

Focus

Reading Skills

- choosing the best phrase to complete a sentence
- making inferences
- drawing conclusions
- recognizing details
- understanding feelings
- understanding the main idea
- matching beginning sounds
- matching vowel sounds
- choosing the best title for a story
- changing a declarative sentence to a question
- identifying pronouns
- choosing the best sentence to complete a paragraph

Test-taking Skills

- following oral directions
- considering every answer choice
- taking the best guess when unsure of the answer
- referring to a selection to answer questions
- choosing a picture to answer a question
- identifying and using key words to find the answer
- using context to find the answer

Samples A and B

Say Turn to Lesson 1a on page 1. The page number is at the bottom of the page on the right.

Check to see that the students have found the right page.

Say In this lesson, you will read a story and answer questions about it. You will also answer some other questions about reading and writing. When you answer a question, mark the circle for the answer you think is right. Be sure your answer circle is completely filled in with a dark mark and that you have marked the correct circle for the answer you think is right. Find Sample A at the top of the page. We will do this Sample item together.

Check to see that the students have found Sample A.

Neighborhood Stories

Sample A

The toast is

on the dish



playing ball



in the closet



Sample B

Which picture shows what happened to the turtle?



The turtle met a rabbit.



The turtle was on the owl.



The owl was on the turtle.



- Listen carefully to the directions.
- Think about what you are supposed to do.
- Look at each answer before marking the one you think is right.



Say Read the sentence. Some words are missing. Find the words that fit best with the rest of the sentence. (pause) Yes, on the dish is the correct answer. Mark the first answer circle and make sure it is completely filled in. Press your pencil firmly so your mark comes out dark.

Check to see that the students have marked the correct circle.

Say Now move down to Sample B. Look at me and listen to this story about a turtle.

Jonathan Harrison Turtle was in quite a fix. He had been taking his daily walk, when suddenly an owl flew down and landed on his shell.

Now look at the pictures and the sentences for Sample B. Which picture shows what happened to the turtle? (pause) The third answer is correct. The owl was on the turtle. Mark the circle for the third answer. Be sure your answer circle is completely filled in with a dark mark.

Check to see that the students have marked the correct circle.

TIPS

Say Now let's look at the tips.

Read the tips aloud to the students.

Say In this book and when you take an achievement test, it is important that you listen carefully to the directions. You should think about what you are supposed to do and look at all the answer choices before picking the one you think is right. If you are not sure which answer choice is right, take your best guess. It is better to guess than to leave an answer blank.

Read the following text in an encouraging voice.

Say The place where you live is called your neighborhood. Turn the page and you'll have a chance to hear and read some stories about a neighborhood—maybe one just like yours.

Check to be sure the students have found the right page.

Unit 1

Reading and Language Arts

Lesson 1a Reading Skills

Neighborhood Stories

Sample A

The toast is

on the dish



playing ball



in the closet



Sample B

Which picture shows what happened to the turtle?



The turtle met a rabbit.



The turtle was on the owl.



The owl was on the turtle.



- Listen carefully to the directions.
- Think about what you are supposed to do.
- Look at each answer before marking the one you think is right.



STOP

Unit 1 Lesson 1a Reading Skills

1

Practice

Say This story is about a girl who wants to go for a ride with a friend. Look at me and listen carefully while I read the first part of the story.

Carol wanted to ride her bike with her friend, Ramon. They would ride up the street to the playground. When she went to get her bike, Carol saw it had a flat tire.

Allow time between items for the students to fill in their answers.

Say Put your finger on Number 1 at the top of the page. Look at the pictures. What was wrong with Carol's bike? Find the picture that shows what was wrong with Carol's bike. Mark your answer.

Number 2. Look at the pictures. Where did Ramon and Carol want to go? Find the picture that shows where Ramon and Carol wanted to go. Mark your answer.

Number 3. Look at the sentences. How did Carol probably feel when she saw her bike? Find the sentence that tells how Carol probably felt when she saw her bike. Mark your answer.

Pause for a moment.


Say Look at me and listen to more of the story.

Carol told her big brother about the tire. He smiled and said, "I can fix it right now." In a few minutes, the tire was fixed, and Carol could ride with her friend.

Put your finger on Number 4. What is this story mostly about? Look at the words. Find the words that answer the question "What is this story mostly about?" Mark your answer.







Look at the next page, page 3.


Check to be sure the students are working on the right page.



Unit 1

Lesson 1a Reading Skills

<p>1</p>  <p><input type="radio"/></p>	 <p><input type="radio"/></p>	 <p><input checked="" type="radio"/></p>
<p>2</p>  <p><input checked="" type="radio"/></p>	 <p><input type="radio"/></p>	 <p><input type="radio"/></p>
<p>3</p> <p>She was happy.</p> <p><input type="radio"/></p>	<p>She was sad.</p> <p><input checked="" type="radio"/></p>	<p>She didn't care.</p> <p><input type="radio"/></p>
<p>4</p> <p>going for a ride</p> <p><input type="radio"/></p>	<p>fixing a bike</p> <p><input checked="" type="radio"/></p>	<p>going to the playground</p> <p><input type="radio"/></p>



Unit 1

Lesson 1a Reading Skills

Say Now I will ask you some questions about beginning sounds. Listen carefully to what I say.

