WORLD'S KEY

COMMON CORE State Standards

Reading

LEVEL 3



WORLD'S KEY

READING • LEVEL 3



WORLD'S KEY

READING

LEVEL 3

2023



شركة البشرى للتربية والعلوم
المدارس الدولية

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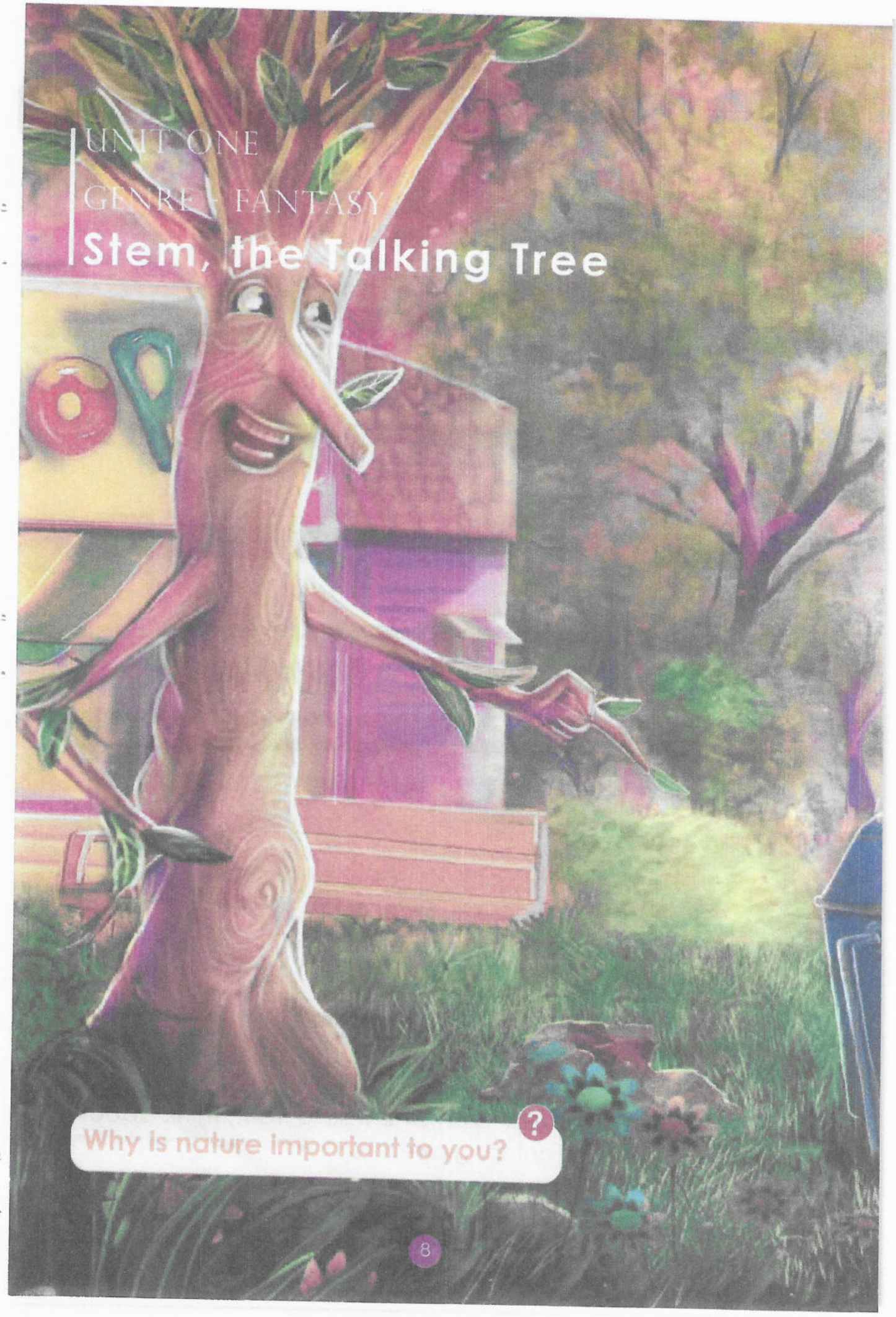
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UNIT ONE
GENRE: FANTASY
Stem, the Talking Tree
Why is nature important to you?

UNIT OPENER

- How can you help keep the environment clean?
- If you saw someone littering a place, what would you advise him?
- What do you think makes any community beautiful?

GENRE

FANTASY

Fantasy is a story where unreal elements take part in a realistic environment, sometimes with unreal creatures.

Elements of Fantasy Genre

- The characters and events could not exist in real life although the settings seem to be real.
- There are animals or objects with human characteristics, emotions, and traits.
- Magical moments may happen.
- It teaches a lesson.

While reading the text "Stem, the Talking Tree", think about the elements of fantasy genre.

VOCABULARY STRATEGY

Prefixes and Suffixes

Prefixes are added letters at the beginning of a word. Prefixes change the meaning of a word.

Suffixes are added letters at the end of a word. Suffixes may change the meaning and the part of speech of a word.

Prefix	Meaning
un-	not
dis-	opposite of
mis-	wrongly

Suffix	Meaning
-ful	full of
-ly	in a manner
-less	without

Example: dis/respect/ful

prefix: opposite of respect

suffix: full of

disrespectful: showing a lack of respect

LITERARY FOCUS

Character Trait

A character trait describes the character's personality. It can be inferred from the text through:

Feelings	Actions	Words
How does the character feel?	What does the character do?	What does the character say?

COMPREHENSION STRATEGY

Story Structure

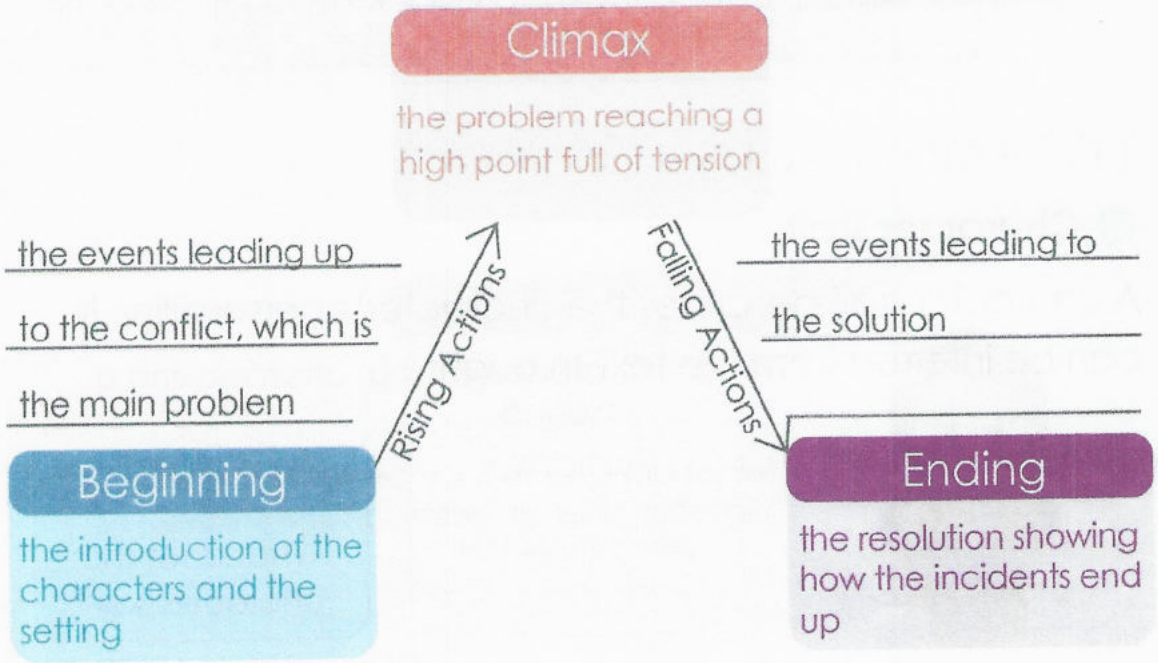
The story structure is the storyline or plotline in which the events are presented, establishing the setting, characters, and plot.

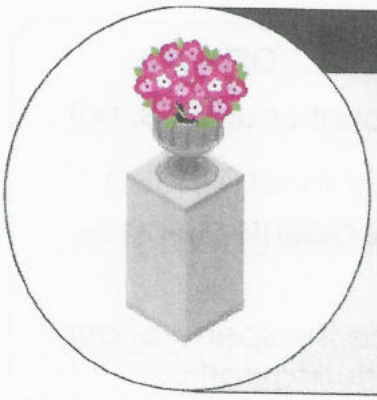
The organizational framework of any story has a beginning, a middle, and an ending.

COMPREHENSION SKILL

Story Plot

The plot of a story is the sequence of events that shapes any piece of narration. It includes the beginning, rising actions, climax, falling actions, and ending.





stone-carved adjective

Meaning: shaped and designed by rough natural stones

How did Layla decorate the garden?

Layla placed a fancy stone-carved vase in the garden.



sipped verb

Meaning: drank by taking small amounts

Why did the boy sip the tea slowly?

Because the tea was hot, the boy sipped it slowly.

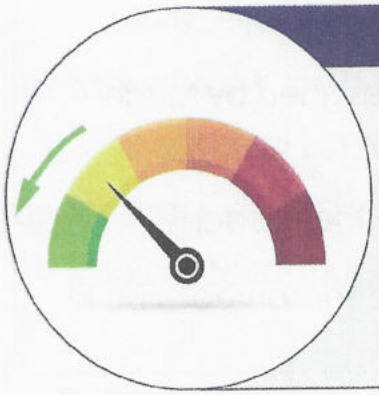


munched verb

Meaning: ate something, often making a sound

What did Lina munch on while she was watching her favorite cartoon show?

Lina munched on potato chips while she was watching her favorite cartoon show.



slightly adverb

Meaning: to a small amount or degree; not considerably

How should we avoid accidents during traffic?

We should slightly reduce the speed of our car to avoid accidents during traffic.



litter verb

Meaning: to scatter trash disorderly

Why did the kids help clean up the shore?

The kids helped clean up the shore because no one should litter the place.

Guess who I am.

I am a verb.

I have the letter 't' repeated twice.

I mean to scatter trash disorderly.

I am the word _____ .



Walking Max

On a sunny day, Joumana and her pet dog, Max, went for a walk to the park. She held a storybook and a clear plastic bag that was full of snacks, such as candy bars, bags of chips, juice boxes for herself, and a biscuit treat box for her pet.

Once Joumana and Max arrived at the park, she took a seat on the **stone-carved** bench and placed the plastic bag beside her. Then she unleashed Max and opened her storybook.

Joumana called her caramel-colored dog, "Come here, doggy."

"Woof! Woof!" Max barked.




shop



Yummy Snacks

"You're such a good doggy. You never misbehave. You deserve a treat," Joumana said as she reached for the dog's biscuit from her plastic bag. She opened the box and fed Max several biscuits. Then she placed the snack bag on her side and took a juice box from it.

"Once upon a time, there lived a young princess," Joumana read aloud as she **sipped** her juice. A few minutes later, she opened a bag of flavored chips and **munched** on them.

"Yum! These taste very good," she finished the bag of chips and opened another.



Do Not Litter

By the time the sun started to set and the sky became **slightly** darker, Joumana had opened and unwrapped all of her snacks. Unfortunately, she kept the wrappings and the empty juice boxes on the grassy ground beneath her bench.

"Come on, Max. We're going home now," Joumana called Max while he was resting beside a tall tree.

"Please, do not be careless and **litter** the place!" a voice said.

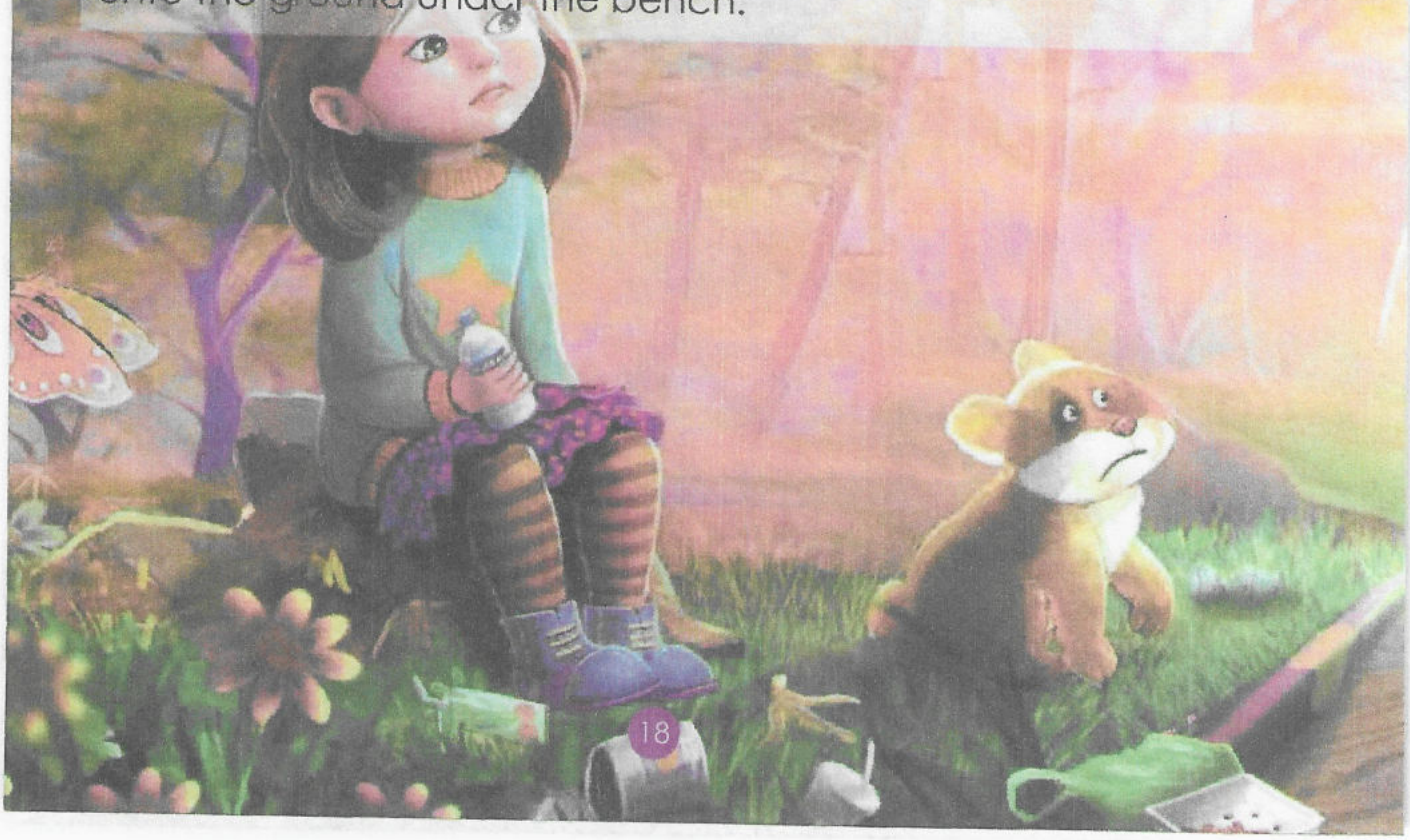
"Who said that?" Joumana asked, puzzled.

"I did! And I repeat, please, do not litter!"

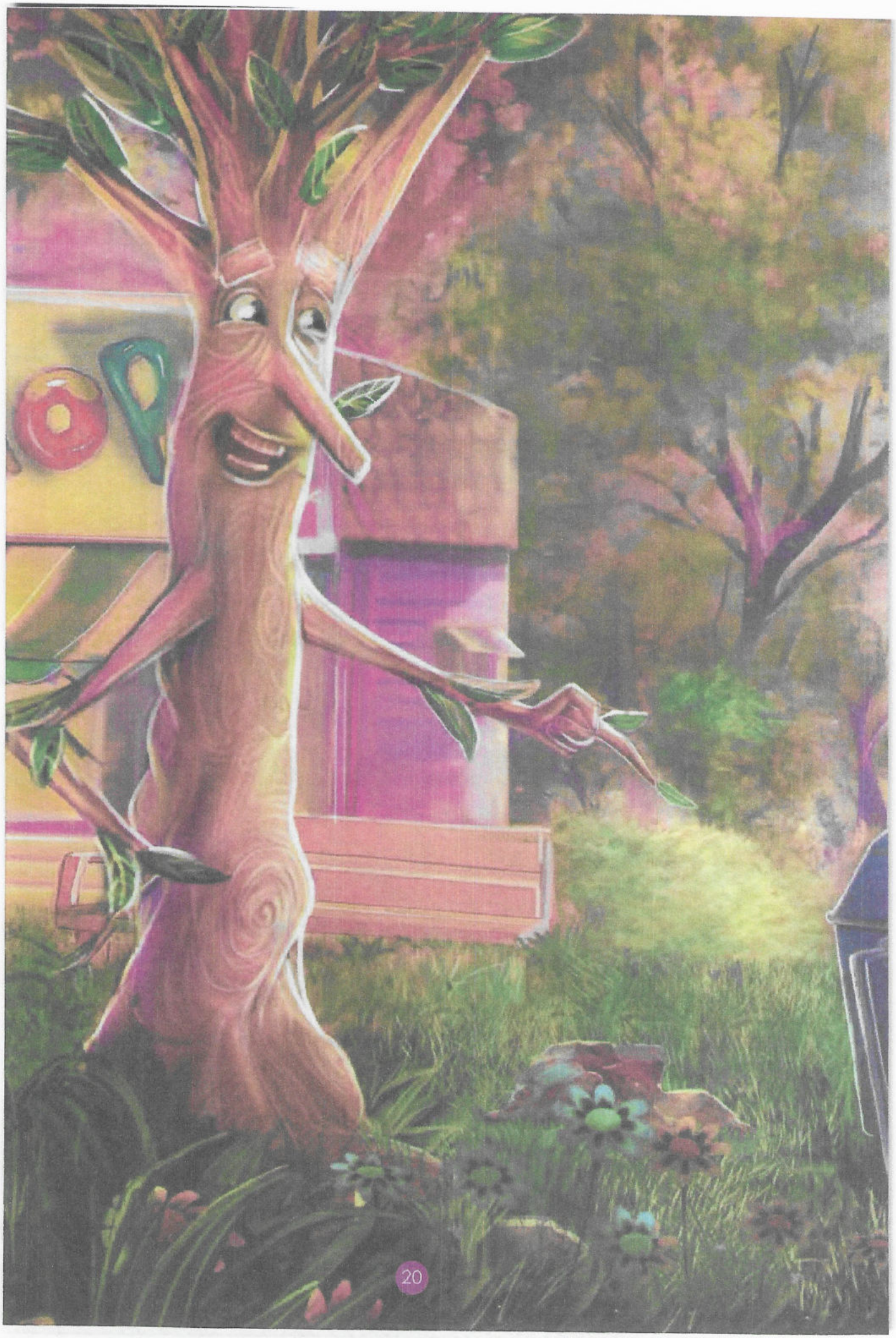
Seeing no one nearby, Joumana was frightened.

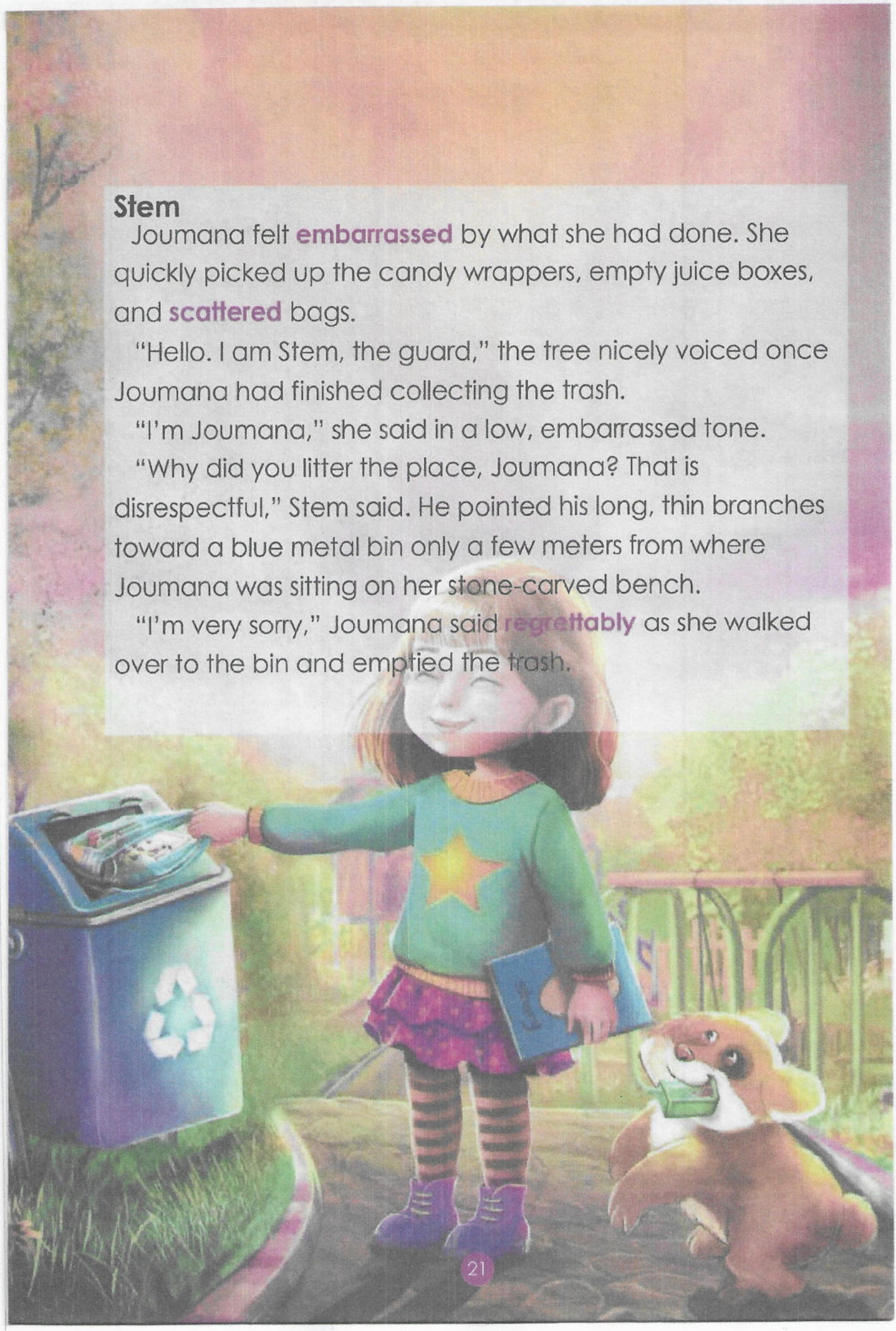
"I am behind you, my dear girl," the voice said.

Joumana turned around and saw a tree pointing its branches toward the litter that Joumana had **purposely** put onto the ground under the bench.









