Atlantic Reader

Book One



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This series of books called the Atlantic Reader was supervised and guided by the Chief Education Officer, Dr Marcel Hutson.

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Note to the Teachers

The Atlantic Reader One is designed to engage pupils in a literacy block of activities as they explore the world of reading and build skills that will help them become fluent readers.
This Reader is structured to teach a range of skills that will help pupils develop from emergent to independent readers. This Reader was developed using themes that are linked to the literacy curriculum guides.

This Reader is also linked to curricular standards and benchmarks for literacy development. At the back of this Reader, an outline of how the standards are integrated can be found.

The Atlantic Reader One has a systematic format linked to the reading process. Therefore, there are before, during, and after reading activities/exercises defined clearly by the following:

Fun with Sounds:

A deliberate attempt to teach target phonetic sounds that will help pupils to decode specific words in the text.

Word Practice:

A careful selection of words from the text that must be taught in isolation before reading the text. Some words are linked to the target sound in 'Fun with Sounds'. Other words from the text can be selected as the teacher deems appropriate.

Sentence Practice:

This section provides an opportunity for pupils to practice reading the words in context. It also allows them to practice their phonics skills as they decode words.

Reading:

The actual reading of the story.

Think about the story:

This is the targeted critical thinking development section. The questions are based on the story but, they are not just simple recall questions. They require pupils to think, analyze and evaluate the text before responding. You can create and ask recall questions before you refer to the questions in the book. You can also encourage pupils to generate questions for each other to answer.

Story Wrap up Time:

This section focuses on specific comprehension skill/s linked to specific literacy benchmarks.

Note to the Teachers - *continued*

There is also attached to this Reader the Atlantic Reader Workbook One.
The phonics and word-building workbook activities must be completed before children are engaged in oral reading. The grammar and comprehension activities are to be completed after the actual reading exercise.

This Reader is carefully designed to ensure that reading skills are taught in a systematic way as pupils develop a love for reading.



FOREWORD

The Atlantic Reader Series comes at a most pivotal time in the Ministry of Education's history, as its conceptualization, compilation, and production mark a relentless commitment by the Ministry, to propel our Primary students towards excellence in literacy development and performance. We fundamentally believe that truly literate children have the power to create fruitful and fair societies.

This free resource to our children, their teachers and families, was written by the brightest, most seasoned and progressive literacy experts in Guyana. They have kept the context of the Caribbean and Guyanese children in mind when crafting the different learning goals and enduring understandings, by drawing on examples that are intrinsically familiar to the unique experiences of our children. They have been sure to cover the critical areas of literacy development, so that the learning of the child unfolds in a multidimensional manner that is very interactive. This approach releases the teacher to become a facilitator of learning and the children as active participants in their learning.

The Atlantic Reader Series is a critical part of our arsenal to combat strategies that may have historically affected our children's ability to excel in literacy. The books are extremely user-friendly so that even out of the classroom, in community-based homework clubs, reading clubs, or tutoring programmes, we can see positive use of the Readers within the home and wider community.

We, as a Ministry, are committed to improving ourselves at the policy, management, school and classroom levels; as our children, families, and communities dedicate themselves to being necessary partners in the positive change we expect to come about as a direct result of this most aggressive literacy revolution.
I especially extend my gratitude to the CEO, Dr Marcel Hutson, as coordinator of this effort, as well as the authors and contributors to this excellent work. I am truly encouraged that this work will help us see all of our children literate by Grade Four (4) with strengthened skills in the later grades through home, school, and community involvement. God bless you all.

Priya Devi Manickchand. MP
Minister of Education

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UNIT 1 Meet the Family



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that begin with each sound.

/f/ /m/ /s/

/ă/ as in cat (short ă sound)

/ā/ as in baby (long ā sound)



WORD PRACTICE

Let's learn new words together

cat	dog
mommy	daddy
sister	brother
baby	family
grandmother	grandfather

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

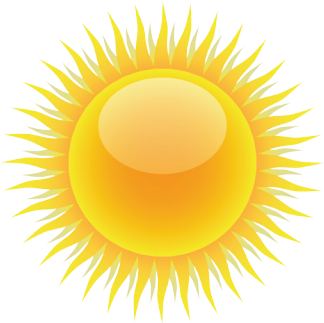
1. Mommy feeds the baby.
2. The dog jumps over the cat.
3. The family is happy.





LET US READ TOGETHER

Meet the Family





This is the family.



This is Daddy.

This is Mommy.





This is Grandmother.



This is Grandfather.



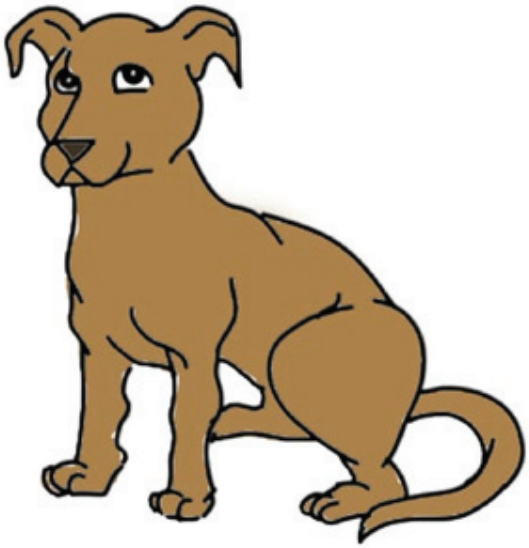
This is Suzie.

This is Marty.





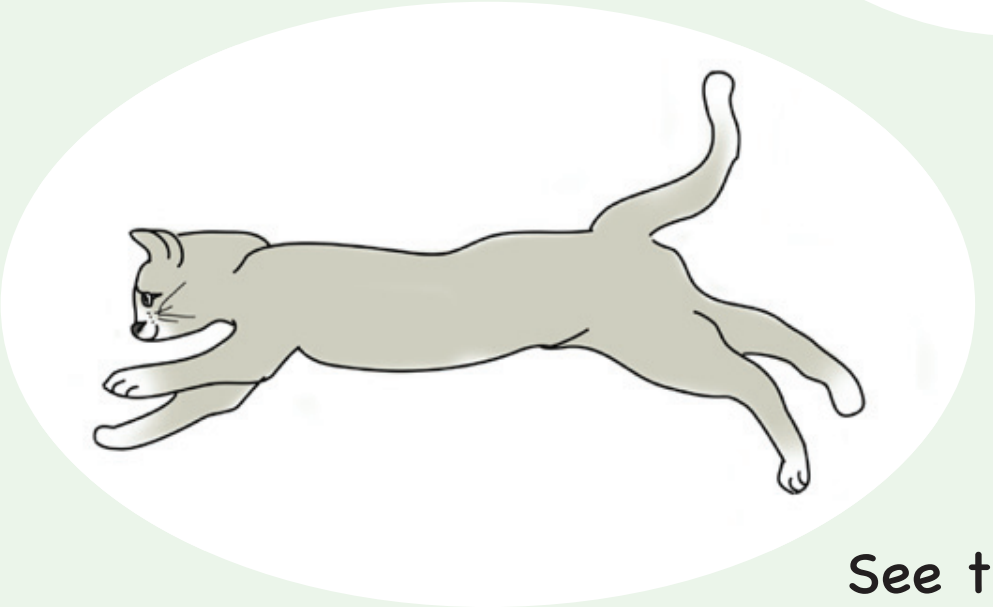
Meet our cat, Fiffy.



Meet our dog, Fanda.

Sit, daddy, sit.
Sit, grandmother, sit.
Sit, Marty, sit.
Sit, Fanda, sit.
See the family sit.





See the cat run.
See the dog run.



Look! Daddy.
See mommy run!
Look! Marty.
See Suzie run!

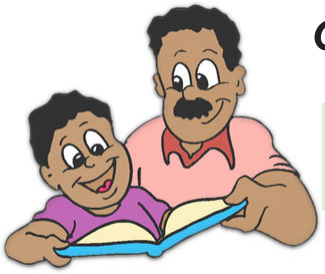
Here is the family.
Seeta and David are here.
Suzie and Marty are here.
Here is Grandmother and Grandfather.
Look! Here comes Fanda and Fiffy.





THINK ABOUT THE STORY

1. Who is Marty?
2. How many pets does the family have?
3. How can the family show love for each other?



STORY WRAP UP TIME

Talk, Draw or Write

1. Describe your family to a friend.
2. Draw a picture of your pet or an animal you like.
3. Tell how your family is similar to the one in the story.
4. Tell how your family is different from the one in the story.

INTEGRATION

Social Studies:	The types of families
Mathematics:	Sizes (big or small), addition, subtraction
English:	Proper nouns
HFLE:	Caring for the family and showing respect



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that begin with each sound.

/b/ /j/ /r/ /g/

/ŭ/ as in run, fun and jump (short ŭ)



WORD PRACTICE

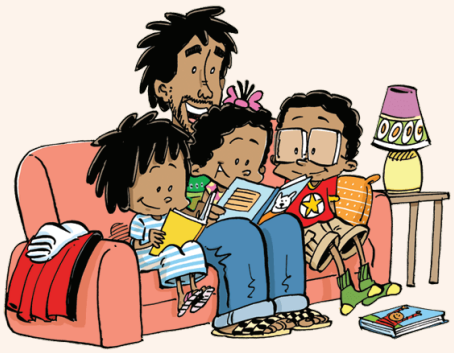
Let's learn new words together

bat	ball
bowl	game
play	jump
rope	cricket
what	**have**

(Words like ***what*** and ***have*** should be taught as whole words)

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. Let us play a game of cricket.
2. We will run and have fun.
3. Can you bowl?





LET US READ TOGETHER

My Friends and I



My friends are here.
Come friends, let us play.
Come, let us play a fun game.

Marty will play. Suzie will play.
Jane will play. Kurt will play too.
We will all have fun.

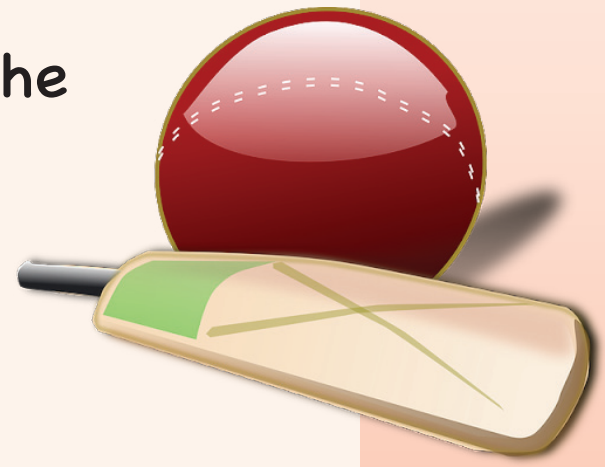


Here comes Cato.
Come, Cato.
Come play a game with us.
We will play a game of
jump rope.
We will all have fun.

Come, Cato. Come play with us.
Let us play a game of cricket.
Marty will bat. I will bowl.
Suzie, Kurt and Jane will field.



Look! Here comes Fanda.
Fanda likes to run.
Run for the ball, Fanda.
Fanda runs quickly after the ball. Oh, what fun!





THINK ABOUT THE STORY

1. What is the story about?
2. How do the friends have fun?
3. What will Fanda do with the ball?



STORY WRAP UP TIME

Talk, Draw or Write

1. Describe your favourite game.
2. Tell of another story you heard or read about friends. In what way is it similar to or different from this story?
3. Draw, then write the name of your favourite game.

