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Focused Reading Booster Pack— Level 3

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 (16 pages)

To Create a World ⁱⁿ which
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Level 3

Focused
Reading

Booster Pack

Management Guide

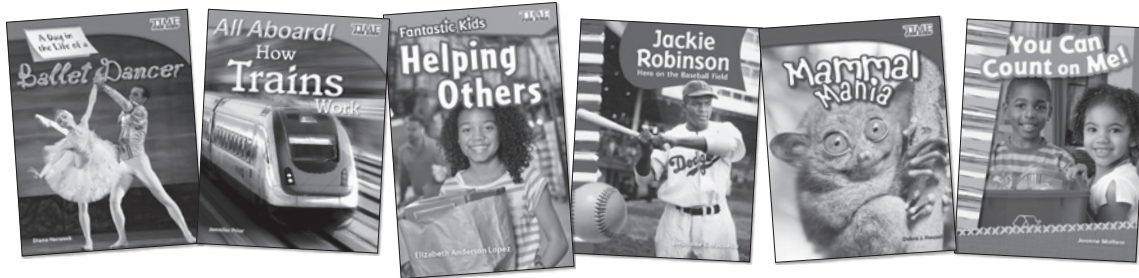
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Kit Components

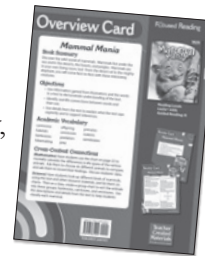
High-Interest Books (six copies of six titles)

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



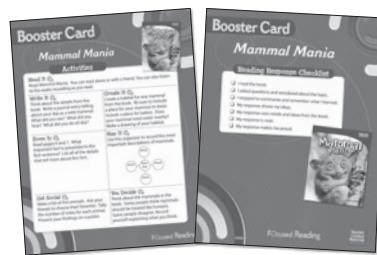
Overview Cards

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



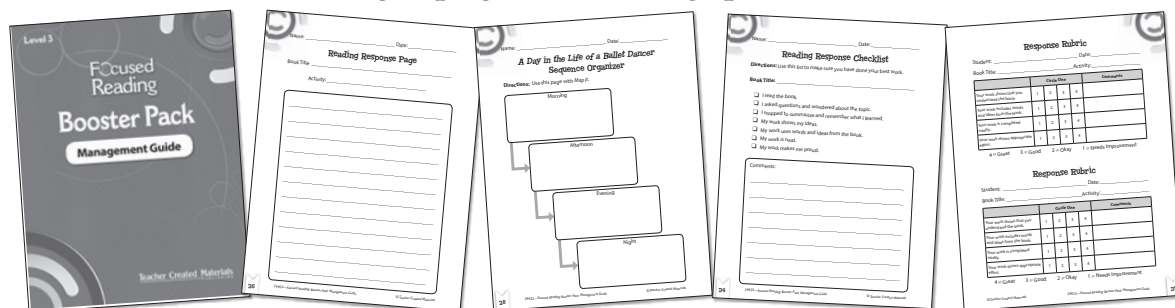
Booster Cards

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, Overview 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

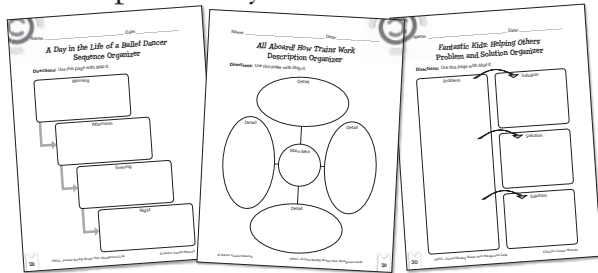
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no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

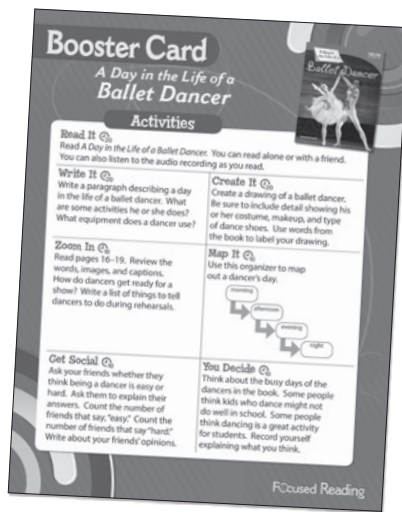
You may choose to support English language learners with some or all of these suggestions:

- **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
_____.

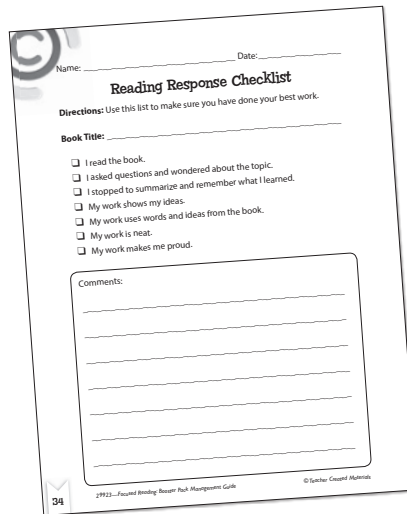
Assessing Responses

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.

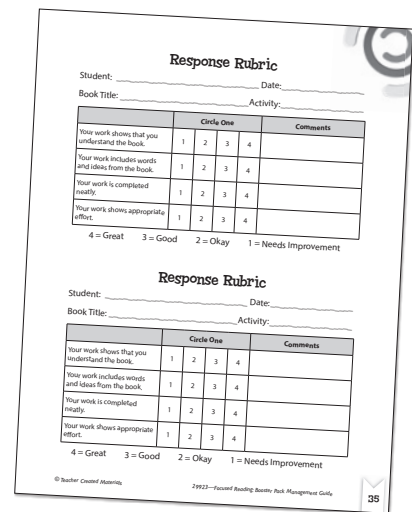
The Reading Response Checklist provides an opportunity for students to reflect on their work. Distribute copies of the Reading Response Checklist activity sheet (page 34) to students to guide self-reflection. Use the Reading Response Rubric (page 35) to record the quality of students reading response 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: _____

A large rounded rectangular box containing 15 horizontal lines for writing a response.

Name: _____ Date: _____

Reading Response Page

Book Title _____

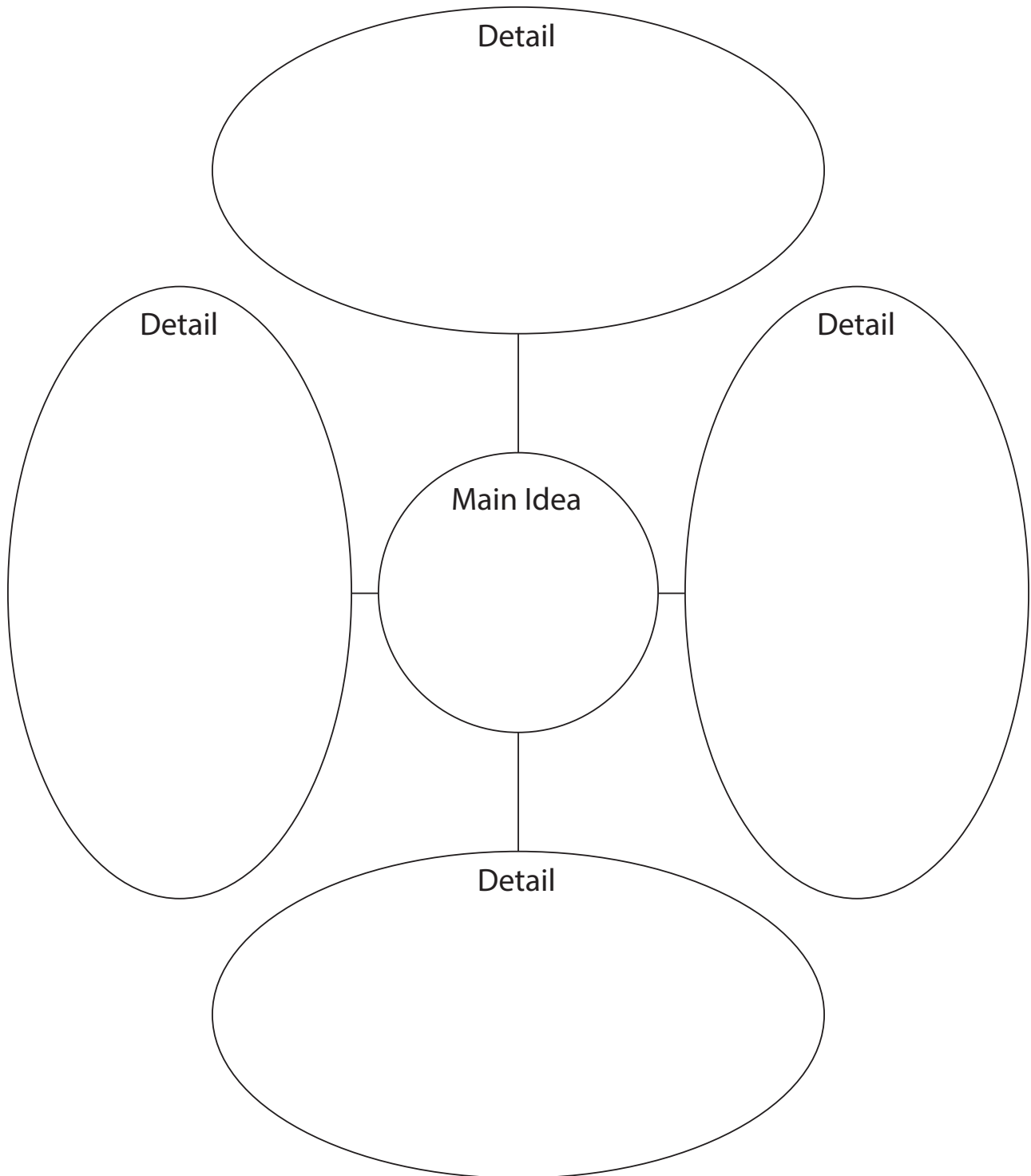
Activity: _____



Name: _____ Date: _____

Mammal Mania 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 asked questions and wondered about the topic.
- I stopped to summarize and remember what I learned.
- My work shows my ideas.
- My work uses words and ideas from the book.
- My work is neat.
- My work makes me proud.

