

We Love to Read!

Fiction and Nonfiction Paired Readers

SAMPLE PAGES



We Love to Read! Readers

The six nonfiction books are full of fascinating facts and compelling photos.



The six fiction books showcase lively characters and inspired illustrations.



We Love to Read! Readers



Let's look inside.

The full-color 24-page books include creative content for emergent readers in both fiction and nonfiction.

Sample pages from paired reader set: *Best Day Ever* and *My Dream Day*

Nonfiction



Splash!

Playing in water is a great way to cool off on a hot day. You can relax in a little pool. You can run through sprinklers.

6



Feel like learning something new? Take swim lessons at a public pool.

7

Fiction



Do you want to know what two of my favorite things in the world are? Take a guess! If you said axolotls and swimming, then you are correct!

6



I love taking a dip with my two pals. Meet Ares and Apollo. Can you think of a better way to start the day than by swimming with some salamanders? Yeah, me neither.

7



Round up a group of friends and roller-skate at the park. Play freeze skate. Blast some tunes and when the music stops, you have to freeze or you're out!

12



You can also skate at a roller rink. Roller rinks play cool music. You can dance, spin, and sing your way around the rink!

13



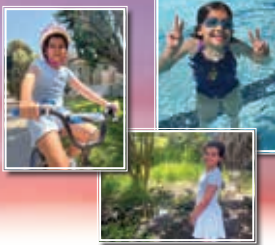
You may think I'm tired after swimming with axolotls, biking with a badger, and playing at the park with my dog. But I'm not! I'm ready to keep on rolling.

12



These gals here are the Super Squirrels. This rough-and-tumble group is part of a roller derby team! I joined the team this year. Excuse me while I go practice for a little while.

13



My Best Days

Hi, my name is Cordelia. My best days are when I get to ride my bike, swim with my friends, and go to the creek near my grandma's home. What is your idea of a best day?

23



Bartleby, wake up! I had the most amazing dream ever. Let me tell you all about it. First, I got to swim with axolotls. Then ...

24

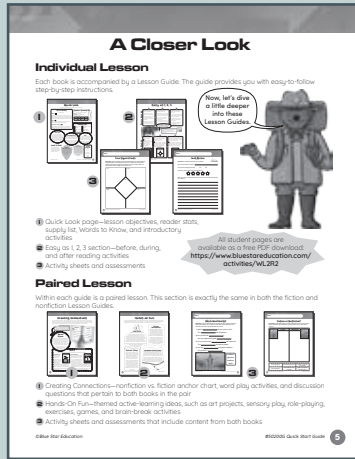
We Love to Read! Quick Start Guide



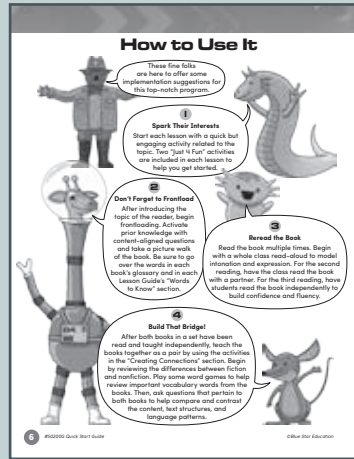
The *Quick Start Guide* is designed to help teachers efficiently incorporate this supplemental reading program into their everyday core curriculum with ease. The guide concisely explains the components of the program while offering practical tips and motivational morsels.



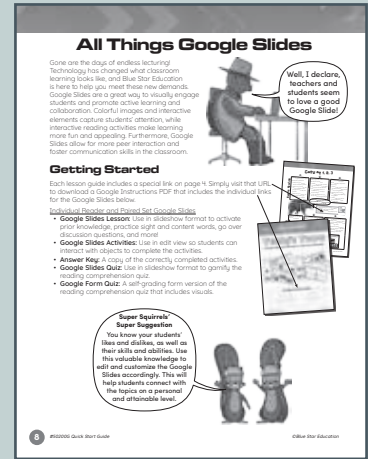
It breaks down the parts and pieces of the lesson guides.



It offers tips and tricks on how to use the program.



It explains how to use the Google Slides.



It includes standards and reading level charts.

