Atlantic Reader





WorkBook Two

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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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About the Workbook

This Workbook is designed to accompany the Atlantic Reader Book Two in the Atlantic Reader series. The exercises correspond to the stories contained in the Reader and are linked to the Benchmarks targeted.

The structure of this Workbook allows for the consistent development of all literacy skills. As pupils work through the exercises, they develop skills in Oral Expression, Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension, which are necessary for independent reading.

The activities begin with an introduction to the story presented in the Reader Book Two. This story introduction takes the form of a picture, poem or chant. The activity is aimed at arousing curiosity about the story and creating interest so that pupils would be exicted about the story.

The Phonemic Awareness, Phonics and Vocabulary activities are aimed at developing readiness and confidence for reading. These, too, are done before the actual reading of the stories. The Grammar and Comprehension activities are best used after the reading is done.

The writing sections serve to ensure that pupils' writing skills develop alongside their reading skills. In some instances, concepts are repeated for reinforcement and enrichment since it is established that all pupils do not learn at the same rate.

The review sections serve to evaluate pupils' learning of the concepts dealt with. They help to indicate learning gaps and provide opportunities for remediation. While there are activities which the child can complete on his own, guidance is necessary for the successful completion of this Workbook. The teacher or parent who engages the child with this Workbook must ensure that the tasks are clearly understood so as to gain the best results.

It is anticipated that after completing this Workbook along with the Reader, pupils will be well on the way to becoming independent readers.



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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Before You Read

Story Introduction



- Talk about the picture with your teacher.
- Name one movie which you have seen with your family.
- In the box below, draw a character that you remember.

A Fun with Sounds

1 Say this sound with your teacher.
short / i / as in ink wish him

Say each row of sounds. Read the words that follow and listen for the sound in the words.

i i i i i i i i i

ii iii i iiii ii iii iii i i

ink ink wish wish him him

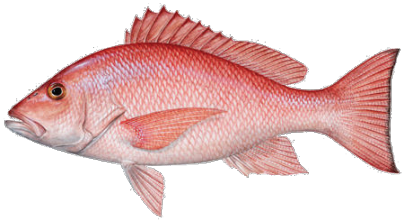
2 Look at the pictures below.
Say the names of the pictures. Now write the letter for the missing sound in the name of each picture.



p ___ g



l ___ ps



f ___ sh



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

pin lid

pin sit

Write the letters between the lines below.

B Fun with Sounds

1 Say this sound with your teacher.

/ **m** / as in monkey warm

Say each row of sounds. Read the words that follow and listen for the sound in the word.

m	m	m	m	m	m	m
m	m	m	m	m	m	m
mm	mm	mm	mm	mm	mm	mm
mit	miss	mill	milk	mix		

2 Look at the pictures below.
Say the name of each picture. Now write the letter for the missing sound in the name of each picture.







___oney ___ango sta___p



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

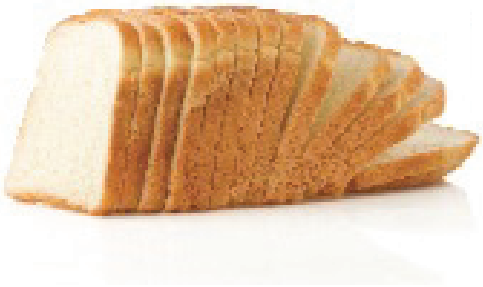
m m m m

mop map milk

Write the letters between the lines below.

C Fun with Sounds

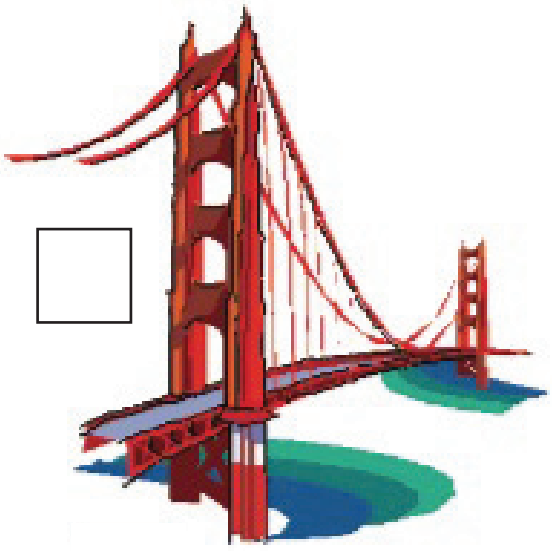
1 Say the name of each picture. Put an X in the box near the picture that begins with the '**br**' sound.

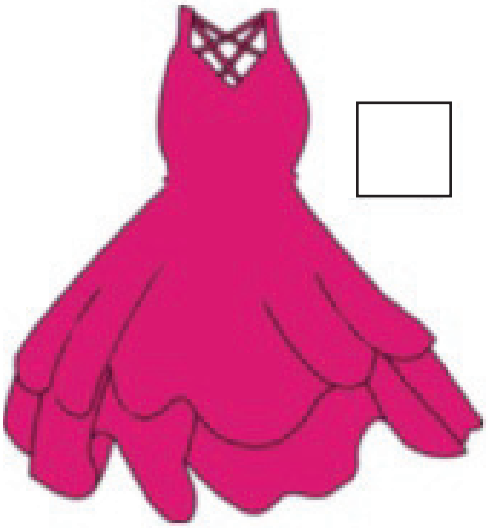












Let's write the letter

2 Look at the letters and words below.
Trace the letters and the words.

BR BR BR BR

br br br br

bride bridge

Write the letters between the lines below.

D Fun with Sounds

1 Say the name of the pictures.

Put an X in the box near the pictures that begin with the same sound as the picture in the box on the right.

















Let's write the letter

2 Look at the letters and words below.
Trace the letters and the words.

DR DR DR DR

dr dr dr dr

drum dragon

Write the letters between the lines below.

E Fun with Sounds

1 Using the endings provided in the box, build words which begin with '**br**' and '**dr**'.
The first word is done as an example for you.

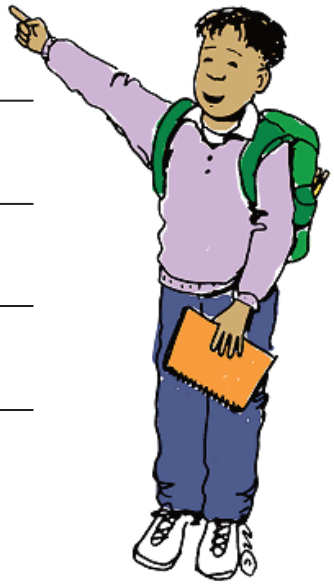
ag	am	an	ab	ake	ain
and	ape	ass	aid	ead	ank

br ag _____ dr _____

br _____ dr _____

br _____ dr _____

br _____ dr _____



2 List other words you know that begin with '**br**' or '**dr**'

br	dr
_____	_____
_____	_____
_____	_____

WORD PRACTICE

1 Read the words below, then, using those words, write the name of each picture on the line.

family children ticket popcorn





_____ _____





_____ _____

2 Study these words. Read them with your teacher.
Locate these words in the Atlantic Reader Book Two, Unit 1 - ***Fun with the Family.***
The story begins on page 3 of that book.

going	family	movies
waves	here	theatre
amusing	tickets	chatter
balcony	outsmarts	minute
know	excited	screen

3 

On Your Own

Write the words on your word wall.
Share them with a friend or your parents.

Grammar: *Simple Sentences*

1 Read this simple sentence:

Father is a doctor.

Draw a line to match each sentence below to the correct picture. Read the sentences with a friend.

An example is done for you.

Ramesh is writing.

Tess smells the flower.

Baby Tara is smiling.







2 Now, complete the three simple sentences by choosing a suitable ending from the words below. ***Use the pictures to help you.***

playing paddling jumping selling

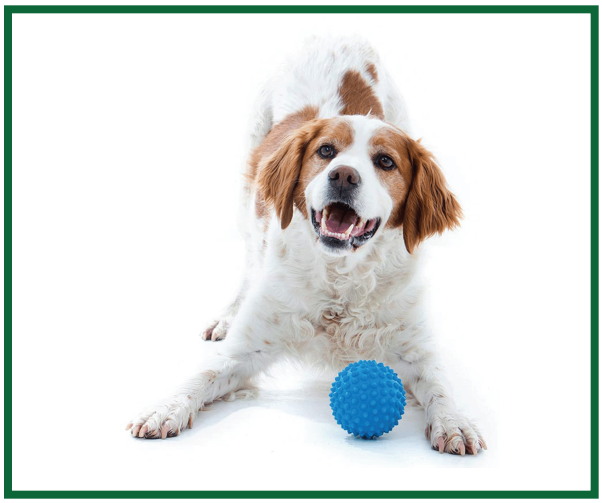
Sarah is _____



The vendors are _____



The dog is _____





Reading Time

Read UNIT 1 - ***Fun with the Family***
from the Atlantic Reader, Book Two

After Reading Activities

Comprehension

1 Use the words below to sequence the pictures according to how they appear in the story. Write the word you chose below or near the picture.

third first second fourth





_____ _____





_____ _____

2 Read this sentence from the story '**Fun with the Family**':

All around, we could hear the happy chatter of the people.

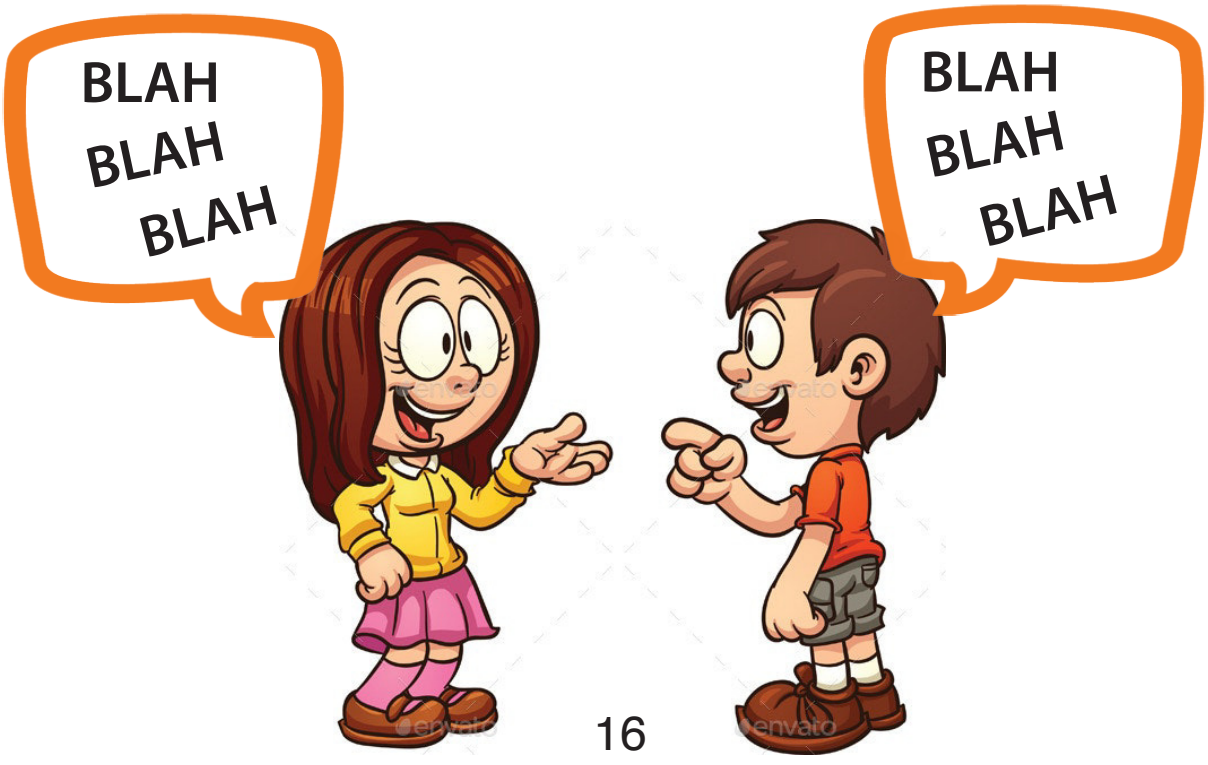
Now, answer these questions.

a) Which word tells us how the people are feeling?

b) Who are the people who are feeling this way?

c) Find out: Which animal do persons think about when they hear the word "chatter".

d) What are the people doing when they "chatter"?



Creative Writing

Questions help us to write good compositions. Here are some questions that can help us to write a composition.

- When?
- Who?
- Where?
- What?
- How?
- What are my feelings?

Below is an example of how these questions can help you to write. Read it.

One Saturday afternoon, Daddy told us to get dressed. Mommy, my brother Sammy, baby sister Sarah and I got all dressed up. We went into Dad's new car.
He took us to dinner at Holiday Inn.
At the Inn, we saw lots of other families. They were having dinner too. We ordered lobster, creamed potatoes, salad and lemonade. The food tasted delicious.
We ate it all. I felt happy.



Answer each question below to write a sentence about '**A Family Outing**'.
Write your composition on the lines below.

When did it happen?

Where did you go?

Who went?



How did you feel?

What did you do?

Before You Read

Story Introduction

Read this poem with your friend.

Friends



Friends make you smile
Friends make you laugh
Friends make you happy
As you play all day.
With friends you can run
With friends you can play
At times you even forget your chores
As you have fun all day.

- ***Pupils tell the class about places where they may meet new friends.***
- ***Pupils role-play meeting a new friend.***

A Fun with Sounds

1 **Say each row of sounds. Read the words that follow and listen for the sound in the word.**

a a a a a a a

aa aa aa aa aa aa aa

ant anchor apple bat hand

2 **Say the names of the pictures.**

Circle the letter that says the short / a / in the name of the picture. An example is done for you.



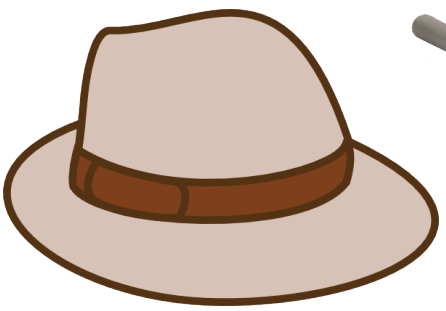
a**n**t



apple



cap



hat

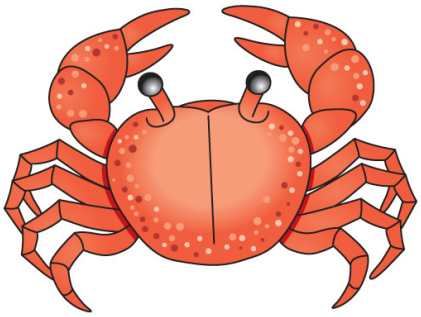


bat

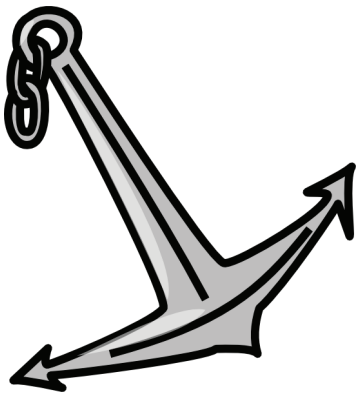


anchor

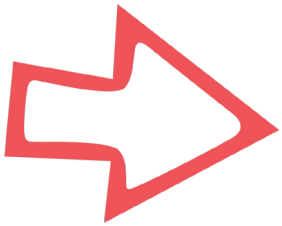
3 Read the words below. Put X in the red box near the word that has the short sound / a / in the medial (middle) position.
An example is done for you.



☒ crab



☐ anchor



☐ arrow



☐ banana



☐ bag



☐ chair



Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

A A A A

a a a a a

ant apple ankle

Write the letters between the lines below.

