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TIME for Kids Nonfiction Readers— Foundations Plus

This sample includes the following:

Teacher's Guide Cover (1 page)
Table of Contents (1 page)
How to Use This Product (8 pages)
Lesson Plan (13 pages)
Reader (7 pages)

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

TIME FOR KIDS
Nonfiction Readers

Foundations Plus

Teacher's Guide

Teacher Created Materials
PUBLISHING

Table of Contents

How to Use This Product

Kit Components

Trio 1

Trio 2

Trio 3
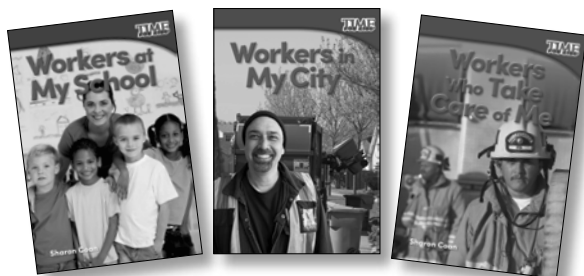
Trio 4

Trio 5

Teacher's Guide

Easy-to-use, standards-based lesson plans

Assessment Guide

- oral reading records
- assessment activities
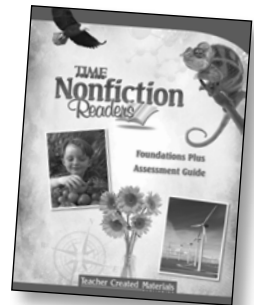
Digital and Audio Resources

- pdfs of books suitable for whiteboard use
- teacher resources
- series placement test
- assessments in both electronic and printable form
- student activity pages
- Audio CD with professional recordings of books and poems
- interactiv-ebooks with embedded audio, videos, activities, and assessments
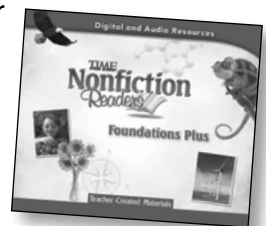
Getting Started

1. **Use the Series Placement Test.** If desired, use the Series Placement Test (on the Digital and Audio Resources USB Device) to determine which kit is most appropriate for the students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.

2. **Create reading groups.** If desired, assign students into reading groups based on their reading levels or other instructional needs. See page 18 for practical tips for managing small groups. See pages 28–29 for tips on using TIME For Kids *Nonfiction Readers* in a guided reading/balanced literacy model.
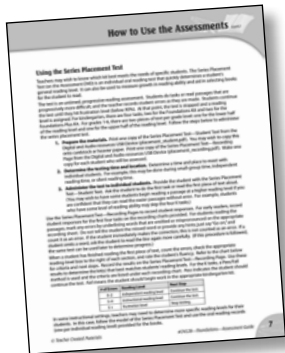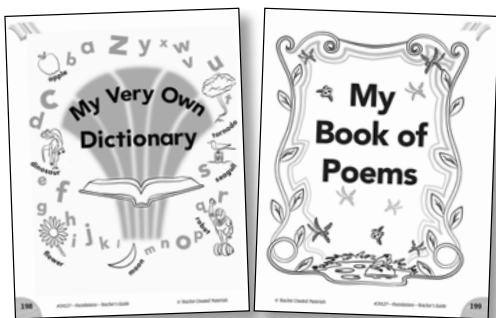
3. **Prepare student resources.** As an option, create some student resources, including a personal dictionary and a poetry folder. These can be created with common classroom resources such as lined paper, construction paper, spiral notebooks, etc. See pages 198–199 (or the Digital and Audio Resources USB Device) for cover templates for these resources.

4. **Prepare assessment resources.** Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold students' placement tests, oral reading records, or assessment activities, activity pages and/or anecdotal records taken during the reading lessons.

5. **Make a home-school connection.** Send the Parent Tips booklet found on the Digital and Audio Resources USB Device home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.
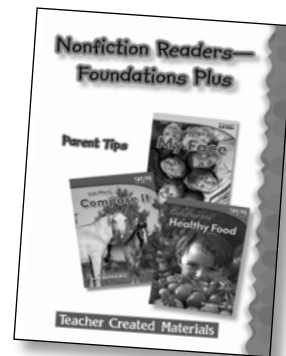
Teaching a Lesson

