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Fiction Readers Early Fluent

This sample includes the following:

Implementation Guide pages (10 pages)

- Cover and Table of Contents
- Reading Instruction Best Practices
- How to Use This Program pages
- Pacing Options
- Early Fluent Scope and Sequence

Sample Reader (15 pages)

Sample Lesson Plan (12 pages)

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Implementation Guide

Fiction Readers

**Early Fluent/
Early Fluent Plus**

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Research to Practice

Fiction Readers instruction begins with a simple 20-minute small-group reading lesson:

► Introduce the Text

Quickly and efficiently introduce the book and prepare students to read. In just five minutes, present the elements of the book cover, identify the genre and/or establish a purpose for reading, and review reading behaviors.

► Read the Text

Students read the passage aloud independently. Observe as students explore the story, experience appropriate struggle, and apply strategies to draw meaning from the text. After the passage has been read once, prompt students to share their initial understandings of the selection and their experiences with the act of reading. Respond with praise and problem-solving support. Lastly, guide the group through a targeted reread under teacher guidance.

► Discuss the Text

For the last five minutes of the lesson, use targeted questions and prompts to lead students to consider the text again and build a more complete understanding of what they have read.

Pablo's Haircut

Small-Group Reading Lesson

5 Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Take a picture walk through the book with students. Have students make predictions as they think about the title and illustrations.
3. Discuss 2–3 content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: read words left to right, top to bottom, and page to page; look at the images from page to page; and think and talk about what they read.

10 Read the Text

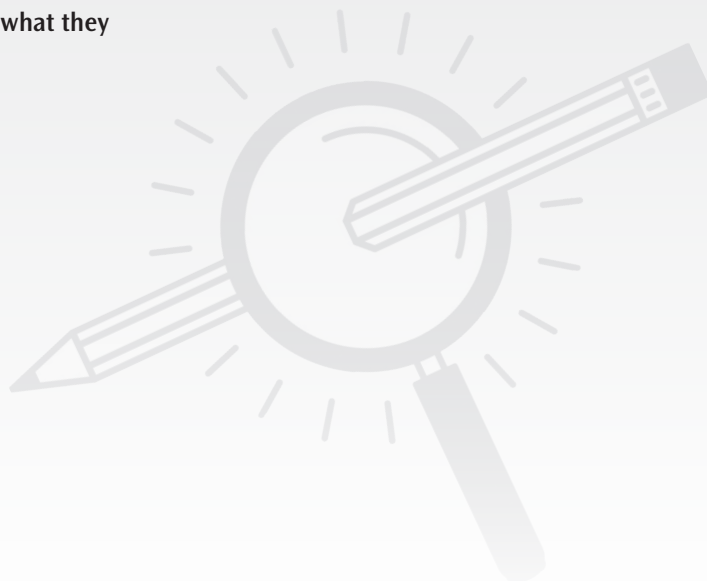
1. Have each student whisper-read the book independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Ask students to tell you about the words in the book. Acknowledge the words or word parts students were able to recognize accurately. Use the following ideas to address words that caused struggles or inaccuracies:
 - **SQUEALED**—Point out the *-ed* at the end of the word. Remind students that this inflectional ending can be added to the end of base words. Cover the *-ed* and identify the long *e* sound spelled with *ea*.
 - **MOTION**—Write the word on the board, and underline *-tion* at the end of the word. Explain this spelling pattern is pronounced /shan/. Tell students the *o* has a long vowel sound. Run your finger under the word as you sound out the parts.
 - **MATCHING**—Identify *match* as the base word in this word with an *-ing* ending. Point out to students that the *ch* is spelled with the pattern *-ich* because it comes after a short vowel. Practice reading other words with this spelling pattern: *catch, hatch, and witch*.

5 Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story:

- Describe Pablo's problem at the beginning of the story.
(extra support) Why is Pablo worried about getting sheared?
- How does Pablo overcome his fear of shearing?
(extra support) How does Esteban help Pablo feel better about getting his hair cut?
- What does the author want us to learn from the story?
(extra support) What does Pablo learn in this story?

2 121691—Fiction Readers: Pablo's Haircut © TCM | Teacher Created Materials



Research to Practice

Fiction Readers instruction includes a simple 20-minute comprehension strategy lesson:

► **Introduce the Strategy**

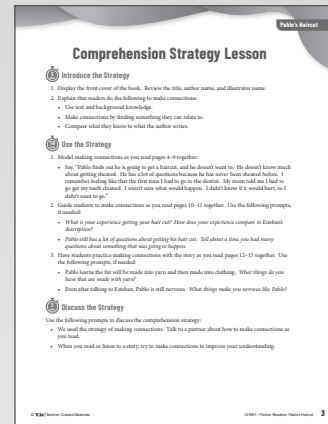
Quickly and efficiently, review the book and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► **Use the Strategy**

Return to the story to model using the strategy to better understand the story. Students follow the model to use the strategy, with support, as they continue to reread the story.

► **Discuss the Strategy**

For the last five minutes of the lesson, guide students to restate the strategy and to identify when and how they will use the strategy with other books and reading tasks.



Fiction Readers instruction includes a simple 20-minute close-reading activity:

► **Set a Purpose for Rereading**

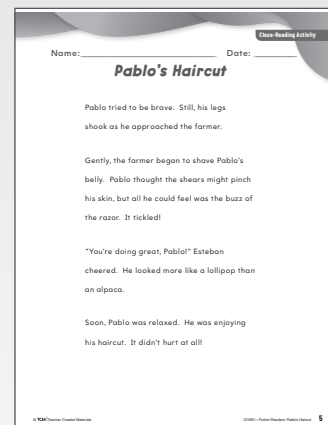
The teacher guides students to think about story elements, word choice, language, or author's craft as they prepare to reread.

► **Reread an Excerpt**

Students reread a rich, complex passage from the book. As they read, they look for layers of meaning and tools used by the author to communicate meaning.

