



First Choice English

EASY LEARNING

Reading Program

Book 1

**Ages
6-12**



www.firstchoiceenglish.com

Reading Programme Book 1

Thank you for purchasing [Reading Programme Book 1](#). This book is a part of FCE's Easy Learning Series and is designed to help beginning and struggling readers to build confidence and fluency. This course gives the students a step-by-step bite sized approach to learning to read. The FCE Phonics and Reading system is extremely affective for students who are struggling with letters and sounds or are learning English as a second language.

The books contain a mixture of fun puzzle activities to practice and support applied phonology, phonics, word building, spelling and vocabulary. These books also teaches grammar and presentation skills and are suitable for young learners of all levels and abilities.

- A fun and effective way to learn phonics, spelling and reading
- A fun and fully comprehensive learning system for young learners
- Build understanding of spelling rules and patterns without the confusion
- Challenging activities to support more able children
- Practice activities for less confident children

Tips for teachers

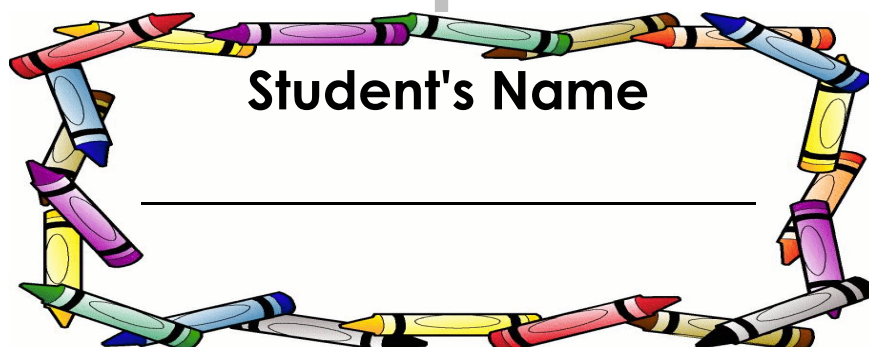
This list provides a general guidance for the activities in this book.

- Find a quiet, comfortable place to teach.
- Find fun and interactive ways to teach the sound or topic of the day
- Ensure that the students repeat words and sounds often with correct pronunciation.
- Take note and correct student mistakes
- Review previous work frequently
- Review with the student what they have learnt.
- Reward the student with praise and encouragement.
- Direct the student's attention to the sound of the day
- Check that the student can say the right sounds.

Contents

This contents list provides an overview of the learning objectives of each section of the book.

Course details and lesson stages	4	Coloring Character Floppy	19
Shelly, the Shark	6	Coloring Character Kipper	20
My Puppy, Flash	7	Such a Fuss	21
Chip, the Chipmunk	8	Floppy and the Bone	26
Pumpkin Patch	9	Poor Old Rabbit	31
Zoo Trip	10	I Can Trick a Tiger	36
A New nest	11	Super Dad	41
The Wishing Well	12	Diphthong 'ow'	46
Ant's First Picnic	13	Soft 'c' and 'g'	52
Contractions	14	Diphthong 'sh' and 'zh'	58
Alphabetical order	15	Review	63
Various long vowel phonemes	16	Spelling pages	65
Adding 'ed' and 'ing'	17	Answer Key	67
Rhyme	18	Student's report	68



Course details and lesson stages

This program is a multi-sensory structured approach to learning to read, which uses a unique method to enable students to learn to read quickly and easily. This course includes spelling, oral comprehension and vocabulary. It also introduces basic grammar and written comprehension. Students learn how to say and write consonant blends and digraphs and advanced spelling. This program is suitable for most ages and is dependent on level. Students move systematically through short vowel, long vowel, diphthong and trip thong sounds. Learning to both read and spell.

Reading

Reading consists mostly of reading fluency passages and Oxford Reading Tree stories.

Spelling

Students will have one spelling test for every two sessions. They are given ten spelling words from the story that was covered in the previous session. Turn to the spelling words towards the end of the lesson. Ask each child to read some of the words.

New Sounds

A new sound is introduced by pointing to specific pictures that best represent that sound. When the students identify the picture they are asked to segment the word and blend the sounds.

Homework

Homework is an important aspect of the course. Students are given reading or spelling homework for every session (two classes).

Material

For each lesson, students are expected to have their workbook and screener card.

The standard lesson structure consists of the following:

- Training Words
- Story Reading
- Spelling Test
- Story Comprehension

When covering a sound, Check that the student is clear and is able to identify the correct sound. Now ask the student to check and practice by reading the training words.

Work through the spelling and training words on the board, making sure that the students blend correctly as they process the sequence of sounds. Move past silent letters. Get the students to write some of these words in their books, these should be used as spelling test words the following week.

Strategy

Check that the students can say the right sound and know that when a letter is red, it makes a short vowel sound.

Now ask the student to check the sound by reading the training words in their workbook. Not all training words need to be read aloud. Read as many words as you think necessary for the student to establish the correct sound and blending technique.

Training and spelling words should be put on the board and blended out loud as a class. Ensure that the screener card is being used correctly. Students should copy words from the board into their books.

When the student has successfully read the training words associated with the correct short vowel sound, direct their attention to some words that have a silent letter.

Tell the student that there are some letters that don't make any sound. Show the student the lines under the silent letters and tell them that this letter has no sound.

Silent letters should be ignored when words that contain them are read. Demonstrate this when blending on the board. Silent letters have been underlined throughout IRP except in the common sight words.

Re-iterate that any letters underlined are silent. Once the student grasps this, they are ready to read story one.

When the student has successfully read a story, turn to the comprehension questions. Instruct the student to answer in full sentences.

Monitoring progress

Children are taught to:

- increase the range of words they recognize on sight
- increase their personal vocabulary
- read aloud with pace and expression
- reinforce knowledge of the term 'sentence'
- use a variety of clues to read unfamiliar words
- read with concentration and attention
- retell stories, giving the main points in sequence
- become aware of character and dialogue (through playscripts)

Special Features

Explain the special features in this book to the students. This should be done in the first four lessons. Keep reminding the students throughout the course.

- 1) Silent letters have a dash under them. Students should ignore them when reading.
- 2) The digraph sounds are in bold font.
- 3) Common sight words are in italic font.
- 4) Red letters make a short vowel sound.



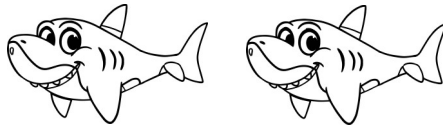
Digraphs Fluency Passages

sh

Colour the beginning "sh" digraph words. Read the passage twice. Colour a shark each time after you read. Then answer the comprehension questions.

Shelly, the Shark

Shelly, the shark, loves the beach. She swims by the shore smiling with her shiny, sharp, teeth. She swims by a ship hoping to make a new friend, but people shout out. "Shark! Shark!" over again. Shelly is just a big shy shark having fun in the shallow water.



1. What is the name of the shark?

2. Where does Shelly like to swim?

3. What do the people shout out when they see Shelly?

4. What is a synonym for shout?

A whisper B said C sing D yell

Draw a picture of the story



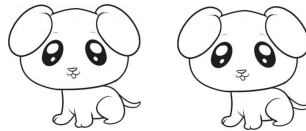
Digraphs Fluency Passages

sh

Colour the ending "sh" digraph words. Read the passage twice. Colour a puppy each time after you read. Then answer the comprehension questions.

My Puppy, Flash

My new puppy, flash, loves to take a bath. I wash him as he goes splash splash. Then, I dry him off and brush and brush him. He smells so fresh when I am done. I put him on a leash and take him for a walk. I cherish my new puppy, Flash.



1. What is my new puppy's name?

2. After I dry him, what do I do?

3. What do I put on him for a walk?

4. What is a synonym for cherish?

(A) walk (B) dislike (C) love (D) old

Draw a picture of the story



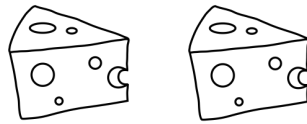
Digraphs Fluency Passages

ch
beginning

Colour the beginning "ch" digraph words. Read the passage twice. Colour a cheese each time after you read. Then answer the comprehension questions.

Chip, the Chipmunk

Chip, the chipmunk, came down the cherry tree. He chased the children who had a bag of cheese. The children gave the bag to Chip, and he took off with the cheese. He chewed and chewed and chewed until he ate up the bag of cheese.



