

Kindergarten Teacher: Career Paths

Key to Exercises – BOOK 3

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Express Publishing: UK (2014)

UNIT 1

1. Suggested Answers

1. Phonemics and phonics are similar terms, but they have a slightly different meaning. Phonemics deals with the speech sound associated with a certain language, such as English. In comparison, phonics deals with the physical characteristics of speech sounds that humans can produce. The study of these sounds is independent of their use or prevalence within a certain language.
2. There are a number of language skills that a child must develop as a foundation for reading. For example, they need to learn the letters of the alphabet, and become familiar with the vowel and consonant sounds associated with the different letters. With the basic understanding, children can begin to read by decoding words.

2. Reading

1T; 2F; 3T

3. Vocabulary

1F; 2G; 3A; 4B; 5E; 6D; 7C

4. Word Bank

1: consonant; 2: vocabulary; 3: decode; 4: vowel; 5: recognize

Exercise 8

A: I'm glad we could meet today.

B: Me, too. I'm very interested in my son's progress with reading.

A: Well, I'm pleased to report that he's doing very well.

B: That's great! I'm glad to hear he's on track.

A: He is. He knows his vowel and consonant sounds very well.

B: Yeah. We've been practicing those together.

A: I can tell. There is one area that he could use some extra work, though.

B: Okay. What area is that?

A: He struggles with reading out loud because he doesn't yet know his sight words.

B: Are those words that he should be able to recognize immediately?

A: Yes. Once he memorizes those words, I think his reading skills will improve greatly.

B: I see. How can I help him with this?

A: Well, I can give you a list of common sight words to practice together.

B: That sounds great. I'll be sure to go over them with him.

A: Excellent. You could also read short books together for additional practice.

N.B.:

* **American English:** practice: **verb + noun**

* **British English:** practice: **noun**

* practise: **verb**

Exercise 9

Dear Parents,

As your child's teacher, I strive to help your child learn to read. This is one of the most important skills your child will learn in school.

In class, we practice the letters of the alphabet, as well as the vowel and consonant sounds that are associated with the letters. This allows children to decode words while reading. By going over the alphabet with your child after school or on the weekends, you can help reinforce this basic skill.

We also practice common sight words. Memorizing sight words help children read accurately and with confidence. To help your child with the learning process, I recommend that you read basic words and sentences out loud together.

Let me know if you have any questions.

Sincerely,

Mr. Smith

UNIT 2

1. Suggested Answers

1. There are a number of reading strategies a teacher might use with students who are learning how to read. For example, chunking is a reading strategy that involves breaking words into smaller parts. This helps with pronouncing words that might be unfamiliar to the student. Shared reading, where students read out loud together with the teacher, and echo reading, where students repeat after the teacher, are other common reading strategies.
2. A word wall is a large area of the classroom where words are displayed, so that students can reference them during reading activities and become more familiar with the words. As students continue to learn new words, the teacher can add them to the word wall, allowing for reinforcement of new written vocabulary. The teacher can use the word wall for a variety of different activities, such as echo reading and picture-word matching exercises.

2. Reading

1F; 2T; 3T

3. Vocabulary

1B; 2C; 3E; 4F; 5A; 6D

4. Word Bank

1: match; 2: sound it out; 3: reading strategy; 4: word wall; 5: point to; 6: echo reading

8. Suggested Answer

A: Some of my students are really struggling with reading.

B: I know what that's like. Teaching reading can be tough.

A: Definitely. Do you have any advice for me?

B: I might. What in particular do your students find difficult?

A: Well, they have trouble reading out loud.

B: I see. Are they familiar with all the vowels and consonants?

A: Yes, they are.

B: You might want to try shared reading. Read some words out loud together with your students.

A: Should I point to each word as I read it?

B: Yes. That will help students make the connection between words and sounds.

A: Okay. Thanks for the advice. I'll give that a try.

B: Another thing you might consider is focusing on CNC words.

A: Oh? What are those? I'm unfamiliar with that term.

B: Well, they are three letter words that consist of a consonant, a vowel, and another consonant.

A: I see. So students can see how changing one letter can change the sound of the word.

B: Exactly. That can really help.

UNIT 3

1. Suggested Answers

1. There are a number of goals a teacher could have for students when teaching a lesson on a story. For example, the teacher may want students to be able to identify the problem the characters in the story face, as well as the solution the characters in the story choose. The teacher might want students to be able to provide a description of the story, in order to check student comprehension. The teacher may also want the students to learn to explain a personal opinion on the story.
2. A teacher can check for student comprehension in several ways. He or she can ask the students to retell the story or provide a summary of the story in their own words, for example. The teacher can ask that students name important events in the story. Additionally, he or she can check for comprehension by having students act out the story or draw pictures detailing the story's events.

2. Reading

1T; 2T; 3F

3. Vocabulary

1F; 2C; 3E; 4D; 5A; 6B

4. Word with a similar meaning

1: opinion; 2: link; 3: solution; 4: demonstrate; 5: provide; 6: reaction;
7: narrate

8. Suggested Answer

- A: Could you help me plan tomorrow's lesson?
B: Sure, I'd be glad to. Why don't we teach a story?
A: Okay. What story? Maybe the Three Little Pigs?
B: That's a good idea. Kids really like that story.
A: Yeah. So how can we check student comprehension?
B: Well, after we finish reading the story, we can ask students to retell it.
A: Okay. That way we can make sure that they understand the story's main events.
B: Exactly. Maybe we can even have students act out the story.
A: I like that idea. That sounds like a lot of fun.
B: I agree. Do you have any other ideas for the lesson?
A: Well, we can ask students to share their opinion on the story.
B: Yeah. That way they get to practice explaining a point of view.

