Atlantic Reader

Book 3



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

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Note to the Teachers

Fellow teachers, it was a joy writing this book.
We wish that you use it in such a way that every child benefits from the joy it brings.
Some of our stories are long, while others are short. This allows the children to interact with texts of different lengths.
However, it is the content of the text that matters and not the length.
This book was designed using the Grade Three Scope and Sequence and the Literacy Standard as a guide.
The team which comprised of the Regional Literacy Co-coordinator, Region 4, the Headteacher, Winfer Gardens Primary School and Part-time Lecturer University of Guyana worked tirelessly to make this book a reality.

Interpreting the design

Fun with the Tongue

Teachers are required to review this element with the children before going into the actual reading. Teachers are asked to model the sounds, have fun with the sounds by making up riddles, tongue twisters, chants, etc.

Core Words

Teachers are required to review this element with the children before going into the actual reading. Core Words are words found in the text that might be unfamiliar.

Practice Sentence

Teachers are required to review this element with the children before going into the actual reading. Practice Sentence helps children to read fluently. Practice Sentence can be found in the text.
Children should practice reading the sentence before going into text.

Story Wrap Up

Story Wrap up is designed to give children an opportunity to respond to the reading. The children's level of comprehension is established from this activity.
This element is done with the children after the actual reading of text.

Integration

This element highlights concepts that can be addressed after children would have read the text.
Integration also helps children to see how subjects are connected.
We hope that after gaining exposure to this book, children would become 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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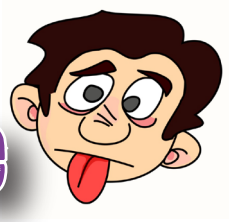
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Before You Read

Fun with the Tongue



In the passage, identify and pronounce words with short vowel sounds:

/a/ as in animal /e/ as in Essequibo
/i/ as in displayed /o/ as in spotted /u/ as in under

Core Words:

Read these words

travelled	Essequibo	wonderful
enrolled	future	granted
straight	knob	friendship
confused	anxiety	decided
opportunities	worry	reached
Georgetown	grateful	technology
afraid	happily	barrier
grouping	spotted	displayed

Practice Sentence:

My father decided that I would be better off going to school in Georgetown, Guyana.

Let Us Read



Fear started taking over. I was walking into my first school in Georgetown, Guyana. I had travelled a long distance in order to join my mother, who had been here for three years, with the hopes of a brighter future in Guyana. My father decided that I would be better off going to school here, so I was enrolled in the Kiskadee Primary school in Georgetown. I was afraid of how I would do. I didn't know anybody in my class. With anxiety on one hand and fear on the other, I reached for the doorknob, opening it slowly. Everyone's eyes were on me as I entered the room.



Without paying attention to them, I went straight to the teacher and asked if this was the right class. With a soft voice, he answered, "Yes." His voice comforted me a little. He gave me a sheet called 'Class Activities', which I was so grateful for, then he asked me to choose where I would sit. I chose the seat closest to the door instead of the corner where all the boys were sitting. I didn't actually want to pick a seat since in my previous school we had our own seats; and never needed to worry about that. I spent the rest of the morning grouping living and non-living things and preparing a web for our composition. Since it was my first day, I was confused as to which corridor to use when visiting the washroom, but my class teacher asked the prefect to accompany me. The bell rang for lunch and the prefect introduced me to several boys and girls and we ate lunch together. At the end of the day, I was in the schoolyard when I spotted my bus. I was thinking that today wasn't so bad after all.

As the days passed, I had developed some friendships and started to love my school.
I found out that Georgetown has many opportunities, but not everyone was using them.
Some people take them for granted.
I think I am going to enjoy it at my new school.

After You Read



Story Wrap Up

Oral Discussion

How would you feel if you had to leave your regular school to attend a different school? Give reasons for your feelings.

INTEGRATION	
Social Studies:	On a map of Guyana, trace the journey from Essequibo to Georgetown
HFLE:	How can you help a friend feel comfortable in a new environment?
Art & Craft:	Design welcome cards for newcomers in your class/school

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds

/br/ /thr/ /fr/ /dr/ /ch/ /sh/

Core Words:

Read these words

unusual	moment	replaced
tomorrow	suddenly	equipment
vacation	heavy	sandwiches
picnic	mist	scenery
decided	disappear	chirped
believed	broke	unhappy
excited	salad	grey
foggy	through	smelt

Practice Sentence:

Mom's bright idea of going to a breakfast picnic turned out to be a success.

Let Us Read



Paul and his mom want to do something unusual tomorrow. Let's take a short vacation. After a long discussion, they decided to go on a breakfast picnic. Paul believed it was an excellent idea. Paul was excited, so he ran to his friends next door and broke the news.

All his friends were happy for him since he seldom goes anywhere. It was foggy when Paul woke up the next morning. For a moment he began to think it would rain. Then, suddenly, at 7 o'clock, the sun broke through the heavy mist and the fog disappeared. A beautiful blue sky quickly replaced the unhappy grey one. Paul and his mom quickly packed the picnic equipment into the car. They drove to the seawall, miles from the city. On their way, they saw lots of families travelling to the beach. Paul became more excited and was anxious to get to their destination.

When they arrived, Paul jumped out of the car and looked around to see if any of his friends were there. The wet grass looked shiny. It smelled as fresh as sunlight. Paul and his mom ate their fruit salad and sandwiches. They each drank a cup of Milo. Then they sat quietly, looking at the scenery. All around them, birds chirped, showing their enjoyment of the lovely day.

After You Read



Story Wrap Up

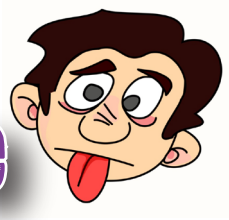
1. What does the writer describe in paragraph one?
2. How did Paul feel when he woke up the morning of the picnic? Why?
3. What adverb does the writer use to describe the way Paul and his mother sat?

INTEGRATION	
HFLE:	Share with your classmates and teachers, a memorable experience you had on a family outing
Science:	Create a weather chart to show the different types of weather in Guyana
Mathematics:	Draw a clock and insert the time the fog disappeared
Language Arts:	Write a story about a picnic you enjoyed
Art & Craft:	Draw and colour a picnic scene

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds, then write words beginning or ending with each sound.

/gh/ /ph/ /gn/

Core Words:

Read these words

Georgetown
community
exciting
signs
repair
tunnels
together
Demerara
friendly
television
neighbours
lawns
atmosphere

Practice Sentence:

Our neighbours are friendly; we co-operate by helping each other to keep our community tidy.

Let Us Read



Last week
Anil Williams and
his parents moved from
Georgetown to the East Coast
of Demerara. They now live in a small
community called Better Hope.
The neighbours there are very friendly. They work together to clean the drains, cut tall weeds, repair community signs and keep the community tidy. The lawns and gardens are always well kept. Listen as Anil tells us about his new community.



"The Singhs are my neighbours on the right. There are four children in that family, two boys and two girls. My neighbours on the left are the Jackmans. They have two children, Mel and David. Mel is seven years old and David is nine. I am also nine years old.

The most exciting time for me is being able to visit the community playground. The playground has swings, slides, tunnels, monkey bars, a see-saw and lots of space to run and play. There is a pavilion on the playground where members of the community meet and discuss problems affecting them.



I also enjoy the quiet atmosphere of the community. My new neighbours often play their radios and television very quietly, not to affect us. They know that we have a newborn baby. I am very excited about my new community and my new neighbours."

After You Read



Story Wrap Up

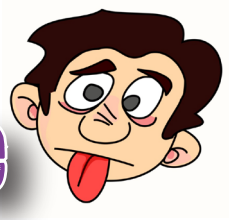
1. What is the name of the family that moved from Georgetown?
2. What is the name of Anil's new community?
3. Who are the neighbours to the right?
4. Give one reason why Anil likes the new community.

INTEGRATION	
Social Studies:	List some ways people care for their community
HFLE:	List some effects of a dirty community on your health
Mathematics:	Use of a Venn Diagram to compare and contrast Georgetown and Essequibo
Language Arts:	Write a descriptive paragraph about the community in which you live
Art & Craft:	Sketch of your community

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds

/sh/ /pr/ /th/

Core Words:

Read these words

vacation	practice	arrived
creek	excited	blankets
favourite	restaurant	refreshing
weather	castle	treat
during	busy	suddenly
Saturday	realized	unload

Practice Sentence:

Swimming can be great, but the skills you learn at your pool should be used at all times.

Let Us Read



It was the August vacation, and the weather was really hot. Yeshua's mother had told him that on Saturday they would be going to the creek. Yeshua was excited. He couldn't wait to try out the swimming skills he had learnt at the swimming club during the year.

His father had to work, so he was not going to be able to go with him. The drive to the creek was about an hour long, but to Yeshua it seemed like forever. Mother said they would spend the day swimming and having a big treat of eating dinner at their favourite restaurant.



