

Beginning Biography Connections Kit



Contents

- Overview 2
- Leveled Readers 3
- Teacher Support Cards 5
- Resource Guide 6
- Pricing 12



Grades K–2

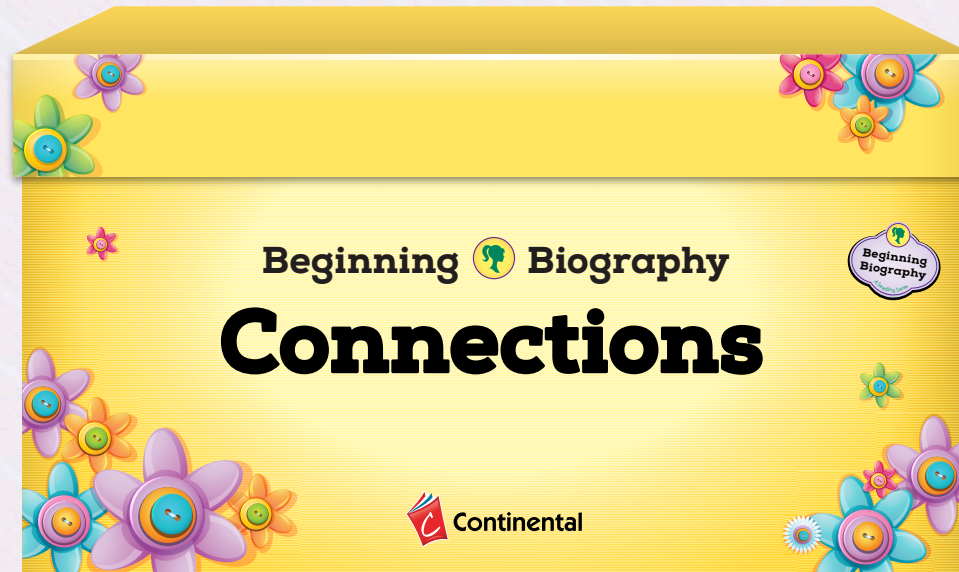


Continental
inspire every learner

What does the kit do?

The *Beginning Biography Connections Kit* engages young readers and helps you make the most of leveled reading. High-interest, informational books are paired with reproducible resources to enrich and extend your lessons. Leveled readers, teacher support cards, and a comprehensive resource guide help students build their skills and gain confidence. eBooks with audio are also included in a blended learning option.

