

Teacher's Guide

Methodological Approach

Reading is generally considered an interactive, collaborative process between a reader and a text. The result of this process is usually considered to be reading fluency. Grabe (1991) stated that the five key areas of language learning are theory, language skills, vocabulary development, comprehension training, and reading-writing connections.

Each unit in *Reading Lamp* addresses these areas of language learning in a logical progression:

A warm-up and new words section in which students communicate in English about the target topic and then acquire new vocabulary words. *Reading Lamp* introduces students to a variety of level-appropriate new content words.



Short reading passages featuring the new words



Comprehension checking using a variety of activities and approaches to ensure comprehension



Consolidating the unit's objectives for reading and vocabulary using a clear reading and writing connection

Why Choose *Reading Lamp*?

Reading Lamp is a three-level series designed to introduce young students to reading English. As beginning readers work their way through the series, they will continually reinforce high-frequency sight words while focusing on learning a limited number of new vocabulary items in each unit. This allows beginning readers to comfortably develop reading fluency as they broaden their understanding of various English word forms, structures, and sentence patterns. *Reading Lamp* illuminates a foundation in reading that students may then use to practice basic listening, speaking, and writing skills.

Features:

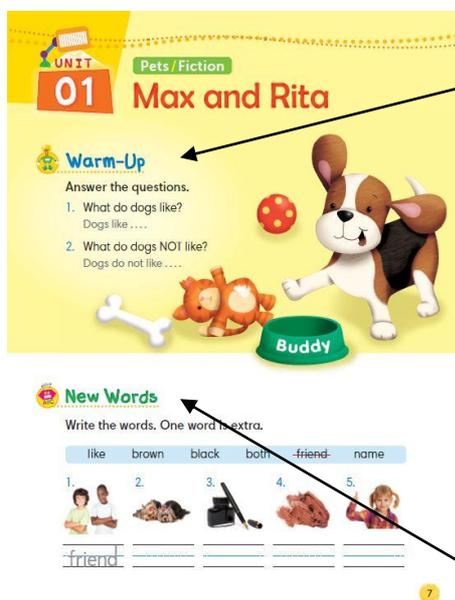
- Thematically paired fiction and nonfiction unit topics
- Familiar unit topics that ensure student comprehension
- Comprehension activities in both textual and graphic formats
- Repeated recycling of high-frequency vocabulary
- Audio recording of all pages for listening and reading along
- Pull-out full-color workbook included

Getting to Know the Book

Introduction to the *Reading Lamp* Student Books

Each unit in the *Reading Lamp* series includes eight parts, plus additional review and consolidation activities in the workbook. The parts of the book work together to get students thinking about the unit's topic while learning new vocabulary, lead students through a reading passage, and then have students practice basic listening, organizing, and writing skills in English.

Student Book Contents:



Warm-Up

- Provides two questions about the unit topic
- Gives beginning students speaking practice
- Allows students to gain familiarity with the unit topic
- Sample responses are provided in the answer key

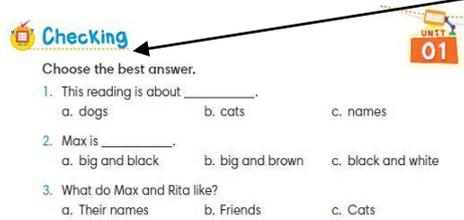
New Words

- Lists key vocabulary for the unit
- Students match vocabulary to the photographs and then write labels
- Photographs provide students with authentic vocabulary experiences



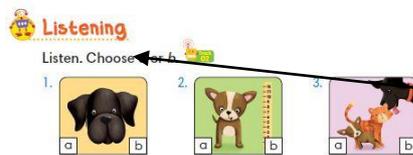
Reading

- Reading passages range from 30 to 60 words.
- Passages alternate between theme-based original and informative content.
- The audio CD provides recordings of each passage.
- Additional recordings are available online.
- After hearing the recording, students can do a timed reading of the passage.



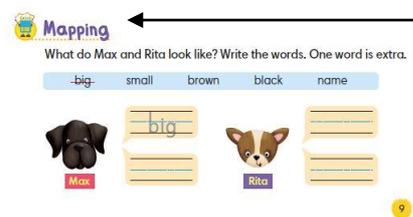
Checking

- Assesses students' reading comprehension
- Use of multiple-choice questions prepares students for test-taking.



Listening

- Incorporates target vocabulary in simple tasks
- Listening transcripts provided for teachers' use



Mapping

- Reinforces comprehension of the reading passage through activities requiring students to organize texts according to reading skills

Vocabulary Review

Find and circle (O) the words. Then complete the story.

big black brown small likes -cat-

1. 

2. I have a cat. She is _____.
She is _____ She _____ dogs.

Vocabulary Review

- Provides additional exposure to the target vocabulary in new contexts
- Activity layout changes ensure that students have multiple ways of learning new vocabulary

Summary

What is first? What is last? Write 1 (first) to 4 (last).

Max is big. Rita is small.

Jane has two dogs. The dogs are good friends.

Summary

- Reviews target vocabulary, stimulates recall of information from the reading, and develops reading fluency by repeating words and structures from the unit

Additional Materials:

Workbook:

- Provides two pages of additional reading, listening, and writing activities per unit, including dictation, grammar matching and writing, and fun wrap-up games and puzzles
- Activities are designed to reinforce key concepts learned in class.
- Activities can be used in class, for homework, or for assessment.

Reproducible Midterm and Final Tests:

- Tests assess students' vocabulary and reading comprehension.

Scope and Sequence

Reading Lamp 1

Unit	Title	Theme and Type of Reading	Vocabulary
1	Max and Rita	Pets/Fiction	black, both, brown, friend, like, name
2	Scary Dogs?	Pets/Nonfiction	adult, beach, centimeter, kilogram, pet, scary
3	Kitty's New Babies	Pets/Fiction	find, keep, kitten, mother, nice, warm
4	Cats Help Farmers	Pets/Nonfiction	ago, farm, grow, help, living, long, sell
5	Both Sisters	Family/Fiction	birthday, blond, eye, same, too, twins
6	Different Twins	Family/Nonfiction	different, other, share, short, tall, why
7	Count the Kids	Family/Fiction	count, everybody, forget, fun, lost, picnic
8	Big Families	Family/Nonfiction	family, large, party, sometimes, table, together
9	Out of His Cage	Animals/Fiction	again, cage, catch, door, kangaroo, lock
10	Baby Handsome	Animals/Nonfiction	father, gorilla, handsome, melon, people, write
11	The Lost Nut	Animals/Fiction	another, bury, nut, squirrel, what about, winter
12	Ashiya's Apples	Animals/Nonfiction	always, bucket, choose, elephant, put, smart
13	The Magician's Rainbow	Colors/Fiction	collect, colors, fire, magician, rainbow, want
14	Looking at Rainbows	Colors/Nonfiction	behind, cloud, light, place, rain, sun
15	Joanna's Dress	Colors/Fiction	change, company, excited, put on, special, wow
16	Does Red Help?	Colors/Nonfiction	feeling, game, soon, sport, test, wear
17	New Friends	People/Fiction	knock, neighbor, shy, street, wave, yell
18	Hello from New Zealand	People/Nonfiction	close (eyes), close (together), greet, nose, stand, touch
19	Charlie's Vacation	People/Fiction	ocean, sand, sky, swim, vacation, watch
20	E-Card	People/Nonfiction	card, computer, cost, money, paper, save

