

**Reading Clue 2: *Teacher’s Guide***

Unit 1|Tiny Farmers

Reading Clue 2: *Teacher’s Guide*

**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 earthworms.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

garden, water, earthworm, scream, afraid, hole, soil, air, through, plant, tiny, farmer

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

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

▶ Vocabulary Expansion

1. afraid

2. through

3. air

4. plant

5. garden

6. tiny

▶ Summary

Step 1

**Why Earthworms Are Good**

They make holes in the soil.

→ Air and water move through the holes.

→ This makes the soil healthy.

They eat dead leaves.

→ Their waste becomes food for plants.

Step 2

parents, help, move, healthy, waste

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. through

2. hole

3. water

4. earthworms

5. Plants

6. farmer

▶ Sentence Practice

A. 1. They’re like tiny farmers.

2. Earthworms make holes in the soil.

3. Air and water move through the holes.

4. The next day, she saw another earthworm.

B. 1. Holly was • • the soil healthy.

2. Holly screamed • • eat dead leaves.

3. This makes • • and jumped away.

4. Earthworms also • • in the family garden.

C. 1.

2.

3.

Unit 2|Taking Care of Our Home

Reading Clue 2: *Teacher’s Guide*

**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 protecting the Earth.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

Earth, take care of, clean, use, turn off, less, electricity, make sure, light, walk, drive, together

##### 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. c 3. a 4. d 5. b 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. b 3. a 4. b

▶ Vocabulary Expansion

1. clean

2. Make sure

3. light

4. use

5. less

6. together

▶ Summary

Step 1

How to Take Care of the Earth

**You can**

save water

save electricity

make the air cleaner

**If you**

turn off the water when brushing your teeth, and take a shorter shower

turn off the lights when you leave a room

ride a bicycle or walk to school

Step 2

home, brush, lights, walk, clean

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. takes care of

2. use

3. light

4. electricity

5. Make sure

6. less

▶ Sentence Practice

A. 1. What kind of things can we do?

2. There are simple ways to help the Earth.

3. While you brush your teeth, turn off the water.

4. If we don’t drive cars, the air will be cleaner.

B. 1. We need to • • take care of it.

2. Don’t forget that • • a shorter shower.

3. You can also take • • clean and healthy.

4. We need to keep it • • little things can help.

C. 1.

2.

3.

Unit 3|Brian’s Lucky Day

Reading Clue 2: *Teacher’s Guide*

**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 boy mistakenly looking for treasure.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

discover, bush, map, treasure, pirate, carefully, follow, dig, ground, hard, rock, outside

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

▶ Vocabulary Expansion

1. bushes

2. ground

3. follow

4. hard

5. discovered

6. outside

▶ Summary

Step 1

3 – 1 – 4 – 5 – 2

Step 2

found, followed, treasure, hole, tree

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. pirates

2. bushes

3. carefully

4. ground

5. treasure

6. rocks

▶ Sentence Practice

A. 1. He started to dig a hole.

2. His father came outside and saw the hole.

3. The ground was hard, and the sun was hot.

4. That’s the place I want to put a new apple tree.

B. 1. It was a map • • and gave him $5.

2. Brian carefully • • of his backyard.

3. He thanked Brian • • followed the map.

4. It really was • • my lucky day.

C. 1.

2.

3.

Unit 4|A Trip to Antarctica

Reading Clue 2: *Teacher’s Guide*

**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’s trip to the Antarctic.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

vacation, emperor, past, giant, iceberg, reach, island, Antarctica, hike, noisy, curious, delighted

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

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

▶ Vocabulary Expansion

1. island

2. emperor

3. past

4. giant

5. vacation

6. noisy

▶ Summary

Step 1

Sharon’s Trip to Antarctica

She took a(n) airplane from California to Argentina.

She took a big ship to Snow Hill Island in Antarctica.

She hiked through the ice and snow.

She saw seals, seabirds, and emperor penguins.

