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Exploring Reading— Level 2

This sample includes the following:

Best Practices Guide Cover (1 page)

Table of Contents (1 page)

Overview of Reading Instruction (3 pages)

Components of Effective Intervention (1 page)

Instructional Overview (2 pages)

Lesson Plan (19 pages)

Poster (1 page)

Reader (16 pages)

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2

Exploring Reading



Best Practices Guide



Table of Contents

Program Welcome

Contributing Authors.....	4
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Overview of Reading Instruction

Reading Comprehension.....	6
Providing Access to Complex Text.....	7
Comprehension Strategies for Complex Text.....	20
Vocabulary Instruction.....	25
Engaging Higher-Order Thinking Skills.....	27
Fluency and Comprehension.....	28

Components of Effective Intervention

Multi-Tiered Systems of Support.....	30
Response to Intervention.....	31
Reading and Writing Connection.....	36
Direct, Sequential, and Gradual Release.....	37

Differentiating for Diverse Learners

Culturally Responsive Instruction.....	40
English Language Learner Support.....	46

The Instructional Setting

Managing Reading Instruction.....	50
Using Technology to Improve Reading.....	57

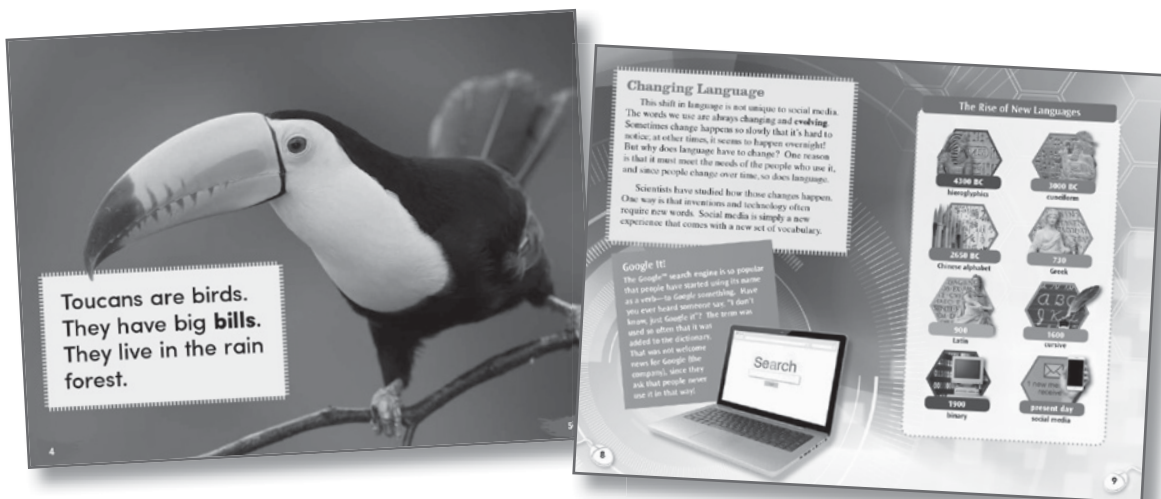
Appendices

Appendix A: References Cited.....	62
Appendix B: Culturally and Linguistically Responsive Strategies.....	70
Digital Resources List.....	73

The Importance of Reading Informational Text

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

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



nonfiction readers

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



text cards

The Importance of Reading Literature

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

text cards



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

literature selections



The Importance of Intertextuality

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

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

Theory into Practice



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

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

Components of Effective Intervention

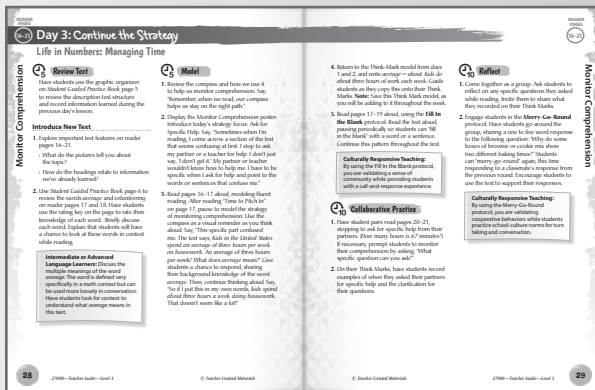
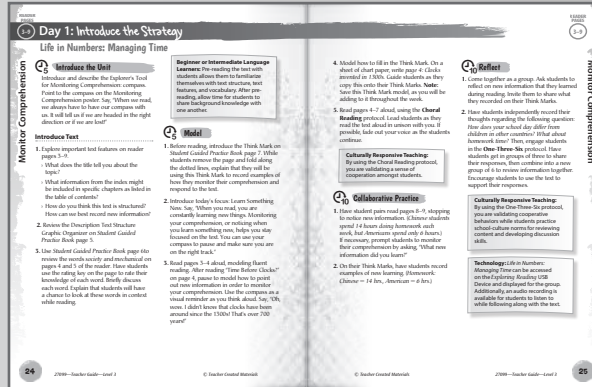
Theory into Practice



Reader Sample Lesson

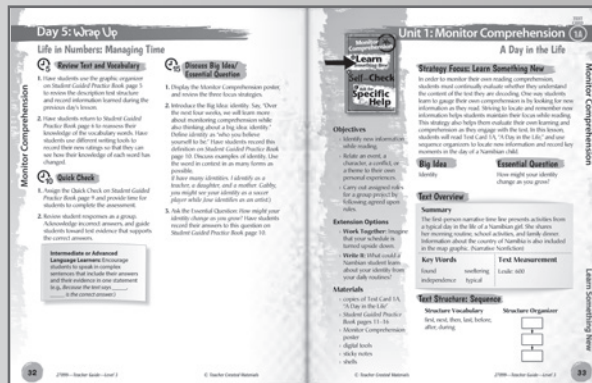
Exploring Reading has embedded Gradual Release of Responsibility into each reader lesson, including review, teacher modeling, and collaborative practice.