INTEGRATION	
Science:	Shapes
Mathematics:	Shapes, addition, subtraction, measurement
English:	Words that function as nouns
HFLE:	Qualities of a good friend



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/c/ /p/ /cr/ /pr/ /ch/

Review /f/

Word family -ool

See how many words you can list that end with -ool.

You can say this little rhyme.

o o l says ool
and if I add /c/
I will get cool

Now, see how many other letters you can add to make new words.

Nonsense words are also fun to make, for example: /z/ + /ool/ = zool.



WORD PRACTICE

Let's learn new words together

vegetable
creek
salad
prayers
picnic
together
water



SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. The family is at the creek.
2. They are on a picnic.
3. They will swim in the cool water together.



LET US READ TOGETHER

At the Creek

We are here!
We are at the creek!
It is picnic time.
We will have fun.

The water looks cool.
Come! Let us jump in.
Let us swim in the water.
Mommy and daddy play in the water.



Now it is time to eat.
We sit together.
We will eat together.
Please say prayers, Mommy.
Please say prayers, Daddy.
Let us say prayers, please.

Grandfather and Grandmother
say prayers.
We all pray together.

We eat the vegetable salad.
We eat chicken and chips.
We eat fruits.
The food is delicious.
Fiffy and Fanda eat food too.

We like the food.
Suzie likes the vegetable salad.
Marty likes chicken and chips. Yummy!
Will Fanda like a banana?

We have fun at the creek.
It is a happy day.





THINK ABOUT THE STORY

1. Where did the family go to eat?
2. Why did the family say prayers?
3. Do you think Fanda will eat the banana? Why?



STORY WRAP UP TIME

Talk, Draw or Write

1. Draw your family eating a meal together.
2. Tell a friend how your family eats together.

INTEGRATION

Social Studies:	How the family relaxes
Science:	Plants we use for food
English:	Describing words, e.g. vegetable salad, delicious food, cool water
Mathematics:	Addition, subtraction, fractions (sharing halves)

Before You Read

FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/v/ as in village

/ĭ/ as in it (short ĭ)

/sh/ as in shop

/y sounding ī/ as in buy

Review /m/ /b/

Word family -eat

See how many words you can list that end with -eat.

Sing this little song:

Seat and beat are rhyming words
rhyming words, rhyming words.
Seat and beat are rhyming words



WORD PRACTICE

Let's learn new words together

market	village
everyone	purple
carrots	river



SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. The village market is by the river.
2. We can buy fruits and vegetables from the market.
3. I like to eat purple vegetables.
4. See you soon!
5. The market is busy.



LET US READ TOGETHER

Going to the Market



Today is Saturday. Saturday is Market Day in the village. Everyone goes to the market on Saturday. The family shops on Saturdays too. Suzie is with Daddy. Marty is with Mommy. Baby is at home. Grandmother and Grandfather are at home, too.

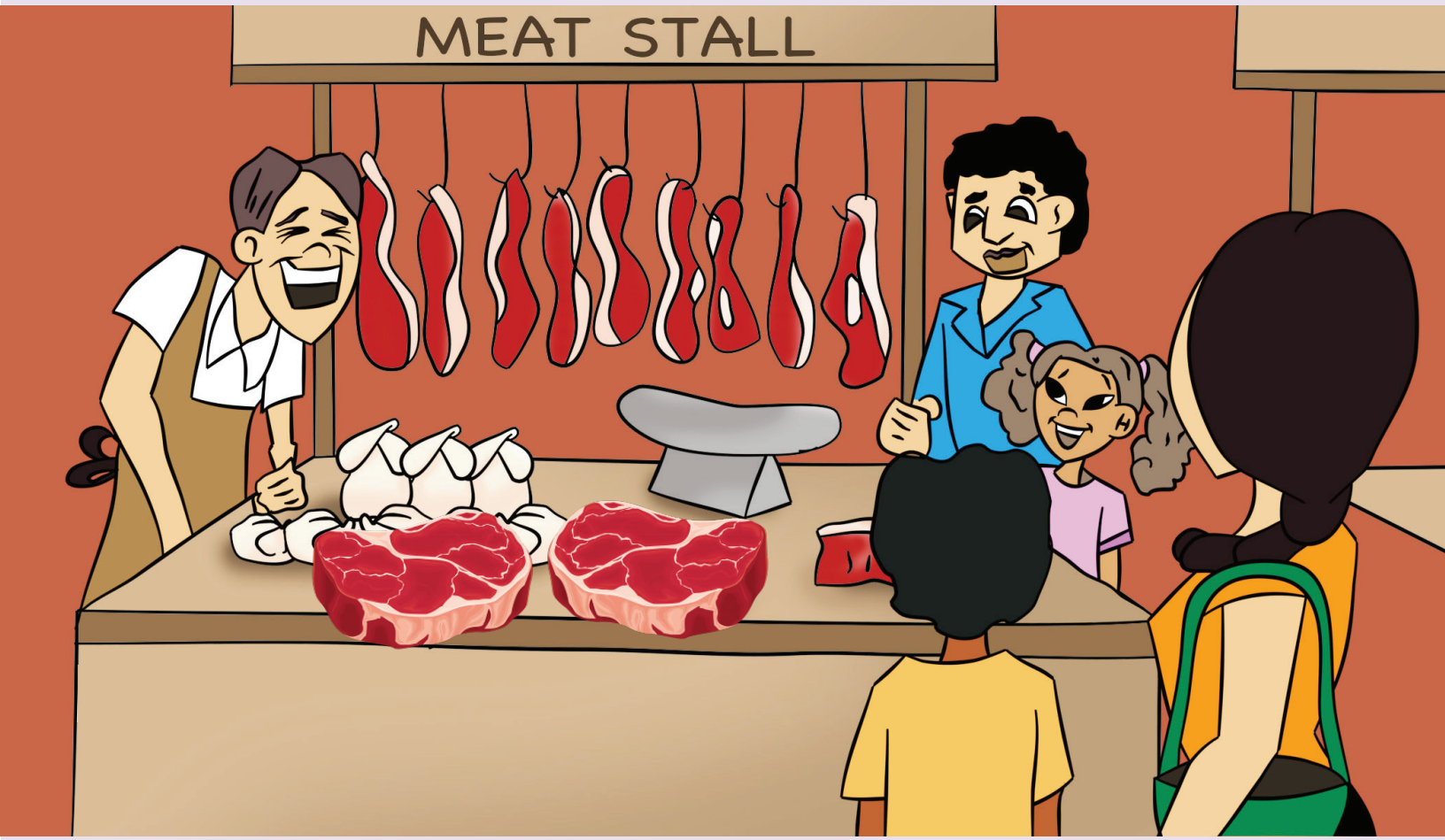


We are at the market.
The market is by the river.
Suzie and Daddy see the fruits.
They are red, green and yellow fruits.
They buy fruits for the family.
They put the fruits in the big bag.

Marty and Mommy see the vegetables.
They can see green, purple and orange vegetables.
They buy vegetables for the family.
They put the vegetables in the big bag.



Now, Marty and Mommy see the meat.
Suzie and Daddy see the meat too.
Mommy and Daddy buy the meat.
They put the meat in the big bag.
Look! The market place is busy today.
We are happy to be at the market.
Now, it is time to go. We will go by car.





THINK ABOUT THE STORY

1. Why does the family take a big bag to the market?
2. Did the family go to the same stalls? How can you tell?
3. What should the family do before cooking the vegetables?

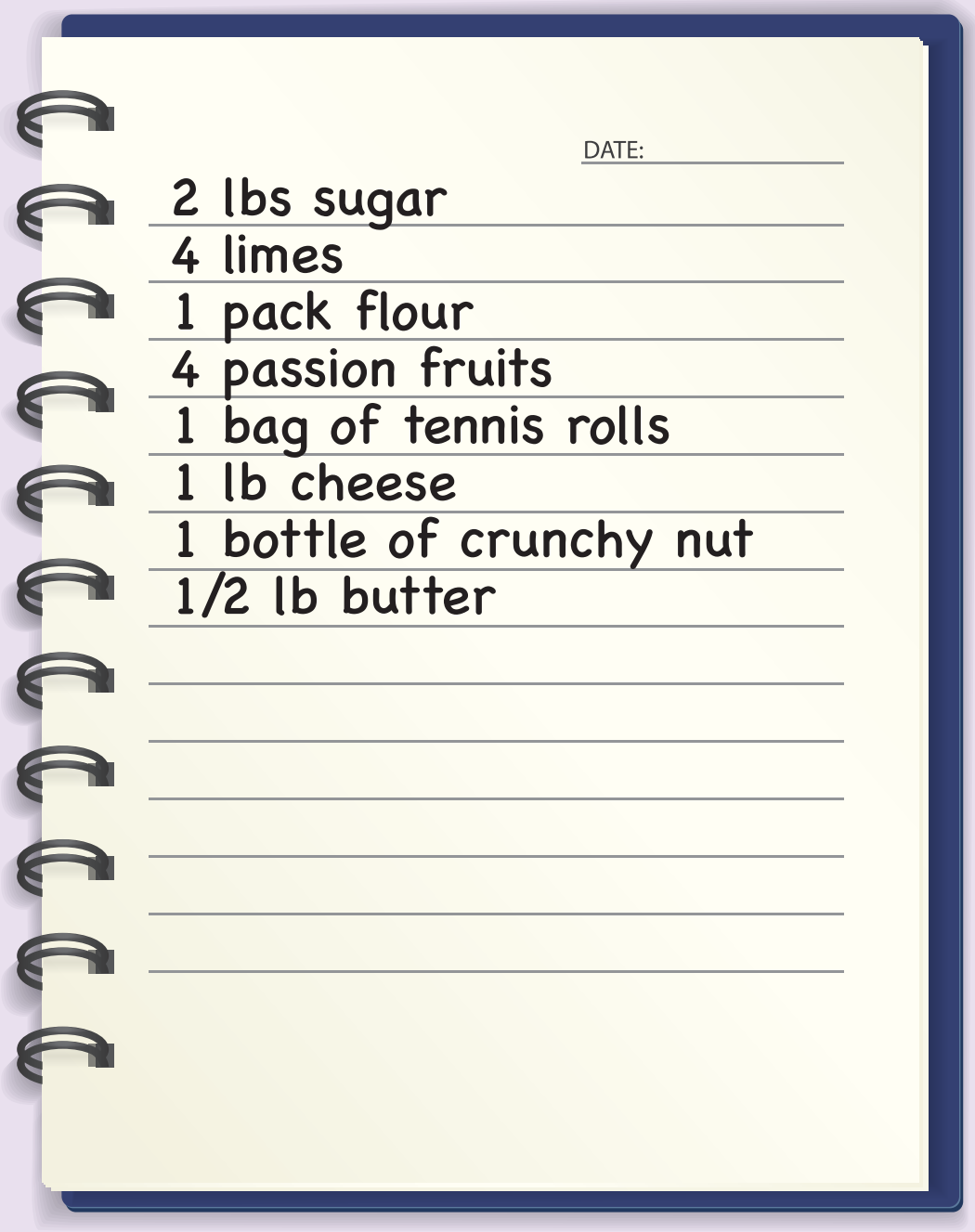


STORY WRAP UP TIME

Talk, Draw or Write

1. Talk about market day in your community. Ask your friend questions about market day. For example: Where is the market? When does your family shop at the market?
2. Draw two orange vegetables.
3. Write a list of three things Mommy may need you to buy at the market.

Look at the list Marty made.



