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Focused Reading Booster Pack— Level 2

This sample includes the following:

Management Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (4 pages)

Resources (5 pages)

Booster Card (3 pages)

Reader (13 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Level 2

Focused
Reading

Booster Pack

Management Guide

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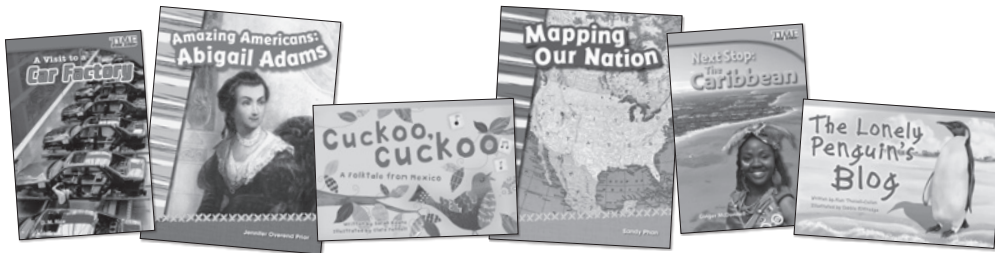
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Kit Components

High-Interest Books (six copies of six titles)

The books include various, high-interest topics at grade level across content areas. Titles were chosen to capture a wide variety of student interests.



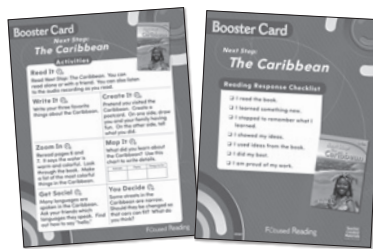
Overview Cards

Overview Cards include a book summary, objectives, reading levels, academic vocabulary, and cross-content connections.



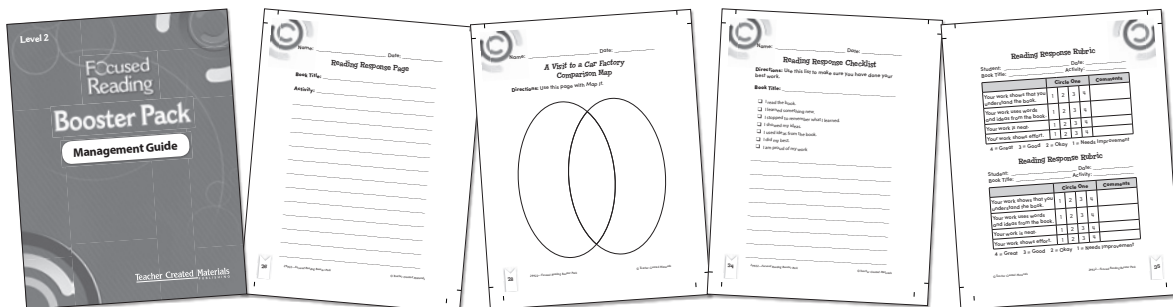
Booster Cards

Booster Cards include six engaging activities for students and a Reading Response Checklist.



Management Guide

This useful resource includes a brief overview of research, standards correlations, and grouping and scheduling options.



Digital and Audio Resources

PDFs of the books, Booster Cards, and Response Pages, as well as a professional audio recording of each book are included. See page 39 for a complete list of available resources.

Pacing and Instructional Setting Options

The following pacing and instructional setting options show suggestions for how to use this product. The *Focused Reading: Booster Pack* series is designed to be flexible and can be used in tandem with a core curriculum and a teacher's preferred instructional framework, such as Guided Reading.

Pacing

Teachers should customize pacing according to student need. Each Booster Card includes approximately 100 minutes of activities for a total of 600 minutes per level. Students may complete one activity or complete several activities to match the time available and the instructional needs of the students. Teachers may assign specific activities to meet instructional objectives or allow students to choose activities.

Activity	Approximate Time
Read It	20 min.
Write It	20 min.
Zoom In	10 min.
Get Social	10 min.
Create It	20 min.
Map It	10 min.
You Decide	10 min.

