

**TIME**  
**FOR KIDS**

Teacher Created Materials

**K**

# Exploring **Reading**



## Teacher's Guide



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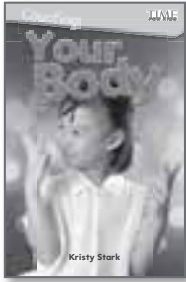



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# Instructional Overview

*Exploring Reading* has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

## Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Myself and Others	Essential Question: Who are you?		
Week 1	Week 2	Week 3	Week 4
Strategy: Monitor Comprehension	Learn Something New	Self Check	Ask for Specific Help
			
Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a big idea.	Students read three text cards and practice three parts of the strategy. They continue to explore the big idea through an essential question. This ties all the texts together. The unit concludes with a reflective-writing exercise, asking students to revisit their initial thoughts about the big idea.		

After every four units (mid-year and end-of-year), teachers can use the *Great Works: Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.



## This Is Your Body



## Read the Way You Speak

1. Have students turn to *Student Guided Practice Book* page 17. Explain the importance of reading aloud with **accuracy**. Say, "Reading an important word incorrectly can change the meaning of the text. Let's look at the sentence *The human body has many parts*. If I'm not reading with accuracy, I might read *The hungry body has many parts*. That is not what the author wants to teach us. We can make sure we read accurately by paying attention to each word and by looking at the parts of bigger words. It's OK to pause and think through a word before reading it aloud."
2. Have students underline the following sentence: *Your stomach digests the food you eat*. Read the sentence aloud. First, read it incorrectly. Model how you monitor your comprehension by saying, "That doesn't make sense!" Then, reread the sentence accurately.
3. Guide students in choosing and underlining a sentence or two that they would like to read fluently. Have them circle the challenging words. Have students practice the selected sentences multiple times in their minds, making sure to "read the way they speak." Then, have them whisper read. Finally, have students read aloud with partners.



## 25 Read and Find

### Introduce/Model the Strategy

1. Say, "Text Card 1B, 'This Is Your Body,' has a description text structure. This means there is one main idea in the text and many details that tell more about this idea. As I read, let's look for the main idea and details."
  2. Have students turn to *Student Guided Practice Book* page 17. Read "This Is Your Body" aloud, modeling fluent reading. Encourage students to notice important information that will help them analyze the structure.
  3. Say, "Sometimes, we can find the main idea in the title. This text is called 'This Is Your Body.' The parts of a body is definitely what this is about!" Guide students to write *body parts* in the center of the graphic organizer on *Student Guided Practice Book* page 18.
  4. Guide students as they search for details. Say, "We can search the text, pictures, and text features for details about your body. For example, the first picture is of a brain. The text says that the brain controls movement. Let's write *brain* in a circle of our graphic organizers. This is a detail about a body part."
2. Have students share details and record one detail on their graphic organizer. When completed, graphic organizers should contain the information shown in the answer key on page 303. **Note:** You may choose to have students draw pictures or record fewer words than those listed in the example.

#### Technology:

If students are ready to work independently, they can access Digital Text Card 1B, "This Is Your Body," using the *Exploring Reading* USB Device. Students are given a purpose for reading and can use annotation tools to record their thinking. The help button provides model annotations if students need additional support.

#### Intermediate or Advanced Language Learners:

Have students create a body parts matching game. Provide students with blank square sheets of paper and blank index cards. Students can draw a body part on each paper square. On the index cards, help students write the names of the body parts and what they do for our bodies. When students are finished, encourage them to mix the drawings and the index cards with text and play the game with partners!

### Collaborative Practice

1. After students have recorded brain in one of the circles on their graphic organizers, say, "What other details can we find about our body parts? Work with partners to search the text for details. If you find one, flap your arms like a bird!"