

Sample Pages from



Created *by* Teachers *for* Teachers and Students

Thanks for checking us out. Please call us at **800-858-7339** with questions or feedback or to order this product. You can also order this product online at **[www.tcmpub.com](http://www.tcmpub.com)**.

For correlations to state standards, please visit  
**[www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations)**

## Fiction Readers Upper Emergent

**This sample includes the following:**

**Implementation Guide pages** (10 pages)

- Cover and Table of Contents
- Reading Instruction Best Practices
- How to Use This Program pages
- Pacing Options
- Emergent Scope and Sequence

**Sample Reader** (10 pages)

**Sample Lesson Plan** (12 pages)

To Create a World <sup>in</sup> which  
**Children** love to Learn!

800-858-7339 • [www.tcmpub.com](http://www.tcmpub.com)

# Implementation Guide

# **Fiction** **Readers**

**Emergent/  
Upper Emergent**

# Table of Contents

<b>Program Welcome</b> .....	4	<b>How to Use This Program</b> .....	32
<b>Introduction</b> .....	6	Kit Components .....	32
The Joy of Reading.....	6	Digital Resources.....	34
The Science of Reading Instruction.....	7	Getting Started.....	36
<b>Research and Practice</b> .....	8	Pacing Options .....	37
The Importance of Reading Fiction.....	8	Assessment Options.....	38
Matching Students to Text .....	9	Using the Diagnostic Assessment and Summative Assessment .....	39
Elements of Fiction .....	10	Using the Oral Reading Records.....	41
Gradual Release of Responsibility.....	11	Assessment Data Charts.....	45
Key Reading Skills.....	12	Structuring Your Language Arts Time .....	49
Key Comprehension Strategies.....	14	About the Books.....	51
Cultural Responsiveness.....	16	<b>Standards Correlations</b> .....	58
School and Home Connections.....	17	Introduction to Correlations .....	58
<b>Reading Instruction Best Practices</b> .....	18	Correlations Charts.....	59
Small-Group Reading Instruction .....	18	<b>Appendixes</b> .....	63
Comprehension Instruction .....	20	Appendix A: Emergent and Upper Emergent Scope and Sequence.....	63
Fluency Instruction and Practice.....	22	Appendix B: Program Scope and Sequence .....	66
Lesson Extensions .....	24	Appendix C: Accessing the Digital Resources .....	68
<b>Differentiation and Assessment</b> .....	26	<b>References</b> .....	69
Differentiation .....	26		
Using Assessment to Guide Instruction....	28		
<b>The Instructional Setting</b> .....	30		
Managing Small Groups.....	30		
Using Technology to Improve Reading.....	31		

## Research to Practice

*Fiction Readers* instruction begins with a simple 20-minute small-group reading lesson:

### ► Introduce the Text

Quickly and efficiently introduce the book and prepare students to read. In just five minutes, present the elements of the book cover, identify the genre and/or establish a purpose for reading, and review reading behaviors.

### ► Read the Text

Students read the passage aloud independently. Observe as students explore the story, experience appropriate struggle, and apply strategies to draw meaning from the text. After the passage has been read once, prompt students to share their initial understandings of the selection and their experiences with the act of reading. Respond with praise and problem-solving support. Lastly, guide the group through a targeted reread under teacher guidance.

### ► Discuss the Text

For the last five minutes of the lesson, use targeted questions and prompts to lead students to consider the text again and build a more complete understanding of what they have read.

Tito the Tapir

### Small-Group Reading Lesson

**3** Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Have students think of questions that they can ask to set a purpose for reading. *What questions do you have from looking at the cover and reading the title?*
3. Discuss 2–3 content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: read words left to right, top to bottom, and page to page; look at the images from page to page; and think and talk about what they read.

**15** Read the Text

1. Have each student whisper-read the book independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Ask students to tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. Use the following ideas to address words that caused struggles or inaccuracies:
  - **BREATHE**—Point out the long e sound using the ea spelling pattern. Tell students the e at the end of the word is silent.
  - **EXCITED**—Write the word *excited* on the board. Underline the word *excite*, and point out the inflectional ending on the word. Remind students that some verbs have *-ed* added to the end; however, when the verb already ends with an e, only the *d* is added.
  - **CELEBRATE**—Underline the word *rate* in the word. Remind students that the a has the long vowel sound because of the e at the end of the word. Return to the beginning of the word, and remind students that c followed by e or i often makes the /s/ sound.

**3** Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story:

- *How is Tito's appearance described at the beginning of the book?*  
(extra support) *What does Tito look like at the beginning of the book?*
- *What can you infer from Tito's mom's response to his question on page 13?*  
(extra support) *Why does Tito's mom tell him that spots and stripes will help him hide?*
- *How does Tito change during the story?*  
(extra support) *Describe Tito at the beginning/end of the story.*

2 121501—Fiction Readers: Tito the Tapir © TCM | Teacher Created Materials



## Research to Practice

*Fiction Readers* instruction includes a simple 20-minute comprehension strategy lesson:

► **Introduce the Strategy**

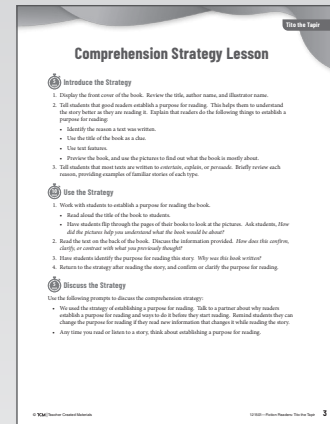
Quickly and efficiently, review the book and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► **Use the Strategy**

Return to the story to model using the strategy to better understand the story. Students follow the model to use the strategy, with support, as they continue to reread the story.

