

# Welcome to the Trade Book Collection Guide!

## Introduction to the Trade Book Guides

Each book in our authentic literature collection was selected specifically to support and enhance the content of the K-2 Knowledge Domains. These anchor texts are intended for use as an introduction to each domain—engaging students, piquing their curiosity, and building initial background knowledge—before diving into the deeper content of the domain Read-Alouds.

Every book has an instructional guide that includes the following:

- Author and illustrator
- Book summary
- The Essential Question of the Knowledge domain, connecting the book to the domain
- Key Tier 2 and Tier 3 vocabulary words found in the book
- A group activity to reinforce and extend students' knowledge and understanding
- A performance task to help gauge students' comprehension of concepts in the text
- Writing prompts to expand understanding and critical thinking
- Text complexity ratings and descriptors for quantitative, qualitative, and reader/task categories

Detailed information about text complexity ratings and descriptors; additional uses for the books before, during, and after domain instruction; and the complete list of domains and books for each grade level can be found in the More About the Books section of this guide.

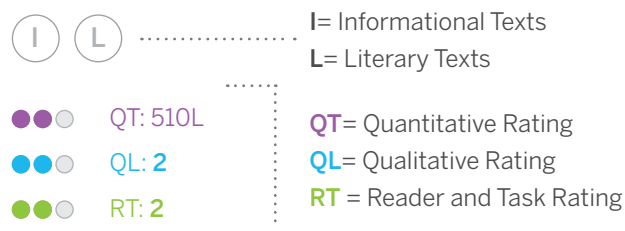


## Recommended Instructional Routine

- Briefly describe the topic of the new domain and ask students to share what they already know.
- State the Essential Question and explain that it will help guide what they learn in the domain.
- Introduce the book to students.
- You may wish to address one or more Tier 2 and Tier 3 vocabulary words before reading the book aloud. Guidance for explicit vocabulary instruction and routines can be found in the Vocabulary Lessons, found on the program's digital components site.
- Read the book aloud, providing support for listed vocabulary words or other unknown words, as needed.
- Facilitate the activity listed in the guide to reinforce understanding and comprehension.
- Have students complete the performance task listed in the guide.
- If desired, have students respond to one or more of the provided writing prompts.

## More About the Books

Each guide contains the following text complexity ratings and descriptors for the book. Quantitative ratings are based on grade-level Lexile ranges.



### Quantitative Rating Descriptors

**QT 1:** Read-Alouds with this rating generally have fewer, shorter words and sentences. These Read-Alouds are likely to be cohesive and straightforward.

**QT 2:** Read-Alouds with this rating generally have words and sentences of moderate length and complexity. The Read-Aloud introduces a moderate range of words. The text may contain some nuance in content.

**QT 3:** Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

**Note:** Non-prose books do not have Lexiles.

### Qualitative Rating Descriptors

**QL 1:** These Read-Alouds typically have a clear structure and purpose. The language is similarly clear and straightforward.

**QL 2:** These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

**QL 3:** These Read-Alouds often include sophisticated structures with nuanced purposes. The Read-Aloud structure may be innovative or complex, while its language may be unconventional, idiomatic, or otherwise specialized.

### Reader and Task Rating Descriptors

**RT 1:** This unit's tasks and activities are typically straightforward and do not require substantial external knowledge or experience.

**RT 2:** This unit's tasks and activities may contain some complexity; students will benefit from the knowledge they have built throughout the program.

**RT 3:** This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the program.

## Additional Uses for the Book

**Before the Domain:** After completing the activities in the Trade Book Guide, you may use these additional activities before beginning the domain:

- Create a KWL chart about the domain topic
- Have students respond with pictures and words in a journal entry
- Brainstorm possible vocabulary words from the book that might be used in the Read-Alouds
- Make predictions about new content/ideas students might learn in the domain

**During the Domain:** Midway through the domain instruction, or during a Pausing Point, reread the book to emphasize teaching points in the lessons. You may also use one of the activities below:

- Create a KWL chart or add to one already in progress
- Have students use pictures and words to connect ideas between domain content and the book
- Discuss how content in the book supports the content from the Read-Aloud (i.e., how it is similar or how it helps us understand more)
- Make a list of ideas or concepts from the book that were new
- Have students create a vocabulary picture journal
- Have students respond to a different writing prompt listed in the guide

**After the Domain:** Conclude the unit by reading a trade book as a way to make connections outside the Read-Aloud text. The book can be used as inspiration for a wide range of culminating projects and activities. Use one of the activities below to help extend and strengthen learning:

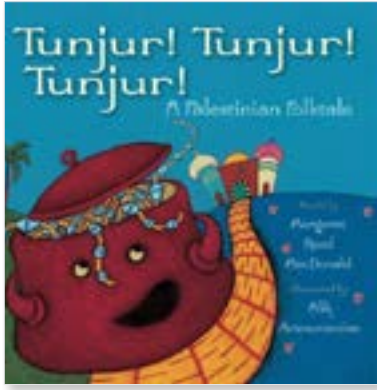
- Use a Venn diagram to compare and contrast domain content and the book.
- Create a T-chart with vocabulary from both the domain and the book.
- Have students respond with pictures and words in a journal entry, or respond to a different writing prompt listed in the guide.
- Discuss how and if the book helped students learn something new about the domain topic.
- Use the book as an anchor text for additional writing activities.

## Domains and Trade Books by Grade Level

Grade 1 Trade Book Alignment	
Domain	Title and Author
<b>Domain 1:</b> Fables and Stories	<i><b>Tunjur! Tunjur! Tunjur!: A Palestinian Folktale</b></i> Margaret Read MacDonald
<b>Domain 2:</b> The Human Body	<i><b>The Busy Body Book: A Kid's Guide to Fitness</b></i> Lizzy Rockwell
<b>Domain 3:</b> Different Lands, Similar Stories	<i><b>Lon Po Po: A Red-Riding Hood Story from China</b></i> Ed Young
<b>Domain 4:</b> Early American Civilizations	<i><b>Rain Player</b></i> David Wisniewski
<b>Domain 5:</b> Astronomy: Space Exploration	<i><b>Once Upon a Starry Night: A Book of Constellations</b></i> Jacqueline Mitton
<b>Domain 6:</b> The History of the Earth	<i><b>A Rock Is Lively</b></i> Dianna Hutts Aston and Sylvia Long
<b>Domain 7:</b> Animals and Habitats: The World We Share	<i><b>Wonderful Nature, Wonderful You</b></i> Karin Ireland
<b>Domain 8:</b> Fairy Tales	<i><b>The Great Fairy Tale Disaster</b></i> David Conway
<b>Domain 9:</b> A New Nation: American Independence	<i><b>A More Perfect Union: The Story of Our Constitution</b></i> Betsy and Giulio Maestro
<b>Domain 10:</b> Frontier Explorers	<i><b>Lewis and Clark: Explorers of the American West</b></i> Steven Kroll

# Grade 1: Domain 1

## Tunjur! Tunjur! Tunjur! A Palestinian Folktale



Retold by Margaret Read  
MacDonald  
Illustrated by  
Alik Arzoumanian



●●● QT: 420L

Read-Alouds with this rating may demonstrate sophisticated syntax and nuanced content.

●●○ QL: 2

These Read-Alouds may include some complexity in structure and purpose. The language may include some unconventional phrasing, idioms, or other specialized phrasing.

●●● RT: 3

This unit's tasks and activities contain nuance and complexity, requiring students to draw on the knowledge they have built throughout the program.

**Summary:** Fables and folktales have entertained children all over the world for generations. In this retelling of a Palestinian folktale, a woman prays for a child and gets one in the form of a little talking pot. Full of curiosity, the pot begs her mother to let her go to the market by herself. Her mother lets her go but worries she does not yet know right from wrong. The little pot gets into trouble by taking things that do not belong to her. She finally learns her lesson when she is captured and filled with smelly yuck as punishment. Students learn about the elements of a folktale by analyzing the characters, setting, plot, and the lesson learned in the story.

### Essential Question

What are the elements of a folktale or fable?

Explain that folktales have the same elements as other stories, such as characters, setting, and plot, but they also have some special elements. Use the chart below to discuss and record students' responses about each element of the folktale.

Elements of a Folktale	<i>Tunjur! Tunjur! Tunjur!</i>
Story from long ago	"There once was a woman . . ."
Magical events	The child appears as a little pot.
Talking animals or objects	the little pot
Events in sets of three	The pot is filled with honey. The pot is filled with jewels. The pot is filled with yuck.
Lesson	Do not take things that do not belong to you.

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## Vocabulary Routine

### Tier 2 Vocabulary Words

behave  
reward  
deserves

## Performance Task

Have students write a list of elements of a folktale that are different from regular stories.

**Students should be able to** list at least three of the following folktale elements:

- from long ago
- has magic
- talking animals or objects
- has a set of three events
- teaches a lesson

## Writing Prompt

Have students write a sentence or sentences based on the following prompts. Encourage students to write in complete sentences.

- My favorite part of the story is . . .
- Explain why the little pot's mother was so sad after sending the pot to bed.
- Write a new event to add to the story's plot.