

Discovering Language Arts

Introduction to Reading

Teacher's Guide

Grade Level: K-2

Curriculum Focus: Language Arts

Lesson Duration: 1-2 class periods

Program Description

Reading Print: Words, Words Everywhere (3 min.)—Look around and you will see that words are everywhere.

Reading Books: Clues on the Cover (4 min.)—The front cover of a book can tell you lots of information about the book.

Imagining What's on the Menu (5 min.)—Using your imagination when you read can help you create pictures in your mind.

Reading Books: Picture Clues (4 min.)—When you read a book you can use clues from the pictures to help you understand what you are reading.

Vowel Sounds: An Animal Adventure (6 min.)—Vowels can make short and long sounds.

Fishing for Consonants (5 min.)—Sounding out words can help you be a better reader.

Syllables: African Animals (5 min.)—When sounding out a word you don't know you can break it down into syllables.

A Picture Dictionary: Let's Look It Up! (5 min.)—A picture dictionary shows pictures of the word you are looking up and gives you its meaning.

Sight Words: Great Apes (3 min.)—Memorizing sight words will make you a better reader.

Read, Stop & Ask: The Human Body (4 min.)—When you do not understand something you are reading, stop and reread it to try to figure it out.

Say It with Feeling: An Octopus Story (5 min.)—When people read aloud they often change how they say words. This is called reading with expression.

Onscreen Questions

- Look around your classroom. How many words do you recognize? Say the words aloud to a friend. Then make a list of all the words.
- Imagine you were writing a book about your family. What would your cover look like? Draw a sample.
- What is your favorite meal? Pair up with a classmate and describe your favorite meal to each other. Draw a picture of what you see in your mind.
- What would you like to read about? Pick up a book and flip through the pages. What do the picture clues tell you?

- Which vowels are found in your first and last names? Write out your name and circle the vowels.
 - What animals can you name? Make a list of your animal names. How many consonant blends can you find in your list?
 - How many syllables are in your name? Count the syllables out loud with a friend.
 - Can you draw a wildcat? Look one up in the picture dictionary, then draw your own picture and write a definition to go along with it.
 - Look for sight words in your favorite book. Count the number of times you see the word “the” on any page.
 - Write a sentence about the human body. Reread your sentence to check for mistakes. Then exchange your sentence with a partner.
 - How can you read with expression? Read a few sentences of a story to a friend. Read them once without feeling and another time with feeling. Can your friend hear the difference?
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Lesson Plan

Student Objectives

- Understand that book covers and book illustrations provide readers with information.
- Determine what kinds of information a book cover provides.
- Create a new book cover for a particular book.

Materials

- *Introduction to Reading* video
- An illustrated book on any subject
- White construction paper, one piece per student
- Crayons or colored pencils
- Pencils and erasers

Procedures

1. Explain to students that book covers provide a lot of information to readers. In addition to artwork, a book cover typically has the title, or name, of the book and the names of the book's author and illustrator on it. Looking at a book cover can help you determine whether or not you want to read a book. A good way to introduce information about book covers is to watch *Introduction to Reading*. After watching the program, talk about the information a book cover offers to readers.
2. Once students seem to have a good understanding of the type of information a book cover provides, show students the book you are planning on reading aloud and talk about the information found on the book cover. What does this cover tell us? Point out the names of the

author and illustrator. What do these names tell us? Point out the book title. What is this? What do you think a book with this title will be about? Take a closer look at the artwork on the book cover. Have students make predictions about the story inside based on the artwork on the book cover and the book title. Write these predictions on the board so that you can discuss them after reading the book.

3. Read the book aloud, stopping to examine the illustrations and ask questions about the information the illustrations provide. What does this picture tell us? Can you guess what will happen next based on this information?
4. After reading the book, return to the initial student predictions and discuss them. Were any predictions about the story right? Did the artwork on the book cover help us figure out what the book would be about? Did the book title help us figure out what the book would be about? Talk about the pictures in the book as well. What clues did these pictures give us about the events in the story? What information did they give us about the characters in the story?
5. Tell the class that they are going to be redesigning the cover for this book. Talk about the necessary pieces of information their book covers should include. What do you think the book cover should have on it? Tell them that their covers will need to be unique and colorful and must include new artwork as well as the book title and names of the author and illustrator. Explain that you are going to reread the book once more, but this time without showing them the book illustrations. Have students close their eyes while you are reading and use their imagination to “see” what is happening in the book.
6. When you have finished reading the book, tell students to open their eyes. Discuss the things they imagined while you were reading. What images did they see? Pass out drawing paper, crayons, and writing utensils and have the class use the things they imagined to create new book covers for this book. Write the title and names of the author and illustrator on the board so that students may write them on their book covers.
7. Once students have finished their book covers, have volunteers share their finished work with the class. Examine these new book covers and compare them with the actual cover. How are they different? How are they the same? What information do all the book covers provide? Based on the artwork on the new covers, what would you say the book is about? Display the finished covers in the classroom so that students may look at them during their free time.

Assessment

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

- **3 points:** Students were highly engaged in class discussions; demonstrated a solid understanding of the information a book cover provides; made thoughtful predictions about the story based entirely on the book cover and book illustrations; and drew colorful, unique book covers that included all four necessary pieces of information (title, artwork, and the names of the author and illustrator).
- **2 points:** Students generally engaged in class discussions, demonstrated a basic understanding of the information a book cover provides, made somewhat thoughtful predictions about the story that were generally based on the book cover and book

illustrations, and drew somewhat colorful and unique book covers that included three of the four necessary pieces of information (title, artwork, and the names of the author and illustrator).