► **Annotate and Discuss Specific Tools Used by the Author**

Students find and explore specific examples to support and expand their ideas about the text and the author.



Research to Practice

Fiction Readers instruction includes three options for fluency instruction and practice:

► **Focused Fluency Activity**

Define and model one aspect of expressive reading that fits well with the story. You may highlight the best way to read dialogue or how a reader's cadence changes when reading long sentences. Students then read the book with strong expression to partners or groups.

► **Reader's Theater Activity**

Students work together to prepare a performance of the story. They read a script of the story several times, concluding in a performative read aloud. Teachers may choose to assign roles or allow students to choose them. Each script includes roles for advanced, on-grade level, and striving readers.

► **Fluency Model**

Students listen to the professional recording of the story.

Reader's Theater Script

Name: _____ Date: _____

Pablo's Haircut

Esteban: Hola Pablo! Your haircut looks wonderful! Would you like to go rock climbing today? Michael and Raj invited me.

Pablo: Rock climbing sounds scary. I've never climbed a mountain. I'm just a little alpaca.

Esteban: Yes, but there is no need to worry, Pablo. We're alpacas. Alpacas love to climb mountains. Come on and I'll show you how, just like I showed you how to get a haircut!

Pablo: I'm still afraid that I will fall and hurt myself.

Raj: All you have to do is give it a try, Pablo. If you take it one step at a time, it will become much easier for you.

Pablo: So, how do you know what to do first when you have never climbed a mountain?

Michael: Well, in this case, the first thing is the first step. Look around and figure out where you will put your foot.

Pablo: I guess I'll place my foot right there. That looks like a flat landing. I won't slip and fall.

Esteban: Now, figure out where your next step will be. Find a place that is flat and stable.

Pablo: I see another rock that looks like it won't move. I can get my foot over there next.

Raj: You're doing a fabulous job, Pablo. Keep going!

Pablo: Yes, climbing isn't so difficult when you just take it one step at a time!

Michael: Yes, and now that you understand, I'll race you to the top of the mountain!

Pablo: You got it! On your mark...get set...go!

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Research to Practice

Fiction Readers instruction includes four options for extending each lesson:

► Foundational Skills or Word Study

Lessons focus on a word pattern that is found in the story and can be widely generalized to other texts students will encounter. In the lower levels of the program, instruction includes phonemic awareness, phonics, basic decoding, and some vocabulary strategies and parts of speech. In the upper levels, more sophisticated aspects of decoding are taught along with morphemes and vocabulary strategies. Each lesson includes a brief mini-lesson and student activity page.

► Fluency Model

Students listen to the professional recording of the story. They can listen to the audio alone as they follow along in the print book or listen to the audio embedded in the read-along ebook.

► Writing about Reading

The writing activity prompts students to write about what they have read. They are encouraged to draw upon the story and the discussions around the text to complete the activity. A reproducible activity page is included.

► Content-Area Connection

The content-area connection links the topic and vocabulary from the story to mathematics, science, social studies, or the arts and movement. Most activities can be completed independently. A reproducible activity page is included.

Pablo's Haircut

Extension Options

Foundational Skills

Inflectional Endings—ing and -ed

- Discuss with students that verbs can either have endings on them to show the past tense or to say that an action is happening. Explain that we call the complete word the *base word* and the ending added to it an *inflectional ending*.
- Write the following base words from the reader on the board: *shout, laugh, shout*.
 - Add the inflectional ending *-ing* to the end of each word. Practice reading the words. Review that when *-ing* is added to the end of a verb, it shows the action is happening now. Ask students to use these words in sentences.
 - Erase the *-ing* ending and add an *-ed* ending to each base word. Practice reading the words with this inflectional ending. Explain that when *-ed* is added to the end of a verb, it shows the past tense, or that the action has already happened. Ask students to use these words in sentences.
- Distribute *Inflectional Endings* (page 8) to students. Have them add the inflectional endings *-ing* and *-ed* to the end of each base word in the chart and read each word.

Fluency Model

- Have students listen to the professional recording of the book (provided in the Digital Resources).

Assessment Opportunity

Use the *Comprehension Assessment* (page 12) to assess students' understanding of the story.

Writing about Reading

Personal Narrative

- Remind students that in *Pablo's Haircut*, Pablo did something for the first time. *What was it?* Ask students to think about times they did something new. Discuss what they did and how they felt about it (*excited, scared, wonder*, etc.).
- Distribute copies of *My First* (page 9). Have students write personal narratives about times they did something new.
 - Remind students that each narrative should include a beginning, middle, and end. Encourage students to share their feelings about what happened in the writing. Remind them to include descriptive language, such as sensory words or precise words.
- Have students read their narratives to partners and provide peer feedback to each other as a means for improving their writing (e.g., *Two Stars and a Wish*). Allow time for revisions.

Arts/Movement Connection

Fuzzy Alpaca

- Students will use small pieces of yarn to create fuzzy alpaca art projects.
- Distribute *A Fuzzy Alpaca* (page 10) to students, and have them cut out the patterns.
- Provide students with yarn color choices.
 - Model how to draw lines of glue around the edges of the pattern and place the yarn on the glue lines to outline the shape. Make new lines of glue next to the yarn that is already placed on the pattern until the entire alpaca pattern is covered with yarn.

