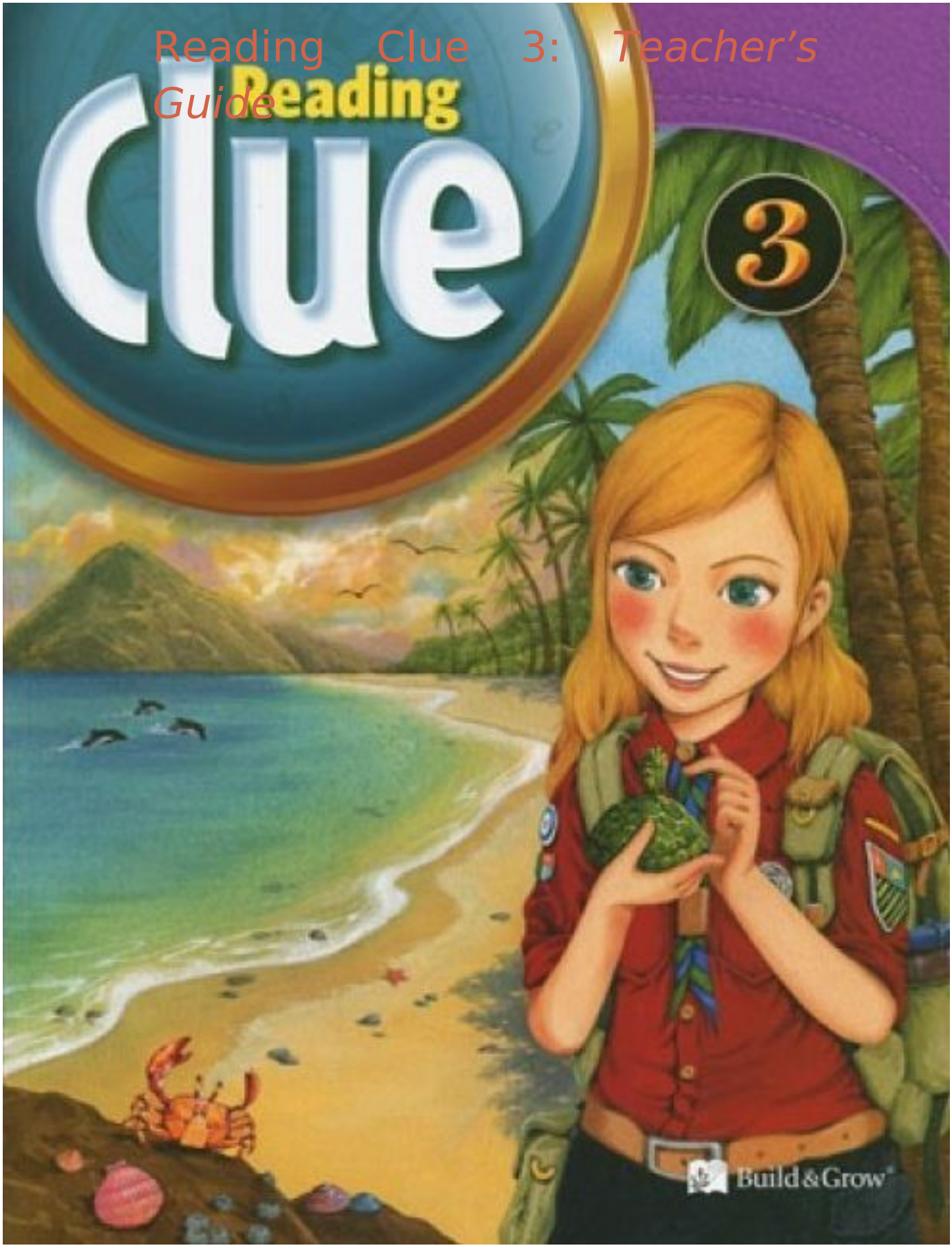
Reading Clue 3: *Teacher's Guide*



Unit 1 | A Neighborhood Garden

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 girl and her friends making their neighborhood a nice place.
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:
neighborhood, store, trash, weed, plan, turn, ugly, pull out, pepper, push, dirt, delicious