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



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

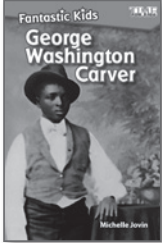

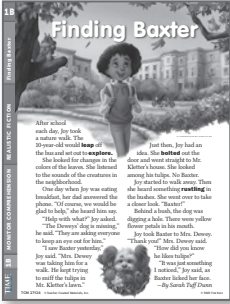

Each reader lesson ends with a quick check, reflection, and discussion. Students reread, write, and discuss the big idea as a group or with partners.



Instructional Overview

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

Sample Unit

Nonfiction Reader	3 Text Cards		
Big Idea: Myself and Others Essential Question: How can people build on their strengths?			
<p>Week 1</p> <p>Strategy: Monitor Comprehension</p>  <p>Students use an Explorer Tool to learn a comprehension strategy. After building shared knowledge, students are introduced to a Big Idea.</p>	<p>Week 2</p> <p>Learn Something New</p>  <p>Students read three text cards and practice three parts of the strategy. They continue to explore the Big Idea through an Essential Question. This ties all the texts together. The unit concludes with a reflective writing exercise, asking students to revisit their initial thoughts about the Big Idea.</p>	<p>Week 3</p> <p>Self Check</p> 	<p>Week 4</p> <p>Ask for Specific Help</p> 

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



Nonfiction Reader Lessons

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

Text Card Lessons

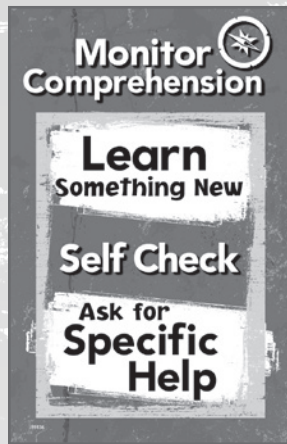
Lessons for the text cards differ slightly each day.

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

Assessment

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

Unit 1: Monitor Comprehension



Fantastic Kids: George Washington Carver

Big Idea

Myself and Others

Essential Question

How can people build upon their strengths?

Unit Overview

Throughout this unit, students will learn and practice three different strategies that will help them monitor their comprehension. They will notice when they learn something new, pause to self-check their understanding, and ask the teacher or a peer for specific help. As students read *Fantastic Kids: George Washington Carver*, they will use compasses as a reminder to pause and ask themselves, "Am I on the right track?"

Text Summary

George Washington Carver was born into slavery. As a young boy, he was sick and weak. But he did not let that stop him from reaching greatness. Learn more about the "Plant Doctor" turned "Peanut Man" and how he helped people across the United States.

Key Words

crammed mourned
enslaved passion
kidnapped scarce
midwife segregated

Text Measurements

Lexile: 570L

Objectives

- › Identify new information while reading.
- › Monitor and modify reading strategies by questioning the text as needed to demonstrate understanding.
- › Identify confusing areas of text, and ask or answer questions to clarify.
- › Engage effectively in a group discussion, following agreed-upon rules for how to speak in a group setting.
- › Read aloud with fluency and expression to support comprehension.

Materials

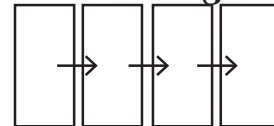
- › copies of *Fantastic Kids: George Washington Carver*
- › *Student Guided Practice Book* pages 4–9
- › Compass Think Mark on *Student Guided Practice Book* page 197
- › *Fantastic Kids: George Washington Carver* Interactiv-eBook
- › Monitor Comprehension poster
- › digital tools

Text Structure: Sequence

Structure Vocabulary

first, second, next, then, end, finally, last, before, after, during

Structure Organizer



Day 1: Introduce the Strategy

Fantastic Kids: George Washington Carver



Introduce the Unit

1. Introduce and describe the Explorer Tool for Monitor Comprehension: compass. Point to the compass on the Monitor Comprehension poster. Say, "When we read, we always have to have our compass with us. It will help us monitor comprehension as we read."
2. Have students cut out the Compass Think Mark on *Student Guided Practice Book* page 197. (**Note:** After each lesson, have students leave the Think Marks in their *Student Guided Practice Books*.)
3. Define and describe the Monitor Comprehension strategy. Point to the first focus on the poster: Learn Something New. Say, "As we read, we should learn new things. Informational texts teach us new facts. When we read a story, we learn about the characters and the events. The Compass Think Mark will remind us that we should check our direction. As you use the compass, ask yourself, *Am I lost or on track?*"

Beginner or Intermediate Language Learners:

Distinguish George Washington Carver from George Washington. Students may be familiar with the first president of the United States. Help students understand that George Washington Carver is a different person who made different contributions to the United States.



Introduce the Lesson

1. Distribute *Fantastic Kids: George Washington Carver*, and have students skim pages 3-9.
2. Engage students in the **Shout Out Brainstorm** protocol. Allow students to shout out answers, background knowledge, or connections they may have to the questions:
 - › What does the title tell you about the book? What do you think the book will be about?
 - › What do you notice about the images? How does this help you understand the title?
 - › What do the chapter titles in the table of contents make you think about? What do you think you will learn in each chapter?
3. Have students turn to *Student Guided Practice Book* page 4. Say, "Today, we are going to read pages 4-6. On these pages, we will encounter the words *scarce*, *enslaved*, and *kidnapped*." Guide students to circle a heart or question mark for each word. If they know or have heard the word before, they should circle the hearts. If the word is unfamiliar, they should circle the question marks.

Cultural Responsiveness:

By using the Shout Out Brainstorm protocol, you are validating verbally expressive and relational behaviors.

