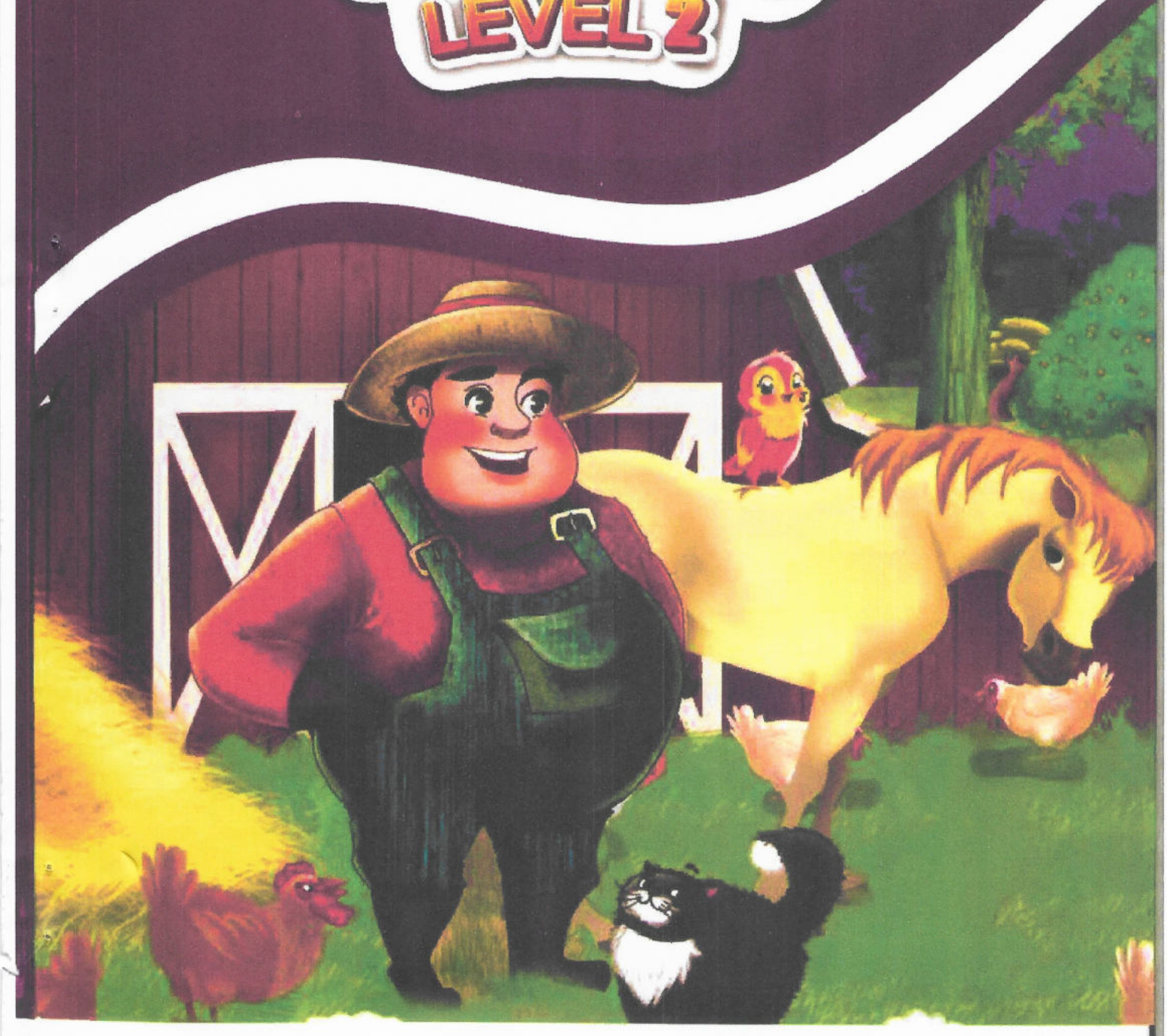
WORLD'S KEY

COMMON CORE State Standards

Reading

LEVEL 2





WORLD'S KEY

READING

LEVEL 2

2023



شركة البشرى للتربية والعلوم
المدارس الدولية

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UNIT ONE

GENRE - ANIMAL FANTASY

Animal Kingdom



How do scientists classify animals?

UNIT OPENER

- What do you know about the animal kingdom?
- Name some of your favorite animals.
- What is unique about those animals?
- Do you know how to classify those animals? What do they have in common?

GENRE

ANIMAL FANTASY

An animal fantasy is a story where animals act like real characters.

Elements of Animal Fantasy Genre

- Animals take part as real characters.
- It contains illustrations that help tell the story.
- Magical things might happen.
- The story cannot happen in real life.

While reading the text "Animal Kingdom", think about the elements of animal fantasy genre.

LESSON 1

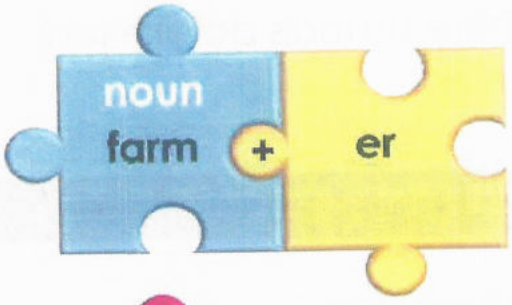
VOCABULARY STRATEGY

● Suffixes

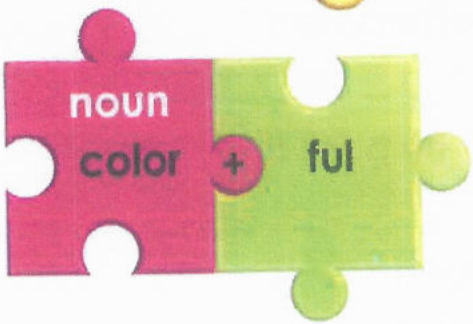
Suffixes are added letters at the end of a word.
Suffixes change the part of speech of the word.

-er	a suffix that makes a noun (er = a person who)
-ful	a suffix that makes an adjective (ful = full of)

root word + suffix = new word



noun
= farmer



adjective
= colorful

LITERARY FOCUS

● Setting

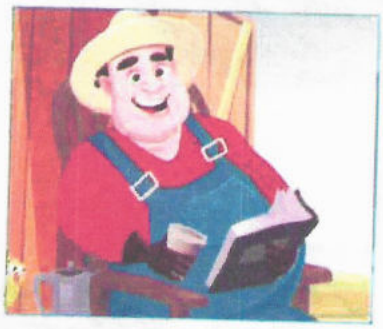
The setting is the time (when) and place (where) in which the story takes place.

COMPREHENSION STRATEGY

● Background Knowledge

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

"They are born in water and breathe through their gills," Farmer said.



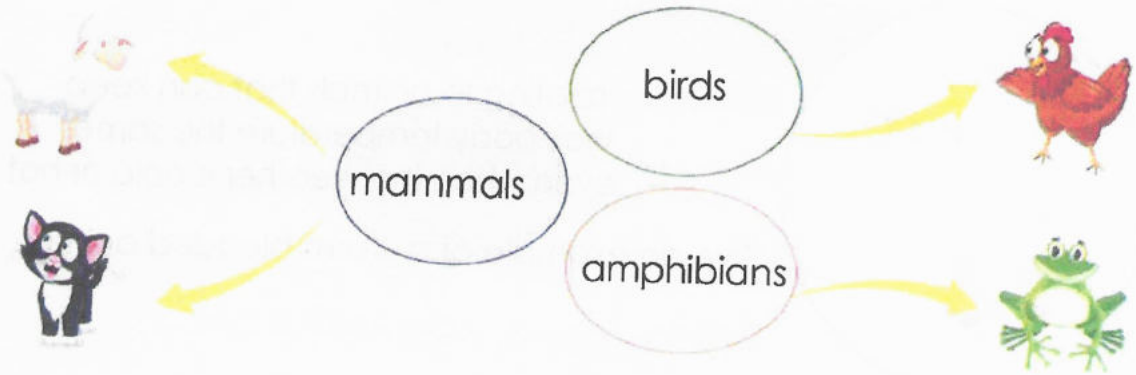
COMPREHENSION SKILL

● 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.

Below is an example of how to classify animals into smaller groups.



LESSON 1



barn

noun

Meaning: a large building on a farm where animals, hay, and grain are kept

Where did the sheep sleep?

The sheep slept in the barn after a long day of grazing.



kingdom

noun

Meaning: a large group or category in the classification of living things

What does the animal kingdom include?

The animal kingdom includes all living and extinct animals.



warm-blooded

adjective

Meaning: relating to animals that can keep their body temperature the same even when the weather is cold or hot

Give an example of a warm-blooded animal.

A sheep is a warm-blooded animal.

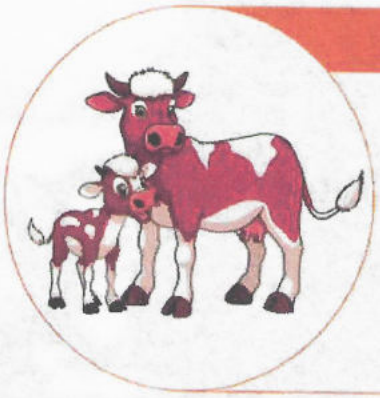


produce verb

Meaning: to make something

What do cows produce?

Cows produce milk all year long.



offspring noun

Meaning: an animal's baby; a person's child

What does the offspring look like?

The offspring looks like its parents.

Guess who I am.

I am a noun.

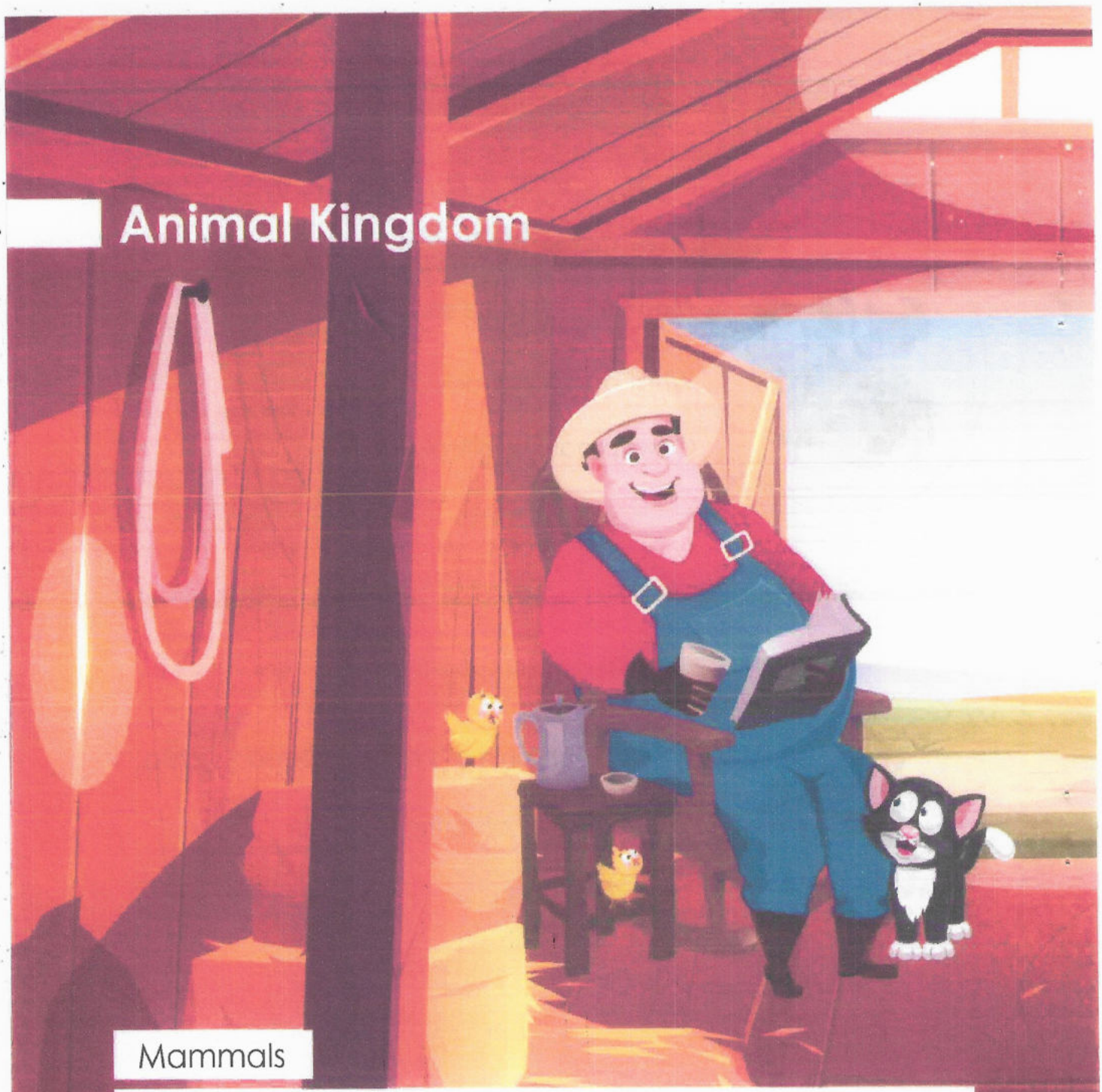
I rhyme with king.

I mean an animal's baby or a person's child.

I am the word _____.



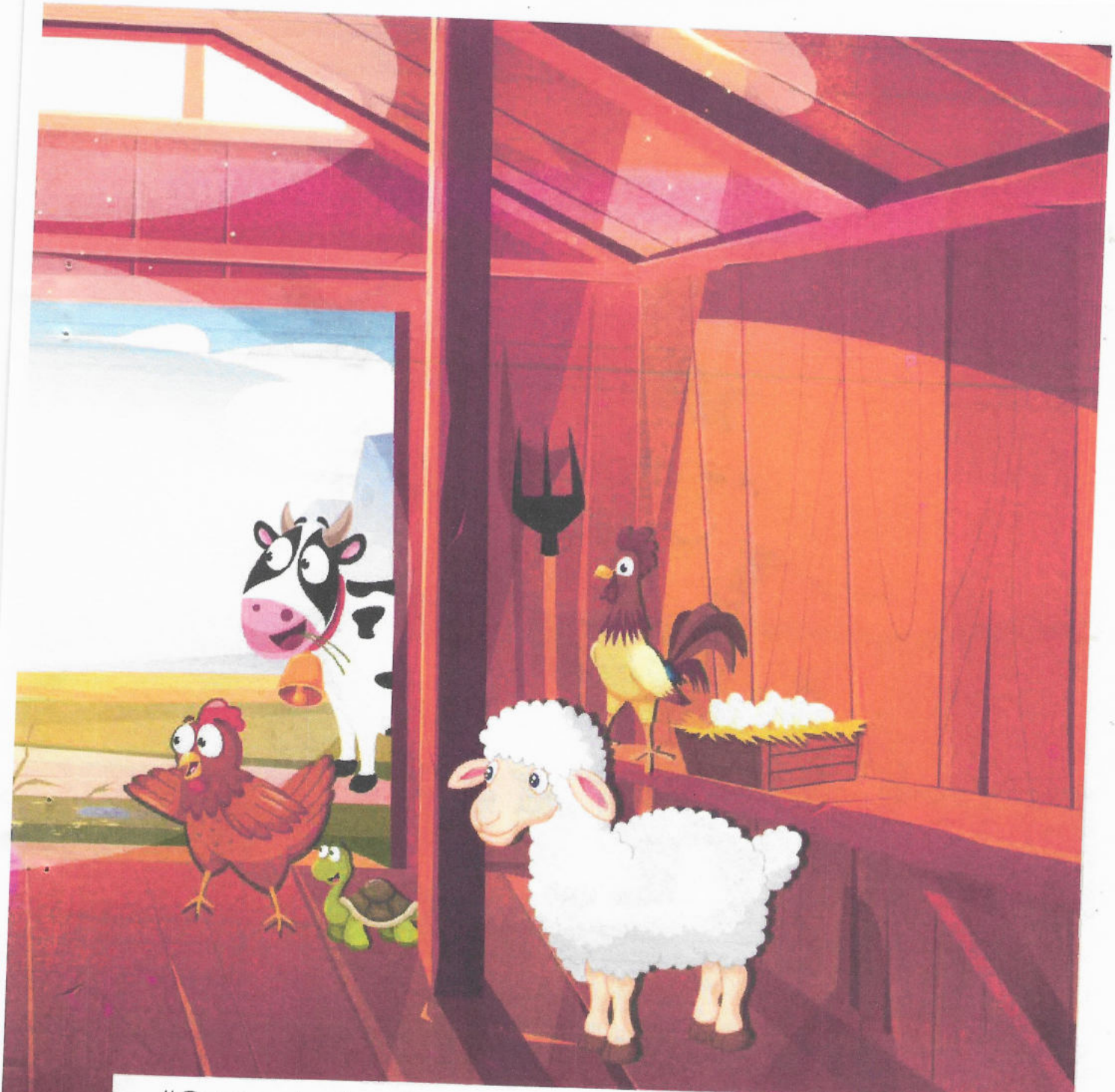
Animal Kingdom



Mammals

After breakfast, the animals sat by Farmer inside the barn. They wanted to do something entertaining, so they asked him to read a story. The animals enjoyed the way Farmer read stories. It was always joyful.

"Well, today we're going to talk about the different classes in the animal kingdom," Farmer said and began reading.



"Guess who I am! I am warm-blooded, and I produce milk to feed my offspring," Farmer said.

"Do they have hair and sometimes fur?" Rooster asked.

"Yes, they do," Farmer said.

"Mammals!" Mama Chicken answered.

"That's correct," Farmer said.



Birds

Farmer and the animals moved outside. He opened the book and continued reading aloud, "I am warm-blooded, and I lay eggs."

"Do they have feathers?" White Horse asked.

"Yes, they do. Some of them are colorful, too!" Farmer replied.

"Birds!" White Horse said.



"That's correct," Farmer replied.

"Like chickens," Mama Chicken added, "we are birds."

"But you can't fly!" White Horse said.

"Not all birds can fly," Rooster said, "but most can, like eagles, crows, and hawks."

"Yes, and many more," Farmer said.



Fish

"So, what do we have next?" White Horse asked.

Farmer flipped the pages.

"Here's one!" Farmer said and started reading, "I am cold-blooded, and I lay eggs."

"More details, please," Rooster said.

"I have gills and scales," Farmer said.



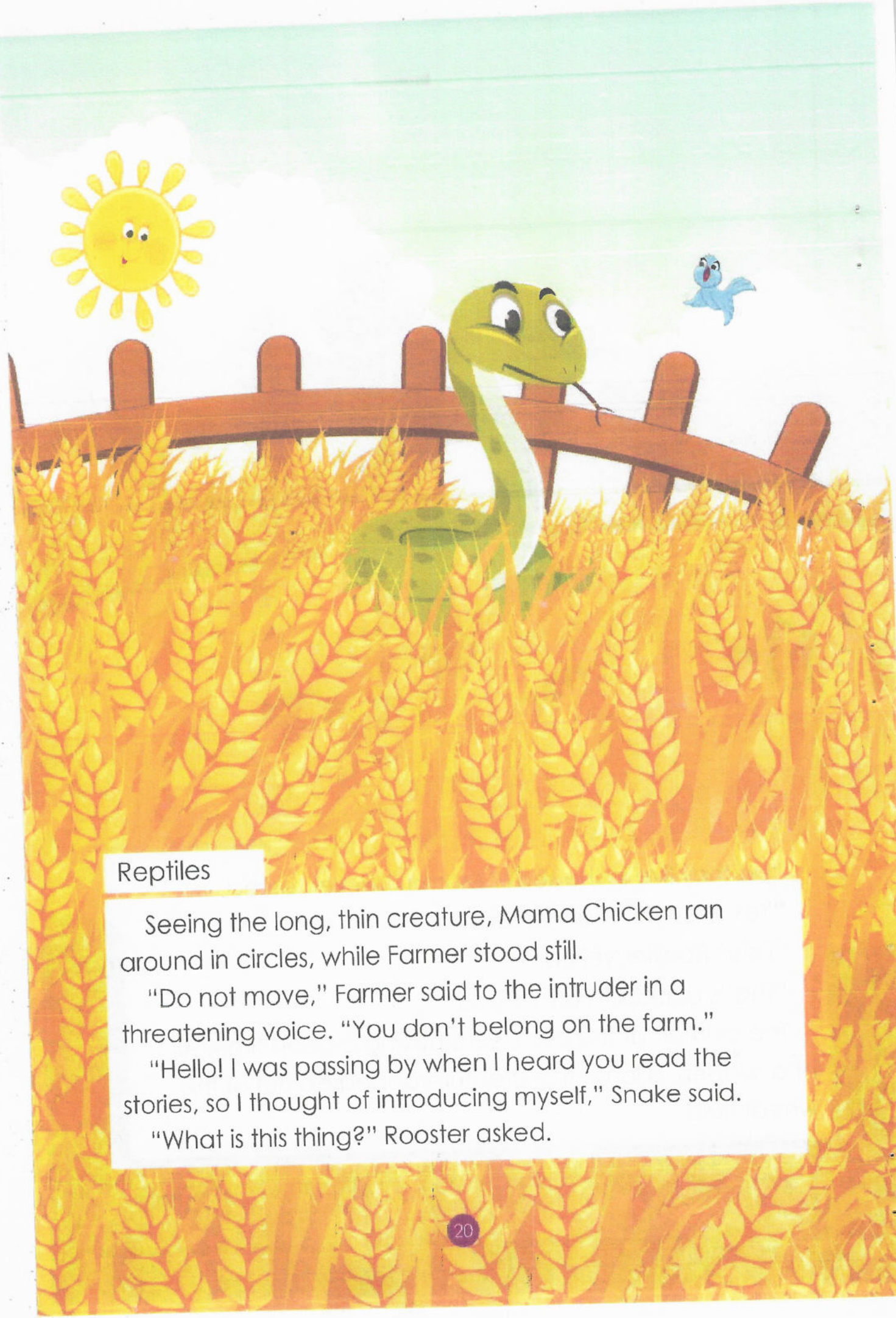
"Do they live in the sea?" Mama Chicken asked.

"Yes, they do," Farmer replied.

"Fish!" Rooster yelled.

"That's correct," Farmer said.

The animals at the barn were having a good time. All of a sudden, a long, thin creature appeared out of the wheat field.



Reptiles

Seeing the long, thin creature, Mama Chicken ran around in circles, while Farmer stood still.

"Do not move," Farmer said to the intruder in a threatening voice. "You don't belong on the farm."

"Hello! I was passing by when I heard you read the stories, so I thought of introducing myself," Snake said.

"What is this thing?" Rooster asked.



"I am cold-blooded; I lay eggs, too," Snake said.

