

READING *and* COMPREHENSION INSTRUCTION

The [★]Superkids[®] Reading Program

GRADE

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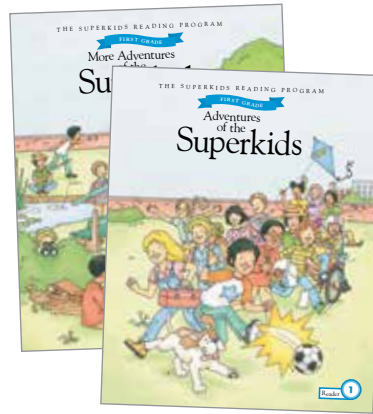
Develop Comprehension Skills for Strategic Reading

In *The Superkids Reading Program™*, students learn the right comprehension strategies for their stage of reading development through explicit instruction in small groups.

Teachers guide students through Readers and Super-Duper mini-magazines to engage them in deep thinking about literary and informational text. Students also practice and apply comprehension strategies in leveled text that's just right for them.

Read-alouds develop listening comprehension and build background knowledge, paving the way for understanding increasingly complex text.

Increase Fluency, Vocabulary, and Comprehension with the Reader



Students read two Superkids Shorts, one- to two-page stories, and two longer Superkids stories from their Readers in each unit.

- **Superkids Shorts** include lots of words with the week's target letter-sounds and are used to develop fluency.
- **Longer Reader stories** are read and discussed over two days and are followed by vocabulary and comprehension instruction.

Unit 5 Teacher's Guide

READING

113 Yuck! Yuck!

Doc ran up to Oswald and Frits. "Help!" she yelled. "Little Dominic was shopping with his big water hose, but he got lost! Did he run past you?" "Yes," said Frits. "Dominic is sitting on the bus."

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Doc checked the bus. Little Dominic was not there. "I do not understand it. Where can he be?" said Frits. Oswald said, "He got off the bus. But he left his socks and sandals there."

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Frits said, "I have a plan! Golly can smell Dominic's socks. Then he can track Dominic. Frits grabbed a sock from the bus. Golly sniffed it. "Golly, show us where Dominic is," said Doc.

4 Comprehension: Discuss cause-and-effect connections in a literary text

Use the board and Reader story "Yuck! Yuck!"

Review cause-and-effect connections in stories. Remind children that events in a story are connected and often one event may cause, or make, another event happen. Tell them they can understand how events are connected by asking themselves what happened in a story and why it happened.

Discuss cause-and-effect connections in "Yuck! Yuck!" Draw a T-chart as shown. Write *What happened?* on the top left side and *Why did it happen?* on the right. Then have children look at Reader page 113. Ask

What happened?	Why did it happen?
Doc was looking for Dominic.	Doc and Roz lost him.
Golly sniffed Dominic's socks and ran up the block.	Golly was tracking Dominic's smell.
Golly stopped sniffing and yapped.	Golly spotted Dominic.
Roz got covered in mud.	She picked Dominic up from the mud puddle.
Frits and Oswald got covered in mud.	Roz hugged them.
Doc grinned and said "Yuck! Yuck!"	Doc did not get covered in mud.

5 Vocabulary: Discuss an author's use of descriptive details

Use chart paper.

Reveal and discuss descriptive details in sentences from "Yuck! Yuck!" Before teaching this lesson, write the sentences shown on chart paper, and cover the sentence endings (the part that's not underlined) with paper strips.

Frits grabbed a sock from the bus.

Golly began running up the block.

He sniffed as he went.

There was Dominic, sitting in a mud puddle.

He was covered with mud from top to bottom.

Golly licked Dominic on the chin.

Connect events: Cause and effect
Why does Doc yell, "Help!"? Dominic is lost, and she wants help finding him.

Use prior knowledge
Think aloud: "Sometimes when I read, I can use what I already know to help me understand a story better. At first, I wasn't sure why Doc was so upset that Dominic was lost. Then I remembered from the other story we read about Dominic that he is just a little boy. I know that little children shouldn't run off by themselves, so that helps me understand why Doc was so upset."

Understand characters and cite text evidence
How do Doc and the boys feel after they check the bus? surprised, worried What makes you think that? The boys thought Dominic was in the bus, but he is gone, and they don't know where he is.

Differentiate Below-level: Point out the name *Dominic*, and have children say it with you a few times. Explain that this name is repeated a lot in the story. Tell children to just say the name when they see it instead of trying to sound it out.

Draw conclusions
Frits wants Golly to *track* Dominic to find the smell a person leaves. Why does Frits have Golly sniff socks? so Golly knows what Dominic smells like.

Make predictions
What do you think will happen? Most will predict that Golly will find Dominic.

Differentiate Above-level: In defining track for children, ask them to describe Frits's plan and explain what means for Golly to track Dominic.

Teacher think-alouds model comprehension strategies that good readers use.

Vocabulary instruction teaches about synonyms, antonyms, context clues, and more.

