

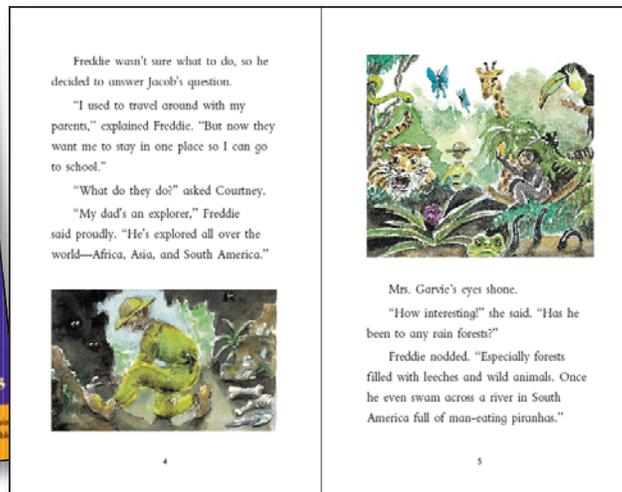
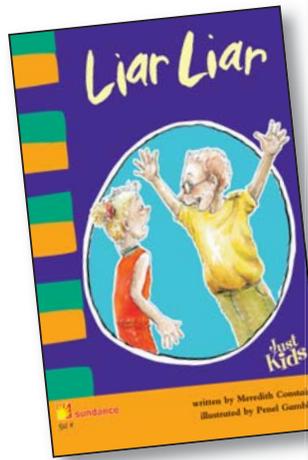


CERTIFIED RESEARCH
REPORT

Just Kids



Documentation and Support for Just Kids



Get young readers off to the right start with compelling chapter books that build reading stamina and confidence!

Just Kids features characters who are “just kids” in amusing, real-world scenarios. These page-turners are just what you need to promote independent reading and help students make the transition from picture books to chapter books. Written for readers in Grades 1–3, Just Kids includes just the right amount of support and challenges to develop confidence and independence. Choose from 72 early chapter books. Includes Teacher Guides.

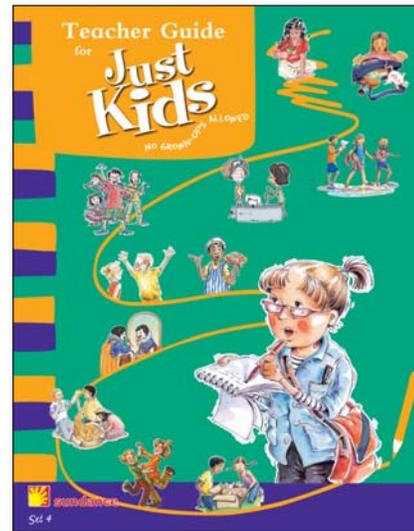
Just Kids:

- Build confidence with considerate text, short chapters, and fun illustrations on every page. They *can* read chapter books!
- Appeal to both boys and girls with a wide range of genres, including mystery, adventure, and humor.
- Motivate students with progressive reading challenges in length, vocabulary, and complexity.

Teacher Guides

Comprehensive guides give you step-by-step lesson plans for each book. You'll have clear objectives, suggestions for before, during, and after reading, and plenty of support for your struggling readers and ELL students.

- Comprehensive skill charts to assist planning and assessment.
- 4 reproducible worksheets for every lesson to assess comprehension, vocabulary, decoding/spelling, and language arts conventions.
- Excellent suggestions for creating literacy centers.



Warm-up activity Getting Ready for Reading helps readers make connections with the book.

Liar, Liar

Getting Ready for Reading
Ask children if they have ever heard a true story that was so unbelievable that they thought it had to be a lie. Encourage them to give examples of these stories and why they thought the stories couldn't be true.

Introducing the Book
Show children the front cover and have them identify the story title, author, and illustrator. Read together the back cover synopsis. Then ask children: *What do we know about the story so far?* Review the Table of Contents and the Characters page with children. Then ask: *How would you summarize what we know now?* Invite children to make predictions about the story and the characters.

Reading the Book
Give children *Reading Guide Bookmark BLM 1*. To set the purpose for reading, review the question for Chapter 1. Ask children to read Chapter 1 on their own and to answer the Chapter 1 question. Repeat this procedure for Chapters 2, 3, 4, 5, and then 6. Then revisit together the story predictions children made earlier.

Support for English Language Learners
Activities marked with this symbol are particularly appropriate for English Language Learners.

Objectives
Every lesson helps children set a purpose for reading and guides them toward developing fluency, accuracy, pacing, and intonation. The specific objectives of each lesson are noted after each activity.