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Kit Components

Book Trios

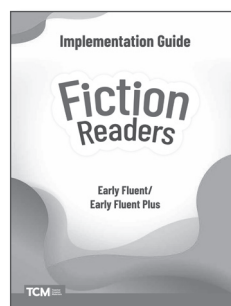
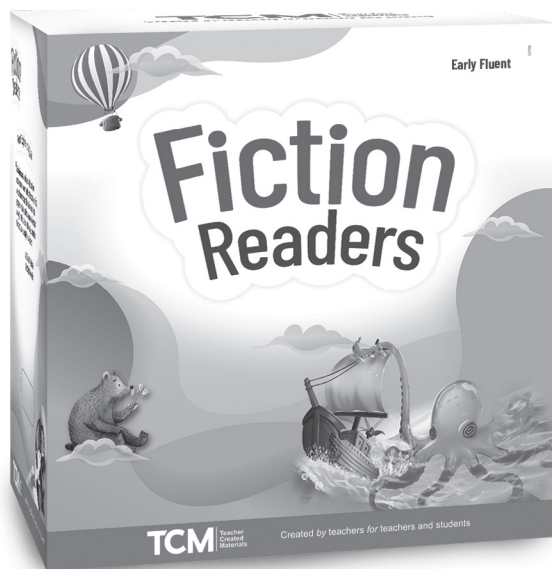
Each kit includes 15 readers with 5 trios. Each trio of full-color books offers different stories based on a common theme.



Early Fluent

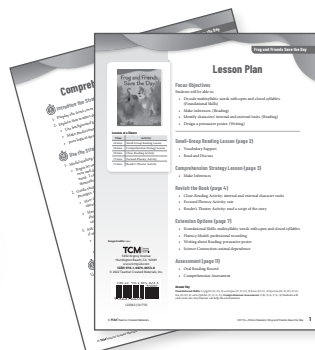


Early Fluent Plus



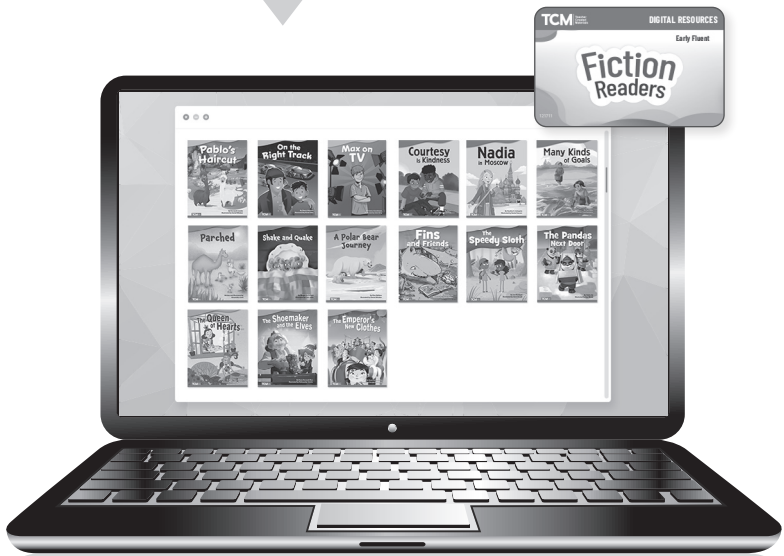
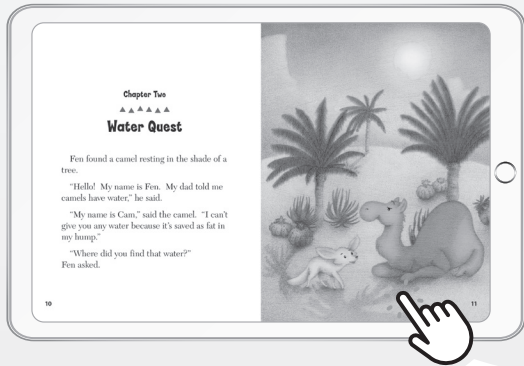
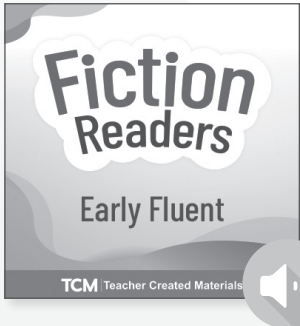
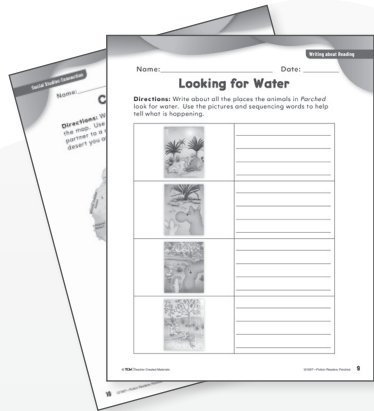
Implementation Guide

This teacher resource supports best practices for literacy instruction.



Lesson Plans

The 12-page lesson plan provides a consistent lesson format for every book. Plans include the lesson, assessments, extension options, and student activity pages.



Digital Resources

All student and teacher materials are provided digitally to support flexible planning and implementation.

Pacing Options

Each *Fiction Readers* lesson is designed to provide one week of instruction. As you guide students through the small-group activities, other students complete additional activities in centers. The following pacing options represent a typical implementation. Customize these pacing plans according to students' needs.

Option 1

15 weeks, 5 days per week, 20 minutes per day

Day 1	Day 2	Day 3	Day 4	Day 5
Small-Group Reading Lesson	Comprehension Strategy Lesson	Revisit the Book (Close Reading/ Fluency)	Extension Options	Assessment
Centers: Fluency Practice, Additional Activities				

Option 2

15 weeks, 3 days per week, 20 minutes per day

Day 1	Day 2	Day 3
Small-Group Reading Lesson	Comprehension Strategy Lesson	Revisit the Book (Close Reading/ Fluency) Assessment
Centers: Fluency Practice, Extension Activities, Additional Activities		

Option 3

5 weeks, 5 days per week, 40 minutes per day

Day 1	Day 2	Day 3	Day 4	Day 5
Book 1 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Book 2 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Book 3 Small-Group Reading Lesson or Comprehension Strategy Lesson and Revisit the Book (Close Reading/ Fluency)	Books 1–3 Extension Options Assessment	Books 1–3 Extension Options Assessment
Centers: Fluency Practice, Extension Activities, Additional Activities				

Early Fluent Scope and Sequence

The grid below lists the specific **reading comprehension strategy** and **content-area connection** included in the lesson for each book. These lesson objectives are in addition to the general skills listed on page 63.

