying main ideas and supporting details, making inferences and sequencing.
20. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
bad, library, choose, drop, carry, thank, forget, share, paint, shirt, wear, kind

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

Extra Idea (optional):

Hangman: Think of a word from the unit’s key words and phrases and write dashes onto the board which correspond to the number of letters in the word. Students then have to call out letters, with too many wrong answers leading to the completion of the gallows. The game can be made harder by spelling out phrases or even full sentences rather than single words.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. d **2.** e **3.** f **4.** c **5.** a **6.** b

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. a **2.** b **3.** a **4.** b

▶ Vocabulary Expansion

1. forget

2. wear

3. bad

4. kind

5. thanked

6. carry

▶ Summary

step 1

Tim’s Bad but Good Day

Bad Things	Friends’ Help
1. Tim dropped the books. 2. Tim forgot his lunch. 3. Tim got paint on his T-shirt.	1. Anita carried some books for Tim. 2. Mike shared his lunch with Tim. 3. Alex gave Tim his soccer shirt.

step 2

bad, books, forgot, food, helped

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. a **2.** a **3.** b **4.** a **5.** b **6.** c

B. 1. forget

2. thank

3. wear

4. chose

5. bad

6. paint

▶ Sentence Practice

A. 1. Tim smiled and thanked her.

2. You can share my lunch with me.

3. At lunch, Tim opened his bag.

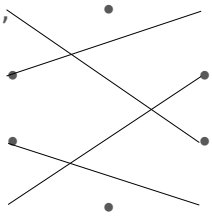
4. Luckily, his friend Alex gave him a soccer shirt to wear.

B. 1. At the school library,

2. It was too many

3. His friend Anita

4. She carried



• and he dropped them.

• some books for him.

• Tim chose six books.

• came over.

C. 1.

2.

3.

Unit 6|A Sign of True Friendship

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

11. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
12. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

21. Students will learn about friendship bracelets.
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 –identifying main ideas and supporting details, making inferences and sequencing.
24. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
bracelet, sign, friendship, popular, colorful, knot, pattern, mean, break, care, tradition, keep

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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 within5 seconds. The student who breaks the chain starts a new round, or suffers a forfeit.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

Extra Idea (optional):

Spelling Relay: Separate the classroom board into two or more equal parts by drawing rows and columns. The students will spell words in the rows. In the columns above write team names. (You can create more rows and columns depending on the number of teams.(tip- more than four rows is not advisable). Make an equal line up of first relay runners of each team. The teacher then says a word s/he wants the students to spell. Each runner runs to the board and writes the beginning letter of the word. He/she runs back to team members and hands the chalk or board marker to the next runner in the team. Each team takes turns writing a single letter until the word is completely spelled. The first team to finish spelling the word correctly scores a point or gets some form of praise.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. d **2.** b **3.** c **4.** a **5.** e **6.** f

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. b **2.** b **3.** a **4.** a

▶ Vocabulary Expansion

1. keeps

2. mean

3. sign

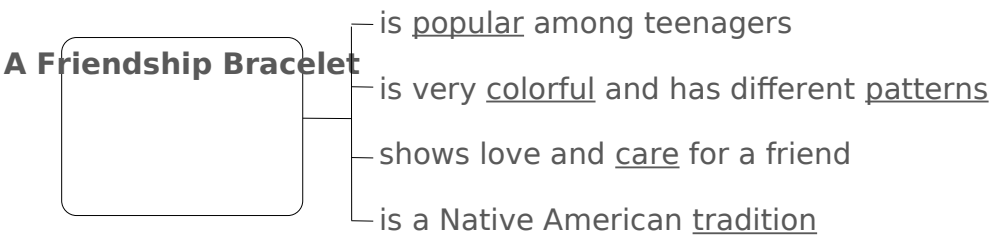
4. popular

5. care

6. tradition

▶ Summary

step 1



step 2

teenagers, different, started, show, wears

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c **2.** b **3.** a **4.** c **5.** b **6.** b

B. 1. cares

2. means

3. sign

4. friendship

5. break

6. tradition

▶ Sentence Practice

A. 1. It has many knots in different patterns.

2. Its knots mean that true friendship cannot break.

3. How about making a friendship bracelet for your friend?

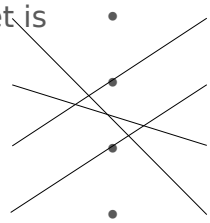
4. It takes a long time to make a bracelet.

B. 1. A friendship bracelet is • • and give it to your friend.

2. Do you want to keep • • the bracelet until it breaks.

3. You make a bracelet • • your best friend forever?

4. The friend wears • • a special sign of friendship.



C. 1.

2.

3.

Unit 7 | A Boy Cheerleader's Story

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

13. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
14. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

25. Students will learn about being a boy cheerleader.
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 –identifying main ideas and supporting details, making inferences and sequencing.
28. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
cheerleader, active, fit, strong, practice, skill, jump, twist, move, rhythm, watch, proud

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. c **2.** d **3.** a **4.** e **5.** b **6.** f

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. a **2.** b **3.** c **4.** c

