

SCHOLASTIC

GUIDED READING PROGRAM

Content Areas

LEVEL
N

These are the cards that go with Level N of the Guided Reading Program.
There is one card for each book in this level, as follows:

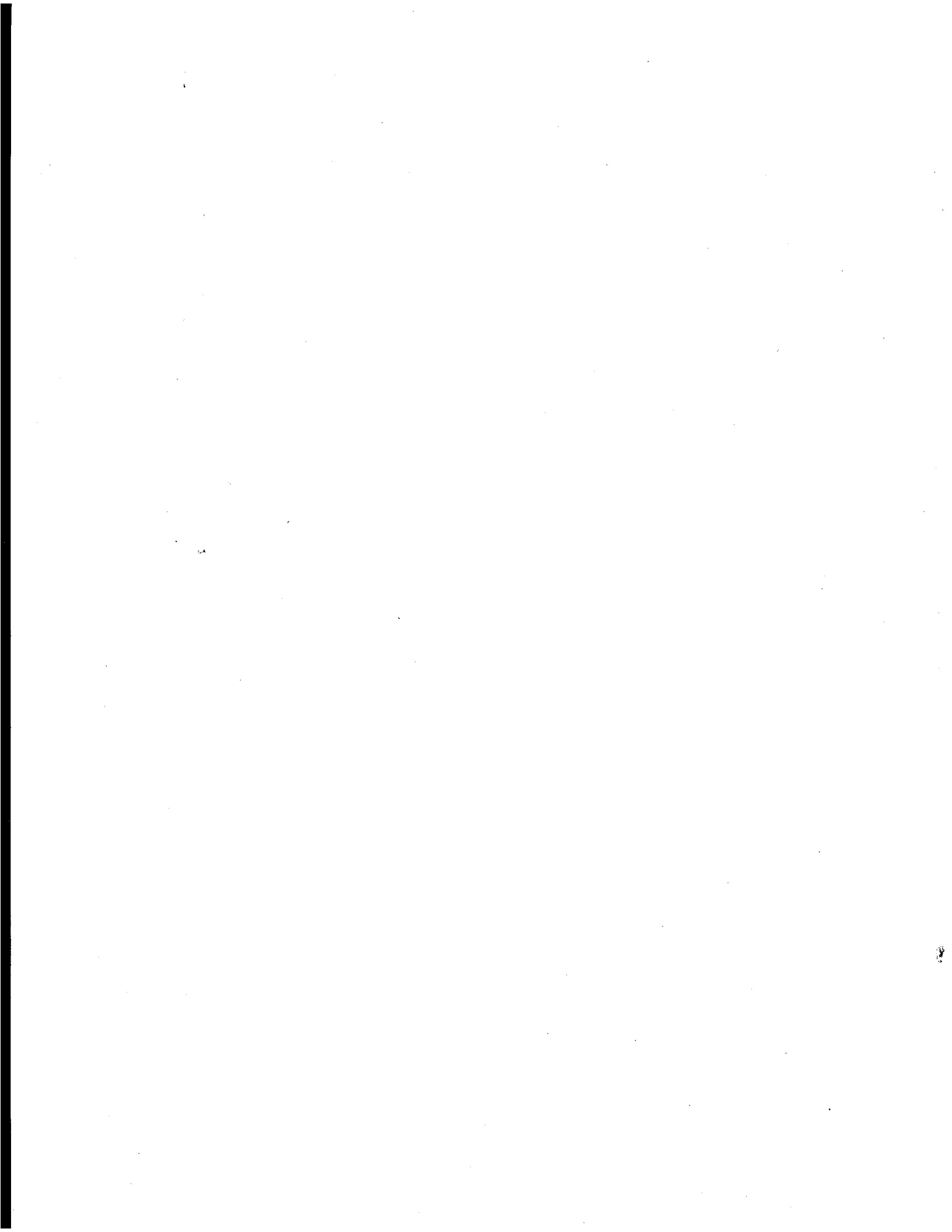
- **Becoming a Citizen**
- **Constellations**
- **Hawks on the Clock**
- **Let's Find Out About Money**
- **Measuring Penny**
- **Special Olympics**
- **Staying Healthy: Sleep and Rest**
- **Tell Me How Far It Is**
- **Wild Weather: Blizzards!**
- **Working at a TV Station**

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ISBN 0-439-68670-9

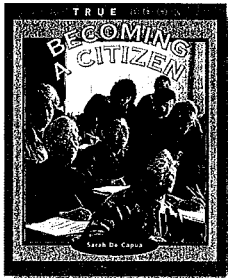
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Item# 438984



Becoming a Citizen



by Sarah De Capua
text type: Explanation
word count: 250+
content area: Social Studies
topic: citizenship

Level N

Summary & Standard

This photo-filled book discusses how an immigrant can become a United States citizen. Students will learn about the rights and responsibilities of citizens.

Making Connections: Text to World

Point out that whether someone was born in the United States or became a citizen through the naturalization process, he or she has certain obligations and duties as a citizen. Tell students that civics is the study of being a good citizen.

Extend the real-world connection by mentioning that, by voting and by filing tax returns, citizens are performing civic duties. Encourage students to think about other ways they and their family act as good citizens.

For more about citizenship test questions, go to <http://usgovinfo.about.com/blinstst.htm>.

Vocabulary

Content Words: application, citizenship, foreign, immigrant, oath, petition, responsibilities, right

Essential Words: born, enter, member, obey, vote

Related Words for Discussion: allegiance, ceremony, certificate, green card, naturalization

Nonfiction Text Features: boldface, bulleted lists, captions, glossary, index, table of contents

Supportive Features

Text This book is organized into chapters that are divided into short paragraphs and bulleted lists. Concepts from the text are reinforced with photographs and caption boxes.

Content The information and photographs will be of interest to students. Point out that students exercise citizenship by being responsible members of their school community.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text Some of the sentences may be too long for some students to comprehend easily. Each chapter contains a great deal of information. Summarizing each chapter after it is read can help students monitor their comprehension.

Vocabulary Students may need guidance in the pronunciation of multisyllabic words, such as *citizenship*, *permanently*, *responsibilities*, *identification*, and *naturalization*.

