

The King School Kids Make Reading Fun!



THE KING SCHOOL SERIES

Engaging Levelled Books for Grades K–2

"I absolutely love the King School Series. I use them for my struggling readers in class and also for tutoring in my home. My students enjoy reading about their favorite characters' adventures and always look forward to the next book. I also appreciate the fair and reasonable price of the books. Thank you, Townsend Press!"

—Elementary Reading Specialist, New Paltz, NY



TOWNSEND PRESS • www.townsendpress.com

THE KING SCHOOL SERIES

Featuring the King School Kids

\$3
each!

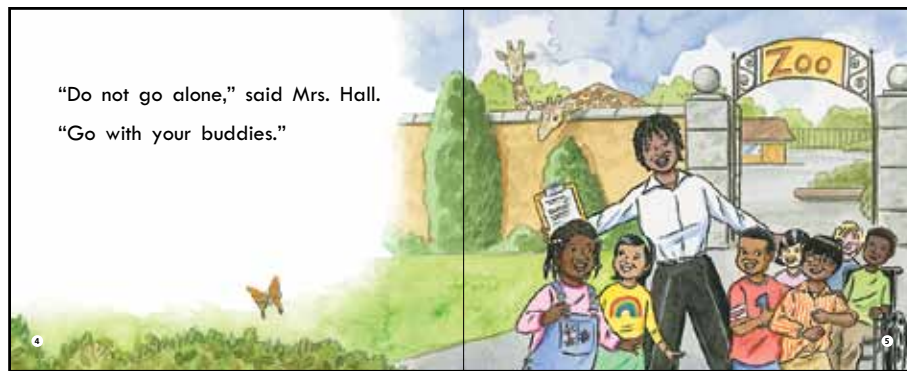


It's indisputable: strong reading skills are crucial to success in school . . . and beyond. And the earlier that students acquire these skills, the further they'll go.

That's where the **King School Series** comes in. Our 85-book set of K–2nd grade leveled reading books help students develop the **confidence** and **competence** they need to boost their achievement. And the delightful, immersive King School world will help students foster a **love of reading**. All this for **just \$3** per book.

