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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.

UNIT 1 **A Bug with a Big Mouth**

Pre-Reading


Look at the pictures and answer the questions.

1. What kinds of bugs do you see?
2. Name the parts of the bugs that you know.
3. Which bug has the biggest mouth? What does it eat?

Vocabulary Preview

Match each word with the correct meaning or picture.

1. A snake agony with its tongue.
2. A spider bit my finger. It was painful.
3. A gun is a weapon.
4. I think a snake's bite would hurt a lot more than a bee's sting.
5. Most candy contains sugar.
6. Oh no! I crushed my cookie. It's in small pieces now.

- a. a sudden ache caused by the pointed part of an insect
- b. to have inside
- c. a feeling of hurt
- d. to feel through sight, hearing, smell, taste, and/or touch
- e. an object used when fighting
- f. 

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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.

UNIT 1

A Bug with a Big Mouth

One of the biggest bugs in the world is the giant hairy scorpion of North America. It can grow over six inches (fifteen centimeters) long! No wonder this scorpion is called "giant." It also has brown hairs all over its body. It uses these hairs to sense the world around it. However, most people do not get close enough to the giant hairy scorpion to see its hair. This is because they are scared of its tail. A scorpion sting can be painful because all scorpions have poison. Although the giant hairy scorpion's tail, like all scorpions, contains a mild poison, the poison will not kill a person. This scorpion's sting is similar to a bee sting. However, if you are another bug, you know the scorpion's claws are scarier than its tail. These are, in fact, the scorpion's main weapons. The scorpion uses its claws to first crush and tear its prey, which are other bugs. Then the scorpion eats them. The giant hairy scorpion may look like a lobster or crab, but it is more closely related to another animal. Its closest cousin is the spider! Many people also think that the scorpion's claws are its front legs, just like crabs. In fact, the scorpion's claws are part of its mouth. This is a bug with a big mouth!

Reading Time _____ minutes _____ seconds 222 words

giant very big
poison the liquid in an animal that is used to kill or weaken other animals
mild not strong
claw the part of some animals' bodies that picks up or grabs things
tear to pull apart to rip

Reading Comprehension

Choose the best answer.

- What is the main idea of this reading?
 - Foods that scorpions love
 - Bugs that have big front legs
 - Facts about a large scorpion
 - Bugs that are similar to lobsters
- What are giant hairy scorpions related to?
 - Lobsters
 - Crabs
 - Spiders
 - Bees
- What does the word "prey" in line 20 of the reading refer to?
 - To attack and kill
 - An animal caught for food
 - A kind of scorpion
 - To eat completely
- What can be said about this scorpion's sting?
 - It isn't very painful.
 - It is not very dangerous.
 - It is very dangerous to people.
 - It is the scorpion's main weapon.

Language Practice

A. Fill in the blanks with the correct expressions. Then, go back and underline the expressions in the reading passage.

are part of	no wonder	is similar to
-------------	-----------	---------------

- A lobster _____ a crab.
- Your teeth _____ your mouth.
- It is 40°C in here. _____ I feel hot!

B. Fill in the blanks with the correct words or phrases.

In fact	However	Because	Although
---------	---------	---------	----------

- Scorpions have big claws. _____ the claws are part of the scorpion's mouth.
- _____ the scorpion's tail contains poison, it will not kill a person.
- Scorpions look like lobsters. _____ they are not the same class of animals.
- "Why are you on that chair?" "_____ I saw a scorpion on the floor!"

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

A. Listen and choose the correct answer.

What does the speaker talk about first?

- How spiders and scorpions are different
- That spiders and scorpions are related
- That scorpions use webs
- How spiders eat scorpions

B. Listen again and fill in the blanks with the missing information. How are spiders and scorpions similar? How are they different?

Spiders

- don't have _____
- or _____
- _____ webs

Similar

- have _____
- have _____
- have _____
- eat _____

Scorpions

- have _____ and _____
- don't _____

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: The giant hairy scorpion is big and hairy, and it also has a big mouth!

_____ → _____ → _____

- Like other scorpions, it has eight legs, a small head, and a poisonous sting.
- Other than its size and hair, the giant hairy scorpion is like other scorpions and spiders.
- The giant hairy scorpion mainly uses its tail to catch food.
- It has a big mouth because its claws are actually part of its mouth.
- This bug is in the same family as crabs and lobsters.

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.