B Fun with Sounds

1 Say these sounds.

long / ē / as in seed

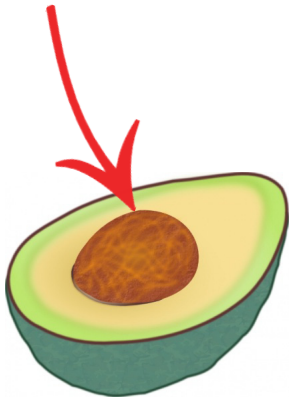
ē ē ē ē ē ē ē

Read the words below and listen for the sound in the word.

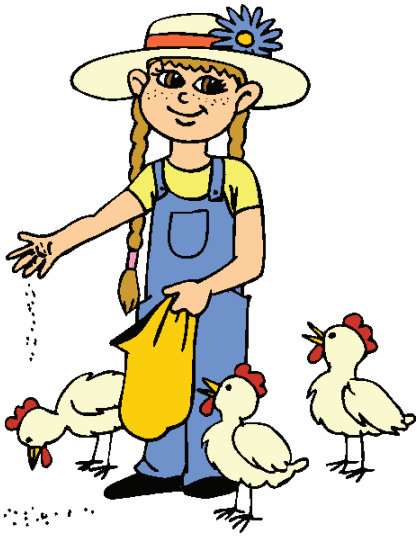
tree seed heel feed jeep

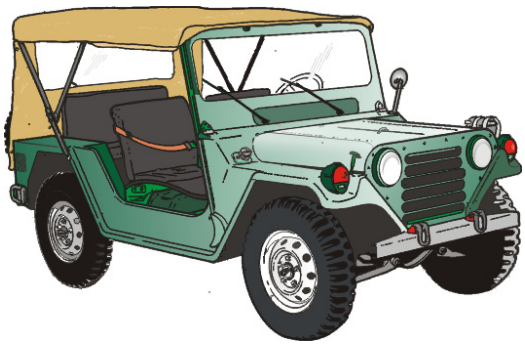
From these words, write the correct word for each picture on the line provided.











2 *Say these sounds.*

long / ē / as in bead

Read these words. They have the long ‘e’ sound.

lead beach teach reach team leaf

Write the correct word for each picture on the line provided. The words above will help you.
An example is done for you.



team







3 Say this sound with your teacher.

long / ē / as in lorry

Read the words that follow and listen for the long / **e** / sound in the word.

marry	**lorry**	**sorry**	**curry**
fury	**gravy**	**hurry**	**story**

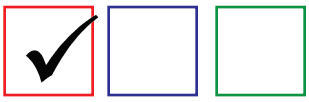
4 Say where you hear the long / **e** / sound.

long / ē / as in sari

Look at the pictures on this and on the following page. Say the word near each picture and listen for the long / **ē** / sound.
Put a tick in the appropriate box to show where the sound is heard.
The first one is done for you below.



eagle





tree





sari





bead







leaf



lorry





Let's write the letter

5 Look at the letters and words below.
Trace the letters and words.

E E E E

e e e e e

tree eat seed

Write the letters between the lines below.

C Fun with Sounds

1 Say this sound with your teacher.

/ sh / as in sheep

Say each row of sounds.
Read the words that follow and listen for the sound in the word.

sh sh sh sh sh sh sh

sheep sheet brush wash cushion

fashion shelf she mash bush





2 Say the name of these pictures.

Listen for the / sh /sound. Put a tick in one of the boxes below the picture to show where the sound is heard.
The first one is done for you.



shower



cushion



fish



dish



brush



flashlight



Let's write the letter

3 Look at the letters and words below.
Trace the letters and words.

SH SH SH SH

sh sh sh sh

sheep shop

Write the letters between the lines below.

D Fun with Sounds

1 Say this sound with your teacher.

/ t / as in tent

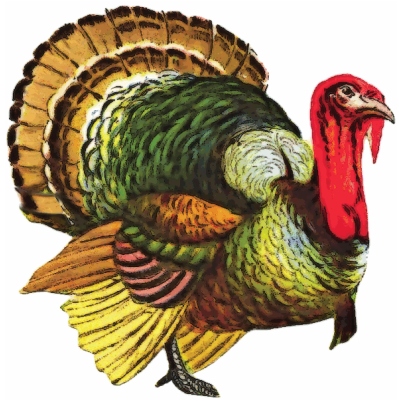
Say each row of sounds. Read the words that follow and listen for the sound in the word.

t t t t t t t

ten tent teeth tap top

belt hat bat cat hut

From the words above, write the correct '**t**' word for each picture on the line provided.









Let's write the letter

2 Look at the letters and words below.
Trace the letters and words.

t t t t t

t t t t t

tin tap tent

Write the letters between the lines below.

E Fun with Sounds

1 Say this sound with your teacher.

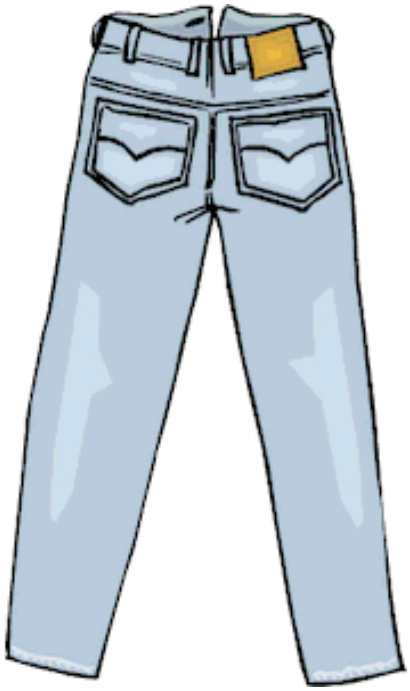
/ p / as in pig

Say each row of sounds. Read the words that follow and listen for the sound in the word.

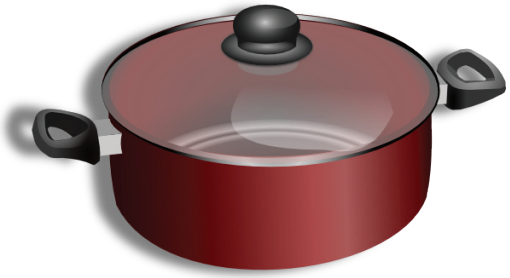
p p p p p p p

pot pig pen pants

From the words above, write the correct '**p**' word for each picture on the line provided.









Let's write the letter

2 Look at the letters and words below.
Trace the letters and words.

P P P P

p p p p p p

pig pin pot

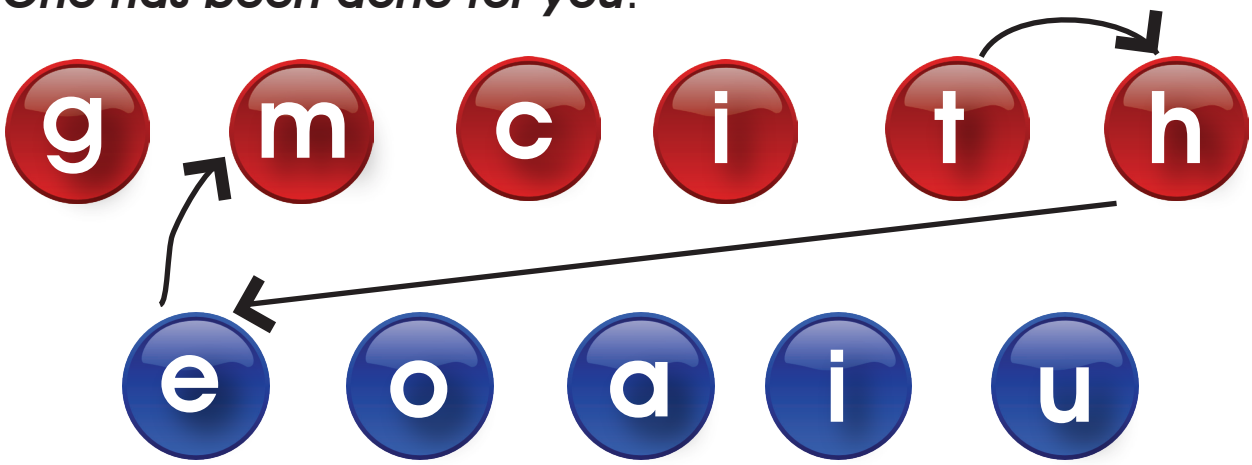
Write the letters between the lines below.

WORD PRACTICE

1 Say these words with your teacher.

neighbourhood afternoon school
brother smile but them
when bright laugh to and

2 Join at least FOUR letters to make some of the Word Practice words on page 8 of Atlantic Reader Book Two. Write each word you make on a line below.
One has been done for you.





them

3 Use the words to make a sentence.
Write the sentence on the lines provided.



Use the words to make a sentence.
Write the sentence on the lines provided.



Grammar: *is are*



He is Walking

1 Use **is** when the noun is singular and **are** when the noun is plural.

For example:

1. A bee **is** in the nest.

2.The men **are** in the car.

3. Children **are** always helpful.



They are Walking

2 Use '**is**' or '**are**' to complete the following sentences.

1. Mary _____ tall.

2. Fishes _____ everywhere.

3. Hans and George _____ brothers.

4. The old dog _____ under the bridge.



Reading Time

Read UNIT 2 - *New Friends*
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

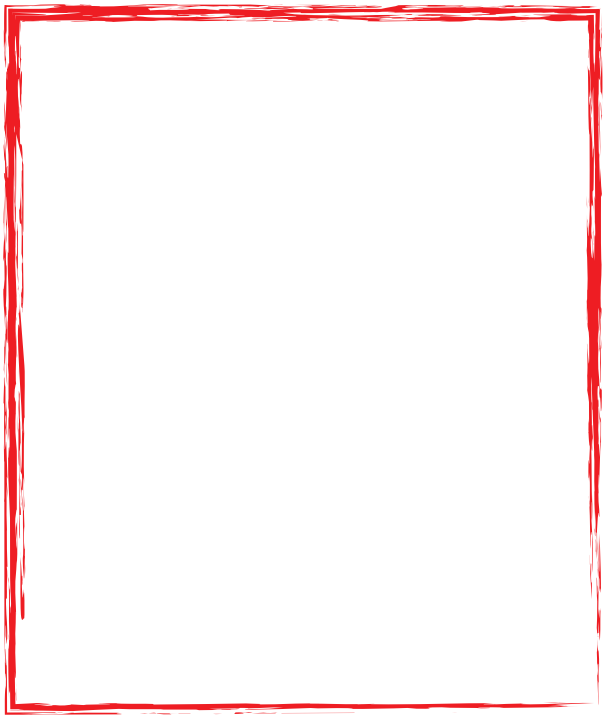
Read these sentences. Rewrite them as they happened in the story **New Friends**.

Write on the lines below.

- My relatives visit our new home.
- I have to get out of bed.
- My family moved to a new neighbourhood.
- I make new friends at my new school.

Creative Writing

Draw your new friend in the box.



Things you should know about your friend:

- ***Name of your friend.***
- ***Age.***
- ***Size of family.***
- ***Complexion.***
- ***Where does he /she live.***
- ***Likes and dislikes.***

Let's write about your new friend. You can use the information above to guide what you write.
Write on the lines.

Before You Read

Story Introduction

Talk about the picture with your teacher.



Let pupils talk about their pets.

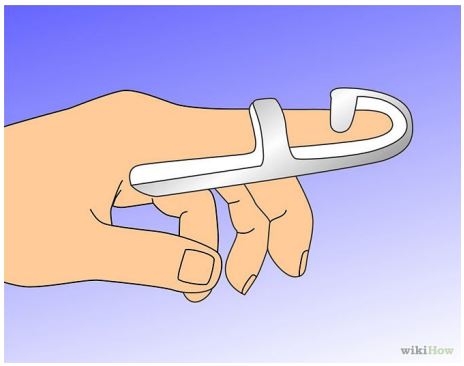
- What I like about my pet.
- Activities I do with my pet.
- My feelings for my pet.

A Fun with Sounds

1 Say this sound with your teacher.

/ spl / as in split splash splint







2 Say each row of sounds. Read the words that follow and listen for the blend in the word.

spl spl spl spl spl spl spl

spl spl spl spl spl spl spl

split splash splint splatter splay



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

spl spl spl

split splay

splash

Write the letters and words between the lines below.

B Fun with Sounds

1 Say this sound with your teacher.

/ spr / as in spray sprawl spring







2 Say each row of sounds. Read the words that follow and listen for the blend in the word.

spr spr spr spr spr spr spr

spr spr spr spr spr spr spr

spray spring sprawl sprite spree



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

spr spr spr

spray spree

spring sprawl

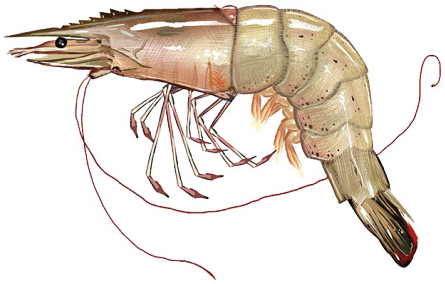
Write the letters and words between the lines below.

C Fun with Sounds

1 Say this sound with your teacher.

/ shr / as in shrub shrimp shrine







2 Say each row of sounds. Read the words that follow and listen for the blend in the word.

shr shr shr shr shr shr shr

shr shr shr shr shr shr shr

shrimp shrine shrub shrink



Let's write the letter

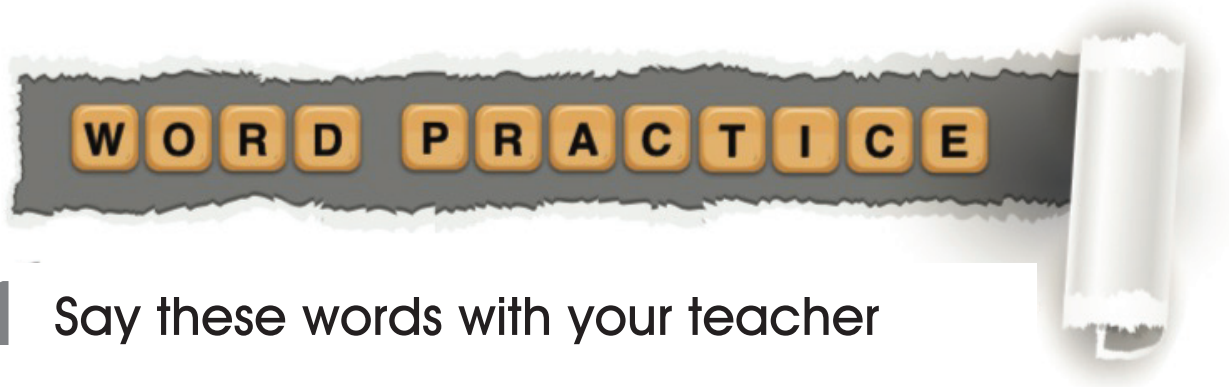
3 Look at the letters and words below.
Trace the letters and the words.

shr shr shr

shrimp shrine

shrub

Write the letters and words between the lines below.