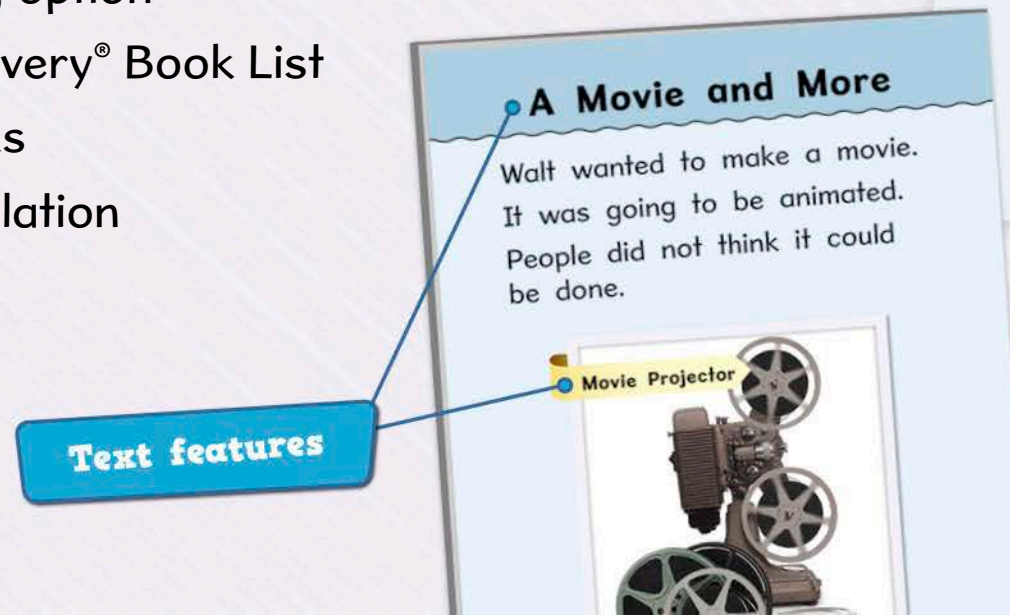
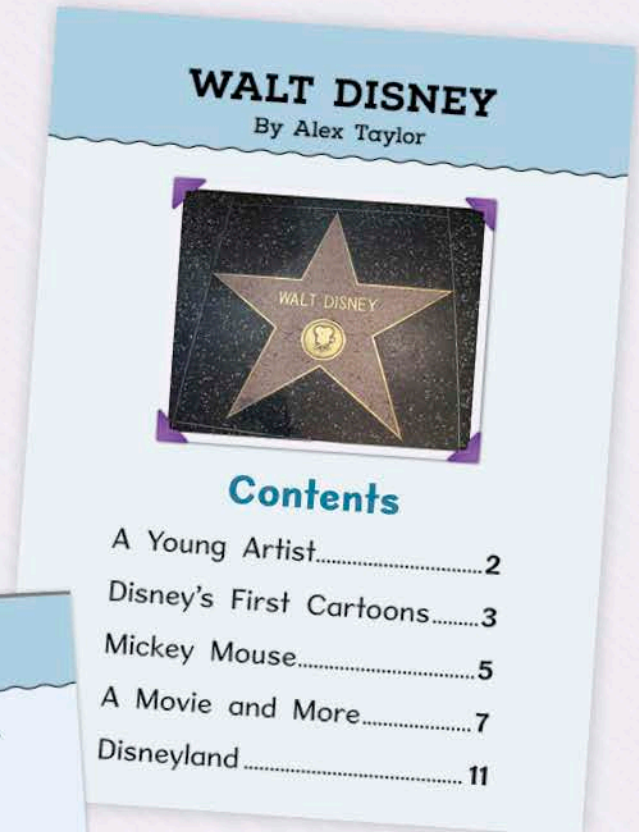
Reading Recovery® Level 20
Guided Reading Level M



Leveled Readers

Who invented Famous Amos cookies? Who made Barbie a household name? Nonfiction readers about real-life people motivate students and are supported by text features such as headers, captions, labels, and glossaries.

- 12 topics/titles
 - Familiar topics build on prior knowledge
 - Unique topics introduce new content
- Printed books, as well as eBooks with audio, in a blended learning option
- On the Reading Recovery® Book List
- Award-winning books
- Common Core correlation on our website



