



ATLANTIC
READER

ATLANTIC READER

4

BOOK FOUR





NOT FOR SALE

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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 Teacher

Atlantic Reader Book 4 is a combination of the reader and workbook and is the fourth book in the Atlantic Reader series of Reading Texts for the Primary level. Atlantic Reader 4 is a combination of a reader and workbook in one. This book is a tool designed to help pupils to develop and master literacy skills. As such, Atlantic Reader Book 4 presents activities in thinking, listening, speaking, reading and writing in a variety of contexts and for a variety of purposes.

Atlantic Reader Book 4 allows pupils and teachers to integrate and build skills in the five critical elements that are necessary for reading success. The content is quite suitable for pupils of all learning styles, abilities and interests. This book will help learners to successfully:

- blend letter sounds and words parts to sound out words (Phonemic Awareness)
- master letter sound/symbols relationships (Phonics)
- build word attack skills (Vocabulary)
- read fluently (Fluency)
- think critically and develop evaluation skills
- build and master comprehension and research skills (Comprehension)

The layout of the book supports the use of the reading process as pupils build and master skills. As such, each unit is structured with activities for before, during and after reading.

Before Reading

Each unit begins with an introduction or background to the topic to be studied. Learners are encouraged to engage in vocabulary building

activities to be familiar with unknown or unfamiliar words. This opportunity for **Word Work** provides for the continued development of word-building, word attack and sentence building skills which are necessary for improvement in automaticity, which builds fluency in reading.

During Reading

The **reading** for each unit is based on familiar themes that capture and maintain learners' interest. Reading Fluency must be emphasized for deeper understanding of the text.

Strategies employed during reading allow for the use of the Modes of reading- Read Aloud (Modelled), Shared Reading, Guided Reading, and Independent Reading.

After Reading

Each unit provides opportunities for learners to interact and respond to the reading material. The many **activities** offer opportunities for individual, peer and group work through comprehension, linking the grammar, creative writing, integration and home link. Teachers can modify any of the activities, while maintaining emphasis on the specific skill (s) being developed.

The material presented in this text offers a range of possibilities in the teaching-learning process. It introduces and reinforces some effective strategies, thereby ensuring that all learners meet grade-level expectations in literacy.

Foreword



The Atlantic Reader Series is being re-introduced and expanded at a most pivotal time in the Ministry of Education's history, as its conceptualization, compilation, and production mark a relentless and renewed 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 Guyana's brightest, most seasoned and progressive literacy experts. 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 covered 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 have edited Books One, Two, and Three and have newly written books Four, Five, and Six. We have also written Workbooks for each level, intended to produce literate children by Grade Four.

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 Chief Education Officer, Dr Marcel Hutson, as coordinator of this effort, as well as the authors of 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, with strengthened skills in the later grades through the home, school, and community involvement.

God bless our beautiful Guyana.

Priya Devi Manickchand. MP
Minister of Education

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UNIT 1

SCHOOLHOUSES



BEFORE READING

A. Word Walk

Initial sounds are heard at the beginning of a word.

Teacher : Look at the words below carefully. Read each word silently.

Pupils : Tell your teacher the initial sound you hear in each word.

Pupils : Identify other words with initial sound heard.

large

just

villages

situation

buildings

desk

learned

houses

number

regions

B. Core Words

Only a part of the word is given. Complete the missing part by filling in the blanks. Read the new words and identify each in the story as you read.

child---

re----s

stud--ts

hinter----

ent---

school-----

villa---

teac----

classr---

Guy---

C. Practice Sentences

Q READ ONE WORD AT A TIME.

A one-room schoolhouse had only one teacher.

Q NOW READ THE SENTENCE USING THE CHUNKS GIVEN.

A one-room schoolhouse had only one teacher.

Q READ THE ENTIRE SENTENCE FLUENTLY.

A one-room schoolhouse had only one teacher.

Let us Read

Would you like to experience what going to school was like long, long ago? Imagine everyone in school sharing only one teacher and one classroom. Can you picture sharing a classroom with students of all ages, with brothers, sisters and cousins, and being taught year after year by the same teacher? Long ago, in most rural (country) and small-town schools, all of the students met in a single room commonly known as a schoolhouse. A schoolhouse is a school consisting of one classroom where a single teacher teaches boys and girls of all ages.



Well, in the 19th and early 20th centuries, most students attended a one-room schoolhouse. A single teacher would typically have students in grades one through grade eight, and she taught them all. The number of students varied from six to forty or more. The youngest children sat in the front, while the oldest sat in the back. Most teachers were

just a few years older than their students. The teacher usually taught reading, writing, mathematics, history, and geography. Students memorized and recited their lessons.

The classroom of a schoolhouse probably looked much like your own classroom today. The teacher's desk may have been on a raised platform at the front of the room. In this way, the teacher could have seen over the entire room.



However, as towns, villages and families got bigger, the one-room schoolhouse has improved and children are fortunate to have large schools with vast space and, in most cases many classrooms. Students in the school above are in a classroom with a teacher.

While in many areas one-room schoolhouses are no longer used, it is not uncommon for them to continue to exist in developing nations and in rural or remote areas. In Guyana, for example, we still have such school houses in our hinterlands.

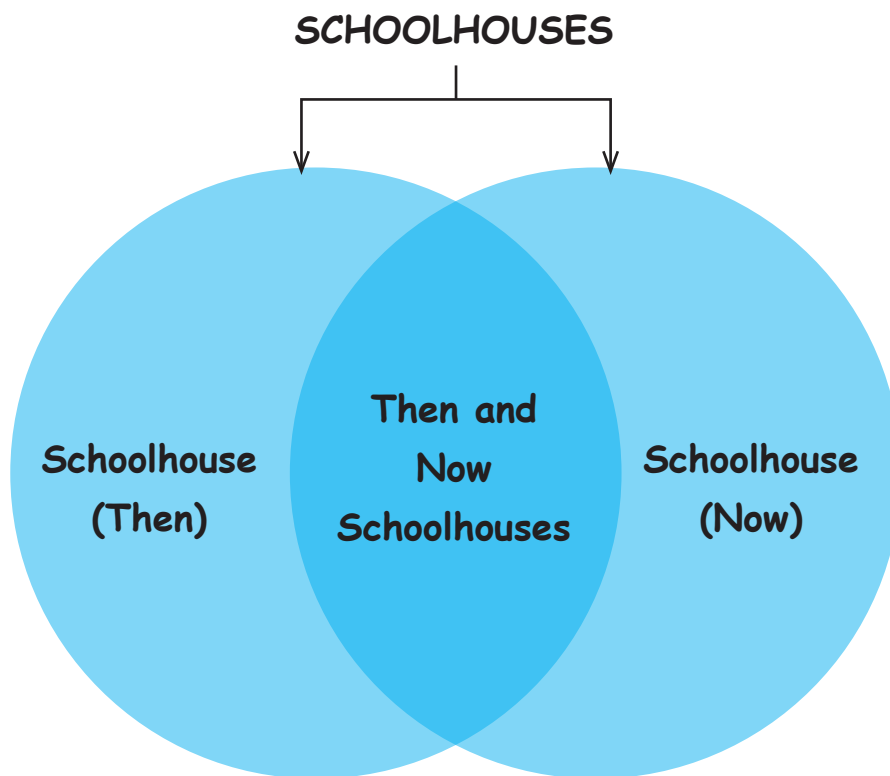
The one-room schoolhouse was an important part of the average growing community, and it is a forerunner of today's modern school.



AFTER READING

D. Story Wrap Up

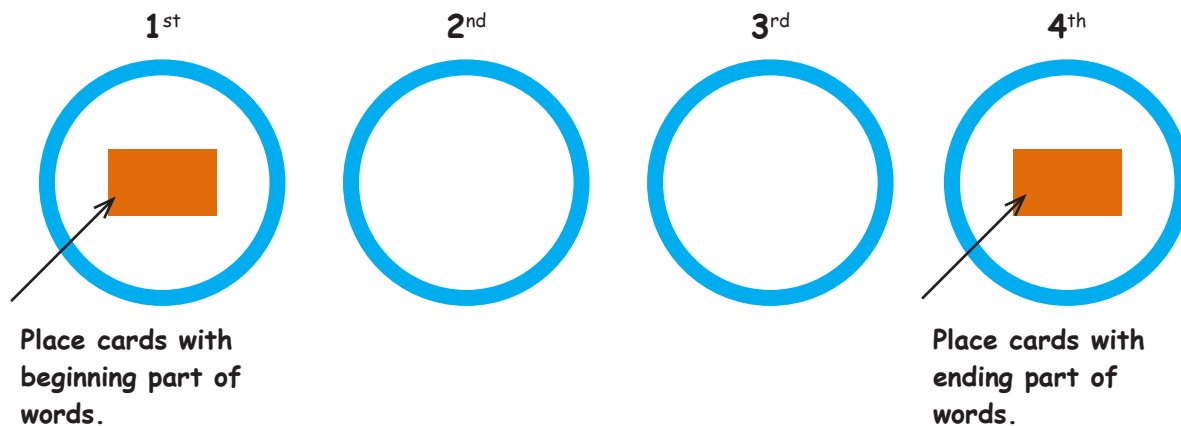
Compare and contrast schoolhouses then and schoolhouses now.



E. Co-operative Activity

- A compound word is made when two words are joined to form a new word while maintaining their meanings.

Game: "Fire in the Tyre"



Jump into the 1st Tyre and pick up a wordpart. Read the part of the word on the card aloud. Jump into the 2nd and 3rd tyre. Then into the 4th tyre. Quickly pick the other part of the word from the 4th tyre. Say the new word and quickly return to the 1st tyre before 30 seconds. Teacher and other pupils verify the compound word as correct and check the timing used. The person that does it in the least time is the winner.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

The classroom of a schoolhouse probably looked
much like your own classroom today.

*The classroom of a schoolhouse probably
looked much like your own classroom
today.*

G. Creative Writing

Linking the W's to the story

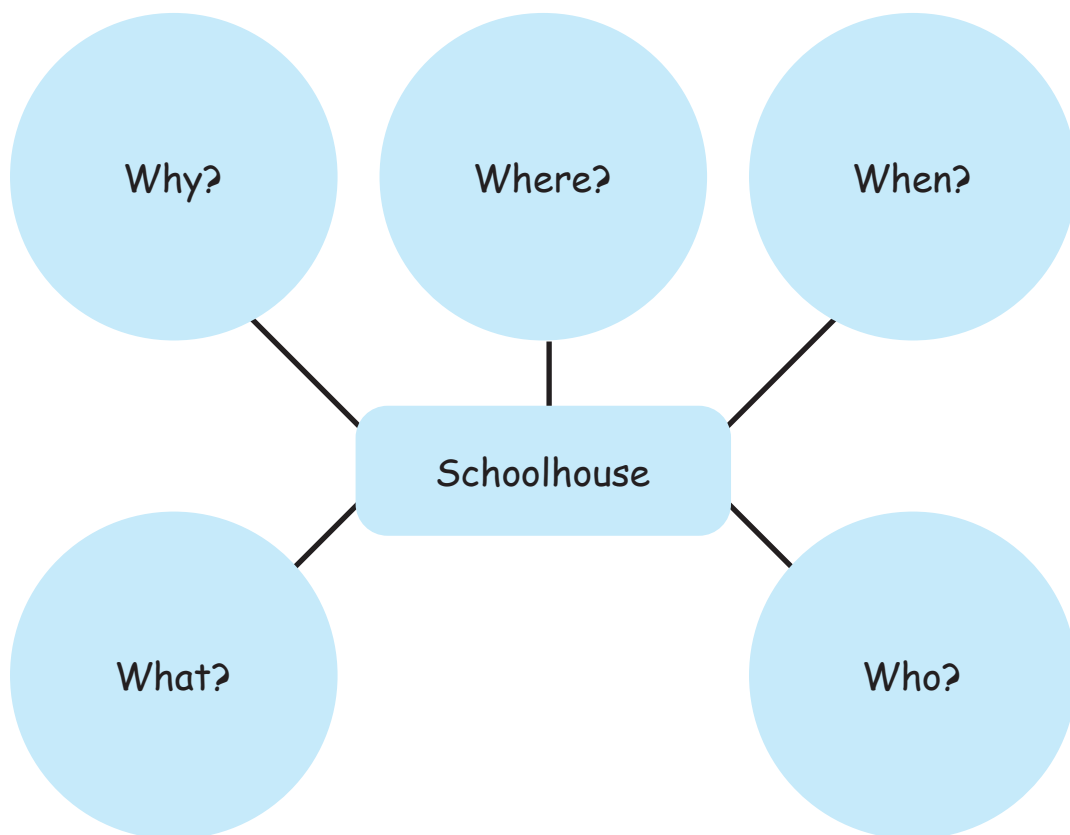
Teacher's activity: Reads story and instructs pupils to listen carefully.

Pupils' activity: Listen and use the Question Web to write questions on the story. For example, why did we have schoolhouses?

Teacher's activity: Discusses the questions written by pupils and puts pupils into groups according to the similarities of their questions

Pupils' activity: Answer questions in groups.

Complete the Question Web



Complete the Question Table

W's	Questions	Answers
Why		
Where		
When		
Who		
What		

H. Home-School Link

- Ask a member of your family to help you research more information on Schoolhouses.
- Write down important points.
- Share the points with your teacher and classmates in the next lesson.

I. Bonus (Integration)

Research: Find out more about Schoolhouses.

Language Arts: List the differences between schoolhouses and schools today.

Art/Craft: Draw or make models of one of the following

- **Schoolhouse**
- **School with classrooms**

J. Coming Attraction

- Have you ever gone fishing?
- Would you like to go fishing?
- Then, look out for the Fishing Adventure.



UNIT 2

THE FISHING ADVENTURE



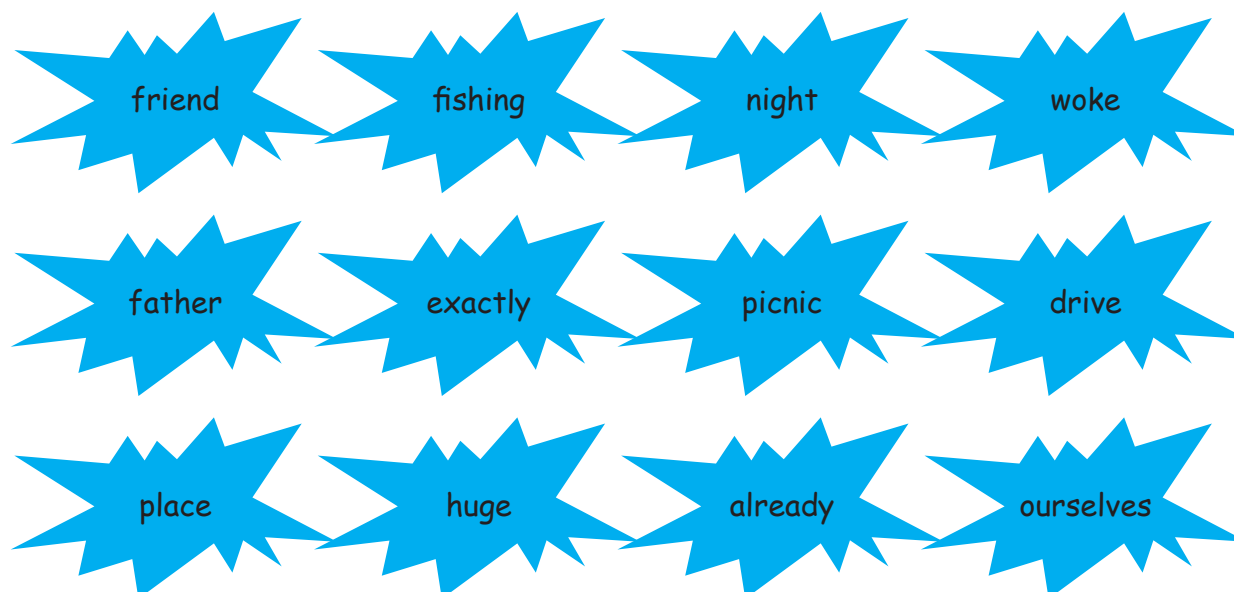
BEFORE READING

A. Word Walk

Final sounds are heard at the end of a word.

Teacher's activity: Reads and pronounces words in the blue stars.

Pupils' activity: Listen for final sound of words



Teacher's activity: Encourages pupils to pronounce words and say final sound they hear at the end of the words

Pupils' activity: Say final sounds heard.

Pupils' activity: Identify other words with final sounds heard.

B. Core Words

Read the words in the oval shape below and identify them when you read the story.



excited	decided	shady	finally
huge	sightseeing	tiring	arrived
eager	enthusiastic	prawns	secure
cast	environment	agreed	trout
picnic			

C. Practice Sentences

Read the sentence using the **tone** required.

Fishing adventures can be exciting. The huge, shady trees are very nice for sightseeing. Dan was eager to pull up his first catch, a tiny star-like fish.



One weekend, my father Jacob decided to go fishing. He had called up a close friend to join him on this fishing adventure. I was extremely excited and eager to go as well, so I asked my father if I could go with him. He thought about it for a while and then agreed to take me with him.

The night before the adventure, father cleaned up his fishing rods and got out his hat. It was exactly five o'clock when we awoke the next morning and had a quick breakfast. My mother had prepared a nice picnic basket for us. My father had arranged to pick up his friend Dan on our way to the pond. After a long and tiring drive, we finally arrived at the Ribbon Bow Fishing Square. There we saw a few other fishing enthusiasts who were preparing their fishing rods with bait. Father, Dan and I were able to secure a shady place near a huge tree and set out our things. As my father and his friend hooked bits of prawns to their fishing rods, I decided to go sightseeing to check out the environment. When I got back to our spot, my father and his friend had not made a catch yet. I took out three bottles of juice from the picnic basket and shared with my father and his friend, Dan. They had hardly taken a sip when they felt a tug on their rods.

They quickly put down their beverages and hung on to their rods. By noon, my father had caught more than a dozen small sharks, while Dan had caught a huge trout.



