

 SCHOLASTIC

**GUIDED  
READING  
PROGRAM**  
**Content Areas**



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

- **Abraham Lincoln: Road to the White House**
- **The Amazing Book of Mammal Records**
- **Growing Crystals**
- **James Monroe**
- **A Million Fish . . . More or Less**
- **Mount St. Helens National Volcanic Monument**
- **Plant Life**
- **Rosa Parks: Freedom Rider**
- **Squanto, Friend of the Pilgrims**
- **Stargazers**

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Item# 136245



# Abraham Lincoln: Road to the White House



by Keith Brandt and  
Joann Early Macken  
text type: Biography  
word count: 250+  
content area: Social Studies  
topic: famous Americans

**Level O**

## Summary & Standard

This biography describes Abraham Lincoln's youth. It explains how he developed oratory skills and a love of reading. Students will understand American history.

## Making Connections: Text to World

Students may have learned about Abraham Lincoln's legacy. They may have studied his adult life and presidency but be unfamiliar with his childhood. Ask: *What do you know about Abraham Lincoln?*

To extend the experience, explain that Lincoln was born in a log cabin and grew up as a pioneer boy. Some of the things young Lincoln does during his childhood may also be familiar. Ask: *What was life like for pioneer children?*

For additional teaching ideas and resources, see <http://teacher.scholastic.com/fieldtrp/socstu/lincoln.htm>.

## Vocabulary

**Content Words:** bushel, ciphering, cord, gorges, gourd, homely, treacherous, trough, wail

**Essential Words:** cabin, fetch, frontier, pioneer, responsibility, wilderness

**Related Words for Discussion:** borrow, debate, dedicated, law, orator, reading, slavery, speech, storytelling

**Nonfiction Text Features:** illustrations, index, table of contents

## Supportive Book Features

**Text** Students will find the story easy to read since most spreads are supported by black and white illustrations that capture the imagination. Chapters are short and chapter titles effectively describe the events in each chapter.

**Content** Many elements of young Abraham Lincoln's life, while different in specifics from students' experiences, will be familiar to students. He attends school, does chores, and explores with friends.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** A few sentences are long or complex. Occasionally, the author includes quotes from characters in the story with unusual language such as "mighty pleased." Help less fluent readers understand these unusual phrases.

**Vocabulary** The story contains many proper nouns that may be challenging for less fluent readers. Remind students that proper nouns begin with capital letters and often name people and places. Support students in sounding out proper names such as *Gollaher* and *Hogdenville*.

## ELL Bridge

Have each ELL student read a few pages with an English-speaking partner. Ask them to note and discuss any words they do not understand. Students may use a dictionary, if necessary, to arrive at understandable definitions. Then ask ELL students to choose five words they noted, say them aloud, and use each in a sentence.

## Developing Comprehension

### Compare/Contrast

Remind students that comparing and contrasting helps them understand information.

- Have students compare and contrast Lincoln's homes and life in Knob Creek and Little Pigeon Creek. Ask them to tell how the places are alike and different. Encourage them to consider schooling, how many people live in the home, and what the furnishings are like.
- Guide students to understand that in Knob Creek, Lincoln lived with his sister Sarah and his parents, while at Little Pigeon Creek, he lived with his father, stepmother, sister, three half-siblings, and his cousin. Lincoln's father made the furniture for Knob Creek, but at Little Pigeon Creek, his stepmother bought new furniture.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Understanding Compound Words

Remind students that a compound word is made up of two smaller words that have been combined. Explain that sometimes compound words are joined by a hyphen.

- On page 18, point out the word *firewood*. Ask students to identify the smaller words that make up the compound word. Invite students to define each smaller word and explain how they relate to the compound word.
- Have students continue with other compound words in the book, such as *ferryboat*, *schoolhouse*, *storyteller*, and *whitewash*.

## Learning About Text Features

### Index

Explain that an index lists important topics and names in the book alphabetically along with page numbers that identify where the information is found. Select names and topics for students to locate in the book using the index. Point out subtopics under "Hanks, Dennis" and explain that people are listed in an index under their last name.

## Developing Fluency

Model reading quotations, such as those on pages 6, 34, and 43, the way you think the characters would say the lines. Then have partners practice reading the lines to each other.

