

Leveled Nonfiction for Beginning Readers

Pebble Reading

Program Overview

Levels B-L

WELCOME TO PEBBLE READING

Reading nonfiction supports beginning literacy learning while transporting young learners into the real world of the information age. Through repeated exposure to a variety of nonfiction features and topics, young readers continue to build essential reading skills while learning more about the world around them.

It is the goal of Pebble Reading to instill the basic literacy and information-processing skills children will need to be successful lifelong learners. Pebble Reading is a cohesive, leveled reading program designed to ensure that children can develop their literacy proficiency with confidence.

BUILDING COMPREHENSION SKILLS


Scientific research and the findings of the National Reading Panel have defined comprehension as one of the most important building blocks for literacy. One of the goals of Pebble Reading is to help children sharpen comprehension strategies by encouraging them to do the following:

- Use visual cues to support text comprehension
- Ask questions before, during, and after reading
- Use prior knowledge to understand new information
- Explore topics they find interesting, demonstrating that books provide information


NONFICTION TEXT FEATURES

Pebble Reading includes three levels of guided reading instruction: Emergent (B-E), Early (F-I), and Fluent (J-L). At each instructional level, children encounter a number of nonfiction text features. These include:

maps




Kenya is on the east coast of Africa. The capital of Kenya is Nairobi. Nairobi is the largest city in Kenya.



Kenya's flag

photographs



Rosa was arrested. She was fined \$10. The NAACP asked African Americans to boycott buses. For one year, African Americans did not ride city buses in Rosa's town.

Time Line

1913	1918	1932	1943	1955
born	begins school	marries Raymond Parks	begins work with NAACP	refuses to give up seat on bus

glossary

Words to Know

digest—to break down food for use in your body; your body digests food to gain energy.

energy—the strength to be active without becoming tired

food—items people eat to stay alive and grow; most food has water in it.

healthy—fit and well; drinking at least eight 8-ounce (170-gram) glasses of water every day keeps you healthy.

nutrients—something that people, plants, and animals need to stay healthy; water helps move nutrients through your body.

timelines

index

Index/Word List

Africa, 5	giraffes, 9	Nairobi, 5
bones, 21	hippos, 9	people, 11, 21
city, 5, 11	Kenyans, 11, 15, 17, 19	rivers, 9
coast, 5, 7	Kisumu, 13	savannas, 9
country, 11	languages, 13	scientists, 21
crocodiles, 9	lions, 9	tourists, 17
elephants, 9	money, 17	world, 15
English, 13	mountains, 7	zebras, 9
farmers, 17		

Word Count: 161
Early-Intervention Level: 18

Editorial Credits
Marie C. Schick, editor; Kim Berke, cover designer and illustrator; Kimberly Cheng, photo researcher

Photo Credits
Animals: CORBIS, 20
Coral, 8 (left)
Michelle Bergman, cover, 12
Photo Network: Howard Folbert, 10
Photo: Shutterstock, 16
Photo: Fred Corbridge, 18
Stan Okonko/Event Encounters, 1
Tina P. Jacobs, 8 (right)
Unicorn Stock Photo / Rex Fargason, 4 (bottom)
Yusuf Ishmail/Reuters/Corbis, 8 (right)
Yuan, Arthur-Bertrand/CORBIS, 14

The author thanks the children's section staff at the Allen County Public Library in Fort Wayne, Indiana, for research assistance.

THE LESSONS

Each title in Pebble Reading is accompanied by a guided reading lesson plan. The lesson plan identifies not only supports, challenges, and opportunities for word study, but also suggests ways to introduce the book and assess performance. The bulk of the lesson plan, however, is the page-by-page guided reading focus. These bulleted points help you explore each page with children, for both content and reading skills. The guided reading lesson plans demonstrate strategies to:

- Model for comprehension
- Problem solve text challenges
- Reinforce phonics skills
- Explore nonfiction text features
- Match text information with photo information
- Maintain classroom management while working with small groups

29. Eating Right
Guided Reading Level 1
Early-Intervention Level: 16

Supports

- Good photo/text support
- Some sentence repetition

Challenges

- Concept vocabulary: *dairy, fruit, grain, healthy, meat, protein, sweet, vegetable*
- Up to 12 words in a sentence

Word Study

- High-frequency words: *a, are, from, has, in, is, of, its, you*
- Long /r/, spelled as *eat, meat, wear*, or *bread, sweet, always*; short /r/, spelled as *healthy*; diphthongs /oi/ (*choices, oil*), /ou/ (*amounts*); controlled vowels or (*servings*); r-blends (*bread, fruit, grain, group*); s-blends (*step, sweet, usually*)
- Number words (*five, four, three, two*)

Standards

Science Benchmarks

- The Human Organism

Social Studies Standards

- Individual Development and Identity

Lesson for Guided Reading

With children, make a list of foods they usually eat. Help children read the book title, *Ask*, "What does it mean to eat right?" Tell children that as they read, they will discover a guide to help them eat right—the food guide pyramid.

