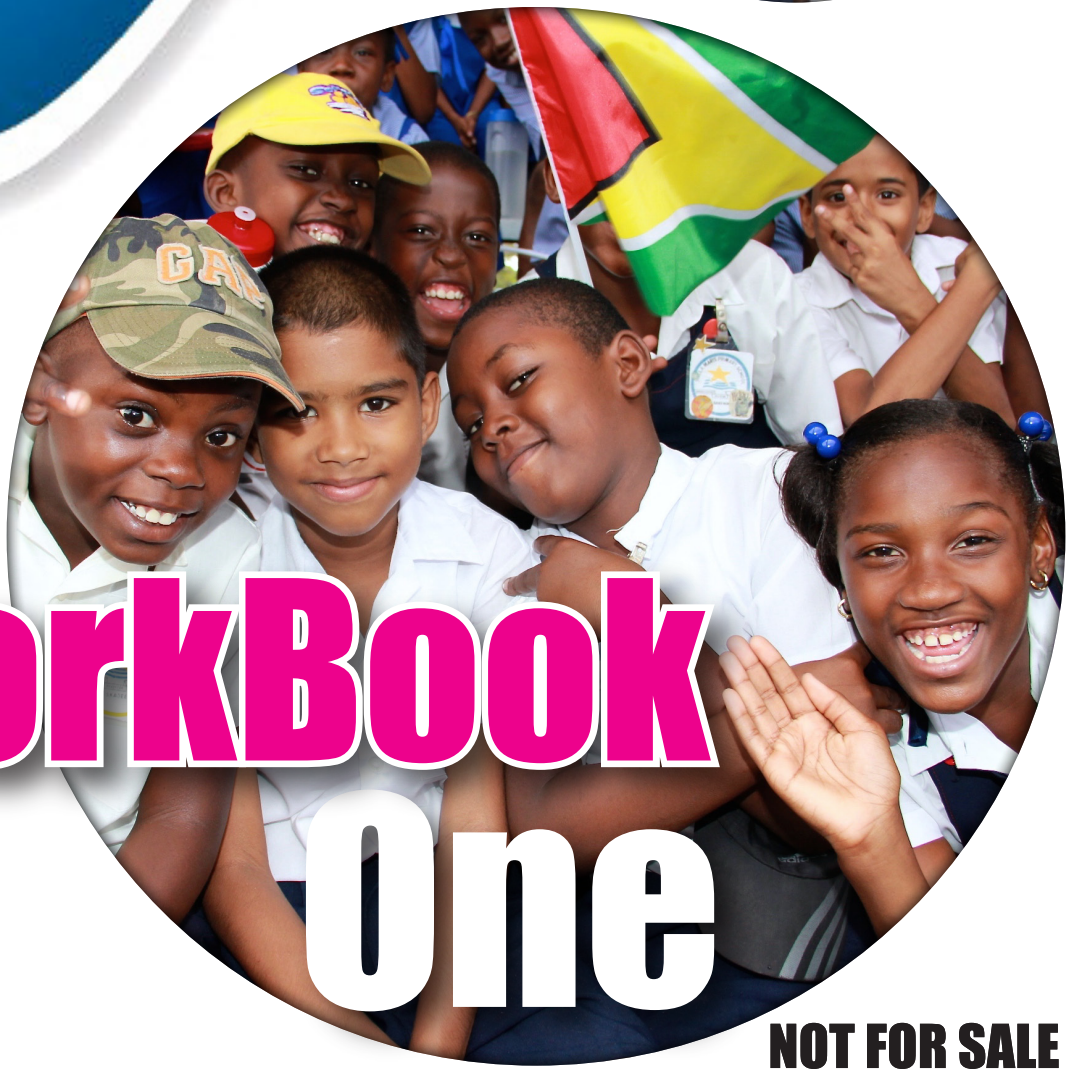
Atlantic Reader





WorkBook One

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

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Note to the Teachers

The Atlantic Reader WorkBook One is designed to support pupils learning to read and is to be used with the Atlantic Reader One. The introductory, phonics and vocabulary activities should be completed before the child attempts to read the book.

When pupils use the WorkBook alongside the Reader, it will help to integrate and build the skills that are necessary for reading success.
The WorkBook will help pupils to successfully:

- Master letter sound/symbol relationship
- Blend letter sounds and word parts to sound out words
- Build vocabulary skills
- Read for information
- Think critically and develop evaluation skills
- Build and master comprehension skills

Using the Workbook

The story introduction workbook page can be used as the introduction to the text. However, since children have various learning styles, the activities must be modified to suit the needs of each learning style. For example, role play or drama can be done for pupils who have a bodily kinesthetic learning style.
The phonemic awareness and phonics activities should be completed before pupils read the text. To support phonemic awareness and phonics development, use the chants, rhymes or songs from the Reader.

The word work and grammar activities should be completed as pupils interface with the text. This, along with the phonics activities, should result in higher levels of fluency and comprehension as pupils read.
The instruction for each activity must be read and explained to pupils.
Always make sure pupils have a full understanding of what they are expected to do.

The comprehension and extended writing parts of the WorkBook should only be completed after pupils are finished reading the particular story. During this time, pupils can be allowed to re-read the story or relook at the text where it is necessary.

The Atlantic Reader series is designed to accelerate pupils' reading performance and create a community of readers with our young children.



FOREWORD

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

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

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

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

Priya Devi Manickchand. MP
Minister of Education

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UNIT 1 Meet the Family

Story Introduction

Picture Study:
Study the picture, then talk with your friend or teacher about what you see.



Discuss:

- The type of family, e.g. single-parent.
- The individual members (who they are).
- The number of members within the family.
- The place or position of each member.
- Make predictions about what the family likes to do and where they live.

Fun with Sounds

Activity One Short / ă /

Say each row of sounds

a	a	a	a	a
aa	aa	aa	aa	aa
aaa	aaa	aaa	aaa	aaa

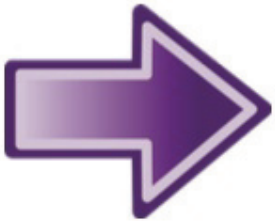
Draw a line from the letter (a) to each picture that begins with the short /ă /.



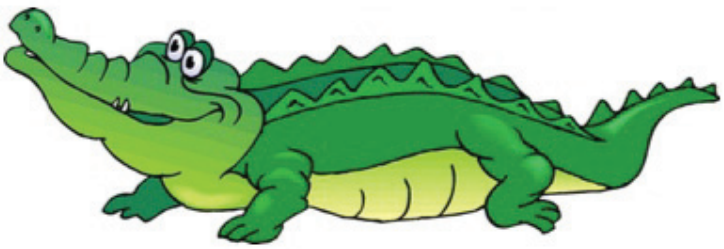




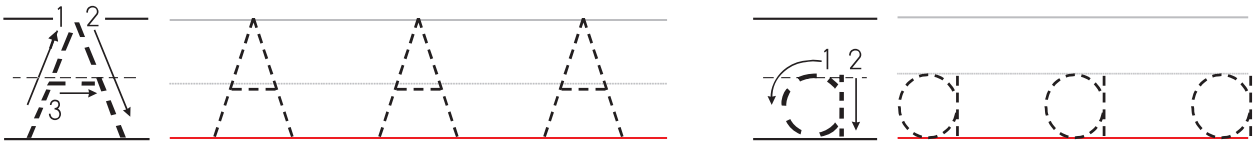
a





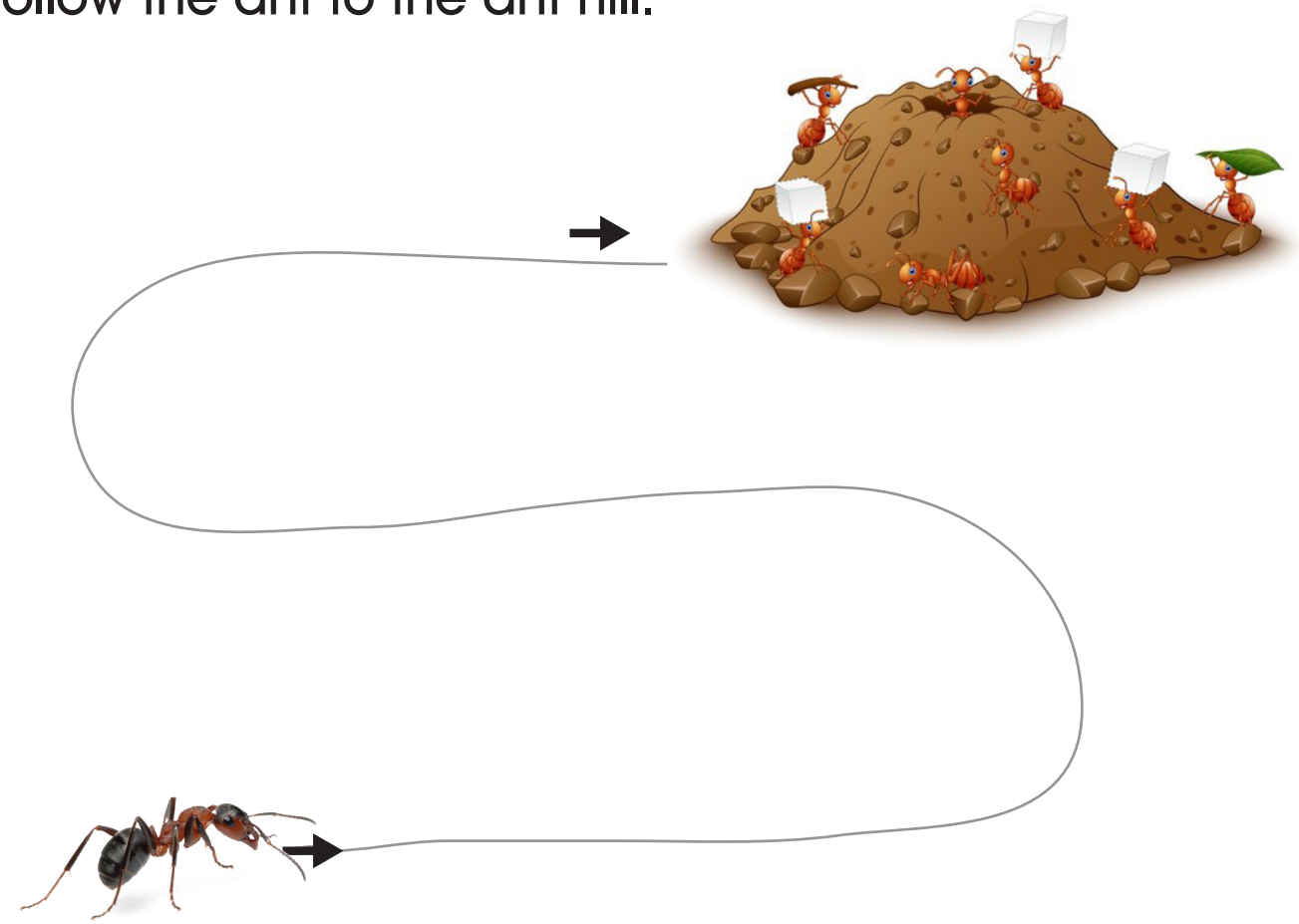


Let's write the letter



On your own, write one capital (A)
and one common letter (a)

Follow the ant to the ant hill.



Activity Two / s / as in sea

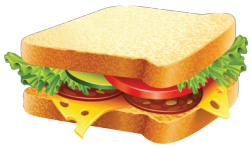
Say each row of sounds.

s	s	s	s	s
sa	sas	asa	as	sass
sam	saf	san	sad	sag

Short Vowel Rule:
When there is one vowel in the word, it says the short sound.

Draw a circle around all the pictures that begin with the / s / sound.















Let's write the letter

S S S S s s s s

On your own, write one capital (S) and one common letter (s).



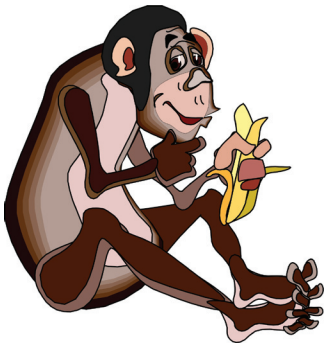
S for snake

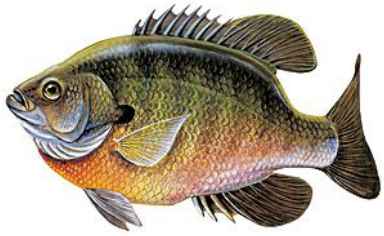
Activity Three / m / as in Mommy

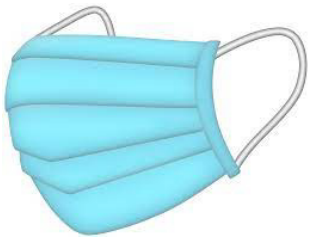
Say each row of sounds.

m	m	m	m	m
ma	ma	ma	ma	ma
mas	maz	maf	mat	mar

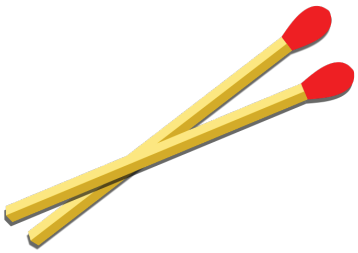
Mark X on the picture in each row that begins with the / m /.

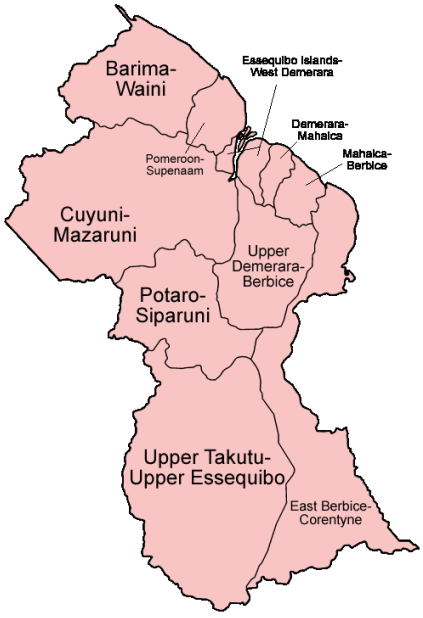






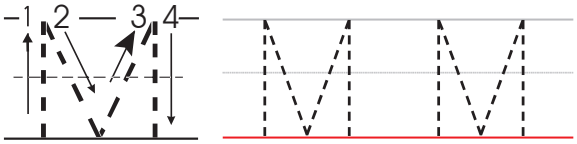


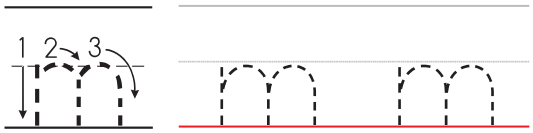






Let's write the letter





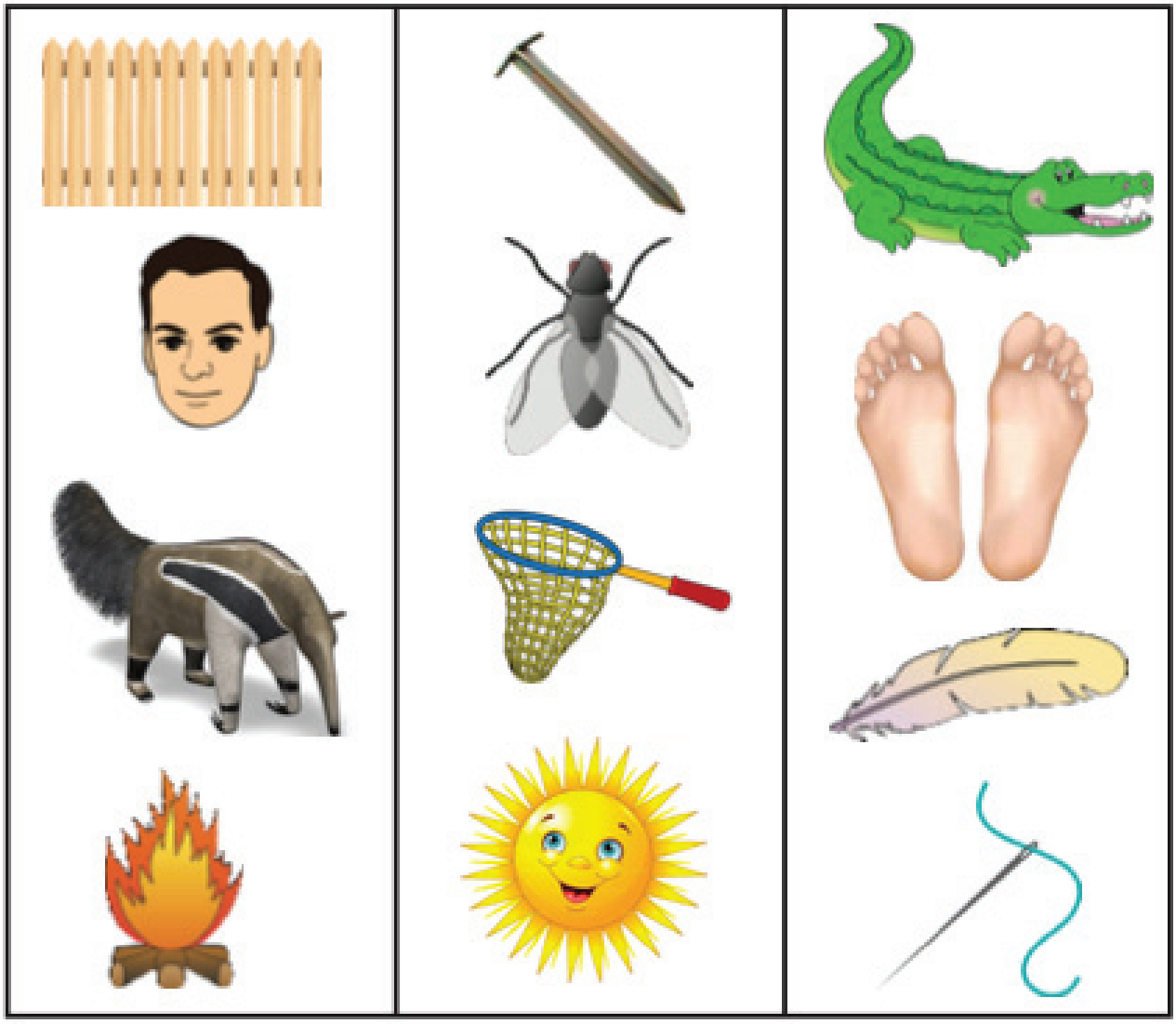
On your own, write one capital (M) and one common letter (m).