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. a 2. f 3. c 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

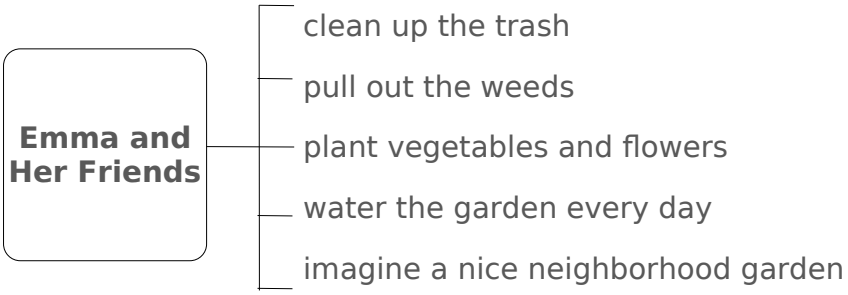
1. b 2. a 3. c 4. b

▶ Vocabulary Expansion

1. pulls out
2. turned
3. ugly
4. neighborhood
5. push
6. plans

▶ Summary

step 1



step 2

parks, dirty, pick up, pull out, vegetables

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. ugly

2. delicious

3. push

4. plan

5. store

6. dirt

▶ Sentence Practice

A. 1. There are lots of parks and interesting stores.

2. It will be the nicest place in the neighborhood!

3. Small plants begin to push through the dirt.

4. On the other side, they plant sunflowers, roses, and tulips.

B. 1. They pull out • • make a plan.

2. Emma and her friends • • the weeds.

3. On one side they plant • • the garden every day.

4. They water • • tomatoes, carrots, and peppers.

C. 1.

2.

3.

Unit 2|Mexican Jumping Beans

Reading Clue 3: *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 Mexican jumping beans.
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:
silly, joke, secret, tiny, moth, larva, lay, grow, empty, space, roll, cool

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

▶ Vocabulary Expansion

1. joke

2. cool

3. grow

4. secret

5. space

6. silly

▶ Summary

step 1

How Mexican Jumping Beans Move

1. Moths lay their eggs in the beans.

2. The larva eats the inside of the bean.

3. The larva lives in the empty space.

4. The larva makes the bean roll around when it gets hot.

5. The larva comes out of the bean.

6. The larva becomes a moth.

step 2

move, eggs, lives, hot, cooler

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. cool

2. grew

3. secret

4. tiny

5. space

6. silly

▶ Sentence Practice

A. 1. How can these beans move?

2. This causes the bean to roll to a cooler place.

3. This will make more jumping beans.

4. The bean breaks open and the larva comes out.

B. 1. Moths lay • • into a moth.

2. It lives • • lay its own eggs.

3. It turns • • in the empty space.

4. Someday, it will • • their eggs in the beans.

C. 1.

2.

3.

Unit 3 | Riding the Ducks

Reading Clue 3: *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 special tourist vehicle in Seattle.
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:
idea, confused, follow, vehicle, through, pass, point, suddenly, worry, float, lake, skyline

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. b 2. c 3. e 4. d 5. f 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. c 4. b

▶ Vocabulary Expansion

1. through
2. skyline
3. suddenly
4. pass
5. floating
6. idea

▶ Summary

step 1

Mark’s Ride the Ducks Tour

In the city	· ride in the vehicle · see Pike Place Market, Pioneer Square, and the Space Needle
In the lake	· float on the water like a duck · see Gas Works Park and the Seattle skyline

step 2

strange, travel, scared, floats, pictures

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. idea

2. followed

3. pass

4. lake

5. confused

6. through

▶ Sentence Practice

A. 1. It looks like a boat with wheels.

2. They float on the water like a duck.

3. Mark is visiting his friend Jeremy in Seattle.

4. You can see everything from up there.

B. 1. Mark is confused, • • the window.

2. They get into • • a strange vehicle.

3. Jeremy points out • • into the lake!

4. The vehicle goes • • but he follows Jeremy.

C. 1.

2.