ESL Bridge

Help students understand that this book explains a great deal about a complicated process, that of becoming a citizen. Review and discuss with students key words, including those listed in the glossary at the back of the book. Help them to create the sequence chart suggested as the writing activity, using new vocabulary to augment the information you include on the graphic organizer. Once the chart is complete, invite students to narrate each stage in the process, taking on the role of a person who is becoming a citizen. Afterward, discuss with students about how they think someone might feel who has immigrated and gone through the steps and has finally become a U.S. citizen.

Comprehension Strategy

Understanding Chapters

Point out that the book has distinct chapters, each with its own main idea. A chapter in a book often tells one part of the story; the details tell more about the main idea of the chapter. After reading the book, review all the chapters. Remind students that the chapters divide the story into parts. Ask:

- *What do we learn in the first chapter? How does the information fit into the whole story?*

Have students repeat the procedure with other chapters. Ask:

- *Is dividing the book into chapters helpful? Why or why not?*

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Multisyllabic Words

Review with students that a syllable is a word part that has one vowel sound. Breaking multisyllabic words into syllables will help them sound out these long words.

Write on the board the following sentence from page 11: *Along with the rights of citizenship come many responsibilities.*

- Point to the word *citizenship*. Guide students to notice the suffix *-ship*. Then, help them break apart the word *citizen* into syllables.
- Repeat for the word *responsibilities*.

Text Features: Reading Captions

Explain to students that captions are comments that appear in small print beside or underneath photographs or illustrations. Captions provide information that helps the reader learn more about the picture and relate it to the main text. Captions should be read after the main text on a page.

As you read the book, help students read the captions at the appropriate time and relate the information to the picture and the main text.

Develop Fluency

Model reading aloud the bulleted lists on pages 8 through 12. Have students take turns reading the bulleted items.

Content Area Conversation

Talk About the Naturalization Process Point out that an immigrant must meet certain requirements and follow specific steps to become a U.S. citizen. Once an immigrant becomes a citizen, he or she has the same rights and responsibilities as a person born in the United States.

Develop Specialized Vocabulary Ask students to describe in their own words the naturalization process. Encourage them to use words such as *application, interview, citizenship test, oath, and ceremony*. Ask:

What subjects do applicants have to answer questions about on the citizenship test?

Extending Meaning Through Writing

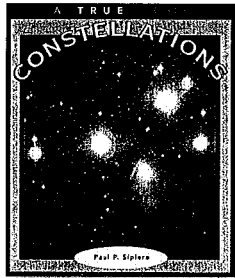
- Have students create a sequence chart showing the steps an immigrant must go through to be naturalized as a citizen.
(Graphic Organizer)
- Have students write about family members or ancestors who came to this country as immigrants. Encourage students to relate stories of the journey these people made or their first few years in the United States.
(Narrative)

Other Books

Coming to America: The Story of Immigration by Betsy Maestro

Voting by Sarah De Capua

Constellations



by Paul P. Sipher
text type: Explanation
word count: 250+
content area: Earth and Space
Science
topic: stars

Level N

Summary & Standard

With the help of photographs, star maps, and illustrations, this book explains constellations. Students will learn about the movement of stars in the sky.

Making Connections: Text to World

Students may have direct experience with stars and constellations from observing them in the sky. Some students will have visited planetariums or seen documentary programs. Ask students to share any experiences and observations about star constellations.

Extend the real-world connection by talking about the constellations. You may wish to display hands-on resources, such as constellation maps and globes that display constellations.

For more about constellations, go to www.astro.wisc.edu/~dolan/constellations.

Vocabulary

Content Words: astronomers, constellation, distances, planetarium, sky, stars

Essential Words: exact, people, picture, time

Related Words for Discussion: calendar, crops, patterns, plow, Taurus, Ursa Major, zodiac

Nonfiction Text Features: additional resources, captions, glossary, index, table of contents

Supportive Features

Text The text is written in the form of a narrative, and includes historical details. The text is complemented by photographs, labeled star maps, and "star pictures," depicting what constellations are believed to represent.

Content Each chapter focuses on one aspect of the subject of constellations. Interesting details support the main idea of each chapter.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text Students may find it challenging to read so many lines of text on a page. Guide students to note punctuation marks and appropriate places to pause during reading.

Vocabulary Specialized language relating to constellations (Arabic and Latin words), multisyllabic words, and geographic and tribal names may prove challenging for some students. Support students by reviewing the meanings and pronunciations of unfamiliar terms.

ESL Bridge

Look at the star maps and help students name the object that each constellation represents. Have them write the words (*hunter, bear, twins, and so on*) on sticky notes and paste them next to the appropriate illustrations. Then ask them to talk about constellation names and what the star groupings look like. Invite students to choose one constellation to draw, first putting the stars into position and then filling in the imagined figure. Help them label their drawings with the constellation name and description (*Orion, the hunter, for example*). Display finished drawings together, and have students create a title caption for the display (*Constellations* or other appropriate name).

Comprehension Strategy

Understanding Chapters

Point out to students that this book has distinct chapters, each with its own main idea. Model for students how the chapter structure of this book can aid in their comprehension.

- Ask students to turn to page 5. Have them identify the title of this chapter and what information is contained in it. Discuss with students why the author decided to place this chapter first.
- Encourage children to look at the third chapter starting on page 17. Ask them what this chapter is about and how the information in this chapter fits into the whole.
- After reading the book, review all the chapters as a group. Ask students: *Do you see how the chapters divide the information being related into parts?*

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words With Consonant Blends

Remind students that two consonants next to each other are often read as a blend. Two consonants stand for one blended sound. For example, the letters *tr* in *tree* stand for the sound /tr/.

Guide students to read words with three types of blends in this book: *l*-blends, *r*-blends, and *s*-blends, including *planetarium*, *constellations*, *program* (page 6); *star*, *cluster* (page 15).

Text Features: Reading Captions

Explain to students that captions are brief comments about photographs or illustrations in a book that appear in small print beside or underneath them. Captions provide information about the picture. This information helps the reader learn more about the picture and relate it to the main text. As you read the book, help students read the captions and relate the information to the picture and the main text.

Develop Fluency

Model how to read several pages from the book. Pay special attention to multisyllabic words. Have students practice reading these pages after you read.

Content Area Conversation

Talk About Stars and Constellations Explain that constellations have been important to different cultures since ancient times. Discuss how different cultures have regarded and used constellations. Identify the constellations that represent zodiac signs.