First Reading

- At the title page, have children match the title and author's name with those on the cover. Discuss the photograph.
- Review the purpose of a table of contents. Let children trace a finger along the dotted line to the page number.
- Ask children if they think the people on page 4 are eating a healthy diet. Have children read page 5.

Examine the diagram on page 6. Have children identify its shape, count the sections inside, and call out the foods they see. Help children read the word *pyramid* on page 7.

- Ask children which food the boy on page 8 is eating, then ask them to find the word *bread* on page 9. Note that this sentence has numbers. Have them point to the numbers.
- Let children identify the food on page 10, then the type of food it is. Point out that the word *vegetables* starts with a v. Ask children to find a word that starts with v on page 11.
- Have children identify the food on page 12, then the type of food it is. Ask, "Do you see a pattern here? I think some words on page 13 will be similar to words on other pages."
- Explore pages 14 through 19 in the same way. Have children identify the food and the type of food it is, then fill in the words in the repeated sentence pattern.
- With pages 20 and 21, tell children that they will learn what the food guide pyramid helps us to do.

Rereading

Encourage children to read the book again with partners. Observe as they read, making sure they are able to track print.

Additional Skills

Number words (*five, four, three, two*); diphthong /oi/ (*choices, oil*); r-blends (*bread, fruit, grain, group*)

Performance Assessment

Invite children to compare healthy foods and non-healthy foods. Show children how to fold a sheet of paper in half. On one side, ask them to write:
Four healthy foods.
On the other side, ask them to write:
Some foods are not healthy.
Ask children to draw and label the foods.

73

Lesson plan

Eating Right

Name: _____

Write the name of one food you like from each food group. Draw a picture of each food in the correct section of the food guide pyramid.

The Grain Group: _____ The Dairy Group: _____

The Vegetable Group: _____ The Meat and Protein Group: _____

The Fruit Group: _____ Fats, Oils, and Sweets: _____

The Food Guide Pyramid

Fats, Oils, and Sweets

The Dairy Group

The Meat and Protein Group

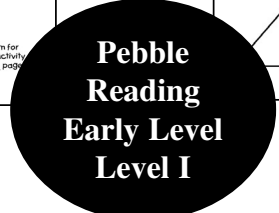
The Vegetable Group

The Fruit Group

The Grain Group

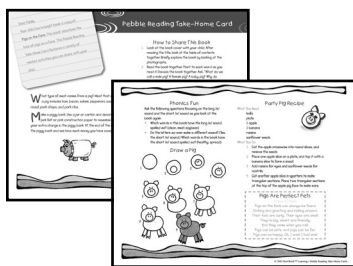
74

Reproducible activity



TAKE-HOME CARDS

Each title in Pebble Reading has a corresponding Take-Home Card. Each card features:

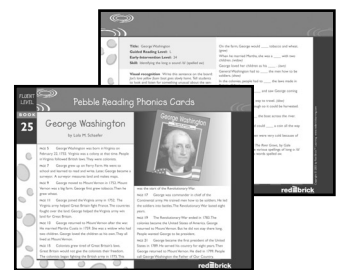


- Home reading connection
- Phonics fun
- Parent-child projects

PHONICS CARDS

Each title in Pebble Reading has a corresponding Phonics Card. Each card features a variety of classroom activities:

- Reinforce phonemic awareness and phonics skills
- Support word study



ASSESSMENT

Pebble Reading Teacher's Guides feature reproducible forms aimed at helping you assess children's reading progress. These assessments can be used as guides to match readers with texts or to help the readers themselves acknowledge improvements they have made. The variety of assessment options in Pebble Reading give you the tools for assessing:

- main ideas and supporting details
- self-expression
- writing skills
- reading skills
- comprehension



Pebble Reading Components

3 Leveled Book Sets

- Emergent Level: Guided Reading Levels B-E
 - Early Level: Guided Reading Levels F-I
 - Fluent Level: Guided Reading Levels J-L

648 Nonfiction Books

- 36 titles per level, 6 copies of each title
 - Content-area topics

108 Take-Home Cards

- Support family involvement in the learning process
 - 1 card per title

108 Phonics Cards

- Additional phonics instruction for each title
 - 1 card per title

3 Comprehensive Teacher's Guides

- Guided reading lesson plan and blackline master for each title
 - Assessment pages
 - Correlations to national standards

For more information on Pebble Reading, call 1-888-262-6135 or visit our website at www.redbricklearning.com