 **Model**

1. Have students echo read the first paragraph on page 4 by repeating each sentence in unison after you read it. As students read, listen for fluency, accuracy, and decoding. Assist students where needed.
2. Display the Compass Think Mark. Say, “I am going to stop here to use my compass to make sure I am heading in the right direction. The title of the section is *Plants and Peanuts*. In this section, I learned something new. I learned about a man named George Washington Carver. He made peanuts popular. This matches what I was expecting after I read the title of this section. I think I am on the right track.”
3. Ask students to give a thumbs up if they agree with your assessment and a thumbs down if they do not. Address any misunderstandings if needed.

 **Collaborative Practice**

1. Say, “Now, it’s your turn to try it. Let’s read the rest of page 4 and page 5. As we read, check to make sure you are learning something new.”
2. Have students echo read the rest of pages 4–5 as a group. Ask students to put their thumbs up when they learned something new.
3. Say, “Pick up your compasses and practice monitoring your comprehension to make sure you learn something new as you read.”

4. Return to the text and read each sentence, one sentence at a time. Ask students if the sentence teaches them about plants, peanuts, or George Washington Carver. Explain that a sentence may tell about one, two, or all three of these things.
5. Have students independently read pages 7–9 or with partners. Discuss what they learned about plants, peanuts, or George Washington Carver.

 **Reflect**

1. Direct students back to the vocabulary list on *Student Guided Practice Book* page 4.
2. Discuss how the words were used in the text, and have students add words or drawings in the Notes column.
3. Ask students how and when they might monitor their comprehension throughout the school day.

Day 2: Use the Strategy

Fantastic Kids: George Washington Carver



Review Text and Tool

1. Guide students to use the graphic organizer on *Student Guided Practice Book* pages 6–7 to record information learned during the previous lesson. Say, “This book was written to tell about George Washington Carver. What are some of the facts that we have learned about the beginning of his life so far?”
2. Have students add a few key details about Carver’s early life to the first box of the sequence organizer. Skim the reader pages from the previous lesson as needed. Students will complete the rest of the graphic organizer in a future lesson.
3. Review the Explorer Tool: compass. Say, “When we read, we always have to have our compass with us to monitor our comprehension.”
4. Point to the second focus on the Monitor Comprehension poster: Self Check. Say, “In our previous lesson, we used our Compass Think Mark to make sure we learned something new. We did this to make sure we understood the text we read. Today, we are going to continue to monitor our comprehension by stopping to do a self check. That means we check in with ourselves to make sure we understand what we read.”

Intermediate or Advanced Language Learners:

Preread the text to familiarize students with text structure, text features, and vocabulary. Have students share background knowledge about George Washington Carver.



Introduce New Text

1. Explore important text features on pages 10–13 using the discussion questions:
 - › How can the titles, images, and captions help you understand what you will learn on these pages? What do you think this section of the book will be about?
 - › What do the images show? How do the images remind you about what you have already read?
2. Say, “Today, we are going to read pages 10–13. On these pages, we will encounter the words *segregated* and *midwife*.” Guide students to circle a heart or question mark for each word. If they know or have heard the word before, they should circle the hearts. If the word is unfamiliar, they should circle the question marks.



Model

1. Cloze read pages 10–11. To cloze read, read aloud as students follow along. Leave out key words, and have students supply the missing words. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
2. At the end of page 11, direct students' attention to the Compass Think Mark. Say, "I am going to stop here to use my compass and do a self check. The heading *Free at Last!* made me think I was going to learn something about being free. Let's check. Yes, on this page, I read about slavery becoming illegal. That means George and his family became free."
3. Preview pages 12–13. Then say, "The heading *Life with the Carvers* tells us that we can expect to learn about life with the Carvers. I think that means we will learn about George's life with the Carvers since the book is about George. After we read, we'll self check to monitor our comprehension."



Collaborative Practice

1. Provide students with sticky notes.
2. Have partners read pages 12–13. Depending on students' abilities, have them **Choral Read** (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the **Jump-In Reading** protocol (one student starts reading aloud, then the other students take turns "jumping in" to take over the reading).
3. Have students to turn to *Student Guided Practice Book* pages 6–7.

4. Have students add notes to the sequence graphic organizer.



Reflect

1. Come together as a group, and discuss some of the notes students wrote about the text.
2. Allow time for students to collaborate with other students to try to comprehend sections they do not understand.

Cultural Responsiveness:

By using the Choral Reading or Jump-In Reading protocol, you are stimulating the flow of conversation and building bridges to reading fluency.

Day 3: Continue the Strategy

Fantastic Kids: George Washington Carver



Review Text and Tool

1. Say, "We have learned a lot about George Washington Carver. What have we learned so far?" Give students time to share.
2. Use *Student Guided Practice Book* pages 6–7 to review the previous lesson. Say, "We already recorded information about what we learned about George's early life. Let's add information about the next part of George's life." Give students time to add notes to the second frame on the graphic organizer.
3. Point to the third focus on the Monitor Comprehension poster: Ask For Specific Help. Say, "Today, we will focus on asking specific questions. Sometimes, we may try to learn something new and self check at the end of each section but still not understand what we read. Practice asking specific questions to gain clarity when this happens."



Introduce New Text

1. Tell students that they will use their compasses as they read more about George Washington Carver on pages 14–21. Say, "Let's preview what we will read about today. This will help us monitor your comprehension as we read. Look through pages 14–21 and read the headings. Let's look at the pictures and text."

2. Ask students to turn to *Student Guided Practice Book* page 5. Say, "Today, we are going to read pages 14–21. On these pages, we will encounter the words *midwife* and *crammed*." Guide students to circle a heart or question mark for each word. If they know or have heard the word before, have them circle the hearts. If they have not, they should circle the question marks.



Model

1. Read the heading on page 14, *The Plant Doctor*. Say, "Yesterday, I used my Compass Think Mark to self check and make sure I was on the right track. I did that by looking at the titles and subtitles. Today, I am going to use my Compass Think Mark to stop at places that confuse me to ask a specific question to help clarify the text."
2. Point to the word *doctor*. Say, "I have heard of doctors for people and animals but not for plants. This seems confusing to me. I need to ask a question. I should ask about *exactly* what I do not understand. I'll ask, 'How is a plant doctor different from a doctor for people?'"
3. Read the rest of page 14 aloud. Let the students know your question has not been answered. Say, "I did not find the answer to my question yet. I hope I learn more about plant doctors in this chapter."

