

# GEODES<sup>®</sup>

## Reading to Learn While Learning to Read



**GREAT  
MINDS**

every child  
is capable of  
greatness

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# A New Approach to Early Literacy

## What are Geodes?

Geodes® texts are founded on the belief that by giving developing readers captivating and accessible books about the world, they will become lifelong learners. Crafted as Readables, these beautifully illustrated texts couple decoding strategies with content and vocabulary knowledge, resulting in wonderfully accessible yet rich books for budding readers. Geodes are based on research about the science of reading, and they are designed to cultivate knowledge across important topics in history, science, the arts, and more as students practice and enhance their phonics skills.

Geodes books combine carefully selected language with highly engaging content. Phonetic concepts and sight words are gradually incorporated into the texts, allowing Geodes to be the perfect companion to any explicit foundational phonics program, including Foundations® from Wilson Language Training®, Really Great Reading®, 95 Phonics Core Program™, UFLI Foundations, SIPPS®, Heggerty Phonemic Awareness, and more.

### KNOWLEDGE

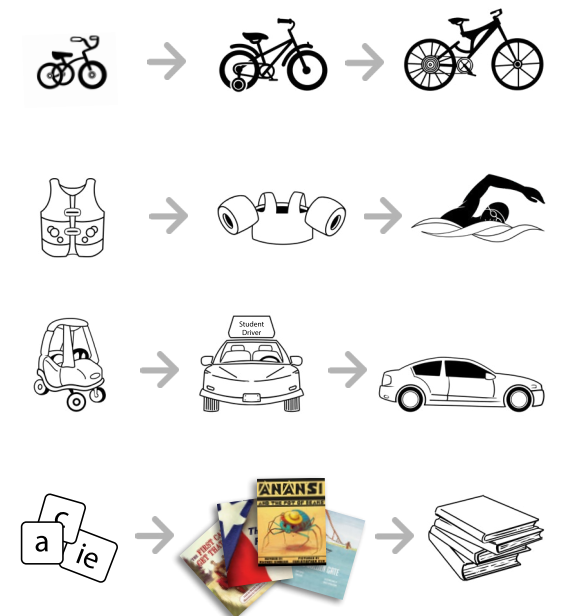
Geodes build depth of knowledge by exploring connected topics across multiple books. As students read Geodes books, they learn more about science, history, geography, and more. Every book was crafted to support decoding practice while honoring each emerging reader's desire to learn something new—whether about the Galapagos Islands or Ella Fitzgerald and other American artists.

### ACCESSIBILITY

Geodes are designed to be highly accessible for young and developing readers. The text in each book is at least 80 percent decodable, as aligned with the scope and sequence of Foundations® units. All students find moments of pride and accomplishment as they progress from Wordless Picture Books and Sound Search Books to Duet Books and, finally, to independent reading.

### ENGAGEMENT

The language and images in Geodes invite continued study. Written and illustrated by a talented group of authors and award-winning illustrators, Geodes reflect a broad range of identities and diverse experiences, allowing young students to see themselves, others, and worlds both familiar and distant.



Geodes books provide a bridge from structured decodables that lack opportunities for knowledge building to the unstructured, complex texts that students encounter when they become independent readers.

“ Teachers will be amazed at what their students can do— learning words, understanding concepts, making connections. We’ve learned that if we set the bar high, they’ll grow to it.

—Katie Ellis,  
Title I Reading Specialist



# Research in Action



## RESEARCH SAYS:

“Comprehension requires both a broad vocabulary and factual knowledge” (Willingham).

“When students have more content knowledge before they read, their understanding is better during reading” (Arya et al. qtd. in Lupo et al. 435).

“Readings and activities should be designed to build on one another and create a coherent body of knowledge” (Liben and Liben 5).

“Students with more knowledge have a better chance of understanding whatever text they encounter. They’re able to retrieve more information about the topic from long-term memory, leaving more space in working memory for comprehension. They’re also better able to absorb and retain information, because knowledge—like Velcro—sticks best to other related knowledge” (Wexler).

By learning words that appear frequently in a variety of texts, students are more likely to learn words from context as they read independently (Nagy et al.; Cunningham and Stanovich; Baker et al.; Beck et al.; Moats; Biemiller).

Evidence shows that three word features influence the speed with which student recognize and learn words: meaningfulness, frequency, and grapho-phonemic-morphemic structures (Laxon et al; Leslie and Calhoun; Martinet et al.).

## STUDENTS NEED:

Students must read books that are aligned to the latest research on how students best learn to read. These books need to be rich with content for students to build the knowledge necessary to make the connections that lead to comprehension. This new knowledge nurtures future comprehension.

Students must read new words multiple times in multiple contexts to build recognition and understanding. This practice helps students build their decoding skills and word knowledge.

Students need to develop a meaningful, rich vocabulary to support comprehension.

## GEODES RESPONDS:

Geodes were carefully designed with the science of reading in mind. Geodes books not only offer students opportunities to practice their phonics and decoding, but they also build students’ knowledge from the very first text, which prepares students to grapple with more complex texts as they journey to becoming more independent readers.

Each Geodes module focuses on one topic, such as *A World of Books*, with four text sets expanding on that topic. This module design supports students in broadening their foundation of background knowledge as they build new knowledge. Students then use their new knowledge to boost their comprehension of the next book in the set.

The majority of Geodes are 80 percent\* decodable or higher. Most nondecodable words in each book were selected to support the content knowledge.

Geodes incorporate a set of ten to thirteen carefully selected Recurring Content Words throughout the books in each module. These Recurring Content Words bolster students’ background knowledge and ensure that students have multiple opportunities to read these words in context.

\*While the majority of Geodes are 80 percent decodable or above, Read Along books include a higher number of words that students may not yet know how to read. In Modules 1–3, 1 out of each 16 books is a Read Along. Students with very low decoding skills may listen without attempting to track so they can focus on the meaning of the text.

## RESEARCH SAYS:

“Indeed, unconstrained skills such as vocabulary and comprehension develop before, during, and after constrained skills are mastered so there is no evidence to warrant instructional priority of constrained skills over unconstrained skills” (Paris 200).

“Unconstrained skills are particularly important for children’s long-term literacy success (that is, success in outcomes measured after third grade)” (Snow and Matthews 59).

“Although there seems to be a consensus among reading educators that meaning is ultimately the most important knowledge a reader can have about the printed word, most reading curricula have postponed an emphasis on word meaning in favor of an extended period of emphasis on word pronunciation, whether by sight-word recognition or decoding” (Mesmer et al. 248).

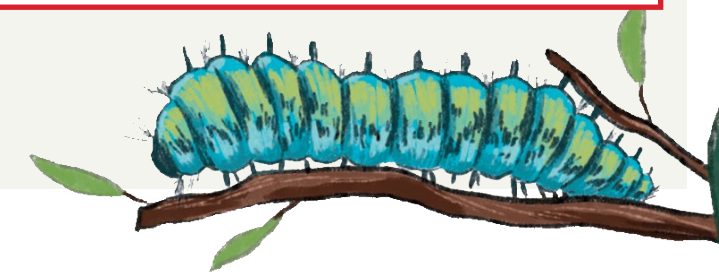
## STUDENTS NEED:

In the early grades, students need instruction in constrained skills, such as letter naming, phonics, and concepts of print, as well as unconstrained skills, such as vocabulary and comprehension. Additional unconstrained skills include recognizing story structure, gaining topic-specific knowledge, and knowing how to seek new information.

Postponing instruction in unconstrained skills could hinder rather than help students.

## GEODES RESPONDS:

Geodes allow students to practice constrained and unconstrained skills in tandem, rather than isolating decoding from comprehension. Through reading Geodes with teacher support, students learn that the purpose of reading is not only to decode but also to seek meaning and gain understanding.



## RESEARCH SAYS:

“One important implication for practice is that educators should be alert to the possibility that first-grade students of today might be facing more demands than ever in core reading program exposure. If our findings are borne out in further studies, educators might make a concerted effort to supplement core reading programs with additional texts that provide considerable repetition of word meanings, sight words, and core orthographic patterns (in meaningful contexts)” (Fitzgerald et al. 25).