▶ Vocabulary Expansion

1. active

2. watch

3. fit

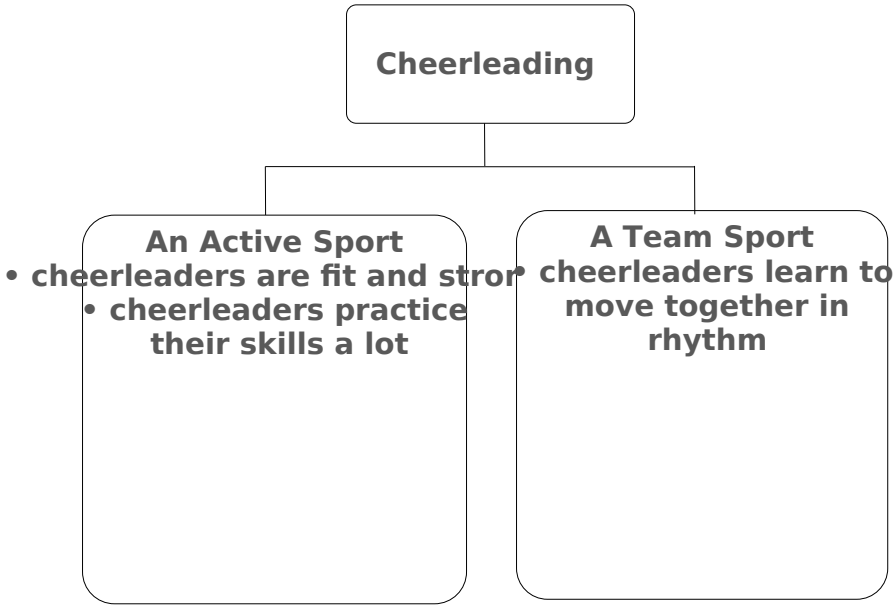
4. skills

5. moves

6. rhythm

▶ Summary

step 1



step 2

cheerleader, active, fit, team, changed

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b **2.** a **3.** c **4.** c **5.** c **6.** b

B. 1. rhythm

2. proud

3. skills

4. active

5. fit

6. watch

▶ Sentence Practice

A. 1. We run, jump, and twist in the air.

2. I love cheerleading so much!

3. Why can’t you play football instead?

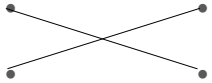
4. Maybe you think cheerleading is only for girls.

B. 1. I felt • so proud.

2. We practice • our skills a lot.

3. Actually, cheerleading • didn’t like it.

4. At first, my dad • is a very active sport.



C. 1.

2.

3.

Unit 8 | Sliding Stones on the Ice

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

15. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
16. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

29. Students will learn about a sport called curling.
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 –identifying main ideas and supporting details, making inferences and sequencing.
32. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
brush, player, slide, target, sweep, Northern, Championship, believe, fair, follow, rule, try

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Word Match: 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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

Extra Idea (optional):

Vocabulary Grab Bag: Divide the class into groups of 2-4 students. Assign everyone a vocabulary word. Have each student write their word out with each letter on a separate small sheet of paper. Place all the letters in a bag. Students take turns taking one letter out of the bag at a time. If the letter is one found in their word, they keep it and give the bag to the next student. If the letter they select is not one of the letters in their word, they put it back in the bag and give it to the next student. For example, say S1 has CAT as their word, S2 has DOG, and S3 has COW. If S1 draws C from the bag (even if it is not the C that they wrote), they keep it and give the bag to S2. S2 draws a W, puts it back in the bag, and gives it to S3, etc. The first student to spell their word wins.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

Extra Idea (optional):

Freeze: Place a set of vocabulary cards in the middle of the circle and teach the children that they are to throw the ball to any person in the circle. When the teacher yells, "Freeze!," everyone must stop moving. The person with the ball must draw a card and say the word. For advanced learners, challenge students to use the word in a sentence.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. b **2.** d **3.** e **4.** f **5.** c **6.** a

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. b **2.** a **3.** b **4.** b

▶ Vocabulary Expansion

1. followed

2. believe

3. try

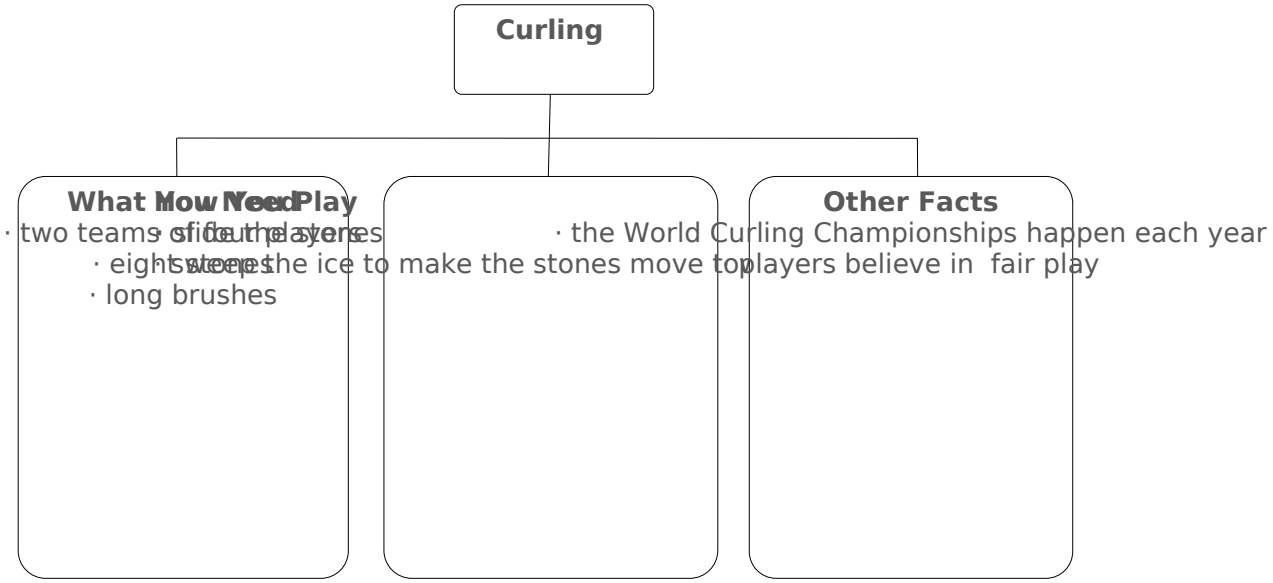
4. Northern

5. rules

6. fair

▶ Summary

step 1



step 2

players, ice, target, popular, follow

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c **2.** b **3.** a **4.** b **5.** a **6.** a

