

*Drawn into the Heart  
of Reading*

Teacher's Guide

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## INTRODUCTION

*Drawn into the Heart of Reading* is designed to help you guide students toward becoming better readers. The instructions and activities were written to develop readers who successfully comprehend and analyze the meaning of what they read.

*Drawn into the Heart of Reading* is unique because it is a literature-based curriculum specifically written to use with multiple ages at the same time. Students of multiple ages are united by focusing on a similar topic. Yet, learning is individualized through book selections and daily activities that are developmentally appropriate for the reader.

Another important distinction of *Drawn into the Heart of Reading* is that the instruction and activities can be used with any literature, and are not limited to a prescribed or recommended reading list. This flexibility allows you to use your own discretion in selecting literature for your students to read. The structure of the program also allows you to individualize the pace at which each student completes the reading of the literature you select.

*Drawn into the Heart of Reading* incorporates a variety of methods to facilitate greater understanding of the text. These methods include the following:

- prereading activities
- lessons on nine key story elements
- guided literature discussions
- evaluation of character's actions in light of the Bible using lessons on Godly character traits
- creative projects with a unit study flavor
- exposure to a variety of literary styles

The instruction and activities are meant to enhance the reading experience, without dissecting the text until the pleasure of reading is lost. It is my prayer that *Drawn into the Heart of Reading* will minister to the needs of your family by making the teaching of reading a joyful experience.

## PROGRAM GOALS

The goals for students who participate in *Drawn into the Heart of Reading* are as follows:

- To make connections within the text and raise questions prior to reading, creating a purpose for reading as students seek answers to their questions.
- To develop higher-order thinking skills through analyzing the key elements that make a story work.
- To participate in literature discussions with people of various ages, in order to gain a deeper appreciation for the text.
- To weigh book characters and philosophical issues raised in the text using a Christian standard that focuses on Godly qualities and values.
- To apply various vocabulary strategies in order to know how to discover the meanings of unfamiliar words in the text.
- To create a variety of projects that emphasize visual, auditory, and kinesthetic learning styles and demonstrate what was learned in the unit.
- To foster an appreciation for a variety of literary styles and inspire an enthusiasm for reading.

## **PROGRAM STRUCTURE**

*Drawn into the Heart of Reading* is arranged into nine literary genre units. The glossary in the Appendix provides a definition for each genre. The nine units include the following:

- Historical Fiction
- Adventure
- Biography
- Fantasy
- Mystery
- Folk Tales
- Nonfiction
- Humor
- Realistic Fiction

This program is very flexible. It can be used as your entire reading program, or as a supplement to an existing program. You can use as many units as you choose each year. The nine units can also be used in any order. It is appropriate for students in levels 2 through 8.

Each of the nine units contains 20 days of instruction. Using all nine units in one year provides 36 weeks of instruction, which is equivalent to the common 180 day school year. The program is written to use year after year, as you move students through the various levels of instruction.

## **UNIT OVERVIEW**

Each unit focuses on one literary genre. The lessons within each unit emphasize one story element and one major Godly character trait, with 3 subqualities. The glossary in the Appendix provides definitions of the story elements and the major Godly character traits.

The story elements that are emphasized in the nine units include the following:

- Character
- Setting
- Problem or Conflict
- Mood
- Prediction and Inference
- Compare and Contrast
- Cause and Effect
- Main Idea and Theme
- Perspective and Point of View

The major Godly character traits emphasized in the nine units include the following:

- Faith
- Fear of the Lord
- Responsibility
- Brotherly Love
- Loyalty
- Virtue
- Obedience
- Joy
- Integrity


The 20 days of instruction in each genre unit utilize the following format:

- a kickoff, or introduction, to the genre
- 15 days of leveled lessons
- assigned reading of literature you select to match the genre
- 5 days to work on one of three project options at the culmination of the genre

## GENERAL DAILY FORMAT

The daily plans are divided into the three following levels of instruction: level 2/3, level 4/5, and level 6/7/8. The numbers correspond to approximate graded instructional levels. The program intends for students to remain in the same level of instruction for two years, before moving up to the next level. However, the design of the program, allows you to shorten or extend the number of years students remain in the same level to suit your specific needs.