► **Discuss the Strategy**

For the last five minutes of the lesson, guide students to restate the strategy and to identify when and how they will use the strategy with other books and reading tasks.



*Fiction Readers* instruction includes a simple 20-minute close reading activity:

► **Set a Purpose for Rereading**

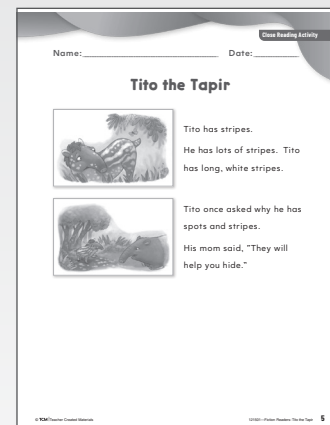
The teacher guides students to think about story elements, word choice, language, or author’s craft as they prepare to reread.

► **Reread an Excerpt**

Students reread a rich, complex passage from the book. As they read, they look for layers of meaning and tools used by the author to communicate meaning.

► **Annotate and Discuss Specific Tools Used by the Author**

Students find and explore specific examples to support and expand their ideas about the text and the author.



## Research to Practice

*Fiction Readers* instruction includes three options for fluency instruction and practice:

► **Focused Fluency Activity**

Define and model one aspect of expressive reading that fits well with the story. You may highlight the best way to read dialogue or how a reader's cadence changes when reading long sentences. Students then read the book with strong expression to a partner or group.

► **Reader's Theater Activity**

Students work together to prepare a performance of the story. They read a script of the story several times, concluding in a performative read aloud. Teachers may choose to assign roles or allow students to choose them. Each script includes roles for advanced, on-grade level, and striving readers.



► **Fluency Model**

Students listen to the professional recording of the story.

Reader's Theater Script

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Tito the Tapir

**Tito:** It is time to celebrate!

**Toucan:** What should we do?

**Tito:** We should act like grown-ups.

**Toucan:** How do grown-ups act?

**Tito:** I do not know.

**Toucan:** Then, what should we do?

**Tito:** I do not know.

**Toucan:** Let's think.

**Tito:** I still do not know what to do.

**Toucan:** Me either.

**Tito:** Let's have a party.

**Toucan:** Let's have a party.

**Tito:** A party can help us celebrate.

6 121501—Fiction Readers: Tito the Tapir
© TCM | Teacher Created Materials

## Research to Practice

*Fiction Readers* instruction includes four options for extending each lesson:

### ► Foundational Skills or Word Study

Lessons focus on a word pattern that is found in the story and can be widely generalized to other texts students will encounter. In the lower levels of the program, instruction includes phonemic awareness, phonics, basic decoding, and some vocabulary strategies and parts of speech. In the upper levels, more sophisticated aspects of decoding are taught along with morphemes and vocabulary strategies. Each lesson includes a brief mini-lesson and student activity page.

### ► Fluency Model

Students listen to the professional recording of the story. They can listen to the audio alone as they follow along in the print book or listen to the audio embedded in the read-along ebook.

### ► Writing about Reading

The writing activity prompts students to write about what they have read. They are encouraged to draw upon the story and the discussions around the text to complete the activity. A reproducible activity page is included.

### ► Content-Area Connection

The content-area connection links the topic and vocabulary from the story to mathematics, science, social studies, or the arts and movement. Most activities can be completed independently. A reproducible activity page is included.

Tito the Tapir

### Extension Options

**Word Study**

**Consonant Blends**

- Write the following words horizontally across the board: *trunk, swim, breathe, and spots*.
  - Tell students that when the sounds of two consonants in a word blend together, these are called *consonant blends*.
  - Underline the consonant blends in the words.
- Have students work in pairs to brainstorm other words that have the consonant blends in the words above (*tr, sw, br, and sp*). Turn the original list into a table by drawing columns and rows. Write the words that students brainstorm in the correct columns. Have students refer to the text to find examples of consonant blends.
- Distribute *Reading Consonant Blends* (page 8). Have students work together to complete the activity sheets.

**Fluency Model**

- Have students listen to the professional recording of the book (provided in the Digital Resources).

**Writing about Reading**

**Informational**

- Ask students whether the book *Tito the Tapir* was fiction or nonfiction and why.
- Discuss the idea that even though this book is fiction, many facts about tapirs were included in this story about Tito.
  - Have students name things they learned about tapirs by reading this book.
  - Record students' ideas on chart paper.
  - Work together to come up with a topic sentence for their writing, such as, *Tapirs are very interesting animals*.
- Distribute copies of *Tapir Facts* (page 9). Have students write informational compositions about tapirs. Have students refer to the chart paper for writing ideas.

**Art Connection**

**Animal Sculpture**

- Reread pages 2–3 to review the two animals a tapir looks like (*pig and elephant*).
  - Remind students that a tapir is a real animal, but today they get to use their imaginations to mix features of two animals to create fantasy animals.
- Have students brainstorm as many animals as they can. Record students' responses on a sheet of chart paper.
  - Distribute copies of *New Mixed Animal* (page 10). Have students sketch designs of new animals by mixing characteristics from two animals from the chart.
- Provide students with clay or modeling dough, and have them create sculptures of their new animals.