1. What did Chip go down?

2. Who did Chip, the Chipmunk chase?

3. What did the children give Chip?

4. What is a synonym for chew?

(A) munch (B) threw (C) chase (D) ran

Draw a picture of the story



Colour the ending "ch" digraph words. Read the passage twice. Colour a pumpkin each time after you read. Then answer the comprehension questions.

Pumpkin Patch

Mrs. Rich's class went to the pumpkin patch to look for a bunch of pumpkins. When they were done, the children sat down on the bench to eat their lunch. Mrs. Rich gave each child a sandwich and a cherry punch.



1. Where did Mrs. Rich's class go?

2. Why did Mrs. Rich's class go to the pumpkin patch?

3. What did Mrs. Rich give each child for lunch?

4. What is a synonym for look?

- (A) sit (B) search (C) find (D) hide

Draw a picture of the story



Read and Retell



Zoo Trip

Ted's class went to the zoo. Ted saw lions sitting on the rocks. Ted saw the monkeys in the trees. Ted saw the elephants sleeping by the pond. Ted had some snacks. Ted had so much fun on his trip to the zoo.

First Choice English



Does this story remind you of anything?

"This story reminds me of _____."

Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

- Ted had some snacks.
- Ted's class went to the zoo.
- Ted saw lions sitting on the rocks.



Read and Retell



A New Nest

A little bird was making a nest in a big tree. He had sticks and twigs in his beak. The bird flew back and fourth with twigs to make his nest. After three days, the nest was done. The little bird sat down to rest in his new nest.



Does this story remind you of anything?

“ This story reminds me of _____.”

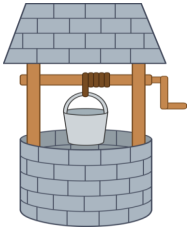
Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

After three days, the nest was done.

The little bird sat down to rest in his new nest.

A little bird was making a nest in a big tree.



Read and Retell

The Wishing Well



Rabbit, fox and skunk were on a walk in the woods when they saw a wishing well. "Let's make a wish!" Rabbit said. Rabbit wished for a new toy train. Fox wished for a fishing pole. Skunk wished for a new doll. Rabbit, fox and skunk threw a penny in the wishing well and walked home.



Does this story remind you of anything?

"This story reminds me of _____."

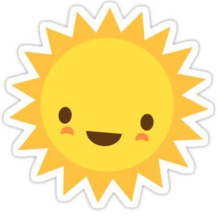
Draw a picture of the story

Number the sentences below in the order of which they happened in the story.

Rabbit, fox and skunk were on a walk

Skunk wished for a new doll.

Fox wished for a fishing pole.



Read and Retell



Ant's First Picnic

One hot day, Ant went to the picnic. First, he ate a big chip. Next, he ate a small grape. Last, he drank a sip of apple juice. Ant ate too much! He felt sick. He went home to rest.

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Does this story remind you of anything?

"This story reminds me of _____."

Draw a picture of the story

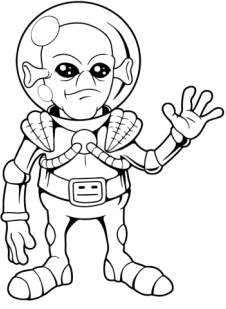
Number the sentences below in the order of which they happened in the story.

Ant went to the picnic

He went home to rest.

he drank a sip of apple juice.

Contractions



Contractions of words are formed when words are shortened. An apostrophe takes the place of the missing letter or letters and two words become one word. Unusual contracted words are *will not* which becomes *won't* and *shall not* which becomes *shan't*.

Join the long form of these words to their contracted forms.

Words with **not**

Words with **will**

should not

can't

we will

I'll

do not

shouldn't

I will

she'll

can not

don't

she will

we'll

have not

doesn't

they will

he'll

does not

haven't

he will

they'll

Words with **am** and **are**

I am

you're

we are

they're

you are

I'm

They are

we're

Put the apostrophe in the correct place in these words.

1. dont
2. youre
3. were
4. havent
5. doesnt
6. theyre
7. shell
8. cant

Alphabetical order



In a dictionary, words are listed in alphabetical order from **a** to **z**. When words begin with the same letter, the second letter is used to sort them, for example, *bag*, *bed*, and *bread*.

Put these words into alphabetical order and write them on the lines.

1. another away at

4. left look last

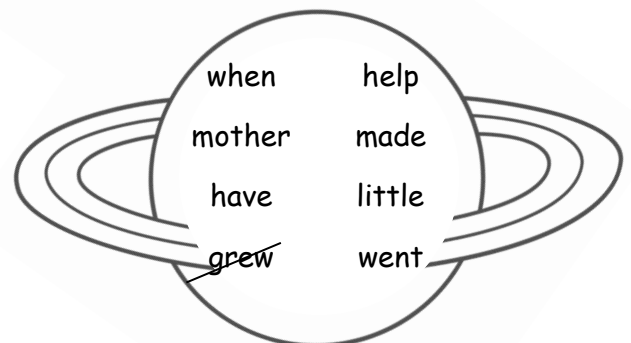
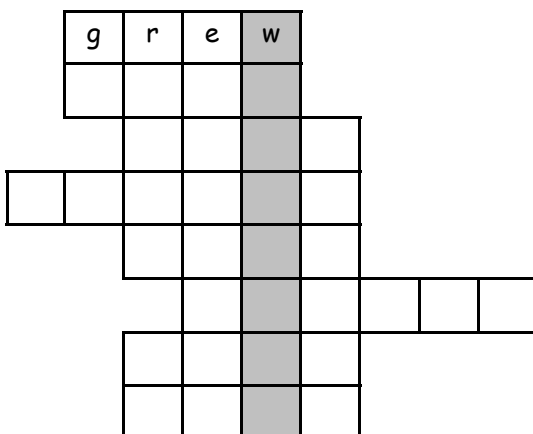
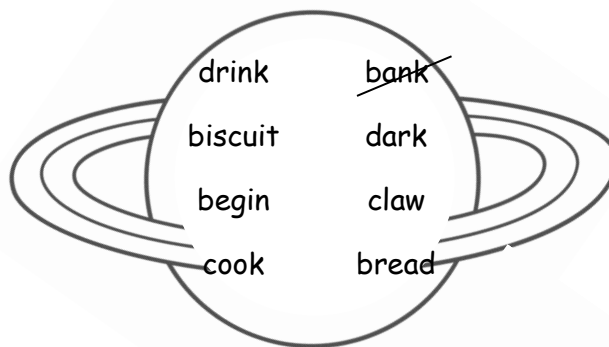
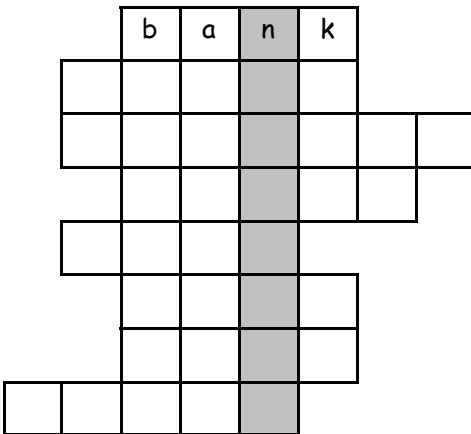
2. cry car children

5. now name next

3. did dad door

6. pig past play

Sort the words in the planets into alphabetical order on the word wall to find the hidden message in the shaded bricks.



