

Reading Mastery Plus 3 Supplemental Activities

NOTE: These Activities are to be done at a time other than the regular reading period.

Use following	Activity to address
Textbook B, Lesson 76	<ul style="list-style-type: none"> Model for students how to make an introduction. Ask students to work in groups of three to practice making introductions. Tell students to pretend to be anyone they like. Tell one student to use a title, as in the lesson ("I'm Captain Reeves ..."), and another one to introduce both himself/herself and the other person in the group ("I'm Linda Jones, and this is my sister, Kathy."). Ask students to use gestures, pointing to themselves or another member of the group, when they make their introductions. Check to make sure that students are following directions and that they are using complete sentences to introduce themselves.
Textbook B, Lesson 140	<ul style="list-style-type: none"> Ask students to think about what country and what time period they would like to travel to, if they could, in a time machine. Tell students to prepare to tell the class about their choice, and to bring in an object or drawing to use when they talk. (Ideas: <i>small pyramid for ancient Egypt; little gondolas or ships for Venice or for sailing to the New World, dinosaur for prehistoric time.</i>) As students talk to the class, ask them why they would like to travel to the place and the time they mentioned (if they do not state their reasons when they speak in class).
Literature Lessons	<ul style="list-style-type: none"> Have available an appropriate age level dictionary for each student. (Example: <i>McGraw-Hill School Dictionary</i>, McGraw-Hill School Division, Copyright 1998.) Discuss with the students the purpose of a dictionary. (Ideas: To give the correct spelling and pronunciation of a word; to give the various meanings; to give the parts of speech.) Have the students use their dictionaries to verify the meaning and pronunciation of some of the words in the vocabulary lists for the Literature Lessons. Show the students how to use the glossary in one of their content-area texts (such as a science book). Give them several topics to find for practice. Check them on this skill as often as possible throughout the school year. Help students learn to use a dictionary on CD-ROM if available.



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Literature Lessons, Correlated Literature	<ul style="list-style-type: none"> Discuss the distinguishing features of the following types of texts: <ul style="list-style-type: none"> Stories—a telling of something that happened; a story has a beginning, middle, and end. Example: <i>George at the Zoo</i>. Poem—a composition written in verse, often with rhyming words. Example: “Jack and Jill.” Myth—a story that tells about the beliefs of a group of people. Example: <i>Pandora’s Box</i>. Fable—a made-up story meant to teach a lesson, often with animal characters that talk and act like humans. Example: Aesop’s fables such as “The Tortoise and the Hare” and “The Ant and the Grasshopper.” Tall tale—a highly exaggerated and obviously unbelievable story. Example: The story of Paul Bunyan scooping out the Great Lakes so his giant blue ox, Babe, would have water to drink. Limerick—a funny poem that is five lines long. Example: There once was a man named Paul/ Who went to a masquerade ball./ He decided to risk it/ And go as a biscuit/ But a dog ate him up in the hall. Play—a story written to be acted on stage. Biography—a true story of a person’s life written by another person. Autobiography—the story of a person’s life written by that person. Find examples of each of the above types of texts to read to the class. Ask the students to identify features of each and distinguish one type of text from another. Ask the students to identify the type of literature in each new Literature Lesson, Correlated Literature selection, or other literature shared in the classroom.
Textbook A, Lesson 55	<ul style="list-style-type: none"> Review with students how to alphabetize a list. Ask students to think of as many states in the United States as they can and to list them in alphabetical order, in preparation for doing the activity after the next one (3.12D). Tell students that they may use dictionaries to check their spelling.



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Textbooks	<ul style="list-style-type: none"> • Explain to the students that a Table of Contents is found at the beginning of a book and shows how the contents of a book are organized. <ul style="list-style-type: none"> • Have the students open Textbook A to the Table of Contents. Explain the purpose of this table to the students. Tell them that this table of contents contains the story titles and chapter titles found in this book. The beginning page number for each chapter title is given to help them find that title quickly. • Select two or three titles from the Table of Contents and have the students use the listed page numbers to find them in their textbook. • For more practice, have the students use the Table of Contents in one of their content-area textbooks. • Explain that many books or stories are divided into smaller units called chapters. Chapters often have chapter titles. Chapter titles help the reader know what the chapter will be about. <ul style="list-style-type: none"> • Have students turn to the Table of Contents in Textbook A and find “Herman Travels the World.” (This story is written in 12 parts, or chapters.) Have the students find the story in their textbook. Ask individual students to read the chapter titles. • Give the students opportunities to locate chapters in other classroom books and books from the library. • Give each student a copy of the same children’s dictionary to demonstrate the use of guide words. <ul style="list-style-type: none"> • Choose a page for the students to find. Point out the guide words at the top of that page. Explain to the students that these are the first and last word on this page. For example, “Find page 99. Look at the two words at the top of the page, <i>bug</i> and <i>bulldozer</i>. These are the guide words. The first guide word, <i>bug</i>, tells us that <i>bug</i> is the first word on this page. Find the word <i>bug</i> on this page. The second guide word, <i>bulldozer</i>, tells us that <i>bulldozer</i> is the last word on this page. Find the word <i>bulldozer</i> on this page.” Continue with additional examples.



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Textbooks	<ul style="list-style-type: none"> Explain to students that an index is found at the back of a book. Have students open one of their content-area textbooks to the index. <ul style="list-style-type: none"> Explain that an index is an alphabetical list of topics that appears at the end of a book. It tells the page or pages where a particular topic can be found in the book. Select a topic from the index. Have the students find that topic in the index. Then have the students locate that page in the book using the page number(s) listed after the entry. Call on a student to read a sentence or two from the page that tells about the topic. Repeat this activity as necessary to help the students understand how to use an index. Ask the students why an index can be a very helpful tool. (Ideas: It helps you locate specific information quickly; it tells whether or not specific information is included in the book; you do not have to read the entire book to find one piece of information.) Encourage students to use this index and others throughout the year. Periodically check students on their knowledge of table of contents, chapter titles, guide words, and indices throughout the school year.
Textbook A, Lesson 55	<ul style="list-style-type: none"> Have references such as regular dictionaries, geographical dictionaries, and a dictionary of synonyms for students to use in the reading corner of the classroom. Point out to students the Geographical Names section at the back of the dictionary. Ask the students to use one or more of the references to find ten state capitals. Tell students to list the city names in alphabetical order. Also, remind students to always check their spelling. Ask the students to write a description of the area of the state where they live. Tell them to write the description so that readers would want to visit the area. Encourage students to use dictionaries, synonym dictionaries, and/or a thesaurus to find interesting words for their descriptions.