Develop Specialized Vocabulary Invite students to talk about one idea in the book that made an impression on them and explain why. Encourage students to use words such as: *patterns*, *zodiac*, *calendar*, *plow*, *crops*, *Ursa Major*, and *Taurus*. Ask:

What interesting information have you learned from this book? Why do you think constellations are so fascinating to people? Encourage students to offer specific evidence from the text to support their answers.

Extending Meaning Through Writing

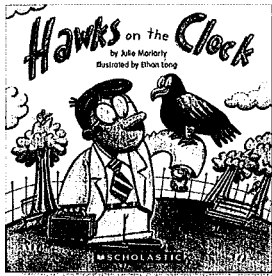
- Have students choose historical times and places described in the book and do additional research about them. Encourage students to include information about constellations relating to those times and locations in short research reports summarizing what students have learned. **(Expository)**
- Have students select a constellation from the book and invent a legend or myth about that constellation. Students may wish to refer to other tales about constellations in writing their own. They may wish to write a tale about how that constellation got its name. **(Narrative)**

Other Books

Exploring the World of Astronomy by George W. Burns

The Stargazers by Gail Gibbons

Hawks on the Clock



by Julie Moriarty
text type: Explanation
word count: 250+
content area: Science and
Technology
topic: animal helpers

Level N

Summary & Standard

This book explains how hawks are used to control pigeons in places like parks and airports. Students will learn about how someone solved a problem, using a unique design and solution.

Making Connections: Text to World

Prompt students to make connections to prior knowledge by talking about animals that “work.” Then have students share any prior knowledge about hawks and falcons.

Extend the real world connection by having students talk about hawks and falcons they may have seen in the wild, or read about, or viewed in natural history programs.

For more about hawks, go to the Wildlife Conservation Society at www.wcs.org.

Vocabulary

Content Words: caretaker, director, employed, falcon, hawk, pigeons, predator, trainer

Essential Words: beak, bird, city, claw, clock, control, fly, nature, pest, pigeon, scare, tree, United States, wing, work

Related Words for Discussion: parks, pest control, predators

Nonfiction Text Features: illustrations, map, photos

Supportive Features

Text The information about hawks is presented in a lively description. The text is supported by maps, a diagram of a hawk, and many detailed photos.

Content Students will readily understand how predators can be used to naturally control pest birds. The reader will not feel overloaded with information, as the facts about hawks are blended into a description of how they are used to patrol parks and airports.

Praise students for specific use of “Behaviors to Notice and Support” on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text The text alternates between descriptions of how hawks work to assist in the maintenance of parks and airports, to facts about their anatomy and habitat. Support readers by having them note when the text changes.

Vocabulary Students may need help reading some of the technical vocabulary and proper nouns, such as *predator*, *trainer*, *Bryant Park Restoration Corporation*, *Manhattan*, and *Biederman*.

ESL Bridge

Challenge students to help you come up with a list of simple interview questions that could be asked of a hawk expert. (*What is a predator? What is a raptor? What is a pest?*) Work with students on the wording and clarity of the questions, and list them on the board in one column. Then, have the group answer each of the questions, again working together to arrive at a clear and well-stated response. List each answer in a column next to its corresponding question. Choose two students at a time to perform the interview for classmates, one as the interviewer (journalist) and the other as the hawk expert.

Comprehension Strategy

Recognizing Main Ideas and Details

Tell students that understanding main ideas and the details that support them can help them to better comprehend a nonfiction book. Model identifying the main idea and details in this text.

- p. 8 Say: *The first two sentences together tell me the main idea on this page. The main idea is that the growing number of pigeons in the park have become pests. The next paragraph tells me details about New Yorkers' complaints about pigeon droppings on their clothing.*
- p. 9 Say: *The main idea on this page is that hawks frighten pigeons away. Ask students for details that support this idea.*

Have students identify the main idea and details on subsequent pages, exercising the critical strategy of recognizing important information.

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words with Consonant /j/ g

Review that the letter *g* can stand for /j/, as in *George* and *page*. Point out that the consonant *g* usually stands for the sound /g/ at the beginning of the word as in *gate*, *go*, and *gum*. Have students look at the word *pigeon* on page 2. Ask: *What letter stands for /j/?*

- Have students look on page 4 and find words with *g*. Ask: *In which word does g stand for /j/?*

Point out to students that the letter *g* stands for /j/ when it comes before the vowels *i*, *e*, or *y*.

Text Features: Using Maps

Tell students that maps are tools that allow the reader to visualize spatial information. Maps can help readers to picture information in the text. Have students look at the maps in this book on pages 6 and 12.

Develop Fluency

Encourage partners to reread parts of the book aloud to each other, focusing on pace and phrasing.

Content Area Conversation

Talk About Hawks Point out that hawks are predatory birds. Add that they are built to hunt small prey such as birds and rodents. Have students explore the question of how the hawks' role as predators helps them to be useful to people in various situations. Encourage students to use the photographs and diagrams in the book to further the discussion and illustrate their ideas.

Develop Specialized Vocabulary Ask students to describe in their own words how hawks help control pest birds. Encourage them to use words such as *parks*, *predators*, and *pest control*. Ask:

When you read that hawks could be used to clear pests, did this surprise you? Why or why not?

Extending Meaning Through Writing

- Ask students to work together to write a pamphlet that would persuade other parks or airports to use hawks to control their pests. Have them write about why the hawks would be useful in these situations. **(Persuasive)**
- Have students write about a "day in the life" of a hawk patrolling a park in a large city to clear it of pests. Encourage students to use facts that they learned from the book. **(Narrative)**

Other Books

The Magic School Bus Gets Eaten—A Book About Food Chains by Patricia Relf

Oxford First Book of Animals by Barbara Taylor

Let's Find Out About Money



by Kathy Barabas
text type: Math
word count: 250+
content area: Math
topic: money

Level N

Summary & Standard

This photo-filled, informative book shows, as well as tells, readers how the U.S. Mint manufactures coins. Students will learn how society depends upon workers with specialized jobs.

Making Connections: Text to World

Students may have considerable experience using and saving coin money. Encourage them to share what they know about different coins and how they are manufactured.

Extend the real-world connection by pointing out that it takes many skilled workers and artists, and special machines, to turn metal into U.S. currency.

For more about the manufacture of coin money, go to www.usmint.gov.