Comments:

Response Rubric

Student: _____ Date: _____

Book Title: _____ Activity: _____

	Circle One				Comments
Your work shows that you understand the book.	1	2	3	4	
Your work includes words and ideas from the book.	1	2	3	4	
Your work is completed neatly.	1	2	3	4	
Your work shows appropriate effort.	1	2	3	4	

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

Response Rubric

Student: _____ Date: _____

Book Title: _____ Activity: _____

	Circle One				Comments
Your work shows that you understand the book.	1	2	3	4	
Your work includes words and ideas from the book.	1	2	3	4	
Your work is completed neatly.	1	2	3	4	
Your work shows appropriate effort.	1	2	3	4	

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

Overview Card

Jackie Robinson: Hero on the Baseball Field

Book Summary

Jackie Robinson was a strong and quick athlete. He is known as a great baseball player. Jackie was also a great man. Sadly, when he began to play for the Brooklyn Dodgers, people booed him. This book tells how Jackie Robinson stood up for what was right, even though many people were against him.

Objectives

- Describe the relationship between a series of historical events in a text, using language that relates to time, sequence, and cause/effect.
- Distinguish a unique point of view.
- Relate an event, character, conflict, or theme to personal experiences.

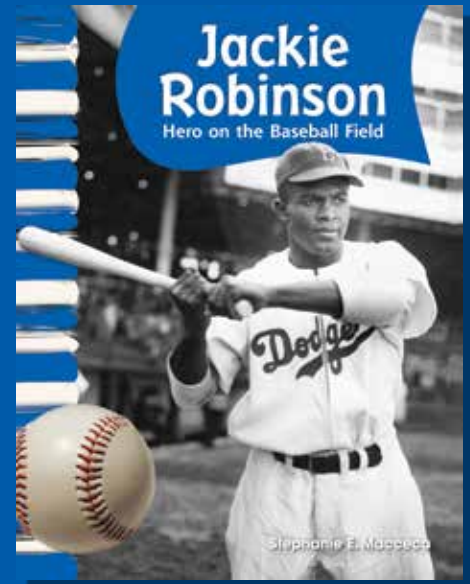
Academic Vocabulary

African Americans	Negro League	refused
booed	pennants	segregation
brave	races	

Cross-Content Connections

(Social Studies) Jackie Robinson was a human-rights leader. Using the book and other resources, have a class discussion about human rights and the discrimination against African Americans. Have students find examples from the text that show how Jackie Robinson was a human-rights leader.

(Mathematics) Have students use the time line on pages 28–29 to calculate how old Jackie Robinson was for his major accomplishment. Guide students to use different strategies.



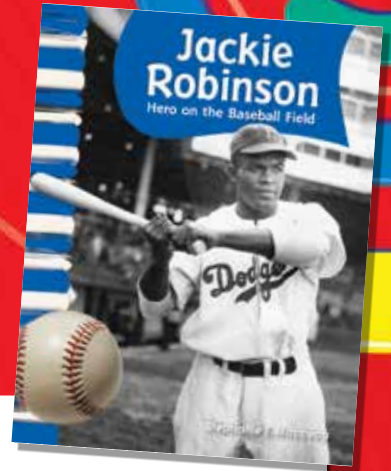
Reading Levels
Lexile®: 560L
Guided Reading: O



TCM 29950 (i20146)

Booster Card

Jackie Robinson: Hero on the Baseball Field



Activities

Read It

Read *Jackie Robinson: Hero on the Baseball Field*. You can read alone or with a friend. You can also listen to the audio recording as you read.

Write It

Write a letter to the fans who were cruel to Jackie Robinson. Tell them why calling him mean names was a bad idea.

Create It

Create a cheer for Jackie Robinson. The cheer should rhyme. It should help Jackie and the Dodgers win.

Zoom In

Read pages 20–23. Pay attention to the dates. Read the time line on pages 28 and 29. What details are missing from 1947 on the time line?

Map It

Make a table like the one below. List the important moments in Jackie Robinson's life.

Childhood	Sports	Awards

Get Social

Ask your friends, "What makes a great athlete?" Compare their answers to what you read about Jackie Robinson. Decide whether you think your friends think he was a great athlete.

You Decide

Some people think Jackie Robinson is a sports hero. Some people think he should be honored for more than being an athlete. Record yourself explaining what you think.

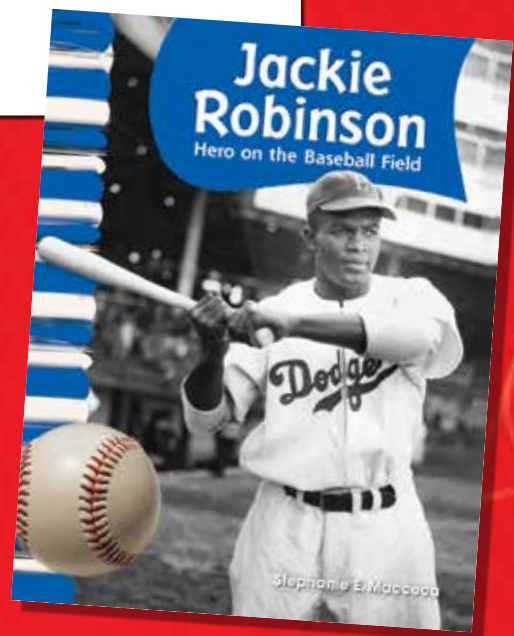
Booster Card

Jackie Robinson:

Hero on the Baseball Field

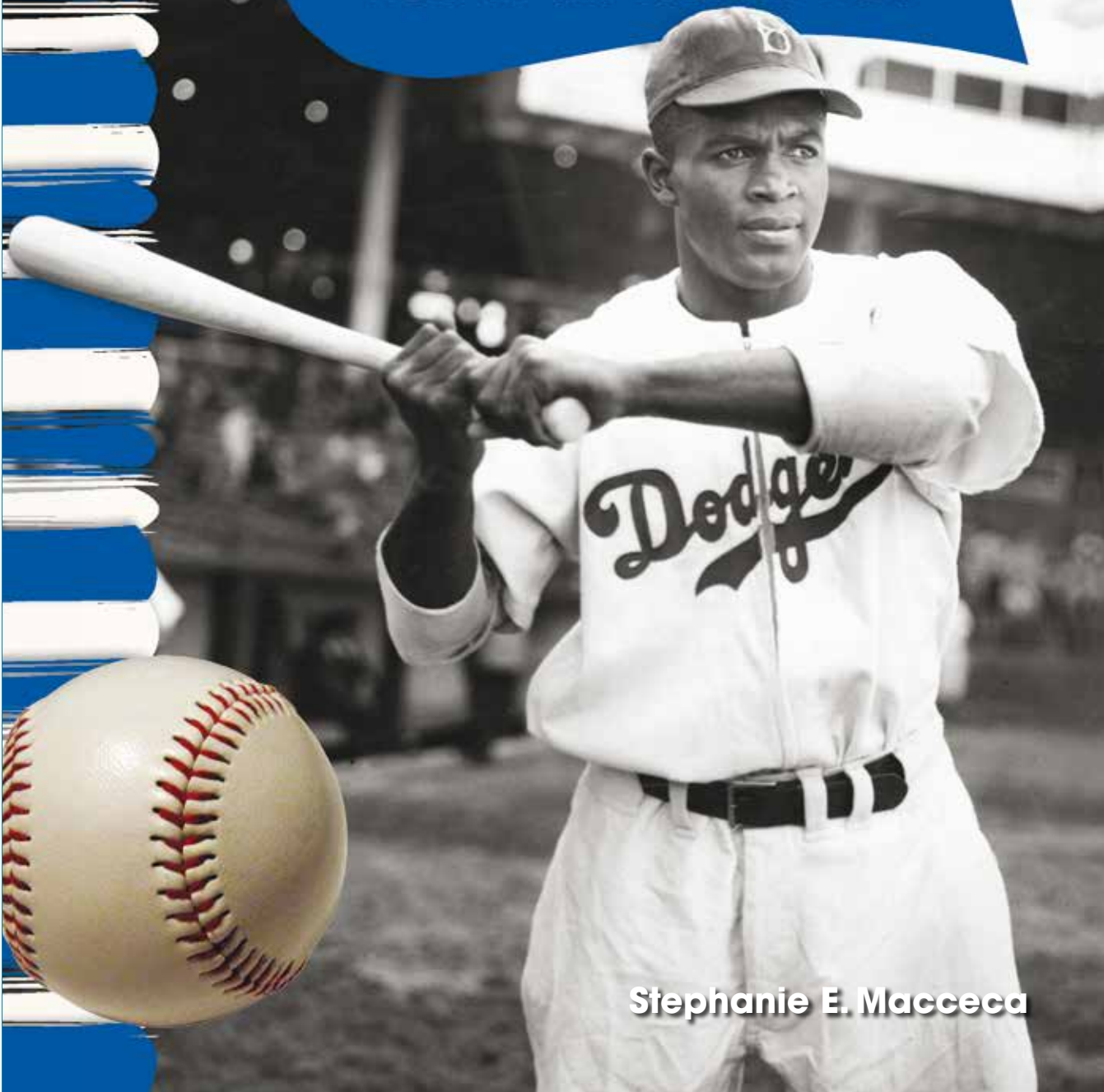
Reading Response Checklist

- I read the book.
- I asked questions and wondered about the topic.
- I stopped to summarize and remember what I learned.
- My response shows my ideas.
- My response uses words and ideas from the book.
- My response is neat.
- My response makes me proud.



