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Teacher Created Materials Bookroom Grade-Level Collection Grade 1

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 (14 pages)

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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 1 collection includes guided reading levels E–J. 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

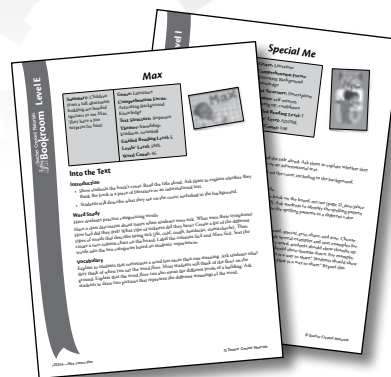
The collection of books in the *Teacher Created Materials Bookroom Grade-Level Collection* includes titles from a variety of successful series.

- ***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.
- ***TIME For Kids Exploring Reading*** will guide students to become strong and independent readers. These leveled readers provide exciting texts that introduce the big ideas and comprehension strategies in a fun and purposeful way.



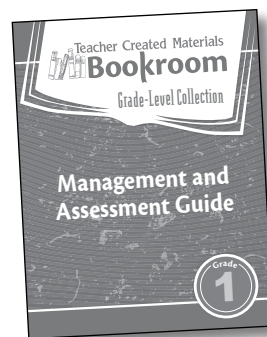
Lesson Plans

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.



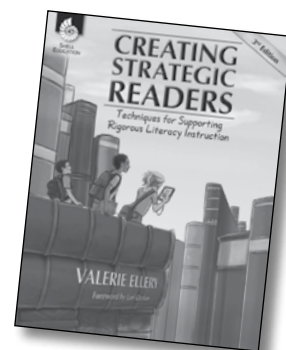
Management and Assessment Guide

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.



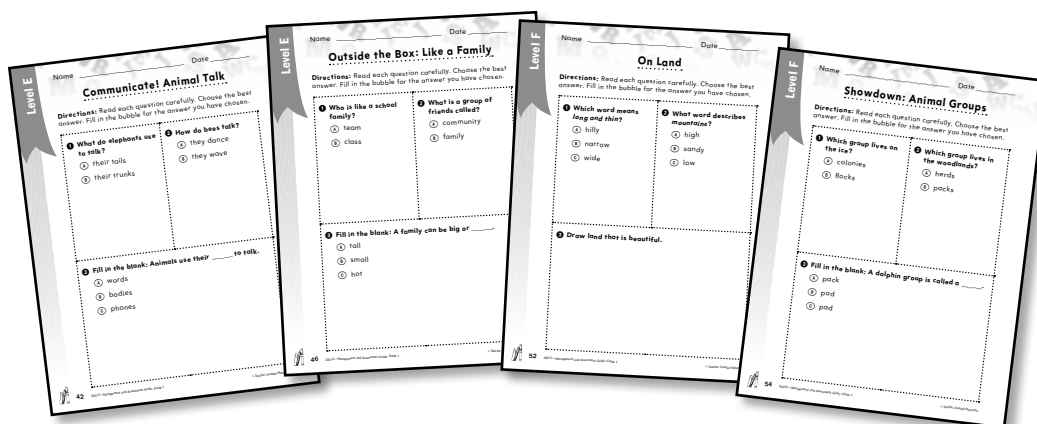
How to Use the Assessments

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 59957633.

