# JUMP ROPE READERS

## SERIES OVERVIEW

GRADES

# K–2

## A NEW Series of High-Quality Decodable Books

from Lucy Calkins & Michael Rae-Grant ◆ Series Editors

Heinemann
Dedicated to Teachers™

# Welcome to the Jump Rope Readers

What makes a book "just right" for a beginning reader? The answer is simple. A book is just right if the child can read it *and* wants to read it. Anything else is "just okay" at best. But, if you work with beginning readers, you know it's not easy to find these "just right" books.

On the one hand, there are books that beginners want to read but can't. Most picture books and chapter books fall into this category. Surprisingly, so do many of the early readers and I-can-reads you see in libraries and book stores. On the other hand, too many of the decodable books that we see in classrooms aren't particularly enticing, even if beginners can read them. We think beginning readers deserve better. We want all readers to begin as we aim for them to continue—with enthusiasm for reading and excitement to pick up the next book.

> *We want all readers to begin as we aim for them to continue—with enthusiasm for reading and excitement to pick up the next book.*

# Four Key Qualities of Beginner Books

Influential reading researchers Richard Anderson and Freddy Hiebert described the key qualities that educators should look for in books for beginning readers in a report they wrote for the National Academy of Education. They wrote:

> "Writing the first selections a child will read is a difficult balancing act. Ideally, the selections will be **interesting** (so that students will want to read them), **comprehensible** (so that students are able to understand them), and **instructive** (so that students will learn from them)."

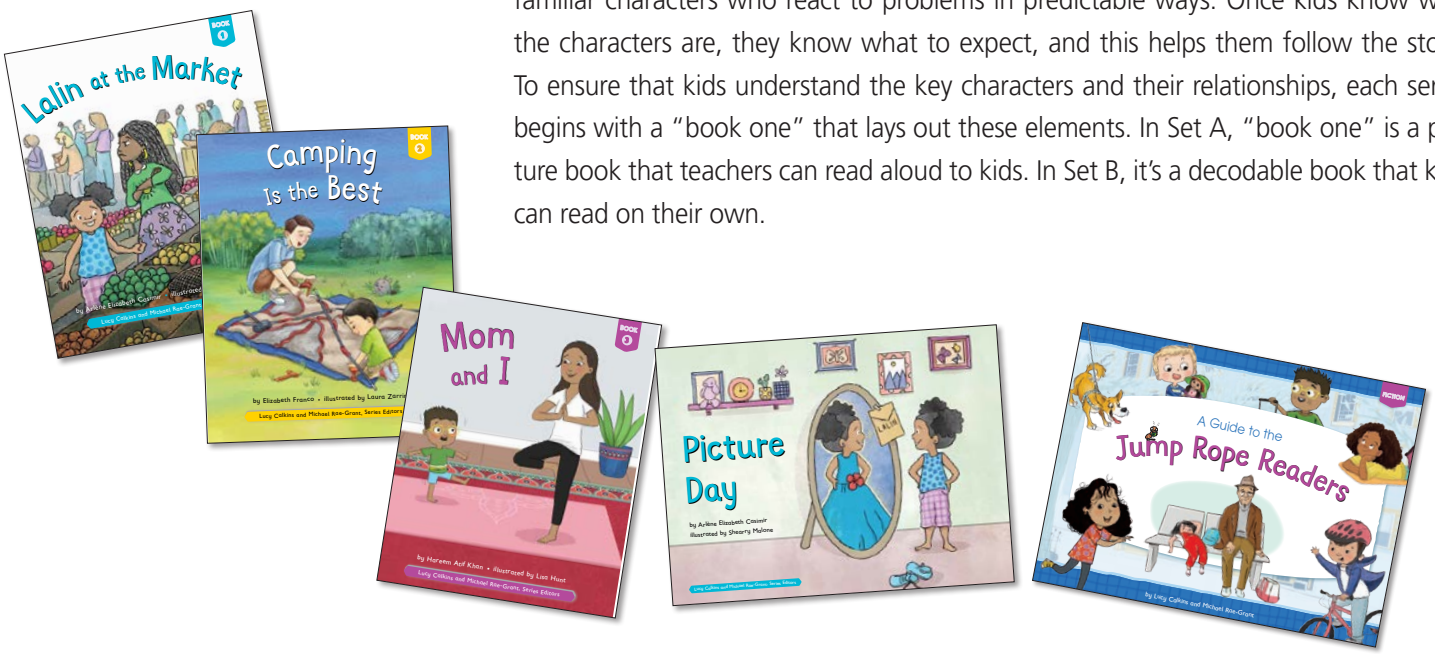
Of course, a quality that underlies all of this is **representation**. When books accurately reflect our beautifully diverse world, children find them considerably more interesting and comprehensible, so we added that foundational idea to the list of essential priorities that informed the development of the Jump Rope Readers series.

# What's Included in the Series?

The Jump Rope Readers series consists of 66 high-interest decodable books and six accompanying read-alouds. Together, these books gradually and systematically introduce beginning readers to new letter-sound correspondences and high-frequency words. Along the way, they also introduce memorable characters, exciting adventures, and the foundational elements of literary fiction.

As you explore the Jump Rope Readers, you'll notice the books are arranged into different series, each starring a distinctive main character. In addition to Nick, who loves dinosaurs, there's Ana with her big imagination, Tam, who's full of energy and mischief, Imran, who's a bit shy at first, and many more. All the Jump Rope Readers take place in the same neighborhood, so characters from earlier books make special guest appearances in later ones.

The fact that the Jump Rope Readers are arranged into series makes them more engaging to kids, and also makes them especially comprehensible. Series books feature familiar characters who react to problems in predictable ways. Once kids know who the characters are, they know what to expect, and this helps them follow the story. To ensure that kids understand the key characters and their relationships, each series begins with a "book one" that lays out these elements. In Set A, "book one" is a picture book that teachers can read aloud to kids. In Set B, it's a decodable book that kids can read on their own.




**Note**

Phonics skills progress across the readers with the earliest foundational skills introduced in Set A, Box 1, and then skills are developed across Box 2 and into Set B.

Boxes are available as sets and also separately so, for example, grade 1 teachers can add Set A, Box 2 to their libraries if students need practice in those earlier skills.

We recommend that all classrooms start with the complete Set A or Set B and then add on as needed.

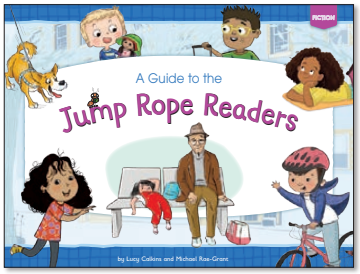
There are two sets of Jump Rope Readers, A and B. Set A is designed for readers in kindergarten and early first grade. Set B is designed for readers in first grade and early second grade. Together, the sets gradually stretch readers to the point where they can successfully tackle early trade books like the *Henry and Mudge* series by Cynthia Rylant.