Activity Four / f / as in family

Say each row of sounds.

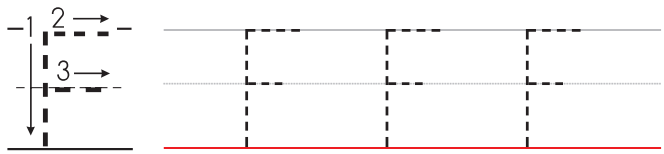
f	f	f	f	f
fa	fa	fa	fa	fa
fam	fas	fat	far	fass

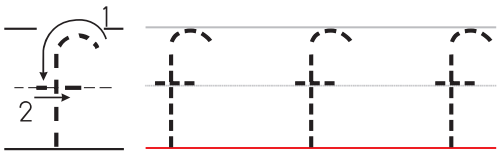
Circle the pictures that begin with the / f / sound.



Let's write the letter

Trace the letter F f





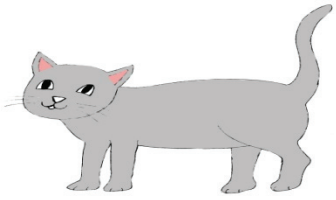
On your own, write one capital (F) and one common letter (f)

WORD WORK

Look at the pictures on the next page, then complete the activities. We will have some fun learning to count the parts (syllables) in words.

1. Write the common name for each picture.
   For example, boy

2. Write the name for each person as found in the story.
   Count the syllables for each word.

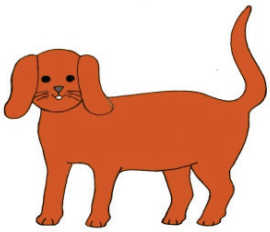
















Meet the Family

'READ ALOUD' sentences first, then the story

Grammar - Nouns

Nouns are the names of persons, places, animals and things.
Proper nouns are the special names of persons, places, animals and things.
Proper nouns usually begin with capital letters.

For example:
Marty is my brother.
Marty, the special name of my brother, is the proper noun.

Think of all the special names of your family members, the name of the place where you live, the name of your pet and the special name of the milk you drink. Those special names are called **proper nouns**.

Draw a line to match the
family members to their names.





David

Suzie

Marty

Seeta





Comprehension

A Read the story '**Meet the Family**' from the Atlantic Reader Book One. Use the words in the box to complete the short story below.

sit	run	family

This is the _____.

The family likes to _____ and talk.

The dog and the cat _____ in the yard.

B Complete the table below.

The family in the story	My family
has eight members.	
has two pets.	
likes to sit and talk.	
likes to run.	

Writing

I am a unique member of my family. There is nobody else like me on earth. Complete your profile below.

All about me

My name is _____. I am

_____ years old. I am a/an _____ boy/girl.

I live at/in _____. I am _____

in complexion and I am _____ in height.

I attend _____ Primary School.

My teacher's name is _____.

I like to _____ , _____ ,

_____ and _____ .

My favourite dish is _____ and my

favourite sport is _____ . The best

thing about me is _____

_____

_____ .

Draw a picture of your family in the box below.

Paste a picture of your family in the box below.

Story Introduction

For each point on the star, write an activity that you do with your friend / friends.



Fun with Sounds

Activity One / b / as in bat

Say each row of sounds

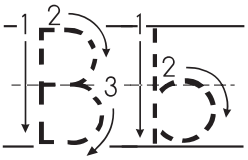
b	b	b	b	b
bam	baf	bas	baz	bat
mab	bab	fab	sab	tab

Read the words below.
Say the beginning sound for each word.

Short Vowel Rule:
When there is one vowel in the word, it says the short sound.

bat **bell** **bug** **bib** **bop**

Trace / then write the letter Bb.



Bb

Activity Two / j / as in jump

Say each row of sounds.

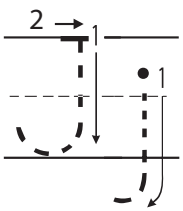
j	j	j	j	j
jam	jas	jab	jaf	jan
maj	saj	baj	faj	naj

Read the words below.
Say the beginning sound for each word.

Short Vowel Rule:
When there is one vowel in the word, it says the short sound.

jam **jet** **jump** **jig** **jot**

Trace / then write the letter Jj.



Jj

Activity Three / u / as in umbrella

- u says / u / as in umbrella

  Colour the umbrella



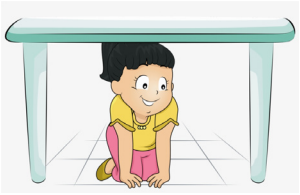
- Say each row of sounds

u	u	u	u	u
un	uj	um	ub	us

- Look at the picture and say its name.
  Listen for the / u / sound.



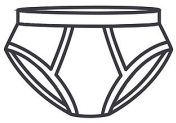
up



under



umbrella

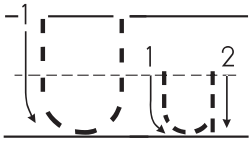


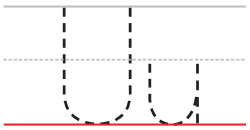
underwear

- Read each word then say the sound for the letter in the middle

run **sun** **fun** **bun**

- Trace, then write the letter.

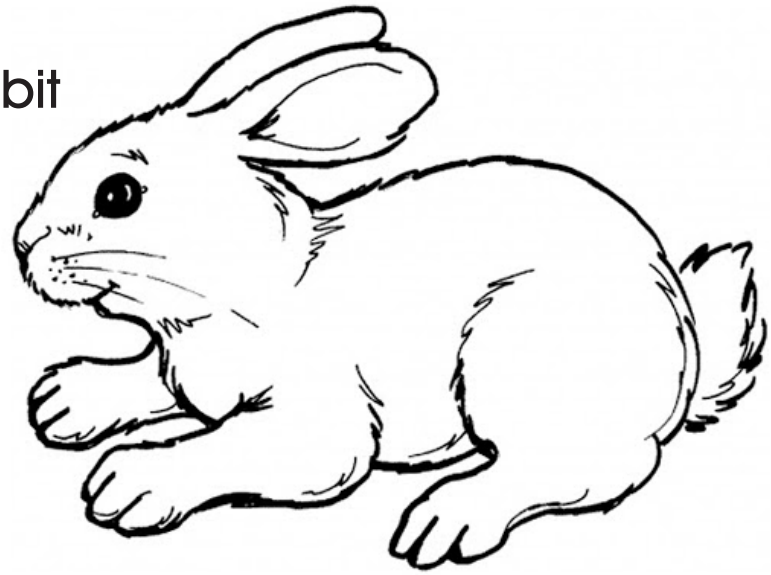




Activity Four / r / as in run

- r says / r / as in rabbit

Colour the rabbit



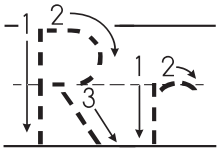
- Say each row of sounds

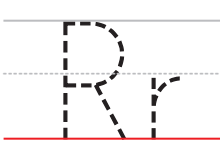
r	r	r	r	r
rus	ram	ruf	rab	ruj
sar	bar	bur	sur	mur

- Read each word, then say the sound of the letter at the **beginning** of each word.

rat **run** **rot** **rip**

- Trace, then write the letter.





Activity Five / g / as in gift

- g says / g / as in gift

  Colour the gift



- **Say each row of sounds**

g	g	g	g	g
gar	gub	gam	gaf	guj
rag	bug	mag	fag	jug

Short Vowel Rule:

When there are two vowels in a word, the first one says its name, and the second one is silent. Example: gāme

Say these words. Listen for the vowel sound.
Is it a long sound or a short sound?

game	**goat**	**gift**	**gun**

- Trace, then write the letter.



Activity Six /b/ /j/ /g/ /r/

Look at the pictures. Say the name of each picture.
Circle the letter of the beginning sound.



d b c



m j g



r a g



r u n



WORD WORK

Circle the word in each row
that is the same as the one in the box.

bat	hat	sun	run	bat
cricket	field	card	cricket	cart
bowl	blow	home	bowl	play
rope	rode	field	rope	have
ball	bat	bowl	game	ball
play	field	play	poll	jump
jump	jog	jolly	jump	jungle
game	girl	goat	gummy	game



LET US READ TOGETHER Atlantic Reader

My Friends and I

'READ ALOUD' sentences first, then the story.

Grammar - Verbs

A **verb** is an action or doing word. It tells what is being done.
E.g. Fanda runs for the ball.
Read the sentences below and circle the verb in each sentence.

1. Come let us play.
2. Kurt bowls the ball.
3. Jane bats the ball.
4. Fanda runs after the ball.

Comprehension

Read the story '**My friends and I**' from the Atlantic Reader Book One, then complete the exercise below.

A What is the story mostly about?

I think the story is mostly about _____

_____

_____

B Talk about how you play with your friend.
How different is it from the way Jane and her friends played in the story?

Writing

All about my friend

Answer the questions in complete sentences.

What is the name of your friend?

_____

What does he/she look like?

_____

How old is your friend?

_____

What does your friend like to do?

_____

_____

Why do you like your friend?

_____

_____

Story Introduction

Picture Study



Game: I Spy

Study the picture above.

Make a list of the things you can see in the picture.

Use the words ***I spy*** to name each item.

An example: I spy a family in the picture.

Activity One

Say the sounds in each row

/c / as in cool

c	c	c	c	c
ca	ca	cu	ca	cu

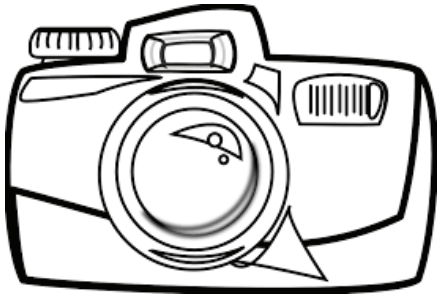
/cr / as in creek

cra	cre	cri	cro	cru
cram	cress	crix	crun	crom

/ch / as in chips

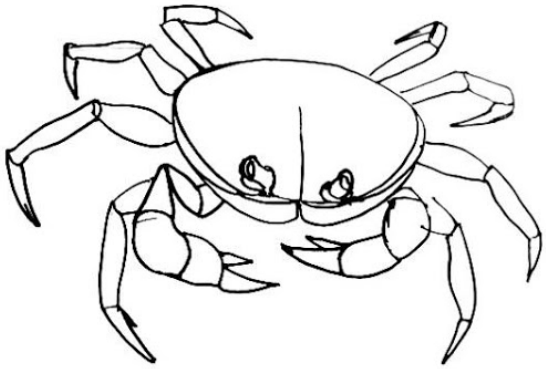
cha	chu	che	chi	cho
cham	chuf	chem	chit	chop

On this and on the next page, colour those pictures that have names which begin with / c / / cr / or the / ch / sound.

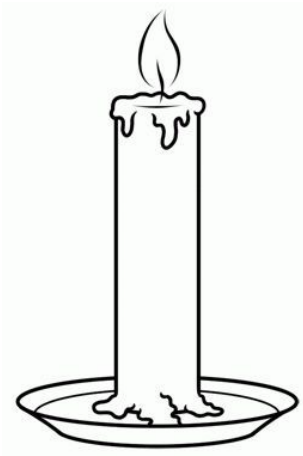


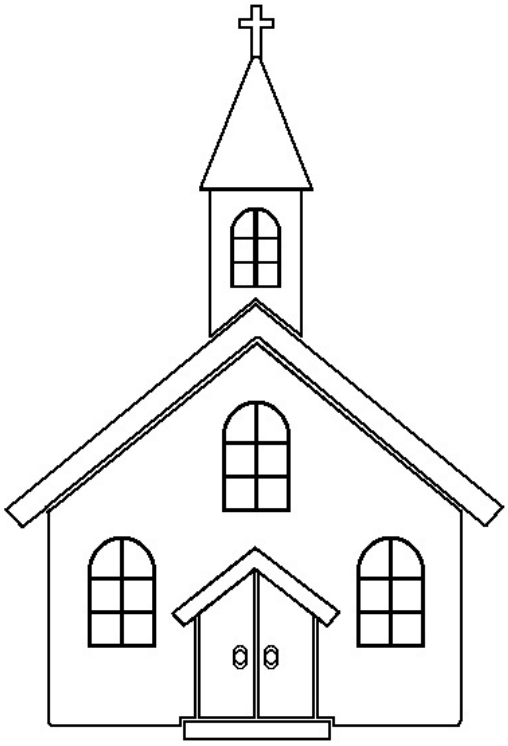




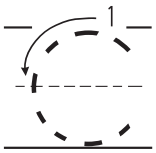






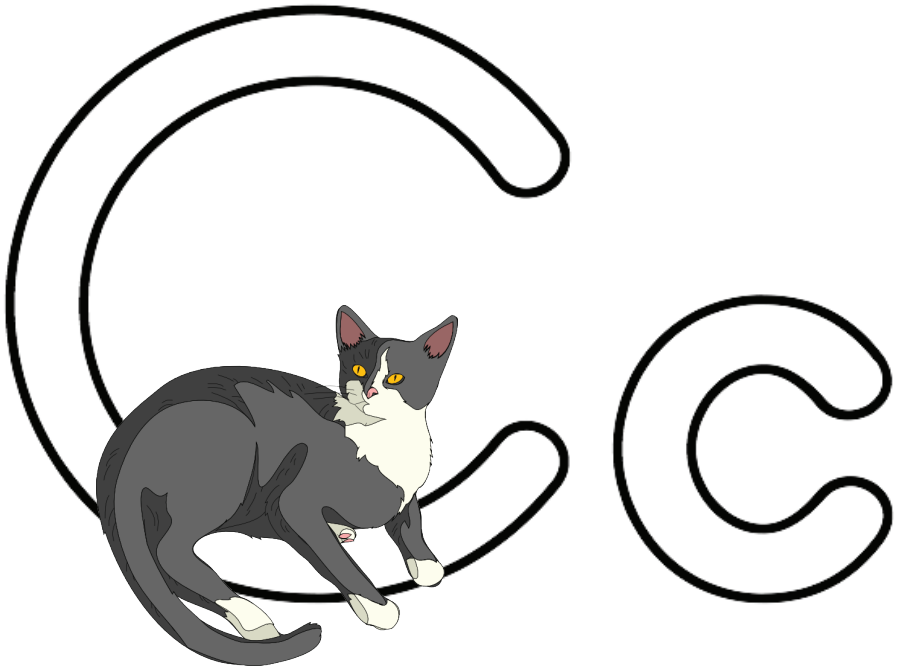


Let's write the letter





On your own, write one capital (C)
and one common letter (c)



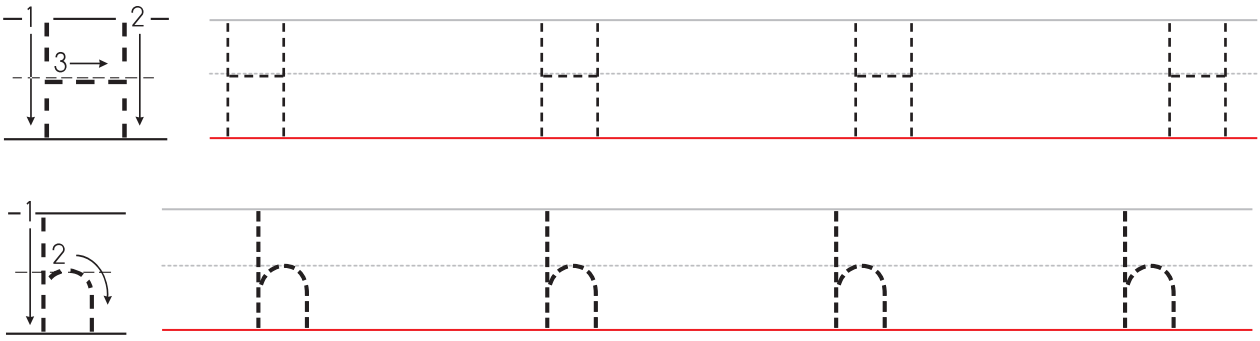
Activity Two / h / as in happy

Say the sounds in each row.

ha	he	hu	hi	ho
hap	help	hut	hip	hot



Let's write the letter



On your own, write capital (H) and one common letter (h)

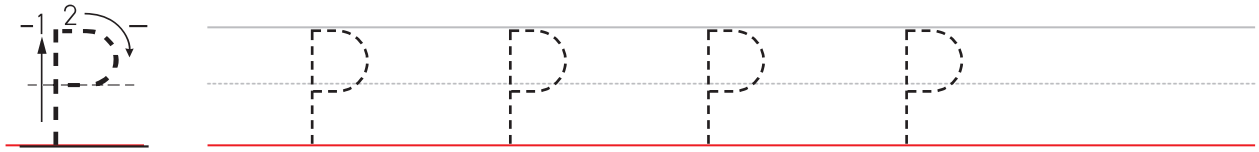
Activity Three / p / as in pat

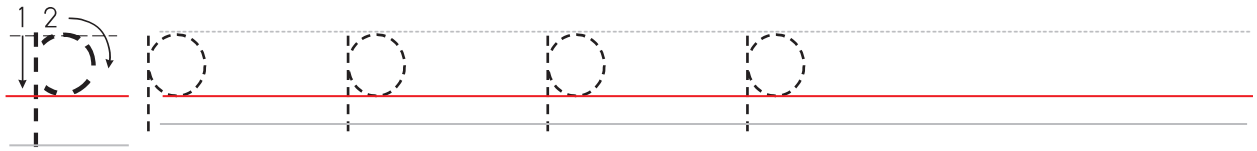
Say the sound in each row

p	p	p	p	p
pa	pu	pe	po	pi
pr	pr	pr	pr	pr
pra	pru	pri	pre	pro
pram	pruch	prim	press	prop



Let's write the letter





On your own, write one capital (P)
and one common letter (p)

Activity Four

Say the name of each picture.
Write **p** under the picture if it contains a / **p** / sound.







