

# So, come on over and take a peek at the Draw Into the Heart of Reading Teacher's Guide!

**Teacher Directed** **Level 2/3**

**Focus: Persuading Activity - Secret Passages**

**Preparation:**

1. Prior to meeting with the students for day 1, follow the directions for Getting Started listed in the back of this guide.
2. Have the first book and one Assigned Reading Calendar ready for each student.
3. You will need a folder or barrier of some sort between you and the students, so if you can take the covers of the books with the passages for today's lesson. If you have only 1 student, you will need to have several books from this genre beside the book he or she will be reading.

**Lesson:**

Say: Today we will be doing a persuading activity to help you think about the book you will be reading.

1. Get out the books the students will be reading, but do not let them who will be reading which book. Have the students to initially look at the titles, covers, and illustrations for a few minutes.
2. Say, "I'll be reading several sentences from one of these books to you. Your job will be to guess which book has that passage."
3. Hide all the books behind your "barrier" and read a few sentences from one of the books. Then, set out the books in front of the students and have them guess which book had that passage. Have students give reasons for their choices.
4. After each student has guessed, show students which book contains the passage.
5. Continue steps 3, 4, and 5 until you have read several parts from each book passage.
6. Give students the books you have chosen for them. Allow them time to carefully read the title, look at the front cover, read the synopsis, and look at the illustrations.

**Biography - Day 1**

**All Levels Together**

9. Discuss the following questions with your students:  
a) What question(s) would you like to ask the person in your book?  
b) What made you think of that question?  
c) What makes your book a biography?

Students open their Student Books to the Assigned Reading Calendar for today's lesson. Help each student fill in the page numbers to be read for days 1-5. Students read the assigned pages for day 1 on their own.

**Teacher Directed** **Level 2/3**

**Focus: Story Discussion and Optional Phonics or Vocabulary Work**

**Preparation:**

1. You may choose to have students at this level review phonics or complete a vocabulary assignment. Use your own program for the phonics review. Refer to the Appendix for a reproducible vocabulary assignment. The lesson on this day phonics or on vocabulary work.

**Lesson:**

1. Optional phonics or vocabulary work
2. Listen to your students read the assigned pages out loud to you. Use the Appendix to help you know what to emphasize.
3. Discuss the following questions with your students:  
a) How would you describe the person?  
b) What problems does this person have up to this point in the biography?  
c) Where is the story taking place? Describe the place.

**Independent / Teacher Directed** **Level 4/5**

**Focus: Story Element Instruction - Character Web**

**Lesson:**

1. Tell the students to read the assigned pages on their own, leaving 3-4 pages to read aloud to you.
2. Listen to your students read several pages. Use the Qualities of Good Reading list provided in the Appendix to help you know what to emphasize.
3. Work with the students to complete the Character Web on day 2 in the Student Book. List at least 3-4 examples for each category on the web. You may want to write answers on a master board as you discuss them, so the students can copy them. Then, the students can concentrate better on the discussion.
4. Discuss the following question with your students:  
a) How are you similar to the person in the biography?

**Biography - Day 2** **Level 6/7/8**

**Independent**

**Focus: Vocabulary Builder - Prediction Practice**

**Preparation:**

1. Have a dictionary available.

**Lesson:**

1. The students complete the activities in the Student Book and read the assigned pages for day 2 on their own.
2. The directions instruct students to come and show you the completed Prediction Practice vocabulary assignment.



## Teacher's Guide Sample Pages

**Level 2/3**

**Character Trait Web**

Name: \_\_\_\_\_

Title of the Book: \_\_\_\_\_

Example: \_\_\_\_\_

Describe the Character

Main Character: \_\_\_\_\_

Describe the Character

Example: \_\_\_\_\_

**Level 4/5**

**Character Profiles**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Directions: Choose 4 characters from the biography you are reading. Write each character's name in an oval. Then, underneath each oval, a description of that character.

Character: _____	Character: _____	Character: _____	Character: _____
Description: _____	Description: _____	Description: _____	Description: _____

\_\_\_\_\_ would be the best thing about being the person in this biography.

**Level 6/7/8**

**Biography - Day 2**

**Prediction Practice**

Selected Words	Page	Hints in the Book	Prediction	Match	x/4
1.					
2.					
3.					
4.					
5.					

Show the teacher this assignment when you are finished.

**Biography - Day 3**

1. Read the assigned pages for day 3.
2. Meet with the teacher to discuss the character in your biography.
3. Complete Character Attributes on the next page. Write phrases that describe the character for each category.

Unit 1

**Level 6/7/8**

**Biography - Day 3**

**Character Attributes**

Physical Appearance:	Actions:	Concerns or Worries:
_____	_____	_____
Name of the Character: _____		
Quoted Phrases:	Ideas:	How Other Characters View the Character You Chose:
_____	_____	_____

Show the teacher this assignment when you are finished.

## Student Book Sample Pages