

# COMPASS CLASSIC READERS Series



## Teacher's Guide

## Why Choose *Compass Classic Readers*?

*Compass Classic Readers* provide beginning and intermediate English language learners accessible adaptations of the greatest works of literature. Carefully designed to retell the stories using vocabulary and sentence structure appropriate for one of six different grade levels, each reader will help English language learners enjoy developing their vocabulary and reading fluency as they read about the stories. This series is ideal for use in extensive and/or intensive reading programs.

### Each Reader Includes:

- Carefully graded, retold-stories using appropriate vocabulary and sentence structures
- Motivating full-color illustrations (excluding level 5 & 6)
- Discussion questions before and after each chapter
- A short playlet for fun classroom activities
- A glossary of key vocabulary words
- An MP3 Audio CD
- A companion workbook

### Free Downloadable Materials:

- MP3 Audio files
- Teaching tips include answer keys for Preview and Review Questions, as well as chapter summaries.
- Available now on [www.compasspub.com/classicreaders](http://www.compasspub.com/classicreaders)

**Compass Classic Readers features  
6 Levels, 60 Stories**

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• The Emperor's New Clothes</li> <li>• Black Beauty</li> <li>• Grimm's Fairy Tales</li> <li>• Favorite Asian Folk Tales</li> <li>• The Wind in the Willows</li> <li>• Doctor Dolittle</li> <li>• Just So Stories</li> <li>• The Jungle Book</li> <li>• Aesop's Fables</li> <li>• The Happy Prince</li> </ul>	<ul style="list-style-type: none"> <li>• The Arabian Night</li> <li>• Robin Hood</li> <li>• Alice in Wonderland</li> <li>• The Wizard of Oz</li> <li>• The Railway Children</li> <li>• The Secret Garden</li> <li>• White Fang</li> <li>• The Adventures of Tom Sawyer</li> <li>• Peter Pan</li> <li>• Anne of Green Gables</li> </ul>	<ul style="list-style-type: none"> <li>• The Merchant of Venice</li> <li>• Treasure Island</li> <li>• King Solomon's Mines</li> <li>• The Time Machine</li> <li>• Robinson Crusoe</li> <li>• Romeo and Juliet</li> <li>• Dr. Jekyll and Mr. Hyde</li> <li>• Frankenstein</li> <li>• A Christmas Carol</li> <li>• 20,000 Leagues Under the Sea</li> </ul>
Level 4	Level 5	Level 6
<ul style="list-style-type: none"> <li>• David Copperfield</li> <li>• The Thirty-Nine Steps</li> <li>• Oliver Twist</li> <li>• Little Women</li> <li>• Sherlock Holmes</li> <li>• Tales of Mystery &amp; Imagination</li> <li>• Around the World in Eighty Days</li> <li>• The Moonstone</li> <li>• The Prisoner of Zenda</li> <li>• Sense and Sensibility</li> </ul>	<ul style="list-style-type: none"> <li>• The Invisible Man</li> <li>• Shakespeare's Tragedies</li> <li>• Shakespeare's Comedies</li> <li>• A Tale of Two Cities</li> <li>• Vanity Fair</li> <li>• Pride and Prejudice</li> <li>• Moby Dick</li> <li>• The Importance of Being Earnest</li> <li>• More Tales of Mystery and Imagination</li> <li>• The Hound of the Baskervilles</li> </ul>	<ul style="list-style-type: none"> <li>• Wuthering Heights</li> <li>• Great Expectations</li> <li>• Nicholas Nickleby</li> <li>• The Three Musketeers</li> <li>• The Phantom of the Opera</li> <li>• Jane Eyre</li> <li>• Tess of the D'Urbervilles</li> <li>• Classic American Short Stories</li> <li>• Classic British Short Stories</li> <li>• The War of the Worlds</li> </ul>





## Intensive Reading Lesson Suggestions

### *Compass Classic Readers*

### ***What is Intensive Reading?***

Intensive Reading classes focus on the students' reading texts and then answering a wide variety of reading comprehension questions based on those texts. Students in intensive reading classes will also be able to identify new vocabulary and language structures. Students studying a reader in an Intensive Reading class will read the same book and move through it slowly. There will be lots of opportunities for assessment. Intensive Reading classes should include some of the entire lesson components listed below.