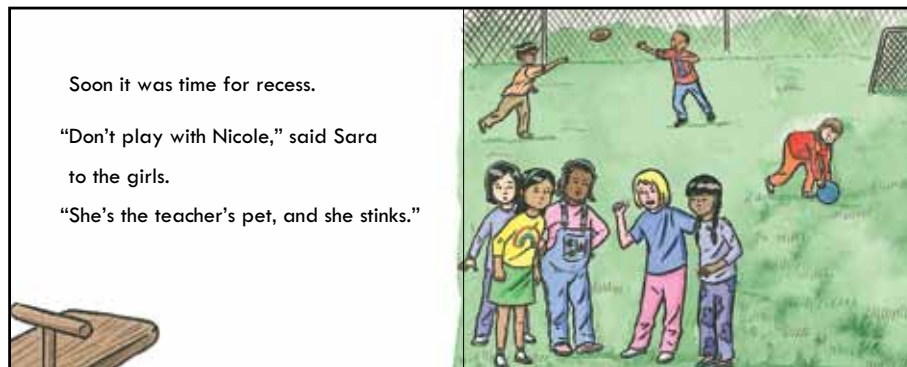
Level 3

At the Zoo



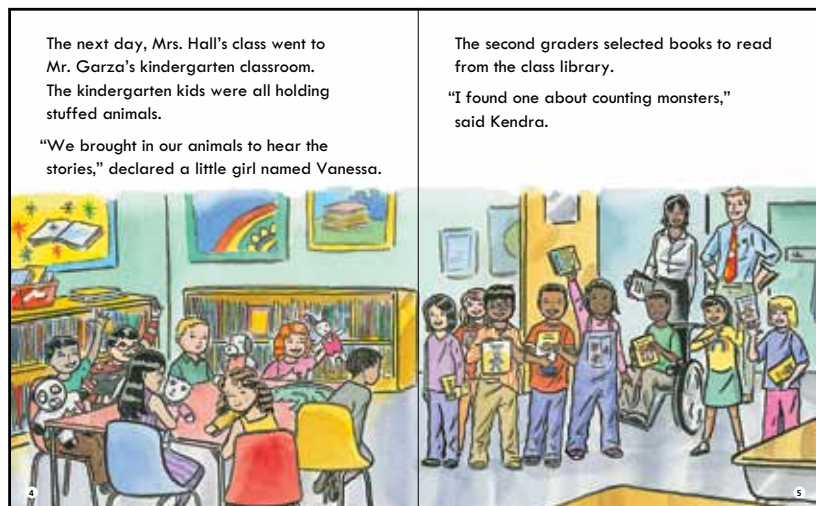
Level 10

Teacher's Pet



Level 17–18

Book Buddies



Get ready for fun adventures with the King School Kids!

The 85 books in the *King School Series* showcase our beloved cast of characters. The entire series features:

- **Exceptionally appealing characters.** Every book features at least one of the four main King School Kids, along with their friends and family. The Kids mirror the diversity of today's classrooms, and your students will have no trouble finding characters with whom they can identify. Once they read just one book about their favorite characters, students will clamor for more!
- **Stories and illustrations that cultivate Social-Emotional Learning (SEL).** Exuberant illustrations grab students' attention and keep them curious and eager to read, and compelling storylines enrich their understanding of themselves and the world around them. Brimming with topics, themes, and situations that resonate for children, the books allow readers to explore emotions in positive and developmentally-appropriate ways.



Derek

Jasmin

Kendra

Victor



Sara



Robert



Emily

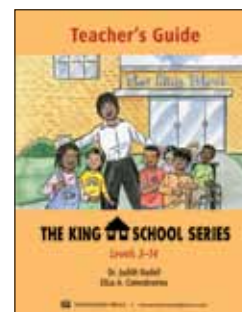
Levels in THE KING SCHOOL SERIES

Level 1	Kindergarten/ Very Early Emergent
Level 2	
Level 3	
Level 4	Early First Grade/ Early Emergent
Level 5	
Level 6	
Level 7	
Level 8	Mid First Grade/ Emergent
Level 9	
Level 10	
Level 11	
Level 12	Late First Grade/ Early Fluent
Level 13	
Level 14	
Level 15-16	Early/Mid/ Late Second Grade
Level 17-18	
Level 19-20	

- **Careful leveling.** At 16 pages long, these stories have been crafted to fit carefully defined leveling criteria for word count, diction, syntax, and text design. Students' upward spiral of achievement will build their confidence and pleasure in reading.
- **Unbeatable price.** Continuing its long-standing commitment to publishing quality books at truly affordable prices, Townsend Press is pleased to offer each title in the entire series for the low price of just \$3 per book.
- **High-quality teaching supplements.** See page 4 for more on our acclaimed *Teacher's Guides*.



Kindergarten Collection
978-1-59194-237-5



First Grade Collection
978-1-59194-183-5




Second Grade Collection
978-1-59194-308-2

Teacher's Guides to THE KING SCHOOL SERIES

Our acclaimed *Teacher's Guides* are remarkably teacher- and student-friendly, featuring a variety of engaging resources to help your students connect with the stories in the series. The *Teacher's Guides* include the following for every story:

Detailed Lesson Plan

Teacher's
Guide + bins
FREE with
Classroom
Library!
See back page.



Book Buddies
Word count: 473

THE KING SCHOOL SERIES
Level 17-18

Lesson Plan

<p>Summary / Main Character(s)</p> <p>All four children are excited to read books to their assigned partners from the kindergarten class, and a missing partner calls for a special solution.</p>	<p>Challenging Words</p> <p>declared: said out loud matched: put together select: pick out</p>
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Pages XX-XX present a general instructional sequence for using *The King School Series* to teach reading. The following lesson plan shows how, specifically, *Book Buddies* can be used to develop reading skills. Feel free to modify the plan. **Note:** Suggested wording for comments and questions appears in quotation marks.

