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## **Fiction Readers— Challenging 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** (17 pages)

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# Implementation Guide

# **Fiction** **Readers**

**Challenging/  
Challenging Plus**

# Table of Contents

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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 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.

**Adventure at the Reef**

### Guided Reading Lesson

**5 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 story about a trip to a coral reef.
3. Remind students that readers look at the cover and table of contents; review the images from page to page; and think, talk, and ask questions about what they read.

**10 Read the Text**

1. Have each student read aloud pages 5–10 independently. Direct students to whisper read. As they read, observe each student's reading successes, struggles, and strategies.
2. Ask students to tell you about the passage. Encourage them to refer to the chapter titles, words, and illustrations.
3. Ask students to tell you specifically 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 struggle or inaccuracies:
  - **JUANITA**—Say, "This word is a name. In Spanish, *j* and *u* together make the /w/ sound. You may recognize the first part of the word, *Juan*, which is a boy's name. Adding *ita* to the end makes it a girl's name."
  - **OXYGEN**—Say, "The letter *y* sometimes acts as a vowel and makes the long or short *i* sound. In the word *oxygen*, it makes the short *i* sound. In the word *paralyzed*, it makes the long *i* sound."

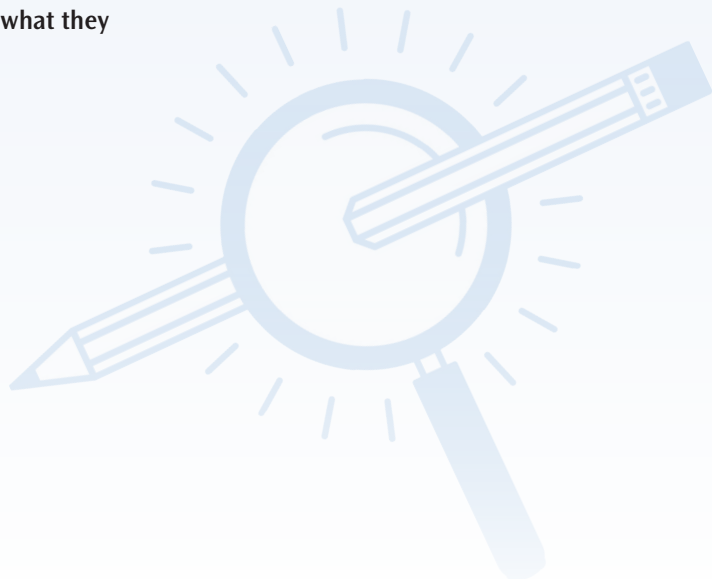
**5 Discuss the Text**

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

- *What do we learn about conflicts and relationships among family members in the first chapter?*  
(less support) *What do we learn about conflicts and relationships in the first chapter?*  
(more support) *What do we learn about the relationship between Lila's parents and how it makes her feel?*
- *Lila's father reviews diving rules with her. What could happen if she doesn't follow the rules?*  
(less support) *Lila's father reviews diving rules with her. How might the author be using this as foreshadowing?*  
(more support) *Why does Lila's father review the rules with her?*

Note: Have students complete the book before you teach the Comprehension Strategy Lesson.

2 031135—Fiction Readers: Adventure at the Reef © 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.

**Comprehension Strategy Lesson**

**Introduce the Strategy**

1. Display the front cover of the book. You may wish to review the title, author name, and illustrator name. Look at the cover, table of contents, and images.
2. Discuss how to establish a purpose for reading.
  - There are many purposes for reading. In some cases, the purpose is for entertainment. Sometimes, the purpose is to find the main idea or to form opinions. For this lesson, the purpose will be to learn something new.
  - Support students' efforts to identify information that is new to them.

**Use the Strategy**

1. Use the details below to model how something new as you read page 9 together:
  - Just by reading the first page of Chapter Two, I am able to establish a purpose for reading and learning something new. Dr. Slippy mentions the declining honeybee population, so my purpose for reading is to learn about what is killing the honeybees.
2. Use the prompts below to guide students to identify new information as you read pages 10–11 together:
  - Why are honeybees important?
  - What are some possible reasons for the decline in the honeybee population?
3. Ask students to identify more new information after reading pages 12–14. Consider the prediction below.
  - From reading these pages, I learned that honeybees can be hot inside. I also learned that warm rains could be a reason for colony collapse disorder.
  - Have students read on in the book to identify new information.

**Discuss the Strategy**

Use the following prompts to discuss the comprehension strategy:

- We used the strategy of establishing a purpose for reading in order to learn something new.
- Talk to a partner about new information you learned.
- Any time you read or listen to a story, think about information you learn that you didn't know before.

*Fiction Readers* instruction includes a simple 15-minute close-reading lesson:

### ► 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.

**Revisit the Book**

**Class Reading Activity**

Explain how figurative language

1. After reading the book, tell students they will reread a portion of it. Use the prompt below to explain that complex text often requires multiple reads.
  - Rereading a short excerpt very closely can help the reader notice more details and tools the author used to make the reader understand, feel, or wonder.
2. Discuss the author's use of figurative language. Say, "Today, we're going to read closely to look for the author's use of figurative language. Figurative language helps the reader form a vivid mental image about what is happening. If I wanted to say I was really hungry, I might say 'I gobbled up my food like a starving lion.'"
3. Have students reread pages 21–26, thinking about the author's use of figurative language.
4. Have students share their thoughts about figurative language in the chapter. Guide students to explain the language that helped them form mental images. Use the following example, if needed.
  - On page 23, the author mentions how the bees were moving, and he writes that they were like a crowd doing the wave at a football game. I'm able to imagine the bees moving back and forth.
5. Provide three to five sticky notes to each student. Have students work in pairs to identify specific uses of figurative language. Use the following prompt, if needed.
  - How does the author describe the way the bees were blocking the entrance to the hive (giving out in ones like an army)?
6. Discuss figurative language the author used to make the reader understand, feel, or wonder. Encourage students to read small excerpts aloud to illustrate the author's use of figurative language.

**Focused Fluency Activity**

1. Explain that when reading text aloud, we do not read word by word. Instead, we tend to read in phrases or chunks of words. Write the following sentence on the board. They *swirled up and made their way to the center of the hive*. Show students how the words are spoken in phrases by adding slashes between phrases: They /swirled up/ and /made their way to the center of the hive.
2. Have student pairs select passages that are 100 words or more to practice reading fluently with expression and focusing on reading the text in phrases or chunks of words.

**Reader's Theater Activity**

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

**Assessment Opportunity**

The Oral Reading Record (pages 10–11) assesses students' abilities to read fluently and accurately.

## Research to Practice

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

### ► Focused Fluency Practice

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

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

### The Egg Salad Sandwich Incident

*(Jesse, Timothy, and Lucy are eating lunch together in the cafeteria.)*

**Jesse:** I'm so glad we don't have to serve lunch detention anymore. That was miserable!

**Lucy:** Me, too!

**Jesse:** So, Timothy, tell us what's up with you and bacteria, I mean germs. Some horrible experience had to have happened that made you so freaked out.

**Timothy:** No reason. Well, I mean, it's a ridiculous reason. Completely unreasonable. Let's just say I'm sensitive to germs, OK?

