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Created *by* Teachers *for* Teachers and Students

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Focused Reading Booster Pack— Level 1

This sample includes the following:

Management Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (4 pages)

Resources (5 pages)

Booster Card (3 pages)

Reader (7 pages)

To Create a World ⁱⁿ which
Children **love** to Learn!

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Level 1

Focused
Reading

Booster Pack

Management Guide

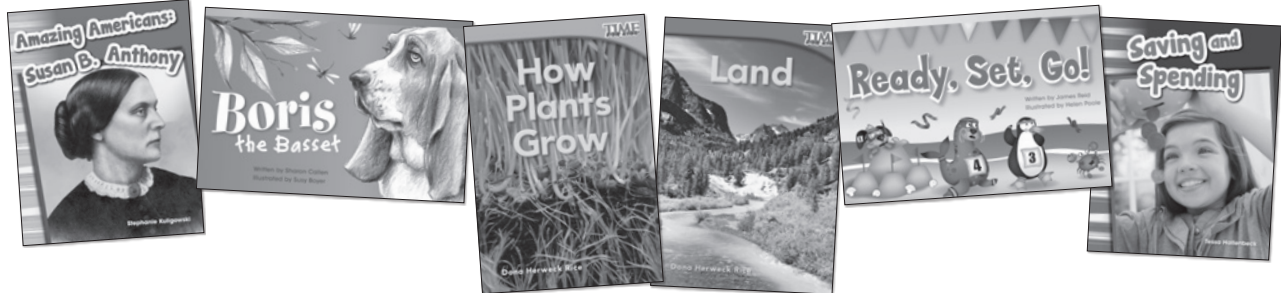
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Kit Components

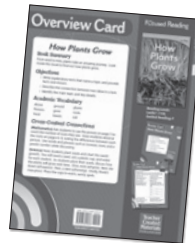
High-Interest Books (six copies of six titles)

The books include various, high-interest topics at grade level across content areas. Titles were chosen to capture a wide variety of student interest.



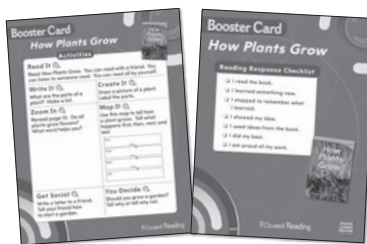
Overview Cards

Overview Cards include a book summary, objectives, reading levels, academic vocabulary, and cross-content connections.



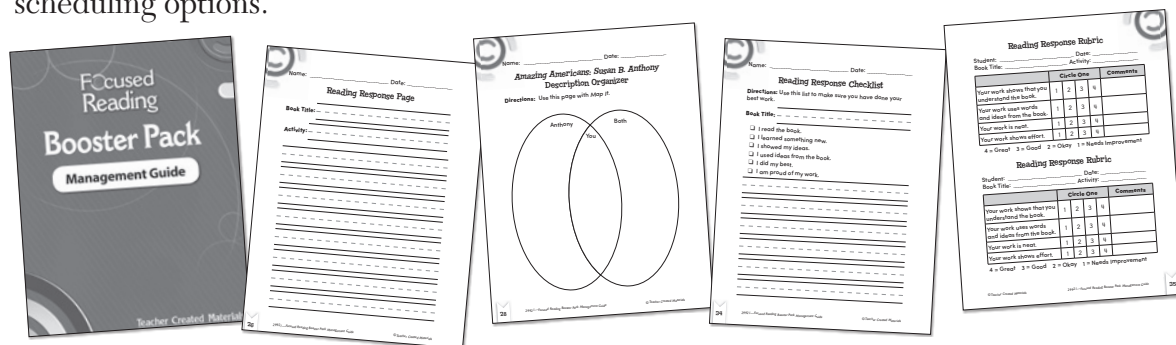
Booster Cards

Booster Cards include six engaging activities for students and a Reading Response Checklist.



Management Guide

This useful resource includes a brief overview of research, standards correlations, and grouping and scheduling options.



Digital and Audio Resources

PDFs of the books, Booster Cards, and Response Pages, as well as a professional audio recording of each book are included. A complete list of available resources is listed on page 39.

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Reading: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher's preferred instructional framework, such as Guided Reading.

Pacing

Teachers should customize pacing according to student need. Each Booster Card includes approximately 100 minutes of activities for a total of 600 minutes per level. Students may complete one activity or complete several activities to match the time available and the instructional needs of the students. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities.

Activity	Approximate Time
Read It	20 min.
Write It	20 min.
Zoom In	10 min.
Get Social	10 min.
Create It	20 min.
Map It	10 min.
You Decide	10 min.

