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Fiction Readers Emergent

This sample includes the following:

Implementation Guide pages (10 pages)

- Cover and Table of Contents
- Reading Instruction Best Practices
- How to Use This Program pages
- Pacing Options
- Emergent Scope and Sequence

Sample Reader (10 pages)

Sample Lesson Plan (12 pages)

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Implementation Guide

Fiction **Readers**

**Emergent/
Upper Emergent**

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Research to Practice

Fiction Readers instruction begins with a simple 20-minute small-group 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 behaviors.

► Read the Text

Students read the passage aloud independently. Observe as students explore the story, experience appropriate struggle, and apply strategies to draw meaning from the text. After the passage has been read once, prompt students to share their initial understandings of the selection 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.

Tito the Tapir

Small-Group Reading Lesson

3 Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Have students think of questions that they can ask to set a purpose for reading. *What questions do you have from looking at the cover and reading the title?*
3. Discuss 2–3 content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: read words 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.

15 Read the Text

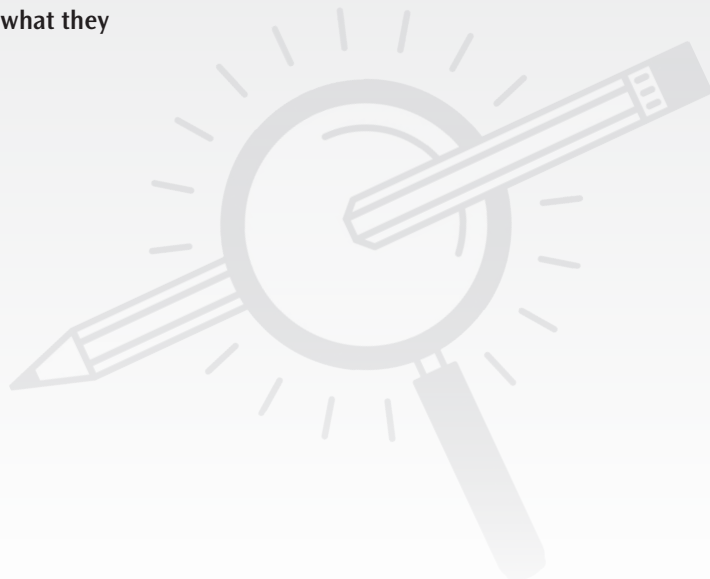
1. Have each student whisper-read the book independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer 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. Use the following ideas to address words that caused struggles or inaccuracies:
 - **BREATHE**—Point out the long *e* sound using the *ea* spelling pattern. Tell students the *e* at the end of the word is silent.
 - **EXCITED**—Write the word *excited* on the board. Underline the word *excite*, and point out the inflectional ending on the word. Remind students that some verbs have *-ed* added to the end; however, when the verb already ends with an *e*, only the *d* is added.
 - **CELEBRATE**—Underline the word *rate* in the word. Remind students that the *a* has the long vowel sound because of the *e* at the end of the word. Return to the beginning of the word, and remind students that *c* followed by *e* or *i* often makes the /s/ sound.

3 Discuss the Text

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

- *How is Tito's appearance described at the beginning of the book?*
(extra support) *What does Tito look like at the beginning of the book?*
- *What can you infer from Tito's mom's response to his question on page 13?*
(extra support) *Why does Tito's mom tell him that spots and stripes will help him hide?*
- *How does Tito change during the story?*
(extra support) *Describe Tito at the beginning/end of the story.*

2 121501—Fiction Readers: Tito the Tapir © TCM | Teacher Created Materials



Research to Practice

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

► **Introduce the Strategy**

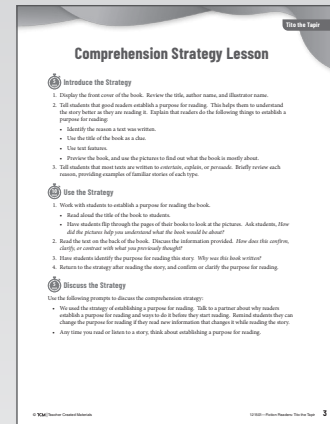
Quickly and efficiently, review the book and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► **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.



Fiction Readers instruction includes a simple 20-minute close reading activity:

► **Set a Purpose for Rereading**

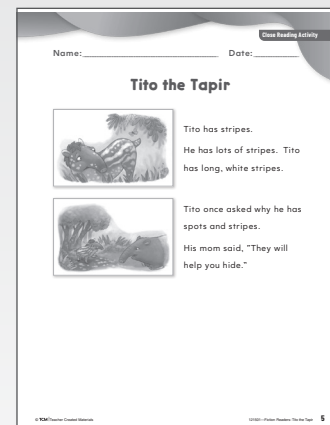
The teacher guides students to think about story elements, word choice, language, or author’s craft as they prepare to reread.

► **Reread an Excerpt**

Students reread a rich, complex passage from the book. As they read, they look for layers of meaning and tools used by the author to communicate meaning.

► **Annotate and Discuss Specific Tools Used by the Author**

Students find and explore specific examples to support and expand their ideas about the text and the author.



Research to Practice

Fiction Readers instruction includes three options for fluency instruction and practice:

► **Focused Fluency Activity**

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.

► **Reader's Theater Activity**

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. Teachers may choose to assign roles or allow students to choose them. Each script includes roles for advanced, on-grade level, and striving readers.



