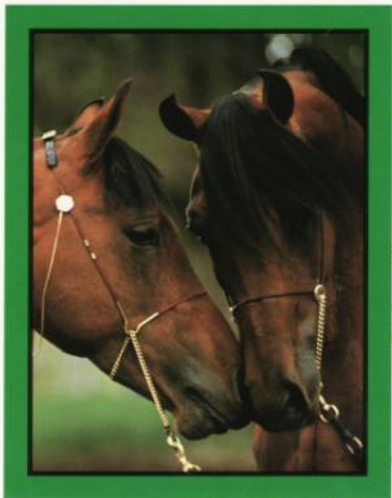


STECK-VAUGHN

READING COMPREHENSION SERIES • LEVEL BB

MANES AND REINS



① Wally Bluewhale was just a baby. But Wally was bigger than a bus! Wally was a whale, and whales are bigger than other animals.

② At first, Wally stayed near his mother. They swam together in the sea. Wally had to learn all the things a baby whale must learn. Learning was fun for Wally!

③ Learning to eat was fun. Mother Bluewhale showed Wally how to open his mouth and swim right through a lot of tiny fish and water plants. As he swam through, the tiny fish and water plants just popped into his mouth. Yum! Yum! Good!

④ Learning to play was fun, too. Whales cannot stay under water like fish. Whales must go up to the top of the water for air. They made a big game of it. Mother and the other whales splashed out of the water and jumped up in the air! They had fun!



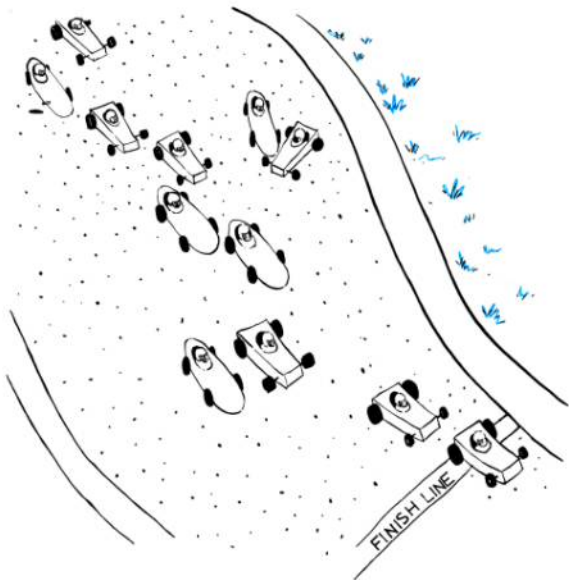
⑤ Wally went with them! Bang! His tail hit the water. He liked to hear the noise. He rolled over on his back. He rolled over to his front. He let a big spray of water splash out of his head.

⑥ Wally looked at his neighbors in the sea around him. He saw an octopus hiding in the rocks. He saw a big fish eating tiny fish. He saw a turtle hiding in its shell.


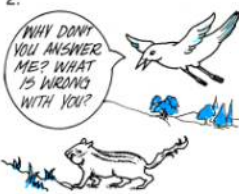




⑦ "Wow!" said Wally as he rolled over. "I'm so lucky! I'm happy to be me—a big blue whale!"

9. What kept Jenny from winning the race?
- a. The brake did not work.
 - b. Her front wheel fell off.
 - c. She looked back and slowed down.
10. What is the best name for this story?
- a. A Sled Race on Winter Hill
 - b. Jenny Wins the Race
 - c. Lost by a Look

B This is a picture of the end of the race. The numbers on the cars are not clear. Put the right number on each car.



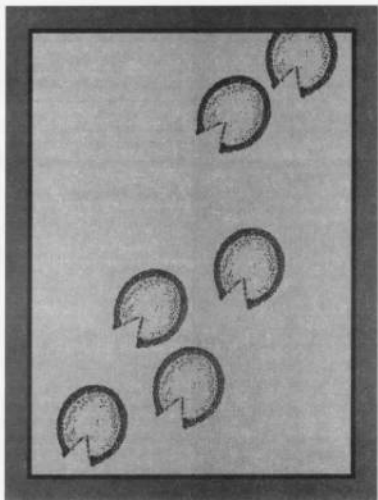
F Read the cartoons. What are they talking about? Then answer the questions on the next page. Write complete sentences for your answers.