Step 2

elementary, flew, Island, thousands, curious

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. reach

2. past

3. hike

4. island

5. noisy

6. Antarctica

▶ Sentence Practice

A. 1. They got on a big ship with 90 other people.

2. They went to Antarctica to see emperor penguins!

3. It was the greatest trip of my life.

4. Last month, she took a special vacation with her father.

B. 1. Sharon Miller is • • thousands of them.

2. There were • • a 12-year-old student.

3. The penguins were • • noisy and curious.

4. I want to • • go back someday.

C. 1.

2.

3.

Unit 5|Kitchen Math

Reading Clue 2: *Teacher’s Guide*

**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 using math when cooking.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

kitchen, flour, counter, confused, recipe, need, explain, simple, equal, multiply, everything, instead of

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

b

▶ Comprehension

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

▶ Vocabulary Expansion

1. everything

2. explain

3. simple

4. kitchen

5. recipe

6. need

▶ Summary

Step 1

Victor’s Cookie Recipe

**30 Cookies**

· nine eggs

· six cups of flour

· three cups of sugar

**10 Cookies**

· three eggs

· two cups of flour

· a cup of sugar

·Ten times three equals 30.

·You should multiply everything by three.

Step 2

recipe, math, everything, nine, sugar

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. explain

2. flour

3. counter

4. multiply

5. recipe

6. instead of

▶ Sentence Practice

A. 1. Victor had a recipe from the Internet.

2. The recipe was for only 10 cookies.

3. He had to multiply everything by three.

4. There were eggs, flour, and sugar on the counter.

B. 1. Ten times three • • was in the kitchen.

2. What should • • I do?

3. Victor wanted • • equals 30.

4. Angela’s younger brother • • to make 30 cookies.

C. 1.

2.

3.

Unit 6|What a Useful Number!

Reading Clue 2: *Teacher’s Guide*

**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 the usefulness of the number 12.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

pick, each, bend, count, thumb, point to, nowadays, calendar, month, store, dozen, useful

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. nowadays

2. Pick

3. month

4. store

5. useful

6. each

▶ Summary

Step 1

The Number 12

**Past** People used the 12 parts of their fingers to count.

**Present** · A calendar has 12 months.

· A clock has 12 hours.

· People can buy a dozen doughnuts or pencils.

Step 2

Each, hand, clock, buy, useful

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. Each

2. calendar

3. points to

4. months

5. picked

6. Nowadays

▶ Sentence Practice

A. 1. The four fingers can bend into three parts.

2. Many people pick 7 as a lucky number.

3. People have one thumb and four fingers on each hand.

4. The number 12 might not be lucky.

B. 1. What about • • the number 12?

2. Long ago, people • • easily write numbers.

3. A calendar has 12 months • • and a clock has 12 hours.

4. They couldn’t • • didn’t have pencils and paper.

C. 1.

2.

3.

Unit 7|The Story of the Kiwi

Reading Clue 2: *Teacher’s Guide*

**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 story explaining why Kiwis do not have wings.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

forest, problem, die, insect, decide, leave, live, dark, complain, brave, wing, forever

##### 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. f 3. e 4. c 5. b 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. forever

2. live

3. decide

4. problems

5. complain

6. brave

▶ Summary

Step 1

4 – 2 – 3 – 1 – 5

Step 2

trees, help, forest, sky, lost

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. live

2. forest

3. problem

4. decided

5. complained

6. brave

▶ Sentence Practice

A. 1. None of the birds wanted to leave the sky.

2. His trees were dying because insects were eating them.

3. The kiwi went to live on the forest floor.

4. The Sky King decided that one bird should leave the sky.

B. 1. The Forest King • • its wings.

2. He asked • • had a problem.

3. It would eat the insects • • the Sky King for help.

4. The kiwi lost • • and save the trees.

C. 1.

2.

3.

