

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 Shelf* address 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 Shelf* introduces students to a variety of level-appropriate, theme-connected new content words.



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 Shelf*?

Reading Shelf is a three-level series designed to develop the reading skills of high beginning students of English. As students work their way through the series, they will continually reinforce high-frequency words while focusing on learning a limited number of new vocabulary items in each unit. This allows students to comfortably develop reading fluency as they broaden their understanding of various English word forms, structures, and sentence patterns. *Reading Shelf* extends students fundamental reading skills while presenting accessible activities to practice listening, speaking, and writing skills in English.

Features:

- Thematically paired fiction and nonfiction unit topics
- A mix of familiar and new topics
- Comprehension activities that model standardized test questions and note-taking through Five W's charts
- 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 Shelf* Student Books

Each unit in the *Reading Shelf* 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 students speaking practice
- Allows students to gain familiarity with the unit topic
- Sample responses provided in the answer key

New Words

- Lists key vocabulary for the unit
- Students match vocabulary to photographs and sentences.
- Photographs provide students with authentic vocabulary experiences.

Reading
Listen and read.

Linda is nervous as she **steps onto** the bus. It is her first time to take the bus to her new school. She hopes she remembers to **get off** at the right stop.

After Linda finds a seat, the girl beside her says, "Hi, I'm Amy. I think we go to the same school. I can **tell** from your uniform." Linda is not sure what to say so she just smiles. Amy **chats** with Linda until they arrive at school. Then Amy says, "This is our stop. Come on!" Linda doesn't feel nervous anymore. Today, she will start at a new school, and she **already** has a new friend.

Reading Time: _____ / 100 words



Reading

- Reading passages range from 110 to 150 words.
- Alternates between theme-based original and informative passages
- 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

Choose the best answer.


1. What is the reading about?
 - a. Helping a lost girl
 - b. Meeting for the first time
 - c. Seeing an old friend on a bus
 - d. Taking the bus after school
2. What does **tell** mean in the reading?
 - a. To say
 - b. To see and know
 - c. To show as an example
 - d. To talk about a bad thing
3. What does Amy do?
 - a. Ask Linda to be friends
 - b. Invite Linda to sit with her
 - c. Talk first on the bus
 - d. Wait at the bus stop for Linda
4. What does **this** refer to in the reading?
 - a. A bus stop
 - b. The seat
 - c. Their school
 - d. Her uniform
5. Which is NOT true according to the reading?
 - a. At first, Linda thinks she might forget where to get off the bus.
 - b. Linda lets Amy do most of the talking at first.
 - c. Amy tells Linda when it is time to get off the bus.
 - d. Linda is nervous when she gets off the bus.

Checking

- Assesses students' reading comprehension
- Use of multiple-choice questions prepares students for test-taking.
- Question types include main idea, detail, pronoun reference, word usage, and negative fact.

Mapping

Choose and write the right answer for each question.

	Amy Forgetting her stop No seats on the bus	Chatting about school Has a new friend To a new school
---	---	---

1. Where is Linda going? To a new school
2. What is Linda nervous about?
3. Who talks to Linda on the bus?
4. Why isn't Linda nervous as she gets off the bus?

Mapping

- Reinforces comprehension of the reading passage through activities requiring students to organize texts according to reading skills
- Note-taking activities follow a method similar to that of a Five W's chart.

Vocabulary Review

- Choose the right word.
- Everyone started clapping when the singer walked _____ the stage.
a. at b. into c. onto d. with
 - My dog _____ in the mud.
a. chatted b. hoped c. stepped d. told
 - Our plane stops in Tokyo, but we do not have to _____ there.
a. find out b. get off c. step onto d. take from
 - The bus is full, _____ we can't sit down.
a. and b. but c. so d. or
 - You do not need an umbrella because the rain has _____ stopped.
a. already b. anymore c. first d. until

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

Write the right words to complete the summary of the reading. One word is extra.

chatting onto so get off steps already

It is Linda's first time riding the bus to a new school. _____ she is nervous. As she _____ onto the bus, she worries about forgetting where her stop is. The girl sitting beside her starts _____ with Linda. The girl's name is Amy. Amy tells Linda when it is time to _____ the bus. Linda isn't nervous more. She _____ has a new friend.



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 or 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 Shelf 1

Unit	Title	Theme and Type of Reading	Vocabulary
1	A Friend on the Bus	School/Fiction	already, chats, get off, so, steps onto
2	Are Buses Safe?	School/Nonfiction	billion, compare, council, deaths, killed, train
3	Eric's History Cards	School/Fiction	directions, everywhere, grades, history, memorizes, worst
4	Word Webs	School/Nonfiction	center, effective, highly, spider, strings, web
5	The Cupcake Basket	Food/Fiction	bake, borrow, butter, cupcakes, returns, stirs
6	Number Cakes	Food/Nonfiction	baking soda, began, cookbooks, meant, recipe, spoon
7	Pop!	Food/Fiction	burned, cartoon, cover, lid, neither, stove
8	Microwave Popcorn	Food/Nonfiction	fine, fold, microwave, plain, sounds, yourself
9	Oscar Shops	Shopping/Fiction	bars, check out, grocery store, items, treats, various
10	The Toy Tour	Shopping/Nonfiction	events, explain, guests, guides, hospital, tour
11	A Pet Hamster	Shopping/Fiction	allow, discusses, hamsters, lawn, spends, whenever
12	What We Spend on Pets	Shopping/Nonfiction	add, beauty shop, credit card, or, sunglasses
13	The Blind Men and the Elephant	People/Fiction	argue, fan, positive, village, wall, wrong
14	Braille	People/Nonfiction	developed, original, raised dots, require, sight
15	Aniz and His Flute	People/Fiction	attacking, flute, gathered, grateful, master, promised
16	Snake Charmers	People/Nonfiction	actually, charm, fangs, movement, snake, sways
17	Go Get It, Boy!	Pets/Fiction	counter, delivers, handle, holds, list, total
18	Casper Rides the Bus	Pets/Nonfiction	drivers, explore, rescued, shelter, southwest, unfortunately
19	Lost in the Woods	Pets/Fiction	appeared, poodle, pretended, tricked, whole, woods
20	Cat in the Box	Pets/Nonfiction	mystery, offered, sent, somehow, survived, warehouse

Suggested Lesson Plan

Reading Shelf 1

Introduction:

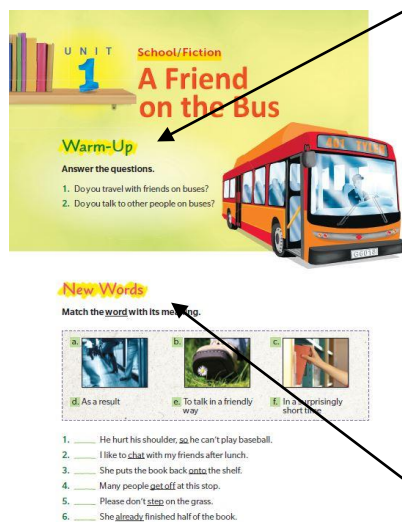
- Teacher greets students; reviews previous units with related questions during attendance check. Questions at this level should be related to vocabulary.
- Teacher writes one word related to the current lesson and asks students to create sentences using the word. This activity can be extended by having students work in groups to create a story around the given word. Students are instructed to use five to seven words from previous units in their story
- 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 gives students fifteen seconds to think of words related to the picture. Then the students share their words and the teacher writes them on the board.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and asks students to work in pairs to create two to three sentences 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 and/or ideas in the space next to the questions.