Stem

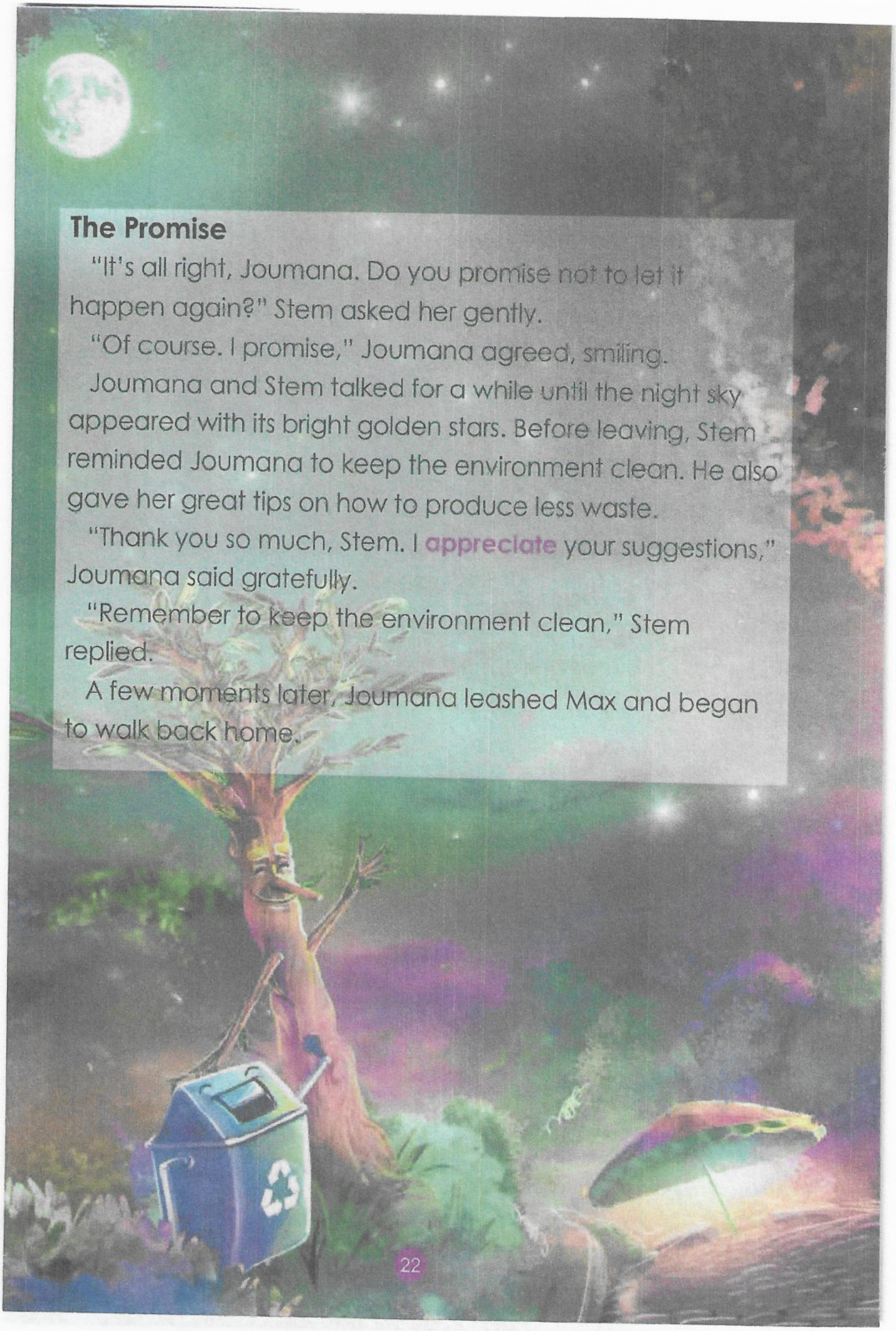
Joumana felt **embarrassed** by what she had done. She quickly picked up the candy wrappers, empty juice boxes, and **scattered** bags.

"Hello. I am Stem, the guard," the tree nicely voiced once Joumana had finished collecting the trash.

"I'm Joumana," she said in a low, embarrassed tone.

"Why did you litter the place, Joumana? That is disrespectful," Stem said. He pointed his long, thin branches toward a blue metal bin only a few meters from where Joumana was sitting on her stone-carved bench.

"I'm very sorry," Joumana said **regrettably** as she walked over to the bin and emptied the trash.



The Promise

"It's all right, Joumana. Do you promise not to let it happen again?" Stem asked her gently.

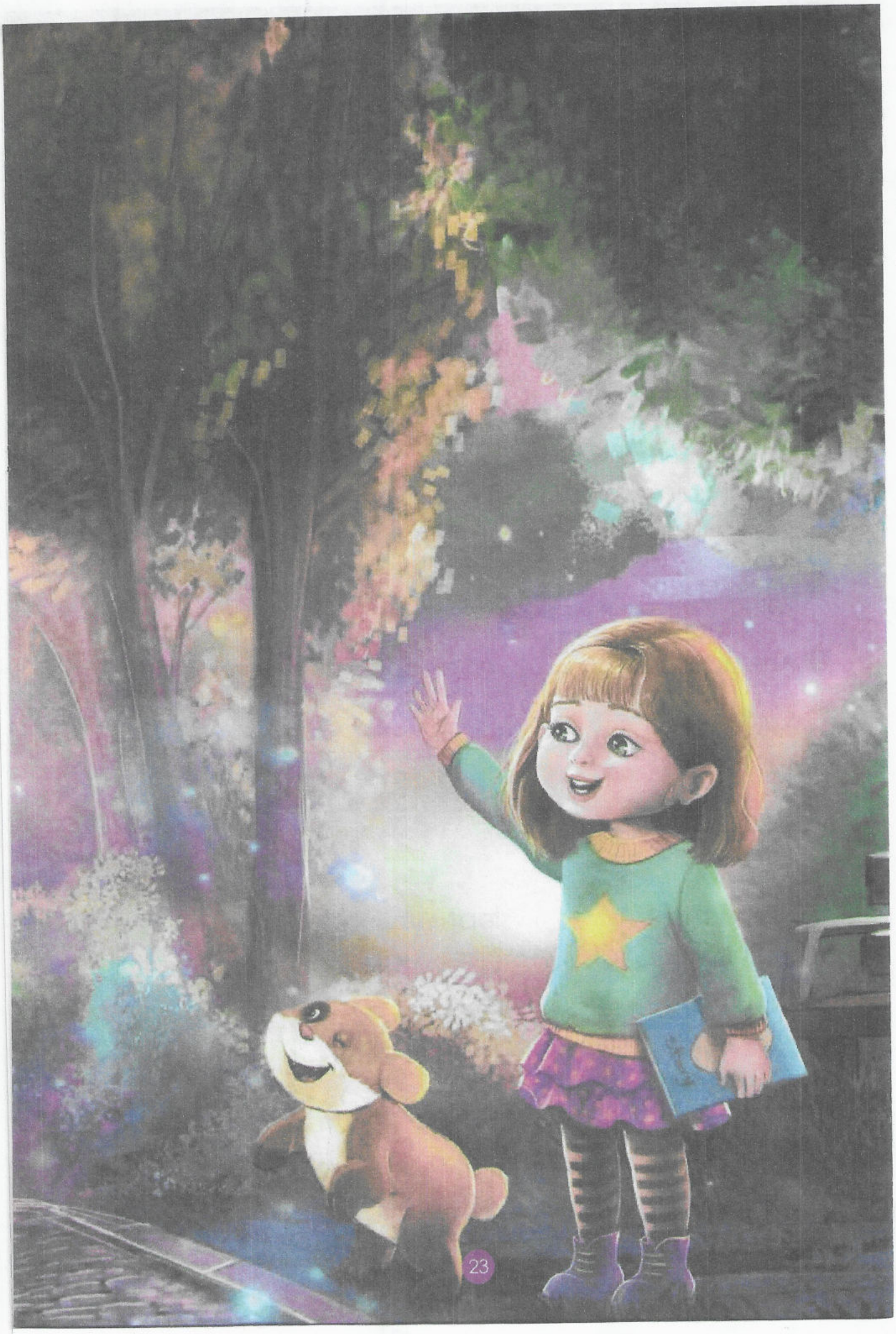
"Of course. I promise," Joumana agreed, smiling.

Joumana and Stem talked for a while until the night sky appeared with its bright golden stars. Before leaving, Stem reminded Joumana to keep the environment clean. He also gave her great tips on how to produce less waste.

"Thank you so much, Stem. I **appreciate** your suggestions," Joumana said gratefully.

"Remember to keep the environment clean," Stem replied.

A few moments later, Joumana leashed Max and began to walk back home.



VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

munched	sipped
stone-carved	slightly

1. Layla _____ her lemonade using a straw.
2. My sister was _____ tanned by the sun.
3. Ahmad _____ on an apple during break time.
4. I bought my mother a _____ table.

B. **Cross out** the odd word.

munched	slept	ate
litter	trash	keep
sipped	drank	drew
slightly	lightly	greatly

VOCABULARY STRATEGY

Prefixes and Suffixes

A. **Read** each word below.
Circle the prefixes.
Underline the suffixes.

1. unfortunately
2. purposely
3. careless
4. misbehave

B. The meaning of the word "care" changes after adding the suffix (-less).
Circle the meaning of the word "careless".

○ responsible ○ not responsible ○ funny

C. **Fill in** the blanks using the words from the word bank.

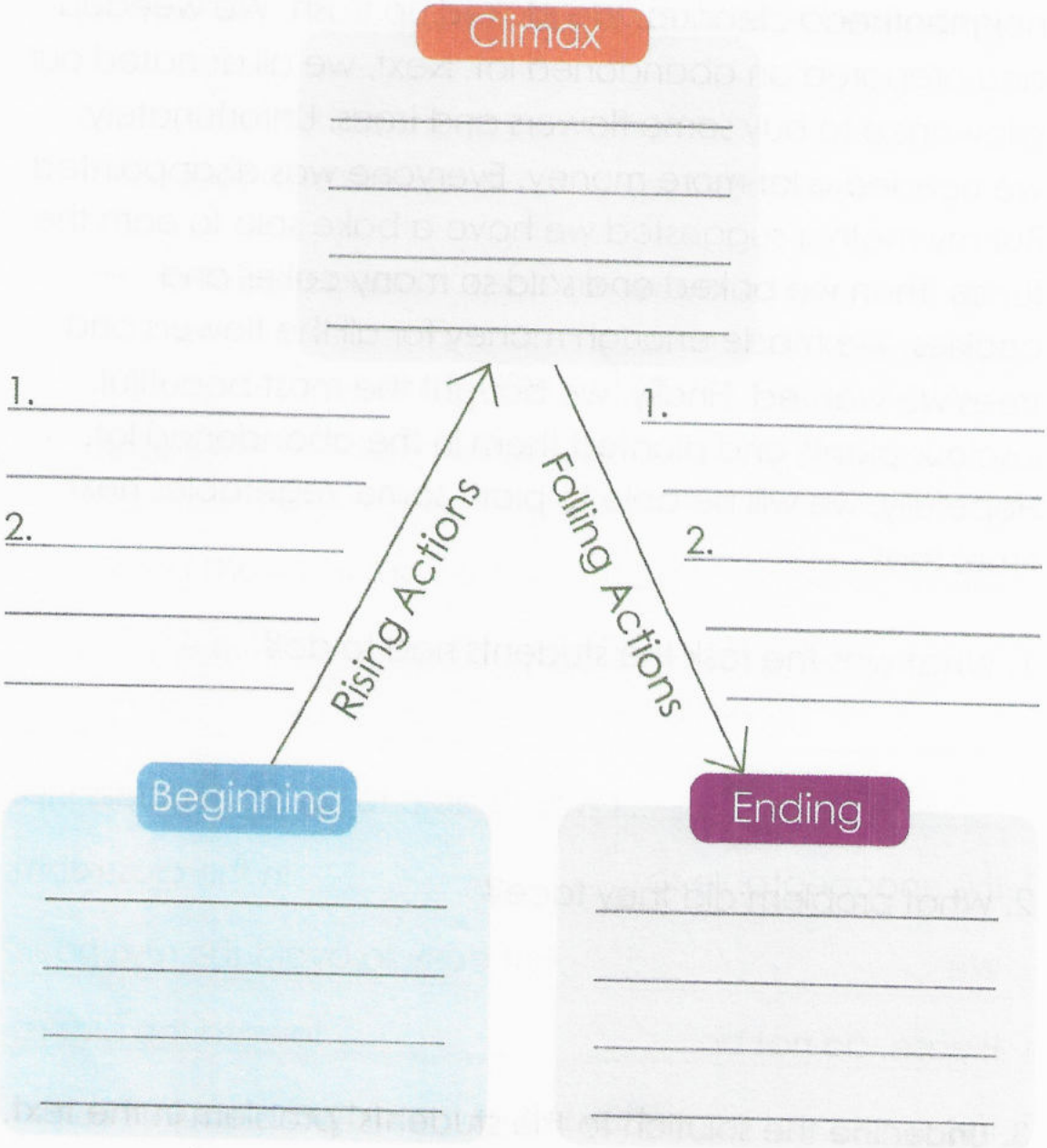
unfortunately purposely misbehave
disrespectful careless

1. _____ , I wasn't able to go on our class trip.
2. It is unacceptable to _____ in the classroom.
3. We _____ left early to avoid the rush hour.
4. Please, do not be _____ toward the elders.
5. The _____ boy left all the dirty clothes on his bed.

COMPREHENSION SKILL

● Story Plot

A. **Reread** the selection **"Stem, the Talking Tree"**.
Complete the story plot below.



B. **Read** the text below.

Saving the Moment

Last week, my class organized a project to make our neighborhood more beautiful. First, we organized a neighborhood cleanup. We picked up trash. We weeded and prepared an abandoned lot. Next, we all donated our allowance to buy some flowers and trees. Unfortunately, we needed a lot more money. Everyone was disappointed. But my mother suggested we have a bake sale to earn the funds. Then we baked and sold so many cakes and cookies. We made enough money for all the flowers and trees we wanted. Finally, we bought the most beautiful, luscious plants and planted them in the abandoned lot. Hopefully, we will be able to plant some vegetables next time, too!

1. What was the task the students had to do?

_____

_____

2. What problem did they face?

_____

_____

3. **Underline** the solution to the students' problem in the text.



purposely — adverb

Meaning: done on purpose and not by accident

Why did the teacher purposely give the students extra homework?

The teacher purposely gave the students extra homework to improve their skills.



embarrassed — adjective

Meaning: ashamed of

When did the little boy feel embarrassed?

The little boy felt embarrassed when his parents scolded him for failing his exam.



scattered — adjective

Meaning: found at various locations rather than all together

Why did Rami spend hours tidying up his room?

Rami spent hours tidying up his room since his room was full of scattered toys everywhere.



regrettably adverb

Meaning: in a way that makes you feel sad and sorry about something

What did the boy regrettably tell his mother?

The boy regrettably told his mother that he accidentally broke the plate.



appreciate verb

Meaning: to be grateful for something; to admire very much

What do you appreciate your parents for?

I appreciate my parents for all the beautiful things they are doing for me.

Guess who I am.

I am a ten-letter word.

My part of speech shows an action.

I mean to be grateful for something.

I am the word _____ .



LITERARY FOCUS

Character Trait

A. **Refer** to pages 18 and 21 to answer the following questions.

What did Joumana do to upset Stem?

How did that make Joumana feel?

How did Joumana fix her mistake?

B. **Mark** the three character traits that best describe Joumana's personality.

○ grumpy	✓ kind	✓ polite
✓ shy	○ rude	○ selfish

C. **Choose** one of the character traits you have selected. **Look for** evidence in the story to support your choice.

POST-READING QUESTIONS

A. "**Stem, the Talking Tree**" is a fantasy.

Find text evidence for the element of fantasy genre mentioned below.

The story teaches a lesson.

_____

_____

B. Who are the main characters in this story?

_____

_____

C. What caused Joumana to feel frightened?

○ the darkness ✓ the voice she heard

D. Stem had provided Joumana with some pieces of advice. List two of them.

_____

_____

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

scattered appreciate

purposely embarrassed

1. I am sure he _____ threw the ball at me.
2. My dad raked the _____ leaves in our garden.
3. I greatly _____ your help every time I need it.
4. The man was _____ by his son's rudeness.

B. **Use** each vocabulary word in a meaningful sentence.

purposely

_____

_____

regrettably

_____

_____

SPEAKING

SHOW & TELL

LET'S GO GREEN

- **Prepare** a presentation to tell your classmates what should be done to have a beautiful community.
- **Use** the following questions to help you brainstorm.
  - What is the first thing you would do to change the view in your neighborhood?
  - What steps would you follow to have a better environment around you?
  - How would you encourage people to help you perform your mission?
- **Reminder**
  - Greet the audience before you start.
  - Thank them for listening to you.
  - Be creative!



WRITING

A. **Retell** the main events of the story in order.
Add the three main events that follow the one listed below.

First, Joumana kept the wrappings and empty juice boxes on the grassy ground.

Next, _____

_____

After that, _____

_____

Finally, _____

_____

B. **Refer** to page 21. Do you think Joumana is a well-behaved girl? Why?

C. **Suggest** another ending for the story.
Use at least three vocabulary words from the text.

UNIT TWO

GENRE - POETRY

Best Friends - Friends Together



What makes a best friend special?

UNIT OPENER

- What do you like most about your best friend?
- Share with us a funny story that happened with you and your best friend.

GENRE

POETRY

Poetry is a form of literature or artistic writing that attempts to stir the reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its meaning, sound, and rhythm.

Elements of Poetry Genre

- It consists of lines and stanzas.
- The poet uses rhyming words.
- The poet uses rhythm.
- It may include figurative language to express ideas in an imaginative way.

An acrostic poem spells out names or words with the first letter in each line.
A rhymed poem contains rhyming words at the end of each line.
A stanza is a set of lines that are grouped together within a poem.

VOCABULARY STRATEGY

● Frayer Model

The Frayer Model is a strategy that uses a graphic organizer for vocabulary building.

Meaning	Part of Speech
• very strange and unusual	• adjective

Keyword: bizarre

Sentence	Drawing
• That is a **bizarre** plant. I have never seen such a plant before.	

LITERARY FOCUS

● Figurative Language

Figurative language refers to figures of speech used to improve a piece of writing. It goes beyond the actual meaning of the words.
Using figures of speech helps the reader create a vivid mental picture or physical sensation.

There are many types of figures of speech, including:

• **Simile**	A simile directly compares two things using the words 'as' or 'like'.
• **Metaphor**	A metaphor indirectly compares two things without using 'as' or 'like'.

COMPREHENSION STRATEGY

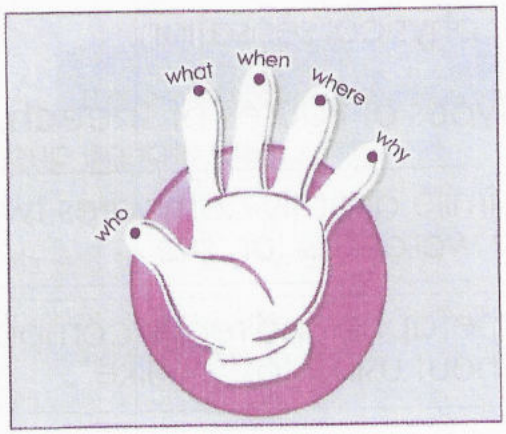
Important Ideas

Recognizing important details in any text is an important skill readers need to master in order to fully understand what they are reading. The structure and organization of texts help readers understand information.
Headings, subheadings, chapter titles, and highlighted vocabulary words are all features that guide readers to find out and remember the most important ideas.

COMPREHENSION SKILL

Main Idea and Key Details

The main idea, also known as the central idea, reflects the basic point in the text. The main idea must be supported by key details.
To recall any main idea, follow the order of your fingers.



LESSON 5



cheery adjective

Meaning: happy; cheerful

How did Jawad wave goodbye?

Jawad excitedly waved goodbye with a cheery smile.



odd adjective

Meaning: different from what is usual; strange

What did Batoul draw in her notebook?

Batoul drew an odd creature in her notebook.

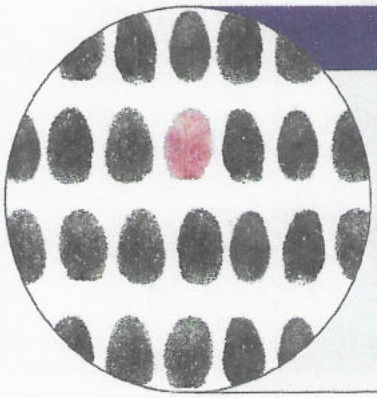


bizarre adjective

Meaning: very strange and unusual

What did you see at the shop?

I saw a pair of bizarre slippers at the shop. They looked weird and funny.



unique adjective

Meaning: unlike anything else; special

Do you have the same fingerprints as others?

I don't have the same fingerprints as others since each person's fingerprints are unique.



delicious adjective

Meaning: tasty

What is Farah eating?

Farah is eating a couple of delicious donuts.

Guess who I am.

I am an adjective.

I have the letter 'r' repeated twice.

I mean very strange and unusual.

I am the word _____ .



Best Friends

Two best friends, always kind,

Really nice, never blind.

Understand whenever the other is sad,

Sometimes cheery, sometimes mad.

Two best friends are two peas in a pod,

Always together, often very odd.

Bizarre, crazy, unique, and funny,

Laughing together, as sweet as honey.

Enjoy life together, best friends forever!

Friends Together

Friends together, we loved to bake,

Delicious, succulent chocolate cake!

The aromatic smell filled the room,

Better than the best perfume!

• • •

Friends together, we made so much noise,

More than if there were a thousand boys.

Laughing and giggling, we were such a sight,

With a chocolate cake, a scrumptious, hot delight!

By Annabelle Grace Little

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

cheery	unique
bizarre	delicious

1. Lina bought me a _____ necklace with my name on it.
2. The food at that restaurant next to us is _____ .
3. I love how _____ that baby is. He makes me happy!
4. The lady wore a _____ hat with colorful feathers.

B. **Unscramble** the letters to make meaningful words. **Use** each word in a meaningful sentence.

1. ycerhe _____
2. ddo _____

VOCABULARY STRATEGY

● Frayer Model

A. **Read** the given in the Frayer Model organizer below. **Choose** the correct keyword in the middle. Then **complete** the organizer with the appropriate details.

Meaning		Part of Speech
• happy	Keyword: ○ unique ○ cheery	• adjective
Sentence		Drawing
_____		
_____		

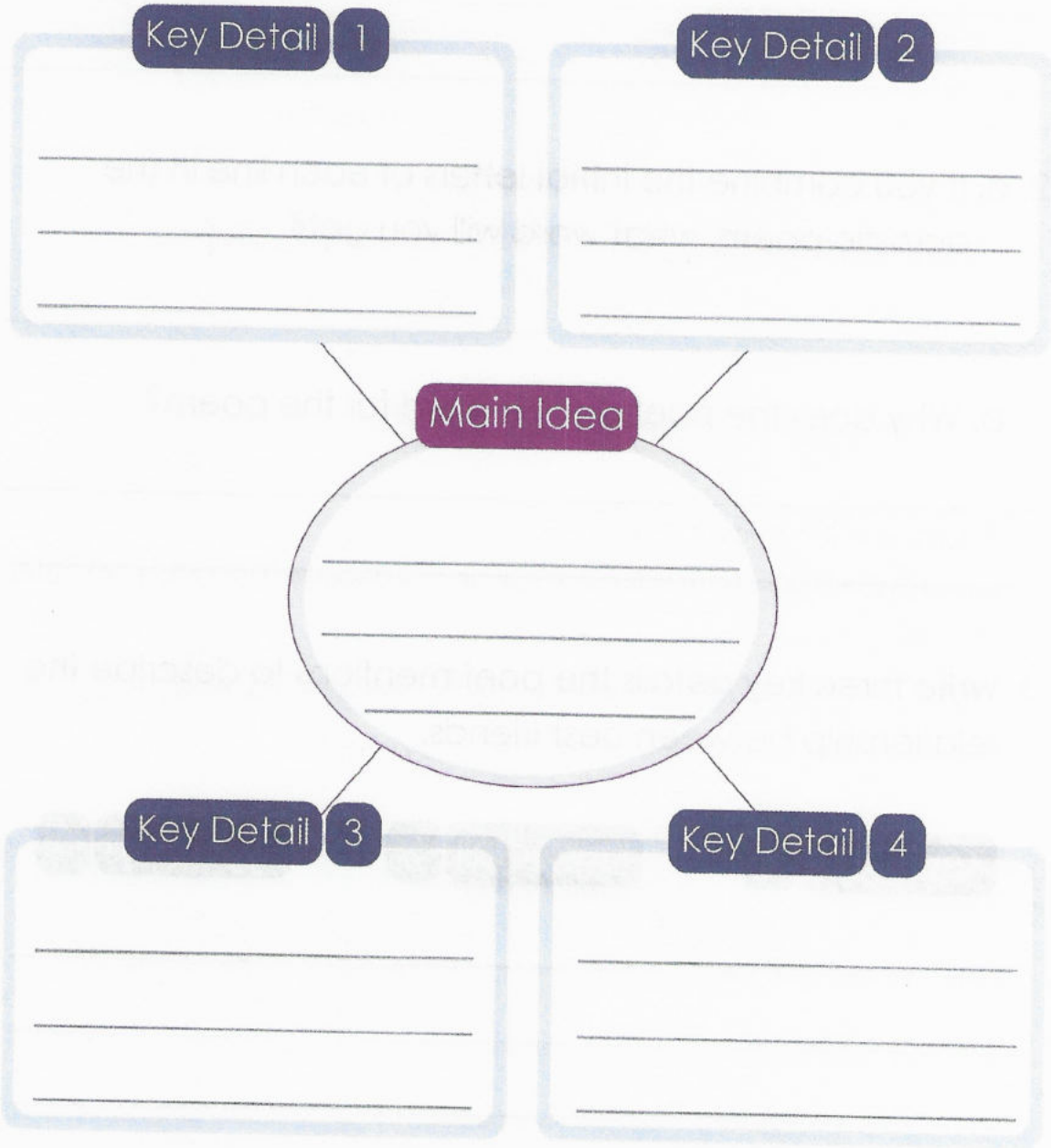
B. **Read** the keyword given. **Complete** the Frayer Model organizer with the appropriate details.