**Jesse:** No, really! I'm interested to know. There's a reason I'm so afraid of spiders.

**Lucy:** I don't like spiders, either.

**Jesse:** Believe me, mine is an all-out, irrational fear of arachnids. I'd go flying up on the table if I saw one right now.

**Timothy:** No way! I can't imagine you doing that.

**Jesse:** It's true! What about you, Lucy Goosy? Do you have any unexplained, irrational fears?

**Lucy:** I'm afraid of elevators. I don't know why, really. Makes me nervous just thinking about it.

**Timothy:** Well, I am dumbfounded! I always thought Lucy was completely fearless. I guess there is a reason I'm a germaphobe, but I'm embarrassed to say.

**Jesse:** OK, go ahead.

**Timothy:** When I was little, my mother concocted a story, saying I was going to get sick and die if I didn't wash my hands before a meal. She was joking, of course, but I was only seven, so I believed her. She felt sad and guilty about saying it, but it caused irreparable damage. She didn't realize how much it would affect me. I'm always thinking I'm going to catch some incurable disease.

**Lucy:** So, what about you, Jesse? There has to be some fantastic story about you and spiders.

**Jesse:** When I was at summer camp a long time ago, I was in my cabin one night. The camp counselor was in the room having a conversation with us about our crazy behavior and... *(Jesse sees a spider on the lunch table.)* Aaaaaah! Hey, Timothy! You should sit with us again tomorrow.

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103144—Fiction Readers: The Egg Salad Sandwich Incident 5



## 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.

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

The Egg Salad Sandwich Incident

### Extension Options

#### Word Study

oo Vowel Digraph

- Draw students' attention to the fact that the story contains many words with the oo vowel digraph, such as *Kooser* and *textbook*.
  - The oo vowel digraph sometimes makes the sound heard in *book*. It sometimes makes the long u sound heard in *cool*.
  - Have students look at the word *school* on page 6 in the book. Ask them to identify the sound oo makes in that word. On the same page, have them find another oo word that makes the vowel sound in *book* (*took*).
  - Have them find two more words on the same page that have oo (*cool*, *Kooser*). Ask students to identify the sound heard in each.
  - Explain that oo is a digraph, but it makes different sounds, depending on the words in which it appears.
- Have students search for other words with the oo vowel digraph in the book. Record the words on the board or on chart paper.
- Use the activity on page 7 to practice sorting the words according to sound and using them in appropriate sentences.

#### Fluency Model

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

#### Writing about Reading

Advice Poster

- Think about what it would be like to be the new kid at school. What is the best way to fit in?
- Create a poster with advice for new students (page 8).
- Make sure to tell about activities kids can do at your school and what they can do to try to make new friends.
- If time allows, have students share their posters with their classmates.

#### Science Connection

Healthy Shake Recipe

- The kids at the cool table made disgusting concoctions to drink.
- Create your own concoction, but make it healthy by including a fruit, a vegetable, and a healthy carbohydrate (page 9). For example, your shake might have orange juice, spinach leaves, and quinoa.
- If time allows, have students share their recipes with their classmates.

#### Assessment Opportunity

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

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# Kit Components

## Book Trios

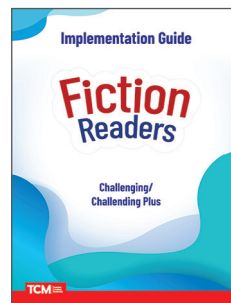
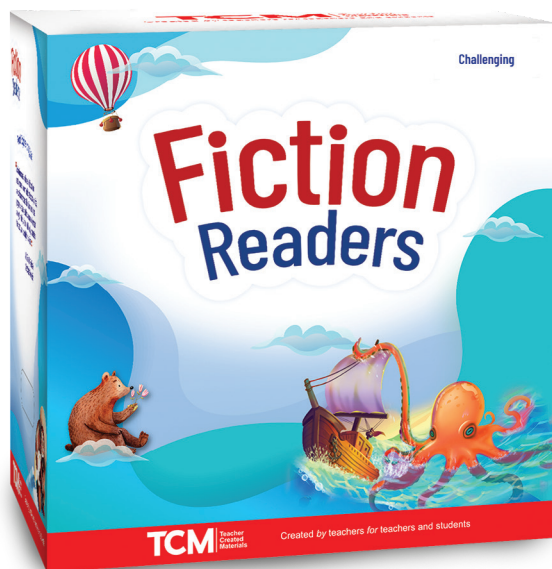
Each trio of full-color books offers different stories based on a common theme.



Challenging

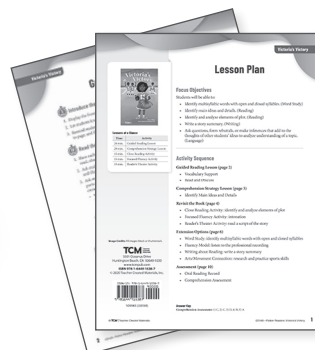


Challenging Plus



## Implementation Guide

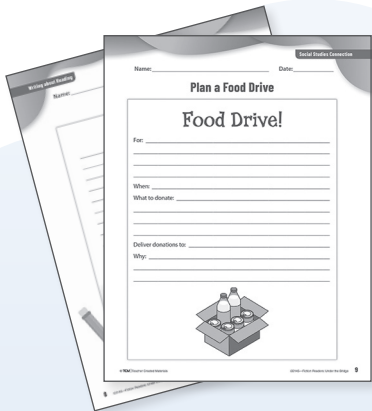
This teacher resource supports best practices for literacy instruction.



## 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, they can be stored in students' portfolios if desired. See pages 39–40 for details on administering the tests.

## Formative Assessments

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 41–48, for details about administering the assessment and data charts.

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 45 and 47 for data charts.

Oral Reading Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The End of Chocolate

| Total Word Count |  | Codes                 |             |               |           |
|------------------|--|-----------------------|-------------|---------------|-----------|
| 118              | E = errors   | SC = self-corrections | M = marking | S = structure | V = vocal |
| Word Count       | Text   | E                     | SC          | S             | V         |
| 9                | Zoey and her dad looked at each other apologetically.  |                       |             | M             | S         |
| 19               | They followed Amara to the back of the store, where she disappeared into the warehouse.  |                       |             | M             | S         |
| 33               | When she came back, Amara was greeted with gasps.  |                       |             | M             | S         |
| 40               | "Oh, wow!" Zoey practically yelled. Amara was holding a bag of the <i>Chocolatier</i> chips.   |                       |             | M             | S         |
| 46               | "Thank you so much!" Amara exclaimed. "That's actually what I wanted to ask you. What's with the shortage? First, chocolate products were outrageously expensive. Then, they disappeared from shelves. I heard on the news this is occurring all over the country. What's the deal?" |                       |             | M             | S         |
| 55               | Amara sighed. "It's been tough. My manager told me that at the <i>Chocolatier</i> Grocery Guild issued a statement that amara trees are not producing any cocoa pods."   |                       |             | M             | S         |
| 61               |  |                       |             | M             | S         |
| 67               |  |                       |             | M             | S         |
| 73               |  |                       |             | M             | S         |
| 79               |  |                       |             | M             | S         |
| 85               |  |                       |             | M             | S         |
| 91               |  |                       |             | M             | S         |
| 97               |  |                       |             | M             | S         |
| 103              |  |                       |             | M             | S         |
| 109              |  |                       |             | M             | S         |
| 115              |  |                       |             | M             | S         |