Jackie Robinson

Hero on the Baseball Field



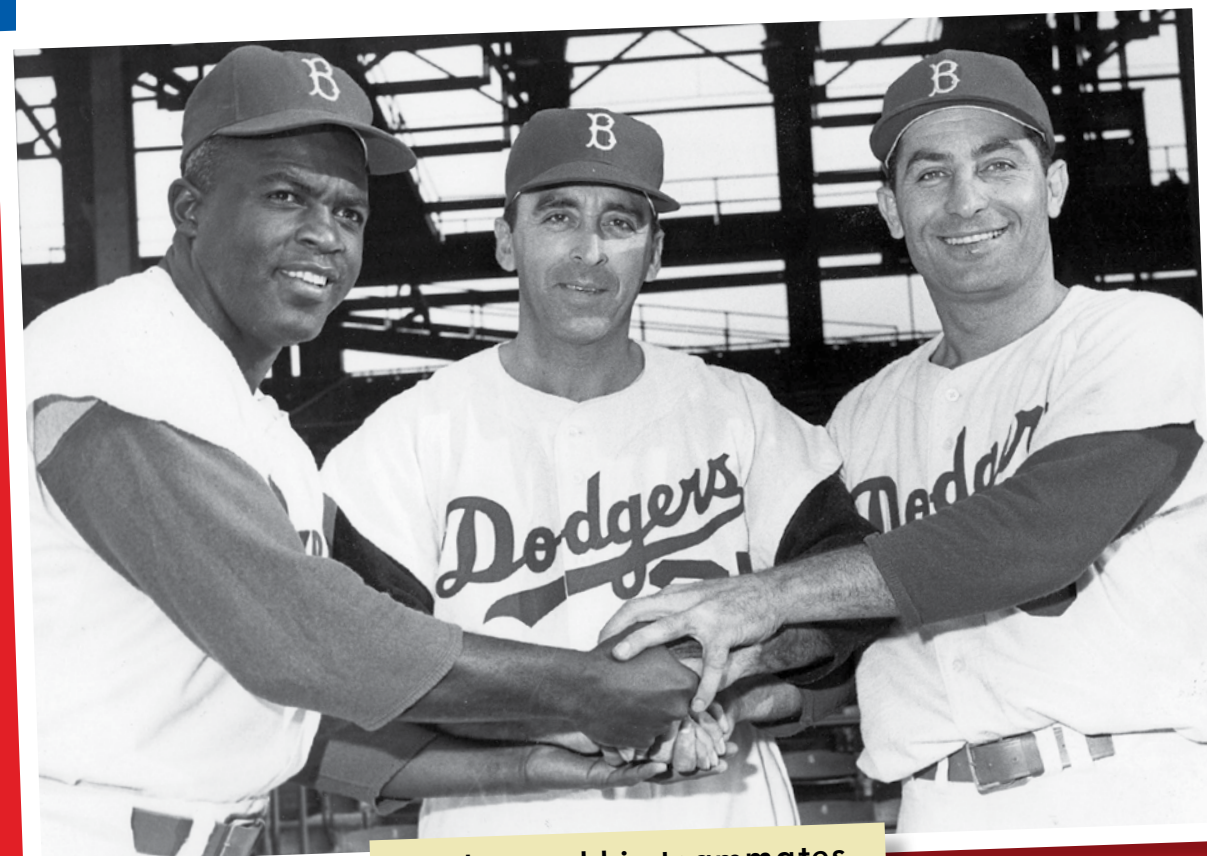
Stephanie E. Maccoca

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Meet Jackie

Jackie Robinson was a baseball player. He was also a brave man. He did things no one else had ever done. He stood up for what was right even though people were mean to him. He did this so everyone could play sports together.



Jackie and his teammates

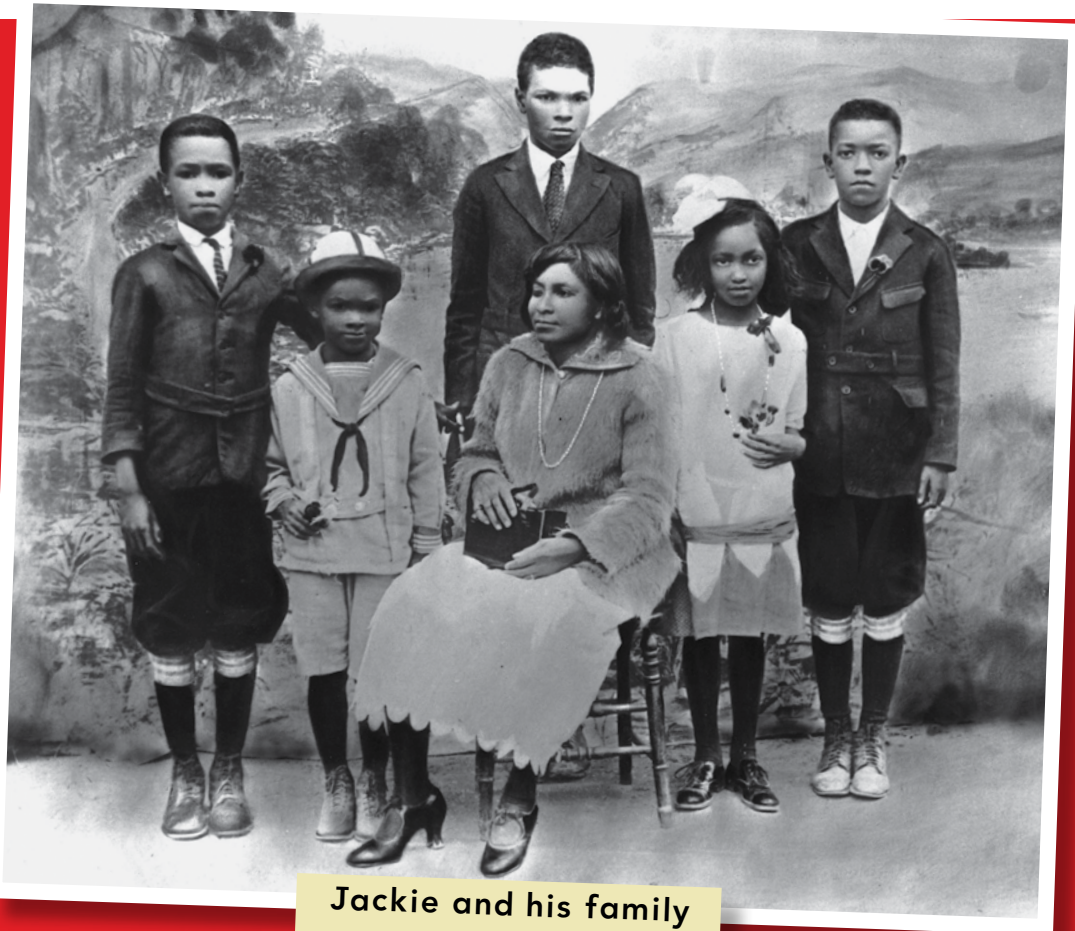
African Americans and white baseball players could not play on the same teams until 1947.



Jackie in his baseball uniform

Young Jackie

Jackie was born in Georgia on January 31, 1919. Jackie's father left when he was six months old. His mother moved the family to California. She wanted a better life for her family.



