

# Reading Discovery

Casey Malarcher · Andrea Janzen



# How to Teach This Book

Each unit in the Reading Discovery series is divided into nine parts. The following lesson plan is designed for a one-hour class period. For teachers with less available class time per unit, certain parts of the sample lesson plan may be omitted or shortened as necessary.

## Pre-Reading (5 minutes)

Have students read the questions and write short answers. Writing the answers in complete sentences is not necessary. Next, divide the class into small groups of 3-5 students per group. Students share their answers in their groups. A group agreement is not required for the answers, as these answers are designed to activate the student's background knowledge of the given topic. If time allows, have some of the groups share answers to specific questions. Record useful related vocabulary on the board and discuss how the vocabulary may be related to the reading.

## Vocabulary Preview (10 minutes)

Have students complete the exercise by reading the sample sentences silently to themselves and then matching each underlined vocabulary word with the correct definition or picture directly across from the sentences. Check the answers together as a class by asking one student to read the sentence and then give her/his answer.

While checking the answers, spend a few minutes reviewing and extending students' understanding of the words. Ask the class to brainstorm alternative definitions of words or additional forms of the word. Have the class generate new sentences for words or predict how the word might be used in the reading passage. This activity will help students recall the target vocabulary as they continue throughout the unit.

**UNIT 1** **A Bug with a Big Mouth**

**Pre-Reading**

Look at the pictures and answer the questions.

1. What kinds of bugs do you see?  
2. Name the parts of the bugs that you know.  
3. Which bug has the biggest mouth? What does it eat?


**Vocabulary Preview**

Match each word with the correct meaning or picture.

1. A spider plays with its tongue.	7. a spider web woven by the greatest part of an insect.
2. A spider has six legs.	8. six legs.
3. A spider is a scorpion.	9. a feeling of fear.
4. I think a spider's bite would hurt a lot more than a bee's sting.	10. to feel through sight, hearing, smell, touch, and/or taste.
5. Most scorpions breathe through their mouth.	11. an instrument when fighting.
6. On our island, we eat a lot of scorpions.	12. a scorpion's mouth.

## Reading (10 minutes)

Set a time limit for students to complete the reading and work through the Reading Comprehension and Language Practice activities. At the end of the allotted time, have students work together in pairs to check their answers to both of the activities. In cases where students do not agree on an answer, have the pairs refer back to the reading to show support for their answers. In this way, students help each other to clarify certain points about the reading. When the majority of students have finished checking their answers, check the answers together as a class. Encourage students to refer back to the reading to point out correct information for any incorrect answers.

**A Bug with a Big Mouth** 

**Reading Comprehension**

Choose the best answer.

- What is the main idea of the reading?
  - It tells the scorpion's life.
  - It tells about a huge scorpion.
  - It tells that the scorpion is scary.
  - It tells that the scorpion is a predator.
- What are the scorpion's eyes made of?
  - teeth
  - claws
  - spines
  - legs
- What does the word "prey" mean in the reading?
  - to attack and kill
  - to be attacked
  - to be eaten
  - to be caught
- What can be said about the scorpion's mouth?
  - It has very pointed teeth.
  - It is very dangerous to people.
  - It is not very dangerous.
  - It is the scorpion's most dangerous part.

**Language Practice**

A. Fill in the blanks with the correct expressions. Then, go back and underline the expressions in the reading passage.

use part of	use words	use facts
1. I believe _____ a scorpion.		
2. Your teeth _____ your mouth.		
3. It is very _____ to eat meat.		

B. Fill in the blanks with the correct words or phrases.


to eat	to catch	to kill	to be eaten
1. Scorpions have big claws. _____ the claws are part of the scorpion's mouth.			
2. _____ the scorpion's most dangerous part, it will not kill a person.			
3. Scorpions look like insects. _____ they can not be eaten by animals.			
4. "Why are you so afraid of _____? I have scorpions on the floor!"			

