Atlantic Reader







WorkBook Three

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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

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.
The activities included are highly interactive and will definitely promote learning.
However, it is the content of the text that matters and not the length.
This workbook was designed using the Grade Three Scope and Sequence and the Literacy Standard as a guide.
The team, which comprised of the Regional Literacy Coordinator, Region 4, the Headteacher, Winfer Gardens Primary School and Lecturer in Literacy Studies at the University of Guyana, worked tirelessly to make this book a reality.

Interpreting the Design

Fun with the Tongue

These activities focus on the modelling and teaching of specific practice sounds. Children also get an opportunity to practice these sounds, which they will later encounter in the reader.
This element, 'Fun with the Tongue', is required to be done with the children before reading the actual text.

Core Words

This element focuses on the teaching of unfamiliar words included in the text. Children get to do specific activities with the words before the reading of the actual text.
(Teachers are encouraged to establish a Word Wall/Tree, etc)

Practice Sentence

Children practice reading and working with sentences from the story. Practice Sentence helps children to read fluently. These sentences 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.

Co-operative Activity

In the Co-operative Activity element, children get to work together on an activity or project related to the story. Children love games, and as a result, they are given the scope to play games which automatically gives them a chance to acquire literacy skills.
Games can be both indoor and outdoor.
Activities in this section are to be done after the reading of the text.

Family Involvement

These are take-home activities or tasks that require the involvement of family members.

One Minute Handwriting Skill

Under this section, children practice the correct formation of specific letters. Legible writing is important. Continuation of penmanship is encouraged to give children scope to overcome their writing deficiencies at this level.

Creative Writing

Reading and writing cannot be separated. Therefore various writing skills will be the focus of this activity. Children are expected to get involved in guided or independent writing on a topic related to the text.
This element is required to be done after the reading of the actual text.

Looking Back

Here, children are required to reflect on and discuss the text/unit.

A Bonus

Children are expected to participate in a specific integration activity. These are activities that would encourage the integration of other subject areas.

Coming Attraction

This element creates interest in the next unit.
It highlights what can be expected in the following unit and what preparations should be made to be successful at same.



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

THE ALPHABET (26 Letters)

Aa	Bb	Cc	Dd	Ee	Ff	Gg
Hh	Ii	Jj	Kk	Ll	Mm	Nn
Oo	Pp	Qq	Rr	Ss	Tt	Uu
Vv	Ww	Xx	Yy	Zz		

THE CONSONANTS (21 Letters)

Bb	Cc	Dd	Ff	Gg	Hh
Jj	Kk	Ll	Mm	Nn	Pp
Qq	Rr	Ss	Tt	Vv	Ww
Xx	Yy	Zz			

THE VOWELS (5 Letters)

Vowels have long and short sounds

Aa Ee Ii Oo Uu

and sometimes Yy and W

The long sound says the name of the letter.
The short sound says the sound of the letter.

Letters featured for Handwriting sessions:



i I l L m M n N

w W x X t T v V

We hope that after a child has completed all the exercises in this book, he or she will become an independent reader.

Table of Contents

UNIT 1: My New School 1

UNIT 2: Breakfast Picnic 8

UNIT 3: My New Community 16

UNIT 4: Leisure Time with our Friends 26

UNIT 5: Diwali 36

UNIT 6: Is it Christmas Yet? 46

UNIT 7: Showing Love and Care for the Elderly 55

UNIT 8: Animals: Big is Big 65

UNIT 9: A Rainy Day 76

UNIT 10: Cricket in the Backyard 86

UNIT 11: The Masquerade Dancers 94

UNIT 12: A Colourful Festival - Phagwah 105

UNIT 13: The Festival of Eid-ul-Fitr 114

UNIT 14: A Contest of the Kites 121

UNIT 15: Landmark: Providence Stadium 133

Table of Contents

UNIT 16: Arya's Surprise Party 140

UNIT 17: A Visit to the Dentist 150

UNIT 18: Youth Week 157

UNIT 19: The Wedding 166

UNIT 20: At the School Concert 172

Curriculum Standards & Benchmarks 179

Bonus Reading Materials 200

Fun with the Tongue



1. Phonemic Awareness

Teacher's Activity: Reads the following words.

Pupils' Activity: Listen for initial sound of words.

afraid anxiety attention

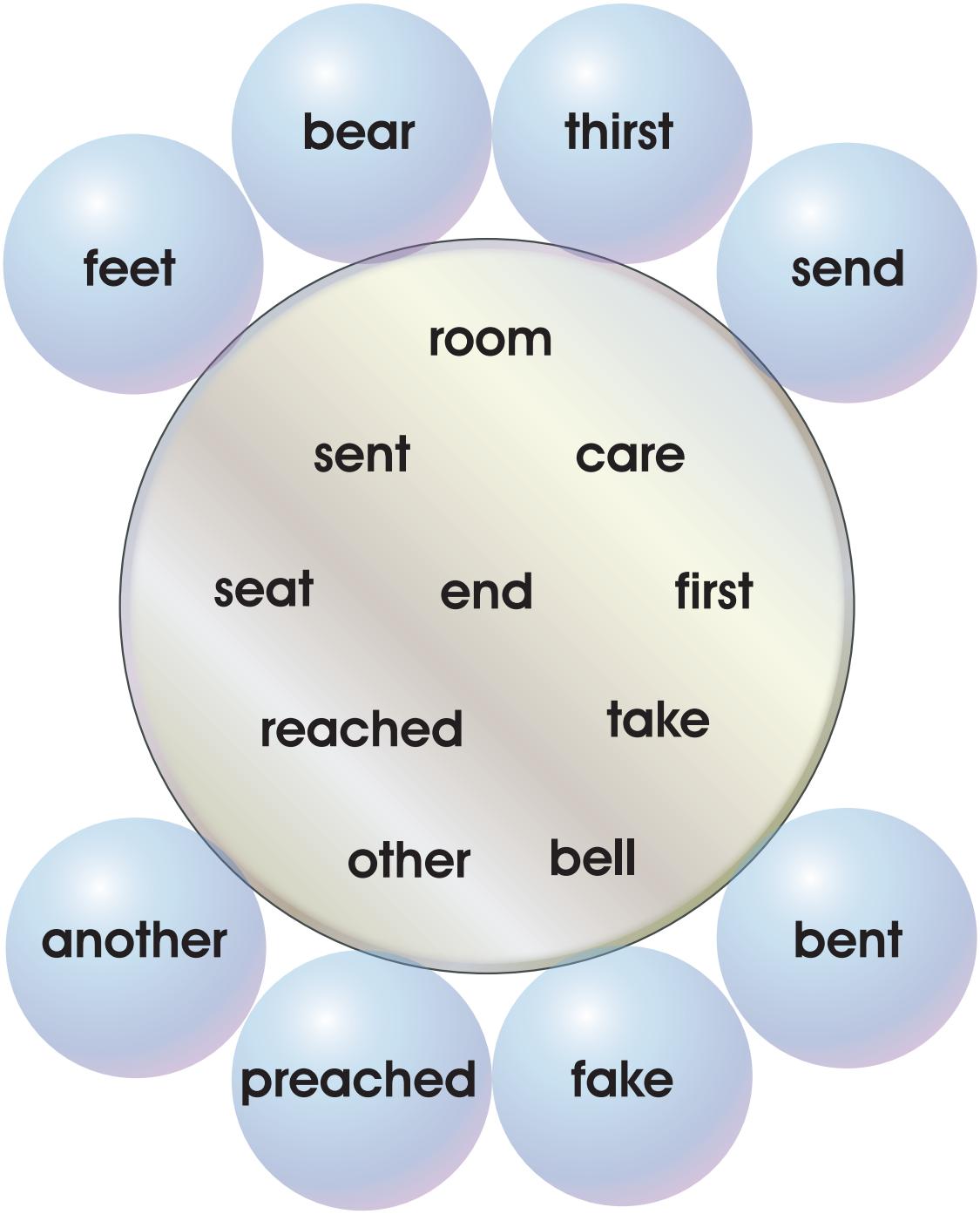
actually answered

Pupils' Activities:

- Say initial sound heard.
- Identify other words with the same sound.

2. Phonics

- Find Word Pairs that rhyme.
- Draw a line to link words that rhyme with...



Core Words

Write the word that is formed after adding each suffix.

fear + less = _____ **grate + ful =** _____

child + ish = _____ **friend + ship =** _____

play + er = _____ **proct + or =** _____

comfort + able = _____

wonder + ful = _____

Practice Sentences

- Identify these sentences in the story.
- Read the sentences using the tone required.

With a soft voice, he answered, "Yes."

His voice comforted me a little.

Let Us Read

from Atlantic Reader Three, page 2



After You Read

Story Wrap Up

Choose several pupils from the class to take the part of a character. Let them take turns reading aloud the words of the characters chosen, so that the class may decide which is the best act for the part they want to showcase. Let the best actors role-play the story.

Co-operative Activity

An Alphabet Game: For three pupils

- Each player should have a pack of cards with the same set of words from the story.
- They should shuffle the pack.
- Players should have equal cards.
- Arrange the words in alphabetical order on the desk.
- The first player would turn up two cards; if the cards have the same letter, the player keeps them.
- The next player takes a turn.
- The player with the most cards is declared the winner.

Family Involvement

Copy the following words.

afraid	grateful	many
better	help	never
class	order	introduction
door	primary	voice
school	know	walking
live	yard	teacher
first	using	everybody
river	living	

Take them home and ask your parents or siblings to help you make word cards. Make the cards 3" by 5".

One Minute Handwriting



iI iI iI *it It it It*

IL IL IL *il Il il Il*

Creative Writing

Complete the web.



First Day at School

EVENTS

1 _____

2 _____

3 _____

4 _____

5 _____

Looking Back

- Write one sentence to say what the story is about.

- Write another sentence to describe the writer.

Bonus (Integration)

Divide the following words into syllables by inserting a (/).
For example: ***per/fect***

accompany	confused	preparing	previous
composition	together	actually	attention
straight	distance	enrolled	Georgetown

Coming Attraction

- Have you ever heard about a breakfast picnic?

- Think of some of the things that you expect to see at a breakfast picnic.



Fun with the Tongue



1. Phonemic Awareness

Teacher says: Every time you hear a word with a blend '**stand**'.

Pupils: Listen for blends in words.

"Three charming, brilliant girls, were driving down a lonely road, frolicking and shouting in the chilly cold wind in the dark of the night."

2. Phonics

Complete the blends to form words by adding the rime ***'ink'*** to each word. Say each word.

br _____ thr _____ fr _____

dr _____ ch _____ sh _____



Core Words

Unscramble these words.
They can be found in the story.

tmorrowo = _____ dxeicte = _____

cavtnioa = _____ afbkraset = _____

llcexntee = _____ dsifenr = _____

cpicni = _____ meomtn = _____

Practice Sentences

Read the following groups of words to yourself.
Beside each, write 'S' if it is a sentence
and 'NS' if it is not a sentence.

(a) Kind of foggy. _____

(b) They decided to go on a breakfast picnic. _____

(c) Miles from the city. _____

(d) Paul became more excited. _____

Let Us Read

from Atlantic Reader Three, page 6

After You Read



Story Wrap Up

Pretend you are Paula. Say how you would have behaved when your mom told you about the idea of having a picnic.

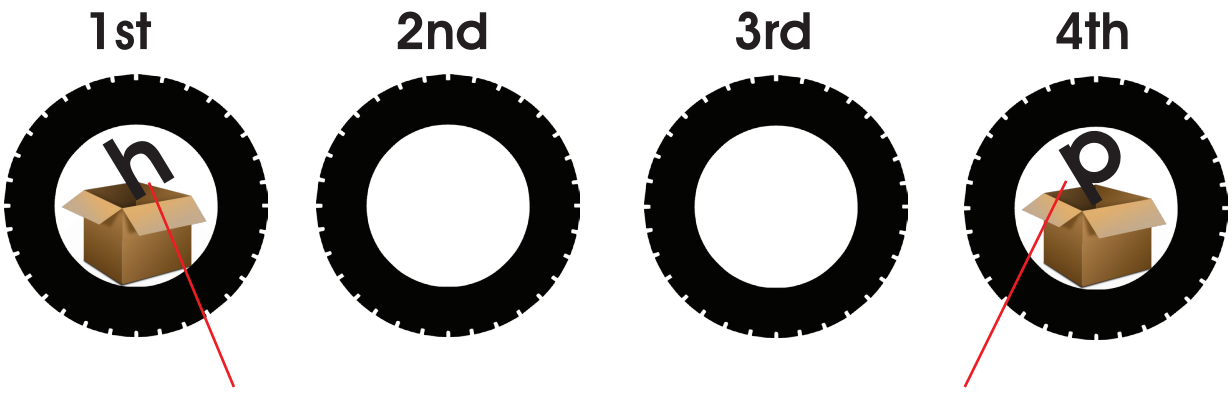
Give one reason for your answer.





Co-operative Activity

Game: "Fire in the Tyre"



Place a box with the beginning part of word.

Place a box with the ending part of word.

Jump into the 1st tyre. Pick up a card. Read the part of the word on the card aloud. Jump into the 2nd and 3rd tyres, then into the 4th tyre. Quickly pick the other parts of the word. Say the word and then jump back to the 1st tyre before 30 seconds. If the child cannot read the word part after (2) two attempts, he/she is out.

Family Involvement

Take-Home Assignment

In five sentences, say how you would help your family plan a Breakfast Picnic.

One Minute Handwriting



Form the letters you see on each line provided.

tT tT tT tT

till till Till Till

It will till

It will Till

Creative Writing



Complete the Graphic Organiser

STORY NAME

Event 1: _____

_____

Event 2: _____

_____

Event 3: _____

_____

Event 4: _____

_____

Ending: _____

_____

Solution: _____

_____



Looking Back

Retell the story in your own words.

Bonus (Integration)

Write a menu for a breakfast picnic. Plan it in groups of four with the other children in your class.

Breakfast Picnic Menu

Coming Attraction



- Have you ever moved to another community?
- Imagine some of the things you would experience.

Fun with the Tongue



A. Phonemic Awareness

Teacher says: Listen to these words.
Which letters are silent? Say the words.
Identify the sounds you hear in each word.

Pupils: Listen for the sounds in the words.
Tell your teacher the sound you hear.

ghat write right

sign pharmacy design

light telephone flight

B. Phonics

In each sentence below, a word is left out. Complete each sentence by choosing the best word from the list of words in blue.

1. The _____ tree bears large yellow nuts.
   (calm palm balm)

2. Paul used his _____ to hit the ball and scored a goal. *(knee knife knit)*

3. My mom slices the fruits with a sharp _____.
   (knee knife knit)

4. “Are you still sucking your _____, Susan?”
   (climb thumb limb)

CORE WORDS



Choose the right word from the train that describes each definition given below.

WORDS	THEIR MEANING
_____	an area designed for playing
_____	air around us
_____	people next door
_____	group of people living in one area
_____	well kept area on the outside of a building

Practice Sentences

Arrange the following words to form sentences.

(a) Hope Better community small now in a live They called.

_____

(b) lawns The kept well always garden are.

_____

(c) Mel and David two children have.

_____

(d) enjoy atmosphere quiet I also the community of the.

_____

(e) I community excited very am new about my.

_____

Let Us Read

from Atlantic Reader Three, page 9



After You Read

Story Wrap Up

Reread the story '**My New Community**' then answer the following questions.

1. What are three main events mentioned in the story?

2. Write a statement to show that the members cared about their community.

3. What is the main idea of the story?

Co-operative Activity

Game: "Tongue Twister"

Repeat tongue twisters by starting very slowly, then pick up the pace as quickly as you can.

Have fun reading the following tongue twisters.



1. Three tricky tigers travelled by train.

2. Nanny Nora never nagged her naughty nephew.

3. Sloppy sheep seldom shop.

4. "Don't dread dictionaries," droned the dreary dog.

5. A variety of valuable violins vanished.

Family Involvement



Take-Home Assignment

Ask your parents to take you for a walk around the community. Try to make friends with a few persons in the community.

One Minute Handwriting



Form the letters you see on each line provided.

v V v V v V v V

ivl ivl ivl ivl

It will till

It will Till

Creative Writing



Use the Five Senses Chart to organize your ideas on a plan for cleaning the environment in your community.

FIVE SENSES CHART

Sight:

Sound:

Touch:

Taste:

Smell:

Looking Back

In groups of four, retell the story. Make sure you have illustrations.

Bonus (Integration)

Make a poster to warn people about littering.



Coming Attraction

- Discuss and find out about '**Leisure Time**.'
- Say what you would do in your leisure time.

Before You Read

Fun with the Tongue



A. Phonemic Awareness

Teacher's Activity: Models tongue twister.
(Slowly then quickly)

Pupils' Activity: Listen and tell their teacher what sound they hear the most.

She sells seashells by the seashore.



B. Phonics

Make words beginning with:

sh	pr	th
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Core Words

Complete this cloze passage.

His father had to _____, so he was not _____ to be able to _____ with him. The drive to the creek was about _____ hours long, but to _____ it seemed like forever. _____ said they should spend _____ day swimming and eating.

Practice Sentences

Walk the sentences.

Step 1: Read the subject of the sentence first.

Step 2: Read the verb of the sentence.

Step 3: Read the predicate of the sentence.

Step 4: Reread the entire sentence fluently.

e.g. ***Saturday was good for a picnic.***

1. Mother and Yeshua were excited about the trip.

2. The weather was really hot.

3. Mother found a suitable spot on the sand.

4. Yeshua and his friend built a sandcastle.

5. The boys jumped into the big waves.

Let Us Read

from Atlantic Reader Three, page 13



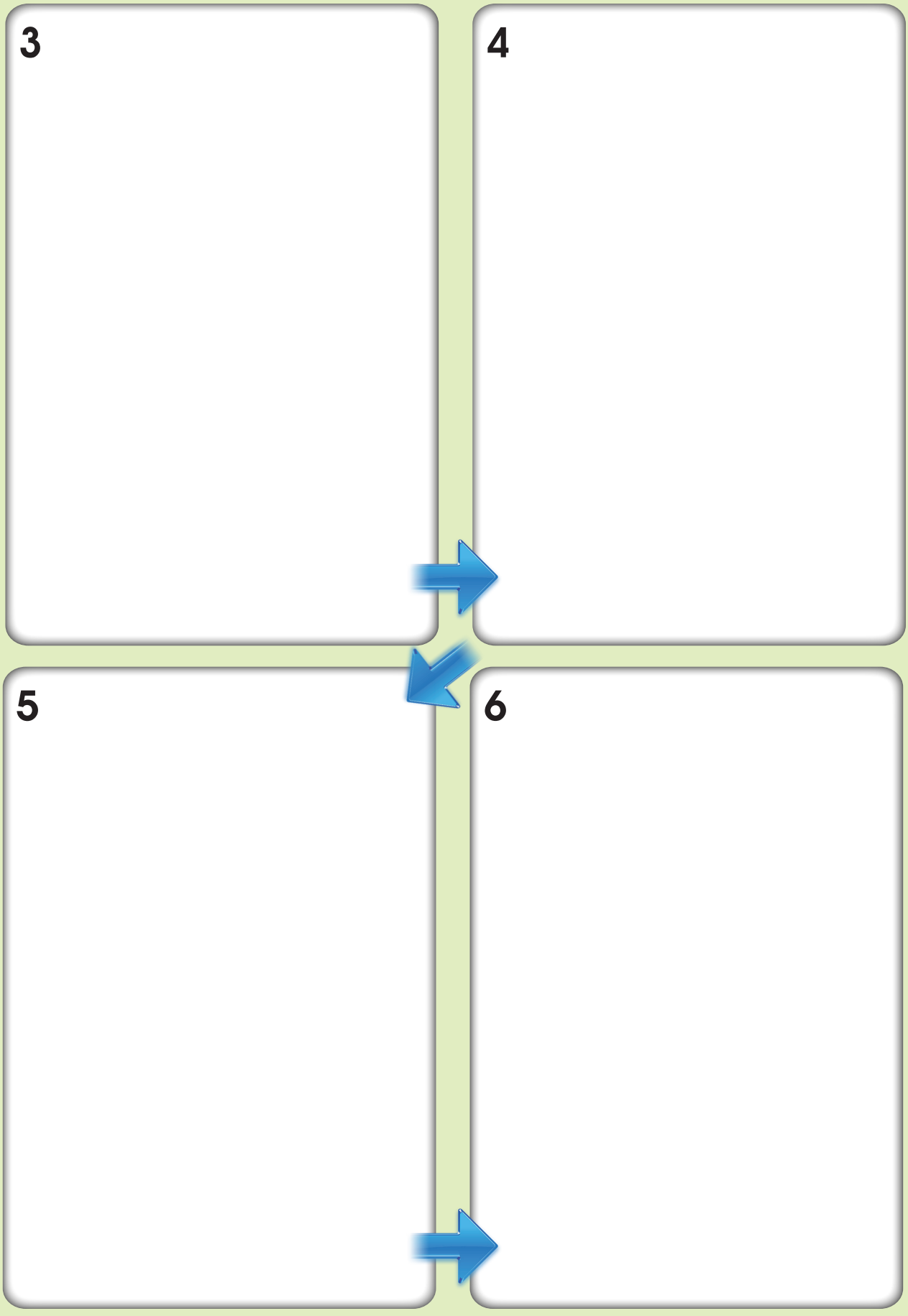
After You Read

Story Wrap Up

Draw pictures in sequence to show the events in the story.