Meaning		Part of Speech
_____	Keyword:	• adjective
_____		
Sentence	kind	Drawing
_____		
_____		

COMPREHENSION SKILL

● Main Idea and Key Details

A. **Reread** the rhymed poem "**Friends Together**".
Fill in the bubble web below.



B. **Refer** to the acrostic poem "**Best Friends**" to answer the following questions.

1. What is the main idea of this poem?

_____

_____

2. a. If you combine the initial letters of each line in the acrostic poem, what word will you get?

_____

b. Why does the poet use this word for the poem?

_____

_____

3. **Write** three key details the poet mentions to describe the relationship between best friends.

Key Detail 1	Key Detail 2	Key Detail 3
_____	_____	_____
_____	_____	_____
_____	_____	_____



succulent adjective

Meaning: tender, juicy, and tasty

What did the waiter serve you?

The waiter served us a succulent chicken dish glazed with garlic and butter.



aromatic adjective

Meaning: having a pleasant smell

What kind of smell do these roses have?

These roses have a strong aromatic smell.

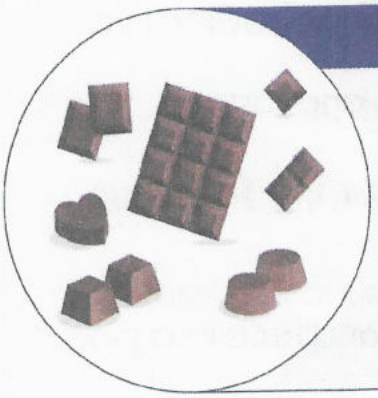


giggling noun

Meaning: laughing lightly and repeatedly

How did the two girls enjoy their time in the park?

The two girls enjoyed their time giggling and whispering in the park.



scrumptious adjective

Meaning: extremely tasty and delicious

What did Bilal buy on his way home?

Bilal bought some scrumptious chocolate bars on his way home.



delight noun

Meaning: a great pleasure

What made her face glow with delight?

Her face glowed with delight as she unwrapped the presents.

Guess who I am.

I am an adjective.

My second letter sounds like /k/.

I mean extremely tasty and delicious.

I am the word _____ .



LITERARY FOCUS

● Figurative Language: Simile & Metaphor

Refer to the poem "**Best Friends**" to answer the following questions.

A. The poet states, "Two best friends are two peas in a pod."

1. This figure of speech is an example of a _____.

○ simile ○ metaphor

2. What does the poet mean?
Find a clue in the poem that helps you find the answer.

meaning _____

_____

clue _____

_____

B. The poet states, "Laughing together, as sweet as honey".

1. This figure of speech is an example of a _____.

○ simile ○ metaphor

2. What does the poet mean?

meaning _____

_____

POST-READING QUESTIONS

A. What is the common idea discussed in the two poems?

_____

B. **Refer** to "**Best Friends**" to write three adjectives the poet uses to describe best friends.

1._____ 2._____ 3._____

C. How many stanzas are there in "**Friends Together**"?

_____

D. **Refer** to the first stanza in "**Friends Together**" to answer the following question.
How does the poet describe the smell of the chocolate cake?

_____

_____

E. **Pick out** three pairs of words from the two poems with the same rhyme.

1._____ 1._____ 1._____

2._____ 2._____ 2._____

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

giggling	scrumptious
delight	aromatic

1. The students in the back won't stop _____.
2. Layal and I baked a _____ chocolate cake.
3. Our family trip to London last year was such a _____.
4. Our basil and sage plants are highly _____.

B. **Cross out** the odd word.

succulent	delicious	quiet
giggling	speaking	laughing
delight	happiness	fear
aromatic	perfumed	boring

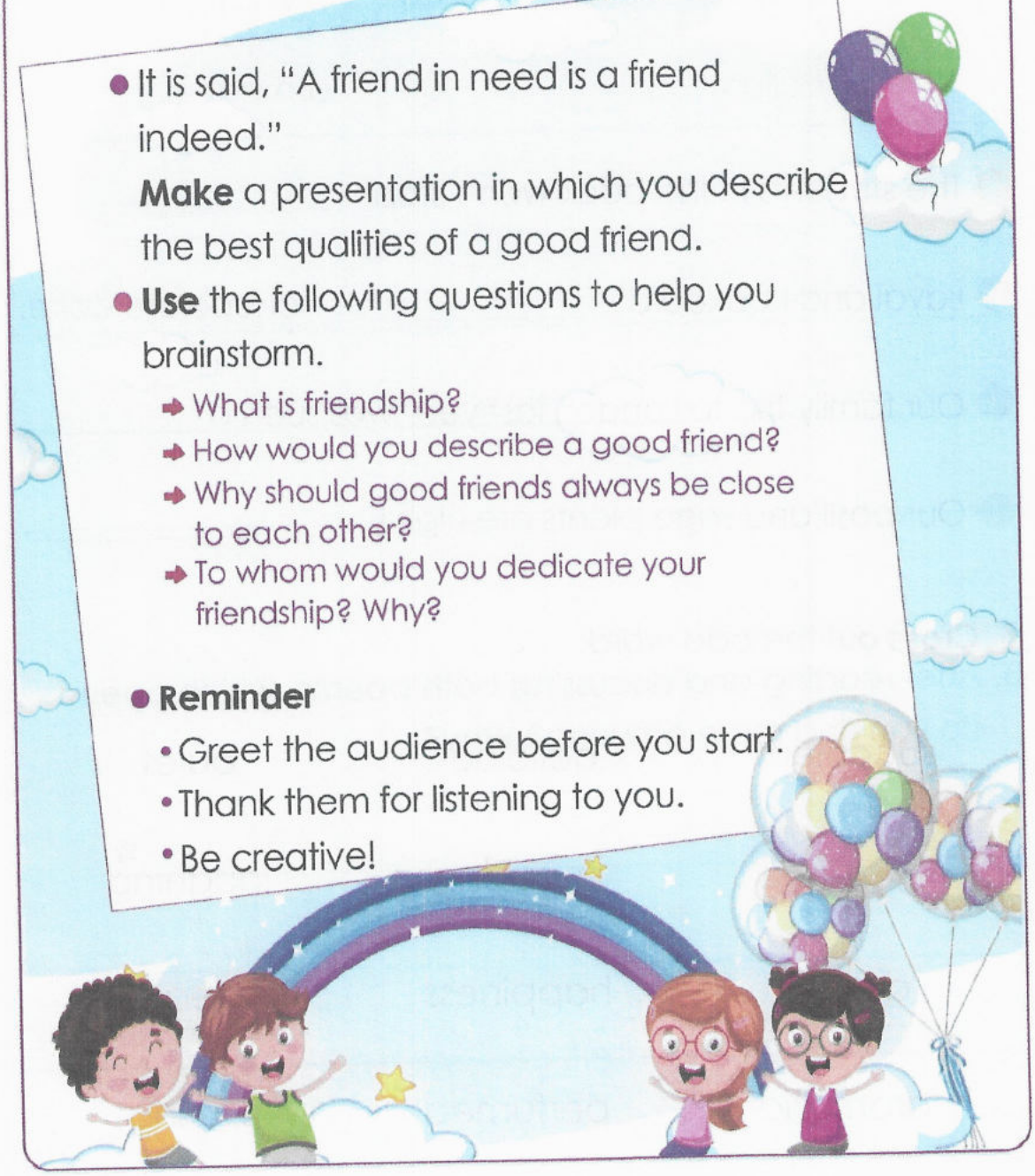
SPEAKING

SHOW & TELL

A FRIEND INDEED

- It is said, "A friend in need is a friend indeed."
  Make a presentation in which you describe the best qualities of a good friend.
- **Use** the following questions to help you brainstorm.
  - What is friendship?
  - How would you describe a good friend?
  - Why should good friends always be close to each other?
  - To whom would you dedicate your friendship? Why?

- **Reminder**
  - Greet the audience before you start.
  - Thank them for listening to you.
  - Be creative!



WRITING

A. **Write** about a memorable incident that happened with you and your best friend.

B. After reading and discussing both poems, which poem do you find more amusing? Why?

C. It's time to unleash your creativity and write a poem on your own.

Read the poem below.

Complete the poem by writing a four-line stanza.

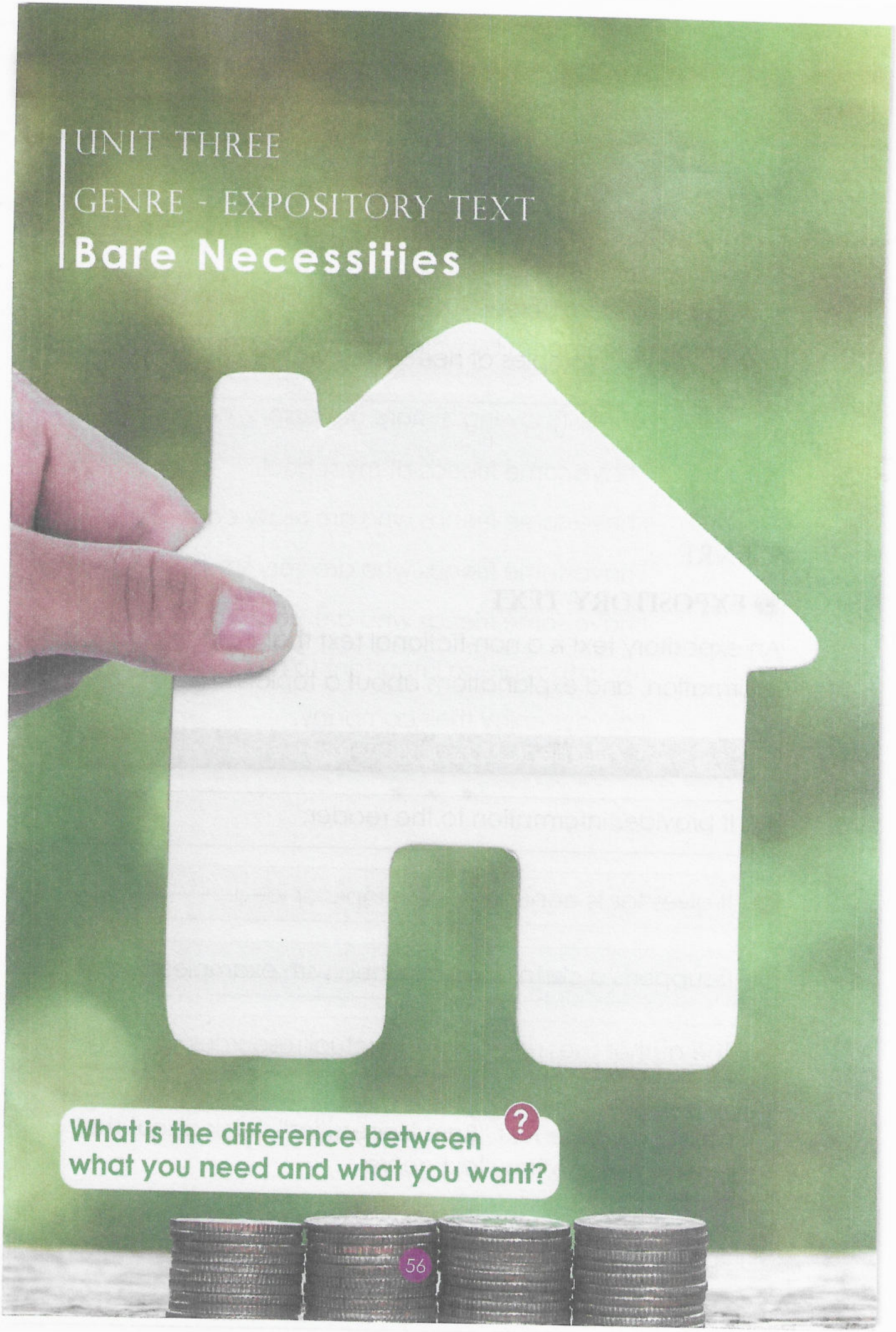
I have some friends at my school,
I have some friends who are really cool.
I have some friends who are very smart,
I have some friends who are good at art.
My friends are so important to me,
I always enjoy their company.

• • •

UNIT THREE

GENRE - EXPOSITORY TEXT

Bare Necessities



What is the difference between what you need and what you want?

UNIT OPENER

- Do all people have the same needs and wants?
- List some examples of needs and wants.
- Which of the following is more necessary, needs or wants?

GENRE

EXPOSITORY TEXT

An expository text is a non-fictional text that contains facts, information, and explanations about a topic.

Elements of Expository Text Genre

- It provides information to the reader.
- It gives facts about a certain topic or idea.
- It supports a certain topic or idea with examples.
- The author uses reliable and factual resources.

While reading the text "Bare Necessities", think about the elements of expository text genre.

LESSON 9

VOCABULARY STRATEGY

● Context Clues

When readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

To be a word detective, remember what follows:

I Inferences
D Definitions
E Examples
A Antonyms
S Synonyms

LITERARY FOCUS

● Point of View

The point of view is the voice of the person telling the story.

First Person Point of View	Second Person Point of View	Third Person Point of View
The narrator is a character in the story who tells it from his own experience.	The narrator talks directly to the reader.	The narrator is not a character in the story. He is just an outsider watching the events.
Clues: I, me, we, us, my, our, myself	**Clues**: you, your, yourself, yourselves	**Clues**: he, she, her, him, it, they, them, their, themselves

COMPREHENSION STRATEGY

● Background Knowledge

Background knowledge is what you already know about the topic being discussed.

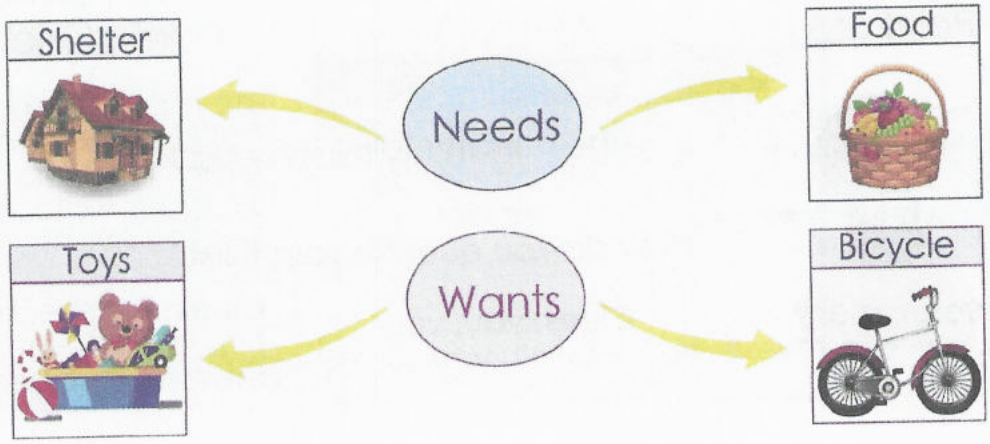
- "People need shelter to stay safe."
  We live in a house. It is our shelter.



COMPREHENSION SKILL

● Classify and Categorize

You might find it useful to organize things and ideas into similar groups.
Give each group a name based on how things and ideas are alike.



LESSON 9



shelter noun

Meaning: a place that gives protection

Where did they take shelter from the hot sun?

They took shelter from the hot sun under a tree.



needs noun

Meaning: necessary things for survival

Who provides you with your basic needs?

Our father provides us with our basic needs.



quench verb

Meaning: to satisfy thirst by drinking

How do you quench your thirst?

I quench my thirst by drinking a glass of water.



nourish verb

Meaning: to provide with food and water necessary for growth; to nurture

How can we nourish our body?

We can nourish our body by eating healthy food.



limitless adjective

Meaning: endless

Name something that is limitless.

Outer space is limitless.

Guess who I am.

I am a noun.

I have a double 'e' in the middle.

I mean necessary things.

I am the word _____ .

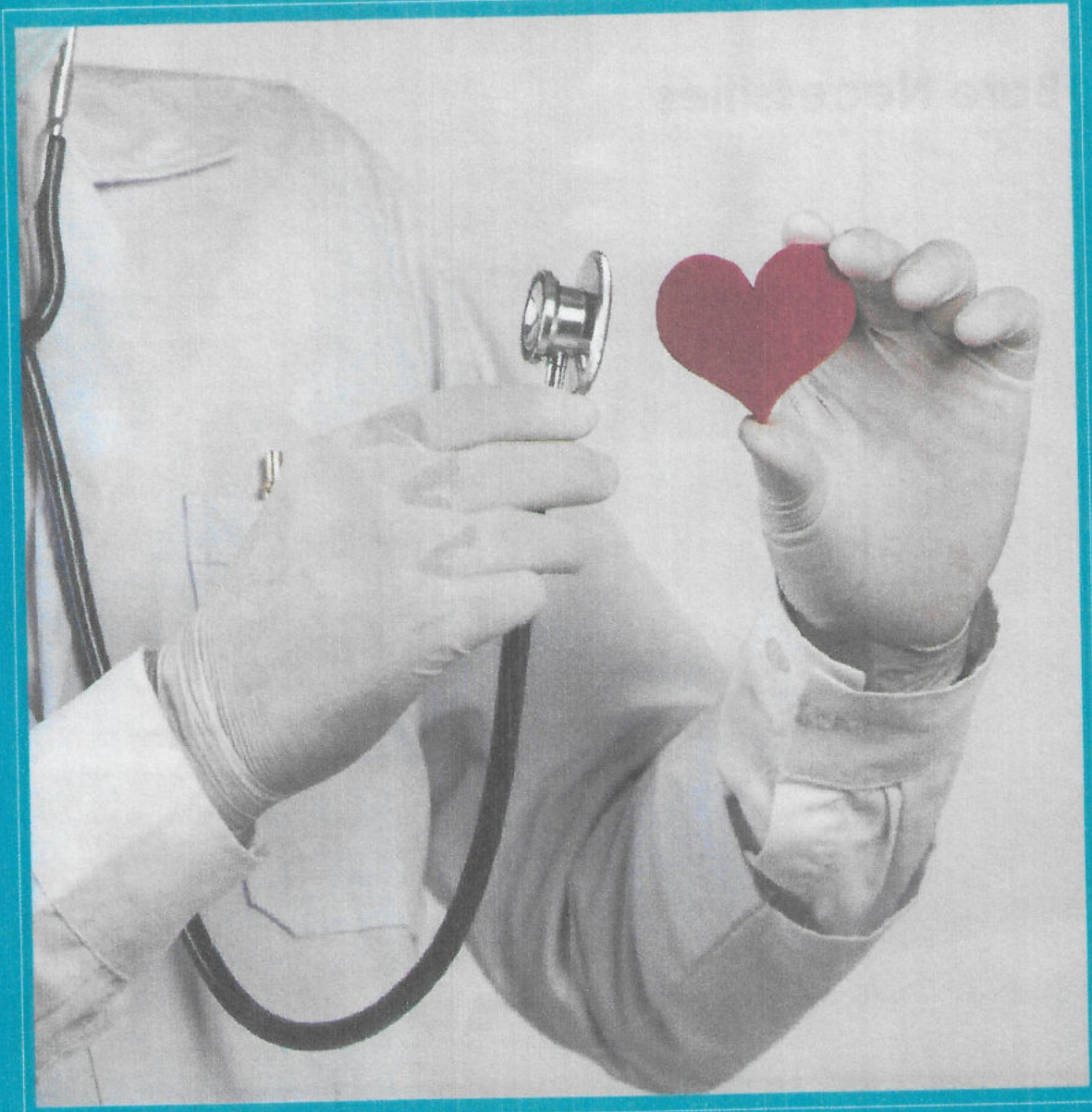


Bare Necessities



Our Needs

People need air, water, shelter, food, clothing, and health care to survive. Things that are necessary for people to live are called needs. People get oxygen from the air they breathe, which is vital for survival. People also need clean drinking water to quench their thirst.

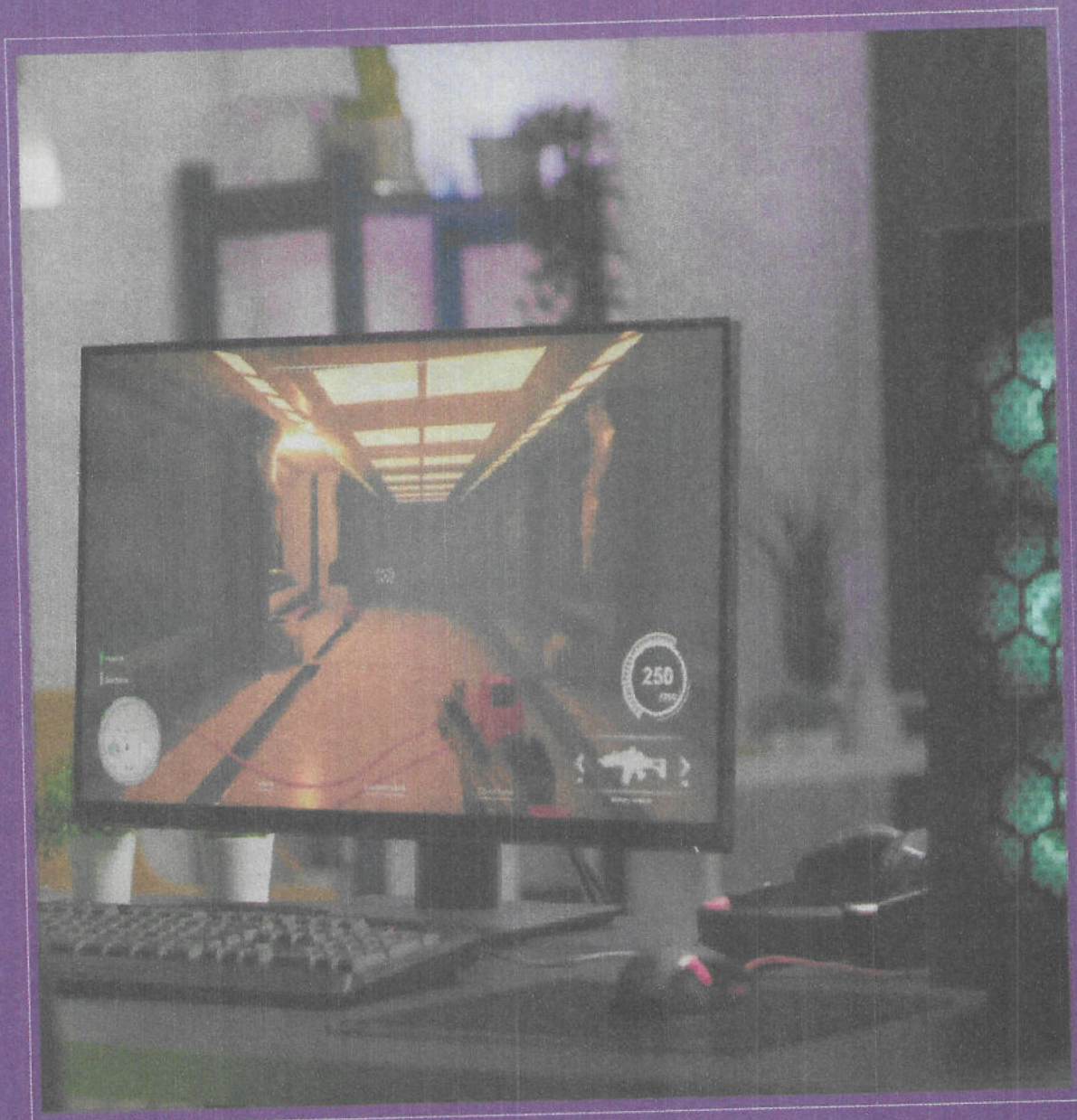


Shelter is another need that is vital to stay safe and take refuge from bad weather. A community that provides protection is important, too. People need food to nourish and grow. They also need clothing to keep themselves warm as well as health care to stay healthy.



Our Wants

People also have wants. Wants can be limitless. Wants are what we would like to have, but we do not need to survive. For example, candy bars, ice cream, toys, and games are some of children's wants.



Wants are infinite. Going on a trip to Italy, owning a racing car, or buying a new phone are examples of wants. Unlike essential needs, an individual's wants are unique and reflect his personality. However, a person can survive without these materialistic wants.



Fulfilling Our Needs First

Some people's wants do not increase as they grow older. They are happy with very few possessions. However, other people want more and more things.

