

# Identify Parts of a Book

# 19

## Language Objectives

- Identify the front cover, back cover, and title page of a book.
- Demonstrate print awareness by identifying the different types of information provided by different parts of a book.

## Building Literacy

Print awareness is an understanding of the features of books and print and is critical for the development of basic reading skills.

- Children learn to recognize the parts of a book—top and bottom, front and back covers, title page.
- Children learn that books are written by authors and illustrated by illustrators.

## Focus on Language

These English words are used in this lesson. Consider using actual books in your classroom to demonstrate the meaning of these words and to ensure that English learners have them in their vocabulary.

book	illustrator
front cover	illustrations
title	back cover
author	title page



### ENGLISH LANGUAGE LEARNERS

Use classroom books to reinforce book-related vocabulary for English language learners throughout the day. For example, during story time, or any time you find yourself with a book in hand, take time to say things like “This is the front cover. The author’s name is . . . The illustrator’s name is . . .”



## show me

Tell children that they will learn about the parts of a book.

Have children look at p. 73 in their Targeted Lessons Student Book and point to the number 1. This picture shows the front cover of a book. The front cover of a book has some important information. Read the information on the cover. *The Tree Stump*. Written by Chris Forbes. Illustrated by Don Sullivan. This information tells us the title of the book, the name of the author, and the name of the illustrator. The title of a book is the name of the book. Point to the title. The title of this book is *The Tree Stump*. Point to the title. Point to "Written by Chris Forbes." The person who writes the words in a book is the author. The author of this book is Chris Forbes. Point to the author's name. Point to "Illustrated by Don Sullivan." The pictures in a book are called illustrations. The person who makes the pictures is the illustrator. The illustrator of this book is Don Sullivan. Point to the illustrator's name.

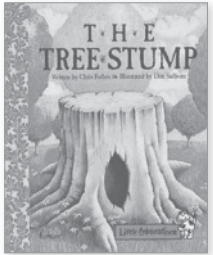

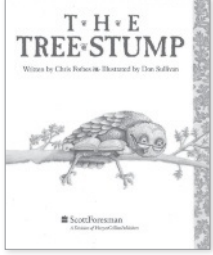
Have children point to the number 2. This picture shows the back cover of the book. Point to the illustration. The back cover of this book has an illustration. What do you see in the illustration? What might a squirrel have to do with a book called *The Tree Stump*? Point to the text on the back cover. This book also has some extra information on the back cover. Listen as I read it. Does this make you want to read the book? Why or why not?

Have children point to the number 3. This picture shows the title page of the book. The title page is usually the first page inside the cover. The title page tells the title of the book, the author's name, and the illustrator's name. Guide children to point to the title, the author's name, and the illustrator's name. Sometimes there's another illustration, or picture, on the title page. What illustration do you see on this title page?

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## Identify Parts of a Book

➞ show me

1. 
2. 
3. 

PHONOLOGICAL AND PRINT AWARENESS 73

➤

guide me

**Front Cover** Have children look at p. 74 from the Targeted Lessons Student Book and find the 4. This is the front cover of another book. Point to the title. The title of this book is *My Friends*. How could you tell which words are the book title? (Children may notice that the words “My Friends” are written larger than the other words on the front cover.) Have children draw a circle around the title.

If necessary, remind children that the author is the person who wrote the words in a book. Point to the name of the author. This book was written by Marcia Vaughan. The words *written by* tell us who the author is. Have children draw a line under the author’s name.

If necessary, remind children that the illustrator is the person who made the pictures for a book. Point to the name of the illustrator. This book was illustrated by Anni Matsick. The words *illustrated by* tell us who made the pictures. Usually the illustrator’s name comes after the author’s name. Draw a box around the illustrator’s name. Use the title of the book, *My Friends*, and the picture on the cover to guess what this book is about.

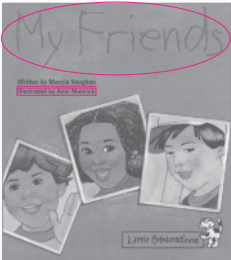
➤

work time

Have children find the 5. Now it’s time for you to design a book cover! Create your book cover in this space. Write a title. Draw a picture that shows what the book is about. Write your name as the author. Support children as they create a book cover. They can write a title as they are able or dictate a title for you to record.