## Set A contains:

- 30 decodable books (six copies of each; a total of 180 books) that introduce short vowels, consonants, bonus letters, blends, digraphs, *CV* words, and a small selection of high-frequency words
- Six read-alouds that accompany and enrich the decodable books
- The Guide
- Digital access to readers

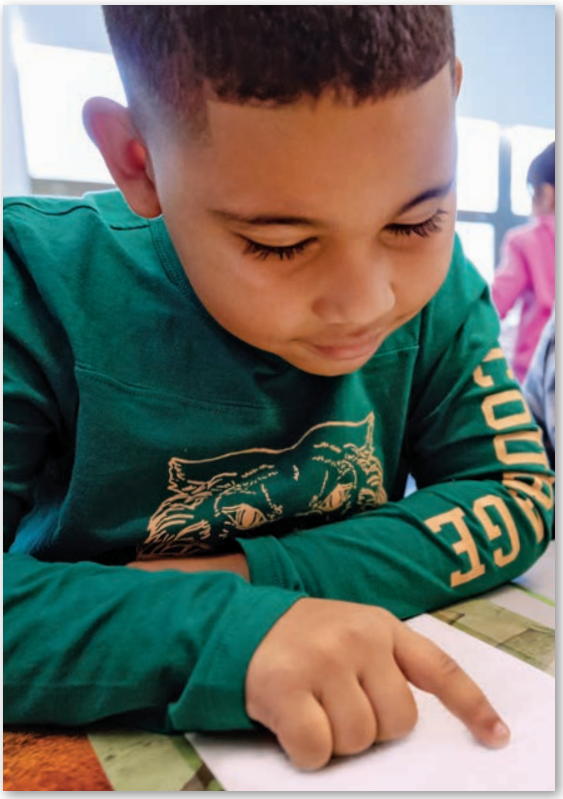
## Set B contains:

- 36 decodable books (six copies of each; a total of 216 books) that introduce silent *E*, inflectional endings, vowel teams, *R*-controlled vowels, diphthongs, consonant *-LE*, soft *C* and *G*, the jobs of *Y*, multisyllabic words, and a broader selection of high-frequency words
- The Guide
- Digital access to readers



| TITLE | ISBN | Grade |
|---|---|---|
| **Jump Rope Readers Classroom Set A**<br>(Boxes 1 and 2: 6 copies each of 30 readers, 6 read-aloud books, Guide, digital access to readers) | 978-0-325-12988-4 | **K-1** |
| **Jump Rope Readers Classroom Set A — Box 1** | 978-0-325-16081-8 | **K-1** |
| **Jump Rope Readers Classroom Set A — Box 2** | 978-0-325-16082-5 | **K-1** |
| **Jump Rope Readers Classroom Set B**<br>(Boxes 1 and 2: 6 copies each of 36 readers, Guide, digital access to readers) | 978-0325-13543-4 | **1-2** |
| **Jump Rope Readers Classroom Set B — Box 1** | 978-0-325-16083-2 | **1-2** |
| **Jump Rope Readers Classroom Set B — Box 2** | 978-0-325-16084-9 | **1-2** |

# Using Decodable Books in Your Classroom



In addition to marvelous picture books and engaging trade books, your classroom library needs lots of decodable books, including Jump Rope Readers. Decodable books give children all-important opportunities to apply the phonics they are learning in continuous texts.

- You'll want to audit your classroom library and plan to add many high-quality decodable readers for children to encounter, engage with independently, and add to their partner and table bins and book baggies as texts they can read successfully on their own.
- When children are just beginning to read, you'll curate the contents of their bins or baggies so that children are able to have success reading the books in their bins.
- Bins or baggies that you curate for your early readers will contain copies of a few songs or poems the children have read together countless times, as well as books they can have success with.

- In very early kindergarten, the books you channel kids toward may be look-at books, such as the browsable nonfiction books that so enthrall children, and they may be the predictable rhyming books that you have helped them read as a class.
- As soon as children know enough letter-sound correspondences to begin decoding words, some of the books in their bins and baggies will be decodable books that are especially written to allow children to practice that work. These books offer kids many opportunities to apply the phonics they've learned.
- By first and second grade, you'll probably invite children to choose for themselves many of the books in their bins and baggies. At the same time, you'll regularly add decodable books to their bins and baggies, so that they can continue to receive lots of practice with the phonics they have been taught.
- Because the Jump Rope Readers offer engaging plot lines and natural-sounding language, they set children up to practice comprehension and fluency work in addition to decoding.

# Scope and Sequence

Like all decodable books, the Jump Rope Readers start off simple, then gradually grow in complexity as more phonics content is added. The books follow a scope and sequence of letter-sound correspondences and high-frequency words that aligns with the phonics progression behind the Units of Study—and this same progression, or one quite similar to it, informs most other phonics programs as well.

Within this progression, we don't introduce every spelling pattern in the English language (there are over two hundred), rather we focus on those letter-sound correspondences that occur most frequently in print, providing kids with an efficient path toward more advanced reading.

Overall, the scope and sequence offers a steady "ramp" into early trade books. By the time students have finished the last Jump Rope Reader, they'll have lots of letter-sound correspondences under their belts, and they'll be ready to tackle familiar series such as Fly Guy, Yasmin, Henry and Mudge, or Sofia Martinez. Ready, that is, for a deep dive into the wider world of children's literature.

## JUMP ROPE READERS: SET A

### Set A ◆ Red Series (Box 1)

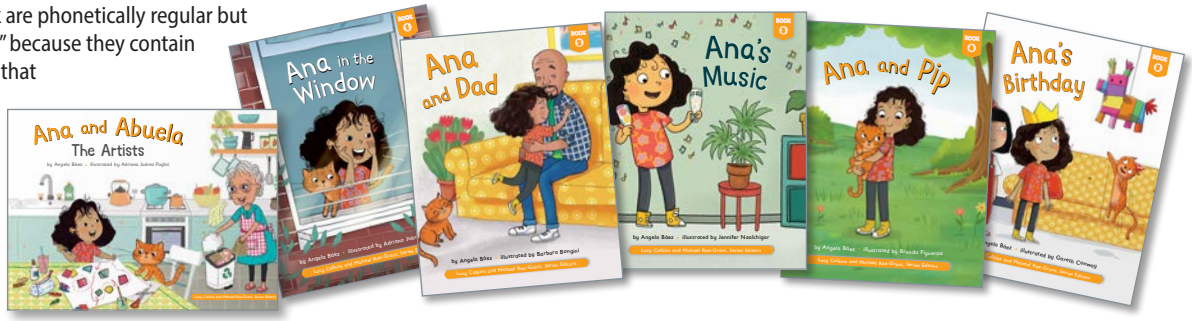
| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| Read Aloud | *Tam and Nat* | In Set A, the first book of each series is written to be read aloud to children. It introduces the central characters and their relationships using rich, literary language that is beyond what most students can decode on their own. | |
| 1 | *Tam and the Ants* | short a<br>m, t, n, s, ss | and*, can*, is, like*, on*, see*, the |
| 2 | *Tam and the Pan* | p | — |
| 3 | *Tam and Min* | short i | — |
| 4 | *Tam in the Sand* | d, g | — |
| 5 | *Tam and the Pigeon*<br>When book titles feature non-decodable words such as "pigeon," these words are story words featured in that book. | short o | — |

* Words marked with an asterisk are phonetically regular but temporarily count as "irregular" because they contain letter-sound correspondences that haven't yet been introduced.

### Set A ◆ Orange Series (Box 1)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| Read Aloud | *Ana and Abuela, The Artists* | — | |
| 1 | *Ana in the Window* | c | no* |
| 2 | *Ana and Dad* | k, ck | — |
| 3 | *Ana's Music* | r | — |
| 4 | *Ana and Pip* | short u | so* |
| 5 | *Ana's Birthday* | h | as, has, his |

* Words marked with an asterisk are phonetically regular but temporarily count as "irregular" because they contain letter-sound correspondences that haven't yet been introduced.



