

**Teacher's Guide**

## Methodological Approach

Teachers who use cross-curricular themes create active readers and writers by engaging students in authentic literacy tasks that emerge naturally from interesting and worthwhile topics and ideas (Hiebert, 1994). Cross-curricular literacy tasks extend beyond the classroom walls. They promote discussion and build upon students' interests, abilities, background, and language development (Hiebert, 1994; Paris et al., 1992). In *School Subject Readings*, cross-curricular themes integrate reading, writing, and speaking activities, while covering a wide variety of content areas including science, astronomy, history, health, literature, sociology, and technology.

Each unit in *School Subject Readings* has a clear subject and reading style. The flow of each unit ensures that key goals of language learning are met.

Pre-reading and practice new words sections where students communicate in English about the target topic. *School Subject Readings* introduces students to a variety of level-appropriate new content words.

Reading passages featuring the new words and a distinctive passage style

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

Summarizing the unit's objectives for reading and vocabulary using a clear reading, writing, and speaking connection.

## Why Choose *School Subject Readings*?

*School Subject Readings* is a three-level reading series that captivates the interest of elementary learners through a range of fiction and nonfiction stories. *School Subject Readings* covers content area such as science, history, astronomy, literature, sociology, and technology through reading passages with distinctive styles. Students will read a variety of forms including journal entries, reports, letters, articles, and stories to further develop their reading skills.

### Features:

- Mix of familiar and new topics
- A variety of reading styles and forms
- Pre-reading questions designed to actively engage the student
- Reading, writing, and vocabulary activities to aid in overall comprehension
- Summary exercises that reinforce writing and comprehension skills
- Audio recordings of all pages for listening and reading along

# Getting to Know the Book

## Introduction to the *School Subject Readings* Student Books

Each unit in the *School Subject Readings* series includes eight parts. The parts of the book work together by getting students to think about the unit's topic while learning new vocabulary, leading students through a reading passage, and then having students complete additional reading comprehension activities that integrate writing and speaking skills.

### Student Book Contents:

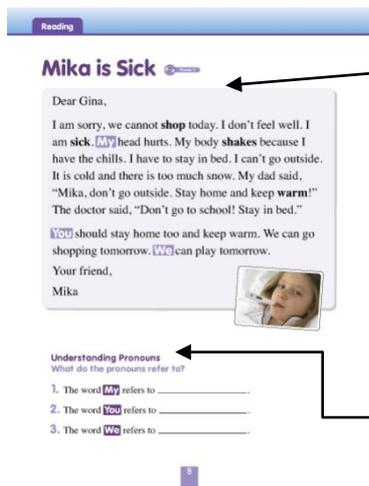


**Pre-Reading**

- Provides three questions about the unit topic
- Gives students speaking practice
- Allows students to gain familiarity with the unit topic

**Practice New Words**

- Students match the word with the correct picture or meaning
- Photographs provide students with authentic vocabulary experiences



**Reading**

- Reading passages
- Various reading passages feature distinctive reading styles and cross-curricular themes
- Audio CD provides recordings of each passage

**Understanding**

- Assesses students' understanding of grammatical structures
- Question style prepares students for test-taking



## Scope and Sequence

### School Subject Readings 1

Unit	Title	Theme and Type of Reading	Vocabulary
<b>1</b>	Mika is Sick	Health/Letter	shop, sick, shakes, warm
<b>2</b>	The Story of Barbie	History/Article	grown-up, clothes, shoes, famous
<b>3</b>	The Fight at School	Literature/ Story	bully, fight, yelled, teacher
<b>4</b>	Traveling the World	Literature/Letter	world, miss, travel, treasure
<b>5</b>	Kenny, the Bad Cub	Literature/Story	trouble, cage, leaves, cub
<b>6</b>	Shelley's Puppies	Literature/Letter	fur, puppies, sneakers, rubber balls
<b>7</b>	The Sleepover	Literature/Journal	pajamas, couch, pillow, blankets
<b>8</b>	The Cool Kids	Sociology/Article	cool, lunch, haircuts, happens
<b>9</b>	Down the Big Waterslide	Literature/Story	waterslides, inside, scared, looks for
<b>10</b>	Ethan's New Video Game	Technology/Letter	racing, wheel, turn, highway
<b>11</b>	Lottie's Loose Tooth	Health/Story	grow, loose, falls, grass
<b>12</b>	Goodbye Sandcastle	Literature/Journal	beach, bright, shovel, seagulls
<b>13</b>	Growing Up in One Day	Literature/Story	waits, street, grabs, saves
<b>14</b>	Belinda Breaks a Leg	Health/Story	ambulance, siren, cast, cane
<b>15</b>	Ron and Bob	Literature/Story	paint, mess, skin, sharp
<b>16</b>	Tasty Cola	History/Article	medicine, truth, taste, tasty
<b>17</b>	Mom's Makeup	Literature/Story	makeup, cheeks, drops, floor
<b>18</b>	A Trip to the Moon	Astronomy/Article	planet, wrong, rock, light
<b>19</b>	The Monster in My Closet	Literature/Story	noise, closet, monster, hide
<b>20</b>	The Last Unicorn	Literature/Story	hills, horn, powder, hunter

## Suggested Lesson Plan

### School Subject Readings 1

#### Introduction:

- The teacher greets students; reviews previous units with related questions during attendance check. Questions should be related to vocabulary and content from previous lessons' passages.
- The teacher writes two words (one related to the title of the passage, and one related to the content area) on the board and asks students to brainstorm as many words as possible that are related to both words. Students can work in pairs.
- Homework check: The teacher circulates around the room to ensure homework is complete.

#### Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units again.

#### Pre-Reading:

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#### Pre-Reading

##### Step 1:

##### Option 1)

- The teacher shows students the picture(s) from the first page of the unit. The teacher covers the picture(s) and gives students thirty seconds to call out as many words as they can think of to describe the picture(s). If students call out words that are not descriptive, the teacher does not write them on the board.

##### Option 2)

- The teacher asks students to create a background story about the picture(s) from the first page of the unit.

