

**Objectives:**

1. To develop reading skills using a cloze story based on an interesting topic.
2. To reinforce the students' knowledge of collective nouns.
3. To encourage the students to search for meaning by omitting nouns.

**Teaching Points:**

1. Discuss with students the definition of a collective noun. That is, a word which stands for a collection of things even when the collective noun is in its singular form.
2. Ask students to give examples of collective nouns.
3. Be sure students can read any difficult words in the story and the list of nouns.
4. Ask students to check the correctness of their entries by reading through the whole sentence containing their insertion(s).
5. Stress that only one word is to be inserted in each space.

**Evaluation:**

1. How well did the students use the context clues in the story?
2. Are the students able to define and give examples of collective nouns other than those used in the story?

**Answers:**

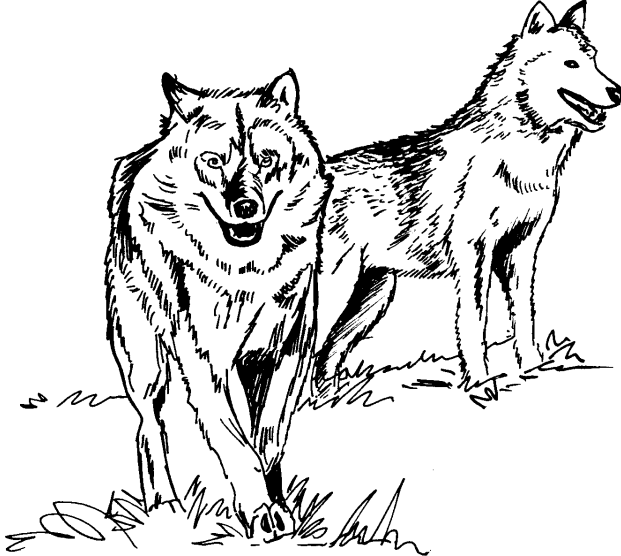
- |           |              |
|-----------|--------------|
| 1. party  | 9. cluster   |
| 2. swarm  | 10. family   |
| 3. clump  | 11. herd     |
| 4. flocks | 12. shoals   |
| 5. packs  | 13. regiment |
| 6. groups | 14. gangs    |
| 7. fleet  | 15. crowds   |
| 8. tribe  |              |

A **collective noun** is a word which stands for a collection of things.

For example: a **pack** of cards;

a **herd** of goats.

Use the collective nouns from the list below to complete the story.



swarm	crowds
regiment	flocks
cluster	shoals
groups	herd
party	gangs
packs	clump
family	fleet
tribe	

The \_\_\_\_\_<sup>1</sup> of tourists took cover as the \_\_\_\_\_<sup>2</sup> of stinging insects approached the \_\_\_\_\_<sup>3</sup> of trees. They had already taken photographs of \_\_\_\_\_<sup>4</sup> of wild birds on the plains and \_\_\_\_\_<sup>5</sup> of wolves in the mountains, but this was different. Several earlier tourist \_\_\_\_\_<sup>6</sup> had also been threatened, so a \_\_\_\_\_<sup>7</sup> of buses had taken them to a local native village. There, the whole \_\_\_\_\_<sup>8</sup> of warriors had danced around a \_\_\_\_\_<sup>9</sup> of native huts as their ancestors had done for centuries. Each \_\_\_\_\_<sup>10</sup> then gathered its \_\_\_\_\_<sup>11</sup> of cattle and drove them to the river to drink, while others caught \_\_\_\_\_<sup>12</sup> of fish which they used to provide food for the \_\_\_\_\_<sup>13</sup> of soldiers in the nearby town. The fish were also sold to \_\_\_\_\_<sup>14</sup> of workers repairing the bridge before the expected \_\_\_\_\_<sup>15</sup> of summer tourists.

Use a pencil in case you have to make changes.

**Objectives:**

1. To develop reading skills using a cloze story with a topic familiar to the students.
2. To encourage the search for meaning by omitting nouns, verbs and adjectives.

