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Fiction Readers— Foundations Plus

This sample includes the following:

Implementation Guide Cover (1 page)

Table of Contents (1 page)

Reading Instruction Best Practices (4 pages)

How to Use This Program (8 pages)

Lesson Plan (12 pages)

Reader (6 pages)

To Create a World ⁱⁿ which
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Implementation Guide

Fiction Readers

**Foundations/
Foundations Plus**

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Research to Practice

Fiction Readers instruction begins with a simple, 20-minute guided reading lesson.

► Introduce the Text

Quickly and efficiently introduce the book and prepare students to read. In just five minutes, present the elements of the book cover, identify the genre and/or establish a purpose for reading, and review reading behavior.

► Read the Text

Students read the story aloud independently. Observe as students explore the story, experience appropriate struggle, and apply strategies to draw meaning from the text. After the story has been read once, prompt students to share their initial understandings of the story and their experiences with the act of reading. Respond with praise and problem-solving support. Lastly, guide the group through a targeted reread under teacher guidance.

► Discuss the Text

For the last five minutes of the lesson, use targeted questions and prompts to lead students to consider the text again and build a more complete understanding of what they have read.

The Little Red Hen

Guided Reading Lesson

1 **Introduce the Text**

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Let students know that this book is a retelling of a traditional story that has been told by many people for many years.
3. Remind students that readers do the following: look at each image, create a story based on the pictures, and think and talk about what they read.

15 **Read the Text**

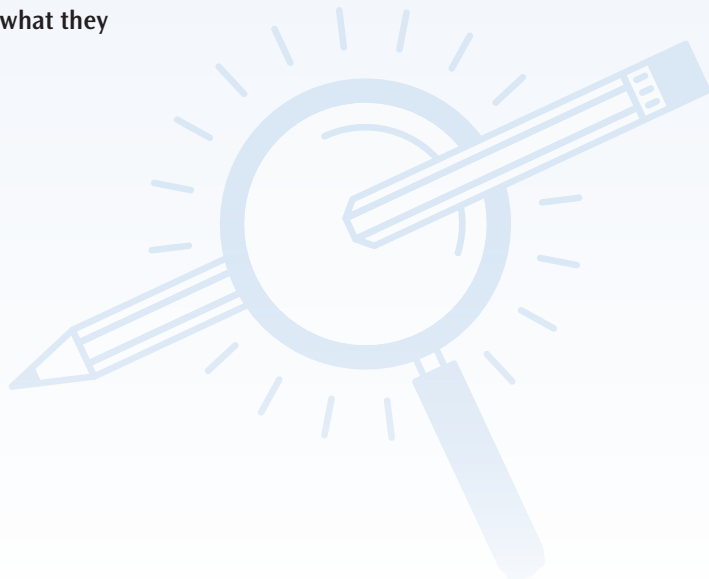
1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Have students tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. You may want to use the following ideas to address words that caused struggle or inaccuracies:
 - **WORK**—Say, "In this word, *o* and *r* work together to make the sound /er/. Point to the letters as you say the sounds. Then, blend the sound in the following words: *work, word, worm.*"
 - **NO**—Point out the high-frequency word. Say, "This word has a long *o* sound. It says /n/ /o/, *no.*"
 - **HELP**—Say, "This word has four sounds: /h/ /e/ /l/ /p/. The /l/ sound can get lost in this word." Guide students to say *help* slowly and listen for the *l* sound.
 - **EAT**—Say, "In this word, *e* and *a* work together to make the sound /e/. Point to the letters as you say the sounds. Then, blend the sound in the following words: *eat, meat, heat.*"
4. Guide students to read pages 2–3 together aloud. Repeat with pages 4–11, if needed.

5 **Discuss the Text**

Use the following prompts to discuss the words and pictures that tell the story.

- Use the words or pictures to tell me about her work.
(less support) *How does the Little Red Hen work?*
(more support) *Use the words or pictures to tell me if the Little Red Hen's work is easy work or hard work.*
- Who changes in the story?
(less support) *Use the words or pictures to tell me how a character changes.*
(more support) *Choose an animal. How does it change from page 3 to page 10?*

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Research to Practice

Fiction Readers instruction includes a simple, 20-minute comprehension strategy lesson.

► Introduce the Strategy

Quickly and efficiently, review the book, and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► Use the Strategy

Return to the story to model using the strategy to better understand the story. Students follow the model to use the strategy, with support, as they continue to reread the story.

► Discuss the Strategy

For the last five minutes of the lesson, guide students to restate the strategy and to identify when and how they will use the strategy with other books and reading tasks.