##### Step 2:

- The teacher has students open their books and look at the Pre-Reading section. The teacher directs students to the questions and asks them one at a time.
- The teacher encourages students to write new words and ideas in the space next to the questions.

#### Practice New Words

- The teacher writes the sentences from the section on the board, underlining the words in red, and then reads the sample sentences aloud for the students. The teacher then asks students to make their own sentences by changing only the underlined words. If students do not understand the underlined words, the teacher needs to explain the words first. Students can write their sentences before reading them aloud for the class.
- The teacher then has students open their books and complete the activity.



**Vocabulary Practice**  
Fill in the blanks with the correct word.

1. My dog is wet. He will \_\_\_\_\_ his body to get the water off.  
 bark     run     shake     roll
2. You look very \_\_\_\_\_. Go to the doctor!  
 happy     sick     soft     well
3. When I drink hot tea, I feel \_\_\_\_\_.  
 well     fun     warm     sick
4. Let's \_\_\_\_\_ for new shirts in this store.  
 sick     play     run     shop

**Vocabulary Practice**

- The teacher introduces the *Vocabulary Practice* section activity by having students close their books and first asking the questions orally, with students giving their own answers.
- The 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.
- The teacher writes the answers on the board for students to self-correct their work. The teacher can then ask students how they knew the answers to questions or why think they got some answers wrong.
- The teacher then asks students to choose three additional words from the unit and to write vocabulary practice questions using the same format used in the book.

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**After Reading**

**Reading Skill Practice: Classifying**  
Decide what Mika can do and cannot do. Look at the pictures and write the correct sentences in the boxes below.

Can Do	Cannot Do

Go to school     Stay home     Keep warm     Go outside     Stay in bed

**Summary Practice**  
Fill in the blanks with the correct sentences to make a summary of the unit.

1. Mika doesn't feel well.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. The doctor said, "Don't go to school."
5. Mika and Gina can go shopping tomorrow.

Mika's body shakes.  
 Mika eats some soup.  
 Mika's dad said, "Keep warm!"

**Reading Skill Practice**

- The teacher introduces the reading skill with a simple example.  
Ex. Cause and effect → I have an ice cream cone. It is a hot day. I do not eat the ice cream cone quickly. What happens?
- The teacher then has students work individually or in pairs to complete the activity. Encourage students to come up with their own answers before referring to the answer choices.
- The teacher has students read the main passage again, underlining the parts of the passage that are related to the mapping activity.

**Summary Practice**

- The teacher first has students write their own passage summaries. Teachers should always remind students that their summary must have a clear beginning, middle, and ending, just like the passage.
- The teacher then has students complete the summary practice activity.

**Closure:**

**Homework**

- The teacher assigns homework. Homework can be unfinished student book activities or independent writing following the model passages from the book.

**Final Activity Ideas**

- 1) The teacher says a word from the passage; students say a sentence with the word.
- 2) The teacher spells words incorrectly on the board; students correct the spellings, and then say a sentence with the word.

**Test Overview*****School Subject Readings Tests:***

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

- Tests should be assigned at the appropriate time in the schedule.
- The teacher circulates the room as the students are taking the tests 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.
- The 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.

**School Subject Readings 1 Test****A. Write correct word below each picture. One word is extra.**

cub	rock	monster	look for	wheel	sharp
-----	------	---------	----------	-------	-------

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

**B. Choose the correct word.**

6. He got a (cage / puppies) for his pet.
7. She is getting a (haircut / powder) today.
8. I go to the (beach / warm) in the summer.
9. This is the (taste / wrong) answer.
10. We are (yell / scared) of the dog.

**C. Fill in the blanks with the correct words. One word is extra.**

makeup	famous	hunters	pillow	grass
--------	--------	---------	--------	-------

11. She is wearing a lot of \_\_\_\_\_.
12. My dad drinks water in the \_\_\_\_\_.
13. That woman is \_\_\_\_\_.
14. \_\_\_\_\_ kill animals.

**D. Read and answer.**

The floor was a mess. Bill had dropped his drink on it. He did not clean it up. His mom came home from work. She did not see the mess on the floor. She stepped in it. It made her fall, and she hurt herself. Bill was really scared.

His mom told him to call an ambulance. She had broken her arm. Now she has to wear a cast. Bill feels bad this happened. He says he's sorry to his mom every day. These days, Bill always cleans up. He will never leave a mess on the floor again.

15. The reading is about \_\_\_\_\_.

- a. Bill feeling scared
- b. Bill saying he is sorry
- c. Bill not drinking anymore
- d. Bill's mom breaking her arm

16. What does Bill's mom tell him to do?

- a. Say he is sorry
- b. Not drop his drink
- c. Call an ambulance
- d. Make the floor clean

17. What will Bill never do again?

- a. Call an ambulance
- b. Say he's sorry to his mom
- c. Leave a mess on the floor
- d. Drop his drink on the ground

**E. Read and answer.**

Leila got a new puppy. It was a gift for her birthday. She loved her puppy, but it was a lot of work. She had to feed it and walk it. She also had to clean up after it. She also taught it how to do things like play fetch. She would throw a ball, and her dog would bring it back.

Leila's dog grew up fast. It was not a puppy anymore. However, it still loves to play fetch. Leila takes her dog to the park every day. They play fetch there.