9. Suggested Answer – Questions to Ask Students about a Story

There are a number of questions teachers can ask students after reading a story. For example:

- What was the story about?
- What happened at the beginning of the story?
- What happened in the middle of the story?
- What happened at the end of the story?
- What did the main character do first?
- What did the main character do next?
- What did the main character do last?
- What problem did the characters in the story have?
- What was the solution to the problem?
- Did you like the story? Why? Why not?
- What character in the story is your favorite? Why?

UNIT 4

1. Suggested Answers

1. There are a number of creative or interactive activities that can accompany the teaching of a story. For example, teachers can lead students in an art project. They might ask students to draw a picture of their favorite part of the story or create a puppet of their favorite character. Teachers could also lead students in acting out the story, where students make-believe that they are the story's characters.
2. When students perform creative or interactive activities related to a story, they can demonstrate a number of important skills. For example, these activities give students the chance to demonstrate that they understand the story and the progression of the story's events. These activities also give students a chance to interpret the stories in their own way. They should then be able to explain their interpretations and opinions.

2. Reading

1B; 2D; 3D

3. Vocabulary

1: next; 2: build; 3: role; 4: materials; 5: drama; 6: audience

4. Choose which word best fits each blank

- | | | |
|--------------------|---|-------------|
| 1. A: prompt | - | B: present |
| 2. A: coach | - | B: act out |
| 3. A: pass out | - | B: recreate |
| 4. A: make-believe | - | B: draw |
| 5. A: narrator | - | B: prop |

UNIT 5

2. Reading

1T; 2T; 3F

3. Vocabulary

1: preposition; 2: pluralize; 3: print; 4: capitalize

4. Match the words with the definitions

1E; 2F; 3C; 4B; 5A; 6D

UNIT 6

2. Reading

1B; 2B; 3B

3. Vocabulary

1: guessing game; 2: missing letter; 3: trace; 4: prize; 5: show and tell; 6: list;
7: copy

4. Match the words with the definitions

1C; 2E; 3B; 4D; 5A

UNIT 7

2. Reading

1F; 2T; 3T

3. Vocabulary

1: count; 2: put together; 3: compare; 4: take away

4. Match the words with the definitions

1F; 2E; 3D; 4B; 5C; 6A

UNIT 8

2. Reading

1T; 2F; 3T

3. Vocabulary

1: pass out; 2: number line; 3: keep track; 4: dot plate; 5: correct order;
6: shake and spill

4. Match the words with the definitions

1E; 2C; 3A; 4B; 5D; 6F

UNIT 9

2. Reading

1T; 2F; 3T

3. Vocabulary

1: sort; 2: less; 3: length; 4: temperature; 5: more; 6: shorter; 7: taller

4. Match the words with the definitions

1F; 2A; 3C; 4B; 5E; 6D

UNIT 10

2. Reading

1D; 2D; 3A

3. Vocabulary

1: natural objects; 2: brainstorm; 3: string; 4: group; 5: color; 6: comparison

4. Match the words with the definitions

1B; 2D; 3C; 4F; 5A; 6E

UNIT 11

2. Reading

1F; 2F; 3T

3. Vocabulary

(A) Two-dimensional shapes: polygon, square; circle; flat

(B) Three-dimensional shapes: cube, ball, solid (στερεό σώμα)

4. Fill in the blanks with the correct words from the word bank

1: shape; 2: two-dimensional; 3: geometry; 4: three-dimensional; 5: similarity;
6. Difference

UNIT 12

2. Reading

1F; 2F; 3T

3.Vocabulary

1: triangle; 2: rectangle; 3: side; 4: form; 5: build; 6: glue

4.Match the words with the definitions

1-E; 2-F; 3-G; 4-C; 5-H; 6-B; 7-A; 8-D; 9-I

UNIT 13

2. Reading

1T; 2T; 3F

3.Vocabulary

1: positive; 2: flexibility; 3: preemptive; 4: control; 5: resolve; 6: conflict;
7: misbehave; 8: problem; 9: think on your feet

4.Match the words with the definitions

1-E; 2-B; 3-D; 4-A; 5-C; 6-F

UNIT 14

2. Reading

1F; 2T; 3T

3.Vocabulary: Choose which word best fits each blank

- | | | |
|--------------------------|---|-------------------------|
| 1. A: sweeper | - | B: line leader |
| 2. A: caretaker | - | B: paper handler |
| 3. A: door holder | - | B: active role |
| 4. A: rotation | - | B: helper |
| 5. A: reduces | - | B: involves |

4.Match the words with the definitions

1-A; 2-E; 3-C; 4-D; 5-B

UNIT 15

2. Reading

1B; 2D; 3B

3.Vocabulary

1: break; 2: quiet corner; 3: start over; 4: consistent; 5: quiet signal;
6: behavior; 7: interrupt

4.Match the words with the definitions

1-A; 2-D; 3-E; 4-B; 5-C