1 Say these words with your teacher

an by old has of
from laugh proud bathe
children healthy watch know
treats powder

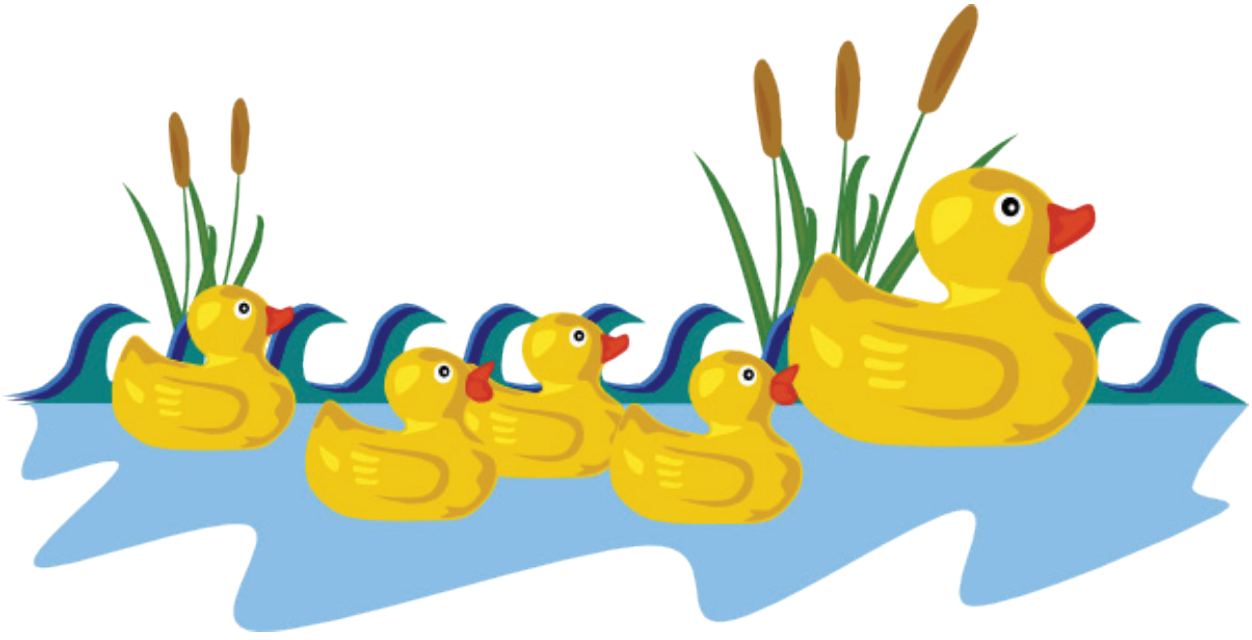
2 Read the words carefully. Circle the word in the row that is the same as the **first** word.

laugh	late	laugh	teeth
proud	pride	play	proud
watch	clock	watch	time
know	knife	nice	know
bathe	bark	bathe	run
treats	tree	friend	treats

3 Fill in the blanks with the correct word from the box. The words are used in Unit 3 ***Caring Our Pet*** of your Atlantic Reader Book Two.
The first one is done for you.

bathe	has	friendly	vet	laugh

1. My pet is friendly to children.
2. The _____ looks after sick animals.
3. The ducks _____ in the pond.
4. The girl _____ a pet cat.
5. Our pet makes us _____.



Grammar: CAPITAL LETTER and Full Stop

1 Read the sentences in the box.
Look carefully at the words highlighted in yellow.
Each is written with a capital letter.

My pet likes me.

Jason likes to read.

We visit the National Library

We use a capital letter *to begin a sentence*.
We use a capital letter *to write special names*.



2 See, each sentence ends with a full stop.
Each sentence tells us something.

We use a full stop to end a telling sentence.
Here is a telling sentence.
Find it on page 21 of your Atlantic Reader.

Bones are his best food.

This is what a full stop looks like

Rewrite each sentence. Put in the **capital letter** and **full stop** where necessary.

1. jane is my best friend
2. today is friday
3. i live at timehri

Write the sentences between the lines below.

1

2

3



Reading Time

Read UNIT 2 - *New Friends*
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Read the following sentences carefully before answering the questions that follow.

My family and I found Spike in the street. He was alone. He followed us home. Now he is our pet. My mom and dad help to take care of Spike. They often bathe him to keep him clean.

1. Who found Spike in the street?

_____

2. How did Spike become their pet?

_____

3. Why do you think Spike was alone on the street?

_____

4. If you had found Spike, what would you have done with him?

_____

5. Explain how the family was kind to Spike.

_____

_____

Creative Writing



Look at this picture. Pretend that you have received this pet animal as a gift.

Use the special words below to help you to write about your pet. You can also use other words that you know.

tail **whiskers**
friendly **bright**
eyes **playful** **paws**

Before You Read

Story Introduction

Plan a shopping trip to the market to buy fruits for the class.



In your plan, list the following:

- How will you get to the market
- Who will go to the market
- How much money you will spend
- Prepare a list of the fruits you will buy
- How many of each fruit you will purchase
- What will you look for in selecting the fruits

A Fun with Sounds

1 Say this sound with your teacher.

/ **e** / **as in ten** **empty** **egg**

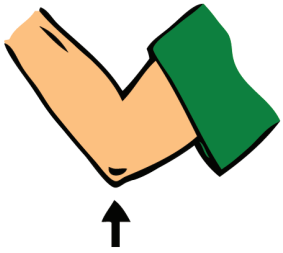
2 Say each row of sounds.
Read the words that follow and
listen for the short '**e**' sound in the words.

e e e e e e e e

pet ten hen red mend

3 Look at the pictures below.
Say the names of the pictures.
In the space, write the letter which gives the sound to complete the name of the picture.







____ lephant **____ lbow** **m ____ n**



Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

e e e e e e

pet ten hen

Write the letters and words between the lines below.

B Fun with Sounds

1 Say this sound with your teacher.

/ r / as in rat park tar







2 Say each row of sounds.
Read the words that follow and
listen for the 'r' sound in the words.

r r r r r

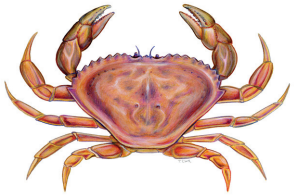
RR RR RR RR RR RR RR

rr rr rr rr rr rr rr

rib rip red rest

3 Draw a line from the letter to the picture that begins with the ‘r’ sound.








4 Look at the pictures below. Say the names of the pictures. Now write the letter for the missing sound to complete the name of each picture.





sta ___ **___ at** **pa ___ k**



Let's write the letter

5 Look at the letters and words below.
Trace the letters and the words.

r r r r r r

rat rip rest

Write the letters and words between the lines below.

WORD PRACTICE

1 Study these words. Say and spell them.
Find them in Atlantic Reader Book Two, Unit 4
Mother goes to Market page 22.
Locate them in the story.

special	ready	window
market	many	please
treat	chants	fresh
butchers	customers	stall

On Your Own

Choose any three words you like. Write the words neatly on a card and post the card on your classroom wall.

2 Unscramble these letters to form words.
Here are some clues to help you.

- ritsuf = _____ : mangoes, apples and bananas
- akemrt = _____ : A place where people sell.
- thubcre = _____ : Someone who sells meat.
- agetlvebse = _____ : Bora, ochro, provision etc.

Grammar: Nouns

1 Read the sentences with your teacher.

- The big, grey bus arrives.
- They go to the market.
- Clara buys juice for her grandmother.

Talk about the highlighted words.
Yes, they name **persons**, **places** and **things**.

2 Words which do this are called ***NOUNS***.
Circle the naming words in the sentences below.

1. The boy is running.



2. The cat is under the table.



3. John lives in Georgetown.

4. The tiger is in the cage.





Reading Time

Read UNIT 4 - ***Mother goes to Market*** from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Read the following sentences carefully before answering the questions that follow.

- ***Clara asks her mother for money.***
- ***She buys chocolate, biscuits and cranberry juice.***
- ***The juice is for Grandma.***
- ***Clara is now ready to go home.***
- ***On the bus, Clara leans over and kisses her mother.***
- ***"Thank you Mom," she whispers softly.***



Questions

Answer the following questions.

1. Who are the persons in the story? _____

_____

2. Why do you think Clara kissed her mother? _____

_____

3. Clara bought juice for her grandmother.
   What would you have purchased for your grandmother?

_____

4. Explain why you would make that purchase.

_____

_____

_____

_____



Creative Writing

Look at this picture.
Put yourself in the picture, then write sentences to describe what is taking place.



Before You Read

Story Introduction

Name the festival celebrated in the picture below. Discuss how Guyanese celebrate this festival.



Make a list of words associated with this celebration. Read the words which you have made.

A Fun with Sounds

1 Say this sound with your teacher.

/ **c** / **as in corn** **cow**

2 Say each row of sounds.
Read the words that follow and
listen for the '**c**' sound in the words.

c c c c c c c c

corn cab cart cub

3 Say the name of the pictures below, and write the **first letter** for each picture on the line.









Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

C C C C C

c c c c c c

cage cake can

Write the letters and words between the lines below.

B Fun with Sounds

1 Say this sound with your teacher.

/ g / as in gift



2 Say each row of sounds.
In the words below, say each sound separately, then blend them to make the word.

g g g g g g g

g g g g g g g

g/i/f/t g/o/l/d g/u/m

g/a/s g/i/l/l

3 Look at the pictures.
Read the words below, then circle the letter which says the sound that is the same in the words.



bag



glove



girl



frog

garden





Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

G G G G G

g g g g g g

gate gum gold

Write the letters and words between the lines below.

WORD PRACTICE

1 Say these words with your teacher.

as how going when
his give delicious religious
different parents colours shapes
visitors fireworks bridge

2 Complete the sentences with the correct word from the box.

religious	delicious	parents	give

1. Mother prepares _____ snacks for us to take to school.
2. My _____ and I went to the circus.
3. Christmas is a _____ holiday in Guyana.
4. The teachers _____ us some books to read.

3 Put in the missing letter to complete these words. Say each word twice. The first is done for you.

g a r a g e _ l o v e f r o _

Grammar: *Verbs*

1 Read the sentences with your teacher.

- The bird sings sweetly.
- Mother and I eat lots of sweet foods.
- Daddy lights the diyas.

Look at the highlighted words.
They tell of the actions done.

Words that tell actions are VERBS

2 Now read the following sentences.
Find the **action word** in the sentence.
Underline the **action word** in each sentence.

1. Kim **writes** a letter to the teacher
2. Rover scatters the bones.
3. The children tour the museum.
4. Mother sweeps the yard.





Reading Time

Read UNIT 5 - ***Our Festivals***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

1 Arrange yourselves into family groups of five and role play any event that you like in the story '***Our Festivals***.'

2 Write two differences between Diwali and a festival of your choice.







Creative Writing

Below the picture, there are two sentences. Read them carefully. Continue the story by writing at least three sentences. The pictures will help you.







Children's Mash Celebrations

The month of February is here at last.
Our school will be taking part in the Children's Mash Celebrations.

Before You Read

Story Introduction

Look at this classroom. What does your classroom look like? Describe it to your friend.



Name two things that are different in your classroom from the one in the picture.

Share one classroom learning experience which you have engaged in at school with your teacher.

A Fun with Sounds

1 Say this sound with your teacher.

/ **a** / **as in apron** **gate**

2 Say each row of sounds. Read the words that follow and listen for the long ‘a’ sound in the words.

a a a a a a a

aa aa aa aa aa aa aa

gate able apron parent

3 Say the name of each picture. Listen for the long ‘a’ sound. Draw lines to connect the pictures that begin with the long ‘a’ sound.











Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

Aa Aa Aa Aa

ape apron aid

Write the letters and words between the lines below.

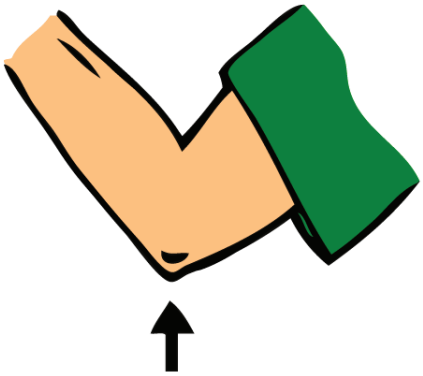
B Fun with Sounds

1 Say this sound with your teacher.

/ **e** / **as in eel**

2 Say the name of each picture.
Listen for the **long 'e'** sound. Draw lines to connect the pictures that begin with the **long 'e'** sound.









Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

Ee Ee Ee Ee

eat eel eagle

Write the letters and words between the lines below.

C Fun with Sounds

1 Say this tongue twister with your teacher.

The thirsty thinkers thought thick thoughts.

You will notice that all the words begin with '***th***'.



2 Say each row of sounds. Read the words that follow and listen for the '**th**' sound in the word.

th th th th th th th

th th th th th th th

them mother they thick

broth thumb thigh think



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

Th Th Th

th th th th

thumb thin

Write the letters and words between the lines below.

D Fun with Sounds

1 Read this chant and say what sound is common.

Chit chat chit
Chap chop chip
Chit chat chap



2 Say each row of sounds. Read the words that follow and listen for the '**ch**' sound in the word.

ch ch ch ch ch ch ch

ch ch ch ch ch ch ch

chin chop chip chain

3 Read these words and underline the letters that give the sound heard in the chant above.

teacher hitch which switch

twitch witch much



Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

CH CH CH

ch ch ch ch

church chair

Write the letters and words between the lines below.

WORD PRACTICE

1 Say these words with your teacher.

take their our where really
this around much those have
classroom lunch buckets teacher
medicine shaving talking community

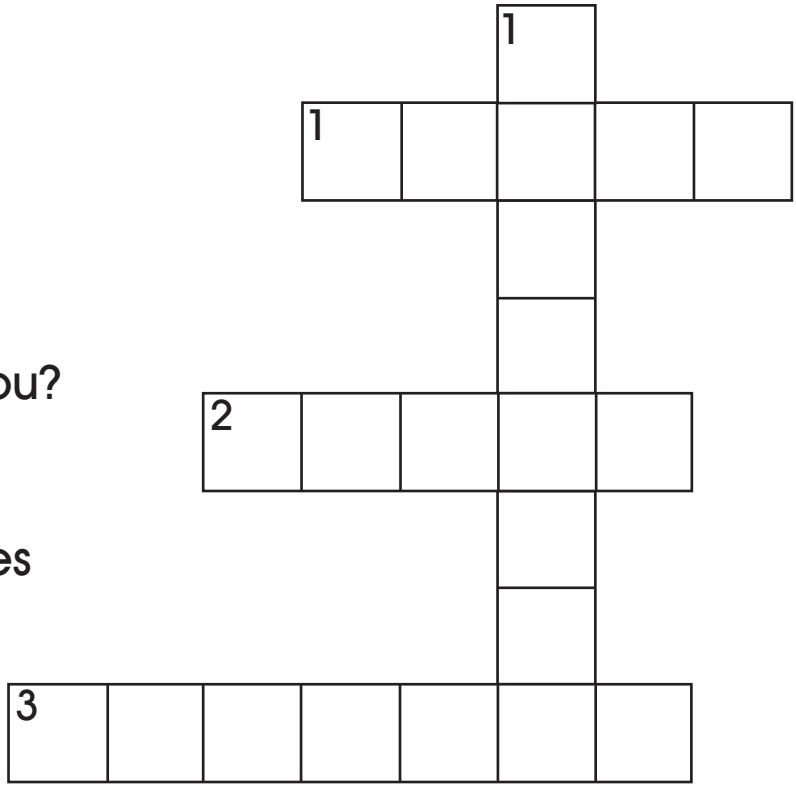
2 From the words above, use the clues below to complete the crossword puzzle.

Down

1. Substance you take when you are ill.

Across

1. _____ are you?
2. Midday meal.
3. Person who teaches in class.



Grammar: Pronoun

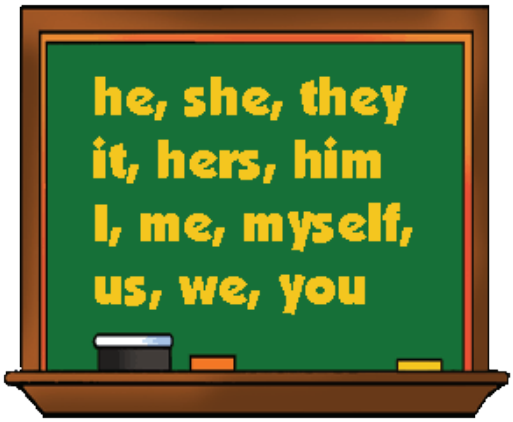
1 Read these sentences.
Talk about the **underlined** words.

