



First Choice English

EASY LEARNING

Reading Program
Book 2

**Ages
6-12**



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Reading Programme Book 2

Thank you for purchasing [Reading Programme Book 2](#). 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

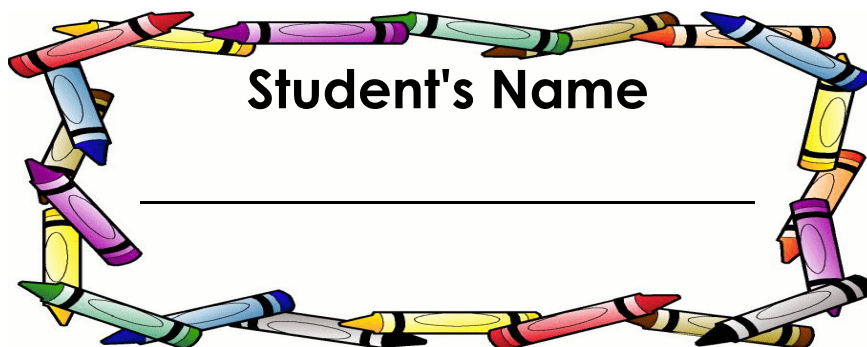
This list provides a general guidance for the activities in this book.

- 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.

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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.

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

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 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.

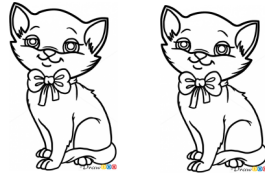
- 1) Silent letters have a dash under them. Students should ignore them when reading.
- 2) The digraph sounds are in bold font.
- 3) Common sight words are in italic font.
- 4) Red letters make a short vowel sound.

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

The Three Kittens

Theo, Thelma and Thad are three little kittens. They like to jump, play and run through the kitchen. Theo is thirsty, so he stops to get a drink. Thelma and Thad keep jumping and playing. They think they are children, but they are just three little kittens.



1. What are the names of the three kittens?

2. Why does Theo stop to get a drink?

3. The kittens think they are what?

4. What is a synonym for through?

around under top into and out of

Draw a picture of the story.



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

The Tooth Fairy

One day, Beth woke up with a toothache. She went to the dentist and he asked her to open her mouth. Dr. Smith pulled her tooth and told her to put it underneath her pillow. The tooth fairy came and left a coin worth twenty-five cents.



1. What did Beth wake up with?

2. Who visited Beth?

3. What did the dentist ask Beth to open?

4. What is a synonym for worth?

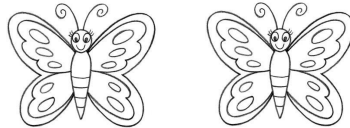
under sleep value left

Draw a picture of the story.

Colour the beginning "ng" digraph words. Read the passage twice. Colour a butterfly each time after you read. Then answer the comprehension ques-

Spring Time

I sing, you sung, we all sang a song about spring. Spring time is here; a time for cheer. Spring brings joy and smiles. The flowers have sprung. Butterflies spread their wings, and children go to the park and swing. Spring time is here!



1. What season did we all sing about?

2. What happens to the flowers in spring?

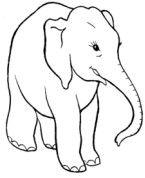
3. What do butterflies spread?

4. What is a synonym for sprung?

leave bloom fall die

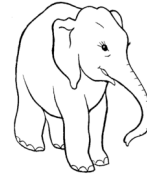
Draw a picture of the story.

Colour the ending "ph" digraph words. Read the passage twice. Colour an elephant each time after you read. Then answer the comprehension questions.



Elephant Ride

Ralph and his nephew, Phil, went to the zoo. First, Phil wanted to see the amphibians. Next, Phil wanted to ride an elephant. Up, up, up he climbed on top. The elephant took Phil for a ride. Ralph got out his phone and took a photo. Ralph is going to make a pamphlet of their day at the zoo.



1. Who went on a trip to the zoo?

2. What did Phil want to see first?

3. What did Phil get to ride?

4. What is a synonym for pamphlet?

draw ride paint small book

Draw a picture of the story.

Read and Retell

Frog's Log

Frog lives on a log in the woods. He wants to have a friend over for lunch. “Owl, will you have lunch on my log?” Frog asks. “No, I can’t” Owl said. “Snake, will you have lunch on my log?” Frog asks. “No, I can’t.” Snake said. “Fox, will you have lunch on my log?” Frog asks. “Yes! I will!” Fox said. Frog is happy!



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.

Frog is happy!

Frog lives on a log in the woods.

He wants to have a friend over for lunch.

Read and Retell

The Beach

Kris and her mum went to the beach last week. They swam in the cold water. Kris made a sandcastle and her mum read a book. They sat on the sand and ate hotdogs and chips for lunch. On the way home, Kris took a nap in the car. It was a great day at the beach!

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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.

They swam in the cold water.

They sat on the sand and ate hotdogs

Kris made a sandcastle

Read and Retell

The Playground

Jack is playing on the playground in his backyard. He swings on the tire swing. He goes down the big, yellow slide. Jack climbs the monkey bars. Jack plays and plays until his mum tells him to come inside for dinner.



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.

- He swings on the tire swing.
- Jack climbs the monkey bars.
- Jack is playing on the playground.

Read and Retell

Music Class

Anna goes to music class every Monday at school. First, they sing fun songs. Then they read a book about music. Next, Mr. Sims plays the flute for the class. Anna is always sad when music class is over!



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.

- Anna goes to music class every Monday.
- First, they sing fun songs.
- Mr. Sims plays the flute for the class.

The suffixes ER and EST

Choose a phoneme from each column to make adjectives that end in **er** and **est**. The first one has been done for you.

t	a	ll
f	ar	st
d	e	k

er

Words with ER

faster

Words with EST

fastest

These adjectives have long vowel phonemes so you can just add **er** and **est** to them.

s	ea	ow
n	l	t
w	n	k

er

Words with ER

Words with EST

These adjectives end in **e** so just add **r** and **st** to them.

s	a	t	e
l	i	f	
n	o	c	

r

Words with ER

Words with EST

These adjectives have short vowel phonemes and one final consonant which must be doubled before you add **er** and **est** to them.

h	i	t + t
t	o	g + g
b	a	p + p

er

Words with ER

Words with EST

These adjectives end in **y** that must be changed to **i** before you add **er** and **est** to them.

h	u	pp	y
b	a	gg	change
f	a	nn	to i

er

Words with ER

Words with EST

Homonyms



Homonyms are words that are spelt the same way but have more than one meaning, for example, The weather is **cold**. I have a **cold**. This homonym has two meanings.

Read the pairs of sentences and choose a homophone that best fits each pair.

watch

stick

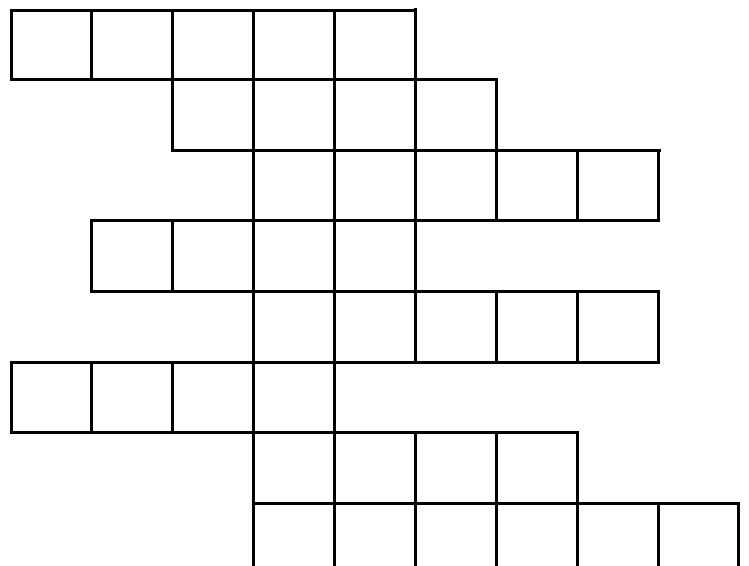
sink

waves

1. He jumps over the _____ at the beach.
He _____ goodbye to his dad.
2. My _____ helps me tell the time.
I like to _____ cartoons on TV.
3. I threw a _____ for my dog to chase.
I use glue to _____ things.
4. I washed the dishes in the _____ .
The old boat began to _____ .