This would end their busy day.

They finally arrived at the beach. Yeshua helped his mother unload the beach blankets, his sand toys, and some snacks. "The water looks really refreshing!" Yeshua said to his mother. Mother found a suitable spot on the sand that was close to the water. She put the blankets down and set up some chairs. Sitting close by them was a boy looking the same age as Yeshua. He came over and said his name was Gary and asked Yeshua if he wanted to build a sandcastle with him. "Sure," said Yeshua. His mother began talking to Yeshua's mother about school, work, and things mothers would usually talk about.

After the boys had finished building a great sandcastle, they decided to head for the water. "Be careful," shouted Gary's mother.



"We will," Gary shouted. The boys were running in and out of the water and laughing while the waves rose. They were having a great time. Suddenly, they jumped into a big wave and Yeshua couldn't find Gary. Yeshua looked all around and finally saw him waving his hands, yelling for help.

Yeshua sprang into the water and remembered the lifesaving skills he learned during his swimming class at the local pool. "I've got to get to Gary," shouted Yeshua.



Yeshua swam to where Gary was and put his arm around him and told him to hold onto him. Just then, the lifeguard spotted them. He rushed to the water and took over. He was able to get Gary from Yeshua and bring both of them safely back to shore. Gary's mother was scared, but she realized if it hadn't been for Yeshua's quick action, Gary may have drowned.

Gary and his mother thanked Yeshua for his fast thinking and great swimming skills. That night, Gary's mother invited Yeshua and his mother to dinner. "It's my 'thank you' treat," said Gary's mother. Not only did the boys become friends, but their mothers did as well.

After You Read



Story Wrap Up

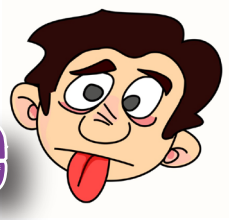
1. Who was going to the creek with Yeshua?
2. How long was the drive to the creek?
3. What did Yeshua and his mother unload from the car?
4. Why didn't Yeshua's Dad go to the creek?
5. How would you describe Gary's mom when Gary was yelling in the water?

INTEGRATION	
Social Studies:	List some leisure time activities
HFLE:	What are some benefits of leisure time activities?
Science:	Benefits of rest and relaxation
Language Arts:	Essay on "How I spend my Leisure time"
Art & Craft:	Draw/sketch a picture of a leisure time activity

Review Previous Lesson

Before You Read

Fun with the Tongue



What sound do you hear at the end of these words?

Diwali bamboo furniture glow

Core Words:

Say these words

holiday
scrubbed
National
Arya
Hindu
Diyas
festival
Diwali

Lakshmi
believe
preparations
welcomed
polishing
Lucas
bamboo
prepared

November
entire
cleaned
furniture
arrived
glow
relatives
excited
villagers

Practice Sentence:

Diwali is celebrated as a national holiday in November and people clean their homes to welcome family for this festival.

Let Us Read



The Hindu Festival of Diwali is here again. It is a national holiday in November. All the villagers become very busy preparing for the night when the entire village would glow with lights of all kinds. Preparation starts weeks before Diwali. Diyas are bought or made, houses are scrubbed and cleaned to welcome the goddess, Lakshmi who believes that Hindus should be clean, not only in body, but in thought, word and deed.



Lucas and his sister Arya are always excited about Diwali. Lucas helps his father to make the stand on which they set the diyas. This stand is made from bamboo. Cleaning of the walls of the house and polishing of the floor and furniture are done by Arya and Lucas.

When the big day arrives, Lucas' mother, Priya, prepares food and all kinds of sweetmeats. These sweetmeats are served to relatives and friends who come to greet the family. The children are always excited and can't wait to light the diyas. From very early in the day, oil is poured into vessels and wicks are placed in each.

Later in the evening, the family says prayers and begins to light diyas one at a time. This act of lighting diyas together brings the family closer together. This is truly a time when the warmth of Diwali is felt.
You could also see the joy on the faces of the villagers as they watch the flickering lights of the lighted diyas which are arranged in beautiful designs.

Lucas and Arya walk through the village to meet and greet friends as they count the thousands of lighted diyas which cause the village to look like an ocean of lights.

After You Read



Story Wrap Up

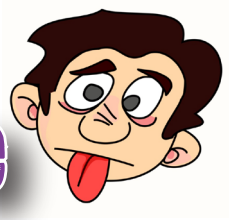
1. In what month is the festival of Diwali observed?
2. What is the name of the Hindu goddess?
3. What does the goddess believe about Hindus?
4. Who helps to make the stand for the diyas?
5. Who prepares food and sweetmeats?
6. What does Arya help to do?
7. What is the village described as when it was fully lit?
8. Bring materials to make diyas and decorate the class the afternoon before the day of the celebration.

INTEGRATION	
Social Studies:	Create a scrap book of religious holidays and activities done to observed them
HFLE:	Describe what is promoted during Diwali celebration
Language Arts:	Write a story about your favourite religious festival
Art & Craft:	Use materials found in your environment to make a model of a diya

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds

/sh/ /ch/ /br/ /wr/ /sm/

Core Words:

Read these words

downstairs	afternoon	gifts
verandah	breakfast	decorations
wreath	stockings	hanging
morning	quite	special
kitchen	reaching	

Practice Sentence:

Cleaning, sharing, decorating and enjoying ourselves are activities done during the Christmas season.

Let Us Read



When Sandy awoke early one morning, she did not see her brother, Mark in his room. She went downstairs and saw him putting decorations around the verandah. "What are you doing?" asked Sandy. "Christmas will be here soon," said Mark. Sandy went to the kitchen for breakfast. Mother, father and Gabi were very busy.

"What's Christmas?" asked Sandy.

"It's a wonderful time of the year when people celebrate the birth of Christ," said mother. While Sandy ate her breakfast, mother wrapped the gifts. She told Sandy that Christmas is a time for giving. "Is it Christmas yet?" Sandy asked. "Soon," said mother, smiling.

Gabi was hanging stockings from the mantel. She showed Sandy hers. "Is it Christmas yet?" asked Sandy. "Not yet," said her sister, smiling. That afternoon Sandy went outside on the varendah. She saw father fixing the Christmas tree.

He said, "You can help me to carry it in the house." "Then will it be Christmas?" asked Sandy. "Well, soon," said father, smiling. Father and Sandy took the tree into the house. Brother decorated it with fairy lights and other decorations. Mother was hanging a wreath on the front door. "Is Christmas here now?" asked Sandy. "Well, not quite," said Mother. Inside the house, Mark and Gabi were baking special cookies. Sandy reached for one. "No!" said Mark, "They are for Christmas." "When will Christmas be?" asked Sandy. "Oh! Very soon," he said. Father turned on the lights on the trees with the gifts, stockings and decorations. It was the most beautiful sight I had ever seen.



Sandy asked, "Is it Christmas now?"
"Yes!" said everyone.
Sandy was happy,
she jumped up and down.
She quickly ran to the
Christmas tree to find her gift.



After You Read

Story Wrap Up

1. What is the name of Mark's sister?
2. According to the story, Christmas is a

_____

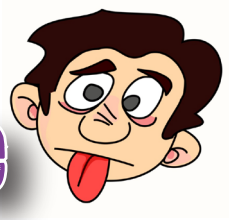
3. List the activities each family member did to prepare the home for Christmas.

INTEGRATION	
Social Studies:	Draw and name the type of family mentioned in the story
Mathematics:	Use a calendar. Count and write the number of days to your favorite holidays
Language Arts:	Writing about your Christmas experiences
Art/Craft:	Create/Design an image of a Christmas tree
HFLE:	Share with your teacher and classmates what Christmas means

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these vowel digraphs

/ou/ /ow/ /ea/

Core Words:

Read these words

course	about	show
group	around	principal
heart	thread	would
thought	pleased	elderly
outline	trouble	

Practice Sentence:

Some students painted the heart red, while others used thread to sew a lacey border around the edge.

Let Us Read



Which observance has the biggest heart? Valentine's Day of course! Students of the Guyana Technical Institute had a chance to show how best they can celebrate Valentine's Day. Ms. Fanfair, the Vice Principal of the Guyana Technical Institute, wanted the Art students to do something rather special for the people living at the Palms.

The students decided to organise the largest Valentine activity in town. Two students drew a big heart outline on a piece of hard cardboard. It was five feet wide and six feet long. Some students painted the heart red, while others used thread to sew a lacey border around the edge. Making the heart was fun for them. When it was time to deliver the heart, the students had trouble trying to put the heart into Ms. Fanfair's vehicle. "It wouldn't fit," said Carlos. The Palms wasn't far away from their school, so they fetched it.

The senior citizens were surprised but happy. They agreed that the students did well by thinking about them. It was the finest Valentine's gift they had ever seen or received. The students felt happy that they were able to make a group of elderly people feel good.



