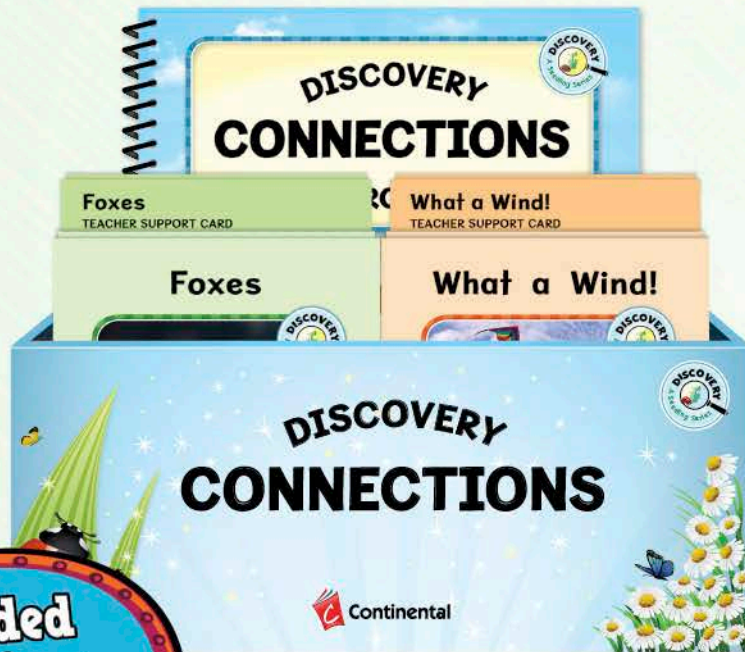


Discovery Connections Kit



Contents

- Overview 2
- Leveled Readers 3
- Teacher Support Cards 6
- Resource Guide 7
- Pricing 13



Grades K–2



Continental
inspire every learner

What does the kit do?

The *Discovery 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® Levels 10–18
Guided Reading Levels F–K

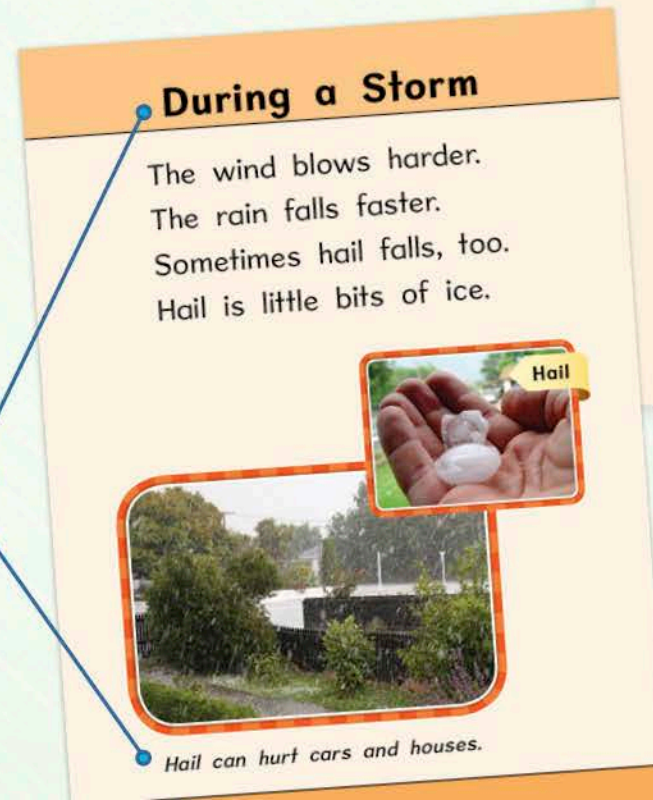


Leveled Readers

From scaring the germs away to finding the perfect pet snake, there's something for everyone! Informational readers motivate students and are supported by text features such as headers, captions, and glossaries.

