

Lesson
1

1 Read about a treasure hunt.

The Treasure Hunt

There is a fun game today. A treasure hunt in the park! There are clues on paper. They help the children find the prize. They are picture clues. The children look at the first clue.



"Go to the apple tree," says Tommy. The children **run** to the apple tree. "Look! There's another clue on the apple tree," says Susie.

2 Play Thumbs Up / Thumbs Down. Then circle Yes or No.

a The children are on a treasure hunt. Yes No

b Clues in treasure hunts are directions. Yes No

c The clues are picture clues. Yes No

d The clues are words on paper. Yes No

e The first clue is to go to an orange tree. Yes No

Objective: Identify and understand instructions and / or directions. Follow directions by looking at picture clues.

CSE: Can understand short simple instructions if supported by pictures.

Read It Right!

Following Directions

Being able to **follow directions** is an important skill. Directions are usually given in sequence, and are often accompanied by images, to help the person following the directions.

When following directions, first make sure that you know where you are going and why. Then, start following the sequence indicated in the instructions. We follow directions by moving from step to step and not missing out any of the steps.

Vocabulary

go run turn walk

Do you know what these words mean? Check the Glossary at the end of your book.

By Yourself

5 Read the rest of the story.

Reader's Coach

Listening is important for following directions, but pictures are very useful, too. Look at the pictures in Activity 3. Can you say where the children have to go?

The children look at the clue on the apple tree. "Go to the swings," says Harry. "This way," shouts Tommy. They run to the swings.

Mandy looks at the clue on the swings. "Er... **Turn right** and **walk** 200 steps. That's where the treasure is!" They turn right and start walking.

"107... 108... 109... 200!" They finish the game! Tommy's dad is waiting for them. They go to an ice cream cart. What's the prize? Ice cream cones for everyone! Mmm! Delicious!



Comprehension Check

4 Write the appropriate word under each picture: First, Then, Next, Finally.

Then First Finally Next

5 Complete the directions using words from the box.

a Go to the apple tree. b The children run to the apple tree.

c walk 200 steps. d They turn right and start walking.

run go turn walk

Following Directions

Objectives: Identify and understand instructions and / or directions. Follow directions looking at picture clues.

CSE: Can understand short simple instructions if supported by pictures.

Activation of Knowledge

Draw a treasure chest on the board. Mime looking for something. Encourage students to use previous knowledge to think of a treasure hunt (even though they will say it in their own language). Once everyone has understood the concept, present the phrase *Treasure Hunt*.

Development

Read It Right!

Activate Vocabulary Draw students' attention to the two words in bold (**go**, **run**) and encourage them to use mimicry to show what they mean. (They may check their definitions in the Glossary at the end of their books.) Additionally, explain what *clue* means.

1 Read about a treasure hunt. 1

Read the first part of the story aloud, while the students follow the words in their books. Point to the picture. Ask them what the first clue is (an apple tree). Read the direction: *Go to the apple tree*. The students mime running to the apple tree. Then, they practice reading the text aloud.

2 Play Thumbs Up / Thumbs Down. Then circle Yes or No.

Write *Yes* and *No* on the board. Have a volunteer read the first statement aloud. Encourage students to look at the illustrations to help them with the answer. When they say "yes," check *Yes* on the board. Have them circle the word in their books. Ask different volunteers to read the other statements aloud, giving time for them to circle the correct answer. Check orally.

We suggest using **Engaging Activity 2: Thumbs Up / Thumbs Down** because it provides a quick way to gauge if students understand a story or to test them on different reading skills. See pages 86-87.

By Yourself

Activate Vocabulary Use body language to present the words in bold (**turn**, **walk**). Then, have students stand up and give them instructions (more quickly every time) so they have fun and relax a bit. Say: *Walk 2 steps. Turn right! Walk 2 steps. Turn left!*

Comprehension Skills Practice

6 Work in pairs. Read the directions and draw the route.

First, go to the big house.
Next, walk to the river.
Then, turn right and go to the bus stop.
Finally, go to the toy store.



Amazing Info

Treasure hunts are games children play at parties. A common treasure hunt in Easter is the egg hunt, where children search for chocolate eggs.

Word Power

7 Match each word to its meaning. Write the letters on the lines.

a go c to move by putting one foot in front of the other

b run a to move somewhere

c walk b to move faster than walking

d turn d to change the direction in which you are moving

Connecting Ideas

Hide a little treasure in the classroom. In your notebook, make a map of a Treasure Hunt route. Include clear directions for your friends so they can find the treasure.

Comprehension Skills Practice

6 Work in pairs. Read the directions and draw the route.

Ask students to look at the map in their books before starting the activity. Ask them what they can see in it. Then, have different volunteers read the directions, one at a time. After each direction, there should be a pause so that students can trace the direction to be followed with their finger. When the whole route has been covered like this, allow students time to read the directions again and mark the route in their books with a pencil. You may use the Differentiated Instruction strategy after working on this activity.

Word Power

7 Match each word to its meaning. Write the letters on the lines.

Invite volunteers to mime the words. Then, ask students to perform the task to reinforce the vocabulary words they have learned. Check orally.

Connecting Ideas

Have students look back at the whole "Treasure Hunt" story to work on this activity. When the route has been drawn, ask them to work in pairs to retell the story using their maps.

Differentiated Instruction To foster bodily-kinesthetic learners, ask students to follow simple instructions, such as: *Stand up! Sit down! Open your book!* It will be also useful to support students' abilities to follow commands in the classroom.

Amazing Info

Treasure hunts are games played specially at children's parties. However, a common game played at Easter is the egg hunt, where players search for concealed chocolate eggs. Ask students if they know of any other treasure hunts people play.