### ***What does an Intensive Reading lesson need?***

#### **Pre-reading:**



- Show the students the cover of the reader. Brainstorm as many vocabulary words and ideas as possible, then have students guess the story title. Lower level students can work as a large group with the teacher and upper level students can work in pairs.
- Give strips of paper with the chapter titles written on them to the students. Have students work in pairs to brainstorm what they think each chapter will be about.
- Find out about the original story: Assign students to search online and find three facts about the original story and/or its' author. Have students create brief presentations related to their research findings.

Warm-up

Chapter 1

**The Wolf and the Lamb**

**Preview Questions**

1. Who do you think will be the bad animal in this story?
2. Do you think the wolf will try to do something bad to the lamb?
3. Will the lamb win or lose?


A wolf saw a lamb in the field. He wanted to eat him but needed an excuse for killing the young animal.

He went up to the lamb and said, "Last year, you were rude to me."

"I could not have been rude to you last year," the lamb replied. "I am only a week old."

The wolf thought of another excuse. "You were eating in my field," he said.

"That's not possible," the lamb said. "I only



Chapter 2

**The Father, His Sons, and the Sticks**

**Preview Questions**


1. What do you think the father will teach his sons?
2. What do you think the father will do with the sticks?
3. Can people change the way they treat each other?

A father had three sons who were always arguing among themselves. Nothing he said would stop them, and so one day he decided to show them something that would make them think.

"Go into the forest," he said, "and bring me back some sticks."

The sons did as he asked and soon came back with some sticks. He took the sticks from them and tied them together.

"Try to break these sticks in two," he said.



- Teacher asks comprehension questions related to previous classes covering reading comprehension, vocabulary, and language structures.
- Teacher assigns students to write summaries of the story so far, focusing on adding more detail each class.
- Get students to predict what will happen next.

During Reading

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was wrong. She did not know what, but she was afraid. She went into a hut in the garden and stayed there. Soon a pretty little snake came into the hut and stayed with her. Mary was not afraid of the snake. She knew it was not poisonous.

Mary saw her mother come out of the house. She was talking to a young army officer.

"Is it really serious?" Mary heard her mother ask the officer.

"Very. You should not be here. Why didn't you leave and go to the hills where it is safer?"

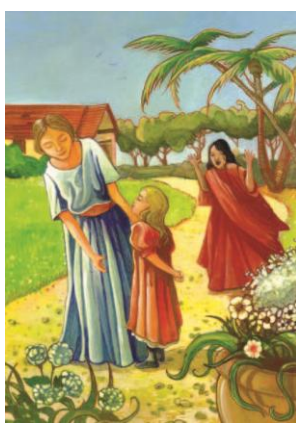
"I was silly," Mary's mother said. "I wanted to go to a dinner party."

Then Mary heard shouts and cries from where the servants lived. An Indian woman ran toward her mother.

"They're dying!" she shouted. "They are dying."

Mary's mother quickly went into the house. The young officer went away. Mary stayed in the hut. She was alone except for the small snake.

There were shouts and cries during the day and then everything went quiet. Toward the evening, some more officers came to the house. Mary heard one of



- Students should regularly answer comprehension questions to ensure that they understand the story. Teacher can get comprehension questions from the workbooks.
- Have students keep a reading diary, where they make note of new words or phrases and their likes and/or dislikes about the chapters. At the end of the book, refer students to their diary to help write a book review and/or chapter summaries.
- Have students create their own vocabulary lists where they record the words with either simple L2 definitions or L1 definitions.

**In addition to regular comprehension activities, the following activities encourage creativity and add a “fun factor” to reading comprehension classes:**

- Choose a section of text for the students to make a comic strip from. Encourage creativity and ensure that students use appropriate text in the speech bubbles. This activity can also be completed after reading the entire story. For lower levels students encourage them to use text from the book. Upper level students should be more creative.
- Students become journalists and report on one piece of the story. Introduce the activity by first showing a newspaper to the class and reviewing the key parts of a newspaper and articles. Encourage creativity and put together a class newspaper based on the story.
- Ask students to choose a character and then to write about a scene from the character's point of view. Students should be creative, and write complete paragraphs detailing the 5 W's in relation to the character's point of view.
- Have students work in groups to create quiz-style questions. One group per section or chapter. Then conduct a class quiz, complete with teams and prizes.

## After-Reading

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She turned all of the fish in the palace back to people. Then she went to see the sultan. She still didn't know the sultan was pretending to be the Indian.

"My husband is a whole man again," she said, "and the palace is full of people."

"Good," the sultan said in the Indian's voice. "Come closer."

The enchantress moved closer. The sultan took his sword from under the covers and hit her with it. She fell to the floor and died.