The Little Red Hen

Comprehension Strategy Lesson

5 Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Describe how to make connections.
 - Make a connection to real life. *Does the story remind you of an event from your life? Does any character remind you of a person from your life?*
 - Make a connection to another story. *Does the story remind you of another story you know?*
 - Use what you know about real life and about other stories to understand what you are reading. *If something is true in real life or in other stories, it might be true in this story.*

10 Use the Strategy

1. Use the details below to model making a connection as you read pages 2–3 together.
 - The Little Red Hen is working hard to gather wheat, but no one is helping. I can make a connection to another story—“The Grasshopper and the Ant.” The ant worked hard to gather food for the winter, and the grasshopper was too lazy to work.
2. Use the prompt below to model making connections as you read pages 4–7 together.
 - The Little Red Hen is working hard again. She still has no help from the others. *Can you make a connection to real life?*
 - *Have you ever worked hard like the Little Red Hen? How did you feel?* Connect to the Little Red Hen to guess how she feels.
 - *Have you ever felt lazy like the other animals? What happened in real life?* Connect to the other animals and guess how they feel.
3. Ask students to make connections to stories or real life as you read pages 8–11. Consider the sample connections below.
 - The other animals want some bread. I can connect this to our awards assembly. Some kids really wish they could have a perfect attendance award even when they do not come to school each day. Those children feel left out. I bet the other animals feel left out.

5 Discuss the Strategy

Use the following prompts to discuss the comprehension strategy.

- We used the strategy of making connections to help us enjoy the story and understand the details.
- Talk to a partner about a connection that helped you enjoy or understand the story.
- Any time you read or listen to a story, think about making a connection.

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Research to Practice

Fiction Readers instruction includes four options for fluency instruction and practice.

► Read with Expression

Define and model one aspect of expressive reading that fits well with the story. You may highlight the best way to read dialogue or how a reader's cadence changes when reading long sentences. Students then read the book with strong expression to a partner or group.

► Reread the Book

Pantomime actions, silly voices, or unusual audiences are used to entice students to practice reading the story aloud several times. Each reading will demonstrate increasing automaticity and accuracy.

► Reader's Theater

Students work together to prepare a performance of the story. They read a script of the story several times, concluding in a performative read aloud.

► Fluency Model

Students listen to the professional recording of the story. They can listen to the audio alone as they follow along in the print book or listen to the audio embedded in the read-along ebook.

The Little Red Hen

Building Fluency

Options to Build Fluency

Read with Expression

- Model reading each page with strong expression. Express effort as you read the word *work*. Express disappointment as you read the words *no help*.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the book aloud while the others act out *working* and *not helping*, then *helping* and *eating*.
- Have students switch roles and repeat the process.

Reader's Theater

- Have students read through the script on page 5.
- Switch roles for repeated readings.

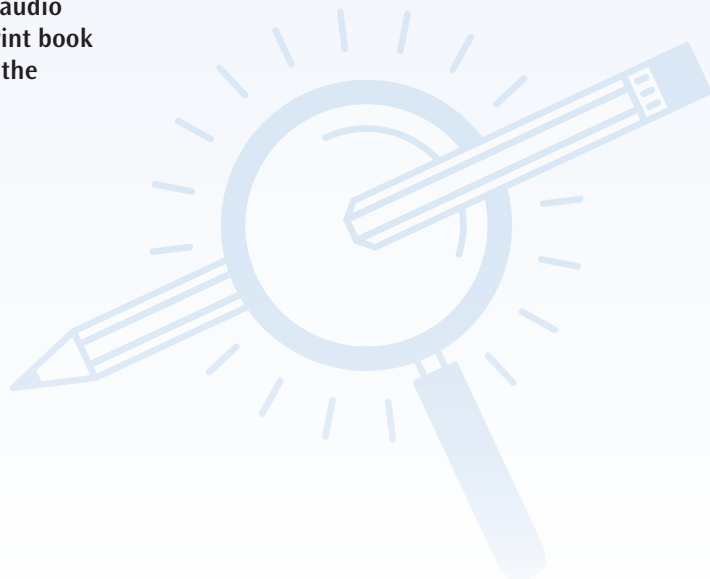
Fluency Model

- Have students listen to the professional recording of the reader's theater script (provided in the digital resources).

Assessment Opportunity

Use the Oral Reading Record (pages 10–11) to assess students' abilities to read the story fluently and accurately.

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Research to Practice

Fiction Readers instruction includes four options for extending each lesson.

► Word Study

Focus on a word pattern that is found in the story and can be widely generalized to other texts students will encounter. In the lower levels of the program, instruction includes phonemic awareness, phonics, and basic decoding. In the upper levels, more sophisticated aspects of decoding are taught along with morphemes and vocabulary strategies. Each lesson includes a brief mini-lesson and student activity page.

► Close Reading

Guide students to return to a specific portion of the text with a specific purpose. Students use annotation tools and discussion to identify small details that add to their understanding of the story.

► Writing about Reading

The writing activity prompts students to write about what they have read. They are encouraged to draw upon the story and the discussions around the text to complete the activity. A reproducible activity page is included.