## Learning in the Content Areas

**Talk About Dedication** Discuss Lincoln's personality traits such as being reliable and dedicated. Show students the book cover and review the subtitle, *Road to the White House*. Talk about how Lincoln's largely self-taught style, knack for storytelling, and love of reading benefited him. Remind them that his trips running a flatboat on the Ohio and Mississippi Rivers as a young man also introduced him to the plight of slaves.

**Develop Specialized Vocabulary** Ask students to explain how the skills Abraham Lincoln developed as a child and young adult helped him as he became President. Encourage them to use words such as *borrow*, *debate*, *dedicated*, *law*, *orator*, *reading*, *speech*, *slavery*, and *storytelling*. Ask:

*How did Abraham Lincoln's love of reading and his public speaking skills help him?*

### Extending Meaning Through Writing

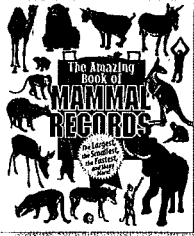
Have students write a paragraph about how reading books and telling stories helped Abraham Lincoln become a great president.  
**(Expository)**

## Connecting to Other Books

*If You Grew Up with Abraham Lincoln* by Ann McGovern

*Abe Lincoln: President for the People* by Yannick Oney

# The Amazing Book of Mammal Records



by Samuel G. Woods  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: mammals

**Level O**

## Summary & Standard

This nonfiction book tells about mammals that hold records for size, speed, and other characteristics or behaviors. Students will learn how animals depend on each other and on their physical environment.

## Making Connections: Text to World

Ask students what it means to set a record. Ask: *Can you name some records animals can set?*

To extend the real-world connection, have students name some animals that they think could set a record, such as are the biggest, fastest, smallest, tallest, and so on.

For additional teaching ideas and resources, see [www.earthlife.net/mammals/welcome.html](http://www.earthlife.net/mammals/welcome.html).

## Vocabulary

**Content Words:** algae, carnivores, echolocation, marsupials, molting, prey, vertebrae

**Essential Words:** endangered, mammal, rodent

**Related Words for Discussion:** backbone, breathe, lungs, warm-blooded

**Nonfiction Text Features:** captions, inset text, photographs, question format

## Supportive Book Features

**Text** The text is organized in a predictable two-page spread. Each heading poses a question, and the text provides an answer. Text print is large and easy to read. Humorous cartoons and realistic photographs bring the text to life.

**Vocabulary** Some unfamiliar vocabulary words are defined in parentheses right after the word. A glossary defines important content words in the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Point out that important information is found in two places—the main text and the notepad feature that accompanies each spread. Alert students to metric measurements that appear in parentheses after English customary measurements.

**Content** You may wish to provide background information about mammals, particularly the less familiar mammals mentioned in the book, such as the capybara.

## ELL Bridge

Write the words *small, large, fast, slow, tall, big, and long* on index cards. Read the words aloud and talk about what they mean. Mix up the cards and place them face-down on a table. Turn over the cards one at a time and ask each student to name a mammal that fits in that category. As an alternative, name an object, such as truck, and have students tell in which category or categories it belongs.

## Developing Comprehension

### Main Idea/Details

Remind students that figuring out the main idea, or the most important point helps readers understand what they are reading. Details support or tell more about the main idea.

- Have students turn to page 4 and find the main idea about blue whales. Then ask students to name details on the page that tell more about that idea. You may want to write their suggestions on the board in a main idea/details graphic organizer.
- Repeat the process using pages 8 and 24.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Reading Words With -ing

Remind students that spelling changes can occur in the original word when *-ing* is added.

Help students understand these changes.

- Have students read page 15 and find verbs that end with *-ing*: *swimming*, *decreasing*. Note that the final *m* in *swimming* is doubled before adding *-ing*. Explain that a one-syllable word that ends in a consonant preceded by a vowel, like *swim*, usually doubles the final consonant before adding *-ing*.
- Point out the spelling change in *decreasing*. The final *e* is dropped before adding *-ing*.
- Have students find more verbs ending with *-ing* and tell which have a spelling change.

## Learning About Text Features

### Inset Text

Explain to students that inset text is boxed to separate it from the main text. Inset text is often included to give information that goes beyond the main text. Point out the notepad feature in the book.

Have students skim some notepads and notice how the information goes beyond the statistical information given in the main text.

## Developing Fluency

Have partners take turns reading about their favorite mammal. Remind students to read expressively and to pay attention to punctuation marks.

## Learning in the Content Areas

**Talk About Mammals** Lead a discussion about mammals. Tell students that mammals are animals that have a backbone and hair or fur to keep them warm. Mammals breathe with lungs, nurse their young with milk, and are warm-blooded, which means their body temperature stays the same no matter what the temperature of the air around them.

