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Teacher Created Materials Bookroom Grade-Level Collection Grade K

This sample includes the following:

Management and Assessment Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (4 pages)

Lesson Plan (2 pages)

Comprehension Assessment (1 page)

Oral Reading Record Assessment (1 page)

Reader (10 pages)

To Create a World ⁱⁿ which
Children love to Learn!

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Teacher Created Materials
Bookroom
Grade-Level Collection

**Management and
Assessment Guide**



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How to Use This Product

Setting up the *Teacher Created Materials Bookroom Grade-Level Collection* is as simple as unpacking the shipping box and placing the bin on a shelf. The grade K collection includes guided reading levels A–D. The labeled bin is pre-packed with 15 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 this grade-level bin, see Appendix A.

Components

Leveled Books

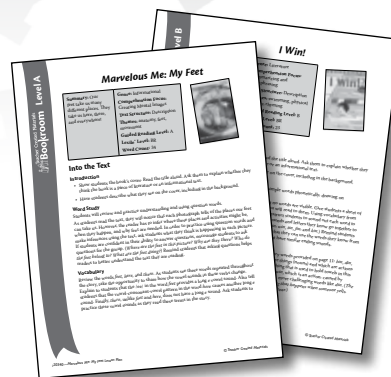
The collection of books in the *Teacher Created Materials Bookroom Grade-Level Collection* includes titles from a variety of successful series.

- ***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 studying events in a textbook 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.
- ***Early Childhood Themes Readers*** meet the needs of young learners by supporting the importance of play and meaningful experiences. The fun and engaging readers cover topics that are developmentally appropriate for students at this level.



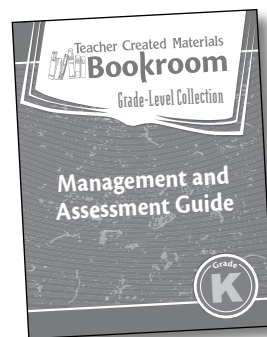
Lesson Plans

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.



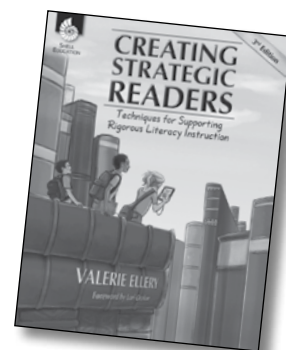
Management and Assessment Guide

The Management and Assessment Guide provides information on how to efficiently and effectively implement the *Teacher Created Materials Bookroom Grade-Level Collection* as well as best practices for implementing balanced literacy and differentiated reading instruction. The comprehension assessment and oral reading record for each title are included, along with guidance for administering the assessments.



Professional Development

One copy of *Creating Strategic Readers: Techniques for Supporting Rigorous Literacy Instruction* is provided as a professional resource that supports teachers in their implementation of a comprehensive literacy classroom.



Teaching a Lesson

The *Teacher Created Materials Bookroom Grade-Level Collection* 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 help support English language 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.



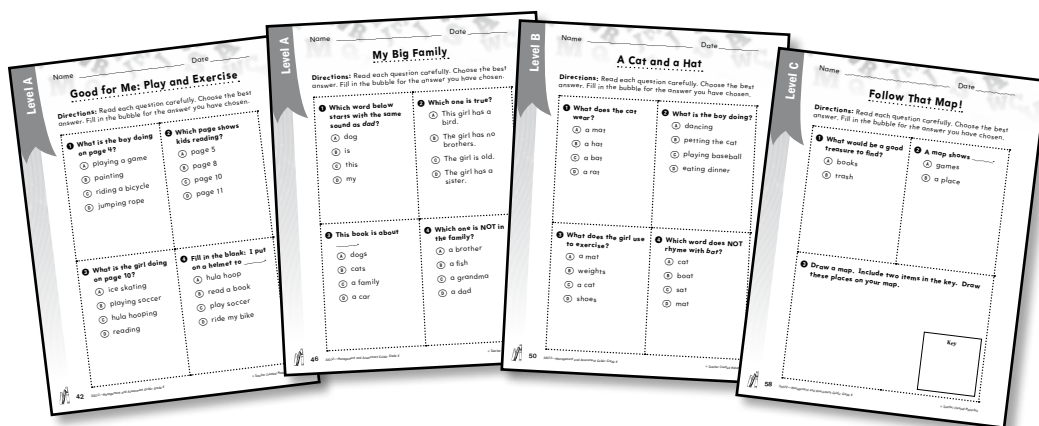
How to Use the Assessments

Assessment Opportunities

When working with the books and lessons in the *Teacher Created Materials Bookroom Grade-Level Collection*, teachers can assess students' progress and reading development in a variety of ways. Assessments are provided for all of the books in the *Bookroom Collection* resource, offering teachers the option to use any title to assess fluency or comprehension. Teachers may use them when and how they feel will best serve their classroom needs. These assessments and tools may be photocopied from the Management and Assessment Guide, or PDF files can be downloaded from the website www.tcmpub.com/download-files. To access the assessments in this resource, use the access code 30850713.