Leveled Readers

Inventors/Entrepreneurs

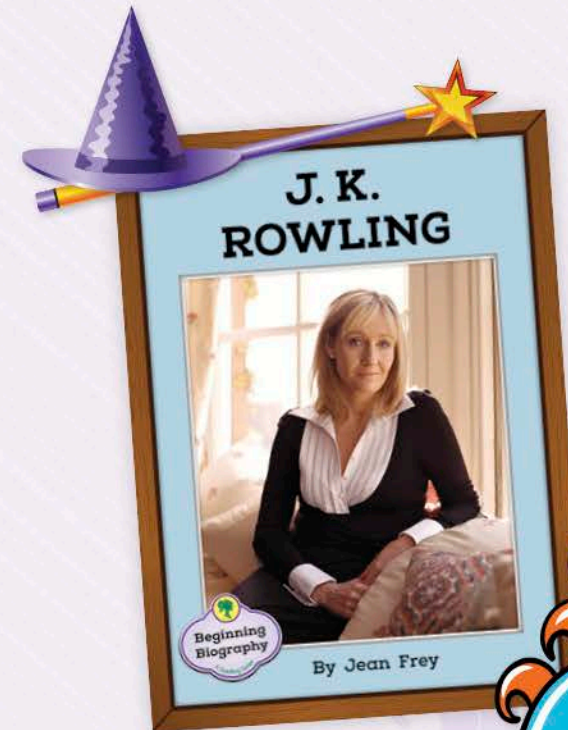
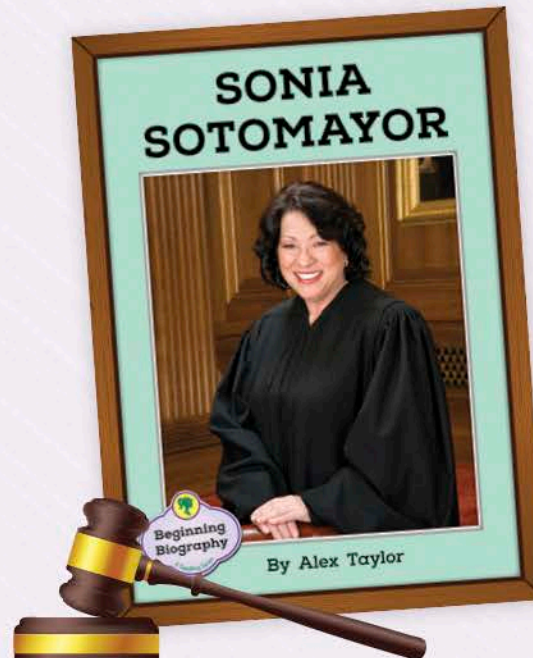
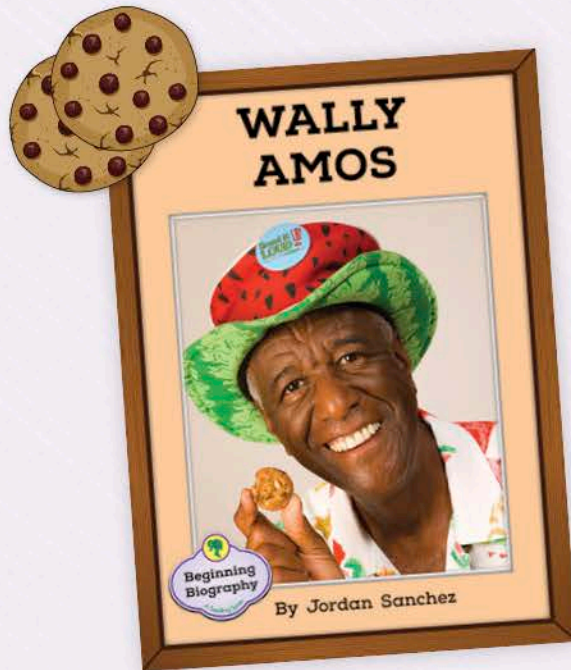
- Steve Jobs
- James Naismith
- Ruth Handler
- Wally Amos

Leaders/Explorers

- Neil Armstrong
- Sonia Sotomayor
- Sylvia Earle
- Barack Obama

Artists/Authors

- J. K. Rowling
- Dr. Seuss
- Jim Henson
- Walt Disney



Teacher Support Cards

A card for each reader enriches lessons with phonics and word recognition activities, discussion questions, and extension activities.

WALT DISNEY TEACHER SUPPORT CARD



Theme: Artists/Authors
Word Count: 256
GRL M
RRL 20



Introduce the Book

Ask students what the last animated movie they saw was. Be sure you are able to pick out several that were made by the Walt Disney Studios. Next, ask if anyone has been to Disneyland or Disney World. You may wish to point out any Disney merchandise in the classroom. Tell students that all of these popular Disney products started with one man, Walt Disney.

Show the cover of the book and read the title aloud. Give students a book and have them look at the photographs. Ask them to predict what they will learn about Walt Disney.

Phonics and Word Recognition

artist animation cartoons character created
movies popular special success television

Read the words together. Have the students turn to the Glossary on the inside back cover. Explain the meaning of any words they do not understand.

Write the word *artist* on the board. Underline *-ist* and explain to students that *-ist* is a suffix that changes the meaning of the root word *art*. Write the words *animation* and *animated* on the board. Point out that these words have the same root word, *art*, but they have different endings to give them different meanings. Write the words *animation* and *animated* on the board.

Text Features

Point out the Table of Contents on page 1 and the Glossary on the inside back cover of the book. Tell students that if they come across a word they don't know while they are reading, they should look up the meaning of the word in the Glossary. Point out other features of print in this book that will help the students with their reading and comprehension, such as the captions on pages 4–6 and 10 and the labels on pages 2, 7, and 11.

