



Fiction Readers

Lessons and Activities

Fluent Plus

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Implementation Guide

Fiction **Readers**

**Fluent/
Fluent Plus**

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Research to Practice

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

► Introduce the Text

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

► Read the Text

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

► Discuss the Text

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

The White Owl

Small-Group Reading Lesson

1 Introduce the Text

1. Show students the front cover of the book. Read the title, author name, and illustrator name. Read the names of the chapters in the table of contents together.
2. Take a picture walk through the book with students. Have students make predictions as they think about the title and chapter names and view the illustrations.
3. Discuss two to three content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: look at the images on each page; and think, talk, and ask questions about what they read.

2 Read the Text

1. Have students whisper-read pages 4–11 independently. Observe students' reading successes, struggles, and strategies.
2. Ask students to retell the section of the story, either as a group discussion or with partners. Encourage them to refer to the words and pictures as they share.
3. Ask students to tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. Use the following ideas to address words that caused struggles or inaccuracies:
 - **PARENTS'**—Remind students that apostrophes can have different jobs. They are used in contractions and to show possession. Usually, the apostrophe goes after the noun and before the *s* (*girl's* shows something belongs to one girl). If the noun is plural, though, the apostrophe goes after the *s* (*girls'* shows something belongs to more than one girl). In the text's example, the car belongs to both of Owen's parents.
 - **REALISTIC**—Write this word for all to see, and split it into syllables *re/alis/tic*. Underline the letters *e* and *i* in the word, and identify these letters together as a vowel digraph. Tell students that these letters work together to make the long *e* sound. Have students identify that the next two syllables have short vowel sounds because they are closed syllables.
 - **ALBINO**—Encourage students to sound the word out and break it into syllables *al/bi/no*. Have them identify the long vowel sounds (the *i* and *o*). Challenge them to use context clues to explain the word's meaning.

3 Discuss the Text

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

- *Why is Owen going to stay with his grandparents? How does he feel about staying with them? (extra support) Where does Owen usually go in the summer? Why can't he go this year? What is Owen looking forward to doing with his grandparents?*
- *What is special about the great horned owl in the story? (extra support) Why is an albino great horn owl a big deal?*
- *What is the meaning of the words albino and horns? (extra support) What context clues tell you more about what the words mean?*

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Research to Practice

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

► **Introduce the Strategy**

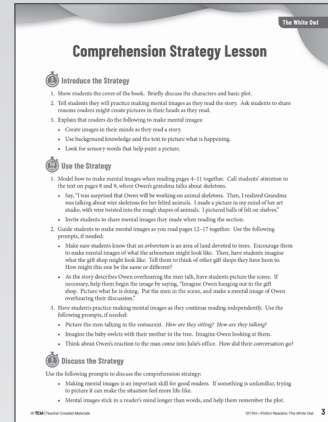
Quickly and efficiently, review the book and introduce a key comprehension strategy. In just five minutes, define the strategy and its purpose.

► **Use the Strategy**

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

► **Discuss the Strategy**

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



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

► **Set a Purpose for Rereading**

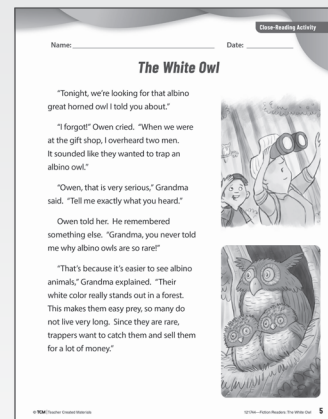
The teacher guides students to think about story elements, word choice, language, or author's craft as they prepare to reread.

► **Reread an Excerpt**

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

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

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



Research to Practice

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

► **Focused Fluency Activity**

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

► **Reader's Theater Activity**

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

► **Fluency Model**

Students listen to the professional recording of the story.

Reader's Theater Script

Name: _____ Date: _____

The White Owl

Mom: Owen, tell us all about your time with your grandparents.

Dad: Yeah, you said it was awesome, but you didn't share many details.

Owen: Well, we spent a lot of time at the arboretum. Grandma sells her felted animals there, so we went to the gift shop to drop off her finished birds.

Dad: Was going to the gift shop really that awesome? That surprises me a little. I thought you would want more adventure than that.

Owen: Oh, well, we went hiking a lot too. There are great trails in the forest. We looked for different animals. Especially birds.

Mom: That does sound like fun! What types of animals did you two see?

Owen: Just regular forest animals, I guess. Squirrels and rabbits. A few deer. We mostly looked for great horned owls.

Dad: You know, that reminds me! When we ate breakfast at the diner before leaving your grandparents' house, I read an article in the newspaper. It said there were rumors of an albino owl in the forest.

Owen: An albino owl? Sounds unlikely.

Dad: Yes, it said there was a man who wanted to hunt it for money because it is so rare. But his plan was ruined by an undercover trapper.

Mom: Wow! I'm glad they were able to stop the man. I wonder if there really is an albino owl there. If there is, I bet it's beautiful!

Owen: Oh, it is!

Mom and Dad: What?!

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Research to Practice

Fiction Readers instruction includes four options for extending each lesson:

► **Foundational Skills or Word Study**

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

► **Fluency Model**

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

► **Writing about Reading**

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

► **Content-Area Connection**

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

The White Owl

Extension Options

Foundational Skills

Inflectional Endings

1. Write *inflectional endings* on the board. Tell students these are word endings that change the tense of a base word but not the meaning. Write the word *walk* on the board, and ask students what inflectional endings could be added. Write their answers by the word. Different forms of *walk* include *walks*, *walked*, and *walking*.
2. Share the following additional information with students:
 - Inflectional endings can also change the number of a word, such as adding an *-s* to *girl* to make the word plural: *girls*.
 - Adding an ending like *-er* to *walk* is not, strictly speaking, an inflectional ending. It does slightly change the meaning of the base word. A *walker* is a person who walks or a device used to help a person walk.
3. Distribute copies of *Inflectional Endings* (page 8), and read the directions together. Give students time to complete their work. Then, go over their responses as a class.

Fluency Model

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

Writing about Reading

The Alphabet Game

1. Point out that the alphabet game Owen enjoys comes up several times in the story.

Call students' attention to the chapter titles, all of which are part of the game. Ask students to share any similar games they might have played.

2. Tell students they will be playing the alphabet game, too. If possible, take students on a walk through the building in search of words that begin with each letter of the alphabet. Another option is to search the classroom.
3. Distribute copies of *Alphabet Game* (page 9), and read the directions together. Take students on a walk to hunt for words. Students might enjoy working with partners as they fill in their sheets. Remind students to use proper spelling as they play the game.