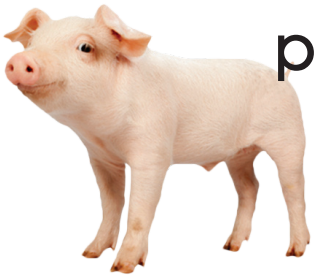






Activity Five / p / as in pet

Circle the words on the right that rhyme with the word on the left.

 pear	crop	chop
	bear	fear
 pig	dig	chit
	chair	big
 pen	ten	pray
	hen	cow
 pot	pine	got
	pet	hot
 Pam	jam	pan
	Sam	pin

WORD WORK

A Read the word on the left. Colour the number of stars for the number of syllables or word parts in the word.

picnic	☆ ☆ ☆ ☆ ☆
together	☆ ☆ ☆ ☆ ☆
chicken	☆ ☆ ☆ ☆ ☆
vegetable	☆ ☆ ☆ ☆ ☆
delicious	☆ ☆ ☆ ☆ ☆
prayers	☆ ☆ ☆ ☆ ☆
happy	☆ ☆ ☆ ☆ ☆
water	☆ ☆ ☆ ☆ ☆
salad	☆ ☆ ☆ ☆ ☆



LET US READ TOGETHER

At the Creek

'READ ALOUD' sentences first, then the story

Grammar

Use the words in the box to complete the sentences.

yellow	cool	delicious	vegetable	family

The food is _____ .

It is a _____ banana.

We are eating _____ salad.

The creek water is _____ .

Comprehension

Read the story '**At the Creek**' from the Atlantic Reader Book One.

Write the sentences to show how the story happened.

- They swim in the water.
- The family is at the creek.
- The family prays for the food.
- The family eats together.

_____

_____

_____

_____



Writing

Write about a place you visited and had an enjoyable time.

Last _____ , my family and I went to the

_____ . We packed a

_____ of _____

and we went to _____ .

When we got there, we _____

_____

_____ ,

and _____ _____ .



Story Introduction

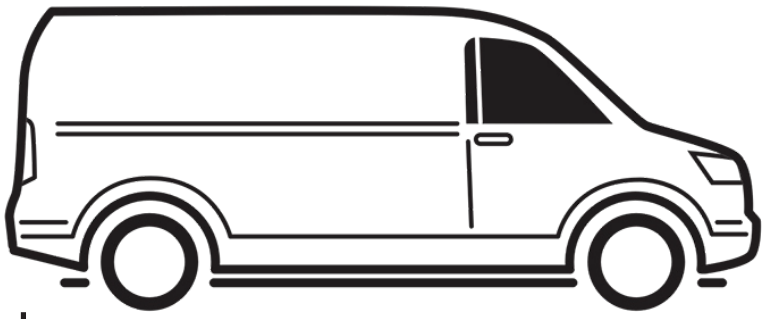
- Create a market scene in the classroom.
- Put pupils in groups to form families.
- Use paper money and have pupils pretend to buy items for their family.
- Let pupils talk about and compare what they shopped for the family and why.

Fun with Sounds

Activity One

V says /v/ as in van.

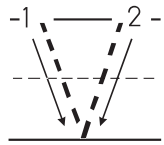
Colour the van.

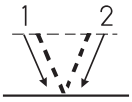


Say each row of sounds

v	v	v	v	v
vi	va	ve	vo	vu
vip	vam	vef	vob	vuch

Let's write the letter





On your own, write one capital (V)
and one common letter (v)



V for van

What begins with the / v / sound?
Write the (v) to complete the word that describes the picture.



an



est



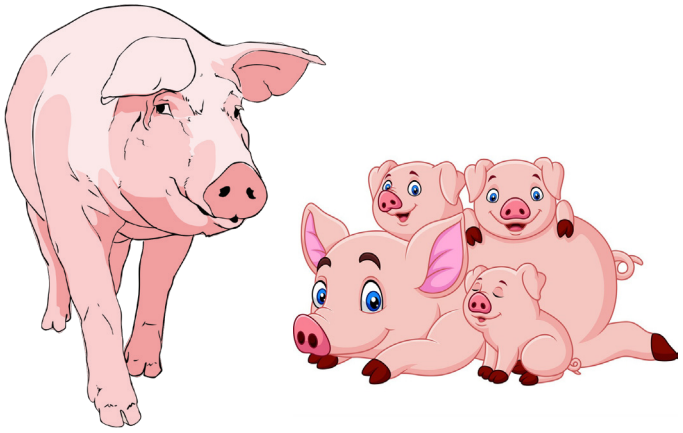
olcano



iolin

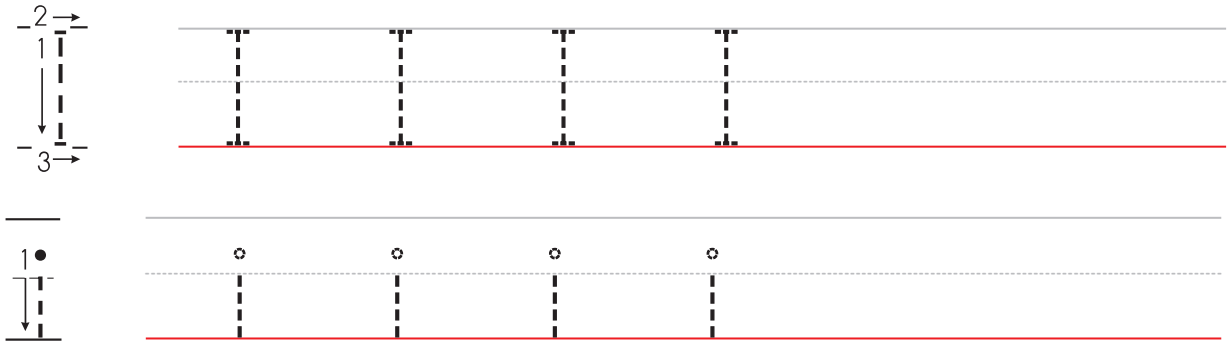
Say the rhyme.
Circle all the words that contain the / ĭ /.

Six little pigs that Tim once knew
Big ones, skinny ones fit ones too.
But the one little pig with
a flipper on his hip,
He rules the others
with a flip flap flip.



Let's write the letter

Trace, then write the letter.



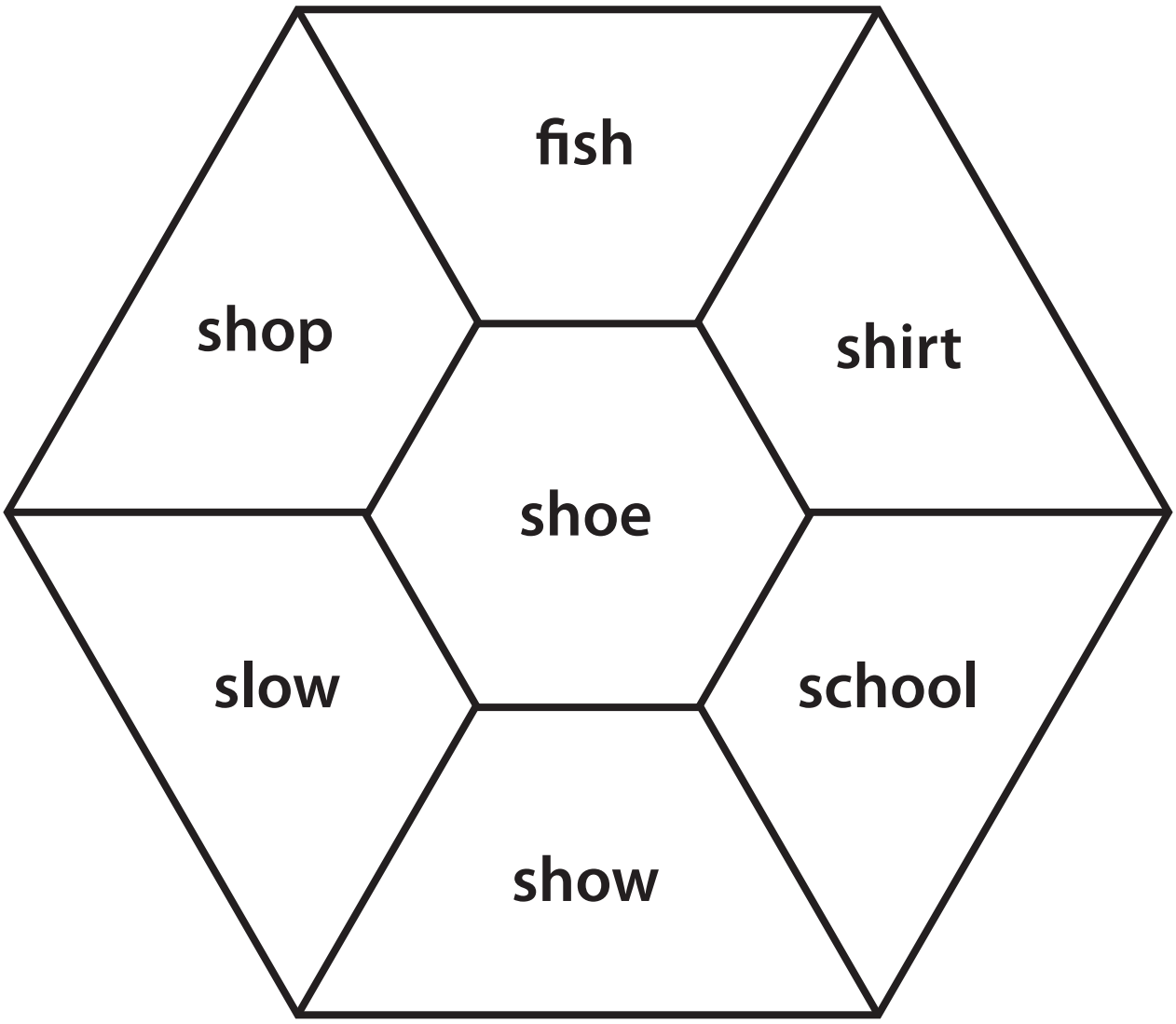
On your own, write one capital (I) and one common letter (i)

Activity Two

Say each row of sounds

sh	sh	sh	sh	sh
shem	shaf	shib	shup	shov

Colour the area **blue** with words that begin with / sh /.
Colour all other areas **orange**.



Activity Three Y sounding / ī /

From the words in the box,
write the correct word under the picture.

buy	fly	why	sky	cry	fry	dry	spy



















WORD WORK

Use a word from the box to complete each sentence.

market	meat	village	shop

1. The people of this _____ are friendly.
2. We can buy fruits from the _____ .
3. Marty buys _____ from the butcher.
4. Mommy and daddy _____ for the family.

Can you find the words on the right that are hidden amoung the letters below? Circle those words.

E	K	E	B	V	X	S	V
H	S	V	U	Q	C	B	H
I	P	E	Y	F	A	R	J
U	Q	R	M	R	R	I	S
S	V	Y	B	U	R	V	U
O	A	O	U	I	O	E	U
O	D	N	S	T	T	R	F
N	C	E	Y	S	S	P	N

BUY

EVERYONE

SOON

CARROTS

BUSY

RIVER

FRUITS



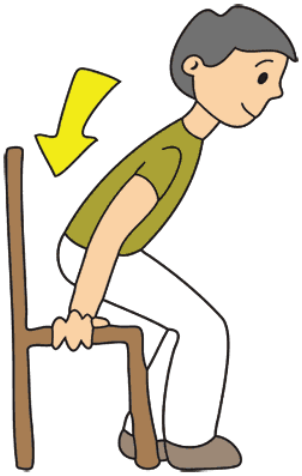
Going to the Market

'READ ALOUD' sentences first, then the story

Grammar - Verbs

Sometimes a word can show an action. Words that show actions are called ***verbs***.
An example: Mommy ***buys*** fruits for the family.
The word ***buys*** tells us that Mommy did an action.
Buys in this sentence is a **verb**.

Write the action shown in the picture.
Do not add any ending to the word.









Comprehension

Read the story '**Going to Market**' from the Atlantic Reader Book One. Now, write an answer to each question.
Your teacher can help you to write down your answer.

1. Where is the family going?
   The family is going to the _____ .

2. Who is going with Daddy?
   _____ is going with Daddy.

3. Where is the market?
   The market is by the _____ .

4. What colours are the vegetables that Mommy bought?

   The colours of the vegetables are _____,

   _____ and _____.

5. How did the family get home?
   The family got home by _____ .

Writing

Create a shopping list.
Write at least five items your family needs from the market.

FAMILY

Shopping List



UNIT 5 Christmas Time

Story Introduction

Discuss the picture scene.
Identify objects in the picture associated with Christmas.



Fun with Sounds

Activity One

Say each row of sounds

l	l	l	l	l
la	lo	li	le	lu
lam	lop	lif	ler	luch

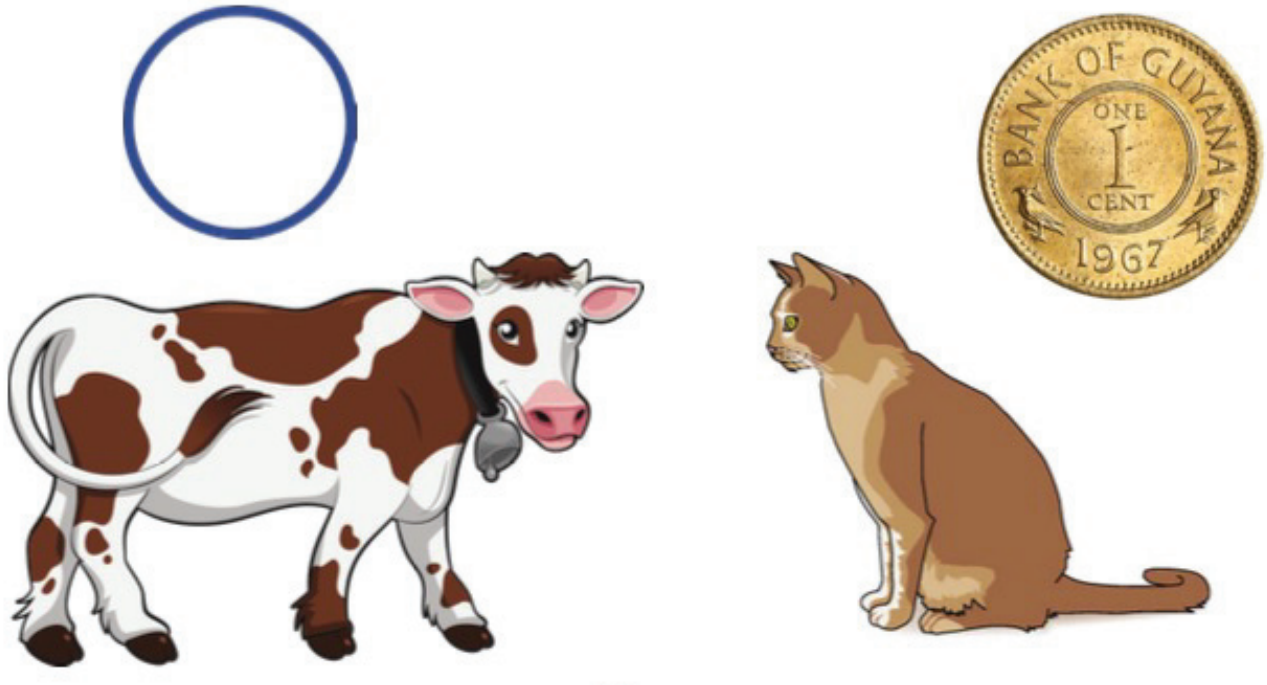
Let's write the letter

Trace / write the letter



Activity Two Soft / c /

Say the name of each picture.
Circle the pictures that contain / s / (soft c) sound.

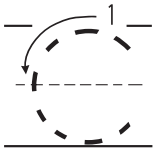


Activity Three

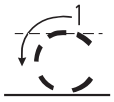
Soft / c /

Write words that contain / s / the soft c sound.

circle	cat	cent	cow



C C C



c c c



WORD WORK

A Make sentences with the following words

Christmas	party	decorate

B Words with the same meaning

Draw a line to match the word on the left to the word on the right that means the same.

party	delicious
tasty	celebration
birth	presents
gifts	born



Christmas Time

Grammar - Common and Proper Nouns

A common noun is the name of a person, place or thing. A proper noun is the special name of a person, place or thing. Proper nouns always begin with a capital letter.

Say the words below and write them under the correct heading.

