TEACHING PORTFOLIO

Reading

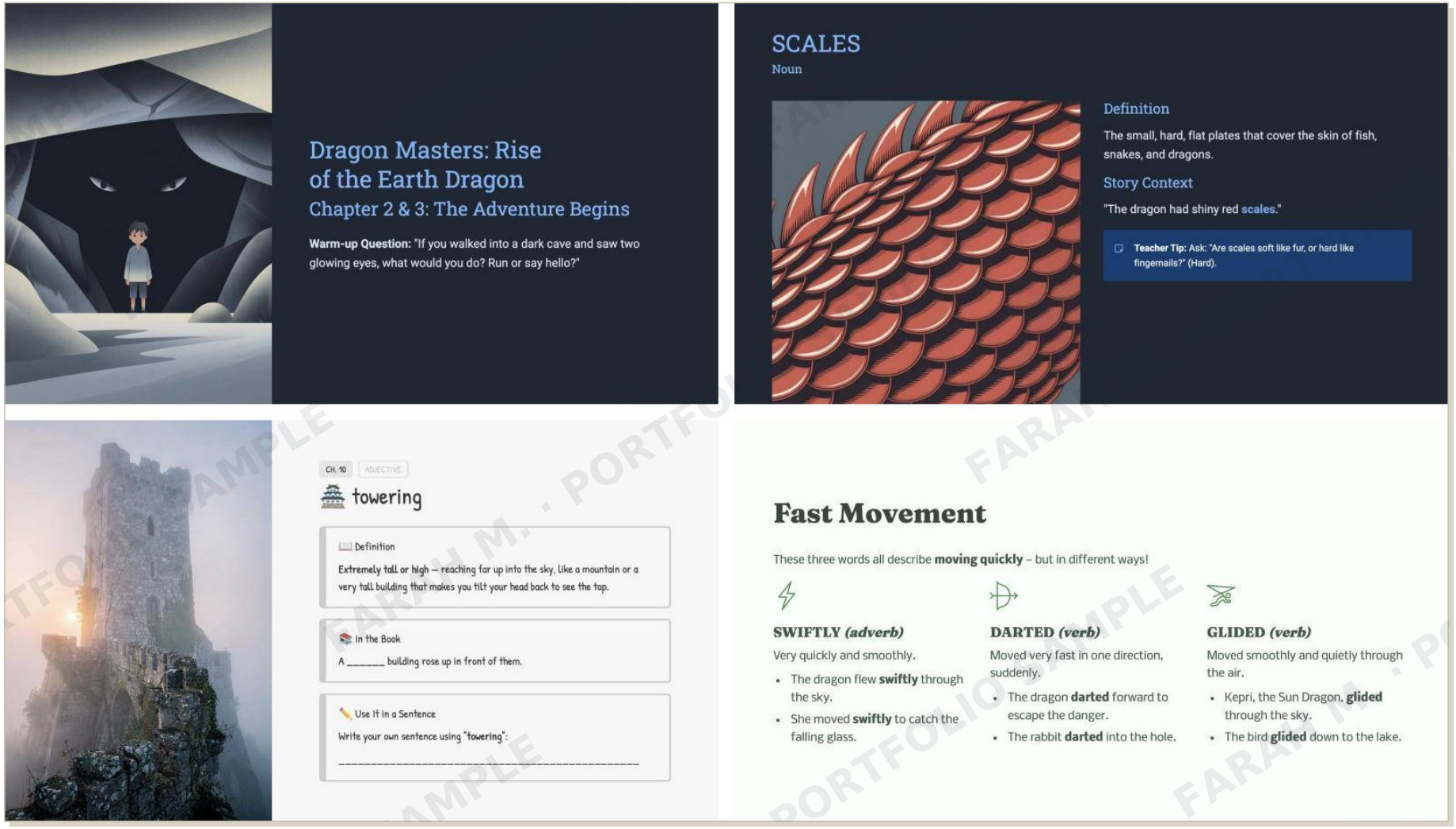
Reading materials range from first sight words to GSAT passages. New words are always tied to words learners already know, and every text leads to something learners produce.

Student names have been removed or changed in every sample. All samples are for review only.

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Dragon Masters vocabulary series (upper primary, one-to-one)

Decks that accompany each chapter set of the Dragon Masters books: a warm-up question, word cards and themed word groups.