Each 10-page lesson is organized in a consistent format for ease of use: an overview, five pages of instruction that address all aspects of literacy, a fluency poem, and three student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.
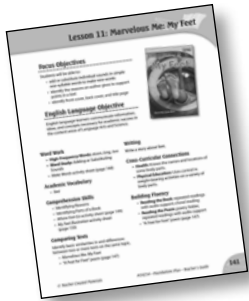
The lesson begins with an overview page that provides key information for planning purposes.
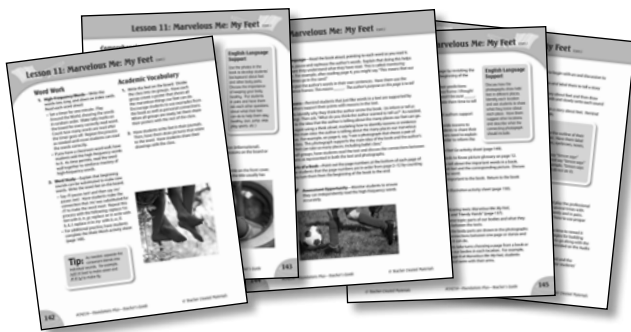
The instructional components follow the same sequence: Word Work, Academic Vocabulary, Comprehension (Before Reading, During Reading, and After Reading), Comparing Texts, Writing, Cross-curricular Connections, and Building Fluency.
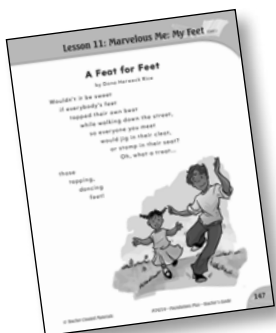
The fluency poem provides a thematic connection to the book and can be used as a tool for building content-area vocabulary and fluency.
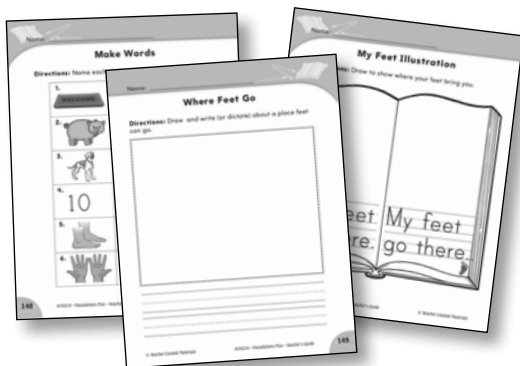
The student activity sheets offer additional opportunities for practicing the skills addressed in the lesson. Teachers may choose to use these activity pages in a variety of ways in order to meet students' needs. For example, teachers may use these as opportunities for additional guided practice with below-level students or as independent practice for on- or above-level students.

Using Assessment Options

1. **Use informal assessments during each lesson.** Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Record anecdotal records as they meet the needs of your classroom.
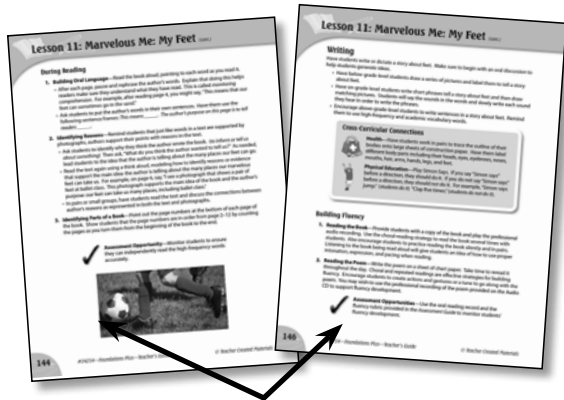
2. **Use formal assessments at the end of each lesson.** The oral reading record and comprehension assessment activity provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Digital and Audio Resources USB Device offers two versions of the comprehension assessment activities: in printable pdf form and in electronic form (embedded in the interactiv-eBook for each title), giving students the opportunity to take the test on the computer and immediately print his or her results.

Using Technology Options

1. **Use the Audio CD to provide a model of fluent reading.** The Audio CD includes professional recordings of the books and poems in this kit. Consider playing the audio tracks of the books to support students as a pre-reading activity, during fluency practice, or in a listening center. Play the audio tracks of the poems as part of the poetry section of the lesson.

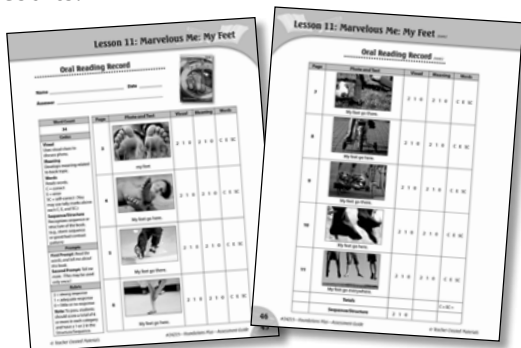2. **Use the Interactiv-eBooks to enhance the reading experience.** This kit includes interactiv-ebooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, view video clips, record their voices, and complete interactive activities and assessments that build academic skills—from word study and vocabulary to comprehension and writing. The interactiv-ebooks can be used in a variety of instructional settings and to support numerous literacy and learning goals. For a detailed overview of how to use the interactiv-ebooks in the classroom, see pages 37–38.

About the Books

The TIME For Kids *Nonfiction Readers* program has been designed to enhance any reading program. They motivate students to *want* to read with high-interest, nonfiction content and engaging full-color photographs. Moreover, the authentic, nonfiction reading experiences the books provide, combined with rich, dynamic lessons and audio and technology resources, can help students develop vocabulary, comprehension, and fluency skills.

The books are divided into reading levels. The Foundations Plus level is designed for students in the second semester of kindergarten and includes phrases and simple sentences formats. Each book in the Foundations Plus kit has 12 pages. There are six copies each of 15 titles.

Beginning Readers: Pgrases Books

Trio 1: *Good Work: Plant Life; Good Work: Our Earth; Good Work: Simple Tools;*

Trio 2: *Use Math: Describe It; Use Math: Compare It; Use Math: Group It*

Beginning Readers: Sentences Books

Trio 3: *Workers at My School; Workers in My City; Workers Who Take Care of Me*

Trio 4: *Marvelous Me: My Hands; Marvelous Me: My Feet; Marvelous Me: My Face*

Trio 5: *Good for Me: Healthy Food; Good for Me: Play and Exercise; Good for Me: Love*

Leveling Components

Each reading level includes a variety of features that delineate that particular level. The features for this level include the following:

Phrases

- simple yet engaging images
- precise text and image correlation
- repetition of vocabulary
- repetition of phrase structure
- short phrases with simple structure
- consistent placement of the text from page to page
- frequent use of sight words
- words spaced apart for beginning reader ease
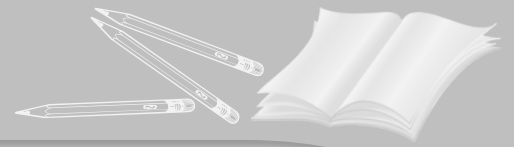- large, sans serif font

Simple Sentences

- simple yet engaging images
- precise text and image correlation
- repetition of vocabulary
- repetition of sentence structure
- short sentences with simple structure
- consistent placement of the text from page to page
- frequent use of sight words
- words spaced apart for beginning reader ease
- large, sans serif font

Word Counts and Level Correlations

Word counts are often considered an important aspect of leveling. The word counts for the TIME For Kids *Nonfiction Readers, Foundations* level are found on the chart below. Also included are the reading level designations from TCM (Teacher Created Materials) and the corresponding levels for Guided Reading (GR), Early Intervention (EI), and Developmental Reading Assessment (DRA), as well as Lexile® Measures.

Foundations Plus Title	Word Count	TCM Level	Guided Reading Level	Early Intervention Level	DRA Level	Lexile® Measure
Good Work: Plant Life	14	Beginning Reader: Phrases	A	1	1	NP
Good Work: Our Earth	25	Beginning Reader: Phrases	A	1	1	NP
Good Work: Simple Tools	17	Beginning Reader: Phrases	A	1	1	NP
Use Math: Describe It	19	Beginning Reader: Phrases	A	1	1	NP
Use Math: Compare It	15	Beginning Reader: Phrases	A	1	1	NP
Use Math: Group It	17	Beginning Reader: Phrases	A	1	1	NP
Workers at My School	17	Beginning Reader: Phrases	A	1	1	NP
Workers in My City	17	Beginning Reader: Phrases	A	1	1	NP
Workers Who Take Care of Me	17	Beginning Reader: Phrases	A	1	1	NP
Marvelous Me: My Hands	35	Beginning Reader: Sentenes	A	1	1	BR
Marvelous Me: My Feet	34	Beginning Reader: Sentenes	A	1	1	BR
Marvelous Me: My Face	34	Beginning Reader: Sentenes	A	1	1	BR
Good for Me: Healthy Food	28	Beginning Reader: Sentenes	A	1	1	BR
Good for Me: Play and Exercise	36	Beginning Reader: Sentenes	A	1	1	BR
Good for Me: Love	27	Beginning Reader: Sentenes	A	1	1	BR

Using TIME For Kids *Nonfiction Readers* in a Guided Reading/ Balanced Literacy Model

TIME For Kids *Nonfiction Readers* is a comprehensive program that can be flexibly implemented in a guided reading/balanced literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive teacher's guide with step-by-step lesson plans and student activities can be easily utilized in all the blocks of a balanced literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

Guided Reading

Two key features of TIME For Kids *Nonfiction Readers* allow it to be effectively used within a guided reading program. First, it can serve to target specific word-recognition and word-work skills. Second, the high-interest leveled books make them ideal selections for use with groups who need practice at certain reading levels and with general reading skills. Oral reading records for each book are included so that teachers can monitor the progress of students as they increase their reading levels.

Targeting Leveled Practice and Other Reading Skills

Each book included in the TIME For Kids *Nonfiction Readers* program has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide (and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 27 indicates the reading levels of the books included within this kit.

As students move through the books in the program, they will encounter carefully written content designed to provide, in addition to nonfiction reading skill development, practice with many other areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, text features, fluency, and the reading-writing connection. As such, teachers in a guided reading program will have access to ample material for encouraging reading development across all areas of literacy.

Whether the books in the program are being used to address specific word work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided reading program.

Lesson Plan Structure

The TIME For Kids *Nonfiction Readers* lesson plans are set up in the traditional guided reading structure of Before, During, and After Reading activities and questions. Vocabulary is isolated for pre-instruction and more challenging words are noted for special attention. If needed, the lessons can also be used as a quick review or mini-lesson.

Guided Reading *(cont.)*

Progress Monitoring

As mentioned on the previous page, oral reading records and comprehension assessments for each book are included so that teachers may monitor the growth of their students in oral reading and comprehension and for their reading levels. Teachers will probably not want to administer the oral reading records for each book but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, TIME For Kids *Nonfiction Readers* provides the tools needed in easy-to-use formats.

Other Blocks of a Balanced Reading Program

Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure the students who are not in the small instructional group with which the teacher is currently working are constructively engaged. TIME For Kids *Nonfiction Readers* lesson plans provide ample suggestions and materials for independent student use and for the development of centers.

Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word recognition, word attack, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

Vocabulary and Word Study

Many of the activities in the TIME For Kids *Nonfiction Readers* program are appropriate for whole-class work in a word work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-knowledge practice.

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 TIME For Kids *Nonfiction Readers* kit a teacher is using in the classroom, the writing activities vary from requiring students to label pictures or write sentences to writing short stories as a way to apply the new skills they learn, or as a way to show comprehension of the story.

Independent Reading

The books from the TIME For Kids *Nonfiction Readers* program provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections.

The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided reading/balanced literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and who retain what they have learned.

