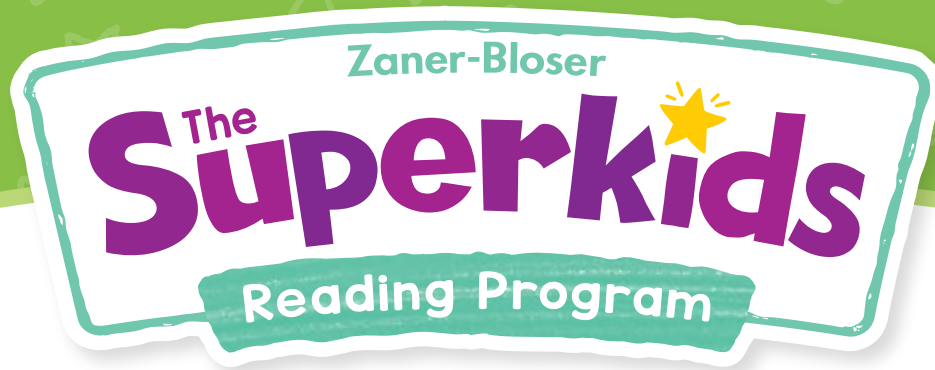




Second Grade Implementation Training

Participant's Handout



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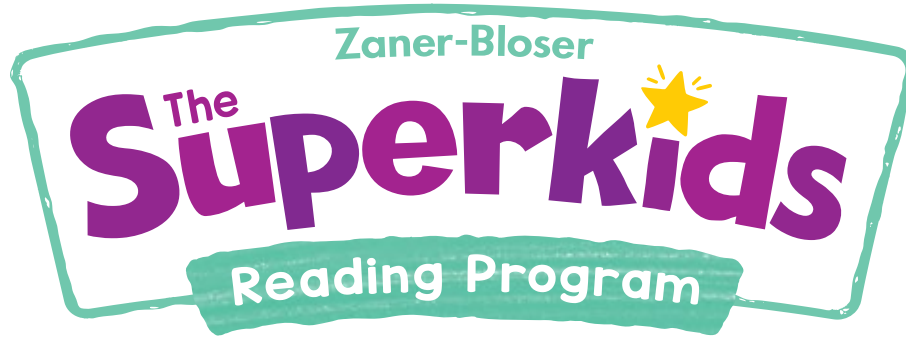
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Printed on paper certified by third-party standards for sustainably managed forestry.

Zaner-Bloser, Inc.
800.421.3018
zaner-bloser.com

Printed in the United States of America 1 2 3 4 5 6 7 8 9 10 10994 31 30 29 28 27 26 ZBH12888 01/26



Second Grade Implementation Training

Participant's Handout

Created by Pleasant T. Rowland
Illustrated by Peter Francis and Made By Things

Agenda

- ★ About *The Superkids Reading Program*
- ★ Program Organization and Materials
- ★ Teacher's Guide Walk-Through
- ★ Instruction: Word Work, Reading, and Writing
- ★ Differentiated Instruction, Independent Activities, and Assessment
- ★ Connecting with Families and Caregivers
- ★ What's Next?



About *The Superkids Reading Program*

5 Principles of Instruction



- 1 Motivation is a key factor in children's success in learning to read.
- 2 Explicit and systematic instruction gives children a reliable way to learn.
- 3 Reading is most effectively taught when integrated with all the language arts.
- 4 Phonetically controlled vocabulary ensures success, enabling children to really read, not guess.
- 5 Background knowledge is essential to making meaning from text, and building knowledge must be a focus of early reading instruction.

Meet the Superkids



Mya

Mya loves making things! She builds and crafts, and she is innovative and curious.



Cass

Cass loves to cook! She follows recipes but also loves creating new delicious concoctions.



Adam

Adam loves adventures! He seeks out new experiences and has a great imagination too.



Sal

Sal loves sports! From skiing to soccer to swimming, Sal enjoys all things athletic.



Tamika

Tamika loves trains and travel. She dreams of visiting new places all over the world.



Oliver

Oliver loves animals! He likes to learn and knows lots of animal facts.



Nina

Nina loves nature! She's often found in the garden tending to her plants.



Golly

Golly is a super dog! He loves sniffing around the garden and in the garbage.



Izzy

Izzy loves interesting information! He knows all kinds of cool and fun facts.



Darshi

Darshi loves dinosaurs! She likes visiting museums and digging for fossils.



Patrick

Patrick loves painting! He is a skilled artist and is naturally creative.



Lily

Lily loves her lion family! She cares for them and enjoys playing pretend.



Ettabetta

Ettabetta loves puzzles and rhymes! She's curious, clever, and playful.



Fall

Fall loves fishing! He's often out on the water with his grandpop waiting for the fish to bite.



Hakeem

Hakeem loves horses! He likes to spend time at the farm riding and caring for them.

Turn
& Talk

Which Superkid do you connect with most and why?

Program Organization and Materials

Daily Lessons

Word Work

- Phonological and phonemic awareness
- Phonics: decoding, encoding, and word analysis
- Handwriting practice
- Grammar

30 minutes

Whole Group

Reading

- Decoding connected text
- Fluency
- Comprehension strategies and skills
- Vocabulary
- Building knowledge

60–70 minutes

Whole Group/Small Group/
Independent Practice

Writing

- The writing process
- Multiple text types including narrative, expository, and opinion
- Culminating tasks: Big Topic Projects

20–30 minutes

Whole Group/
Independent Practice

Total instructional time per day: 120 minutes

Notes

Big Topics

Building Knowledge		
Units	Big Topic	Essential Questions
Warm-Up	Friends Old and New	• What is a friend? • What do friends bring to our lives?
Units 1–4	Health and Well-Being	• What does it mean to be healthy in mind and body? • What can we do to support our health and well-being?
Units 5–8	Living Things and the Natural World	• What helps living things survive? • What can we see and do in the natural world?
Units 9–12	Customs and Celebrations	• What kinds of customs and celebrations do people have? • How are customs and celebrations meaningful to people?
Units 13–16	Innovation and Exploration	• What are examples of innovation and exploration? • How do innovation and exploration affect people's lives?
Unit 17	Looking Back and Looking Ahead	• What can we learn from where we've been? • What can we imagine about the future?

Check In!

How many units are in the program? _____

How many lessons are in each unit? _____

What are the three instructional strands of a lesson? _____, _____, and _____

How many Big Topics are in the program? _____

Name two of the Big Topics: _____ and _____



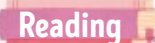
Which *Superkids* materials are you most excited to use in your classroom and why?

Unit Organization



120 minutes of instruction per day

Week 1				
Lesson	Word Work 30 min.	Reading 60–70 min.		Writing 20–30 min.
		Literary Units (even-numbered units)	Informational Units (odd-numbered units)	
1	• Daily Warm-Up • Word Work Skills Book: New Skill and Spelling List • Reader Story: Fluency	• Knowledge Building: Big Topic Connection • Vocabulary: Words to Know Introduction • Listening Comprehension: Read-Aloud Book • Differentiated Reading: Book Club Introduction	• Knowledge Building: Big Topic Connection • Vocabulary: Words to Know Introduction • Listening Comprehension: Super Smart Read-Aloud • Shared Reading: Super Magazine Introduction	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
2	• Daily Warm-Up • Word Work Skills Book: Skill Practice and Memory Words • Reader Story: Fluency	• Comprehension: Read-Aloud Book • Differentiated Reading: Book Club	• Comprehension: Super Smart • Supported Reading: Super Magazine Feature 1	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
3	• Daily Warm-Up • Word Work Skills Book: Skill Practice or Secondary Skill • Reader Story: Fluency	• Vocabulary: Skill Instruction • Differentiated Reading: Book Club • Differentiated Instruction: Flexible Options	• Vocabulary: Skill Instruction • Close Reading: Super Magazine Feature 1 • Differentiated Instruction: Flexible Options	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
4	• Daily Warm-Up • Word Work Skills Book: Grammar • Reader Story: Fluency	• Differentiated Reading: Book Club • Differentiated Instruction: Flexible Options • Connecting Ideas: Book Club Discussion	• Connecting Ideas: Super Magazine Feature 1 and Super Smart • Supported Reading: Super Magazine Feature 2	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
5	• Daily Warm-Up • Spelling Test • Reader Story: Fluency	• Close Reading: Book Club Books • Weekly Reading Wrap-Up	• Close Reading: Super Magazine Feature 2 • Differentiated Instruction: Flexible Options • Weekly Reading Wrap-Up	• Explain and Model • Guided Practice and/or Independent Writing • Sharing