After You Read

Story Wrap Up

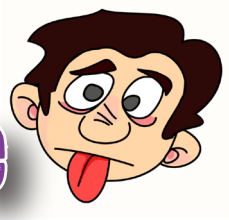
1. What observance did the writer focus on?
2. Why were the students happy?
3. Why did the senior citizens think the heart was fine?

INTEGRATION	
Social Studies:	What are some ways of showing love and care?
Mathematics:	What is the area of a shape 5 feet wide and six feet long?
Language Arts:	Write a story about how you can care for the elderly
Art & Craft:	Make a Valentine's card. Be sure to include lots of hearts
HFLE:	Why we should love and care for the elderly

Review Previous Lesson

Before You Read

Fun with the Tongue



Short ~ Vowel Sounds

What sound do you hear at the end of the words?

giraffe huge whale breathe

Core Words:

Read these words

elephant	gentle	breathe
escape	sizes	neck
frightening	huge	whale
shark	giraffe	sixty
afraid	herds	

Practice Sentence:

Imagine a giraffe is as tall as three grown-up people and an elephant weighs as much as sixty grown-up people put together.

Let Us Read

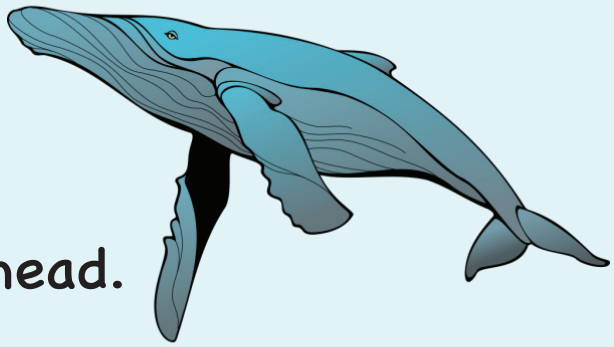


Animals live in all parts of the world. Animals can be of many sizes. They can be tiny or huge. Do you know which animal is the tallest of all? It is a giraffe. A giraffe is as tall as three grown-up people. The giraffe has a long neck and long legs. It is so tall that it can see things a long way off. If the giraffe sees frightening things, he has long legs to escape from them.



The giraffe is the tallest animal, while the elephant is the biggest. An elephant can weigh as much as sixty grown-up people! Elephants live in herds. A herd is a group of animals that live together. Not all animals live on land. Some live in the water. The whale shark is a very big fish. It is longer than the length of four cars.

Many people are afraid of the shark. The whale shark is gentle and only eats plants and fishes. The blue whale is huge. It weighs more than one thousand grown-up people. Whales live in the sea, but they come to the top of the water to breathe. The whale's nose is on top of its head.



After You Read

Story Wrap Up

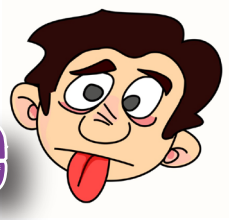
1. What are the tallest and biggest animals on land?
2. Use two phrases to describe a giraffe.
3. What is meant by the term 'herd'.

INTEGRATION	
Social Studies:	How are animals useful to the environment?
Science:	List the names of some animals and their habitats
Mathematics:	Compare the size of the whale shark and blue shark using a bar graph
Language Arts:	Write a story describing your favourite pet
Art & Craft:	Draw pictures of various animals in the community
HFLE:	Draw animals that can be eaten by humans

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds

/sh/ /ch/ /th/ /wh/ /cr/ /br/ /st/

Core Words:

Read these words
then syllabicate them
e.g. hea / vi / ly

umbrella	suddenly	welcome
forget	thunder	shines
whether	heavily	showy
surprise	swaying	

Practice Sentence:

All morning the sun was shining brightly, then suddenly, the trees started swaying, and it began to rain heavily.

Let Us Read



Showy Shandra was given a pretty, colourful umbrella for her birthday. Showy Shandra never forgot to take her umbrella with her when she went out. She took it with her whether it rained or not. She loved her umbrella very much. One day, Showy Shandra's umbrella surprised her. On her way to Cathy Cat's party, a heavy wind began to blow. Showy Shandra was pushed by the wind, but she held onto her umbrella.

Suddenly, the thunder began to sound heavily. Bang! Bang! Bang! Crash! Boom! Boom! The sound got louder and the rains came down heavier. The wind had the umbrella swaying from right to left, pulling Showy Shandra all over the street. She felt herself going up, up, up, but she held onto her umbrella. She was afraid and started crying. She shouted for help, but no one heard her. She had a little way more to go for Cathy Cat's party.

She braved the rain and the heavy winds until she reached Cathy Cat's house. Cathy Cat and Ducky Duck were looking out for her. They spotted her and ran to meet her, sheltering her with a bigger umbrella. Cathy Cat took her to a room and dried her off with a hair-dryer. They welcomed her and showed her the way to join the other friends who were at the party.

After You Read



Story Wrap Up

1. What was Showy Shandra given for her birthday?
2. What did the winds do to Showy Shandra and her birthday present?
3. Where was Showy Shandra going?
4. Who dried off Showy Shandra?
5. What was used to dry her off?

INTEGRATION

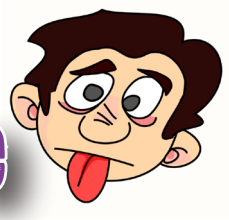
Social Studies:	Identify different clothing that protects us from the rain
Science:	Create a chart to show weather conditions around the world
Mathematics:	Measuring rainfall
Language Arts:	Describe the worst weather experience of your life
Art & Craft:	Draw a picture showing a rainy day scene
HFLE:	Share with your teacher and classmates how friends should treat each other
Drama:	Dramatise Showy Shandra's behaviour with her umbrella in the wind and rain

UNIT 10 Cricket in the Backyard

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds

/st/ /pl/ /sh/ /cl/

Core Words:

Read these words,
then syllabicate them

wicket	nervous	reached
dropped	dripping	declared
cricketer	cricket	soared
valuable		

Practice Sentence:

Barnwell was declared the most valuable backyard player of the street.

Let Us Read



"Leg before wicket, you're out!" Narish shouted. "Man, you couldn't hit your way out of a paper bag." Barnwell dropped the bat. No matter how hard he tried, he just couldn't hit the ball. It just wasn't fair. All his life he had loved the game of cricket, more than anyone had, but every time he got up to bat, he got nervous. Why did he keep trying to play?

One day, as Barnwell rode down the street he saw as usual, all the boys playing in Mr. Singh's backyard. When he reached the game, he got off his bike. One boy noticed him. "Should we let the 'wiffer' bat?" Narish asked. "Why not," Billy shouted. He walked over and handed Barnwell the bat. Barnwell felt sweat dripping down his sides. He stepped on his right foot and swung the bat as hard as he could. He heard a loud pop as the ball hit the bat and it soared into the sky.

Barnwell just stood there until he heard someone yelling, "Run! Run! Run!" He was in shock as he heard all the children laugh and cheer. Everyone patted him on his back and gave him high fives. That evening, after making a total of twenty-five runs, Barnwell was declared the most valuable backyard player on the street. For the first time in his life, Barnwell felt proud to be a cricketer.

After You Read



Story Wrap Up

1. Where was the cricket match being played?
2. Who got "leg before wicket"?
3. Name all the cricketers in the game.
4. Why was Barnwell given pats on his back?
5. Why was Barnwell the most valuable player?

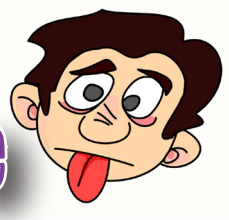
INTEGRATION

Social Studies:	Form two cricket teams and compete in a match
Science:	List some types of exercises
Mathematics:	How many more runs did Barnwell need to make a century?
Language Arts:	Discuss a cricket match you have seen
Art & Craft:	Making cricket bats
HFLE:	Share with your teacher and classmates the benefits of teamwork

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these ending sounds. Identify words ending with each.

/ay/ /ed/ /ly/ /ing/

Core Words:

Read these words
then syllabicate each

bright	standing	masquerade
holidays	waiting	flutes
curiosity	suddenly	flouncers
excitement	shouting	costumes
wore		

Practice Sentence:

They went to Church Street where there was a huge crowd standing, waiting with excitement and curiosity on their faces.

Let Us Read



It was a bright sunny day during the Republic Anniversary celebrations when Paulette and Ray went to Georgetown.

They wanted to see the masquerade dancers. They went to Church Street where there was a huge crowd standing waiting with excitement and a look of curiosity on their faces. After being there for a short, while they heard the sound of drums, Boom! Boom! Boom! coming down the street. Suddenly, the crowd started shouting and jumping. "The masquerade dancers are coming! They are coming!"

"Look at the Mad Bull! Look at Mother Sally!"