TOPIC **Spiders** UNIT **1**

Integrated Practice

A. Read the following passage about spiders and write T for true or F for false.

Many people don't like spiders. Some think that spiders look scary. They have so many legs and move quickly. Some of them even jump! But mostly, people think that spiders are dangerous. They are afraid that spiders will bite them and inject poison into them. Some spiders can seriously hurt people with their poison. The black widow spider is one of these.

- _____ Almost everyone finds spiders scary.
- _____ Some spiders can bite people.
- _____ The black widow spider is poisonous.

B. Listen to the information about spiders. Fill in the blanks with the missing information. (7 marks)

The speaker talks about his opinion of _____. He thinks they are good to have around. For example, the goldenrod spider lives in people's _____ and eats bad bugs like mosquitoes and _____. He thinks _____ are much worse than spiders.

C. Write your own short paragraph by filling in the blanks. Use the information from parts A and B.

The writer believes that _____
but the speaker believes that _____
The writer feels that _____ because _____
However, the speaker feels that _____
because _____
I agree with _____ I think that spiders _____

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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."

Vocabulary and Idiom Review

A. Choose the best words or phrases to fill in the blanks.

- Blinds use their claws as _____ when they fight.
a. sting b. inches c. weapons d. tails
- Put your hand in the box and try to _____ what is in it with your fingers.
a. sense b. contain c. grow d. look like
- A grasshopper is a goldenrod spider's _____.
a. poison b. prey c. mouth d. weapon
- That cup _____ ice water.
a. crushes b. uses c. contains d. bites
- My father's brother has two children. They are my _____.
a. cousins b. relative c. aunts d. uncles
- She took the wrong bag because her bag was _____ that one.
a. all over b. similar to c. part of d. related to
- _____ the things that spiders can do is make webs.
a. No wonder b. More closely c. One of d. In fact

B. Choose the correct word forms.

- The scorpion has a lot of _____ on its legs.
a. hairy b. hair c. hairless d. haired
- A bee's sting can be very _____.
a. painless b. pain c. painful d. pains
- The size of a basketball is _____ to that of a soccer ball.
a. similarly b. similar c. similarity d. simile

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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.

UNIT

1

A Bug with a Big Mouth



Pre-Reading

Look at the pictures and answer the questions.

1. What kinds of bugs do you see?
2. Name the parts of the bugs that you know.
3. Which bug has the biggest mouth? What does it eat?

Vocabulary Preview

Match each word with the correct meaning or picture.

1. A snake senses with its tongue.

2. A spider bit my finger. It was painful!

3. A gun is a weapon.

4. I think a snake's bite would hurt a lot more than a bee's sting.

5. Most candy contains sugar.

6. Oh no! I crushed my cookie. It's in small pieces now.

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• a. a sudden ache caused by the pointed part of an insect

• b. to have inside

• c. a feeling of hurt

• d. to feel through sight, hearing, smell, taste, and/or touch

• e. an object used when fighting

• f.



A Bug with a Big Mouth



One of the biggest bugs in the world is the **giant** hairy scorpion of North America. It can grow over six inches (fifteen centimeters) long! No wonder this scorpion is called “giant.” It also has brown hairs all over its body. It uses these hairs to **sense** the world around it. However, most people do not get close enough to the giant hairy scorpion to see its hair. This is because they are scared of its tail. A scorpion **sting** can be **painful** because all scorpions have **poison**.



Although the giant hairy scorpion’s tail, like all scorpions, **contains** a **mild** poison, the poison will not kill a person. This scorpion’s sting is similar to a bee sting.

However, if you are another bug, you know the scorpion’s **claws** are scarier than its tail. These are, in fact, the scorpion’s main **weapons**. The scorpion uses its claws to first **crush** and **tear** its **prey**, which are other bugs. Then the scorpion eats them.

The giant hairy scorpion may look like a lobster or crab, but it is more closely related to another animal. Its closest cousin is the spider! Many people also think that the scorpion’s claws are its front legs, just like crabs. In fact, the scorpion’s claws are part of its mouth. This is a bug with a big mouth!

Reading Time _____ minutes _____ seconds 222 words

² **giant** very big

¹⁴ **poison** the liquid in an animal that is used to kill or weaken other animals

¹⁶ **mild** not strong

¹⁸ **claw** the part of some animals’ bodies that picks up or grabs things

²⁰ **tear** to pull apart; to rip

Reading Comprehension

Choose the best answer.