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

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Comprehension Assessment

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### The End of Chocolate

**Directions:** Read each question, and choose the best answer.

- Which sentence from the book helps the reader best visualize what is happening to the cocoa trees in West Africa?
  - A. The twins rolled their eyes and groaned.
  - B. Zoey was a redhead and Zoey had brown hair like his mom.
  - C. They are also infecting crops at a frightening speed.
  - D. The farmers also reported getting bitten when they picked the cocoa beans.
- Consider the following word: *un-flap-pa-ble*. Which kind of syllable helped you determine the vowel sound of *flap*?
  - A. vowel team
  - B. r-controlled
  - C. open syllable
  - D. closed syllable
- Since this story is written in third-person point of view, who is more likely to be the narrator of this story?
  - A. a reporter from the future
  - B. Dr. Chen
  - C. the farmers
  - D. Hazel
- Which is the best summary of the epilogue?
  - A. Zoey had a daughter named Hazel.
  - B. Many years had passed and there was still no chocolate.
  - C. Real chocolate is much better than fake chocolate.
  - D. Zoey and Zoey still missed their dad's chocolate chip cookies.
- Zoey and Zoey are fraternal twins, with Zoey having red hair and Zoey having brown hair. Why did the author include these details?
  - A. to persuade people that fraternal twins are always a boy and a girl
  - B. to explain that there are different types of twins
  - C. to describe what twins look like
  - D. to share how easily twins can communicate with each other

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# Using the Oral Reading Record

## Administering the Assessment

### 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.

The image shows two versions of the 'Practice Makes Perfect' oral reading record form. The left version is the text of the passage, and the right version is the coding chart and recording table.

**Text of the Passage (Left):**

**Practice Makes Perfect**

Enrique stood outside the chalked batter's box, eyes closed, swaying his hips to the salsa music in his head. The umpire barked, "Hey kid, this ain't a nightclub, plus ball!" The parents on both sides of the field laughed, and the pitcher smirked. Enrique assumed his stance in the box as the pitcher slung a fastball toward home plate. "Outside, ball over!" chattered the ump. Enrique focused on the pitcher as another fastball sped right down the pike.

Enrique's hips shot forward, his arms following powerfully behind, and he absolutely demolished the ball. Roberts screamed, "HIT!" Enrique stared at the ball with amazement as it rose toward the clouds, deep toward left field! He whirled his bat to the ground and elevated his arms to the sky. The ball drifted, drifted, drifted, and floated just outside the foul pole.

"YOU! BALL, strike one!"

This passage is taken from pages 21–22 in the book.

**Recording Form (Right):**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Practice Makes Perfect**

| Total Word Count |  | Codes                |                |               |            |   |    |   |    |   |    |
|------------------|--|----------------------|----------------|---------------|------------|---|----|---|----|---|----|
| 143              | E = error  | SC = self-correction | M = misreading | S = structure | V = visual |   |    |   |    |   |    |
| Word Count       | Text   | E                    |                | SC            |            | M |    | S |    | V |    |
|                  |  | E                    | SC             | E             | SC         | E | SC | E | SC | E | SC |
| 1                | Enrique stood outside the chalked batter's box, eyes           |                      |                |               |            |   |    |   |    |   |    |
| 2                | closed, swaying his hips to the salsa music in his head.       |                      |                |               |            |   |    |   |    |   |    |
| 3                | The umpire barked, "Hey kid, this ain't a nightclub, plus      |                      |                |               |            |   |    |   |    |   |    |
| 4                | ball!" The parents on both sides of the field laughed, and     |                      |                |               |            |   |    |   |    |   |    |
| 5                | the pitcher smirked. Enrique assumed his stance in the box as  |                      |                |               |            |   |    |   |    |   |    |
| 6                | the pitcher slung a fastball toward home plate. "Outside, ball |                      |                |               |            |   |    |   |    |   |    |
| 7                | over!" chattered the ump. Enrique focused on the pitcher as    |                      |                |               |            |   |    |   |    |   |    |
| 8                | another fastball sped right down the pike.                     |                      |                |               |            |   |    |   |    |   |    |
| 9                | Enrique's hips shot forward, his arms following powerfully     |                      |                |               |            |   |    |   |    |   |    |
| 10               | behind, and he absolutely demolished the ball. Roberts         |                      |                |               |            |   |    |   |    |   |    |
| 11               | screamed, "HIT!" Enrique stared at the ball with               |                      |                |               |            |   |    |   |    |   |    |
| 12               | amazement as it rose toward the clouds, deep toward            |                      |                |               |            |   |    |   |    |   |    |
| 13               | left field! He whirled his bat to the ground and               |                      |                |               |            |   |    |   |    |   |    |
| 14               | elevated his arms to the sky. The ball drifted, drifted,       |                      |                |               |            |   |    |   |    |   |    |
| 15               | drifted, and floated just outside the foul pole.               |                      |                |               |            |   |    |   |    |   |    |
| 16               | "YOU! BALL, strike one!"                                       |                      |                |               |            |   |    |   |    |   |    |

Rate:  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.
- Use a stopwatch that is easy to read and reset to time student.
- 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.





# Using the Oral Reading Record *(cont.)*

## Scoring an Oral Reading Record

► **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*.

Use the information gathered while observing the student and marking the record in order to calculate rates of accuracy, error, and self-correction.

After or while marking the oral reading record, 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:

- Calculate the rate of error. Add the total number of words read. Divide the number of errors made by that number. (**Note:** When the reader self-corrects, the original error is not scored as an error.)

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

- Make a list of the characters in the story. Assign roles, and choose character voices. Maintain the voices throughout the story.
- Add music to the story by creating a playlist that can act as a soundtrack for the book. Place sticky notes in the book, indicating where each song should be played.
- Discuss possible sound effects to add to the story. Write them on sticky notes in the margins of the book. Add the sound effects into your reading of the story.
- Be a book critic. Write a review of what you liked and what could have been better, then rate the book on a scale of one to five stars.
- Give your child the choice of reading aloud to you while you are doing chores—or the reverse.
- Do echo reading—you read a line, with expression and attention to punctuation, and your child repeats it after you.



# 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 or letters 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:

- Write a comic strip that captures the essence of a story.
- Write a letter to the editor from the point of view of a character, such as the Big Bad Wolf defending himself against trying to harm Granny or Little Red Riding Hood.
- Write a new twist on an old tale, such as the three pigs breaking into Goldilock's house.
- Become an advice columnist for characters that can't stay out of trouble.
- Write and illustrate a book jacket for a favorite book.

