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Created *by* Teachers *for* Teachers and Students

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Teacher Created Materials Bookroom K-2

This sample includes the following:

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- Lesson Plan** (2 pages)
- Oral Reading Record Assessment** (1 page)
- Comprehension Assessment** (1 page)
- Reader** (12 pages)

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Children **love** to Learn!

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Teacher Created Materials
Bookroom

**Management
Guide**

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How to Use This Product

Setting up the *Teacher Created Materials Bookroom* is as simple as unpacking the shipping boxes and placing the guided reading level bins in order (alphabetically, by guided reading level) on shelving units. The Grades K–2 Bookroom offers levels A–N, the Grades 3–5 Bookroom provides levels M–V, and the K–5 Bookroom includes all levels, A–V. Each labeled bin is pre-packed with a varying number of pouches, each of which includes 6 copies of a leveled book, an easy-to-use lesson plan, and a checkout card. For a complete list of books offered in each bin, see Appendix A.

Components

Leveled Books

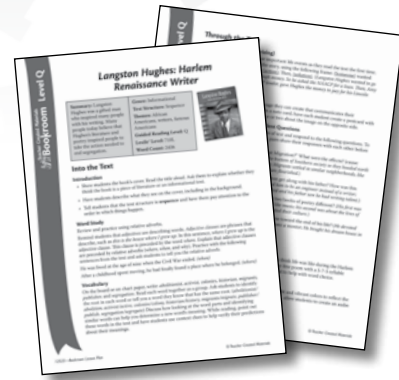
The collection of books in the *Teacher Created Materials Bookroom* includes titles from a variety of successful series.

- ***TIME FOR KIDS Nonfiction Readers*** are designed to enhance any reading program. Each book motivates students to want to read with high-interest content and engaging photographs. The authentic reading experiences help students develop vocabulary, comprehension, and fluency skills.
- ***Read! Explore! Imagine! Fiction Readers*** have been developed to enhance any reading program. The books motivate students with engaging, well-illustrated stories that are targeted for their age and interest levels.
- ***Primary Source Readers*** are designed around primary sources that provide details about a particular subject. These primary sources include personal papers, letters, notes, photographs, drawings, government documents, and more. With primary sources, history changes from a textbook study of events to a more intimate focus on the humans who shaped each historical event.
- ***Science Readers*** provide students with access to high-quality informational text partnered with scientific investigations. Teachers model a variety of literacy strategies while teaching science content in a meaningful context. Many of the activities in Science Readers support STEAM education.
- ***Targeted Phonics Readers*** engage new readers and provide opportunities for teaching early reading skills that facilitate a basic understanding of phonics and literacy.



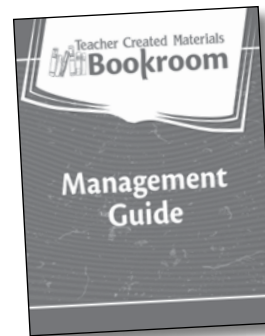
Lesson Plans

The easy-to-implement lesson plans were specifically designed to support guided reading instruction. Activities help teachers implement a balanced literacy framework with suggestions for before, during, and after reading. For detailed information on using the lessons, see “Teaching a Lesson” on page 29.



