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Focused Reading Booster Pack— Level K

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)

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Level K

Focused
Reading

Booster Pack

Management Guide

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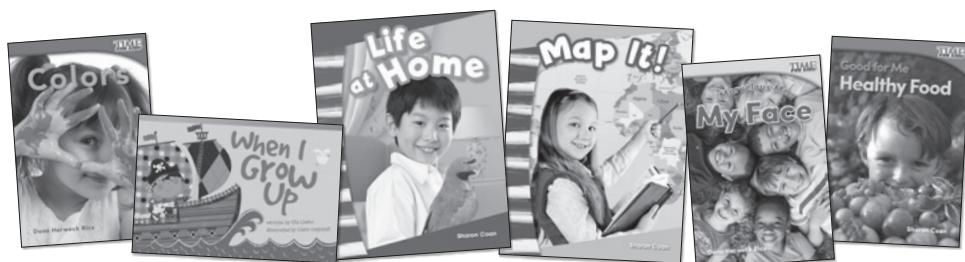
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Kit Components

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.



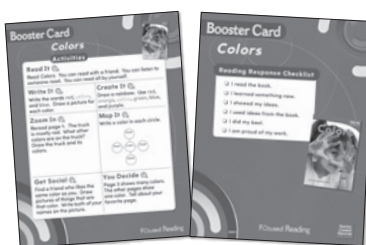
Overview Cards

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



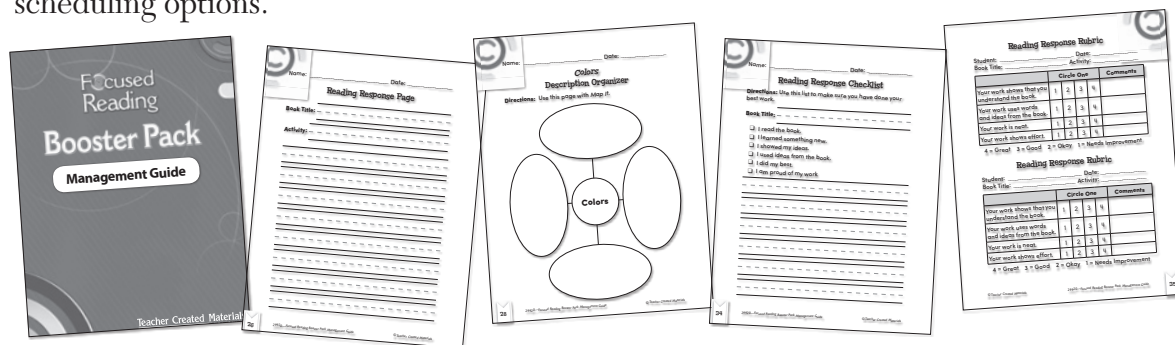
Booster Cards

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 40.

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

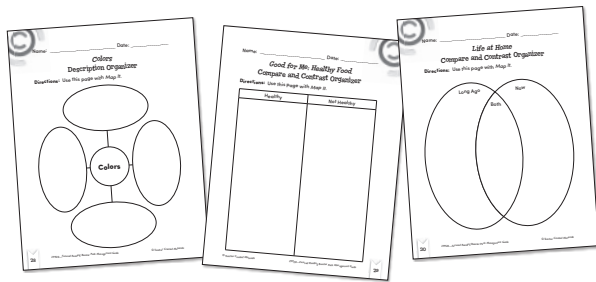
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no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

