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Teacher Created Materials Bookroom Grade-Level Collection Grade 3

This sample includes the following:

- Management and Assessment Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (4 pages)
- Lesson Plan** (2 pages)
- Comprehension Assessment** (2 pages)
- Oral Reading Record Assessment** (1 page)
- Reader** (16 pages)

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Teacher Created Materials
Bookroom
Grade-Level Collection

**Management and
Assessment Guide**



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How to Use This Product

Setting up the *Teacher Created Materials Bookroom Grade-Level Collection* is as simple as unpacking the shipping box and placing the bin on a shelf. The grade 3 collection includes guided reading levels N–P. The labeled bin is pre-packed with 15 pouches, each of which includes 6 copies of a leveled book, an easy-to-use lesson plan, and a checkout card. For a complete list of books offered in this grade-level bin, see Appendix A.

Components

Leveled Books

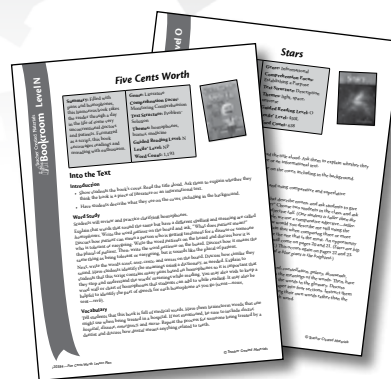
The collection of books in the *Teacher Created Materials Bookroom Grade-Level Collection* includes titles from a variety of successful series.

- ***TIME FOR KIDS Nonfiction Readers*** are designed to enhance any reading program. Each book motivates students to want to read with high-interest content and engaging photographs. The authentic reading experiences help students develop vocabulary, comprehension, and fluency skills.
- ***Read! Explore! Imagine! Fiction Readers*** have been developed to enhance any reading program. The books motivate students with engaging, well-illustrated stories that are targeted for their age and interest levels.
- ***Primary Source Readers*** are designed around primary sources that provide details about a particular subject. These primary sources include personal papers, letters, notes, photographs, drawings, government documents, and more. With primary sources, history changes from studying events in a textbook to a more intimate focus on the humans who shaped each historical event.
- ***Science Readers*** provide students with access to high-quality informational text partnered with scientific investigations. Teachers model a variety of literacy strategies while teaching science content in a meaningful context. Many of the activities in Science Readers support STEAM education.
- ***TIME For Kids Exploring Reading*** will guide students to become strong and independent readers. These leveled readers provide exciting texts that introduce the big idea and comprehension strategy in a fun and purposeful way.



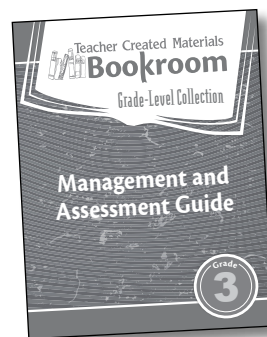
Lesson Plans

The easy-to-implement lesson plans were specifically designed to support guided reading instruction. Activities help teachers implement a balanced literacy framework with suggestions for before, during, and after reading. For detailed information on using the lessons, see “Teaching a Lesson” on page 29.



Management and Assessment Guide

The Management and Assessment Guide provides information on how to efficiently and effectively implement the *Teacher Created Materials Bookroom Grade-Level Collection* as well as best practices for implementing balanced literacy and differentiated reading instruction. The comprehension assessment and oral reading record for each title are included, along with guidance for administering the assessments.



Professional Development

One copy of *Creating Strategic Readers: Techniques for Supporting Rigorous Literacy Instruction* is provided as a professional resource that supports teachers in their implementation of a comprehensive literacy classroom.



Teaching a Lesson

The *Teacher Created Materials Bookroom Grade-Level Collection* lessons each contain activities to address word study, vocabulary, comprehension, and writing. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson begins with an overview box that provides key information for planning purposes. The lessons include direction for instruction and practice before, during, and after reading.

Into the Text

- **Introductory Activity:** Teachers and students will discuss observations about the book's cover and title, discuss genre, and activate background knowledge.
- **Word Study:** Each activity targets a Common Core Language or Foundational Skills standard. These standards include topics such as generalizing spelling patterns, identifying affixes, generating synonyms, or pluralizing irregular nouns.
- **Vocabulary Activity:** Students will receive an introduction to key vocabulary words in the text, or words that will help them better understand concepts in the text.

Through the Text

- **Comprehension Focus:** Within each text, a specific reading skill or strategy is taught through explicit instruction, teacher modeling, guided practice, and independent application.
- **Language Support:** Differentiation options are presented to help support English language learners access the text and/or respond to the text. Each option focuses on developing reading, writing, speaking, or listening proficiency.
- **Text-Dependent Questions:** These comprehension questions require students to think critically and cite evidence directly from the text.

Beyond the Text

- **Writing Activity:** Each writing prompt allows students to creatively reflect on their reading. Some options include friendly letters, brochures, persuasive posters, and picture books.
- **Extension Activity:** These multi-modal activities engage students as they apply new knowledge gathered from the text in a fun and creative way.