**Beginner or Intermediate
Language Learners:**

Provide sentence frames to support
English language learners.

I don't know what _____ means.

This section told me about _____.

I learned _____ in this section.

I do not know _____.

I do not understand _____.

4. Say, "You are going to continue reading the book to page 21. As you read, use your Compass Think Mark to point to a place where you may be confused. Before you turn each page, stop to ask me or your partner for specific help with that section."

**Collaborative Practice**

1. Have partners take turns modeling how to read pages 15–17. Each partner will read a sentence and then switch to allow their partners to do the same. As students read, listen for fluency, accuracy, and decoding. Assist students where needed.
2. Discuss any specific questions students have as they are reading. If appropriate, allow students in the group to answer each other's questions.
3. Have students work with partners to add notes to the third frame of the sequence graphic organizer in their *Student Guided Practice Books* pages 6–7.

**Reflect**

1. Tell students that as you continued reading, you found out more about what *plant doctor* might mean on pages 16–17. Say, "The text explains how George and Mariah used plants to help people who were sick or in pain."
2. Lead a discussion about students' specific questions and where they found the answer(s) in the text. Write down any questions that have not been resolved. Save them for the lessons on Day 4 and/or Day 5.

Day 4: Know the Strategy

Fantastic Kids: George Washington Carver**Review Text**

1. Say, "We know a lot about George Washington Carver. What have we learned so far?"
2. Have students turn to pages 6–7. Use *Student Guided Practice Book* to review the previous lesson.
3. Review all three focuses on the Monitor Comprehension poster. Have students review the text and tool. They should be able to explain what they have read and the importance of the Compass Think Mark.

**Introduce New Text**

1. Say, "Today, we are going to read pages 22–27. Use your compass to preview the rest of the book. Pay close attention to the headings in this section. The titles of these headings can help you think about what you will learn, when you will need a self check, and what questions you might ask."
2. Have students turn to *Student Guided Practice Book* page 5. Say, "Today, we are going to read pages 22–27. On these pages, we will encounter the words *passion* and *mourned*." Guide students to circle a heart or question mark for each word. If they know or have heard the word before, they should circle the hearts. If they have not, they should circle the question marks.

Intermediate or Advanced Language Learners:

Discuss the *Nuts About Peanuts* sidebar on page 27. Explain that one meaning for the word *nuts* is "loving something a lot." Discuss this play on words, and tell students it is called a *pun*. Identify any other puns students may be familiar with.

**Model**

1. Have students use the **Choral Reading** protocol to read pages 22–23 in unison. As students read, listen for fluency, accuracy, and decoding. Assist students as needed.
2. When students have read pages 22–23, say, "I listened to you read pages 22–23. As I was listening, I made sure to monitor my comprehension by asking myself the following questions: *Did I learn something new in this section?* The answer is Yes, I learned that George was getting ready to move again. *Did I use the headings and then do a self check to make sure I learned what the author was trying to teach me?* Yes, I learned about George going *To the West* and *Saying Goodbye* to the Carvers. *Can I ask a specific question?* Yes, I can ask, 'Is Fort Scott, Kansas far away from Neosho?'"

Cultural Responsiveness:

By using the Choral Reading protocol, you are validating the cultural behavior of collective success amongst students.



Collaborative Practice

1. Have partners read pages 24–27. Depending on students' abilities, have them **Choral Read** (all students read aloud simultaneously), whisper read (all students whisper the text aloud simultaneously), or use the **Jump-In Reading** protocol (one student starts reading aloud, then the other students take turns "jumping in" to take over the reading).
2. After each page or paragraph, have students prompt each other to use the strategy from the poster. "Did you learn something new? Let's do a self check. Can you ask a specific question?"

Cultural Responsiveness:

By using the Choral Reading or Jump-In Reading protocol, you are stimulating the flow of conversation and building bridges to reading fluency.



Reflect

1. Direct students back to the vocabulary list on pages 4–5 of the *Student Guided Practice Book*.
2. Discuss how the words were used in the text, and add words or drawings in the Notes column.
3. Ask students how and when they might summarize throughout the school day.

Day 5: Wrap Up

Fantastic Kids: George Washington Carver



Review Text

1. Remind students that *Fantastic Kids: George Washington Carver* describes Carver's life in sequence. Turn to *Student Guided Practice Book* page 7, and have students write details on the last frame of the graphic organizer.
2. Have students lead a discussion about what they learned in the reader, *Fantastic Kids: George Washington Carver*.

Intermediate or Advanced Language Learners:

Encourage students to use the new words they have added to their graphic organizers.



Quick Check

1. Assign the Quick Check on *Student Guided Practice Book* page 8. Have students work independently or with partners to complete the Quick Check.
2. Review student responses as a group. Acknowledge incorrect answers, and guide students toward text evidence that supports the correct answers.











Discuss Big Idea/ Essential Question

1. Introduce the Big Idea: Myself and Others.
2. Ask the Essential Question: *How can people build on their strengths?*
3. Use *Student Guided Practice Book* page 9 to record students' thoughts about the Big Idea and Essential Question. Explain that they will revisit this page at the end of the unit.
4. Review the poster, strategy, vocabulary, or Big Idea as needed. Say, "We just finished reading *Fantastic Kids: George Washington Carver*, and we talked briefly about the Essential Question: *How can people build on their strengths?* In the next few weeks, we will read three more texts that deal with myself and others. I would like you to keep this question in mind as we read text cards 1A, 1B, and 1C."

Name: _____ Date: _____

Words to Know

Directions: Do you know the word? Circle the  or . Write notes for each word. Choose a word from the text to add to the last row.