3.

Unit 4 | Strange Little Taxis

Reading Clue 3: *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 tuk-tuk taxis in Asia.
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:
motorcycle, wheel, backseat, passenger, roof, noisy, engine, cheap, traffic jam, tourist, chance, comfortable

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

[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. b 4. a

▶ Vocabulary Expansion

1. engine
2. chance
3. cheap
4. backseat
5. noisy
6. wheel

▶ Summary

step 1

Tuk-Tuks

Design
- three wheels
- a backseat
- no doors
- a roof

Good Things
- cheaper than taxis
- pass through traffic jams easily
- fun to ride in

step 2

cars, roof, engines, cheaper, Tourists

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. roof

2. cheap

3. backseat

4. passengers

5. comfortable

6. chance

▶ Sentence Practice

A. 1. It may not be as comfortable as a taxi.

2. If you get a chance, take a ride in a tuk-tuk.

3. They have three wheels and a backseat for passengers.

4. Tuk-tuks are popular because they are cheaper than taxis.

B. 1. Tuk-tuks usually • • through traffic jams.

2. Tourists especially • • enjoy tuk-tuks.

3. They can easily pass • • don’t have any doors.

4. You’ll have • • a lot more fun!

C. 1.

2.

3.

Unit 5 | Thunder and Lightning

Reading Clue 3: *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 story explaining the source of thunder and lightning.
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:
thunder, town, behave, damage, push down, hurt, yell, loud, voice, unhappy, complain, hear

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.

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. f 4. c 5. a 6. d

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

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

▶ Vocabulary Expansion

1. heard

2. loud

3. voice

4. town

5. thunder

6. behaved

▶ Summary

step 1

Lightning and Thunder

Lightning

· a sheep
· behaves badly
· pushes down houses and trees
· starts fires
· hurts people

Thunder

· Lightning’s mother
· yells at Lightning when he does bad things

step 2

son, hurt, loudly, complained, bad

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. behaved

2. loud

3. pushed down

4. yelled

5. hear

6. unhappy

▶ Sentence Practice

A. 1. They wanted Thunder and Lightning to go away.

2. He pushed down houses and trees, and started fires.

3. She yelled at him in a loud voice.

4. Lightning often got angry and behaved badly.

B. 1. She had a son • • named Lightning.

2. Sometimes he even • • hurt people.

3. The people in the town • • were very unhappy.

4. You can hear • • his mother yell at him.

C. 1.

2.

3.

Unit 6 | Summer and Winter

Reading Clue 3: *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 why we have different seasons.
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:
know, stand, straight, lean, side, part, toward, sunlight, heat up, spread out, weak, season

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 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.

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):

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: 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):

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: 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. a 2. c 3. b 4. c

▶ Vocabulary Expansion

1. part

2. know

3. side

4. season

5. Stand

6. weak

▶ Summary

step 1

Why We Have Summer and Winter

· our part of the Earth leans toward the Sun
Summer· the sunlight hits the Earth directly
· this heats up the Earth

· our part of the Earth leans away from the Sun
Winter · the sunlight is more spread out
· we get less heat from the Sun

step 2

hotter, side, more, less, seasons

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. season

2. Spread out

3. sunlight

4. side

5. know

6. toward

▶ Sentence Practice

A. 1. When it is winter, our part leans away from the Sun.

2. What would happen if the Earth stood up straight?

3. The Earth leans to one side as it moves around the Sun.

4. The sunlight is more spread out, so it becomes weaker.

B. 1. It is because the Earth • • us directly.

2. The sunlight hits • • winter cold.

3. That makes • • doesn’t stand straight.

4. We wouldn’t have • • any seasons!

C. 1.

2.