"Look at the flouncers!" Some of the flouncers wore brightly coloured masks and fancy costumes. The people who lined the street were happy to see the masquerade dancers. Little children were running away from the cow. Some of them were scared while others enjoyed it. Paulette and Ray, who couldn't seem to control themselves with excitement, were jumping up and down, laughing loudly as the masqueraders danced. They were happy that they had the chance to see the dancers for the first time.

After You Read



Story Wrap Up

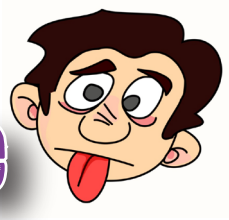
1. Where did Paullete and Ray go?
2. What did they want to see?
3. Why did they go to Church Street?
4. How did Paullete and Ray feel when they saw the masquerade dancers?

INTEGRATION	
Social Studies:	Name some ancient and modern musical instruments
Drama:	Dramatize the dancing of the masqueraders
Language Arts:	Descriptive essay on Mother Sally
Art &Craft:	Design a mask used by the flouncers

Review Previous Lesson

Before You Read

Fun with the Tongue



Say the sounds of these digraphs

/au/ /ea/ /ph/ /th/

Core Words:

Read these words

religious	holiday	plantation
originated	pandit	bonfire
celebrated	merriment	remembrance
immigrants		

Practice Sentence:

Phagwah is a time for merriment.

Let Us Read



Phagwah is a Hindu religious festival, originated from the East Indian indentured immigrants. These immigrants came to this country to work on the sugar plantations.

Phagwah is usually celebrated in March and it is a national holiday in Guyana. Phagwah is when the triumph of good over evil is celebrated. On Phagwah Eve, the night of the full moon, the pandit and other Hindus would use the coconut branches or bamboo to build a bonfire around the Holika.







When the Holika is burnt to ashes, it is scattered on relatives and friends in remembrance of the burning of Holika and to show how good triumphs over evil. Phagwah is a time for merriment. After burning the Holika, Hindus sing songs and dance happily.

They also enjoy themselves by throwing water, powder, abeer and perfume on each other. They also prepare sweetmeat dishes such as mettai and parsad to share with their relatives and friends. Phagwah is a time of joy and merriment in Guyana. It demonstrates togetherness of all ethnic groups.

After You Read



Story Wrap Up

1. When is Phagwah usually celebrated in Guyana?
2. What does Phagwah mean?
3. Explain how Hindus enjoy themselves on Phagwah day.
4. What does the word merriment mean?
5. Which word in the passage rhymes with meat?
6. Why are the burnt ashes scattered on relatives?

INTEGRATION

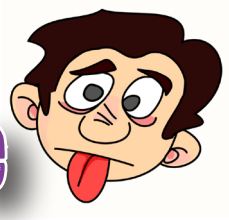
Social Studies:	What is the significance of Phagwah?
Science:	Primary and secondary colours used during festival
Mathematics:	Calculate the cost of the ingredients for a pound of mettai
Language Arts:	Write an essay describing how you celebrate Phagwah
Art & Craft:	Draw a picture showing the burning of Holika
HFLE:	Share with your teacher and classmates the importance of respecting all religions
Drama:	Dramatize an activity done during Phagwah

UNIT 13 The Festival of Eid-ul-Fitr

Review Previous Lesson

Before You Read

Fun with the Tongue



Pronouncing beginning and ending sounds of the following words

Fitr	hungry	money
wrong	smoke	vermicelli
thought	Mosque	exchange
indulge	clothes	tasty

Core Words:

Read these words

Ramadan	delicious	sacred
fast	ingredients	vermicelli
Quran	prosperity	Mosque
distribute		

Practice Sentence:

Muslims all over the world celebrate the Eid-ul-Fitr festival. It's a time for sharing love, food and gifts.

Let Us Read



This festival of Eid-ul-Fitr is celebrated at the end of the holy month of Ramadan. Ramadan is the ninth month of the Muslim calendar. During this month of thirty days, Muslims are expected to fast from dawn to dusk. Drinking alcohol, smoking and eating are prohibited.

Fasting for Muslims also means that they should be clean in thought, word and deed. Muslims should go to the Mosque every day to pray and read the Holy Quran. During praying and fasting, Muslims think of all the good things Allah has provided for their happiness and enjoyment.



They should be kind and helpful to others. On the day of Eid, Muslims dress in their best clothes to attend service at the Mosque.

They prepare delicious meals, sweetmeats and other tasty dishes to share with their Muslim friends.

A popular sweetmeat is Sawine -a mixture of vermicelli, milk, nuts and raisins. They give gifts of clothing and money to the poor and needy. Muslims show charity at this time.

After You Read



Story Wrap Up

1. What does Ramadan mean to Muslims?
2. How do they observe the fast?
3. What can Muslims learn from prayer and fasting?
4. On the day of Eid, how do Muslims show that they are not selfish?
5. How do you prepare Sawine? Mention all the ingredients.

INTEGRATION

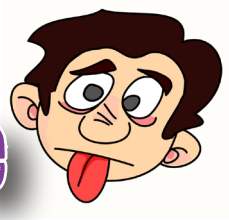
Social Studies:	**Name the clothing worn by Muslims**
Mathematics:	**Write the ordinal for the month of Ramadan**
Language Arts:	**Write a letter telling a friend about preparing for the festival of Eid**
Art & Craft:	**Draw and name the Muslims' place of worship**
HFLE:	**What are some ways you can help the poor and needy?**
Drama:	**Act out preparations for Eid**

UNIT 14 A Contest of the Kites

Review Previous Lesson

Before You Read

Fun with the Tongue



Say the sound of these blends

/gl/ /pl/ /bl/ /fl/

Core Words:

Read these words

looking	caught	thought
though	eagle	several
shaped	prize	torn
already	contest	planning
favourite	weather	surprised
Easter	started	

Practice Sentence:

When he got to the park with his two kites, he was surprised to see there were close to twenty or twenty-five kids there for the same contest.

Let Us Read



Lu loved kites.
He was always looking to buy a new kite even though he had several already.
Lu had a kite shaped like a butterfly and one shaped like a box. His favourite kite was the one that looked like an eagle; it got caught in a tree last Easter and was torn. As usual, Lu planned to go to the park for Easter, but he wanted to do more than just fly his kites around the park by himself. Lu decided this year he was going to take two of his kites and enter them into the kite contest the park was holding on Sunday.
The first-place prize would be $50,000.



Lu told his mother what he was planning to do on Sunday, and she thought it was a good idea.

"My only thought is that I don't know how much wind will be blowing on Sunday," said his mother. "The weather will be very hot," his mother added. "That's okay," said Lu. "I have a feeling it's going to be a good day, and I will win the contest." Sunday came and Lu woke up very early. The contest was scheduled to start at 10:00 h, and he didn't want to be late. When he got to the park with his two kites, he was surprised to see there were close to twenty or twenty-five kids there for the same contest. "Wow!", he thought to himself, "I don't know if I'll have a chance." Lu went to the sign-in table and entered his two kites in the contest. He brought his blue and red box kite and the other was the butterfly kite. The contest began, and Lu was watching his box kite fly high into the air. The kite was up in the air for fifteen minutes, but suddenly it fell to the ground and Lu was out of that competition.



He then entered his butterfly kite. Lu was next to a boy who had a homemade kite with pieces of string for its tail. His kite was flying close to Lu's. Suddenly, it touched Lu's kite and moved higher above the butterfly kite.
Lu knew he could have won if the boy's kite didn't touch his, but Lu felt sorry for the boy, and let the homemade kite get above his kite. The judge declared the boy with the homemade kite the winner.

Lu congratulated him and said, "That was a great kite you flew." The boy said he made the kite himself using some leftover materials his dad had and tied some old rags to make the tail. The boy was so happy he won the prize of $50,000. He told Lu he was going to buy a real kite with some of the money.



"If you ever want to fly kites with me, I'm usually at the park," said Lu. "Thanks," said the boy, "I come almost every Sunday." The two boys said goodbye and made plans to meet the next Sunday.

After You Read



Story Wrap Up

1. How many kites did Lu have at the beginning of the story?
2. What was the prize for the kite contest?
3. What happened to the kite that was shaped like an eagle?
4. Why did Lu let the other boy win the contest?
5. How did the boy feel at the end of the story?

INTEGRATION

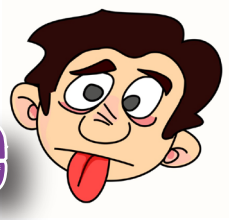
Social Studies:	**What is the religious significance of kite-flying?**
Mathematics:	**Compare and contrast two types of kites mentioned in the story**
Language Arts:	**Write in sequence how to make a kite of your choice**
Art & Craft:	**Make a kite of your choice**
HFLE:	**Why do you think Lu wasn't sad when he lost the contest?**
Drama:	**Dramatise what you would do with your money**

UNIT 15 Landmark: The Providence Stadium

Review Previous Lesson

Before You Read

Fun with the Tongue



Consonant Blends:
Say the sound of each, then identify words with each blend.