► **Fluency Model**

Students listen to the professional recording of the story.

Reader's Theater Script

Name: _____ Date: _____

Tito the Tapir

Tito: It is time to celebrate!

Toucan: What should we do?

Tito: We should act like grown-ups.

Toucan: How do grown-ups act?

Tito: I do not know.

Toucan: Then, what should we do?

Tito: I do not know.

Toucan: Let's think.

Tito: I still do not know what to do.

Toucan: Me either.

Tito: Let's have a party.

Toucan: Let's have a party.

Tito: A party can help us celebrate.

6 121501—Fiction Readers: Tito the Tapir
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Research to Practice

Fiction Readers instruction includes four options for extending each lesson:

► Foundational Skills or Word Study

Lessons 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, basic decoding, and some vocabulary strategies and parts of speech. 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.

► 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.

► 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 the arts and movement. Most activities can be completed independently. A reproducible activity page is included.

Tito the Tapir

Extension Options

Word Study

Consonant Blends

- Write the following words horizontally across the board: *trunk*, *swim*, *breathe*, and *spots*.
 - Tell students that when the sounds of two consonants in a word blend together, these are called *consonant blends*.
 - Underline the consonant blends in the words.
- Have students work in pairs to brainstorm other words that have the consonant blends in the words above (*tr*, *sw*, *br*, and *sp*). Turn the original list into a table by drawing columns and rows. Write the words that students brainstorm in the correct columns. Have students refer to the text to find examples of consonant blends.
- Distribute *Reading Consonant Blends* (page 8). Have students work together to complete the activity sheets.

Fluency Model

- Have students listen to the professional recording of the book (provided in the Digital Resources).

Writing about Reading

Informational

- Ask students whether the book *Tito the Tapir* was fiction or nonfiction and why.
- Discuss the idea that even though this book is fiction, many facts about tapirs were included in this story about Tito.
 - Have students name things they learned about tapirs by reading this book.
 - Record students' ideas on chart paper.
 - Work together to come up with a topic sentence for their writing, such as, *Tapirs are very interesting animals*.
- Distribute copies of *Tapir Facts* (page 9). Have students write informational compositions about tapirs. Have students refer to the chart paper for writing ideas.

Art Connection

Animal Sculpture

- Reread pages 2–3 to review the two animals a tapir looks like (*pig* and *elephant*).
 - Remind students that a tapir is a real animal, but today they get to use their imaginations to mix features of two animals to create fantasy animals.
- Have students brainstorm as many animals as they can. Record students' responses on a sheet of chart paper.
 - Distribute copies of *New Mixed Animal* (page 10). Have students sketch designs of new animals by mixing characteristics from two animals from the chart.
- Provide students with clay or modeling dough, and have them create sculptures of their new animals.

Assessment Opportunity

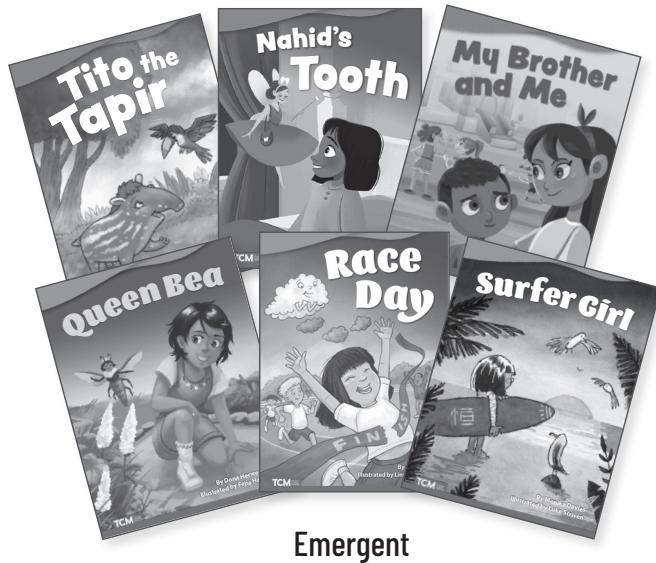
Use the *Comprehension Assessment* sheet (page 12) to assess students' abilities to understand the story.

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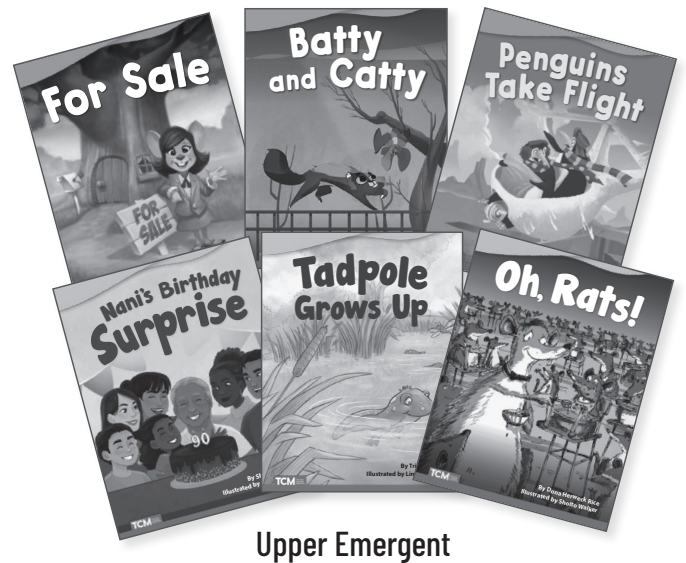
Kit Components

