Topic 1

Who am I?

A New Name
by Ann Gianola

This is My World
by Melissa Kitson
It’s Mei-Zhen’s first day at English school. She sits in the principal’s office. The principal is Mrs. Quan. Mei-Zhen is excited because she can learn more English. Mrs. Quan looks at a list. “OK, Mei-Zhen. Your new name is Edith.” “She has a name,” says Mei-Zhen’s mother.
Summary
Mei-Zhen is excited about her first day at English school. When she arrives, the principal gives Mei-Zhen a new name: Edith. She says it is difficult for teachers to pronounce Chinese names. Mei-Zhen doesn't like the new name. In her new class, Mei-Zhen meets her teacher, Miss Wilson. Miss Wilson introduces Mei-Zhen as Edith to the other children in the class. Mei-Zhen begins to cry. She feels sad because she likes her real name. The teacher tells the other students to call Mei-Zhen by her real name. Mei-Zhen is now happy in her new class.

Genre: Realistic Fiction
Realistic fiction is about characters, events and places that could actually happen. It is similar to real life, but the story is invented. “A New Name” is a story about a girl's first day at an English school.

Reading Strategy Focus
Identifying Characters
What is it? Characters are the people that the story is about.
What will students do? Students will find the characters in the pictures and find their names in the story.
Why is it important? It is important for students to develop the ability to identify and describe characters as it helps in reading comprehension.
The characters in this story are: Mei-Zhen, Mrs. Quan, Mei-Zhen’s mother, Miss Wilson and the other children in the classroom.

Literary Technique
Using Pictures
What is it? Pictures are the illustrations and photos in a story or text.
What will students do? Students will use pictures to identify characters and sequence story events.
Why is it important? Pictures can be a rich source of information for students, especially English language learners. Students can construct and confirm their understanding of a story by looking at the pictures. In addition, a story’s illustrations can tell more of a story than just the words do. They can help to create a mood or say more about a character or setting.
Teachers can model using pictures by asking about and pointing out details in the pictures, encouraging students to match what they read and hear with what they see.

Key Words
backpack (n.) a bag with shoulder straps that you carry on your back
beautiful (adj.) very nice to look at
excited (adj.) happy about something and interested in it
happy (adj.) feeling good and full of joy
sad (adj.) feeling unhappy
tape (n.) a thin, flat piece of plastic with adhesive to join one object to another
Lesson 1

**Teaching Resources**
- Compass Reading Log 1 pages 10-17, 169
- Topic 1 Fiction Flashcards
- Topic 1 Fiction Worksheet page 18
- Note cards or strips of construction paper (1 per student)

**Lead in to the Lesson (20 min.)**
- Go around the room and have students say their names for the class to repeat.
- Distribute the note cards or construction paper strips. Have students write their first names on the note cards. Monitor and help as needed.
- Form small groups and have them take turns saying their names again, this time while showing their name signs to the rest of the group.

**Know Your Students**
Some students may need help writing their names in a clear way on the note cards.

**Teach the Key Words (30 min.)**
- Use the flashcards to elicit or teach the Key Words. As you teach a word, write it on the board.
- Read the words aloud and have students repeat each word chorally.
- Make gestures to help students understand the words, for example:
  - happy – Point to a smiling face.
  - sad – Make a sad face and look down.
  - excited – Rub your hands together and bounce up and down, smiling.
  - beautiful – Make motions around your face and hair the way models do.
  - backpack – Pretend to put on a backpack, then hold the straps.
  - tape - Make a circle (tape roll) with your fingers on one hand, use your other hand to pull the tape away from the roll.
- Have students turn to the glossary for this topic on page 169. Display the flashcards while reading the definitions aloud.
- Tell students to complete activity 1 in the worksheet. Display the flashcards as a guide.

**Take the Lesson Further (10 min.)**

**Literary Technique**

**Using Pictures**
- Form pairs. Have students look at the pictures on pages 10-17. Tell them to find the Key Words in the pictures, for example: *On page 11, Mei-Zhen looks excited.*
- Ask: *What is the story about?* Encourage students to look at the pictures and guess.
- Invite volunteers to share their ideas with the class.
Lesson 2

Lead in to the Lesson (15 min.)

- Use the flashcards to review the Key Words. Show the flashcards and read the words aloud for students to repeat chorally.
- Tell students to find the Key Words in the story on pages 10-17. Explain that the first time a Key Word appears, it is in bold letters. Point out an example.

Manage Your Class
Encourage students to use the gestures you made in Lesson 1 as they say the Key Words.