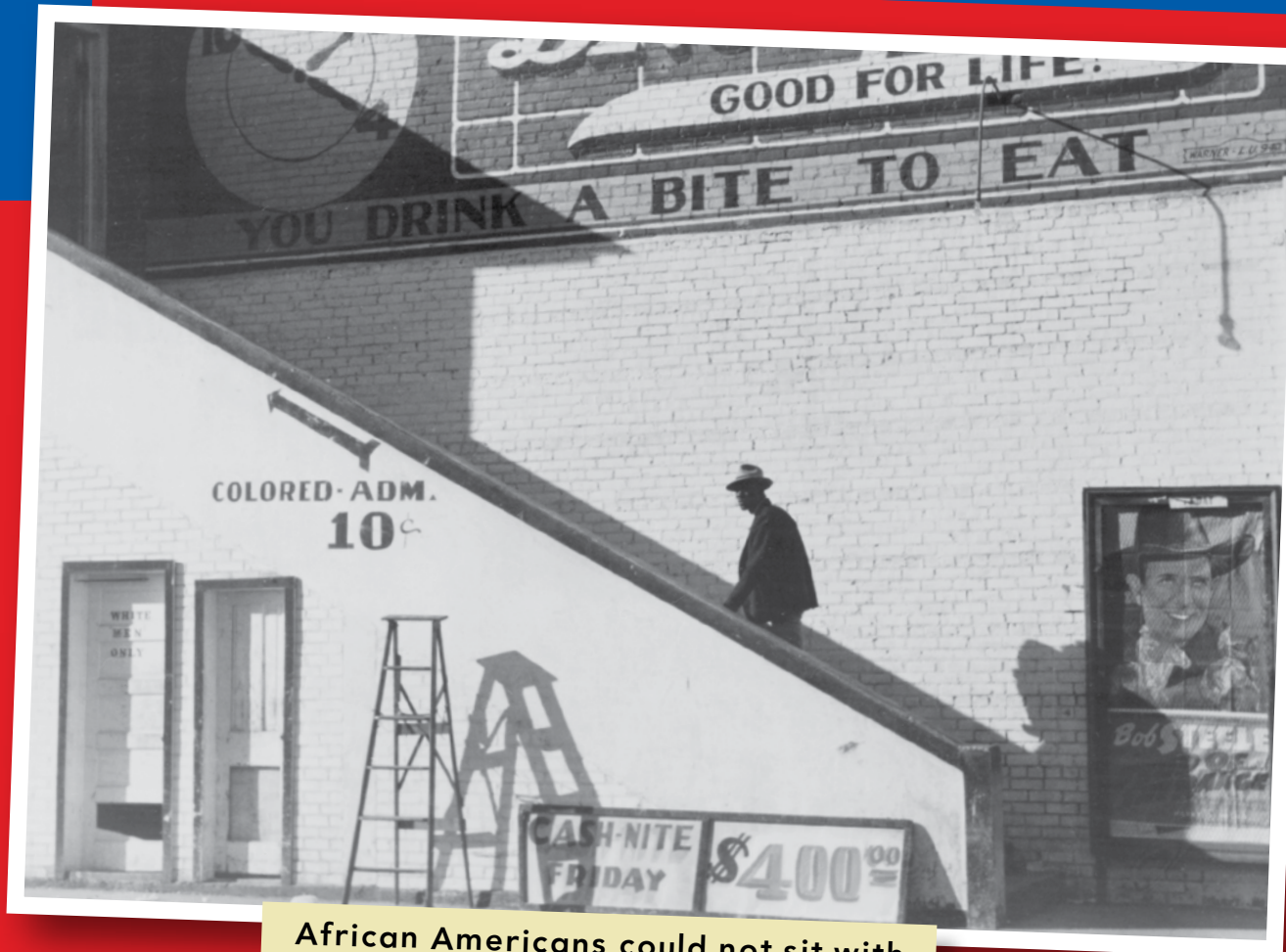
Jackie and his family

Fun Fact

It is about 2,500 miles from Georgia to California. It took Jackie's family about 85 hours to make the trip by train. That is almost 4 days!



Back then, African Americans and white people were kept apart. This was called **segregation**.



African Americans could not sit with white people at movie theaters.

Life was hard for the Robinsons. African American neighborhoods (NAY-ber-hoods) were separated from white neighborhoods. Jackie's mother bought a house in a white neighborhood. The neighbors did not want the Robinsons to live there.

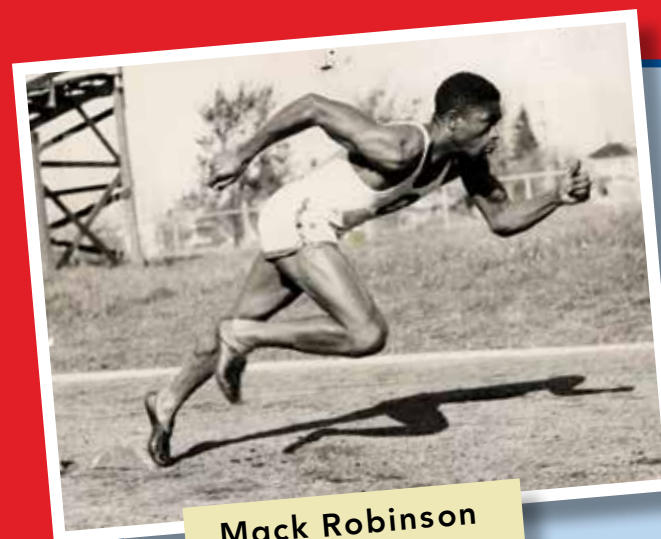
The Robinson kids were good athletes. Jackie was the youngest. He had to play hard to keep up with his brothers and sisters. He was good at every sport he tried.



Theodore Roosevelt

Fun Fact

Jackie's full name was Jack Roosevelt Robinson. He was named after President Theodore Roosevelt.

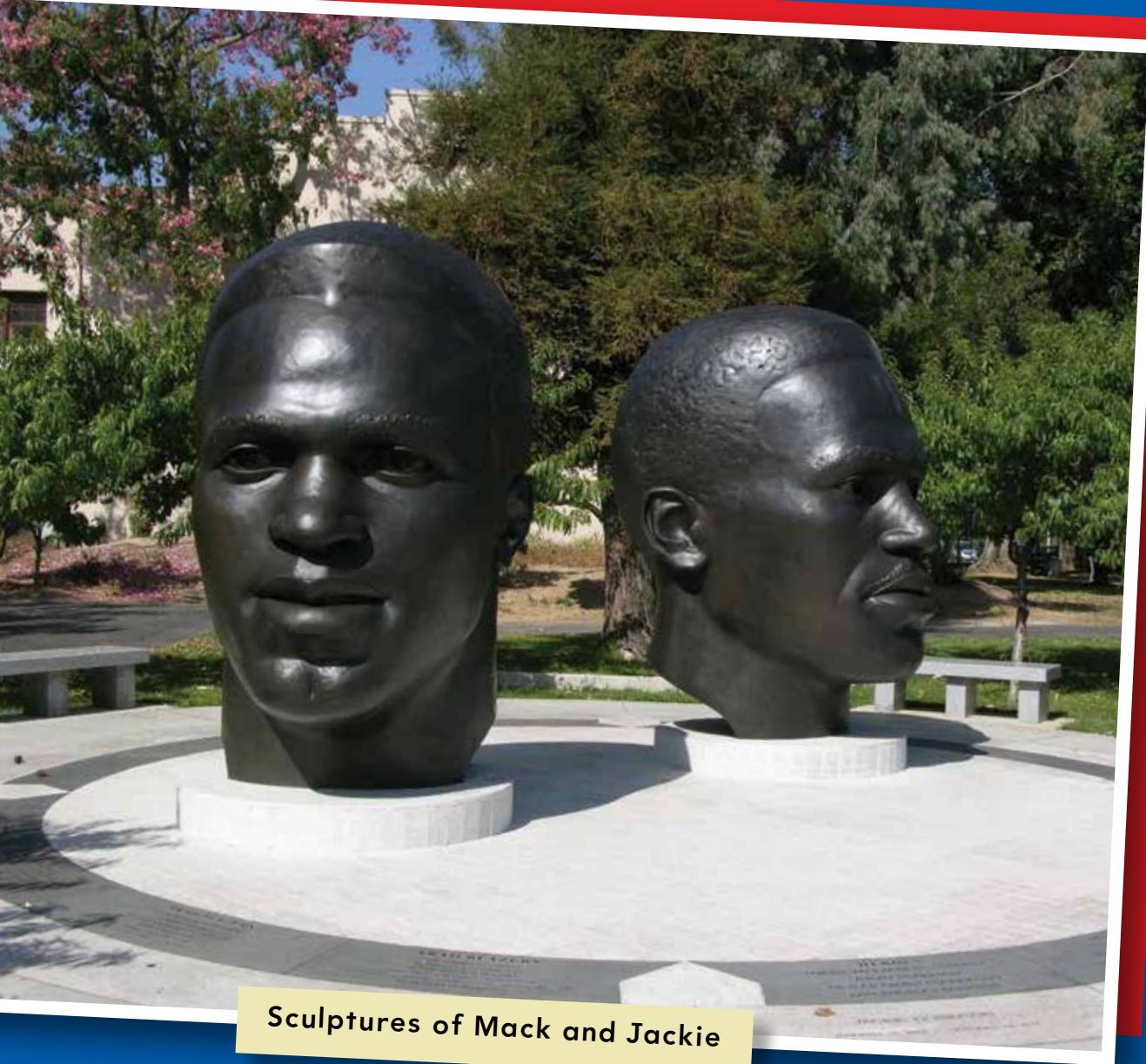


Mack Robinson

Fun Fact

Jackie's brother Mack earned a silver medal in track and field in the 1936 Olympics.

Jackie worked hard to get into college. There, he played many sports. He broke records in basketball, football, and track. He was the first person to earn a varsity letter in four sports at his college.