Final Reflection

Before the class begins, hide a bag of lollipops or any other "treasure" in the classroom. Tell students you have hidden a treasure in the classroom. Give students several oral directions to follow until they find the "treasure."

Cue Card

1

3 Read the rest of the story. 1

First, read the information in the **Reader's Coach** box. Ask students what could help them follow directions (the pictures). Ask them to look at the picture in Activity 3 and say where the children have to go next. Read the rest of the story as before, making sure to stress the vocabulary words in bold (turn, walk). Have some volunteers look at the illustrations again and retell the story.

Comprehension Check

4 Write the appropriate word under each picture: **First, Then, Next, Finally.**

Have students look at the picture clues and say what they are. Then, give students time to write the words under the correct picture in the right order. Check by asking: *What's the first clue? What's the next clue?*

5 Complete the directions using words from the box.

Tell students to go back to reread the two parts of the story to complete the sentences. While they are writing the missing words in their books, copy the sentences on the board without the words. Check by having the students read the complete sentences aloud from their books.

Lesson
2

1 Read the beginning of the story. Underline the words that give details about the animals.

Why Rabbits Have Long Ears

This story is about the first rabbit in the world. He's a **little** gray rabbit and he has very **short** ears. Rabbit has three good friends. They are Squirrel, Wolf, and Bear. Squirrel is **little**, like rabbit. But Wolf is **big** with a **long** tail. And Bear is big, too.





Objective: Identify details describing different animals.
GSE: Can understand the relationship between words from the same vocabulary set.

Read It Right!

Using Details
When you read a story, look at the pictures that come with it because they can offer details that will help you understand the story.
Details give you extra information and make the story more interesting.

Vocabulary
big
little
long
short
These words give details. Do you know what they mean? You can check the Glossary at the end of your book.

2 Give details of the animals in the text.

a Rabbit has short ears.
b Squirrel is a little animal.
c Wolf has a long tail.
d Bear is a big animal.

Lesson
2

By Yourself

3 Look at the pictures and read the rest of the story.

Amazing Info
In some cultures, the foot of a rabbit, a four-leaf clover, or a horseshoe are carried as an amulet to bring good luck.







There is no sun today! Rabbit is bored! He plays a trick on Squirrel. "The sun is never going to shine again," he says. Squirrel is sad. He runs and hides in a tree.

Playing tricks is fun! Rabbit plays a trick on Wolf. "The sun is never going to shine again!" he says. Wolf is scared. He howls and howls. "Aooooo!"

Bear sees Squirrel in the tree. Bear hears Wolf! He is mad at Rabbit! "Don't play tricks, Rabbit!" he shouts. He pulls Rabbit's ears very hard with his big, long teeth!

And that's why rabbits don't have short ears now! They have very long ears!

Reader's Coach
Looking at the pictures in a text can help you imagine what happens in a story. Look at the pictures in Activity 3. What do you think will happen next?

Using Details

Objective: Students identify details describing different animals.

GSE: Can understand the relationship between words from the same vocabulary set.

Activation of Knowledge

Bring the picture of an unusual animal, like a praying mantis or an axolotl. Have students form groups of three and ask them to look at the picture and describe the animal. Encourage them to use a dictionary if necessary.

Development

Read It Right!

Activate Vocabulary Guide students to identify strategies to differentiate one animal from another, such as recognizing descriptive adjectives and using illustrations. Use mimic or pictures to teach the words in bold: **little, short, bit, long**. For example, draw the picture of a rabbit on the board. Ask what it is. Read the title of the story. Show to the children what **long** means with your hands and by pointing at the ears of the picture of the rabbit on the board.

1 Read the beginning of the story. Underline the words that give details about the animals. **2**

Read the first sentence. Have students look at the picture of the rabbit in the book and say how it is different from the rabbits they know. Half erase the ears of the rabbit on the board. Read the first paragraph aloud. Tell students to point at each animal as it comes up in the story. Have them mime *big, little, short, and long*. Stand up and pretend to be a wolf with a long tail. Give them time to underline the describing words. Encourage students to practice reading the story aloud. Finally, get students to tell the story so far.

2 Give details of the animals in the text.

Ask about the first rabbit's ears. When students say *short*, write the word on the board. Then, ask about the other animals, writing the descriptive adjective on the board. Then, have students read the sentences and complete them with the missing words. Check orally.

By Yourself

Activate Vocabulary Mime if you need to help students understand words like *bored, sun, shine, and sad*.

Comprehension Check

4 Circle Yes or No.

a The sun is shining. Yes No e Wolf hides in a tree. Yes No

b Rabbit plays a trick on Squirrel. Yes No f Wolf is mad at Rabbit. Yes No

c Squirrel is happy. Yes No g Bear pulls Rabbit's short ears. Yes No

d Rabbit plays a trick on Wolf. Yes No h Now rabbits have long ears. Yes No

Comprehension Skills Practice

5 Work in groups of four and act out the story.

Word Power

6 Look at the pictures. Complete the table with the animals' characteristics.



	rabbit	squirrel	wolf	bear
ears	short	short	long	short
tail	short	long	long	short
body	little	little	big	big

Connecting Ideas

What is your favorite animal? Write three or four sentences describing it. Read the sentences to a friend. Can he or she guess what your favorite animal is?

Comprehension Skills Practice

5 Work in groups of four and act out the story.

Make groups of four students. Assign each an animal and have them reread the story. Then ask them to practice the story (give them a few minutes) and have different groups come to the front and act out the story.

Word Power

6 Look at the pictures. Complete the table with the animals' characteristics.

Ask students what animals they can see. Have them write the names. Then, ask students to mime the meaning of the words in the left column. Ask them to write, under each animal, the characteristics of that part. Monitor while the students are working. To check, have them write on the board the answers.