Each level in the daily plans is labeled with one of the following lesson formats: *meet with the teacher*, *all levels together*, or *independent*. If 2 formats are listed, then the level will use both formats in the order they are listed for that day's lesson.

A clock icon under the level in the daily plans,  indicates an emergency option is available for those students to complete independently. This option is for use in emergencies when you are unable to direct a lesson that is based solely on discussion.

The directions for the emergency options are found in the Appendix of the *Student Book* for each level. Directions are listed by genre and by day to coordinate with the clock icons in this guide.

## GENERAL DAILY FORMAT:

LEVEL 2 / 3	LEVEL 4 / 5	LEVEL 6 / 7 / 8
<b>Prior to Day 1:</b> Kickoff: Introducing the genre. (All levels together.)	<b>Prior to Day 1:</b> Kickoff: Introducing the genre. (All levels together.)	<b>Prior to Day 1:</b> Kickoff: Introducing the genre. (All levels together.)
<b>Day 1, Day 6, Day 11:</b> Prereading Activities: Making connections within the text and raising questions prior to reading; setting a purpose for reading the text. (All levels together.)	<b>Day 1, Day 6, Day 11:</b> Prereading Activities: Making connections within the text and raising questions prior to reading; setting a purpose for reading the text. (All levels together.)	<b>Day 1, Day 6, Day 11:</b> Prereading Activities: Making connections within the text and raising questions prior to reading; setting a purpose for reading the text. (All levels together.)
<b>Day 2, Day 7, Day 12:</b> Story Discussions: Utilizing guided questioning to describe the text and make associations. Optional Phonics or Vocabulary Work (Meet with the teacher.)	<b>Day 2, Day 7, Day 12:</b> Story Element Lessons: Identifying and analyzing a different story element for each genre.  (Meet with the teacher.)	<b>Day 2, Day 7, Day 12:</b> Vocabulary Builders: Applying one vocabulary strategy for each genre to discover definitions for unknown words in the text. (Complete independently.)
<b>Day 3, Day 8, Day 13:</b> Story Element Lessons: Identifying and analyzing a different story element for each genre.  (Meet with the teacher.)	<b>Day 3, Day 8, Day 13:</b> Story Element Extensions: Demonstrating understanding of the story elements from the previous lessons. Optional Vocabulary Work: See Appendix for activities. (Complete independently.)	<b>Day 3, Day 8, Day 13:</b> Story Element Discussions: Evaluating and explaining the text through discussion and assignments focusing on the various story elements.  (Meet with the teacher.)
<b>Day 4, Day 9, Day 14:</b> Godly Character Lessons: Relating personally to 2 Godly traits, comparing Biblical and book characters, and selecting one area to improve. (Meet with the teacher.)	<b>Day 4, Day 9, Day 14:</b> Godly Character Lessons: Relating personally to 3 Godly traits, comparing Biblical and book characters, and selecting one area to improve. (Meet with the teacher.)	<b>Day 4, Day 9, Day 14:</b> Godly Character Lessons: Relating personally to 4 Godly traits, comparing Biblical and book characters, and selecting one area to improve. (Complete independently.)
<b>Day 5 and Day 10:</b> Comprehension Check: Recalling and showing an understanding of important information from the text.  (Meet with the teacher.)	<b>Day 5 and Day 10:</b> Comprehension Check: Recalling and showing an understanding of important information from the text. (Complete independently or all levels together.)	<b>Day 5 and Day 10:</b> Comprehension Check: Recalling and showing an understanding of important information from the text. (Complete independently or all levels together.)
<b>Day 15 through Day 19:</b> Culminating Genre Project: Selecting one of three project options and completing that project according to the listed requirements. (Meet as needed.)	<b>Day 15 through Day 19:</b> Culminating Genre Project: Selecting one of three project options and completing that project according to the listed requirements. (Meet as needed.)	<b>Day 15 through Day 19:</b> Culminating Genre Project: Selecting one of three project options and completing that project according to the listed requirements. (Meet as needed.)