B. 1. Fair

2. target

3. followed

4. try

5. championship

6. rules

▶ Sentence Practice

A. 1. It is a winter sport called curling!

2. This helps the stones move closer to the target.

3. They always follow the rules.

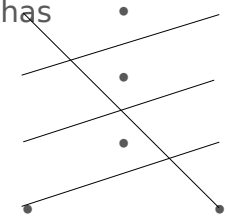
4. Players cannot touch the stones with their brushes.

B. 1. Which sport has • • has eight stones.

2. Each team • • two teams of four players.

3. Curling has • • believe in fair play.

4. Curling players • • ice, big stones, and long brushes?



C. 1.

2.

3.

Unit 9 | Healthy Vegetable Soup

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

17. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
18. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

33. Students will learn about vegetable soup.
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 –identifying main ideas and supporting details, making inferences and sequencing.
36. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
sick, decide, healthy, vegetable, favorite, cut, fry, add, spice, smell, learn, recipe

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Dictionary Guess: The teacher selects a word from the dictionary that students are sure not to know. On slips of paper, students write what they think is the definition of the word. The teacher writes the real definition on a slip, then mixes up all the slips. After reading and talking about all the definitions, students guess which ones they think are correct. Students get a point for guessing the correct definition, and also get a point if someone else picked the definition they wrote.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

Extra Idea (optional):

Fly Swatter: Write the unit’s key words and phrases on the board in any random order. Place two chairs in front of the board with a fly swatter on each chair. Divide class into two equal teams. Have one student from each team sit in the chairs with their backs to the board. Say one of the vocabulary words on the board. Students stand and find the word on the board. Students get one swat and the first student to hit the word with their fly swatter gets one point for their team. If neither student hits the right word, the next students are up and no points are awarded. Repeat until everyone has had at least one turn. Use pictures for young students who haven't learned the alphabet.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. c 2. e 3. d 4. f 5. a 6. b

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. c 2. c 3. a 4. b

▶ Vocabulary Expansion

1. Add

2. learn

3. healthy

4. decided

5. favorite

6. spices

▶ Summary

step 1

1 – 3 – 5 – 2 - 4

step 2

soup, cut, oil, fry, water

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b 2. a 3. c 4. b 5. a 6. a

B. 1. cut

2. smells

3. learn

4. sick

5. decided

6. recipe

▶ Sentence Practice

A. 1. She helps her mom to cook it.

2. First they wash their hands.

3. Karen’s grandmother is sick in bed.

4. The vegetables become golden brown and soft.

B. 1. Now it smells • vegetables.

2. Vegetable soup • delicious!

3. They cut up • some oil in a pan.

4. They heat • is Karen’s favorite dish!

C. 1.

2.

3.

Unit 10|The Story of Chewing Gum

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

19. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
20. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

37. Students will learn about the history of chewing gum.
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 –identifying main ideas and supporting details, making inferences and sequencing.
40. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
chew, stick, everything, inventor, boil, flavor, cube, outside, sugary, tooth, company, introduce

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Speed Game: Prepare small cards with key words and related words in advance. Divide the class into two teams (ex. Team A and Team B), and have each team choose a captain. Each team is given a turn; when it is Team A's turn show the card to Team A's captain (make sure none of the other students see it). The team captain is given a time limit to describe each thing on the card using only English. The captain cannot say the words on the cards. After the time has expired each team is awarded points according to how many correct guesses their team made.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the "clues" and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the "Main Idea" section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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 time limit (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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. b 2. a 3. d 4. e 5. f 6. c

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. a 2. a 3. b 4. a

▶ Vocabulary Expansion

1. teeth

2. sugary

3. company

4. everything

5. introduced

6. inventor

▶ Summary

step 1

The Story of Chewing Gum

In 1869 Thomas Adams boiled tree gum to make it chewy.	In the 1880s The Fleer brothers made cubes of sugary chewing gum.	In the 1960s Chewing gum companies made sugar-free gum.

step 2

natural, added, popular, sugar-free, flavors

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b 2. b 3. b 4. c 5. b 6. a

B. 1. chew

2. outside

3. stick

4. everything

5. Sugary

6. introducing

▶ Sentence Practice

A. 1. The gum had sugar on the outside.

2. Sugary gum was bad for teeth.

3. Today there are many kinds of sugar-free chewing gum.

4. Chewing gum sticks to chairs, desks, shoes, and everything else.

B. 1. He was an inventor • • in 1869 by Thomas Adams.

2. It was first made • • made cubes of gum.

3. The Fleer brothers • • became popular.

4. Sugary gum • • in New York.

C. 1.

2.

3.

