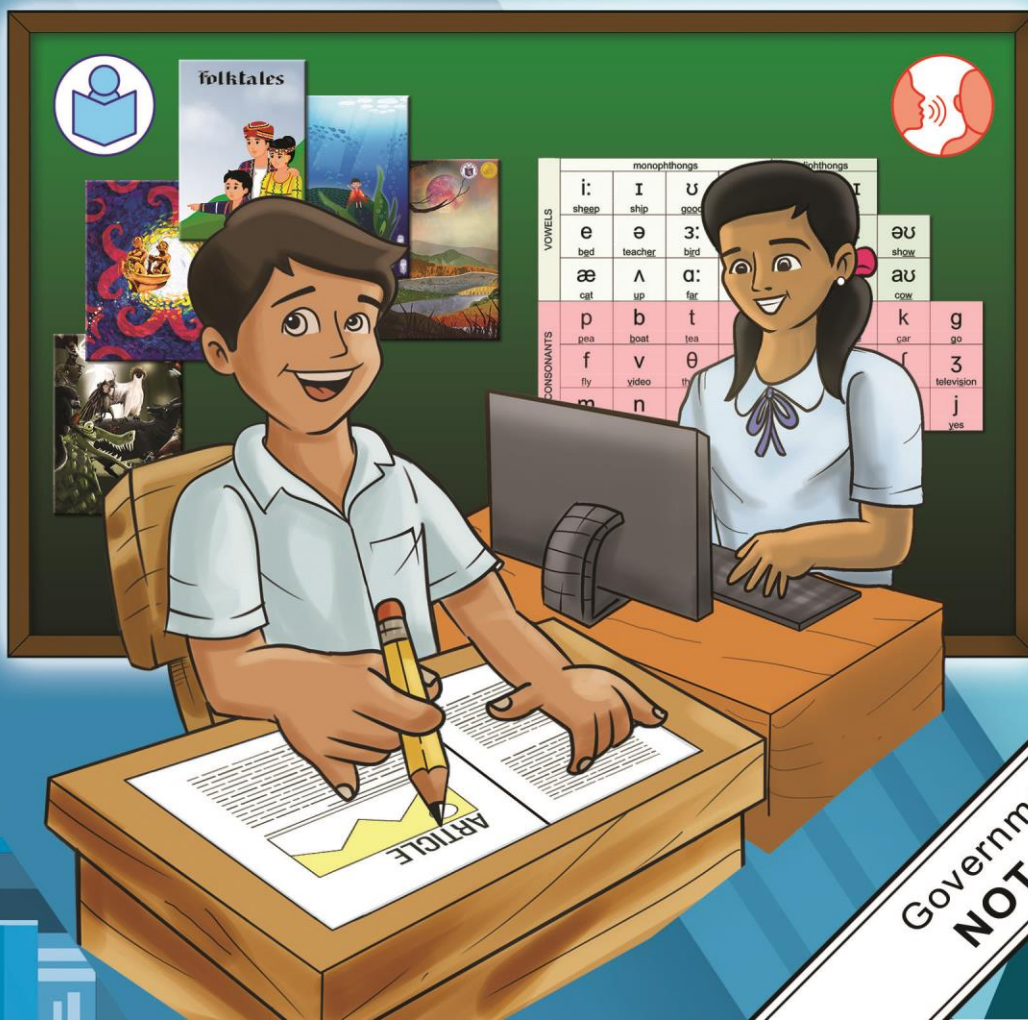


7&8

# NATIONAL LEARNING CAMP

## English Intervention Learning Camp

### Student Workbook



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# **Intervention Learning Camp**

**English**

**Student Workbook**

**Grades 7-8**

**Weeks 1 to 3**

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## Introduction for Students

**Welcome to the National Learning Camp.** You are probably aware that this Intervention Camp is only open to students, like yourself, who have just completed Grade 7 or Grade 8 in schools across the country.

Like you, they have also chosen to volunteer to be part of this important national education program. This year the Intervention Camp will focus on two subjects, namely, Intervention Mathematics and Intervention English.

### The Plan

The plan is for you to attend school on three days each week. These days are Tuesday, Wednesday and Thursday. You will undertake six lessons each day. The purpose is to help you further strengthen your learning.

You will take part in specially designed lessons. The lessons you are involved in are designed to help you revisit ideas in fundamental areas of English vocabulary and reading.

Reading texts in English may be familiar to you. If this is the case, that is excellent. However, the questions are: **How fast can you see a word and read it?** and do you also understand the words and the texts that you are reading?

It turns out that such skills as fast recall of fundamental reading skills are very important for the learning brain. These skills help you to proceed with your learning in all other subjects.

**It is good to aim to be able to read about 60 or more basic words in a minute. This is one of your important challenges in this Intervention Camp.**

### Time in Class

How you use your time in lessons is very important. You will only have 45 minutes for each lesson. It is important that you work with the teacher and your classmates as closely as you can.

This means you will be expected to:

- start each lesson as quickly as possible,
- recognize the lesson pattern and help the teacher as you move from one component to another,
- pay attention when the teacher or students in your class are talking about the work, and
- try your best with the different activities that make up the lesson.

You will have opportunities to write your answers down and explain your reasons or justifications to the teacher or classmates. There will be time to work on your own, but at other times, you will work with your classmates and report to the class.

### Mistakes

One important fact about the brain is relevant to **all learning and to you**. It might surprise you! It concerns making mistakes.

Making mistakes while learning and trying to improve your skills and understanding is part of the brain's process. So, learning from mistakes is an important pathway of our learning journey. When a genuine mistake is made:

- do not be ashamed or embarrassed,
- do try to learn from your mistake,
- be willing to talk about your mistakes,
- try to understand why you committed a mistake, and
- find out how to correct the mistake.

Too often learners are shy because they feel that they have failed because of the errors/mistakes committed in their lessons. This should not be the case. Anyone may commit mistakes as they learn new material – **anyone**.

As Niels Bohr, a very famous scientist and a Nobel Prize awardee for Physics, once said:

**An expert is a person who has made all the mistakes that can be made in a very narrow field.**

Everyone may make mistakes, even experts. It is a vital part of learning. If you make mistakes, it is a sign that you are moving your learning forward or, maybe, you need to return to earlier learning and fill in some gaps.

Mistakes and/or errors tell **you** and the **teacher** about your thinking and where you need help or practice (we call it deliberate practice) to do better. The **teacher** and **you** should celebrate finding the mistake as it will help you both know what new learning, help or further practice is needed.

You might be surprised, but if you do not make genuine mistakes and fix them, your learning will not proceed efficiently.

### **Practice**

If you want to be good at something, you must practice it. Practice alerts the brain that this information needs to be remembered and to store the information in your head.

Effort requires persistence, but it is not supposed to be difficult and punishing. It may be continued until one learns. There are no tricks. This is what the brain needs to learn.

**It is important that you try and try again**

Learning is a competition with yourself, not others. It is recognizing how your effort results in showing you where and how you are doing better. To achieve this, you need to try. If you try, you can be as good as you want to be.

The Team of Educators involved in the Learning Camp wish you well in your education future. Our wish is that you will see benefits of the learnings you have made at the Camp in your work when you return to school. Also, our hope is for you to want to learn more and use this knowledge to learn more.

## Flash Card Graphs for Weeks 1-3

1. You will use the graphs on this page and the following pages every day in the Flash Card component: **the second daily lesson, Component 4 and the third daily lesson, Component 1**. There are enough copies of this Flash Card Graph here for you to record your progress twice per day for 9 days.
2. Work in pairs or small groups of 3.
3. Each pair/group has a set of flash cards for weeks 1-3.
4. There are 60 flash cards in each set.
5. The goal is to read as many as you can correctly in one minute.
6. Your teacher will explain how to use the flash cards and how to record your progress on the graphs.

# Flash Cards

## How many FLASH CARDS can I read in ONE MINUTE?

Student name:

[illegible][illegible]

# Flash Cards

How many FLASH CARDS can I read in ONE MINUTE?

Student name: \_\_\_\_\_

No. cards correct	60									
50										
40										
30										
20										
10										
0										
Flash card set	Week 1									

Number of errors	10									
5										
0										
Number of errors										
Date										



# Flash Cards

How many FLASH CARDS can I read in ONE MINUTE?

Student name: \_\_\_\_\_

No. cards correct	60									
50										
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30										
20										
10										
0										
Flash card set	Week 1									

Number of errors	10									
5										
0										
Number of errors										
Date										

# Day 1

## Lesson 1 – Speaking and Listening

Time: 45 minutes

### Component 1: Lesson Introduction (10 mins)

1. Look at the picture and answer the questions that the teacher asks you.



### Component 2: Listening to the Text (15 mins)

1. Listen to the information in the text “What is a Force?” and then answer the teacher’s questions.

### Component 3: Focus Words (5 mins)

1. Listen to the teacher and then repeat the focus words after the teacher.

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	Doing

### Component 4: Speaking-Listening Activities (10 mins)

1. Talk to a partner to answer this question: What is a force?
2. What actions do you do every day that use force?
3. Think about different kinds of sports. What actions in those sports use force? Which sports need greater levels of force?

### Component 5: Lesson Conclusion (5 mins)

1. Work in a group to answer this question: Now that you know about force and the different kinds of acts that use force, what acts of force will be needed to take away the tree and fix the fence?



2. In your group, think of as many different kinds of acts as you can in 3 minutes then compare with other groups. The group with the most words is the winner.

## Lesson 2 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)


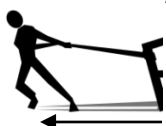







1. What are some actions that need force?

### Component 2: Review Focus Words and Word Meanings (10 mins)

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	doing

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know? Which words are new to you?
3. If you don't know a word, look it up in the list below:

#### What is a force? Word meanings

<b>force</b> = a push or a pull on a thing when another thing acts on it	<b>move</b> = change the place or position	<b>something</b> = a thing that is not named or not known	<b>act</b> = do something, something that you do
<b>push</b> = make something move away from you 	<b>pull</b> = make something move towards you 	<b>spin</b> = make something turn around in a circle 	<b>bounce</b> = make something move down to a hard surface and then come back up again 
<b>throw</b> = make something you were holding in your hand move through the air 	<b>kick</b> = hit something with your foot, or make something move with your foot 	<b>drop</b> = make or let something fall down 	<b>without</b> = not having or not doing something
<b>hold</b> = carry, keep something in your hand 	<b>ground</b> = the area that you stand on 		

### Component 3: Word Study (5 mins)

1. The suffix -s, -es
2. We add -s or -es to the end of a regular verb in English when the subject is he, she or it.
3. If a verb ends in '-s', '-sh', '-ch', you must add -es to the end. For all other words, add -s:
  - I act.
  - He/she acts.
  - I push.
  - It pushes.

4. Find the verbs in the focus word list:

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	doing

5. Add -s or -es to the verbs in the focus word list. Write your answers below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

#### Component 4: Flash Cards (5 mins)

1. Look at the first Flash Card graph on page 3 of this workbook.
2. Listen to the teacher reading the flash card words for week 1 and repeat after her/him.
3. Work with a partner or in a group to read the flash cards and keep your score.
4. How many flash cards can you read in one minute?

#### Component 5: Reading and Fluency Practice (15 mins)

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know or that are new to you.

#### Text 1

##### *What is a Force?*

How can we make something move? We can push, pull, spin, bounce, throw, kick, and drop it. Can we make something move without doing these acts? No! These acts are all forces. A force needs to act on a thing that is not moving to make it move. A force is a push or a pull.





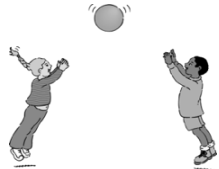



Everything is acted on by forces all the time, even if you can't see it moving. If you have a book in your hand, the force of the book pushes down on your hand. To hold the book up, your hand pushes up on the book. If you put the book down on the ground, the book pushes down while the ground pushes up. So, we can now say that a force is a push or pull on a thing when another thing acts on it.

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2. Go back to look up the word meanings of the words you don't know if you need to.
3. Practice reading Text 1 with the teacher and in groups.

**Component 6: Lesson Conclusion (5 mins)**

1. Work with a partner. Draw a line to match the words with the pictures:

<b>bounce</b>	
<b>kick</b>	
<b>push</b>	
<b>spin</b>	
<b>pull</b>	
<b>drop</b>	
<b>throw</b>	
<b>hold</b>	

## Lesson 3 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 3 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better this time than the first time?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.

force	push	kick	what	say
move	pull	drop	all	by
some	spin	without	can	every
thing	bounce	hold	that	make
act	throw	ground	see	doing

2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 2.