1 Look at the pictures. Who are the people? Can you describe them? (15 min.)

Reading Strategy Focus

- Direct students to look at the pictures on pages 10-17.
  - Ask: Who are the people? Can you describe them?
- Form pairs for them to answer with a classmate.

2 Listen and follow. (15 min.)

- Play track 2. Have students follow the story on pages 10-17.
- Play the track again for students to listen and follow again.

Know Your Students

Students may need guidance to know how to listen and follow the story. Tell students to read the words as they listen. When it is time to turn the page, there will be a pause. Model looking at your book and following the text with your finger. When you hear the pause, point to your ear and model turning the page in the book. If necessary, agree with students on a gesture to remind them to turn their pages.

Take the Lesson Further (15 min.)

- Ask simple questions about the story: Who is Mei-Zhen? Have students point to her. Where is Mei-Zhen? (At school.) What is Mei-Zhen's new name? (Edith.) Does she like it? (No.) Who is her teacher? Have students point to her. Ask: What's her name? (Miss Wilson.) Is she friendly? (Yes.) What does she do? (She decides to call Mei-Zhen by her real name.)
- Say Mei-Zhen's name for students to repeat chorally.
Lesson 3

Lead in to the Lesson (5 min.)
- Write Characters on the board. Say: *The characters are the people that the story is about.* Ask students to name characters in books or movies they like.

Know Your Students
- Be prepared to suggest examples of characters that you know your students are familiar with.

Read and Discuss the Story (30 min.)

Reading Strategy Focus
- Play track 2. Have students follow the story on pages 10-17. Pause the track at the bottom of page 11. Ask: *Who is the main character? What is her name? (Mei-Zhen.)* Ask: *Who are the other characters? (Mei-Zhen’s mother, Mrs. Quan.)*
- Continue the track and pause it at the bottom of page 12. Ask: *What is Mrs. Quan doing in the picture? (Giving Mei-Zhen a new name.)* *What is the name? (Edith.)*
- Continue the track and pause it at the bottom of page 14. Ask: *Where is Mei-Zhen from? (China.)* *How old is she? (Seven.)*
- Continue the track and pause it at the end of page 16. Ask: *What do the other students call Mei-Zhen? (Edith.)* *What does Mei-Zhen do? (She cries.)*
- Continue the track and finish the story. Ask: *Why is Mei-Zhen happy and excited? (Miss Wilson presents Mei-Zhen to the class with her real name.)*
- Tell students to complete activities 2-4 in the worksheet.

Answers:
Activity 2: 1. a student 2. a new name 3. the principal 4. the teacher
Activity 3: 1. school 2. name 3. hair 4. class
Activity 4: 1. Mei-Zhen 2. Mrs. Quan, Mei-Zhen 3. Miss Wilson

Take the Lesson Further (25 min.)

Art Connection
- Form pairs. Have students work together with the salt dough to create a sculpture of Mei-Zhen and Miss Wilson. Encourage students to use the story pictures to help them.
- Set the salt dough sculptures aside to dry so that they will be ready for Lesson 4.

Salt Dough Recipe
- Ingredients: Per pair—1 cup of salt, 2 cups of flour, ¾ cup of water
- Directions: Mix the dry ingredients. Gradually stir in water. Mix well. Keep the dough moist.
Lesson 4

**Teaching Resources**
- Compass Reading Log 1 pages 10-17
- Audio Track 2
- Students’ salt dough sculptures (from Lesson 3)

**Reading Strategy**
- **Identifying Characters’ Feelings**
  Identifying characters’ feelings helps students to empathize with the characters and understand their actions in the story. Students can identify characters’ feelings by looking at the pictures and by finding emotion words in the text.

**Literary Technique**
- Using Pictures

**Lead in to the Lesson** (15 min.)
- Invite volunteers to write the names of the characters on the board: Mei-Zhen, Mei-Zhen’s mother, Mrs. Quan, Miss Wilson, the students.
- Ask yes/no questions about the characters, for example: Is Mei-Zhen from Canada? (No.) Is Mrs. Quan a teacher? (No.) Does Mei-Zhen like school? (Yes.)

**Know Your Students**
More advanced students may enjoy making their own yes/no questions about the characters to ask the class.

