

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 STORY**1. Share a Personal Experience**

Ask the students to think of the last time they had to take a test of some kind. Print the following questions on the board:

How did you prepare for the test?

How did you feel as you took the test?

Explain why.

What advice can you give about taking tests?

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 story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

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

Option A: Tell the students that they are going to read a story about Dan. Explain to the students they are going to preview the book in order to get an idea of what the story is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the story 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) ____ Somebody is taking a test. (c) ____ Dan cannot think.
(b) ____ The test looks easy (d) ____ Dan has to make a decision.
to answer.

Direct the students to the photo on the front cover of the book. Ask questions to elicit information about the photo (e.g. What do you see in the photo?). 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. Encourage the students to give one reason for each response.

3. Predict the Story

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) ____ Dan goes to class. (c) ____ Dan gets very nervous.
(b) ____ Dan studies hard for a test. (d) ____ Dan cheats on the test.

AFTER READING THE STORY

1. Tell the Story

Have students move into pairs. Have them work together to remember as many details as possible from the story. Then as a group, have the students tell the story. Begin by asking one student to start the story. Then build the story by inviting other students to say what happened next. As students agree on the chronology of the story, print their ideas on the board. (*Note: The reconstructed story 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) How do you know Dan is a serious student?
- (b) Describe how tests make Dan feel.
- (c) Why do you think Dan decides to copy?
Do you think Dan makes the right choice?
- (d) Think of a new title for the story.

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) ____ Dan is a serious student.
- (b) ____ Dan likes to study for tests.
- (c) ____ Dan decides to copy because he is too tired to think.
- (d) ____ "An Easy Answer" is a good title.

3. Discussion: Beyond the Story

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

- (a) Tests make Dan feel hot. His mind goes blank. He worries. Dan may suffer from test anxiety. What other situations make people anxious, or very nervous?
- (b) Some people are afraid of animals such as dogs and cats, or insects such as spiders and snakes. Why do you think some people have fears like these?
- (c) How do you feel about each of the following? Explain why or how you developed those feelings.

cloudy days

the colour blue

lightning

singing in front of people

having your picture taken

getting up early in the morning

1. Letter Names

Look at the sentences on pages 5, 6 and 7 in the book.

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

Copy 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 **t** make?

Read the words with your teacher.

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

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: hot
 not

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

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

1. Dan feels hot.
2. He does not sleep all night.
3. Put a dot on the letter i.

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

_____ hot _____

4. Matching

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

1. Dan asks questions.

2. He takes notes.

3. Dan is taking a class.

4. He is always on time.



(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) Dan needs to _____ first aid.
- (b) Dan has a _____ on Monday.
- (c) He _____ hard for the test.
- (d) Dan _____ the test.
- (e) Dan _____ hot.
- (f) Dan _____ some answers.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) is / of / Dan / afraid / tests _____
- (b) blank / mind / His / goes _____
- (c) test / hands in / the / Dan _____
- (d) Does / he / test / the / finish _____?
- (e) test / Does / pass / he / the _____?
- (f) not / happy / does / Dan / feel _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) He needs to learn first aid.

He needs to learn _____ .

(b) I work hard at studying.

I work hard at _____ .

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 how they try to relax before they do something that makes them nervous.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I just tell myself to be strong.). 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 *The Test* was **t /t/**. Have students find and copy the words that start with the letter **t**. Repeat the process for the word family **ot**, 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.

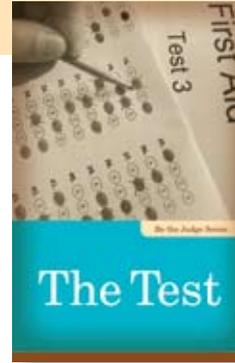
Example:

I tell myself to be strong.

I tell myself to be confident.

I tell myself to be patient.

I tell myself to be careful.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Dan is on time for class. He takes notes. He asks questions. He studies hard. (b) Possible answers*: afraid, very nervous, anxious, desperate, hot, confused (c) Dan feels he knows the answers because he studied so hard. He knows it is his fear of tests that is making his mind go blank. (d) Students will have different answers.

Option B: (a) True. Dan is on time for class. He takes notes. He asks questions. He studies hard. (b) False. Dan studies because he is afraid of tests. (c) False. Dan feels he knows the answers because he studied so hard. He knows it is his fear of tests that is making his mind go blank. (d) Students will have different answers.

Worksheets

1. **Letter Names:** to, time, takes
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. hot 2. not 3. dot (c) Possible answers*: hot, not, dot, cot, got, jot, lot, pot, rot, tot
4. **Matching:** (a) Dan is taking a class. (b) He takes notes. (c) He is always on time. (d) Dan asks questions.
5. **Predict Words*:** (a) learn, take, study, use (b) test, class (c) studies, reviews (d) takes, gets, starts, looks at, finishes, hates, hands in, cheats on (e) feels (f) copies, writes, guesses, knows, chooses
6. **Scrambled Sentences:** (a) Dan is afraid of tests. (b) His mind goes blank. (c) Dan hands in the test. (d) Does he finish the test? (e) Does he pass the test? (f) Dan does not feel happy.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.