## 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.





### Lessons at a Glance

| Time    | Activity                      |
|---------|-------------------------------|
| 20 min. | Guided Reading Lesson         |
| 20 min. | Comprehension Strategy Lesson |
| 15 min. | Close Reading Activity        |
| 15 min. | Focused Fluency Activity      |
| 15 min. | Reader's Theater Activity     |

# Lesson Plan

## Focus Objectives

Students will be able to:

- Decode words using prefixes, suffixes, and root words. (Word Study)
- Summarize and evaluate details. (Reading)
- Analyze use of print and graphic features. (Reading)
- Write a blog post. (Writing)
- Ask questions, form rebuttals, or make inferences that add to the thoughts of other students' ideas to analyze understanding of a topic. (Language)

## Activity Sequence

### Guided Reading Lesson (page 2)

- Vocabulary Support
- Read and Discuss

### Comprehension Strategy Lesson (page 3)

- Summarize and Evaluate Details

### Revisit the Book (page 4)

- Close Reading Activity: analyze use of print and graphic features
- Focused Fluency Activity: intonation
- Reader's Theater Activity: read a script of the story

### Extension Options (page 6)

- Word Study: prefixes, suffixes, and root words
- Fluency Model: listen to the professional recording
- Writing about Reading: write a blog post
- Science Connection: research plastic pollution and create a public service announcement (PSA)

### Assessment (page 10)

- Oral Reading Record
- Comprehension Assessment

### Answer Key

**Word Study:** answers will vary;

**Comprehension Assessment:** 1) B, 2) D, 3) C, 4) A, 5) B

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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 story about a mermaid who delivers mail and wants to fight plastic pollution.
3. Remind students that readers look at the cover and table of contents; review the images from page to page; and think, talk, and ask questions about what they read.



## Read the Text

1. Have each student read aloud pages 4–9 independently. Direct students to whisper read. As they read, observe each student’s reading successes, struggles, and strategies.
2. Ask students to tell you about the passage. Encourage them to refer to the chapter titles, words, and illustrations.
3. Ask students to tell you specifically 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 struggle or inaccuracies:
  - Say, “Today, we’re going to be looking at some high-frequency words (*examine, sprint, honor, satchel, committed*). These are more precise and mature words that are used in a variety of contexts and can have multiple meanings. I have chosen a few for us to examine. As we talk about the words, we will reread the sentences containing the words, ask volunteers to explain what they think the words mean, and create meaningful sentences using the words.”



## Discuss the Text

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

- *What adjectives can you use to describe Paige and Suri after looking at the first few pages of the graphic novel?*  
(less support) *What is Suri like as a friend to Paige?*  
(more support) *Why do you think the author chose for Paige and Suri to be best friends?*
- *How does the picture on page 7 draw us into the story?*  
(less support) *Describe the main problem of the story.*  
(more support) *What are some of the problems Paige is facing? Why are these problems for her?*

**Note:** Have students complete the book before teaching the Comprehension Strategy Lesson.

# Comprehension Strategy Lesson



## Introduce the Strategy

1. Display the front cover of the book. You may wish to review the title, author name, and illustrator name. Look at the cover, table of contents, and images.
2. Describe how to summarize and evaluate details:
  - Learning to summarize is an important comprehension skill because it teaches us to differentiate between what's important to remember and what's not important.
  - The ability to pick out key words, phrases, and ideas also helps improve memory.



## Use the Strategy

1. Use the details below to model summarizing and evaluating details as you read pages 10–13 together:
  - Delivering perfume, lime-green fountain pens, and a trampoline are all interesting, but not important main ideas to move the story along. The main idea is that she travels all over the world's oceans and is deeply bothered by the amount of plastic pollution she sees.
2. Use the prompts below to guide students to summarize and evaluate details as you read pages 14–17 together:
  - *Was the detail you want to include in your summary important (and maybe interesting) or just interesting?*
  - *How do the characters Paige meets help her?*
3. Ask students to summarize and evaluate details from pages 14–17. Consider the example below:
  - I thought it was funny that Simone was a vain turtle who wanted her shell polished. But I know that this was just something that I found interesting and is not a main idea that moves the story along.
  - Danica reminds Paige to document all the pollution she sees by taking pictures. Simone encourages Paige that she can do both her postal job and protect the ocean.



## Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- We used the strategy of summarizing and evaluating details to improve comprehension by differentiating between important and irrelevant information.
- Talk to a partner about the pages you've read. What's interesting and what's important?
- Any time you read or listen to a story, think about summarizing important details by using key words and phrases to help improve your memory.



# Revisit the Book



## Close Reading Activity

Analyze Use of Print and Graphic Features

1. After reading the book, tell students they will reread a portion of it. Use the prompts below to explain that complex text often requires multiple reads:
  - Rereading a short excerpt very closely can allow the reader to notice more details and tools the author used to help the reader understand, feel, or wonder.
2. Say, “Today, we’re going to read closely to examine the author’s use of the graphic novel format.”
3. Have students reread pages 4–17, thinking about how the graphics support the setting and plot development.
4. Have students share their first thoughts about this story as a graphic novel. Guide students to justify their ideas by explaining that images give an overview of the setting or characters’ emotions:
  - I like the graphic novel format because it helps me visualize the sea-life characters. It makes it easier for me to relate with the characters when I see how the trash is affecting their lives.
5. Provide three to five sticky notes to each student. Have student pairs read through the pages again. Direct them to find specific examples of how the images work along with the text to help readers make inferences and synthesize information. Use the following prompts, if needed:
  - *Which image helps you understand why Paige is so passionate about fighting plastic pollution?*
  - *Which image helps you understand the setting better?*
6. Discuss the format and how it makes the reader understand, feel, or wonder. Encourage students to read excerpts aloud where the images and text work together to enhance the story.



## Focused Fluency Activity

1. Remind students to practice reading with expression so that they do not sound monotone like a robot or overly dramatic. Graphic novels have the characters speaking a lot. As they read, have students speak in a way they think the characters would.
2. Have student pairs select passages that are 100 words or more to practice reading fluently with expression and varying the expressions based on the characters.



## Reader’s Theater Activity

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

## Assessment Opportunity

The Oral Reading Record (pages 10–11) assesses students’ abilities to read fluently and accurately.

# Paige vs. Plastic

**Paige:** Suri, we need a vacation!

**Suri:** I agree! Where can we go? We have swum all around the world, and it is getting harder to find clean ocean water. I used to love hanging out in the dreamy blue waters of the Gulf of Mexico and the Caribbean. But since I started working with you, I have learned that these two bodies of water are two of the most polluted.

**Sharon the Shark:** Me too! One day, I almost fainted while swimming near Key West. I have since learned the oxygen levels in that area have dropped dangerously low from pollution.

**Danica:** My favorite was the Indian Ocean. But I learned that there are over four million square miles of pollution there now. I stay far away!

**Paige:** We can't let pollution take away all this beauty. When we get back from vacation, I will be well rested to present my plan of action!

**Sharon the Shark:** I have been exploring the South Atlantic Ocean. It is much less polluted since there are fewer humans there to mess it up.

**Paige:** Then that's where we will go and rest up in order to save our oceans!

# Extension Options

## Word Study

Prefixes, Bases, and Suffixes

1. Explain that prefixes are added to the beginnings of bases to change their meanings, while suffixes are added to the end of bases to change their meanings or functions. Knowing prefixes, bases, and suffixes can help decipher the meanings of new words.
  - Have students look at the word *pollution* on page 6 in the book. Here, *pollute* is a verb meaning “to make unclean”; the suffix *-tion* means “a state of being” and turns verbs into nouns.
  - Have students look at the word *researching* on page 14 in the book. Define the word by breaking apart the meaning of the prefix, base, and suffix (e.g., *re-* = “back, again”; *search* = “to examine”; *ing* = expressing action). *Researching* means “examining or looking at again.”
2. Have students search for words with prefixes and suffixes attached to bases in the book.
  - Record the words on the board or on chart paper.
  - Have students define the words using the base and meaning of the prefix or suffix.
  - Use the activity on page 7 to practice defining new words using prefixes, base, and suffixes. Provide index cards for the activity.