Lesson 4: Use Math: Describe It

Focus Objectives

Students will be able to:

- blend and segment onsets and rimes of single-syllable spoken words
- use prior knowledge and experience to relate new information
- identify front cover, back cover and title page

English Language Objective

English language learners communicate information, ideas, and concepts necessary for academic success in the content areas of Language Arts and Math.
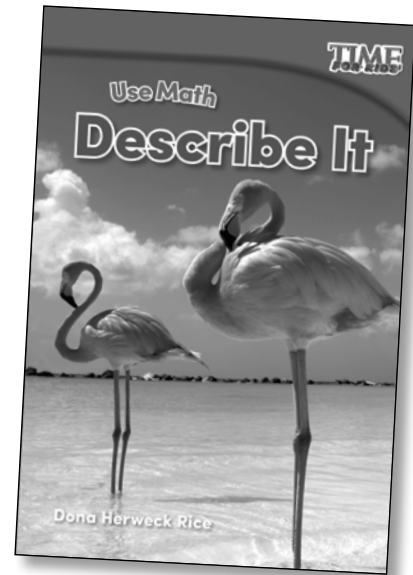
Word Work

- **High-Frequency Words:** *see, than, not*
- **Word Study:** Onsets and Rimes
- *Onsets and Rimes* activity sheet (page 78)

Academic Vocabulary

- *long*
- *tall*

Comprehension Skills

- Using prior Knowledge and Experience
- Identifying Parts of a Book
- *Using Prior Knowledge* activity sheet (page 79)
- *Parts of a Book* activity sheet (page 80)

Comparing Texts

Identify basic similarities in and differences between two or more texts on the same topic.

- *Use Math: Describe It*
- "Measure Up" poem (page 77)

Writing

Write about something tall or something long.

Cross-Curricular Connections

- **Math:** Directly compare two objects with a common measurable attribute.
- **Physical Education:** Coordinates movements in space to accommodate objects and boundaries.

Building Fluency

- **Reading the Book**: repeated readings with audio support; choral reading
- **Reading the Poem**: poetry folder; repeated readings with audio support
- "Measure Up" poem (page 77)

Word Work

1. **High-Frequency Words**—Write the words *see, than,* and *not* on the board. Read each word aloud.

   - Remind students that high-frequency words are the most commonly used words in texts. Recognition of and repeated exposure to these words is essential to fluent reading.

   - Have students read each word in a deep voice, pointing to each word as they read it. Repeat the procedure using other voices such as an operator voice (holding nose), an opera voice, or a mouse voice (squeaky).

2. **Word Study**—Remind students that words are made up of sounds. Some sounds are at the beginning (onset) and others are at the end of the word (rime). Both sounds get blended together to make the word.

   - Say the word *not*. Tell students that *not* is made up of a beginning sound /*n*/ and the rime at the end of the word /*ot*/. Say the word again emphasizing the separate sounds. Say "/*n*/ pause /*ot*/." Ask students to say the onset and rime with you.

   - Repeat the process above for the words *see*, *hand, tall,* and *long.*

   - For additional practice blending onsets and rimes, have students complete the *Onsets and Rimes* activity sheet (page 78).

Tip: If students are having difficulty identifying the onset and rime in spoken words you may wish to write the word on the board and circle the letters that make up the onset and underline the letter(s) that make up the rime.

Academic Vocabulary

1. Have students help you create a list describing the vocabulary words. On a sheet of chart paper, write the word *long*. Then, ask students to name things that are long (*a ruler, a snake, a football field*). Repeat this process for *tall* (*a basketball player, a giraffe, a tree*). Post the lists around the room for students to reference.

2. Have students write the vocabulary words in their journals. Then have them draw a picture that relates to the word. Have students share their drawings with the class.

Comprehension

Before Reading

1. **Building Oral Language**—Develop students' oral language by previewing the text features.

   - Show students the cover of the book. Read the title aloud. Explain that informational books often have text features, such as photographs and a glossary, to help readers understand the book.
   - Take a text feature walk through the book and encourage students to discuss the features of the text. For additional support, provide the following sentence frames: *I see _____ (text feature) in the book. It can help me _____.*

2. **Using Prior Knowledge and Experience**—Create concept webs to activate students' prior knowledge and experiences.

   - Write the word *long* on the board inside a circle. Then, guide students in brainstorming words, phrases, examples, and sketches to add to the web. Repeat this process with the word *tall.*

3. **Identifying Parts of a Book**—Remind students that books are made up of different parts.

   - Show students the front cover of the book. Ask them what it is called. (*front cover*) Discuss what is typically found on the front cover (*the title, the author, and a photograph or illustration*). Explain that the front cover tells readers about the book and what they might find inside.
   - Show students the back cover of the book. Ask them to name what it is. (*back cover*) Discuss what is typically found on the back cover (*a summary of the book, a bar code, the title*). Explain that the back cover gives the reader more details about the book.
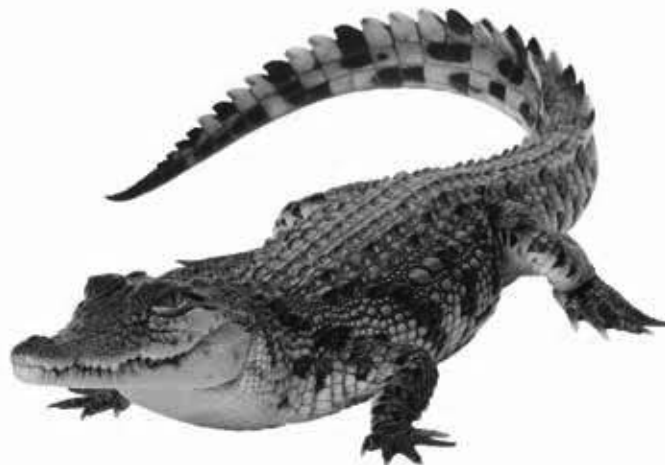
During Reading

1. **Building Oral Language**—Build oral language by giving students open-ended prompts related to the text.

