

Reading Discovery

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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.



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.

As Scary as You Think?

Do you have a bad reputation? People do not like to look at them, much less touch them! However, many of the things that people have about snakes are mistaken. Snakes can not only be shiny, scary animals that most people imagine. The truth about snakes could probably surprise most people.

Although many people imagine that a snake's skin is shiny and wet, it is really dry and hard like the Gila monster. In fact, a snake's skin is made of the same stuff that Gila monsters, lizards, and most other reptiles are made of. Most of these things are dry.

Most people also imagine that a snake's skin is cold. For snakes, their skin can be cold or warm. It is cold or warm or water. It will probably feel cold. On the other hand, if a snake is basking in a warm sun on the rock, it will feel warm. The body temperature of snakes depends on where and when it is found.

Another misconception that many people have about snakes is that all snakes are fast. It is true that snakes are fast when they attack. However, when snakes are moving normally, such as when they are trying to get away, sometimes, they are at their average speed. Most of the snakes you see are slow. That is about twice the normal walking speed of a person. In some, they might even be as common as the Gila monster or a snake. Keep in mind though that snakes do not normally attack humans. They are usually looking away to hide when people are there.

Legend: The usual image or opinion that people have about snakes is something. **Truth:** The real facts about snakes is something else. **Legend:** The fact that the person is afraid of a snake is something. **Legend:** The reason of their fear is what something is.

Reading Comprehension

Choose the best answer.

1. What is the main idea of this reading?
 - a. Not all snakes are scary.
 - b. People have some wrong ideas about snakes.
 - c. Snakes are dangerous animals.
 - d. Some people like to keep snakes as pets.
2. Which of the following is NOT similar to a snake's skin?
 - a. A lizard.
 - b. A Gila monster.
 - c. A frog skin.
 - d. A fish scale.
3. According to the reading, what can be said about the body temperature of snakes?
 - a. It is always cold.
 - b. It is never actually cold.
 - c. It is cold when snakes are in.
 - d. It is warm when snakes are basking.
4. What does the phrase "basking in the sun" in line 14 of the reading refer to?
 - a. A snake's special time to play when it is cold.
 - b. Its ability to warm themselves in the sun.
 - c. Finding suddenly very cold water for.
 - d. Not being able to think about anything.

Language Practice

Put in the words with the correct meanings. Then, go back and underline the adjectives in the reading passage.

| long to visit | walk fast | snake's body heat |
|--|-----------|-------------------|
| 1. I think snakes are _____ when they are cold. | | |
| 2. My mother doesn't want her _____ relatives or again! | | |
| 3. She can get a snake for a pet, but _____ she is going to heat it for you. | | |

If needed, add a comma between two adjectives in the sentences.

- a. We can't bring general snakes to school by the door.
- b. The teacher was the different snakes, snakes in the principal's office.
- c. When she opened the box, a new snake's body jumped out.
- d. A legend says that a scary story means comes out of the hole when there is a full moon.

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

Listen to the recording and choose the correct answer.

1. According to the speaker, when would a snake show be held?

- a. If the person does not run very fast.
- b. If the snake is hungry.
- c. Never.

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

How a Snake Shows

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    graph LR
      A[See a snake] -- Yes --> B[Call]
      A -- No --> C[Can't make the human]
      C -- Yes --> D[What's the snake going to do?]
      C -- No --> E[Did the snake eat?]
      E -- Yes --> F[What's the snake going to do?]
      E -- No --> G[Don't know the name?]
  
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Summarizing

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

First sentence: People think snakes are gross and scary, but many of their ideas are mistaken.

| True | False |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

1. A snake's skin is not cold or shiny like many people think.

2. Many of their ideas can move at a much faster speed than a running person.

3. Snakes sleep and like they will attack, but that is just to scare away an enemy.

4. Normally, snakes do not move away from humans, not attack them.

5. Snakes must keep their skin wet because they don't have fur or feathers.

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 sample page is titled "Scary Animals" and "Unit 1". It contains an "Integrated Practice" section with three parts:

- Part A:** Listen to three people talk about scary animals. For each person, match the three phrases that go together.
 - Person 1: I hate spiders. My cousin thought it was a lion. What scared me.
 - Person 2: Last summer I was at a picnic. When I was young I used to camp. It came out of the fire.
 - Person 3: I was once quite nervous. I got really afraid of snakes. That I couldn't swim.
- Part B:** Talk about scary animals with a partner.
 - 1. What animals were people?
 - 2. Where do these animals live?
 - 3. Which of these animals scared you?
- Part C:** Write your own short paragraph by answering the questions. Use complete sentences.
 - 1. Which animal do you think is the scariest in the world? Why? 2. What is one interesting fact about this animal? 3. Have you ever seen one? Where? 4. How did that make you feel?
 - 1. What animals are the scariest animals in the world. They are not spiders, hairy spiders, they're something that about something in that the people use the for for people at work. The water was a the tentacle, but I have seen one on TV. It made me feel like there was something crawling on me, and I couldn't sleep that night.

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 sample page is titled "Vocabulary and Idiom Review" and contains two sections:

- Section A:** Choose the best words or phrases to fill in the blanks.
 - 1. Alice only got one _____ answer on the test. She got a 90%.
a. correct b. incorrect c. real d. hard
 - 2. No one saw the thieves break into the house. They got in _____.
a. undetected b. hiding c. surprised d. normally
 - 3. I don't know how he managed to be able to see for _____ with lenses.
a. usually b. through c. really d. probably
 - 4. Some mammals give their _____ long and point their bright colors.
a. tails b. hair c. legs d. horns
 - 5. To earn his little money, Tom's _____ was to sell her about a big order being in their house.
a. imagination b. intention c. idea d. staff
 - 6. They are not able to put the bits together. _____ by it.
a. to go b. to reach c. depend on d. such as
 - 7. When you are playing in the snow, you must _____ that it can be dangerous.
a. keep in mind b. get away c. be drawn to d. be made of
- Section B:** Choose the correct word form.
 - 8. He told his partner the _____ that they didn't believe him.
a. truth b. method c. tradition d. reality
 - 9. The _____ team pulled the others to the ground and killed it.
a. attack b. attack c. attacking d. attacked
 - 10. The girl _____ to be afraid that she was very tall when she stood up.
a. seemed b. seemingly c. seeming d. seem

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.