Students may better anticipate what an unknown word might be if they can read previous words. Furthermore, students might better anticipate a word if they have an understanding of a passage. Their comprehension helps them to anticipate an upcoming word (Wood et al.).

## STUDENTS NEED:

To read a book successfully, students need a range of text-based supports. Reading books that include repeated words and practice with sight words and learned phonetic concepts can improve students’ decoding and comprehension.

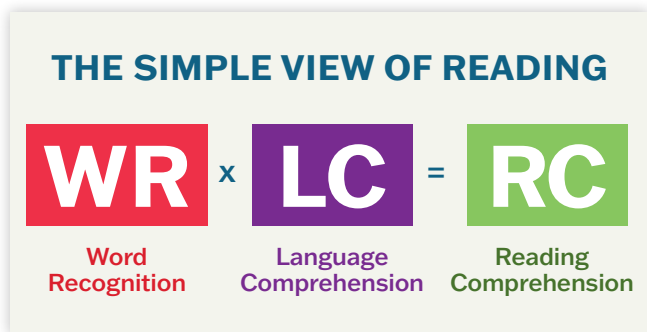
## GEODES RESPONDS:

Geodes are designed to support students’ decoding. When possible, non-decodable words are surrounded by clusters of decodable words to ease students’ cognitive load and increase accessibility. Additionally, when possible, non-decodable words are placed near the end of sentences.

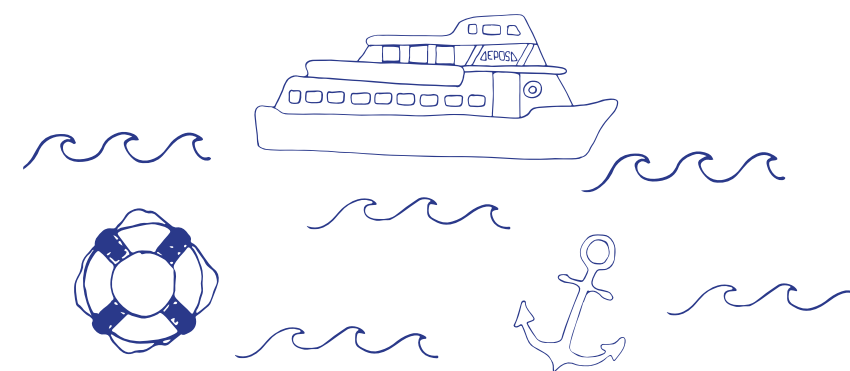
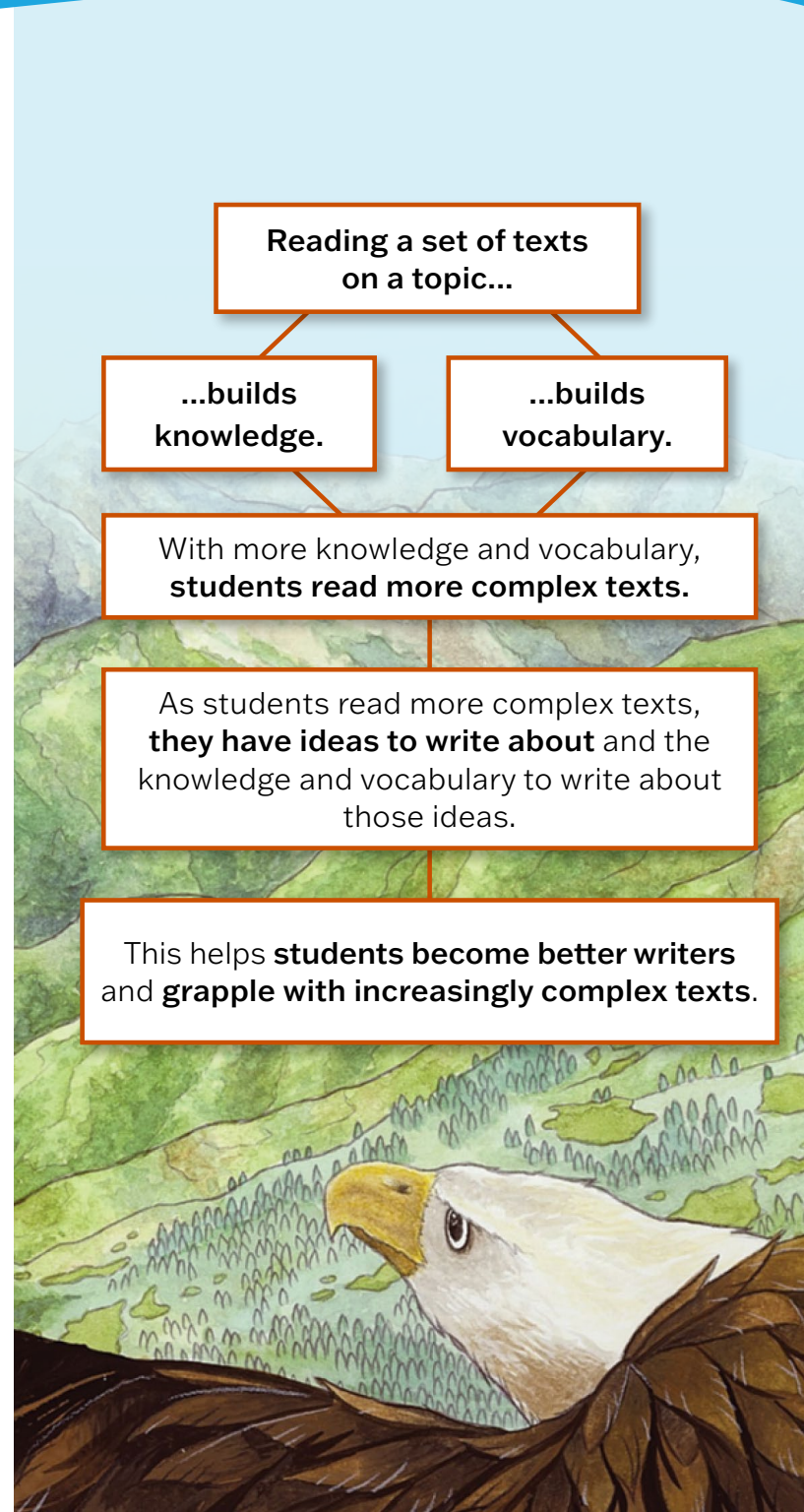
Sentence and line lengths are carefully planned to help students build reading stamina. Average sentence length increases gradually over the four modules, and line breaks are strategically constructed to be fluency friendly. Line breaks in early modules were determined based on grouping words for meaning as well as where readers would naturally pause. In later modules, students begin to read paragraphs without the line-break scaffold.