Objectives	<i>Courtesy Is Kindness</i>	<i>Nadia in Moscow</i>	<i>Many Kinds of Goals</i>	<i>Fins and Friends</i>	<i>The Speedy Sloth</i>	<i>The Pandas Next Door</i>	<i>Pablo's Haircut</i>	<i>On the Right Track</i>	<i>Max on TV</i>	<i>Parched</i>	<i>Shake and Quake</i>	<i>A Polar Bear Journey</i>	<i>The Queen of Hearts</i>	<i>The Shoemaker and the Elves</i>	<i>The Emperor's New Clothes</i>
Reading Comprehension Strategies															
Establish a purpose for reading.														X	
Generate questions.									X						X
Make and confirm predictions.			X												
Summarize and evaluate details.		X										X			
Synthesize elements.								X							
Make connections.	X						X								
Make inferences.				X									X		
Make mental images.					X						X				
Monitor comprehension.						X				X					
Content-Area Connections															
Mathematics	X			X	X									X	
Science			X					X			X	X			
Social Studies										X				X	X
Arts/Movement		X				X	X		X						

Many Kinds of Goals

Jada lives near the beach. She loves to watch dolphins play in the water. She finds out that goals are helpful in sports and in nature.

Reading Levels
Guided Reading: L
DRA Level: 20
Lexile® Level: 510L

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120782



MANY KINDS OF GOALS

Many Kinds of Goals



By Gail Riley

Illustrated by Felia Hanakata

TCM Teacher Created Materials

RILEY

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Chapter One
⚙️
What Are They Saying?

Jada loves dolphins. She feels at home with them. They feel like her second family. *What are they saying with those clicking sounds? Jada thinks. Why are they jumping out of the water?*

“Teddy, look!” Jada turns to her brother. He nods and mumbles, but he doesn’t look up.

Jada shakes her head. He doesn’t seem to care about anything but his books. He is missing all this beauty!



As Jada watches Teddy, a thought comes to her. Maybe books can help her, too. She can learn about dolphins.

Jada watches the dolphins for a few more minutes. Then, Teddy shouts that it is time to go to her soccer game. Jada loves soccer almost as much as she loves dolphins. She grabs her ball and jogs to the field.



Chapter Two
⚙️
Looking for the Goal

“Get the ball, Jada!” her teammates shout. Jada sees the ball, but she is too nervous to move. *I can't do this*, she thinks. *Everyone's watching.*

As the ball flies past, she pictures her hero, Marta. Marta plays soccer for Florida and Brazil. She is amazing!

I'll never be that good. Why should I even try? Jada thinks. Her legs feel like mush.





After the game, Jada's coach calls her over. "You're a really good soccer player," her coach says. "You're one of the best players on the team, but you keep freezing. Believe in yourself. You can do it!"

Jada wants to try harder. Maybe there won't be so many people watching at the next game. She sighs. Then, she thinks back to her morning with the dolphins and cheers up a little bit.

"Teddy, let's head to the library! I want to find dolphin books," she says.

Jada might have missed a goal on the field, but she would work toward a new goal now. She would learn more about dolphins.

Chapter Three



Aiming for the Goal

Teddy helps Jada find books at the library.

“Dolphins slap their tails against the water for more than one reason,” Jada reads aloud. “They might be playing. But they might be trying to warn of danger.”

“Whoa, I never knew that. That’s cool!” says Teddy.

“And their clicks and whistles can mean more than one thing, too,” Jada continues.





“They make those sounds when they play. But dolphins sometimes whistle in a loud and long way. That can be a warning, too. Danger!”

Jada and Teddy check out a few books and head home.

“Can we stop at the beach?” Jada asks. “I’d like to see the dolphins again, now that I know more.”

“Sure,” says Teddy. “I have plenty of reading to do.”

Chapter Four

⚙️

Nearing the Goal

As Jada walks up to the shore, she sees dolphins jump and splash. They slap their tails against the water again and again.

Teddy sees Jada's excitement and smiles. "They must be playing. I don't see any danger," Teddy says. Then, he settles in to read his book.

Jada looks closer as the dolphins' whistles grow louder. The dolphins race across the waves. Jada dashes to follow them. Then, she sees it. Trash is blowing into the ocean!



“Teddy, come here!” Jada yells nervously. “Don’t worry. We’ll help!” she calls to the dolphins.

Teddy runs to Jada and sees the trash in the water. He and Jada follow the trash trail to a restaurant.



“Quick! Go inside and tell the owner what’s happening,” says Teddy.

“Me? Why me? Can’t you do it instead?” Jada begs.

“It’s your discovery,” says Teddy. “And you love the dolphins. I’ll stay with you, but you’ll have to do it yourself.”



Chapter Five

⚙️

Making the Goal

Jada and Teddy walk through the front door and look around. Jada spots the restaurant owner and walks over to him.

“Um, excuse me,” squeaks Jada. Her mouth feels as dry as cotton. Restaurant guests turn to look at her. With all the people watching, Jada freezes. She thinks about her soccer game. She remembers her knees shaking. She remembers missing the ball. Jada’s nerves take over. She turns to walk away.