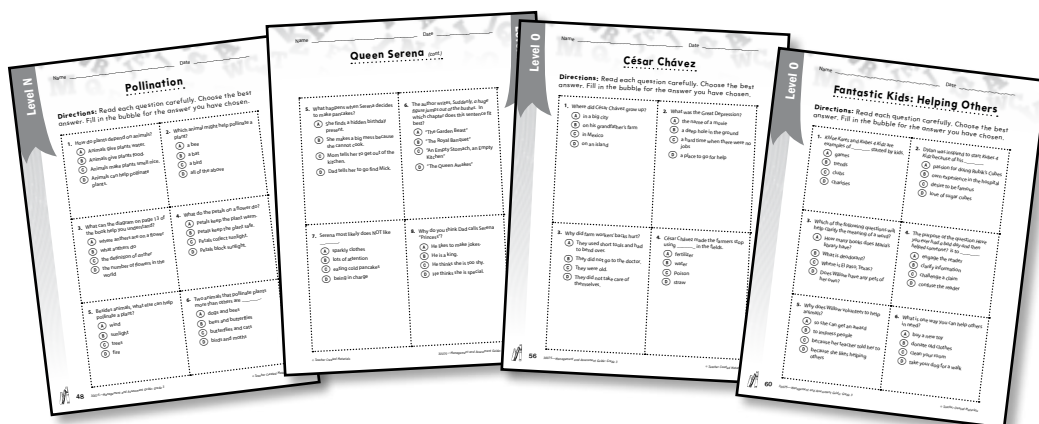
How to Use the Assessments

Assessment Opportunities

When working with the books and lessons in the *Teacher Created Materials Bookroom Grade-Level Collection*, teachers can assess students' progress and reading development in a variety of ways. Assessments are provided for all of the books in the *Bookroom Collection* resource, offering teachers the option to use any title to assess fluency or comprehension. Teachers may use them when and how they feel will best serve their classroom needs. These assessments and tools may be photocopied from the Management and Assessment Guide, or PDF files can be downloaded from the website www.tcmpub.com/download-files. To access the assessments in this resource, use the access code 88576771.

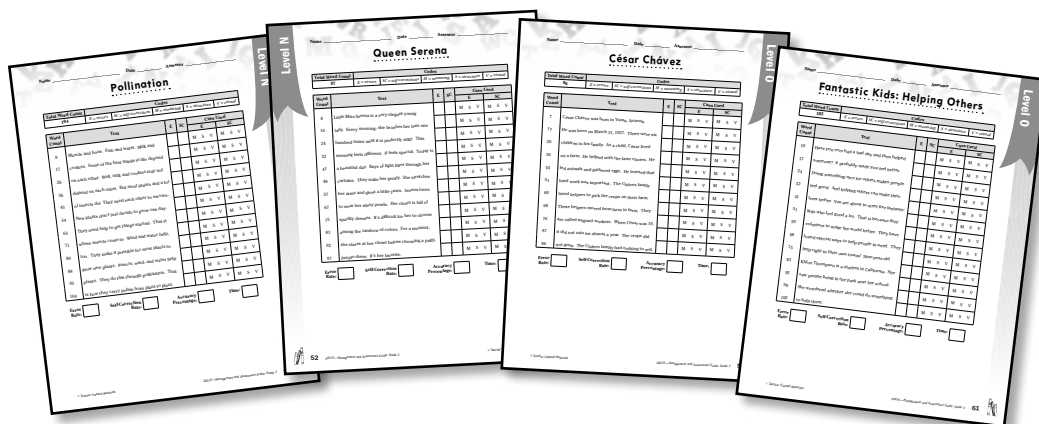
Comprehension Assessments

A comprehension assessment is included for each title. These assessments are offered in a multiple-choice format, providing an opportunity to both gauge student learning in relation to content and practice with standardized-test formats.



Oral Reading Records

An oral reading record for each book is also included. Detailed instructions for using the oral reading records are provided on the following pages of this Management and Assessment Guide. Depending on instructional needs, teachers may use the oral reading records as a diagnostic placement tool.



Mammal Mania

Summary: From the smallest chinchilla to the enormous blue whale, all mammals share common characteristics. This book provides a broad overview of the mammal classification as well as specific information on a select few of its species.

Genre: Informational
Comprehension Focus: Activating Background Knowledge
Text Structure: Compare and Contrast
Themes: adaptations, animals, habitats
Guided Reading Level: P
Lexile® Level: 640L
Word Count: 942



Into the Text

Introduction

- Show students the book's cover. Read the title aloud. Ask them to explain whether they think the book is a piece of literature or an informational text.
- Have students describe what they see on the cover, including in the background.

Word Study

Students will review and practice forming and using possessives.

Remind students that to form a possessive noun, we usually only need to add 's. Write the following words on the board: *pig, giraffe, squirrel, beaver, ram, and chicken*. Have each student take a turn adding 's to each word to show something belongs to the animal. Then, add body parts for students to use to draw funny comparisons. For example, *A giraffe's neck is like a telephone pole* or *A chicken's foot is like a back scratcher*.

Vocabulary

Show students photographs of mammals to activate their prior knowledge and encourage them to discuss what they already know about the subject. List key words that they already know on a sheet of chart paper and help define them using student-friendly language. Be sure to include: *breathe, carnivores, habitats, herbivores, milk, offspring, omnivores, temperature, and vertebrates*.

Assign a vocabulary word to each student. Have students look up their word in a dictionary or thesaurus to come up with at least five synonyms. Divide the class into two teams. A player on the first team names one of the synonyms for their word. The players on the other team try to guess the vocabulary word. After they guess, the second team names a synonym for the first team to guess. The teams score one point for each correct vocabulary word, and play alternates until all of the words are guessed correctly.

Through the Text

Comprehension (Activating Background Knowledge)

Students will activate their background knowledge as they read the text.

Tell students that good readers use their background knowledge and experiences to help them understand new information encountered during reading. As students read the first chapter, stop and ask them how the new information relates to their own lives as mammals or to other books they have read. How does the new information fit with what they already know and how is it different? Remind students to continue activating background knowledge as they read the remainder of the text.

Language Support

Create a Venn diagram. Label the left side *Whales* and the right side *Kangaroos*. Encourage students to use the text to help you list all of the information about the two different animals. Then, in the overlapping middle portion, list the similarities between both animals. Have students restate what is in the chart using compare-and-contrast vocabulary.