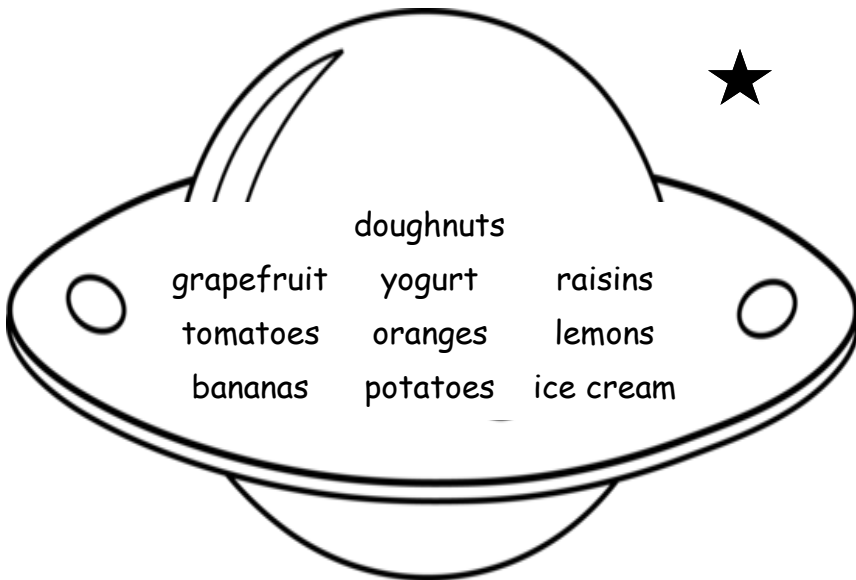
Read the clues and write the homonyms in the word wall.

1. Not heavy
2. This goes in the letterbox
3. A game between two teams or people
4. The part of a car where luggage is kept
5. These are on your fingers and toes
6. An antonym for work
7. Not yours
8. The season after winter



Alphabetical order

In a dictionary, words are listed in alphabetical order from **a** to **z**. In the spaceship there are different foods. Sort them into alphabetical order and write them on the shopping list.



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Add all the phonemes to complete the words. Then sort the words into alphabetical order on the lines below.





ou



o___p___



l___n



pa___t



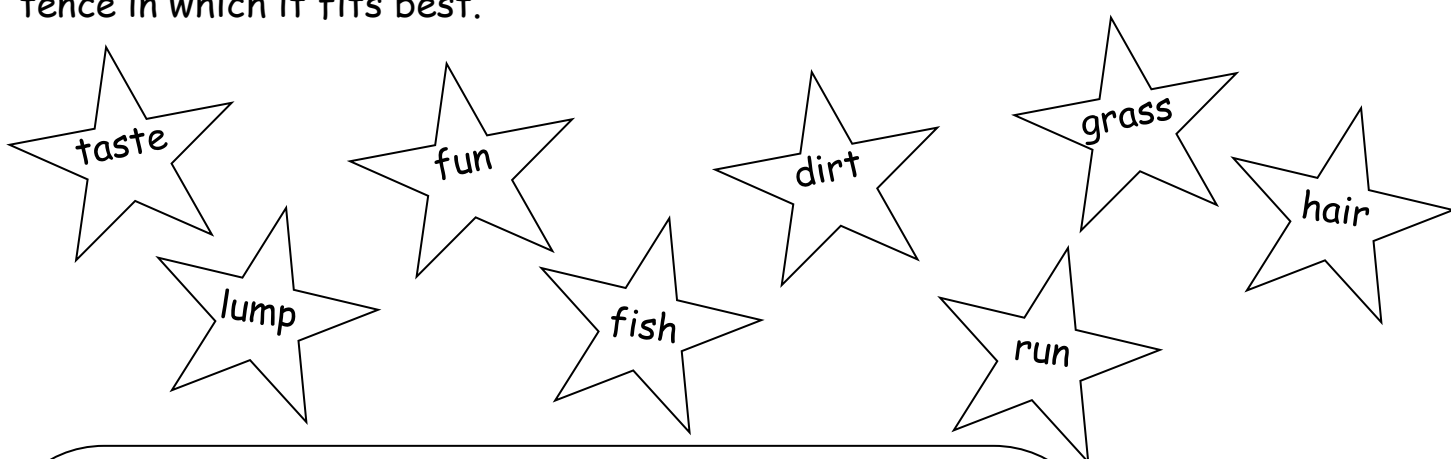
s___

Adding Y

Y can be added to lots of words to make adjectives. Adjectives are describing words, for example, bumpy. These are the rules for adding **Y**:

- Two final consonants → add **Y** as in bump → bumpy.
- Word ends in long vowel and one consonant → add **Y** as in spook → spooky.
- Word ends in a short vowel and one consonant → double the last letter and add **Y** as in bag → baggy.
- Word ends in a final **e** → take off the **e** and add **Y** as in scare → scary.

Make the words in the stars into adjectives and write each one in the sentence in which it fits best.



1. I had to clean my shoes because they were _____.
2. The pizza was very _____ and I ate it all.
3. The _____ clown made us laugh.
4. The porridge was cold and _____.
5. The jelly hadn't set and it was still _____.
6. The monster was big and _____.
7. the garden is _____ and green.
8. My cat's dinner smells _____.

Circle the five **Y** words hidden in this letter puzzle and write them on the line.

stri pyl uc kys and yr us tys mel ly

Word Ending 'ed'

A **suffix** is a syllable added to the end of a word to change its meaning.

For some verbs, you add **ed** to the end to change the word's tense.

climb + ed = climbed

Directions: Read the sentences. Add ed and write the new word into the blank.

1. The silly monkeys _____ up the tree. (climb)
2. The man _____ to work. (walk)
3. The green frogs _____ on the grass. (jump)
4. The students _____ their homework on time. (finish)
5. The model _____ for the camera. (smile)
6. The children _____ with the toys. (play)

worked talked jumped finished played

Make some sentences using the words above.

1. _____.
2. _____.
3. _____.

Word Ending 'ing'

A **suffix** is a syllable added to the end of a word to change its meaning.

For some verbs, you add **ing** to the end to change the word's tense

climb + **ing** = **climbing**

Directions: Read the sentences. Add **ing** and write the new word into the blank.

1. The happy kangaroos are _____ in the field. (jump)
2. The ball was _____ down the hill. (roll)
3. My mum is _____ a salad for lunch. (make)
4. The boys are _____ football. (play)
5. The birds are _____ outside. (sing)
6. The monkey is _____ the tree. (climb)

walking flying working playing riding

Make some sentences using the words above.

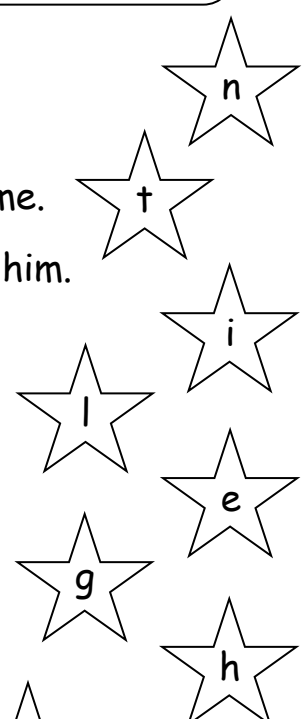
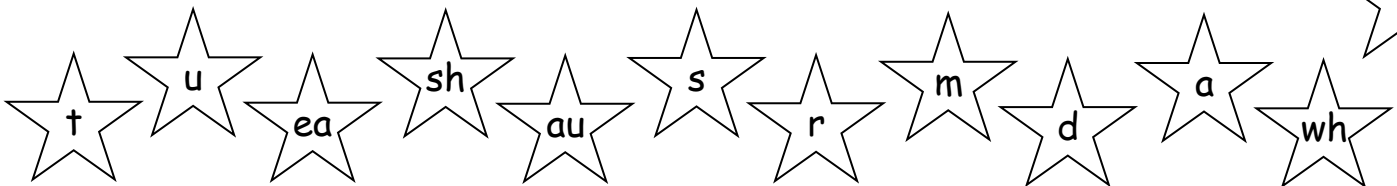
1. _____.
2. _____.
3. _____.

Words that describe ways of speaking

The verbs on this page can be used instead of the verb *say*, *said* or *saying*. They describe how someone is speaking in more interesting ways.

Put the missing phonemes in these verbs to complete the sentences. The phonemes that you need are in the stars. You can use each phoneme as many times as you like.