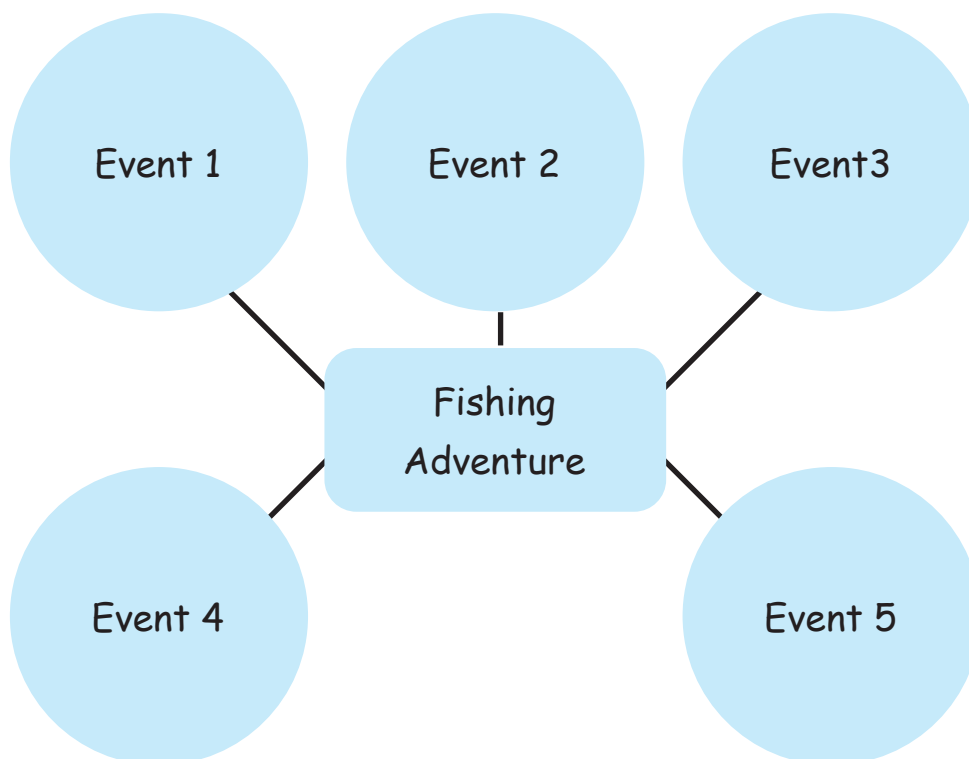
Late in the afternoon, both my father and his friend had caught more than a dozen fish and were getting tired. I had tried catching some fish with my small net but all I caught was a tiny star-like fish. After a while, I got tired, so I laid on the grass and enjoyed the afternoon breeze. We decided to go home at about five in the afternoon. It was a tiring day, but we had enjoyed ourselves.



AFTER READING

D. Story Wrap Up

Complete the diagram below to show you understand the story.



E. Co-operative Activity

Fishing Game: For groups of 5 pupils

Teacher's activity: Makes a template of a fish using cardboard.

Pupils' activity: Observe and make several cardboard fishes in groups of 5's.

Each player

- writes a word on a fish.
- puts a paper clip on the fish.
- places each worded fish into a basket or box.
- ties a piece of string with a magnet at the end, on to a wooden ruler.
- takes turn in catching a fish from the basket or box.
- reads the word on the caught fish. If the player or a member of that team is unable to read the word he or she misses a turn.
- the next player takes a turn.
- the group with the most catch is declared the winner.

F. One Minute Handwriting

Copy the following sentences using the script and cursive forms of writing.

**My father had arranged to pick up his friend Dan
on our way to the pond.**

*My father had arranged to pick up his
friend Dan on our way to the pond.*

G. Creative Writing

Would you like to go on a fishing adventure?

Read the story again, and then write a paragraph on how you would prepare for the adventure.

H. Home-School Link

- Plan a fishing adventure with your family.
- Discuss this event with your parents. Get them to agree.
- Help them through the paces of preparing and getting things ready for the trip.
- On your return to school, share your experiences of the trip with your teacher and peers.

I. Bonus (Integration)

State the nutrients we can get from fish.



J. Coming Attraction

- Talk about the kind of community you would like to live in.
- If you like the community in which you live presently, talk about ways you can help to improve that community.



UNIT 3

MOVING ON



BEFORE READING

A. Word Walk

Vowel Sounds: Vowels have long and short sounds

Teacher's activity: Study the table below carefully. Read each word and listen to the /a/ sound.

Pupils' activity: Read and listen for /a/ sound in words. State whether it is long or short. Complete table by placing a tick (✓) in the appropriate column

WORDS	LONG SOUND /a/	SHORT SOUND /a/
father		
stay		
wagon		
family		
baby		
small		
came		
land		
place		
Samuel		

B. Core Words

Unscramble the words below and identify them when you read the story.

lmafiy - _____

gthetore- _____

rodwced- _____

mtainoun- _____

nogwa- _____

vanimni- _____

veltraed- _____

gnihunt- _____

bobiugessE- _____

wardto- _____

C. Practice Sentences

Read the sentence using the tone required.

Father Brown prepared the vehicles for the journey. He parked the big wagon and the family's minivan in front of the yard.

Let us Read

A few years went by, and then Father Brown called his family of seven together. "Pack your things," he said to them. "We are leaving here. The Browns' never stay long in any one place. Besides, this farmland is worn out. We can buy rich, fertile land at a low cost to the Northwest of here. We can settle there."



Ten-year-old Samuel was extremely happy. "I'm glad we are moving," he said. "I feel so crowded here. There are too many houses and far too many people."

Father Brown prepared the vehicles for the journey. He got out the big wagon and the family's minivan. Mother Brown packed clothes, dishes, pots, pans, and all their valuables into large boxes and placed them into the wagon. She would fix food for the family along the way. Samuel tied his mountain bicycle behind the minivan.



The Brown family said goodbye to their neighbours and to their old home and started on their journey of moving on. Mother, the two girls, and the baby rode in the minivan, while father and the two boys rode in the wagon.

The Browns' traveled across the Demerara Harbour Bridge. On and on they went toward a new community. At last, the family came to small village in Essequibo. A few houses were there already, but it was much quieter than in Demerara.

Father Brown said, "I can already see good farming land. We will stop here." Samuel looked all around him; there was level land close. The backdam was not far away. He knew that hunting would be exciting here.

"I like this place," he said. "There's plenty of room here."

Mother Brown, the girls and the baby got out of the minivan and together they made a campfire. Father and the boys cut down trees and started to build a log house. Soon the Browns' had made a new home in a new land.



AFTER READING

D. Story Wrap Up

Character Study

A character is a person who takes part in the events of a story.

- Write two statements Samuel made in the text.
- Write two things Samuel did in the story.

Statements made by
Samuel

What Samuel did in the
story

E. Co-operative Activity

- Read the story again.
- Pretend to be one of the characters from the story.
- With the help of your teacher, act out or dramatise your part of the story 'Moving On'.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

The backdam was not far away.

The backdam was not far away.

G. Creative Writing

- The following characters are found in the story. Write at least four words to describe each of them.



Father Brown



Mother Brown



Samuel

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

- Choose one of the characters above and write a short paragraph about that character using the descriptive words listed.

H. Home-School Link

- Ask your parents or a member of your family to accompany you on a tour of your community.
- Make a diary record of all the things you like.
- Write about the things you would like to see changed in your community.
- Discuss your recordings with your family and let them help you to write a letter to the Mayor about your findings.

I. Bonus (Integration)

Social Studies: What type of family is the Browns' family?

Mathematics: Calculate the distance from Georgetown to Essequibo.

J. Coming Attraction

- Tell your friend some of the things you are engaged in during your leisure time.



UNIT 4

PLAYING MARBLES



BEFORE READING

A. Word Walk

Create word families for the words in the rectangle.

enjoy

enjoyed enjoying enjoyment enjoys

make

whisper

shatter

squeeze

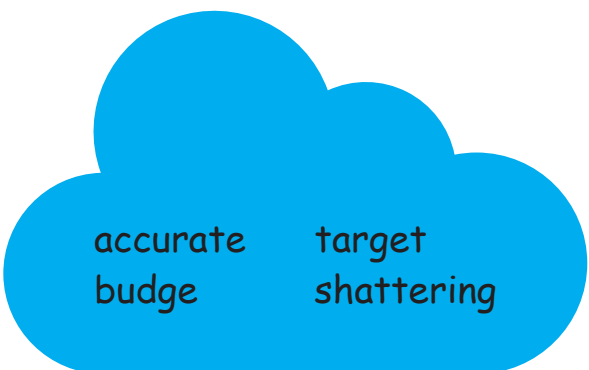
target

B. Core Words

1. Read the words below.
2. Arrange each set of words in the clouds in alphabetical order.



champion leisure
rummaged proceeded



accurate target
budge shattering



strengthen squeeze
opponent puzzled

C. Practice Sentences

- Read the sentences using the **tone** required.
- Take turns reading the sentences to each other.
 1. The truth was that Scott was thinking of a leisure time activity he would be good at and also enjoy.
 2. He practiced shooting, softly at first so that his aim would be accurate.
 3. Scott had played eleven games and won nine. He blasted the marbles, shattering one into sparkling slivers of glass.
 4. Fishing can be exciting. The huge shady trees are for sightseeing. Dan was eager to pull up his first catch, a tiny star-like fish.

Let us Read

Scott Peterson, a quiet boy who spoke in whispers, was the school's Spelling Bee champion, winner of the reading contest at the national library for three terms and never missed one day of Primary School.

Even though Scott had a razor-sharp mind, he could not make his body run as fast as the other boys', no matter how hard he tried.

Actually, Scott was thinking of a leisure time activity he would be good at and also enjoy.

"I wish I could win something, anything, even marbles." At the word marbles, Scott sat up, "That's it. Maybe I would enjoy playing marbles." He rummaged through the closet until he found a can



full of his brother's marbles. He poured the rich glass treasure on the mat and picked five of the most beautiful marbles.

He practiced shooting, softly at first so that his aim would be accurate. The marble rolled from his thumb and clicked against the target marble. But the target would not budge. At that moment, he realized that he had only two weeks to practice. The playground will be full of children playing marble as a leisure time activity after school.

To strengthen his wrists, he decided to do twenty push-ups on his fingertips and squeeze a rubber eraser one hundred times, hoping it would strengthen his thumb. The exercises seemed to be working. He listened to his brother who gave him tips on how to shoot: "Get low, aim with one eye and place one knuckle on the ground. 'Think eye and thumb' and let it rip!" his brother said.



The next two weeks went by quickly and Scott beat his first opponent easily and then felt sorry for him because no one cheered for him. Except for his sack of marbles, he was all alone. Scott invited the boy whose name was Ronald to stay with him. They began to work as a team and proceeded to win more matches. Soon, a crowd of people gathered, including Scott's brother.

Scott had played eleven games and won nine. He blasted the marbles, shattering one into sparkling slivers of glass. On their way home that evening, Ronald looked at Scott and said "You did what you do best." Scott looked puzzled, "What's that Ronald?"

"Win!" said Ronald laughing loudly.



AFTER READING

D. Story Wrap Up

Answer the questions based on the story "Playing Marbles".

Select the correct answer.

1. A razor sharp-mind suggests that Scott was
 - a. dangerous
 - b. intelligent
 - c. playful
 - d. quiet
2. Which word is similar in meaning to accurate?
 - a. incorrect
 - b. object
 - c. faulty
 - d. true
3. The story deals mainly with
 - a. Working as a team
 - b. Strengthening your finger muscles
 - c. Leisure time activity
 - d. Spelling Bee Champions
4. Which of the following was NOT done by Scott in preparation for playing marbles
 - a. Locating marbles
 - b. Shattering marbles
 - c. Listening to tips
 - d. Exercising his fingertip

E. Co-operative Activity

- Create a collection of marbles using the seeds from various fruits
- Compare the size, colour, and texture of the seeds selected for marbles.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

Scott is a very active and clever boy.

Scott is a very active and clever boy.

G. Creative Writing

- Write a letter to your friend explaining how you spend your leisure time.
- Use five words from the core words in your letter.

H. Home-School Link

Code Breaker

- The words below are written in codes
- Use the following code key to figure out each word
- Write the decoded word

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

Enjoy playing this game with your family members

Example: uwsiiini – squeeze

bieusvi

czskcbi

vsaantij

amvlbiu

kfmaxeya

ibiriz

gmvtigij

uberivu

xsnnbij

ufmggivezt

I. Bonus (Integration)

Physical Education: Organise a game of marbles with your classmates

Social Studies: Conduct a survey in your class to obtain information about how pupils spend their leisure time.

Mathematics: Construct a pictograph to display the information obtained from your survey.

J. Coming Attraction

- Were you ever involved in planning a fundraising event?
- Enjoy reading about a culture-class project.



KALEIDOSCOPE OF CULTURES



BEFORE READING

A. Word Walk

Syllabication: Dividing words into sounds you hear when you pronounce them.

- Syllabicate the following words.
- Tick the column which tells you how many syllables you hear in each word.

Words	No. of Syllables				
	1	2	3	4	5
celebrates			✓		
Mashramani					
classmates					
backgrounds					
traditions					
fundraisers					
Seepersaud					
excitement					
enthusiastic					
spectacular					

B. Core Words

Carefully study the words on the box, then write each next to its correct definition

enthusiastic	classmates	tradition	dinner
accentuate	excitement	fundraising	

1. To do something happily _____
2. Children in the same class with you _____
3. An important meal of the day, eaten in the evening _____
4. An activity done to collect money for an event _____
5. Showing great enjoyment _____
6. To make more noticeable _____
7. Passing on customs and beliefs _____

C. Practice Sentences

- The first time you read the sentences, read them slowly.
- Pick up the pace on the second and third readings (faster, faster).
- Read the sentence using the **tone** required.

Ms. Seepersaud, her class teacher, was enthusiastic about the idea. They excitedly shared it with the headteacher, parents and pupils. Everyone was excited about hosting this spectacular event.

Let us Read

Every year, Latiefa Agard's school celebrates their traditional costume parade. This year, they planned to have a Mashramani Costume Parade. In order to do this, the school needed to have money, so they thought about a fundraising event.

Latiefa quickly thought about her friends and what they could do for a fundraising event. She knew that many of her classmates belong to families from different ethnic backgrounds and had many special traditions. They dressed and ate different types of foods.

"What a brilliant idea it would be for a fundraiser," Latiefa thought to herself, "An Ethnic Dinner Night." "Yes! That's it," she said with excitement, and ran off to share the idea with her teacher.

Ms. Seepersaud, her class teacher, was enthusiastic about the idea and excitedly shared it with the headteacher, parents and pupils. By this time, as the idea spread throughout the school and the community, everyone became over-excited about hosting this spectacular event.



On the night of the dinner, Derick Wong who was dressed in his Sarong, a traditional Chinese wear, brought fried-rice and wanton soup. Nadira Boodram, whose family is East Indian, arrived in style, beautifully dressed in a colourful sari, accentuated with a rich tillery necklace. She teased us as she opened the bowl with her spicy curry.

John D°Santos, who loved to boast about his grandfather's skills in playing the Braggs, a small Portuguese guitar, brought garlic pork and beef stew for the dinner. Latiefa, with her colourful African head wrap, brought metagee and cook-up rice. She had also assisted in decorating the dinner table with pottery made by her grandmother.

Winston Forte, dressed in a navy blue suit and matching tie, brought pastries and a tantalizing decorated pumpkin pie. Ama Jarvis, whose father had told the class about the 'Legend of Kaieteur' at the last Open Day activity, brought pepperpot and cassava bread which looked delicious. When everyone arrived, it was time to open the dinner.

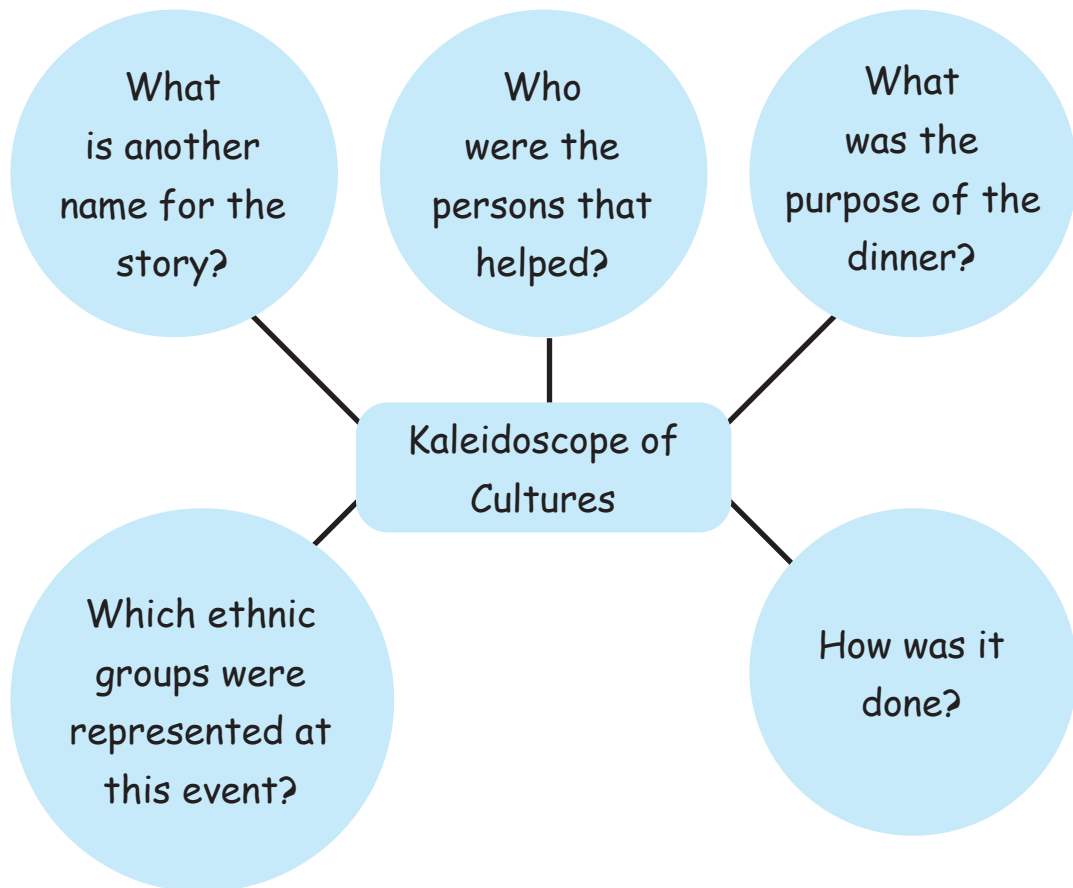
Everyone enjoyed tasting foods from the various ethnic groups and displaying their interestingly beautiful attire. It was a sight to behold. The 'Ethnic Dinner Night' was a huge success. The satisfied supporters willingly paid for their dinner. Some supporters were so satisfied; they left donations for the event.



AFTER READING

D. Story Wrap Up

Study the story organizer and answer the questions in complete sentences.



E. Co-operative Activity

- Make a traditional headdress that could be worn at such an event (Ethnic Dinner Night)
- Decide on and list the materials to be used.
- In groups, create a traditional headdress.
- Display the headdress for others to see.



F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

When everyone arrived, it was time to open the dinner.

When everyone arrived, it was time to open the dinner.

G. Creative Writing

Filling in information

- Assist Ms. Seepersaud in completing the Award Certificate below for a pupil of your choice who participated in the event.



Award Certificate

Name: _____

Event: _____

Date: _____

Time: _____

Signature of Teacher _____ Date: _____

H. Home-School Link

- Working with your family, write a recipe of an ethnic dish.
- Prepare and cook the dish
- Take it to school to share with your friends.

I. Bonus (Integration)

Social Studies: Choose an ethnic wear and dress to display it at school.

Science: Describe the materials used to make your ethnic wear.

Mathematics: If a dinner for one person costs \$5678.00, what would a family of five pay for their dinner?

J. Coming Attraction

- Do you have a bicycle?
- Can you repair it if it gets broken?
- Look out for the story on the bicycle. You will like it.



REPAIRING MY SISTER'S BICYCLE



BEFORE READING

A. Word Walk

Words have patterns

CVC words- Consonant Vowel Consonant Words

For example:

C	V	C
↓	↓	↓
C	A	T

Study the following word patterns and write words using each pattern.

cvc

vvc

vce

cvvc

vccv

vcc

cvcv

cvce

B. Core Words

Read the words on the wall below and identify them when you read the story

figure	excellent	normally
repair	attached	solution
desire	conduct	initiative
scientist	underneath	grabbed
reflector	squealed glanced	condition

C. Practice Sentences

Identify all the punctuation marks used in the sentences. Read the sentences, observing all punctuation marks and use the **tone** required.

