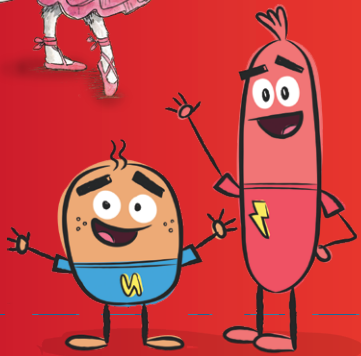
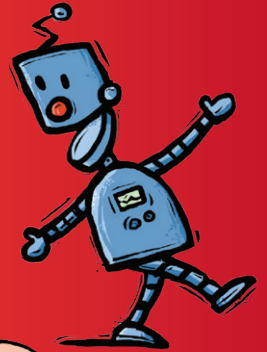


# Launch a reading star!

## READY ★ TO ★ READ



With Ready-to-Read, no matter what level you are,  
you're always a star!

# READY★TO★READ

## A GUIDE FOR TEACHERS

### HELP YOUR STUDENTS BECOME READING STARS!

Do you have a classroom full of students at different reading levels and are looking for an effective way to find books that match their diverse needs? Are you in search of early reader books that can be used in phonics AND comprehension-based curriculum? Ready-to-Read has all you need to turn your classroom of beginning readers into confident reading stars!

Use this guide—helpfully separated by Ready-to-Read star levels—to get the most out of your Ready-to-Read classroom library. For teachers, there are strategies for using Ready-to-Read books to teach reading and other subjects in your classroom. For students, there are project and activity ideas to use in conjunction with the books they're already reading.

**Ready-to-Read books will help all of your students learn and grow as readers, no matter their reading level!**

**STELLAR STARTER! ★ Ready-to-Go! ★ Sight Words**

**RISING STAR! ★ Pre-Level One ★ Recognizing Words**

**READING STAR! ★ Level One ★ Starting to Read**

**SUPERSTAR! ★ Level Two ★ Reading Independently**

**MEGASTAR! ★ Level Three ★ Reading Proficiently**



# READY★TO★READ

Our READY-TO-READ books purposely include phonics and reading comprehension approaches so they can be integrated into any classroom reading curriculum.

## How You Can Use READY★TO★READ for PHONICS-BASED CURRICULUM

- ★ Every book in our **Ready-to-Go!** level includes a story guide at the beginning of the book that encourages readers to sound out sight words and word families they will encounter in the stories.
- ★ Many of our **Pre-Level 1** and **Level 1** Ready-to-Reads are written in rhyme, which reinforces word families.
- ★ Our **Level 1** Ready-to-Read titles include high-frequency sight words that readers will recognize and associate with stories they're starting to read on their own.
- ★ Our **Level 2** Ready-to-Read titles include high-interest vocabulary that encourages readers to familiarize themselves with words and their meanings, and challenges them to use the word in other contexts.

## How You Can Use READY★TO★READ for READING COMPREHENSION-BASED CURRICULUM

- ★ Our **Ready-to-Go!** level titles include reading comprehension questions at the end of each story.
- ★ Many of our **Pre-Level 1** and **Level 1** Ready-to-Reads are written in rhyme, which encourages reading comprehension as readers anticipate the next rhyme.
- ★ Every Ready-to-Read book in each of our five levels contains carefully crafted illustrations to aid in reading comprehension.
- ★ All Ready-to-Read titles are leveled for Fountas & Pinnell™ and Lexile®.



# AWARD-WINNING AUTHORS AND ILLUSTRATORS

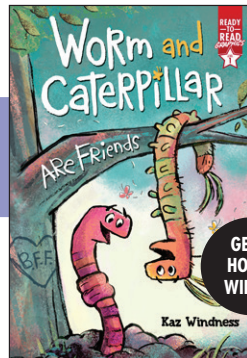
READY-TO-READ is packed with a star-studded cast of creators!

With award-winning authors and illustrators galore, you're in good hands with READY-TO-READ.