## Set A ◆ Gold Series (Box 1)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| **Read Aloud** | *Dino Chase* | — | |
| **1** | *Nick and the Fossil* | b | of, too* |
| **2** | *Camping Is the Best* | short e | says |
| **3** | *Nick Can Go Fast* | f, ff | for*, go*, to |
| **4** | *Halmoni's Plants* | l, ll | look* |
| **5** | *Nick and Dad at the Zoo* | z, zz | — |

* Words marked with an asterisk are phonetically regular but temporarily count as "irregular" because they contain letter-sound correspondences that haven't yet been introduced.

## Set A ◆ Green Series (Box 2)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| **Read Aloud** | *Sunday Lunch* | — | |
| **1** | *Sam and His Doll* | j | be*, he*, me* |
| **2** | *Sam and the Kids* | v | — |
| **3** | *Sam and the Fish* | w | was |
| **4** | *Sam the Cook* | y | you |
| **5** | *Sam Is Six* | x | — |

* Words marked with an asterisk are phonetically regular but temporarily count as "irregular" because they contain letter-sound correspondences that haven't yet been introduced.

## Set A ◆ Blue Series (Box 2)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| Read Aloud | *Picture Day* | — | |
| 1 | *Lalin at the Market* | qu | she* |
| 2 | *The Big Parade* | CV words ending in -e | — |
| 3 | *Let's Cook!* | CV words ending in -o | — |
| 4 | *It's Grann!* | Y can stand for / ī / at the end of a one-syllable word | — |
| 5 | *Lalin's Sleepover* | ch | do |

* Words marked with an asterisk are phonetically regular but temporarily count as "irregular" because they contain letter-sound correspondences that haven't yet been introduced.

## Set A ◆ Purple Series (Box 2)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| Read Aloud | *The First Hug* | — | |
| 1 | *Nano* | sh | — |
| 2 | *A Pup Like Fox* | th (unvoiced) | — |
| 3 | *Mom and I* | th (voiced) | — |
| 4 | *The Wedding* | ng | — |
| 5 | *So Cute* | wh | — |

# JUMP ROPE READERS: SET B

## Set B ◆ Grape Series (Box 1)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| 1 | *The Big Hair Cut* | — | her*, your |
| 2 | *Let's Dance!* | — | into, they |
| 3 | *Muffin* | — | are |
| 4 | *What Stinks?* | n(k) | what |
| 5 | *The Big, Big Mess* | tch | full, pull, put |
| 6 | *Red on Red Kicks* | a(l, ll) | want |

* Words marked with an asterisk are phonetically regular but temporarily count as "irregular" because they contain letter-sound correspondences that haven't yet been introduced.

## Set B ◆ Blueberry Series (Box 1)

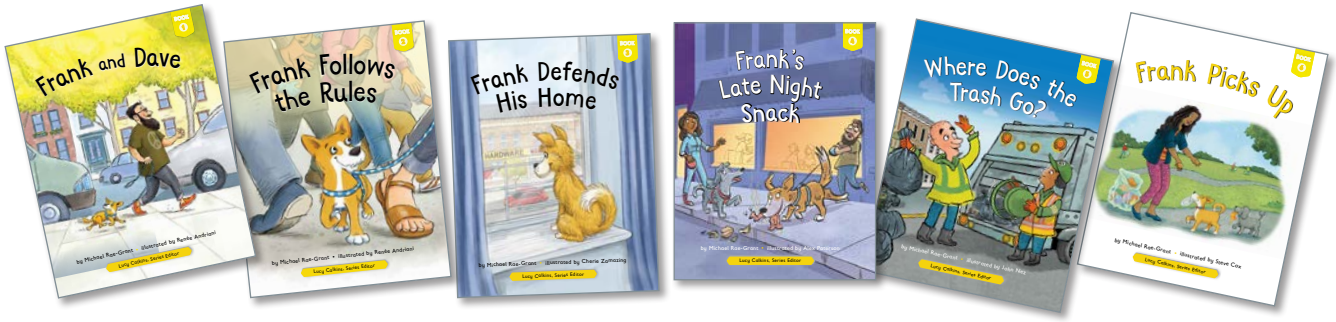
| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| 1 | *This Is Liann* | compound words | from |
| 2 | *Big Steps* | a_e | have |
| 3 | *The Long Drive* | i_e | give, live |
| 4 | *The City* | o_e | come, done, some |
| 5 | *Friends and Fun* | u_e | use |
| 6 | *Life on a Farm* | e_e | here, there, where |

## Set B ◆ Lime Series (Box 1)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| 1 | *Edwin and Abuelo, Detectives for Hire* | possessives<br>inflectional endings -es and -ing | love |
| 2 | *The Case of the Lost Ring* | inflectional ending -ed | said |
| 3 | *The Mystery of the Missing Name Tag* | contractions with *is* and *not* | does, don't, won't |
| 4 | *The Case of the Lost Dog* | contractions with *am* and *has* | — |
| 5 | *The Case of the Trashed Courtyard* | closed-syllable exceptions -ind, -ild, -old, -olt, -ost | — |
| 6 | *The Mystery of the Missing Glasses* | Y can stand for /ē/ at the end of a word with two or more syllables | any, very |

## Set B ◆ Lemon Series (Box 2)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| 1 | *Frank and Dave* | ea, ee<br>drop silent E rule | been |
| 2 | *Frank Follows the Rules* | ai, ay | again, always |
| 3 | *Frank Defends His Home* | oa, ow can stand for /ō/ | goes, know |
| 4 | *Frank's Late Night Snack* | igh | one |
| 5 | *Where Does the Trash Go?* | ew, oo (short and long) | school, two, who |
| 6 | *Frank Picks Up* | consonant -LE | blue |