Book Trios

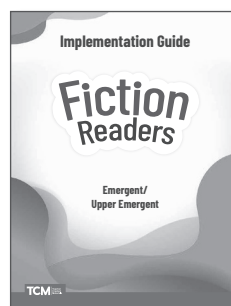
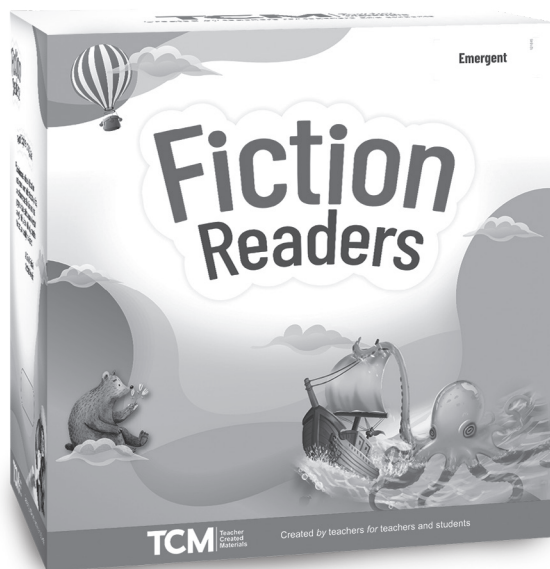
Each kit includes 15 readers with 5 trios. Each trio of full-color books offers different stories based on a common theme.



Emergent

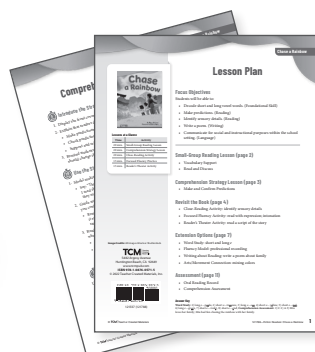


Upper Emergent



Implementation Guide

This teacher resource supports best practices for literacy instruction.



Lesson Plans

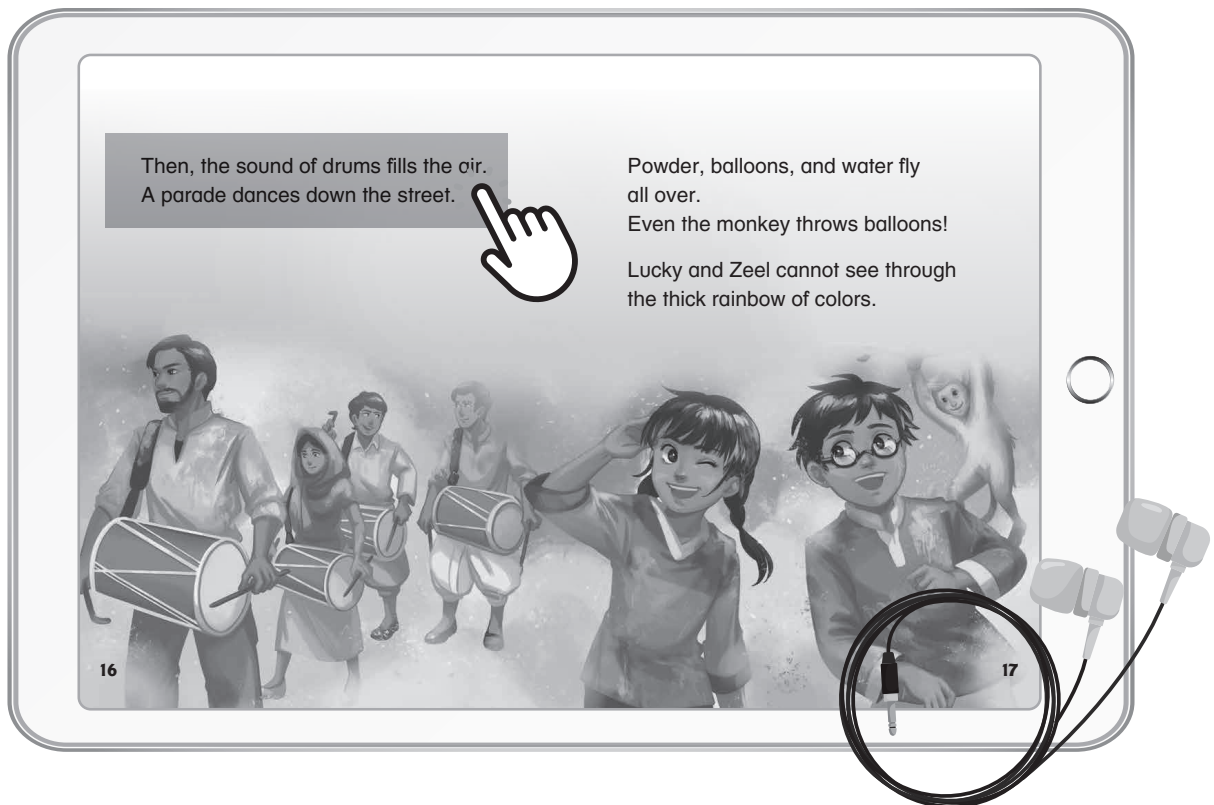
The 12-page lesson plan provides a consistent lesson format for every book. Plans include the lesson, assessments, extension options, and student activity pages.