1

2


3
4
5
6

Co-operative Activity

Create a Word Ladder by beginning each word of the ladder with the last letter of the word before.

Here is an example:



1

2

3

Family Involvement

(One week to complete task)

While at home with your family, plan an outing to one of Guyana's famous creeks.



One Minute Handwriting



Form the letters you see on each line provided.

wW wW wW wW

xX xX xX xX

wix *wix* *wix*

Creative Writing



Pretend to be Yeshua. Write a paragraph to say what are some of the things you would have done at the creek.



Looking Back

Write one sentence about the background of the first picture in Atlantic Reader Three, page 13.

Bonus (Integration)

After reading the text in '**Leisure Time with our Friends**' and looking at the first picture in Atlantic Reader Three, page 13, write a brief description of the weather conditions.

Coming Attraction

- Do you know about the Festival of Lights?
- Read about or listen to a story about it before you move on to the next unit.

Before You Read

Fun with the Tongue



A. Phonemic Awareness

Teacher's Activity: Says these words. What sounds do you hear at the end of them?

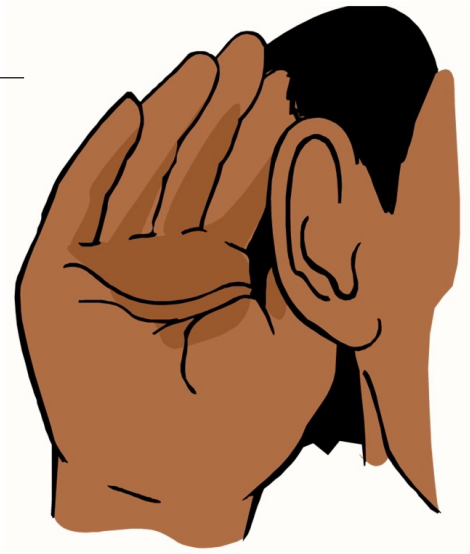
Pupils' Activity: Listen and tell the teacher what sound you hear at the end of each word.

1. Diwali = _____
2. glow = _____
3. believe = _____
4. bamboo = _____
5. furniture = _____
6. entire = _____
7. excited = _____
8. relative = _____

B. Phonics

Read these words carefully. Write the letter for the sound you hear at the **end** of each word.
For example: If the word is **break,** write / **k** /

1. Lakshmi - _____
2. village - _____
3. body - _____
4. welcome - _____
5. greet - _____
6. celebrate - _____
7. designs - _____
8. ocean - _____
9. clean - _____
10. truly - _____





Core Words

Complete this table.

The first one is done for you.

Word	Prefix	Base Word	Suffix
unhelpful	**un**	**help**	**ful**
pretending	pre	_____	ing
disarranged	_____	arrange	ed
uncomfortable	un	comfort	_____
misbehaved	_____	_____	ed
importer	_____	port	_____
exterminator	ex	terminate	_____

Practice Sentences

(Telephone Talk)

1st: Calling a friend to invite him or her to spend Diwali night with you.

Hello! This is _____ . I am planning a Diwali night party for _____ on the _____ of _____ at _____ o' clock. Would you like to come?

2nd: Calling the library to find out whether there is a certain book.

Hello! This is _____ . I am writing a report on _____ . I'd like to know if you have the book I need.

It's called _____

and it was written by _____ .

Let Us Read

from Atlantic Reader Three, page 18



After You Read

Story Wrap Up

Sequence pictures below to tell a story.
Use the numbers 1, 2, 3 and 4 in the white circles.









Co-operative Activity

Game: Words

This game is played the same way as bingo. Put words in a bag, select words and read words aloud. Players locate words on card and covers same. The child who covers all of his/her words first is the winner.

CARD 1

W	O	R	D	S
in	fire	Diya	meats	was
light	deed	FREE	Lucas	sweet
glow	mettai	entire	Diwali	again
clean	kind	Arya	bamboo	body

CARD 2

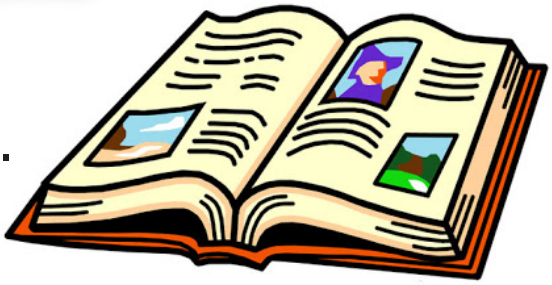
W	O	R	D	S
here	Diya	word	light	kind
in	again	FREE	clean	meats
fire	body	busy	light	mixture
Diwali	mettai	flour	village	melt

CARD 3

W	O	R	D	S
Diyas	deed	mettai	flour	light
village	sweet	FREE	fire	kind
body	made	in	clean	spoon
rolled	Arya	mixture	measure	meat

Family Involvement

Ask your parents to help you make a scrapbook on Diwali.



One Minute Handwriting



Form the letters you see on each line provided.

mM mM mM mM

nN nN nN nN

Nom nom nom

Creative Writing



Diwali

1. What is Diwali? _____

_____

_____

2. What is the message of Diwali? _____

_____

_____

3. Who celebrates Diwali? _____

_____

4. Name an activity done to celebrate Diwali.

_____

_____

5. How do you take part in Diwali? _____

_____

_____

Looking Back

(a) Complete the paragraph below.

All Guyanese celebrate _____.
This celebration focuses on _____

_____.
People enjoy _____. They love the
_____ that are shared out.

(b) What do you enjoy the most about Diwali celebration?

Bonus (Integration)

Make Diyas in your class as a project.



Coming Attraction

Do you like Christmas?
Let's talk about how we prepare for this celebration.

Before You Read

Fun with the Tongue



A. Phonemic Awareness

Teacher's Activities: Listen to these Tongue Twisters. Every time you hear these sounds, stand.

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

Pupils' Activity: Listen to Tongue Twisters read by teacher and stand when they hear the sounds.

Tongue Twister

1. The shoddy children should not shimmer.
2. Brilliant Broody brought brown brooms.
3. Wrong! Wrong! Wrong! Don't wring.
4. Smuggling Smoky, smiled smartly.



B. Phonics

Say the name of each picture.
Circle the pictures with the following blends:

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



Core Words

Read each definition. Then unscramble the letters to make a word that matches one from the box. Write the words on the line provided.

kitchen	decorations	
gift	special	afternoon
verandah	stocking	

1. Something given for appreciation.
   _____. **(tfig)**
2. A place in the house used for cooking.
   _____. **(nkitceh)**
3. Additional piece of the house for relaxing or another word for patio.
   _____. **(anvrheda)**
4. Just after midday.
   _____. **(nftaooern)**
5. Materials to make something/someplace look good.
   _____. **(ndcoreatio)**
6. An empty sock or sock-shaped bag that is hung on the Christmas Tree.
   _____. **(sgtinokc)**
7. Treated with love.

Practice Sentences

Complete these sentences with the opposite of the underlined words

1. Mother was **upstairs** while father was _____.
2. Sister sat **inside** the house while brother sat _____.
3. Sandy jumped **up** and Sister climbed _____.
4. Sandy hung a wreath on the **backdoor** but brother dressed up the _____.
5. Christmas is a time for showing **love**, not _____.
6. Daddy woke up **late**, while Sandy woke up _____.
7. **Early** in the morning and _____ in the night the family prepared for Christmas.

Let Us Read

from Atlantic Reader Three, page 22



After You Read

Story Wrap Up

Write a paragraph to say what you would have done after receiving your gift at Christmas.

Co-operative Activity

Decorate a Christmas Tree using words related to Christmas.



Family Involvement



Ask your parents to help you to buy or make decorations for your class; then invite them to help you decorate your class for the Christmas Party.

One Minute Handwriting



Form the letters you see on each line provided.

c C c C c C c C

cad cad Cad Cad

cadd cadd Cadd

Creative Writing

Complete the sentences.

I am _____.

(two characteristics of yourself)

I wonder _____.

(something of which you are curious about)

I hear _____.

(an imaginary sound)

I see _____.

(the actual desire)



Looking Back

Why do you think they didn't want Sandy to know the day of Christmas?

Bonus (Integration)

Complete the poem.

Christmas is coming,
the geese are getting fat.
Please to put a penny
in the old man's _____.
If you haven't got a _____,
a half penny will do,
If you haven't got a half penny
then God bless _____!

Coming Attraction

Find out the ways in which Guyana takes care of the elderly.





We love our Senior Citizens!

Before You Read

Fun with the Tongue



A. Phonemic Awareness

Long vowel sound /**o**/ made by the letters "**ow**".

Teacher's Activity: Says the sound made by **ow**.

Pupils' Activity: Listen to the sound, then repeat the sound.

Read the rhyme many times.
Say the words in the rhyme that end with / ow /.

Looking through the window
at the stunning sun's glow,
Wishing it will be there tomorrow
to put that spark on my pillow.

B. Phonics

There are seven words with /**ow**/ hidden on the grid below.

Find, read and loop all the words you identify.

s	m	o	w	j	t	e
h	w	i	n	d	o	w
o	u	p	s	e	b	o
w	h	s	b	o	w	l
p	i	l	l	o	w	b
g	l	o	w	e	r	p



Core Words

Arrange the words below,
then read them in alphabetical order.

show group trouble window

1 _____

2 _____

3 _____

4 _____

please heart principal elderly

1 _____

2 _____

3 _____

4 _____

Practice Sentences

Locate the sentence below in the story you have just read.

Read the sentence using the tone required.

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



Let Us Read

from Atlantic Reader Three, page 26



After You Read

Story Wrap Up

Prepare a two-minute speech to share with your class, the benefits of showing love and care for the elderly.

Co-operative Activity

Word Scramble Game: for three pupils

- Each group has three scrambled words on slips of paper.
- Each pupil takes a turn to unscramble a word.
- They copy the unscrambled word on the chalkboard.
- Points are given for each correctly spelt word.
- The team with the most points wins.

The first one is done for you.

rltuebo	trouble
lyeredl	
rahte	
naiclpli	
souerc	
oerbrd	
tenlneiav	

Family Involvement

Ask your family members to help you create a song or chant about an exciting experience your family had.
Share your song or chant with your class.

One Minute Handwriting



Form the letters you see on each line provided.

Rr Rr Rr Rr

Creative Writing

Think of a time when you were very happy. What happened that caused you to feel happy? Complete the organizer. Under each heading, list words that tell what you saw, heard, felt, smelled and tasted.

Write a paragraph describing what happened that made you feel happy.

Looking Back

- What do you think the big red heart drawn by the two students in Atlantic Reader Three, page 27 represents?
- Write a sentence to describe what you would do to bring some cheer to the elderly couple in the photo below.



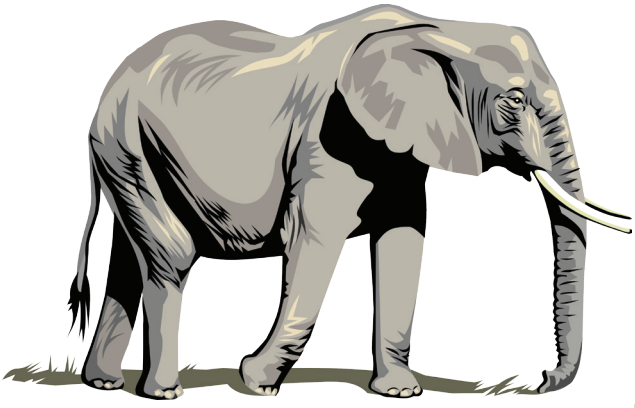
Bonus (Integration)

Draw a line to match each word to its synonym.

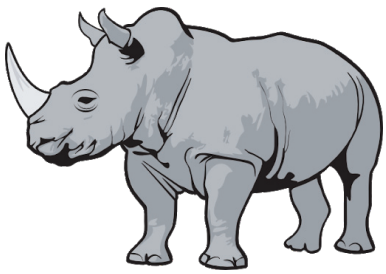
trouble	edge
pleased	problem
elderly	demonstrate
show	delight
border	aged

Coming Attraction

Read and find out all you can about animals that are big.









Before You Read

Fun with the Tongue



A. Phonemic Awareness

How many sounds?

- Every button represents one sound.
- Teacher says the words below, then pupils place one button on the table for each syllable they hear.

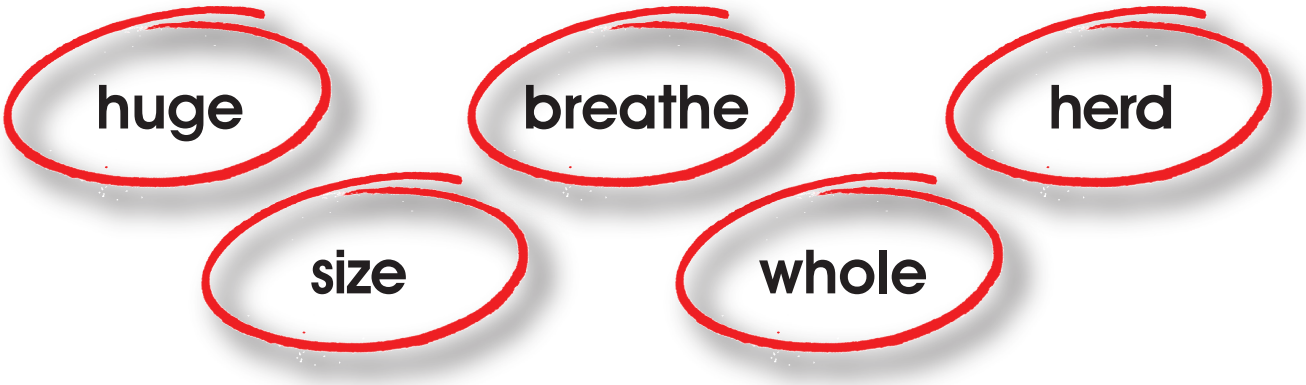
giraffe	huge	whale
breathe	remote	



B. Phonics

Read the sentences; choose a word from the shapes below to complete each sentence.

Take turns reading the completed sentences to the class.



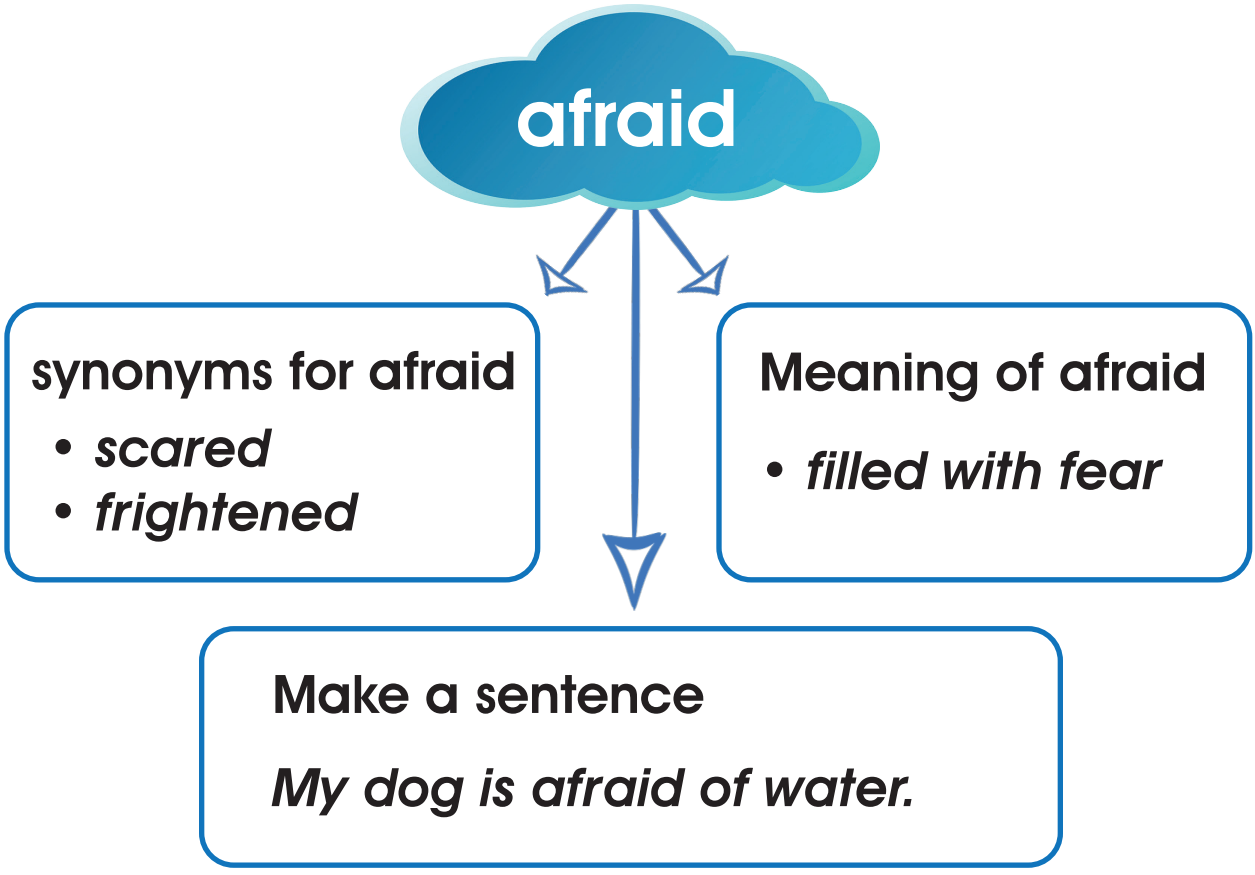
- The cobbler asked John the _____ of his shoes.
- I would like a _____ pizza, not just a slice.
- The trick mirror made the thin man look _____.
- We saw a _____ of elephants at the zoo.
- Our teacher said fishes _____ through their gills.

