

Teacher's Guide to
What's Up?

*Skills and Competencies
for Adult Learners*

BOOK **2**

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How to Use This Book

This book is for high-beginning level ESL/ESOL students. It is written at a first- to third-grade reading level, yet the content is written for adults, about adult needs and interests, and with adult characters. It contains 16 units, each based on a reading adapted from an actual newspaper or online article. The readings were selected for their engaging storylines and for content relating to information adult students want and need to know. Each unit incorporates listening, speaking, reading, and writing skills. Each unit has nine sections: **Survey, Think, Read, Understand, Listen, Talk, Write, Apply, and Homework.** Each unit can be completed in one week, with the homework assignment occurring over the weekend. The lesson format is consistent throughout the book, so once students have mastered the directions, they will be able to complete activities with a large degree of independence.



Survey

Each unit begins with a survey. Surveys provide students with practice in all four language skill areas. They contribute to learner persistence through community building. The survey introduces the theme of the reading and is designed as a pre-reading activity to stimulate interest and activate learner background knowledge about the topic. The survey also sets the stage for developing the vocabulary necessary to understand the reading.

Students first complete the survey by entering their own information, aided by the illustrations to promote understanding. While each question at this level has an accompanying illustration to aid in comprehension, it is also good to provide picture and bilingual dictionaries so students can look up words they do not understand. After students enter their own personal responses, students ask the survey questions to three other classmates and record their answers on the survey form. This is a good beginning-of-class activity as learning will take place even if the survey is not totally completed. Arriving students can begin as soon as they enter the classroom, and latecomers can complete as much as time allows.

Help students to become familiar with the survey activity. Direct their attention to the questions and elicit some answers orally. Encourage students to guess what the questions ask, using the pictures as clues. This is a good reading strategy for beginning learners to understand and use. Ask students to write their own personal answers in the first column. Tell students that they need to walk around the room and talk to three classmates and then record their information on the chart.

Once the surveys are completed, students can share the information in small groups. They can provide the information to the teacher who can graph it on the board. Students can use the information for writing short sentences about their findings.

Extension: Students can be asked to predict the teacher’s answers to the survey questions and compare their predictions to the teacher’s actual answers. This personalization of the activity helps students to get to know their teacher and is usually enjoyable for the students.



Think

Three questions follow the survey. These questions help to introduce important vocabulary and essential concepts needed to understand the reading. Students can think about the questions on their own, can write answers to the questions, and can share answers with a partner, or the teacher can use the responses as a basis for classroom discussion. In this discussion, the content of the story should be introduced and the connection made to the discussion questions. Teachers might want to use additional questions that encourage students to speculate on the content of the upcoming reading to ensure that the students have enough background knowledge to understand the story. Use this time to introduce other vocabulary that might be problematic to your students. A vocabulary profile can be found in this teacher’s guide for each reading. It provides information on where each word in the reading appears on lists of most frequently occurring words. It indicates whether the word occurs in the first 1,000 most common words, the second 1,000 words, the Academic Word List, or is an off-list word. Use these lists as a guide to selecting the vocabulary your students might need to know. Vocabulary is best introduced in a context rather than in isolation. After the word is introduced, share other contexts for the word, using the same definition. Then encourage the students to find personal contexts for the word. This step is very important in helping to implant the word in memory.



Read

The reading level of the readings in Book 2 ranges from first and second grade in the early readings and from second to third grade in the later readings. The number of words per story averages around 100. The readings are written using vocabulary and grammar appropriate for beginning-level students. The names in these readings have often been changed for easier readability, and some place names have been changed to reflect the most common place names in the United States

so that more students can identify with the readings. The other content remains as true as possible to the originals. Research indicates that the use of adult-oriented content material is useful for developing vocabulary and improving comprehension.

Read the story to or with the students initially. This first reading is for global understanding and to allow the students an opportunity to ask questions about areas that are not clear to them. Discuss the photo or illustration that appears with the reading. Using illustrations to aid in comprehension is a good reading strategy that beginning readers may not be aware of so, while it may seem natural to you, it is not always intuitive to new readers and should be taught.

After reading the story aloud, give students time to read the story silently. Encourage students to highlight unfamiliar vocabulary so they are actively interacting with the text. Clarify these words for the students connecting to students' personal experiences as much as possible.

Extension: Students can now tell the story to a partner and then reread the story to make sure their retelling is correct. They can be given the story in sentences or paragraphs to arrange in the correct order. They can be given a short list of words from the story and be asked to arrange them in the order they believe they appeared in the story. Then students can go back to the text to verify their positioning.

The teacher can read the story aloud, making some changes in the story. For example, change the name of one of the characters, a location, an action verb, a descriptive adjective, or other information depending on the level of the students. Students follow along in their texts and indicate when a mistake is heard. A similar activity can be done in print by giving students a copy with changes in it and asking them to try to identify the changes and then compare it to the original to verify their choices. All of these activities provide necessary additional interactions with the text for deep learning to occur.

The levels of reading for the series are based on my experience as well as Flesch-Kincaid readability levels, word counts, and Sprache readability. Flesch-Kincaid and Sprache consider the length of sentences, the number of syllables per word, and other elements such as the use of passive voice to determine appropriate grade levels. The scores range from grades 1 to 12. The lower the grade-level score, the easier the text is to read. The Sprache also provides information on vocabulary level and the number of new words. The words are taken from lists of the 2,000 most frequently used words as well as the Academic Word List of 570 words commonly used in academic subjects. The words in the word bank are listed in the order of their frequency of use in everyday writing. The first 25 words are used in 33 percent of everyday writing, the first 100 words appear in 50 percent of adult and student writing, and the first 1,000 words are used in 89 percent of everyday writing. Thus these are the words that students need to know and be able to use. Information about each unit is provided in this teacher's guide for each story. Included is the Flesch-Kincaid grade-level score, which measures readabil-

ity as a grade level, the total word count, and a list of words as they occur on lists of the most frequent words in the English language. Use this information to guide your decisions about which vocabulary to teach.

These readability levels guided decisions in terms of the readings, but experience, the amount and usefulness of new vocabulary, and the use of dependent clauses, passive voice, and higher-level grammar also was considered. Note that the irregular past tense is introduced in Book 2 as there is research that supports the fact that irregular past tense words are often learned before the regular past tense.



Understand

Reading consists of four components—alphabetics (phonics and phonemic awareness), fluency, vocabulary, and comprehension. Thus, the activities that follow the reading consist of a comprehension or vocabulary activity and an alphabetics activity. The word count is provided in this teacher’s guide for each reading so that students can do timed readings for fluency.

One or two readings of a text is not sufficient for deep learning to occur, so this section provides a number of questions that require the learners to reread or refer to the text several times and also to identify personal connections with the text.

The first five questions are comprehension questions, sometimes asking for personal connections to or opinions about the story. These questions assess students’ understanding of the story while developing skills such as scanning, rereading, and identifying the main idea. The comprehension activities are varied but include sentence completions, true/false, matching, and sequencing activities.

The next five questions are phonemic and alphabetic questions. In these activities, the focus is on specific words, letters, or sounds. These questions require the student to refer to the text to locate specific words, letters, grammar points, affixes, and syllable and spelling patterns. Research indicates that learning alphabetics is most successful when instruction follows a sequence of increasing difficulty. At the high-beginner level, instruction is focused on helping the students to focus on letters and letter combinations with the sounds they represent and the ability to recognize high-frequency words. Each unit has a suggested phoneme to work on.