Various long vowel phonemes

The answers to these puzzles have long vowel phonemes. For example: **make** (long **a**), **tree** (long **e**). Circle the words that have long vowel phonemes. Write them in the table below in their vowel groups.

tail sight flies play slow cube use dew
 home tube week she mine pie race say
 date sea beans here new time goat go

Long a	Long e	Long i	Long o	Long u

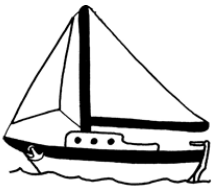
Choose one letter from each column in the grid to make a four-letter word with a long vowel phoneme. You can use different letters as many times as you like, but you must use one from each column.

c a k e

For example:

= cake

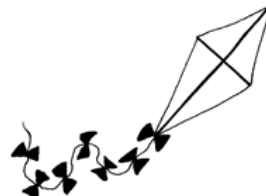
The pictures will give you clues to some words you could make.



clues to some

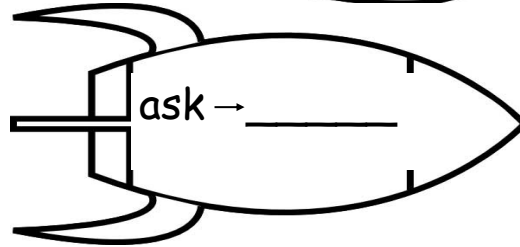
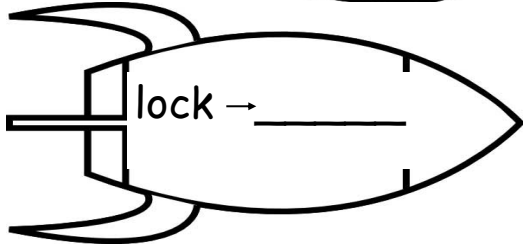
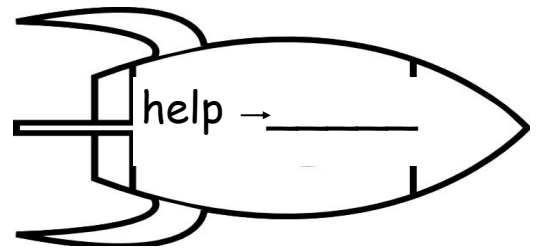
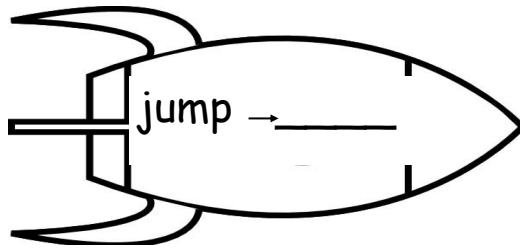


1	2	3	4
c	a	a	e
k	e	k	k
b	o	e	t
g	i	t	l



Adding ed and ing

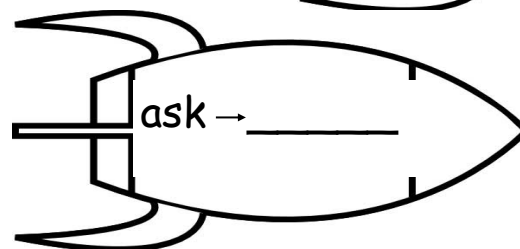
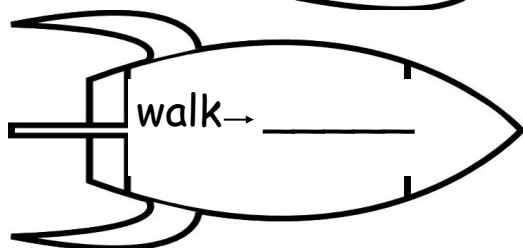
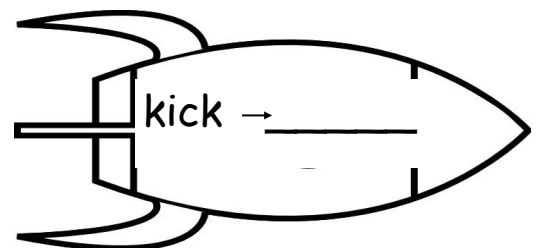
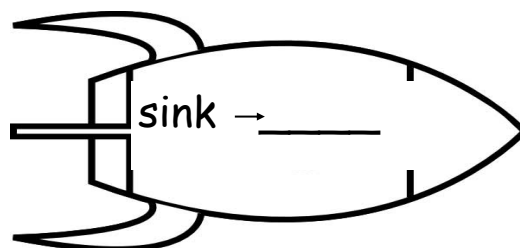
Add **ed** to the words in the rockets and write the words on the lines.



Now write the above words with **ed** in these sentences.

1. I _____ up and down on my bed.
2. I _____ my mum wash her car.
3. My dad _____ the door with a key.
4. I _____ my mum if I could go out to play.

Add **ing** to the words in the rockets and write the words on the lines.





Now write the above words with **ing** in these sentences.

1. I like _____ my dog.
2. The boat started _____ after it hit the rocks
3. The footballer is _____ the ball.
4. The students are _____ the teacher what to do next.

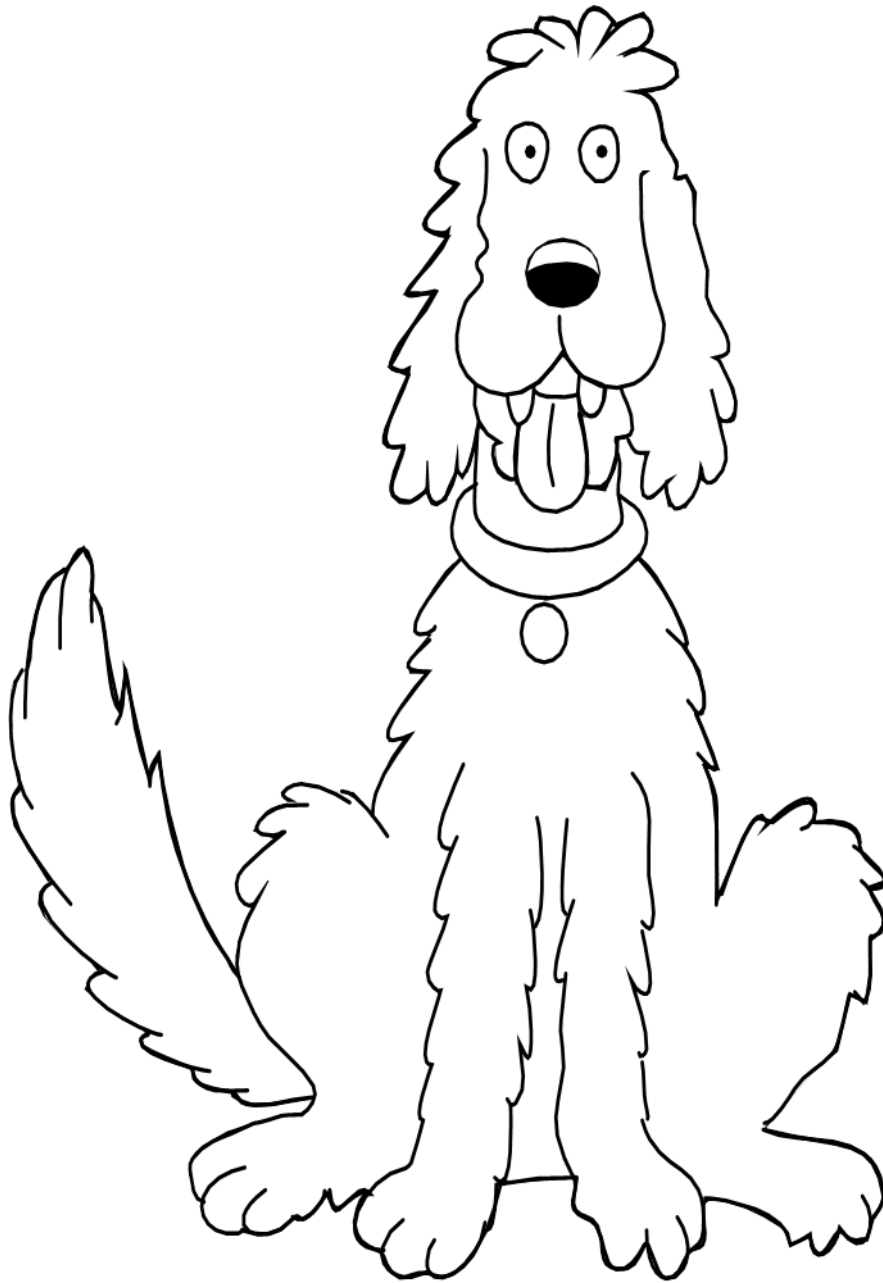
Rhyme

INSTRUCTIONS OF THE GAME

This is a game of rhyming words in English language. First of all you need a dice. Throw it and place the button on the box according to the number you got. Now you have to make a rhyme with the word in the box.