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➤ guide me

4. 

➤ work time

5. 

Children should draw a book cover with a picture and an attempt at writing their name as the author.

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TEACHING STRATEGIES

Show the front covers of several classroom books and help children identify the title, author’s name, and illustrator’s name. Explain that when no illustrator is listed, it may be because the author is also the illustrator or the book uses photographs instead of illustrations.

## ➔ guide me

**Back Cover** Have children look at p. 75 from the Targeted Lessons Student Book and find the 6. This picture shows the back cover of the book *My Friends*. What do you see on the back cover? (some pictures and some words) Point to the illustrations on the back cover. What do you see in the illustrations? (pictures of kids who may be the friends in the book)

Point to the words on the back cover. This book also has some extra information on the back cover. Listen as I read it. Does the extra information on the back cover make you want to read the book? Why or why not? Have children draw a circle around the extra information on the back cover.

## ➔ work time

Have children find the 7. Now it's time for you to design the back cover of a book! Support children as they create their book's back cover. They can draw a picture and write a summary of the book as they are able or dictate words for you to record.

Identify Parts of a Book 19

➔ guide me

6.

My Friend	4
My Friend	5
My Friend	6
My Friend	7
My Friend	8
My Friend	9
My Friend	10
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My Friend	94
My Friend	95
My Friend	96
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My Friend	98
My Friend	99
My Friend	100

A girl likes to play different games with her friends.

➔ work time

7.

Children should draw a back cover with a picture that reflects the topic of their book.

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### TEACHING STRATEGIES

Show the back covers of several classroom books and help children identify the additional information that they see. Look at the elements on various back covers and discuss the kinds of information on them. You may want to explain that not all back covers will have the same type of information. Some back covers of books may have no information at all. Explain to children that when they see information about a book on the back cover, they can use it to decide if they would like to read the book.

## guide me

**Title Page** Have children look at p. 76 from the Targeted Lessons Student Book and find the 8. **This picture shows the title page from the book *My Friends*. What do you see on the title page?** (the title of the book, the author's name, the illustrator's name)

## work time

Have children draw a circle around the title, a line under the author's name, and a box around the illustrator's name. **Point to the illustration on the title page. What do you see in the illustration?** (pictures of kids who may be the friends in the book)

## check for understanding

**Let's see what you learned about the parts of a book. What kind of information can you find on the front cover of a book?** (title, author's name, illustrator's name) **Where else can you find the same information?** (on the title page) **What kind of information can you find on the back cover of a book?** (extra information about the book, words that tell what the book is about)

Distribute books from the classroom library and have children identify the front cover, the back cover, and the title page, as well as the important information that appears on each.

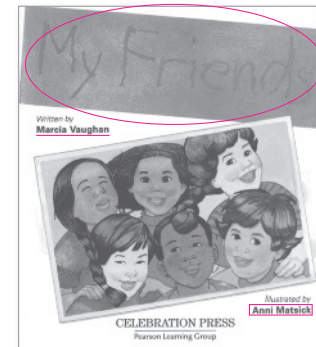
## reflect

Have children turn and talk to a partner about what they have learned. **What did you learn about the parts of a book?** If time permits, distribute a book to each pair and let them point out the book's parts to each other. Encourage pairs to discuss whether or not they would like to read the book.

## 19 Identify Parts of a Book

### guide me

8.