Week 2				
Lesson	 Word Work 30 min.	 Reading 60–70 min.		 Writing 20–30 min.
		Literary Units (even-numbered units)	Informational Units (odd-numbered units)	
6	• Daily Warm-Up • Word Work Skills - Book: New Skill and Spelling List • Reader Story: Fluency	• Knowledge Building: Big Topic Discussion • Vocabulary: Words to Know Review • Listening Comprehension: Read-Aloud Book	• Knowledge Building: Big Topic Discussion • Vocabulary: Words to Know Review • Listening Comprehension: Super Smart Read-Aloud	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
7	• Daily Warm-Up • Word Work Skills - Book: Skill Practice and Memory Words • Reader Story: Fluency	• Comprehension: Read-Aloud Book • Differentiated Reading: Book Club	• Comprehension: Super Smart • Supported Reading: Super Magazine Feature 3	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
8	• Daily Warm-Up • Word Work Skills - Book: Skill Practice or Secondary Skill • Reader Story: Fluency	• Vocabulary: Skill Instruction • Differentiated Reading: Book Club • Differentiated Instruction: Flexible Options	• Vocabulary: Skill Instruction • Close Reading: Super Magazine Feature 3 • Differentiated Instruction: Flexible Options	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
9	• Daily Warm-Up • Word Work Skills - Book: Grammar • Reader Story: Fluency	• Differentiated Reading: Book Club • Differentiated Instruction: Flexible Options • Connecting Ideas: Book Club Discussion	• Connecting Ideas: Super Magazine Feature 3 and Super Smart • Supported Reading: Super Magazine Feature 4	• Explain and Model • Guided Practice and/or Independent Writing • Sharing
10	• Daily Warm-Up • Spelling Test • Reader Story: Fluency	• Vocabulary: Words to Know Review • Differentiated Instruction: Book Club • Weekly Reading Wrap-Up	• Vocabulary: Words to Know Review • Shared Reading: Super Magazine Poem • Differentiated Instruction: Flexible Options • Weekly Reading Wrap-Up	• Explain and Model • Guided Practice and/or Independent Writing • Sharing

Scope and Sequence

Big Topic	Friends Old and New	Health and Well-Being		
Unit	Warm Up	1	2	3
Phonemic and Phonological Awareness	Identifying Same Phonemes Categorizing Phonemes	Phoneme Blending	Phoneme Segmentation	Initial Phoneme Deletion
Phonics and Word Analysis	Initial and Final Blends Open and Closed Syllables CVCe Syllables	Consonant Digraphs: <i>sh/sh/; ch, tch/ch/; th/th/; th/Th/; wh/w/ ng/ng/, nk/ngk/</i>	Adding <i>-ed, -ing</i> to Closed Syllables Adding <i>-ed, -ing</i> to CVCe Words	Vowel Team Syllables <i>ee, ea, ie/ē/; ai, ay/ā/</i> Adding <i>-ed, -ing</i> to CVVC Words
Memory Words	N/A	<i>who, their, young, during</i>	<i>want, do, your, know</i>	<i>please, leave, great, away</i>
Comprehension	Skills: Characteristics of Fiction and Narrative Nonfiction Text Story Elements: Setting, Characters, Events Sequence of Events Strategies: Activating Background Knowledge Asking and Answering Questions	Skills: Author's Purpose Informational Text Features Compare and Contrast Texts Main Topic/Details Poetry: Rhyme and Rhythm, Descriptive Language Strategies: Monitoring and Fixing Up Comprehension Making and Confirming Predictions	Skills: Understand Genre: Fables Picture-Text Relationships Retell Key Details and Understand Central Message Strategies: Monitoring and Fixing Up Comprehension Making Inferences	Skills: Cause and Effect Compare and Contrast Texts Picture-Text Relationships Poetry: Rhythm, Figurative Language Strategies: Monitoring and Fixing Up Comprehension Visualizing
Fluency	Observe End Punctuation Read Accurately and Self-Correct Errors	Observe Punctuation and Typographical Cues Read at an Appropriate Rate	Read with Expression Read with Natural Phrasing	Observe Typographical Clues Read with Expression
Vocabulary	Skill: Synonyms and Antonyms Words to Know: <i>attendance, pronounce, delighted, relationship, accept</i>	Skill: Context Clues Words to Know: <i>system, armor, absorb, response, immediately</i>	Skill: Onomatopoeia Words to Know: <i>trudge, nibble, perfume, examine, except</i>	Skill: Using a Dictionary Words to Know: <i>chemical, cycle, complex, develop, purpose</i>
Writing	Sentence Structure Informational Paragraph Structure	Correspondence: Friendly Letter	Narrative: Personal Narrative	Opinion: Opinion Paragraph with Supporting Reasons
Grammar, Usage, and Mechanics	Nouns Review: Proper, Singular, Plural Possessive Nouns	Personal and Possessive Pronouns Present-Tense Verbs Subject-Verb Agreement	Past- and Future-Tense Verbs	Progressive Verbs
Lasting Lessons	Being Flexible Someone You Appreciate	Perseverance Setting Goals	Resolving Conflict Calming Your Brain and Body	Being a Good Sport Being Creative

	Living Things and the Natural World			
4	5	6	7	8
Final Phoneme Deletion	Review	Initial Phoneme Addition	Final Phoneme Addition	Review
<i>oa, ow/o/ ie, igh/i/</i>	<i>y/ē/, y/ī/ Changing y to i and Adding -es, -ed Suffixes y, ly</i>	<i>r-Controlled Syllables ar/är/; or, ore/ôr/ er, ir, ur/ër/</i>	<i>air, are/är/ ear, eer/ēr/ Irregular and Regular Contractions</i>	Consonant-le Syllables <i>le/l/ Schwa in Unstressed Syllables</i>
<i>our, first, only, eyes</i>	<i>carry, pretty, find, usually</i>	<i>color, toward, sure, answer</i>	<i>area, early, been, done</i>	<i>people, eight, above, buy</i>
Skills: Character Challenges Character Point of View Strategies: Summarizing Asking/Answering Questions	Skills: Compare and Contrast Compare and Contrast Texts Problem and Solution Poetry: Rhyme and Rhythm, Vivid Adjectives Strategies: Making Inferences Monitoring and Fixing Up Comprehension	Skills: Setting Story Structure: Beginning, Middle, End Strategies: Visualizing Monitoring and Fixing Up Comprehension	Skills: Sequencing/Steps in a Process Compare and Contrast Texts Main Topic/Details Poetry: Rhyme and Rhythm Strategies: Summarizing Asking/Answering Questions	Skills: Character Attributes and Point of View Story Structure: Problem and Solution Strategies: Making and Confirming Predictions Making Inferences
Read with Expression Read with Natural Phrasing	Read at an Appropriate Rate Observe Punctuation	Read with Natural Phrasing and Expression Read Accurately and Self-Correct Errors	Read Accurately at an Appropriate Rate Read with Expression	Observe Punctuation Read with Natural Phrasing
Skill: Shades of Meaning Words to Know: <i>balance, stumble, puzzled, satisfied, enemy</i>	Skill: Multi-Meaning Words Words to Know: <i>predator, alert, unique, instinct, migrate</i>	Skill: Using a Glossary Words to Know: <i>disappointed, fade, climate, presentation, emerge</i>	Skill: Understand Specialized Terminology Words to Know: <i>seep, erupt, layer, reflect, ancient</i>	Skill: Context Clues Words to Know: <i>transform, nourish, humble, gasp, patience</i>
Big Topic Project: Health and Well-Being Informational Article and News Broadcast	Informative: Informational Paragraph with Research	Narrative: Imaginative Problem and Solution Story	Explanatory: How-To Text	Big Topic Project: Living Things and the Natural World Informational Poster and Nature Journal
Capitalization Commas	Adjectives Adverbs	Adjectives and Adverbs Comparative and Superlative Adjectives	Prepositions Prepositional Phrases	Conjunctions Compound Sentences
Fairness Thinking and Acting Quickly	Staying Focused Respecting Animals	Listening to Each Other Taking Action	Responding to Teasing Coping with Challenges	Being Prepared Helping Each Other

Scope and Sequence

Big Topic	Customs and Celebrations			
Unit	9	10	11	12
Phonemic and Phonological Awareness	Initial Phoneme Substitution	Final Phoneme Substitution	Medial Phoneme Substitution	Review
Phonics and Word Analysis	<i>oo, u/ōo/ oo, ew, ue/ōō/</i>	<i>oy, oi/oi/ ou, ow/ou/ aw, au, al/ô/ all with /ô/</i>	<i>eigh, ea/ā/ ea/ē/ old, ost, ild, ind</i>	Tag-along <i>e</i> Soft <i>c</i> and <i>g</i> <i>dge/j/</i> Suffixes: <i>-ful, -ness, -less, -able</i>
Memory Words	<i>should, were, group, through</i>	<i>house, hour, watch, thought</i>	<i>friends, against, whole, one</i>	<i>change, certain, would, come</i>
Comprehension	Skills: Text Features Compare and Contrast Texts Main Topic/Details Poetry: Rhyme, Rhythm, and Repetition Strategies: Asking/Answering Questions Monitoring and Fixing Up Comprehension	Skills: Compare and Contrast Retell Key Details and Central Message Strategies: Monitoring and Fixing Up Comprehension Visualizing	Skills: Compare and Contrast Texts Author's Point and Supporting Reasons Poetry: Rhythm Strategies: Summarizing Asking/Answering Questions	Skills: Repetition of Words and Phrases Character Analysis, Point of View Story Structure: Beginning, Middle, End Strategies: Making Inferences Making and Confirming Predictions
Fluency	Read with Expression and Appropriate Stress Read at an Appropriate Rate	Read with Expression Read with Natural Phrasing	Observe Punctuation Read with Expression and Appropriate Stress	Read with Natural Phrasing Observe Punctuation
Vocabulary	Skill: Synonyms and Antonyms Words to Know: <i>celebrate, tradition, culture, festival, honor</i>	Skill: Shades of Meaning Words to Know: <i>amble, fluster, strewn, distressed, disrupt</i>	Skill: Categorizing Words Words to Know: <i>style, popular, represent, provide, typical</i>	Skill: Figurative Language Words to Know: <i>fluid, grate, glimpse, fetch, clatter</i>
Writing	Descriptive Writing	Opinion: Book Review	Poetry	Big Topic Project: Customs and Celebrations Magazine
Grammar, Usage, and Mechanics	Irregular Verbs (past tense; to be)	Irregular Plural Nouns	Collective Nouns	Review Irregular Verbs Review Irregular Plural Nouns and Collective Nouns
Lasting Lessons	Sharing Opinions Family Traditions	Making a Plan to Solve a Problem Showing Kindness	Being Yourself Dealing with Anger	Comforting a Friend Avoiding Jumping to Conclusions