	Word	Notes
 	scarce (adjective)	
 	enslaved (adverb)	
 	kidnapped (verb)	






	Word	Notes
 	segregated (adjective)	

Name: _____ Date: _____

Words to Know *(cont.)*



	Word	Notes
 	midwife (noun)	
 	crammed (verb)	

	Word	Notes
 	passion (noun)	
 	mourned (verb)	
 		

Name: _____ Date: _____

Sequence Graphic Organizer

Directions: What happens *first*, *next*, *then*, and *last*? Write details in the boxes.

First

Next



Then

Last



Name: _____ Date: _____

Quick Check

Directions: Choose the best answer to each question.

1. How did George Washington Carver's childhood help him as an adult?

- (A) He learned a lot about plants and could help farmers.
- (B) A group of men kidnapped him and his mother.
- (C) George was the best student in his class.
- (D) George went to school in Kansas.

2. Why was he known as the "Peanut Man"?

- (A) He liked peanut butter snacks.
- (B) He invented many ways to use peanuts.
- (C) He discovered the first peanut.
- (D) He was a peanut farmer.

3. How did George Washington Carver build on his strengths?

Name: _____ Date: _____



**Big
Idea**

Myself and Others

**Essential
Question**



**How can people build on
their strengths?**

Directions: Write your thoughts below.

First Thoughts

Large empty rectangular box with an orange border for writing 'First Thoughts'.

Final Thoughts

Large empty rectangular box with a blue border for writing 'Final Thoughts'. A black arrow points from the bottom of the 'First Thoughts' box to the top of this box.

Pretest

Directions: Read or listen to the passage.

By George, It's a Brand-New Book!

Curious George is a very famous book character. The monkey was created by Hans Augusto Rey and his wife, Margret. They also came up with a character named Whiteblack the Penguin. No one has heard of Whiteblack. Hans and Margret wrote about Whiteblack 63 years ago. After



they wrote the tale, it got lost. The two writers are no longer alive. But Whiteblack is! The story Hans and Margret wrote a long time ago is finally in bookstores. The title of the book is *Whiteblack the Penguin Sees the World*.

An Amazing Penguin

Whiteblack lives in Penguinland. He wants to take a trip to see new things. That way, Whiteblack can tell stories about his travels on his radio show. On his trip, Whiteblack sees his first human. Whiteblack says, "Why, he looks just like me! White shirt, dark coat, and he walks on two legs."

Whiteblack Meets the World

The story of Whiteblack was never printed. How did it finally become a book? Readers can thank Anita Silvey. Silvey had seen pictures of Whiteblack hanging up at a show. She thought the pictures were great. Silvey works for a company that makes books. She got her



company to print the story. Silvey said, "It's as if I found one of the Reys's children who had been in an orphanage."

Pretest (cont.)

Directions: Use the text on page 22 to answer the questions.

<p>1. Why didn't the writers publish the story?</p> <p>(A) They did not like it.</p> <p>(B) It got lost.</p> <p>(C) It was too short.</p> <p>(D) They did not have enough money.</p>	<p>2. Whiteblack wants to see new things so he can ____.</p> <p>(A) be famous</p> <p>(B) take pictures of them</p> <p>(C) write stories about them</p> <p>(D) discuss them on his radio show</p>
<p>3. How are penguins like humans?</p> <p>(A) They have similar hair.</p> <p>(B) They walk on two legs.</p> <p>(C) They speak the same language.</p> <p>(D) They like the colors black and white.</p>	<p>4. <i>Whiteblack the Penguin Sees the World</i> is ____.</p> <p>(A) an informational book</p> <p>(B) a fable</p> <p>(C) a fiction story</p> <p>(D) a biography</p>
<p>5. Anita Silvey was able to print the story because ____.</p> <p>(A) she works for a company that makes books</p> <p>(B) she has a lot of money</p> <p>(C) she came from an orphanage</p> <p>(D) she loves penguins</p>	

Name _____ Date _____

Fantastic Kids: George Washington Carver (pages 6 and 8)

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

Word Count	Text	E	SC	Cues Used					
				E		SC			
2	Early Life			M	S	V	M	S	V
11	No one knows for sure when George was born.			M	S	V	M	S	V
20	But most people think it was near 1861. His			M	S	V	M	S	V
27	parents were enslaved. A man named Moses			M	S	V	M	S	V
36	Carver forced them to work on his farm in			M	S	V	M	S	V
44	Missouri. Sadly, just before George was born, his			M	S	V	M	S	V
46	father died.			M	S	V	M	S	V
47	Kidnapped!			M	S	V	M	S	V
56	When George was just one week old, a group			M	S	V	M	S	V
65	of men came to the farm. The group kidnapped			M	S	V	M	S	V
69	him and his mother!			M	S	V	M	S	V
76	The kidnappers sold baby George and his			M	S	V	M	S	V
84	mother to another family. Back at the farm,			M	S	V	M	S	V
94	Moses hired a man to track them down. After a			M	S	V	M	S	V
103	while, the man found George. He had been left			M	S	V	M	S	V
113	on the side of a road. But George's mother was			M	S	V	M	S	V
120	gone. The baby was weak and sick.			M	S	V	M	S	V