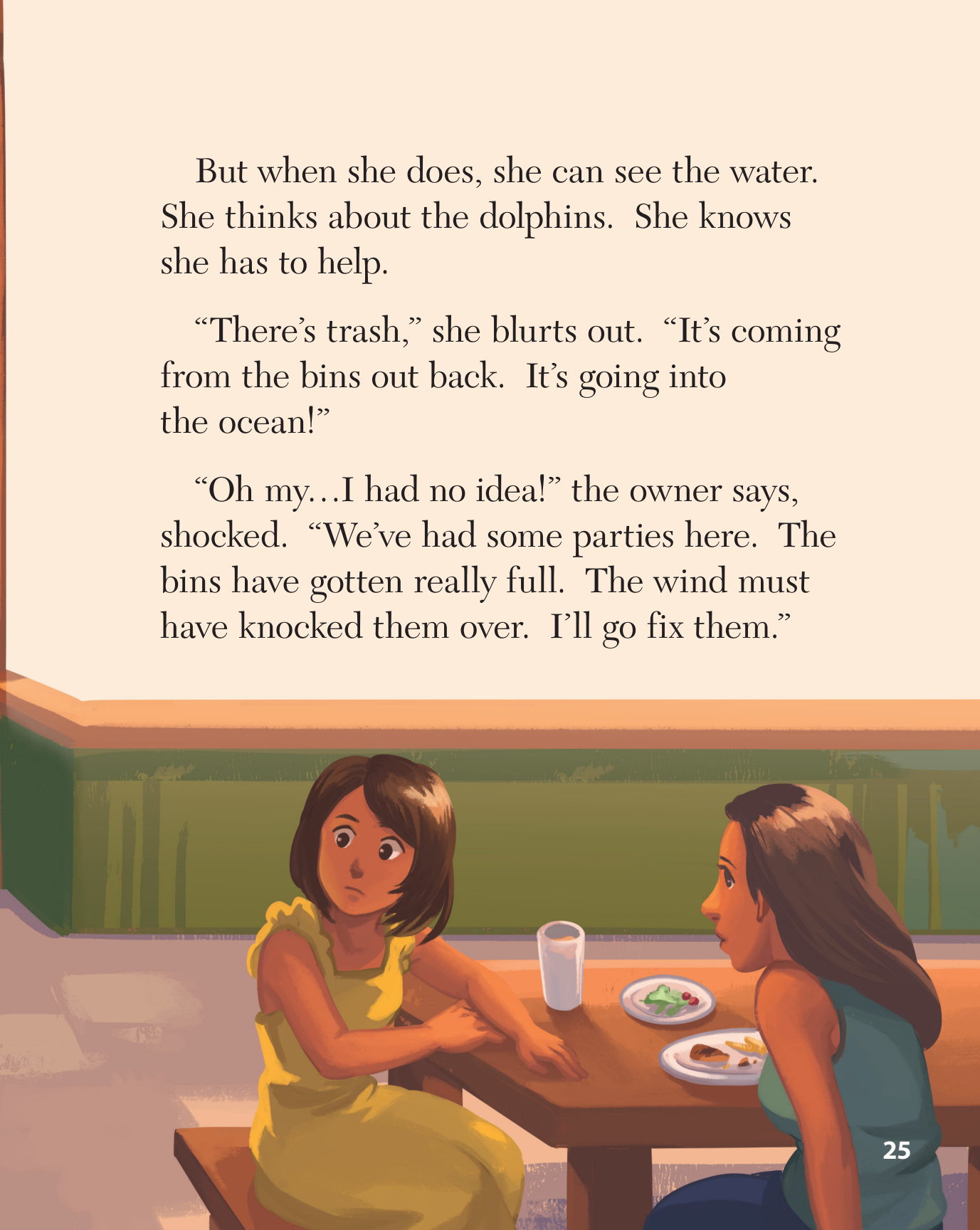




But when she does, she can see the water. She thinks about the dolphins. She knows she has to help.

“There’s trash,” she blurts out. “It’s coming from the bins out back. It’s going into the ocean!”

“Oh my...I had no idea!” the owner says, shocked. “We’ve had some parties here. The bins have gotten really full. The wind must have knocked them over. I’ll go fix them.”



Jada, Teddy, and some of the restaurant guests go outside to clean the beach. The owner quickly joins them. “Thank you,” he says as he bends to pick up a piece of trash. “I’m so glad you told me what was happening.”

Jada smiles. She realizes she has accomplished her goal, and she’ll remember this moment the next time she starts to feel nervous. She now knows she’ll be able to meet challenges and accomplish the goals she sets for herself in the future.



About Us

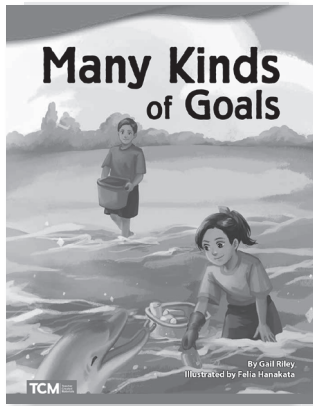
The Author

Gail Riley has written dozens of books for children and young adults. She enjoys visiting with students and sharing her love of reading and writing with them.

The Illustrator

Felia Hanakata grew up in Bali, Indonesia. As a child, she filled her notebooks with sketches. She always dreamed of becoming an artist. One day, she hopes to write, illustrate, and share her own stories with the world!

Lesson Plan



Lessons at a Glance

Time	Activity
20 min.	Small-Group Reading Lesson
20 min.	Comprehension Strategy Lesson
20 min.	Close-Reading Activity
15 min.	Focused Fluency Practice
15 min.	Reader's Theater Activity

Focus Objectives

Students will be able to:

- Identify and explain homographs. (Word Study)
- Make and confirm predictions. (Reading)
- Identify the central idea. (Reading)
- Write an expository book about an animal. (Writing)

Small-Group Reading Lesson (page 2)

- Vocabulary Support
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Make and Confirm Predictions

Revisit the Book (page 4)

- Close-Reading Activity: central idea
- Focused Fluency Activity: intonation and italicized text
- Reader's Theater Activity: read a script of the story

Extension Options (page 7)

- Word Study: homographs
- Fluency Model: professional recording
- Writing about Reading: expository animal book
- Science Connection: Earth care

Assessment (page 11)

- Oral Reading Record
- Comprehension Assessment

Answer Key

Word Study: 1) ball—a toy to play with, a dance; 2) flies—insects, to move past in the air; 3) head—the top part of a body, to move toward; 4) check—to access or take, to mark; 5) waves—to motion with a hand, water moving in the ocean; **Comprehension Assessment:** 1) A, 2) B, 3) C, 4) Students will write about how Jada puts aside her fears to tell others about the danger to the dolphins.