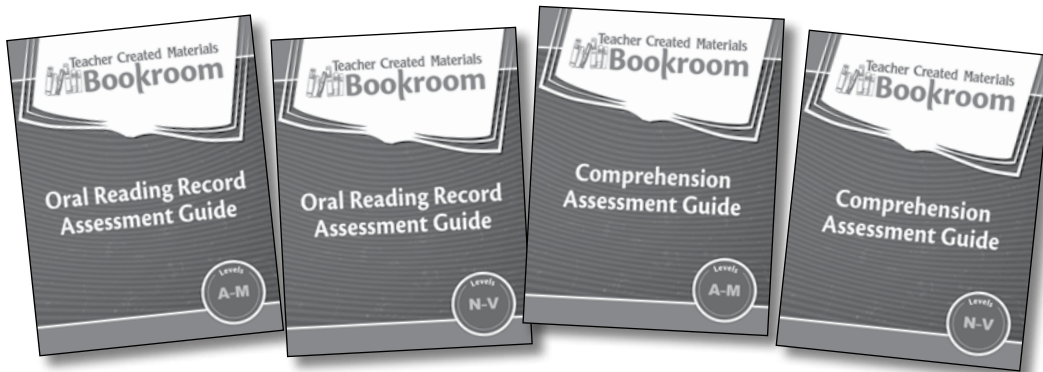
Management Guide

The Management Guide provides information on how to efficiently and effectively implement the *Teacher Created Materials Bookroom*, as well as best practices for implementing balanced literacy and differentiated reading instruction.



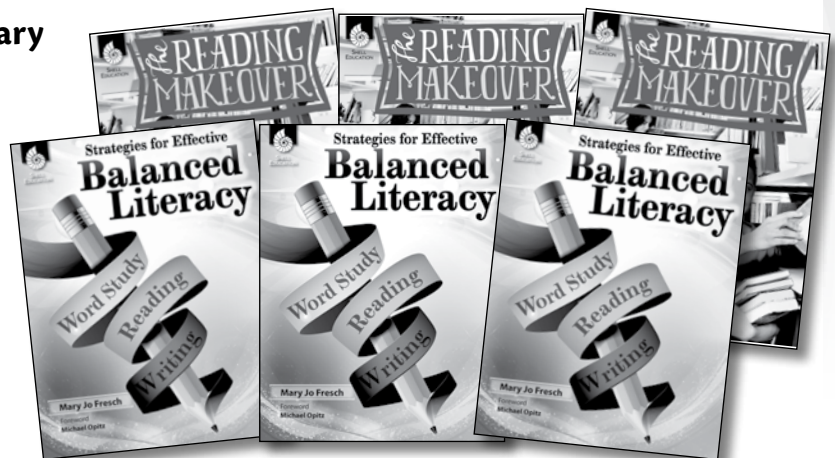
Assessment Guides

The Assessment Guides include an oral reading record and a comprehension assessment for each title, as well as guidance for administering the assessments.



Professional Development Mini-Library

Three copies each of two professional resources support teachers in their implementation of balanced literacy and guided reading.



Teaching a Lesson

The *Teacher Created Materials Bookrooms Lessons* each contain activities to address word study, vocabulary, comprehension, and writing. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson begins with an overview box that provides key information for planning purposes. The lessons include direction for instruction and practice before, during, and after reading.

Into the Text

- **Introductory Activity:** Teachers and students will discuss observations about the book's cover and title, discuss genre, and activate background knowledge.
- **Word Study:** Each activity targets a Common Core Language or Foundational Skills standard. These standards include topics such as generalizing spelling patterns, identifying affixes, generating synonyms, or pluralizing irregular nouns.
- **Vocabulary Activity:** Students will receive an introduction to key vocabulary words in the text, or words that will help them better understand concepts in the text.

Through the Text

- **Comprehension Focus:** Within each text, a specific reading skill or strategy is taught through explicit instruction, teacher modeling, guided practice, and independent application.
- **Language Support:** Differentiation options are presented to aid in supporting English learners access the text and/or respond to the text. Each option focuses on developing reading, writing, speaking, or listening proficiency.
- **Text-Dependent Questions:** These comprehension questions require students to think critically and cite evidence directly from the text.

Beyond the Text

- **Writing Activity:** Each writing prompt allows students to creatively reflect on their reading. Some options include friendly letters, brochures, persuasive posters, and picture books.
- **Extension Activity:** These multi-modal activities engage students as they apply new knowledge gathered from the text in a fun and creative way.



Assessment Options

Oral Reading Records and Comprehension Assessments are available for each *Teacher Created Materials Bookroom* title. The assessments can be found in the Assessment Guides, or can be downloaded from the Teacher Created Materials website. Directions for downloading assessments, as well as administering, scoring, and interpreting oral reading record assessments, can be found in the Assessment Guides.