Christmas	house	Jesus	school	balloons	
gifts	cake	teacher	Suzie	father	Kurt

Common Nouns	Proper Nouns
	Christmas

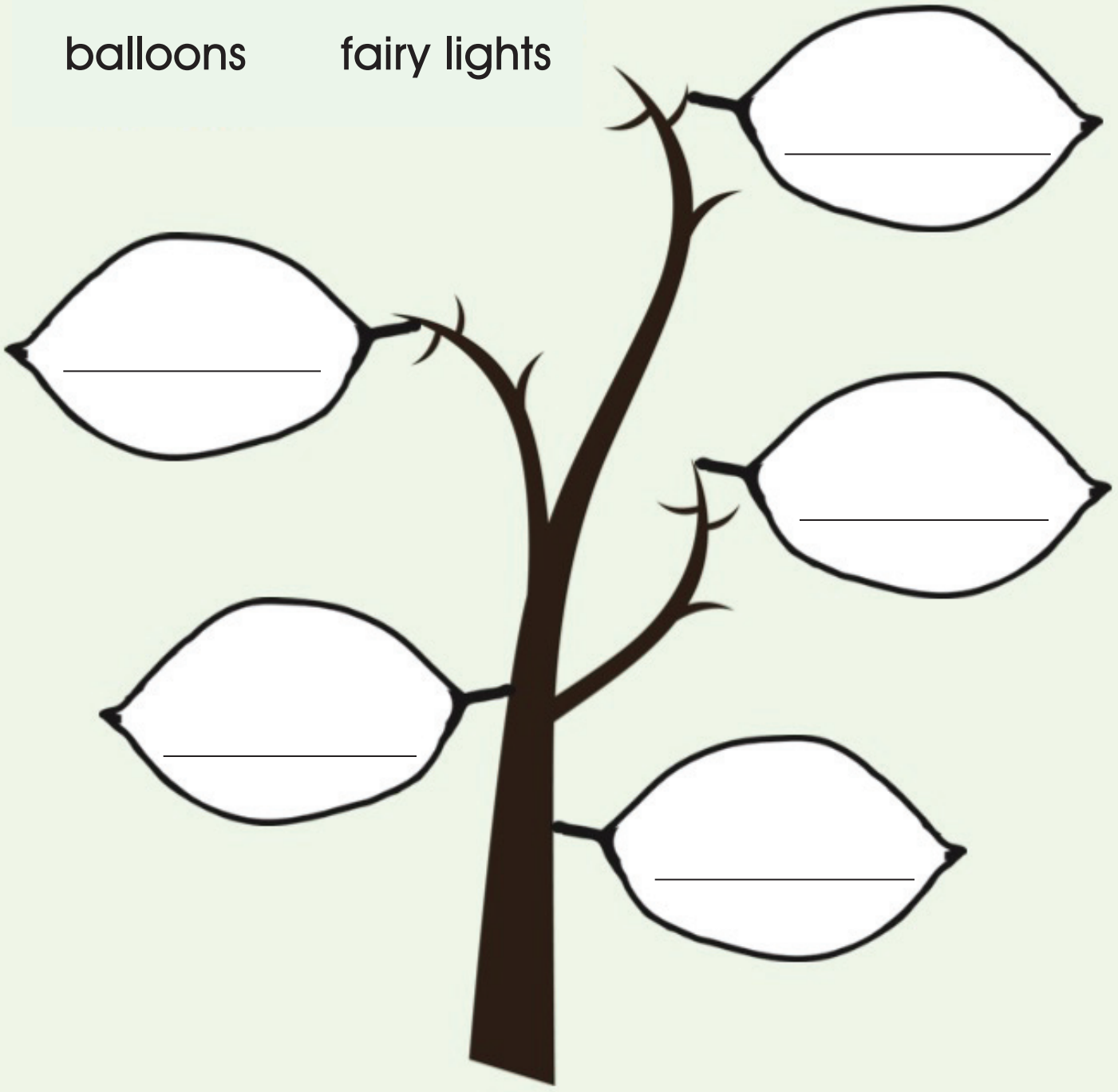
Comprehension

A On each leaf, write a word from the word bank that is associated with Christmas.

costume band cake flags

Christmas tree decorations

balloons fairy lights



B Read the story '**Christmas Time**' taken from Atlantic Reader Book One, then answer the questions below.

1. What do we celebrate at Christmas time?

At Christmas time we celebrate the

(a) lighting of diyas.
(b) birth of Jesus Christ.
(c) flying of kites.

2. Who takes the children shopping for gifts at Christmas time?

At Christmas time, _____ takes the children shopping.

3. Where are the gifts opened on Christmas Day?
On Christmas day, the gifts are opened _____

_____

_____

4. If you were Suzie, what gift would you like to have and why?

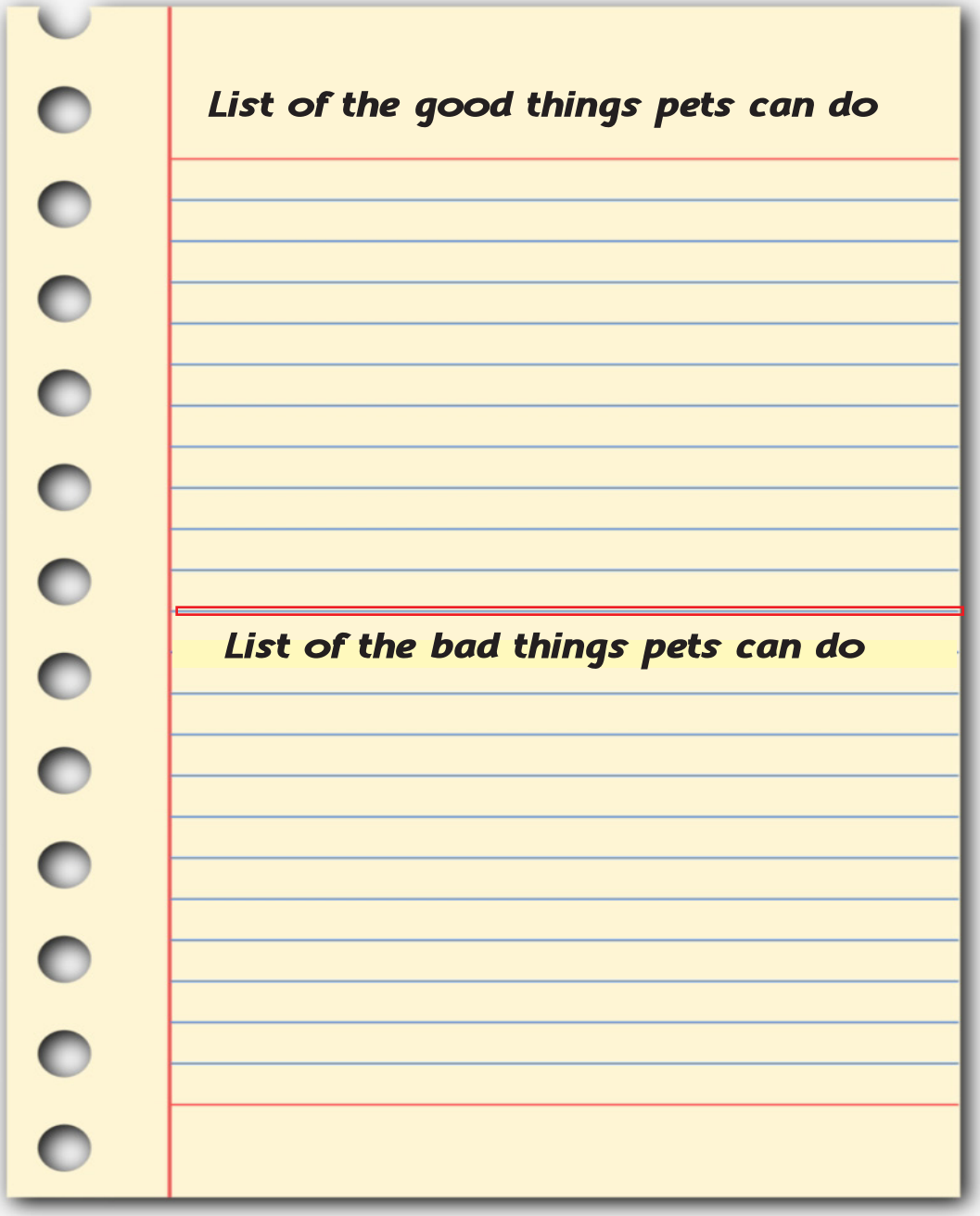
If I were Suzie, I would like to have a/an

_____

because _____ .

Story Introduction

Think of animals that people use as pets.
Create a list of all the good and bad things pets can do.



Talk about how you feel when your pet does bad things.

Fun with Sounds

Activity One

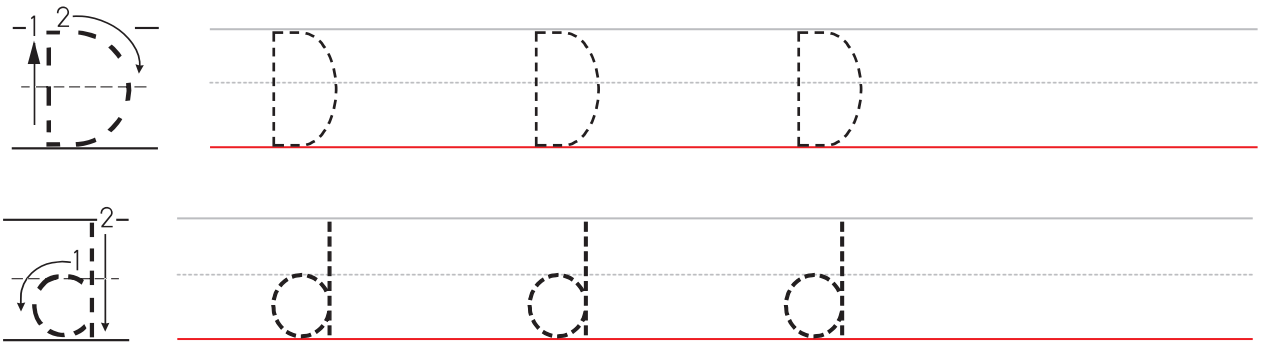
Say each row of sounds

d	d	d	d	d
da	da	di	di	da
dach	dav	dic	dil	dab



Let's write the letter

Trace, then write the letter



On your own, write one capital (D) and one common letter (d)

Activity Two

Where do you hear the / d / sound in the word?
Is it at the beginning, middle or end of the word?
Colour the appropriate star.













Activity Three / ŏ / as in orange

Say each row of sounds

o	o	o	o	o
ot	om	osh	och	ov
bod	mon	vop	poi	cos

Say each word. Draw a circle around the word if it contains the / aw / sound.

mop	**on**	**one**
cone	**body**	**orange**



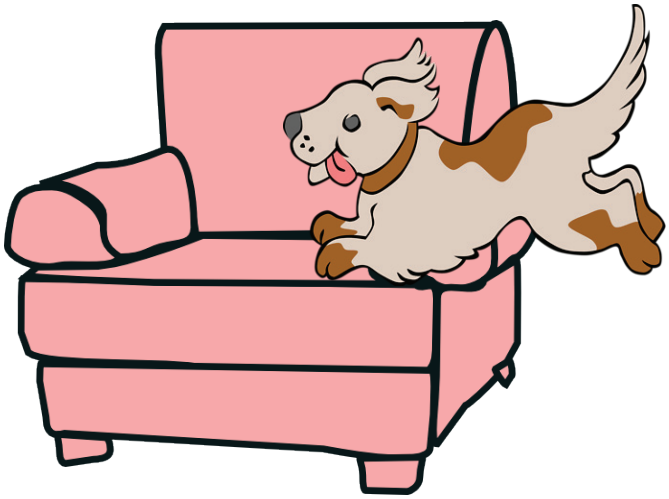
for orange



WORD WORK

Draw a line to match the picture to the correct sentence.





The dog eats the food.

Everyone claps for the dog.

The dog jumps on the chair.

The dog sits in the basket.







The Dog Can...

Grammar

We can make new words by adding / ing / to some words. For example: jump – jumping.

Sometimes we have to double the last letter.
For example: sit - sitting.

Sometimes we have to drop the final / e /.
For example: dance - dancing.
Add / ing / to make new words.



eat _____



sing _____



clap _____



cook _____



make _____

Comprehension

Read the story '**The dog can…**' taken from Atlantic Reader Book One and then answer the questions.

1. What are the good and bad things your pet does?
2. How is your pet similar to or different from the pet in the story?
3. If the pet in the story were yours, how would you get her to stop doing the wrong things?

Writing

My Pet or Favourite Animal

My favourite animal is a / an _____ .

His / Her name is _____ .

He / She is _____ and _____ in colour.

My pet likes to _____ ,

_____ and _____ .

I love my pet because he / she _____

_____

_____ .

UNIT 7 We Are Healthy

Introduction: Picture Study



Talk about the picture.

1. How many fruits do you see?
2. Tell your friend the names of the fruits you see in the picture.
3. Let your friend tell you what colours these fruits have.
4. Do you recognise any vegetables in the picture?
5. Name them aloud to another friend.
6. Let him/her tell you what colours these vegetables have.

Write the names of two fruits and two vegetables from the picture.

Fruits: _____ _____

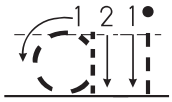
Vegetables: _____ _____

Fun with Sounds

Activity One

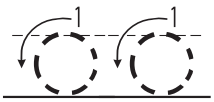
Say each row of sounds, then trace the letters

1. /ai/ as in daily **ai ai ai ai**



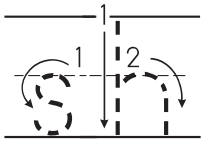
a i a i a i a i

2. /oo/ as food **oo oo oo oo**



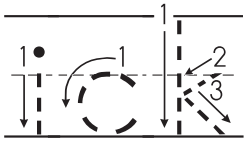
o o o o o o

3. /sh / as in fish **sh sh sh sh**



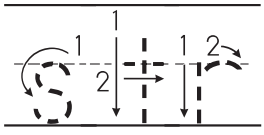
s h s h s h

4. /ick/ as in sick **ick ick ick ick**



i c k i c k i c k

5. /str/ as in straw **spuce sp sp**



s t r s t r s t r

Activity Two

Look at the pictures below. Say the name of each picture. Put a tick on the first box if you hear / sh / at the **beginning** of the word and on the second box if you hear the / sh / at the **end** of the word.