Build Background Knowledge, Vocabulary, and Close Reading Skills with Super-Duper



In each unit, students read one **Super-Duper mini-magazine** about a science, social studies, or arts topic that relates to one of the longer Reader stories in the unit.

Instruction builds background knowledge and vocabulary and scaffolds students' close reading through teacher think-alouds that model how to engage oneself in a conversation about text.

Students learn about **informational text features**, such as headings.

Comprehension instruction solidifies key **comprehension skills**, such as main idea and details.

Differentiation tips suggest ways to modify instruction for below- and above-level readers and English language learners.

READING

Lost people

A dog can help find a lost person. A dog can smell a person's scent and follow it. A dog can also bark to get a person's attention. A dog can help find a person who is lost.

Connect texts
How is the dog here like Golly in "Yuck! Yuck!"? It is using its nose to follow the smell of a lost person, like Golly did to find Dominic. Golly and this dog can both track the smell of the lost person.

ELL Support Explain that missing on page 4 means the same as lost. Tell them a missing person is a person who is lost. Point out that you can also miss a person, which means you feel sad when that person is somewhere away from you.

Compare pages
How is this page like page 3? Both tell how to find a lost person. How is this page different from page 3? Page 4 tells how a helicopter can find a person. Page 3 tells how a dog can find a person.

Understand text features
Think aloud: "I noticed this page didn't have a big heading at the top like the other pages. Then I noticed this page also tells about lost people, and I remembered the heading on page 3 was 'Lost people.' That heading tells about this page too. Now I know a heading can tell about more than one page."

Lost ships

A helicopter can help find missing people at sea. The helicopter can see a lost person from the air. A helicopter can also drop supplies to a person who is lost at sea. A helicopter can help find a person who is lost at sea.

Understand vocabulary and text features
It says "find a ship that sank." What does **sank** mean? The ship went down under the water to the bottom. Look how the word **down** repeats and goes down like a ship that is sinking.

Connect ideas and cite text evidence
How did these divers know where the lost ship was? A computer found it. Point to the sentence that tells you that. Why are they swimming into the ship? To find things left on the ship. Sometimes ships long ago sank with gold and other treasures on them. But even simple things left behind can tell us about the people that were on the ships.

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Unit 5 Teacher's Guide

Students use **close reading skills** and cite **text evidence** to demonstrate comprehension.

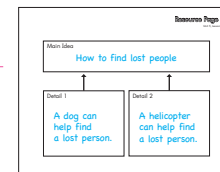
4 Comprehension: Discuss the main idea and details of a section

Use Resource Page 7 and Super-Duper On the Hunt for Lost Stuff.

Discuss the main topic of On the Hunt for Lost Stuff. Remind children that a text can tell all about one big idea, or topic. Explain that its title often gives a good clue about what the whole text is about. Have children read aloud the title and tell what *On the Hunt for Lost Stuff* is all about. (*finding lost stuff*)

Discuss and record the main idea of one section. Have children look through *On the Hunt for Lost Stuff*. Remind them that this Super-Duper has big headings at the top of pages and these headings tell about different kinds of lost stuff. Explain that each part of the Super-Duper tells about an important idea, or main idea.

Have children look at pages 3 and 4. Point out that the heading "Lost people" gives a clue about the main idea of these two pages. Ask if the pages are about how people get lost or how to find lost people. (*how to find lost people*) Explain that this is the main idea of these pages. Display Resource Page 7,



Class example written on Resource Page 7

draw a main idea and details chart on the board. Read aloud the heading "Main Idea," and then write in the top box the main idea just discussed.

Discuss and record some details from the section. Remind children that details are smaller bits of information that tell more about the main idea. Ask what they learned from page 3 about how to find lost people. (*A dog can help find a lost person.*) Write this detail in the first detail box. Repeat for page 4, asking what it tells about another way to find lost people. (*A helicopter can help find a lost person.*) Add that detail to the organizer.

Reread the information in the organizer. Have children tell which box tells the main idea of this part of the Super-Duper and which boxes tell details about the main idea. Explain that thinking about the main ideas and details can help them understand and remember information they read. Point out that they now know two ways to find lost people.

Unit 5 Words to Know Cards



Explicit vocabulary instruction covers content-area words from reading selections as well as Tier Two vocabulary from Words to Know Cards.

Prepare Students to Read More Complex, Rigorous Text

In addition to instruction for the Reader and Super-Duper, *Superkids®* provides many more reading opportunities that ready students for increasingly complex text.



Unit 5 Easy Library Book



Additional small-group comprehension instruction with easy, on-level, and challenging **Leveled Library Books** ensures students practice and apply strategies in text that's just right for them.

Independent practice with Leveled Library Books also ensures all students frequently experience the pleasure and sense of accomplishment that comes from reading a book on their own.



Unit 5 On-Level Library Book



Unit 4 Super Smart



Super Smart informational digital read-alouds expand students' listening comprehension, content knowledge, oral language, and

vocabulary skills. Written one–two years above grade level, these science and social studies texts include videos, animations, and interactive features.



Unit 5 Super Smart



Unit 5 Challenging Library Book