Assessments can be accessed at the following web address:

<http://www.tcmpub.com/download-files>

The access codes for the Assessment Guides are as follows:

Oral Reading Records Assessment Guide, Levels A–M: 02950932

Oral Reading Records Assessment Guide, Levels N–V: 33359225

Comprehension Assessment Guide, Levels A–M: 74194011

Comprehension Assessment Guide, Levels N–V: 46971793



Homes Around the World

Summary: Houses come in all shapes and sizes. Families live in many different kinds of homes.

Genre: Informational

Comprehension Focus: Making Connections

Text Structure: Compare and Contrast

Themes: houses, buildings, families

Guided Reading Level: J

Lexile® Level: 360L

Word Count: 293



Into the Text

Introduction

- Show students the book's cover. Read the title aloud. Ask them to explain whether they think the book is a piece of literature or an informational text.
- Have students describe what they see on the cover, including in the background.

Word Study

Students will practice using possessive nouns.

Explain that we can add an apostrophe and an *-s* to the end of a noun to show that someone or something has ownership. For example, *Chloe's house is blue*. The apostrophe after Chloe shows that she owns the house. Have students practice by writing sentences to show ownership amongst items and students in the class. (*Demir's pencil is blue; I like Samarra's jacket.*)

Vocabulary

Write the following words on the board: *cottage, yurt, hut*. Show pictures of these homes from *Homes Around the World*. Have students fold a sheet of paper into fourths. In three of the sections, have them draw and label a picture of each of these homes. In the final section, have each student draw a picture of his or her home.

Through the Text

Comprehension (Making Connections)

Students will make connections as they read the text.

Examine the text's title and cover images. Ask students if anything they see reminds them of something they might have seen in another book, in the world, or in their lives. Explain that these are called *connections* because they connect the book to something we have already seen or know. Model making a connection after reading page 3 of the text aloud. (*When I went to Africa, I stayed in a traditional hut. The roof was made of straw, and the floor was dirt. It looked like the bottom picture on page 3, but it had dirt walls.*) Tell students that making connections can help them remember and understand the text. Using background knowledge will always help us better understand new concepts. Guide students as they read the remaining text aloud, either as a group, with partners, or independently. Provide students with sticky notes, and encourage them to write down any connections they make as they read.

Language Support

Preview the pictures in the book, and discuss different types of houses. Have students use descriptive words to talk about the homes in which they live.

Text-Dependent Questions

Have students reread specific portions of the text as noted below and respond to the following questions. To maximize their learning, have student pairs share their responses with each other before discussing them as a group.

1. Reread pages 8 and 9. How are *yurts* and *mobile homes* similar? (*Yurts and mobile homes can both be moved.*)
2. Revisit page 13. What has to happen before a family moves into a clay house? (*The clay needs to dry in the sun.*)
3. Read page 14. How does a leaf roof keep the inside of a house dry? (*Rain slides off the leaves and falls to the ground.*)
4. Reread page 18. What makes a home feel like a castle to a family? (*It is the place where they live and love.*)

Beyond the Text

Writing About Reading

Have each student prepare a presentation about his or her house. The student should write about the kind of house he or she lives in, how many people live in it, and what is special about it. Invite students to share their presentations with the class.

Extension Activity

Using a shoe box, have each student create a representation of his or her home. Provide other materials, such as scissors, glue, construction paper, and paint, for adding embellishments.

Homes Around the World

.....

Total Word Count	Codes				
95	<i>E = errors</i>	<i>SC = self-corrections</i>	<i>M = meaning</i>	<i>S = structure</i>	<i>V = visual</i>