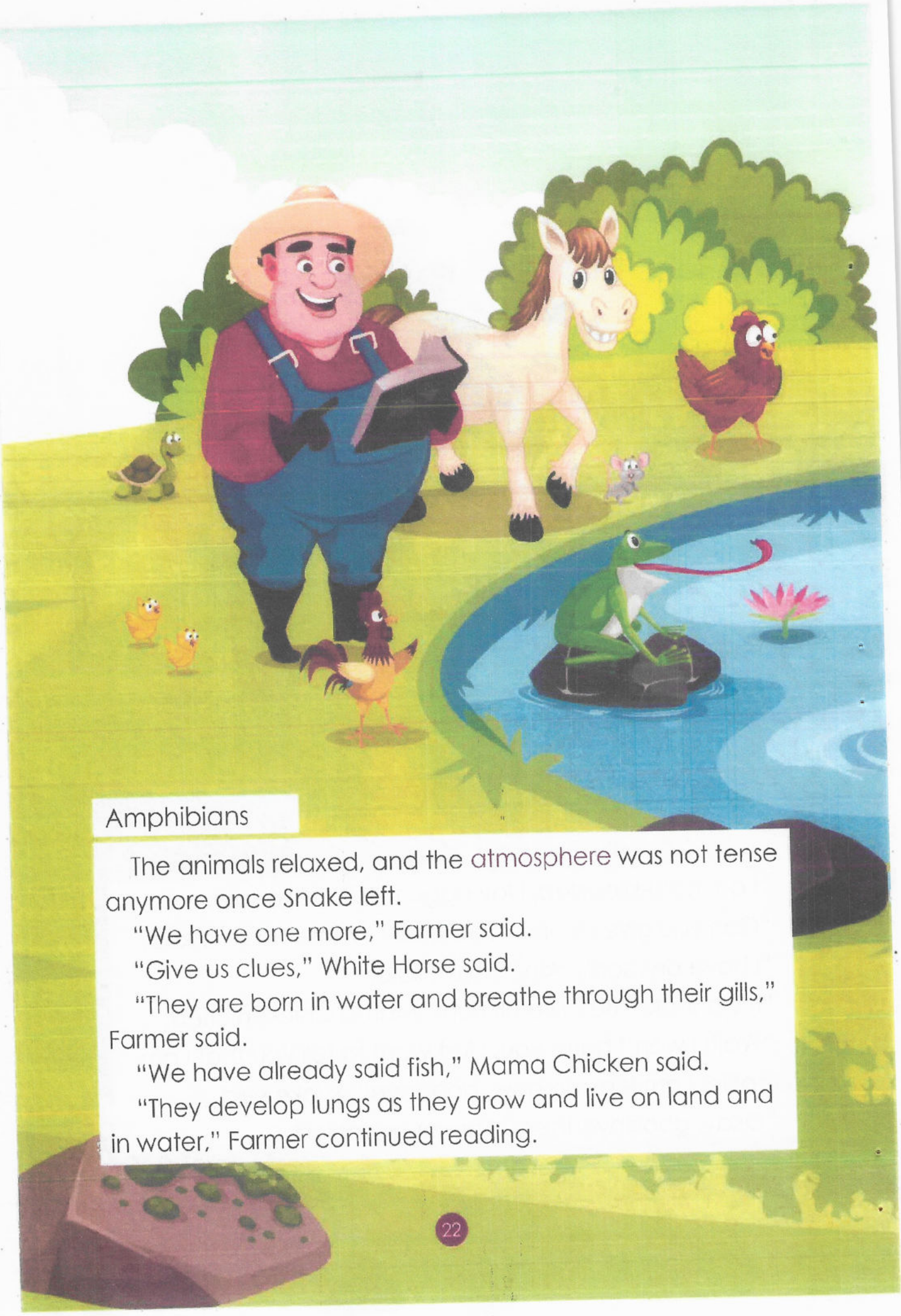
"Can you give us one more clue?" White Horse asked.

"I have dry, scaly skin," Snake said.

"It's a snake! Be careful! Run!" Mama Chicken cried.

"Wait! I won't harm you. I just want to tell you that I am a reptile! I am leaving now, goodbye!" Snake said.

"Okay, goodbye then," Farmer grumbled.



Amphibians

The animals relaxed, and the atmosphere was not tense anymore once Snake left.

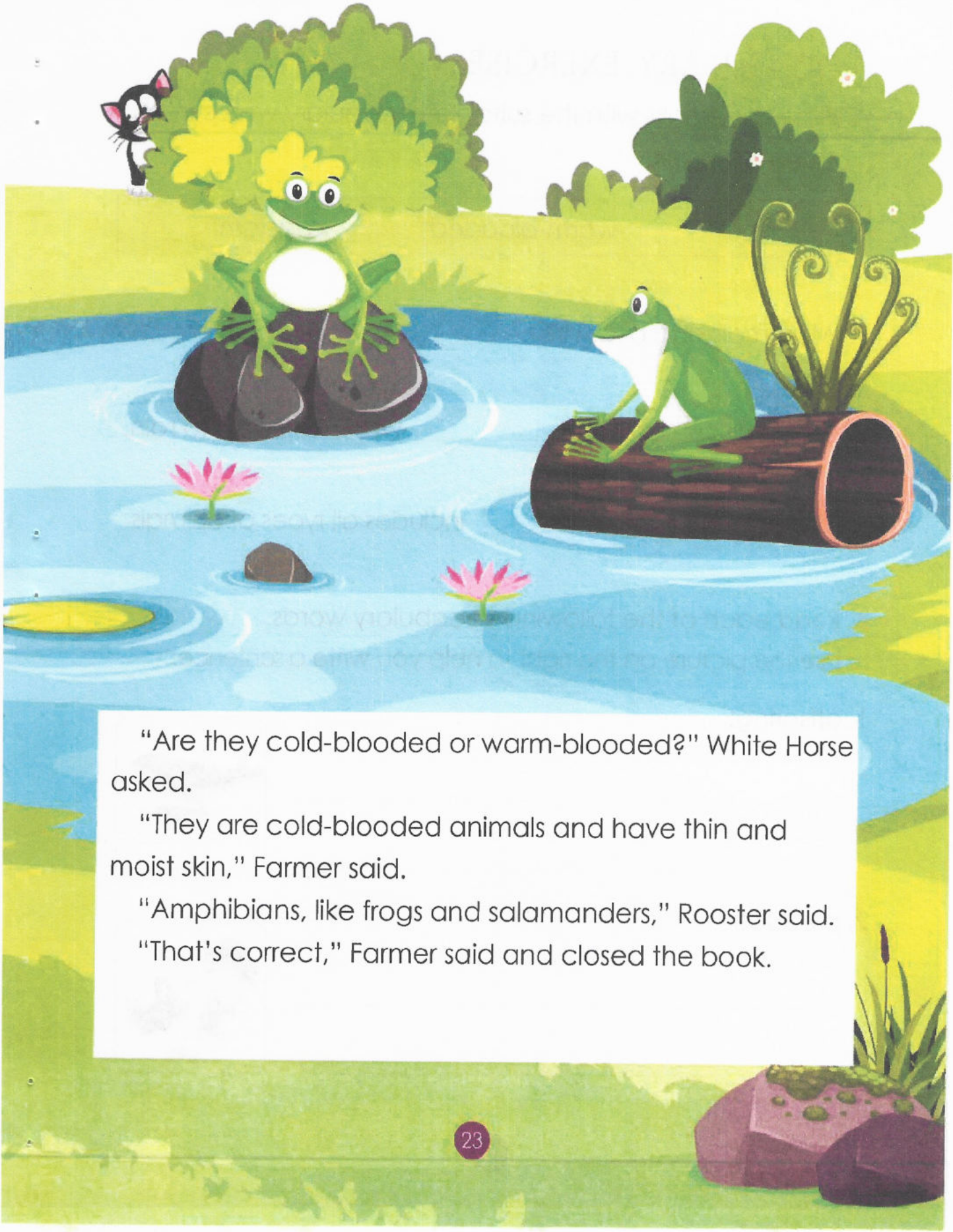
"We have one more," Farmer said.

"Give us clues," White Horse said.

"They are born in water and breathe through their gills," Farmer said.

"We have already said fish," Mama Chicken said.

"They develop lungs as they grow and live on land and in water," Farmer continued reading.



"Are they cold-blooded or warm-blooded?" White Horse asked.

"They are cold-blooded animals and have thin and moist skin," Farmer said.

"Amphibians, like frogs and salamanders," Rooster said.

"That's correct," Farmer said and closed the book.

VOCABULARY EXERCISES

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

barn	warm-blooded	kingdom

1. Mammals and birds are _____ animals.
2. The animals hid in the _____ when it started to rain.
3. The animal _____ includes all types of animals.

B. **Read** each of the following vocabulary words.
Use the picture on the right to help you write a sentence.

1. offspring:

_____

_____



2. produce:

_____

_____



VOCABULARY STRATEGY

Suffixes

A. **Match** each word to its meaning. You may refer to the word in the story to help you figure out the meaning. Then **circle** the suffix in each word.

1.	joyful	●	● someone who does not belong
2.	intruder	●	● taking care; keeping safe
3.	farmer	●	● feeling happy; full of joy
4.	careful	●	● someone who owns a farm

B. **Choose** a suffix from the box to help you think of a word that best fits the sentence. Then **write** the word on the line.

er - ful

1. Her dress is full of colors.



Her dress is _____.

2. My brother plays boxing.



My brother is a _____.

LESSON 2

COMPREHENSION SKILL

Classify and Categorize

A. **Reread** the selection "**Animal Kingdom**".
Write the details under the right headings.

- are cold-blooded
- are warm-blooded
- lay eggs
- can swim
- have feathers
- have gills and scales
- can fly

Birds	Fish

B. **Match** each animal to its correct classification.











- Pets
- Wild Animals

C. **Choose** one animal, and **write** three of its characteristics.

.....

.....

.....

LESSON 3

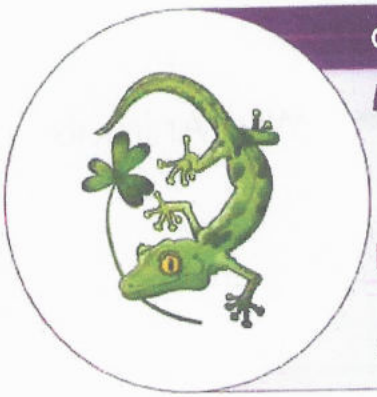


flipped verb

Meaning: turned over

Why did Rawad flip the page?

Rawad flipped the page to finish reading the story.



cold-blooded adjective

Meaning: relating to animals whose body temperature changes with the temperature of their surroundings

Name a cold-blooded animal.

A lizard is a cold-blooded animal.



yelled verb

Meaning: shouted

Why did your mom yell at you?

My mom yelled at me for breaking her favorite vase.

VOCABULARY WORDS



appeared verb

Meaning: became visible

What appeared in the night sky?

The bright stars appeared in the night sky, twinkling like diamonds.



atmosphere noun

Meaning: the mood of a place

What does the atmosphere look like in the classroom during the exam?

The atmosphere in the classroom is quiet during the exam.

Guess who I am.

I am a verb.

I rhyme with held.

I mean shouted.

I am the word _____.



LITERARY FOCUS

● **Setting**

Refer to the text and illustrations provided to gather clues that help you determine the setting.

Clues From the Text	Clues From the Illustrations

When and where did the story take place?

POST-READING QUESTIONS

A. Who is the main character in the story?

B. How many animal classifications are there? **Name** them.

C. **Refer** to page 21 to tell how Snake describes its skin.

D. What is correct about reptiles?

- ◯ They are warm-blooded and are covered with fur.
- ◯ They are cold-blooded and lay eggs.

E. Why do you think Mama Chicken ran in circles after seeing Snake?

F. **Write** two differences between mammals and amphibians in the tables below.

Mammals	Amphibians
•	•
•	•

VOCABULARY EXERCISES

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

appeared	atmosphere	flipped

1. Our lovely village has a relaxing _____.
2. My cat _____ from behind the sofa.
3. He _____ the pages of his notebook nervously.

B. **Read** the following vocabulary words, and then **write** each in a meaningful sentence.

1. cold-blooded:

2. yelled:

SPEAKING

SHOW & TELL

My Garden

This is your opportunity to show your classmates how creative you are.

- **Prepare** a presentation about your garden.
- **Draw** or **get** pictures to show how you would arrange your garden and what you would plant in it.
- **Write** two sentences about your garden.
- **Use** the following questions to help you brainstorm.
- **Practice** presenting your information.

- Where would you like to have your garden?
- What would you do to take care of it?
- What would you plant in your garden?
- Describe your garden.



LESSON 4

WRITING

A. If you were in the animals' place, would you welcome the snake to your kingdom? **Justify** your answer.

B. Which of the following animals would you keep as a pet? Why?

cat dog fish

C. **Read** the main events of the animal fantasy.
Add a suitable title and an ending for the story.

Title: _____

Beginning: There was a fluffy cat that was blind. The cat was really sad because it could not see.

Middle: The cat met an old fairy. She promised the cat to grant it any wish.

Ending: _____

_____

_____

_____

_____

UNIT TWO

GENRE - POETRY

The Farmer



What is the role of a farmer?

UNIT OPENER

- Name some farm animals. What do these animals produce?
- How does the farmer take care of the animals?
- Do you think the farmer's job is easy?

GENRE

POETRY

Poetry is a type of artistic writing that expresses thoughts and feelings by using certain stylistic elements.
A rhymed poem contains rhyming words at the end of each line.

Elements of Poetry Genre

- The poem consists of lines and stanzas.
- The poet uses rhyming words.
- The poet uses rhythm.

While reading the poem "The Farmer", think about the elements of poetry genre.

LESSON 5

VOCABULARY STRATEGY

Frayer Model

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

This technique requires students to:

- define vocabulary words or concepts
- apply information by generating examples

Meaning	Keyword	Related Words
• a sequence of actions that are regularly followed	routine	• practice • plan • procedure
Sentence		**Drawing**
• Pushups are part of my morning routine.		

LITERARY FOCUS

Elements of Poetry

The basic elements of poetry include stanzas, rhyme, and rhythm.
Stanza: a set of lines grouped together within a poem
Rhyme: the repeated sound at the end of the lines
Rhythm: the beat of a poem

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.*).

COMPREHENSION SKILL

● Sequence of Events

The events are the important incidents that happen in a given text. The sequence of events is the order in which events occur in the text.

- The sequence of events includes:

1. Beginning **2.** Middle **3.** Ending



LESSON 5



dawning noun

Meaning: the beginning of something; sunrise

Why did the farmer's alarm go off?

The farmer's alarm went off, for it was the dawning of a new day.



considerable adjective

Meaning: big in size or amount

How did the fire affect the house?

The fire caused considerable damage to the house.



hefty adjective

Meaning: large and heavy

Who whistled different tunes while feeding the animals?

The hefty farmer whistled different tunes while feeding the animals.



rowdy adjective

Meaning: noisy and disorderly

Why were the other classes annoyed?

The rowdy students were making a lot of noise, which annoyed the other classes.



stables noun

Meaning: buildings for keeping horses or other tame animals

Where do you keep the horses at night?

We keep the horses in their stables at night to keep them safe.

Guess who I am.

I am an adjective.

I rhyme with cloudy.

I mean noisy and disorderly.

I am the word _____.



The Farmer

The rooster wakes up the farmer,

with a cock-a-doodle-do.

It's the dawning of another day,

with considerable work for you.

...

First, the hefty cows to milk.

Next, rowdy sheep need care.

Then he must clean the stables.

The magnificent horses live there.

Every day the routine is repeated.

Poor farmer's work is never completed.

So, next time you have milk or cheese,

Remember the farmer, if you please!

By Annabelle Grace Little



VOCABULARY EXERCISES

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

hefty	rowdy	considerable

1. I have saved a _____ amount of money.
2. My uncle is quite a _____ old man.
3. My brother has been too _____ lately.

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

heavy	rude	hefty
rowdy	noisy	yellow
dawning	sunrise	moonlight
stables	barns	bikes

VOCABULARY STRATEGY

● Frayer Model

A. **Read** the given in the Frayer Model organizer below. **Choose** the correct keyword in the middle. Then **write** a sentence about it.

Meaning	Related Words
• highly pleasant to taste	• yummy • tasty

Keyword:
○ delicious
○ horrible

Sentence

_____

_____

Drawing



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

Meaning	Related Words
_____	_____
_____	_____

Keyword: farmer

Sentence

_____

_____

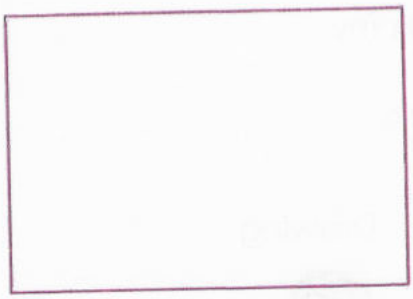
Drawing

LESSON 6

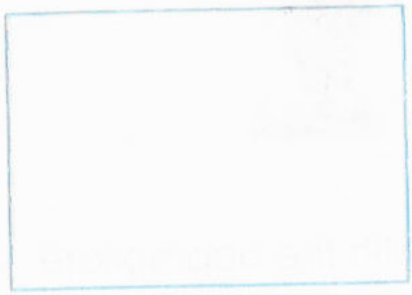
COMPREHENSION SKILL

● Sequence of Events

A. **Reread** the poem "**The Farmer**".
Draw and **write** the chores done by the farmer in order.
What does he do first, next, after that, and finally?



First, _____



Next, _____



After that, _____



Finally, _____

B. **Read** the sentences below.
Order the steps of planting a seed by writing 1, 2, 3, and 4.
Rewrite the sentences using **first**, **next**, **after that**, and **finally** on the lines provided below.

☐ We sprinkle water on the soil.

☐ We dig a hole in the soil.

☐ We let the seed grow in the sun.

☐ We place a seed in the soil and cover it.



magnificent adjective

Meaning: extremely beautiful

Why did you take a picture of the waterfall?

I took a picture of the waterfall because it is magnificent.

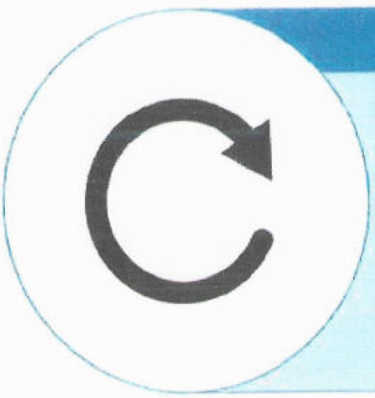


routine noun

Meaning: a sequence of actions that are regularly followed

What should you try to fit into your daily routine?

I should try to fit some regular exercises into my daily routine.



repeated verb

Meaning: done or occurred again several times in the same way

What helped you understand the lesson well?

The lesson was repeated many times, so we understood it well.



completed verb

Meaning: finished; done

When were the chores completed?

The chores were completed on time. We finished everything by working together.



remember verb

Meaning: to recall

Why don't you remember your grandparents well?

I don't remember my grandparents well since I haven't seen them for years.

Guess who I am.

I am a verb.

I rhyme with heated.

I mean finished or done.

I am the word _____.



LITERARY FOCUS

● Elements of Poetry

A. How many stanzas does the poem "The Farmer" have?

◯ two ◯ three

B. **Match** the rhyming words.

farmer	•	•	silk
milk	•	•	fables
stables	•	•	rooster

C. **Refer** to the second stanza to pick out two rhyming words.

1. _____ 2. _____

D. **Refer** to the third stanza to pick out two words that rhyme with **greeted**.

1. _____ 2. _____

POST-READING QUESTIONS

A. **Choose** the correct answer.

The main idea of the poem is _____.

◯ the farmer's nonstop work ◯ the animals' food

POST-READING QUESTIONS

B. **Write** the name of the poet.

C. What animals does the poet describe as "hefty"?

D. Why do you think the poet describes the sheep as being rowdy?

E. **Answer** with **true** or **false**.

The farmer wakes the rooster up.

The sheep live in a stable.

The farmer has the same routine every day.

F. In stanza 3, the poet states, "Poor farmer's work is never completed." Does the poet think the farmer's job is easy or hard?

G. What value can you learn from this poem? **Color** the best choice.

○ Don't be rowdy. ○ Appreciate other people's efforts.

VOCABULARY EXERCISES

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

remember	routine	completed

1. The project was _____ yesterday.
2. Make exercising a part of your daily _____.
3. Do you _____ our grade one English teacher?

B. **Unscramble** the words to form meaningful sentences.

view - magnificent. - The - is

_____

repeated - He - question - this - twice.

_____

SPEAKING

SHOW & TELL

I Am a Farmer!

This is your opportunity to show your classmates how creative you are.

-**Prepare** a presentation about your imaginary farm.
-**Give** your farm a special name.
-**Draw** or **get** a picture of your farm and yourself as a farmer.
-**Write** sentences about your farm and your chores as a farmer.
-**Use** the following questions to help you brainstorm..
-**Practice** presenting your information.

- If you were a farmer, how would you organize your farm, and what animals would you raise?
- List the chores you would do as a farmer.
- What would you do to take care of your animals and keep them healthy and safe?



WRITING

A. Let's finish the poem together.

Read the poem below.

Fill in the blanks by adding the proper rhyming words from the word bank.

too	sell	see
	pod	tree

On the farm, you can _____,

All the sheep in the shade of a _____.

Horses, goats, and cows that moo,

All grazing in the fields, _____.

• • •

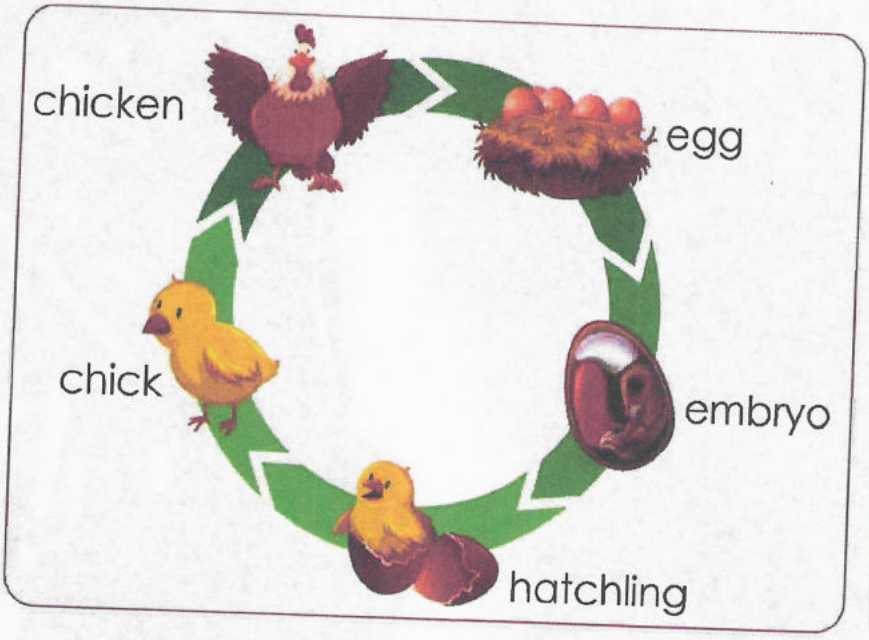
Wheat for bread, peas in a _____,

All plants that are a gift from God.

Corn, beans, cucumbers, and tomatoes as well,

Crops for the hardworking farmer to _____.

B. **Look** at the picture below.
Write sentences about the life cycle of a chicken in order.



Word Bank

hatches
changes
emerges
grows

As soon as the mother chicken lays the eggs, it sits on them to keep them warm.

First, an embryo develops in each egg.