Connecting Ideas

Ask students to think what their favorite animal is and to write some sentences describing their animal. Then, have them work in pairs. Ask them to read to each other the sentences and have students guess what animal their partner is referring to.

Differentiated Instruction Naturalist children would like the story, particularly because they may like the animals. Ask these students to share their favorite animals and to describe them.

Amazing Info

In some cultures, the foot of a rabbit, a four-leaf clover, or a horseshoe are carried as an amulet believed to bring good luck.

Final Reflection

Play Musical Animals. When the music stops, call out an animal's name; e.g. *monkey*. Have students mime the animal. Ask different students to say something about the animal; e.g. *Monkeys have long tails*. The student that gives the correct information says which animal the others have to mime.

Cue Card 2

3 Look at the pictures and read the rest of the story. 2

Ask students to read the advice in the **Reader's Coach** box. Ask them what they should do first before reading the rest of the story. (Look at the pictures and talk about them.) Tell students to read about Rabbit and Squirrel. Ask why Squirrel is sad. Ask where he hides. Continue in the same way with the other two sections of the story. Finally, ask why rabbits now have very long ears. Have students retell you the story.

Comprehension Check

4 Circle Yes or No.

Have students close their books. Read the sentences and the children call out *Yes* or *No* as appropriate. This will give them confidence to complete the activity when they open their books. Check orally.

Use **Engaging Activity 2: Thumbs Up / Thumbs Down**. This activity provides a quick way to gauge if students understand a story or to test them on different reading skills. See pages 86-87.

Lesson **3**

Objective: Identify the main idea of a story.

CSE: Can identify familiar words in short, simple texts.

Read It Right!

Main Idea

Identifying the main idea of a story is important. If you know the main idea of a story, you can decide if you want to read it.

The **main idea** is what the story or text is about. The big clues are usually the title and the pictures.

Vocabulary

clever
funny
happy
sad

Do you know any of these words? They help to describe people. You can find these words in the Glossary at the end of your book.

1 Start the story and underline the title.

Where's My Cat?

Jack is happy. Today is a special day. It's Pet's Day at school. All the children are taking their pets.

Jack has a cat. Her name is Missy. Missy is funny. She likes to play.

Jack looks in the bedrooms. Missy isn't there. He looks in the living room. Missy isn't there. She isn't in the dining room. She isn't in the kitchen.

"I can't find Missy," Jack tells his mom.

Mom looks for Missy. Mom can't find Missy.

"It's time to go," Mom says. "Don't forget your backpack." Jack gets his backpack.



2 Choose the main idea of the story.

Looking for a pet Going to school
 All about cats

3 Write the number of the picture that best supports the main idea.

_____ 2 _____

By Yourself

4 Read the second part of the story.

Reader's Coach

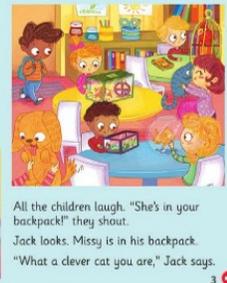
To find the main idea of a text, first look at the title and the pictures. Then look for sentences that support the main idea.

Jack and his mom walk to the school. Mom says goodbye to Jack. Jack goes to his classroom.

All the children have their pets. Jack is sad. He doesn't have his cat.

"Good morning, Jack," Miss Suzy says. "I like your cat. She's very clever."

"But, I can't find her," Jack says.



All the children laugh. "She's in your backpack!" they shout.

Jack looks. Missy is in his backpack.

"What a clever cat you are," Jack says.

Comprehension Check

5 Check (✓) the sentences that support the main idea.

Today is a special day. Mom looks for Missy.
 All the children have their pets. "She's in your backpack!" they shout.

6 Say if the words describe Jack or Missy.

happy _____ Jack _____ funny _____ Missy _____ sad _____ Jack _____ clever _____ Missy _____

Main Idea

Objective: Identify the main idea of a story.

CSE: Can identify familiar words in short, simple texts.

Activation of Knowledge

Smile and say: *This is my happy face. Show me your happy face.* Encourage students to smile. Put on a sad expression and say: *This is my sad face.* Encourage students to show you a sad face. Continue by just saying: *Happy* or *Sad* and encourage them to change their expression accordingly.

Development

Read It Right!

Activate Vocabulary Say: *My dog is clever. When he wants to go out, he sits by the door and barks.* Invite students to share **clever** things that their pets can do. After each example say: *You have a very clever (dog).*

1 Start the story and underline the title. 3 

Write the words *main idea* on the board and ask: *Do you know what the main idea of a story is?* Elicit answers from different students. If necessary, prompt by asking students to name a story with the main idea of a princess marrying a prince. Ask volunteers

to read the information provided in the sidebar aloud and check comprehension by asking: *What can the main idea of a story tell you? What is a quick way to get the main idea of a story?* Ask a student to read out the title of the story. ("Where's My Cat?") Ask students to look at the pictures. Encourage them to say what the story is about. Ask them if they would like to read it. Have students underline the title.

2 Choose the main idea of the story.

Read out the options and elicit the answer. Prompt students to tell you how the title and the pictures helped them choose *Looking for a pet*. Encourage students to say why the other two options are incorrect. (The title doesn't mention school and the pictures only show one cat.)

3 Write the number of the picture that best supports the main idea.

Prompt students to say why picture 2 best supports the main idea. (The main idea is looking for a pet and that is what the boy and his mom are doing. You can also see the cat hiding in the backpack.)

By Yourself

Activate Vocabulary Smile and act **Happy**. Ask students to think of things that make them happy. Write **Happy** on the

Comprehension Skills Practice

7 Work in pairs. Read the poem and complete the graphic organizer.

Main idea: A girl loses her hamster but it comes back.