Suggested Lesson Plan

Reading Lamp 1

Introduction:

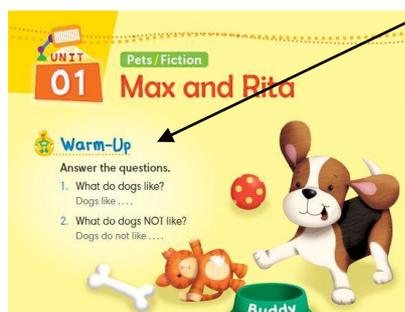
- Teacher greets students; reviews previous units with related questions during attendance check. Questions at this level should be related to vocabulary.
- Teacher writes one word related to the current lesson and asks students how many words they can think of that are related to that word.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review:

- Have students complete the vocabulary quiz from the previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

Pre-Reading:

Page 1)



Warm-Up:

Step 1:

Option 1)

- Teacher shows students the Warm-Up picture from the first page of the unit. Teacher should cover the Warm-Up questions with a piece of blank paper. Teacher then asks open-ended questions about the picture, encouraging students to speak first with words or phrases, then with sentences. Teacher will have to say the students' sentences correctly and ask students to repeat them correctly.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and asks students to work in pairs to create one sentence about the picture.

Step 2:

- Teacher has students open their books and look at the Warm-Up section. Teacher directs students to the questions and asks them one at a time.
- Teacher encourages students to write new words in the space next to the questions.

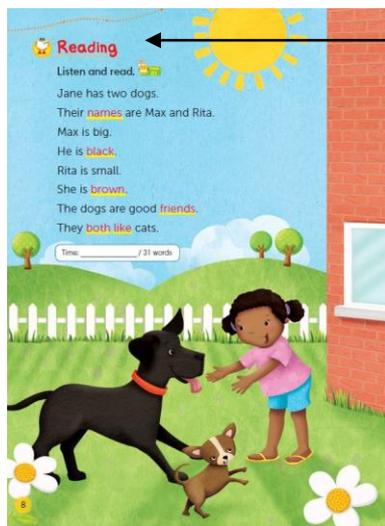
New Words:

- Teacher writes the new words on the board and asks students to close their books.
- Teacher reads the words aloud and asks students to repeat the words.
- Teacher then has students open their books and guides students through the pictures of the new words to reinforce students' understanding.
- Teacher then asks students to work in pairs to fill in the blanks.
- Students then take turns reading the words aloud.

Optional Activity

- 1) Teacher has students work in pairs to write simple new sentences with the words.
- 2) Teacher conducts a game-show style quiz featuring questions about the words.
- 3) Teacher writes the words on the board with one spelling error in each word, and then has students find the mistakes and write the corrections.

Page 2)



Reading:

Passage:

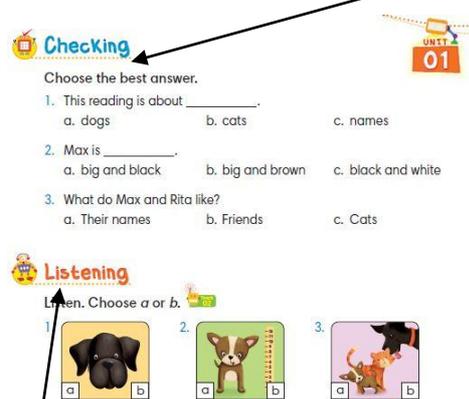
- Teacher asks students to look at the picture and talk about what they see. If possible, have students cover the text with a piece of paper so they cannot see the words. Teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea and details.

Optional Activity

- 1) Teacher reads the passage aloud, stopping every four to five words and having students say the next word.
- 2) Teacher assigns students to work in groups of three or four to read the passage aloud, with each student reading one word at a time.
Ex. Jane has two dogs. S1 – Jane, S2 – has, S3 – two, S4 – dogs.

Comprehension Checking:

Page 3)



Checking:

- Teacher introduces the Checking activity by having students close their books and first asking the questions aloud slowly, with students giving their own answers.
- Teacher asks students to open their books and answer the questions independently, while the walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students. This can be made into an interactive activity. Ex. Teacher: Who thinks the correct answer is A? Students raise their hands and agree on the correct response.

Listening:

- Teacher asks students to brainstorm as many words as they can about what they see in the picture(s). Students work as a large group or in groups of three or four.
- Teacher plays the audio track, and students solve the problems.
- Teacher plays the audio track one more time so students can make self-corrections.
- Check the answers together as a class.
- If time permits, teacher has students look at the transcripts from the back of the book and read along as they listen again. Teacher chooses some key words for additional pronunciation practice.

Mapping

What do Max and Rita look like? Write the words. One word is extra.

big small brown black name

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Class checks the answers together.
- Teacher can ask students to create one more sentence related to the activity.

Consolidation

Page 4)

Vocabulary Review

Find and circle (O) the words. Then complete the story.

big black brown small likes -eat-

1.

2. I have a cat. She is _____.
She is _____, She _____ dogs.

Summary

What is first? What is last? Write 1 (first) to 4 (last).

Max is big. Rita is small.
Jane has two dogs. The dogs are good friends.

Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (three to four minutes) to complete the activity.
- Teacher leads students in checking the answers together. Variations on checking the activity include having students take turns writing the answers on the board, having students spell words aloud, and having students create sentences with the key vocabulary words.

Summary:

- Teacher asks students to independently brainstorm as many words as possible about the picture. This activity can be conducted as a quiz, with the teacher showing the picture to the class to check students' vocabulary comprehension and spelling.
- Teacher then asks students to complete the activity as an in-class quiz, using the main passage for reference as necessary.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher assigns students to work in groups of three or four and has them put the words in alphabetical order.
- 2) Teacher tapes pieces of paper with the words around the classroom. Students take turns picking a word and either saying it aloud or using it in a sentence.

Test Overview**Midterm Tests:**

Midterm tests assess students' knowledge of vocabulary and reading structures from the first half of the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are performing well on the test, teacher can review it with together with the students.
- If students are performing poorly, teacher should assess where students need more work and re-teach and review key areas.
- For individual students who are struggling, extra homework can be assigned.
- Answers for all test questions can be found at the end of each test.

Mid-term Test (Units 1-10) Name _____ Score _____

A. Write the word below the picture. One word is extra.

birthday table cage catch mice different

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

B. What is the odd word? Circle it.

- | | | | | |
|------------|-------|--------|----------|---------|
| 6. gorilla | melon | dog | kangaroo | bird |
| 7. mother | boy | father | sister | brother |
| 8. eye | nose | hair | dress | hand |
| 9. write | lock | count | share | blue |
| 10. family | large | small | short | tall |

C. Fill in the blanks. One word is extra.

helped are can has go

11. _____ they twins?