- **1 point:** Students participated minimally in class discussions, were unable to demonstrate a basic understanding of the information a book cover provides, made inadequate predictions about the story that were not based on the book cover and book illustrations or refused to make any predictions about the story altogether, and drew incomplete book covers that included two or fewer of the four necessary pieces of information (title, artwork, and the names of the author and illustrator).

Vocabulary

book

Definition: A printed or written literary work

Context: You can learn a lot about a book by looking at its front cover.

imagination

Definition: The ability to form mental images of things or events

Context: Using your imagination when you read will help you see pictures in your mind of the things you are reading about.

information

Definition: Knowledge derived from study, experience, or examination

Context: People need to read these words to get information.

picture

Definition: A visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface

Context: Pictures help a reader understand what a story is about.

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 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 English language arts. To view the standards online, go to 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 nonprint 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 nonprint 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 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. Word, Words Everywhere

Words are all around us. Take a walking tour of a neighborhood and see how many words and signs you recognize along the way.

II. Clues on the Cover

The cover of a book reveals a lot of information about what's inside.

III. Imagining What's on the Menu

Using your imagination while you read can help you create pictures in your mind.

IV. Picture Clues

Pictures help readers understand what they are reading by showing more information about the story.

V. Vowel Sounds |

When you read it is important to pay close attention to the long or short vowel sounds in each word.

VI. Fishing for Consonants

Take a trip under the sea to learn more about consonant letters and consonant blends.

VII. Syllables

When sounding out unfamiliar words, you can break the words down into syllables.

VIII. A Picture Dictionary: Let's Look It Up!

See how to use a picture dictionary to get information about words.

IX. Sight Words

Memorizing sight words makes reading easier and more fun. Examine some different sight words.

X. Read, Stop, and Ask

Become a better reader by learning how to stop and reread any confusing information.

XI. Say It with Feeling

See how reading with expression changes the sound of a story and helps keep an audience interested.

Curriculum Units

1. Recognizing Words Around Us

Pre-viewing question

Q: What are some words that you have seen on signs?

A: Answers will vary.

Post-viewing question

Q: What would the world be like without signs?

A: Answers will vary.

2. Judging a Book by Its Cover

Pre-viewing question

Q: What does the cover of your favorite book look like?

A: Answers will vary.

Post-viewing question

Q: What information can you learn by looking at the front cover of a book?

A: The front cover of a book tells you the title, or name, of the book. The front cover of a book also typically has a picture. The picture helps tell us what the book is about. The name of the person who wrote the book will be on the book's cover, and, if there are pictures in the book, the name of the person who drew the pictures will be on the cover as well. These people are the author and illustrator.

3. Making Pictures in Your Mind

Pre-viewing question

Q: What do you use your imagination for?

A: Answers will vary.

Post-viewing question

Q: Did you imagine that the food the girls ordered would look different or the same as it did?

A: Answers will vary.

4. Pictures as Reading Tools

Pre-viewing question

Q: Do you like to look at the pictures in a book while you are reading?

A: Answers will vary.

Post-viewing question

Q: How can pictures help a reader understand what they are reading?

A: Pictures help a reader understand what the story is about by showing visual descriptions of story details. They show more information about the story.

5. Long and Short Vowel Sounds

Pre-viewing question

Q: What do you know about vowels?

A: Answers will vary.

Post-viewing question

Q: What words can you think of that have a long “e” sound?

A: Answers will vary.

6. Consonant Letters and Consonant Blends

Pre-viewing question

Q: What do you know about consonant letters?

A: Answers will vary.

Post-viewing question

Q: What are consonant blends?

A: Consonant blends are two or three consonant letters next to each other whose sounds are combined in a word. Consonant blends sometimes come at the beginning of words, as in the word *crab*. Sometimes they come at the end of a word, as in the word *beach*.

7. Learning About Syllables

Pre-viewing question

Q: What is the longest word you know how to read?

A: Answers will vary.

Post-viewing question

Q: What are syllables?

A: Syllables are parts of words that have a vowel sound. Long words can have many syllables.

8. Using a Picture Dictionary

Pre-viewing question

Q: Have you ever used a picture dictionary?

A: Answers will vary.

Post-viewing question

Q: What words would you like to look up in a picture dictionary?

A: Answers will vary.

9. Memorizing Sight Words

Pre-viewing question

Q: What sight words do you already know?

A: Answers will vary.

Post-viewing question

Q: Why is it important to memorize sight words?

A: Even though sight words are often short words, they are very important. They are words you will see again and again when you read. Once you memorize sight words, reading becomes easier.

10. Rereading Information

Pre-viewing question

Q: What do you know about the human body?

A: Answers will vary.

Post-viewing question

Q: What should you do when you are having trouble understanding something you are reading?

A: If you do not understand something you are reading, stop and reread the confusing part until it makes sense. It is possible that you just misread a word. If you are really confused, ask a teacher for help.

11. Reading with Expression

Pre-viewing question

Q: What do you like or dislike about having a story read aloud to you?

A: Answers will vary.

Post-viewing question

Q: Why do readers use expression when reading aloud?

A: Readers change the way they say words when reading aloud to make a story more interesting to the listeners or to draw attention to a particular word or phrase.