Bring On the Standards

Check out the chart below for a handy reference of the standards covered in the kit.

Standard	Standard Description	Standard Met
Reading: Informational Text	... (text continues)	...
Reading: Fiction	... (text continues)	...
Reading: Drama	... (text continues)	...
Reading: Poetry	... (text continues)	...
Reading: Language Acquisition	... (text continues)	...
Writing	... (text continues)	...
Speaking & Listening	... (text continues)	...
Language Acquisition	... (text continues)	...

It contains a condensed view of the research behind the program. A full white paper version of the research is available upon request.

A Look at the Levels

The following charts include information about the We Love to Read books in this set. This is a general guide to a variety of reading systems and how they correlate with the readers and with one another. Please keep in mind that this is a reference tool and that the information reflects ideal expectations, not necessarily the students' actual reading levels.

Book Title	Genre	ATOS	Lexile	Word Count
Adventure in Company	Fiction	1.9	L	538
Best Day Ever	Fiction	2.1	M	538
Chirp to Answer	Nonfiction	2.3	L	594
Four Fun National Parks	Nonfiction	1.8	F	700
Happy Day	Fiction	1.9	L	594
Happy Day Collector	Fiction	2.8	M	594
My Dream Day	Fiction	2.7	M	538
My Dream Day Collector	Fiction	3.2	H	594
Rocky Mountain Mystery	Fiction	3.2	H	662
Only One True Animal Facts	Nonfiction	1.7	M	700
Rocky Mountain Mystery Collector	Fiction	3.8	H	700
The Great Escape	Fiction	1.7	M	700

Paired Sets for Grade 1

Book Title	Genre	ATOS	Lexile	Word Count
Four Fun National Parks	Nonfiction	1.8	F	700
Happy Day	Fiction	1.9	L	594
Adventure in Company	Fiction	1.9	L	538
Only One True Animal Facts	Nonfiction	1.7	M	700
The Great Escape	Fiction	1.7	M	700

Paired Sets for Grade 2

Book Title	Genre	ATOS	Lexile	Word Count
Best Day Ever	Fiction	2.1	M	538
My Dream Day	Fiction	2.7	M	538
Chirp to Answer	Nonfiction	2.3	L	594
Happy Day Collector	Fiction	2.8	M	594
Rocky Mountain Mystery	Fiction	3.2	H	662
Rocky Mountain Mystery Collector	Fiction	3.8	H	700

It's in the Research

Folk, the experts have been bustin' that a miff in a million. Size a book at this old reading level.

Why Is Reading Comprehension Important?

Learning to read is the foundation of every young learner's school education. The We Love to Read Kit is a research-based reading program aimed at sparking students' interest in reading. Using learners' stories, images, and the ability to comprehend and connect meaning from text is essential for reading success. For all children have their part of learning to read accurately, fluently, and with good comprehension. We need this universal cycle of personal failure and rejection and societal loss over and over again in our other school years (2002). It was also learned that fluency meant learning to read faster and with accuracy and expression. However, the skills for growing metacognitive skills of reading a level of fluency. The goal of We Love to Read is reading comprehension—a skill that is essential to good readers.

How Do Students Become Good Readers?
















The easiest way to grow reading comprehension skills in students is by observing what good readers do. Good readers are active learners. They set goals, look over the text before reading, make predictions, think about the author's purpose, evaluate the quality of the text, and read different kinds of texts. Good readers teach students to be active readers. Through this instruction, students can acquire the strategies and processes used by good readers. This will improve their overall comprehension of each book the reader used to teach the strategies and help them read on their own in the future (Duke & Pearson 2002). The We Love to Read paired reading program reinforces these active reading strategies.

Because comprehension is a complex process, a reader must actively work on information encountered in text in order to build understanding. This requires readers to call on their semantic networks to bring meaning to the words that are read (Baker and Houghton 2007). Through repeated encounters with text, students will begin to understand how and why these strategies are used. This is extremely important for when students begin to read texts independently.