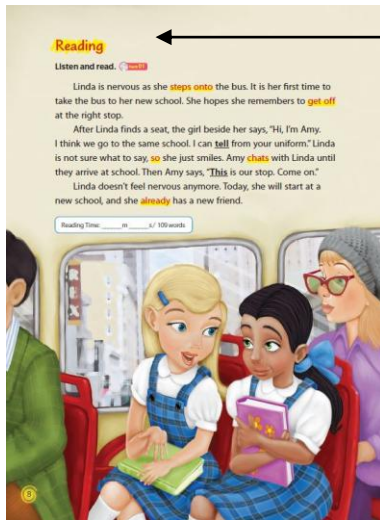
Optional Activity

- 1) Teacher has students write new sentences with the words.
- 2) Teacher conducts a game-show style quiz featuring questions about the words.
- 3) Teacher writes sentences featuring the new words on the board with one spelling error in the key 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 use the words in sentences that they speak aloud without writing first.
- Teacher then has students open their books and guides students through the new words to reinforce students' understanding.
- Teacher then asks students to work independently to fill in the blanks.
- Students then take turns reading the sentences aloud.

Page 2)



Reading:

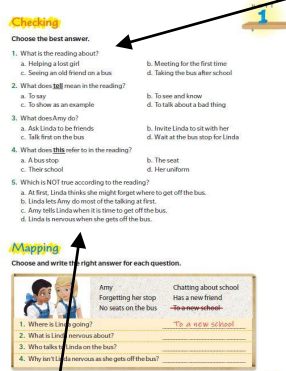
- Teacher asks students to look at the picture and talk about what they see. If possible, have students cover the text with a piece of paper so they cannot see the words. Teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- Teacher plays the audio CD 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, details, characters, cause, and effect.

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.) Linda is nervous as she steps onto the bus. S1 - Linda, S2 - is, S3 - nervous S4- as, S1 - she, S2 - steps, S3 - onto, S4 - the, S1 - bus. This activity can be extended by having students read two words or entire sentences when it is their turn.
- 3) Teacher asks students to create two questions each about the passage and then take turns asking their questions to the class.

Comprehension Checking:

Page 3)



Checking:

- Teacher introduces the Checking activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and answer the questions independently, while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Checking leader" for the activity.

Mapping:

- Teacher introduces the activity and has students work in pairs or individually to complete it.
- Class checks the answers together.
- Teacher has students read the main passage again, underlining the parts that are related to the mapping activity.
- Students work in pairs to create their own mapping activity. For each unit, the teacher chooses one student-generated work to be photocopied and assigned to other students as part of the mapping activity.

Consolidation

Page 4)

Vocabulary Review

Choose the right word.

1. Everyone started clapping when the singer walked _____ the stage.
a. at b. into c. onto d. with
2. My dog _____ in the mud.
a. chatted b. hoped c. stepped d. told
3. Our plane stops in Tokyo, but we do not have to _____ there.
a. find out b. get off c. step onto d. take from
4. The bus is full, _____ we can't sit down.
a. and b. but c. so d. or
5. You do not need an umbrella because the rain has _____ stopped.
a. already b. anymore c. first d. until

Vocabulary Review:


- Teacher explains the activity to the students and gives them a short time limit (2-3 minutes) to complete it.
- 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

Write the right words to complete the summary of the reading. One word is extra.

chatting onto so get off steps already

It is Linda's first time riding the bus to a new school. _____ she is nervous. As she _____ onto the bus, she worries about forgetting where her stop is. The girl sitting beside her starts _____ with Linda. The girl's name is Amy. Amy tells Linda when it is time to _____ the bus. Linda isn't nervous more. She _____ has a new friend.



10

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.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher has students put the words in alphabetical order from memory.
- 2) Teacher tapes pieces of paper with the words around the classroom, and chooses students to pick a word and say two sentences with the chosen word.

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, the 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. Circle T for true or F for false.

- | | | |
|---|---|---|
| 1. The train is the safest way to travel. | T | F |
| 2. Some people use cards to memorize information for tests. | T | F |
| 3. A word web is a highly effective way to learn. | T | F |
| 4. Cookbooks are full of cartoons. | T | F |
| 5. You can make popcorn in a microwave. | T | F |

B. Match the words that are the same. One word is extra.

- | | |
|--------------------|-------------------|
| 6. grocery store • | • a. visitor |
| 7. treat • | • b. instructions |
| 8. guest • | • c. snack |
| 9. chat • | • d. supermarket |
| 10. directions • | • e. borrow |
| | • f. talk |

C. Answer the questions with your own words.

11. What can you find in a carton in a grocery store?

12. What was a food your friend made for you?



Mid-term Test (Units 1-10)

D. Read and answer.

Martha does not enjoy school. She has no friends, and she always gets the worst grades in her class. One day, Charles steps onto the bus and sits next to her. Charles chats with Martha. He asks her why she is so sad. She explains why she does not like school. Charles offers to help her study.

Every day after school, Martha and Charles study together. Charles gives her directions. He lets her borrow his notes. He shows her how to use cards and webs to memorize information.

Charles's tips are highly effective. Now Martha loves school. She gets good grades, and she has a good friend!

13. What is the reading about?
 - a. A boy who has no friends
 - b. A girl who wants to be a teacher
 - c. A boy who gets bad grades
 - d. A girl who makes a friend
14. How does Charles help Martha?
 - a. He shows her how to study.
 - b. He gives the answers to the tests to her.
 - c. He gives his seat on the bus to her.
 - d. He plays with her on the playground.
15. What does her refer to in the reading?
 - a. The bus driver
 - b. Charles's sister
 - c. Martha
 - d. Martha's teacher
16. What does tips mean in the reading?
 - a. The pointed ends of objects
 - b. Information used to warn people
 - c. Helpful hints
 - d. Money given to a waiter or waitress
17. Which was NOT something Martha had at the end of the reading?
 - a. A new friend
 - b. Good grades
 - c. New ways to study
 - d. A new school

Mid-term Test (Units 1-10)

Dave is watching his favorite cartoon with his little sister, Carmen. **It** is about a wolf who wants to catch a squirrel. However, the squirrel is already prepared.

The wolf enters the house and trips over a string. A bucket of hot butter spills on the floor and covers the wolf. He slips and hits his head on the stove. The wolf grabs the stove, but he burns his hand. He screams and tries to run away. The squirrel hits him in the face with a lid.

Dave laughs, but Carmen looks **like** she is going to cry.

"Don't worry, Carmen. The wolf is fine. It is just a cartoon."

18. What is the reading about?
- | | |
|--------------------|--------------------|
| a. A real wolf | b. A dead squirrel |
| c. A funny cartoon | d. A sad boy |
19. What starts the events in the squirrel's house?
- | | |
|--|---|
| a. The wolf hit the squirrel with a lid. | b. The squirrel poured hot butter on popcorn. |
| c. The squirrel burned the wolf's hand. | d. The wolf tripped over a string. |
20. What does **it** refer to in the reading?
- | | |
|------------|---------------|
| a. A stove | b. A cartoon |
| c. A wolf | d. A squirrel |
21. What does **like** mean in the reading?
- | | |
|-----------------------------|----------------------|
| a. As if | b. To enjoy |
| c. Having similar qualities | d. To want something |
22. Which was NOT something that happened to the wolf?
- | | |
|---------------------------------------|------------------------|
| a. He was covered in hot butter. | b. He hurt his head. |
| c. He got hit in the face with a bat. | d. He burned his hand. |

Reading Shelf 1

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

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

B.

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

C.

(Sample responses)

11. I can find eggs/milk/ice cream in a carton in a grocery store.
12. My friend made a sandwich for me.

D.

13. d
14. a
15. c
16. c
17. d
18. c
19. d
20. b
21. a
22. 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. Fill in the blanks. One word is extra.

poodle mystery warehouse handle shelter whole

Nancy: Did you hear about the 1 _____ of the stolen shoes?
 Matt: No. What happened?
 Nancy: Every night, someone was stealing shoes from a 2 _____.
 Matt: Did they catch the thief?
 Nancy: Yes. They used a video camera to watch the 3 _____ night.
 Matt: Well, who was taking the shoes?
 Nancy: It was a 4 _____ from the animal 5 _____ next door!