## Fluency Model

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

## Writing about Reading

Blog Post

1. Summarize and review the main ideas of *Paige vs. Plastic* with students.
2. Have students research the effects of plastic pollution on sea life.
3. They will write blog posts sharing what they have learned in an effort to inform humans about the damage they’re doing (page 8).
4. If time allows, have students share their blog posts with their classmates.

## Science Connection

Public Service Announcement

1. Using the research information from their blog posts, students will write public service announcement scripts (brief messages aired on radio or TV) for the celebrities of their choice. Explain that PSAs average about 30 seconds (no more than 80 words).
2. The PSA should include a catchy headline (not included in the 80 words), a statement of the problem, and a solution (page 9).
3. If time allows, have students share their PSAs with their classmates.

## Assessment Opportunity

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Prefixes, Bases, and Suffixes

**Directions:** Use the list of words generated in class to fill in the chart. After completing the chart, put each prefix, base, and suffix (without repeating) on their own index cards. Write prefixes in red, bases in blue, and suffixes in green. Place the cards facedown and shuffle them. Take turns with a partner to flip cards over and try to make new words.

| Unfamiliar Word  | Prefix   | Base           | Suffix      | Possible Meaning                  |
|------------------|----------|----------------|-------------|-----------------------------------|
| <i>pollution</i> | <i>X</i> | <i>pollute</i> | <i>tion</i> | <i>the state of being unclean</i> |
|                  |          |                |             |                                   |
|                  |          |                |             |                                   |
|                  |          |                |             |                                   |
|                  |          |                |             |                                   |
|                  |          |                |             |                                   |
|                  |          |                |             |                                   |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Blog Post

**Directions:** Write a blog post to inform people about the effects of plastic pollution on sea life.

Title \_\_\_\_\_

Sign Up

Avatar

Sidebar

Blog Content

Username

Password

Login

Blog Gallery Ideas Search

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# PUBLIC SERVICE ANNOUNCEMENT!

**Directions:** Write a public service announcement script using information from your blog post. Choose a celebrity to deliver the PSA.

# of seconds \_\_\_\_\_

start date: \_\_\_\_\_

stop date: \_\_\_\_\_

celebrity announcer: \_\_\_\_\_

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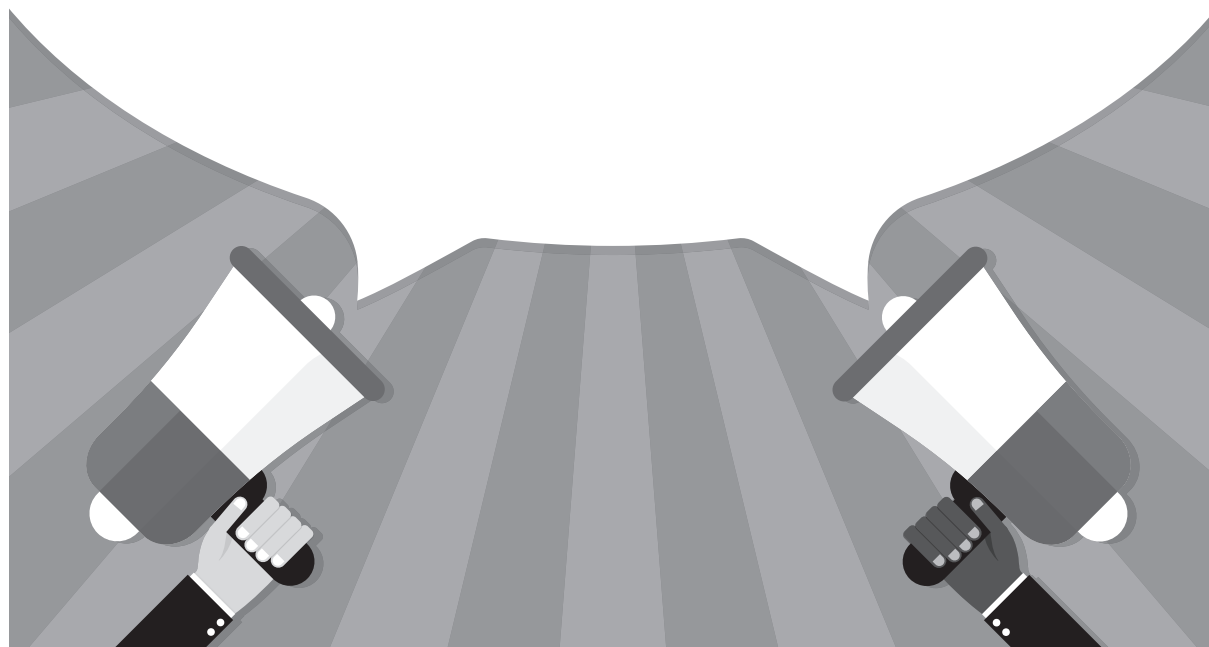
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## Paige vs. Plastic

On this Tuesday, Paige is one of the grumpiest mermaids to swim the seas!

In the past, Tuesday was Paige's favorite day of the week. *Past* Paige was a writer and a student.

*Past* Paige was becoming an environmentalist.

*Past* Paige went to Plankton University. And on Tuesdays, *Past* Paige attended the class "Plastic Banishment in the Wide Seas."

She'd sit down in class with her 10 textbooks, all hand-me-downs from Polly, her older sister.

Polly had been the first mermaid to study plastic pollution.

On those Tuesdays of the past, Paige would write down how her marine friends were getting caught in plastic bags.

She'd examine where in the ocean the greatest number of plastic bottles were found.



This passage was taken from pages 4–6 of the book.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Paige vs. Plastic

| Total Word Count | Codes      |                       |             |               |            |
|------------------|------------|-----------------------|-------------|---------------|------------|
| 119              | E = errors | SC = self-corrections | M = meaning | S = structure | V = visual |

| Word Count | Text  | E | SC | Cues Used |       |
|------------|---|---|----|-----------|-------|
|            |   |   |    | E         | SC    |
| 9          | On this Tuesday, Paige is one of the grumpiest          |   |    | M S V     | M S V |
| 14         | mermaids to swim the seas!                              |   |    | M S V     | M S V |
| 24         | In the past, Tuesday was Paige’s favorite day of the    |   |    | M S V     | M S V |
| 33         | week. <i>Past</i> Paige was a writer and a student.     |   |    | M S V     | M S V |
| 39         | <i>Past</i> Paige was becoming an environmentalist.     |   |    | M S V     | M S V |
| 47         | <i>Past</i> Paige went to Plankton University. And on   |   |    | M S V     | M S V |
| 54         | Tuesdays, <i>Past</i> Paige attended the class “Plastic |   |    | M S V     | M S V |
| 59         | Banishment in the Wide Seas.”                           |   |    | M S V     | M S V |
| 69         | She’d sit down in class with her 10 textbooks, all      |   |    | M S V     | M S V |
| 75         | hand-me-downs from Polly, her older sister.             |   |    | M S V     | M S V |
| 84         | Polly had been the first mermaid to study plastic       |   |    | M S V     | M S V |
| 85         | pollution.  |   |    | M S V     | M S V |
| 94         | On those Tuesdays of the past, Paige would write        |   |    | M S V     | M S V |
| 102        | down how her marine friends were getting caught         |   |    | M S V     | M S V |
| 105        | in plastic bags.  |   |    | M S V     | M S V |
| 113        | She’d examine where in the ocean the greatest           |   |    | M S V     | M S V |
| 119        | number of plastic bottles were found.                   |   |    | M S V     | M S V |

