

# READING *and* COMPREHENSION INSTRUCTION

## The Superkids<sup>®</sup> Reading Program

GRADE  
**K**



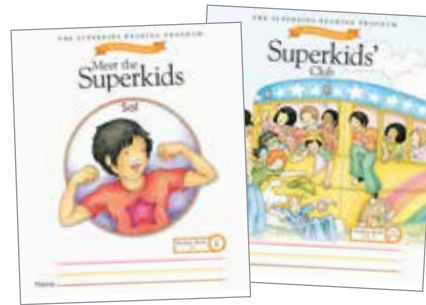
# Develop Comprehension Skills for Strategic Reading

In *The Superkids Reading Program™*, students learn the right comprehension strategies for their stage of reading development while they are developing strong decoding skills.

Teachers provide explicit instruction for Student Book stories in small groups, engaging students in deep thinking about text and developing fluency. Students also practice and apply comprehension strategies in literary and informational Library Books that are just right for them.

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

## Build Fluency, Vocabulary, and Comprehension with Student Books



Beginning in Unit 6 of kindergarten, students read and discuss **Student Book** stories. These stories provide opportunities for students to immediately apply new letter-sounds they've learned in text that is perfectly matched to the sequence of instruction.

As students learn and can decode more letter-sounds, stories get longer, and fluency and comprehension become the focus of instruction.

Instruction frontloads key story **vocabulary words**.

Units 23–34 Student Book Teacher's Guide

### 1 Build vocabulary

Preview Memory Words and decodable words from the story. Write these words on the board:

you	said	like	put
box	boxes	sandbox	
added	blanket	windmill	

Tell children these words are in the story "The Big Box Fix Up." Point out that the words in the first row are Memory Words they should remember how to read rather than blend the letter-sounds. Remind them that *you* is their new Memory Word, so it is underlined in pink in the story.

Help children blend the sounds to read *box* and *boxes* in the second row. Ask which word means more than one box (*boxes*) and which letters at the end show that the word means more than one. (*es*) Point out the two smaller words, *sand* and *box*, in the last word in the row. Read the word *sandbox* with children and explain that a *sandbox* is a large box in the ground full of sand that children play in.

Help children blend the sounds to read the words in the last row. Point out the smaller word *wind* in *windmill*, and explain that a *windmill* is a machine that uses wind to make power. Review the words by pointing to one word at a time in random order and having children read the word. Repeat until children can read the words smoothly without hesitation.

### 2 Build background

Use Student Book pages 6–13 and the audio recording on the teacher portal.

**Discuss the story title and activate prior knowledge.** Have children turn to page 6. Read the story title, "The Big Box Fix Up," with them. Remind them that Hot Rod has given the Superkids boxes to fix up or make into anything they want. Ask children what they think the story will be about. (*How the Superkids fix up their boxes*) Discuss with children their experiences fixing up or playing with boxes.

Discussion **activates prior knowledge** and helps students make **connections to text**.

Discuss the pictures. Have children describe the picture at the top of page 6.

### 3 Guide reading and comprehension

Use Student Book pages 6–13 and pencils.

**Help set a purpose for reading.** Tell children they will read the story and use the clues the Superkids give to figure out what the fixed-up boxes look like.

**Read the story with children in small groups.** Have children in the group take turns reading a sentence or two so you can assess their decoding skills individually. Pause after any page to ask questions and model the think-aloud shown under the reproductions of the Student Book pages. Be sure children have a pencil on hand for circling their guesses about what the fixed-up boxes look like.

**Differentiate Below-level:** Before reading the story, have children look at the first two lines of text on Student Book page 6. Guide them to use the quotation marks to identify the words Ettabetta says and then use a yellow crayon to underline them. Follow the same process for pages 7, 8, 10, and 12. When children read the story, remind them that the words they underlined are the words the characters are saying.

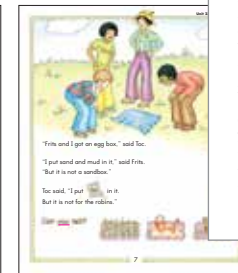
Discussion after reading develops **critical-thinking, speaking, and listening skills**.



**Monitor comprehension (Fix-up tip: Reread)**

**Think aloud:** "When I read this page, I wasn't sure which picture showed the fixed-up box. I remembered reading that the box is not a bed, but I couldn't remember the other clues. So I read the page again. This time I noticed Alf said the box is not a cabin. Now I know which picture is the fixed-up box."

**Draw conclusions**  
Circle the picture of what you think Ettabetta and Alf's fixed-up box looks like. Which picture did you circle? the last one What do you think they made with their box? a tent



Before children read the page, help them identify that the rebus stands for seeds.

**Determine important ideas**  
What did Toc and Frits do to fix up the egg box? put sand, mud, and seeds in it What do they say their box is not? not a sandbox, not for robins

**Draw conclusions**  
Circle the picture of what you think Frits and Toc's fixed-up box looks like. Which picture did you circle? the first one What do you think they made with their box? a plant box Why did they put seeds in their box? so plants would grow from the seeds

### After-Reading Discussion

**Draw conclusions**  
Why do you think Hot Rod had the Superkids keep their fixed-up boxes covered until the end? He probably thought it would be more fun for the Superkids to guess how each box was fixed up before seeing the boxes.

**Give opinions**  
Do you think Hot Rod did a good job as Supernoodle? Why or why not? Most children will say Hot Rod did a good job because he planned a fun game for the Superkids. Some might say he didn't do a good job because they don't think fixing up boxes would be fun.