B. What is the odd word? Circle it.

- 6. hamster dog bone cat bird
- 7. discuss listen argue chat talk
- 8. army wall fan door window
- 9. flute drum piano guitar master
- 10. car train bus shelter plane

C. Answer the questions with your own words.

- 11. Where was Ziggy the cat found?

- 12. What are two things dog owners may want to buy for their pets?



Final Test (Units 11-20)

D. Read and answer.

Harry the hamster is stuck in a tree. Donna and Ken argue about the best way to rescue him. They are afraid Harry will attack **them**. They spend several minutes discussing the problem. Finally, they develop a plan.

They gather some pillows and put them under the tree. They put a ladder against a branch of the tree. Ken holds a broom handle and climbs up the ladder. When he gets to the top, Harry is gone.

Ken has a worried **look** on his face. Then he sees Donna on the ground holding Harry! Somehow, Harry had rescued himself while they were busy making their plan.

13. What is the reading about?
- | | |
|---------------------|----------------|
| a. An animal rescue | b. A sick tree |
| c. A house plan | d. A busy day |
14. Why was Ken worried?
- | | |
|----------------------------------|------------------------------------|
| a. He couldn't find the ladder. | b. He didn't see the animal. |
| c. He dropped Harry on the lawn. | d. He was scared to be up so high. |
15. What does **them** refer to in the reading?
- | | |
|--------------|------------------|
| a. The trees | b. Donna and Ken |
| c. The plans | d. The pillows |
16. What does **look** mean in the reading?
- | | |
|----------------------------------|---------------------------|
| a. A way to have one's face | b. A clothing style |
| c. The act of watching something | d. To see with one's eyes |
17. Which was NOT something they were going to use to rescue Harry?
- | | |
|-------------|------------|
| a. A ladder | b. A broom |
| c. Pillows | d. A bed |

Final Test (Units 11-20)

Brian kicked his ball into the woods. He was a big, strong boy, but he was scared of the woods. He heard about snakes attacking children there. So he sent Jane into the woods to get the ball.

Jane pretended to be scared of the woods, but she wasn't really. She explored **them** all the time. She took her flute and a basket and disappeared into the woods.

In the woods, Jane saw a brown **line** on the ground. It was a snake! She played her flute to charm it. The snake slid into her basket. Then Jane returned to the yard.

Brian asked, "Did you find my ball?"

"I found something better!"

18. What is the reading about?
- | | |
|----------------------|-----------------------------------|
| a. Playing soccer | b. Finding something in the woods |
| c. Attacking a snake | d. Scaring a little girl |
19. How did Jane get the snake into the basket?
- | | |
|----------------------|----------------------|
| a. She picked it up. | b. She used a stick. |
| c. She charmed it. | d. She kicked it. |
20. What does **them** refer to in the reading?
- | | |
|-------------------|-----------|
| a. Brian and Jane | b. Snakes |
| c. Balls | d. Woods |
21. What does **line** mean in the reading?
- | | |
|-----------------------|--------------------------|
| a. A long narrow mark | b. A row of people |
| c. A short message | d. A wrinkle on the face |
22. Which was NOT something Jane did?
- | | |
|----------------------------|--------------------------------|
| a. She caught a snake. | b. She played her flute. |
| c. She found Brian's ball. | d. She pretended to be scared. |

Reading Shelf 1

Term Test _ Answer Key

Final Test (Units 11-20)

A.

1. mystery
2. warehouse
3. whole
4. poodle
5. shelter

B.

6. bone
7. listen
8. army
9. master
10. shelter

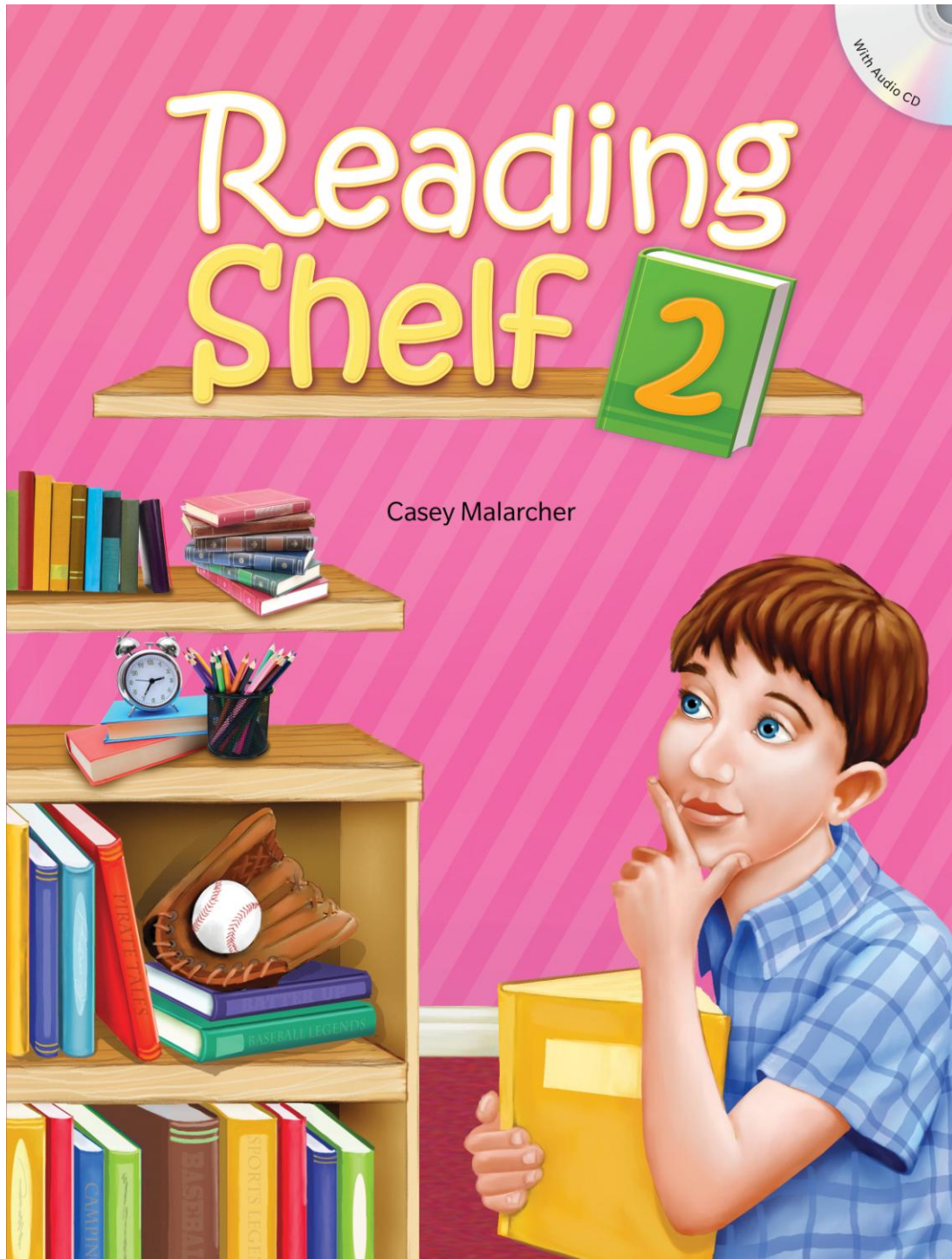
C.

(Sample responses)

11. Ziggy the cat was found in a box/in a warehouse.
12. Dog owners may want to buy ___ and ___ for their pets. (for blanks: a leash, dog bowls, special food, toys, clothes, etc.)

D.