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

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Paige vs. Plastic

**Directions:** Read each question, and choose the best answer.

1. Which of the following statements summarizes the main idea of the story?
  - A. Paige resents having to deliver mail and packages.
  - B. Paige finds a way to deliver mail and clean up the oceans.
  - C. Paige's friends are vain and materialistic.
  - D. Polly is no longer around to help Paige.
2. Which adjective best describes Suri?
  - A. grumpy
  - B. rude
  - C. silly
  - D. spunky
3. Which of the following words contain all three word parts: a prefix, base, and a suffix?
  - A. sadness
  - B. infinite
  - C. researching
  - D. packages
4. Which sentence describes Paige's character?
  - A. Paige's life goal is to help others—that's all she wants to do.
  - B. "We can remember your sister in other ways, too."
  - C. "Polly used to say the most meaningful change has to come from above."
  - D. "There was a clear future ahead, it seemed."
5. The graphic novel format:
  - A. lets the author rhyme easily.
  - B. allows readers to use the images to understand the story.
  - C. portrays characters more accurately.
  - D. give illustrators an opportunity to become writers.

# PAIGE VS. PLASTIC



By Monika Davies

Illustrated by Arielle Jovellanos

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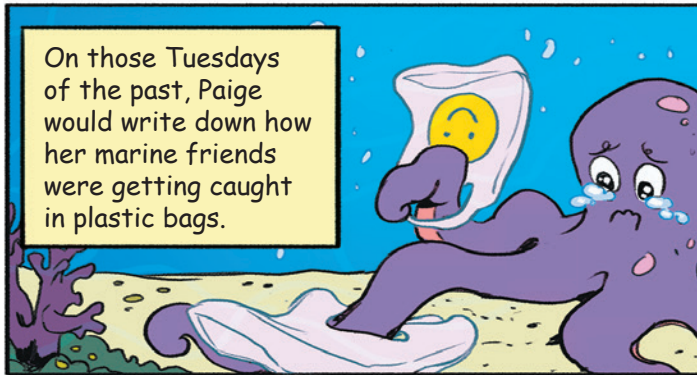
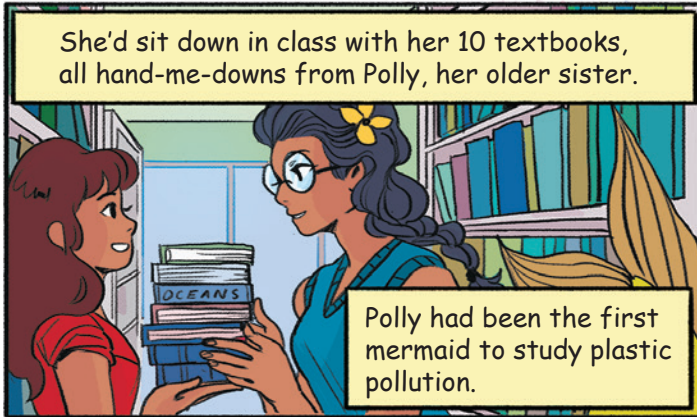
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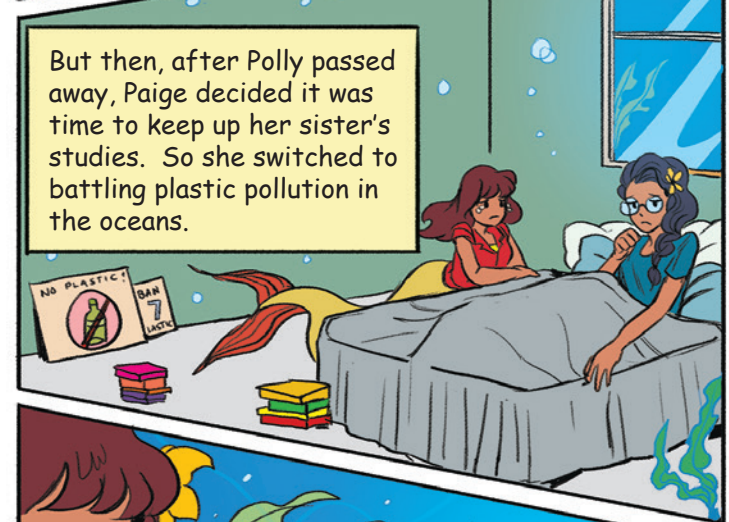
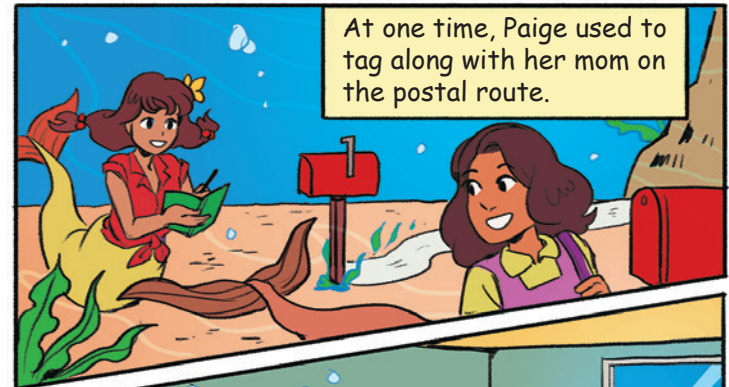
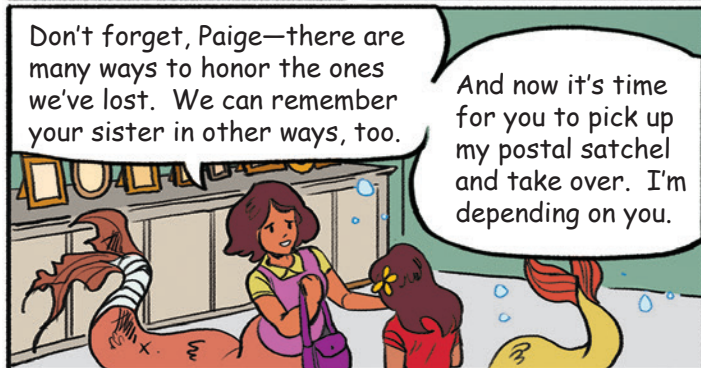
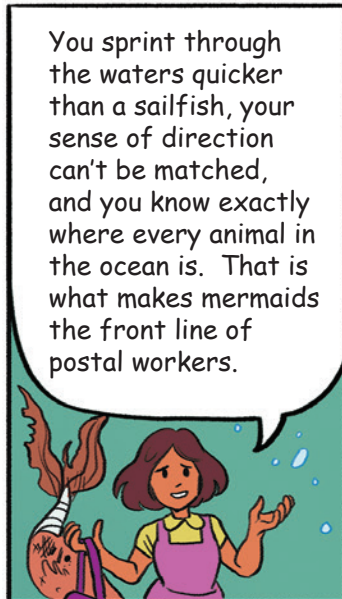
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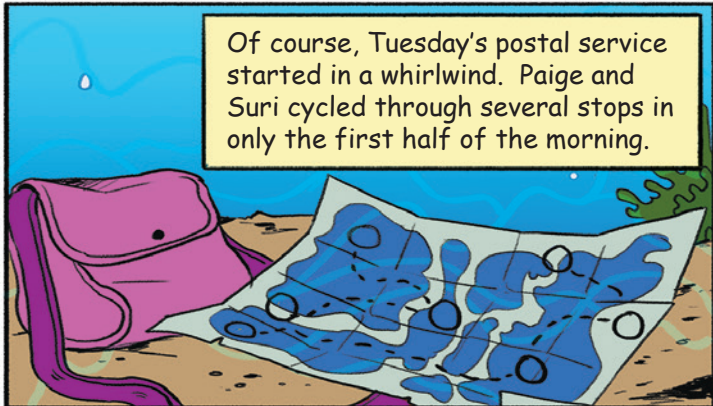
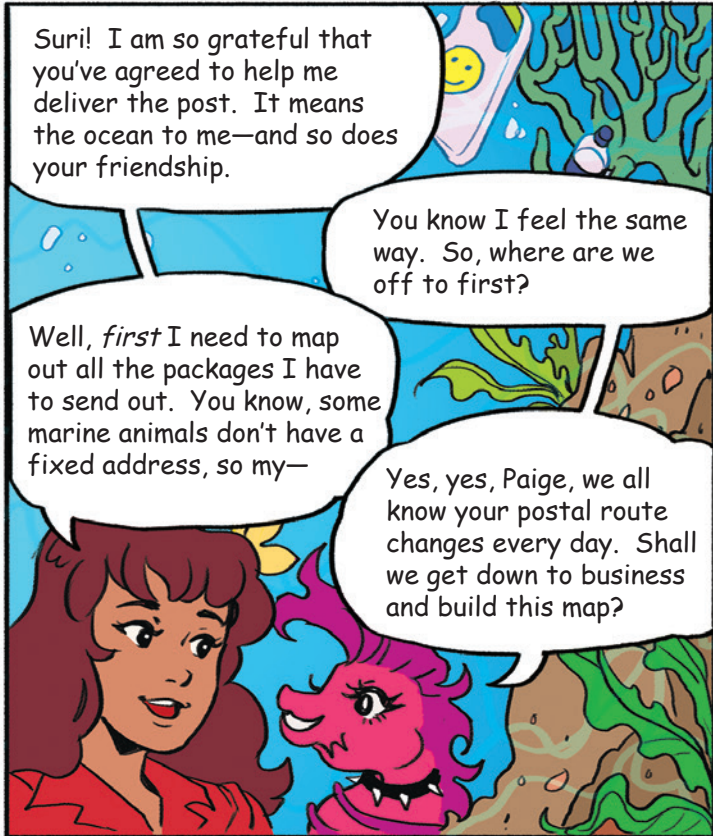