- **Mother** is going to the market.
- **She** is going to the market.
- **Carl** has a bat.
- **He** has a bat.

Yes, the sentences are the same but, there are no names in the red sentences.
The word which can be used instead of a name is called a PRONOUN.

2 Circle the **Pronoun** in each of the sentences below. ***The first is done for you.***

1. (They) are going to the market.
2. He is sitting on the log.
3. We go to school by bus.
4. She is feeding her pet.





Reading Time

Read UNIT 6 - ***Miss Bell's Classroom*** from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

1 Re-read the story about '***Miss Bell's Classroom***'. Show how much you remember by completing these sentences.

- Anna's story is about _____ .
- We dress the dolls as a _____ and _____ .
- The grocer takes good care of the _____ .
- The sound 'beep, beep' tells the children that the _____ is ready.

2 Write two sentences about the part of the story you like best.

_____

_____

Creative Writing



Choose ideas from the first box and write four sentences that you would like to share with a special friend.
A model is done for you in the other box.

My Classroom

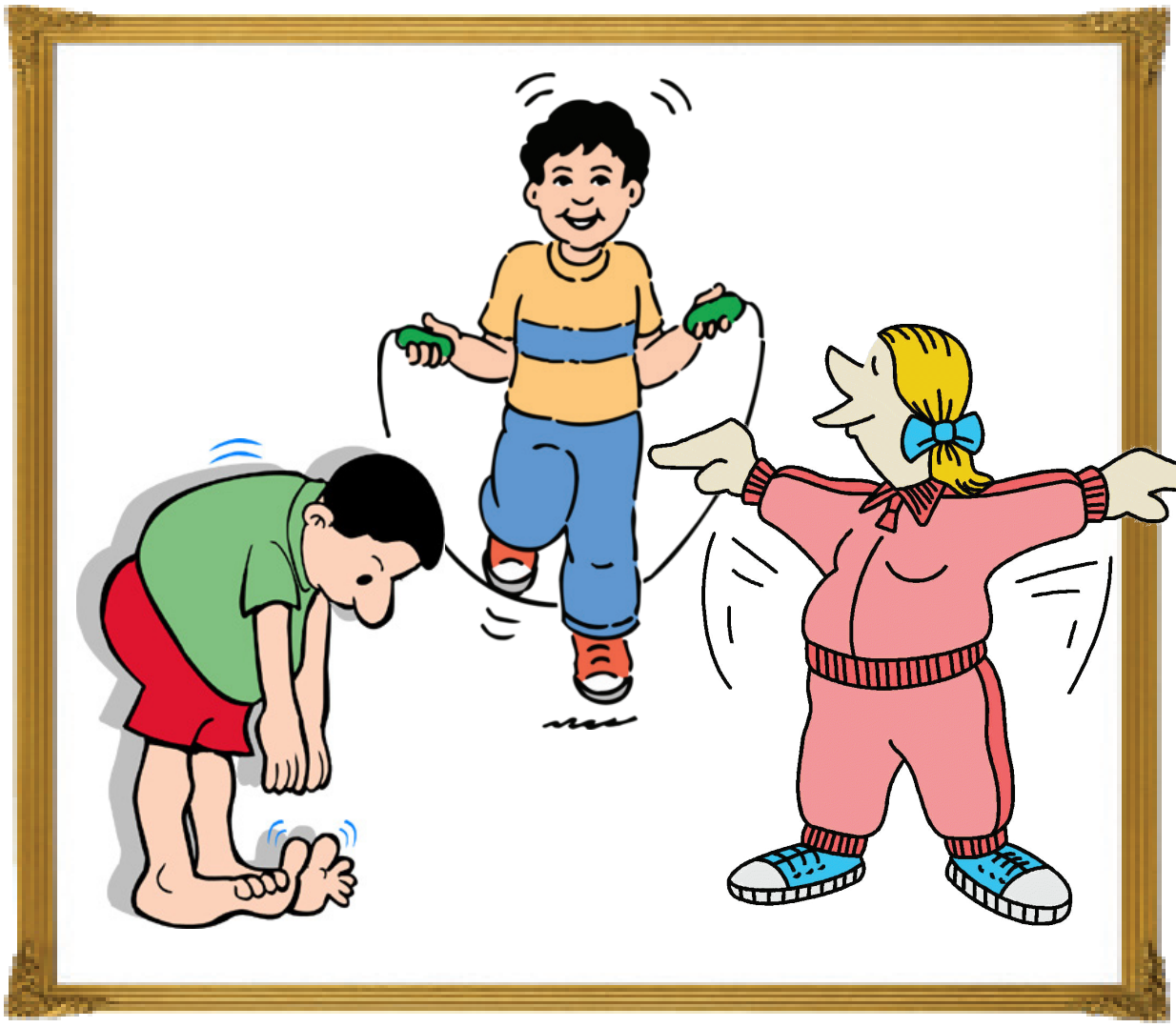
- Name of the class
- Location of classroom
- Size of the classroom
- Things found in the classroom
- Activities done in the classroom

My classroom is found in Hale's Primary School.
It is on the lower flat of the big wooden building.
It is near the first door to the left.
My classroom has a blue door.

Before You Read

Story Introduction

Talk about this poster.



Discuss two other things that you can do to keep your body healthy.

A Fun with Sounds

1 Look at the pictures. These pictures show words where the final sound of 's' sounds like / **z** /.

Read the words.

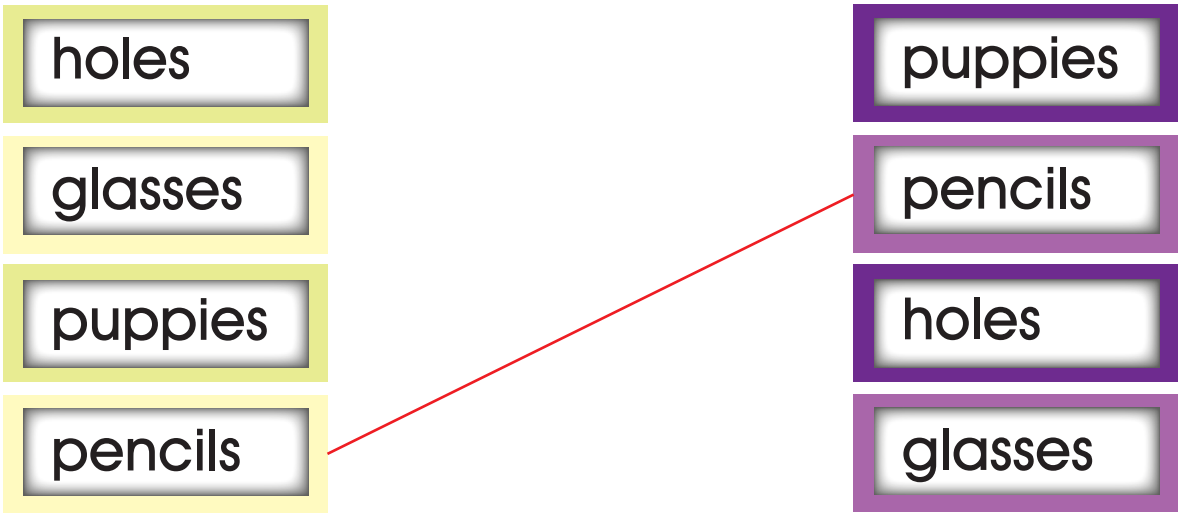


stars



chairs

2 Say these words. Listen to the ending sound. Draw lines from the words on the left to the same words on the right.





Let's write the letter

3 Look at the words below.
Trace the words.

stars stars

pencils pencils

chairs chairs

Write the words between the lines below.

WORD PRACTICE

1 Say these words with your teacher.

walk may stop had

some could exercise healthy

books enough families washes

afterwards dishes spread

2 Make new words by adding / **s** /.

spot _____ **book** _____ **cup** _____

map _____ **block** _____

3 Choose the correct words from those below to complete the sentences.

bus **cups** **blocks** **grass**

- The garden has a lot of _____ .
- The students go to school by _____ .
- The children play with the _____ .
- We drink from our _____ .

Grammar: Naming and Doing

1 Read the sentence below with your teacher.



Naming – *the person or thing we are talking about.*
Doing – *what is done.*

2 Match each naming part to an action part.
Write the two sentences you make.

Naming Part	Doing Part
Mr. Singh	is shining.
The sun	lives alone.

_____

_____



Reading Time

Re-read UNIT 7 - ***Keeping Healthy***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Use the words in the box to help you answer the questions below.

- to prevent illness and live longer
- germs can get inside of them
- to keep us fit

What do you think can happen if the children do not wash their hands with soap?

What will exercising in the park do for the family?

Why should keeping healthy be important to us?

Creative Writing

Look at this health poster. Use pictures to create one of your own to show how you can keep healthy.

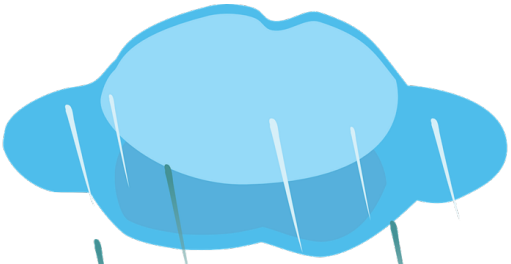


Before You Read

Story Introduction

- Discuss fun activities you can do when the sun is shining brightly.





- Discuss fun activities you can do when it is raining.



A Fun with Sounds

1 Say the name of the picture below.
Listen keenly to the initial sound of the word.

/cl/ as in clowns



2 Use words beginning with the '**cl**' sound to complete the rhyme below.

Rhyme

The boy fell down

When he saw the _____

His feet slipped

Upon a big _____

He took a hose

And wet his _____



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

Cl Cl Cl Cl

cl cl cl cl cl

cloth clip clap

Write the letters and words between the lines below.

WORD PRACTICE

1 Say these words with your teacher.
Find them in the story.
Write them in your Vocabulary book.



2 Write the following words in alphabetical order.

- heat clouds appear

_____

- thrill warm powerful breeze

_____

Grammar: Question Mark

1 Read the following sentences carefully.

- Does the cat drink milk?
- Is this your bag?

A question mark is used at the end of an **asking sentence.**



2 Complete the following by inserting the question mark. The first one is done for you.

1. Where are you going ?
2. What will you have for dinner ☐
3. Have you gone mad ☐
4. Why are you looking so sad ☐

3 Form question sentences (***questions***) after reading the answers below. The first one is done for you.

- ***Question:*** How old are you?

  Answer: I am seven years old.

- ***Question:*** _____

  _____

  Answer: I live at Timehri.

- ***Question:*** _____

  _____

  Answer: I am in Grade Two.

- ***Question:*** _____

  _____

  Answer: Georgetown is the capital of Guyana.



Reading Time

Read UNIT 8 - *The Sun and the Rain* from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Read the passage below and let us discuss this part of the story as found on page 56 of the Reader.

The clothes on the line begin to dance in the wind. The wind blows the leaves all over the yard. Tara feels a thud on her back, then another on her head. She spins around to see if someone is pelting her.

Try to answer the following questions.

1. What do you understand from the words 'the clothes on the line begin to dance'?

_____

2. What is responsible for the 'thud' which Tara felt on her back?

_____

Creative Writing



In the box provided, draw yourself going to school on a rainy day.

On the lines, write two sentences which tell how you feel about going to school on such days.



Before You Read

Story Introduction

In the boxes below, write two ways you can keep yourself safe.





A Fun with Sounds

1

Hi there, I am long / ***i*** /.
You can write me in
many different ways.
These are my names:
/ ***i*** / / ***igh*** / / ***y*** / / ***ie*** /



See / Hear me in these words

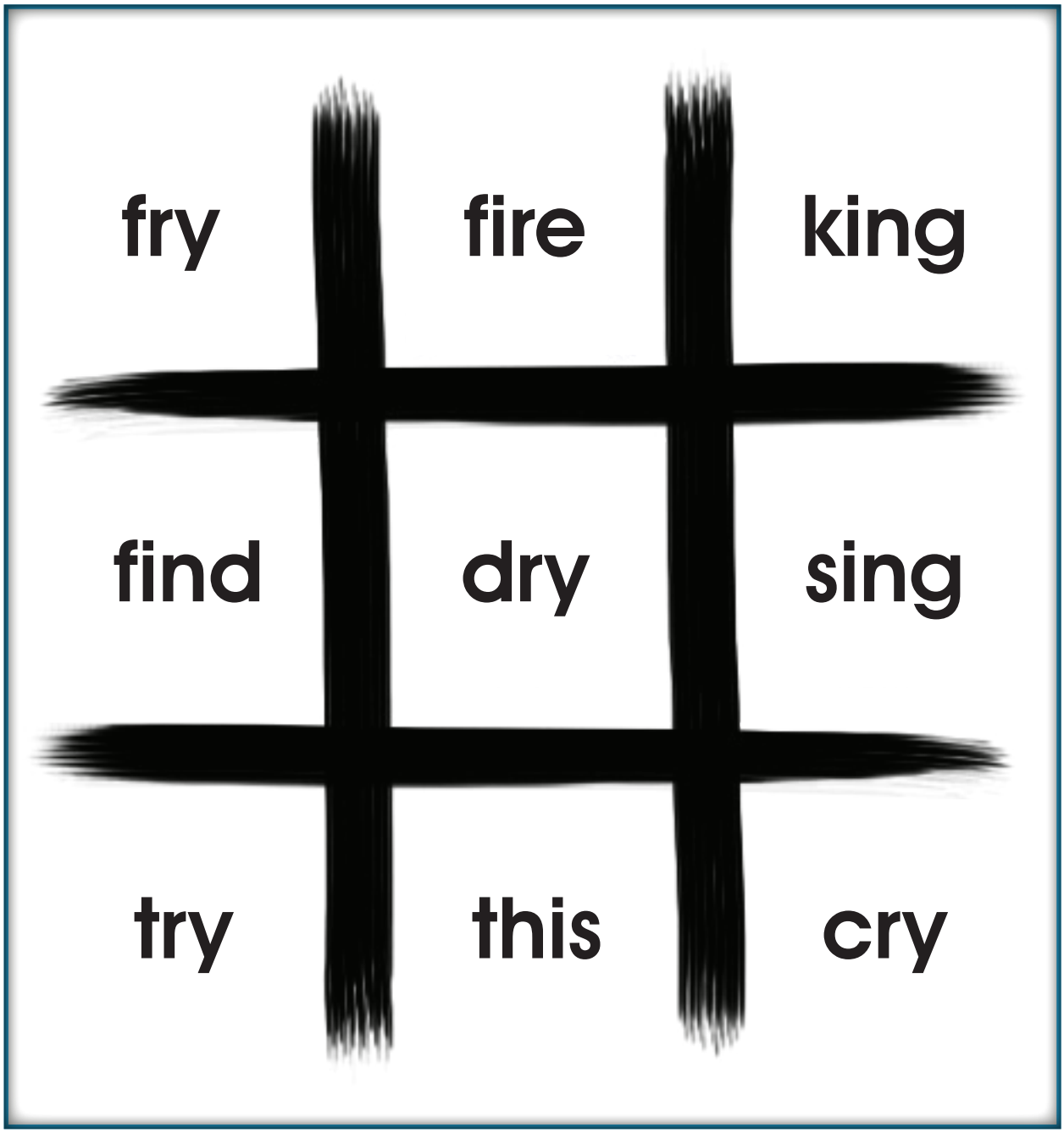
bike	**right**
cry	**pie**

2 Now, use the words to complete these sentences.

- I love to ride my _____ .
- The _____ is in the oven.
- We heard the kitten _____ in the night.
- Move over to the _____ .

