

Routine for Teaching Reading Levels 1–6

Before reading

WARM UP

- Connect the vocabulary or topic to real life.

PRE-TEACH

- Pre-teach new vocabulary in the Student's Book (*Activity 1, Levels 1–3 only*)
- Choose three or four key words from the reading you think students need to know. Choose words that are important for comprehension.
- Ask questions that test students' knowledge of these words.

During reading

READ & CHECK IN

- Play the reading audio track. Then ask relevant *Wh-* questions, depending on your students' level and information in the text, for example:

Who's this?

What's this?

Where's this?

Who is this about?

What is the main idea?

When does this take place?

Where does this take place?

Why is this person here?

Why is he/she doing this?

- Play the reading audio track again. Have students listen and read. Have them listen for intonation, phrasing, and target vocabulary. Encourage students to speak and ask questions. Use the photo in the Student's Book. Have students point and discuss.

After reading

PRACTICE

- Have pairs or small groups complete and share the Student's Book activities.
- As students complete the activities, monitor their progress. Take note of who may need an extra challenge and who may need extra support.

WRAP UP

- Encourage students to recycle language and information they have learned. Whenever possible, help them connect the words and topics in the reading to their lives.
- For additional practice, use the Workbook and Online Practice.

Sample lesson for LOOK Level 1 Unit 1: *Read about a classroom*



WARM UP

Put classroom objects into a box. When students aren't looking, take out an object, such as a book, from the box and cover it with cloth. Hold it up and ask *What's this?* Call on a student to say *It's a [book]*. When a student guesses correctly, have that student come to the front of the class and choose another object from the box. Have him/her repeat the question and call on a classmate to respond. Continue this until the box is empty.

PRE-TEACH

Have students open their Student's Books to p. 12. In Activity 1, play **TR: 10** and have students listen and read: *poster, board, chair, desk*. Choose three or four other key words from the reading you think students need to know. Make sure the words you choose are important for comprehension or relate to the main idea, for example: *green, black, red*. Find something green in the classroom. Point and ask *Green or black?* (green). Have students point to other green objects in the classroom. Repeat for other colors. Call on different students to answer. Have them ask each other. Find green, black, and red objects in the Student's Book photo.

READ & CHECK IN

Play **TR: 11** and have students listen and read. Then ask relevant *Wh-* questions, for example:

- *Look at the photo. What's this?* (a classroom, a poster, a board, a chair, a desk)
- *Who's this?* (a teacher, a student)
- *Look at the poster. What color?* (green)
- *Look at the board. What color?* (black)
- *Look at the chair. What color?* (red)

Play the reading audio track again. Have students listen and read. Have them listen for intonation, phrasing, and target vocabulary.

PRACTICE

Have individuals or small groups complete and share the Student's Book activity. As students complete the activity, monitor their progress. Take note of who may need an extra challenge and who may need extra support.

WRAP UP

On the board, write the word *poster*. Ask students to read it aloud. Then look around the classroom. Pretend like you don't know where the poster is. Say the word aloud (*poster*). Ask a student to stand up, walk to it, and point. Repeat with other key words from the reading (*board, chair, desk*). Each time, choose a different student to find the object in the classroom.

Sample lesson for LOOK Level 4 Unit 1: *Walking with Giants*

3 Reading

1 Look at the photo. What is the man doing?

2 What is the movie *Walking with Giants* about? Listen and read. (1) 10.5

Walking with Giants

Hans Weise is a movie director. He makes many different kinds of movies. He has usually any actors in these movies. Hans uses models instead. He works with a designer, Fernando Baptista, to make models of people, places, and objects. Fernando paints the models, and then Hans takes photos of them. After he takes a photo, he moves the models. Then he takes another photo. At the end, he puts all the photos together to make a movie. This is called "stop-motion animation."

Walking with Giants is about the statues on Easter Island, a small island in the middle of the Pacific Ocean. The statues are very big and heavy. How did they get there? No one knows for sure, but there are different ideas. Hans and Fernando make animations with models to show these ideas. One idea is that people moved the statues here a long time ago. Hans and Fernando use toy dolls as models of the people. *Walking with Giants* is about four minutes long, but it took four weeks of work.

3 Match the words in bold in the text with their meanings.

1. a small copy of something
2. a movie people make with drawings or models
3. a person who shows how to make something
4. a person who makes a movie

4 Read again. Answer the questions.

1. Who paints the models?
2. What does Hans do before he takes a photo?
3. Why did Hans and Fernando make this movie?
4. How long is the movie?
5. Would you like to be a movie director or a designer? Why?

12 UNIT 1 All kinds of jobs

Grammar 4

1 Listen and read. (1) 10.5

Adverbs of frequency

We use adverbs of frequency to show how often we do things.

always	100%
usually	90%
often	80%
sometimes	60%
rarely	10%
never	0%

We use them **before** verbs in the simple present, but **after** the verb *to be*.

The designer **often** **paints** two or three models. They **are** **usually** **difficult** to paint.

2 Put the adverbs of frequency in Hans Weise's description.

1. I use toys for people and animals. (sometimes)
2. I put the camera on a table. (always)
3. I hold it in my hand, because it can move. (never)
4. I take a picture of the models, move them a little, and then take another picture. (usually)
5. I take five pictures for each one second of a movie. (usually)
6. I put the pictures on my computer.
7. I make the animation with a computer program.
8. It's easy to make animated movies, but they are very long. (rarely)

3 Work in groups. Say true or false sentences about your day. Can your partners guess?

I always get up before seven o'clock. That's true. False.

UNIT 1 All kinds of jobs 13

WARM UP

Play a statues game. Tell two students to stand up and close their eyes. Tell the other students to become statues doing actions, for example, playing soccer or eating a burger. Then have the two students open their eyes and take turns saying sentences about what their classmates are doing, for example, *He's playing soccer. They're watching TV.* Students earn points for guessing correctly.

PRE-TEACH

Have students open their Student's Books to pp. 12–13. Draw students' attention to the big photo. Ask *How tall do you think these statues are?* Tell students to discuss in pairs. Then share ideas as a class. Choose three or four key words from the reading you think students need to know. Make sure the words you choose are important for comprehension or relate to the main idea, for example: *statue, object, movie, island*. Use the photo in the Student's Book and engage students to check understanding. Say *The man is touching a statue. Is the statue an animal?* (No, it's a person.) *Is there an object like this in our classroom? Do you have objects like this at home? Do you know any famous statues? Do you know any movies with famous statues?* Have students look at a map. Point to the Pacific Ocean. *Are there any islands in the Pacific Ocean?* (yes) Invite a student to point to some islands.

READ & CHECK IN

Play **TR: 5** and have students listen and read. Then ask relevant *Wh-* questions, for example:

- **Who is this about?** (Hans Weise / a movie director)
- **What's his job?** (a movie director / he makes movies)
- **What does he make?** (animated movies / models of people, places, and objects)
- **What does he do with the photos?** (he makes a movie)
- **Where is Easter Island?** (in the Pacific Ocean)

Play the reading audio track again. Have students listen and read. Have them listen for intonation, phrasing, and target vocabulary.

PRACTICE

Have individuals or small groups complete and share the Student's Book activities. As students complete the activities, monitor their progress. Take note of who may need an extra challenge and who may need extra support.

WRAP UP

Do a board race game with vocabulary from the lesson. Divide the class into two teams. Have them stand in two lines near the board. Give the first student in each team a piece of chalk or a board pen. Say a word from the text, for example, *designer*. Tell the two students to race to the board and write the word. The first student to write it correctly wins a point for his/her team.