18. What is the main idea of the second paragraph?
- Leila goes to the park to see her dog.
  - Leila goes to the park to walk her dog.
  - Leila goes to the park to play with her dog.
  - Leila goes to the park to play with her friends.
19. What does Leila NOT do to take care of her dog?
- Feed it
  - Walk it
  - Teach it
  - Yell at it
20. When Leila throws a ball, her dog \_\_\_\_\_.
- finds a ball
  - cleans it
  - grows up fast
  - brings it back

*School Subject Readings 1 Test Answer Key*

**Exercise A**

1. monster
2. wheel
3. cub
4. sharp
5. look for

**Exercise B**

6. cage
7. haircut
8. beach
9. wrong
10. scared

**Exercise C**

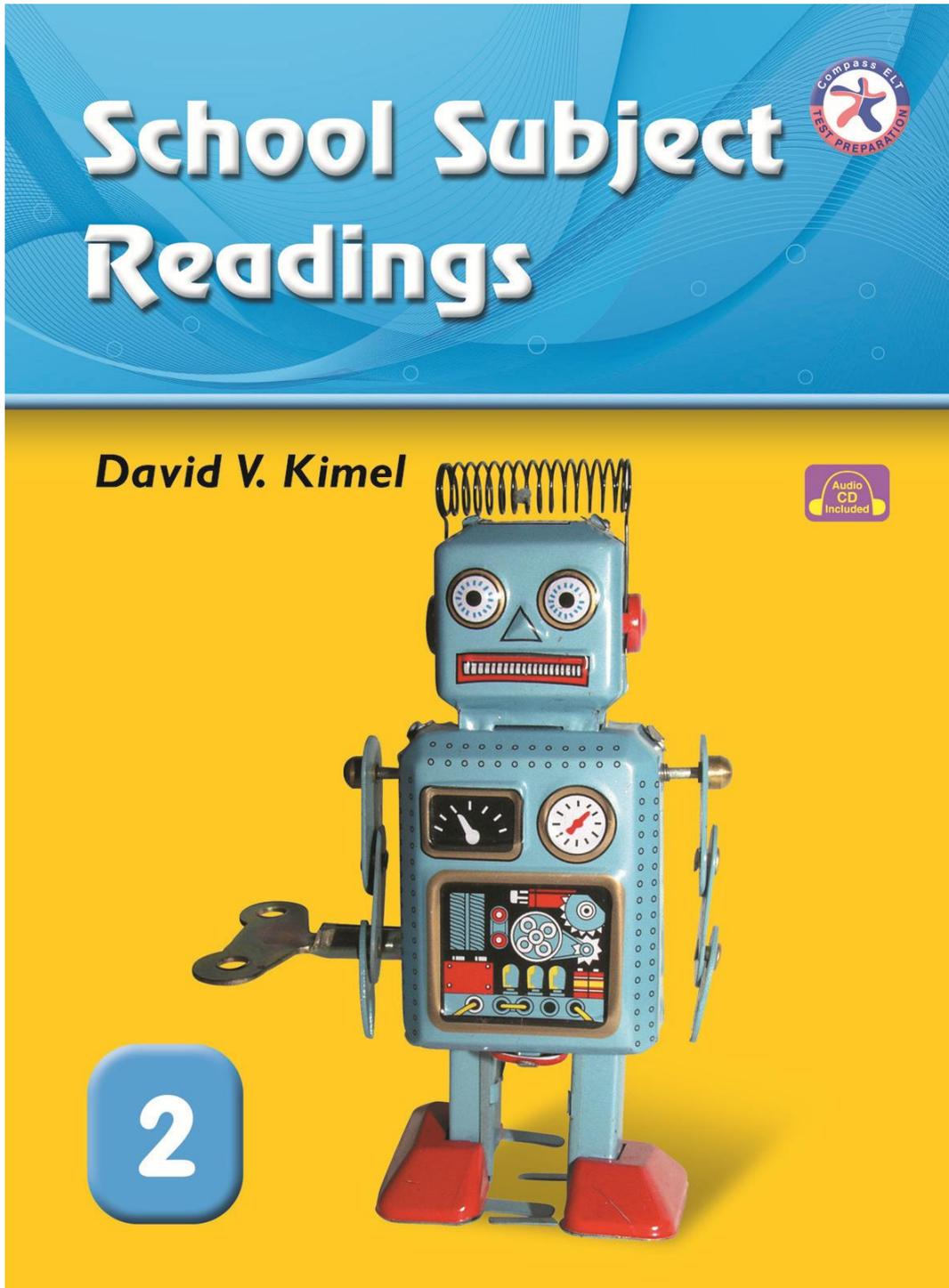
11. makeup
12. grass
13. famous
14. Hunters

**Exercise D**

15. d
16. c
17. c

**Exercise E**

18. c
19. d
20. d



**Teacher's Guide**

## Scope and Sequence

### School Subject Readings 2

Unit	Title	Theme and Type of Reading	Vocabulary
<b>1</b>	Tim's First Day	Literature/Story	plan, knock, cool, dry
<b>2</b>	The Poor Children	Sociology/Article	sells, poor, pay, fancy
<b>3</b>	The World of Robots	Technology/Article	robots, sometimes, control, remote
<b>4</b>	Life in the Mountains	Sociology/Journal	crickets, howl, bothers, raft
<b>5</b>	Lego Land	Literature/Letter	vacation, pirate, swamp, got wet
<b>6</b>	The History of Soccer	History/Article	similar, real, sailors, language
<b>7</b>	A Night in the Toy Store	Literature/Story	contest, spend, favorite, battles
<b>8</b>	Martine's Allowance	Economics/Journal	chores, allowance, puddle, mud
<b>9</b>	Every Day is My Birthday	Literature/Story	presents, jealous, lying, crown
<b>10</b>	My Pet Snake	Science/Journal	lawn, piles, spot, python
<b>11</b>	Gertrude Eats Her Brother	Literature/Story	gingerbread, buttons, stomachs, pretends
<b>12</b>	Winning a Million Dollars	Economics/Story	million, lottery tickets, winner, exciting
<b>13</b>	A Trip to Belize	Geography/Letter	ocean, change, grandfather, understand, palm trees
<b>14</b>	The Magic Sink	Literature/Journal	took off, knocked over, plugged, popped
<b>15</b>	Thor and Odin	History/Article	believed, thunder, wise, popular
<b>16</b>	African Music	Music/Article	sound, gentle, keys, tap
<b>17</b>	A Day Off from School	Literature/Story	misses, army, important, tour
<b>18</b>	A Day Off from School	Geology/Story	cave, careful, forward, suddenly
<b>19</b>	The Teddy Bear	History/Article	president, forest, remember, nickname
<b>20</b>	Why the Sky is Blue	Science/Article	science, sunlight, bubbles, scatters

## Suggested Lesson Plan

### School Subject Readings 2

#### Introduction:

- The teacher greets students; reviews previous units with related questions during attendance check. Questions should be related to vocabulary and content from previous lessons' passages.
- The teacher writes two words (one related to the title of the passage, and one related to the content area) on the board and asks students to brainstorm as many words as possible that are related to both words. Students can work in pairs.
- Homework check: The teacher circulates around the room to ensure homework is complete.

#### Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units again.

#### Pre-Reading:

Page 1)



#### Pre-Reading

##### Step 1:

##### Option 1)

- The teacher shows students the picture(s) from the first page of the unit. The teacher covers the picture(s) and gives students twenty-five seconds to call out as many words as they can think of to describe the picture(s). If students call out words that are not descriptive, the teacher does not write them on the board.

##### Option 2)

- The teacher asks students to create a background story about the picture(s) from the first page of the unit.

##### Step 2:

- The teacher has students open their books and look at the Pre-Reading section. The teacher directs students to the questions and asks them to answer them in written form before sharing their answers with the class.

#### Practice New Words

- The teacher writes the sentences from the section on the board, underlining the words in red, and then reads the sample sentences aloud for the students. The teacher then asks students to make their own sentences by changing only the underlined words. If students do not understand the underlined words, the teacher needs to explain the words first. Students can write their sentences before reading them aloud for the class.
- The teacher then has students open their books and complete the activity.

Reading:

Page 2)

Reading

### Tim's First Day

Today is Tim's first day of school. Tim is sad to go to school. He is sad to say goodbye to his mom and dad. He is sad to say goodbye to all of his games, but Tim has a **plan**!

Tim hears a **knock** on his bedroom door. Tim's mom says, "Wake up! It's time for school." Tim says, "I feel sick! **My** head is hot. My hands are cold and sweaty. I cannot go to school!"

Tim's mom says, "**Cool** your head. **Dry** your hands. You are going to school." **She** tells Tim to get ready for school. Tim's plan did not work. He is not happy.



Understanding Pronouns  
What do the pronouns refer to?

1. The word **He** refers to \_\_\_\_\_.
2. The word **My** refers to \_\_\_\_\_.
3. The word **She** refers to \_\_\_\_\_.

### Passage

- The teacher asks students to look at the picture(s) and talk about what they see. If possible, have students cover the text with another piece of paper so they cannot see the words. The teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- The teacher plays the audio CD and has students track the words and circle words in the passage they do not know. The teacher introduces the meanings of the words.
- The teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the reading skill introduced on the last page of the lesson.

### Understanding Pronouns

- This is an ideal homework activity as it ensures students will re-read the main passage.
- Assign for homework and write the answers on the board for students to self-correct during the next class.

### Optional Activity

- 1) The teacher has students create interview questions and interview classmates based on the content.
- 2) The teacher asks students to create two questions each about the passage and then to take turns asking their questions to the class.
- 3) Have students put slashes in the text where they feel they would naturally pause to breathe or for emphasis. Then have students read aloud and adjust their slashes.  
Ex. *These days, / Bill always cleans up.* This kind of activity will help students become more aware of their pronunciation and intonation when reading aloud.

Page 3)

Reading Comprehension  
Choose the best answer.

1. What is this story about?  
 A boy and a plan                       The last day of school  
 A boy and his mom                     The first day of camp
2. Tim tells his mom that he is \_\_\_\_\_.  
 sick                     happy                     sad                     mad
3. What does Tim tell his mom?  
 His head is hot. His hands are dry.  
 His head is hot. His hands are cold and sweaty.  
 His head is cold and sweaty. His hands are wet.  
 His head is cold and sweaty. His hands are dry.
4. Tim is not happy because \_\_\_\_\_.  
 he feels sick                               his mom yells at him  
 he must go to school                     his mom talks to him

### Reading Comprehension

- The teacher introduces the *Reading Comprehension* section activity by having students close their books and first asking the questions orally, with students giving their own answers.
- The 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.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think they got some answers wrong.

**Vocabulary Practice**  
Fill in the blanks with the correct word.

- Please \_\_\_\_\_ on the door before you come in.  
Ⓐ sit Ⓑ kick Ⓒ pull Ⓓ knock
- Get out of the bath and \_\_\_\_\_ off!  
Ⓐ dry Ⓑ cool Ⓒ wet Ⓓ take
- Do you have a \_\_\_\_\_ to get home?  
Ⓐ plan Ⓑ school Ⓒ dad Ⓓ mom
- Use a fan to \_\_\_\_\_ your body.  
Ⓐ cool Ⓑ warm Ⓒ smell Ⓓ hot

**Vocabulary Practice**

- The teacher introduces the Vocabulary Practice section activity by having students close their books and first asking the questions orally, with students giving their own answers.
- The 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.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think they got some answers wrong.
- The teacher then asks students to choose three additional words from the unit and to write vocabulary practice questions using the same format used in the book.

Page 4)

**After Reading**

**Reading Skill Practice: Sequencing**  
In the story, a series of events happen one after another. Put the following events in the correct order. One choice will NOT be used.

**Summary Practice**  
Fill in the blanks with the correct sentences to make a summary of the unit.

- It is Tim's first day of school.
- \_\_\_\_\_
- Tim says he feels sick.
- \_\_\_\_\_
- Tim is not happy.

Ⓐ Tim is happy to go to school.  
Ⓑ Tim has a plan.  
Ⓒ Tim's mom says he must go to school.

**Reading Skill Practice**

- The teacher introduces the reading skill with a simple example.  
Ex. Cause and effect → I have an ice cream cone. It is a hot day. I do not eat the ice cream cone quickly. What happens?
- The teacher then has students work individually or in pairs to complete the activity. Encourage students to come up with their own answers before referring to the answer choices.
- The teacher has students read the main passage again, underlining the parts of the passage that are related to the mapping activity.

**Summary Practice**

- The teacher first has students write their own passage summaries. The teacher should always remind students that their summary must have a clear beginning, middle, and ending, just like the passage.
- The teacher then has students complete the summary practice activity.