Vocabulary

Content Words: artist, designs, metal, pressed, quarter, rolled, spools, strips, value

Essential Words: coin, country, dime, eagle, factory, machines, money, penny, round

Related Words for Discussion: blanks, copper, furnace, mark, mint, motto, nickel, President, pressure, recycled, stamps

Nonfiction Text Features: boldface, captions, italics, labels, Let's Find Out About Money (sequence chart), Things To Do (appendix), unnumbered list

Supportive Features

Text Most pages contain one or two sentences of text. Large photographs fill the book and clearly illustrate the text.

Content The book is organized by activities performed by workers at specific machinery. To give students an overview of the coin manufacture process, preview the step-by-step diagram on pages 22–23.

Praise students for specific use of "Behaviors to Notice and Support" on page 45 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text This book introduces some design features that may be new to students. On pages 9, 13, and 16, point out that *shakes*, *big*, and *push* are set in special typeface. Explain that the typeface used reflects the word. Students may find the variation of text placement challenging.

Vocabulary Students may require further explanation about the machinery used in coin manufacture: *blanking press*, *riddling machine*, *engraving machine*, *model*, *hubbing press*, *hub*, and *die*.

ESL Bridge

Review with students that this book covers the topic of manufacturing coins. Make available as many of the following coins as possible: penny, nickel, dime, quarter, half-dollar, dollar. Hold coins up, name them by name, and tell how much each is worth. For example, *This is a quarter. A quarter equals 25 cents.* Then, write the following sentence pattern on the board: *A ____ equals ____ cents.* Have students hold up a coin, name it, and tell how many cents it is, using this pattern.

Comprehension Strategy

Understanding Concepts

Remind students that the main idea is what the book is mostly about. Sometimes, authors state the main idea directly; at other times, the reader has to figure out what the main idea is.

- Reread pages 4–9 of the book. Ask: *What is the main idea of this section?* Say: *The author states the main idea at the top of page 6: The mint has many machines that make coins.*
- Read pages 10–19. Ask: *What is the main idea of this section?* Say: *The author states the main idea at the top of page 10: Words, numbers, and pictures change a blank into a coin.*

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words With -ing

Remind students that *-ing* is attached to a word to suggest action in progress, to describe an action in progress, or to describe an instance of that action.

Explain that sometimes the last letter of the base word is doubled or taken away when adding *-ing*. Invite students to find the following sentence on page 6: *This one, the blanking press, works like a cookie cutter!*

- Ask students to name the word that ends in *-ing* and to identify the base word. Ask: *What is the meaning of blanking in this sentence?*

Repeat with page 14 and the word *engraving*.

Text Features: Labels

Explain to students that labels are words that can appear with diagrams, drawings, or photographs. Labels provide information about the drawing.

Direct students to the photograph on page 16. Ask students to read the labels and explain to you what is shown in the photograph. Tell students that this is a photograph of a "hubbing press."

Then, direct students to pages 22 and 23. Ask students to follow the arrows, read the labels, and explain what is happening at each stage.

Develop Fluency

Pair readers of different abilities and encourage each to reread a passage from the book. Have students emphasize punctuation, phrasing, and pacing as they read with the proper intonation. Once students are comfortable, invite each pair to read their passage aloud, in unison.

Content Area Conversation

Talk About Manufacturing of Coins Discuss how metal is turned into coins. Point out that workers use specialized machines and work in specific sequence to produce coins.

Develop Specialized Vocabulary Ask students to describe, in their own words, what machines are used to make coin money and what happens during each stage of the process. Encourage students to use words such as *copper, nickel, blanking press, riddling machine, engraving machine, motto, eagle, President, mint mark, and model*. Ask:

Why do you think the author compares a blanking press to a cookie cutter?

Extending Meaning Through Writing

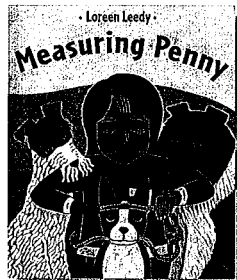
- Have students write about the step-by-step process of manufacturing coin money and why this process is so important. Students may wish to illustrate their writing. Invite students to use the diagrams on pages 22–23 as a guide. **(Expository)**
- Have students write paragraphs describing what is found on the coin face and coin back of state quarters that have been issued since 1999. Have students explain what is different and what is the same about the new state quarters and the ones issued before 1999. **(Descriptive)**

Other Books

The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It by Steve Otfinowski

The Story of Money by Betsy Maestro

Measuring Penny



by Loreen Leedy
text type: Math Nonfiction
word count: 250+
content area: Math
topic: measurement

Level N

Summary & Standard

In this delightful story, Lisa measures her dog Penny as part of her math homework. Students will learn how to measure using standard and non-standard units.

Making Connections: Text to World

Students will have real-life experiences with measurement. Have them share their experiences and any observations about measuring.

Extend the real-world connection by discussing the importance of measurement. Have students gather tools used for measurement, such as rulers, scales, and measuring cups.

For more activities about measuring, visit the Math Maven's Mysteries, at www.teacher.scholastic.com/maven/.

Vocabulary

Content Words: length, nonstandard unit, standard unit, temperature, volume, weight, width

Essential Words: hound, inch, large, small, time

Related Words for Discussion: equals, record

Nonfiction Text Features: charts, diagrams, graphs, instructions

Supportive Features

Text The text presents a uniform narrative in natural language. Additional nonfiction text features, such as labeled illustrations, charts, and diagrams, help to clarify the content.

Content The engaging narrative and illustrations help readers to understand the fairly complex math content.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text There are many different types of text and graphic features containing text, including the story text, various charts, and labeled illustrations, all placed in different and varying locations on the page.

Vocabulary This book deals with a number of mathematical concepts and contains specialized vocabulary relating to measurement. Key words may need to be previewed.

ESL Bridge

Have students work in pairs. Assign each pair a classroom object or an area of the room to measure. Challenge them to use both a standard measure—ruler, measuring tape, yardstick—and an invented one, as the narrator does in the book. Give each pair of students paper and pencil (with an eraser!) for recording their measurements. Remind them to be clear to follow any number with the name of the unit of measure used. Circulate among pairs as they measure, discussing the process with them and incorporating key vocabulary, such as *width*, *length*, *height*, *units*, and so on. Invite partners to present their results to the rest of the class.

Comprehension Strategy

Understanding Charts

Explain to students that a chart is a useful tool for organizing information and data. The charts in this book organize the data about measurement given in the story. Guide students through the process of how to use these charts.