/st/ as in stadium /cl/ as in including

Core Words:

Say these words

Providence	built	arenas
Stadium	specifically	luxury
national	host	apartments
sports	cricket	consecutive
Guyana	between	Caribbean
replacing	notably	centre
Bourda	primarily	

Practice Sentence:

The Guyana National Stadium was built primarily for cricket matches.

Let Us Read



The Providence Stadium is a sports stadium in Guyana, replacing Bourda Ground as the National Stadium.

The stadium was built specifically to host Super Eight matches in the 2007 Cricket World Cup, held in March and April 2007. The stadium hosted six World Cup matches between March and April 2007. The most notable match was between Sri Lanka and South Africa, when Sri Lankan fast bowler, Lasith Malinga, became the first bowler in international cricket history to take four wickets in four consecutive balls.





Built primarily for cricket matches, the stadium can be converted into a multi-use facility. Seating 15,000 people, Providence Stadium is one of the largest sports arenas in Guyana, and now hosts test cricket matches. The Princess International Hotel, which includes a shopping mall and luxury apartments, is located next to the stadium.

The Providence Stadium has also hosted sports such as football and the Rugby Sevens competition at the 2010 Central American and Caribbean Games.

The opening and closing ceremonies, as well as, the numerous super concerts held for Carifesta 10 were also hosted there.

Providence Stadium is located on the East Bank of the Demerara River, a few kilometres south of the capital, Georgetown.

Located along the East Bank Highway, the stadium is a ten-minute drive from the centre of the city of Georgetown and a thirty-minute drive from Cheddi Jagan International Airport.

After You Read



Story Wrap Up

1. Where is the Providence Stadium located?
2. What was the main reason for the stadium being built?
3. Name two other activities that were held at the National Stadium.

INTEGRATION	
Social Studies:	Discuss landmarks found in the community
Mathematics:	Calculate the perimeter of the stadium
Language Arts:	Write about your visit to the stadium
Art & Craft:	Create a painting of a cricket match at the stadium
Science:	List the materials used to make a pitch

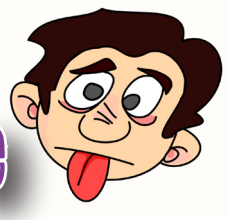
UNIT 16 Arya's Surprise Party

Review Previous Lesson



Before You Read

Fun with the Tongue



Say these sounds

/fr/ /th/ /cl/ /gh/

Core Words:

Read these words
then syllabicate each word.

surprise	thought	disappointed
birthday	realize	banner
certain	exclaimed	present
forgotten	excitement	voice

Practice Sentence:

We really enjoyed ourselves at Arya's birthday celebration.

Let Us Read



Saturday was going to be a special day for Arya. It was her birthday. No one had said anything about her birthday so far, and it was already Thursday. "I'm certain they have all forgotten it's my birthday," Arya thought to herself. When Arya went to school the very next day, she told her friend, Penny, that her birthday was on Saturday. "I know," said Penny. "Finn told all the children about your birthday." "Awesome, I didn't realize everyone knew," Arya exclaimed. Saturday finally came and Arya whisked down the stairs. "Good Morning," said mother. "Hello," said Arya with excitement in her voice.



She looked around but couldn't see anything that would let her know that anyone was going to make a fuss about her birthday.

"What are you doing today?" asked her mother. "Not sure yet Mother, I guess I might just hang around the house," said Arya, feeling a bit disappointed. She didn't want to have to tell her mother that it was her birthday. "Why don't you come with me to the Ptolemy Reid Centre?" asked mother. "Why? What will I do there?" replied Arya. "They need some help with a few children there," mother replied. "Oh well!" said Arya, "That might be fun after all." That afternoon Arya and her mother went to the Children's Home. As the door swung open, lots of people, children and Arya's friends yelled, "SURPRISE!" Arya couldn't believe it.



There were all her friends from school, along with members of her family. She saw Uncle Jack, Aunty May, and many cousins, along with Grandma Flo and Grandpa Joe. White, red, and blue balloons hung from the ceiling with a huge banner saying, "Happy Birthday Arya!" There was a colourful and large cake sitting on the table along with many, many presents wrapped in special birthday paper and with big shiny bows.

The music began to play. All of Arya's favourite songs were the first to be played. Her friends danced and danced until perspiration ran down their faces. Arya was called to stick her birthday cake. She felt so special. "This is the best birthday I've ever had!" said Arya. "Thank you everyone for making this day the best ever." Her friend, Penny, said to her, "Did you really think we would forget your birthday? We had this planned for a month." Arya felt overjoyed and grateful to her family and friends. She got up in front of everyone and said, "Thank you all, for such a special birthday. I love you all."



After You Read

Story Wrap Up

1. What day was Arya's birthday?
2. Who did Arya tell about her upcoming birthday?
3. Where was Arya's mother going on Saturday?
4. What happened after the door to the Children's Home swung open?
5. How did Arya feel at the end of the story?

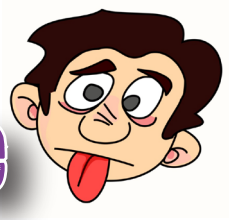
INTEGRATION	
Social Studies:	Birth anniversaries in your class
Science:	Types of food at a birthday party
Mathematics:	Calculate ages of peers in the classroom
Language Arts:	Write a letter to a friend inviting him/her to an event you have planned.
Art/Craft:	Design a birthday cake
HFLE:	How you would feel if your birthday were forgotten?
Drama:	Plan a birthday party for your best friend.

UNIT 17 A Visit to the Dentist

Review Previous Lesson

Before You Read

Fun with the Tongue



Say these sounds

/th/ /sh/ /st/

Core Words:

Identify and find the meaning of each word below

examining
terrible
toothache
cavity
cleaned
numb
dentist
injection
promised
healthy
strong
pictures
mouth
strong
patients
finished
lidocaine
extraction
felt

Practice Sentence:

The dentist extracts our teeth when we have cavities.

Let Us Read



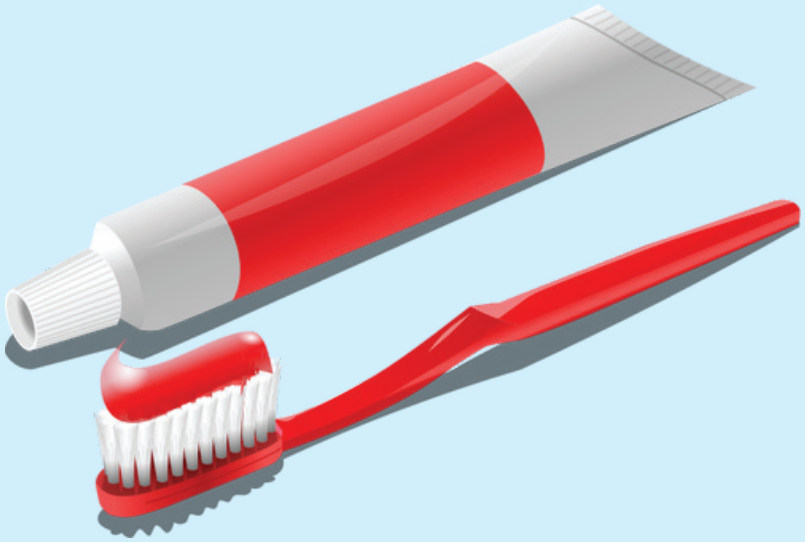
Farah had a terrible toothache. Her mother took her to Dr. Bowman, the dentist. Dr. Bowman made Farah open her mouth. After examining Farah's mouth, Dr. Farah found out that the tooth was strong despite having a tiny hole. He took a picture of her tooth. Farah had a cavity in the tooth. The dentist told Farah that she had a sick tooth but since it was strong, he didn't need to extract it, he would instead fill the tooth. She was very happy. Dr. Bowman then gave Farah an injection called lidocaine. He told her to sit outside and wait until the other patients were finished taking their lidocaine.



The lidocaine is an injection to numb the gum. He explained to Farah the process of extraction. The injection hurt just a bit, then her mouth felt numb. Soon after, Dr. Bowman cleaned out the cavity and filled the tooth. The dentist showed Farah some pictures.

The pictures showed her how to keep her teeth healthy and strong. He also gave her a hamper with a toothbrush, toothpaste and some mouth wash. Farah liked Dr. Bowman. She promised to tell her friends that they must visit the dentist if they wanted to keep strong and healthy teeth. The next day, Farah told her friends that Dr. Bowman is the best dentist ever and they should visit him whenever they wanted to do an extraction.





After You Read



Story Wrap Up

1. Why did Farah's mother take her to Dr. Bowman?
2. Who is Dr. Bowman?
3. Why did Dr. Bowman take a picture of Farah's tooth?
4. What does the word 'cavity' mean?
5. Why did Dr. Bowman give Farah an injection?
6. What did he do to Farah's tooth that had the cavity?
7. How can Farah keep her mouth healthy?