Both sets of questions require the learner to reread or refer back to the story to look for answers. In this way, the students gets the repetitions necessary for true learning to take place but are not bored because of the variety of activities asked for.

The answers to these questions can be found in this teacher’s guide. These can be posted for the students to self-correct or used by the teacher to correct individually or with the class. Students can check their answers with a partner as well.



Listen

This is a cloze activity. It can be used as a listening cloze, where the teacher or a student reads the story aloud and the students enter the missing words using the word bank provided. Research suggests that it is difficult for students to remember a word they cannot pronounce, and being able to pronounce a word requires being able to hear it correctly. If the teacher or tutor reads the cloze, this listening activity provides another opportunity for students to hear the words spoken correctly. Listening also helps students to internalize the rhythm, stress, and flow of English. If used as a listening cloze, model the activity the first few times so students understand what they are to do. Read the first sentence. Ask students to look at the words and identify the one that would make the sentence correct. Ask students to write that word on the blank line in the story and then cross out the word in the word bank. Continue in this manner. Stop after each sentence or blank so students have time to locate the word and fill it in correctly.

This cloze can also be used as a reading cloze where the students enter the missing words by reading the story themselves and filling in the blanks using the word bank. Reading cloze activities provide a comprehension and vocabulary check. Students need to be able to make sense of the text and word choices in order to fill in the blanks. Using the cloze as reading cloze is a good form of assessment. It could be used a week or two following the reading as a review, too.

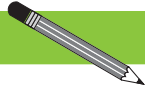
You can check the answers by: putting students in pairs to compare answers; reading the completed paragraph and asking students to check their own answers; eliciting the answers and writing them on the board; or asking students to look at the original story in their books and compare it to their answers. Students can also read the story aloud to a partner who listens for the correct words.



Talk

This section has three questions for students to discuss with a partner or in a small group, giving every student a chance to participate. The students can think about or answer the questions first in writing so that are better prepared to speak with a partner. The questions allow students to share information about themselves and also to share knowledge or opinions they have on the topic. Students can talk in small groups without needing the involvement of the teacher.

Expansion: After students have had the opportunity to talk with a partner, place the students in two lines facing one another. One line asks the question and the people facing them in the other line answer. Ask the answerers to move down two places. Now the questioners have a new person to ask. After several rounds, lines should switch roles.



Write

The writing activity asks students to complete or interpret a replica of an authentic document. It may be completing an order form, a check, a classified ad, an insurance form, or other written material that relates to the reading and that is useful for adult learners to be able to complete. In instances where the material may be unfamiliar to the students, a sample is provided. Allow students time to look at the document silently. Then review the example or create one that is applicable in your area. Model the activity. You may need to read the document out loud, pausing for students to fill in the information. Students can review their answers with a partner before discussing the responses as a class.



Apply

One of the necessary skills for adult learners is to learn to function in the world in which they live. This section contains questions or an activity using an authentic document, related to the content of the reading. These activities help students in their roles as parents, workers and community members. The life skill tasks are related to the CASAS competencies.

Bring additional real materials into the classroom for students to work with, such as catalogs and order forms, change of address forms, and appointment cards. This practice boosts student confidence in their ability to function in the world outside the classroom. In addition, research indicates that retention is improved when students see that what they are learning in the classroom is valuable to them in the outside world.

Extension: These authentic writing and application activities can lead to authentic conversation practice. For example, one student can take the catalog order that the second student places. Or one student can call 9-1-1 to report a fire to a second student role playing an operator.



Homework

This activity is always a writing or journaling activity in which students can practice the grammar and vocabulary of the lesson. It provides an opportunity for learners to share their knowledge and personal experiences with the topic of the reading. An example is provided to make it easy for learners to recall and understand what is expected of them once they are at home. Lower-level students can copy the example, changing a word or two to make it more personalized. Encourage

students to use the vocabulary you have introduced for this unit. This reinforces that vocabulary and is important in cementing it in their memories. This homework activity is especially important in programs where the students meet only four to six hours a week. Programs that provide only a limited number of hours especially need the additional hours at home to be able to achieve measurable gains in English.

Always look at the homework. It can be read and responded to or it can be corrected. Make only a few corrections or model the correct sentence structures in your responses. Students can then make the corrections and read their homework to a partner. Call on volunteers to read their homework to the class.

Dictation (not in student book)

Dictation involves every student in active learning. It provides great practice and requires few materials. It can be used to introduce content, practice content being learned, or review learned content. It can be used for assessment. This teacher's guide for each unit contains dictation sentences. The sentences are sometimes open-ended where the student writes the dictated prompt and then completes it/fills in with personal information. Other dictations are complete sentences. The dictations reuse the important vocabulary from the reading so the students have a chance to meet them again. The dictations can be used on the day following the reading as a follow-up activity or on the day preceding the reading as a prior knowledge activity.

Word Families (not in student book)

Word families, also called phonograms or chunks, consist of one or more vowels followed by one or more consonants that produce a pattern of sound that rhymes. When developing reading skills, patterns are important. Word families help students analyze the patterns of sounds within words and parts of an entire word. Recognizing word families can assist students with decoding words more fluently, as well as develop spelling skills. Each unit contains a suggested related word family, most of which are taken from the list of the 38 most common phonograms. The example words selected are the most common of the more than 600 one-syllable words these families make up.

White boards are an excellent way to work with word families. Students can write one word and then easily change the first letter to write a new word. This helps them to see that most of the letters remain constant and only the initial letter or pair of letters change. It also helps them with phonics and listening skills.

Unit 1: Pizza

(pages 1–8)

Reading level 1.3

Words 104

Survey

Show pictures of pizzas and discuss various toppings. Make sure students understand the words *pizza*, *soda*, *potato chips*, and *delivered*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Students can then complete sentence stems using the information they learned, as in _____ likes pizza and _____ does not like pizza.

Think

Notice that *crust* is an off-list word and may need to be explained or shown. Check the word list below to see which words may need to be clarified.

Give students time to think about the questions and then share the answers as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	83	79.81
Second 1000 Words (1001-2000):	5	4.81
Academic Word List Words:	0	0.00
Off-List Words:	<u>16</u>	<u>15.38</u>
	104	100

0-1000 [39] a and are at big buy can cities city do eat first get home in it like made many new number on small states store stores take the there they to today towns united what with you your

First 500 function (19): a and are at can do has have in it many on the there they to what with you your

First 500 content (16): big buy cities city get home like made new number small states take today

Second 500 content (6): eat first store stores towns united

1001-2000 [5] cheese deliver meat thick thin

AWL [0]

OFF-LIST [4] crust pizza vegetables York

Understand

1. The first pizza in the United States was made in New York City.
 2. The first pizza in the United States was made in 1905.
 3. You can get cheese, meat, and vegetables on pizza.
 4. You can get pizza with a thin crust or a thick crust.
 5. I do like meat on my pizza.
-
1. Circle the word *pizza*. How many times do you see it? 12
 2. Write the foods named in the story. pizza, cheese, vegetables, meat
 3. Opposites are words that have very different meanings, like old and new or tall and short. Find the opposites of these words: thin thick big small
 4. Add s to each word to make it plural (more than one).

One	More than One
pizza	<i>pizzas</i>
store	<i>stores</i>
vegetable	<i>vegetables</i>
town	<i>towns</i>

5. Write the words that start with th. the, the, they, they, the, the, thin, thick, they

Listen

In 1905, a store in New York City made the first pizza in the United States. Today there are many pizza stores. They are in big cities. They are in small towns. You can eat pizza at the store. You can buy pizza at the store and take it home with you. You can have the pizza store deliver pizza to your home. You can get pizza with a thin crust. You can get pizza with a thick crust. You can get cheese on pizza. You can get vegetables on pizza. You can get meat on pizza. What do you like on your pizza?