**Teaching Points:**

1. Conduct a class discussion on the types of jobs/ household chores students could perform to earn money needed to pay for membership in a club.
2. Discuss the different kinds of clubs students belong to.
3. Be sure the students can read any difficult words in the story and the list of words provided.
4. Stress that only one word is to be used in each space.

**Evaluation:**

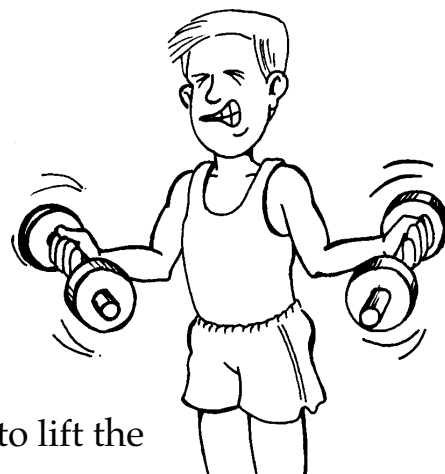
1. How well did the students use the context clues in the story?
2. Did the students participate in the class discussion?

**Answers:**

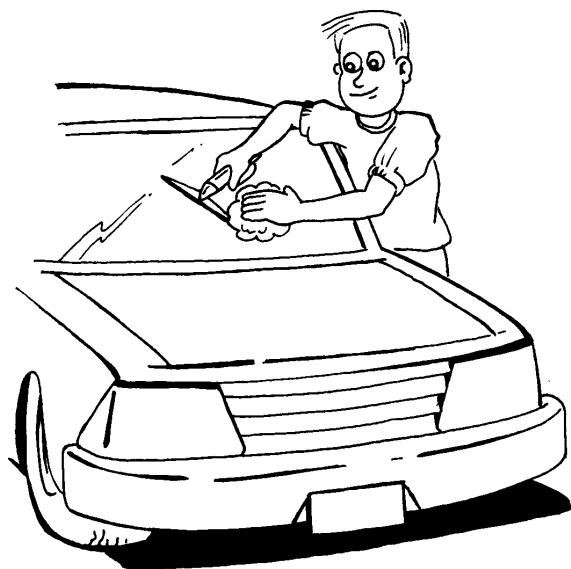
- |             |                 |
|-------------|-----------------|
| 1. small    | 11. salary      |
| 2. unable   | 12. birthday    |
| 3. heavy    | 13. Christmas   |
| 4. stronger | 14. mother/mom  |
| 5. decided  | 15. chores      |
| 6. training | 16. weeds       |
| 7. club     | 17. garden      |
| 8. fee      | 18. work        |
| 9. high     | 19. windshields |
| 10. school  | 20. garage      |

Select words from the list below and complete the spaces so the story makes sense.

unable	fee	school	stronger
garden	Christmas	windshields	heavy
chores	weeds	decided	small
mother	birthday	garage	club
high	salary	training	work



He was \_\_\_\_\_<sup>1</sup> and so was \_\_\_\_\_<sup>2</sup> to lift the  
 \_\_\_\_\_<sup>3</sup> weights his older and \_\_\_\_\_<sup>4</sup> brothers could lift. It was  
 because of this he \_\_\_\_\_<sup>5</sup> to build up his muscles by \_\_\_\_\_<sup>6</sup>  
 regularly at the local weight-lifting \_\_\_\_\_<sup>7</sup>, even though the member-  
 ship \_\_\_\_\_<sup>8</sup> was rather \_\_\_\_\_<sup>9</sup> for someone who was still in  
 \_\_\_\_\_<sup>10</sup> and not earning a \_\_\_\_\_<sup>11</sup>.



Instead of gifts he would ask for money on  
 his \_\_\_\_\_<sup>12</sup> in July and at  
 \_\_\_\_\_<sup>13</sup> at the end of the year. He  
 would help his \_\_\_\_\_<sup>14</sup> with her  
 household \_\_\_\_\_<sup>15</sup> and work out-  
 side pulling up \_\_\_\_\_<sup>16</sup> in the  
 \_\_\_\_\_<sup>17</sup> when Dad was at  
 \_\_\_\_\_<sup>18</sup>. He could even clean  
 \_\_\_\_\_<sup>19</sup> at the local \_\_\_\_\_<sup>20</sup>  
 when motorists drove in to buy gasoline.

