

# Discover!

# English Language Arts

INSTRUCTOR GUIDE

1

SAMPLE  
PDF



## Get Excited About Reading

## Lesson Objectives

By the end of this lesson, your student will be able to:

- explain why people read
- identify features of a published book

## Supporting Your Student

## In the Real World (Books)

*When you think about reading, you probably think about books. The first books were not like the books you have now. Instead, they were just a sheet made of plant leaves pounded together to make a page. Today, the pages of books are made out of paper. What are some other differences you can think of between books you have seen and the book you see in this picture?*

Give your student plenty of wait time to think about the question asked. Consider each answer carefully and discuss books now and books in the past. After your discussion, continue to the next part of the lesson.

*You might notice this book contains pictures and symbols instead of letters. This book is also flat and contains only one page, while most books you are familiar with contain many pages.*

## Explore

*Do you think of words like magic and excitement when you hear the word reading? When you read, new places become available to you. With books, you can be sitting in your bedroom one minute and pretending to be in a rainforest the next. Books have been called people's best friends and a way to explore new things.*

*However, books are not the only thing people read. Look around the room you are sitting in. Do you see something that requires reading, besides this book? Chances are you do see something that can be read. Words surround you on street signs, books, and even television screens. Learning how to read is one of the most exciting lessons you will ever learn in your life, and reading is something you will use every day. What are some reasons you can think of that people read?*

Encourage your student to think of as many reasons as they can as to why people read. This will help transition to the next page of the lesson.

## In the Real World (Printing Press)

*This picture shows a printing press, which changed the history of books and reading with its invention. The printing press made it possible to make copies of books. Before its invention, everything that was read had to be written by hand! Can you imagine writing an entire book?*

## Read (Reasons People Read)

*Reading is all around you. When you think about reading, you probably think about books. However, many people read different types of text like newspapers, journals, and short articles. All of these things to read are from different genres, or types of text. Things you read can be fiction, which are made-up stories, or nonfiction, which are real-life stories.*

*Before there were books, communication was sometimes hard. **Communication** means sharing information or news. For thousands of years, people could only communicate through storytelling, but each person who told a story would tell it a little bit differently. By the time a story got told over and over, people who heard the story last were hearing different messages than the people who told the story first. When books were finally invented, reading them helped people communicate better. This is one reason why people read.*

*Another reason people read is to learn information. Books, magazines, and newspapers can teach you anything you need to know about many subjects. Most of the time, people learning information read nonfiction text.*

*Besides sharing and learning information, people also read just to be entertained. Some books people read have no other purpose than for fun and to let the reader feel like they are part of the story. This type of reading is usually fiction.*

After reading this section, review the three main reasons people read with your student: sharing information, learning information, and entertainment.

## LESSON 1

# Get Excited About Reading

### Online Connection (*Books Online*)

There are many read-aloud books available online. Help your student choose an appropriate book to listen to.

Pay close attention to the words in bold. Your student may need extra practice with these words since they are specific vocabulary terms.

### Read (*Parts of a Book*)

*Let's take a closer look at this book. The first thing you see when you pick up a book is its cover. A **book cover** is a protective covering that helps hold all of the book's pages together and also grabs the reader's attention. There are two parts of the book cover - the front and the back. The two covers are held together by the book's spine. The **spine** is the outside edge of the book and serves as a hinge to allow the book to open and close.*

*The front cover will also have the book's title. The **title** is the name of the book. The front cover usually names the book's author. The **author** is the person who wrote the book. If the book has pictures, the front cover will also name the illustrator. The **illustrator** is the person who drew the pictures in the book. Sometimes the author and the illustrator are the same person.*

*When you open the book, it has a title page. The **title page** renames the title, author, and illustrator. It also contains the publisher's name and usually a copyright. The **copyright** is when the book was written. You can think of it like the book's birthday year! After the copyright page, some books have a **table of contents**. The table of contents is a list of what the book contains and usually includes the page numbers.*

*At the end of some books is a glossary. A **glossary** is an alphabetical list of special words and meanings from the book.*

Your student may wonder why some books might not have all of the parts listed. Typically, chapter books have a table of contents to tell you where each chapter is located. Tables of contents are also in nonfiction books to let you know where you can find different types of information. Glossaries are usually included in nonfiction books with specific academic vocabulary.