Instructional Setting Options

Whole-Class Instruction

Whole-class instruction is best suited for introducing each text to students or for teaching specific strategies or content-area concepts as they apply to instructional standards and objectives. In this setting, every student engages with the same text at the same time. The *Focused Reading: Booster Pack* Digital and Audio Resources can be used to share the texts with a large group.

Small-Group Instruction

Small-group instruction is effective for addressing varying needs of students in a class. During small-group instruction, the teacher works with a select group of students with similar instructional needs. Students may sit with teacher, either at a table or on the carpet. This setting promotes a sense of teamwork and collaboration, and encourages participation in text discussions. Working with students in small groups is also a great opportunity for teachers to informally assess student progress and make anecdotal notes.

Workstations or Centers

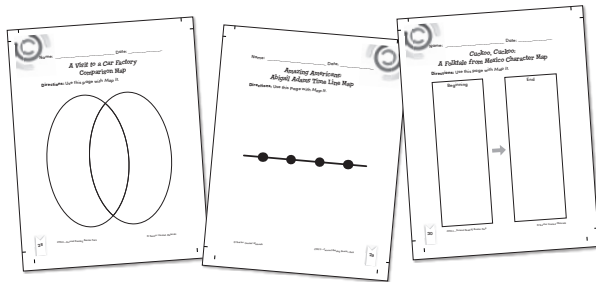
Students may engage independently or with partners at workstations or centers to build fluency, comprehension, and vocabulary. When working within this instructional setting, it is important that procedures and expectations are clear and students are provided with activities that require little to no teacher guidance so that teachers can spend time with small groups.

Strategies for Differentiating Booster Card Activities

Below-Level Learners

You may choose to support below-level learners with some or all of these suggestions:

- **Guided Preview:** Preview each book with select students. Use the table of contents, headings, and bold vocabulary to orient students to the structure and topic before they read.
- **Graphic Support:** Provide a copy of the graphic organizer from the Resources section (pages 28–33) to support students as they complete the Map It activity.



Above-Level Learners

You may choose to support above-level learners with some or all of these suggestions:

- **New Booster Cards:** Have students create Booster Cards for books in your classroom library.
- **Multimedia Presentations:** Challenge students to create multimedia presentations to demonstrate what they learned from the *Focused Reading: Booster Pack*.

English Language Learners

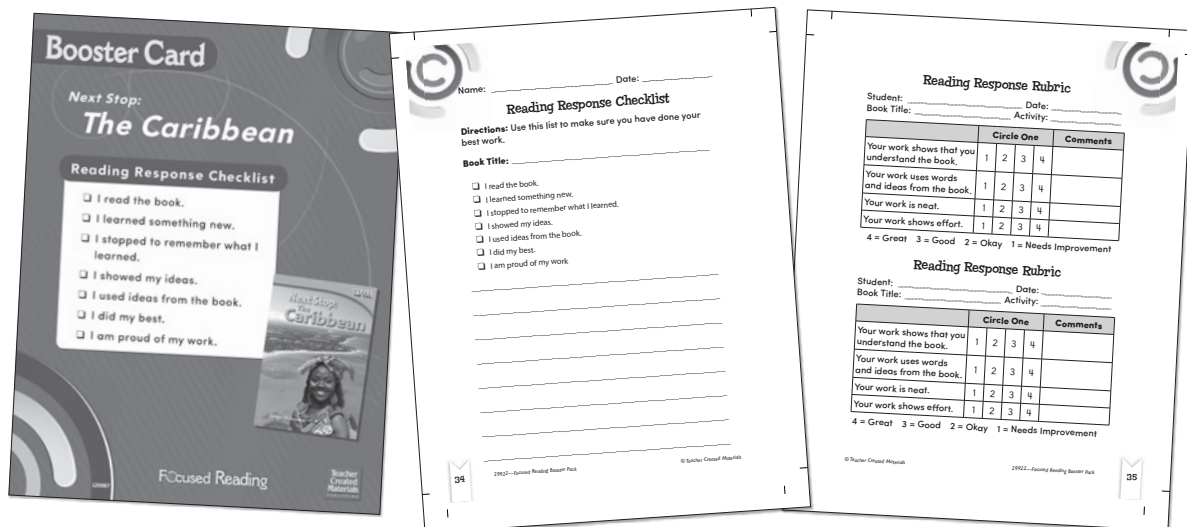
You may choose to support English language learners with some or all of these suggestions:

- **Build Background Knowledge:** Build students' background knowledge about unfamiliar topics using visuals, realia, and other concrete objects. Students can also listen to the audio recording of the book before completing activities. See page 10 for details about audio recordings.
- **Sentence Frames:** Support language development and acquisition with sentence frames, such as the following:
After reading the time line, I know that
_____.