- What is the main idea of this reading?
 - Foods that scorpions love
 - Bugs that are similar to lobsters
 - Facts about a large scorpion
 - Bugs that have big front legs
- What are giant hairy scorpions related to?
 - Lobsters
 - Crabs
 - Spiders
 - Bees
- What does the word “prey” in line 20 of the reading refer to?
 - To attack and kill
 - An animal caught for food
 - A kind of scorpion
 - To eat completely
- What can be said about this scorpion’s sting?
 - It isn’t very painful.
 - It is not very dangerous.
 - It is very dangerous to people.
 - It is the scorpion’s main weapon.

Language Practice

A. Fill in the blanks with the correct expressions. Then, go back and underline the expressions in the reading passage.

are part of

no wonder

is similar to

- A lobster _____ a crab.
- Your teeth _____ your mouth.
- It is 40°C in here. _____ I feel hot!

B. Fill in the blanks with the correct words or phrases.

In fact

However

Because

Although

- Scorpions have big claws. _____, the claws are part of the scorpion’s mouth.
- _____ the scorpion’s tail contains poison, it will not kill a person.
- Scorpions look like lobsters. _____, they are not the same class of animals.
- “Why are you on that chair?” “_____ I saw a scorpion on the floor!”

Listening



A. Listen and choose the correct answer.

What does the speaker talk about first?

- a. How spiders and scorpions are different
- b. That scorpions use webs
- c. That spiders and scorpions are related
- d. How spiders eat scorpions

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

How are spiders and scorpions similar? How are they different?

A Venn diagram with two overlapping circles. The left circle is light blue and labeled 'Spiders' with a spider illustration. The right circle is light green and labeled 'Scorpions' with a scorpion illustration. The overlapping area in the center is light teal and labeled 'Similar'. Each circle contains a list of bullet points with blank lines for notes.

Spiders

- don't have _____ or _____
- _____ webs

Similar

- have _____
- have _____
- have _____
- eat _____

Scorpions

- have _____ and _____
- don't _____
- _____

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: The giant hairy scorpion is big and hairy, and it also has a big mouth!

_____ → _____ → _____

- a. Like other scorpions, it has eight legs, a small head, and a poisonous sting.
- b. Other than its size and hair, the giant hairy scorpion is like other scorpions and spiders.
- c. The giant hairy scorpion mainly uses its tail to catch food.
- d. It has a big mouth because its claws are actually part of its mouth.
- e. This bug is in the same family as crabs and lobsters.

Integrated Practice

A. Read the following passage about spiders and write **T** for true or **F** for false.

Many people don't like spiders. Some think that spiders look scary. They have so many legs and move quickly. Some of them even jump! But mostly, people think that spiders are dangerous. They are afraid that spiders will bite them and inject poison into them. Some spiders can seriously hurt people with their poison. The black widow spider is one of these.

1. _____ Almost everyone finds spiders scary.
2. _____ Some spiders can bite people.
3. _____ The black widow spider is poisonous.

B. Listen to the information about spiders. Fill in the blanks with the missing information.



The speaker talks about his opinion of **1**_____. He thinks they are good to have around. For example, the goldenrod spider lives in people's **2**_____ and eats bad bugs like mosquitoes and **3**_____. He thinks **4**_____ are much worse than spiders.

C. Write your own short paragraph by filling in the blanks. Use the information from parts A and B.

The writer believes that _____,
 but the speaker believes that _____.
 The writer feels that _____ because _____.
 However, the speaker feels that _____
 because _____.
 I agree with _____. I think that spiders _____.

Vocabulary and Idiom Review

A. Choose the best words or phrases to fill in the blanks.

- Birds use their claws as _____ when they fight.
a. sting b. inches c. weapons d. tails
- Put your hand in the box and try to _____ what is in it with your fingers.
a. sense b. contain c. grow d. look like
- A grasshopper is a goldenrod spider's _____.
a. poison b. prey c. mouth d. weapon
- That cup _____ ice water.
a. crushes b. uses c. contains d. bites
- My father's brother has two children. They are my _____.
a. cousins b. relative c. aunts d. uncles
- She took the wrong bag because her bag was _____ that one.
a. all over b. similar to c. part of d. related to
- _____ the things that spiders can do is make webs.
a. No wonder b. More closely c. One of d. In fact

B. Choose the correct word forms.

- The scorpion has a lot of _____ on its legs.
a. hairy b. hair c. hairless d. haired
- A bee's sting can be very _____.
a. painless b. pain c. painful d. pains
- The size of a basketball is _____ to that of a soccer ball.
a. similarly b. similar c. similarity d. simile