**Read and Discuss the Story** (25 min.)

**Reading Strategy and Literary Technique**
- Play track 2. Have students follow the story on pages 10-17.
- Ask: At the beginning of the story, how does Mei-Zhen feel? (Excited.) Have students look at the picture of Mei-Zhen on page 11. Ask: Why is she excited? Elicit or point out the answer in the text: because she can learn more English.
- Ask: What happens next? (Mrs. Quan gives Mei-Zhen a new name.) Tell students to look at the picture on page 12. Ask: How does Mei-Zhen feel? (Sad.) How do you know? (She looks sad in the picture.)
- Form small groups. Tell them to look at the rest of the pictures in the story. Ask: What do you see in the pictures? How do the characters feel? How do you know? Monitor and help as needed.
- Invite volunteers to share their ideas with the class.

**Take the Lesson Further** (20 min.)
- Form pairs. Use the same pairs that made the salt dough sculptures in Lesson 3.
- Have students look at the story on pages 16 and 17. Ask them what happens in this part of the story: Miss Wilson counts the students. Mei-Zhen is crying. Miss Wilson asks, “What’s wrong, Edith?” Mei-Zhen says, “I like my name, Mei-Zhen.” Miss Wilson presents Mei-Zhen with her real name. Everyone is happy.
- Have students use their salt dough sculptures to act out the scene with Mei-Zhen and Miss Wilson.
Lesson 5

Teaching Resources
- Compass Reading Log 1 pages 10-19, 173
- Audio Track 2
- Topic 1 Fiction Worksheet page 19
- Ice pop sticks (3 per student)
- Sticky name tags (1 per student)

Comprehension (60 min.)
Lead in to the Lesson
Reading Strategy
- Form pairs. Have them do activity 5 in the worksheet.
  Answers: 1. excited 2. sad 3. sad 4. happy / excited

1 Identifying Characters
Listen to the first part of the story again. Mark (✓) the people in the story.
- Have students look at the pictures of the characters on page 18. Play track 2 and pause it at the bottom of page 13.
  Ask: Which characters did you see in the story?
- Tell students to mark the boxes next to the characters in the story.
  Answers: 1, 2, 4

   Write their names.
- Tell students to find the three characters’ names in the box. Have them write the names under the pictures.
- Invite volunteers to write the names of the characters on the board.

2 Circle the correct pictures.
- Form pairs or small groups. Read the questions aloud. Tell students to choose and circle the correct picture for each question.
  Answers: 1. (pearl) 2. Edith 3. twelve

3 Circle the correct phrases to complete the sentences.
- Read the first part of the sentence aloud. Invite volunteers to read the three possible answers. Ask: Which answer is correct? Elicit the answer: c. Read the completed sentence aloud.
  Answers: 1. c 2. b 3. b

4 Using Pictures
Number the pictures in the correct order.
- Form pairs or small groups. Tell them to find the pictures of Mei-Zhen in the story. Have them number the pictures in the correct order.
  Answers: 2, 4, 3, 1

5 Active Reading
Cut out the pictures on page 173. Attach each picture to an ice pop stick.
- Tell students to cut out the pictures on page 173. Tell them to draw the characters’ faces.
- Distribute ice pop sticks. Have students glue the pictures to the ice pop sticks. Monitor and help as needed.

   Listen and follow again. Hold up the faces when you hear the names.
- Play track 2. Have students follow the story on pages 10-17. Tell students to hold up the faces on the ice pop sticks when they hear the characters’ names.

6 Read and answer. Would you like to have a new name?
- Ask: Would you like to have a new name? Have students vote yes or no.
- Form small groups. Tell students to answer the question. They can use the example sentences to answer yes or no.
- Give students a sticky nametag. Tell them to write their name, or a new name, on the sticky nametag. Have students walk around the classroom. Ask: Can you guess? What are your classmates’ real names?
Lesson 6

Teaching Resources
Compass Reading Log 1 pages 10-17, 26
Audio Track 2
Students’ photos: Have students bring a photo from home that represents who they are. They will glue the photo in their notebooks.

Lead in to the Lesson (15 min.)
• Form small groups and have students take turns looking at the pictures and describing the characters and the events in the story. Monitor and help as needed.

Know Your Students
Most students will be able to describe the characters in the story. Some students will be able to describe the events in the story.

Literary Technique (15 min.)
• Have students look at the pictures in the story on pages 13-17. Tell them to look at the other students in the class.
• Ask: How do the other students feel in the story? How do they feel on page 13? (Happy.) How do they feel on page 15? (Excited.) How do they feel on page 16? (Sad.) How do they feel on page 17? (Happy, excited.)
• Play track 2. Have students follow the story on pages 10-17. Tell them to look at the other students in Mei-Zhen’s class as they read.
• Explain that pictures have a lot of information to help readers understand the story.