	What Rhymes with tw <u>ir</u> l	What Rhymes with flo <u>or</u>	What Rhymes with CH <u>AIR</u>	What Rhymes with TO <u>Y</u>
				SORRY LOSE A
What Rhymes with C <u>AR</u>	What Rhymes with HO <u>U</u> SE	Name three things that start with soft 'c'	Name three things that start with soft 'j'	START AGAIN
GO BACK 2 SPACES				
Say a word with the 'sh' sound as in ocean	Say a word with the 'zh' sound as in vision	YOU'RE TIRED, TAKE A REST	Say a word with the 'fuh' sound as in dolphin	

Character Sheet: Floppy

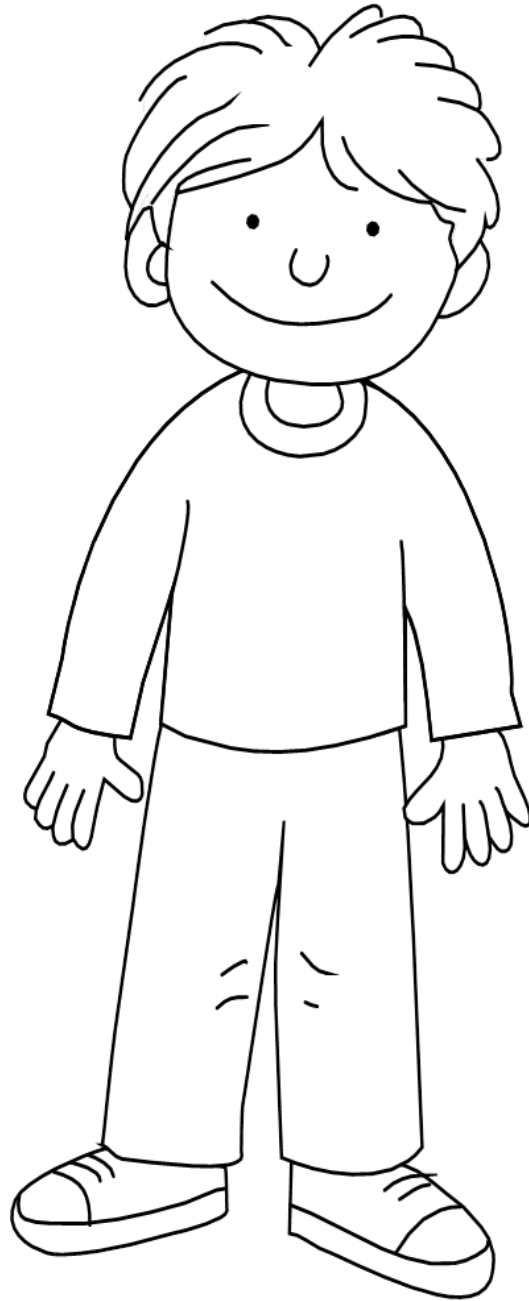


1. What is the dog's name?

2. Is Floppy a clever dog?

3. What does Floppy like to eat?

Character Sheet: Kipper



1. What is his name?

2. How old is he?

3. What's his favourite toy?

Session 1
Reading
Such a Fuss



Such a Fuss

Dad had six hens. Chip had a hen, too. "This is Viv," said Chip. Biff got the eggs. She put them in a box. The hens ran up. Chip fed them. "Viv is upset," said Chip. "Such a fuss," said Biff. Chip put the hens to bed. But Viv did not go in. Biff and Chip hid in the shed. A fox got in. The fox ran off. "I can soon fix the pen," said Dad. "Viv is a cool hen," said Chip.

Words to know

Chip

Chip is a boy

too

Chip had a hen, too

upset

The girl was upset

soon

It will happen soon

much

Don't eat too much food

cool

He is a cool boy

Your Turn

Say the sentence for each word. Then make up another sentence

Session 1

Writing and Understanding

Such a Fuss

Read and complete the sentences below.

1. _____ had a hen _____.
2. Viv is _____ said Chip.
3. I can _____ fix the pen
4. "Viv is a _____ hen, said Chip.

Answer the questions below.

1. **How** many hens does Dad have?

2. **What** did Biff get?

3. **Who** was upset?

4. **What** pet would you like to have?

Session 1
Making Notes
Such a Fuss



My Notes

Write and practice what you will say about the story for your oral presentation.

Story Title _____

1.

2.

3.

fceeducation@gmail.com

Date completed _____

Session 1
Oral Presentation
Such a Fuss



My Picture

Draw a picture of the story. Use the picture to help you with your oral presentation.

A large, empty rounded rectangular box with a thick black border, intended for the student to draw a picture related to their story.

Well Done!
From
Kipper!

Session 2
Reading
Floppy and the Bone



Floppy and the Bone

Floppy saw a big boneu. “I want that boneu,” said Floppy. He got the boneu! “Stop! Stop! said Biff. “Drop the boneu!” said **Chip**. But Floppy did not stop, and he did not drop the boneu! He ran up the hill. He ran into a wood... and onto a bridgeu... and he stoppeud! Floppy lookud down. He saw a dog in the water. The dog had a big boneu. Floppy wanted that boneu, too. Grrrrr! Went Floppy. SPLASH! went the boneu. SPLASH! went Floppy. “Oh no!” said Floppy. “The dog I saw was me!”

Words to know

bone

The dog ate a bone.

drop

Don't drop the glass.

bridge

They walked across the bridge.

water

I like to drink water.

saw

I saw a lion at the zoo

went

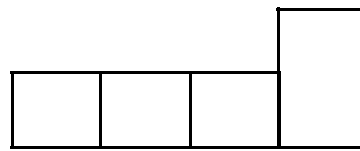
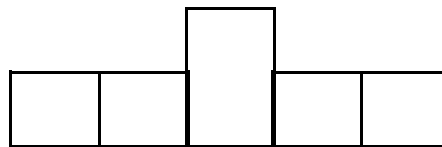
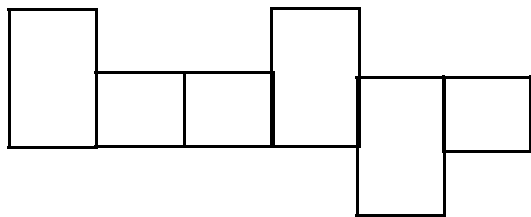
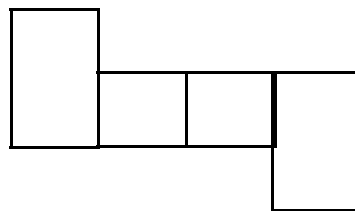
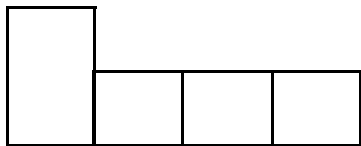
The children went home

Your Turn

Say the sentence for each word. Then make up another sentence

Session 2
Writing
Floppy and the Bone

bone	drop	bridge	water	saw	went
-------------	-------------	---------------	--------------	------------	-------------



Trace and write the key words below

bone

bone

drop

drop

bridge

bridge

water

water

saw

saw

went

went

Session 2
Writing and Understanding
Floppy and the Bone

Read and complete the sentences below.

1. Floppy saw a big _ _ _ _.
2. " _ _ _ _ the bone!" said Chip.
3. He ran into a wood... and onto a _ _ _ _ _ _.
4. He _ _ _ a dog in the _ _ _ _ _.
5. SPLASH! _ _ _ _ the bone.
6. "The dog I _ _ _ was me."

Answer the questions below.

1. **What** is the Title of the story?

2. **What** did Floppy see?

3. **What** did floppy run onto?

4. **Why** do you think Floppy took the bone?

5. **What** did Floppy see in the water?

6. **Do** you think Floppy was a sensible dog in this story?

Session 2
Making Notes
Floppy and the Bone



My Notes

Write and practice what you will say about the story for your oral presentation.

Story Title _____

1.

2.

3.

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Date completed _____

Session 2
Oral Presentation
Floppy and the Bone



My Picture

Draw a picture of the story. Use the picture to help you with your oral presentation.

A large, empty rounded rectangular box with a black border, intended for the student to draw a picture of the story.

Well Done!
From
Floppy!



Session 3
Reading
Poor Old Rabbit



Poor Old Rabbit

Floppy saw a toy rabbit. “Poor old rabbit,” said Floppy. “Nobody wants it.” Floppy took it to Kipper. “Poor old rabbit.” said Kipper. Kipper took it to Mum. “Look at this rabbit,” said Kipper. “Nobody wants it.” “Look at this rabbit,” said Mum. Dad washed it. Kipper brushed it. **Chip** and Wilma mended it. They all wanted it now. Oh no! “Poor old Rabbit,” said Kipper.