   • When reading, pause and ask students to answer a question related to the text. For example, after reading each page, ask, "What else is tall?" "What else is long?" Provide time for students to answer the questions orally. (*My dad is tall, but he is not as tall a giraffe. My jump rope is long.*)

   • Read the text again, pause after each page, and ask students to tell you something about the book or the photographs. Help expand students' responses by asking additional questions, rephrasing, and adding additional information.

2. **Using Prior Knowledge and Experience**—Using the choral reading strategy, reread the book aloud. Then, have students think-pair-share to make connections between new learning and prior knowledge.

   • As you read, pause and ask questions about the topic to build comprehension. Ask students to think of answers. For example, after reading page 3, ask, "What do you already know about why something is tall or long?" (*Giraffes are tall because they get their food from tall trees.*)

   • Have students share their responses in pairs. Monitor and check for understanding as you walk around the classroom. Encourage volunteers to share their ideas with the rest of the class.

3. **Identifying Parts of a Book**—Remind students that books have parts and each part serves a purpose. Read the book aloud again. Show students the title page of the book. Point out that there is a smaller image of the front cover and it includes the title and author. Ask students what it is called. (*title page*)

   ✔ **Assessment Opportunity**—Monitor students to ensure they can independently read the high-frequency words accurately.

After Reading

1. **Building Oral Language**—Reinforce students' oral language and understanding of the text by giving them opportunities to ask and answer questions
   - Have them ask or answer questions in large groups about the text or photographs. Work together to create a poster of question words: *who*, *what*, *when*, *where*, and *why*. Then ask each student to use one of the question words to ask something about the text. Allow another student to answer the question.
   - Put students into small groups or pairs and give them another opportunity to talk about the text. Have pairs pick a photograph from the text and describe it to each other.

2. **Using Prior Knowledge and Experience**—Make connections between new knowledge and prior knowledge and experiences.
   - Draw students' attention to the concept webs you made prior to reading. Say, "Prior to reading, we knew about *tall* and *long*." Read each of the items from the concept webs.
   - Say. "After reading ,we have new information that we can add to the concept webs." Ask students what new information they would like to add to the concept web. **Note:** You may wish to write the new information in a different color from those written before reading.
   - For additional practice with the comprehension skill in this lesson, have students complete the *Using Prior Knowledge* activity sheet (page 79).

3. **Identifying Parts of a Book**—Do a book scavenger hunt to review the parts of a book.
   - Put students into groups of two or three and give each group a copy of the book. When you say a book part aloud, have one student in each group find the part of the book and show it to the others. Make sure all students agree. Repeat this process for each part of the book.
   - For additional practice with the comprehension skill in this lesson, have students complete the *Parts of a Book* activity sheet (page 80).

Comparing Texts

Develop student understanding about *tall* and *long* by using the paired informational text and poem to explore the common theme.

1. Display the book *Use Math: Describe It* and the poem "Measure Up."
2. Tell students that both texts describe different sizes, using adjectives or describing words. Paraphrase the book by saying, "A dog can be long." Ask students which of the five senses *long* accesses. (*sight*) Repeat with these other adjectives from the text and poem: *tall*, *thin*, *wide*, *light*, *heavy*, *big*, *small*, *heavy*, *wide*, *think*, and *short*.

Writing

Have students write or dictate a sentence about something that is tall or long.

- Have below-grade-level students draw and label pictures for *tall* and *long*.
- Have on-grade-level students write short phrases to describe something tall or long and then draw a matching picture. Students will say the sounds in the words and slowly write each sound they hear in order to write the phrases.
- Encourage above-grade-level students to write sentences about something tall or long. Remind them to use high-frequency and academic vocabulary words.

Cross-Curricular Connections

Math—Collect a variety of tall and long objects from around the classroom. Work together to compare a measurable attribute of each object. Have students use the sentence frame *The _____ (object) is _____ (taller/longer) than the _____ (second object).*

Physical Education—Make a list of tall objects and animals and long objects and animals. Have students move their bodies in ways that represent each object or animal.

Building Fluency

1. **Reading the Book**—Use a copy of the book along with the professional audio recording so students can practice reading the book to build fluency. Listening to the book being read aloud will give students an idea of how to use proper intonation, expression, and pacing when reading. Encourage students to practice reading the text silently or in pairs in order to build fluency.

2. **Reading the Poem**—Remind students that good readers look at the punctuation marks (commas and exclamation points) to help them read fluently.
   - On the board or chart paper, highlight the punctuation marks in the poem. Practice chorally reading the poem with expression and noting punctuation. Have students make up gestures or hand motions to go along with the poem and read it aloud to the class.
   - You may wish to use the professional recording of the poem provided on the Audio CD to support fluency development.

Assessment Opportunities—Use the oral reading record and the fluency rubric provided in the *Assessment Guide* to monitor students' fluency development.

Measure Up

by Dona Herweck Rice

Short or tall, thin or wide?
Measure up to decide.

Light or heavy, big or small?
Measure up to make the call.

Get a ruler, get a scale!
With your tools, you won't fail.