## Listening (5 minutes)

Have students read the questions for the listening exercise. After listening to the recording, students should choose the best answer based on what they hear. Play the recording a second time, and have students complete the note-taking activity in part B. While the answers for part A and B are being checked, students can also refer to the transcripts at the back of the book. This is useful for highlighting key vocabulary items and idiomatic expressions. Using the written transcripts, students may also practice fluency and pronunciation by reading aloud in pairs.

## Summarizing (5 minutes)

Have students complete the Summarizing activity presented in the book. Students will need to synthesize information from both the reading and listening content of the unit in this activity. They may check their answers together in pairs before reviewing the answers together as a whole class.

**Listening** 

A. Listen and choose the correct answer.

What does the speaker talk about first?

- How spiders and scorpions are different.
- That spiders and scorpions are related.
- That spiders are scary.
- How spiders are scorpions.

B. Listen again and fill in the blanks with the missing information.

How are spiders and scorpions similar? How are they different?

Similar	Different
<ul style="list-style-type: none"> <li>Have _____</li> <li>Have _____</li> <li>Have _____</li> <li>Use _____</li> </ul>	<ul style="list-style-type: none"> <li>Have _____ and _____</li> <li>Have _____</li> <li>Have _____</li> </ul>

**Summarizing**

Read the first sentence. Based on the previous reading passage and listening content, choose three more sentences to make a summary. Some sentences are NOT true.

First sentence: The giant hairy scorpion is big and hairy, and it also has a big mouth!

I like other scorpions. I have eight legs, a small head, and a poisonous sting.  
 Other than its size and hair, the giant hairy scorpion is like other scorpions and spiders.  
 The giant hairy scorpion usually uses its tail to catch food.  
 It has a big mouth because its claws are actually part of its mouth.  
 This bug is in the same family as crabs and lobsters.

## Integrated Practice (10 minutes)

The Integrated Practice section includes a variety of activities for students to express their opinions and experiences. This section also provides students with additional practice for synthesizing information from different sources. Students can then write their responses in short written paragraphs. Each Integrated Practice page is divided into three parts. Parts A and B should be completed as a class. The writing activity for part C may be completed in class as time allows or completed as homework.

The image shows a sample page from a reading comprehension book. The title is "Spiders" and it is labeled "Unit 1". The section is titled "Integrated Practice". Part A is a reading passage about spiders. Part B contains a table for students to record the speaker's opinion and the writer's opinion on specific points from the passage. Part C is a writing prompt asking students to write a short paragraph based on the information from parts A and B.

**Unit 1**

### Spiders

#### Integrated Practice

**A. Read the following passage about spiders and write T for true or F for false.**

Many people don't like spiders. Some think that spiders look scary. They have so many legs and move quickly. Some of them even jump! But mostly, people think that spiders are dangerous. They are afraid that spiders will bite them and inject poison into them. Some spiders can certainly hurt people with their poison. The black widow spider is one of them.

1. \_\_\_\_\_ Almost everyone finds spiders scary.  
2. \_\_\_\_\_ Some spiders can bite people.  
3. \_\_\_\_\_ The black widow spider is poisonous.

**B. Listen to the information about spiders. Fill in the blanks with the missing information.** (T, F, N/A)

The speaker talks about his opinion of \_\_\_\_\_. He thinks they are good to have around. For example, the goldenrod spider lives in people's \_\_\_\_\_ and can help fight the mosquitoes and \_\_\_\_\_. He thinks \_\_\_\_\_ are much worse than spiders.

**C. Write your own short paragraph by filling in the blanks. Use the information from parts A and B.**

The writer believes that \_\_\_\_\_  
but the speaker believes that \_\_\_\_\_  
because \_\_\_\_\_  
Therefore, the speaker feels that \_\_\_\_\_  
I agree with \_\_\_\_\_ I think that spiders \_\_\_\_\_

18

## Vocabulary and Idiom Review (5 minutes)

Set a time limit of 2 or 3 minutes for students to work through the Vocabulary and Idiom Review exercise on their own. At the end of the allotted time, have students work together in pairs to check their answers. When they do not agree on an answer, have the pairs highlight key words or grammatical structures that bring them closer to the correct answer. In this way, students help each other to clarify confusing points about vocabulary and grammar. Check the answers as a whole to make sure everyone has the correct answer for each question.