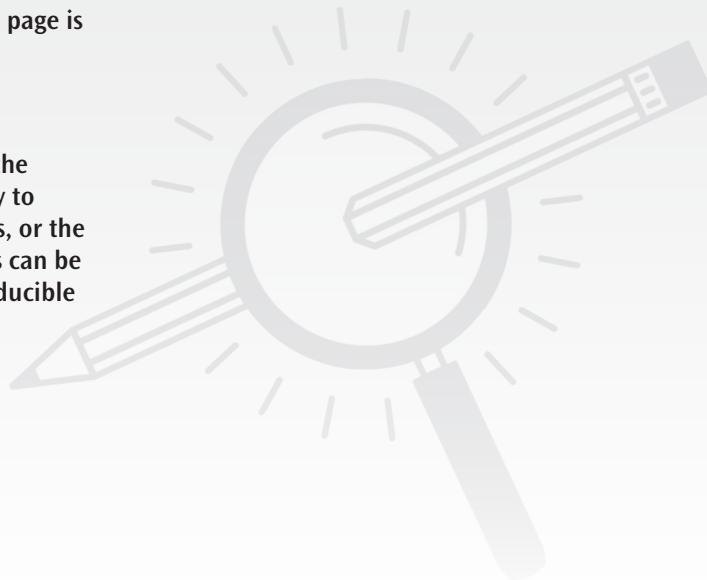
Arts/Movement Connection

Owl Art

1. Remind students that Owen's grandma enjoyed felting small birds to sell in the gift shop. If possible, show students an example of something that has been felted, either online or in real life.
2. Tell students they will use craft supplies to create owls. Offer students supplies such as yarn, feathers, scraps of construction paper, cotton balls, fabric, and pipe cleaners. If necessary, let students use crayons or markers, but encourage them to use the supplies to create their owls.
3. Distribute copies of *Owl Art* (page 10), and read the directions together. Give students time to create their artwork using available supplies.

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

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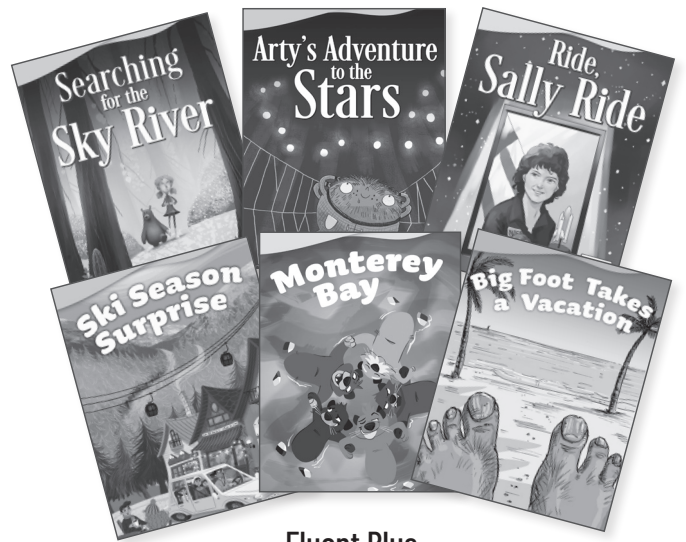
Kit Components

Book Trios

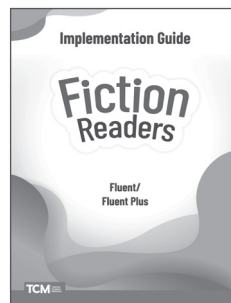
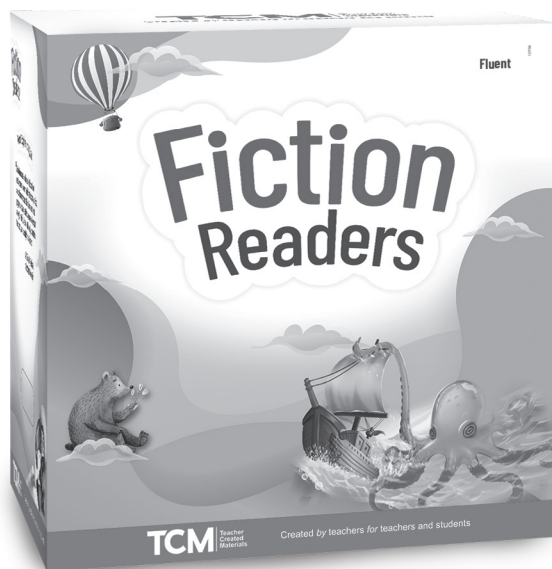
Each kit includes 15 readers with 5 trios. Each trio of full-color books offers different stories based on a common theme.



Fluent

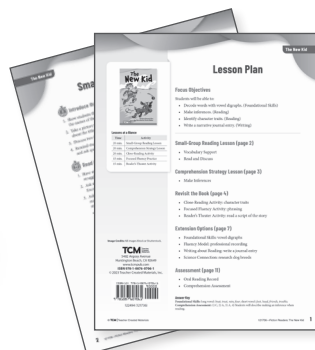


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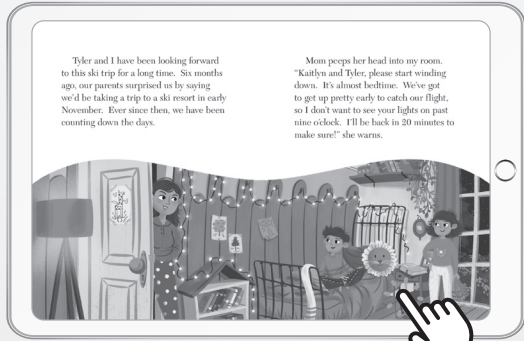
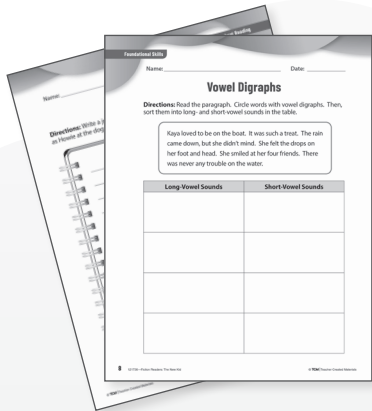
Implementation Guide

This teacher resource supports best practices for literacy instruction.



Lesson Plans

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



Digital Resources

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

Pacing Options

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

Option 1

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

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

Option 2

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

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

Option 3

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

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

Fluent Plus Scope and Sequence

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

Objectives	<i>A Team for Everyone</i>	<i>So You Think You Can Run?</i>	<i>Sliding Home</i>	<i>The Dog Who Changed History</i>	<i>Elderberry Pie</i>	<i>Bess</i>	<i>The Super Five</i>	<i>Big Dreams</i>	<i>An Even Playing Field</i>	<i>Ski Season Surprise</i>	<i>Monterey Bay</i>	<i>Big Foot Takes a Vacation</i>	<i>Arty's Adventure to the Stars</i>	<i>Searching for the Sky River</i>	<i>Ride, Sally Ride</i>
Reading Comprehension Strategies															
Establish a purpose for reading.			X				X							X	
Generate questions.		X											X		
Make and confirm predictions.	X											X			
Summarize and evaluate details.			X					X		X					
Synthesize elements.				X											X
Make connections.					X										
Make inferences.						X			X						X
Make mental images.											X				
Monitor comprehension.	X							X							
Content-Area Connections															
Mathematics		X			X	X						X	X		
Science							X	X			X				
Social Studies			X	X					X						X
Arts/Movement	X									X				X	



Lessons at a Glance

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

Lesson Plan

Focus Objectives

Students will be able to:

- Decode and spell contractions. (Foundational Skills)
- Establish a purpose for reading. (Reading)
- Explain how illustrations and graphic features contribute to specific aspects of the characters. (Reading)
- Create sensory poems. (Writing)

Small-Group Reading Lesson (page 2)

- Vocabulary Support
- Read and Discuss

Comprehension Strategy Lesson (page 3)

- Establish a Purpose for Reading

Revisit the Book (page 4)

- Close-Reading Activity: how illustrations and graphic features contribute to characterization
- Focused Fluency Activity: phrasing
- Reader's Theater Activity: read a script of the story

Extension Options (page 7)

- Foundational Skills: contractions
- Fluency Model: professional recording
- Writing about Reading: sensory poem
- Science Connection: collect and record data over time

Assessment (page 11)

- Oral Reading Record
- Comprehension Assessment

Answer Key

Foundational Skills: 1) shouldn't, 2) would not, 3) could, 4) won't, 5) shall not, 6) who'd, 7) you, 8) they had 9) he'd, 10) she; **Comprehension Assessment:** 1) B, 2) C, 3) A, 4) Students will write how the illustrations helped them to better understand the characters.