13. a
14. b
15. b
16. a
17. d
18. b
19. c
20. d
21. a
22. c



Teacher's Guide

Scope and Sequence

Reading Shelf 2

Unit	Title	Theme and Type of Reading	Vocabulary
1	Soccer Star	Family/Fiction	excellent, goal, grinned, impressed, scored, wished
2	Tennis Sisters	Family/Nonfiction	assume, deeper, lose, matters, tournaments, won
3	Cereal Box Surprise	Family/Fiction	encourage, familiar, himself, pasted, poured, realized
4	The Family That Writes Together	Family/Nonfiction	decided, eventually, nearby, published, publisher, writers
5	The Bus Broke Down!	Nature/Fiction	a while, lake, lands, leap, passengers, road
6	Little Squirrels?	Nature/Nonfiction	berries, cheeks, chipmunks, holes, seeds, store
7	Make the World Beautiful	Nature/Fiction	dig, holiday, improved, plant, remove, weeds
8	Watch Out, Turtle!	Nature/Nonfiction	complain, delayed, laid, reported, runway, therefore
9	Get Well Soon!	Health/Fiction	aches, classmates, fever, flu, hands, rest
10	Sunny Days?	Health/Nonfiction	bright, effects, give off, mood, skin, usual
11	A New Pair of Glasses	Health/Fiction	chart, instead, nurse, shape, tease, whiteboard
12	The Best for Your Eyes	Health/Nonfiction	according to, at least, object, results, seconds, television
13	To Be or Not to Be	Music and Dance/Fiction	CDs, confidence, low prices, notices, quit
14	The King of Pop	Music and Dance/Nonfiction	albums, blankets, fans, heartbroken, memorial, pop
15	Trying Out for a School	Music and Dance/Fiction	after all, ballet, important, instructor, tough, try out
16	Twyla Tharp	Music and Dance/Nonfiction	create, modern, natural, regularly, since, skip
17	A Pair of Tickets	Sports/Fiction	compete, disappointed, gymnastics, Olympic, pair, tickets
18	A Special Jacket	Sports/Nonfiction	athletes, bobsled, fence, language, parade, tear
19	The Tigers at Bat	Sports/Fiction	bat, crack, inning, pitcher, rivals, trophy
20	The Clubhouse Boy	Sports/Nonfiction	alive, clubhouse, heroes, joined, sweaty, tidy up

Suggested Lesson Plan

Reading Shelf 2

Introduction:

- Teacher greets students; reviews previous units with related questions during attendance check. Questions at this level can be related to vocabulary and content from previous lessons' passages.
- Teacher writes one word related to the current lesson and asks students to create sentences using the word. This activity can be extended by having students work in groups to create a story around the given word. Students are instructed to use five to seven words from previous units in their story.
- 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 gives students fifteen seconds to think of words related to the picture. Then the students share their words and the teacher writes them on the board.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and asks students to work in pairs to create four to five sentences 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 and/or ideas 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 use the words in sentences that they speak aloud without writing first.
- Teacher then has students open their books and guides students through the new words to reinforce students' understanding.
- Teacher then asks students to work independently to fill in the blanks.
- Students then take turns reading the sentences aloud.

Optional Activity

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

Reading
Listen and read.

Fran looked out the window. Her older brother Charlie and his friends were **preparing** to play soccer. Fran loved playing soccer. She **wished** she could play with them. She thought, however, they wouldn't want to play with her.

One of the players said Charlie's friend Andy couldn't come to play. They needed one more player on their team. "Fran, you're on my team," Charlie said. Fran was very excited. The players on the other team pointed at Fran and laughed. However, she didn't care.

Finally, the game started. Fran ran, kicked the ball, and even **scored a goal**. Everyone was very **impressed**. "Your sister is an **excellent** soccer player," **someone** said.

Charlie **grinned**. "Of course, she is. I taught her," he said.

Reading Time: ... min ... / 122 words

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 by asking students open-ended questions related to the unknown words.
- Teacher asks simple comprehension questions that relate directly to the text. Questions should relate to the main idea, details, characters, and cause and effect.

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. Linda is nervous as she steps onto the bus. S1 – Linda, S2 – is, S3 – nervous S4- as, S1 – she, S2 – steps, S3 – onto, S4 – the, S1 – bus. This activity can be extended by having students read two words or entire sentences when it is their turn.
- 3) Teacher asks students to create two questions each about the passage and then take turns asking their questions to the class.

Comprehension Checking:

Checking

Choose the best answer.

1. What is the reading about?
a. A soccer game
b. A girl's big brother
c. Making friends
d. Learning a new sport
2. What does **preparing** mean in the passage?
a. To cut things to cook
b. To get ready
c. To practice
d. To teach
3. Who taught Fran how to play soccer?
a. A coach
b. Her brother
c. Andy
d. Her friends
4. Who does **someone** refer to in the passage?
a. A player
b. Andy
c. Charlie
d. Fran
5. Which is **NOT** true according to the reading?
a. Fran enjoys playing soccer.
b. Charlie's friends laugh at Fran.
c. Fran scores two goals.
d. Charlie's friends are surprised.

Mapping

Check and write the right answer for each question.

Andy didn't come.	She scored a goal.
Charlie	One of the teams
My answer	To impress her brother

1. Who did Fran wish she could do?
"Play soccer"
2. Who did Charlie need Fran on his team?
3. How did Fran surprise the other players?
4. Who taught Fran to play soccer?

Checking:

- Teacher introduces the Checking activity by having students close their books and first asking the questions orally, 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 or assigns one student to be the "Checking leader" for the activity.

Mapping:

- Teacher introduces the activity and has students work individually to complete it.
- Class checks the answers together.
- Teacher has students read the main passage again, underlining the parts that are related to the mapping activity.
- Students create their own mapping activity. For each unit, the teacher chooses one student-generated work to be photocopied and assigned to other students as part of the mapping activity.

Consolidation

Page 4)

Vocabulary Review

Choose the right word.


1. He _____ his seat was closer to the playing field.
a. grinned b. kicked c. sent d. wished
2. In some sports, a team gets more than one point when it _____ a goal.
a. prepares b. offers c. scores d. wishes
3. My father _____ at the joke, but he didn't laugh.
a. grinned b. pointed c. scored d. survived
4. She did not make one _____ during the game.
a. ball b. goal c. mystery d. team
5. The movie was better than I thought it would be. I was very _____ by it.
a. excellent b. impressed c. whole d. wrong

Summary

Write the right words to complete the summary of the reading. One word is extra.

goal grinned excellent impressed scored wished

Fran 1 _____ she could play soccer with her brother and his friends. Then her brother said that he needed another player for his team. He asked Fran to play. The players on the other team pointed and laughed at Fran. She didn't care. She played very well and even scored a 2 _____. Everyone was 3 _____ by what a(n) 4 _____ soccer player Fran was. Fran's brother 5 _____ and said that he taught her.



10

Vocabulary Review:

- Teacher explains the activity to the students and gives them a short time limit (2-3 minutes) to complete it.
- 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 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.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher has students put the words in alphabetical order from memory.
- 2) Teacher chooses students to summarize the reading aloud without looking at their books.

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

impressed assume paste passenger improved complain

Woman: I see you have the car keys. I 1 _____ you want to drive.

Man: You aren't going to 2 _____ if I drive, are you?

Woman: I will try not to. I'm sure your driving has 3 _____ since the last time we rode together.

Man: Yes, it has. I think you will be very 4 _____.

Woman: OK. Then I will sit here quietly and be a good 5 _____.