► Content-Area Connection

The content-area connection links the topic and vocabulary from the story to mathematics, science, social studies, or art and movement. Most activities can be completed independently. A reproducible activity page is included.

The Little Red Hen

Extension Options

Word Study

R-Controlled Vowels

- Explain that the letter *r* can change the sound of vowels.
 - We know the short vowel sounds are /ă/, /e/, /i/, /ô/, /û/.
 - We know the long vowel sounds are /â/, /ê/, /î/, /ô/, /û/.
 - The letter *r* can control vowels and create all new vowel sounds—/â/, /ê/, and /ô/. These are *r-controlled vowels*.
- Have students listen for the vowel sounds in the following words. (Focus on sounds; do not write the spellings.)
 - short *a*: /ă/ bat long *a*: /â/ babe
 - r*-controlled *a*: /â/ bar
 - short *i*: /i/ tip long *i*: /î/ tide
 - r*-controlled *i*: /ê/ bird
 - short *o*: /ô/ sop long *o*: /ô/ soap
 - r*-controlled *o*: /ô/ sword
- Use the activity on page 7 to practice *r*-controlled vowel sounds.

Close Reading

Sequence the Steps

- Have students reread pages 2–6 closely to identify the steps of the Little Red Hen's job.
- Have students use sticky notes with the numbers 1, 2, and 3 to label the steps in the book.
- Guide students to use the details in the

images they labeled to summarize the steps.

Writing about Reading

Sequence Directions

- Have students think about a job they know how to do.
- Guide them to explain three main steps to do the job.
- Provide students with two copies of page 8. Have students draw themselves doing the three main steps of their jobs and number their drawings.
- Then, have students write about the steps of the jobs using sentences, phrases, or words.

Science Connection

Follow Directions in Sequence

- Have students work in small groups to follow the recipe to make a treat (page 9).
- Take photos of student groups as they work.
- Take photos of students as they enjoy their treats together.
- Have students label the photos with a sequence number and display them in the correct order.

Assessment Opportunity

Use the Comprehension Assessment (page 12) to assess students' abilities to understand the story.

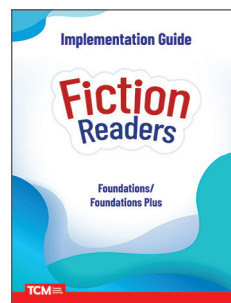
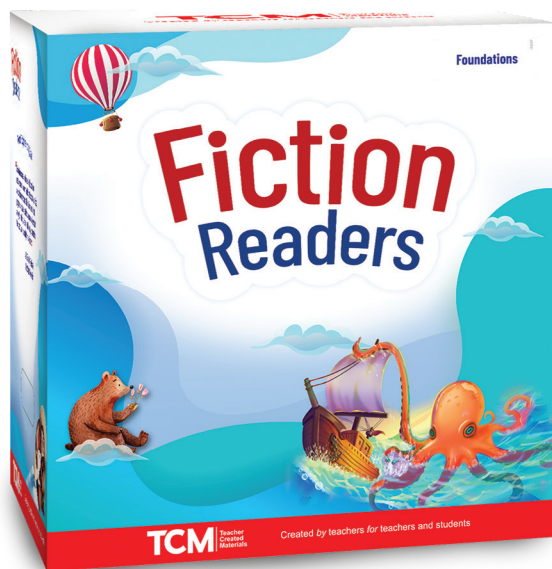
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Kit Components

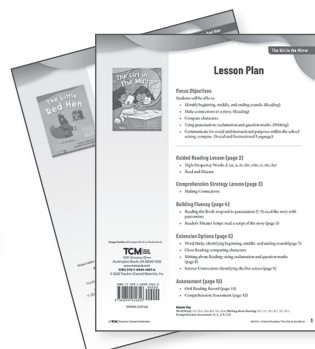
Book Trios

Each trio of full-color books offers different stories based on a common theme.



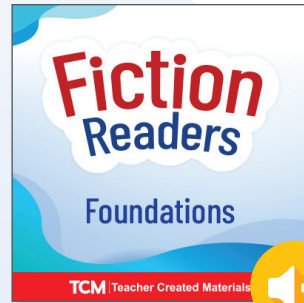
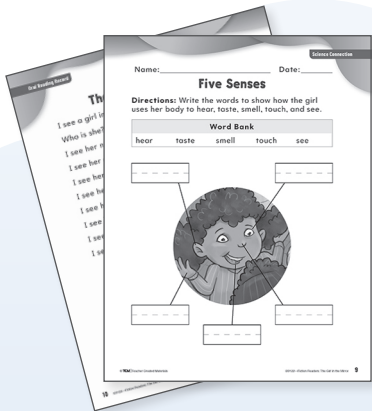
Implementation Guide

This teacher resource supports best practices for literacy instruction.



Lesson Plan

The 12-page Lesson Plan provides a consistent lesson format for every book. Plans include the lesson, assessments, extension options, and student activity pages.



