

## BOOK INTRODUCTION

Teachers set the stage for successful reading by activating student's knowledge, introducing new concepts and words, creating interest, and setting a purpose for reading.

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### **MATERIALS:**

Text that is new to the class or a group of students such as a class novel, a teacher read aloud novel or picture book

### **PROCEDURES:**

- Students can: read or talk through the pictures, make predictions, ask questions, relate new as information to something they already know, brainstorm, categorize, create before and after charts.
- Teachers can: share new vocabulary (including book language and unusual expressions), discuss book features (title, author, illustrator, blurbs, chapters, contents, captions, dust jackets, indices, etc.).
- The teacher can begin the discussion with question such as:
  - What do you think will happen?
  - Why do you think so?
- The teacher can record the predictions in jot note form on a chart or blackboard.
- The children prove their predictions by reading until they find proof in the reading material.
- The children check the predictions to confirm, reject or revise.
- The teacher encourages the children to make further predictions or ask insightful questions before they read further.
- The teacher again records predictions and this process begins again.

### **EXTENSIONS:**

- **Introductory Activities:**
- Write 5 - 10 words from the story (using a variety of parts of speech) on the white board or chart paper. This provides opportunity to discuss the meaning of words.
- Have students decide what the story or non-fiction piece will be about.
- They can discuss, draw or write about their predictions.
- Fill in the blanks:
  - Select 2 sentences from the story.
  - Rewrite leaving one word out.
  - Brainstorm all the possible words that could fit in the blank.
  - Missing word can focus on the content, a particular word, or on a part of speech (especially good strategy for kids not using context clues).