# The Winning Trifecta: Geodes, Wit & Wisdom, and Explicit Phonics Instruction

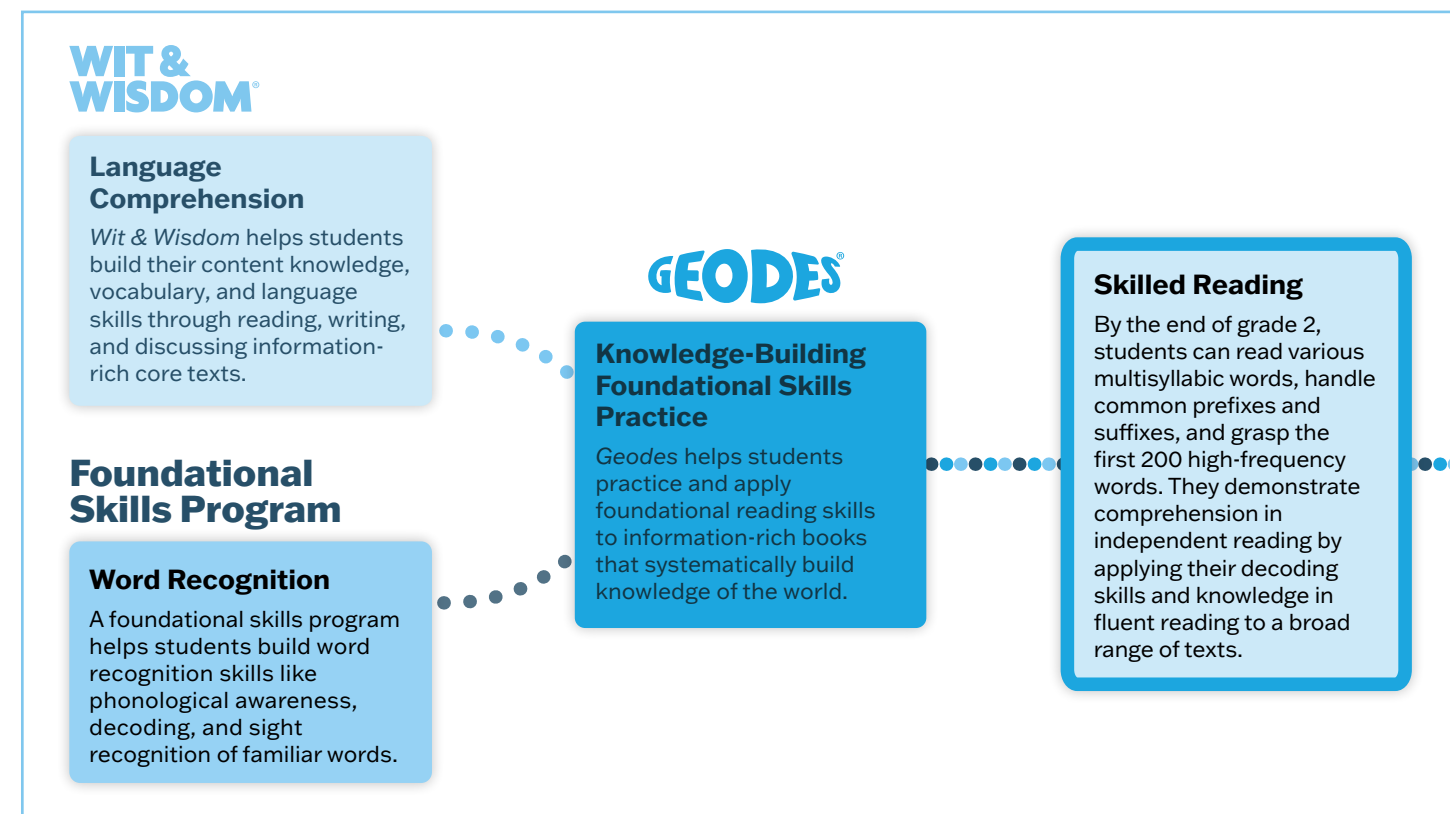
We know that building knowledge is critical for language comprehension. And literacy success is dependent on both decoding and background knowledge.



The simple view of reading emphasizes the importance of developing great decoding skills alongside building background knowledge for strong reading comprehension. Students not only need to learn to decode, but they also need to read to learn. This knowledge journey should begin in kindergarten, as they are learning to read, so that they are better prepared to pull meaning from more complex, unstructured texts in later grades. As students become more confident and independent readers, we continue to apply the simple view of reading by infusing knowledge-building opportunities into every English language arts lesson in *Wit & Wisdom*® and every *Geodes* book to ensure the growth of students' comprehension abilities. By continuing to honor a student's curiosity and thirst for knowledge, students are given the chance to dive deep into a topic to understand it from different angles.



Students need instructional materials that build rich knowledge and are rooted in a strong, research-based approach to phonics, decoding, and literacy instruction. That's why pairing best-in-class phonics and foundational skills programs like Foundations®, Really Great Reading®, 95 Phonics Core Program®, UFLI Foundations, SIPPS®, Heggerty Phonemic Awareness and more with *Wit & Wisdom* and *Geodes* provides students with the opportunity to acquire phonics and foundational skills while building knowledge of a variety of topics.



Scan the QR code to learn more about how *Geodes*, *Wit & Wisdom*, and a strong foundational skills program can work harmoniously together to support evidence-based literacy instruction and help students confidently master their growing literacy skills.

# Unpacking Geodes

Geodes comprise three grade levels: Level K, Level 1, and Level 2. Each level contains four modules that center on a rich topic that sparks students' interest. Educators implementing *Wit & Wisdom* for English language arts instruction will see that we've correlated Geodes and *Wit & Wisdom* module topics.

Geodes contain an array of literary, literary nonfiction, and informational texts that have been carefully researched and fact-checked to give students accurate knowledge about new places, cultures, and creatures.

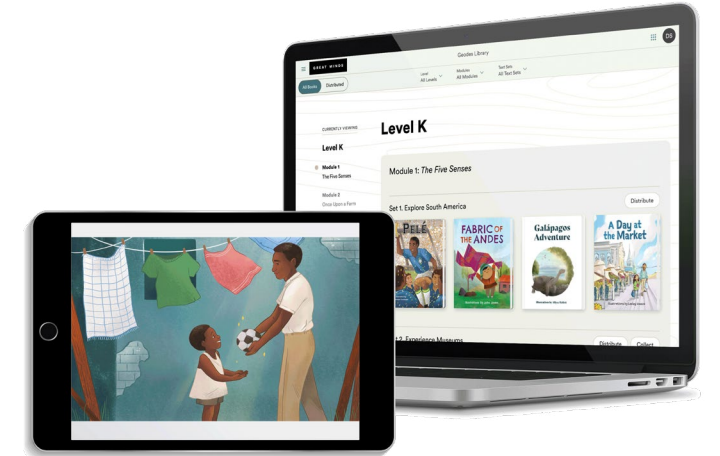


“ I get tingles when I read with my students now. These books help them cross that bridge to learning. Reading used to be a fight. Now it's something they can do, that they understand, and that they find interesting.

—Ann King,  
Director of Learning Support

## MY GEODES

As a companion to the Geodes classroom library, *My Geodes* paves the way for a shared experience through take home books that include all the titles for each module in black-and-white print books available as part of the Geodes classroom kit. Students have more opportunities to practice their reading at home and share the rich knowledge they are building with family members.



The digital version of *My Geodes* offers:

- Access to all 176 titles as e-books available through the Great Minds digital platform
- Audio reader for non-decodable words
- Audio reader of More sections in both English and Spanish
- New accessibility features that meet federal requirements
- Single Sign On (SSO) through each school's authentication system
- Teacher controls for the distribution of titles to students

## INSIDE GEODES

*Inside Geodes*, a teacher resource, includes a comprehensive introduction to the module's design and components. It provides suggestions for incorporating Geodes into the teacher's literacy instruction. For a closer look at *Inside Geodes*, turn to page 16 of this book.



## LEVEL K GEODES CLASSROOM KIT

Kindergarten students will zip across the sky with Amelia Earhart in *Fly, Amelia, Fly*; team up in *Museum Cat* to protect the Hermitage Museum in Russia; and snorkel through the waters of Australia in *The Great Reef*. The first half of Level K contains **Wordless Picture Books**, which boost students' knowledge of story structure and vocabulary, and **Sound Search Books**, which grow students' letter-sound awareness. The second half of Level K contains **Duet Books** for children to read along with an adult while building their decoding and word recognition skills.



Geodes Level K Module 1 Kit

The Level K collection includes:

- 384 books with twelve color copies of Module 1 and 2 titles and six color copies of Module 3 and 4 titles
- 240 My Geodes® print books with twenty copies of each of the twelve titles
- One copy of *Inside Geodes*® (teacher guide)

### Wordless Picture Books



### Sound Search Books



### Duet Books



## LEVEL 1 GEODES CLASSROOM KIT

Level 1 students can analyze the different ways that wind affects life on Earth and how wind energy can be used to generate power in *Towers of Nashtifan*. *Bee Waggle* and *Super Spiny Mouse* are just two examples of the many books that let students discover intriguing animal traits and behaviors. With beautiful artwork and engaging topics, these texts help students genuinely enjoy exercising their growing phonetic skills.