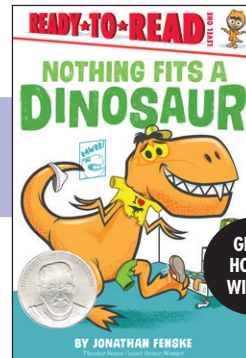
## Award-winning Books!



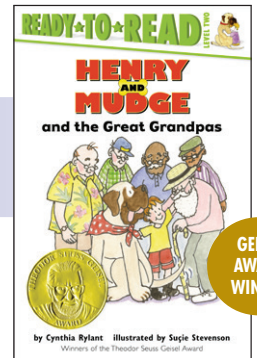
**See Pip Flap**  
By David Milgrim  
Paperback: 9781534416352  
\$4.99/\$6.99 CAN  
Hardcover: 9781534416369  
\$17.99/\$23.99 CAN



**Worm and Caterpillar Are Friends**  
By Kaz Windness  
Paperback: 9781665920001  
\$6.99/\$8.99 CAN  
Hardcover: 9781665920018  
\$17.99/\$23.99



**Nothing Fits a Dinosaur**  
By Jonathan Fenske  
Paperback: 9781665900645  
\$4.99/\$6.99 CAN  
Hardcover: 9781665900652  
\$17.99/\$23.99 CAN



**Henry and Mudge and the Great Grandpas**  
By Cynthia Rylant  
Paperback: 9780689834479  
\$4.99/\$6.99 CAN  
Hardcover: 9780689811708  
\$17.99/\$23.99 CAN

## Award-winning Authors!



**Can Blue Hide?**  
By Adam Lehrhaupt  
Paperback: 9781665907996  
\$4.99/\$6.99 CAN  
Hardcover: 9781665908009  
\$17.99/\$23.99 CAN



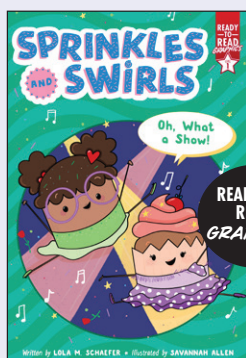
**Captain Cat and the Pirate Lunch**  
By Emma J. Virján  
Paperback: 9781534495708  
\$4.99/\$6.99 CAN  
Hardcover: 9781534495715  
\$17.99/\$23.99 CAN



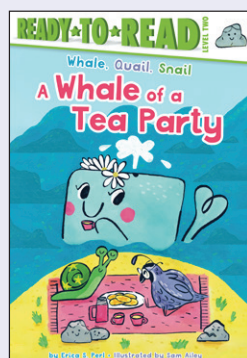
**Float, Flutter**  
By Marilyn Singer  
Paperback: 9781534421295  
\$4.99/\$6.99 CAN  
Hardcover: 9781534421301  
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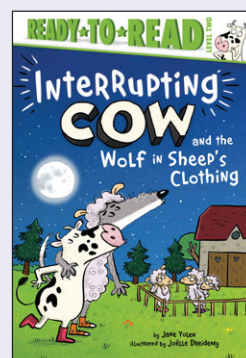
**The Night Sky**  
By Marion Dane Bauer  
Paperback: 9781665931489  
\$4.99/\$6.99 CAN  
Hardcover: 9781665931496  
\$17.99/\$23.99 CAN



**Oh, What a Show!**  
By Lola M. Schaefer  
Paperback: 9781665917964  
\$6.99/\$8.99 CAN  
Hardcover: 9781665917957  
\$17.99/\$23.99 CAN



**A Whale of a Tea Party**  
By Erica S. Perl  
Paperback: 9781534497290  
\$4.99/\$6.99 CAN  
Hardcover: 9781534497306  
\$17.99/\$23.99 CAN



**Interrupting Cow and the Wolf in Sheep's Clothing**  
By Jane Yolen  
Paperback: 9781665914420  
\$4.99/\$6.99 CAN  
Hardcover: 9781665914437  
\$17.99/\$23.99 CAN