Unit 11|Pizza Tag

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

21. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
22. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

41. Students will learn about a game related to pizza toppings.
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 –identifying main ideas and supporting details, making inferences and sequencing.
44. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
backyard, chef, tag, call out, topping, mushroom, yell, repeat, list, remember, become, inside

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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 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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. b 2. e 3. a 4. d 5. c 6. f

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

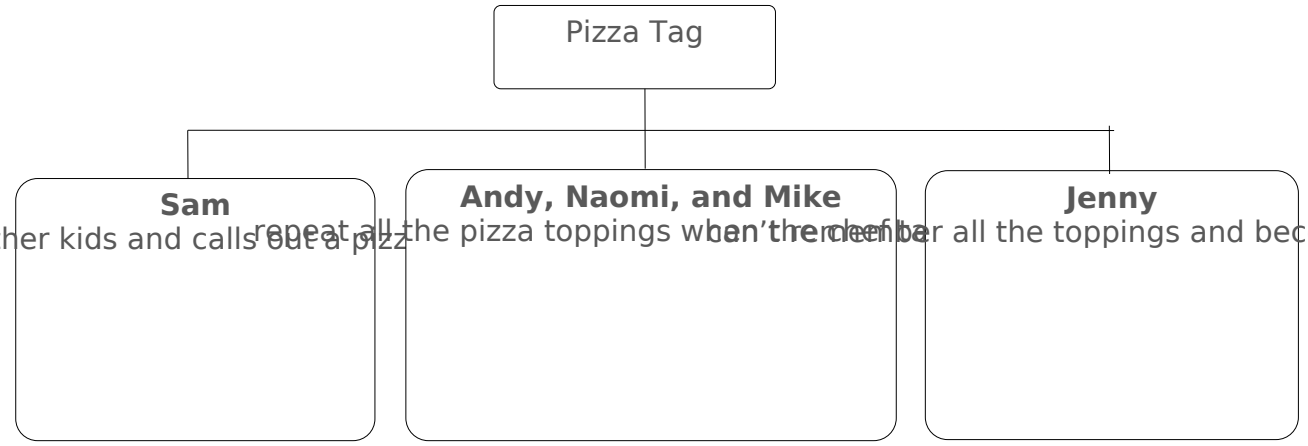
1. a 2. c 3. c 4. b

▶ Vocabulary Expansion

1. Repeat
2. chef
3. remember
4. became
5. list
6. yell

▶ Summary

step 1



ags the other kids and calls out a pizz repeat all the pizza toppings when he can't remember all the toppings and becomes the ch

step 2

backyard, tags, toppings, remember, everyone

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. a 2. c 3. c 4. c 5. a 6. a

B. 1. call out

2. mushrooms

3. tag

4. inside

5. become

6. remember

▶ Sentence Practice

A. 1. After some time, the kids get hungry.

2. She made pizza for them with all the toppings.

3. When Sam tags Jenny, she can't remember all the toppings.

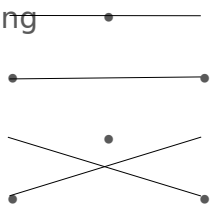
4. The chef tags the other kids and calls out a pizza topping.

B. 1. They are playing • • "pizza tag."

2. "Mushrooms!" • • repeats Andy.

3. She becomes • • calls Sam's mom.

4. "Come inside," • • the chef.



C. 1.

2.

3.

Unit 12 | Flight of the Gibbon

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

23. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
24. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

45. Students will learn about an adventure activity.
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 –identifying main ideas and supporting details, making inferences and sequencing.
48. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
adventure, nature, rope, ladder, put on, safety, helmet, friendly, staff, between, above, sight

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. c 2. e 3. d 4. f 5. a 6. b

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. a 2. b 3. b 4. b

▶ Vocabulary Expansion

1. nature
2. adventure
3. helmet
4. safety
5. sights
6. friendly

▶ Summary

step 1

How to Enjoy Flight of the Gibbon

1. Put on safety clothing and a helmet.
2. Follow staff members into the rainforest.
3. Climb the ladder to the wooden floors.
4. Slide along the ropes between the trees.
5. Enjoy the sights and sounds of the jungle.

step 2

adventure, ladders, helmet, rainforest, slide

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b 2. c 3. b 4. b 5. b 6. c

B. 1. above

2. safety

3. staff

4. put on

5. between

6. adventure

▶ Sentence Practice

A. 1. There are ropes between the trees.

2. You slide along the ropes at high speeds.

3. You can enjoy the sights and sounds of the jungle.

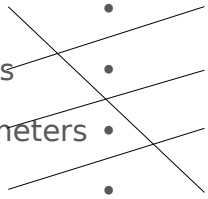
4. Friendly staff members take you into the rainforest.

B. 1. Do you want to fly • • high in the trees.

2. There are wooden floors • • above the ground!

3. At times, you are 100 meters • • it’s safe.

4. But don’t worry – • • through the treetops?



C. 1.

2.

3.

Unit 13 | Fun in Science Class

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

25. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
26. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

49. Students will learn about an experiment in a science class.
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 –identifying main ideas and supporting details, making inferences and sequencing.
52. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
experiment, science, flat, same, fall, quickly, happen, explain, large, push, under, parachute

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the "clues" and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the "Main Idea" section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. d 2. b 3. f 4. c 5. a 6. e