**Assessment Opportunity**

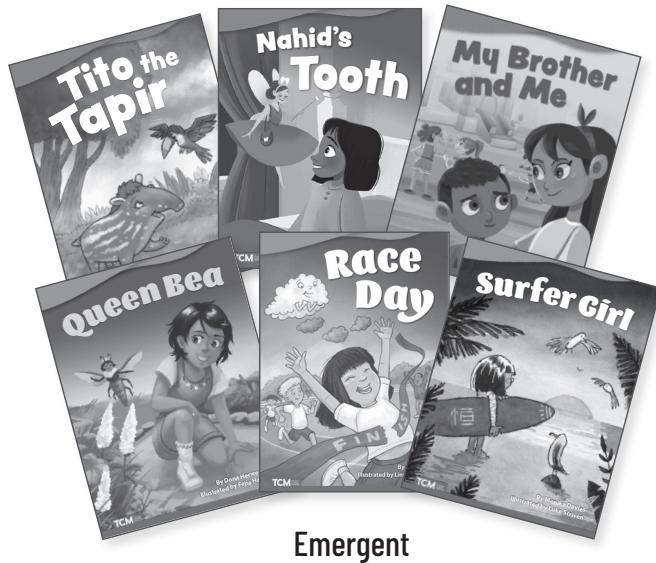
Use the *Comprehension Assessment* sheet (page 12) to assess students' abilities to understand the story.

© TCM | Teacher Created Materials
121513—Fiction Readers: Tito the Tapir 7

# Kit Components

## Book Trios

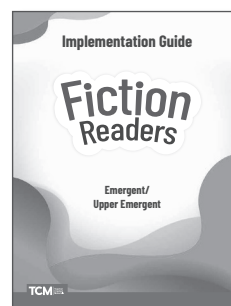
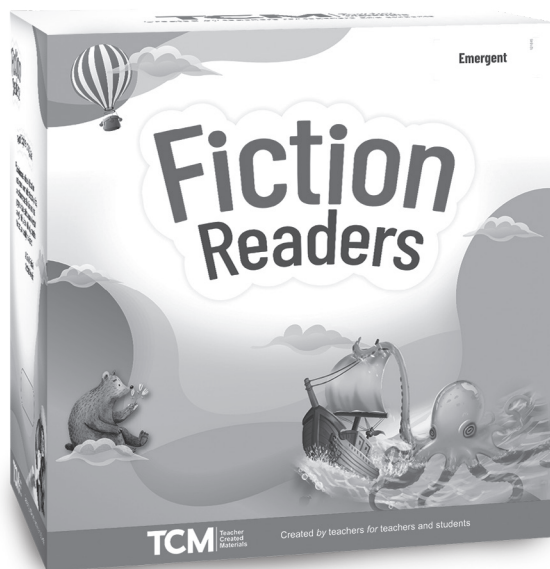
Each kit includes 15 readers with 5 trios. Each trio of full-color books offers different stories based on a common theme.



Emergent

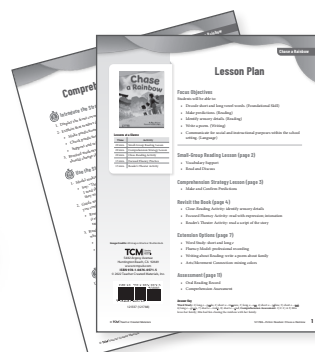


Upper Emergent



## Implementation Guide

This teacher resource supports best practices for literacy instruction.



## Lesson Plans

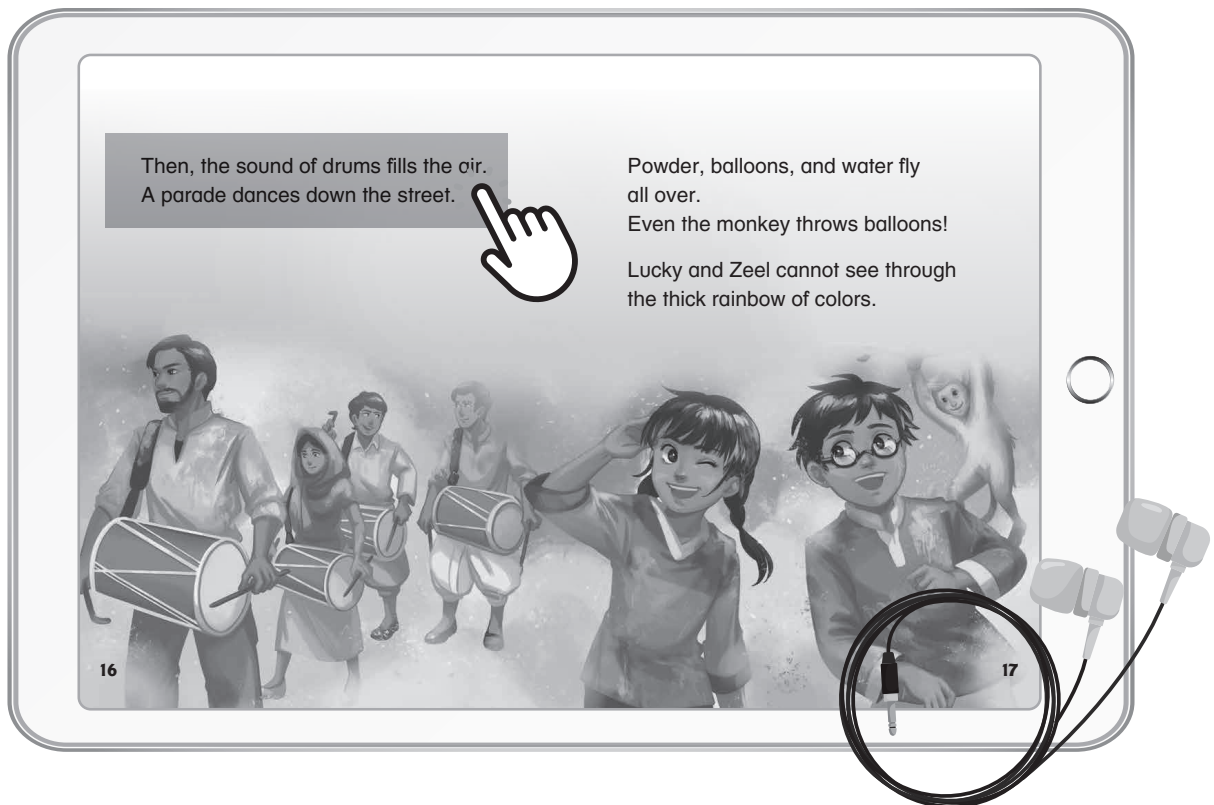
The 12-page lesson plan provides a consistent lesson format for every book. Plans include the lesson, assessments, extension options, and student activity pages.