WHY I DESIGNED IT THIS WAY

I connect every new word to simpler words my student already knows (darted: moved fast, rushed, zoomed). Each word gets three sentences: one from the book and two of my own, often drawn from video games, which my student loves. Words are grouped by theme, so “swiftly,” “darted” and “glided” are learned together as a family.

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Dragon Masters: from new words to comprehension and writing

A word card in story context, comprehension questions, a “two words in one sentence” exercise, and the creative writing task that ends every session.

SAVING THE SUN DRAGON — CHAPTERS 6–9

Swiped

Definition

Took something **quickly and secretly**, without being noticed.

Example Sentences

- Rori **swiped** the key from a guard.
- He swiped a cookie from the plate.
- She swiped the paper and ran.



Comprehension Questions (Part 1)

Read and Answer

1. What almost hit Drake when he opened the door?
   Answer: A fireball.
2. How did the Wizard open the locked door?
   Answer: He used magic / Sparks flew from his finger.
3. What object told the Wizard that Drake has "the heart of a dragon"?
   Answer: The Dragon Stone.

Exercise 2 — Use Two Words in One Sentence

Write **one sentence** using **both words** correctly. Make sure both words fit naturally in the same sentence!

> **Example:** thief + vanished → *"The thief vanished before the guard could catch him."*

1	wizard + spell	
2	darted + cave	
3	crystal + glowing	
4	guard + dangerous	
5	glided + treetops	
6	emperor + skilled	
7	yanked + swiftly	

HOMEWORK 2

Write Your Own Story!

Instructions

- Write a short story (70 words).
- Your story can be about you when you discovered that you can be a **dragon master**.
- Use **at least 5 vocabulary words** from our slides.
- **Underline or highlight** the words you used.