Innovation and Exploration				Looking Back and Looking Ahead
13	14	15	16	17
Phoneme Manipulation	Phoneme Deletion: First Phoneme in Initial Blends	Phoneme Deletion: First Phoneme in Final Blends	Phoneme Deletion: Second Phoneme in Initial Blends	Phoneme Deletion: First Phoneme in Final Blends
Prefixes: <i>re-, pre-, mis-, un-, dis-, non-</i>	Open Syllables in Multisyllabic Words CVCe Syllables in Multisyllabic Words Review Consonant- <i>le</i> Syllables	<i>r</i> -Controlled Vowel Syllables in Multisyllabic Words Review Consonant- <i>le</i> Syllables Vowel Team Syllables in Multisyllabic Words	Silent Letters: <i>kn, mb, wr</i> Digraphs: <i>ph, gh/f/, ch/k/, ch/sh/</i>	Homophones
<i>once, could, water, from</i>	<i>become, idea, knew, what</i>	<i>another, picture, school, they</i>	<i>often, listen, very, enough</i>	<i>two, to, their, there</i>
Skills: Problem and Solution Compare and Contrast Texts Cause and Effect Poetry: Rhythm, Rhyme, and Repetition Strategies: Monitoring and Fixing Up Comprehension Asking/Answering Questions	Skills: Story Structure: Cause and Effect Story Structure: Problem and Solution Strategies: Summarizing Making and Confirming Predictions	Skills: Picture-Text Relationships Text Features Compare and Contrast Texts Sequencing/Steps in a Process Poetry: Rhythm, Rhyming Couplets Strategies: Monitoring and Fixing Up Comprehension Making Inferences	Skills: Descriptive Language Sequence of Events Character Challenges and Story's Lesson Strategies: Visualizing Asking/Answering Questions	Skills: Author's Purpose Compare and Contrast Texts Author's Points and Supporting Reasons Poetry: Rhythm, Descriptive Language Strategies: Summarizing Making and Confirming Predictions
Read with Natural Phrasing and Expression Read Accurately and Self-Correct Errors	Read at an Appropriate Rate Read with Expression and Appropriate Stress	Read with Expression Read at an Appropriate Rate	Observe Punctuation and Typographical Clues Read with Expression and at an Appropriate Rate	Observe Typographical Clues and Read with Expression Read with Natural Phrasing and Expression
Skill: Root Words Words to Know: <i>device, pollution, generate, design, construct</i>	Skill: Multiple-Meaning Words Words to Know: <i>genius, elaborate, grateful, curious, experiment</i>	Skill: Context Clues Words to Know: <i>extreme, launch, modern, artifact, massive</i>	Skill: Shades of Meaning Words to Know: <i>descend, mysterious, conserve, impact, global</i>	Skill: Using a Dictionary and Glossary Words to Know: <i>future, preserve, permanent, adapt, variety</i>
Informative: Research Report	Narrative: Fiction Story with Character, Setting, Plot	Opinion: Speech	Big Topic Project: Innovation and Exploration Informational Book	Personal Narrative Friendly Letter to a Future Second Grader
Conjunctions Expand and Rearrange Sentences	Review Conjunctions and Compound Sentences	Reflexive Pronouns	Review Capitalization and Commas	Review Adjectives and Adverbs Review Reflexive Pronouns
Solving Problems Together Taking Care of Things You Borrow	Cooperation Including Each Other	Forgiving Each Other Building Confidence	Building on Each Other's Ideas Avoiding Getting Lost	Being Patient Caring for the Environment

Word Work provides instruction and practice in foundational skills, such as phonemic awareness, phonics, word analysis, decoding, encoding, handwriting, and grammar. Word Work consists of two main components: Daily Warm-Ups and the Word Work Skills Book.

Teaching the Daily Warm-Ups



Daily Warm-Ups follow a predictable pattern within each unit.

Daily Warm-Up Unit Plan, Weeks 1 and 2				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
- Phonemic Awareness - Phonemic Awareness	- Decoding - Encoding	- Decoding - Memory Words and Encoding	- Decoding - Encoding	- Phonemic Awareness - Decoding and Fluency
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
- Phonemic Awareness - Phonemic Awareness	- Decoding - Encoding	- Decoding - Memory Words and Encoding	- Decoding - Encoding	- Phonemic Awareness - Decoding and Fluency

Let's Try It!

Decoding Routine

chief	tea	sheep	field	sweep
↓	↓	↓	↓	↓
thief	team	sheet	shield	sweet

Say:

- Say the sound for the letters in the word *chief* as I point to them: /ch/, /ē/, /f/
- Blend the sounds slowly as I run my hand under the letters: /ch-ēē-fff/
- What's the word? (*chief*)
- I'll change the **ch** to **th**. What's the new sound? (/th/)
- Blend the sounds in the word as I run my hand under the letters: /th-ēē-ffff/.
- What's the new word? (*thief*)

Repeat with each new word you form. Then point to each word in random order and ask children to read it aloud. You can change some words back to the original words and have children read those as well.

Teaching the Word Work Skills Book

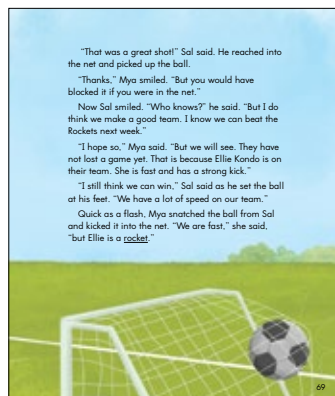
Word Work Skills, Weeks 1 and 2				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
• New Word Work Skill • Spelling List	• Skill Practice and Memory Words	• Skill Practice or Secondary Skill	• Grammar	• Spelling Test
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
• New Word Work Skill • Spelling List	• Skill Practice and Memory Words	• Skill Practice or Secondary Skill	• Oral Phonemic Awareness Activity • Grammar	• Spelling Test



Teaching The Reader



Discuss and model how to observe typographical clues. Remind children that writers use different kinds of punctuation marks to help us know how to read the sentences, and sometimes they use other types of clues to tell us how to read certain words. Point out the words **BAM**, **THUNK**, **WHOMP** in the second paragraph. Ask children what they notice about the letters in the words. (*They're all uppercase.*) Remind them that words with all uppercase letters should be read with a louder, stronger voice.



Read aloud the paragraph, modeling how to use a louder voice for the words with all uppercase letters. Ask children why they think the author wants us to read **BAM**, **THUNK**, and **WHOMP** with a louder voice. (*They are words for loud sounds made when kicking a soccer ball.*)

Have children read the story and observe typographical clues. Read the second paragraph aloud again and have children read the words **BAM**, **THUNK**, **WHOMP** aloud with you using a strong voice. Then have partners read the story aloud together, taking turns reading one or two sentences at a time. Remind children to use a strong voice for the words with all uppercase letters. Circulate to monitor children's reading or pull together a small group and listen to those children read aloud.

Discuss the story. When children finish reading, check their understanding with a few questions.

Ask:

- What big game are Sal and Mya practicing for? (*their soccer game against the Rockets*)
- Why does Mya think they may not win against the Rockets? (*The Rockets haven't lost a game. They have Ellie Kondo, a fast player with a strong kick.*)
- Why does Sal think the Superkids' team can still win? (*Their team is fast.*)

Reading

Instruction

Reading includes a balance of fiction and informational texts that vary by structure and purpose. Decodable texts support beginning readers learning to read, while complex read-aloud texts and shared readings support comprehension and vocabulary development and build background knowledge.

