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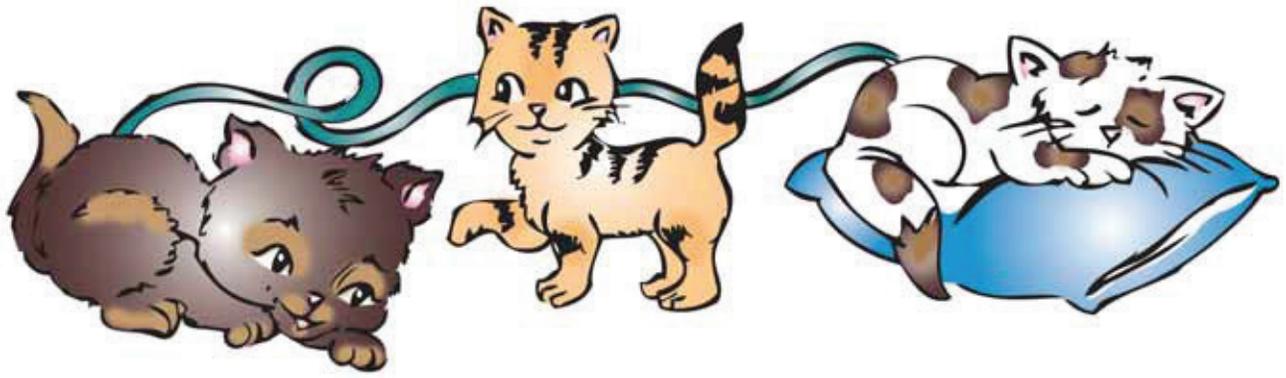
moon



I see the moon.

The moon is in the sky.

The moon is round.