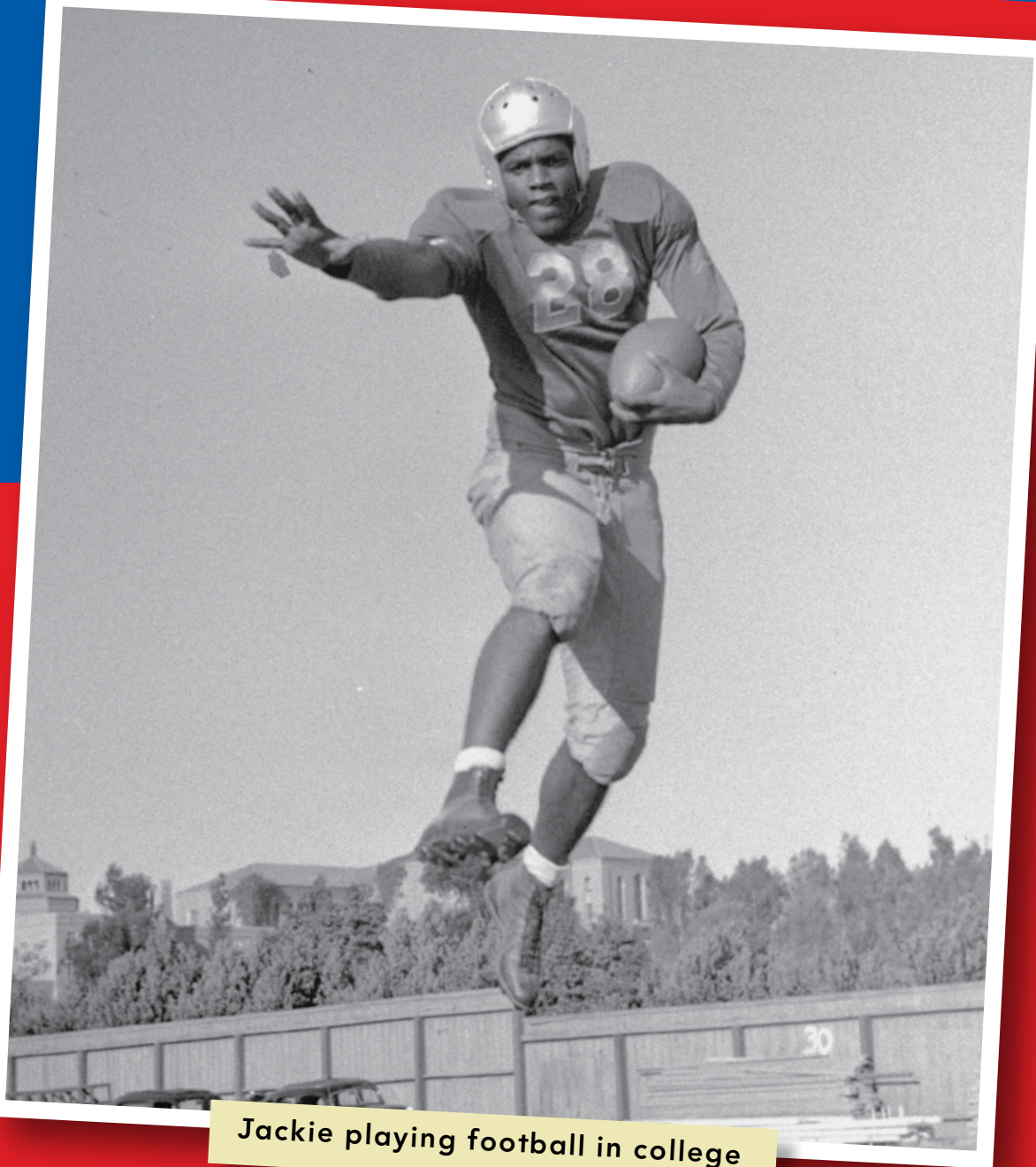
Sculptures of Mack and Jackie



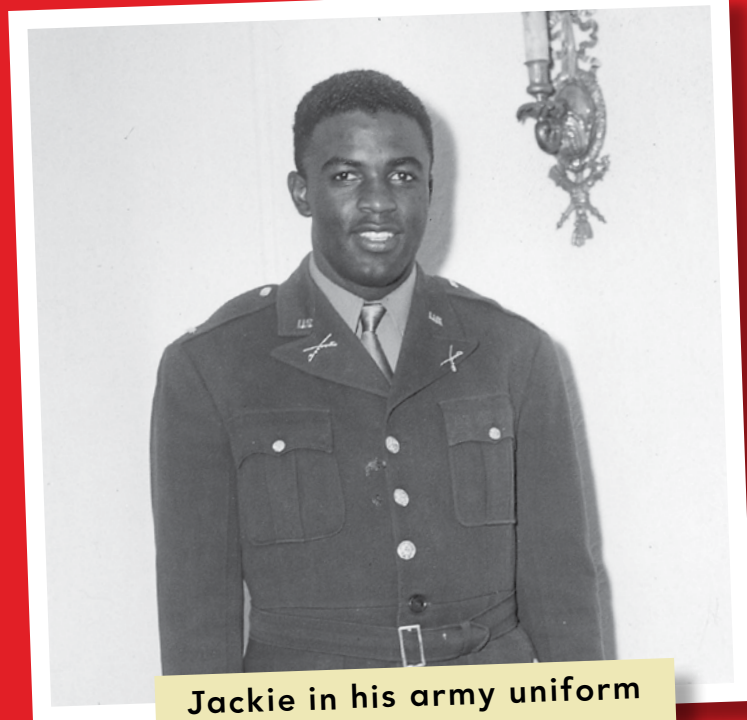
Jackie playing basketball in college

Facing Unfairness

Jackie left college early. He went to fight in World War II. Jackie saw that African American soldiers were not treated the same as white soldiers. One day after Jackie came back from war, a bus driver told him to sit in the back of the bus. African Americans could not sit in the front of the bus with white people. Jackie refused to move to the back of the bus.



Jackie playing football in college



Jackie in his army uniform

Fun Fact

Rosa Parks also refused to move to the back of the bus. She did this eleven years after Jackie did.



Rosa Parks

At the time, African Americans were not allowed to play on sports teams with white players. Major League Baseball was open to white players only. Jackie played in the **Negro League**. He was one of the star players.

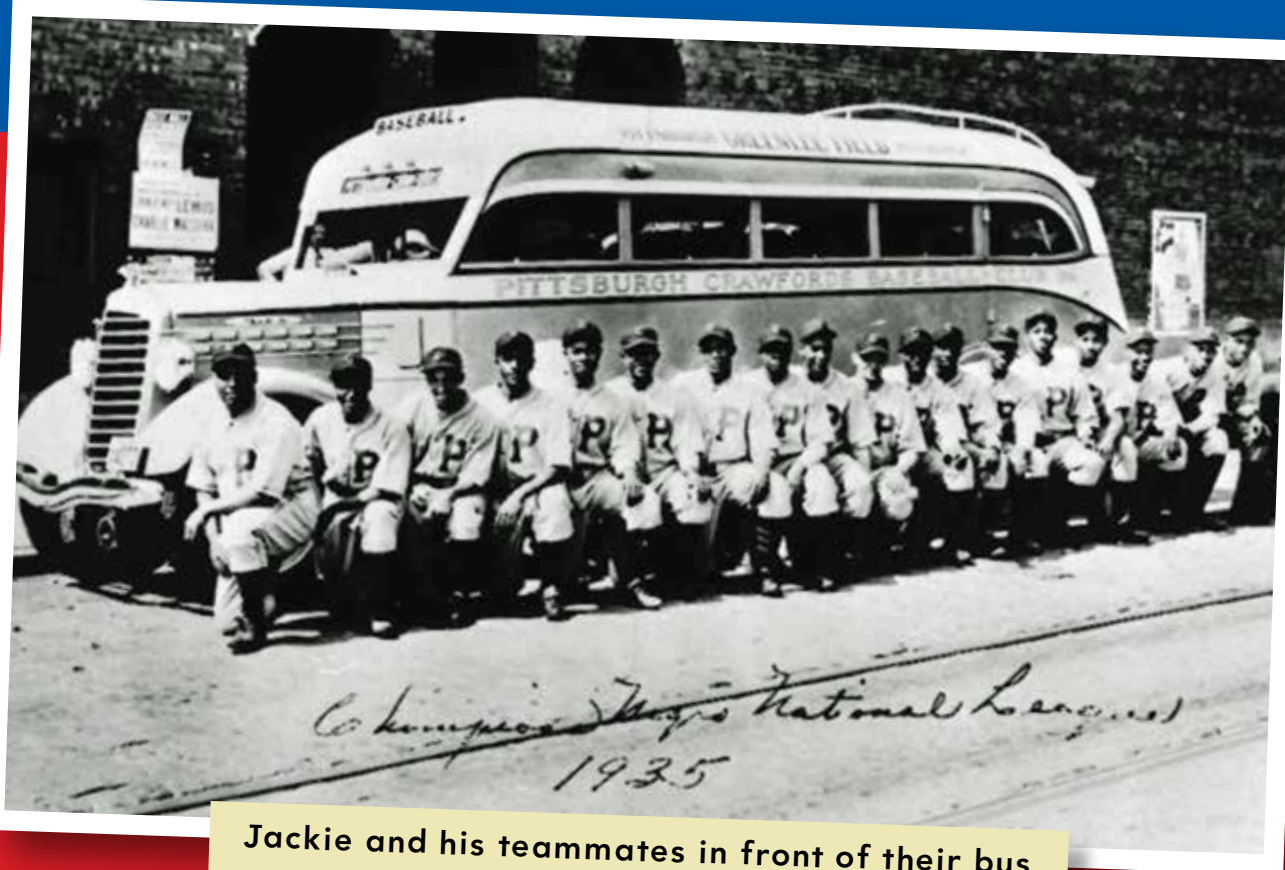


Jackie played for the Kansas City Monarchs.



