

The Superkids

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Reading Resources

Little Book Flip Charts ★ The Superkids Library ★ SUPER Magazine ★ The Superkids Book Club



Where **SMALL**-group
reading experiences
lead to **BIG** success!

ZB Zaner-Bloser



Reading Resources That Fit *Your Classroom*

The Superkids Reading Resources are packed with high-quality, high-interest texts and guided-reading lessons that will complement how you teach reading in grades K, 1, or 2. Flexible, familiar guided-reading routines and best practices ensure all your students develop into **successful and confident early readers**.

Also ideal for independent practice, partner reading, and read-alouds, our student texts include a variety of formats ranging from decodable books to magazines and trade books.

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LITTLE BOOK OF BLENDING

Practice Blending Letter-Sounds

The **Little Book of Blending** provides lists of letter combinations and words for blending practice and instruction in small groups. Lists within this 12" x 9" tabletop flip chart correspond to The Superkids Library sequence of phonemes for kindergarten.



TABLETOP
FLIP
CHART

Build Reading Skills and Confidence

The **Beginning Books Library** is designed for students who are just starting to read, engaging them with a fun cast of characters—the Superkids. “Reading” the four wordless books, students become familiar with story structure and practice drawing conclusions. The remaining nine books are cumulatively decodable (they follow a sequence of phonetic elements), written at grade level, and designed to build students’ confidence as readers.

1. Introduce the book: Before reading, teachers build background and introduce key vocabulary words.

2. Guide reading: Teachers use text-dependent questions in the lesson to guide understanding.

3. Discuss the book after reading it: Lessons conclude with comprehension instruction applied to the text just read.

Efficient Teacher Support Makes the Most of Your Small-Group Time

The **Beginning Books Library** Teacher’s Guide provides a four-part lesson and reproducible Practice Page for each book.



UNIT 9 Toss It

Introduce the book
Read the book title with children and have them look at the pictures on the front cover and the title page. Tell children that this story is about a girl named Tic, her friends Tac and Toc, and Coconut the cat. Ask what you do when you **toss** something. (You throw it.) Point out the round disc that Tic tosses and ask if they know what it is. (Some might be familiar with the brand name **Frisbee**®.) Have children share what they know about playing Frisbee and pretend to toss and catch one. Discuss if this tossing game should be played inside or outside. Then ask children what they think might happen during the girls’ tossing game. (Most will say the girls will have fun. Some might predict a problem arising, such as someone getting hurt or mad or the disc getting lost or damaged.)

Key vocabulary: toss, Frisbee, cost, still, at last.

bit worried about playing with a new toy that cost a lot of money to buy? If it breaks, you might not have another one. (Understand characters)

Page 5 What does she say it is? (Determine cause and effect)

Page 7 What are they trying to do? (Understand characters)

Page 9 What do they do? (Understand characters)

Page 11 How did the girls get the Frisbee out of the tree? (Determine cause and effect)

Page 12 “At last” is what you might say after you try really hard to get something to work and then it finally does. What else might the girls have said? (Develop vocabulary)

Page 14 Why did the girls move to a new place to play? (Understand the importance of setting)

24 TOSS IT

Focus on a problem-solution plot
Explain that many stories tell about a problem someone has and how the problem gets fixed. Have children look at page 5 and tell what problem the girls had. (Tic’s Frisbee got stuck in a tree.) Then have them look at pages 6–12 and tell about the different ways the girls tried to solve the problem. Point out that some of their plans didn’t work, but they didn’t quit until they got the Frisbee back. Discuss if it was a good idea for Tic to climb on Tac’s shoulders to reach the branch and what else the girls might have done to fix the problem. (get an adult or a ladder) Then ask how the girls made sure the problem wouldn’t happen again. (They went to play in an open field without any trees.)

Independent Activities

- Have children reread the book several times.
- On Practice Page 9, have children draw and write about how the girls solved their problem.
- Have children draw pictures or make a list of other games that involve tossing.

1. How do you think the girls felt by the end of the story? happy, relieved Why? They got the Frisbee out of the tree. They found a better place to play with it. (Understand characters)

2. Was there ever a time you didn’t want to let someone play with your toys? Why? Answers and reasons will vary. (Connect text to self)

25 TOSS IT

4. Independent Activities: Students respond to the book they’ve read in purposeful ways. Practice Pages reinforce comprehension or vocabulary.

Introduce Informational Text Structures, Content, and Vocabulary

The **Informational Text Library** features 10 engaging, cumulatively decodable titles to explore a variety of science and social studies topics.