"Let's see how long it stays attached to the bicycle." My dad said he was proud of me for taking the initiative. That meant I had seen something that needed to be repaired and did it without being told!

Let us Read

I love to repair things. I'm eight years old, but I can figure out many things by myself. My desire is to become a scientist when I grow older. A few weeks ago, the shiny, red reflector came off my sister's bicycle seat. My sister Jael was very sad. She wanted dad to take it to the bicycle shop to be repaired.

"No way," I stopped her. "I know how to repair things, so I'll repair this too!" "Well, it had better work!" Jael said, as she stared at me in disbelief.

I got pieces of wire from dad's old store case, and I tied the reflector right back onto the bicycle. It dangled a little bit, but it still worked just fine. "It looks messy," said Jael. When my dad came home, I showed him how I had repaired the bicycle. He asked me, "Do you think that's the best solution?" I took another look at the reflector and on second glance it didn't look that secure after all. There were some pieces of wire sticking out. I shook my head. "Yes! It's fine!" I said.

I thought it was the best solution to the problem. I had come up with it, after all, so it had to be the best.

"Okay," he said. "Let's see how long it stays attached to the bicycle." My dad said he was proud of me for taking the initiative, which meant I had seen something that needed to be repaired and did it without being told!

"I think I have a new lesson for you, though," Dad said. "I want to show you how to conduct an experiment." I had come up with a solution to a problem, and now the second step was to test it under different conditions. I asked my sister what time she was planning to go for a bicycle ride. She said at 16:00 hours. I grabbed a pen and a piece of

paper and drew two columns. One column said 'GOOD' and one column said 'BAD'.

At 16:00 hours, I went outside to watch her ride. First, she rode down the sidewalk and the reflector stayed on. I placed a tick in the 'GOOD' column. Next, she rode over a hump and the reflector stayed on. I placed another tick in the 'GOOD' column again! Then, she rode underneath a tree. I knew what was next. As branches from the tree swept across the back of her bicycle, the next thing I saw was the whole reflector on the ground!

Jael cried out, "My reflector! My reflector! Brother, my reflector" I placed another tick, this time in the column that said BAD. "Back to the drawing board!" I said. "Grrr!" said Jael. Later that night, my dad and I sat down with my paper to look at the ticks placed in the columns.



"Under what conditions did the reflector stay on the bicycle?" Dad asked me. I reflected on each condition I saw while my sister was riding. "Well, it stayed on when the bicycle was being ridden, but it fell off when it was hit by a tree branch."

"What you have on that sheet of paper is called *scientific data*," Dad said. "What do you think you can learn from this information?" "I don't think the wire worked very well," I said. "I don't think so, either," replied Dad. "But you did have to test it first to be sure." "Well, I tested it and now I know." "What will hold the reflector on better?" "Let's use glue!" I said. We went downstairs where the family keeps all our tools. Dad pulled the bicycle up onto the bench and took out the Super Glue.

I'm not allowed to use strong glue by myself. So, we did this part together. We let the glue dry overnight, and the next day I conducted my experiment all over again. "You're not going to break my reflector again, are you?" my sister asked. She looked a little upset and suspicious. "Well, I don't think so," I told her. "But that's what this experiment is for. Do you trust me?" "I guess so," said Jael. "But mainly because Dad helped this time!" and stuck her tongue out at me.

I made her ride the bicycle exactly the way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment. She rode down the sidewalk. The reflector stayed on. So far, so good! Then, I had her go over the hump again. The reflector stayed on. I made another tick. But now it was time for the final test. "Okay, get ready!" I yelled. "It's time to ride under the tree!" Just like last time, my sister rode under the tree. However, this time, the reflector stayed on the bicycle even while the branches brushed and hooked the reflector.

"Yay! It didn't fall off!" Jael squealed happily. I was super proud of myself. I made a great big tick in the 'GOOD' column, and then drew a smiley face just for fun. I turned around to see that my dad had

been watching the entire time. "Excellent work, Mr. Scientist," he said. "You recreated the experiment and found the solution to your sister's bicycle problem."

"And I saved us a trip to the repair shop too!" I said.

"You sure did," Jael said. And then she gave me a great big hug and a wet kiss.



AFTER READING

D. Story Wrap Up

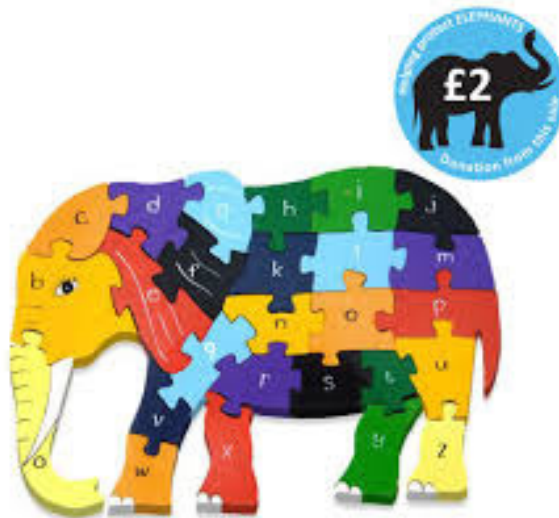
Complete the graphic organizer below to show the steps taken in Jael's brother's experiment.

EXPERIMENT	
Step 1	
Step 2	
Step 3	
Step 4	
Result	

E. Co-operative Activity

Fix it Game: For two large groups of pupils

- Divide class into two large teams.
- Distribute a jigsaw puzzle to both teams.
- Encourage the teams to observe the puzzle pattern and create a solution to fix up the puzzle in 5 minutes.
- The team that fixes it faster wins.
- Each team will share the solution plan with the class.
- With the help of the teacher, the class will decide which team had the best solution plan.



F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing

Next, she rode over a bump and her reflector stayed in place.

Next, she rode over a bump and her reflector stayed in place.

G. Creative Writing

- Identify and list the materials that will be used to mend a punctured tyre.
- In one paragraph, write to show how you can use the materials listed to mend a punctured tyre.
- Be sure to use these words: firstly, secondly, thirdly, then, afterwards, next, finally.

H. Home-School Link

- Find something at home that needs repairing.
- With the help of your parents, make up a solution to repair the item.
- Conduct an experiment to ensure that you have done a good job.
- Take a picture to capture your repairing skills.

I. Bonus (Integration)

Science: Name the main parts of a bicycle.

Mathematics: The cost of mending a punctured tyre is \$265. Calculate the cost for mending two punctured tyres.

Social Studies: Explain in your own words, the correct use of the road by cyclists.

J. Coming Attraction

- Have you ever seen a fireside?
- Say what is done at a fireside.
- Explain/describe how a fireside is made.



UNIT 7

CHRISTMAS BY THE FIRESIDE



BEFORE READING

A. Word Walk

Consonant digraphs are two or three letters that come together to make one sound.

Pupils: Read the words below and say the initial digraph sounds they hear.

check

Sherry

white

thread

cheese

Create a tongue twister using one of the consonant digraphs.

ch

sh

th

wh

Example: "Chew the cherry cheesecake, Chum."

B. Core Words

Use the clues on the right to help you find the other part of the word. The new word formed can be found in the story you will read.

break _____

a morning meal

screw _____

tool used by mechanics

wheel _____

used to carry heavy loads

fire _____

where you warm yourself

class _____

a part of a school where children are taught

C. Practice Sentences

Read the sentences using the **tone** required. Identify this sentence in the story below.

There was a table made from a spool of thread, chairs made from buttons, and little pictures on the walls. The pictures were really postal stamps, but the Cheese family did not know that.

Let us Read

Mr. and Mrs. Cheese were very tired. They had been walking for hours. Sherry and Martin were tired, too. Sherry was a baby. Mrs. Cheese had to carry her part of the time. Martin was old enough to walk on his own. They all wanted to rest.

Up until yesterday, the Cheeses' lived in a snug little house on Rice Hill in Linden. Then, somebody was very careless. They did not put out the

fire by the fireside before they left the house. Some coals blew onto the floor. Sparks caught the carpet and started burning. Then, the tablecloth caught fire and started burning too. Soon, the whole house was ablaze.

The Cheese family had no place to live. They were very sad, too. Tomorrow would be Christmas and they had no Christmas tree or presents. They didn't even have beds! And it was so cold!



Then, Mr. Cheese saw a pretty white house just up the street. The lights were on, so he decided to go check it out. It had a fireside that looked so warm and inviting. "Maybe there is room for us in that house," he thought to himself. "Maybe we can stay just for tonight."

Mr. Cheese walked back to his family to tell them the good news. "Yes, there is room for us," he said. "There are cozy beds too. It looked like the family that lived there before just moved out today."

Everyone was very happy. They all hurried to the house and went inside. It was so pretty. "Where will we sleep?" Mrs. Cheese asked. "Right here," Mr. Cheese answered. He showed her a tiny door beside the fireside. He opened the door. They all walked into the prettiest little room they had ever seen! There were four little cozy beds made from matchboxes. There was a table made from a spool of thread, chairs made from buttons, and little pictures on the walls. The pictures were really postal stamps, but the Cheese family did not know that. Uh-oh! Did I forget to tell you? Mr. and Mrs. Cheese and Sherry and Martin are mice. You see, their house had burned because the people who lived there were careless with the fire. Now, they had found a new home.

"Well, children, let's get to bed," Mrs. Cheese said. "Tomorrow we can look all around our new home. I hope the people are careful with their fireside."

"Yes," Mr. Cheese said. "I hope so, too."



AFTER READING

D. Story Wrap Up

Pretend a talking animal has just escaped a burning house. Write four questions you would like to ask this unusual animal.

Question 1

Question 2

Question 3

Question 4

E. Co-operative Activity

- With the help of your teacher and two of your classmates, create the items found in the Cheese family's little room.
- Four beds made from matchboxes
- Table made from a spool of thread
- Chairs made from buttons
- Pictures made from postal stamps

Be sure to display your items in the reading corner of the classroom.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing

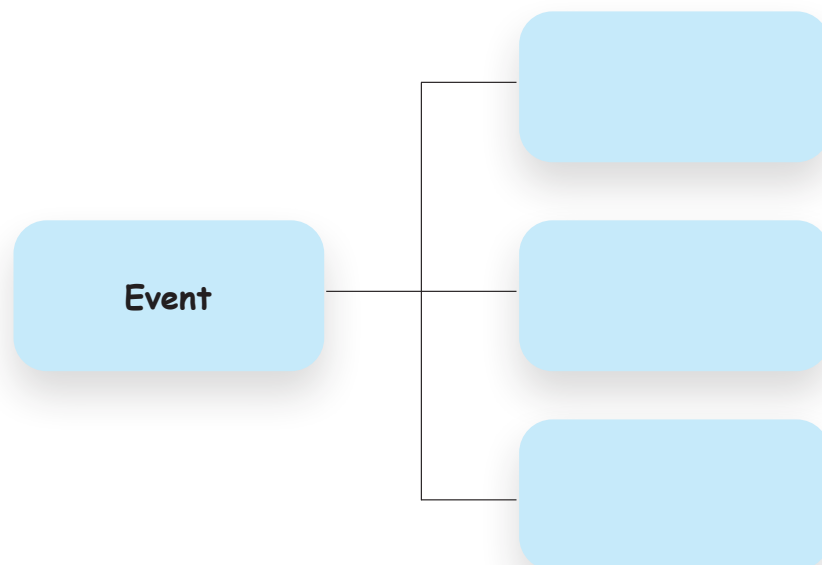
	Tomorrow we can look all around our new home.

	<i>Tomorrow we can look all around our</i>
	<i>new home.</i>

G. Creative Writing

Think about an event that has changed your life. List the effects of the event on your life.

Use this diagram below to help you plan your writing / composition.



H. Home-School Link

How can you and your family make your home a safe place?

- Create at least five home safety rules with your family, remember to state at least two special rules you should follow in the kitchen.

I. Bonus (Integration)

Social Studies: Create a map showing the route the pupils of your class must take if there is an emergency at your school. You must share your map with your teacher and classmates.

Oral Expression: Prepare a brief talk about how children can help fire victims.

Art & Craft: Create a model of a firefighting equipment

J. Coming Attraction

- Have you ever thought about being big and great?
- Do you think being big makes you great?
- Read about the biggest and the greatest in the next unit.



THE BIGGEST AND STRONGEST



BEFORE READING

A. Word Walk

Pupils: Pronounce these words.

Divide each word to show the syllables. Use your dictionary to help you.

Example: gingerly **gin-ger-ly**

gingerly

compliment

responded

naturally

conversation

realized

B. Core Words

Complete the sentences using the words in the shape.

responded

conversation

realized

compliment

gingerly

naturally

1. The animals soon _____ that they had been tricked.
2. My sister _____ to her pen friend by writing a letter.
3. Sherry goes to dial out another line but accidentally overhears Naresh's _____ on the other line.
4. Clive smiled _____ uncertain whether Sam's remark was intended as a _____.
5. Cotton is a _____ absorbent material.

C. Practice Sentences

- Read the sentences using the **tone** required.
- Use synonyms to replace the underlined words.
- Read the new sentences.

It was an interesting conversation between two unusual species. Elephant said, "Sister Whale," "you are by far the biggest, strongest, and most beautiful animal of the sea.

Let us Read

One bright sunny morning, long, long ago, a very clever Rabbit was gingerly hopping along the seashore. Hearing voices, he stopped to listen. It was an interesting conversation between two unusual species, Whale and Elephant. Rabbit didn't want to miss a beat of this conversation, so he drew closer. He wanted to hear every word.

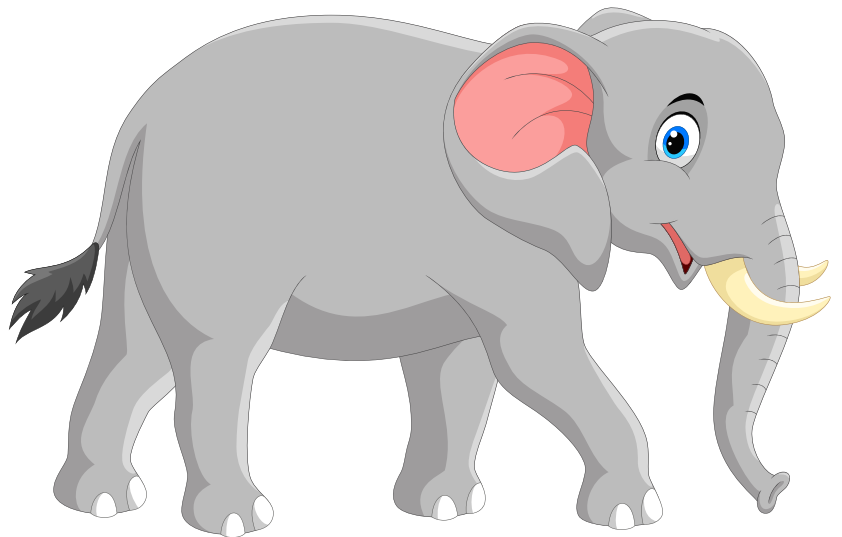
Elephant said, "Sister Whale, you are by far the biggest, strongest, and most beautiful animal of the sea. Naturally, I'm the biggest, strongest, and most beautiful animal of the land. The two of us should rule over all the animals, birds, and fish on the earth."

Sister Whale blushing responded, "Yes, it's true, Brother Elephant," "We are the biggest and the strongest. You should rule the land. I'll be happy to rule the sea."

Rabbit couldn't believe his ears, so he decided to play a trick on these two behemoths. "I'm twice as smart as both of them," he said. "All I need is a very long but strong piece of rope and my jungle drum."

Later that afternoon, Rabbit found Brother Elephant in the woods and said, "Hello, Powerful Ruler of all the animals that walk and all the birds that fly. I'm in need of a small favor."

Brother Elephant's attention was captured by Rabbit's compliment and so he was willing to listen.



"What can I do for you, my little friend?" he trumpeted.

"My milking-cow is stuck in the sand a few meters along on the beach. I'm not big enough to pull her out. If you let me tie one end of this rope around you and the other end around her we can get her out. Upon hearing the beat of my drum, you'll know it's time to pull hard, really hard."

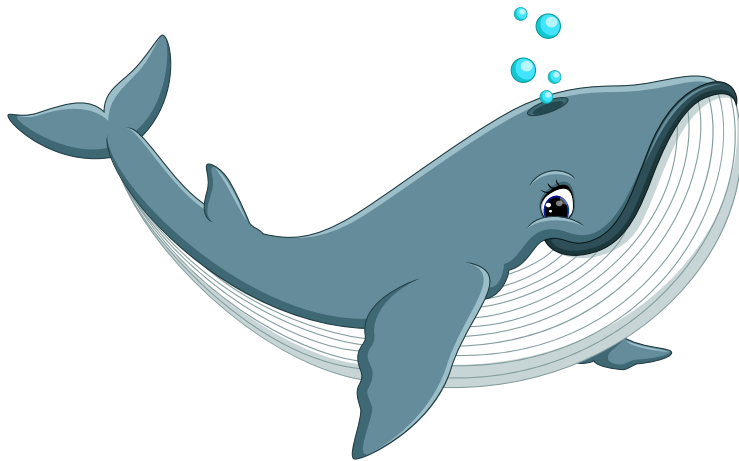
"That's a good plan," said Brother Elephant, shaking his head. "You are wise to come to me as I'm the biggest and strongest friend you have."

"Thank you, Brother Elephant. Now wait for the drum!"

So saying, Rabbit ran to the beach and found Sister Whale sunning herself near the shore.

"Hello, my dear Friend Whale. My! My! My! Don't you look sleek and powerful today," said Rabbit.

Sister Whale blushed with smiles and replied, "Yes, Rabbit, I'm big and



strong today and every day as a matter of fact. I rule all the creatures of the sea."

"Wow! Of course you do," responded Rabbit. "That's why I've come to you with my small problem."

"How can I be of help?" asked Sister Whale.

"It's my milking-cow. She's mired deep in the mud way up the shore. I can't get her out. I'd like to tie one end of this rope around your tail and the other end around my cow. I'll beat my drum so you'll know when to pull."

"Sure! Of course I'll help," said Sister Whale.

She swam closer to shore so that Rabbit could tie the rope to her massive tail.

"Pull hard when you hear my signal," said Rabbit as he ran into the bushes. He found his drum and pounded hard and loud. *Boom! Boom! Boom!* The sounds reached to both Brother Elephant in the forest and Sister Whale in the sea. They both began to pull, each against the



other, and were shocked at the resistance. Brother Elephant tugged so hard that Sister Whale hit the sand in the shallow water closer to the shore. Sister Whale pulled back so hard that Brother Elephant was being dragged out of the forest.

"That cow must be stuck in the sand up to her neck," bellowed Brother Elephant.

"That cow must be buried in the mud up to her nose," cried Sister Whale.

Next thing they knew the rope snapped! One end flew back and stung Brother Elephant on his ear.

"Ouch!" he cried.

The other end smacked Sister Whale on the tail.

"Ouch!" she cried.

Rabbit began to laugh and laugh. He laughed so hard that his laughter carried deep into the bushes and far out to sea. Brother Elephant and Sister Whale soon realized that they had been tricked. They also discovered that when it came to cleverness, Rabbit was the biggest and strongest of all.