### Component 3: Word Study (5 mins)

1. The suffix -ing
2. We add -ing to the end of a verb in English when the action is happening now.
3. If a verb ends in 'e', drop the 'e' before adding -ing (e.g., move-moving; make-making).
4. If the verb has a short vowel and ends in a consonant, double the last consonant before adding -ing (e.g. spin – spinning, drop – dropping)
5. Circle the verbs with -ing:

#### *What is a Force?*

How can we make something move? We can push, pull, spin, bounce, throw, kick, and drop it. Can we make something move without doing these acts? No! These acts are all forces. A force needs to act on a thing that is not moving to make it move. A force is a push or a pull.

Everything is acted on by forces all the time, even if you can't see it moving. If you have a book in your hand, the force of the book pushes down on your hand. To hold the book up, your hand pushes up on the book. If you put the book down on the ground, the book pushes down while the ground pushes up. So, we can now say that a force is a push or pull on a thing when another thing acts on it.

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6. Now underline all the other verbs in Text 1.

7. Write the verbs from Text 1 in the table below, then add the suffix -ing. Think about the spelling and say what changes when you add -ing. The first one has been done for you.

Word +	Suffix =	New word	What changed?
do	-ing	doing	nothing changes
	-ing		
	-ing		
	-ing		
	-ing		
	-ing		
	-ing		

#### Component 4: Comprehension Exercise and Feedback (10 mins)

- How to answer questions:
  - Underline the important information in the question.
  - What is the question asking for? What is the question word?
  - Circle the verb in the question.
  - Go to the text and underline the answers.
  - Write your answers in your workbooks.
- Work with a partner to find the information in the text and answer the questions that follow. Write your answers below in the space provided.

##### *What is a Force?*

How can we make something move? We can push, pull, spin, bounce, throw, kick, and drop it. Can we make something move without doing these acts? No! These acts are all forces. A force needs to act on a thing that is not moving to make it move. A force is a push or a pull.

Everything is acted on by forces all the time, even if you can't see it moving. If you have a book in your hand, the force of the book pushes down on your hand. To hold the book up, your hand pushes up on the book. If you put the book down on the ground, the book pushes down while the ground pushes up. So, we can now say that a force is a push or pull on a thing when another thing acts on it.

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## What is a Force? Comprehension

1. What are three words to describe how we make something move?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

2. Can we make something move without acting on it?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

3. What is a force?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

4. When do forces act on things?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. If I hold a book in my hand, what does the force of the book do?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

## Component 5: Comprehension Extension (5 mins)

1. What question words do you know?

2. Work with a partner.

3. Write a 'what' question about Text 1.

\_\_\_\_\_

4. Find a new partner and ask her/him your question. Answer your partner's question.



### Component 6: Games (10 mins)

1. Bingo!
2. Write words at random from the list below into the bingo grid – one word for each square. The teacher will read a word from the list. If the word is in your Bingo sheet, cross (X) it off.
3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.
4. Play the game again on the second bingo sheet if there is time.

#### Essential Word List 1

am	get	it	hold
an	help	its	lost
as	let	him	not
at	men	his	old
and	went	sit	but
bad	big	of	cut
can	did	on	fun
has	if	dog	must
had	in	from	up
man	is	got	us


5. If there is time, play the game one more time.


**Component 7: Wrap up and consolidation (5 mins)**

1. What have you learned today?
2. What did you like best about the lessons today?
3. What do you need to work on tomorrow?

## Day 2

### Lesson 4 – Speaking and Listening

Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. Look at the picture and answer the questions that the teacher asks you.



#### Component 2: Listening to the Text (15 mins)

2. Listen to the information about “My Hair”. Listen for the answer to the question “What makes your hair shine?”
3. Answer the teacher’s questions.

#### Component 3: Focus words (5 mins)

2. Listen to the teacher read the focus words and then repeat after the teacher:

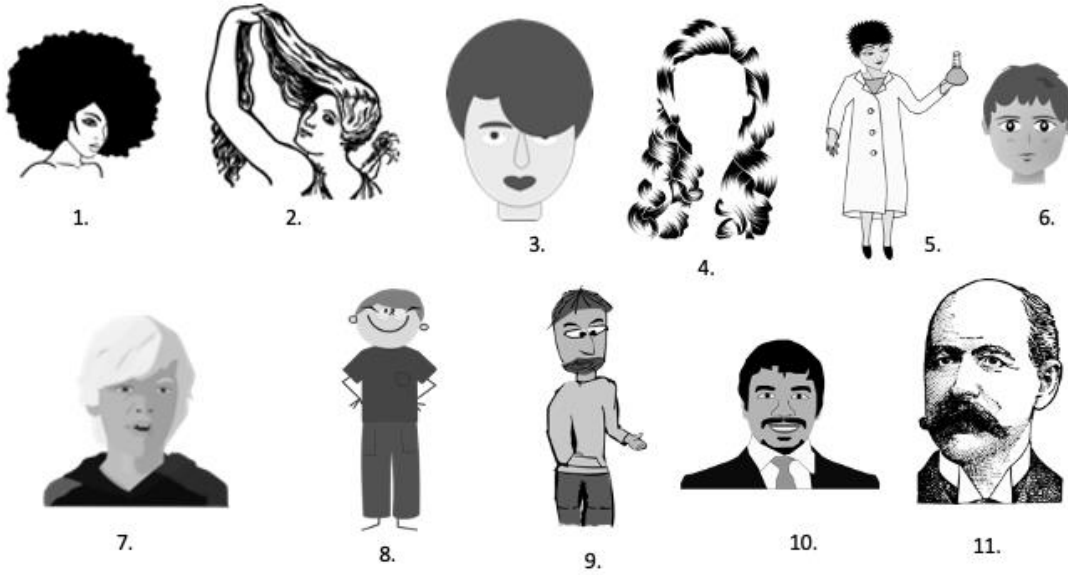
cut	what	straight	skin	finger
bring	hole	curly	eye	vein
stand	place	round	hair	artery
strand	take	flat	eyelash	muscle
top	rough	tiny	eyebrow	my

#### Component 4: Speaking-Listening Activities (10 mins)

1. Talk to a partner. What do you know about hair after listening to “My Hair”?
2. Answer the teacher’s questions about your hair.

**Component 5: Lesson Conclusion (5 mins)**

1. Work in a group. Look at the hair styles below and put them in order from the hairstyle you like most to the style you like least.



## Lesson 5 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)


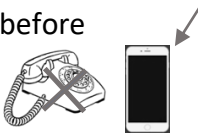




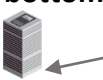

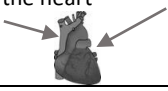








1. Which hairstyle did your group like the best? Tell the teacher and the other students.




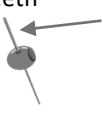


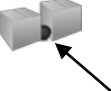



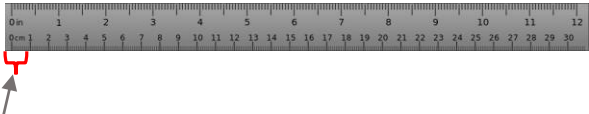
### Component 2: Review Focus Words and Word Meanings (10 mins)

cut	what	straight	skin	finger
bring	hole	curly	eye	vein
stand	place	round	hair	artery
strand	take	flat	eyelash	muscle
top	rough	tiny	eyebrow	my

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### My Hair – Word Meanings

<b>long</b> = not short	<b>a hundred</b> = 100	<b>a thousand</b> = 1,000	<b>a hundred thousand</b> = 100,000
<b>cover</b> = put something over or on top of	<b>head</b> = the body part on top of the neck 	<b>new</b> = not old, not used before 	<b>hair</b> = the stuff growing on the top of your head 
<b>grow</b> = get bigger or longer over time 	<b>take its place</b> = another one/thing will be where it was before	<b>each</b> = every one	<b>tiny</b> = very small
<b>hole</b> = an empty place in a solid surface 	<b>skin</b> = the thing that covers the outside of your body	<b>top</b> = the highest part 	<b>bottom</b> = the lowest part 
<b>blood</b> = the red liquid in your body 	<b>vein</b> = tubes in your body that take blood and oxygen to the heart 	<b>artery</b> = tubes in your body that take blood and oxygen away from the heart to the body 	<b>root</b> = the part of a plant or hair, tooth or nail that attaches it to the ground/ to your body 
<b>food</b> = things that you eat to help you grow and stay healthy 	<b>oxygen</b> = a gas that we need for life 	<b>pocket</b> = a small area, a small space	<b>oil</b> = a thick liquid made from petrol or some plants 
<b>shine</b> = be bright, glow 	<b>muscle</b> = tissue in the body that helps you move 	<b>scared</b> = frightened, afraid, fearful 	<b>feel</b> = touch, be aware of

<b>straight</b> = not curly  She has straight hair.	<b>curly</b> = not straight  She has curly hair.	<b>round</b> = a circle shape 	<b>toothpick</b> = a small piece of wood to get food out of your teeth 
<b>flat</b> = not round, level 	<b>roll</b> = move a round object like a ball by turning it over and over 	<b>strand</b> = a single hair or other long thin thing	<b>between</b> = in the middle 
<b>finger</b> 	<b>smooth</b> = straight, even, with no lumps or bumps	<b>rough</b> = not even, bumpy	
<b>eyelashes</b> = short curved hairs growing on the edge of the eyelids 	<b>eyebrow</b> = the strip of hair growing above your eye 	<b>centimeter</b> = 1/100 of a meter 	

### Component 3: Word Study (5 mins)

1. The suffix -s, -es for regular plural nouns
2. If a noun ends in 's', 'sh' or 'ch', then add -es: lash – lashes
3. If a noun ends in a consonant followed by 'y', then change the 'y' to 'i' and add 'es': artery – arteries
4. For all other regular nouns, add 's': finger – fingers
5. Look at Text 2 "My Hair" and circle the plural nouns. Then highlight the plural suffixes. The first one has been done for you.

#### My Hair

About a hundred thousand hairs cover the top of my head. I can pull out a hair and a new one will grow to take its place. The hair grows and is cut and grows some more. Where does all that hair come from?

Each hair grows out of a tiny hole in my skin. At the bottom of each hole are tiny veins and arteries. They bring blood to the root of the hair. The hair takes food and oxygen from the blood. This makes the hair grow.

Around each hair is a little pocket of oil. The oil makes my hair shine. Each tiny hole has a muscle as well. If I'm scared, I may say that my hair stands on end. It doesn't - it just feels that way! What I'm feeling are the tiny muscles moving on the top of my head.

Some hair is straight. Some hair is curly. Straight hair is like a round toothpick. Curly hair is round, but it has little flat places in it. I can feel this by rolling a strand of straight hair and curly hair between my fingers. The straight hair rolls smoothly, but the curly hair feels rough between my fingers.

Some hair doesn't grow long. Eyelashes and eyebrows never grow very much. But the hair on my head can grow as much as fifteen centimeters a year.

**Component 4: Flash Cards (5 mins)**

1. Look at the Flash Card graph on page 3 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?

**Component 5: Reading and Fluency Practice (15 mins)**

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.

**Text 2****My Hair**

About a hundred thousand hairs cover the top of my head. I can pull out a hair and a new one will grow to take its place. The hair grows and is cut and grows some more. Where does all that hair come from?

Each hair grows out of a tiny hole in my skin. At the bottom of each hole are tiny veins and arteries. They bring blood to the root of the hair. The hair takes food and oxygen from the blood. This makes the hair grow.

Around each hair is a little pocket of oil. The oil makes my hair shine. Each tiny hole has a muscle as well. If I'm scared, I may say that my hair stands on end. It doesn't - it just feels that way! What I'm feeling are the tiny muscles moving on the top of my head.

Some hair is straight. Some hair is curly. Straight hair is like a round toothpick. Curly hair is round, but it has little flat places in it. I can feel this by rolling a strand of straight hair and curly hair between my fingers. The straight hair rolls smoothly, but the curly hair feels rough between my fingers.

Some hair doesn't grow long. Eyelashes and eyebrows never grow very much. But the hair on my head can grow as much as fifteen centimeters a year.

2. Go back to look up the word in the word meanings list if you need to.
3. Practice reading Text 2 with the teacher and in groups.

**Component 6: Lesson Conclusion (5 mins)**

1. Match these nouns with their correct plural suffix and write the plural noun in the table below:

hair	strand	hole	eyelash	eyebrow	head
finger	vein	artery	muscle	pocket	root
-s			-es		

## Lesson 6 – Comprehension and consolidation

Time: 45 minutes

### Component 1: Flash cards (5 mins)

1. Go back to the Flash Card graph on page 3 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. How did you do this time?