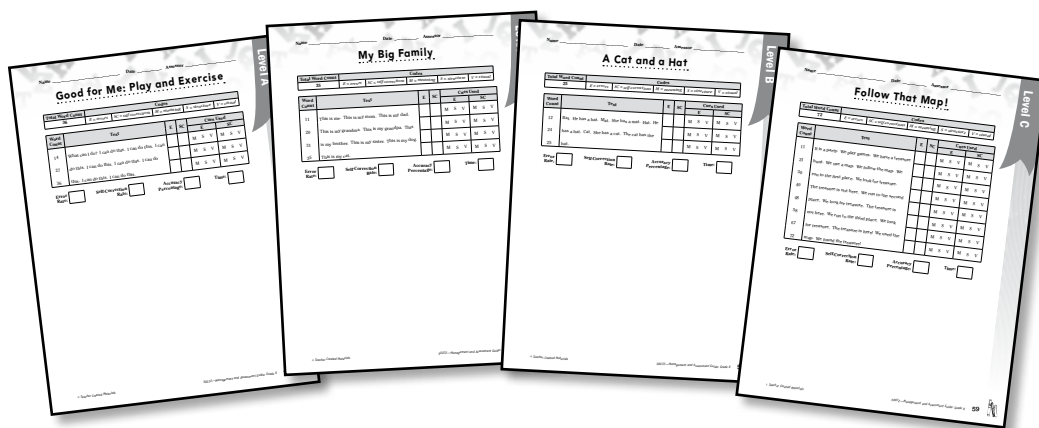
Comprehension Assessments

A comprehension assessment is included for each title. These assessments are offered primarily in a multiple-choice format, providing an opportunity to both gauge student learning in relation to content and practice with standardized-test formats.



Oral Reading Records

An oral reading record for each book is also included. Detailed instructions for using the oral reading records are provided on the following pages of this Management and Assessment Guide. Depending on instructional needs, teachers may use the oral reading records as a diagnostic placement tool.



Into Space

Summary: A young girl keeps her eyes on the sky as she greets the sun, the moon, and the stars. At night, she dreams of blasting off into space and greeting all the planets up close.

Genre: Literature

Comprehension Focus: Establishing a Purpose

Text Structure: Sequence

Themes: space, planets, adventure

Guided Reading Level: D

Lexile® Level: AD140L

Word Count: 42



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 review and practice following words from left to right, top to bottom, and page by page.

Go to page 4 of the story. Use your finger to show students where to begin reading. Explain to students that when reading, you begin at the top of the page and move to the bottom. You read across the page from left to right, and then down beginning again on the left. On page 4, there is only one line to read left to right. With no text on page 5, the reader can turn to the next page. However, show students page 6 as an example of more than one line of text. As students read the first line, they must travel back to the left of the page to continue reading the next line beneath. Encourage students to follow along with their finger as they read the text, top to bottom, left to right.

Vocabulary

Review the meanings of the words *sun*, *moon*, *comet*, and *planets*. Discuss when you might see these objects during the day or night. Draw a circle, dividing the circle in half using a straight line. Label one half of the circle *Day* and the other half *Night*. Draw the vocabulary terms on the side of the circle to show when they can be seen. Students may suggest other objects to add to the chart.

Through the Text

Comprehension (Establishing a Purpose)

Students will establish a purpose as they read the text.

Introduce the story to students. Explain that the book is a story about a young girl's excitement surrounding outer space. Help students to understand that the purpose of reading this story is to use their imaginations to explore new and exciting things. Ask students questions to determine purpose and build excitement. (*Have you ever wondered what it would be like to travel into outer space? Would you want to travel far away to see the moon, the sun, and the stars? The main character in this book dreams of doing that. Maybe you are just like her!*) Encourage students to find connections to the character for the purpose of enjoying the story and using their imaginations.

Language Support

Ask students to identify rhyming words used on each page to connect the text further. Learners should build fluency by finding the rhythm and rhyme of this selection.

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 students share their responses with partners before discussing them as a group.