Goals of Reading Instruction

Goal	Components Used
Build decoding and fluency skills	Reader stories
Develop comprehension • Comprehension strategies • Comprehension skills	All student texts • Reader stories • Super Magazines • Book Club books All read-aloud texts • Read-Aloud Books • Super Smarts Reading Skills Book pages Comprehension lessons
Build knowledge • Big Topics	All student texts All read-aloud texts Big Topic Projects and Cards
Develop vocabulary • Words to Know • Vocabulary skills	Words to Know Cards Read-aloud instruction Vocabulary lessons

Teaching the Texts

	Even-Numbered Units: Literary Texts	Odd-Numbered Units: Informational Texts
Read Aloud to Children	Read-Aloud Books	Super Smart Read-Alouds
Read by Children	Book Club books	Super Magazines

Literary Unit Reading Plan, Weeks 1 and 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Knowledge Building: Big Topic Connection Vocabulary: Words to Know Introduction Listening Comprehension and Knowledge Building: Read-Aloud Book Differentiated Reading: Book Club	Comprehension: Read-Aloud Book Differentiated Reading: Book Club	Vocabulary: Skill Instruction Differentiated Reading: Book Club Differentiated Instruction: Flexible Options	Differentiated Reading: Book Club Differentiated Instruction: Flexible Options Connecting Ideas: Book Club Discussion	Close Reading: Book Club Weekly Reading Wrap-Up
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Knowledge Building: Big Topic Connection Vocabulary: Words to Know Listening Comprehension and Knowledge Building: Read-Aloud Book	Comprehension: Read-Aloud Book Differentiated Reading: Book Club	Vocabulary: Skill Instruction Differentiated Reading: Book Club Differentiated Instruction: Flexible Options	Differentiated Reading: Book Club Differentiated Instruction: Flexible Options Connecting Ideas: Book Club Discussion	Vocabulary: Words to Know Differentiated Instruction: Book Club Weekly Reading Wrap-Up

Informational Unit Reading Plan, Weeks 1 and 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Knowledge Building: Big Topic Connection Vocabulary: Words to Know Introduction Listening Comprehension and Knowledge Building: Super Smart Read-Aloud Shared Reading: Super Magazine	Comprehension: Super Smart Supported Reading: Super Magazine Feature 1	Vocabulary: Skill Instruction Close Reading: Super Magazine Feature 1 Differentiated Instruction: Flexible Options	Connecting Ideas: Super Magazine Feature 1 and Super Smart Supported Reading: Super Magazine Feature 2	Close Reading: Super Magazine Feature 2 Differentiated Instruction: Flexible Options Weekly Reading Wrap-Up
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Knowledge Building: Big Topic Connection Vocabulary: Words to Know Review Listening Comprehension and Knowledge Building: Super Smart Read-Aloud	Comprehension: Super Smart Supported Reading: Super Magazine Feature 3	Vocabulary: Skill Instruction Close Reading: Super Magazine Feature 3 Differentiated Instruction: Flexible Options	Connecting Ideas: Super Magazine Feature 3 and Super Smart Supported Reading: Super Magazine Feature 4	Vocabulary: Words to Know Review Shared Reading: Super Magazine Poem Differentiated Instruction: Flexible Options Weekly Reading Wrap-Up

The Reading Skills Book

Reading Skills Book, Literary Units, Weeks 1 and 2				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Knowledge Building: Read-Aloud Book	Comprehension Skill: Read-Aloud Book Key Ideas and Details: Book Club	Vocabulary: Words to Know Connecting Ideas: Book Club and Read-Aloud Book	Vocabulary: Words to Know or Book Club Key Ideas and Details: Book Club	Reader Response: Reader Demonstrating Knowledge: All Texts and Essential Questions
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Knowledge Building: Read-Aloud Book	Comprehension Skill: Read-Aloud Book Key Ideas and Details or Comprehension Skill: Book Club	Vocabulary: Words to Know or Book Club Connecting Ideas: Book Club and Read-Aloud Book	Vocabulary: Words to Know or Book Club Reader Response: Book Club	Reader Response: Reader Demonstrating Knowledge: All Texts and Essential Questions

Reading Skills Book, Informational Units, Weeks 1 and 2				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Knowledge Building: Super Smart	Vocabulary: Words to Know Key Ideas and Details: Super Magazine Feature 1	Vocabulary: Words to Know or Super Magazine Comprehension Skills: Super Magazine	Connect Ideas: Super Magazine Feature 1 and Super Smart Key Ideas and Details: Super Magazine Feature 2	Reader Response: Reader Demonstrating Knowledge: All Tests and Essential Questions
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Knowledge Building: Super Smart	Vocabulary: Words to Know Key Ideas and Details: Super Magazine Feature 3	Vocabulary: Super Magazine Comprehension Skills: Super Magazine Feature 3	Connect Ideas: Super Magazine Feature 3 Key Ideas and Details: Super Magazine Feature 4	Reader Response: Reader Demonstrating Knowledge: All Tests and Essential Questions

Check In!

Which text type includes decodable stories about the Superkids? _____

Which two text types are written above grade level? _____ and _____

Name three types of content in the Super Magazines. _____, _____, and _____

Which text type includes texts at three levels? _____

Which text type are you most excited to teach and why? _____

Writing Instruction

Writing lessons include instruction in composition writing, different text types, sentence structure, and other writing mechanics.

Teaching Writing

Every lesson has three or four parts:

- Explain and Model
- Guided Practice
- Independent Writing
- Sharing

Teachers begin each Writing lesson by explaining the new writing skill and modeling it for children.

Building Background

Stating Opinions and Reasons

Materials: Unit 3, Week 1 Super Smart page 5, Resource Page 46
Time: 20–30 minutes



Explain and Model
Set a purpose for writing. Remind children that a fact is true information about something. Point out that the Super Smart and articles in Super Magazine include many facts about real people, places, and things. Tell children that in this unit they'll write about their opinions on different topics. Then explain what opinions are and why we share them.

Explain: An *opinion* tells what someone thinks or feels about something, such as whether the person likes or doesn't like a food, animal, story, or activity. We share our opinions with others so they'll know what we are thinking and feeling.

Discuss examples of a fact and an opinion. On the board, write *Exercise gives us energy*. Say each word as you write it. Then discuss with children why this statement is a fact.

Say:

- Exercise gives us energy. Is this a true statement that teaches us something about exercise and our bodies? Thumbs up for yes or thumbs down for no. (yes)
- Yes, this sentence is a fact. It is true information about exercise and our bodies.
- You can prove that a statement is true or false by looking at resources, such as informational texts. What informational text did we just listen to that gave information about exercise? (*Super Smart*)
- That's right. We can use the Super Smart *Smart Moves: Exercise and the Brain* to check this fact. [Display page 5 of the Super Smart and reread the second sentence.] Does the information on page 5 prove that the statement is true? (*Yes, the text says "moving gives you energy."*)
- I will label this sentence with the letter F to stand for the word *fact*.

Opinion Writing

Explain that someone can have an opinion about exercise as an activity that they like or dislike. On the board, write *Running is the best exercise*. Say each word as you write it. Discuss with children why this statement is an opinion.

Say:

- I think running is the best exercise.
- Do you think running is the best exercise? Thumbs up for yes or thumbs down for no.
- *Running is the best exercise* is an opinion because it is what some people might think about running but not what everyone thinks about running.
- I will label the sentence with an O to stand for the word *opinion*.
- It's important to know that people can have different opinions about something but neither opinion is right nor wrong.

Exercise gives us energy. F
Running is the best exercise. O

Teacher example

UNIT 3 • LESSON 1 19

After Explain and Model, teachers guide children as they practice the new skill themselves.

Model how to use reasons to support an opinion.

Point out that some people may not understand why you like or dislike something, especially if they feel differently than you do. Tell children they can help others understand their opinions better by giving reasons that tell why they think the way they do. Replace the end mark for the opinion about running with the word *because*. Remind children that *because* is a word they can use to explain why. Then add the following words to the end of the sentence: *it is fun*. Say each word as you write it. Then discuss the opinion and reason in the sentence.

Say:

- Running is the best exercise because it is fun. What is my opinion about running? (*Running is the best exercise.*) I will write O for the word *opinion* above that part of my sentence.
- What is the reason why I think running is the best? (*It is fun.*) I will write R for the word *reason* above that part of my sentence.

Guided Practice
Help children generate opinions and reasons. Display Resource Page 46. Point to and name each picture. Tell children they'll share how they feel about some of these things and give reasons that explain why they feel the way they do.



Point to a picture. Have children give a thumbs-up if they like this thing, thumbs-down if they don't like it, or point a thumb to the side if they don't feel strongly about it. Help them give an opinion and reason to tell how they feel and why. As needed, provide sentence frames, such as the ones listed below, to help children state their opinions and reasons as complete sentences.

I think ____ are ____ because ____.

I love ____ because ____.

____ are ____ because ____.

I don't like ____ because ____.

I dislike ____ because ____.

Running is the best exercise O
because it is fun. R

Running is the best exercise O
because it is easy to do. R

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Some Writing lessons also include a Resource Page from the Teacher Resource Book. These pages help scaffold and organize children's writing.