Before Reading

Create interest in the book

"Do you know any younger children in our school? What activity would be fun to do with them?"

During Reading

Reminder: Help students decode and/or define these challenging words when they appear in the story: *declared, matched, select*

Ask specific comprehension questions

Pages 2-3: "What exciting news does Mrs. Hall tell the class? What is a book buddy? How do the children feel about getting book buddies? How can you tell?"

Pages 4-5: "Why do the kindergarten students have stuffed animals? What book do you think a younger child would enjoy? What kind of book does Kendra pick out?"

Pages 6-7: "Which of the books shown would you prefer to read? Why?"

Pages 8-9: "What does Sasha tell Jasmin she likes? Do you think the children are having fun reading together? How can you tell?"

Pages 10-11: "Look at the illustration. How can you tell that Mr. Garza thinks reading is important? What kind of book does Emily read with her buddy? Do you like joke books?"

Pages 12-13: "Why doesn't Derek have a book buddy? What do you predict will happen next?"

Pages 14-15: "What does Victor offer to do? What does Mr. Garza think of Victor's idea? When was the last time you shared something with a friend?"

Page 16: "How does Hector feel? How can you tell? Do you think book buddies are a good idea for the kindergartners and the second graders? Why or why not?"

After Reading

Deepen students' connection to the book

- "Mr. Garza has a special reading area in his classroom called the Book Nook. Is there a special place where you like to read?"
- "Do you like it better when you read to yourself or when someone else reads to you? Have you ever read to a younger child? If so, did you enjoy it?"

Have students complete the Story Check and Hands-on Activity

Introduce new vocabulary and/or knowledge related to the book

"In this story, the children in Mrs. Hall's class serve as *role models* for the children in Mr. Garza's class. A role model is a person who sets a good example for others to follow. Good role models are important because children often learn to *imitate*, or copy, those around them. If the kindergarten students look up to, or *admire*, the second graders, the younger children will want to become good readers just like their role models."


Assign a brief book-related writing/art activity

"In this story, the kindergarten students bring in their favorite stuffed animals. Imagine that you have a favorite toy, too. Now draw a picture of yourself having fun with your special toy. Underneath the drawing, write what you are doing. Be sure to include your toy's name, if it has one."

Assign a brief writing-journal entry

"In this story, the older children are good role models for the younger children because they read well and they enjoy reading. Write about someone you know who is a good role model for you. Explain what makes that person a good role model. Try to use the words *role model* and *admire* in your writing."

Story Check



A Nutty Problem • Level 15-16

Story Check

Name: _____

Directions: Read carefully numbers 1-9 and fill in the circle of the correct answer. For number 10, write your answer, using a full sentence, in the spaces provided.

- What does Derek find out in this story?
 - ☐ a. He has a cold.
 - ☐ b. He has an allergy.
 - ☐ c. He can't go back to Victor's house.
- What should Derek do so he doesn't get a rash again?
 - ☐ a. He should never eat at a friend's house.
 - ☐ b. He should tell Grandpa about his allergy.
 - ☐ c. He should read food labels and stay away from peanuts.
- Derek feels _____ about going to the doctor's office.
 - ☐ a. nervous
 - ☐ b. happy
 - ☐ c. sad
- Dr. Hayes asks Derek _____.
 - ☐ a. how tall he is
 - ☐ b. if he eats vegetables every day
 - ☐ c. what he had eaten that day
- True or false:** Dr. Hayes tells Derek that it is okay for him to eat peanut butter.
 - ☐ a. True
 - ☐ b. False


Hands-on Activity

Hands-on Activity

Burrito Time • Level 15-16

Name: _____

Directions: Read the sentences below. Then number the sentences (1-6) in the order they happened in the story. Use the story to help you.



- _____ Everyone ate their burritos and thought they were delicious.
- _____ Each of the kids put out a different ingredient for the burritos.
- _____ Victor invited some friends to play at his house one Saturday.
- _____ Mom explained that the word burrito means "little donkey."
- _____ Mom showed the kids how to put together and roll up their burritos.
- _____ Mom asked Victor and his friends to help her make lunch.

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Dr. Judith Nadell
Creator and Series Editor,
THE KING SCHOOL SERIES

The author of several bestselling reading-writing textbooks, Dr. Judith Nadell has made literacy her life's work. Early in her career, Dr. Nadell helped at-risk teenagers develop basic literacy skills and managed several industry-based literacy programs. These experiences inspired her to earn a doctorate in education at Columbia University. Soon afterward, she accepted a position as Associate Professor of Communication at Rowan University. There, she continued her work in literacy while teaching a variety of reading and writing courses.

For many years a reading coach, trainer, and consultant with Literacy Volunteers of America (LVA), Dr. Nadell created an LVA family literacy program for inner-city mothers and their young children. She co-founded BookMates, an early-childhood literacy initiative affiliated with both the National Jewish Coalition for Literacy and America Reads. As BookMates' Education Director, she worked one-on-one with young readers, trained volunteers, and created training manuals that have been adopted by literacy programs nationwide.

**Check
this out!**

To meet Dr. Nadell and the King School Kids "in person," go to www.townsendpress.com and click on *The King School Series*.

Meeting Reading Goals, One Standard at a Time

As you strive to fulfill state reading standards in your classroom, you will find a key ally in the *King School Series* and its accompanying *Teacher's Guide*.

Prompting students to use a variety of cognitive, verbal, reading, and writing skills, our *King School Series* resources will enable your students to satisfy an impressive array of literacy benchmarks.

Every story and its corresponding teaching supplements cover the majority of standards in the following key categories for grades K–2:

- ▶ Reading: Literature
- ▶ Reading: Foundational Skills
- ▶ Speaking and Listening
- ▶ Language
- ▶ Writing

For more specifics on reading standards and the *King School Series*, please go to www.townsendpress.com and click on *The King School Series*.

Leveling Information

Kindergarten / Very Early Emergent

Level 1 word count range: 21–35

Level 2 word count range: 36–50

- Stories with very simple structure, all about everyday childhood experiences
- Very large font
- Very short, simple sentences, all one line in length
- Generally one line on a page
- Lots of space between words and lines
- Very strong text-illustration match
- Patterned, predictable text, with repetitions and refrains
- Predominance of high-frequency words
- Few new words, always cued by illustrations

Early First Grade / Early Emergent

Level 3 word count range: 51–65

Level 4 word count range: 66–80

Level 5 word count range: 81–95

Level 6 word count range: 96–110

- Stories with simple structure, most about everyday childhood experiences
- Large font
- Short, simple sentences, most one line in length
- Few lines on a page
- Ample space between words and lines
- Very strong text-illustration match
- Much patterned, predictable text; many repetitions and refrains
- Predominance of high-frequency words
- Few new words, repeated

Mid First Grade / Emergent

Level 7 word count range: 111–125

Level 8 word count range: 126–140

Level 9 word count range: 141–155

Level 10 word count range: 156–170

- More complex story structure; some stories about unfamiliar subjects
- Font slightly reduced in size
- Sentences slightly longer and more complex
- More lines on a page
- Slightly reduced space between words and lines
- Strong text-illustration match but not as pronounced
- Some patterned, predictable text; some repetitions and refrains
- Still many high-frequency words
- More new words, generally repeated and generally cued by illustrations

Late First Grade / Early Fluent

Level 11 word count range: 171–185

Level 12 word count range: 186–200

Level 13 word count range: 201–215

Level 14 word count range: 216–230

- Considerably more complex story structure; more stories about unfamiliar subjects
- Font reduced in size a bit more
- Sentences longer and more complex; some have introductory word groups
- More lines on a page
- Space between words and lines reduced more
- Moderate to low text-illustration match
- Much less patterned, predictable text; few repetitions and refrains
- Still many high-frequency words
- Many more new words, generally repeated and sometimes cued by illustrations