### Component 2: Focus words (5 mins)

1. Repeat the focus words after the teacher.

cut	what	straight	skin	finger
bring	hole	curly	eye	vein
stand	place	round	hair	artery
strand	take	flat	eyelash	muscle
top	rough	tiny	eyebrow	my

2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 5.

### Component 3: Word study (5 mins)

1. Tricky consonant blends: 'gh' and 'wh'
2. gh is silent in 'straight'. 'Straight' sounds like 'gate', 'late', 'mate'.
3. gh sounds like f in 'rough'. 'Rough' sounds like 'stuff', 'puff'.
4. Can you think of any other words that rhyme with straight?
5. Can you think of any other words that rhyme with rough?
6. Some question words begin with 'wh'. Write down the 'wh' question words:

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### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions that follow. Write your answers below.

#### My Hair

About a hundred thousand hairs cover the top of my head. I can pull out a hair and a new one will grow to take its place. The hair grows and is cut and grows some more. Where does all that hair come from?

Each hair grows out of a tiny hole in my skin. At the bottom of each hole are tiny veins and arteries. They bring blood to the root of the hair. The hair takes food and oxygen from the blood. This makes the hair grow.

Around each hair is a little pocket of oil. The oil makes my hair shine. Each tiny hole has a muscle as well. If I'm scared, I may say that my hair stands on end. It doesn't - it just feels that way! What I'm feeling are the tiny muscles moving on the top of my head.

Some hair is straight. Some hair is curly. Straight hair is like a round toothpick. Curly hair is round, but it has little flat places in it. I can feel this by rolling a strand of straight hair and curly hair between my fingers. The straight hair rolls smoothly, but the curly hair feels rough between my fingers.



Some hair doesn't grow long. Eyelashes and eyebrows never grow very much. But the hair on my head can grow as much as fifteen centimeters a year.

### My Hair – Comprehension

1. Where does the hair come from?

\_\_\_\_\_

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

2. What are three things at the bottom of the tiny hole?

\_\_\_\_\_

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

3. Why does hair need blood?

\_\_\_\_\_

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

4. Why does hair need oil?

\_\_\_\_\_

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

5. What makes hair feel like it stands on end?

\_\_\_\_\_

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

### Component 5: Comprehension Extension (5 mins)

1. Work in a group.

2. Write two questions about Text 2 using "what" or "where".

\_\_\_\_\_

\_\_\_\_\_

3. Ask your questions to the class and answer the other groups' questions.

### Component 6: Games (10 mins)

1. Bingo!
2. Write words from the list below into the bingo grid – one word for each square. The teacher will read a word from the list. If the word is in your Bingo sheet, cross (X) it off.
3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.
4. Play the game again on the second bingo sheet if there is time.

#### Essential Word List 1

am	get	it	hold
an	help	its	lost
as	let	him	not
at	men	his	old
and	went	sit	but
bad	big	of	cut
can	did	on	fun
has	if	dog	must
had	in	from	up
man	is	got	us


5. If there is time, play the game one more time.


**Component 7: Wrap Up and Consolidation (5 mins)**

1. Work in a group.
2. Write as many new words as you can from today's lessons.
3. The group with the most words spelled correctly wins.

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## Day 3

### Lesson 7 – Speaking and Listening

Time: 45 minutes

#### Component 1: Lesson introduction (10 mins)

1. Look at the picture and answer the questions that the teacher asks:



#### Component 2: Listening to the Text (15 mins)

1. Listen to the story about “The Man with the Coconuts”. Listen for the answer to the question: Did the man go too fast or too slow?
2. Answer the teacher’s questions.

#### Component 3: Focus Words (5 mins)

1. Listen to the teacher and then repeat the focus words after him/her:

man	slow	fell	day	hurry
met	fast	arrive	loaded	fruit
run	pick	all	horse	would
went	with	you	again	house
ask	long	true	heavy	boy

#### Component 4: Speaking-Listening Activities (10 mins)

1. Work with a partner. Tell the story about “The Man with the Coconuts”.
2. In your group, talk about a time when you were hurrying too much so something bad happened that made you late.

**Component 5: Lesson Conclusion (5 mins)**

1. Work in a group to answer this question: What do they need to remove the coconuts off the road?



2. Write your answers below.

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## Lesson 8 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)

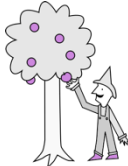











1. Help the teacher to tell the story of “The Man with the Coconuts”.

### Component 2: Review Focus Words and Word Meanings (10 mins)

man	slow	fell	day	hurry
met	fast	arrive	loaded	fruit
run	pick	all	horse	would
went	with	you	again	house
ask	long	true	heavy	boy

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### The Man with the Coconuts – Word Meanings

The Man with the Coconut - Word Meanings			
<b>pick</b> = take a flower, fruit or vegetable from where it is growing 	<b>coconut</b> = the large brown seed of a palm tree, with white flesh inside that you can eat. 	<b>load</b> = something heavy or big to carry (n) put many things on or in something to carry it somewhere (v) 	<b>fruit</b> = sweet thing that grows on a tree or plant that has seeds and can be eaten 
<b>heavy (adj)</b> 	<b>heavily (adv)</b> = very, very much, with a lot of weight	<b>meet, met</b> = when two or more people see each other, or when they get to know each other for the first time 	<b>ask</b> = want to know 
<b>horse</b> 	<b>reach</b> = get to the place you are going to	<b>arrive</b> = get to the place you are going to	<b>slowly</b> = not fast, not quickly
<b>soon</b> = in a short time, not a long time	<b>fast</b> = quick, quickly, moving at a high speed	<b>strange</b> = unusual	<b>speech</b> = speaking, talk
<b>true</b> = correct, right 	<b>hurry</b> = be quick, move quickly 	<b>night</b> = after the day 	<b>house</b>  <b>home</b> = the house that you live in

### Component 3: Word Study (5 mins)

1. The past tense suffix **-ed**.
2. We add **-ed** to regular verbs to make the simple past tense form of the verb:
  - pick – **picked**
  - load – **loaded**
3. If the verb ends in a consonant and 'y', change the 'y' to 'i' before adding -ed: hurry – **hurried**.
4. If the verb has a short vowel and then a consonant, double the final consonant before adding -ed (stop – **stopped**)
5. Circle the **regular verbs** with the simple past suffix **-ed** in Text 3 below:

#### Text 3

##### **The Man with the Coconuts**

One day a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home he met a boy. He asked the boy how long it would take to reach the house.

The boy looked at the load on the horse. He said "If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day."

The man did not think that this strange speech from the boy could be true. He made his horse run very fast. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse even more to make up for lost time, but the coconuts fell off again. He did this many times, and so it was night when he reached home at last.

6. The past tense suffix has different sounds:
  - When the verb ends in 'ck', 'sh', 'p' 'f', the -ed sounds like 't' as in 'picked'.
  - When a verb ends in a vowel sound or 'b', 'g', 'v', the -ed sounds like 'd' as in 'arrived'.
  - When a verb ends in 'd' or 't', the -ed sounds like 'ed' as in 'loaded'.
7. Repeat these words after the teacher:
  - picked
  - arrived
  - loaded

### Component 4: Flash Cards (5 mins)

1. Look at the Flash Card graph on page 3 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute? Is that more than yesterday?

### Component 5: Reading and Fluency Practice (15 mins)

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.
2. Go back to look up the words you underlined in the word meanings list if you need to.
3. Practice reading Text 3 with the teacher and in groups.

### Text 3

#### The Man with the Coconuts

One day a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home he met a boy. He asked the boy how long it would take to reach the house.

The boy looked at the load on the horse. He said "If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day."

The man did not think that this strange speech from the boy could be true. He made his horse run very fast. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse even more to make up for lost time, but the coconuts fell off again. He did this many times, and so it was night when he reached home at last.

#### Component 6: Lesson Conclusion (5 mins)

1. Add the past tense suffix to the verbs, and put them into the correct column in the table below depending on the sound of the suffix:

reach stop act need arrive hurry pick load pull								
-ed sounds like <b>t</b>			-ed sounds like <b>d</b>			-ed sounds like <b>ed</b>		



## Lesson 9 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 3 of this workbook.
2. Work with a partner or in a group.
3. How many flash cards can you read in one minute?
4. Did you do better this time than in Lesson 8?
5. Did you do better today than yesterday?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.

man	slow	fell	day	hurry
met	fast	arrive	loaded	fruit
run	pick	all	horse	would
went	with	you	again	house
ask	long	true	heavy	boy

2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 8.

### Component 3: Word Study (5 mins)

1. Syllables
2. Listen to the teacher say these words. How many claps are there for each word?
  - pick \_\_\_\_\_
  - loaded \_\_\_\_\_
3. Underline the one syllable words in paragraph 1. Circle the two syllable words in paragraphs 1 and 2 below.

One day a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home he met a boy. He asked the boy how long it would take to reach the house. The boy looked at the load on the horse. He said "If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day."

4. Now read the words and clap out the syllables of each word with the teacher.

### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and then answer the questions. Write your answers below.

#### The Man with the Coconuts

One day a man went out and picked many coconuts. He loaded his horse heavily with the fruit. On the way home he met a boy. He asked the boy how long it would take to reach the house. The boy looked at the load on the horse. He said "If you go slowly, you will arrive home very soon. But if you go fast, it will take you all day."

The man did not think that this strange speech from the boy could be true. He made his horse run very fast. But the coconuts fell off and he had to stop to pick them up. Then he hurried his horse even more to make up for lost time, but the coconuts fell off again. He did this many times, and so it was night when he reached home at last.

### The Man with the Coconuts – Comprehension

1. Where did the man put the coconuts?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

2. What did the boy tell the man?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

3. What did the man make his horse do?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

4. What happened when the man tried to go fast?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. What should the man do next time?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

### Component 5: Comprehension Extension (5 mins)

1. Choose 2 question words from this list:

- who
- what
- when
- where
- why
- how

2. In a group, write 2 questions using the words that you chose from the list.

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3. Ask the teacher and other students your questions.

4. Answer the questions of the other groups.

**Component 6: Games (10 mins)**

1. Bingo!
2. Write words from the list below into the bingo grid – one word for each square. The teacher will read a word from the list. If the word is in your Bingo sheet, cross (X) it off.
3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.
4. Play the game again on the second bingo sheet if there is time.

**Essential Word List 2**

all	been	track	want
call	between	bring	was
fall	keep	thing	wash
fell	see	long	wish
tell	seen	than	with
well	week	that	what
still	off	them	when
will	much	then	where
shall	such	there	which
be	back	this	under


5. If there is time, play the game one more time.


**Component 6: Wrap Up and Consolidation (5 mins)**

1. Look at the picture from the first lesson today and think about the story of “The Man with the Coconuts”.

2. With a partner, answer the question: What similarities and differences are there between the story and the picture?
3. Write your answers below.



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#### End of Week 1

4. What was your favorite topic or reading this week?
5. What is one spelling or grammar rule that you can remember from this week?

## Day 4

### Lesson 10 – Speaking and Listening

Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. Look at the pictures and answer the teacher's questions:



#### Component 2: Listening to the Text (15 mins)

1. Listen to the story about "The Tree and the Reed".
2. Listen for the answer to the question: What happened to the tree?
3. Answer the teacher's questions.

#### Component 3: Focus Words (5 mins)

1. Listen to the teacher and then repeat the focus words:

log	pluck	who	raise	said
was	boast	deeply	again	you
and	sneer	reed	down	your
grand	boldly	I	bow	soon
storm	why	safe	stood	bring

#### Component 4: Speaking-Listening Activities (10 mins)

1. Work with a partner. Tell the story about "The Tree and the Reed".
2. In your group, answer these questions:
  - Have you ever been in a strong storm?
  - Where were you?
  - Who were you with?
  - What happened?
3. Share your stories with the rest of the class.

#### Component 5: Lesson Conclusion (5 mins)

1. Some stories want to teach you a lesson.
2. In groups, talk about the following questions:
  - What do you think is the lesson from this story?
  - What makes you think that?

## Lesson 11 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)












1. The story of “The Tree and the Reed” wanted to teach us a lesson. We call this the moral of the story.
2. What was the moral of “The Tree and the Reed”?
3. Do you agree with this?