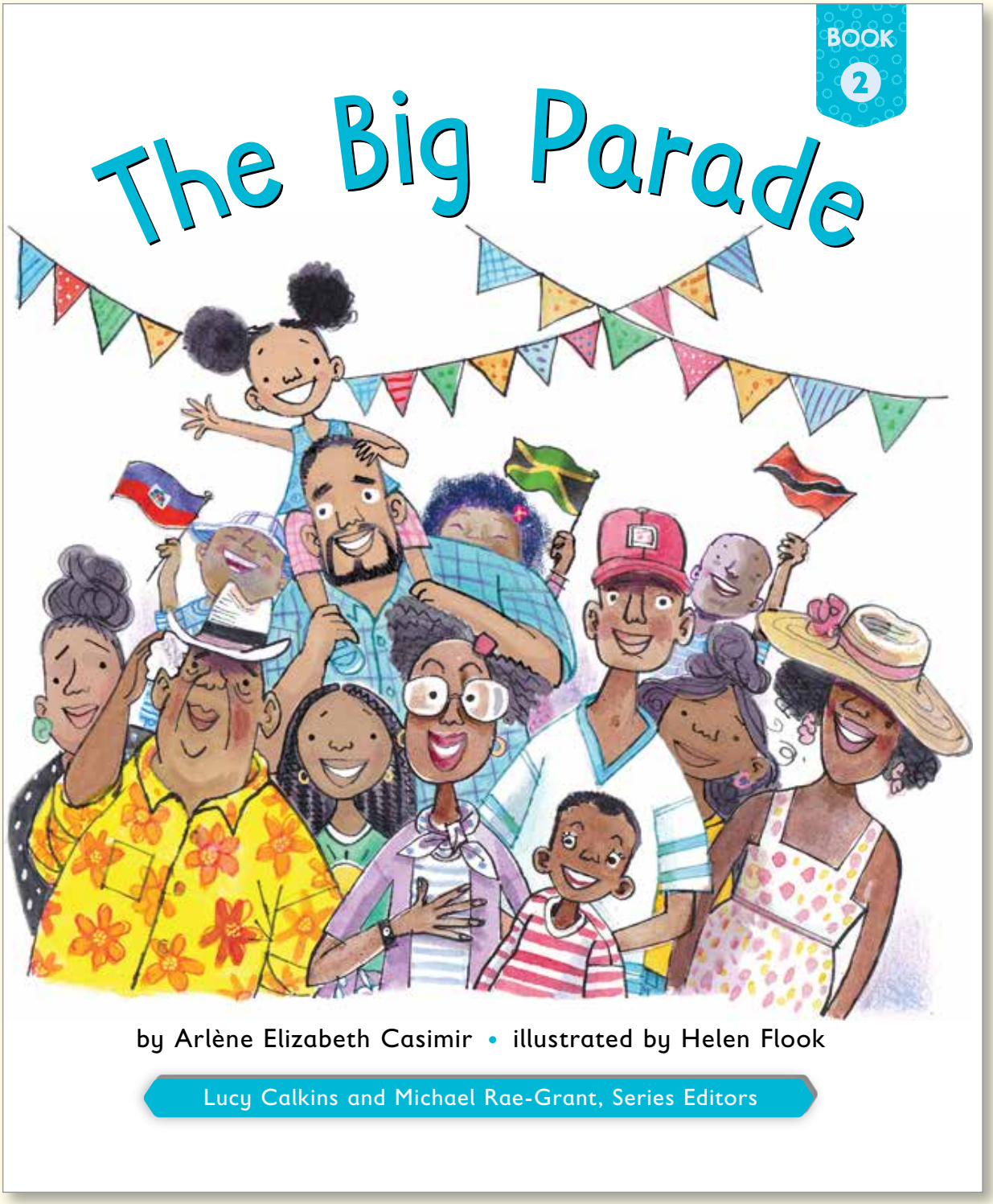
## Set B ◆ Tangerine Series (Box 2)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| 1 | *Ida and Jake and the Scooter* | ar<br>ea can stand for /ĕ/ or /ā/ | could, should, would |
| 2 | *Ida and Jake Hunt for Treasure!* | or | before |
| 3 | *Ida and Jake's Game Night* | er<br>inflectional endings -er and -est | were |
| 4 | *Ida and Jake Save the Parade* | ir, ur | their |
| 5 | *Ida and Jake Do Not Like Babies!* | soft G, -dge<br>Y can stand for / ĭ / | — |
| 6 | *Ida and Jake Versus Mister Plant* | soft C | — |

## Set B ◆ Raspberry Series (Box 2)

| Book Number | Title | New Letter-Sound Correspondences or Phonics Concepts | New Irregular High-Frequency Words |
|---|---|---|---|
| 1 | *Soojin Draws a Story* | ou and ow can stand for the "ow" sound, like in "owl"<br>change Y to I rule | our |
| 2 | *Soojin Dives In* | oi, oy | — |
| 3 | *Soojin's Close Call* | au, aw | — |
| 4 | *Soojin Stands Out* | multisyllabic words with closed syllables | — |
| 5 | *Soojin Blasts Off* | multisyllabic words with closed and open syllables | — |
| 6 | *Soojin Is Stuck Inside* | multisyllabic words with schwa | — |

# Take a Tour of a Jump Rope Reader




Each series stars a distinctive main character. In *The Big Parade*, the main character is Lalin, shown here on her father's shoulders.

Kids will be eager to pick up the Jump Rope Readers because they look just like the books you see in libraries and stores.

A "Sound it!" activity reviews new and recently introduced letter-sound correspondences.

A "Read it!" activity offers a quick warm-up with decodable words featuring new letter-sound correspondences.

The "Be a book buddy . . ." section provides guidance on how to introduce the book and any "story words" it contains. Story words are vivid, high-content words that are non-decodable as far as kids are concerned, words like baseball, music, and parade. Including story words means that each book is slightly less "decodable," but considerably more engaging, because with story words we are able to tell a wider variety of tales, using more precise and natural language.

## Sound it!

Touch the letters and say the sounds.

| | | | |
|---|---|---|---|
| a | qu | i | zz |
| ss | u | ff | x |

## Read it!

Sound out the words and read them.

| | |
|---|---|
| beg | be |
| hen | he |

## Be a book buddy . . .

Show your reader the cover and say, "This book is called *The Big Parade*. A *parade* is where people dance, march, and sing in a long line. Usually, you have a parade to celebrate something special. Do you see all the people marching in the parade? Look at the flags they're waving! Let's take a sneak peek and think about what might happen." Turn the book over and read the blurb, or ask the child to. Invite the child to flip through the book and say what they think will happen.

"There are two story words in this book." Point to the word *parade* on the cover. "The first word is *parade*. You say it! Point to *parade* and read it."

Turn to page 13 and point to the word *costume*. "Here's the second story word, *costume*. You say it! You can sound out the first part, /k/ /ŏ/ /s/ /t/ . . . *cost*. You try! Look at the beautiful costumes on this page. They are dressed up for the parade. Now, let's read and find out what happens when Lalin and her family go to the big parade!"

# The Big Parade

by Arlène Elizabeth Casimir • illustrated by Helen Flook

Lucy Calkins and Michael Rae-Grant, Series Editors

Jump Rope Readers were created by a diverse group of authors and illustrators, many of whom are part of the same communities as the characters they're depicting. Through this range of authorship and artistry, we have been able to infuse the books with authentic details that help the characters and their adventures feel true to life.