- Have students look at the chart on page 7 and read the title. Point out to students that the title gives an overview of the information we can learn from a chart. In this case, the chart will give information about Penny's measurements. Talk about the specific data displayed about Penny's measurements on the chart.
- Then have students look at the chart on page 21. Point out that this chart is set up differently than the previous ones, and discuss what information is displayed and why this format helps readers quickly grasp the information.

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words With s-Blends

Remind students that two consonants next to one another are read as a blend. Explain to students that *s*-blends are words with an *s* and one other consonant—for example, *sc*, *sk*, *sl*, *sm*, *sn*, *sp*, *st*, and *sw*. Guide students to read the following words with *s* blends in the text. Page 6 (*spaniel*); Page 8 (*standard*, *stop*).

- Ask students to look through the rest of the page to identify other words with *s*-blends.

Text Features: Graphs

Explain to students that a bar graph is a way of presenting information that helps readers to visualize numerical data quickly and easily. Point out that sometimes they can get information from a graph more quickly than by reading it in sentences. The bar graph in this story shows how many minutes Penny walks at various temperatures outside.

Develop Fluency

Model for students how to read the body of the text and the accompanying charts. Then have students read selected passages with partners, taking turns to read the text and the charts.

Content Area Conversation

Talk About Measurement Read the caption in the illustration next to the homework assignment in the book: *Measuring helps us understand the world*. Talk about what this caption means. Explore the units used to measure distance, such as inches, feet, yards, centimeters, and meters, and give instances when each type of unit would be useful. Talk about the units used to measure liquids, including teaspoons, cups, or gallons. Discuss that pounds are used to measure weight. To measure time, the units are minutes and hours.

Develop Specialized Vocabulary Have students explain, in their own words, the different types of measuring that Lisa uses in the story. Encourage students to use words such as *record*, *equals*, and *equivalent*. Ask:

Which measurement did you find the most helpful or informative?

Extending Meaning Through Writing

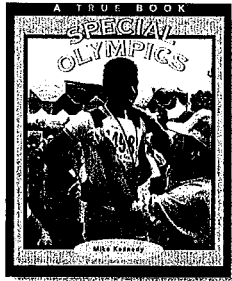
- Invite students to choose objects in the room and write directions explaining how to measure them. Suggest that students include standard and nonstandard units of measurement in their instructions. **(Expository)**
- Have students choose different pets, such as cats, birds, or hamsters, and write stories in which characters measure pets. Encourage students to use the book as a model in creating their own stories. **(Narrative)**

Other Books

Math for All Seasons by Greg Tang

Tiger Math by Ann Whitehead Nagda

Special Olympics



by Mike Kennedy
text type: Informational
word count: 250+
content area: Social Studies
topic: people with disabilities

Level N

Summary & Standard

This chapter book gives insight into the Special Olympics and the athletes who participate in these inspiring games. Students will learn how groups and institutions work to meet individual needs.

Making Connections: Text to World

Students may have experience with the international Olympic Games to draw upon as they read this book. Invite students to share any knowledge or experience they have about the Special Olympics.

If possible, extend the real world connection by watching a video about a Special Olympics event.

And for more information about the Special Olympics, visit the official site at www.specialolympics.com.

Vocabulary

Content Words: award, developmental disability, game, prize, promoting, win

Essential Words: gym, history, hockey, pool, skate, snow, summer, winter

Related Words for Discussion: athletes, competition, divisions, local event, regional event

Nonfiction Text Features: boldface type, bulleted lists, captions, inset pages, time lines

Supportive Features

Text The large, readable text and straightforward declarative sentences make the text easy to understand. Photographs with captions illustrate important information in the text.

Content The information is organized into chapters, helping divide the content into manageable sections. The narrative structure helps readers to understand the content.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text While the text is organized into separate chapters, the focus of each is so distinct that it may make the information more challenging for students to integrate.

Vocabulary Students may find some of the vocabulary words, such as *developmental disability* and *equestrian*, difficult to read. Support students by having them read the definitions of the Important Words on page 46.

ESL Bridge

Have students make oral presentations to help them grasp the central idea and details of the Special Olympics as presented in this book. Form groups of two or three students, varying the level of proficiency within each group. Help students understand that they do not have to mention every detail from the book, but may choose details they found most interesting. Help students express themselves correctly and fluently, allowing groups time to practice before they make their presentations to classmates.

Comprehension Strategy

Summarizing

Explain to students that summarizing while they read will help them to understand what they are reading, especially when a large amount of information is being presented.

pp. 5–11 Model by saying: *When I read these pages, I learned a great deal of information about the Special Olympics. To tell you about it briefly, I would summarize by saying, "The Olympics were begun as a way to celebrate sports competition. Eunice Kennedy Shriver organized the Special Olympics to offer these same opportunities for excelling to those people in our society with intellectual disabilities."*

Encourage students to summarize other chunks of information from the book. If students find the task difficult, write a group summary on a chart and have students talk about the characteristics of a good summary statement.

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words With -ed

Talk with students about words that end in *-ed*. Remind them that this ending changes the meaning of a verb to the past tense, expressing action that has already happened. Point out that the letters *-ed* can stand for the sounds /t/, /d/, or /ed/.

Have students identify words that end in *-ed* and say the final sound on pages 5 (*lived, loved*), 6 (*suggested*), and 8 (*occurred*).

Text Features: Bulleted List

Point out to students that a bulleted list is a list of information items within a category of information. Items in a bulleted list can be phrases or complete sentences. Point out why bulleted lists are a useful way to present some information.

Develop Fluency

Model reading a section for students. Highlight the appropriate phrasing, pace, and intonation. Then have students echo read another section, sentence by sentence.

Content Area Conversation

Talk About the Special Olympics Point out that the Special Olympics embodies the same themes as the international Olympics, such as courage, striving for excellence, cooperation, and good sportsmanship. Add that the Special Olympics also offers an opportunity for participants to feel good about themselves. These games help the participants achieve their potential as active and successful members of our society.

Develop Specialized Vocabulary Ask students to describe in their own words the process of becoming a Special Olympic athlete. Encourage them to use words such as *regional event, local event, competition, athletes, and divisions*. Prompt students by asking them to describe how an athlete becomes a participant in the Special Olympics. Have them refer to pages in the text that support their points. Ask:

What makes the Special Olympics special?