If time allows, focus students on the word form exercise "B." After determining the correct form of the word to fill in the blank, ask students to brainstorm original sentences using the other word forms. For example, in Unit 1 of Reading Discovery 1, students read the sentence, "The scorpion has a lot of \_\_\_\_\_ on its legs." The correct answer choice is "hair." The other answer choices for this question are "hairy," "hairless," and "haired." From these words, students might come up with sentences like, "My dog is very hairy." or "A Manx cat is a hairless species of cat."

The image shows a sample page titled "Vocabulary and Idiom Review". It contains two sections: "A. Choose the best words or phrases to fill in the blanks." and "B. Choose the correct word forms." Each section contains multiple-choice questions.

### Vocabulary and Idiom Review

**A. Choose the best words or phrases to fill in the blanks.**

1. Beak and claw are \_\_\_\_\_ when they fight.  
a. sting b. touch c. respond d. talk

2. Put your hand in the fire and try to \_\_\_\_\_ what is in it with your fingers.  
a. wave b. contain c. guess d. look like

3. A goldfisher is a goldfished spider's \_\_\_\_\_.  
a. poison b. prey c. death d. response

4. She sat \_\_\_\_\_ her water.  
a. outside b. over c. contain d. blow

5. My father's brother has two children. They are my \_\_\_\_\_.  
a. cousin b. relative c. uncle d. nephew

6. She took the wrong bag because her bag was \_\_\_\_\_.  
a. all over b. similar to c. part of d. related to

7. \_\_\_\_\_ the things that spiders can do is really weird.  
a. The wonder b. More clearly c. One of d. In fact

**B. Choose the correct word forms.**

8. The scorpion has a lot of \_\_\_\_\_ on its legs.  
a. hairy b. hair c. hairless d. haired

9. A bee's sting can be very \_\_\_\_\_.  
a. poison b. pain c. painful d. pain

10. The size of a football is \_\_\_\_\_ to that of a soccer ball.  
a. similarly b. similar c. similarity d. same

16

# General Teaching Strategies

## Building Reading Fluency

The Reading Discovery series aims to increase students' reading fluency while building on their accuracy in reading comprehension. Fluent readers may be defined as those with adequate comprehension (at least 70% accuracy) at an adequate reading rate (200+ words per minute). Having well-developed reading fluency is essential for good performance on reading-based exams as well as for enjoyable outside reading. Below are some suggested activities for developing reading fluency:

### 1. Do timed readings.

Have students read the passage silently all at the same time. Using a watch or clock, keep track of the time elapsed by writing it on the whiteboard or by using time cards. Teachers may want to keep track of the elapsed time in 5-10 second intervals. When the students finish their reading, they look at the board or time card and record their personal reading time next to the passage. Teachers can use the reading time of earlier readings to rate progress through the duration of the reading course.

### 2. Re-read passages.

Reading fluency can also be developed by repeated reading of the same text. Teachers may want to have the students re-read the previous day's reading as both a review of the vocabulary presented and a further practice of their reading skills. A timed reading of this previously covered reading is also recommended.

Alternatively, setting a time limit (e.g. 4-5 minutes at first) on the reading is also possible. By having the students mark the place in the text that they reach in the given time, the students themselves can be made aware of their reading rate. Setting a time limit works particularly well when students are assigned texts to re-read multiple times (3-4 times for the same reading). In this way, they can see the improvement that they make with each reading.

### 3. Paired/Choral Readings

As a component of re-reading passages, students can focus on developing their fluency with two versions of assisted reading. After the text has been listened to, a more proficient student is paired with a less fluent reader in a paired reading activity. An overall time (usually 10-15 minutes) is allotted for the activity. Each student reads for a limited time, while the other listens. If a student reaches a difficult passage, the other student can take over reading. Students can also assist each other if they have difficulty with pronouncing words.

Choral readings provide an opportunity for students to read aloud in a non-stressful setting. A limited section of a reading text (usually a short paragraph) is used for students to practice stress and intonation of a previously read passage. With limited use, students can progress from recognizing words in short phrases, to increasing their awareness of the relationships of these words in a complete reading.