

The Superkids

.....

Foundational Skills Kit

Discover the Joy in Learning to Read





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Based on the proven-effective *Superkids* pedagogy, *The Superkids Foundational Skills Kit* for grades K–2 makes learning foundational skills joyful and successful. The kit provides the essentials—the instruction and materials—for daily word work within your literacy block.



Motivate and Engage Students

Instruction innovatively connects concepts and stories with 14 captivating Superkids characters.



Build the Foundation

Systematic and explicit instruction builds the foundational skills that students need to become strong, fluent readers.



Apply Skills in Cumulatively Decodable Text

To increase fluency and ensure success, students practice reading text that aligns with the sequence of letter-sounds and sound-spellings taught in the lessons.



Complement Your Literacy Instruction

In 30–40 minutes per day, *The Superkids Foundational Skills Kit* adds emphasis to critical foundational skills—especially phonemic awareness, phonics, and fluency—within your literacy block and helps address any gaps in these skills.

If you...

... teach within a **balanced literacy framework**

... have a **core reading/ELA program** and students are **struggling with foundational skills**

... have identified a **gap in foundational skills** for any students



Then you implement the kit...

... to teach **foundational skills** during Word Work

... for additional **foundational skills** instruction and practice

... as a **stand-alone resource**

Motivate and Engage Students With the Superkids

The Superkids are a lively cast of relatable characters whose adventures and activities will keep your students motivated and engaged in learning foundational skills.

Instruction cleverly connects the Superkids to concepts such as letters and sounds, and decoding practice includes captivating, episodic stories about these loveable characters.



More Than Manipulatives

In addition to sets of manipulative cards, *The Superkids Foundational Skills Kit* provides a variety of resources to engage students and make learning fun: animated songs, online games, posters, Super Secret Reader, and more.





Seven Girls, Six Boys, and One Loveable Dog

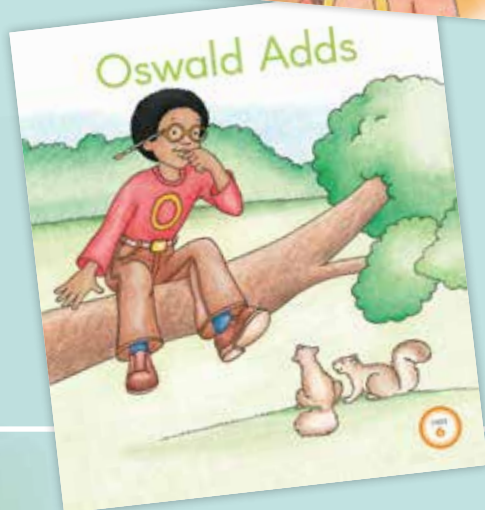
In kindergarten, students are introduced to the 14 Superkids characters a unit at a time. The Superkids begin as mnemonic devices to learn new letter-sounds. With unique personalities, special talents, and diverse interests, they quickly become good friends your students will keep throughout first and second grades.



Meet Oswald

Oswald is a talented artist who loves animals, particularly odd animals. He likes to read about animals, write about them, and especially draw them! He knows about the octopus, the ocelot, oxen, and otters. He even makes up his own odd animals like the kookaloo, the ott-ott, and the crid.

Students are introduced to Oswald in Unit 2 of kindergarten when they learn the Oo/õ/ letter-sound.



Build the Foundation for Successful Reading

The Superkids Foundational Skills Kit provides systematic, explicit instruction and practice in the foundational skills students need to be successful readers and writers—print concepts, phonological

awareness, phonics, word recognition, and fluency. These skills, along with handwriting, spelling, word analysis, and vocabulary, are taught using the Skills Books.

Kindergarten

In kindergarten, students learn the letters of the alphabet, one sound for each letter, and then apply their new skills by blending letter-sounds to decode and encode words and sentences.