Word Count	Text	E	SC	Cues Used					
				E		SC			
9	All over the world, people live in different kinds			M	S	V	M	S	V
11	of homes.			M	S	V	M	S	V
19	What kind of home do you live in?			M	S	V	M	S	V
29	This home is a cottage. It sits near a lake.			M	S	V	M	S	V
39	This home is a farmhouse with a large barn. The			M	S	V	M	S	V
47	people who live there step outside their door			M	S	V	M	S	V
53	and they are on their farm.			M	S	V	M	S	V
63	This home is a yurt. The people who live here			M	S	V	M	S	V
71	move often, and their yurt goes with them.			M	S	V	M	S	V
81	This home travels, too. It is a motor home. When			M	S	V	M	S	V
90	the people who live here are ready to move,			M	S	V	M	S	V
95	they pack up and go!			M	S	V	M	S	V
				M	S	V	M	S	V
				M	S	V	M	S	V
				M	S	V	M	S	V
				M	S	V	M	S	V
				M	S	V	M	S	V
				M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Name _____ Date _____

Homes Around the World

Directions: Read each question carefully. Choose the best answer. Fill in the bubble for the answer you have chosen.

1 A _____ is good for a family with animals.

- (A) motor home
- (B) farmhouse
- (C) cottage
- (D) yurt

2 Which one is for many families?

- (A) a yurt
- (B) a cottage
- (C) an apartment building
- (D) a motor home

3 Both a yurt and a motor home _____.

- (A) can move
- (B) are very large
- (C) can fold up
- (D) have wheels

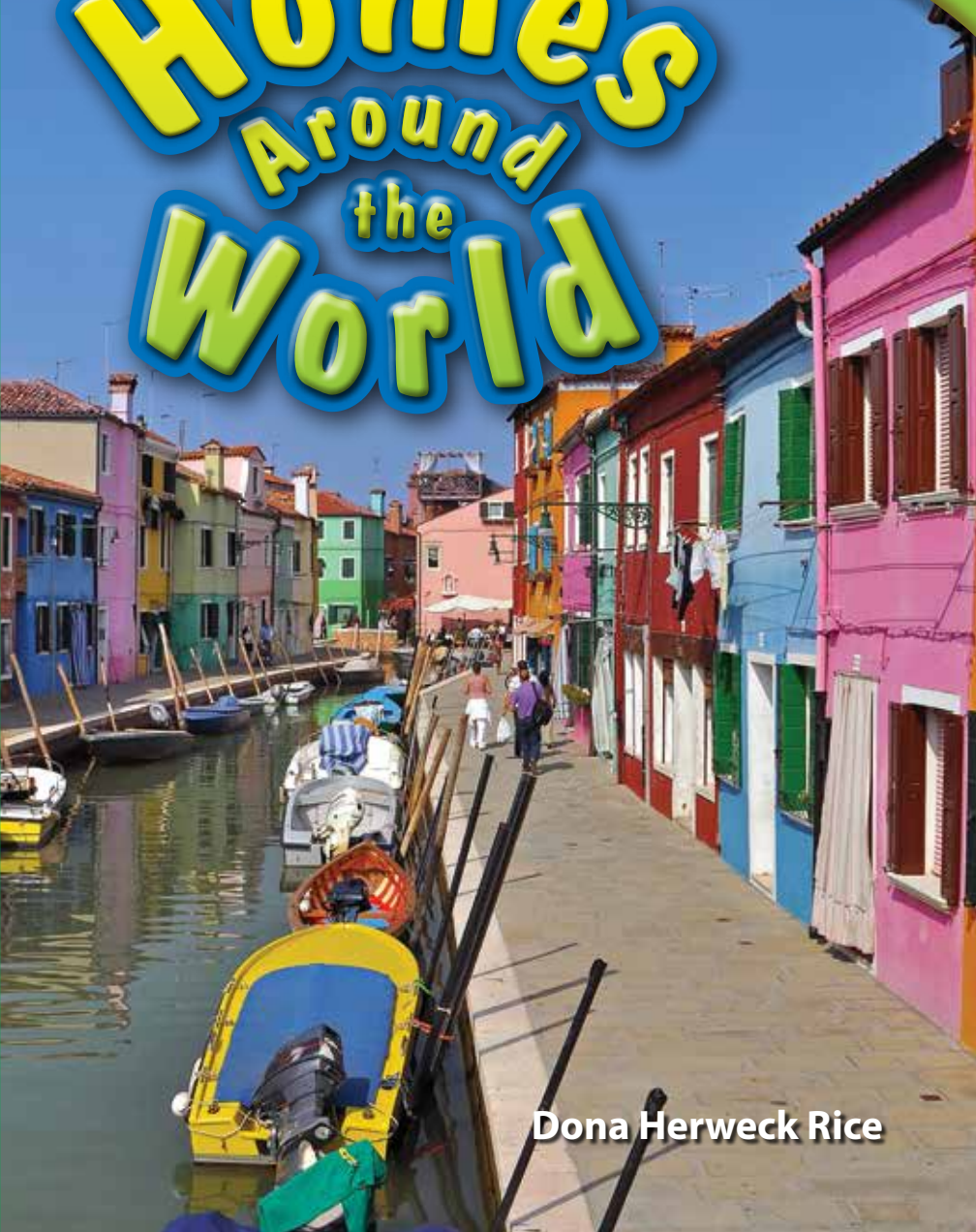
4 Which one is the biggest home?