AFTER READING

D. Story Wrap Up

Identify a part of the story "The Biggest and the Strongest" that you've enjoyed and write about it.

When you write, include:

- Something new you have learned
- A personal connection you made to the story
- Something you still wonder about

E. Co-operative Activity

Interesting headlines catch your eyes as you flip through a magazine or newspaper.

Work in groups of 3's to collect headlines, state what kind of headline it is.

Is it a question?	Is it a startling fact?	Is it something funny?
		A talking crow

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing

She swam closer to shore so that Rabbit could tie the rope to her massive tail.

*She swam closer to shore so that
Rabbit could tie the rope to her massive
tail.*

G. Creative Writing

An Appointment Book

Imagine that you are a veterinarian's assistant who lists the Veterinarian's appointments. Complete the chart below.

Appointment for Dr. _____ Date: ____/____/____

TIME	KIND OF ANIMAL	ANIMAL'S NAME	REASON FOR VISIT
9:00 AM			
10:00 AM			
11:00 AM			
12:00 PM	L	U	N C H
1:00 PM			
2:00 PM			

H. Home-School Link

Game

Players: 2 or 3 persons

You Need: a paper bag and twelve cards cut into shape of a whale.

- Use the words from your core word list to write on the cards.
- Take turns to pick a whale from the bag.
- Ask another player to spell the word.
- If the word is spelt incorrectly, the whale goes back into the bag.
- The player with the most whales at the end wins.

I. Bonus (Integration)

Science: Look at the pictures of the animals. State to which group of vertebrates they belong and describe their habitats.

Whale



Crocodile



Canje Pheasant



Mathematics: On Tuesday, Veterinarian, Dr. M. Hutson completes appointments with (4) cats, (7) dogs, (2) rabbits and (3) turtles. Represent this information on a bar graph.

J. Coming Attraction

- Talk about the kind of weather patterns we experience in Guyana.
- State which weather pattern you prefer and why?



THE WEATHER AND YOU



BEFORE READING

A. Word Walk

Sound Matching

Look at the words in the balloon.

Which word in the balloon does not belong to the group?

alarm

swim

swarm

farm

storms

dorms

barn

forms

might

tight

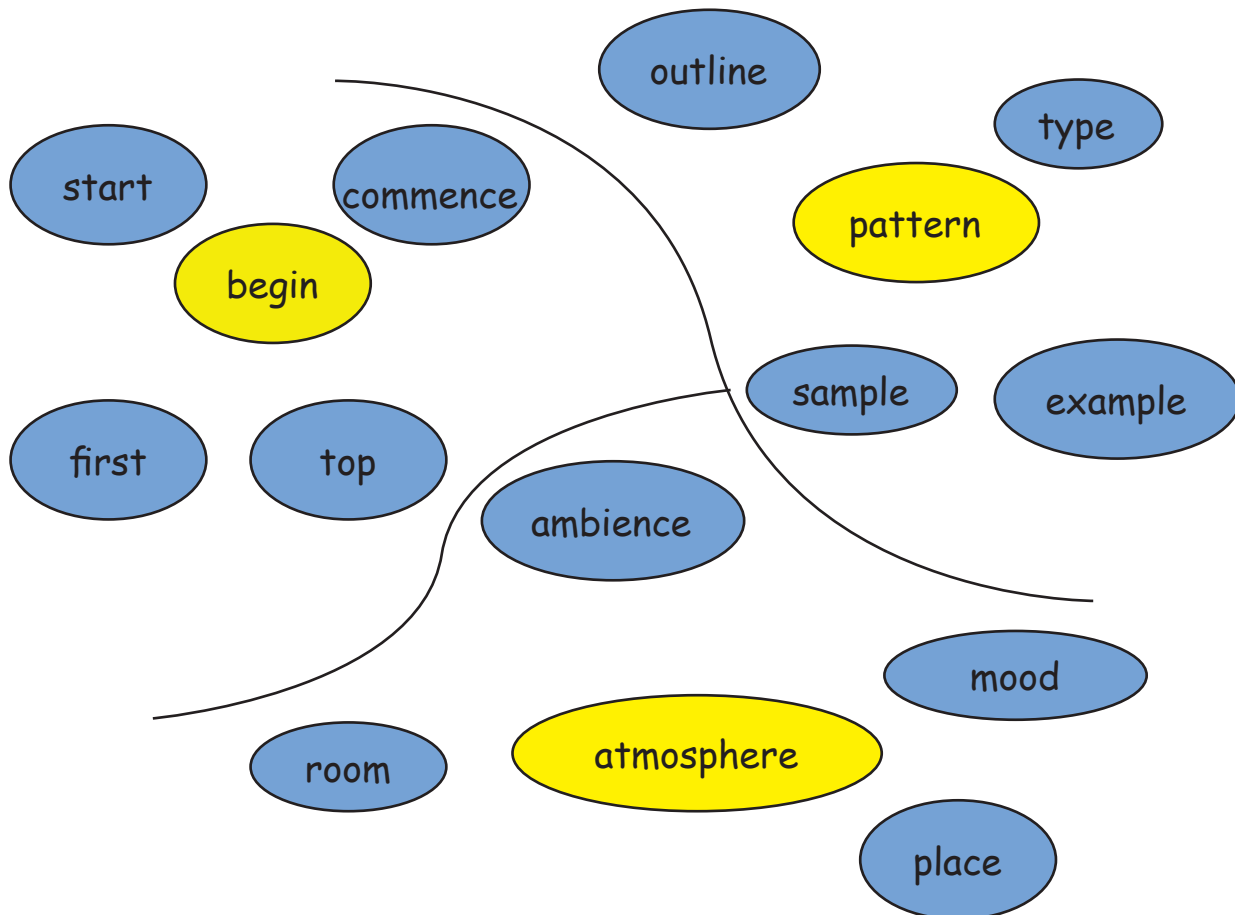
home

fight

B. Core Words

Synonyms- Words that are similar in meaning to another word.

- Draw a line from the word in the center to all the other words around it that mean the same as that word.



C. Practice Sentences

Read the sentences slowly. Then read them quickly.

Tell your teacher what you understand. What is the new word you have learnt?

The air the earth is surrounded by is called the atmosphere which extends some 625 miles from the planet's surface. However, weather - clouds, storms, wind, and rain and in some countries, snow - occurs only in the troposphere, the very lowest part of the atmosphere.

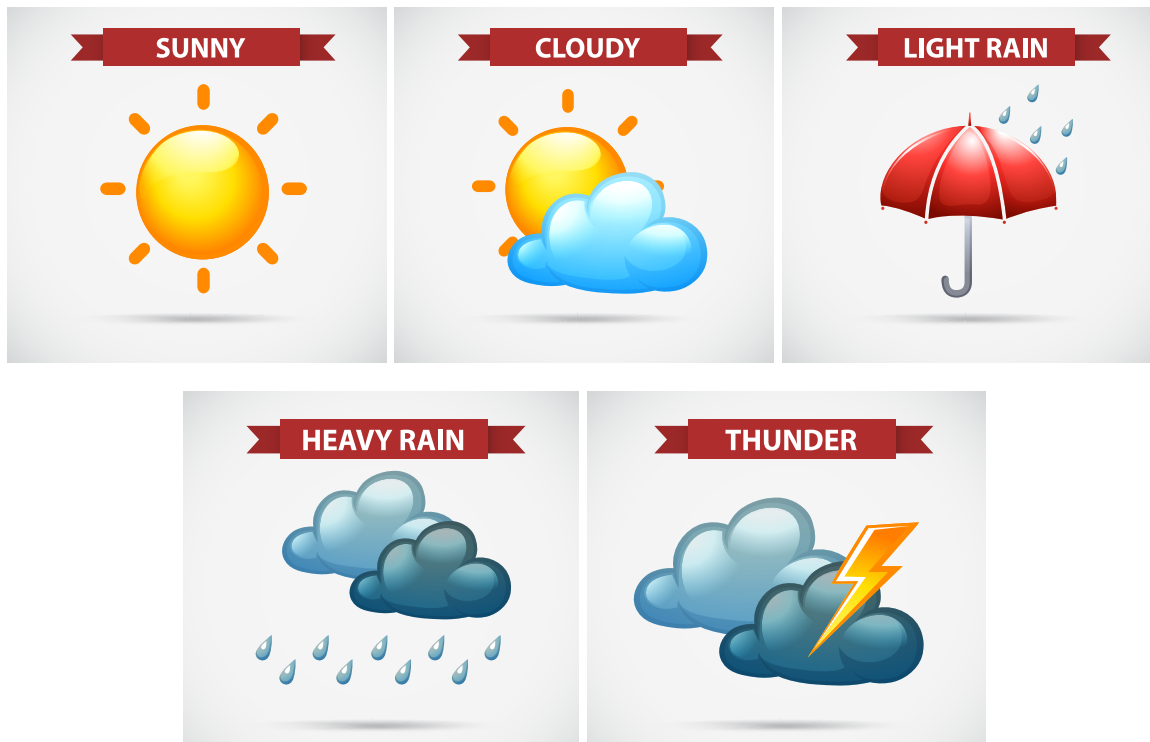
Let us Read

Your alarm goes off. A new day begins. What will you wear today? What will you do? Your answers depend on the weather. Weather affects our lives in many ways. For many people, knowing what the weather will be in an hour, a day or a week is important. You might probably talk about the weather at least once per day, but weather in simple terms is what is happening in the air around you.

The air the earth is surrounded by is called the atmosphere which extends some 625 miles from the planet's surface. However, weather - clouds, storms, wind, and rain, and in some countries snow - occur only in the troposphere, the very lowest part of the atmosphere.

Weather is powered by the sun heating the earth. The heat energy is responsible for creating the different climates on earth. While weather changes from day to day, climate is a region's general pattern of weather over a long period of time.

Because the earth's surface is curved, the sun's rays strike different parts of the earth at different angles. The rays strike earth more intensely near the equator than the poles. So, places near the Equator often called the 'Tropics' have the warmest climates. Those near the poles have the coldest climates. Warm air is less dense than cool air. This means that particles of warm air are farther apart than those of cool air.



Although the weather may be different on various days, it is compulsory to have our daily routine executed. We have to be at school; our parents would have to go to their jobs; the mini-bus and taxi drivers would have to go about their businesses too. They all have to earn a living. No matter what the weather is, you have to adjust to the situation. The weather of the day will help you to determine your outfit and activity for the day.

Sometimes you plan to do things according to one weather pattern but another pops up. Just do what you have to do and what you can do.



AFTER READING

D. Story Wrap Up

- Write one sentence about the weather.

- Write five new words that you have learnt during your reading.

E. Co-operative Activity

Group Work

- Design a weather chart to show the following conditions:

Rainy

Sunny

Windy

Cloudy

- Display your work

F. One Minute Handwriting

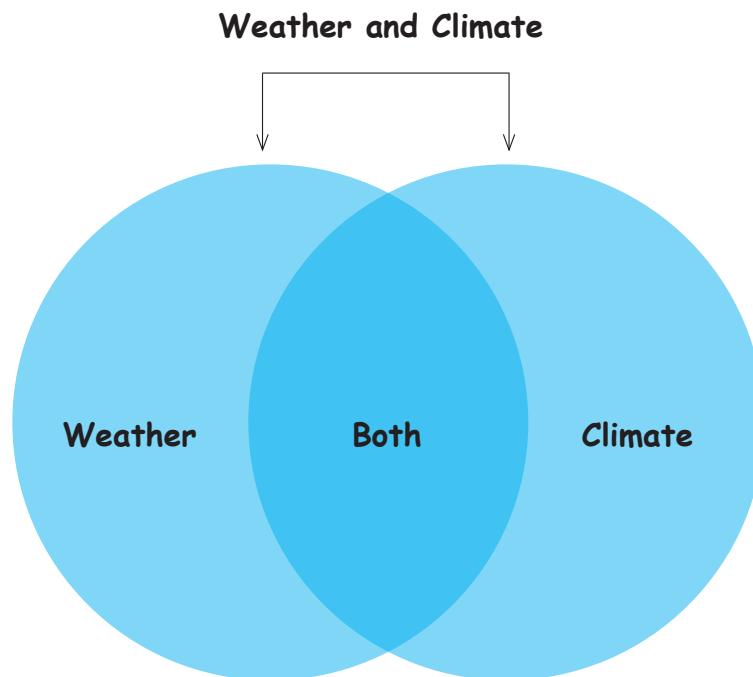
Copy the sentence using the script and cursive forms of writing

Weather is powered by the sun heating the earth.

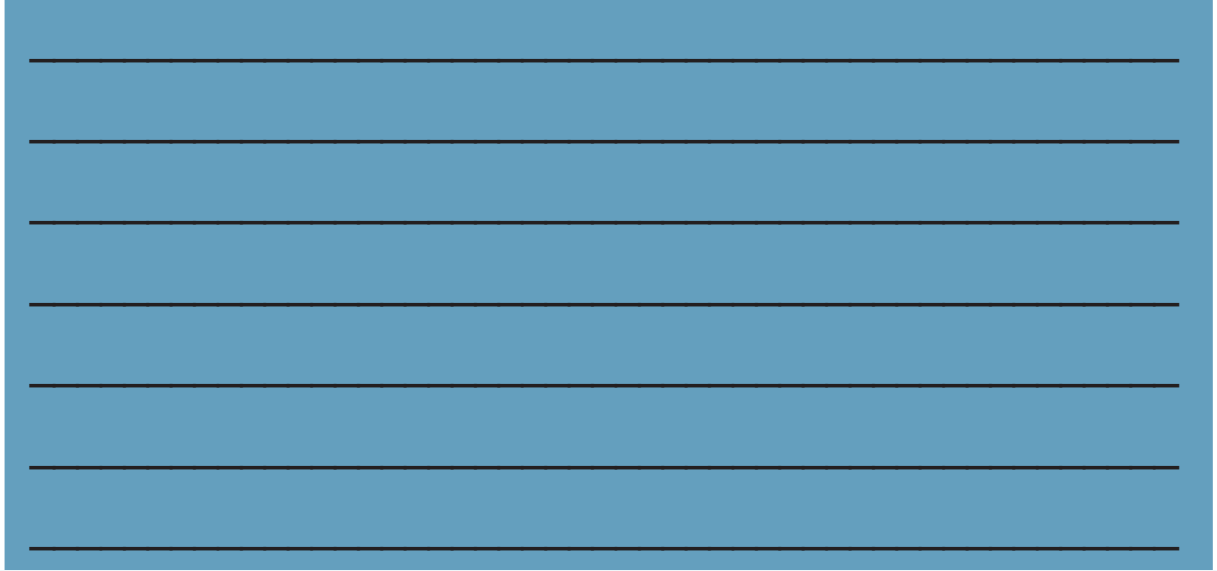
Weather is powered by the sun heating the earth.

G. Creative Writing

- Use the Venn diagram to compare and contrast weather and climate.



Use the ideas in the diagram to compose a paragraph of your findings.



H. Home-School Link

With the help of your parents or any family member

- Make a model of a rain gauge.
- Take it to school and display it in the Science corner.

I. Bonus (Integration)

Social Studies: Find out more about weather and climate.

Mathematics: Use the rain gauge on a rainy day and estimate the amount of rain fall.

J. Coming Attraction

- Have you ever seen a javelin?
- Find out all you can about a javelin.

THE BOY AND THE JAVELIN



BEFORE READING

A. Word Walk

Onset-Rime: The **onset** is the part of the word before the vowel; not all words have onsets. The **rime** is the part of the word including the vowel and what follows it.

Use the onset **l**, **d**, **r**, **sl**, **pr**, with the rime 'ice' to form words.

Example: price

Game: Hot Potato

Pupils sit in a circle and pass the potato while music plays.

When the music stops the pupil with the potato says a word ending with 'ice'.

If correct, the pupil may remain in the circle.

If incorrect, the pupil leaves the circle.

NOTE: Do not repeat a word

- Pronounce the words
- Make sentences with 3 of the words formed.

B. Core Words

- Pupils pronounce the core words.

1. Pupils write the root word found in the core words.

Example: equipment – equip

throwers

assigning

hurdler

travelled

immediately

grabbed

C. Practice Sentences

- Read the sentence using the **tone** required.

If you are looking for more than a sport, throwing javelin may be the perfect choice for you.

Complete the sentence, use your own words.

- Tyrone was an _____ athlete.
- The audience _____ as Tyrone threw the Javelin.
- Coach Gilbert was impressed with _____.

Let us Read

Tyrone was an excellent athlete. Ever since he could remember, he excelled at any sport that he put his mind to. Tyrone was an all-star on both long distance and sprint events. As he progressed, he dreamt of competing in the field events.

For years, Tyrone was in awe of the javelin throwers at the high school events. The way that javelin just screamed through the air as it travelled to its destination was fascinating to young Tyrone. Tyrone couldn't wait to learn from Murtland Massiah. Murtland was the Javelin record holder for last year and the captain of the Bishops' High School team.



Tyrone had never even touched a Javelin before, but at the first field practice he got his chance. Coach Gilbert was assigning field events. When Coach Gilbert asked for volunteers for the Javelin, just about everyone had their hand up. Tyrone needed to make sure he got the coach's attention. He acted quickly and tapped the coach on the shoulder. Coach Gilbert looked at Tyrone. He immediately did a back flip, while saying, "My name is Tyrone and I am head over heels for the Javelin, sir!" Coach Gilbert was stunned and belted out, "If you put half as much effort into the Javelin, Murtland may have some competition this year! You got it, Tyrone!"

Tyrone quickly made a name for himself. The older boys nicknamed him "Flipper". Raymond, the champion hurdler, pulled Tyrone aside and explained that getting a nickname is an honor. Raymond's nickname was "Ups", because he could jump very high during the hurdle events. Murtland was the first to test out Flipper's Javelin skills. "Hey, Mr. Flipper do you mind showing us a quick throw?"

"No problem at all!" replied Tyrone.

Tyrone grabbed the longest Javelin he could find and made his way down the runway. He launched the Javelin further than anyone, even Murtland, had ever seen. The entire track erupted in loud cheers! That very moment everyone knew they were watching something extra special. Once the place calmed down, Murtland suddenly realized something! "Great throw Flipper! One problem though, it didn't count! You passed the foul line by a clear foot." Murtland quickly convinced Tyrone to give it another try.

This time, all Tyrone could think about was the foul line. When he released the Javelin, he froze. He quickly realized it was half of the distance of his first throw. He tried all day, but couldn't come close to that first throw. At the end of practice, Tyrone came to his senses and realized that he had a hard road of practice in his future.

D. Story Wrap Up

Adjectives: Add meaning or describe a noun or pronoun.

Examples: loud cheers

1. Underline the words which function as adjectives in the phrases.

clear foot

champion boy

champion hurdler

longest Javelin

field events

E. Co-operative Activity

Pretend you and two of your classmates own a store that sells sports equipment.

- Make a list of the equipment sold and the price.
- Work as a team; remember to give the store an attractive name.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing

He acted quickly and tapped the coach on his shoulder.

He acted quickly and tapped the coach on his shoulder.