Shelly ☐ ☐



cash ☐ ☐



shoes ☐ ☐



brush ☐ ☐



shell ☐ ☐

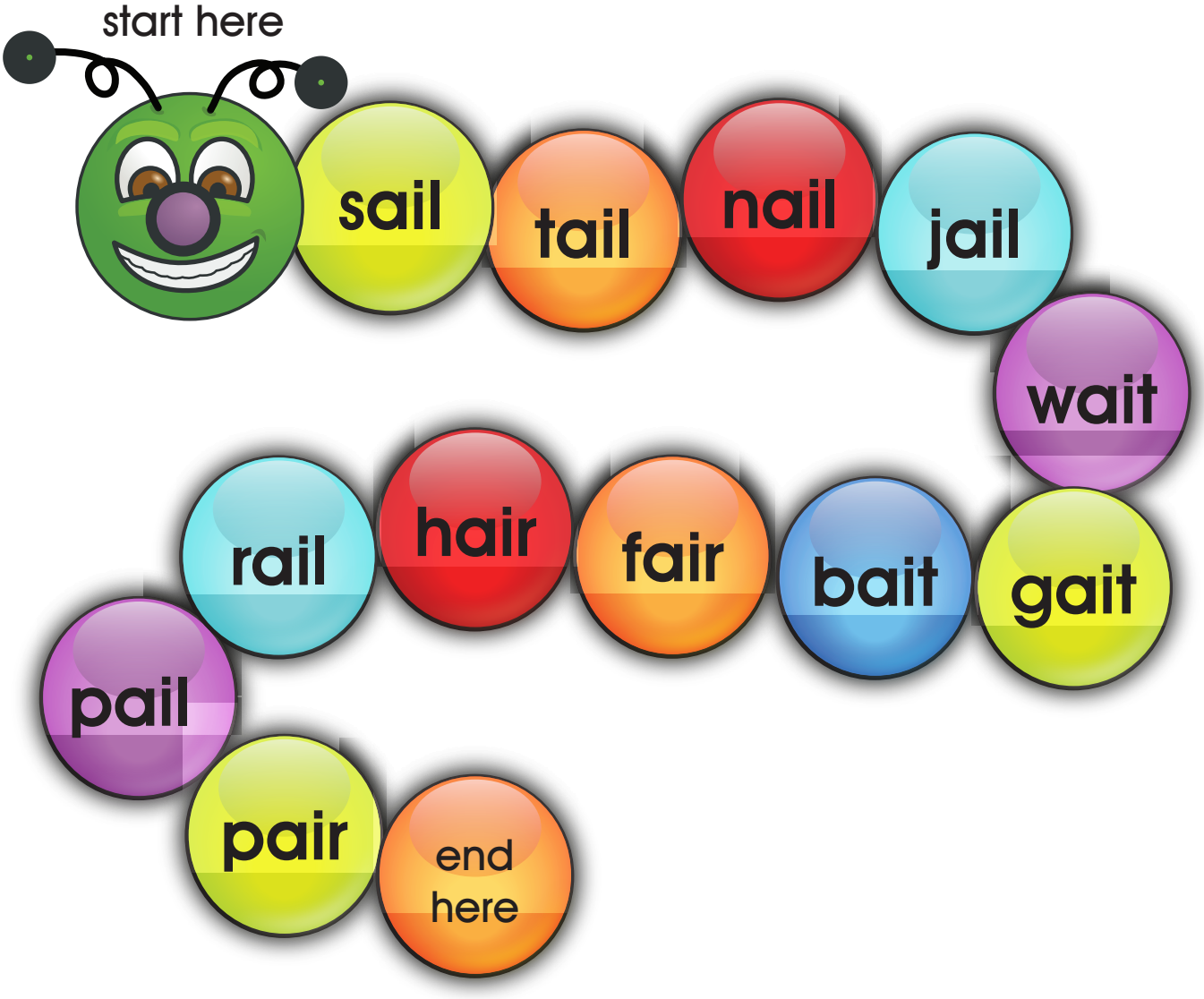


fish ☐ ☐

Activity Three

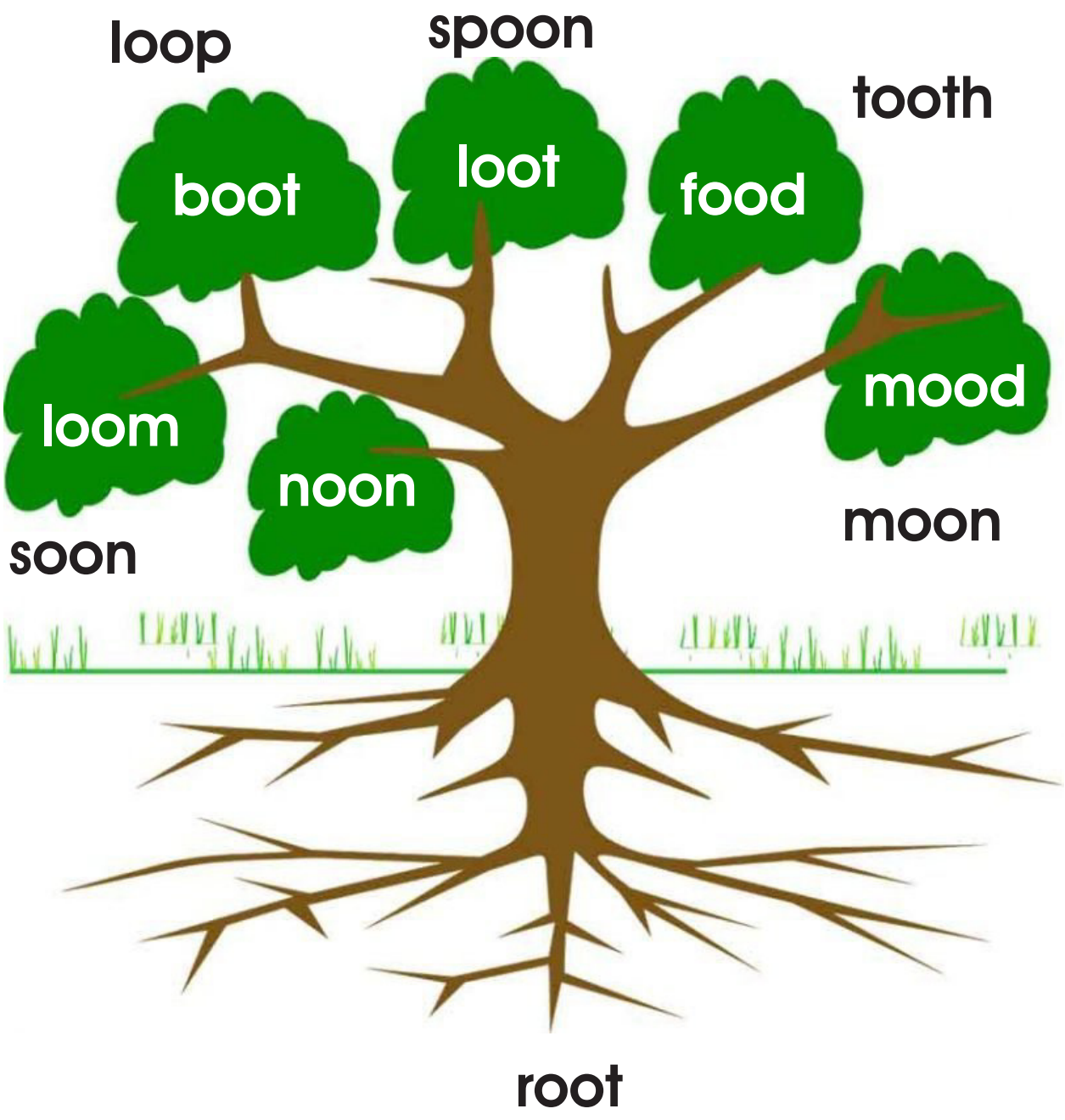
GAME - Worm Tail

Say the words on the worm. You can play the "**worm tail**" game by throwing a die and using buttons. The first player to get to the end wins. Each player must say the word when he/she lands on the space.
If the player cannot say the word, he or she remains in the same position. If the player says the word correctly, he or she tosses the die again then moves according to the dots on the die unto the next word.



Activity Four

Say these words with the double / oo / sound.



WORD WORK

A Look back at the tree with the double /oo/ words. Find a word from the tree that rhymes with each of the words below:

Write your rhyming word on the line.

1. **boon** _____

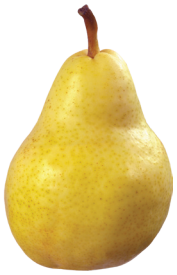
2. **food** _____

3. **soot** _____

4. **boom** _____



B Look at the pictures below.
Say the name of each picture.
Mark x on the pictures which contain the long / a / sound.





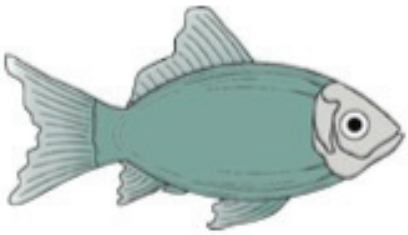



C Read the text using the picture clues.
All of the pictures contain the / sh /.
Name all the words which contain / sh /


buys fresh 
with 

when she hears the 

D Draw a line to match each picture to the correct word.













fish

carrot

milk

fruits

water

juice



We Are Healthy

Grammar - Subject / Verb Agreement



When the subject is singular, the verb ends with an 'S'.
For example: The family eats healthy.

Choose the correct word from the bracket to complete each sentence:

(a) Baby _____ milk. (drink, drinks)

(b) Mommy _____ carrots in the pot. (put, puts)

(c) Suzie _____ with Jane. (skip, skips)

(d) Grandfather _____ vegetables. (love, loves)

(e) Kurt _____ to school daily. (walk, walks)

Comprehension

Study the picture then answer the questions.



(a) Do you think this is a healthy dish? Say why.

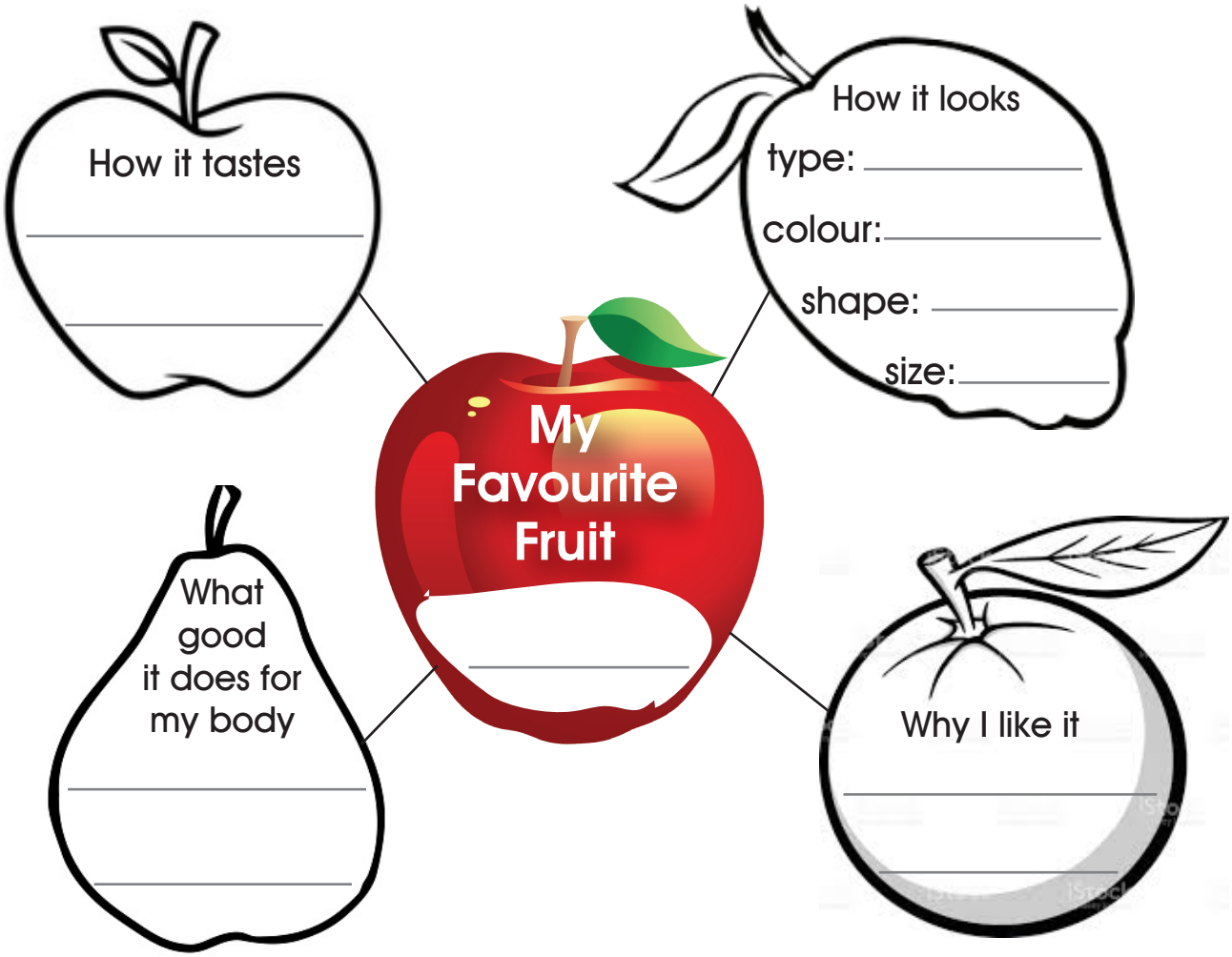
(b) Do you think eating healthily alone makes one healthy? Say why?

(c) Name one unhealthy food.

(d) Name three healthy liquids that we drink.

Composition

Complete the web, then write a composition on the topic "***My Favourite Fruit***".



Story Introduction

Picture Study: Mashramani Scene

Talk about the picture, then write three sentences about it.



1. _____

_____

2. _____

_____

3. _____

_____

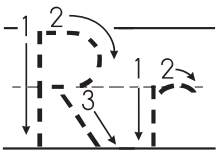
Fun with Sounds

Activity One / r / as in run

Read the row of / r / words:

road **run** **rope** **rabbit**

Trace, then write the letter.



Rr Rr Rr

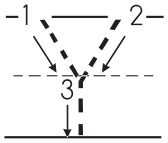
Activity Two / y / as in yes

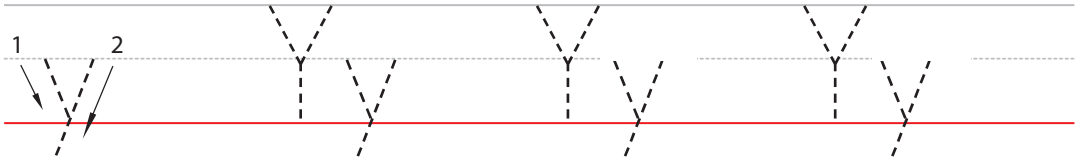
Read the row of / y / words:



yellow **yoyo** **yacht** **yam**

Trace, then write the letter.





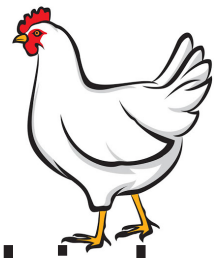
Activity Three Initial Sound: Rr

On your own, write one capital (R) and one common letter (r).

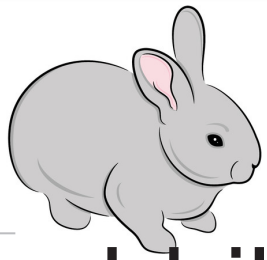
R R _____ r r _____

Write letter / r / only if the picture begins with the / r / sound.

1



_____ hicken



_____ abbit

2



_____ adio



_____ uice

3



_____ ocket



_____ ips

Activity Four / w / as in work

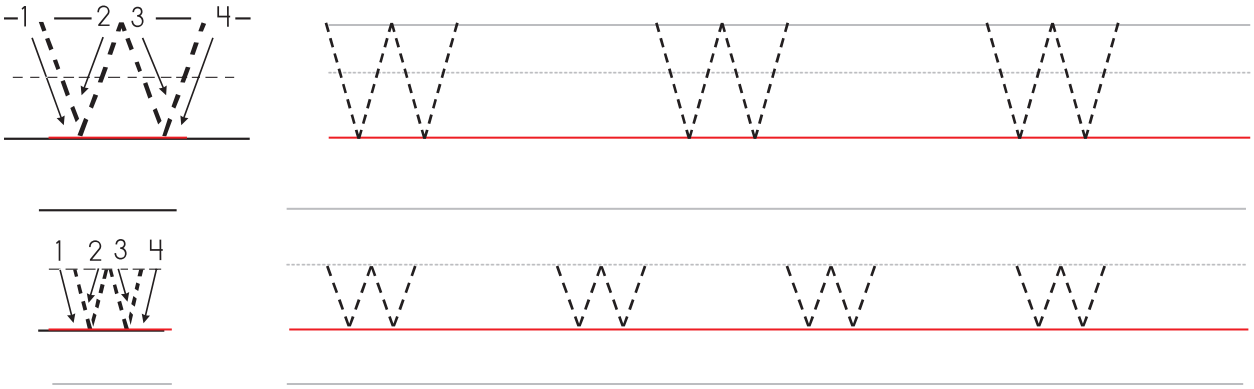
Say each row of sounds.

wa	we	wu	wi	wo
wach	wet	wut	with	wop



Let's write the letter

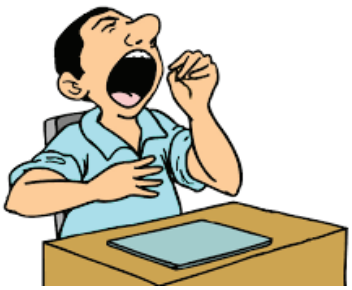
Trace the letter



On your own, write one capital (W) and one common letter (w).

Activity Five

Match the pictures to the names beginning with / y /.






yellow | yawn | yacht | yo yo

Activity Six

Say these words quickly. Clap to the syllables.



WORD WORK

Clap the parts in the word – **Mashramani**

Write as many smaller words as you can using the letters of the word **Mashramani**.

_____ _____ _____

_____ _____ _____



LET US READ TOGETHER Atlantic Reader

Mashramani

Grammar - Adjectives

Adjectives are words that describe.

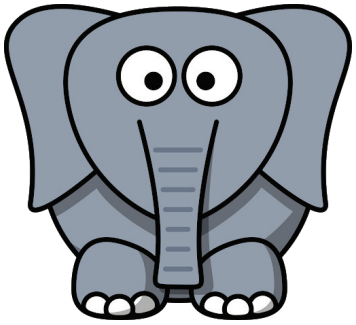
Draw a line to match the words which can be used as **adjectives** to describe each picture.

big **yellow** **colourful** **happy**









Comprehension

Read the story '**Mashramani**' in the Atlantic Reader Book One, then answer the questions below.

1. Why is Mashramani celebrated?

_____

_____

2. Why did Mother pack a picnic basket with lots of treats?

_____

_____

3. How do people choose the band they want to march with for Mashramani?

_____

_____



Writing

Draw and colour a Mashramani costume.

Write a sentence about the costume.

UNIT 9 Be Safe

Introduction: Acrostic

Learn the acrostic below and discuss the meaning with your teacher.

B - because

e - everyone

s - senses

a - all kinds of

f - feelings

e - everyday







We all need to be **SAFE**

Fun with Sounds

Activity One

Say each row of sounds.

1. / t / as in forget.

art	ant	at	mart	pant
ta	te	ti	tu	to
tat	tem	tin	tuv	tob

2. / f / as in beef.

thief	calf	half	deaf	leaf

3. / special e / as in safe, wife, knife, life

Remember: When two vowels are in a word, the first one says its name, and the second one is silent.
e.g. cape.

Activity Two

Colour the boxes with the letter / **t** /.

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

Say one word with the / t / sound.

Activity Three

Underline the words with the / f / in the **final** position.

staff	family	off	loaf
safe	afraid	felt	from
shelf	friend	if of	half

Activity Four

Put a mark on the words with the **special e**.
Say the words for your friend.

fine	safe	take	bike
tune	phone	pone	

Activity Five ou as in touch- / uh /

Say these words that contain the letter / ou /.
Can you hear the / uh / sound?

b**ou**nce	d**ou**ble
gr**ou**nd	t**ou**ch

WORD WORK

Read each sentence carefully.
Tell your teacher what you understand.

1. Jane, too, was told that she should not go with people she did not know.

2. Cato and Jane were happy that Uncle Paul was there to chase the strange dog.

A verb is an action word



sing



lift - carry



play - kick





Be Safe

Grammar: Verbs - Past Tense

The word tense means time. So past tense verbs mean that the actions occurred in a time that has gone by.
E.g. Yesterday, the dog barked at me.

Rule: *We can add* ***ed*** *to form the past tense.*
*E.g. ask - ask**ed**, scream - scream**ed***

Comprehension

Read the story '**Be Safe**' taken from Atlantic Reader Book One, then answer the questions. Talk and discuss the answers.

1. Why do you think everyone was running to the back of the house?

2. Give two reasons why Jane would never have met her uncle.

3. What do you think Jane would have remembered about the little girl?

Writing

Cato wants to tell his mom about being safe in the kitchen. Talk about all the things Mother can do to be safe. Create a poster with help from your teacher.

Being Safe in the Kitchen



1. _____

2. _____

3. _____

4. _____

5. _____

UNIT 10 Festival of Colours

Introduction

A Talk about the picture.



B Draw a line from column A to column B to match the two words that are exactly alike.

COLUMN A	*COLUMN B*
Phagwah	happy
play	Phagwah
happy	play
colours	March
March	festival
festival	colours

Fun with Sounds

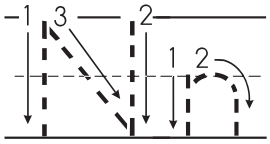
Activity One

Say each row of sounds, then trace the letters below.

1. / n / as in nut.

ni **no** **na** **ne** **nu**

nip **nod** **nan** **net** **nub**

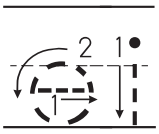


Nn Nn Nn

2. ***Rule:*** *Long Vowel Rule*
When two vowels appear in a word, they can make one sound.

ei says / ā / as in eight.