3 Complete the Tic Tac Toe game below by drawing rings around the three rhyming words in a row.

Tic Tac Toe





Let's write the letter

4 Look at the letters and words below.
Trace the letters and the words.

I I I I I

i i i i i

ice ink icicle

Write the letters and words between the lines below.

B Fun with Sounds

1 Circle the words outside the box that contain the same sound as the word in the box.

mile	give	night	my
sky	fight	smile	fail
right	wink	lime	sigh
high	sly	pink	light



Let's write the letter

2 Look at the letters and words below.
Trace the letters and the words.

igh igh igh

eight light

night

Write the letters and words between the lines below.

C Fun with Sounds

1 Say the rhyme below.
Say the sound heard the most.

My dog has a paw.

The biggest you ever saw.

Would you like to draw my dog's paw?



aw



2 Say each row of sounds. Read the words that follow and listen for the '**aw**' sound in the words.

aw aw aw aw aw

aw aw aw aw aw

thaw claw draw awe



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

Aw Aw Aw

aw aw aw

shawl paw claw

Write the letters and words between the lines below.



1 Read the words with your teacher.

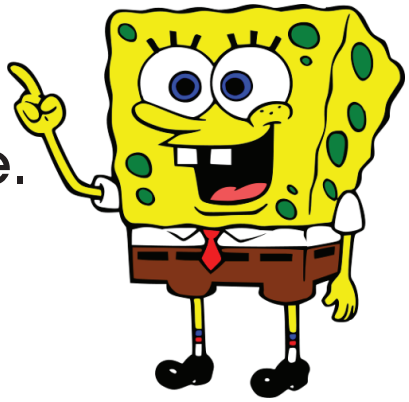
everything	opposite	however
allows	trail	hopscotch
shrubs	thick	frightens
tractor	traffic	learn

2 Five of the Word Practice words above are found in the word search below. Have fun finding them.

t	r	a	i	l	a	a	b	c
h	f	l	e	a	r	n	e	d
i	g	l	n	o	p	w	x	y
c	h	o	m	q	t	u	d	z
k	i	w	l	r	s	v	c	a
s	j	s	h	r	u	b	s	b

Grammar: *Adjectives*

1 Talk about Sponge Bob



- Sponge Bob has a long nose.
- He has thin arms.
- He has large eyes.
- We all laugh at his big, square head.

Adjectives are words used to describe a noun or a pronoun

2 What other words can you use to describe Sponge Bob?

Think of his colour, the shape of his head, how a sponge feels. Write your words on the lines.

3 Choose the most suitable word from the ovals to describe the pictures below.

happy

beautiful

colourful

A _____ family.





A _____ sky.



A _____ basket.



Reading Time

Read UNIT 9 - *Keeping Ourselves Safe* from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

1 Read the sentences below and circle the most appropriate meaning of the underlined word in each sentence.

- We live far along the trail.

  trail means: **a mark** **a path** **a place**

- He frightens me.

  frightens means: **shuns** **likes** **scares**

2 Retell the story '***Keeping ourselves Safe.***' Be sure to keep the details in order.

Use words such as:

• first • then • next • afterwards

Creative Writing



Complete the sentences about an experience you had on your way to school.

danced		**monkey**	**pointed**
girl	**clapped**	**grinned**	**Thursday**

On my way to school on _____ I saw a _____ .

I thought it was so interesting that I stopped to look. It was just there at the side of the street.

A _____ who was passing saw it too and stopped. We laughed as we looked.

It _____ and _____ .

Then we _____ and _____ at its actions. We soon had to be on our way to school.

Before You Read

Story Introduction

Talk about the picture with your teacher.



Write four descriptive sentences about how you spent your Easter Vacation.

A Fun with Sounds

1 Say this sound with your teacher.

/unch/ as in lunch **crunch** **punch**

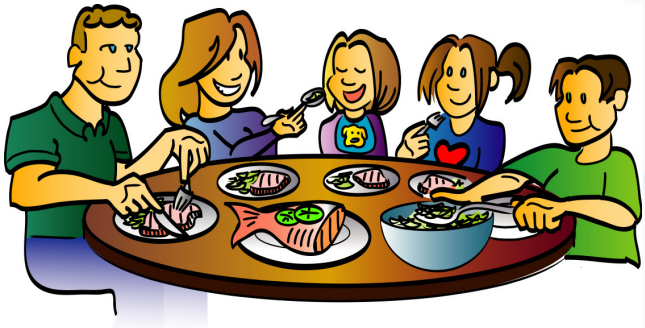
unch unch unch unch unch

unch unch unch unch unch

2 Listen to the clues below as your teacher reads them to you. Find a partner and solve each. Share your answer with the class.

Clues:

- Mid-day meal is called _____ .
- Mother made a fruit _____ for us to drink.
- The biscuit had a nice _____ as we ate it.





B Fun with Sounds

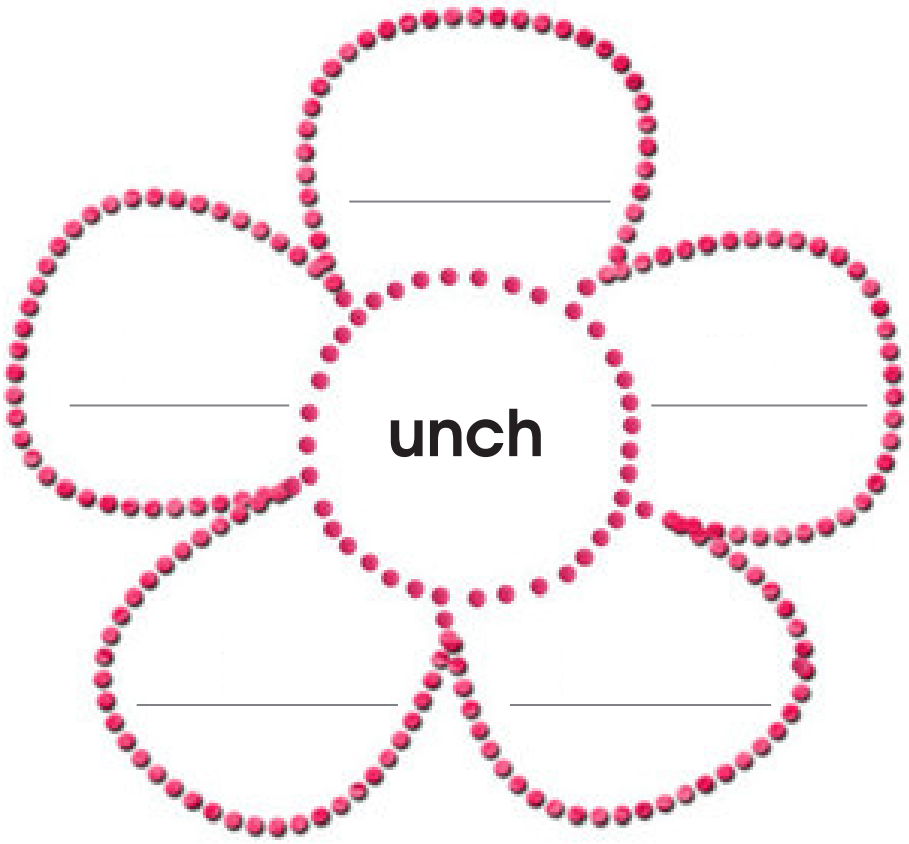
1 Look at the ending of the highlighted word. Say the word.

punch

Now, read these words

bunch	munch	lunch
hunch	crunch	brunch

2 Complete **the flower petals below** by adding a letter or a blend to the beginning of '**unch**' to make new words.





Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

UNCH UNCH

unch unch unch

lunch punch

Write the letters and words between the lines below.

WORD PRACTICE

1 Read the words below.
Listen carefully to the words as you say them.

enjoy schools spread villages
soars together happen diamond
holidays families kites lovely
string bursts delight parents

Every syllable has a vowel sound. ***For example:***

child..... child
happy..... hap/py
syllable..... syl/la/ble

2 Use the practice words above to complete the table on syllables. The first one is done for you.

One Syllable	Two Syllables	Three Syllables
soars	happen	together
soars		

Grammar: Subject & Verb Agreement

1 **Read the sentences below.**

- The **baby** **drinks** milk.
- **Mother** **runs** in the park.

The subject of the sentence is the word in ***green***.
The word in ***red*** is the verb.

When the subject of a sentence is singular, the verb takes an 's'.

2 Choose the correct word from the brackets to complete the sentences.

- John _____ daily. (exercise, exercises)
- Mother_____ them their fruits. (give, gives)
- The dog _____ in the park. (run, runs)

3 Subject and Verb Agreement.
Read the sentences below.

- The **babies** **drink** milk.
- **The children** **run** in the park.

The subject of the sentence is the word in ***green***.
The word in ***red*** is the verb.

When the subject of a sentence is plural, the verb does not take an 's'.

4 Choose the correct word from the brackets to complete the sentences.

- The boys _____ their homework. (do, does)
- Chris and Alex _____ early. (wake, wakes)
- Before going to bed, they _____ their teeth. (brush, brushes)



Reading Time

Read UNIT 10 - *Enjoying Easter*
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Read this passage, then answer the questions below.

She does not see the tree stump in her path. Timothy sees and shouts to her.
Sarah does not hear Timothy. She is laughing happily. She is enjoying flying her kite. Suddenly, she is on her stomach on the ground. Even though her hand is still in the air, there is no kite in it. The kite slips from her fingers. She looks up to see her kite go floating high above the trees. Sarah bursts into tears.

- What caused Sarah to fall flat on her stomach?

_____

_____

- What caused Sarah to lose her kite?

_____

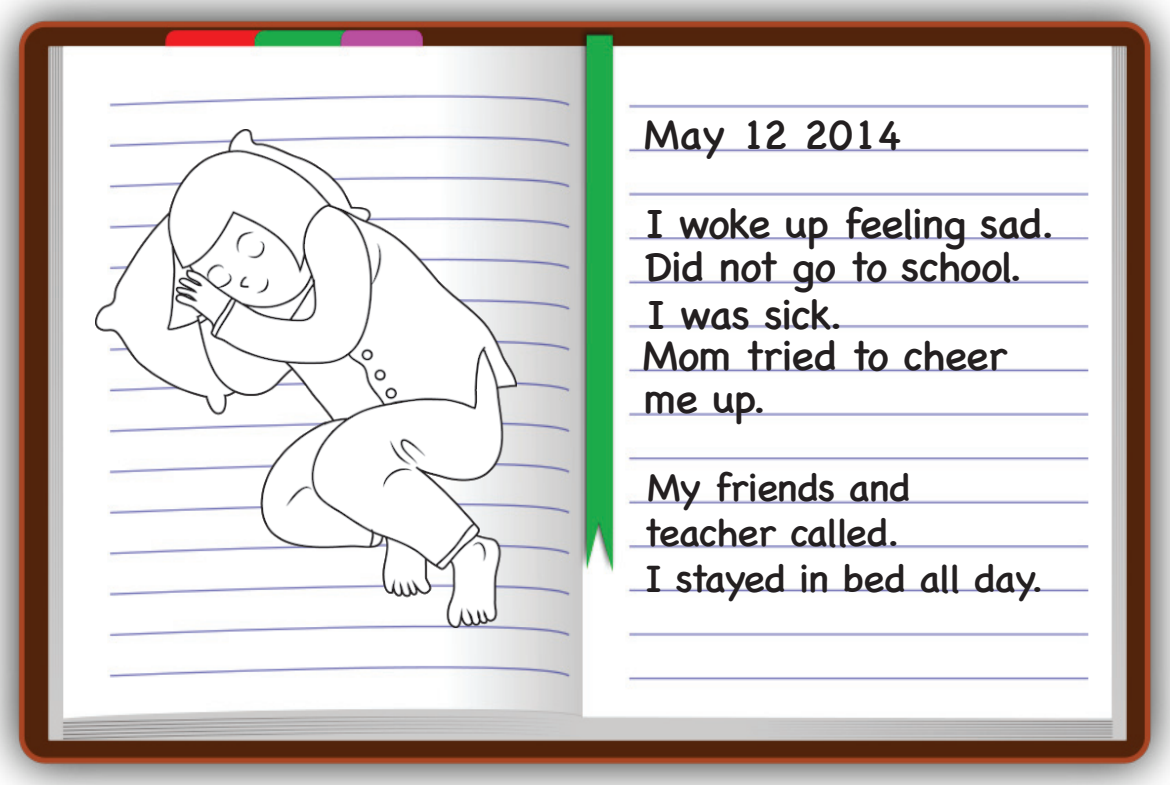
_____

- Why did Sarah cry? _____

_____

Creative Writing

Read the Diary entry for Ramesh Singh.



Tell your friend what you want to write about in your journal.

Before You Read

Story Introduction

Talk about the picture with your teacher.
Name some celebrations the family engages in.



Find pictures of other Guyanese celebrations and make a scrapbook.
Dress and role-play any one of these celebrations for the class.

A Fun with Sounds

1 Say the rhyme below. Listen carefully to the words.

Here is a boy.
His name is Roy.
He stands in the soil
with a toy
wrapped in foil.





2 Say the vowel sound that is heard the most.
The letters '**oi**' and '**oy**' give the same sound.

For example: **boil coil coy joy**

Here is another activity for you.
Follow the pattern to create new words.
The first two are done for you.

b + oil = boil **to + y = toy**

spoil - p = _____ **troy - t =** _____

B Fun with Sounds

1 Use the clues to help you find the '**oi**' and '**oy**'' words in the grid.

- A party is something to _____
- At Christmas, I got a new _____
- Let the water _____ to make the tea.
- Eat the fruits before they _____
- Roger is a _____

G	Z	I	H	L
I	L	I	O	B
E	N	J	O	Y
S	P	O	I	L
B	O	Y	O	T



Let's write the letter

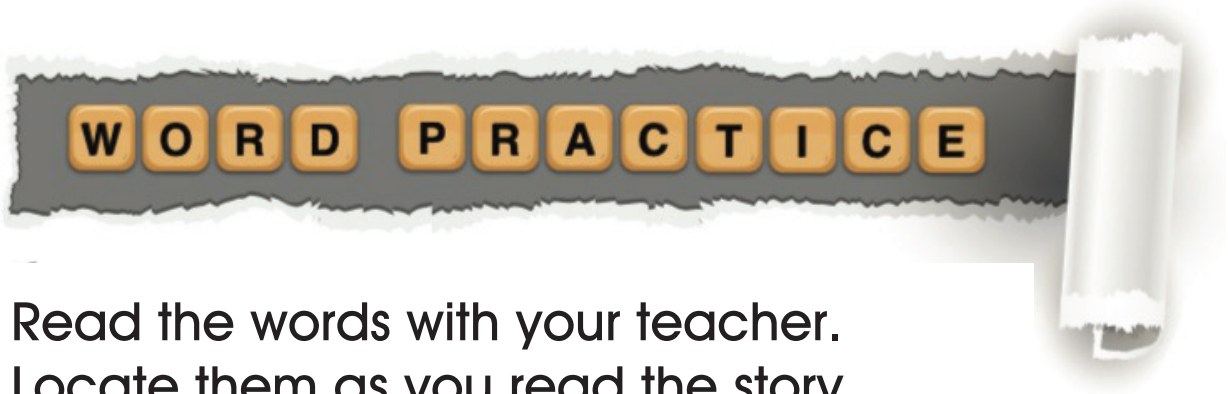
1 Look at the letters and words below.
Trace the letters and the words.

oi oi oi oi oi

coil soil

soy boy toy

Write the letters and words between the lines below.