3.

Unit 7 | A Birthday Baseball

Reading Clue 3: *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 a particular problem a boy has and how it is solved.
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:
problem, team, same, field, both, office, day off, solve, hit, home run, win, arrive

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):

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.

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):

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: 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):

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: 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. e 4. a 5. b 6. c

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

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

▶ Vocabulary Expansion

1. hit
2. office
3. problem
4. both
5. same
6. day off

▶ Summary

step 1

5 – 2 – 4 – 3 – 1

step 2

game, party, help, hits, gift

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. home run

2. day off

3. arrived

4. team

5. both

6. same

▶ Sentence Practice

A. 1. His baseball team has a game on Saturday.

2. He gives Kerry a special gift.

3. Unfortunately, it’s the same day as Kerry’s birthday party.

4. After the game, his father quickly drives him to Kerry’s house.

B. 1. I have the day off • • and his team wins!

2. Carlos plays • • this Saturday.

3. He hits a home run • • really hard.

4. Kerry will love • • this birthday present!

C. 1.

2.

3.

Unit 8 | Chasing the Cheese

Reading Clue 3: *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 cheese rolling festival in England.
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:
chase, hill, annual, continue, gather, reach, bottom, winner, cross, prize, past, event

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):

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.

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 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: 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):

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: 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. e 5. f 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. a 3. c 4. c

▶ Vocabulary Expansion

1. reached

2. continued

3. winner

4. cross

5. events

6. past

▶ Summary

step 1

Cheese Rolling Festival

Who	people from around the world
Where	on Cooper’s Hill in Gloucestershire, England
When	each year in May
What	a 3.5 kg wheel of cheese
How	catch the cheese before it reaches the bottom

step 2

started, annual, rolled, reach, continue

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. hill

2. winner

3. past

4. cross

5. continues

6. prize

▶ Sentence Practice

A. 1. Cheese rolling began hundreds of years ago.

2. People chase a wheel of cheese down a hill.

3. This is very difficult because the cheese rolls really fast.

4. Most people don’t want this fun festival to end.

B. 1. First prize is • • got hurt.

2. In past years, • • there were some problems.

3. Too many people • • came to the event.

4. Some runners • • the wheel of cheese.

C. 1.

2.

3.

Unit 9|A Roman Holiday

Reading Clue 3: *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 two girls visiting Rome.
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:
visit, exciting, ancient, real, fight, wonder, scared, meet, spot, outdoor, theater, favorite

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 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.

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):

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: 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 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: 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. f 3. e 4. b 5. d 6. c

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

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

▶ Vocabulary Expansion

1. exciting
2. visited
3. favorite
4. real
5. meeting
6. ancient

▶ Summary

step 1

A Family Trip to Rome

The Colosseum

e where ancient people used to fi

The Roman Forum

the most popular meeting spot in

The Teatro Marcello

(n.) spot

theater where tourists can try on togas

step 2

family, excited, spot, clothes, favorite

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. exciting

2. real

3. meeting

4. favorite

5. ancient

6. visit

▶ Sentence Practice

A. 1. People used to fight here as a kind of sport.

2. We put on ancient Roman clothes called togas.

3. It was the most popular meeting spot in ancient Rome.

4. My sister Bonnie and I are visiting Rome with our family.

B. 1. We studied • • we were ancient Romans.

2. We can see • • our favorite part of the day.

3. We felt like • • everything for real.

4. It was • • ancient Rome at school.

C. 1.

2.

3.

Unit 10 | The Story of the Vikings

Reading Clue 3: *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 Vikings.
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:
imagine, dragon, distance, attack, sail, stay, farmer, trade, travel, behind, adventure, still

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):

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.