Digital Resources

The following digital resources are available via digital download:

Books

- Audiobooks
- eBooks
- read-along eBooks

Teacher Resources

- lesson plans with student pages
- additional resources
- Family Tips booklet
- Scope and Sequence
- Reader's Theater Script Cover

Assessment Options

Informal Assessments

Every lesson includes opportunities for teachers to observe students' reading behaviors. With every book, students read aloud, discuss their reading and thinking, and complete activity pages that require them to return to the ideas they read.

Diagnostic and Summative Assessments

The **Diagnostic Assessment** can be used to prioritize instruction for specific student groups by documenting their successful use of comprehension strategies. The **Summative Assessment** can be used to document increased successes after instruction. These also provide practice with standardized test formats. After completion, these can be stored in students' portfolios if desired. See page 39 for details on administering the tests.

Formative Assessments

An **Oral Retelling Record** form is included in the lesson for each wordless book. This assessment documents students' oral retelling behaviors as they look at the illustrations from the book. It is designed to be used after students have been introduced to the book and have participated in the lessons for that book. Comparing retellings for the wordless books over time will provide authentic feedback on student language development and the retelling skills outlined in the **Retelling Checklist**. See page 40 for details about administering the assessment.

An **Oral Reading Record** form is included in the lesson for each book. This assessment documents students' reading behaviors as they read a text aloud. It can be used before students are introduced to the book (a cold read) to measure students' performance, or it can be used after students have become familiar with the book to measure the effectiveness of the lesson. You will not likely administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. See pages 41–45 and 47 for data charts and details about administering the assessment.

A **comprehension assessment** is included in the lesson for each book. This assessment measures students' comprehension of the story and use of comprehension strategies. It can be used as a formal formative assessment or as a guided activity. Depending on the instructional needs, you may not have students complete every assessment. Details about administering the assessment are included in each lesson. See pages 46 and 48 for data charts.

Oral Retelling Record
Name: _____ Date: _____
American Us!
Directions: Read the story on the next page. Then retell the story to your partner. Use the questions to help you retell the story. Write the answers in the spaces provided. You may use the questions to help you retell the story. You may use the questions to help you retell the story. You may use the questions to help you retell the story.

Question	Answer
1. How many people are in the story?	
2. How many people are in the story?	
3. How many people are in the story?	
4. How many people are in the story?	
5. How many people are in the story?	

Total Pages: Total Reading Time: Total Number of Words Read:

Story Retelling Checklist
Directions: Use the checklist to assess your student's retelling skills. Circle the strategies that your student used during the retelling. Check the strategies that your student did not use during the retelling. Use the checklist to assess your student's retelling skills. Use the checklist to assess your student's retelling skills. Use the checklist to assess your student's retelling skills.

Strategy	Used	Not Used
Using a retelling voice	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the main assessment	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the setting	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the characters	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the problem	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the solution	<input type="checkbox"/>	<input type="checkbox"/>
Identifying the ending	<input type="checkbox"/>	<input type="checkbox"/>

Oral Reading Record
Name: _____ Date: _____
Watch Me Dance
Total Words Read: _____
Directions: Read the story on the next page. Then retell the story to your partner. Use the questions to help you retell the story. Write the answers in the spaces provided. You may use the questions to help you retell the story. You may use the questions to help you retell the story. You may use the questions to help you retell the story.

Word	Read	Not Read	Correct	Incorrect
1. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. My hands are up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Star Self-Correction Accuracy Fluency Rate

Comprehension Assessment
Name: _____ Date: _____
Watch Me Dance
Directions: Listen to your teacher read the questions. Choose the best answer.

- What is the girl doing?
A. flapping
B. tapping

- Which happens at the end of the story?
A. B.

- Monitor understanding. Circle the parts of the picture that show the girl was at a wedding.

Using an Oral Reading Record

Timing

Teachers may choose to use the records at the first reading and/or after students are familiar with the book. There are two schools of thought regarding oral reading records. Some say that they should be used only with books that students have never read. Others say that they are best used with books with which students are familiar. Use your discretion to determine the best use for students.

Frequency

Oral reading records may be used with any or all of the books in this kit. Traditional use suggests a selection of one book from each reading level to use as a marker for that level as a whole. Reading records are most commonly used every two to six weeks. Of course, teachers may use them when and how they feel will best serve their classroom needs.

Peter, Peter, Pumpkin Eater

Peter loves to eat pumpkins.
He eats them all day long.
Peter loves his wife too.
They eat pumpkins side by side.
But they have one problem.
They do not have a house!
They eat pumpkins and think.
Then Peter has a great idea!
They make a pumpkin house!
Now they love pumpkins even more.