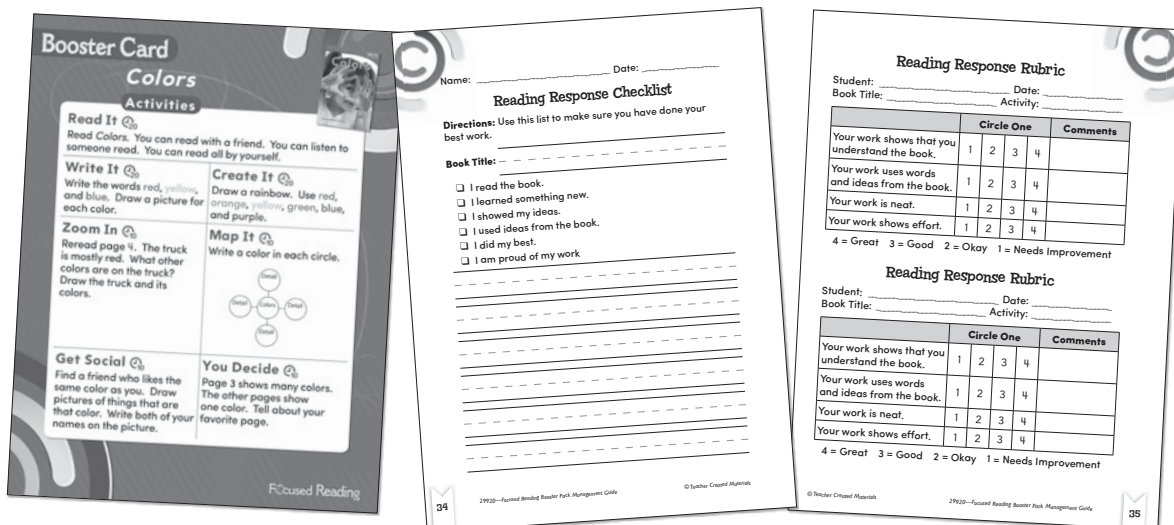
You may choose to support English language learners with some or all of these suggestions:

- **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 Response Rubric (page 35) to give students feedback.