B. Match the words that are the same. One word is extra.

- | | |
|-------------|-------------|
| 6. usual • | • a. author |
| 7. grin • | • b. jump |
| 8. leap • | • c. smile |
| 9. writer • | • d. matter |
| 10. paste • | • e. glue |
| | • f. normal |

C. Answer the questions with your own words.

11. Where can you and your friends play soccer?

12. What is the name of a mountain you know about?



Mid-term Test (Units 1-10)

D. Read and answer.

Grant loved to go to the airport nearby and watch the planes take off and land on the runway. He wondered where **they** were going. He wished he could fly on a plane, too.

One day, Grant **saw** an old lady working in her yard. He was familiar with her. He saw her often. Grant realized she needed help with her yard work. Therefore, he decided to give her a hand. He dug holes in the dirt and planted new flowers. He removed the weeds. He poured water on the dirt.

After a while, her yard looked excellent. She was very impressed. She gave Grant some money and encouraged him to help her neighbors, too. Grant grinned. He knew just what he would do with the money he made!

13. What is the reading about?
- | | |
|---------------------------|----------------------------|
| a. Flying on an airplane | b. Planting weeds |
| c. Meeting a new neighbor | d. Helping someone in need |
14. What is Grant probably going to do with the money he earns?
- | | |
|----------------------------|-----------------------|
| a. Buy flowers for his mom | b. Buy a plane ticket |
| c. Buy an airplane | d. Buy a car |
15. What does **they** refer to in the reading?
- | | |
|-------------|--------------------|
| a. Airports | b. Grant's friends |
| c. Planes | d. Runways |
16. What does **saw** mean in the reading?
- | | |
|---------------|----------------|
| a. To cut | b. To noticed |
| c. To greeted | d. To realized |
17. Which was NOT something Grant did to help the old lady?
- | | |
|--------------------------|---------------------------|
| a. He mowed the yard. | b. He watered the plants. |
| c. He removed the weeds. | d. He planted flowers. |

Mid-term Test (Units 1-10)

Pam is a writer. She uses the computer a lot. She always complains that her back and legs ache from sitting so much. She realizes she should exercise more. She knows **it** would improve her mood and help her to lose weight.

After reading a story published in the newspaper, she decides to buy a treadmill. She builds a desk over it. Now she can walk and work at the same time. When she **gets** tired, she rests.

Pam's new desk has many positive effects on her. She walks more than usual. Her cheeks are thinner, and she no longer complains about her back and legs. She is always in a good mood. Pam reports to her friends about her treadmill desk. She encourages them to try it, too.

18. What is the reading about?
- | | |
|----------------|-----------------|
| a. A new job | b. A new desk |
| c. A new story | d. A new friend |
19. What causes Pam's back and legs to hurt?
- | | |
|-------------------------------------|-------------------------|
| a. Walking on the treadmill | b. Standing at her desk |
| c. Sitting in front of the computer | d. Writing stories |
20. What does **it** refer to in the reading?
- | | |
|--------------------|---------------------|
| a. Exercising more | b. Working more |
| c. Sitting more | d. Complaining more |
21. What does **gets** mean in the reading?
- | | |
|------------------------|-----------------------|
| a. To become | b. To bring something |
| c. To arrive somewhere | d. To buy something |
22. Which is NOT a positive effect of the new desk?
- | | |
|--------------------------|--|
| a. Pam loses weight. | b. Pam can exercise and work at the same time. |
| c. Pam has more friends. | d. Pam is always in a good mood. |

Reading Shelf 2

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

1. assume
2. complain
3. improved
4. impressed
5. passenger

B.

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

C.

(Sample responses)

11. We can play soccer at the park.
12. A mountain I know about is Mount Fuji. / I know about Mount Everest.

D.

13. d
14. b
15. c
16. b
17. a
18. b
19. c
20. a
21. a
22. 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. Circle T for true or F for false.

- | | | |
|--|---|---|
| 1. People can use sun lamps to improve their mood. | T | F |
| 2. Objects far away look bigger than objects nearby. | T | F |
| 3. Michael Jackson was known as the King of Jazz. | T | F |
| 4. Twyla Tharp studied ballet and modern dance. | T | F |
| 5. People can use body language to communicate. | T | F |

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

clubhouse trophy bobsled pair skipped blanket

6. The athletes keep their equipment and uniforms in the _____.
7. The winner of the contest will win a gold _____.
8. She covers the bed with a thick _____ during the winter.
9. The _____ slides down the icy track very quickly.
10. The girls held hands and _____ down the road.

C. Answer the questions with your own words.

11. Who is an amazing actor or actress that you know about?

12. What is a sports team that your school has?





Final Test (Units 11-20)

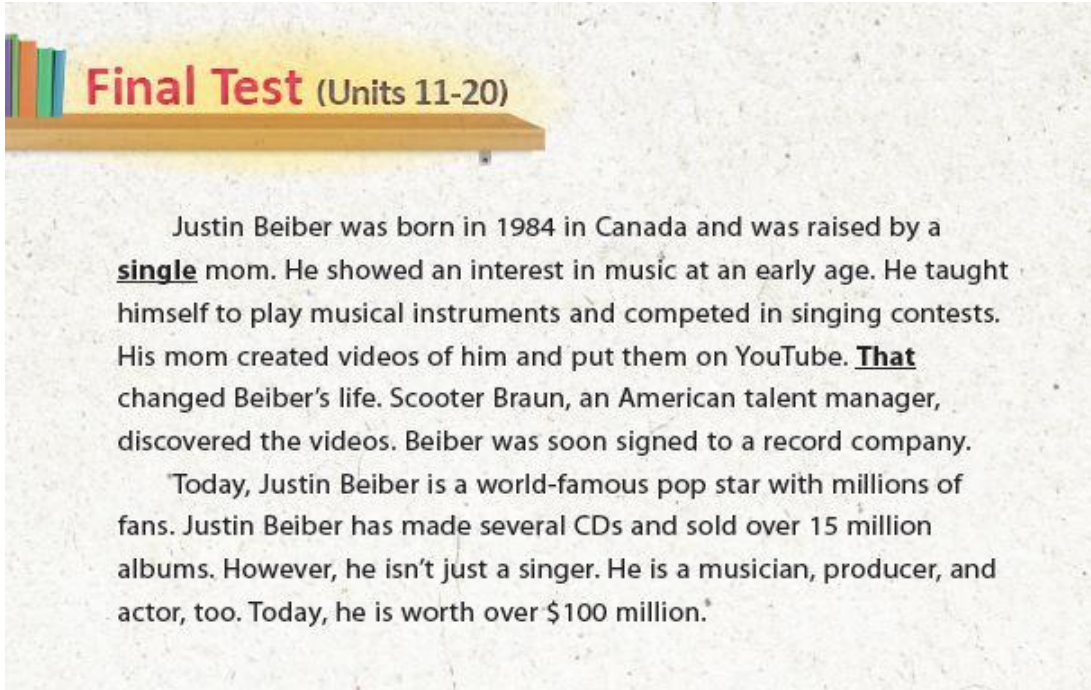
D. Read and answer.

Kim and Brad used to be rivals in ballroom dancing. Then both of their partners got hurt. **They** could not dance anymore with Kim or Brad. Instead of quitting, Kim and Brad decided to join together to compete.

They practiced regularly for weeks. They bought new costumes and hired an instructor. They gained a lot of confidence working together. But sometimes, it was difficult. After all, they spoke different languages. It was important for them to be patient with each other.

Their first competition as a team was very tough. They were heartbroken when they came in second. They were very disappointed with the results, and they do not want to lose again. They will **keep** practicing to improve their skills. They are determined to win the big trophy at the next competition.