Connect to Me (30 min.)
1 How did you feel on your first day at school?
Circle the answer.
• Ask: How did you feel on your first day at school?
Tell students to circle one of the words.
• Invite volunteers to share their ideas with the class.

Know Your Students
Make sure students know that there is no correct answer for this question. Some students may have more than one answer.

2 Choose a photo that represents who you are. Glue it in your notebook and write about you.
• Form pairs. Have them show their photos to their classmate. Ask: How does this photo represent who you are? Encourage students to describe the photo and how it shows who they are. They can use the text in the book as a guide. Monitor and ask prompt questions: Where are you? What is nice about you?
• Tell students to write about themselves in their notebooks. They should begin by writing This is me. Monitor and help as needed. Students can also give the information that Mei-Zhen gave in the text: her name, her age and where she is from.
• Have students present their photos and descriptions to the class.

Manage Your Class
For large classes, form groups. Have students share their pictures and descriptions with the group. Alternatively, students can set up their photos around the room. They can tour the room to see each other’s photos.
1 Read and draw.

1 happy

2 sad

3 excited

4 backpack

5 beautiful

6 tape
2 Match the characters with the descriptions.
1 Mei-Zhen  the teacher
2 Edith  a student
3 Mrs. Quan  the principal
4 Miss Wilson  a new name

3 Complete the sentences with the correct words.

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1 Today is Mei-Zhen’s first day at English _______________________________________.
2 Mrs. Quan gives Mei-Zhen a new _______________________________________.
3 Miss Wilson has short _______________________________________.
4 There are twelve students in the _______________________________________.

4 Circle the characters’ names in activity 3. Complete the characters’ names.
1 M ___________________________ -Z ___________________________
2 Mrs. ___________________________
3 Miss ___________________________

5 How does Mei-Zhen feel? Circle the correct feeling.
1 Mei-Zhen sits in the principal’s office.  happy  sad  excited
2 Mei-Zhen goes to her classroom.  happy  sad  excited
3 The students say her name is Edith.  happy  sad  excited
4 The teacher calls her Mei-Zhen.  happy  sad  excited
1 Look at the pictures. Who are the people? Can you describe them?

2 Listen and follow.
It’s Mei-Zhen’s first day at English school. She sits in the principal’s office. The principal is Mrs. Quan. Mei-Zhen is excited because she can learn more English. Mrs. Quan looks at a list.

“OK, Mei-Zhen. Your new name is Edith.”

“She has a name,” says Mei-Zhen’s mother.
“It’s difficult for the English teachers to say Chinese names,” says Mrs. Quan.

Mrs. Quan sticks Mei-Zhen’s new name onto her backpack.

Mei-Zhen doesn’t like *Edith*. Mei-Zhen means beautiful pearl. It’s time for class.

“Good luck, Mei-Zhen!” says her mother.

“Her name is Edith at school,” says Mrs. Quan.
In the classroom, there is a big rug on the floor with the alphabet on it.

“Welcome!” says the teacher. “I’m Miss Wilson. I’m from Canada.”

Miss Wilson has short hair. She is friendly.

“What is your name?”
“Mei...”

“Her name is Edith,” says Mrs. Quan, as she’s leaving the classroom.

“Hello, Edith,” says Miss Wilson. “Where are you from? How old are you?”

“I’m from China,” says Mei-Zhen. “I’m seven.”
“What’s her name?” Miss Wilson asks.

“Her name is EDITH!” shout the children.

“Where’s she from?”

“She’s from CHINA!”

“How old is she?”

“She’s SEVEN!”

Mei-Zhen walks to an empty desk and sits down. She feels sad.
“Now,” says Miss Wilson, “How many students are in our class? One, two, three, four, five, six, seven, eight, nine, ten, eleven, and—with Edith—twelve! We have twelve…”

Miss Wilson stops talking. Mei-Zhen is crying.

“What’s wrong, Edith?”

“Edith is not my name,” she says. “I like my name, Mei-Zhen.”
“Mei... -Zhen?” says Miss Wilson.

Mei-Zhen is **happy**. It’s nice to hear Miss Wilson speak Chinese. Mei-Zhen is a beautiful pearl again.

“Class,” says Miss Wilson. “This is Mei-Zhen.”

Miss Wilson takes the **tape** off the backpack.

“Children, don’t forget Mei-Zhen’s name. It’s very pretty.”
1 Identifying Characters  Listen to the first part of the story again.  
Mark (√) the people in the story. 

Mark the people in the story.