Assessing Responses

Each *Focused Reading: Booster Pack* offers multiple informal assessment opportunities. Teachers can gain insight into student learning through small-group observations and analysis of student responses to the Booster Card activities. These formal and informal assessments provide teachers with additional data to help make informed decisions about what to teach and how to teach it.

The Reading Response Checklist provides an opportunity for students to reflect on their work. Give students copies of the *Reading Response Checklist* activity sheet (page 34) to guide self-reflection. Use the *Reading Response Rubric* (page 35) to record the quality of students reading response work. These rubrics may be used in conjunction with each other to guide conversation during teacher-student conferences.



▲ Use the Reading Response Checklist on each Booster Card as a quick reference while completing activities.

▲ Distribute copies of *Reading Response Checklist* (page 34) to students as a way to encourage self-reflection.

▲ Complete the *Response Rubric* (page 35) to give students feedback.

Name: _____ Date: _____

Reading Response Page

Book Title: _____

Activity: _____



Name: _____ Date: _____

***Next Stop:
The Caribbean Description Map***

Directions: Use this page with *Map It*.

Animals	Plants	Things to Do

Reading Response Rubric

Student: _____ Date: _____

Book Title: _____ Activity: _____

	Circle One				Comments
Your work shows that you understand the book.	1	2	3	4	
Your work uses words and ideas from the book.	1	2	3	4	
Your work is neat.	1	2	3	4	
Your work shows effort.	1	2	3	4	

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Reading Response Rubric

Student: _____ Date: _____

Book Title: _____ Activity: _____

	Circle One				Comments
Your work shows that you understand the book.	1	2	3	4	
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Your work is neat.	1	2	3	4	
Your work shows effort.	1	2	3	4	

4 = Great 3 = Good 2 = Okay 1 = Needs Improvement

Overview Card

A Visit to a Car Factory

Book Summary

Have you ever thought about how a car is made? Let's take a tour of a fascinating factory. Here, teams of workers plan and build the cars that get us around and keep us safe.

Objectives

- Describe the connection between a series of events or concepts in a text.
- Participate in shared research and writing projects.
- Write an opinion piece with an introduction, opinion, reasons, and a conclusion.