G. Creative Writing

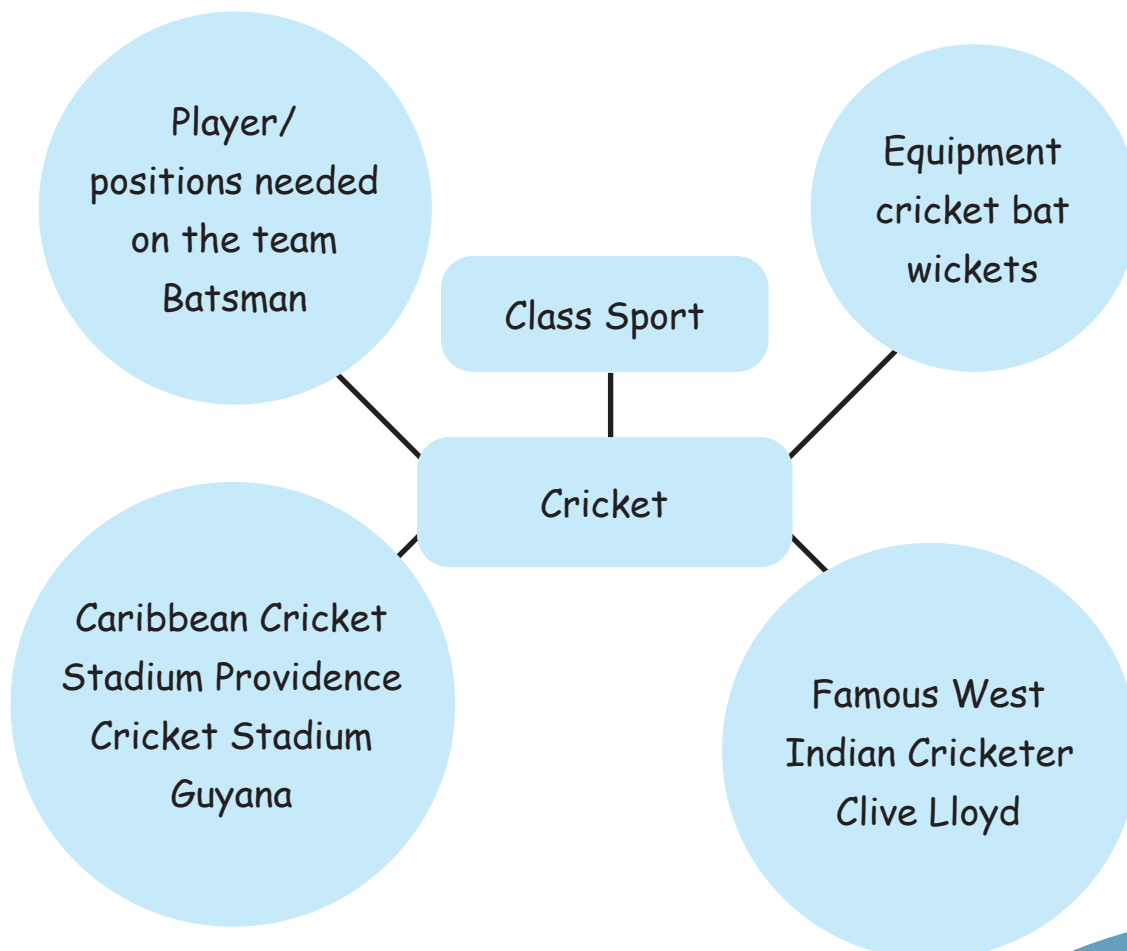
Write a letter to your friend encouraging him/her to join a sports club. Be sure to give information on the following:

- Name of the sport
- What the sport is about
- The benefits for participating in the sport

H. Home-School Link

Create a sports map with your family

Example: Cricket Lovely Cricket



I. Bonus (Integration)

Health and Family Life Education:

- Explain to your classmates how your talent helps you to excel in group work.
- Discuss how you feel when you receive negative response from classmates.

Physical Education:

- Demonstrate to your classmates how to perform your sporting activity.
- Remember to share words of encouragement

Examples:

Yes, I know you can

Good job

Let's try again

You did it

Art and craft

- Use materials found in your surroundings to create one equipment used during your Physical Education exercise.
- Be sure to demonstrate to your classmates how you use your equipment.

Examples:

Beans bag: using beans and cloth

Cricket bat: using branches.

J. Coming Attraction

- Celebration after hard work is associated with Mashramani. Tell your friend what you enjoy most at this time.



JOINING IN THE MASHRAMANI CELEBRATIONS



BEFORE READING

A. Word Walk

Prefix - is a word part added to the beginning of a word. It changes the meaning of the base word to make a new word. E.g. **un** means **not**, if you add **un** to the base word **happy**, you make a new word '**unhappy**' which means '**not happy**'.

Look at the words in the table below. Some of them could be found in the story you will read. Complete the table by identifying the prefix in each word.

WORD	PREFIX	MEANING
encourage		
immigration		
recommended		
Reread		
informed		

B. Core Words

informed

immigration

encouraged

recommended

reread

C. Practice Sentences

- Read the sentence using the **tone** required. Read them fluently.

The floats began to pass and Gerald and Kishon were taking pictures and gyrating to the music. After a while, everyone from the group started milling around to find friends of old.

Let us Read

Guyanese near and far would make sure that they budget for the Mashramani Celebrations. Many of them make this a family excursion. They make sure that whatever event they participate in would be enjoyed to the fullest.

The week before Mashramani Celebrations, lots of money is spent. The city especially, is filled with shoppers milling around the streets, especially around the market areas and along Regent Street. People stand patiently outside the banks waiting their turn to collect the cash they want to spend.

Gerald and Kishon, who are Guyanese but live in America, touched down at the Cheddi Jagan International Airport. They could not control

their excitement. The plane taxied to a stop. Gerald and Kishon were the first to get off the plane.

As they walked towards the immigration officer, they were welcomed by lusty music from the steel band. Gerald began to tap his feet to the beat of the song, "This Land is my Land" while Kishon looked at the attractive decorations.



After clearing their baggage, they walked to the waiting area and were greeted with loud shouts of their names and numerous waves of handkerchiefs from a group of their family members.

The next day, February 23, was the big day for the float parade. Auntie Joyce woke up everyone at 6 o'clock to help with the cooking and the accumulation of other things.

Gerald and Kishon wanted to distribute the items they brought for the family. They brought items such as hats and outfits for everyone. Even Auntie Joyce and Uncle Terry got their short pants.

At about 10:30 am, the bus was already packed with food and drinks. Gerald and Kishon were the first to be seated. The family drove to the Merriman's Mall and set up a nice shady spot under a tree. Gerald and Kishon just couldn't wait. They served themselves some delicious roti and curry with some ice-cold fruity drink. They commended Auntie Joyce and her daughter Sally for the delicious food.

The floats began to pass and Gerald and Kishon were taking pictures and gyrating to the music. After a while, everyone from the group started milling around to find friends.

Before it was dark, Auntie Joyce and her husband, Uncle Terry, informed the group members they were ready for home.

Gerald exclaimed, "I wish this event were for two days."

"I really enjoyed it," Kishon said.

On their way home, there was much laughter and loud talking. Uncle Terry and Auntie Joyce were glad that everyone enjoyed themselves.



AFTER READING

D. Story Wrap Up

Cause and Effect

- What happens is the **effect**
- The reason why it happens, is the **cause**

Complete the table by filling in the **causes** for the **effects** in the table below

Cause	Effect
	Guyanese near and far make a budget.
	Shoppers mill around the streets.
	Long lines are seen at the banks.
	Lusty music is heard.
	Auntie Joyce woke everyone early.

E. Co-operative Activity

A Listening Game

1. The hunter goes to one end of the room and the hunted to the other end.
2. The hunter has to get across the room to the hunted without being caught.

3. Both players close their eyes to pretend it is night. They have to use their ears to listen for the whereabouts of the other.
4. The others who are not in the game, need to be extremely quiet because the hunter has to depend on his/her listening skills.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing

The floats began to pass and Gerald and Kishon were taking pictures and gyrating to the music.

The floats began to pass and Gerald and Kishon were taking pictures and gyrating to the music.

G. Creative Writing

Insert the missing words to complete the cloze passage

After clearing their baggage _____ walked to the waiting _____ and was greeted with _____ shouts of their names _____ numerous waves of handkerchiefs _____ a group of their _____.

H. Home-School Link

1. Design a float you would like to display on Mashramani Day. Get a family member to help you.

I. Bonus (Integration)

Social Studies: Find out the history of Mashramani celebrations

HFLE: Discuss with a classmate how your family prepares for the Mash celebrations

Language Arts: Write a recipe for a special drink you would make to take to the Mashramani celebration

J. Coming Attraction

- Another celebration that everyone enjoys is the colourful festival- Phagwah. All Guyanese enjoy and celebrate this culture. Find out all about this festival.

UNIT 12

PHAGWAH



BEFORE READING

A. Word Walk

A diphthong is a letter combination that makes a special sound.

- Circle the words with the 'ou' diphthong in the word box below.
- Pronounce the words

through
colours
around

course
various
about

brought

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

B. Core Words

Thesaurus: is a kind of dictionary in which synonyms, antonyms, and other related words are classified under headings.

Use the words below to create your own mini thesaurus.

ancient	triumph	rapt
smear	provokes	immune
ultimate	Holi	
modestly	ritual	

Example :

Entry word- Ancient: having lived or existed for a long time.

Synonyms-old, aged, elderly, primitive

Origin- Latin word ante meaning 'before.'

Antonyms-new, modern, present, current, recent

C. Practice Sentences

Read the text using the **tone** required.

"The music is fast-paced and provokes dancing, and the Chowtal songs are sung rather loudly and are high pitched. Together they produce a rich cultural blend of talents and skills." She continued to tell the story.

Let us Read

Sabrina Chindu is a very beautiful and special ten-year-old who lives in Trinidad and Tobago. As her family and friends call her, Sabi loves to paint, colour, and tell stories. Her favourite story ever told was that of the Phagwah celebrations in her country.



The festival of Holi is ancient in its origin. It celebrates an ultimate triumph of the 'good' over the 'evil.'

It was storytelling time in Sabrina's class, and Mr. Akbar, her class teacher, invited her to tell them her favourite story. Sabrina was so excited as telling stories was one of the things she enjoyed doing. All the children gathered around with various facial expressions and rapt attention as they listened to Sabi.

"Our story today is about a celebration called 'Holi.' Holi is celebrated

in the latter part of the month of Phalgun and the early part of Chaitra, in the Hindu calendar. These correspond to the English months of March-April. In Trinidad, around the year 1845, this festival was first celebrated. The Hindus, who came from Bihar in India as indentured labourers on the sugar plantations, brought this festival and have celebrated it for the last 156 years," she told them. "Wow!" expressed a few of her friends. "So, the only difference between Phagwah and Holi is the name?" asked a brilliant pupil. "Yes!" Sabrina responded and quickly brought their attention back to the story. "This festival of colours is celebrated with songs, music, and dances. A variety of water colours are mixed and sprayed on those who participate in the celebrations. Matching coloured powder is also smeared on their bodies."

"The festival was observed very modestly in the early days. However, today it is celebrated at a national level, in a grand style throughout Trinidad. Chowtal, a special type of folk song, is sung during the festival, and the music is usually played with only two instruments. The dholak (a hand drum) and the majeera (cymbals or percussion instruments) are the only two instruments used." "These are the instruments Sabrina spoke about," Mr. Akbar said as he displayed two pictures to the class.

"The music is fast-paced and provokes dancing, and the Chowtal songs are sung rather loudly and are high pitched. Together, they produce a rich cultural blend of talents and skills." she continued to tell the story.

"Now, the word Holi came from the Sanskrit word Holka meaning parched grains. The celebration itself was called Holka Utsav. The Hindus used the parched grains to perform Hawan (a fire ritual). The

Vibhuti (sacred ashes), obtained from this ritual, was smeared on the foreheads of those who participated in the ritual to keep away evil. This Vibhuti was called Bhumi Hari and is now called Bhum Hari.

The name of the festival came from the name of the wicked Holika. According to legend, an evil king had a good son, Prince Prahalad, who the gods sent to deliver the land from the king's cruelty. Holika, the king's sister, decided to kill the prince with fire. Believing she was immune to fire, she held the child in her lap and sat in flames. But Lord Krishna stepped in to save Prahalad, and Holika was left in the fire and burned to death. On the night before the festival, images of Holika are burned on huge bonfires, drums pound, horns blow, and people whoop. Here ends the story of Holi." Sabrina was now very thirsty, and her friends cheered in excitement, hugging and kissing her.

Mr. Akbar concluded the storytelling period by pointing out the moral of good over evil. "The story of Prahalad demonstrated how a sinner got burnt in the heat of her sins. Prahalad was the son of an evil king. This king tried desperately to destroy this little boy and ended up killing his evil sister, Holika. So, we must do good at all times."



AFTER READING

D. Story Wrap Up

Content Clues: To find clues to unlock the meaning of an unknown word, look in the text surrounding the word for the following:

1. A synonym for the word
 2. An antonym for the word
 3. Information given about the word
 4. A definition of the word
- Read each sentence. Underline the context clues that help you understand the meaning of the underlined word. Write the type of clue it is.

Example

In the early days, the Hindus observed the festival very modestly.

Today it is celebrated in a **grand style**.

Type of Clue: an antonym - grand

1. A variety of cooler colours are mixed and sprayed on all those who participated in the celebrations.

Type of Clue:

2. Holi, a Hindu Spring festival, is celebrated in March or April.

Type of Clue:

3. A special type of folk song called Chowtal is sung during the festival.

Type of Clue:

E. Co-operative Activity

Work in groups of 3's to research names of the months in the Hindu calendar.

Example:

Eflish	Hindu
March	Phalgun

Complete the chart below

English months of the year	Hindu months of the year	English months of the year	Hindu Months of the year
January		July	
February		August	
March		September	
April		October	
May		November	
June		December	

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing

	Sabrina used the blue bucket to mix the water
	colours for the celebrations.

	<i>Sabrina used the blue bucket to mix the</i>
	<i>water colours for the celebrations.</i>

G. Creative Writing

Write a brief television news report about the festival of Holi.

- Make your headline eye-catching
- Read your report to your classmates and teacher

H. Home-School Link

With your family, choose two National festivals, then compare and contrast them.

Show the information obtained on a graph.



I. Bonus (Integration)

Poetry: Compose a poem to describe the festival of Holi.

Social Studies: Select ten (10) objects in your class and research the Hindi name for them.

Example: lead pencil- kalam

J. Coming Attraction

- Have you ever participated in fasting?
- How can fasting help you?
- Read and learn more about fasting.

UNIT 13

RAMADAN



BEFORE READING

A. Word Walk

Syllabication

Divide these words into their syllables. One is done for you.

	Ramadan	Ra-ma-dan	
Important		Abraham	
Muslim		Sacrifice	
Sunrise		Festivals	
Celebrate		Pilgrimage	

B. Core Words

Arrange the words below in alphabetical order

- | | | | |
|---------------|------------|---------|-----------|
| 1. encourage | required | briefly | neighbour |
| 2. sacrifices | pilgrimage | phases | obedient |
| 3. month | memory | Mecca | Muslims |
| 4. briefly | fasting | servant | festivals |

C. Practice Sentences

- Read the sentence using the tone required.
- Read them fluently.

God had asked Abraham to offer his son Ishmael as a sacrifice, to show his devotion to God. Although Abraham loved his son very much, he was prepared to do as God asked. Today, Muslims pray and offer sacrifices in memory of the sacrifice of Ishmael.

Let us Read

Traven Ali is always excited at this time of the year. He is a Muslim. The most important time of the year for Muslims is Ramadan. Ramadan is not held at the same time every year because Muslims count their months from phases of the moon, which change from year to year. Traven is required to fast for one month each year. During the fast, he does not eat or drink between sunrise and sunset. But, early in the morning and in the evening, he is allowed to eat. Fasting is supposed to encourage good thoughts and kind acts.

At the end of the fasting month, Traven Ali celebrates a day known as "Eid." Muslims prepare special foods on the day of Eid, and they feast with their friends and neighbours. Muslims can afford to make a pilgrimage to Mecca, their holy city, at least once during their lifetime. Traven briefly tells his friends about Mecca.

"Mecca lies on the Red Sea. There, Muslims pray and offer sacrifices in memory of the sacrifice of Ishmael. God had asked Abraham to offer his son Ishmael as a sacrifice, to show his devotion to God. Although Abraham loved his son very much, he was prepared to do as God asked. Just as he was about to kill his son, God stopped him and told him that he was an obedient servant. Because of his obedience, God gave him a ram to sacrifice instead of his son."



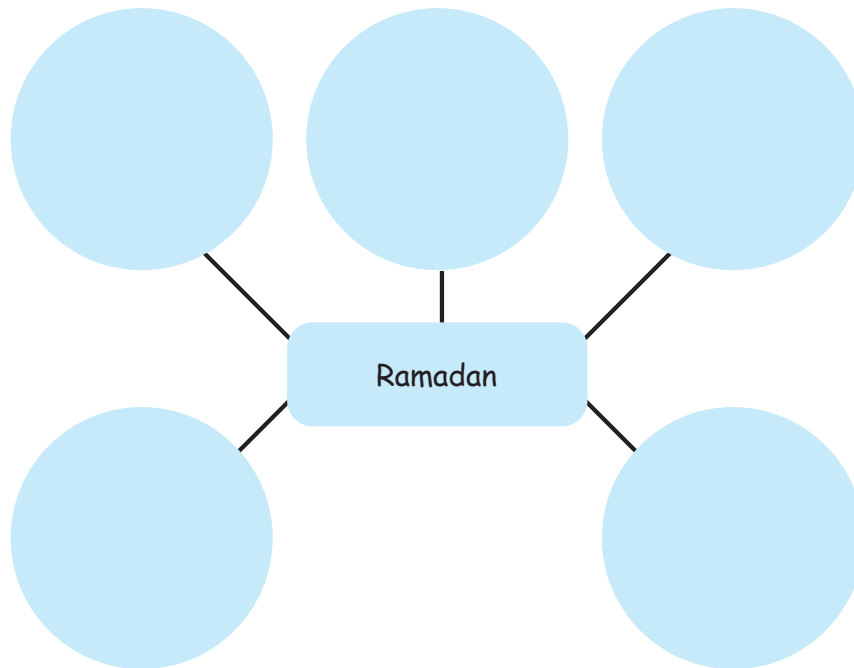
Muslims remember this when they make small sacrifices, and some of them kill goats and cows and share the meat with their friends and families. Muslims also have other festivals of "Eid," each with a different meaning. Traven and his friends enjoy this time of the year best.



AFTER READING

D. Story Wrap Up

Fill in the circles to retell what happened in the story.



E. Co-operative Activity

Make a Scrapbook 18" x 12"

- Place children in groups of 8.
- Identify a group leader.

Task:

- Say what is the process of Ramadan.
- Depict the celebration of Ramadan using cut-outs of pictures.
- Describe what happens during a sacrifice.

E. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

	Traven briefly tells his friends about Mecca.
	<i>Traven briefly tells his friends about Mecca.</i>

F. Creative Writing

Write a paragraph to show the similarities between Ramadan and Easter.

G. H. Home-School Link

- Find out from your parents the similarities and differences between Ramadan and Christmas, and Ramadan and Diwali.
- Share your findings with your classmates.

H. I. Bonus (Integration)

Social Studies: Use a map of the world and locate Mecca on the Red Sea.