**Closure:**

**Homework**

- The teacher assigns homework. Homework can be unfinished student book activities or independent writing following the model passages from the book.

**Final Activity Ideas**

- 1) The teacher says a word from the passage; students say a sentence with the word.
- 2) The teacher spells words incorrectly on the board; students correct the spellings, and then say a sentence with the word.

## Test Overview

### *School Subject Readings Tests:*

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

- Tests should be assigned at the appropriate time in the schedule.
- The teacher circulates the room as the students are taking the tests 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.
- The 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.

*School Subject Readings 2 Test*

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

python	sunlight	palm trees	buttons	crown	knock
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1.	2.	3.	4.	5.
				
_____	_____	_____	_____	_____

**B. Choose the correct word.**

6. This painting and that painting look very (similar / sometimes).
7. How much did you (exciting / spend) on your new backpack?
8. I have eaten (suddenly / millions) of pieces of rice in my lifetime.
9. Her house is the one with the really big (lawn / fancy) out front.
10. Brad can never tell when his older brother is (plug / lying).

**C. Fill in the blanks with the correct words. One word is extra.**

forest	thunder	puddle	sailor	raft
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11. I love to take walks in the \_\_\_\_\_ near my house.
12. Her dog is really scared of the sound of \_\_\_\_\_
13. My dad used to be a \_\_\_\_\_ in the navy.
14. Watch out for that \_\_\_\_\_! You don't want to get your shoe wet.

**D. Read and answer.**

My parents just gave me my allowance. I'm going to spend it to pay to enter a talent show. My friends and I have a band, and I think we are good. If we win the contest, we'll get a lot of money. The prize for winning is a lot more than I get for my allowance. Sometimes I think about what I would buy with it. I think I want to get a raft. My friends and I could play with it in the river. We will be careful with it, but I think it will be a lot of fun. I hope we win so I can buy the raft.

15. The reading is about \_\_\_\_\_ .
- a. where the river near his house is
  - b. why the boy entered the talent show
  - c. how much the boy gets for allowance
  - d. what the boy is saving his money for
16. What did the boy spend his allowance on?
- a. A raft
  - b. Prize money
  - c. His friends' band
  - d. Entering the talent show
17. Sometimes the boy thinks about \_\_\_\_\_.
- a. being careful
  - b. how to save money
  - c. if his band can win
  - d. what he would buy

**E. Read and answer.**

A python at school has gotten out of its cage. No one knows where it is. Our teacher told us if we see it we should pretend to be a statue. We should not move until it goes away. She said we should then go tell a teacher where we saw it. She asked if we understood. We all said, "Yes."

The python pops up sometimes. Jimmy saw it in the lawn outside once. I saw it in the bathroom. However, it still hasn't been caught. We all follow our teacher's advice, but we are not scared of him. He's a nice and very gentle snake.

18. The reading is about \_\_\_\_\_.
- catching a snake
  - taking care of a snake
  - a snake that got out of its cage
  - the places a snake has been seen
19. The teacher told the students to \_\_\_\_\_, if they saw the snake?
- catch the snake
  - run away from it
  - pretend to be a statue
  - take it outside to the lawn
20. Where did Jimmy see the python?
- In its cage
  - In the school
  - In the bathroom
  - In the lawn outside

*School Subject Readings 2 Test Answer Key*

**Exercise A**

1. palm trees
2. buttons
3. knock
4. crown
5. sunlight

**Exercise B**

6. similar
7. spend
8. millions
9. lawn
10. lying

**Exercise C**

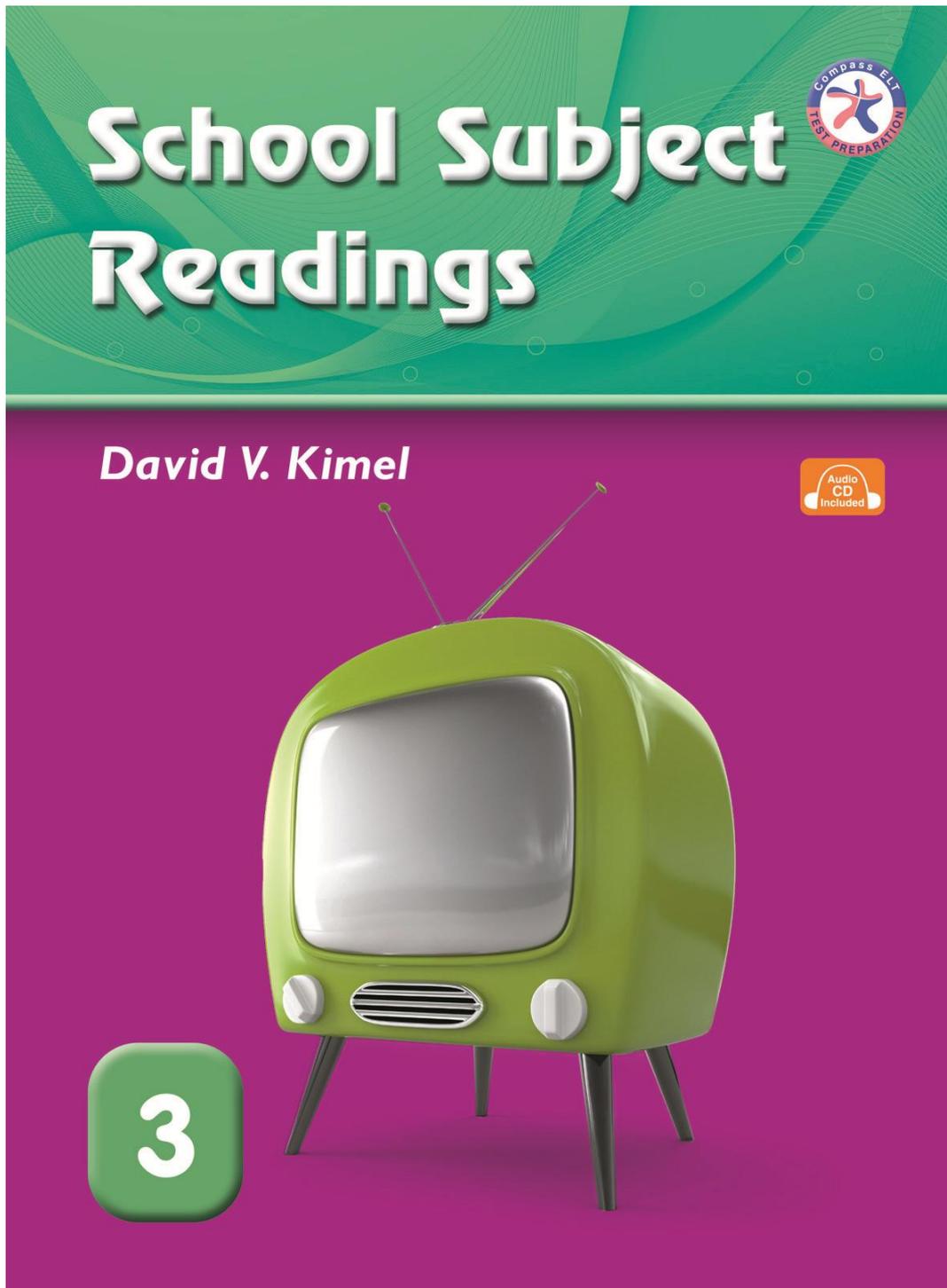
11. forest
12. thunder
13. sailor
14. puddle