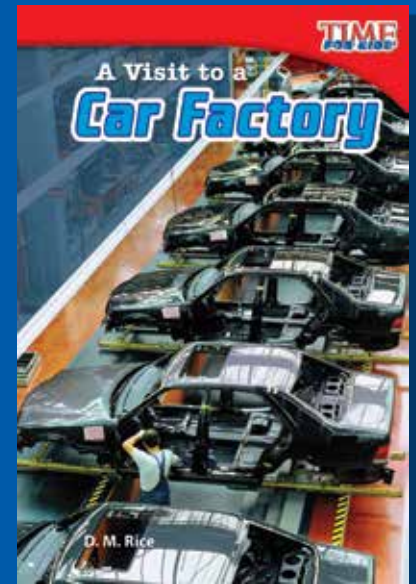
Academic Vocabulary

assembly engineer shipping yard
dealer pistons valves
factory plans

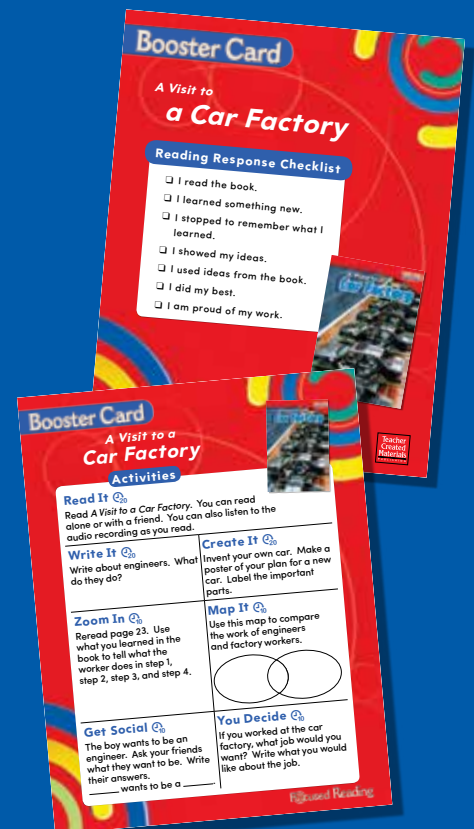
Cross-Content Connections

(Mathematics) Have students revisit page 20. Ask them how many tires would be on a truck carrying 10 cars to the shipping yard. Ask students how many tires would be on a truck if each of the 10 cars also had a spare tire in the trunk.

(Art) Have students create advertisements for new cars. Allow them to use their imaginations to advertise their dream cars, complete with any and all fabulous details. Have each student draw the car and write details about it in order to persuade others to purchase his or her car.



Reading Levels
Lexile®: 390L
Guided Reading: K

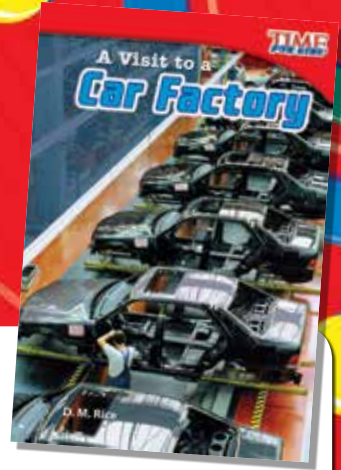


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Booster Card

A Visit to a Car Factory

Activities



Read It ⌚₂₀

Read *A Visit to a Car Factory*. You can read alone or with a friend. You can also listen to the audio recording as you read.

Write It ⌚₂₀

Write about engineers. What do they do?

Create It ⌚₂₀

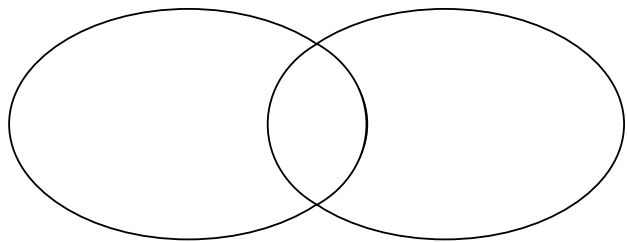
Invent your own car. Make a poster of your plan for a new car. Label the important parts.

Zoom In ⌚₁₀

Reread page 23. Use what you learned in the book to tell what the worker does in step 1, step 2, step 3, and step 4.

Map It ⌚₁₀

Use this map to compare the work of engineers and factory workers.



Get Social ⌚₁₀

The boy wants to be an engineer. Ask your friends what they want to be. Write their answers.

_____ wants to be a _____.

You Decide ⌚₁₀

If you worked at the car factory, what job would you want? Write what you would like about the job.

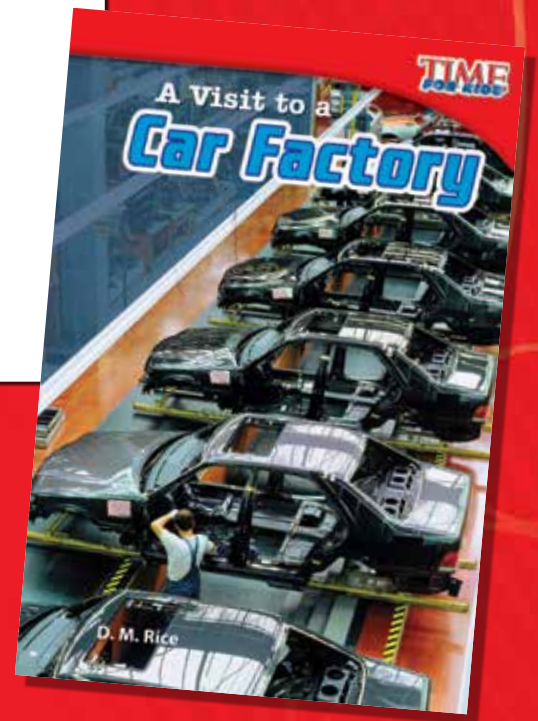
Booster Card

A Visit to

a Car Factory

Reading Response Checklist

- I read the book.
- I learned something new.
- I stopped to remember what I learned.
- I showed my ideas.
- I used ideas from the book.
- I did my best.
- I am proud of my work.