**Objectives:**

1. To develop reading skills using a cloze story on an interesting topic.
2. To encourage the search for meaning by omitting adjectives.
3. To reinforce the students' knowledge of adjectives.
4. To encourage and develop the use of context and pictorial clues.

**Teaching Points:**

1. Conduct a class discussion on the students' experiences of damage done by storms.
2. Ask the students to define an adjective and provide examples of adjectives.
3. Be sure the students can read any difficult words in the story.
4. Stress that only one adjective can be used in each space.

**Evaluation:**

1. Did the students take an active part in the class discussion?
2. How well did the students use the context and pictorial clues?
3. Are the students now more familiar with the use of adjectives?

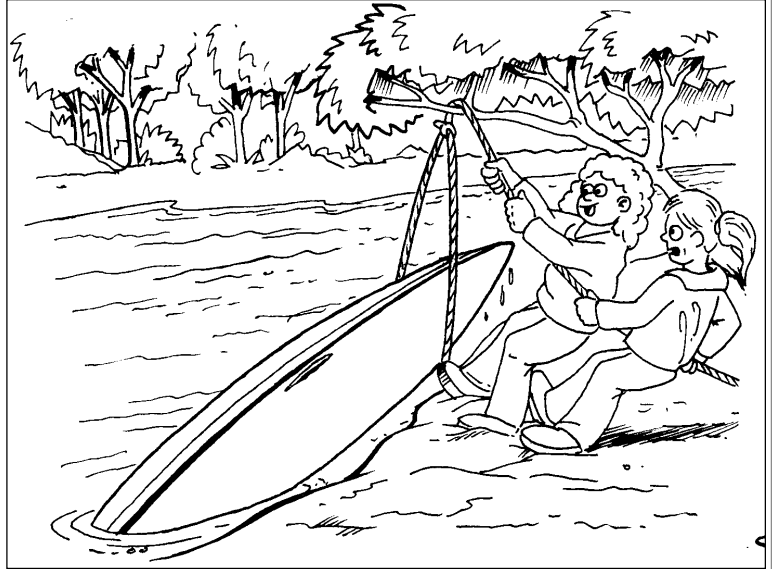
**Answers:**

- |                        |                 |
|------------------------|-----------------|
| 1. overturned/heavy    | 9. heavy        |
| 2. two                 | 10. young/small |
| 3. careful             | 11. short       |
| 4. steep               | 12. low         |
| 5. dreadful/stormy/bad | 13. long        |
| 6. good                | 14. old         |
| 7. small               | 15. new         |
| 8. shallow             |                 |

**Adjectives** are describing words. They are used to describe nouns or pronouns. All the missing words are adjectives. Do not use any adjective twice.

### Girls to the Rescue

The young girls walked carefully down the steep river bank. Their father's canoe was in the water. It was upside down after a rainstorm the day before. Because it was heavy, they couldn't turn it over. Then Leanne had an idea that Julie thought was a good one. They threw a rope over a low branch. Then they tied it to the stern of the small boat. Then they pulled on the rope and the canoe rose slowly out of the shallow water.

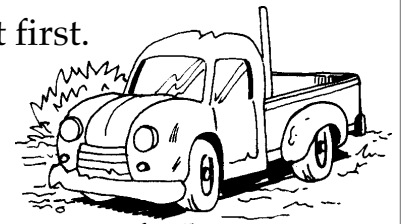


Uncle Peter would take it back to his house in his old truck that was always breaking down. After a hole was fixed it would be ready to use again after the fifty mile trip to the ocean.

They could not lift the \_\_\_\_\_<sup>1</sup> boat. The \_\_\_\_\_<sup>2</sup> girls had to be \_\_\_\_\_<sup>3</sup> because of the \_\_\_\_\_<sup>4</sup> slope. The day before they had some \_\_\_\_\_<sup>5</sup> weather. Leanne thought of a \_\_\_\_\_<sup>6</sup> idea.