12. She _____ her mother make lunch.

13. Twins _____ be different.

14. He _____ two sisters.



Mid-term Test (Units 1-10)

D. Read and answer.

Dan has a large family.
He has three brothers.
He has no sisters.
Two of his brothers look the same.
But they are not twins.
Dan's family has three pets, too.
They have a big dog.
They have an orange cat.
They have a smart bird.
The bird can count!



15. This reading is about _____.
- a. Dan's favorite animals b. Dan's large family c. Dan's best friend
16. Their pet bird _____ count.
- a. can b. cannot c. can be
17. How many kids are in Dan's family?
- a. Four b. Six c. Eight

**Mid-term Test (Units 1-10)**

Matt lives on a farm.
He has a cat.
She catches mice.
She feeds her kittens.
She keeps them warm.
Matt has five apple trees.
His family sells apples to his neighbors.
He has a nut tree, too.
The squirrels like to eat the nuts.



18. This reading is about _____.
- a. living on a farm b. feeding kittens c. selling apples
19. Five trees _____ apples.
- a. to grow b. grow c. grows
20. How does Matt's cat help him?
- a. She feeds him. b. She keeps him warm. c. She catches mice.

Reading Lamp 1

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. table
2. different
3. catch
4. birthday
5. mice

B.

6. melon
7. boy
8. dress
9. blue
10. family

C.

11. Are
12. helped
13. can
14. has

D.

15. b
16. a
17. a
18. a
19. b
20. c

Test Overview

Final Tests:

Final tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Final tests should be assigned after students have completed units 1-20.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Final Test (Units 11-20)

Name _____

Score _____

A. Check (✓) True or False.

1. Elephants can live in zoos.
2. E-cards cost a lot.
3. Nuts can grow into trees.
4. Light and fire make a rainbow.
5. The Maori live in Canada.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

B. Fill in the blanks. One word is extra.

buries test soon always fire clouds

6. She takes a _____ today.
7. It is _____ fun to watch a magician.
8. The sun is behind the _____.
9. The squirrel _____ the nut.
10. He sees a _____ in the house.

C. Match the parts to make correct sentences.

11. She • • is falling on • • her neighbor.
12. The rain • • have • • red shirts.
13. It • • is fun • • the table.
14. They • • will greet • • to play games.



Final Test (Units 11-20)

D. Read and answer.

Amy plays a sport today.
She wears a red shirt to the game.
She is shy.
She stands close to her mother.
The other girls wave to Amy.
They greet her.
The girls are nice.
Amy is excited.
It is fun to play sports!



15. This reading is about _____.
- a. how red helps b. greeting adults c. playing a sport
16. The other girls _____ Amy.
- a. greeting b. greets c. greet
17. Why does Amy stand close to her mother?
- a. She is shy. b. She is excited. c. She is sad.



Final Test (Units 11-20)

Kate is on vacation.
She wants to send a card to her friend.
She has a computer.
She finds a free e-card.
She sends it to her friend.
It gets there fast.
It saves money, time, and trees.
Kate is happy.



18. This reading is about _____.
- a. going on vacation b. sending an e-card c. saving money
19. E-cards _____ money, time, and trees.
- a. save b. play c. want
20. Who is the card for?
- a. Kate b. Kate's sister c. Kate's friend

Reading Lamp 1

Term Test _ Answer Key

Final term Test (Units 11-20)

A.

1. True
2. False
3. True
4. False
5. False

B.

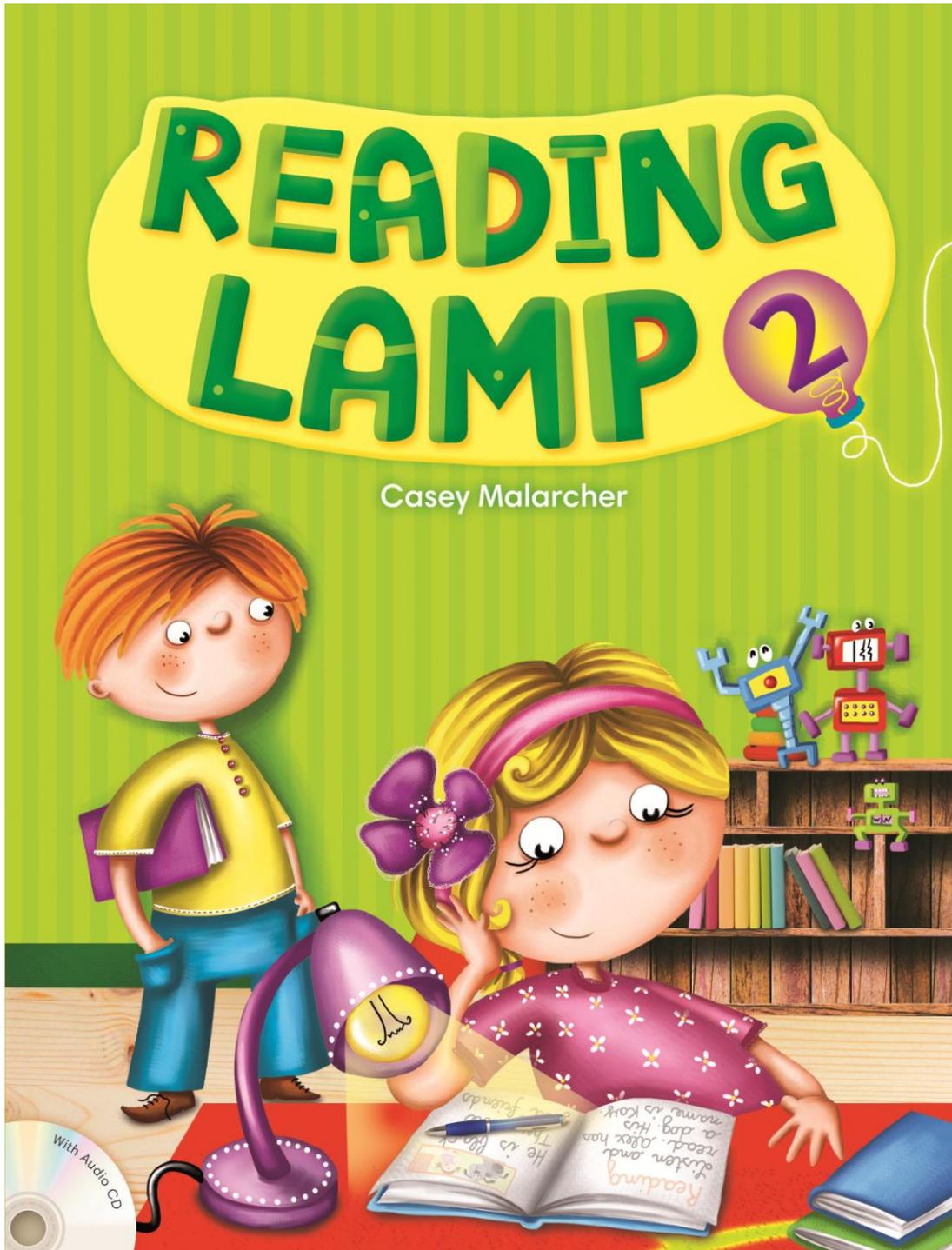
6. test
7. always
8. clouds
9. buries
10. fire

C.

