

READING *and* COMPREHENSION INSTRUCTION

The Superkids[®] Reading Program

GRADE

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 **Zaner-Bloser**

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 SUPER Magazines and Book Club books to engage them in deep thinking about informational and literary text.

To further pave the way for understanding complex text, instruction also includes comprehension and fluency practice with the Readers and daily read-alouds to build background knowledge and listening comprehension.

Build Background Knowledge, Vocabulary, and Close Reading Skills with SUPER Magazine



During odd-numbered units, students read **SUPER Magazine**. Each issue explores a different theme in science and social studies articles. 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.

Unit 5 SUPER Magazine Teacher's Guide

LESSON 9

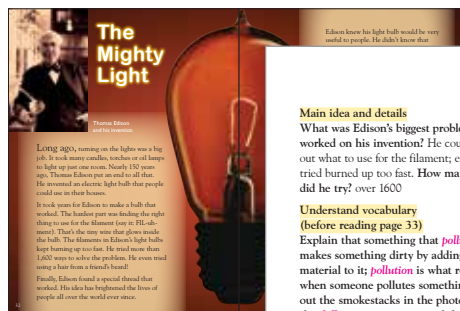
★ Guide reading and discuss cause and effect

Use "The Mighty Light," pages 32–33.

SUPER vocabulary: torches, oil lamps, filament, pollutes, pollution, billows

Introduce "The Mighty Light." Have children turn to pages 32 and 33. Read the title with them and explain that this article is about the invention of the light bulb. Ask if children know who the person in the inset photograph is (*Thomas Edison, who invented the light bulb*). If necessary, explain. Tell children that today they will read about what led up to the invention of the light bulb about 150 years ago, and what things happened as a result of this new invention.

Guide children as they read aloud and discuss the article. Listen to each child read in every group while other children follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.



Understand vocabulary

(before reading page 32)

Explain that **torches** are sticks or rods that are lit with a flame at one end and carried around. **Oil lamps** have a space to contain oil along with a wick like a candle; oil lamps were used for light for thousands of years.

Tell children the paragraph with the word **filament** includes a context clue. During reading, ask what **filament** means: the wire

Main idea and details

What was Edison's biggest problem as he worked on his invention? He could not figure out what to use for the filament; everything he tried burned up too fast. How many solutions did he try? over 1600

Understand vocabulary

(before reading page 33)

Explain that something that **pollutes** makes something dirty by adding waste material to it; **pollution** is what results when someone pollutes something. Point out the smokestacks in the photo. Explain that **billows** is an action word that tells how something puffs or swells like the smoke in the photograph.

Understand cause and effect

Think aloud (after reading the first paragraph on page 33): "This article discusses the effects of Thomas Edison's invention of the light bulb. From reading page 32, I knew one effect: it made lighting up a room easier. This paragraph tells about another effect this invention had. Because light bulbs are powered by electricity, people needed to burn coal to make electricity. Burning coal pollutes the air. After the electric light bulb was invented, people burned more coal and the air became polluted. The invention of the light bulb was the cause. Pollution was the effect."

Connect photographs and text

This page says burning coal for electricity creates pollution. How does the photograph help you understand this? It shows how burning coal releases smoke into the air. Inventors today are trying to find cleaner ways to make electricity. How does the inset photograph help you understand this? The text says inventors want to use the wind or sun to make electricity; the photograph shows windmills turning.

After-Reading Discussion

Understand cause and effect

The invention of the light bulb had some helpful effects and some harmful effects. What good effects resulted from this invention? It made lighting a room easier and more convenient. What harmful effect resulted? It caused people to burn coal for electricity, which created lots of pollution. If modern inventors can find ways to make electricity using the wind or sun, how will that be helpful? It will help solve the problem of air pollution.

Connect text to self

The text explains that you can help make the air cleaner by turning off the lights when you don't need them. Have you ever left the lights on when you didn't really need them? Answers will vary. What is a time or place you could be more careful about shutting off the lights? Answers will vary.

Introduce Practice Page 9. Tell children to read the list of causes in the chart and the effects at the bottom of the page. Explain that they should cut out the effects and glue each one next to the thing that caused it.

Comprehension skills, such as determining cause and effect, are explicitly taught.

Discussion after reading develops critical-thinking, speaking, and listening skills.

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

Explicit vocabulary instruction for content-area words prompts students to use **context clues** to determine word meanings.

Differentiate Instruction and Deepen Vocabulary and Comprehension Skills with the Book Club



During even-numbered units, students read **Book Club** books—well-known, authentic literature that captures their diverse interests across a variety of genres. Each small group typically reads eight of the 16 titles during the school year.