**Exercise D**

15. b
16. d
17. d

**Exercise E**

18. c
19. c
20. d



**Teacher's Guide**

## Scope and Sequence

### School Subject Readings 3

<b>Unit</b>	<b>Title</b>	<b>Theme and Type of Reading</b>	<b>Vocabulary</b>
<b>1</b>	Wanda, The Little Witch	Literature/Story	witch, broom, studies, tired, fails
<b>2</b>	Bullies	Psychology/Journal	recess, kickball, chased, pointed, alone
<b>3</b>	Breakfast Cereal	History/Article	meal, cereal, sweet, bowl, grain
<b>4</b>	A Child's Day in Rome	Social Studies/Letter	ancient, churches, fountain, angels, traffic
<b>5</b>	I Don't Like Waking Up!	Literature/Story	dreams, get dressed, busy, dinosaur, beg
<b>6</b>	Famous African Legends	Sociology/Article	African, legends, tricks, sack, pleased
<b>7</b>	Felicity's School Play	Literature/Journal	actress, play, practice, costume, stage
<b>8</b>	The Real Count Dracula	History/Article	vampire, ruled, farms, take over, stole
<b>9</b>	The Dead Sea	Geography/Article	special, sinks, float, lowest, shores
<b>10</b>	Grant Me a Wish	Literature/Letter	pals, group, genie, grant, wish
<b>11</b>	The Lost Land of Mu	History/Article	islands, continent, earthquake, human, clever
<b>12</b>	Brenda's First Plane Trip	Literature/Letter	flight, flight attendant, entertaining, clock, terrified
<b>13</b>	The World of Wolves	Literature/Article	aggressive, save, attack, prey, packs
<b>14</b>	Life in the Jungle	Sociology/Journal	jungle, swings, grew up, heat, vines
<b>15</b>	A Journey to America	Social Studies/Letter	still, hope, waves, America, interesting
<b>16</b>	A New Father	Social Studies/Journal	orphanage, immediately, warmhearted, caring, crib
<b>17</b>	My Favorite Pop Singer	Music/Article	concert, crowd, cheered, member, broke up
<b>18</b>	Flying to Saturn for Vacation	Science/Article	amazing, adventure, Saturn, gas, interior
<b>19</b>	Gulliver's Journey	Literature/Story	sail, giant, judge, dwarf, voyage
<b>20</b>	Star Birth and Death	Astronomy/Article	dense, billions, expands, collapse, explode

## Suggested Lesson Plan

### School Subject Readings 3

#### Introduction:

- The teacher greets students; reviews previous units with related questions during attendance check. Questions should be related to vocabulary and content from previous lessons' passages.
- The teacher writes two words (one related to the title of the passage, and one related to the content area) on the board and asks students to brainstorm as many words as possible related to both words. Students can work in pairs.
- Homework check → The teacher circulates around the room to ensure homework is complete.

#### Review:

- Vocabulary quiz from previous unit.
- If students have struggled with quizzes then give quizzes from previous units again.

#### Pre-Reading:

Page 1)

The screenshot shows a page from a reading unit. At the top left, it says 'Unit 1' in a green circle. The title 'Wanda, the Little Witch' is in green. Below the title is a photograph of a young girl with blonde hair, wearing a black witch hat and a black dress, holding a large orange pumpkin. Below the photo is a 'Pre-Reading' section with three questions: '1. What do you see in the picture?', '2. Why do you think she is dressed like this?', and '3. Have you ever dressed up like this before?'. Below that is a 'Practice: New Words' section with five numbered sentences, each with a blank line and a red underlined word. The words are: 1. \_\_\_\_\_ troubles very hard for tests. 2. \_\_\_\_\_ Sweep your room with the broom! 3. The witch was very good at magic. 4. Are you late? It's very late. 5. Tina always fails English tests. At the bottom, there are three small images: a person looking stressed, a broom, and a witch's hat. Below the images are three checkboxes: '☐ weary or sleepy', '☐ to get a bad grade', and '☐'. A green circle with the number '7' is at the bottom center.

#### Pre-Reading

##### Step 1:

##### Option 1)

- The teacher shows students the picture(s) from the first page of the unit. The teacher covers the picture(s) and gives students twenty seconds to call out as many words as they can think of to describe the picture(s). If students call out words that are not descriptive, the teacher does not write them on the board.

##### Option 2)

- The teacher asks students to create a background story about the picture(s) from the first page of the unit.

##### Step 2:

- The teacher has students open their books and look at the Pre-Reading section. The teacher directs students to the questions and asks them to answer them in written form before sharing their answers with the class.