Unit 8|Talented Sea Lions

Reading Clue 2: *Teacher’s Guide*

**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 sea lions.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

trick, aquarium, probably, face, bark, flipper, move, weigh, grow up, teach, catch, clap

##### 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. f 2. a 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

b

▶ Comprehension

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

▶ Vocabulary Expansion

1. face

2. teaches

3. probably

4. catch

5. grow up

6. aquarium

▶ Summary

**Looks**

· a dog-like face

· four strong flippers to move around

**Weight**

· babies: usually less than 20 kg

· adults: possibly more than 1,000 kg

**Talents**

· catch a ball on their nose

· clap their “hands”

**Sea Lions**

Step 1

Step 2

face, strong, weigh, grow up, teach

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. grew up

2. tricks

3. probably

4. move

5. weighs

6. catch

▶ Sentence Practice

A. 1. Sea lion babies are usually born in the summer.

2. They’re often one of the most popular animals at the zoo.

3. It’s easy to teach sea lions to do tricks.

4. They can weigh more than 1,000 kg when they grow up.

B. 1. Some of them were • • probably sea lions.

2. Sea lions also have • • less than 20 kg.

3. At first, they weigh • • four strong flippers.

4. A sea lion’s face • • looks like a dog’s.

C. 1.

2.

3.

Unit 9|A Healthy Plan

Reading Clue 2: *Teacher’s Guide*

**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 boy changing his unhealthy habits.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

join, practice, tired, wrong, properly, skip, exercise, plan, healthy, energy, score, goal

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. practice

2. energy

3. join

4. properly

5. goal

6. wrong

▶ Summary

Step 1

Roberto’s Healthy Plan

**Before**

· He skips breakfast.

· He eats too much fast food.

· He doesn’t exercise enough.

→ He gets tired and plays badly at soccer practice.

**After**

· He eats a(n) healthy breakfast.

· He eats fresh fruits and vegetables.

· He rides his bicycle every day.

→ He has energy and scores a goal at the soccer game.

Step 2

practice, breakfast, plan, vegetables, scores

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. healthy

2. exercise

3. wrong

4. goals

5. practice

6. energy

▶ Sentence Practice

A. 1. Soon, Roberto feels much better.

2. He starts every day with a healthy breakfast.

3. He stops eating fast food like pizza and hamburgers.

4. Roberto loves soccer, so he joins the school soccer team.

B. 1. He eats • • his bicycle every day.

2. He also rides • • make a plan.

3. What’s wrong • • fresh fruits and vegetables.

4. Roberto and his mother • • with me?

C. 1.

2.

3.

Unit 10|Footsteps in the Night

Reading Clue 2: *Teacher’s Guide*

**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 sleepwalking.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

suddenly, footstep, sleepwalk, awake, reason, illness, fever, scientist, relax, regular, schedule, surprised

##### 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. 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

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. Suddenly

2. schedule

3. reason

4. scientist

5. illness

6. regular

▶ Summary

Step 1

**Reasons**

· stress

· illness

**Problems**

· walk in their sleep

· don’t remember anything

**Solutions**

· relax at night

· keep a(n) regular schedule

· go to the bathroom before bed

**Sleepwalking**

Step 2

sleep, awake, stressed, older, schedule

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. suddenly

2. schedule

3. scientists

4. illness

5. surprised

6. fever

▶ Sentence Practice

A. 1. When people sleepwalk, their eyes are open.

2. Most of them stop naturally as they get older.

3. It can be caused by stress or by an illness, such as a fever.

4. Always go to the bathroom before bed.

B. 1. If you’re a sleepwalker, • • but they’re not.

2. They look like they’re awake, • • try to relax at night.

3. In the morning, they don’t • • why people sleepwalk.

4. There are many reasons • • remember anything.

C. 1.

2.

3.

Unit 11|A Lesson from Monkey

Reading Clue 2: *Teacher’s Guide*

**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 greed.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

wise, travel, rest, feed, pea, handful, climb, lose, sadly, learn, lesson, greedy

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

▶ Vocabulary Expansion

1. wise

2. rest

3. lose

4. travel

5. lesson

6. learn

▶ Summary

Step 1

1 -3 – 5 – 4 – 2

Step 2

traveling, horses, handful, reached, king

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. feed

2. handful

3. lesson

4. wise

5. pea

6. Sadly

▶ Sentence Practice

A. 1. After a few hours, they stopped to rest.

2. The son wanted to feed their horses.

3. We can learn a lesson from that monkey.

4. Suddenly, a hungry monkey jumped out of a tree.

B. 1. A wise king was • • back up the tree.

2. It quickly took • • from its hand.

3. It climbed • • a big handful of peas.

4. One pea fell • • traveling with his son.

C. 1.

2.