My Cat

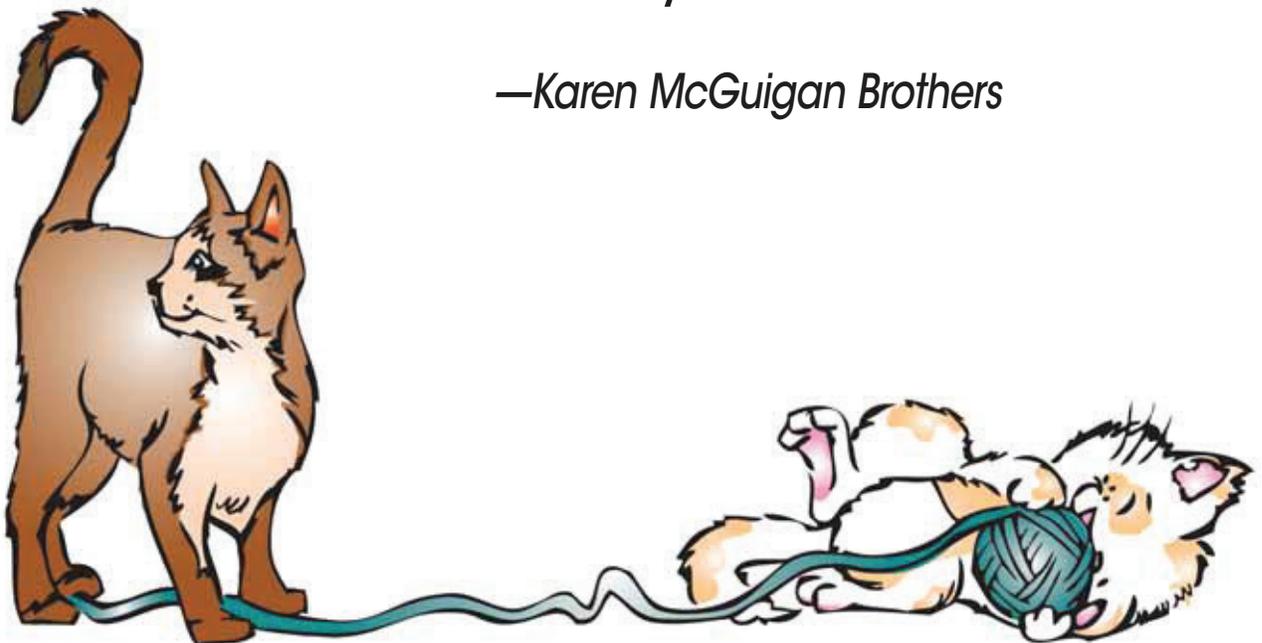
This cat, that cat,

Thin cat, fat cat,

Low cat, high cat,

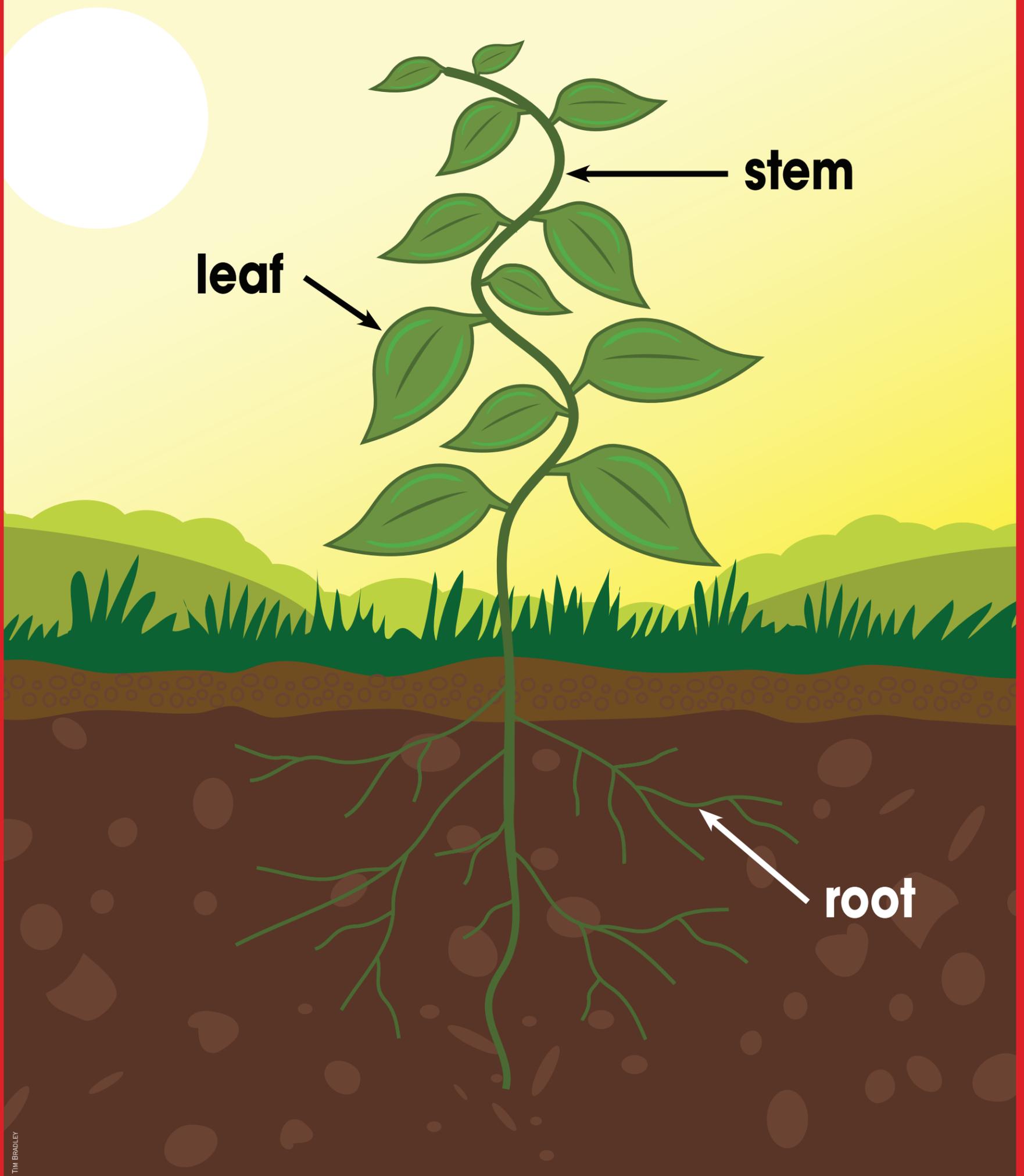
Your cat, my cat!