INTEGRATION

Social Studies:	Modes of transportation
Science:	Animals we use for food
English:	Words that function as verbs
Mathematics:	Addition, subtraction, multiplication

Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/ch/ /l/ /cl/

/c/ as in center (soft)



Review /p/ /b/ /f/



WORD PRACTICE

Let's learn new words together

Christmas	parents	lights
our	treats	clean
birth	celebration	gifts
fairy	party	celebrate
until	decorate	

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. We celebrate the birth of Jesus at Christmas.
2. Suzie and I help to clean the house.
3. Mommy decorates the tree and puts up fairy lights.
4. The gifts are not opened until Christmas Day.
5. I love the treats my parents give to me.





LET US READ TOGETHER

Christmas Time

Christmas time!
Christmas time is a happy time.
Christmas time is when we celebrate
the birth of Jesus Christ.



My Christmas celebration starts at school.
My friends Cato, Kurt and I like to go to
our class party.
We help our teacher clean the class.
We put up balloons and the Christmas tree.

Our parents make or buy drinks and delicious
snacks for us to take to the party.
We play games and music.
We have lots of fun.





When school is closed, it is time to help Mother clean the house. My sister, Suzie, helps too. We put up the fairy lights and decorate the tree.

Father takes us shopping to buy gifts to put under the tree. We do not open the gifts until Christmas Day.

For Christmas Day, Mommy bakes cake and makes pepperpot for us.
On Christmas Day, we sit and eat all the delicious treats.
My favourite time is when we get to take our gifts from under the tree and open them. Yes! It is such fun!
I just love Christmas time.





THINK ABOUT THE STORY

1. How do the children have fun at the class party?
2. How does the family prepare for Christmas?
3. Why are the gifts not opened until Christmas Day?



STORY WRAP UP TIME

Talk, Draw or Write

1. Ask your friends how Christmas is celebrated at their homes.
   Do you have similar celebrations?
2. Draw a picture to show how your family celebrates Christmas.
3. Design a postcard to give to a friend.

INTEGRATION	
Social Studies:	Religious Holidays and their significance
Science:	Texture of objects, e.g. teddy bear, robot
English:	Synonyms e.g. gifts-presents; party-celebration
Mathematics:	Fractions, Measurement, the Four Operations

Before You Read

FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/d/ as in dog

/ŏ/ as is on

/ing/ as in jumping

Review /g/ /m/ /ch/

Rhyming Words

Say a word that rhymes with sit.

Say a word that rhymes with dog.



WORD PRACTICE

Let's learn new words together

eat	move	dance
chair	table	girl
basket	clap	her
good		

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. See, the dog eats.
2. The dog can go.
3. The dog can sit and dance.
4. The dog is jumping on the table.
5. Move, dog!



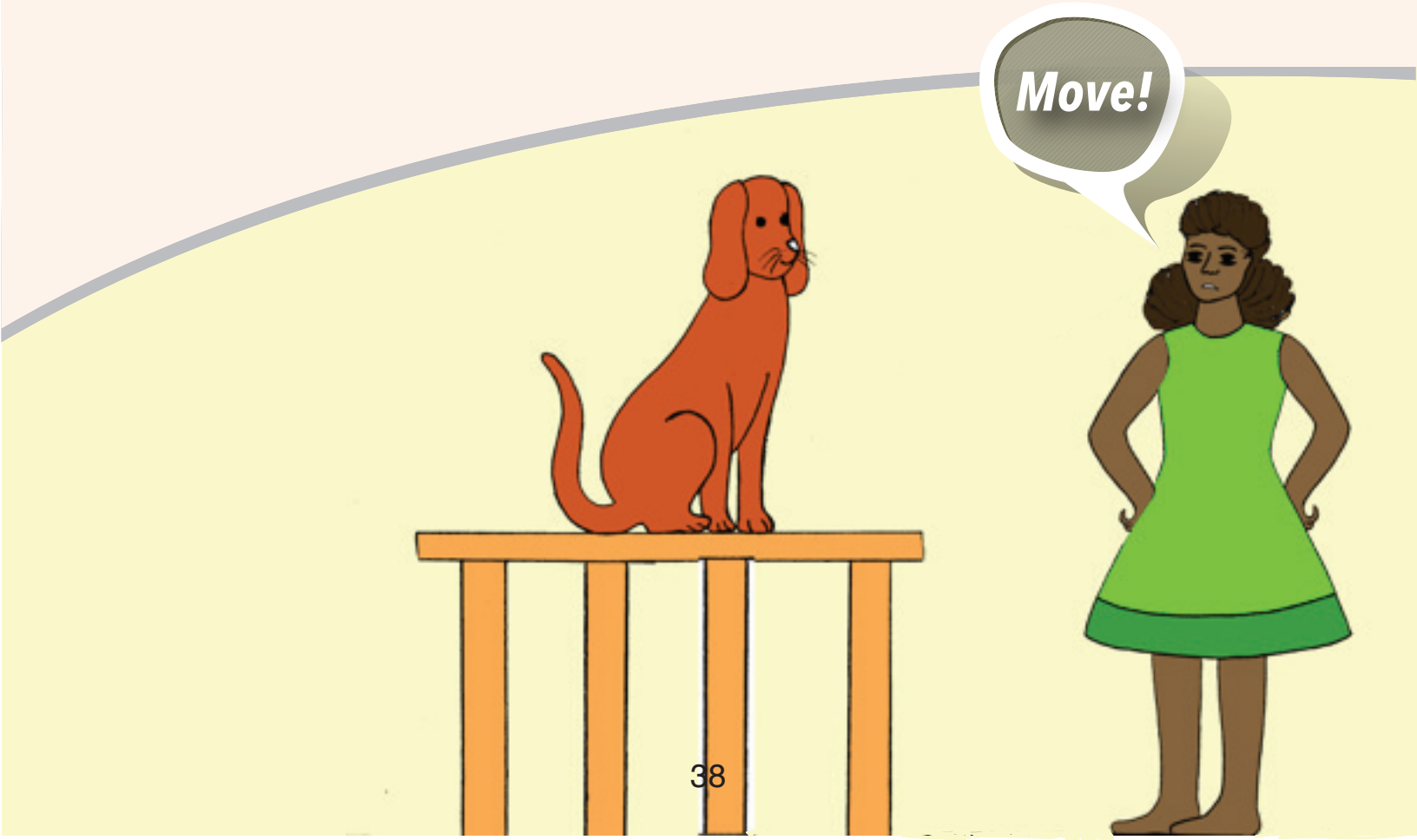




LET US READ TOGETHER

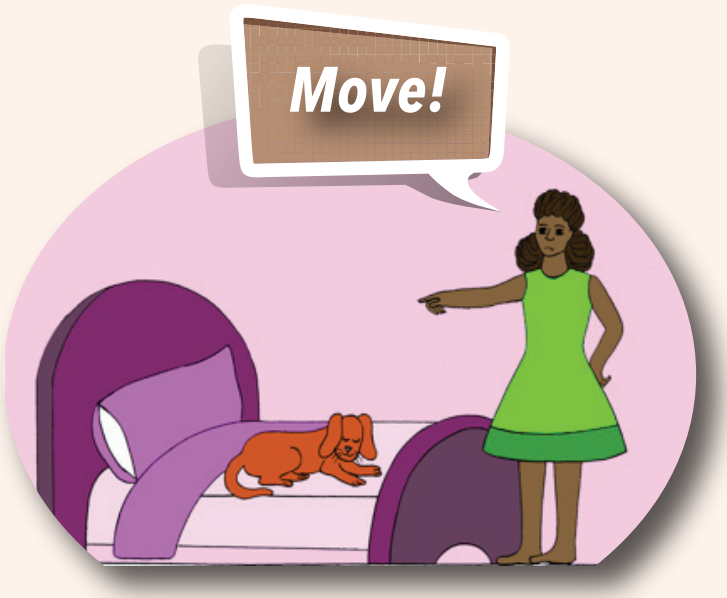
The Dog Can...

Here is Fanda.
Fanda is a dog.
Fanda is a she-dog.
The dog can sit.
The dog sits on the table.
Move, Fanda!



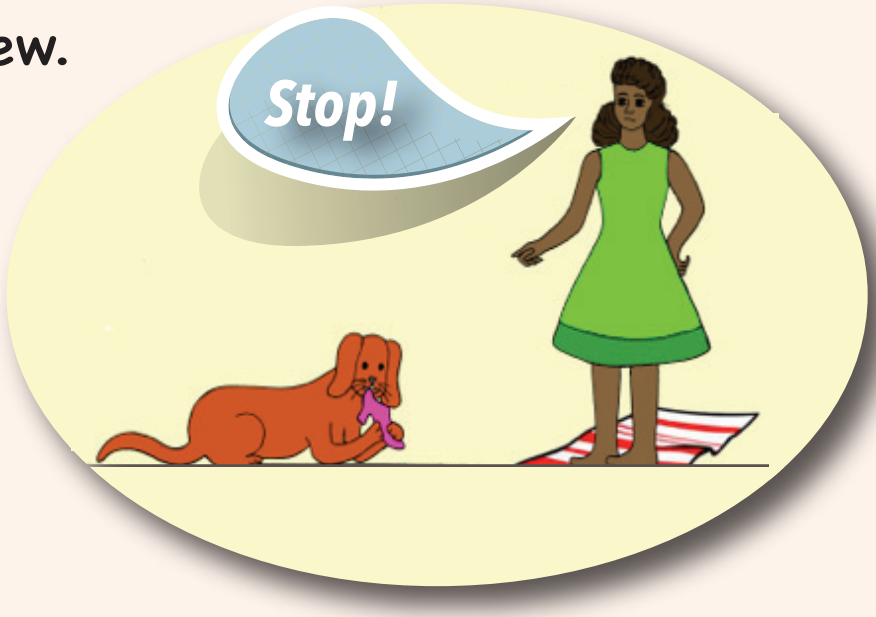
The dog can jump.
The dog jumps on the basket.
Fanda is jumping on the basket.
Move, Fanda!





The dog can sleep on the bed.
The dog is sleeping on the bed.
Move! Fanda.

The dog can chew.
The dog chews on the shoe.
Fanda is chewing on the shoe.
Move, Fanda!





The dog can run.
The dog runs in the house.
The dog is running in the house.
Stop! Fanda.



The dog can clap.
The dog claps her paws.
Fanda is clapping her paws.
Good girl! Fanda.



The dog can dance.
The dog dances on the mat.
Fanda is dancing on the mat.
Good girl! Fanda.
Look! Everyone is happy



THINK ABOUT THE STORY

1. Why did the girl say, "Move! Fanda"?
2. When did the girl say, "Good girl! Fanda"?
3. How would you get Fanda to move?



STORY WRAP UP TIME

Talk, Draw or Write

1. Do you have a pet or an animal at home? Tell your friend about the good and bad things he/she does.
2. Write a sign that can keep animals out.

The sign below was created by five-year-old Kaya Waldron.



UNIT 7 We Are Healthy



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/ai/ as in daily (long a sound)

/ick/ as in sick

/oo/ as food

/str/ as in straw

/sh/ as in fish



WORD PRACTICE

Let's learn new words together

healthy
prepares
baked
milk
fish
sick
juice
strong
exercise
become
daily
carrots

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. Mommy prepares healthy foods for the family.
2. Baby drinks milk to grow strong bones.
3. Daddy baked fish with carrots.
4. We can become sick if we do not eat healthily and exercise.







LET US READ TOGETHER

We Are Healthy

The family is eating green and yellow vegetables. The family is eating baked fish. Mommy puts carrots and tomatoes on the baked fish. Grandfather and Grandmother love the vegetables. The family loves the healthy meal.