Write

Discuss parties and party invitations. Bring in additional invitations for students to fill out.

Apply

How much will it cost? \$13.49

How many slices will each person get? 8 slices

What number do you call to order? 593-555-7070

Bring in additional menus and food order forms and go over them with students.

Ask students to role play placing orders.

Dictation (not in student book)

_____ likes pizza.

_____ does not like pizza.

I like cheese (or blank) on my pizza.

I do not like meat (or blank) on my pizza.

Word Family Information

Work with the word family an. Ask students to add one letter to make the word *pan*. Change one letter to make the word *man*. Change one letter to make the word *can*. Continue with *fan*, *ran*, and *tan*. Return to the word part an. Have students add two letters to make the word *plan*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the word *can* in the reading.

Unit 2: Babies

(pages 9–15)

Reading level 1.2

Word count: 86

Survey

Show pictures of various families or ask students to bring in and share pictures of their families and discuss the various members.

Make sure students understand the words *brother*, *sister*, *oldest*, *youngest*, and *twins*. Give students file cards with one of the words written on each card. Point to people in the pictures. Students should hold up the corresponding card.

Ask students to complete the survey about themselves and then ask three classmates. Students should record their classmates' answers on the survey form. Ask students to write sentences or complete sentence stems using the information they learned: _____ has 4 sisters or _____ is the oldest child in his family. Students can line up in order by the number of brothers or sisters they have.

Think

Give students time to think about the questions and then share the answers as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	74	86.05
Second 1000 Words (1001-2000):	4	4.65
Academic Word List Words:	0	0.00
Off-List Words:	<u>8</u>	<u>9.3</u>
	86	100

0-1000 [46] a and are at bedrooms big boys car children daughter everyone five for four gave gift gifts girls had had has house is it many more new now one people room seven small stores the then there they three time too wanted was

First 500 function (19): a and are at for had has is it many the then there they was

First 500 content (20): big boys car children everyone gave gift gifts girls house more new now one people room small time too wanted

Second 500 content (8): bedrooms daughter five four seven stores three

1001-2000 [1] babies

AWL [0]

OFF-LIST [3] bathrooms Bobbi Ken

Understand

1. Bobbi and Ken have 8 children now.
 2. Many people and stores gave Bobbi and Ken gifts.
 3. People gave Bobbi and Ken a big house and a new car.
 4. The new house has seven bedrooms.
 5. Answers will vary.
1. Circle the words that are numbers. Write them here. One, seven, four, three, seven, seven, five
 2. Write all the words that start with the letter *b*. Bobbi, Bobbi, babies, babies, boys, babies, Bobbi, babies, Bobbi, big, big, bedrooms, bathrooms
 3. Read this word: *all*. Some words that end in all are *tall* and *fall*. Find a word that ends in all in the story. small
 4. Living room and kitchen are rooms in a house. Find two rooms in the story. bedroom, bathroom

5. Opposites are two words that have very different meanings, like *tall* and *short*. Find opposites of these words in the story.
son daughter big small boys girls old new

Listen

Bobbi and Ken had one daughter. They wanted more children. Then Bobbi had seven babies at one time. Four of the babies are boys. Three of the babies are girls. Bobbi and Ken had a house. The house was small. The house was too small for seven babies. Many people and stores gave Bobbi and Ken gifts. One gift was a new car. One gift was a new house. The new house is big. The new house has seven bedrooms. It has five bathrooms. Now there is room for everyone!

Write

Students can role play calling and asking about homes in the ads.

Apply

WESTLAKE: A woman with a cat and no children

CONCORD: A family with 5 children and 2 dogs

SALEM: A woman with 2 children and no car

Bring in additional housing ads for students to work with. Ask them to locate specific features such as two- or three-bedroom homes/apartments for rent. Ask them to look for other features such as no pets or a specific rental rate.

Dictation Activity (not in student book)

_____ (use the names of students in the class) has 2 brothers.

_____ has 3 sisters.

Her house has _____ bedrooms.

His house has _____ bathrooms.

Word Family Information

Work with the word family *all*. Ask students to add one letter to make the word *tall*. Change one letter to make the word *fall*. Change one letter to make the word *hall*. Continue with *wall*, *call*, *mall*, and *ball*. Return to the word *all*. Have students add two letters to make the word *small*. This covers all the major words in this word family. Revisit them in future lessons.

Unit 3: Cooking

(pages 16–22)

Reading level 2.1

Word count 125

Survey

Show pictures of house fires and discuss various causes. Make sure students understand the words *cooks* and *burned*. Encourage them to guess what the survey questions ask, using the pictures as clues to the meanings of the words.

Think

Notice that *museum* and *slices* are off-list words and may need to be explained or shown. Check the list below to see which other words may need to be clarified.

Give students time to think about the questions and then share the answers as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	103	82.40
Second 1000 Words (1001-2000):	7	5.60
Academic Word List Words:	0	0.00
Off-List Words:	<u>15</u>	<u>12.00</u>
	125	100

0-1000 [44] a after and any anything are away bread burned call can did do down ever food foods for friend friends from got happy have her in it living more not number of on rang room sat see she started talk talked than the there this throw to visit was went you

First 500 function (27): a after and any anything are can did do down for from have her in it not of on she than the there this to was you

First 500 content (17): call ever food foods friend friends got living more number room sat see started talk talked went

Second 500 content (7): away bread burned happy rang throw visit

1001-2000 [6] cooking dinner kitchen meat phone stove

AWL [0]

OFF-LIST [6] Liz Massachusetts museum slices Sue vegetables

Understand

Look at the story. Complete the sentences.

1. Liz was cooking dinner.
2. The phone rang.
3. It was her friend.
4. Liz talked and talked to her friend.
5. The food was burned.

Look at the pictures. Write the words under each picture.

The correct order is:



museum



toaster



slices of bread



burned bread



food burning

2. Write the words that start with *d*. dinner, down, did, Do
3. Circle the word *burned*. How many times did you find it? 10
4. Write the numbers you find. 2,000, 49,000
5. Bathrooms and bedrooms are rooms in a house. Find two other rooms in the story on page 17. living room, kitchen

Listen

Have you ever burned anything on the stove? Liz was cooking dinner. The phone rang. It was her friend Sue. Liz was happy to talk to Sue. Liz sat down in her living room. She talked and talked to her friend. After the phone call, Liz went to the kitchen. The food was burned! Liz did not throw away the burned food. She got more burned food from her friends. She started a museum, the Museum of Burned Food. You can visit this museum in Massachusetts. You can see more than 2,000 slices of burned bread. You can see burned meat and burned vegetables. There are more than 49,000 burned foods in the museum. Do you have any burned food for the museum?

Write

Bring in catalogs and ask students to complete order forms for specific items such as two blue shirts or one black dress. Students can role play giving and taking phone catalog orders.

Apply

1. First, wash the rice in water.
2. Second, put the clean rice and water in a pot.
3. Put the pot on the stove.
4. Turn on the heat, and wait for the water to boil.
5. When the rice is boiling, turn the heat to low.
6. Put the lid on the pot.
7. Cook the rice for 15 minutes.
8. Eat the rice.

Many students have rice cookers, and rice is an easy thing to make in the classroom. Once students have made rice in the rice cooker, they can dictate the directions for making it, which the teacher records on the board. Students can take turns reading the directions.