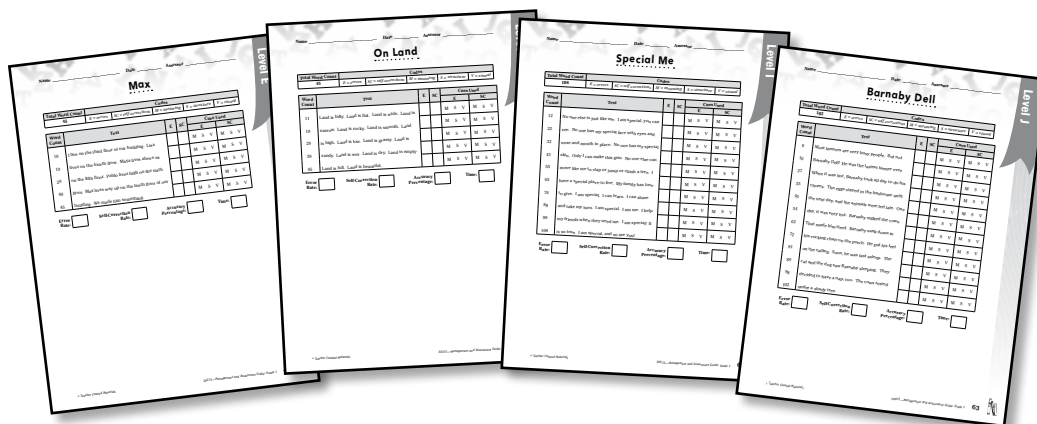
Comprehension Assessments

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.



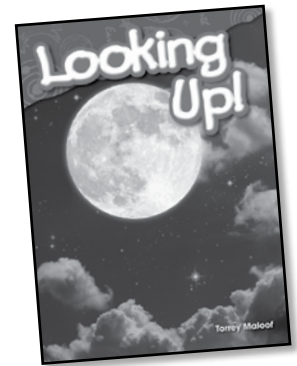
Oral Reading Records

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.



Looking Up!

<p>Summary: There are many interesting things to see in the night sky. Students will learn about the different tools used to observe it.</p>	<p>Genre: Informational</p> <p>Comprehension Focus: Previewing Text</p> <p>Text Structure: Description</p> <p>Themes: space, sky, observations</p> <p>Guided Reading Level: J</p> <p>Lexile® Level: 320L</p> <p>Word Count: 413</p>
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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 using singular and plural nouns.

Remind students that when a noun is plural, meaning there is more than one of the object, we add an *-s* or *-es* to the end of the word to show that it is plural. This helps readers know if there is more than one object. Name the body parts used with the senses shown on page 7. Discuss with students whether there are one or two body parts shown. Create a chart to show singular and plural nouns (*Singular—mouth, nose; Plural—ears, eyes, hands, fingers*). Encourage students to suggest other body parts to add to the list.

Vocabulary

Write the following vocabulary words on the board: *observe, study, senses, and descriptive*. Define each word for students and use it in a sentence. Then, distribute sheets of paper folded into fourths. In each section, have them draw an emoji to help them remember the word. For example, a smiley face with glasses might be a good emoji for the word *observe*.

Through the Text

Comprehension (Previewing Text)

Students will preview the book prior to reading the book the first time.

Have students review the book to look at the text features, understand the text structure, and gather information about the big ideas. Students can preview the diagrams, headings, bold words, topic sentences, main ideas, and organization of the text. Tell students that previewing the text can help them begin to understand it so that when they read it, they can anticipate what is coming next because they have seen the page and text features before. Remind students to continue previewing the text as they read the book.

Language Support

Show students a picture of a telescope. Explain that a telescope is a tool used to see far away things. Some people use telescope to see the stars and the moon. Ask students if they have ever used or seen a telescope. Repeat this activity with other difficult words in the text (*microscope, descriptive, observations*).

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. Revisit page 10. Why should you look at the sky more than once? (*You might see something new.*)
2. Reread page 12. What is a telescope? (*A telescope is a tool that helps us see things that are far away.*)
3. Look at the photograph on page 12. How does the photograph help you understand what a telescope is? (*The telescope sits on a stand. It has a place for a person to look into and another end that points out in the direction being viewed.*)
4. Examine pages 12–14. How is a microscope different from a telescope? (*A microscope is a tool that helps us see things that are very small. A telescope is a tool that helps us see things that are far away.*)

Beyond the Text

Writing About Reading

Refer students to the five senses photographs on page 7. Have students select an object to observe. Then, have them use their five senses to observe the object. Tell students to draw a picture of their object and to write at least three observations using their senses.