Title _____

Sentences that support the main idea

1. _____
2. _____

Draw a picture that supports the main idea.

Amazing Info

In some countries in the Middle East, dogs are not considered pets and people won't even touch them. Children cannot have them in their homes.

Word Power

8 Complete the sentences. happy sad funny clever

a The clever boy knows all the answers. b Tom is happy. It's his birthday.

c The children laugh at the funny clown.

d The children are sad. It's raining and they can't go to the park.

Connecting Ideas

In your notebook, write the title of your favorite book. Draw a picture that shows the main idea. Show it to your friends and see if they can guess the main idea.

6 Say if the words describe *Jack* or *Missy*.

Have students check their answers by referring to the text. Ask: *Why do you think Missy is clever?* (because she knows she is going to school and gets in the backpack)

Comprehension Skills Practice

7 Work in pairs. Read the poem and complete the graphic organizer.

Read out the poem while students follow in their books. Ask students if they agree with the main idea in the graphic organizer and then have them complete it in pairs.

Use **Engaging Activity 7: One Word Splash** to help students internalize what they are reading. See pages 86-87.

Word Power

8 Complete the sentences.

After students have completed the activity, invite volunteers to read out the completed sentences. You may use the Differentiated Instruction strategy when working on this activity.

Connecting Ideas

Monitor this activity as some students may need help identifying the main idea.

Differentiated Instruction To further practice vocabulary, have students create sentences of their own using the vocabulary words. Then have them illustrate their sentences to help the more visually orientated students reinforce the vocabulary.

Amazing Info

Share with students that different cultures have different ideas as to what makes a good pet. For example, most Western countries consider dogs to be man's best friend. They keep dogs because they are loyal, friendly, playful, and offer protection. But not all cultures appreciate the dog's finer qualities. In these cultures, people keep away from dogs as they are considered to be unclean. Cats are kept as pets because they offer companionship as well as keeping unwanted rodents out of the house. In some African and Asian countries, mongooses are kept as pets for the same reasons; only, they are very good at killing venomous snakes that might come near the house.

Final Reflection

Have students identify the main idea of story books in the classroom library or that they have at home. Make a list on the board and prompt students to group stories together that have a similar main idea.

Cue Card
3

board. Prompt if necessary: *Does playing with your friends make you happy?* Write each response under the heading on the board. Introduce the word **funny** (make them laugh, say a joke). Encourage students to share with the class cartoon characters they think are **funny** and ask them to share some of the **funny** things they do. Write the heading *Funny Characters* on the board and write the name of some characters. Vote for the funniest.

4 Read the second part of the story. 3

Ask students to read the second part of the story quietly to themselves. When they have finished, ask general comprehension questions: *Why is Jack sad?* (He can't find Missy.) *Why do the children laugh at Jack?* (because they can see Missy and Jack doesn't know she is in his backpack)

Comprehension Check

5 Check (✓) the sentences that support the main idea.

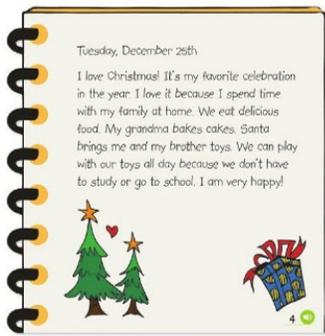
Invite a volunteer to read out the information in the **Reader's Coach** box. Prompt students to repeat the main idea of the story (looking for a pet). Monitor the activity and give help where needed. Ask students why the sentences they checked support the main idea. (Mom is looking for the missing pet. The children know where the missing pet is.)

Lesson
4

1 Read the entry in Sara's diary and answer the questions.

Tuesday, December 25th

I love Christmas! It's my favorite celebration in the year. I love it because I spend time with my family at home. We eat delicious food. My grandma bakes cakes. Santa brings me and my brother toys. We can play with our toys all day because we don't have to study or go to school. I am very happy!



a What celebration is the diary entry about?
Christmas

b Which words did the author use to express how she feels?
Possible answer: love, happy

c Why do you think Sara is happy? Possible answer: because she is with her family, because she doesn't have to study

Objective: Write a diary entry.
GSE: Can use capital letters for names and titles.

Write It Right!

Diary Entry

When you write a diary, you write down the things that happen to you every day.

Make sure to:

- write the date at the top of each entry.
- write about your feelings.
- write what you think of the things that happened to you.

Amazing Info

Marcus Aurelius, a Roman Emperor who lived in the 2nd century, wrote a diary.

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Lesson
4

Prewriting

2 Work in pairs. Write a diary entry about a special day. Use the mind map to brainstorm ideas.



```

graph TD
    A[ ] --- B[School]
    A --- C[Home]
    B --- D[ ]
    C --- E[ ]
    B --- F[Celebrations]
    F --- G[ ]
    
```

Draft

Useful Language

Words to tell how you feel:
*I love...
I enjoy...*

Things to do:
play, sing, eat, dance, laugh

People in my family or school:
Family: *mom, dad, brother, sister, grandma, grandpa, aunt, uncle, cousin*
School: *teachers, classmates, friends*

Words for places:
Home: *living room, dining room, garden*
School: *classroom, yard, auditorium*

How to conclude:
*I am happy!
It is amazing!*

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Diary Entry

Objective: Write a diary entry.

GSE: Can use capital letters for names and titles.

Activation of Knowledge

Write the word *Diary* on the board and ask: *Do you know what a diary is?* Elicit answers from different students. Ask students if they are familiar with it. Tell them that there are diaries that have become famous; for example: *Anne Frank: The Diary of a Young Girl* (the life of a young girl during the Nazi occupation); *The Diary of Samuel Pepys*, where the Great Plague of London and the Great London Fire are described (1665).