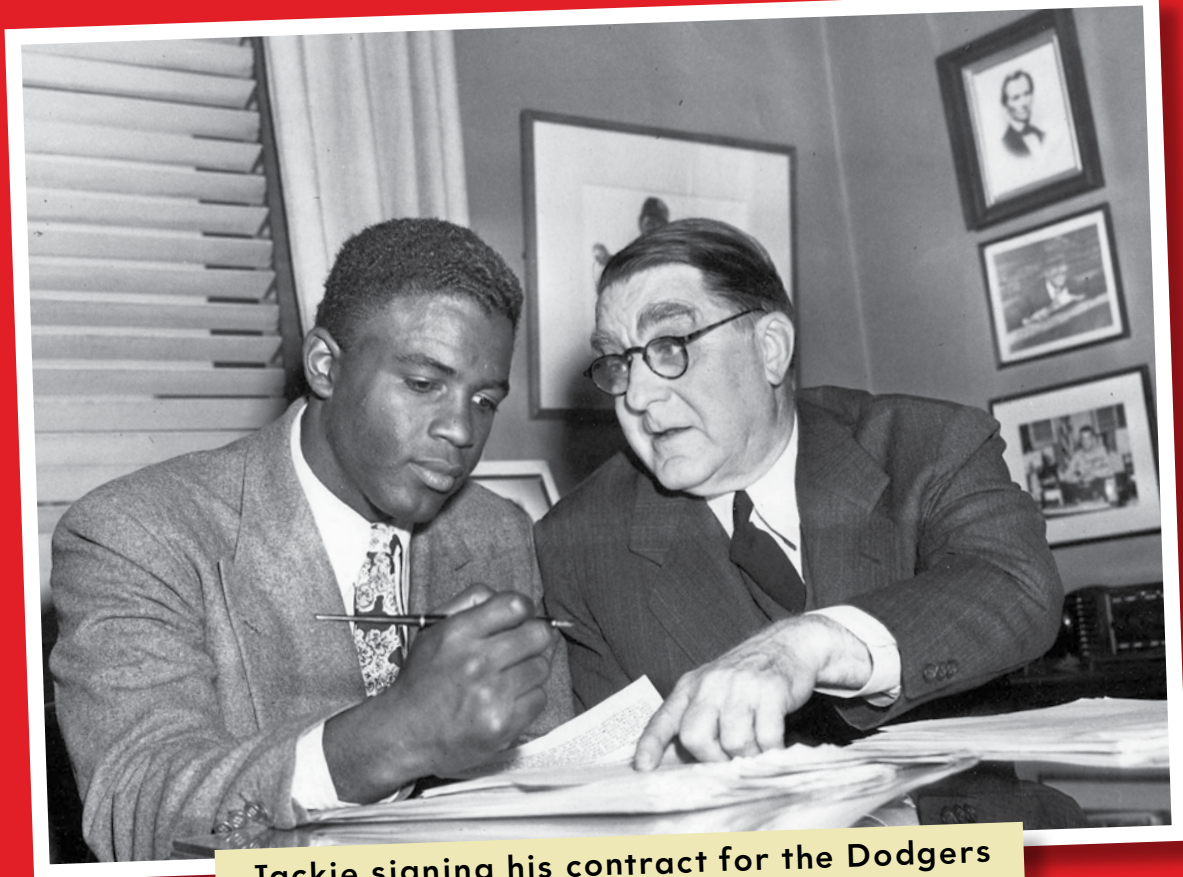
Fun Fact

The Negro League was formed in 1897.



Jackie and his teammates in front of their bus

In 1945, Jackie met Branch Rickey. Branch ran the Brooklyn (BROOK-lin) Dodgers. He wanted African Americans to play baseball with white players. He asked Jackie to play Major League Baseball. He told Jackie that he would have to be brave. Jackie said yes.



Jackie signing his contract for the Dodgers

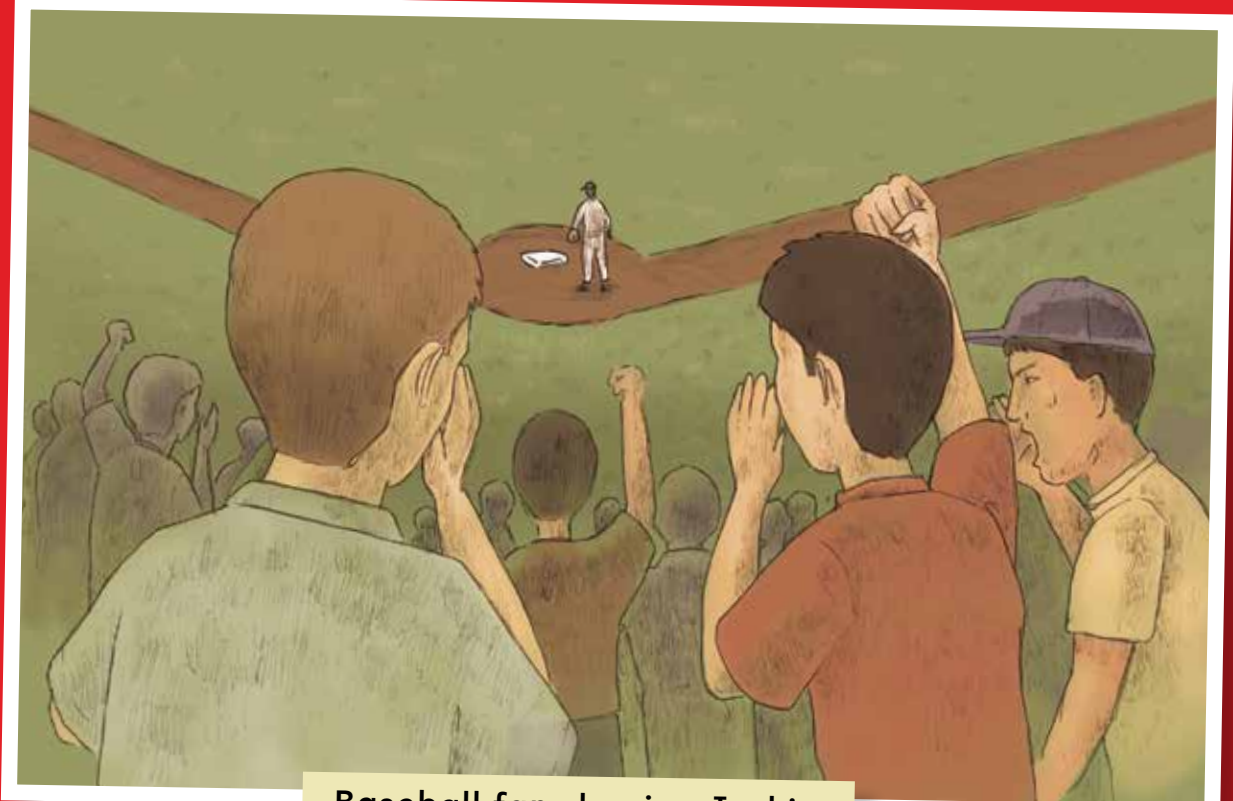
Fun Fact

Jackie had the best batting average in the league.



A Great Career

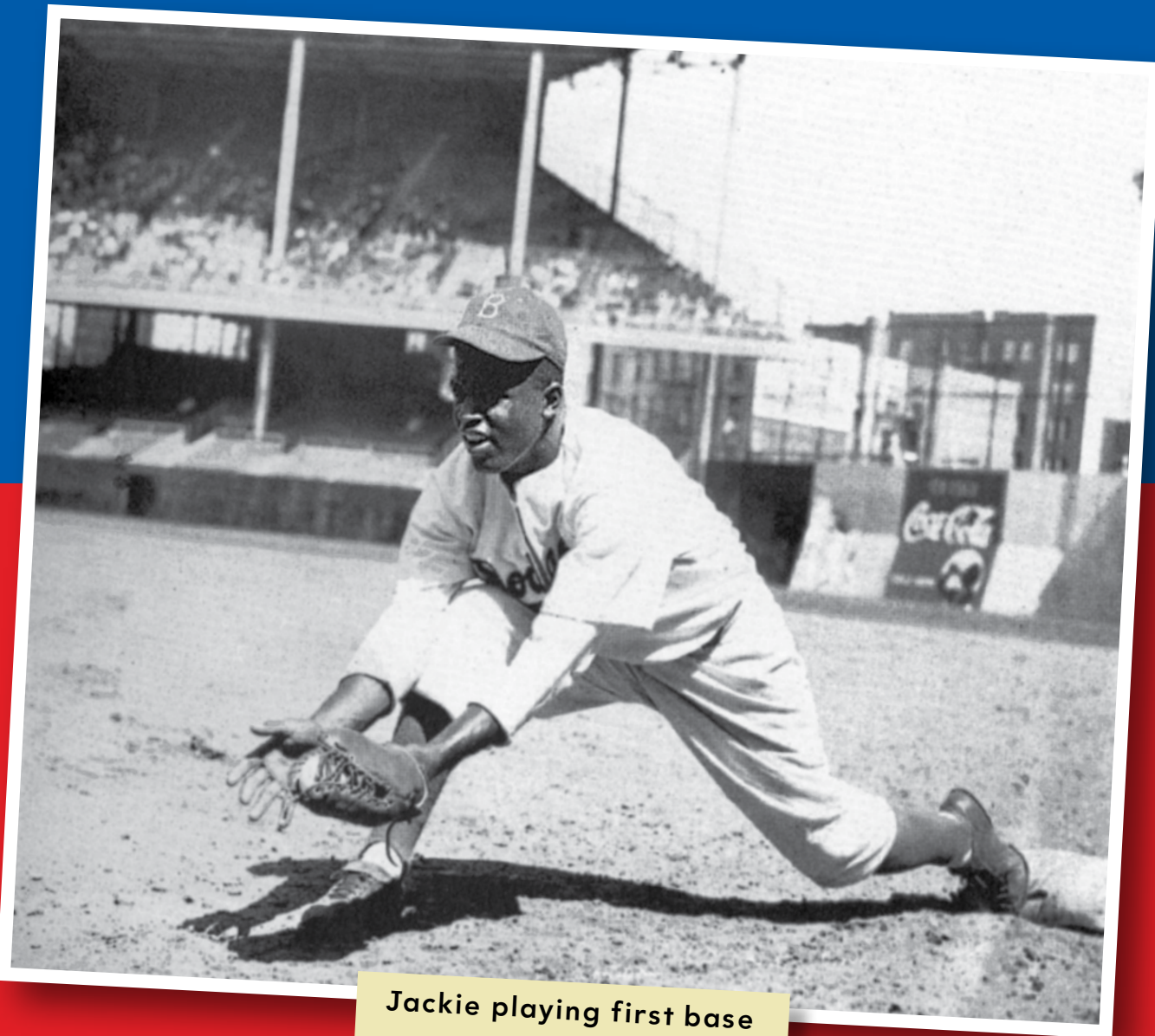
In 1947, many fans and players booed and called Jackie names. They did not want an African American to play baseball on a white team. But Jackie was a great player. He worked hard and played his best.