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):

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: 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):

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: 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. d 3. f 4. e 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. b 3. b 4. c

▶ Vocabulary Expansion

1. imagine
2. stay
3. still
4. adventures
5. trade
6. traveled

▶ Summary

step 1

Vikings

- lived in Northern Europe
- traveled long distances in ships
- sometimes attacked other countries
- took gold and money
- sometimes became farmers and traders

step 2

distant, gold, stayed, traded, stories

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. still

2. behind

3. traded

4. distance

5. attack

6. travel

▶ Sentence Practice

A. 1. The Vikings visited other countries to attack them.

2. They left behind many stories of their adventures.

3. Some of their words are now used in English.

4. They took people’s gold and money, and then sailed away.

B. 1. Imagine a big ship • • gone now.

2. Can you guess • • with a dragon’s head.

3. The Vikings are • • who is on it?

4. People still • • remember the Vikings today.

C. 1.

2.

3.

Unit 11 | Knitting to Save Lives

Reading Clue 3: *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 knitting hats to help babies.
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:
local, volunteer, center, knit, poor, million, born, protect, warm, shocked, proud, save

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):

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: 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):

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

[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. a 4. a

▶ Vocabulary Expansion

1. warm

2. born

3. saved

4. local

5. million

6. poor

▶ Summary

step 1

Lindsay’s Field Trip

Lindsay’s class goes to a volunteer center on a field trip.

The students see some people knitting hats.

The students hear that many babies die in poor countries.

The students knit tiny hats to help save the lives of babies.

step 2

volunteer, knitting, millions, warm, proud

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. local

2. million

3. knitted

4. save

5. born

6. warm

▶ Sentence Practice

A. 1. They are visiting a local volunteer center.

2. The hats protect babies by keeping them warm.

3. They didn’t know so many babies die every year.

4. Inside the center, several people are sitting at a table.

B. 1. They are	•	• are shocked.
2. They know	•	• all knitting.
3. The students	•	• like to try?
4. Would you	•	• they helped save a life.

C. 1.

2.

3.

Unit 12|Help Homeless Pets

Reading Clue 3: *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 helping homeless animals.
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:
without, shelter, homeless, pet, unfortunately, owner, find, look for, clean, cage, adult, ready

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. looking for

2. homeless

3. ready

4. without

5. find

6. Unfortunately

▶ Summary

step 1

Welcome to the Animal Shelter

What We Do

· We take care of homeless pets.

· We take unwanted pets.

· We try to find pets new homes.

We Need Help

· We need volunteers to clean cages.

· We need volunteers to walk the dogs.

step 2

want, volunteers, kind, hurting, owning

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. ready

2. find

3. look for

4. without

5. adults

6. unfortunately

▶ Sentence Practice

A. 1. We look forward to seeing you at the shelter.

2. Together, we can make a better life for all our animals.

3. If you want to help them, please visit our animal shelter.

4. Unfortunately, some pet owners don't want their pets anymore.

B. 1. We take care of • • homeless pets.

2. If you don't have time, • • to animals.

3. Before you get one, • • you can still help.

4. Always be kind • • make sure you are ready.

C. 1.

2.

3.

Unit 13|Sweet Potato Music

Reading Clue 3: *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 a kind of flute called an ocarina.
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:
artist, market, present, sell, painting, jewelry, strange, hole, flute, blow, cover, sound

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. blows
2. artist
3. sells
4. strange
5. market
6. cover

▶ Summary

step 1

Ocarinas

look like sweet potatoes

made of wood or glass

have five to twelve holes

easy to play

have a beautiful sound

step 2

strange, musical, glass, blows, fingers

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. sound

2. flute

3. artist

4. painting

5. strange

6. sells

▶ Sentence Practice

A. 1. He thinks his sister will love it.

2. Ocarinas are thousands of years old.

3. The woman says it is easy to play an ocarina.

4. He sees one woman selling something strange.

B. 1. Some people are selling • • they are “ocarinas.”

2. An ocarina is • • a kind of flute.

3. The woman says • • paintings and jewelry.

4. Tony tries, and • • beautiful sounds come out!

C. 1.

2.