Oral Reading Assessment

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

Monitor Comprehension

**Learn
Something New**

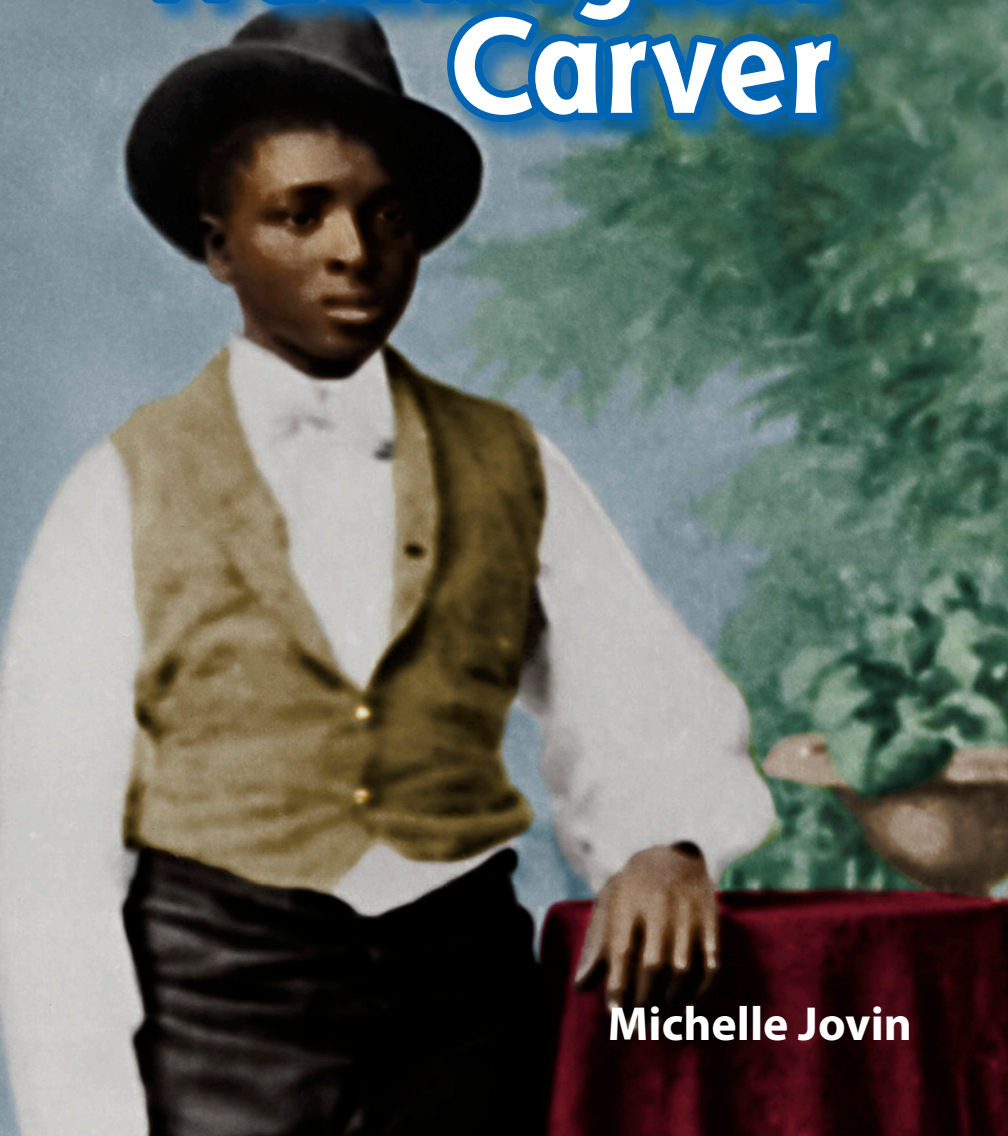
Self Check

**Ask for
Specific
Help**

Fantastic Kids

TIME
FOR KIDS

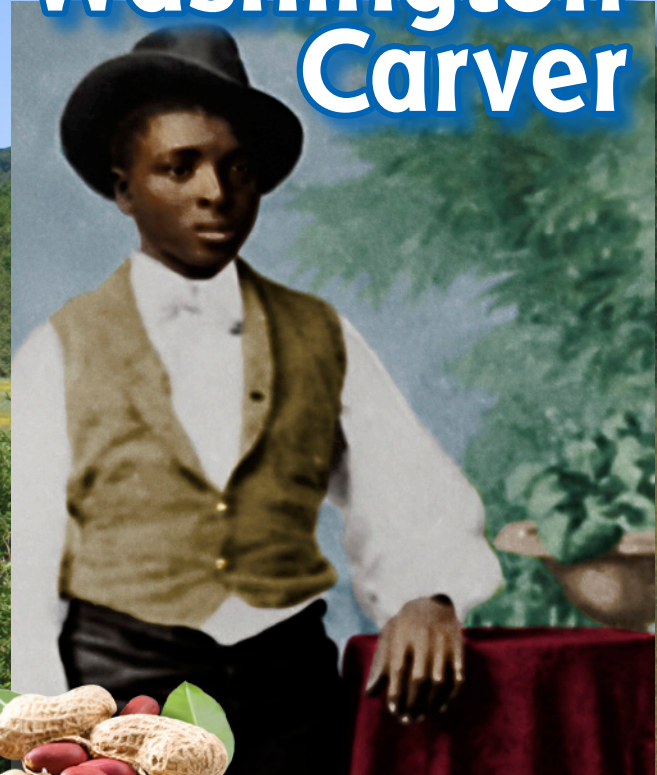
George Washington Carver



Michelle Jovin

Fantastic Kids

George Washington Carver



Michelle Jovin, M.A.

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Table of Contents

Plants and Peanuts.....	4
Early Life	6
The Plant Doctor	14
A Great Scientist	26
Glossary	28