Extending Meaning Through Writing

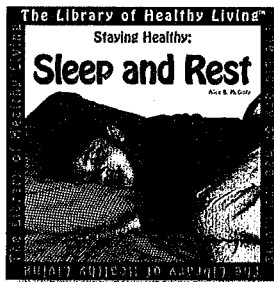
- Have students write a set of instructions that describe how to become an athlete in the Special Olympics. **(Descriptive)**
- Invite students to create posters advertising either the Summer or Winter Games and encouraging both participants to enter the events and spectators to attend them. **(Persuasive)**

Other Books

Helen Keller by Margaret Davidson

Louis Braille by Margaret Davidson

Staying Healthy: Sleep and Rest



by Alice B. McGinty
text type: Informational
word count: 250+
content area: Life Science
topic: health

Level N

Summary & Standard

This health-oriented book explains why the body needs sleep, and what happens during sleep. Students will learn about how the body functions in order to keep us healthy.

Making Connections: Text to World

Students will have considerable experience with sleep and rest. Invite them to share what they know about sleep, as well as their own experiences, observations, and questions.

Extend the connection by pointing out that, in order to do well in school, students need adequate sleep, proper nutrition, and daily exercise.

For more about children and sleep, go to www.sleepfoundation.org/children/childrenandsleep.cfm.

Vocabulary

Content Words: germs, grow, interpret, nightmare, relax, senses, sleep cycle, stages

Essential Words: dream, people, rest, sleep

Related Words for Discussion: attention, breathing, energy, heartbeat, insomnia, mood, REM sleep, routine

Nonfiction Text Features: boldface words, bulleted list, captions, contents, glossary, index, pronunciation

Supportive Features

Text The book is organized into one- and two-page chapters. The sentences, in large type, are easy to follow. The photographs and artwork enhance the book's appeal.

Vocabulary Important words are boldface in the text, and defined in the glossary.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text Thought balloons, photographs that show progressive movement, illustrations combined with photographs, and ragged text flow may be distracting to some students. Guide students to focus on sentence flow and selection content.

Vocabulary Some words and concepts in "The Sleep Cycle" and "REM Sleep" chapters may be a challenge for students. Direct them to the glossary when they come across an unfamiliar, boldface word. Students may benefit from further explanations and discussions about sleep cycles.

ESL Bridge

This book mixes photographs, illustrations, and graphic devices. Turn to pages 4–5 and page 15. Point out the thought balloons and ask students what they think they represent. If necessary, explain what they are used for. Introduce the sentence starter, *S/he is thinking . . .* or *S/he is dreaming . . .* and help students transform the person's ideas or images into a sentence describing their thoughts or dreams. You may use a similar procedure to analyze the pages that juxtapose a photograph and an illustration, as on page 12.

Comprehension Strategy

Understand Cause and Effect

Remind students that a cause is an action or event that triggers something to happen. An effect is what happens as a result of that cause. Reread pages 17 and 18, and list these causes on the board:

- p. 17 You get enough sleep.
- p. 18 You don't get enough sleep

Have students discuss the effects of the two causes you have listed on the board.

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words With s-Blends

Remind students that an s-blend or s-cluster is a consonant sound which combines s with another consonant. For example, *sc, sk, sl, sm, sn, sp, st,* and *sw* are s-blends.

- Read aloud the following sentence from page 11: *Snoring can happen at any stage of sleep!* Write *snoring, stage,* and *sleep* on the board. Work with students to identify s-blends in the words.
- Have students suggest others words with s-blends.

Text Features: Boldface Words

Direct students to reread page 14. Ask which words appear darker than other words on the page. Explain that *senses* and *interprets* are in boldface, or darker, type. Explain that these words are in boldface because boldface highlights words that may be difficult or special. These words may be found in the glossary. Point out that the glossary contains words from the book and gives the meanings of the words. Sometimes the pronunciation of the words is also found in the glossary.

Direct students to page 23. Have volunteers sound out the words that are in boldface and then read their definitions.

Develop Fluency

Assign each chapter of the book to a small group of students. Have students take turns reading aloud important parts as the rest of the group reads aloud silently. Encourage students to help each other read with the proper intonation.

Content Area Conversation

Talk About the Sleep Cycle Discuss each stage of the sleep cycle. Explain that a cycle is a series of events that is repeated. Point out that the sleep cycle is repeated throughout the night.

Develop Specialized Vocabulary Ask students to describe in their own words why it is important to get enough sleep. Encourage students to use words such as *energy, REM sleep, attention, mood,* and *routine*. Ask:

What happens to a person's body while he or she sleeps?

Extending Meaning Through Writing

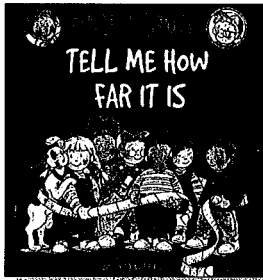
- Ask students if they remember a recent dream that they had. Have students write a paragraph describing their dream. Did they know the people in their dream? Did people or things come together in funny ways? **(Descriptive)**
- Have students reread page 22, then design and make posters titled "Ways to Be a Good Sleeper." Encourage students to add their own ideas about how to be a good sleeper. **(Expository)**

Other Books

Sleep (My Health Series) by Alvin Silverstein, Virginia B. Silverstein, and Laura Silverstein Nunn

Staying Healthy: Eating Right by Alice B. McGinty

Tell Me How Far It Is



by Shirley Willis
text type: Informational
Narrative
word count: 250+
content area: Math
topic: measurement

Level N

Summary & Standard

This colorfully illustrated book explains what distance is and why it is important to measure it. Students will learn how to measure using nonstandard and standard units.

Making Connections: Text to World

Students will have real-life experience traveling distances by foot, bus, car, and airplane. Invite them to share what they know about measuring these distances and their questions on the subject.

Extend the real-world connection by talking about distances students are familiar with.

For more information about distance and measurement, go to www.math.com/teachers.html.

Vocabulary

Content Words: arm-span, circumference, diameter, direction, distance, hand-span, length, longer, measure, measuring tape, radius, ruler, shorter, thumb-width, width

Essential Words: across, big, earth, far, foot, guess, high, hill, inch, long, mile, moon, near, road, round, size, small, straight, string, wide

Related Words for Discussion: accurate, astronaut, expedition

Nonfiction Text Features: captions, chapter titles, contents, glossary, index, labels, numbered list, section titles

Supportive Features

Text The book is organized into two-page chapters. Within chapters are section titles. Answers are concise and contain familiar words. The glossary and index are very detailed. Colorful, cartoon-like drawings reinforce the text.