Next, _____

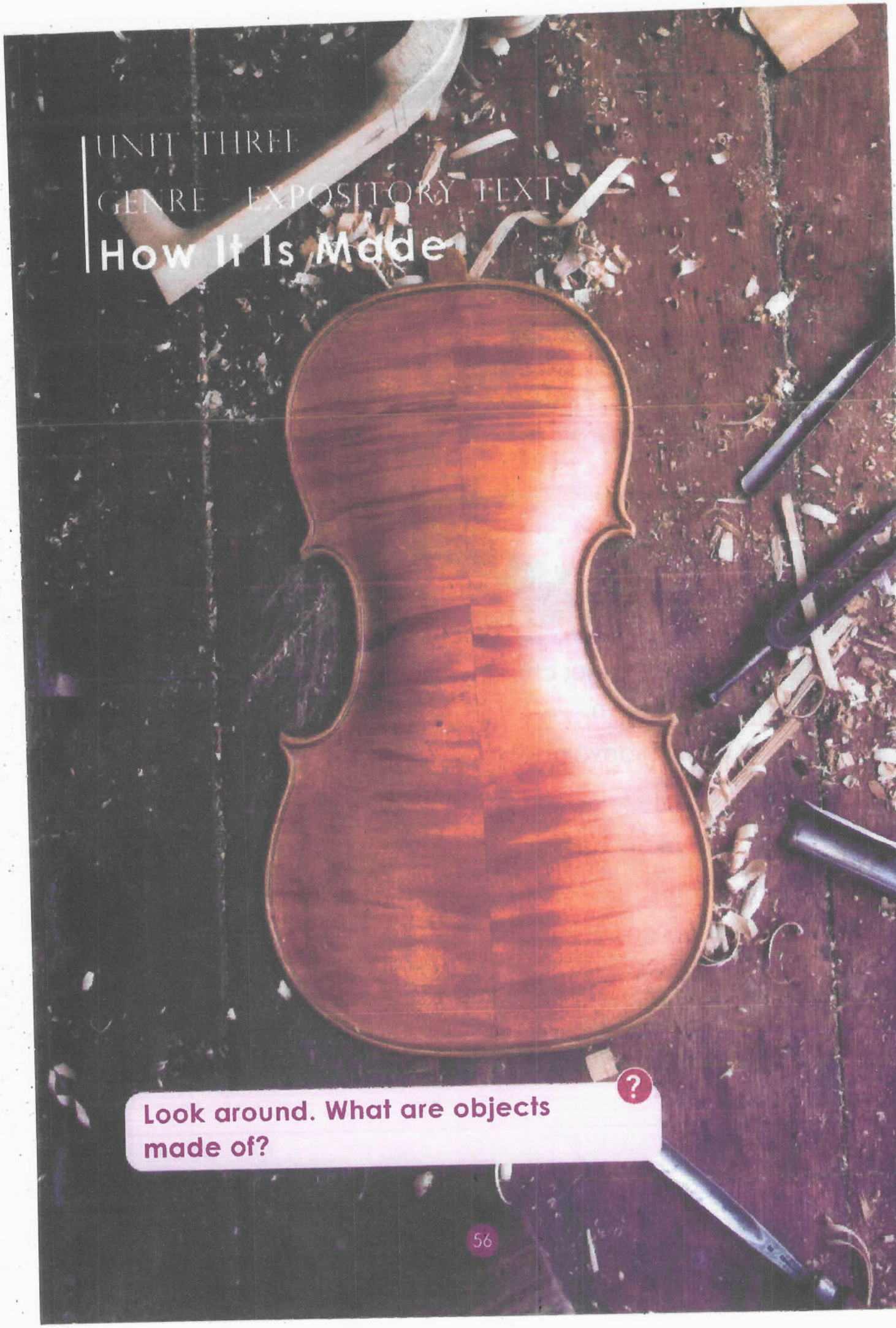
_____

After that, _____

_____

Finally, _____

_____



UNIT THREE

GENRE – EXPOSITORY TEXT

How It Is Made

Look around. What are objects made of?

UNIT OPENER

- Where does cotton come from, and how is it turned into clothes?
- Where does wood come from, and is it used to make furniture?
- What do you think the windows are made from?

GENRE

EXPOSITORY TEXT

An expository text is a type of writing that contains facts, information, and explanations about a certain topic.

Elements of Expository Text Genre

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

While reading the text "How It Is Made", think about the elements of expository text genre.

LESSON 9

VOCABULARY STRATEGY

● Synonyms & Antonyms

A synonym is a word that has the same or nearly the same meaning as another word.

An antonym is a word that has the opposite meaning of another word.

synonyms

recycled = reused



antonyms

large ≠ small



LITERARY FOCUS

● Tone

The tone reflects the author's attitude toward the subject.

The author's tone may be gloomy, serious, joyful, sad, or angry.

COMPREHENSION STRATEGY

● Making Inference

Making inferences is using what you already know with evidence from the text to read "between the lines" and figure out what the author means.

Example:

The cat meowed when it heard the door open. It was hungry!



What did the cat want?

Inference: The cat was hungry and waited for anyone to open the door to feed it.

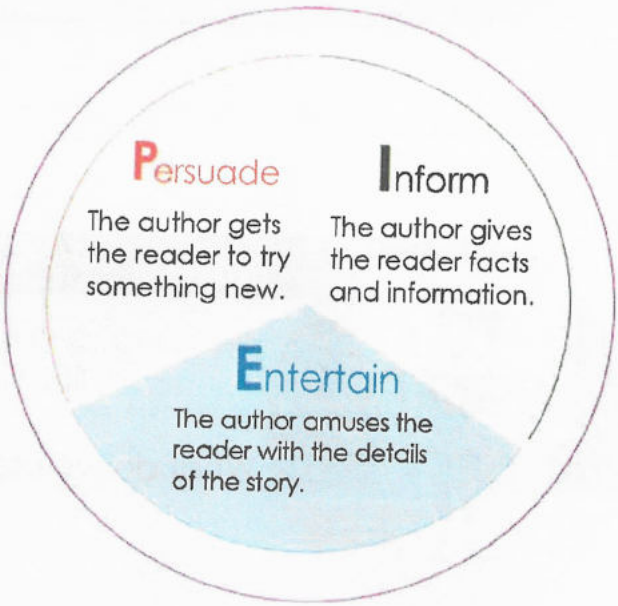
COMPREHENSION SKILL

● Author's Purpose

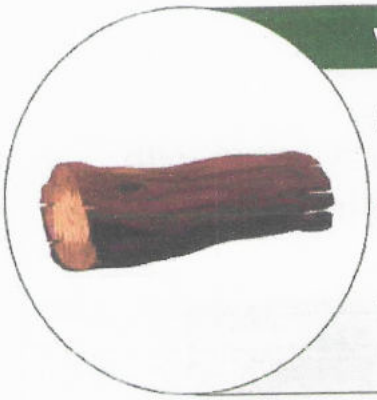
The author's purpose is the message or the goal that the author writes for.

The author may write to entertain, persuade, or inform the reader.

The author's purpose is as easy as a PIE.



LESSON 9



wood noun

Meaning: the material trees are made of

What do we use wood for?

We use wood for making chairs and tables.



furniture noun

Meaning: objects like chairs, tables, and beds

What did you buy for your house?

We bought new furniture for our house.



glass noun

Meaning: a thin sheet of material that lets light in

What do we use glass for?

We use glass for making windows.

VOCABULARY WORDS

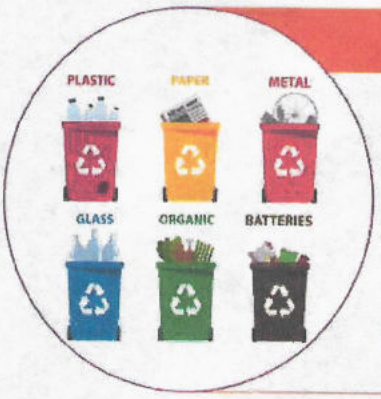


cotton noun

Meaning: a fluffy plant used to make fabric

What is this T-shirt made from?

This T-shirt is made from cotton.



recycled verb

Meaning: used again

What can we do with bottles instead of throwing them away?

Bottles can be recycled after being used instead of throwing them away.

Guess who I am.

I am a noun.

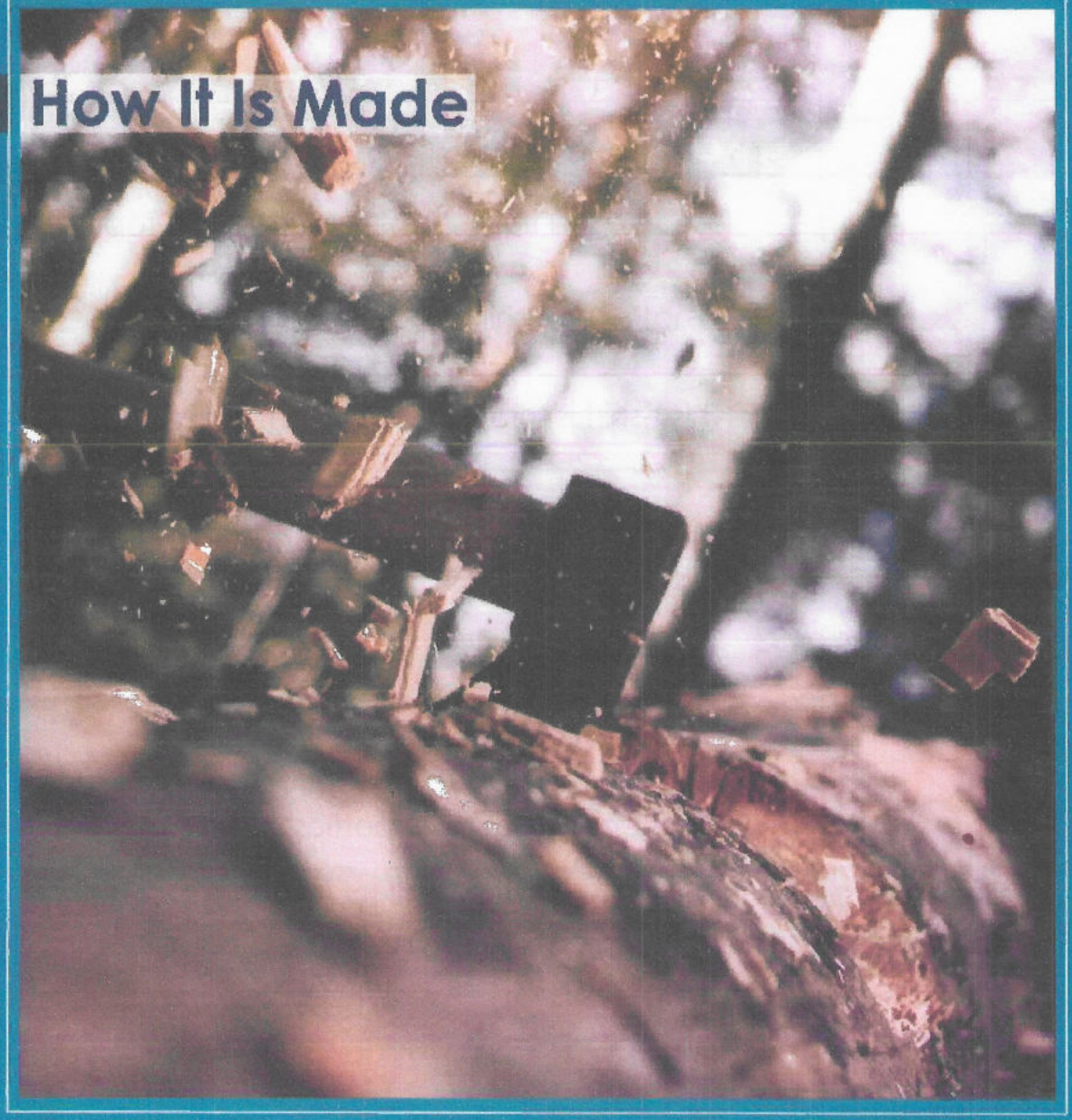
I rhyme with class.

I mean a thin sheet of material that lets light in.

I am the word _____ .

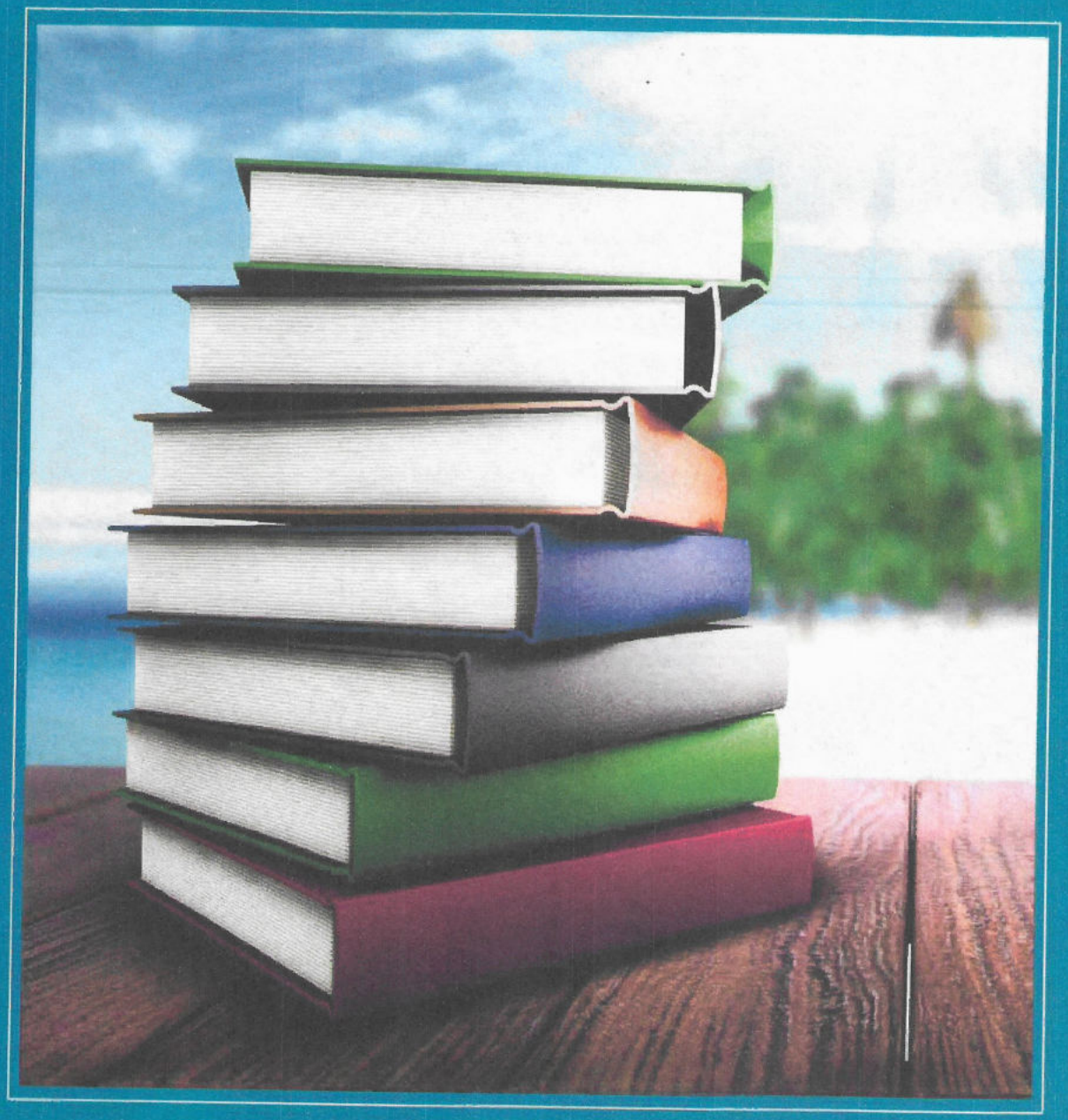


How It Is Made



Wood

Trees are found all over the world. We get wood by cutting down trees. Some wood is used to make furniture. For example, wood is used for chairs, tables, and desks.



Paper

Some wood is used to make paper. Paper is used in many ways, for making books, notebooks, and writing papers. Paper can be reused and recycled.

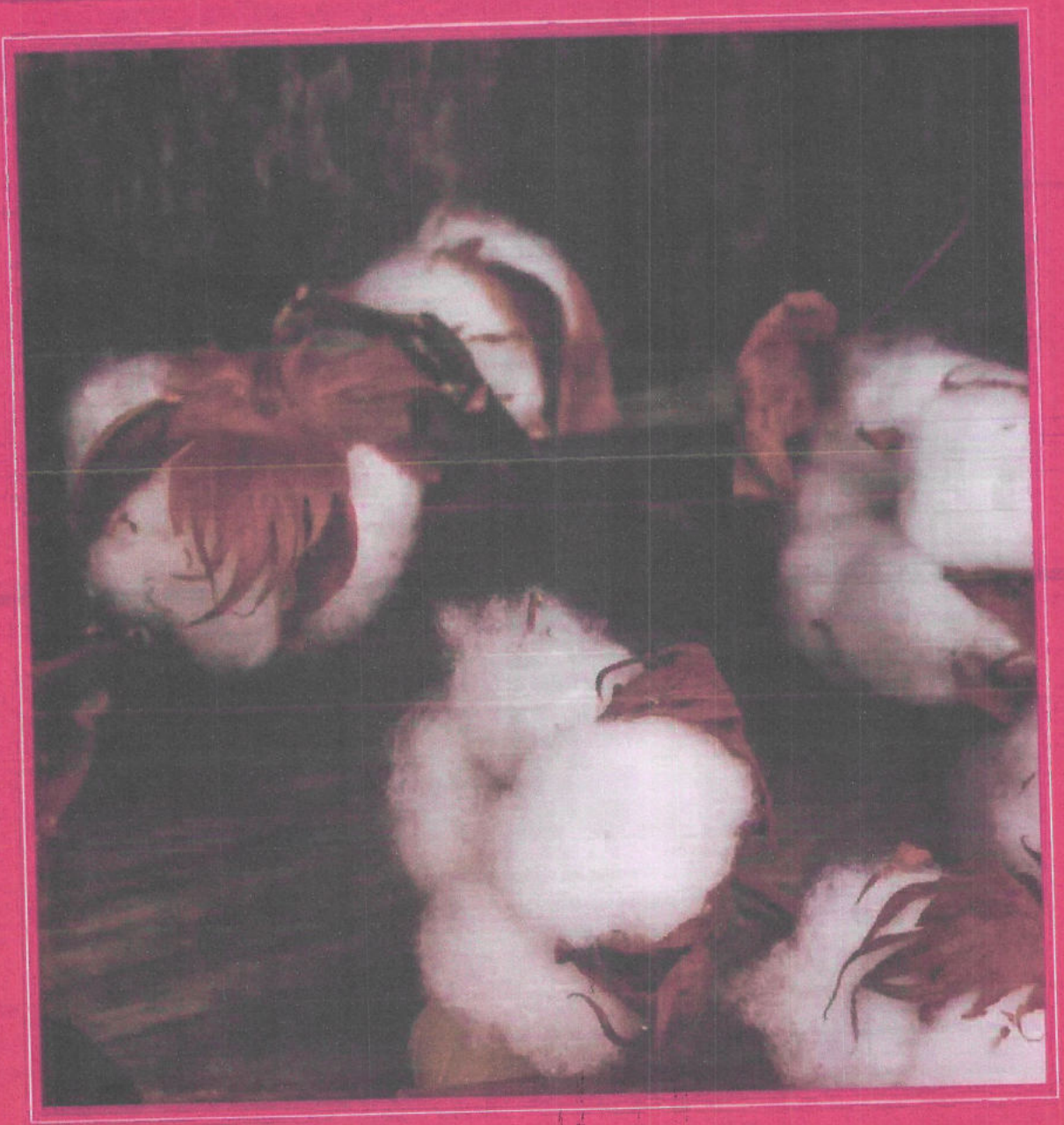


Glass

Glass is made by melting sand with other minerals at a very high temperature. This makes a liquid that can be shaped into objects, such as large vases or small figurines. Craftsmen blow into a blob of liquid glass, using a long tube to shape the molten glass.



The molten glass can be poured into trays and left to cool. Then it can be used as windows. A thin layer of silver or aluminum can be sprayed onto the back of a sheet of glass to make a mirror. Glass can be recycled, too.

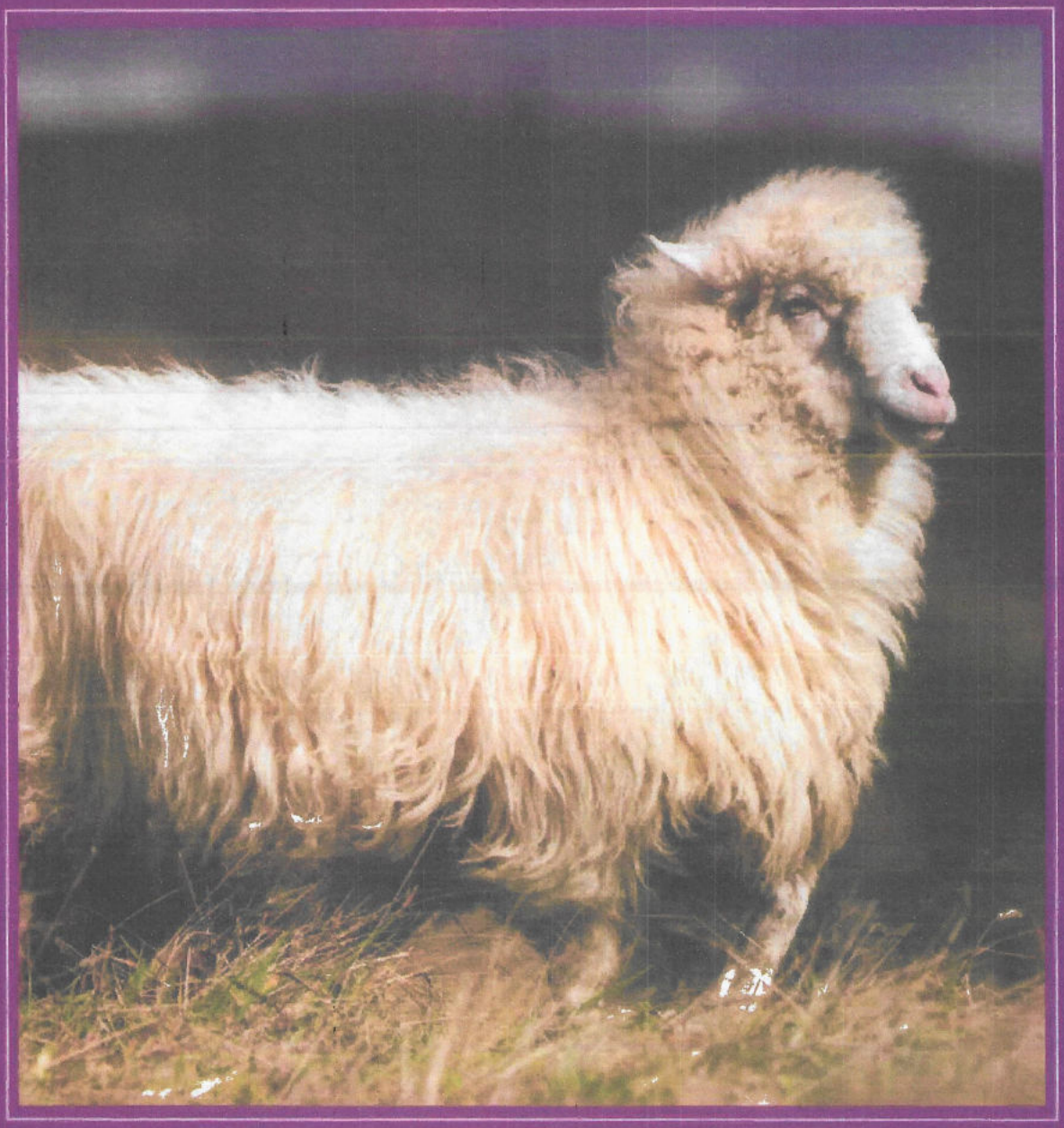


Cotton

Cotton comes from plants. The fluffy white fiber is made into cloth in textile mills. Then the fabric is made into clothes, curtains, sheets, and other useful objects.



Cotton can be blended with other fibers, like polyester, to make it softer and more durable. Sometimes, expensive wool is mixed with cotton to make the woolen material cheaper.



Wool

Sheep are domestic animals that produce wool. The sheep on a farm are sheared once a year in the spring. The woolen fleece is cut off carefully, so the sheep are not harmed.



Wool is warm and can be used to make winter jerseys, hats, and scarves. It can also be used to line winter coats. Wool can be used to make large blankets and luxury carpets. Wool can be blended with other fabrics to make it more durable.



Leather

Leather usually comes from cows, but some leather comes from snakes, crocodiles, and other animals. We use leather to make shoes, belts, and even articles of clothing. It is stronger than cotton and wool.



Synthetic leathers are becoming more popular. They are usually made from petroleum-based plastics. Synthetic leather appears similar to real leather but is cheaper and easier to sew.

VOCABULARY EXERCISES

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

recycled	furniture	glass

1. Do you know who broke the _____ vase?
2. Water bottles can be _____ to reduce litter.
3. My mom moved most of the _____ around.

B. **Put** the words in the correct order to form meaningful sentences.

bought - new - I - a - cotton - dress.

