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**This is the Teacher's Thumbnail Guide to Exercises  
TRY USING EVERY STEP!**

Keep this quick-reference bookmark handy as you teach each unit; for more detailed teaching notes, see *Notes to the Teacher*, pages 137–144 of the student book.

*Note:* **Bold sentences indicate steps that students can do on their own.**

**The Big Picture** (*Notes to the Teacher, page 137*)

Instructions in student pages and on page 137.

Final step for extra spelling practice: erase words on board. As students spell them, you (or students) write them back up.

**Reading with Pictures** (*Notes to the Teacher, page 138*)

- 1. Students look it over, alone or talking in pairs.**
2. Read story aloud as students touch each picture.
3. Read aloud as students repeat each caption in unison after you.
4. Read a caption; students take turns reading the next one.
- 5. Popcorn reading: One student stands, reads a random caption, then chooses a classmate to read the caption after it.**
6. Read aloud key words; students point to them.
7. a. Read aloud key words; students circle them.  
b. **Then students, in pairs, take turns reading aloud these words (or the whole sentence).**

**Reading with Pictures or Reading without Pictures:** more ways to use the story

**Find the Picture** (*Notes to the Teacher, page 138*)

**Silent Reading, Pair Reading, Sentences with Mistakes, Strip Story** (*Notes to the Teacher, page 139*)

**Sentence Match-Up** (*Notes to the Teacher, page 140*)

**Write the Words You Hear** (*Notes to the Teacher, page 139*)

1. Dictate six words or phrases; students write them.
- 2. Students form pairs and compare answers.**

**Reading without Pictures** (*Notes to the Teacher, page 140*)

**Students talk about the photograph** (see question prompts, page 140).

**Find the Answer:** a scanning activity (*Notes to the Teacher, page 141*)

1. Read aloud each question.
2. Students repeat question in unison, then find and write answers.
- 3. Choose a Wrap-Up activity from the end of this bookmark.**

**Questions and Answers** (*Notes to the Teacher, page 141*)

1. Read questions and answers aloud.
2. Read questions aloud, students read answers in unison. Then switch.
3. Half the class reads a question; the other half answers it. Switch.
- 4. In pairs, students read questions out of order; their partner answers.**
5. Comprehension check: read questions out of order; students say or write answers.

**Circle Yes or No** (*Notes to the Teacher, page 141*)

1. Read aloud sentences while students listen.
- 2. Students work alone, circling answers.**
- 3. Choose a Wrap-Up activity from the end of this bookmark.**

### What Happened First? (Notes to the Teacher, page 141)

Demo: see Notes to the Teacher.

1. Read aloud sentences.
2. **Individually, students do exercise.**
3. **Choose a Wrap-Up activity from the end of this bookmark.**

### Categories (Notes to the Teacher, page 142)

Demo: see Notes to the Teacher.

1. **Individually, students do exercise.**
2. **Choose a Wrap-Up activity from the end of this bookmark.**

### Listen, Repeat, and Write (Notes to the Teacher, page 142)

1. Write word list on board, spelling aloud as you do.
2. Read aloud words again; students repeat in unison.
3. Point to words; students, in rows or groups, read aloud words.
4. **Students read aloud word list a few times at their own speed.**
5. **Students do exercise in book.**
6. **Choose a Wrap-Up activity from the end of this bookmark.**
7. Erase word list from the board.
8. Students spell out words as you write them back up on board.

### Matching Sentences with Pictures (Notes to the Teacher, page 142)

Demo: see Notes to the Teacher.

1. **Students do exercise.**
2. **Choose a Wrap-Up activity from the end of this bookmark.**

### Act It Out (Notes to the Teacher, page 143)

1. Say words and do actions while students watch.
2. Say words and do actions. Students repeat words and do actions.
3. Say words but don't do actions. Students repeat words and do actions.
4. Again, say words but don't do actions. Individual students repeat words and do actions.
5. **Students form pairs; one speaks, the other does actions. Switch.**

### Writing About Myself (Notes to the Teacher, page 143)

Demo: see Notes to the Teacher.

1. **Individually, students do exercise.**
2. **Students form pairs and share their sentences.**

**Writing and speaking extensions (My Story and My Partner's Story): see page 143.**

### Talking with Classmates (Notes to the Teacher, page 143)

1. **Students complete sentences.**
2. **Students mingle, sharing what they wrote.**
3. Individual students tell the class something from the mingle.
4. **Students may write what they heard.**

### Fill in the Blanks (Progressive Cloze)

Instructions in student pages and on page 144.

### Wrap-Ups: four ways to confirm answers (Notes to the Teacher, page 144)

1. **Partners: pairs compare answers.**
2. **Pairs join Pairs: two pairs join; groups of four compare answers.**
3. **Teams: teams decide what's correct, then one member writes answers on board.**
4. **Whole Class: one volunteer reads answers to whole class.**