11. She will greet her neighbor.
12. The rain is falling on the table.
13. It is fun to play games.
14. They have red shirts.

D.

15. c
16. c
17. a
18. b
19. a
20. c



Teacher's Guide

Scope and Sequence

Reading Lamp 2

Unit	Title	Theme and Type of Reading	Vocabulary
1	Tony and Stewart	Animals/Fiction	back, bowl, dinner, quickly, very, young
2	A Good Fish Tank	Animals/Nonfiction	cold, dirty, liter, size, taller (than), tank
3	Fly, Frank!	Animals/Fiction	fly, kitchen, lamp, living room, tired, try
4	About Pet Lizards	Animals/Nonfiction	lizard, maybe, never, pick up, smell, teach
5	Lisa's First Job	Work/Fiction	cut, garden, grass, job, older, outside
6	The Gardener	Work/Nonfiction	England, hurt, knee, start, work, year
7	The Strong Man	Work/Fiction	circus, pull, rope, teeth, tie, walk
8	Barnum and Jumbo	Work/Nonfiction	during, Earth, famous, giant, greatest, show
9	An Ugly Spot	Our Things/Fiction	drop, pizza, pretty, spot, ugly, wash
10	Uniforms	Our Things/Nonfiction	jacket, pants, skirt, student, tie, uniform
11	Linda's Books	Our Things/Fiction	box, everyone, give (away), library, shelf, town
12	Collect This	Our Things/Nonfiction	anywhere, clean, display, easy, first, rocks
13	Adam's Apartment	Homes/Fiction	building, difficult, elevator, finally, o'clock, stairs
14	Living in a Castle	Homes/Nonfiction	bathroom, buy, castle, (second) floor, interesting, think
15	A Home for Bunny	Homes/Fiction	alone, crowded, hug, presents, somebody, toy store
16	Making a Good Home	Homes/Nonfiction	bunnies, carrot, (big) enough, food, only (a pea), sick
17	The Loose Tooth	Health/Fiction	bite, gone, idea, loose, mirror, stuck
18	Help Your Teeth	Health/Nonfiction	acid, brush, mouth, strong, vegetables, weak
19	Jane Always Laughs	Health/Fiction	cry, head, laugh, sidewalk, skate, soccer
20	Don't Get Hurt!	Health/Nonfiction	ankle, basketball, imagine, often, probably (not), safe

Suggested Lesson Plan

Reading Lamp 2

Introduction:

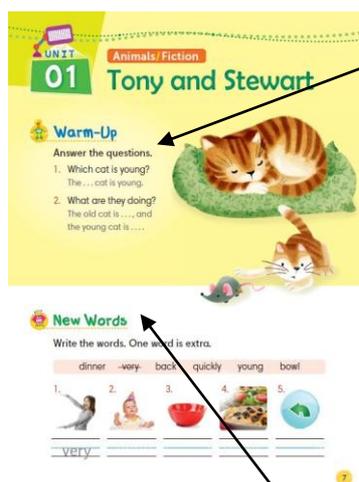
- Teacher greets students; reviews previous units with related questions during attendance check. Questions at this level should be related to vocabulary.
- Teacher writes one word related to the current lesson and asks students how many words they can think of that are related to that word.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review:

- Have students complete the vocabulary quiz from the previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

Pre-Reading:

Page 1)



Warm-Up:

Step 1:

Option 1)

- Teacher shows students the Warm-Up picture from the first page of the unit. Teacher should cover the Warm-Up questions with a piece of blank paper. Teacher then asks open-ended questions about the picture, encouraging students to speak with simple sentences. Teacher will have to say the students' sentences correctly and ask students to repeat them correctly.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and goes around the classroom asking each student to say one or two words about the picture.

Step 2:

- Teacher has students open their books and look at the Warm-Up section. Teacher directs students to the questions and asks them one at a time.
- Teacher encourages students to write new words in the space next to the questions.
- Teacher can extend this activity by first having students work in pairs to ask and answer the questions before doing the activity as a whole class.

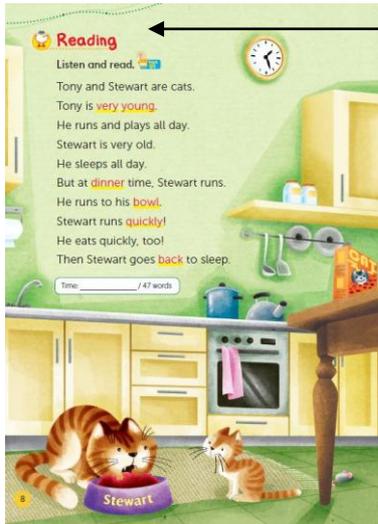
Optional Activity

- 1) Teacher has students work in pairs to write simple new sentences with the words.
- 2) Teacher conducts a game-show style quiz featuring questions about the words.
- 3) Teacher writes the words on the board with one spelling error in each word, and then has students find the mistakes and write the corrections.

New Words:

- Teacher writes the new words on the board and asks students to close their books.
- Teacher reads the words aloud and asks students to repeat the words.
- Teacher then has students open their books and guides students through the pictures of the new words to reinforce students' understanding.
- Teacher then asks students to work in pairs to fill in the blanks. This section of the activity can be extended by erasing the words from the board before having students fill in the blanks.
- Students then take turns reading the words aloud.

Page 2)



Reading:

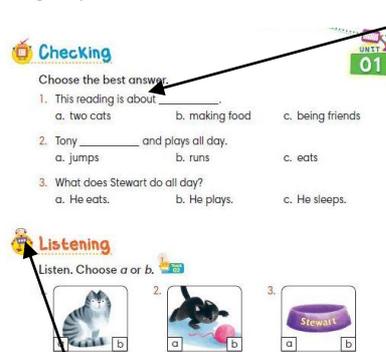
- 1) Teacher asks students to look at the picture and talk about what they see. If possible, have students cover the text with a piece of paper so they cannot see the words. Teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- 2) Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- 3) Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea and details.
- 4) Teacher plays the audio CD again, this time encouraging students to read together. As the semester goes on, the audio CD volume should get softer so the students are relying on the CD less.

Optional Activity

- 1) Teacher reads the passage aloud, stopping every four to five words and having students say the next word.
- 2) Teacher assigns students to work in groups of three or four to read the passage aloud with each student reading one word at a time.
Ex. Jane has two dogs. S1 – Jane, S2 – has, S3 – two, S4 – dogs.

Comprehension Checking:

Page 3)



Checking:

- Teacher introduces the Checking activity by having students close their books and first asking the questions aloud slowly, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently, while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students. This can be made into an interactive activity.
Ex. Teacher: Who thinks the correct answer is A? Students raise their hands and agree on the correct response.

Listening:

- Teacher asks students to brainstorm as many words as they can about what they see in the picture(s). Students work as a large group or in groups of three or four.
- Teacher plays the audio track and students solve the problems.
- Teacher plays the audio track one more time so students can make self-corrections.
- Check the answers together as a class.
- If time permits, the teacher has students look at the transcripts from the back of the book and read along as they listen again. Teacher chooses some key words for additional pronunciation practice.