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Small-Group Reading Lesson



Introduce the Text

1. Display the front cover of the book. Guide students to read the title, author name, and illustrator name. Read the names of the chapters in the Table of Contents together.
2. Take a picture walk of the book with students. Point out illustrations and/or text that will be important to note as they read the story independently. Have students identify the genre of the book. *How is this book different from others we have read? What does this tell you about the book's genre?*
3. Discuss two to three content and academic vocabulary words from the text with students.
4. Remind students that readers do the following: look at the illustrations on each page; and think, talk, and ask questions about what they read. Encourage students to pay special attention to how the graphics and illustrations help them better understand the characters and the setting.



Read the Text

1. Have each student whisper-read pages 4–9 independently. Observe each student's reading successes, struggles, and strategies. Monitor student progress as they read and modify the pages they should read, if necessary.
2. Ask students to retell this section of the story, either as a group discussion or with partners. Encourage them to refer to the words and illustrations as they share.
3. Ask students to tell you about the words in the story. Acknowledge the words or word parts students were able to recognize accurately. Use the following ideas to address words that caused struggles or inaccuracies:
 - **MECHANICAL**—Write the word for all to see. Underline the *ch*. Explain to students that the /ch/ says the /k/ sound in this word. Have students divide the word into syllables to help them decode. Have students put all the parts together to read the word. Read the word in context on page 4 to discuss the word's meaning.
 - **CALAMITY**—Write the word on the board, and pronounce it for students. Work with them to syllabicate it (*ca/lam/i/ty*). Ask students to identify the stressed syllable. Model the correct pronunciation again, and have students repeat it. Ask students why Dr. Calamity's name makes him a suspicious character.



Discuss the Text

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

- *What is the problem at the beginning of the story?*
(extra support) *Does the teacher get to class on time? What does Nelson hear on page 7?*
- *How might the students work well together as a team?*
(extra support) *What are the student's superpowers? How could they use their powers to work together?*
- *What predictions do you have about Dr. Calamity?*
(extra support) *What do the text and illustrations tell you about Dr. Calamity?*

Note: Before teaching the Comprehension Strategy Lesson, have students complete the book.

Comprehension Strategy Lesson



Introduce the Strategy

1. Display the front cover of the book. Review the title, author name, and illustrator name.
2. Explain that readers do the following to establish a purpose for reading:
 - Ask, “Why did the author write this piece?” Look for clues to show that the author is trying to persuade, inform, entertain, explain, or describe.
 - Analyze the structure of the text, such as sequence of events or problem and solution.
 - Use the author’s purpose and text structure to learn about something new, read for enjoyment, read to research a topic, read to study, etc.



Use the Strategy

1. Model establishing a purpose for reading as you read pages 3–5 together.
 - After reading pages 3–5, say, “This page is introducing the setting. I’m thinking that the story is meant to be funny because of this introduction. ‘Professor Wonder Boy’ seems like a silly name. The Super Five characters are introduced on these pages. They don’t have silly names, but some of the descriptions about them are funny. For example, Eriko doesn’t like the smell of cheese. I think that the author is writing to entertain readers. I don’t think this is a book that I will read to learn something new. Maybe it will teach me a lesson.”
2. Guide students to establish a purpose for reading as you read pages 6–9 together. Use the following prompts if needed:
 - *What is the author setting up in this part of the story? How do the descriptions and events make you feel?*
 - *Based on the pages we’ve read so far, what do you want to find out as you continue to read?*
3. Ask students to think of their purpose for reading as they continue reading the story. Use the following prompts if needed:
 - *What questions do you have as you read?*
 - *How do these events fit into a problem-and-solution story structure?*
 - *What lesson do the professors and students learn?*
 - *How does the author incorporate a message into the solution of the story? Why did you want to keep on reading?*



Discuss the Strategy

Use the following prompts to discuss the comprehension strategy:

- We determined and explained how to establish a purpose for reading. Talk to a partner about the strategies you used to determine the author’s purpose and message.
- When you read or listen to a story, you can determine the author’s purpose and message by establishing a purpose for reading to improve your understanding.

Revisit the Book



Close-Reading Activity

Illustrations, Graphic Features, and Characterization

1. Discuss with students that rereading part of a story can help them notice important details. Readers can discover more about what the author wants them to know and find answers to their questions.
2. Say, “Today, we are reading closely to discover how the illustrations and graphic features in the story contribute to specific aspects of the characters.”
3. Distribute copies of *Close-Reading Activity* (page 5) and the book. Say, “As I read aloud, follow along.” Read aloud pages 16–18 in the book.
4. Explain that this story is told in the form of a graphic novel. It has more illustrations than a typical book and speech bubbles for the dialogue. Use the following prompts to guide students’ thinking about how the illustrations contribute to characterization:
 - *Why is there no dialogue on the bottom-left panels of pages 16 and 17? What is the purpose of making “EW!!” uppercase on page 16? How does the author/illustrator show that all the students are feeling the same way in that panel?*
5. Say, “On pages 16–18, I see several students at one time in some panels. Those are called *long shots*.” Ask, “How do *long shots* affect a reader’s understanding of the action?” Continue by using the following prompts to help students think about characterization:
 - *What purpose does the last panel on page 17 serve? How do the bottom illustrations on this page contribute to your understanding of Lisbet?*
6. Ask students to underline places in the text on the *Close-Reading Activity* sheets where Lisbet’s internal or external personality traits are evident. Discuss with students how these examples are enhanced by the illustrations.



Focused Fluency Activity

Phrasing

1. Review with students that phrasing during reading means putting meaningful groups of words together. There are different kinds of phrases. Prepositional phrases are phrases that begin with words called *prepositions*.
 - Write *There’s a secret passage in this wall* on the board. Underline *in this wall*. Explain that the word *in* is a preposition that forms the prepositional phrase *in this wall*. The prepositional phrase is embedded within the sentence.
 - Work with students to make a list of prepositions. Provide students with sentences from the book that contain prepositional phrases to practice phrasing with partners.



Reader’s Theater Activity

- Have students read the *Reader’s Theater Script* (page 6).
- Encourage students to use phrasing and read accurately to improve understanding.
- Switch roles for repeated readings.