Writing

Opinion

Guided Practice

Help children think of an activity to write about. Tell children it's easier to write opinions and give reasons when we write about something we feel strongly about. Have them name some activities they really like to do that are different from the one you wrote about. Remind children they've listened to and read about many activities this week like soccer, running, biking, yoga, and playing with friends. If needed, suggest other activities children may do with friends or by themselves, such as making crafts, swimming, jumping rope, dancing, playing board games, or doing a puzzle. Create a list on the board or on chart paper of possible activities for children to choose from.

Independent Writing

Have partners discuss ideas before writing. Tell children to take turns telling about an activity they really like to do and a few reasons why they like this activity. Tell them to touch their palm when they tell what they think about the activity and touch their fingers as they tell different reasons for liking it. Circulate as children talk and give support as needed. If children can't come up with at least two supporting reasons even with your help, suggest they pick a different activity to write about.

Have children plan their opinion paragraph.

Distribute copies of Resource Page 6. Tell children to write their opinion in the middle circle and write quick notes in at least three of the outside circles to help them remember their reasons.

As children plan, circulate and support as needed. If time allows, confer with a few children about their work (see conferencing tips on page 140).

Differentiate

More Support: Some children may need more support filling out the web. Ask them what activity they like to do, help them state an opinion about it, and write the opinion in the middle circle. Then prompt them to tell what they like about the activity. If needed, ask what actions they enjoy doing for the activity or how they feel when they do the activity. Guide children in writing a few words or making simple drawings in the outside circles to remember their reasons.

More Challenge: Encourage children to add more reasons why they enjoy their chosen activity. Tell them to picture themselves doing the activity. Point out that their reasons could be specific actions they enjoy doing for the activity and feelings they have as they do it.

Sharing

Have children share their work. Invite a few children to share their plans, telling what they think about an activity and the reasons why they think the way they do. Encourage listeners to ask questions to find out more about a speaker's opinion and reasons.

Some lessons include an independent writing step where children produce their own version of what was modeled and practiced earlier in the lesson.

The last part of the Writing lesson provides an opportunity for children to share what they've written.

Big Topic Projects

Units	Big Topic	Big Topic Project
Units 1–4	Health and Well-Being	Children research and write an informational article about health and well-being and use it to produce a newscast on the topic.
Units 5–8	Living Things and the Natural World	Children write a journal entry about something they can see and do in the natural world and create an informational poster on what helps a living thing survive.
Units 9–12	Customs and Celebrations	Children create individual mini magazines about customs and celebrations that resemble Super Magazines.
Units 13–16	Innovation and Exploration	Children write and illustrate their own informational book about an innovation they learned about.



At the end of a Big Topic, children will consolidate and apply what they've learned to research, draw, and write about the Big Topic.

Differentiated Instruction

Three Options for Differentiating Instruction		
Point-of-Use Tips	Small-Group Instruction	Corresponding Teacher's Guides
• In the main lesson of the Teacher's Guides • Word Work and Writing tips	• Supported reading with Super Magazines • Differentiated reading with the Book Club books • Flexible options	• Differentiated Instruction Teacher's Guide • Multilingual Learner Teacher's Guide

Point-of-Use Differentiation Tips

More Support tips may include breaking down a task into more accessible steps.

Multilingual Learner Support tips may focus on speaking and listening skills, unfamiliar pronunciations, or word meanings.

Word Work

Differentiate

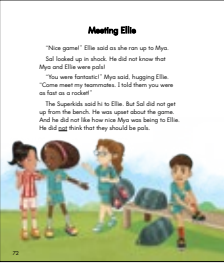
More Support: If children need support applying the rules for adding endings, work with them in a small group. Have them underline the vowel or vowels in each base word. Remind them they can just add the ending if there are two vowels. If there is only one vowel, ask how many consonants come after it. Remind them that they need to double the final consonant if there is only one after the vowel.

Multilingual Learner Support: Have multilingual learners practice saying the words with endings after they complete the page. Remind children that -ing stands for the sounds /ing/ and -ed can stand for /ed/, /t/, /d/. Help them pronounce each word correctly. Then review how -ing words tell about actions happening right now and -ed words tell about actions that already happened. Model using a few of the words in sentences and then have children try.

Check and correct. Call on individuals to read and spell aloud the word they wrote for each item. Let children fix any mistakes.

Decoding and Fluency
Reader 1 Story

Materials: Reader 1 pages 72–73, corresponding Reading Warm-Up List in the portal
Time: 10 minutes



Meeting Ellie

"Win game!" Ellie said as she ran up to Mays. Sal looked up in shock. He did not know that Mays and Ellie were pals!

"You were fantastic!" Mays said, hugging Ellie. "Come meet my Superkicks. I told them you were as fast as a rocket!"

The Superkids and hi to Ellie. But Sal did not get up from the bench. He was upset about the game. And he did not like how Mays was being to Ellie. He did *gag* think that they should be pals.

Story Title: "Meeting Ellie"
Genre: Realistic fiction

Review the Reading Warm-Up List. Display the list and tell children the words are from today's Superkids story. Point out the sound-spelling pattern in each column of Pattern Words. Have children read aloud the words with you. Point out that *teammates* is made up of two words, *team* and *mate*. Read the Memory Words aloud with children. Then read each Story Word aloud and have children repeat it after you.

Introduce the story. Display Reader 1 page 72 and have children turn to the page. Read aloud the title "Meeting Ellie." Help children make connections.

Ask:

- What do we know about Ellie from the last two stories? (*She plays on the Rockets. She's a very good soccer player.*)
- Who on the Superkids' soccer team doesn't look happy to meet Ellie? (*Sal*)

Writing

Opinion

Guided Practice
Help children think of an activity to write about. Tell children it's easier to write opinions and give reasons when we write about something we feel strongly about. Have them name some activities they really like to do that are different from the one you wrote about. Remind children they've listened to and read about many activities this week like soccer, running, biking, yoga, and playing with friends. If needed, suggest other activities children may do with friends or by themselves, such as making crafts, swimming, jumping rope, dancing, playing board games, or doing a puzzle. Create a list on the board or on chart paper of possible activities for children to choose from.

Independent Writing
Have partners discuss ideas before writing. Tell children to take turns telling about an activity they really like to do and a few reasons why they like this activity. Tell them to touch their palm when they tell what they think about the activity and touch their fingers as they tell different reasons for liking it. Circulate as children talk and give support as needed. If children can't come up with at least two supporting reasons even with your help, suggest they pick a different activity to write about.

Have children plan their opinion paragraph. Distribute copies of Resource Page 6. Tell children to write their opinion in the middle circle and write quick notes in at least three of the outside circles to help them remember their reasons.

As children plan, circulate and support as needed. If time allows, confer with a few children about their work (see conferencing tips on page 140).

Differentiate

More Support: Some children may need more support filling out the web. Ask them what activity they like to do, help them state an opinion about it, and write the opinion in the middle circle. Then prompt them to tell what they like about the activity. If needed, ask what actions they enjoy doing for the activity or how they feel when they do the activity. Guide children in writing a few words or making simple drawings in the outside circles to remember their reasons.

More Challenge: Encourage children to add more reasons why they enjoy their chosen activity. Tell them to picture themselves doing the activity. Point out that their reasons could be specific actions they enjoy doing for the activity and feelings they have as they do it.

Sharing
Have children share their work. Invite a few children to share their plans, telling what they think about an activity and the reasons why they think the way they do. Encourage listeners to ask questions to find out more about a speaker's opinion and reasons.

More Challenge tips may ask children to expand the task beyond what's written in the main lesson.

Differentiated Instruction for Small Groups

Supported Reading with Super Magazines

Instruction with the Super Magazine includes a supported reading step.

Small Group

Supported Reading Super Magazine Feature 3

Materials: Unit 3 Super Magazine pages 1, 24–29, Reading Skills Book 1 page 60
Times: 50–60 minutes for small-group rotation



Article Title: "Brains Beyond Belief"
Genre: Informational text
Key Vocabulary: *develops, genius, memory*

Make connections and build background knowledge. Display page 1 of the Super Magazine and have children turn to the page. Remind them that this issue is all about the brain. Point to the title "Brains Beyond Belief," read it aloud with children, and tell them this is the article they will read today. Explain that this text is about kids with brains that are "beyond belief" because their minds can do amazing things. Then have children predict what the article will be about and briefly share what they know about the topic.

Ask:

- Based on the title, what do you think the article "Brains Beyond Belief" might be about? (*Possible answer: things you can't believe brains can do*)
- What have we already learned about the brain? (*Possible answer: There are three parts of a brain and the brain controls our mind and body.*)

Set a purpose for reading and connect with the Essential Questions. Tell children they can read "Brains Beyond Belief" to learn more about what the brain can do. Explain that they should also pay attention to information about how we can support a healthy and strong brain.

Support children's reading in small groups. Have each group turn to page 24 of the Super Magazine and read the article "Brains Beyond Belief" using the oral reading technique that best supports readers in the group (see options on page 138). Listen to each child read aloud so you can assess decoding and fluency skills. Provide decoding support and corrective feedback as needed (see process on page 138). Guide children's understanding and reinforce key vocabulary using the questions and explanations provided. Differentiate instruction for each group as follows.