Instructional Setting Options

Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. The *Focused Reading: Booster Pack* Digital and Audio Resources can be used to share the texts with a large group.

Small-Group Instruction

Small-group instruction is effective for addressing varying needs of students in a class. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration, and encourages participation in text discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

Workstations or Centers

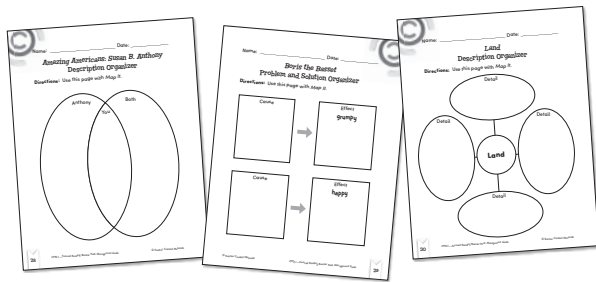
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no teacher guidance so that teachers can spend time with small groups.

Strategies for Differentiating Booster Card Activities

Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Guided Preview:** Preview each book with select students. Use the table of contents, headings, and bold vocabulary to orient students to the structure and topic before they read.
- **Graphic Support:** Provide a copy of the graphic organizer from the Resources section (pages 28-33) to support students as they complete the Map It activity.



Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Multimedia Presentation:** Challenge students to create multimedia presentations to demonstrate what they learned from the *Focused Reading Booster Pack*.

English Language Learners

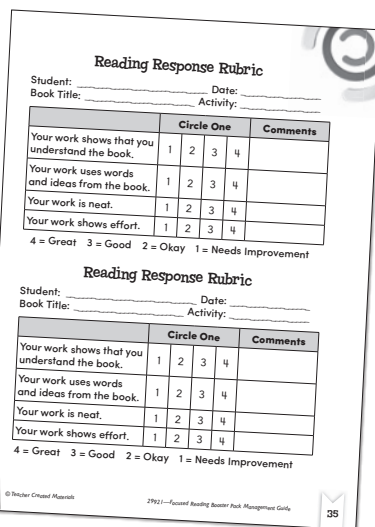
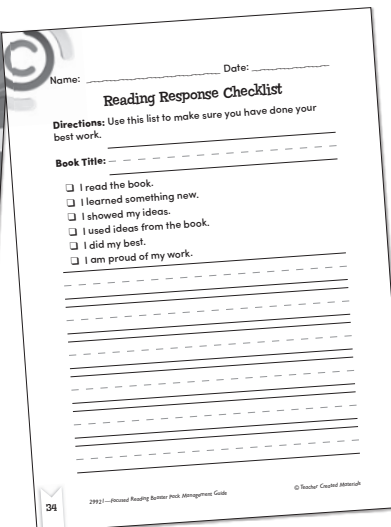
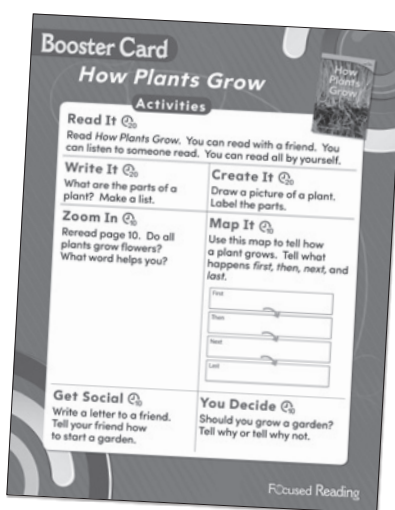
You may choose to support English language learners with some or all of these suggestions:

- **Build Background Knowledge:** Build students' background knowledge about unfamiliar topics using visuals, realia, and other concrete objects. Students can also listen to the audio recording of the book before completing activities. See page 10 for details about audio recordings.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:
After reading the timeline, I know that
_____.

Assessing Responses

Each *Focused Reading: Booster Pack* offers multiple informal assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it.

The Reading Response Checklist provides an opportunity for students to reflect on their work. Distribute copies of the Reading Response Checklist activity sheet (page 34) to students to guide self-reflection. Use the Reading Response Rubric (page 35) to record the quality of students' reading response work. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



▲ Use the Reading Response Checklist on each Booster Card as a quick reference while completing activities.

▲ Distribute copies of Reading Response Checklist (page 34) to students as a way to encourage self-reflection.

▲ Complete the Reading Response Rubric (page 35) to give students feedback.