Extension Activity

Have students go outside one night and observe the sky. If possible, have students take a picture. Then, ask students to draw a picture and write a caption of what they saw.

Name _____ Date _____

Looking Up!

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

1 Which of these senses can help you learn about the world around you?

- (A) sight
- (B) touch
- (C) hearing
- (D) all of the above

2 What are *observations*?

- (A) questions about the world
- (B) tools used to see small objects
- (C) statements about things that you have noticed
- (D) one of your five senses

3 What is one way to study something?

- (A) Walk away from it.
- (B) Eat it.
- (C) Look at it from different spots.
- (D) Use it in a sentence.

4 A _____ can help you see things that are far away in space.

- (A) telescope
- (B) magnifying glass
- (C) thermometer
- (D) microscope



Name _____ Date _____ Assessor _____

Looking Up!

.....

Total Word Count	Codes				
101	<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		
11	When you look up at the night sky, what do you			M	S	V	M	S	V
20	see? Do you notice the twinkling stars? Can you			M	S	V	M	S	V
29	spot the shining moon? It is important to look			M	S	V	M	S	V
37	closely. When you look closely, you learn more.			M	S	V	M	S	V
46	Your five senses can help you learn. Use your			M	S	V	M	S	V
55	eyes to watch closely. Use your ears to listen			M	S	V	M	S	V
64	carefully. Use your hands to feel. Use your nose			M	S	V	M	S	V
74	to smell. You can even use your tongue to taste.			M	S	V	M	S	V
84	Study the same thing in the sky again and again.			M	S	V	M	S	V
93	Look at it from different spots. Watch it at			M	S	V	M	S	V
101	different times. You will learn more this way.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:





Looking Up!

Torrey Maloof

Looking Up!



Torrey Maloof

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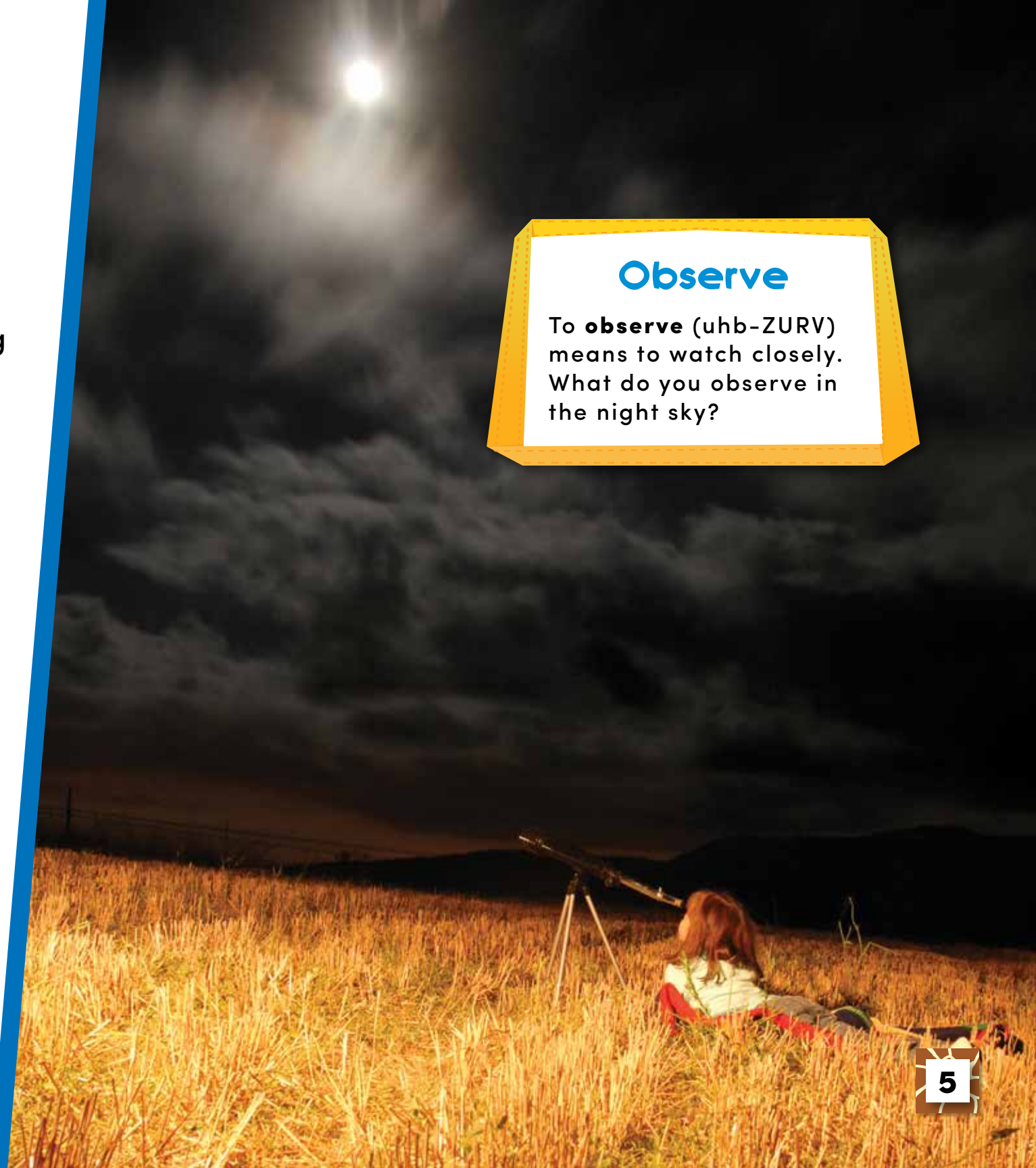
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Look Closely

