



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE BOOK**1. Share a Personal Experience**

Ask the students to think about a typical day in their life. Print the following questions on the board:

Are your days busy or quiet?

Would you like your days to be busier? Quieter? Why?

What change could you make to have busier days? Quieter days?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their experience with the group as a whole. This will provide more confident students with an opportunity to speak in front of a larger group.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about May. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

(a) ____ May is busy.

(c) ____ May looks happy.

(b) ____ May looks happy.

(d) ____ May's life stays the same.

Direct the students to the photo on the front cover of the book. Say, "This is May." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is May doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Have the students to give a reason for their responses.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

- (a) ____ May learns to drive. (c) ____ May starts to take classes.
(b) ____ May learns to say "no." (d) ____ May asks for help.

AFTER READING THE BOOK

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *How to Save Time*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Give three reasons why May is so busy.
- (b) Describe three changes May makes.
Which change do you think was the hardest to make?
- (c) Do you think May has a job? Why or why not?
- (d) What did you learn about saving time?
Will you use what you learned? How? When?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ May makes hard changes in her life.
- (b) ____ Sleeping more wastes May's time.
- (c) ____ May probably has a job.
- (d) ____ I will use what I learned about being good to myself.

3. Discussion: Beyond the Book

Have the students discuss the following questions as a group or in pairs:

- (a) Who is the busiest person you know? What is this person busy doing? Would you like to be busy in the same way as this person? Why or why not?
- (b) In general, do you think people are too busy these days? Give examples that support your opinion.
- (c) Imagine a perfect day for yourself. What would you do on that day? Think about every detail—what time you would get up, what music you might listen to, who you would spend the day with, etc.

1. Letter Names

Look at the sentences on pages 6 and 23 in the book.

Find words that begin with the letter **s**.

Copy three of the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **s** make?

Read the words with your teacher.

Think of three more words that begin with the sound /s/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: hold
 sold

These words belong to the **old** word family.

(b) Read these sentences. Circle the words in the **old** word family.

1. This bowl can hold a lot of things.
2. He has a gold ring.
3. Please fold your clothes.

(c) Print words that belong to the **old** word family.

_____ *hold* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. May puts a bowl on the table.

2. The bowl holds her glasses.

3. The bowl holds her keys.

4. The bowl holds her phone.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) May feels _____ sometimes.
- (b) She wants to _____ time.
- (c) May puts her _____ in a bowl.
- (d) May's son _____ the dishes.
- (e) May tries to _____ more.
- (f) Now May has more _____ .

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) busy / May / is _____
- (b) gets / done / May / little _____
- (c) things/ May / in / puts / bowl / a _____
- (d) time / she / Does / save _____ ?
- (e) more / Does / have / she / energy _____ ?
- (f) does / have / May / not /a / daughter _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) May talks to her son.

May talks to her _____ .

May talks to her _____ .

May talks to her _____ .

May talks to her _____ .

(b) I put a bowl on my table.

I put a _____ on my _____ .

I put a _____ on my _____ .

I put a _____ on my _____ .

I put a _____ on my _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to think of ways they like to relax.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I like to sit by the river and watch the water.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *How to Save Time* was **s /s/**. Have students find, circle, and copy the words that start with the letter **s**. Repeat the process for the word family **old**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

I like to sit by the river.

I like to picnic by the river.

I like to watch people by the river.

I like to walk by the river.



ANSWER KEY

Teacher's Pages

After Reading the Book

2. Check Comprehension:

Option A: (a) May is always looking for her things. May wants to do too much. (She takes classes. She bowls on a team. She helps out at a play school.) May does all the cleaning at home. May feels tired so she gets less done. (b) May gets organized. (She puts her things in a bowl.) May cuts down on her activities. May asks her son to help around the house. May tries to get more sleep. (c) Possible answer: Yes. That is why she feels so busy. (d) Students will have different answers.

Option B: (a) Students will have different answers. (b) False: Sleeping gives May more energy so she can get things done in less time. (c) Students will have different answers. (d) Students will have different answers.

Worksheets

1. **Letter Names:** so, some, son, saves
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. hold 2. gold 3. fold (c) Possible answers*: sold, gold, fold, bold, cold, told
4. **Matching:** (a) The bowl holds her keys. (b) May puts a bowl on the table. (c) The bowl holds her phone. (d) The bowl holds her glasses.
5. **Predict Words*:** (a) tired, busy, stressed (b) save (c) glasses, keys, phone, things (d) picks up, washes, dries, helps with (e) sleep, rest, organize, do (f) time, fun
6. **Scrambled Sentences:** (a) May is busy. (b) May gets little done. (c) May puts things in a bowl. (d) Does she save time? (e) Does she have more energy? (f) May does not have a daughter.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.