- 24 topics/titles across 5 themes
- Printed books, as well as eBooks with audio, in a blended learning option
- Nearly all books on the Reading Recovery® Book List
- Award-winning books
- Common Core correlation on our website

Text features

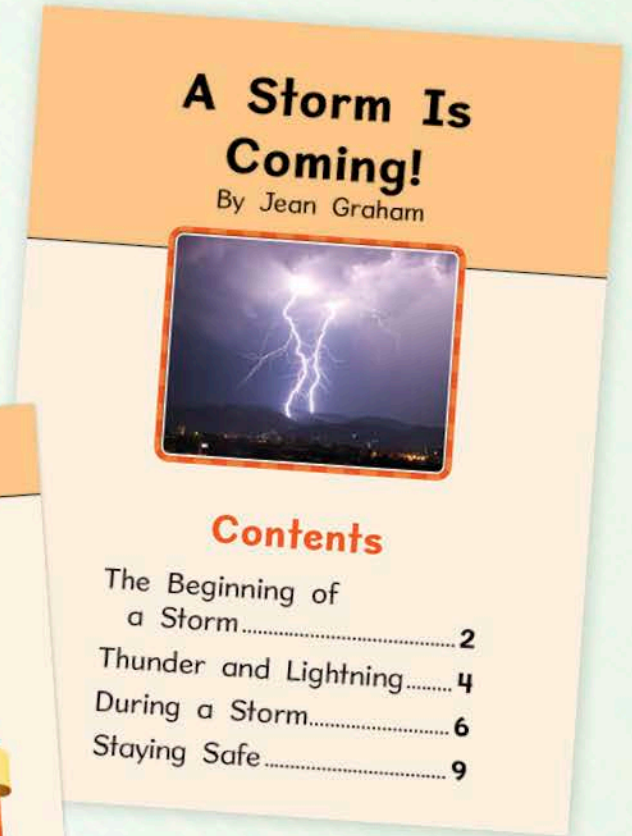
The book cover for "During a Storm" features an orange header with the title in white. Below the title, there is a list of text features: "The wind blows harder.", "The rain falls faster.", "Sometimes hail falls, too.", and "Hail is little bits of ice." There are two images: a close-up of hands holding hailstones with a yellow label "Hail" above it, and a photograph of a house with hail on the roof. A caption at the bottom reads "Hail can hurt cars and houses." A blue callout box labeled "Text features" points to the text and images.

During a Storm


The wind blows harder.
The rain falls faster.
Sometimes hail falls, too.
Hail is little bits of ice.

Hail

Hail can hurt cars and houses.

The book cover for "A Storm Is Coming!" has an orange header with the title in white and the author's name "By Jean Graham" below it. A photograph of a lightning bolt striking a landscape is centered on the cover. Below the image is a "Contents" table with orange text.

A Storm Is Coming!
By Jean Graham



Contents

The Beginning of a Storm.....	2
Thunder and Lightning.....	4
During a Storm.....	6
Staying Safe.....	9



Leveled Readers



Health

- Wash Your Hands!
- All About Teeth
- Everyone Sleeps
- What's On Your Plate?

Math

- Let's Compare!
- Finding Patterns
- Counting Money
- Measure It!

Weather

- What a Wind!
- Snow, Snow!
- Here Comes the Rain!
- A Storm Is Coming!



Leveled Readers con't

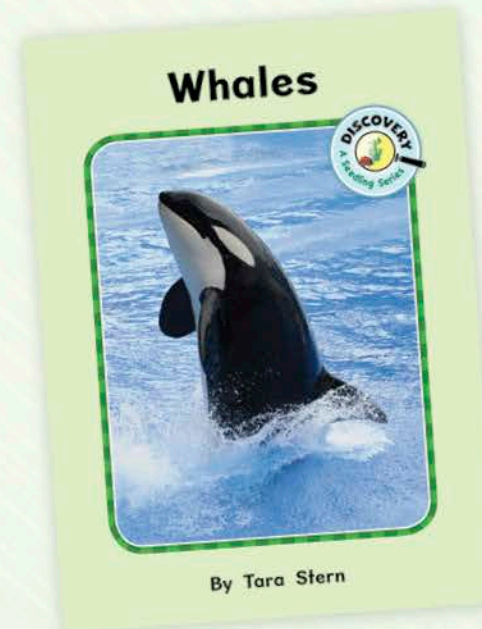
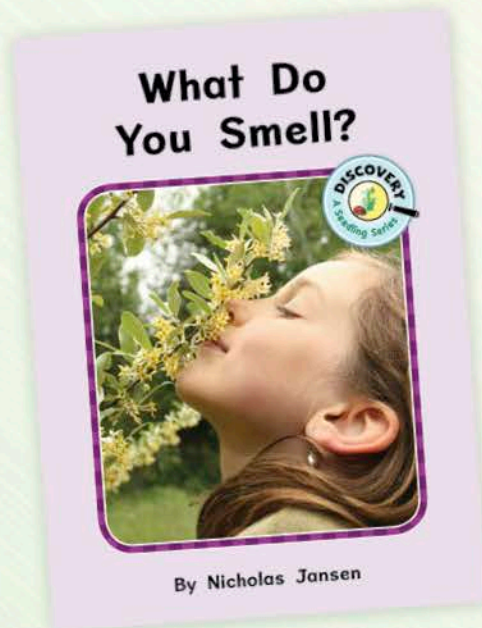


Senses

- What Do You See?
- What Do You Smell?
- What Do You Feel?
- What Do You Hear?