13. What is the reading about?
- a. Ballet dancers
 - b. Modern dancers
 - c. Ballroom dancers
 - d. Hip-hop dancers
14. Why is it sometimes difficult for Kim and Brad to be partners?
- a. They don't speak the same language.
 - b. They keep losing.
 - c. They do not agree on what costumes to wear.
 - d. They do not like their instructor.
15. What does **they** refer to in the reading?
- a. Kim and Brad
 - b. Kim and Brad's partners
 - c. Kim and Brad's rivals
 - d. Kim and Brad's costumes
16. What does **keep** mean in the reading?
- a. To have something
 - b. To not allow a change
 - c. To be true
 - d. To continue
17. Which is NOT true about Kim and Brad?
- a. They want to win a big trophy.
 - b. They have more confidence now.
 - c. They used to compete against each other.
 - d. They were pleased when they got second place.



Final Test (Units 11-20)

Justin Beiber was born in 1984 in Canada and was raised by a **single** mom. He showed an interest in music at an early age. He taught himself to play musical instruments and competed in singing contests. His mom created videos of him and put them on YouTube. **That** changed Beiber's life. Scooter Braun, an American talent manager, discovered the videos. Beiber was soon signed to a record company.

Today, Justin Beiber is a world-famous pop star with millions of fans. Justin Beiber has made several CDs and sold over 15 million albums. However, he isn't just a singer. He is a musician, producer, and actor, too. Today, he is worth over \$100 million.

18. What is the reading about?
- a. An expensive album
 - b. A pop star
 - c. *YouTube*
 - d. An American singing contest
19. How did Beiber become famous?
- a. His mom called a talent manager.
 - b. Someone saw videos of him on *YouTube*.
 - c. He won a singing contest.
 - d. He sent CDs to many record companies.
20. What does **single** mean in the reading?
- a. A hit song
 - b. One
 - c. Alone
 - d. A dollar bill
21. What does **that** refer to in the reading?
- a. Putting his videos on *YouTube*
 - b. Creating a new way to dance
 - c. Playing musical instruments
 - d. Being born in Canada
22. Which is NOT true about Beiber?
- a. His parents are married.
 - b. He knows how to play musical instruments.
 - c. He is worth a lot of money.
 - d. He has worked as an actor.

Reading Shelf 2

Term Test _ Answer Key

Final Test (Units 11-20)

A.

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

B.

6. clubhouse
7. trophy
8. blanket
9. bobsled
10. skipped

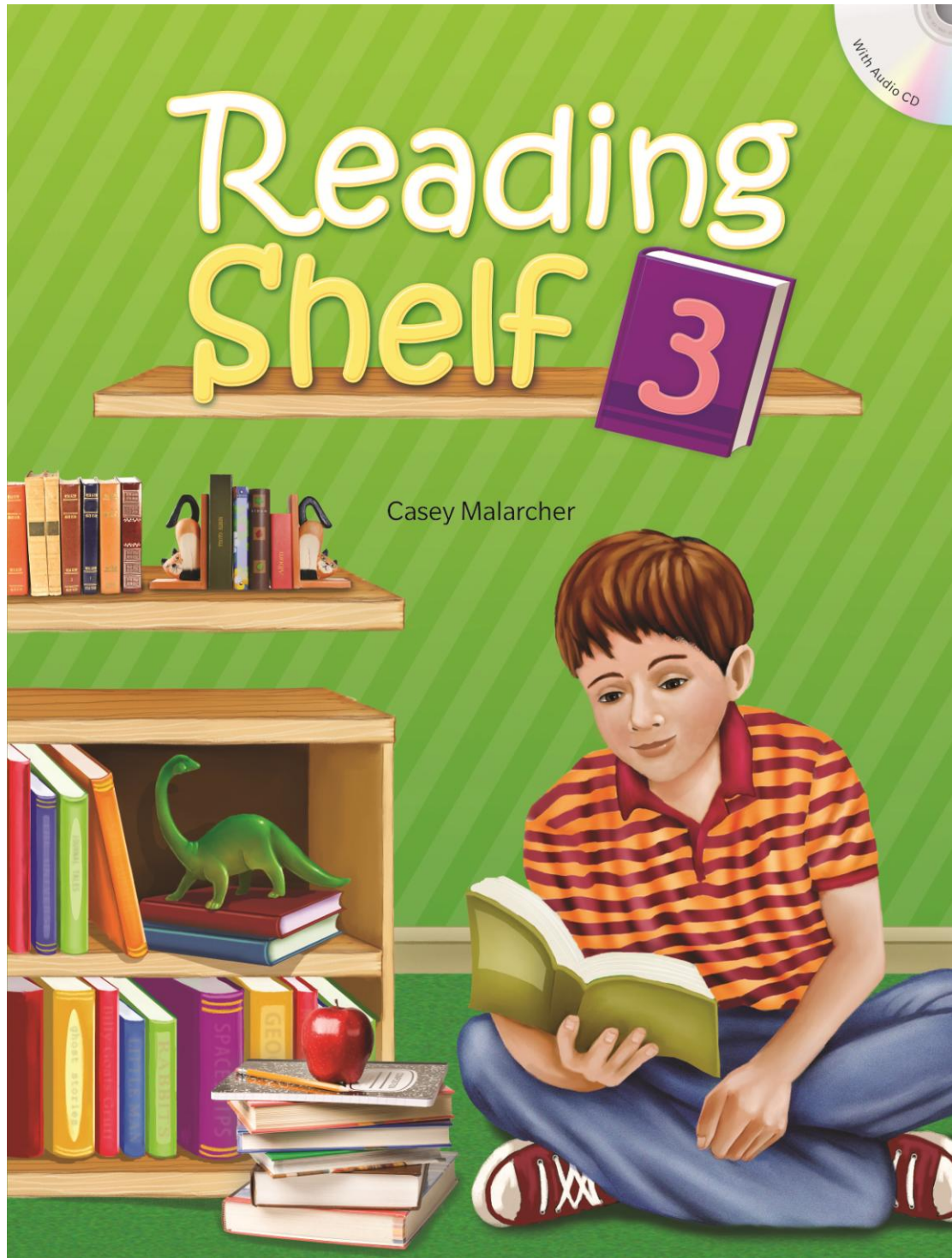
C.

(Sample responses)

11. Julia Roberts is an amazing actress (that I know about).
12. My school has a basketball/soccer/baseball team. / My school does not have any sports teams.

D.

13. c
14. a
15. b
16. d
17. d
18. b
19. b
20. c
21. a
22. a



Teacher's Guide

Scope and Sequence

Reading Shelf 3

Unit	Title	Theme and Type of Reading	Vocabulary
1	Play It Again	Work/Fiction	business, couch, earn, frown, printed, tutor
2	Lickity Split	Work/Nonfiction	delicious, designs, dream, lollipops, success, volunteer
3	A Different Kind of Car	Work/Fiction	fuel, liquid, odd, pollution, science, soybeans
4	A Smart Kid	Work/Nonfiction	brain, fantasy, Hebrew, Mandarin, Norse, speaks
5	Sebastian's New Owner	Animals/Fiction	entered, expected, lazy, patient, place, shocked
6	Ready, Set . . . Quack!	Animals/Nonfiction	along, among, attracted, includes, lasts, tracks
7	Shadows and Winter	Animals/Fiction	bush, hedgehog, lifted, shadow, spikes, still
8	World Penguin Day	Animals/Nonfiction	declared, hence, hundreds, icebergs, migrate, north
9	A Bear Smells Honey	Dreams/Fiction	grabs, growl, messy, relieved, sharp, shuts
10	Catching a Good Sleep	Dreams/Nonfiction	beads, elder, hung, seemed, slice, tribe
11	Justin's Flight	Dreams/Fiction	below, blocked, marvelous, path, toward, vanished
12	Sweet Dreams	Dreams/Nonfiction	affect, avoid, experiment, interviewed, rotten, terrible
13	Ice Fishing	Places/Fiction	frozen, perfect, poles, secret, spit, worms
14	The City of Anchorage	Places/Nonfiction	almost, cause, mind, moose, plenty, symbol
15	In the Forest	Places/Fiction	afraid, heart, jaguar, rainforest, wandered, wings
16	Manaus	Places/Nonfiction	electronic goods, rapidly, rubber, screens, such
17	Kelly Knits	History/Fiction	brief, burst, knitting, laughter, mistake, steady
18	Try, Crash, Fly	History/Nonfiction	balloons, engine, helicopter, machines, models, received
19	The Doctor and His Patient	History/Fiction	bother, frightened, god, guessed, pale, tale
20	A Brave Man	History/Nonfiction	anyone, battle, dentist, fight, led, pain

Suggested Lesson Plan

Reading Shelf 3

Introduction:

- Teacher greets students; reviews previous units with related questions during attendance check. Questions at this level can be related to vocabulary and content from previous lessons' passages.
- Teacher writes one word related to the current lesson and asks students to create sentences using the word. This activity can be extended by having students work in groups to create a story around the given word. Students are instructed to use five to seven words from previous units in their story.
- Homework check: Teacher circulates around the room to ensure homework is complete and then reads answers aloud for students to check.