—Karen McGuigan Brothers

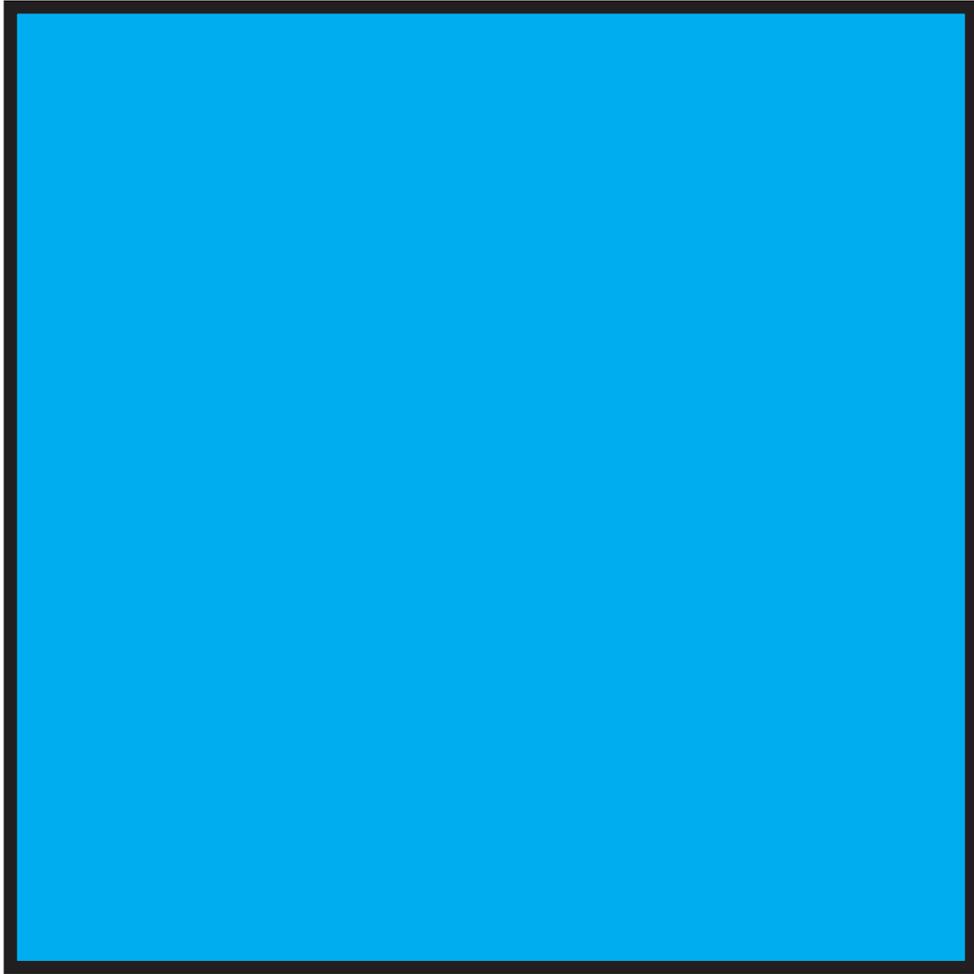


Plant Plan

This is a **diagram** of a plant. It shows the main parts.



square



A square is a shape.

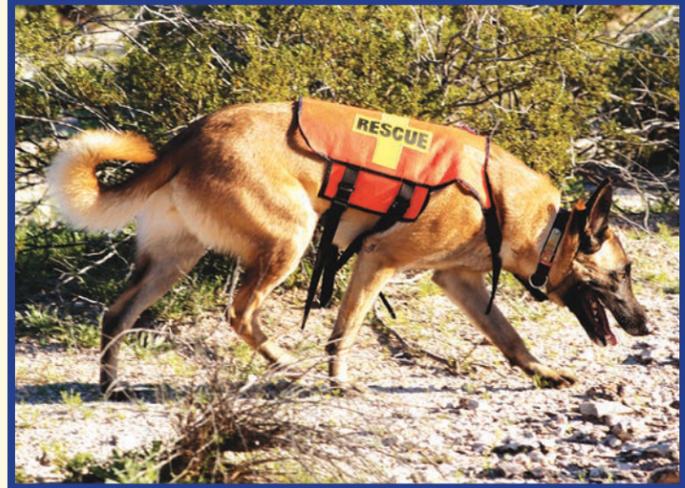
A square has four sides.

A square has four corners.