Dictation (not in student book)

_____ was cooking dinner.

She/he talked on the _____.

The bread (or food) burned.

_____ went out to dinner.

Word Family Information

Work with the word family *at*. Ask students to add one letter to make the word *hat*. Change one letter to make the word *fat*. Change one letter to make the word *bat*. Continue with *rat*, *cat*, *sat*, and *mat*. Return to the word part *at*. Ask students to add two letters to make the words *flat* and *that*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the word *sat* in the reading.

Unit 4: Shopping

(pages 23–29)

Reading level 2.8

Word count 95

Survey

Show pictures of grocery stores and discuss shopping experiences. Make sure students understand the words *shopping carts*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the academic word *item* may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	73	76.84
Second 1000 Words (1001-2000):	8	8.42
Academic Word List Words:	5	5.26
Off-List Words:	<u>9</u>	<u>9.47</u>
	92	100

0-1000 [33] buy came food for front got had had her in line not number of only other pay people pulled put said she sign some store the then to very wanted was went with woman

First 500 function (15): for had her in not of she some the then to was with

First 500 content (17): buy came food front got line number only other pay people put said very wanted went woman

Second 500 content (2): pulled sign store

1001-2000 [6] angry cart hair hit police shopping

AWL [1] items

OFF-LIST [3] jail Morgan Sally

Understand

1. Sally Morgan went to the store.
2. She wanted to buy some food.
3. She put the food in her shopping cart.
4. Then Sally got in line to pay for her food.
5. The line said 12 items only.

1. How many words start with s ? 15
2. How many times can you find Sally? 7
3. What word starts with a ? angry
4. Write the numbers you see. 12, 12, 13, 12, 13
5. Sally did not go shopping today. She went shopping before today. This is past.
get got has had come came

Listen

Sally Morgan went to the store. She wanted to buy some food. She put the food in her shopping cart. Then Sally got in line to pay for her food. The sign for the line said, “12 items only.” Sally had 12 items in her shopping cart. The woman in front of Sally had 13 items. Sally was very angry. The line was for people with 12 items only. The line was not for people with 13 items. Sally hit the other woman. She pulled the woman’s hair. The police came. Sally went to jail.

Write

Bring in and have students bring in grocery receipts. Discuss the information on the receipts.

Apply

- How much was the milk? \$ 2.79
How much were the eggs? \$.89
How much were the potatoes? \$ 1.49
What was the total? \$ 29.72
Did Sally buy bananas? NO
How many items did Sally buy? 12

Dictation (not in student book)

Sally went shopping.
Sally got some food.
She paid for the food.
She went home.

Word Family Information

Work with the word family ay. Ask students to add one letter to make the word ray. Change one letter to make the word say. Change one letter to make the word way. Continue with day, gay, lay, and pay. Return to the word part ay. Ask stu-

dents to add two letters to make the words *stay*, *play* and *gray*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the word *pay* in the reading.

Unit 5: Library

(pages 31–37)

Reading level 1.6

Word count 100

Survey

Show different kinds of books and talk about where you got them. Make sure students understand the words *religious* and *library*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words *hit*, *police*, and *stealing* that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	87	87.0
Second 1000 Words (1001-2000):	6	6.00
Academic Word List Words:	0	0.00
Off-List Words:	<u>7</u>	<u>7.00</u>
	100	100

0-1000 [42] a at back books buy day did door for found from have he him house in leaving library looked loved newspaper not now number of one pay read so stopped take taking the they time to took two want was will

First 500 function (17): a at did for from have he him in not of the they to was will

First 500 content (21): back books buy day door found house leaving looked now number one pay read stopped take taking time took want

Second 500 content (4): library loved newspaper two

1001-2000 [4] hid lot police stealing

AWL [0]

OFF-LIST [2] Dave jail

Understand

1. Dave was leaving the library.
2. The police found the books Dave was stealing.
3. The police looked in Dave's house.
4. The police found 4,000 books from the library.
5. Dave is in jail.

1. How many number words can you find? 1 (two)
2. Write the words that start with s. so, stopped, stealing
3. Circle the word *books*. How many did you find? 9
4. How many times do you find the word *library*? 4
5. Find the past tense words in the story. Write them here.

take took look looked find found stop stopped

Listen

Dave loved to read. He did not want to buy books to read. He did not want to pay for books to read. Dave took books from the library. He did not give books back to the library. One day Dave was leaving the library. He was taking two books. He hid the books in a newspaper. The police at the door stopped him. The police found the books Dave was stealing. The police looked in Dave's house. They found 4,000 books from the library. Now Dave will have time to read a lot of books in jail.

Write

Bring in library card applications from your local library and ask students to complete them or take the students to the library and get cards for them. Show them the features of the library and what types of material they can check out. Discuss the variety of cards you and the students have in your wallets.

Apply

library card = 4

Social Security card = 3

resident alien card = 1

insurance card = 5

credit card = 2

Dictation (not in student book)

I like to read.

I have many books.

I have a phone book.

I have a cook book.

Word Family Information

Work with the word family *ook*. Ask students to add one letter to make the word *look*. Change one letter to make the word *book*. Change one letter to make the word *hook*. Continue with *took* and *cook*. Return to the word part *ook*. Ask students to add two letters to make the words *shook* and *crook*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to circle the words *took* and *book* in the reading.

Unit 6: The Doctor

(pages 38–44)

Reading level 0.9

Words 121

Survey

Show pictures of doctors and discuss health care experiences. Make sure students understand the words *medicine* and *hospital*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the academic list word *medical* that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	100	82.64
Second 1000 Words (1001-2000):	2	1.65
Academic Word List Words:	1	0.83
Off-List Words:	<u>18</u>	<u>14.88</u>
	121	100

0-1000 [51] a and be better books brother care children college did do doctor Dr. go good hard have he his in is learn life like lived money mother not now of off poor read school she student studied takes the then they to told turn wanted was went were with work

First 500 function (21): a and be did do have he his in is not of off she the then they to was were with

First 500 content (23): better books children go good learn life like lived money mother now read school student studied takes told turn wanted went work

Second 500 content (7): brother care college doctor Dr. hard poor

1001-2000 [2] lot sick

AWL [1] medical

OFF-LIST [3] Ben Carson TV

Understand

1. Ben's mother told Ben to turn off the TV.
2. Ben's mother told Ben to do his school work.
3. Ben went to college.
4. Ben is now a doctor.
5. Ben takes care of sick children.

1. Find the opposites of these words.

adults children bad good
rich poor turn on turn off
father mother

2. A contraction is two words put together: *have + not = haven't*.
Find the two words for *didn't*: did + not = didn't
3. Circle the word *wanted*. How many times did you find it? 5
4. Write the words that begin with *l*. lived, lot, like, life, learn
5. Write the missing letter. like life

Listen

Ben Carson lived with his mother and his brother. They did not have a lot of money. They were poor. Ben did not like to go to school. He was not a good student. Ben's mother wanted Ben to have a better life. She wanted Ben to go to school. She wanted Ben to learn in school. She wanted Ben to be a good student. She wanted Ben to go to college. Ben's mother told Ben to turn off the TV. She told Ben to read books. She told Ben to do his school work. Ben studied hard. He went to college. Then he went to medical school. Now Ben is a doctor. Dr. Ben Carson takes care of sick children.

Write

Bring in a variety of health history forms. While many forms are complex, students should be able to complete the initial parts.

Role play checking in at the doctor's office and talking to the doctor.