The Superkids

In Units 1–12, each new letter-sound is associated with the new Superkids character(s) students meet, such as Ss/s/ for Sal in Unit 6.



★ Print and Book Awareness Sal's Skills Book

Use front cover of the Unit 6 Skills Book and "Sal's Song" recording or animation on the portal.



Review Superkids and introduce the next Skills Book. Play the game Who am I? to help children review the Superkids they have met. Give a clue about each Superkid and have children guess the name. For example, say, "I like odd animals. My name begins with the letter O. Who am I?" (*Oswald*) As each one is identified, have a volunteer point to his or her picture and name on the poster.

Grade K, Unit 6 Teacher's Guide

Phonemic Awareness

Students learn to discriminate sounds in initial, medial, and final position.

★ Phonemic Awareness and Phonics Identifying Yy/y/

Use Units 23–24 Skills Book page 1.

Develop phonemic awareness for /y/. Say "yellow" and have children repeat after you. Ask what sound they hear at the beginning of *yellow*. (*y/*) Tell children to point to the yellow lamp box on page 1 when you say a word that begins with /y/, as in *yellow*. Say these words:

- | | | |
|--------|-------|-----------|
| yes | tiger | yesterday |
| bubble | yell | always |
| yarn | inch | young |

Introduce uppercase and lowercase Yy and letter-sound correspondence y/y/. Point out the two letters at the bottom right of page 1. Tell children the big letter is *uppercase Y* and the smaller letter is *lowercase y*. Have them point to each letter and say its name with you. Explain that the letter *y* stands for the sound /y/ at the beginning of *yellow*.

Help children read sentences and identify *x* and *y* in words. Point out the sentences at the top of the page. Ask children to look at the last word in the first sentence. Tell them the word is *box* with *-es* on the end. Ask if *boxes* means one box or more than one box. (*more than one box*) Explain that *-es* can be added to the end of some words to make them mean more than one thing. Have children read the sentences to themselves and then aloud together.

Tell children to underline each *x* and *y* in the words in the two sentences. When they finish, call on children to say which words have the letter *x* or the letter *y*.

Differentiate If children need more support with Xx/ks/ and Yy/y/, use Activities 2–4 in the Unit 23 Differentiated Instruction section on page XX.

Additional Practice

Interactive Whiteboard Activities 1–2

Use these activities to reinforce Xx/ks/ and Yy/y/ with the whole class.



Grade K, Unit 23 Teacher's Guide

Differentiated Instruction

Lessons identify specific activities in the Differentiated Instruction section that can be used to provide additional support for students who need it.

First Grade

Students expand their letter-sound knowledge to include consonant digraphs, long-vowel patterns, *r*-controlled vowels, and vowel digraphs. They decode and encode using phonetic and structural patterns. They also learn to read and spell over 90 Memory Words, high-frequency sight words.

Daily Routines

Lessons begin with Daily Routines to reinforce and informally assess previously taught skills.

Daily Routines

Use the interactive whiteboard version of the routines, or follow these instructions.

Decoding

Write the words on the board. Have children read aloud across the rows several times. Then ask them to find and read aloud a word that means to like doing something (*enjoy*), a word that means full of anger (*rage*), and a word that means two times (*twice*).

toyshop joint points foil enjoy
mice race cage rage page
nice price twice stage

Spelling

Dictate the words and sentence. Discuss how */oi/, /j/, and /s/* are spelled in the words. Help children check their spelling and fix any mistakes.

point enjoy page race
The kids are nice.

Handwriting

Write the sentences on the board. Read them aloud with the class. Have children copy the sentences as independent work.

Get some exercise every day. That is good advice for all of us!

Phonemic Awareness and Phonics

Associating /ou/ with ow

Use Skills Book, Unit 15, page 95 and Sound-Spelling Card ow.