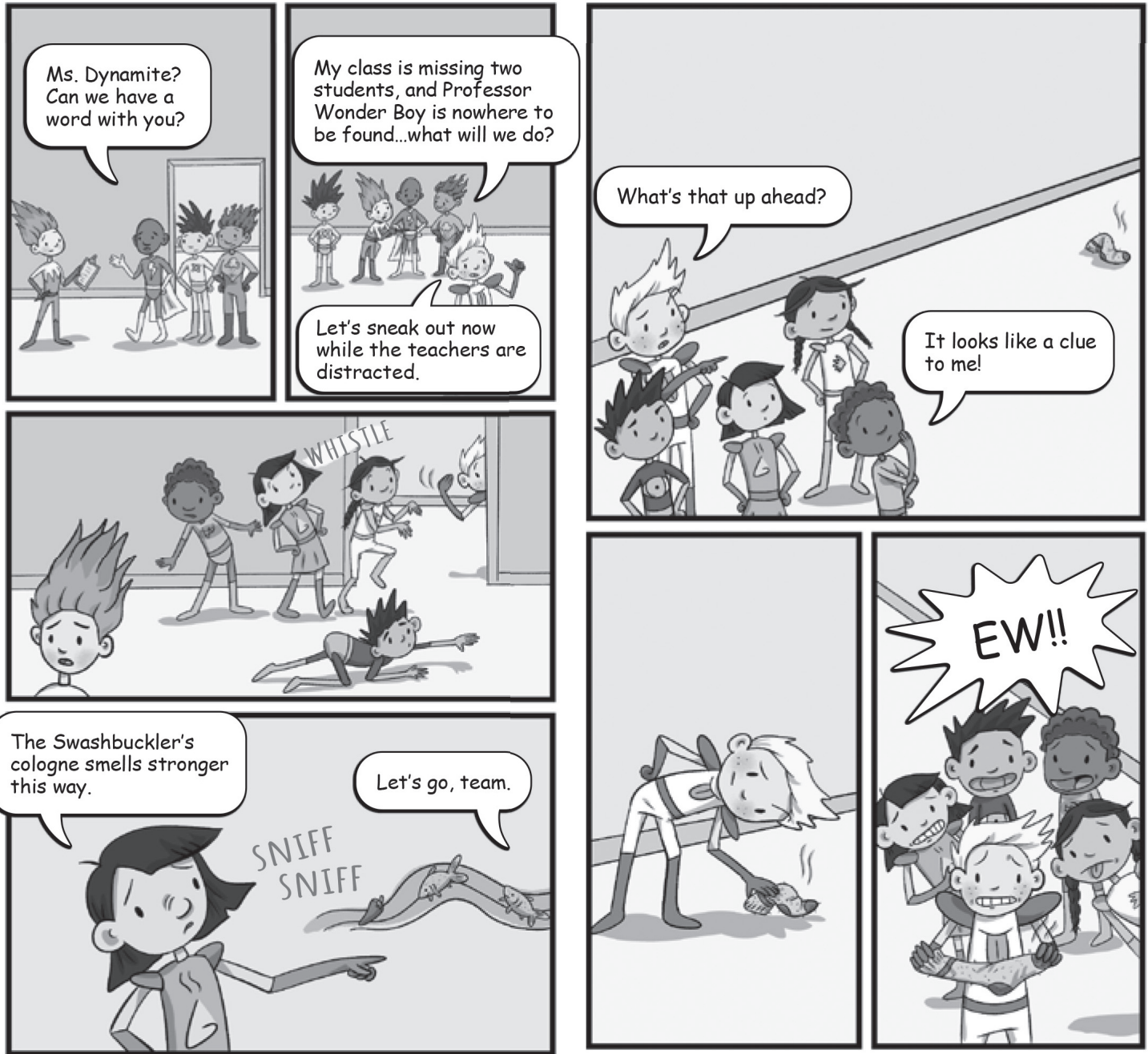
Assessment Opportunity

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

Name: _____

Date: _____

The Super Five



Name: _____

Date: _____

The Super Five

- Professor Wonder Boy:** Super students, how is your new teacher doing in Villainology and Evil Schemes class?
- Lisbet:** I like him. He hasn't made me lick anything.
- Mitsou:** I haven't had to freeze him yet.
- Professor Wonder Boy:** It sounds like he will be a good instructor.
- Nelson:** Speaking of Dr. Cal, we are late for his class!
- Dr. Cal:** It's nice of the Super Five to show up.
- Lisbet:** Sorry, Dr. Cal. I had to finish a lollipop. Once I start licking one, I can't stop until I'm finished.
- Nelson:** I apologize, Dr. Cal. I was listening to a podcast about how to keep your ears free of wax.
- Eriko:** Dr. Cal, someone in here was nibbling very stinky cheese, and I just couldn't come in.
- Mitsou:** Dr. Cal, I came across a kitten. That felt like velvet. I had to keep petting it.
- Dr. Cal:** Go ahead, Hector. What's your excuse?
- Hector:** Uh, well, I have already heard the lesson. You were talking about the responsibilities that go along with superpowers.
- Dr. Cal:** What are those responsibilities?
- Hector:** I know one of them. It is telling the truth.
- Dr. Cal:** Thank you, Hector. Let's continue our lesson. It sounds to me like you all need to hear it again!

Extension Options

Foundational Skills

Contractions

1. Begin by asking students to brainstorm everything they know about contractions. Make a list of their responses on the board. Address any ideas that are incorrect.
 - Determine what your students need to review about contractions. If necessary, teach a review. Explain that we rely on contractions when we speak and that they play a large part in the dialogue we read. Demonstrate how contractions are formed by combining words, removing letters, and replacing the letters with apostrophes. Create lists showing how contractions are formed from the same base word (e.g., *she + will = she'll, she + had = she'd*).
2. Review that some contractions are confused with other words, and discuss the meanings of the other words: *it's/its, you're/your, they're/there/their*.
3. Challenge students to add contractions from the book to the anchor chart.
4. Distribute copies of *Contraction Action* (page 8). Students will spell contractions and write their meanings.

Fluency Model

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

Writing about Reading

Sensory Poems

1. Ask students to recall the special talents of the characters in the story. Distribute copies of *Sensory Poem Organizer* (page 9). Explain

that a sensory poem describes something by telling how something looks, feels, smells, tastes, and sounds.

2. You can have students write individual poems about something they choose, or if possible, take them outside to observe a place that will inspire them.
 - Tell students that they will use all of the Super Five sensory powers to write their poems. They will record three descriptive words in each sensory category.
3. Students will use their completed organizers to write their sensory poems (*I hear...*, *I smell...*, etc.). When they are finished, students can read the poems aloud, leaving out the last two lines. The other students can guess the topics of the poems.

Science Connection

Super Feats

1. Discuss that even though we may not have superpowers, we can all improve our skills. Distribute copies of *Super Feats* (page 10). Explain that students will have the opportunity to work toward improving some fun skills.
2. Read the directions with students. Explain that they will be collecting and recording data. This will include measuring using the metric system and stopwatches or clocks.
3. Provide students with the materials needed to complete and measure the skills (metric rulers, stopwatches, or clocks). Students will work with partners to complete the activities, once as a baseline and at least one other time to track improvement.

Note: You may substitute other activities, if desired. Students can perform the activities more than twice if time permits. Find how to fold a paper football on the internet.

Assessment Opportunity

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

Name: _____

Date: _____

Contraction Action

Directions: Complete the lists of contractions. Write the word, the contraction, or the two words that make each contraction.

I + have = I've

do + not = don't






1. should + should not = _____
2. would + _____ = wouldn't
3. _____ + could not = couldn't
4. will + will not = _____
5. shall + _____ = shan't
6. who + who had = _____
7. _____ + you had = you'd
8. they + _____ = they'd
9. he + he had = _____
10. _____ + she had = she'd

Name: _____

Date: _____

Sensory Poem Organizer

Directions: Choose a scene, object, or idea to observe or think about for your poem. Use your five senses to complete the poem web. Write three descriptive words for each sense on the web. Use the organizer to write a sensory poem.

 I feel...	
 I hear...	
 I taste...	
 I see...	
 I smell...	

What could it be?

It's _____!

Name: _____

Date: _____

Super Feats

Directions: Work with a partner to complete the activities. Ask your partner to measure and record your performance on each activity. Complete the activities again, and compare the data to your first try. Work to improve your rate and scores.

Paper Football Goals
(one minute)

First try: _____

Second try: _____

Improvement: _____

Write Your Name in Cursive
(one minute)

First try: _____

Second try: _____

Improvement: _____

Paper Airplane Distance
(3 tries each time)

Longest distance/first 3 tries:

Longest distance/second 3 tries:

Improvement: _____

Note: Use the same airplane for all tries.