### work time

9. Circle the title.

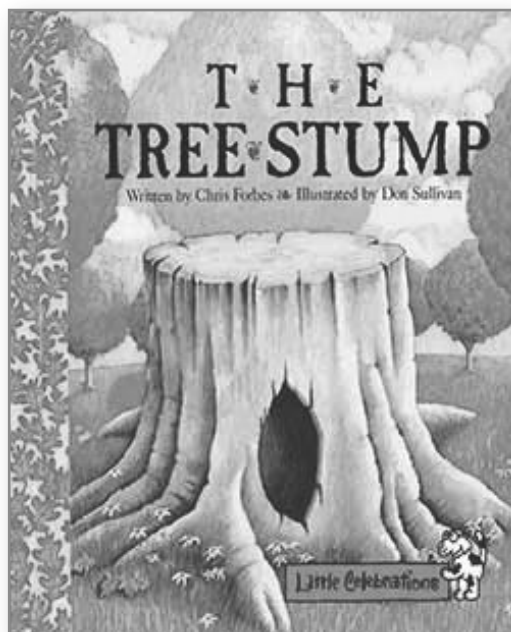
Underline the author.

Draw a box around the name of the illustrator.

# Identify Parts of a Book

➤ show me

1.



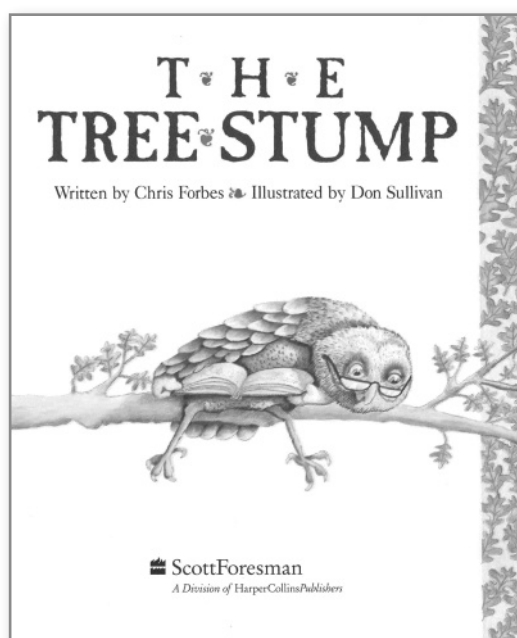
2.



All the animals want to hang out in the tree stump—until a pokey friend comes along!

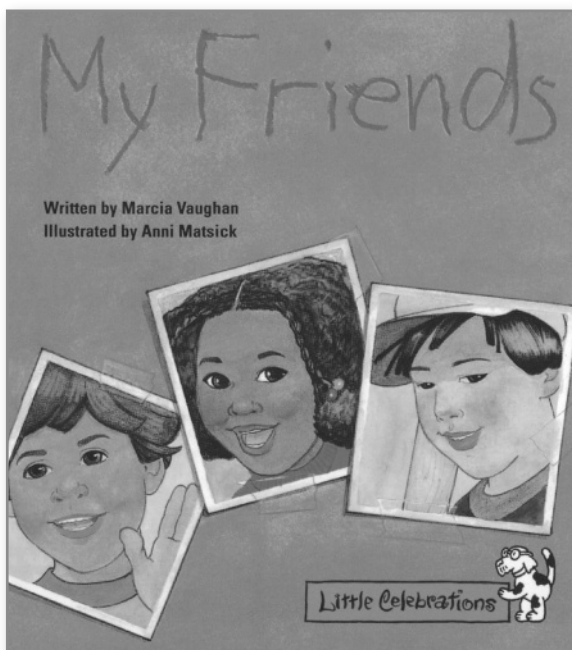
ScottForesman  
A Division of HarperCollinsPublishers

3.



