

Reading Shelf



Candace Whitman



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Casey Malarcher

Reading Shelf 3

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How to Use This Book

Each unit in the *Reading Shelf* series includes eight parts, plus additional review and consolidation activities in the workbook. These parts work together to get students thinking about the unit's topic, lead students through a reading passage, check students' comprehension of the reading passage, and then have students practice basic listening, organizing, and writing skills in English. A summary of each section is presented here.

Student Book

Warm-Up

includes two questions to stimulate students' interest about the topic. Sample responses for all Warm-Up questions are provided in the answer key for each book.

UNIT 1 Work/Fiction
Play It Again

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 **earn** money.
3. _____ I want to open my own **business**.
4. _____ Please have a seat on the **couch**.
5. _____ The tutor works with one **pupil** at a time.
6. _____ We knew she was not happy. She had a **frown**.

New Words

lists key vocabulary for the unit. Students match the words with photographs or definitions corresponding to each word's meaning. Sentences using the vocabulary provide context to help students understand the words.

Reading

alternates between original stories and informative passages linked by topics. An audio recording of each passage is provided on the audio CD. Students can track the words as the passages are read by native speakers.

Reading
Listen and read.

William needed to **earn** money. However, he was too young to get a real job. Then he had an idea. He could work as a piano **tutor**! William **printed** some small cards with information about his **business**. Then he put the cards on his neighbors' doors. A few days later, Mrs. Jackson called. She wanted William to teach her son Peter the piano.

On Thursday after school, William went to the Jackson's house. Peter sat on the **couch** with a **frown** on his face. He told his mother, "Playing the piano is boring."

William said, "Listen to this, Peter." Then he played the fastest song he knew.

Peter said, "Wow! Can you **play** that again?" He came closer to the piano to watch William's fingers as **he** played. When the song was done, Peter asked, "Can you teach me that?"

"It won't be easy," William said. "But I'll try."

Reading Time: _____ m _____ s / 149 words

After hearing the passage read aloud, students should be encouraged to read the passage themselves as a timed reading.

Checking

includes multiple-choice questions of the following types: main idea, detail, pronoun reference, word usage, and negative fact questions.

Checking

Choose the best answer.

- What is the reading about?
 - Enjoying time together
 - Starting a new business
 - Trying to win a contest
 - Writing a good song
- What does **play** mean in the reading?
 - To act a part in a theater show
 - To be a person on a sports team
 - To enjoy time doing something fun
 - To make music with an instrument
- Who asked William to come work as a tutor?
 - Mrs. Jackson
 - Peter
 - William
 - William's parents
- Who does **he** refer to in the reading?
 - Peter
 - The piano student
 - William
 - William's friend
- Which is NOT true according to the reading?
 - Printed signs told others about William's business.
 - Peter was not interested in lessons.
 - William played a fast piece of music.
 - Peter's mother worked at the school.

Mapping

Choose and write the right answer for each question.



In his neighbor's house
To interest his pupil
On the couch

Work as a piano tutor
To earn money
~~William~~

- Who had the idea for the new business? William
- What did William do for his job? _____
- Where did William work? _____
- Why did William play a fast song? _____

Mapping

reinforces comprehension of the reading passage as well as practices note-taking of passage content following a similar method as a 5 W's chart for note-taking.

Vocabulary Review

provides additional exposure to the target vocabulary of each unit in new contexts. These activities vary from unit to unit so that students practice with new words in a variety of ways over the course of each book.

Vocabulary Review

Match the question with the answer.

- How does she earn money? • a. I did not do well on the test.
- Why did you print those pages? • b. It was on the couch this morning.
- What is the frown for? • c. She has a painting business.
- Where did you see the book? • d. They are for my writing pupil.

Summary

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

business couch earn frown print pupil

A boy named William wanted to start a

1. _____ He wanted to 2. _____ money as a piano tutor. His first 3. _____ 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.



Summary

reviews target vocabulary for the unit, stimulates recall of key information from the reading, and develops reading fluency by repeating words and structures that students have studied in the unit.

Workbook

UNIT 1

Work Station

Play It Again

Listening

Listen and write the words you hear.

William needed to _____ money. However, he was too young to get a real job. Then he had an idea. He could work as a piano _____.

William _____ some small cards with information about his _____. Then he put the cards on his neighbors' doors. A few days _____, Mrs. Jackson called. She wanted William to teach her _____ Peter the piano.

On Thursday after school, William went to the Jackson's house. Peter sat on the _____ with a _____ on his face. He told his mother, "Playing the piano is boring!"

William said, "Listen to this, Peter." Then he played the _____ song he knew.

Peter said, "Wow! Can you play that again?" He came closer to the piano to watch William's _____ as he played. When the song was done, Peter asked, "Can you _____ me that?"

"It won't be _____," William said. "But I'll try."

Review Activities

Circle T for true or F for false.

- William wanted a piano tutor. T F
- William printed cards to put on his neighbors' doors. T F
- Peter's first lesson was in the morning. T F
- Peter liked the fast song. T F

Choose the right word.

- William thought he could _____ money by helping kids play music.
 - earn
 - listen
 - teach
 - watch
- The only person working in William's _____ was William.
 - business
 - information
 - neighbor
 - tutor
- William saw Peter sitting on the _____.
 - card
 - couch
 - fingers
 - frown

Writing

Look at the picture and answer the questions. Use the sentences in the box. One sentence is extra.

He put them on his neighbor's doors.
He sat on the couch with a frown.
He worked as a piano tutor.
William played a fast song.

- What did William work as? _____
- Where did William put cards about his business? _____
- Why did Peter become interested in playing the piano? _____

Workbook

provides additional reading, listening, and writing activities that can be completed as homework, including dictation, various listening comprehension tasks, review activities that focus on the unit's passage content and key vocabulary, and various writing tasks targeting both guided and original sentence writing by students.

Play It Again

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 earn money.
3. _____ I want to open my own business.
4. _____ Please have a seat on the couch.
5. _____ The tutor works with one student at a time.
6. _____ We knew she was not happy. She had a frown.