_____

helps - his - chop - wood. - Rayan - dad

_____

VOCABULARY STRATEGY

● Synonyms and Antonyms

A. **Read** the words in the table.
Choose the correct synonym for each word below.

produce	large	mixed	real

Word	Synonym
natural	
make	
big	
blended	

B. **Read** the words in the table.
Choose the correct antonym for each word below.

small	easy	cheap	synthetic

Word	Antonym
expensive	
large	
natural	
hard	

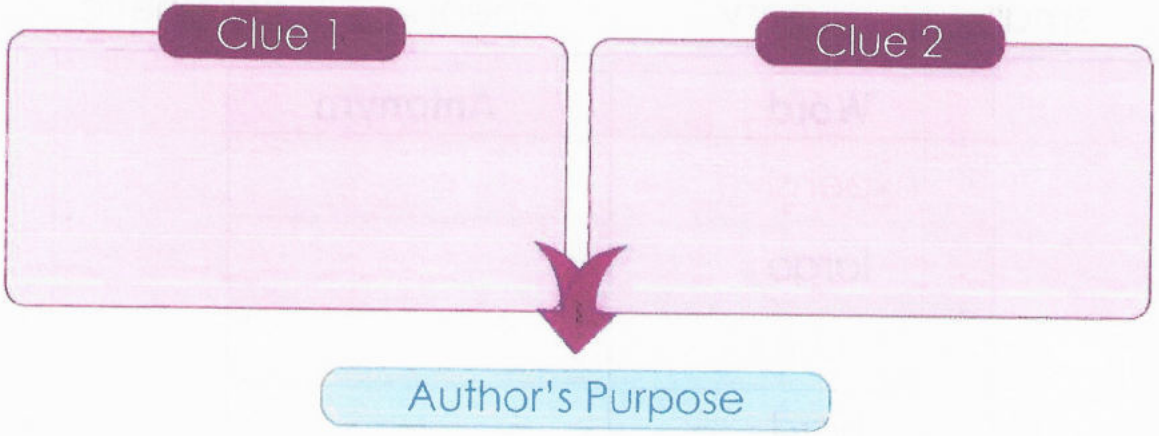
COMPREHENSION SKILL

Author's Purpose

A. **Reread** the selection **"How It Is Made"**. Then **mark yes** or **no**.

- ○ yes ○ no Is the text real?
- ○ yes ○ no Does the author provide some facts?
- ○ yes ○ no Does the author persuade you?
- ○ yes ○ no Have you enjoyed reading the text?
- ○ yes ○ no Does the author give useful information?

B. **Find** two clues from the text that support the author's purpose. **Write** them in the boxes below.
Then **decide** what the author's purpose is.



○ to entertain ○ to inform ○ to persuade

C. **Read** each book title below.
Decide what the author's purpose is.
Color according to the code given.

to inform	to persuade	to entertain
red	blue	orange

The Day My Pencil Talked

Popular Fairy Tales

Why Cats Are the Best Pets

Facts About the Solar System

Parts of an Apple

Why You Should Exercise

The Three Singing Cats

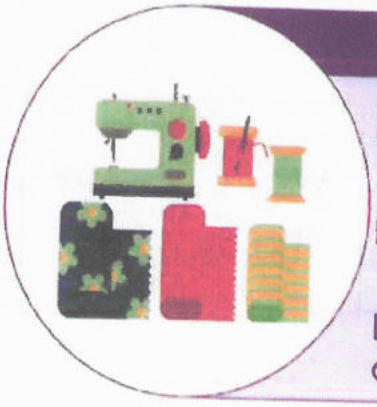


fluffy adjective

Meaning: soft and fuzzy

What kind of cat do you have?

We have a brown and gray fluffy cat that is quite playful.



fabric noun

Meaning: cloth; textile

How does Layal spend her time?

Layal spends her time sewing colored squares of fabric together.



wool noun

Meaning: the hair of a sheep or goat

What does your grandmother use wool for?

My grandmother uses wool for knitting hats and scarves.

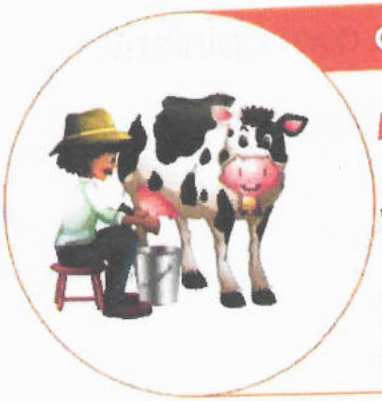


leather noun

Meaning: a material made from animal skin

What is your father's belt made of?

My father's belt is made of leather.



domestic adjective

Meaning: tame; relating to home

What do domestic cows provide us with?

Domestic cows provide us with milk, which we can turn into cheese or yogurt.

Guess who I am.

I am a noun.

I rhyme with feather.

I mean a material made of animal skin.

I am the word _____ .



LITERARY FOCUS

● Tone

Refer to the text, and **answer** the following questions.

A. **Mark yes** or **no.**

◯ yes ◯ no Is the text written in a funny way?

◯ yes ◯ no Does the author use simple language?

◯ yes ◯ no Does the author express his own opinion?

B. What does the author use in the text?

◯ jokes ◯ facts

C. **Mark** the author's tone used in the text.

◯ sad ◯ serious ◯ joyful

POST-READING QUESTIONS

A. What is the genre of the text?

◯ fantasy

◯ expository text

◯ biography

B. **Answer** with **true** or **false**.

We get wood by cutting down trees.

Glass is made by heating wood.

Cotton comes from plants.

Cotton is stronger than leather.

C. **Complete** the following chart.

Material	Where do we get it from?	What do we use it for?
Wood	trees	making furniture
Paper		
Glass		
Cotton		
Leather		

VOCABULARY EXERCISES

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

fabric	domestic	leather

1. Most families keep _____ animals in their homes.
2. He uses _____ to make shoes and belts.
3. My mom bought blue _____ to make me a shirt.

B. **Read** each of the following vocabulary words.
Use the picture on the right to help you write a sentence.

1. wool:

_____

_____



2. fluffy:

_____

_____



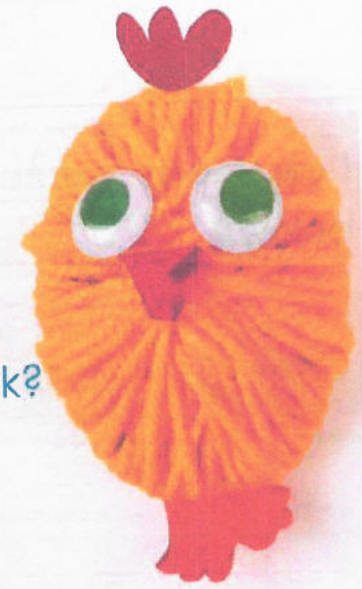
SPEAKING

SHOW & TELL

My Woolen Chick

- **Draw** and **cut** an oval shape on cardboard.
- **Tape** woolen yarn on the back of the cardboard, and **wrap** it carefully around the oval shape until it is covered.
- **Draw** and **cut** feet, beak, and hair.
- **Stick** them on the wool yarn using liquid glue.
- **Stick** the googly eyes.
- **Use** the questions below to help you in your presentation.
- **Write** two sentences about your chick.
- **Share** your work with your classmates.

- What did you use to make the chick?
- What colors did you choose?
- What other objects can you make from woolen yarn?
- What do you like most about the chick?





WRITING

A. **Find** a piece of fabric or cloth in your home.
Paste it in the box below.
Answer the following questions.



1. What is it made of?

2. **Describe** its texture. You may use the word bank given below.

soft	rough	shiny	smooth	fluffy

IT'S TIME TO EXPLORE!

The snake is an interesting animal. Let's find out some facts about snakes. Be ready to research information you might not know.

B. **Answer** the following questions.

1. Which animal classification does the snake belong to?



- ◯ Fish
- ◯ Birds
- ◯ Reptiles

2. What does the snake use to smell?

_____

3. What does the snake like to eat?

_____

4. What can the snakeskin be used for?

_____

5. **Write** an interesting fact about snakes.

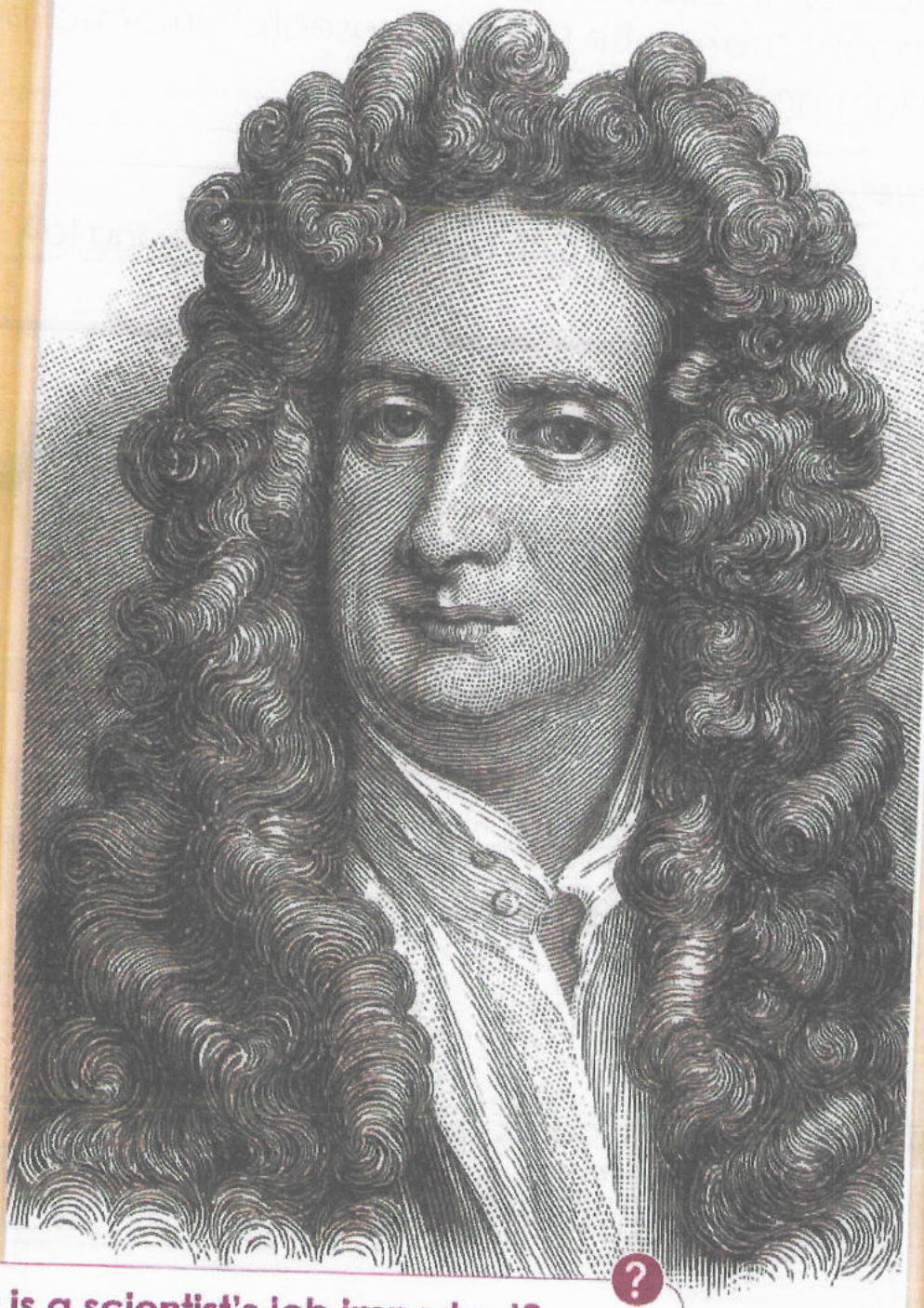
_____

_____

UNIT FOUR

GENRE - BIOGRAPHY

Isaac Newton



Why is a scientist's job important?

UNIT OPENER

- What do we call the person who does experiments and develops new ideas?
- How can a scientist's work change people's ways of living?
- Do you know any scientists? What did they do?

GENRE

BIOGRAPHY

A biography is a type of writing about a real person's life written by another person.

Elements of Biography Genre

- It states the person's date and place of birth and death.
- It states the person's accomplishments.
- It provides pictures and captions about that person.

While reading the text "Isaac Newton", think about the elements of biography genre.

VOCABULARY STRATEGY

● Context Clues

Context clues are hints in a sentence or paragraph that help you figure out the meaning of a certain word.

Using context clues means looking for:

1. pictures
2. examples & definitions
3. words you know
4. helping words
5. synonyms & antonyms

Newton developed a telescope that uses mirrors to see distant planets and stars.

"Telescope" means a tool we can use to see distant planets and stars.

LITERARY FOCUS

● Timeline

A timeline shows a list of events organized in the order they happened.

COMPREHENSION STRATEGY

● Summary

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

To **SUM** up the story, remember this:

- **S**horter than the story
- **U**se your own words
- **M**ain events only

COMPREHENSION SKILL

● Main Idea and Key Details

The main idea is the most important thought about the topic. The main idea must be supported by telling how, what, when, where, why, how much, or how many.

What is the text mainly about?

What details should I focus on?



philosopher

noun

Meaning: a thinker; a wise person

What do you know about Isaac Newton?

Isaac Newton was a philosopher who tried to find solutions to many problems.



astronomy

noun

Meaning: the study of space

Why is Lina interested in astronomy?

Lina is interested in astronomy since it's all about stars and planets.



author

noun

Meaning: a writer of a book, a document, or an article

What do that author's books include?

That author's books include biographies about famous people.

VOCABULARY WORDS



developed verb

Meaning: created or produced an idea

What did the doctor develop?

The doctor developed some new medical methods.



discovered verb

Meaning: found during a search

What did Christopher Columbus discover?

Christopher Columbus discovered America.

Guess who I am.

I am a verb.

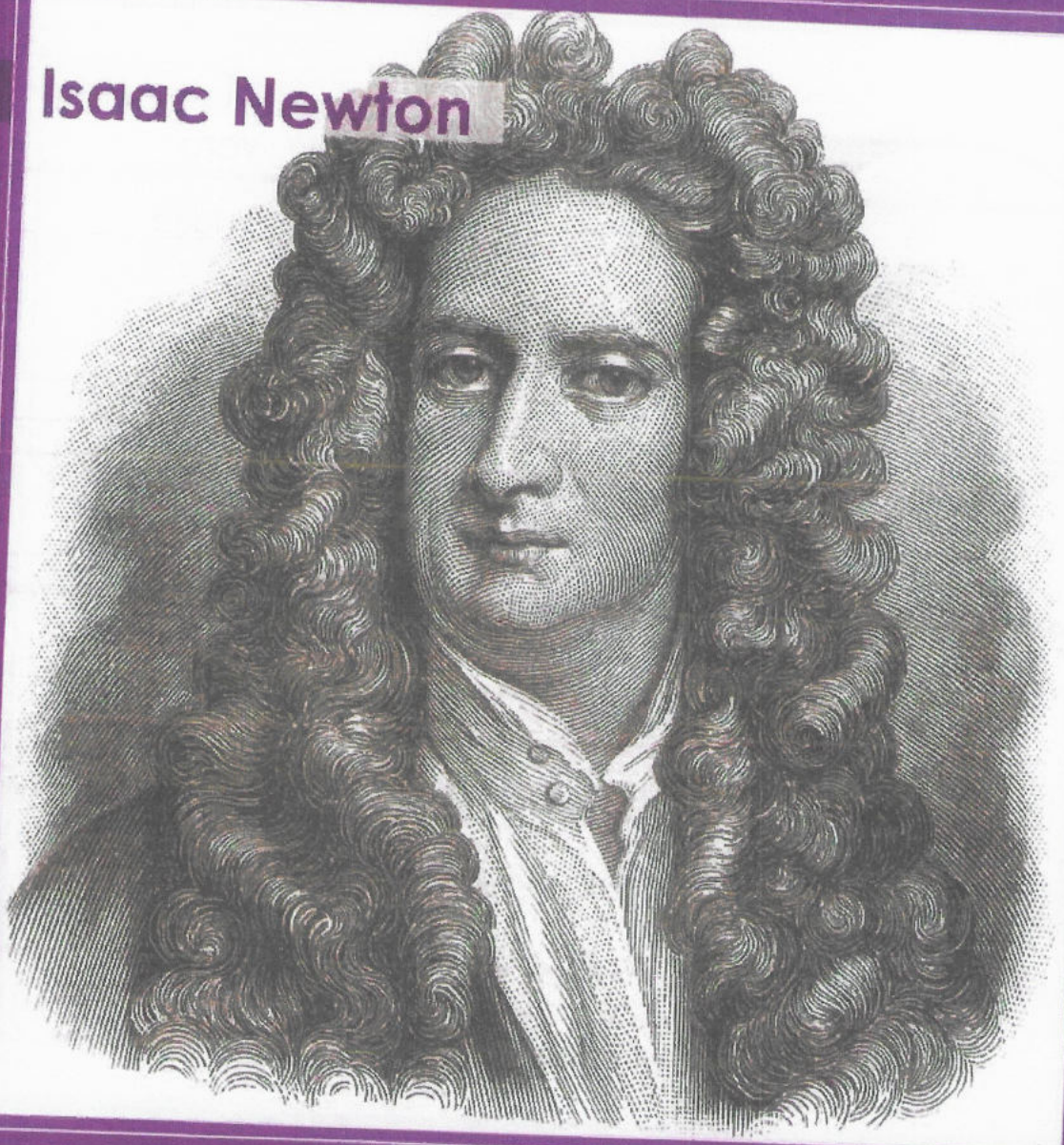
I rhyme with colored.

I mean found during a search.

I am the word _____ .

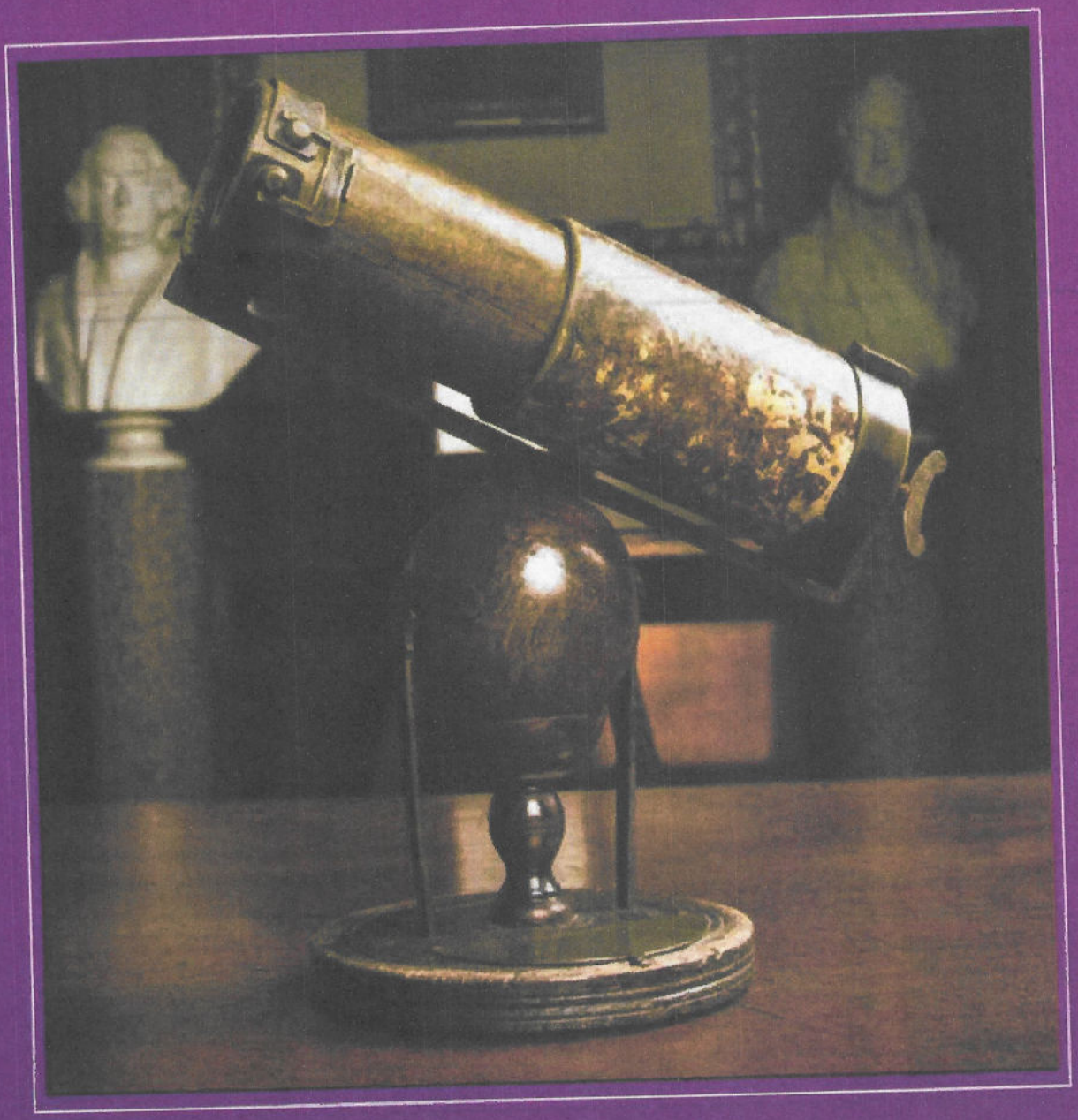


Isaac Newton

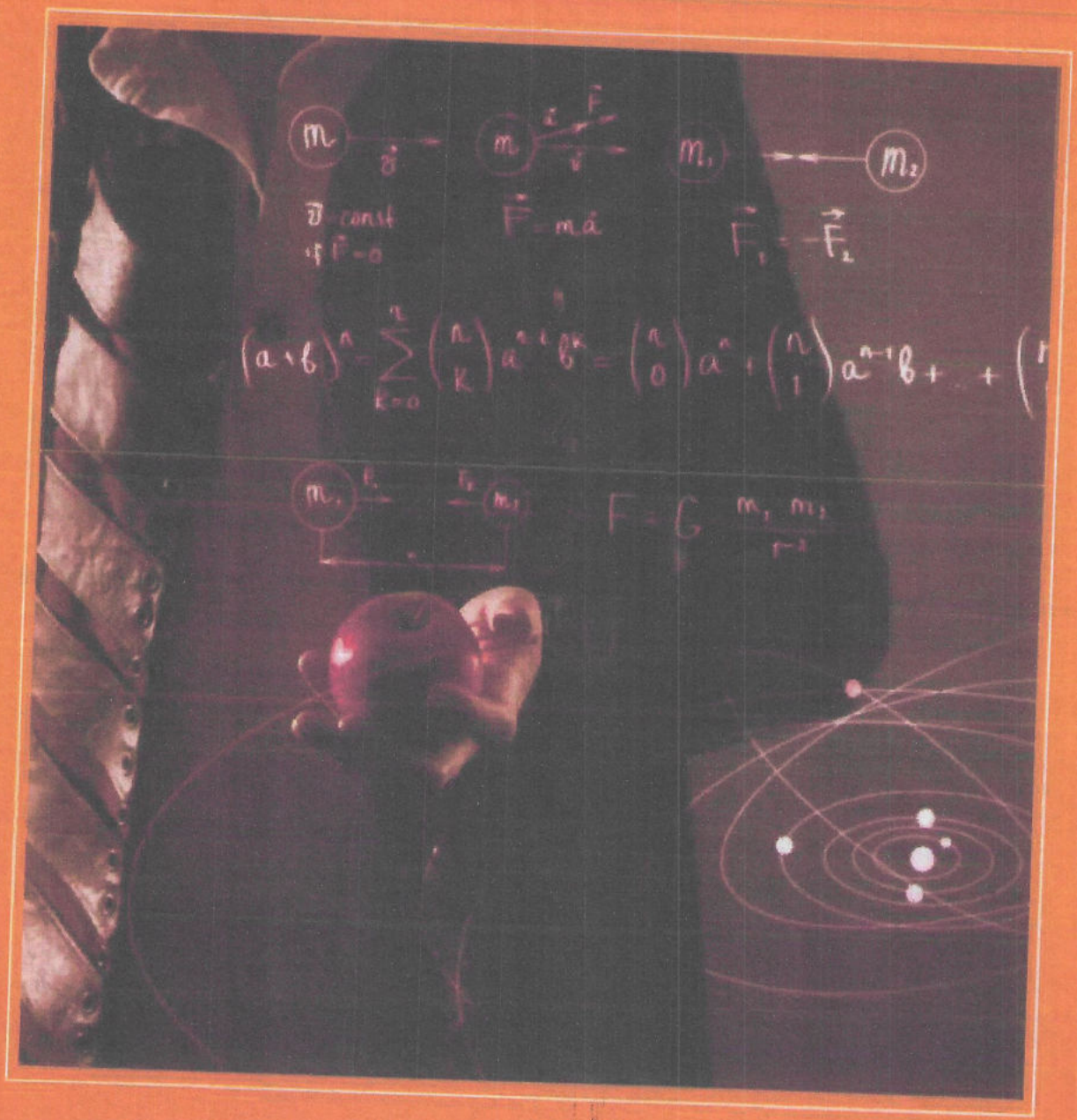


Who Is Isaac Newton?