3.

Unit 14|Harpsichords and Pianos

Reading Clue 3: *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 the similarities of harpsichords and pianos.
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:
similar, instrument, key, press, string, hammer, pull, slim, reversed, musician, learn, traditional

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

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

▶ Vocabulary Expansion

1. pulled

2. hammer

3. reversed

4. similar

5. learn

6. traditional

▶ Summary

step 1

Harpsichords and Pianos

Similarities· both have black and white keys
· the sounds come from strings

Differences· a piano’s strings are hit; a harpsichord’s strings are pulled
· harpsichord keys are slimmer
· the colors of the keys are reversed

step 2

similar, sounds, instruments, different, musicians

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. pull

2. strings

3. similar

4. learn

5. reversed

6. traditional

▶ Sentence Practice

A. 1. When you press these keys, sounds come out.

2. In a piano, the strings are hit by small hammers.

3. Did you know there is a very similar instrument?

4. They actually come from strings inside both instruments.

B. 1. Everyone has seen • • a piano before.

2. The sounds don't • • come out of the keys.

3. There are • • slimmer than piano keys.

4. Harpsichord keys are • • some other differences, too.

C. 1.

2.

3.

Unit 15 | Charlie's New Business

Reading Clue 3: *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 about a boy trying to make money.
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:
enough, business, pay, several, offer, stressed, together, half, else, fair, shake hands, smile

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. else

2. offer

3. fair

4. enough

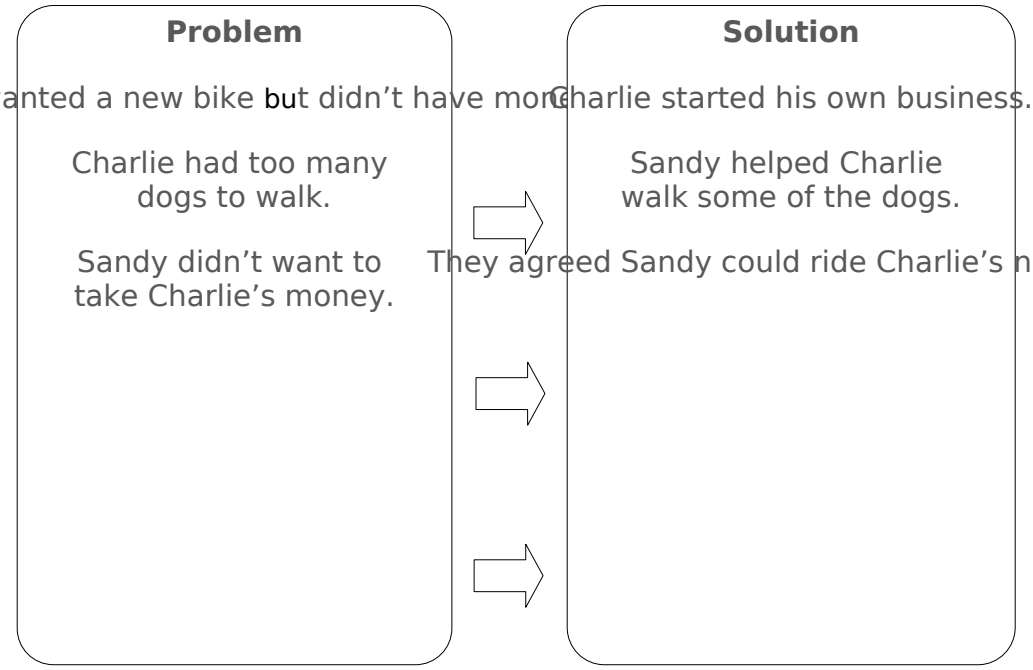
5. smile

6. together

▶ Summary

step 1

Charlie’s Dog-Walking Business



step 2

started, offered, help, half, ride

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. several

2. fair

3. enough

4. business

5. together

6. Half

▶ Sentence Practice

A. 1. Do you want some help now?

2. She wanted a chance to ride Charlie's new bike.

3. Charlie was walking several dogs each day.

4. She wanted something else.

B. 1. He started • • enough money.

2. He didn't have • • Sandy half of the money.

3. He wanted • • his own business.

4. Charlie offered • • all the money for himself.

C. 1.

2.