Peter, Peter, Pumpkin Eater

Total Word Count: 55
 E = error | SC = self-correction | M = missing | S = structure | V = vocal

Word Count	Text	Error Code			
		E	SC	M	S
5	Peter loves to eat pumpkins.				
11	He eats them all day long.				
16	Peter loves his wife too.				
22	They eat pumpkins side by side.				
27	But they have one problem.				
33	They do not have a house!				
38	They eat pumpkins and think.				
44	Then Peter has a great idea!				
49	They make a pumpkin house!				
55	Now they love pumpkins even more.				

Error Rate: Self-Correction Rate: Accuracy Percentage: Time:

Administration Tips

When taking an oral reading record, it may be useful to employ some or all of the following tips:

- Position yourself next to the student in such a way that you can hear the student easily, see the text clearly, and watch the student's eye and finger movements while he or she is reading.
- As the student reads, mark the oral reading record form with the conventions on the included coding chart on the following page.
- If the student begins to read too quickly for you to follow, simply ask him or her to pause for a moment while you catch up with the record.
- Interrupt and intervene as needed to create the truest record of reading behaviors.
- Wait several seconds when a student gets stuck before reading a word aloud for the student.
- If a student misreads a word, be sure to write the word he or she said above the correct word on the record form.



► **Meaning, Structure, and Visual Cues**

- **Meaning:** When the reader uses background knowledge and the context to identify words, he or she is using meaning (or semantic cues). On the Oral Reading Record, mark these cues with an *M*.
- **Structure:** When the reader applies knowledge of language structure in order to identify words, he or she is using structure (or syntax) cues. On the Oral Reading Record, mark these cues with an *S*.
- **Visual:** When the reader applies knowledge of letter and sound correspondence, including the look of the letter, letters, and the word itself, he or she is using visual (or graphophonic) cues. On the Oral Reading Record, mark these cues with a *V*.

Assessment Options *(cont.)*

Scoring an Oral Reading Record

Use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction. The error and self-correction rates are written as ratios. The accuracy rate is a percentage. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

After or while marking the oral reading record as you observe the student, tally errors and self-corrections in the columns to the right of the text. Then, circle whether those errors and self-corrections are in the area of meaning (*M*), structure (*S*), or visual (*V*) cues.

Use any of the following data calculations as appropriate to monitor student progress and inform instruction:

- Calculate the rate of error. Add the total number of words read. Divide the number of errors made by that number.
For example, if the text has 96 words and 8 errors were made, the ratio is 1:12 (one error for every 12 words read).
- Calculate the rate of self-correction. Add both the number of errors and self-corrections. Then, divide the number of self-corrections by that number.
For example, 8 errors and 6 self-corrections make 14 total. Divide the number of self-corrections (6) by 14. This gives a ratio of 1:2.3 or, rounded, 1:2. This is interpreted as one self-correction for every two errors.
- Calculate a percentage for accuracy. Convert the error rate to judge the difficulty of the text. Use the information in the chart below to inform text selections for students.
For example, in a 1:12 error rate, divide 1 by 12 to get 0.08 (round to the nearest hundredth) or 8%. Subtract 8% from 100% to get 92%. This is the accuracy percentage.

Use the information below to determine test difficulty.

Accuracy Percentage	Difficulty of Text for Student
96% or higher	Easy
91%–95%	Instructional Level
90% or lower	Challenging

Note: If you do not wish to assess with this level of detail, simply calculate the percentage of words read correctly and the number of words read correctly per minute.

Marking Conventions Chart

Behavior	Marking Convention	Example
Accurate reading	checkmark above each word read	✓ ✓ ✓ This is big.
Substitution	word read above actual word	✓ ✓ -bag This is big.
Omission	— (long dash)	✓ — ✓ This is big.
Insertion	^ and the inserted word	very This is ^ big.
Repetition of word (no error)	R (one repetition) R2 (two repetitions)	R This is big.
Repetition of phrase (no error)	R with line and arrow at point where reader returned	→ R This is big.
Self-correction (no error)	SC after error	bag/SC This is big.
Appeal (Student appeals for help either verbally or nonverbally.)	A over word where appeal occurred	A This is big.
Told (Student is asked to try again but ultimately must be told the word.)	T over word student was told	T This is big.
Beginning sound read separately and then word read correctly.	beginning sound above word, followed by mark for correct	b/✓ This is big.

Balanced-Reading Program Elements

Learning Centers and Independent Practice

One of the challenges of a guided reading program is making sure students who are not in the small instructional group you are currently working with are constructively engaged. Each lesson provides suggestions for extension and writing activities that can be completed in centers with adult assistance.