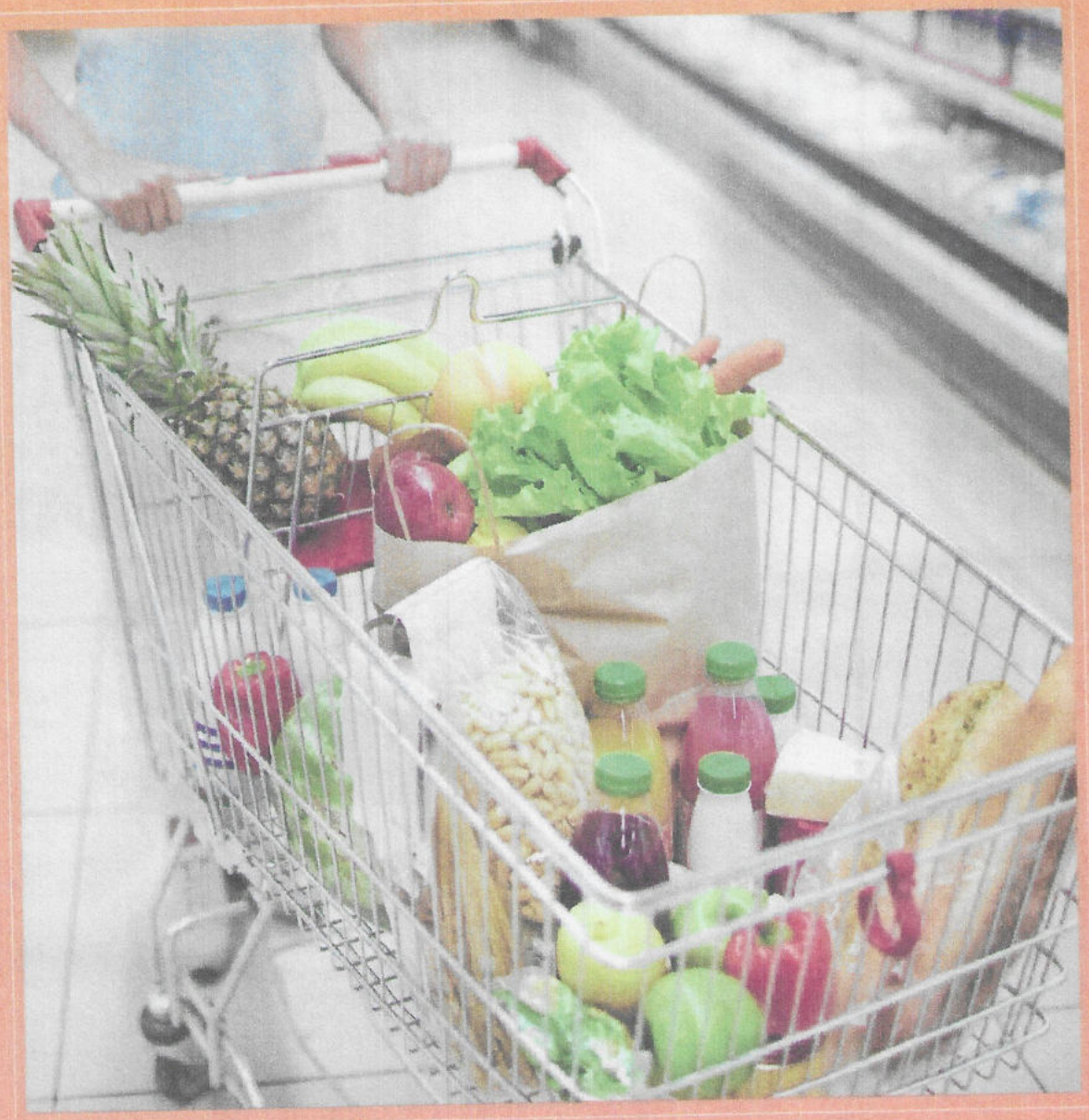


The happiest people are the ones who can fulfill their needs and control their wants. People struggling without much wealth cannot fulfill many of their wants. Some do not have enough money to fulfill their needs.



Scarcity of Money

Sometimes, money is scarce. When there is a limited amount of money, people usually buy indispensable things first. Things that we need to survive are more important than things we want.

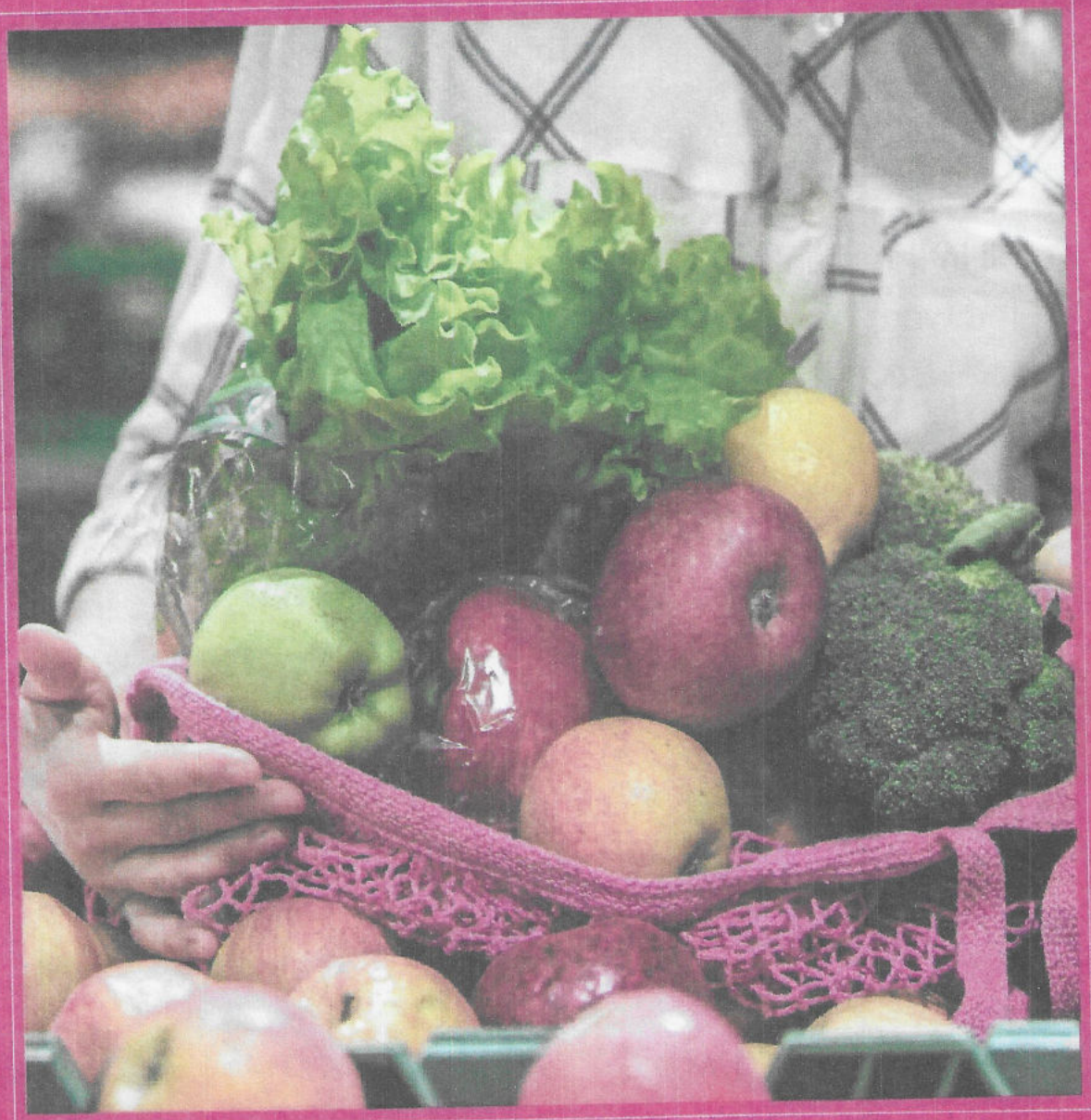


For example, Sarah wants a new bicycle, but her family is struggling. They do not have enough food to eat. So, the family will spend money on food, not on a new bicycle.



Controlling Our Wants

People are often tempted to buy materialistic things that are wanted, not needed. Advertisements and peer pressure can make these wants appear very important.



Since we live in large communities, we sometimes sacrifice our wants to help other people. Many struggle to satisfy their basic needs. So, giving to charity can be a more fulfilling and spiritually rewarding alternative than buying materialistic wants.

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

shelter	nourish
limitless	quench

1. A glass of water is perfect to _____ your thirst.
2. Manal applies cream to _____ her skin daily.
3. Luckily, they took _____ from the rain in a cave.
4. A person's imagination can be _____.

B. **Cross out** the odd word.

shelter	shoe	home
needs	foods	books
limitless	soundless	endless
nourish	change	nurture

VOCABULARY STRATEGY

● Context Clues

A. **Underline** the hints that help you find out the meaning of the highlighted word in each sentence below.

1. Things that are necessary for people to live are called needs. People get oxygen from the air they breathe, which is vital for survival.

   What is the meaning of the word vital?

   ○ necessary
   ○ unimportant

2. People struggling without much wealth cannot fulfill many of their wants.

   What is the meaning of the word struggling?

   ○ experiencing difficulties
   ○ rich and comfortable

B. **Use** the underlined context clues to help you mark the meaning of the highlighted word in each sentence.

1. The dirt on the paper was minuscule; I could not even see it.

   ○ big ○ small ○ short

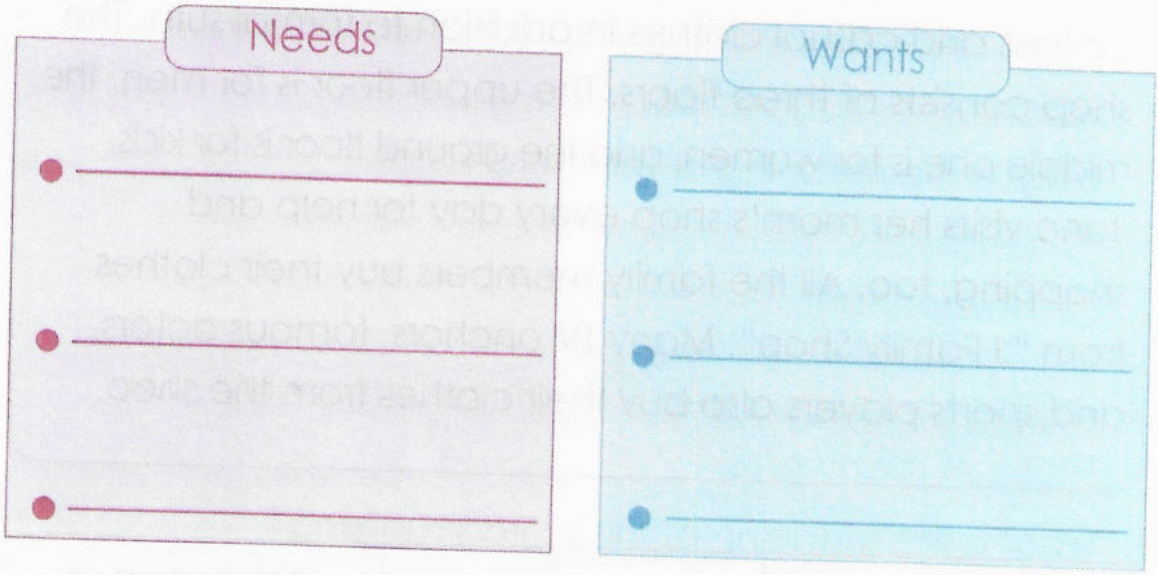
2. Sally always amuses me with her funny jokes.

   ○ entertains ○ upsets ○ bothers

COMPREHENSION SKILL

Classify and Categorize

A. **Reread** the selection **"Bare Necessities"**.
Find needs and wants, then **sort** them **out** in the charts below.



B. **Draw** a picture that illustrates a need or a want.
Select your choice.

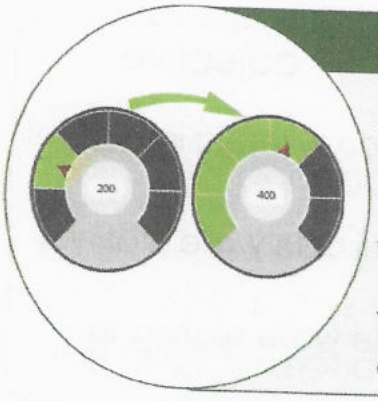
○ A Need ○ A Want

C. **Read** the text below to **fill in** the T-chart.

Jana's mother owns a clothes shop. The shop is in Central Mall. The name of the shop is "J Family Shop". Jana's mom has all kinds of clothes. She sells sports clothes and casual clothes in addition to formal suits. The shop consists of three floors. The upper floor is for men, the middle one is for women, and the ground floor is for kids. Jana visits her mom's shop every day for help and shopping, too. All the family members buy their clothes from "J Family Shop". Many TV anchors, famous actors, and sports players also buy their clothes from the shop.

Kinds of Clothes Found in the Shop	The Customers of the Shop	Distribution of Clothes Among Floors

LESSON 11



increase — verb

Meaning: to become or make greater

What do the drivers do in their attempt to win the race?

The drivers increase their speed in their attempt to win the race.



wealth — noun

Meaning: riches

Do you know something more important than wealth?

Health is more important than wealth.



scarce — adjective

Meaning: rare; not enough for the demand

Name a fruit that is scarce in Mediterranean countries.

Mango is a scarce fruit in Mediterranean countries.



indispensable adjective

Meaning: impossible to do without; important

Why is a helmet indispensable while skating?

A helmet is indispensable while skating to avoid getting hurt.



alternative noun

Meaning: one of two or more possible choices

Which road did you end up taking to school?

The main road was blocked, so we had to choose between two alternatives. We took the road leading to the left.

Guess who I am.

I am an adjective.

My first (c) sounds like /k/.

I mean not enough for the demand.

I am the word _____ .



LITERARY FOCUS

● Point of View

A. **Identify** the point of view of each sentence below.
Write first, second, or third on the lines provided.
Circle the clue that helped you determine the answer.

1. Lina is one of the brightest students in class. _____
2. I will pass by the market on my way home. _____
3. You are a supportive friend. _____
4. They are getting ready for their final exams. _____
5. English is my favorite subject of all. _____

B. **Refer** to the selection "**Bare Necessities**" to answer the following questions.

1. Which point of view is used on page 67?

○ first person ○ second person ○ third person

2. What clues helped you determine the point of view?

_____

_____

POST-READING QUESTIONS

A. What should we buy? **Color** the right choice.

a. We should buy what we can comfortably afford.

b. We should buy things that we may or may not use.

B. According to the text:

1. Who are the happiest people?

2. What can make some wants appear very important?

3. How can people sacrifice some of their wants?

4. **Color** the right characteristic of the genre.

a. The author talks about himself.

b. The author explains something to the reader.

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

increase	wealth
alternative	indispensable

1. I wish my family health, _____, and happiness.
2. School supplies are _____ while attending class.
3. Unfortunately, the rent will _____ starting next month.
4. The students had no _____ but to study for the test.

B. **Cross out** the odd word.

scarce	rare	silly
increase	travel	enlarge
wealth	women	riches
indispensable	important	amusing

SPEAKING

SHOW & TELL

THE GOOD IN THE LITTLE

- **Prepare** a unique poster about the differences between needs and wants.
- **Use** the following questions to help you brainstorm.
  - How are needs and wants different?
  - Which one is more important, needs or wants?
  - List some things you need.
  - List some things you want.

- **Reminder**
  - Greet the audience before you start.
  - Thank them for listening to you.
  - Be creative!



WRITING

A. **Read** and **answer** the following questions.

1. What would you buy if someone gave you a fair amount of money?

_____

_____

_____

_____

2. Would you consider your choice a need or a want? **Explain**.

_____

_____

_____

_____

3. In your own words, **state** the difference between what you need and what you want.

B. **Circle** whether each of the following is a need or a want. **Explain** your answer.

1. Jacket — A Need | A Want

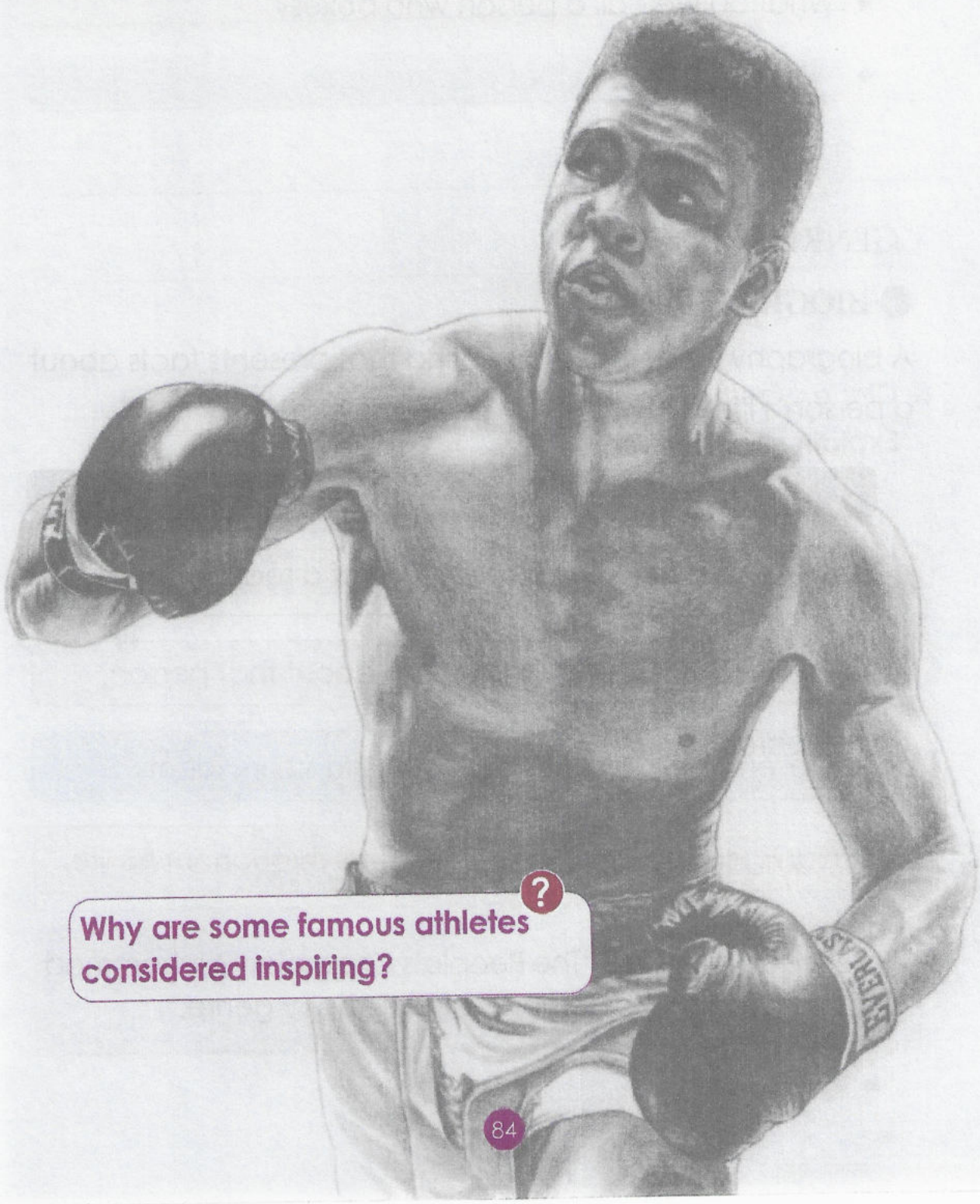
2. Skateboard — A Need | A Want

3. Money — A Need | A Want

UNIT FOUR

GENRE - BIOGRAPHY

The People's Champion- Muhammad Ali



Why are some famous athletes considered inspiring?

UNIT OPENER

- Have you ever watched or attended a boxing match?
- What do we call a person who boxes?
- What equipment does a boxer use?

GENRE

BIOGRAPHY

A biography is non-fictional writing that presents facts about a person's life. It is written by someone else.

Elements of Biography Genre

- It presents a brief history of the life of a real person.
- It provides pictures and captions about that person.
- It presents hints about his career and life incidents.
- It highlights the major achievements throughout his life.

While reading the text "The People's Champion- Muhammad Ali", think about the elements of biography genre.

VOCABULARY STRATEGY

Irregularly Spelled Words

Irregularly spelled words are words that do not follow common spelling patterns. Such words are spelled in a different manner than they sound.
Irregularly spelled words must be practiced repeatedly in order to be memorized.

- Below are some irregularly spelled words.

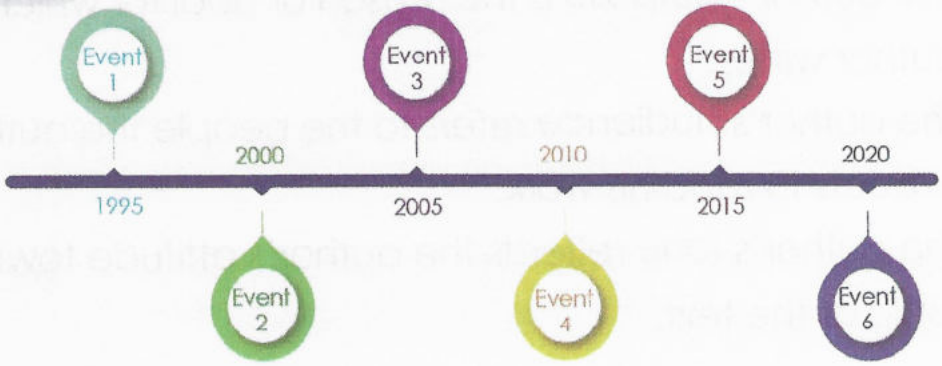
people	world	often
because	through	against

LITERARY FOCUS

Timeline

A timeline is the arrangement of events in chronological order.

Example:



COMPREHENSION STRATEGY

● Asking Questions

Asking questions is a reading strategy that helps students engage with a given text. Good readers challenge the text by asking questions before, during, and after they read it. Asking questions will provide readers with a purpose for reading.

- Below are some questions readers may think of while reading the text.

Why am I reading the text?

Why have the characters behaved so?

What is the author's aim behind writing this selection?

If I were in the characters' place, how would I behave?

COMPREHENSION SKILLS

● Author's Purpose, Audience, and Tone

The author's purpose is the reason or goal for which the author writes.

The author's audience refers to the people the author expects to read his work.

The author's tone reflects the author's attitude toward the topic of the text.

LESSON 13



activist — noun

Meaning: a person who is involved in actions to achieve certain goals and changes

Why did Adam decide to become an activist?

Adam decided to become an activist to stand against those who bully kids.



defended — verb

Meaning: kept someone or something safe against changes or challenges

Which team has recently defended the championship title?

Academy Football Team has successfully defended the championship title this year.



champion — noun

Meaning: a winner of first place in a competition

Who is the new table tennis champion?

Jad won the trophy. He is now the new table tennis champion.



century noun

Meaning: a period of one hundred years

When was this antique furniture made?

This antique furniture was made during the eighteenth century.



popularity noun

Meaning: the state of being commonly liked

Why is the play at the peak of its popularity?

The play is at the peak of its popularity due to the children's amazing performance.

Guess who I am.

I am a seven-letter word.