**Develop Specialized Vocabulary** Discuss what makes mammals special. Then ask students whether each of the following is a mammal: *frog*, *bird*, *fox*, *ant*, *snake*, and *tiger*. Encourage students to use the words *backbone*, *breathe*, *lungs*, and *warm-blooded* in their answers. Ask:

*What pets can you name that are mammals?*

### Extending Meaning Through Writing

- Tell students to imagine they are what they think is the most amazing mammal in the book. Have students write a paragraph describing details about themselves that make them the most amazing animal. **(Persuasive)**

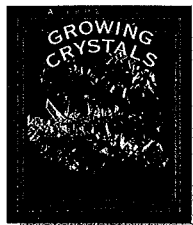
## Connecting to Other Books

*A Whale is Not a Fish: And Other Animal Mix-ups* by Melvin Berger

*The Magic School Bus Explores the World of Animals* by Joanna Cole



# Growing Crystals



by Ann O. Squire  
text type: Informational  
word count: 250+  
content area: Earth Science  
topic: common crystals

**Level 0**

## Summary & Standard

This informational book tells about common crystals such as salt, sugar, and snowflakes as well as exotic crystals such as gems. Students will learn what crystals are and how they are formed.

### Making Connections: Text to World

Point out to students that they all have crystals at home, whether they realize it or not. Mention table salt and sugar. Then ask: *Where else might you have seen crystals?* (Answers may include diamond rings and snowflakes.)

For additional teaching resources, see [www.smithsonianeducation.org/educators/lesson\\_plans/minerals/index.html](http://www.smithsonianeducation.org/educators/lesson_plans/minerals/index.html).

### Vocabulary

**Content Words:** aspirin, carbon, crystallographer, vitamin

**Essential Words:** atoms, crystal, evaporate

**Related Words for Discussion:** lava, volcanoes

**Nonfiction Text Features:** reference section, about the author, photographs, captions

### Supportive Book Features

**Text** Large easy-to-read text invites students to learn about what might seem to be a complex subject. Suggest students refer frequently to the index to help them find where terms are first used and defined. This will help students learn facts and make the content more accessible.

**Vocabulary** Have students turn to pages 46–47 to look at the glossary and index. Suggest that they study glossary words and their definitions before reading the text. Also, have students skim the index to get a feeling for the types of content words they will encounter.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some of the text is technical. Make sure students study the photographs to help make the text easier to understand.

**Content** The book includes scientific experiments. Tell students to get permission before trying the experiments at home. Remind students to follow the directions carefully. Also, they should keep the book nearby to refer to throughout the experiment.

## ELL Bridge

Tell students that they can learn a great deal about this text by studying the photos and captions. Suggest that students look at the photos and read the captions as a way to preview the book. Ask volunteers to tell what they learned about crystals after they've previewed the photos and captions and before they read the text.

## TEACHING OPTIONS

### Developing Comprehension

#### Compare/Contrast

Discuss with students the different forms of crystals and their common features and differences. Ask students to read page 9 and talk about different crystal shapes. Ask them to contrast the shapes of salt and sugar crystals (page 23). Ask what all crystals have in common. (*They are always solid; they all break cleanly along the line where atom bonds are weakest.*)

For more prompts and ideas for teaching in-the-head strategies, see page 20 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Reading Multisyllabic Words

Point out that this book contains several content words that are polysyllabic. Define *polysyllabic* words as words with three or more syllables. Some such words in this book are *crystallographer*, *pyritohedron*, *chandelier*, and *evaporation*. Ask students to use dictionaries to determine where the breaks are between syllables in these words.

### Text Features

#### Reference Section

Remind students that no book, however long, can tell everything about a subject. Have students turn to the reference section, To Find Out More, on page 44. Discuss how the listed recommended books, organizations, and Web sites can provide more information. Also review with students the pros and cons of using Internet information and ways to determine its validity.

### Developing Fluency

Divide the class into pairs and have them work on partner reading. Tell the pairs to select a chapter and read it to each other paragraph by paragraph. Then read it a second time, but switch paragraphs.

### Learning in the Content Areas

**Talk About Crystals** Talk about how crystals are all around us, from simple, common ones such as salt to exotic, expensive ones such as diamonds.