Books are recommended for students reading below, on, and above level to meet a range of reading abilities and ensure students practice and apply strategies in text that's just right for them.

Comprehension questions prompt discussion of the text and its vocabulary.

Practice Pages with graphic organizers make comprehension and vocabulary instruction more concrete.

Lost in Bermooda Book Talk Journal

LESSON 4



Use *Lost in Bermooda* pages 54–65

Vocabulary: *masterpiece, frantically*

Briefly review what has happened in the story so far. Ask children to summarize what happened in the previous two chapters. (Chuck makes a cow disguise for Dakota and takes Dakota home with him to meet his family. The Porters live in a huge house with other animals. Chuck tells the family that Dakota is a sea cow. At dinner, Dakota learns about the Wallingtons, who are very rich and own most of the island. The next day, Dakota and Chuck go on the school field trip to the Hortica Center, where Dakota learns that the animals on the island think humans are terrible monsters. There is a display of a human skeleton that is not correct. It shows that humans are monsters with spiny backs, sharp teeth, and claws. Chuck realizes that everything he knows about humans is wrong. He suggests that they need a boat to find out where Dakota is from.)

Preview pages 54–65 and have children make predictions. Have children turn to page 54 and read the chapter title, "The

Raft." Have them look at the illustrations on pages 56 and 60. Ask children what they think will happen based on the title and illustrations. (Dakota and Chuck will build a raft. The raft will sink.) Tell children they will read to find out if their predictions are correct.

Introduce new vocabulary words. Write the vocabulary words on the board and read them aloud. Discuss the definitions of the words and their connection to this story. Supply a context sentence for each word and call on a child to use it in a sentence.

masterpiece (page 55): a work of art or genius. Delia's sculpture was a masterpiece that took first prize at the art show.

frantically (page 58): in a panic, hysterically. David searched frantically for his lost dog.

Guide children as they read aloud and discuss pages 54–65. Listen to each child read while other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Pages 54–55

Sequence events
Where do Dakota and Chuck go after class, and what do they do? They go to the beach to start building a raft.

Connect events

Why do Chuck and Dakota decide not to name their raft? It is not a ship, it is a raft. Having a name did not help the Hortica because it sank.

Pages 56–57

Compare and contrast characters

How do Chuck's and Dakota's attitudes toward the raft differ? Chuck believes that the raft will work and will take Dakota back to his family. Dakota is doubtful.

Understand characters

Why does Chuck feel a little jealous of Dakota? Chuck wishes he were the one sailing on the raft. He wants to see the human world.

Pages 58–59

Retell key details

What happens to Dakota once he sets sail? The current and the waves are strong. He drops his paddle, and it floats away. What happens to the raft? It starts going toward jagged rocks on the shore. What does Chuck do, and what happens to him? Chuck tries to go to the raft, but the water is too rough and he goes underwater.

Pages 60–61

Identify plot: Problem and solution
What problem does Chuck encounter in the water? The waves are too strong, and he cannot swim. What solution does Dakota try

to help Chuck? He dives into the water with a life ring and lifts Chuck onto it.

Pages 62–63

Identify setting

Where do Chuck and Dakota go after they reach shore? to have a snack at a café

Draw conclusions

Why do you think Chuck tells Dakota he is so lucky? Chuck loves adventure and wants to be the one to leave Bermooda.

Pages 64–65

Compare and contrast characters

How do Chuck and Dakota differ in how they feel about the island? Dakota finds it to be a relaxing paradise, while Chuck finds it boring.

Identify plot: Problem and solution

What is the problem that Chuck sees? There is no way of knowing what is out there or if there is a boat looking for Dakota. What solution does Chuck have? Ask Angus Atkins, who knows all the news.



Teach comprehension: Problem and solution

Use *Lost in Bermooda* and the board.

Review and discuss problem and solution. Review with children the concept of problem

and solution in stories. Remind them that the basis for many stories is the problem that characters are faced with and have to solve. Ask children what Dakota's big problem is in the story. (He is lost in Bermooda.) Ask what solution Chuck and Dakota have tried to solve this problem. (Chuck and Dakota build a raft so Dakota can find his family.) Write this problem and solution on the board.

Explain that in this story, the characters are faced with additional problems while they try to solve the bigger problem. Ask children what other problems Dakota and Chuck come across and how they try to solve them. (Answers will vary. Possible responses are listed.) Write these problems and solutions on the board. Explain that these are all possible solutions that help move the story forward and help try to solve Dakota's bigger problem of being lost in Bermooda.

Problem	Solution
Dakota is lost in Bermooda.	Chuck and Dakota build a raft for Dakota to go home.
The raft sinks.	Chuck and Dakota decide to go up Mount Maverick to talk with Angus Atkins.