<p>1.</p>  <p>YOUR FACE LOOKS FUNNY! IT'S SO FAT. DO YOU HAVE THE MUMPS?</p>	<p>2.</p>  <p>WHY DON'T YOU ANSWER ME? WHAT IS WRONG WITH YOU?</p>
<p>3.</p>  <p>POOR CHIPMUNK. HE MUST BE SICK. HE CAN'T TALK.</p>	<p>4.</p>  <p>I COULDN'T TALK, ROBIN. I WAS PICKING UP SEEDS. I STORE THEM IN MY CHEEKS.</p>
<p>5.</p>  <p>WHAT A SILLY THING TO DO. WHY NOT EAT THEM NOW?</p> <p>I'M PUTTING THEM AWAY FOR WINTER.</p>	<p>6.</p>  <p>I'M NEVER HERE IN WINTER. I FLY TO THE SUNNY SOUTH.</p> <p>I HAVE TO STAY HERE IN THE COLD BECAUSE I CAN'T FLY.</p>

1. What made the chipmunk's cheeks so fat? _____

MANES AND REINS

TEACHER'S GUIDE



The Goal of the Reading Comprehension Series

Reading Comprehension Series is a set of consumable workbooks designed specifically for use in the elementary and middle school grades to supplement any existing program in basal reading, phonics, or language arts. This series focuses on the purpose of all reading at every level—comprehension of the printed word. Its uniqueness lies in the early intervention strategy of developing comprehension skills from the beginning stages of formal reading instruction.

The philosophy of the authors, experienced teachers of reading, can be summarized as follows:

- Students enjoy reading literature that relates to or builds on their own experiences.
- Story content and vocabulary should be presented in a sequential, logical progression.
- Good literature serves as a springboard to language arts skills reinforcement.
- Skilled readers enjoy reading because their skill in reading has made the process become an easy, automatic response whenever and wherever they encounter print.
- When learners experience success, learning becomes a continuous process moving them onward to higher achievements.
- The more readers read, the more proficient they become. The best way to learn to read is by reading.

Features

The following features characterize this series:

- Short reading selections at the interest level of young students
- Controlled but broad vocabulary and repeated reinforcement for mastery
- Multiple-choice comprehension exercises that develop skills necessary for taking standardized tests
- Word meaning exercises that accompany every story
- Review lessons that follow each group of stories
- A multitude of illustrations that provide context clues and create reader enthusiasm
- A sequential program which may be used in group settings, learning centers, or on an individual basis.

How to Teach a Lesson

Prior to introducing a lesson to students, locate the vocabulary list on page 16 which lists words that have not previously been used in the series. Introduce these words to students at the chalkboard and conduct a discussion of their meaning. Students should compose sentences orally using the new words. You may wish to construct a permanent vocabulary list on tagboard strips for flash card drills. Periodic review of vocabulary words reinforces a student's recognition and memory skills, and flash card games make learning fun.

Begin the lesson with the prereading activity provided on pages 7–10 to reinforce listening, speaking, and writing skills. By using these activities, the whole language dimension can be brought into each lesson.

Each lesson begins with an illustration. Discuss it with students. Be sure that students can identify the items pictured. Question students about what they think will happen and why. Give students time to relate their experience with the animal or object pictured. This preliminary discussion should create in students a desire to read the story to find the answer to a question you have posed, or to find out if they are right about predictions they have made concerning the illustration.

Students may read the story silently or orally, depending on their ability. The authors recommend that you provide beginning readers with place markers to focus their attention on the line being read. Some oral reading is also recommended, preferably in a one-to-one teacher/student conference, as a diagnostic check on a child's reading habits.

Guide students in how to read the multiple-choice, critical-thinking questions that follow each story. For the first few lessons, this exercise should be completed as group work directed by you. After a set of possible answers has been read, ask students to search the story to support or refute each item. During this discussion and search, students receive further exposure to the vocabulary and answer questions more thoroughly.

A variety of additional comprehension exercises completes each lesson. Refer to the Contents to identify the skills covered in each lesson. Then select skills to emphasize or omit, depending on individual or group needs.

On the pages that follow, you will find extending activities for each lesson. These activities will reinforce skills taught in lessons and help students apply them to their daily reading.

Listening, Speaking, Writing Activities

Story

1

Prereading Activity

Read a horse story such as *Black Beauty* to the students. Show the illustrations and discuss parts of a horse with emphasis on saddles, reins, bridles, stirrups, and manes. Make a chart of these terms and have several students read them.