Suzie and Marty know they are healthy. They eat their vegetables and fruits every day. They are strong and healthy. Baby is strong and healthy too. Baby drinks milk and eats fruits every day. Mommy and Daddy take care of the family.



Suzie and Marty want to stay healthy.
They know that if they do not eat healthily,
they can become sick. They do not want to
be sick. They eat three meals a day.
Sometimes they also eat a snack.
Every day they also eat a fruit at lunch time.
The children do not eat lots of sweets.
Eating lots of sweets can make them unhealthy.
They eat the meals mommy prepares for them.
They also drink lots of water.



Suzie and Marty exercise to stay healthy.
They exercise daily.
They skip, run and walk with Cato, Jane and Kurt.
All the children like to exercise.





THINK ABOUT THE STORY

1. Why is eating healthy important to Suzie and Marty?
2. How can eating lots of sweets make you unhealthy?
3. What do you think healthy eating means?



STORY WRAP UP TIME

Talk, Draw or Write

1. Design a poster to promote healthy eating.
2. Discuss with a friend how the family eats healthily.
3. Create a scrapbook of healthy foods and write why eating healthily is important.

INTEGRATION	
Social Studies:	Discuss tastes and smells
Science:	Discuss plants and animals we use as food
Mathematics:	Four operations, fractions, measurement
HFLE:	Becoming aware of healthy habits (relaxation, exercise and diet)

Before You Read

FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/y/ sounding as /e/ as in daddy, busy, every, February, mommy and brightly.

/ack/ as in pack

Review /r/

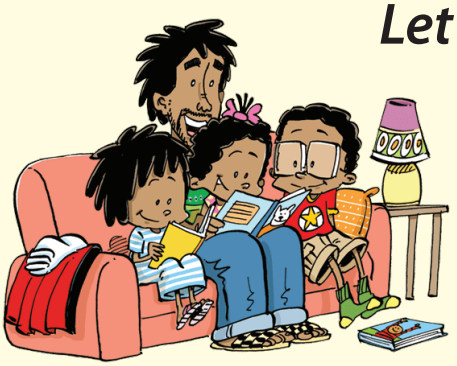
WORD PRACTICE

Let's learn new words together

Mash-ra-ma-ni
known
Re-pub-lic
band
year
street
cos-tume
Feb-ru-ar-y
pa-rade
so-ca
steel-pan
bright
Am-er-in-dian
pack
co-loured
peo-ple

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. Mashramani is a celebration after hard work.
2. People march through the streets in their brightly coloured costumes.
3. We dance to the music of the steel pan.
4. Republic Day is celebrated in the month of February.





LET US READ TOGETHER

Mashramani

It is the month of February. In the month of February, we celebrate Republic Day.

We celebrate Republic Day on February 23 every year.

Republic Day is also known as Mashramani Day.

Mashramani is an Amerindian word.



Mashramani means celebration after hard work.

On this day, people march down the streets in their brightly coloured costumes.

The children also have a parade in February.

It is before February 23.

The children wear costumes and dance through the streets.

Mommy and Daddy take us to see the children's parade. It is a joy to watch. Sometimes, I see my friends from school in the parade.

On Mashramani Day, Mommy packs our picnic basket with lots of treats.



We go on the streets to see the costumes, bands and the people dancing to the music.

The people march with the band they like best or with the band from where they work.

Some bands are from Banks DIH, Digicel, Courts and Ministry of Education.



Daddy likes the steel pan music and the soca bands. They play music for the people in costumes to dance.
It is a busy day and a time of celebration for our people.
I like Mashramani!





THINK ABOUT THE STORY

1. What is Mashramani or Republic Day about?
2. How do the children celebrate Mashramani?
3. How do people choose which band they will march with?



STORY WRAP UP TIME

Talk, Draw or Write

1. Collect pictures of people in different costumes and paste them in your books.
2. Discuss why the steel pan or soca music is played and what it leads to.
3. Write three sentences about how Mashramani is celebrated in your community or region.

INTEGRATION	
Social Studies:	National holidays
Science:	Sounds and the instruments that create sounds
English:	Words that function as verbs in the passage
Mathematics:	The four operations, measurement, fractions
HFLE:	Modest and appropriate behaviours when having

Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/t/ as in forget

/ou/ as in touch, cousin

/f/ as in safe

Special /e/ at the end of words as in

safe **before**



WORD PRACTICE

Let's learn new words together

safe	afraid	strange
sorry	shout	hem
cousin	touch	loud
talk	forget	scared
again	tell	

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. Do not forget to bring along your lunch.
2. Tell your cousins to come over.
3. A strange person is someone you do not know.
4. A touch on the shoulder may be a safe touch.







LET US READ TOGETHER

Be Safe

"Why Mommy?" asked Jane as she held on to the hem of her mother's dress.
Mother had just told her the story she heard so many times before. It was the story of a small girl. Jane too was told that she should not talk to people she did not know when she was alone.



"Jane, some people are very bad," said Mother. "We all need to take care, never forget that!"
Jane held her mother's dress tighter and tried to keep up with her steps.

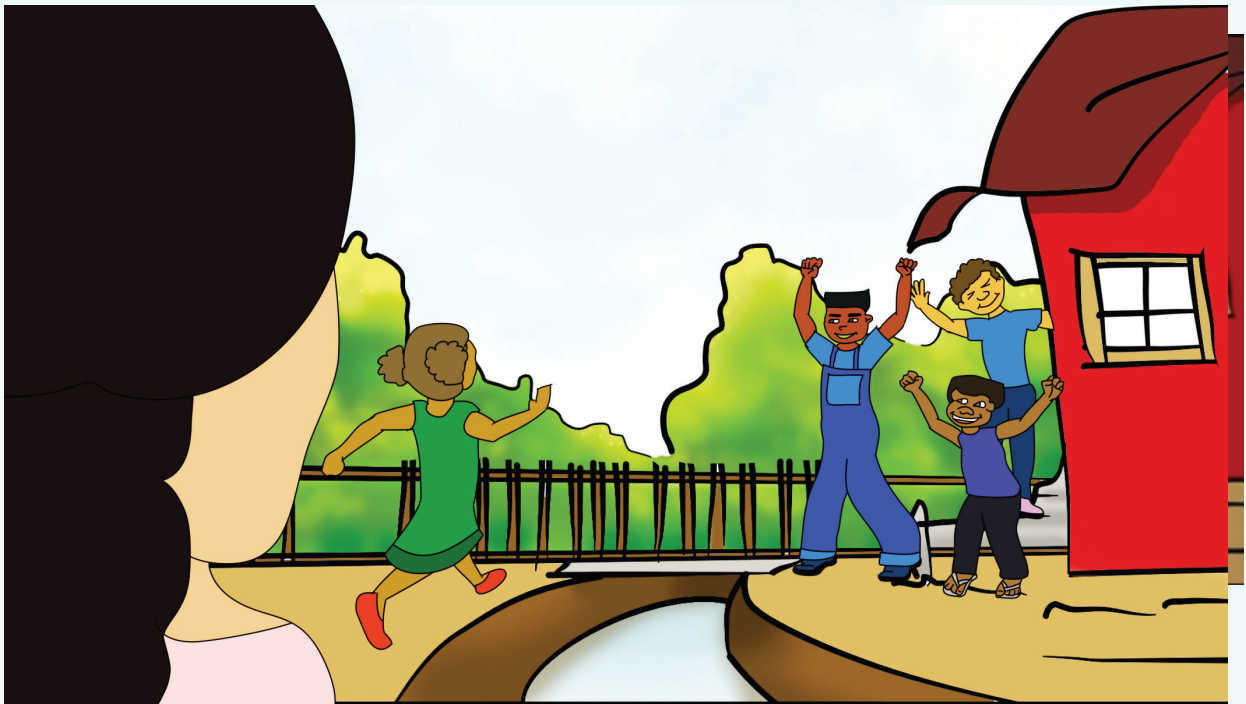
They were now at Aunty Sandy's house.
"All of my cousins are here!" shouted Jane as she let go of the hem on her mother's dress and ran to join Cato, Kirk and Tom.
The party had not started. Everyone was busy moving around the house. Jane walked around the back of the big house.



She felt a touch on her back. She stopped and turned around to see a strange man. She was afraid and right away she remembered the little girl and what her mother said. She opened her mouth and, as loud as she could, she shouted, "Mommy! Mommy!"



Everyone came running to the back of the house. They hugged Jane. The strange man was Uncle Paul from Linden. Jane had never seen him before. He told her he was sorry he scared her and that she did the right thing when she screamed. He said, "That is a good way to stay safe, Jane."





THINK ABOUT THE STORY

1. What do you think happened to the girl in the story?
2. Why did Jane hold her mother's dress tighter?
3. What should you do if a stranger comes up to you?



STORY WRAP UP TIME

Talk, Draw or Write

1. Read your favourite part of the story to your friend.
2. Ask your friend two questions based on what you read.
3. Tell your friend what the word 'stranger' means.

INTEGRATION	
Social Studies:	The way the family relaxes
Science:	Healthy Liquids
Mathematics:	The four operations, fractions, shapes
Grammar:	Past Tense verbs
HFLE:	The right and wrong touch/safe touches

UNIT 10 Festival of Colours



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/n/ as in nut

/ei/ as in neighbour, eight

/y/ as in year, yellow

/ā/ as in play



WORD PRACTICE

Let's learn new words together

Phagwah
signifies
Holi
blasting
radio
wickedness
Hindu
victory
front
evil
variety
neighbours
buckets
faces
excitedly
imagine

Word	Pronunciation Guide	Definition / Meaning
abrac	a-brack	coloured powder
Holi	hoe-lee	Another name for Phagwah
gulaab jamoon	go-lab jah-moon	A round sweetmeat made out of powdered milk and soaked in syrup
mettai	mi-tie	A sweetmeat made of flour, sugar and milk. It is fried and coated with syrup.
pera	pay-ra	A round fudge
jelebi	ji-lay-bee	A cooled sweetmeat
vermicelli	ver-meh-cell-lee	A sweetmeat boiled with sugar and milk
mauby	maw-bee	A drink made from a mauby tree

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. Phagwah is a Hindu festival.
2. The family enjoys Phagwah with friends and neighbours.
3. Phagwah signifies good over evil.
4. People use a variety of coloured abrac.







LET US READ TOGETHER

Festival of Colours

Today is Phagwah Day.

The family is celebrating. Jane, Kurt and Cato are here too. They are having fun with water and coloured powders called abrac. Phagwah is the Hindu festival of colours. Another name for Phagwah is Holi. It is celebrated every year in the month of March. It signifies the victory of good over evil and wickedness.



On this day, families all over prepare a variety of sweetmeats or sweet dishes like pera, mettai, jelebi, gulaab jamoon and vermicelli.
After cooking, families share these sweetmeats with friends and neighbours. Jane, Kurt and Cato are having sweetmeats with mauby.



The people of Patentia celebrate this day by visiting each other with water guns and buckets. Splish! Splash! coloured water is everywhere! They also have abrac of different colours to throw or rub on each other. Everyone looks very colourful. There are red, yellow, green, orange and purple abrac everywhere. Even Grandmother and Grandfather play with the abrac.

Suzie and Marty called their neighbours, Rajiv and Rena, to play. They all go to the same school. Rajiv and Rena are so happy. They are dancing to the Holi songs blasting on the radio. Kurt and Jane dance too.