Name: _____ Date: _____

Reading Response Page

Book Title: _____

Activity: _____

Handwriting practice area consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Name: _____ Date: _____

Reading Response Page

Book Title: _____

Activity: _____

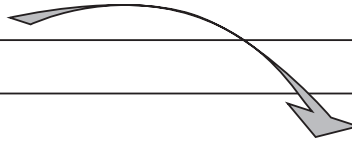


Name: _____ Date: _____

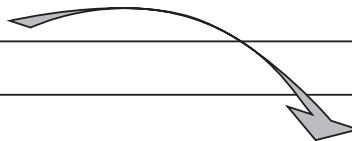
Ready, Set, Go! Sequence Organizer

Directions: Use this page with *Map It*.

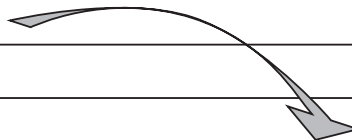
First



Then



Next



Last



Name: _____ Date: _____

Reading Response Checklist

Directions: Use this list to make sure you have done your best work.

Book Title: - - - - -

- I read the book.
- I learned something new.
- I showed my ideas.
- I used ideas from the book.
- I did my best.
- I am proud of my work.

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

- - - - -

Reading Response Rubric

Student: _____ Date: _____

Book Title: _____ Activity: _____

	Circle One				Comments
Your work shows that you understand the book.	1	2	3	4	
Your work uses words and ideas from the book.	1	2	3	4	
Your work is neat.	1	2	3	4	
Your work shows effort.	1	2	3	4	

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Reading Response Rubric

Student: _____ Date: _____

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	Circle One				Comments
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Your work uses words and ideas from the book.	1	2	3	4	
Your work is neat.	1	2	3	4	
Your work shows effort.	1	2	3	4	

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Overview Card

How Plants Grow

Book Summary

From seed to tree, plants take an amazing journey. Look inside this book to find out how plants grow.

Objectives

- Write explanatory texts that name a topic and provide facts and closure.
- Describe the connection between two ideas in a text.
- Identify the main topic and key details.

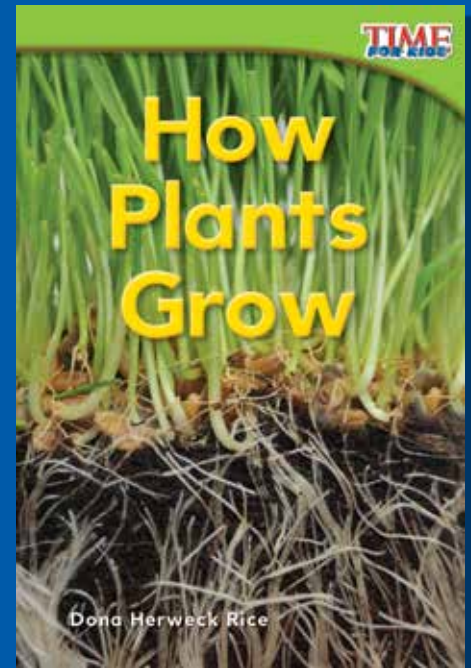
Academic Vocabulary

above	ground	plants
flowers	grow	roots
food	leaves	soil

Cross-Content Connections

(Mathematics) Ask students to use the picture on page 5 to count the number of roots they see. Have students observe the roots on pages 6–9, noting the differences between each picture. Use words and phrases such as *increase*, *more*, and a *greater number* while discussing.

(Science) Have students plant seeds and chart the seeds' growth. You will need a seed, soil, a plastic cup, and water for each student. As students plant their seeds, discuss how the plants will grow over time. (*First, roots will grow. Next, the leaves will expand. Then, a stem will emerge. Finally, flowers may grow.*) Place the cups in warm, sunny spots.



Reading Levels
Lexile®: 110L
Guided Reading: F



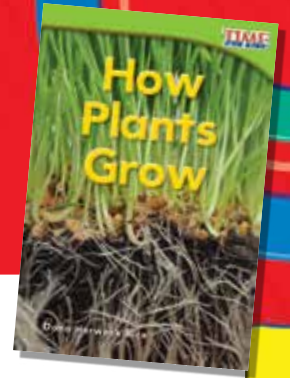
TCM 29937 (i20133)

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Booster Card

How Plants Grow

Activities



Read It ⌚₂₀

Read *How Plants Grow*. You can read with a friend. You can listen to someone read. You can read all by yourself.

Write It ⌚₂₀

What are the parts of a plant? Make a list.

Create It ⌚₂₀

Draw a picture of a plant. Label the parts.

