

READING 8B

Unit I - Reading Skills

The following reading skills are introduced in this unit: cause and effect, context clues, fact and opinion, multiple meanings, analogies, figurative language, prefixes, suffixes, main idea, predicting and inferring, and sequence. Each skill is introduced by an explanation of the skill itself, then examples are given using the skill. This is followed by activities for student completion using each skill.

Unit II - Reading Skills and the Novel

In this unit the student reads the novel, The Light in the Forest. It is suggested that the student may want to read the entire novel and then complete the activities indicated by chapter in the student's book. A definition and activities will cover; plot, setting, characters, rising action, climax, and conclusion. The following reading skills are reinforced: details, context clues, cloze procedure, cause and effect, main idea, inferring, opinions, and predicting. There are also several writing exercises.

Unit III - Critical Reading

This unit includes historical articles that correspond to the novel the student has just read. The student activities will reinforce the reading skills learned and introduce map reading. There are articles about Native Americans, Lewis and Clark, the new Sacagawea dollar coin, a poem about the Oregon Trail, and an Indian legend, which include several vocabulary and writing exercises.

Unit IV - Myths

This unit includes the Greek myths: The Story of Persephone, The Touch of Midas, Echo and Narcissus, Pandora's Box, Pegasus, the Winged Horse, and The Legend of the Great Bear. This unit also includes scientific articles on what makes the seasons, lightning and thunder, and pictures in the sky as well as articles on moral issues including; the perils of being rich, narcissism, smoking, alcohol and drug abuse. There are several writing exercises for the student to express himself/herself on the moral issues.

Unit V - Poetry and Short Stories

The poems selected for this unit were chosen to stir the student's emotions by using his/her senses to feel and understand the poetry. Several poems were chosen using imagery, rhythm and rhyme, repetition, literary focus, analogy, and theme. There are several poems and short selections about folklore, Henry Wadsworth Longfellow, Florence Nightingale, Phillis Wheatley, and Carl Sandburg. There are reading and writing activities related to the poems and reading selections.