Block Stack (one minute)

First try: _____

Second try: _____

Improvement: _____

Note: Use any blocks available (pattern blocks, etc.).



Name: _____ Date: _____

The Super Five

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

Page	Text	E	SC	Cues Used					
				E			SC		
				M	S	V	M	S	V
3	Professor Wonder Boy runs Wonder Kids School. He was			M	S	V	M	S	V
	once the world's most famous hero. Now, he teaches			M	S	V	M	S	V
	kids how to be super. Students come from all over the world,			M	S	V	M	S	V
	and they all have different powers. But there are five kids			M	S	V	M	S	V
	who have extra special powers.			M	S	V	M	S	V
4	I'm Hector. My power			M	S	V	M	S	V
	is a super sense of			M	S	V	M	S	V
	sight! I can see long			M	S	V	M	S	V
	distances and through			M	S	V	M	S	V
	solid objects! I love			M	S	V	M	S	V
	scavenger hunts.			M	S	V	M	S	V
	And finding			M	S	V	M	S	V
	where parents			M	S	V	M	S	V
	hide presents!			M	S	V	M	S	V
	Yeah, that did			M	S	V	M	S	V
	happen once....			M	S	V	M	S	V
	I'm Mitsou. My power			M	S	V	M	S	V
	is a super sense of touch!			M	S	V	M	S	V
	I can freeze anything			M	S	V	M	S	V
	I touch. And I get how			M	S	V	M	S	V
mechanical things work.			M	S	V	M	S	V	
And she's funny			M	S	V	M	S	V	
too! Tell us a			M	S	V	M	S	V	
joke, Mitsou.			M	S	V	M	S	V	

Error Rate:
Self-Correction Rate:
Accuracy Percentage:
Time:

Name: _____

Date: _____

The Super Five

Directions: Read each question. Choose the best answer.

1. Which sentence from the story contains a prepositional phrase?

- A. "You have to use your power, Lisbet!"
- B. "There's a secret passage in this wall."
- C. "I can't believe you're foiling my plans!"

.....

2. Why is Dr. Calamity substituting for The Swashbuckler?

- A. The Swashbuckler can't swish his cape as well as Dr. Cal.
- B. The students don't like The Swashbuckler.
- C. Dr. Cal has kidnapped The Swashbuckler.

.....

3. How does Dr. Cal plan to get his revenge?

- A. He wants to use his machine to turn everyone into villains.
- B. He hopes to become friends with everyone.
- C. He will become the principal of Wonder Kids School.

.....

4. How do the illustrations in this graphic novel help you better understand the characters?

The Super Five

Something strange is happening at the Wonder Kids School for Superpowers! Teachers, students, and the principal have gone missing. The Super Five will have to use their super senses to solve the mystery!

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THE SUPER FIVE

The Super Five



Written and Illustrated by Cyndi Marko

TCM Teacher
Created
Materials

Table of Contents

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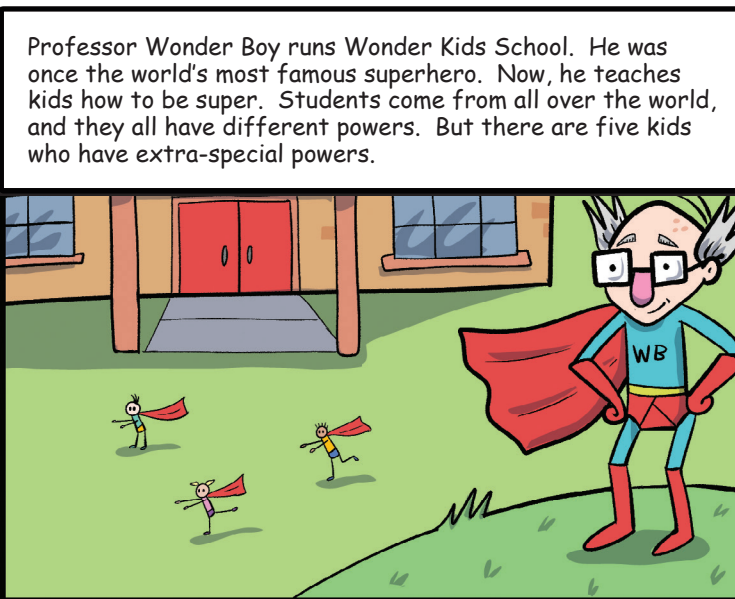
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Chapter One

I'm Hector. My power is super sense of sight! I can see long distances and through solid objects! I love scavenger hunts.

And finding where parents hide presents!

Yeah, that did happen once...

I'm Mitsou. My power is super sense of touch! I can freeze anything I touch. And I get how mechanical things work.

And she's funny, too! Tell us a joke, Mitsou.

I'm Eriko. My power is super sense of smell! I can smell things really far away. Cheese! Yuck!

She's got turophobia. That means a fear of cheese!

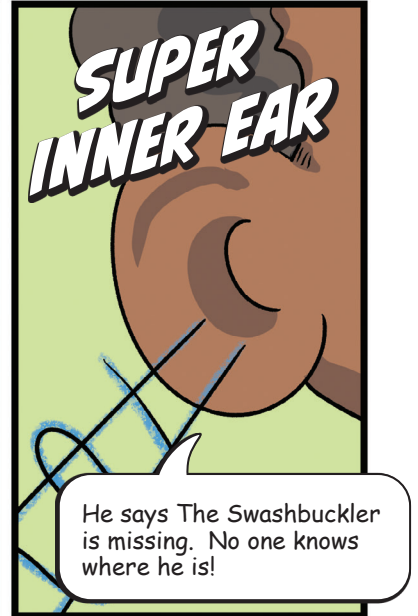
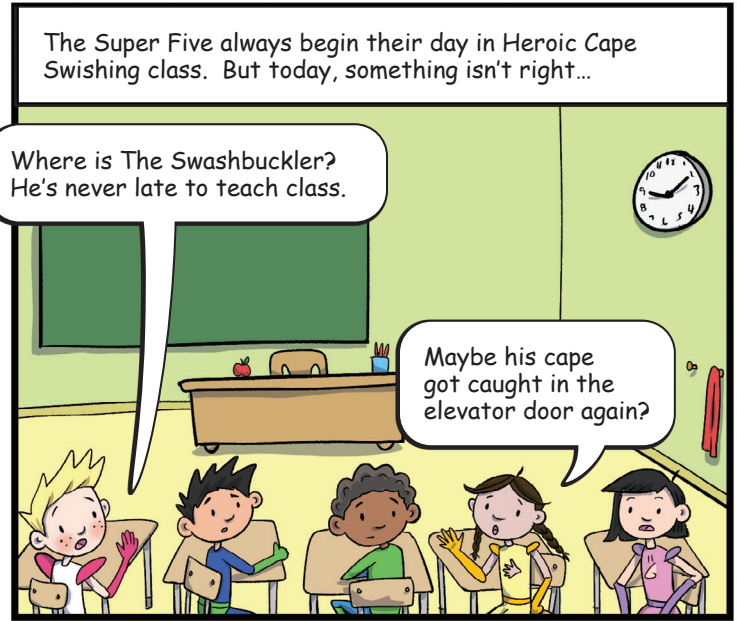
I'm not afraid of it! I just don't want to sniff it.