1

# The Best Spot

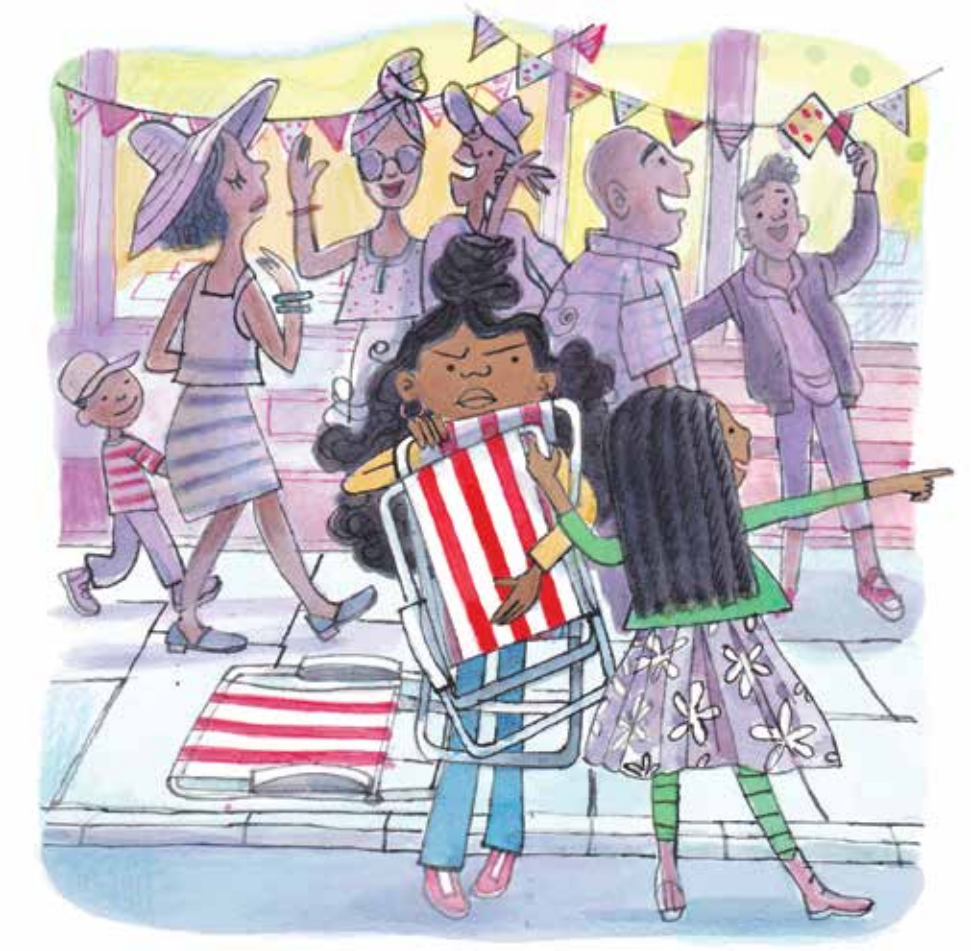
"The parade! The parade!"

says Lalin.



Vibrant illustrations throughout support understanding and conversation.

The Jump Rope Readers are written so that they make sense to kids. Each book features natural-sounding language and familiar vocabulary, which helps beginners comprehend.



"I will look for a spot!"

yells Liv.

2

She runs off

to pick the best spot.

3

Most researchers agree that if the majority of the words in a beginner book are phonetically regular, this will help kids develop strong decoding skills. Therefore, each Jump Rope Reader features a majority of phonetically regular words, providing students with lots of useful practice in sounding out.

When kids open a book and see characters who look, live, or act like them, it helps them connect not only to the characters, but to the act of reading.

Mom and Dad set up camp.

4

Mom asks Bel to help.

But Bel just sits and pops gum.

5

Learning to read is hard work, and when kids are in the early stages, they need lots of practice to solidify their skills. If we want kids to put in the effort, we need to give them interesting books they'll want to read—not just once but several times.

The pictures are intentionally focused on the main action to help beginners construct meaning.

"I can help!" Lalin says.

Mom and Dad grin.

6

Lalin sets up a jug
and a stack of cups.

7

When new vocabulary is introduced, it's done thoughtfully so that kids will have context clues available for figuring out what a word or phrase means.

For beginner books, "instructive" means something specific—it means the books will help kids develop their word recognition skills. That is, their ability to sound out unfamiliar words, and to recognize familiar ones by sight.

"The parade will be fun!"
says Lalin.
"It will be HOT," says Bel.

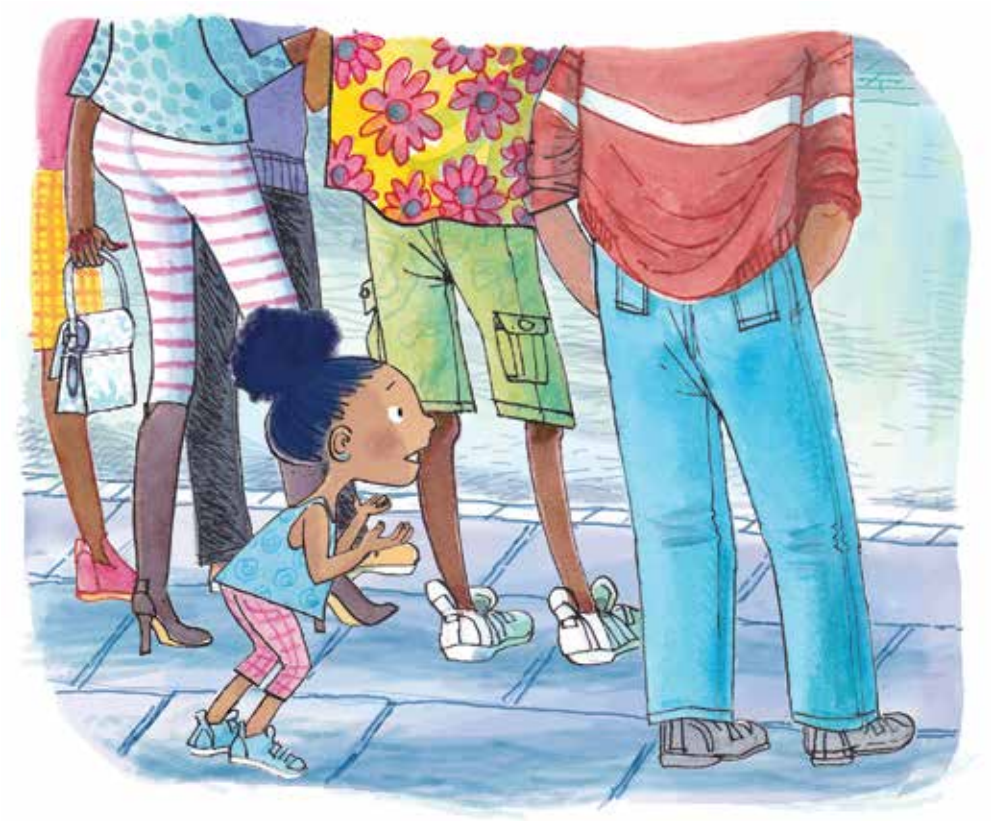
8

"Well, we did get the best spot!"
says Liv.