Additional suggestions for using the books and lesson content to create centers follow:

- Create book-themed play boxes for each book by putting relevant costumes and props in a container. Students dress up and role-play as they recreate the story.
- Make sentence strips of the *Fiction Readers* stories that have sentences. Put the strips in a work station with a pocket chart and copies of the books for students to read and sequence the sentences.
- Create cloze sentences for the stories. Provide the books for students to use as a resource to fill in the missing words.
- Feature a spread from a wordless or labeled book in a writing center. Have students use a device to record the narrative they think should accompany the spread.
- Create a six-square storyboard with the text from four consecutive pages in a reader (the last two squares will be blank). Provide the reader as a resource, and have students draw illustrations to match the first four boxes with the text. Then, have them create their own new pages to continue the story in the last two boxes.
- Have students create bookmarks for the readers using their own illustrations, the title of the readers, and important words.



Balanced-Reading Program Elements *(cont.)*

Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets. Depending on the level of the kit, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story.

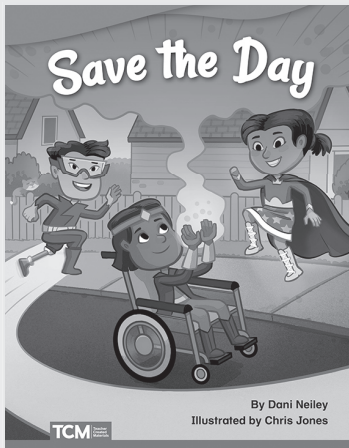
Additional suggestions for using the books and lesson content to prompt writing follow:

- Have students create “copycat books.” Students copy the features, topics, or styles of the books as they create their own books.
- Have students write notes to a character from the story or to the author of the story.

Independent Reading

The books from *Fiction Readers* provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections. Read-along eBooks can be made available to students via classroom devices. Many readers will want to return to previously studied books on their own.





Lesson Plan

Focus Objectives

Students will be able to:

- Identify long vowel sounds. (Foundational Skills)
- Make and confirm predictions. (Reading)
- Identify a sentence. (Reading)
- Make a list. (Writing)
- Communicate for social and academic purposes within the school setting: predict. (Language)

Guided Reading Lesson (page 2)

- High-Frequency Words: *day, the, time, to*
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Make Predictions

Building Fluency (page 4)

- Reading the Book: use sound effects; read the story with pantomime
- Reader's Theater Script: read a script of the story (page 5)

Extension Options (page 6)

- Word Study: identify long vowel sounds (page 7)
- Close Reading: identify a sentence
- Writing about Reading: make a list (page 8)
- Social Studies Connection: write in braille (page 9)

Assessment (page 10)

- Oral Reading Record (page 10)
- Comprehension Assessment (page 12)

Answer Key

Word Study: tree, kite, flute, cake, bone; **Comprehension Assessment:** 1) B, 2) A, 3) A

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Guided Reading Lesson



Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Let students know that this book is a fiction story about superheroes who help others.
3. Remind students that readers do the following: read words from left to right, top to bottom, and page to page; look at the images from page to page; and think and talk about what they read.



Read the Text

1. Have each student read the story aloud independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Ask students to tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. You may want to use the following ideas to address words that caused struggle or inaccuracies:
 - Have students look for and practice the following high-frequency words: *day, the, to*.
 - **TIME**—Say, “This high-frequency word has a silent *e* at the end. Silent *e* makes the *i* say the long vowel sound /ī/.”
 - **NEEDS**—Say, “In this word, *ee* makes the long *e* sound. Blend the sounds in the following words: *tree, bee, see*.”
4. Guide students to read pages 2–3 together aloud. Repeat with pages 4–11, if needed.



Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story:

- *Use the words or pictures to tell me who needs help in the story.*
(less support) *Who needs help in the story?*
(more support) *Point to the pages that show someone needing help in the story.*
- *Use the words and pictures to tell me how the superheroes save the day.*
(less support) *How do the superheroes save the day in the story?*
(more support) *How do the superheroes help on pages 3, 5, 7, 9, and 11?*

Comprehension Strategy Lesson



Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Describe how to make predictions:
 - You can make predictions about what will happen next. (*I think _____.*)
 - Use what you already know. (*I know _____.*)
 - Use details from the story. (*I see _____.*)
 - Check if you are correct.



Use the Strategy

1. Use the details below to model making predictions as you read pages 2–3 together:
 - I know that superheroes rescue people and help them solve problems. I see the cat is stuck in the tree and needs help to get down. I think that the superhero will help get the cat out of the tree.
 - I can check to see if I am correct.
2. Use the prompts below to guide students to make predictions as you read pages 4–5 together:
 - The story says, “The bird needs help.” I see the bird is falling from the tree! *What predictions can you make about what will happen next?*
 - *How do you think the superhero can help the bird?*
 - We can check to see if we are correct.
3. Ask students to make predictions as you read pages 6–9 together. Consider the samples below:
 - *What predictions can you make while reading each page?*
 - *What clues do you see?*
 - *What do you think will happen and why?*
4. Make predictions after you read the end of the book (pages 10–11):
 - *What else could go wrong in the town?*
 - *Are there clues that tell why the town needs help?*
 - *What do you think the superheroes could do to help the town?*



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- We used the strategy of making predictions.
- Talk to a partner about predictions you made in the story.
- Any time you read or listen to a story, think about making predictions about what will happen next.