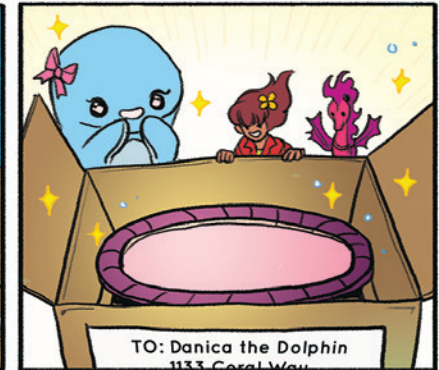
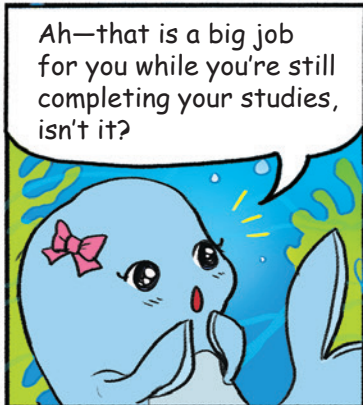
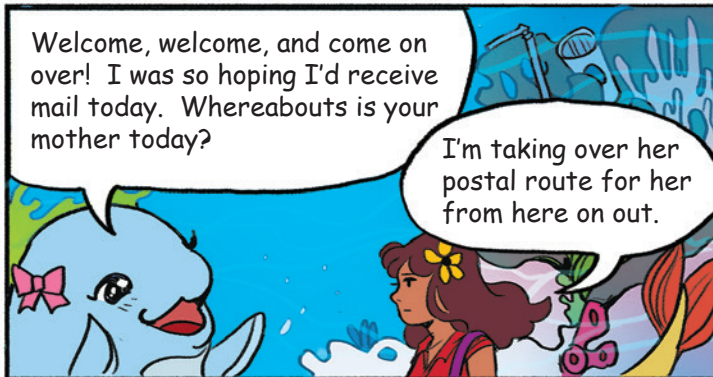




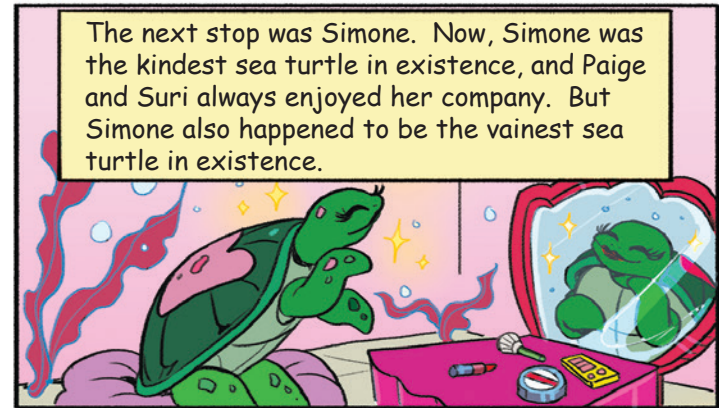
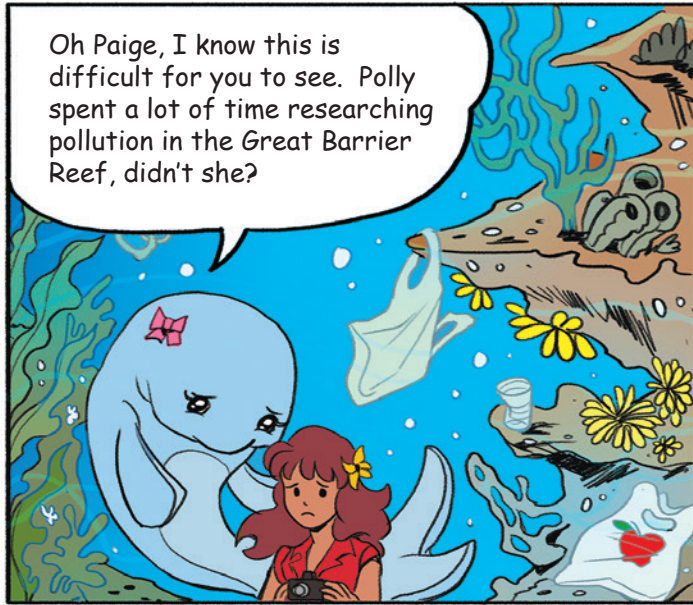








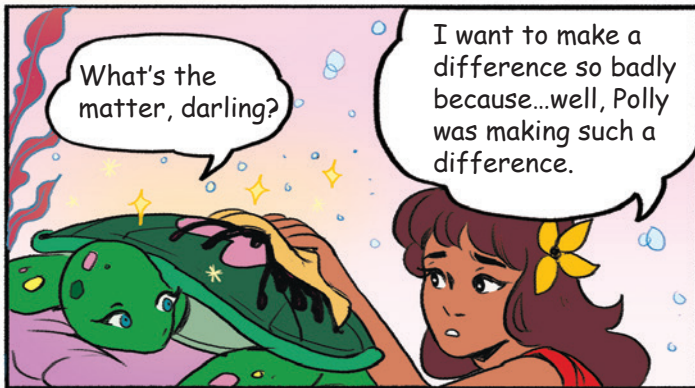








Paige, be a dear and polish my shell for a few quick minutes before you go?