3.

Unit 12|Happy Endings

Reading Clue 2: *Teacher’s Guide*

**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 Hans Christian Andersen and his stories.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

mermaid, ugly, duckling, easy, laugh at, write, fail finally, successful, similar, character, happiness

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

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

▶ Vocabulary Expansion

1. happiness

2. similar

3. finally

4. wrote

5. easy

6. ugly

▶ Summary

Step 1

**Hans Christian Andersen**

was born in Denmark in 1805

had a difficult childhood

failed as a dancer, a singer, and an actor

wrote stories similar to his life

succeeded as a writer

Step 2

difficult, dancer, writer, characters, happy

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. similar

2. failed

3. laughed at

4. happiness

5. write

6. character

▶ Sentence Practice

A. 1. He was born in Denmark in 1805.

2. He began to write stories again.

3. In the end, they find happiness.

4. Many of Andersen’s stories are similar to his life.

B. 1. Have you read • • at all three.

2. His life was • • have problems.

3. He failed • • not easy as a child.

4. The characters in his stories • • The Little Mermaid?

C. 1.

2.

3.

Unit 13|Birthday Traditions

Reading Clue 2: *Teacher’s Guide*

**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 how birthdays are celebrated in difference cultures.
2. Students will understand the meaning of new words and be able to use the words in sentences.
3. Students will practice reading comprehension skills –identifying main ideas and supporting details, making inferences

and sequencing.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

phone call, celebrate, hang, flag, somebody, gift, next to, wake up, decorate, shape, vegetable, pull

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

[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. a

▶ Vocabulary Expansion

1. woke up

2. decorated

3. phone call

4. somebody

5. shaped

6. vegetables

▶ Summary

Step 1

**Birthday Traditions**

**Denmark**

· hang a(n) flag outside the house

· put gifts next to the birthday person’s bed when the person is sleeping

**Brazil**

· put beautiful flowers in the house

· give special candies

· pull the birthday person’s ears

Step 2

birthday, outside, sleeping, shaped, pulled

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. next to

2. Hang

3. somebody

4. phone call

5. flag

6. vegetables

▶ Sentence Practice

A. 1. They were shaped like fruits and vegetables.

2. His family decorated the house with beautiful flowers.

3. How do you celebrate birthdays in Denmark?

4. Her family hung a flag outside the house.

B. 1. Yesterday, • • his ears.

2. It was her friend • • Pedro from Brazil.

3. They gave • • him special candies.

4. Everyone pulled • • it was her birthday.

C. 1.

2.

3.

Unit 14|Shoes from Around the World

Reading Clue 2: *Teacher’s Guide*

**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 the types of different shoes worn around the world.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

traditional, dirt, event, slipper, soft, comfortable, take off, skin, area, toe, curl, upward

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

▶ Vocabulary Expansion

1. comfortable

2. toes

3. event

4. slippers

5. area

6. upward

▶ Summary

Step 1

Shoes from Around the World

**Japan** · tall sandals made of wood

· keep clothes from touching the dirt

**Morocco** · slippers made from camel hair

· comfortable and easy to take off

**Finland,** · boots made from reindeer skin

**Sweden** · help people walk through the snow

**and Norway**

Step 2

traditional, touch, slippers, toes, walk

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. upward

2. toes

3. event

4. Take off

5. slippers

6. traditional

▶ Sentence Practice

A. 1. The toes of the boots curl upward.

2. People wear boots made from reindeer skin.

3. Geta are very tall sandals made of wood.

4. The Japanese started wearing geta thousands of years ago.

B. 1. This helps people walk • • through the snow easily.

2. They just wear them • • any traditional shoes?

3. They wear slippers • • for special events.

4. Does your country have • • made from camel hair.

C. 1.

2.

3.

Unit 15|A Fun Trip to the Museum

Reading Clue 2: *Teacher’s Guide*

**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 visiting a museum.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

visit, museum, statue, various, gallery, touch, painting, thick, full, artwork, brightly, knight

##### 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. c 2. f 3. b 4. a 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. c 2. b 3. b 4. b

▶ Vocabulary Expansion

1. touch

2. painting

3. thick

4. various

5. museum

6. visit

▶ Summary

Step 1

**Touch Gallery**

People can touch the paintings with their hands.