1. My teacher _ sk _ _ me a tricky question.
2. I _ _ _ _ per _ _ to my sister, so that no one else could hear me.
3. The policeman was _ _ ou _ _ in _ , so that the crowd could hear him.
4. I put my hand up to _ _ sw _ _ the questions.
5. My aunty sc _ _ _ _ ed, "Get that mouse out of here!"
6. I ca _ _ _ d out to my friend across the street.
7. 'What a funny joke,' the man l _ _ gh _ _ .
8. My brother and I were _ _ gui _ _ g over who was the biggest.



What noises do animals make? Read the words, look at the pictures and join them together correctly. Then write a few sentences using an animal and some of these words.

Irregular plural nouns

We use singular nouns when there is one item and plural nouns for more than one. There are rules for creating regular plurals, but the plurals in this puzzle are irregular. Find the plural forms of these nouns. The word bank will help you. The number tells you how many letters are in each plural.

1. man (3) _____ 2. woman (5) _____ 3. child (8) _____
 4. foot (4) _____ 5. tooth (5) _____ 6. person (6) _____
 7. goose (5) _____ 8. mouse (4) _____ 9. sheep (5) _____
 10. fish (4) _____ 11. reindeer (8) _____ 12. glass (7) _____

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s	c	i	d	a	o	r	s	d	l	x
g	e	e	s	e	j	e	t	b	r	c
k	p	p	n	x	t	i	m	i	c	e
f	e	e	t	k	e	n	t	x	p	c
s	m	o	y	l	e	d	c	f	b	s
h	e	p	m	b	t	e	q	i	w	k
e	n	l	c	n	h	e	n	s	o	w
e	p	e	t	t	f	r	m	h	m	r
p	f	p	o	n	s	s	q	k	e	y
r	m	c	h	i	l	d	r	e	n	s
v	l	z	n	g	l	a	s	s	e	s

Word Bank

- ★ glasses
- reindeer ★
- men
- ★ children
- teeth ★
- geese
- ★ sheep
- woman ★
- feet
- people ★
- mice
- fish

Make some sentences using the irregular plural nouns in the word bank.

1. _____
 2. _____
 3. _____

'y' Ending

Trace over the y endings to complete the words. Read the words.

hairy

scary

happy

bony

bunny

puppy

fairy

sunny

Choose a word from the list above to fit each caption. Write the word in the space.

A _____ monkey



A _____ skeleton

A _____ day



A cute _____

A fluffy _____



A pretty _____

A _____ birthday

A _____ monster

Oxford Reading Session 6

Reading

The Moon Jet

The Moon Jet

Kipper had a box and a bin. Kipper got in his jet and put on the lid. "This is cool," said Kipper. "Off I go," he said. The jet shot off. It shot out of the room. "I will loop the loop," said Kipper. The jet did six loops. "I will go to the moon," said Kipper. "I can get to it soon," he said. The jet got to the moon. But the moon bugs ran up. "Yuk," said Kipper. "Moon bugs." "Shoo, get off," said Kipper. "Did I nod off?" said Kipper. "Yes," said Mum. "Get up to bed."

Words to know

cool

The boy looked cool

jet

The jet took off

shot

The firework shot off

soon

They are coming soon

moon

Earth has one moon

get

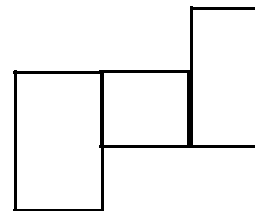
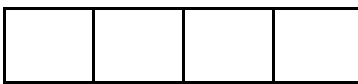
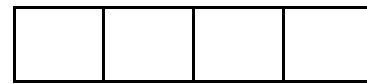
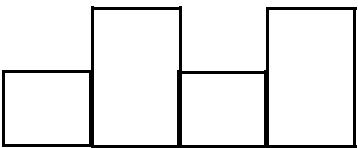
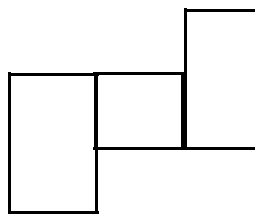
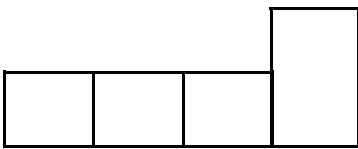
I will get some help

Your Turn

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

Session 6
Writing
The Moon Jet

cool	jet	shot	soon	moon	get
------	-----	------	------	------	-----



Trace and write the key words below

cool

cool

jet

jet

shot

shot

soon

soon

moon

moon

get

get

Session 6
Writing and Understanding
The Moon Jet

Read and complete the sentences below.

1. "This is _ _ _ _," said Kipper.
2. Kipper got in his _ _ _ and put the lid on.
3. The jet _ _ _ _ off.
4. "I can get to it _ _ _ _," he said.
5. The jet got to the _ _ _ _.
6. " _ _ _ up to bed."

Answer the questions below.

1. **Where** did Kipper go in his jet?

2. **What** happened when he got there?

3. **How** did Kipper make his jet?

4. **Where** would you go if you had a jet?

My Notes

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

Story Title _____

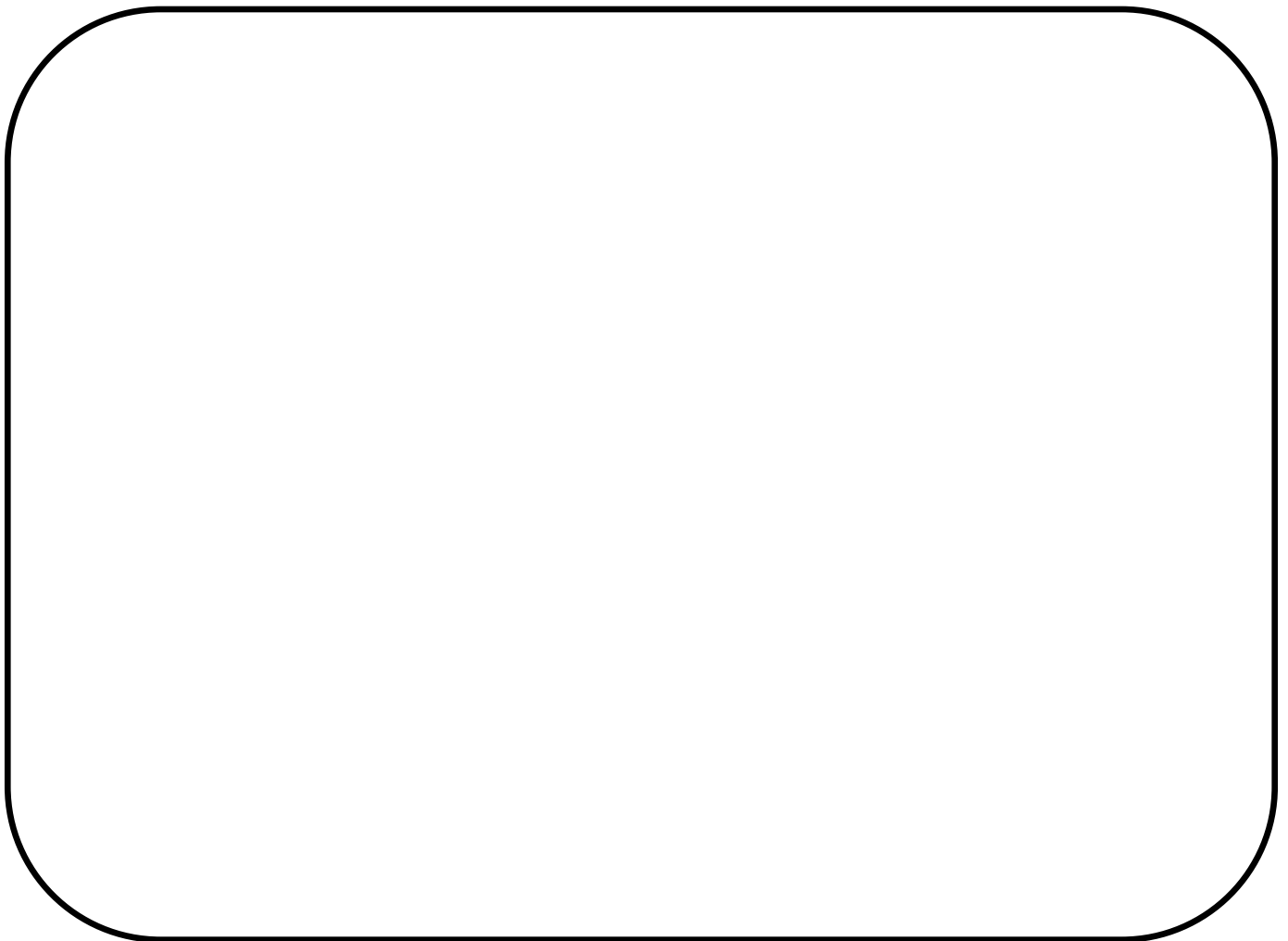
1.