# Digital Resources

Each kit in this series features a variety of Digital Resources that help teachers weave technology into literacy instruction. (See page 68 for more information on how to access the files for this kit in the TCM Content Cloud.)

## Books

- **Audiobooks** serve as a model of fluent reading. Students can listen to the audiobook while reading the physical book or the ebook.
- **Ebooks** are digital copies of the readers that can be viewed on any device and can be used with or without the audiobook. These digital books can be used as supplements to or in place of the print versions of books. They can be viewed using Adobe Acrobat or any browser, such as Chrome, Safari, or Firefox. Use of the ebooks will depend on the devices available in the classroom and the method of use (e.g., whole class, small group, or independent).
- **Read-along ebooks** combine professional audio recordings with digital copies of the books. As the audio plays, the text is highlighted word by word, making it easy for all students to follow along. Students can click or tap on any challenging word to hear it read again.
  - » Share links are available for each title in the library. Links to each book can be shared with students and can be accessed on any device with a web browser and an internet connection.





# Pacing Options

Each *Fiction Readers* lesson is designed to provide one week of instruction. As you guide students through the small-group activities, other students complete additional activities in centers. The following pacing options represent a typical implementation. Customize these pacing plans according to students' needs.

## Option 1

15 weeks, 5 days per week, 20 minutes per day

Day 1	Day 2	Day 3	Day 4	Day 5
Small-Group Reading Lesson	Comprehension Strategy Lesson	Revisit the Book (Close Reading/ Fluency)	Extension Options	Assessment
Centers: Fluency Practice, Additional Activities				

## Option 2

15 weeks, 3 days per week, 20 minutes per day

Day 1	Day 2	Day 3
Small-Group Reading Lesson	Comprehension Strategy Lesson	Revisit the Book (Close Reading/ Fluency) Assessment
Centers: Fluency Practice, Extension Activities, Additional Activities		

## Option 3

5 weeks, 5 days per week, 40 minutes per day

Day 1	Day 2	Day 3	Day 4	Day 5
Book 1 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Book 2 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Book 3 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Books 1–3 Extension Options Assessment	Books 1–3 Extension Options Assessment
Centers: Fluency Practice, Extension Activities, Additional Activities				

# Upper Emergent Scope and Sequence

The grid below lists the specific **reading comprehension strategy** and **content-area connection** included in the lesson for each book. These lesson objectives are in addition to the general skills listed on page 63.

Objectives	<i>For Sale</i>	<i>Batty and Catty</i>	<i>Penguins Take Flight</i>	<i>Nani's Birthday Surprise</i>	<i>Tadpole Grows Up</i>	<i>Oh, Rats!</i>	<i>The Old Woman Who Lives in the Other Shoe</i>	<i>Miss Hunt's Magic Map</i>	<i>Hugo Learns a Lesson</i>	<i>Holi Day</i>	<i>Darri's Dot Painting</i>	<i>Ling's Giant Mooncake</i>	<i>The Magic Corncob</i>	<i>King Cole's Feast</i>	<i>Michael's Mystery</i>
<b>Reading Comprehension Strategies</b>															
Establish a purpose for reading.						X									
Generate questions.					X										
Make and confirm predictions.	X										X				
Summarize and evaluate details.			X									X			
Synthesize elements.							X							X	
Make connections.		X		X											
Make inferences.															X
Make mental images.								X					X		
Monitor comprehension.									X	X					
<b>Content-Area Connections</b>															
Mathematics				X			X								
Science			X		X			X	X					X	
Social Studies	X										X	X	X		
Arts/Movement		X				X				X					X

# Penguins Take Flight

Linda and Marcus want to fly to New York. Their wings don't work, but their brains do. Can they build something so they can soar?

