

Level
A & B

**Welcome
to**

**Content
Area
READING**

Teacher's Guide

Welcome to

For teachers' inspection ONLY

Content Area Reading

Teacher's Guide

Level A

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A Frog's Life

Sight Words

Sight words are words that students need to be able to recognize instantly when they are reading. The following sight words are in the student reading lesson that goes with this lesson. See page xi for suggestions on how to teach sight words.

a on the

Essential Words

The words below in boldface are important for teaching this lesson. Do the activities listed here before going on to the Teaching Strategies section.

tail: Ask students, “What is a tail?” Tell them, “A tail is the part of an animal at the very back that sticks out.” Ask them, “What animals have a tail?” Make a list on the board of animals they name that have a tail (for example: dogs, cats, fish, birds).

frog: Display pictures of frogs for your students to see. Ask students, “What kind of animal is shown in these pictures?” Then say, “Does a frog have a tail? We will find the answer to that question as we read today.”



Teaching Strategies

1. Write the word *frog* on the board. Have students say the word aloud.
2. Tell students, “Today we are going to read about a frog’s life.”
3. Have students turn to Science Lesson 1 in the student book. Read the title aloud.
4. Read the lesson aloud as students follow along. If you read a word that students are not familiar with, pause at the end of the sentence and explain what the word means (see the definitions in the Vocabulary section on the next page). Finish reading. Then have students read the lesson to themselves silently.
5. Ask the Show What You Know questions aloud, one at a time. Discuss the answers together. (See the Show What You Know Answers section on the next page.)
6. Next, talk with students about how a frog grows. Some sample questions to ask are:
 - “Who has seen a tadpole before? What did it look like? How big was it?”
 - “Does anyone have a pet frog? How do you take care of your frog? What do you feed it?”
7. On the board, make two columns. Put the words “A Frog” at the top of the first column. Ask students, “What things can a frog do?” Write what they say about a frog in the first column. Make a list on the board of things a frog can do (for example: swim, hop, eat bugs, splash, lay eggs, grow a tail, grow legs, make noise).
8. At the top of the second column, write “Me.” Ask students, “What things can you do?” Make a list in the second column of what students say that they can do (for example: swim, hop, eat, read, play, run, go to school, laugh, make noise).
9. Compare what is written in the two columns. Ask students, “What things can both you and a frog do? What things can only a frog do? What things can only you do?”
10. Use the Activity to review what students learned in this lesson.

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Science Lesson 1

A Frog's Life

Vocabulary

Use these vocabulary words and definitions to aid students' comprehension of the student reading lesson.

1. **frog**—an animal that lives in or near water and can hop and swim
2. **hop**—a short jump
3. **swim**—to move in water using legs, arms, or fins
4. **tadpole**—a baby frog
5. **tail**—the part of an animal at the very back that sticks out

Show What You Know Answers

The following are suggested answers to the Show What You Know section in the student reading lesson. The answers are suggestions to help in your classroom discussions.

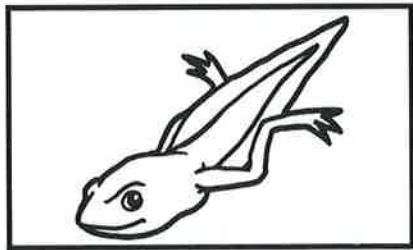
1. Baby frogs, or tadpoles, can not hop because they do not have legs at first. They also live in water and can not go on land.
2. In a frog's life cycle:
 - the egg comes before the tadpole.
 - a frog grows back legs before it has front legs.
3. A tadpole needs a tail to help it swim.

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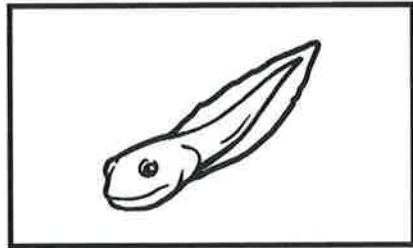
A Frog's Life

How does a frog grow? Number the steps below in the correct order from 1 to 5.

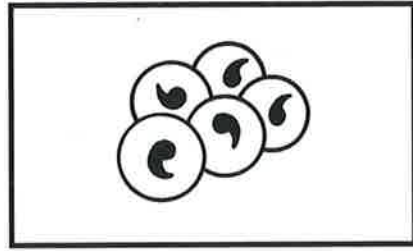
3 The tadpole grows back legs.



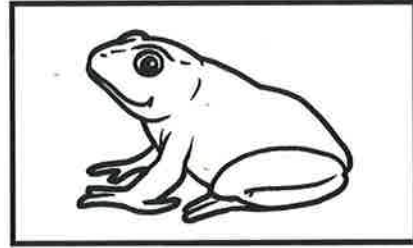
2 The eggs turn into tadpoles.



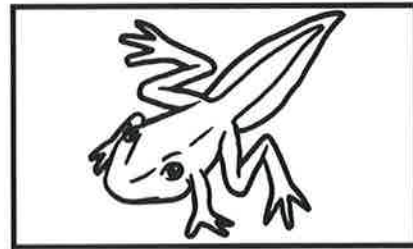
1 A mother frog lays eggs in water.



5 The frog loses its tail.



4 The young frog grows front legs.



For teachers' inspection ONLY

Be Healthy!

Sight Words

Sight words are words that students need to be able to recognize instantly when they are reading. The following sight words are in the student reading lesson that goes with this lesson. See page xi for suggestions on how to teach sight words.

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Essential Words

The word below in boldface is important for teaching this lesson. Do the activity listed here before going on to the Teaching Strategies section.

healthy: Ask students, “What does it mean to be healthy?” Let them share their ideas. Tell them, “To be healthy means to be in good physical shape, to feel strong and well, not sick.” Display pictures of children who are healthy and also who are sick. Ask students, “Which of these pictures shows children who are healthy? Which of these pictures show children who are not healthy?” Let children point out the correct pictures.



Teaching Strategies

1. Talk to students about not being healthy. Ask questions like:
 - “Have you ever been sick?”
 - “How did you feel when you were sick?”
 - “How long did it take you to get well?”
2. Then ask students, “What can you do to stay healthy?” Let them offer their ideas. If desired, write their answers on the board.
3. Tell students, “Today we are going to read about being healthy.”
4. Have students turn to Science Lesson 2 in the student book. Read the title aloud.
5. Read the lesson aloud as students follow along. If you read a word that students are not familiar with, pause at the end of the sentence and explain what the word means (see the definitions in the Vocabulary section on the next page). Finish reading. Then have students read the lesson to themselves silently.
6. Ask the Show What You Know questions aloud, one at a time. Discuss the answers together. (See the Show What You Know Answers section on the next page.)
7. Use the Activity to review what students learned in this lesson.

Science Lesson 2

Be Healthy!

Vocabulary

Use these vocabulary words and definitions to aid students' comprehension of the student reading lesson.

1. **bodies**—more than 1 body; a body is all the parts that make a person such as arms, legs, head, and chest
2. **enough**—as much as is needed
3. **growing**—getting bigger
4. **healthy**—to be in good physical shape, feeling well, not sick
5. **strong**—powerful, not weak

Show What You Know Answers

The following are suggested answers to the Show What You Know section in the student reading lesson. The answers are suggestions to help in your classroom discussions.

1. Answers will vary.
2. Answers will vary but may include:
 - You need to get enough sleep so your body will be rested.
 - You need to run and play to keep your body in good shape.
3. Answers will vary but may include: sleep, eat good food, exercise.