Dogs Help Us



herding dog



search dog

Dogs and people often work **together**. Some dogs **herd** cattle. Others help find **missing** people. Guide dogs help **blind** people get around.



guide dog

Homes

All over the world, people live in different kinds of homes. Some are large, and some are small. What kind of home do you live in?

A Painted Home

This home is painted in bright colors. It has a green door and green window frames. Some homes are only one color. This one is many colors.



A Dry Home

These homes are in a warm, rainy place. Each roof is made of leaves. Rain slides off the leaves and drops to the ground. The people stay snug inside their houses.



A Tall Home

This home is in an apartment building. There are many homes inside. Many families live here.



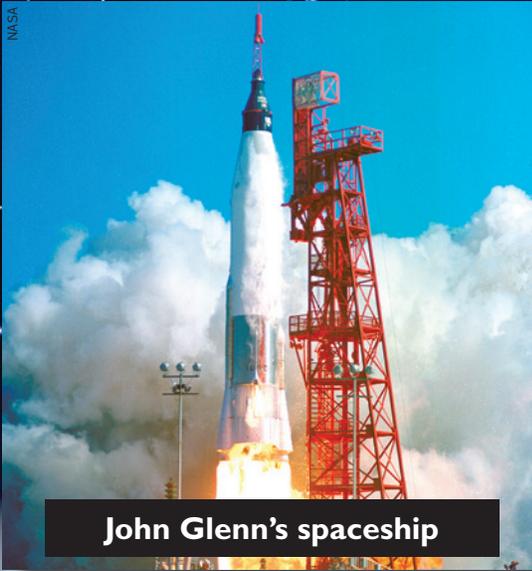
Hey Diddle Diddle

Hey diddle diddle, the cat and the fiddle,
The cow jumped over the moon.

The little dog laughed to see such sport,
And the dish ran away with the spoon!



Brave Man in Space



John Glenn's spaceship



Astronaut John Glenn

John Glenn was an astronaut. He was the first American man to orbit Earth.

He rode in a small spaceship. There was no room to move. The spaceship sat on top of a big rocket. The rocket shot up, up, up. Then it let go of the spaceship.

John was alone in space. John was higher than anyone had been. Then the spaceship fell toward Earth. He had to be brave. People held their breath. Would the spaceship burn up when it fell?

It fell faster and faster. Then a big parachute opened. It made the spaceship float. The spaceship fell safely to Earth. John was safe.

HOW A CAR IS MADE

1. Plans are drawn for a new car.



SONY HO / SHUTTERSTOCK

2. Parts are made for the car.



RODHO / SHUTTERSTOCK

3. The car is put together by teams. Each team does a different job.



ISTOCKPHOTO

4. The car is checked and tested for safety.



BEDRYK / SHUTTERSTOCK

5. The finished car is sent to the shipping yard.

6. The shipping yard sends the car to a dealer.



MONKEY BUSINESS IMAGES / SHUTTERSTOCK

7. People buy the car from the dealer.

ASKITE / SHUTTERSTOCK

The Fox and the Crow



A fox once saw a crow fly up to a tree branch. It had a big piece of cheese in its beak. The fox wanted the cheese for himself. So he talked to the crow. "Good day, Miss Crow. You look well today. Your feathers are glossy. Your eyes are so bright. Your voice must be wonderful, too. I would love to hear a song from you." The crow lifted up her head and began to caw. The moment she opened her mouth, the cheese fell to the ground. The fox grabbed it and said, "That will do. I just wanted the cheese. In exchange I have a piece of advice for you...."



Comprehension Skill: Generate Questions (*Grades K–2*)

Objectives

- Learn to generate questions before, during, and after reading text to support comprehension.
- Use the text and text features to clarify meaning and ask questions.

Introduce the Comprehension Skill

Use the following details to introduce and describe the comprehension skill.

- Readers generate questions to make sense of texts.
- Ask questions to engage. Be curious about the topic.
- Ask questions to clarify. Make the text more clear. Get help with confusing words.
- Ask questions to challenge. Ask for more information about details that are hard to believe.
- Encourage students to ask questions before, during, and after reading.

Model the Comprehension Skill

- Do a picture walk with a reading selection.
- Ask students what they see.
- Think aloud to model asking questions before reading.
- Use one of the language frames below to model asking questions.