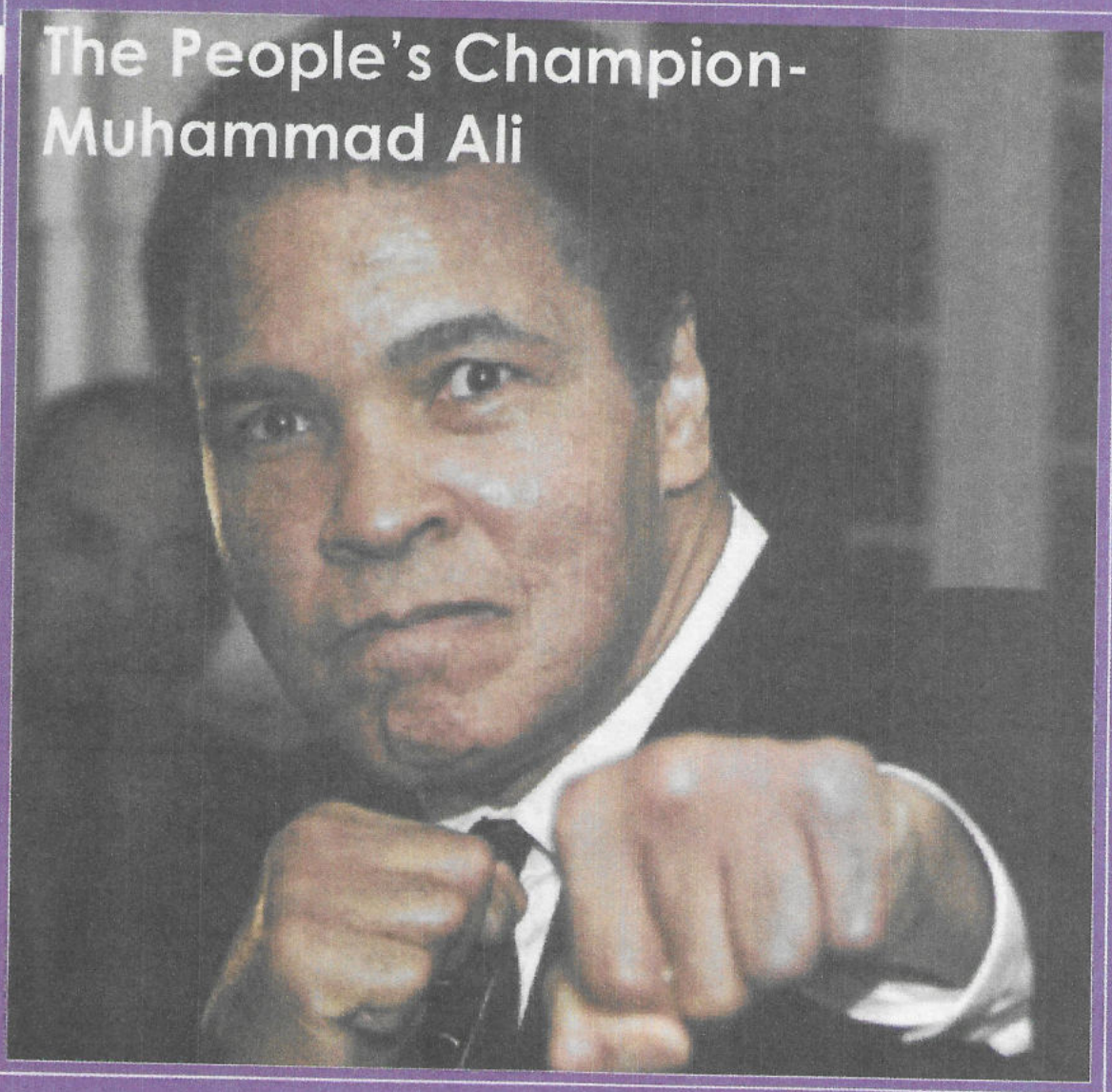
My part of speech does not show action.

I mean a period of one hundred years.

I am the word _____.

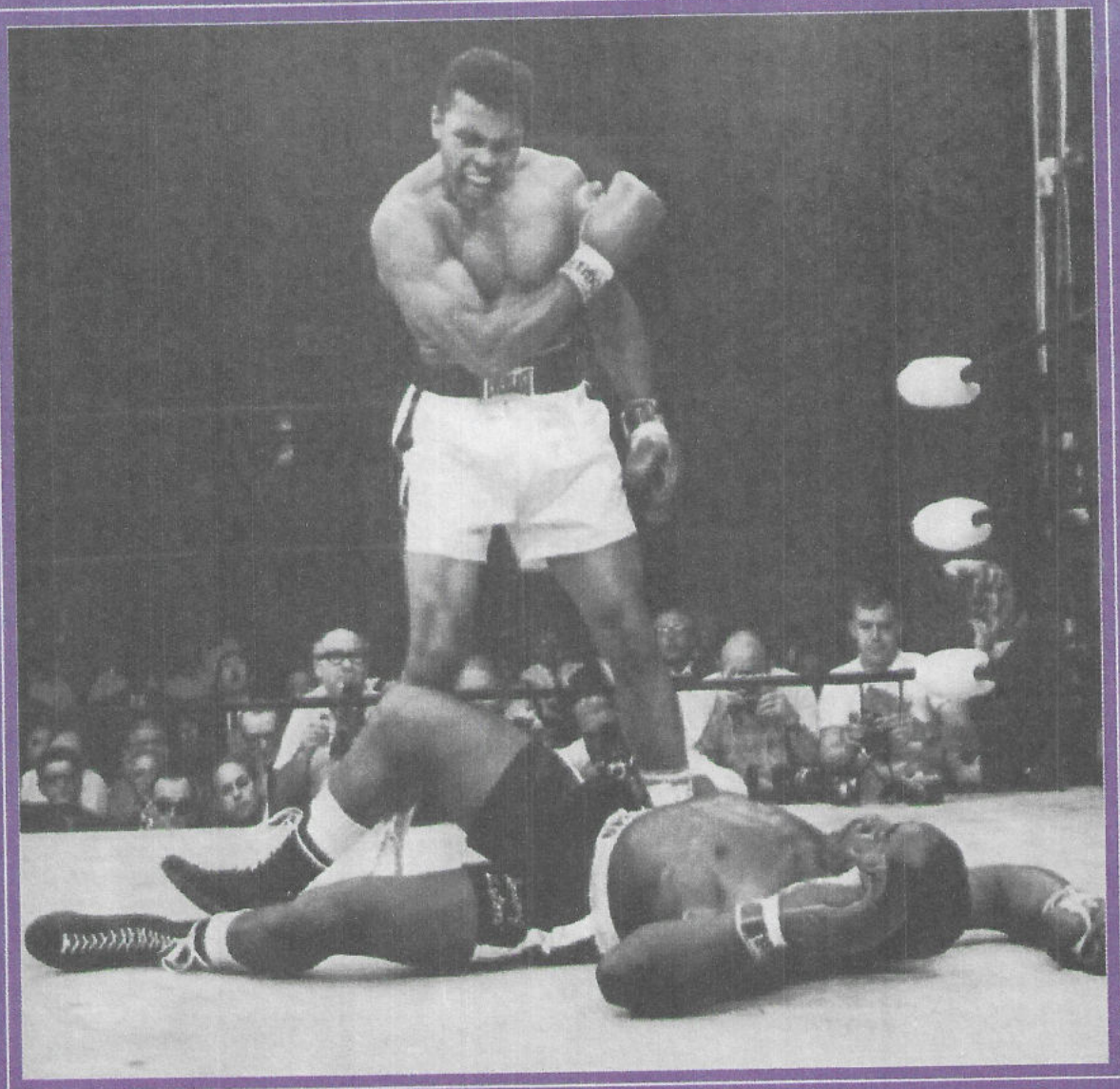


The People's Champion- Muhammad Ali

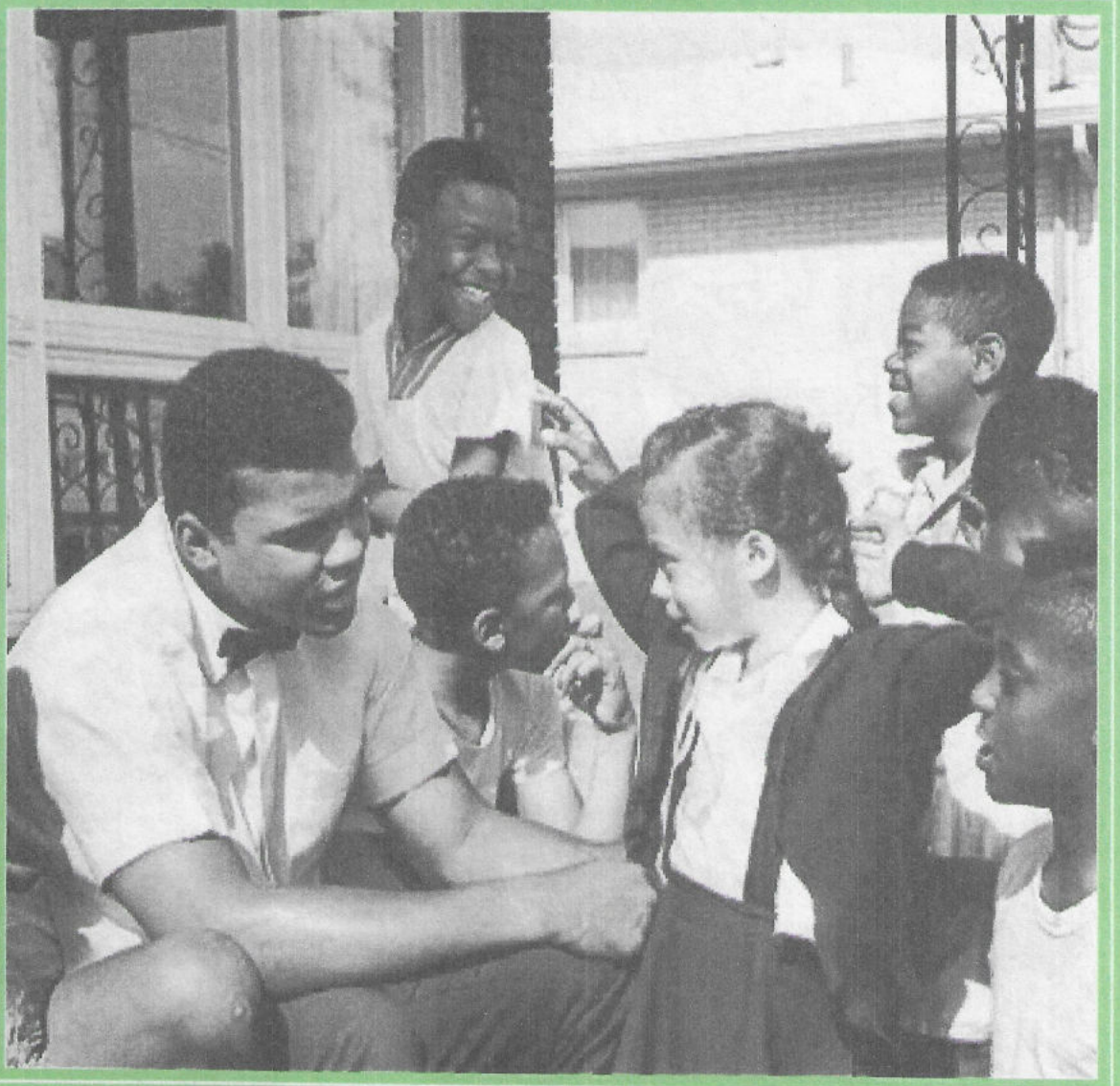


Who Is Muhammad Ali Clay?

Muhammad Ali is a world-famous boxer, a word artist, a social activist, and a philanthropist. He was born on January 17, 1942, in Louisville, Kentucky, USA. He was named Cassius Marcellus Clay Junior but changed his name to Muhammad Ali after becoming a Muslim.



He started boxing in 1954 at the age of 12. He won an Olympic gold medal in 1960 at the age of 18. During his career, he won the world heavyweight championship three times and defended this title 19 times. He was known in the history of boxing as the people's champion and one of the greatest boxers of the 20th century.



In 1967, Muhammad Ali refused to go to the Vietnam War. He was stripped of his championship titles and convicted of refusing to be drafted into the U.S. armed forces. He was sentenced to five years in prison. Throughout his life, Muhammad Ali used his fame and popularity to raise awareness for many good causes and charities.



As a philanthropist, he visited countless soup kitchens and hospitals in 1984. He often supported the Make-A-Wish Foundation and the Special Olympics. Later in his life, damage to his brain caused by blows to the head resulted in slurred speech and slowed movements. He died after battling the physical symptoms of Parkinson's disease on June 3, 2016, in Scottsdale, Arizona, USA.

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

defended	champion
activist	century

1. This castle was built during the fifteenth _____.
2. The social _____ gave an interesting speech today.
3. Bilal has been the tennis _____ for two years.
4. Our soccer team has _____ the title again.

B. **Cross out** the odd word.

champion	winner	writer
popularity	fame	age
activist	supporter	baker
defended	solved	protected

VOCABULARY STRATEGY

Irregularly Spelled Words

A. **Fill in** the blanks with the suitable words from the word bank.

often	world	because
against	through	people

1. Treat other _____ the way you like to be treated.
2. Chewing gum in the classroom is _____ the rules.
3. Lara forgot her lunchbox _____ she was in a hurry.
4. The blue whale is the largest animal in the _____ .
5. My family and I _____ go hiking on the weekends.
6. My father looks _____ magazines every morning.

B. **Unscramble** the letters to form meaningful words.
Use each word in a meaningful sentence.

1. lepope
   _____
   _____
2. ldorw
   _____
   _____

COMPREHENSION SKILL

● Author's Purpose, Audience, and Tone

The author's purpose is the reason or goal for which the author writes. The three main purposes that motivate authors to write are:

- to inform
- to persuade
- to entertain

◦ **Ask yourself:**
What is the author trying to tell us?
Is the author trying to explain something, convince us about something, or narrate a story?

The author's audience refers to the people the author expects to read his work. Authors usually have an intended audience in mind when they write. The intended audience could be:

- the general public
- a group of people (e.g., children, chefs, teachers)
- experts and professionals

◦ **Ask yourself:**
Who would be interested in this topic?

The author's tone reflects the author's attitude toward the topic of the text. It can be identified through the author's use of words and writing style.

◦ **Ask yourself:**
How does the author convey his attitude throughout the written text?
What kind of words does he use throughout the text?

A. **Refer** to the biography "The People's Champion", and then **check** all the text elements from the three columns. **Write down** what the author's purpose is.

Inform	Entertain	Persuade
○ gives facts	○ is not a true story	○ tries to change my mind
○ has new information	○ makes me happy	○ proves the cause
○ has real photographs	○ has characters, a setting, and a plot	○ stresses on advantages and disadvantages
○ gives examples	○ is fun to read	○ makes me want to agree with the author

The author's purpose is to _____.

B. **Choose** the author's audience.

○ athletes ○ scientists ○ chefs

C. Which of the following is the author's tone?

○ cheerful ○ depressed ○ angry

○ sad ○ excited ○ inspiring



awareness — noun

Meaning: knowledge and understanding of a certain topic

How do Layla and Dani raise awareness of environmental issues?

Layla and Dani make posters at school to raise awareness of environmental issues.



countless — adjective

Meaning: too many to be counted

What is the sky filled with?

The sky is filled with countless twinkling stars.



damage — noun

Meaning: loss or harm resulting from injury to a person or property

How did the tornado affect the neighborhood?

The tornado caused damage to the whole neighborhood.



battling noun

Meaning: struggling to succeed or survive

How does Amir prepare himself before battling any opponent?

Amir practices hard before battling any opponent.



symptoms noun

Meaning: evidence of illness

What are two common symptoms of sickness?

High fever and tiredness are two common symptoms of sickness.

Guess who I am.

I am an adjective.

I rhyme with the word soundless.

I mean too many to be counted.

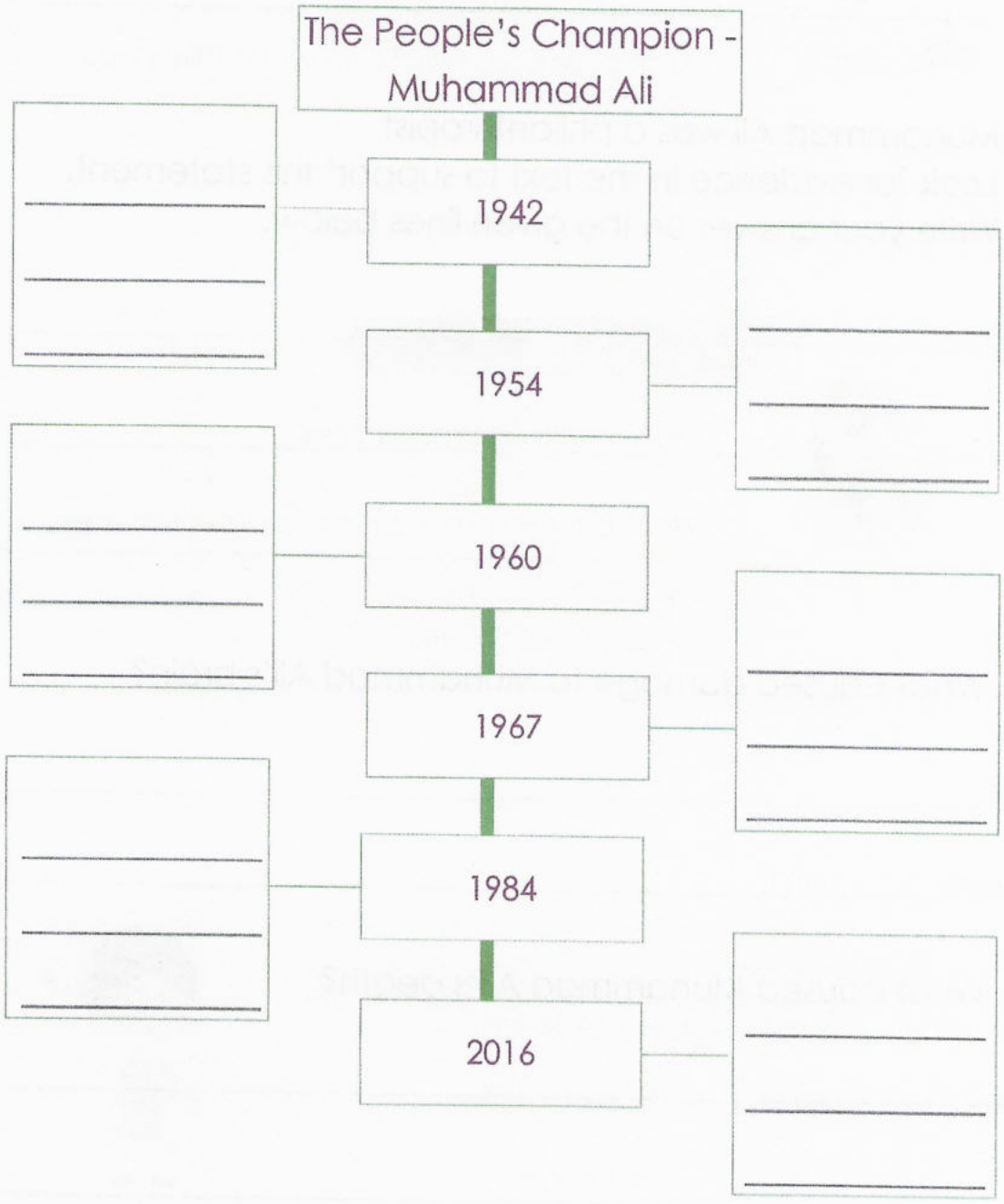
I am the word _____.



LITERARY FOCUS

● Timeline

Refer to the text, and then **complete** the following timeline.



POST-READING QUESTIONS

A. What was Muhammad Ali famous for?

B. Muhammad Ali was a philanthropist.
Look for evidence in the text to support this statement.
Write your answer on the given lines below.

C. What caused damage to Muhammad Ali's brain?

D. What caused Muhammad Ali's death?

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

symptoms	awareness
damage	battling

1. We hope to raise _____ of bullying at schools.
2. An earthquake may cause _____ to a whole town.
3. We must eat healthy food while _____ a sickness.
4. Common _____ of the flu are high fever and sore throat.

B. **Unscramble** the letters to make meaningful words. **Use** each word in a meaningful sentence.

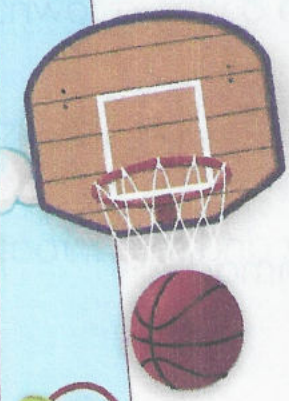
1. essloutcn
   _____
   _____
2. ptmsomsy
   _____
   _____

SPEAKING

SHOW & TELL

AN INSPIRING ATHLETE

- **Prepare** a presentation about a famous athlete who inspires you.
- **Use** the following questions to help you brainstorm.





- Who is the famous athlete?
- How does this athlete inspire you?
- What are some of his accomplishments?



- **Reminder**
  - Greet the audience before you start.
  - Thank them for listening to you.
  - Be creative!







WRITING

A. Why do you think the author chose to write about Muhammad Ali?

B. **Refer** to the picture on page 92.
What does this picture tell us about Muhammad Ali?

The Greatest, in His Own Words

C. **Consider** the following quote by Muhammad Ali.

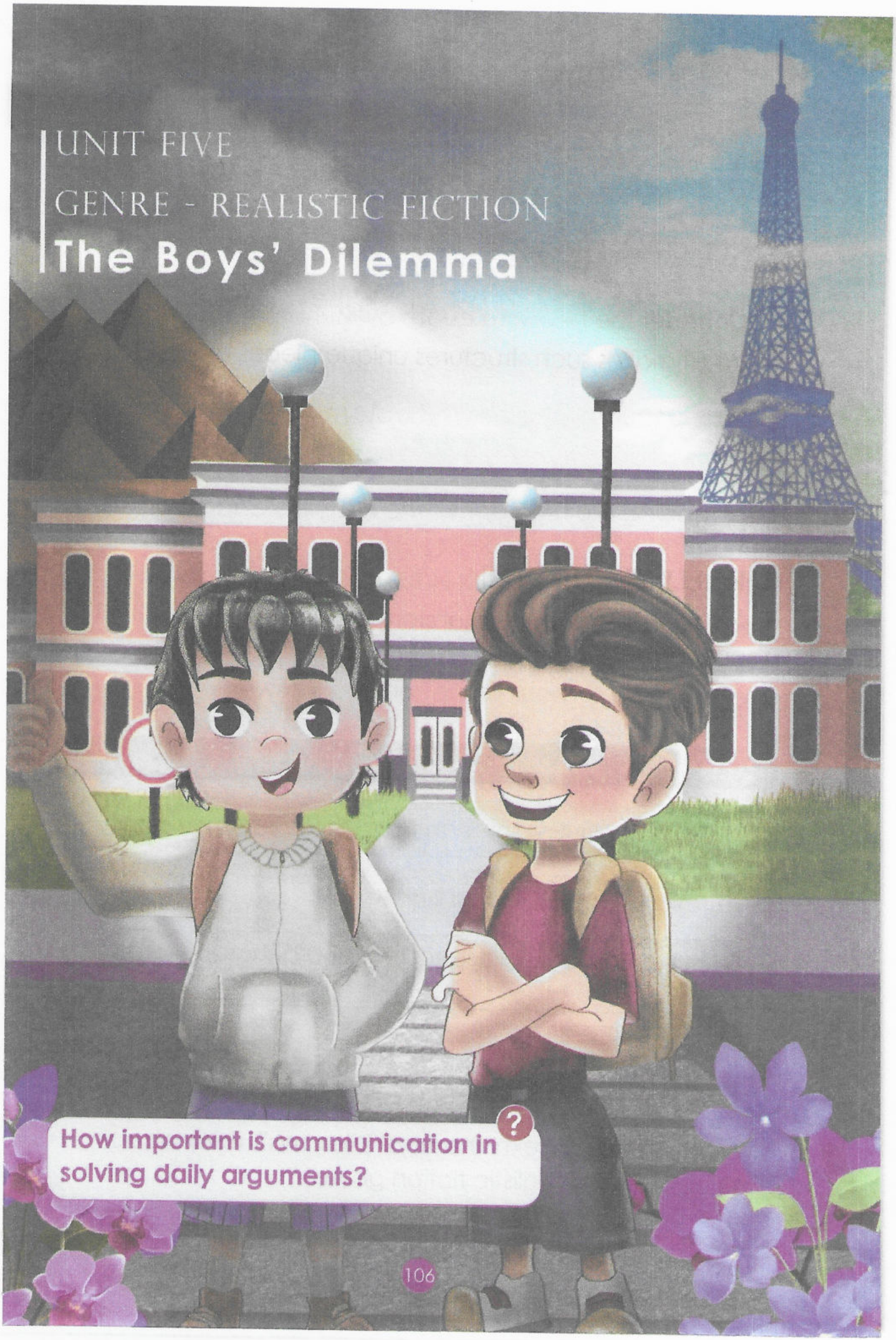
> "Will they ever have another fighter who *writes poems, predicts rounds, beats everybody, makes people laugh, makes people cry, and is as tall and extra pretty as me?*"

After reading the biography "The People's Champion- Muhammad Ali" and learning about his achievements, which of the following character traits best describe Muhammad Ali?

Discuss with your partner and **write** your answer to the question. **Give** reasons to support your answer.

○ arrogant and greedy ○ confident and selfless

Glossary:
- **arrogant**: being proud and boastful
- **greedy**: having a selfish desire for wealth or power
- **confident**: being sure of one's abilities and qualities
- **selfless**: concerned more with the needs and wishes of others than with one's own


UNIT FIVE
GENRE - REALISTIC FICTION
The Boys' Dilemma
How important is communication in solving daily arguments?

UNIT OPENER

- Name some historical buildings in the world.
- What makes such structures unique pieces of work?
- What differentiates ancient buildings from modern ones?

GENRE

REALISTIC FICTION

Realistic fiction is a fictional story with imaginative characters, settings, and events that may happen in real life.