Words to know

toy

The girl had a new toy.

rabbit

The rabbit popped its head up.

old

The family pet was old.

nobody

Nobody wanted to help.

washed

My mum washed it.

mended

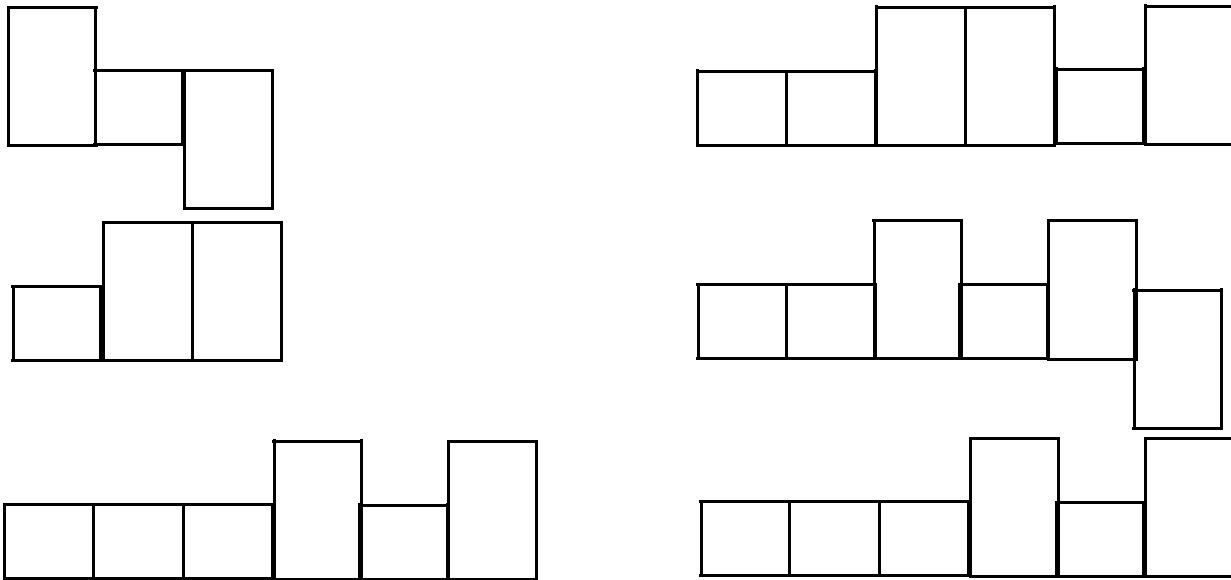
The kind man mended it.

Your Turn

Say the sentence for each word. Then make up another sentence

Session 3
Writing
Poor Old Rabbit

toy	rabbit	old	nobody	washed	mended
-----	--------	-----	--------	--------	--------



Trace and write the key words below

toy
rabbit
old
nobody
washed
mended

toy
 rabbit
 old
 nobody
 washed
 mended

Session 3
Writing and Understanding
Poor Old Rabbit

Read and complete the sentences below.

1. Floppy saw a _____.
2. "Poor ___ rabbit." said Kipper.
3. "_____ wants it." "Look at this rabbit,"
4. Dad _____ it.
5. Chip and Wilma _____ it.

Answer the questions below.

1. **What** did Floppy see?

2. **Who** did Floppy take it to?

3. **Why** do you think somebody had put the rabbit in the bin?

4. **Why** did everybody want the rabbit at the end of the story?

5. **What** is your favourite toy?



My Notes

Write and practice what you will say about the story for your oral presentation.

Story Title _____

1.

2.

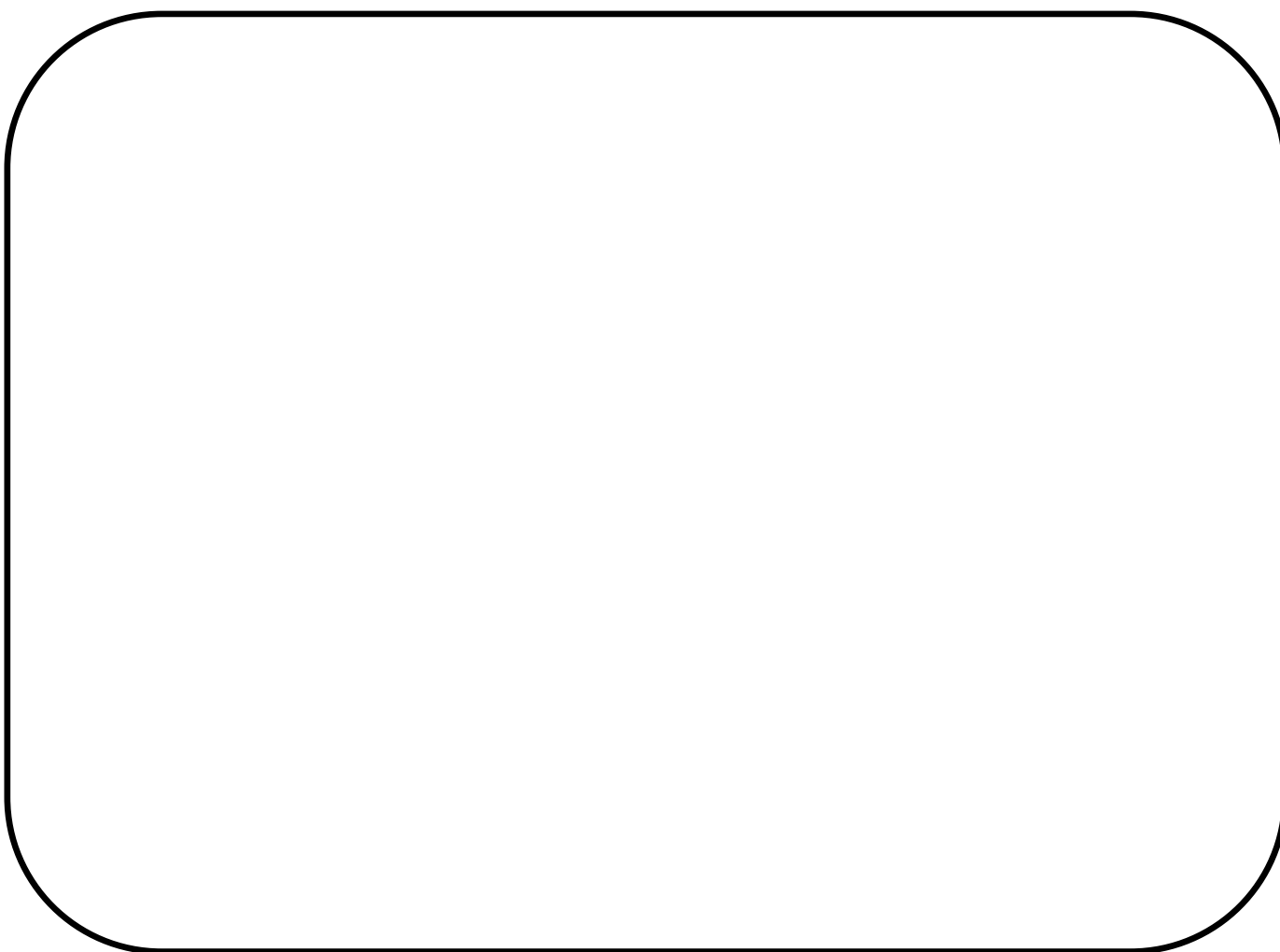
3.

Session 3
Oral Presentation
Poor Old Rabbit



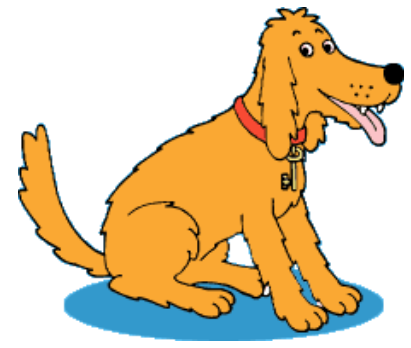
My Picture

Draw a picture of the story. Use the picture to help you with your oral presentation.



Well Done!
From
Kipper!

Session 4
Reading
I Can Trick a Tiger



I Can Trick a Tiger

Floppy was **dreaming**. He was in the **Jungle**. A tiger **jumped** out. "Got you!" he said. "I can trick a tiger," said Floppy. "Look out!" said Floppy. "There is a bee on your **nose**." "Oh no!" said the tiger, and he let Floppy go. A **crocodile** **jumped** out. "Got you!" she said. "I can trick a **crocodile**," said Floppy. "Look out!" said Floppy. "There is a bee on your **nose**." "Oh no!" said the **crocodile**, and she let Floppy go. A **snake** **slid** out. "Got you!" she said. "I can trick a **snake**," said Floppy. "Look out!" said Floppy. "There is a bee on your **nose**." "Oh no!" said the **snake**, and she let Floppy go. A **rabbit** **jumped** out. "Got you!" said Floppy. "Look out!" said the rabbit. "There is a bee on your **nose**." Buzzzzzzz! "oh no!" said Floppy.