Mapping

What is true about each cat? Write the words. One word is extra.

young quickly runs old sleeps

very _____

Stewart _____ all day

very _____

Tony _____ all day

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Class checks the answers together.
- Teacher can ask students to create one more sentence related to the activity.

Consolidation

Page 4)

Vocabulary Review

Write the right word. One word is extra.

very sleep bowl dinner back young

1. _____ time

2. _____ old

3. Go _____

4. _____ all day

5. The cat's _____



Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (three to four minutes) to complete the activity.
- Teacher leads students in checking the answers together. Variations on checking the activity include having students take turns writing the answers on the board, having students spell words aloud, and having students create sentences with the key vocabulary words.

Summary

What is first? What is last? Write 1 (first) to 4 (last).





Then Stewart goes back to sleep. He runs to his bowl.





Tony and Stewart are cats. At dinner time, Stewart runs.

Summary:

- Teacher asks students to independently brainstorm as many words as possible about the picture. This activity can be conducted as a quiz, with the teacher showing the picture to the class to check students' vocabulary comprehension and spelling.
- Teacher then asks students to complete the activity as an in-class quiz, using the main passage for reference as necessary.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher assigns students to work in groups of three or four and has them put the words in alphabetical order.
- 2) Teacher tapes pieces of paper with the words around the classroom. Students take turns picking a word and either saying it aloud or using it in a sentence.

Test Overview

Midterm Tests:

Midterm tests assess students' knowledge of vocabulary and reading structures from the first half of the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are performing well on the test, teacher can review it together with the students.
- If students are performing poorly, teacher should assess where students need more work and re-teach and review key areas.
- For individual students who are struggling, extra homework can be assigned.
- Answers for all test questions can be found at the end of each test.

Mid-term Test (Units 1-10)  

A. Write the word below the picture. One word is extra.

smell tank famous bowl drop hurt

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

B. Match the words that are the same.

- | | |
|--------------|-------------|
| 6. quickly • | • a. light |
| 7. lamp • | • b. sleepy |
| 8. tired • | • c. clean |
| 9. giant • | • d. fast |
| 10. wash • | • e. jumbo |

C. Fill in the blanks. One word is extra.

is out of watered pulls greatest

11. She comes _____ her room.

12. He _____ the toy with a rope.

13. We _____ the flowers in the garden.

14. It is the _____ show on TV!



Mid-term Test (Units 1-10)

D. Read and answer.

Luke has a lizard named Lucky.
He keeps Lucky in a glass tank.
It is on a table in the living room.
The tank has rocks in it.
He puts some water in a bowl.
Luke touches Lucky's tank and the things in it.
He teaches Lucky how he smells.
Lucky likes Luke.



15. This reading is about _____.
- a. a fish b. rocks c. a lizard
16. Luke teaches Lucky _____ he smells.
- a. why b. what c. how
17. Where is Lucky's tank?
- a. In the kitchen b. In the living room c. In the bathroom



Mid-term Test (Units 1-10)

Anna goes to the circus.
She sees a strong man.
He is 100 years old!
He wears a yellow uniform.
He picks up a car.
There is a giant elephant, too.
He stands on a red ball.
He pulls three green cars with a rope.
Anna thinks it is the greatest show on Earth!



18. This reading is about _____.
- a. a circus b. the greatest TV show c. an old elephant
19. The strong man _____ a car.
- a. picks off b. picks on c. picks up
20. What does the strong man wear?
- a. A yellow uniform b. A red jacket c. Green pants

Reading Lamp 2

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. hurt
2. tank
3. drop
4. bowl
5. smell

B.

6. d
7. a
8. b
9. e
10. c

C.

11. out of
12. pulls
13. watered
14. greatest

D.

15. c
16. c
17. b
18. a
19. c
20. a

Test Overview

Final Tests:

Final tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Final tests should be assigned after students have completed units 1-20.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.



A. Check (✓) True or False.

1. Libraries sell flowers.
2. Many tall buildings have elevators.
3. There are castles in Scotland.
4. Collecting rocks is easy.
5. Bunnies only eat carrots.

True	False
<input type="checkbox"/>	<input type="checkbox"/>

B. Fill in the blanks. One word is extra.

crowded thought elevator town acid probably

6. This _____ has one toy store.
7. The park is very _____.
8. They _____ it was a good idea.
9. She will _____ get hurt.
10. Nuts make _____ weak.

C. Match the parts to make correct sentences.

- | | | |
|-----------------------|---------------|-----------------|
| 11. It is difficult • | • have • | • and wash it. |
| 12. Be sure to • | • brush • | • enough water? |
| 13. Do you • | • the apple • | • the stairs. |
| 14. Pick up • | • to go up • | • your teeth. |



Final Test (Units 11–20)

D. Read and answer.

Emma collects books.
She has hundreds of books.
She buys books at stores.
Her friends give their old books to her.
She cleans them.
She displays them on the shelves in her library.
There are many interesting books.
Emma likes books about teeth and health.
Maybe she will be a doctor!



15. This reading is about _____.
- a. a castle b. a book collection c. teeth and health
16. Emma _____ books at stores.
- a. buys b. buy c. to buy
17. What does Emma do before she displays the books?
- a. She reads them. b. She writes in them. c. She cleans them.

 **Final Test (Units 11–20)**

Jake bought five red shirts and five white shirts.
He has an idea.
He meets his friends at the park.
He shares the shirts with his friends.
They play basketball.
They run and jump.
Jake falls down and hurts his ankle.
Somebody helps Jake get up.
It is difficult to walk, but Jake is OK.



18. This reading is about _____.
- a. getting a job b. going up stairs c. playing basketball
19. Jake will _____ watch his friends play basketball.
- a. somebody b. probably c. anywhere
20. What does Jake hurt?
- a. His ankle b. His hand c. His head

Reading Lamp 2

Term Test _ Answer Key

Final term Test (Units 11-20)

A.

1. False
2. True
3. True
4. True
5. False

B.