Development

Write It Right!

1 Read the entry in Sara's diary and answer the questions. **4**

Ask volunteers to read the information provided in the sidebar aloud and check comprehension by asking: *What can you do when you write a diary entry?* (Write about your feelings.) Read the diary entry aloud and give students some time to answer the questions individually. Check orally. Draw students' attention to

the word *Christmas* and explain that the names of holidays (as well as the names of the days and months) are capitalized.

Prewriting

2 Work in pairs. Write a diary entry about a special day. Use the mind map to brainstorm ideas.

Draw students' attention to the mind map. Explain that they should use the cues to brainstorm ideas for their diary entries. Monitor while they work to provide help if required. Explain that once they finish their mind maps, they should choose their favorite celebration to write about.

Draft

3 Draft your diary entry.

Invite volunteers to read the words and expressions included in the **Useful Language** box aloud and challenge them to identify some of them in the text they read while working in Activity 1 (*I love... family, I'm happy!*) Explain they can use some of them when writing their diary entries. Once you are sure they understand them all, guide them to write their draft by reading each of the instructions aloud. Give them some time to write in each of the sections while you monitor to provide any help they may need. Encourage them to go back to the model provided in Activity 1 while they work.

Proofreading Marks
If you want to delete something from a text, use this mark: 

3 Draft your diary entry.

Write how you feel about the special day or celebration.

Write what you do.

Write who is with you and where the celebration is.

Write a conclusion.

Revising

4 Exchange your diary entry with a partner. Read it and check the sentences.

	Yes	No
There is a date in the entry.		
The name of the celebration is in the diary.		
There are names of other people.		
The activities during the celebration are mentioned.		
There is a conclusion (feelings or thoughts).		

Proofreading

5 Use the checklist to proofread your diary entry.

Complete date			Things to do		
Words to tell how I feel			Capital letters in proper names		
People in my family or school					

Writer's Coach
You may include a picture or small drawings to decorate your diary entry.

6 Write the final version of your diary entry. Be creative!

Additionally, you can write the following on the board: *Why is it special? When is it? Who is with you? How do you feel? What do you think?*

Revising

4 Exchange your diary entry with a partner. Read it and check the sentences.

Organize the class into pairs. Have them exchange their books to revise each other's diary entry. Read out each of the sentences in the table and check comprehension. Explain that they must check the sentence that best describes the diary entry they are revising. As this may be the first time that students revise a text, work closely with them to guide them on how to use the rubric. Finally, ask students to go back to the Draft section and add any information they missed considering what their classmate observed.

Proofreading

5 Use the checklist to proofread your diary entry.

Draw students' attention to the **Proofreading Marks** box; explain that this mark is used to delete information they no longer want to include. If you consider it necessary, prepare a mini-lesson on the use of comma in dates, period to end sentences,

and capitalization of proper names including names and holidays. Then, read each of the statements in the checklist aloud to check comprehension and give students some time to proofread their text encouraging them to use the delete mark appropriately. Monitor to identify struggling students and offer individual feedback.

We suggest **Engaging Activity 8: Quick Draw**. It is helpful for visual learners or students that aren't very good at writing. This activity can help students remember what they have just read. See pages 86-87.

Publishing

6 Write the final version of your diary entry. Be creative!

Explain to students that now they will create the final version of their diary entry in their notebooks, using any materials they wish. Have them read the **Writer's Coach** box. You may use the Differentiated Instruction strategy. When they are ready, invite them to present their entries to the class.

Differentiated Instruction To approach visual learners, suggest students to illustrate the sequence of events narrated in their diary entry to decorate it.

Amazing Info

Share with students that people have been writing diaries since many years ago and that one of the oldest examples we know about belonged to Marcus Aurelius, a Roman Emperor who lived in the 2nd century.

Final Reflection

Ask students to find out about how Romans lived during Marcus Aurelius empire and to make a drawing showing it. Invite them to show their drawings in front of the class and explain that all those things they drew could be recorded in a diary written by people during that time.

Cue Card 4

Lesson

5

Objective: Identify the main idea and supporting details in a factual text.

CSE: Can understand simple sentences, given prompts.

Read It Right!

Main Idea and Details

Every text you read is about something. This is called the **main idea**. You can find the main idea by reading the text and looking at the pictures.

Details

First the writer gives you the main idea. Next, the writer gives you **details**. Details give you information about the main idea.

Vocabulary

flower fruit leaf plant
Do you know these words? Some are similar in Spanish. They are called "cognates." Circle other cognates in the lesson.

1 Read the text and underline the main idea.

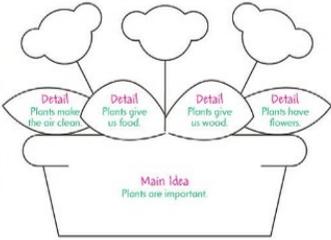
Plants Are Important



Plants are important. Plants make the air clean. All animals need clean air. Plants give us food. **Fruit** and vegetables come from plants. Plants give us wood. We can make many things from wood. Plants have flowers. A **flower** can be any color. Flowers make our homes beautiful.

Plants are important. Let's take care of the plants! 5

2 Complete the graphic organizer. Write Main Idea or Detail.

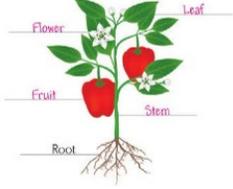


By Yourself

5 Look at the picture and read the text.

Parts of a Plant

This is a picture of a **plant**. The plant has five parts. The root holds the plant in the ground. It also collects water from the soil. The stem carries the water to the other parts of the plant. The leaves are green. The **leaf** makes food for the plant from air and light. The flowers are white. A flower helps plants make new plants. The fruit is red. We can eat the fruit.