Develop phonemic awareness for /ou/. Ask children what it means when someone says, "Ow!" (*that something hurts*). Explain that *ow* is a word and it's also a sound in other words. Say the sound /ou/ again and have children repeat it. Then say each word below. Tell children to say, "Ow!" when they hear a word with the sound /ou/ in it.

cow down crowd loud
toy boil power dollar
howl cold bottle found

Introduce letter-sound correspondence for ow/ou/. Display Skills Book page 95, and have children turn to the page. Ask them to name the letters in the top left corner. (*o, w*) Explain that when the letters *o* and *w* are next to each other, they can stand for the sound /ou/. Point out that the words at the top of the page all have *ow* in them. Have children read the words aloud together.



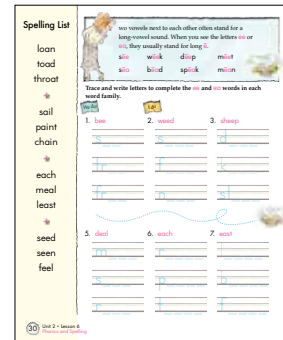
Child writes *ow* to complete these words: 1. flower, 2. down, 3. crowd, 4. cowboy, 5. grouse, 6. clown.

Have children write *ow* to complete words. Ask what Sal is saying in box 1. (*Ow!*) and why. (*He hurt his finger on a thorn on the flower.*) Point out that the word on the handwriting lines tells about the picture, but it's missing the letters *ow*. Tell children to trace the blue letters and write *ow* in the middle to complete the word. When they finish, have them read the word aloud. Then tell children to complete the rest of the words by tracing letters and writing *ow* where it belongs.

Phonics and Spelling

CVVC pattern with *ee* and *ea*

Use Skills Book page 30.



1. see, tree, free; 2. seed, feed, need; 3. deep, keep, sleep; 4. meal, seal, real; 5. reach, teach, teach; 6. least, beast, feast

Teach letter-sound associations *ee* and *ea*/E/. Display Skills Book page 30 and have children turn to the page. Read Ms. Blossom's tip aloud. Then read the first row of words with children. Ask which pair of vowels stands for long *e* in the words. (*ee*) Remind them that *see* spelled with two *e*'s means to look. Read

Spelling

In grades 1–2, weekly spelling lists feature words with the phonetic or structural element taught in the unit. Memory Words (sight words) are also on grade 1 spelling lists every other week.

the second row of words with children. Ask which pair of vowels stands for long *e* in the words. (*ea*) Remind them that *sea* spelled with *ea* is the name for a large body of water.

Have children write *ee* and *ea* to complete words in families. Read aloud the directions. Remind children that words in word families are spelled with the same letters at the end, and they rhyme. Have children read aloud the word *bee* at the top of the first column and tell which letters stand for long *e*. (*ee*) Point to the handwriting lines below and ask what word starts with *s* and rhymes with *bee*. (*see*) Then ask children what letters they should write to complete the word *see*. Tell them to write the letters. Help children complete the other words in the family in the same way. Then have them complete the words in the other families on their own.

Check and correct. Have children read and spell aloud the words they completed for items 2–6. Tell them to fix any mistakes. Discuss the meanings of *least* (the smallest amount), *beast* (another name for a large animal) and *feast* (a large meal).

Differentiate If children need additional support decoding and encoding CVVC words with *ee* and *ea*, use phonics activity 6 and spelling activities 11–12 in the Differentiated Instruction for Unit 2.

Spelling

Reviewing the spelling list

Use spelling list on Skills Book page 30 and Sound Spelling cards for *ai*, *oa*, *ee*, and *ea*.

Have children read and discuss the words on the spelling list. Have children identify the two vowels and vowel sound in each group of words on the spelling list, and then read the words aloud. Point out that *sail* spelled with *ai* is the word for the kind of sail that's on a boat, not a sale at a store.

Introduce Sound-Spelling Cards for *ai*, *oa*, *ee* and *ea*. For each card, have children identify the vowel pair in the word and read it aloud. Keep the cards displayed to remind children of these sound-spelling patterns.