Words to know

jungle

Many animals are in the jungle

trick

The boy played a trick

tiger

We saw a huge tiger

bee

The bee stung the girl

nose

It has a long nose

snake

The snake began to slither

Your Turn

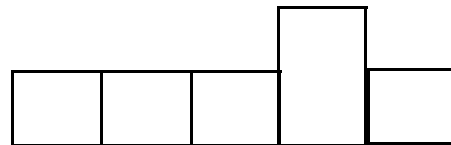
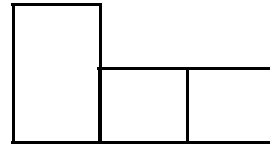
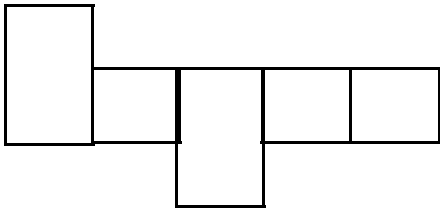
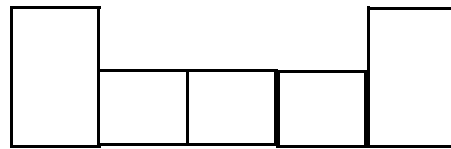
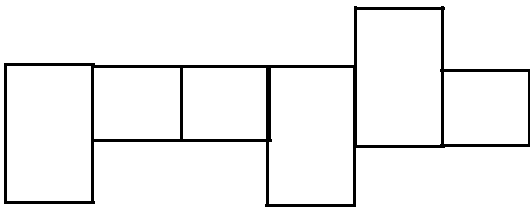
Say the sentence for each word. Then make up another sentence

Session 4

Writing

I Can Trick a Tiger

jungle	trick	tiger	bee	nose	snake
--------	-------	-------	-----	------	-------



Trace and write the key words below

jungle
trick
tiger
bee
nose
snake

jungle
trick
tiger
bee
nose
snake

Session 4
Writing and Understanding
I Can Trick a Tiger

Read and complete the sentences below.

1. He was in the _____.
2. "I can _____ a tiger,"
3. "Oh no! said the _____.
4. "There is a _____ on your _____."
5. A _____ slid out.

Answer the questions below.

1. **Where** was Floppy?

2. **What** did Floppy say to the tiger?

3. **Was** Floppy scared of the tiger?

4. **What** would you do if you had a bee on your nose?

5. **Have** you ever played a trick on anybody?



My Notes

Write and practice what you will say about the story for your oral presentation.

Story Title _____

1.

2.

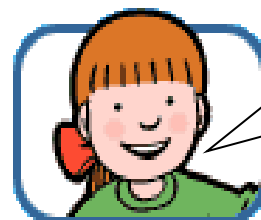
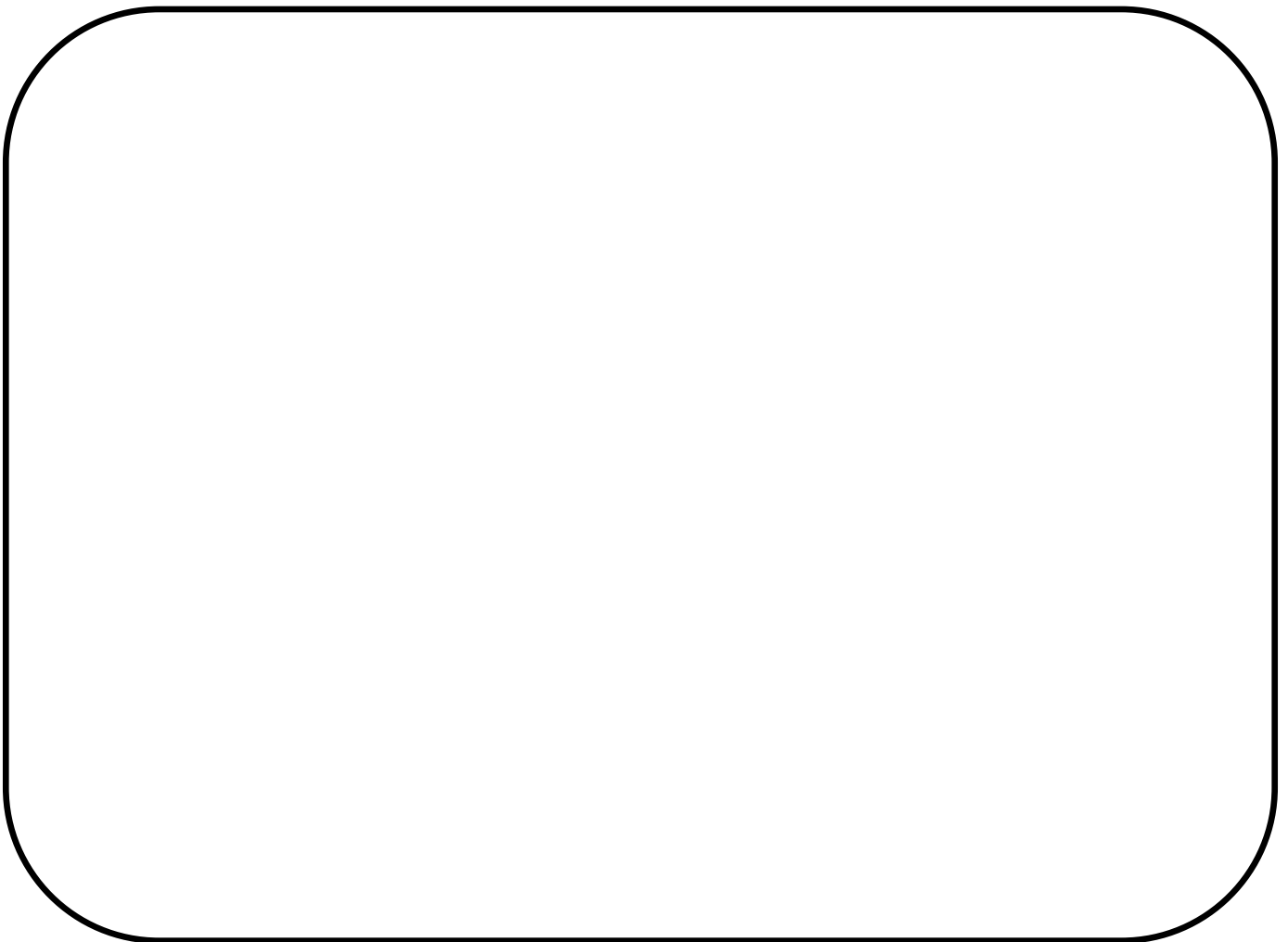
3.

Session 4
Oral Presentation
I Can Trick a Tiger



My Picture

Draw a picture of the story. Use the picture to help you with your oral presentation.



Well Done!
From Biff!

Session 5

Reading

Super Dad



Super Dad

“Look at Dad,” said Mum. “Dad looks silly,” said Wilma. “No, he looks good,” said Wilf. Dad put on a red nose. “Oh no” said Wilma. “Dad looks so silly.” Dad had a bucket. “Put your coins in here,” he said. Oh no! A man took Dad’s bucket. “Stop!” called Mum. “Come back.” But the man did not stop. Dad got on a bike. The man ran fast.. but Dad was faster. “Got you,” said Dad. “Help!” said the man. “Super Dad” said Wilma.

Words to know

silly

The kids are being silly.

good

The game was good.

bucket

We put it in the bucket.

stop

The car didn’t stop.

faster

The dog ran faster.

help

They asked for some help.