**Mexican Artwork Gallery**

People can see brightly colored paintings from Mexico.

**Old English Clothes Gallery**

People can take pictures next to a knight.

**The Art Institute of Chicago**

Step 2

galleries, Touch, Mexican, last, beside

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. full

2. painting

3. artwork

4. visit

5. thick

6. museum

▶ Sentence Practice

A. 1. There were various galleries inside.

2. I hope we can go there again soon.

3. I took a picture of my sister next to a knight.

4. I enjoyed feeling the thick paint under my fingers.

B. 1. It had big statues • • of Mexican artwork.

2. I felt like • • the Touch Gallery.

3. The first gallery was called • • of lions outside.

4. The next gallery was full • • I was in Mexico!

C. 1.

2.

3.

Unit 16|Try Tie-Dye!

Reading Clue 2: *Teacher’s Guide*

**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 tie-dying.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

cloth, create, prepare, rubber band, dye, soak, tie, boil, pot, rinse, remove, dry

##### Lesson guide

## ***Before Reading***

**Build Your Vocabulary**

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

**Think Together**

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

**Extra Idea (optional):**

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

## ***During Reading***

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

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

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

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

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

**Extra Idea (optional):**

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

## ***After Reading: Student Book***

**1) Reading Comprehension**

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

**2) Vocabulary Expansion**

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

**3) Summary**

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

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

**Extra Idea (optional):**

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

## ***After Reading: Workbook***

**1) Vocabulary Practice**

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

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

**2) Sentence Practice**

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

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

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

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

# ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

c

▶ Comprehension

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

▶ Vocabulary Expansion

1. pot

2. create

3. soaked

4. dry

5. prepared

6. tied

▶ Summary

Step 1

**How to Tie–Dye a T–shirt**

1. Put the T-shirt in water for a while.

2. Twist the T-shirt and tie rubber bands around it.

3. Boil water, add dye, and put the T-shirt in.

4. After 15 minutes, rinse the T-shirt in cold water.

5. Remove the rubber bands and dry the T-shirt.

Step 2

patterns, short, several, rubber bands, remove

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. rinsed

2. pot

3. created

4. rubber band

5. cloth

6. Boil

▶ Sentence Practice

A. 1. Remove the rubber bands and dry your T-shirt.

2. Tie rubber bands around those places.

3. Soak the T-shirt in water for a few minutes.

4. Tie-dyeing cloth is an old way to create pretty patterns.

B. 1. I want to look good, • • your T-shirts?

2. Why not tie-dye • • new look!

3. After 15 minutes, • • rinse the T-shirt in cold water.

4. What a cool • • but I only have old T-shirts.

C. 1.

2.

3.

Unit 17|My First 3-D Movie

Reading Clue 2: *Teacher’s Guide*

**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 3-D movie experience.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

movie theater, put on, glasses, dizzy, screen, image, amazing, seem, fall, beat, fast, excitement

##### Lesson guide

## ***Before Reading***

**Build Your Vocabulary**

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

**Think Together**

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

**Extra Idea (optional):**

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

## ***During Reading***

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

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

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

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

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

**Extra Idea (optional):**

Pictionary: Divide the class into two teams. Call on 1 student at a time to draw on the board. Each student is permitted only to draw on the board in front of the class. They cannot use any symbols, numbers or letters in what they draw. The rest of the team should shout out any answers that come to mind. If the team is able to guess the word within the designated time, they score a point. If after two minutes the team has not guessed the word correctly, the other team gets one chance to guess the word. If they are correct, they score a point and then continue with their turn. Continue playing until you run out of time or you run out of words. The team with the higher score at the end of the game wins.