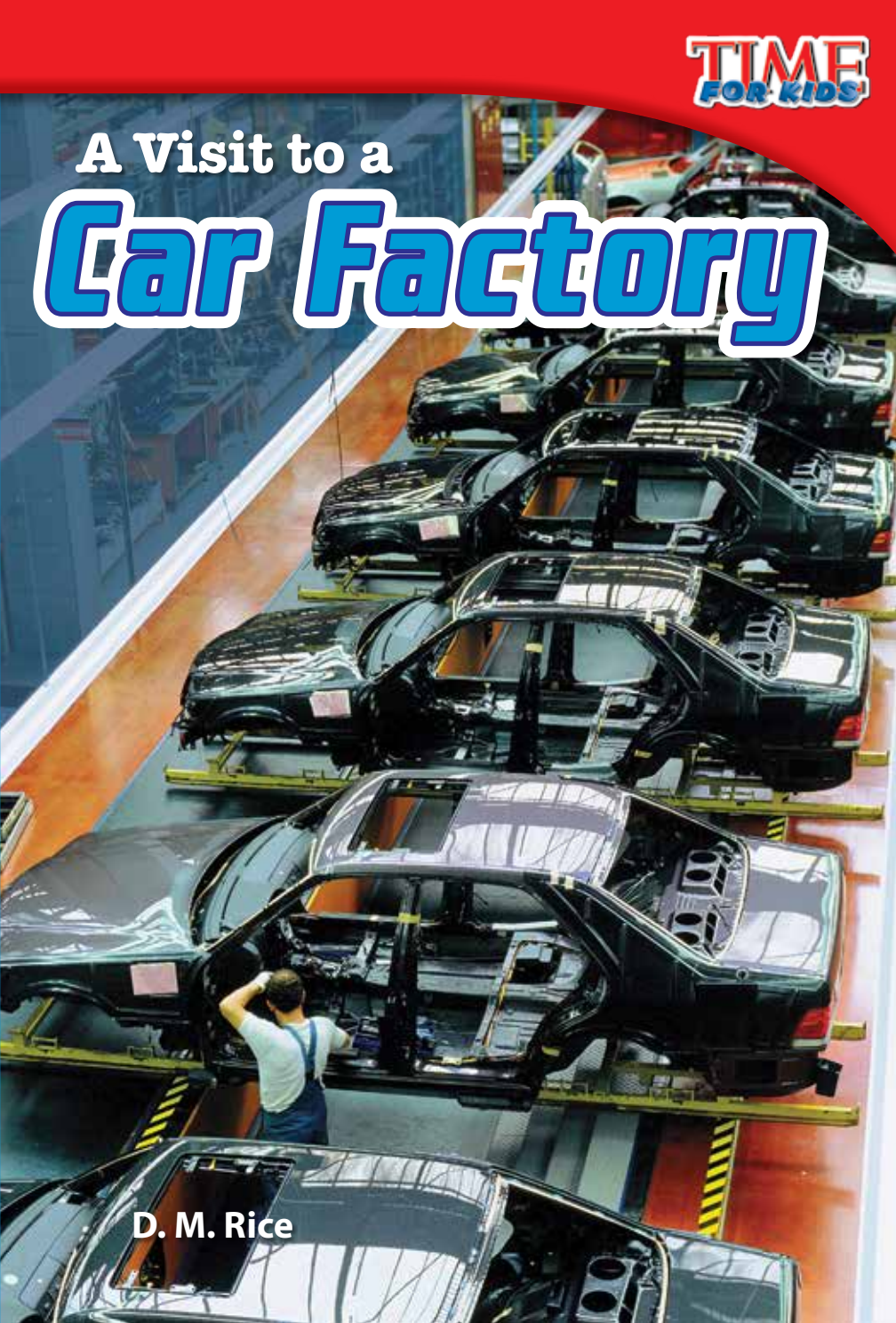


TIME
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A Visit to a

Car Factory

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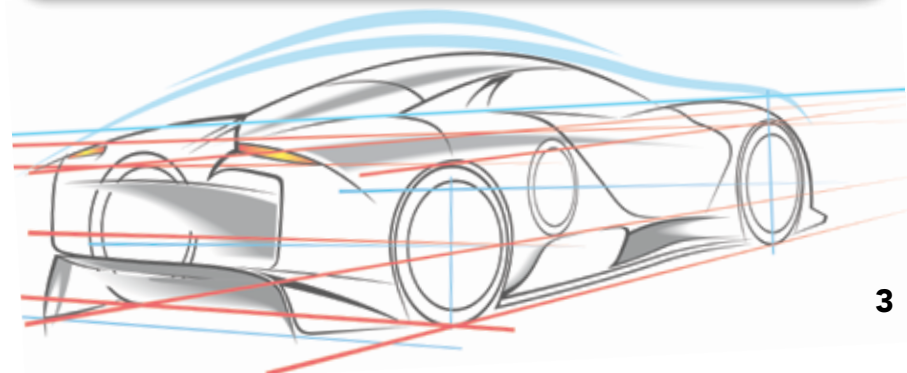