Discuss the Book

Have students read the book independently, helping them with difficult words as necessary. After reading, ask questions to prompt a discussion of the book:

- Why do you think Walt Disney moved to Hollywood?
- If you were an artist, what type of art would you like to make? Why?
- Why do you think Mickey Mouse was popular? What makes him popular with people today?
- If Walt Disney were still alive, what do you think would make him happiest about his company today?
- Is this book fiction or nonfiction? How do you know?

Extension Activities

- Watch film clips that span Mickey Mouse's career. For example, use *Steamboat Willie* (1928), *Fantasia* (1940), *Mickey's Christmas Carol* (1983), and *Mickey Mouse Clubhouse* (present). Discuss how Mickey has changed and how he has stayed the same.
- Design an original cartoon character. Name the character and write a brief paragraph telling about the character.



Resource Guide

The Resource Guide provides guidance for using the readers and teacher support cards. In addition, reproducible student worksheets for each book connect reading with comprehension and language development. Pick and choose the worksheets that fit your students' needs, using them for classwork, homework, or enrichment.



Contents

Introduction
Components of the Kit
Setting the Stage for Reading Success
Book Chart

UNIT 1 INVENTORS AND ENTREPRENEURS

LESSON 1 James Naismith
LESSON 2 Wally Amos
LESSON 3 Steve Jobs
LESSON 4 Ruth Handler


UNIT 2 LEADERS AND EXPLORERS

LESSON 5 Sonia Solomayor
LESSON 6 Sylvia Earle
LESSON 7 Neil Armstrong
LESSON 8 Barack Obama

UNIT 3 ARTISTS AND AUTHORS

LESSON 9 Dr. Seuss
LESSON 10 Jim Henson
LESSON 11 Walt Disney
LESSON 12 J. K. Rowling

LESSON 11 Walt Disney



Theme: Artists/Authors
Nonfiction
256 words

GRL M
RRL 20

Summary
Walt Disney was an artist who loved the movies. He created Mickey Mouse and his friends. His animated movies include *Snow White and the Seven Dwarfs*. Walt developed shows for television and created the Disneyland amusement park. Walt is an example of how someone can use their artistic talents in unexpected ways to create something new. This nonfiction book briefly recounts the key events in the life of Walt Disney from childhood to his creation of Disneyland.

USING THE TEACHER CARD

Introduce the Book
Begin by following the suggestions under Introduce the Book to familiarize the students with the topic and give them background about Walt Disney and his work. Answer any questions the students may have.

As a class, have students preview the sequence chart to begin thinking about the order in which events happen. Model how to complete the chart.

Phonics and Word Recognition
Before reading, use the Phonics and Word Recognition section to preteach vocabulary specific to this book. Use the flash cards with the class to review the words, or give each student a set of the cards to practice.

artist	animation	cartoons	character
popular	special	success	

Text Features
Point out the Text Features in the book before reading. Guide students on how to use them to get meaning from the text as they read.

Discuss the Book
After reading the book, ask questions from the Discuss the Book section to prompt a discussion of the book. Ask what students learned from reading the book and whether or not their predictions were correct.

Have students complete the sequence chart to tell the order in which events happened in Walt Disney's life.

Extension Activities
To extend the discussion about the topic, use the Extension Activities as classroom or small-group activities. To provide opportunities for students to expand their knowledge and introduce research skills, have students research what an animation cell is and how artists create these cells to use in an animated movie. Or, have students research other animated movies that Walt Disney Studios created and the stories they were based upon. Have students tell if any of these movies were also made into plays or movies with real people. Students can write about their findings, present their findings orally to the class, or make a PowerPoint presentation to show the class.

AFTER READING

Several reproducible worksheets provide opportunities to extend the lesson for language/writing development and assessment.

Grammar and Mechanics Connection
The Grammar and Mechanics worksheet provides a language connection to the book. Work through the page as a class or assign as classwork or homework. Explain to students that adjectives are used to describe nouns. Explain to students that an adjective can be used before the noun it describes or with a linking verb.

Vocabulary Connection
The Vocabulary worksheet provides a review of the content vocabulary from the book. Assign the page as a review or quiz after students have had sufficient time to work with the words.

Comprehension Connection
The Comprehension worksheet provides questions to gauge students' comprehension of the book. The multiple-choice and constructed-response items are similar to those students will experience on state tests. Assign the pages as classwork or homework and review the answers with the students to check for understanding.