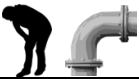



### Component 2: Review Focus Words and Word Meanings (10 mins)

log	pluck	who	raise	said
was	boast	deeply	again	you
and	sneer	reed	down	your
grand	boldly	I	bow	soon
storm	why	safe	stood	bring

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### The Tree and the Reed – Word Meanings

<b>tree</b> 	<b>reed</b> = a small, thin grassy plant 	<b>little</b> = small, not big	<b>grow</b> = get bigger over time 
<b>foot – feet</b> = the lower or lowest part of something 	<b>plant (v)</b> = put something in a particular place; put a seed into the ground so it can grow	<b>ground</b> = the area that you stand on 	<b>raise</b> = move something to a higher place
<b>head</b> = the top or upper part of something 	<b>boldly</b> = in a sure and confident way	<b>air</b> = sky, the free space above the Earth	<b>contented</b> = happy, not worried 
<b>lot (n)</b> = fate, luck, situation	<b>grand</b> = looking very big and wonderful	<b>think</b> = to process ideas in the mind 	<b>safe (adj); safety (n)</b> = away from danger
<b>sneer</b> = smile or speak in a way that looks down on someone or something 	<b>pluck</b> = pick something, pull something off or out	<b>bow (v)</b> = bend the body or the head down 	<b>hurricane</b> = very strong storm and wind, typhoon 
<b>repent</b> = be sorry for	<b>boast</b> = talk too much about how good you are at something	<b>soon</b> = in a short time	<b>arose</b> = happened, occurred, past tense of arise

<b>tore</b> = pull up, pull apart, past tense of tear	<b>root</b> = the part of a plant that is under the ground 	<b>cast</b> = throw something with a lot of force	<b>useless</b> = having no use
<b>log</b> 	<b>bend</b> = force something straight to be not straight 	<b>force</b> = a push or a pull on a thing when another thing acts on it	<b>wind</b> = when the air moves 
<b>stood</b> = past tense of stand 	<b>upright</b> = straight up and down	<b>again</b> = one more time	<b>storm</b> = weather with a strong wind and rain or snow 
<b>pass over</b> = move away, end	<b>obscure (v)</b> <b>obscurity (n)</b> not important, not known		

### Component 3: Word Study (5 mins)

1. Irregular past tense forms
2. In Week 1 we learned about the past tense suffix -ed. Can you remember some verbs that we added -ed to?
3. Some verbs are irregular in English and the past tense form does not add -ed.
4. Circle 'was', 'stood' and 'said' in the focus word list.
5. Write the base form and the past tense form of these verbs here:

Base form of the verb	Past tense form
be/is	

### Component 4: Flash Cards (5 mins)

1. Look at the Flash Card graph on page 4 of this workbook.
2. Work with a partner or in a group.
3. How many flash cards can you read in one minute?
4. Is that more than yesterday?

### Component 5: Reading and Fluency Practice (15 mins)

1. Listen to the teacher reading the text and follow along with the text below.
2. Put a line under any words that you don't know.
3. Go back to look up the word meanings if you need to.

## Text 4

### The Tree and the Reed

"WELL, little one," said a tree to a reed that was growing at its foot, "why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?"

"I am happy with my lot," said the reed. "I may not be so grand, but I think I am safer."

"Safe!" sneered the tree. "Who shall pluck me up by the roots or bow my head to the ground?" But it soon had to repent of its boasting, for a hurricane arose which tore it up from its roots and cast it down as a useless log on the ground, while the little reed, bending to the force of the wind, soon stood upright again when the storm had passed over.

**"OBSCURITY OFTEN BRINGS SAFETY."**

4. Practice reading Text 4 with the teacher and in groups.

### Component 6: Lesson Conclusion (5 mins)

1. Work with a partner. Look at the following picture:



2. Imagine that you saw this crime and you are answering questions from the police. What do you remember about the crime? Write your sentences below, using the past tense.

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3. Now imagine that you are a police officer asking about the crime. What questions would you ask? Write your questions below, using the past tense.

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4. With your partner, role play the police interview. One student is the police officer, and the other student is the witness.



5. Grammar practice: Match the present tense form of the verb with the past tense form.

be	said
stand	had
say	found
do	went
go	was
have	got
come	fell
get	stood
see	did
fall	told
tell	came
find	Saw

## Lesson 12 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 4 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better than in Lesson 11?
5. Did you do better than yesterday?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.

log	pluck	who	raise	said
was	boast	deeply	again	you
and	sneer	reed	down	your
grand	boldly	I	bow	soon
storm	why	safe	stood	bring

2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
1. If you don't know a word, look it up in the word meanings list in Lesson 11.

### Component 3: Word Study (5 mins)

1. The suffix -ly
2. -ly changes an adjective into an adverb:
  - The snail is **slow**. ('Slow' describes the snail.)
  - The snail moves **slowly**. ('Slowly' describes how the snail moves.)
3. Circle the words ending in -ly in the focus word list.
4. If an adjective ends in a consonant + y, change the 'y' to 'i' then add 'ly'.
5. Change these adjectives from the story into adverbs by adding the suffix -ly:
  - happy \_\_\_\_\_
  - grand \_\_\_\_\_
  - safe \_\_\_\_\_
  - useless \_\_\_\_\_



### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions. Write your answers below.

#### The Tree and the Reed

"WELL, little one," said a tree to a reed that was growing at its foot, "why do you not plant your feet deeply in the ground, and raise your head boldly in the air as I do?"

"I am happy with my lot," said the reed. "I may not be so grand, but I think I am safer."

"Safe!" sneered the tree. "Who shall pluck me up by the roots or bow my head to the ground?" But it soon had to repent of its boasting, for a hurricane arose which tore it up from its roots and cast it down as a useless log on the ground, while the little reed, bending to the force of the wind, soon stood upright again when the storm had passed over.

**"OBSCURITY OFTEN BRINGS SAFETY."**

## The Tree and the Reed – Comprehension

1. Where was the reed growing?

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

2. How does the reed feel about its life?

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

3. Why did the tree sneer?

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

4. What happened to the tree?

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

5. Why was the reed safe?

☐ I got it!   ☐ Maybe?   ☐ Didn't get it.

### Component 5: Comprehension extension (5 mins)

1. Here are the question words and a new question stem:

- who
- what
- when
- where
- why
- how
- What does ... mean?

2. In your group, choose 4 question words and/or stems from the list.

3. Write 4 questions about text 4.

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**Component 6: Games (10 mins)**

1. Bingo!
2. Write words from the list below into the bingo grid – one word for each square. The teacher will read a word from the list. If the word is in your Bingo sheet, cross (X) it off.
3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.
4. Play the game again on the second bingo sheet if there is time.

**Essential Word List 2**

all	been	track	want
call	between	bring	was
fall	keep	thing	wash
fell	see	long	wish
tell	seen	than	with
well	week	that	what
still	off	them	when
will	much	then	where
shall	such	there	which
be	back	this	under
all	been	track	want
call	between	bring	was
fall	keep	thing	wash
fell	see	long	wish
tell	seen	than	with
well	week	that	what
still	off	them	when
will	much	then	where
shall	such	there	which
be	back	this	under


5. If there is time, play the game one more time.


**Component 7: Wrap Up and Consolidation (5 mins)**

1. Talk in your groups.
2. What should you do if a storm is coming?
3. Make a plan, and write it below:

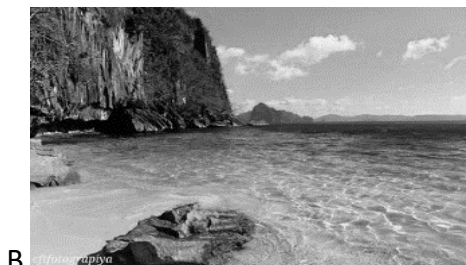
## Day 5

### Lesson 13 – Speaking and Listening

Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. In your group, look at the picture with the same letter as your group (A, B, C or D)
2. Look for the different things you can find in your group's picture.
3. Tick (✓) each thing off if your teacher names it.



4. How many things did your group tick in your picture?

#### Component 2: Listening to the Text (15 mins)

1. Listen to the information about "Sand". Listen for the answer to the question: What different colors can sand be?
2. Answer the teacher's questions.

#### Component 3: Focus Words (5 mins)

1. Listen to the teacher and then repeat the focus words:

sand	pink	white	coral	because
wind	small	when	color	very
lava	rock	where	know	keep
stone	smooth	black	knock	matter
form	shell	beach	become	old

#### Component 4: Speaking-Listening Activities (10 mins)

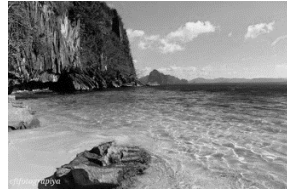
1. Work with a partner to answer these questions:
  - Where does sand come from?
  - How is sand formed?

2. Talk with the teacher and other students:

- Do you like going to the beach?
- What color are the beaches near you?
- Have you ever seen black, red, green or pink sand?
- What do you like to do at the beach?

**Component 5: Lesson Conclusion (5 mins)**

1. Look at the pictures from the beginning of this lesson.



2. In groups, answer these questions:

- Which beach picture do you like the best?
- Where do you think the sand in each picture comes from? (e.g. coral, lava, shells, rocks)
- What color is it? (e.g., white, yellow, brown, black)

## Lesson 14 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)






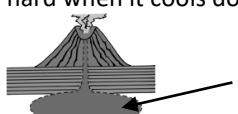
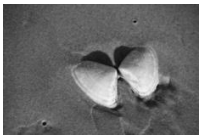


1. Did you know that sand could be so many different colors?

### Component 2: Review Focus Words and Word Meanings (10 mins)

sand	pink	white	coral	because
wind	small	when	color	very
lava	rock	where	know	keep
stone	smooth	black	knock	matter
form	shell	beach	become	old

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

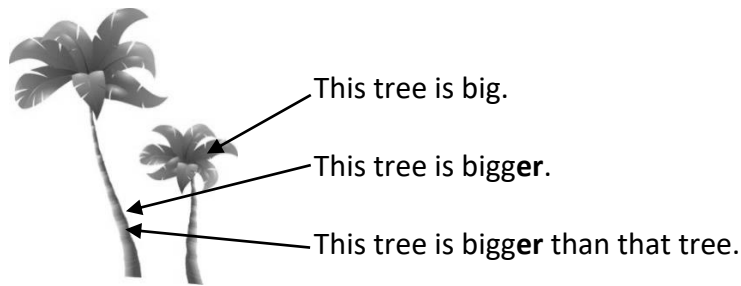
### Sand – Word Meanings

<b>sand</b> = loose granular stuff found on the beach 	<b>rock</b> = solid mineral stuff 	<b>rocky</b> = with many rocks 	<b>matter</b> = Any physical and solid thing is made up of matter.
<b>size</b> = how big or small something is	<b>silt</b> = dirt or dust usually found at the bottom of a river or lake	<b>stone</b> = the stuff that rocks are made from; small rocks	<b>broken</b> = in pieces, not whole, smashed 
<b>smash</b> = break into small pieces 	<b>bit</b> = a small part or piece	<b>form (v)</b> = to make into a shape	<b>knock</b> = hit against something hard and make a sound
<b>smooth</b> = straight, even, with no rough or sharp lumps and bumps	<b>stuff</b> = things	<b>color</b> = like red, yellow, blue, green	<b>lava</b> = the hot, liquid rock that comes out of a volcano, which becomes hard when it cools down 
<b>shell</b> = the hard outside part 	<b>coral</b> = hard stony stuff made by some sea animals 	<b>beach</b> = the stretch of sand on the edge of the sea, river or lake. 	



### Component 3: Word Study (5 mins)

1. The suffix -er
2. Add -er to adjectives when you compare two things:



3. Find the adjectives in the focus word list.
4. What's the spelling rule?
  - big -- bigger
  - old -- older
  - curly -- curlier
5. Compare two things in the classroom. For example: I am bigger than you.  
Write your sentence here:

---

### Component 4: Flash Cards (5 mins)

1. Look at the Flash Card graph on page 4 of this workbook.
2. Work with a partner or in a group.
3. How many flash cards can you read in one minute? Is that more than yesterday?

### Component 5: Reading and Fluency Practice (15 mins)

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.
2. Go back to look up the word in the word meanings list if you need to.

#### Text 5

##### Sand

Sand is made from any rocky matter. It is bigger in size than silt and smaller than stones. Sand is made when rocks are broken down in two ways: by water or by wind. The wind or water keeps passing over a rock and smashes the rock into very small bits, so sand is formed. When sand is formed by wind, it knocks the rocks onto other rocks, so the sand is not smooth. When sand is formed by water, it becomes smooth.

We know where sand comes from because of the stuff it is made from and its color. Sand can come in many colors such as black, white, green, red and pink. Black sand is made from lava that has cooled to form rock. Pink sand comes from red shells in the sea. White sand comes from old coral. What color are the beaches near you?

Adapted from Neal, T. (2019). *Elementary earth and space science methods*. Iowa Pressbooks, pp. 210-211.  
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3. Practice reading Text 5 with the teacher and in groups.