Reader's Coach

The main idea is what the text is about. The details are sentences that give you information about the main idea.

Comprehension Check

4 Complete the chart with words from the box.

flower stem root parts of a plant leaf fruit

Main Idea	Parts of a Plant
1. root	2. stem
3. leaves	4. flowers
5. fruit	

5 Complete the picture and the title with the words.

flower plant leaf fruit

Main Idea and Details

Objective: Identify the main idea and supporting details in a factual text.

CSE: Can understand simple sentences, given prompts.

Activation of Knowledge

Take the class outside and have students identify the different plants they see (indoor or outdoor plants). You can have them name the parts of the different plants.

Development

Read It Right!

Activate Vocabulary Bring in samples of fruit or pictures. Show them to the class and ask what they are. Elicit **fruit** and write the word on the board as a heading. Encourage students to name different fruits and write students' answers under the heading. If they say it in Spanish, help with the name in English. If a student names a vegetable by mistake, encourage them to find out the differences between fruit and vegetables. For example, fruit grows on plants that have flowers. Explain that first there are flowers. Then the flowers disappear and fruit grows in the same place. Write the word **flower** on the board. Invite a student to draw a flower on the

board next to the word. Say: *Flowers come in many colors.* Invite students to name some of the colors that **flowers** have.

1 Read the text and underline the main idea. 5

Write the words *main idea* on the board and have a volunteer read out the title. Encourage students to look at the pictures and ask: *What is the text about?* Elicit: plants. *What is the main idea?* (Plants are important.) *Why do you think the writer thinks plants are important?* Encourage the students to use the pictures as prompts and say why the author thinks plants are important. Explain that these are the details that support the writer's main idea. Ask students to listen and try to identify the details that support the main idea as to why plants are important. Read out the text and have students underline the title. You may use the Differentiated Instruction strategy when working on this activity.

2 Complete the graphic organizer. Write Main Idea or Detail.

Invite volunteers to read out the sentences. After each one, check comprehension by asking students what they know about the statement. For example, for *Plants give us wood*, you can encourage students to name all the things in the classroom made of wood. After you have checked comprehension, ask if the sentence is a main idea or a detail. Have students complete the graphic organizer. You may want to monitor the activity to see if individual students understand the concept.

Comprehension Skills Practice

6 Read the text.

How to Grow a Plant

The fruit of a plant has seeds. Plant a seed in the soil. Give the seed some water. The seed grows into a small plant. Give the plant water every day. Soon leaves grow. The plant grows bigger. Flowers grow on the plant. Slowly, the flowers change to fruit. Now you can eat the fruit.



7 In pairs, answer the questions.

a What is the main idea of the text? How to grow a plant.

b How many details are there? 7 c Write three details. Possible answers: Plant a seed in the soil. Give the seed some water. Soon leaves grow.

Word Power

8 Complete the sentences with words from the box.

a A plant has five parts. b A leaf is green.

c You can eat the fruit. d A flower can be many colors.

flower
fruit
leaf
plant

Connecting Ideas

What is your favorite plant? Write about it in your notebook. Don't forget to write a title that shows the main idea. Write three details about your plant. Draw a picture to illustrate the main idea.

Amazing Info

Some communities in big cities like Mexico City or New York City grow their own food in small urban farms. Neighbors take turns looking after the plants.

By Yourself

Activate Vocabulary Show a picture with plants and fruits. Say: *This picture has plants and fruits.* Invite a volunteer to come up and point to a fruit. Ask the volunteer to point to a **plant**. Write the word **plant** on the board. Ask another volunteer to point to a **leaf**. Write the word **leaf** on the board. Explain that the plural of **leaf** is **leaves**.

3 Look at the picture and read the text.

First, read out the **Reader's Coach** box and check comprehension. Then, remind students to look out for the main idea and the details that support the main idea as they read. After students have read the text, encourage them to tell you the main idea and supporting details.

Comprehension Check

4 Complete the chart with words from the box.

Monitor the activity helping where needed and making a note of students that may be struggling with the vocabulary. To check answers, copy the chart on the board and invite volunteers to come up and complete it. Check that students have spelt *plant* with a capital *P*.

5 Complete the picture and the title with the words.

If students have problems identifying the different parts of the plant, encourage them to refer to the text for clues.

Comprehension Skills Practice

6 Read the text.

Read out the text while students follow in their books. Ask students to read the text again in pairs, a sentence at a time. After each sentence, ask them to identify the corresponding picture before continuing. To promote tutoring, pair advanced students with students that might need help. Monitor the activity and help out where needed.

Use **Engaging Activity 11: Three Column Charts or KWL** to exploit students' previous knowledge and motivate them to explore the topic further. See pages 86-87.

7 In pairs, answer the questions.

Have students work with a different partner to that in Activity 6 so that they may compare their understanding of the text. Monitor the activity helping where needed before checking answers orally.

Word Power

8 Complete the sentences with words from the box.

After students have completed the activity, invite volunteers to read out the completed sentences.

Connecting Ideas

Before commencing this activity, you may want to brainstorm ideas with the class and encourage students to share why a particular plant is their favorite. For example, they may like the look of a flower or the scent, they may have a favorite tree they play on, or a favorite fruit or vegetable. Invite volunteers to read out what they have written and then ask the class to identify the main idea and details.

Differentiated Instruction To further practice the concept of main idea and details, encourage the more advanced students to come up with their own details that support the main idea.

