

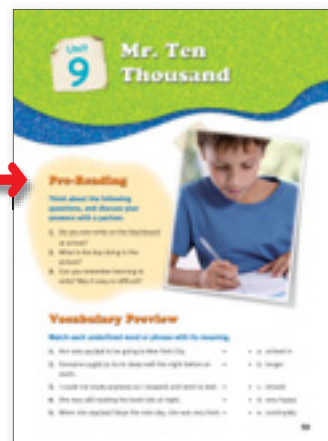
How to Teach This Book

Reading Wise is a reading series for high beginner and intermediate learners. The book consists of twenty units, each containing ten activities based on the main story of the unit. In particular, each unit includes a short story, a picture-based summary activity, a dialog based on the story for listening and speaking practice, and expansion activities. Expansion activities encourage students' creative use of language by allowing them to express their own opinions and ideas.

Pre-Reading (5 min.)

The teacher should write the title of the unit on the board. Students should find a partner and look at the picture. Single partners are suggested for this activity so that students can help each other communicate without being nervous in front of the entire class.

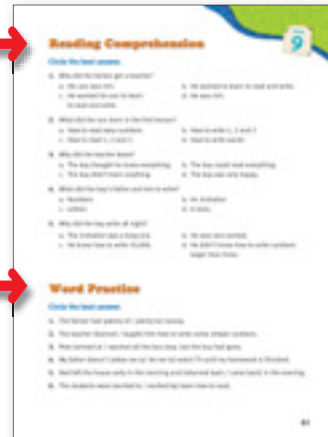
Next, the teacher should go over the questions to make sure the students understand them. Pairs should then ask each other the questions and answer them. Students need NOT come to any consensus on the answers as the questions are designed to activate the students' background knowledge related to the topic. If time allows, have some of the pairs share answers to specific questions. Record useful related vocabulary on the board and discuss how the vocabulary may be related to the reading.



Reading Comprehension (5 min.)

This section gives teachers an opportunity to see if their students fully understand the passage. If they do not understand specific sections of the reading, the teacher should review difficult portions of the text. Again, students should work alone to complete the questions and then work with a partner to check their answers.

Students should refer to specific places in the story to explain how they reached their answers if these words are too close together. Pointing this out to students makes them responsible for their own understanding and also helps them learn to skim material for information, which is an important skill in reading. It would also be helpful for students to draw a box around portions of the text that show the answers.



Language Focus (5 min.)

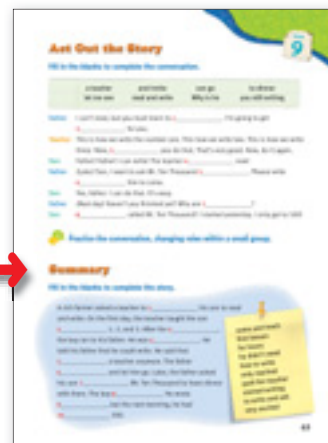
This section consists of various activities that practice grammatical structure. The main purpose of this book is not to teach grammar, though it is important to point out key grammatical aspects while focusing on reading comprehension. Each unit has a different grammar point that the “Language Focus” section covers, and teachers are encouraged to think of ways to make grammar points relevant and interesting. For example, if the section is about adjectives, the teacher can have students brainstorm about different adjectives, creating word bubbles around each word, and linking them to other synonyms.



Summary (5 min.)

By the time students arrive at the summary section, they have already reviewed the story in three different ways: Reading Comprehension, Picture Story, and Act Out the Story. The Summary activity reinforces acquisition of the unit's target vocabulary.

Students should complete the summary section on their own. After they complete the section, the teacher can choose students to read the sentences for the rest of the class, which allows them the opportunity to listen to the summary again, while also checking their answers.



Expansion Questions (5 min.)

This section is meant to provide students with an opportunity to expand on the lesson in a creative way. These exercises should be completed in small groups to encourage conversation. The teacher should place students into groups of 3-5. For most questions, the answers may vary among students. Therefore, it would be best for teachers to monitor their students' conversations.

Expansion Questions may ask students to share experiences, knowledge, or opinions related in some way to the unit theme. Once everyone has expressed their opinion, the group can choose one person to summarize their discussion for the entire class.



Supplemental Vocabulary Study

Another component that could help students acquire new vocabulary items would be to create a vocabulary log that students are responsible for and must keep throughout the entire course. Once the teacher reviews the words, students can keep a separate sheet with all of the vocabulary words listed on the left side. Next, students would write the definition of the word. The teacher and students could then create an entirely new sentence, using the word in context. The process of writing and creating a new contextual sentence that has meaning for the student may make the word and definition easier to remember.

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|-----------------|--|
| Vocabulary word | Definition |
| Part of speech | New sentence in context |
| (Example) | |
| Feathers | Light, hair-like structures |
| noun | Peacocks have beautiful and colorful feathers. |