See how tall, heavy, or wide.
Measure up to decide!
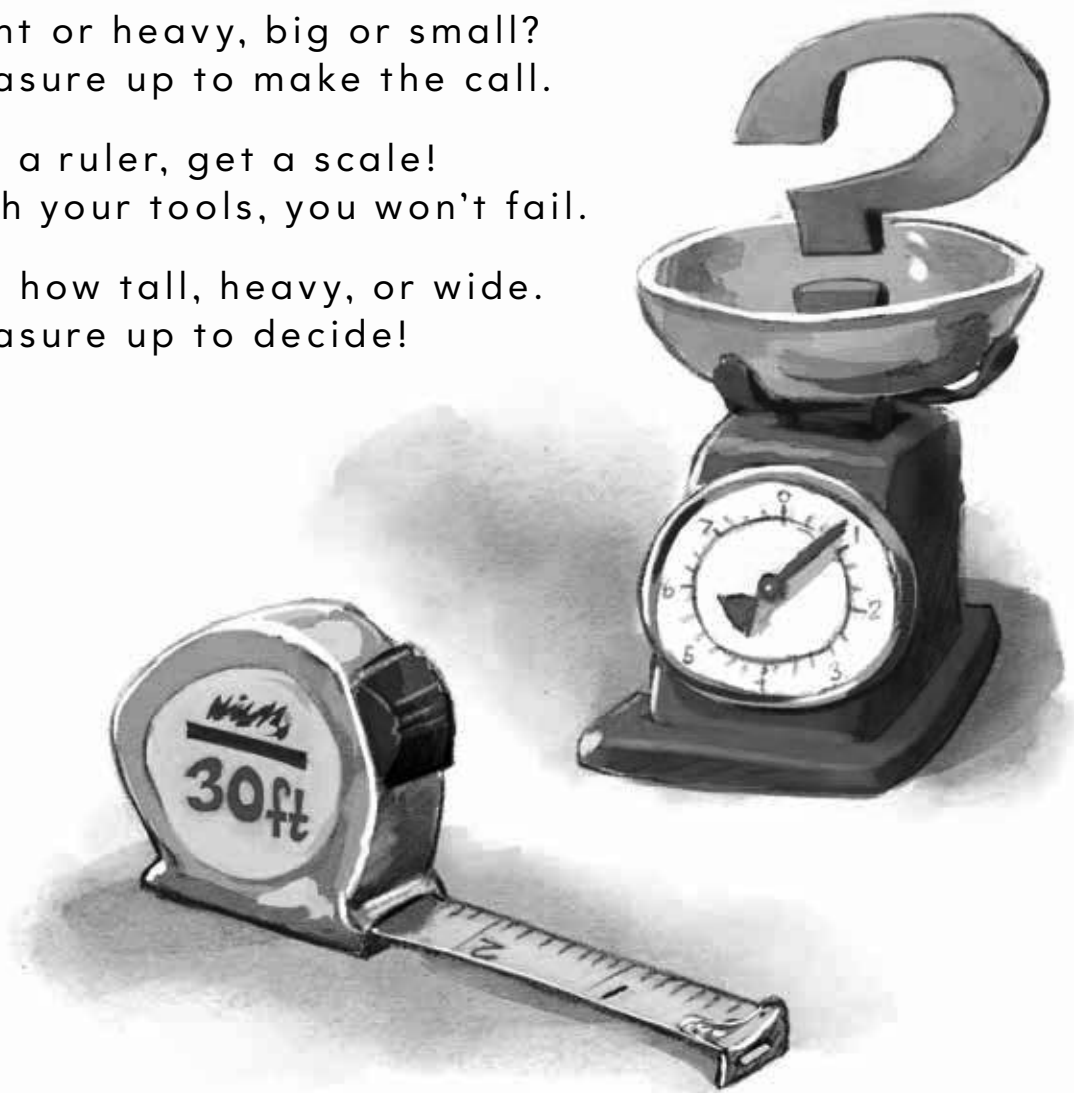
Onsets and Rimes

Directions: Circle the onset and underline the rime.
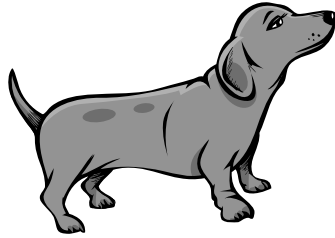
1. (d)o g

2. h a n d

3. t a l l

4. l o n g

5. b e e
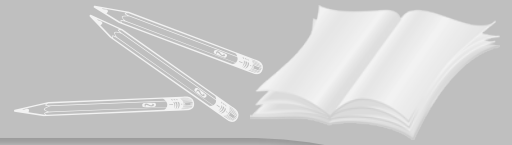
Using Prior Knowledge

Directions: Draw and write (or dictate) about what you already knew and what you learned about *tall* and *long*.

Before Reading, I Knew

_____

_____

After Reading, I Know...

_____

_____

Parts of a Book

Directions: Name the parts of the book. Trace the words.

1.

front cover

2.