More Support

- Have children follow along as you read the article aloud. Guide children in understanding how to read with expression by pointing out end punctuation, such as exclamation marks, and noting how your expression changes.
- Then select a few pages to be the focus of children's decoding practice, such as pages 24 and 26. These pages provide key details without too many challenging words.

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Reading

On-Level Support

- Help children break the multisyllabic words *amazing* (page 24), *geniuses* (page 25), *scientists* (page 25), and *photographic* (page 26) into syllables and decode each syllable.
- After children finish reading the whole article, have them read page 26 aloud a few times to practice reading with expression.

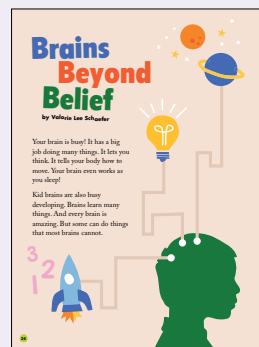
More Challenge

- After children finish reading the whole article, have them practice reading page 25 aloud a few times to practice reading with appropriate expression.

Multilingual Learner Support

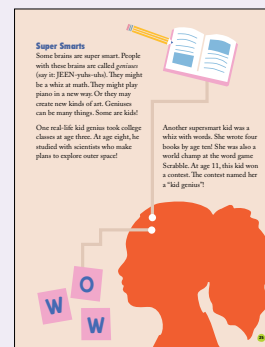
- Read the article aloud as children follow along. Guide children in understanding how to read with expression by pointing out end punctuation, such as exclamation marks, and noting how your expression changes.
- After reading the entire article, guide children's decoding practice on page 26. Provide support as needed as children decode multisyllabic words and words with spellings that have not been taught yet.

During supported reading, the teacher can differentiate instruction and vary the level of support depending on the needs of the students in the group.



Key Vocabulary and Details

- The text says kid brains are busy *developing*. What is one way kids' brains grow and change? (*by learning many things*)
- What does the text tell us some of the jobs of our brain are? (*Possible answer: lets us think, tells us how to move, works as we sleep*)



Text Features and Key Vocabulary

- Point to the heading at the top of the page. Remember headings help us know what the section will be about. What do you think this section will be about? (*people who are very smart*)
- A *genius* is a person who has a great thinking ability. How do we know the kid who studied outer space with scientists is a genius? (*He took college classes at three.*)

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Differentiated Instruction for Small Groups

Differentiated Reading with Book Club Books

Differentiated Instruction

Small-Group Differentiated Reading Book Club Books

★ Lesson 1
More Support



Book Title: *Breakout at the Bug Lab*
Author: Ruth Horowitz
Genre: realistic fiction
Key Vocabulary: lab, cockroach, nature, dizzy, twinkling
Summary: Two brothers visit their mom where she works at a bug lab. They love helping their mom take care of the cockroach, Max. During a big party at the bug lab, Max breaks out of his tank and the boys must find him before anyone notices. Luckily a lady with the nickname "One-Shot Lil" helps the boys catch Max.
Special Features: none
Book in a Series: no

Discuss the genre of the book. Distribute copies of the book to children in the group. Explain that the book is realistic fiction and have children share what they know about this genre. *(The story and characters are made up, but the events are like things that happen in real life.)* Then point out that this realistic fiction book also has humor—funny parts included to make us laugh.

Build background knowledge and set a purpose for reading. Read aloud the title *Breakout at the Bug Lab*. Explain that a *breakout* is an escape and a *lab* is a place where scientists study things and do experiments. Have children predict what the story might be about based on the picture and title.

Ask:

- What are the boys doing in the illustration on the cover? *(They are chasing a giant bug in what looks like a lab. They look anxious.)*
- What kind of breakout or escape might happen in this book? *(The bug may break out of the lab.)*

Have children look over the table of contents on page 4. Read aloud the title chapters as children follow along, children what page the first chapter, "Bug Lab" starts on. *(page 5)*

Support children in reading the book. The pacing guide shows the pages of the book to have children read each day. Consider having them read some pages during independent work time. Use the lessons that follow to help guide their understanding.

Lesson	Focus of Instruction	Reading Skills Book 1
1	Introduction	N/A
2	Pages 5–9	Page 142
3	Pages 10–17	Page 144
4	Pages 18–25	Page 146
5	Close reading	N/A
7	Pages 26–33	Page 151
8	Pages 34–37	Page 153

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Book Club books come in three levels to help meet the needs of all students.

More Support Book Club

★ Lesson 1
On-Level Support

On-Level Support Book Club

Differentiated Instruction

Small-Group Differentiated Reading Book Club Books

★ Lesson 1
More Challenge



Book Title: *Batcat and the Seven Squirrels*
Author: Eric Walters
Genre: realistic fiction
Key Vocabulary: burrow, orphan, starve, litter, scampering, territory
Summary: Nathan loves animals and longs for a pet. When a baby squirrel shows up at Nathan's door, he wonders what happened to its mom. It isn't long before his family finds six more baby squirrels in need of food and shelter. With help from Batcat, a neighborhood stray cat, Nathan learns to care for the squirrels. Will Nathan finally find a pet to call his own?
Special Features: author's note
Book in a Series: no

Discuss the genre of the book. Distribute copies of the book to children in the group. Explain that the book is realistic fiction and have children share what they know about this genre. *(The story and characters are made up, but the events are like things that happen in real life.)*

Build background knowledge and set a purpose for reading. Read aloud the title, *Batcat and the Seven Squirrels*. Explain that Batcat is the name of the cat in the story. Have children predict what the story might be about based on the picture on the cover.

Ask:

- What do you notice about how the squirrels are interacting with the cat? Do squirrels usually behave this way around cats? *(The squirrels are lying on and snuggling with the cat. No, cats usually chase squirrels.)*
- What do you think will happen with the boy, the cat, and the squirrels? *(Possible answer: The animals will become the boy's pets.)*

Have children turn to page 64 and point out the author's note. Read it aloud and tell children this story is based on real events in the author's life.

Support children in reading the book. The pacing guide shows the pages of the book to have children read each day. Consider having them read some pages during independent work time. Use the lessons that follow to help guide their understanding.

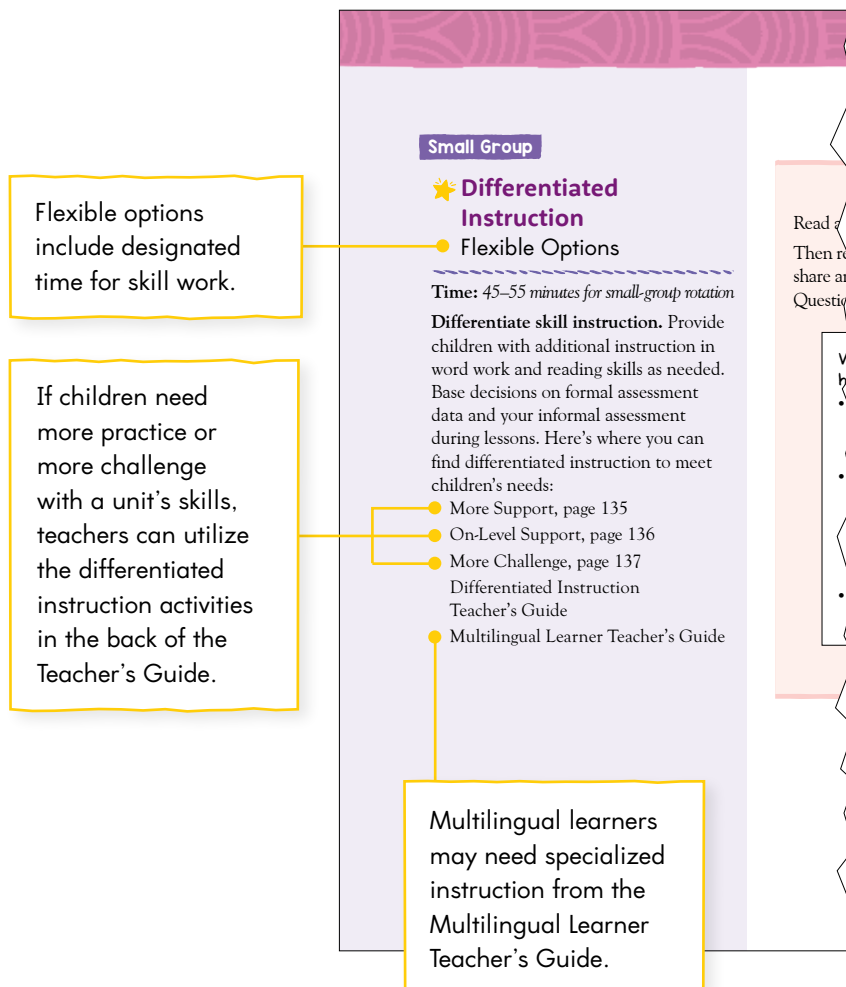
Lesson	Focus of Instruction	Reading Skills Book 1
1	Introduction	N/A
2	Pages 1–10	Page 142
3	Pages 11–22	Page 144
4	Pages 23–36	Page 146
5	Close reading	N/A
7	Pages 37–44	Page 151
8	Pages 45–53	Page 153
9	Pages 54–62	Page 155
10	Close reading	N/A

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More Challenge Book Club

Differentiated Instruction for Small Groups

Flexible Options



Notes

Differentiated Instruction for Small Groups

Flexible Options

Differentiated Instruction

Week 1 · Small-Group Options

More Support

★ **Phonics and Decoding**
Words With ee, ea, ie/ē/

Materials: Letter Cards and Word Part Cards

Cards: ee, ea, ie, ch, d, f, l, m, p, r, s, sh, t; pocket chart

Form the word team in a pocket chart. Read the word and ask children what sound they hear in the middle of team. (/ē/) Remind children that when the letters ee, ea, or ie are together in a word, they stand for the sound /ē/. Run your finger under the letters and blend the sounds in team. Then have children read the word aloud.