#### Practice New Words

- The teacher writes the sentences from the section on the board, underlining the words in red, and then reads the sample sentences aloud for the students. The teacher then asks students to make their own sentences by changing only underlined words. If students do not understand the underlined words, the teacher needs to explain the words first. Students can write their sentences before reading them aloud for the class.
- The teacher then has students open their books and complete the activity.

Reading:

Page 2)

**Reading**

### Wanda, the Little Witch

Wanda is a strange witch. She does not know how to fly on a broom. She does not know how to turn a cat into a frog. She is one of the worst students in witch school.

Wanda has a test in witch school on Friday. She studies for a long time. She does not sleep. All night long, she studies and studies. Wanda's dad says, "Go to bed! You will be tired for the test." She says this, but Wanda does not go to sleep.

Today is the day of Wanda's test. She is tired for her test. She turns her broom into a frog. She tries to fly on her cat. She fails! Poor Wanda.



**Understanding Pronouns**  
What do the pronouns refer to?

1. The word **She** refers to \_\_\_\_\_.
2. The word **You** refers to \_\_\_\_\_.
3. The word **He** refers to \_\_\_\_\_.

### Passage

- The teacher asks students to look at the picture(s) and talk about what they see. If possible, have students cover the text with another piece of paper so they cannot see the words. The teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- The teacher plays the audio CD and has students track the words and circle words in the passage they do not know. The teacher introduces the meanings of the words.
- The teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the reading skill introduced on the last page of the lesson.

### Understanding Pronouns

- This is an ideal homework activity as it ensures students will re-read the main passage.
- Assign for homework and write the answers on the board for students to self-correct during the next class.

### Optional Activity

- 1) The teacher has students create interview questions and interview classmates based on the content.
- 2) The teacher asks students to create two questions each about the passage and to take turns asking their questions to the class.
- 3) Have students put slashes in the text where they feel they would naturally pause to breathe or for emphasis. Then have students read aloud and adjust their slashes.  
Ex.) *These days, / Bill always cleans up.* This kind of activity will help students become more aware of their pronunciation and intonation when reading aloud.

Page 3)

**Reading Comprehension**  
Choose the best answer.

1. What is this story about?  
 a) A strange witch                       b) A magic dad  
 c) A tired cat                               d) A new school
2. Wanda cannot \_\_\_\_\_ her broom.  
 a) knock over     b) look for     c) clean up     d) fly on
3. What does Wanda's dad tell her?  
 a) Do not study.                               b) Be a good witch.  
 c) Go to school.                               d) Get some sleep.
4. At the end of the story, Wanda \_\_\_\_\_ on her cat!  
 a) wants to turn                               b) tries to ride  
 c) wants to buy                               d) tries to sit

### Reading Comprehension

- The teacher introduces the *Reading Comprehension* section activity by having students close their books and first asking the questions orally, with students giving their own answers.
- The 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.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think they got some answers wrong.

**Vocabulary Practice**  
Fill in the blanks with the correct word.

- I'm so \_\_\_\_\_! I was up all night studying for my math test.  
 vacation    tired    lunch    science
- If she \_\_\_\_\_ harder, she will pass the test.  
 studies    spends    reads    sees
- Clean this room with a \_\_\_\_\_, please.  
 test    witch    broom    remote
- A \_\_\_\_\_ can fly on a broom.  
 witch    person    dog    frog
- I hope I don't \_\_\_\_\_ the science test on Monday!  
 fail    pass    see    read

**Vocabulary Practice**

- The teacher introduces the *Vocabulary Practice* section activity by having students close their books and first asking the questions orally, with students giving their own answers.
- The teacher asks students to open their books and has them answer the questions independently, while the teacher walking around the room and checking to ensure students understand the questions.
- The teacher writes the answers on the board for students to self-correct their work. The teacher then asks students how they knew the answers to questions or why they think they got some answers wrong.
- The teacher then asks students to choose three additional words from the unit and to write vocabulary practice questions using the same format used in the book.

Page 4)

**After Reading**

**Reading Skill Practice: Sequencing**  
is the story, a series of events happen one after another. Put the following events in the correct order. One choice will NOT be used.

**Summary Practice**  
Fill in the blanks with the correct sentences to make a summary of the unit.

- Wanda is a strange witch.
- Wanda studies all night.
- \_\_\_\_\_.
- Wanda is too tired for the test.
- \_\_\_\_\_.

Wanda has no friends in witch school.  
 Wanda gets an A on her test.  
 Wanda's dad tells her to go to bed.  
 Wanda fails her witch test.

**Reading Skill Practice**

- The teacher introduces the reading skill with a simple example.  
Ex. Cause and effect → I have an ice cream cone. It is a hot day. I do not eat the ice cream cone quickly. What happens?
- The teacher then has students work individually or in pairs to complete the activity. Encourage students to come up with their own answers before referring to the answer choices.
- The teacher has students read the main passage again, underlining the parts of the passage that are related to the mapping activity.

**Summary Practice:**

- The teacher first has students write their own passage summaries. Teachers should always remind students that their summary must have a clear beginning, middle, and ending, just like the passage.
- The teacher then has students complete the summary practice activity.

**Closure:**

**Homework**

- The teacher assigns homework. Homework can be unfinished student book activities or independent writing following the model passages from the book.

**Final Activity Ideas**

- 1) The teacher says a word from the passage; students say a sentence with the word.
- 2) The teacher spells words incorrectly on the board; students correct the spellings, and then say a sentence with the word.

## Test Overview

### ***School Subject Readings Tests:***

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

- Tests should be assigned at the appropriate time in the schedule.
- The teacher circulates the room as the students are taking the tests 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.
- The 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.