Dona Herweck Rice

title page

3.

back cover
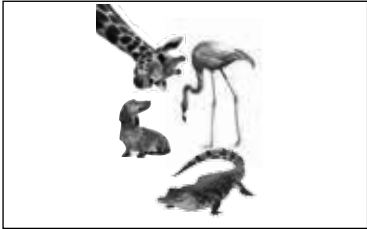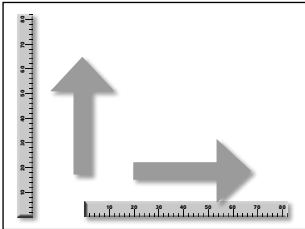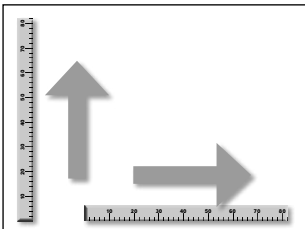
Lesson 4: Use Math: Describe It

Oral Reading Record

Name _____ **Date** _____
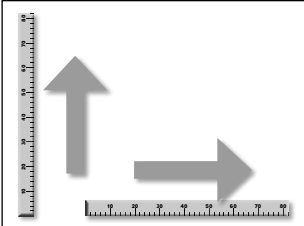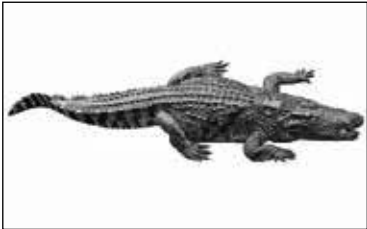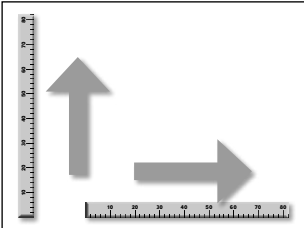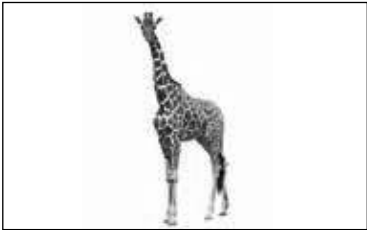
Assessor _____

Word Count	Page	Photo and Text	Visual	Meaning	Words
19					
Codes	3	tall or long	2 1 0	2 1 0	C E SC
Visual Uses visual clues to discuss photo.					
Meaning Develops meaning related to book topic.	4	tall or long	2 1 0	2 1 0	C E SC
Words Reads words. C = correct E = error SC = self-correct (You may use tally marks above each C, E, and SC.)	5	long	2 1 0	2 1 0	C E SC
Sequence/Structure Recognizes sequence or structure of the book. (e.g., storm sequence or good/bad contrast pattern)	6	tall or long	2 1 0	2 1 0	C E SC

Prompts

First Prompt: *Read the words, and tell me about this book.*
Second Prompt: *Tell me more.* (This may be used only once.)

Rubric

2 = strong response
1 = adequate response
0 = little or no response

Note: To pass, students should score a total of 6 or more in each category and have a 1 or 2 in the Structure/Sequence.

GO ON

Oral Reading Record *(cont.)*

Page	Photo and Text	Visual	Meaning	Words
7	 tall	2 1 0	2 1 0	C E SC
8	 tall or long	2 1 0	2 1 0	C E SC
9	 long	2 1 0	2 1 0	C E SC
10	 tall or long	2 1 0	2 1 0	C E SC
11	 tall	2 1 0	2 1 0	C E SC
	Totals			C + SC =
	Sequence/Structure	2 1 0		

GO ON

Assessment Activity

Name: _____ Date: _____

Directions: Is it long or tall? Write *l* for *long*. Write *t* for *tall*.