**Component 6: Lesson Conclusion (5 mins)**

1. Look at these pictures:



2. In groups, make comparisons between these two photos. Write your sentences below:

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---

---

---

---

---

## Lesson 15 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 3 of this workbook.
2. Work with a partner or in a group.
3. How many flash cards can you read in one minute?
4. Did you do better in this lesson than in Lesson 14?
5. Did you do better than yesterday?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.

sand	pink	white	coral	because
wind	small	when	color	very
lava	rock	where	know	keep
stone	smooth	black	knock	matter
form	shell	beach	become	old

2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 14.

### Component 3: Word Study (5 mins)

1. Tricky vowel sounds: The vowels in these words don't sound like they look:
  - because – 'au' sounds like 'or'
  - become – 'o' sounds like short 'u' as in but
2. Repeat the words after the teacher.

### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions. Write your answers below.

#### Sand

Sand is made from any rocky matter. It is bigger in size than silt and smaller than stones. Sand is made when rocks are broken down in two ways: by water or by wind. The wind or water keep passing over a rock and smash the rock into very small bits, so sand is formed. When sand is formed by wind, it knocks the rocks onto other rocks, so the sand is not smooth. When sand is formed by water, it becomes smooth.

We know where sand comes from because of the stuff it is made from and its color. Sand can come in many colors such as black, white, green, red and pink. Black sand is made from lava that has cooled to form rock. Pink sand comes from red shells in the sea. White sand comes from old coral. What color are the beaches near you?

Adapted from Neal, Teacher. (2019). *Elementary earth and space science methods*. Iowa Pressbooks, pp. 210-211.  
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1. What is sand made from?

---

☐

I got it!

☐

Maybe?

☐

Didn't get it.

2. What 2 things act on rocks to make sand?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

3. What 3 things can become sand?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

4. Match the pictures: (a) a sandy beach; (b) a rocky beach. Write the answer under the picture.



\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. Why is some sand smoother than other sand?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

#### Component 5: Comprehension extension (5 mins)

5. Choose 3 question words from this list:

- who
- what
- when
- where
- why
- how
- What does ... mean?

6. In a group, write 3 questions using the words and/or question stem that you chose from the list.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Ask the teacher and other students your questions.

8. Answer the questions of the other groups.

**Component 6: Games (10 mins)**

1. Word Challenge

2. The teacher will give you a spelling instruction. Write a word following that instruction into the score sheet below:

Word Challenge Score Sheet		
	Write your word	✓ or X
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3. Check your answers with the teacher. Refer to the point system below.

- Correct and only 1 student with that word? 10 points
- Correct and 2 or more students with that word? 5 points
- Not correct? 0 points

**Component 7: Wrap Up and Consolidation (5 mins)**

1. In groups, plan a visit to the beach. Plan for the following:

- Where will you go?
- How will you get there?
- What are you going to do there?
- When will you have to leave the beach to go home?

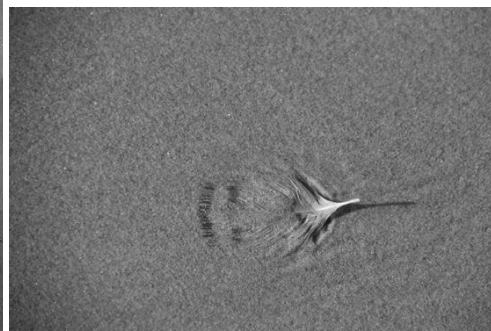
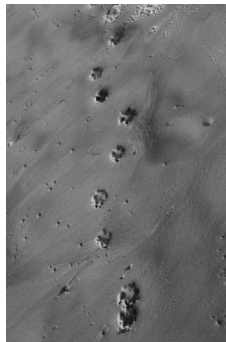
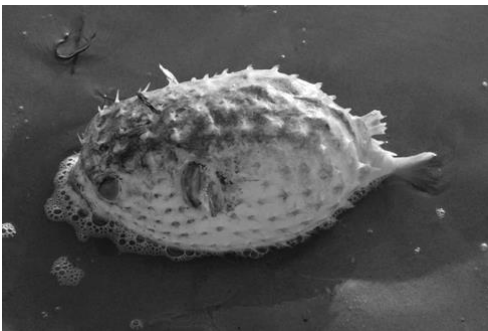
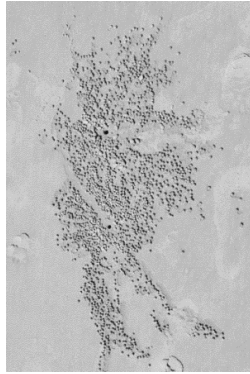
## Day 6

### Lesson 16 – Speaking and Listening

Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. Look at the pictures of tracks and traces of life on the beach.
2. In your group, say what you think each picture shows in or on the sand.



#### Component 2: Listening to the Text (15 mins)

1. Listen to the story about “The Battle of the Crabs”.
2. Listen for the answer to the question: What happened to the crabs?
3. Answer the teacher’s questions.

**Component 3: Focus Words (5 mins)**

1. Listen to the teacher and then repeat the focus words:

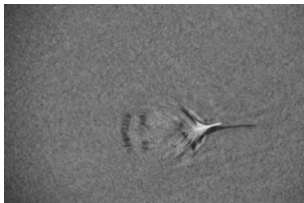
crab	agree	shrimp	wives	friend
ask	sleep	pinch	try	funny
strong	wash	back	can't	fight
think	other	head	drown	noise
along	mother	wave	should	Went

**Component 4: Speaking-Listening Activities (10 mins)**

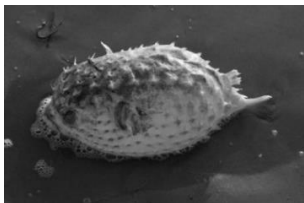
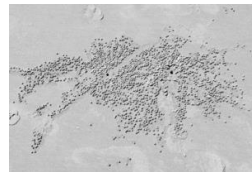
1. With a partner, tell the story about the crabs.
2. Have you heard this story before?
3. Have you ever seen these little crabs on the beach before?
4. Do you think the waves are noisy?
5. Have you slept near the sea before?
6. Did the sound of the waves keep you awake?

**Component 5: Lesson Conclusion (5 mins)**

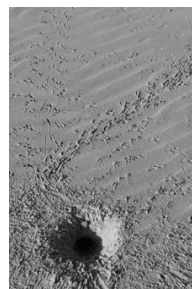
1. Match the words in the center with the pictures to the left or right of the words.



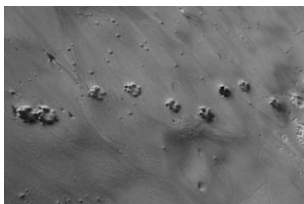
shell



crab



dog



man



car



fish



bird



seaweed

## Lesson 17 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)























1. Have you heard the story “The Battle of the Crabs” before?

### Component 2: Review Focus Words and Word Meanings (10 mins)



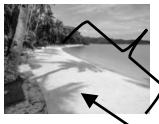













crab	agree	shrimp	wives	friend
ask	sleep	pinch	try	funny
strong	wash	back	can't	fight
think	other	head	drown	noise
instead	mother	wave	should	went

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### The Battle of the Crabs – Word Meanings

<b>battle</b> = a fight between two groups 	<b>war</b> = when two sides or countries fight many battles over a long time; opposite of peace 	<b>think</b> = have an idea, opinion or belief 	<b>idea</b> = a thought 
<b>crab</b> 	<b>shrimp</b> 	<b>loud</b> = making a lot of noise 	<b>noise</b> = loud sound 
<b>meet</b> = come into the presence of someone 	<b>meeting</b> = a gathering of people for a particular purpose 	<b>night</b> = after the day, when the sun goes down and the moon comes up 	
<b>waves</b> = water that curls into an arch and breaks on the shore 	<b>sing</b> = make musical sounds with the voice 	<b>agree</b> = have the same idea 	
<b>old</b> = not young, not new 	<b>ready</b> = good time to do something 	<b>thousand</b> = 1,000 	<b>back and forth</b> = move one way and then back again, to and fro 
<b>male</b> = boy, man 	<b>sleep</b> 	<b>fight</b> 	<b>angry</b> 



<b>sand</b> = loose granular stuff found on the beach 	<b>sea</b> = the large body of salt water that covers a lot of the Earth. 	<b>beach</b> = seaside, shore, coast 	<b>shore</b> = edge of the land and the sea 
<b>friends</b> = people that we like to be with	<b>strong</b> = powerful 	<b>weak</b> = not strong 	
<b>pinch</b> = hold something between your finger and thumb 	<b>win</b> = be first 	<b>eyes</b> = the part of your face that you see with 	<b>until</b> = up to the time
<b>funny</b> = something that makes you laugh  		<b>wrong</b> = not right, not correct 	<b>wrong way</b> = not the right way 
<b>spear</b> = a long stick with pointed tip 	<b>drown</b> = die under the water	<b>kill, killed</b> = make someone or something die	<b>worry, worried</b> = feel troubled about 
<b>wife, wives</b> = a married woman/women	<b>husband</b> = a married man	<b>parents</b> = father and mother 	<b>rush</b> = hurry
<b>reach</b> = get to a place	<b>return</b> = come back, go back	<b>fate</b> = the outcome of an event, a death that cannot be avoided	<b>live</b> = be, have a life, have a home
<b>dry</b> = not wet	<b>wash</b> = cover with water	<b>cover</b> = put something over or on top of	

### Component 3: Word Study (5 mins)

- Tricky vowel sounds: 'ea' and 'ie'
- 'ea' sounds like 'ee'
  - ee: agree, sleep
  - ea: reach, beach
- 'ea' sounds like 'e'
  - e: bed, red
  - Find the 'ea' words in the focus word list that sound like 'e' and write them below.
  - ea: \_\_\_\_\_
- 'ie' sounds like 'e'
  - e: bed, red
  - Find the 'ie' word in the focus word list and write it below.
  - ie: \_\_\_\_\_

**Component 4: Flash Cards (5 mins)**

1. Go back to the Flash Card graph on page 4 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better than yesterday?
5. Did you do better than last week?

**Component 5: Reading and Fluency Practice (15 mins)**

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.
2. Go back to look up the word meanings if you need to.

**Text 6****The Battle of the Crabs**

One day the land crabs had a meeting and one of them said: "What shall we do with the waves? They sing so loudly all the time that we can't sleep."

"Well," said one of the oldest crabs, "I think we should make war on them."

The others agreed to this. The next day all the male crabs got ready to fight the waves. They went along the sand to the sea, when they met a shrimp.

"Where are you going, my friends?" asked the shrimp.

"We are going to fight the waves," said the crabs, "because they make so much noise at night that we can't sleep."

"I don't think that is a good idea," said the shrimp. "The waves are very strong and your legs are so weak."

This made the crabs very angry, and they pinched the shrimp until he said he would help them win the battle.

Then they all went to the shore. But the crabs saw that the eyes of the shrimp were not the same as their own eyes. They thought his eyes were funny. They said:

"Friend shrimp, your face is turned the wrong way. How can you fight with the waves?"

"I have a spear on my head," said the shrimp. Just then he saw a big wave coming and he ran away. The crabs did not see it, for they were all looking toward the shore, and so they were covered with water and drowned.

Later the wives of the crabs became worried because their husbands did not return, and they went down to the shore to see if they could help in the battle. When they reached the water, the waves rushed over them and killed them too.

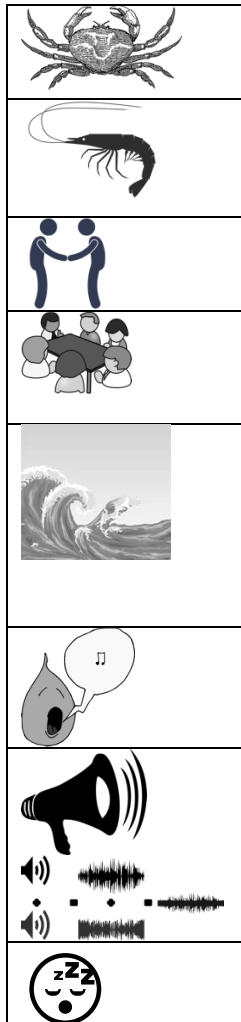
Some time after this, thousands of little crabs came near the shore. The shrimp saw them and told them of the sad fate of their parents. Even today these little crabs can be seen on the sand, running back and forth. They seem to rush down to fight the waves, and then they run

back to the sand where their fathers and mothers lived before. They don't live on dry land or in the sea where the other crabs are. Instead, they live on the beach where the waves wash over them and try to drown them.