2.

3.

My Picture

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



Well Done!
From
Floppy!

Session 6
Reading
The Raft Race



The Raft Race

The children were at the river. It was raft race day. Mum and Dad made a raft. The children helped. "This is a good raft," said Dad. "Let's get it into the water." They slid the raft into the water. Dad pulled it. Wilma and Chip pushed. Mum and Dad got on. "Don't fall in," said Wilf. The raft race started. Mum and Dad went fast. "Go! Go! Go!" shouted Biff. "You can win." Mum and Dad went faster. "Come on!" puffed Dad. "We can win." Oh no! The raft broke. SPLASH! Dad fell in the water. "Go on, Mum," shouted Wilf. "You can still win." Mum kept going. Dad got back on his raft. "Go on, Dad." shouted Wilma. "Go as fast as you can." Oh, no! The raft broke again. SPLASH! Dad fell in the water. Mum kept going and she won the race! "Good old Mum," said Wilma. "Poor old Dad," said Wilf.

Words to know

river

They went to the river.

raft

The raft was on the water.

race

There was a big race.

broke

The glass broke on the floor.

win

Who will win?

slid

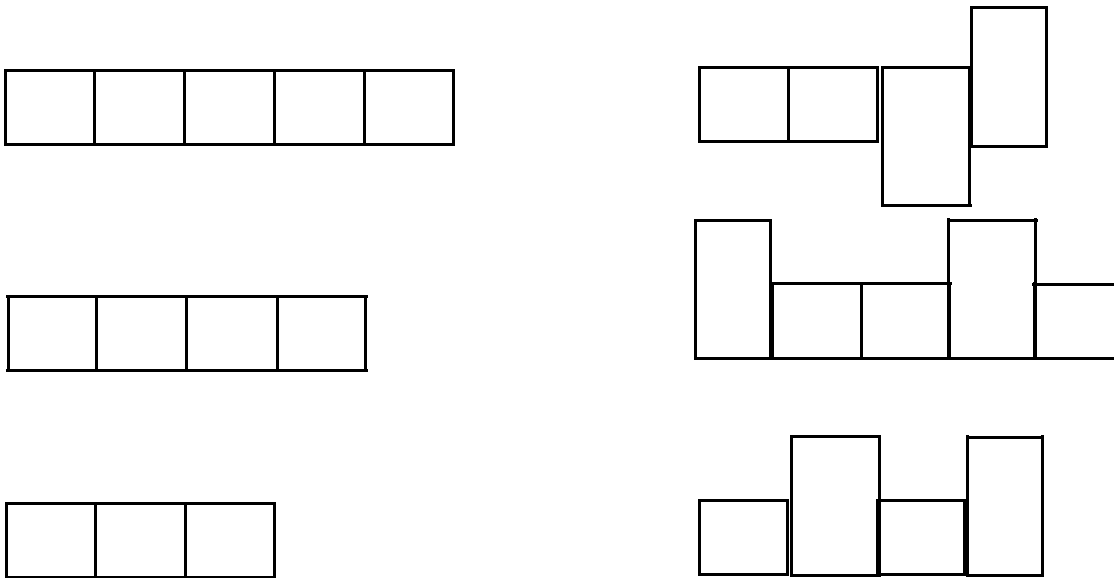
The penguin slid.

Your Turn

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

Session 6
Writing
The Raft Race

river	raft	race	broke	win	slid
-------	------	------	-------	-----	------



Trace and write the key words below

river
raft
race
broke
win
slid

river
raft
race
broke
win
slid

Blank handwriting lines for independent practice.

Session 6
Writing and Understanding
The Raft Race

Read and complete the sentences below.

1. The children were at the _____.
2. It was raft _____ day.
3. The _____ race started.
4. They _____ the raft into the water.
5. The raft _____ in half.
6. "You can _____."

Answer the questions below.

1. What is the Title of the story?

2. Who made the raft?

3. Why did the raft break in half?

4. What did Dad do after the raft broke?

5. The children were pleased for Mum. How did they feel about Dad?



My Notes

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

Story Title _____

1.

2.

3.

Session 6
Oral Presentation
The Raft Race



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 of the story. The box is centered on the page and occupies most of the middle section.

Session 7
Reading
The Spaceship



The Spaceship

Floppy went to sleep and he began to dream. A spaceship landed. “Wow!” said Kipper. “A real spaceship!” An alien came out. “I am Zig,” he said. “And this is my dog, Zog.” “Let’s go into space,” said Zig. “Oh yes!” said Kipper. “Oh no!” said Floppy. Whooooosh! The spaceship took off. It flew up into space. “What’s that?” said Kipper. “Oh no!” shouted Zig. “Fireballs!” Whooooosh! Suddenly, there were fireballs all around them. “Help!” shouted Zog. CRASH! A fireball hit them. The spaceship began to spin round. Zig and Kipper bumped heads. “Oh my head!” groaned Kipper. “Oh my head” groaned Zig. Floppy saw a very big fireball. It was going to hit them! “Help!” said Floppy. “We’re in danger!” shouted Zog. “I don’t know what to do.” “I know what to do,” said Floppy. “I can fly the spaceship.” ZOOM! Floppy flew the spaceship out of danger. “Phew! Just in time,” he said. “Well done, space Dog Floppy,” said Zig. “You saved us!”

Words to know

dream

Floppy had a dream.

sleep

I went to sleep late.

alien

It was an alien.

times

It happened three times.

flew

The birds flew high.

saw

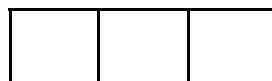
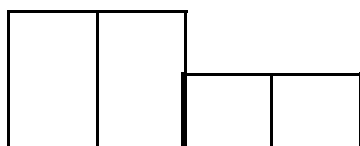
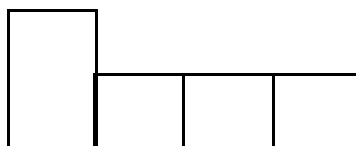
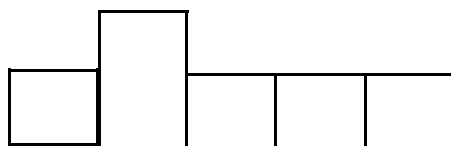
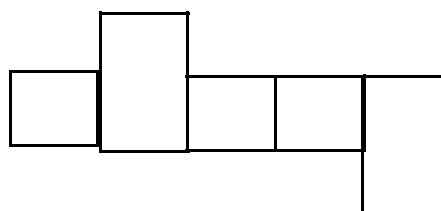
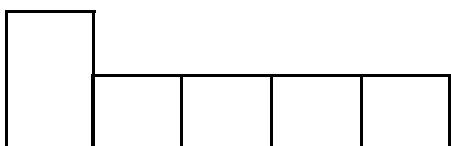
He never saw us.

Your Turn

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

Session 7
Writing
The Spaceship

dream	sleep	alien	time	flew	saw
-------	-------	-------	------	------	-----



Trace and write the key words below

dream

dream



sleep

sleep



alien

alien



time

time



flew

flew



saw

saw



Session 7
Writing and Understanding
The Spaceship

Read and complete the sentences below.

1. Floppy began to _____.
2. Floppy went to _____.
3. An _____ came out.
4. Just in _____.
5. Floppy _____ the spaceship out of danger.

Answer the questions below.

1. **Why** did Floppy dream about space?

2. **How** did Floppy feel about being in space?

3. **Why** did Floppy have to take control of the spaceship?

4. **Where** would you like to go in space?



My Notes

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

Story Title _____

1.

2.