**The Case of the Missing Bicycles**  
By Milo Stone, Shawn Martinbrough, and Joseph P. Illidge  
Paperback: 9781665919630  
\$6.99/\$8.99 CAN  
Hardcover: 9781665919647  
\$17.99/\$23.99 CAN





## How the Ready-to-Read Leveling System Works

Each Ready-to-Read book has been assigned a level, from Ready-to-Go! (Stellar Starter) to Level 3 (Mega-star). When you see the level on a book, you'll know whether it's likely to be appropriate for helping students develop basic decoding skills, more advanced comprehension strategies, or anything in between.

Tip: You can determine if a level is too high by having the child read the first page or paragraph. If they miss three to five words (depending on the length of the passage) the text is on a frustration level. Books need to be on a child's "independent reading level" in order for them to move through the levels easily.

### Ready-to-Go!: Stellar Starter

- ★ Phonics
- ★ Rhyming words and repetition
- ★ Choral reading

Are your students using pictures to understand what words mean? Are they exploring letter-sound relationships? Students will practice reading sight words and words from the same word families and enjoy the fun, predictable language in the books on this level.

### Pre-Level One: Rising Star Reader

- ★ Shared reading
- ★ Familiar characters
- ★ Simple words

Do your students enjoy listening to you read? Are they developing phonemic awareness and starting to connect letters with sounds? The books at this level—filled with characters that kids know and love, such as Daniel Tiger, and series such as The Adventures of Otto—are just right for your students.

### Level One: Reading Star

- ★ Easy sight words and words to sound out
- ★ Simple plot and dialogue
- ★ Familiar topics and themes

Are your students able to recognize lots of high-frequency words? Are they starting to decode words and read simple sentences? Angelina Ballerina, PJ Masks, Robin Hill School, and many more classic and new characters are waiting for your students at this level.

### Level Two: Superstar Reader

- ★ Longer sentences
- ★ Simple chapters
- ★ High-interest vocabulary words

Are your students learning to read longer sentences fluently? Are their vocabulary and comprehension skills expanding? At this level, your students can learn and grow with Henry and Mudge, the Peanuts gang, and many more lovable characters.



## Level Three: Megastar Reader

- ★ Longer, more complex story plots and character development
- ★ Variety of challenging vocabulary words
- ★ More difficult sentence structure

Can your students read and comprehend difficult books? Are they confident readers who are ready for a challenge? In the books at this level, many fun and exciting characters, along with engaging nonfiction titles, will take them on journeys they won't soon forget.

**The following activities and discussion questions relate to a select group of Ready-to-Read titles. For a full list of available and upcoming Ready-to-Read titles, visit [ReadytoRead.com](http://ReadytoRead.com).**

## **General Tips for Making Your Classroom a Great Place for Reading**

Try integrating the Ready-to-Read books into some of the approaches below:

- ★ Build a classroom library with a wide variety of books. Guide students to books at the appropriate reading level, and then let them choose topics, stories, and characters they find interesting.
- ★ If possible, turn a corner of your room into a cozy reading area. Pile up blankets, pillows, or even some comfortable old chairs. Make the area inviting so your students are eager to visit it when they have free time.
- ★ Every day, read aloud to your students, and give them time to read independently as well. Great reading takes practice!
- ★ Have an ongoing conversation about books. Tell your students about what you're reading. Explain why you like the book, how you chose it, or what it has taught you. Share your excitement about books, and let students do the same.
- ★ Create a classroom "book review" like you see online. (This could be YouTube or another online platform like Bookopolis, Zigazoo, etc.) After students read a book, help them write the title in a log that you keep in your classroom library. Younger students can then give it a rating on a simple number scale; older students can write down more detailed reactions to the book.
- ★ Hang the "Reach for the Stars!" reading chart in your classroom. This chart allows you and your students to set a new reading goal each month and keep track of your progress toward meeting it. Use stars to note each book a student has completed. Aim for a "Wall of Stars" to represent all your reading stars. When your class reaches its goal, have a celebration!



# READY★TO★READ

## Ready-to-Go! Stellar Starter Readers



### Before Reading

- ★ Ready-to-Go books are filled with repetitive phrases and rhyming words. There is even a word list before each story to get readers familiar with the words they will see in the book. Introduce characters and practice their names before you read. As you read aloud, encourage your students to read chorally along with you when they see a familiar word or phrase.
- ★ Encourage students to make predictions by offering them a “preview” of the book you are about to read. Give each student one large-print line of text from your chosen book and ask them to walk around the classroom and read their lines to one another. Come back together and ask students to predict what the book will be about.

### While Reading

- ★ Ready-to-Go books contain a lot of rhyming words and alliterative phrases that help increase students’ phonemic awareness. Encourage students to clap out the syllables of words and character names as they explore rhythm with Ready-to-Go books.
- ★ Ready-to-Go readers are quickly expanding their vocabularies. As you read, point to new words and ask questions about their meanings.
- ★ To foster reading fluency, encourage students to engage in choral reading as you reread familiar Ready-to-Go books.





Use the Ready-to-Go! Ready-to-Read books listed for the discussion questions and activities below!

**See Zip Zap** | By David Milgrim

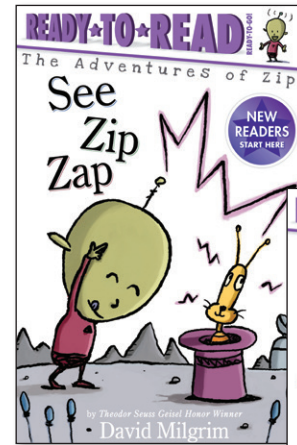
**Can a Cat Do That?** | By Eric Carle

### Discussion Questions

1. *See Zip Zap*: Birds save the day in *See Zip Zap*. Ask your students to come up with a list of other flying animals that could have flown Zip to safety.
2. *Can a Cat Do That?*: Students learn about some of the things a cat can do in *Can a Cat Do That?* Ask students to generate a list of questions they have about cats and use a nonfiction book or science reference website to extend their learning.

### Classroom Activities

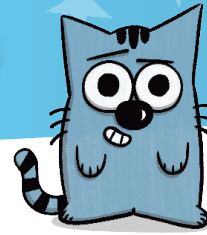
1. *See Zip Zap*: With your students, generate a list of words that rhyme with “zap” and have them form the letters and words out of Play-Doh.
2. *Can a Cat Do That?*: The budding actors in your class can enhance their reading fluency by performing a puppet show of *Can a Cat Do That?* Creating puppets or finger puppets of the animals mentioned in the book will encourage their artistic creativity and develop their fine motor skills.





# READY★TO★READ

## Pre-Level One Rising Star Readers



### Before Reading

- ★ Pre-Level One books contain lots of simple words that are great for increasing students' comfort with written text. Declare a "Letter of the Day" before reading and focus on that letter during reading (and other activities throughout the day).
- ★ Help your Rising Star readers relate to the chosen book by connecting it to their own lives and knowledge. Pre-Level One books have lots of familiar characters, so ask students to share what they already know about the book's main character or tell students part of the plot and let them describe similar experiences they've had.

### While Reading

- ★ Rising Star readers are learning to match letters to sounds. Help them develop their phonics skills by pointing out words in the book that are similar (for example, "sit" and "sat"). Talk about the different sounds in the two words and point out the letter that create the different sounds.
- ★ As you read, pause periodically to talk about the book. If your students are unclear about something, direct them to the picture for information. In Pre-Level One books, there is almost always a direct correspondence between the pictures and the words; this will help students recognize and understand this relationship.



Use the Pre-Level One Ready-to-Read books listed for the discussion questions and activities below!