Apply

1. What number are you? #5
2. Who has the first appointment? Mike Jones
3. What time is Mary Ford's appointment? 9:30
4. Who has the appointment after Julie Olson? Bill Easton
5. What is the name of the doctor? Dr. Carson

Dictation (not in student book)

_____ went to the doctor.

She was sick.

The doctor told her to go to bed.

She is better now.

Word Family Information

Work with the word family *en*. Ask students to add one letter to make the word *ten*. Change one letter to make the word *hen*. Change one letter to make the word *Ben*. Continue with *den*, *men*, and *pen*. Return to the word part *en*. Ask students to add two letters to make the word *then*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the word *Ben*. If appropriate, point out that *student* also has the *en* sound in it.

Unit 7: Bees

(pages 46–52)

Reading level 0.9

Words 106

Survey

Show pictures of bees and discuss student experiences with bees.. Make sure students understand the words *sting*, *honey*, *bitten*, *mosquitoes*, and *broken bone*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	73	68.87
Second 1000 Words (1001-2000):	8	7.55
Academic Word List Words:	0	0.00
Off-List Words:	<u>25</u>	<u>23.58</u>
	106	100

0-1000 [73] a also an and are bad be bread came can eat for good house in is it like live lived look made make many name now of old on out people put the their they times to tree wanted where with

First 500 function (48): a an and are be can for in is it many of on out the they to where with

First 500 content (21): also bad came good house like live lived look made make name now old people put times wanted

Second 500 content (3): bread eat tree

1001-2000 [7] angry hit hospital inside stick sting stung tea

AWL [0]

OFF-LIST [7] Adam bee bees Florida hive honey Jason

Understand

- Bees are good because they make honey.
 - Bees are good because they sting you.
- People like to eat honey on meat.
 - People like to eat honey on bread.
- Bees homes are called hives.
 - Bees homes are called houses.
- Bees were living in an old tree in Florida.
 - Bees were living in a honey tree in Florida.
- Adam and Jason wanted to eat honey on bread.
 - Adam and Jason wanted to look in the bees' hive.

1. How many times do you see the word *bee* or *bees*? 11
2. Write the words that begin with *h*. honey, honey, house, house, hive, hive, hive, hit, hive, hospital
3. What are the boys' names? Adam, Jason
4. Write the words that begin with the letter *n*. name, Now
5. What state do the bees live in? Florida

Listen

Bees can be good. Bees make honey. People like to eat honey. They put it on bread. They put it in their tea. Bees can also be bad. Bees can sting. Bees make a house to live in. The name for a house where bees live is a hive. Bees lived in a hive in an old tree in Florida. Adam and Jason wanted to look into the bees' hive. They hit the hive with a stick. They made the bees angry. The bees came out of the bee hive. They stung Adam and Jason many, many times. Now Adam and Jason are in the hospital.

Write

Bring in forms from hospital admissions and insurance card forms. Help students locate information on these and their own health insurance cards.

Apply

1. Which insurance card is Adam's? #2
2. Which insurance card is Jason's? #3
3. Which insurance card is Barbara's? #4
4. How much does John pay for an office visit? \$20
5. How much does Adam pay for the emergency room? \$50

Dictation (not in student book)

Bees can be good.

Bees make honey.

Bees can be bad.

Bees can sting.

Word Family Information

Work with the word family ad. Ask students to add one letter to make the word *had*. Change one letter to make the word *fad*. Change one letter to make the word *bad*. Continue with *dad*, *mad*, *sad*, and *pad*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to locate the word *bad* in the reading.

Unit 8: Fire Safety

(pages 53–59)

Reading level 2.4

Word count 105

Survey

Show pictures of fires and discuss appropriate emergency behavior. Make sure students understand the words *smoke detectors* and *exits*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. Check the word lists to see which words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	91	82.73
Second 1000 Words (1001-2000):	7	6.63
Academic Word List Words:	0	0.00
Off-List Words:	<u>12</u>	<u>10.91</u>
	110	100

0-1000 [48] a all bed big building called came cold fire floors from had hard he her home in it lit lived living man morning moved no number one other out outside people put saw she six sleep started the there they to was went were work worked

First 500 function (17): a from had he her in it no out she the there they to was were

First 500 content (22): all big building called came home lived living man morning moved number one other outside people put saw started went work worked

Second 500 content (9): bed cold fire floors hard lit six sleep

1001-2000 [6] hurt smoke tired woke

AWL [0]

OFF-LIST [5] apartment apartments cigarette firemen Kay

Understand

1. Where did Kay live? Kay lived in a big apartment building.
2. How many people lived in the apartment building? 168 people lived in the apartment building.
3. What did Kay's cigarette do? Kay's cigarette started a fire in her bed.
4. What phone number did the man call? He called 9-1-1.
5. What did the people do? The people went outside.

1. Circle the words that start with b. How many did you find? 7
2. Write the numbers you see in the story. six, 168, 9-1-1, 2:00
3. Write the words that end with s. floors, apartments.
4. Write the words that have three letters. Kay, had, six, the, Kay, She, Kay, was, She, bed, She, lit, The, She, the, bed, The, man, saw, Kay, all, the, the, was, was, the, put, out, the, one was
5. Find the past tense for these words.
has had see saw
come came wake woke
go went is was

Listen

Kay lived in a big apartment building. The apartment building had six floors. There were 168 people living in the apartment building. Kay worked hard. She came home from work. Kay was tired. She went to bed. She lit a cigarette. She went to sleep. The cigarette started a fire in her bed. The fire moved to the other apartments.

A man saw smoke. He called 9-1-1. He woke Kay. He woke all the people in the apartment building. The people went outside. It was cold. It was 2:00 in the morning. The firemen came. They put out the fire. No one was hurt.

Write/Apply

It is important to spend time on fire safety. Students can role play calling 9-1-1 and reporting an emergency. They can discuss what they would do in case of a fire. They can practice following the escape routes from their classroom.

Dictation (not in student book)

1. _____ had a fire.
2. She called 9-1-1.
3. The firemen came,
4. They put out the fire.

Word Family Information

Work with the word family *it*. Ask students to add one letter to make the word *lit*. Change one letter to make the word *hit*. Change one letter to make the word *sit*. Continue with *fit*, *bit*, and *pit*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to locate the word *lit* in the reading.

Unit 4: Driving

(pages 61–67)

Reading level 2.2

Words 95

Survey

Show pictures of drivers and discuss driver's licenses. Make sure students understand the words *driver's license*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list word *pedal* that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	77	81.05
Second 1000 Words (1001-2000):	4	4.21
Academic Word List Words:	4	4.21
Off-List Words:	<u>10</u>	<u>10.53</u>
	95	100

0-1000 [34] a but car did driver driving drove faster for giving got he his into make needed needs not office on pass put road still stop take test the to told wanted went woman wrong

First 500 function (11): a but did for he his into not on the to

First 500 content (16): car giving got make needed needs office put road still stop take told wanted went woman

Second 500 content (9): driver driving drove faster pass test wrong

1001-2000 [3] foot lot parking

AWL [2] job license

OFF-LIST [2] Osman pedal

Understand

1. Is Osman a man or a woman? man
2. Why was Osman at the driver's license office? He needed a driver's license.
3. Did Osman pass his test? no
4. What did Osman do wrong? He didn't stop. Other answers are possible.
5. Did you take a driving test? Answers will vary.