## ***After Reading: Student Book***

**1) Reading Comprehension**

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

**2) Vocabulary Expansion**

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

**3) Summary**

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

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

**Extra Idea (optional):**

Word Tennis: Divide the class into 2 teams. Write the team names on either side of the board at the top. Leave a space in the middle of the board to write a list of categories. Write the first category [for example, animals]. Have the students read this to you, if they can't read it yet, you can read it to them. Repeated exposure to the category names will help them recognize them. Point quickly to the first student. The student must respond with an animal name within a few seconds. Then the 'ball' bounces to the other team, and the first student quickly gives the name of another animal. Then the second student on the other team answers. This game must be done quickly, and without any repetition of vocabulary. When a student cannot answer, a point is given to the opposing team, and a new category is written on the board. The whole process is then repeated. Ideally this game should be a fast review of vocabulary items.

## ***After Reading: Workbook***

**1) Vocabulary Practice**

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

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

**2) Sentence Practice**

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

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

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

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

# ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

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

[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a

▶ Comprehension

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

▶ Vocabulary Expansion

1. fast

2. seem

3. glasses

4. beating

5. images

6. fall

▶ Summary

Step 1

4 – 3 – 5 – 2 – 1

Step 2

put on, dizzy, images, again, excited

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. amazing

2. seems

3. beating

4. falling

5. excitement

6. fast

▶ Sentence Practice

A. 1. The characters seemed like living things.

2. The screen showed two images instead of one.

3. I felt a bit dizzy, so I took off my 3-D glasses.

4. I decided to put my 3-D glasses back on.

B. 1. I got • • special 3-D glasses.

2. I put on • • a big surprise.

3. Today I watched • • looked amazing!

4. The 3-D images on the screen• • my first 3-D movie.

C. 1.

2.

3.

Unit 18|We Love *Peanuts*

Reading Clue 2: *Teacher’s Guide*

**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 comic strip called Peanuts.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

comic strip, recently, anniversary, print, newspaper, popular, understand, daily, often, lazy, shy, give up

##### Lesson guide

## ***Before Reading***

**Build Your Vocabulary**

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

**Think Together**

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

**Extra Idea (optional):**

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

## ***During Reading***

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

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

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

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

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

**Extra Idea (optional):**

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

## ***After Reading: Student Book***

**1) Reading Comprehension**

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

**2) Vocabulary Expansion**

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

**3) Summary**

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

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

**Extra Idea (optional):**

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

## ***After Reading: Workbook***

**1) Vocabulary Practice**

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

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

**2) Sentence Practice**

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

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

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

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

# ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

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

2. give up

3. daily

4. recently

5. printed

6. often

▶ Summary

Step 1

**Characters in *Peanuts***

**Snoopy**

· a lazy dog

· has good ideas and makes exciting plans

· usually just sleeps

**Charlie Brown**

· a sweet and shy boy

· often fails but never gives up

· has a kind heart

Step 2

newspapers, characters, interesting, sweet, fails

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. newspaper

2. recently

3. daily

4. understand

5. shy

6. popular

▶ Sentence Practice

A. 1. Why is Peanuts so popular?

2. They have daily problems just like we do.

3. He is a good friend with a kind heart.

4. He usually just sleeps on top of his doghouse!

B. 1. He often fails • • its 60th anniversary.

2. It’s because of • • but never gives up.

3. He always • • the lovable characters.

4. Peanuts celebrated • • tries his best.

C. 1.

2.

3.

Unit 19|Pedal Power in My Village

Reading Clue 2: *Teacher’s Guide*

**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 using pedal power for electricity.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

village, pedal, washing machine, work, laptop, guess, street, take turn, battery, until, protect, ride

##### Lesson guide

## ***Before Reading***

**Build Your Vocabulary**

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

**Think Together**

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

**Extra Idea (optional):**

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

## ***During Reading***

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

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

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

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

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

**Extra Idea (optional):**

20 Questions: A student thinks of a word from the unit’s key words and phrases and the rest of the class has 20 questions to guess what it is. Both the student who thinks of the item and the students guessing it should be encouraged to use full sentences if possible. Any student who guesses successfully takes the next turn.

## ***After Reading: Student Book***

**1) Reading Comprehension**

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

**2) Vocabulary Expansion**

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

**3) Summary**

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

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

**Extra Idea (optional):**

Connection: A student starts the game by giving a word for example, yellow, and the next person gives another word that relates to yellow: the next person, banana; food: hungry: dinner, and so on. It gets more interesting to limit a response within5 seconds. The student who breaks the chain starts a new round, or suffers a forfeit.