We Love to Read! Google Slides

Technology has changed what classroom learning looks like. Google Slides are now more popular than ever and are a great way to visually engage students and promote active learning and collaboration. Colorful images and interactive elements capture students' attention, while interactive reading activities make learning more fun and appealing. Furthermore, Google Slides allow for more peer interaction and foster communication skills in the classroom.

Slide Samples

	Silly but True Animal Facts	The Great Escape	Paired
lesson	<p>Fun Facts Telephone</p> <p>Whisper a fun fact to the person next to you. They will whisper the same fact to the next person, and so on. The last person will reveal the fact. Did the message change?</p> 	<p>Prior Knowledge</p> <p>What do astronauts need to wear in space? What is gravity? What do you think zero gravity feels like? Show what you know! What do you know about axolotls, giraffes, sea otters, and sloths?</p> 	<p>Math Masters</p> <p>Measure out 3 inches on your paper. This is the average length of a human tongue. Can you measure out a giraffe's tongue?</p> 
	<p>Words to Know</p> <p>Let's Practice!</p>  <p>accents sprout unique limb traits zany</p>	<p>Discussion Questions</p> <p>How does the crew avoid crashing into the giant space rock?</p> 	<p>Discussion Questions</p> <p>Which animals can you find in both books? What silly animal traits are included in both books? What if the space crew had a new goat crew member? What would be a silly thing the goat might do? Which book do you like more? Why?</p> 
activity	<p>Finish It!</p> <p>Drag the words to complete the sentences.</p> <p>Giraffes have long _____.</p> <p>Sea otters have _____.</p> <p>Manatees store their _____.</p> <p>Goats have _____.</p> <p>pockets accents tongues gas</p> 	<p>Space Words</p> <p>Drag the glossary words to their definitions.</p> <p>My go home at intervals that repeat a ball that is in a cup countdown takeoff crew mission gravity escape</p> 	<p>Caption It</p> <p>Drag the correct word to each picture to make a photo caption.</p>  <p>takeoff sloth crew feet axolotl tongue</p>
	<p>Finding Facts</p> <p>Use the Silly but True Animal Facts book to complete the graphic organizer.</p> 	<p>Meet the Crew</p> <p>Write a description of each character from the space crew.</p> 	<p>Fiction or Nonfiction Sort</p> <p>Drag the phrases to the correct column.</p>  <p>That sure was a great escape! Builds up, team! Goats have pockets! They are in outer space! A group of porcupine is called a quibble. Koalas eat gum tree bolly parts.</p>
quiz	<p>1. What do sea otters store in their pockets? *</p>  <p><input type="radio"/> food <input type="radio"/> socks</p>	<p>1. Is Alex Axolotl the crew's captain? *</p>  <p><input type="radio"/> No <input type="radio"/> Yes</p>	<p>1. Which book features an axolotl that is a captain? *</p>  <p><input type="radio"/> The Great Escape <input type="radio"/> Silly but True Animal Facts</p>

We Love to Read! Student Pages

Skills Covered

- Vocabulary
- Spelling
- Sentence building
- Classifying book parts
- Identifying main idea
- Compare and contrast
- Sequencing stories
- Understanding story setting
- Narrative writing
- Reviewing a book
- Reading comprehension



Each lesson guide offers 6 activity pages and 2 assessments related to the book.

Each lesson guide offers 4 additional activity pages and 1 assessment that teach the nonfiction/fiction paired set.

We Love to Read! Student Pages

Nonfiction:

Name: _____

Silly Sidebars

Directions: Sidebars are used to give more information or to add fun fact. Find the three sidebars below in the *Silly but True Animal Facts* book. Write the page number you find it on. Draw a picture of each one. Then, create a new silly sidebar of your own!

Tongue Truths	Page: ____	Wiggle Wiggle	Page: ____
Sneaky Signals	Page: ____		Page: ____

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Name: _____

Finish It!

Directions: Read each sentence. Write the missing word on the line. Use the words in the box at the bottom of the page to help you.

- Giraffes have long _____.
- Sea otters have _____.
- Manatees store their _____.
- Goats have _____.

pockets accents tongues gas

#51738LG Silly but True Animal Facts Lesson Guide ©Blue Star Education

Name: _____

Reading Comprehension

Directions: Use the *Silly but True Animal Facts* book to help you answer the questions below. Color in the bubble to choose the best answer.