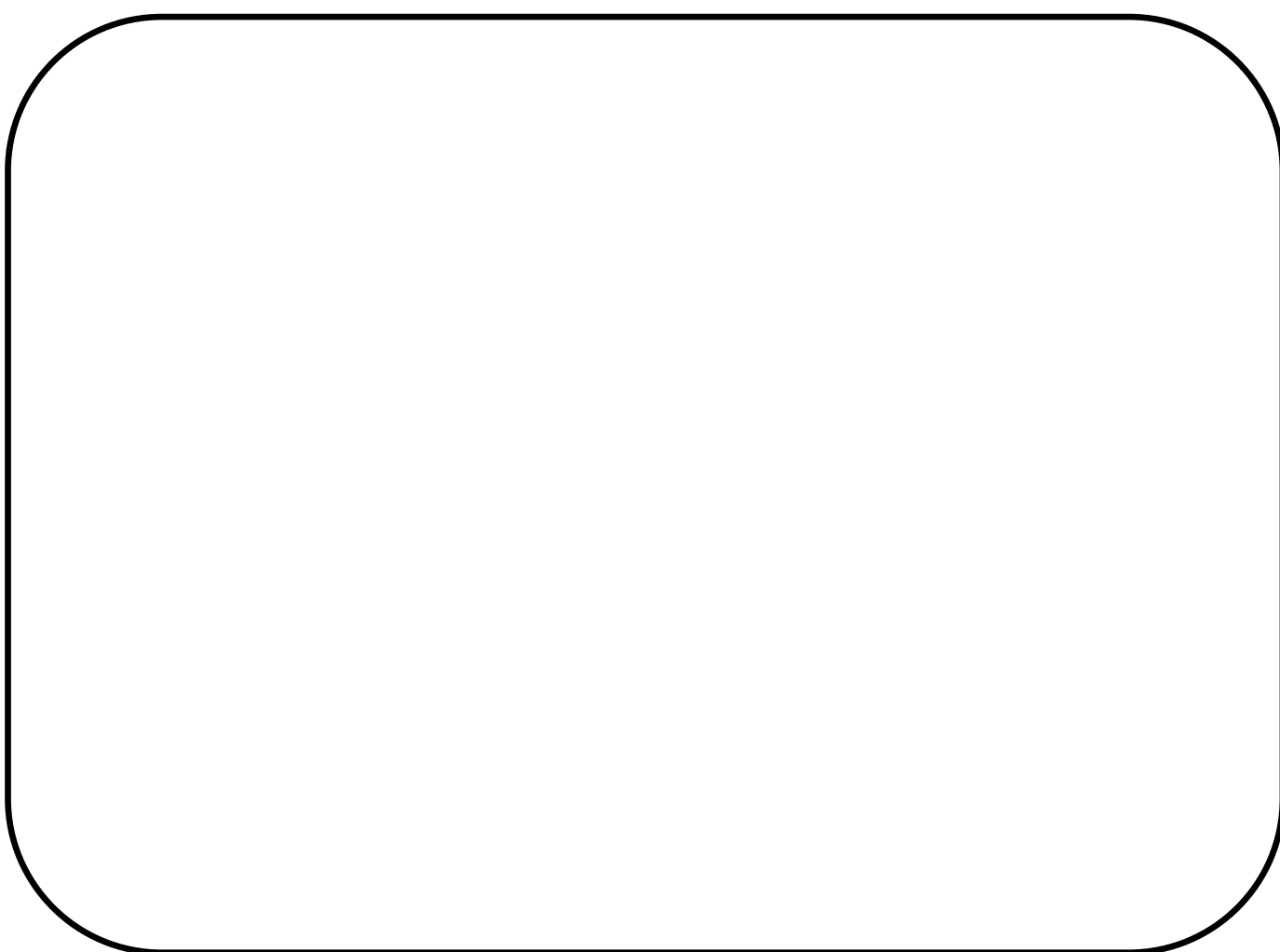
3.

Session 7
Oral Presentation
The Spaceship



My Picture

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



Well Done!
From
Floppy!

Session 8

Reading

Missing!



Missing!

Nadim had a hamster. He called it Jaws. “Jaws is a funny name for a hamster,” said Biff. Nadim put Jaws in his cage, but he forgot to shut the cage door. Jaws got out of the cage and ran off. Nadim saw the cage was open. “Oh no!” he said. Nadim was upset. “Jaws has run off,” said Nadim. “We can look for him,” said Biff. They looked and looked. Biff looked under the sink. Chip looked in the fridge. Nadim looked under the cupboard. Nadim’s dad looked under the floor. “Is Jaws down here?” he said. Then Chip had an idea. “Let’s get Floppy. He can help us.” Sniff, sniff, went Floppy. Sniff, sniff! SNIFF! SNIFF! “Look in there,” said Chip. Jaws was in the clothes basket. He had made a nest. “Look!” said Nadim. “You can see why I called him Jaws.

Words to know

hamster

They have a pet hamster

Funny

The kids laughed at the funny clown

cage

The bird is in its cage

out

The boy took the rubbish out

basket

Put the clothes in the washing basket

nest

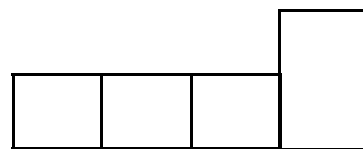
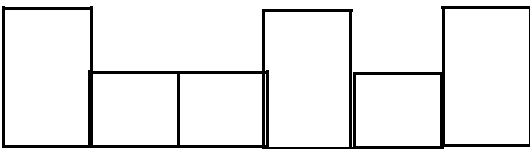
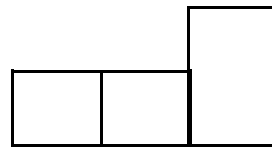
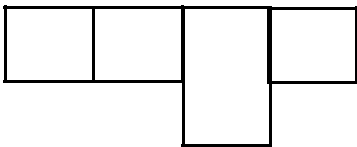
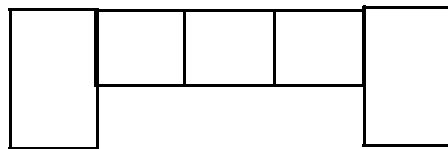
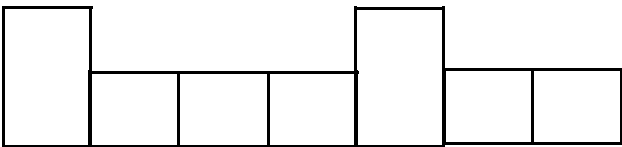
The bird made a nest

Your Turn

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

Session 8
Writing
Missing!

hamster	funny	cage	out	basket	nest
---------	-------	------	-----	--------	------



Trace and write the key words below

hamster

hamster

funny

funny

cage

cage

out

out

basket

basket

nest

nest

Session 8
Writing and Understanding
Missing!

Read and complete the sentences below.

1. Nadim had a _____.
2. Jaws is a _____ name for a hamster.
3. He forgot to shut the _____ door.
4. Jaws got _____ of the cage.
5. Jaws was in the clothes _____.
6. He had made a _____.

Answer the questions below.

1. Why is the hamster called Jaws?

2. Why was Nadim upset when he found that Jaws had run away?

3. Where did the children and dad look for Jaws?

4. What would you do if you lost your pet?



My Notes

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

Story Title _____

1.

2.

3.

Session 8
Oral Presentation
Missing!



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 related to their story.

Well Done!
From
Kipper!

Session 9
Reading
Dragon Danger



Dragon Danger

Floppy was dreaming about dragons. Floppy saw a baby dragon with its mother. The mother dragon saw Floppy. “Go away,” she roared. The dragon roared again and flapped his wings. She flew at Floppy. “Oh help!” he said. WHOOSH! Flames came out of the dragon’s mouth. Floppy hid, but the dragon saw him. Floppy ran onto a bridge. WHOOSH! Flames came out of the dragon’s mouth again. “Help!” said Floppy. “The bridge is on fire.” Floppy ran back across the bridge. He ran past a rock and saw the baby dragon again. The mother dragon roared at Floppy. She flew up onto a high rock. Oh no! The rock started to fall. CRASH! The rock fell down... but Floppy pulled the baby dragon out of danger. “Phew! Just in time,” he said. What a brave dog!