1 Read the words with your teacher.
Locate them as you read the story.

whispered bedroom footsteps

there their thought

smile disappointed surprised

2 Choose three words from those above.
Write the sentence from the story '***Celebrations***' in the Atlantic Reader, Book Two, beginning from page 77 that contains the words you have chosen.

1 _____

_____

2 _____

_____

3 _____

_____

Grammar: *Adding 'ed' to Words*

The past tense of some verbs is formed by adding '**ed**' to the word.

For example: cook - cook**ed**
play - play**ed**

1 Add '**ed**' to the list of words to form the past tense.
The first one is done for you.

- wash ..... wash**ed**
- help ..... help___
- talk ..... talk ___
- jump ..... jump___

2 Add '**ed**' to change the words in bracket.
Write the new word in the blank space.

- Mother _____ the clothes. (fold)
- Pertab _____ the ball. (kick)
- The light _____ in the darkness. (glow)



Reading Time

Read UNIT 11 - ***Celebrations***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Study the picture, then answer the questions.



1. Name the national colours seen on this costume.

_____

2. What symbol on this costume tells us about Guyana?

_____

3. Which celebration is this picture depicting?

_____

Creative Writing

Read the information given at the points of the star to help you write a composition.



Before You Read

Story Introduction

Talk about the picture.
Describe a fun time you have experienced.



A Fun with Sounds

1 Say the names of the pictures.
Listen carefully to the sound of the ‘g’.

/g/ as in girl, bag

In these words, ‘g’ has a hard sound.



girl



bag

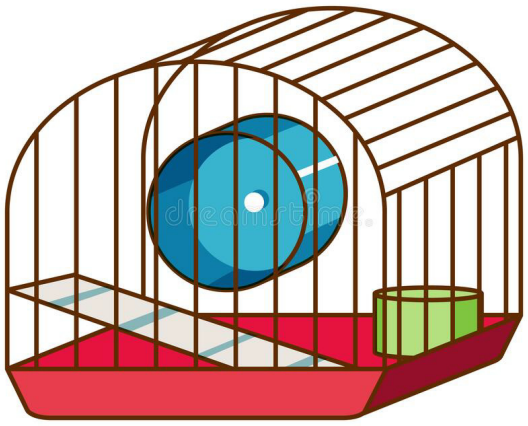
2 **Say the nonsense rhyme.**
Listen to the sound that the ‘g’ makes.
In these words, ‘g’ has a soft sound.

The giant gingerbread giraffe,
without a wage,
carries his cage
on the stage.



B Fun with Sounds

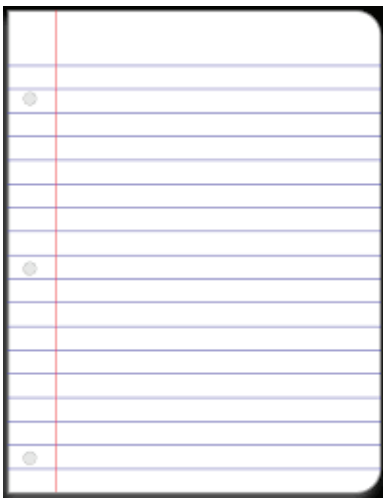
1 Say these words that have a soft ‘g’ sound.



cage



giraffe

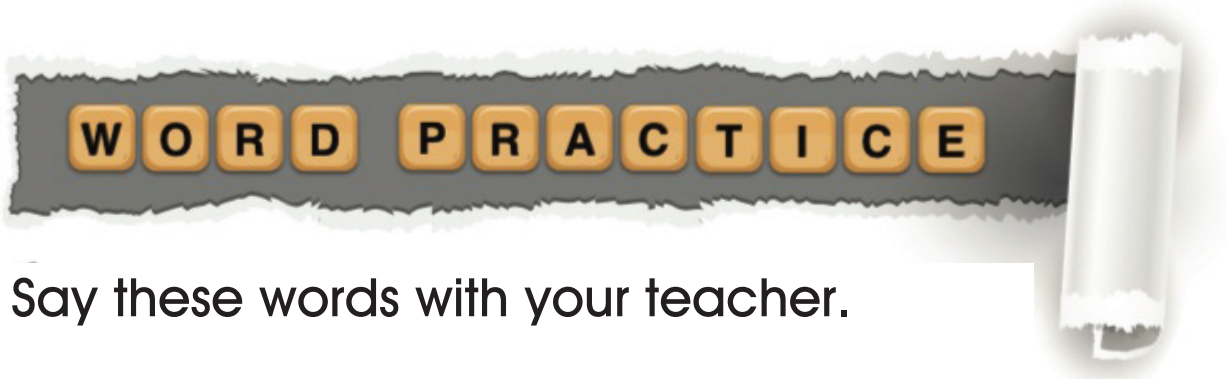


page



gym

2 Write two words that you know which have the soft ‘g’ sound.



1 Say these words with your teacher.

river grabs idea through foil
beach handle forward coil broil
attached exclaims steady squeal
strong Essequibo throws strokes

2 Read the rows of words below.
Place each row in A, B, C (alphabetical) order.

grabs	**beach**	**exclaim**	**foil**
_____	_____	_____	_____
Essequibo	**forward**	**steady**	**handle**
_____	_____	_____	_____
river	**idea**	**coil**	**strokes**
_____	_____	_____	_____

Grammar: Shortened Form of Words

It is good to be here.

Yes! It's good to be here.

1 Look carefully at the highlighted words. Talk about the differences in the words highlighted.

Sometimes when we speak and write we make words shorter.

'Is' and 'are' can be made shorter.

For example:

- **he is** has the same meaning as **he's**
- **they are** has the same meaning as **they're**



2 Read the sentences below. Underline the word pairs that can be shortened.

- She is happy.
- It is raining.
- We are going to the park.
- They are having fun.

3 Write the **shortened form of the words** that you have underlined.

_____ _____

_____ _____





Reading Time

Read UNIT 12 - ***Fun Trip***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

The list of words highlighted in yellow tells of feelings.

Circle the word highlighted below each sentence that best describes the feelings of that sentence.

1. "Look! Look Sham, a big red canoe."

   friendly ***eager*** ***happy*** ***excited***

2. "Let's go to see," said Mary.

   friendly ***eager*** ***happy*** ***excited***

3. Mary and Sham wave to them.

   friendly ***eager*** ***happy*** ***excited***

Creative Writing

Read the Cloze Passage carefully.
Complete the passage by placing suitable words in the spaces.

The _____ went for a _____ in the boat. The water was _____ .

The _____ waves rocked the boat.

The children were _____ . They held on _____ to each other. They soon _____ land _____.



Before You Read

Story Introduction

Study the picture below.
Name at least five things you will need to do to help clean up after the flood.



Write the names of the things you can do to help clean up.

A Fun with Sounds

1 Say this sound with your teacher.

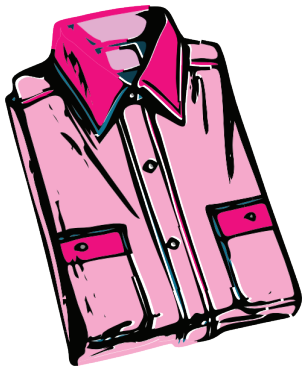
/ir/ as in shirt

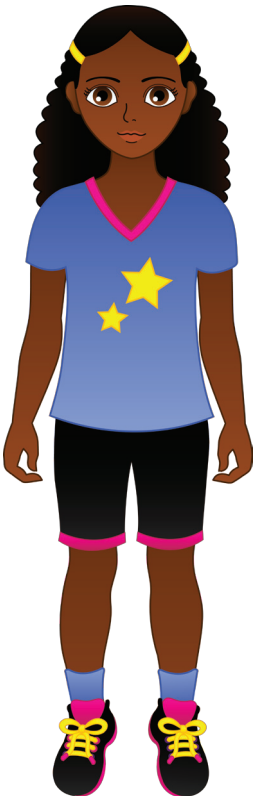
Say each row of sounds and words.

ir ir ir ir ir ir ir

ir ir ir ir ir ir ir

shirt skirt bird girl circus















Let's write the letter

2 Look at the letters and words below.
Trace the letters and the words.

ir ir ir ir

ir ir ir ir

shirt skirt dirt

Write the letters and words between the lines below.

B Fun with Sounds

1 Say this sound with your teacher.

/ur/ sound as in nurse

Say each row of sounds and words.

ur ur ur ur ur ur

ur ur ur ur ur ur

ur ur ur ur ur ur

nurse purse curl turn church



Let's write the letter

2 Look at the letters and words below.
Trace the letters and the words.

Ur Ur Ur Ur

ur ur ur ur

curl nurse purse

Write the letters and words between the lines below.

WORD PRACTICE

1 Read these words with your teacher. Write the words you do not know in your Vocabulary Book.

because those which sing

your nurse heavy flooded

plastic garbage damage

patient avoid dispose property

2 From the words below, write the correct names of the pictures on the lines.

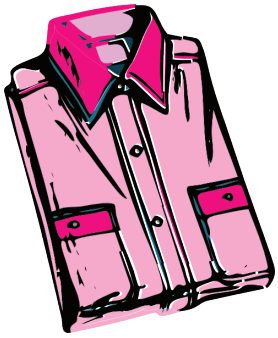
circus	shirt	bird	girl	skirt



_____



_____



_____

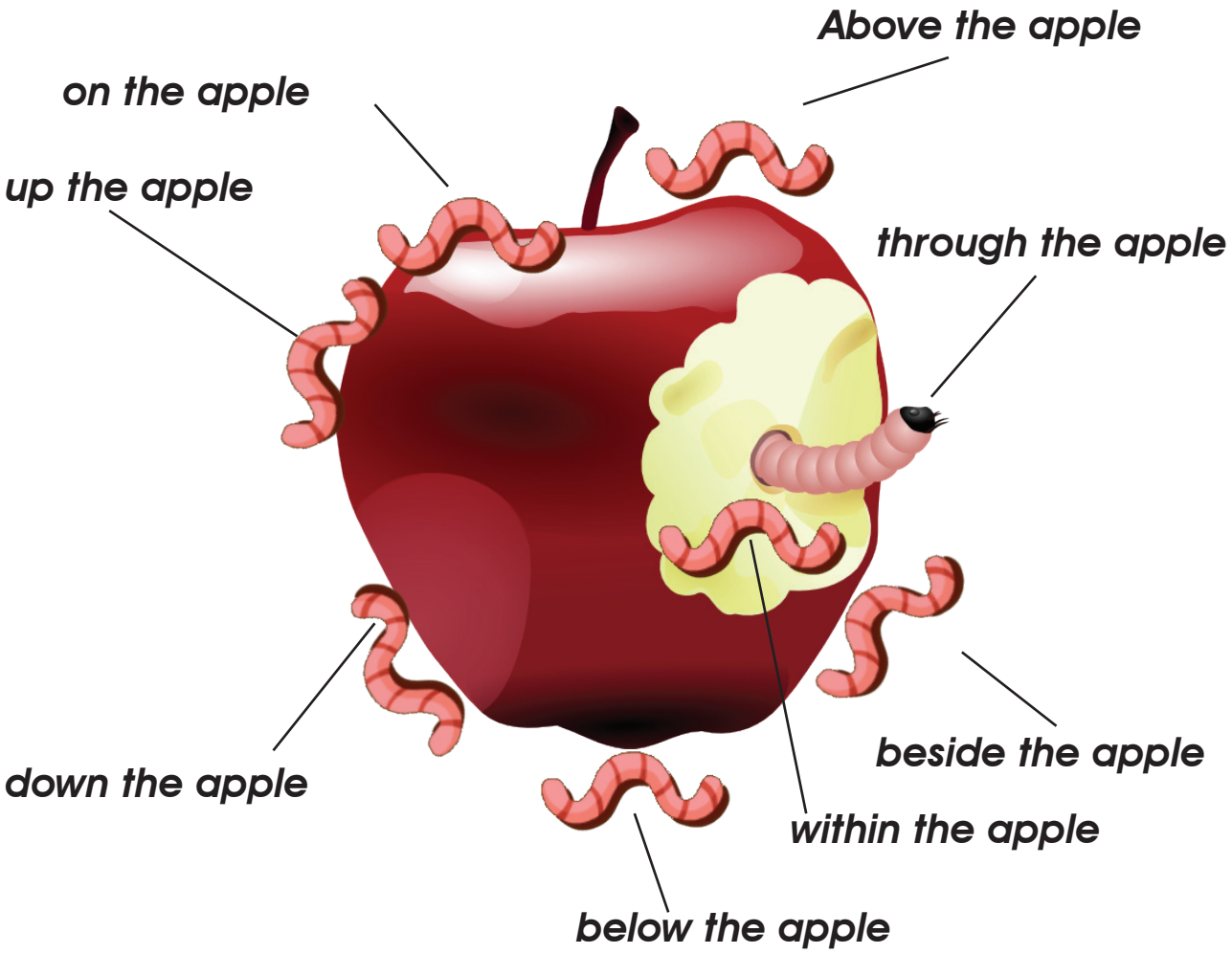


_____

Grammar: Prepositions

1 Look at the apple. Discuss with your friends all the places on the apple where the worm can be seen.

Words that tell position are called Prepositions.



The worm can be seen above the apple, below the apple, inside the apple, and outside the apple.

2 Use these prepositions to complete the sentences.

under **on** **behind** **over** **in**





The bird is in the nest.

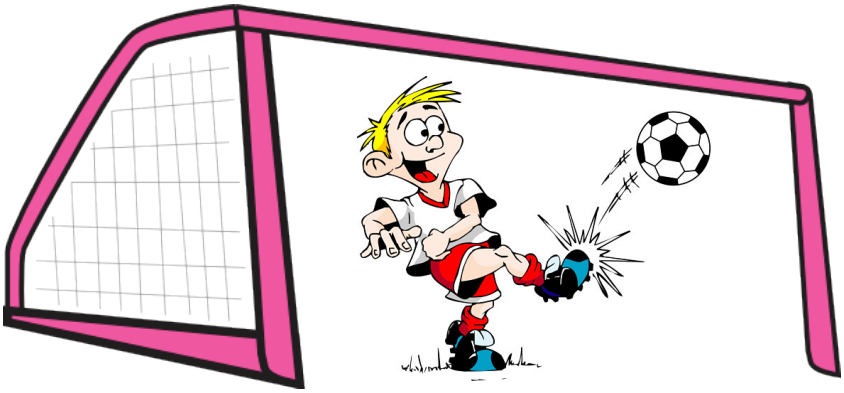
The girl is _____ the tree.





The bird is flying _____ the water.

The cat is _____ the table.



The boy is _____ the net.



Reading Time

Read UNIT 13 - ***Cleaning Day***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Imagine that you are all alone at home when the flood started.

1. List the three first things that you would do.

2. List two things every home should have to help deal with a flood situation.

3. Give the name of one situation which can cause a place to be flooded.

Creative Writing



Use the page below to write about what you saw and did one day while you were unable to attend school.



My Journal

UNIT 14 Meeting Relatives

Before You Read

Story Introduction

Look at this picture of a family gathering.
Tell the class about your family gathering.



A Fun with Sounds

1 Say this sound with your teacher.

/or/ sound as in horse, corn

2 Say each row of sounds and words.

or or or or or

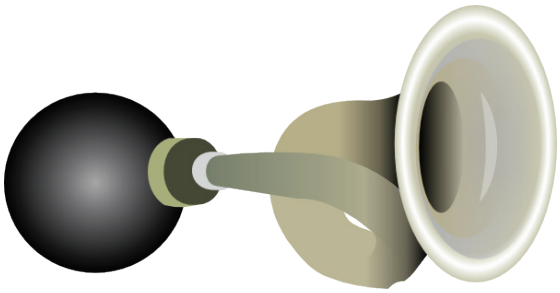
or or or or or

horn short forty fork corn









Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

or or or or or

or or or or or

corn horn morn

Write the letters and words between the lines below.