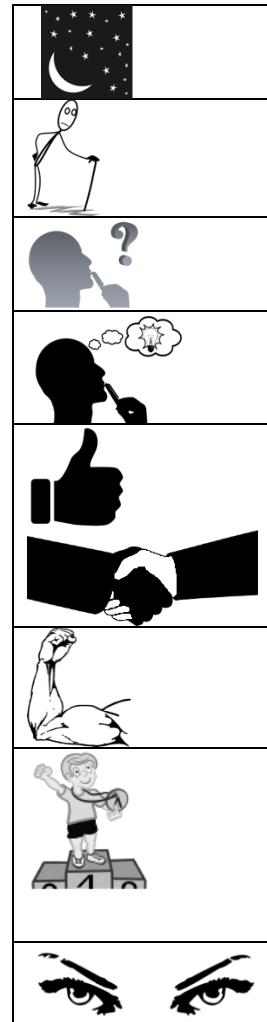
3. Take turns to read the story sentence by sentence.
4. Read Text 6 in groups.

#### Component 6: Lesson Conclusion (5 mins)

1. Match the words from text 6 with the pictures:



agree  
sing  
eyes  
idea  
  
loud noise  
  
night  
old  
  
meet  
crab  
meeting  
  
sleep  
shrimp  
  
strong  
think  
waves  
  
win



## Lesson 18 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph. You should be starting on the **graph on page 4** of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better than in Lesson 17?
5. Did you do better than yesterday?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 17.

crab	agree	shrimp	wives	friend
ask	sleep	pinch	try	funny
strong	wash	back	can't	fight
think	other	head	drown	noise
instead	mother	wave	should	went

### Component 3: Word Study (5 mins)

1. Tricky vowel sounds/digraphs 'ea' and 'ie'
2. Circle the words with ea and ie in Text 6.
3. What are their different sounds?
4. Write the words into the correct column depending on the sound of the vowel:

Sounds like 'ee'	Sounds like 'e'	Sounds like 'ee-a'

5. Contractions: Find these words in Text 6:
  - can't
  - don't
6. Write the words in full and the contractions below:

Full words

\_\_\_\_\_  
\_\_\_\_\_

Contractions

\_\_\_\_\_  
\_\_\_\_\_

#### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions. Write your answers below in the spaces provided.

##### The Battle of the Crabs

One day the land crabs had a meeting and one of them said: "What shall we do with the waves? They sing so loudly all the time that we can't sleep."

"Well," said one of the oldest crabs, "I think we should make war on them."

The others agreed to this. The next day all the male crabs got ready to fight the waves. They went along the sand to the sea, when they met a shrimp.

"Where are you going, my friends?" asked the shrimp.

"We are going to fight the waves," said the crabs, "because they make so much noise at night that we can't sleep."

"I don't think that is a good idea," said the shrimp. "The waves are very strong and your legs are so weak."

This made the crabs very angry, and they pinched the shrimp until he said he would help them win the battle.

Then they all went to the shore. But the crabs saw that the eyes of the shrimp were not the same as their own eyes. They thought his eyes were funny. They said:

"Friend shrimp, your face is turned the wrong way. How can you fight with the waves?"

"I have a spear on my head," said the shrimp. Just then he saw a big wave coming and he ran away. The crabs did not see it, for they were all looking toward the shore, and so they were covered with water and drowned.

Later the wives of the crabs became worried because their husbands did not return, and they went down to the shore to see if they could help in the battle. When they reached the water, the waves rushed over them and killed them too.

Sometime after this, thousands of little crabs came near the shore. The shrimp saw them and told them of the sad fate of their parents. Even today these little crabs can be seen on the sand, running back and forth. They seem to rush down to fight the waves, and then they run back to the sand where their fathers and mothers lived before. They don't live on dry land or in the sea where the other crabs are. Instead, they live on the beach where the waves wash over them and try to drown them.

##### The Battle of the Crabs – Comprehension

1. Why can't the crabs sleep?

☐

I got it!

☐

Maybe?

☐

Didn't get it.

2. What did the crabs decide to do to the waves?

---

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

3. Why did the shrimp think a battle was not a good idea?

---

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

4. What did the waves do to the parents of the little crabs?

---

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. Could the crabs have ever won the battle against the waves?

---

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

**Component 5: Comprehension Extension (5 mins)**

1. Choose 3 question words from this list:

- who
- what
- when
- where
- why
- how
- What does ...mean?

2. In a group, write 3 questions using the words that you chose from the list.

---

---

---

3. Ask the teacher and other students your questions.

4. Answer the questions of the other groups.

**Component 6: Games (10 mins)**

1. Bingo!

2. Write words from the list below into the bingo grid – one word for each square. The teacher will read a word from the list. If the word is in your Bingo sheet, cross (X) it off.

3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.

4. Play the game again on the second bingo sheet if there is time.

Essential word list 2

all	been	track	want
call	between	bring	was
fall	keep	thing	wash
fell	see	long	wish
tell	seen	than	with
well	week	that	what
still	off	them	when
will	much	then	where
shall	such	there	which
be	back	this	under


5. If there is time, play the game one more time.


**Component 7: Wrap up and consolidation (5 mins)**

1. Look at the Day 6 wrap up photo:



2. In groups, answer these questions:

- What are these boys doing?
- What are they looking for?

3. Write your ideas in the space provided below:

4. End of Week 2:

- What was your favorite topic or reading this week?
- What is one spelling or grammar rule that you can remember from this week?



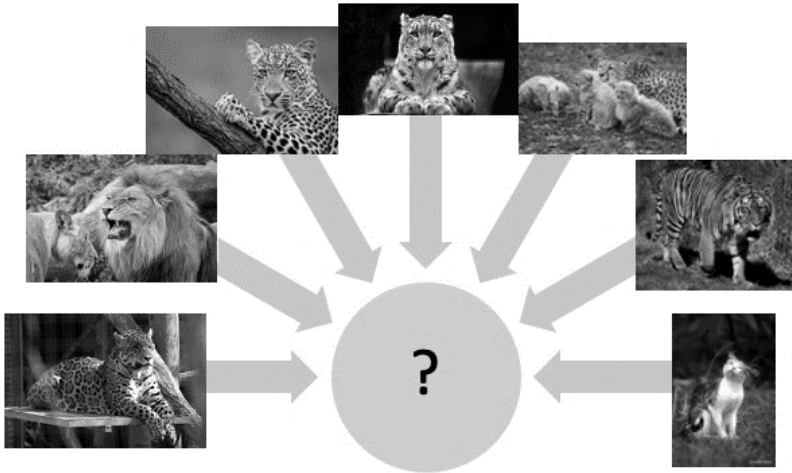
## Day 7

### Lesson 19 – Speaking and Listening

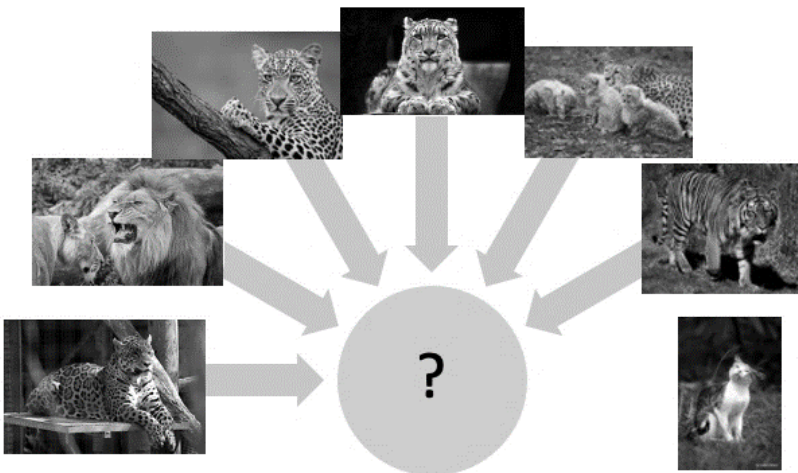
Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. Look at the first picture:



2. What are these animals? What is similar about all these animals? Write the word in the circle.
3. Look at the second picture:



4. What is the difference between the cat on the bottom right and all the other cats? Write the words in the circle.
5. Do you know the names of all the big cats?

#### Component 2: Listening to the Text (15 mins)

1. Listen to the text about “Big cats”.
2. Listen for the answer to the question: Which cats does Text 7 talk about?
3. Answer the teacher’s questions.

**Component 3: Focus Words (5 mins)**

1. Listen to the teacher and then repeat the focus words:

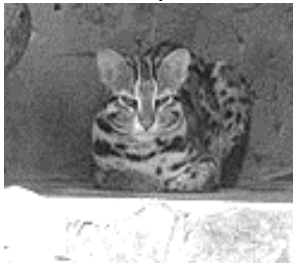
hunt	all	away	enemy	together
fast	keep	she	out	little
big	alone	tiger	group	does
job	male	leader	mother	different
run	female	baby	father	elephant

**Component 4: Speaking-Listening Activities (10 mins)**

1. What did you hear about big cats? Talk to your partner.








- Do you like cats?
- Do you have a pet cat? Or have you ever had a pet cat?
- Do you like big cats? Which type of big cat do you like best?
- Have you ever seen any big cats? Where did you see them?
- Are there any wild cats in the Philippines?

2. Look at the picture. This is a wild cat from the Philippines. It's called a 'leopard cat'.

**Component 5: Lesson Conclusion (5 mins)**

1. Work with your partner. Match the picture to the first letter(s) of the name of each big cat:

**C                      CH   J                      L                      L                      S.L.   T**

## Lesson 20 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)









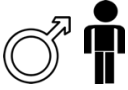

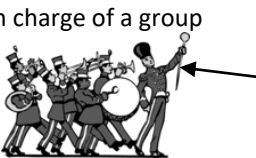
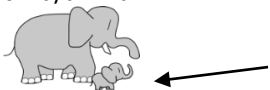



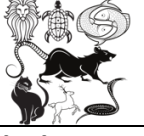


1. Do you remember what you heard about lions?
2. What was one interesting thing that you heard about them?

### Component 2: Review Focus Words and Word Meanings (10 mins)

hunt	all	away	enemy	together
fast	keep	she	out	little
big	alone	tiger	group	does
job	male	leader	mother	could
run	female	baby	father	elephant

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### Big Cats – Word Meanings

<b>cat</b> 	<b>lion</b> 	<b>tiger</b> 	<b>jaguar</b> 
<b>mammal</b> = an animal that feeds milk to its babies	<b>type</b> = kind, example	<b>different</b> = not the same	<b>many</b> = a lot of; a large number of
<b>alone</b> = with no one else, on one's own 	<b>together</b> = with others 	<b>group</b> = many things together 	<b>family group</b> 
<b>male</b> = boy, man 	<b>female</b> = girl, woman 	<b>leader</b> = person or animal in charge of a group 	<b>many</b> = a lot of; a large number of
<b>baby</b> = very young child/animal 	<b>mother</b> = a female with a child/children 	<b>father</b> = a male with a child/children 	<b>roar</b> = the loud sound made by a big animal like a lion 
<b>look after</b> = take care of, keep safe	<b>animal</b> = a living thing that can feel and eats to stay alive 	<b>hunt</b> = follow and kill something 	<b>enemy</b> = someone that is not a friend or wants to hurt you
<b>away</b> = not near	<b>little</b> = small, not big	<b>for example</b> = to give you an idea about something	<b>elephant</b> 
<b>job</b> = work	<b>area</b> = place	<b>could</b> = may be able to	<b>would</b> = maybe will...

**Component 3: Word Study (5 mins)**

1. Tricky vowel sounds/digraph: 'ou'
2. Find the words with 'ou' in the focus word list and write them below:

\_\_\_\_\_

3. 'ou' sounds like 'ow' in 'out'. Other words with the same sound: \_\_\_\_\_
4. 'ou' is a long 'oo' in group. Other words with the same sound: \_\_\_\_\_
5. 'ou' is a short 'oo' sound in 'could'. Other words with the same sound: \_\_\_\_\_

**Component 4: Flash Cards (5 mins)**

1. Look at the Flash Card graph on page 5 of this workbook.
2. Listen to the teacher reading the flash card words for Week 3 and repeat after her/him.
3. Work with a partner or in a group to read the flash cards and keep your score.
4. How many flash cards can you read in one minute? Is that more than last week?

**Component 5: Reading and Fluency Practice (15 mins)**

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.
2. Go back to look up the word meanings if you need to.