Words to know

dreaming

The boy was day dreaming

baby

They had a new baby

dragon

The dragon breathed fire

flames

we saw flames in the kitchen

across

My friend live across the street

Brave

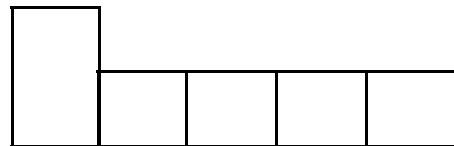
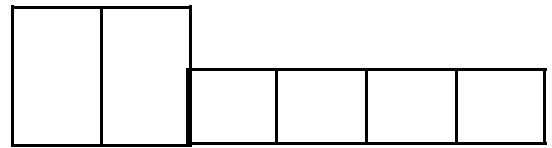
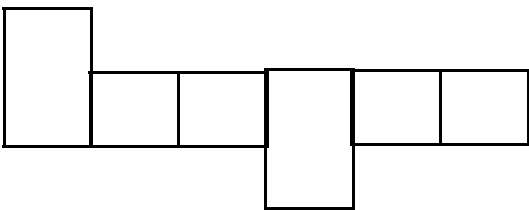
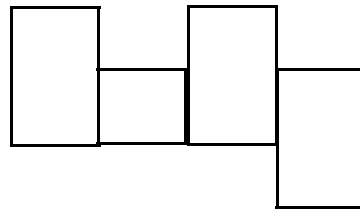
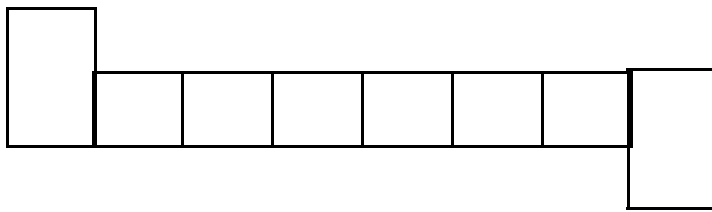
He wasn't scared. He was brave.

Your Turn

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

Session 9
Writing
Dragon Danger

dreaming	baby	dragon	flames	across	brave
----------	------	--------	--------	--------	-------



Trace and write the key words below

dreaming
baby
dragon
flames
across
brave

dreaming
baby
dragon
flames
across
brave

Blank handwriting lines for practice.

Session 9

Writing and Understanding

Dragon Danger

Read and complete the sentences below.

1. Floppy was _____ about dragons.
2. Floppy saw a _____ dragon.
3. The mother _____ saw Floppy.
4. Whoosh! _____ came out.
5. Floppy ran back _____ the bridge.
6. What a _____ dog!

Answer the questions below.

1. Why did the mother dragon roar at Floppy?

2. Why couldn't Floppy hide from the dragon?

3. How do you think floppy felt when the rock started to fall?

4. What other dragon stories do you know?



My Notes

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

Story Title _____

1.

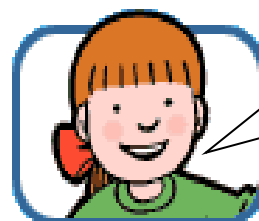
2.

3.



My Picture

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

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

Well Done!
From Biff!

Session 10
Word Work
Trapped!

Words to know

castle	old	scary	pointed
gate	stuck	trapped	owl

Read the words above. Find the words in the word search below.

o	s	t	u	c	k	x	t
w	c	a	s	t	l	e	u
l	e	o	y	f	s	r	g
h	r	l	p	y	y	n	a
x	j	d	c	o	f	l	t
p	o	i	n	t	e	d	e
t	r	a	p	p	e	d	g
w	s	c	a	r	y	s	d

Write some sentences using the vocabulary above

1. _____
2. _____
3. _____
4. _____
5. _____

Session 10

Reading

Trapped!



Trapped!

Gran took the children and Floppy to see an old castle. The children went up the path to the castle. Suddenly, Chip stopped. He pointed to a window at the top. "Look, there's a face," he said. Everyone looked, but the face had gone. "It can't be a face," said gran. "The castle is empty." They went into the castle. "It looks very old," said Biff. "And very scary!" said Kipper. "Let's play hide and seek." said Chip. The children ran in and out of the rooms. "I'll play too," said Gran, and she went into the next room. Gran looked for a place to hide. She saw a gate and pulled it open. CLANG! The gate banged shut. Gran pushed it, but it was stuck. "Help! Help!" she shouted. The children ran to see what had happened. "I'm trapped," said Gran. The gate was very stiff. The children pulled and pulled. At last, it opened. "I'll keep the gate open with this old chest," said Gran. "I don't want to be trapped again." "Come on," said Kipper. "Let's see where these stairs go." They all went up the stairs. Suddenly, they heard a noise. Woo...ooo! "What was that?" said Biff. The noise came again. Woo...ooo! WOO...OOO! Floppy pulled at his lead and raced up the stairs. "Come on! We must go after Floppy," said Chip.

Session 10

Writing and Understanding

Trapped!

They all ran to the top of the stairs. Floppy was scratching at a small door. Gran slowly turned the handle. They saw a small dusty room. "Come on, Floppy," said Biff. "Let's have a look around." Something went flapping across the room. "What's that?" said Biff. Chip pointed. "It's an owl," he whispered. "It must be the face I saw at the window." "Poor thing! It must have come down the chimney," said Gran. She picked it up very gently. Gran took the owl over to the window and opened it. The owl blinked its big round eyes. "Go on, owl," said Kipper. "Fly away!" The owl flapped its wings and flew up into the sky. Kipper watched the owl fly away. "It must be horrible to be trapped," he said. "It is Kipper," said Gran. "It is!"

Answer the questions below.

1. Why did Chip think he had seen a face in the window?

2. Why did Gran call to the children for help?

3. Why did Gran keep the gate open with the chest?

4. What would you do if you found a trapped animal?

Session 10


Story Review

Trapped!

Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

The ingredients	The name	Powerful descriptive words and
The characters are... 		
The story is set in ...		

What happens at the start of the story?

The story starts with ...

...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	


Session 10

Story Review

Trapped!

What happened in the middle of the story?

In the middle of the story, the characters try to	1 st
	2 nd
	3 rd



What happens at the end of the story?
The story ends with ...

What did you think of the story?

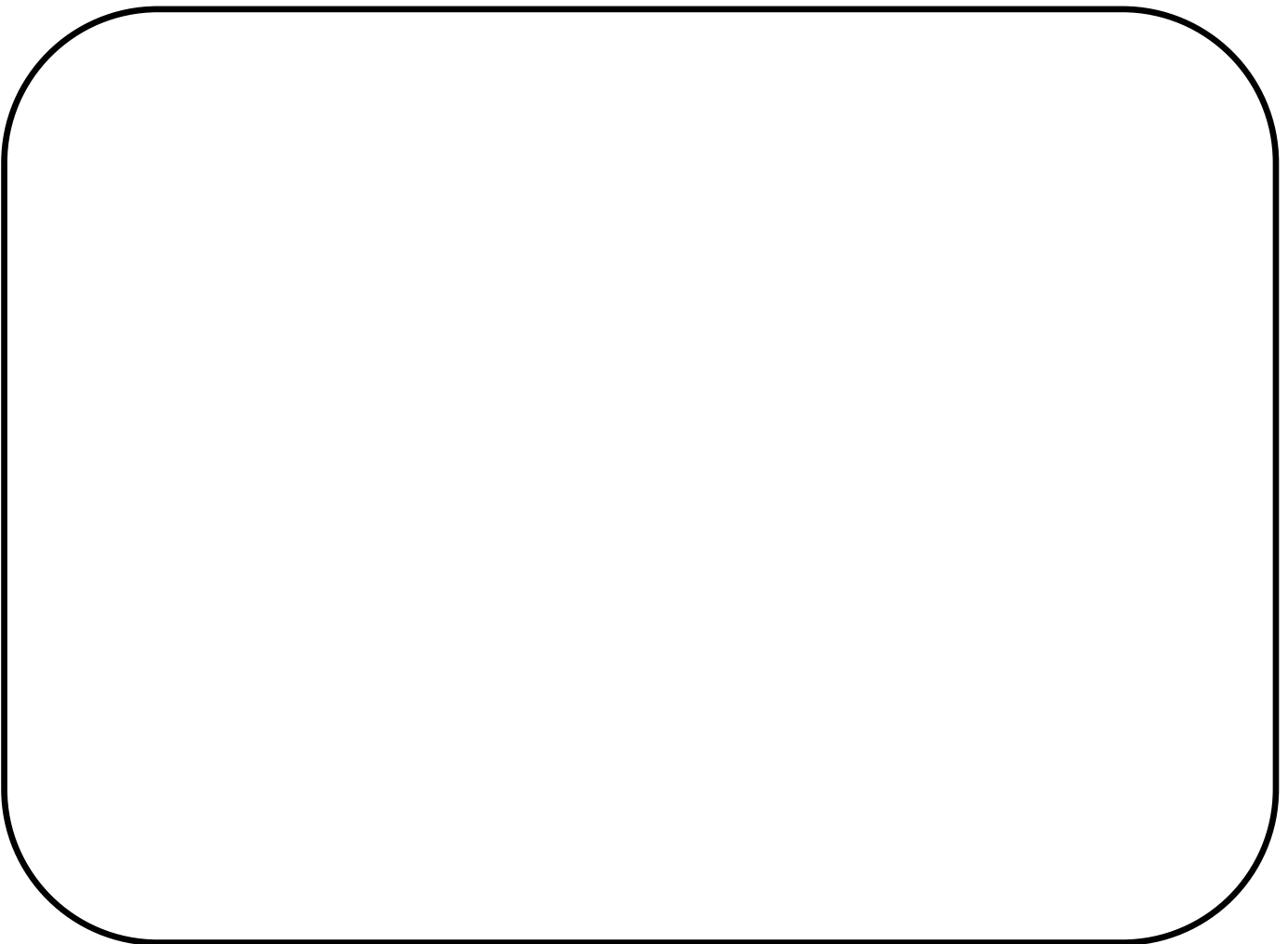
Score out of 10

10

Session 10
Oral Presentation
Trapped!