3.

Unit 16|The Red Paperclip

Reading Clue 3: *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 about a man who traded a paperclip for a house.
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:
post, hope, exchange, impossible, care, doorknob, stove, information, publish, experience, list, record

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

▶ Vocabulary Expansion

1. hope
2. impossible
3. listed
4. experience
5. record
6. care

▶ Summary

step 1

4 – 3 – 1 – 2 – 5

step 2

online, house, exchanged, stove, experience

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. publish

2. listed

3. experience

4. care

5. exchanged

6. information

▶ Sentence Practice

A. 1. Kyle published a book about his experience.

2. He exchanged the doorknob for a camping stove.

3. He posted a picture of the paperclip on the Internet.

4. He wanted to trade it for something better.

B. 1. Kyle MacDonald had • • a red paperclip.

2. After 14 trades, • • but Kyle didn’t care.

3. It sounded impossible, • • on his blog.

4. He posted all of the information • • his dream came true.

C. 1.

2.

3.

Unit 17 | The Ghost Baby

Reading Clue 3: *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 students solving a mystery about a ghost.
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:
ghost, cry, playground, afraid, believe, flashlight, nervous, agree, terrible, bench, hungry, 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):

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

[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. c 4. a

▶ Vocabulary Expansion

1. believes
2. afraid
3. cried
4. hungry
5. agreed
6. kept

▶ Summary

4 – 3 – 1 – 5 – 2

step 2

ghost, believe, flashlight, sound, kitten

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. believe

2. playground

3. cry

4. kept

5. ghost

6. afraid

▶ Sentence Practice

A. 1. She said it was a ghost baby.

2. All the students were talking about a ghost.

3. Hannah decided to keep the kitten as a pet.

4. That night, Hannah and Marcy met at the playground.

B. 1. It cried • • in ghosts.

2. There's a ghost • • in our school.

3. Soon, they heard • • a terrible sound.

4. She didn't believe • • on the playground at night.

C. 1.

2.

3.

Unit 18|Looking for Atlantis

Reading Clue 3: *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 lost city of Atlantis.
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:
smart, including, great, powerful, build, large, bridge, army, sink, ocean, mystery, history

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. c 2. b 3. e 4. f 5. a 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. c 3. b 4. c

▶ Vocabulary Expansion

1. great

2. build

3. large

4. including

5. ocean

6. mystery

▶ Summary

step 1

The Lost City of Atlantis

· a powerful city in Plato’s story
Past · tall buildings, large bridges, and a strong army
· sunk into the ocean

· many books and movies about it
Present · people want to find it
· one of the world’s biggest mysteries

step 2

ancient, city, strong, ocean, true

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. ocean

2. army

3. history

4. build

5. including

6. powerful

▶ Sentence Practice

A. 1. Atlantis is one of the biggest mysteries in history.

2. Other people think it’s at the bottom of the Caribbean Sea.

3. He wrote about many things, including math and science.

4. These days, there are many books and movies about Atlantis.

B. 1. The city was • • a very strong army.

2. Many people are • • called Atlantis.

3. They had • • still looking for Atlantis.

4. He wrote a story • • about a great and powerful city.

C. 1.

2.

3.