Sir Isaac Newton is called a "natural philosopher". He was born on January 4, 1643, in Lincolnshire, England. During his lifetime, he studied mathematics, physics, astronomy, and religion.



Newton is the author of many books. One of his famous books is about optics, the study of sight and the behavior of light. Based on this study, Newton developed a telescope that uses mirrors to see distant planets and stars.



The story of Isaac Newton and the apple is a legend. He discovered gravity when he was sitting under a tree, and an apple fell on his head. He thought of different theories as he wondered what had made the apple fall. As a result, Isaac Newton developed the law of gravity and the laws of motion.



In April 1705, Newton was knighted by Queen Anne of England because of his work.

On March 31, 1727, Isaac Newton died in his sleep at the age of 84 in England. He was buried in Westminster Abbey in London.

VOCABULARY EXERCISES

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

philosopher	developed	author

1. Do you know the _____ of this book?
2. The famous philosopher _____ many theories.
3. The _____ finds answers to his theories.

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

discovered	found	drew
philosopher	builder	thinker
author	writer	worker
astronomy	health	space

VOCABULARY STRATEGY

Context Clues

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

1. One of his famous books was about optics, the study of sight and the behavior of light.

   What is the meaning of the word optics?

   ○ the study of sight and the behavior of light
   ○ the study of plants and insects

2. The story of Isaac Newton and the apple is a legend.

   What is the meaning of the word legend?

   ○ a well-known story
   ○ a well-known planet

B. **Choose** the word that has the same meaning as the word in bold.

1. That girl can **sprint** fast!

   ○ run ○ sit



2. She sat and **gazed** at the birds flying around.

   ○ played ○ looked



COMPREHENSION SKILL

Main Idea and Key Details

A. **Reread** the biography "Isaac Newton".
Answer the "5W's" in the boxes below to highlight the main idea and key details throughout the text.

Main Idea

Who is the text about?

Key Details

Where is he from?

When was he born? When did he die?

Why is he famous?

What is one of his major accomplishments?

B. **Read** the text "**One Stormy Day**".
Complete the bubble web below with the main idea and key details.

One Stormy Day

The sky was full of dark clouds. The lightning crashed every few minutes. The thunder began as a soft rumble and became louder and louder. The rain began falling softly. Suddenly, it fell as hard drops one after another. It was not just rain; it was a storm hitting the city!



Key Detail 1

Key Detail 2

Main Idea

Key Detail 3

Key Detail 4



theories — noun

Meaning: ideas intended to explain something

What did Newton develop?

Newton developed different theories.

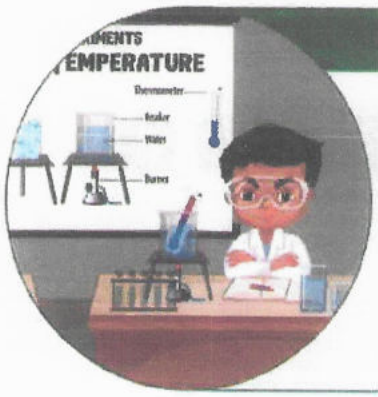


wondered — verb

Meaning: felt curious; wanted to know

What did you wonder about during the exam?

I wondered about what the third sentence meant during the exam.



law — noun

Meaning: a rule in science

How does a scientist come up with a scientific law?

A scientist makes many experiments and observations to come up with a scientific law.



knighted verb

Meaning: given the title of a knight

Why was the young man knighted by the queen?

The young man was knighted by the queen for his bravery.



buried verb

Meaning: placed underground

Where did the man bury his treasure box?

The man buried his treasure box in his backyard.

Guess who I am.

I am a verb.

I rhyme with carried.

I mean placed underground.

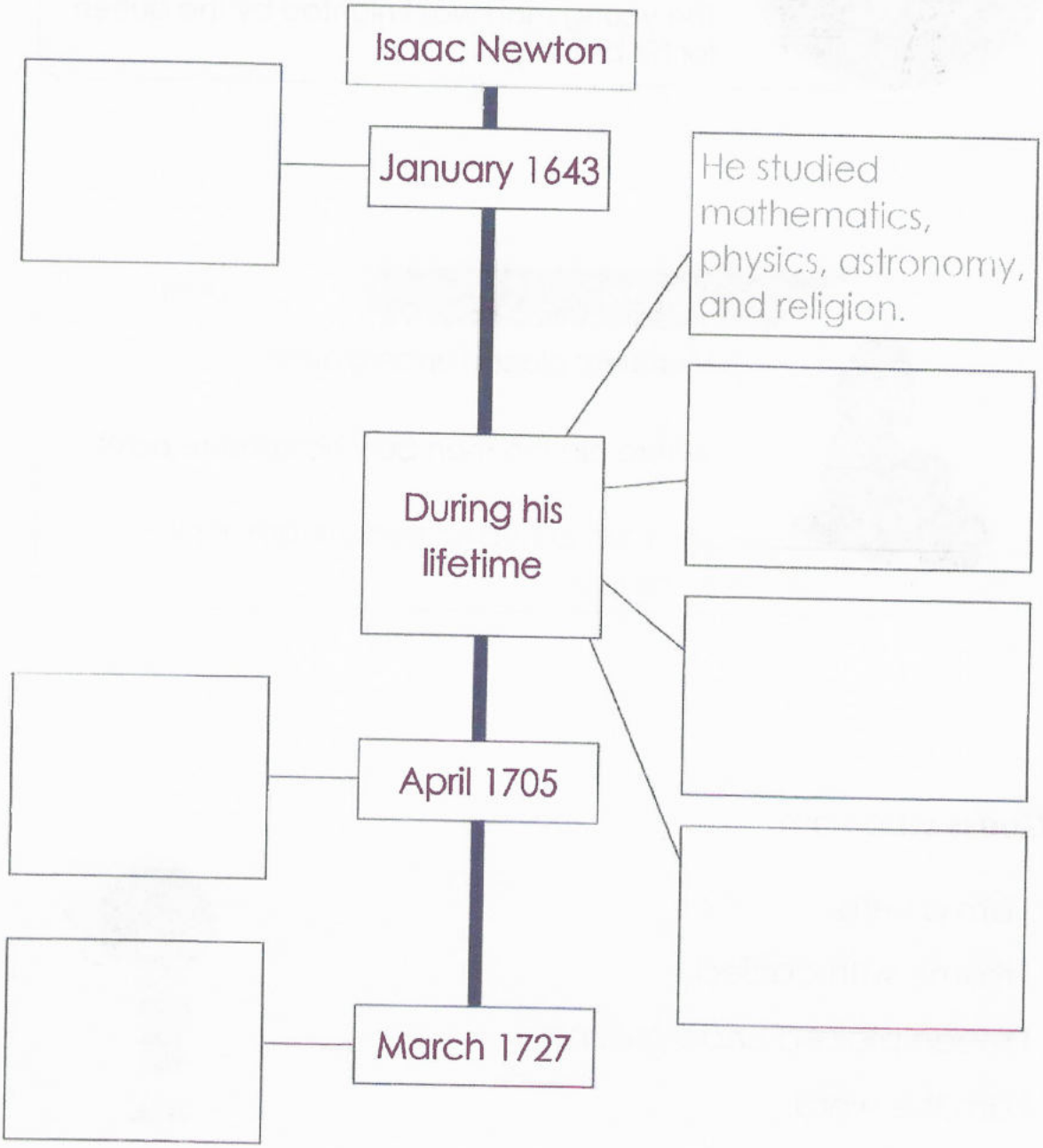
I am the word _____.



LITERARY FOCUS

Timeline

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



POST-READING QUESTIONS

A. Who is Sir Isaac Newton?

B. **List** three things Isaac Newton studied.

1. _____ 2. _____ 3. _____

C. How did Isaac Newton discover gravity?

D. What did Isaac Newton develop?

◯ the law of orbits ◯ the laws of motion

E. **Answer** with **true** or **false**.

Isaac Newton is the author of many books.

Isaac Newton discovered electricity.

Isaac Newton died in his sleep.

VOCABULARY EXERCISES

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

law	knighted	theories

1. Scientists test out _____ through experiments.
2. A scientific _____ explains the result of an experiment.
3. The brave man was _____ by the king.

B. **Read** each of the following vocabulary words.
Use the picture on the right to help you write a sentence.

1. buried:

_____

_____



2. wondered:

_____

_____



SPEAKING

SHOW & TELL

I Am a Scientist

This is your opportunity to show your classmates how creative you are.

-**Prepare** a presentation about your profession.
-**Draw** yourself as a scientist.
-**Draw** or **get** pictures of what you would like to explore.
-**Write** sentences about your profession.
-**Use** the following questions to help you brainstorm.
-**Practice** presenting your information.



- If you were a scientist, what topic would you study?
- What would be interesting about your topic?
- Describe your role as a scientist.



WRITING

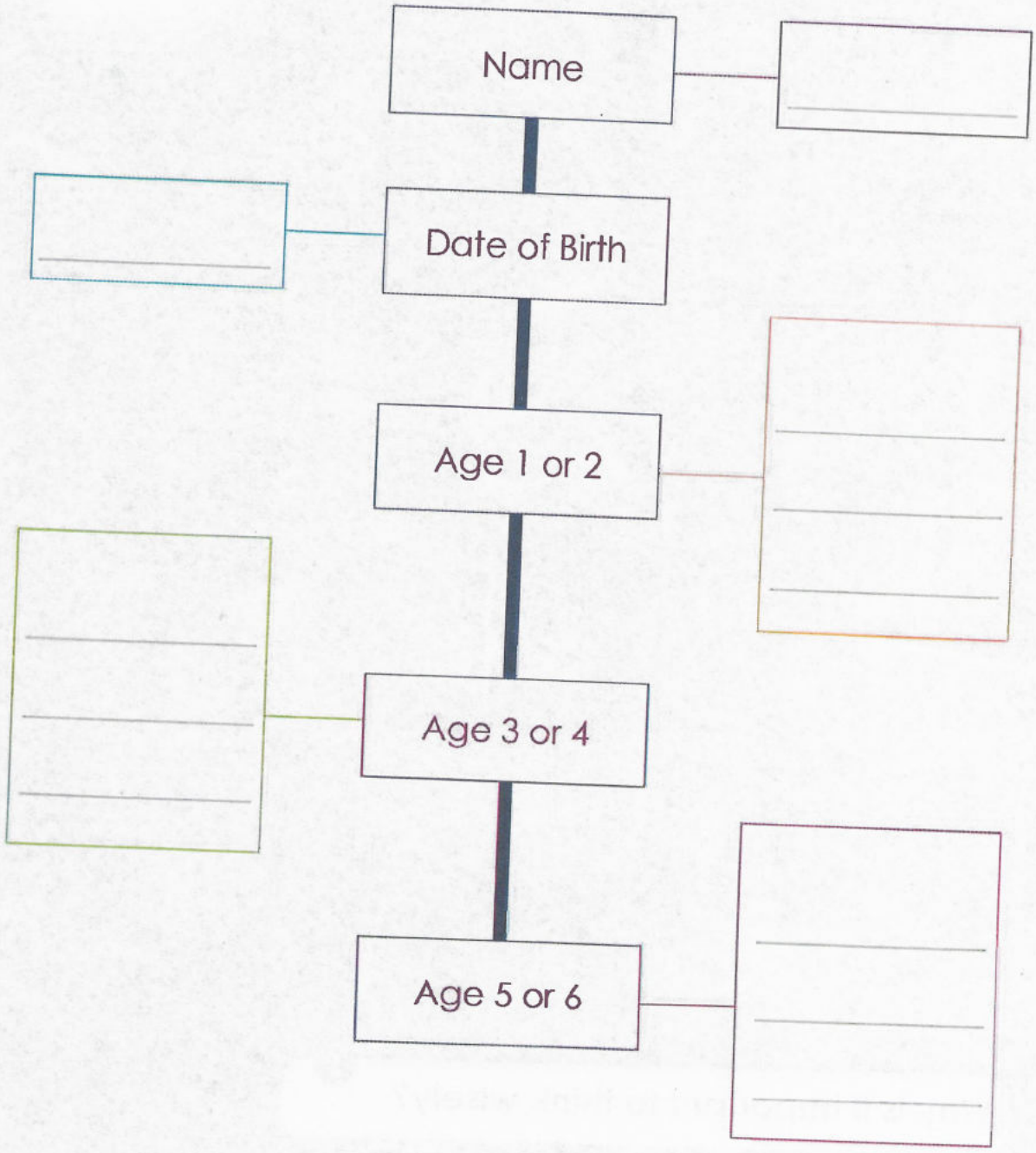
A. Do you think anyone can choose to become a scientist?
Explain your answer.

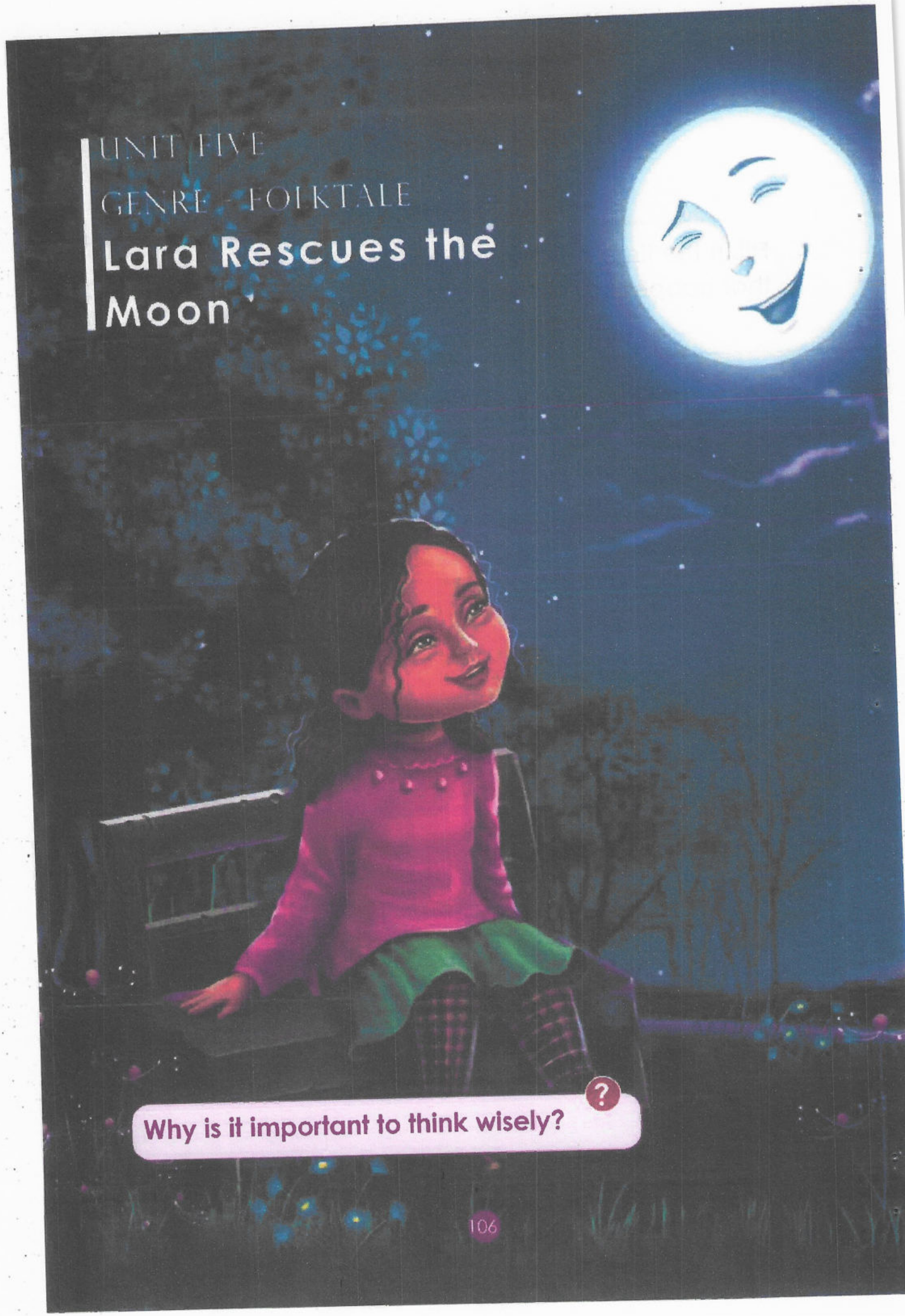
B. **Work** with your classmates.
Write your answer to the following question.

Why is a scientist's job important?

IT'S ALL ABOUT ME!

C. **Fill in** the timeline below, providing significant events that happened at each age of your life.




UNIT FIVE
GENRE - FOLKTALE
Lara Rescues the Moon
Why is it important to think wisely?

UNIT OPENER

- Talk about a difficult situation you have faced.
- What do you do when you face a problem or challenge?
- What are the characteristics of a good leader?

GENRE

FOLKTALE

A folktale is a story passed from one generation to another by word of mouth. A folktale has a moral or teaches a lesson about right and wrong.

Elements of Folktale Genre

- Characters are usually animals or people.
- A character must face a challenge.
- Animal characters have human traits.
- It teaches a lesson or conveys a moral.

While reading the text "Lara Rescues the Moon", think about the elements of folktale genre.

LESSON 17

VOCABULARY STRATEGY

● Prefixes

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

un: a prefix that means **not**
re: a prefix that means **again**
dis: a prefix that means **not**

prefix + root word = new word



= unsafe
(not safe)

= disappear
(not to appear)

LITERARY FOCUS

● Mood

The mood is the dominant feeling either the character or the reader gets due to certain events in the story.

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.*).

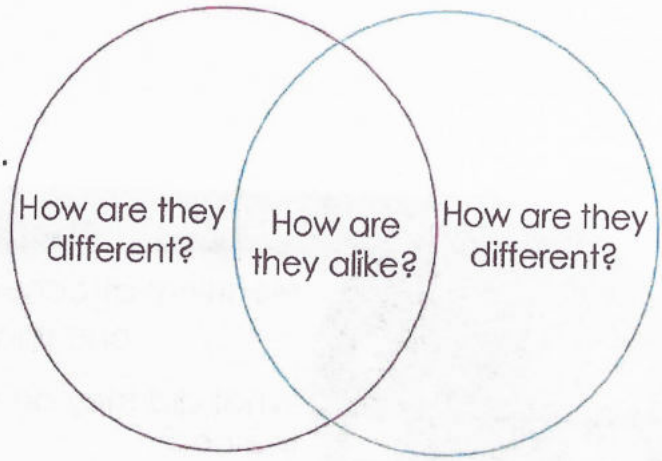
- Here are some points to focus on.
  - What is the story about?
  - What details should be remembered?
  - Who are the characters? What is the setting?

COMPREHENSION SKILL

● Compare and Contrast

When you compare two things, you tell how they are alike using *and* or *both*.

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





fetched verb

Meaning: got; went and brought something back

What did the dog fetch?

The dog fetched the stick when the boy threw it far away.



reflection noun

Meaning: an image seen in a mirror or shiny surface

What does the girl like to do when she dresses up?

The girl likes to see her reflection in the mirror when she dresses up.



fastened verb

Meaning: attached by tying or pinning; joined one thing to another

What did they do once they were seated in the car?

They fastened their seatbelts once they were seated in the car.



rescued verb

Meaning: saved

How did the lifeguard rescue the child?

The lifeguard rescued the child by providing him with a buoy.



narrated verb

Meaning: told a story in detail

What did the kids' grandmother narrate after lunch?

After lunch, the kids sat around their grandmother as she narrated funny stories.

Guess who I am.

I am a noun.

I rhyme with section.

I mean an image seen in a mirror or shiny surface.

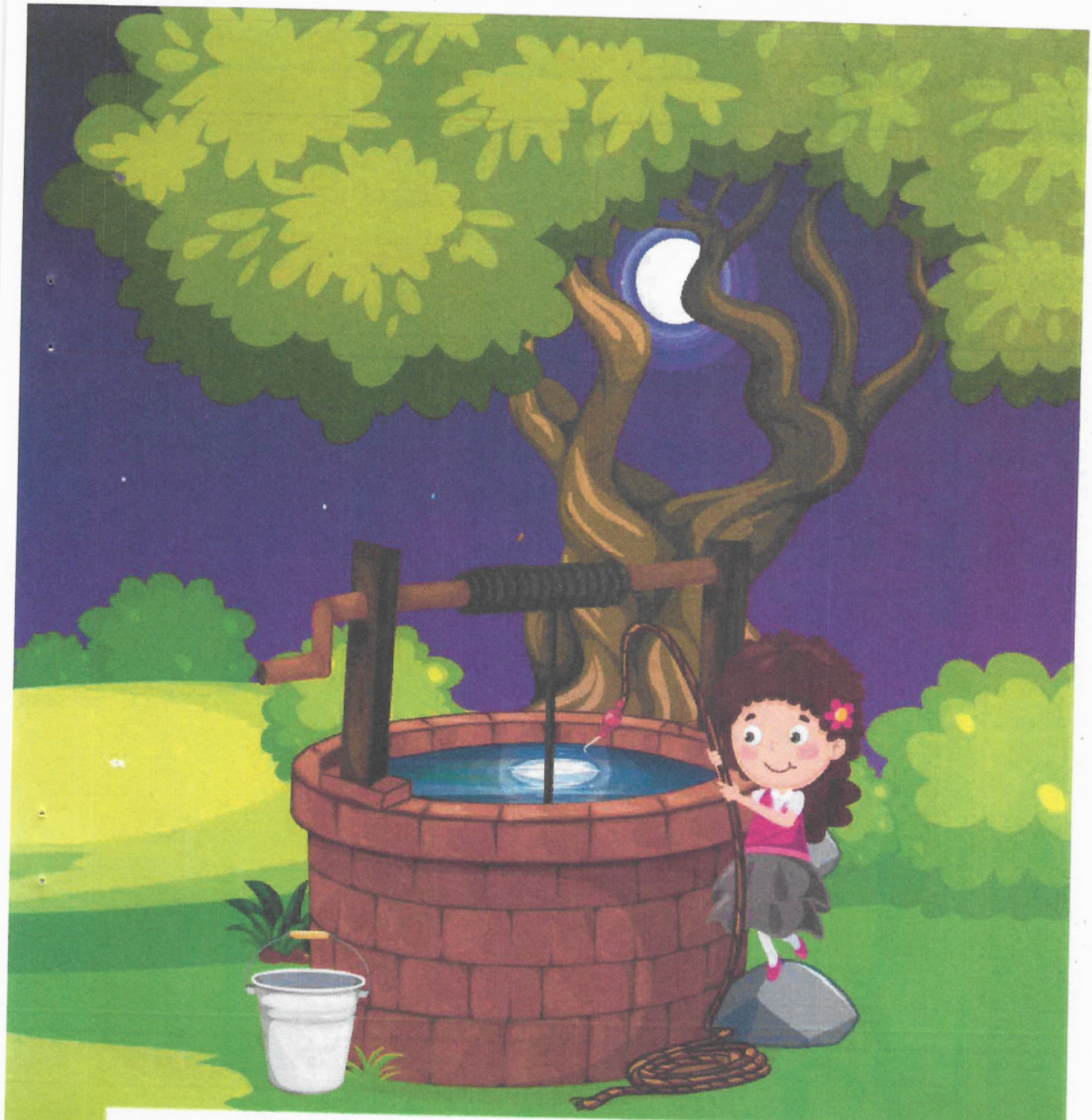
I am the word _____.