Words

pathway	shadows
secret door	purring
faded	blinding
stunned	dangling

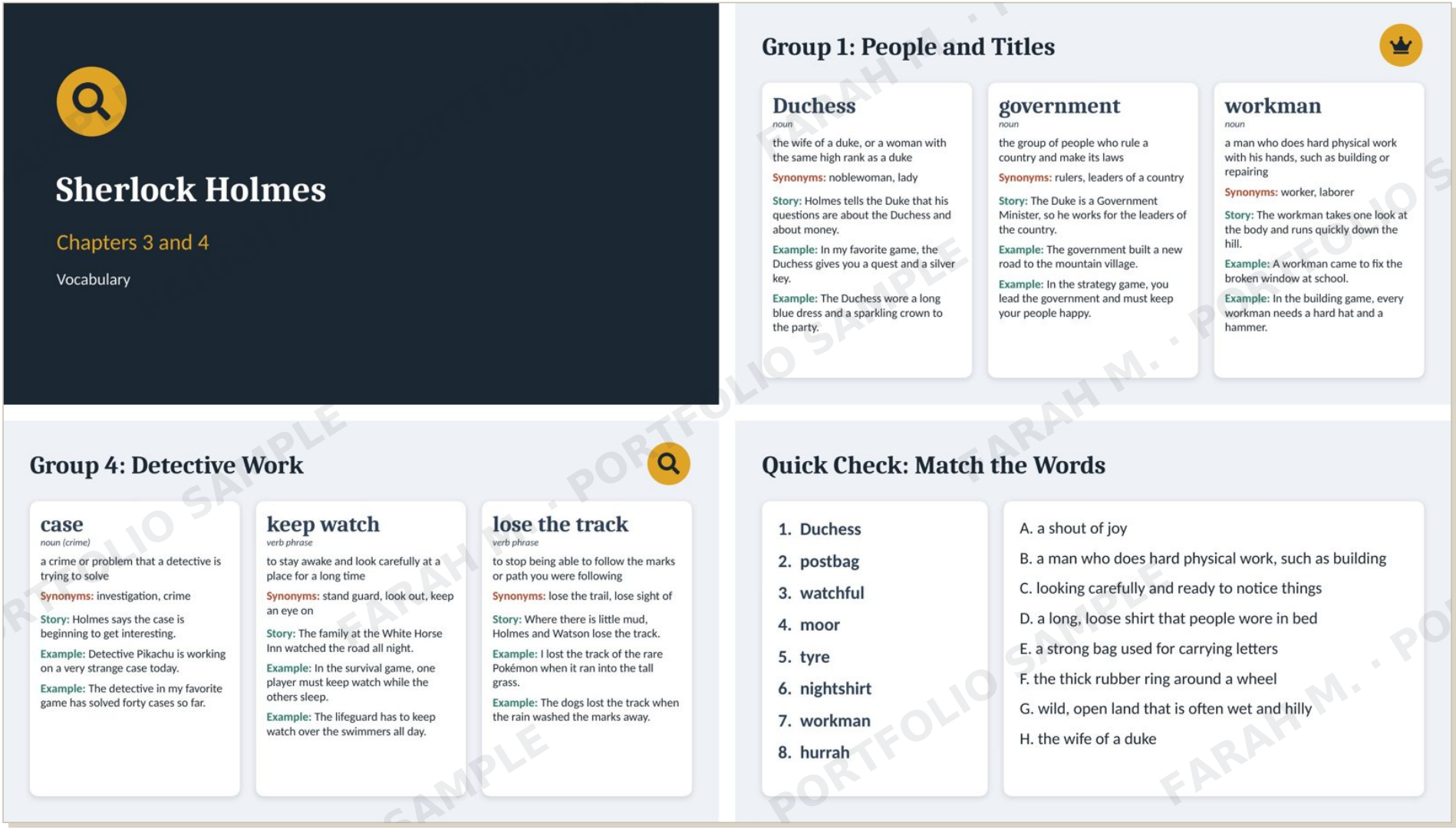
WHY I DESIGNED IT THIS WAY

The series is framed like a video game, with levels to beat, so each chapter feels like progress rather than homework. Combining two new words in one sentence moves the learner from recognizing words to using them, and every session ends with him writing his own short story, because producing a word in your own sentence is the real test of knowing it.

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Sherlock Holmes vocabulary deck (upper primary, graded reader)

A 14-slide deck for Chapters 3–4: 30 words in 10 themed groups, a matching check, comprehension questions and a writing task.



WHY I DESIGNED IT THIS WAY

Each word card gives the meaning, synonyms, the line from the story and two everyday or game-based examples. Words above the learner's current level are chosen on purpose, and no word is repeated from an earlier chapter, so every set adds something new.

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Sherlock Holmes worksheet, Chapters 5–6

The worksheet that goes with a chapter set: a word table with meanings and similar words, in-class exercises and separate homework.

Sherlock Holmes

Chapters 5 and 6

Part 1: In-Class Exercises

Word List

Word	Meaning	Similar words
murder	to kill a person on purpose; the crime of killing a person	kill, a killing
murderer	a person who kills someone on purpose	killer, criminal
killing	the act of killing a person or an animal	murder, a death
cheque	a piece of paper that you sign to pay money from your bank	a bank paper, a way to pay
stables	a building where horses live and are looked after	a horse house, a barn for horses
nail	a small, thin piece of metal with a sharp end, used to fix things together	a metal pin, a small spike
unfriendly	not kind or welcome to other people	cold, rude
hungrily	in a way that shows you are very hungry	greedily, eagerly
coldly	in an unfriendly way, without showing warm feelings	unkindly, sternly
cry out	to shout suddenly because of pain, surprise or fear	shout, call out
get down	to lower your body so that nobody can see you	duck, crouch
look round	to walk through a place and look at everything in it	explore, check out
fall back	to move backward suddenly, often because of shock	drop back, lean back
put your face in your hands	to cover your face with your hands because you are sad, ashamed or shocked	hide your face, cover your eyes
I've got it!	used when you suddenly understand or find the answer	I understand!, Now I know!

Exercise A: Match the Words

Write the correct letter next to each word.

1. stables ____	A. a person who kills someone on purpose
2. cheque ____	B. a small, thin piece of metal used to fix things together
3. murderer ____	C. a piece of paper that you sign to pay money from your bank
4. unfriendly ____	D. in an unfriendly way, without warm feelings
5. nail ____	E. not kind or welcome to other people
6. coldly ____	F. a building where horses live

Exercise B: Fill in the Blanks

Choose the correct word from the box. Use each word once.

Word bank: murder cheque stables hungrily cry out get down

1. The farmer cleaned the _____ and gave the horses fresh water.
2. The boys ate their dinner _____ after playing outside all day.
3. The police are looking for the person who planned the _____.
4. I wrote a _____ for two hundred dollars to pay for the bike.
5. If you see a snake, you will probably _____ in fear.
6. "_____, quickly! The guard is coming!" whispered Mia.

WHY I DESIGNED IT THIS WAY

The word table pairs every new word with simpler similar words, so the learner can link it to language he already has. In-class exercises and homework are kept apart in the same document, so it works both for the lesson and for practice at home.