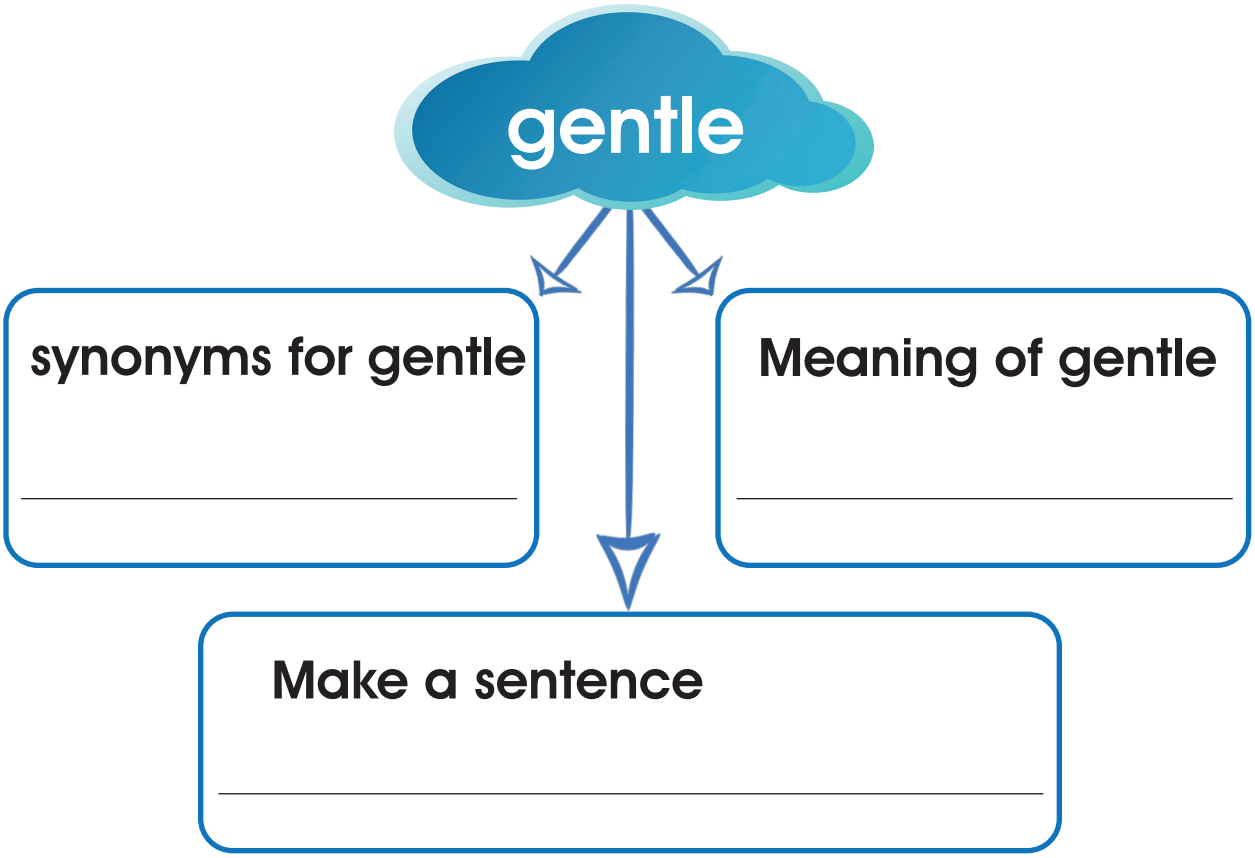
Core Words

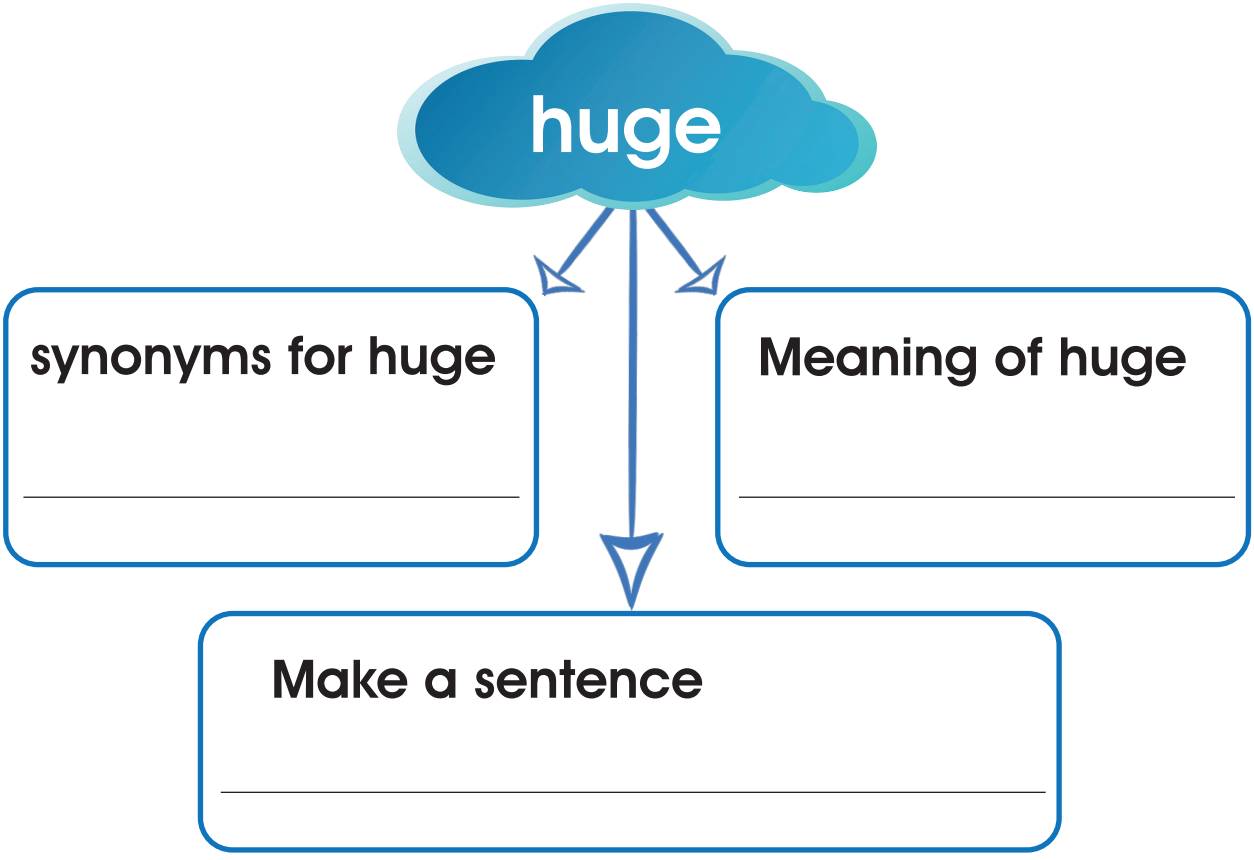
Work with a partner to make an extended meaning map for each core word.

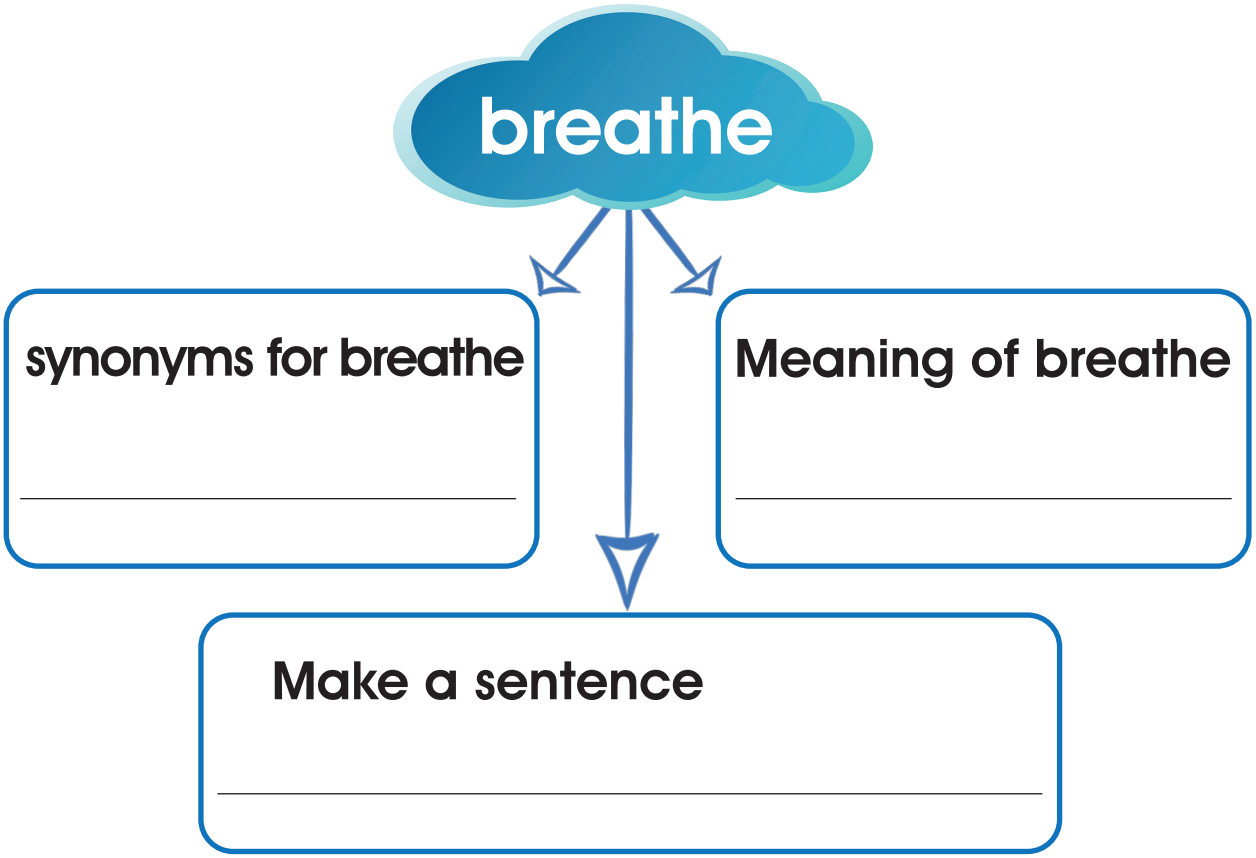
gentle **huge** **breathe** **escape**

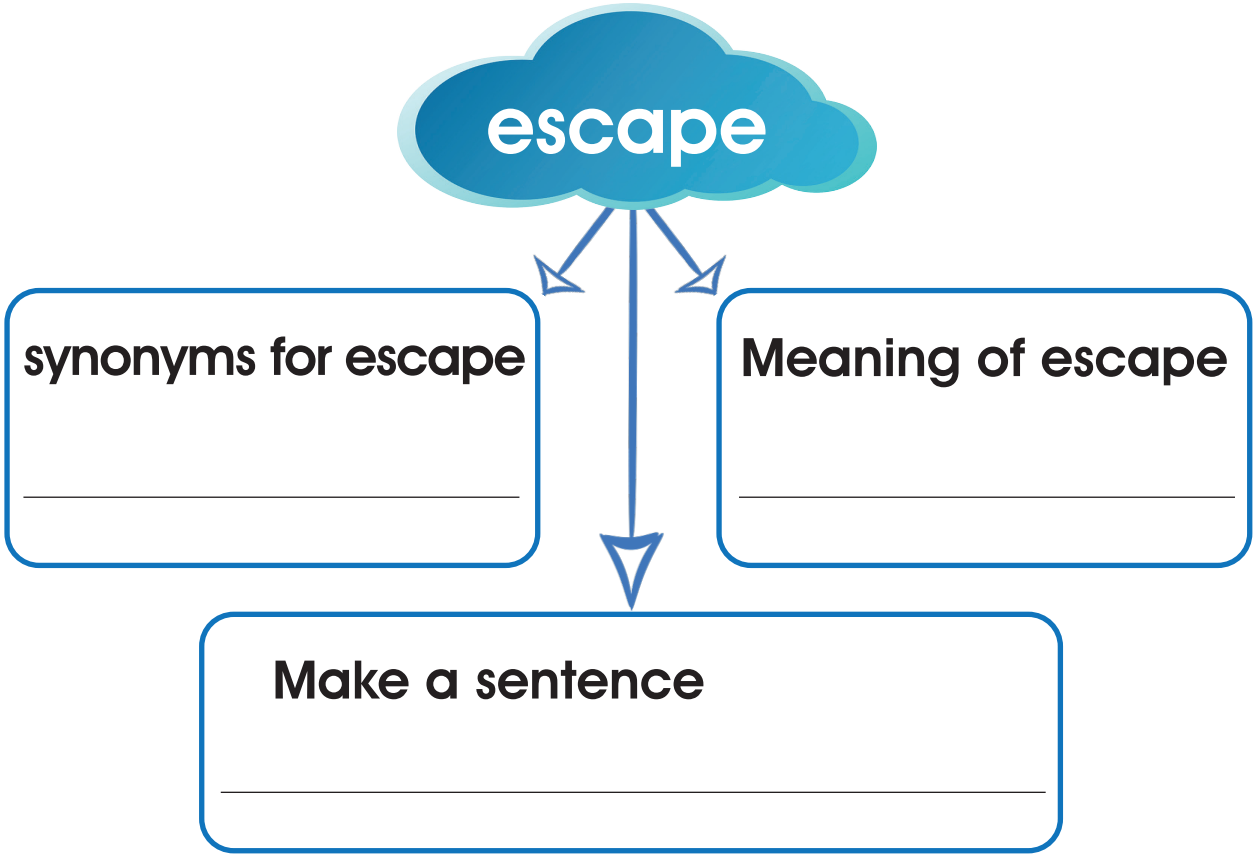
An example is done for you.




gentle
synonyms for gentle
Meaning of gentle
Make a sentence


huge
synonyms for huge
Meaning of huge
Make a sentence

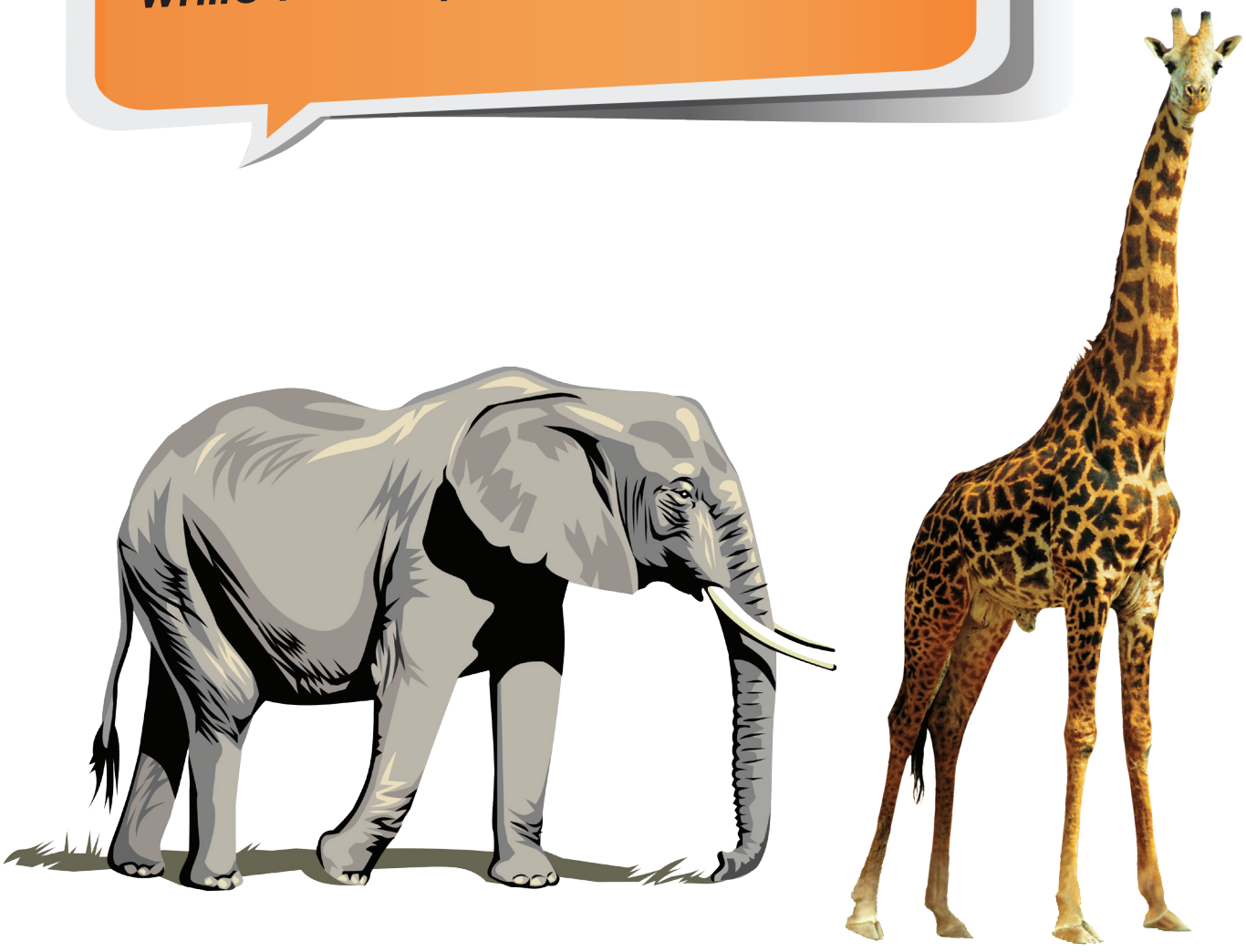

breathe
synonyms for breathe
Meaning of breathe
Make a sentence


escape
synonyms for escape
Meaning of escape
Make a sentence

Practice Sentences

Identify the sentence below in the story you have just read.
Read the sentence to your friend.

The giraffe is the tallest animal, while the elephant is the biggest.



Let Us Read

from Atlantic Reader Three, page 29



After You Read

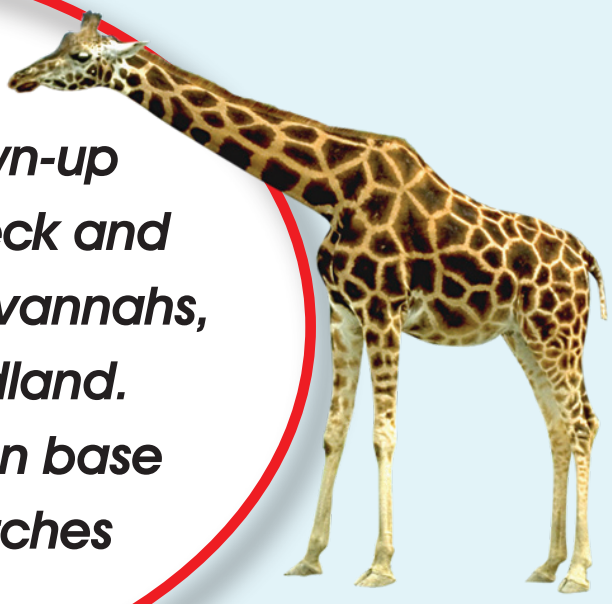
Story Wrap Up

Select a classmate and create a model of one of the animals mentioned in the story in Atlantic Reader Three, pages 29 and 30.

Make a small sign describing your animal; be sure to mention its habitat, size and colour.

Here is an example.

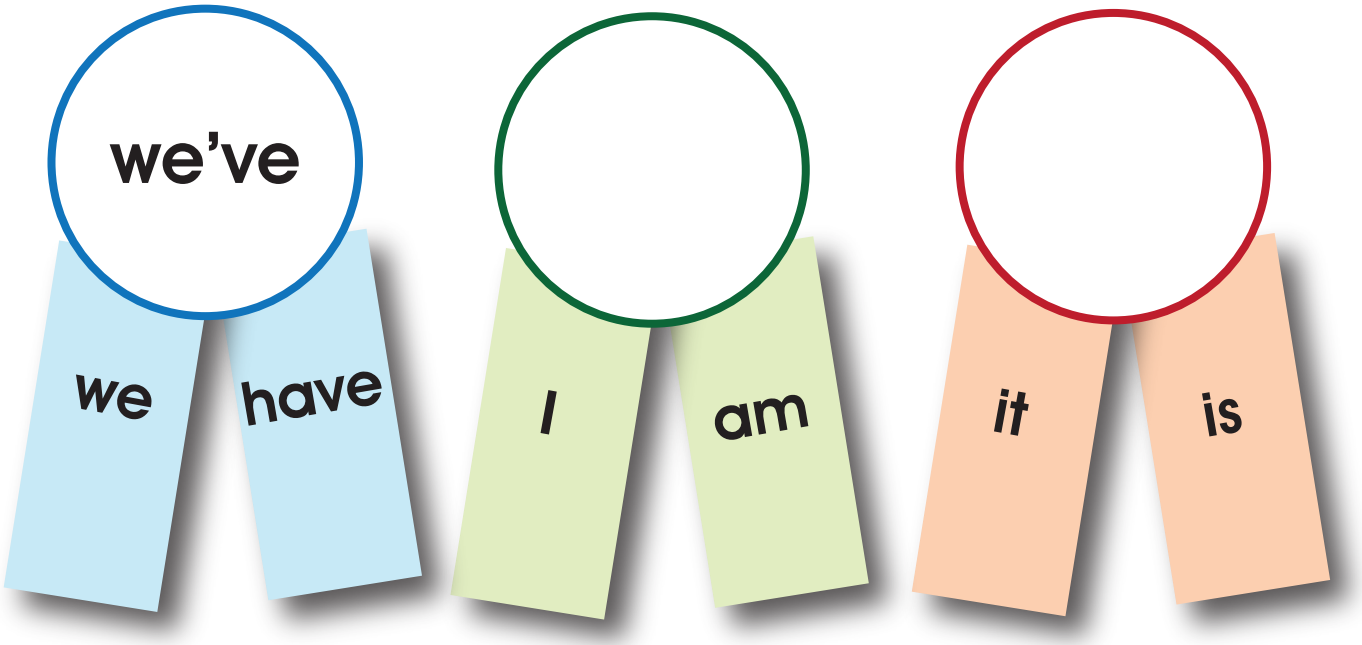
This is a giraffe. It is as tall as three grown-up people and has a long neck and long legs. Giraffes live in savannahs, grassland or open woodland. Giraffes usually have a tan base with reddish-brown blotches on them.