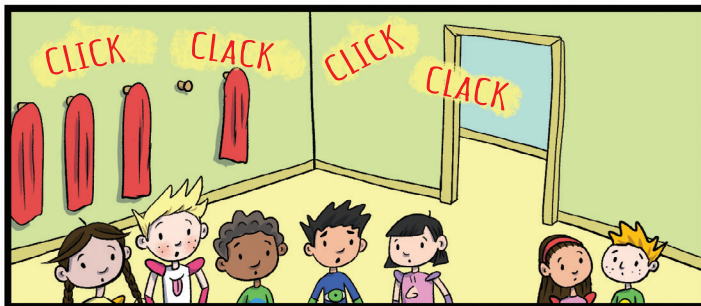
I'm Nelson. My power is super sense of hearing! I can even hear heartbeats! Most people's hearts beat faster when they lie, so I'm like a human lie detector. Lying is wrong, kids!

Don't ask Nelson if your dog is cute if you don't want to hear that she isn't.

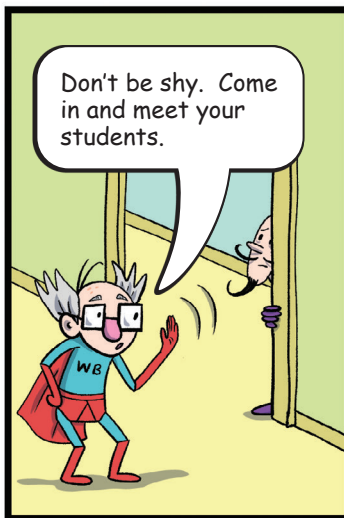


Chapter Two





Good morning, class! The Swashbuckler can't be here today, so I've called in a new teacher. He swished his cape in my office, and I must say, I was impressed. Quite the heroic swish.

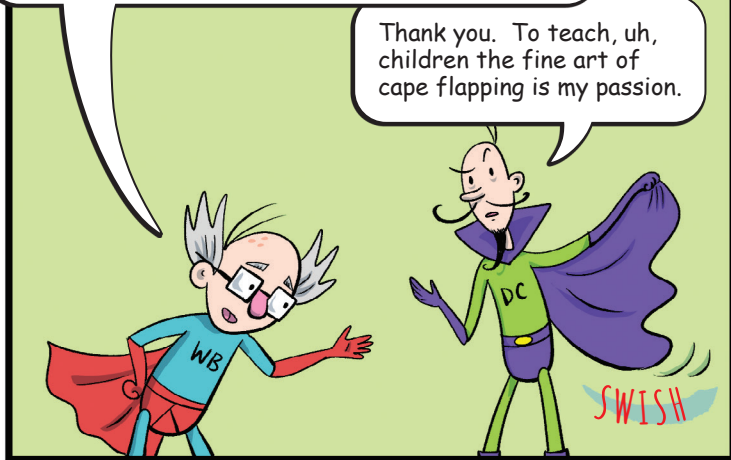


Don't be shy. Come in and meet your students.



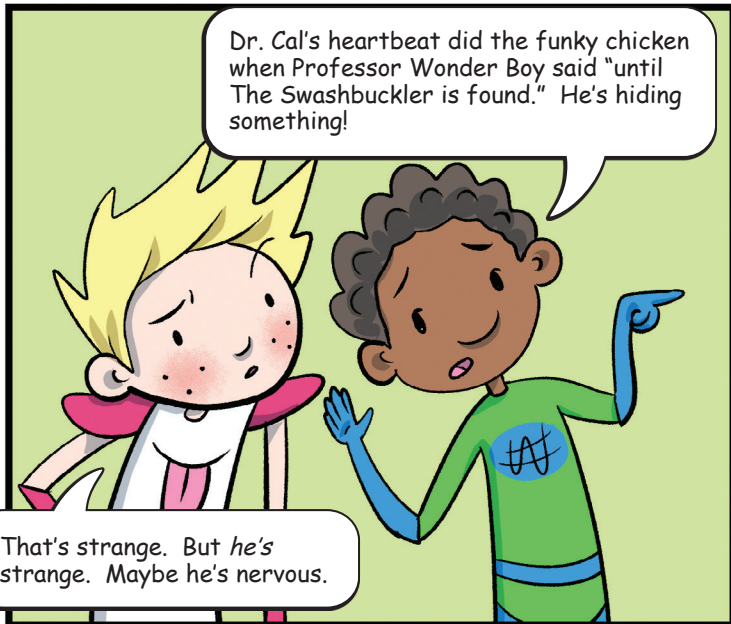
Dr. Cal will do a fine job until The Swashbuckler is found...I mean, returns. Please show him the same respect you would me. On second thought, show him the same respect you would show The Swashbuckler instead.

Thank you. To teach, uh, children the fine art of cape flapping is my passion.



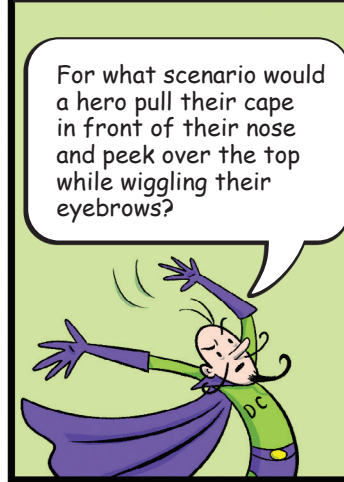
Dr. Cal's heartbeat did the funky chicken when Professor Wonder Boy said "until The Swashbuckler is found." He's hiding something!

That's strange. But he's strange. Maybe he's nervous.



Dr. Calamity lectured about cape swishing until the bell rang.

For what scenario would a hero pull their cape in front of their nose and peek over the top while wiggling their eyebrows?



Blah blah cape
blah blah flippy



Blah blah windy
blah blah whippy



Blah blah satin
blah blah slippy





Chapter Three

Super Five, we need to investigate!

I agree, but if we're late to Ms. Dynamite's class, we'll get detention.

Maybe we can sneak away early. She's never given us detention for that!

**DING!
DING!
DING!**

Chester?...no. Cricket?...no. Has anyone seen Chester or Cricket?

Chester and Cricket were just in Heroic Cape Swishing class with us.

Ms. Dynamite? Can we have a word with you?

My class is missing two students, and Professor Wonder Boy is nowhere to be found...what will we do?

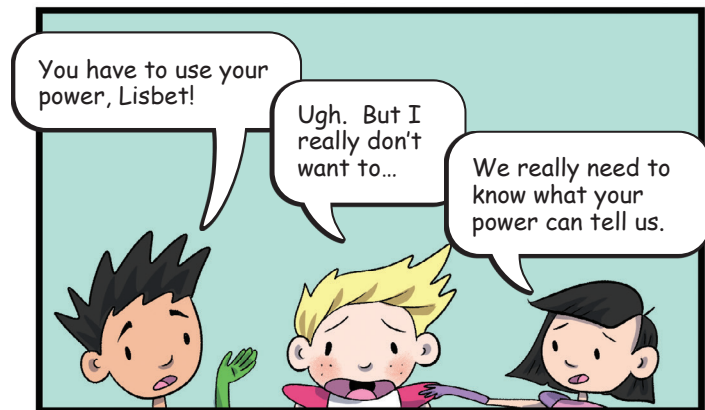
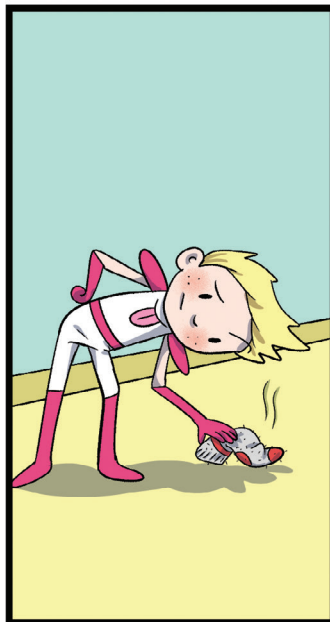
Let's sneak out now while the teachers are distracted.