Practice the Comprehension Skill

- Read the selection aloud, modeling fluent reading.
- Have students think of questions during and after reading.
- Have students write or draw these questions.
- Encourage students to use the language frames below.
- Discuss the questions they had in pairs and whether they were answered.

Reflect

Come together as a group. Discuss how their questions helped them to better understand the text.

Suggested Passages for Instruction

- *Advertisement*
- *Brave Man in Space*
- *Kids Have Too Many Toys*
- *The Happy Bottle*

Language Frames for Generating Questions

I wonder (if, why, when, how) _____ . (Engage)

What happened when _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



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- *Practice* _____

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Model the Comprehension Skill

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- Ask students what they see.
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Language Frames for Generating Questions

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What happened when _____ ? (Clarify)

How can it be true that _____ ? (Challenge)



Name: _____ Date: _____

Apples

Directions: Read or listen to *Apples*. Then, choose the best answer for each question. You can use the text to help you.

1. What is Alex mostly doing in this story?

- A drinking milk
 - B playing games
 - C eating apples
-

2. The reader can tell that Alex is —

- A a boy
 - B a cat
 - C a girl
-

3. What can the reader conclude about Alex?

- A She plays with her friends.
- B She eats healthy foods.
- C She exercises every day.



Name: _____ Date: _____

Apples (cont.)

4. Read the picture dictionary entry.



Which picture most closely matches the word apple?

- A** Picture 1
- B** Picture 2
- C** Picture 3

Apples



Alex loves to eat apples.



She eats them with nuts.
She eats them with cheese.



She eats apples every day.
She even loves to drink them!



Name: _____ Date: _____

A Frog's Life

Directions: Read *A Frog's Life*. Then, choose the best answer for each question. You can use the text to help you.

1. By organizing this article in time order, the author is able to —

- A show the steps in the cycle
 - B describe what frogs eat
 - C compare the size of frogs and tadpoles
-

2. The author wrote this article to show —

- A why frogs are good pets
 - B pictures of frogs
 - C the life cycle of a frog
-

3. The arrows in the pictures show —

- A the purpose of the tadpoles
 - B the order of the cycle
 - C how frogs live in ponds
-

4. Read this sentence.

Then the cycle starts again.

What does the word starts mean?

- A begins
- B ends
- C hatches



A Frog's Life

A mother frog lives in a pond. She is ready to lay eggs. She lays eggs in the water. Each egg can become a frog. When the eggs hatch, tadpoles come out. A tadpole looks like a little fish. The tadpole grows. It looks like a fish with two legs! Then it grows two more legs. Now it has four legs. It looks more like a frog. Each young frog becomes an adult frog. Then the cycle starts again.



Name: _____

Date: _____

Find the Stripes

Directions: Read or listen to *Find the Stripes*. Then, choose the best answer for each question. You can use the text to help you.

1. What is one theme presented in this selection?
 - A Reading takes you places.
 - B Working hard is important.
 - C Help those in need.

2. The reader knows the speaker is kind because —
 - A the speaker solves the zebra’s problem
 - B the speaker finds many friends for the zebra
 - C the speaker feeds the zebra when he is hungry

3. The author writes this story in —
 - A third person
 - B first person
 - C his living room

4. Read the following list —

 1. White horse loses his spots.
 2. The white horse and I see a giraffe.
 3. _____
 4. The horse looks like a zebra again.

Which detail from the story belongs in the blank?

- A *I was in Africa one day when a small white horse ran up to me.*
- B *I took some of the giraffe’s spots.*
- C *I climbed on his back, and away we rode.*

Find the Stripes

I was in Africa one day when a small white horse ran up to me.

“Help me!” he said.

“How can I help you, little horse?” I asked.

“I’m not a horse,” he said.

“I’m a zebra. I’ve lost my **stripes!**”

“Well, let’s look for them!” I said. I climbed on his back, and away we rode.

We looked everywhere. We couldn’t find his stripes. Then we saw the giraffe. I had an idea.

“Mr. Giraffe,” I asked, very politely. “Could you **spare** some spots?”

“Sure,” he answered. “I have more than enough.”

I took some of the giraffe’s spots. I pulled and pulled until they were nice long stripes. Then I put them on the zebra.

“These are even better than my old ones!” the zebra cried. “Thank you!”

“You’re welcome,” I said. “Just don’t lose them!”

And away he ran, stripes and all.



KELLY KENNEDY