When you look up at the night sky, what do you see? Do you notice the twinkling stars? Can you spot the shining moon? It is important to look closely.



Observe

To **observe** (uhb-ZURV) means to watch closely. What do you observe in the night sky?

When you look closely, you learn more. Your five **senses** can help you learn. Use your eyes to watch closely. Use your ears to listen carefully.



touch



taste

Five Senses

You have five senses: touch, taste, sight, sound, and smell.



sight



sound



smell



Use your hands to feel. Use your nose to smell. You can even use your tongue to taste.

These kids use their senses to observe.



Warning!

Do not smell, touch, or taste anything that can hurt you. Ask an adult first!

Study the same thing in the sky again and again. Look at it from different spots. Watch it at different times. You will learn more this way. You will notice new things each time.



The stars and moon look different each night.



Use Tools

There are tools that can help us observe the sky. A **telescope** (TEL-uh-skohp) is one tool. It helps us see things that are far away. It can even see into space!

Flying Telescope

The Hubble telescope flies through space. It sends pictures back to Earth.

This kid uses a telescope.



A **microscope** (MAHY-kruh-skohp) is a tool, too. It helps us see things that are too small to see with just our eyes. It makes small things look big and clear.

This boy uses a microscope to see small things.



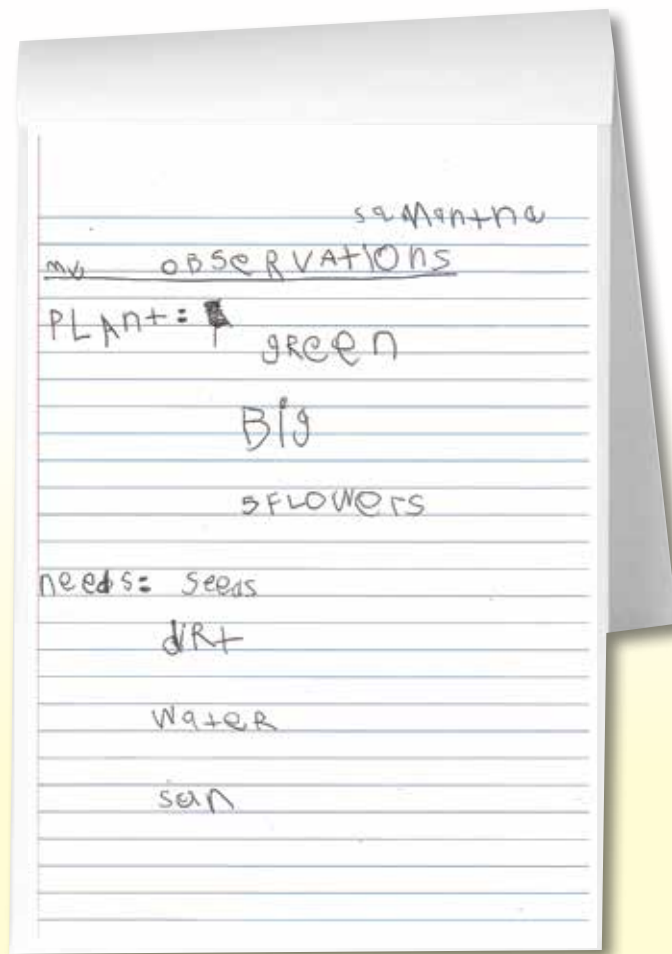
Let It Snow!

Each snowflake is different. We know this because we have looked at them with microscopes.