**Text 7****Big Cats**

All the big cats are mammals. Some different types are lions, tigers and jaguars. Tigers and jaguars live alone. Lions do not live alone but live together in family groups. Often there is one big male as the leader of the group. Many of the females in the group will have his babies. It is the mother cat's job to look after the baby animals and to go out and hunt for food. Often the father does not go near the babies. His job is to keep enemies away from his little ones. For example, if an elephant comes too near, a father lion may roar and run at it. The elephant can see that she is not welcome in that area.

If a lion came running and roaring up to me, I would run away as fast as I could. What would you do?

3. Practice reading Text 7 with the teacher and in groups.

**Component 6: Lesson Conclusion (5 mins)**

1. Sort the 'ou' words into the correct column according to their sound.
2. Check the answers with the teacher.

<b>bounce could ground group loud should sound thousand through would you</b>		
Sounds like 'ow'	Sounds like 'oo'	Sounds like 'u' in "put" /u/

## Lesson 21 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 5 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better in this lesson than in Lesson 20?
5. Did you do better today than last week?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.

hunt	all	away	enemy	together
fast	keep	she	out	little
big	alone	tiger	group	does
job	male	leader	mother	different
run	female	baby	father	elephant

2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 20.

### Component 3: Word Study (5 mins)

1. Syllables: In Text 7, find the following:
  - four words with one syllable;
  - four words with two syllables;
  - four words with three syllables.

1 syllable words	2 syllable words	3 syllable words

2. Use a slash / to break up the syllables

### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions. Write your answers below.

#### Big Cats

All the big cats are mammals. Some different types are lions, tigers and jaguars. Tigers and jaguars live alone. Lions do not live alone but live together in family groups. Often there is one big male as the leader of the group. Many of the females in the group will have his babies. It is the mother cat's job to look after the baby animals and to go out and hunt for food. Often the father does not go near the babies. His job is to keep enemies away from his little ones. For example, if an elephant comes too near, a father lion may roar and run at it. The elephant can see that she is not welcome in that area.

If a lion came running and roaring up to me, I would run away as fast as I could. What would you do?

## Big Cats – Comprehension

1. What are three different kinds of big cat?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

2. What does the female cat do?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

3. What does the male cat do?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

4. Why will a male lion roar and run at an elephant?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. Why do you think lions live in family groups?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

## Component 5: Comprehension Extension (5 mins)

1. Here are the question words we have been using for the last 2 weeks:

- who
- what
- when
- where
- why
- how

2. Question stems:

- What does ... mean?
- Can you name all the...?
- How much? How many?

3. In your group, choose 3 question words from the first list and one question stem from the second list.

4. Write four questions about the text.

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**Component 6: Games (10 mins)**

1. Word Challenge
2. The teacher will give you a spelling instruction. Write a word following that instruction into the score sheet below:

Word Challenge Score Sheet		
	Write your word	✓ or X
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

3. Check your answers with the teacher:
  - a. Correct and only 1 student with that word? 10 points
  - b. Correct and 2 or more students with that word? 5 points
  - c. Not correct? 0 points

**Component 7: Wrap Up and Consolidation (5 mins)**

1. In your groups, talk about these questions:
  - What would you do if a lion roared at you?
  - Have you ever been attacked by an animal (e.g., dog, snake, insects)? Tell your group about it? What was it? What did it do? What did you do?
  - Have you ever seen a big cat before? What kind was it? Where did you see it? What was it doing?

## Day 8

### Lesson 22 – Speaking and Listening

Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. Look at Picture 1 and answer the teacher's questions about this picture:



2. Now look at Picture 2 and answer the teacher's questions about this picture:



3. Now look at Picture 3 and answer the teacher's questions about this picture:



#### Component 2: Listening to the Text (15 mins)

1. Listen to the text about "Atoms".
2. Listen for the answer to the question: What is the difference between the air, the water and the snow?
3. Answer the teacher's questions.



**Component 3: Focus Words (5 mins)**

1. Listen to the teacher and then repeat the focus words:

its	shape	easy	turn	solid
gas	touch	harder	join	happen
small	water	nearly	boil	break
melt	change	apart	atom	around
thing	air	through	molecule	are

**Component 4: Speaking-Listening Activities (10 mins)**

1. Talk with your partner.
2. What happens if we heat a solid?
3. Have you ever walked through water? Sand? Mud? A strong wind?
4. How was it? Difficult? Easy?

**Component 5: Lesson Conclusion (5 mins)**

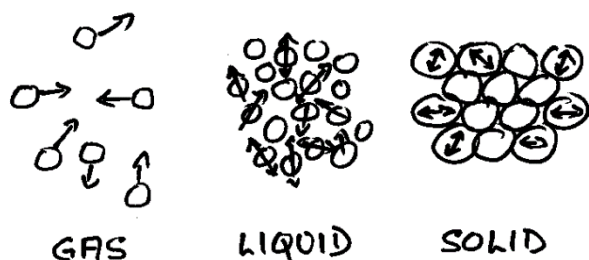
1. The teacher will put you into 3 groups: Group A, Group B and Group C.
  - Group A thinks of as many different gases as you can.
  - Group B thinks of as many different liquids as you can.
  - Group C thinks of as many different solids as you can.
2. Report your answers to the teacher and the other groups.

## Lesson 23 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)

1. What do you remember about atoms, molecules, gases, liquids and solids?
2. Look at the pictures:




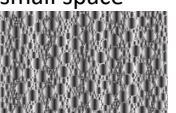





3. What are the molecules doing in each picture?

### Component 2: Review Focus Words and Word Meanings (10 mins)

its	liquid	easily	turn	solid
gas	touch	harder	join	happen
small	water	nearly	boil	break
melt	change	apart	atom	around
thing	air	through	molecule	are

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### Atoms – Focus Words

<b>atom</b> = the smallest part of something that cannot be broken down chemically. 	<b>packed</b> = a lot of things together in a small space 	<b>shape</b> = form, outline 
<b>ball</b> = a round object 	<b>touching</b> = in contact 	<b>molecule</b> = a group of atoms joined together 
<b>joined</b> = connected 	<b>easy</b> = not difficult, with no problem 	<b>hard</b> = difficult, not easy 
<b>tightly</b> = very close together with no space 	<b>gas</b> = for example, air, steam 	<b>solid</b> = a hard substance, for example, ice 
<b>liquid</b> = a substance that flows like water or oil 		

### Component 3: Word Study (5 mins)

1. The vowel sounds: 'oy', 'oi' and 'ou'
2. 'oy' and 'oi'
3. At the end of a word, we use -oy, like in 'boy'.
4. Do you know any other words that end in -oy? Write them here:  
\_\_\_\_\_
5. In the middle of a word, we spell the same sound with 'oi' and this is followed by a consonant.
6. Find the words in the focus word list with 'oi' and write them here:  
\_\_\_\_\_
7. 'ou'
8. Do you remember the different words and sounds with 'ou'? Write them here:  
\_\_\_\_\_
9. Sometimes, 'ou' has a short sound like the vowel sound in 'but'.
10. Can you find the words in the focus word list with 'ou'? Write them here:  
\_\_\_\_\_
11. Repeat the words after the teacher. Listen for the different sounds of the vowels.

### Component 4: Flash Cards (5 mins)

1. Look at the Flash Card graph on page 5 of this workbook.
2. Work with a partner or in a group.
3. How many flash cards can you read in one minute? Is that more than yesterday?

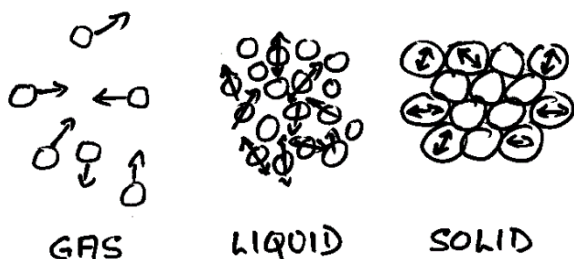
### Component 5: Reading and Fluency Practice (15 mins)

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.
2. Go back to look up the word meanings if you need to.

#### Text 8

##### Atoms

Everything is made up of atoms. Atoms are very small, soft and shaped like a ball. They are joined together into molecules. In a gas, the molecules are far apart, and they move around. So, we can move through gas easily. In a liquid, the molecules are packed together. They are all nearly touching, but they still move around. It is harder to move through water than through air. But it is not too hard, so we can do it. In a solid, the molecules are all packed tightly together, and they do not change places. The solid keeps its shape and we can't walk through it.



What happens when we heat a solid? The molecules begin to shake. Then they break free. The solid then melts into a liquid. If we go on heating, the molecules shake harder. They turn into a gas when the liquid boils.

Adapted from Fletcher, N. (2011). *A background to primary school science*. ANU eView.

<https://press.anu.edu.au/downloads/press/n1621/pdf/book.pdf>, p. 15.

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This text has been edited to increase reading ease.

3. Practice reading Text 8 with the teacher and in groups.

**Component 6: Lesson Conclusion** (5 mins)

1. Work with your partner to complete the sorting activity below:

Write these words into the correct column: gas, liquid or solid.

water      steam      ice      boy      air      oil      milk      shell      oxygen

Gas	Liquid	Solid

## Lesson 24 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 5 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better than in Lesson 23?
5. Did you do better than yesterday?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 23.

its	liquid	easily	turn	solid
gas	touch	harder	join	happen
small	water	nearly	boil	break
melt	change	apart	atom	around
thing	air	through	molecule	are

### Component 3: Word Study (5 mins)

1. 2- and 3-syllable words
2. Match the 2<sup>nd</sup> and 3<sup>rd</sup> syllables in the box on the right with the correct first syllable in the table on the left to make a word from the focus word list:

li	
wa	
near	
boi	
sol	
hap	
a	
mel	
mo	
ea	

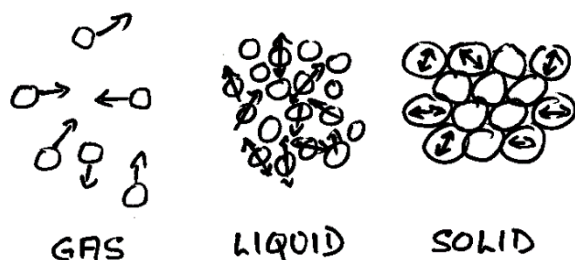
cule	id	ling	
ly	ly	le	pen
quid	round		
si	ter	ting	

#### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions. Write your answers below.

##### Atoms

Everything is made up of atoms. Atoms are very small, soft and shaped like a ball. They are joined together into molecules. In a gas, the molecules are far apart, and they move around. So, we can move through gas easily. In a liquid, the molecules are packed together. They are all nearly touching, but they still move around. It is harder to move through water than through air. But it is not too hard, so we can do it. In a solid, the molecules are all packed tightly together, and they do not change places. The solid keeps its shape and we can't walk through it.



What happens when we heat a solid? The molecules begin to shake. Then they break free. The solid then melts into a liquid. If we go on heating, the molecules shake harder. They turn into a gas when the liquid boils.

Adapted from Fletcher, N. (2011). *A background to primary school science*. ANU eView.

<https://press.anu.edu.au/downloads/press/n1621/pdf/book.pdf>, p. 15.

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This text has been edited to increase reading ease.

##### Atoms – Comprehension

1. Where can you find atoms?

☐ I got it! ☐ Maybe? ☐ Didn't get it.

2. When atoms are joined together, what do we call them?

☐ I got it! ☐ Maybe? ☐ Didn't get it.

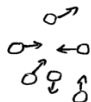
3. Why can't you move through solids?

☐ I got it! ☐ Maybe? ☐ Didn't get it.

4. Match the pictures: (a) gas molecules; (b) liquid molecules (c) solid molecules



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. How can you change a liquid into a solid?

\_\_\_\_\_

☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

### Component 5: Comprehension extension (5 mins)

1. Here are the question words and question stems we used yesterday:

- who
- what
- when
- where
- why
- how
- Can you name all the...?
- What does ... mean?
- How much? How many?

2. Here is a new question stem:

- What happens when...?

3. Choose three of the question words or stems in 1. and use the new question stem 'What happens when...?'

4. In your groups, write 4 questions about text 8.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Component 6: Games (10 mins)

1. With your partner, complete the activity below:

Put these pictures into the correct order to show the change from a solid into a gas by writing the letters into the blank spaces.



A



B



C



D

\_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

Now explain what is happening by writing the missing words into the blank spaces.

gas      liquid   solid   water   melts   boils

Ice is a \_\_\_\_\_. The ice \_\_\_\_\_ into a \_\_\_\_\_ (water) when it is heated.  
The \_\_\_\_\_ molecules turn into a \_\_\_\_\_ (steam) when the liquid  
\_\_\_\_\_.

2. Bingo! Write words from the list below into the bingo grid – one word for each square. The teacher will read a word the list. If the word is in your Bingo sheet, cross (X) it off.
3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.