Assessment Connection
The Assessment worksheet gives the students another opportunity to answer comprehension questions. The passage and questions follow the same format as the Comprehension worksheet and address a topic related to the theme of the book. This passage is written at a slightly higher level to challenge students with a more rigorous text.

Text-to-Text Connection
The Text-to-Text worksheet



Resource Guide

A reproducible graphic organizer helps you introduce each book and flash cards reinforce key vocabulary found throughout.



Name _____

Sequence Chart

Title _____

Write down what happens in the order the events occur.

↓
↓
↓

artist	animation
cartoons	character
popular	special
success	

the process of using drawings to make a moving picture	a person who draws or paints
a made-up person or animal	drawings that are usually funny
not the same as others	well-liked
	something that turns out well

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Resource Guide

The **Grammar and Mechanics Connection worksheet** provides a language connection to the book and can be used as classwork or homework.

The **Vocabulary Connection worksheet** reviews content vocabulary from the book and can be assigned as a review or quiz after students have had time to work with the words.




Name _____

Grammar and Mechanics Connection

An **adjective** tells something about a noun or pronoun.
pretty flower
 It can come before the word it tells about.
pretty flower
 It can come after a linking verb to tell something.
 The flower is pretty.

Circle the adjectives in the sentences below.

1. He was a very good artist.
2. Walt tried new ways of making cartoons.
3. Then he started his own company.
4. They made short cartoons.
5. Walt had an idea for a new character.
6. Mickey Mouse became very popular.
7. *Snow White and the Seven Dwarfs* was a success.
8. It even won a special award.
9. He made more animated movies.
10. He also made movies with real people in them.



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Name _____

Vocabulary Connection

Match the word with each group of words that tells about it.


1. a person or animal that is made up
2. something that turns out well
3. not the same as others

special
character
success

Read each sentence. Complete it with a word from the box.

popular animation cartoons artist

4. Walt wanted to be an _____ when he grew up.
5. He and his brother drew funny _____.
6. Disneyland is a very _____ place to visit.
7. Walt Disney learned about _____ and turned his drawings into movies.