Digital Resources

Each kit in this series features a variety of Digital Resources that help teachers weave technology into literacy instruction. (See page 68 for more information on how to access the files for this kit in the TCM Content Cloud.)

Books

- **Audiobooks** serve as a model of fluent reading. Students can listen to the audiobook while reading the physical book or the ebook.
- **Ebooks** are digital copies of the readers that can be viewed on any device and can be used with or without the audiobook. These digital books can be used as supplements to or in place of the print versions of books. They can be viewed using Adobe Acrobat or any browser, such as Chrome, Safari, or Firefox. Use of the ebooks will depend on the devices available in the classroom and the method of use (e.g., whole class, small group, or independent).
- **Read-along ebooks** combine professional audio recordings with digital copies of the books. As the audio plays, the text is highlighted word by word, making it easy for all students to follow along. Students can click or tap on any challenging word to hear it read again.
 - » Share links are available for each title in the library. Links to each book can be shared with students and can be accessed on any device with a web browser and an internet connection.



Pacing Options

Each *Fiction Readers* lesson is designed to provide one week of instruction. As you guide students through the small-group activities, other students complete additional activities in centers. The following pacing options represent a typical implementation. Customize these pacing plans according to students' needs.

Option 1

15 weeks, 5 days per week, 20 minutes per day

Day 1	Day 2	Day 3	Day 4	Day 5
Small-Group Reading Lesson	Comprehension Strategy Lesson	Revisit the Book (Close Reading/ Fluency)	Extension Options	Assessment
Centers: Fluency Practice, Additional Activities				

Option 2

15 weeks, 3 days per week, 20 minutes per day

Day 1	Day 2	Day 3
Small-Group Reading Lesson	Comprehension Strategy Lesson	Revisit the Book (Close Reading/ Fluency) Assessment
Centers: Fluency Practice, Extension Activities, Additional Activities		

Option 3

5 weeks, 5 days per week, 40 minutes per day

Day 1	Day 2	Day 3	Day 4	Day 5
Book 1 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Book 2 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Book 3 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Books 1–3 Extension Options Assessment	Books 1–3 Extension Options Assessment
Centers: Fluency Practice, Extension Activities, Additional Activities				

Emergent Scope and Sequence

The grid below lists the specific **reading comprehension strategy** and **content-area connection** included in the lesson for each book. These lesson objectives are in addition to the general skills listed on page 63.

Objectives	<i>Tito the Tapir</i>	<i>Nahid's Tooth</i>	<i>My Brother and Me</i>	<i>Queen Bea</i>	<i>Race Day</i>	<i>Surfer Girl</i>	<i>Chase a Rainbow</i>	<i>Tower Power</i>	<i>Central Park Trip</i>	<i>Tail Tales</i>	<i>A Tangled Tale</i>	<i>Shake Your Tail Feathers</i>	<i>What Could I Be?</i>	<i>The Case for Waste</i>	<i>The Birthday Balloon</i>
Reading Comprehension Strategies															
Establish a purpose for reading.	X								X						
Generate questions.											X				
Make and confirm predictions.							X								
Summarize and evaluate details.				X										X	
Synthesize elements.		X										X			
Make connections.			X							X					
Make inferences.													X		
Make mental images.						X									X
Monitor comprehension.					X			X							
Content-Area Connections															
Mathematics		X			X	X									
Science			X					X	X						
Social Studies										X	X		X		X
Arts/Movement	X			X			X					X		X	

Chase a Rainbow

What is at the end of the rainbow? Follow it to find a treasure!