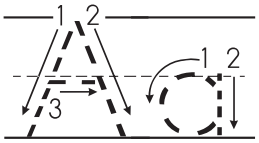
neighbour **weigh** **vein**



ei ei ei ei

3. / ā / as in play.

ray **spray** **pray**



Aa Aa Aa

Activity Two

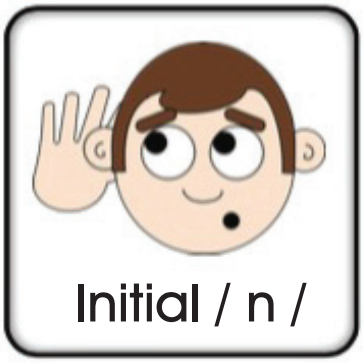
Draw a line from the appropriate picture to the icon with the beginning, middle and ending / n / sounds.

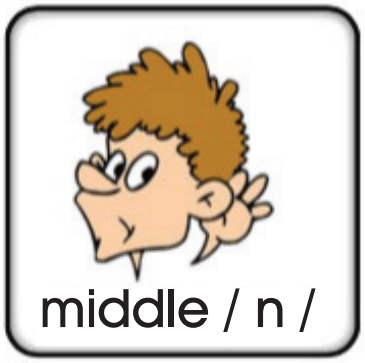


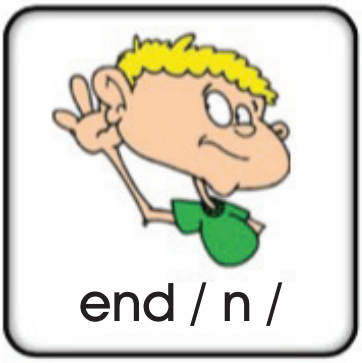






















WORD WORK

A. Find the words ending with the / ā / sound in the word search below.

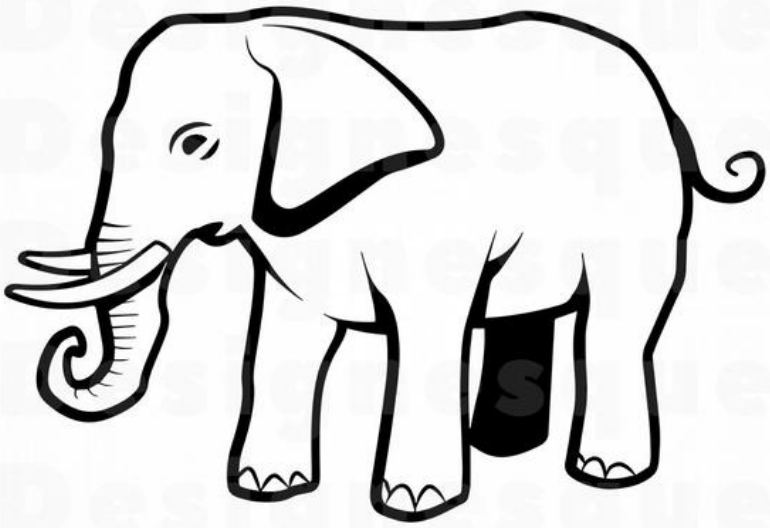
bay	**hay**	**day**	**may**
lay	**way**	**ray**	**say**

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

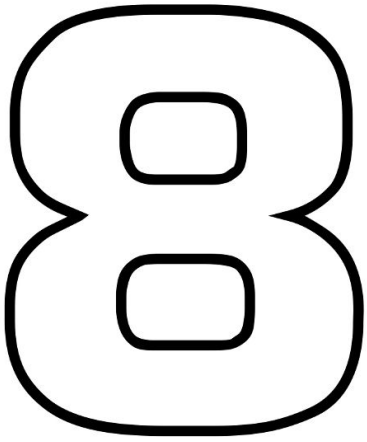
Write another word that belongs to the / ay /word family.

_____

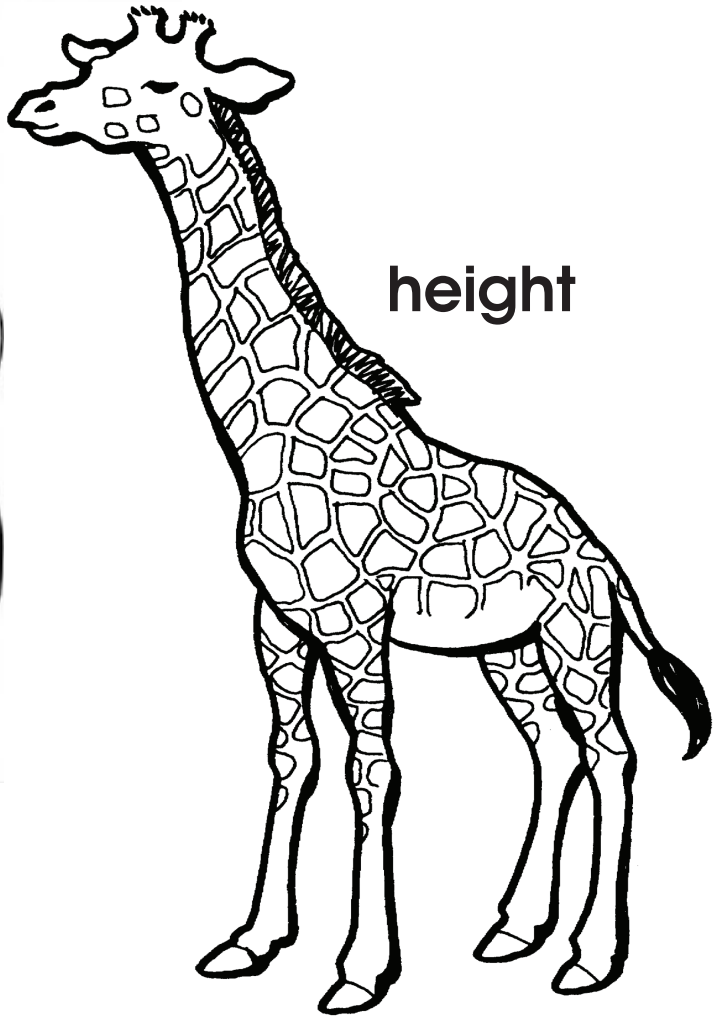
B. Colour the pictures that have words **containing / ei / sounding / ā /sound.**



weight



eight



height



neighbour



Festival of Colours

Grammar - *Shortened Form of Words*

For example:

It is is shortened to ***It's***

She is is shortened to ***She's***

When words are shortened, we call them **contractions.**

Now try these:

(a) ***He is*** becomes _____

(b) ***There is*** becomes _____

(c) ***They are*** becomes _____

(d) ***I am*** becomes _____

This is the same as this



Comprehension

Read the story 'Festival of Colours' from Atlantic Reader Book One.

Put a tick in the box next to the correct word to complete the sentences below:

(a) Phagwah is a _____ festival.

sad ☐ **happy** ☐

(b) We celebrate Phagwah in the month of _____

March ☐ **June** ☐

(c) Another name for Phagwah is _____

Holy ☐ **Holi** ☐

(d) Phagwah is the festival of _____

lights ☐ **colours** ☐

(e) Another name for evil is _____

wickedness ☐ **good** ☐

(f) One sweet meat made for Phagwah is _____

vermicelli ☐ **chowmein** ☐

Writing

A holiday I like

The best holiday for me is _____ .

It is the best holiday because _____ ,

_____ .

On this day, I get to _____ ,

_____ and _____ .

This holiday is about _____

_____ .









UNIT 11 Kites in the Air

Introduction: Show and Tell

Bring kites to the class and talk about them.

Or

Collect materials and make the kites at school.
Talk about your experience.

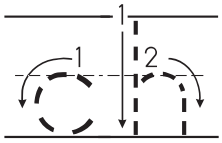


Fun with Phonics

Say each row of sounds, then trace the letter.
On your own, write one line of the letters
after each row.

Activity One

1. / ch / as in pun**ch** and **ch**eese

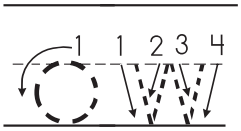


ch ch ch

2. / ow / as in wow sound

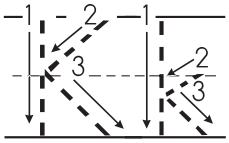
/ ow / in some words can say /ow / as in wow, cow, bow.

/ ow / can make the long / o / sound as in blow, glow, grow.



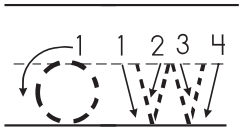
O W O W O W

3. / k / as in kite and think



K k K k K k

4. /ow/ as in blow (long ō sound)



O W O W O W

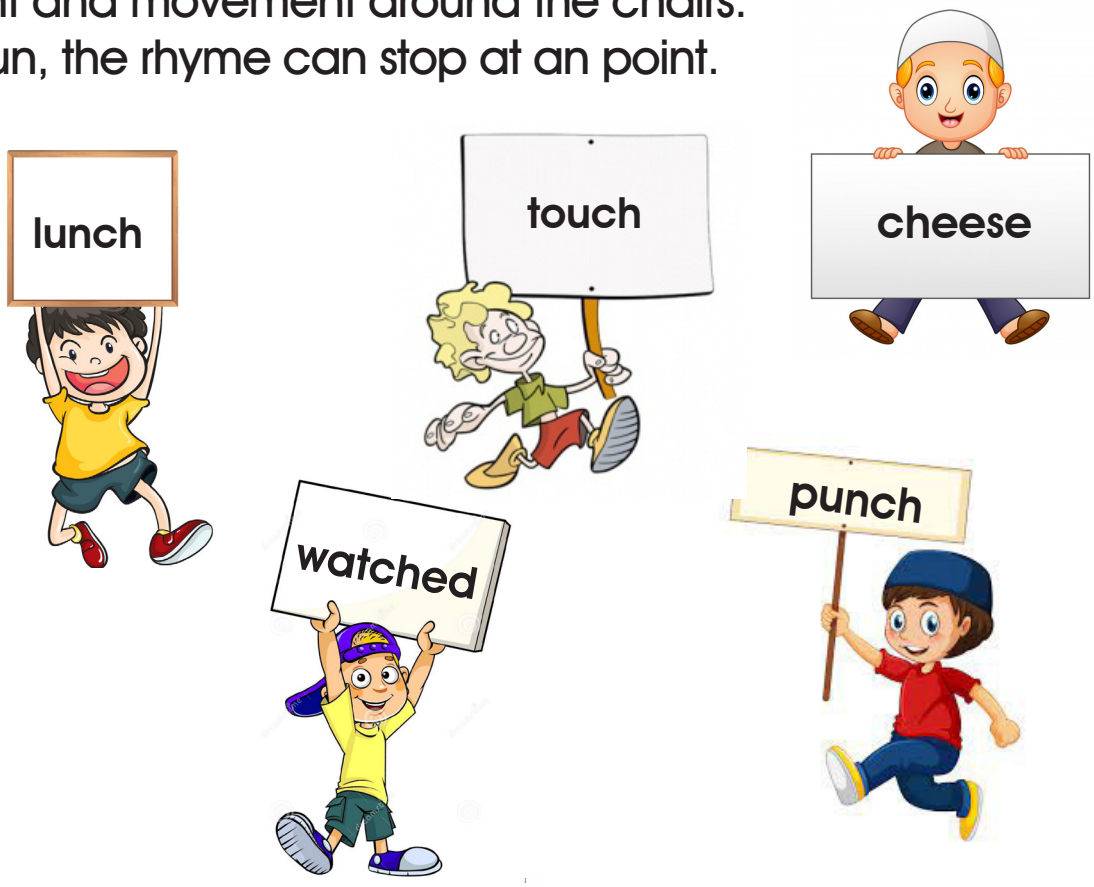
Activity Two

Say the rhyme

ch ch ch says my name
Ch ch ch I'm in the game
Ch ch ch let's have fun
Ch ch ch in rain or sun

Play the game like Musical Chairs

Children will walk around the chairs with flashcards containing the ch sound. The rhyme will be said by the teacher. When it comes to an end, the children will find a seat and say the word. If a child cannot say the word on his/her card, he/she is out. The cards are shuffled and the game continues with the rhyme chant and movement around the chairs.
For fun, the rhyme can stop at an point.



Activity Three

Use the clues to complete the crossword puzzle.
Put in the / ow /.

CROSS WORD PUZZLE

		2 F		
1 C		L		
1 W				3 P
		E		
		2 R		
				E
3 T			E	R

DOWN

(1) An animal that gives milk.
(2) The hibiscus is one.
(3) What we get when we eat healthy food.

ACROSS

(1) A shout of excitement.
(2) When two persons quarrel.
(3) A small room at the top of a high building.

Activity Four

Play the game

- *In the pond out the pond (played like In the pond)*

  When you hear the / k / sound in the word,
  jump either in the pond or out the pond.

  kite, air, Khan, fly, think, basket, pick,
  string, yellow, quickly, best, like, after, it

- Silent / magic e

  Mark the vowels in the words below.

  Fine, kite, bite, same,
  wine, safe, kite, phone, bine

- Y sounding $\bar{i}$ as in fly

  Say these words, clap the sounds you hear.

  fly, my, flying, sky, buy, why, cry



WORD WORK

Read the sentences below.

Underline the words that are new to you.
Find out the meaning of each new word.

1. We had everything ready in the basket.

2. Boom! I screamed.

3. She wanted to go higher.

4. I watched her as she enjoyed flying with the other kites.

5. They were having the best time of their stay together.



Kites in the Air

Grammar

Words ending with 'ing".

Choose words from the list to complete the sentences below.

blowing **dancing** **shining** **flying**

1. The wind was _____ hard.
2. I like it when the sun is _____ brightly.
3. Our kites were _____ in the clear blue sky.



Comprehension

Read the story 'Kites in the Air' from Atlantic Reader Book One.

Read this carefully, then answer the questions below.

It was easy to walk to the seawall. We walked faster to meet Mom and Dad who were almost at the seawall.
I watched the kites at peace dancing and singing with their kite cousins.

1. What part of the story is real? How do you know?
2. What part of the story is imagined? How do you know?

Writing



Your kite has a hole.
Write the steps you would take to patch it.

1. _____

_____

2. _____

_____

3. _____

_____

Introduction

Draw a picture of your school in the box.
Talk or write about the things you like and dislike about your school.

My School

Fun with Sounds

Activity One

Say each row of sounds.

dr	dr	dr	dr	dr
dra	dre	dri	dru	dro
drap	dress	drib	drum	drop

sc	sc	sc	sc	sc
sca	sce	scu	sci	sco
scam	scep	scub	scip	scon

Look at the row of pictures. Draw a line from the picture to the correct beginning sound.