Amazing Info

Share with students that in some countries, urban farms are becoming popular. Explain that an urban farm is usually a community project in a part of the city. They are usually found in empty lots or on disused land. Members of the community cultivate their own crops of fruit and vegetables on the farm. There is usually a roster so that each member takes care of the farm on a different day. Then, when the crops are ready, the whole community benefits from the fresh natural food.

Final Reflection

Ask students to write in small pieces of paper one main idea and three details of the topic they choose. Then, put the pieces of paper in a bag and ask pairs to identify the pieces as main idea or details.

Cue Card
5

Lesson
6

1 Read the first part of the story and number the pictures in order.

The Selfish Giant
 By Oscar Wilde adapted by Jeremy Edgar





Harry is a giant. Harry loves his **garden**. There are many beautiful trees and plants in the garden. One day, Harry sees children playing in his garden. Harry isn't happy. "Go away!" he shouts. Harry doesn't want children in his garden. He builds a wall. The wall is very high. The children are sad. They want to play in the beautiful garden. **Winter** comes. **Snow** covers the garden. Everything is white. Harry is cold. "Never mind," he says. "Spring is coming." But spring doesn't come to Harry's garden.

2 Circle Yes or No.

a Harry wants children in his garden.	Yes	<input type="radio"/> No
b Harry builds a wall.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
c Winter in Harry's garden is cold.	<input checked="" type="radio"/> Yes	<input type="radio"/> No
d Spring comes to Harry's garden.	Yes	<input checked="" type="radio"/> No

Vocabulary

garden	snow
summer	winter

Do you know these words? Two of them refer to seasons. Underline them and find out the names of the missing seasons.

Lesson
6

Amazing Info

Although giants only usually appear in fairy stories, people believe that a race of giants actually existed thousands of years ago.

By Yourself

3 Read the second part of the story.




Harry is sad. Snow covers the plants and the trees. Soon it is **summer**. But summer doesn't come to Harry's garden. Harry looks at the snow. "Where's summer?" he asks. One day, Harry looks through the window. There is sunshine in one corner of his garden. Children are coming through a hole in the wall. They are playing in the sunshine. Harry is happy. "Thank you for bringing sunshine to my garden," he says to the children. Harry knocks down the wall. He wants the children in his garden. Now everyone is happy.

4 Match the questions to the answers.

a Who is the story about?	<u>e</u> through a hole in the wall
b Where does the action happen?	<u>a</u> a giant
c What does Harry build?	<u>b</u> in a garden
d When does it start to snow?	<u>d</u> in the winter
e How do the children come into the garden?	<u>c</u> a wall

5 Complete the sentences. Use the words from the box.

a It is warm and sunny in the <u>summer</u> .	b Spring comes after <u>winter</u> .
c The children like playing in the <u>garden</u> .	d The <u>snow</u> is cold and white.

snow
 summer
 garden
 winter

Summarizing

Objective: Introduce the concept of summarizing a story.
GSE: Can distinguish between a negative statement and a positive statement.

Activation of Knowledge

Ask students if they have a garden at home and ask what things are in their garden.

Development

Read It Right!

Activate Vocabulary Show a picture of a snowy garden and say: *Look at this picture. What is it?* Write the word **garden** on the board. Ask what time of year it is. Prompt students to say **winter**. (Review the seasons if necessary and write them on the board.) Ask students how they know it is winter. Try and elicit the word **snow**. Write the word on the board and ask students if they have actually felt or seen the snow and to describe it.

1 Read the first part of the story and number the pictures in order. 6

Ask students to look at the pictures. Reinforce the vocabulary words by encouraging students to use them to describe the

pictures. Encourage students to predict what happens in the story by the pictures. Read out the text and have students follow in their books; then have students read the text silently and number the pictures in order.

2 Circle Yes or No.

Encourage students with less advanced reading skills to check their answers by looking at the illustrations. After completing the activity, reinforce the GSE by having students change the incorrect sentences to the negative. (Harry doesn't want children in his garden. Spring doesn't come to Harry's garden.)

By Yourself

Activate Vocabulary Show the same picture of a snowy garden and say: *Look at this picture. Is it winter or summer?* (Winter). Write the word **summer** on the board. Prompt students to say how the picture would change if it were summer. (There wouldn't be snow. There would be flowers. The children would be wearing summer clothes.)

3 Read the second part of the story. 6

Invite a volunteer to read out the information in the **Reader's Coach** box and check comprehension. Remind students of the difference between the main idea and main details. Encourage students who are encountering reading difficulties to refer to the

Reader's Coach

To summarize a story, it is important to notice the main details.

Comprehension Skills Practice

6 Work in teams. Read the story and answer the questions.



Eric's New Team

Eric loves the **summer**. In the summer he plays soccer with his friends. But now it is winter. Eric looks out the window. His garden is covered with snow.

"No soccer today," his mom says.

Eric looks at the snow and thinks. Then he has an idea. Eric puts on a warm coat and his gloves. He goes out into the garden. Eric makes a team of snowmen.

"Goal!" Eric shouts. He is having a lot of fun playing with his new friends.

a Who loves summer? Eric.

b When does Eric play soccer? in the summer.

c Why can't Eric play soccer today? It is winter and there is snow.

d Where does Eric go? into the garden. e What does Eric make? snowmen.

f How does Eric play soccer? He plays with the snowmen.

Word Power

7 Complete the summary.

Eric plays soccer in the summer. Now it is winter.

Eric can't play soccer because there is snow.

Harry makes snowmen in the garden. He plays

soccer with the snowmen.

Connecting Ideas

Choose a story you like. In your notebook, answer the questions. Then exchange notebooks with a classmate and guess the name of the story.

- Who are the main characters?
- When does the story happen?
- Where does the story happen?
- What does the main character want?
- Why is there a problem?
- How does the main character solve the problem?