What's the matter, darling?

I want to make a difference so badly because...well, Polly was making such a difference.



She knew the names of every mermaid who'd accidentally eaten a bit of a plastic bag. She kept a record of every sea turtle who got caught in plastic rings. She was so good at keeping track of marine creatures in danger, you know?



But darling, you are your own person.

I just don't want her work to be forgotten. I want her...I want her to be remembered.

And I want to find a way to help my friends. That's all I've ever wanted to do.

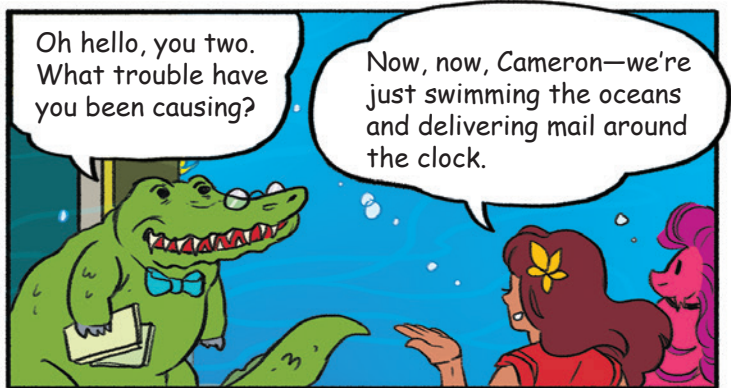


Now, now, none of that sadness. I guarantee there is a way for you to be both a wonderful postal worker *and* a wonderful ocean protector for your friends.

Paige and Suri whirled in and out of the currents, hurtling toward their second-to-last stop of the day: Cameron the Crocodile, one of the fiercest predators to roam the ocean.



However, Paige and Suri simply knew Cameron as the harmless crocodile who could never find his reading glasses to browse his favorite gossip magazines.



Oh hello, you two. What trouble have you been causing?

Now, now, Cameron—we're just swimming the oceans and delivering mail around the clock.



How is your first official day taking over for your mother?

I'm—we're—having a hard time adjusting to this...change of pace.





I just—I want to use my degree and studies to help my friends. And—well, now I'm stuck delivering mail.

We are never set on a single path.



We can do an infinite number of things with our lives. We never have to be only one thing.

I am known as one of the scariest creatures of the sea. But I also take care of my family and read these lovely gossip magazines. We all have layers, and we are fully capable of being many things to many people.



Why do you enjoy reading these gossip magazines so much?



I like reading stories about the animals who live in the ocean, even when they're a bit silly or ridiculous.

They're fun to read, and I like learning about how others live.





Paige and Suri whirled into the chilly Pacific waters toward the final stop on their route: Ollie the Octopus.

Ollie was a very civilized three-year-old octopus. He was also the shy sort of octopus; he grew nervous even when he was meeting with old friends.



Ollie, come on, I know you're around. It's only Paige and Suri. Trust us, it's okay to peek your head out.

Yeah, Ollie, don't do that whole blend-into-the-ocean-floor routine today, please!







Oh no, Ollie, what are you doing with all those straws?!



Ollie, don't you ever, ever touch—or worse yet, eat—those straws! I don't want you to get hurt.



Sometimes when I am cleaning the ocean floor, I munch on the plastic I pick up. There's no need to get terribly worried.



No, this is exactly what I'm worried about! When Polly got sick, I promised her I would find a way to protect our friends from all the plastic around us.



But...there's a lot of plastic around us, Paige—and we can only get rid of so much.



Polly used to say the most meaningful change has to come from above.



So, what exactly can we marine creatures do?

It's not about us. It's about what the humans can do and how they can alter how they live their lives.







As Paige swam through the wide, blue ocean, the beauty of her home seemed to speak to her.

She remembered how her sister loved the blue of the sea, how it changed hues depending on how much sun broke through the water.



Polly might not be around anymore...

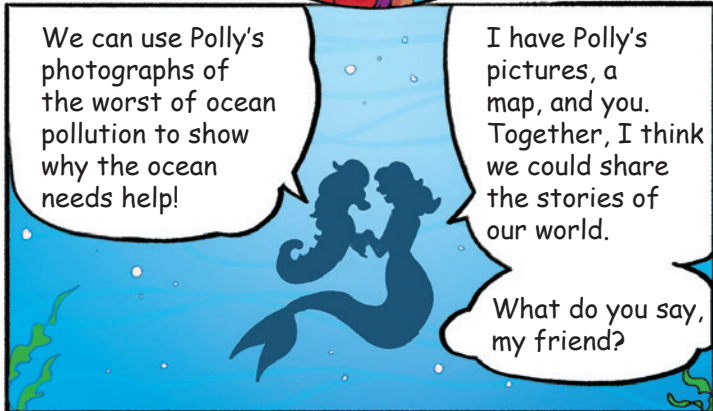
...but Paige knew she could still find ways to honor and continue her sister's legacy—while still following her own path.





Suri, think of all the stories we see on our postal route. We have friends in every corner of the ocean.

We could write a blog about the dangers our home faces when the ocean is polluted with plastic.



We can use Polly's photographs of the worst of ocean pollution to show why the ocean needs help!

I have Polly's pictures, a map, and you. Together, I think we could share the stories of our world.

What do you say, my friend?



The pair looked out at their blue world—ready to make plans and make waves.

There was a clear future ahead, it seemed.

## About Us

### The Author

Monika Davies is a Canadian writer and traveler. As a kid, she wanted to become a mermaid—or a postal worker. Sadly, neither dream came true. But she does believe humans can take care to recycle as well as use less plastic. Saving our oceans is a team effort! Monika graduated with a bachelor of fine arts in creative writing. She has written over 20 books for young readers.

### The Illustrator

Arielle Jovellanos is an artist with a passion for visual storytelling. She uses a fresh and light tone in her graphic novel work. She grew up watching Disney movies and drawing her own variations on Sailor Moon in the margins of her schoolbooks. She earned degrees in illustration and fiction writing. Today, she loves musical theatre and collecting playbills.

## Book Club Questions

1. Why is plastic so harmful to the environment?
2. What are some ways that plastic in the ocean affects marine life?
3. What kind of work does an environmentalist do?
4. What are some ways that humans can reduce their use of plastic?
5. Is it the responsibility of humans to protect and save our environment? Why?
6. How do the stories of others help us understand and empathize with them?