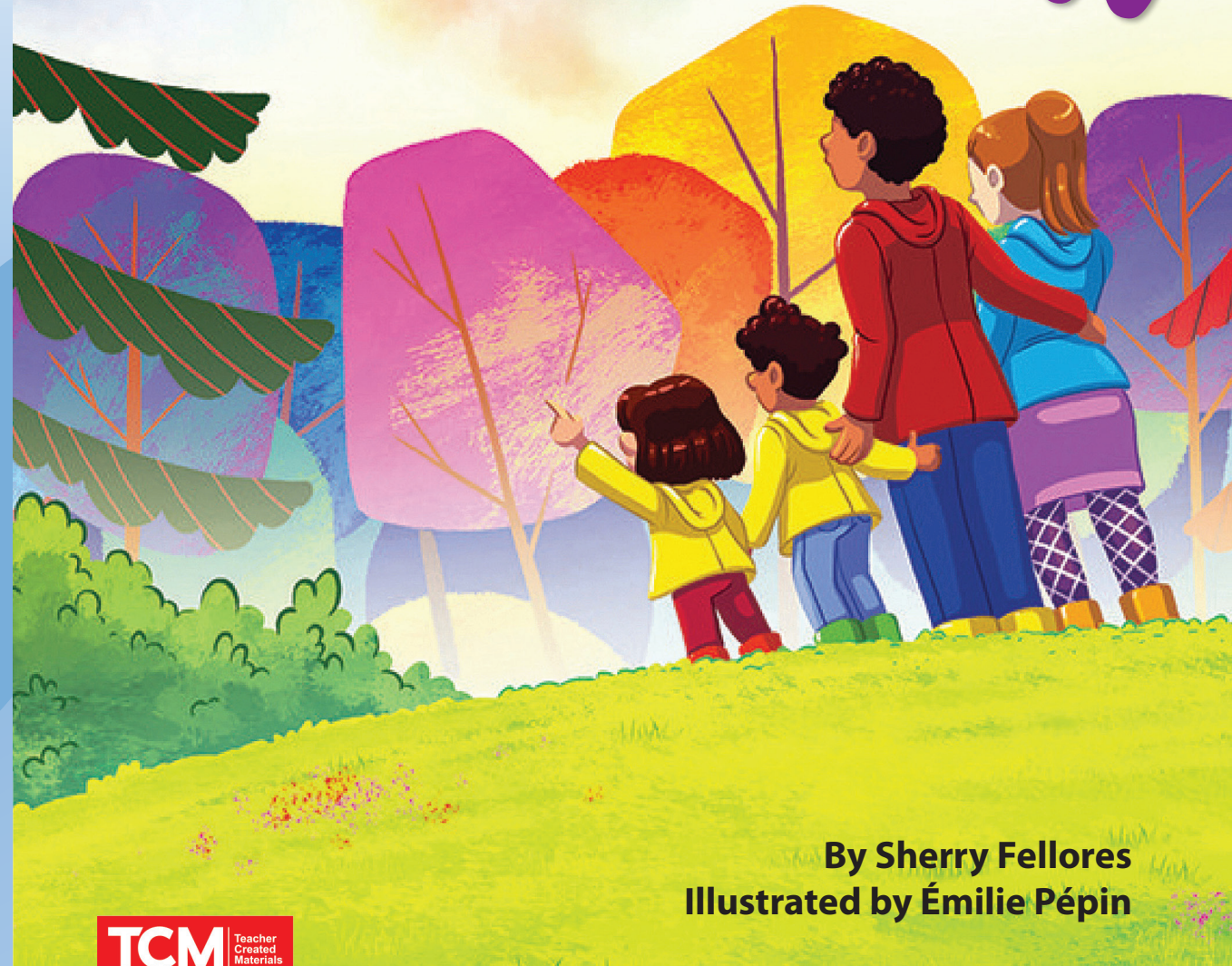
Reading Levels
Guided Reading: E
DRA Level: 4
Lexile® Level: 330L

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120489



Chase a Rainbow



By Sherry Fellores
Illustrated by Émilie Pépin

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The rain stops.

The sun peeks out of
the clouds.



“Look, a rainbow!” says Mia.

“Maybe we will find
treasure,” says Jackson.

“Let’s follow it,” says Dad.



They walk through
muddy grass.

Squish squash!

Squish squash!





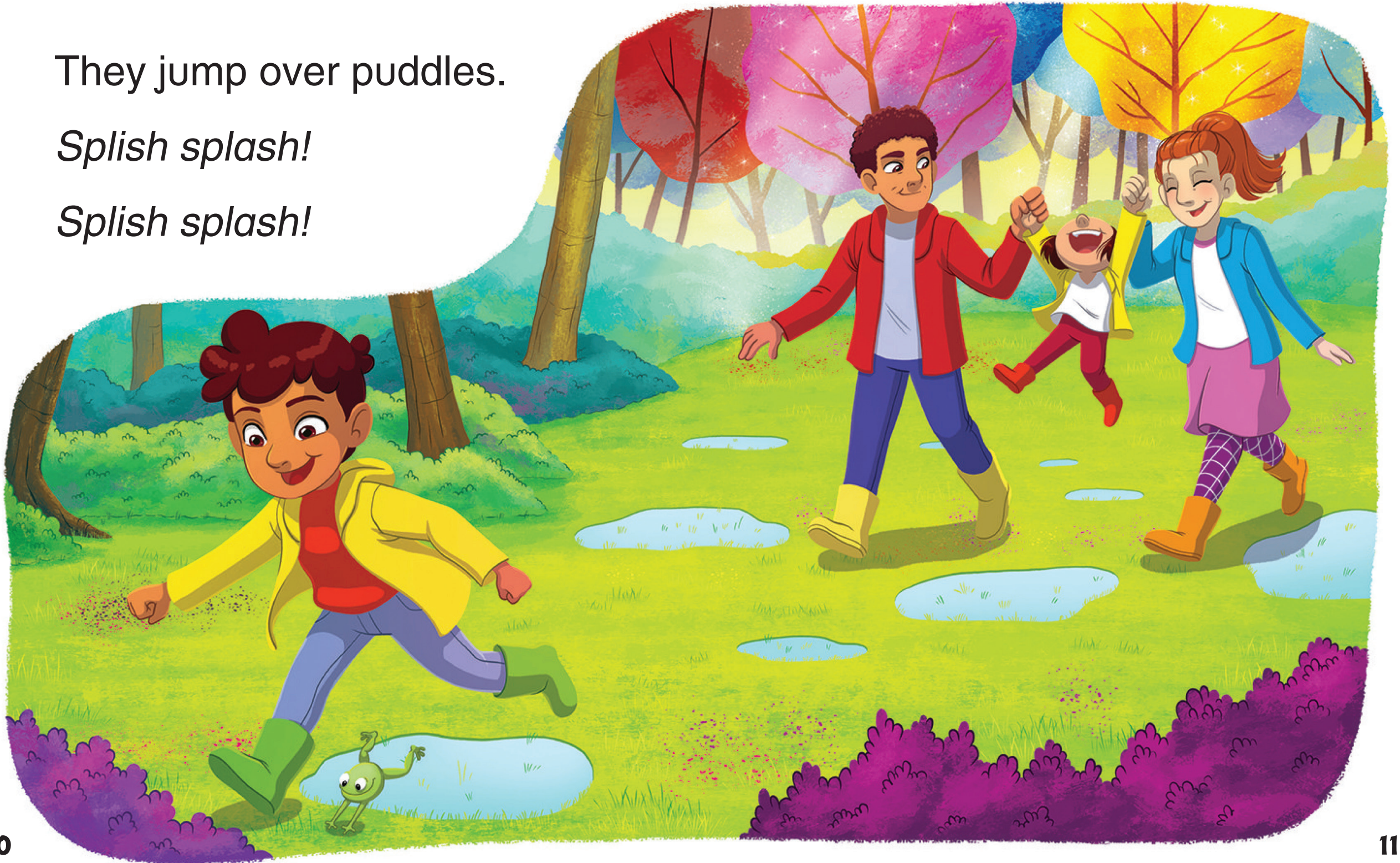
“What colors do you see?”
asks Mom.