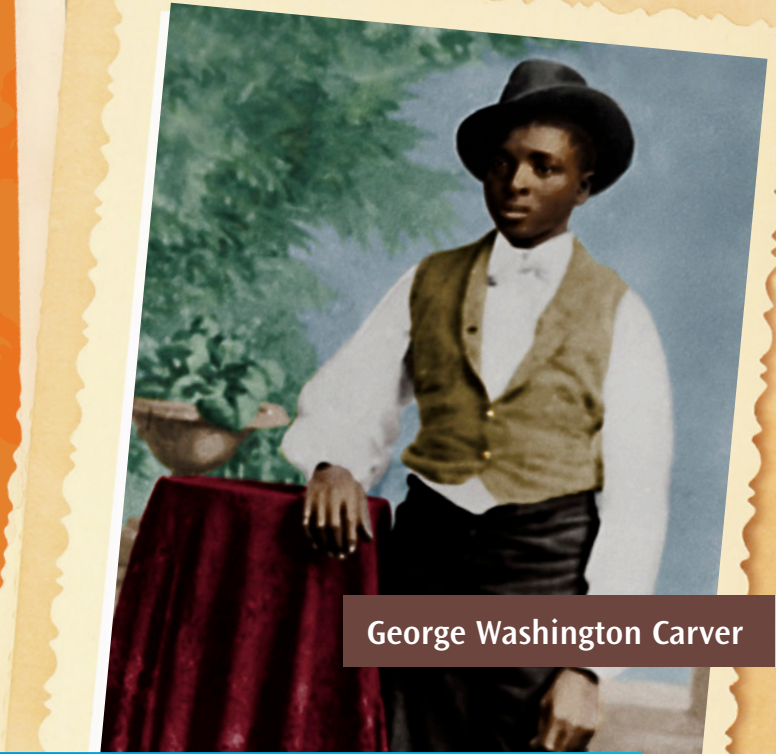
Plants and Peanuts

George Washington Carver made the peanut popular. But he did much more than that.

George had a hard life as a child. But, he did not let that stop him. Young George worked hard to learn as much as he could. When he grew up, he taught other people about plants. He even helped save the country when food was **scarce**! George's knowledge of plants made him a hero. This is his story.



4



George Washington Carver

George Saves the Farms!

When George grew up, he taught people about *crop rotation*. He told farmers to plant peanuts and sweet potatoes for one year instead of their normal crops. This gave the soil time to get healthy again. His plan worked! Crop rotation is still used by farmers around the world today.

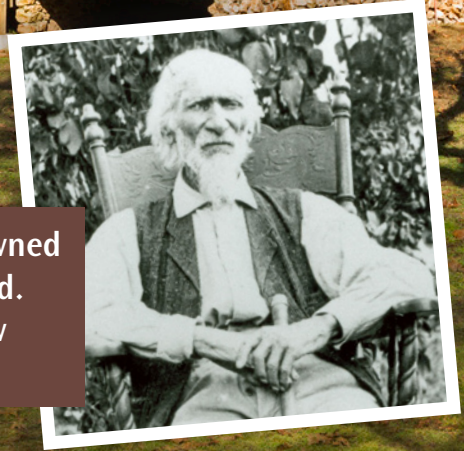
5

Early Life

No one knows for sure when George was born. But most people think it was near 1861. His parents were **enslaved**. A man named Moses Carver forced them to work on his farm in Missouri. Sadly, just before George was born, his father died.

AGE: baby Kidnapped!

When George was just one week old, a group of men came to the farm. The group **kidnapped** him and his mother!



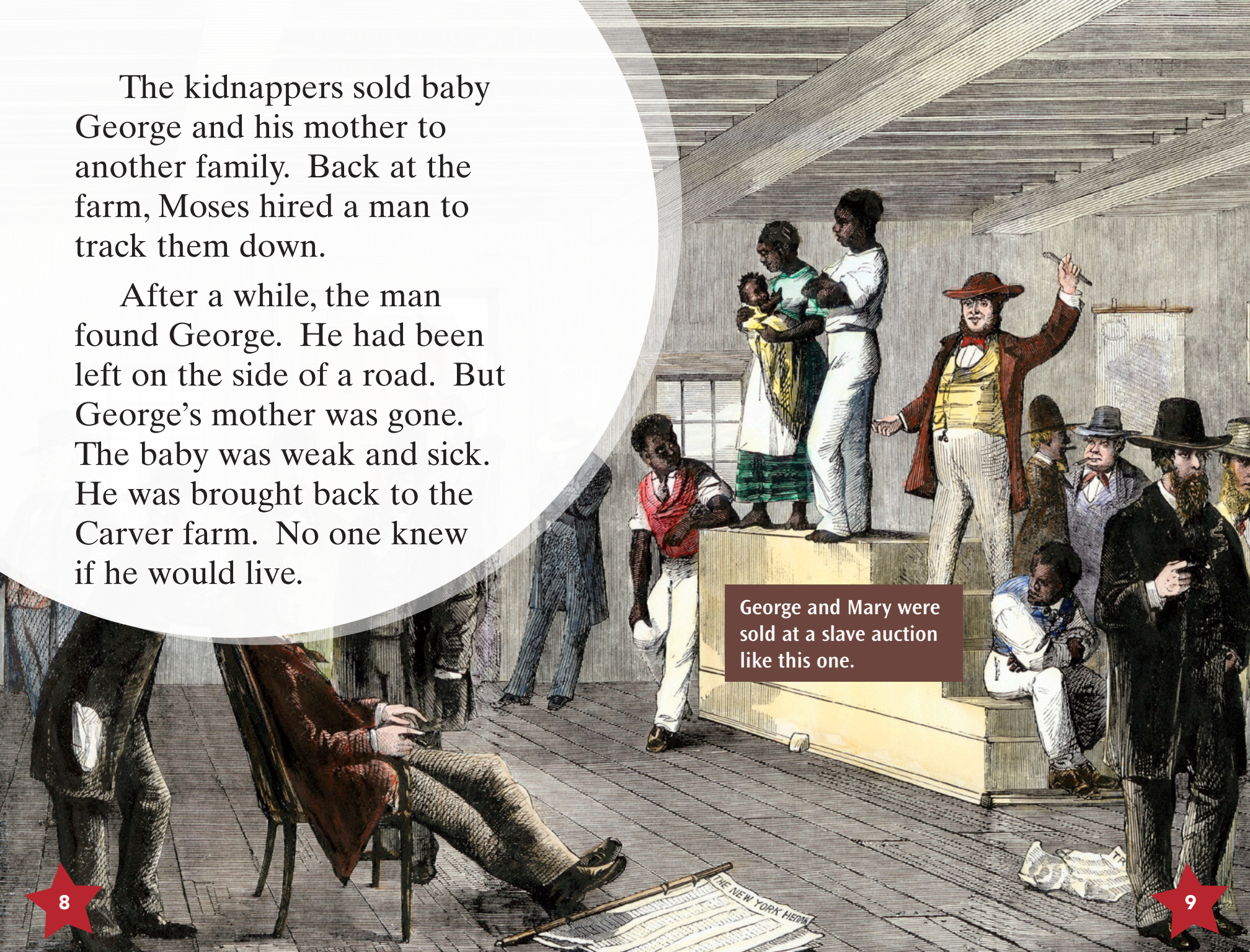
Moses Carver owned George as a child. His home is now a museum.