It was only a \_\_\_\_\_<sup>7</sup> boat but they couldn't lift it at first.

The water was \_\_\_\_\_<sup>8</sup> even though \_\_\_\_\_<sup>9</sup> rain had fallen.



Julie and Leanne couldn't lift the boat because they were \_\_\_\_\_<sup>10</sup> girls.

They only needed a \_\_\_\_\_<sup>11</sup> rope because they threw it over a \_\_\_\_\_<sup>12</sup> branch.

It was a \_\_\_\_\_<sup>13</sup> journey to the beach in Uncle Peter's

\_\_\_\_\_<sup>14</sup> truck. Uncle Peter needed to buy a \_\_\_\_\_<sup>15</sup> truck.

**Objectives:**

1. To develop reading skills using cloze in a poetry format.
2. To encourage the search for meaning by omitting nouns, adjectives and verbs.

**Teaching Points:**

1. Discuss with the students, the importance of the work of the farmer in our lives.
2. Ask students to give examples of rhyming words. Then discuss the poem's rhyming pattern as help in choosing the words.
3. Stress that only one word is to be used in each space.

**Evaluation:**

1. How well did the students use the context clues and rhyming patterns in the poem?
2. Did the students realize how important the farmers are to our cities/country?
3. Did the students enjoy the poem?

**Answers:**

- |              |                       |
|--------------|-----------------------|
| 1. skies/sky | 9. sun                |
| 2. blue      | 10. heat              |
| 3. clouds    | 11. earth/ground/soil |
| 4. shines    | 12. fields/crops      |
| 5. Lightning | 13. farmer's          |
| 6. sound     | 14. Planting/Sowing   |
| 7. rain      | 15. you               |
| 8. dry       |                       |

Use **your own words** to fill in the spaces in the poem so that it makes sense. Do not use any word twice. Rhyming words should help you.

### The Farmer's Woes

The \_\_\_\_\_<sub>1</sub> above, a bright, bright \_\_\_\_\_<sub>2</sub>.

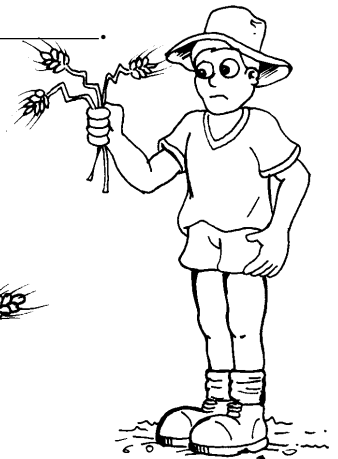
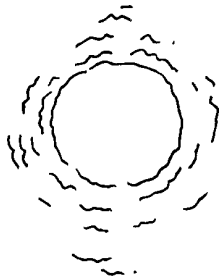
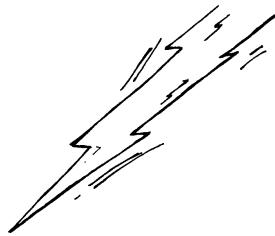
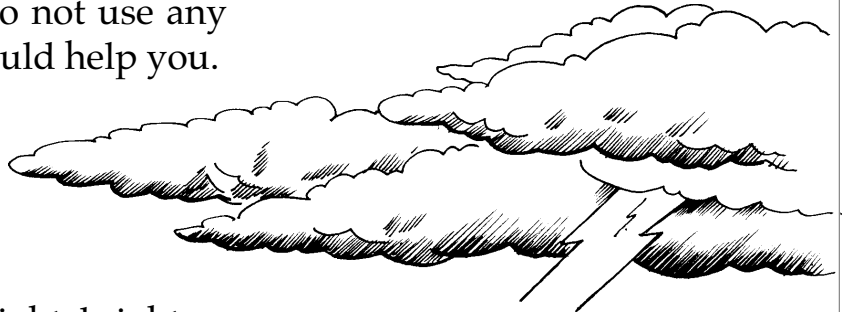
A few white \_\_\_\_\_<sub>3</sub>, the sun \_\_\_\_\_<sub>4</sub> through,  
\_\_\_\_\_<sub>5</sub> flashes, followed by thunder's \_\_\_\_\_<sub>6</sub>,

But they bring no \_\_\_\_\_<sub>7</sub> to the \_\_\_\_\_<sub>8</sub>, hard ground.