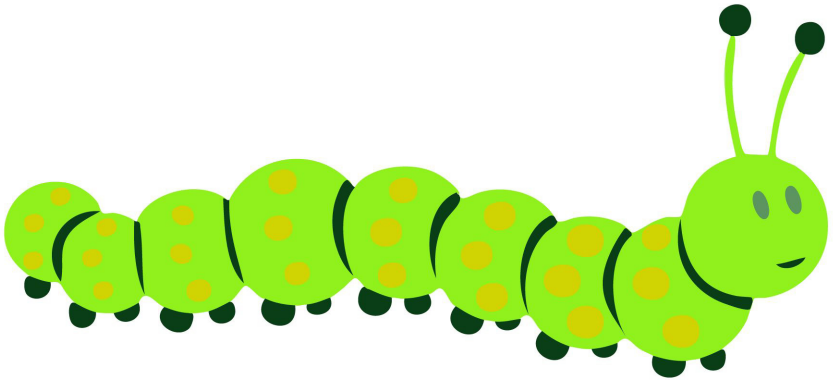


Co-operative Activity

Creating a Bug Farm

With your family, cut out three circles and six legs from coloured paper.
On each circle, write a contraction.
On each pair of legs, write the two words that make up the contraction. Glue the circles together to make a bug's body. Remember to glue a pair of legs to each circle.





One Minute Handwriting



Form the letters you see on each line provided.

H h *H h* *H h* *H h*

J j *J j* *J j* *J j*

Creative Writing



Compare and contrast two animals found in your environment.

1st. animal	both animals	2nd. animal



Looking Back

Write an Ode.

An ***Ode*** is a short poem written to praise its subject.

- Choose your favourite animal from the story and write an Ode in praise of the animal.
- Tell what is great about the animal and why it is important to the world.
- Read your **Ode** to the class.

Bonus (Integration)



- Pretend a scientist just found a strange new bug!
- Write three questions you would like to ask the scientist.

Coming Attraction

Think and talk about a rainy day experience.



Before You Read

Fun with the Tongue



A. Phonemic Awareness

Teacher's Activity: Reads the tongue twister.

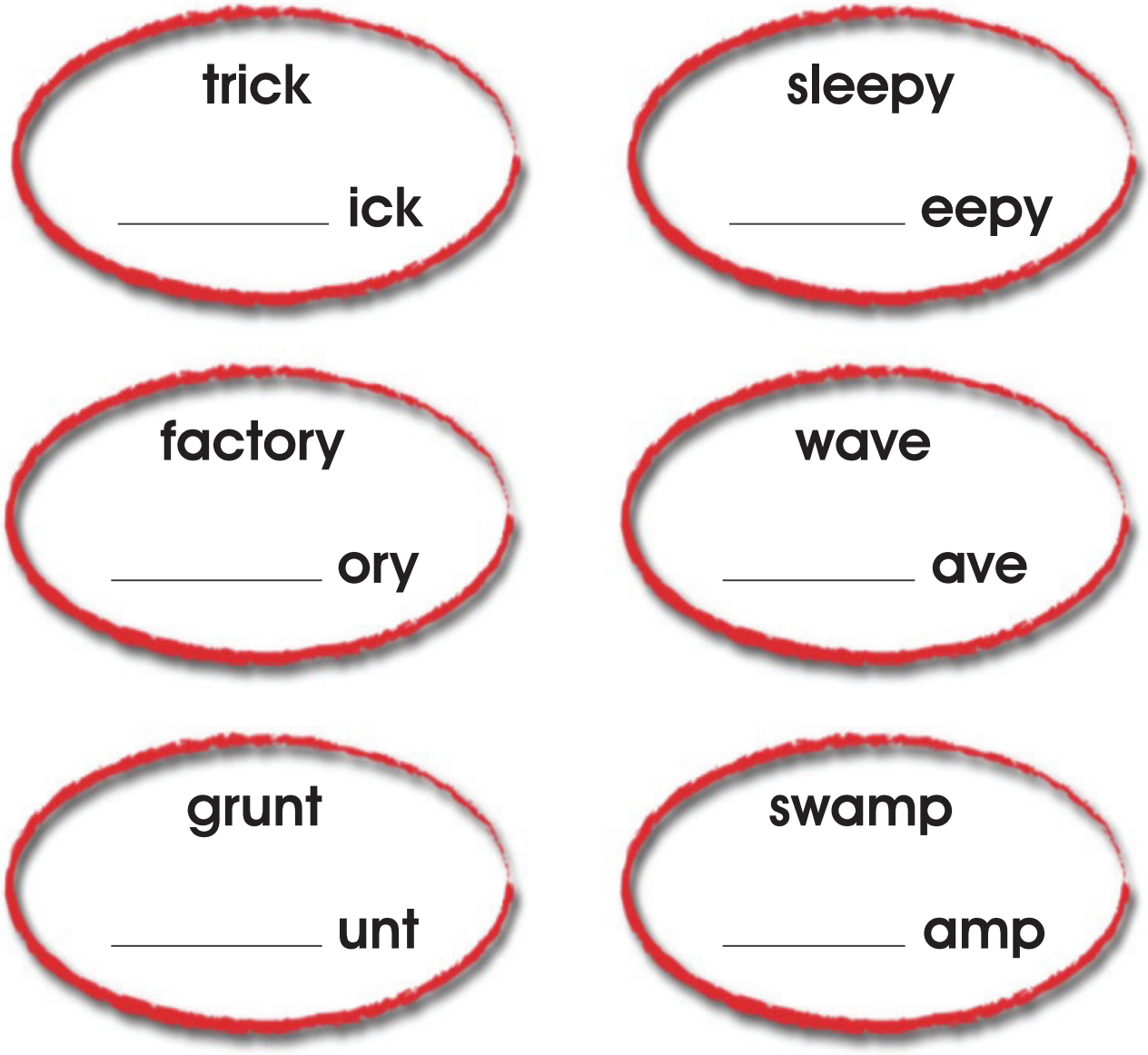
Pupils' Activities:

- Listen to the tongue twister.
- Pronounce the words with the /***cr***/ sound.
- Have fun repeating the tongue twister at various speeds.

Crazy Crystal crashed into the cricketers' cricket match

B. Phonics

Choose **br**, **cr** or **st** to complete each pair of rhyming words.



Write the base word for each of the words below. The first one is done for you.

Word	Base Word
sheltering	shelter
heavily	
shines	
suddenly	
swaying	
dried	
helpful	
enlarge	

Practice Sentences

Take turns reading the following sentence with your friend. Try replacing the word ***pretty*** with the word *gorgeous*.

Showy Shandra was given a pretty, red and white umbrella for her birthday.

Let Us Read

from Atlantic Reader Three, page 32



After You Read

Story Wrap Up

Use the character development chart below to retell the story '**A Rainy Day**' in Atlantic Reader 3, pages 32 and 33, to a classmate. Be sure to explain how Showy Shandra felt throughout the story.

1 say what happens in the beginning

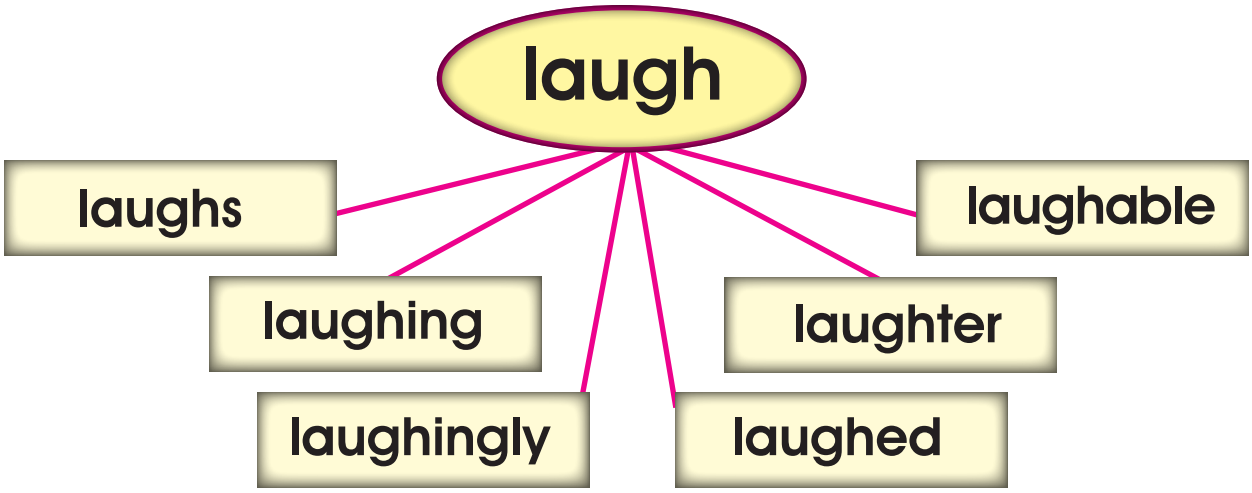
2 say what happens in the middle

3 say what happens at the end

Co-operative Activity

Work in groups of three to:

- Read the words formed from the base word ***laugh***.
- Write the words from the box to complete the paragraph.
- The first team to finish correctly wins.



My family loves to read the Saturday comics.

We spend the entire afternoon _____ together.

One character we like is always making silly mistakes.

He is really _____.You can hear our loud

_____ even outside our house.

Our neighbour _____ at us

because he can hear us.

He _____ calls us a family of comedians.

Family Involvement



Players:
You need a paper bag and 11 cards cut out in the shape of clouds.

How to play:

- Write a spelling word on each cloud. Colour the bag blue and write **sky** on it.
- Take turns picking a cloud from the bag.
- Say the word on the cloud, the next person on your team spells the word and says it in a sentence.
- If the word is used correctly, keep the cloud.
- The team with the most clouds at the end wins.





One Minute Handwriting



Form the letters you see on each line provided.

K k K k K k K k

Ll Ll Ll Ll

K  for key

L for lollipop



Creative Writing

Complete the web below, then write a composition on the topic.





What did Showy Shandra do when no one heard her? Why do you think she did that?

Bonus (Integration)

- Work in groups of threes to conduct a survey in your school.
- Ask pupils to tell you activities they do when it's raining.
- Display the information collected on one of the following:

Bargraph

Pictograph

Tally Chart

Coming Attraction



Have you ever played a game of cricket before?

Talk about it with your friend.

Before You Read

Fun with the Tongue



A. Phonemic Awareness

"**pl**" Same or different?

Teacher's Activity: Reads the words in the circles and asks pupils to repeat them and pay attention to the beginning sound.

Pupils' Activity: Say the two words and listen to the sounds at the beginning of each word.

Teacher's Activities: Explains that if they hear the /**pl**/ blend at the beginning of both words, they should put their thumbs up. If both words do not have /**pl**/ blend, they should put their thumbs down.

play
plot

please
plenty

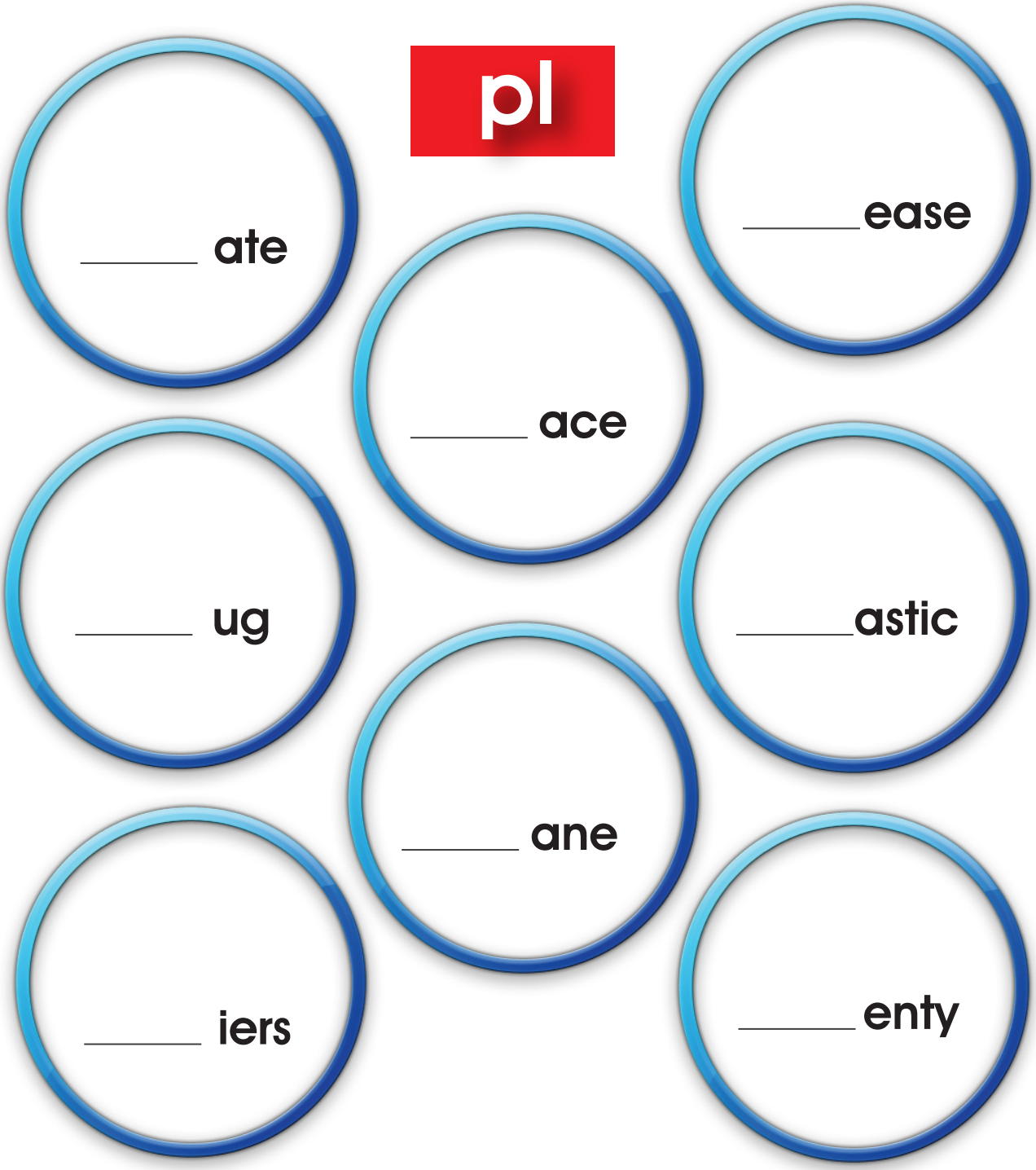
pleasure
plight

pledge
proud

place
pleasant

B. Phonics

Make words by adding **pl** to the beginning of the letters in the circles. Read the words.





Core Words

reached declared noticed

Use the words above to complete the sentences below.

1. Maria _____ the large stain on the window.
2. The referee _____ the winner of the match.
3. Malcom waved when he _____ the top of the mountain.

Practice Sentences

- **Read the sentence.**
- **Expand the sentence using adjectives.**

Barnwell was declared the most valuable player.

Let Us Read

from Atlantic Reader Three, page 35



After You Read

Story Wrap Up

- Collect newspaper clippings of cricket scoreboards.
- List the names of the bowlers on each team.
- Pretend you are a sports announcer, read the information on the scoreboard to your class.

SCOREBOARD — **WACA, PERTH**

WEST INDIES	Dismissal mode	Runs	Balls	4s	6s
Dwayne Smith	c Dhoni b Shami	6	20	1	
Chris Gayle	c Mohit b Shami	21	27	2	1
Marlon Samuels	run out	2	7		
Jonathan Carter	c Shami b Ashwin	21	43	3	
Denesh Ramdin	b Umesh	0	1		
Lendl Simmons	c Umesh b Mohit	9	22		
Darren Sammy	c Dhoni b Shami	26	55	2	
Andre Russell	c Kohli b Jadeja	8	8		1
Jason Holder	c Kohli b Jadeja	57	64	4	3
Jerome Taylor	c & b Umesh	11	18	1	
Kemar Roach	(not out)	0	1		
Extras (lb-5, w-16)		21			
Total (in 44.2 overs)		**182**			

Fall of wickets: 1-8 (Smith, 4.5 overs), 2-15 (Samuels, 7.2), 3-35 (Gayle, 8.6), 4-35 (Ramdin, 9.1), 5-67 (Simmons, 18.1), 6-71 (Carter, 21.5), 7-85 (Russell, 24.1), 8-124 (Sammy, 35.4), 9-175 (Taylor, 42.6)

India bowling: Shami 8-2-35-3, Umesh 10-1-42-2, Ashwin 9-0-38-1, Mohit 9-2-35-1, Jadeja 8.2-0-27-2

PowerPlay 1 (1-10): 38/4; **PowerPlay 2** (36-40): 42/1



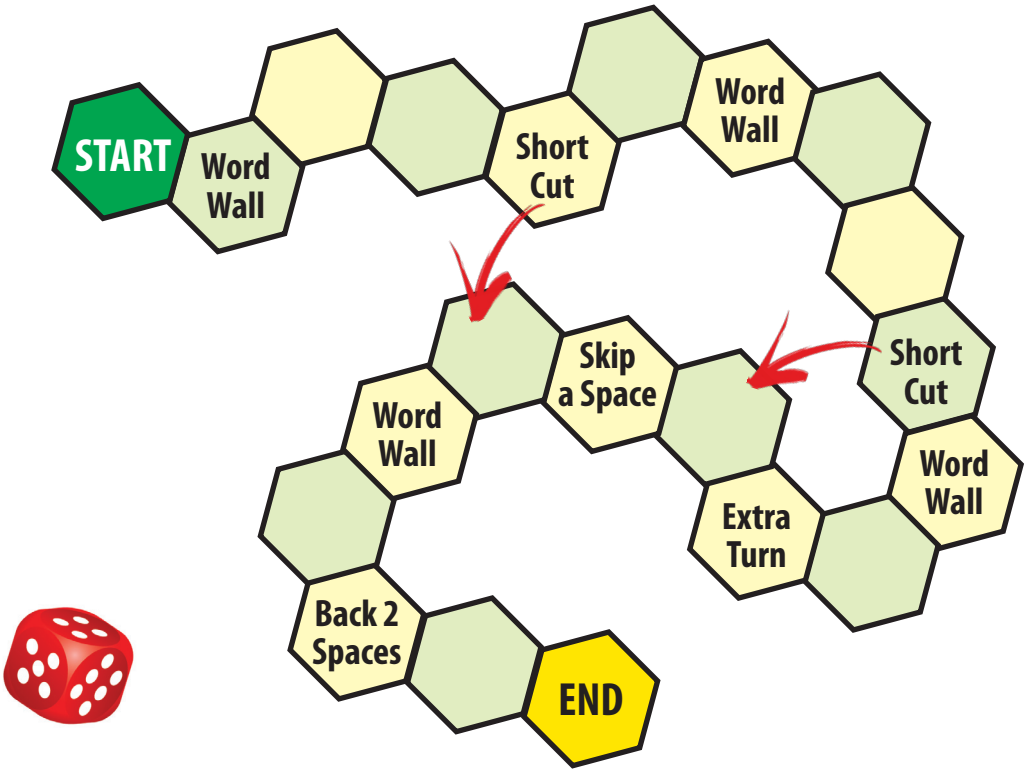
Co-operative Activity

Word Game: for 2 to 4 pupils

Each player needs a word-wall consisting of 10 words relating to a specific theme e.g cricket, nature.

How to Play

- Roll the die. You need four to start the game.
- Place your token on the first word-wall.
- You will select another player to choose a word from the word-wall for you to spell.
- If you spell your word correctly you will proceed with the game.
- First person to reach the end is the winner.



One Minute Handwriting



Form the letters you see on each line provided.

K k *K k* *K k*

P h *P h* *P h*

Creative Writing



Create a poster promoting a cricket match between Guyana Amazon Warriors and the Trinidad and Tobago Knight Riders, which will be played at the Guyana National Stadium.

GUYANA AMAZON WARRIORS

VS

TRINBAGO Knight Riders





Looking Back

- Write a paragraph describing the main character, Barnwell.
- Read and compare your paragraph with your classmates'.