Name: _____ Date: _____

Reading Response Page

Book Title: _____

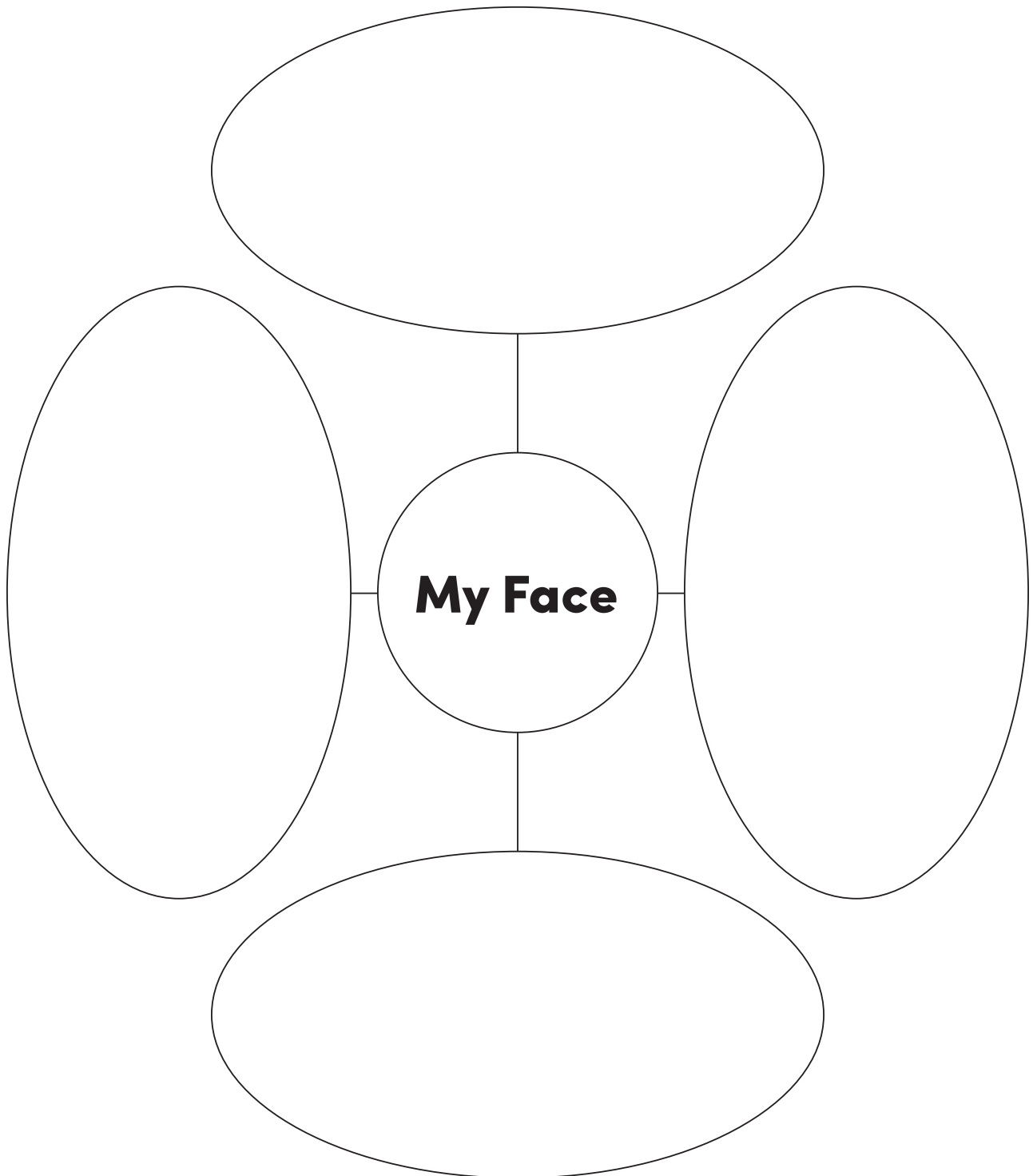
Activity: _____



Name: _____ Date: _____

Marvelous Me: My Face Description Organizer

Directions: Use this page with *Map It*.





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: _____

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

Overview Card

Marvelous Me: *My Face*

Book Summary

Each face has many parts. They can do many things. Smell, smile, hear, wink—the face does it all!

Objectives

- Identify the main topic and key details.
- Describe the relationship between text and illustrations.
- Draw, dictate, and write to compose opinion pieces.

Academic Vocabulary

ears face mouth
eyes nose

Cross-Content Connections

(Mathematics) Have students count the number of eyes in the class. Have students count the number of noses in the room. Ask them how knowing how many eyes are in the room can help them figure out how many ears are in the room. Have students record their findings.

(Art) Have students create face collages using magazine pictures. Tell them that they must include all the parts of the face they learned about in *Marvelous Me: My Face*. Have students share their collages with others. Encourage them to ask other students to point to and name the different parts of the face on their collages.



Reading Levels
Lexile®: BR
Guided Reading: B



TCM 29933 (i20129)

Booster Card

Marvelous Me: My Face

Activities



Read It ⌚₂₀

Read *Marvelous Me: My Face*. You can read with a friend. You can listen to someone read. You can read all by yourself.

Write It ⌚₂₀

What is on your face? Write the parts.

Create It ⌚₂₀

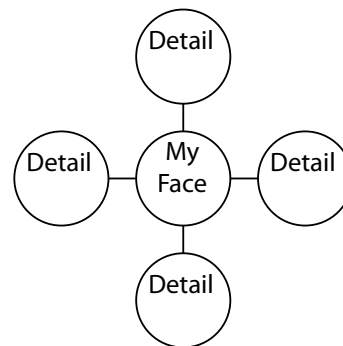
Draw a picture of your face. Label each part. Use the book for ideas.

Zoom In ⌚₁₀

Reread pages 6–9. What does a mouth do? What do the ears do?

Map It ⌚₁₀

What parts are on your face? Use this map to write the parts.



Get Social ⌚₁₀

Choose a friend and draw his or her eyes. Use the right color.

You Decide ⌚₁₀

We have many parts on our faces. What part do think is best—*ears, eyes, nose, or mouth*? Why?

Booster Card

Marvelous Me:

My Face

Reading Response Checklist

- 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.



TIME
FOR KIDS

Marvelous Me

My Face

Dona Herweck Rice

Publishing Credits

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Robin Erickson, *Multimedia Designer*

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my face

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A face has a nose.



A nose does this.



A face has a mouth.



A mouth does this.



A face has ears.



Ears do this.



A face has eyes.



Eyes do this.

Words to Know

ears



eyes



face



nose



mouth