Animals

- Dogs
- Frogs
- Spiders
- Snakes
- Foxes
- Snails
- Whales
- Mice




Teacher Support Cards

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


Dogs

TEACHER SUPPORT CARD



Dogs
By Ted Serris

Theme: Animals
Word Count: 186
GRL G
RRL 11



Introduce the Book

Ask the students if any of them have a dog or puppy at their house, and talk about the care that dogs need. Ask if any of them have ever helped to train a dog to do something, such as sit, fetch, or do a trick. Allow students to share their experiences.

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 dogs in this book.

Phonics and Word Recognition

animals	danger	different	exercise	farmers
firefighters	friend	guide	people	police
search	strong	warn	world	

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.

Have the children find these words on the pages of their books and use them in sentences. Use word division strategies to help them read compound and multisyllabic words. Point out the consonant blend **str** in *strong* and the silent letter *u* in *guide*. Take the opportunity to review some sight words that students know, such as *people, farm/farmers,*



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, 7, 9, and 10 and the labels on pages 3 and 6.

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:

- What type of dog would you like as a pet? Why?
- What are ways that dogs help people?
- How do dogs help keep people safe?
- Have you ever seen a dog helping a person? What was the dog doing?
- What important things do dogs need?
- Is this book fiction or nonfiction? How do you know?
- Why do you think the author wrote this book?

Extension Activities

- Assist students in selecting fiction and nonfiction books about dogs from the school library. Have them work individually or in groups to present a book report to the class.
- Write a fiction story about a service dog.
- Select a variety of dogs of different sizes and with different characteristics. Show the students photographs of the different dogs. Lead a class discussion about similarities and differences between the dogs.



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.



UNIT 4

UNIT 3

Contents

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

UNIT 1 HEALTH

LESSON 1 Wash Your Hands!
LESSON 2 All About Teeth
LESSON 3 Everyone Sleeps
LESSON 4 What's on Your Plate?

UNIT 2 WEATHER

LESSON 5 What a Wind!
LESSON 6 Snow, Snow!
LESSON 7 Here Comes the Rain!
LESSON 8 A Storm Is Coming!

UNIT 3 MATH

LESSON 9 Let's Compare!
LESSON 10 Finding Patterns
LESSON 11 Counting Money
LESSON 12 Measure It!

LESSON 17 Dogs

Theme: Animals
Nonfiction
186 words

GRL G
RRL 11

Summary
Dogs are considered "man's best friend." Dogs have helped people for centuries. This nonfiction book tells how dogs help people, why they are able to help people, and how people can help dogs.

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 dogs and why they are special. Answer any questions the students may have.

As a class, have students complete the first two columns of the KWL chart to begin thinking about what they KNOW about the topic and what they WANT TO LEARN about the topic.

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.

animals	danger	different	exercise	firefighters
guide	police	strong	worm	world

Discuss silent letters with students. Point out the silent letter *u* in *guide*. Talk with students about the consonant blend *str* in *strong*.

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 third column of the KWL chart to identify what they LEARNED from the book.

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 different types of dogs and how they help 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 about the correct usage of the pronouns *they* and *them*. *They* is a subject pronoun and *them* is an object pronoun.

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 allows students to connect the book and the assessment passage. Have them complete the Venn diagram and then write about the two passages.

page 7

Resource Guide

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

Name _____

KWL Chart

Topic _____

What I Know	What I Want to Know	What I Learned



animals	firefighters
danger	guide
different	police
exercise	strong

people who put out fires	living things that move, eat, and respond to things
help	something that can hurt or kill
people who make sure others follow the laws	not the same
having power	movement to stay healthy



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

Pronouns take the place of nouns.

- Use they as a subject.
- Use them as an object to answer what or whom after an action verb or a word like of, in, to, for, at, from, with, on, or by.

Circle they or them to complete each sentence correctly.