**➤ guide me**  
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4.

**➤ work time**  
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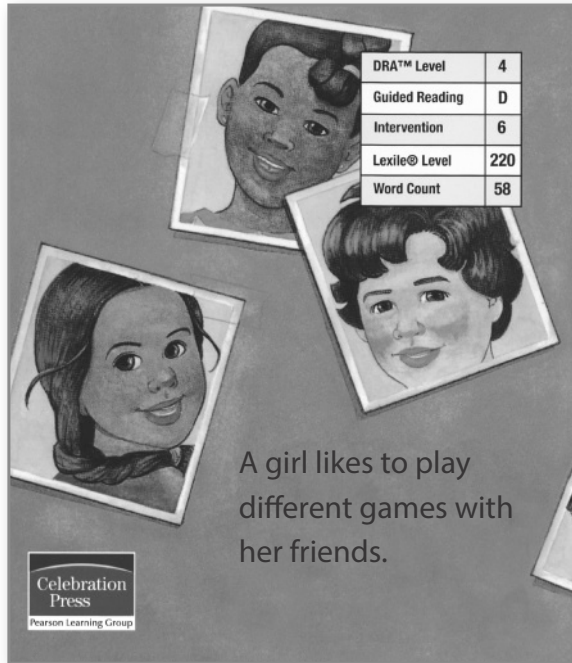
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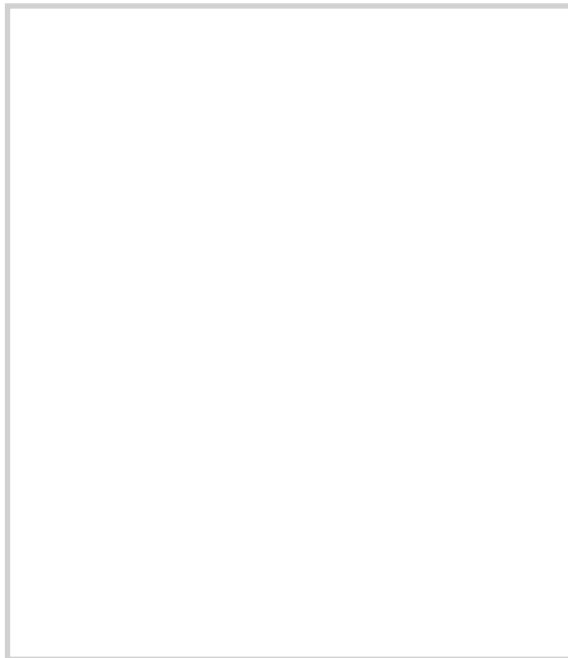
## ➤ guide me

6.



## ➤ work time

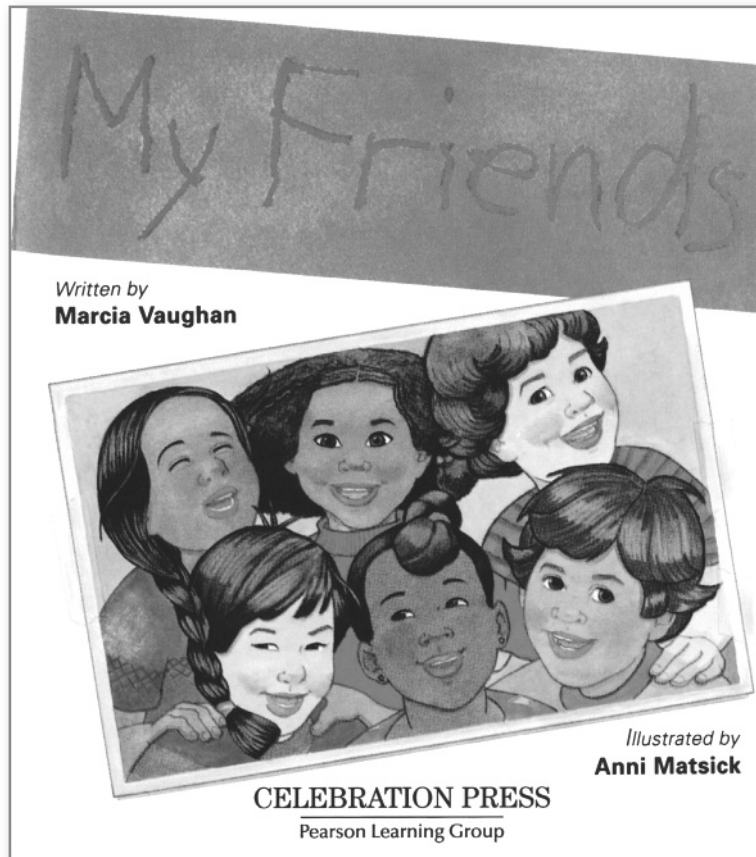
7.





## ➤ guide me

8.



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## ➤ work time

9. Circle the title.

Underline the author.

Draw a box around the name  
of the illustrator.