Language Arts: List at least two other celebrations observed by Muslims.

HFLE: God asked Abraham to give up his son. How would you react if someone asks you to give up your favourite toy?

I. Coming Attraction

- Have you ever seen a kite flying in the night? Look out for the boy who flew his kite in the night. Can you imagine this? Have you ever done this?

UNIT 14

THE NIGHT KITE



BEFORE READING

A. Word Walk

Word families are groups of words with a common feature or pattern. They have some of the same combinations of letters in them and a similar sound. **For example**, at, cat, hat, and fat are a family of words with the "at" sound and letter combination in common.

Make word families by adding onsets to the following rimes.

ade

ark

itch

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Core Words

Look at the following words. Identify the words with blend sounds and circle the blends.

Christoff	strange	twine	sweeps
preferred	friends	thought	
pitched	flying	shift	

C. Practice Sentences

Read the sentence using the tone required.

He could see them as they approached but they did not see him. When they were directly under the light and saw what it was, they looked at each other and laughed.

Let us Read

Everyone thought Christoff was an odd boy. You will think so too after you have read this story. Christoff liked to play with friends after school, but he preferred to be alone under the shade of any tree, reading fairy tales or just daydreaming. But there was one activity that he enjoyed, like his companions, that was flying a kite.

One day, when he was flying his kite, he thought to himself, "I wonder if anyone has ever tried to fly a kite at night. It seems to me it

would be nice. But then, if it were very dark, the kite would not be seen. What if I should fasten a light to it, though? That would make it show.

I think I'll try it this very night."

As soon as it was dark, without saying a word to anyone, Christoff took his kite and torch and went to a large, open field. The field was about a quarter of a mile from where he lived. "Well," he thought, "this is strange. How lonely and still it seems without any other boys around! But I am going to fly my kite nevertheless." So, he tied the make-shift torch, made of tin, punched with tiny holes, to the tail of his kite. Then, he pitched the kite and, after several attempts, succeeded in making it rise.



Up it went, higher and higher, as Christoff let out the twine. When the twine was all unwound, he tied it to a fence nearby and then stood in amazement at his lit kite floated high up in the air.

While Christoff was enjoying his sport, some people who stood out on the street in the village saw a strange light in the sky. They gathered in groups to watch it. Now, it was still for a few seconds; then it seemed to be jumping up and down; then it made long sweeps back and forth through the air.

"What can it be?" asked one person. "How strange," said another. "It cannot be a comet because comets have tails," said a third. "Perhaps, it's a big firefly or satellite," said another. At last, someone decided to enquire what this strange light was-whether it was a hobgoblin dancing in the air or something dropped from the sky. A few brave onlookers worked their way closer and closer, as close to it as they could.

While this was taking place, Christoff, who had gotten tired of standing, was now seated in the corner of a fence behind a tree. He could see them as they approached, but they did not see him. When they were directly under the light and saw what it was, they looked at each other and laughingly said, "This has to be some boy's trick, and it has fooled us nicely. Let us keep the secret and have our share of the joke." They laughed again and went back to the village. Some of the people there had not yet found out what that strange light was.

When the onlookers had gone, Christoff thought it was time for him to go too, so he wound up his twine, picked up his kite and home-made torch, and went home. His mother had been wondering what had become of him. When she heard what he had been doing, she didn't know whether to laugh or scold him. But, I think she laughed and told him that it was time for him to go to bed.



AFTER READING

D. Story Wrap Up

- Reread paragraphs 4 and 5.

What did the members of the community observe?

What were some of the predictions they made before their discovery?

E. Co-operative Activity

Kite Magnets

Materials:

Scissors, markers, 5" by 4" rectangular coloured cardboard, 8 lengths of thin cloth, $2\frac{1}{4}$ by $\frac{1}{2}$ inch self-stick magnet strips, and 6 heart stickers.

Directions:

- Cut the cardboard into a diamond shape.
- Write a message on the cardboard.
- Place the ribbon on the centre back of the kite so that it trails down like a tail.
- Decorate both sides of the tail with heart stickers, placing them back to back.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

They gathered in groups to watch it.

They gathered in groups to watch it.

G. Creative Writing

- Create a web to explaining the steps in making a kite.
- Using the ideas on the web, write a paragraph on kite making.

H. Home-School Link

- With the assistance of a family member or on your own, design a small kite you would like to have.
- Take the kite to school on the day your teacher chooses to go kite flying.

I. Bonus (Integration)

HFLE: Your entire class is going kite flying, but your friend John has no kite to take with him, so he is sad. What can you do to make him happy?

Mathematics: Identify three different shapes of kites you have seen before and name the plane/solid shape it resembles.

Art/Craft: Draw or design an unusual kite, one that you have never seen before.

J. Coming Attraction

- We can identify our country by its Landmarks.
- Have you ever heard of the magnificent Kaieteur Falls?
- Read about it as you move further in the reader.

UNIT 15

KAIETEUR FALLS



BEFORE READING

A. Word Walk

Sound Replacement

Pronounce the rimes 'oud' and 'ark.'

Add **onset** to the **rime** to create words.

Example

oud

loud

_____oud

_____oud

_____oud

_____oud

ark

park

_____ark

_____ark

_____ark

_____ark

B. Core Words

Game: Pronounce and match.

- Create word cards using the words on the game board. Play with 2, 3, or 4 players.
- Each player picks one row on the game board. Player 1 goes first.

- Pick a word card from the top of the pile.
- If you have the word in your row, pronounce it, and then cover it with your word card.
- The first player to cover all the cards in the row wins the game.

Game Board

Player 1	world	premier	territory	Potaro
Player 2	tribe	majestic	Essequibo	gorge
Player 3	great	splendor	Kaieteur	Flora
Player 4	major	appease	endangered	fauna

C. Practice Sentences

Read the sentence using the tone required. Underline the words functioning as adjectives in the sentences.

The majestic waterfall is located on the Potaro River. Flora and Fauna help to form part of the natural scenery. Kai was one of the great Patamona Chiefs.

Let us Read

A visit to Region Eight Potaro Siparuni is not complete if you have not visited and experienced the world-famous Kaieteur Falls. It is without question the premier tourist attraction in Guyana.

Kaieteur Falls is the highest and most beautiful waterfall located on the Potaro River in the Kaieteur National Park, Central Essequibo Territory, Guyana.

Kaieteur Falls is the most famous landmark and drops 240 meters into a deep gorge in the Potaro River.

This majestic waterfall is almost five times as high as the Niagara Falls in North America. It was discovered by a surveyor, Charles Barrington Brown, in 1870.



Amerindian legend has it that Kai, one of the great Patamona chiefs, committed self-sacrifice by paddling his canoe over the falls to appease Makonaima, the Great Spirit, to save his tribe from the savage Caribisi tribe. This folklore has served as the basis for the legend of Kaieteur, which is world-renowned.

In 1929, an area of the Potaro River, including the Kaieteur Falls, was designated as a National park. The Kaieteur National Park was established principally for preserving the natural scenery and the area's fauna and flora. The park was the first protected area established in South America.

The Kaieteur Falls is at the center of Guyana's rainforest, which is home to a host of rare and endangered species, as well as unique landscapes and forest types.

There are frequent flights between the fall's airstrip and Eugene F. Correia International Airport, and the Cheddi Jagan International Airport in Guyana.

The splendor of the Kaieteur Falls has made it a landmark that all Guyanese are proud of and serves as a major tourist attraction.



AFTER READING

D. Story Wrap Up

Facts and Opinion

- A statement of fact can be proven true or false.
- A statement of opinion tells what someone thinks or feels.

Complete the chart below based on the story "Kaieteur Falls."

Statements	Can it be proven	Fact	Opinion
The Kaieteur National Park was the first protected area established in South America.	Yes	✓	
The splendor of the Kaieteur Falls has made it a landmark.			
There are frequent flights between the fall's airstrip and Eugene F. Correia International Airport.			

A visit to region eight is not complete if you have not visited the Kaieteur Falls.

E. Co-operative Activity

- Work in groups to collect pictures of rare and endangered species found in Guyana.
- Compile pictures collected into a scrapbook.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

Unique landscapes and endangered species are found at the Kaieteur National Park.

Unique landscapes and endangered species are found at the Kaieteur National Park.

G. Creative Writing

Pretend you are a tour guide; fill out this information card to share with tourists visiting the Kaieteur Falls.

	Landmark	:	
	Location	:	
	Description	:	
	Who discovered the landmark	:	
	Height of the falls	:	
	Climate	:	

H. Home-School Link

- Identify a landmark in your community.
- Organise with your family a visit to this landmark.
- Remember to take notes and pictures of the landmark to share with your teacher and classmate.

I. Bonus (Integration)

Social Studies: On a map of Guyana, insert the following falls:

- Kaieteur
- Kanami
- Orinduik
- Sakaika

Art and Craft: Collect pictures of famous landmarks found in the Caribbean. Make a scrapbook.

J. Coming Attraction

How would you feel if someone planned a special party for you? What are some of the things you would like to happen at your special party?

UNIT 16

A GIFTED CHILD'S BIRTHDAY PARTY

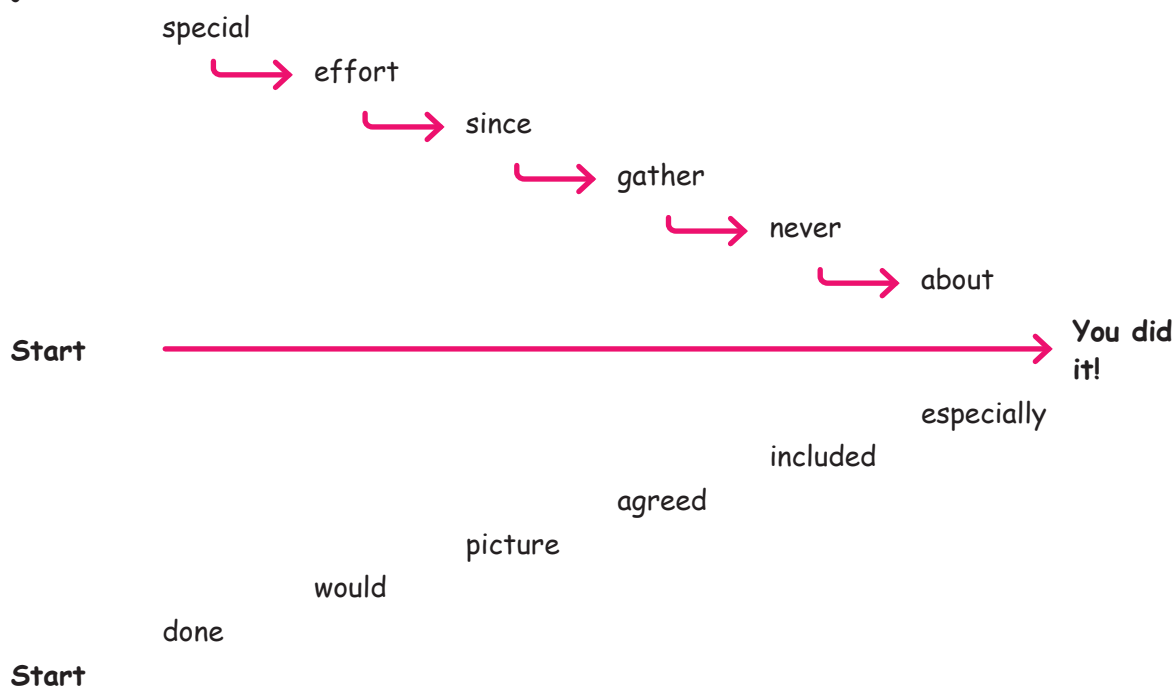


BEFORE READING

A. Word Walk

Make your way to the top of the stairs by pronouncing each sight word.

Great
job!



B. Core Words

Pronounce these words.

normal

demonstration

unusual

minute

awesome

dimensions

obviously

enthusiasm

included

impressed

Complete the table below using the words above. Use your dictionary to help you.

Word	Meaning	Sentence
normal	Conforming what is standard or typical	His temperature is well above normal.
unusual	Strange or exceptional	We saw an unusual creature in the pond.
dimensions		
enthusiasm		

C. Practice Sentences

Homographs are words that are spelled the same but have different meanings and may be pronounced differently.

1. **Minute** (min/ute) a unit of time equal to sixty seconds.
2. **Minute** (mi/nute) very small; tiny.

Write (1) or (2) to tell how minute is used in each sentence. Use the meanings above to guide you.

Read the sentences using the tone required.

- a. The jeweler found a minute crack in the stone. _____
- b. The runner finished the race in exactly one minute. ____
- c. A minute crumb would make a meal for some insects. ____
- d. The rules allow one minute for you to answer. _____

Let us Read

Ever since he was two years old, Jared has had a passion for electronic devices. Jared, who has autism, attends Swift Primary School. Jared was never into normal toys. His mother, Gloria, said that he would turn eleven years over the weekend. Ms. Gloria has planned a special birthday party that includes close friends, family, and a cell phone salesman.



Ms. Gloria visited the manager of Gizmos and Gadgets. She wanted to make her son's birthday special. She explained to the manager how obsessed her son is with cell phones. Ms. Gloria explained that he spends hours watching videos about different cell phones, especially his favorite, "Life's Good" LG.

"I want one of your salesmen to demonstrate the various features of the LG cellphone for his birthday. In fact, I am getting a birthday cake that looks like a cell phone. I know that getting this demonstration done would be just so awesome, and it would warm my heart to see him

so excited to experience it," said Ms. Gloria. The manager agreed to make Jared's dream come true.

On the day of the birthday party, the salesman from Gizmos and Gadgets performed the cell phone demonstration. Jared assisted with the demonstration. He told everyone about the dimensions and battery capacity of the cell phone. The salesman presented Jared with a basketball and a jersey with a picture of an LG cell phone. Mike, the salesman, said he had been selling cell phones for over twenty years and was impressed with Jared's knowledge and enthusiasm about cell phones.

The big surprise came when Mike presented Jared with a brand new 'LG' cell phone. There was not a dry eye at the party as Jared's eyes lit up like flaming candles.

Jared's friends gathered around as the gifted child began his own demonstration; his mother was overjoyed.



AFTER READING

D. Story Wrap Up

Re-read the story “**A Gifted Child's Birthday Party**” and then answer the questions below

1. How would you describe Jared?
2. Why was the salesman invited to the party?
3. In your opinion, did Jared's mother achieve her goal to make the party special? Why or why not?
4. Give one example of a statement of fact in the story.

E. Co-operative Activity

You and two of your friends have created an unusual clock. Explain how it works. Use words from the core words list above.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

The manager of Gizmos and Gadgets agreed to help Ms. Gloria.

*The manager of Gizmos and Gadgets
agreed to help Ms. Gloria.*

G. Creative Writing

Here is an invitation to a birthday party. Fill in the missing information.



H. Home-School Link

- Ask your parents to help you conduct a research on autism.
- Make a chart and display it in your classroom.

I. Bonus (Integration)

Mathematics

Lollipop \$40



Toffee \$35



Chewing gum \$20



For Jared's birthday party, Ms. Gloria purchased one dozen toffees, two scores of lollipops, and one and a half dozen chewing gums. How much did she pay for these items?

Health and Family Life Education

You are asked by your father to invite 12 of your friends to your birthday party. Identify five qualities your friends need to have before you select them to attend your party.

Art & Craft

Make a friendship card or a friendship bracelet for a friend.

J. Coming Attraction

Have you ever visited the dentist? What is the job of a dentist? Read about Ayesha's visit to the dentist.

UNIT 17

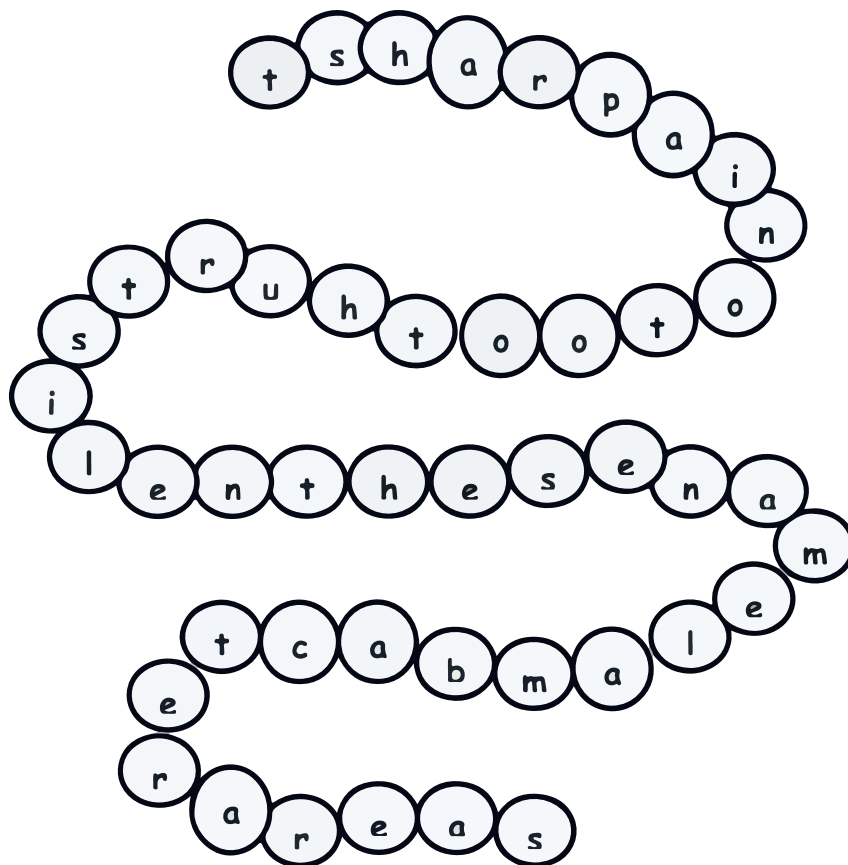
THE DENTIST



BEFORE READING

A. Word Walk

Word Chain-Where one word stops, another word begins. Study the chain carefully, then circle the words you find.



B. Core Words

Breaking the Code

Use the code bar below to find new words. Write the word that the code represents.

a	b	c	d	e	f	g	h	i	j	k	l
1	2	3	4	5	6	7	8	9	10	11	12

m	n	o	p	q	r	s	t	u	v	w
13	14	15	16	17	18	19	20	21	22	23

1. 5, 14, 1, 13, 5, 12

2. 8, 21, 18, 20, 19

3. 20, 5, 5, 20, 8

4. 7, 18, 15, 15, 22, 5, 19

5. 2, 5, 20, 23, 5, 5, 14

6. 3, 1, 22, 9, 20, 9, 5, 19

C. Practice Sentences

Read the sentences using the tone required.

It was her turn to see the dentist now. "Ah! Ah!" she cried, even as the dentist examined the tooth. "Not bad," said the dentist.

My Tooth Hurts

A sharp pain woke Ayesha very early one morning. It was so unbearable; she ran frantically to her dad and cried uncontrollably.

"What's the matter Ayesha?" asked dad. "My tooth hurts," she cried in reply. "Let's have a look," he said. Ayesha's dad took one look at the tooth and said, "I must take you to the dentist immediately."