1. (They Them) like people.
2. People like (they them).
3. (They Them) are very small.
4. Dogs hear and smell things before (they them) do.
5. (They Them) need exercise and a safe place to stay.
6. Dogs live with (they them) all over the world.
7. (They Them) are used to pull sleds in the snow.
8. Dogs need people to take care of (they them).
9. Sometimes (they them) need to go to the vet.
10. (They Them) help (they them) move the animals.
11. Dogs bark to warn (they them) of danger.

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Name _____

Vocabulary Connection

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

1. not the same
2. the earth
3. living things that move, eat, and respond to things
4. help
5. having power

strong
different
guide
world
animals

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

firefighters warn danger exercise police

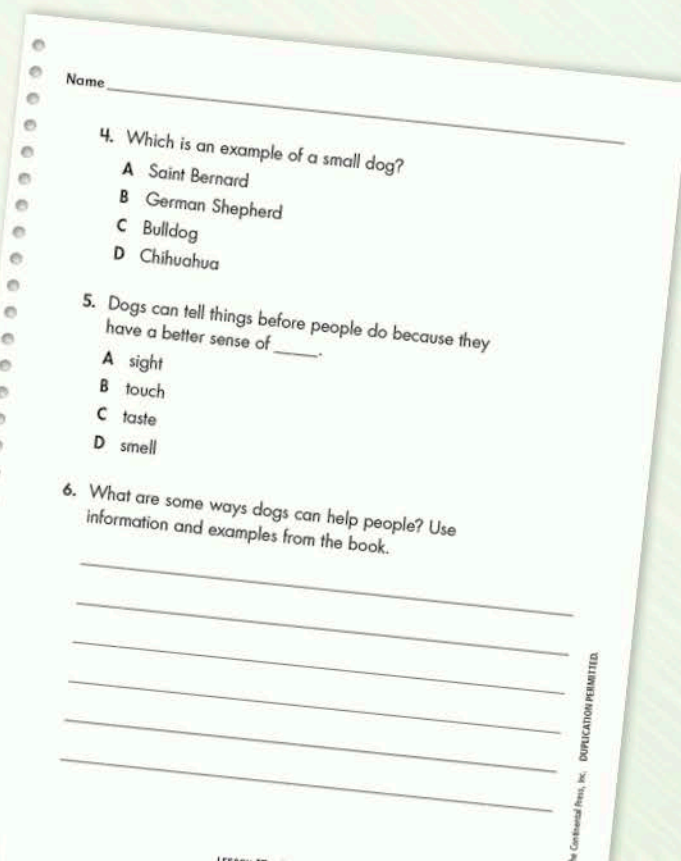
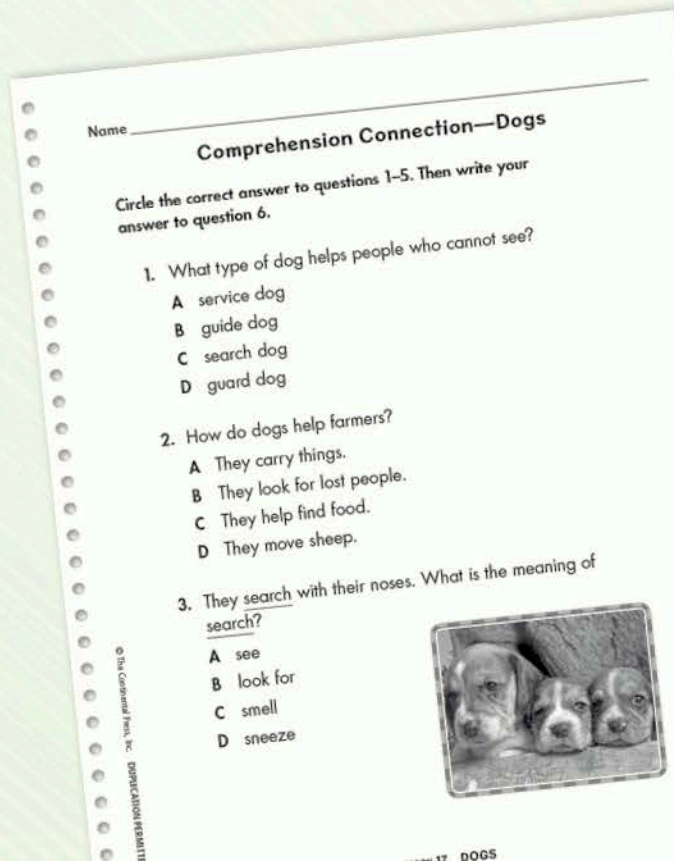
6. Animals can sense _____ and this helps them get away safely.
7. The _____ gave the teenager a speeding ticket.
8. Did you _____ your family that the storm was coming soon?
9. Walking your dog is good _____ that helps you keep in shape.
10. The _____ put out the forest fire with water from their hoses.