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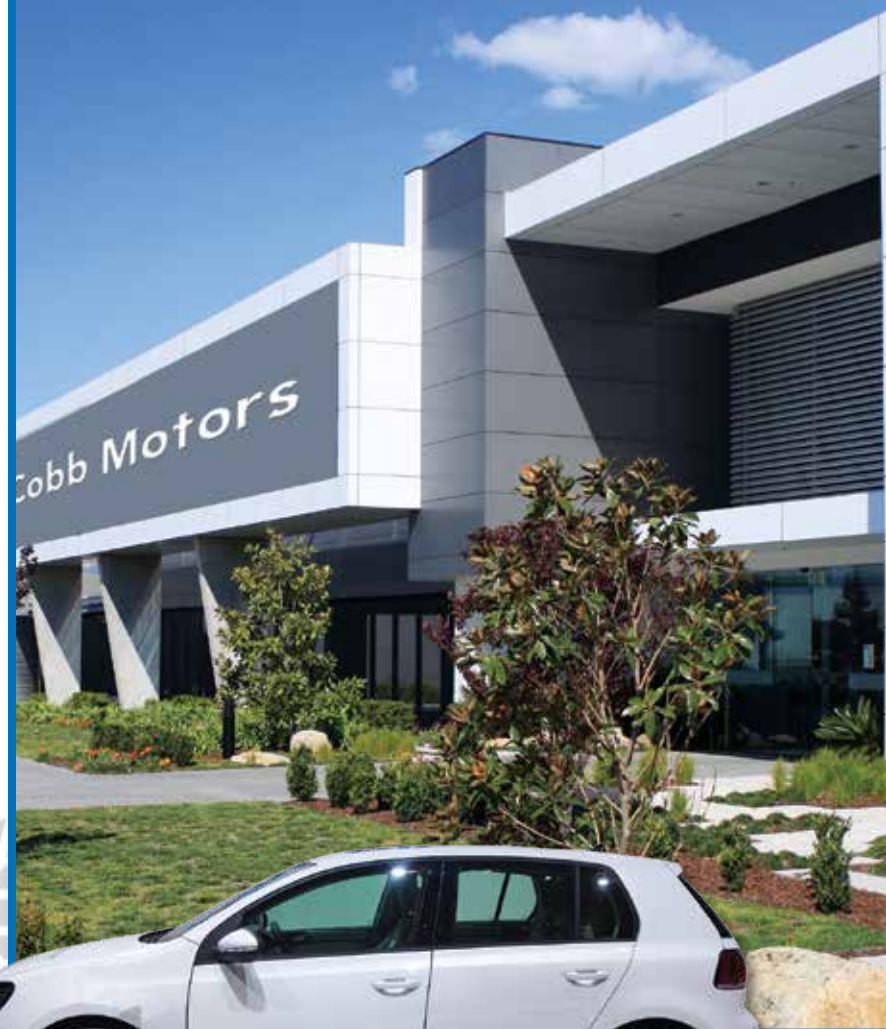
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Going to the Factory



One morning my dad came to wake me up early.