#### Essential Word List 3

made	way	like	goes
make	he	nice	going
take	she	time	home
came	me	by	most
same	we	fly	no
gave	even	my	only
away	the	try	open
day	these	why	so
may	I	both	those
play	find	go	use




**Component 7: Wrap up and consolidation (5 mins)**

1. Answer the teacher's questions:

- What things in the lesson today did you already know about?
- What things in the lesson today did you NOT know about before?
- What is something you learned today that you need to practice more at home?

## Day 9

### Lesson 25 – Speaking and Listening

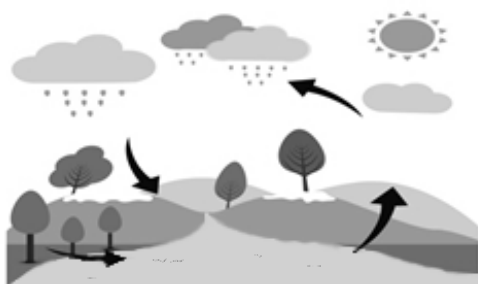
Time: 45 minutes

#### Component 1: Lesson Introduction (10 mins)

1. Look at the picture and answer the teacher's questions:



2. Look at the next picture. What can you see in this picture?



#### Component 2: Listening to the Text (15 mins)

1. Listen to the text about "The Water Cycle".
2. Listen for the answer to the question: How does the water get into the clouds?
3. Answer the teacher's questions.

#### Component 3: Focus Words (5 mins)

1. Listen to the teacher and then repeat the focus words:

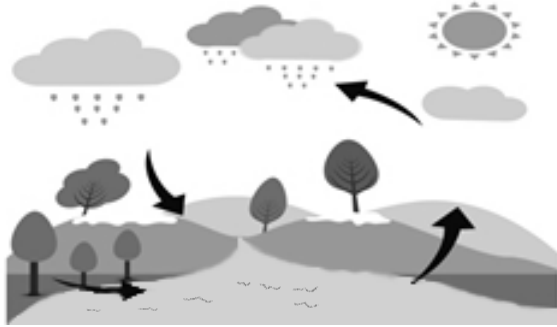
cycle	turn	process
planet	tiny	happening
heat	droplet	over
river	cloud	form
lake	rain	circle
ocean	snow	drink
warm	become	plants
vapor	soak	animals
sky	soil	important
change	precipitation	healthy
liquid	evaporate	condense
cool	evaporation	condensation

**Component 4: Speaking-Listening Activities (10 mins)**

1. With a partner, describe the steps in the water cycle.
2. The water cycle keeps happening over and over, again and again. Can you think of any other cycles – any other things that happen again and again that may affect your lives?

**Component 5: Lesson Conclusion (5 mins)**

1. Look at the picture below.
2. With a partner, label the things you can see in the picture. Write the names on the picture.



## Lesson 26 – Introduce Reading Text

Time: 45 minutes

### Component 1: Review Previous Lesson (5 mins)



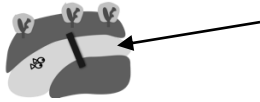







1. Can you remember the steps in the water cycle?


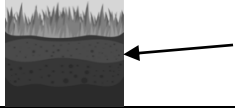




### Component 2: Review Focus Words and Word Meanings (10 mins)

cycle	turn	process
planet	tiny	happening
heat	droplet	over
river	cloud	form
lake	rain	circle
ocean	snow	drink
warm	become	plants
vapor	soak	animals
sky	soil	important
change	precipitation	healthy
liquid	evaporate	condense
cool	evaporation	condensation

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the list below:

### The Water Cycle – Word Meanings

<b>cycle (n)</b> = a series of events that are always repeated in the same order 	<b>planet</b> = a rocky or gassy body in space moving around a star 	<b>heat (v)</b> = make something hot	<b>cool (v)</b> = make something cold
<b>river</b> 	<b>lake</b> 	<b>ocean</b> 	<b>warm</b> = between cool and hot; a comfortable high temperature
<b>turn into</b> = become, change from one thing to another	<b>gas</b> = for example, air, steam	<b>vapor</b> = the gas that forms when water boils 	<b>sky</b> 
<b>change</b> = make different	<b>liquid</b> = for example, water	<b>evaporate</b> = become vapor; change from a liquid into a gas	<b>condense</b> = become liquid; change from a gas into a liquid
<b>drop (n)</b> = a small amount of water that falls or sticks to a surface 	<b>droplet</b> = a small drop of liquid	<b>cloud</b> = condensed water vapor that you can see in the sky 	<b>rain</b> = water from the sky 

<b>snow</b> 	<b>precipitation</b> = for example, rain or snow that falls to the ground	<b>soak</b> = make something get very wet	<b>soil</b> = the upper layer of earth that plants grow in 
<b>plant (n)</b> = any tree, flower, grass growing in soil 	<b>animal</b> 	<b>healthy</b> = well, free from illness, in good condition	<b>end</b> = stop
<b>happen</b> = occur	<b>process</b> = a series of actions taken to achieve a particular result. 		
<b>over and over</b> = again and again	<b>circle</b> 	<b>never</b> = at no time, not ever	

### Component 3: Word Study (5 mins)

1. The suffix **-tion**
2. Find **-tion** in the focus word list.
3. Add **-tion** to a verb to form a noun. If the verb ends in 'e', drop the 'e' before adding **-tion**:
  - evaporate – evaporation
  - condense – condensation
4. Break the words into syllables by putting a slash / between the syllables:
  - evaporation
  - condensation
  - precipitation
5. What does the 'ti' in these nouns?
6. Repeat the words after the teacher.

### Component 4: Flash Cards (5 mins)

1. Look at the Flash Card graph on page 5 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Is that more than last week?

### Component 5: Reading and fluency practice (15 mins)

1. Listen to the teacher reading the text and follow along with the text below. Put a line under any words that you don't know.
2. Go back to look up the word meanings if you need to.

#### Text 9

##### The Water Cycle

The water cycle is how water moves around our planet. It starts with the Sun heating up water in rivers, lakes, and oceans. When the water gets warm, it turns into a gas called water vapor and goes up into the sky. This change from liquid water to water vapor is called evaporation.

In the sky, the water vapor cools down and turns back into tiny drops of water. This change is called condensation. These droplets come together and make clouds. When the clouds get full of water, it starts to rain or snow.

When it rains or snows, the water falls back to the ground. This is called precipitation. Some of it soaks into the soil and is used by plants and animals. Some of it goes into rivers, lakes and oceans. And some of it evaporates and goes back up into the sky again.

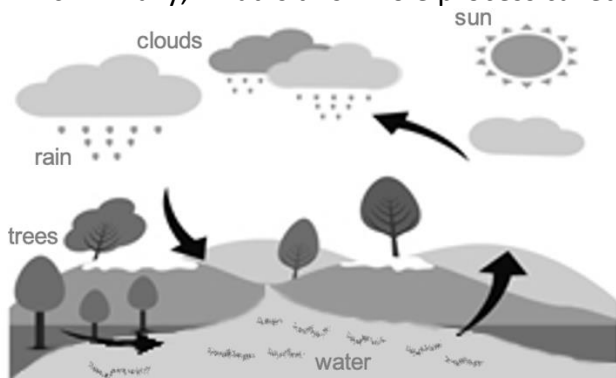
This process keeps happening over and over. The water goes up into the sky as vapor, forms clouds, and then comes back down as rain or snow. It's like a big circle that never ends. This is how we always have water to drink, swim in, and use for plants and animals.

The water cycle is very important. It gives us the water we need to live, and it helps keep our planet healthy.

3. Practice reading Text 9 with the teacher and in groups.

**Component 6: Lesson Conclusion (5 mins)**

1. Work with your partner. Label the picture below with the words from Text 9.
  - When the sun shines on the water and warms it, what happens? What is a special word we use to describe this? Write the answer on the picture.
  - What happens to the water vapor when it goes up to the sky? What is the special word we use to describe this change? Write the answer on the picture.
  - What happens when the cloud gets full of water droplets? What is the special word to use to describe this? Write the answer on the picture.
  - Finally, what is this whole process called? Write the name in the center of your picture.



## Lesson 27 – Comprehension and Consolidation

Time: 45 minutes

### Component 1: Flash Cards (5 mins)

1. Go back to the Flash Card graph on page 5 of this workbook.
2. Work with a partner or in a group to read the flash cards and keep your score.
3. How many flash cards can you read in one minute?
4. Did you do better than in Lesson 32?
5. Did you do better than yesterday?

### Component 2: Focus Words (5 mins)

1. Repeat the focus words after the teacher.
2. Read the focus words with a partner or in a group. Which words do you know? Which words don't you know?
3. If you don't know a word, look it up in the word meanings list in Lesson 26.

cycle	turn	process
planet	tiny	happening
heat	droplet	over
river	cloud	form
lake	rain	circle
ocean	snow	drink
warm	become	plants
vapor	soak	animals
sky	soil	important
change	precipitation	healthy
liquid	evaporate	condense
cool	evaporation	condensation

### Component 3: Word Study (5 mins)

1. The letter Q – q
2. The letter 'q' is almost always followed by 'u'.
3. 'qu' is pronounced like 'kw'.
4. Underline 'qu' in text 11.
5. Repeat the word after the teacher.
6. Do you know any other words with 'qu'?
7. Write the words here:

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### Component 4: Comprehension Exercise and Feedback (10 mins)

1. Work with a partner to find the information in the text and answer the questions. Write your answers below.

### The Water Cycle

The water cycle is how water moves around our planet. It starts with the Sun heating up water in rivers, lakes, and oceans. When the water gets warm, it turns into a gas called water vapor and goes up into the sky. This change from liquid water to water vapor is called evaporation.

In the sky, the water vapor cools down and turns back into tiny drops of water. This change is called condensation. These droplets come together and make clouds. When the clouds get full of water, it starts to rain or snow.

When it rains or snows, the water falls back to the ground. This is called precipitation. Some of it soaks into the soil and is used by plants and animals. Some of it goes into rivers, lakes and oceans. And some of it evaporates and goes back up into the sky again.

This process keeps happening over and over. The water goes up into the sky as vapor, forms clouds, and then comes back down as rain or snow. It's like a big circle that never ends. This is how we always have water to drink, swim in, and use for plants and animals.

The water cycle is very important. It gives us the water we need to live, and it helps keep our planet healthy.



### Water cycle – Comprehension

1. What is the water cycle?

☐ I got it! ☐ Maybe? ☐ Didn't get it.

2. What is evaporation?

☐ I got it! ☐ Maybe? ☐ Didn't get it.

3. What is condensation?

☐ I got it! ☐ Maybe? ☐ Didn't get it.



4. What is precipitation?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

5. What could happen if the water cycle was broken (for example, too much rain or not enough rain)?

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☐ I got it!    ☐ Maybe?    ☐ Didn't get it.

**Component 5: Comprehension Extension (5 mins)**

1. Here are the question words and question stems we used this week:

- who
- what
- when
- where
- why
- how
- Can you name all the...?
- What does ... mean?
- How much? How many?
- What happens when...?

2. Choose 2 question words or stems from this list and write 2 questions about Text 9.

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3. Share your questions with your partner. Show your partner where you found the answer in the text.

**Component 6: Games (10 mins)**

1. Bingo!
2. Write words from the list below into the bingo grid – one word for each square. The teacher will read a word the list. If the word is in your Bingo sheet, cross (X) it off.
3. When you have crossed out 5 in a row across (→), down (↓) or diagonally (↘), call out Bingo! The person who finishes first is the winner.
4. Play the game again on the second bingo sheet if there is time.

**Essential Word List 3**

made	way	like	goes
make	he	nice	going
take	she	time	home
came	me	by	most
same	we	fly	no
gave	even	my	only
away	the	try	open
day	these	why	so
may	I	both	those
play	find	go	use
made	way	like	goes
make	he	nice	going
take	she	time	home
came	me	by	most
same	we	fly	no
gave	even	my	only
away	the	try	open
day	these	why	so
may	I	both	those
play	find	go	use


5. If there is time, play the game one more time.


**Component 7: Wrap Up and Consolidation (5 mins)**

1. In groups, write as many new words as you can remember from today's three lessons. You have 2 minutes to do this. The group with the most words spelled correctly wins.

Answer the teacher's questions

- a. What was your favorite topic or reading this week?
- b. What is one spelling or grammar rule that you can remember from this week?
- c. What was your favorite topic or reading in the past three weeks?
- d. What part of the lessons in the last three weeks were you good at?
- e. What do you need to practice more: reading, writing, spelling, or English grammar?

**For inquiries or feedback, please write or call:**

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