Mommy and Daddy are at the front of the yard, watching with joy on their faces. What a day! The family is happy! Suzie and Marty are happy to have their friends over for Phagwah.



THINK ABOUT THE STORY

1. Why is Phagwah important to the Hindus?
2. What do the people do to celebrate Phagwah?
3. Name some sweetmeats shared among friends for Phagwah.



STORY WRAP UP TIME

Talk, Draw or Write

1. Write the words from the story that were difficult for you to say.
   Practice saying them to your friend.
2. Draw pictures to show the words.
3. Write or make oral sentences with the words.

INTEGRATION	
Social Studies:	Religious holidays and their significance
English:	Shortened forms of words, e.g. it's - it is
Mathematics:	Plane and solid shapes
Science:	Different kinds of taste
HFLE:	Showing tolerance and appreciation for each other's culture

UNIT 11 Kites in the Air



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/ch/ as in cheese, punch, watched

(Beginning, middle, ending)

/ow/ as in wow

/k/ as in kite and think

Magic/Silent **e** as in kite /y/ sounding /i/ as in fly

/ow/ as in blow (ow says the long /o/)



WORD PRACTICE

Let's learn new words together

sea-wall	cheese
wow	punch
peace	watched
Kh-an	helped
af-ter	think-ing
kite	fly
blow-ing	clean

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. We fly kites at the seawall.
2. Cato watched the cat eat the cheese.
3. Wow! Mister Khan helped me to fix my caddy old punch.





LET US READ TOGETHER

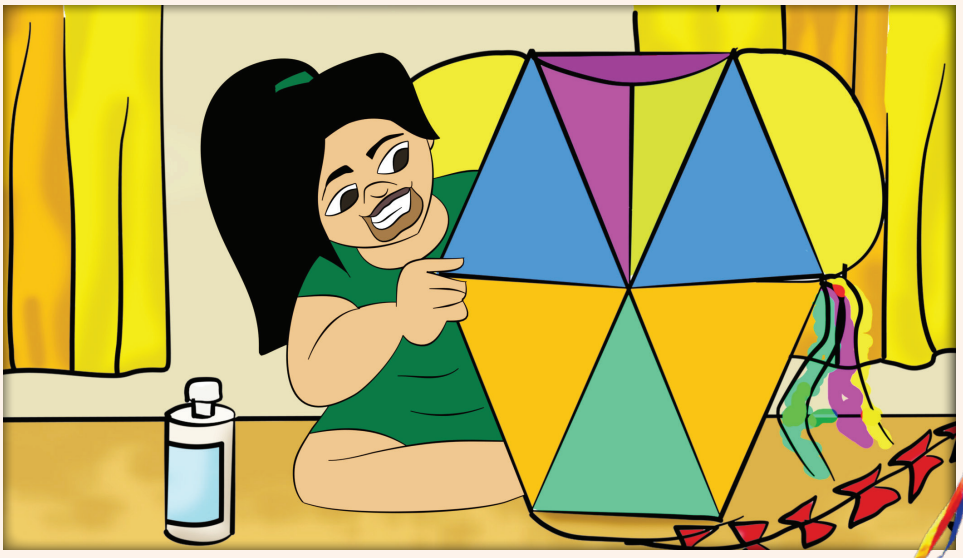
Kites in the Air

The wind was blowing. The sun was shining. It was a good day for kite flying. We had everything ready in the basket and could not wait to get to the seawall.

Daddy said I could take my cousins. That was good! I picked up the kites, the roll of string, some kite paper and paste to fix up the kites if they got holes in them.



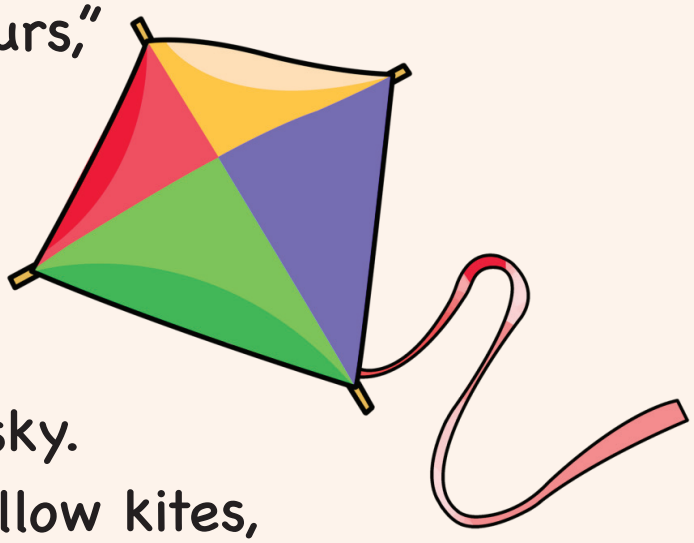
Marty had a caddy old punch, Suzie had a box kite and Cato had a dragon one. We were ready for the seawall for a full day of kite flying. It was easy to walk to the seawall.
I was able to show off my two-foot kite Mr. Khan made for me. He had made it because I always helped him to clean up the leaves in his yard.





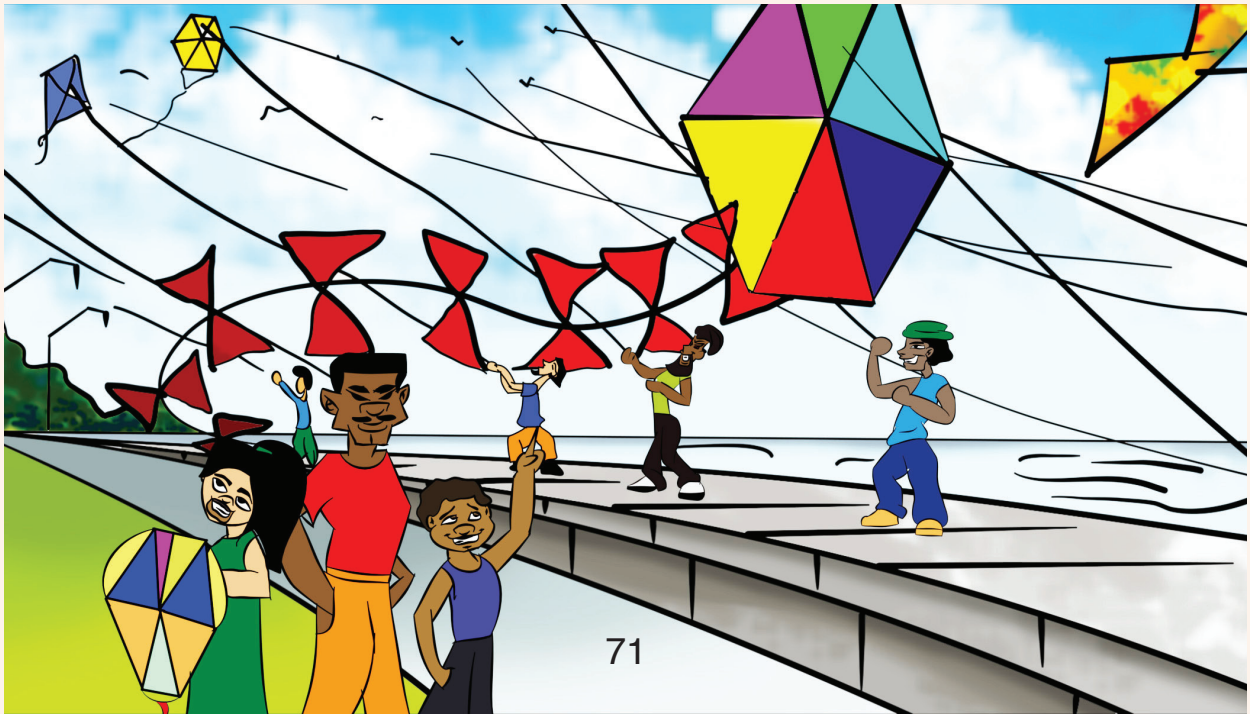
("Sandy! Sandy!")
I heard my name and looked over to where the sound was coming from. It was my friend Rena. I had not remembered her at all. I was only thinking about the kites. Rena had a kite like mine. We walked faster to meet Suzie and Cato who were almost at the seawall.

"Wow! Look at the colours," Rena shouted. ("Boom!") I screamed. All the colours of the rainbow and more, I could see them in the clear blue sky.



Big kites, small kites, yellow kites, blue kites dancing in the air!

My two-foot kite quickly joined the other kites. I could feel her tug at the string I was holding. She wanted to go higher and I watched her at peace with her kite cousins. There, they were dancing and singing and having the best time of their short stay together in the air.





THINK ABOUT THE STORY

1. Do you think Sandy was happy? Why?
2. How can you tell the seawall is near to their home?
3. What word can you use to describe the scene at the seawall?



STORY WRAP UP TIME

Talk, Draw or Write

1. Read the part of the story which is real and the part which is not.

2. ***Play with your friend***

YOU: Tell a part of the story which sounds real.

FRIEND: Tell a part of the story which sounds unreal.

3. Make a kite for yourself or a friend.
   Write the steps you took to make the kite.

INTEGRATION	
Social Studies:	The way the family relaxes
Science:	Safety practices
Mathematics:	The four operations, fractions, shapes
Grammar:	Past tense verbs
HFLE:	The right and wrong touch/safe touches

UNIT 12 Off to School



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/dr/ as in draw

/sc/ as in school

/cl/ as in class

/th/ as in math



/ea/ as in beat and scream (ea says long /e/)

Review /p/ /b/ /sl/



WORD PRACTICE

Let's learn new words together

pil-low	draw
break-fast	fa-vour-ite
some-thing	foot-steps
dashes	scream
cl-ass	bath-room
a-ni-mal	math

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. I think I like Math.
2. "No!" screams Marty.
3. Cato hears footsteps and dashes under the pillow.
4. I can draw a picture of my bathroom.
5. Let us show the class something new.





LET US READ TOGETHER

Off to School

"Good morning Cato," says Mother.
Cato puts the pillow over his head and goes back to sleep.
"Cato!" yells Mother as she pulls the pillow, "It is time to get ready for school." Cato did not want to go to school today.

Today, his teacher, Miss Clarke, wants the children to draw pictures of their favourite animals and show them to the class. Cato did not like to draw. He was not good at drawing. He just wanted to take his pet to school and show the class Roger, his dog. Roger is his favourite animal.