Reading Levels  
Guided Reading: K  
DRA Level: 16  
Lexile® Level: 430L

**TCM** Teacher Created Materials

120574



# Penguins Take Flight



By Joe Rhatigan  
Illustrated by Daniel Whisker

**TCM** Teacher Created Materials

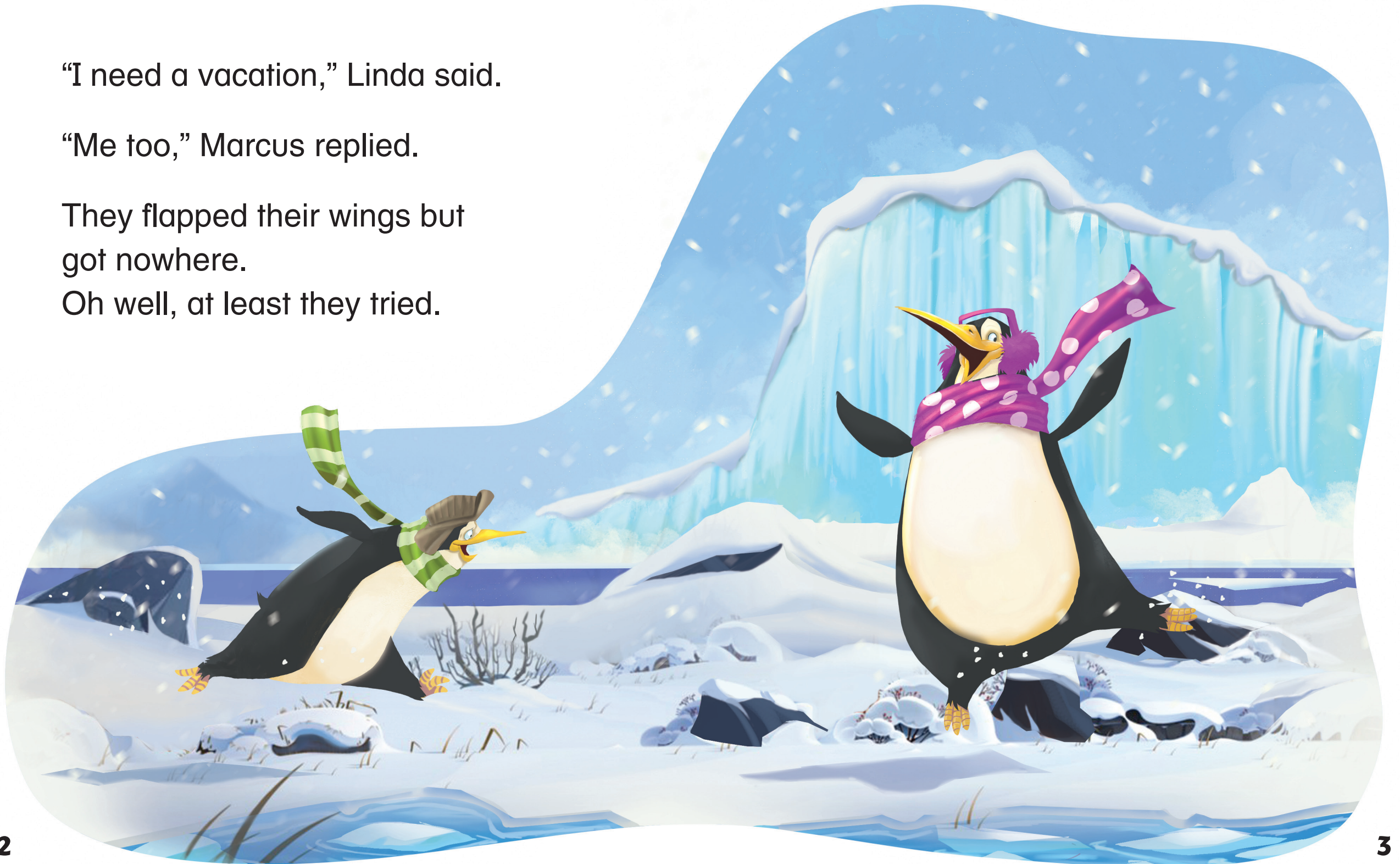


“I need a vacation,” Linda said.

“Me too,” Marcus replied.

They flapped their wings but  
got nowhere.