- What do sea otters store in their pockets?
 - Ⓐ food
 - Ⓑ socks
- Why are axolotls awesome?
 - Ⓐ They have long tongues.
 - Ⓑ They can grow new body parts.
- Why do manatees store their gas?
 - Ⓐ It helps them swim.
 - Ⓑ It helps them sleep.
- What is special about cats and dogs?
 - Ⓐ They have the same nose prints.
 - Ⓑ They have unique nose prints.

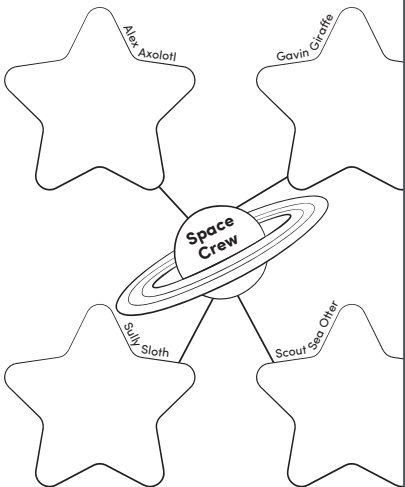
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Fiction:

Name: _____

Meet the Crew

Directions: Think about the four characters from *The Great Escape*. Write words that describe each character in the stars below.




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Name: _____

Order It

Directions: Read the events from the story below. What happened second, third, and last? Order the events by writing 1, 2, 3, or 4 in the correct spot.

Events	1, 2, 3, 4?
The crew faces a big problem.	
The crew takes off into space!	
The crew make a great escape.	
The crew gets ready for a mission.	



#52028LG The Great Escape Lesson Guide ©Blue Star Education

Name: _____


Think, Write, and Draw

Directions: Use the *The Great Escape* book to help you answer the questions below.

- Why does Alex say, "Crew, this is no time for games. We've got trouble!"

- Who takes a space nap at the end of the story?

- What is your favorite scene from the story? Why? Draw a picture of it.



#52028LG The Great Escape Lesson Guide ©Blue Star Education

We Love to Read! Standards

English Language Arts Standards	Standard Strand	Lesson Guide Title
Reading: Informational Text: Grade 1	CCSS.ELA-LITERACY.RI.1.1: Ask and answer questions about key details in a text.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.1.2: Identify the main topic and retell key details of a text.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.1.8: Identify the reasons an author gives to support points in a text.	<i>Fresh Air Fun, Silly but True Animal Facts</i>
	CCSS.ELA-LITERACY.RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	all lessons
Reading: Informational Text: Grade 2	CCSS.ELA-LITERACY.RI.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.2.4: Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	all nonfiction lessons
	CCSS.ELA-LITERACY.RI.2.8: Describe how reasons support specific points the author makes in a text.	<i>Best Day Ever, National Park Adventures</i>
	CCSS.ELA-LITERACY.RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	all lessons
	CCSS.ELA-LITERACY.RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	all nonfiction lessons
Reading: Literature: Grade 1	CCSS.ELA-LITERACY.RL.1.1: Ask and answer questions about key details in a text.	all fiction lessons
	CCSS.ELA-LITERACY.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	all fiction lessons
	CCSS.ELA-LITERACY.RL.1.3: Describe characters, settings, and major events in a story, using key details.	all fiction lessons
	CCSS.ELA-LITERACY.RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	all lessons
	CCSS.ELA-LITERACY.RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	all fiction lessons
Reading: Literature: Grade 2	CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	all fiction lessons
	CCSS.ELA-LITERACY.RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	all fiction lessons
	CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<i>My Dream Day</i>
	CCSS.ELA-LITERACY.RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	all fiction lessons
Writing: Grade 1	CCSS.ELA-LITERACY.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	all lessons
	CCSS.ELA-LITERACY.W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	all lessons
Writing: Grade 2	CCSS.ELA-LITERACY.W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.	all lessons
	CCSS.ELA-LITERACY.W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	all lessons
Speaking & Listening: Grade 1	CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.	all lessons
Speaking & Listening: Grade 2	CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	all lessons