## ***After Reading: Workbook***

**1) Vocabulary Practice**

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

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

**2) Sentence Practice**

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

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

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

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

# ANSWER KEY: STUDENT BOOK

▶ Build Your Vocabulary

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

▶ Vocabulary Expansion

1. guess

2. batteries

3. take turns

4. until

5. village

6. rides

▶ Summary

Step 1

**Pedal Power**

**What It Is**

electricity made by pedaling

**Where It Is Used**

· washing machine

· laptop

· juice machine

· street lights

**Why It Is Good**

· protects the Earth

· fun

· healthy

Step 2

village, electricity, works, Earth, fun

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. working

2. protect

3. ride

4. street

5. take turns

6. until

▶ Sentence Practice

A. 1. Even our street lights use pedal power.

2. A big battery stores the power until nighttime.

3. It’s a simple way to make electricity by pedaling.

4. My mom pedals and her washing machine works.

B. 1. Hello and welcome • • to my village.

2. My friend pedals • • pedal at night.

3. We don’t • • and his laptop works.

4. Pedal power • • protects the Earth.

C. 1.

2.

3.

Unit 20|The RoboCup Challenge

Reading Clue 2: *Teacher’s Guide*

**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 robot soccer event called RoboCup.
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.

1. Students will learn skills in summarizing passages and giving opinions.

**Key Words and Phrases:**

take place, different, cheer, compete, hope, beat, human, junior, take part, include, rescue, design

##### Lesson guide

## ***Before Reading***

**Build Your Vocabulary**

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

**Think Together**

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

**Extra Idea (optional):**

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

## ***During Reading***

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

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

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

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

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

**Extra Idea (optional):**

Depictions: Give each student a piece of paper and a pencil. Choose a student to come to the blackboard or other large writing surface, and ask him to draw a picture showing a specific spelling word. The other students must write what word they think the picture is. The winner for the round must call out that he has it, then spell the word out loud and show he has written it.

## ***After Reading: Student Book***

**1) Reading Comprehension**

Briefly discuss what the passage was about. Offer explanations and answer questions, students may have about the passage. Then move on the Comprehension questions. Complete this section as a class or put the students into pairs. If you feel that the students have a good understanding of the passage or are at the level to answer the questions by themselves, have them complete the page and check the answers as a class. Ask additional questions related to the unit, in order to make sure students have a full understanding of the text.

**2) Vocabulary Expansion**

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

**3) Summary**

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

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

**Extra Idea (optional):**

Spelling Detective: Write all of the key words and phrases on the board and let the students study them for one minute. After one minute, tell them to put their heads down and you change a word, misspell it, or change the tense, whatever throws them off. Tell the students "Spelling detectives raise your heads and tell me what is wrong." You call on a student and they have to spell the word correctly to you. You change the word back and give the students as a whole a point. If they are wrong, YOU get the point.

## ***After Reading: Workbook***

**1) Vocabulary Practice**

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

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

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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.

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[Translation]

1.

2.

3.

4.

5.

6.

▶ Think Together

1.

2.

[Translation of the main text]

▶ Main Idea

a. RoboCup is a world soccer event with robot players.

▶ Comprehension

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

▶ Vocabulary Expansion

1. take part

2. junior

3. designed

4. hope

5. includes

6. rescue

▶ Summary

Step 1

**RoboCup**

a world soccer event for robot players

started in 1997 and is held each year

scientists hope robots can beat human soccer players by 2050

a junior league with soccer, dance contests, and rescue competitions

Step 2

world, different, better, beat, rescue

# ANSWER KEY: WORKBOOK

▶ Vocabulary Practice

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

B. 1. human

2. different

3. beat

4. take part

5. hope

6. include

▶ Sentence Practice

A. 1. The teams compete until one team wins.

2. They are much better today than in 1997.

3. Scientists from different countries make teams of robots.

4. The junior league is not only for soccer.

B. 1. RoboCup is • • to cheer for their team.

2. Many fans come • • get better each year.

3. It takes place • • a world soccer event.

4. RoboCup robots • • in a different country each year.

C. 1.

2.

3.