UNIT 2 • LESSON 6 97

Grade 2, Unit 2 Teacher's Guide

Second Grade

Second graders build on the sound-spelling patterns and structural skills they developed in first grade. They learn new phonics and spelling skills, including less common letter-sound combinations and new Memory Words.

Phonics

Skills Book pages introduce and provide practice with new letter-sound correspondences.

Apply Skills in Cumulatively Decodable Text to Increase Fluency

Students build automaticity and fluency by reading cumulatively decodable, highly engaging Superkids stories. Story text closely matches the sequence of phonetic elements taught.

Explicit fluency instruction with decodable texts is the bridge between foundational skills and comprehension. As fluency builds, students' understanding of text grows.

Kindergarten

In kindergarten, the fluency goal is for students to read emergent-reader texts with purpose and understanding.

Fluency

Modeling supports students' development of fluency.

★ Fluency

Reading a decodable story

Use *Units 14–15 Skills Book* pages 8–10 and (optional) audio recording on the portal.

Discuss the story title and activate prior knowledge. Have children turn to page 8 and read the story title, “The Big Bus,” with you. Remind them that in the audio recording, they heard about a bus. Ask what bus they think this story is about. (*the old bus Gert and Gus said the Superkids could use as their meeting place*) Read Cass’s speech balloon. Ask children what they think the Superkids are going to discuss about the bus. (*whether the bus will make a good clubhouse*)

Provide a model of fluent reading. Before children read “The Big Bus,” you can have them listen to the story as it is read in an audio recording. In one version of the recording, the narrator discusses the pictures and what’s happening in the story as she reads the text. The recording with the commentary is especially helpful for struggling readers who have trouble decoding and comprehending the story at the same time. Tell children they should follow the pictures on pages 8–10 as they listen, but they don’t have to read along with the words.

Read the story with children in small groups. Have each child in the group read a sentence or two so you can assess children’s decoding skills individually. Use the questions in the lesson to check children’s understanding as they read. Choose which questions to discuss based on the needs and abilities of children in the group. See the Instructional Overview for more suggestions about how to differentiate instruction for each reading group.

Small-Group Reading

Beginning in Unit 9, teachers put students into small groups to read the decodable stories. Students read one decodable story in their Skills Book and one Decodable Book per unit.



1. Is the bus a good meeting place for the Superkids yet? Why or why not? It is not a good meeting place because it is dirty and full of junk, dust, and cobwebs.
2. Why does Doc say the bus is a bit odd? Plants are growing where the engine should be.
3. How does Alf feel about the bugs on the bus? He doesn't like them. He says, "Ugh!" What does Ettabetta do about the bugs? She sweeps them off with a broom.
4. What does Toc notice about the bus? It has lots of dust. What do Tic and Tac do about the dust? They start wiping the dust off with a cloth and brush.
5. Does Lily think the bus will make a good clubhouse? no How do you know? She says the bus will be hot.
6. Why does Frits say the bus is the best club? The bus is big enough for the Superkids.

Differentiate: Below Level Remind children that an exclamation mark is used to show that a word or sentence should be read in a louder voice or with strong feeling. Guide them to read the exclamatory sentences on pages 9 and 10 with appropriate expression.

Checking Understanding

Teachers use the questions in the lesson to check students' understanding as they read a story.



First Grade

First graders build fluency as they apply their more advanced letter-sound knowledge to reading longer, more complex decodable texts. They read two short decodable stories in their Skills Book and two longer Decodable Books per unit.

Phonics and Word Recognition

Before reading, students review the decodable words with the phonetic elements and Memory Words for the unit.

Daily Routines

Use the interactive whiteboard version of the routines, or follow these instructions.