On their way to the dentist, dad explained to Ayesha what causes toothaches. "A tooth starts to ache when the nerve is irritated. This irritation can cause cavities when untreated. Cavities are permanently damaged areas formed in the enamel of your teeth. Cavities, also known as tooth decay or caries, can result from consuming too many sweets or not taking care of your teeth." Ayesha was silent as a lamb as she remembered the countless times her mother and Ms. Liverpool, her class teacher, had warned her about taking good care of her teeth.

"Oh, dad, I do try to care for my teeth," said Ayesha in pain. "I know, my dear Ayesha, caries usually begin in the grooves of our molars, between teeth, and around the gum. These are all the areas where food particles can be stuck after we have eaten," dad further explained.

"I will have to try harder," said Ayesha. "Yes!" said dad, "because caries is smart." Ayesha smiled. Her dad was such a wonderful person who knew how to make her forget the pain.

At the dentist's office, Ayesha learned that bacteria are always present in the mouth, and they feed on the tiny food particles left in the mouth after eating. As they feed, they produce acids that work

slowly to breakdown the enamel of the teeth and create cavities. If the cavity is not caught early, it can lead to a toothache.



It was her turn to see the dentist now. "Ah! Ah!" she cried, even as the dentist examined the tooth. "Not bad," said the dentist. "We may just need to clean them thoroughly and use some mouth wash regularly." Upon hearing the dentist's report, Ayesha was excited.

After listening to the dentist and remembering what her dad said to her on their way to the dentist's office, she is more convinced that it is important to take care of her teeth. "I will be very careful to brush my teeth after every meal," Ayesha promised the dentist.



AFTER READING

D. Story Wrap Up

Identify and record the main sentence for each paragraph

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

E. Co-operative Activity

Pretend you are a dentist.

Use a pair of gloves to check your friend's mouth for caries.

Count the number of teeth you see.

Record and discuss your findings with your friend.

F. One Minute Handwriting

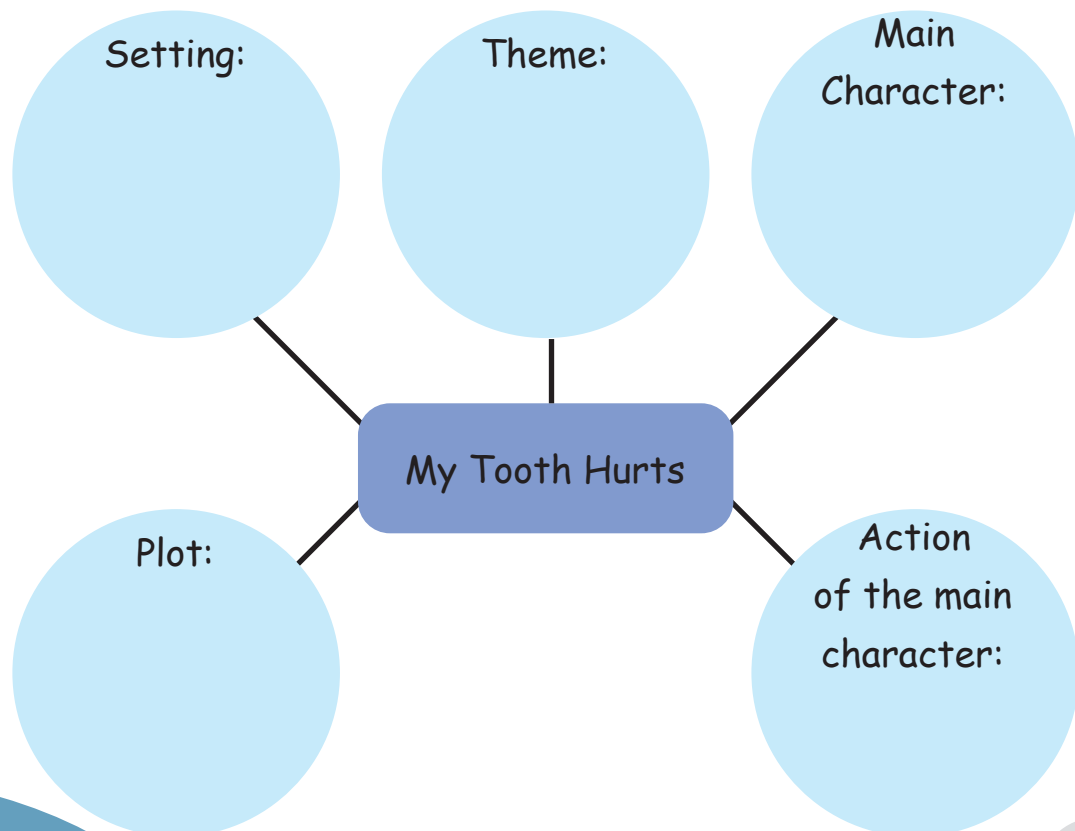
Copy the sentence using the script and cursive forms of writing.

This irritation can cause cavities when untreated.

This irritation can cause cavities when untreated.

G. Creative Writing

Complete the story map below.



H. Home-School Link

- Cut and paste a picture of a molar in your book.
- Name some home remedies that you can use to ease a toothache.

I. Bonus (Integration)

Science: Name the types of teeth.

Language Arts: Write a paragraph advising a friend on how to care for his/her teeth.

Mathematics: Create a bar graph to show the difference between the total number of adult teeth and child's teeth.

J. Coming Attraction

Young people are called 'youths.' Youth week is celebrated in May.

Find out more about youths and youth week in the next story.

UNIT 18

OUTINGS



BEFORE READING

A. Word Walk

Pronounce the words in the table below. Write the past tense of the words using ed/d.

Present Tense	Past Tense
observe	observed
remind	reminded
elect	
develop	
empower	
explain	
nominate	
improve	
promise	
place	
thank	
discuss	

B. Core Words

Pronounce the words twice, then complete the chart below

Word	Meaning	Sentence
virtuous		
ballot		
candidate		
exemplary		
massive		
imagination		
debates		

C. Practice Sentences

Read the sentences using the tone required. Select an antonym to replace the underlined words.

1. It is a very momentous day in Mrs. Chandler's sixth-grade class.

(a) important

(c) serious

(b) insignificant

(d) significant

2. The children nominated Carlos. He was very smart and well mannered.

(a) condemn

(c) selected

(b) named

(d) choose

3. Young people are the ones with imagination and great passion to propel.

(a) push

(c) impel

(b) drive

(d) discourage

Let us Read

Youth Week Project

Youth week is ritually observed at St. Mary's Primary School with educational tours, exhibitions, cultural festivals, debates, forming committees, and sports contests.

Young people are the ones with the imagination and great passion to propel change. Ms. Richards had reminded the eight hundred and four pupils at the youth week rally to participate in the week of activities planned to help them lead successful lives.

It is a very momentous day in Ms. Chandler's sixth-grade class. Today, the children would have their premier election for a class leader as part of the school's youth auditions.

"Being a class leader is an important job," said Ms. Chandler.

The class leader will do many things. Last year, our class leader was Shamal Bankey. Shamal had asked the rest of the sixth graders to help the grade one children develop their reading skills. She had successfully formed the youth group "Empowering our youths through literacy."

The children were excited about the election. Many children desired to be the class leader. Ms. Chandler explained, "Being a class leader can be fun, but it is a massive responsibility. Sometimes the class leader has to stay after school to make sure projects are done. The class leader has to be an exemplary pupil and a good leader." Deshanna asked, "Should we raise our hands to show we want a specific person to be the class leader?"

"Many children can nominate the same person to be the class leader," said Ms. Chandler. "What if one candidate is my friend, but I want to pick a different candidate for the class leader. If my friend knows I voted for someone else, he may not want to be my friend anymore," said Tammy.



Ms. Chandler wrote on the chalkboard the words 'secret ballot'. She further explained that when you vote for your class leader, it is personal

and private. The children nominated Carlos; he was very smart and well mannered. He always followed the rules and was an excellent class leader in grade four. They also nominated Tanisha; she asked many questions in discussions and paid attention in class. Every morning she ensures the top-flat is free of litter. Last year, she spoke to the pupils at one of the youth week activities about the dangers of littering and created an Environmental Club.

This club continues to educate and support the litter-free goal of St. Mary's Primary School.

Ms. Chandler announced that it was time to vote. The children wrote the name of the person they selected on a piece of paper and placed it in the ballot box.

Ms. Chandler counted the votes; the results read, Carlos ten votes; Tanisha thirteen votes-Tanisha became the newly elected class leader.

Tanisha thanked her classmates for selecting her as class leader and promised to make a difference as a youth leader. She also promised to use the opportunity given to her to encourage youths to improve their lives and society.



AFTER READING

D. Story Wrap Up

- The **main idea** is the most important idea about the story.
- **Details** are small pieces of information that tell more about the main idea.

Answer the questions about the story '**Youth Week Project**'.

1. Retell the story.
2. What is the most important or main idea of the story?
3. What is one important detail that tells you more about the main idea?
4. Write a summary of the story.

E. Co-operative Activity

Your class is supporting Carlos for President of the Youth Club. Work in groups to prepare posters encouraging pupils to vote for Carlos.



F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

	The children nominated Carlos; he was very smart and well mannered.

	<i>The children nominated Carlos; he was very smart and well mannered.</i>

G. Creative Writing

You have been elected as the president of the Youth Club. Write a brief acceptance speech.

When writing your speech remember to:

- share plans for the club.
- state your commitment to the club.
- express your gratitude for the support given.

H. Home-School Link

Conduct a survey in your community to obtain information on the number of youth clubs in your community.

Display your information on the chart below

Name of the Club	The Club Motto
Purple Arts Drama Club	'Life is like a play. It is not the length but the excellence of acting that matters.'

I. Bonus (Integration)

Science: Help improve your school environment by planting flowers.

Collect plastic bottles and submit them to the recycling centre.

Art & Craft: Create identification cards for the members of the Purple Arts Drama Club.

Name: Myesha Rutherford

Level: Beginners

Instructor: Simone Dowling

Mathematics: In a school of 800 pupils, 740 ballot papers were counted, 12 were spoilt votes:

- How many pupils did not vote?
- What fraction of the pupils did not vote?

J. Coming Attraction

Everyone loves a good wedding; lots of food, cleaning, and laughter. Take a journey with Willow to a spectacular wedding in the next unit.

UNIT 19

WEDDING



BEFORE READING

A. Word Walk

Read these words

Select the antonyms for the word in the centre.

limited

enormous

fresh

modern

great

recent

extreme

vast

new

past

twin

parallel

adore

detest

similar

enjoy

alien

same

relish

appreciate

obscure

recognise

unruly

disorderly

famous

rowdy

noted

important

rebellious

manageable

B. Core Words

Knowing the meanings of these words is important for reading 'The Wedding Experience.'

Make sentences using ALL the words below.

caterers

delicacies

horrendous

exception

autonomous

traditional

exuberance

Mediterranean

karaoke

C. Practice Sentences

Read the sentences using the tone required.

Everyone loves a good wedding. Yes, we all do, and Willow is no exception. He has been to many weddings in his native Guyana, and he usually has a great time. Willow has also been to a few abroad, including the Caribbean and Spain, most recently to the mountain of Sardinia Mountain.

Let us Read

Everybody loves a good wedding. Yes, we all do, and Willow is no exception. He has been to many weddings in his native Guyana, and he usually has a great time. Willow has also been to a few weddings abroad, including the Caribbean and Spain, and most recently to one in Sardinia's Mountain. Sardinia is the second-largest island in the Mediterranean Sea and an autonomous region of Italy.

No two weddings are ever the same, but Willow enjoyed this one because it was very similar to the wedding ceremonies he had attended in the past and it had some pleasant differences.

First, the two families spent at least three weeks before the big day preparing all the food, from wonderful home-made delicacies to simple traditional loaves of bread and kinds of pasta. In his experience, in native Guyana, that responsibility is left to the caterers!

In the weeks before the wedding, there is a dinner or celebration every day. Willow is familiar with the traditional bachelor and bachelorette party, but this wedding was more family oriented and certainly a little less rowdy. This particular ceremony was in a beautiful country church, and afterward, the couple went to the reception in a beautifully decorated Fiat 500, with a string of cans trailing. This act, too, is practiced in some parts of his home country.

The reception itself was also very similar, until he realized that the seven tables in the hall each sat sixty guests, an average number for Sardinia, but would be considered a huge wedding back home.

The wine flowed, as did the chatter - the famous Italian exuberance showing itself to the fullest. There were the five or six courses of delicious food, and screaming children were running wild, the ceremonial cutting of the cake by the bride and groom- but no speeches! Not a single one.

In Guyana, it is traditional for both the bride and groom's parents to propose a toast, followed by representatives of the bridal party and finishing up with that of the groom. Generally, the groom's toast shows appreciation to all who supported him and his wife, but the groom was spared that particular discomfort at this reception.

Instead, there was a delightful custom which he had never seen before, in which six or seven of the male guests go around the hall banging trays, drums, pots, pans, or anything that makes a horrendous noise.

They are selling pieces of the groom's tie, which they had cut into tiny bits. The money raised is then given to the happily married couple to help them set up their new life together. This practice seemed nice.

Finally, the evening saw a lot of traditional dancing, a little disco dancing, and some karaoke. He liked the karaoke, and the wedding ceremony and reception were enjoyable. He can't wait for the next one.



AFTER READING

D. Story Wrap Up

Re-read the story 'The Wedding Experience,' then answer the questions carefully.

1. What is the author's purpose for writing the story?

2. How do you know that this is the author's purpose?

3. Did the author meet his purpose successfully? Why do you feel this way?

4. Write a summary of the story in one or two sentences

E. Co-operative Activity

WEDDING PLANNERS

You are a wedding planner, and the Stephens' and Bacchus' families have asked you to plan their children's wedding. In groups of four, prepare a portfolio of your work as a wedding planner to present to the families

Your portfolio must include:

PORTFOLIO

Invitations	:
Venues	:
Meals/Beverages	:
Decorations	:
Tokens	:
Music	:

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

They are selling pieces of the groom's tie, which they had cut into tiny bits.

They are selling pieces of the groom's tie, which they had cut into tiny bits.

G. Creative Writing

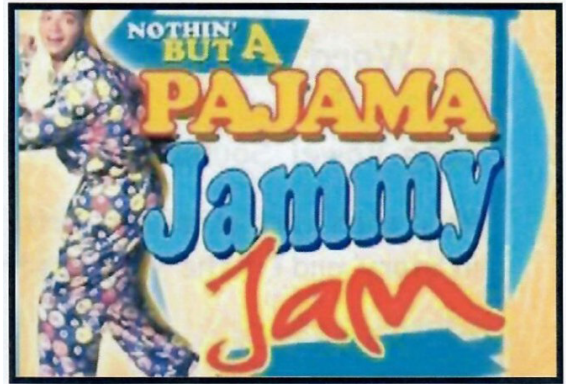
Think of what you know about weddings through personal experience, films, or books you have read. Write a paragraph describing the sight sounds and smells someone might experience at a wedding.

H. Home-School Link

Enjoy creating an advertisement with your family members. The advertisement must advertise something your family might sell or rent for parties, weddings, or graduation.

Be sure to tell:

- What is great about it
- What it costs
- How and where to get it



I. Bonus (Integration)

Vocabulary- Gender: Create a mini-book on gender.

Note: Must include pictures

Oral Expression: A noted educator is coming to your school to speak at your general assembly. You have to introduce the speaker to the pupils. Write a speech you will give to introduce the speaker. Read your speech to the class.

J. Coming Attraction

Have you ever taken part in a play? Do you like plays? Would you like to become a play writer? Read all about 'The Play' in the next unit.

UNIT 20

CLOSING EXERCISE

A. Word Walk

Long Vowel Sounds

Read each word carefully. Write 'e' if the 'y' makes the long 'e' sound, as in 'story,' and I if the 'y' makes the long I sound, as in 'sky.'

daisy

fly

happy

jelly

buy

family

windy

shy

B. Core Words

An adjective is a word or set of words that modifies (i.e., describes) a noun or pronoun. Adjectives may come before the word they modify.

Example- That is a cute puppy.

Adjectives may also follow the word they modify. *Example- That puppy looks cute.*

Write an adjective to complete the phrases below.

- | | |
|----------------------|------------------|
| 1. _____ princess | 4. _____ news |
| 2. _____ job | 5. _____ bouquet |
| 3. _____ performance | 6. _____ weeks |

C. Practice Sentences

Rearrange these words to make a sentence. Read the sentences using the tone required.

1. performance audience The loved that
2. on school This production another putting year the will be
3. news ran She home share with family her the good to
4. practiced Abigail part the Daisy of Miss

Let us Read

Abigail was hoping to get the lead role in the upcoming school play. Last year, she played the role of a princess in the school's production of "The Princess and the Pea." The audience loved that performance. She received a roaring round of applause at the end of every performance. This year, the school will be putting on a production called "Driving Miss Daisy."

Abigail began to practice her lines four times a day for five weeks before auditions. The week before the audition, Abigail began to practice with two of her closest friends.

Abigail practiced the part of Miss Daisy, Mike practiced the role of John, the driver, and Alma practiced the part of Teresa, the house help. Every time they practiced, they performed better and better.

When the auditions started, Abigail did an excellent job! Her outstanding performance won her the role of Miss Daisy. As soon as she learned that she had gotten the part, she ran home to share the great news with her family and continued practicing for opening night.

Abigail's family was incredibly proud of her. They told her if she desires to be a winner again, it should be a priority and with consistent practice, her talent will improve, making her wish come through. So, encouraged by what her family told her, Abigail practiced and practiced and practiced some more.

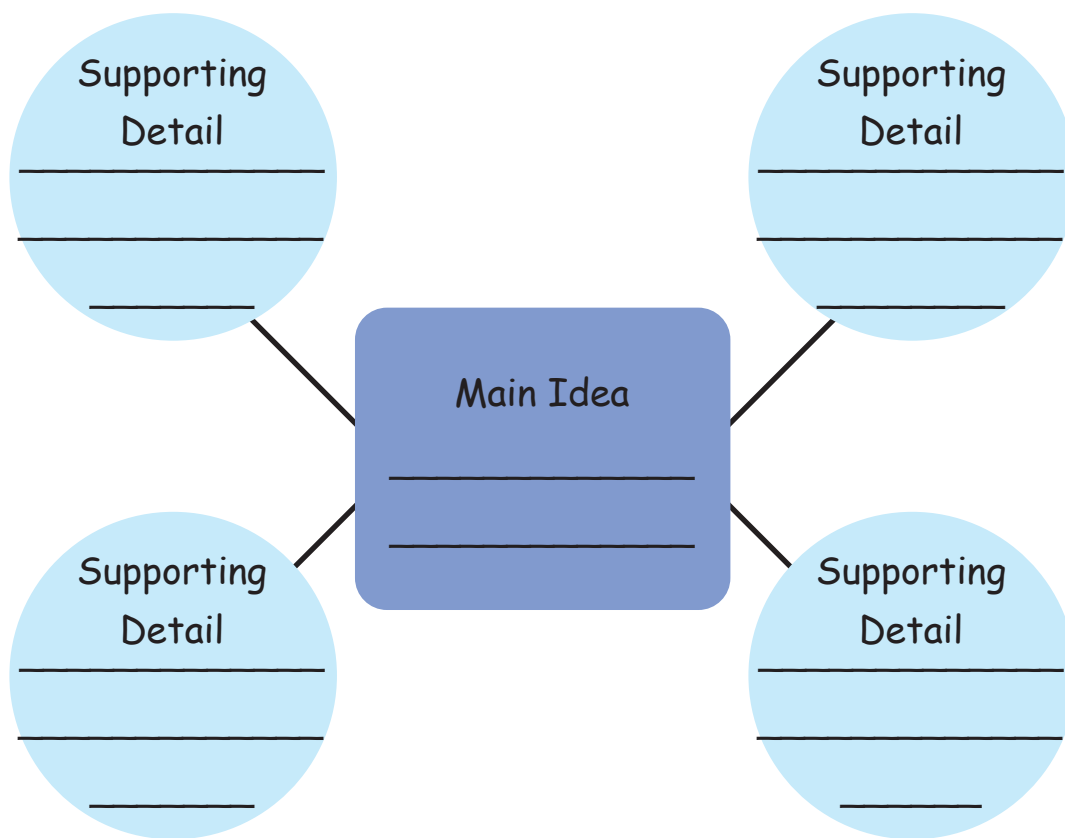
Now, the moment had finally arrived. It was the opening night of the play. Abigail was nervous with excitement. The curtains drew and with the lights shining in all their glory, she stepped out on stage along with the other performers, and they acted; each in their roles. Abigail was extraordinary in her performance; the audience applauded and shouted unendingly. What a night it was for all the school. The play was yet another success, and Abigail's performance was exceptional, and earned her a beautiful bouquet and a trophy for the performer of the year. Her parents were once again very proud of her and the way she performed.