Bonus (Integration)

Create a picture dictionary using objects associated with cricket.

Picture	Word	Meaning
	Cricket pads	Cricket pads, also known as leg guards, are protective gears which are used by batsmen in the game of cricket.

Coming Attraction

Have you ever seen masquerade dancers?
Say what you like about them.



Before You Read

Fun with the Tongue



A. Phonemic Awareness

Words ending with / ing /:

shouting	during	jumping
flouncing	waited	exciting
stamping	enjoying	danced

Teacher:

Have children choose a partner to stand with. Let them slap hands with their partners if the word listed above and pronounced by the teacher ends with / ***ing*** /.

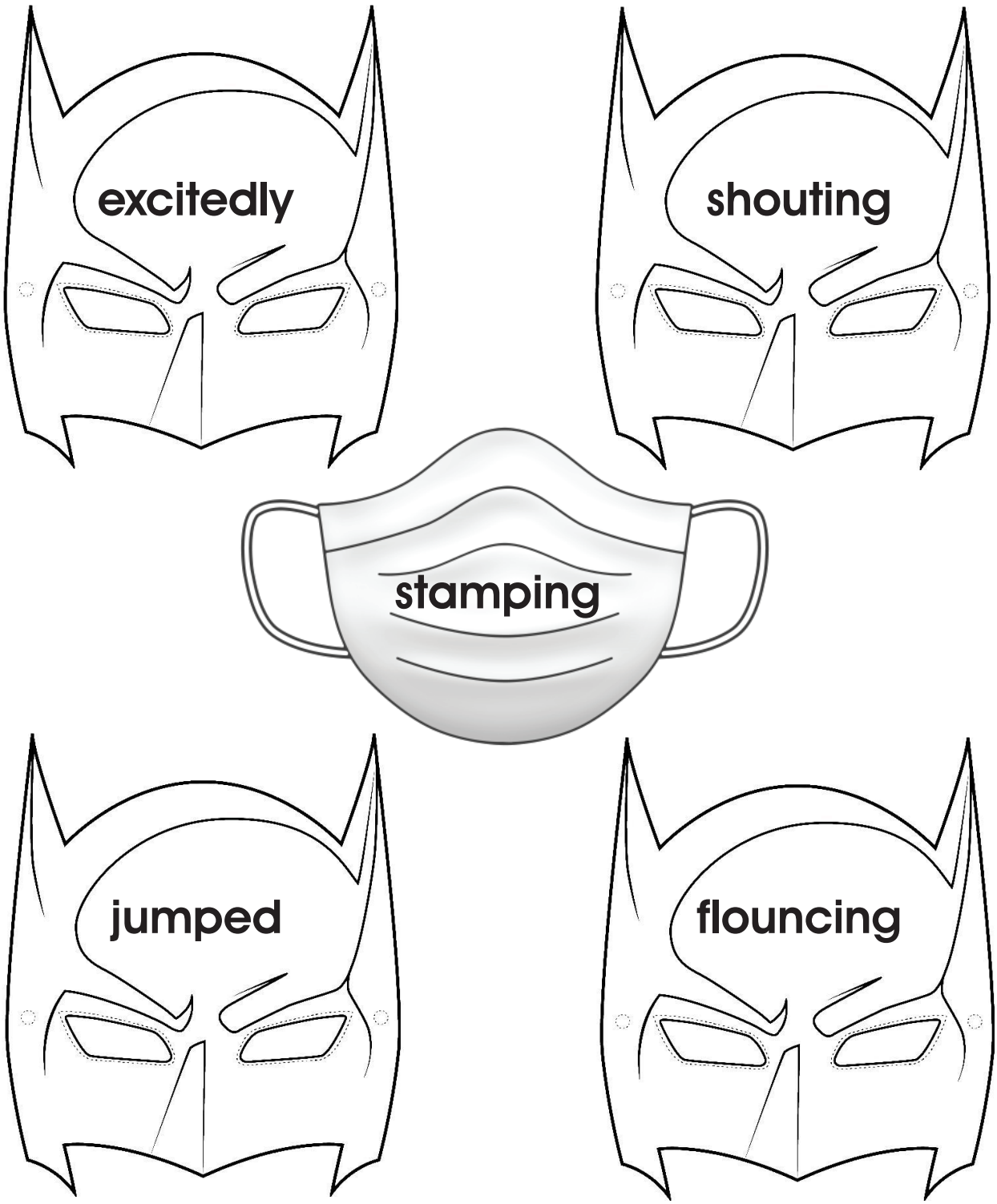
If the word does not end with the / ***ing*** /, they should stand still.



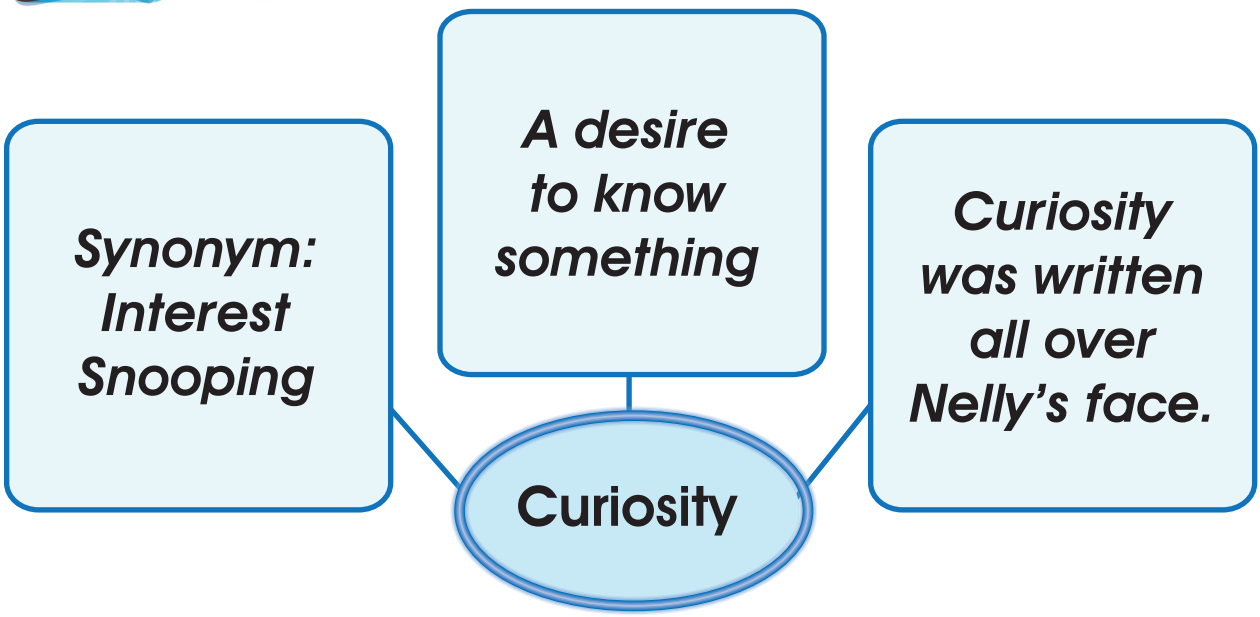
B. Phonics

Read the words on the masks.

Colour the mask if the word ends with / **ing** /

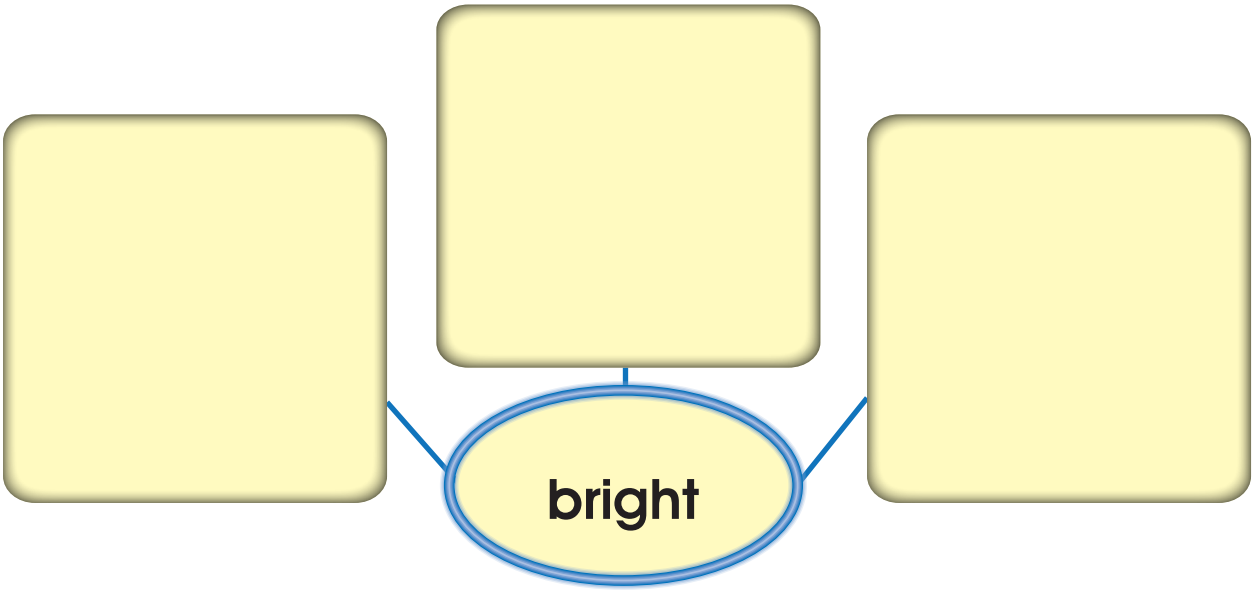


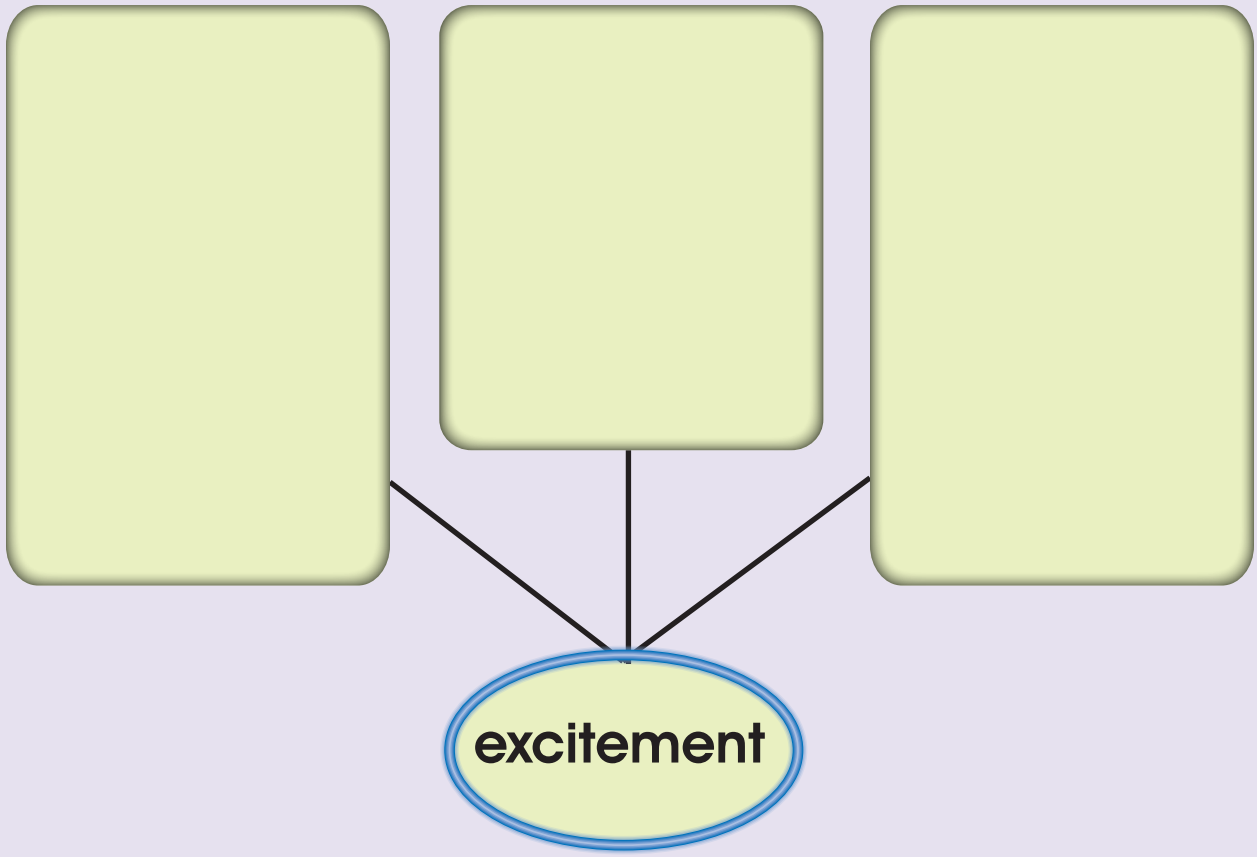
Core Words

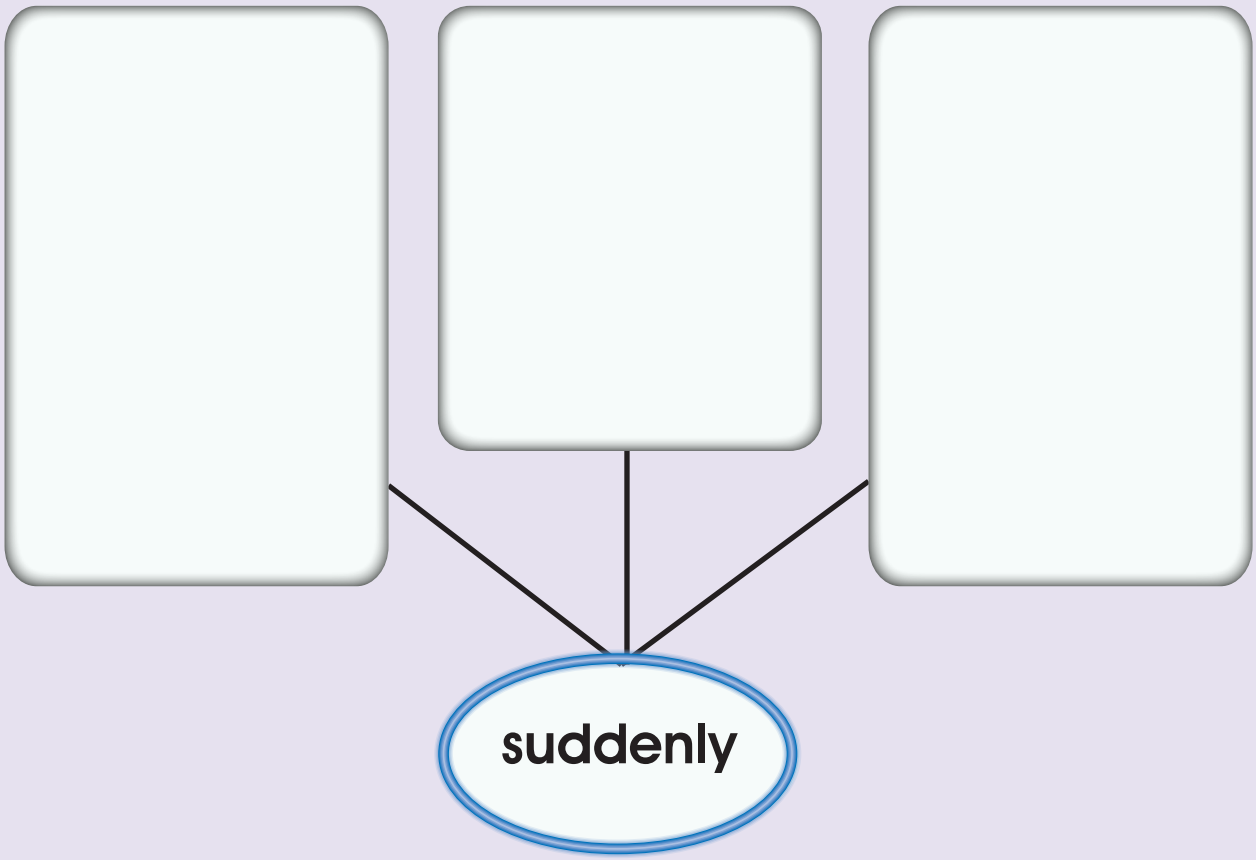


Create word maps similar to the one above using the words and maps below.






excitement


suddenly

Practice Sentences

Read the sentence.
Replace the word ***huge*** with ***enormous***,
now read the sentence again.