INTEGRATION	
Social Studies:	Explain the importance of maintaining good personal hygiene
Science:	Types of teeth and their functions
Mathematics:	Calculate the duration between events with stated time
Language Arts:	Descriptive essay about the process of extraction
Art & Craft:	Model of a healthy tooth
HFLE:	The importance of eating healthy foods
Drama:	What are some reasons why we should eat a balanced diet?

UNIT 18

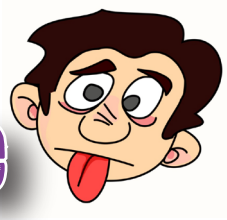
Youth Week

Review Previous Lesson



Before You Read

Fun with the Tongue



Say these sounds and identify words with each sound.

/pl/ /gl/ /sl/ /th/ /cl/ /ch/

Core Words:

Read these words

Make sentences using each of them.

observe	celebrate	educate
stewardess	achievements	through
glide	competitions	promised
fastened		thankfulness

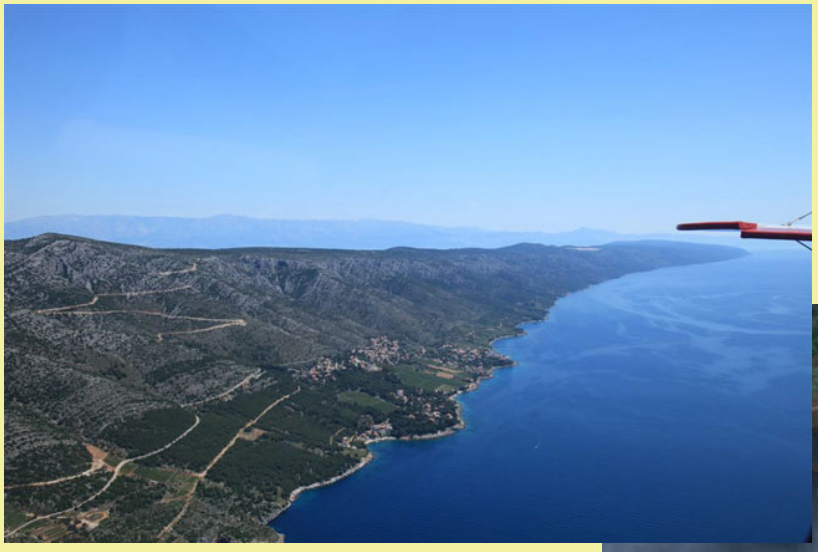
Practice Sentence:

Youths have the right to a good quality education and should be encouraged to go to school to the highest possible level.

Let Us Read



"Please fasten your seat-belts and observe the 'No Smoking Sign,' said the stewardess, "We are about to land." Latiefa and Deshanna fastened their seat-belts, and then peered through the window as the big aeroplane began to glide slowly downwards. Wow! The water looks beautiful! The land was so green.



There was hardly any brown to be seen.



Youth Week is a special week in which the achievements, skills and talents of our Guyanese youths are celebrated. During "Youth Week" several activities such as drama, parties, debates, rallies and clean up exercises are planned. These activities help to develop the minds of the youths, as well as, the environment in which they live. This year, Latiefa's class teacher took her hard-working children to visit the Kaieteur Falls in Region Eight.

Ms. Persaud had encouraged her class to work hard and improve their grades, and they did. The entire class had been involved in keeping the school environment clean and they had even planted flower plants around the schoolyard. At the end of the tour, Ms. Persaud reminded the children that youths must educate themselves by working hard and studying their school work. She reminded them that success comes through hard work. The children thanked their teacher for a wonderful week of activities and promised to continue to study and be respectful to their teachers.

After You Read



Story Wrap Up

1. What did the stewardess tell the children as the plane was landing?
2. What is celebrated during Youth Week?
3. Name three activities done during Youth Week.
4. What is the purpose of doing these activities?
5. What is the name of the teacher who took the children on tour?
6. Where did Latiefa's class visit for the tour?
7. What were Ms. Persaud's final words to her class at the end of the tour?
8. Plan a tour with your teacher during the Youth Week.

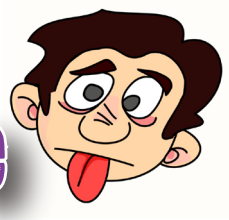
INTEGRATION	
Social Studies:	Landmarks and boundaries in Guyana
Science:	Recycling objects in environment
Mathematics:	Activities done during Youth Week
Language Arts:	Write a letter to your teacher seeking permission to conduct a cleanup exercise in your school
HFLE:	Research, then share with your friends the rights and responsibilities of the child

UNIT 19 The Wedding

Review Previous Lesson

Before You Read

Fun with the Tongue



Say the sound of each vowel digraph

/oo/ /au/ /ou/ /ea/

Core Words:

Say these words

Identify those words with the digraphs sounds above.

happened	marry	strange
healed	dancing	course
visited	restaurants	broken
thought	showed	laughed

Practice Sentence:

Paula and James met, they loved each other.
They decided to get married.

Let Us Read



"Sunday will be the best day of my life," James said. "Yes, it will be," said his mother. "I'm so happy for you. Paula is such a good woman. She will make a great wife and mother. She's so nice. Your dad and I both love her." James met Paula after she broke her leg. She broke her leg dancing. James was the doctor who looked after her leg. He visited her every day at the hospital. Then, he visited her at home. He brought her get well cards and gifts. They fell in love with each other. "I never thought a broken leg would be a good thing," Paula told her mother. "But it was the best thing that ever happened to you. Life is strange sometimes," her mother said.

After Paula's leg healed, she and James started dating. They went to movies and restaurants. They went to the gardens.



They even went dancing. They were so happy together. One day, James asked Paula to marry him. "Will we have lots of kids?" she asked. "Of course," said James. "But only if you let ME teach them how to DANCE." They both laughed.

After You Read



Story Wrap Up

1. When is Paula getting married?
2. How did Paula break her leg?
3. What is James' profession?
4. How do James' parents feel about Paula?
5. Where did James and Paula go on their dates?
6. Do James and Paula want to have children?
7. Who will teach the children to dance?

INTEGRATION

Social Studies:	Weddings of various cultures
Language Arts:	Write an account of your experience at a wedding event
Art & Craft:	Use resources from the environment to create a wedding attire
HFLE:	Discuss the qualities of a good person
Drama:	Role play in pairs how to return kindness to others

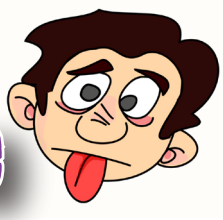
UNIT 20 At the School Concert

Review Previous Lesson



Before You Read

Fun with the Tongue



Say the sounds of these vowel digraphs

/ie/ /ea/ /oi/

Core Words:

Read these words

and identify the long or the short vowel sounds in each.

quickly	suddenly	audience
quietly	festival	completed
excitement	cheered	native
choir		signal

Practice Sentence:

Their parents, friends and teachers cheered loudly as they completed their song and bowed.

Let Us Read



The children of
Grade Three took
their seats quickly and
quietly in the school hall.
In walked the judges and sat in front of the large stage. Everyone was filled with excitement. Then, suddenly, a voice said over the microphone, "We will begin the Song Festival with the school choirs singing a well-known piece, 'O' Melda. School choirs, please get ready."



Eight schools took part in the Song Festival. The children walked onto the stage one behind the other and waited for the signal before they began to sing. Their parents, friends and teachers cheered loudly as they completed their song and bowed.

The audience enjoyed the 'solo singing' the most. Each child sang 'The Market Sellers' and 'My Native Land'. Someone said the judges would have a difficult time choosing the winners. Suddenly, the audience became quiet. A tall man walked towards the microphone and called for attention. He was the Chief Judge. He gave the results. Everyone clapped when he was finished speaking because they agreed with the decision.
It was an exciting experience for the children of Grade Three on their final day in that class.
It was the best Song Festival ever.



After You Read



Story Wrap Up

1. Where did the Song Festival take place?
2. Why did judges attend the Song Festival?
3. How many schools took part in the Festival?
4. Name one song all of the children sang together.
5. What was the first song sung at the festival?
6. What name do you give to the persons who went to the Town Hall to see and listen to the children?

INTEGRATION	
Social Studies:	Importance of good posture and breathing
Science:	Name some musical instruments
Mathematics:	Create a chart to display competitors' scores in a competition
Language Arts:	Write a letter to a friend in another village inviting him/her to an event at your school
Art & Craft:	Draw a picture of your favourite musical instrument
HFLE:	What are some ways in which you demonstrate shortsmanship?