Science







dr sc



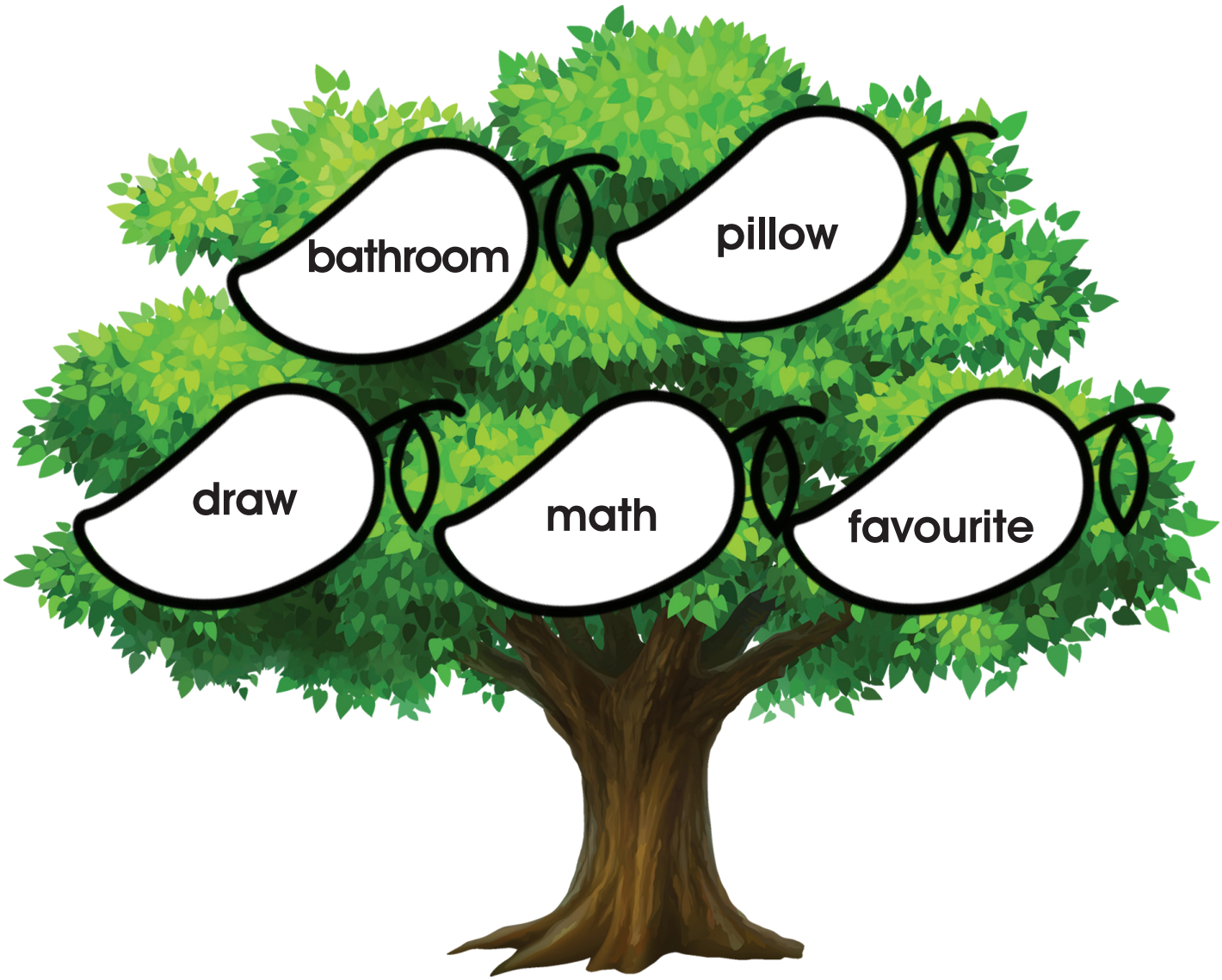






WORD WORK

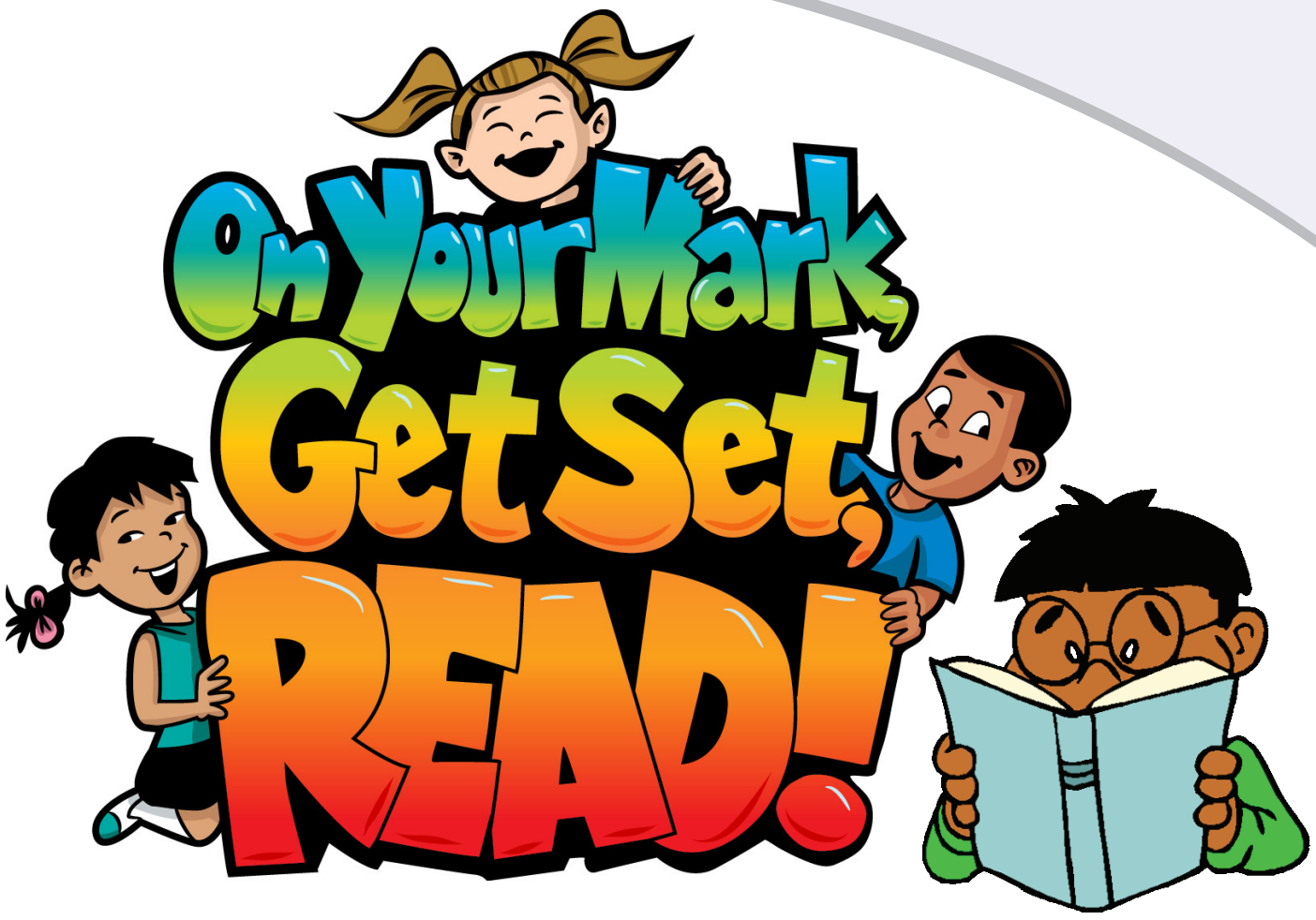
Read each word below.
If you can read it correctly, colour the fruit yellow.



Read the clues, then write the word from the tree on the previous page that matches the clue.

1. Deals with numbers and shapes _____
2. To make a photo or image of something

   _____
3. A soft cushion to put your head _____
4. A place where I take a bath _____
5. Best liked _____





Off to School

Grammar - Pronouns

A **pronoun** is a word that is used to replace a noun in a sentence.

For Example: The bus is on the road. ***The bus*** is blue.
The bus is on the road. ***It*** is blue.

The word / **it** / is used to replace **the bus** in the second sentence.

Mark X on the correct pronoun.

1. [It] [I] am Cato.
2. The teacher told [him] [his] to read.
3. Cato spoke to [their] [them].



Comprehension

Read the story '**Off to School**' taken from Atlantic Reader Book One, then complete the activity below.

Imagine that you are Cato and write or talk about your experience at school and how the drawing turned out.

Writing

Draw a picture to show something you like to do at school.



Write two sentences about your picture.

UNIT 13 Our Environment

Introduction: Picture Study

Talk about the scene from the story.
Discuss with friends and your teacher what should be done to keep your environment clean.



Fun with Sounds

Activity One /ĕ/ as in egg

Say these words, then circle those that have the **ĕ** sound.

boxes	**hem**	**let**
tell	**see**	**empty**
fence	**held**	**garbage**

Activity Two /qu/ as in queen

Rule: ***q is followed by u***

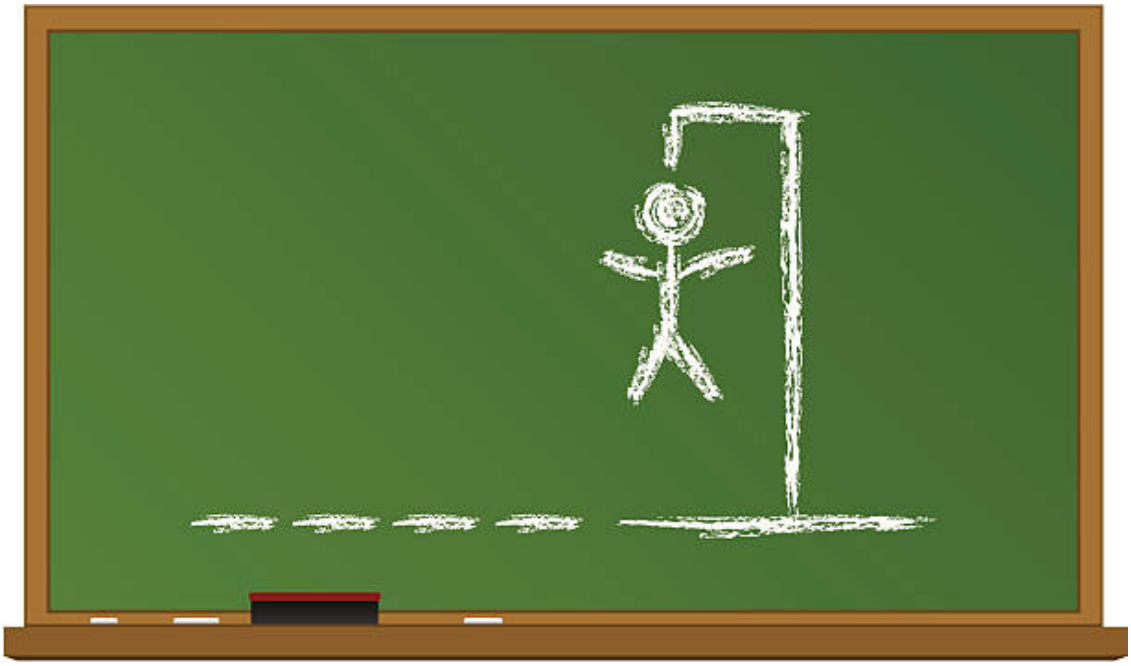
Say the sound / **qu** / in queen

Play the Game: ***Hangman 'qu'***

Read the clues for your friends.
Each would guess the letters needed to spell the word. Every correct letter said will be written.
Every incorrect letter will add part of the noose for the hangman.

Clues:

(1) A fond name for a queen - ***queeny***
(2) Not noisy - ***quiet***
(3) What you get before an answer - ***question***



Activity Three / x /as in box

Say the sound / ks / as in box

Draw a line to the bat which shows the position of the sound.

box

boxes

example

vex

fix

mix

wax



WORD WORK

Complete the word web below to show words relating to a clean and safe environment.



Make sentences with any two words from the web.

1. _____

_____

2. _____

_____



Our Environment

Grammar

Adjectives Review - *Words in sentences which describe.*

Circle the words which describe in each sentence.

(1) The village was quiet and clean.

(2) The trees were green and well trimmed.

(3) The conductor had a sweet smile on his face.

(4) We watched the black water in the drains.

ADJECTIVES
are words that
describe nouns

Comprehension

Read the story '***Our Environment***' taken from Atlantic Reader Book One.

Read this passage carefully.

> ***The houses were small but well painted.***
> ***Every yard had a low fence made of plants.***
> ***The owners kept them short and neat.***

(1) Your friend was ill and couldn't come to school yesterday. Your teacher told the story above. Tell the story to your friend who was absent.

(2) How do you think the villagers cared for their fences?



Writing

Complete the conversation.



My yard is not clean.





Your yard is very clean.

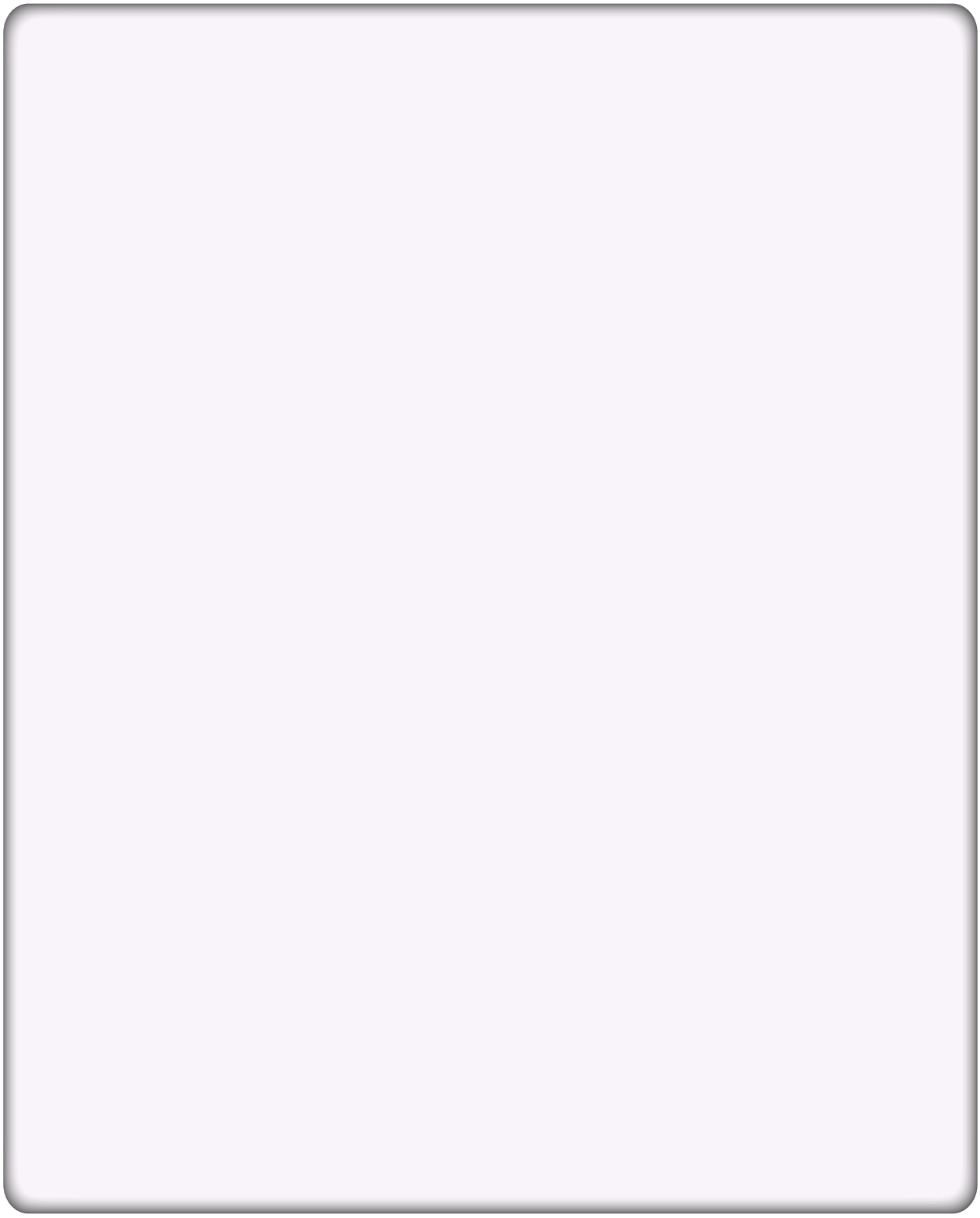




Thank you, now my yard would look as clean as yours.



Draw a picture to show something you plan to do during your August vacation.



Fun with Sounds

Activity One

Use the picture clues to identify the letter to complete each word. Write the missing letter.





_____ oat



_____ oo



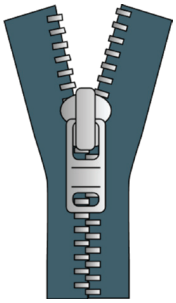
_____ iver



_____ lane

Activity Two

Say the name of each picture.
Say the sound of the letter at the beginning of each word. Trace and write the letter.



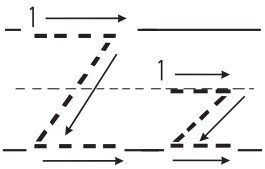
zipper



zig zag



zoo





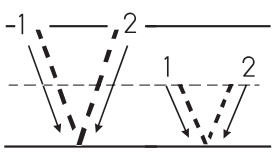
van



vase



vest



Activity Three

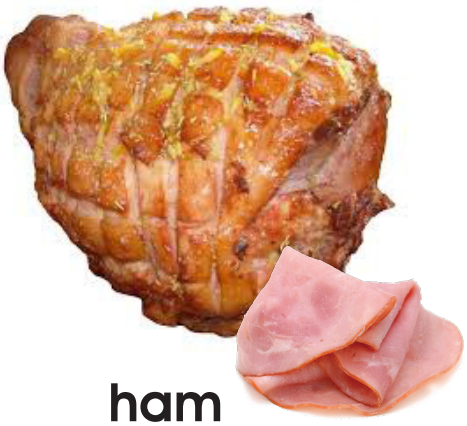
Say the name of each picture.
Say the sound of the letter at the end of each word.
Trace then write the letter.



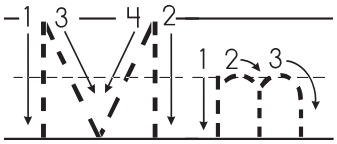
jam

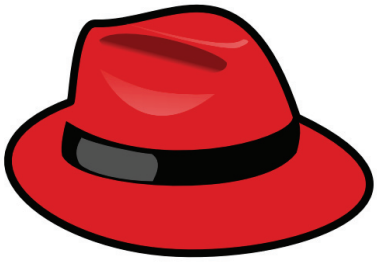


drum

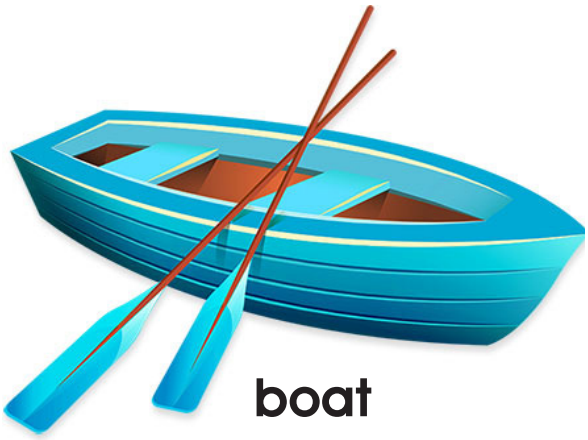


ham





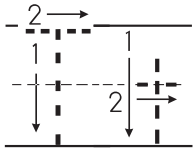
hat



boat



foot



WORD WORK

1. Arrange the following words in alphabetical order. Insert the alphabet in a horizontal format.

zoo museum holiday country
visit creek night

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____

2. Unscramble the following words to make a proper sentence.

South Ruimveldt lives Aunty Wendy in Park.

_____

_____



Clue:
Where does Aunty Wendy live?



It's August Time

Grammar - A capital idea

A **proper noun** is the name of a particular person, place or thing. The first letter must be written with a capital letter.

Some of the proper nouns in the sentences below are not not written in capital letters.
Rewrite each sentence putting in the capital letter where it belongs.

1. I love august time.

2. Marty and suzie love to go to Essequibo.

3. Their grandparents are from the village of charity.

4. It is the last village before the pomeroon river.

5. Cato's grandfather lives in florida.

Comprehension

Read the story '**August Time**' from Atlantic Reader Book One, then complete the activity below.

Act out any scene in the story.
Plan with your friends and with help from your teacher.
You can dress up like the characters from the story.

Writing

How I plan to spend my August vacation

UNIT 15 An Outing

Introduction

Look at the picture of the child on an outing. Write the number in the box to put the pictures in sequence to tell the story.



Jack is late, the game has already started.



The book is interesting, and Jack is still at home.