1  
  

2  
  

3  
  

4  
  

Write their names.  
Mei-Zhen  Miss Wilson  Mrs. Quan

2 Circle the correct pictures.  

1 What does Mei-Zhen mean?  

2 What is Mei-Zhen’s new name?  

3 How many students are in the class?  

20 12
3 Circle the correct phrases to complete the sentences.

1 Mei-Zhen’s mother and Miss Wilson...  
   a like the name Edith.  
   b are teachers.  
   c want Mei-Zhen to use her real name.  

3 Miss Wilson stops counting...  
   a because she is sad.  
   b because Mei-Zhen is crying.  
   c because Mrs. Quan is speaking.  

2 The story is about...  
   a how school is fun.  
   b how our names are important.  
   c how teachers are friendly.  

4 Using Pictures Number the pictures in the correct order.

5 Active Reading Cut out the pictures on page 173. Attach each picture to an ice pop stick.

   Listen and follow again. Hold up the faces when you hear the names. 🎧

6 Read and answer. Would you like to have a new name?

   Yes, I would. My new name would be __________________________________________.
   No, I wouldn’t. I like my name!
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Summary
Ayla from Morocco and Ravi from India introduce themselves. They share information about how old they are, where they are from, what they like to eat and their favorite subjects in school.

Genre: Informational Text
An informational text informs the reader about real people and the real world. “This is My World” is about two children from different parts of the world.

Reading Strategy Focus
Using Pictures to Retell a Story
What is it? Pictures of people and things can help you understand and retell a text.
What will students do? Students will use the pictures to help them remember and talk about the information in the text.
Why is it important? Pictures, whether photos or illustrations, are an essential part of many texts, engaging students and making the information more accessible and more memorable.

Most Compass Reading Log 1 students will need teacher guidance to match information in a text to the pictures. Teachers can:
• encourage students to notice and describe details in the pictures
• ask students what the pictures show from the text
• have students summarize the information in the text using the pictures as a guide

Author Technique
Captions
What is it? Captions are words, phrases or sentences placed with pictures in a text. They explain what the pictures show.
What will students do? Students will learn what captions are and why authors use them. The text contains several captions which can be studied as examples. Students will be asked to match captions to pictures and to create their own captions.
Why is it important? Captions help students to identify the content of pictures and diagrams, and help students to connect the information with details in the text.

Key Words
hand (n.) the part of your body at the end of your arm
honey (n.) a sweet, thick liquid that bees make and that many people like to eat
kite (n.) a frame with paper, cloth or plastic that you fly on the end of a long string
oak tree (n.) a type of tree that produces acorns
soccer (n.) a game played by two teams of eleven players using a round ball
sun (n.) the star at the center of our solar system that gives heat and light to the Earth and other planets
Lesson 1

Teaching Resources

Compass Reading Log 1 pages 20-23, 169
Topic 1 Nonfiction Flashcards
Topic 1 Nonfiction Worksheet page 38
A permanent marker
A large ball: Draw the continents on the ball with a permanent marker.

Reading Strategy

Predicting

When you make predictions, you make a guess before you read. The title and pictures in a text can help you predict what the text is about. After you read, ask: Was my prediction correct?

Lead in to the Lesson (10 min.)

• Hold up the ball. Tell students that this is the world. Point to and elicit some places on the ball.
• Hold the ball and say: I am ___________. I am from ___________ (city) in ___________ (country). Point to the approximate location of the country on the ball.
• Toss the ball to a student. Help the student say the same information about him or herself.
• Have the student point to his or her country and toss the ball to a classmate.
• Continue until all students have participated.

Teach the Key Words (20 min.)

• Use the flashcards to elicit or teach the Key Words.
  As you teach each word, write it on the board.
• Read the words aloud and have students repeat each word chorally.
• Have students turn to the glossary for this topic on page 169. Display the flashcards while reading the definitions aloud.
• Have students complete activities 1 and 2 in the worksheet.

Answers:
Activity 1: 1. kite  2. honey  3. hand  4. sun  5. soccer  6. oak tree
Activity 2: 1. honey  2. soccer  3. hand  4. kite

Reading Strategy (20 min.)

• Ask: What is the title of the text? Have students point to where the title is. Invite a volunteer to read it aloud.
• Form pairs or small groups. Tell them to look at the pictures in the text. Ask: Who is the text about? Give students time to look at pages 20-23 and answer. Elicit the answer: It's about a girl, Ayla, and a boy, Ravi.
• Have students make predictions about Ayla and Ravi based on the pictures. Monitor and help as needed.
• Invite volunteers to share their ideas with the class.