Continue by forming the following words with ee, ea, and ie. Run your finger under the letters as you blend the sounds for each word. Then have children read the word aloud, name the letters that spell /ē/, and tell whether the /ē/ vowel sound is at the beginning, middle, or end of the word.

eat	eel	brief
each	feed	chief
read	see	field
pea	tree	shield

★ **Decoding**
Words With ee, ea, ie/ē/

Write the following words with ee, ea, or ie on the board.

feet	peel	peek
sneak	read	seat
speak	shriek	field

Have children read each word aloud and identify the letters that spell the /ē/ vowel sound. Then use the word in a sentence children can act out. For example:

Stomp your feet on the floor.
Pretend to peel a banana.
Peek through your fingers.
Sneak like a baby pig.
Pretend to read a book.
Tap your seat.
Speak in a quiet voice.
Shriek like you are scared.
Pretend to throw a ball across a field.

★ **Encoding**
Words With ee, ea, ie/ē/

Materials: Letter Cards and Word Part Cards: ee, ea, ie, ch, d, f, h, l, p, s; pocket chart

Say deep and then repeat the word slowly, isolating its sounds: /d/, /ē/, /p/. Have children identify the number of sounds in deep. (three) Then keep repeating deep slowly as you help children identify the letter or letters that represent each sound in the word. Place or have children place Letter Cards and Word Part Cards in the pocket chart to encode deep. When done, review the number of sounds in deep (three) and the number of letters. (four)

d	ee	p	
---	----	---	--

Repeat for seat, heap, leaf, and chief. Remind children that /ē/ can be spelled with ee, ea, or ie. (All words have three sounds. Seat, heap, and leaf have four letters and chief has five.)

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UNIT 3

Small-Group Options: More Support

Differentiated Instruction

Week 1 · Small-Group Options

On-Level Support

★ **Phonics and Decoding**
Words With ee, ea, ie/ē/

Materials: Unit 3 Word Card Set 1: ee, ea, and ie words, in the portal

ee	ea	ie
feed	leash	field
keep	reach	shield
sheep	deal	chief
speed	team	thief
free	cat	brief
screen	scream	yield
seed	peach	shriek
street	tea	grief

Display the cards for ee, ea, and ie. Ask what long vowel sound each pair of letters stands for. (/ē/) Show one of the Word Cards. Have children identify the vowel team in the word, say the vowel sound, and then blend the sounds to decode the word. Then place the Word Card with the ee, ea, or ie card based on the vowel team in the word. Continue with the remaining words in random order. When all words are sorted, have children read each group aloud several times. Discuss how the words in each group are alike.

★ **Decoding and Encoding**
Words With ee, ea, ie/ē/

Write ee, ea, and ie on the board. Have children identify the vowel sound each pair of letters stands for. (/ē/) Then write a word that is spelled with one of the vowel teams, using blanks in place of the vowels. For example, for need, write:

ee	ea	ie
n _ _	d	

Say need and ask children which vowel team belongs in the word. (ee) Write or have a child write the vowels on the blanks. Have everyone read the word aloud. Repeat for other words with ee, ea, and ie.

keep	beak	brief
feel	seat	field
week	heap	chief
seem	teach	yield

★ **Decoding and Encoding**
Words, Phrases, and Sentences

Materials: Unit 3, Week 1 Decodable Word List: ee, ea, and ie/ē/ words, in the portal

Point to the first word on the Decodable Word List, bean, and tell children to blend the sounds slowly with you as you run your hand under the letters: /b-ēē-ā/. Then point to the word and have them say it. (bean) Repeat with the remaining words. When all the words are decoded, point to words in random order and ask children to read them aloud. Then have children choral read the phrases and sentences with you.

UNIT 3 133

Small-Group Options: On-Level Support

Differentiated Instruction

Week 1 · Small-Group Options

More Challenge

★ **Decoding and Encoding**
Building ee, ea, ie/ē/ Words

Materials: Containers with lids; Letter Cards and Word Part Cards: ee, ea, ie, ch, sh, th, b, d, f, h, k, l, m, n, p, r, s, t, w, y; slips of paper; tape

In separate containers, place the cards needed for children to make ee, ea, or ie words. (Possible ee words: see, tree, free, beef, feed, feel, peel, seek, seem, seen, sleep, steep, sweep. Possible ea words: pea, eat, seat, loan, leap, meal, mean, neat, heat, team, speak, steam, team, weak. Possible ie words: brief, chief, field, shield, shriek, thief, yield.)

Place the letters for one word in each container. Tell children to shake their containers, open the lid, and let the letters fall out. Then tell them to arrange the letters to spell a word. Help children check whether they've formed the correct word by having them blend sounds. If needed, give children clues about the words they can spell with their letters.

★ **Vocabulary**
Words to Know

Materials: Unit 3, Week 1 Super Smart Exercise and the Brain, paper, pencils

Display page 12 in Super Smart Exercise and the Brain and read the page aloud. Point out the last sentence: *Going for a jog or a bike ride might help you solve those complex math problems!* Remind children that **complex** is one of this unit's Words to Know and review the word's meaning. (not easy to understand or complicated) Ask children to explain how a **complex** math problem is different from a simple problem or provide an example. (simple: $2+2=4$; complex: $152+13=6=159$)

Help children brainstorm words or phrases that describe something that is **complex**. (Possible answers: hard, difficult, has many steps, challenging) List the phrases on the board. Then ask children to talk about something that they think is **complex**, such as building a model, writing a story, or learning to ride a bike. Encourage children to form oral sentences using the word **complex**.

★ **Comprehension**
Connecting Text to Text

Use: Any time after Unit 3, Lesson 4

Materials: Unit 3 Super Magazine articles "Brain Training" pages 6–11, "Sleep in Mind" pages 12–17

Explain that sometimes different texts give information about the same topic. Remind children that they can compare and contrast these texts by identifying how the information in the texts is similar and how it is different. Briefly review the Super Magazine articles "Brain Training" and "Sleep in Mind" with children. Then discuss how the information in the texts is similar. (Both texts give information about activities people can do to take care of their minds.) Then discuss how the information in the texts is different. ("Brain Training" gives information about activities people can do that are good for their brains. "Sleep in Mind" gives information about things people can do at bedtime to put their minds at ease and have a good night's sleep.)

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UNIT 3

Small-Group Options: More Challenge

Differentiated Instruction for Small Groups

Differentiated activities are included in the back of the Teacher's Guide to help reinforce and reteach skills.

Week 1 • Small-Group Plan
 Use data from progress monitoring and assessments to inform your decisions about how to differentiate instruction for small groups.

Small Group	Differentiated Instruction	Page
More Support	Supported reading	Super Magazine feature 1 "Brain Training" Page 29
		Super Magazine feature 2 "Sleep in Mind" Page 52
	Skills reteaching and reinforcement	• Phonics and Decoding: Words With <i>oe, oa, ie/i/</i> • Decoding: Words With <i>oe, oa, ie/i/</i> • Encoding: Words With <i>oe, oa, ie/i/</i>
On-Level Support	Supported reading	Super Magazine feature 1 "Brain Training" Page 30
		Super Magazine feature 2 "Sleep in Mind" Page 53
	Skills reinforcement	• Phonics and Decoding: Words With <i>oe, oa, ie/i/</i> • Decoding and Encoding: Words With <i>oe, oa, ie/i/</i> • Decoding and Fluency: Words, Phrases, and Sentences
More Challenge	Supported reading	Super Magazine feature 1 "Brain Training" Page 30
		Super Magazine feature 2 "Sleep in Mind" Page 53
	Skills extension and challenge	• Decoding and Encoding: Building <i>oe, oa, ie/i/</i> Words • Vocabulary: Words to Know • Comprehension: Connecting Text to Text
Multilingual Learner Support	Supported reading	Super Magazine feature 1 "Brain Training" Page 30
	Skills reteaching or reinforcement	Super Magazine feature 2 "Sleep in Mind" Page 53

Independent Work See pages 130–131 for work children can do independently while you meet with small groups.