9

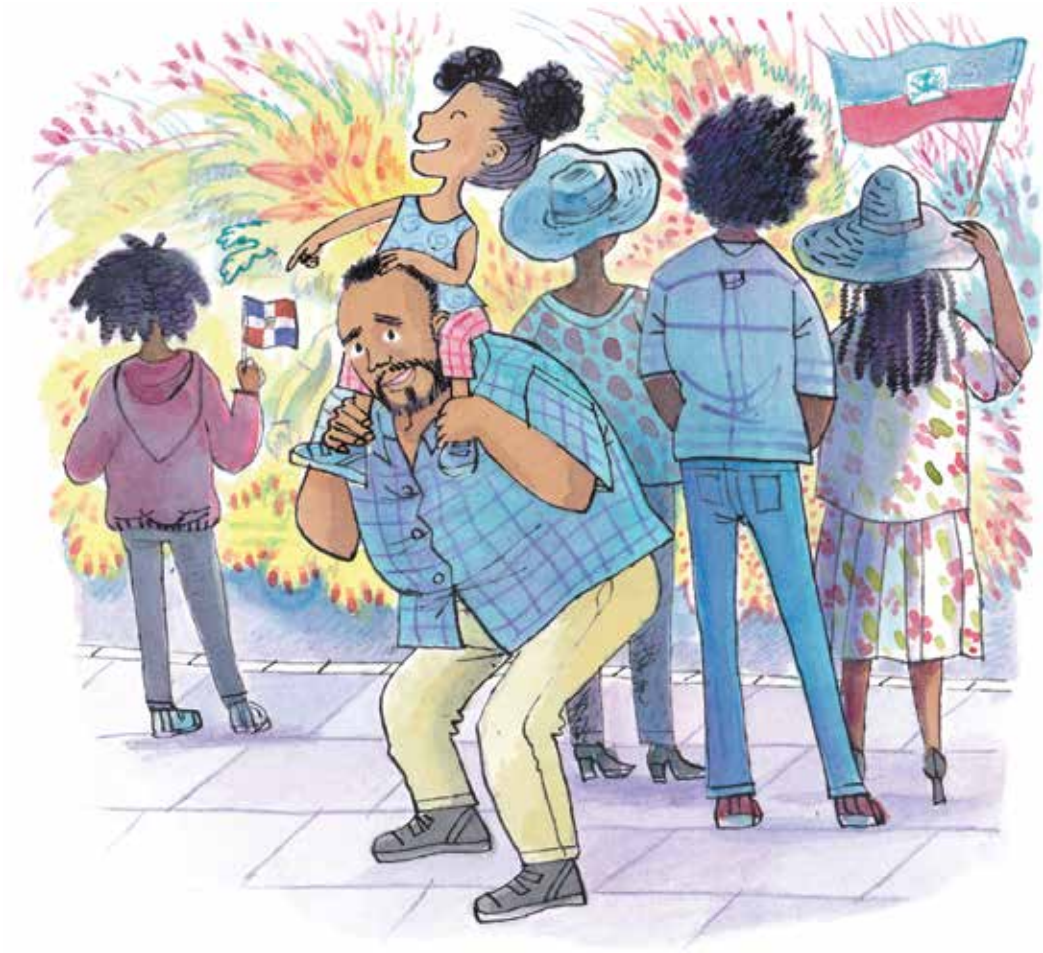
The Jump Rope Readers offer lots of practice with both aspects of word recognition: Kids will have many opportunities to sound out unfamiliar words, and they will have many repeat encounters with words they've seen before. As students repeatedly decode the same words, they will begin to recognize these familiar words more and more automatically.

Regular high-frequency words are introduced once we've introduced the letter-sounds necessary for decoding them. For example, once we've introduced the sounds for N, O, T, we introduce the word "not." This enables kids to add these words to their sight vocabulary with minimal fuss, through decoding—the way they do with other regular words.



"But it is not the best spot for me," says Lalin. "I can not see!"

10

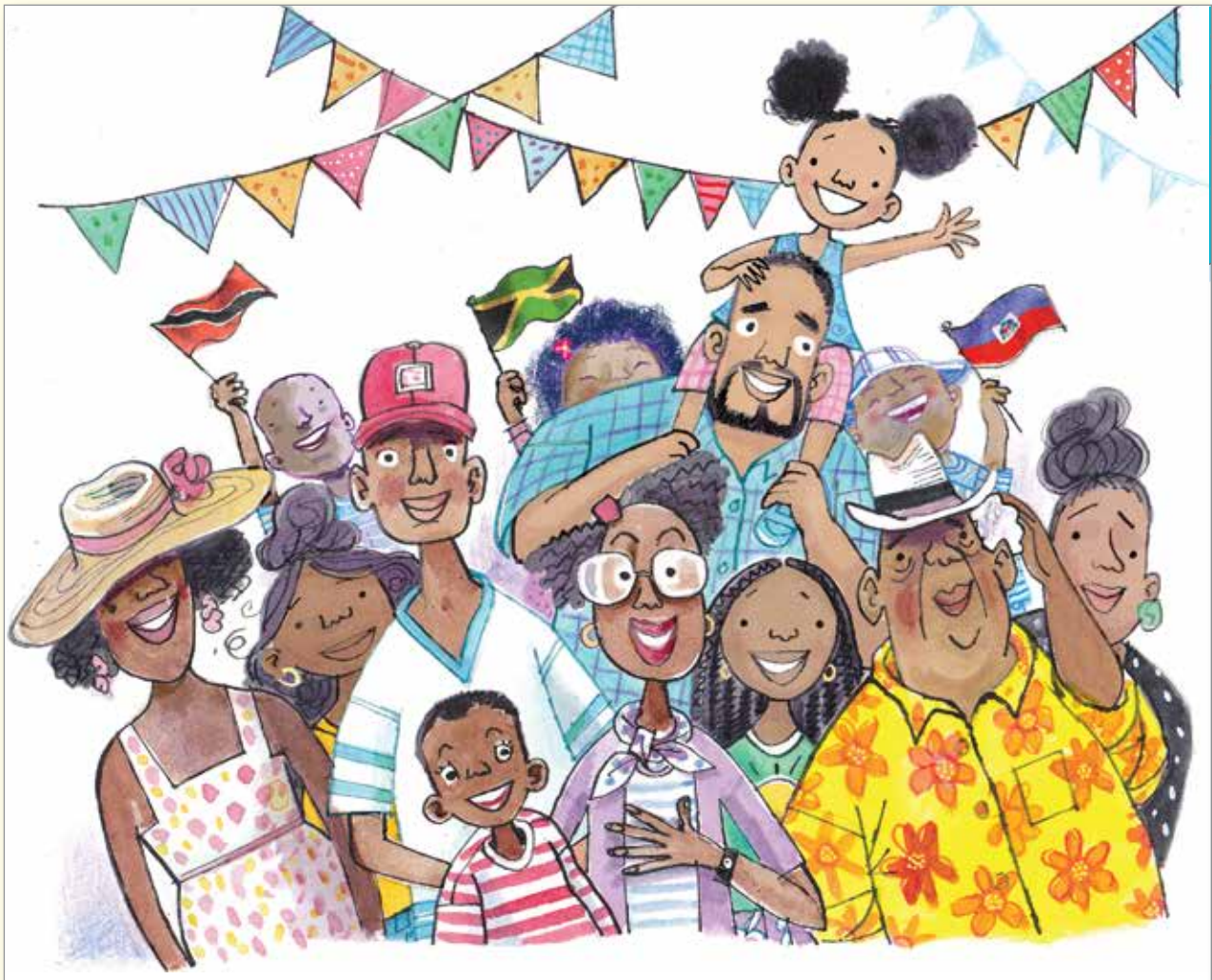


Dad lifts Lalin up.

11

Each book features plenty of action, emotion, and humor, as well as engaging problems to be solved.

Since beginners are learning not just how to read, but what reading is really about, it's important to give them comprehensible books that encourage and reward cognitive work—work such as predicting, thinking about characters, making inferences, and so on.



"Look!" says Lalin.

"I got the BEST spot...

on top of Dad!"

12

2

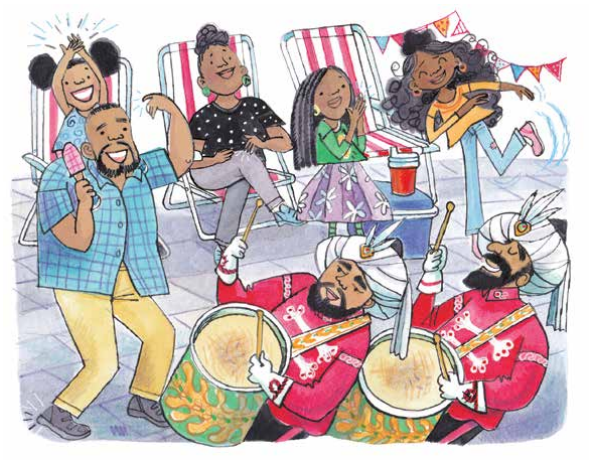
# The Red Costume

The parade kicks off!