**Space Cows** | By Eric Seltzer

**My First Swim Class** | By Alyssa Satin Capucilli

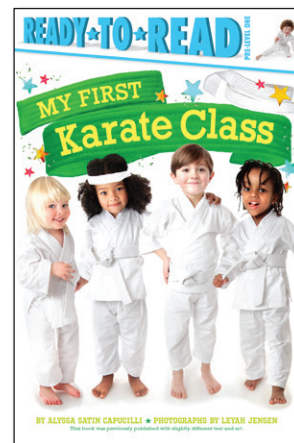
**My First Karate Class** | By Alyssa Satin Capucilli

## Discussion Questions

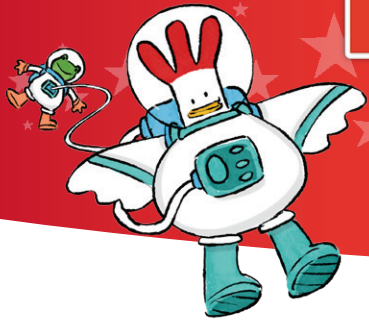
1. *Space Cows*: Explain fiction and nonfiction to your students before reading *Space Cows*. As you read the book, have students listen for elements in the story that could be real and elements that are made up. Compare and contrast *Space Cows* with *My First Swim Class*, a nonfiction title.
2. *My First Swim Class*: After reading, discuss the importance of pool and beach safety. Invite a lifeguard to your classroom to discuss swim safety. (If a lifeguard is not available, dress up as one and deliver the lesson yourself!)

## Classroom Activities

1. *Space Cows*: Offer construction paper, crayons, craft sticks, glue, children's modeling clay, or whatever craft supplies you have on hand for students to create their own space cows (space helmet and all!).
2. *My First Karate Class*: Teach your students a quick routine based on the moves explained in *My First Karate Class*. Use this routine to help students transition between classroom activities.







# READY★TO★READ

## Level One Reading Stars

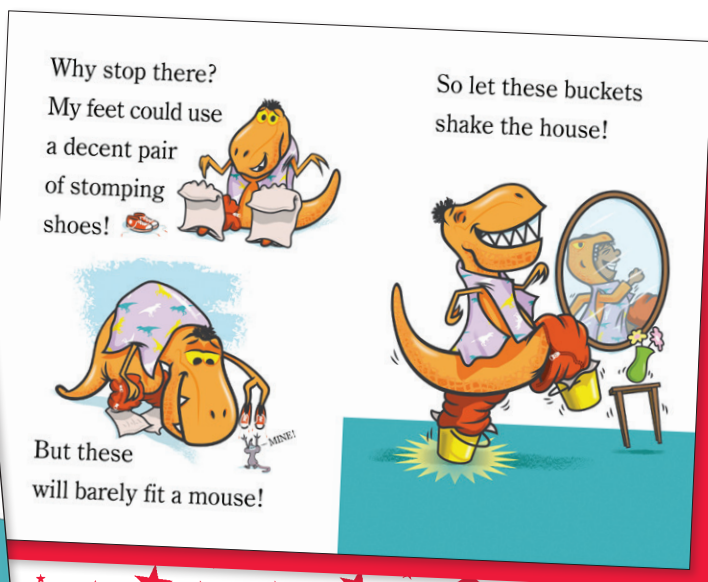
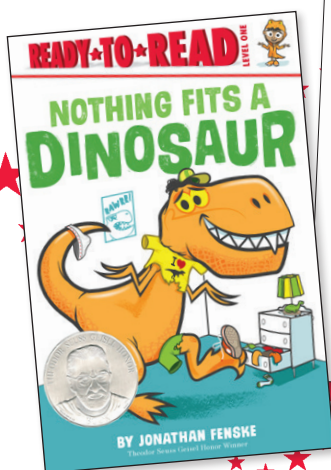


### Before Reading

- ★ Before your Reading Star readers begin a new book, encourage them to make predictions about it based on the title and cover, or have them take a “picture walk” through the book. They should look at the pictures on each page and try to guess at the story line based on the illustrations. Having these ideas in mind will give students clues to draw from as they work to decode new words.