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. a 2. b 3. c 4. c

▶ Vocabulary Expansion

1. quickly

2. under

3. happened

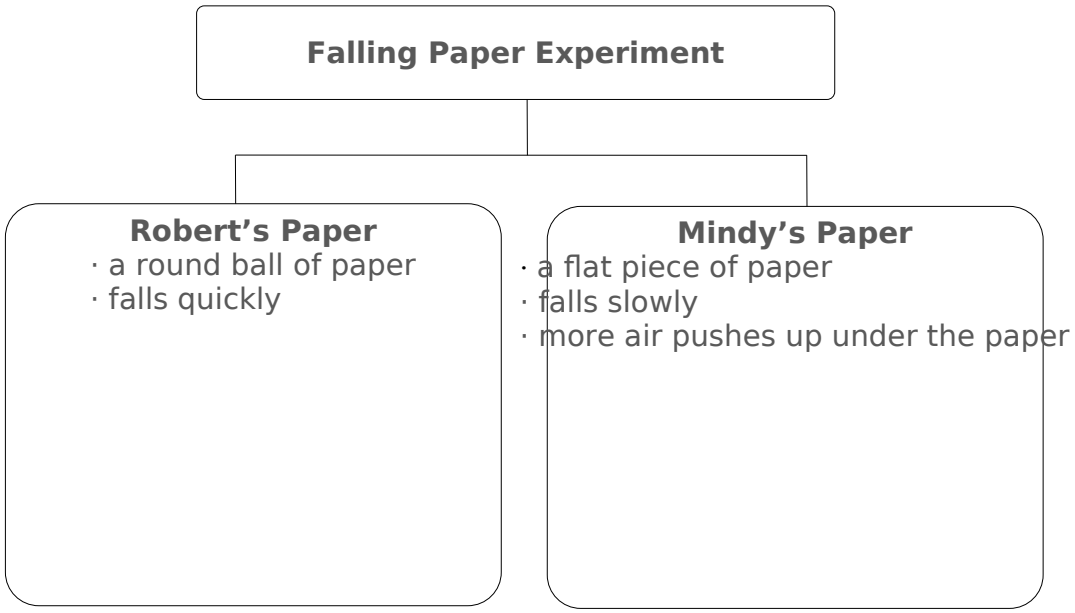
4. explain

5. science

6. experiment

▶ Summary

step 1



step 2

experiment, piece, slowly, under, parachute

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. b 2. a 3. b 4. a 5. b 6. a

B. 1. parachute

2. under

3. happened

4. experiment

5. same

6. science

▶ Sentence Practice

A. 1. Why does it happen?

2. She gives a ball of paper to Robert.

3. At the same time, Mindy and Robert drop their pieces of paper.

4. Because more air pushes up under it, it falls more slowly.

B. 1. Let's do • • quickly to the ground.

2. Robert's paper ball falls • • an experiment.

3. Mindy's flat piece of paper • • a parachute!

4. It's just like • • falls down slowly.

C. 1.

2.

3.

Unit 14|Homemade Volcano

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

27. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
28. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

53. Students will learn about making a volcano at home.
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 –identifying main ideas and supporting details, making inferences and sequencing.
56. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
volcano, dough, mix, flour, plastic, bottle, shape, pour, warm, detergent, vinegar, lava

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Hangman: Think of a word from the unit’s key words and phrases and write dashes onto the board which correspond to the number of letters in the word. Students then have to call out letters, with too many wrong answers leading to the completion of the gallows. The game can be made harder by spelling out phrases or even full sentences rather than single words.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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 within5 seconds. The student who breaks the chain starts a new round, or suffers a forfeit.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. f 2. d 3. b 4. e 5. c 6. a

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. a 2. a 3. c 4. a

▶ Vocabulary Expansion

1. Vinegar
2. mix
3. warm
4. plastic
5. flour
6. shape

▶ Summary

step 1

1 – 5 – 4 – 3 – 2

step 2

volcano, dough, warm, vinegar, lava

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. a 2. a 3. c 4. a 5. b 6. c

B. 1. bottle

2. dough

3. plastic

4. Lava

5. volcano

6. shape

▶ Sentence Practice

A. 1. Make your own volcano!

2. Do you want to try a fun science experiment at home?

3. Get some vinegar and slowly pour it into the bottle.

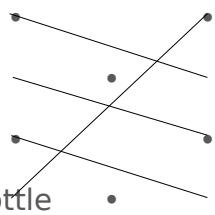
4. Use your hands to make the dough.

B. 1. Make • • in a pan.

2. Pour warm water • • some dough.

3. Add red food coloring • • into the bottle.

4. Stand a plastic soda bottle • • to make the lava red.



C. 1.

2.

3.

Unit 15 | The Zebra and the Baboon

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

29. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
30. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

57. Students will learn a story about a zebra and a baboon.
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 –identifying main ideas and supporting details, making inferences and sequencing.
60. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
selfish, guard, build, arrive, fur, without, stripe, angry, fight, kick, both, bottom

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Spelling Relay: Separate the classroom board into two or more equal parts by drawing rows and columns. The students will spell words in the rows. In the columns above write team names. (You can create more rows and columns depending on the number of teams.(tip- more than four rows is not advisable). Make an equal line up of first relay runners of each team. The teacher then says a word s/he wants the students to spell. Each runner runs to the board and writes the beginning letter of the word. He/she runs back to team members and hands the chalk or board marker to the next runner in the team. Each team takes turns writing a single letter until the word is completely spelled. The first team to finish spelling the word correctly scores a point or gets some form of praise.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. d 2. f 3. c 4. e 5. b 6. a

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

1. c 2. c 3. c 4. b

▶ Vocabulary Expansion

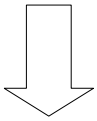
1. arrived
2. fought
3. Both
4. Selfish
5. built
6. without

▶ Summary

step 1

The Zebra and the Baboon’s Fight

Baboon built a fire and guarded a waterhole from everyone
Zebra was angry and wanted the baboon to share water with others



Baboon burned his bottom and got a red bottom
Zebraburned his fur and got black stripes

step 2

selfish, fire, white, fought, burned

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c 2. b 3. b 4. a 5. a 6. a

B. 1. guards

2. both

3. fighting

4. bottom

5. selfish

6. angry

▶ Sentence Practice

A. 1. Long ago, there was a selfish baboon.

2. This water is for everyone.

3. He even built a fire and guarded the waterhole at night.

4. Back then, the zebra had white fur without stripes.

B. 1. As he came near, • • arrived.

2. One day, a zebra • • the baboon hard.

3. The zebra kicked • • the baboon jumped up.

4. They both fell • • into the baboon’s fire.

C. 1.

2.