**School Subject Readings 3 Test**

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

ancient	tired	sail	island	stage	wave
---------	-------	------	--------	-------	------

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

**B. Match the word with its definition.**

6. orphanage

a. taste of sugar

7. chase

b. to run after someone or something in order to catch it

8. break up

c. a place where children without parents live

9. sweet

d. a long journey to a faraway place

10. voyage

e. to end a relationship

**C. Fill in the blanks with the correct words. One word is extra.**

begged	interesting	meals	rules	stole
--------	-------------	-------	-------	-------

11. I think that man \_\_\_\_\_ my bag.

12. We are giving away free \_\_\_\_\_ to the poor.

13. He broke the \_\_\_\_\_ and is in trouble now.

14. Lisa's little sister \_\_\_\_\_ her to take her to the mall.

**D. Read and answer.**

Dear Bobby,

I got your letter about your trip to the island. It sounds like you had an amazing time. I think it would be fun to walk on the shore and play in the waves like you did. I can't wait for you to get back. We can go to the park and play with our pals.

*Lucas*

Dear Lucas,

I was really pleased to get a letter from you today. I'll be back soon and also can't wait to play kickball with everyone. This week, my family went to another part of the island. This part of the island had ancient buildings on it. When I see you, I'll have a special present for you.

See you next week!

*Bobby*

15. What is the main idea of the two letters?

- a. Lucas is coming to visit Bobby.
- b. Lucas wants Bobby to get him a present.
- c. The two friends are planning a vacation.
- d. The two friends are excited to see each other soon.

16. Where is Bobby?

- a. He is at home.
- b. He is in a park.
- c. He is on a wave.
- d. He is on an island.

17. What are the two boys looking forward to?

- a. Playing together
- b. Getting presents
- c. Going to an island
- d. Seeing ancient buildings

**E. Read and answer.**

There was an explosion on our sailboat this weekend! Someone had left the gas on in the kitchen. Luckily, no one was hurt, but the boat has a giant hole in it. My pals and I will have to fix it before our next trip. We will start working on it immediately. We are hoping to have the boat ready to go by next week. We are planning to sail to America. I think the trip will be an adventure. One of my pals grew up there. He says it's an interesting place to visit. I'm not sure what to pack. I think it will be hot. I guess I'll bring shorts and sunglasses. The trip will take us about three days. We live on islands very close to the continent.

18. This reading is about \_\_\_\_\_.
- a. how close the man lives to America
  - b. the trip the man and his pals are taking
  - c. why someone left the gas on in the boat
  - d. the things the man is packing for his trip
19. When does the man plan to take his trip?
- a. Next week
  - b. This weekend
  - c. Immediately
  - d. In about three days
20. The man thinks the trip to America will take \_\_\_\_\_.
- a. interesting
  - b. a lot of work
  - c. about three days
  - d. shorts and sunglasses

***School Subject Readings 3 Test Answer Key***

**Exercise A**

1. stage
2. sail
3. wave
4. ancient
5. tired

**Exercise B**

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

**Exercise C**

11. stole
12. meals
13. rules
14. begged

**Exercise D**

15. d
16. d
17. a

**Exercise E**

18. b
19. a
20. c

## Optional Activities

### Vocabulary:

- The teacher has students create their own dictionary in a notebook. They create their own definitions and revise them throughout the course.
- Give students writing prompts for each unit and have them complete the prompts with written paragraphs including at least four vocabulary words.
- Provide students with a word bank every three to four units and have them create their own stories from the word bank. Their stories will serve as review as they will cover multiple topics and vocabulary frameworks.

### Reading Fluency:

- The teacher records students as they read the story aloud. An audio portfolio can be provided to the students at the end of a semester.
- Advanced students can create chants or songs based on the passages.
- Students can be encouraged to create their own storytelling version of the passage with a focus on adding more details and using dramatic voices. This can be included in the audio portfolio.
- Students create their own *Reader's Theater* based on the passages.

### Comprehension Plus:

- The teacher has students create "next chapters" based on the fiction passages.
- The teacher assigns students to research the nonfiction passages. Students have one or two weeks to research their topic and then they make a presentation based on their findings.
- Half the class creates questions about the passage; the other half of the class answers them, alternating roles regularly. Questions should be open-ended and encourage students to think creatively.

### 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.

## Pacing Suggestion

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

Week	Class 1	Class 2
1	Unit 1, pages 7, 8	Unit 1, pages 9, 10
2	Unit 2, pages 11, 12	Unit 2, pages 13, 14
3	Unit 3, pages 15, 16	Unit 3, pages 17, 18
4	Unit 4, pages 19, 20	Unit 4, pages 21, 22
5	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
6	Unit 5, pages 23, 24	Unit 5, pages 25, 26
7	Unit 6, pages 27, 28	Unit 6, pages 29, 30
8	Unit 7, pages 31, 32	Unit 7, pages 33, 34
9	Unit 8, pages 35, 36	Unit 8, pages 37, 38
10	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
11	Unit 9, pages 39, 40	Unit 9, pages 41, 42
12	Unit 10, pages 43, 44	Unit 10, pages 45, 46
13	<b>Midterm review of all materials covered to date and midterm tests</b>	
14	Unit 11, pages 47, 48	Unit 11, pages 49, 50
15	Unit 12, pages 51, 52	Unit 12, pages 53, 54
16	Unit 13, pages 55, 56	Unit 13, pages 57, 58
17	Unit 14, pages 59, 60	Unit 14, pages 61, 62
18	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
19	Unit 15, pages 63, 64	Unit 15, pages 65, 66
20	Unit 16, pages 67, 68	Unit 16, pages 69, 70
21	Unit 17, pages 71, 72	Unit 17, pages 73, 74
22	Unit 18, pages 75, 76	Unit 18, pages 77, 78
23	<b>Review using additional activities, optional activities, vocabulary quizzes, etc.</b>	
24	Unit 19, pages 79, 80	Unit 19, pages 81, 82
25	Unit 20 pages 83, 84	Unit 20, pages 85, 86
26	<b>Review using additional activities, optional activities, vocabulary quizzes, etc. focusing on Units 1-10 **Complete reading fluency assessments</b>	
27	<b>Review using additional activities, optional activities vocabulary quizzes, etc. focusing on Units 11-20 **Complete reading fluency assessments</b>	
28	<b>Final Test</b>	<b>Final test review and wrap-up.</b>