Building Fluency



Options to Build Fluency

Read with Expression

- Model reading each page with strong expression. When you read, sound concerned that someone really needs help. Sound excited as you read about the superheroes saving the characters.
- Have students take turns reading two pages at a time with expression to partners.

Reread the Book

- Have half the class read the story as the other half makes corresponding sounds after each sentence, such as a cat meowing for help and “Ta-da!” and clapping when superheroes save things.
- Have students switch roles and repeat the process.

Reader’s Theater

- Have students read through the script on page 5.
- Switch roles for repeated readings.

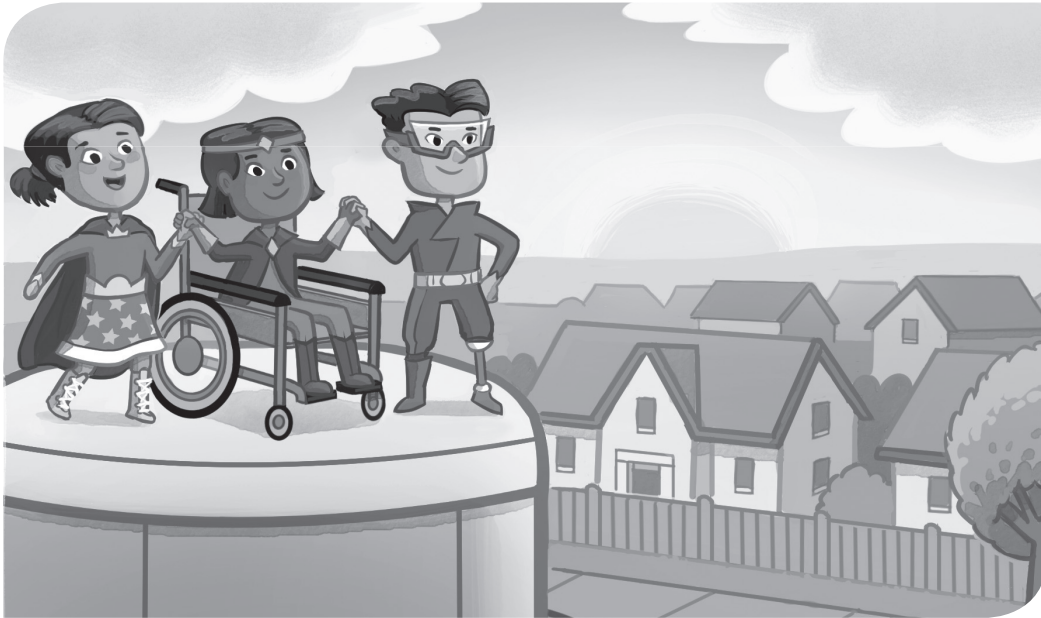
Fluency Model

- Have students listen to the professional recording of the reader’s theater script (provided in the Digital Resources).

Assessment Opportunity

Use the Oral Reading Record (pages 10–11) to assess students’ abilities to read the story fluently and accurately.

Save the Day



Reader 1: The cat needs help.

Reader 2: Time to save the cat.

Reader 1: The bird needs help.

Reader 3: Time to save the bird.

Reader 1: The duck needs help.

Reader 4: Time to save the duck.

Reader 1: The zoo needs help.

Reader 4: Time to save the zoo.

Reader 1: The town needs help.

Readers 2, 3, and 4: Time to save the town!

Note: Performers should pantomime helping the characters.

Extension Options

Word Study

Long Vowels

1. Explain that *e* at the end of the word is silent and makes the vowel long (say its name).
 - We know the long vowel sounds are /ā/, /ē/, /ī/, /ō/, /ū/.
2. Have students listen for the vowel sounds in the following words (focus on sounds—do not write the spellings):
 - long *a*: /ā/ *save*; long *i*: /ī/ *time*; long *o*: /ō/ *hope*; long *u*: /ū/ *tube*
3. Use the activity on page 7 to practice long vowels.

Close Reading

Sentences

1. Explain that a sentence is a complete thought.
2. Using the book, show how a sentence begins with a capital letter and ends with a punctuation mark (a period or exclamation mark in this story).
3. Model using your two index fingers to show the start and end of the sentence on page 2 (*The cat needs help.*).
 - Continue to use the sentences in the book. Make mistakes and ask students if you are showing complete sentences (e.g., index fingers start and end around the words *Time to* on page 3).
4. Have students use two index fingers to show the start and end of each sentence in the story.

Writing about Reading

Listing

1. Have students think about the characters who need help in the story.
2. Create a list with all the characters whom the superheroes helped in the story.
3. Guide students to make lists of people they can help (page 8).

Social Studies Connection

Your Name in Braille!