3.

Unit 16|A Special Lion, Little Tyke

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

31. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
32. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

61. Students will learn a story about a baby lion named Little Tyke.
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 –identifying main ideas and supporting details, making inferences and sequencing.
64. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
cub, zoo, attack, farm, month, meat, throw up, beef, blood, different, lamb, whole

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

Extra Idea (optional):

Word Match: 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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

Extra Idea (optional):

Vocabulary Grab Bag: Divide the class into groups of 2-4 students. Assign everyone a vocabulary word. Have each student write their word out with each letter on a separate small sheet of paper. Place all the letters in a bag. Students take turns taking one letter out of the bag at a time. If the letter is one found in their word, they keep it and give the bag to the next student. If the letter they select is not one of the letters in their word, they put it back in the bag and give it to the next student. For example, say S1 has CAT as their word, S2 has DOG, and S3 has COW. If S1 draws C from the bag (even if it is not the C that they wrote), they keep it and give the bag to S2. S2 draws a W, puts it back in the bag, and gives it to S3, etc. The first student to spell their word wins.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. c 2. b 3. f 4. e 5. d 6. a

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

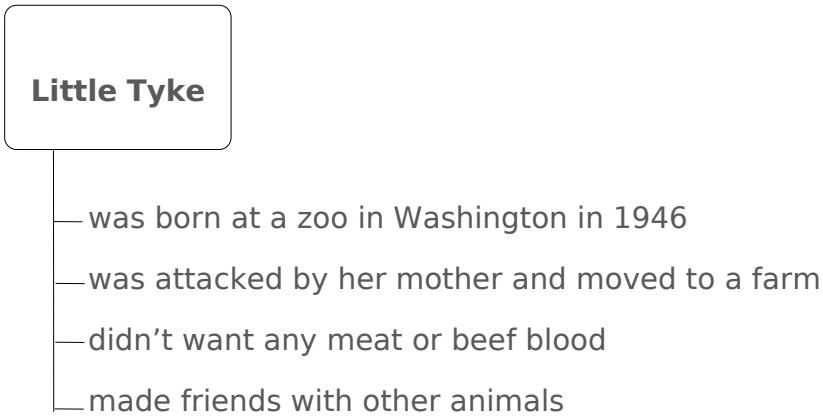
1. c 2. b 3. b 4. a

▶ Vocabulary Expansion

1. month
2. blood
3. different
4. beef
5. whole
6. zoo

▶ Summary

step 1



step 2

born, attacked, couple, threw up, different

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c 2. a 3. a 4. c 5. a 6. b

B. 1. different

2. month

3. meat

4. blood

5. whole

6. throws up

▶ Sentence Practice

A. 1. Usually, lions love to eat lots of meat.

2. Her best friend was a lamb called Becky.

3. She even made friends with other animals.

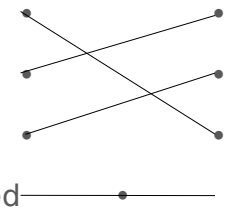
4. She didn’t even drink milk mixed with beef blood.

B. 1. Little Tyke

2. Little Tyke was

3. She didn’t want

4. The two animals played



a lion cub.

to have meat.

threw up.

• together their whole lives.

C. 1.

2.

3.

Unit 17 | Heroes with Parachutes

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

33. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
34. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

65. Students will learn about smokejumpers.
66. Students will understand the meaning of new words and be able to use the words in sentences.
67. Students will practice reading comprehension skills –identifying main ideas and supporting details, making inferences and sequencing.
68. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
imagine, burn, forest, firefighter, put out, dangerous, scary, brave, equipment, calm, spend, hero

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

Extra Idea (optional):

Freeze: Place a set of vocabulary cards in the middle of the circle and teach the children that they are to throw the ball to any person in the circle. When the teacher yells, "Freeze!," everyone must stop moving. The person with the ball must draw a card and say the word. For advanced learners, challenge students to use the word in a sentence.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

Extra Idea (optional):

Dictionary Guess: The teacher selects a word from the dictionary that students are sure not to know. On slips of paper, students write what they think is the definition of the word. The teacher writes the real definition on a slip, then mixes up all the slips. After reading and talking about all the definitions, students guess which ones they think are correct. Students get a point for guessing the correct definition, and also get a point if someone else picked the definition they wrote.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

Extra Idea (optional):

Fly Swatter: Write the unit's key words and phrases on the board in any random order. Place two chairs in front of the board with a fly swatter on each chair. Divide class into two equal teams. Have one student from each team sit in the chairs with their backs to the board. Say one of the vocabulary words on the board. Students stand and find the word on the board. Students get one swat and the first student to hit the word with their fly swatter gets one point for their team. If neither student hits the right word, the next students are up and no points are awarded. Repeat until everyone has had at least one turn. Use pictures for young students who haven't learned the alphabet.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. a 2. c 3. f 4. e 5. d 6. b