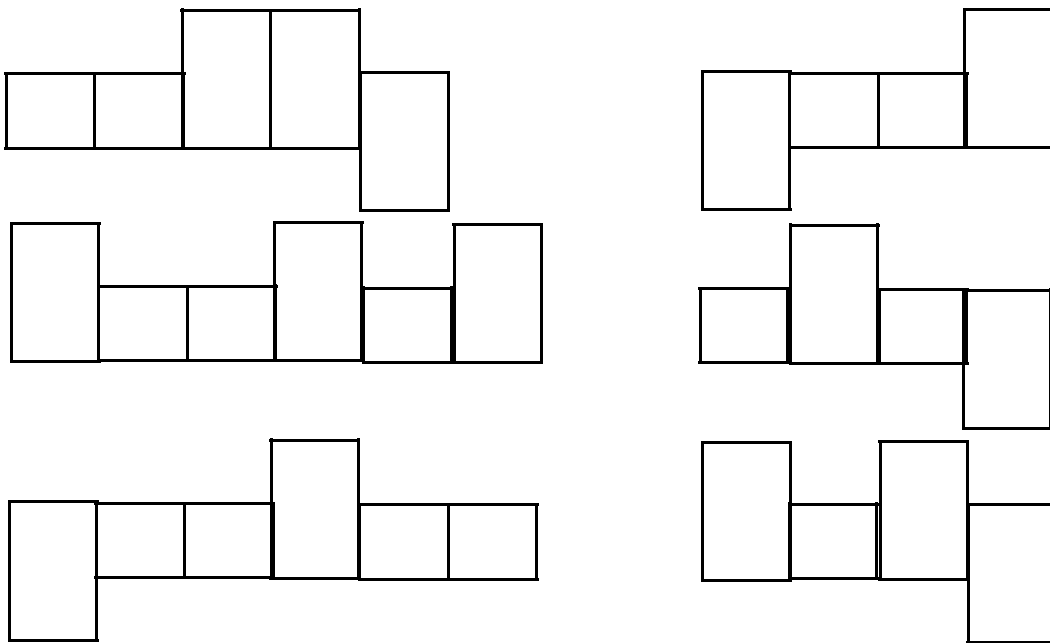
Your Turn

Say the sentence for each word. Then make up another sentence

First

Session 5
Writing
Super Dad

silly	good	bucket	stop	faster	help
-------	------	--------	------	--------	------



Trace and write the key words below

silly
good
bucket
stop
faster
help

silly
good
bucket
stop
faster
help

Session 5

Writing and Understanding

Super Dad

Read and complete the sentences below.

1. Dad looks _____.
2. No, he looks _____.
3. dad had a _____.
4. The man did not _____.
5. Dad was _____.

Answer the questions below.

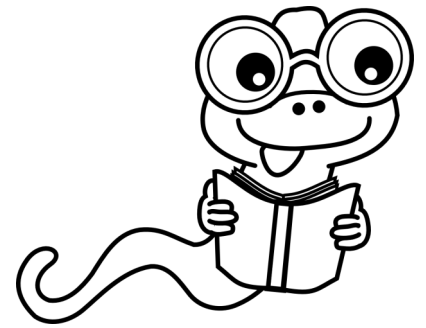
1. **Why** did Wilma say that Dad looked Silly?

2. **Who** said "No, he looks good."?

3. **Who** took Dad's bucket?

4. **What** happened after the man took the bucket?

5. **How** did Dad stop the thief?



My Notes

Write and practice what you will say about the story for your oral presentation.

Story Title _____

1.

2.

3.



My Picture

Draw a picture of the story. Use the picture to help you with your oral presentation.

FCE Phonics



Well Done!
From
Floppy!

Session 20

The diphthong **ow**

Training Words

cow

down

how

now

owl

town

brown

crowd

prowl

crown

frown

loud

out

cloud

found

mound

sound

round

bound

pound

power

pounded

prowled

bough

shower

allowed

doubted

howled

ground

mouth

Session 20

The diphthong **ow**

Spelling Test Words

cow

down

how

now

owl

town

brown

crowd

prowl

crown

frown

loud

out

cloud

found

mound

sound

round

bound

pound

power

pounded

prowled

bough

shower

allowed

doubted

howled

ground

mouth

Practice writing the spelling words below.

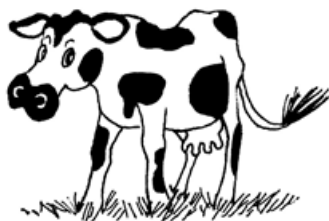
Session 20

The diphthong **ow**

Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.







house





m	h	o	u	s	e
o	o	t	y	u	u
u	m	u	u	y	w
s	l	i	t	o	i
e	w	t	c	h	m
o	o	u	v	n	b

Write two sentences below using the vocabulary above.

1.

2.

Session 20


The diphthong **ow**


Read the words below and write them into the proper columns.


down cow mound prowl shower brown
mouse ground bough owl shout found

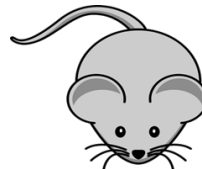
ou	ow	ough

Circle the pictures below with the correct colour

 = ou

 = ow

 = ough



Read the passage below and fill in the missing letters **ou, ow**

There was a noise __tside the h__se. An old car stopped with a bang and a big cl__d of smoke. A man got __t. He had a fl__ering blue cloak.

Session 20

The diphthong **ow**

Story 1

The **Brown Mouse**

One **n**ight a **b**rown **m**ouse **l**eft his **h**ouse. The **m**ouse **d**idn't know there **w**as an **o**wl on the **p**rowl. The **o**wl **l**ooked **d**own on the **g**round and **s**aw the **b**rown **m**ouse.

The **b**rown **m**ouse **f**ound some **n**uts and **p**ut them in his **m**outh.

But as he **b**ounded **a**long the **g**round, the **n**uts **r**olled out of his **m**outh and **d**own a **m**ound. There **w**as also a **c**ow on the **g**round. The **c**ow **w**arned the **b**rown **m**ouse that there **w**as an **o**wl on the **p**rowl. The **m**ouse **r**an **a**round and **u**p and **d**own **u**ntil he **f**ound a **m**ound on some **s**afe **g**round.

FCE System

1. What colour was the mouse? _____

2. What was on the prowl? _____

3. What did the mouse find? _____

4. Where was the cow? _____

5. Who warned the mouse? _____

Date completed _____

Session 20

The diphthong **ow**

Story 2 **Owl on the Prowl**

In a forest an owl sat in a tree. It was a cloudy night and the owl was on the prowl. The owl looked around and searched the ground. The owl found a mouse. Without a sound, the owl swooped down and seized the mouse. The little brown mouse howled. "Don't eat me." said the mouse. "Every time you eat a mouse a star goes out." The owl thought about this. If he ate the mouse and a thousand of his friends, the sky would be dark. Then how would the owl see at night? The owl allowed the brown mouse to escape.

First Choice English

1. Was it day or night? _____
2. What did the owl find? _____
3. Did the owl eat the mouse? _____

Date completed _____

Session 21

Soft **c** and **g**

Training Words

city

cents

ice

race

fence

glance

prince

strange

place

cyclone

dance

raced

circle

circus

ceiling

center

badgers

gent

giant

edge

gem

fudge

magic

cages

badge

fridge

charging

giraffe

imagine

suggest

audience

suggested

entrance

charging

cygnets

Session 21
Soft **c** and **g**

Spelling Test Words

city

cents

ice

race

fence

glance

prince

strange

place

cyclone

dance

raced

circle

circus

ceiling

center

badgers

gent

giant

edge

gem

fudge

magic

cages

badge

fridge

charging

giraffe

imagine

suggest

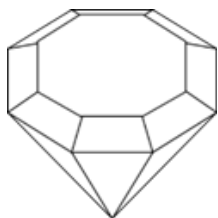
Practice writing the spelling words below.

Session 21

Soft **c** and **g**

Word Work

Write the words under the pictures below. Circle the words in the word search. The first one has been done for you.







circus





c	t	n	a	i	g
e	e	a	h	o	c
i	c	r	h	l	i
n	b	b	e	u	o
e	s	t	y	a	v
g	e	m	n	x	l

Write two sentences below using the vocabulary above.

1.

2.

Session 21


Soft **c** and **g**


Read the words below and write them into the proper columns.

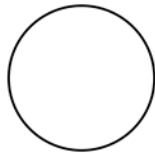
city cents magic gem ceiling cages
badge centre circle genie ice giant

c	j

Circle the pictures below with the correct colour

 = c

 = j



Read the passage below and fill in the missing letters **c**

Mum and Dad took the children to i_e_ity. "So this is Ice City," said Biff. "What a place!" "It's all made of ice," said Chip. "This is so ex_iting." They went in to the ice palace.

Session 21

Soft c and g

Story 1

The Cinema in the City

Cindy was on her way to the cinema in the city. She trudged past a fence and a hedge. Suddenly a gentle giant danced and pranced around her.

He showed her a large gem. Cindy glanced at the gem.