Fun with the Tongue	
1.7	Articulates speech sounds accurately
3.3	Knows all letter-sound correspondences

Core Words	
3.24	Applies rules of syllabication to identify words with multiple syllables
3.29	Reads and comprehends suffixes

Practice Sentences	
2.23	Reads orally and monitors own reading by correcting miscues
2.26	Reads books which provide pleasure, entertainment and information

Story Word Count: 341	
2.22	Reads aloud with fluency and with natural speech, expository and narrative texts appropriate to grade level
2.23	Reads orally and monitors own reading by correcting miscues

Story Wrap Up	
2.13	Reads literature to understand places, people, events and vocabulary

Integration	
4.12	Relates story information to real-life experiences

Fun with the Tongue	
2.5	Participates in rhyme, chant and song activities
1.12	Listens and repeats letter sounds

Core Words	
3.24	Applies rules of syllabication to identify words with multiple syllables
3.29	Reads and comprehends suffixes

Practice Sentences	
2.17	Reads basic grade-level sight words in context and in isolation
2.23	Reads orally and monitors own reading

Story Word Count: 227	
2.26	Reads books which provide pleasure, entertainment and information
3.33	Demonstrates interest in learning new words

Story Wrap Up	
4.1	Recognizes that print conveys meaning
4.7	Recalls facts and details of text

Integration	
3.31	Extends vocabulary in own speech
5.3	Writes legibly

Fun with the Tongue	
1.1	Responds to sounds
1.12	Listens and repeats letter sounds

Core Words	
2.7	Counts syllables in words accurately
3.1	Blends letter sounds to decode printed words at grade level
3.3	Knows all letter-sound correspondences
3.5	Segments the sounds to decode printed words
3.7	Sounds out regular words including those with blends, digraphs, etc.

Practice Sentences	
2.1	Shows interest in books and reading
2.6	Understands that the sequence of letter sounds in a written word represents the sequence of sounds in a spoken word
2.17	Reads basic grade-level sight words in context and in isolation
2.23	Reads orally and monitors own reading by correcting miscues

Story Word Count: 212	
2.13	Reads literature to understand places, people, events and vocabulary
2.17	Reads basic grade-level sight words in context and in isolation
2.19	Reads fluently with expression any appropriate grade-level text
2.20	Corrects miscues when reading aloud
2.24	Uses contextual and picture clues to determine the meaning of words
2.25	Demonstrates appropriate book orientation when reading

UNIT 3 Curriculum Standards & Benchmarks

Story Wrap Up	
4.4	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told
4.16	Answers comprehension questions based on what has been read independently at grade level
4.19	Uses context clues to understand text

Integration	
4.22	Connects life to text and text to life experiences
4.21	Relates story information to real-life experiencess

UNIT 4 Curriculum Standards & Benchmarks

Fun with the Tongue	
1.1	Responds to sounds
1.12	Listens and repeats letter sounds

Core Words	
1.17	Listens courteously and takes turns to speak
2.7	Counts syllables in words accurately
2.20	Corrects miscues when reading aloud
3.5	Segments the sounds to decode printed words
3.21	Identifies sounds with the regular vowel combination 'au''ea''ie'
3.24	Applies rules of syllabication to identify words with multiple meanings

Practice Sentences	
2.20	Corrects miscues when reading aloud
6.15	Builds sentences on specific themes/topics

Story Word Count: 434	
2.1	Shows an interest in books and reading
2.9	Identifies & describes a story read with beginning, middle & end
2.22	Reads aloud with fluency and with natural speech, expository and narrative texts appropriate at grade

Story Wrap Up	
2.9	Responds to characters or situations in a story
4.7	Recalls facts and details of text

Integration	
3.32	Demonstrates the use of newly taught words *(vocabulary)*
3.33	Demonstrates interest in learning new words
3.31	Extends vocabulary in own speech

Fun with the Tongue	
3.3	Knows letter-sound correspondences
3.21	Identifies words with the regular vowel combination

Core Words	
3.5	Segments the sounds to decode words
2.7	Counts syllables in words accurately

Practice Sentences	
2.18	Demonstrates appropriate use of vocabulary and sentence structure

Story Word Count: 280	
2.12	Reads and responds to a variety of Literature: Guyana, Caribbean and other cultures

Story Wrap Up	
4.6	Retells or dramatises story or parts of the story read independently or by the teacher

Integration	
6.5	Locates information from grade-level reference material

Fun with the Tongue	
1.23	Recites poems, rhymes, sounds and stories
1.12	Listens and repeats letter sounds

Core Words	
3.24	Applies rules of syllabication to identify words with multiple syllables
3.29	Reads and comprehends suffixes

Practice Sentences	
2.17	Reads basic grade-level sight words in context and in isolation
3.29	Reads and comprehends suffixes

Story Word Count: 290	
2.15	Reads and demonstrates the author's point of view
2.26	Reads books which provide pleasure, entertainment and information

Story Wrap Up	
4.4	Retells part of the story heard
4.7	Recalls facts and details of text

Integration	
4.22	Connects life to text and text to life in stories read independently or by the teacher
6.5	Locates information from grade-level reference material

Fun with the Tongue	
1.12	Listens and repeats letter sounds
3.17	Identifies words with silent letters

Core Words	
3.24	Applies rules of syllabication to identify words with multiple syllables
3.30	Identifies readily all alphabet letters out of sequence

Practice Sentences	
2.11	Reads and perform rhymes
2.23	Reads orally and monitors own reading by correcting miscues

Story Word Count: 195	
2.23	Reads orally and monitors own reading by correcting miscues
4.1	Retells part of a story heard

Story Wrap Up	
4.15	Answers ***why*** and ***what if*** questions
4.17	Answers comprehension questions based on what has been read independently at grade level

Integration	
4.21	Relates story information to real-life experiences
4.29	Organizes information to sequence of a story

Fun with the Tongue	
3.17	Identifies words with silent letters
3.10	Identifies words that rhyme with the given words

Core Words	
3.3	Knows all letter-sounds correspondences
3.5	Segments the words to decode printed word

Practice Sentences	
2.19	Reads fluently with expression any grade level text
2.20	Corrects miscues when reading aloud

Story Word Count: 199	
2.4	Locates and identifies title, author, table of contents and illustrator of a book
2.15	Reads and understands the author's point of view

Story Wrap Up	
	Uses adjectives and adverbs appropriately
	Uses knowledge of synonyms, antonyms, homographs to determine meaning of words

Integration	
6.3	Records information in a variety of formats, such as logs, journal, charts etc.

Fun with the Tongue	
3.3	Knows all letter-sound correspondences
3.11	Identifies initial and final consonant sounds and blends them to read words

Core Words	
3.5	Segments the sounds to decode printed words
3.24	Applies rules of syllabication to identify words with multiple syllables

Practice Sentences	
3.28	Reads and comprehends possessive forms

Story Word Count: 227	
1.24	Reads orally and monitors own reading by correcting miscues
2.26	Reads books which provide pleasure, entertainment and information

Story Wrap Up	
4.1	Recognizes that print conveys meaning
4.8	Identifies the main ideas of a given text

Integration	
4.32	Distinguishes between fact and fantasy

Fun with the Tongue	
3.3	Knows letter-sounds correspondences
1.17	Listens courteously and takes turns to speak

Core Words	
2.7	Counts syllables in words accurately
2.11	Reads and performs rhymes

Practice Sentences	
2.17	Reads in isolation, as well as in text, basic sight words appropriate to grade level

Story Word Count: 232	
2.26	Reads books which provide pleasure, entertainment and information

Story Wrap Up	
4.22	Connects life to text and text to life experiences in stories read

Fun with the Tongue	
1.1	Responds to sounds
3.3	Knows all letter-sounds correspondence

Core Words	
3.5	Segments the sounds to decode printed words
3.32	Demonstrates the newly taught words

Practice Sentences	
2.19	Reads fluently with expression any appropriate grade level text
2.23	Reads orally and monitors own reading by correcting miscues

Story Word Count: 175	
2.12	Reads and responses to a variety of literature: Guyana, Caribbean and other cultures
3.15	Reads and understands the author's point of view

Story Wrap Up	
4.13	Demonstrates understanding of literal meaning of a story
4.33	Identifies feelings of characters in a reading selection

Integration	
4.21	Relates story information through real-life experiences
4.22	Connects life to text and text to life

Fun with the Tongue	
1.12	Listens and repeats letter sounds
3.3	Knows all letter-sound correspondences

Core Words	
3.4	Blends letter sounds to decode printed words
3.31	Expands vocabulary in own speech

Practice Sentences	
3.32	Demonstrates the use of newly taught words

Story Word Count: 170	
4.35	Reads aloud text suited to the grade-level with fluency and accuracy to convey the message to the listener

Story Wrap Up	
5.40	Demonstrates literal understanding of the topic

Integration	
6.7	Understands the purpose of reference material

Fun with the Tongue	
3.5	Segments sounds to decode printed words
3.10	Identifies words that rhyme with a given word

Core Words	
3.31	Extends vocabulary in own speech

Practice Sentences	
4.36	Reads silently at independent level and shows understanding of what is read