Early Second Grade

Level 15–16

Word count range: 231–380

- Complex story structure; some stories about unfamiliar subjects
- Moderate text-illustration match
- Mid-length sentences, some with introductory word groups
- Lines break in meaningful clusters (rather than wrapping continuously)
- Paragraph breaks signaled by line space
- Numerous high-level vocabulary words repeated in story

Mid Second Grade

Level 17–18

Word count range: 381–530

- Stories are more complex and have more challenging ideas
- Moderate to low text-illustration match
- Slightly longer, more complex sentences
- Lines wrap continuously
- Paragraph breaks signaled by line space
- More high-level vocabulary words repeated in story

Late Second Grade

Level 19–20

Word count range: 531–680

- Stories are more complex and have more challenging ideas
- Low text-illustration match
- Slightly decreased font size
- Longer, more complex sentences
- Lines wrap continuously
- Paragraphs are indented but not line-spaced
- Chapter breaks—three per book
- More high-level vocabulary words

Kindergarten / Very Early Emergent

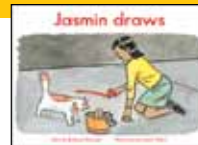
**Level
1**



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**Level
2**



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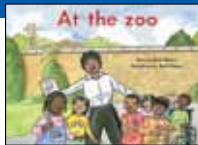
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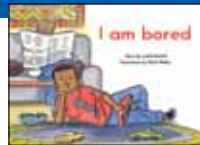
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Early First Grade / Early Emergent

**Level
3**



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**Level
4**



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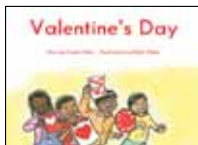


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**Level
6**



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Mid First Grade / Emergent (Continued on next page)

**Level
7**



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**Level
8**



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**Level
9**



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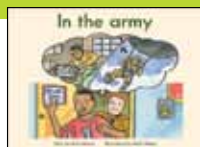
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Mid First Grade / Emergent *(Continued)*

**Level
10**



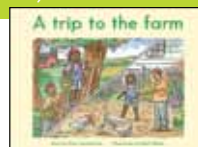
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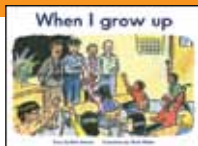
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Late First Grade / Early Fluent

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11**



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**Level
12**



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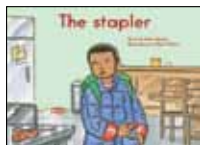


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**Level
13**



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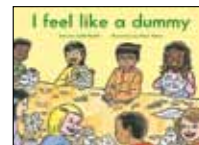
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**Level
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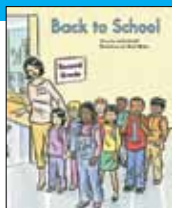
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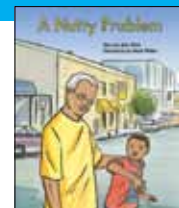
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Second Grade

**Level
15-16**



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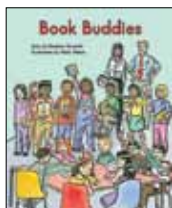


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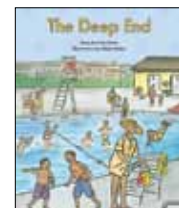


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**Level
17-18**



978-1-59194-278-8



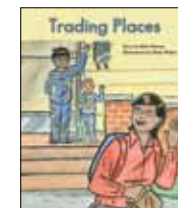
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978-1-59194-281-8



978-1-59194-282-5

**Level
19-20**



978-1-59194-285-6



978-1-59194-286-3



978-1-59194-284-9



978-1-59194-287-0



978-1-59194-283-2

- Notes:**
- For each level's word count, see page 5.
 - Use of lowercase letters in our kindergarten and first-grade titles is intentional, reflecting conventions observed by many early-leveled reading series. Our second-grade books follow traditional title capitalization rules.

The KING SCHOOL SERIES

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Educators tell us what studies confirm: that our materials effectively teach reading, writing, grammar, and vocabulary. Try us and you'll see.

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