Text-Dependent Questions

Have students reread specific portions of the text as noted below and respond to the following questions. To maximize their learning, have students share their responses with partners before discussing them as a group.

1. Refer to page 6. What characteristics do all mammals have? (*Mammals have the biggest brains; can be trained; are warm-blooded; have backbones; eat lots of food; and have hair, fur, or fat to keep them warm.*)
2. Look at page 11. Which mammal has the shortest gestation period? Which one has the longest? How do you know? (*The gerbil has the shortest at 26 days and the African elephant has the longest at 660 days. I used the bar graph to see which bar is shortest and which is longest.*)
3. Reread page 18. What about marsupials makes them odd mammals? (*Marsupial babies are born alive but cannot survive apart from their mothers. Instead, they stay in their mother's pouches for weeks or months.*)
4. Revisit page 25. How are desert rats similar to and different from other hibernating animals? (*Desert rats are similar to other hibernating animals because they eat to store fat and sleep for an extended period of time, but they sleep during the summer rather than the winter.*)

Beyond the Text

Writing About Reading

Have each student choose two mammals from the text to compare and contrast. In separate paragraphs, students should describe unique features of each mammal, reserving any similarities for a third and final paragraph about how the two animals are similar.

Extension Activity

Encourage students to choose their favorite mammal from the text and to research the animal using the Internet and books. Distribute poster boards to students to record their information. Provide time for them to share their posters with the class.

Mammal Mania

Directions: Read each question carefully. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Mammals are _____, which means they have a backbone.

- (A) vertebrates
- (B) insulate
- (C) hibernate
- (D) marsupials

2. Why must mammals eat a lot of food?

- (A) They do not get much nutrition from their food.
- (B) They digest food very quickly.
- (C) They are smaller than other animals.
- (D) They need the energy to keep their body temperature warm.

3. Which mammal has the longest gestation period?

- (A) human
- (B) elephant
- (C) lion
- (D) pig

4. Humans, apes, and monkeys are _____.

- (A) rodents
- (B) marsupials
- (C) primates
- (D) herbivores



Name _____ Date _____

Mammal Mania (cont.)
.....

5. Animals that eat only meat are _____.

- (A) hibernators
- (B) rodents
- (C) herbivores
- (D) carnivores

6. Why do mammals need a layer of hair, fur, or fat?

- (A) They use that layer to keep their bodies warm.
- (B) They use that layer to attract a mate.
- (C) They use that layer to feed their babies.
- (D) They use that layer to make nests.

7. The only mammal that can fly is a _____.

- (A) chipmunk
- (B) flying squirrel
- (C) bat
- (D) human

8. Which mammals carry their babies in pouches for a short time?

- (A) primates
- (B) marsupials
- (C) rodents
- (D) blue whales



Mammal Mania

.....

Total Word Count	Codes				
104	<i>E = errors</i>	<i>SC = self-corrections</i>	<i>M = meaning</i>	<i>S = structure</i>	<i>V = visual</i>

Word Count	Text	E	SC	Cues Used					
				E		SC			
8	They come in many shapes and sizes. They			M	S	V	M	S	V
16	may swim in oceans or run through deserts			M	S	V	M	S	V
24	and fields. Some climb trees or cliffs. They			M	S	V	M	S	V
31	live in rainforests, frozen places, and even			M	S	V	M	S	V
38	in your home. What are they? Mammals!			M	S	V	M	S	V
47	There is at least one mammal living in your			M	S	V	M	S	V
53	home. You! Humans are mammals. Mammals			M	S	V	M	S	V
59	are warm-blooded animals. They are called			M	S	V	M	S	V
64	vertebrates because they have backbones.			M	S	V	M	S	V
70	Being warm-blooded means that a mammal's			M	S	V	M	S	V
78	body stays the same temperature at all times.			M	S	V	M	S	V
89	In order to do this, a mammal must eat lots of			M	S	V	M	S	V
102	food. It also has hair, fur, or a layer of fat to keep			M	S	V	M	S	V
104	it warm.			M	S	V	M	S	V

Error Rate:

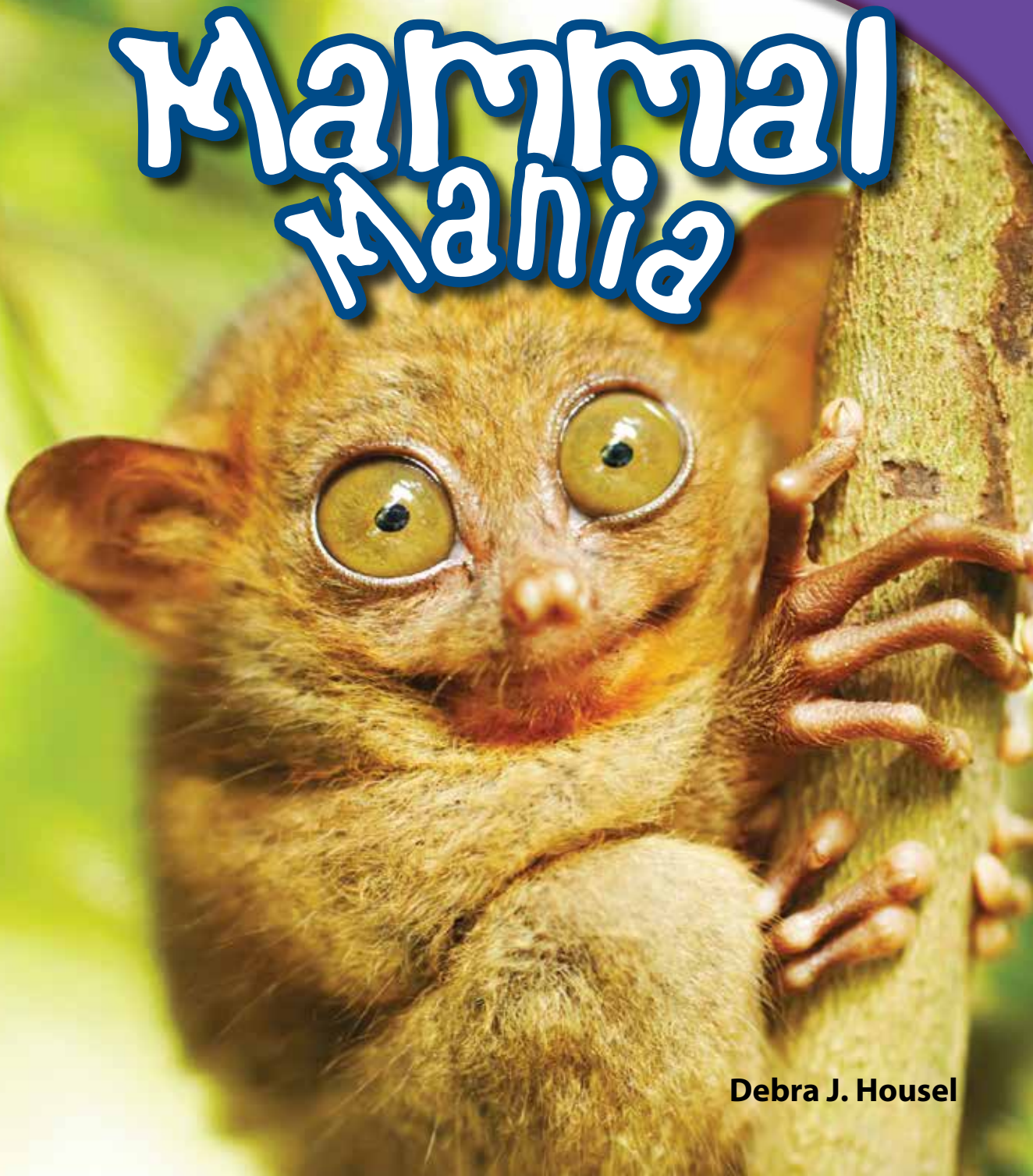
Self-Correction Rate:

Accuracy Percentage:

Time:

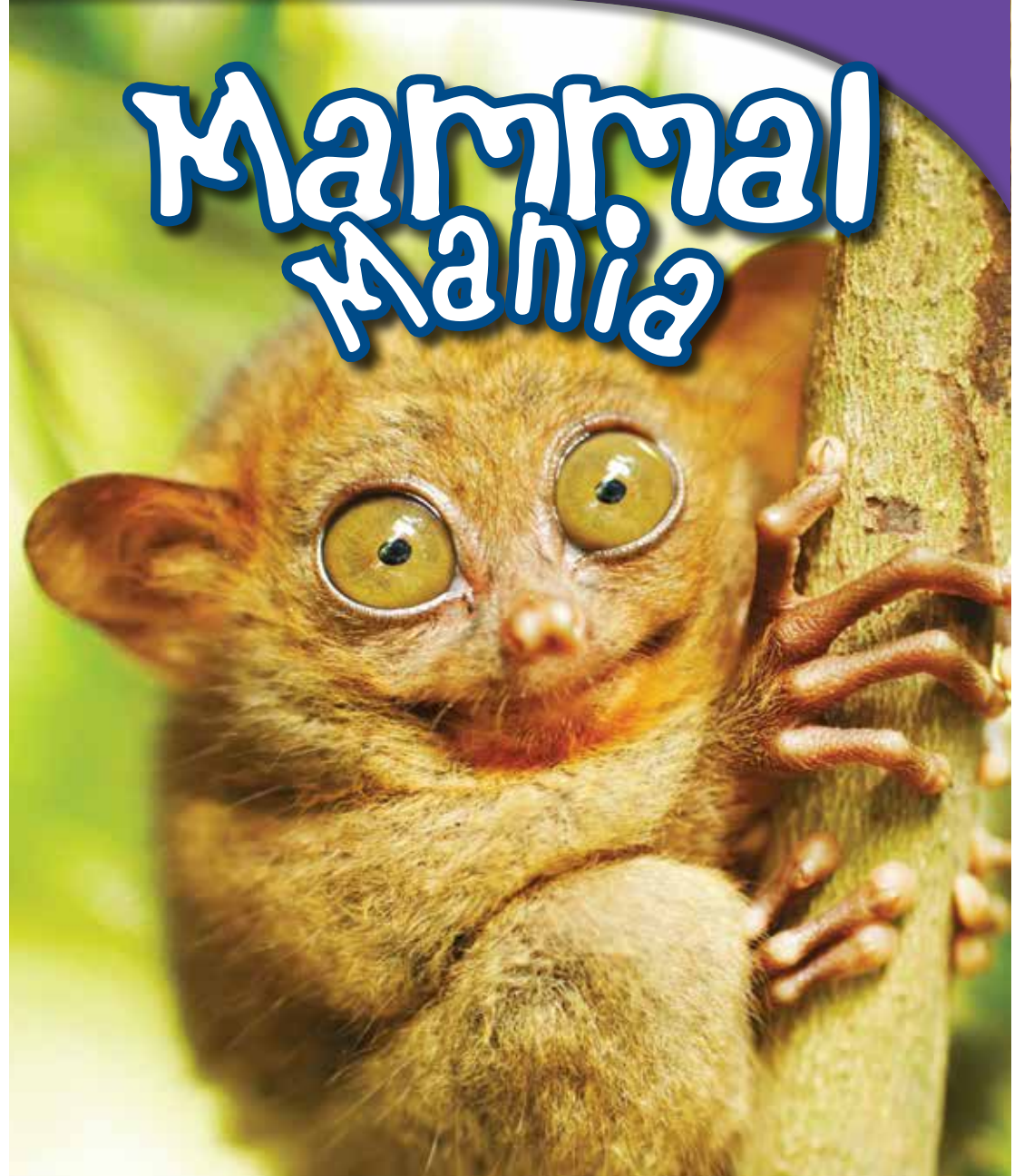


Mammal Mania



Debra J. Housel

Mammal Mania



Debra J. Housel

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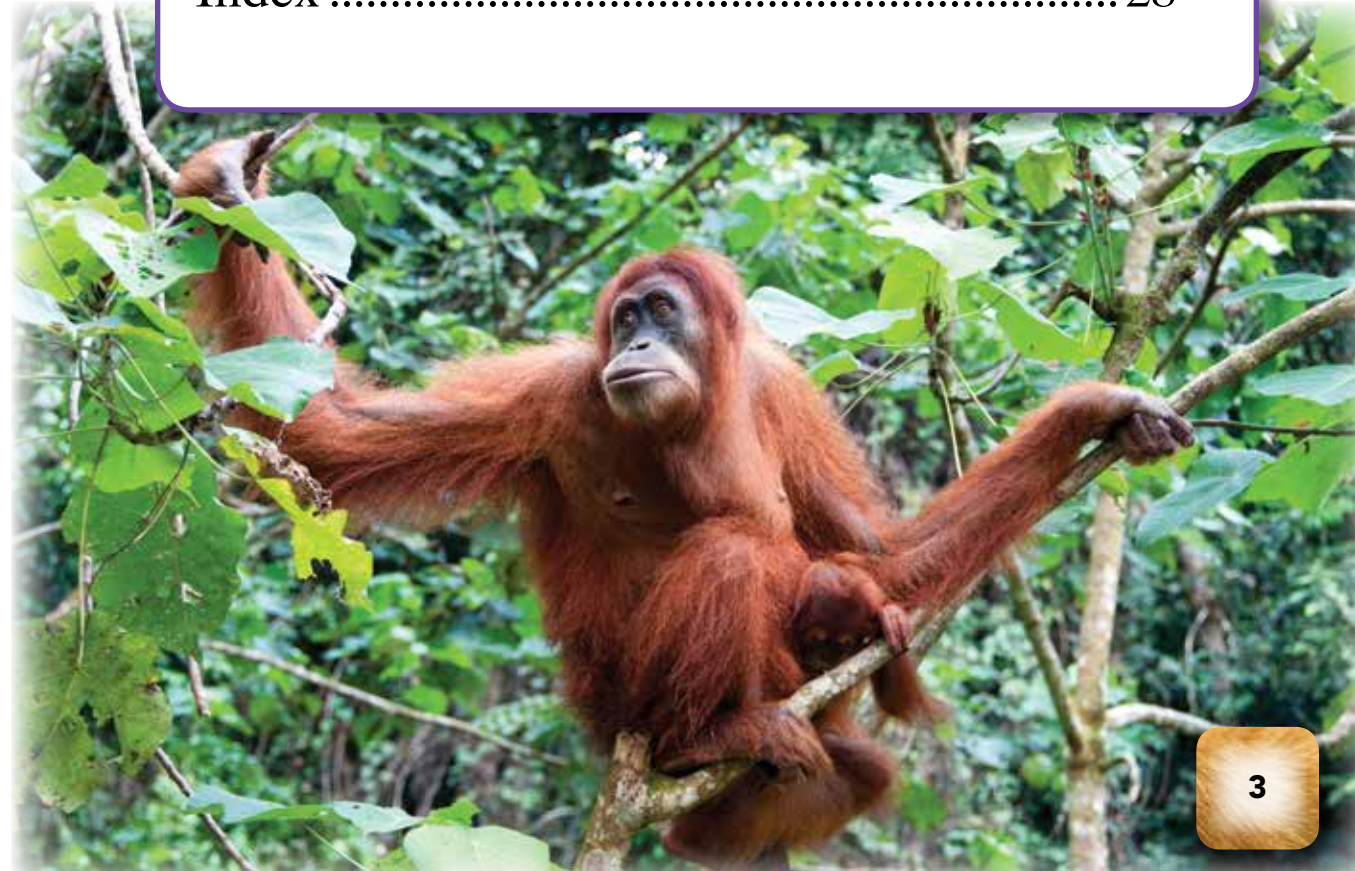
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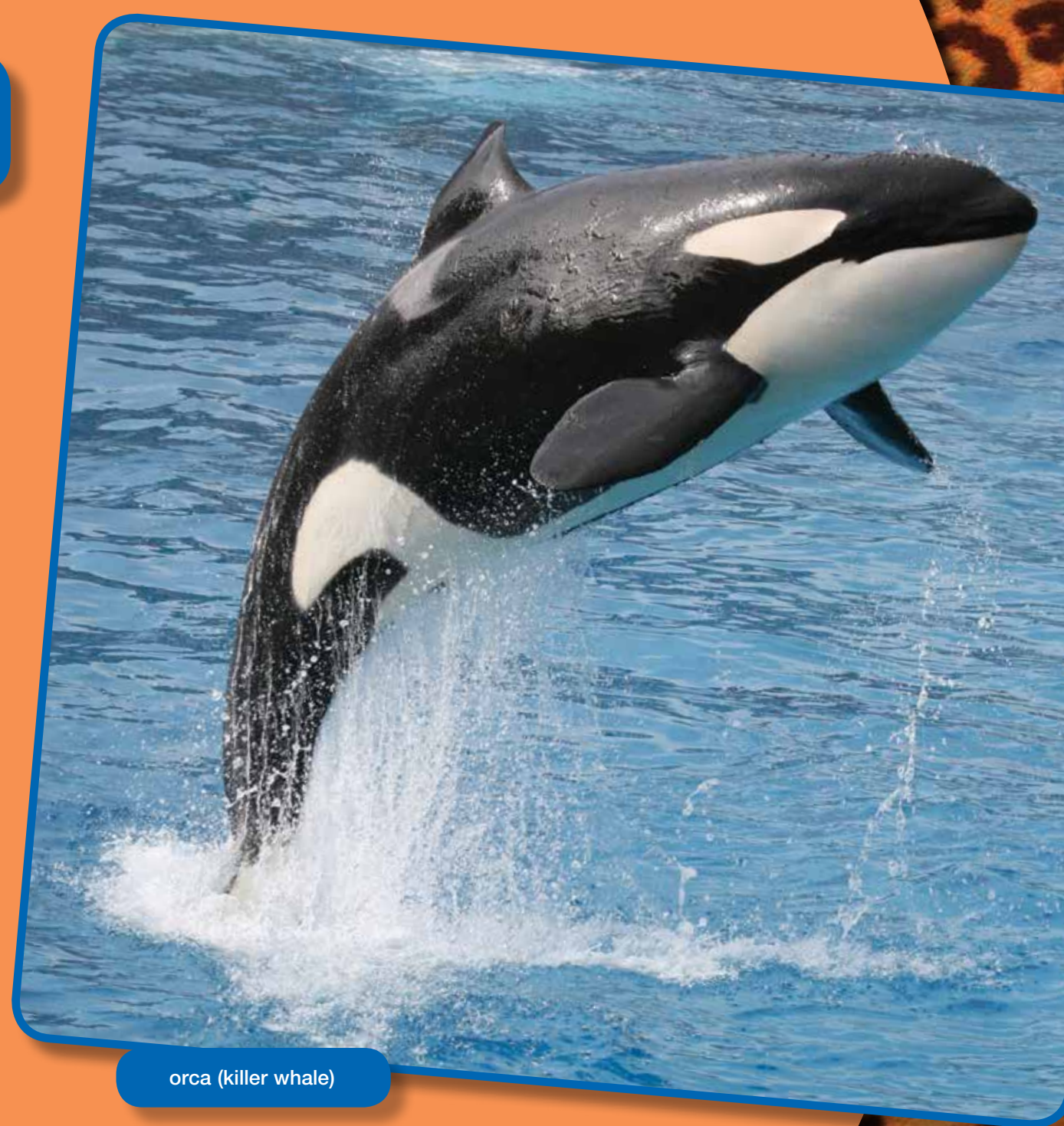