AFTER READING

D. Story Wrap Up

Complete the graphic organizer below. Write the main idea in the center and four supporting details.



E. Co-operative Activity

Plan a competition for your school. Be sure to name the competition, the persons to be involved, and the main objective.

F. One Minute Handwriting

Copy the sentence using the script and cursive forms of writing.

Abigail's family was incredibly proud of her.

Abigail's family was incredibly proud of her.

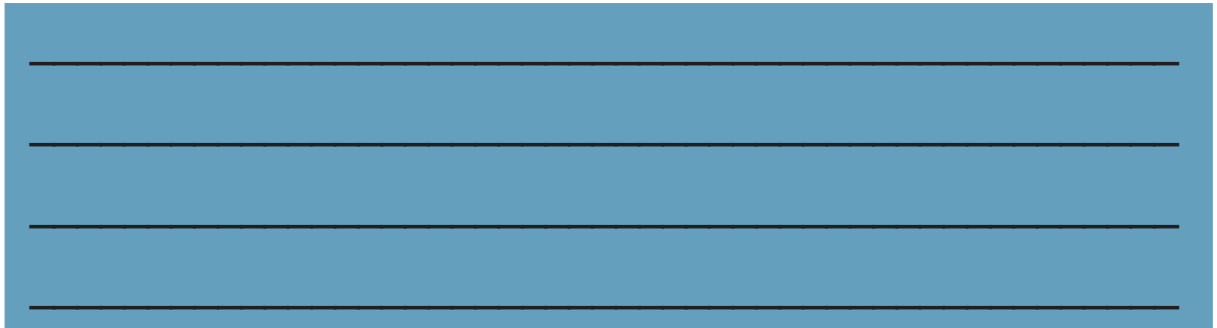
G. Creative Writing

Use the information you gathered in the graphic organizer to wrap up the story. Write a paragraph about **'The Play.'**

H. Home-School Link

Interview your parents or a family member about an activity they were involved in at school when they were younger.

Record their responses in your book and share them with your classmates.



I. Bonus (Integration)

Drama: Identify your favourite character in the story 'The Play' and dramatize that character's role for your teacher and classmates.

J. Coming Attraction

Did you enjoy this reader?

Which are your favourite stories?

Look out for Readers 5 and 6.

Word List

A

accentuated
activities
adventure
alarm
already
amazement
answered
appeased
athlete
atmosphere
audience
audition
autonomous
awesome

B

bachelorette
bacteria

baggage

beautiful

blasted

book

budge

budget

building

buttons

candidate

centuries

climates

companions

compliment

condition

considered

conversation

countless

cozy

D

Demerara
demonstration
dentist
desire
dimensions
dinner

E

educate
electronics
elephant
endangered
enough
enthusiastic
entire
especially
exactly
exception

experience

experiment

expression

extremely

F

facial

famous

fauna

figure

fireside

forth

foul

from

G

gingerly

glanced

grooves

gyrating

H

hurdler

I

imagination

immediately

immune

initiative

instruments

international

J

javelin

journey

K

Kaieteur

kaleidoscope

knuckle

L

literacy

M

majestic

manager

Mashramani

memorized

minivan

modestly

moment

momentous

moral

mountain

N

naturally

nomination

numerous

O

obedient

obsessed

opponent

P

passion

patiently

pattern

performed

Phalgun

phases

picnic

piece

pilgrimage

planet

practice

preferred

premier

probably

progressed

Q

quiet

R

realized

regions

required

ritually

rummage

S

sacrifice

scientist

secret

secure

servant

situations

society

spectacular

spread

squeeze

suddenly

surface

surprise

T

territory

thoroughly

thread

throwers

tiring

tomorrow

toothaches

torch

traditions

treasure

triumph

trophy

troposphere

typically

U

unbearable

uncontrollable

unique

unusual

V

valuables

videos

villages

W

wagon

whisper

Y

yesterday

UNIT 1 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 1.1 Responds to sounds
- 1.12 Listens and repeats letter sounds
- 3.6 Segments the sounds in printed words

Core Words

- 2.17 Reads grade-level sight words in context and isolation
- 2.21 Reads in isolation as well as in context sight words appropriate to the grade-level
- 3.1 Demonstrates an interest in learning new words

Practice Sentences

- 4.3 Reads and follows simple instructions
- 4.26 Monitors own reading, and self-corrects misread words
- 4.46 Reads at an independent level silently and shows an understanding of the text read

Story Word Count: 328

- 4.1 Recognises that print conveys meaning
- 4.35 Reads aloud text suited to the grade-level with fluency to convey the message to the listener
- 4.44 Shows awareness that words can change in use and meaning over time by discussing the text read

Story Wrap-Up

- 4.7 Recalls facts and details of the text

- 4.9 Identifies and discusses similarities and differences in story elements
- 4.21 Relates story information to real-life experiences
- 5.16 Identifies and constructs declarative, imperative, exclamatory, and interrogative sentences in written form

Cooperative Activity

- 1.6 Speaks fluently, sequentially, and independently or in groups
- 3.25 Identifies compound words and separates them into their constituent parts
- 4.2 Understands and follows two to three-step oral directions

One-Minute Handwriting

- 5.2 Uses grade-level punctuation and capitalization rules
- 5.3 Writes legibly (manuscript)
- 5.5 Observes spacing between letters and words

Creative Writing

- 4.14 Answers (who what, when, where, how, why) questions about stories read or read aloud by the teacher
- 4.17 Answers comprehension questions read independently based on what has been read at the grade-level
- 6.3 Records information in a variety of formats such as logs, journals, charts, tables

Home School Link

- 3.41 Spells words of greater complexity in the course of their reading correctly

- 4.21 Relates story information to real-life experiences
- 6.8 Locates information in a dictionary or other reference material appropriate to the grade-level

UNIT 2 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 3.1 Demonstrates an interest in learning new words
- 3.2 Blend sounds to decode printed words at grade-level
- 3.6 Segments the sounds in printed words

Core Words

- 3.1 Demonstrates an interest in learning new words
- 3.37 Demonstrates the use of newly taught words

Practice Sentences

- 4.1 Recognises that print conveys meaning
- 4.4 Retells parts of the story read or heard

Story Word Count: 377

- 4.1 Recognises that print conveys meaning
- 4.27 Re-reads sentences and paragraphs when meaning is not clear
- 4.36 Reads at an independent level silently and shows an understanding of the text

Story Wrap-Up

- 4.4 Retells part of a story read or heard
- 4.5 Identifies some sequence of events in the story
- 4.18 Predicts and justifies what happen next in stories

Cooperative Activity

- 1.6 Speaks fluently, sequentially, and independently or in groups

2.17 Reads basic grade-level sight words in context and isolation

4.2 Understands and follows two to three-step oral directions

One-Minute Handwriting

5.3 Writes legibly (manuscript)

5.5 Observes spacing between letters and words

Creative Writing

5.8 Uses writing process steps independently

5.43 Creates paragraphs to include a topic sentence, supporting details, and concluding sentences

Home School Link

1.14 Expresses feelings using appropriate descriptive words

1.26 Uses appropriate descriptive words when speaking

UNIT 3 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 2.17 Reads basic grade-level sight words in context and isolation
- 3.6 Segment sounds in printed words

Core Words

- 1.33 Follows increasingly complex directions and instructions
- 3.1 Demonstrates an interest in learning new words
- 5.55 Recognises that spelling has patterns, applies knowledge of those patterns in an attempt to spell a wider range of words

Practice Sentences

- 2.20 Corrects miscues when reading aloud
- 2.33 Varies pace or tone of voice to express feelings or to present the character or mood read

Story Word Count: 319

- 2.20 Corrects miscues when reading aloud
- 2.33 Varies pace or tone of voice to express feelings or to present the character or mood read
- 4.27 Re-reads sentences and paragraphs when meaning is not clear

Story Wrap-Up

- 2.9 Responds to characters or situations in a story
- 4.4 Retells part of a story read or heard preference
- 4.16 Identifies cause and effect relationships

Cooperative Activity

3.36 Extends vocabulary in own speech

4.6 Retells or dramatizes stories or parts of stories read independently or by the teacher

One-Minute Handwriting

5.2 Uses grade-level punctuation and capitalisation

5.3 Writes legibly (manuscript)

5.5 Observes appropriate spacing between letters, words, and sentences

Creative Writing

5.1 Plans, composes, and rereads simple sentences

Home School Links

5.8 Uses writing process steps independently

5.23 Uses the present, past, future, and present continuous tenses correctly

6.3 Records information in a variety of formats such as logs, journals, charts, tables

UNIT 4 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 3.1 Demonstrates an interest in learning new words
- 3.27 Shows awareness of word families and their relationships
- 3.40 Reads and comprehends affixes

Core Words

- 3.36 Extends vocabulary in own speech
- 6.6 Comprehends and employs alphabetic sequence by first and second letters

Practice Sentences

- 2.20 Corrects miscues when reading aloud
- 2.23 Reads orally and monitors own reading by correcting miscues
- 2.33 Varies pace or tone of voice to express feelings or to present the character or mood read

Story Word Count: 383

- 3.30 Reads aloud fluently, expressively, and with increased confidence from a range of familiar literature
- 4.26 Monitors own reading, and self-corrects misread words
- 4.27 Re-reads sentences and paragraphs when meaning is not clear

Story Wrap-Up

- 4.1 Responds to characters or situations in a story
- 4.4 Retells part of a story read or heard preference
- 4.16 Identifies cause and effect relationships

Cooperative Activity

- 4.30 Uses details to predict outcomes
- 6.1 Sorts, groups, and sequences a variety of items

One-Minute Handwriting

- 5.3 Writes legibly (manuscript)
- 5.4 Uses a style of writing that is legible
- 5.5 Observes appropriate spacing between letters, words, and sentences

Creative Writing

- 3.37 Demonstrates use of newly taught words
- 5.11 Uses conventions of syntax, capitalization, and punctuation in written Standard English at the grade-level
- 5.15 Focuses on a central theme and supporting details in own writing correctly

Home School Links

- 1.32 Speaks clearly and audibly
- 3.1 Demonstrates an interest in learning new words
- 3.41 Spells words of greater complexity correctly in the course of their reading

UNIT 5 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 3.1 Demonstrates interest in learning new words
- 3.26 Applies rules of syllabication to identify words with multiple syllables
- 3.36 Extends vocabulary in own speech

Core Words

- 3.1 Demonstrates an interest in learning new words
- 4.1 Recognises that print conveys meaning
- 6.8 Locates information from a dictionary or grade-level reference book

Practice Sentences

- 2.19 Reads fluently, with expression any grade-level text
- 2.33 Varies pace or tone of voice to express feelings or to present the character or mood read
- 3.10 Reads decodable text at the grade-level fluently

Story Word Count: 373

- 4.19 Uses context clues to understand the text
- 4.21 Relates story information to real-life experiences
- 4.26 Monitors own reading, and self-corrects misread words

Story Wrap-Up

- 4.10 Identifies some sequences of events in stories

4.14 Answers (who what, when, where, how, why) questions about stories read or read aloud by the teacher

4.27 Re-reads sentences and paragraphs when meaning is not clear

Cooperative Activity

5.40 Organises content appropriately

6.3 Records information in a variety of formats such as logs, journals, charts, tables

One-Minute Handwriting

5.2 Uses grade-level punctuation and capitalisation

5.3 Writes legibly (manuscript)

5.4 Uses a style of writing that is fluent and legible (cursive manuscript)

Creative Writing

5.3 Writes legibly (manuscript)

5.51 Uses visual representation to reinforce messages or labels

6.3 Records information in a variety of formats such as logs, journals, charts, tables

Home School Link

1.7 Explain in detail how to do something

1.8 Speaks effectively and confidently to deliver speeches for a variety of purposes

1.9 Supplements more appropriate words during a speech

Bonus Integration

- 1.34 Participates in oral reports, discussions, and speeches
- 3.36 Extends vocabulary in speech

UNIT 6 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 3.1 Demonstrates interest in learning new words
- 3.5 Blends letter sounds to decode printed words
- 3.8 Sounds out words, including those with blends and digraphs

Core Words

- 2.5 Participates in rhymes, chants, and song activity
- 3.25 Identifies compound words and separates them into their constituent parts
- 3.36 Extends vocabulary in own speech

Practice Sentences

- 2.23 Reads orally and monitors own reading by correcting miscues
- 2.33 Varies pace or tone of voice to express feelings or to present the character or mood read

Story Word Count: 413

- 2.22 Reads expository and narrative text appropriate for the grade-level with fluency and natural tone
- 4.36 Reads at an independent level silently and shows interest in the text
- 4.38 Recognizes and uses clues in a text to predict events

Story Wrap-Up

- 4.17 Answers comprehension questions read independently based on what has been read at the grade-level

- 4.41 Make simple comparisons between stories and poems, and offers justification for personal preference
- 5.23 Uses the present, past, future, and present continuous tenses correctly

Cooperative Activity

- 1.33 Follows increasingly complex instructions and directions
- 4.29 Organises information (pictures, texts) to sequence a story

One-Minute Handwriting

- 5.3 Writes legibly (manuscript)
- 5.4 Uses a style of writing that is fluent and legible

Creative Writing

- 4.21 Relates story information to real-life experiences
- 4.32 Distinguishes between fact and fantasy
- 5.38 Uses prewriting strategies to generate and organize ideas

Home School Links

- 4.22 Connects text to text and text to life experiences in stories read independently or with the teacher
- 5.1 Plans, composes, and rereads simple sentences
- 6.17 Uses research to contribute to an inquiry into health and safety at school or in the home

Bonus Integration

- 1.27 Stays on topic when speaking
- 1.40 Conveys a simple message accurately

UNIT 7 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 2.7 Counts syllables in words accurately
- 3.1 Demonstrates interest in learning new words
- 3.26 Applies rules of syllabication to identify words with multiple syllables

Core Words

- 2.18 Demonstrates appropriate use of vocabulary and sentence structure
- 3.1 Demonstrates an interest in learning new words

Practice Sentences

- 2.23 Reads orally and monitors own reading by correcting miscues
- 3.46 Uses knowledge of synonyms, antonyms, homographs to determine word meaning

Story Word Count: 693

- 2.15 Reads the author's point of view
- 2.22 Reads expository and narrative text appropriate for the grade-level with fluency and natural tone

Story Wrap-Up

- 4.21 Relates story information to real-life experiences
- 4.25 Shares information from the text in own words
- 4.42 Discusses character, action, fact, opinion and relates them to personal experience

- 5.16 Identifies and constructs declarative, imperative, exclamatory, and interrogative sentences in written form

One-Minute Handwriting

- 5.3 Writes legibly (manuscript)
- 5.4 Uses a style of writing that is fluent and legible (cursive manuscript)

Creative Writing

- 5.3 Writes legibly (manuscript)
- 6.3 Records information in a variety of formats such as logs, journals, charts, tables

Home School Link

- 3.41 Spells words of greater complexity in the course of their reading correctly
- 4.2 Understands and follows simple two to three-step oral directions and instructions
- 5.34 Uses spelling to complete written tasks correctly

Bonus Integration

- 6.1 Sorts, groups, and sequences a variety of items
- 6.5 Locates information from grade-level reference material

UNIT 8 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 2.11 Reads and performs rhymes
- 3.12 Identifies words that rhyme with a given word

Core Words

- 3.37 Demonstrates use of newly taught words (vocabulary)
- 3.46 Uses knowledge of synonyms, antonyms, homographs to determine word meaning

Practice Sentences

- 2.23 Reads orally and monitors own reading by correcting miscues
- 3.37 Demonstrates use of newly taught words (vocabulary)

Story Word Count: 344

- 3.41 Analyses cause and effect relationships in stories
- 4.35 Reads aloud text suited to the grade-level with fluency to convey the message to the listener
- 4.36 Reads at an independent level silently and shows interest in the text

Cooperative Activity

- 6.3 Records information in a variety of formats such as logs, journals, charts, tables

Story Wrap-Up

- 3.37 Demonstrates use of newly taught words (vocabulary)
- 5.1 Plans, composes, and rereads simple sentences

5.2 Uses grade-level punctuation and capitalization

One-Minute Handwriting

5.3 Writes legibly (manuscript)

5.4 Uses a style of writing that is fluent and legible (cursive manuscript)

Creative Writing

5.37 Demonstrates a literal understanding of the topic

5.38 Uses prewriting strategies to generate and organize ideas

5.39 Develops appropriate facts and ideas based on topic

Home School Link

6.5 Locates information from grade-level reference material

Bonus Integration

1.22 Listens to information in oral communication

UNIT 9 CURRICULUM STANDARDS AND BENCHMARKS

Word Walk

- 3.1 Demonstrates interest in learning new words
- 3.6 Sounds out regular one-syllable and nonsense words fluently

Core Words

- 3.9 Identifies words with the same beginning and ending consonant sounds
- 3.27 Shows awareness of word families and their relationships
- 3.37 Demonstrates use of newly taught words (vocabulary)

Practice Sentences

- 2.23 Reads orally and monitors own reading by correcting miscues
- 3.37 Demonstrates use of newly taught words (vocabulary)

Story Word Count: 441

- 2.23 Reads orally and monitors own reading by correcting miscues
- 4.18 Predicts and justifies what might happen next in stories
- 3.41 Analyses cause and effect relationships in stories

Story Wrap-Up

- 4.44 Shows awareness that words can change in use and meaning over time by discussing the text read
- 5.21 Uses adjectives and adverbs appropriately
- 5.2 Uses grade-level punctuation and capitalization

One-Minute Handwriting

- 5.3 Writes legibly (manuscript)
- 5.4 Uses a style of writing that is fluent and legible (cursive manuscript)

Creative Writing

- 5.37 Demonstrates a literal understanding of the topic
- 5.38 Uses prewriting strategies to generate and organize ideas
- 5.39 Develops appropriate facts and ideas based on topic

Home School Link

- 6.5 Locates information from grade-level reference material

Bonus Integration

- 1.22 Listens to information in oral communication



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