Unit 19|Leo the Lion

Reading Clue 3: *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 a lion-shaped group of stars in the sky.
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:
fierce, huge, sword, skin, goddess, cave, bring, coat, remember, brave, act, group

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

[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. c 4. a

▶ Vocabulary Expansion

1. coat

2. brave

3. bring

4. act

5. huge

6. remembered

▶ Summary

step 1

The Story of Leo the Lion

Leo	Hercules	Hera
· a very large and fierce lion · attacked many people · had strong skin	· the strongest man in the world · killed Leo with his hands · wore Leo's skin as a coat	· a goddess in ancient Greece · sent Hercules to kill Leo · made a picture of Leo with stars

step 2

attacked, kill, coat, picture, made

Unit 19 Leo the Lion

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. cave

2. bring

3. skin

4. swords

5. huge

6. goddess

▶ Sentence Practice

A. 1. Everyone thought Hercules would fail, too.

2. Hera wanted people to remember Hercules's brave act.

3. Their swords couldn't pass through his strong skin.

4. We can still see the group of stars known as Leo the Lion.

B. 1. He only used • • in the world.

2. He was the strongest man • • to fight him.

3. Hercules bravely walked • • into Leo's cave.

4. People tried • • his hands.

C. 1.

2.

3.

Unit 20|Make Your Own Solar Eclipse

Reading Clue 3: *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 making a simple solar eclipse.
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:
during, solar, middle, happen, hold, level, form, line, turn on, shadow, between, miss

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. f 2. d 3. e 4. b 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. b 3. c 4. c

▶ Vocabulary Expansion

1. form

2. happened

3. line

4. middle

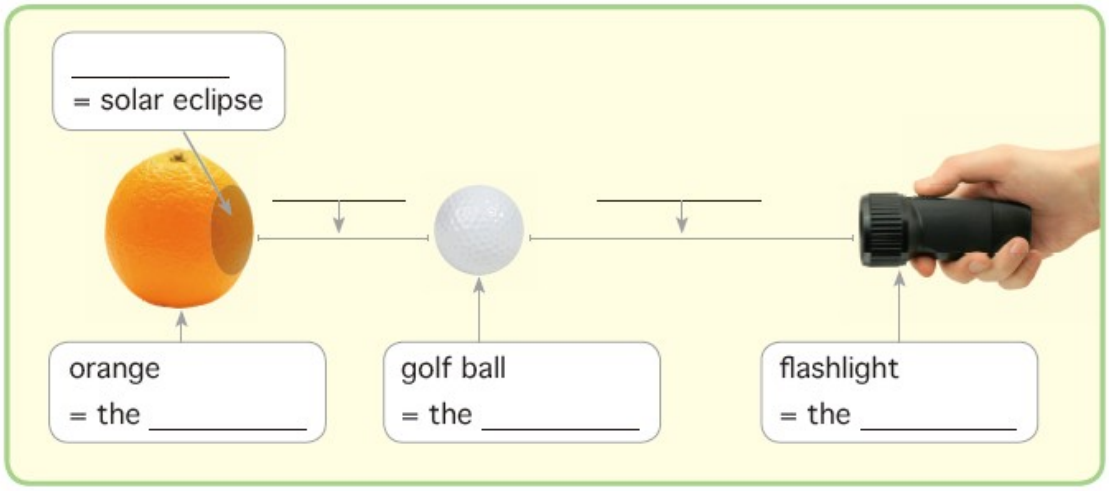
5. solar

6. during

▶ Summary

step 1

Solar Eclipse Experiment



step 2

eclipse, stand, flashlight, form, turn on

ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. during

2. middle

3. between

4. level

5. happened

6. shadow

▶ Sentence Practice

A. 1. Let’s see how it happens.

2. This is what happens during a solar eclipse.

3. Put an orange and a golf ball on a table.

4. Stand about 60 cm away from the table.

B. 1. They should be 20 cm • • away from each other.

2. Hold a flashlight • • the flashlight.

3. Turn on • • at table level.

4. The flashlight, golf ball, and orange • • should form a straight line.

C. 1.

2.

3.