Content In addition to subject matter that students are likely to find fascinating, the book includes simple experiments and activities to help students comprehend perspective and distance.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text The use of different fonts and type size to differentiate the main text from sections, experiments, captions, and whiz kids' observations may present a challenge for some students.

Vocabulary Some students may have difficulty comprehending comparative words. Specialized mathematical language may also be challenging for some students. Review the meanings and pronunciation of *circumference*, *diameter*, and *radius*.

ESL Bridge

Practice asking and answering questions related to distances. Review distance questions from the book, such as *How far is it? How big...?* and *How small...?* and write them on the board. Then, talk about the words used to talk about measurements, such as *length*, *width*, *height*, and *distance*, and what measure you would use to talk about them, such as *inch*, *foot*, and *mile*. Give students a ruler or tape measure and ask, *What is the height of . . . ? What is the width . . . ?* Have students measure and answer, using the pattern *It is ___ high. It is ___ wide*, and so on.

Comprehension Strategy

Understanding Informational Texts

Remind students that an informational book gives factual information about a specific topic. The book often includes features such as a table of contents, an index, and a glossary. A table of contents lists the sections of a book, an index lists the topic entries in alphabetical order, and a glossary lists and defines important words in the book. Sometimes the glossary gives word pronunciations, too.

- Have students look at the Contents. Ask: *In what chapter could you find information about a foot? On what page does the chapter begin?*
- Then ask: *Where in the book would you look to find out if the book has information on diameter?*

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Words With Vowel Digraphs

Remind students that every syllable has one vowel sound. Sometimes two vowels together stand for one vowel sound in a syllable. Some vowel digraphs stand for a long vowel sound, such as *ai, ay, ea, ee, ie, or oa*.

Have students read the following sentences and name the words with vowel digraphs.

- p. 6 *The space between things is called distance.*
- p. 8 *How high up can this ladder reach?*
- p. 13 *The road is straight and flat.*

Text Features: Numbered List

Remind students that a numbered list is a way of organizing information in books. Numbers are used so that the steps are read in a specific order. Items in a numbered list can be phrases or complete sentences. If the item is a complete sentence, it should start with a capital letter and end with a period.

Refer students to pages 11, 22, and 25 for examples of numbered lists.

Develop Fluency

Model fluent reading of a passage that contains sentences with more than one phrase. Point out the commas or dashes that set off each phrase. Then model how to read the sentences using the phrases as natural pauses. Have partners practice reading the passage with the correct phrasing.

Content Area Conversation

Talk About the Measurement of Distance Discuss how measuring distance has changed over time. Point out that in the era of the International Space Station, measurement is very sophisticated.

Develop Specialized Language Ask students to talk about the importance of accurate measurement for space exploration. Encourage students to use words such as *astronaut, accurate, and expedition*. Ask:

Why is it important to measure the distance of things?

Extending Meaning Through Writing

- Invite students to make a chart comparing the different lengths and heights of places, animals, and things. Suggest that students use the following headings: *Inch, Foot, Mile*. Students can start with information from the "Did You Know?" section of the book, then add additional items under the appropriate headings. **(Graphic Aid)**
- Have students use crayons to trace their hands on pieces of paper and cut them out. Select distances in the classroom to measure. Have students measure the distances with their cutouts and then with a 12-inch ruler. Then have students write paragraphs about why measuring with rulers is more accurate than using hand-spans. **(Persuasive)**

Other Books

Math Man by Teri Daniels

Tell Me How Much It Weighs by Shirley Willis

Wild Weather: Blizzards!



by: Lorraine Jean Hopping
text type: Informational
word count: 250+
content area: Science
topic: weather

Level N

Summary & Standard

This chapter book discusses many aspects of blizzards and how weather scientists try to predict them. Students will learn how weather changes from day to day and over the seasons.

Making Connections: Text to World

Students will likely have some experiences with blizzards. Have students share their observations and questions.

Extend the real-world connection by talking about how a blizzard is a blinding snowstorm with winds of at least 35 miles per hour and very low temperatures. It is caused by the collision of two air masses—a dry, cold one and a warm, moist one.

For more about blizzards, go to www.nws.noaa.gov.

Vocabulary

Content Words: forecast, lake effect, radar, superstorm, whiteout, windchill

Essential Words: fuel, snow, storm, wind, winter

Related Words for Discussion: avalanche, floods, frostbite, hypothermia

Nonfiction Text Features: bulleted list, captions, chapters, footnotes, italics, legends, maps, tables

Supportive Features

Text The book is organized by chapters. Text size is large and every sentence starts on a new line, inviting students to pause and consider the information contained in each sentence. Maps with captions and legends are used to demonstrate information in the text.

Vocabulary Technical terms are explained in language that students can understand. A word is defined and then reinforced with examples and additional information in subsequent sentences.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text The text is not divided into paragraphs, and there are no distinguishable sections within chapters. You may wish to divide each chapter into sections, and then assign these sections to students to read.

Content The concepts of windchill and air masses may be confusing and need further clarification.

ESL Bridge

Go through the book as a group and list new vocabulary words on the board, organized by chapter number and title. Then have students practice using new words by asking and answering questions about each chapter. Start by having more proficient students ask questions, with less proficient students answering. For chapter 4, "Mountains of Snow," a student might ask *What happened in Buffalo during the 1977 blizzard? (Snow drifted 30 feet high.)*

Comprehension Strategy

Using Illustrations

Remind students that they learn a lot by looking at illustrations. Point out that the illustrations in this book work with the text to explain what blizzards do and how people are affected by them.

Have students read the text and look at the illustration on the same or facing page. Ask:

- pp. 10–11 How did Grace McCoy save her class during the blizzard of 1888? What does the illustration show?
- pp. 22–23 What happened to Hugh Herr as a result of a blizzard in 1982? What does the illustration show?
- pp. 34–35 What happened to Buffalo as a result of a blizzard in 1977? What does the illustration show?

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Words With -ed

Review with students words that end in *-ed*. Mention that the ending changes the tense of a verb to the past tense, expressing action that has already happened. Point out that the letters *-ed* can stand for the sounds /t/, /d/, or /ed/.