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



Let Us Read

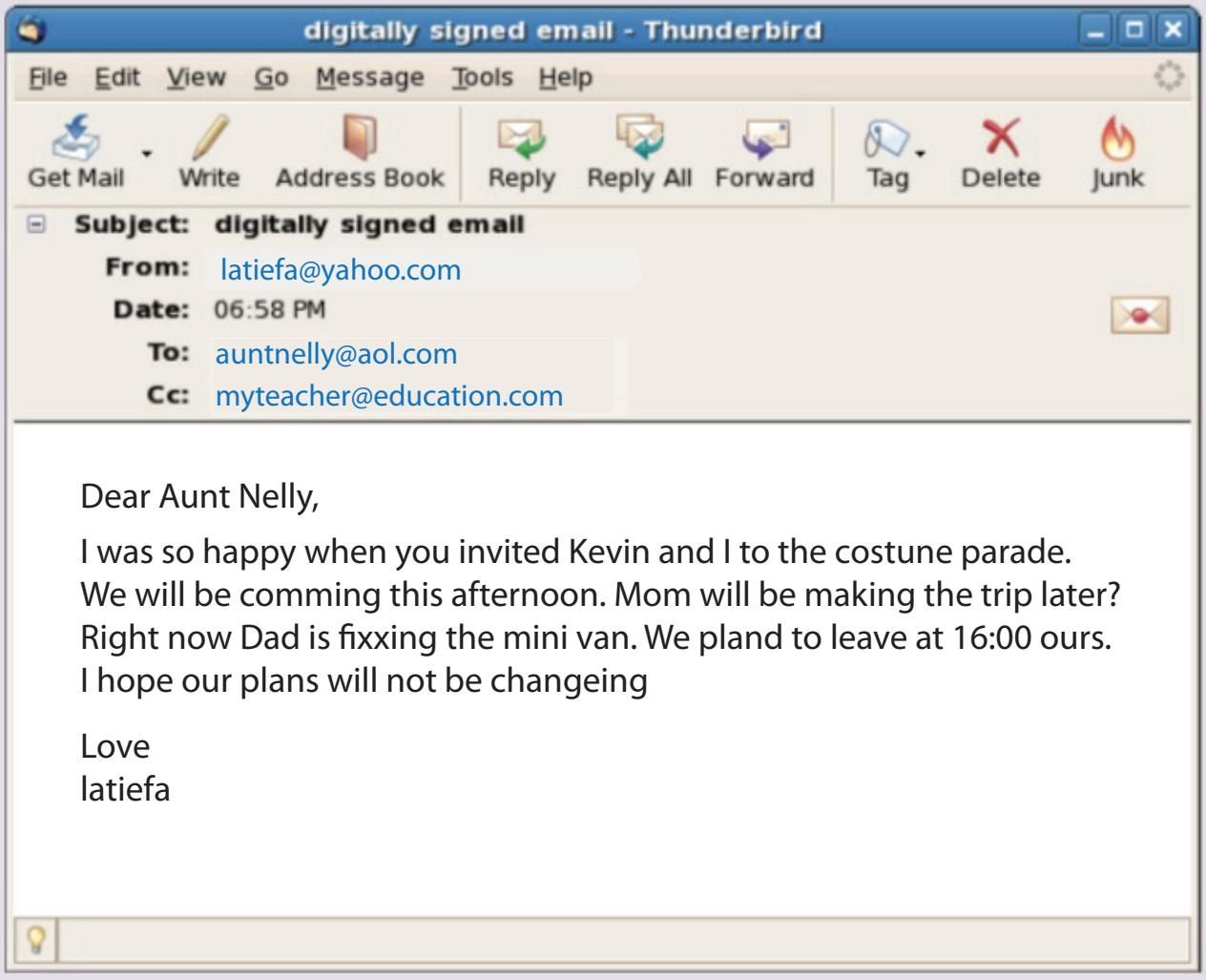
from Atlantic Reader Three, page 38

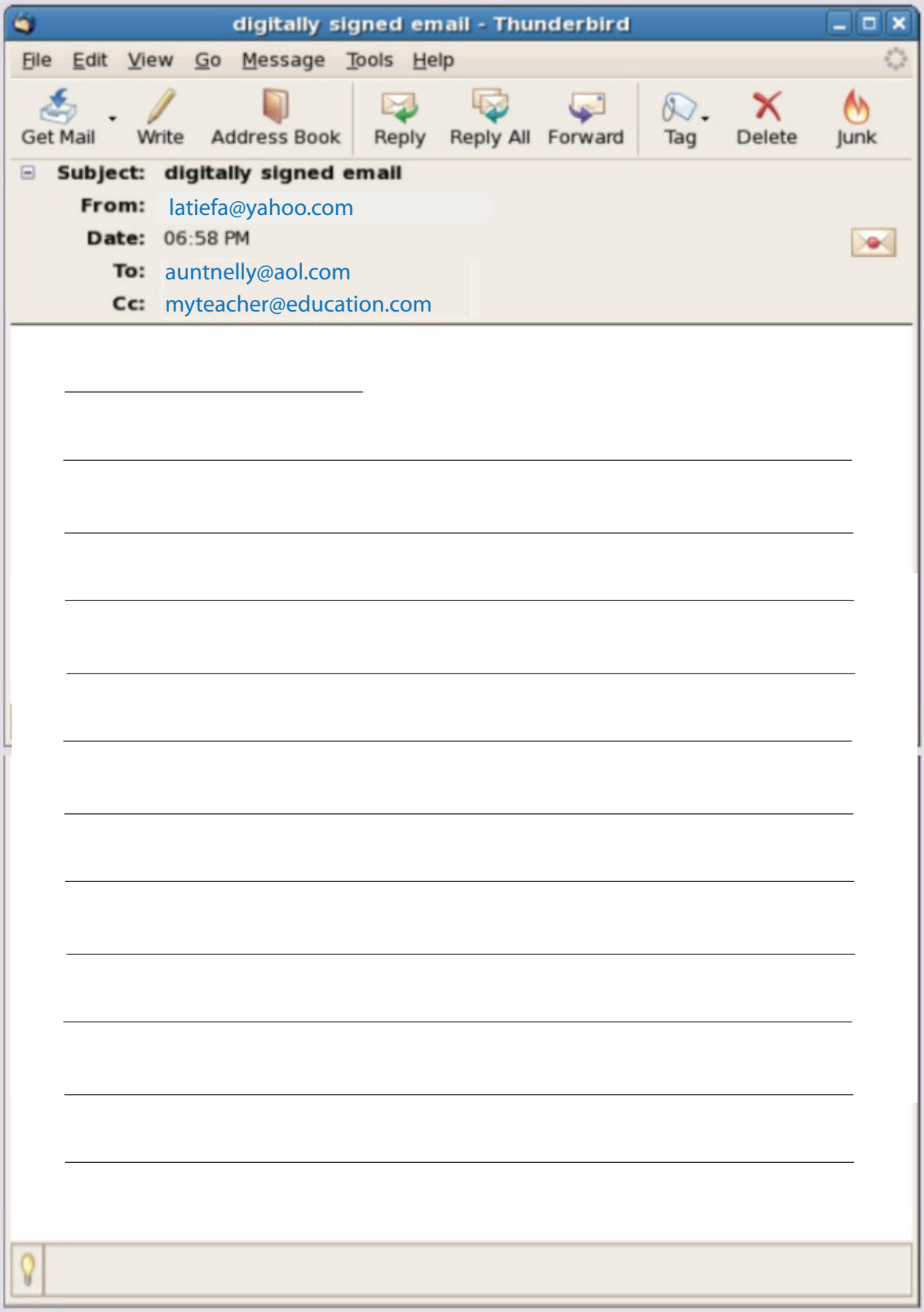


After You Read

Story Wrap Up

Proof-read the e-mail message below.
Find six spelling mistakes and two mistakes with punctuation marks. Rewrite the e-mail correctly.




digitally signed email - Thunderbird
File Edit View Go Message Tools Help
Get Mail
Write
Address Book
Reply
Reply All
Forward
Tag
Delete
Junk
Subject: digitally signed email
From: latiefa@yahoo.com
Date: 06:58 PM
To: auntnelly@aol.com
Cc: myteacher@education.com

Co-operative Activity

Hold a press conference with a partner about Mashramani activities planned by your class. First, prepare interesting facts and details. Tell this information to an audience of "reporters" (your classmates). Next, invite the reporters to ask questions.



Family Involvement

Using scrap materials found in your home, create a Mashramani costume with your family.

Remember to have someone dress in the costume, and be sure to take pictures.

Write three sentences describing what the costume depicts.

One Minute Handwriting



Form the letters you see on each line provided.

f f *f f* *f f*

g g *g g* *g g*

Creative Writing

- Find pictures of Mashramani activities, arrange the pictures to create a photo – essay.
- Write three sentences to describe each picture.
- Share your photo-essay with your class.







Looking Back

Use the correct group name or collections to complete the sentences.

band	posse	troupe	fleet
collection	string	team	

1. Everyone was impressed by the _____ of dancers.
2. Mr. Smith took a _____ of colourful pictures.
3. A _____ of policemen stood at the entrance of the National Park.
4. We passed a _____ of cars while walking to see the dancers.
5. The crowd became excited when they saw the _____ of musicians.



Bonus (Integration)

Create a facts file on the topic Mashramani.

Use pictures and drawings to make your facts file interesting.



Coming Attraction

Read and find out all you can about the festival of colours before the next lesson.



Before You Read

Fun with the Tongue



A. Phonemic Awareness

Words with / ph /









Look at the pictures; say the names of the pictures. Say the sound made by the /**ph**/.

Give your teacher examples of other words beginning with /**ph**/.

B. Phonics

Read the words. Say how many syllables are found in each word.
Write the number of syllables in the little boxes.

laugh		remembrance	
pharmacist		merriment	
elephant		triumphs	
pandit		friend	



Core Words

Create word families for the words below.

The first one is done for you.

Word	Word Families			
Celebrate	Celebrated	Celebrating	Celebrates	Celebration
plant				
work				

Practice Sentences

Identify this sentence after reading the story in Atlantic Reader Three page 41.
Now, read the sentence to your friend.

Draw a picture to represent the sentence.

Phagwah is a time for merriment.

Let Us Read

from Atlantic Reader Three, page 41



After You Read

Story Wrap Up

Create a poster inviting persons in your community to enjoy the Phagwah celebrations at the community ground.
Be sure to mention the food and games.

Co-operative Activity

Create a Phagwah exhibition in your class.

Work in groups to do research and display items.

Give a short presentation to the viewers, stating what you know and what you read.

Include pictures, drawings and specimens to make your presentation creative.



Family Involvement

Make a collage with your family.

Look in magazines and newspapers and cut out headlines.
Glue the headlines to a sheet of paper.
Cut out or draw pictures to go with the headlines.
Ask your teacher to display the collage in the classroom.

One Minute Handwriting



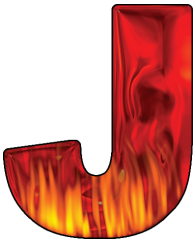
Form the letters you see on each line provided.

H h H h H h H h

J j J j J j J j



H for hook





J for jam

Creative Writing



Write two paragraphs for a young child who has never seen persons playing Phagwah. Describe some of the exciting things he or she might see.
Make your description clear and interesting; use adjectives to make your writing colourful.

Looking Back

You are entering a Phagwah competition. Complete the application form below.



Phagwah Competition

Your Name: _____

Address: _____

Date of birth _____

You are: ☐ Male ☐ Female

Bonus (Integration)

Pretend you own a store that sells items for a festival.

Write a good name for your store.

Make a list of the items you will sell.



Items on sale

Coming Attraction

Find out all you can about the festival Eid-ul-Fitr.

Before You Read

Fun with the Tongue

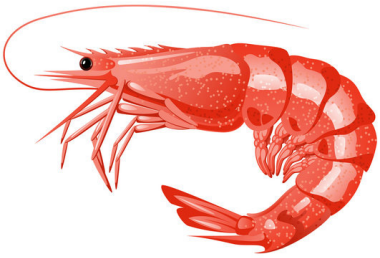


Phonics

Three - letter Blends / thr / and / shr /

Say the name of each picture.
Listen for the beginning sound of the word.
Write the beginning blend /**thr**/ or /**shr**/ on the line that names the object.

3







Core Words

From the box, select and write the appropriate vocabulary word next to its definition.

fast	**prosperity**	**distribute**
sacred	**exchange**	**indulge**
tasty	**smoke**	

1. To share. _____.
2. Moving with speed. _____.
3. To give and receive in return. _____.
4. Having wealth and strength. _____.
5. Being holy. _____.
6. Visible air produced by burning._____.
7. Having a pleasant flavour. _____.
8. Enjoying the pleasure of something. _____

_____.

Practice Sentences

Adjectives:

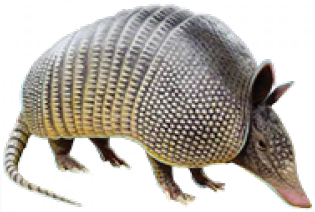
Read the sentences.
Underline the words that describe ***a taste***.
Circle the words that describe ***a smell***.
Draw a box around the words that describe how something ***feels***.



1. The vermicelli was sweet and delicious.



2. My toy is soft and fluffy.



3. The hungry armadillo lived in the hole under the tree.



4. The Indian food was spicy.



5. The fresh smell of roses filled the air.



6. Cold ice-cream was our dessert.



7. I ate the tasty sweetmeats.

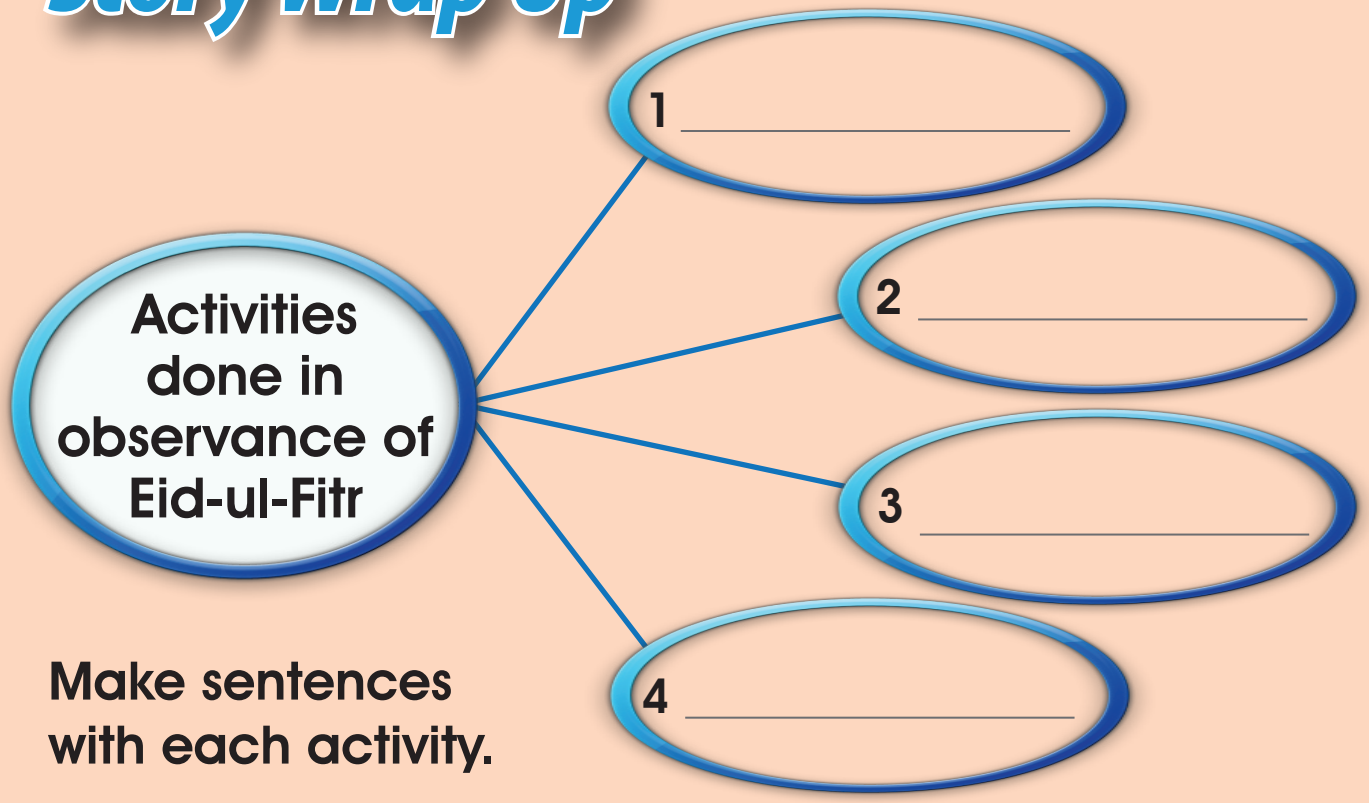
Let Us Read

from Atlantic Reader Three, page 45



After You Read

Story Wrap Up



Make sentences with each activity.

Co-operative Activity

Get together in groups of fours and design a Scrapbook on Eid-ul-Fitr.



Family Involvement

Get together with your family.
Make and decorate greeting cards for Eid.

One Minute Handwriting



Form the letters you see on the line provided.

fast fast fast fast

Creative Writing



Think about one of the sweetmeats you would like to prepare to celebrate Eid-ul-Fitr. Ask a relative how to prepare this dish. Now, let us write together.

How to prepare _____

To make this dish, you will need: _____

_____ .

First, you have to _____

_____ .

The next step is _____

_____ .

Then you _____

_____ .

Lastly, you _____

_____ . Now, it is time to

_____ the sweetmeat to family and friends.

Looking Back

Do an Acrostic using the word:

E - _____ U - _____ F - _____

I - _____ L - _____ I - _____

D - _____ T - _____

R - _____

Bonus (Integration)

Write the recipe for making Sawine.

Sawine Recipe

_____

_____

_____

_____

_____



Coming Attraction

Group Work: Find out about the story of Easter.

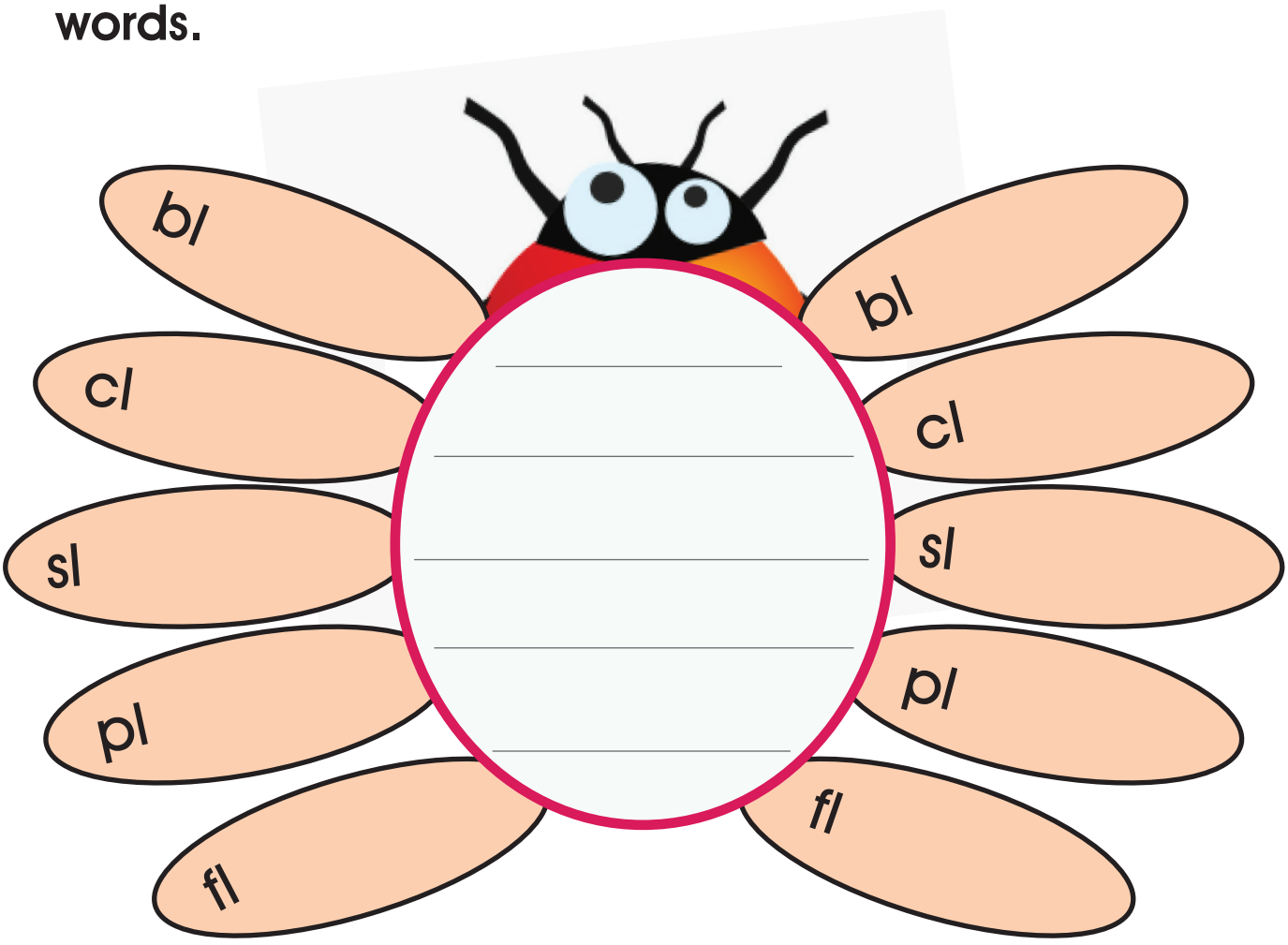
Before You Read

Fun with the Tongue



Phonics

Complete the Blend Bug by adding letters to form words.

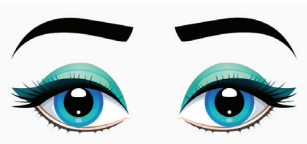


CORE WORDS

Write comparison with '**like**' or '**as**'.

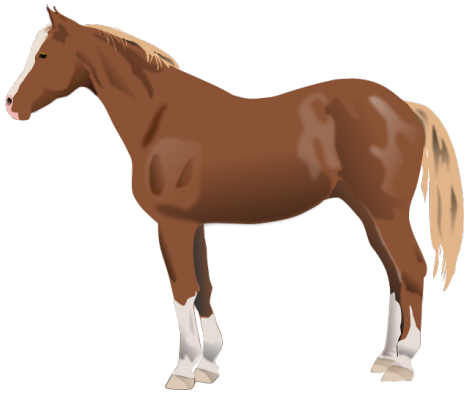
- Complete each sentence to compare the items pictured.
- Use '**like**' or '**as**' to compare.

For example:

Her  are **as** blue as the sky. 

1. She smells _____ a rose. 

2. He slept _____ a baby. 

3. The sandwich was _____ big as a horse. 

One Minute Handwriting



A sentence is a group of words that tell a complete idea. It begins with a capital letter and most of them end with a **full stop** (.)

Find the sentence. Write the sentence on the line.

1. (a) Always looking
   (b) always looking to buy a kite
   (c) He was always looking to buy a kite.

2. (a) His favourite kite was the eagle-shaped one.
   (b) His favourite kite
   (c) looks like an eagle

3. (a) lu kites
   (b) Lu loves
   (c) Lu loves kites.

4. (a) His mother said it was a good idea.
   (b) good idea
   (c) His mother said

5. (a) first place $50 000
   (b) The first place prize is $50 000.
   (c) The first place prize

Let Us Read

from Atlantic Reader Three, page 48



After You Read

Story Wrap Up

Complete the Chain of Events.

Topic: Going to the Seawall

Write your plan in sequence.
Use only one or two words in the blocks.

1	2
3	4

Co-operative Activity

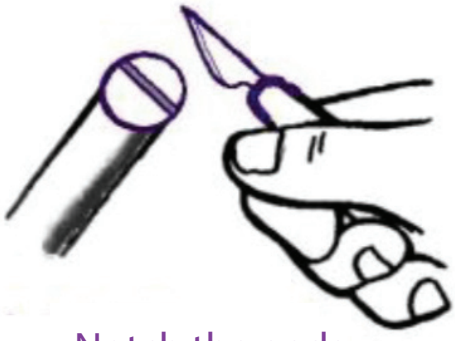
Let's make a kite!