**Connect text to experience**  
Did you like reading a story that asked you to make guesses as you read? Why or why not? Answers will vary. Be sure children give reasons to support their thinking.

**Comprehension skills**, such as drawing conclusions, are explicitly taught.

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

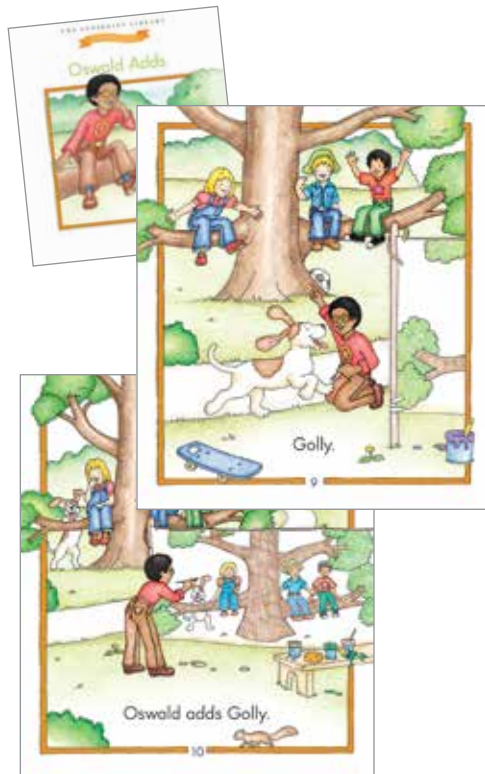


# Provide Comprehension Instruction and Differentiated Reading Practice with Library Books

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

- Units 1–13: One Library Book per unit
- Units 14–24: One Informational Text Library Book and three Leveled Library Books (easy, on-level, and challenging) per unit

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



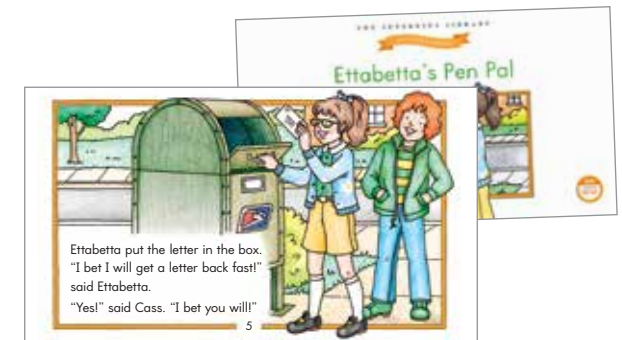
Unit 6 Library Book



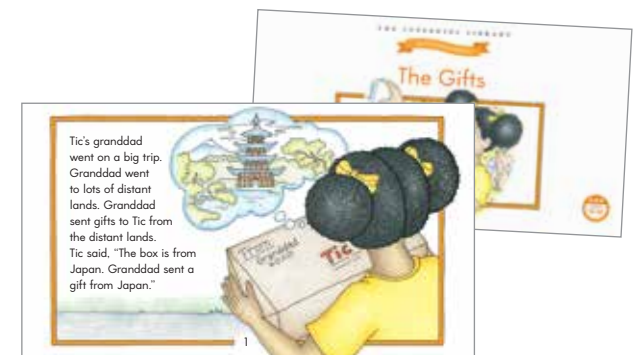
Units 23–24 Informational Text Library Book



Units 23–24 Easy Library Book



Units 23–24 On-Level Library Book



Units 23–24 Challenging Library Book

# Expand Content Knowledge, Vocabulary, and Listening Comprehension with Read-Alouds

*Superkids*® includes direct instruction for multiple forms of read-aloud experiences. Written one–two years above grade level, read-aloud texts develop content knowledge and provide opportunities for rich conversations with new academic and domain-specific vocabulary.

Read-aloud instruction builds oral language and listening comprehension skills that will be instrumental to students' comprehension of the complex text they will read in kindergarten and beyond.

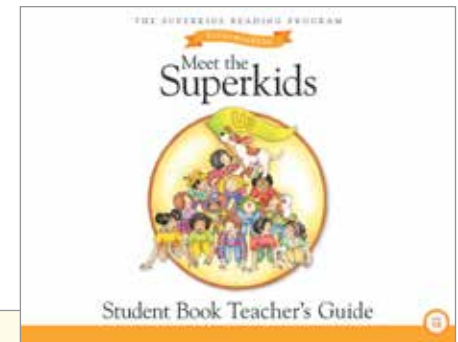
## Unit 13 Super Smart



**Super Smart informational digital read-alouds** are science and social studies texts that include videos, animations, and interactive features.

## Unit 13 Student Book Teacher's Guide

Every unit of *Meet the Superkids* ends with instruction for a **read-aloud literary or informational text** provided in the Student Book Teacher's Guide.



**Suggested Teacher Read-Alouds**  
Topic: Friends

Book Title	Author	Genre
<i>Nobody's Perfect</i>	By David Elliott, Candlewick, 2015	Literary
<i>How to Clean a Hippopotamus: A Look at Unusual Animal Partnerships</i>	By Steve Jenkins and Robin Page, HM Books, 2013	Informational
<i>My Best Friend is as Sharp as a Pencil</i>	By Hannah Piven, Schwartz and Wade, 2010	Literary
<i>Remy the Rhino Learns Patience</i>	By Andy McClain, Harvest House Publishers, 2010	Literary

4 UNIT 13 (U) • READ-ALOUDS

**Additional suggested read-alouds** for each unit address similar themes or topics as texts students read and may already be in the school library.