See the following sections of the Differentiated Instruction Teacher's Guide for additional intervention, reinforcement, and extension activities:
 • Phonemic Awareness
 • Word Analysis
 • Fluency
 • Vocabulary

See the following sections of the Multilingual Learner Teacher's Guide to provide more support for children whose first language is not English:
 • Phonemic Awareness
 • Word Analysis
 • Fluency
 • Vocabulary

UNIT 3 **5**

The weekly Small-Group Plan helps teachers differentiate instruction for students with varying levels of need.

Corresponding Teacher's Guides

Two corresponding Teacher's Guides help reteach, reinforce, and enhance skills and strategies taught during core lessons.

Independent Activities

Options for meaningful and relevant independent work include the following:

- Practice Pages from the Teacher Resource Book
- Reading Skills Book pages
- Partner and independent reading
- Word games from the Teacher Resource Book
- Super Magazine activity or craft
- Superkids World

Independent Work Chart

Independent Work				
Provide directions and materials for independent work you'd like children to do while you meet with small groups during Lessons 2–5 and 7–10.				
Lesson	Practice Pages	Reading Skills Book 1	Partner/Independent Reading	
2	43 – Encoding <i>ee, ea, ie</i> words 44 – Editing and handwriting	Page 49 – Knowledge Building Page 50 – Vocabulary Page 51 – Key Ideas and Details	Reader 1 “Go Team!,” Reader 1 “The Big Game,” and Super Magazine “Brain Training”	Week 1 Fluency Have children practice observing typographical clues.
3	45 – Decoding and encoding <i>ee, ea, ie</i> words	Page 52 – Vocabulary Page 53 – Vocabulary	Reader 1 “Meeting Ellie”	
4	46 – Vowel teams with endings 47 – Editing and handwriting	Page 54 – Connecting Ideas Page 55 – Key Ideas and Details	Reader 1 “Team Secrets”	
5	48 – Progressive verbs	Page 56 – Reader Response Page 57 – Demonstrating Knowledge	Reader 1 “Sal’s Mistake,” Super Magazine “Sleep in Mind,” and self-selected book	
7	51 – Encoding <i>ai</i> and <i>ay</i> words 52 – Editing and handwriting	Page 58 – Knowledge Building Page 59 – Vocabulary Page 60 – Key Ideas and Details	Reader 1 “Class Projects,” Reader 1 “The Play,” and Super Magazine “Brains Beyond Belief”	Week 2 Fluency Have children practice reading with expression.
8	53 – Decoding and encoding <i>ai</i> and <i>ay</i> words	Page 61 – Picture-Text Relationships Page 62 – Vocabulary	Reader 1 “Act 1: You Are What You Eat”	
9	54 – Encoding <i>ai</i> and <i>ay</i> words 55 – Editing and handwriting	Page 63 – Connecting Ideas Page 64 – Key Ideas and Details	Reader 1 “Act 2: Getting Fit” and Super Magazine “Look Smart”	
10	56 – Progressive verbs	Page 65 – Reader Response Page 66 – Demonstrating Knowledge	Reader 1 “Act 3: The Brain and Body,” Super Magazine poem, and self-selected book	

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The Independent Work chart helps teachers see what activities are available for independent work over the course of a unit.

Assessment

Superkids provides both formal and informal assessment tools. These tools help teachers identify children who may need more support or more challenge and then differentiate their instruction accordingly.

Formal Assessments

Benchmark Assessments

- Beginning-of-the-Year Test after the Warm-Up Unit
- Midyear Test after Unit 8
- End-of-the-Year Test after Unit 17

Progress Tests

- One for each of the remaining units



Skills Assessed	How the Skills are Assessed	Frequency	Test Formats
Phonemic Awareness	The child listens to a word and manipulates the phonemes in the word based on oral directions.	All unit Progress Tests and Benchmark Tests	Print Orally, one-on-one with teacher
Decoding Nonsense Words	The child reads aloud isolated nonsense words while the teacher listens and notes any errors.	Beginning-of-the-Year Test and Progress Tests for Units 1–4	Print only
Phonics or Word Analysis	The child listens to a word with a specific sound-spelling pattern or structural element and then identifies the word.	All unit Progress Tests and Benchmark Tests	Print and online
Encoding/ Spelling	The child writes words the teacher dictates. The Benchmark Tests check children's spelling of words already tested on weekly spelling tests.	Midyear Test, End-of-the-Year Test, and weekly spelling tests	Print and online
Fluency (Memory Words)	The child reads aloud isolated Memory Words while the teacher listens and notes any errors. Tests check children's ability to read Memory Words with automaticity.	All unit Progress Tests and Benchmark Tests	Print only
Fluency (Passages)	The child reads aloud fiction and nonfiction passages (ranging from 95–175 words) while the teacher listens and notes any errors. Tasks check children's ability to read connected text at an appropriate rate and with accuracy.	All unit Progress Tests and Benchmark Tests	Print only
Vocabulary Skills	The child demonstrates knowledge of a recently taught vocabulary skill. The task varies depending on the skill being assessed.	All even unit Progress Tests, Midyear Test, and End-of-the-Year Test	Print and online
Vocabulary Words to Know	The child hears a prompt and chooses the Word to Know that best corresponds to the prompt. Tests check children's understanding of Words to Know meanings.	Progress Tests for Units 4, 12, and 16; Midyear Test; and End-of-the-Year Test	Print and online
Comprehension	The child reads a literary or informational passage (ranging from 120–205 words) and answers multiple-choice questions. The questions check the child's understanding of key elements of the text.	All unit Progress Tests and Benchmark Tests	Print and online
Grammar, Usage, and Mechanics	The child demonstrates knowledge of a recently taught grammar skill. The task varies depending on the skill being assessed.	All odd unit Progress Tests, Midyear Test, and End-of-the-Year Test	Print and online
Writing	The child writes from a prompt to produce a narrative, opinion, informative, or explanatory piece. The teacher uses a rubric to assess the writing for content, organization, and conventions.	Progress Tests for Units 4, 12, and 16; and all Benchmark Tests	Print only

Ongoing Informal Assessment

- Daily Warm-Ups
- Completed Skills Book pages
- Reading fluency and accuracy
- Whole- and small-group discussions
- Participation in Turn & Talks
- Writing conferences
- Completed writing assignments
- Big Topic Project presentations
- Differentiated instruction activities
- Lasting Lesson discussions
- Superkids World game performance

Child's Name: _____

STUDENT RECORD FORM
Progress Monitoring (continued)

Core Instruction Area	Observation Dates and Notes		
Comprehension Answers questions about a text Uses comprehension strategies during reading to understand a text Determines the main idea and details about a text Uses comprehension skills to analyze a text Connects a text to other texts and to the Big Topic to build knowledge			
Vocabulary Understands the meanings of the Words to Know Understands meanings of story words Uses context clues or word analysis to figure out the meaning of a word			
Writing Completes writing tasks according to directions Provides a beginning, middle, and end for compositions Provides an opinion and supporting reasons for opinions Provides a main idea and support details for informational and narratives Uses appropriate capitalization and punctuation Writes legibly			

Teachers can use Student Record Forms for both formal and informal assessments to keep track of children's progress.

Child's Name: _____

STUDENT RECORD FORM
Midyear Test

Directions: After scoring a child's test, look at the completed scoring lines and record the results below. Circle +, ✓, or - to indicate the child's score. In the last column, record notes about the child's strengths and weaknesses and any instructional plans to reteach, reinforce, or extend specific skills.

Unit 8 Midyear Test

Skill Tested	Test results	Notes on test results and plans for individual instruction
Phonemic Awareness: Long vowel discrimination	+ ✓ -	
Phonics: Blend team words (CVC)	+ ✓ -	
Comprehension (informational text): Sequence: problem and solution; compare and contrast	+ ✓ -	
Grammar: Nouns and verbs; plural endings -s, -es; inflectional endings -s, -ed, -ing	+ ✓ -	
Vocabulary: homophones	+ ✓ -	
Vocabulary: Unit 8 Words to Know	+ ✓ -	
Word Recognition: Unit 8-8 Memory Words	+ ✓ -	
Fluency: Sentences with long vowel sounds (CVCs, CVVC)	+ ✓ -	
Spelling: Pattern Words from Units 6-8 spelling tests	+ ✓ -	
Writing: Informational	+ ✓ -	

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Connecting with Families and Caregivers

Families and caregivers can access assessment data and information about what their child is learning in class.

Family Access at MyZBPortal.com

Sharing Children's Work

- Completed Word Work or Reading Skills Book pages
- Spelling tests or Progress Tests
- Written pieces
- Completed Practice Pages and Resource Pages
- Completed Super Magazine activities and crafts
- A personal note about the child's progress
- Program letters to families and caregivers
- Assessment data and information about what children are learning in school



What's Next?

Getting Ready Checklist

- ☐ Unpack your materials.
- ☐ Read the Program Guide.
- ☐ Set up your portal account at MyZBPortal.com.
- ☐ Familiarize yourself with the site.
- ☐ Enter your students into the class roster.
- ☐ Subscribe to The Superkids Bulletin.
- ☐ Consider ways to organize your materials.
- ☐ Check out the Facebook page or The Superkids Bulletin for ideas!

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I want to remember the following about today's training:

