

TIME
FOR KIDS

Exploring Reading

Lessons and Activities

Level 3

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TIME
FOR KIDS

Teacher Created Materials

3

Exploring Reading

Best Practices Guide

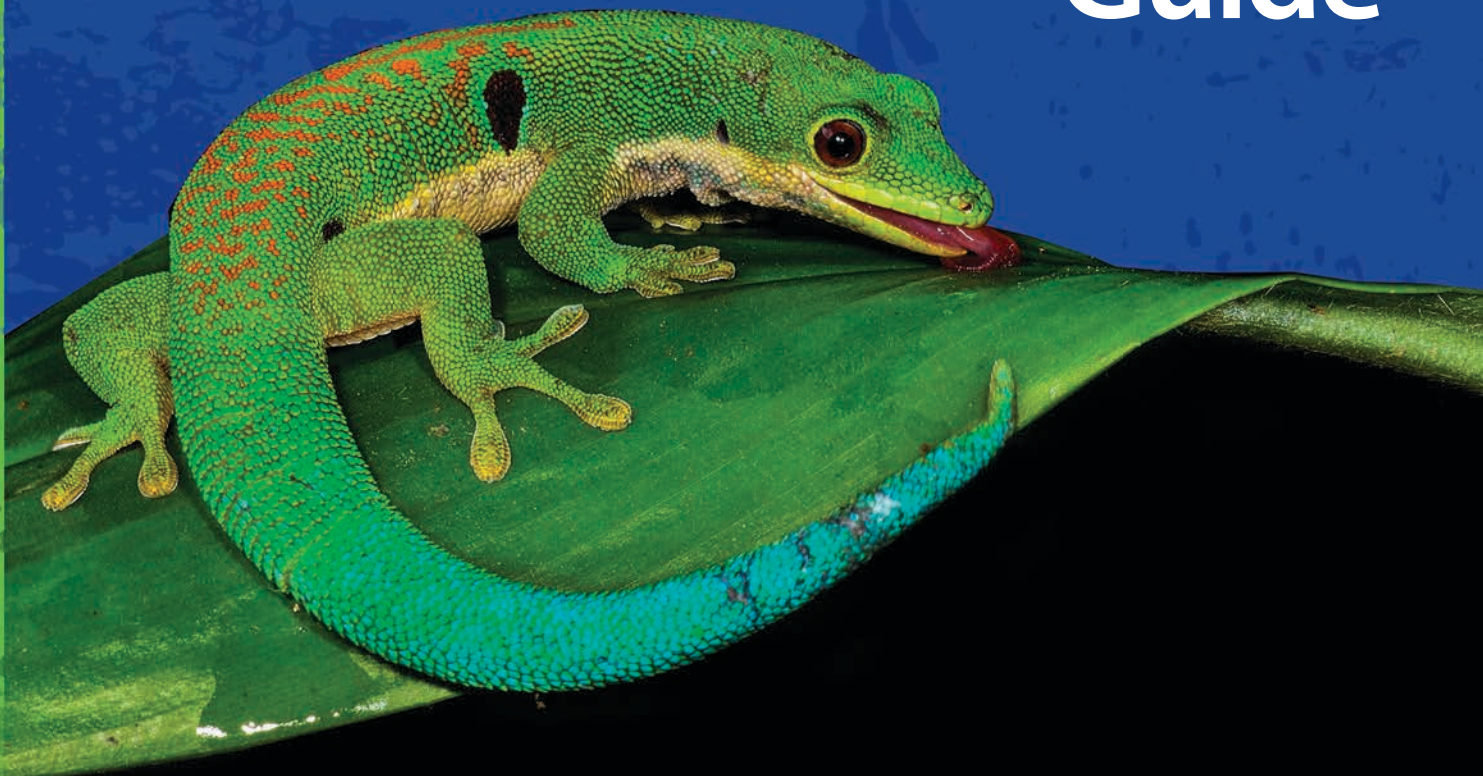


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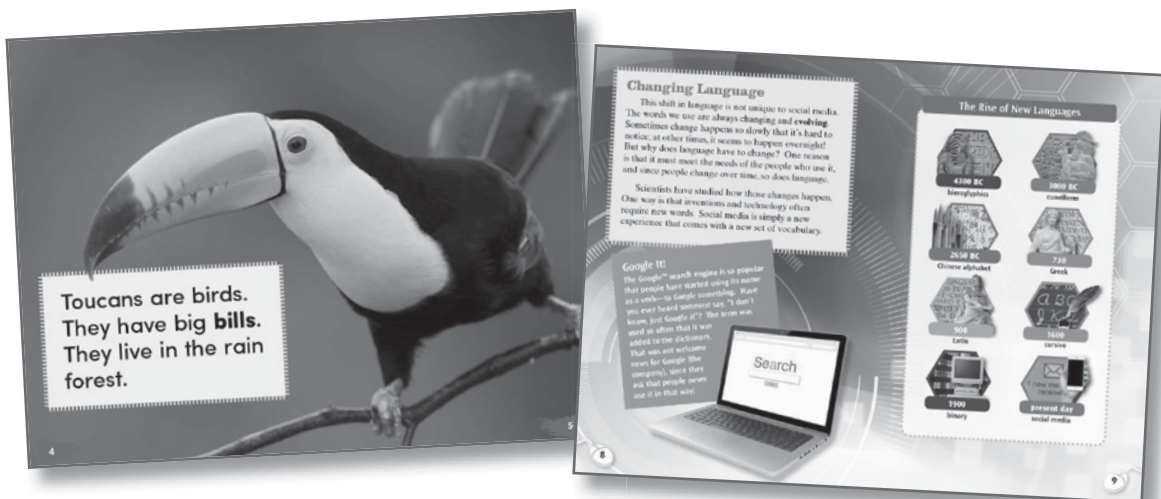
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The Importance of Reading Informational Text

In an increasingly global and information-rich society, students need to be eager to learn, seek answers, and have the necessary skills to navigate the various informational texts they will come across in school, the workplace, and everyday life. According to Stephanie Harvey and Anne Goudvis in their book *Strategies That Work: Teaching Comprehension to Enhance Understanding*, “interesting, authentic nonfiction fuels kids’ curiosity, enticing them to read more, dig deeper, and search for answers to compelling questions” (2007, 156).

Aside from the long-term goal of developing skilled readers, nonfiction text also has a role in standardized testing. Because students are most often tested on their abilities to comprehend nonfiction text, it is important to provide readers with explicit instruction for the ways in which nonfiction text is organized, along with specific skills and strategies for comprehending nonfiction text. In their article featured in *The Reading Teacher* (2000), Broaddus and Ivey suggest that familiarity with nonfiction text will add to students’ depth of content-area knowledge and understanding, which may increase standardized test scores.



nonfiction readers

These are some examples of nonfiction text in *Exploring Reading*. All nonfiction text contains nonfiction text features, rich charts, diagrams, images, and photographs to bring the text to life.



text cards

The Importance of Reading Literature

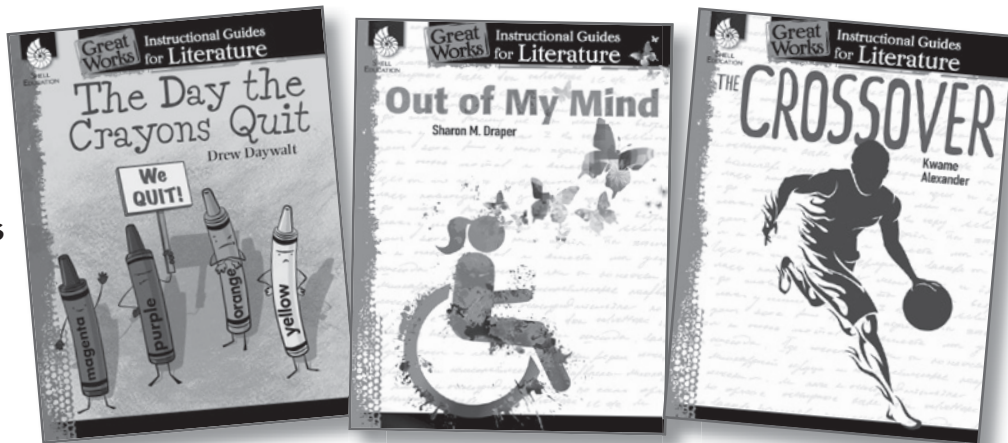
Recommending that children read “literary wholes” may seem like a contemporary criticism of basal programs, but this quotation is taken from a 1908 work on the teaching of reading in the United States, *The Psychology and Pedagogy of Reading* by Edmund Burke Huey. Huey’s observations highlight what every parent and teacher of young children knows—children love a good story. And the discussion that extends from the story is just as important. Speaking and listening strategies are critical during preschool and primary grades, during which time oral discourse provides the primary context for learning. Numerous correlational studies indicate that frequent, high-quality reading experiences benefit preschoolers in vocabulary acquisition (Lawrence and Snow 2011). Further, primary students who are learning decoding skills benefit from discussions that set a purpose for reading, activate prior knowledge, ask and answer thoughtful questions, and encourage peer interaction. Reading fiction provides rich opportunities for oral discourse development and vocabulary acquisition.

text cards



These are some examples of the fiction selections in *Exploring Reading*. All literature text contains story elements, rich vocabulary, and engaging images that support the text.

literature selections



The Importance of Intertextuality

Using fiction and nonfiction texts together is a natural way to explore themes. In an article in *The Reading Teacher*, Deanne Camp poses this question: “Given children’s natural tendencies to ask questions about the world around them, why not focus on both fact and fiction to answer those questions?” (2000, 400) Fictional books can be an engaging way to introduce a topic to students; however, instruction does not need to begin with the work of fiction. Reading a nonfiction text before a fictional text on the same topic can build or strengthen background knowledge that may be required to successfully comprehend the fictional piece (Baer 2012; Soalt 2005). Additionally, students who prefer nonfiction texts will be more motivated to read a related fictional text when the informational piece is presented first (Soalt 2005). According to research by Sylvia Read, “interacting with nonnarrative texts may be the best path to overall literacy” (2005, 36).

TCM Grade Level, word count, Fountas and Pinnell Guided Reading Level, DRA Level, and Lexile Level are listed on the back cover of each reader. These measures are for reference only, as *Exploring Reading* nonfiction readers are not meant to match student's independent reading level. The books are studied through a shared read, led by the teacher. The books have the appropriate rigor for the purpose.



Theory into Practice

The Great Works Instructional Guides for Literature included in each *Exploring Reading* kit encourage teachers to engage in **modeled reading of rich, diverse texts**. The selections include a variety of characters and stories meant to be **culturally relevant and engaging** to all students.

Table 3 lists the literature selections that have been chosen for each level. The *Teacher's Guide* provides prompts and activities. More importantly, sharing the literature provides opportunities for authentic, student-initiated use of comprehension strategies.

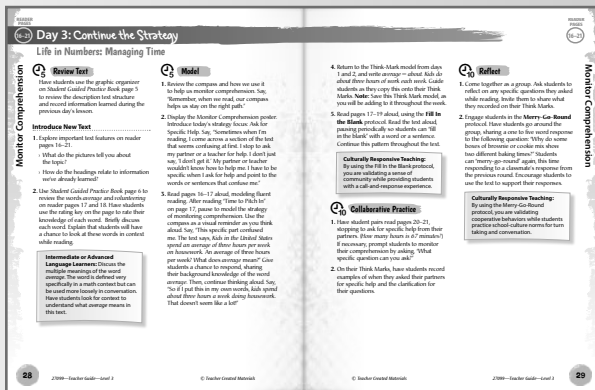
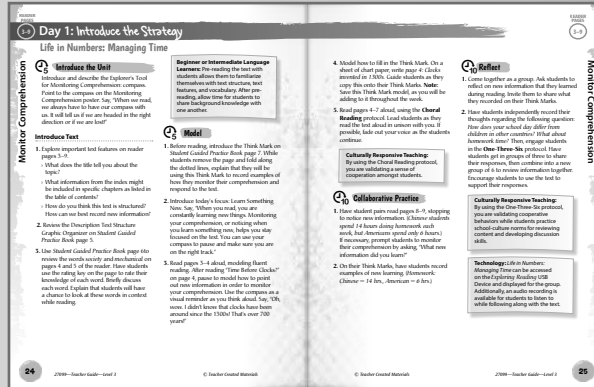
Theory into Practice



Reader Sample Lesson

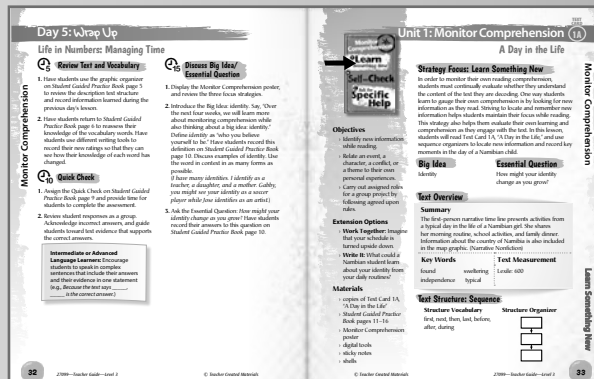
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

On day one, the teacher introduces the strategy. The teacher models reading fluently with a **shared read** before student practice with a partner.



By the third day of each reader lesson, students **practice the strategy** as they read the text with less guidance from the teacher.





Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a group or with partners.



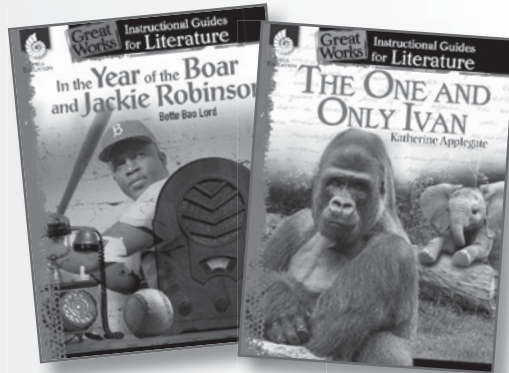
Instructional Overview

Exploring Reading has eight units, each focusing on a different reading comprehension strategy. Instruction is organized into 30-minute lessons. If taught daily, each of the eight units spans four weeks.

Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Identity		Essential Question: How might your identity change as you grow?	
<p>Week 1</p> <p>Strategy: Monitor Comprehension</p> 	<p>Week 2</p> <p>Learn Something New</p> 	<p>Week 3</p> <p>Self check</p> 	<p>Week 4</p> <p>Ask for Specific Help</p> 
<p>Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a big idea.</p>	<p>Students read three text cards and practice three parts of the strategy. They continue to explore the big idea through an essential question. This ties all the texts together. The unit concludes with a reflective writing exercise, asking students to revisit their initial thoughts about the big idea.</p>		

After every four units (mid-year and end-of-year), teachers can use the *Great Works Instructional Guide for Literature* to navigate students through an authentic trade book. These instructional guides include authentic vocabulary instruction and activities, key discussion points, guided close-reading questions, writing prompts, and assessments.



Nonfiction Reader Lessons

During each of the reader lessons, students will examine **text structures**, **text features**, **vocabulary**, and **comprehension strategies**. Students will receive **explicit modeling** from the teacher before **practicing the strategy** independently or with partners. Each lesson concludes with a **discussion** and **reflection** on learning. The accompanying *Student Guided Practice Book* pages give students a chance to practice vocabulary, analyze text structure, record thinking, and assess comprehension.

Text Card Lessons

Lessons for the text cards differ slightly each day.

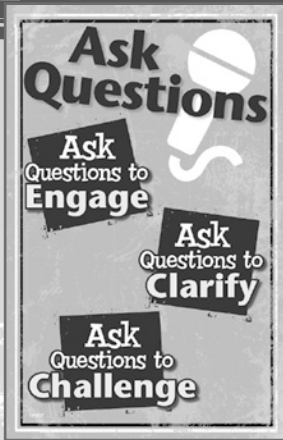
- › *Day 1:* Students **analyze text features** and **identify new vocabulary** words. After an introduction to a new strategy focus, students read the text for the first time, applying the strategy.
- › *Day 2:* Teachers lead students through a **close reading** of the text card. Students **annotate** and **jot notes** directly on a copy of the text in their *Student Guided Practice Books*. Students look at elements such as word choice and author's purpose while also **analyzing the text**, and **applying comprehension strategies**.
- › *Day 3:* Students read the text a final time. This time, they are looking for **evidence of the Big Idea** while also examining the text **structure** or **author's craft**. Discussion questions allow the group to reflect on learning while also pulling elements of the Big Idea from the text and applying them to other scenarios.
- › *Day 4:* Students learn and practice a **language skill** that aims to enhance their speaking, listening, reading, or writing abilities. Students also complete a Quick Check **comprehension assessment** and review answers as a group. This allows teachers to embed **test-taking strategies** into their teaching.
- › *Day 5:* Teachers are given two activities from which to choose. Students can **work collaboratively** to write, create, or discuss, or they can complete a **writing assignment** that asks them to reflect upon the content of the text card as well as the Big Idea or Essential Question. On the last day of the unit, teachers may choose to have students return to their notes about the Big Idea and **record text evidence** that supports a **deeper understanding**.

Assessment

Throughout *Exploring Reading*, teachers can assess students' progress and reading development in a variety of ways. First, teachers can pinpoint specific areas of need by administering the **Diagnostic Assessment**. A **Pretest** and **Posttest** can be given at the beginning and end of each unit to measure growth. Additionally, an **Oral Reading Assessment** is provided for each reading selection. Finally, teachers can measure overall improvement in reading comprehension with the **Summative Assessment**. See the *Exploring Reading Assessment Guide* for more information.

Unit 4: Ask Questions

Fantastic Kids: Helping Others



Big Idea

Courage

Essential Question

What does courage look like?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them question the text. They will ask questions to engage with the text, clarify confusing information, and challenge the author or the content. As students read *Fantastic Kids: Helping Others*, they will ask questions while reading to enhance comprehension.

Text Summary

Meet five amazing kids who are helping make the world a better place right in their own backyards! These kids have found ways to help others. And they all do different things. Their stories show that anyone can make a difference!

Key Words

access inspired
charity orphanage

Text Measurement

Lexile: 590L

Objectives

- › Apply understanding of the text to clarify meaning or ask questions.
- › Question the text as needed when reading to demonstrate understanding.
- › Synthesize understanding of the text to ask questions that challenge what is written.

Materials

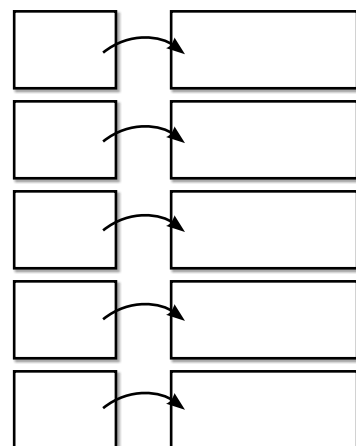
- › copies of *Fantastic Kids: Helping Others*
- › *Student Guided Practice Book* pages 77–82
- › *Fantastic Kids: Helping Others* Interactiv–eBook
- › Ask Questions poster
- › digital tools, chart paper, sticky notes

Text Structure: Problem/Solution

Structure Vocabulary

problem, issue, challenge, dilemma, solution, answer, solve, overcome, resolve, fix

Structure Organizer



Day 1: Introduce the Strategy

Fantastic Kids: Helping Others



Introduce the Unit

Introduce and describe the Explorer Tool for Ask Questions: microphone. Point to the microphone on the Ask Questions poster. Say, "The microphone can remind us to ask questions about the text."

Introduce Text

- Explore important text features on reader pages 3-9.
 - › What does the title tell you about the topic?
 - › What information from the index might be included in specific chapters as listed in the table of contents?
 - › How do you think this text is structured? How can we best record new information?
- Review the problem/solution text structure graphic organizer on *Student Guided Practice Book* page 77.
- Use *Student Guided Practice Book* page 78 to review words *access* and *charity* on reader pages 7 and 8. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Explain that students will have a chance to look at these words in context while reading.

Beginner or Intermediate Language Learners:

Preview the pictures on pages 4-7 with the group. Point out the label "Food Drive" on page 4 and explain that a food drive is a type of charity event where food is collected and then distributed to people in need.



Model

- Before reading, introduce the Think Mark from *Student Guided Practice Book* page 79. While students remove the page and fold along the dotted lines, explain that they will be using this Think Mark to record examples of how they ask questions and respond to the text.
- Introduce today's focus: Ask Questions to Engage. Say, "When we ask questions to engage, we ask about concepts that interest us in the text. These types of questions motivate us to learn from the text."
- Read pages 4-5 aloud, modeling fluent reading. After reading the second paragraph on page 4, pause to model how to ask questions to engage. Say, "This paragraph says that these kids have found ways to help people in need. I want to know, what kind of people did they help? How did they help them? This is interesting to me, since I like to help people also."
- Model how to fill in the Think Mark. On a sheet of chart paper, write *page 4: How did kids help?* Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read pages 6–7 aloud, using the **Choral Reading** protocol. Lead students as they read the text aloud in unison with you. If possible, fade out your voice as the students continue.

Cultural Responsiveness:

By using the Choral Reading protocol, you are validating a sense of cooperation amongst students.

 **Collaborative Practice**

1. Have student pairs read pages 8–9, stopping to ask questions to engage. (e.g., *How did Khloe know that plastic bags weren't strong enough? What weren't they strong enough for?*) If necessary, prompt students by asking "What information on these two pages do you want to know more about?"
2. On their Think Marks, have students record examples of asking questions to engage with the text. (e.g., *Why weren't the plastic bags strong enough?*)

 **Reflect**

1. Come together as a group. Ask students to reflect on the questions they asked to engage with the text. Invite them to share what they recorded on their Think Marks.
2. Ask students, "What problem did Khloe identify, and how did she address it?" Engage students in the **Campfire Discussion** protocol. Have the group sit in a circle with a sheet of paper (campfire) in the middle. Each student writes his or her answer on a sticky note and places it "in the campfire" (on the paper). Students then take turns reading aloud a sticky note other than his or her own, discussing the responses. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the Campfire Discussion protocol, you are validating cooperative behaviors while students practice school-culture norms for taking turns and thinking about how and when to speak.

Technology: *Fantastic Kids: Helping Others* can be accessed on the *Exploring Reading* USB Device and displayed for the group. Additionally, an audio recording is available for students to listen to while following along with the text.

Day 2: Use the Strategy

Fantastic Kids: Helping Others**Review Text**

Have students use the graphic organizer on *Student Guided Practice Book* page 77 to review the problem/solution text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important text features on reader pages 10–13.
 - › What do the pictures tell you about the topic?
 - › How do the headings help us predict the content?
- Have students revisit reader pages 4–9, searching for bold vocabulary words that have not been recorded on *Student Guided Practice Book* page 78. Have students choose two of these words to record at the bottom of the chart.

Intermediate or Advanced

Language Learners: Write *Khloe Kares* and *Kubes 4 Kidz* on the board. Ask students what they notice about these names. Discuss how sometimes people use different spellings of words to make business or product names more noticeable. Have students practice making up their own catchy names for an imaginary business they would like to start.

**Model**

- Review the microphone and how we use it to help us ask questions. Say, “Remember, when we read, our microphone can remind us to ask questions about the text.”
- Display the Ask Questions poster. Say, “Today, we are going to ask questions that will clarify information. When we ask questions to clarify, we ask questions about information or concepts we don’t understand in the text. Clarifying questions will help us understand the text.”
- Read page 10 aloud, modeling fluent reading. After reading *His hobby gave him the idea to donate cubes to kids at Mercy Children’s Hospital* on page 10, pause to model how to ask questions to clarify. Say, “It says that Dylan decided to donate cubes to kids in a children’s hospital. What is a children’s hospital, and how is it different from a regular hospital?”
- Return to the Think-Mark model from day 1, and write *page 10. What is a children’s hospital?* Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read page 11 aloud, using the **Jump-In Reading** protocol. Ask one student to start reading aloud. As this student reads, other students can “jump in” and start reading at any period. When another student starts reading, the first student stops.

Cultural Responsiveness:

By using the Jump-In Reading protocol, you are validating cooperative and verbally expressive behaviors while students practice school-culture norms for taking turns and thinking about how and when to speak.

10 Collaborative Practice

1. Have student pairs read pages 12–13, stopping to ask clarifying questions wherever possible. (e.g., *Did Dylan have to start a charity in order for people to be able to donate money?*) If necessary, prompt students by asking, “What information do I not understand? What questions can I ask to clarify?”
2. On their Think Marks, have students record examples of clarifying questions. (e.g., *charity needed for people to donate money?*)

10 Reflect

1. Come together as a group. Ask students to reflect on the questions they asked to clarify the text. Invite them to share what they recorded on their Think Marks.
2. Have students independently record their thoughts regarding the following question: “How did Dylan raise money to buy the Rubik’s Cubes for kids in the hospital?” Then, engage students in the **One-Three-Six** protocol. Have students get in groups of three to share their responses, and then combine into a group of six to review information together. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the One-Three-Six protocol, you are validating cooperative behaviors while students practice school-culture norms for reviewing content and developing discussion skills.

Day 3: Continue the Strategy

Fantastic Kids: Helping Others



Review Text

Have students use the graphic organizer on *Student Guided Practice Book* page 77 to review the problem/solution text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important text features on reader pages 14–21.
 - › What do the pictures tell you about the topic?
 - › How do the headings relate to information we've already learned?
- Use *Student Guided Practice Book* page 78 to review the words *inspired* and *orphanage* on reader pages 14 and 20. Have students use the rating key on the page to rate their knowledge of each word. Briefly discuss each word. Explain that students will have a chance to look at these words in context while reading.

Intermediate or Advanced

Language Learners: Explain that every language has its own idioms, or sayings, that carry special meaning. Write *Put your best foot forward* on the board, and discuss that it means "to put all of your effort into a new task." Write *It's better to give than to receive* and *If the shoe fits, wear it* on the board. Guide students in a discussion of the meaning of these sayings.



Model

- Review the microphone tool and how we use it to help us ask questions. Say, "When we read, the microphone can remind us to ask questions about the text."
- Display the Ask Questions poster. Say, "Today, we are going to ask questions that will challenge information we read in the text. When we ask questions to challenge, we ask questions that test the validity of a text's statements, claims, or arguments. Asking questions to challenge allows us to think about what the author said, question it, and then come up with our own viewpoints."
- Read pages 14–16 aloud, modeling fluent reading. After reading page 16, pause to model how to ask a question to challenge. Say, "The text says that more people can learn to read in Maria's village now that the village has a library. While it is necessary to have books to learn to read, it also takes a teacher and instruction to learn how to read. I want to know, did the people in Maria's village also have someone to help them learn how to read?"
- Return to the Think-Mark model from days 1 and 2, and write *page 16: Did villagers also have teachers?* Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read pages 17–19 aloud, using the **Train Reading** protocol. Begin reading aloud, and then call on a student to continue. The student reads a few sentences and then chooses the next reader. **Note:** Train Reading is usually teacher directed, but in this small group setting, students are given the opportunity to choose subsequent readers.

Cultural Responsiveness:

By using the Train Reading protocol, you are validating interpersonal behaviors while students practice the school-culture norms for taking turns.

 **Collaborative Practice**

1. Have student pairs read pages 20–21, stopping to ask questions to challenge information in the text. (e.g., *Were there really 420 kids at Drew’s elementary school that couldn’t afford to buy shoes?*) If necessary, prompt students by asking “Is there any information in the text that I don’t believe is true? Can I ask a question to test the validity of this information?”
2. On their Think Marks, have students record examples of questions that challenge information in the text. (*Why didn’t Drew give money to the orphanage?*)

 **Reflect**

1. Come together as a group. Ask students to reflect on the questions they asked to challenge the text during reading. Invite them to share what they recorded on their Think Marks.
2. Engage students in the **Merry-Go-Round** protocol. Have students go around the group, sharing a one to five word response to the following question: “How is Maria’s story different from Drew’s story? How are they similar?” Students can “merry-go-round” again, this time responding to a classmate’s response from the previous round. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the Merry-Go-Round protocol, you are validating cooperative behaviors while students practice school-culture norms for turn taking and conversation.

Day 4: Know the Strategy

Fantastic Kids: Helping Others



Review Text

Have students use the graphic organizer on *Student Guided Practice Book* page 77 to review the problem/solution text structure and record information learned during the previous day's lesson.

Introduce New Text

- Explore important text features on reader pages 22–27.
 - › What do the pictures tell you about the topic?
 - › How do the headings help to wrap up the book?
- Have students revisit reader pages 4–22, searching for bold vocabulary words that have not been recorded on *Student Guided Practice Book* page 78. Have students choose two of these words to record at the bottom of the chart.

Intermediate or Advanced

Language Learners: Direct students' attention to the second paragraph on page 24. Remind them that words with apostrophes can sometimes mean two different things. Sometimes 's indicates possession, as in the phrase *the cat's leg*. Other times the 's is used to form a contraction. The word *she's* is a contraction that stands for *she is*. Have students share an example of words that use each meaning.



Model

- Review the microphone and how we use it to help us ask questions. Say, "Remember, when we read, we use our microphone to ask questions about the text."
- Display the Ask Questions poster. Say, "Today, we are going to use all of these strategies together while we ask different types of questions. We're going to ask questions that help us engage with the text, clarify confusing information, and challenge arguments and claims."
- Read page 22 aloud, modeling fluent reading. Pause to model a component of the asking questions strategy. For example, after reading *She used her love of pets to help homeless people* on page 22, say, "The text says that Willow loves animals. It also says that Willow used the money she raised by sewing cat toys to buy clothes and sleeping bags for homeless people. Why did Willow decide to raise money for homeless people instead of homeless animals?"
- Return to the Think-Mark model from days 1–3, and write *page 22: Did Willow raise money to help homeless pets?* Guide students as they copy this onto their Think Marks. **Note:** Save this Think-Mark model, as you will be adding to it throughout the week.

5. Read pages 23–25 aloud, using the **Fade In/Fade Out** protocol. Begin by providing a non-verbal cue to a student who will begin reading. After a few sentences, provide a non-verbal cue to the next student, who will join in with the first student—quietly at first and then getting louder. When the first student hears his peer reading along with him, his voice fades out until only the second reader can be heard.

Cultural Responsiveness:

By using the Fade In/Fade Out protocol, you are providing students with an opportunity to work together toward a common goal while practicing school-culture norms for turn taking.

**Collaborative Practice**

1. Have student pairs read pages 26–27, stopping to ask questions about the text. (e.g., *Why does the text say that the kids' stories show how easy it can be to help others? Those kids put in a lot of hard work to help others!*) If necessary, prompt students by asking, "What questions can I ask about the information in the text to help clarify or challenge it?"
2. On their Think Marks, have students record questions they asked about the text. (e.g., *Did the kids think it was easy to find ways to help others?*)

**Reflect**

1. Come together as a group. Ask students to reflect on the questions they asked during reading. Invite them to share what they recorded on their Think Marks.
2. Have students sit in a circle to begin the **Whip Around** protocol. Ask the group the following question: "How can helping others help you develop as a person?" Quickly point to each student in succession, giving no more than five seconds for a response. Students can add on to their peers' contributions or disagree and offer rebuttals. If a student does not have a response, continue around the circle and return to him or her later. Encourage students to use the text to support their responses.

Cultural Responsiveness:

By using the Whip Around protocol, you are validating cooperative behaviors while students practice school-culture norms for taking turns.

Technology: If students are ready to work independently, have them access the digital platform and complete one or more of the activities. Students can annotate the text, watch two videos, complete a word work activity, or do a comprehension assessment.



Review Text and Vocabulary

1. Have students use the graphic organizer on *Student Guided Practice Book* page 77 to review the problem/solution text structure and record information learned during the previous day's lesson.
2. Have students return to *Student Guided Practice Book* page 78 to reassess their knowledge of the vocabulary words. Have students use different writing tools to record their new ratings so that they can see how their knowledge of each word has changed.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 81, and provide time for students to complete the assessments.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.

Intermediate or Advanced

Language Learners: Have students reread the information in the sidebar on page 21. Explain that a *foundation* is a type of charitable organization that gives money to different charitable causes. Some foundations are funded by individuals, and sometimes the money comes from other sources, such as corporations or government agencies.



Discuss Big Idea/ Essential Question

1. Display the Ask Questions poster, and review the three focus strategies.
2. Introduce the Big Idea: courage. Say, "Over the next four weeks, we will learn more about asking questions while also thinking about a Big Idea: courage." Define *courage* as "doing something difficult even if you are scared." Have students record this definition on *Student Guided Practice Book* page 82. Discuss examples of courage by using the word in context in as many forms as possible. (e.g., *April felt courageous when she faced her fear of riding a roller coaster; His courage helped him overcome his fear of heights; My mom's hug gave me the courage to try again.*)
3. Ask the Essential Question: *What does courage look like?* Have students record their answers to this question on *Student Guided Practice Book* page 82.

Problem/Solution Graphic Organizer

Directions: Use the organizer to record information from the text.

Problem Khloe	Solution
Problem Dillan	Solution
Problem Maria	Solution
Problem Drew	Solution
Problem Willow	Solution

Name: _____ Date: _____

Words to Know

Directions: Before studying each word, use the rating key to assess your background knowledge. Then, work with your group to define each word.



Self Rating	Word	Definition
	access (page 7)	_____
	charity (page 8)	_____
	inspired (page 14)	_____
	orphanage (page 20)	_____

0

This word is brand new to me.

1

I've seen this word before, but I don't know what it means.

2

I know a little bit about this word.

3

I could teach this word to a friend.

Explorer Tools



Monitor Comprehension



Determine Meaning



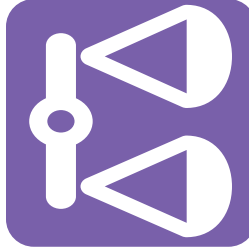
Summarize



Make Inferences



Use Text Features



Use Evidence



Ask Questions



Synthesize Elements

's



Ask Questions to Engage

A set of 15 vertical blue lines for writing.

Ask Questions to Clarify

A set of 15 vertical blue lines for writing.

Ask Questions to Challenge

A set of 15 vertical blue lines for writing.

Quick Check

Directions: Choose the best answer for each question. You may use the text to help you.

1. *Khloe Kares* and *Kubes 4 Kidz* are examples of _____ started by kids.

- (A) games (B) trends (C) clubs (D) charities

2. Dylan was inspired to start *Kubes 4 Kidz* because of his _____.

- (A) passion for doing Rubik's Cubes
(B) own experience in the hospital
(C) desire to be famous
(D) love of sugar cubes

3. Which of the following questions will help clarify the meaning of a word?

- (A) How many books does Maria's library have?
(B) What is deodorant?
(C) Where is El Paso, Texas?
(D) Does Willow have any pets of her own?

4. The purpose of the question *Have you ever had a bad day and then helped someone?* is to _____.

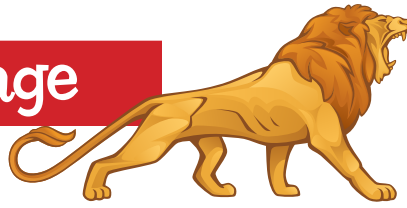
- (A) engage the reader
(B) clarify information
(C) challenge a claim
(D) confuse the reader

5. Name two different ways that the kids in the text collected money to help other people.

Name: _____ Date: _____

Big
Idea

Courage



What does it mean?

What does courage look like?

Record your thoughts **before** exploring:

Date: _____

You have discussed courage in four texts. Have your thoughts changed from what you wrote above? Use examples from at least two texts to answer the question again.

Date: _____



Pretest

Directions: Read the passage.

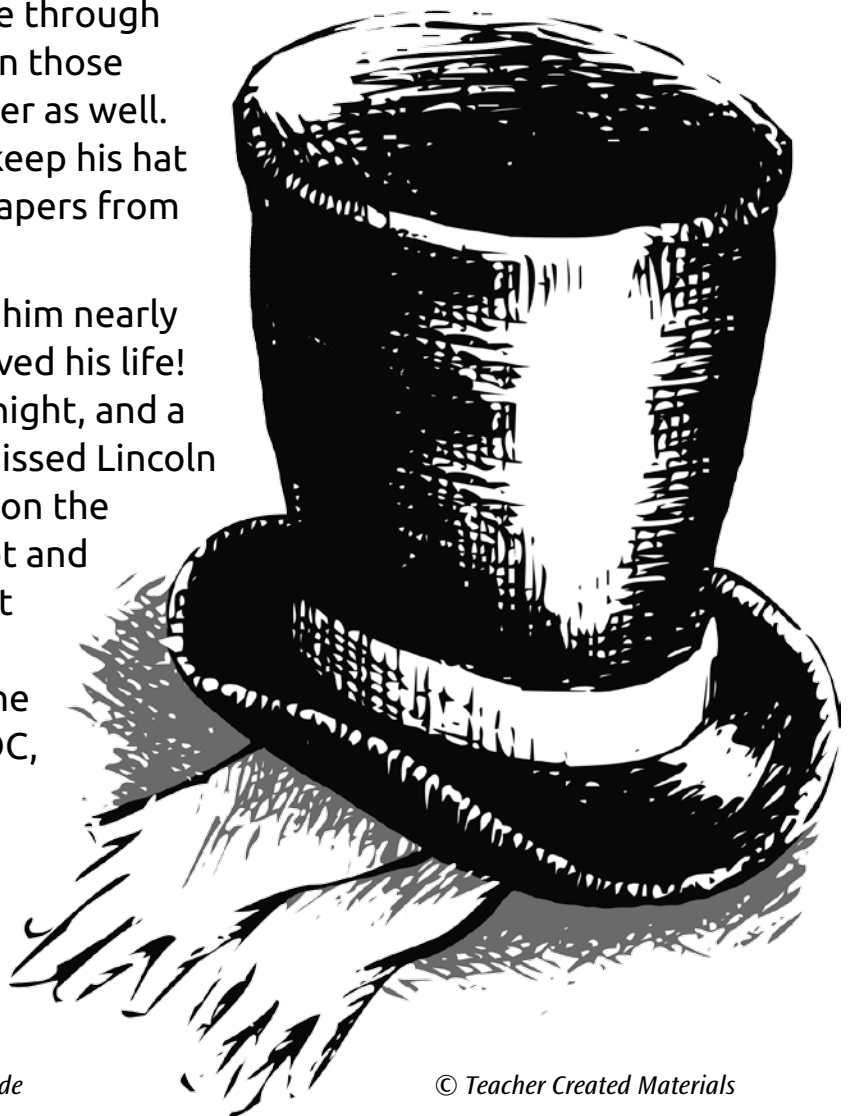
Lincoln's Hat

Abraham Lincoln was a big man. He was big in character. He was big in heart. And he was even bigger in height! Just how big was Lincoln? He was six feet and four inches tall. That is tall even today. But back then, most men were about a foot shorter. And Lincoln seemed even taller because of the hat he wore. It was called a stovepipe hat because it was tall and cylindrical like the fat pipes that came out of stoves at that time. Lincoln's hat made him more than seven feet tall.

The hat wasn't just for looks. Lincoln used it like a briefcase. He kept letters, bills, and notes stuffed inside his hat. If he forgot something, he just took off his hat and looked through his papers to help him remember.

Imagine when Lincoln came through a door. People were smaller in those days, so doorways were shorter as well. Lincoln often had to duck to keep his hat from falling off—and all his papers from falling out!

Lincoln's hat traveled with him nearly everywhere. Once, it even saved his life! Lincoln was riding a horse at night, and a shot rang out. The shooter missed Lincoln but hit his hat instead. Later, on the sad day when Lincoln was shot and killed at Ford's theater, his hat was found in the theater box. That hat can still be seen at the Smithsonian in Washington, DC, today.



Pretest (cont.)

Directions: Use the text on page 46 to help you choose the best answer for each question.

<p>1. The information in the first paragraph makes the reader wonder _____.</p> <p>(A) In what time did Lincoln live?</p> <p>(B) Exactly how tall was Lincoln?</p> <p>(C) Was Lincoln married?</p> <p>(D) What was Lincoln’s favorite color?</p>	
<p>2. The question “What is the meaning of <i>cylindrical</i>?” helps the reader clarify _____.</p> <p>(A) why Lincoln kept letters in his hat</p> <p>(B) Lincoln’s exact height</p> <p>(C) why the hat was called a stovepipe hat</p> <p>(D) how his hat saved his life</p>	<p>3. Which question helps the reader connect to the text?</p> <p>(A) How much taller than me was Lincoln?</p> <p>(B) How tall was Lincoln’s hat?</p> <p>(C) When was Lincoln shot in Ford’s Theater?</p> <p>(D) Was Lincoln a nice man?</p>
<p>4. What is the best question to ask after reading the second paragraph?</p> <p>(A) Can I see Lincoln’s hat at the Smithsonian Museum?</p> <p>(B) Why did stoves have pipes?</p> <p>(C) How tall were doorways at that time?</p> <p>(D) Did Lincoln have a hard time finding things in his hat?</p>	<p>5. What question challenges the idea that the hat saved Lincoln?</p> <p>(A) Did the shooter like hats?</p> <p>(B) Would the shooter still have missed if Lincoln had no hat?</p> <p>(C) What was the hat made of?</p> <p>(D) Was the hat hard to see at night?</p>

Name _____ Date _____

Fantastic Kids: Helping Others (pages 14–15)

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

Word Count	Text	E	SC	Cues Used					
				E			SC		
3	Building a Library			M	S	V	M	S	V
14	When you want to read, do you have a lot of			M	S	V	M	S	V
22	books to choose from? Finding the perfect book			M	S	V	M	S	V
31	is fun! But there are many people who cannot			M	S	V	M	S	V
33	afford books.			M	S	V	M	S	V
44	Maria Clara is one of them. She lives in a village			M	S	V	M	S	V
52	called Serrote (seh-HOH-chee) in Brazil. People			M	S	V	M	S	V
63	in her village are poor. They are too poor to buy			M	S	V	M	S	V
71	books. Some of them cannot read very well.			M	S	V	M	S	V
81	This is what inspired Maria. She came up with a			M	S	V	M	S	V
91	way for people in Serrote to have access to many			M	S	V	M	S	V
98	books. Some neighborhoods have two or three			M	S	V	M	S	V
106	libraries. But in Maria’s area, libraries did not			M	S	V	M	S	V
107	exist.			M	S	V	M	S	V
111	Lots of Free Stuff			M	S	V	M	S	V
120	Have you ever been to your local library? You			M	S	V	M	S	V
127	can borrow books, magazines, and even movies.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:

Ask Questions



Ask Questions to **Engage**

Ask Questions to **Clarify**

Ask Questions to **Challenge**

Fantastic Kids

TIME
FOR KIDS

Helping Others

Elizabeth Anderson Lopez

Fantastic Kids

Helping Others



Elizabeth Anderson Lopez

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Make the World Better

Have you ever had a bad day and then helped someone? It probably made you feel better. Doing something nice for others makes people feel good. And helping others can make their lives better.

You are about to meet five fantastic kids who feel good a lot. That is because they **volunteer** to make the world better. They have found special ways to help people in need. They help right in their own towns!



4



Words of Wisdom

Audrey Hepburn was a famous actress. She helped children around the world. She often said there's a reason people have two hands. One hand is to help yourself. The other hand is to help others.

5

Helping the Homeless

Nine-year-old Khloe Thompson is a student in California. She saw people living in the park near her school. She wondered whether she could do something to help them.



Khloe Thompson

6

She talked to her mother. They came up with a plan. People who are homeless often do not have **access** to showers. So Khloe created care bags for them. She filled plastic bags with soap, **deodorant**, toothpaste, a toothbrush, and other products.



Too Many Homeless

A survey found that there are about 100 million homeless people around the world. And that's not just adults. Many are 18 years old or younger.

7

Something Sturdier

Khloe knew that the plastic bags were not strong enough. She thought about what she could use instead. Who could help her? Khloe did not have to look far. Her grandmother sewed clothes for people. That meant that she had a lot of extra fabric. Khloe asked her grandmother to help her sew bags. Now the homeless people she helps have something strong and pretty to hold their items.

Khloe wanted to do even more. She started a **charity** called Khloe Kares that accepts items for her Kare Bags. Khloe is proof that one kid can make a big difference!

Toys All Year

There are many groups that collect toys. But they often do this only during the holidays. Toys can be **donated** anytime. Think about where you could give new or used toys.

Turning a Toy into Joy

Dylan Hirth (HUHRTH) proves that helping others can be fun. He turned one of his hobbies into a way to help sick kids. Dylan likes Rubik's Cubes®. And this 12-year-old is really good at solving them. In fact, he can do it in 37 seconds!

His hobby gave him the idea to donate cubes to kids at Mercy Children's Hospital. That is near his home in St. Louis, Missouri. At first, he saved money from doing chores to buy the cubes. He mowed lawns, babysat, and cleaned up after dogs.



Dylan Hirth

Hospitals for Kids

In many ways, children's hospitals are the same as other hospitals. They have nurses, machines, and lots of fancy tools. But they only treat children. All the doctors and nurses are specially trained to treat kids.

Cubes Cure Boredom

After raising money on his own, Dylan created a charity. He called it Kubes 4 Kidz. Then, other people could donate money. One person gave \$260. That bought 27 cubes! Dylan uses the money to buy the toys online.

Being in the hospital can be stressful, especially for children who are there for a long time. Kids who cannot get out of bed get bored, too. These puzzle cubes are fun to do. It is a chance to be creative. You can be creative, too. Think of things you like to do that can help others!

A Cube of Many Cubes

The original Rubik's Cube has six sides and a total of 27 mini cubes. At first it was called Magic Cube. Using it to make kids happy is pretty magical, don't you think?



Dylan packs cubes to take to Mercy Children's Hospital.

Building a Library

When you want to read, do you have a lot of books to choose from? Finding the perfect book is fun! But there are many people who cannot afford books.

Maria Clara is one of them. She lives in a village called Serrote (seh-HOH-chee) in Brazil. People in her village are poor. They are too poor to buy books. Some of them cannot read very well.

This is what **inspired** Maria. She came up with a way for people in Serrote to have access to many books. Some neighborhoods have two or three libraries. But in Maria's area, libraries did not exist.

Lots of Free Stuff

Have you ever been to your local library? You can borrow books, magazines, and even movies. And it's all free, as long as you return your items on time!

Beyond Books

Maria started a library. She was only 12 years old. It is called *Reading Friends Library*. She proves that kids can do big things. She knows that reading is important. She wanted people in her village to be better readers. People gave enough books to open the library. Now many people in her village can learn to read. Maria saw a problem and worked to solve it.

Reading the Signs

Imagine playing outside and seeing a sign that reads, "Danger: Keep Out." What might happen if you couldn't read that sign? Reading helps you explore the world safely.

DANGER
KEEP
OUT

Tales for Tails!

The Humane Society of Missouri has a fun program. Kids read books out loud to shelter dogs. Kids can practice reading, and dogs get attention. Talk about a win-win situation!

Best Foot Forward

“It is better to give than to receive.” Have you heard this saying? Drew Frank sure has! In honor of his thirteenth birthday, Drew’s family had a bar mitzvah. People usually bring gifts, but Drew did not want any. He asked for money. But he did not want it for himself. He wanted to buy shoes for people who could not afford them.

Drew received a lot of money. His gifts totaled more than \$25,000! He used that money to buy 800 pairs of sneakers and socks!

What Is a Bar Mitzvah?

In the Jewish faith, boys and girls become adults around the age of 13. It is tradition to mark this big change with a religious service. It is called a bar mitzvah for boys. For girls, it is called a bat mitzvah. They put in a lot of work for the event. Afterward, there often is a big party. They celebrate their hard work.



Drew Frank (above with crutches) donated money. It was used to buy shoes for school children.

If the Shoe Fits

Drew is from El Paso, Texas. He donated the money to the Braden About Memorial Foundation. This group gave socks and tennis shoes to three groups. Half of the shoes went to an **orphanage** and a center for women and kids. The rest were given to students at an elementary school. All the people who received shoes live in Drew's city.

Drew said he did not need gifts. He already had a lot of toys. He just wanted to help others. And now 800 people have new shoes! Drew did not do it to get thanks. But he received thank-you signs anyway.



Drew Frank

A Good Foundation

Drew worked with the Braden About Memorial Foundation. This group has helped kids in El Paso since 2007. Its goal is to help them learn and stay healthy. It raises money for shoes, blankets, and college funds.

Friend to Animals

Willow Phelps has spent many years helping people and animals. And she is only nine years old! Willow loves animals. She understands the bond between people and their pets.

Willow lives in New Jersey. She used her love of pets to help homeless people. Willow sewed cat toys. She put a tag on each toy telling about groups that help the homeless. She bought socks for those in need with money from selling her cat toys. She also bought sleeping bags and coats.



Willow Phelps

Fostering Animals

Did you know that people foster cats and dogs? Animal shelters get too full. Fostering gives animals a place to live until they find their forever homes.



Help Is Its Own Reward

Willow likes to help others. She does not do it to get an award. But Willow impresses many people. The ASPCA® honored her for all her hard work. In 2016, she was named the ASPCA Tommy P. Monahan Kid of the Year.

Willow works at a local shelter. One time, she swam a mile for charity to help a kitten! Willow raised funds to pay for a surgery for the cat's leg. Willow cares about all animals. She has even helped chimps and orca whales!



About Tommy P. Monahan

In 2007, Tommy was nine years old. His house caught on fire. He died trying to save his pets. The ASPCA created the Kid of the Year award in honor of Tommy and his love of animals.

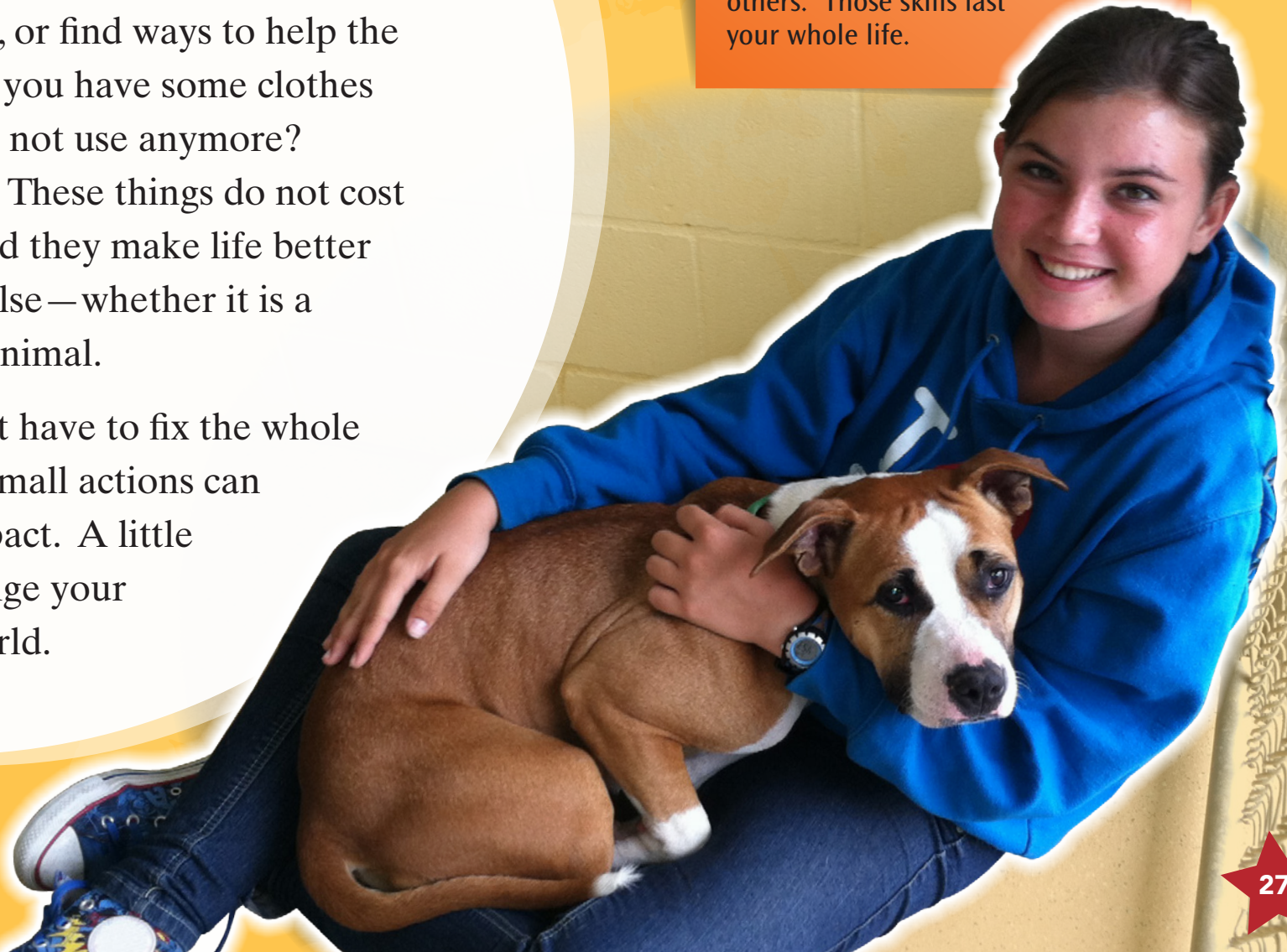
It Is Your Turn

These fantastic kids have shown how easy it can be to help others. Now it is your turn. Volunteer at an animal shelter, or find ways to help the homeless. Do you have some clothes or toys you do not use anymore? Donate them. These things do not cost any money, and they make life better for someone else — whether it is a person or an animal.

You do not have to fix the whole world. Even small actions can have a big impact. A little work can change your part of the world.

Help Others and Yourself

Helping others makes you be a better person. People who give back often learn skills to become leaders and have a greater respect for others. Those skills last your whole life.



Glossary

access—the ability to use

charity—an organization that helps people in need and raises money for this purpose

deodorant—something people use to hide body odor

donated—gave money or items to a charity or an individual

inspired—caused someone to act

orphanage—a group home for orphans, children whose parent has died or is unable to be a parent

volunteer—to donate your time to help someone or an organization

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Check It Out!

Books

Boelts, Maribeth. 2009. *Those Shoes*. Candlewick.

De la Peña, Matt. 2015. *Last Stop On Market Street*. G.P. Putnam's Sons Books for Young Readers.

Pearson, Emily. 2002. *Ordinary Mary's Extraordinary Deed*. Gibbs Smith.

Websites

www.ASPCA.org

www.khloekares.com

www.freedom servicedogs.org

Try It!



You have read about kids starting charities. Now it is your turn! Create a charity or way to help others. Perhaps you want to help animals, homeless people, or kids in need.

- What will you make or sell to help others?
- How will you get the word out about your charity?
- Write a mission statement for your charity. It should be two to three sentences that explain what your charity does.



About the Author



Elizabeth Anderson Lopez lives in California with her husband and many pets. They have a parrot, a tortoise, and seven chickens! They also have a rescue dog. Lopez donates clothes and other items to charities. She also cleans up after all those pets!



Reader's Guide

1. What are some items Khloe gives to homeless people?
2. Which groups received shoes from Drew's donation?
3. How has Willow helped animals?
4. What traits do the kids in this book share?