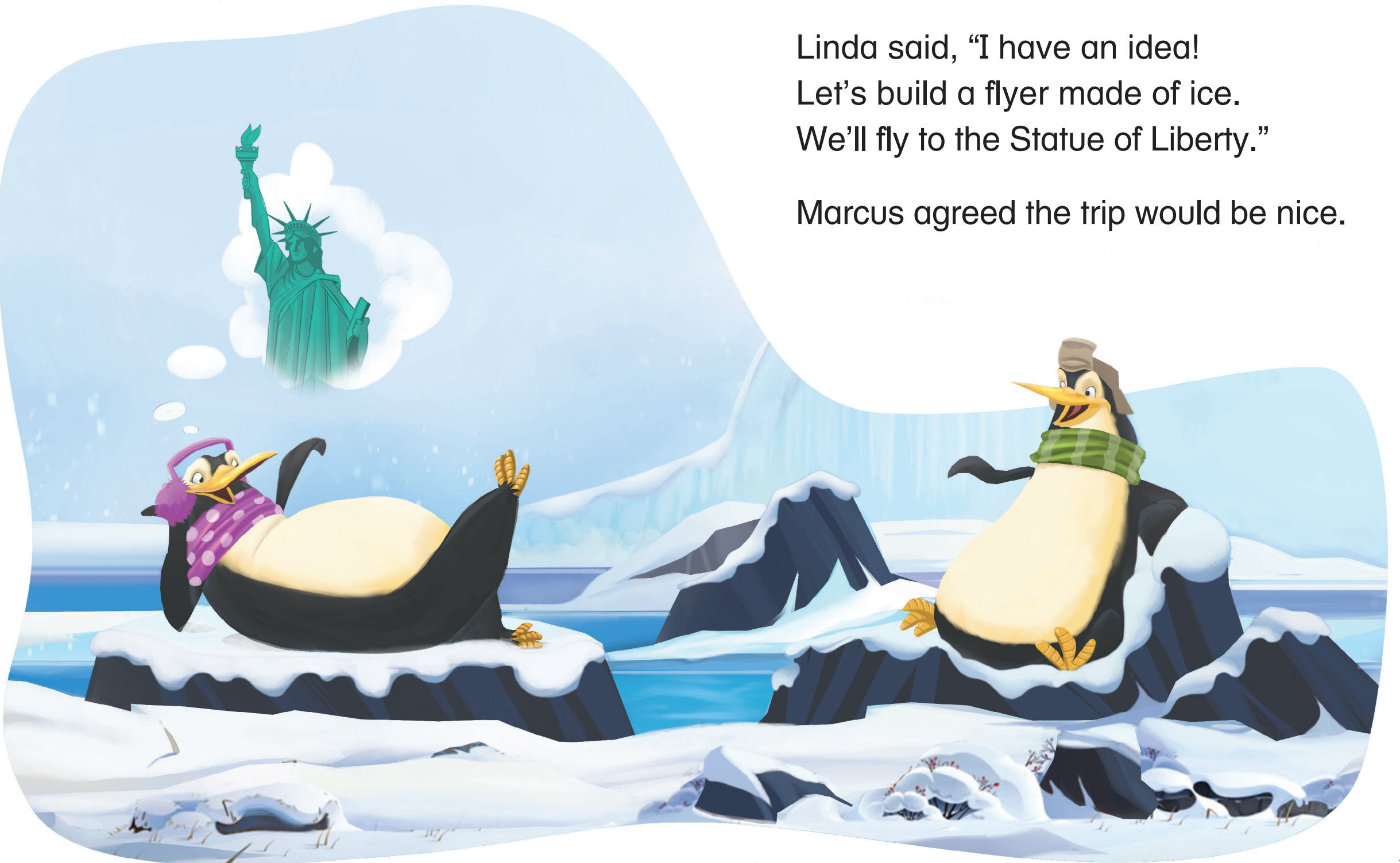
Oh well, at least they tried.





Linda said, "I have an idea!  
Let's build a flyer made of ice.  
We'll fly to the Statue of Liberty."

Marcus agreed the trip would be nice.





Linda drew up her plans.  
She shaped the ice all around.  
Marcus made blades for the tail.  
Then, they lifted off the ground.







Marcus said he knew the way.  
But his sense of direction was poor.

They ended up over the Grand Canyon.  
And then on the California shore.

They landed on the Gateway Arch.  
They got out to stretch and rest.

Linda said, "Isn't this place great?  
Here, penguins could make nests!"







They traveled onward across the country.

They saw some green up ahead.

“It’s the Statue of Liberty,” said Linda.

But Marcus looked up in dread.



“The flyer is melting!” said Marcus.

“Oh no, there goes a blade!”

Who knew it would be so hot?

It was 97 degrees in the shade!







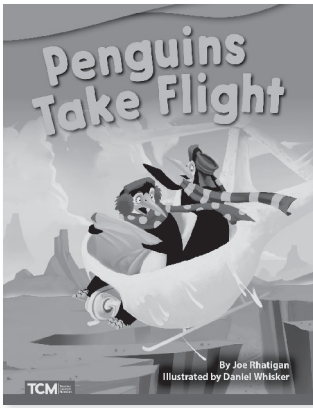
A flock of pigeons saved the day.  
They plucked them out of the sky.  
They dropped them on the statue's  
torch.  
Then they waved a cheerful goodbye.



Linda said, “We did it! We made it!  
There is the statue’s crown!”

Marcus said, “Now it’s time to go home.  
But how will we get down?”





### Lessons at a Glance

Time	Activity
20 min.	Small-Group Reading Lesson
20 min.	Comprehension Strategy Lesson
20 min.	Close-Reading Activity
15 min.	Focused Fluency Practice
15 min.	Reader's Theater Activity

Image Credits: All images iStock or Shutterstock.

**TCM** Teacher  
Created  
Materials

5482 Argosy Avenue  
Huntington Beach, CA 92649  
www.tcmpub.com

ISBN 978-1-0876-0597-5

© 2022 Teacher Created Materials, Inc.



121817 (121610)

# Lesson Plan

## Focus Objectives

Students will be able to:

- Decode words with open syllables. (Foundational Skills)
- Summarize and evaluate details. (Reading)
- Use illustrations to describe story events. (Reading)
- Describe locations. (Writing)

## Small-Group Reading Lesson (page 2)

- Vocabulary Support
- Read and Discuss

## Comprehension Strategy Lesson (page 3)

- Summarize and Evaluate Details

## Revisit the Book (page 4)

- Close-Reading Activity: use illustrations to describe story events
- Focused Fluency Activity: read with expression; rate
- Reader's Theater Activity: read a script of the story

## Extension Options (page 7)

- Foundational Skills: open syllables
- Fluency Model: professional recording
- Writing about Reading: vacations
- Science Connection: weather

## Assessment (page 11)

- Oral Reading Record
- Comprehension Assessment

## Answer Key

**Foundational Skills:** closed: flock, flap, stretch, plans; open: go, happy, really, maybe, we, sky;

**Comprehension Assessment:** 1) B, 2) A, 3) A flock of pigeons plucks the penguins out of the sky and drops them on the statue's torch.