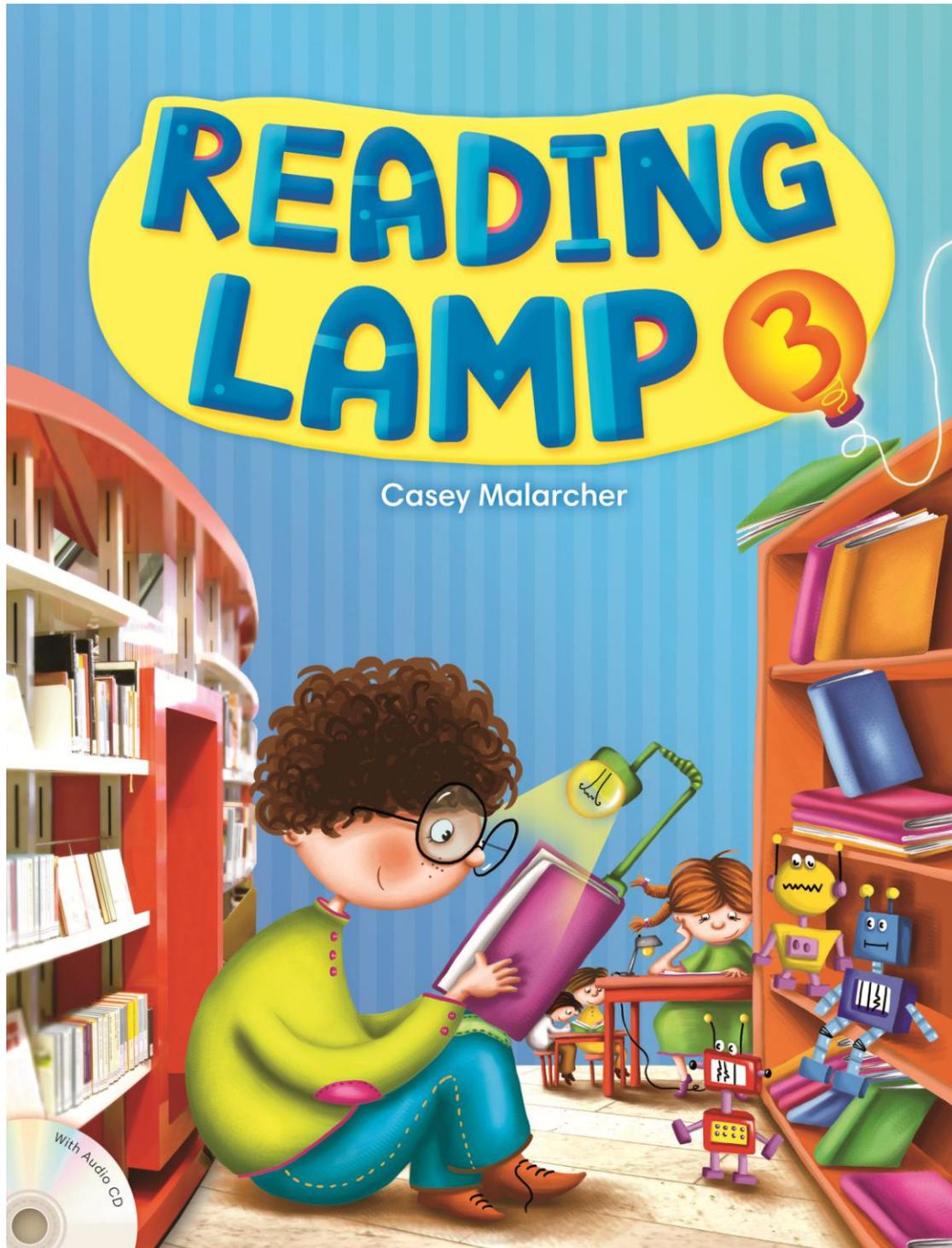
6. town
7. crowded
8. thought
9. probably
10. acid

C.

11. It is difficult to go up the stairs.
12. Be sure to brush your teeth.
13. Do you have enough water?
14. Pick up the apple and wash it.

D.

15. b
16. a
17. c
18. c
19. b
20. a



Teacher's Guide

Scope and Sequence

Reading Lamp 3

Unit	Title	Theme and Type of Reading	Vocabulary
1	Salad Is Good!	Food/Fiction	fork, hamburger, hate, salad, surprised, tell
2	Carrots and Potatoes	Food/Nonfiction	healthy, part, soil, soup, thin, vitamins
3	A Surprise for Mom	Food/Fiction	eggs, flour, later, mess, mix, sugar
4	The Big Pizza	Food/Nonfiction	across, meter, piece, sauce, tomato, use
5	No Dirty Shoes!	Talents/Fiction	baseball, enjoy, hands, roll, shoe, take off
6	Standing on Your Head	Talents/Nonfiction	bottom, ear, next to, sure, top, triangle
7	Hooray, Anna!	Talents/Fiction	act, beautiful, clap, hooray, play, princess
8	Who Wants to Be a Singer?	Talents/Nonfiction	band, may, music, must (write), practice, study
9	A Rainy Day	Weather/Fiction	bored, boring, brush, inside, nothing, paint
10	The Wet Season	Weather/Nonfiction	cool, flood, millimeter, month, season, usually
11	Nate's Vacation	Weather/Fiction	beach, ocean, pool, surf, today, vacation
12	Safe in the Sun	Weather/Nonfiction	body, should, sunburn, sunscreen, too much (coffee), while
13	The Ring	Good Ideas/Fiction	cry, finger, glad, gold, ring, soap
14	Earle Helps His Wife	Good Ideas/Nonfiction	bandage, careful, cotton, knife, tape, wife
15	Lisa Is Smart	Good Ideas/Fiction	bike, break, chew, gum, ride, without (shoes)
16	Chester's Great Idea	Good Ideas/Nonfiction	around, earmuffs, fur, hoop, still (waiting), wire
17	Sam and the Suitcase	Interesting Pets/Fiction	airport, hear (music), noise, pack, scratch, suitcase
18	Tucker Saves the Day!	Interesting Pets/Nonfiction	bark, call, dies, happen, smoke, wake up
19	Polly and Marty	Interesting Pets/Fiction	before, bread, hungry, kind, mouse, parrot
20	Dancing Snowball	Interesting Pets/Nonfiction	cockatoo, dance, owner, song, turn on, video

Suggested Lesson Plan

Reading Lamp 3

Introduction:

- Teacher writes a question of the day related to a previous unit on the board. As students come in, they think about the question. Teacher then takes attendance by asking everyone the question of the day.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review:

- Have students complete the vocabulary quiz from the previous unit.
- If students have struggled with quizzes, then give quizzes from previous units again.

Pre-Reading:

Page 1)



Optional Activity

- 1) Teacher has students work in pairs to write simple new sentences with the words.
- 2) Teacher conducts a game-show style quiz featuring questions about the words.
- 3) Teacher writes the words on the board with one spelling error in each word, and then has students find the mistakes and write the corrections.

Warm-Up:

Step 1:

Option 1)

- Teacher shows students the Warm-Up picture from the first page of the unit. Teacher should cover the Warm-Up questions with a piece of blank paper. Teacher then asks open-ended questions about the picture, encouraging students to speak with simple sentences. Teacher will have to say the students' sentences correctly and ask students to repeat them correctly.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and goes around the classroom asking each student to say two to three words or a simple sentence about the picture.

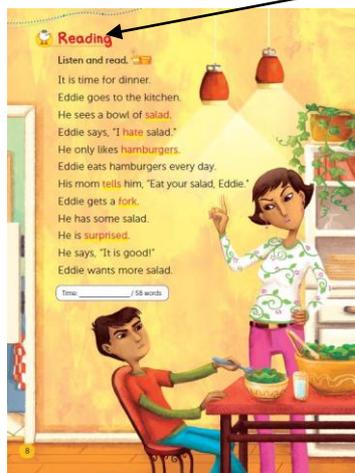
Step 2:

- Teacher has students open their books and look at the Warm-Up section. Teacher directs students to the questions and asks them one at a time.
- Teacher encourages students to write new words in the space next to the questions.
- Teacher can extend this activity by first having students work in pairs to ask and answer the questions before doing the activity as a whole class.