Story Word Count: 166	
3.8	Reads decodable text accurately and fluently at grade level

Story Wrap Up	
6.15	Builds sentences on specific theme/topic

Integration	
4.12	Relates story information to real-life experiences
3.34	Distinguishes between fact and fantasy

Fun with the Tongue	
1.12	Listens and repeats letter sounds
3.3	Knows all letter-sound correspondences

Core Words	
2.7	Counts syllables in words accurately
3.4	Blends letter sounds to decode printed words

Practice Sentences	
4.1	Recognizes that print conveys meaning
2.24	Uses contextual and picture clues to determine the meaning of words

Story Word Count: 497	
2.20	Corrects miscues when reading aloud
2.18	Demonstrates appropriate use of vocabulary and sentence structure

Story Wrap Up	
4.13	Demonstrates understanding of literal meaning of story
	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told

Integration	
4.21	Relates story information to real-life experiences

Fun with the Tongue	
3.3	Knows all letter-sound correspondences
1.1	Responds to sounds

Core Words	
3.7	Sounds out regular words including those with blends and digraphs
3.10	Identifies words that rhyme with a given word

Practice Sentences	
2.20	Corrects miscues when reading aloud

Story Word Count: 234	
4.36	Reads silently at independent level and shows understanding of what is read

Story Wrap Up	
4.7	Answers questions based on what has been read independently at grade level

Integration	
4.21	Relates story information to real-life experiences

Fun with the Tongue	
1.1	Responds to sounds
1.12	Listens and repeats letter sounds
3.3	Knows all letter-sounds correspondences

Core Words	
2.7	Counts syllables in words accurately
3.1	Blends letter sounds to decode printed words at grade level
3.29	Reads and comprehends affixes

Practice Sentences	
2.17	Reads basic grade level sight words in context and isolation
3.33	Demonstrates interest in learning new words

Story Word Count: 418	
2.9	Responds to characters or situations in story read
2.13	Reads literature to understand places, people, events and vocabulary
2.5	Reads and understands the author's point of view

Story Wrap Up	
4.1	Uses context clues to understand text
4.33	Identifies feeling of characters in reading selection
4.15	Answers ***why*** and ***what if*** questions

Integration	
4.21	Relates story information to real-life experiences
4.22	Connects life to text and text to life experiences in stories read independently or by the teacher

Fun with the Tongue	
1.12	Listens and repeats letter sounds
1.17	Listens courteously and take turns to speak

Core Words	
2.7	Counts syllables in words accurately
3.24	Applies rules of syllabication to identify words with multiple syllables

Practice Sentences	
2.17	Reads basic grade-level sight words in context and isolation
2.18	Demonstrates appropriate use of vocabulary and sentence structure

Story Word Count: 233	
2.13	Reads literature to understand places, people, events and vocabulary
2.9	Responds to characters or situations in a story

Story Wrap Up	
4.17	Answers comprehension questions based on what has been read independently at grade level
4.19	Uses context clues to understand text

Integration	
4.6	Retells or dramatizes stories or parts of stories read independently or by teacher
4.21	Relates story information to real-life experiences

Fun with the Tongue	
3.3	Knows all letter-sound correspondences
3.19	Identifies consonant digraphs in the initial and final position in words

Core Words	
3.4	Blends letter sounds to decode printed words
3.32	Demonstrates the use of newly taught words

Practice Sentences	
4.1	Recognises that print conveys meaning
2.17	Reads basic grade-level sight words in context and in isolation

Story Word Count: 222	
2.23	Reads orally and monitors own reading by correcting miscues

Story Wrap Up	
4.21	Relates story information to real-life experiences

Integration	
6.5	Locates information from grade-level reference material

Fun with the Tongue	
1.1	Responds to sounds
3.16	Identifies words with dipthongs

Core Words	
3.4	Blends sounds to decode printed words
3.7	Sounds out regular words including those with blends, digraphs etc
3.29	Reads and comprehends suffixes

Practice Sentences	
3.16	Reads basic sight words in context and in isolation

Story Word Count: 195	
2.22	Reads aloud with fluency and with natural speech, expository and narrative texts appropriate to grade level
2.23	Reads orally and monitors own reading by correcting miscues
2.24	Uses contextual and picture clues to determine the meaning of words

Story Wrap Up	
4.14	Answers ***who, what, why, when, where,*** and ***what if*** questions based on stories read or told
4.28	Employs specific comprehension strategies when difficulties are encountered in understanding texts

Integration	
4.29	Organizes information (picture, text) to sequence of a story
6.5	Builds sentences on specific team/topic

Fun with the Tongue	
1.1	Responds to sounds
1.12	Listens and repeats letter sounds

Core Words	
2.7	Counts syllables in words accurately
3.32	Demonstrates the use of newly taught words

Practice Sentences	
4.1	Recognizes that print conveys meaning
4.36	Reads silently at independent level and shows understanding of what is read

Story Word Count: 198	
2.12	Reads and responds to a variety of literature: Guyana, Caribbean and other cultures
2.20	Corrects miscues when reading aloud

Story Wrap Up	
4.11	Retells main events in a text in proper sequence
4.14	Answers ***who, what, how, where,*** questions about stories read

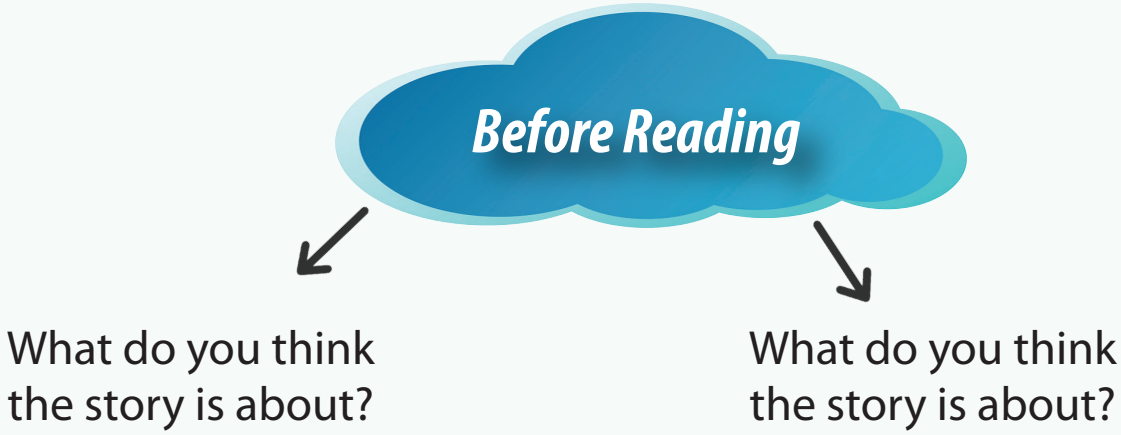
Integration	
4.21	Relates stories information to real-life experiences
6.15	Builds sentences on specific themes/ topics

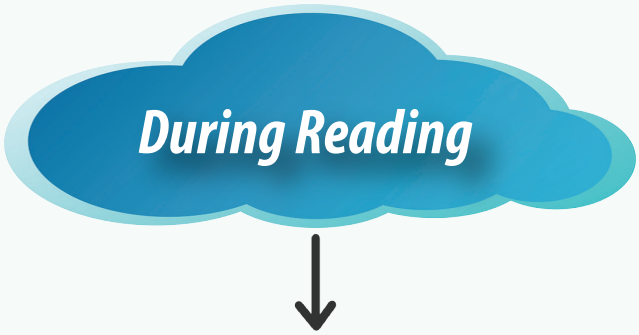
BONUS MATERIAL

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
Co-operative Reading	
Pupils read with a partner or partners either orally or silently.	When children are likely to have no difficulty with text or are highly motivated about the text
Teacher Guided Reading	
Teacher talks and walks 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.	When children need a great deal of support for reading Often use with beginning readers
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





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 portion 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 words parts I know.*



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



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

Word List

travelled	Georgetown	Essequibo	future
decided	enrolled	afraid	knob
anxiety	reached	straight	grouping
worry	grateful	technology	confused
happily	spotted	wonderful	barrier
granted	friendship	displayed	opportunities
unusual	tomorrow	vacation	picnic
decided	believed	excited	foggy
moment	suddenly	heavy	mist
disappear	broke	salad	through
replaced	equipment	sandwiches	scenery
chirped	unhappy	grey	smelled
Georgetown	signs		

Word List

together	Demerara	neighbours	community
repair	friendly	lawns	exciting
tunnels	television	atmosphere	vacation
weather	Saturday	practice	excited
creek	during	arrived	unload
favourite	restaurant	blankets	refreshing
castle	busy	realized	treat
suddenly	elephant	sizes	huge
giraffe	neck	escape	frightening
herds	whale	shark	afraid
gentle	breathe	sixty	Fitr
wrong	thought	indulge	hungry
smoke	Mosque	clothes	money
vermicelli	exchange	tasty	



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