

Discovering Language Arts

Beginning Reading

Teacher's Guide

Grade Level: 3–5

Curriculum Focus: Language Arts

Lesson Duration: 1–2 class periods

Program Description

Previewing Skills (5 min.) – To preview a book or article, read headings, look at pictures, and skim the words.

Reasons to Read (5 min.) – Reading may be to find information or understand another person's point of view.

Visualizing a Story (5 min.) – Create a mental image of people, places, things, and events to understand what you are reading.

Making Predictions (5 min.) – All reading materials have clues that can help you make predictions about what is inside.

Decoding Words (5 min.) – Decode a word by breaking it into parts or syllables or by looking for its root.

Context Clues (5 min.) – Use the context to figure out word meaning.

Looking Up Words (4 min.) – Use the book's glossary to look up word meanings.

Your Word Bank (5 min.) – Synonyms are words that have the same meaning.

Antonyms have opposite meanings.

Homophones have different meanings and spellings but sound the same.

Reading Strategies (6 min.) – Use reading strategies to help you make sense of sentences or passages you don't understand.

Reading Speeds (6 min.) – How fast you read may depend on what or why you're reading.

The Author's Purpose (4 min.) – An author may write to inform, educate, or persuade the reader.

Your Choice: Reading Between the Lions (4 min.) – Choose a book based on the type of book or subject, or even a favorite author.

Onscreen Questions

- Go to the library and pick out a book. Look at the pictures and skim the words before you read it.
- Think about some of the things you read today. Write down three types of reading that you did.
- Write a short story about a miner. Then draw a picture to go along with your story.
- Pick a book that you would like to read. Can you tell what the book will be about based on the cover, illustrations, or titles?
- Can you figure out unknown words? Read a book about oceans. When you come across unknown words, use these methods to figure out how to say the words.

- Read from a book about dolphins. Use context clues to figure out the meanings of words you do not know.
 - Read a book about the ocean or another topic. As you read, make a list of unknown words and look them up in the dictionary.
 - Can you spot homophones? Look at a book about oceans. Make a list of homophones you recognize and share the list with a friend.
 - Keep a word list. As you read, make a list of the difficult words within a book. Then find their definitions in a dictionary.
 - Practice skimming. Pick a book from your library and skim for keywords. Did you catch the main idea of the text?
 - Go to the library and pick out a nonfiction book. Is the author writing to inform or persuade?
 - Think about what kind of book you like reading. Go to the library and pick out a book that you think you would enjoy.
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Lesson Plan

Student Objectives

- Define the terms antonym, synonym, and homophone.
- Identify pairs of antonyms.

Materials

- *Beginning Reading* video
- Writing paper
- Dictionaries and thesauruses
- Index cards, 20 per student
- Crayons, markers, or colored pencils
- Pencils and erasers

Procedures

1. Watch "Your Word Bank," a segment of *Beginning Reading* with your class as an introduction to synonyms, antonyms, and homophones. Then discuss these types of words. Ask students to define the terms synonym, antonym, and homophone. Ask them how homophones differ from synonyms and antonyms?
2. Ask each student to share at least one example of a pair of synonyms, antonyms, and homophones. Write examples on the board or on a piece of chart paper and discuss them. Discuss any questionable examples with the class. Are the words actually (synonyms,



antonyms, homophones)? Why or why not? Assess the students' understanding of the types of words and make sure they understand the differences before moving on.

3. Next, tell them that they will create a game called Antonym Match-Up. Have students quietly and individually create lists of 10 pairs of antonyms. Tell them not to share their lists with one another. Students may use a dictionary or thesaurus.
4. Give each student 20 blank index cards: They will write one word from their list on each card and draw a picture representing it on the same card. If they have difficulty drawing images of certain pairs, allow them to come up with new antonyms that might be better suited to the game.
5. Next, have students pair up and play their games by mixing up their antonym pairs and laying the cards on a surface in rows of five so their partner can see all the cards. Partners must correctly match all the antonym pairs. Each partner should take a turn. If time permits, allow students to play with a different student. Walk around the classroom and assess student behavior and understanding while they are playing.
6. After students have finished playing, discuss some of the antonyms. Which were easier antonyms to match? Which were difficult? If any antonym pairs did not seem clear, discuss them with the class to see if they are actually antonyms.
7. Have students keep their match-up games in their desks to play during free time. If time and resources permit, allow students to create match-up games for homophones or synonyms.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students easily and clearly defined the terms synonym, antonym, and homophone and provided clear examples of all three types of words; created unique and colorful match-up cards with 10 pairs of true antonyms; were able to easily determine all 10 pairs of antonyms in the game with little or no assistance.
- **2 points:** Students sufficiently defined at least two of the terms synonym, antonym, or homophone; provided adequate examples of at least two of the types; created somewhat unique and colorful match-up cards with at least eight pairs of true antonyms; were able to determine at least six pairs of antonyms in the game with some assistance.
- **1 point:** Students were unable to define the terms synonym, antonym, or homophone and did not provide examples of any of the types of words; created incomplete or incorrect match-up cards with four or fewer pairs of true antonyms; were unable or unwilling to determine the pairs of antonyms in the game without a great deal of assistance.