“I see red, orange, and
yellow,” says Mia.

They jump over puddles.

Splish splash!

Splish splash!





“What colors do you see?”
asks Dad.

“I see green and blue,” says
Jackson.

They race through
the woods.

Zoom zoom!

Zoom zoom!





“What colors do you see?”
asks Dad.

“I see violet and indigo,”
says Mom.

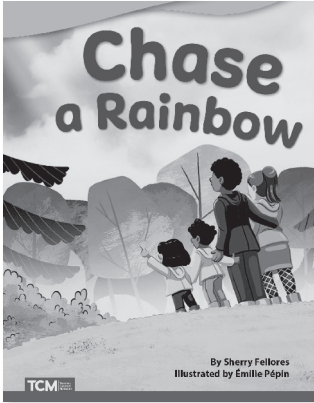


They see the end of the rainbow.

“Where is the treasure?
I don’t see it,” says Jackson.

“I found it! The treasure is
our family,” says Mia.

Lesson Plan



Lessons at a Glance

Time	Activity
20 min.	Small-Group Reading Lesson
20 min.	Comprehension Strategy Lesson
20 min.	Close-Reading Activity
15 min.	Focused Fluency Practice
15 min.	Reader's Theater Activity

Focus Objectives

Students will be able to:

- Decode short and long vowel words. (Foundational Skills)
- Make predictions. (Reading)
- Identify sensory details. (Reading)
- Write a poem. (Writing)

Small-Group Reading Lesson (page 2)

- Vocabulary Support
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Make and Confirm Predictions

Revisit the Book (page 4)

- Close-Reading Activity: identify sensory details
- Focused Fluency Activity: read with expression; intonation
- Reader's Theater Activity: read a script of the story

Extension Options (page 7)

- Foundational Skills: short and long e
- Fluency Model: professional recording
- Writing about Reading: write a poem about family
- Arts/Movement Connection: mixing colors

Assessment (page 11)

- Oral Reading Record
- Comprehension Assessment

Answer Key

Foundational Skills: 1) long e—peeks, 2) short e—treasure, 3) long e—see, 4) short e—yellow, 5) short e—red, 6) long e—green, 7) short e—violet, 8) short e—end; **Comprehension Assessment:** 1) C, 2) A, 3) Mia loves her family; Mia had fun chasing the rainbow with her family.

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Small-Group Reading Lesson



Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Have students think of questions that they can ask to set a purpose for reading. *What questions do you have from looking at the cover and reading the title?*
3. Discuss 2–3 content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: read words 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 whisper-read the book 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. Use the following ideas to address words that caused struggles or inaccuracies:
 - **TREASURE**—Write the word on the board. Clap to help students break the word into two syllables. Help students sound out the first part of the word. Remind them that *ea* can have the long *e* sound as in the word *weak* or the short *e* sound as in the words *head* and *bread*. Try reading the word both ways. Help students identify that in this word, the *ea* has the short *e* sound.
 - **THROUGH**—Tell students this is a sight word that occurs frequently in texts. The *ough* in the word makes the /oo/ sound. Point to each part of the word as you sound it out—/th/ /r/ /oo/.



Discuss the Text

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

- *What words in the text help you to see the walk the family takes in your mind?*
(extra support) *How do the words squish, splash, and zoom help you understand the walk?*
- *What is the lesson at the end of the story? How is that shown throughout the story?*
(extra support) *How is the treasure of family shown throughout the events of the story?*
- *What words does the author use at the end of the story to create emotion?*
(extra support) *How does the author's use of family as a treasure make you feel? Why?*

Comprehension Strategy Lesson



Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Explain that readers do the following to make, correct, and confirm predictions:
 - Make predictions to help set a purpose for reading.
 - Check predictions with details from the text.
 - Support and refine predictions with evidence from the text.
3. Remind students that if something happens in the text that does not support their predictions, they should change their predictions based on the new information.



Use the Strategy

1. Model making a prediction as you read pages 2–5 together.
 - Say, “The family sees a rainbow and decides to follow it. They think they will find treasure. As I read this, I am thinking: legend says there is a pot of gold at the end of a rainbow, so I predict they may find a pot of gold at the end of the rainbow.”
2. Guide students to make predictions about what the family might find at the end of the rainbow as you continue reading.
 - Remind students that their predictions may or may not happen at the end of the book; however, it sets a purpose for them to read the book—to find out what the family sees at the end of the rainbow. *Does the evidence support your prediction so far?*
3. Read to the end of the story. Identify that Mia says the family is the treasure. Discuss with students whether this confirmed their predictions. Use the following prompts if needed:
 - *Was your prediction correct?*
 - *What evidence from the text supports your prediction? What evidence from the text prompts you to change your prediction?*
 - *Did the family find treasure? How?*



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- We used the strategy of making predictions to help us set a purpose for reading the story. Talk to a partner about how and why readers make predictions. *Why would a prediction need to change as a reader continues to read through a story?*
- Any time you read or listen to a story, think about making predictions.