Zoom In ⌚₁₀

Reread page 10. Do all plants grow flowers? What word helps you?

Map It ⌚₁₀

Use this map to tell how a plant grows. Tell what happens *first*, *then*, *next*, and *last*.

First	
Then	
Next	
Last	

Get Social ⌚₁₀

Write a letter to a friend. Tell your friend how to start a garden.

You Decide ⌚₁₀

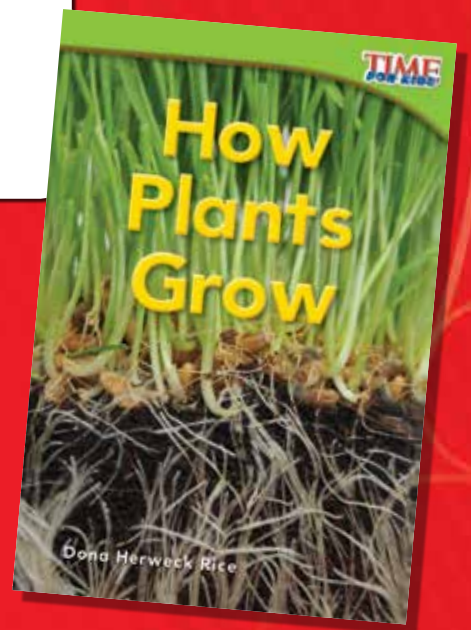
Should you grow a garden? Tell why or tell why not.

Booster Card

How Plants Grow

Reading Response Checklist

- I read the book.
- I learned something new.
- I stopped to remember what I learned.
- I showed my idea.
- I used ideas from the book.
- I did my best.
- I am proud of my work.



How Plants Grow

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Image Credits

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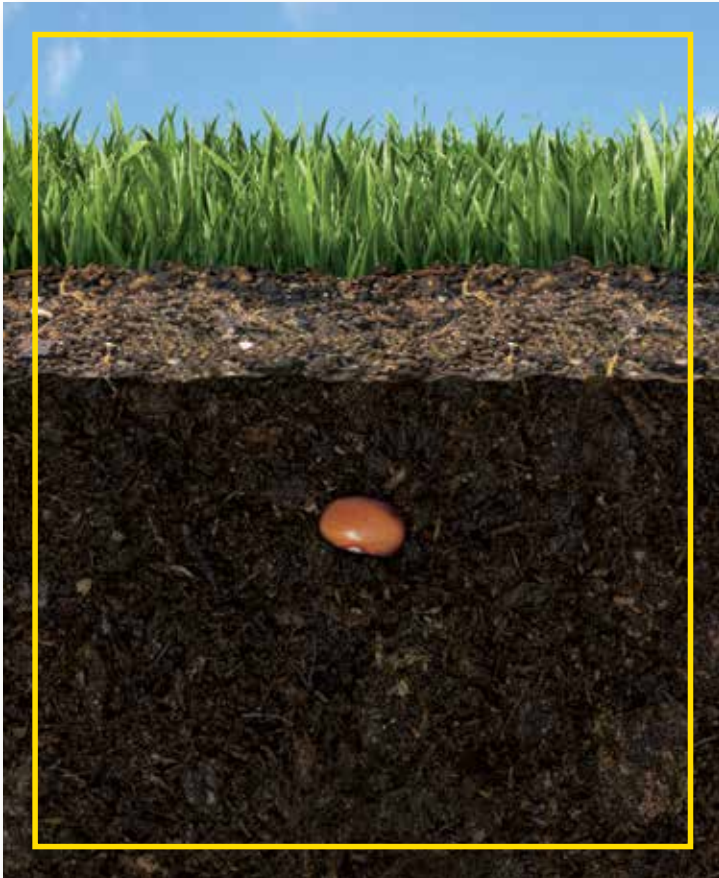
5301 Oceanus Drive
Huntington Beach, CA 92649-1030
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ISBN 978-1-4333-3577-8

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Do you know how plants grow?



**First, there is a seed.
It is under the
ground.**



**Next, roots grow
down into the soil.**



The roots get food and water for the plant.



**Then, leaves begin to grow.
The leaves go up.**



**Soon the plant is
above the ground.**



**Then, there is a
plant growing in the
sun.**



The plant may grow flowers.



**We can watch plants grow.
We can watch plants grow tall.**

Words to Know

a	growing	soon
above	how	sun
and	in	tall
begin	into	the
can	is	then
do	it	there
down	know	to
first	leaves	under
flowers	may	up
food	next	watch
for	plant	water
get	plants	we
go	roots	you
ground	seed	
grow	soil	