



How to Use Your Level 1 Teacher’s Manual (Second Edition, ISBN 978-1-935197-62-1) with the Color Edition Activity Book, Word Cards, and Readers

Are you using a Third Edition *All About*® *Reading* Level 1 Teacher’s Manual? Good news! It is compatible with the Color Edition activity book, word cards, and readers. You’ll just need to make a few small changes to your older Teacher’s Manual.

To use with the Color Edition activity book and word cards	page 2
To use with the Color Edition readers	page 3
Replacement activity book pages	page 4-6

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No significant changes were made to the **Word Cards**.

Follow these steps to coordinate your Second Edition Teacher’s Manual with the Color Edition Activity Book:

Turn to this page in your Teacher’s Manual...	... and update this information
Page 237	<p>Cut out the box below and use it in place of the instructions for the activity called “Cause and Effect.”</p> <div data-bbox="474 684 1518 1083" style="border: 1px dashed gray; padding: 10px;"><p><u>Cause and Effect</u></p><p>Cut out the cards on page 261. Spread out the cards on the table with the illustrations facing up. Have your student choose a card and flip it over to read aloud. Ask your student for ideas of what could happen next.</p><p>Continue to discuss several more cards of your student’s choosing. Talk about the effects that could occur as a result of the “cause” listed on each card.</p></div>

How to Use Your Level 1 Teacher’s Manual (Second Edition, ISBN 978-1-935197-62-1) with the Color Edition Readers

If you are using the Color Edition of the **readers**, you’ll need to make a few small changes to your older Teacher’s Manual. Follow the instructions on the chart below.

Turn to this page in your Teacher’s Manual...	... and update this information
Page 82	At the very bottom of the page, add this paragraph: Point to the comma on page 54 of <i>Run, Bug, Run!</i> “This is a comma. Commas are used to indicate a short pause.” If necessary, model for your student how to read the sentence.
Page 90	Delete the paragraphs at the top of this page that start, “Point to the sentence that contains quotation marks...” and “Point to the sentence that contains an ellipsis...”
Page 94	Near the top of the page, add this paragraph: Point to the quotation marks. “These are quotation marks. They are used to show that someone is speaking. Point to the person who is speaking.” <i>Student points to the boy.</i>
Page 125	Delete the third paragraph which reads “After page 135: ‘Why is Mom mad?’”
Page 134	At the very bottom of the page, add this paragraph: After reading pages 157-158 of the story, point to the ellipses (three dots) on page 157. “When you see three dots like this, it means there is a big pause in the sentence.” If necessary, model for your student how to read the sentence on pages 157-158.
Pages 176-177	The color version of the short story “The Big Top” has changed significantly. Pages 2-4 of this Correlation Guide contain several replacement pages to print and insert into your Second Edition Teacher’s Manual and Activity Book.
Page 272	Toward the bottom of the page, locate the discussion questions for page 104. Delete the sentence “Why does the cat nip at him?”

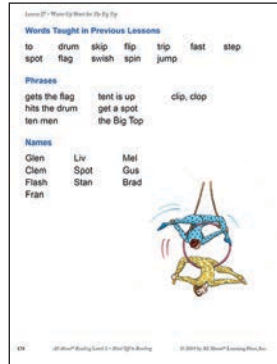
New Teaching

(continued)

After reading: “This story uses a lot of onomatopoeia. Flip through the pages to find some examples.” *Possible answers: swish, snap, thump, flop, chomp, gulp, munch.*

Story 2: “The Big Top”

Read the Warm-Up Sheet for “The Big Top”



Turn to page 178 in the activity book.

Have your student practice reading words and phrases that will be encountered in “The Big Top.”

Teach Vocabulary and Activate Prior Knowledge

The story “The Big Top” is inspired by Cavalia, an entertainment company that produces creative equestrian and acrobatic performances. Your student may be interested in seeing some of their beautiful performances on YouTube or on the Cavalia website.

Point out the illustration of acrobats on the Warm-Up Sheet. “These people are acrobats. Acrobats perform all sorts of physical tricks and are often included in traveling shows.”

Point out the title on page 45 of the reader. “The title of the next story is ‘The Big Top.’ The largest tent of a traveling show is called the *big top*, and many types of performances are held inside it.”

“Have you ever been to a traveling show in a tent? What kinds of things can you see at such a show?” Discuss the different people and animals at a traveling show, such as horses, clowns, and trapeze artists.

“The story you are going to read now is inspired by a real traveling show.”

New Teaching

(continued)

Read “The Big Top”

“Turn to page 45 in your reader and read ‘The Big Top’ aloud.” Discuss your student’s answers for the questions below.

After reading: “Let’s go back to look at some of the pictures. See if you can name some of the things found in a traveling show.”

Page 46: “What do we call this big tent?” *The big top.*

Page 49: “Drums are a big part of this show. What do we call people who play music?” *Musicians, drummers.*

Page 52: “Do you know what we call this circle?” *Ring, trapeze.*

Page 54: “Do you know what we call a person who rides a horse?” *Equestrian.*

Page 55: “What do we call a person who jumps and flips?” *Acrobat.*

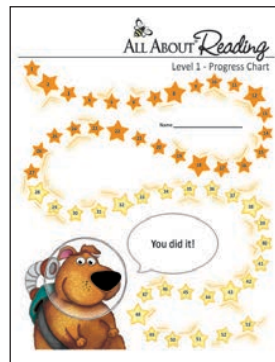
Read-Aloud Time

Read a Story or Poem

Read aloud to your student for twenty minutes.

Track Your Progress

Mark the Progress Chart



Have your student mark Lesson 27 on the Progress Chart.

Lesson 27 – Warm-Up Sheet for *The Big Top*

Words Taught in Previous Lessons

to drum skip flip trip fast step
spot flag swish spin jump

Phrases

gets the flag tent is up clip, clop
hits the drum get a spot
ten men the Big Top

Names

Glen	Liv	Mel
Clem	Spot	Gus
Flash	Stan	Brad
Fran		