Lara Rescues the Moon

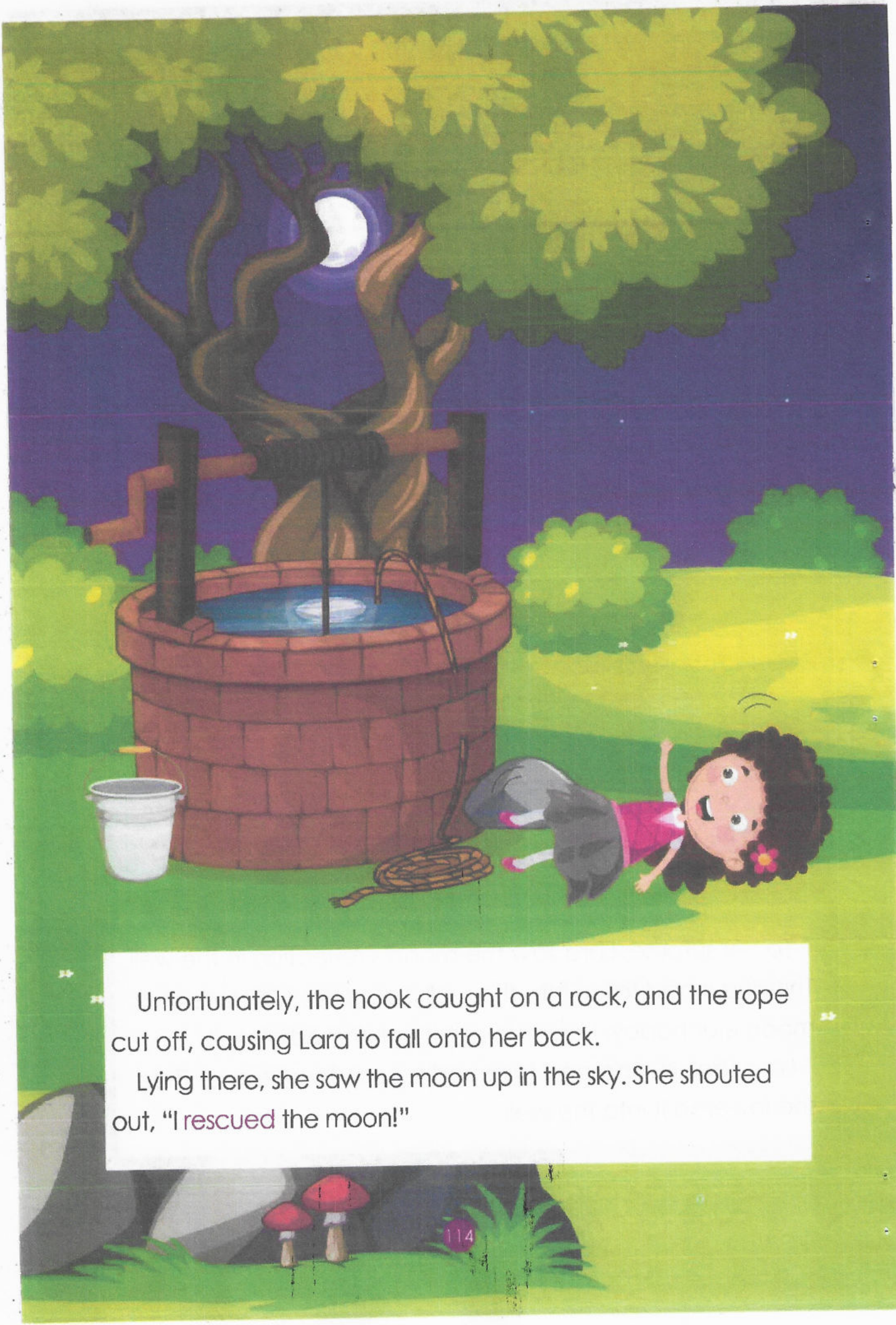


In a faraway land, there lived a young girl named Lara. She lived with her mother. Lara helped her mother with everything. One night, Lara's mother noticed that they had run out of water, so she asked Lara to get water from the well. Lara never fetched water from the well at night.



To her surprise, Lara saw the moon's reflection in the well. Thinking it had fallen into the well, Lara said, "I'm sure the moon is unhappy. I have to pull it out immediately."

Lara took a rope and fastened a hook to one end. Then she lowered it into the well.



Unfortunately, the hook caught on a rock, and the rope cut off, causing Lara to fall onto her back.

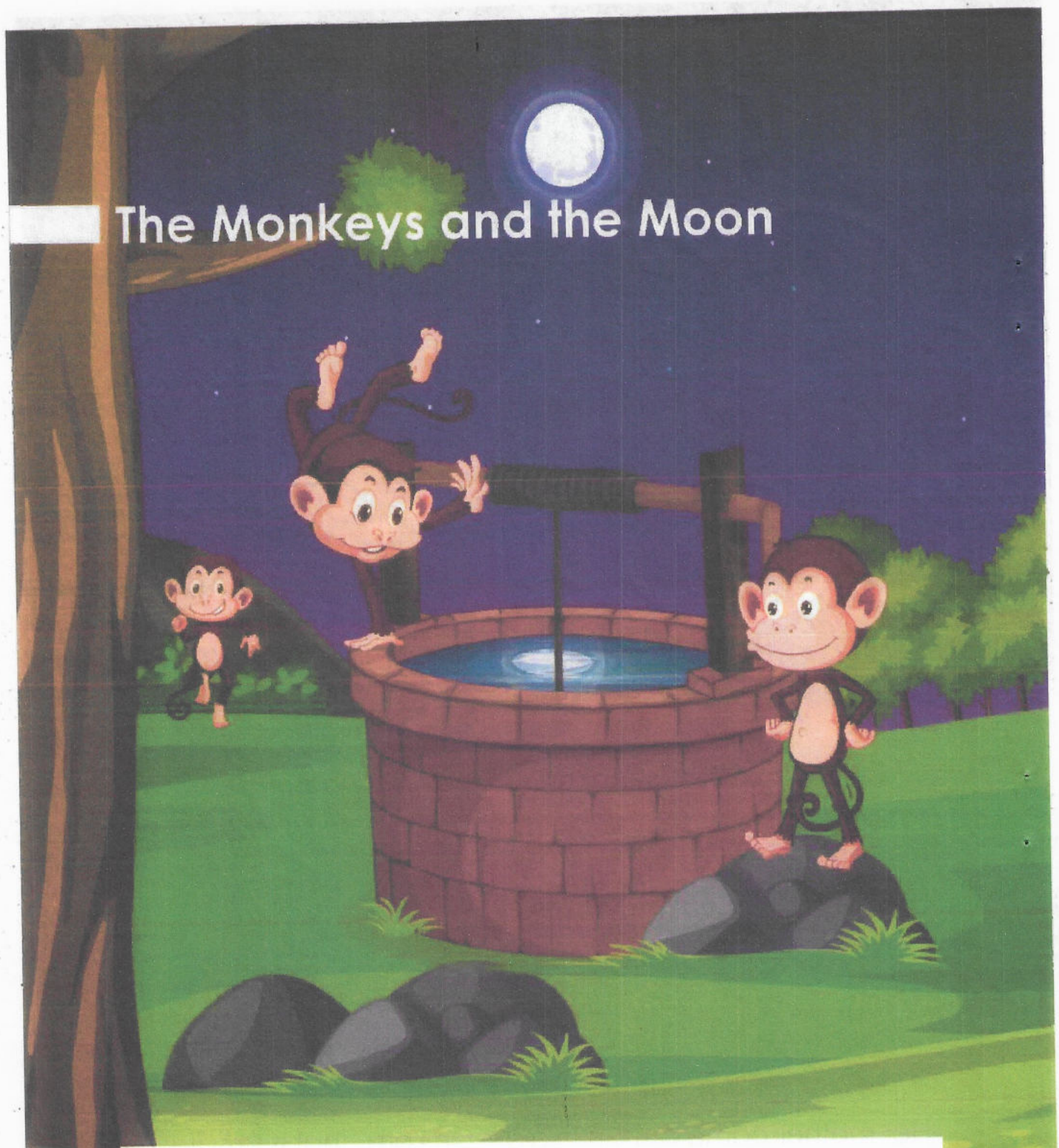
Lying there, she saw the moon up in the sky. She shouted out, "I rescued the moon!"



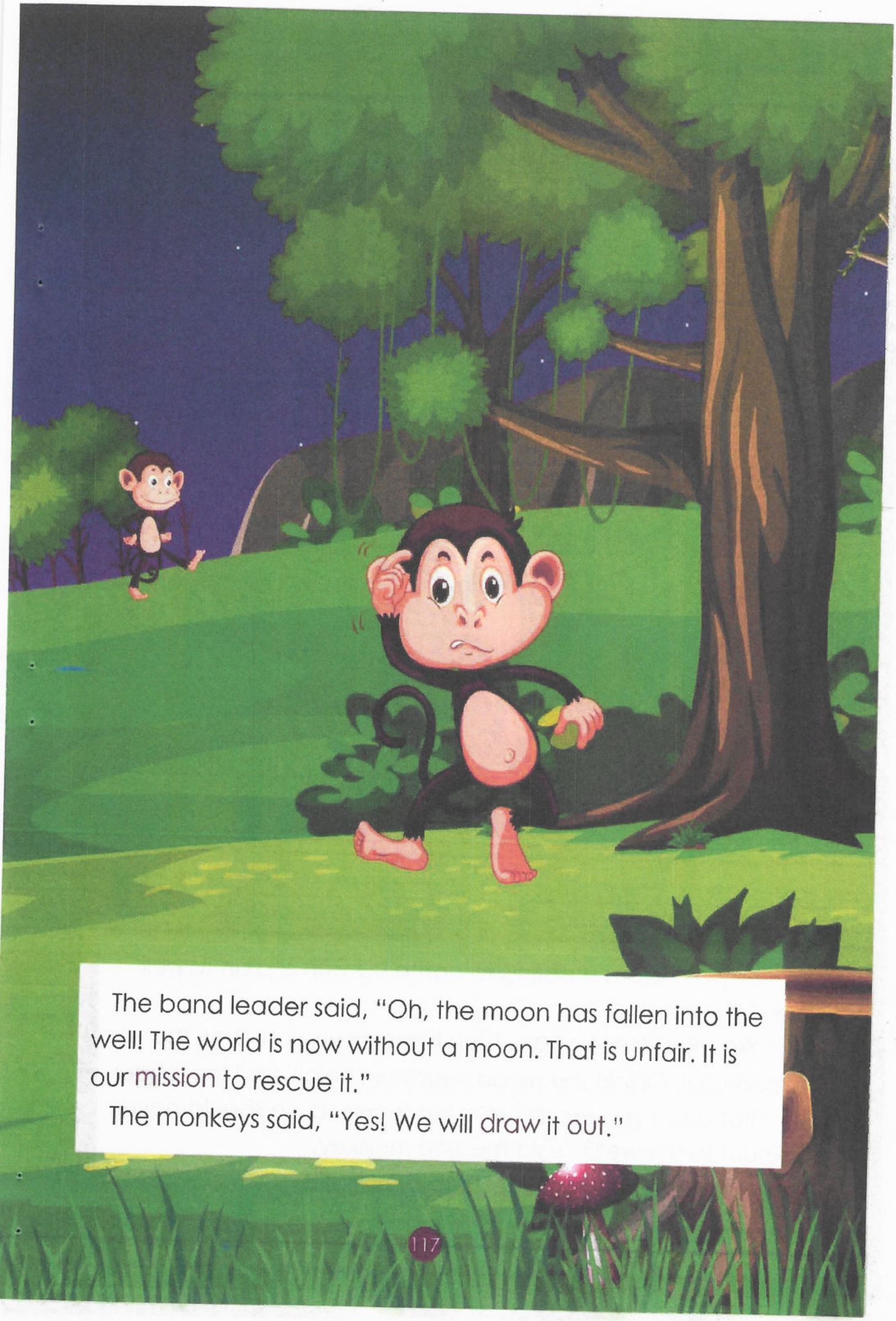
Her mother came out and said, "Oh Lara, that is unsafe. Don't do that again. You did exactly the same thing as the monkeys did in 'The Monkeys and the Moon'!"

Lara looked at the moon and listened to her mother as she narrated the story.

The Monkeys and the Moon

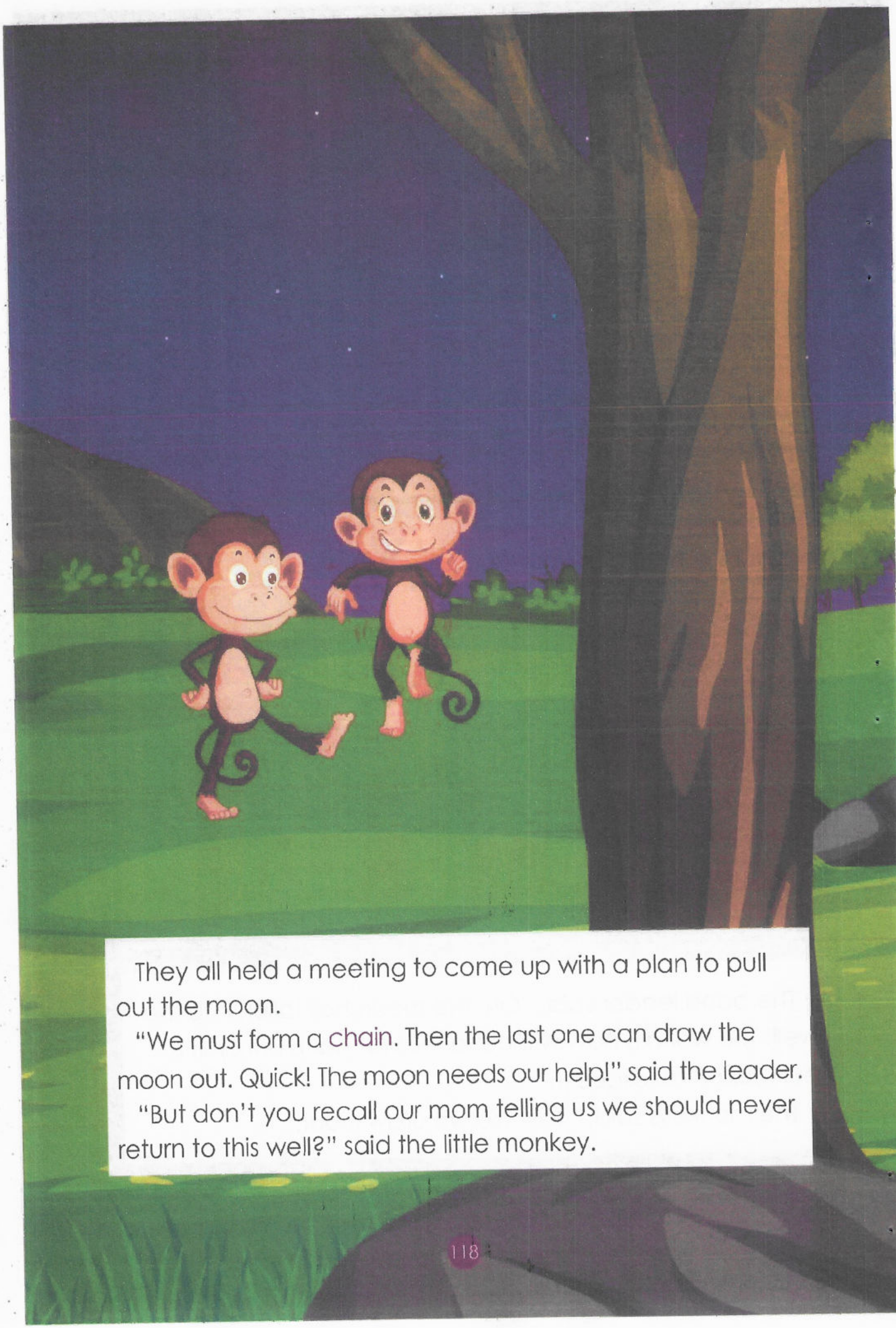


A long time ago, a band of monkeys lived in a forest in a faraway land. As they rambled around, they saw the reflection of the moon in a well.



The band leader said, "Oh, the moon has fallen into the well! The world is now without a moon. That is unfair. It is our mission to rescue it."

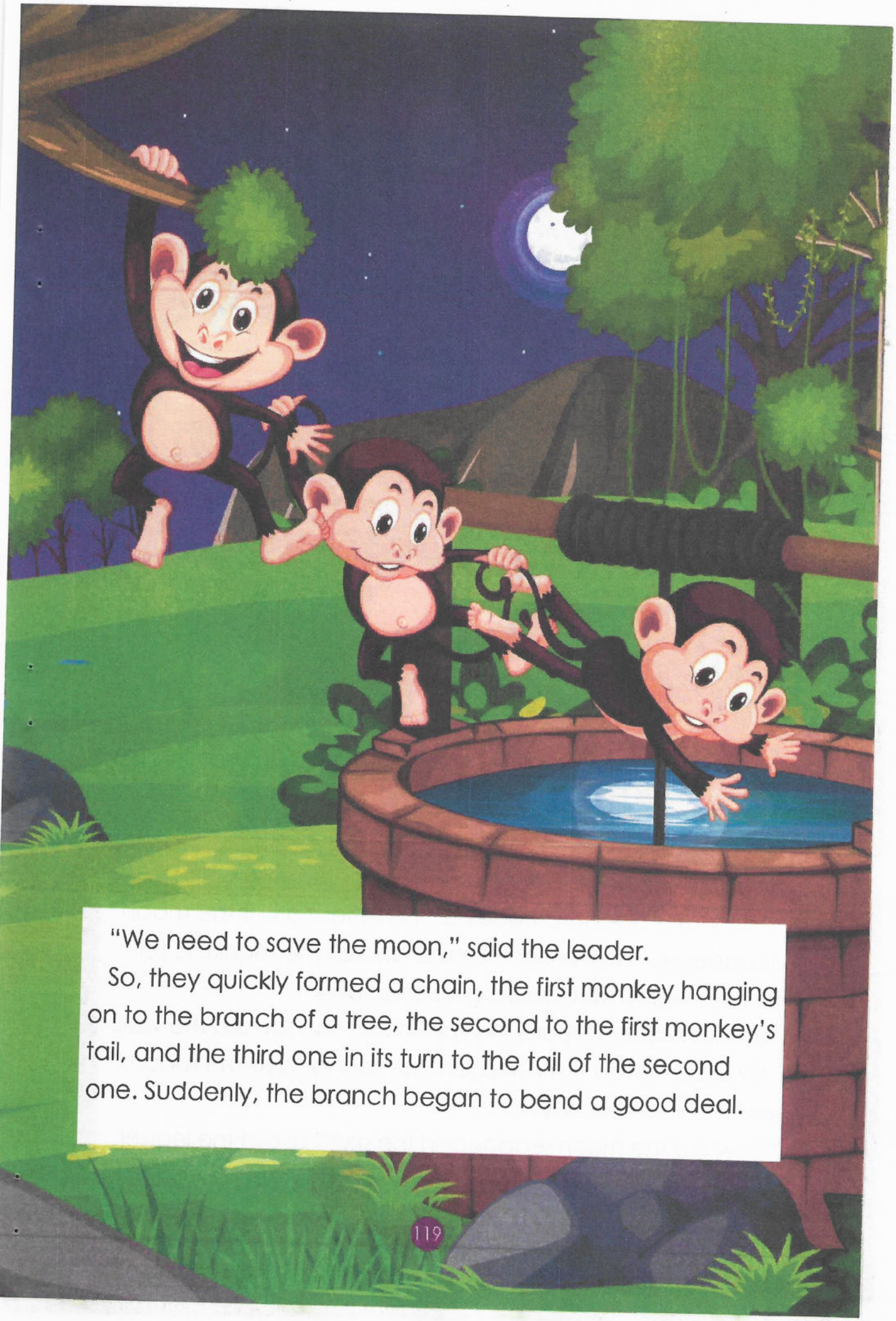
The monkeys said, "Yes! We will draw it out."



They all held a meeting to come up with a plan to pull out the moon.

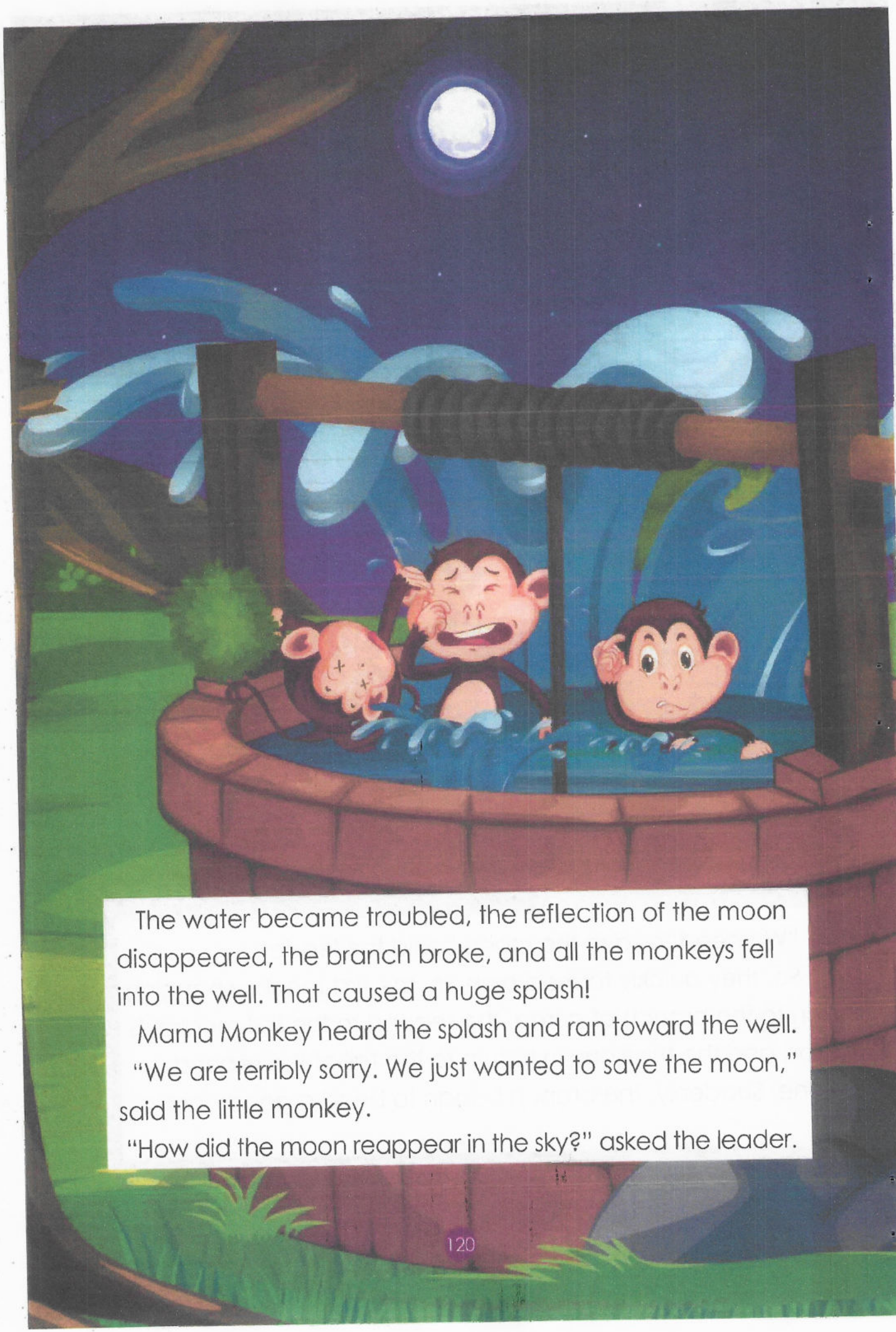
"We must form a chain. Then the last one can draw the moon out. Quick! The moon needs our help!" said the leader.