### While Reading

- ★ Although Reading Star readers are learning to read words and simple sentences on their own, make sure you still read aloud to them as often as possible. Listening to a fluent reader helps developing readers build fluency. Level One books often have dialogue, so consider asking different students to read different parts—the more models of fluent reading, the better.
- ★ Level One books contain lots of simple words for students to sound out! If they have trouble decoding a certain word as they’re reading, teach them different strategies to use in order to figure out the word, such as:
  - Recognizing common prefixes, suffixes, and word roots
  - Thinking about what word would make the most sense within the sentence
  - Observing the illustrations and images on the page, which often reflect what’s happening in the text



**Use the Level One Ready-to-Read books listed for the discussion questions and activities below!**

***The Garden Project* | By Margaret McNamara**

***Election Day* | By Margaret McNamara**

***Rain* | By Marion Dane Bauer**

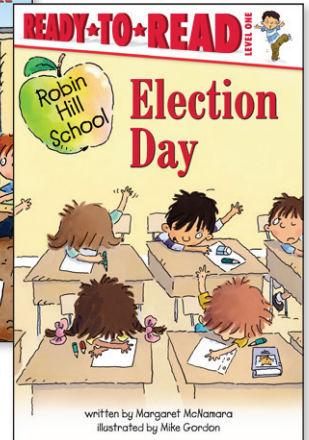
***Friends Do Not Eat Friends* | By Jill Esbaum**

## Discussion Questions

1. *Election Day*: In this Robin Hill School book, the students running for class president make some compelling campaign promises. Have your students discuss whether they think these candidates can actually keep their promises and explain their answers.
2. *Friends Do Not Eat Friends*: Ask your students whether they relate more to Thunder or Cluck and have them explain their answer.

## Classroom Activities

1. *The Garden Project*: Experiment with growing vegetables just like Mrs. Connor's students in *The Garden Project*. Use lima beans or another fast-growing seed to teach students about what plants need to grow. Have students work independently or in pairs to plant the beans in small pots and water them for a week. At the end of the week, have the students make observations and predictions about how the plants grew and why.)
2. *Rain*: Involve students in a classroom simulation of how the water cycle works.
  - a. Using a permanent marker, draw a picture of a sun and a cloud on a small, sealable plastic bag.
  - b. Add a few drops of blue food coloring to  $\frac{1}{4}$  cup of water, then pour the water into the bag and seal it tightly
  - c. Tape the bag to a window to watch the water cycle in action!
3. *Friends Do Not Eat Friends*: Do Thunder and Cluck resemble actual dinosaurs from long ago? Have students work with a partner to research which actual dinosaurs may have inspired these characters.



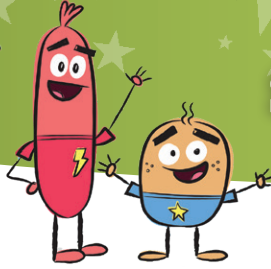
READY-TO-READ GRAPHICS





# READY★TO★READ

## Level Two Superstar Readers



### While Reading

- ★ Use the high-interest words in Level Two books to help Superstar Readers develop their vocabularies. Stop and talk about the interesting words that come up while students read. Discuss what each word means and have students name other words with similar meanings. Point out key parts of the word's spelling, such as common prefixes, suffixes, or roots. Challenge students to use the word in other contexts.
- ★ The books in Level Two are longer and sometimes contain simple chapters. At the end of a chapter, help monitor students' comprehension. Ask them which parts they found confusing or didn't understand. Model strategies for improving comprehension, such as rereading, reading ahead, paragraphing, or asking questions.

