

My Name Is Bella

TEACHER NOTES

Overview: This English language arts reader follows Bella on her first day at a new school. She becomes friends with a student who shares her name. The fictional text depicts different school activities, both in the classroom and at recess.

BEFORE READING

Level A: Have students look at pages 2–7 and talk about words they know based on the pictures and text. Then, introduce the reader: *This story is about Bella. Bella is a new student. Bella meets another girl. The girl’s name is Bella, too. Read to find out what the girls do in school.*

Levels B and C: Have students look at pages 2–3 and ask them to predict what the book will be about. Then, introduce the reader: *This book is about Bella. It is her first day at a new school. She meets her teacher and other boys and girls. A student in Bella’s class is also named Bella. The two girls become friends. Read to find out what they do in school.*

For Level C, point out the *Know It All* and *Extra!* information boxes throughout the story. Tell students that this is additional information to read after they finish the page of the story.

VOCABULARY

Briefly introduce each vocabulary term by using it in a sentence as well as by using gestures and images. Have students talk about the terms and use background knowledge to create new sentences. Bolded terms in the chart can be found in the text and glossary. Terms not bolded can be found in the text only. Have students indicate comprehension of each term through gesturing or using the term in a sentence.

DURING READING

Level A: Remind students to match the bolded vocabulary terms with images on the pages. Also remind them to preview pictures and reread pages to improve comprehension.

Levels B and C: Have students write down any unknown words to clarify with a teacher or peer after reading.

LEVEL A Vocabulary

desk	name
draw	school
eat	teacher
laugh	work

LEVEL B Vocabulary

apple	orange
be quiet	picture
desk	recess
friends	smile
laugh	swings

LEVEL C Vocabulary

at the same time	joke
backpack	mistake
board	nervous
classroom	shelf
excited	trade
friends	whisper

AFTER READING

Have students complete the reading comprehension questions on the Activity Sheet. Give time to discuss the book in pairs or small groups.

Level A: Help students summarize the story in simple, complete sentences. For example: *Bella is a new student. Bella is at a new school. It is Bella's first day.*

Reinforce vocabulary through questions. For example:

- What does Bella **draw**? (Bella **draws** herself and the other Bella.)
- What does Bella **eat**? (She **eats** an apple.)

Levels B and C: Encourage students to go back to the text and cite evidence when answering questions from the Activity Sheet. For example: *On page 4 of Level B, it says that the new teacher is Miss Lee.*

ANSWER KEY ACTIVITY SHEET: My Name Is Bella

Level A	Level B/C
1. b	1. b
2. a	2. c
3. c	3. a
Vocabulary: 1. draw; 2. eat; 3. teacher; 4. desk	4. c
	5. b
	Vocabulary: 1. a; 2. b; 3. c; 4. b

ANSWER KEY QUIZ: My Name Is Bella

Level A	Level B/C
1. c	1. a
2. b	2. a
3. a	3. c
4. c	4. d
5. a	5. a

ACTIVITY SHEET My Name Is Bella

LEVEL A

Choose the correct picture.

1. Which one is Bella?







2. Which one is the other Bella?



3. Where do the girls play?



Vocabulary Review: Choose the correct answer.

1.  play
draw
2.  read
eat
3.  teacher
school
4.  desk
swings

ACTIVITY SHEET My Name Is Bella

LEVELS B AND C

Choose the correct answer.

1. Bella is at her new _____.
a. house b. school c. park
2. Miss Lee is the _____.
a. girl b. boy c. teacher
3. A girl _____ Bella a picture.
a. shows b. reads c. laughs
4. The teacher tells the girls to _____.
a. be nice b. go outside c. be quiet
5. Bella writes about her _____.
a. fun swings b. new friends c. school books

Vocabulary Review: Choose the correct answer.

1. Bella sits at her _____.
a. desk b. books c. picture
2. Bella gives her friend the _____.
a. book b. orange c. recess
3. The girls play on the _____.
a. books b. apple c. swings
4. The teacher tells the girls to be quiet when they _____.
a. see b. laugh c. read

QUIZ My Name Is Bella

Score _____ /25

LEVEL A

Choose the correct picture. (5 points per question)

1. Bella draws.



2. Bella has an apple.



3. Bella and Bella laugh.



4. Which one shows work?



5. Which one shows the swing?



Name _____

Date _____

QUIZ My Name Is Bella

Score
_____/25

LEVELS B AND C

Choose the correct answer. (5 points per question)

- Bella is at a new _____.
 - school
 - house
 - park
 - car
- Bella sees many _____.
 - boys and girls
 - apples and oranges
 - cars and bikes
 - pens and books
- Who is Miss Lee?
 - a student
 - a friend
 - a teacher
 - an artist
- The two girls have the same _____.
 - swing
 - desk
 - frog
 - name
- Bella writes about her _____.
 - friends
 - recess
 - classroom
 - lunch

TEACHER NOTES

Overview: This science reader tells about the senses of sight, hearing, smell, and taste. The nonfiction text shows various animals as they use these senses to find their sources of food.

BEFORE READING

Level A: Have students look at pages 2–7 and talk about words they know based on the pictures and text. Then, introduce the reader: *This book is about animals. Some animals see bugs. Other animals hear the bugs. Then the animals all eat the bugs. Some animals smell grass. The animals eat the grass. The animals taste their food. Read to see what happens.*

Levels B and C: Have students look at pages 2–3 and ask them to predict what the book will be about. Then, introduce the reader: *This book is about senses. Animals use senses like seeing, hearing, smelling, and tasting. This helps the animals to find food. They can see and hear bugs. They smell grass. Then the animals taste the food with their mouths. Read to find out what happens after they eat.*

For Level C, point out the *Know It All* and *Extra!* information boxes throughout the story. Tell students that this is additional information to read after they finish the page of the story.