Manage Your Class

Some students may not understand your instructions when you tell them to look at the pictures. These students may assume you want them to read the text. Be clear and point to the pictures, and monitor to redirect students who begin to read.

Take the Lesson Further (10 min.)

• Display the flashcards and read the words aloud for students to repeat.
• Act out the words for students to guess, for example: honey – Pretend to serve sticky honey, using your hand to catch any drips.
soccer – Pretend to kick or dribble a soccer ball.
sun – Make a large circle with your arms.
oak tree – Hold your arms above your head and pretend to be a tree.
hand – Wave and point to your hand.
Lesson 2

Lead in to the Lesson (10 min.)
- Use the flashcards to review the Key Words. Show the pictures to elicit the words. Then show the words and read them aloud for students to repeat chorally.

1 Look at the map and the pictures on pages 20 and 21. Where are the girl and boy from? What other countries can you see? (5 min.)
- Tell students to find the maps on pages 20 and 21. Ask: Where is the girl from? (Morocco.) Where is the boy from? (India.)
- Ask students what other countries and locations they recognize.

2 Listen and follow. 3 (20 min.)
- Play track 3. Have students follow the text on pages 20-23. Remind them to turn the page when they hear the pause.
- Play the track again and pause it to help with meaning as needed. Point to pictures and help students to see the connection between the text and the pictures, for example: Look, Ayla lives in Morocco. This is the flag of Morocco. These pictures show Morocco. Do the same for the information about Ravi: Ravi lives in India. This is the flag of India. These pictures show India.
- Do the same for page 22. Say: This is Ayla. This is her favorite food. It has honey in it. Explain the meaning of lamb by drawing a simple sheep on the board. Point out the captions at the bottom of page 22. Say: These are captions. They explain the pictures. They add information to the text.
- Do the same for page 23. Say: This is Ravi. This is his favorite food, shrimp curry. A boy is flying a kite. Flying kites is very popular in India.

Author Technique (5 min.)
- Point out or ask where the four captions are on pages 22 and 23. Remind students that the author uses captions to explain the pictures and add information to the text. Invite volunteers to read the captions aloud.

Take the Lesson Further (20 min.)
Art Connection
- Distribute the poster paper. Have students paste their photos to the paper and write I am ....................... (their name).
- Tell students to draw and color the flag of their country on the paper. Display a model for students to copy.
- Have students share their pictures with a classmate.

Manage Your Class
Engage students more by asking questions about their likes as they read, for example: Do you like honey? Do you like math? Do you like soccer? Do you like shrimp? Are you good at spelling?
Lesson 3

**Teaching Resources**
- Compass Reading Log 1 pages 20-23
- Audio Track 3
- Slips of paper (2 per student)
- A small box or bag

**Lead in to the Lesson** (15 min.)
- Write parts of words from the text on the board for students to match:
  1. oak  curry
  2. shrimp tiger
  3. Mor kata
  4. Kol education
  5. physical tree
  6. Bengal occo
- Ask: *Which section is the word from, the section about Ayla or the section about Ravi?* Have students make facts using the words, for example: *Ayla means oak tree.*

**Read and Discuss the Text** (10 min.)
- Form pairs. Play track 3. Have students follow the text on pages 20-23.
- Tell students to point to the pictures when they read and hear information about them. Model if necessary.

**Reading Strategy** (20 min.)
- Write *Ayla* and *Ravi* at the top of the board.
- Play track 3. Have students follow the text on pages 20-23. Pause the track at the bottom of page 22. Elicit or point out the types of information: *Name, Age, Country, Favorite Food, Favorite Subjects.* Add *Facts About Me.* Write the categories on the board under *Ayla.*
- Continue the track and pause it at the bottom of page 23. Ask: *Does the information about Ravi have the same categories?* Go through the list, comparing it to the information on page 23. Place a checkmark next to all of the categories. Say: *Yes, the categories are the same.* Point out that they are also in the same order.
- Explain that informational texts often have patterns. The sections have the same categories of information and the categories are in the same order.

**Take the Lesson Further** (15 min.)
- Distribute the slips of paper.
- Tell students to write a fact about Ayla on one slip of paper. They should write a fact about Ravi on the other slip of paper. Monitor and help as needed.
- Collect the strips of paper and mix them in the box or bag.
- Choose a slip and read the fact aloud, replacing the name with *Hmmm.* Alternatively, write the sentence on the board with a line to replace the name. Have students call out the correct name. Continue in the same way with other slips of paper.