Materials Needed:

- 2 pieces of wood, 32 inches and 36 inches long
- plastic covering material (trash bags work great)
- string
- yardstick
- scissors
- masking tape
- pencil and chalk
- wood glue

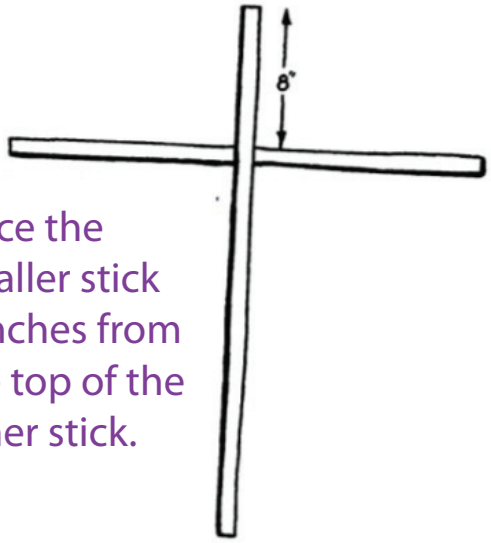
Just follow each step and you will end up with a nice kite, all ready to take outside to fly!

1. Ask your teacher to help you cut a notch in the ends of both sticks. Mark the center of one of the sticks by measuring it.
Now, measure and mark a spot 8 inches from the end of the other stick.

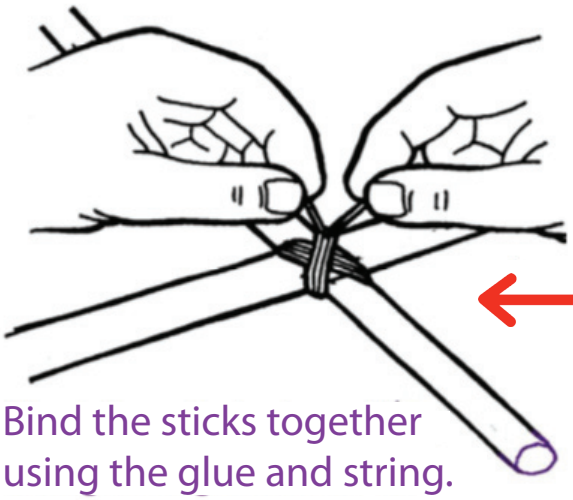


Notch the ends of both sticks

2. Lay one stick across the other by placing the center spot on the first stick on the spot on the other stick that you measured 8 inches from the end. Use some wood glue to hold the sticks in place.



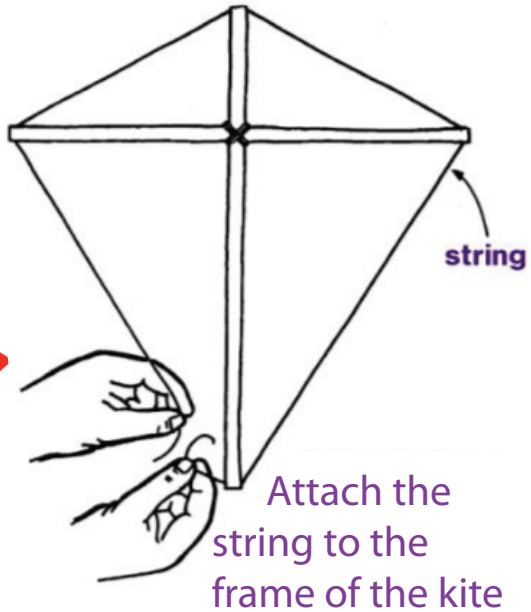
Place the smaller stick 8 inches from the top of the other stick.



Bind the sticks together using the glue and string.

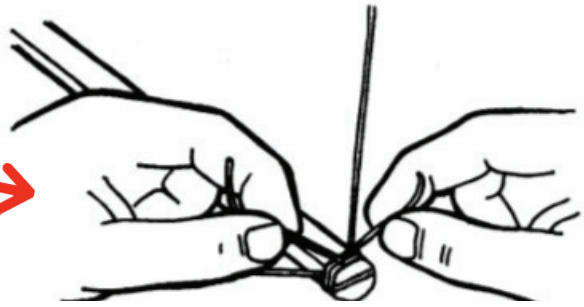
3. While the wood glue is still wet, add some extra support to the sticks by wrapping string tightly around the joint. It's best to let the sticks sit for a half hour or so to give the glue a chance to dry a bit.

4. Now it is time to put the frame string around the kite. You need to stretch the string through the notches you made in the ends of the sticks. This will form the outer edge of the kite.
Be sure to pull the string tight and tie the ends of the string securely with a knot.

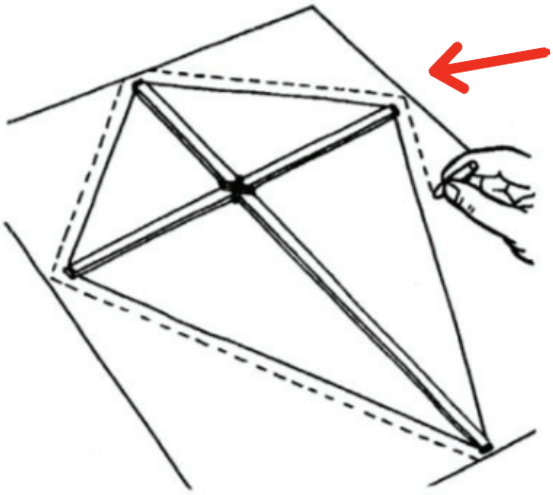


Attach the string to the frame of the kite

5. Next, you'll need to secure the framing string in place. Do this by taking some string and wrapping it around the notch on both sides of the framing string. If you like, you can also add a bit of glue to help hold it.



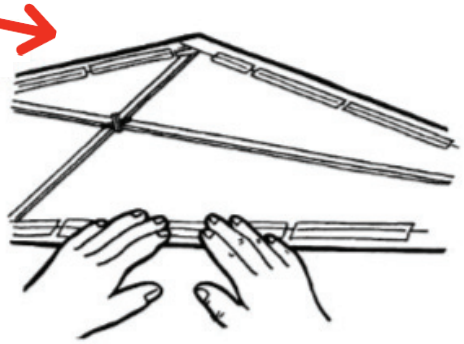
Hold the string in place on the frame by wrapping it around the end and add some glue.



Lay the frame on the plastic cover and trace the pattern using chalk or crayon.

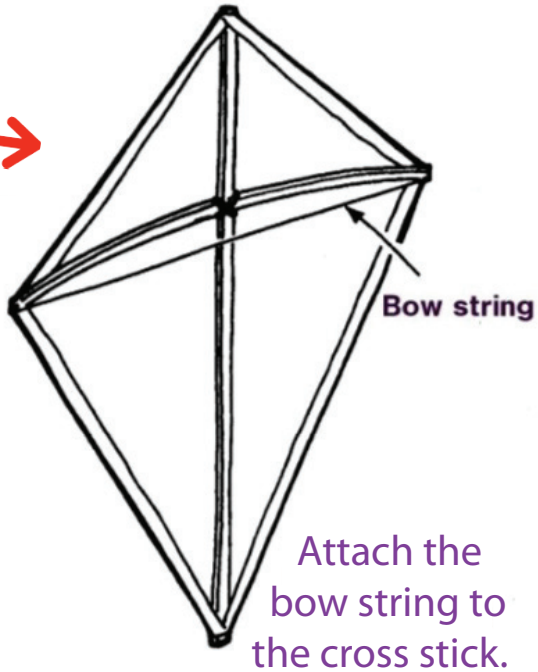
6. Now that the kite frame is complete, you need to make a pattern for the covering. Do this by laying the frame on top of the plastic. You can use chalk to trace around the outside of the frame, but you want to mark an inch outside the frame to allow for folding the edge and attaching the pattern to the frame. Use the scissors to carefully cut out the pattern.

7. Now it's time to attach your pattern to the kite frame. Fold the edges of the pattern over the string and fasten it with the masking tape. If you like, you can decorate the pattern with stickers or anything you like, so long as it is not going to be adding much weight to the kite. If the kite gets too heavy it won't fly well.

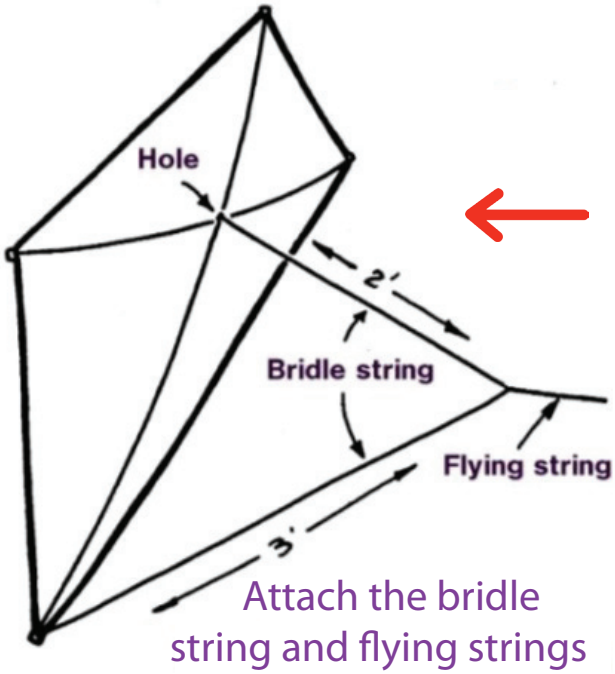


Fasten the pattern to the frame using tape.

8. Next, attach a piece of string to the notch in one end of the cross stick. What you want to do is bow the cross stick to about a 4 inch bow and then tie the string to the notch on the other end of the cross stick. You may want to have someone hold the cross stick in place while you tie the string. Be careful not to bow the stick too much so it breaks.



Attach the bow string to the cross stick.



Attach the bridle string and flying strings

9. Get an adult to help you make a small hole where the two sticks cross. This will be used to attach the bridle string. Take a piece of string about five feet long and feed it through the hole. Tie the end of the string around both sticks. Tie the other end of the string to the notch at the bottom of the kite. Now all you need is to attach the flying string. Tie the flying string to the bridle about two feet from where the bridle string is tied to the cross piece. This kite doesn't need a tail, however you can attach one if you like.

10. Make a tail by tying a small ribbon roughly every 4" along a 40" piece of string. Securely tie the tail to the bottom of the long vertical wooden dowel.



You are now ready to fly your kite! Your kite should fly well in a light breeze. You can adjust the flying angle of the kite by moving the flying string up or down on the bridle.





Family Involvement

Let your family help you make a kite to take flying with your class.





One Minute Handwriting



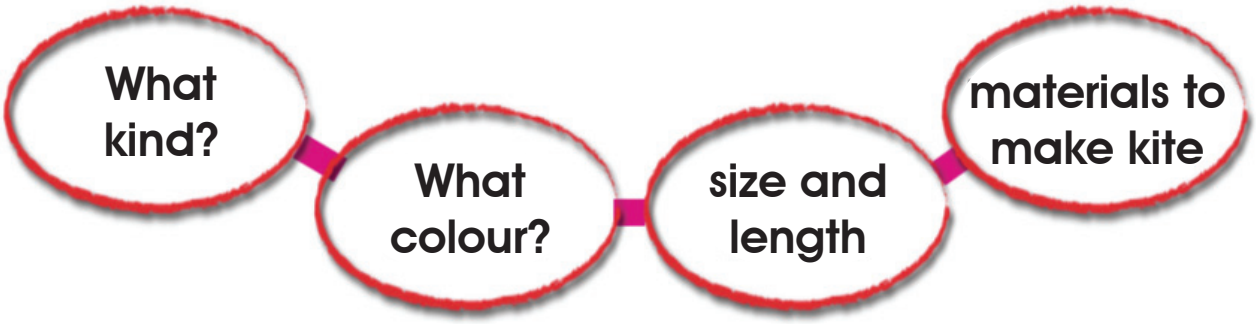
Form the letters you see on each line provided.

Many Many Many

Creative Writing



Write a descriptive paragraph about the kite you and your family made. Use the web below.





Looking Back

Take a glance at the story '*Contest of Kites*' and then answer the questions below.

1. What was the text about?
2. Why couldn't Lu enter his eagle-shaped kite in the contest this year?
3. How many kites were Lu planning to enter into the contest this year?
4. When will the kite contest be held?
5. Where did Lu plan to spend Easter this year?
6. How do you feel about how the story ended?

Bonus (Integration)

Talk about kite sizes and shapes.

Coming Attraction

Have you ever visited the National Stadium?

- Say what you know about the Providence Stadium.
- Get pictures of Providence Stadium and paste them in your book.

Before You Read

Fun with the Tongue



Phonics

Silent Consonants / wr / / gh / / gn /

wr	gh	gn
wrong	right	gnat

Choose from the list the word that best completes the sentence. Write it in the space provided.

write	fight	light	sign	right

1. Read the _____ on your way to school.
2. Did you get all your sums _____?
3. The _____ should not be on.
4. The soldier was proud to _____ for his country.
5. Tonight I have a long letter to _____.

CORE WORDS

How many new words can you create from the words:

CARIBBEAN *and* **APARTMENTS**

One Minute Handwriting



Shade the circle next to the sentence which has the subject of the sentence underlined.

1
- ◯ The Stadium **is** large.
- ◯ **The Stadium** is large.
- ◯ The Stadium is **large**.

2
- ◯ 15,000 people **attended** the matches.
- ◯ **15,000 people** attended the matches.
- ◯ 15,000 people attended **the matches**.

3
- ◯ **The Stadium** replaced Bourda Ground.
- ◯ The Stadium **replaced** Bourda Ground.
- ◯ The Stadium replaced **Bourda Ground**.

4
- ◯ **World Cup cricket** was held in March 2007.
- ◯ **World** Cup cricket was held in March 2007.
- ◯ World Cup cricket **was** held in March 2007.

5
- ◯ Lasith Malinga **bowled brilliantly**.
- ◯ Lasith Malinga bowled **brilliantly**.
- ◯ **Lasith Malinga** bowled brilliantly.

Let Us Read

from Atlantic Reader Three, page 53



After You Read

Story Wrap Up

Design a ticket for the Super Eight Matches in 2016 Cricket World Cup at the Providence Stadium. Guyana is the host.

Co-operative Activity

Plan a cricket match. Boys against girls or your class against another class.

Family Involvement

On a family visit to the Providence Stadium, take a picture of the Stadium and paste it in your Social Studies book.



One Minute Handwriting

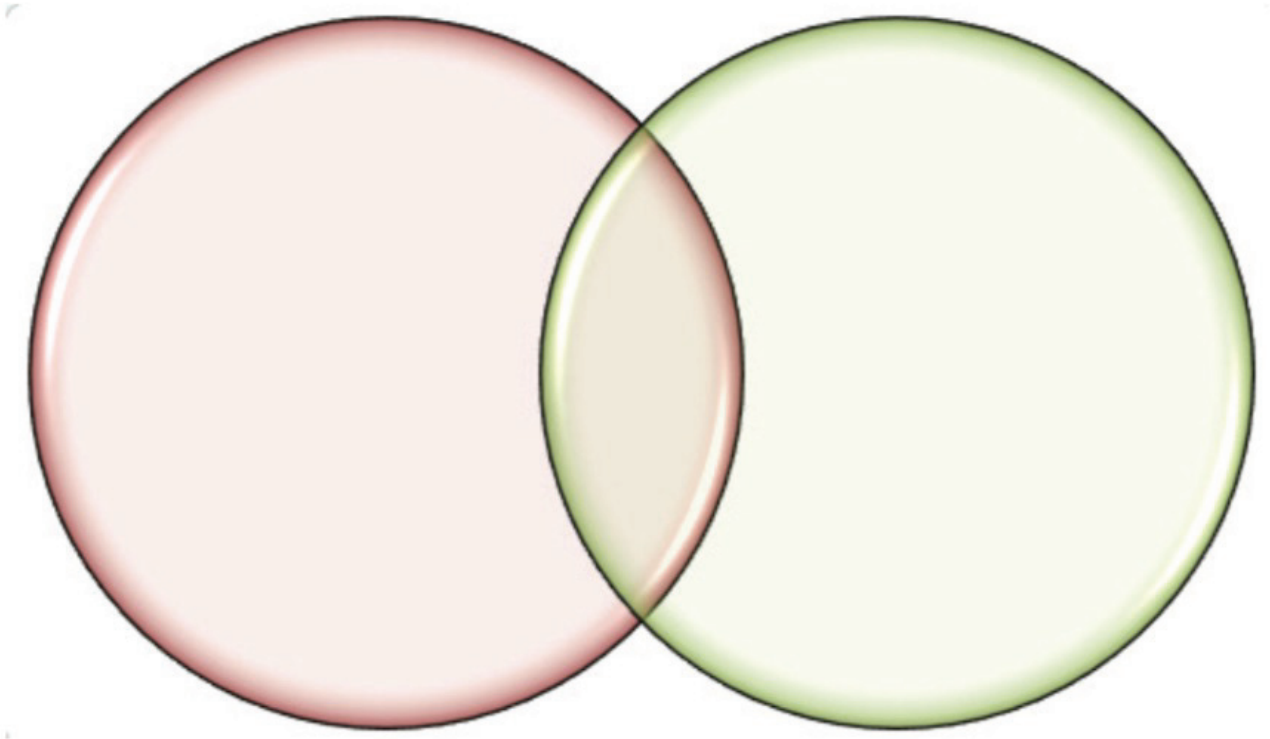


Form the letters you see on each line provided.

Tt *Tt* *Tt* *Tt*

Creative Writing

Use the Venn Diagram to compare the Providence Stadium with the Bourda Cricket Ground.



Providence Stadium

Bourda Cricket Ground





Looking Back

Complete the cloze passage using the story you just read in Atlantic Reader Three, page 53.

The Providence Stadium _____

the Bourda Ground. Many cricket _____

were played at the _____.

Famous _____ made century

of _____ at Bourda.

The _____ was built to host

Super _____ matches in 2007.

This was for the _____

_____ matches.

Bonus (Integration)

Join with other pupils to make a cricket bat and a hard ball.



Coming Attraction

Have you ever had a surprise party? Then, check out the next unit.



Before You Read

Fun with the Tongue



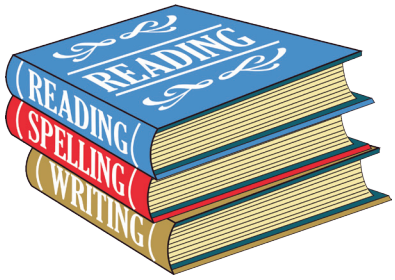
Look at the pictures on the left.
Read the word that names each picture.
Use the prefix **dis** to write the word that names the opposite under each picture on the right.



agree



_____





order





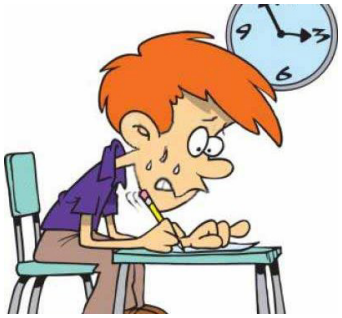
approve





comfort





pleased

CORE WORDS

Form as many words as you can using the letters in the words that follow.

CELEBRATE



STADIUM



One Minute Handwriting



- Contractions are used in sentences to set the tone. A contraction is a short way to put two words together.
- A ***verb*** and the word ***not*** can be put together to make a contraction.

1. are + not = ***aren't***
2. did + not = _____
3. do + not = _____
4. does + not = _____
5. has + not = _____
6. is + not = _____
7. was + not = _____
8. were + not = _____

Let Us Read

from Atlantic Reader Three, page 57



After You Read

Story Wrap Up

After reading about Arya's Surprise Party from Atlantic Reader Three, pages 58 and 59, complete the outline below. Write in full sentences.

