

Cold Weather



1. She lives in a place with cold weather.
2. Every year, it is very cold for three months.
3. It is very cold in December, January, and February.
4. Sometimes it snows a little.
5. Sometimes it snows a lot.
6. It is very cold when she goes outside.
7. It is very cold when she waits for the bus.
8. She needs a hat and a good coat.
9. She also needs gloves and boots.
10. She doesn't like cold weather.
11. She likes hot weather!

Questions

1. Does she live in a place with cold weather?
2. How many months are very cold?
3. What months are very cold?
4. What does she need for her hands?
5. What does she need for her feet?
6. What does she need for her head?
7. Does she like cold weather?
8. What kind of weather does she like?

Sight Words

month	three	very	every
it	goes	lives	with
also	and	a lot	needs
likes	doesn't	when	good

Word Families

 <p>ai</p>	 <p>wait</p>	 <p>rain</p>	 <p>pain</p>	<p>train hair chair</p>
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 <p>ea</p>	 <p>eat</p>	 <p>heat</p>	 <p>meat</p>	<p>ear year near</p>
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 <p>oa</p>	 <p>coat</p>	 <p>boat</p>	 <p>goat</p>	<p>soap road throat</p>
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 <p>oo</p>	 <p>boots</p>	 <p>tooth</p>	 <p>spoon</p>	<p>soon noon room</p>
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 <p>old</p>	 <p>cold</p>	 <p>old</p>	 <p>fold</p>	<p>told sold mold</p>
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Syllables

wea	ther
-----	------

lit	tle
-----	-----

out	side
-----	------

De	cem	ber
----	-----	-----

Jan	u	a	ry
-----	---	---	----

Feb	ru	a	ry
-----	----	---	----

some	times
------	-------

does	n't
------	-----

ve	ry
----	----

Draw the Boxes

January

very

outside

weather

sometimes

doesn't

February

little

December

Missing Syllables

De		ber
----	--	-----

	side
--	------

Feb			ry
-----	--	--	----

	tle
--	-----

	times
--	-------

	n't
--	-----

Jan			ry
-----	--	--	----

wea	
-----	--

ve	
----	--

Word Patterns

does not doesn't	October November December	very sorry
January February	little apple table	outside inside
sometimes something someone	weather together mother	place face race

Which word?

1. The first month of the year is _____.
2. The last month of the year is _____.
3. The opposite of inside is _____.
4. The opposite of big is _____.
5. Sunny and rainy are types of _____.
6. does + not = _____

Cold Weather



She lives in a place with cold weather. Every year, it is very cold for three months. It is very cold in December, January, and February. Sometimes it snows a little. Sometimes it snows a lot.

It is very cold when she goes outside. It is very cold when she waits for the bus. She needs a hat and a good coat. She also needs gloves and boots. She doesn't like cold weather. She likes hot weather!

Suggestions for Teachers

Choose the Right Story

Choose a story that is not too easy or too difficult for your students. If the stories in this book are too difficult for your students, use the *abc English* series or the *Reading Skills Lessons* book to boost basic reading skills, then return to the stories. See teachabcenglish.com/books for more information about these books and other resources for teaching basic reading skills.

Expand or Simplify

If you want to spend several lessons repeating one story, you can extend the instruction by using some or all of the activity suggestions below. For example, use these activities over five lessons for 60-90 minutes each:

- Day 1: Activities A.1, A.2, A.3, A.4, A.5, A.6, A.7
- Day 2: Activities B.1, B.2, B.3, B.4, A.7 (review)
- Day 3: Activities C.1, C.2, C.3, C.4, C.5, A.7
- Day 4: Activities D.1, D.2, D.3, D. 4, A.7
- Day 5: Activities E.1, E.2, E.3, E.4, E.5, E.6, E.7

If the stories are relatively easy for your students, you can also speed up the pace and cover one story in one lesson. For example, you could use these activities during one lesson of 60-90 minutes:

- Activities A.1, B.1, B.2, C.1, D.2, D.3, E.5

Activity Ideas

A.1. Photo Talk

Use the photo on the first page of the lesson to generate discussion about the story topic. Have students predict what the reading will be about based on the photo. Ask students to share their own experiences related to the topic.

A.2 Vocabulary Bullet Point Game

Choose 6-10 vocabulary words from the story. Make a list on the board. For example, for the story "English Class" in this book, the list of vocabulary words might be:

- class
- school
- reading
- writing
- speaking
- English

Point to each word and practice reading. Draw a bullet point next to each word. Count how many words are in the list. Erase a random word and read the list again. Erase another word and read the list again. Continue erasing words until there are only bullet points left as place markers. Point to each bullet

point and remember the list from memory. Then write each word again next to its bullet point.