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

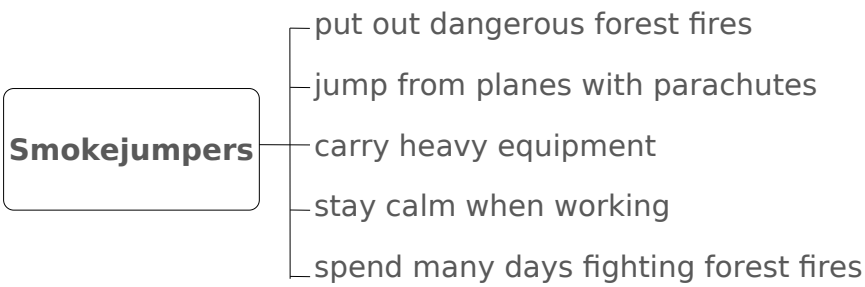
1. b 2. b 3. a 4. b

▶ Vocabulary Expansion

1. calm
2. dangerous
3. spend
4. imagine
5. hero
6. firefighters

▶ Summary

step 1



step 2

firefighters, put out, carry, fighting, heroes

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. a 2. c 3. a 4. c 5. c 6. c

B. 1. Imagine

2. scary

3. put out

4. calm

5. equipment

6. brave

▶ Sentence Practice

A. 1. It’s a usual day’s work for smokejumpers!

2. Today I watched a TV show about smokejumpers.

3. On the TV show, the big forest fires looked really scary.

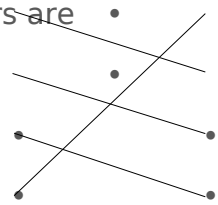
4. Smokejumpers carry around 50 Kg of equipment with them.

B. 1. Smokejumpers are • • they are heroes!

2. They put out • • special firefighters.

3. They stay calm • • dangerous forest fires.

4. I think • • when they are working.



C. 1.

2.

3.

Unit 18|A Smart Star

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

35. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
36. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

69. Students will learn about the actress, Natalie Portman.
70. Students will understand the meaning of new words and be able to use the words in sentences.
71. Students will practice reading comprehension skills –identifying main ideas and supporting details, making inferences and sequencing.
72. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
young, appear, first, famous, win, several, award, actress, instead, exam, college, smart

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

Extra Idea (optional):

Speed Game: Prepare small cards with key words and related words in advance. Divide the class into two teams (ex. Team A and Team B), and have each team choose a captain. Each team is given a turn; when it is Team A’s turn show the card to Team A’s captain (make sure none of the other students see it). The team captain is given a time limit to describe each thing on the card using only English. The captain cannot say the words on the cards. After the time has expired each team is awarded points according to how many correct guesses their team made.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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 time limit (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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. d 2. b 3. e 4. c 5. f 6. a

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

1. b 2. a 3. c 4. b

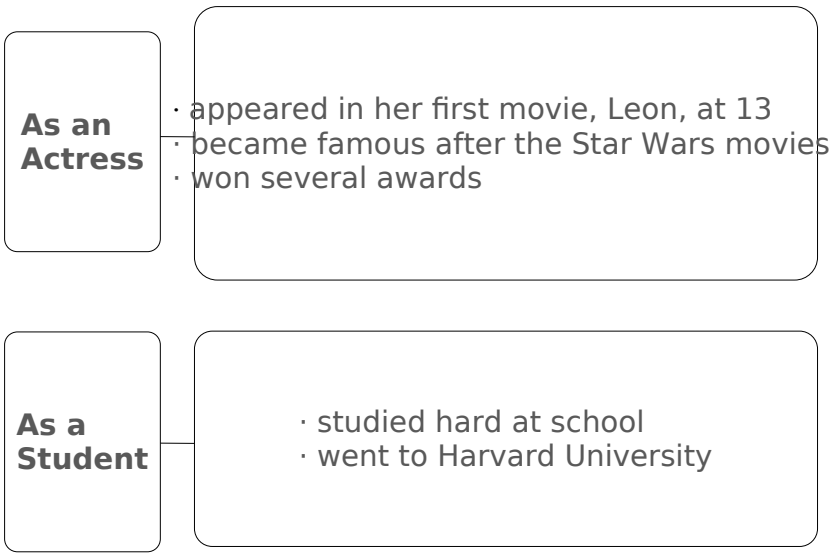
▶ Vocabulary Expansion

1. college
2. smart
3. won
4. appeared
5. first
6. instead

▶ Summary

step 1

Natalie Portman



step 2

appeared, won, showing, exams, went

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. a 2. b 3. a 4. a 5. c 6. b

B. 1. first

2. won

3. several

4. smart

5. appeared

6. instead

▶ Sentence Practice

A. 1. Instead she studied for her exams!

2. Being smart is better than being a movie star.

3. Natalie Portman started acting when she was young.

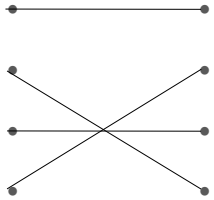
4. College is more important than acting.

B. 1. She played — a queen in the movies.

2. She won — to Harvard University.

3. She still — studied hard at school.

4. Portman went — several awards as an actress.



C. 1.

2.

3.

Unit 19|Who Did It?

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

37. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
38. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

73. Students will learn about some mysterious footprints.
74. Students will understand the meaning of new words and be able to use the words in sentences.
75. Students will practice reading comprehension skills –identifying main ideas and supporting details, making inferences and sequencing.
76. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
meet, mall, show, wide, principal, sidewalk, somebody, wet, cement, narrow, footprint, early

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

After Reading: Workbook

1) Vocabulary Practice

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. 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?).