VOCABULARY

Briefly introduce each vocabulary term by using it in a sentence as well as by using gestures and images. Have students talk about the terms and use background knowledge to create new sentences. Bolded terms in the chart can be found in the text and glossary. Terms not bolded can be found in the text only. Have students indicate comprehension of each term through gesturing or using the term in a sentence.

DURING READING

Level A: Remind students to match the bolded vocabulary terms with images on the pages. Also remind them to preview pictures and reread pages to improve comprehension.

Levels B and C: Have students write down any unknown words to clarify with a teacher or peer after reading.

LEVEL A Vocabulary

bug	sleep
grass	smell
hear	something
rest	taste
see	

LEVEL B Vocabulary

ants	mouth
bug	quiet
different	rest
fingers	sleep
grass	sounds
ground	worms

LEVEL C Vocabulary

different	licks
fingers	nature
furry	sense
grasshopper	wild
hold	

AFTER READING

Have students complete the reading comprehension questions on the Activity Sheet. Give time to discuss the book in pairs or small groups.

Level A: Teach the word *animal*. Then help students summarize the story in simple, complete sentences. For example: *Animals have senses. Animals see bugs. Animals hear ants. Animals smell grass. Animals taste food. Animals sleep.*

Reinforce vocabulary through questions. For example:

- *What does the animal use to **see**? (The animal uses eyes to **see**.)*
- *What does an animal use to smell **grass**? (The animal uses a nose to smell the **grass**.)*

Levels B and C: Encourage students to go back to the text and cite evidence when answering questions from the Activity Sheet. For example: *On page 6 of Level C, it says that the animal uses its ears to hear sounds.*

ANSWER KEY ACTIVITY SHEET: See, Hear, Smell, Taste

Level A	Level B/C
1. c	1. b
2. b	2. a
3. a	3. c
Vocabulary: 1. rest; 2. taste; 3. hear; 4. bugs	4. a
	5. b
	Vocabulary: 1. b; 2. c; 3. a; 4. c

ANSWER KEY QUIZ: See, Hear, Smell, Taste

Level A	Level B/C
1. c	1. b
2. b	2. d
3. b	3. a
4. a	4. a
5. c	5. a

ACTIVITY SHEET See, Hear, Smell, Taste

LEVEL A

Choose the correct picture.

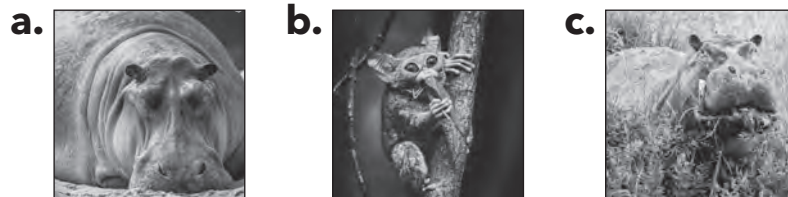
1. Which one is a bug?



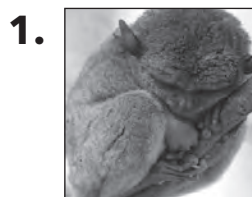
2. Which one is grass?



3. Which one shows sleep?



Vocabulary Review: Choose the correct answer.



hear
rest



taste
sleep



sleep
hear



bugs
grass

ACTIVITY SHEET See, Hear, Smell, Taste

LEVELS B AND C

Choose the correct answer.

1. Eyes help an animal _____.
a. hear b. see c. taste
2. The animal holds the bug with _____.
a. fingers b. eyes c. grass
3. The _____ helps the animal to smell.
a. worms b. mouth c. nose
4. The grass _____ to the animal.
a. tastes good b. sees bugs c. is quiet
5. The animals find _____ to rest.
a. some ants b. a quiet place c. the green bug

Vocabulary Review: Choose the correct answer.

1. The bug goes in the _____ of the animal.
a. sleep b. mouth c. hold
2. The animal hears _____ under the ground.
a. fingers b. eyes c. ants
3. The animal smells the green _____.
a. grass b. see c. hear
4. It is time for the animals to _____.
a. ants b. ground c. rest

QUIZ See, Hear, Smell, Taste

Score
_____/25

LEVEL A

Choose the correct picture. (5 points per question)

1. I see something.



2. I hear bugs.



3. I taste something.



4. I smell something.



5. We rest.



QUIZ See, Hear, Smell, Taste**Score**
_____/25**LEVELS B AND C**

Choose the correct answer. (5 points per question)

1. An animal sees a bug with its _____.
 - a. ears
 - b. eyes
 - c. nose
 - d. mouth

2. An animal's ears help it _____.
 - a. see
 - b. taste
 - c. smell
 - d. hear

3. An animal tastes with its _____.
 - a. mouth
 - b. nose
 - c. ears
 - d. eyes

4. An animal's nose helps it to _____.
 - a. smell
 - b. see
 - c. hear
 - d. taste

5. What happens last for the animals?
 - a. They go to sleep.
 - b. They taste the bug.
 - c. They hear the ants.
 - d. They eat the grass.