### Practice

Support your student as they complete the Parts of a Book Scavenger Hunt. Talk about each part of the book before your student labels each box in the worktext and focus on using the correct vocabulary for each part of the book. Your student may have a hard time realizing that the picture shows a book from a different perspective. The image shows the book open with the book's covers facing them instead of the pages facing them like they normally see books. Get a book and have them hold it like the picture shows if needed.

### Skill Builder (*Fluency*)

Read the book your student chose out loud. Make sure to read with expression and appropriate speed. Model good reading behavior for your student.

*Let's read this book together. Listen carefully.*

### Skill Builder (*Comprehension*)

Your student may need help identifying the beginning, middle, and end of the story. You might need to reread the book and guide your student to think about the book in these different sections. Having your student retell the story in their own words would be a great activity to do before they complete this activity. As needed, provide assistance in identifying the major parts of the story.

*Now that we've read the story, think about what happened in the beginning, middle, and end of the story.*

### Create (*Make Your Own Book*)

Help your student create their own book. Encourage your student's creativity with their book and let them take ownership of its creation. The books created by your student will depend on the writing stage of your student. Some books may only contain pictures. Other books may only contain pictures with a few letters representing words. Some pages may include complete sentences. Make this a fun experience for your student, and show them pictures and text have meaning.

# Get Excited About Reading

## Learning Styles

**Auditory learners** may enjoy listening to more read alouds of new and favorite books.

**Visual learners** may enjoy identifying the special parts of several books and comparing parts of books, magazines, and newspapers.

**Kinesthetic learners** may enjoy acting out their favorite scene from a favorite book.

## Spelling

Weekly spelling lists are included in the back of the instructor guide. Select one list per week and provide your student with multiple ways to practice spelling and using these words throughout the week.

At the end of the week, assess your student's knowledge of the spelling words with:

- a test where your student writes the words or spells them aloud
- a proofreading exercise where your student finds and corrects spelling errors in sentences
- a word sort where your student lists the words in different categories based on spelling patterns

## Extension Activities

### Closed Captioning Fun

Turn on closed captioning for your student's favorite TV show. This is a great activity for beginning readers. Listening to others talk will give your student an idea of fluency (smoothly spoken language), which is what a reader should sound like as their reading skill develops.

### Reading Survey

Have your student interview five friends or family members about the things they read every day. Create a graph to display the information collected. Talk about how reading impacts every other subject, even math!

## Answer Key

### Explore

Answers will vary based on your student. Some examples include: cereal boxes, newspapers, labels, closed captioning on television, etc.

### Read (*Reasons People Read*)

Answers will vary based on your student. Possible answers: people read to remember, people read to give messages to other people, etc.

### Write (*What is your favorite kind of book?*)

Answers will vary. Possible answers: funny books, sad books, happy books, mysteries, books about dinosaurs, books to learn something, etc. Encourage your student to write in a complete sentence if possible (example: my favorite kind of book is).

### Read (*Parts of a Book*)

Monitor your student as they label each part of a book. Use the image below as a model.



### Write (*Why do you think it is important to have an exciting book cover?*)

Answers will vary based on your student. Possible answer: An exciting book cover will make the reader want to read the book.

## LESSON 1

# Get Excited About Reading

### Practice

Answers will vary based on your student. Monitor your student's identification of each part of the book scavenger hunt.

### Skill Builder (*Comprehension*)

Answers will vary based on your student. Monitor your student's thinking about the beginning, middle, and end of the story.

### Show What You Know

1. author
2. cover
3. title
4. spine
5. True
6. False
7. False
8. True
9. True