Geodes Level 1 Module 1 Kit

The Level 1 collection includes:

- 384 books with six color copies of each title
- 320 My Geodes print books with twenty copies of each of the sixteen titles
- One copy of *Inside Geodes*

## LEVEL 2 GEODES CLASSROOM KIT

Level 2 students will explore the four seasons around the world in books like *Seed Stash* and *Daytime Darkness*. They'll see into the lives of Native Americans through books covering the westward expansion of the United States, learn about civil rights heroes and examine their impact on equality and justice in the United States, and wrap up their tour of Level 2 by learning where food comes from and how it fuels our bodies as well as our communities. By this level, students have gained confidence in their reading skills and continue to expand their phonetic understanding and reading stamina.



Geodes Level 2 Module 1 Kit

The Level 2 collection includes:

- 384 books with six color copies of each title
- 320 My Geodes print books with twenty copies of each of the sixteen titles
- One copy of *Inside Geodes*

# Module Topics and Titles

Students build knowledge and develop a deep understanding of different topics and themes that are organized into modules. Geodes modules are inspired by the sequence of content in *Wit & Wisdom*, our comprehensive K–8 ELA program designed to help students extend their knowledge about history, science, geography, and more. The next few pages preview the topics, titles, and phonics skill practice covered across each level.

## LEVEL K, MODULE 1: THE FIVE SENSES

<b>Set 1</b> <b>Explore South America</b> <i>(t, b, f, n, m, i, u)</i>	<i>Pelé</i>
	<i>Fabric of the Andes</i>
	<i>Galápagos Adventures</i>
	<i>A Day at the Market</i>
<b>Set 2</b> <b>Experience Museums</b> <i>(c, o, a, g, d, s)</i>	<i>Clay Army</i>
	<i>Visit the Art Museum</i>
	<i>Museum Cat</i>
	<i>Treasures of King Tut</i>

## LEVEL K, MODULE 2: ONCE UPON A FARM

<b>Set 1</b> <b>A Day's Work</b> <i>(e, r, p, j, l, h, k)</i>	<i>American Gothic</i>
	<i>Red Barn Farm</i>
	<i>Peach Picking</i>
	<i>Lei Harvest</i>
<b>Set 2</b> <b>Working the Land</b> <i>(v, w, x, y, z, qu)</i>	<i>Garden Party</i>
	<i>Farm Work</i>
	<i>Farmer's Market</i>
	<i>Sheepdog</i>

## LEVEL K, MODULE 3: AMERICA, THEN AND NOW

<b>Set 1</b> <b>Homelife</b> VC and CVC Words	<i>Build a Log Cabin</i>
	<i>Three Sisters</i>
	<i>Bath Night</i>
	<i>Ice Harvest</i>
<b>Set 2</b> <b>Transportation</b> VC and CVC Words	<i>Call a Cab</i>
	<i>The First Car to Get That Far</i>
	<i>The Golden Gate</i>
	<i>Fly, Amelia, Fly</i>
<b>Set 3</b> <b>American Made</b> VC and CVC Words	<i>Lightning Ben</i>
	<i>Frank's Ice Pops</i>
	<i>Ella Sang Back</i>
	<i>Scraping the Sky</i>
<b>Set 4</b> <b>National Symbols</b> VC and CVC Words	<i>The Flag is Up</i>
	<i>Statue of Liberty</i>
	<i>Sea to Shining Sea</i>
	<i>Washington Crossing the Delaware</i>

## LEVEL K, MODULE 4: THE CONTINENTS

<b>Set 1</b> <b>Australia</b> VC and CVC Words with Digraphs	<i>Land of Wonder</i>
	<i>Jack, Jill, and Joey</i>
	<i>The Great Reef</i>
	<i>Hop Around Sydney</i>
<b>Set 2</b> <b>Africa</b> VC and CVC Words with Digraphs	<i>Is That a Cat?</i>
	<i>Ladi's Pots</i>
	<i>Made of Mud</i>
	<i>Anansi and His Legs</i>
<b>Set 3</b> <b>Asia</b> VC and CVC Words with Digraphs	<i>One-Dot</i>
	<i>Brush &amp; Ink</i>
	<i>Floating Market</i>
	<i>Night Climb</i>
<b>Set 4</b> <b>Exploring</b> VC and CVC Words with Digraphs	<i>Map to the Past</i>
	<i>Sit and Paint</i>
	<i>Tap-Tap to Tuk-Tuk</i>
	<i>Sky Laps</i>



### LEVEL 1, MODULE 1: A WORLD OF BOOKS

Set 1 Sharing Stories CVC Words	Set 2 Unusual Libraries Consonant Digraphs (wh, ch, sh, th, ck)	Set 3 Bringing Books to Life Bonus Letters (ff, ll, ss, zz)	Set 4 Books for All Glued Sounds (all, am, an), Suffix -s
Anansi and the Pot of Beans	Library Cat	Just in Time	How to Make Paper
The Story in the Cave	The Story Ship	Fed by Art: The Work of Leo Lionni	The Printing Press
The Magical Stack	A Library of Our Own	Jerry Draws	The Story of Louis Braille
The Brothers Grimm	The Library of Fez	An Illustrator at Work	A Library to Go



### LEVEL 1, MODULE 2: CREATURE FEATURES

Set 1 Creature Code Glued Sounds (ng, nk)	Set 2 Safety First Consonant Blends	Set 3 Curious Creatures Consonant Blends Digraph Blends	Set 4 Rabbits and Hares, Oh My! Suffix -s
Vervet Monkey Alarm	Super Spiny Mouse	Small Wonders	Rabbit or Hare?
Smell Tells	The Crab and the Urchin	A Wish to Fly	Draw a Rabbit
Bee Waggle	Thorny Devil	One Look	The Hares and the Frogs
Elephant Talk	Stick with Us	Slug Study	Young Hare

### LEVEL 1, MODULE 3: POWERFUL FORCES

Set 1 Wind and Earth Suffix -ed	Set 2 Blown Away Suffix -ing	Set 3 Catching the Wind Vowel-Consonant-E; Single Syllable Words	Set 4 The Mighty Wind Suffix -s
Seed Scatter	Soaring	Wind Giants	Measure the Wind
In Motion	Kite Messengers	Towers of Nashtifan	The Great Storm of Galveston
Crafted by the Wind	Full Sail Ahead: A Viking Story	Fire at the Mill	The Dust Bowl
A Growing Wind	The Wright Brothers	Mondrian	Ride the Storm

### LEVEL 1, MODULE 4: CINDERELLA STORIES

Set 1 France Compound Words	Set 2 Egypt Multisyllabic Words with Two Closed Syllables	Set 3 Ireland Multisyllabic Words with Closed V-E Syllables	Set 4 Russia Suffixes (-s, -ed, -ing, and -es)
Cinderella	The King and the Sandal	Billy Beg and His Bull	Cinderella on Stage
Old Tale, New Twist	One Sign at a Time	Book of Kells	A Musical Life: The Work of Sergei Prokofiev
World Traveler: Eiffel Tower	World Traveler: The Sphinx	World Traveler: Hook Lighthouse	World Traveler: St. Basil's Cathedral
First Steps	Shoes Tell a Tale	Castles	All the World's a Stage







### LEVEL 2, MODULE 3: CIVIL RIGHTS HEROES

Set 1 <b>Right to Learn</b> Double Vowel Syllable (ai, ey, ee, ea, ey)	Set 2 <b>Extraordinary</b> Double Vowel Syllable (ai, ey, ee, ea, ey)	Set 3 <b>Uniting Communities</b> Double Vowel Syllable (oi, oy, oa, oe, ow /ō/)	Set 4 <b>I Voted</b> Double Vowel Syllable (oi, oy, oa, oe, ow /ō/)
<i>Brown v. Board of Education</i>	<i>Sampson's Disguise</i>	<i>Just Like Jane</i>	<i>A Vote Is a Voice</i>
<i>And the Winner Is...</i>	<i>Robinson and Rickey</i>	<i>Gordon Parks</i>	<i>Expanding the Right to Vote</i>
<i>Bring a Chair</i>	<i>Zaha Hadid</i>	<i>We Will Ride</i>	<i>Susan Adds Her Name</i>
<i>Free to Move</i>	<i>Stop. Wait. Start.</i>	<i>The Paralympics</i>	<i>My Freedom Story</i>