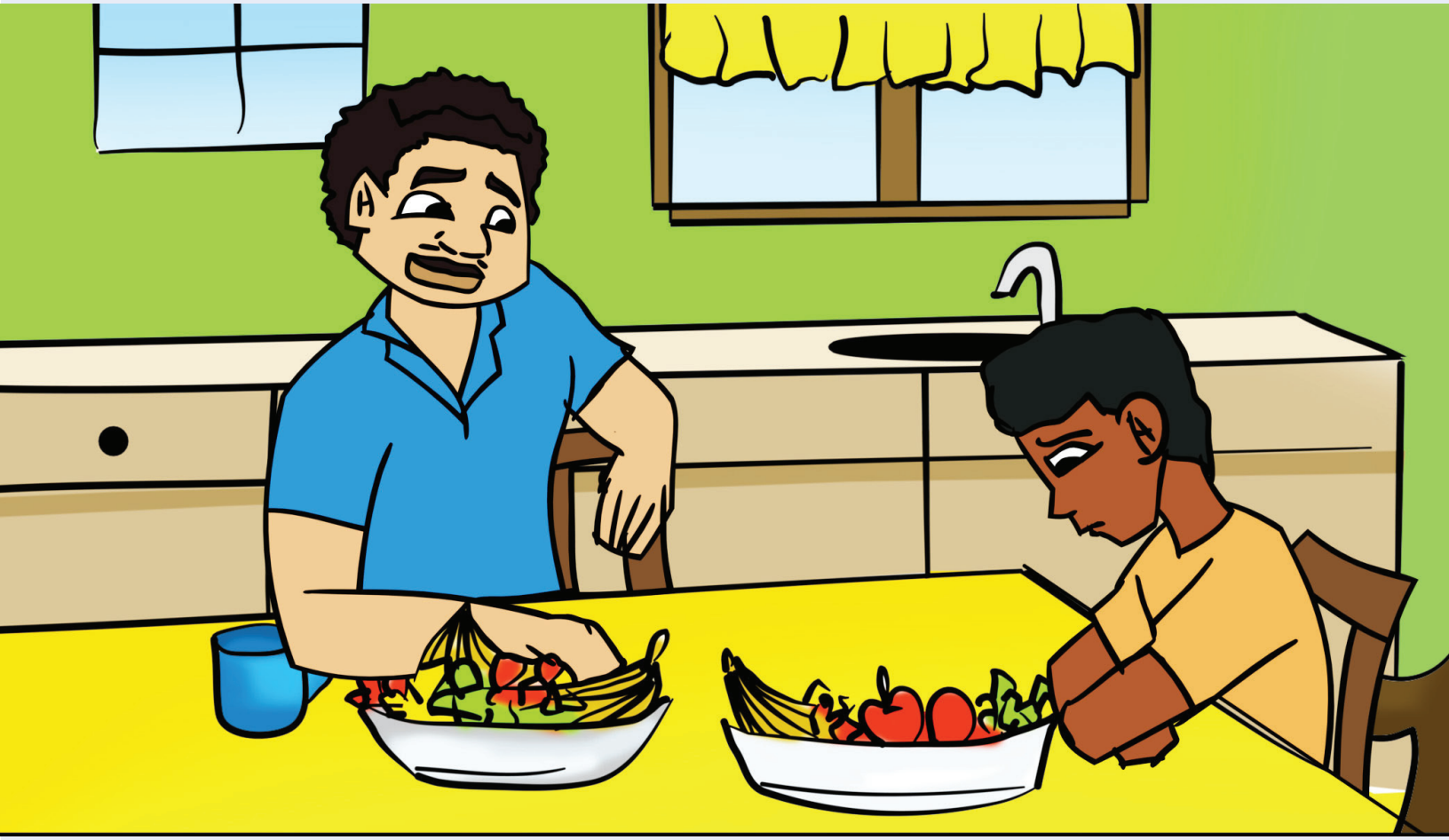


"Cato! Cato! Cato!" He could hear his mom calling his name over and over. He could hear something else too. It was his father's footsteps. Cato jumps out of bed and says sorry to his mother. He dashes to the bathroom and starts to get ready for school. He did not want his father to sit him down and give him "the talk".

Father winks at Mother and goes to have breakfast. Soon, Cato joins him. Father asks Cato why he doesn't want to go to school.



Cato tells Father about the drawings and art work. Father tells him that it is ok to not be good at everything. He says some children are good at reading, some are good at drawing, some are good at dancing and some are good at math. Everyone is good at something. He also tells Cato to always do his best. Cato looks at his father and thinks about all that he said. He knows he is good at reading and math.



Cato jumps up from the table and kisses Mommy goodbye. He runs to get his bookbag. "Daddy," he screams, "let us leave now. I am ready to do my drawing." Father hugs Mommy. Off to school he goes with Cato.





THINK ABOUT THE STORY

1. Why is Cato sad?
2. What did Cato do to avoid 'the talk' with his father?
3. How does the family show love for each other?



STORY WRAP UP TIME

Talk, Draw or Write

1. Write down what you think might happen at school.
   Read your composition to a friend and listen to his/hers.
2. Discuss all the possible outcomes of what happened at Cato's school during art class.
3. Design a bookmark that you can give to a friend to encourage him/her to always do his/her best.

The image of the bookmark below was created by Akaila Cooper, aged six.



INTEGRATION

Social Studies:	**Leisure Activities**
Science:	**Discuss Animals and their uses**
English:	**Words that function as pronouns**
Mathematics:	**The four operations, measurement, fractions**

UNIT 13 Our Environment



Before You Read



FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/e/ as in egg

/x/ as in box

/qu/ as in quiet



WORD PRACTICE

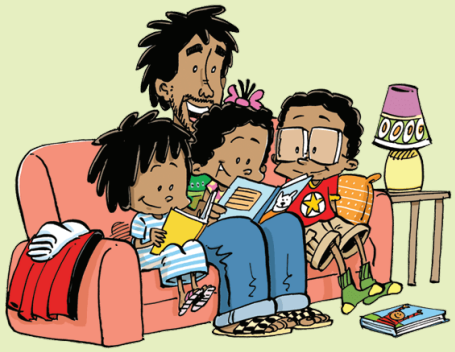
Let's learn new words together

emp-ty
con-duc-tor
box-es
drains
fence
neat
trimmed

en-viron-ment
gar-bage
re-mind-ed
pain-ted
owners
small
pro-mised

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. The village was quiet and clean.
2. His teacher was taking the class to see a clean environment.
3. The trees were green and well trimmed.
4. The people in the village throw their garbage in bins.
5. We promised to keep our class and school yard clean.







LET US READ TOGETHER

Our Environment

Kurt did not understand why the people in this part of the country were throwing their garbage out on the road.

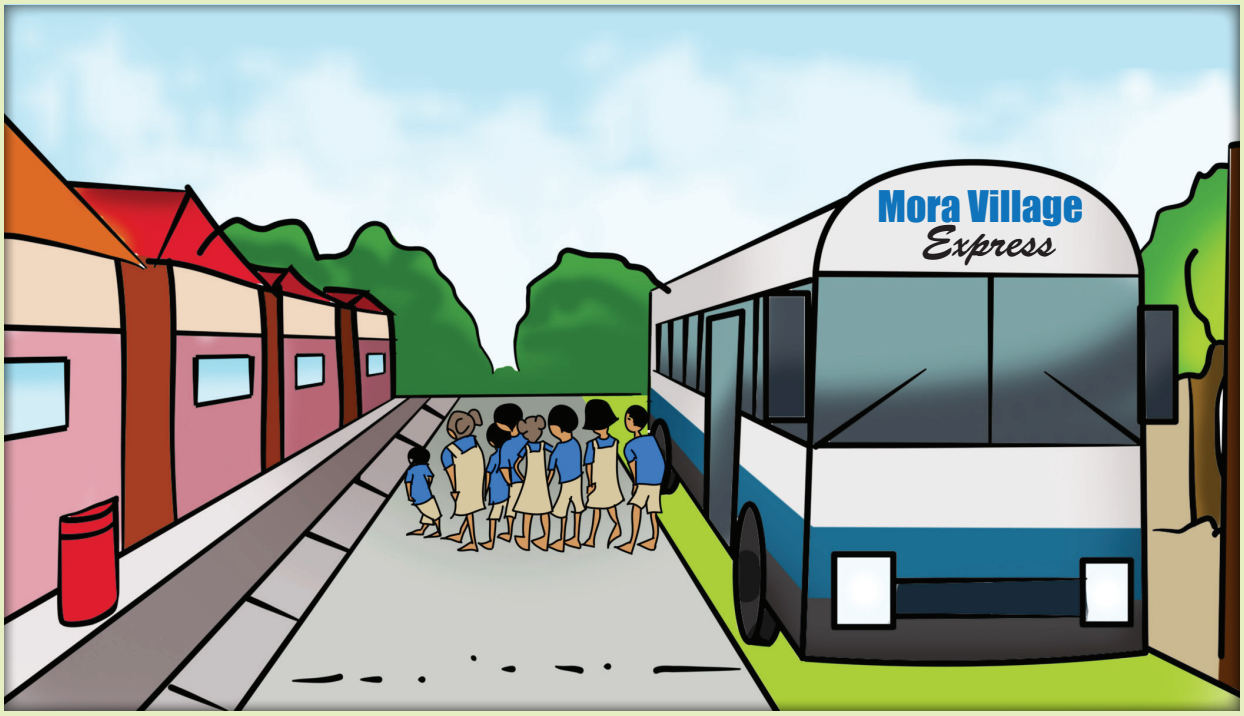


Where he came from, the air was always clean and fresh. When he looked outside, the place was always neat and well kept.

Today, our teacher will be taking the class to see a clean environment. We are going to visit the place where Kurt's grandfather grew up.

This would be great. The visit was to Mora Village. We drove from school, along the road which was full of empty food boxes and juice cans. The sight was not nice at all.

Our teacher, Teacher Queeny, reminded us to keep our heads and hands inside. We drove for two hours. We are now at Mora Village.



The bus ride was good. The driver was kind and the conductor had a sweet smile on his face. Here, we can see Kurt's grandfather at the village gate. He was waiting for us. He smiled and said he was happy to see so many young boys and girls. He wanted us to see and enjoy a clean environment.

The village was quiet and clean. We watched the black water flow through the drains in every yard. The trees were green and well trimmed. The path did not have any garbage. Kurt's grandpa told us that the people in the village would throw their garbage in bins or sometimes they would burn it.

The houses were small but well painted. Every yard had a low fence made of plants. The owners kept them short and neat. It was time to go back on the bus and get back to school. We learned a new way of keeping our environment clean and fresh all the time.



When we got back to school, we promised to keep our class and schoolyard clean. We were happy that we visited Mora Village. We now know why it was good to have a clean school. We can help to keep away the flies and rats.



THINK ABOUT THE STORY

1. Why is it important to live in a clean environment?
2. What are some reasons some people throw their garbage on the road or in the drains?
3. We have a right to a clean environment. What do you think our responsibility should be?



STORY WRAP UP TIME

Talk, Draw or Write

1. Tell your friend how many things Kurt and his friends could do to follow the good example of the people who live in Mora village.
2. Tell your friends the part of the story which reminds you to take care of your environment.

INTEGRATION	
Mathematics:	Time on the hour
English:	Words that describe
Science:	The five senses
Social Studies:	Methods of disposing garbage
HFLE:	Our responsibility to keep the environment clean

UNIT 14 It's August Time

Before You Read

FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

/z/ as in zoo

Review /m/ /v/ /t/

WORD PRACTICE

Let's learn new words together

zoo
ho-li-day
visit
clos-ed
activities
he-li-cop-ter
Es-se-qui-bo
ca-nals
mu-seum
coun-try
rel-a-tives
pa-rents
speed-boats
climb
Cha-rity
mem-ber

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. We spend the August holiday in the country.
2. Sometimes we visit the museum and the zoo.
3. Our parents and relatives go in the speedboats.
4. Charity is a village found in Essequibo.
5. The helicopter is up in the air.
6. Charity has many canals.