1. How many words end with ing? 4
2. How many times can you find the word stop? 4
3. Write the words that start with p. parking, put, pedal, put, pedal, pass
4. Circle the word test. How many did you find? 4
5. Find the past tense of these words.

get	<u>got</u>	drive	<u>drove</u>
go	<u>went</u>	tell	<u>told</u>

Listen

Osman got a job. He needed a driver's license. Osman went to take the driving test. He drove his car for the road test. He drove to the parking lot. The woman giving the test told Osman to stop. Osman did not stop. He went faster. Osman wanted to stop. He wanted to put his foot on the pedal to make the car stop. But he put his foot on the wrong pedal. Osman drove his car into the driver's license office! Osman did not pass his driving test. Osman still needs a driver's license.

Write

Bring in applications for a driver's license for your state. Help students understand the various entries needed.

Apply

Match the cards.

bus pass = 4

driver's license = 1

health insurance card = 5

Social Security card = 3

identification card = 2

Dictation (not in student book)

_____ has a job.

He drives his car to the job.

He works hard.

He comes to school, too.

Word Family Information

Work with the word family *est*. Ask students to add one letter to make the word *rest*. Change one letter to make the word *pest*. Change one letter to make the word *best*. Continue with *test*, *west*, *vest*, and *nest*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the word *test* in the reading.

Unit 10: Donations

(pages 68–74)

Reading level 1.9

Words 112

Survey

Show pictures of people without hair, especially children. Make sure students understand the words *wig*, *medicine*, and *cancer*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words *cancer* and *wig* that may need to be explained or shown. Check the word lists below to see which words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	85	76.32
Second 1000 Words (1001-2000):	13	11.40
Academic Word List Words:	0	0.00
Off-List Words:	<u>14</u>	<u>12.28</u>
	112	100

0-1000 [49] a again and are because but can children company do doesn't fall for from gave give got grow has have help her if inches it it's long made makes new no of old other out people says she something ten that the their they to waiting who years you your

First 500 function (30): a and are because but can do doesn't for from has have her if it it's no of out she something that the their they to who you your

First 500 content (14): children company fall gave give got help long made makes new old other people says years

Second 500 content (5): again grow inches ten waiting

1001-2000 [4] hair hurt medicine sick

AWL [0]

OFF-LIST [5:] cancer Dana Jill wig wigs

Understand

1. Do you know someone who has cancer? Answers will vary.
2. What did the cancer medicine do to Jill's hair? made it fall out
3. What are the wigs in this story made from? other children's hair
4. Who are the wigs for? children who have no hair.
5. Do you take medicine? Answers will vary.

1. What are the words Dana says? "*It's something you can do to help other people, and it doesn't hurt.*"
2. A contraction is two words put together: *he + is = he's*. Write the contraction for these words: *it + is = it's*
3. The contraction for *have + not* is *haven't*. Write the contraction for these words. *does + not = doesn't*
4. Write the past tense for these words. has had make made get got give gave
5. Write the number word in the story. 10

Listen

Jill is ten years old. She is sick. She has cancer. The cancer medicine made Jill's hair fall out. But Jill got new hair. Jill got a wig. The wig is made from the hair of other people. You can give your hair if it is ten inches long. People give their long hair to a company that makes the wigs. The wigs are for children who have no hair. They have no hair because of the cancer medicine. Dana gave her hair to the wig company. She is waiting for her hair to grow long again. Dana says, "It's something you can do to help other people, and it doesn't hurt."

Write/Apply

Look at the appointment cards.

1. What date is Dana's appointment? March 30
2. What time is Dana's appointment? 11:30 AM
3. What time is Barb Smith's appointment? 2 PM
4. What date is Bob Jackson's appointment? March 16
5. Is Bob's appointment in the morning? yes

Bring in and have the students bring in appointment cards to look at. Pass out blank cards from a variety of places such as eye doctors and hair salons. Assign each student a date and time to record on his/her card. Ask students to go around the room asking others where and when their appointments are. Students then swap cards and ask a new partner using the information they find on their new card.

Dictation (not in student book)

Jill has cancer.

She had no hair.

Jill got new hair.

Jill is happy.

Word Family Information

Work with the word family ew. Ask students to add one letter to make the word *new*. Change one letter to make the word *few*. Change one letter to make the word *dew*. Return to the word part ew. Ask students to add two letters to make the words *stew*, *flew*, and *grew*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find *new* in the reading.

Unit 11: Jobs

(pages 76–82)

Reading level 3.1

Words 123

Survey

Show pictures of waiters and discuss their jobs. Make sure students understand the words *waiter*, *waitress*, and *job*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	101	82.11
Second 1000 Words (1001-2000):	6	4.88
Academic Word List Words:	1	0.81
Off-List Words:	<u>15</u>	<u>12.20</u>
	123	100

0-1000 [48] a always and are at but called came car come day did died eat every food for had happy has he her his hot in is left man not now number old one people said serve serves she some surprise that that the there to too unhappy very waiters waitress want was who years

First 500 function (22): a always and are at be but did for had has he her his in is not she some that that the there to was who

First 500 content (19): called came car come day died every food man now number old one people said serve serves too very want women work years

Second 500 content (7): eat happy hot left surprise unhappy waiters waitress

1001-2000 [3] coffee restaurant slow

AWL [1] job

OFF-LIST [2] Mary Walter

Understand

1. What is Mary's job? Mary is a waitress or waiter.
2. In your country, are more men or more women working as waiters? Answers will vary.
3. What jobs do men do in your country? Answers will vary.
4. Why do you think Walter is unhappy? Answers will vary.
5. Do you know anyone who has been given money? Answers will vary.

1. How many words have three letters? 39
2. How many times do you see the word *happy*? 4 or 5
3. Write the numbers you see. One, 89, \$50,000
4. Write the words with the first letter *d*. day, day, did, did, died
5. The two letters *un* mean "not." Write words using *un*.

happy	not happy	<i>unhappy</i>
kind	not kind	<i>unkind</i>
safe	not safe	<i>unsafe</i>
clean	not clean	<i>unclean</i>

Listen

Mary has a job. She is a waitress. Some women who work in a restaurant want to be called waiters. Mary serves food to people at a restaurant. Mary is happy. The people that Mary serves are happy, too. One man was not happy. Walter came to eat at Mary's restaurant every day. He was 89 years old. Walter was not happy. He said his coffee was not hot. He said that Mary was too slow. He was always unhappy. One day Mary did not serve Walter. He was not there. Walter did not come to eat at the restaurant. Walter died. But Walter had a surprise for Mary. He left her \$50,000 and his old car. Now Mary is very happy.

Write

Bring in job ads and have students find particular items such as full or part time or day or night shift.

Apply

1. Which job is good for someone who can only work nights? Job B
2. Which jobs are good for someone who likes to work outside? Jobs C and D
3. Which jobs do you need a driver's license for? Jobs C and D
4. Which job has paid vacation? Job B

Dictation (not in student book)

_____ has a job.
He works in the daytime.
_____ works hard.
He likes his job.

Word Family Information

Work with the word family *ot*. Ask students to add one letter to make the word *not*. Change one letter to make the word *got*. Change one letter to make the word *hot*. Continue with *lot*, *pot*, and *dot*. Return to the word part *ot*. Ask students to add two letters to make the words *shot*, *spot*, and *slot*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the words *not* and *hot* in the reading.