1. Look at pages 2 and 3. What can the main character see during the day? (*She can see the sun in the sky.*)
2. Go to page 6. Where does she say hello to Jupiter and Mars? (*She says hello to Jupiter and Mars in school during Show-and-Tell.*)
3. Return to page 8. What helps the main character see comets? (*She uses a telescope to see things far away, like comets.*)
4. Reread page 14. How does the main character travel into space? (*She travels to outer space in a rocket ship in her dreams.*)

Beyond the Text

Writing About Reading

Have students choose a place mentioned in the story—the sun, moon, Jupiter, or Mars. Ask students to write 1–2 sentences about travelling into space and what they would see at their destination. Provide the following sentence frames as needed: *I will go to _____ and I will see _____.*

Extension Activity

Have students create their own planet and draw a picture of it. Have them answer questions about the planet they created. Do people live there? What types of plants and animals grow there? Is it big or is it small?

Name _____ Date _____

Into Space

.....

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

1 What does the girl say hello to?

- (A) her father
- (B) her dog
- (C) the flowers
- (D) the sun and stars

2 What are Jupiter and Mars?

- (A) planets
- (B) stars
- (C) moons
- (D) comets

3 How does the girl get to space?

- (A) a bicycle
- (B) a ladder
- (C) a rocket ship
- (D) a car

4 Who goes to space with the girl?

- (A) her alien friend
- (B) her dog
- (C) her mother
- (D) her teacher



Name _____ Date _____ Assessor _____

Into Space

.....

Total Word Count	Codes				
42	<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		
10	Hello to the sun. Hello to the stars. Hello to			M	S	V	M	S	V
19	Jupiter and to Mars. Hello to the comets. Hello			M	S	V	M	S	V
29	to the moon. Hello to the planets. See you soon!			M	S	V	M	S	V
40	“Hello!” I call as away I race... in my rocket ship			M	S	V	M	S	V
42	into space.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Intro Space



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Hello to the sun.

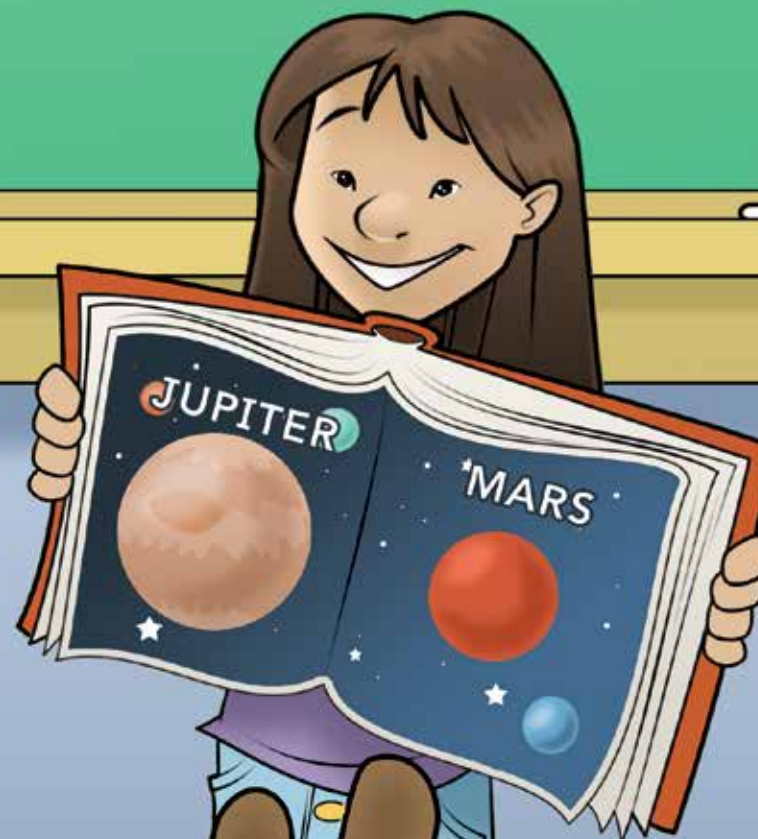


Hello to the stars.