2) Sentence Practice

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.

A: 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.

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. For more advanced students, have them complete the exercise without looking at the passage.

C: Have the students complete this exercise by translating each sentence into their own language.

ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

1. b 2. c 3. a 4. d 5. f 6. e

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

1. b 2. a 3. b 4. b

▶ Vocabulary Expansion

1. Somebody

2. meet

3. cement

4. early

5. show

6. wet

▶ Summary

step 1

MysteryWho left footprints in the wet cement?

Clue 1 Amy met three girls at the mall.
- Rachel had very wide new shoes.
- Sara had a broken leg.
- Tina wanted to eat ice cream.

Clue 2 The principal saw three girls near the school.
Clue 3 Somebody jumped in the cement.
Clue 4 The footprints in the cement are narrow.

step 2

mall, broken, angry, footprints, earlier

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c 2. c 3. c 4. c 5. b 6. c

B. 1. showed

2. early

3. cement

4. somebody

5. wide

6. sidewalk

▶ Sentence Practice

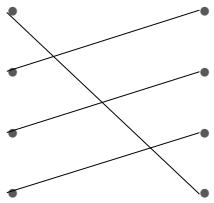
A. 1. She couldn’t walk fast.

2. Then I knew who did it.

3. Let’s have some ice cream together.

4. Somebody jumped in this wet cement!

B. 1. I saw
2. I wanted
3. He was looking
4. Poor Sara had



to go home.
at the sidewalk.
a broken leg.
two narrow footprints there.

C. 1.

2.

3.

Unit 20|The Famous Sherlock Holmes

Reading Clue 1: *Teacher's Guide*

Reading Clue Objectives:

39. Students are to look at the clues in the pictures and guess the meaning of select vocabulary and sentences.
40. The situations in each picture are to be carefully studied to understand the content of the related passages.

Unit Objectives:

77. Students will learn about Sherlock Holmes.
78. Students will understand the meaning of new words and be able to use the words in sentences.
79. Students will practice reading comprehension skills –identifying main ideas and supporting details, making inferences and sequencing.
80. Students will learn skills in summarizing passages and giving opinions.

Key Words and Phrases:
British, detective, play, percent, real, create, thin, hat, smoke, solve, visit, museum

LESSON GUIDE

Before Reading

Build Your Vocabulary

Explain the directions of the section. Make sure that the students have a clear understanding of what they are expected to do. Complete the first question as a class to ensure that all students understand the exercise. Then have the students complete the rest of the exercise on their own. When completed, go over the answers as a class by calling on individual students to present their answers to the rest of the class. Keep in mind the objectives of Reading Clue is not to simply show meaning of vocabulary, but to have students look for "clues" in the pictures to allow them to guess and understand what the meanings are on their own and to have them apply these meanings in sentence recognition.

Think Together

Follow the directions and answer the questions. This section is key in helping students gain awareness of the passage they are about to read. Cover the section thoroughly and add as many additional questions or comments as possible to enhance student understanding and critical thinking into the topic the passage will introduce.

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 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.

During Reading

1) Have the students listen to the recording of the text and follow along in the student book. Afterwards, ask the students what they remember about the story without looking at their books.

- What is the story about?
- Who is the main character?
- Where does the story take place?

2) As the passage is being read, discuss the “clues” and guesses of the students from the picture. Compare and contrast the answers the students had before reading the passage and after reading the passage.

3) Dictation: Read the story to the students. Read each sentence one by one and have the students copy the sentences into their notebooks. Reread the sentences if necessary.

4) As a class, complete the “Main Idea” section. Have students work in groups to make it more active. When the students are finished, go over the answers as a class, and encourage discussion about both correct and incorrect answers.

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.

After Reading: Student Book

1) Reading Comprehension

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. 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.

2) Vocabulary Expansion

Individually: 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. 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?)

3) Summary

Step 1: Have the students fill in the blanks with the given words. Go over the answers as a class.

Step 2: Have the students fill in the blanks with the given words. Then check the answers by having the students take turns in reading their completed summaries.

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.

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[Translation]

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▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

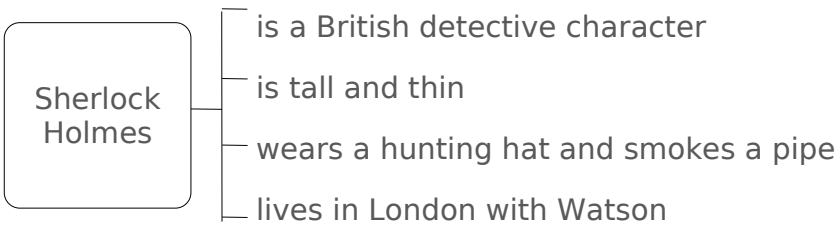
1. b 2. a 3. a 4. a

▶ Vocabulary Expansion

1. real
2. museum
3. detective
4. solve
5. percent
6. play

▶ Summary

step 1



step 2

famous, character, friend, address, Museum

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

A. 1. c 2. b 3. c 4. a 5. c 6. c

B. 1. British

2. play

3. hat

4. smoke

5. detective

6. percent

▶ Sentence Practice

A. 1. He often wears a hunting hat and smokes a pipe.

2. Although he is very famous, he is not a real person.

3. Arthur Conan Doyle created Sherlock Holmes in 1887.

4. People around the world love him.

B. 1. Sherlock Holmes — • is a British detective.

2. He lives — tall and thin.

3. Holmes is — with his friend Watson.

4. Watson helps Holmes — solve mysteries.

C. 1.

2.

3.