### After Reading

- ★ The longer sentences in Level Two books are great for teaching fluency. Choose a long sentence, write it on the board, and draw slash marks between the groups of words that should be read together as phrases. Then, model reading with clear phrasing, speed, and tone. Let students participate by echo reading and then choral reading the sentence.





**Use the Level Two Ready-to-Read books listed for the discussion questions and activities below!**

***A Parrot in the Painting* | By Thea Feldman**

***Living In...Mexico* | By Chloe Perkins**

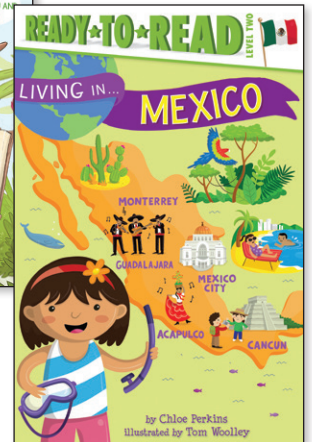
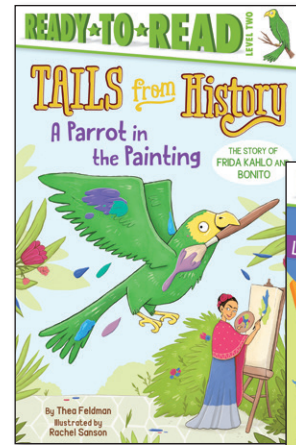
***All Ketchup, No Mustard!* | By Jason Tharp**

## Discussion Questions

1. *A Parrot in the Painting*: Frida Kahlo spent time painting what she saw every day. Show your students some images of Frida Kahlo's self-portraits, such as *Self-Portrait with Bonito*, *Self-Portrait with a Monkey*, *Itzcuintli Dog with Me*, and *Self-Portrait with Cropped Hair*. Have students partner up and discuss Kahlo's artistic decisions, such as:
  - a. Why did Frida Kahlo paint herself in different ways in her self-portraits?
  - b. Why does she include animals in some of her self-portraits?
  - c. If something extra could be included in *your* self-portrait, what would it be?
2. *All Ketchup, No Mustard!*: Ask your students to discuss why Nugget and Dog want to become KETCHUP crusaders and, using the reasons they come up with, whether they would rather be a KETCHUP crusader or help Dijon and Crouton with GRUMPS.

## Classroom Activities

1. *A Parrot in the Painting*: Have your students create their own self-portraits, just like Frida Kahlo! Set up a station with a large mirror and different shades of skin-colored paper and crayons. Give students the option of posing with a prop or stuffed animal if they'd like to.
2. *Living In...Mexico*: Get inspired by *Living In...Mexico* and take a deep dive into its history and culture with a virtual museum trip to explore artifacts, photographs, and artwork from the country.
3. *All Ketchup, No Mustard!*: Define and discuss the components of KETCHUP. Have students form small groups and choose one of these components as inspiration for a poster or short skit.