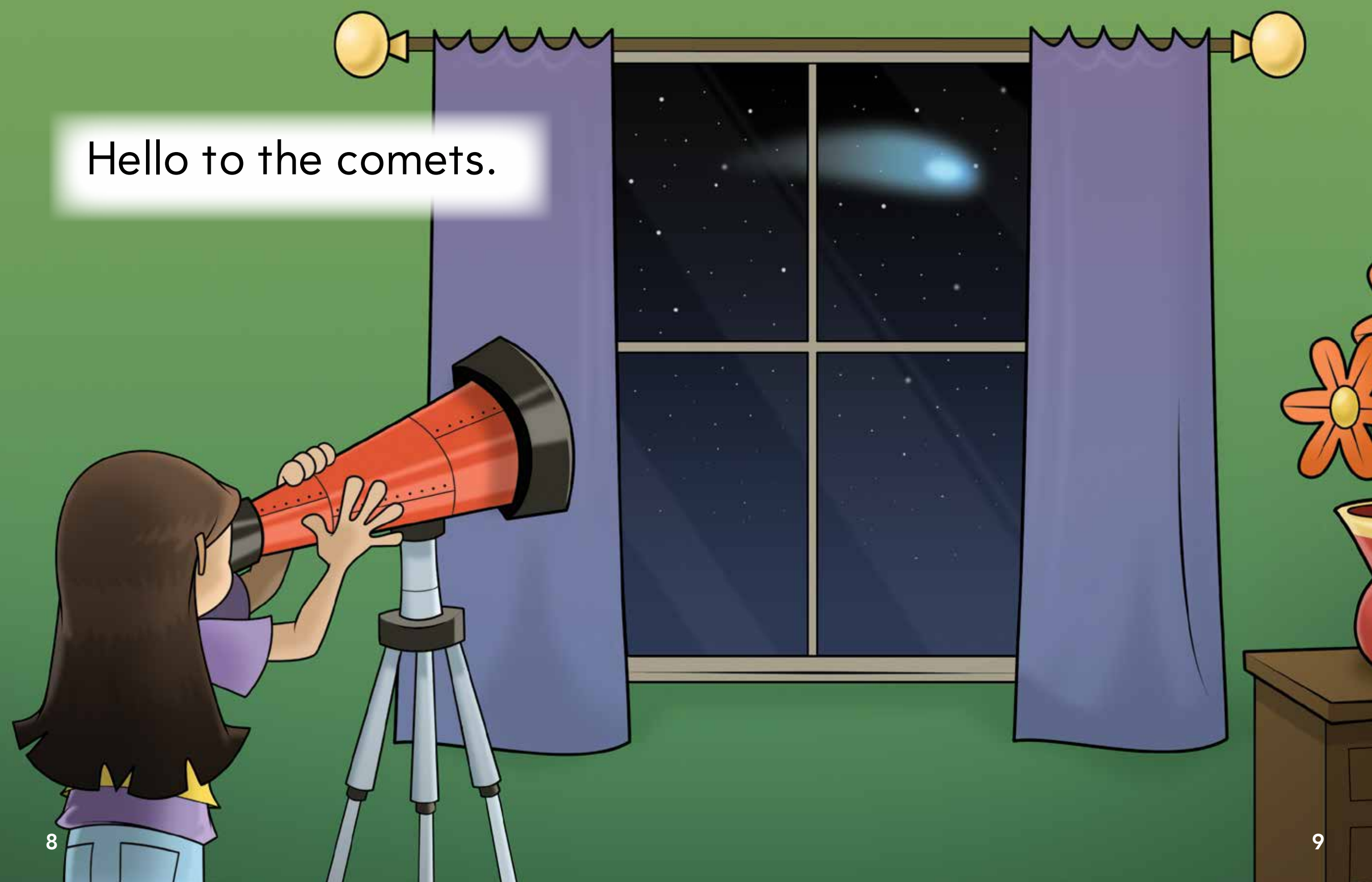


Hello to Jupiter
and to Mars.

Show and Tell



Hello to the comets.



Hello to the moon.



Hello to the planets.
See you soon!



“Hello!” I call
as away I race...



in my rocket ship
into space.



To the Teacher or Parent

This book allows for a wonderful shared reading experience for children who are beginning readers. The strong link between words and images helps readers understand the content. Readers are also able to make predictions about the text based on the images and the overall pattern of the book. This book is an excellent tool for building the confidence new readers need to embark on the adventures that await them while reading!

To extend this reading experience, do one or more of the following:

1. Discuss sunsets and sunrises. If possible, view a sunset. Encourage the child to draw a picture of the sunset using the same colors you observed.
2. Discuss the phases of the moon. Using the Internet, books, or other resources, sketch the shape of the moon at four of the different phases. Have the child fold a sheet of paper into four squares and draw one moon phase in each square. Discuss the differences among each of the four phases.
3. Visit a local observatory to learn more about space.
4. Ask the child to draw a picture of himself or herself in a rocket ship going into space. Discuss what types of things he or she might pack in the rocket ship.
5. After reading, let the child come back to the book again and again. Rereading is an excellent tool for building literacy skills.