13

Each book has a clear and predictable structure, which supports beginners' understanding. In Set A books like *The Big Parade*, the books are divided into three episodes, each with a beginning, middle, and end. The episodes within a book can be read individually, but they're also sequential, so kids can use what they learn in one episode to enhance their understanding of the next. Set B begins with "episode books," but then later on introduces simple "chapter books," each with three short chapters and an overall narrative arc.

# Read the Rest of the Book . . .



Bel jams, Liv hums,
and Lalin claps.
Mom and Dad tap, tap, tap.

14

"Look at the red costume!"
Lalin yells.
"It looks like a big fan!"

15

"Dad, let me off," says Lalin.
"So I can be in the parade!"

16

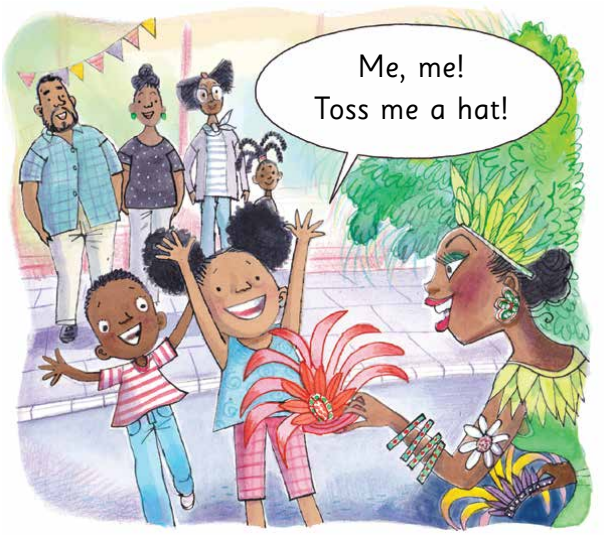
Lalin slips past so she can see . . .

17

. . . the red costume!

Look at him spin!

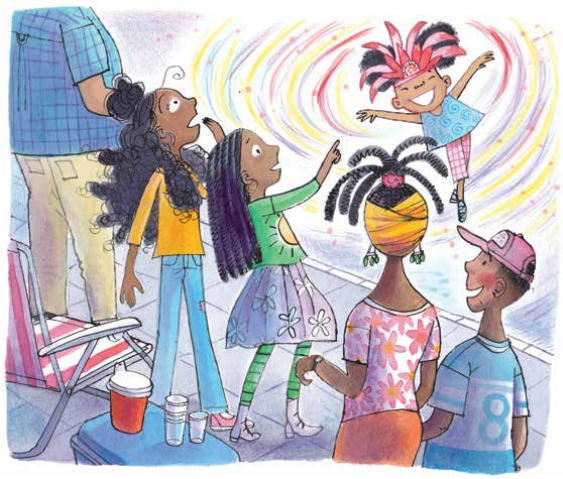
18




And look!

Lalin is in the parade!

19

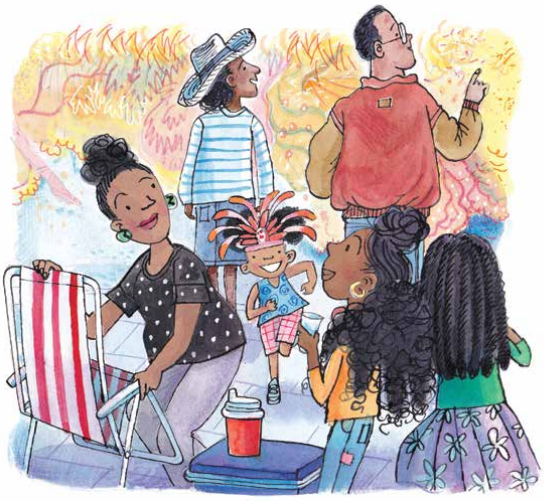


"Look at the kid

in the hat!" Liv says.

"It is Lalin!"

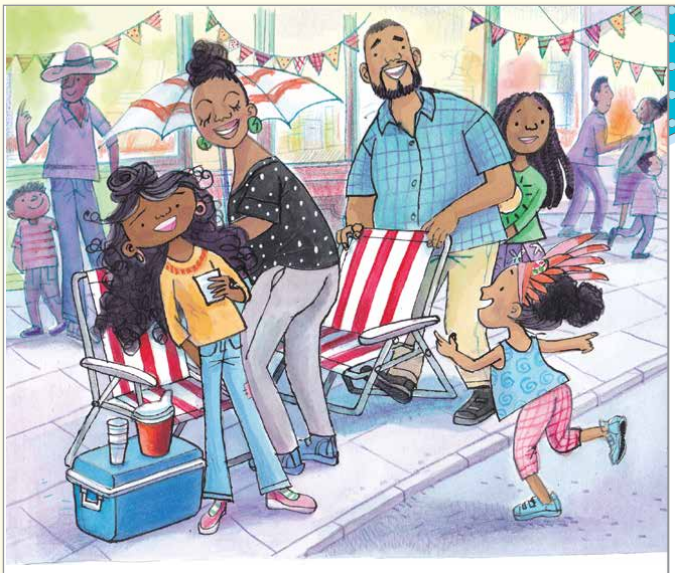
20



Lalin gets back to

Mom and Dad.

21



"I was in the parade!"
Lalin says.
"Did you see?"



3

## The Big Parade

We can go to the big parade.
It is fun!

Grab a spot to sit
so we can see it go past.

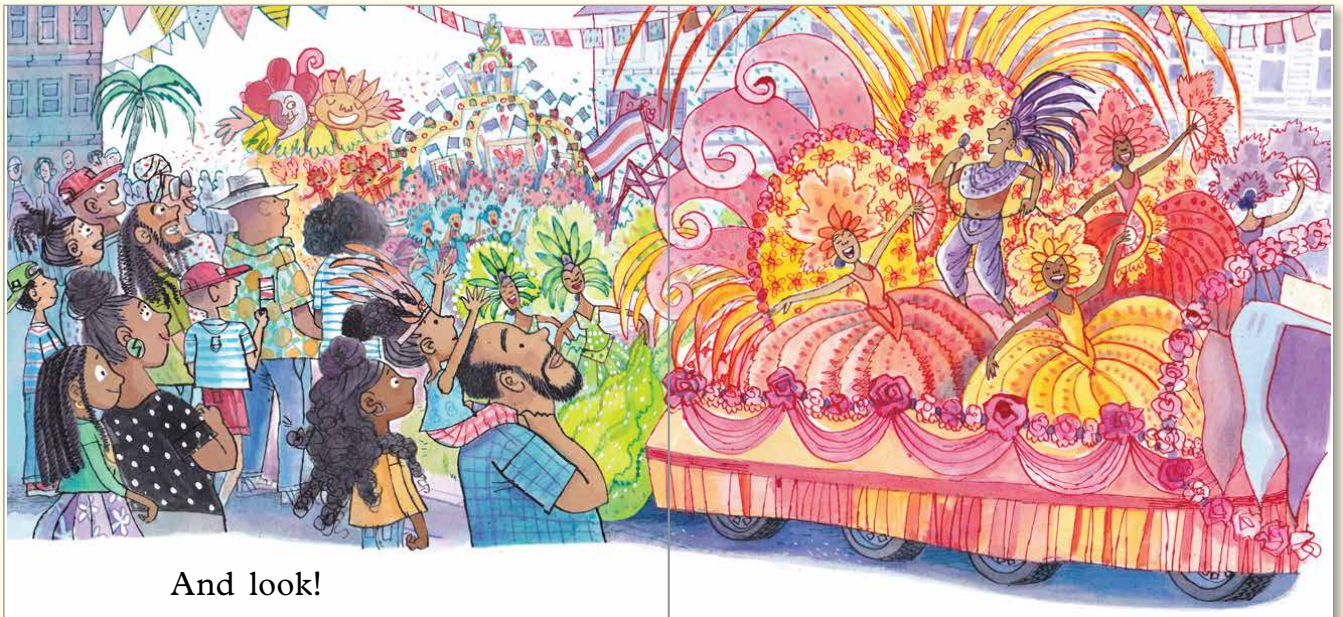
We can see a big band
of drums.