New Words:

- Teacher writes the new words on the board and asks students to close their books.
- Teacher reads the words aloud and asks students to repeat the words.
- Teacher then has students open their books and guides students through the pictures of the new words to reinforce students' understanding.
- Teacher then asks students to work in pairs to fill in the blanks. Erasing the words from the board before having students fill in the blanks can extend this section of the activity.

Page 2)



Reading:

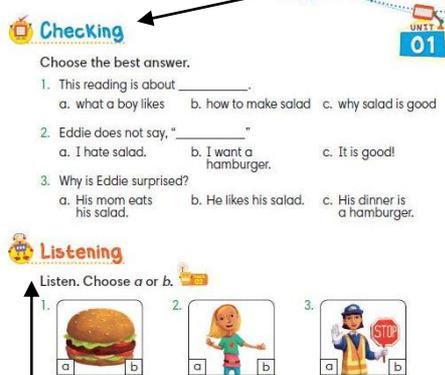
- Teacher asks students to look at the picture and talk about what they see. If possible, have students cover the text with a piece of paper so they cannot see the words. Teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- Teacher plays the audio CD and has students track the words and circle words in the passage they do not know. Teacher introduces the meanings of the words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea and details.
- Teacher plays the audio CD again, this time encouraging students to read together. As the semester goes on, the audio CD volume should get softer so the students are relying on the CD less.

Optional Activity

- 1) Teacher reads the passage aloud, stopping every four to five words and having students say the next word.
- 2) Teacher assigns students to work in groups of three or four to read the passage aloud with each student reading one word at a time.
Ex. Jane has two dogs. S1 – Jane, S2 – has, S3 – two, S4 – dogs.

Comprehension Checking:

Page 3)



Checking:

- Teacher introduces the Checking activity by having students close their books and first asking the questions aloud slowly, with students giving their own answers.
- Teacher asks students to open their books and has them answer the questions independently, while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students. This can be made into an interactive activity.
Ex. Teacher: Who thinks the correct answer is A? Students raise their hands and agree on the correct response.

Listening:

- Teacher asks students to brainstorm as many words as they can about what they see in the picture(s). Students work as a large group or in groups of three or four.
- Teacher plays the audio track and students solve the problems.
- Teacher plays the audio track one more time so students can make self-corrections.
- Check the answers together as a class.
- If time permits, teacher has students look at the transcripts from the back of the book and read along as they listen again. Teacher chooses some key words for additional pronunciation practice.

Mapping

What do they say and do? Fill in the chart. One word is extra.

hamburger fork good hate salad

"I _____ salad."
"Eat your salad, Eddie."
He gets a _____
He has some _____
"It is _____"

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Teacher checks the students' answers together.
- Teacher can ask students to create one more sentence related to the activity.

Consolidation

Page 4)

Vocabulary Review

Write the right word. One word is extra.

hate hamburgers fork good salad surprised

1. A bowl of _____
2. _____ something
3. _____ and French fries
4. Use a _____
5. Be _____ by something

Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (three to four minutes) to complete the activity.
- Teacher leads students in checking the answers together. Variations on checking the activity include having students take turns writing the answers on the board, having students spell words aloud, and having students create sentences with the key vocabulary words.

Summary

What is first? What is last? Write 1 (first) to 4 (last).

He is surprised. He says, "I hate salad."
Eddie gets a fork. Eddie sees a bowl of salad.

Summary:

- Teacher asks students to independently brainstorm as many words as possible about the picture. This activity can be conducted as a quiz, with the teacher showing the picture to the class to check students' vocabulary comprehension and spelling.
- Teacher then asks students to complete the activity as an in-class quiz, using the main passage for reference as necessary.

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Closure:

Final Activity Ideas

- 1) Teacher assigns students to work in groups of three or four and has them put the words in alphabetical order.
- 2) Teacher tapes pieces of paper with the words around the classroom. Students take turns picking a word and either saying it aloud or using it in a sentence.

Test Overview

Midterm Tests:

Midterm tests assess students' knowledge of vocabulary and reading structures from the first half of the book.

- Midterm tests should be assigned after students have completed units 1-10.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are performing well on the test, teacher can review it together with the students.
- If students are performing poorly, teacher should assess where students need more work and re-teach and review key areas.
- For individual students who are struggling, extra homework can be assigned.
- Answers for all test questions can be found at the end of each test.



A. Fill in the blanks. One word is extra.

thin mix practices pieces brush sure

1. Are you _____ this is a good idea?
2. Paper is very _____.
3. _____ red and yellow to make orange.
4. Janet _____ dancing every day.
5. Paul ate three _____ of cake.

B. What is the odd word? Circle it.

6. salad pizza cake fork hamburger
7. head hooray hand ear foot
8. say see yell tell sing
9. mad sad surprised sleep excited
10. meter kilogram paint liter millimeter

C. Match the parts to make correct sentences.

- | | | |
|--------------------|---|-----------------------|
| 11. He acts | • | • during the test. |
| 12. The ball rolls | • | • into the net. |
| 13. Bill ran more | • | • like a dog. |
| 14. Do not talk | • | • than 10,000 meters. |



Mid-term Test (Units 1-10)

D. Read and answer.

Frank helps his mom make pizza.

First, they mix flour, water, and sugar in a bowl.

They roll it on the table.

They make it thin and round.

Second, they spread tomato sauce on it.

Third, they put cheese on the sauce.

Fourth, they put vegetables on top of the cheese.

Finally, they bake the pizza.

Now it is ready to eat!



15. This reading is about _____.
- a. how to make pizza b. where to buy pizza c. what kind of pizza is the best
16. They put vegetables _____ the cheese.
- a. into b. on the bottom c. on top of
17. What do they put on the sauce?
- a. sugar b. cheese c. vegetables



Mid-term Test (Units 1-10)

Jackie enjoys singing.
She wants to be a singer.
She practices every day.
She studies how to read music.
She sings at school.
She sings outside.
She sings with a band.
Jackie's brother hears something.
"What is that noise?" he yells.
It is Jackie.
He tells her to stop singing.
Jackie says, "I cannot stop.
Practice makes me better.
I may be famous one day!"



18. This reading is about _____.
- a. playing in a band b. being a singer c. writing music
19. Jackie thinks she _____ be famous one day.
- a. must b. is c. may
20. What does Jackie's brother think?
- a. She is good at singing. b. She is bad at singing. c. She should keep singing.

Reading Lamp 3

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. sure
2. thin
3. Mix
4. practices
5. pieces

B.

6. fork
7. hooray
8. see
9. sleep
10. paint

C.

11. He acts like a dog.
12. The ball rolls into the net.
13. Bill ran more than 10,000 meters.
14. Do not talk during the test.

D.

15. a
16. c
17. b
18. b
19. c
20. b

Test Overview

Final Tests:

Final tests assess students' knowledge of vocabulary and reading structures from the entire book.