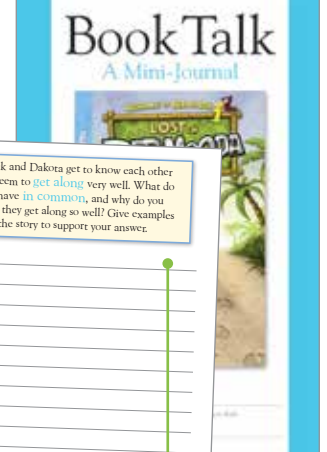
Practice Page 12

Identify the problem and solution. Write the problem and solution on the board. Ask children to write the problem and solution on their own paper. Encourage them to use the graphic organizer to help them write.

Problem	Solution
1. Dakota is lost in Bermooda.	Chuck and Dakota build a raft for Dakota to go home.
2. The raft sinks.	Chuck and Dakota decide to go up Mount Maverick to talk with Angus Atkins.

Practice Page 12

Introduce Practice Page 12. Have children identify different problems that the characters have had throughout the story so far. Have them write a solution to the problem either based on the story or based on their opinions.




Lost in Bermooda • Lesson 5

Comprehension skills, such as recognizing problem and solution, deepen students' understanding of the book.

Book Talk Journals include **text-dependent questions** that require **close reading** and encourage students to make connections with and write about text.

Prepare Students to Read More Complex, Rigorous Text

In addition to instruction for SUPER Magazine and Book Club books, *Superkids*® provides many more reading opportunities that ready students for increasingly complex text.




Unit 13 Reader

Queen Bee

The Superkids were clearing dead leaves out of the long boxes when suddenly Tac shrieked, "Eek! A bee!" "Help!" yelled Tac.

"It's dead," Tic said. She picked up the bee and held it gently. "But it's a beauty."



"Cool!" said Alf. "I didn't know you liked bees, Tic."

"I do," said Tic. "A lot."

"You do?" said Tac with surprise. "But bees sting."

"Not all bees," said Tic. "Different bees do different things."

"One bee is the queen," Alf began. "She—"

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"The queen?" Tac interrupted. "Now that's the job for me." Tac put her scarf on her head like a crown and fluttered her arms. "Buzz, buzz! Look at me! I'm a bee-yoo-tiful queen bee."

Tac and Tac laughed, but Alf and Tic kept looking at the bee.

Alf said, "Tic, next time we go to the media center, I'll show you a site about honeybees that I found on the Internet."

"Great!" said Tic.

Tac and Tac looked at each other. They didn't get it. What was so great about bees?



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Each day, students read a short, one- or two-page story from the **Reader** featuring the letter-sounds or patterns being taught.

They also re-read the stories independently and at home.

Lessons focus on building fluency skills and include comprehension checks. As their fluency builds, students' capacity for understanding more complex text grows.



Unit 13 Whole Class Teacher's Guide

Suggested Teacher Read-Alouds
 Week 1 Topic: Bees



Literary

The Best Beekeeper of Lalibela
By Cristina Keseler
Holiday House, 2006

In an African village famous for its honey, only men keep bees. But a little girl named Lalibela defies convention and learns how to make the sweetest honey of all.

The Best Beekeeper of Lalibela by Cristina Keseler. Cover illustration © 2006 by Leonard Jenkins. Used by permission of Holiday House. All rights reserved.



Informational

Flight of the Honey Bee
By Raymond Huber
Candlewick, 2013

Follow a bee named Scout as he searches for the last flowers of fall in a book that's both an engaging story and an informational text.

Flight of the Honey Bee text © 2013 by Raymond Huber. Illustrations © 2013 by Brian Lovick. Reproduced by permission of the publisher. Candlewick Press, Somerville, MA.



Literary

The Honeybee Man
By Lela Nargi
Schwartz & Wade, 2011

Fred the honeybee man lives in a big city, but his family has its own tiny city: a rooftop hive. Learn how he cares for his bees in a most unexpected setting.

The Honeybee Man by Lela Nargi. © 2011. Used by permission of Penguin Random House LLC. All rights reserved.



Informational

Inside the Bee's Hive
By Karen Ang
Bearport Publishing, 2014

What happens inside a beehive is usually hidden from sight—but not in this book full of interesting facts and unusual pictures of bees in their homes.

Inside the Bee's Hive by Karen Ang. © 2014. Used by permission of Bearport Publishing. All rights reserved.

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Daily read-alouds with complex texts develop students' listening comprehension skills, oral vocabulary, background knowledge, and appreciation for a variety of literary and informational texts.

Teachers choose from recommended read-aloud books that address similar themes or topics as the Reader story each week and may already be in their school library.