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Early reading and question-and-answer practice (young learner)

A lesson preparing a young learner for a placement group: sight words, decoding CVC words, question-and-answer rounds and a private scorecard.



WHY I DESIGNED IT THIS WAY

The lesson moves in a fixed order, from sight words to decodable words to full sentences, so each step uses what the last one built. Question types come in sets with model answers on the slide. A private scorecard compares each task with last week's result, so progress is something the learner can see, not just hear.

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GSAT reading comprehension (senior high, one-to-one)

A reading set that recycles the student's vocabulary list in longer passages, with GSAT-style questions.

GSAT Reading Comprehension

Vocabulary-in-Context Reading Set — Advanced Vocabulary Review

Name: _____	Date: _____	Score: _____ / 100

Bolded words are drawn from your vocabulary set. Read each passage carefully, then answer the questions that follow. Each question is worth 10 points.

Passage 1 — The Second Life of the Lyric Theatre

For thirty years, the Lyric Theatre stood as a hollow shell in the center of town, its windows boarded and its once-grand lobby exposed to the weather. A **devastating** fire in the 1990s had gutted the building, leaving only its **intricate** façade — carved stone figures and iron scrollwork — largely intact. Preservationists argued that tearing it down would be **counterproductive**: the theatre was **inherently** tied to the city's identity, and no amount of new construction could **evoke** the memories that generations of residents associated with its stage.

The turning point came on what locals now call the theatre's **fateful** reopening announcement, when the city council approved a $40 million restoration. Engineers faced an **agonizing** set of decisions. Some walls held **residual** water damage invisible from the outside, and early inspection reports gave **contradictory** readings about which sections were structurally sound. One engineer privately admitted to a **grave** concern: if the wrong wall came down, the entire façade could collapse.

The rebuilt theatre reopened last spring. Architects widened the old hallways, aware that the original narrow corridors had once left patrons feeling **claustrophobic** during intermission, **elbowing** past one another toward the few restrooms. They also fixed the building's **acoustic** flaws, so that even seats in the theatre's cheapest ticket **vacancies** now carry sound as clearly as those in the front row.

Not everyone **dreaded** the changes. A retired usher who worked there for forty years said the new theatre finally feels like the one she remembered from her childhood — not a replica, but a genuine **restoration**.

Questions 1–5 — Passage 1 (50 pts)

1. What is the passage primarily about?

(A) The restoration of a fire-damaged theatre and the challenges involved in bringing it back to life
(B) A comparison between old and new theatre architecture styles around the world
(C) A history of fires that have destroyed theatres in the city
(D) A debate over whether the city should have built a new theatre instead of repairing the old one

2. In paragraph 1, the word "counterproductive" is closest in meaning to which of the following?

(A) extremely expensive
(B) illegal under city law
(C) having a result opposite to what was intended
(D) impossible to complete

3. According to the passage, why did the early inspection reports give contradictory readings about the building's structural soundness?

(A) The inspectors disagreed about how much the restoration should cost
(B) Some structural damage, such as residual water damage, was hidden from view, making it hard to agree on which sections were sound
(C) The fire had destroyed all of the theatre's original blueprints
(D) The city council had not yet approved funding for a full inspection

4. What can be inferred about the theatre's original hallway design?

(A) The hallways were wider than necessary and wasted valuable space
(B) The hallways contained artwork that visitors admired during intermission
(C) The hallways were the first part of the building damaged in the fire
(D) The hallways were too narrow, causing patrons to feel uncomfortably crowded

5. As used in the passage, "a grave concern" most nearly means

(A) a concern that could be safely ignored
(B) a very serious worry
(C) a minor disagreement between coworkers
(D) a financial cost that was difficult to calculate

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WHY I DESIGNED IT THIS WAY

A word is only really learned when it is recognized in a new text. The bolded words in each passage come from the student's own vocabulary sets, and the questions follow the GSAT format: main idea, vocabulary in context and inference.

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Cambridge B1 Preliminary: Reading Parts 5 and 6

A strategy deck for the multiple-choice cloze and the open cloze.



WHY I DESIGNED IT THIS WAY

Each part gets a step-by-step method, the vocabulary and grammar words the exam tests most often, and a slide of common traps, so the learner knows not only what to answer but how to think through each gap. The deck closes with time management, because many learners lose points by running out of time, not by lacking knowledge.

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