WORD PRACTICE

Say these words with your teacher. Write them in your Vocabulary book and learn to read them.

shouts window surveys porch

guess huge airport giggle

would front chorus verandah

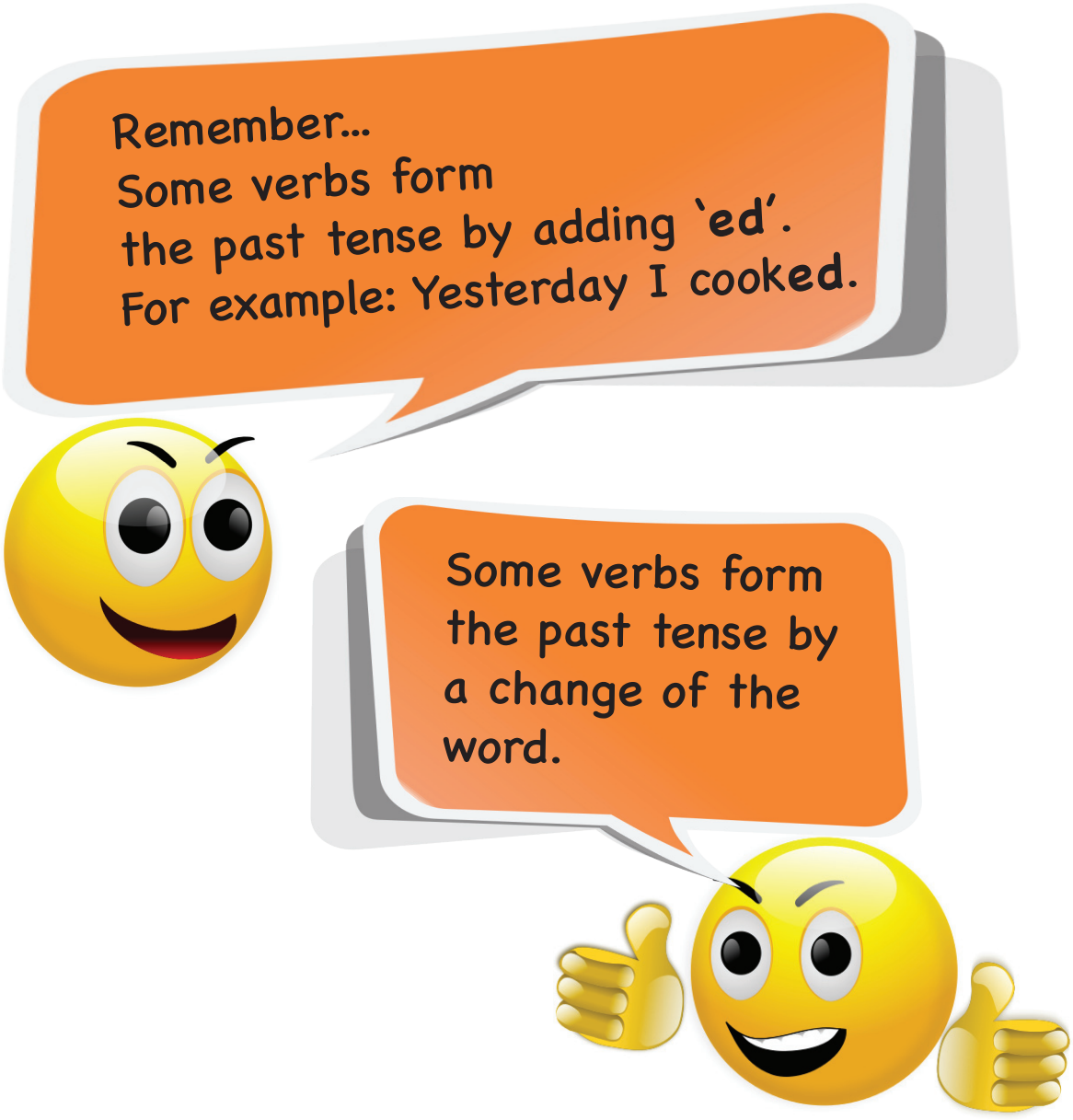
relatives twin moustache



On Your Own:

Group the words above according to the number of syllables in them.
Write the syllables on the lines below.

Grammar: Verbs



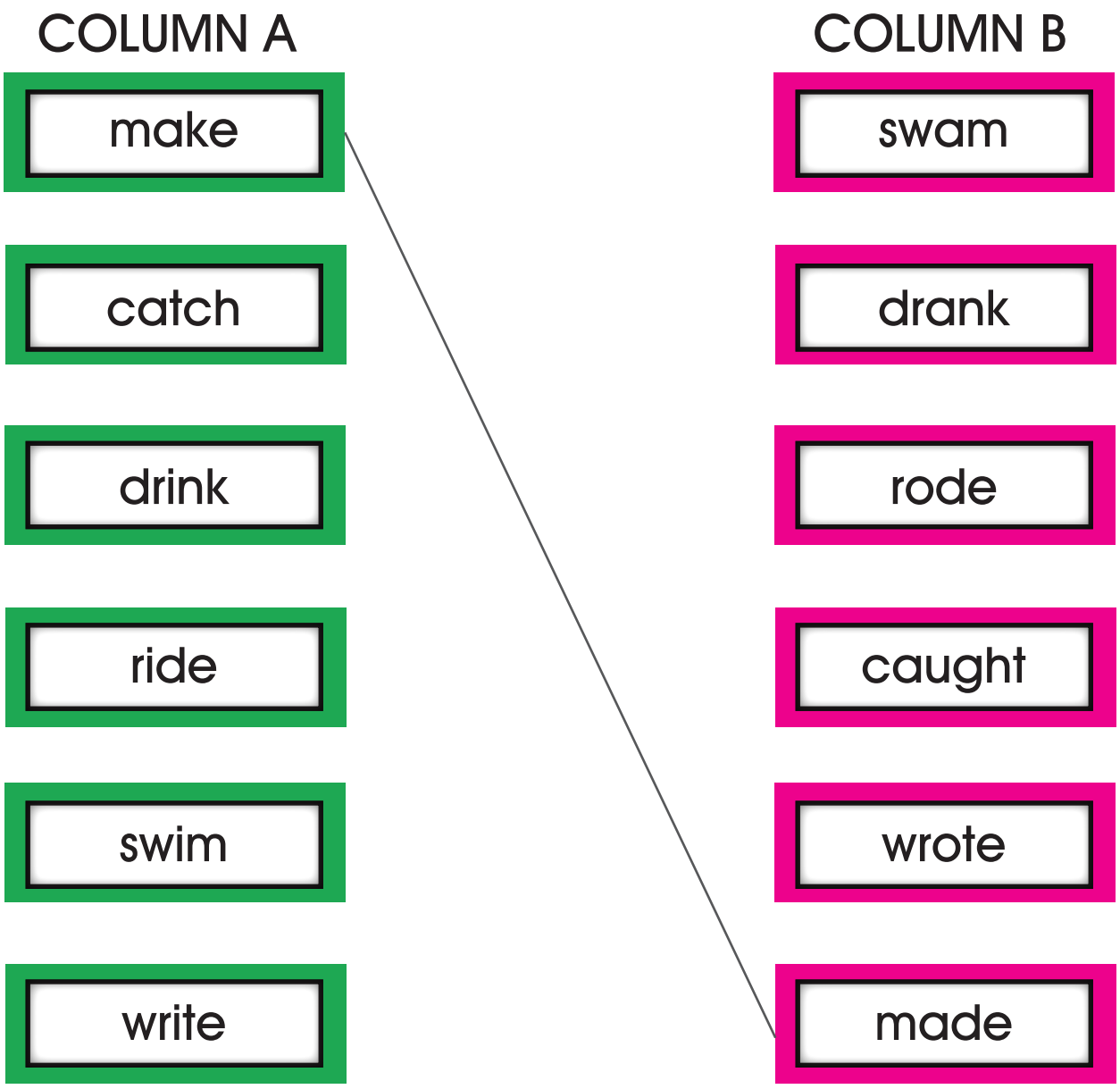
1 Read these sentences. Look carefully at the verbs.

For example:

Today ***I run***. Yesterday ***I ran.***

Today ***we speak***. Yesterday ***we spoke***.

2 Match the present tense of the verb in Column A to its past tense in Column B.
The first one is done for you..





Reading Time

Read UNIT 14 - ***Meeting Relatives***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Re-read the story **Meeting Relatives**.
Answer these questions.

1. Write your favourite sentence in the story.

_____

2. Write two questions you would ask a relative you have just met.

_____

_____

3.

When I read about

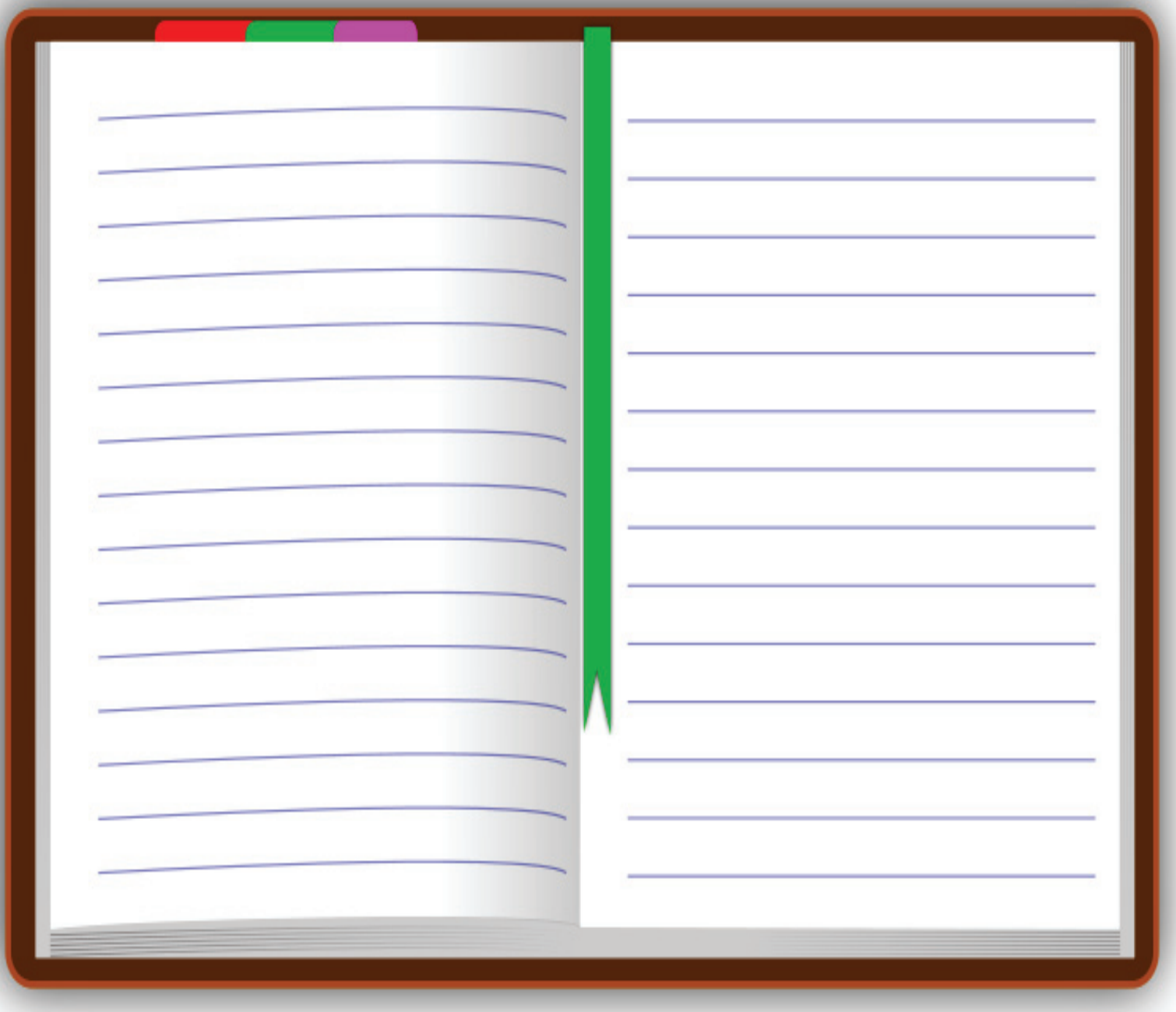
_____

It reminds me of

_____

Creative Writing

Pretend that you are one of the children in the story **Meeting Relatives** on page 101 of Atlantic Reader Book Two. Write on the page below your thoughts on meeting your relatives for the first time.





Before You Read

Story Introduction: Holiday Choices

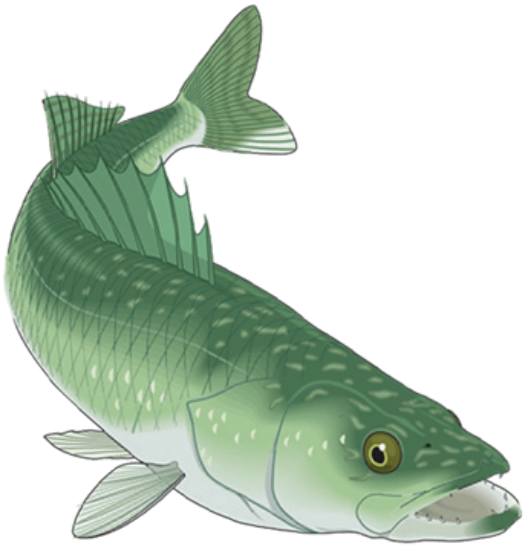
Look at the table below. Read each heading carefully. Write an activity which you would like to do after school is out for the holidays.

Place/s to visit	What I would like to do

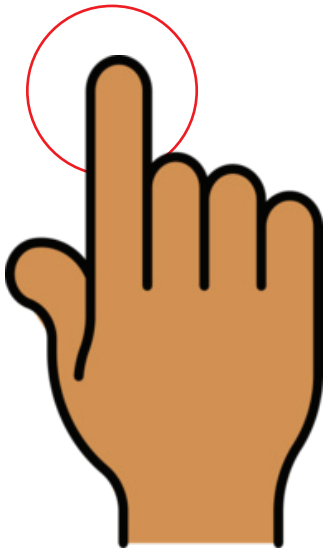
A Fun with Sounds

1 Look at the picture. Say the name of the picture.

Say the sound you hear at the beginning of each word.



fish



finger

2 Say each row of sounds and words.

f f f f f f f

f f f f f f f

fan find fair five off for



1 Read these words with your teacher.

found wash many around
green complete board flight
bought journey cousins thick
wears stew pilot

2 Fill in the blanks from the word list below to complete the sentences.

airport journey complete clouds board

- We will _____ the plane in 5 minutes.
- The _____ lasted for an hour.
- The pilot flew over the _____ most of the time.
- There were many people at the _____.
- Our parents _____ the documents at the airport.



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

F F F F

f f f f f

fish finger

On your own, write the letters and words between the lines below.