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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

How Do Dogs Use Their Noses?

1 Have you ever watched a dog in action? They sniff almost everything. This is how they learn about the world. A dog's sense of smell is stronger than people's. It could be 100,000 times stronger.

2 Could you imagine waking up and smelling what every neighbor on your block was cooking for breakfast? Dogs may be able to do just this. In fact, now that we know the strength of a dog's smell, we are beginning to use that power. Dogs are used in airports, schools, and public places. They have found illegal drugs, foods, and even bombs. Dogs also have been used to help learn if a person has cancer.

3 How does a dog smell? Dogs have wet noses. It is in just this place that the dog's strong sense of smell starts. The moist area of the nose catches smells in the air. It then sends these smells to the brain. The smelling center of a dog's brain is 40 times larger than ours. This is why they are able to smell so much more than we do.



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Name _____

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

1. Dogs are used in airports to find ____.

- A lost baggage
- B passengers
- C hidden objects
- D airplane tickets

2. Which sense is the strongest in a dog?

- A touch
- B hearing
- C sight
- D smell

3. What does the word moist mean in paragraph 3?

- A dry
- B wet
- C cold
- D warm

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Name _____

4. How does the smelling center of a person's brain compare to a dog's?

- A It is the same size.
- B It is larger.
- C It is a little smaller.
- D It is a lot smaller.

5. Dogs' noses are ____.

- A cold
- B hot
- C dry
- D wet

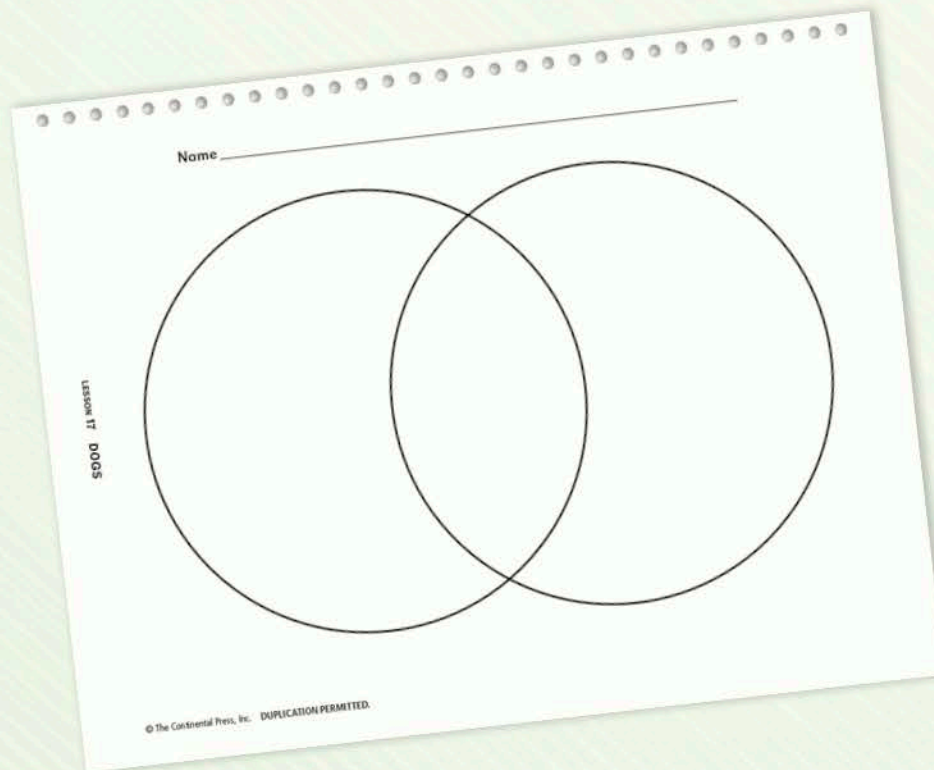
6. What are some ways that dogs help people by using their noses?



Resource Guide

The **Text-to-Text Connection worksheet** allows students to connect the book and the assessment passage. Students will complete the Venn diagram and then write about the two passages.

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





Affordable Pricing

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144 Discovery readers, printed (6 each of 24 titles)

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

1 resource guide, printed

Convenient case, style may vary

\$1,033.20



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