A.3 Read, Remember, Write Vocabulary

Use the same list of vocabulary words generated in Activity A.2. Point to a random word in the list. Point to the word and ask students to look carefully at the word. Erase the word and ask for a student to come to the board to write the word in the same place where you erased the word. Repeat with other words in the list and other students coming to write the words.

A.4 Vocabulary Clues & Erase

Use the same list of words generated from Activity A.2. Give clues about the meaning of the word and have a student come erase the word. For example, for the example vocabulary list in Activity A.2, clues might be:

- What language do we speak in class?
- What is something you can do with a pencil?
- What is something you can do with a book?
- What is something you do with your mouth?
- What is a group of students called?
- Where are they? (at the hospital? at the store?)

A.5 Find the Vocabulary Words in the Story

Have students open their books to the first page in the lesson that has the story in numbered sentences. Use the same list of words the students generated in Activity A.2. Point to one of the words and ask students to find the word in the story and tell you the number of the sentence that contains the word. For example:

- Teacher: Can you find the word "school"?
- Which line? What number?
- Students: Number 8!

A.6 Choral Reading

Have students read the story out loud together with the teacher leading the group pace.

A.7 Pair Reading and/or Individual Reading

Give students time to read the story again on their own or in pairs. Circulate around the room and help students individually as needed.

B.1 Comprehension Questions

Review the entire story by choral reading together. Then have the students close their books or turn their books upside down. Ask them to listen to you read the story without looking at their book.

After the students listen to the story, ask the comprehension questions on the second page of the lesson. Have the students answer the questions verbally after listening to the story.

Next, have the students open their books or turn over their books. Help students find the comprehension questions on the second page of the lesson. Read each question together. Ask students to tell you the answer, then to find the line in the story that contains the answer. For example:

Teacher: What days do they go to class?
Students: Monday to Friday
Teacher: How do you know?
Where is the answer in the story?
Which line?
Students: Number 3!

B.2 Sight Words Six Ways

Show students the grid with 16 sight words. Explain to the class that you are going to read the grid together six different times in six different patterns:

1. in rows from left to right
2. in columns from top to bottom
3. in rows from right to left
4. in columns from bottom to top
5. in a spiral around the outside to the middle
6. in a "snake" pattern (down, up, down, up)

Show the grid on the classroom projector so everyone can follow together, or hold up a book in front and trace each pattern before reading the words in that pattern together.

B.3 Sight Words Penny Partner Game

Demonstrate how to play a partner game with pennies or other objects to cover the words in the grid.

Partner A: Where is "they"?
Partner B: (find the word in the grid and cover it)
Partner A: Where is "he"?
Partner B: (find the word in the grid and cover it)

Continue until all of the words are covered, then switch roles and play again. (Note: if the pennies slide around too much on the book, you could also use small sticky notes that are cut in half to fit the size of the grid squares)

B.4 Find the Sight Words in the Story

Have students open their books to the first page of the lesson. Say one of the words from the sight word grid and ask students to find the word in the story. Ask students to tell you the number of the line or lines that contain the word. For example:

Teacher: Can you find the word "they"?
Which lines? What numbers?
Students: Number 1! Number 4!
Number 5! Number 6!

C.1 Word Families - Long Vowel Review

Have students open their books to the third page in the lesson that shows five word family sets. If needed, review the hand symbols that represent each long

vowel sound (see pg 93).

Teacher: Show me the hand symbol for long e
Students: (Hold up the hand symbol for e)
Teacher: Show me the hand symbol for long i
Students: (Hold up the hand symbol for i)

Teacher: What is this? (show hand symbol for e)
Students: e!
Teacher: What is this? (show hand symbol for a)
Students: a!

Then look at the five examples of word families and read the words in each family. Identify the vowel sound in each family -- is it long or short or other?

C.2 Which family?

Show students the third page in the lesson that has five word families. Count the word family groups from one to five. Write a word on the board that belongs to one of the families. Choose a word that isn't already an example on the page. Ask students to identify which family the word belongs to. For example:

Teacher: (Write the word "seat" on the board)
Which family does this word belong to? Does it belong to family 1, 2, 3, 4, or 5?

Students: Family 2!

Teacher: That's right. The word "seat" has "ea", and belongs to family 2. All of the words in this family have "ea". "ea" makes the sound /ea/.

C.3 Mini Whiteboards

Give each student a small white board and marker. You can buy individual whiteboards at a school supply store, or you can use a piece of blank white paper inside a plastic sheet protector with a dry erase marker.

Review the word families. Ask a student to choose one family set to practice. Write the vowel sound on the board. Have students close their books. Dictate a word that belongs to that word family. Have students write the word on their individual whiteboard.