**Develop Specialized Vocabulary** After students have read the book, discuss with them how the speed of cooling prevents crystals from forming in lava from volcanoes. Encourage them to use vocabulary such as *atoms*, *bonds*, *evaporation*, *forces*, *gas*, *liquid*, *six-sided shapes*, and *solid*. Ask:

*Why do crystals form in gemstones such as diamonds and emeralds?*

### Extending Meaning Through Writing

- Students can try to grow their own salt or sugar crystals (or grow one for the group). They can make observational drawings that show the crystals at three points in time (when the experiment began, after one day, and at the end). They can record in writing what actually happened in sequence over time (time line). Have students compare their crystals to the ones in the book (for example, snowflakes). **(Descriptive)**

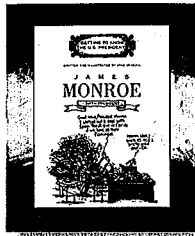
### Connecting to Other Books

*Experiment With Water* by Bryan Murphy

*The Magic School Bus Science Exploration* by Joanna Cole



# Getting to Know the U.S. Presidents: James Monroe



by Mike Venezia  
text type: Biography  
word count: 250+  
content area: Social Studies  
topic: famous Americans

**Level 0**

## Summary & Standard

This biography tells about the life and political career of James Monroe, the fifth president of the United States. Students will learn how Monroe went from student to soldier to president.

### Making Connections: Text to Self

Students will have real-life experiences with leadership. Ask students to share their experiences as leaders at home, at school, or in their community. Ask: *What does it take to be a good leader?*

Extend the real-world connection by telling students that James Monroe, the fifth president of the United States, worked hard and fought for his country. Explain that Monroe became president because people respected him for his hard work and service to his country.

For additional teaching ideas and resources, see [www.whitehouse.gov/history/presidents/](http://www.whitehouse.gov/history/presidents/).

### Vocabulary

**Content Words:** arsenal, compromise, disagreement, Monroe Doctrine, plantation

**Essential Words:** colonists, militia

**Related Words for Discussion:** armed forces, bravery, courage, determination, focus, intelligence, military, soldiers, strength

**Nonfiction Text Features:** captions, illustrations, maps

### Supportive Book Features

**Text** This book uses large print and short paragraphs. Frequent color illustrations support the text. Cartoons make the text fun to read.

**Vocabulary** The illustrations and captions offer readers support for reading and understanding the names of people and places. The conversational tone and context clues help students read words they may not have seen in print.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Students may be confused by a lack of chapters or headings. Help students notice that the text structure is chronological. Point out signal words that show time progression, such as *was born*, *was only seventeen years old*, *after James Monroe became president*, and so on.

**Content** While most students will have some understanding of the Revolutionary War, concepts such as peace treaties, annexations, and the Missouri Compromise may be unfamiliar to students. Provide background information as needed.

## ELL Bridge

Help students build comprehension skills by asking them simple questions as they read. These questions will help keep students focused on the content and structure of the book. For example, ask: *Where and when was James Monroe born? Did he like going to school? Who asked James Monroe to go to France? Why did people like James Monroe?* Invite students to indicate the text that supports their answers.

## TEACHING OPTIONS

### Developing Comprehension

#### Summarizing

Explain to students that summarizing means retelling the most important points of a story in your own words. Since nonfiction books often give lots of information, summarizing can help students clarify important ideas.

- *What important points does the author make about Monroe's childhood?*
- *Why were the colonists unhappy under the rule of King George? How did Monroe's education influence his involvement in Virginia's militia?*
- *What roles did Monroe play in the Revolutionary War and the War of 1812?*
- *Restate briefly, in your own words, how Monroe helped the U.S. gain territory.*
- *Explain the biggest problems Monroe faced as president.*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Reading Plurals

Remind students that an *-s* or *-es* ending added to a noun means "more than one."

- Point out the words *colonists* and *soldiers* on page 11 and the *-s* ending.
- Have students notice that *-es* is added to *taxes* on page 10 because of the *x* ending.
- Explain that sometimes the spelling of a word changes before the ending *-es* is added. Point out that the *y* in *colony* is changed to *i* before *-es* is added to the word *colonies*.

### Learning About Text Features

#### Illustrations

Illustrations support the text and help students know what something looks like. Explain that there are three types of illustrations in this book. Some are authentic drawings, some are humorous cartoons, and some are fine art images.

Have students look at pages 14 and 15. Ask them to compare the two illustrations and explain why both types are included.