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Guided Reading Lesson



Introduce the Text

1. Display the front cover of the book. Read the title, author name, and illustrator name.
2. Take a picture walk through the book with students. Have students make predictions as they think about the title and illustrations.
3. Discuss two to three content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: read words left to right, top to bottom, and page to page; look at the images from page to page; and think and talk about what they read.



Read the Text

1. Have each student whisper-read the book independently. Observe each student's reading successes, struggles, and strategies. Encourage students to track words with their fingers and to give appropriate time and attention to each page.
2. Ask students to tell you about the story. Encourage them to refer to the words and pictures as they retell the story.
3. Ask students to tell you about the words in the book. Acknowledge the words or word parts students were able to recognize accurately. Use the following ideas to address words that caused struggles or inaccuracies:
 - **FREEZING**—Write the word on the board. Underline the *-ing* inflectional ending in the word. Underline the *ee* vowel pattern in the middle of the word. Remind students that this spelling pattern has the long *e* sound.
 - **DISCOVERY**—Tell students this word can be broken down into parts that are easier to recognize. Write the word on the board in the following parts: *dis/cover/y*. Have students read the word *cover* in the center of the word. Add the prefix *dis* to the front of *cover*. End by adding the *y* at the end of the word. Remind students that this makes a long *e* sound because it is a word with more than one vowel sound.
 - **BLURTS**—Point out the *ur* in the word. Remind students that when a vowel is followed by an *r*, it becomes an *r*-controlled vowel and has a different sound. In this case, the *u* and the *r* together make the /er/ sound. Blend together all the sounds in the word.



Discuss the Text

Use the following prompts to discuss the words and pictures that tell the story:

- *What is Jada having difficulty with during the game?*
(extra support) *Why does Jada freeze during the game?*
- *Explain why Jada's love of dolphins is important to the plot.*
(extra support) *Why does Jada think about the dolphins when she talks to the restaurant owner?*
- *How do you think Jada's experience with the dolphins changes her?*
(extra support) *What do you think will happen the next time Jada is faced with a challenge?*

Comprehension Strategy Lesson



Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Explain how readers make predictions:
 - Make good guesses about what will happen based on things you already know.
 - Use background knowledge to help make predictions.
 - Support predictions with evidence from the text.



Use the Strategy

1. Model how you make and confirm predictions as you read pages 4–11 together:
 - Begin by saying, “On page 4, I read that Jada loves dolphins. She notices a lot of things about how they act, and she wants to learn more by reading a book about them. Since her brother has a book, I predict she is going to get a book to learn more about dolphins.”
 - Continue discussing your prediction by saying, “I read on pages 6–7 that Jada thinks a book can help her learn more about dolphins. I think my prediction was right, but then I read that she is going to a soccer game now, so I’m not sure about my prediction. I’m not sure what the soccer game has to do with getting a book. I’m going to read on to find out what happens.”
 - Summarize what you have learned by saying, “I see that after the game, Jada wants to go to the library to find a book about dolphins. My prediction was correct after all.”
2. Guide students to make predictions as you read pages 12–13 together using the following prompts:
 - *We read that Jada learns more about dolphins from the book. What do you think she does after she reads this information?*
3. Continue reading pages 14–15 to check if students’ predictions were correct. Use the following prompts, if needed:
 - *We read that Jada wants to return to the beach. What do you think she looks for when she gets to the beach? What does she learn from the book?*
4. Have students make and confirm predictions as they read pages 16–21. Use the following prompts, if needed:
 - *Jada hears the dolphins slapping their tails against the water again and again. Why do you think they are doing that? What does the book Jada reads say that could mean?*
 - *How do you think Jada will help the dolphins?*
 - *What do you think Jada does when she has to talk to the restaurant owner?*



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- We used the strategy of making and confirming predictions. Talk to a partner about how to make and confirm predictions.
- When you read or listen to a story, you should think about making and confirming predictions to improve your understanding.

Revisit the Book



Close-Reading Activity

Central Idea

1. Discuss with students that rereading part of a story can help them notice important details. Readers can discover more about what the author wants them to know and find answers to their questions.
2. Continue by saying, “Today, we are reading closely to identify the central idea in the story.” Discuss with students that the central idea is the idea that ties all the other parts of the story together. It is the message that the author wants the reader to remember. The central idea applies to the character in the book and also to the reader.
3. Say, “As I read aloud on pages 24–27 of *Many Kinds of Goals*, point to the words in your book and follow along. Look for the message that you think the author wants you to remember.”
 - Read aloud pages 24–27 in the book.
 - Distribute copies of *Close-Reading Activity* (page 5). Read the sentences on the *Close-Reading Activity* sheet one sentence at a time. Discuss with students whether the idea in each sentence can apply to them.
 - Have students identify the central idea by underlining with a red crayon the text that tells about it (see the last paragraph). Ask students what they can learn from the central idea of this book. *How does this message apply to you?*



Focused Fluency Activity

Read with Expression: Intonation, Italicized Text

1. Tell students that authors can use italics to draw the readers’ attention to specific parts of the text.
2. Discuss why the text is italicized on page 4 of the book. Guide students to understand that the italics tell what Jada is thinking. This helps the reader know the text is not descriptive or words she is saying aloud, but it is what she is thinking in her head. Readers can change their tone to indicate the author’s intent when reading these sentences. For reading what a character is thinking, one technique is to use a softer voice.
 - Model reading page 4, changing the intonation of your voice as you read the italicized sentences more softly.
3. Have pairs of students practice intonation for the italicized sentences as they reread pages 4 and 8.