- Read aloud page 20 and point out the word *trapped*. Help students notice that before the ending *-ed* was added, a second *p* was added.
- Point out the word *survived* on page 22. Note that before the ending *-ed* was added, the final *e* in *survive* was dropped.

Ask students to flip through the book to find other words that end in *-ed*.

Text Features: Bulleted List

Tell students that a bulleted list is a vertical list of important ideas to remember. Items in a bulleted list can be phrases or complete sentences. If a bullet is a complete sentence, it should start with a capital letter and end with a period.

Direct students to the last page. Have volunteers tell why each tip is important.

Develop Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses at the end of sentences, before commas, and so on. Then have students practice reading the passage together.

Content Area Conversation

Talk About Blizzards Discuss with students the weather conditions that cause blizzards. Point out how weather scientists use data from past storms to help predict future ones. Use the drawings, maps, and charts in the book to extend the discussion.

Develop Specialized Vocabulary Ask students to describe in their own words the dangers people face during and after a blizzard. Encourage them to use words such as *frostbite*, *hypothermia*, *avalanche*, and *floods*. Ask them why they think people are in danger during and after a blizzard. Ask:

What could happen if you got stuck in a car in the snow for a very long period of time?

Extending Meaning Through Writing

- Have students write captions for several drawings in the book. **(Descriptive)**
- Direct students to the drawing on page 47. Have students write paragraphs describing what the people in the drawing are doing to prepare for a blizzard. **(Descriptive)**

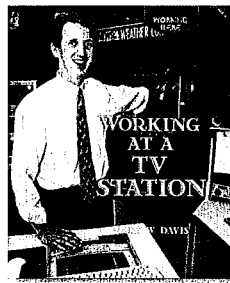
Other Books

Wild Weather: Floods! by Lorraine Jean Hopping

Wild Weather: Hurricanes! by Lorraine Jean Hopping

Wild Weather: Lightning! by Lorraine Jean Hopping

Working at a TV Station



by Gary W. Davis
text type: Informational
word count: 250+
content area: Social Studies
topic: community workers,
communication

Level N

Summary & Standard

This informative book introduces students to the many types of workers who put together a TV news show. Students will learn about how society depends upon workers with specialized jobs.

Making Connections: Text to World

Students are likely familiar with national network channels. Point out that each national channel has local affiliates in various cities and sections of the country that also focus on the news.

Extend the real-world connection by talking about how the news comes from many specialized workers. Encourage students to think about how each worker contributes.

For more about the local news station of Miami and Fort Lauderdale and its workers, go to www.cbs4.com.

Vocabulary

Content Words: broadcast, communications, computer, edit, interview, record, satellite, schedules, signals, station, supervises

Essential Words: gather, program, traffic

Related Words for Discussion: correspondents, director, editors, meteorologists

Nonfiction Text Features: appendix, boldface words, captions, index

Supportive Features

Text Most pages contain only three sentences of text. Large photographs clearly illustrate the text, and boldface type highlights the names of jobs. An index provides a list of content-related words and corresponding page numbers. An appendix provides additional information.

Content Each page focuses on one subject or job description. The author involves the reader in the news business by asking engaging questions.

Praise students for specific use of "Behaviors to Notice and Support" on page 65 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text The lack of chapter or section titles may be a challenge for some students. In addition, the description of each job is minimal and assumes knowledge that some students may not have.

Vocabulary Specialized words and terms relating to the TV industry may need further clarification. Students may also need prompting and guidance in the pronunciation of certain multisyllabic words.

ESL Bridge

Have students choose pages from the book, then reread them aloud. Students can act out the job (news anchor, TV director, writer, and so on) described on the page that they choose. Encourage them to use language specific to the job, such as *I am a news anchor. I read the news on TV.*

Extend the activity by having students work with partners and conduct interviews of each other. Encourage them to describe, in as much detail as possible, their chosen TV-station jobs. You may want to write a list on the board of jobs and related words that students can refer to.

Comprehension Strategy

Identifying Main Idea and Supporting Details

Tell students that one way to understand nonfiction is to look for the main idea and details. The main idea is what the book is mostly about. The supporting details tell about the main idea.

Have students talk about the main idea of the book, then look for details in the text and in the illustrations that help to state the main idea.

- Read the book title and page 4.
Ask: *What is the main idea of this book?*
- How does the statement *dozens of skilled workers put together live news programs* . . . support the main idea of the book?

For more prompts and ideas for teaching in-the-head strategies, see page 18 of the *Guided Reading Teacher's Guide*.

Phonics and Word-Solving Strategy

Reading Closed and Open Compound Words

Review with students that a compound word is made up of two or more base words. A closed compound word is joined together, as in *background*. An open compound word is made up of two separate words, as in *air time*.

Write *broadcast*, *earth stations*, *elsewhere*, *far-away*, *videotape*, *weather center*, and *sound effects* on the board. Have volunteers divide the compound words into parts. Ask which words are closed and which are open compound words.

Text Features: Appendix

Explain to students that an appendix is a special section containing extra information at the end of a book. An appendix can contain photographs, tables, charts, lists, or notes.

Direct students to pages 30–31. Point out that this section is an appendix. Help students relate the information in the appendix to the appropriate book pages.

Develop Fluency

Model reading aloud from the book to emphasize phrasing and pace. Have students reread specific parts of the book aloud, concentrating on phrasing and pace.

Content Area Conversation

Talk About Newsroom Jobs Discuss the many jobs that are necessary to put together a local news program. Point out how the workers in a newsroom function as a team to get the news on the air.

Develop Specialized Vocabulary Ask students to describe, in their own words, the individual jobs of people in a newsroom. Encourage students to use words such as *director*, *editors*, *reporters*, *correspondents*, and *meteorologists*. Ask:

In what way is a newsroom really a team of workers?

Extending Meaning Through Writing

- Have students make up lists of questions about workers at a TV station. Students can ask about individual jobs and how people work together as a team to put together a news program. Have students trade questions, then answer the questions using the book. **(Expository)**
- Have students write descriptions of two or more television station jobs. Encourage them to explain to friends or family members the importance of these jobs. Remind students that they can revisit the book and the appendix to gather information. **(Expository)**

Other Books

Working at a Museum by Arthur John L'Hommedieu

Working at a Zoo by Bertram T. Knight