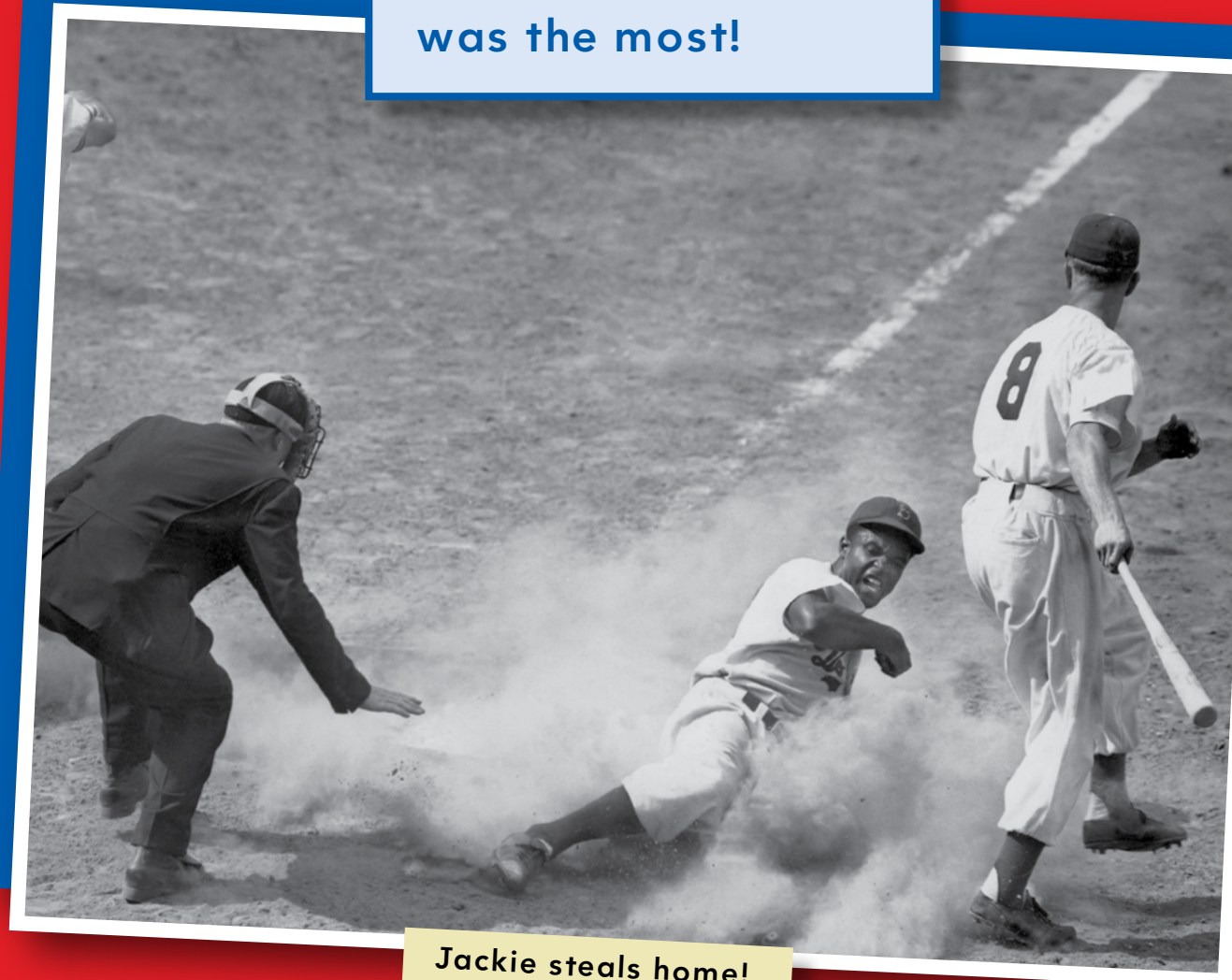
Baseball fans booing Jackie

Fun Fact

Jackie had 29 stolen bases in 1947. That was the most!

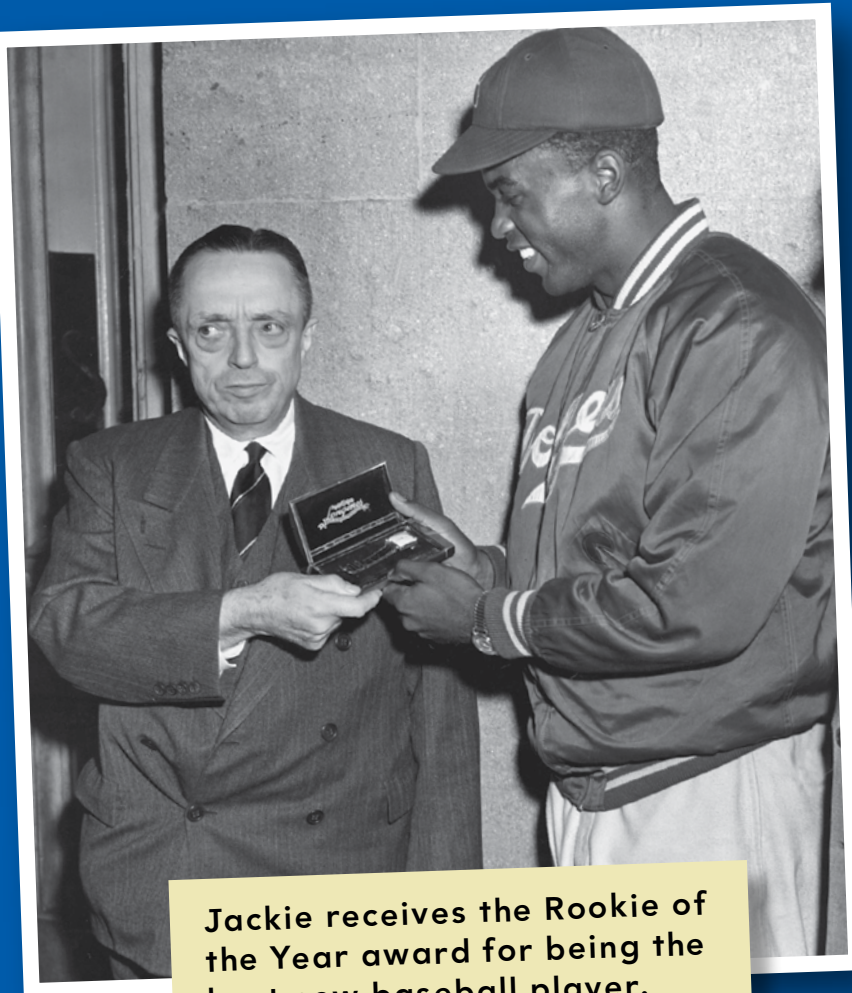


Jackie playing first base



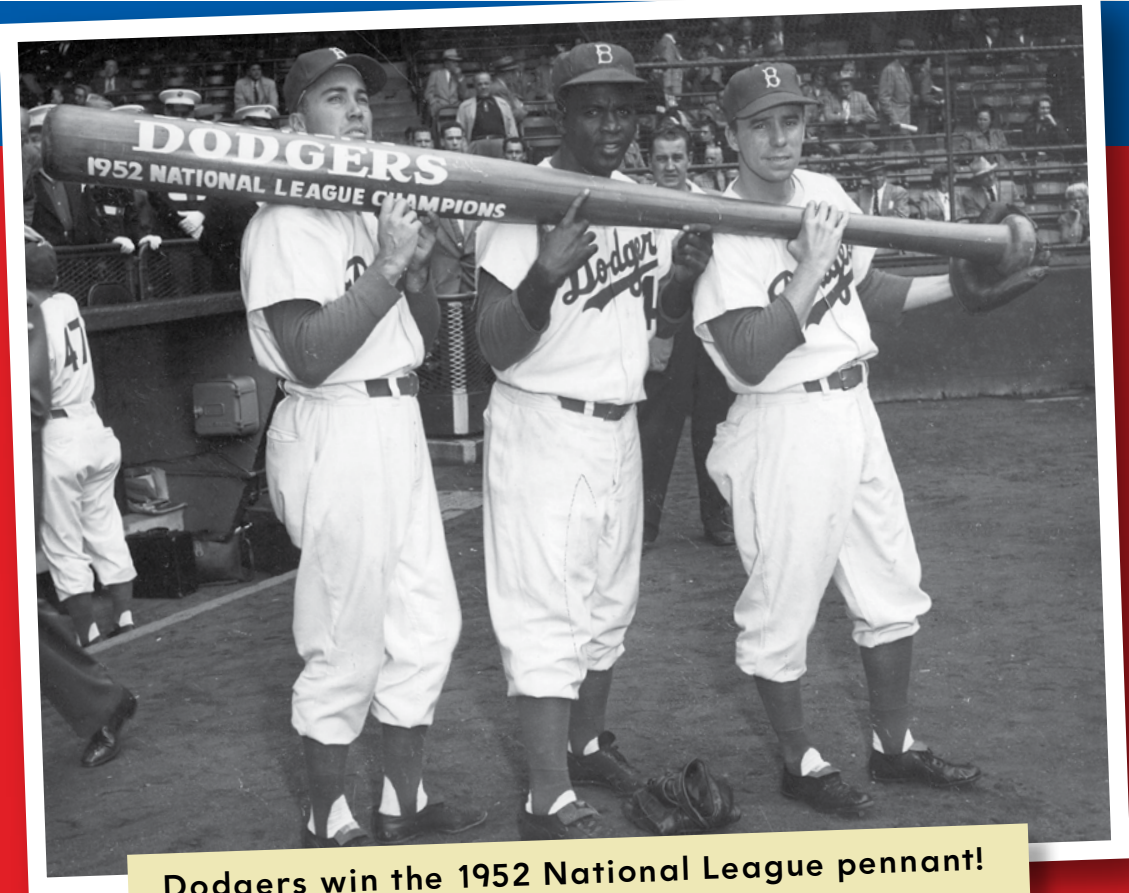
Jackie steals home!

