

BASIC CONCEPTS OF PRINT IV: PARTS OF A BOOK

7.9.2019

Subject

English

Prepared By

[Instructor Name]

Grade Level

1

Overview

This lesson plan covers teaching content for;

1. Identifying parts of a book.

Objectives

Students should be able to;

- Identify part of a book.

Activity Starter/Instruction

1. Tell students that today you will be talking about parts of a book
2. Tell students that today you will be talking about part of a book
3. Tell students that today they will be working in pairs to identify the parts of a book.

Teacher Guide

Day 3/ Lesson 3: 15mins

1. Pair up your students.
2. They will be given a set of 8 labels with parts of a book already labeled on them.
3. Have students work

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Write down the words **poem** and **storybook** on the whiteboard.
2. Ask a student to come up to the whiteboard to circle the correct type of text.
3. Ask the student to explain their

Teacher Guide

Day 1/ Lesson 1: 25 Mins

1. Tell the students that they will be learning about the different parts of a book in today's lesson.
2. Ask them if they know any parts of a book off the top of their head, and jot them down on the whiteboard
3. Go through the book and point to and label each of the eight parts of the book: the **title**, **author**, **illustrator**, front cover, pictures, pages, copyright info, and back cover.
4. As you explore the different parts of the book, make sure you explain what each part of the book is and why it is important.
5. For example, ask students to think about the role the author and illustrator have when making a book.

Materials Required

- Enough picture books for each student and you
- Scissors
- Markers
- Sticky Notes

Additional Resources

- <https://www.slideshare.net/emaness4/parts>
- <http://www.ldsd.org/cms/lib/PA09000083/C>
- <http://bmhs.norwalkps.org/common/pages/>
- <https://www.education.com/lesson-plan/el->
- <https://betterlesson.com/lesson/541260/co>

Additional Notes

<p>together to identify these 8 parts.</p> <p>4. Walk around, answer questions, and assist any pairs needing assistance</p> <p>5. After students have successfully completed labeling a book in pairs, they will show what they know independently.</p> <p>6. Make sure to mix the books up so that the students aren't labeling a book that they just did with their partner.</p> <p>7. Each student will get a book and set of already labeled sticky notes.</p> <p>8. Provide students with enough time to label the book and have them bring it to you when they are finished.</p> <p>Summary</p> <p>- See if students can come up with other items to label in a book. For example, they could label characters, the spine, the title page, etc. Let their</p>	<p>reasoning, and explain that you are reading a story with many pages, and poems are usually shorter.</p> <p>Assessment Activity</p> <p>1. Assess student understanding by checking for the correct placement of the sticky notes on the corresponding parts of the book.</p> <p>2. Allow students to explain their answers if you are having a hard time identifying where the sticky notes are on the book</p>	<p>6.Reinforce that the author writes the words and the illustrator draws the pictures.</p> <p>7.Ask students to think about why the author and illustrator are important when making a story.</p> <p>8.Reflect on how the illustrator makes a story come to life.</p> <p>9.Encourage students to think about what type of text this is.</p>
--	--	--

imagination run wild		
- Allow struggling students to label only 4 or 5 parts of the book and then add one on at a time to scaffold instruction for students..		
Summary		
1.		