Revisit the Book



Close-Reading Activity

Sensory Language

1. Tell students that rereading part of a story can help them notice important details. Readers can discover more about what the author wants them to know and find answers to their questions.
2. Explain that sensory words are words that describe what the senses are doing, seeing, smelling, hearing, tasting, or touching. They help the reader picture what is happening.
3. Create a five-column chart with one column for each of the senses. Have students brainstorm sensory words. Record them on the chart.
4. Say, “Today, we are reading closely to identify sensory words that the author used to help us picture what is happening.”
5. Distribute *Close-Reading Activity* (page 5). Say, “As I read, follow along.” Read pages 6–11 aloud.
 - Have students underline the sensory words on their *Close-Reading Activity* pages.
 - Discuss which words students underlined. Add these words to the class list of sensory words. *How do these words help you understand the story?*



Focused Fluency Activity

Read with Expression: Intonation

1. Tell students that a character’s tone can change according to what is happening in the story. This helps show meaning and makes it exciting for the listener. It also helps with text comprehension.
2. Model reading the words “Look, a rainbow!” with an excited and happy voice. Discuss how the character might be feeling.
 - Write the phrase *Squish squash! Squish squash!* on the board. Ask students what images come to mind when they read those words. Students may say *fun* or *icky*. Have students practice reading the words with those feelings shown in the intonation of their voices.
 - In pairs, have students take turns reading their books two pages at a time and practicing reading the text with appropriate intonation.



Reader’s Theater Activity

- Have students read the *Reader’s Theater Script* (page 6). Have students circle the exclamation points and question marks in the script. With partners, have students practice reading these lines with intonation.
- Have students read the scripts in small groups. Encourage students to use appropriate intonation when they read.
- Switch roles for repeated readings.

Assessment Opportunity

Use the *Oral Reading Record* (page 11) to assess students’ abilities to read fluently and accurately.

Name: _____ Date: _____

Chase a Rainbow



They walk through
muddy grass.

Squish squash!

Squish squash!



“What colors do you see?”
asks Mom.

“I see red, orange, and
yellow,” says Mia.



They jump over puddles.

Splish splash!

Splish splash!

Name: _____ Date: _____

Chase a Rainbow



Mom: You are right, Mia. Our family is the treasure!

Narrator 1: Everyone hugs.

Leprechaun: Pardon me.

Narrator 2: Everyone turns.

Dad: Where did you come from?

Jackson: Are you real?

Leprechaun: Yes, I am very real.

Mia: What are you doing here in the woods?

Leprechaun: Protecting the treasure, of course!

Dad: What treasure?

Mia: Can we see it?

Leprechaun: See it? You are the treasure! I followed you all here!

Extension Options

Foundational Skills

Short and Long E

1. Create a two-column chart on a sheet of chart paper. Label the columns: *short e* and *long e*.
2. Say each of the following words from the book aloud: *peeks, treasure, see, red*. Have students determine whether the words have short *e* or long *e* sounds.
 - Record the words in the correct columns. Underline the letters that make the vowel sound in each word.
3. Repeat step 2 with additional short and long *e* words (e.g., *beak, meet, vet, speak, need, bread*).
 - In pairs, have students discuss each short and long vowel pattern.
4. Distribute copies of *Short or Long E* (page 8) to students. Have students complete the activity independently. Review answers and add new words to the class chart.

Fluency Model

- Have students listen to the professional recording of the book (provided in the Digital Resources).

Writing about Reading

Cinquain Poem

1. Remind students that the story described family as a treasure.
2. Distribute copies of *My Family Poem* (page 9).
3. Review the following parts of speech before students write their poems: nouns, verbs, adjectives, synonyms.
 - Model filling in the template to write a poem about your family.
4. Have students write poems about their families.
 - Allow time for students to share their poems with one another.

Arts/Movement Connection

Mixing Colors

1. Tell students the primary colors are: red, blue, and yellow. Explain that mixing primary colors will make new colors.
2. Distribute *Make New Colors* (page 10) to students.
 - Gather materials needed (red, blue, and yellow paint and cotton swabs).
 - Follow the directions on the page to make new colors.
3. Tell students the colors they made when they mixed two colors are called *secondary colors*. Discuss which primary colors mixed together to make each secondary color.

Assessment Opportunity

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

Name: _____

Date: _____

Short or Long *E*

Directions: Say each word. Listen for the short *e* or long *e* sound. Color in the bubble for the sound you hear. Then, underline the spelling pattern in each word that makes the short or long sound.