"But don't you recall our mom telling us we should never return to this well?" said the little monkey.



"We need to save the moon," said the leader.

So, they quickly formed a chain, the first monkey hanging on to the branch of a tree, the second to the first monkey's tail, and the third one in its turn to the tail of the second one. Suddenly, the branch began to bend a good deal.

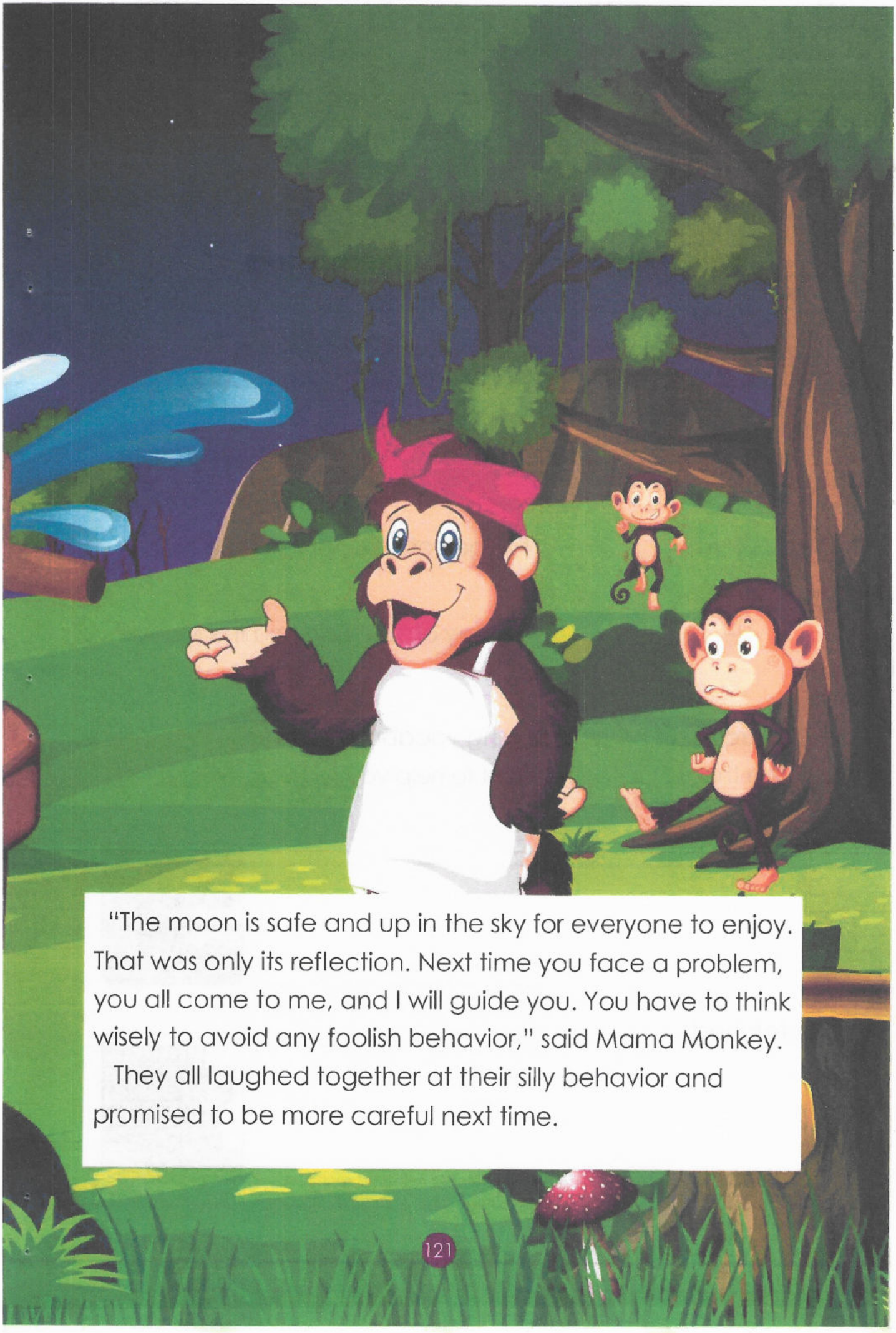


The water became troubled, the reflection of the moon disappeared, the branch broke, and all the monkeys fell into the well. That caused a huge splash!

Mama Monkey heard the splash and ran toward the well.

"We are terribly sorry. We just wanted to save the moon," said the little monkey.

"How did the moon reappear in the sky?" asked the leader.



"The moon is safe and up in the sky for everyone to enjoy. That was only its reflection. Next time you face a problem, you all come to me, and I will guide you. You have to think wisely to avoid any foolish behavior," said Mama Monkey.

They all laughed together at their silly behavior and promised to be more careful next time.

VOCABULARY EXERCISES

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

narrated	reflection	fastened

1. Can you see your _____ in the glass?

2. Rami _____ the belt of his coat and hurried out.

3. He _____ the story of "The Lion and the Mouse".

B. **Read** each of the following vocabulary words.
Use the picture on the right to help you write a sentence.

1. rescued:

_____

_____



2. fetched:

_____

_____



VOCABULARY STRATEGY

Prefixes

A. **Match** each word with its meaning.

1. unfair	•	• not to appear
2. unhappy	•	• to appear again
3. disappear	•	• not fair
4. reappear	•	• not happy

B. **Choose** a prefix from the box to help you think of a word that best fits the sentence.
Write the word on the line provided.

un - re - dis

1. His poem is not clear.
   His poem is _____.



2. He has to write his poem again.
   He has to _____ his poem.

3. That old house is not safe.
   That old house is _____.



4. I do not like the way it looks.
   I _____ the way it looks.

COMPREHENSION SKILL

Compare and Contrast

A. **Choose** the correct answer.

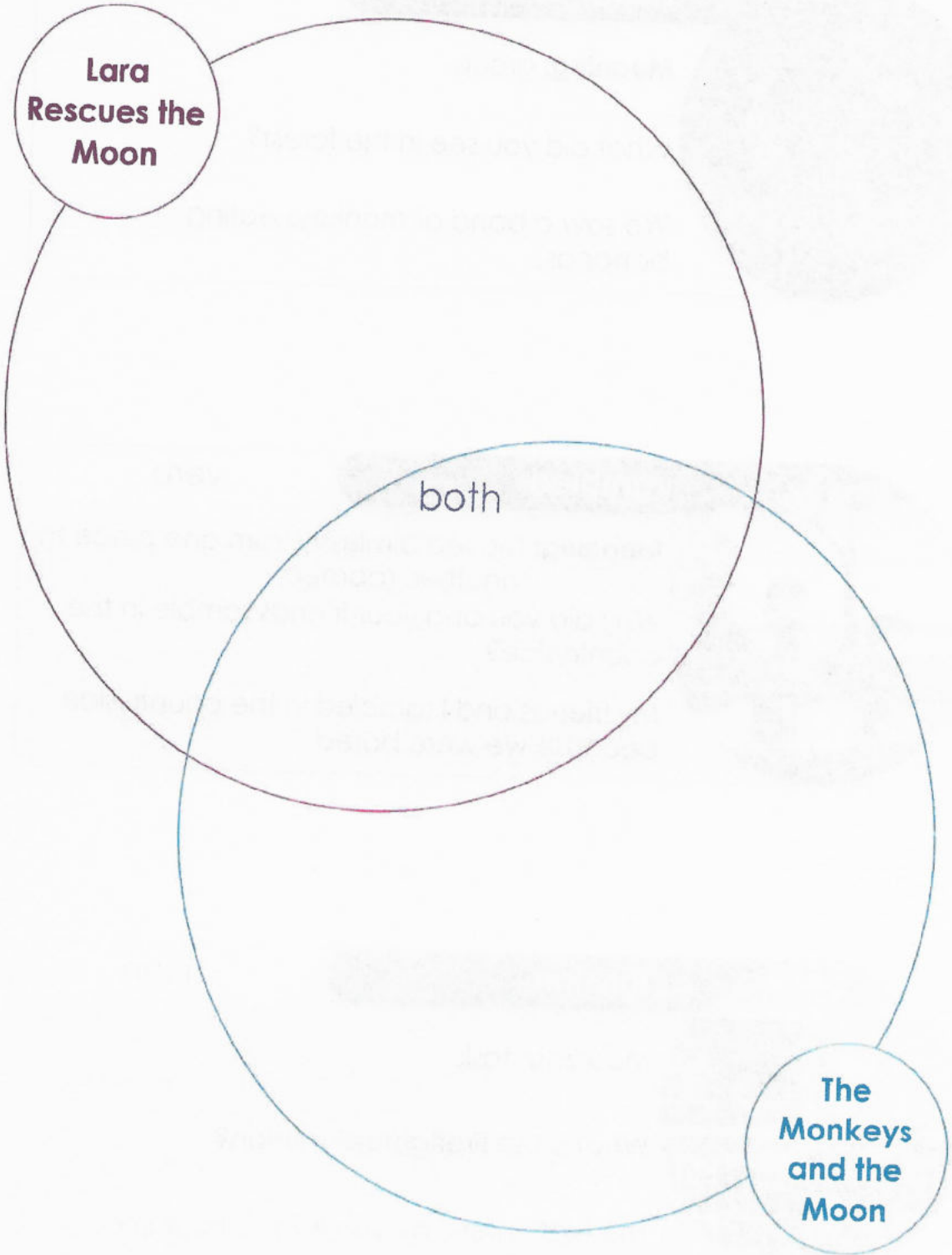
1. The characters have foolish thoughts.
   - ○ "Lara Rescues the Moon"
   - ○ "The Monkeys and the Moon"
   - ○ Both stories
   - ○ Neither story

2. The characters face a problem while trying to rescue the moon.
   - ○ "Lara Rescues the Moon"
   - ○ "The Monkeys and the Moon"
   - ○ Both stories
   - ○ Neither story

3. The story is about a young girl who wants to rescue the moon.
   - ○ "Lara Rescues the Moon"
   - ○ "The Monkeys and the Moon"
   - ○ Both stories
   - ○ Neither story

4. The characters learn to think wisely to avoid foolish behavior.
   - ○ "Lara Rescues the Moon"
   - ○ "The Monkeys and the Moon"
   - ○ Both stories
   - ○ Neither story

B. **Complete** the following Venn diagram.



LESSON 19



band

noun

Meaning: group

What did you see in the forest?

We saw a band of monkeys eating bananas.



rambled

verb

Meaning: moved aimlessly from one place to another; roamed

Why did you and your friends ramble in the countryside?

My friends and I rambled in the countryside because we were bored.



mission

noun

Meaning: task

What is the firefighters' mission?

The firefighters' mission is to put out fires.



draw out verb

Meaning: to pull out; to remove

Where will the boy draw out the cat from?

The boy will draw out the cat from its hiding place.



chain noun

Meaning: a long connected line formed by joining objects or people together

What did the children form while playing in the park?

The children formed a chain from the big tree to the swing while playing in the park.

Guess who I am.

I am a noun.

I rhyme with stand.

I mean a group.

I am the word _____.



LITERARY FOCUS

● Mood

A. **Refer** to page 113 in the text to answer the following.

1. Which word best describes Lara's mood at that moment?

○ worried ○ happy ○ lonely ○ sad

2. Why did Lara feel that way?

○ She thought the moon had fallen into the well.

○ She loved the reflection of the moon in the well.

B. **Refer** to page 118 in the text to answer the following.

1. Which word best describes the monkeys' mood at that moment?

○ sad ○ happy ○ worried ○ bored

2. Why did the monkeys feel that way?

○ They wanted to save the moon.

○ They wanted to jump into the well.

C. Which word best describes the monkeys' mood at the end of the story?

○ horrible ○ worried ○ sad ○ happy

POST-READING QUESTIONS

A. What did Lara do to rescue the moon?

B. What was the monkeys' mission in "The Monkeys and the Moon"?

C. **Answer** with **true** or **false**.

The monkeys saw their reflection in the well.

Mama Monkey formed a chain to rescue the moon.

The branch broke, and the monkeys fell into the well.

The moon had fallen into the river.

D. How did the monkeys plan for their mission?

E. What did you learn from the monkeys' mistake?

VOCABULARY EXERCISES

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

mission	band	rambled

1. A _____ of gorillas is eating bamboo shoots.
2. The tourists _____ around the small rocky island.
3. Their _____ was to rescue the sick animals.

B. **Read** the following vocabulary words, and then **write** each in a meaningful sentence.

1. draw out:

_____

_____

2. chain:

_____

_____

SPEAKING

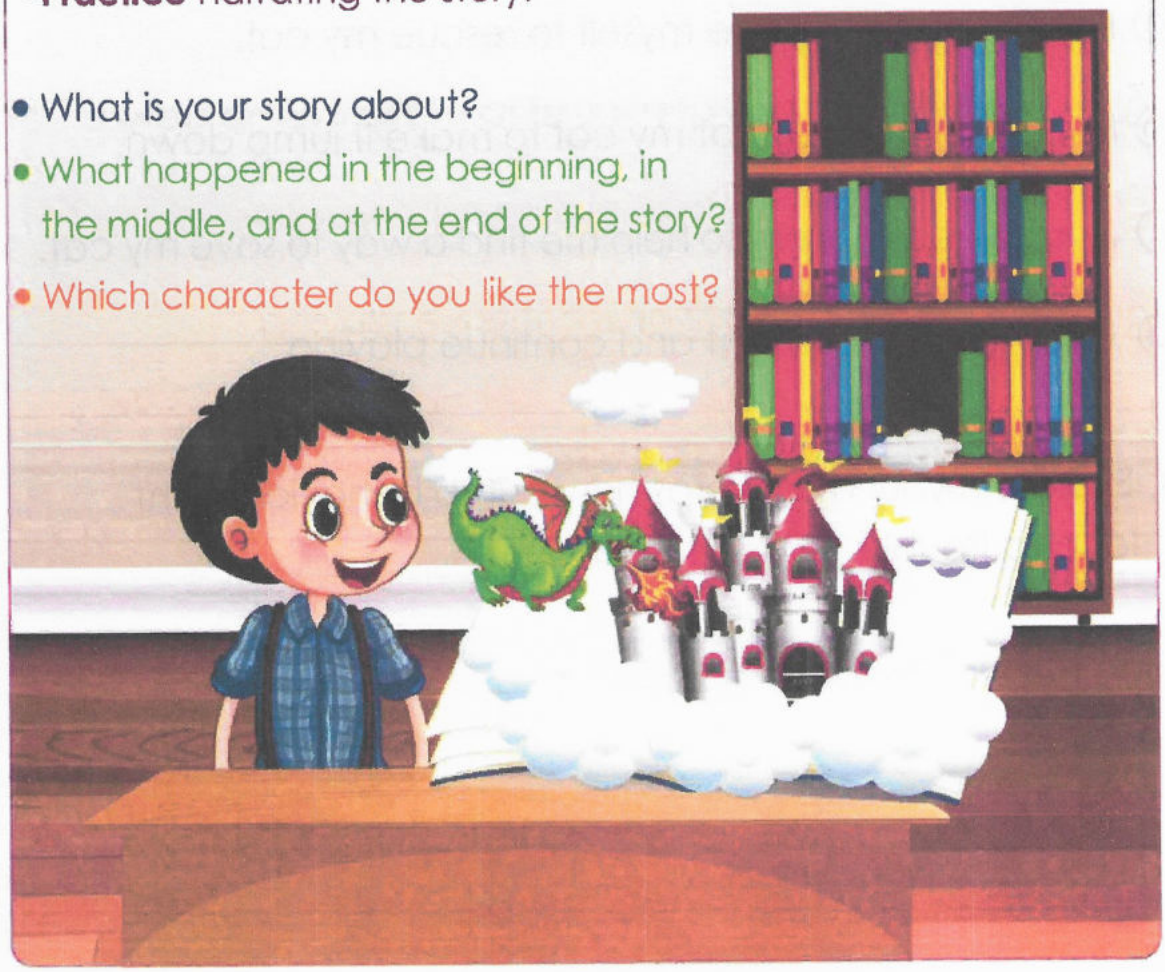
SHOW & TELL

My Favorite Story

This is your opportunity to show your classmates how creative you are.

-**Prepare** a presentation about your favorite story.
-**Draw** or **get** pictures of its events.
-**Write** sentences describing the events of the story.
-**Use** the following questions to help you brainstorm.
-**Practice** narrating the story.

- What is your story about?
- What happened in the beginning, in the middle, and at the end of the story?
- Which character do you like the most?



WRITING

A. **Choose** the best way to deal with the following situation.

My pet cat got stuck on the highest tree branch. It felt quite scared up there, and it needed help to come down.

ⓐ I would climb the tree myself to rescue my cat.

ⓑ I would throw a ball at my cat to make it jump down.

ⓒ I would ask my mom to help me find a way to save my cat.

ⓓ I would ignore my cat and continue playing.

B. **Explain** in your own words how dumb behavior might lead to trouble.

UNIT OPENER

- Who is your best friend?
- Why do you love your best friend?
- How would you help your best friend if he needed help?

GENRE

REALISTIC FICTION

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

Elements of Realistic Fiction Genre

- The characters may be real people.
- The story has a believable problem and a solution.
- The setting may be real.
- The story theme reflects human and life experiences.

While reading the text "The Ice Cream Truck", think about the elements of realistic fiction genre.

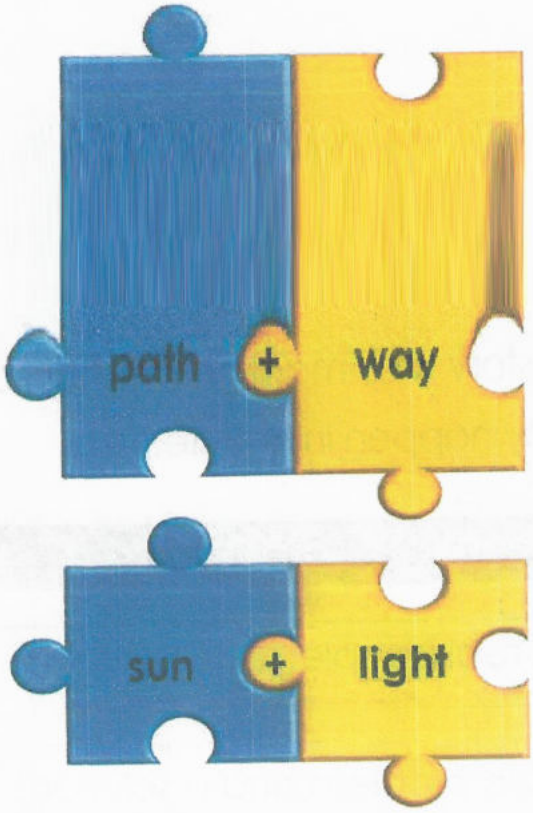
LESSON 21

VOCABULARY STRATEGY

● Compound Words

Compound words are formed when two or more words are joined together to create a new word.

word 1 + word 2	= new word
path + way	= pathway
sun + light	= sunlight



LITERARY FOCUS

● Theme

The theme is the message or moral the author wants the readers to learn from the story.

COMPREHENSION STRATEGY

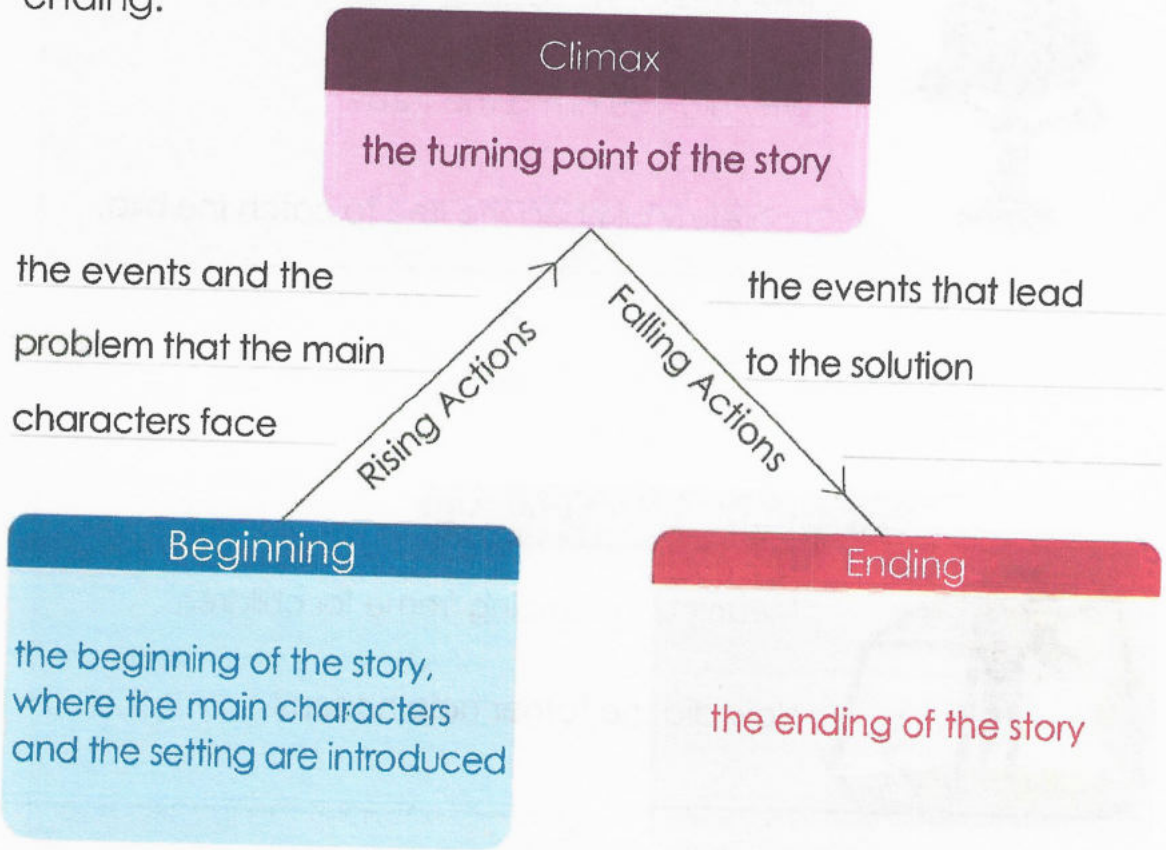
● Story Structure

The story structure is how the story is laid out. It is used to shed light on the important events (the story plot) that take place in the story, along with the characters, setting, problem, and solution.

COMPREHENSION SKILL

● Story Plot

The story plot determines what happens in the story. It is divided into beginning, rising actions, climax, falling actions, and ending.



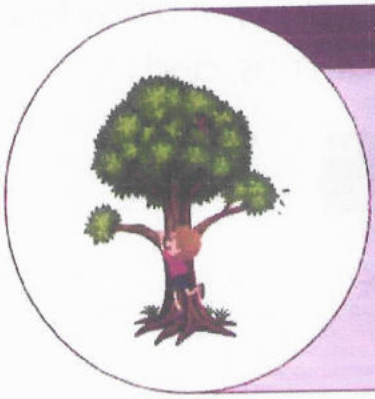


park noun

Meaning: a large public area, usually with grass and trees, where children and people enjoy their time

Where did the children play?

The children played happily in the park for hours.



climbed verb

Meaning: went up (toward the top of something)

Why did you climb the tree?

I carefully climbed the tree to catch the bird.



jungle gym noun

Meaning: a climbing frame for children

How did the father help his son?

The father helped his son climb the jungle gym.



thirsty adjective

Meaning: feeling a need to drink

Why did the boy drink water?

The boy drank water because he felt hot and thirsty.



splendid adjective

Meaning: excellent; awesome

What did he think of the story?