B Fun with Sounds

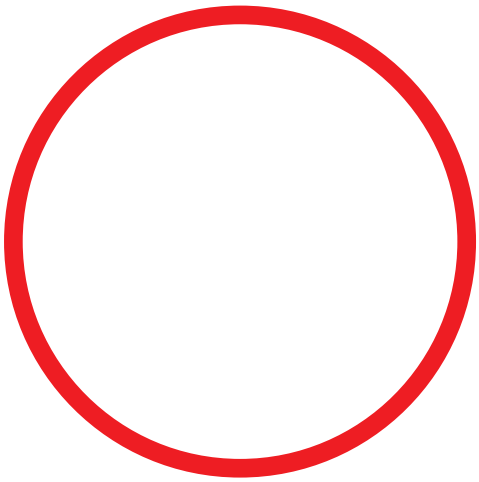
Let's review

1 Look at the picture. Say the name of the picture.

Say the sound you hear at the beginning of each word.



cellphone



circle

2 Say each row of sounds and words.
(Soft c says / s / as in celery.)

c c c c c c c

c c c c c c c

cellphone cent city circus



Let's write the letter

3 Look at the letters and words below.
Trace the letters and the words.

C C C C

c c c c c

cent city circle

Write the letters and words between the lines below.

Grammar: Adverbs

1 Look at the picture below.
Talk about what the dog is doing and how he does it.

For example: The dog runs **quickly**.
Tell your friend how you run.



Words that tell how an action is done are called Adverbs
For example: **quickly, slowly**

2 Look at the adverbs in the box.
Use an adverb from the box to complete each sentence.

brightly	slowly	loudly	quietly

- Jason talks _____ .
- We sat in class _____ .
- The water ran _____ .
- The moon was shining _____ .



Reading Time

Read UNIT 15 - ***School's Out***
from the Atlantic Reader, Book Two.

After Reading Activities

Comprehension

Read the flight schedule which Matthew saw at the airport, then answer the questions below.

Schedule of Departure from Ogle International Airport			
Date	**Departure**	**Arrival**	**Destination**
Mondays	10: 30	12:00	Lethem
Wednesdays	07:00	08:30	Lethem
Saturdays	11: 30	13:00	Lethem

1. If Matthew travelled the first day after school was closed, on which day would that most likely be?

_____

2. Matthew visited his relatives in July and spent a month. In which month did Matthew return to Georgetown?

_____

Creative Writing



On the page below, write a plan for the holidays.
List at least six activities.

My Holiday Plans

UNIT 1: Fun with the Family

Story Introduction	
1.7	Articulates speech sound accurately
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning

Fun with Sounds	
2.12	Identifies short vowels in two, three & four-letter spoken words
2.17	Builds and reads word families when provided with simple words
3.9	Sounds out regular words, including those with blends and digraphs etc.

Writing / Penmanship	
5.8	Writes legibly

Word Practice	
2.16	Blends and segments syllables and phonemes in spoken words
2.17	Builds and reads word families when provided with simple words
3.9	Sounds out regular words, including those with blends and digraphs etc.
5.1	Shows awareness of conventional spelling
3.11	Demonstrates appropriate use of vocabulary and sentence structure

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level
5.12	Demonstrates an understanding of topic

UNIT 1: Fun with the Family *continued*

Comprehension	
4.5	Retells events of a text in proper sequence
4.8	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told

Creative Writing	
5.14	Organizes content for writing

UNIT 2: New Friends

Story Introduction	
1.7	Articulates speech sound accurately
1.8	Uses first language appropriately for various kinds of reporting
1.11	Builds some oral vocabulary independently
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning

Fun with Sounds	
2.6	Recognizes that alphabet letters represent print
2.10	Identifies individual letter sounds in initial, middle and final positions
2.12	Identifies short vowels in two, three and four-letter spoken words
3.9	Sounds out regular words, including those with blends and digraphs etc.

UNIT 2: New Friends *continued*

Writing / Penmanship	
5.8	Writes legibly
5.9	Observes appropriate spacing between letters and words

Word Practice	
3.5	Reads basic grade-level sight words in context and in isolation
3.7	Blends letter sounds to decode printed words
3.11	Demonstrates appropriate use of vocabulary and sentence structure
5.4	Spells correctly previously taught words

Grammar	
1.10	Uses basic language structure in speech
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
4.5	Retells events of a text in proper sequence
4.8	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told

Creative Writing	
5.13	Develops appropriate facts and details
5.17	Uses descriptive words so as to enhance writing
5.14	Organizes content for writing

UNIT 3: Caring our Pet

Story Introduction	
1.11	Builds some oral vocabulary independently
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning
1.10	Uses basic language structure in speech

Fun with Sounds	
2.12	Identifies short vowels in two, three and four-letter spoken words
2.17	Builds and reads word families when provided with simple words
3.9	Sounds out regular words, including those with blends and digraphs etc.

Writing / Penmanship	
5.8	Writes legibly
5.10	Uses a style of writing that is fluent and legible (manuscript and cursive)
5.9	Observes appropriate spacing between letters and words

Word Practice	
3.7	Blends letter sounds to decode printed words
3.11	Demonstrates appropriate use of vocabulary and sentence structure
3.5	Reads basic grade-level sight words in context and in isolation

UNIT 3: Caring our Pet *continued*

Grammar	
5.5.	Uses grade-level punctuation, full stop, question mark, comma, exclamation mark and capital letters

Comprehension	
4.8	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told

Creative Writing	
5.21	Focus on central theme and supporting ideas in own writing

UNIT 4: Mom goes to Market

Story Introduction	
5.14	Organizes content for writing
5.16	Writes logically, focusing on topic

Fun with Sounds	
2.12	Identifies short vowels in two, three and four-letter spoken words
2.10	Identifies individual letter sounds in initial, middle and final positions

UNIT 4: Mom goes to Market *continued*

Writing / Penmanship	
5.9	Observes appropriate spacing between letters and words
5.10	Uses a style of writing that is fluent and legible (manuscript and cursive)
5.8	Writes legibly

Word Practice	
3.14	Extends vocabulary appropriately in specific contexts
3.22	Uses meaning clues to read unfamiliar words

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
4.11	Makes inferences and draws conclusions

Creative Writing	
5.16	Writes logically, focusing on topic
5.17	Uses descriptive words so as to enhance writing
5.18	Produces various types of composition such as stories, description, directions and poems

UNIT 5: Our Festivals

Story Introduction	
1.11	Uses descriptive words so as to enhance writing
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning

Fun with Sounds	
2.6	Recognizes that alphabet letters represent print
2.16	Blends and segments syllables and phonemes in spoken words
3.7	Blends letter sounds to decode printed words
3.8	Segments sounds in printed words
3.9	Sounds out regular words, including those with blends and digraphs etc.
2.12	Identifies short vowels in two, three and four-letter spoken words

Writing / Penmanship	
5.10	Uses a style of writing that is fluent and legible

Word Practice	
4.1	Reads and follows simple instructions
3.16	Demonstrates appropriate use of vocabulary in context

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

UNIT 5: Our Festivals *continued*

Comprehension	
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning
4.15	Relates story life information to real-life experiences
4.4	Identifies and discusses similarities and differences in stories

Creative Writing	
5.18	Produces a variety of types of composition such as stories, description, directions and poems

UNIT 6: Miss Bell's Classroom

Story Introduction	
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning
5.16	Writes logically, focusing on topic
4.4	Identifies and discusses similarities and differences in stories
1.7	Articulates speech sounds accurately

Fun with Sounds	
2.12	Identifies short vowels in two, three and four-letter spoken words
2.13	Identifies words with vowel digraphs
3.9	Sounds out regular words, including those with blends and digraphs etc.
2.11	Given a model, creates rhyming and alliterative words

UNIT 6: Miss Bell's Classroom *continued*

Writing / Penmanship	
5.10	Uses a style of writing that is fluent and legible (manuscript and cursive)
5.11	Uses lines and margins and observes appropriate spacing

Word Practice	
3.5	Reads basic grade-level sight words in context and in isolation

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
4.2	Recalls facts and details of text
4.7	Shares new information from text in one's own words

Creative Writing	
5.5	Uses grade level punctuation full stop, question mark, comma, exclamation mark and capital letters
5.6	Begins to use quotation marks
5.14	Organizes content for writing
5.17	Uses descriptive words so as to enhance writing

UNIT 7: Keeping Healthy

Story Introduction	
1.8	Uses first language appropriately for various kinds of reporting
1.9	Participates in discussion to practice spoken language
4.25	Develops stories from stimuli, e.g. pictures
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning

Fun with Sounds	
2.10	Identifies individual letter sounds in initial, middle and final positions
2.12	Identifies short vowels in two, three and four-letter spoken words

Writing / Penmanship	
5.8	Writes legibly
5.11	Uses lines and margins and observes appropriate spacing
5.8	Writes legibly
5.9	Observes appropriate spacing between letters and words

Word Practice	
3.7	Blends letter sounds to decode printed words
3.11	Identifies individual letter sounds in initial, middle and final positions
3.14	Extends vocabulary appropriately in specific contexts
3.16	Demonstrates appropriate use of vocabulary in context
3.5	Reads basic grade-level sight words in context and isolation

UNIT 7: Keeping Healthy *continued*

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
4.13	Follows directions to complete task
4.12	Uses details to predict outcomes

Creative Writing	
6.2	Locates and interprets information on a calendar, map, chart or simple graph
6.3.	Records information in a variety of formats, such as logs, journals, tables , charts etc.
4.25	Develops story from stimuli. For example: pictures

UNIT 8: The Sun and the Rain

Story Introduction	
1.8	Uses first language appropriately for various kinds of reporting
1.9	Participates in discussions to practice spoken languages

Fun with Sounds	
2.9	Segments two and three-letter words into individual phonemes
2.10	Identifies individual letter sounds in initial, middle and final positions
3.9	Sounds out regular verbs, including those with blend, digraphs etc.
2.11	Given a model, create rhyming and alliterative words

Writing / Penmanship	
5.10	Uses a style of writing that is fluent and legible (manuscript and cursive)
5.8	Writes legibly

Word Practice	
6.1	Sorts, groups and sequences a variety of items
6.6	Comprehends and employs alphabetical sequence by second letter

Grammar	
5.5	Uses grade-level punctuation, full stop, question mark, comma, exclamation mark and capital letters

UNIT 8: The Sun and the Rain *continued*

Comprehension	
4.11	Makes inferences and draws conclusions
4.8	Answer ***who, what, how, when, where, why*** and ***what if*** questions about stories read or told
4.10	Uses context clues to understand text

Creative Writing	
5.21	Focuses on central themes and supporting ideas in own writing
5.22	Writes legibly (manuscript)

UNIT 9: Keeping Ourselves Safe

Story Introduction	
5.6	Uses apostrophe
5.16	Writes logically, focusing on topic

Fun with Sounds	
2.11	Given a model, create rhyming and alliterative words
2.12	Identifies short vowels in two, three and four-letter spoken words
3.7	Blends letter sounds to decode printed words

UNIT 9: Keeping Ourselves Safe *continued*

Writing / Penmanship	
5.9	Observes appropriate spacing between letters and words
5.10	Uses a style of writing that is fluent and legible (manuscript and cursive)

Word Practice	
2.18	Reads simple decodable text
6.2	Locates and interprets information on a calendar, map, chart or simple graph

Grammar	
5.7	Uses the conventions of Grammar and syntax in written Standard English at grade level

Comprehension	
3.21	Uses prior knowledge to predict the meanings of words
5.17	Uses descriptive words so as to enhance writing
4.5	Retells events of a text in proper sequence

Creative Writing	
4.10	Uses context clues to understand text
4.5	Retells events of a text in proper sequence

UNIT 10: Enjoying Easter

Story Introduction	
5.17	Uses descriptive words so as to enhance writing
5.18	Produces a variety of types of composition such as stories, description, directions and poems

Fun with Sounds	
2.17	Builds and reads word families when provided with simple words

Writing / Penmanship	
5.8	Writes legibly
5.9	Observes appropriate spacing between letters and words
5.11	Uses lines and margins and observes appropriate spacing

Word Practice	
4.1	Reads and follows simple instructions
2.16	Blends and segments syllables and phonemes in spoken words
3.8	Segments sounds in printed words
5.8	Writes legibly

2.16	Blends and segments syllables and phonemes in spoken words
5.7	Uses the convention of Grammar and syntax in written Standard English at grade level

UNIT 10: Enjoying Easter *continued*

Comprehension	
4.9	Identifies cause and effect relationship in text

Creative Writing	
5.18	Produces a variety of types of composition such as stories, descriptions, directions and poems
6.3	Records information in a variety of formats such as logs, journals, tables, charts, etc.

UNIT 11: Celebrations

Story Introduction	
1.12	Participates in meaningful activities such as role-play, show and tell which provide new language learning
6.5	Locates information from grade level reference material

Fun with Sounds	
2.11	Given a model, create rhyming and alliterative words
2.13	Identifies words with vowel digraphs
4.1	Reads and follows simple instructions

Writing / Penmanship	
5.8	Writes legibly
5.9	Observes appropriate spacing between letters and words
5.11	Uses lines and margins and observes appropriate spacing

UNIT 11: Celebrations *continued*

Word Practice	
6.5	Locates information from grade level reference material

Grammar	
3.20	Reads and demonstrates an understanding of words with prefixes and suffixes
5.7	Uses the conventions of Grammar and syntax in written Standard English at grade level

Comprehension	
4.3	Identifies main ideas in given text
4.8	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told

Creative Writing	
5.4	Spells correctly previously taught irregular words

UNIT 12: Fun Trip

Story Introduction	
1.8	Uses first language appropriately for various kinds of reporting
5.17	Uses descriptive words so as to enhance writing

Fun with Sounds	
2.16	Blends and/or segments syllables, phonemes in spoken words

Writing / Penmanship	
5.8	Writes legibly
5.9	Observes appropriate spacing between letters and words

Word Practice	
2.7	Identifies upper and lower case letters out of sequence

Grammar	
5.7	Uses the conventions of Grammar and syntax in written Standard English at Grade level

Comprehension	
4.23	Uses words appropriate to grade level which can convey feelings

Creative Writing	
5.20	Demonstrates sensitivity to using formal language as appropriate in own writing

UNIT 13: Cleaning Day

Story Introduction	
3.2	Extends vocabulary in own speech

Fun with Sounds	
2.16	Blends and/or segments syllables, phonemes in spoken words

Writing / Penmanship	
5.9	Observes appropriate spacing between letters, words and sentences
5.10	Uses a style of writing that is fluent and legible (manuscript, cursive)

Word Practice	
3.16	Demonstrates appropriate use of vocabulary in context.
3.17	Uses contextual and picture clues to identify word meaning

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
4.12	Uses details to predict outcomes

UNIT 13: Cleaning Day *continued*

Creative Writing	
5.20	Demonstrates sensitivity to using formal language as appropriate in own writing
5.22	Writes legibly (manuscript)

UNIT 14: Meeting Relatives

Story Introduction	
4.15	Relates story information to real-life experiences

Fun with Sounds	
2.16	Blends and/or segments syllables, phonemes in spoken words

Writing / Penmanship	
5.9	Observes appropriate spacing between letters, words and sentences
5.10	Uses a style of writing that is fluent and legible (manuscript, cursive)

Word Practice	
2.16	Blends and/or segments syllables, phonemes in spoken words

UNIT 14: Meeting Relatives *continued*

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
5.12	Demonstrates an understanding of topic

Creative Writing	
6.3	Records information in a variety of formats such as logs, journals, tables, charts etc.

UNIT 15: School's Out

Story Introduction	
4.15	Relates story information to real-life experiences

Fun with Sounds	
2.10	Identifies individual letter sounds in the initial, medial, and final positions in simple words

UNIT 15: School's Out *continued*

Writing / Penmanship	
5.9	Observes appropriate spacing between letters, words and sentences
5.10	Uses a style of writing that is fluent and legible (manuscript, cursive)

Word Practice	
3.16	Demonstrates appropriate use of vocabulary in context

Grammar	
5.7	Uses the conventions of grammar and syntax in written Standard English at grade level

Comprehension	
6.2	Locates and interprets information on a calendar, map, chart or simple graph

Creative Writing	
6.3	Records information in a variety of formats such as logs, journals, tables, charts etc.

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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