1. peeks

- short *e*
 long *e*

2. treasure

- short *e*
 long *e*

3. see

- short *e*
 long *e*

4. yellow

- short *e*
 long *e*



5. red

- short *e*
 long *e*

6. green

- short *e*
 long *e*

7. violet

- short *e*
 long *e*

8. end

- short *e*
 long *e*

Name: _____ Date: _____

My Family Poem

Directions: Write a poem about your family.

noun (title)

adjective

adjective

verb

verb

verb

four-word phrase that tells your feelings about the title



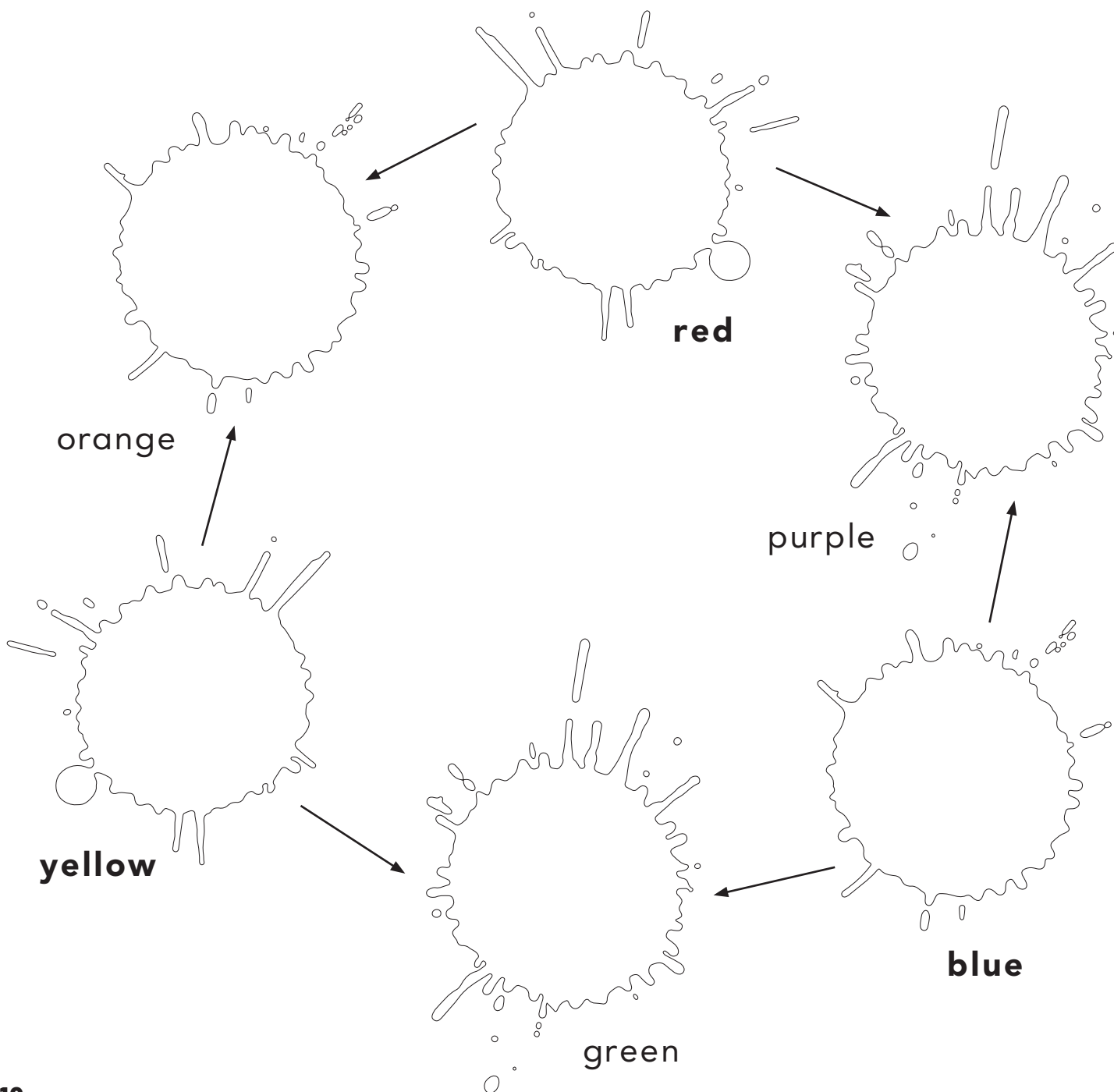
a synonym for the title



Name: _____ Date: _____

Make New Colors

Directions: Put paint in the primary color circles: red, blue, and yellow. Mix the primary colors on either side to make the secondary color.



Name: _____ Date: _____

Chase a Rainbow

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

Page	Text	E	SC	Cues Used							
				E			SC				
				M	S	V	M	S	V		
2	The rain stops.										
	The sun peeks out of										
	the clouds.										
5	“Look, a rainbow!” says Mia.										
	“Maybe we will find										
	treasure,” says Jackson. “Let’s follow it,” says Dad.										
6	They walk through										
	muddy grass.										
	<i>Squish squash!</i> <i>Squish squash!</i>										
9	“What colors do you see?”										
	asks Mom.										
	“I see red, orange, and yellow,” says Mia.										
10	They jump over puddles.										
	<i>Splish splash!</i>										
	<i>Splish splash!</i>										

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

Name: _____ Date: _____

Chase a Rainbow

Directions: Listen to your teacher read each question. Choose the best answer.

1. Read page 6. What might happen to their shoes?

- (A) They might fall off.
- (B) They might change size.
- (C) They might get muddy.

2. Page 10 says, "Splish splash!" What is on the ground?

- (A) puddles
- (B) frogs
- (C) treasures



3. Why does Mia say her family is a treasure?