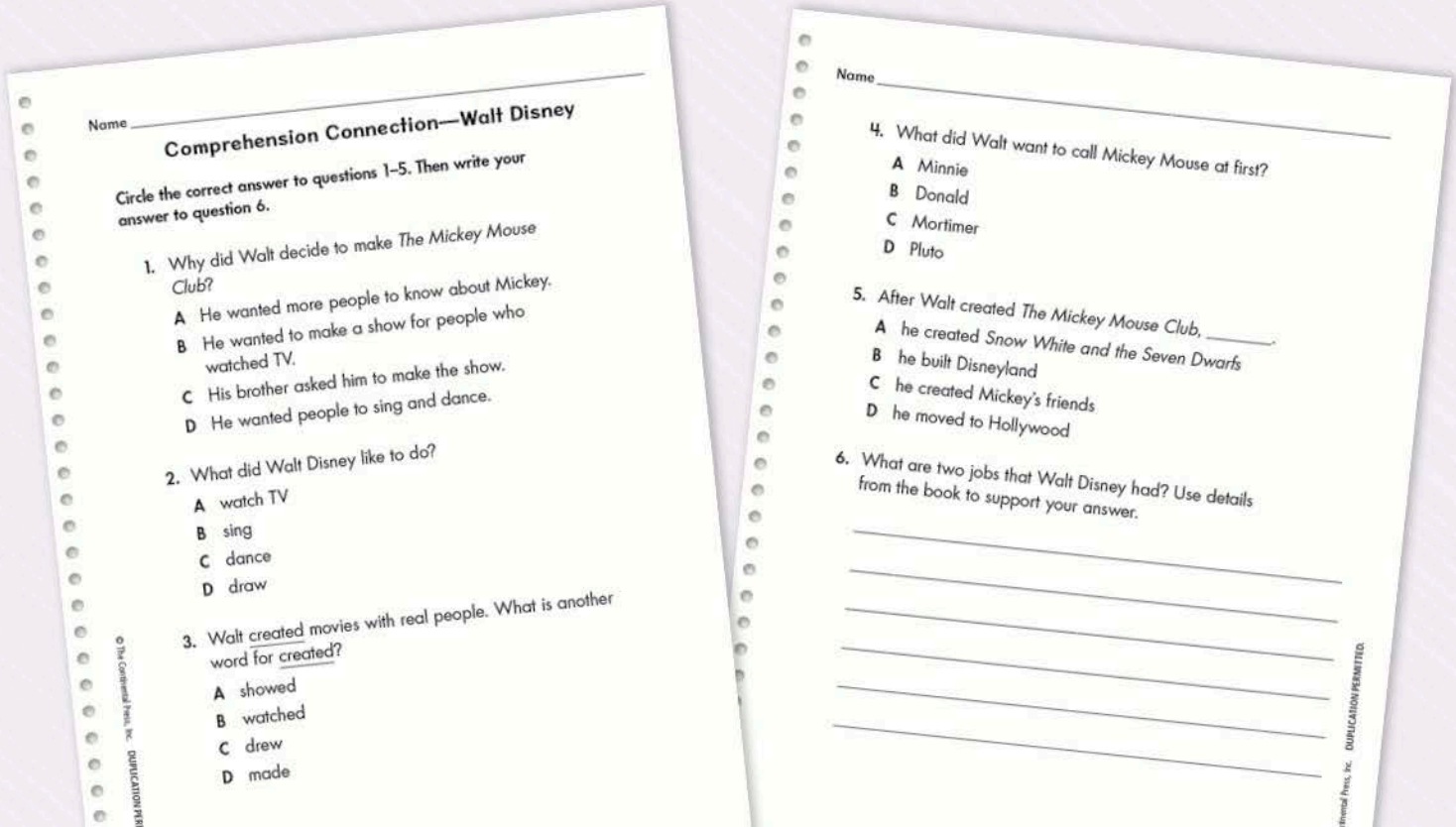


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Resource Guide

The **Comprehension Connection worksheet** provides multiple-choice and constructed-response questions to gauge students' comprehension of the book. The pages can be assigned as classwork or homework and answers can be reviewed with students to check for understanding.



Resource Guide

The **Assessment Connection** worksheet gives students another opportunity to practice their comprehension skills. The passage and questions follow the same format as the Comprehension Connection worksheet and address a topic related to the theme of the book. The passage is written at a slightly higher level to challenge students with a more rigorous text.



Name _____

Assessment Connection

Who Were the Brothers Grimm?

1 Jakob and Wilhelm Grimm were brothers. They lived in Germany a long time ago. The brothers loved to read books. They loved to learn, too.


2 You have heard of some of their stories. "Cinderella." "The Frog Prince." "Sleeping Beauty." "Snow White and the Seven Dwarfs" is one of the most famous stories.

3 Many years ago, people made up fairy tales. They told them to their children. The children grew up. Then they told the stories to their children. The stories were never written down. People remembered them.

4 The Grimm brothers heard these stories when they were little boys. They decided to write the stories on paper. They wanted to get the stories right. They traveled around Germany. They listened to people tell the stories. Then they wrote them down.

5 The brothers made books of the fairy tales. Many people bought the books. There were over 200 stories in the books.

6 People still read the Grimm brothers' stories. They have been retold in 160 languages. Some stories have been made into movies. The brothers made "Snow White and



Name _____

Circle the correct answer for questions 1-5. Then write your answer to question 6.

1. The stories Jakob and Wilhelm Grimm told were from _____.

A America
B England
C Germany
D France

2. The two brothers _____.

A read the fairy tales
B heard the fairy tales
C made up the fairy tales
D drew pictures for the fairy tales

3. Which paragraph tells about the fairy tales today?

A 1
B 3
C 5
D 6

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Name _____

4. What did Jakob and Wilhelm love to do?

A make books
B make movies
C scare children
D read books

5. These stories are _____.

A very old
B very long
C short
D new

6. What is your favorite fairy tale? Tell why you like it.



An **answer key** for all worksheets completes the resources for each book.



Affordable Pricing

Beginning Biography Connections Kit—Printed

72 Beginning Biography readers, printed (6 each of 12 titles)

12 teacher support cards, printed (1 for each title)

1 resource guide, printed

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