LET US READ TOGETHER

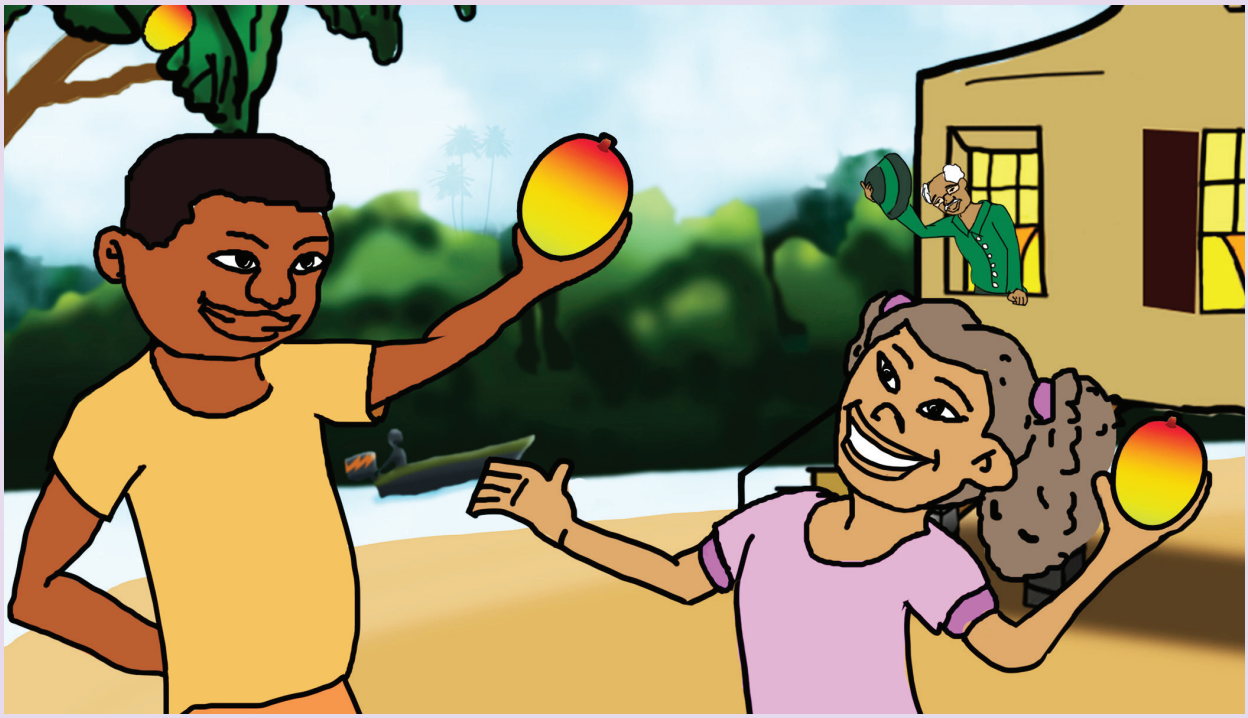
It is August Time

August holiday is the most fun time for boys and girls. It is the time when school is closed for about two months. Parents often have to find fun things for their children to do. Some children go to the countryside or to the city to visit their families.

Other children go overseas to visit relatives or family members.



Marty and Suzie love to go to Essequibo to visit their grandmother and grandfather.
Their grandparents are from the village of Charity. Charity is on the Essequibo Coast. It is the last village before the Pomeroon River.



Grandfather and Grandmother live near the Pomeroon River. The market is also by the river. Marty and Suzie like to go to the river-side to see the speedboats go up or down the river. It is also fun to see the vendors bring their fruits and vegetables to the market in their speedboats.

Grandfather would tell them stories of when he was a little boy growing up in the village of Bush Lot. Bush Lot is also on the coast.

Grandfather's eyes would light up when he talked about his life as a young boy living in the country. He loved to climb fruit trees, swim in the creeks and canals and take long walks in the rice field. Oh, it was fun for Suzie and Marty listening to their grandfather tell stories of his boyhood days.



Kurt and his family live in the country.
They love to visit the city when school is out.
They stay with his aunt, Wendy.
Aunt Wendy lives in South Ruimveldt Park.
She takes them to visit many exciting places.
Kurt loves to go to the museum and the zoo.
His sister, Jane, enjoys climbing to the top of the lighthouse to look at the wonderful view of the city.







Cato goes to visit his grandmother, who lives in the United States of America. She lives in the state of Florida. The weather there is mainly sunny and rainy. Sometimes it snows but not a lot. His grandmother takes him to Disneyworld. He likes to ride the helicopter and the roller coasters. But, best of all, he likes to see Mickey Mouse and the other cartoons.

Yes! August time is the most enjoyable time for boys and girls who spend their holiday in the country, city or abroad.







THINK ABOUT THE STORY

1. Why are the children allowed to visit only when school is closed?
2. Why do you think parents find activities for their children?
3. How should you behave when you visit relatives or friends?



STORY WRAP UP TIME

Talk, Draw or Write

1. Dramatize any part of the story.
   Make face masks and wear costumes to make your story seem real.
2. Make a collage of activities done over the August holiday.
3. Write how you will spend your August holiday.

INTEGRATION

Social Studies:	Map work: the location of Essequibo
English:	Categories: equipment on a rice field
HFLE:	Animals and their covering
Mathematics:	Measurement

UNIT 15 An Outing

Before You Read

FUN WITH SOUNDS

Practice these sounds and list as many words as you can that contain each sound.

Review /z/ as in zoo, buzz

Listen to the sounds your teacher/parent makes then blend the sounds to say the word.

pu-pils	O-gle	vee-ik-uhls
E-din-burgh	Ka-to	cro-co-dile
ca-pi-tal	a-rive	diff-rent
tour	o-bey	George-town
	dry-ver	Ber-bice



WORD PRACTICE

Let's learn new words together

pu-pils	Ka-to	ve-hi-cles
Ed-in-burgh	ar-rive	cro-co-dile
ca-pi-tal	o-bey	dif-fer-ent
tour	dri-ver	Georgetown
Ogle		Berbice

SENTENCE PRACTICE

Can you read the sentences below?
Let your teacher help you to do so.



READ ALOUD

1. Edinburgh is a village in Berbice.
2. The pupils obey their parents and teacher.
3. We pass many vehicles as we go from Ogle to Georgetown.
4. I like to visit my aunt in the country.
5. Kato is different from the capital city.





LET US READ TOGETHER

An Outing

Hooray! Hooray! Scream the children of Grade One Rose of Edinburgh Primary School. Our school is found in Region Six. We are excited today. It is the day for the tour to Georgetown. Our teacher, Miss Persaud, is taking us to see the capital city of our country.



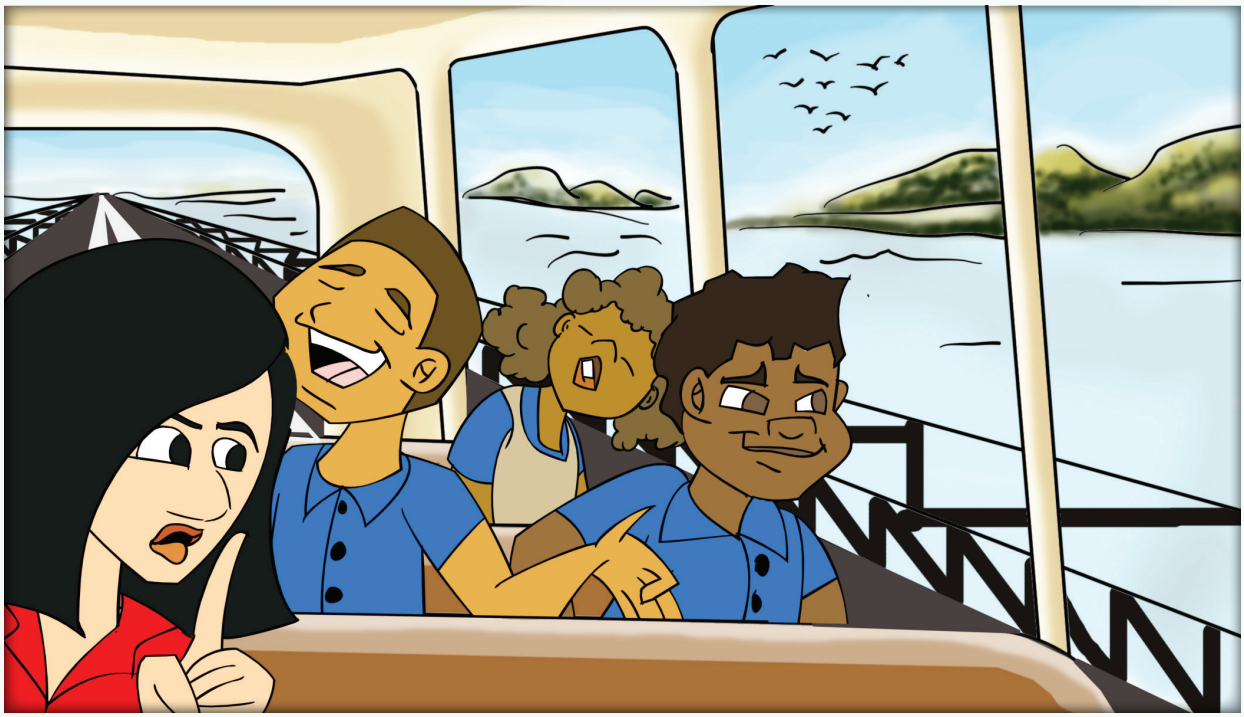
Jack Simon is excited too. He has never been to Georgetown before. He lived in Kato with his Mother before she died last year. After her death, he moved to Region Six to live with his aunt. The plane took him from Kato to Ogle and so he did not get to see Georgetown. He is sitting quietly waiting for Miss to arrive. We scream again when we see the big bus. This is the bus that will take us to Georgetown.



Jack looks up and runs to the gate. Miss takes his hand and leads him to stand with the rest of us. She goes and talks with the bus driver. Now, she tells us to make sure we have our things, then we can get on the bus. She gives us some rules to obey while we are on the tour.

Miss counts to make sure we are all here. "Twenty-one, twenty-two," she looks around. Someone is missing. She sees Suzie coming out of the classroom. Suzie went to collect her bag. Miss smiles and lets Suzie sit, then she tells us the rules again.

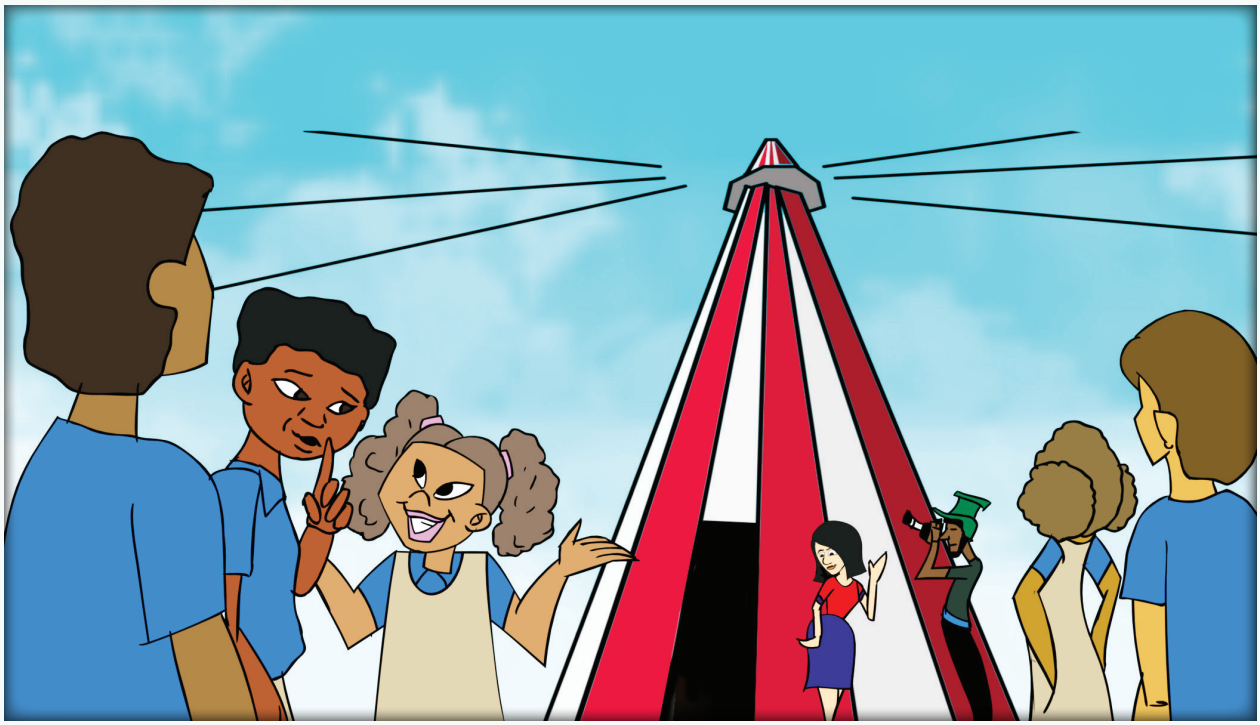
Four parents get on the bus, too. They will help Miss to take care of us. We wave goodbye to the other pupils in the yard.
We wave goodbye to the headteacher, too.
The driver moves the bus along the road. It is a joy to see many other vehicles along the way.