Unit 12: State Parks

(pages 83–89)

Reading level 3.2

Words 121

Survey

Show pictures of diamonds as well as parks. Make sure students understand the words *picnic* and *diamond*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	96	79.34
Second 1000 Words (1001-2000):	21	17.36
Academic Word List Words:	0	0.00
Off-List Words:	<u>4</u>	<u>3.31</u>
	123	100

0-1000 [49] a and animals are be birds can find fishing for found from go has have home in is large largest look man many may name number of on one other outside people places rocks some state states take the this to united walks was watch worth year you

First 500 function (22): a and are be can for from has have in is many may of on some the this to was you

First 500 content (20): find found go home large largest look man name number one other outside people places state states take walks year

Second 500 content (7): animals birds fishing rocks united watch worth

1001-2000 [6] diamond diamonds fun park parks swimming

AWL [0]

OFF-LIST [4] Arkansas crater picnics Texas

Understand

1. Where is Crater of Diamonds State Park? Arkansas
2. What is a good thing about this park? Answers will vary
3. Can people find large diamonds in this park? Yes
4. What are three things you can do in parks? Go for walks, go fishing, go swimming. Other answers are possible.
5. What would you like to do in a park? Answers will vary.

1. How many capital letters can you find? 24
2. The capital letter at the beginning of a name helps you to find it. Write the names of places you find. United States, Arkansas, Crater of Diamonds State Park, United States, Texas
3. Write the number you find. \$80,000
4. How many times can you find the words *diamond* or *diamonds*? 6

Listen

The United States has many parks. The parks are places for people to have fun outside. You can go on picnics in parks. You can go on walks in parks. You can watch birds and other animals. You can go swimming in some parks. You can go fishing in some parks. In one park in Arkansas, you can look for diamonds. The rocks in the park have diamonds. You can take home the diamonds you find. The name of the park is the Crater of Diamonds State Park. The largest diamond found in the United States was found in this park. One year a man from Texas found a large diamond in the park. The diamond may be worth \$80,000.

Write

Ask students to write and email short notes for information about their state or a place they wish to travel. They can also get more information about the park. Any of these options is fine as long as students get practice writing for information. Bring in maps to local attractions and work with students on reading them.

Dictation (not in student book)

_____ likes to walk.

She can go to the park.

She can go on a walk.

She can look for birds.

Word Family Information

Work with the word family *ing*. Ask students to add one letter to make the word *sing*. Change one letter to make the word *king*. Change one letter to make the word *ring*. Return to the word part *ing*. Ask students to add two letters to make the words *bring*, *thing*, and *sting*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the words *swimming* and *fish-ing* in the reading.

Unit 13: The Long Walk

(pages 90–96)

Reading level 2.9

Words 140

Survey

Show a map of the world. Help students to locate their countries on the map. Make sure students understand the country names. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	112	80.00
Second 1000 Words (1001-2000):	7	5.00
Academic Word List Words:	0	0.00
Off-List Words:	<u>21</u>	<u>15.00</u>
	140	100

0-1000 [65] a across after an and are around back brought carried carry countries days did died fell food for four go got happy he helped his in land liked long love married miles million months more named not number of on over see started states steps teacher than the they three through to today together took united used walk walked wanted went with world years

First 500 function (20): a across after an and are did for he his in not of on over than the they to with

First 500 content (31): around back brought carried carry countries days died fell food go got helped liked long more named number see started states today together took used walk walked wanted went world years

Second 500 content (14): four happy land love married miles million months steps teacher three through united

1001-2000 [5] airplane clothes oceans pairs shoes

AWL [0]

OFF-LIST [6] Kunst Australia California Dave Jenny mule

Understand

1. Did Dave walk in every country? no
 2. How did Dave get across the oceans? took an airplane
 3. Why did Dave use so many pairs of shoes? He walked a lot.
 4. What happened to Dave's mule? It died in Australia.
 5. Where did Dave meet Jenny? in Australia
-
1. Circle all the numbers and number words. How many did you find? 7
 2. Spell the number words. Write the letter words in number form. Four/4, three/3, sixteen/16, 14,450/fourteen thousand, four hundred and fifty, 13/thirteen, 21/twenty-one, 20 million/ twenty million or 20,000,000
 3. The capital letter at the beginning of a name helps you to find it. Circle all the names of people. How many capital letters did you find? 33
 4. Write the names of places you find. Australia, Australia, Australia, United States, California
 5. How many times can you find the word *walked*? 6

Listen

Dave liked to walk. He wanted to go for a long walk. Dave wanted to walk around the world. Dave started to walk. He walked on the land. He did not walk on the oceans. He took an airplane over the oceans. Dave walked for four years, three months, and sixteen days! Dave walked 14,450 miles. He walked through 13 countries. He used 21 pairs of shoes. He walked more than 20 million steps. Dave walked with a mule. The mule carried his food and clothes. The mule died in Australia. A teacher named Jenny helped Dave carry his food and clothes across Aus-

tralia. Dave and Jenny fell in love. After the walk Dave went back to Australia to see Jenny. He brought Jenny to the United States. They got married. Today they are happy together in California.

Write

Bring in maps of your state and community. Help students to locate their community on the state map. Help them to locate their residence and school on the community map.

Apply

1. What does this line (- - - - -) mean? oceans that Dave flew over
2. Did Dave walk in Africa? No
3. Did Dave walk in South America? No
4. Did Dave walk in Europe? Yes

Dictation (not in student book)

Dave liked to walk.
He wanted to walk around the world.
Dave walked for four years.
Dave met a girl and he fell in love.

Word Family Information

Work with the word family *ill*. Ask students to add one letter to make the word *pill*. Change one letter to make the word *fill*. Change one letter to make the word *bill*. Continue with *kill*, *will*, and *hill*. Return to the word part *ill*. Ask students to add two letters to make the words *spill*, *chill*, and *still*. This covers all the major words in this word family. Revisit them in future lessons.

Unit 14: Garage Sales

(pages 98–104)

Reading level 2.9

Words 123

Survey

Bring in items you do not want. Explain to students why you do not want them—too small, wrong color, don't use, etc. Make sure students understand the words *garage sale* and *markets*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	99	80.49
Second 1000 Words (1001-2000):	16	13.01
Academic Word List Words:	1	0.81
Off-List Words:	<u>7</u>	<u>5.69</u>
	118	100

0-1000 [43] and are at books buy called can come do get have in like low make many meeting money new not old or other people prices put sales sell selling some that that the their them these they things throw to used using want who

First 500 function (21): and are at by can do have in many not or some that the their them these they to who

First 500 content (20): books buy called come like low make meeting money new old other people prices put sell selling things used using want

Second 500 content (2): sales throw

1001-2000 [10] chairs cheap clothes clothing dishes fun garage lamps toys yard

AWL [1] items

OFF-LIST [3] Americans household trash

Understand

1. Where do many Americans sell things they do not want? at garage sales
2. Name three things people can buy at garage sales. toys, clothes, chairs. Other answers are also possible.
3. Name three household items you own. Answers will vary.
4. Name three items of clothing you own. Answers will vary.
5. What is a good thing about garage sales? Answers will vary.

1. Circle the word *garage*. How many did you find it? 4
2. Write the words that start with *th*. throw, their, things, They, their, They, their, their, The, things, They, things, These, things, These, things, These, things, The, they, things, They
3. Write the missing letters. prices clothes sales
4. Find the opposites of these words:
buy sell
expensive cheap
old new

Listen

Many Americans do not throw their old clothes and household things in the trash. They do not put their old lamps or chairs or dishes in the trash. They sell them in their garage or in their yard. The sales are called garage sales or yard sales. Americans like to buy things at garage sales. They buy clothes, toys, and many other things. These are not new things. These are things that other people have used. The prices are low. These things are cheap. Many Americans sell clothing, household items, toys, and books that they are not using at garage sales. People can make some money by selling things they don't want. They can have fun meeting people who come to buy.