“Surprise!” he said. “You get to come to work with me.”



Automobile is another word for *car*.

My dad has the best job ever. He works in an automobile factory. They make cars there.



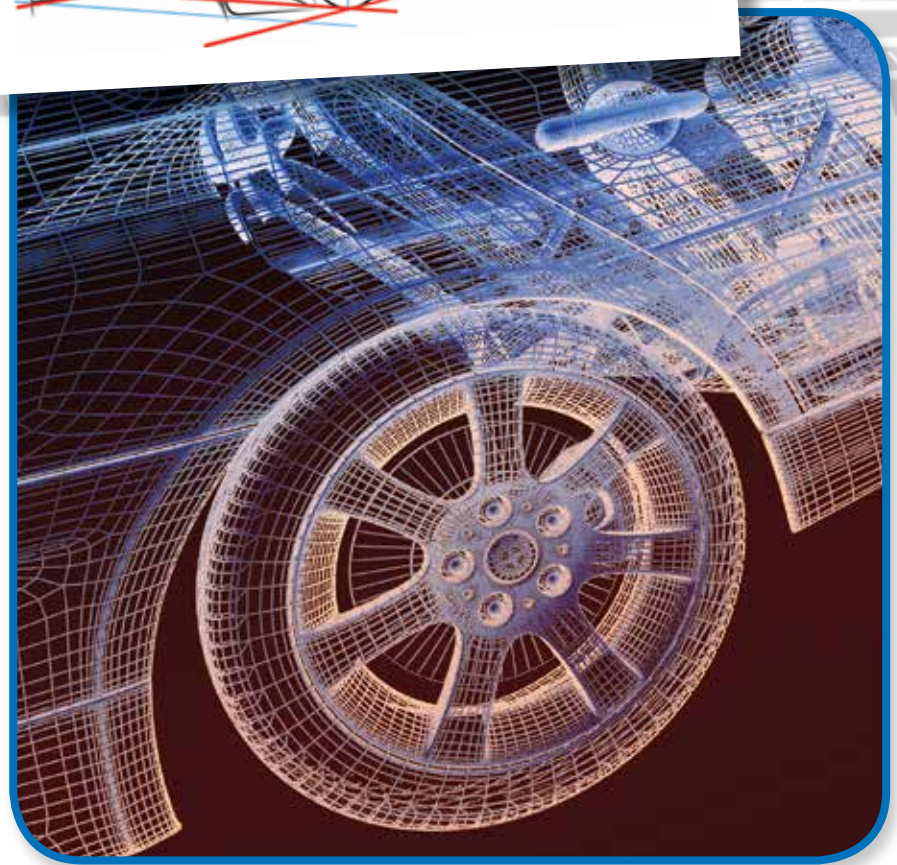
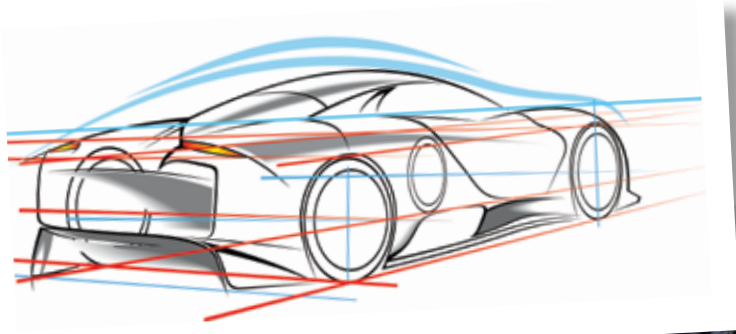
Engineers



My dad is an **engineer**.
That means he helps plan
how a car will look and work.

Dad works with other
engineers. They work
together so the car will be
safe and run great.





Dad and his team draw their **plans**. They look like this.

Plans can be drawn using a pen or pencil. Some engineers use a computer to draw their plans.



I want to be an engineer, too. So, I draw my own plans.

Getting the Parts



When the plans are ready, the car can be built. But first, factory workers must make or buy all the parts for the car.

There are hundreds of parts!