### LEVEL 2, MODULE 1: A SEASON OF CHANGE

Set 1 <b>Get Ready: Fall</b> Glued Sounds (all, am, an, ng, nk)	Set 2 <b>Winter's Chill</b> Closed Syllable Exceptions; Suffixes (-s, -es, -ed, -ing, -er, -est)	Set 3 <b>Spring to Life</b> Multisyllabic and Compound Words with Two Closed Syllables	Set 4 <b>Summer Sun</b> Suffixes (-able, -en, -ful, -ish, -less, -ment, -ness); Prefixes (dis-, mis-, non-, trans-, un-)
<i>Seed Stash</i>	<i>Winters USA</i>	<i>Spring Fever</i>	<i>Road Trip</i>
<i>Cranberry Crop</i>	<i>Arctic Caterpillar</i>	<i>Sap to Syrup</i>	<i>Bathers</i>
<i>Leaves</i>	<i>The Evergreen Tale</i>	<i>Finch Study</i>	<i>Nature's Thermometer</i>
<i>Born to Fly</i>	<i>Daytime Darkness</i>	<i>Blossom</i>	<i>Summer Snow</i>

### LEVEL 2, MODULE 4: GOOD EATING

Set 1 <b>Food to Fuel</b> Double Vowel Syllable (ou /ou/, ow)	Set 2 <b>Power Up</b> Double Vowel Syllable (oo, ou, ue, ew)	Set 3 <b>Farm to Table</b> Double Vowel Syllable (au, aw)	Set 4 <b>Celebrating with Food</b> Consonant -le Syllable
<i>The Inside Scoop</i>	<i>Sick at Sea</i>	<i>Garden Study</i>	<i>Mooncakes</i>
<i>Stomach vs. Tongue</i>	<i>Bone Builder</i>	<i>Milk to Mozzarella</i>	<i>Lū'au</i>
<i>How Do You Chew?</i>	<i>Space Menu</i>	<i>Thank You, Mr. Peanut Man</i>	<i>Matzo Meal</i>
<i>Body of Water</i>	<i>Please Pass the Bugs</i>	<i>Rice Staircase</i>	<i>Cakes</i>

### LEVEL 2, MODULE 2: THE AMERICAN WEST

Set 1 <b>Looking West</b> V-E Syllables and Exception; Suffix -ive	Set 2 <b>Go West!</b> Open Syllable; Vowel Y	Set 3 <b>Mountains Majestic</b> Suffixes (-ly, -ty, -y)	Set 4 <b>Mavericks of the West</b> R-Controlled Syllable (ar, or, er, ir, ur)
<i>The West Is...</i>	<i>Wagon Tracks</i>	<i>Eagle Eye</i>	<i>Wagons and Yokes</i>
<i>The Lakota and the Buffalo</i>	<i>Pony Express</i>	<i>Among the Sierra Nevada</i>	<i>Horizons</i>
<i>Mesa Village</i>	<i>East Meets West</i>	<i>More Than Gold</i>	<i>Esther Hobart Morris</i>
<i>Nez Percé: The People</i>	<i>We Must Try</i>	<i>The Legend of El Capitan: A Miwok Story</i>	<i>Walking with the President</i>



# Teaching with Geodes

Through thoughtfully selected content, engaging visual art, and explicit support of vocabulary development, all students can read to learn while learning to read with *Geodes*. *Inside Geodes* is a robust teacher resource included to support classroom instruction. The guide provides a comprehensive introduction to each level's module design and components as well as accompanying Book Notes for each text, Family Tip Sheets, flashcards, and more.

## SMALL-GROUP INSTRUCTION WITH GEODES

*Geodes* texts align with the pacing of foundational skills instruction and can be used flexibly for whole-group instruction, during small-group instruction or center time, and at home. Teachers can also use the guidance and resources in *Inside Geodes* to easily plan lessons and differentiate small-group reading instruction to help students overcome common reading hurdles such as accuracy, fluency, and comprehension. This allows teachers to use a single *Geodes* text in three ways to address the root cause of students' reading challenges and move them closer to skilled, independent reading.



“ Teachers were differentiating by planning lessons for multiple letter-leveled groups of students, using leveled texts that were controlled for everything but phonics rules. Now, with *Geodes*, all the students read the same text and the teacher differentiates their teaching in one of three ways. ... It's way easier to differentiate with one *Geodes* book than it is with three different leveled texts.

—Danielle Gaither, Literacy Coach

## ANNOTATED MODULE OVERVIEW

*Geodes* help educators reach a range of learners, including English learners and students with IEPs. Through thoughtfully selected content, engaging visual art, and explicit support of vocabulary development, students read to learn while learning to read.

### MODULE 1 AT A GLANCE: A WORLD OF BOOKS

#### Geodes Level 1 Module 1 Topic

Students explore the power of books shared across time and cultures.

Set 1: Sharing Stories	Set 2: Unusual Libraries
<p>These books explore the art of storytelling.</p> <ul style="list-style-type: none"> <li><i>Anansi and the Pot of Beans</i></li> <li><i>The Story in the Cave</i></li> <li><i>The Magical Stack</i></li> <li><i>The Brothers Grimm</i></li> </ul>	<p>These books examine libraries from diverse cultures, places, and times.</p> <ul style="list-style-type: none"> <li><i>Library Cat</i></li> <li><i>The Story Ship</i></li> <li><i>A Library of Our Own</i></li> <li><i>The Library of Fez*</i></li> </ul>
Set 3: Bringing Books to Life	Set 4: Books for All
<p>These books investigate how illustrators add beauty and meaning to texts.</p> <ul style="list-style-type: none"> <li><i>Just in Time</i></li> <li><i>Fed by Art: The Work of Leo Lionni</i></li> <li><i>Jerry Draws</i></li> <li><i>An Illustrator at Work</i></li> </ul>	<p>These books celebrate how innovation increases access to books.</p> <ul style="list-style-type: none"> <li><i>How to Make Paper</i></li> <li><i>The Printing Press</i></li> <li><i>The Story of Louis Braille</i></li> <li><i>A Library to Go</i></li> </ul>

#### Geodes Module 1 Recurring Content Words

- art
- artist
- book
- books
- colors
- draw
- library
- read
- story
- time

#### Wit & Wisdom® Curriculum Connection: Grade 1 Module 1

In this unit of study, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books.

#### Foundations® Level 1 Alignment

Consonant-Vowel-Consonant words with three sounds, including the digraphs, *all*, *am*, *an*, and the suffix *-s*

- Sets 1 and 2 through Foundations® Unit 3
- Sets 3 and 4 through Foundations® Unit 6

\* This book is designated as a Read Along. A Read Along is a book to be read aloud as students read along. These books fall in the range of 70–79% decodable. Students with very low decodability skills may listen without attempting to track so they can focus on the meaning of the story.

Names the overarching topic for books across the module

Summarizes the topic of the set and lists the associated book titles

Lists the content-based words that repeat throughout the module

Provides a link to correlating Wit & Wisdom lessons and content

Highlights the phonetic focus of the texts and the connection to the Foundations® scope and sequence



## BOOK NOTES

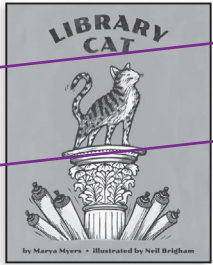
Book Notes include flexible teaching opportunities to support the educator's role in understanding students' needs so that they can plan instruction accordingly. In these Book Notes, you can find vocabulary practice, comprehension questions, image discussion guides, response journal prompts, and teachable moments.