Write/Apply

Bring in garage sale ads from the newspaper. Have students find items such as chairs, toys or books in the ads.

Take students to a garage sale or give the students play money and have a garage sale in your classroom. Sell pencils, worksheets, and other educational materials.

Dictation (not in student book)

Mary went to a garage sale.
She bought two chairs and five books.
She bought a toy car for her son.
The prices were cheap.

Word Family Information

Work with the word family ale. Ask students to add one letter to make the word *sale*. Change one letter to make the word *male*. Change one letter to make the word *pale*. This covers all the major words in this word family. Revisit them in future lessons.

Unit 15: Travel

(pages 105–11)

Reading level 2.7

Words 128

Survey

Show pictures or bring in suitcases and discuss various types. Make sure students understand the words *wheels* and *full*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. While this reading has several off-list words, many of the words are words that most students will be familiar with (*wedding, suitcase, honeymoon*). Check the word lists below to see other words which may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	86	67.19
Second 1000 Words (1001-2000):	6	4.69
Academic Word List Words:	0	0.00
Off-List Words:	<u>36</u>	<u>28.13</u>
	128	100

0-1000 [34] a an and beautiful bought dress for gave getting going got had happy her in lived lost married money new not off on she store the there to told unhappy very waited was went were

First 500 function (16): a an and for had her in not off on she the there to was were

First 500 content (11): bought gave getting going got lived lost money new told very went

Second 500 content (7): beautiful dress happy married store unhappy waited

1001-2000 [3] airplane clothes shoes

AWL [0]

OFF-LIST [8] airline Florida honeymoon Kate suitcase wedding Wilson York

Understand

1. Where was Kate's wedding? Florida
2. How did Kate go to Florida? on an airplane
3. What happened to Kate's suitcase? It was lost.
4. What did Kate do? told the airline
5. What other things do you think were in Kate's suitcase? Answers will vary.

1. How many times can you find the word *wedding*? 6
2. Kate lived in New York, but her wedding was in Florida.
3. Kate looked for her suitcase, but her suitcase was not there.
4. Kate waited for her suitcase, but her suitcase did not come.
5. Write the past tense words:

buy	<i>bought</i>	give	<i>gave</i>
wait	<i>waited</i>	have	<i>had</i>

Listen

Kate Wilson was getting married. Kate lived in New York. Kate was getting married in Florida. Kate was going to Florida for her wedding. Kate was going to Florida on an airplane. Kate's wedding dress was in her suitcase. Her wedding shoes were in her suitcase. Her clothes for the honeymoon were in her suitcase. Kate got off the airplane in Florida. She waited for her suitcase. She waited and waited. Her suitcase was not there. Kate's suitcase was lost. Kate was very unhappy. Kate told the airline. The airline gave Kate money. Kate went to the store. She bought a new wedding dress. She bought new wedding shoes. She bought new clothes for her honeymoon. Kate had a beautiful wedding. She was happy.

Write

Forms are available on line to report lost items to the police. Give each student a catalog clip featuring a bicycle picture and description (or television sets, jewelry or other items commonly stolen). Ask them to complete a form for the police. You can find forms online.

Post the catalog pictures and descriptions on the walls. Students exchange report forms, look at the pictures/descriptions on the walls and try to find the missing bike.

Bring in lost and found columns from the newspaper. Have students locate specified items. Students can also write an announcement for an item they have lost.

Apply

Match the lost item with the found item.

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

Dictation (not in student book)

Kate went to Florida for her wedding.
She took her wedding dress in her suitcase.
The suitcase was lost.
Kate got a new wedding dress.

Word Family Information

Work with the word family *ore*. Ask students to add one letter to make the word *more*. Change one letter to make the word *wore*. Change one letter to make the word *tore*. Return to the word part *ore*. Ask students to add two letters to make the words *store*, *chore*, and *snore*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to find the word *store* in the reading.

Unit 16: Holiday Lights

(pages 112–18)

Reading level 3.9

Words 127

Survey

Show pictures of Christmas lights and have students share their experiences. Make sure students understand the words *holiday*, *gift*, and *decorate*. Encourage them to guess what the survey questions ask, using the pictures as hints to the meanings of the words.

Think

Notice the off-list words that may need to be explained or shown. Check the word lists below to see which other words may need to be clarified. This should be done prior to reading.

Give students time to think about the questions and then share the answers in groups or as a class. This is a chance to talk about being neighborly but also about solving problems with neighbors or landlords. This, as the last reading in the book, is more advanced than all others in the book.

Read

Where words appear	# of words in reading	% of words in reading
First 1000 Words (1-1000):	114	89.76
Second 1000 Words (1001-2000):	6	4.72
Academic Word List Words:	0	0.00
Off-List Words:	<u>7</u>	<u>5.51</u>
	127	100

0-1000 [55] a and beautiful came cars December did every everywhere family for gave goes his house houses in is lights like making many million money more Mr. neighbors not now number of on outside people put puts said see so special spend than the their there they time to too tree trees up were

First 500 function (21): a and did for his in is many not of on so than their there they to up were

First 500 content (26): came cars every everywhere family gave goes house houses like making money more now number outside people put puts said see special spend time too

Second 500 content (7): beautiful December lights million Mr. neighbors tree trees

1001-2000 [4] Christmas holiday inside lot

AWL [0]

OFF-LIST [4] Americans Arkansas DisneyWorld Osborne Osbornes

Understand

1. Name three places the Osbornes put their lights. trees outside, trees inside the house, cars
2. Name two reasons the neighbors did not like the lights. too many lights, too many cars
3. What month does Mr. Osborne put up the lights? December
4. What holiday are the lights for? Christmas
5. Where are the lights now? DisneyWorld

1. Circle the word *lights*. How many times did you find it? 11
2. Look at the words that begin with capital letters. Write the ones that are the names of places. Arkansas, DisneyWorld
3. Write the ones that are the names of people. Americans, Osborne, Osbornes

4. Write the one that names a holiday. Christmas

Listen

Christmas is a special holiday for many Americans. They spend a lot of time and money making their house beautiful for Christmas. Many people put lights on a tree inside the house. They put lights on trees outside the house, too. The Osborne family in Arkansas puts up more than 3 million (3,000,000) lights outside the house every December. They put lights on their trees. They put lights on their cars. They put lights everywhere! Many people came to see the lights. The neighbors did not like the lights. They said there were too many lights and too many cars. So, the Osbornes gave their lights to DisneyWorld. Now Mr. Osborne goes to Disney-World every December and puts up his lights.

Apply

Bring in and have the students bring in a variety of other bills. Ask students to form pairs and to locate the same information as in the questions. Ask them to find how the bill can be paid and where the money should be sent. If students need more practice in check writing and envelope addressing, that could also be done at this time.

1. What dates is the bill for? December 5, 2008 to January 4, 2009
2. How much is the bill? \$362.05
3. How much was the bill for November? \$82.73
4. Do the lights cost the Osbornes a lot of money? yes
5. By what date does Mr. Osborne have to pay the bill? Jan 15, 2009

Dictation (not in student book)

Christmas is in December.
Some people put up lights at Christmas.
They put up a tree in their house.
They put lights on the tree.

Word Family Information

Work with the word family *ight*. Ask students to add one letter to make the word *light*. Change one letter to make the word *fight*. Change one letter to make the word *night*. Continue with *right*, *sight*, and *tight*. Return to the word part *ight*. Ask students to add two letters to make the words *slight*, *bright*, and *fright*. This covers all the major words in this word family. Revisit them in future lessons. Ask students to locate the word *lights* in the reading.