Elements of Realistic Fiction Genre

- The story takes place in the present or recent past.
- The setting in the story is believable.
- Imaginary characters seem real and behave in a realistic way.
- The characters are involved in events that may happen in real life.

While reading the text "The Boys' Dilemma", think about the elements of realistic fiction genre.

VOCABULARY STRATEGY

● Latin Roots

Latin roots form the base of several words in the English language. Latin roots help readers understand the meaning of new words.

Latin Root	Meaning	Word	Example
port	to carry	transport	Trucks can be used to transport packages.
struct	to build	structure	The structure of this bridge is fascinating.
form	to shape	formation	We studied the formation of the planets.
mit	to send	submit	I hope I can submit my project on time.

LITERARY FOCUS

● Dialogue

Dialogue is a conversation between two or more characters in a story. It provides information and helps understand the characters through the way they communicate and interact with one another.

In a dialogue:

- use quotation marks before and after the speaker's exact words
- use a comma to separate the speaker from the quote
- put the punctuation of the dialogue inside the quotation marks
- start with a new line when switching speakers

COMPREHENSION STRATEGY

● Summary

A summary restates the main events of the story in a shorter version. Think of the main idea and what happened throughout the story. Rewrite the main idea and events in your own words.

To SUM up the story, remember this:

- Shorter than the story
- Use your own words
- Main ideas only

COMPREHENSION SKILL

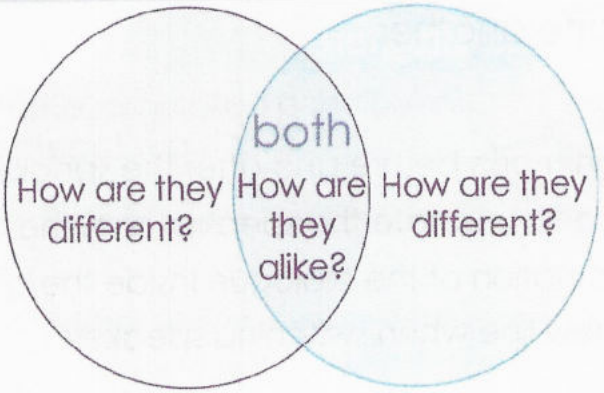
● Compare and Contrast

When you compare two things, you tell how they are alike.

Some words or phrases that are used to compare: *and, both, alike, similar to, or the same as*

When you contrast two things, you tell how they are different.

Some words or phrases that are used to contrast: *but, more than, differently, on the other hand, or however*





anticipation noun

Meaning: the act of looking forward to something that might happen

How did Sally wait for her father's arrival?

Sally waited for her father's arrival with great anticipation.



unison noun

Meaning: at the same time; in harmony

How did Bilal march to the sound of the drum?

Bilal marched in unison to the sound of the drum.

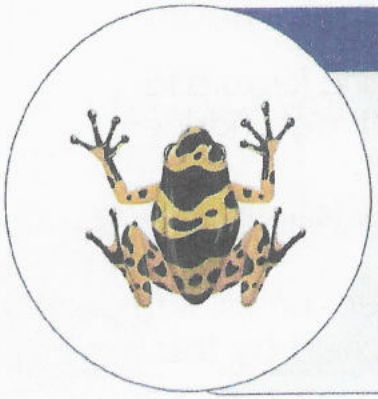


structure noun

Meaning: a building or another object that is put together

What do the maps show?

The maps show the exact structure of the mansion.



distinctive adjective

Meaning: different or unique

What is a distinctive fact about some frogs?

Some frogs have distinctive yellow stripes on their body.



precision noun

Meaning: the state of being exact

How did Dalia draw the flower?

Dalia drew the flower with great precision. Her attention to detail is remarkable.

Guess who I am.

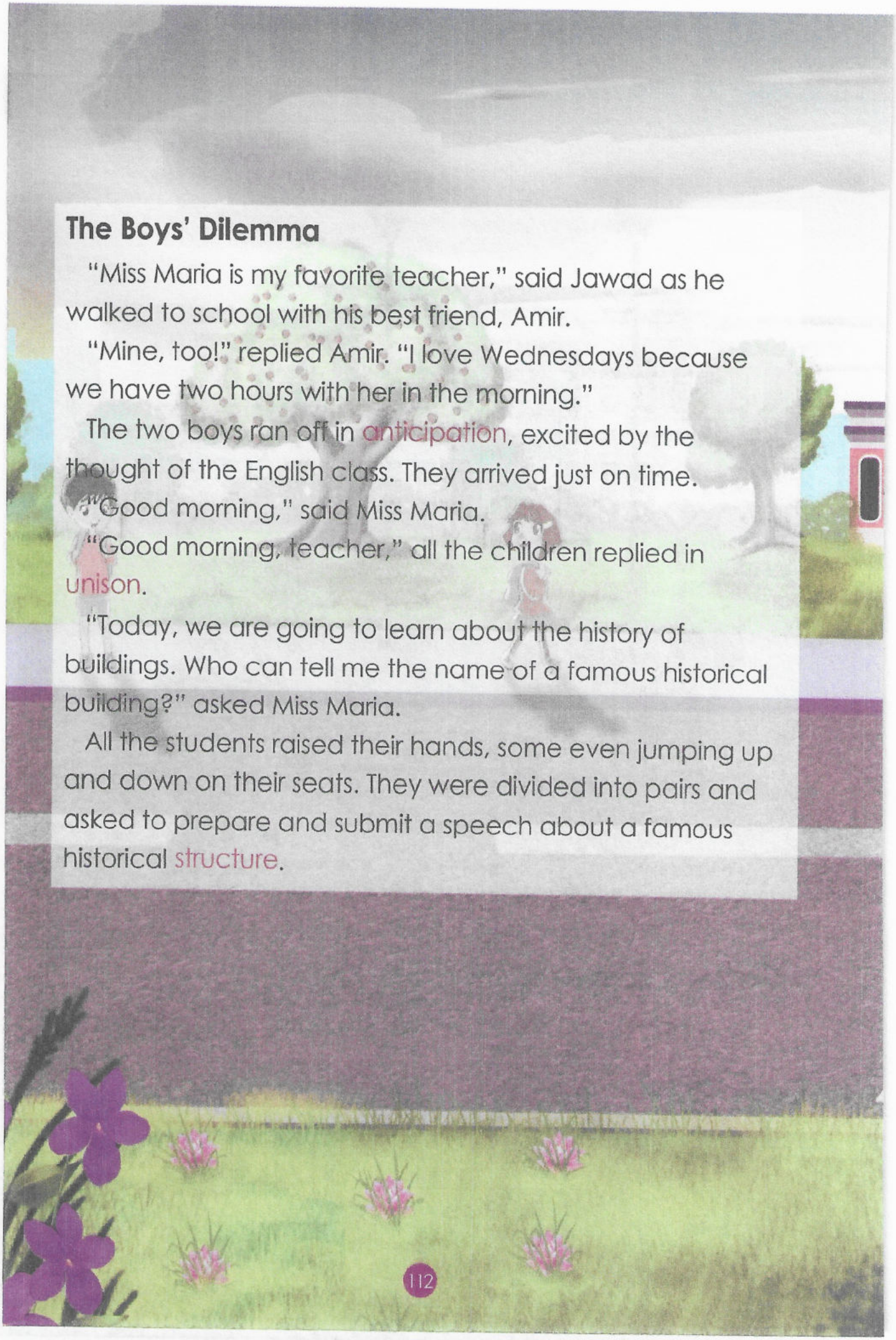
I am a noun.

I end with the suffix '-ion'.

I mean the state of being exact.

I am the word _____ .





The Boys' Dilemma

"Miss Maria is my favorite teacher," said Jawad as he walked to school with his best friend, Amir.

"Mine, too!" replied Amir. "I love Wednesdays because we have two hours with her in the morning."

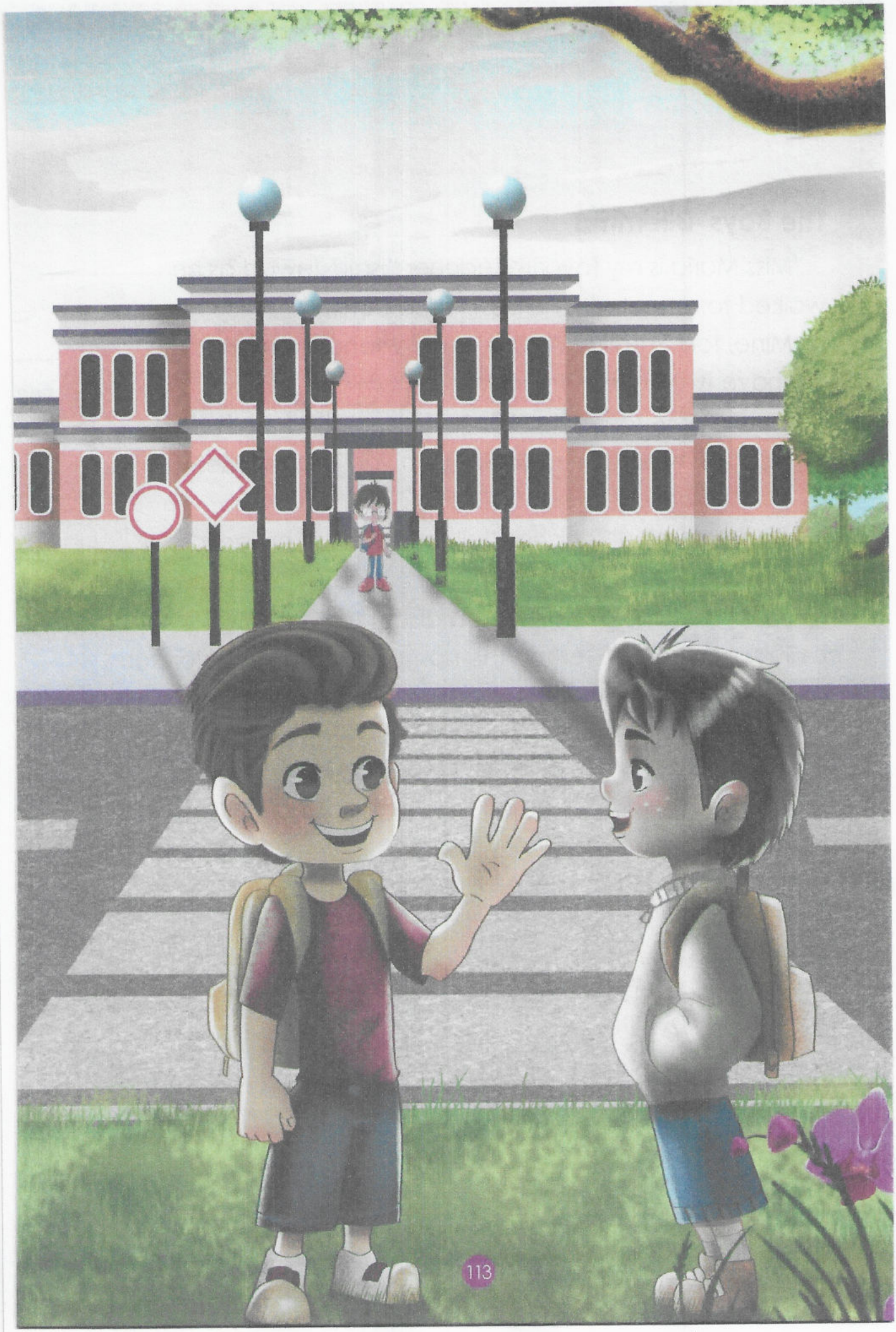
The two boys ran off in anticipation, excited by the thought of the English class. They arrived just on time.

"Good morning," said Miss Maria.

"Good morning, teacher," all the children replied in unison.

"Today, we are going to learn about the history of buildings. Who can tell me the name of a famous historical building?" asked Miss Maria.

All the students raised their hands, some even jumping up and down on their seats. They were divided into pairs and asked to prepare and submit a speech about a famous historical structure.







Amir and Jawad argued all the way home on which structure to write about.

"I think we should write about the Eiffel Tower in Paris. It was built over a hundred years ago," Amir said, annoyed.

"No! The pyramids in Egypt are much older. They were built thousands of years ago with huge stones," Jawad said stubbornly.

"Let's get my mom to decide," Amir suggested.

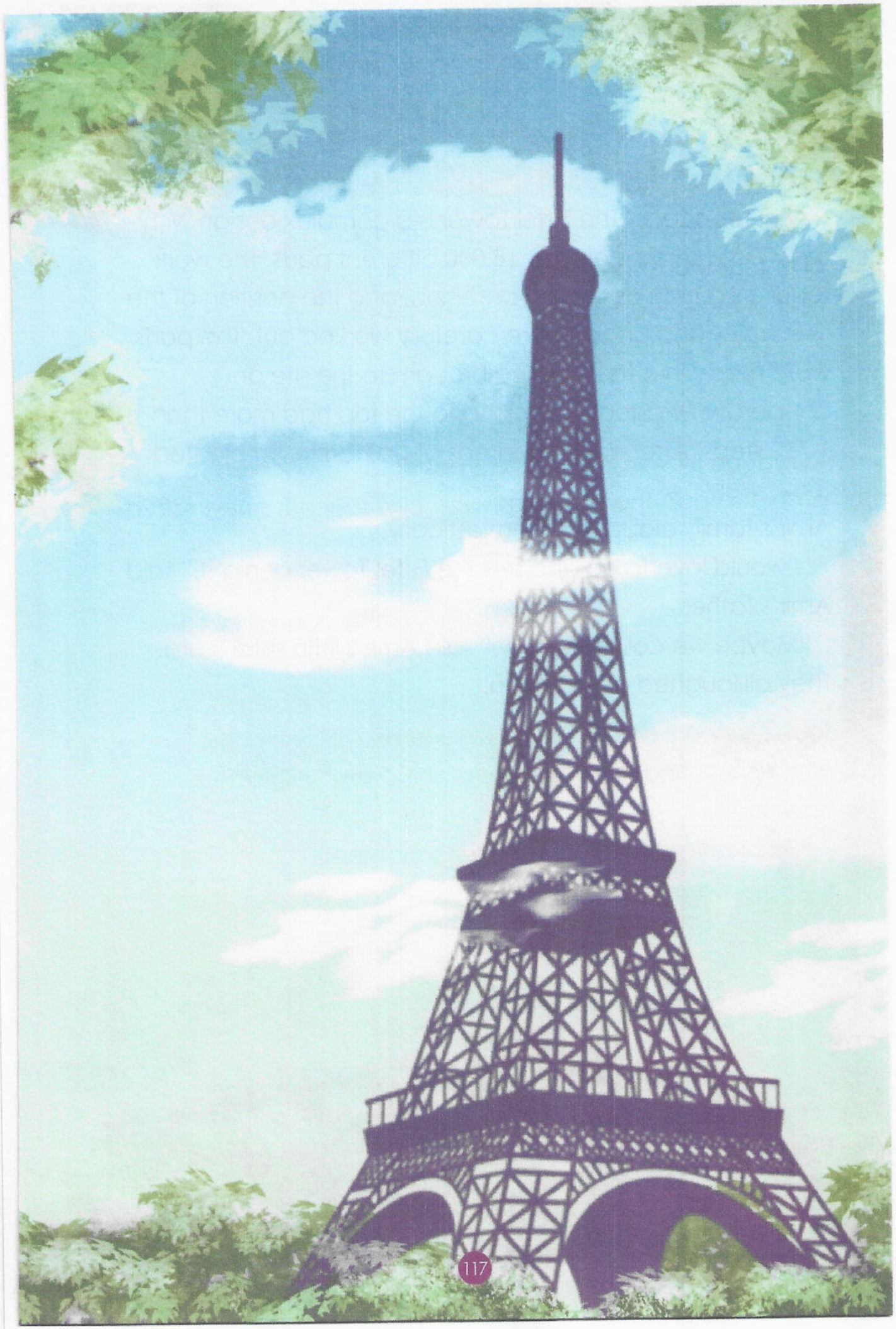
The boys asked Amir's mother for her opinion. She suggested they give a presentation in the evening, explaining what is distinctive about each building. Each boy wrote five sentences and read them to Amir's family.

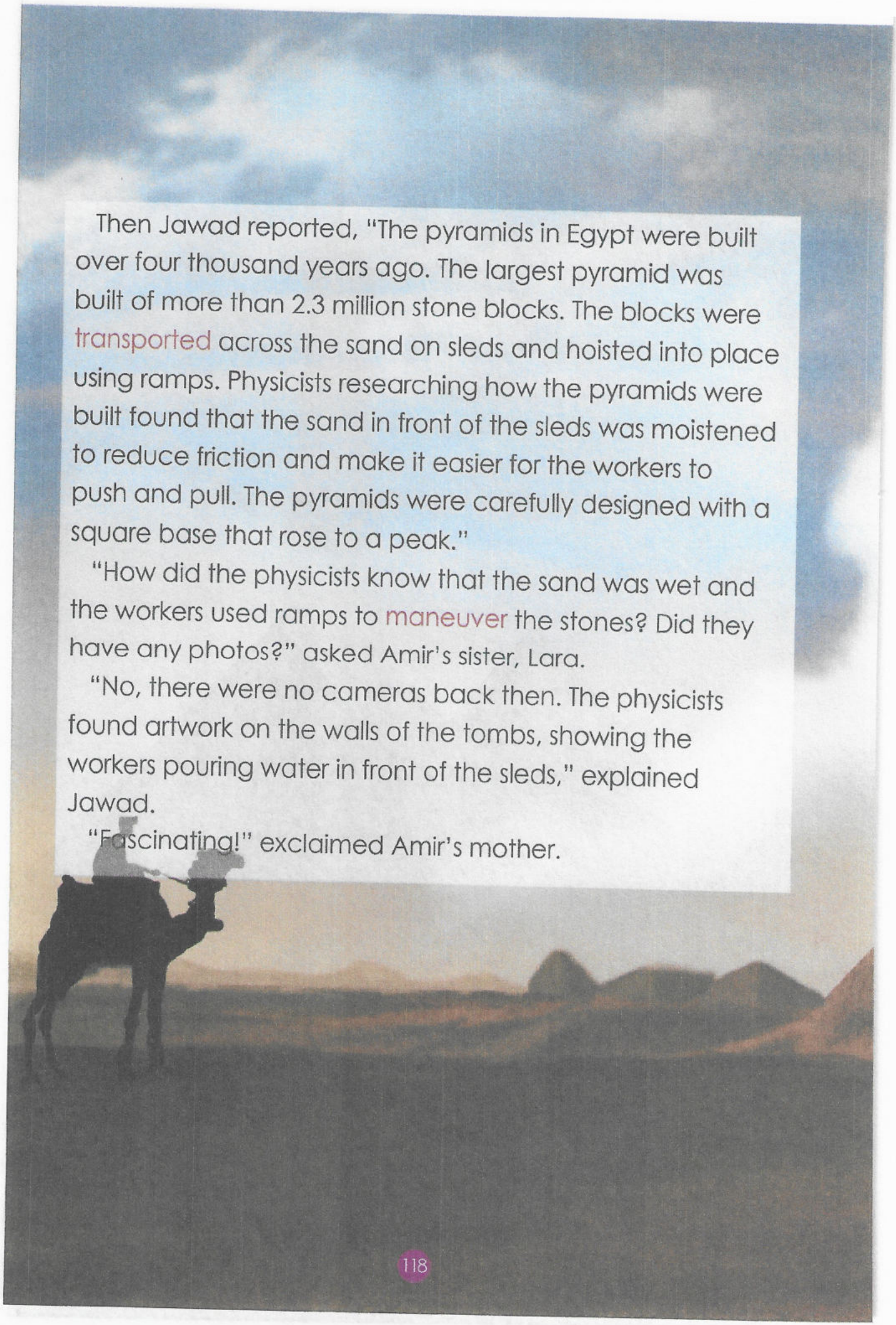
Amir reported, "The Eiffel Tower is a complex design with detailed drawings of over 18,000 different parts. The work required a high degree of precision, and the position of the rivet holes and angles were carefully worked out. The parts were made in a factory and brought to the site on horsedrawn wagons. The climb to the top had more than 1,710 steps. After dark, hundreds of gas lamps illuminated the tower."

Amir's family clapped enthusiastically.

"I would love to go and see the Eiffel Tower at night," said Amir's father.

"Maybe we could go now," said Amir's little sister, Lara. They all laughed at that idea.



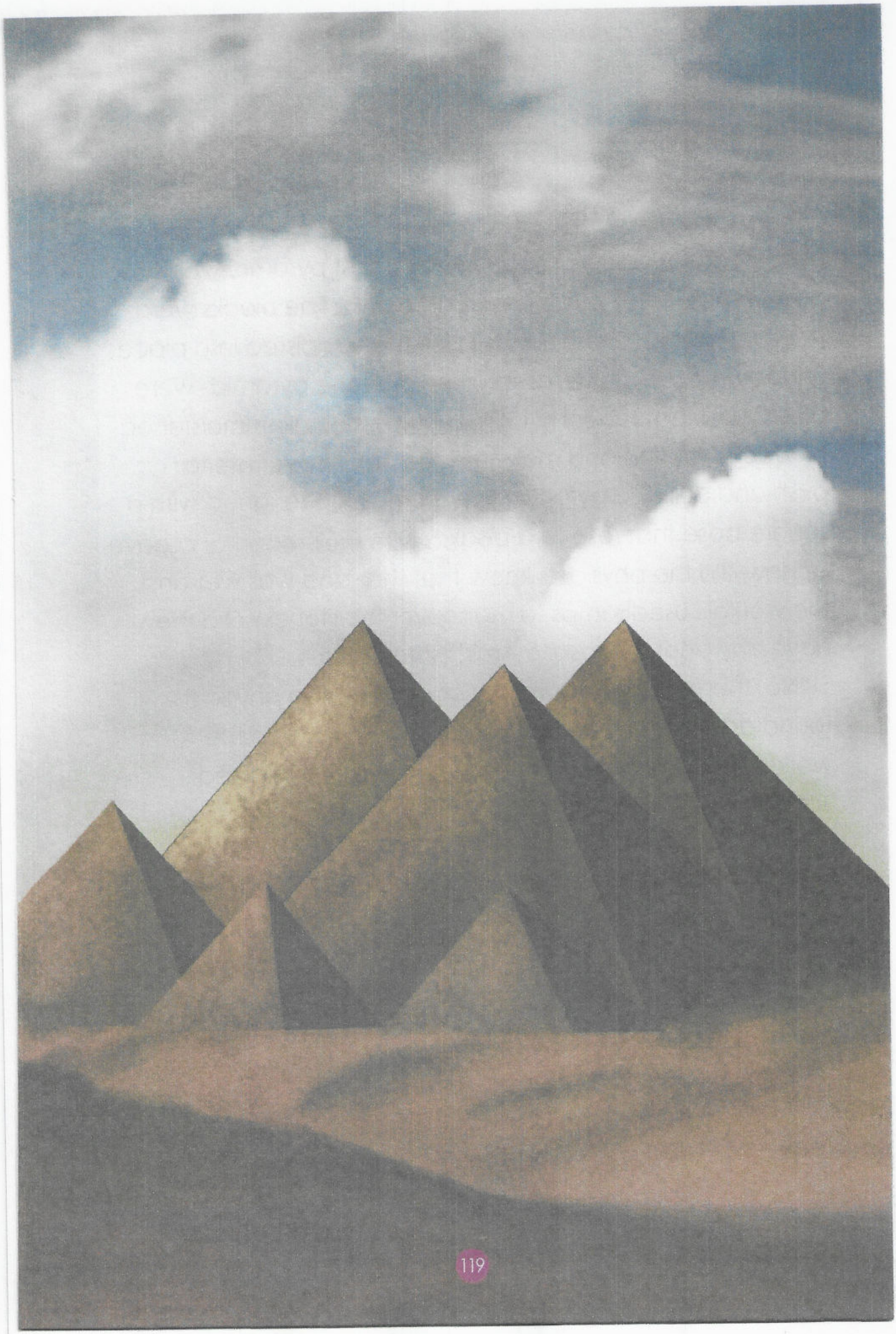


Then Jawad reported, "The pyramids in Egypt were built over four thousand years ago. The largest pyramid was built of more than 2.3 million stone blocks. The blocks were transported across the sand on sleds and hoisted into place using ramps. Physicists researching how the pyramids were built found that the sand in front of the sleds was moistened to reduce friction and make it easier for the workers to push and pull. The pyramids were carefully designed with a square base that rose to a peak."

"How did the physicists know that the sand was wet and the workers used ramps to maneuver the stones? Did they have any photos?" asked Amir's sister, Lara.