What Is a Mammal?

They come in many shapes and sizes. They may swim in oceans or run through deserts and fields. Some climb trees or cliffs. They live in rainforests, frozen places, and even in your home. What are they? Mammals!



jaguar



orca (killer whale)

There is at least one mammal living in your home. You! Humans are mammals.

Smart!

Mammals have the biggest and smartest brains of all animals. People often choose mammals for pets because they can be trained. If you have a dog, a cat, or a guinea pig, you have a pet mammal.

A rabbit's body stays 102°F at all times. ➤

Mammals are warm-blooded animals. They are called **vertebrates** (VUR-tuh-breyts) because they have backbones.

Being warm-blooded means that a mammal's body stays the same **temperature** at all times. In order to do this, a mammal must eat lots of food. It also has hair, fur, or a layer of fat to keep it warm. Sometimes it has more than one of these. A polar bear has both thick fur and fat because it is always cold where it lives.



rabbit

Did you know that being in water cools your body? You get cold if you stay in too long. Since water mammals spend their lives in the water, they have a layer of fat to **insulate** (IN-suh-leyt) their bodies. It holds in their warmth.



seal

Food = Energy

Mammals eat a lot of food in order to make energy. The energy keeps them warm.

▲ Fat and fur keep seals warm by protecting them from the cold, just as a thick coat helps you stay warm.



humpback whale

Some mammals, like whales, live in the sea. Others live on land. Land mammals have four limbs. No matter where they live, all mammals breathe with lungs.

Limbs

A land mammal's limbs are its legs and arms.

sea otter



dolphins

▲ All water mammals must come to the surface to breathe.

Offspring

The offspring of an animal are its babies. Babies come from, or “spring off,” their parents.



baby pigs

Male and female mammals must mate in order to have **offspring**. Most mammal babies grow inside their mothers. The mothers give birth to live **young**. The young are born helpless, so they need a parent’s care. They must drink their mothers’ milk. It may take weeks or years before they can take care of themselves. Just think of how long it will take you to grow up!

The time a mother carries her babies before giving birth is called **gestation** (je-STEY-shuhn). The number of days is different for each **species** (SPEE-sheez).

Mammal Gestation



▼ Mother cheetahs move their cubs to a new hiding place every few days.



Did You Know?

A species is an animal group such as cats, dogs, rabbits, or bears. A species can also be a plant group such as roses, daisies, or pine trees.

cheetahs

Kinds of Mammals

Scientists group mammals by the things they have in common. One group, **primates**, is the species name for humans, apes, and monkeys.

Most primates have thumbs. Thumbs let primates grab and pick up things. Most primates are **omnivores** (OM-nuh-vohrs) because they can eat both plants and animals.

mother and baby orangutan



macaque monkey



A lioness hunts a zebra.

Wolves, lions, and otters are all **carnivores** (KAHR-nuh-vohrs). They eat only meat. Carnivores are **predators** (PRED-uh-ters). They hunt and catch **prey**.