My Picture

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



Well Done!
From



Session 11
Word Work
Husky Adventure

Words to know

snowing	forest	cold	wolves
hospital	barked	pulled	saved

Read the words above. Find the words in the word search below.

b	t	c	v	p	u	h	h
a	f	o	r	e	s	t	o
h	w	l	w	a	a	s	s
o	o	d	b	f	s	a	p
w	o	l	v	e	s	v	i
b	a	r	k	e	d	e	t
p	u	l	l	e	d	d	a
s	n	o	w	i	n	g	l

Write some sentences using the vocabulary above

1. _____
2. _____
3. _____
4. _____
5. _____

Session 11
Reading
Husky Adventure

Husky Adventure

It had been snowing. Kipper wanted Floppy to pull his sled. “Go on, Floppy! Pull!” he called. Floppy didn’t want to pull the sled. He ran and hid in Biff’s bedroom. Suddenly, the magic key began to glow. It took Floppy into an adventure. The magic took Floppy to a dark, cold forest. There was snow everywhere. The snow felt cold on Floppy’s paws and a cold wind was blowing. “Brrr!” thought Floppy. Floppy began to walk, but his paws sank in the deep snow. Aooooooow! He heard a howling sound. Aooooooow! “What is that?” thought Floppy. Oh no! It was a pack of wolves. They had red eyes and long white teeth. They growled at Floppy. Floppy was scared of the wolves. He ran through the trees. Suddenly, Floppy fell down. He rolled over and over. He went faster and faster. Then he hit a tree. Bump! Floppy lay in the snow with his eyes shut. A man ran up. “Quick!” he said. “My boy is sick. I must get him to hospital. I need another dog to pull the sled.” The man took Floppy to the sled. “Oh no!” thought Floppy. “Another pack of wolves!” But they were not wolves, they were husky dogs. The dogs growled. “Are you the new dog? You look too floppy to pull a sled,” they said. The man put straps on Floppy.

Session 11

Writing and Understanding

Husky Adventure

“You’ve got to run fast,” he said. “We must get to the hospital.” The biggest dog barked at Floppy. “Just keep up, you floppy dog,” he said. “We’ve got to run fast.” Floppy was cross. “Don’t call me a floppy dog,” he said. I’ll show you!” The sled went faster and faster. “Slow down!” panted the husky dogs. “We can’t keep up with you.” At last they got to the hospital. “Thank you!” shouted the man. “You’ve saved my son.” The husky dogs looked at Floppy. “Wow! You can run fast!” they said. “You’re not a Floppy dog.” “You can stay with us,” said the husky dogs. “We need a dog like you.” The magic key began to glow. “Good!” thought Floppy. “I need a rest.” “Come and pull my sled, Floppy,” said Kipper. “Oh no!” thought Floppy.

Answer the questions below.

1. Why did Floppy hide?

2. Did the huskies think Floppy would be good at pulling the sled?

3. Why couldn't the man take his son to hospital in a car?

4. Where would you like to go on an adventure?

Session 11


Story Review

Husky Adventure

Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

The ingredients	The name	Powerful descriptive words and
The characters are... 		
The story is set in ...		

What happens at the start of the story?

The story starts with ...

...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	

Session 11

Story Review

Husky Adventure

What happened in the middle of the story?

In the middle of the story, the characters try to



1st

2nd

3rd

What happens at the end of the story?
The story ends with ...

What did you think of the story?

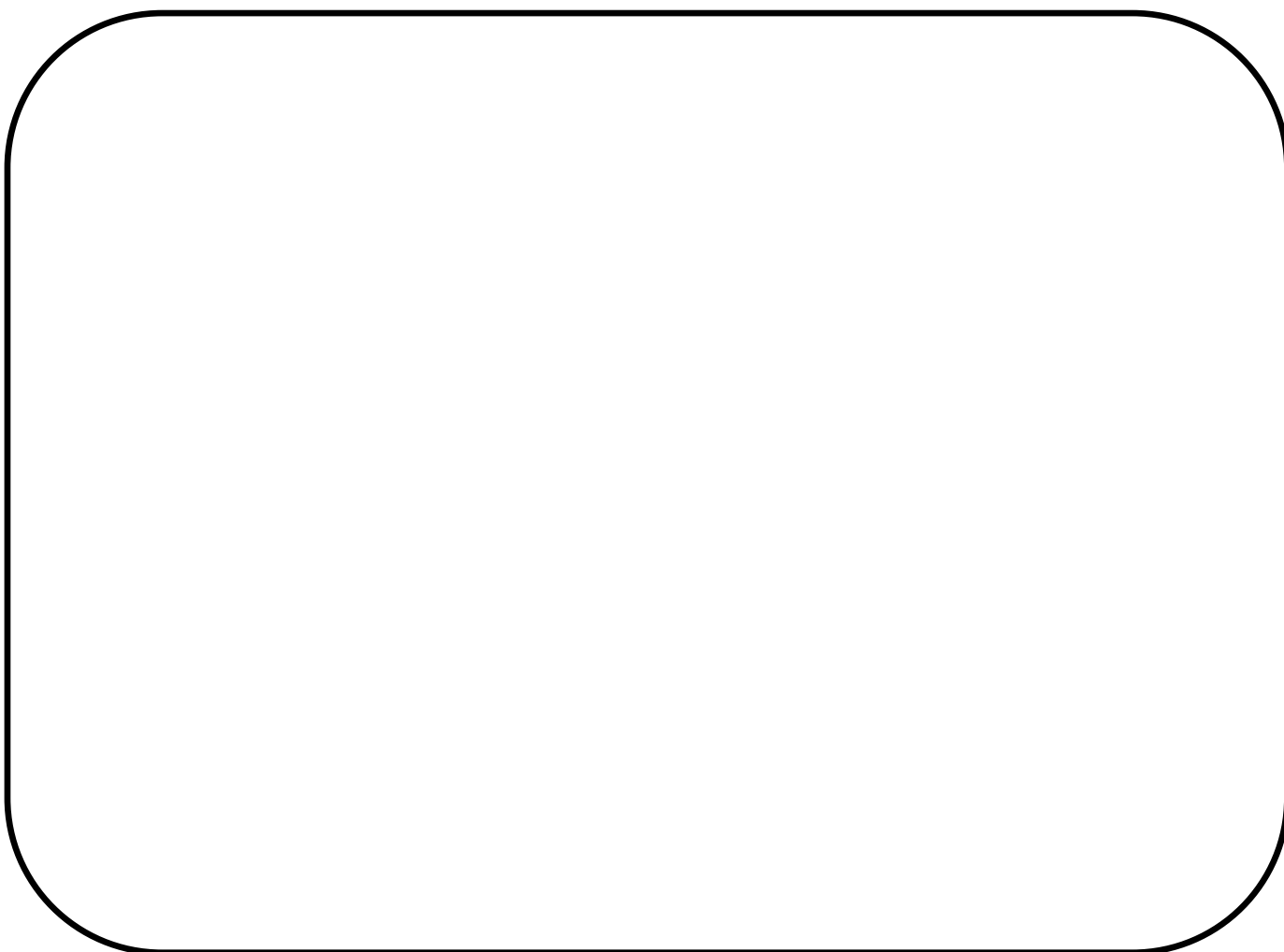
Score out of 10

—
10

FCE Easy Learning

My Picture

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



Well Done!
From

Session 12
Word Work
Looking After Gran

Words to know

family	looking	town	parked
shopping	wave	sea	saved

Read the words above. Find the words in the word search below.

s	s	w	a	v	e	t	l
h	s	v	h	t	e	s	o
o	e	g	p	w	s	a	o
p	a	r	k	e	d	v	k
p	t	o	w	n	j	e	i
i	y	f	s	w	x	d	n
n	n	h	c	g	h	a	g
g	f	a	m	i	l	y	r