Cindy gave the huge giant sixty cents for the gem. Then she went to the cinema and watched a magical film about a prince.

1. Where is the cinema? _____
2. What danced around her? _____
3. What did Cindy glance at? _____
4. What did Cindy give the giant? _____

Date completed _____

Session 21

Soft c and g

Story 2

Giants

The children were at the cinema eating popcorn. They were watching a movie about gentle giants. They sat on the edges of their seats as the giants went to a strange city. The huge giants explored the city. They raced around strange city until they found some fudge ice cream. The giants ate so much there was soon no ice cream left in the place.

FCE Easy Learning

1. Where were the children?
2. What were they watching?
3. What did the giants eat?

Date completed _____

Session 22

The diphthong **sh** and **zh**

Training Words

spe**cial**

o**cean**

at**ten**tion

po**ll**ution

pa**ti**ent

ma**ch**ine

mo**ti**on

sta**ti**on

in**ve**ntion

su**r**e

pre**ci**ous

de**li**cious

at**ten**tion

in**ve**ntion

re**fl**ection

er**o**sion

tre**as**ure

vi**si**on

te**le**vision

de**ci**sion

Session 22

The diphthong **sh** and **zh**

Spelling Test Words

special ocean attention pollution patient

machine motion station invention sure

precious delicious attention invention reflection

erosion treasure vision television decision

Practice writing the spelling words below.

Session 22


The diphthong **sh** and **zh**


Read the words below and write them into the proper columns.

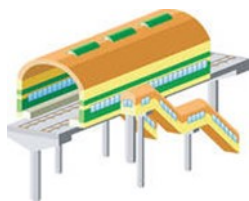
special ocean station erosion invention sure
television station pollution patient vision delicious

sh	zh

Circle the pictures below with the correct colour

 = sh

 = zh



Read the passage below and fill in the missing letters.

Mike wanted to watch television. Mike's favourite show was on. It was about dolphins in the o _ _ _ n. It was a special show so his mum watched it too. They watched the graceful motion of the dolphins in the ocean. It was a very special night.

Session 22

Sh and zh

Story 1 Television Show

A special show was going to be on television. John raced inside and turned on his favourite station.

The show on television was about the ocean being in danger.

John found out that the ocean is precious and people need to pay attention to the problem of pollution. The man on the television show said that everyone needs to pay attention.

First Choice English

1. What was going to be on television? _____
2. Who raced inside? _____
3. What was in danger? _____
4. What is precious? _____
5. Who needs to pay attention? _____

Date completed _____

Session 22

Sh and zh

Story 2

Imagination

Kate fell asleep and began to dream. In her dreams Kate's imagination began to work. It invented a wide blue ocean and a beautiful ship. There was a princess on the ship. The princess could see her reflection in the water. Looking past her reflection, the princess could see a treasure chest lying on the ocean floor. She dived into the ocean and swam down to the treasure chest. The princess climbed back on the ship with the treasure chest. She covered herself in jewels and lived happily ever after.

FCE Phonics and Reading

1. Who fell asleep? _____
2. What did Kate see in her dreams? _____
3. What did the princess see first? _____
4. What did the princess cover herself with? _____

Date completed _____

Session 23

Review

Training Words

hurt

turn

cord

torch

air

bird

dirt

soar

saw

stair

stair

cared

ploy

soil

place

dare

share

poison

convoy

circus

badgers

raced

destroy

enjoy

shower

started

dark

carpet

sound

round

laugh

castle

smart

pounded

prowled

precious

delicious

attention

invention

reflection

Session 23

Review

Spelling Test Words

hurt form stair boy darted

dirt born dare oil phone

worm lawn bear oink cough

badgers raced destroy enjoy shower

frown loud out invention prince

laugh castle smart pounded prowled

Practice writing the spelling words below.

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Spelling Test

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

First Choice English

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Answer Key

Digraphs fluency 'sh'

Page 6

- 1 The shark's name is Shelly
- 2 She swims by the shore.
- 3 They shout " Shark! Shark! "
- 4 yell

Page 7

- 1 The puppy's name is Flash.
- 2 Brush and brush.
- 3 A leash.
- 4 love

Digraphs fluency 'ch'

Page 8

- 1 Chip went down the cherry tree.
- 2 He chased the children.
- 3 They gave the bag to Chip
- 4 Munch

Page 9

- 1 They went to the pumpkin patch
- 2 They went to look for a bunch of pumpkins.
- 3 Mrs. Rich gave each child a sandwich.
- 4 Search

Read and Retell

Page 10

Zoo Trip

Students number the events in correct order 3,1,2

Page 11

A New Nest

Students number the events in correct order 1,2,1

Read and Retell

Page 12

The Wishing Well

Students number the events in correct order 1,3,2

Page 13

Ant's First Picnic

Students number the events in correct order 1,3,2

Contractions

Page 14

Should not - shouldn't / do not - don't / can not - can't / have not - haven't / does not - doesn't

We will - we'll / I will - I'll / she will - she'll / they will - They'll / he will - he'll

I am - I'm / we are - we're / you are - you're / they are - they're

Don't, you're, we're, haven't, doesn't, they're, she'll, can't

Alphabetical Order

Page 15

- 1 another at away
 - 2 car children cry
 - 3 dad did door
 - 4 last left look
 - 5 name next now
 - 6 past pig play
- bank, begin, biscuit, bread, claw, cook, dark, drink
grew, have, help, little, made, mother, went, when

Various Long Vowel Phonemes

Page 16

- 1 a - tail, play, race, say, date,
e - week, she, sea, beans, here
i - sight, flies, mine, pie, line, time
o - slow, toes, home, goat, go
u - cube, use, dew, new, tube
- 2 Students make four letter words by themselves.

Adding 'ed' and 'ing'

Page 17

- 1 jumped
 - 2 washed
 - 3 locked
 - 4 asked
- 1 walking
 - 2 sinking
 - 3 kicking
 - 4 asking

Rhyme

Page 18

Students play board game and make rhyming words.

Character Sheet

Floppy

Page 19

- 1 The dog's name's Floppy
- 2 Yes, he is.
- 3 He likes to eat bones.

Kipper

Page 20

- 1 His name's Kipper.
- 2 He's five years old.
- 3 His favorite toy is a teddy bear.

Such a Fuss

Page 23

- 1 Biff, too
 - 2 upset
 - 3 soon
 - 4 cool
- 1 Dad has six hens.
 - 2 Biff got the eggs.
 - 3 Viv was upset.
 - 4 Student's own answer

Floppy and the Bone

Page 28

- 1 bone
 - 2 drop
 - 3 bridge
 - 4 saw, water
 - 5 went
 - 6 saw
- 1 Floppy and the Bone.
 - 2 Floppy saw a big bone.
 - 3 He ran onto a bridge.
 - 4 He was hungry.
 - 5 He saw a dog in the water.
 - 6 No, he wasn't

Student Report

Objectives	Grade(5)
Able to read aloud with pace and expression	
Able to use a variety of clues to read unfamiliar words	
Able to read with concentration and attention	
Able to retell stories, giving the main points in sequence	
Aware of character and dialogue	
Able to comprehend events in stories	
Able to answer questions about stories	
recognizes print in a variety of settings	
Able to understand how story book language works	
Aware of story structure	
Able to recognize critical features of words e.g. shape, length	
Able to understand and use new words	
Expects written text to make sense	
Able to read familiar stories independently	
Able to investigate verbs with -ed and -ing endings	
Able to use titles and cover pages to predict the content of a story	
Able to compare and contrast stories with a variety of settings.	

Teacher comments and recommendations



EASY LEARNING

First Choice English Easy Learning is a series of books designed to develop a child's reading skills. The books contain a mixture of fun puzzle activities to practice and support applied phonology phonics, word building, spelling and vocabulary. These books also teach grammar and presentation skills and are suitable for young learners of all levels and abilities.

- A fun and effective way to learn phonics, spelling and reading
- A fun and fully comprehensive learning system for young learners
- Build understanding of spelling rules and patterns without the confusion
- Challenging activities to support more able children
- Practice activities for less confident children

Easy Learning series:

Stage 1 - Young Learners (ages 4 - 7)

Stage 2 - Reading Skills (ages 5 - 10)

Stage 3 - Introduction to Reading (ages 6 - 12)

Stage 4 - Reading Program (ages 6 - 12)

Stage 5 - Conversation (ages 6 - 12)

Stage 6 - English Proficiency (ages 8+)