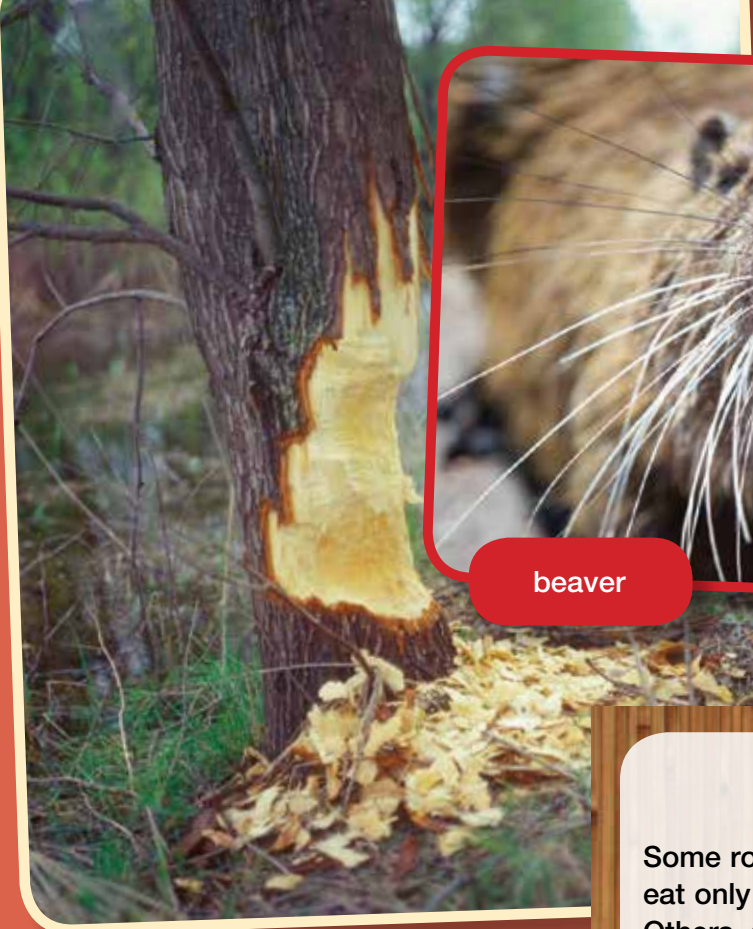
How are deer, giraffes, and cows alike? They have hooves. Hoofed mammals are **herbivores** (HUR-buh-vohrs), which means they eat only plants. The larger the animal, the more plants it must eat.



▲ A giraffe's long neck has seven vertebrae. That's the same number that humans have!



donkey hoof



beaver

Rodents

Some rodents, such as chipmunks, eat only plants. They are herbivores. Others, such as rats, eat meat and plants. They are omnivores.

▲ Chewing wood keeps a beaver's teeth from growing too long.

Most mammals have jaws and teeth. **Rodents** and rabbits have front teeth that grow constantly. They must chew hard things like tree bark to keep their teeth from becoming too long.

Do you have a pet rodent? You do if you have a mouse, a gerbil, or a hamster.

Odd Mammals



Odd mammals are different from all others. For example, anteaters have no teeth. Instead, they have long **snouts** and catch bugs with their sticky tongues. They swallow bugs whole.

All mammals can move. People walk, bears climb, kangaroos jump, and whales swim. But only one mammal can fly. It's a bat!

▼ There are about 1,000 different kinds of bats.



flying squirrel

Not Really Flying

Flying squirrels may look as if they could fly, but they can't. They just control how they fall by gliding. Flying squirrels glide from tree to tree to find food. Sometimes they glide as far as 295 feet to reach a new tree.

An anteater's tongue can be up to two feet long. ➤



Marsupials (mahr-SOO-pee-uhls) are another group of odd mammals. They give birth to babies that are alive but not ready to survive apart from their mothers.

Each baby must live for weeks or months in its mother's pouch. Many marsupials, including the kangaroo, live in Australia.



tree kangaroo

▲ A marsupial baby stays in its mother's pouch.



eastern gray kangaroo

Australia and a few nearby islands are home to the strangest mammals of all. They are called **monotremes** (MON-uh-treems). What makes them so strange? They lay eggs!



echidna

Why Are They Mammals?

Monotremes are called mammals because they provide milk for their young.