# Small-Group Reading Lesson



## Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Have students think of questions that they can ask to set a purpose for reading. *What questions do you have from looking at the cover and reading the title?*
3. Discuss 2–3 content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: read words left to right, top to bottom, and page to page; look at the images from page to page; and think and talk about what they read.



## Read the Text

1. Have each student whisper-read the book independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Ask students to tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. Use the following ideas to address words that caused struggles or inaccuracies:
  - **FLY**—Write the word on the board. Underline the *y* at the end of the word. Remind students that in one-syllable words, the letter *y* can make the long *i* sound. Ask students to sound out each letter slowly, then combine letter sounds they hear to make the word. Repeat the word at normal speed.
  - **ONWARD**—Write the word on the board. Circle the word part *ward*. Remind students that this same word part can be found in words like *backward* and *forward*. This word shows they are going *on* their way.



## Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story:

- *Why do the penguins use ice to build their flyer?*  
(extra support) *What are planes made of? What materials do the penguins have?*
- *Looking at page 8, what problem might a “poor sense of direction” cause?*  
(extra support) *How are directions helpful? What does the word poor mean?*
- *Using the illustrations, what do you think the word plucked means on page 17?*  
(extra support) *What were the pigeons doing to help the penguins? Have you heard that word used before in a different way?*

# Comprehension Strategy Lesson



## Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Explain that readers do the following to summarize and evaluate details:
  - Determine what the key details are to find the main idea of a text.
  - Decide what information is important and what is unimportant.
  - Use background knowledge to evaluate the details of a text.



## Use the Strategy

1. Model summarizing and evaluating details as you read pages 2–3 together:
  - Say, “Marcus and Linda want to take a vacation. This seems like an important detail to the story. I will continue reading to see whether other details tell me more about the story or whether this detail is actually the key idea.”
2. Guide students to summarize and evaluate details as you read pages 4–7 together:
  - Continue by saying, “Marcus and Linda cannot fly, but they build a plane to go on vacation. The story tells us how they build the plane to go on this trip. The trip seems like the most important part of the story so far. This may be our key idea since most of the story details support or talk about them taking a trip. As a reader, I think reading about building the plane seems less important than what they will do with the plane. I will look for more details as I continue reading.”
3. Have students summarize and evaluate details in the story as you read pages 8–11. Use the following prompts if needed:
  - *Is the key idea in the story still the penguins’ vacation? Can you explain what is happening in the story in your own words using important details from the story?*
  - *Does the story continue like you thought it would? Do your key idea and details support what is happening in the story?*



## Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- We used the strategy of summarizing and evaluating details in the story. Talk to a partner about how summarizing and evaluating helped you choose important story details that support your main idea.
- Any time you read or listen to a story, think about how your background knowledge and text evidence help you find key details in a text.



# Revisit the Book



## Close-Reading Activity

### Use Illustrations to Describe Story Events

1. Tell students that rereading part of a story can help them notice important details. Readers can discover more about what the author wants them to know and find answers to their questions.
2. Say, “Today, we are reading closely to use illustrations to describe story events.”
3. Distribute copies of the *Close-Reading Activity* (page 5). Say, “As I read aloud, point to the words and follow along.” Read pages 12–17 aloud.
4. Ask students to identify what events occur on these pages. Stop after each page to discuss what happened. Use the following questions to guide students:
  - *What happens on pages 12–13?*
  - *How do the pictures help you predict what happens next? What is happening to the flyer?*
  - *What do the characters say that help you understand what is happening?*
  - *How do the characters feel about these events? How do the illustrations help to show those feelings?*
5. Have students circle parts of the illustration that tell more about the story events. Have students underline words that tell about the story events and how the characters are feeling.
6. Have students touch each picture on their *Close-Reading Activity* pages and retell what story events took place.



## Focused Fluency Activity

### Read with Expression: Rate

1. Tell students that a reader’s rate is the speed at which they read. Reading at a fast pace can be used to gather information quickly or show action. Reading more slowly can add more feeling or emphasis. A reader should not read too quickly or too slowly. This is called reading with expression, or rate.
2. Model reading the words “The flyer is melting!” with a quick pace to show worry and excitement.
  - Have students take turns with partners reading the book two pages at a time at a deliberate rate.



## Reader’s Theater Activity

- Have students read the *Reader’s Theater Script* (page 6).
- Encourage students to alter their pace as exciting events in the story occur. Non-performers are encouraged to make the facial expressions to contrast Marcus’s and Linda’s feelings. Story illustrations may help provide ideas.
- Switch roles for repeated readings.

## Assessment Opportunity

Use the *Oral Reading Record* (page 11) to assess students’ abilities to read fluently and accurately.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Penguins Take Flight



They traveled onward across the country.  
They saw some green up ahead.  
"It's the Statue of Liberty," said Linda.  
But Marcus looked up in dread.



"The flyer is melting!" said Marcus.  
"Oh no, there goes a blade!"  
Who knew it would be so hot?  
It was 97 degrees in the shade!