For a complete listing of all skills met by the activities and blackline masters for this book, see the chart on pages 10-11.

SELECTING A FOCUS
Choose the role of the reader—Meaning Maker, Code Breaker, Text User, Text Critic—that meets the needs of this reading group.

CHECK THIS
As you listen to children read independently, look for evidence that they recognize and read spelling patterns such as *ai* in *rain* p. 5, *wait* p. 7, *said* p. 12, *train* p. 23, and *rise* p. 28.

LITERACY CENTERS

Book Browsing Center
Invite children to browse through a selection of biographies about different explorers. Ask them to choose one explorer they like and report to a small group on one interesting adventure or discovery of that explorer.

Writing Center
Have students write a list of questions they would like to ask Freddie's mother and father about their work. Encourage students to review the story carefully to get ideas for good questions.

60 Just Kids Set 4

Allow teachers to assess students regularly while the students are engaged in meaningful and purposeful literacy activities.

Code Breakers activities are tied to Language Arts standards.

KIDS AS...

Meaning Makers derive a message from print and pictures. *Speaking and Listening* Why don't Freddie's classmates believe what he says about his parents? How do they treat Freddie before the fund-raising event? Why are they willing to give the new girl a chance?

Creative Response Use BLM 2 to offer children a chance to relate the book to their own experience.

Text Users analyze the structure and purpose of a book. *Speaking and Listening* Why do you think the story ended by introducing the princess Serena in the last chapter of the book? Would the story be as good if it ended after Chapter Five and did not include Serena? Why?

Finding Information Discuss with children explorers and the types of adventures they have. Then introduce the activity in the Book Browsing Center.

Writing Applications Review some of the things Freddie tells the class about his parents and the work that they do. Then introduce the activity in the Writing Center.

Text Critics evaluate the work of the author and illustrator. *Speaking and Listening* Were his classmate's reactions to Freddie's stories about his parents believable? Why? Does the author do a convincing job of showing how kids in a classroom sometimes react to someone they think is lying? Explain your thinking.

Literary Response Have children complete the activity in the Interactive Literacy Center. Then ask them to draw pictures to illustrate some of the scenes.

Assessment
Explain if you would believe Serena's story after learning about Freddie.

Code Breakers use print conventions to verify meaning.

Decoding/Spelling
Diphthongs:
/ow/ in row p. 2
/ow/ in crowd p. 30
/oy/ in around p. 31

Syllabication
Use BLM 3 to explain and explore multisyllable words.

Word Analysis
Ask children to name a synonym for each of the following words: *animal, funny, tiny, rare, built, wonderful.*

Language Conventions
Use BLM 4 to explain and explore quotation marks. Then introduce the activity in the Word/Sentence Center.

LITERACY CENTERS

Interactive Literacy Center
Have students work in small groups to make an audiocast of the adventure parts in the story. Encourage them to add sound effects. Then ask children to think of and record another adventure that might have happened with the alligator, mongoose, or other animal in the story.

Word/Sentence Center
Have partners write four questions they would ask Serena and the answers she might give to each. Ask children to write these questions and answers in dialogue form, using quotation marks correctly.

61 Just Kids Set 4

Research findings identify the need for instruction which features a balance of support and challenge to develop independent readers.

“Even with excellent instruction in the early grades, some children fail to make satisfactory progress in reading. Such children will require supplementary services, ideally from a reading specialist who provides individual or small-group instruction that is coordinated with high-quality instruction from the classroom teacher.”

—National Research Council
Committee on the Prevention of Reading Difficulties in Young Children
Preventing Reading Difficulties in Young Children, 1998

“... every child is entitled to excellent instruction in reading and writing that includes, but is not limited to ... opportunities to work in small groups for focused instruction and collaboration with other children ...”

—International Reading Association (IRA) & National Association for the Education of Young Children (NAEYC)
Learning to Read and Write: Developmentally Appropriate Practices for Young Children
Young Children, 1998

Research supports the value of a structured progression of vocabulary, word count, number of chapters, and story complexity.

“For many students, these small chapter books are the perfect transition from "little books" to longer, more challenging texts.”

—Barbara Peterson
Literary Pathways, 2001

“As children move from picture books to longer chapter books, a great deal of support is needed.”

—Karen Szymusiak & Franki Sibberson
Beyond Leveled Books, 2001



Balanced Literacy and Research-based Practices

"Schools can help all children become independent readers and writers through a balanced literacy program. The components of a balanced literacy program include reading aloud, shared reading, guided reading, independent reading, modeled/shared writing, interactive writing, and independent writing."

—Debra Johnson
Balanced Reading Instruction: Review of Literature,
North Central Regional Educational Laboratory (NCREL),
1999

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