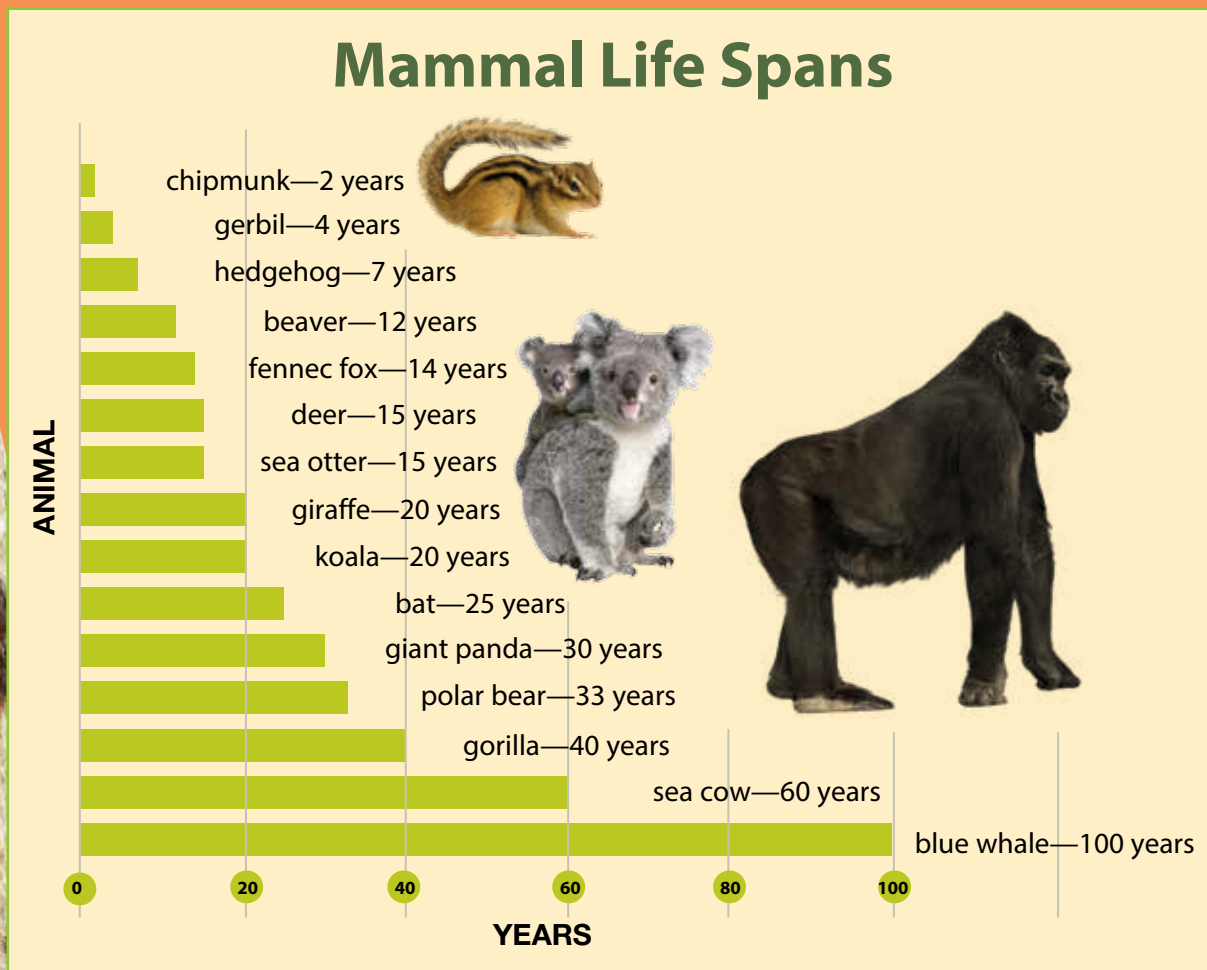
platypus

The platypus (PLAT-i-pus) lays its eggs in a nest. After ten days the babies hatch. The mother lies on her back. The babies lick up the milk that oozes from a gland on the surface of her belly. Her milk flows for about two months.

The other mammal that lays eggs is the echidna (ih-KID-nuh).

Life Spans and Habitats

Different mammals can live for different lengths of time. This graph shows the number of years each kind of animal normally lives. Most members of the species die by the age given. A few live longer.



Mammals live in **habitats** all over the world. Because they are warm-blooded, their bodies stay the right temperature no matter where they live. Some mammals live in deserts while others live in a snowy wilderness. How can this be? Each mammal has body features **suited** to where it lives.

The fennec fox and the camel live in the desert. Both can live for days without drinking water. The fennec fox's large ears let extra heat leave its body to keep it from getting too hot.

The musk ox and the Arctic hare live where it gets very cold in the winter. It never gets hot there, even in the summer. They have heavy fur to protect them from the cold.

No Water

How can some animals go days without drinking water? Fennec foxes can get water from the food they eat. Camels can store large amounts of water in their bodies but not in their humps, as many people believe.



Monkeys live in rain forests where it's always hot and **humid**. Chinchillas live on mountains. Whales live in saltwater. Some sea cows live in freshwater. You can find mammals almost everywhere!

Some mammals hibernate during the winter.



ground squirrel

Some mammals live where there are big changes between the seasons. These animals must survive the heat of summer. They must also survive the bitter cold of winter. Many animals spend the winters **hibernating**.

During the warm months, these animals eat all the food they can find. This builds a layer of fat on their bodies. When it gets cold, they go into a cave or a hole in the ground. They fall asleep, and their heart and lungs slow down. They look dead, but they're just asleep. Their bodies live on their stored fat. When spring comes, they awaken.

Desert rats do something similar, except they sleep during the hottest, driest season. Then, they are active during the cooler times of the year. Sleeping during the summer is called **aestivation** (es-tuh-VEY-shun).



sea cow



◀ A chinchilla's thick fur lets it live high on cold mountains.

As you can see, mammals are very interesting creatures. Aren't you glad to be one?



red panda



tarsier monkey

Glossary

aestivation—to rest during hot and dry conditions

carnivores—animals that eat only meat

gestation—the amount of time a mammal spends developing inside its mother

habitats—the places where animals live

herbivores—animals that eat only plants

hibernating—spending the winter in a resting state

humid—moist

insulate—to keep heat from escaping

limbs—the body parts that stick out from an animal's main body, such as arms and legs

marsupials—mammals that carry their young in a pouch

monotremes—mammals that lay eggs

odd—unusual or strange

offspring—the young of an animal or plant

omnivores—animals that eat both plants and meat

predators—animals that hunt, kill, and eat other animals

prey—animals that are hunted, killed, and eaten by other animals

primates—the group of mammals that have hands (usually with thumbs) instead of paws

rodents—a group of mammals with four limbs and sharp front teeth that grow all the time

snouts—especially long noses

species—a group of animals or plants that are like each other

suited—fitting or made for

temperature—an amount of heat measured by a thermometer

vertebrates—animals that have spines (backbones)

young—babies; animals before they become adults

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