**Manage Your Class**
To give more students a chance to participate, divide the class into large groups and tell them to do the activity at the same time. Have students take turns choosing slips of paper to read to their groups without saying the name. Other group members should call out the correct name.
Lesson 4

Teaching Resources
Compass Reading Log 1 pages 20-23
Audio Track 3
Topic 1 Nonfiction Flashcards
Topic 1 Nonfiction Worksheet page 39
Sticky notes

Reading Strategy Focus
Using Pictures to Retell a Story

Author Technique
Captions

Lead in to the Lesson (10 min.)

• Use the flashcards to review the Key Words. Show the pictures to elicit the words. Then show the words and read them aloud for students to repeat chorally.

Read and Discuss the Text (20 min.)

• Play track 3. Have students follow the text on pages 20-23.
• Form pairs. Tell them to take turns describing the pictures in the text.

Know Your Students
Most students will be able to say a word or phrase to describe each picture. Some students will be able to describe the pictures with complete sentences. A few students will be able to comment on the pictures, for example: *I like shrimp, too.*

Reading Strategy Focus and Author Technique (20 min.)

• Have students do activities 3 and 4 in the worksheet.
• Have students work in pairs. Distribute the sticky notes and tell them to cover the text on pages 20-23.
• Tell students to look at the pictures and explain the information from the text. Monitor and help as needed.

Answers:
Activity 3: 1. Morocco, Ayla  2. India, Ravi

Take the Lesson Further (10 min.)

• Invite volunteers to explain different pictures in the text to the class.
Lesson 5

Comprehension (60 min.)

Lead in to the Lesson
• Form small groups. Have students retell the information about Ayla and Ravi using the pictures as a guide.

1 Listen and follow again. Circle Yes or No.
• Play track 3. Have students follow the text on pages 20-23.
• Have students work in pairs or individually. Tell them to read the sentences silently and circle Yes or No. Do the first one together.
• Correct sentence 2 together. Say: Ayla’s favorite subjects are… for students to complete: math and physical education.


2 Match the names with the pictures.
• Ask: What do the pictures show? (The sun, an oak tree.) Explain that these pictures show the meanings of Ayla and Ravi’s names.
• Tell students to match the names with the pictures.


3 Mark (√) the statements that are true.
• Have students work in pairs or individually. Tell them to read the sentences silently and put a checkmark next to the sentences that are true. Do the first one together.

Answers: 1, 3, 5

4 Using Pictures to Retell a Story Look at the pictures on pages 22 and 23. Use them to talk about Ayla and Ravi.
• Tell students to look at the pictures on pages 22 and 23.
• Model using the example language to describe the picture of Ayla.
• Have students describe the pictures to retell the information about Ayla and Ravi. Monitor and help as needed.

5 Active Reading Listen again. Act out the words as you hear them.
• Point out the words in the box. Hold up the corresponding flashcards, showing first the word and then the picture. Say the words for students to repeat.

• Review actions for acting out the words: honey – Pretend to serve sticky honey, using your hand to catch any drips.
kite – Pretend to start flying a kite.
soccer – Pretend to kick or dribble a soccer ball.
sun – Make a large circle with your arms.
oak tree – Hold your arms above your head and pretend to be a tree.
hand – Wave and point to your hand.
• Tell students they are going to read and listen to the text again. They should act out the words as they hear them.

6 Captions Complete the sentences with the correct words.
• Have students look at the pictures and the captions below them. Tell them to find the captions in the text to find the missing words.
• Tell them to write the missing words on the lines.
• Invite volunteers to read the captions aloud.

Answers: 1. sport 2. animal

7 Complete the fact file about you. Draw a picture of yourself.
• Remind students of the categories of information in the sections about Ayla and Ravi. Point out that the same categories are here in the fact file.
• Tell students to write the information about themselves in the fact file. Monitor and help as needed.
• Have students complete the fact file by drawing a picture of themselves.

Share your fact file.
• Form pairs or small groups. Have students present their fact files to each other.

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Lesson 6

Teaching Resources

Compass Reading Log 1 page 26
Pictures of places from around the world with captions
Students’ pictures of places from around the world (1 per student):
Tell students to bring a photo of a place in a foreign country to class.
They can print the photo or bring a cutout from a magazine. Encourage
students to choose a place they are curious about.
Poster paper (1 sheet per group)
Photocopies or printouts of a world map (1 per group)

Lead in to the Lesson (5 min.)
• Display the pictures from around the world and invite
students to read the captions.