Not Known

Most enslaved people were not allowed to read. As a result, they did not know in what year they were born. Also, no one kept records of when babies of enslaved people were born.

The kidnappers sold baby George and his mother to another family. Back at the farm, Moses hired a man to track them down.

After a while, the man found George. He had been left on the side of a road. But George's mother was gone. The baby was weak and sick. He was brought back to the Carver farm. No one knew if he would live.



George and Mary were sold at a slave auction like this one.



Freedom!

In time, George got his strength back. But he was still too weak to work in the fields. Instead, George worked in the house. He learned how to cook and sew. He helped in the garden, too.

When George was about four years old, he got great news. Slavery became illegal! The Carver farm was the only home George had ever known. So, he stayed with them.



Free at Last!

Abraham Lincoln (above) was president during the Civil War. In that war, the North and the South fought over states' rights. People in the South thought states should rule how they thought was best for their states, even if that meant allowing slavery. Lincoln did not agree. He said slavery was no longer allowed in any state.



Life with the Carvers

When George was five years old, the Carvers tried to send him to the school in town. But because George was black, the school would not let him learn with the white kids in town.

For the next few years, Mrs. Carver taught George to read and write. When he was 11 years old, he left the Carvers' farm. He was scared to leave his home. But, he was also excited. George was going to go to school!

Not Allowed

Schools where George lived were **segregated** when he was young. They would stay that way until 1954. That was the year that the U.S. government said separate schools were wrong.

Since George was black, he was not allowed to go to the local white school.

The Plant Doctor

George walked 8 miles (13 kilometers) to get to the town of Neosho. That was where the closest black school was located. By the time he got there, it was night. George found a barn and fell asleep.



Meeting Mariah

The next day, he met a **midwife** named Mariah Walker. She and her husband owned the barn where young George had slept. She told him that he could stay in their house. In return, George helped her with her work.

Name Change

When George lived with the Carvers, he was known as “Carver’s George.” That was because the Carvers owned him. When George left the farm, he changed his name to show that no one owned him. His new name was George Carver. George picked his middle name, Washington, years later.

George and Mariah helped people in town. When a child got hurt, they used plants to help with the pain. When a man was sick, they had the cure.

This time shaped George's life. The Walkers were the first black people he knew who owned their own house. Mariah also showed George that plants could be used as more than just food. They could help heal people, too.

Giving Back

Mariah told George to learn as much as he could. She said George should "go out in the world and give your learning back to our people." She hoped George could teach other black people what he knew. When he was an adult, George became a great teacher.

Plants Used as Medicine



yarrow—fevers, flu



chamomile—headaches, stomachaches



dandelion—fevers, rashes



feverfew—headaches, nausea



wild chicory—infections, stomachaches

When his neighbors had problems with their plants, they called George. George would help cure their plants. He taught them how much sun their plants should get. He taught them how to keep their soil healthy, too.

Whatever was wrong, George knew how to fix it. Even though he was just a kid, people in town called him the “Plant Doctor.” It was soon clear to George that his future lay with plants.



When George was not with Mariah, he was at an all-black school. His class had 75 students and just one teacher! All of the students **crammed** into one room to learn. George was scared he would not know as much as the rest of the kids.

George would not let his fear stop him. While his friends played, he studied. He woke up early to read before school, too. It was not long before he was the best student in his class.





To the West!

It was soon clear to George that he knew more than his teacher. When George was 14 years old, he heard that a family from his town was moving. George asked to go with them. He thought a new school could teach him all he wanted to know.

George first went to school in Fort Scott, Kansas. But he was not happy there. Many white people in town did not treat black people well. George did not stay in Fort Scott for long.

Saying Goodbye

Before George moved to Kansas, he went back to the Carver farm. He wanted to say goodbye to the Carvers. When George lived in Neosho, he could visit the Carvers in his free time. But now, he would be about 80 miles (130 kilometers) away from them. He knew he might never see them again.

Market Street in Fort Scott, Kansas, in 1863

For the next few years, George moved a lot. He went to many schools and learned new things at each one. George paid for his travels by working. In one town he washed people's clothes. In another town, he planted rice, corn, and vegetables. He loved this job the most. Working with plants all day was his dream job!

George went to high school and then to college. While there, he studied his favorite subject: plants!



George the Painter

While living in Beeler, Kansas, George found another **passion**—painting! George would paint off and on for the rest of his life. What was his favorite subject to paint? Plants, of course.

A Great Scientist

After high school, George became a teacher. He helped farmers around the world. He made sure that people had enough food even in hard times. His work with peanuts made him famous. He became known as the “Peanut Man.”

In 1943, George died. People **mourned** the loss of a great man. As a kid, he was the Plant Doctor. Later, he was Peanut Man. For his whole life, he helped make the world a better place.

Nuts About Peanuts

As a scientist and inventor, George came up with more than three hundred new ways to use peanuts. He used them as soap and as ink. George made them into paper, glue, and gas, too!

Glossary

crammed—forced people or things into a tight space

enslaved—forced to work for another person without pay

kidnapped—took someone away by force

midwife—a person who helps women give birth

mourned—felt or showed sadness when someone died

passion—something a person enjoys doing

scarce—low in supply

segregated—kept groups of people apart

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