



**Literacy Centre
of Expertise**

Presented by The Immigrant
Education Society (TIES)

Gus

Instructions (for instructors)

1. Begin by looking at the images on pages 3-7 with the learners. Elicit from them what they see and help with oral language where necessary.
2. Bring the learner's attention to the key vocabulary words on pages 9-13. Elicit meaning/oral vocabulary relevant to each image and then focus on the initial letters/phonics/spelling of the written words underneath the images. Spend time on the target short vowel as needed.
3. Either together as a class or individually, have the learners complete the vocabulary check section on pages 14-17 by circling the word that matches the image for each page.
4. Together as a class, read the sentences on page 22. Have learners cut out each sentence and match each sentence to one of the pages from 3-7. After matching, having learners glue in the box underneath the image.
5. After several readings of the story as a class, in pairs and individually, assist the learners in completing the comprehension section by circling the correct answer.

Story













Vocabulary



GUS



drives



bus



kids



fun

Let's Check!



kids

bus

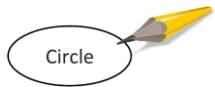
Let's Check!



fun

run

Let's Check!



GUS

Jill

Let's Check!



GUS

kids

Comprehension



This is Jim.



Yes

No



Gus drives kids.

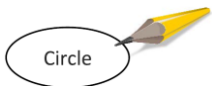


Yes

No



Gus drives a car.



Yes

No



This is Gus.

Gus has a job.

Gus drives a bus.

Gus drives kids.

Gus has fun.



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