"No, there were no cameras back then. The physicists found artwork on the walls of the tombs, showing the workers pouring water in front of the sleds," explained Jawad.

"Fascinating!" exclaimed Amir's mother.



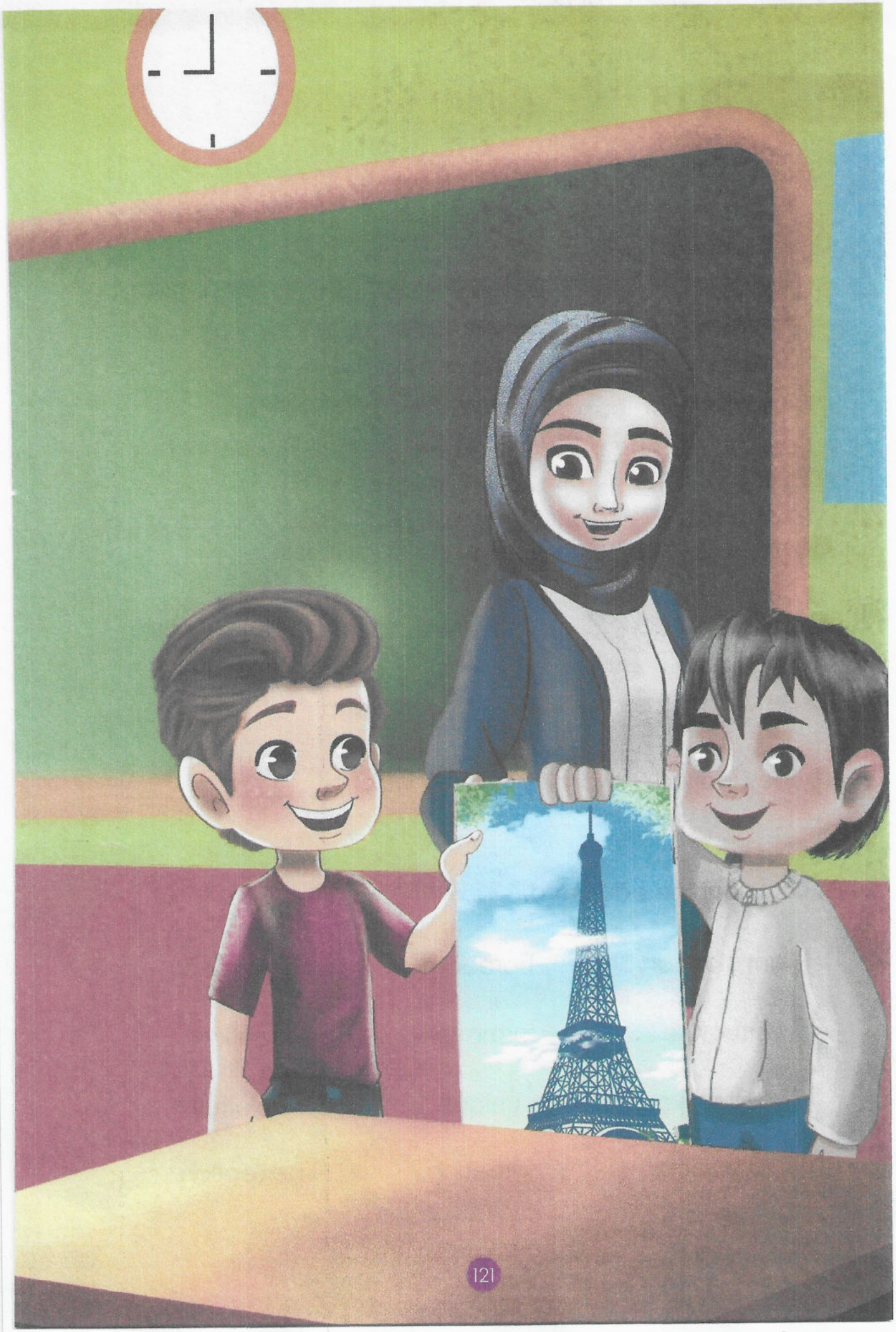


"I think we should write about the Eiffel Tower," suggested Amir. " It is awesome."

"You're absolutely right! We should look it up more and even try to find old pictures of it during construction," said Jawad.

The boys were happy; they resolved their dilemma amicably. They worked hard researching many interesting facts about the Eiffel Tower in France.

The teacher was very impressed with their report and gave them an A+ for their efforts.



VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

structure	precision
anticipation	unison

1. All the students recited the poem together in _____.
2. The skeletal _____ of the human body is fascinating.
3. He writes his essays with such clarity and _____.
4. They looked forward to their trip with _____.

B. **Cross out** the odd word.

anticipation	boredom	excitement
structure	formation	location
distinctive	unique	colorful
precision	greeting	perfection

VOCABULARY STRATEGY

Latin Roots

A. **Fill in** the blanks with the suitable words from the word bank.

structure transform submit transport

1. Large ships _____ goods from place to place.
2. You must _____ your project before next Wednesday.
3. Can you _____ this cloth into a beautiful dress?
4. We drew a simple diagram of the leaf _____.

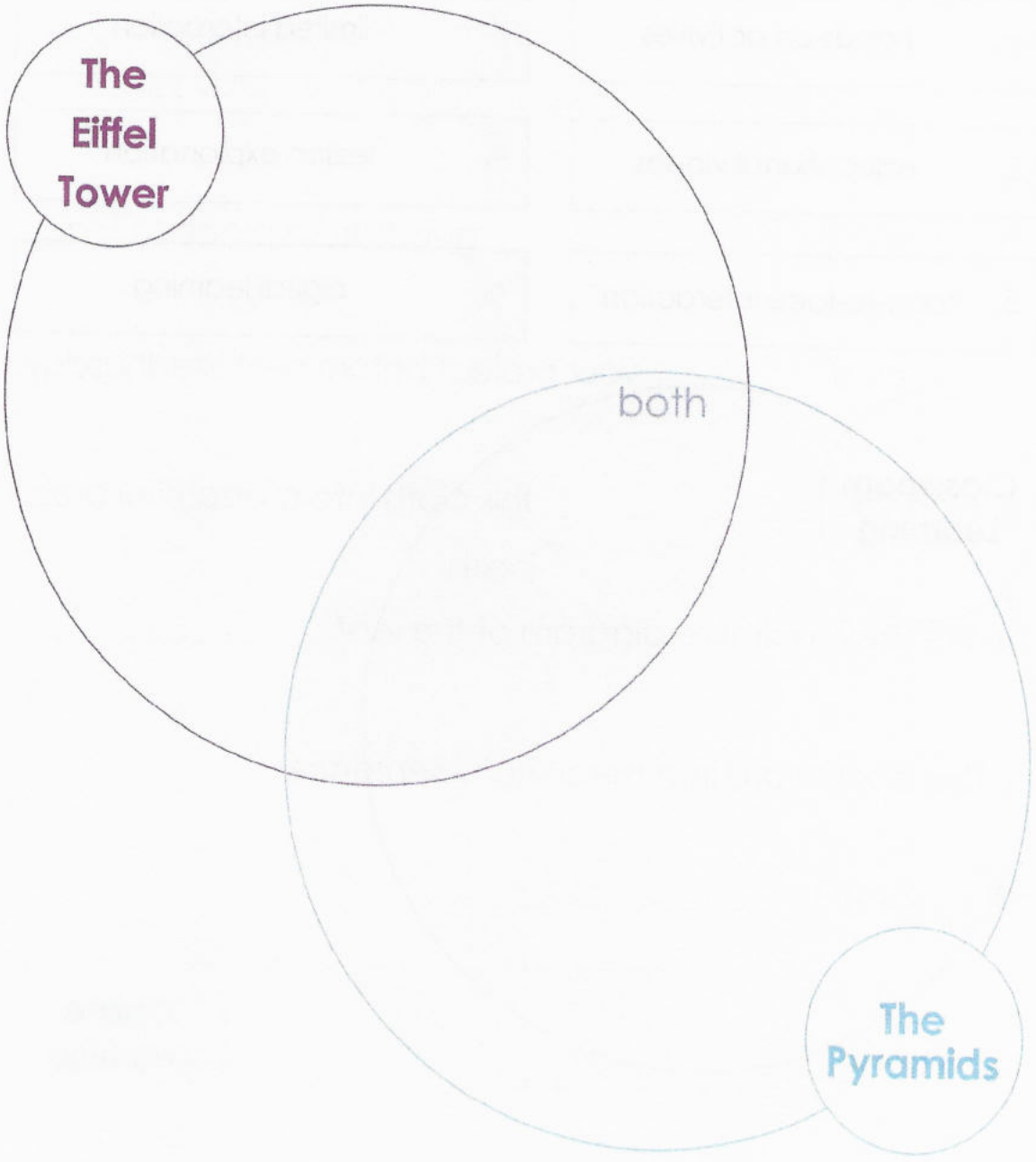
B. **Use** each word in a meaningful sentence.

1. submit _____
2. structure _____

COMPREHENSION SKILL

● **Compare and Contrast**

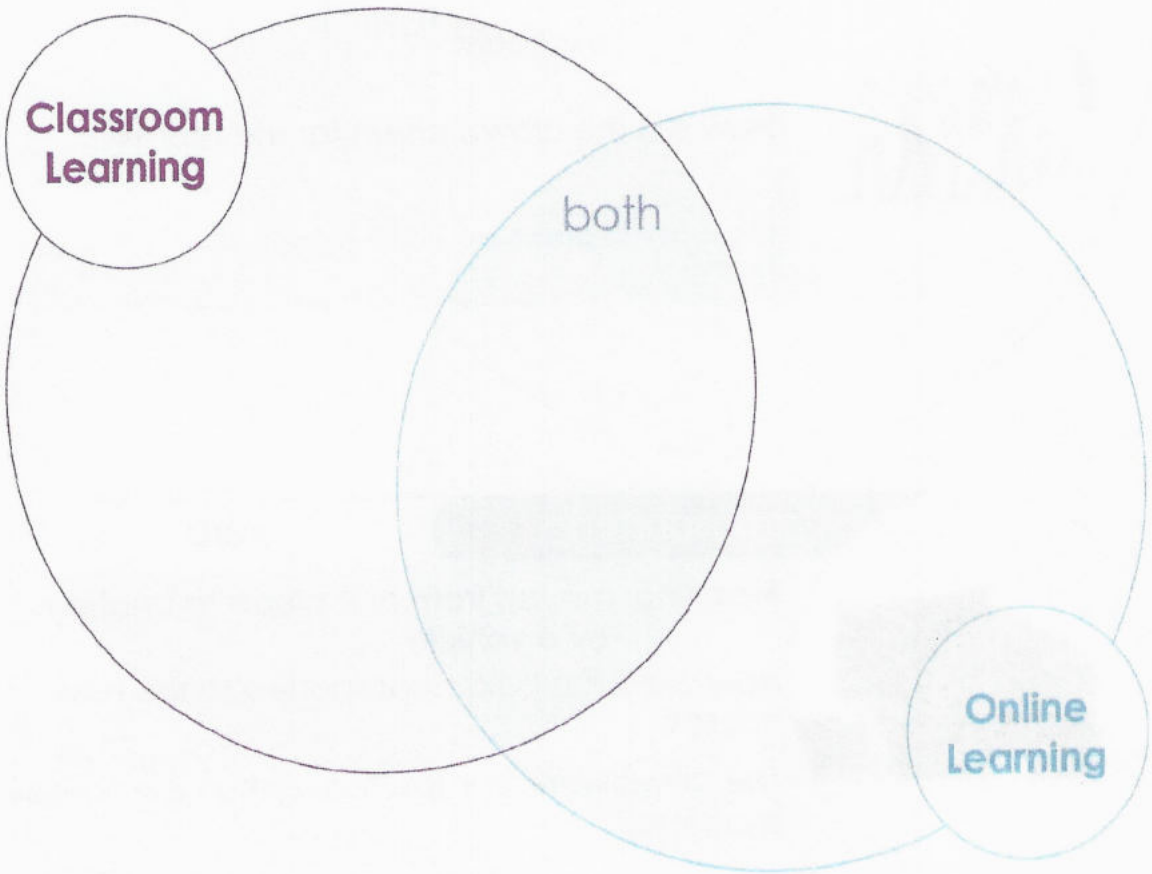
A. **Reread** the selection **"The Boys' Dilemma"** to complete the following Venn diagram.



B. **Sort out** the following to complete the Venn diagram.

Classroom Learning VS Online Learning

1. hands-on activities	2. limited interaction
3. educational videos	4. lesson explanation
5. face-to-face interaction	6. digital learning



LESSON 19



illuminated verb

Meaning: brightened with light

What made the stage look glamorous?

The lamps that illuminated the stage made it look glamorous.



enthusiastically adverb

Meaning: excitedly

How did the crowd cheer for the team?

The crowd cheered enthusiastically for the team.



transported verb

Meaning: moved from one place to another by a vehicle

How were the boxes transported to the new house?

The boxes were transported to the new house by a truck.



maneuver verb

Meaning: to move with skill and care

What is Mr. Ahmad trying to do?

Mr. Ahmad is trying hard to maneuver the heavy closet across the room.



dilemma noun

Meaning: a situation in which a difficult choice has to be made

What is Lina's dilemma?

Lina's dilemma is whether to spend her money or save it in her penny bank.

Guess who I am.

I am an eight-letter word.

My part of speech shows an action.

I mean to move with skill and care.

I am the word _____ .



LESSON 19

LITERARY FOCUS

● Dialogue

A. **Read** the following sentences.
Underline the speaker's exact words.
Circle the quotation marks.

1. "Good morning," said Miss Maria.

2. "Let's get my mom to decide," Amir suggested.

B. **Refer** to page 115 in the text.
How did Jawad reply to Amir's suggestion? Why?

_____

_____

C. Amir and Jawad did not know what to write about.
In what way did the two boys cooperate to solve their dilemma?

◯ They discussed the problem and found a solution.

◯ They could not find a solution.

D. Who was fascinated by Jawad's presentation about the pyramids?

_____

POST-READING QUESTIONS

A. **"The Boys' Dilemma"** is realistic fiction.
Find text evidence for the element of realistic fiction genre mentioned below.

Imaginary characters seem real and behave in realistic ways.

_____

_____

B. What were the students learning about in class?

_____

_____

C. What did Amir's mom suggest so that the boys could choose the topic of their project?

_____

_____

D. What did the physicists find on the walls of the tombs?

_____

_____

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

illuminated	enthusiastically
transported	dilemma

1. The helicopter _____ the injured man to the hospital.
2. The fans hurried _____ to watch the show.
3. Colorful lights _____ our garden and doorstep.
4. Hadi is in a _____ about buying a phone or a tablet.

B. **Use** each vocabulary word in a meaningful sentence.

1. enthusiastically _____

_____

2. maneuver _____

_____

SPEAKING

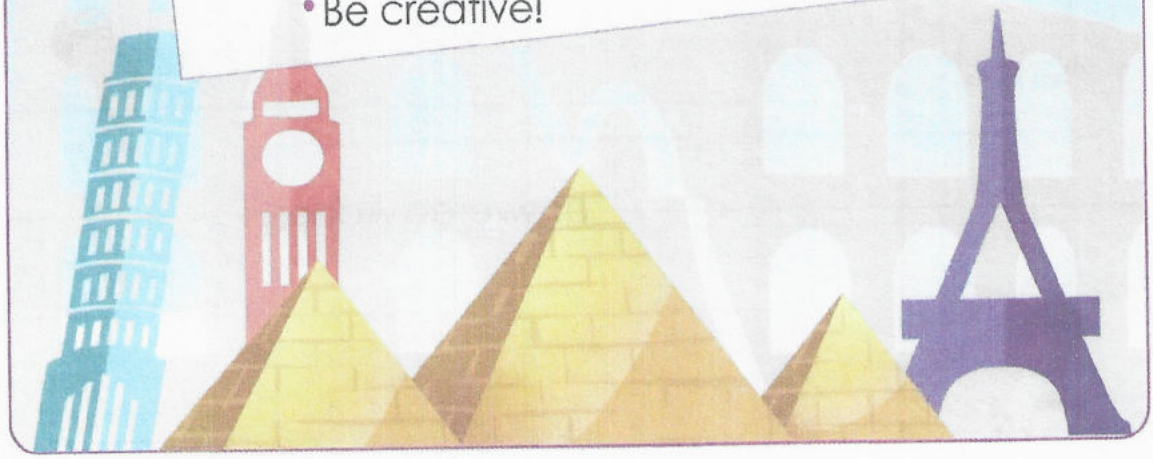
SHOW & TELL

A HISTORICAL BUILDING

- **Prepare** a presentation to tell your classmates about a famous, fascinating historical building.
- **Use** the following questions to help you brainstorm.

  - What is the name of the building?
  - Where is the building located? When was it constructed?
  - What are some interesting facts about the building?

- **Reminder**
  - Greet the audience before you start.
  - Thank them for listening to you.
  - Be creative!



LESSON 20

WRITING

A. **Complete** the following dialogue.

"Hello Adam, look what I drew! What do you think? Does it look good?" asked Ahmad.



"_____"

"_____," replied Adam.



"I love drawing! What do you like to do in your free time?" asked Ahmad.



"_____"

"_____," answered Adam.



B. **Complete** the following dialogue about the topic suggested below.

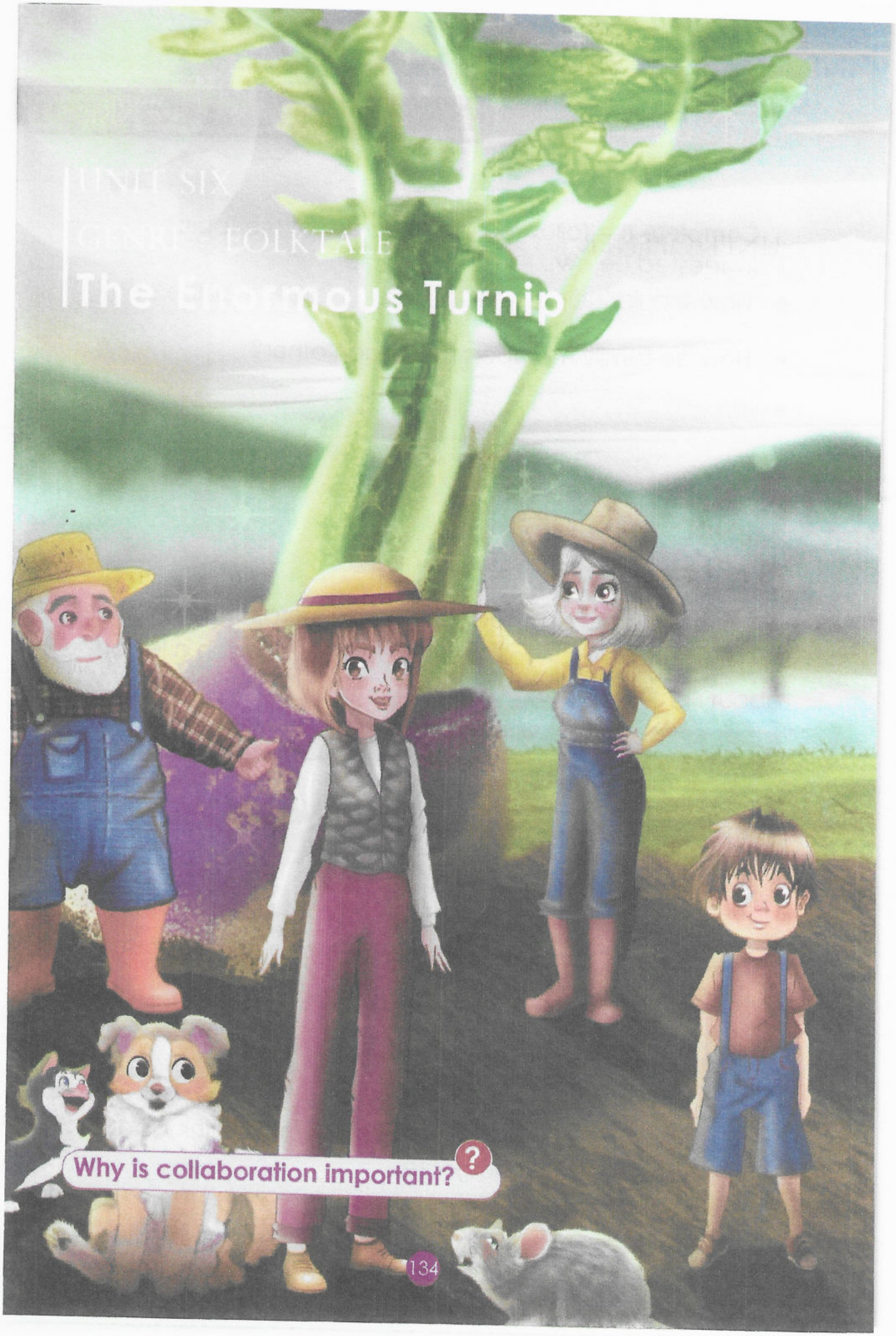
The Eiffel Tower

"Have you ever seen the Eiffel Tower? Do you know that it's in Paris?" asked Layla.

"_____
_____," replied Faten.

"Can you tell me an interesting fact about the Eiffel Tower?" asked Layla.

"_____
_____," answered Faten.


UNIT SIX
GENRE • FOLKTALE
The Enormous Turnip
Why is collaboration important?

UNIT OPENER

- How should the relationship among family members be?
- How do family members help each other?
- Do you think working together as a family is important? Why?

GENRE

FOLKTALE

A **folktale** is a story passed from one generation to another by word of mouth. A folktale is made up to teach a lesson about right and wrong.

Elements of Folktale Genre

- Characters are usually animals or people.
- A character must face a challenge.
- Characters usually resolve conflicts through great deeds or acts of human kindness.
- It teaches a lesson or conveys a moral.

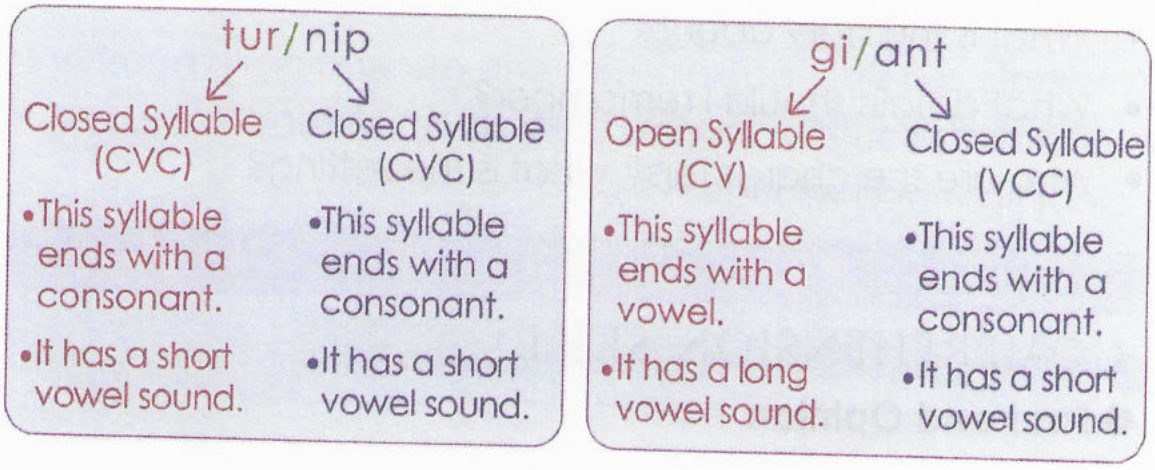
While reading the text "The Enormous Turnip", think about the elements of folktale genre.

VOCABULARY STRATEGY

Multisyllabic Words

Multisyllabic words are words that have more than one syllable. Syllables are parts into which words can be separated. The open or closed syllable can be at the beginning, in the middle, or at the end of a word.

We will learn how to decode the two types of multisyllabic words.



LITERARY FOCUS

Atmosphere

The atmosphere is the sense or feelings evoked by the setting of the story or the internal thoughts of the characters. Sometimes, readers perceive the atmosphere as being encouraging, sad, optimistic, etc.

COMPREHENSION STRATEGY

● Important Ideas

When reading any kind of text, it is very important to pay attention to key details and read all titles, headings, and captions. Photos, illustrations, and diagrams can also help you understand the text (poem, story, *etc.*).

Here are some points to focus on:

- What is the story about?
- What details should I remember?
- Who are the characters? What is the setting?

COMPREHENSION SKILL

● Fact and Opinion

A fact is something that can be proven true.
An opinion is someone's feelings about a particular topic.