# READY★TO★READ

## Level Three Megastar Readers

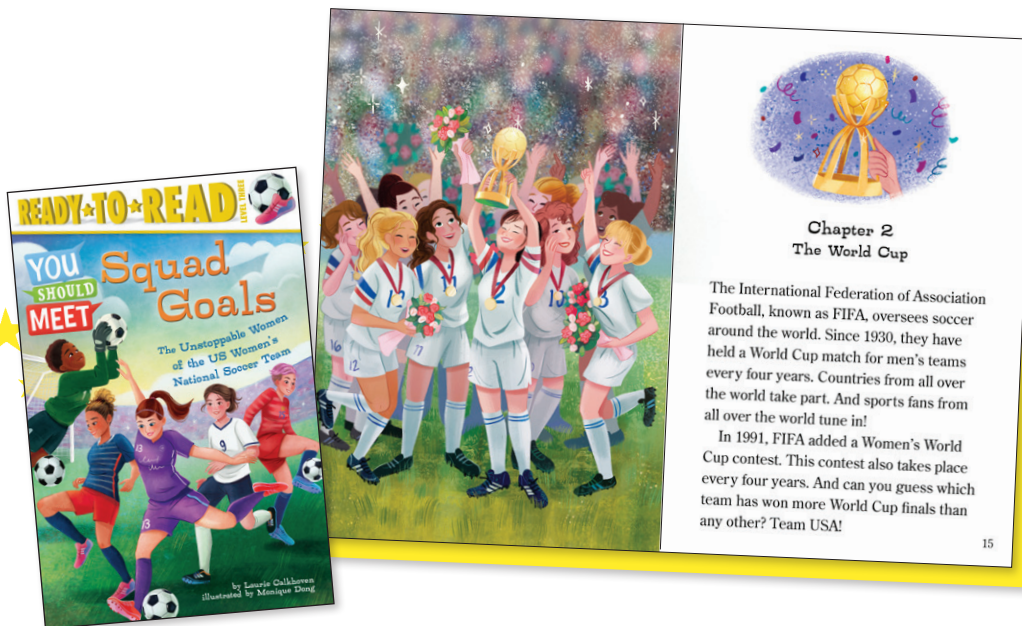


### While Reading

- ★ Books at Level Three expose students to a variety of challenging vocabulary words. Have students keep “vocabulary notebooks” where they keep a list of new words they learn while reading new books. For each word, students can include a brief definition, the sentence in which it’s used in the book, and an original sentence that uses it.
- ★ The sentences in Level Three books often have complex structures. If students are having trouble following a sentence, encourage them to divide it into phrases or groups of related words.

### After Reading

- ★ Level Three books challenge Megastar Readers with complicated plots and characters. Students reading at this level should begin monitoring their own comprehension. As they read, have them take simple notes about parts they don’t understand. Then have them determine which comprehension strategy would best answer each of their questions: rereading, reading ahead, paraphrasing, or asking questions.
- ★ Improve students’ comprehension of Level Three books by having them respond to the books orally and in writing. Have students write down what they liked and didn’t like about each book and why. Then have them share their responses in small groups or as a whole class.



**Use the Level Three Ready-to-Read books listed for the discussion questions and activities below!**

***Fearless Flyers, Dazzle Painters, and Code Talkers!***

By Elizabeth Dennis

***You Should Meet: Lin-Manuel Miranda***

By Laurie Calkhoven

***Geraldine Pu and Her Lunch Box, Too!***

By Maggie P. Chang

**Discussion Questions**

1. *Fearless Flyers, Dazzle Painters, and Code Talkers!*: One major theme in this book is acknowledging the people who did not get credit for their accomplishments because of discrimination. Encourage your students to think critically about why certain people and groups have been overlooked in history books.
2. *Geraldine Pu and Her Lunch Box, Too!*: Eating food from a different culture is one way to show respect and acceptance. What else could Geraldine have done to help Deven stand up to Nico? Ask your students what they could do if someone is being made fun of for their lunch, clothing, or language.

**Classroom Activities**

1. *Fearless Flyers, Dazzle Painters, and Code Talkers!*: In this nonfiction book, students learn about how American Indians from the Choctaw Nation used “code talking” to help soldiers send and receive messages during World War I. Challenge your students to use code to convey their own secret messages! Some codes to try: substituting numbers for letters, creating a cipher wheel, or a pigpen cypher.
2. *You Should Meet: Lin-Manuel Miranda*: Miranda’s award-winning Broadway musical *Hamilton* recounts historical events and people through rap. Using the people, events, and topics that your students are learning about in their social studies curricula, pair your students to write a short rhyme describing a person or event they learned about.
3. *Geraldine Pu and Her Lunch Box, Too!*: Geraldine Pu loves her lunch and her lunch box, Biandang. Have students create a diagram of their lunch box and the components of their favorite lunch. (Be sure to label each food!) Extension: Ask students to write a note to put into another classmate’s lunch box, just like Amah did for Geraldine.