C.4 Mixed Up Families

Prepare this activity before class begins. Make a copy of the word family page, cut apart the grid boxes so you have 25 separate pieces. Put the 25 pieces in a zip top bag or an envelope. Make a set for each pair of students. In class, give each pair a bag of pieces and ask them to sort the pieces into word family groups.

C.5 Find the Word Family Words in the Story

Have students open their books to the first page in the lesson that has numbered sentences. Say one of the words from the word family page and ask students to find the word in the story. Ask students to tell you the number of the line that contains the word. For example:

Teacher: Can you find the word “class”?
Which line? What number?
Students: Number 1!

D.1 Syllable Cut and Mix-up

Prepare this activity before class begins.

The fourth page of the lesson has nine multisyllable words that are found in the story. Before class, write each of the nine words on a large word card. “Sentence Strips” work well for this activity, and can be purchased at a school supply store or online.

Show the class one of the word cards. Try sounding out the word together. Say the word and have the class listen and decide how many syllables are in the word. Use scissors to cut the word into syllable parts (use the same syllable segmentation found in the book). Read the syllables separately, then together. Repeat with the rest of the words.

Mix up all of the syllables. Use tape or magnets to place them randomly all over the board. Say a word and have a student come find the syllables to put the word back together. Repeat with the rest of the words.

D.2 Syllable Worksheet

Give students a copy of the the multisyllable words page and the word patterns page. Demonstrate how to complete the multisyllable word practice exercises.

D.3 Word Patterns Worksheet

Turn to the other side of the worksheet. Point to the words in the first box. Ask the students to identify the part of the words that is the same in the set of words. Read the words in the box. Repeat with the rest of the sets of words, then complete the “Which word?” blanks.

D.4 Find the Multisyllable Words in the Story

Have students open their books to the first page of the lesson that has numbered sentences. Say one of the words from the multisyllable word page and ask students to find the word in the story. Ask students to tell you the number of the line that contains the word.

Teacher: Can you find the word “reading”?
Which line? What number?
Students: Number 5!

E.1 Choral Reading Review

Have students open their books to the first page of the lesson that has numbered sentences. Read together. Then turn to the last page of the lesson and read the story again in paragraph form.

E.2 Demonstrate Fluent Reading

Demonstrate reading a paragraph slowly and without fluency. Use pauses between every word and place equal emphasis on every word. Then demonstrate reading a paragraph with fluency. Demonstrate linking

words together into phrases and pausing at the end of sentences. Teach students that reading with fluency is important because it will help them understand what they are reading.

E.3 Capital Letters, Punctuation, & Paragraphs

Teach that every sentence will end with . or ? or ! Have students open their books to the last page of the lesson that has the story written in paragraph form. Have the students count the number of sentence endings in the story (. or ? or !). Also point out that each sentence begins with a capital letter. Read the story to the class and demonstrate how to pause at the end of each sentence.

Point out the indented lines that indicate the beginning of a paragraph. Teach students that a paragraph is a group of sentences about the same idea. Write on the board:

Paragraph 1 = ____ sentences
Paragraph 2 = ____ sentences

Have students count the number of sentences in each paragraph and complete the blanks on the board.

E.4 Read Out Loud to Yourself

Give students time to read the story in paragraph form individually. Ask students to read out loud quietly to themselves. Remind students to pause at the end of sentences.

E.5 Timed Reading for Fluency, 3 Times

Use a stopwatch to time students reading for one minute. Ask students to make a small pencil mark where they are reading when the one-minute time is up. Then go back to the beginning and read for one minute again to see if students can read a little more the second and third time.

(Note: In a one-on-one tutoring situation, you could use a stopwatch to time how long it takes the student to read the entire passage three different times.)

E.6 Writing Extension

Create one or more sentence starters that students can use to write about their own experience related to the story. For example, for the “English Class” story in this book, you could use the sentence starter: “I like my English class because _____”

E.7 Technology Extension

Have students use Google Docs or Microsoft Word to type their writing from the last activity, or to copy the story from the book. Teach students how to print their work so they can take it home to practice.

Reading Skills Stories

BOOK ONE

Stories

	Lexile Level
1. A Job	● 100-200L
2. English Class	● 100-200L
3. Get Outside	● 100-200L
4. Sorry	● 100-200L
5. Visiting a Friend	● 100-200L
6. A Daycare Business	● 100-200L
7. Elementary School	● ● 200-300L
8. Moving	● ● 200-300L
9. Basketball	● ● 200-300L
10. An After School Job	● ● 200-300L
11. Five Children	● ● 200-300L
12. Construction Work	● ● 200-300L
13. Cold Weather	● ● 200-300L
14. A New Baby	● ● 200-300L

Appendix

- Alphabet Sounds Chart
- Capital and Small Letters
- Long and Short Vowels
- Word Family Lists
- Rules for Spelling and Pronunciation
- Sight Word Lists
- Suggestions for Teachers

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