- Final tests should be assigned after students have completed units 1-20.
- Teacher circulates the room as the students are taking the test to see how easy or difficult the students are finding it.
- If students are struggling with the test, the teacher should consider providing additional scoring options, such as a speaking test or a separate written test.
- For individual students who are struggling, extra homework can be assigned.
- Teacher should keep records of students' results to pass to the next teacher.
- Answers for all test questions can be found at the end of each test.

Final Test (Units 11–20) Name _____ Score _____

A. Write the word below the picture. One word is extra.

bark smoke sunscreen parrot soap earmuffs

1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

B. Check (✓) True or False.

	True	False
6. The sun can hurt our eyes.	<input type="checkbox"/>	<input type="checkbox"/>
7. People wear rings on their fingers.	<input type="checkbox"/>	<input type="checkbox"/>
8. A bandage can cut your finger.	<input type="checkbox"/>	<input type="checkbox"/>
9. People wear earmuffs in winter.	<input type="checkbox"/>	<input type="checkbox"/>
10. A cockatoo is a kind of dog.	<input type="checkbox"/>	<input type="checkbox"/>

C. Fill in the blanks. One word is extra.

cannot off be tried doesn't

11. He _____ like to sing.
12. She takes her shoes _____ in the house.
13. _____ careful in the sun.
14. They _____ to surf for the first time.



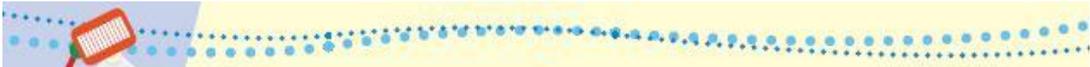
Final Test (Units 11-20)

D. Read and answer.

My dog is very smart.
 He can stand on two legs.
 He can jump through hoops.
 He can dance to music.
 He can even surf!
 He wears earmuffs when it is cold outside.
 He wears sunglasses in the sun.
 He uses soap to wash his fur.
 He is helpful.
 Sometimes, I am not careful.
 He gets a bandage for me.
 I love my dog!



15. This reading is about _____.
- a. a scary bird b. a helpful girl c. a smart dog
16. The dog _____ soap to wash his fur.
- a. use b. used to c. uses
17. What does the dog wear in the sun?
- a. Sunscreen b. Sunglasses c. Earmuffs



Final Test (Units 11–20)

Suzie is going to Canada on vacation.
She packs her suitcase.
What should she take?
It is winter.
It is a cold season in Canada.
Suzie packs her earmuffs.
She packs her hat.
She wants to take her cockatoo.
But it will be too cold for him.
Suzie packs sunscreen, too.
She may get a sunburn in the winter.
Now she is ready to go to the airport.



18. This reading is about _____.
- a. packing a suitcase b. getting a sunburn c. wearing earmuffs
19. She may _____ a sunburn in the winter.
- a. gets b. get c. got
20. What does Suzie NOT pack in the suitcase?
- a. Sunscreen b. Earmuffs c. Her bird

Reading Lamp 3

Term Test _ Answer Key

Final term Test (Units 11-20)

A.

1. soap
2. smoke
3. earmuffs
4. sunscreen
5. parrot

B.

6. True
7. True
8. False
9. True
10. False

C.

11. doesn't
12. off
13. Be
14. tried

D.

15. c
16. c
17. b
18. a
19. b
20. c

Optional Activities

Vocabulary:

- Teacher has students create their own dictionary in a notebook. They draw pictures or find and cut out pictures from magazines to match the words.
- Students create their own running story every two to three units, featuring key vocabulary.
- Students use the vocabulary cards to play games like "Go Fish", "Memory Match", etc.

Reading Fluency:

- Teacher records students as they read the story aloud. An audio portfolio can be provided to the students at the end of a semester.
- Teacher introduces a steady beat, and the students chant the passage aloud.
- Teacher creates a simple "Reader's Theater" based on the passages, and students take turns playing different roles.

Comprehension Plus:

- Teacher provides a basic summary graphic organizer, and students fill in the blanks based on the passages.
- Teacher writes a letter on the board, and students circle all the words in the passage with that letter.

Extension:

- Each week, several students read the passage aloud and are assessed on pronunciation and fluency. Repeat throughout the semester so students have a record of improvement.
- Students choose four or five words from the passage and come up with rhyming words.

Pacing Suggestion

The following is a pacing suggestion for a 28-week program:

Week	Class 1	Class 2
1	Unit 1, pages 7-8 (1 page WB homework)	Unit 1, pages 9-10 (1 page WB homework)
2	Unit 2, pages 11-12 (1 page WB homework)	Unit 2, pages 13-14 (1 page WB homework)
3	Unit 3, pages 15-16 (1 page WB homework)	Unit 3, pages 17-18 (1 page WB homework)
4	Unit 4, pages 19-20 (1 page WB homework)	Unit 4, pages 21-22 (1 page WB homework)
5	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
6	Unit 5, pages 23-24 (1 page WB homework)	Unit 5, pages 25-26 (1 page WB homework)
7	Unit 6, pages 27-28 (1 page WB homework)	Unit 6, pages 29-30 (1 page WB homework)
8	Unit 7, pages 31-32 (1 page WB homework)	Unit 7, pages 33-34 (1 page WB homework)
9	Unit 8, pages 35-36 (1 page WB homework)	Unit 8, pages 37-38 (1 page WB homework)
10	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
11	Unit 9, pages 39-40 (1 page WB homework)	Unit 9, pages 41-42 (1 page WB homework)
12	Unit 10, pages 43-44 (1 page WB homework)	Unit 10, pages 45-46 (1 page WB homework)
13	Midterm Test	Midterm test review and related practice

14	Unit 11, pages 47-48 (1 page WB homework)	Unit 11, pages 49-50 (1 page WB homework)
15	Unit 12, pages 51-52 (1 page WB homework)	Unit 12, pages 53-54 (1 page WB homework)
16	Unit 13, pages 55-56 (1 page WB homework)	Unit 13, pages 57-58 (1 page WB homework)
17	Unit 14, pages 59-60 (1 page WB homework)	Unit 14, pages 61-62 (1 page WB homework)
18	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
19	Unit 15, pages 63-64 (1 page WB homework)	Unit 15, pages 65-66 (1 page WB homework)
20	Unit 16, pages 67-68 (1 page WB homework)	Unit 116, pages 69-70 (1 page WB homework)
21	Unit 17, pages 71-72 (1 page WB homework)	Unit 7, pages 73-74 (1 page WB homework)
22	Unit 18, pages 75-76 (1 page WB homework)	Unit 18, pages 77-78 (1 page WB homework)
23	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc.	
24	Unit 19, pages 79-80 (1 page WB homework)	Unit 19, pages 81-82 (1page WB homework)
25	Unit 20 pages 83-84 (1 page WB homework)	Unit 20, pages 83-84 (1 page WB homework)
26	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc. focusing on Units 1-10.- **Complete reading fluency assessments.-	
27	Review using additional activities, optional activities, song creation, chant creation, vocabulary quizzes, etc. focusing on Units 11-20.- **Complete reading fluency assessments.-	
28	Final Test	Final test review and wrap-up.-