We can see flags flap.

26

We can see kids spin.

27

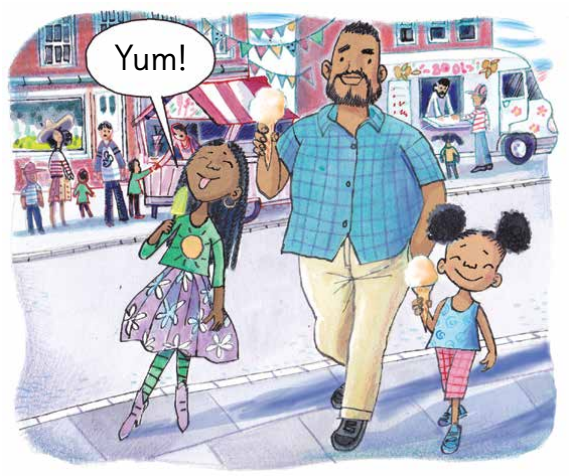


And look!
We can see a man
on top of a big truck.

28

He says, "Step, step, step!
Let's go!"

29




The sun will be hot,
so we can stop
and get a snack.

Run, run, run!
Let's get back to the parade.
Be quick!
So we will not miss it!



Learn about...

## The West Indian Day Parade

Some of the yummiest food in New York City comes from food trucks.

Every year in New York City, there's a famous parade called the *West Indian Day Parade*. Millions of people march down the street to show that they're proud to be from Caribbean countries like Haiti, Jamaica, and Trinidad and Tobago.

At the parade, you will see colorful costumes covered with sparkles and feathers. You will hear music from the Caribbean, like soca, Kompa, and calypso. You will hear instruments like steel drums. You can sway your hips and move your feet to the rhythm!

If you're hungry, you can stop at a food truck. A *food truck* is like a restaurant on wheels. You can walk right up to the window and order foods like jerk chicken, roti, and coconut bread. Yum!

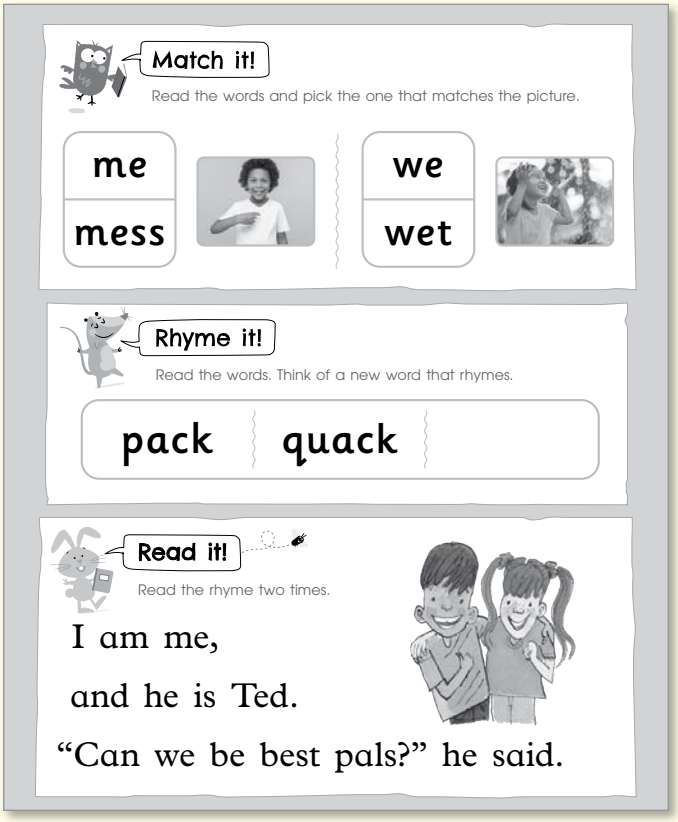
Talk about...

Ask your reader some questions like...

- What happened in this book?
- Turn to page 10. Why wasn't this a good spot for Lalin?
- How do you think Lalin felt when she was in the parade? Why?
- Would you want to go to a big parade? Why or why not?

At the very end of each book, the "Learn about . . ." section explains interesting facts about a person, place, or thing that appeared in the book.

The "Talk about . . ." section contains questions for checking comprehension or sparking conversation.




Varied activities provide additional practice with new letter-sound correspondences and phonics concepts.

The back cover blurb offers more reading practice and an overall sense of what the book is about.

Each classroom set includes several series that each span five or six books.

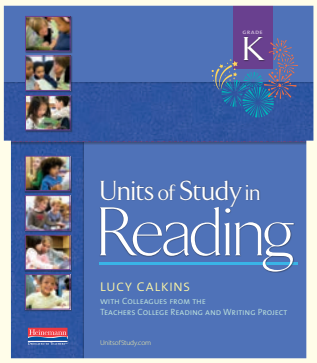
New letter-sound correspondences or phonics concepts are highlighted. Usually, only one or two are introduced at a time.

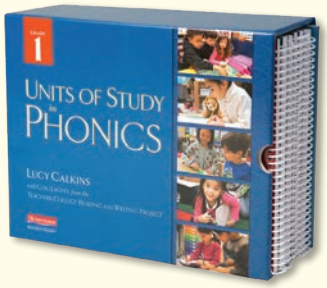
JUMP ROPE READERS

# Who Are the Jump Rope Readers Written For?

## Use with the Units of Study

The Jump Rope Readers were created by a team of writers and editors who also contributed to the Units of Study in Reading and the Units of Study in Phonics—and the books are an important resource for those series. However, the books can be used to supplement a range of reading programs as engaging material for whole class lessons, small group work, or independent practice.






*Units of Study in Phonics (Grade 1)*

*Units of Study in Reading (Kindergarten)*

## Use with Any Reading/Phonics Series

Like all decodable books, the Jump Rope Readers start off simple, then gradually grow in complexity as more phonics content is added. While the books follow a scope and sequence that aligns with the phonics progression behind the Units of Study—CVC words, blends and digraphs, silent *E*, vowel teams, *R*-controlled vowels, diphthongs, multisyllabic words—this same progression, or one quite similar to it, informs most phonics programs. Therefore, teachers in many classrooms will find the Jump Rope Readers a welcome addition to their libraries.

**For more information contact your Pearson Canada K-12 representative.**