1. Have students look closely at the superheroes.
 - Ask students how they are alike and different from the superheroes.
 - Explain how the superheroes have parts of their bodies that do not look or work like others; however, they are still able to help others.
2. Explain that some people use tools to help them do things. Brainstorm different tools that are used. (e.g., *I use glasses to help me see small letters.*)
3. Have students observe the tools that the superheroes use in the story.
4. Explain that braille is a tool that helps blind people read. Travel around the school to see where braille is used.
5. Distribute split peas to students. Display the Braille alphabet. Explain to students that there are six circles used to represent all 26 letters in the alphabet. Allow students to spell their names in Braille using split peas (page 9).

Assessment Opportunity

Use the Comprehension Assessment (page 12) to assess students' abilities to understand the story.

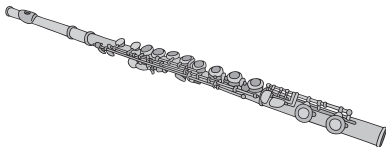
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Long Vowels

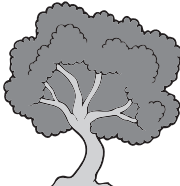
Directions: Listen to your teacher say the picture names. Circle the pictures that have long vowel sounds.



bag



flute



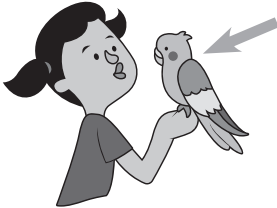
tree



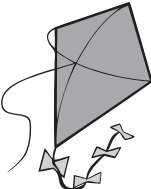
cake



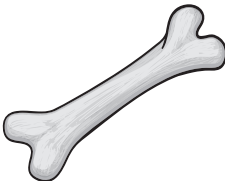
dog



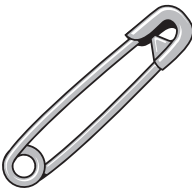
pet



kite



bone



pin

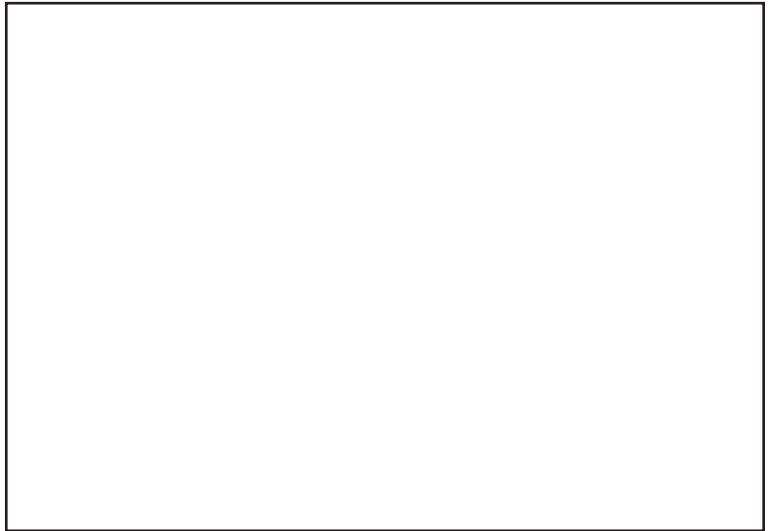



cut

Name: _____ Date: _____

Make a List

Directions: Write the names of people you can help. Sound out the names. Draw how you can help them.



Name: _____ Date: _____

Your Name in Braille!

Directions: Spell your name using braille. Glue it to the paper.



Save the Day

The cat needs help.

Time to save the cat.

The bird needs help.

Time to save the bird.

The duck needs help.

Time to save the duck.

The zoo needs help.

Time to save the zoo.

The town needs help.

Time to save the town!

Name: _____ Date: _____

Save the Day

Total Word Count	Codes				
45	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Word Count	Text	E	SC	Cues Used	
				E	SC
4	The cat needs help.			M S V	M S V
9	Time to save the cat.			M S V	M S V
13	The bird needs help.			M S V	M S V
18	Time to save the bird.			M S V	M S V
22	The duck needs help.			M S V	M S V
27	Time to save the duck.			M S V	M S V
31	The zoo needs help.			M S V	M S V
36	Time to save the zoo.			M S V	M S V
40	The town needs help.			M S V	M S V
45	Time to save the town!			M S V	M S V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Name: _____

Date: _____

Save the Day

Directions: Listen to your teacher read the questions. Choose the best answers.

1. Who did not need help in the story?



2. What happens **next**?



3. Make a prediction. What will the superhero do next?



A. put the bird in the tree

B. run away with the bird

Note: Have students explain this answer.

Save the Day



By Dani Neiley
Illustrated by Chris Jones



The cat needs help.



Time to save the cat.



The bird needs help.



Time to save the bird.



The duck needs help.



Time to save the duck.



The zoo needs help.



Time to save the zoo.



The town needs help.



Time to save the town!