A car needs springs,
brakes, and a steering wheel.
It needs pistons, valves, and
more.



It is not easy to build a car!

Assembly



Once they have the parts, workers can put the car together. This is called **assembly**.

They work in teams. Each team builds a different part of



the car. One team builds the engine. Another builds the body. Another is in charge of the wheels and tires.



There are many teams with many different jobs. All of them are important.

Each team checks its work carefully. They want the



people who drive the car to be safe.

Engineers check the work, too.

Ready for Sale

When the cars are ready, they go to a **shipping yard**. The shipping yard sends them to **dealers**. Sometimes the cars go by boat. Sometimes they go by truck. Then people buy the cars from the dealers.



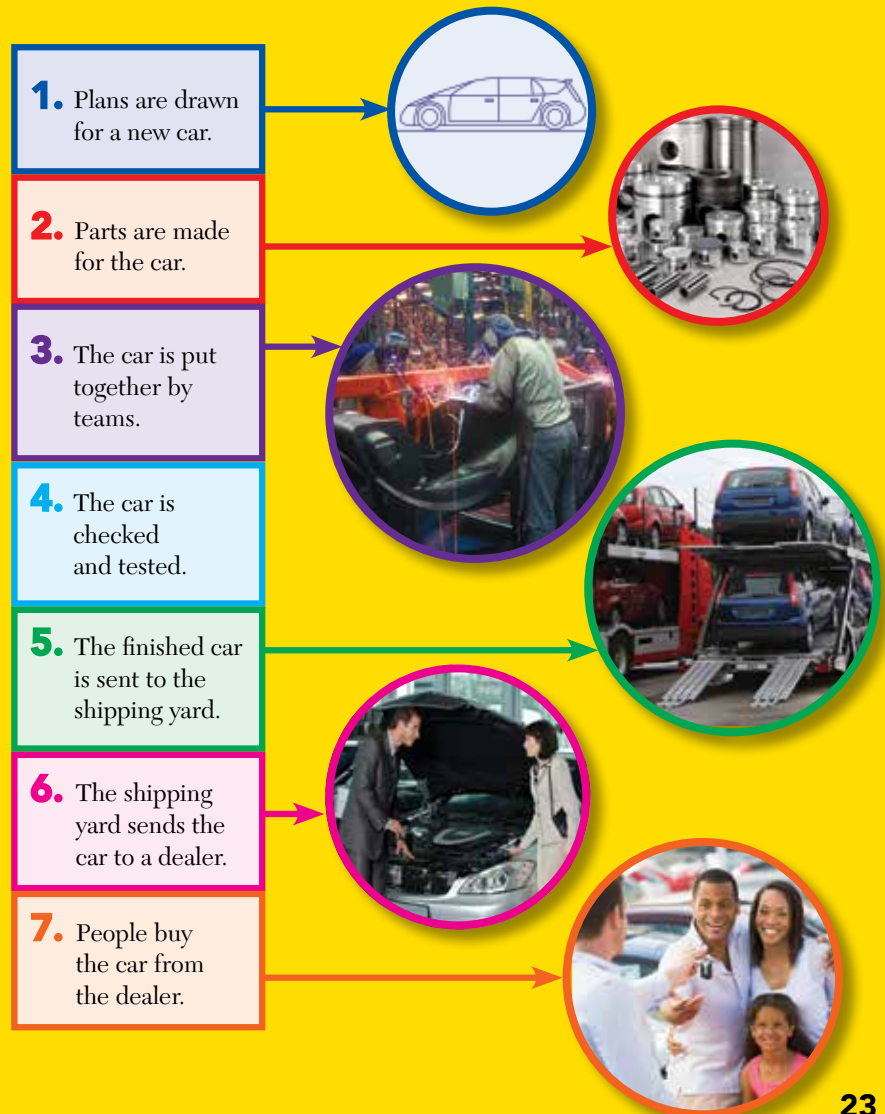
When I see cars on the road, I feel proud of my dad. He makes good cars for people to enjoy.



When I grow up, I'm going to work at the car factory, too!

How a Car Is Made

Do you know how a car is made?
This chart will show you.



Glossary



assembly



dealer



engineer



plans



shipping yard