Extending Activity

Introduce a new word *trot* (rhymes with *not*) for this game. Have word cards printed

a gentle walk

a fast trot

a wild gallop

Mount your horse.

After the cards are read, and students are familiar with them, mix them up. Hold up one card and have the group act it out. Do another and then another. Be certain to use *a wild gallop* as seldom as possible.

Story

2

Prereading Activity

Discuss how to tame animals by covering these points:

1. Be very quiet.
2. Make no sudden movement.
3. Do not touch the animals.
4. Wait until the animals trust you.
5. Reward the animal's good behavior by putting down some food for them.
6. Never put the food in their mouths.

Extending Activity

Prepare a big envelope in a nest shape. Place the new words from the story on egg-shaped cards. Each student may come up, remove one card, read it, and place in nest. If any student has difficulty, he or she may call on another student to read it for him or her. Let one or two students fill the nest by reading all the words.

Story

3

Prereading Activity

Discuss how one word can have different meanings. Write the word *trip* on the chalkboard. Ask students for two different meanings for the word (*a journey and to fall over something*). Use the words in sentences to reinforce meaning. Tell students they are going to read a story about a word that has many different meanings.

Extending Activity

Write the following words on the chalkboard—*fly, play, pipe, pit, spring*. Discuss with students two different meanings for each word. Distribute drawing paper. Have students fold their papers in half. Have each student choose a word from the list on the chalkboard and write it at the top of the paper. Then have them draw pictures illustrating the two meanings of the word.

Story

4

Prereading Activity

Hide a series of clues in the classroom that eventually lead to a *treasure* the whole class can share. Use the same number of clues as students in the class. Have a volunteer read the first clue. Example *Go to the front of the room. Look in the little white box.* When the first player finds the second clue, he or she gives it to the next player. The new player reads the second clue and hunts for the third. Play continues with a new player for each clue until the treasure is found.

Extending Activity

Have students name different types of races. Example *horse, car*. List the types of races on the chalkboard. Distribute drawing paper. Have each student choose a race. At the bottom of the paper, have each student write a sentence describing the race. Have students illustrate their sentences.

Story 10

Prereading Activity

Divide the class into four season groups. On the chalkboard, write a season with the corresponding months written under it. Example *Spring (March, April, May)*. Distribute one large piece of drawing paper to each group. Tell them to discuss what makes their season special. Have them illustrate the season together. Display the finished drawings as a mural.

Extending Activity

Have each student write a riddle about one season. Encourage them to include the weather and seasonal clothing in their riddles. Then have each student read her or his riddle aloud and have the class predict the season.

Story 11

Prereading Activity

On chart paper, write the heading *Food We Like*. Ask students to think about their favorite foods. As students tell you a favorite food, write it on chart paper in the form of a direct quotation. Example

*Andy said, "I like potatoes."
"I love tacos!" said Alice.*

After all the responses are recorded, direct students' attention to the quotation marks. Explain that quotation marks show us what someone said. Tell them to watch for quotation marks as they read Story 11.

Extending Activity

Assign students to play the parts of Kate, Sandy, Joe, Beth, Ted, Della, and a narrator. Have a narrator read the text portions of Story 11 and the assigned characters read the conversation. Repeat the activity with different students taking each part.

Story 12

Prereading Activity

Show students a number of books, each containing a Table of Contents. Explain that the Table of Contents is found in a book with many stories or sections. Encourage students to find stories in the books using the Table of Contents.

Extending Activity

Make a Table of Contents worksheet for students to fill in at the school library. Include the following questions:

1. What is the title of your book?
2. On what page is the Table of Contents?
3. How many parts are in the book?

Have each student find a book to use to complete the above exercise. Enlist the help of the librarian.

Story 13

Prereading Activity

Discuss with students the job of a park ranger. Explain the kind of work a park ranger does, emphasizing safety. If possible, invite a park ranger to talk to the class about her or his work.

Extending Activity

Have students turn to page 92 of *Manes & Reins*. Ask them to make safety posters illustrating one of the safety rules mentioned on page 92. Posters should include a written rule and an illustration. Display the posters throughout the school.

Story 14

Prereading Activity

Bring in simple comic strips cut from the newspaper. Read them with students. Have each student cut one strip into its panels. Have students exchange comic strips with partners. Have them put the cartoons into sequence.