

Inspector Genre:

Chapter One- *Why Do We Read?*

For this lesson, there are two options of how to enact the practice portion. The first is a practice page where students would cut out the sentences at the bottom of the page and glue them into the spots that match what the purpose of them is. The other option is having students work in small groups to sort the sentences into these groups similarly to the practice page.

The worksheet page is ready for use and just needs to be copied for the number of students participating.

For the small group practice, the sentences need to be copied for each group and cut ahead of time. The categories of purpose would also need to be copied to help them students visually make categories to place the sentences into. After students have been given time to work in their groups, have students check their work by sharing their findings as a class. This could be done, for example, by each group sharing a category, depending on how many student groups there are.

An extension for this activity could be done by having the students use the sentences in the group setting but also using the practice page on their own on a different day to help reinforce the content discussed.

Name: _____

Date: _____

Inspector Genre: Chapter One- *Why Do We Read?*

Persuade

Inform

Entertain

Chocolate ice cream is better than vanilla because it is sweeter.

Apples grow on trees and can be many different colors.

Lilly loved purple so much that she painted her hair purple.

Chocolate is made from a plant called cocoa.

Apples are the best fruit in the world.

Purple is often considered a royal color.

The silly monkey stole all of the chocolate from the zoo store.

Once upon a time, there was a princess who loved apples.

Purple is the best color because it is the most special in my opinion.

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Inspector Genre:

Chapter Two- *Who on Earth Reads?*

With this lesson, there are two options for how to go about exploring this concept more. In this chapter, the students are introduced to the idea that everyone reads, and that they read for different reasons.

To dig deeper into this idea, the students will have the option to work in groups to make a list of people who read and reasons why they might need to read. Examples can be given by the teacher to get some ideas going; references the examples in the text can help to connect the story to the activity. After group have been given time to come up with their lists and reasons, groups can come together and share what ideas they collectively came up with.

An individual version of this activity can be done where different professionals or people are given and the students generate ideas of why these people might need to read. An activity page is provided for this version of exploring this concept and is ready for copying.

Name: _____

Date: _____

Inspector Genre: Chapter Two- *Who on Earth Reads?*

Doctors read because _____

Police officers read because _____

Firefighters read because _____

Farmers read because _____

Who do you know that likes to read? _____

Inspector Genre:

Chapter Three- *What do you like to Read?*

In this lesson, we are looking at what students like to read and why they enjoy those genres. For our two options on this topic, students will either participate in small group discussion or an individual activity.

For the small group activity, students will work in small groups to come up with reasons why their favorite genre is the best to read. To pick the groups, descriptions of the different genres should be read outloud to help form groups. For example, if you read a description of mysteries and six students say they like this genre the most, you could split the students into two groups of three.

Once the students are in groups, they should generate about three reasons why they think their genre is the best one. This allows students to look more in depth to their own interests and will provide other students with possible reasons why they should try reading a new genre. Descriptions of the genres are provided on the following page.

With the individual activity page, the students will be able to take a survey to help you and them find out what kinds of books they might enjoy. This allows you to then conference with them and be able to help them pick out books in the future.

Genre Descriptions

Mystery: In mysteries, we have characters that are trying to solve something. This could be looking for a lost toy or trying to figure out who took the cookie from the cookie jar! Mysteries can sometimes make you want to keep reading so you can solve the puzzle along with the characters!

Fantasy: In fantasies, this is where we often find things like unicorns, dragons, and other make-believe things! They can be full of magic and wonder, taking you to new worlds to explore.

Adventure: Adventures are often very exciting as the characters set out with a goal in mind. Maybe they are looking for treasure while pirates chase them! Adventures will often have some sort of conflict or obstacle that the main characters will need to overcome.

Comedy: With comedies, the characters are usually very funny and you will be laughing along as you read. Comedies are also stories that make you happy as you read because of how silly they are.

Romance: In romance stories, two people fall in love! These stories can be funny, happy, and sad all in one book, as you read about how the two main characters learn to love each other.

Nonfiction: With nonfiction book, these books are full of information that is true! The books themselves might look different sometimes, but you can always learn something new from nonfiction books.

Name: _____

Date: _____

Inspector Genre: Chapter Three- *What do you like to Read?*

Below, answer the questions by coloring the happy face if you agree and the sad face if you do not agree with the sentence

I think that solving mysteries is fun.



Going to a make-believe place would be cool.



I like learning about different animals and places.



Stories that make me laugh are fun.



I like reading about people in love.



Going to the moon or riding on a boat sounds fun.



Inspector Genre:

Chapter Four- *What are Other Ways to Read?*

With this lesson, we have just talked about how there are different ways to read other than by ourselves. With this, we want to give the students a chance to practice some of these ideas with modeling behavior. For the break out of this lesson, students can either read in partners or use audiobooks, as available, to read by themselves.

With partner reading, we should model how to do this by having two students sit next to each other with the book on the floor in front of them (or each holding the book if there are multiple copies). This way both can see the book. From here, students can take turns, each reading a page at a time. Students should also be aware that this should be quiet reading because there will be other partners reading as well.

If there is access to audiobooks, students can use these along with the book to read individually. In this case, it should be modeled how to use the technology being used. For example, the device being used should be carried with two hands to the location where the student wants to read.

Inspector Genre:

Chapter Five- *How do We Become Lifelong Readers?*

In this lesson, we are looking at the idea of becoming lifelong readers. For this, the activities can go together but would also have value on their own.

For a whole group setting, students and you can brainstorm ideas of how to become lifelong readers. This will help them to get ideas going of how they plan to be a lifelong reader. The key with this is to look at setting goals for what can be done today, next week, next year, and so on to help illustrate that this is a longterm process. This could be modeled on a large piece of paper to display in the room, for example, to stay in place as a reminder for the class and the reading goals they came up with.

For an individual activity, students can use the activity page provided to show how they plan to become a lifelong reader. This page would guide them through a timeline of how they plan to keep reading throughout their life.

Name: _____

Date: _____

Inspector Genre:
Chapter Five- *How do We Become Lifelong Readers?*

How will you become a lifelong reader?

Step one: Today, I will read _____

Step two: Tomorrow, I will _____

Step three: Next week, I will _____

Step four: By next month, my goal is to _____

Step five: Next year, my goal is to _____

On my way to being a lifelong reader!