Decoding

Write the words on the board. Have children read aloud across the rows several times. Then ask them to find a word that means to shine with light (*glow*) and a name for a large group of people. (*crowd*)

grow glow bowl throw own
found brown slow south crowd

Spelling

Dictate the words and sentence. Discuss how to spell /b/ and /ou/ in the words. Help children check their spelling and fix any mistakes.

found brown slow
The clouds did not stop our walk.

Handwriting

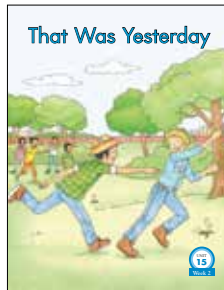
Write the sentences on the board. Read them aloud with the class. Have children copy the sentences as independent work.

The kids walk to the park on a warm day. Golly follows along.

Phonics and Word Recognition

Previewing a decodable book

Use the decodable book *That Was Yesterday* (outside and inside front covers).



Reading Warm-Up List

Sound-Out Words		
ou	ow = Oww!	ow = O
sound	how	slow
counted	now	shows
shouted	snow	window
loudly	frowning	
ground	scowled	
out		
our		
Memory Words		
warm	walk	done
once		
Story Words		
magazine	goes	water

Discuss the book title and cover. Distribute copies of the book to children in a small group. Read aloud the title. Ask what *yesterday* means. (*the day before this day*) Explain that in the story something happens the day before that the Superkids will remember the next day. Ask what it looks like the Superkids are doing in the picture on the cover. (*playing outside, maybe playing tag*) Tell children they can read the story to find out what happens in the kids' game.

Review decodable *ow* and *ou* words from the book. Tell children to turn to the Reading Warm-Up List on the inside front cover. Point out that *ou* and *ow* stand for /ou/ in the words in the first two columns, and *ow* stands for /o/ in the words in the last column. Have children read aloud the words in each column. Repeat until they can read the words smoothly, without hesitation. Remind them that if they aren't sure which sound *ow* stands for in a word when they are reading, they should try each sound, /ou/ and /o/, to see which makes a word that makes sense in the sentence.

Review the Memory Words and Story Words. Have children read aloud the Memory Words. Then read aloud the Story Words and have children repeat each word after you.

UNIT 15 • LESSON 9 137

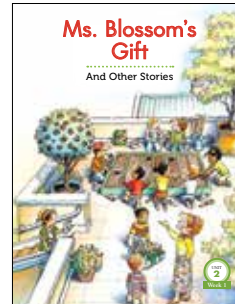
Fluency

Explicit instruction includes reading with expression, observing punctuation, reading at an appropriate rate, and more fluency skills.

★ Fluency

Reading a decodable story using appropriate expression

Use the Unit 2, Week 1 decodable book, *Ms. Blossom's Gift and Other Stories*.



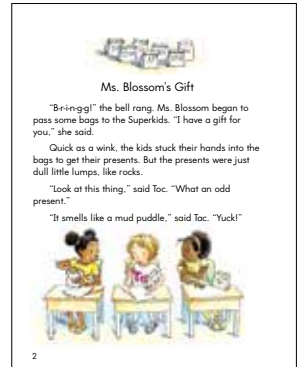
Reading Warm-Up List

Sound-Out Words		
le	ng	sitting
little	long	acting
puddle	stung	buzzing
tickle	sting	bugging
bumblebee	bring	pinching
	spring	planting
	thing	

Introduce the book and first story. Display the front cover of the decodable book and have children discuss what's happening in the picture. (*It looks like Ms. Blossom, Alf, and Ettabetta are working in a garden.*) Read aloud the title, *Ms. Blossom's Gift and Other Stories*. Point out that the first story could be about a gift Ms. Blossom gives or a gift she receives. Tell children they can read the story to find out who gets the gift and what it has to do with gardening.