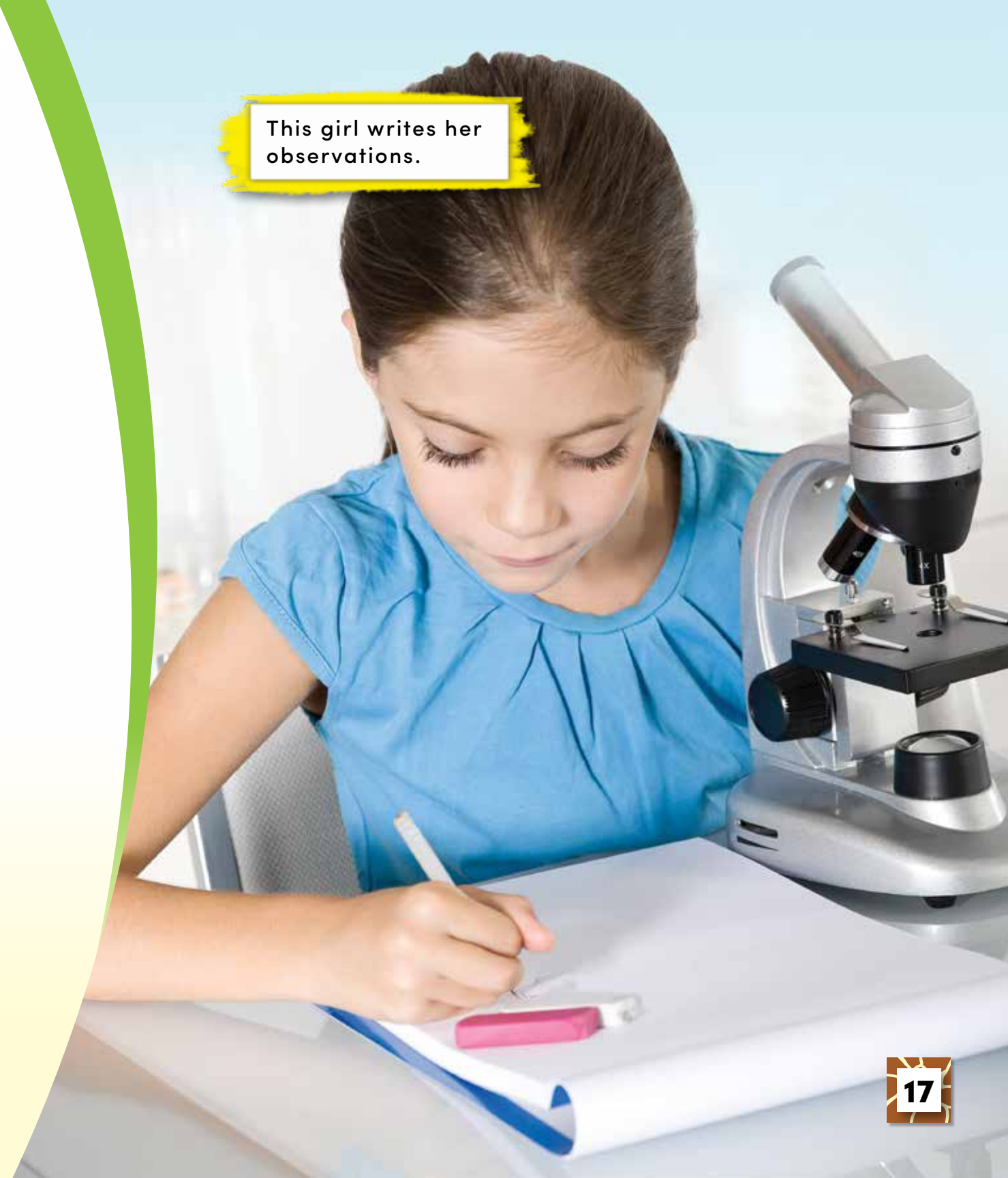


Make Observations

To observe is to learn. It is important to write what you learn. Take notes. Use **descriptive** (dih-SKRIP-tiv) words. Draw or take pictures. These are called **observations** (ob-zur-VEY-shuhnz).



This girl writes her observations.



Scientists look closely at things in the night sky. They make observations. They have taught us many things. What will you teach us? What will you observe?



This boy observes the sky with a telescope.

This scientist studies stars through a very large telescope.

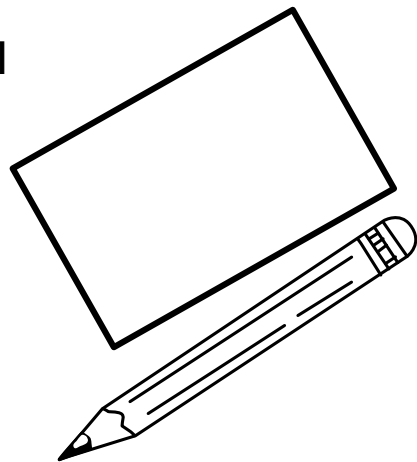


Let's Do Science!

How does the moon move across the sky? Try this and see!

What to Get

- paper and pencil



What to Do

- 1 Go outside on a day when the moon can be seen.



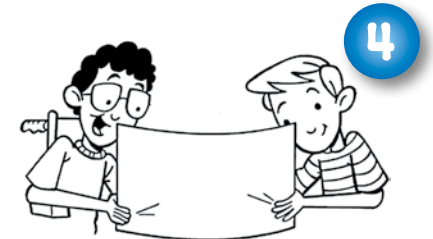
- 2 Observe where it is in the sky. Draw a picture of what you see.



- 3 Wait an hour and go back outside. Observe where the moon is in the sky and draw it again. Do this a few more times.



- 4 Look at your pictures. What do you notice? Why do you think this has happened?



Glossary

descriptive—using words to tell about things or people

microscope—a tool used to see very small objects

observations—statements about things that you have noticed

observe—to watch and listen carefully

senses—how you get information about the world around you

study—the process of learning about something

telescope—a tool used to see things that are far away

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Your Turn!



Observe It

Look up at the night sky and find a star. Observe it. Is its light steady? Does it seem to move? Is it the same size as other stars? Write what you observe in a notebook.

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create a world in which
children love to learn!”

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