With teacher support, students develop decoding and fluency skills while building their understanding of informational text structures, content, and vocabulary. Like the other grade K libraries, the Teacher's Guide includes one complete lesson and a reproducible Practice Page per book.



Instruction covers **content-area vocabulary words**.



Animals hunt in the grass.



A robin grabs and tugs.



A snake hunts for a frog.

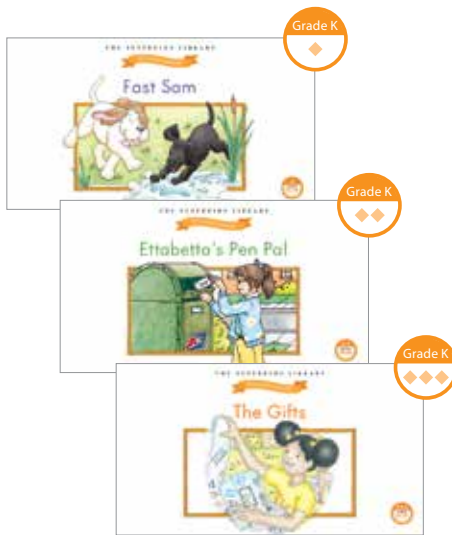
Colorful, engaging photos help students confirm meaning, but they cannot guess the text from the photos alone.

Books feature informational **science and social studies topics**, such as animals that live in the grass.

Text is **cumulatively decodable**. It follows a sequence of phonetic elements.

Foster Decoding Skills and Reading Confidence

The **Grade K Differentiated Libraries** offer decoding, vocabulary, and comprehension skill development through reading about the lovable Superkids characters. Library books are engaging, cumulatively decodable, and differentiated so that all students can read successfully and build confidence. The three levels—easy, on-level, and challenging—differ by the amount of text and sentence complexity.



Easy Library

These 10 books have fewer words per page and shorter sentences than the on-level books and some patterned text—to help build decoding automaticity in emergent readers.

On-Level Library

A good fit for students with proficient reading skills, these 10 books have longer sentences and more words per page than the easy books.

Challenging Library

Offering more challenge for strong readers, these 10 books have more complex sentences, more words per page, and often more pages than the on-level books.

Before reading, students practice reading the **word list** on the inside front cover of their library book.

Teachers support students by helping them sound out **decodable words** and remember words from the **word list**.

UNIT 20-24 *The Gifts*

Introduce the book and word list

Tell children this story is about Tic and the other Superkids. Have children examine the picture on the cover and describe what they see. (Tic has received some packages in the mail.) Point out the word **fragile** on the side of the package and discuss what this means. (The contents of the packages are from Tic's **granddad**. Explain that granddad is the name Tic calls her grandfather.)

Read the title with children. Ask what they think the story might be about. Then turn to the inside front cover and read the word list with children. Ask them to identify the words that begin with uppercase letters. (**Keys** and **Items**) Explain that these two words are capitalized because they are names of countries.

Guide reading

Listen and give support as individuals read the book in a small group. Pause every few pages to ask comprehension questions.

Page 1 Look at the thought balloon. What is Tic thinking about as she looks at the package? Japan, where her granddad is. What does **dart** mean? far away. (Understand pictures; develop vocabulary.)

Page 2 What was in the package from Japan? a red silk fan. What is a **twist**? a hanging bunch of threads knotted together at one end. (Recall details; develop vocabulary.)

26 THE GIFTS

Page 17 What does **mend** mean? repair, or fix. How do the Superkids mend the hammock? They sew the rip and reattach it to the trees. (Develop vocabulary; use pictures.)

Page 18 Why don't the Superkids sit in the hammock at first? It was a gift for Tic, and they don't want to rip it again. What does Tic want the Superkids to do? sit on the hammock with her. Why does she tell them to sit and rest? She wants them to stay still so they don't rip the hammock again. (Understand characters; draw conclusions.)

Discuss the book after reading it

- Many stories have a repeating pattern of events. What keeps happening in the beginning of this story? Tic's granddad keeps sending her gifts from places he visits. Then Tic's friends do something with each gift. (Recognize patterns.)
- What problem arises in the story? The hammock rips, and Tic is upset. How does the problem get solved? The Superkids mend the hammock. (Recognize plot: problem and solution.)
- Has a friend ever ruined something belonging to you? How did you feel? Did your friend do anything to fix the problem? Answers will vary. (Connect text to self.)

Focus on reality and fantasy

Review with children what the Superkids pretended the hammock was in this story. (They pretended the hammock was a animal crossing the hot sand, a cat that jumped, and

Teacher-Tested Instruction Delivers Results with High-Interest Text

Teacher's Guides for these libraries provide a lesson and reproducible Practice Page per book. Teachers support students' reading of the book in small groups by monitoring their reading and asking questions to check understanding.

Pair this instruction with unit-aligned phonics practice using the *Little Book of Blending*.

Comprehension skills and strategies, such as distinguishing between reality and fantasy, are explicitly taught.

Build Decoding Automaticity and Fluency

The **Little Book of Decoding** provides lists of words for decoding practice and instruction in small groups. The word lists within this 12" x 9" tabletop flip chart follow the scope and sequence of phonics and structural analysis skills of the grade 1 Differentiated Libraries.

1. zoom moon soon boot foot

hood tooth

hook shook

raise give

store promise

Words with oo and Tag-along e 36

3.

_e (Tag-along e)

house have

mouse give

more sneeze

fence please

raise tease

noise leave

Word families with oo and Tag-along e 35

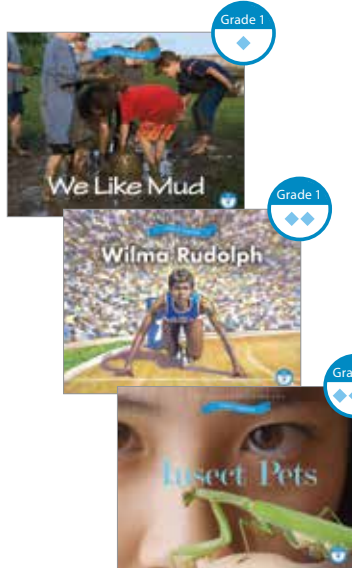
Decoding words in **word families** helps students recognize familiar sound-spelling patterns and improves their fluency by blending chunks within words.

Differentiated Libraries help ensure every student experiences the pleasure and sense of accomplishment that comes from reading a book independently.



Develop Comprehension and Vocabulary Skills

The **Differentiated Libraries** engage students with informational and literary grade-level text. The three levels—easy, on-level, and challenging—differ by the amount of text and sentence complexity, and the books are cumulatively decodable (they follow a sequence of phonetic elements).



Easy Library

These 16 books have fewer words per page and shorter sentences than the on-level books—designed for helping struggling readers build confidence and fluency.

On-Level Library

With longer sentences and more words per page than the easy books, these 16 books are a good fit for proficient first-grade readers.

Challenging Library

Offering more challenge for strong readers, these 16 books have more complex sentences, more words per page, and often more pages than the on-level books.

Informational and literary genres include science, social studies, biography, historical fiction, fantasy, and more.

Difficult **vocabulary words** are taught before and during reading.

High-Quality Resources Provide Variety and Rigor for Any Classroom

Teacher's Guides contain two lessons and a reproducible Practice Page per book. Teachers guide students' independent reading of the book and extend their understanding with comprehension instruction.

Pair this instruction with unit-aligned phonics and structural analysis practice using the *Little Book of Decoding*.

Unit 16 *Paul Bunyan and the Love-Struck Ox*

Introduce the book and word list

Tell children that this book is a special kind of made-up story called a **tall tale**. Explain that a tall tale is told like it's a true story, but we know it can't be true because the characters can do amazing things that real people and animals can't do. Point out that the man on the cover is Paul Bunyan and the blue ox is Babe. Have children briefly tell anything they know about these characters from other stories they've heard or read. Then ask how Paul and Babe compare in size with the trees in the picture. (They're much bigger than the trees.) Read aloud the title. Explain that **love-struck** means "being so in love that all you do is think about being in love."

Read aloud the word list with children. Explain that **hodge** means "to move" and **lickety-split** means "to act quickly."

Guide reading as needed

Listen to children read aloud individually or in small groups. Use the questions to check their understanding of what they just read.

Page 1 A **lumberjack** is a person whose job is to cut down trees for wood. What does the page say Paul Bunyan was like as a lumberjack? He was the best lumberjack who ever lived. (Understand vocabulary and characters)

Page 2 What detail tells us Paul is really strong? He could push over a tree with his little finger. (Understand descriptive language)

Genre: Tall tale
Key vocabulary: tall tale, love-struck, hodge, lickety-split, lumberjack, logging, cropped

Page 5 What detail tells us Babe is really strong? He dragged the state of Texas down the South. (Understand descriptive language)

Page 7 What does it mean that Paul and Babe were a logging team? They cut down trees together. Why do you think they're the best logging team? They're both so big and strong. (Understand characters; connect it)

Page 11 What does Paul want Babe to get to work? Why wasn't Babe hodge, or as he is in love with the cow and wants to sit watch her. (Understand characters)

Page 12 How does Paul get Babe to work again? He asks Buttercup to come to the logging camp with them. (Connect events)

Page 13 How does Buttercup feel about women? She hates it. What does it mean that she just **inspired**? She felt too sad to do anything. What does Babe do? He sits with Buttercup. (Understand characters and vocabulary)

Page 17 Why does the pile of logs get so big? because Babe stopped working (Connect events: Cause and effect)

Page 19 What do you think Paul will do with the green glasses? Predictions should be ways the glasses might solve the problem. (Make predictions)

Page 21 What do the green glasses do for Buttercup? They make everything look green like summer, which makes her happy. What does Babe do? He gets back to work dragging logs. (Connect events: Cause and effect)

Discuss the book after reading it

1. What was Paul Bunyan's first problem in the story? Babe stopped working because he wanted to sit by the cow he loved. How did Paul solve this problem? He asked the cow to come to the logging camp with them. What was the second problem? Babe stopped working because Buttercup was sad about it being winter. How did Paul solve this problem? He gave Buttercup green glasses to make it look like summer. She was happy, so Babe went back to work. (Describe plot: Problem and solution)

2. What is one thing you would like to do if you were as big and strong as Paul Bunyan? Answers will vary. (Connect text to self)

Focus on genre: Tall tales

Tell children that tall tales often include characters who are bigger and stronger than real people. To help readers see in their minds how strong or big these characters are, tall tale authors often exaggerate or say that something

PAUL BUNYAN A

36 PAUL BUNYAN AND THE LOVE-STRUCK OX

Comprehension skills and strategies are explicitly taught.

Increase Background Knowledge and Vocabulary with Informational Text

SUPER is an engaging informational text magazine written just for second graders. Magazines explore eight unique cross-curricular themes and can be taught in any order to suit established science and social studies units. Articles include a variety of features, Super Shorts (short articles for developing fluency), and poems.

Instruction builds background knowledge and vocabulary and scaffolds students' close reading through teacher think-alouds that model how to engage oneself in a conversation about text.

8
MAGAZINES TO
USE YEAR
AFTER YEAR!



Students learn to read and enjoy nonfiction in an **authentic form**.

This **science article** about camels is one of seven features in *Splash, Splash!*, which tells the story of water on our planet.

Engaging photographs and illustrations bring science and social studies topics to life.

No Water? No Problem!

Camels live in the desert, where it's hot and dry. It hardly ever rains, and when it does, the water dries up very quickly. Even so, camels can make long trips in the heat and can go for a long time without food or water. How do they do it? Take a closer look at these amazing animals and find out!

One Hump or Two?
Some camels have two humps. Others have just one. Many people believe that a camel's humps store water. They don't. Humps store fat from the food camels eat. They also help keep camels cool. If the fat were stored all over their bodies, it would be like being covered in a thick padding. The fat would hold in heat like a heavy coat. Keeping fat in one place keeps camels cooler.

Rich Reading Instruction Supports Science and Social Studies Learning

SUPER Magazine Teacher's Guides provide 10 lessons per 36-page magazine for teaching in small groups as well as reproducible Practice Pages. Differentiation tips throughout help teachers modify instruction for below-level and above-level readers.

LESSON 8

Guide reading and recalling details

Use "Famous Falls," pages 30-31.

SUPER vocabulary: *fabulous, spring*

Review "Famous Falls." Have children turn to pages 30 and 31. Have them read the title and tell what they think the article is about. (*Niagara Falls*) Point out Niagara Falls' location on a map. Explain that they will learn facts about Niagara Falls and where the water comes from. Preview the headings, photos, and captions to make predictions about what they will read.

Guide children as they read aloud and discuss pages 30-31. Listen to each child read as other children in the group follow along. Help children sound out decodable words. Use the comprehension questions to prompt discussion of the text and its vocabulary. Encourage children to ask questions too.



Understand vocabulary

Something **fabulous** is something wonderful or amazing. Look at the large photo on pages 30 and 31. What do you think makes Niagara Falls so fabulous? Answers will vary. Children might mention the amount of water or the beauty of the falls.

Use text features: Photos

Look at the photos on pages 30 and 31. Where does the water look like it is falling from? a high cliff, a lake. What do you notice

about the water? There is a lot of water; there is mist; there is a boat on the water.

Draw and support conclusions

Why are the falls described as a **thunder of rushing water**? Answers may vary. Children might mention the loud sound of water or the amount of water.

Determine important ideas

What is **The Maid of the Mist**? a boat that takes people to visit Niagara Falls

These **comprehension skills** (and more) are taught:

- Summarize
- Identify main idea and recall details
- Draw and support conclusions
- Locate information in graphs and charts
- Understand cause and effect
- Connect text to self
- Compare and contrast
- Connect ideas in text
- Use context clues to figure out meaning

Discussion after reading develops **critical-thinking, speaking, and listening skills.**

Explicit vocabulary instruction for content-area words prompts students to use context clues to determine word meaning.



Connect photographs and text
How do the photos on pages 30-31 help explain the text? They show the amazing sight of Niagara Falls. How do you know that the people in the inset photo are on the boat? The text describes passengers getting soaked on the boat. The people in the picture look soaked.

Use text features: Maps
Look at the map on pages 32-33. What prediction can you make about where the

water comes from? The water comes from the lakes. What do the arrows on the map tell you? Water from Lake Superior and Lake Michigan goes into Lake Huron. Then the water goes into Lake Erie and then to Niagara Falls.

Determine important ideas

What are the five lakes called? the Great Lakes. Where does the water from Niagara Falls go? into Lake Ontario.

Understand vocabulary

A **spring** is water that comes up from underground. Springs water goes into the Great Lakes.

Understand text features: Photos

Look at the inset photos on page 33. How are the pictures the same? They show the same spot at Niagara Falls. How are the two photos different? There is no water flowing in the left picture, and there is water flowing in the right picture.

Determine important ideas

Why did a dam need to be built? The rocks under the falls needed to be fixed. What did the dam do? It stopped the water from flowing.

After-Reading Discussion

Connect ideas

The theme of this issue is water. How does "Fabulous Falls" connect to the theme of this SUPER? It is about something that is fed by the Great Lakes.

Recall details

Where does the water for Niagara Falls come from? the Great Lakes. Where does the water from Niagara Falls go? into Lake Ontario. Where is the only other place on Earth with more fresh water than Niagara Falls? the North and South Poles.

Introduce Practice Page 28. Put out the page and explain how to do the activity. Have children complete the page independently.

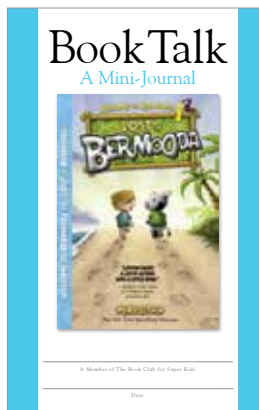
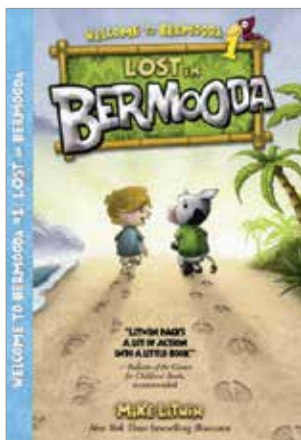
Instruction teaches students to use **informational text features**, such as headings, labels, photos, captions, charts, and diagrams.

Deepen Comprehension and Close Reading Skills with Authentic Literature

The **Superkids Book Club** features well-known trade books that capture students' diverse interests and meet a wide range of second-grade reading abilities.

Small-group instruction focuses on comprehension and vocabulary and helps students build fluency with each book. Book Talk Journals correspond to each title and include text-dependent questions that encourage students to make connections to and write about text.

Many of the titles are the first in their own series to encourage students to keep reading the series independently for enjoyment.



Book Talk Journals for each trade book include **text-dependent questions** that require close reading and thoughtful written response.

Chuck and Dakota get to know each other and seem to **get along** very well. What do they have **in common**, and why do you think they get along so well? Give examples from the story to support your answer.

Meet the Needs and Interests of Your Students with Flexible Resources

The **Superkids Book Club** Teacher's Guides provide 10 lessons per trade book for teaching in small groups as well as reproducible Practice Pages. Teachers select the book that best fits each small group, choosing from titles with Lexile® levels from 260 to 760. A sequence of titles is recommended for students reading below, on, and above grade level, however **The Superkids Book Club** is completely flexible.

LESSON 4



Use Lost in Bermuda
pages 54–65

Vocabulary: *contemptuous, frantically*

Briefly review what has happened in the story so far. Ask children to summarize what happened in the previous two chapters. (Chuck makes a cow disguise for Dakota and she, Dakota horse with him to visit his family. The Ferrises live in a huge house with other animals. Chuck tells the family that Dakota is a pet cow. As dinner, Dakota learns about the Wallingtons, who are very rich and own most of the island. Then one day, Dakota and Chuck go on the school field trip to the Horvath Center, where Dakota learns that the animals on the island think humans are terrible monsters. There is a display of a human skeleton that is not correct. It shows that humans are monsters with spiky backs, sharp teeth, and claws. Chuck realizes that everything he knows about humans is wrong. He suggests that they need a boat to find out where Dakota is from.)

Preview pages 54–65 and have children make predictions. Have children turn to page 54 and read the chapter title, “The

Raft.” Have them look at the illustrations on pages 56 and 60. Ask children what they think will happen based on the title and illustrations. (Dakota and Chuck will build a raft. The raft will sink.) Tell children they will read to find out if their predictions are correct.

Introduce new vocabulary words. Write the vocabulary words on the board and read them aloud. Discuss the definitions of the words and their connection to the story. Supply a context sentence for each word and call on a child to use it in a sentence.

contemptuous (page 55): a stack of art or genius. Dakota’s contemptuous attitude replaced that look just prior at the art show.

frantically (page 58): in a panic, hysterically. David searched frantically for his lost dog.

Guide children as they read aloud and discuss pages 54–65. Listen to each child read while other children in the group follow along. Help children sound out decodable words. Use the comprehension question to prompt discussion of the text and its vocabulary. Encourage children to ask questions, too.

Connect events
Why do Chuck and Dakota decide not to name their raft? It is not a ship, it is a raft. Having a name did not help the Ferrises because it sank.

Pages 55–57
Compare and contrast characters
How do Chuck’s and Dakota’s attitudes toward the raft differ? Chuck believes that the raft will work and will take Dakota back to his family. Dakota is doubtful.

Understand characters
Why does Chuck feel a little jealous of Dakota? Chuck wishes he were the one sailing on the raft. He wants to see the human world.

Pages 58–59
Retell key details
What happens to Dakota once he sets sail? The current and the waves are strong. The drops his paddles, and it floats away. **What happens to the raft?** It starts going toward jagged rocks on the shore. **What does Chuck do, and what happens to him?** Chuck tries to go to the raft, but the water is too rough and he goes underwater.

Comprehension questions prompt discussion of the text and its vocabulary.

Comprehension skills, such as recognizing problem and solution, deepen students’ understanding of the book.

Practice Pages with graphic organizers make comprehension and vocabulary instruction more concrete.

to help Chuck? He dives into the water with a life ring and lifts Chuck onto it.

Pages 62–63
Identify setting
Where do Chuck and Dakota go after they reach shore? to have a snack at a cafe.

Draw conclusions
Why do you think Chuck tells Dakota he is so lucky? Chuck loves adventure and wants to be the one to leave Bermuda.

Pages 64–65
Compare and contrast characters
How do Chuck and Dakota differ in how they feel about the island? Dakota finds it to be a relaxing paradise, while Chuck finds it boring.

Identify plot: Problem and solution
What is the problem that Chuck sees? There is no way of knowing what is out there or if there is a boat looking for Dakota. What solution does Chuck have? Ask Angus Atkins, who knows all the news.

and solution in stories. Remind them that the basis for many stories is the problem that characters are faced with and have to solve. Ask children what Dakota’s big problem is in the story. (He is lost in Bermuda.) Ask what solution Chuck and Dakota have tried to solve this problem. (Chuck and Dakota build a raft so Dakota can find his family.) Write this problem and solution on the board.

Explain that in this story, the characters are faced with additional problems while they try to solve the bigger problem. Ask children what other problems Dakota and Chuck come across and how they try to solve them. (Answers will vary. Possible responses are listed.) Write these problems and solutions on the board. Explain that these are all possible solutions that help move the story forward and help try to solve Dakota’s bigger problem of being lost in Bermuda.

Problem	Solution
Dakota is lost in Bermuda.	Chuck and Dakota build a raft for Dakota to go home.
The raft sinks.	Chuck and Dakota decide to go up Mount Maunakea to talk with Angus Atkins.



Introduce Practice Page 12. Have children identify different problems that the characters have had throughout the story so far. Have them write a solution to the problem either based on the story or based on their opinions.

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