Review (Can be done at the beginning or end of class, or only every so often):

- 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
Answer the questions.

1. Who do you know who plays this well?
2. How can you make money with this?

New Words
Match the word with its meaning.

a.	b.	c.
d. To make a picture or page of letters using a computer.	e. A company or organization created to make money.	f. To make money.

1. Sometimes, our teacher emails us things to print for class.
2. He got a summer job to save money.
3. I want to open my own business.
4. Please have a seat on the sofa.
5. The laptop works with one student at a time.
6. We knew she was not happy. She had a frown.

Step 1:

Warm-Up:

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 gives students fifteen seconds to think of words related to the picture. Then the students share their words and the teacher writes them on the board.

Option 2)

- Teacher shows students the Warm-Up picture (with Warm-Up questions covered) and asks students to work in pairs to create four to five sentences 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 and/or ideas in the space next to the questions.

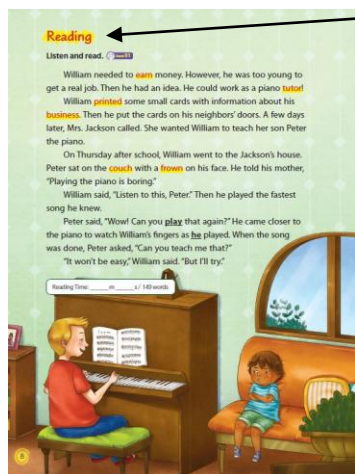
New Words:

- Teacher writes the new words on the board and asks students to close their books.
- Teacher reads the words aloud and asks students to use the words in sentences that they speak aloud without writing first.
- Teacher then has students open their books and guides students through the new words to reinforce students' understanding.
- Teacher then asks students to work independently to fill in the blanks.
- Students then take turns reading the sentences aloud.

Optional Activity

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

Page 2)



Reading:

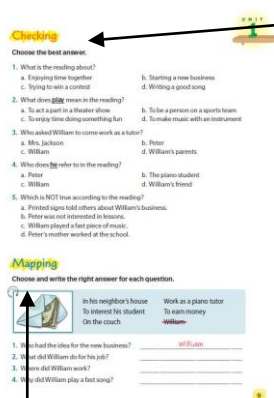
- Teacher asks students to look at the picture and talk about what they see. If possible, have students cover the text with a piece of paper so they cannot see the words. Teacher ensures that the given answers stay on-topic and reflect what the students see in the picture.
- Teacher plays the audio CD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

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. Linda is nervous as she steps onto the bus. S1 – Linda, S2 – is, S3 – nervous S4 – as, S1 – she, S2 – steps, S3 – onto, S4 – the, S1 – bus. This activity can be extended by having students read two words or entire sentences when it is their turn.
- 3) Teacher asks students to create three questions each about the passage and then take turns asking their questions to the class.

Comprehension Checking:

Page 3)



Checking:

- Teacher introduces the Checking activity by having students close their books and first asking the questions orally, with students giving their own answers.
- Teacher asks students to open their books and answer the questions independently, while walking around the room and checking to ensure students understand the questions.
- Teacher checks the questions with the students or assigns one student to be the "Checking leader" for the activity.

Mapping:

- Teacher introduces the activity and has students work individually to complete it.
- Class checks the answers together.
- Teacher has students read the main passage again, underlining the parts that are related to the mapping activity.
- Students create their own mapping activity. For each unit, the teacher chooses one student-generated work to be photocopied and assigned to other students as part of the mapping activity.

Consolidation

Page 4)

Vocabulary Review

Match the question with the answer.


- | | |
|-------------------------------------|---|
| 1. How does she earn money? * | * a. I did not do well on the test. |
| 2. Why did you print those pages? * | * b. It was on the couch this morning. |
| 3. What is the frown for? * | * c. She has a painting business. |
| 4. Where did you see the book? * | * d. I need to show them to my writing tutor. |

Summary

Write the right words to complete the summary of the reading. One word is extra.

business couch earn frown print tutor

A boy named William wanted to start a
 1 _____ He wanted to 2 _____
 money as a piano 3 _____. His first student
 was his neighbor, Peter. When he got to Peter's
 house, Peter was sitting on the 4 _____
 He had a 5 _____ on his face. Peter didn't
 want to take lessons. William played a fast song for Peter.
 Then Peter was interested in piano lessons.



10

Vocabulary Review:

- Teacher explains the vocabulary review to the students and gives them a short time limit (2-3 minutes) to complete it.
- 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.
- Teacher can set up a schedule so students can take turns as leaders in checking the activity.

Closure:

Homework:

- Teacher assigns homework from the corresponding workbook pages.

Final Activity Ideas

- 1) Teacher has students put the words in alphabetical order from memory.
- 2) Teacher chooses students to summarize the reading aloud without looking at their books.

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, the 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. Circle T for true or F for false.

- | | | |
|---|---|---|
| 1. Lickity Split is an electronics company. | T | F |
| 2. Green cars do not make a lot of pollution. | T | F |
| 3. Michael Dowling wrote <i>The Lord of the Rings</i> . | T | F |
| 4. Dream catchers are supposed to catch bad dreams. | T | F |
| 5. Penguins migrate to escape the cold winter weather. | T | F |

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

relieved iceberg shadow track place odd

6. Allen was disappointed when he got third _____ in the race.
7. About twenty penguins floated on one _____ together.
8. The singer's hairstyle and outfit are very _____.
9. Meg was _____ to find out she passed her final exam.
10. The runners raced around the _____ to the finish line.

C. Answer the questions with your own words.

11. What company makes your favorite kind of gum?

12. What is a book or movie with bears in it?



Mid-term Test (Units 1-10)

D. Read and answer.

Some people use their brains to invent things. Their ideas might be very odd, but they can lead to useful inventions. Those are designed to make life easier. Such inventions are perfect for lazy people.

Years ago, televisions did not have remote controls. People walked to the television to change to different shows. In 1950, the Zenith Radio Corporation invented "Lazy Bones." It was a remote control connected to the television by a cable. It allowed people to **change** the television from the couch. However, people frowned at the long cable stretched across the floor. It was ugly, and they complained about tripping over **it**.

In 1955, Eugene Polley introduced the "Flashmatic." It was the first wireless remote control. This remote did not have a cable, but it still had problems. It was very simple, and sunlight could make it work incorrectly. Hence, Zenith worked to improve on the design.