Module 1 • Library Cat

### LIBRARY CAT

*Wit & Wisdom*® Grade 1 Module 1: *A World of Books*  
Set 2: Unusual Libraries, Book 1  
Literary

**Foundations**® Focus Concept: Consonant Digraphs  
(*wh, ch, sh, th, ck*)  
82% Decodable at Foundations® Level 1, Unit 3  
86% Decodable with Recurring Content Words



**Book Summary**

Anat is a library cat in ancient Egypt who protects and defends the scrolls that make up the books in the library. She hunts day and night, ready to pounce on any bug or rat that tries to nibble at the pages of the scrolls in the Library of Alexandria.

**Teacher Note**

Before beginning the book, consider pointing out an illustration of scrolls to help students understand this historical term.

**World Connection**

The setting for this story is the Library of Alexandria. Alexandria is a city in Egypt, a country in northern Africa.

- Shows alignment with *Wit & Wisdom* module
- Shows alignment with Foundations® scope and sequence
- Indicates newly learned phonetic concepts and elements integrated into text
- Lists decodability percentages

Summarizes book and key ideas

- Offers suggestions to boost student accessibility or reading experience
- Presents custom information related to book to support understanding of new content

Connects information in the book to knowledge about the world

Supports planning by listing Foundations® Decodable Words, Foundations® Trick Words, and words not yet decodable in each book as aligned with Foundations® scope and sequence

Module 1 • Library Cat

### Foundations® Alignment

**Foundations® Decodable Words through Level 1, Unit 3**

at	chin	job	sit	when
back	dash	lap	that	whip
bash	get	nap	this	whiz
bug	got	nip	tip	
cat	if	pal	tuck	
chat	in	rat	up	
check	it	rid	whack	

**Foundations® Trick Words through Level 1, Unit 3**

a	for	me	or	to
and	I	my	the	
by	is	of	they	

**Words Not Yet Decodable in Foundations® through Level 1, Unit 3**

am	arch	can	no	see
Anat	books	library	scroll's	time

Module 1 • Library Cat

Recurring Content Words Routine	Additional Vocabulary Practice
<p>One of the words you will see in this book is <b>library</b>.</p> <ul style="list-style-type: none"> <li>This word is <b>library</b>.</li> <li>Read it with me: <b>library</b>.</li> <li>In this book, the setting for the story is a <b>library</b>.</li> <li><b>Library</b>.</li> <li>Read it with me: <b>library</b>.</li> </ul> <p>Other Recurring Content Words: books, time</p>	<p>Let's talk about another word in this book.</p> <ul style="list-style-type: none"> <li>This word is <b>arch</b>.</li> <li>Read it with me: <b>arch</b>.</li> <li>In this book, the word <b>arch</b> is a verb that means "to bend something to make a curved shape."</li> <li>On page 6, the cat says, "I <b>arch</b> my back."</li> <li><b>Arch</b>.</li> <li>Read it with me: <b>arch</b>.</li> </ul> <p>Additional Vocabulary: scroll's</p>

**Comprehension Discussion Guide**

**General**

- Who is the character in this book?
- What is the setting?
- What is the problem?
- What is the resolution?

**Specific**

<ul style="list-style-type: none"> <li>What is a library cat's job?</li> <li><i>A library cat's job is to check the books and keep them safe.</i></li> <li>How is Anat a good library cat?</li> <li><i>Anat is a good library cat because she looks out for bugs and rats. She chases them away when they get too close to the books.</i></li> </ul>	<ul style="list-style-type: none"> <li>What are scrolls?</li> <li><i>Scrolls are long pieces of rolled-up paper that people write on.</i></li> <li>Why is Anat's job important?</li> <li><i>Anat's job is important because she protects the scrolls from bugs and rats.</i></li> <li><i>Books are important. We need to take good care of books.</i></li> </ul>
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Builds vocabulary through consistent routines and specifies suggested words for practice

Measures comprehension through general questions that correspond to genre as well as questions specific to each text. Specific discussion questions provide possible responses to monitor student understanding.

Module 1 • Library Cat

### Image Discussion Guide

**Possible Opening Questions**

- What do you notice about the images? What do you wonder?
- What can you learn from the images? How do the images build your knowledge?

Page	Things to Notice	More to Discuss
opposite page 1	<i>There is a lighthouse behind the library.</i>	The Pharos Lighthouse is considered one of the Seven Wonders of the Ancient World.
5	<i>There is a drawing of an eye.</i>	This is the Eye of Horus hieroglyph, a symbol of protection. One written character is called a hieroglyph. The system of writing is called hieroglyphics.
6	<i>The bug looks like a beetle.</i>	This could be a scarab, also known as a dung beetle. The scarab was an important symbol in ancient Egypt.
10	<i>There are statues on both sides of the vase.</i>	These represent Egyptian royalty: Queen Nefertiti and King Tut, an Egyptian pharaoh.

**Teachable Moments**

**Fluency | Reading with Expression**

Some punctuation marks, such as periods and exclamation points, mark the end of a sentence. Authors use an exclamation point to show excitement.

Ask: "Can you find a sentence that ends in an exclamation point?"

Encourage students to practice reading the sentence fluently and with excitement to a partner.

**Vocabulary | Clarifying Multiple-Meaning Words**

Some words can be used in different ways, such as in this sentence on page 6: "I arch my back, tuck my chin and ... WHACK!"

The word *arch* is a verb, or action word, that means "to bend one's back." *Arch* can also be a noun that means "a round or bended shape."

Ask: "What different uses of *arch* can you find in the text and illustrations?"

**Response Journal Ideas**

- Use details to write about your favorite illustration.
- Write about something new you learned from this book.

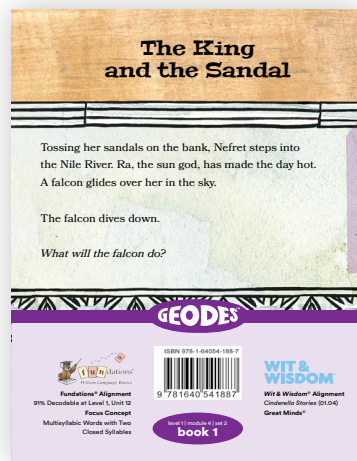
Deepens learning through discussion and illuminates rich content knowledge conveyed by the images

Integrates opportunities to practice with fluency, vocabulary, language, and style and conventions, as well as text features and structure

Creates opportunities to record learning and boost writing fluency through a variety of responses, including dictating, drawing, or writing

## BOOK FEATURES

Geodes engage students before, during, and after reading. The books support student application of decoding and word recognition skills, build knowledge, and promote independent reading.



Tossing her sandals on the bank, Nefret steps into the Nile River. Ra, the sun god, has made the day hot. A falcon glides over her in the sky.

The falcon dives down.

What will the falcon do?