A flock of pigeons saved the day.  
They plucked them out of the sky.  
They dropped them on the statue's  
torch.  
Then they waved a cheerful goodbye.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Penguins Take Flight

**Narrator:** Marcus and Linda sat at the top of the Statue of Liberty.

**Marcus:** How are we going to get down?

**Linda:** That is a good question!

**Narrator:** Marcus looked at Linda. She began to smile.

**Marcus:** What is your plan? That smile means trouble.

**Linda:** No trouble at all. We will smile at a human.

**Narrator:** Marcus was in shock.

**Marcus:** A WHAT?!

**Linda:** A human. They love cute animals. They will help us.

**Narrator:** Linda looked down over the edge. She smiled at the people.

**Boy:** Mommy, look, it's a penguin!

**Linda:** They see us, Marcus. They want to help!

**Narrator:** The boy put the penguins in his suitcase.

**Marcus:** Where are we going?

**Linda:** On a second vacation!

# Extension Options

## Foundational Skills

### Open Syllables

- Write the phrase, “Hello, class!” on the board. Explain to students that each word shows us an open or a closed syllable. Break down each word by syllables on the board. Ask students what the final sounds are. If the last sound students hear is consonant, it is a closed-syllable word that makes a short vowel sound. However, if the final syllable sound is a vowel, it is an open-syllable word, and it makes a long vowel sound.
  - Ask students to give examples of open syllables, such as *dry* or *baby*.
- Ask students to close their eyes. Read each of the following words. Ask students to repeat each word, and clap out the syllables together. If the word has an open syllable at the end, students should open their eyes.
  - she* (eyes open)
  - dreamy* (eyes open)
  - closer*
  - sky* (eyes open)
  - flamingo* (eyes open)
  - trading*
- Use the *Open Syllables* activity sheet (page 8) to practice identifying open-syllable words.

### Fluency Model

- Have students listen to the professional recording of the book (provided in the Digital Resources).

## Writing about Reading

### Description

- Tell students to think about their favorite places to go, near or far. Remind students that a vacation can be anywhere a person or an animal enjoys spending time.
- Distribute copies of *A Penguin Vacation* (page 9). Each student will write the name of a location they enjoy at the top.
  - Have each student write about a place that would be fun for the story’s penguins to visit. Ask students to describe fun foods to eat, the weather, and other attractions.
- Direct students to draw pictures of these locations and the fun things the penguins could do.

## Science Connection

### Weather

- Provide students with the five-day forecast, including weather illustrations.
- Encourage students to think about how the weather and temperature change.
- Distribute copies of *Weekly Weather* (page 10). Have students record the relative temperature and weather for the week, such as hot or cold, clear, cloudy, or windy.
- Direct students to draw an illustration of the day’s weather to match their description.

## Assessment Opportunity

Use the *Comprehension Assessment* sheet (page 12) to assess students’ abilities to understand the story.



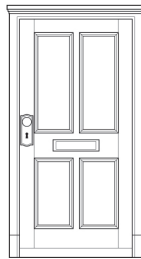
Name: \_\_\_\_\_

Date: \_\_\_\_\_

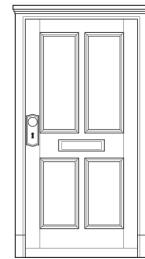
# Open Syllables

**Directions:** Underline the last sound you hear. If the sound is a consonant, color the door to **close** the sound. If you only hear a vowel, leave the door **open** by not coloring it.

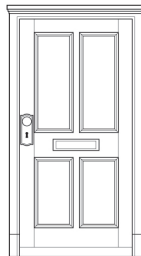
flock



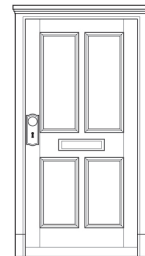
stretch



go



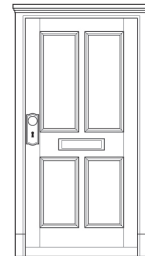
maybe



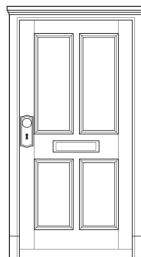
happy



we



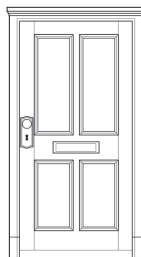
flap



plans



really



sky



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# A Penguin Vacation

**Directions:** Write the name of a place you like to visit. Write why the penguins might like to go there on vacation. Draw pictures of the fun things they might enjoy.

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Weekly Weather

**Directions:** Write what the weather was like for each day of the week. Draw a picture to show what the weather looked like.

Monday	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
Tuesday	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
Wednesday	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
Thursday	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	
Friday	<hr/> <hr style="border-top: 1px dashed;"/> <hr/>	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Penguins Take Flight

Total Word Count	Codes				
99	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used							
				E			SC				
				M	S	V	M	S	V		
2	"I need a vacation," Linda said.										
	"Me too," Marcus replied.										
	They flapped their wings but got nowhere.										
	Oh well, at least they tried.										
5	Linda said, "I have an idea!										
	Let's build a flyer made of ice.										
	We'll fly to the Statue of Liberty."										
	Marcus agreed the trip would be nice.										
6	Linda drew up her plans.										
	She shaped the ice all around.										
	Marcus made blades for the tail.										
	Then, they lifted off the ground.										
8	Marcus said he knew the way.										
	But his sense of direction was poor.										
9	They ended up over the Grand Canyon.										
	And then on the California shore.										

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Penguins Take Flight

**Directions:** Read each question. Choose the best answer.

1. Where did the penguins go first?

- (A) the Gateway Arch
- (B) the Grand Canyon
- (C) the California shore

2. Look at the picture. What is the problem?

- (A) The flyer is melting.
- (B) The penguins are lost.
- (C) They are stuck on the arch.



3. How do the penguins get to the Statue of Liberty?

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_

- - - - -

\_\_\_\_\_

\_\_\_\_\_