Use **Engaging Activity 6: Quick Writes** to help students internalize what they are reading. See pages 86-87.

Word Power

7 Complete the summary.

After students have completed the activity, invite volunteers to read out the completed summary.

Connecting Ideas

Before commencing this activity, you may want to elicit the names of one or two stories and go through the questions on the board. While students are answering the questions in their notebooks, walk around and help struggling students answer the questions.

Differentiated Instruction To help students with less advanced reading abilities understand the concept of summarizing, have them utilize the illustrations as well as the text to summarize a story.

Amazing Info

Stories of giants are common in most cultures. Although most of the stories are pure fantasy, there is evidence that giants actually existed. Skeletons of giants have been found all over North America. These giants lived hundreds of years ago and were buried beneath mounds or pyramids that could only have been constructed by people between two and three meters tall. Ancient texts from the Middle East mention giants known as Nephilim. This race of people is thought to have existed about 3,000 years ago. Remains of this ancient race of people have also been found in Greece, Italy, England, as well as Peru.

Final Reflection

After students have completed the Connecting Ideas activity, invite a volunteer to bring his or her notebook to the front of the class. Prompt the rest of the class to ask questions until a student guesses the name of the story correctly. Invite the first student to guess correctly to take the next turn.

Cue Card

6

Comprehension Check

4 Match the questions to the answers.

Read out the questions and then read out both parts of the story while students consider the answers. Have students complete the activity and check answers orally. Prompt students to summarize the story using the answers as clues.

5 Complete the sentences. Use the words from the box.

By now, students should be fairly familiar with the new vocabulary to do the activity easily.

Comprehension Skills Practice

6 Work in teams. Read the story and answer the questions.

Read out the text while students follow in their books. Invite volunteers to read out the questions one at a time pausing to give students time to consider the answers. After students have completed the activity, check answers one at a time orally, prompting them to read out the sentence with the relative information.

Lesson
7

Objective: Summarize a story by using a simple chart.

CSE: Can recognize single, familiar words if supported by pictures.

Read It Right!

Summarizing

One way to **summarize** a story is to remember these five words: *somebody, wants, but, so, and then*. Think about the story and then write short sentences using the words as prompts.

Vocabulary

duck
food
river
tree

Do you know the meaning of these words? You can check the Glossary at the end of your book.

1 Read the story. Underline the names of the characters.

Debbly Helps Milly



Milly the mouse wants to visit her friend, Sam the squirrel. Sam lives on the other side of the river. But there is a problem. Milly can't cross the river. She sees Debbly the duck. Debbly can swim. "Hello, Debbly," Milly says. "Can you help me?" Debbly has an idea. She gets out of the river. "Sit on my back," she tells Milly. Milly sits on Debbly's back. Debbly swims across the river. "Thank you!" Milly says. "That was fun!"

2 Complete the sentences.

a Milly wants to cross the river.

b But Milly can't swim.

c So, she asks Debbly to help her.

d Then, Debbly takes Milly across the river on her back.

By Yourself

Reader's Coach

To help write a summary, use the five words: *somebody, wants, but, so, and then* to make a chart.

3 Read the story.

Milly Helps Sam



It is nearly winter. All the leaves are falling from the trees. Sam the squirrel is hungry. He is looking for food. Sam needs food for the winter. He looks up. There is only one leaf on the tree. The last leaf of autumn is magic. Sam wants the leaf. He wants to make a wish. Sam climbs the tree. But the leaf falls. Sam is sad. He runs down the tree. He sees Milly. Milly has the leaf. "Hello, Milly," Sam says. "That's the last leaf of autumn. You can make a wish." Milly wishes for food for Sam. "Thank you, Milly," Sam says.

Comprehension Check

4 Complete the chart.

Somebody	 Sam the squirrel	So	 He tries to get the last leaf of autumn.
Wants	 food	Then	 Milly catches the leaf and wishes for food.
But	 He can't find any.		

5 Match to complete the sentences.

a Animals eat food.

b A duck is a bird that can swim.

c A tree has roots and leaves.

d Fish live in a river.

Summarizing

Objective: Summarize a story by using a simple chart.
CSE: Can recognize single, familiar words if supported by pictures.

Activation of Knowledge

Encourage students to tell you what they know about ducks and rivers.

Development

Read It Right!

Activate Vocabulary Show a picture of a duck in a river and say: *What animals can you see in the picture?* (**Ducks.** If students don't know, tell them.) Write the word **duck** on the board. Ask: *Where are the ducks?* Elicit, on the **river**. Write **river** on the board.

1 Read the story. Underline the names of the characters.

Ask students to look at the picture. Reinforce the vocabulary words by encouraging students to use them to describe the picture. Encourage students to predict what happens in the story by the picture. Read out the text and have students follow in their books. Ask students how they can tell if the word is a name

of someone or something. (It starts with a capital letter.) Have students underline the names of the characters.

2 Complete the sentences.

Ask students to complete the sentences and compare their answers with a classmate. Invite volunteers to read out the sentences and check answers. Focus attention on the sidebar and read out what it says about summarizing. Tell students the sentences they have just completed are an example of summarizing.

By Yourself

Activate Vocabulary Tell students you are going to draw something on the board, and they have to guess what it is. Slowly draw a **tree**. When a student guesses correctly, write the word on the board under the drawing. Ask students why **trees** are important to animals. Elicit that **trees** provide **food** for the animals. Write the word **food** on the board. Ask students what kind of **food** animals get from trees. (fruit, nuts, and berries) You may use the Differentiated Instruction strategy when working on this activity.

3 Read the story.

Have students look at the picture. Ask them if they recognize a character from the previous lesson. (Milly the mouse) Ask students