WHISTLE

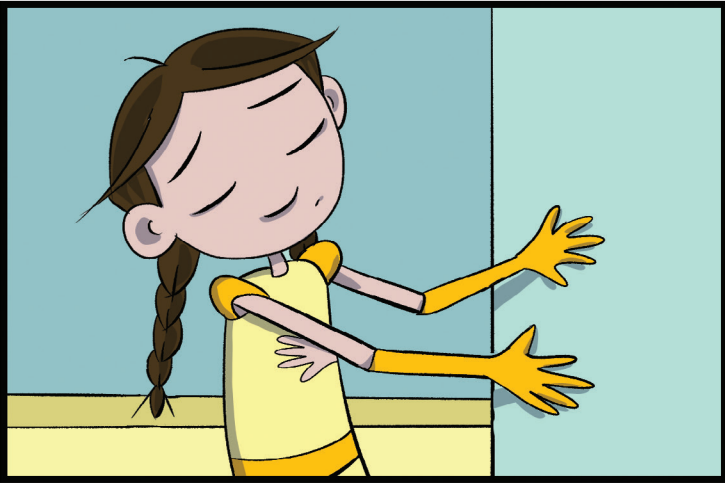
The Swashbuckler's cologne smells stronger this way.

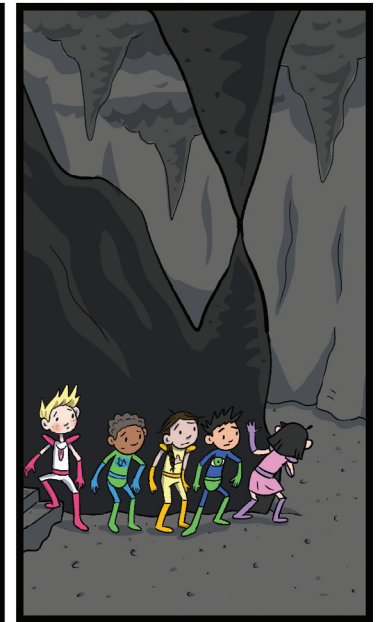
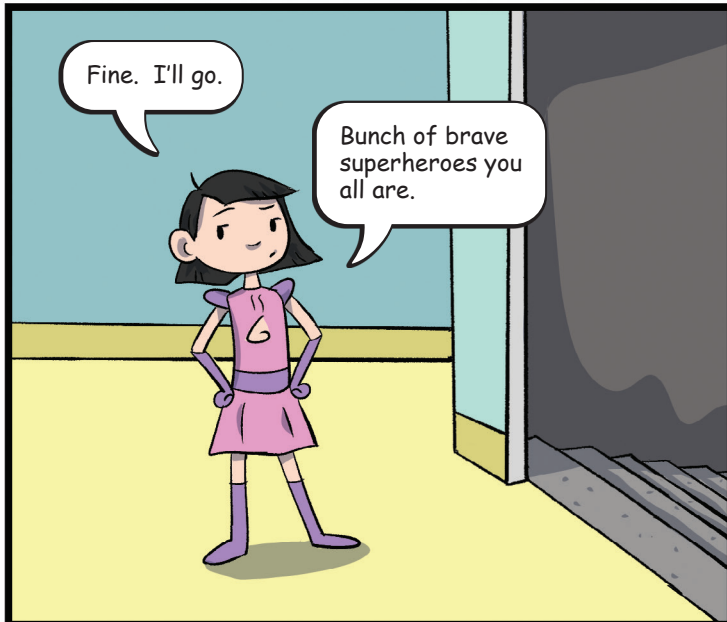
Let's go, team.

**SNIFF
SNIFF**

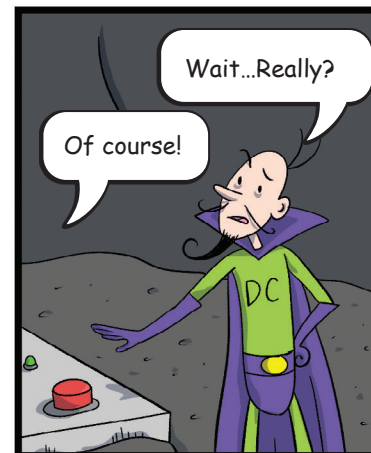
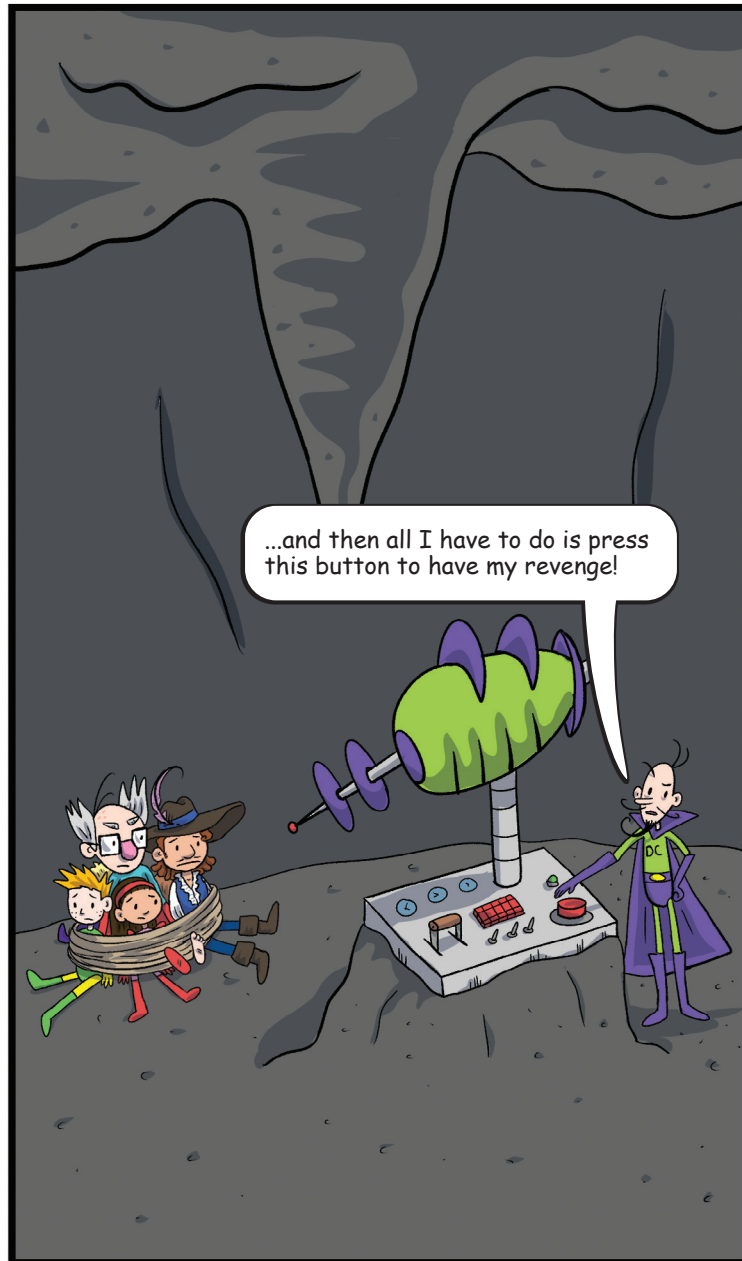








Chapter Four





I'm sorry for freezing you Dr. Cal, but I will not let you harm my friends!