Fact	Opinion
Plants need to be watered.	Mr. Banks thinks that it is not just a big turnip.
Mr. Banks has a field.	Mr. Banks guesses that the season is going to be amazing.

LESSON 21



require

verb

Meaning: to demand and need

What ingredients do pancake mixtures require?

Pancake mixtures require flour, eggs, and milk.



sprout

verb

Meaning: to start growing buds, shoots, or leaves

How long does it take the seed to sprout?

It only takes the seed a few days to sprout.



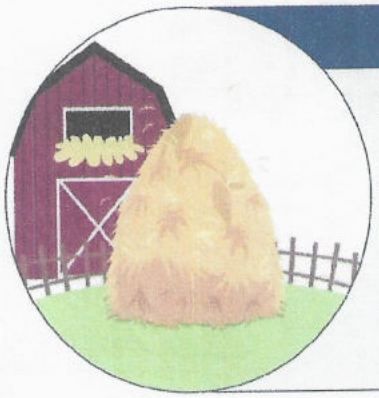
marvelous

adjective

Meaning: awesome; amazing

Who helped Dina with her marvelous sandcastle?

Dina built a marvelous sandcastle all by herself.



enormous adjective

Meaning: very huge

How much hay did the farmer gather?

The farmer gathered an enormous amount of hay.



baffled adjective

Meaning: confused

Why did you look baffled?

This complicated puzzle left me baffled. I needed help to finish it.

Guess who I am.

I am an adjective.

I have the letter 'o' repeated twice.

I mean very huge.

I am the word _____.



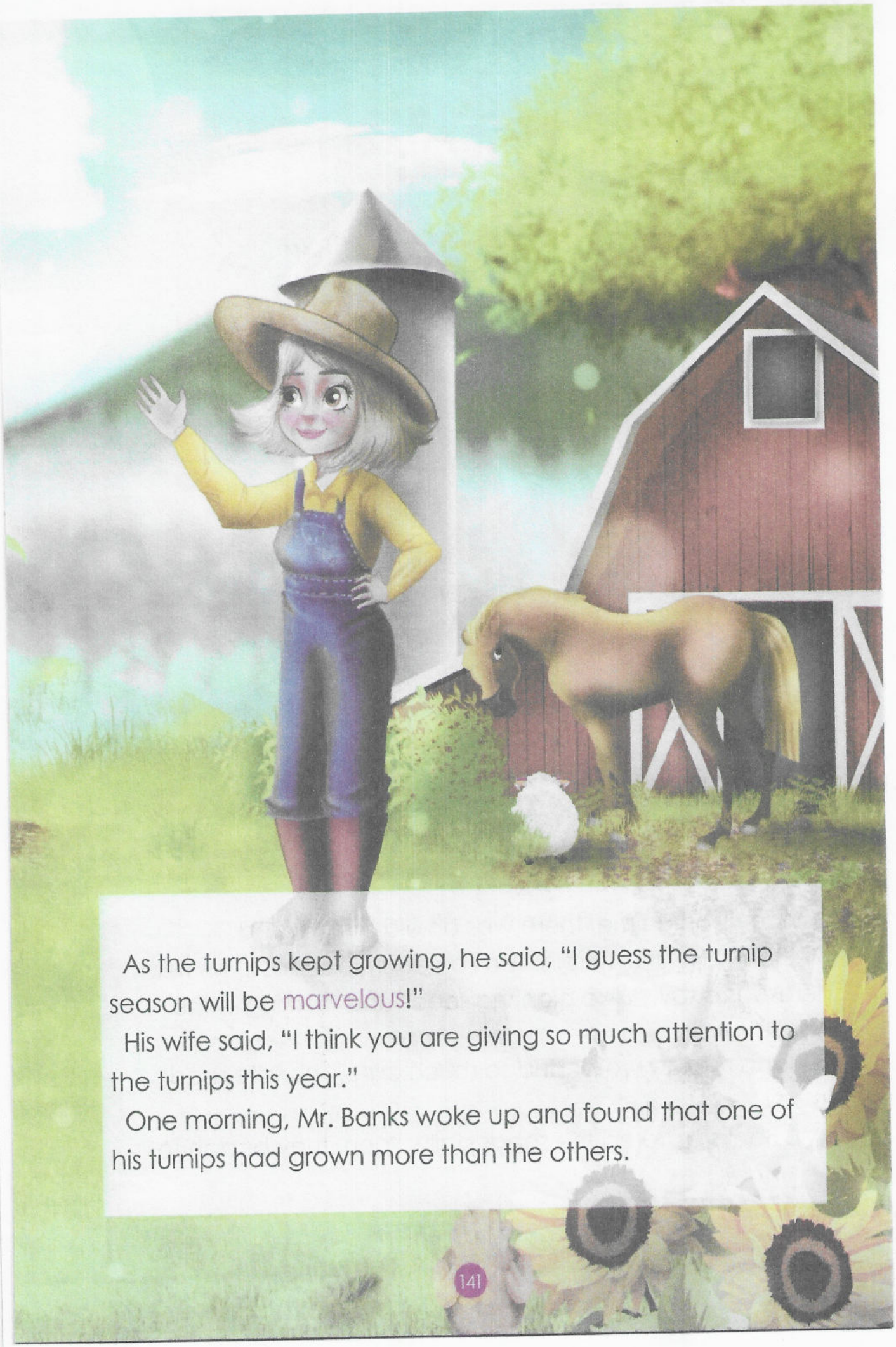
The Enormous Turnip



Once upon a time, there was an old man called Mr. Banks. He always planted some turnip seeds in his field. He used to say, "I like planting seeds and working in the fields."

"Plants require water and so much care," his wife used to say.

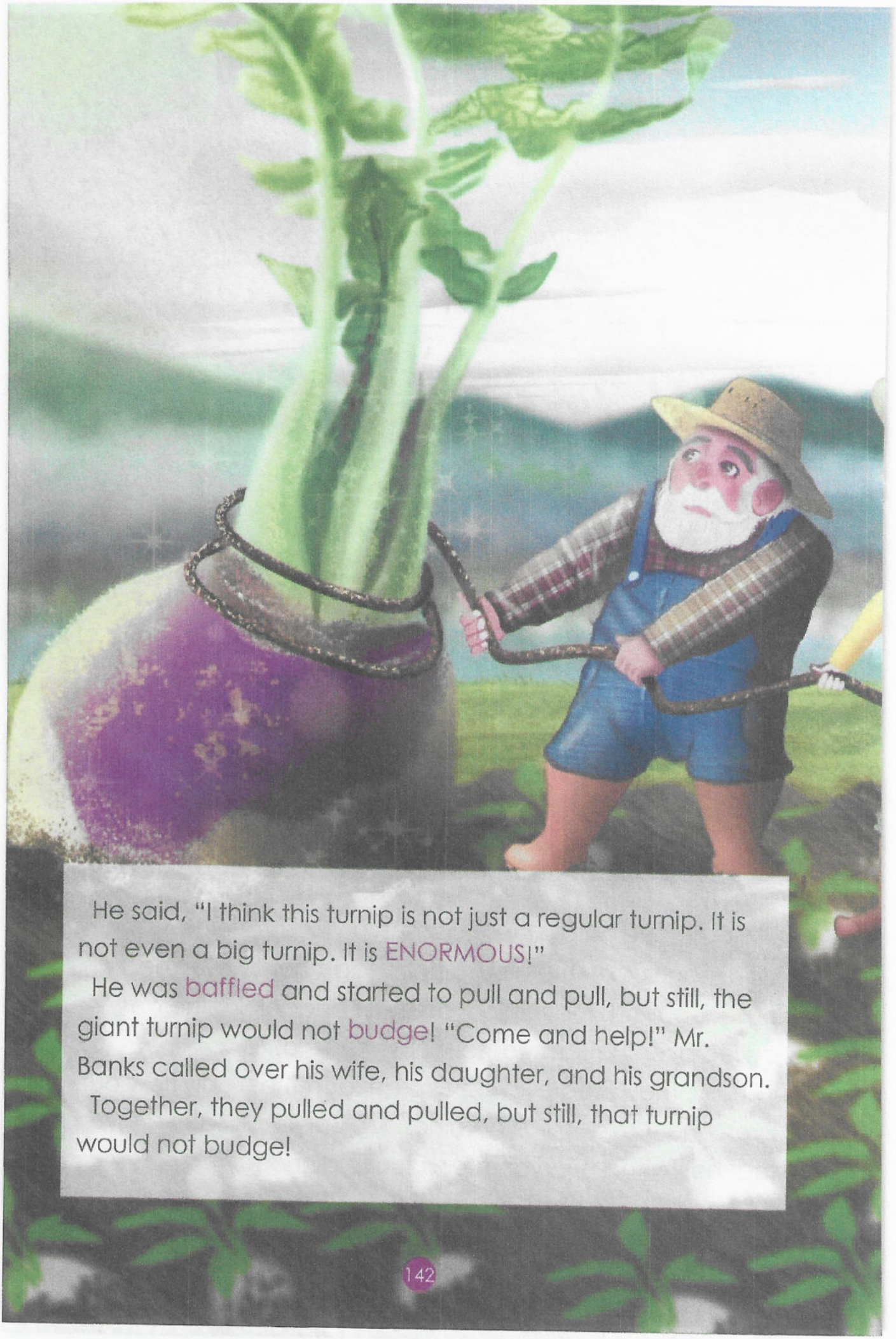
Mr. Banks watered the seeds daily. Soon, they began to sprout.



As the turnips kept growing, he said, "I guess the turnip season will be marvelous!"

His wife said, "I think you are giving so much attention to the turnips this year."

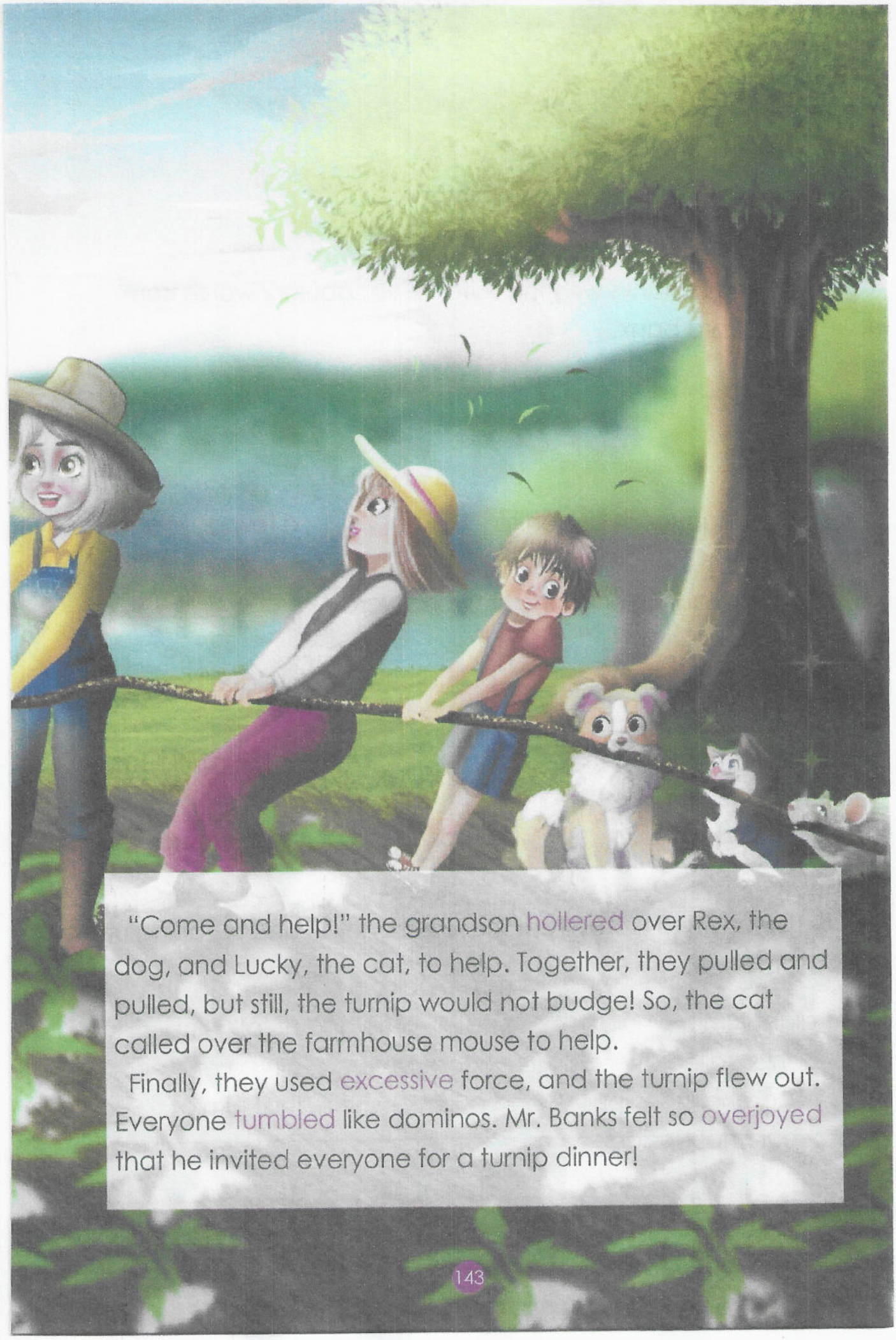
One morning, Mr. Banks woke up and found that one of his turnips had grown more than the others.



He said, "I think this turnip is not just a regular turnip. It is not even a big turnip. It is ENORMOUS!"

He was baffled and started to pull and pull, but still, the giant turnip would not budge! "Come and help!" Mr. Banks called over his wife, his daughter, and his grandson.

Together, they pulled and pulled, but still, that turnip would not budge!



"Come and help!" the grandson hollered over Rex, the dog, and Lucky, the cat, to help. Together, they pulled and pulled, but still, the turnip would not budge! So, the cat called over the farmhouse mouse to help.

Finally, they used excessive force, and the turnip flew out. Everyone tumbled like dominos. Mr. Banks felt so overjoyed that he invited everyone for a turnip dinner!

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

require sprout marvelous
enormous baffled

1. The bean seeds began to _____ a few days ago.
2. The brilliant colors of the fireworks were _____.
3. In art class, we _____ paintbrushes, paints, and papers.
4. Jad was completely _____ by the math problem.
5. The cake is _____, tempting us with its creamy layers.

B. **Use** any two words from the word bank in one meaningful sentence.

enormous require marvelous

_____

_____

VOCABULARY STRATEGY

● Multisyllabic Words

A. **Read** the words below.
Color the syllables according to the key given.

Open Syllable: Blue Closed Syllable: Red

1. re|quire 2. plan|ting 3. gi|ant

4. be|gan 5. work|ing 6. o|ver

7. din|ner 8. tur|nip 9. sea|son

B. **Read** the following sentences. Then **write** the number of syllables in each highlighted word on the line provided.
If the syllables in the word are closed, **color** with red.
If there is at least one open syllable, **color** with blue.

1. I guess the turnip season will be mar|ve|lous! ____

2. The turnip is e|nor|mous! ____

3. Everyone tum|bled like dominos. ____

COMPREHENSION SKILL

● Fact and Opinion

A. Is the sentence **fact** or **opinion**?
Color the right answer.

1. Plants require water and so much care. fact opinion
2. Mr. Banks watered the seeds daily. fact opinion
3. I think this turnip is not just a big turnip. fact opinion
4. I think you are giving so much attention to the turnips this year. fact opinion

B. **Write** one fact and one opinion for each word.

	Fact	Opinion
Turnip	• _____	• _____
	_____	_____
Seeds	• _____	• _____
	_____	_____

C. **Read** the following text. Then **find** two statements of fact and two statements of opinion.

Rana's New House

Rana and her family moved to a new house in a different city. Rana liked her new room because her parents got her a new bed and desk. She was so happy to see all her toys there, too. Rana also helped her family clean up the house. The house looked so pretty and organized. Rana and her family enjoyed living in their new house in the city.



Fact	Opinion
• _____	• _____
_____	_____
• _____	• _____
_____	_____



budge

verb

Meaning: to make or cause a slight movement

What is Ahmad trying to do?

Ahmad is trying to move the rock out of the way, but the heavy rock won't budge.



hollered

verb

Meaning: gave a loud shout or cry

Why did Nadim holler for help?

Nadim hollered for help because he saw a spider crawling on his notebook.



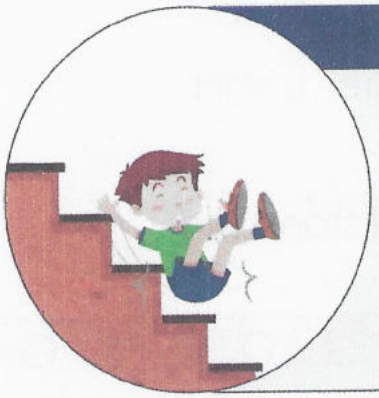
excessive

adjective

Meaning: more than necessary

What happened to the town because of the excessive rain?

The whole town was flooded because of the excessive rain.



tumbled verb

Meaning: fell over; collapsed

What happened with Dani?

Dani accidentally tumbled down the stairs, but he did not hurt himself.



overjoyed adjective

Meaning: extremely happy

What made Lara overjoyed?

Lara was overjoyed because she finally graduated with honors.

Guess who I am.

I am an eight-letter word.

My part of speech shows an action.

I mean gave a loud shout or cry.

I am the word _____ .



LITERARY FOCUS

● Atmosphere

A. **Consider** the following puzzle.
Search for words inside the puzzle that stand for examples of atmosphere.

- ○ serious
- ○ scary
- ○ hopeful
- ○ gloomy
- ○ fearful
- ○ happy
- ○ loving

S	E	R	I	O	U	S	G
H	O	P	E	F	U	L	L
H	A	P	P	Y	L	O	O
L	O	V	I	N	G	W	O
F	E	A	R	F	U	L	M
E	S	T	S	C	A	R	Y

B. **Write** one word that describes the atmosphere in each picture below.



_____



_____



_____

C. Which word best describes the atmosphere on page 142?

○ worried ○ playful ○ loving

D. Which word best describes the atmosphere on page 143?

○ serious ○ funny ○ fearful

POST-READING QUESTIONS

A. What was the biggest problem in the story?

B. Whom did Mr. Banks call to help him first?

C. Who helped after the grandson and before the cat?

D. What animals helped Mr. Banks?

E. Why did Mr. Banks invite everyone for a turnip dinner?

F. What is the story about?

- ◯ being lazy
- ◯ planting turnips
- ◯ working together

VOCABULARY EXERCISES

A. **Fill in** the blanks with the suitable vocabulary words from the word bank.

tumbled	hollered
excessive	budge

1. My cat rested in its cozy cushion and refused to _____.
2. The coach _____ instructions to the players on the field.
3. They spend an _____ amount of money on toys.
4. I _____ to the ground as I tripped over my shoelaces.

B. **Use** each vocabulary word in a meaningful sentence.

1. overjoyed _____

_____

2. tumbled _____

_____

SPEAKING

SHOW & TELL

A FAMILY MEMBER

- **Prepare** a presentation to tell your classmates about a family member.
  Collect or **draw** pictures of that family member.
- **Use** the following questions to help you brainstorm.
  - What is his/her name?
  - How are you related?
  - Mention some of his/her best qualities.
  - Talk about a special incident that happened with you and that family member.

- **Reminder**
  - Greet the audience before you start.
  - Thank them for listening to you.
  - Be creative!



WRITING

A. **Read** the following text, and then **answer** the following questions.

Can you imagine how life would be without others' support? Mr. Riyad lived in a small house in a calm, friendly neighborhood. He was an old man who had no children to look after him. He used to do his daily chores alone. He cleaned the garden, prepared meals for himself, and washed his dirty clothes. One day, as Mr. Riyad was working, he felt tired and decided to call his neighbors to help him.

1. What is the main idea of the text?

_____

_____

2. The text infers that the story happened in a house. **Underline** its clues and indicators.

3. **Pick out** words from the text that stand for the atmosphere.

_____

_____

4. **Write** a suitable ending for the story, showing the importance of others' support in one's life.

B. **Consider** the following prompt.

> It is said, "United we stand, divided we fall."

Based on the above quote, **write** about a time when you and your family members overcame an obstacle because you were strong and united.
Set the initial tone of the story as one of hopelessness, and then **shift** it toward a sense of hopefulness.

Stem, the Talking Tree

● THEATER ELEMENTS

Whenever a theater event takes place, all the elements of a theater should be present. Without those elements, the event is no longer considered to be theater.
The most important elements of theater are:

Performers	The actors must be as believable as the characters they are portraying.
Audience	The essence of theater is the interaction between the performers and the people watching them.
Director	The director makes sure his performers understand their role and perform it perfectly.
Theater Space	It is essential to have an appropriate space for both actors and audience.
Design Aspects	These include the visual aspect, such as the costumes, and the non-visual aspect, such as the sound.
Script	One key element in the script is the conflict. Without the conflict, the story would be bland and boring.

CAST / ACTORS

NARRATOR 1

NARRATOR 2

JOUMANA

JOUMANA'S MOTHER

JOUMANA'S FATHER

NEIGHBOR

OLD FRIEND

STEM

SCENE 1:
AT THE FARM – DAYTIME

The narrators are on the left.

Joumana comes onstage from the right with her dog, Max.

NARRATOR 1: One bright sunny day, after Joumana came home from school, she decided to go to the park with her pet dog, Max.

Joumana's mother comes onstage to Joumana's right.

JOUMANA: Mother, can I please go to the park?

JOUMANA'S MOTHER: You need your father's permission, dear.

NARRATOR 2: Joumana's father works from home. She knocked on her dad's door.

Joumana pretends to knock on the door, and her father comes onstage from the right.

JOUMANA'S FATHER: Hello, dear! You're home early today.

JOUMANA: Father, can I please go to the park with Max?

JOUMANA'S FATHER: Yes, Joumana. You can go to the park. But make sure to be here before sunset.

JOUMANA: Thank you, Father. Okay, I will. Bye.

NARRATOR 1: Joumana turned around and put a leash on her pet dog.

Joumana's father leaves the stage.

JOUMANA: Goodbye, Mother!

JOUMANA'S MOTHER: Bye-bye, dear.

Joumana's mother leaves the stage. Joumana walks toward the center of the stage.

NARRATOR 2: Joumana left her house and strolled with Max to the park.

NARRATOR 1: In her hand, she held a storybook and a clear plastic bag.

NARRATOR 2: She carried in it snacks for her pet and candy bars, bags of chips, and juice boxes for herself.

SCENE 2:
AT THE PARK – DAYTIME

There is a bench in the middle of the stage. Joumana sits on the bench.

NARRATOR 1: Once Joumana and her pet arrived at the park, she sat on the bench and placed the bag beside her.

NARRATOR 2: She unleashed her pet and opened her storybook.

JOUMANA: Come here, doggy.

MAX: Woof! Woof!

JOUMANA: You're a good doggy. You deserve a treat.

MAX: Woof! Woof! Woof!

NARRATOR 1: She reached for the carton in her plastic bag and opened the carton.

NARRATOR 2: She fed Max several biscuits. Then she placed the snack bag on the bench next to her and grabbed a juice box from the bag.

JOUMANA: Once upon a time, there lived a young princess.

NARRATOR 1: After a short while, Joumana detected her neighbor running from a distance.

Neighbor comes onstage from the left and stands next to Joumana, still jogging but not going anywhere.

NEIGHBOR: Hi, Joumana!

JOUMANA: Hi! How are you?

NEIGHBOR: I am fine. What are you up to?

JOUMANA: Reading and spending some quality time with Max, what about you?

NEIGHBOR: I am exercising. It helps me stay fit and healthy.

JOUMANA: Good luck! Have a good workout!

NEIGHBOR: Have a great day! Bye.

JOUMANA: Bye!

Neighbor leaves the stage on the right.

NARRATOR 2: A few minutes later, she opened a bag of flavored chips and started munching on the chips.

JOUMANA: Yum! These taste very good!

Joumana tosses the chips bag under the bench.

NARRATOR 1: Joumana read a couple of chapters before an old friend showed up.

Old friend comes onstage from the left and stands next to Joumana.

OLD FRIEND: Joumana!

JOUMANA: Hi! It's been so long.

OLD FRIEND: How are you? How are your parents?

JOUMANA: We are all doing well. What about you?

JOUMANA: Thank you so much, Stem. I really appreciate your suggestions.

STEM: You are most welcome.

JOUMANA: It's getting late now. I have to go home. See you later, Stem!

STEM: It's nice meeting you, Joumana!

JOUMANA: It's nice meeting you, Stem. Bye!

Stem goes off-stage.

NARRATOR 2: A few moments later, Joumana chained her dog to the leash and began her walk home.

Joumana and Max go off-stage to the right.