Review the Reading Warm-up List. Display the the inside front cover of the book. Have children read the *le* and *ng* words aloud together. Ask what's alike about the *ng* words in the last column. (*They all end in -ing.*)

Discuss and model how to read with expression. Have children follow along as you read aloud the first page of *Ms Blossom's Gift*. Ask how *Toe* and *Tac* felt about the gift when they first open it. (*They thought it was odd and yucky.*) Explain that when you read aloud the words a character says, you should try to show how the character is feeling. Demonstrate *Toc's* confusion and *Tac's* disgust as you read aloud their words a second time. Then have children read their words aloud with you.



Ms. Blossom's Gift

"Bring-gg!" the bell rang. Ms. Blossom began to pass some bags to the Superkids. "I have a gift for you," she said.

Quick as a wink, the kids stuck their hands into the bags to get their presents. But the presents were just dull little lumps, like rocks.

"Look at this thing," said *Toc*. "What an odd present."

"It smells like a mud puddle," said *Tac*. "Yuck!"

Have children take turns reading aloud chorally. Call on different groups of children (front row, back row, girls, boys) to read aloud a few sentences or paragraph at a time. Continue in this way until the whole story has been read. Remind children to try to show how each character is feeling when reading the character's words.

78 UNIT 2 • LESSON 1

Grade 2, Unit 2 Teacher's Guide

Second Grade

Students practice decoding more complex text to become more accurate, fluent readers. In each unit, second graders read two Decodable Books, each containing five stories featuring the Superkids.

Teach With Resources Designed for Engagement—the *Superkids* Way!

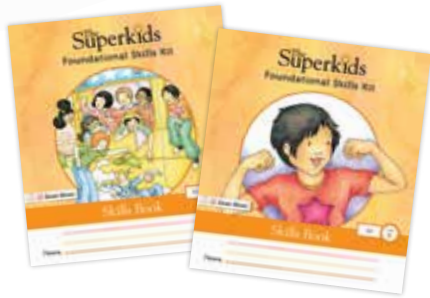
TEACHER RESOURCES

Instructional & Classroom Materials	K	1	2
Teacher's Guides	•	•	•
Instructional Overview	•	•	•
Assessment Books	•	•	•
Letter Formation Guide	•	•	•
Practice Page Masters	•	•	•
Backpack Page Masters	•	•	•
Picture Cards	•	•	•
Alphabet Cards	•	•	•
Tactile Cards	•	•	•
Letter Cards	•	•	•
Digraph and Trigraph Cards	•	•	•
Sound-Spelling Cards	•	•	•
Memory Word Flash Cards	•	•	•
Classroom Posters	•	•	•
Ice Cream Paper	•	•	•
Teacher Set of Decodable Books	•	•	•
Teacher Set of Take-Home Decodable Books	•	•	•



STUDENT RESOURCES

Kindergarten



Skills Books

1 set of 18 per student



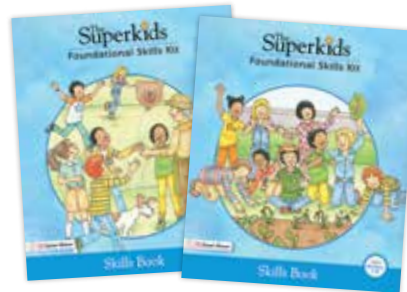
Decodable Books

23 titles (color)

Take-Home Decodable Books

23 titles (black and white)

First Grade



Skills Books

1 set of 2 per student



Decodable Books

34 titles (color)

Take-Home Decodable Books

34 titles (black and white)

Second Grade



Skills Books

1 set of 2 per student



Decodable Books

32 titles (color)

Take-Home Decodable Books

32 titles (black and white)

DIGITAL RESOURCES

MyZBPortal.com

Online access to daily lessons, standards correlations, interactive activities for differentiated instruction, and more



Online Games

Games for students to practice skills with their friends, the Superkids

The Superkids

Foundational Skills Kit

Discover the Joy in Learning to Read



MOTIVATE



BUILD



APPLY

For more information, contact your local sales consultant,
visit zaner-bloser.com, or call **888.378.9258**.

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