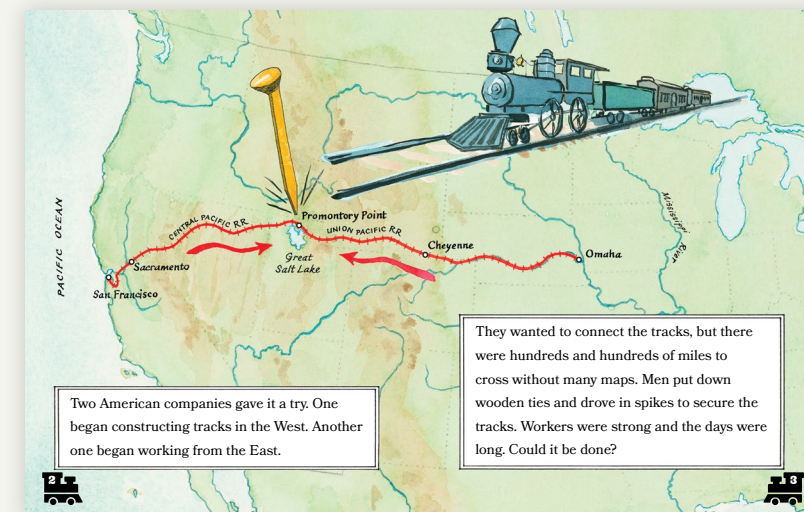
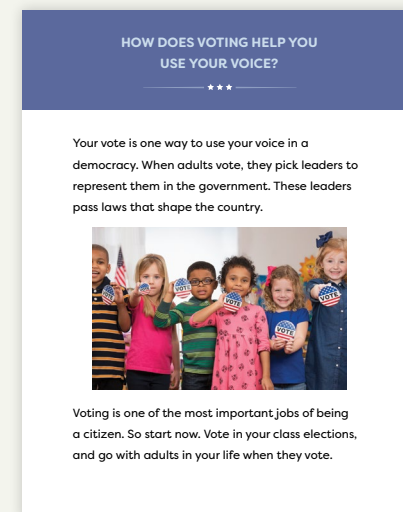
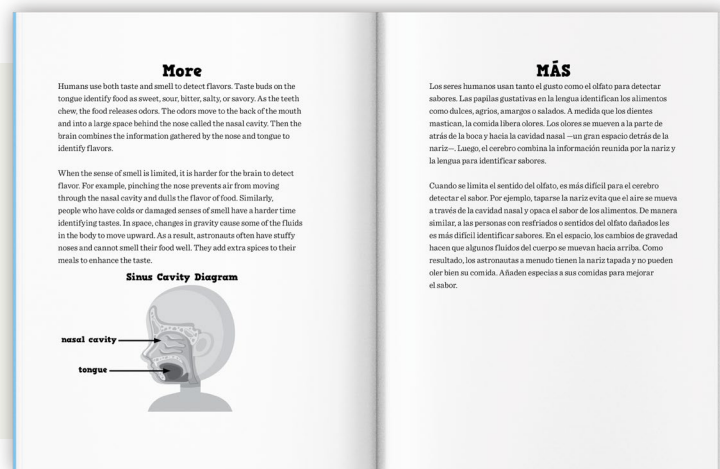
The Teaser on the back cover offers a preview of the book and highlights an excerpt from the text, and features a question to develop student curiosity.

## BROADENING LEARNING WITH PRIMARY RESOURCES

With Geodes, your students will explore art, world cultures, science, history, and storytelling. They will view 109 maps and 75 diagrams and tables. They will also take a close look at 701 photographs, including 153 historical images.

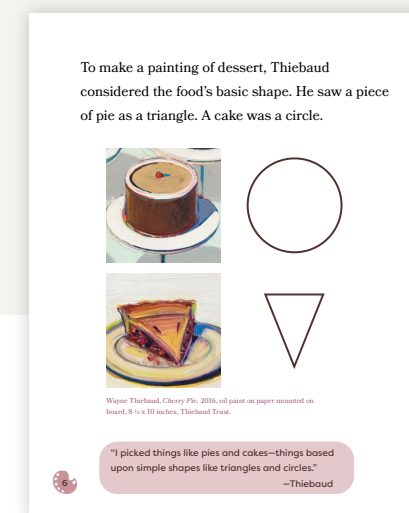
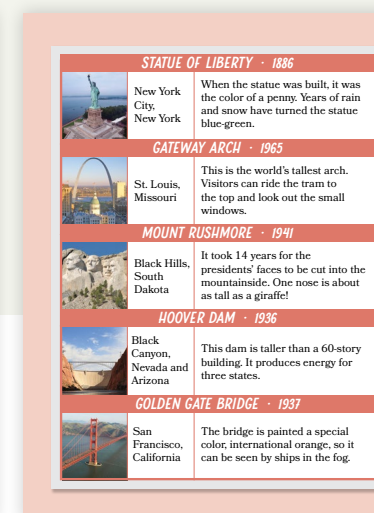
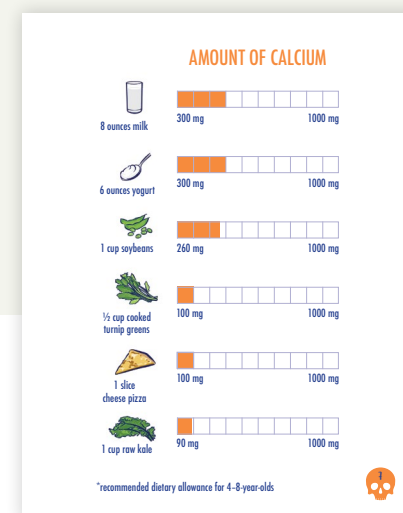


The More section, available in English and Spanish, extends and enhances the information in Geodes. Designed to be read aloud by a caregiver or teacher, this short and informational section provides opportunities for further exploration and conversation.



Geodes include a variety of text features to support comprehension and expand on ideas in the text. Features such as headings, diagrams, and captions support students as they read.

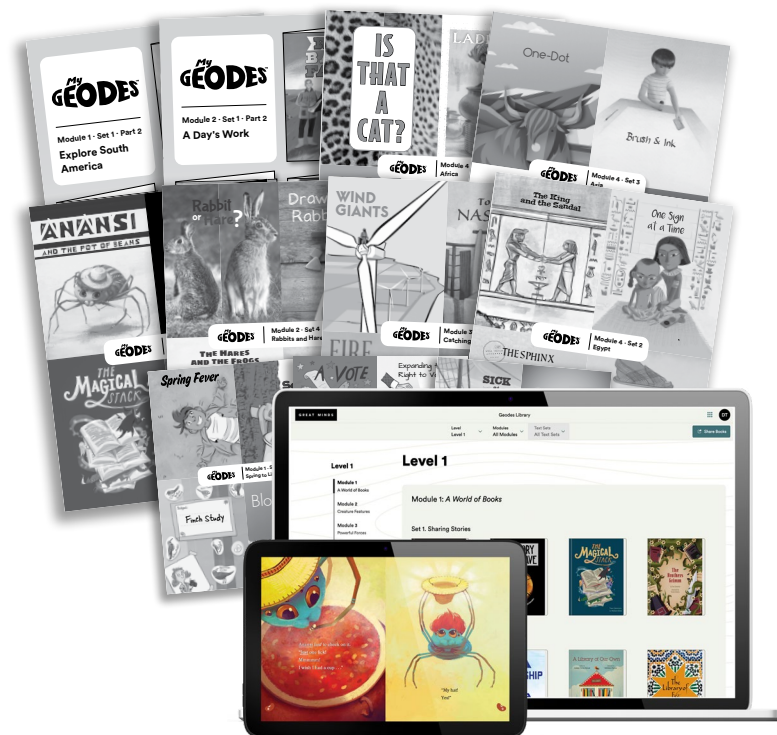
Some books include a special reference feature on the last page of the text, which is designed to broaden student learning.



# Enhance and Extend Knowledge



Each Geodes book extends learning for all students through *My Geodes* print take home books, the *My Geodes* digital platform, Family Tip Sheets, flashcards, and a More section in English and Spanish.

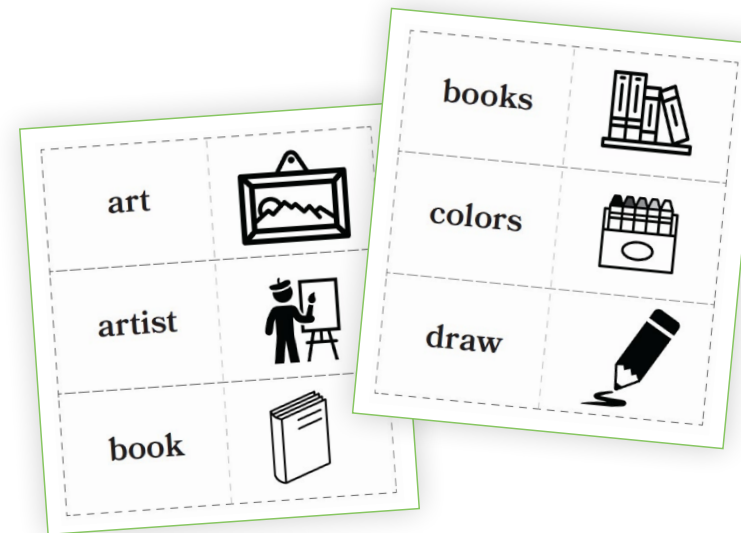
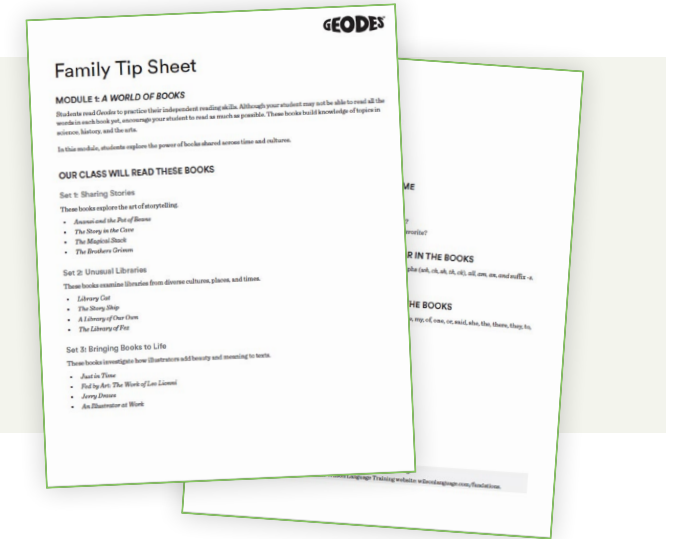