Jackie played first base for the Brooklyn Dodgers. He was a great hitter. He was good at stealing bases, too. He helped the team go to the World Series. Jackie was the first person ever to win the Rookie of the Year award!



Jackie receives the Rookie of the Year award for being the best new baseball player.

For the next 10 years, Jackie was one of the best players in baseball. He had a lifetime batting average of .311. In 1949, he won the Most Valuable Player award. He led the Brooklyn Dodgers to six pennants. They even won the World Series!



Dodgers win the 1952 National League pennant!

Fun Fact

Jackie was invited to play on the All-Star team six years in a row.



Jackie receives the Most Valuable Player award.

Paving the Way

Jackie was the first African American player in Major League Baseball. Being the first was not easy. But it changed the world. Today, players of all races play together. Jackie died on October 24, 1972. People today remember his talent and courage.

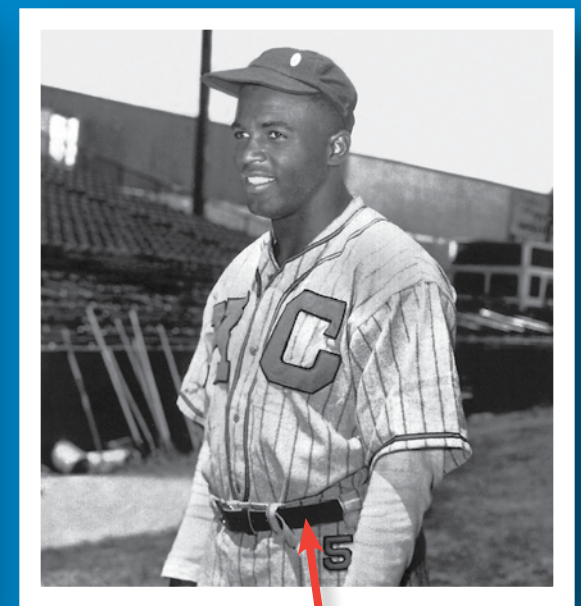
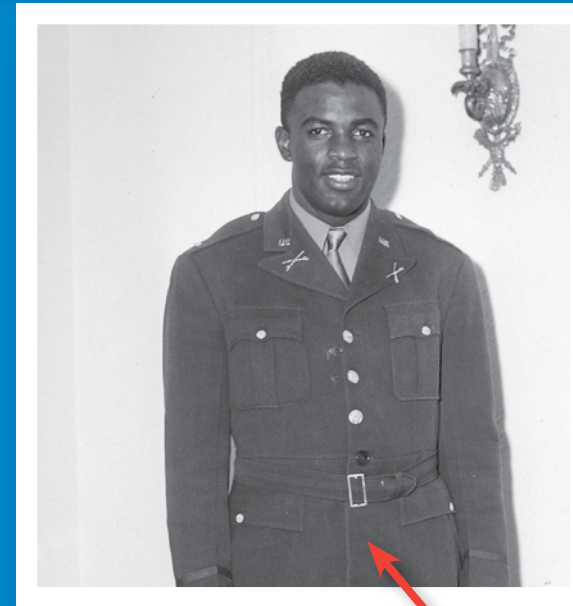
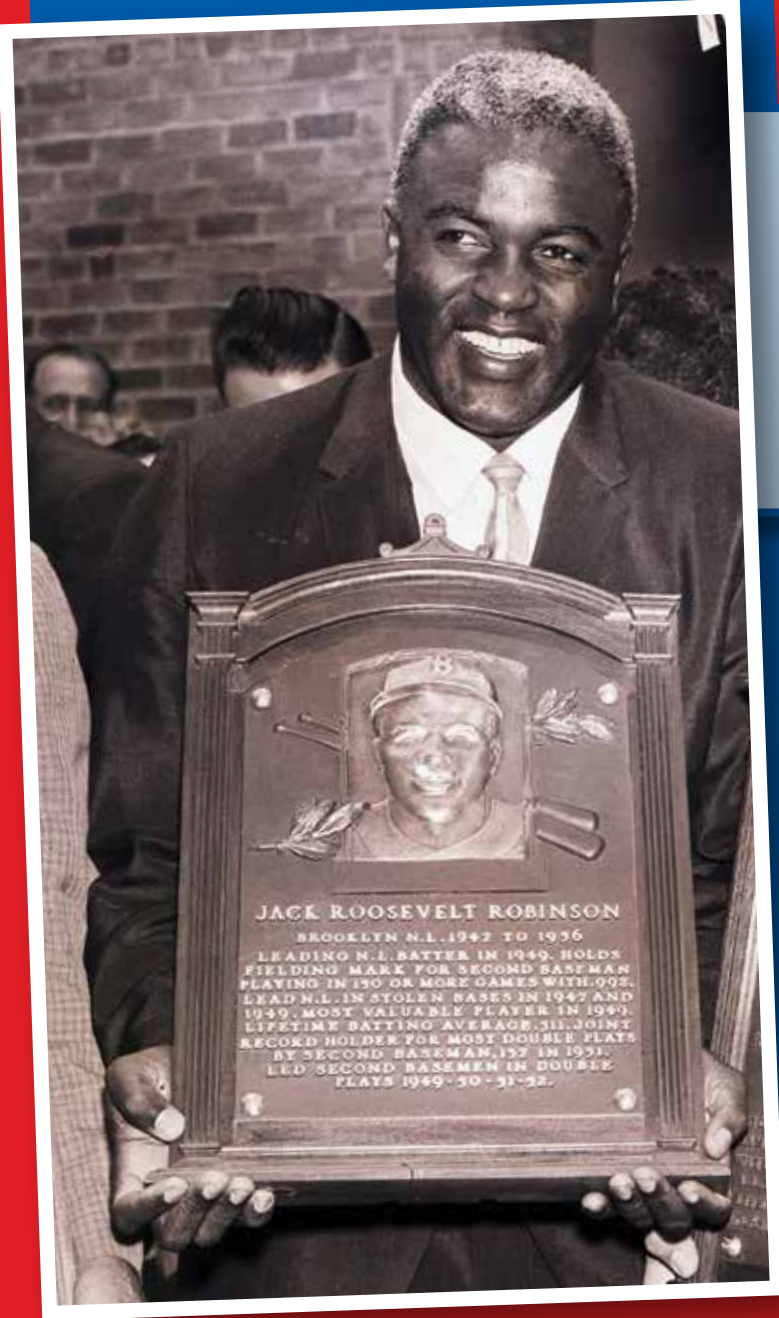


Players of all races together on one team

Time

Fun Fact

Jackie made it into the Baseball Hall of Fame in 1962.



1919

Jackie Robinson is born in Georgia.

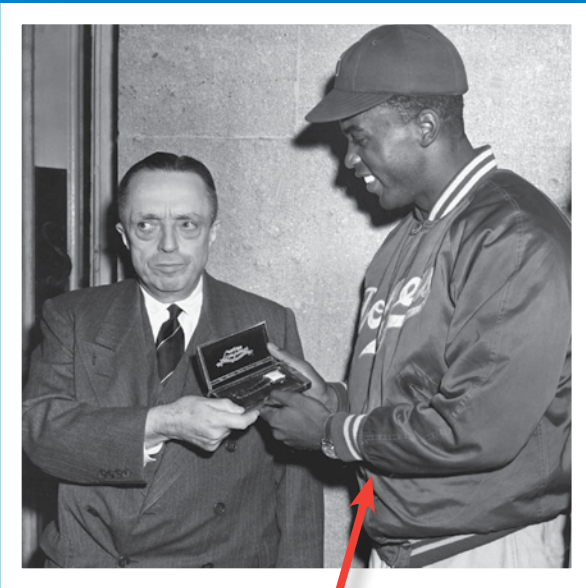
1942-1944

Jackie serves in the U.S. Army.

1945

Jackie plays for the Kansas City Monarchs in the Negro League.

Line



1947

Jackie is the first African American to play in the Major Leagues. He wins Rookie of the Year.

1949

Jackie wins the Most Valuable Player award.

1972

Jackie dies at the age of 53.

Glossary

African Americans—Americans whose families came from Africa

brave—not afraid

Negro League—a group of baseball teams with all African American players

pennants—flags used to symbolize championships

races—groups of people who have different skin color

refused—to say that you will not do something

segregation—the separation of people based on race or religion

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Americans Today

Jimmy Rollins is a baseball player. He was named the Most Valuable Player in 2007. He has stolen at least 20 bases every season. Jackie helped make his career possible.