Write some sentences using the vocabulary above

1. _____
2. _____
3. _____
4. _____
5. _____

Session 12
Reading
Looking After Gran

Looking After Gran

The family was going away. “Look after Floppy,” said Dad. Gran liked looking after Floppy. She took him for lots of walks. She threw sticks for him to chase and balls for him to catch. Gran had a motorbike. It was bright red. “Jump in, Floppy,” said Gran. Gran put on her crash helmet. “Where are we going?” thought Floppy. Soon, they were zooming into town. “Isn’t this fun!” said Gran. “Not for me!” thought Floppy. At last Gran stopped. She parked the motorbike on the sand. “Stay here, Floppy,” said Gran. Look after the motorbike. I’m going shopping.” Gran was away for a long time. The tide started to come in. A wave splashed the front wheel. Then a wave splashed the back wheel. “Gran has parked too close to the sea!” thought Floppy. “I must find Gran,” thought Floppy. He ran into town as fast as he could. Sniff! Sniff! went Floppy. He could tell where Gran had been. She had been in the butcher’s shop. “Yum! Bones,” thought Floppy. “Get out!” yelled the butcher. “No dogs in here!” Floppy ran back into the street. “I must find Gran,” he thought. Sniff! Sniff! went Floppy. Gran had been in the bread shop. “Get out!” yelled the baker. “No dogs in here!” Floppy ran back into the street.

Session 12

Writing and Understanding

Looking After Gran

“I must find Gran,” he thought. Then Floppy saw Gran. She was in the hat shop. Floppy ran in and barked. “Get out!” said the lady. “No dogs in here!” “Come on, Gran!” thought Floppy. Floppy ran out of the shop. Gran ran after him.

“Come back!” called the lady. “You haven’t paid for that hat.” Floppy ran back to the beach. Gran puffed after him. “Oh no! My motorbike,” shouted Gran. She ran into the sea and pushed her motorbike out. “Well done, Floppy,” said Gran. “You saved my motorbike!” Gran spoke to Mum. “I’m not looking after Floppy,” she said. “He’s looking after me!”

Answer the questions below.

1. Why didn't Floppy like going on Gran's motorbike?

2. Why did Gran leave Floppy with her motorbike?

3. Gran told Floppy to stay. Why was he right not to stay?

4. What animal would you like to look after for a day?

Session 12


Story Review

Looking After Gran

Why is there a story?

(What is the trigger, the event that starts the story, the problem?)

There is a story because...

The ingredients	The name	Powerful descriptive words and phrases found in the story
The characters are... 		
The story is set in ...		

What happens at the start of the story?

The story starts with ...


...action involving... (which character/s?)	
...a conversation between...(who?) talking about...(what?)	

Session 12

Story Review

Looking After Gran

What happened in the middle of the story?

<p>In the middle of the story, the characters try to</p> 	1 st
	2 nd
	3 rd

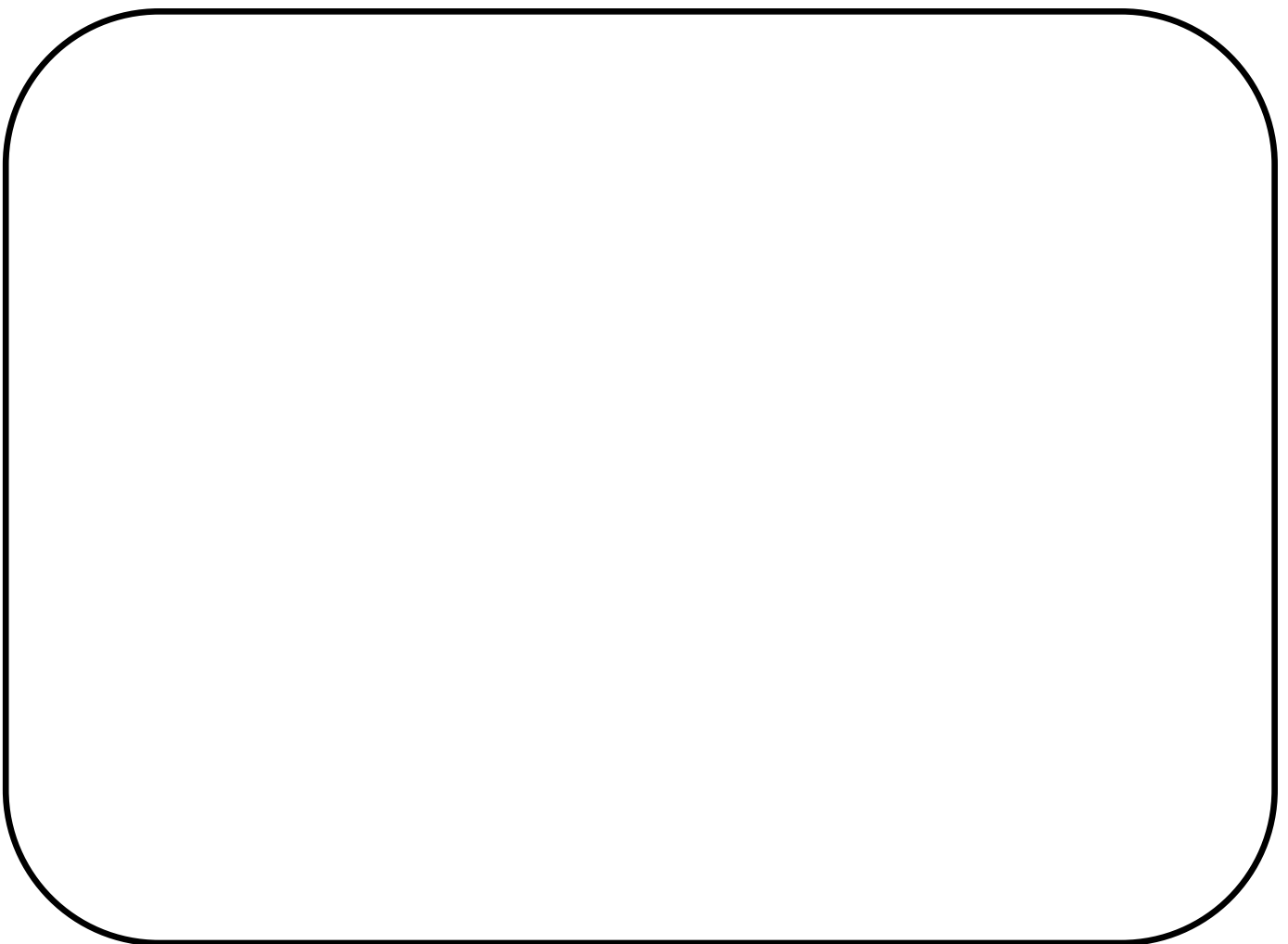
What happens at the end of the story?
The story ends with ...

What did you think of the story?

Score out of 10
<hr/>
10

My Picture

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



Well Done!
From



Spelling Test

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

1. _____
2. _____
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10. _____

First Choice English

1. _____
2. _____
3. _____
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1. _____
2. _____
3. _____
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10. _____

Spelling Test

1. _____

2. _____

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1. _____

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1. _____

2. _____

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7. _____

8. _____

9. _____

10. _____

Answer Key

Diagrams fluency 'th'
Page 4

Page 5

Diagrams fluency 'ng'
Page 6

Page 7

Read and Retell
Page

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)

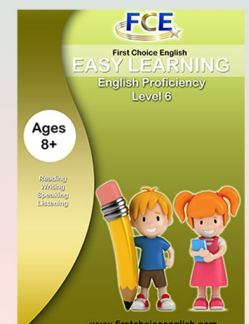
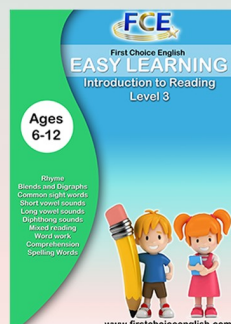
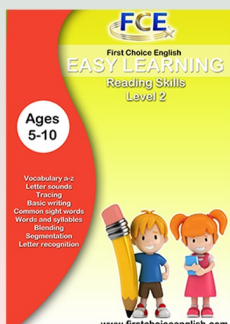
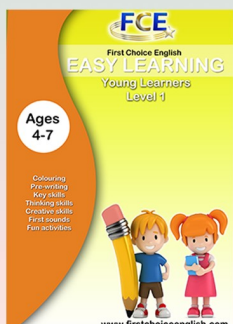
Stage 2 - Reading Skills (ages 5 - 10)

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+)



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