Reader’s Theater Activity

- Have students read the *Reader’s Theater Script* (page 6).
- Encourage the audience to cheer when Jada scores the winning point. They can even shout, “Goooooal!”
- Switch roles for repeated readings.

Assessment Opportunity

Use the *Oral Reading Record* (page 11) to assess students’ abilities to read fluently and accurately.

Name: _____ Date: _____

Many Kinds of Goals

Jada, Teddy, and some of the restaurant guests go outside to clean the beach. The owner quickly joins them. “Thank you,” he says as he bends to pick up a piece of trash. “I’m so glad you told me what was happening.”

Jada smiles. She realizes she has accomplished her goal, and she’ll remember this moment the next time she starts to feel nervous. She now knows she’ll be able to meet challenges and accomplish the goals she sets for herself in the future.

Name: _____ Date: _____

Many Kinds of Goals

- Coach:** Hi, Jada! Are you ready to play soccer today?
- Jada:** I'm as ready as I'll ever be.
- Coach:** Don't worry, Jada. You've practiced really hard, and you are a great player. I know you can do it if you believe in yourself.
- Narrator:** Jada joins her teammates on the field, and the game begins!
- Coach:** Yani, Jada, be ready for the ball! The ball is coming right toward both of you!
- Narrator:** The ball gets passed to Yani. She turns to see where she can run with it, but there is nowhere for her to move.
- Jada:** Yani, pass the ball. I'm wide open!
- Yani:** If I pass the ball to you, we are going to lose.
- Jada:** I promise that I won't freeze this time.
- Narrator:** Yani passes the ball to Jada. Jada gets the ball and pauses for a moment.
- Yani:** Oh, great! Jada is going to freeze again!
- Narrator:** Jada remembers her coach saying, "I know you can do it if you believe in yourself." She takes the ball and turns toward the goal.
- Jada:** I need to play like I practiced and believe in myself.
- Narrator:** Jada begins dribbling the ball down the field. She runs with the ball and gives it one last hard kick. The ball races past the goalie and into the net.
- Coach:** Gooooal!
- Yani:** Jada, you won the game for us with that goal!
- Narrator:** Jada flashes a smile that stretches from ear to ear. She did it!

Extension Options

Word Study

Homographs

1. Write the title of the book on the board: *Many Kinds of Goals*. Discuss the meaning of the title in relation to the two kinds of *goals* in the book (*goals* as in scoring in a game, and *goals* as in looking to achieve something).
2. Discuss with students that the word *goal* is an example of a homograph. Write the word on chart paper. Talk about how homographs are words that have the same spellings but different meanings. They also sometimes have different pronunciations. Have students identify other common homographs, such as *can*, *bat*, and *lead*. Discuss how *lead* is an example of a homograph that also has a different pronunciation.
 - Use these words in sentences, and write them on the chart paper. Discuss with students how readers can use the context of a sentence to determine which meaning is intended by the author.
3. Distribute *Many Meanings* (page 8) to students. Have each student write two definitions for each underlined word and then determine which meanings are intended in the sentences.

Fluency Model

- Have students listen to the professional recording of the book (provided in the Digital Resources).

Writing about Reading

Animal Book

1. Reread aloud pages 12–15 in the book. In this chapter, Jada reads a book and learns some information about dolphins.
2. Tell students that it is their turn to learn some new information about animals. Each of them will make a book about an animal they can share with their classmates.
3. Distribute *Animal Book* (page 9) to students. Have students complete and illustrate the book templates. Students will cut the pages on the lines and staple them together into little booklets.
 - Have students exchange books to learn new things about animals.

Science Connection

Earth Care

1. Provide students with bags and gloves, and take a walk around the school campus looking for trash. Discuss how much trash is or is not on the campus.
 - Ask students to identify what kinds of trash they are finding. Identify how students at the school can help keep the campus cleaner.
2. Distribute *Earth Care Poster* (page 10) to students.
3. Have students create posters encouraging all students to keep the campus clean by throwing away their trash in trash cans or recycling bins. Display the posters throughout the campus.

Assessment Opportunity

Use the *Comprehension Assessment* sheet (page 12) to assess students' understanding of the story.

Name: _____ Date: _____

Many Meanings

Directions: Write two meanings for each underlined word. Place a star by the meaning of each word that is used in *Many Kinds of Goals*.

Sentences from the Book	Meanings
1. "Get the <u>ball</u> , Jada!" her teammates shout.	_____ _____
2. As the ball <u>flies</u> past, she pictures her hero, Marta.	_____ _____
3. "Teddy, let's <u>head</u> to the library!"	_____ _____
4. Jada and Teddy <u>check</u> out a few books and head home.	_____ _____
5. Jada looks closer as the dolphins' whistles grow louder. The dolphins race across the <u>waves</u> . Jada dashes to follow them.	_____ _____ _____ _____

Name: _____ Date: _____

Animal Book

Directions: Research an animal. Answer the questions about the animal. Draw the animal on the front cover. Cut out the pages on the lines. Then, staple the pages to make a book.

Animal

By:

What does the animal look like?

Where does the animal live?

What does the animal eat?

Who are the animal's enemies?