Vocabulary

antonym

Definition: A word having a meaning opposite of another word

Context: Hot and cold are antonyms because they are opposites.

homophone

Definition: One of two or more words that are pronounced the same but differ in meaning, origin, and sometimes spelling

Context: The words see and sea are homophones.

meaning

Definition: Something that one wishes to convey, especially by language; sense or significance

Context: Synonyms are words that have the same meaning.

synonym

Definition: A word having the same or nearly the same meaning as another word or other words

Context: Fast and rapid are examples of synonyms because they have the same meaning.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit

<http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Language Arts – Reading: Uses the general skills and strategies of the reading process; Uses reading skills to understand and interpret a variety of informational texts; Uses reading skills and strategies to understand and interpret a variety of literary texts
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>



This lesson plan addresses the following English standards:

- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts
 - Students use spoken, written and visual language to accomplish their own purposes
 - Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
 - Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the [Discoveryschool.com](http://www.discoveryschool.com) Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index—Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.



Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link – Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources – This screen gives the technical support number and Web site address.

Video Index

I. Previewing Skills

Previewing is a useful strategy that helps a reader decide to read a whole book or article. Discover a few easy previewing strategies.

II. Reasons to Read

Learn to decide when to read reference books and when to read autobiographies.

III. Visualizing a Story

Creating mental pictures of people, places, and events while you are reading can help you understand the story and make you a better reader.

IV. Making Predictions

Learn how to use titles, key words, and illustrations to make predictions about a book.

V. Decoding Words

Learn how to decode long words into syllables and look for roots in unfamiliar words.

VI. Context Clues

See how to use context clues to figure out the meaning of an unfamiliar word.

VII. Looking Up Words

Discover how to use glossaries and dictionaries to find the meanings and pronunciations of unfamiliar words.

VIII. Your Word Bank

Learn the differences between synonyms, antonyms, and homophones.

IX. Reading Strategies

Explore several reading strategies that help you figure out the meanings of words and sentences.



X. Reading Speeds

Learn when to read slowly and when to read quickly.

XI. The Author's Purpose

See how to determine if an author is writing to inform or to persuade readers.

XII. Your Choice: Reading Between the Lions

Consider the subjects you like to read about and the kinds of books you like to read.

Curriculum Units

1. Learning to Preview

Pre-viewing question

Q: How do you decide if you want to read a book or article?

A: Answers will vary.

Post-viewing question

Q: What are some previewing techniques?

A: You can preview by looking at pictures, reading headers, and skimming the text for keywords.

2. Reading Different Materials

Pre-viewing question

Q: When can you use an encyclopedia?

A: Answers will vary.

Post-viewing question

Q: How is it useful to read an autobiography?

A: An autobiography tells the writer's point of view about feelings or an event. It's also a good place to find a personal account of a time period.

3. Creating Mental Images

Pre-viewing question

Q: What do you like to think about when you read?

A: Answers will vary.

Post-viewing question

Q: What images did you visualize when you listened to and read along with the miner's story?

A: Answers will vary.

4. Finding Clues

Pre-viewing question

Q: What can pictures and illustrations tell you about a story?

A: Answers will vary.



Post-viewing question

Q: What things give readers clues about a text?

A: Titles help readers to know what a book's subject matter. Illustrations provide clues about what is inside a book. A reader scanning for keywords can find out the type of information a text will have.

5. Decoding Unfamiliar Words

Pre-viewing question

Q: What words are difficult to read?

A: Answers will vary.

Post-viewing question

Q: What two methods can you use to decode a word?

A: You can decode a word by breaking it down into syllables and by finding a root word in a long, unfamiliar word.

6. Reading Context Clues

Pre-viewing question

Q: What do you do when you don't understand a word in a sentence?

A: Answers will vary.

Post-viewing question

Q: Share an example of when you used a context clue to figure out the meaning of a word.

A: Answers will vary.

7. Glossaries and Dictionaries

Pre-viewing question

Q: When is using a dictionary helpful?

A: Answers will vary.

Post-viewing question

Q: What is a glossary?

A: A glossary, usually found at the end of a book, helps a reader find word definitions.

8. Synonyms, Antonyms, and Homophones

Pre-viewing question

Q: What is an example two words that have a similar meaning?

A: Answers will vary.

Post-viewing question

Q: What are synonyms, antonyms, and homophones?

A: Synonyms are words that have the same or similar meanings. Antonyms have opposite meanings. Homophones have different meanings and spellings, but they sound the same.



9. Greater Reading Comprehension

Pre-viewing question

Q: What happens when you don't understand something you've read?

A: Answers will vary.

Post-viewing question

Q: What is a good strategy if you don't understand something you've read?

A: Strategies include rereading, looking for and isolating unknown words, and using context clues. Using a dictionary is helpful for finding the meanings of unclear words.

10. Reading Speed

Pre-viewing question

Q: What do you skim and what do you read slowly?

A: Answers will vary.

Post-viewing question

Q: When is it useful to read quickly, and when is it useful to read slowly?

A: It's useful to read quickly to scan a text for the main idea. It's useful to read detailed, dense, or difficult information slowly.

11. Writing to Inform or Persuade

Pre-viewing question

Q: Have you ever tried to persuade someone by writing?

A: Answers will vary.

Post-viewing question

Q: Give an example of persuasive writing.

A: Answers will vary.

12. Reading Interesting Material

Pre-viewing question

Q: Do you have favorite authors or books?

A: Answers will vary.

Post-viewing question

Q: What three questions should you ask when choosing a book?

A: Ask yourself the following questions: What subjects do I like to read about? What types of books do I like? What do I like?