The sultan then went to where the young king was. "I am a whole man again," he said. "I cannot thank you enough."

He gave the sultan gold and jewels, and the sultan went back to his own palace. He was now much richer than before. The first thing he did was to send for the fisherman. He gave him enough money for him and his family to live on for the rest of their lives.

### Review Questions

1. Why did the enchantress turn her husband into half man, half stone?
2. Who did the sultan pretend to be?
3. How did the sultan help the young prince?

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The four fish stood up in the pan and answered, "Yes. If you pay your debts, we shall pay ours."

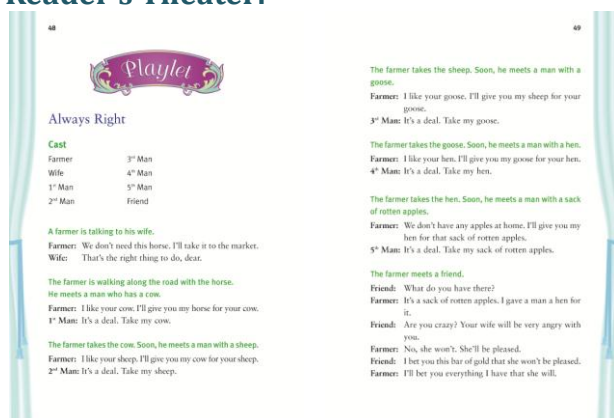
The giant picked up the pan and threw the fish onto the floor. Then he disappeared through the wall.

### Review Questions

1. What did the beautiful young woman do to the fish?
2. Why did the fisherman tell the sultan it was too late to catch more fish?
3. Who came through the wall when the sultan put the fish in the pan?

- Show students several different movie reviews. Then have students create a book review or chapter review.
- Have students complete chapter summaries of the book.
- Have students create interview questions, and then interview each other. This will also serve as a reading comprehension activity.

Reader's Theater:



- Assign students to work in groups, and assign each group a chapter. Then have students work together to create reader's theater style scripts based on the chapter. Students choose or are assigned roles, and put on their plays. The higher level the students, the more creativity that should be encouraged.
- The teacher can record student presentations and include them in an online portfolio.



Levels	1	2	3	4	5	6
Family Words per Reader *	550	750	950	1150	1350	1550
Family Words per Level *	1500	2000	2500	3000	3500	4000

\* Average number of family words.

Family Words = Head Words

**Extensive Reading**  
*Compass Classic Readers*

***What is Extensive Reading?***

Extensive reading is fast, fluent reading of storybooks with high levels of comprehension. The focus is on comprehension and enjoyment, not language learning. The aim is to deepen learners' confidence in already-acquired language through exposure. With extensive reading, learners choose books on their own at the appropriate level. They can choose from large a quantity of varied and appealing themes. Intensive and extensive reading can be used together in a language learning program. New words and grammar can be introduced in a linear course structure focusing on intensive reading, while extensive reading can consolidate and deepen students' knowledge of language by providing a language-rich environment.

***Leveling:***

A leveled reading series must have a number of levels, in which certain elements of the text become increasingly more difficult as the levels progress. Compass Readers are designed using both qualitative and quantitative measures to ensure appropriate grading and leveling of the readers.

**Quantitative Measures:**

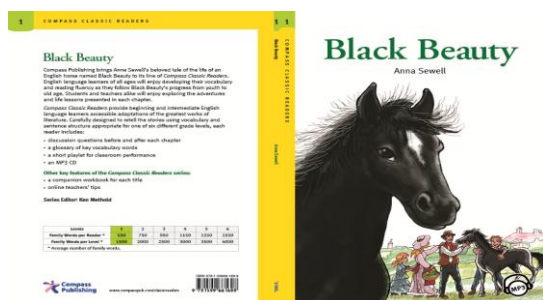
- Lexile® range
- Headwords

**Qualitative Measures:**

- Content topics and themes
- Design



**When using CCR as for an Extensive Reading program:**



- Encourage students to look at the cover page and think about what the story will be about.
- Encourage students to read the text on the back cover to ensure the story is something that they want to read.
- Ask students open-ended questions about what they are reading so as to boost student-confidence, not intimidate.
- Encourage students to write daily summaries of what they have read.

**Upon completion of reading:**



- Have students give spoken presentations about what they read. Presentations will include a brief summary of what they read focusing on clear, coherent summaries and basic reviews of what was liked and disliked about the book.
- Have students research the background of the story and present it to the class.