What?! No! I can't believe you're foiling my plans!



Dr. Cal, why did you kidnap our teachers and classmates?

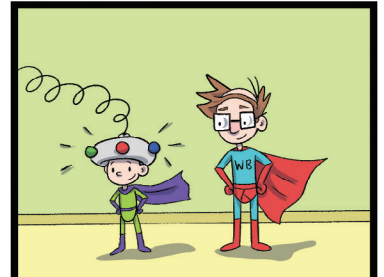
And what does that big red button do?

I want to press it...

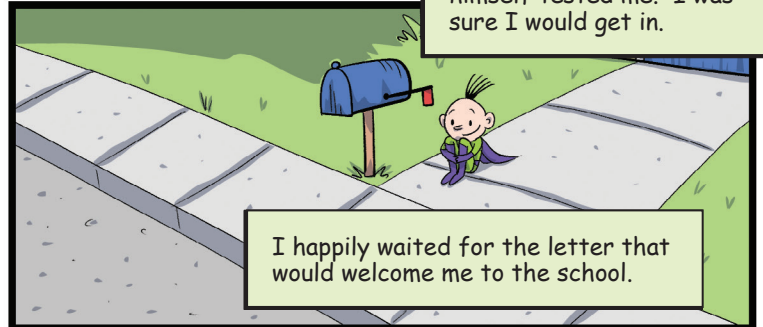
Very well, I'll tell you...



So, it all started when I was a kid. I had powers, too. I wanted nothing more than to be a superhero and do good deeds.



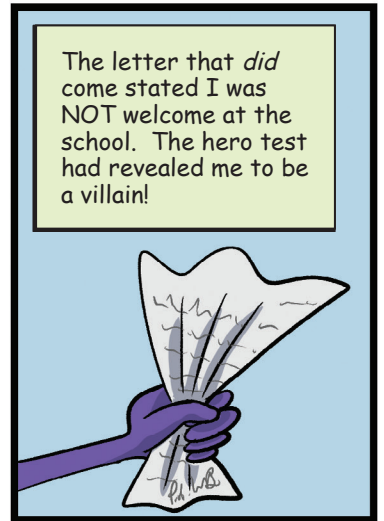
Twenty years ago, I applied to Wonder Kids School. Professor Wonder Boy himself tested me. I was sure I would get in.



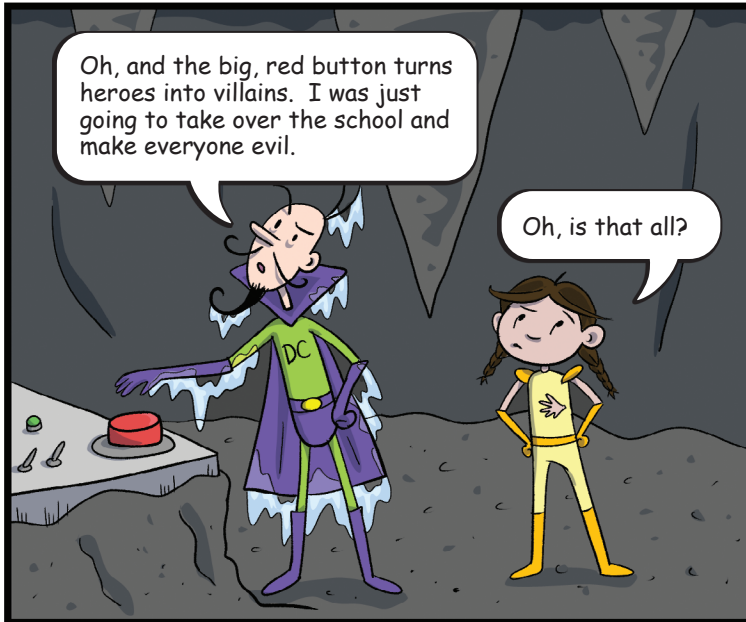
I happily waited for the letter that would welcome me to the school.

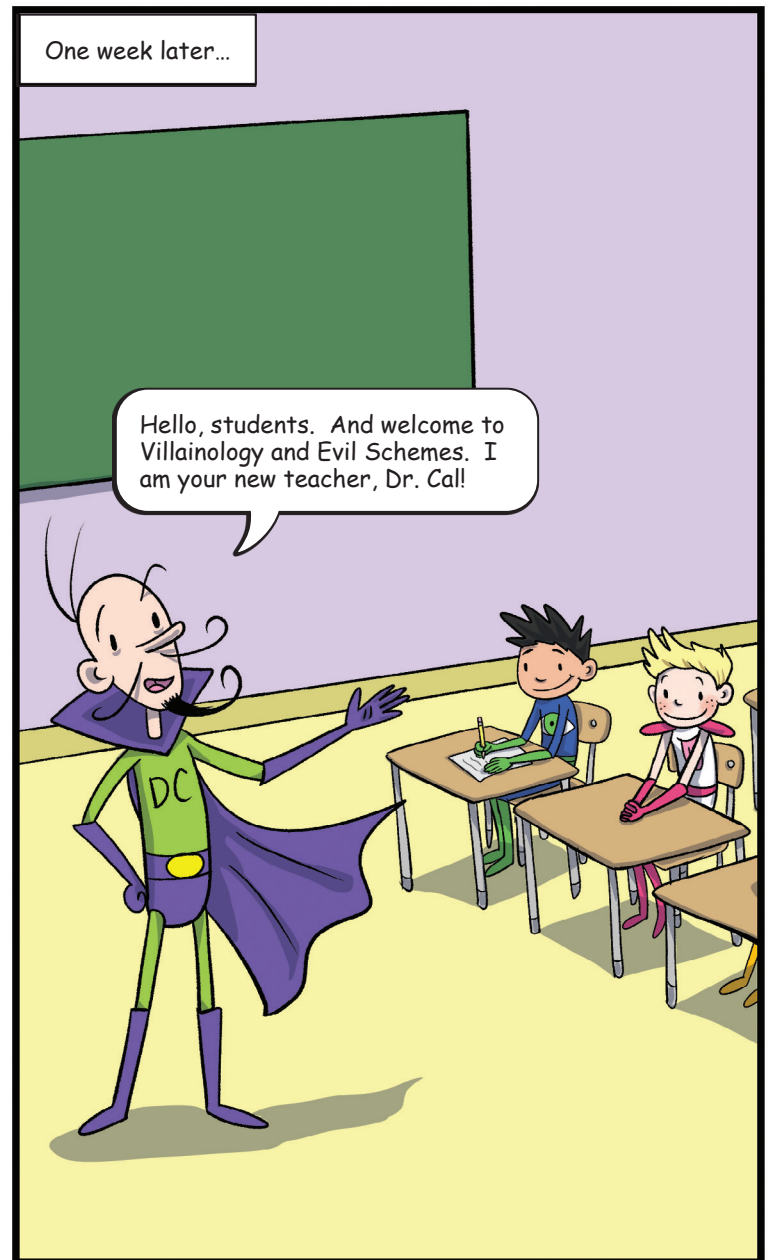


But that letter did not come.



The letter that *did* come stated I was NOT welcome at the school. The hero test had revealed me to be a villain!





About Me

The Author and Illustrator

Cyndi Marko writes and draws books for kids, but she doesn't mind if adults read them, too. She is best known for her Kung Pow Chicken series as well as her superpower ability to imitate a duck sneezing. She lives in Canada with two fuzzy tornados (also known as cats).