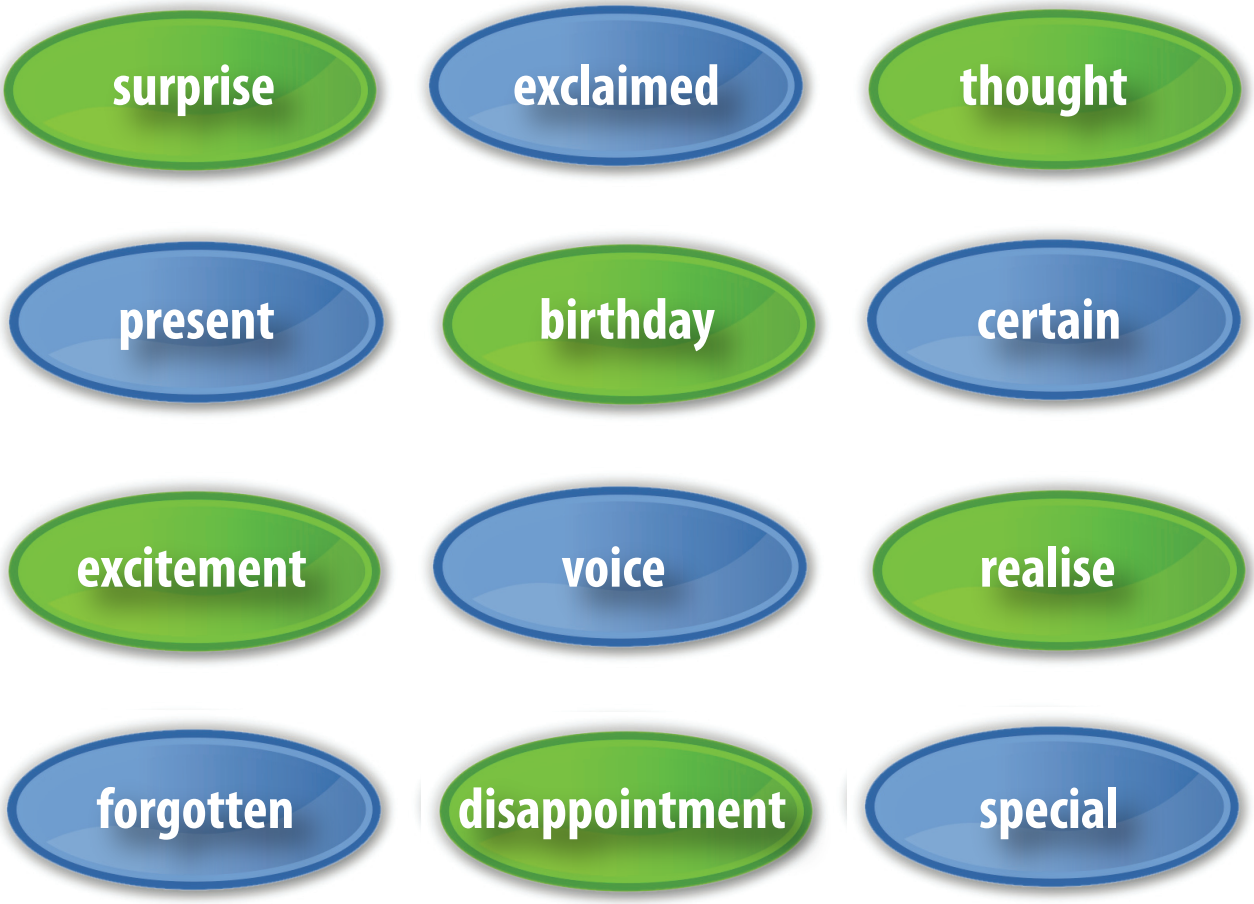
1. What is the main idea?

2. Reflect on how you would feel if your family forgot your birthday.

Co-operative Activity

Memory Game!

- Make word cards from the words below.
- Each word must have a pair word.
- Layout the cards face down.
- To play the game, you must pick up two cards with the same word.
- The person with the most cards is the winner.



Family Involvement

Ask your parents to help you write down all the things needed for a birthday party.

One Minute Handwriting



Form the letters you see on the lines provided.

party party party

Creative Writing

Write a letter inviting your friends to your sister's surprise birthday party.



Guess WHOOOO is having a

Surprise Party?



Looking Back

Write the events of the story '**Arya's Surprise Party**' in sequence.

Event 1 _____

Event 2 _____

Event 3 _____

Bonus (Integration)

Design a birthday cake for Arya.

Coming Attraction

Think about your first visit to the dentist.



Before You Read

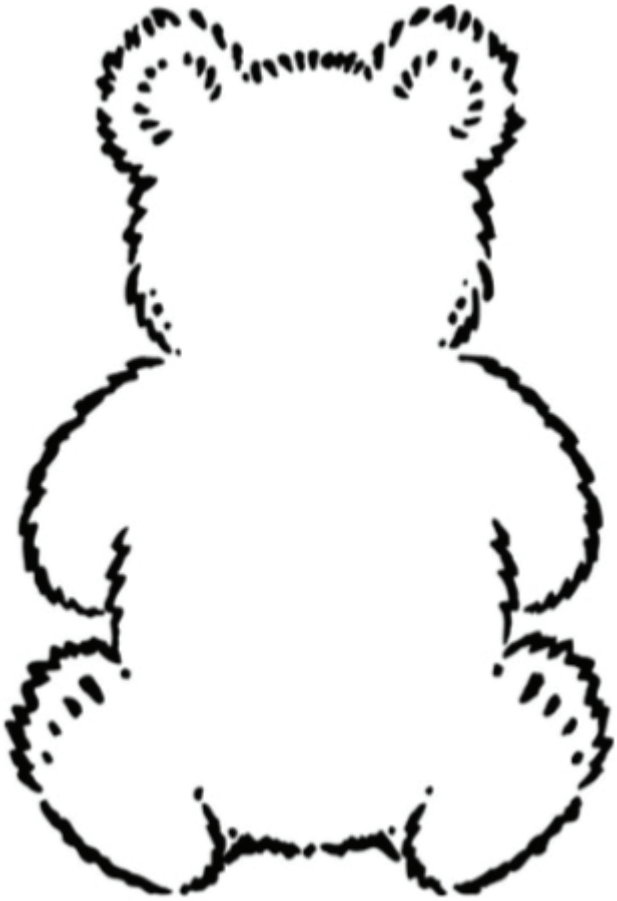
Fun with the Tongue



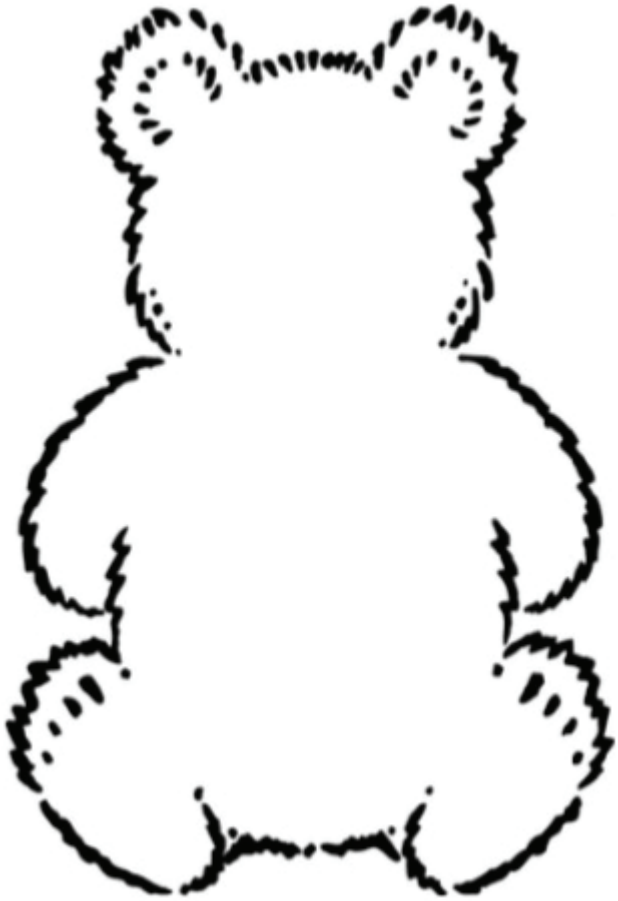
Building Word Families

Decorate the teddy bear with st and sh words.

st words



sh words



Core Words

We know going to a dentist for extraction is not pleasant.

Fitting your word choices into a verse pattern, complete this rhyme about being a happy kid.

Use these words:

ends **seek** **friends** **peep**

We love to play hide and _____.

Because we can run and _____.

We don't like when it _____.

One Minute Handwriting



Subject verb agreement.

Shade the circle next to the sentence which has the correct subject and verb agreement.

1
- ◯ Ann and Pat walks to a new school.
- ◯ Ann walks to a new school.
- ◯ Ann and Pat walkes to a new school.

2
- ◯ The girls like their old school.
- ◯ The girls likes their old school.
- ◯ The girl like their old school.

3
- ◯ Their friend live in another town.
- ◯ Their friends live in another town.
- ◯ Their friends lives in another town.

Let Us Read

from Atlantic Reader Three, page 62



After You Read

Story Wrap Up

Write what you know.

Topic: A Visit to the Dentist

Who?	
Why?	
What happened?	
How did the writer feel?	
What finally happened?	

Co-operative Activity

Let's Pretend!

Dramatise the story-
A Visit to the Dentist.



Family Involvement

Discuss with persons at home why you should visit the dentist at least thrice per year.



One Minute Handwriting



Form the letters you see on each line provided.

th *th* *th* *th*

Creative Writing



1. Write what you know about the dentist.

2. Say why you like or dislike going to the dentist.

Looking Back

Name the characters of the story-
'***A Visit to the Dentist***'

Say why you think the '***Dentist***' is important in our lives.

Bonus (Integration)

Draw the types of teeth.

Coming Attraction

Before You Read

Fun with the Tongue









respect → disrespect → disrespectful

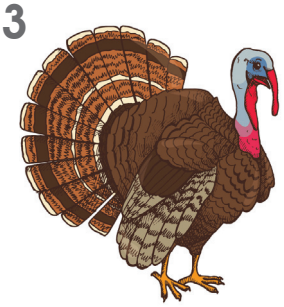
Complete the table below

Word	Add Prefix	Add Suffix
respect	disrespect	disrespectful

CORE WORDS

1  cent _____

2  sh _____ t

3  t _____ key

4  ladd _____

5  g _____ l

Use the words above to make these sentences complete.

1. Deshanna is the tallest _____ in my class.
2. My dad used a _____ to fix the gutters on the roof.
3. Latiefa placed the vase of flowers in the _____ of the table.
4. On our school tour we saw a large _____.
5. Ms. Persaud wore a lovely red _____ today.

One Minute Handwriting



Mark the letter which has the item that completes each sentence correctly.

1. "I'm going on a hot-air balloon _____" said Ms. Persaud.

   (a) ride *(b) ride.* *(c) ride,* *(d) ride?*

2. "Wow! That's so _____ " exclaimed Phil.

   (a) cool *(b) cool!* *(c) cool.* *(d) cool?*

3. "I'll ask my _____ " Sherry said.

   (a) dad. *(b) dad,* *(c) dad* *(d) dad?*

4. What is it _____ inquired Latiefa?

   (a) like," *(b) like."* *(c) like?,"* *(d) like?"*

Let Us Read

from Atlantic Reader Three, page 66



After You Read

Story Wrap Up

1. Write two sentences that tell what happened **before** the tour.

Before the tour



2. Write two sentences that tell what happened during the tour.

During the tour



3. Write two sentences that tell what happened at the end of the tour.

Ending the tour



Co-operative Activity

Let's play "***Find the word in your Dictionary***"

Divide class into small groups. Each group should be adequately equipped with dictionaries.

The group that finds the most words in a given time will emerge the winner.

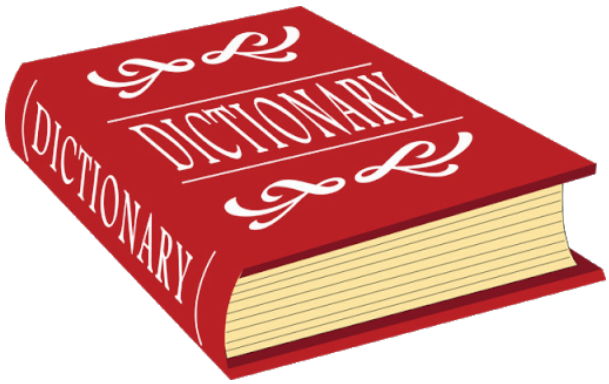
INSTRUCTIONS:

- Each player will place dictionary under their arm.
- Instructor will say "Shield your Sword," then "draw", players will raise dictionary in the air.

  Instructor will say "***find the word...*** "

  observe, celebrate, educate, through, promise, competition, fasten

  and any other word that was recently used.
- The score keeper will declare the winner based on the most words found.



Family Involvement

Help your teacher to prepare a class rally on ***Youth Week***.
Invite your parents. Be sure to have activities that will give messages about youths.

One Minute Handwriting



Form the letters you see on each line provided.

Ff *Ff* *Ff* *Ff*

Creative Writing



Write a short dialogue between two youths on a disagreement over a lost pencil case.

Notepad

Looking Back

Describe the event that would make you remember or not remember the tour.

Bonus (Integration)

Looking at the picture on page 66 in your Reader, what is the ratio of boys and girls on the tour?

Explain your answer.

Coming Attraction

Have you ever attended a wedding?
If 'Yes' tell your friends about it.



Before You Read

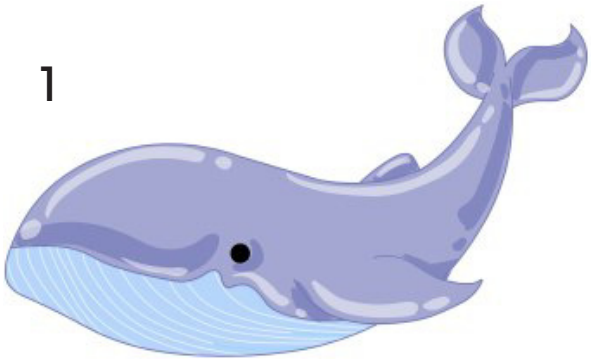
Fun with the Tongue



Phonics: Consonant Digraphs

Fill in the spaces with consonant digraphs to finish each picture word.

1



_____ ale

2



fi _____

3



_____ ild

4



mat _____

Use the words you wrote on the page before to complete these sentences.

1. The _____ was reading a story to his father.
2. Dad lit the fire with a _____.
3. A _____ is a very large animal.
4. I take care of my pet _____.



Core Words

Write the letter near to the phrase that gives the meaning of each word.

1. _____ family
2. _____ firefighter
3. _____ dangerous
4. _____ listen

A. A person whose job is to stop fires.

B. To pay attention to what someone is saying or to something that you hear.

C. A group of people who are related to each other, such as moms and dads and children.

D. Able or likely to harm you.

Practice Sentences

There is a special set of words that we use to join up our ideas.
These words are called ***Conjunctions***.

Circle the conjunctions in the sentences.



We can go out when it stops raining.

We'll go out if it stops raining.

We can't go out because it's raining.

We can't go out until it stops raining.

It's raining, so we can't go out.

We can't go out while it's raining.

We'd like to go out, but it's raining.

We can't go out unless it stops raining.

Let Us Read

from Atlantic Reader Three, page 70



After You Read

Story Wrap Up

What kind of wedding was it?

How did the couple feel about each other?

Why do you think they got married?

Co-operative Activity

Let's design a Scrapbook!

Design a scrapbook on the different types of wedding garments there are for the various religions.

Family Involvement

Interview someone at home about how they started dating before they got married.

One Minute Handwriting



Form the letters you see on each line provided.

$\mathcal{X}$ $\mathcal{x}$ $\mathcal{X}$ $\mathcal{x}$ $\mathcal{X}$ $\mathcal{x}$

Creative Writing



Write a paragraph describing a wedding you attended.



Looking Back

Complete the cloze passage using the story

'***The Wedding***' in Atlantic Reader 3, page 70 and 71.

James and _____ fell in love with each _____ when she was in the _____.

Paula was _____ , she got her _____ broken. James was the _____ who looked after her at the _____. When _____ was well, they decided to get _____ .

Bonus (Integration)

Imagine the wedding cake from the wedding and draw a picture.

Coming Attraction

- Discuss with a friend some of the end of year activities your school would have
  e.g. party, concert, graduation.
- Say which one you enjoy most.

Before You Read

Fun with the Tongue



Phonics

Circle the words with the same vowel sound as '***boy***' and '***oil***'.

coin	ton	join	spoil
choir	toy	story	spoon

Core Words

Circle the ***suffix*** in each word.

1. teacher
2. actor
3. nicely
4. selfish
5. careful
6. quickly
7. feverish
8. operator
9. joyful
10. singer

Practice Sentences

Making two short sentences into one.

Here is a simple sentence.

Suzie is on the beach.



Here is a another sentence.

She is playing with her friend, Doris.



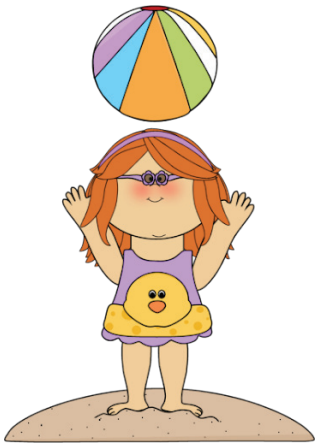
You can join these sentences like this!

Suzie is on the beach playing with her friend, Doris.



Now join the following pairs of sentences.

- Suzie is on the beach.
- She is playing with her ball.



- Suzie is on the beach.
- She and her friends are playing in the sand.



- Suzie takes a walk with her friend.
- Suddenly it started to rain.



- Suzie is happy to see the sunshine.
- She is off to change her clothes.



Let Us Read

from Atlantic Reader Three, page 73



After You Read

Story Wrap Up

Describe one part of the Song Festival you enjoyed.

Co-operative Activity



Singing competition!

Compete with each other to sing the song ***'O' Melda'***.

Family Involvement

Let's sing!

Ask your parents to write out and help you sing the words of ***'O' Melda'***.

One Minute Handwriting



Form the letters you see on each line provided.

Ii Ii Ii Ii

Creative Writing



Describe the closing exercise you like.
Say why you like it.



Looking Back

Write about three (3) sentences to compare this with other concerts you have attended.

Bonus (Integration)

If you were the Headteacher of the school, what would you use the profit from the concert to do? Write your answer in one paragraph.

Coming Attraction

- Now that you have enjoyed working with this book, prepare to let us know how well you have grasped these concepts.
- Let us prepare for a quick test.

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 affixes

Practice Sentences	
2.23	Reads orally and monitors own reading by correcting miscues
2.26	Reads books that 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
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 affixes

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 that 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 questions, ***who, what, how*** questions about story read or read aloud by teacher
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 experiences

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 turn 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-sounds 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 affixes

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

Story Word Count: 290	
2.15	Reads and demonstrates the author's point of view
2.26	Reads books that 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, homograph to determine words' meaning

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

Fun with the Tongue	
3.3	Knows all letter-sound correspondences
3.11	Identifies initial and final consonants 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 that provides 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 that 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 ***what, how, why, where,*** questions about story read or read aloud by teacher

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-sound correspondences

Core Words	
2.7	Counts syllables in words accurately
3.1	Blends letter-sound 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 feelings 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 takes turn 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 diphthongs

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 affixes

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
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, how, where,*** questions about stories read and read aloud by the teacher
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 story information to real-life experiences
6.15	Builds sentences on specific team/ topics

BONUS MATERIAL

Modes of Reading

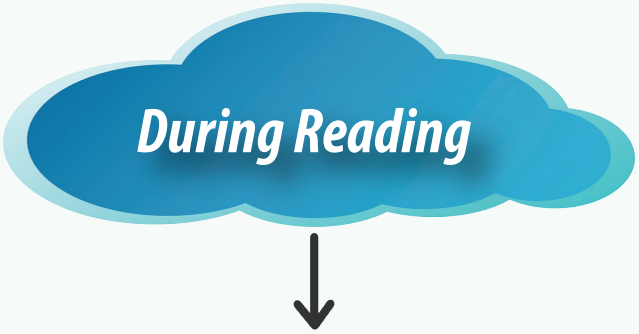
Independent Reading	
Reads text alone independently without support, usually silently	When children are likely to have no difficulty with text or are highly motivated about the text
Co-operative Reading	
Pupils read with a partner or partners either orally or silently.	When children are likely to have 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 used 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



What do you think the story is about?

What do you think the story is about?



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



Were my predictions confirmed or changed?

Summarising the Four Modes of Reading

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

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

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



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



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



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