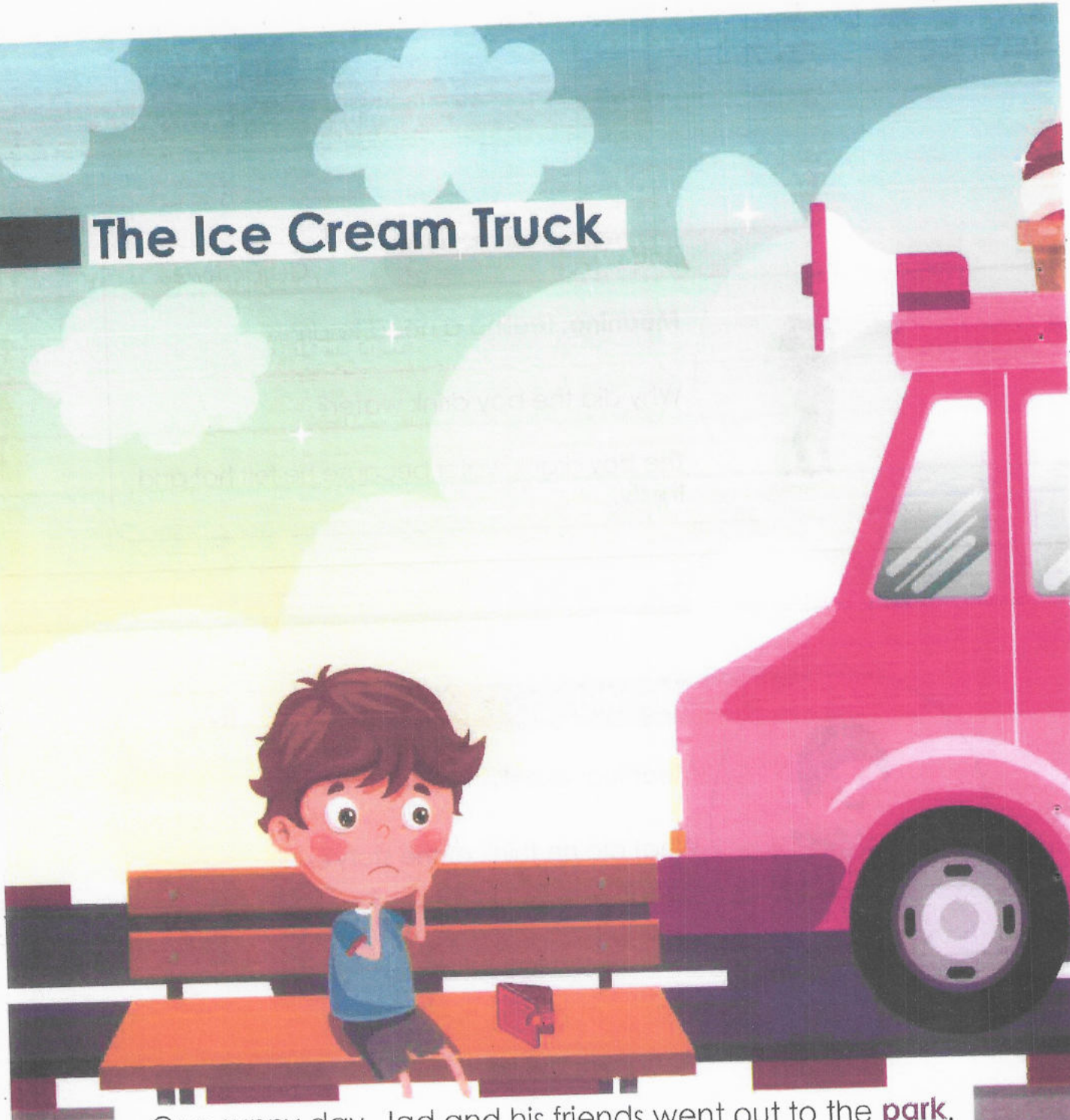
He thought the story was splendid; he had a wonderful time reading it.

Guess who I am.

I am an adjective.
I rhyme with ended.
I mean excellent or awesome.
I am the word _____.



The Ice Cream Truck



One sunny day, Jad and his friends went out to the **park**. Samer and Kassem ran to the slides, while Hadi and Jad **climbed** the **jungle gym**.

"The sunlight is very bright. It is hot today!" Jad said.

"I am **thirsty**!" Kassem said.

Suddenly, they heard the ice cream truck getting closer to the playground.



"An ice cream cone would be **splendid** in this weather!" Hadi said.

"Let's go and buy one **cone** each," Kassem said.

"Oh, but wait, I cannot find my money!" Samer cried.

Jad felt **gloomy** because his friend had lost his money. So, he worked out a **plan** with Hadi and Kassem to help Samer. The three boys ran to the ice cream truck by the pathway and put their money together.



"I would like one strawberry cone," Kassem said.

"Can I have one blueberry cone, please?" Hadi asked.

"I would like to take two chocolate cones," Jad said.

"You don't have **enough** money. However, you can get four chocolate ice cream cones," the man said.

"But I want strawberry flavor," Kassem said.

"Just this time, we have to buy one for Samer," Jad said.



"We can get other flavors next time," Hadi said.

The three boys went back to the park. Jad gave Samer his cone. Samer was **thrilled**.

"Thank you, my best friends. You did not have to do that," Samer said.

"What are friends for?" Jad said.

The four boys sat and ate their cones happily.

VOCABULARY EXERCISES

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

thirsty	jungle gym	splendid

1. The view from our balcony is _____.
2. The children climbed the _____.
3. I feel _____ when it is hot outside.

B. **Read** each of the following vocabulary words.
Use the picture on the right to help you write a sentence.

1. park:

_____

_____



2. climbed:

_____

_____



VOCABULARY STRATEGY

Compound Words

A. **Read** the words in the balloons.
Write three compound words using these words.



1. _____ 2. _____

3. _____

B. **Read** the sentences below. **Fill in** the blanks using the compound words from the word bank below.

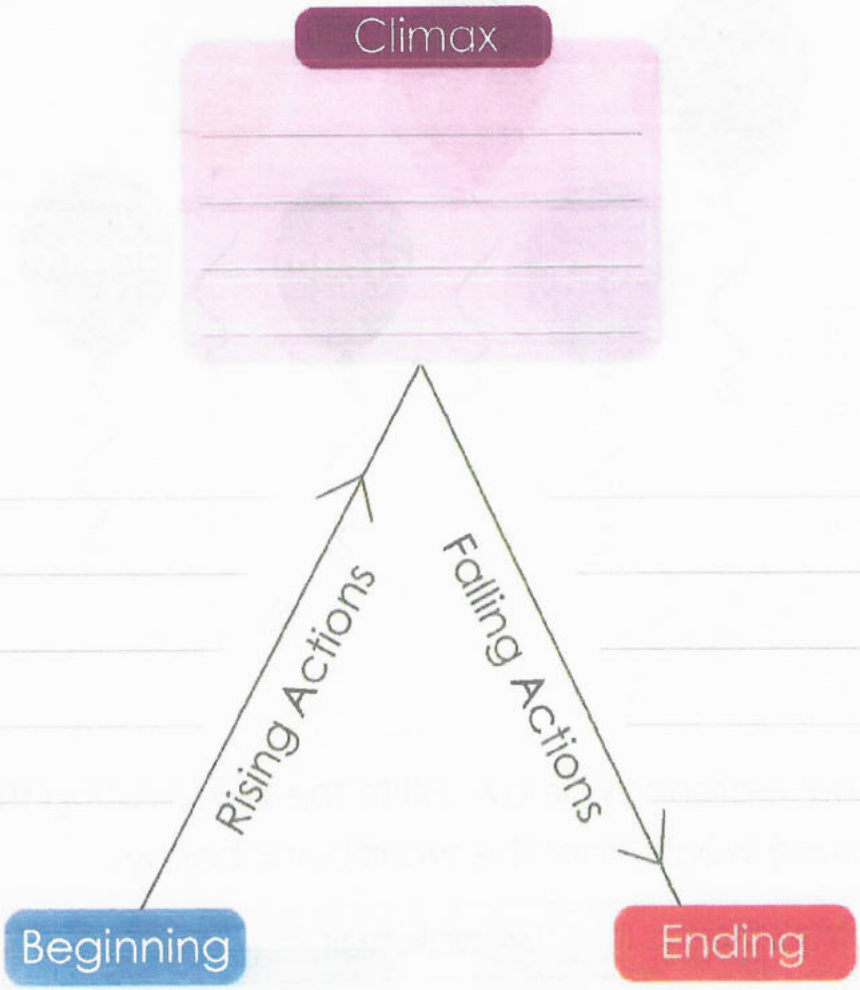
strawberry	wheelchair	waterfall

1. The river ends with a _____ view.
2. My father fixed the broken _____ yesterday.
3. My young sister's favorite fruit is _____.

COMPREHENSION SKILL

Story Plot

A. **Reread** the selection **"The Ice Cream Truck"**.
Complete the story plot diagram.



C. **Complete** the story plot in "The Ant and the Grasshopper".

Beginning:	One day, a grasshopper was playing and having a lovely time. He saw an ant, busy gathering food for winter. He asked the ant to play with him, but the ant refused.
Middle:	When winter came, the grasshopper had no food to eat. He was starving to death. He went to the ant and asked for food.
Ending:	_____ _____ _____ _____
Moral Lesson:	_____ _____

UNIT SIX

GENRE - REALISTIC FICTION

The Ice Cream Truck



Why is it important to be kind and caring?

B. **Read** the story, and then **answer** the following questions.

Three Flavors

The ice cream truck drove by Alma's house. Alma ran down the stairs as fast as she could.

"Wait for me!" Alma shouted.

Suddenly, Alma tripped and fell down the stairs.

"Oh, my dear Alma," Her mother cried.

Alma was rushed to the hospital.

Unfortunately, Alma had broken her leg.

"I just wanted ice cream," Alma cried.

The mother kissed her on her forehead.

"I will buy your favorite flavors once you feel better," Alma's mother promised.

"Oh yes, please! I want strawberry, chocolate, and caramel!" Alma said, giggling.



1. Why did Alma run so fast?

2. What happened to Alma when she ran down the stairs?

3. What did Alma's mother promise her?



cone — noun

Meaning: a cone-shaped wafer to hold ice cream

Describe the ice cream cone.

The ice cream cone looks delicious with colorful scoops on top.



gloomy — adjective

Meaning: feeling sad and upset

How does Rami look today?

Rami looks a little gloomy today. He wants to sit alone.



plan — noun

Meaning: something you have decided to do

What do you plan to do in the future?

My plan is to help others. I must think of something creative and interesting.



enough adjective

Meaning: as many or as much as somebody needs

Do you have enough toys for everyone?

I think I have enough toys for everyone to share and enjoy.



thrilled adjective

Meaning: extremely happy about something

How did you feel when you got great results on your exams?

I was thrilled when I got great results on my exams.

Guess who I am.

I am an adjective.

I rhyme with filled.

I mean extremely happy about something.

I am the word _____.



LITERARY FOCUS

● Theme

Refer to the story, and **complete** the theme diagram below.

Main Idea

The boys couldn't get the flavors they wanted because

Samer had lost

Jad felt

The boys decided to

Choose the theme of this story.

- ○ friendship and cooperation
- ○ cheating and failure

POST-READING QUESTIONS

A. **Choose** the correct answer.

1. Where did the story take place?

○ in the park ○ at the zoo ○ in Jad's house

2. How was the weather like in the story?

○ rainy ○ sunny ○ snowy

3. How many ice cream flavors are mentioned in the story?

○ two ○ three ○ four

B. **Put** the following events in order by writing **first**, **next**, **after that**, and **finally** in the boxes provided.

They decided to buy ice cream.

The boys were playing in the park.

The boys got four chocolate cones.

They heard the ice cream truck.

C. Which of the following cases shares the same moral of the story?

○ My friend lost her crayons, so I let her share my crayons. Our drawings turned out to be awesome.

○ My friend lost her crayons, so I told her she could finish her drawing once she got home.

VOCABULARY EXERCISES

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

plan	enough	thrilled

1. I have _____ money to buy a new bike.
2. We are all _____ with our new home.
3. The boys finally agreed on a _____ .

B. **Read** each of the following vocabulary words.
Use the picture on the right to help you write a sentence.

1. gloomy:

_____

_____



2. cone:

_____

_____



SPEAKING

SHOW & TELL

My Special Ice Cream Cone

This is your opportunity to show your classmates how creative you are.

- **Prepare** a presentation about your ice cream cone.
- **Draw** a picture of your special ice cream cone.
- **Draw** or **get** pictures of what is special about it.
- **Write** sentences describing your ice cream cone.
- **Use** the following questions to help you brainstorm.
- **Practice** presenting your information.

- Describe your ice cream cone.
- What are your favorite ice cream flavors?
- If you had the chance to create your own flavor, what would it be?



LESSON 24

WRITING

A. **Retell** an incident when you were happy to help a needy person.

B. **Write** a realistic explanation for each of the following situations.

1 I was late for school.

2 My sister burned the cake.

3 My brother's boots were muddy and wet.

4 My dad took me to the doctor.

C. **Complete** the story plot in "**A True Friend**".

Beginning:	One day, Hadi woke up late for school. He got ready in a hurry and ran to catch his bus. Jad was waiting for his best friend. They went to class together and enjoyed their English sessions.
Middle:	Then it was recess. Hadi realized he had forgotten his lunch at home. He was hungry and had nothing to eat.
Ending:	_____ _____ _____ _____
Moral Lesson:	_____ _____

DRAMA



Good Morning, Farm

CAST / ACTORS

NARRATOR 1

NARRATOR 2

SUN

ROOSTER

CHICKEN 1

CHICKEN 2

MAMA CHICKEN

WHITE HORSE

FARMER

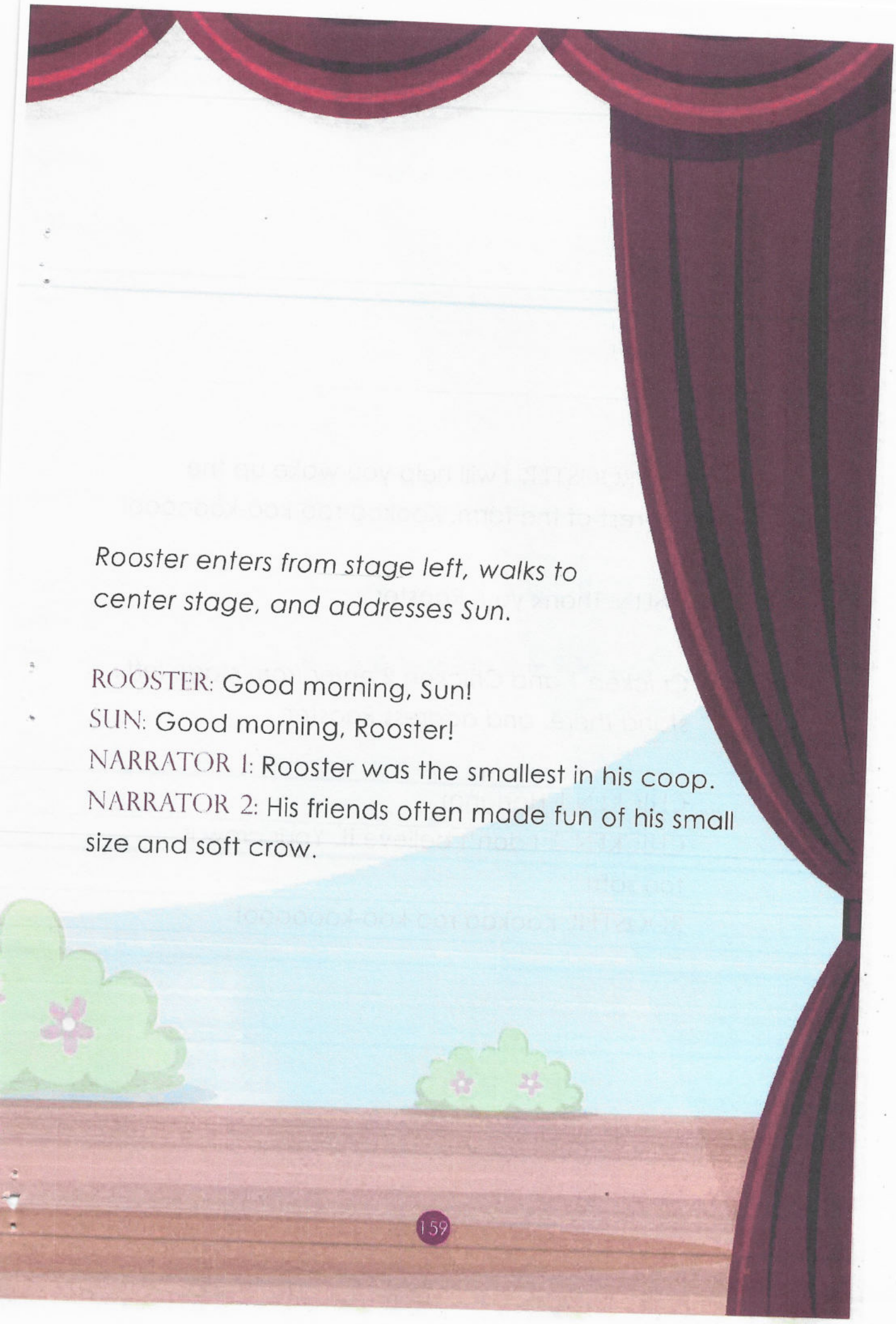
SCENE 1

ON THE FARM – DAYTIME

The two narrators are standing upstage right.
Sun is standing on stage right.

NARRATOR 1: In the early morning, Sun rose over the green lands of Sunset Farm.

NARRATOR 2: Rooster woke up first and walked out of the chicken coop.



Rooster enters from stage left, walks to center stage, and addresses Sun.

ROOSTER: Good morning, Sun!
SUN: Good morning, Rooster!
NARRATOR 1: Rooster was the smallest in his coop.
NARRATOR 2: His friends often made fun of his small size and soft crow.

ROOSTER: I will help you wake up the rest of the farm. Kookoo-roo-koo-kooooooo!

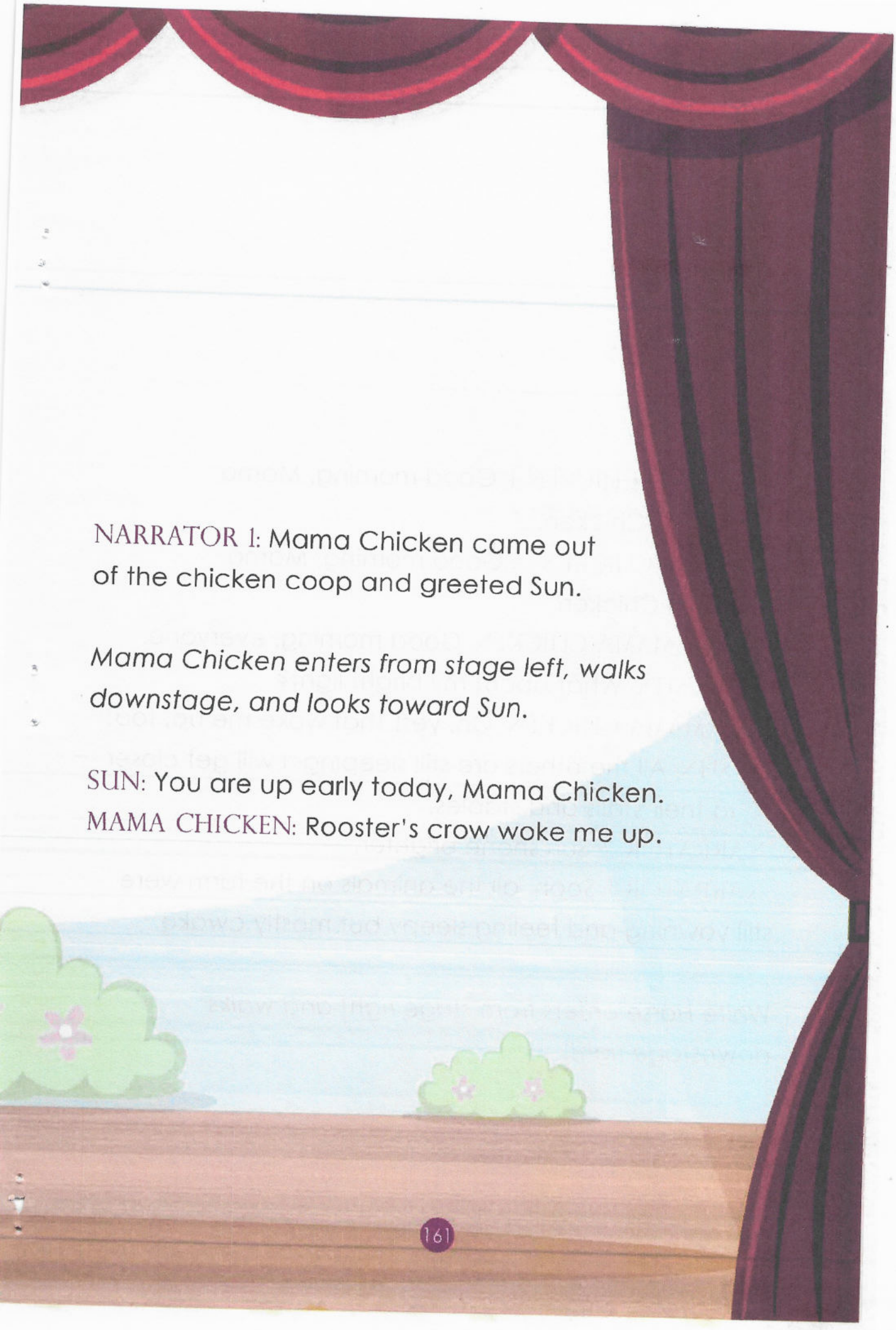
SUN: Thank you, Rooster.

Chicken 1 and Chicken 2 enter from stage left, stand there, and address Rooster.

CHICKEN 1: Hahaha!

CHICKEN 2: I don't believe it. Your crow is too soft!

ROOSTER: Kookoo-roo-koo-kooooooo!



NARRATOR 1: Mama Chicken came out of the chicken coop and greeted Sun.

Mama Chicken enters from stage left, walks downstage, and looks toward Sun.

SUN: You are up early today, Mama Chicken.
MAMA CHICKEN: Rooster's crow woke me up.

CHICKEN 1: Good morning, Mama Chicken.

CHICKEN 2: Good morning, Mama Chicken.

MAMA CHICKEN: Good morning, everyone.

SUN: What about my bright light?

MAMA CHICKEN: Oh, yes! That woke me up, too.

SUN: All the others are still sleeping. I will get closer to their stalls and stables.

NARRATOR 2: Sun shone brighter.

NARRATOR 1: Soon, all the animals on the farm were still yawning and feeling sleepy but mostly awake.

White Horse enters from stage right and walks downstage right.

SUN: I see you are up and active, White Horse!

WHITE HORSE: Ne-iiiiii-gh.

SUN: I guess Farmer is still sleeping until this hour.

WHITE HORSE: Probably.

SUN: What time is breakfast today?

WHITE HORSE: Usually, it's 7:00 a.m. sharp.

SUN: But it's 7:04 a.m.

WHITE HORSE: Hmmm, I wonder what might have happened.

NARRATOR 2: White Horse showed some concern and went back inside his stable.

All animals exit from the same directions they have entered. Sun and the narrators are left onstage.

SCENE 3

ON THE FARM – DAYTIME

NARRATOR 1: Farmer went outside and greeted his animals.

Farmer enters from stage right. The animals enter from stage left. Rooster, Mama Chicken, and Chicken 1 walk downstage left, stand there, and look toward Farmer. Chicken 2 and White Horse stand on stage left and look toward Farmer, too.

FARMER: Good morning, Sunset Farm!

ROOSTER: Good morning, Farmer!

MAMA CHICKEN: Good morning, Farmer!

CHICKEN 1: Good morning, Farmer!