13. What is the reading about?
 - a. Televisions
 - b. Remote controls
 - c. Lazy people
 - d. Couches
14. What was wrong with the "Flashmatic"?
 - a. It didn't have a cable.
 - b. It didn't work in the dark.
 - c. It didn't work right in the sun.
 - d. It was connected to the television.
15. What does **change** mean in the reading?
 - a. To move from one place to another
 - b. To put on a different set of clothes
 - c. To exchange money
 - d. To make something different
16. What does **it** refer to in the reading?
 - a. The remote control
 - b. The television
 - c. The floor
 - d. The cable
17. Which is NOT true according to the reading?
 - a. The "Flashmatic" was made after "Lazy Bones."
 - b. "Lazy Bones" was connected to a cable.
 - c. Eugene Polley invented "Lazy Bones."
 - d. Zenith wanted to make a better remote control.

Mid-term Test (Units 1-10)

Every winter, hundreds of people enter the Polar Bear Plunge. The event is used to help raise money for a good cause, like the Special Olympics. It costs \$15 per person to enter the event, but the price includes a T-shirt for those who complete the plunge.

On the day of the event, people jump into a lake. Participants expect the water to be cold in winter, but they are still shocked by the water's freezing temperature. The plunge lasts only a few seconds, but everyone is relieved to get out of the water.

Afterward, volunteers hand out towels and hot chocolate to the participants. Some volunteers provide medical attention to those who get hurt or sick.

Jumping into icy water in the middle of winter may sound odd, but the event is always a great success. Thousands of dollars are collected each year to help those in need.

18. This reading is about _____.
- | | |
|-----------------|-------------------------|
| a. a polar bear | b. a winter event |
| c. a doctor | d. the Special Olympics |
19. What do the participants get if they jump into the water?
- | | |
|--------------|-------------|
| a. Money | b. An award |
| c. A T-shirt | d. Hot tea |
20. What does raise mean in the reading?
- | | |
|-----------------|-------------|
| a. To collect | b. To lift |
| c. To help grow | d. To build |
21. What does those refer to in the reading?
- | | |
|-----------------|---------------|
| a. Participants | b. Volunteers |
| c. Polar bears | d. Events |
22. Which is NOT true about the Polar Bear Plunge?
- | | |
|--|---|
| a. It is held in the winter. | b. It is an event in the Special Olympics. |
| c. People give money to participate in it. | d. Participants stay in the water for a short time. |

Reading Shelf 3

Term Test _ Answer Key

Mid-term Test (Units 1-10)

A.

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

B.

6. place
7. iceberg
8. odd
9. relieved
10. track

C.

(Sample responses)

11. Wrigley makes my favorite kind of gum.
12. *The Country Bears* is a movie with bears in it.

D.

13. b
14. c
15. d
16. d
17. c
18. b
19. c
20. a
21. a
22. 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. Fill in the blanks. One word is extra.

symbol interview experiment wings screen god

Jim: Lisa, what is that image on your computer **1**_____?

Lisa: It's just a design my friend, Luke, made for me.

Jim: Does it have a special meaning?

Lisa: Well, the heart represents love. The pair of dove's **2**_____ represent peace.

Jim: Oh, I thought the wings represented an angel or a **3**_____.

Lisa: I guess they could represent either of those, but to me, they are a **4**_____ of peace.

Jim: Your friend is a very good artist. I would like to **5**_____ him for an article I'm writing.

Lisa: That would be marvelous! I will let him know.

B. What is the odd word? Circle it.


- | | | | | |
|--------------|------------|----------|---------|-----------|
| 6. dentist | doctor | tutor | mistake | pilot |
| 7. rubber | rotten | plastic | metal | wood |
| 8. bear | hedgehog | jaguar | moose | worm |
| 9. marvelous | wonderful | terrible | amazing | fantastic |
| 10. mountain | experiment | lake | bush | path |

C. Answer the questions with your own words.

11. When was your last visit to a doctor?

12. What is a gift your friend has made for you?





Final Test (Units 11-20)

D. Read and answer.

Betsy wandered along the path to her favorite mountain lake. As she came around a bend, she saw a moose and its baby blocking the path. Her heart began to **beat** rapidly. She tried to avoid them by climbing over some rocks below the path. **That** was a terrible mistake.

Betsy stepped on a loose rock and slipped. She fell, but luckily, she landed in some snow. She lay there, unable to move. She didn't think anyone would find her. She burst into tears as thoughts of her family flashed through her mind.

The next day, Betsy's fingers and toes were frozen. She was in a lot of pain. Suddenly, she heard a helicopter. Betsy was wearing a bright yellow jacket, so they spotted her right away.

They flew Betsy to a hospital where she received medical care from a doctor. After that, she got a huge hug and a lecture from her family. She never went hiking alone again!

13. What is the reading about?
- | | |
|--------------------|-------------------|
| a. A mountain lake | b. An angry moose |
| c. An accident | d. A rock |
14. Why were the people in the helicopter able to find Betsy so easily?
- | | |
|------------------------------|----------------------------------|
| a. They knew where she was. | b. Her jacket was bright yellow. |
| c. They heard her screaming. | d. She was waving a yellow flag. |
15. What does **beat** mean in the reading?
- | | |
|---------------------------------|----------------------------------|
| a. To defeat in a contest | b. To hit in order to cause harm |
| c. To thump in a natural rhythm | d. To stir ingredients quickly |
16. What does **that** refer to in the reading?
- | | |
|----------------------|------------------------|
| a. Going for a hike | b. Seeing wild animals |
| c. Blocking the path | d. Climbing on rocks |
17. Which is NOT true about Betsy?
- She still goes hiking alone.
 - She did not want to bother the moose and its baby.
 - She could not move after she fell.
 - She was on her way to a lake.

Final Test (Units 11-20)

Seth tipped his chair back and looked up at the sky. He wondered what it would be like to have wings and fly above the land. He had flown in an airplane before, but that was not the same. He wanted to feel the wind on his skin.

One day, Seth decided to do an experiment. He **blew up** a bunch of rubber balloons and tied them together with strings. Then he attached the strings to a chair. Seth sat in the chair and waited for **it** to lift off of the ground.

Before Seth knew it, he was floating toward the clouds. Houses passed below his feet. The view from his chair was marvelous. Seth almost forgot he was being carried by balloons.

Seth's flight was brief, but it was perfect. He couldn't wait to tell his friends all about it.

18. What is the reading about?
- a. An experiment with balloons
 - b. A rubber balloon company
 - c. A chair that looks like a balloon
 - d. A bird-shaped balloon
19. What did Seth use to help him fly?
- a. Wings
 - b. An airplane
 - c. Wind
 - d. Balloons
20. What does **blew up** mean in the reading?
- a. To destroy by explosion
 - b. To fill with air
 - c. To become angry
 - d. To make a picture larger
21. What does **it** refer to in the reading?
- a. A balloon
 - b. A bird
 - c. A chair
 - d. A string
22. Which is NOT true about Seth?
- a. He is interested in flying.
 - b. The balloons carried him for a long time.
 - c. He flew over houses.
 - d. He was excited to tell his friends about his experiment.

Reading Shelf 3

Term Test _ Answer Key

Final Test (Units 11-20)

A.

1. screen
2. wings
3. god
4. symbol
5. interview

B.

6. mistake
7. rotten
8. worm
9. terrible
10. experiment

C.

(Sample responses)

11. My last visit to the doctor was last week.
12. My friend has made/knitted a blanket for me.

D.

13. c
14. b
15. c
16. d
17. a
18. a
19. d
20. b
21. c
22. b

Optional Activities

Vocabulary:

- Teacher has students create their own dictionary in a notebook. They create definitions as a group, and students write their own example sentences.
- Students create their own running story every two to three units, featuring key vocabulary.
- Students write a reflective journal about their everyday lives using the vocabulary from the lessons.

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.
- 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:

- Teacher has students create their own questions based on the reading. Teacher then takes some of these questions and creates a class quiz based on them.
- Teacher shows students graphic organizers. Students choose the best one to match the passage and fill it in. Students have to explain why they chose that graphic organizer.
- Teacher has students create "next chapters" based on the fiction passages.

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 create poems based on the passages.

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