- (A) a yurt
- (B) a cottage
- (C) a house
- (D) a castle

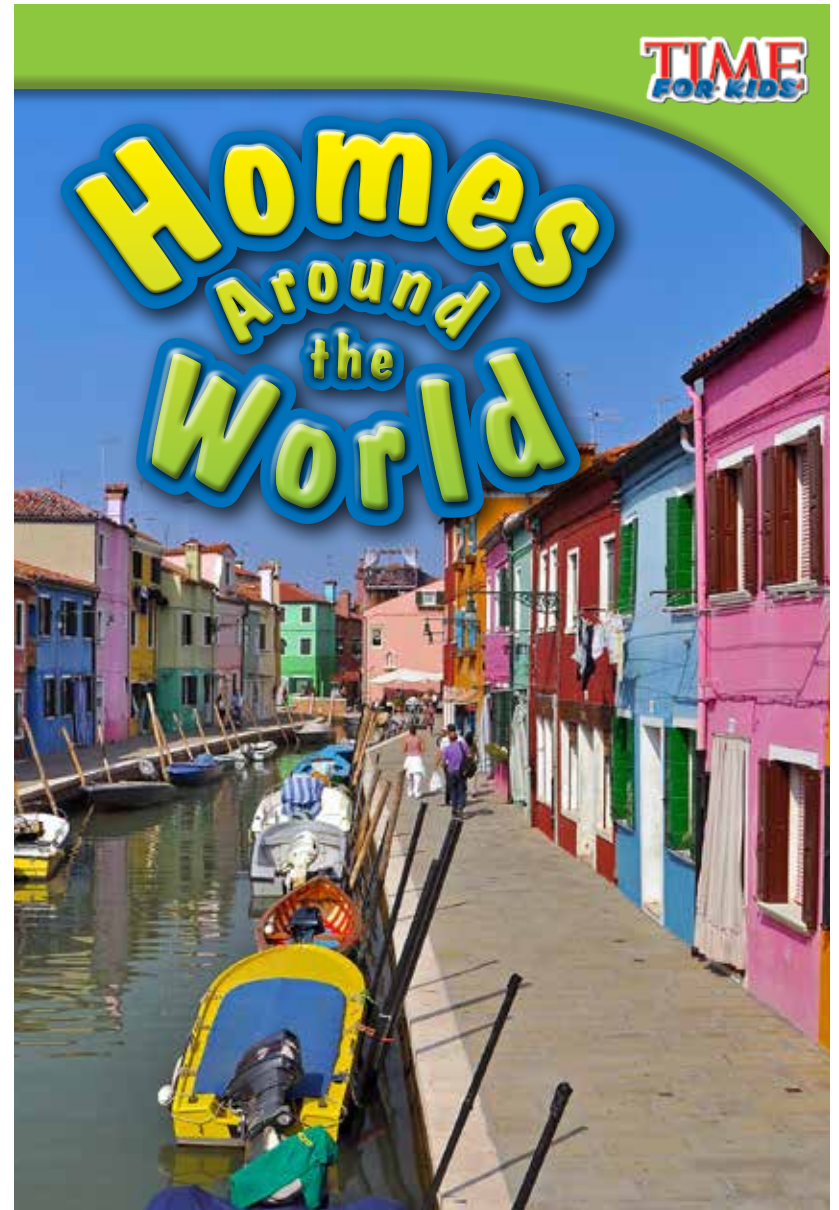


TIME
FOR KIDS

Homes Around the World