_____ _____ _____ _____
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
_____ _____ _____ _____

_____ _____ _____ _____
- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
_____ _____ _____ _____

Use Math

Describe It

Dona Herweck Rice
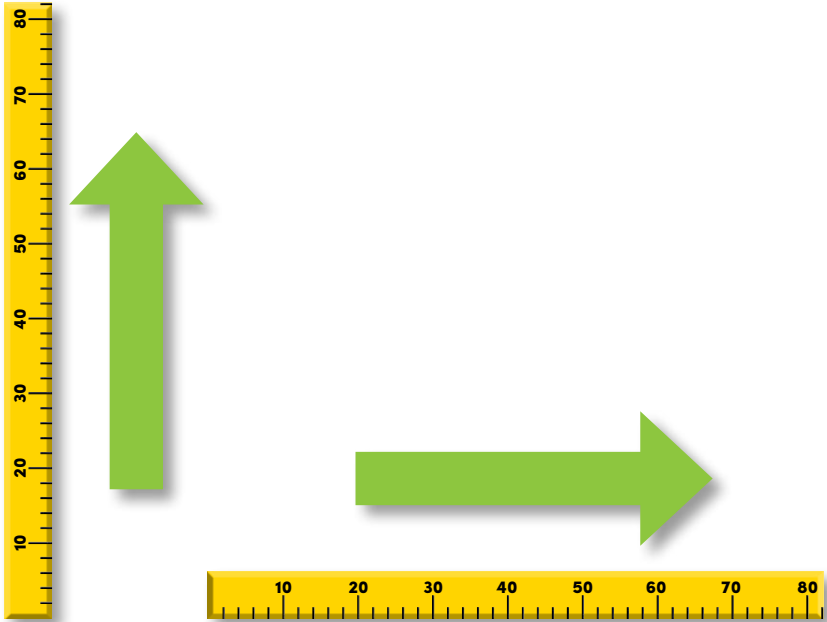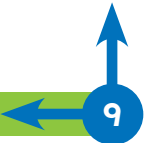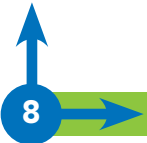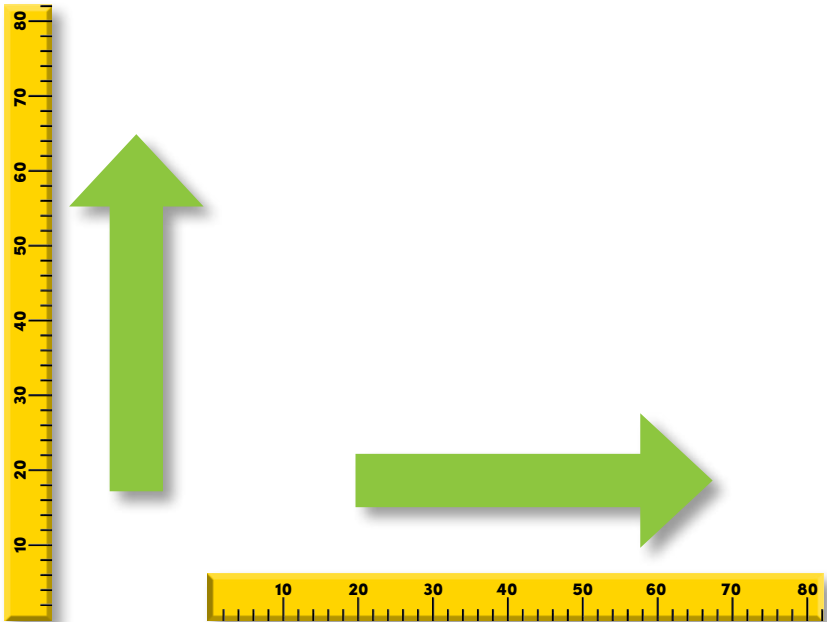
tall or long
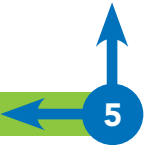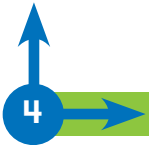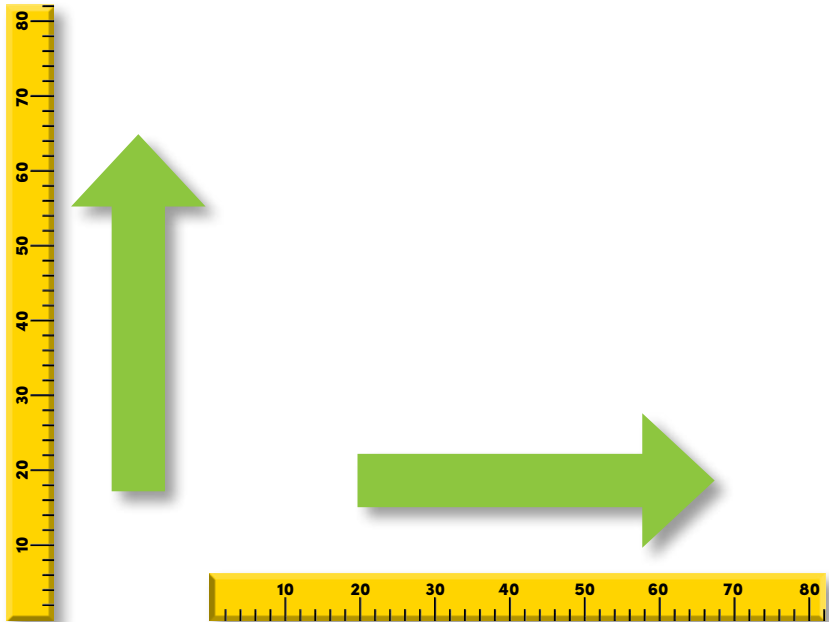
tall or long

long
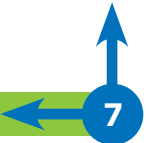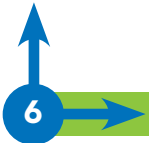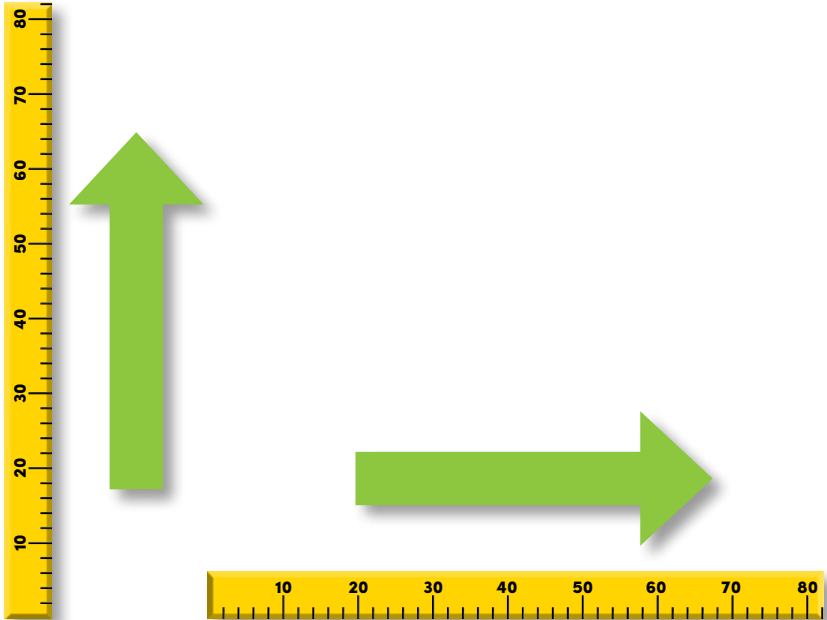
tall or long

tall

tall or long

long

tall or long

tall

Words to Know

long

tall