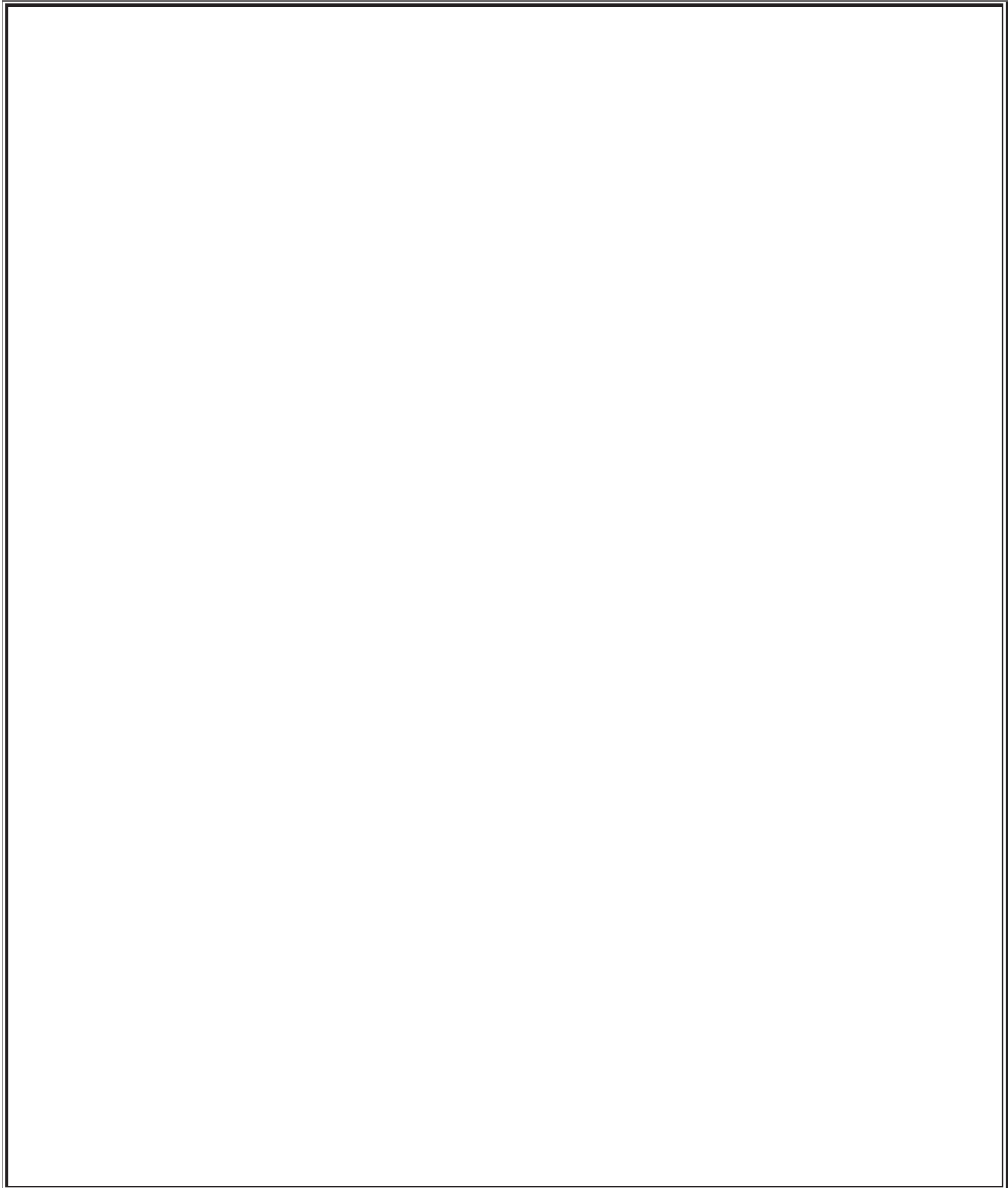
What is an interesting fact about the animal?

What is another interesting fact about the animal?

Name: _____ Date: _____

Earth Care Poster

Directions: Create a poster to remind students how to help keep your school clean.

A large, empty rectangular box with a thin black border, intended for students to draw and write their Earth Care Poster. The box occupies most of the page below the directions.

Name: _____ Date: _____

Many Kinds of Goals

Total Word Count	Codes				
129	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used					
				E			SC		
				M	S	V	M	S	V
4	Jada loves dolphins. She feels at home			M	S	V	M	S	V
	with them. They feel like her second family.			M	S	V	M	S	V
	<i>What are they saying with those clicking</i>			M	S	V	M	S	V
	<i>sounds? Jada thinks. Why are they jumping</i>			M	S	V	M	S	V
	<i>out of the water?</i>			M	S	V	M	S	V
	“Teddy, look!” Jada turns to her brother.			M	S	V	M	S	V
	He nods and mumbles, but he doesn’t look up.			M	S	V	M	S	V
	Jada shakes her head. He doesn’t seem			M	S	V	M	S	V
5	to care about anything but his books. He is			M	S	V	M	S	V
	missing all this beauty!			M	S	V	M	S	V
	As Jada watches Teddy, a thought comes to			M	S	V	M	S	V
6	her. Maybe books can help her, too. She can			M	S	V	M	S	V
	learn about dolphins.			M	S	V	M	S	V
	Jada watches the dolphins for a few more			M	S	V	M	S	V
	minutes. Then, Teddy shouts that it is time			M	S	V	M	S	V
	to go to her soccer game. Jada loves soccer			M	S	V	M	S	V
almost as much as she loves dolphins. She			M	S	V	M	S	V	
grabs her ball and jogs to the field.			M	S	V	M	S	V	

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Name: _____ Date: _____

Many Kinds of Goals

Directions: Read each question. Choose the best answer.

- 1 What are Jada’s feelings about playing soccer at the beginning of the story?
- (A) She doesn’t feel like she will ever be good at soccer.
 - (B) She feels like she is the star of the team.
 - (C) She doesn’t like her coach.

- 2 How does Jada learn more about the dolphins?
- (A) She asks her coach and her brother.
 - (B) She reads books about dolphins.
 - (C) She talks to her team about dolphins.

- 3 Why are the dolphins jumping, slapping, and whistling in this picture?
- (A) The dolphins are playing with each other.
 - (B) The dolphins are talking to Jada.
 - (C) The dolphins are warning each other of danger.



- 4 How do the dolphins help Jada be brave?