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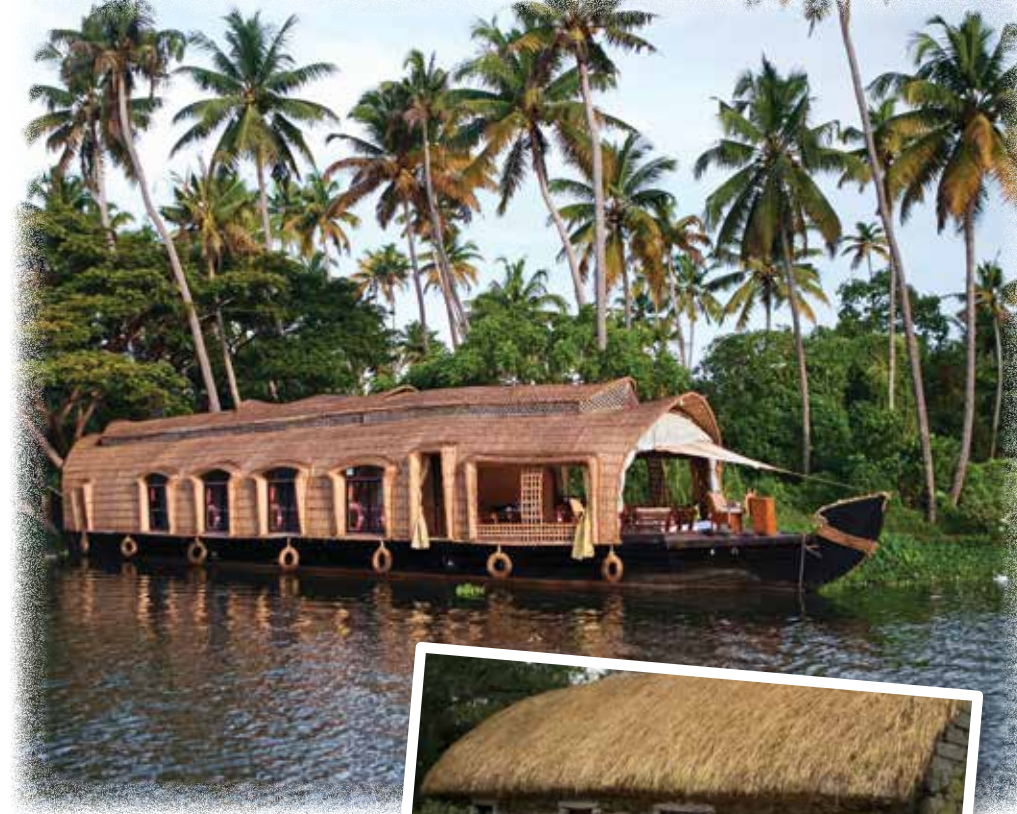
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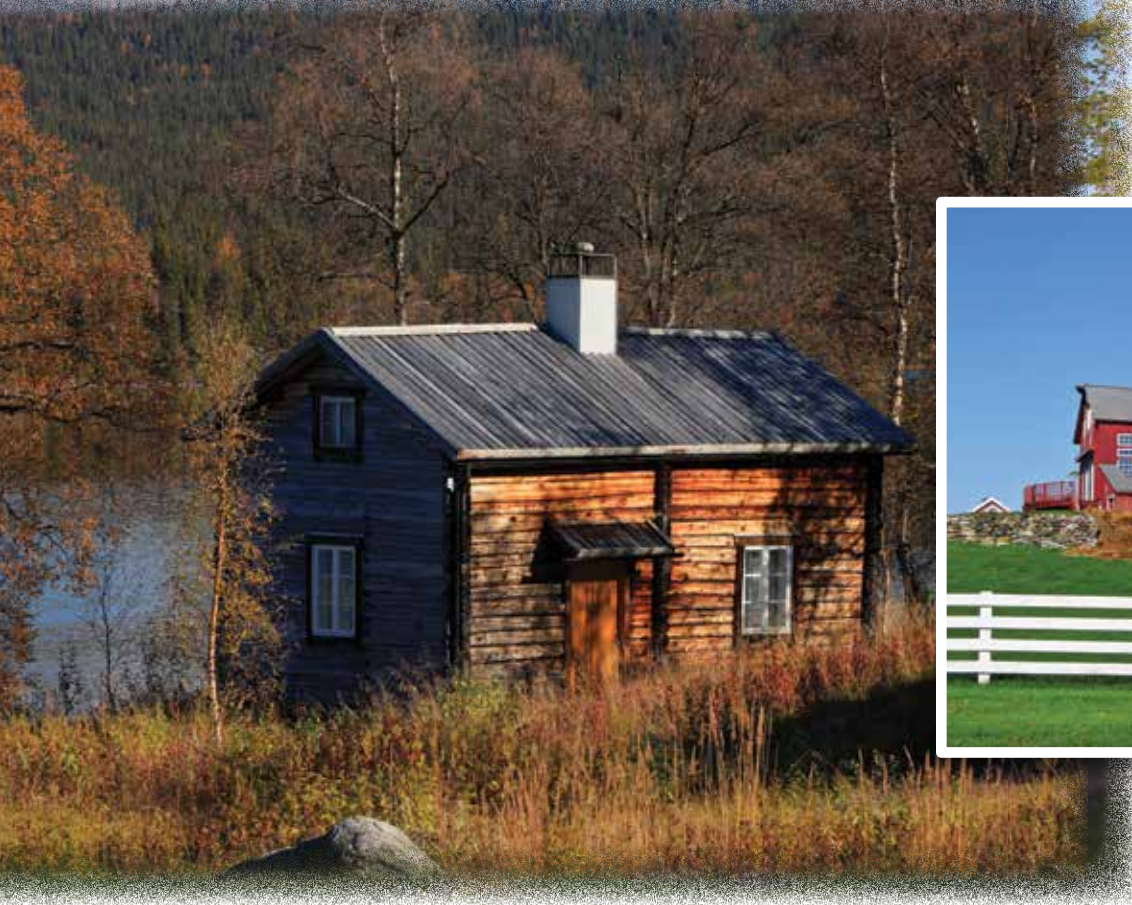