## MY GEODES PRINT AND DIGITAL

The black and white *My Geodes* books contain copies of each of the titles and are exclusively for student use. The books include a More section that gives students an opportunity to build additional knowledge and vocabulary. To support a shared reading experience with Spanish-speaking families, the More sections are available in both English and Spanish.

## FAMILY TIP SHEETS

Found in *Inside Geodes* and in the *My Geodes* digital platform, *Geodes* Family Tip Sheets are designed to engage parents and caregivers in the books and spark knowledge-rich conversations at home. Family Tip Sheets include an overview of module content, a list of all the texts students read in the module, sample questions to ask, and more.



## FLASHCARDS TO REINFORCE VOCABULARY

Optional flashcards for students can be found within *Inside Geodes*. These cards provide additional support when teachers introduce the Oral Recurring Content Words for Modules 3 and 4 in Level K and the Recurring Content Words for each module in Levels 1 and 2. The flashcards are intended to be copied for repeated classroom use.



## PROFESSIONAL DEVELOPMENT

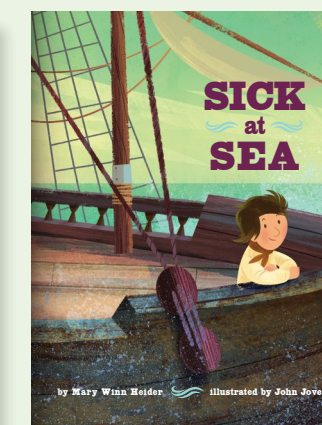
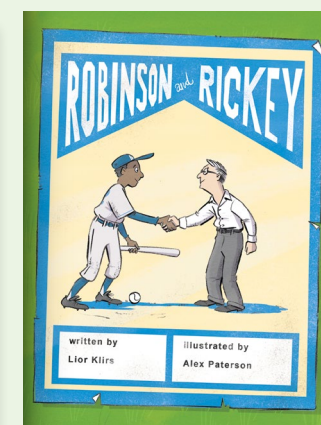
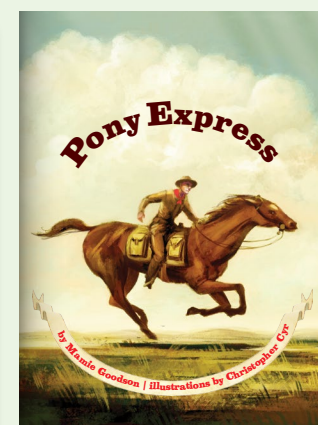
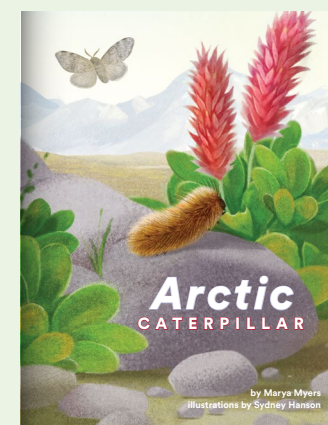
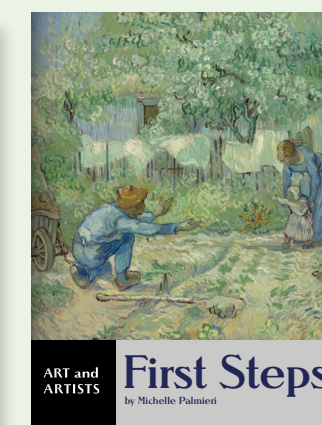
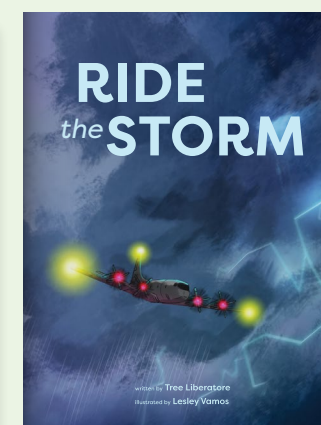
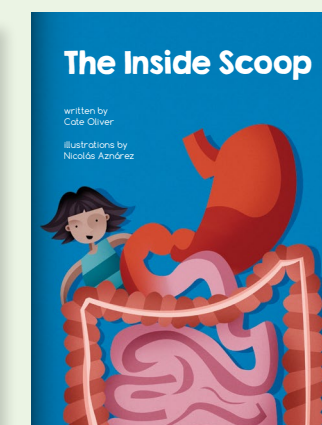
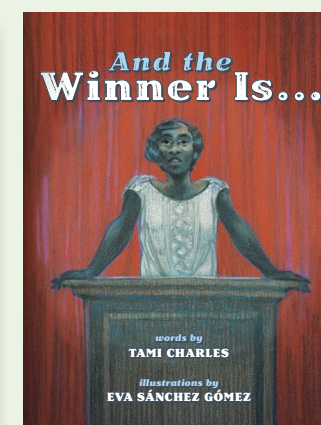
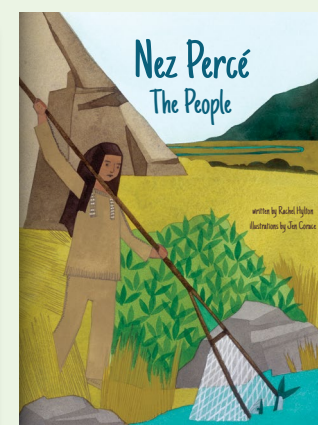
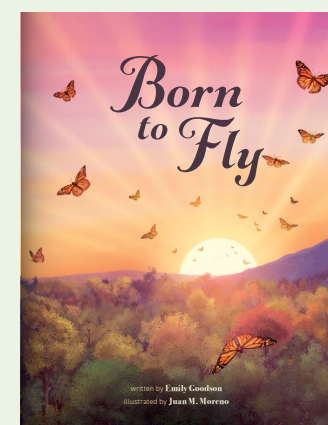
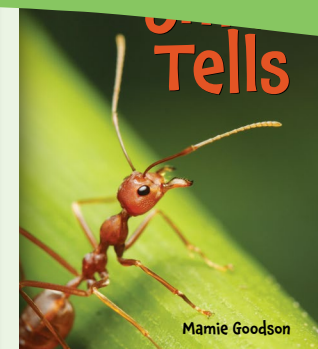
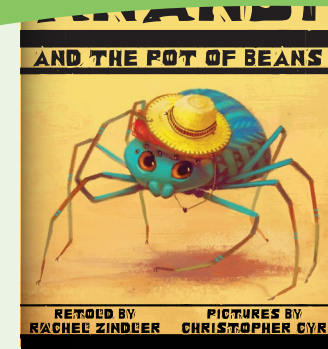
To further support teachers, Great Minds provides robust professional development and coaching opportunities to help educators use *Geodes* in whole group, small group, or one-on-one instruction. Scan the QR code to learn more about our *Geodes* professional learning offerings.

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