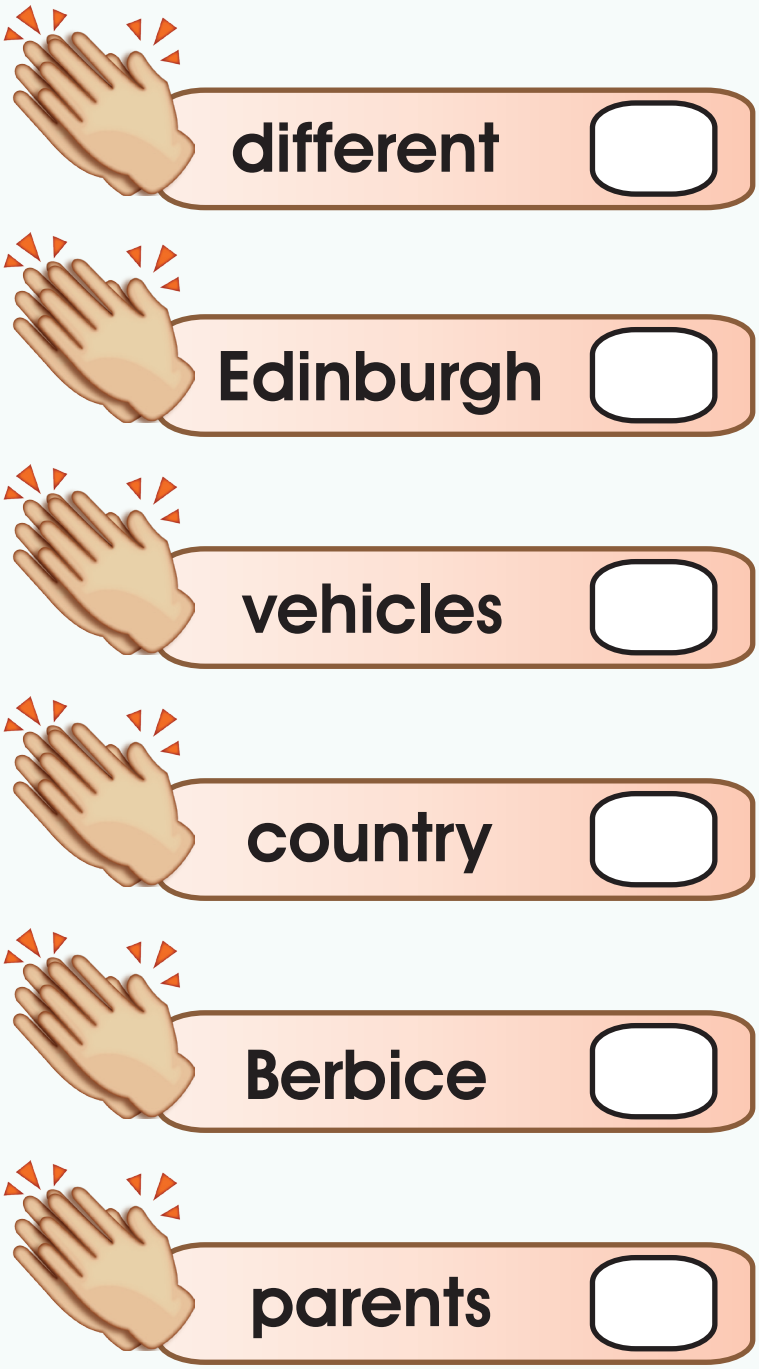
Jack remembers the game and hurries to the park.

Talk about the outing in the picture.

- Where did Jack go?
- Why was Jack late?

Fun with Sounds

Clap the number of parts you hear in each word.
Write the number in the box.



WORD WORK

Place the words from the box into the correct cup.

pupils	arrive	Ogle
capital	parents	Georgetown
obey	vehicles	crocodiles

2 syllables

3 syllables





An Outing

Grammar - The capital letter

Hi, I am a CAPITAL letter.

Use me to:

- Begin a sentence.
- Write the days of the week.
- Write months of the year.
- Write special names of places, persons or things.

I am a common letter. I am also called a 'lower-case' letter.

A a

For example: Issac lives in Kato.

Issac is the special name for a boy and **Kato** is the special name for a place. The names **Issac** and **Kato** must begin with capital letters.

Circle the word in each sentence that must be written with a capital letter.
Write the word on the line with the capital letter.

- Suzie lives in georgetown. _____
- I play every saturday. _____
- Edinburgh is a village in Berbice. _____

Comprehension

Read the story 'An Outing' taken from Atlantic Reader Book One, then answer the following questions.

1. Who is telling the story? _____

_____

_____

_____

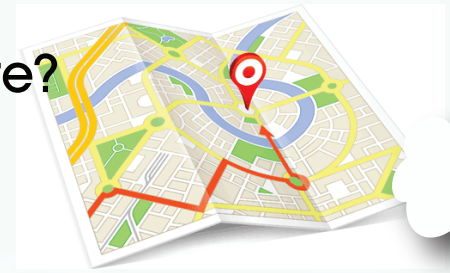
2. Do a gallery walk (***look at each picture from the story***) then write your own story based on the pictures.

Writing

Complete the story map to tell of a place you would like to visit or have visited.

A place I would like to visit: _____

Where?



How?



With whom?



What you did or will do?

_____

_____



Sing a Rhyme

Each rhyme has a different tune

s Rhymes Tune: *Funny Foxes*



Six hissing snakes that I once saw
Smart ones, silly ones, slippery ones too
But the one little snake with the silver on his sleeve
He serves the others with a / s / / s / / s /.

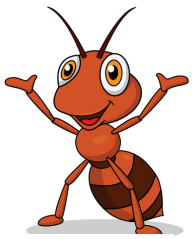
m Rhymes Tune: *Bingo was his name O*

Mandy met a mickey monkey
Marly was his name /m/
/ m // m // m // m // m / 3 times
Marly was his name / m /.



a Rhymes Tune: *The ants go marching*

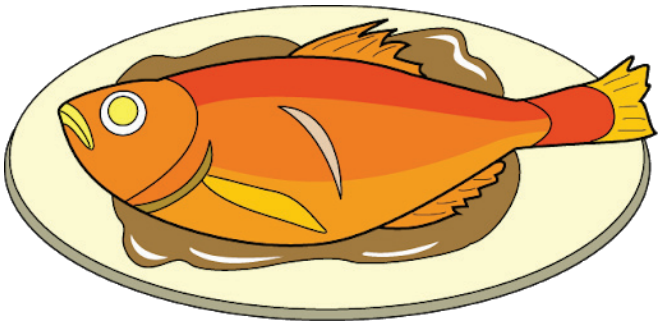
The ants are standing on the mat / a /- / a / / a /- / a /.
The ants are standing on the mat / a /- / a / / a /- / a /.
The ants are standing on the mat
the fat one stands and gives a clap
/a/ /a/ /a/ /a/ /a/ /a/.



f

Rhymes Tune: ***The farmer in the dell***

The fish is in the dish.
The fish is in the dish.
/ f / - / f / - / f / - / f / !
The fish is in the dish.



b

Rhymes Tune: ***Good-bye Teacher***

Betty baboon,
Betty baboon brings the ball.
Brings the ball,
Bat the big blue ball,
Bat the big blue ball,
Bat the big blue ball, the big blue ball.



j

Rhymes Tune: ***Apples and bananas***

I like to / j / / j / jump, high in the air.
I like to / j / / j / jump to reach the sky.
I like to / j / / j / jump to reach the sky.

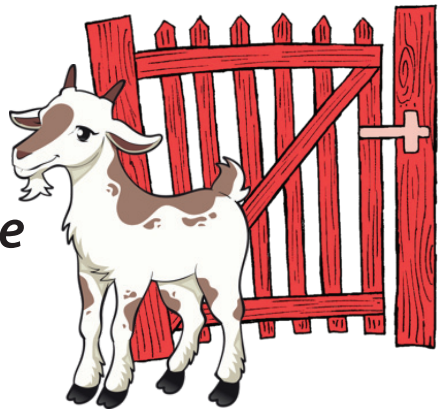


r Rhymes Tune: ***Skip to my Lou***



Running is so much fun
Feel the fresh air in your lungs
Running begins with /r/
Capital /R/ and lower-case /r/.

g Rhymes Tune: ***This old man***



See the goat she is good
Girlie the goat is standing by the gate
with a / g /-/ g /-/ g /-/ g /
/ g /-/ g /-/ g /-/ g /-/ g /
Girlie the goat is by the gate!

u Rhymes Tune: ***Recite as a rap song***



"Up and under," Mr. Umbrella said
"/u/-/u/-/u/-/u/ cover your head".

c k Rhymes Tune: *Old Mac Donald*

Klunkly Cookie has a card
/ k /-/ k /-/ k /-/ k /-/ k /
And on this card there is a sound
/ k /-/ k /-/ k /-/ k /-/ k /
With a / k /-/ c / here and a / k /-/ c / there
Here a / k / there a / c /
Everywhere a / k /-/ k /
Klunkly Cookie has a card
/ k /-/ k /-/ k /-/ k /-/ k /.



p Rhymes Tune: *Tommy Tompkin*

Polly Parrot
Polly Parrot
P says / p /
pat, pink, parrot
p says /p/
/p/ /p/ /p/s
P says / p / /p / / p / / p /.

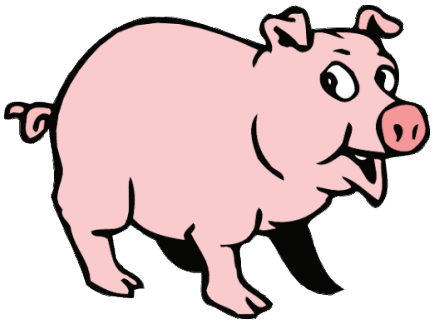


v Rhymes Tune: *The wheels on the bus*



Victor's van goes / v /-/ v /-/ v /
/ v /-/ v /-/ v /-/ v /-/ v /-/ v /
Victor's van goes / v /-/ v /-/ v /
All around the village.

i Rhymes Tune: *Funny foxes*



Six little pigs that Tim once knew
Big ones, skinny ones, fit ones too.
But the one little pig with a flipper on his wrist,
He rules the others with a flip flap flip.

h Rhymes Tune: *Row, row, row your boat*



Hop hop hop along
Hop and sing this song
Hop-hop hop- hop
Hop and sing along.

l Rhymes Tune: ***Barney's I Love You***



Lee loves milk
Lee loves milk
Lee is healthy as can be
With a /l/ /l/ /l/-/l/
/l/-/-/l/-/l/-/l/-/l/-/l/
Milk is such a lovely thing.

d Rhymes Tune: ***Goodbye Teacher***



Dogs and doughnuts
Dogs and doughnuts
D says says duh /d/ /d/ /d/
D says says duh
/d/ /d/ /d/ /d/ /d/ /d/
/d/ /d/ /d/ /d/ /d/ /d/.

o Rhymes Tune: ***If you're happy and you know it***

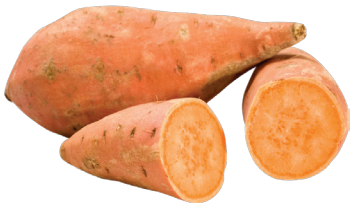


If your name begins with / o / say / aw /
If your name begins with / o / say / aw /
If your name begins with / o /
Stand up and shout out /aw/
If your name begins with / o / shout it out / aw /.

y Rhymes Tune: *This old man*

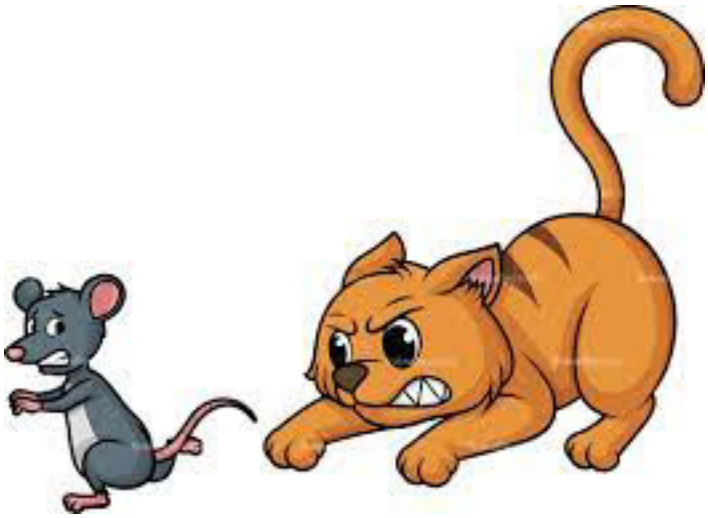
This young yam
Tastes so yummy!
Tastes so yummy then goes into my tummy
with a yummy tummy, yummy tummy
/ y /-/ y /-/ y /-/ y /
This young yam tastes so yummy!





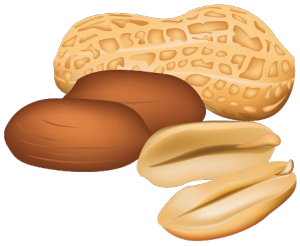
t Rhymes Tune: *Happy birthday*

Tatty Tam is a cat
Tatty Tam is a cat
Tatty Tam cat
Tatty Tam cat
She feeds on the rat.



n Rhymes Tune: ***Bob the Train***

N is for nest,
/ n / / n / nest
N is for nut,
/ n / / n / nut





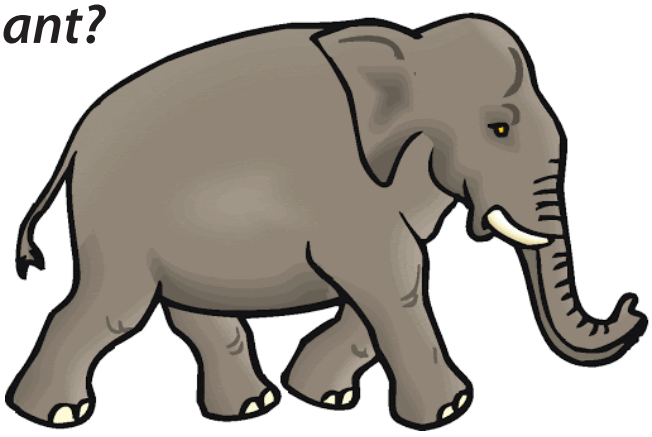
w Rhymes Tune: ***Did you ever see a Lassie?***

Have you ever made a wish list,
a wish list,
a wish list,
a wish list?
Have you ever made a wish list,
a wish list like this?



e Rhymes Tune: ***The Muffin Man***

Have you ever seen an elephant?
An elephant? An elephant?
Have you seen an elephant?
So big and hefty.



qu Rhymes Tune: ***Jingle Bells***

Quack! Quack! Quack!
Quack! Quack! Quack!
"Quack! Quack!", says the duck
Oh what fun it is to swim and watch my ducklings quack. (Repeat)

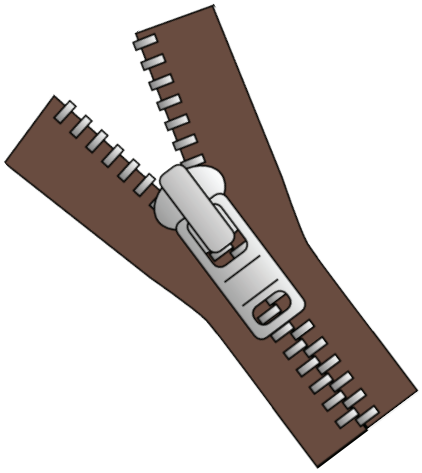
x Rhymes Tune: ***The ants go marching***

Let's mix the wax and give it to the fox, the fox
Let's mix the wax and give it to the fox, the fox
Give it to the fox, he'll put in the box
Let's mix the wax and give it to, the fox.



z Rhymes Tune: ***Skip to my Lou***

Zip the zipper
/z/-/z/-/z/
Zip the zipper
/z/-/z/ -/z/
Zip the zipper /z/ /z/ /z/ .



Curriculum Standards & Benchmarks

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

UNIT 1: Meet the Family

Story Word Count: 89

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

Vocabulary Target	
2:11	Taps out syllables in words accurately

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

UNIT 2: My Friends and I

Story Word Count: 102

Phonics Target	
2:12	Identifies individual phonemes in spoken words

Vocabulary Target	
3.3	Understands that individual letters represent individual sounds

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

UNIT 3: At the Creek

Story Word Count: 127

Phonics Target	
3:10	Builds and reads word families

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

Comprehension Target	
4:5	Identifies sequences of events

UNIT 4: Going to the Market

Story Word Count: 162

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

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

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

UNIT 5: Christmas Time

Story Word Count: 178

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

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

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

UNIT 6: The Dog Can...

Story Word Count: 144

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

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

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

UNIT 7: We are Healthy

Story Word Count: 176

Phonics Target	
2:19	Identifies long vowels in spoken word

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

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

UNIT 8: Mashramani

Story Word Count: 198

Phonics Target	
2:11	Taps out syllables in words correctly

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

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

UNIT 9: Be Safe

Story Word Count: 244

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

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

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

UNIT 10: Festival of Colours

Story Word Count: 232

Phonics Target	
3:6	Blends letter sounds in printed words

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

Comprehension Target	
4:10	Uses context clues to understand text

UNIT 11: Kites in the Air

Story Word Count: 289

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

Vocabulary Target	
3:13	Demonstrates use of newly taught vocabulary

Comprehension Target	
4:15	Distinguishing between fact and fantasy

UNIT 12: Off to School

Story Word Count: 315

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

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

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

UNIT 13: Our Environment

Story Word Count: 332

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

Vocabulary Target	
3:12	Extends vocabulary in specific contexts

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

UNIT 14: It's August Time

Story Word Count: 394

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

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

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

UNIT 15: An Outing

Story Word Count: 441

Phonics Target	
2:20	Blends spoken segments into spoken words

Vocabulary Target	
3:7	Blends letter sounds in printed words

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



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