**All over the world, people
live in different kinds of
homes.**



What kind of home do you live in?





This home is a **cottage**.
It sits near a **lake**.



This home is a **farmhouse** with a large **barn**. The people who live here step outside their door and they are on their **farm**.



This home is a yurt. The people who live here move often, and their yurt goes with them.



This home travels, too. It is a motor home. When the people who live here are ready to move, they pack up and go!



This home is an apartment building. There are many homes inside this building, and many families live here.



This home is for one family. It is much smaller than an apartment building.



This home is painted in bright colors, and it has a roof made from plants. Some homes are only one color, but this one has many colors.



This home is not painted. It is made of clay. The clay dries in the sun. When it is ready, the family moves inside.



These homes are in a warm, rainy place. Each roof is made of leaves. Rain slides off the leaves and drops to the ground. The people stay dry inside their snug houses.



This home is a castle. Only one family may live here, but many people take care of this house.



This home may look like a castle, but it is not. It is like an apartment building. It is made of adobe, a kind of clay.



These homes may be small and simple, but the families who live here do not think so. They think their huts are like castles.

Glossary



The place where a family lives and loves feels like a castle to them.



apartment building



huts



castle



motor home



cottage



yurt



farmhouse

Words to Know

adobe	homes
apartment	house
barn	huts
building	kind
castle	motor home
clay	painting
cottage	snug
different	tent
dries	travels
family	world
farmhouse	

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