The bus crosses the Berbice Bridge. Oh my! That is a lot of water. Miss Persaud names all the places we pass. We pass Region Five and then we enter Region Four. Georgetown is in Region Four. We will soon get to the zoo and the lighthouse. This is going to be a great day.

We stop at the zoo first.
We look at the different kinds of birds. We also see the snakes and the crocodile. We do not go too near the cages. We do not want to get hurt. Next, we go to the City Mall. Here we have lunch. The mall has lots of people. We have our lunch. Now, it's time to go to the lighthouse.





At the lighthouse, we climb the steps and look out to see beautiful Georgetown. This is the best outing ever. Miss Persaud is the best teacher.



THINK ABOUT THE STORY

1. How do you think Jack feels about his first visit to Georgetown?
2. Why did the children think Miss Persaud is the best teacher?
3. How should we behave when we are representing our school?



STORY WRAP UP TIME

Talk, Draw or Write

1. Discuss with a friend who you think is telling the story.
2. Choose any picture from the story, then tell your own story from it.
3. Write about a place you would like to visit.

INTEGRATION

Social Studies:	Landmarks and places of interest/ The Administrative Regions
Science:	The nature of plants
English:	Contractions
Mathematics:	The four operations, ordinals, odd and even numbers
HFLE:	Self-discipline



Sight Words

Grade 1 Sight Word List

Say as many of the words as you can

always	these	goes	work	upon
its	before	use	many	both
wash	or	call	why	read
does	because	sing	fast	write
sleep	five	found	gave	around
those	green	my	could	been
us	made	best	very	off
buy	which	pull	cold	wish
right	would	first	sit	your
tell	their	must		

This is the dolch list of sight words for Grade 1

Word List from Atlantic Reader Book One

a

activities after afraid again

Amerindian animal arrive

b

baby baked ball band basket

bat bathroom become Berbice

birth blasting blowing bowl boxes

breakfast bright brother buckets

busy buy

c

cousin canals capital care carrots

celebrate celebration chair class

Charity cheese Christmas clap

cat clean climbed closed crocodile

coloured conductor cool costume

country creek cricket

Word List from Atlantic Reader Book One

d

Daddy dance daily dashes

decorate delicious different dog

drains draw driver

e

eat Edinburgh empty environment

Essequibo everyone evil excitedly

exercise

f

front faces fair family favourite

February fence fish fly

footsteps forget fruits

g

garbage game Georgetown gifts

girl good grandfather grandmother

Word List from Atlantic Reader Book One

h

have healthy helicopter help hem

her Hindu Holi holiday

j

juice jump

k

Kato Khan kite known

l

lights loud

m

market Mashramani math meat milk

members mommy move museum

n

neat neighbours

o

obey Ogle our owners

Word List from Atlantic Reader Book One

p

pack painted parade parents

party peace people Phagwah

play picnic pillow prayers pupils

prepare prepares promised punch

r

radio relative reminded republic

river rope

s

salad safe scared scream

seawall shout show sick signifies

sister small snow soca swim

something soon sorry speedboats

strange steel-pan street strong

t

table talk tell thinking together

touch tour treats trimmed

Word List from Atlantic Reader Book One

u

until

v

variety vegetable vehicles victory

village

w

watched water what wickedness

wow

y

year

z

zoo

Curriculum Standards & Benchmarks

The Atlantic Reader 1 provides a review of all the target sounds for Grade 1 pupils. It emphasizes the need for a skill-based approach to the teaching of reading.
It is an integrated approach that allows teachers/parents to connect the curriculum in meaningful ways.
This book facilitates the teaching of phonics as well as the whole word approach to reading.
The following is a list of the Curriculum Standards and Benchmarks covered by this text.

UNIT 1: Meet the Family

Story Word Count: 89

Phonics Target	
2:14	Separates and blends two / three-syllable words

Vocabulary Target	
2:11	Taps out syllables in words accurately

Comprehension Target	
4:1	Reads and follows simple written instruction
4:2	Recalls facts and details

UNIT 2: My Friends and I

Story Word Count: 102

Phonics Target	
2:12	Identifies individual phonemes in spoken words

Vocabulary Target	
3.3	Understands that individual letters represent individual sounds

Comprehension Target	
4:3	Identifies the main idea of a given text
4:4	Identifies similarities and differences in stories

UNIT 3: At the Creek

Story Word Count: 127

Phonics Target	
3:10	Builds and reads word families

Vocabulary Target	
3.4	Reads regular words using print sound correspondence to sound out words

Comprehension Target	
4:5	Identifies sequences of events

UNIT 4: Going to the Market

Story Word Count: 162

Phonics Target	
2:21	Builds and reads word families when provided with simple word stems.

Vocabulary Target	
3.5	Reads basic grade-level sight words in isolation

Comprehension Target	
4:6	Demonstrates an understanding of the literal meanings of stories

UNIT 5: Christmas Time

Story Word Count: 178

Phonics Target	
2:20	Blends spoken segments (syllables into words)

Vocabulary Target	
3:15	Uses synonyms and antonyms appropriate for the grade level

Comprehension Target	
4:7	Answers ***who, what, why, when, where***, and ***what if*** questions based on stories read

UNIT 6: The Dog Can...

Story Word Count: 144

Phonics Target	
2:17	Produces another word that rhymes when given a spoken word

Vocabulary Target	
3:17	Demonstrates appropriate use of vocabulary and sentence structure

Comprehension Target	
4:11	Relates prior knowledge in order to understand the text
4:14	Relates story information to real-life experiences

UNIT 7: We are Healthy

Story Word Count: 176

Phonics Target	
2:19	Identifies long vowels in spoken word

Vocabulary Target	
3:5	Reads basic level sight words in isolation and in context

Comprehension Target	
4:9	Shares information from text in own words

UNIT 8: Mashramani

Story Word Count: 198

Phonics Target	
2:11	Taps out syllables in words correctly

Vocabulary Target	
3: 15	Uses synonyms and antonyms appropriate for the grade level

Comprehension Target	
4:8	Identifies cause and effect relationships in text

UNIT 9: Be Safe

Story Word Count: 244

Phonics Target	
2:16	Identifies individual letter sounds in initial, medial and final position in words

Vocabulary Target	
3:16	Demonstrates appropriate use of vocabulary in context

Comprehension Target	
4:10	Uses context clues to understand text
4:12	Reads aloud, age-appropriate level text with fluency to convey meaning to the listener

UNIT 10: Festival of Colours

Story Word Count: 232

Phonics Target	
3:6	Blends letter sounds in printed words

Vocabulary Target	
3:17	Demonstrates appropriate use of vocabulary and sentence structure

Comprehension Target	
4:10	Uses context clues to understand text

UNIT 11: Kites in the Air

Story Word Count: 289

Phonics Target	
2:10	Identifies likenesses and differences in sounds
2:19	Identifies long vowels in single syllable spoken words

Vocabulary Target	
3:13	Demonstrates use of newly taught vocabulary

Comprehension Target	
4:15	Distinguishes between fact and fantasy

UNIT 12: Off to School

Story Word Count: 315

Phonics Target	
2:13	Segments spoken words into syllables and individual phonemes
2:18	Identifies short vowels in two or three-letter spoken words

Vocabulary Target	
3:5	Reads basic grade level sight words in isolation

Comprehension Target	
4:13	Predicts and justifies what might happen next in stories

UNIT 13: Our Environment

Story Word Count: 332

Phonics Target	
2:18	Identifies short vowels in two or three letter spoken words

Vocabulary Target	
3:12	Extends vocabulary in specific contexts

Comprehension Target	
4:9	Shares new information from text in own words
4:16	Retells a story or part of a story read or heard

UNIT 14: It's August Time

Story Word Count: 394

Phonics Target	
2:9	Knows that alphabet letters represent sounds in speech

Vocabulary Target	
3:17	Demonstrates appropriate use of vocabulary and sentence structure

Comprehension Target	
4:20	Dramatizes poems and events from a story read or told

UNIT 15: An Outing

Story Word Count: 441

Phonics Target	
2:20	Blends spoken segments into spoken words

Vocabulary Target	
3:7	Blends letter sounds in printed words

Comprehension Target	
4:17	Identifies speaker or narrator in a story
4:21	Develops stories from stimulus pictures

BONUS MATERIAL

Modes of Reading

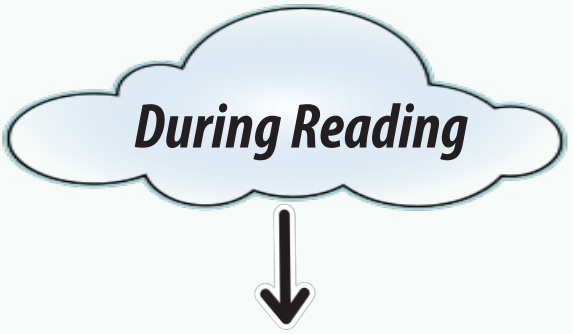
Independent Reading	
Reads text alone independently without support, usually silently.	When children are likely to have no difficulty with text or are highly motivated about the text.
Guided Reading	
Teacher coaches children through section of the text with questions and children's predictions.	When text or children's abilities show need for much support. May be used for variety.
Shared Reading	
Teacher reads aloud as children see the text. Children chime in when they are ready to do so.	It is often used with beginning readers who need much support for reading.
Reading Aloud	
Teacher reads text aloud. Children usually do not have a copy of the text.	Use when text is too difficult, when background needs to be developed, for fun or variety.

Preview and Predict Strategy



What do you think the story is about?

What do you think the story is about?



Am I confirming my predictions?
Do I need to change my predictions?



Were my predictions confirmed or changed?

Summarising the Four Modes of Reading

These modes offer varying levels of support for children, and many times it is appropriate to combine several at once.

Example:
If children are reading a short story or a chapter in a book you might:

- *Begin by reading aloud the story and discussing it.*
- *Next, you might pair children and have them do the oral version of co-operative reading.*
- *Call on pupils to read small portions of the text independently.*

This combined instructional reading strategy can be called Read aloud, Read along and Read alone.

Reading Rate for Children of Grades 1 - 6



Be a Word Detective

When I come to a word that causes me trouble



1. *I should read on to the end of the sentence or paragraph*



2. *Look for word parts I know*



3. *Try to figure it out from the letter sounds*



4. *Ask someone or look it up in the dictionary*



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