Allow time between items for the students to fill in their answers.

Say Put your finger on Number 5 at the top of the page. The playground was up the street. Find the word that has the same beginning sound as "street ... street." Mark your answer.

Number 6. The tire was flat. Find the word that has the same beginning sound as "flat ... flat." Mark your answer.

Now we will do some items about middle sounds. Listen.

Number 7. The children wanted to go for a ride. Find the word that has the same vowel, or middle, sound as "ride ... ride." Mark your answer.

Number 8. Carol went to get her bike. Find the word that has the same vowel, or middle, sound as "get ... get." Mark your answer.

Pause for a moment.


Say Look at the next page, page 4.

Check to be sure the students are working on the right page.

Unit 1

Lesson 1a Reading Skills

5	strong <input checked="" type="radio"/>	teeth <input type="radio"/>	horse <input type="radio"/>
6	tall <input type="radio"/>	sat <input type="radio"/>	fly <input checked="" type="radio"/>
7	miss <input type="radio"/>	line <input checked="" type="radio"/>	hair <input type="radio"/>
8	ten <input checked="" type="radio"/>	here <input type="radio"/>	real <input type="radio"/>



STOP

Unit 1 Lesson 1a Reading Skills 3

Say Here is a story written by a boy named Francisco. You will read the story and answer questions about it. First, let's read the directions. Read them to yourself while I read the directions out loud.

Many people in every neighborhood have pets. This story is about a boy and his pet. Read the story, then do Numbers 9 through 12.

Remember, you can look back at the story to answer the questions. Mark the circles for the answers you think are right. After you do Numbers 9 through 11, you will have to turn the page to do Number 12. Work until you come to the STOP sign after Number 12. You may begin.

Allow time for the students to fill in their answers. Check to be sure the students turn the page after Number 11 and answer only Number 12 on page 6.



Directions: Many people in every neighborhood have pets. This story is about a boy and his pet. Read the story, then do Numbers 9 through 12.

My dog's name is Nick. He is big and has long, brown hair. He likes to chase a ball. If I throw a ball, he catches it in his mouth. Brings it back to me. When I'm at school, Nick waits for me. He is standing near the door when I get home. He jumps up and licks my face. Then we go outside for a walk.

Francisco



9 What does Nick look like?



He has long,
brown hair.



He is white with
spots.



He is small with
curly hair.



10 Where is Nick when Francisco gets home?

- ☐ in the kitchen.
- ☐ on the bed
- ☒ by the door

11 If Francisco throws a stick, Nick will probably

- ☐ catch a ball
- ☒ bring it back
- ☐ lick his face



Say **It's time to stop.** Now we will do different kinds of items. We will do them together. Put your finger on Number 13.

Check to be sure the students have found Number 13. Allow time between items for the students to fill in their answers.

Say **Number 13.** Francisco wrote this sentence. Read the sentence to yourself. Then read the answer choices. Find the answer that changes the sentence into a question. Mark your answer.

Number 14. "Brings it back to me" is not a complete sentence. What should Francisco add to make it a complete sentence? Mark your answer.

Pause for a moment.

Say **Look at the next page, page 7.**

Check to be sure the students are working on the right page.



Lesson 1a Reading Skills

12 Which of these is the best name for the story?

- ☒ My Dog Nick
- ☐ Chasing a Ball
- ☐ Walking the Dog

STOP

13 This is Nick's ball.

- ☒ Is this Nick's ball?
- ☐ Nick's ball is this?
- ☐ Ball is this Nick's.

14 Brings it back to me is not a complete sentence. What should Francisco add to make it a complete sentence?

_____ brings it back to me.

- ☐ They
- ☐ I
- ☒ He

Say Put your finger on Number 15 at the top of the page. Read the story with the blank. Find the sentence that fits best in the blank to complete the story. Mark your answer.

Allow time for the students to fill in their answers.

Say Look at Number 16. Read the story with the blank. Find the sentence that fits best in the blank to complete the story. Mark your answer.

Allow time for the students to fill in their answers.

Say It's time to stop. You have finished Lesson 1a.

Review the answers with the students. Note whether any of the item types were particularly easy or difficult. Try to determine through a group discussion whether the students' incorrect answers were the result of being unfamiliar with the format of the items or the content on which the items were based. This will help you plan future instruction.

Have the students indicate completion of the lesson by entering their score for this activity on the progress chart at the beginning of the book. Provide the students whatever help is necessary to record their scores.



- 15 I take care of the dog.
I walk the dog.

- ☐ I go to school.
☒ I wash the dog.
☐ I read a book.



- 16 I am having a snack.
I eat an apple.

- ☐ Mother is at work.
☐ I like to go swimming.
☒ Then I drink some milk.