The fierce, hot \_\_\_\_\_<sub>9</sub> with its tropical \_\_\_\_\_<sub>10</sub>,

Has parched the \_\_\_\_\_<sub>11</sub>, destroyed \_\_\_\_\_<sub>12</sub> of wheat.

The \_\_\_\_\_<sub>13</sub> work now starts anew,  
\_\_\_\_\_<sub>14</sub> his seeds for me and \_\_\_\_\_<sub>15</sub>.





**Objectives:**

1. To develop reading skills using a cloze story with context clues.
2. To reinforce the students' knowledge of proper nouns.
3. To encourage the search for meaning by omitting proper nouns.

**Teaching Points:**

1. Conduct a class discussion on proper nouns, including the definition of compound proper nouns such as Sea Queen.
2. Ask the students to tell about their most enjoyable vacation experiences.
3. Stress that only one word is to be used in each space.
4. Be sure all students can read any unfamiliar words in the story and the word list.
5. Students should check their insertion(s) by reading carefully through each sentence.

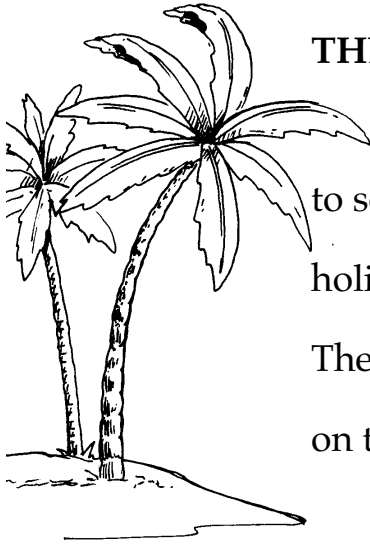
**Evaluation:**

1. How well did the students use the context clues?
2. Are the students more knowledgeable about proper nouns?
3. Did the students take an active part in the class discussions?

**Answers:**

- |              |                          |
|--------------|--------------------------|
| 1. Karen     | 9. <i>Sea Queen</i>      |
| 2. Richard   | 10. Sydney               |
| 3. England   | 11. <i>Royal Express</i> |
| 4. Christmas | 12. English              |
| 5. London    | 13. France               |
| 6. Tahiti    | 14. Egypt                |
| 7. Pacific   | 15. Cairo                |
| 8. Sarah     |                          |

Use the list words below to fill in the spaces in the story. Each list word is a **proper noun**. Proper nouns are words which name particular things or persons, for example, Paris, Tony, America, and Easter require capital letters.



### THE HOLIDAY

\_\_\_\_\_ <sup>1</sup> and her brother \_\_\_\_\_ <sup>2</sup> traveled to southern \_\_\_\_\_ <sup>3</sup> during the \_\_\_\_\_ <sup>4</sup> holidays as their cousins lived in the city of \_\_\_\_\_ <sup>5</sup>.

The house would be empty as their relatives were vacationing on the island of \_\_\_\_\_ <sup>6</sup> in the \_\_\_\_\_ <sup>7</sup> Ocean.

Karen's Aunt \_\_\_\_\_ <sup>8</sup> enjoyed cruising on luxury liners like the \_\_\_\_\_ <sup>9</sup> and last year visited \_\_\_\_\_ <sup>10</sup> to see Australia's famous Harbor Bridge. She also enjoyed travel on trains like the \_\_\_\_\_ <sup>11</sup> which traveled along the \_\_\_\_\_ <sup>12</sup> Channel rail tunnel to \_\_\_\_\_ <sup>13</sup>.

She also enjoyed her visit to \_\_\_\_\_ <sup>14</sup> where she saw the Pyramids near the city of \_\_\_\_\_ <sup>15</sup>.

AIRPORT



England	France	London
Karen	Sydney	Egypt
Richard	Sarah	Sea Queen
Tahiti	English	Christmas
Cairo	Pacific	Royal Express