Connect to Social Studies (40 min.)
1 Find pictures from around the world. Glue them on
a map. Your teacher will help you.
• Form small groups. Have students show each other their
pictures. Tell them to say the name of the place.
• Invite volunteers to say which places they have pictures of.
• Distribute the poster paper and maps. Have students glue the
maps to the center of their poster paper.
• Have students find the country for their picture on the map.
Tell them to glue the picture on the poster paper near the
country. They should write the name of the country above
the picture.
• Tell students to write a short caption below their picture.

Manage Your Class
Some students may have forgotten to bring a picture.
Give them one of the pictures that you brought.

Know Your Students
Most students will be able to write the name of the country
for their picture and write a more specific place name as a
caption. Some students will be able to write short phrases or
a sentence as a caption.

Describe a picture for a classmate to guess.
• Tell students to take turns describing the pictures on their
poster for a classmate to guess the place.

Take the Lesson Further (15 min.)
• Have groups present their posters to the class. They should
say This is... and the name of the country for each picture.
Then they should read the caption.
1 Label the pictures with the correct words.

hand  honey  kite  oak tree  soccer  sun

2 Circle the correct word.

1 I like sun / honey in my tea.
2 Let’s play soccer / oak tree!
3 Raise your hand / sun.
4 I have a new sun / kite.
3 Complete the captions with the correct words.

Ayla  India  Morocco  Ravi

1 This is  __________________.  
Ayl__________ lives here.

2 This is  __________________.  
Rav__________ lives here.

4 Read and draw.

1 This is Ayla. She is six years old.

2 This is Ravi. He is six years old.

3 Ayla’s favorite food is lamb with nuts and honey.

4 Ravi’s favorite food is shrimp curry.
Key Words
hand
honey
kite
oak tree
soccer
sun

Country: Morocco
Capital: Rabat
Language: Arabic and French

1 Look at the map and the pictures on pages 20 and 21. Where are the girl and boy from? What other countries can you see?

2 Listen and follow. 🎧
Country: India
Capital: New Delhi
Languages: Hindi and English
My name is Ayla. Ayla means oak tree. I’m from Morocco.
I’m good at physical education and math. I love soccer!
We raise our hands in class when we want to ask a question.
I am Ravi

Name: Ravi
Age: 6
Country: India

Favorite Food: shrimp curry
Favorite Subjects: math and spelling

My name is Ravi. My name means sun. I am six years old. I live in Kolkata.
I’m good at math and spelling.
My math teacher is friendly.
We always listen when he speaks.

The national animal of India is the Bengal tiger.
**Comprehension**

1. **Listen and follow again. Circle Yes or No.**

   1. Ayla is from Morocco.  
      **Yes**  **No**
   2. Her favorite subject is music.  
      **Yes**  **No**
   3. Ravi lives in New Delhi.  
      **Yes**  **No**
   4. His favorite food is curry.  
      **Yes**  **No**
   5. He listens to his teacher.  
      **Yes**  **No**

2. **Match the names with the pictures.**

   ![Ayla](sun_picture)
   ![Ravi](tree_picture)

   1. Ayla  
   2. Ravi

3. **Mark (√) the statements that are true.**

   1. Ayla and Ravi are six years old.  
      [ ]
   2. Ravi and Ayla live in India.  
      [ ]
   3. Ayla and Ravi like math.  
      [ ]
   4. Ravi and Ayla are best friends.  
      [ ]
   5. Ayla likes lamb with honey and nuts.  
      [ ]
   6. Ravi likes lamb curry.  
      [ ]
4 Using Pictures to Retell a Story Look at the pictures on pages 22 and 23. Use them to talk about Ayla and Ravi.

*Her name is Ayla. She’s six years old...*

5 Active Reading Listen again. Act out the words as you hear them.

`hand  honey  kite  oak tree  soccer  sun`

6 Captions Complete the sentences with the correct words.

1. Soccer is a very popular ____________ in Morocco!
2. The national ________________ of India is the Bengal tiger.

7 Complete the fact file about you. Draw a picture of yourself.

| Name: __________________________ | Favorite Food: __________________________ |
| Age: __________________________ | Favorite Subject: __________________________ |
| Country: ______________________ | Flag: __________________________ |

Share your fact file.
Making Connections

Connect to Me

1 How did you feel on your first day at school? Circle the answer.

happy  sad  excited  nervous

2 Choose a photo that represents who you are. Glue it in your notebook and write about you.

This is me.
I’m in my favorite class.

Connect to Social Studies

1 Find pictures from around the world. Glue them on a map. Your teacher will help you.

± Describe a picture for a classmate to guess.