### Developing Fluency

Read one sentence at a time and have students repeat it after you. Emphasize proper phrasing, intonation, and pacing.

### Learning in the Content Areas

**Talk About Leaders** Lead a discussion about what it takes to be a leader. Explain that even before becoming president, Monroe spent many years in public service. Although not as brilliant as some of his contemporaries, he was popular and admired for his sensible judgment, honesty, and kindness. Monroe died on July 4th, 1831, the anniversary of the signing of the Declaration of Independence. Coincidentally, Founding Fathers John Adams and Thomas Jefferson also died on the 4th of July. They died in the same year, 1826.

**Develop Specialized Vocabulary** Ask students what qualities enabled James Monroe to be an effective leader and president. Encourage the use of words such as *bravery*, *courage*, *strength*, *focus*, *intelligence*, and *determination*. Ask:

*What do you think were Monroe's greatest contributions?*

### Extending Meaning Through Writing

- Have students write a paragraph explaining what kind of person James Monroe was. Have them incorporate specific examples from his life to back up their description of him. **(Descriptive)**

### Connecting to Other Books

*If You Lived at the Time of the American Revolution* by Kay Moore

*If You Lived in Colonial Times* by Ann McGovern

# A Million Fish . . . More or Less



by Patricia C. McKissack  
text type: Tall Tale  
word count: 250+  
content area: Math  
topic: numbers, mathematical reasoning

**Level O**

## Summary & Standard

This tall tale uses big numbers to tell entertaining stories about people and animals around the Bayou Clapateaux. Students will learn about numbers, number systems, and the role numbers play in the real world.

### Making Connections: Text to Text

Read students some examples of tall tales such as Paul Bunyan and Pecos Bill, or ask them to share what they know about other tall tales. Ask: *What kinds of things are exaggerated in these tales?*

To extend the connection, point out that tall tales are considered an American genre, distinct from fairy tales, which span most cultures.

For additional teaching ideas and resources, see [www.americanfolklore.net/tt.html](http://www.americanfolklore.net/tt.html).

### Vocabulary

**Content Words:** five hundred, half hour, million, one hundred, pounds, yards per second

**Essential Words:** bargaining, toll

**Related Words for Discussion:** funning, million

**Nonfiction Text Features:** illustrations

### Supportive Book Features

**Text** Pages contain a small amount of text. Colorful and imaginative illustrations support the text.

**Content** This is an entertaining story in which numbers are used humorously to exaggerate the story's events. Readers will enjoy the fast-moving narrative style and dialogue.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The dialect of the bayou will be challenging for students who are unfamiliar with the shortened words and irregular use of verbs. Explain the purpose of the single quotation mark ('fore), which indicates missing letters in the word. Read the story once as a class, pausing often to have volunteers put the text in their own words.

**Vocabulary** The story is peppered with rich vocabulary that may be unfamiliar to less fluent readers. Support students in sounding out potentially less familiar words such as *notorious*, *scoffed*, *worrisome*, and *stalking*.

## ELL Bridge

Help students understand the difference between a factual sentence and an exaggerated one. For example, have a volunteer suggest a factual sentence about something that is true, such as *I am hungry*. Write the sentence on the board and add another sentence that enhances the first with an exaggeration, such as *I could eat a horse*. Encourage students to notice the exaggerated language. Continue with sentences such as *I am tired* and *I could sleep for one hundred years*. Encourage students to notice similar exaggerations in the story. Explain that these kinds of exaggerations are a key element of tall tales.

## TEACHING OPTIONS

### Developing Comprehension

#### Recognizing Genre: Tall Tales

Explain that a genre is a type of literature. Knowing the genre can help students better understand story events and how they are connected.

- Point out that this book is a tall tale. Explain that a tall tale may have a hero, or a problem solved in a humorous or unusual way, or exaggerated details.
- Have students tell who the hero is and what details are exaggerated.
- Remind students that tall tales have an oral tradition. In this story, Hugh's father and family friend have taught Hugh how to tell a tall tale.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Using Context Clues

Remind students that they can use surrounding phrases or sentences to figure out an unknown word. Point out that portions of the story are told in a dialect that uses words in irregular ways.

- Point out the use of the words *quaking* and *raised*. Explain that even though the words are used irregularly, it's still possible to figure out the intended meaning from the clues provided in the text and pictures. Have students look for other examples of irregular use of words and tell what the intended meaning of the word is using the clues in surrounding text and illustrations.

### Learning About Text Features

#### Illustrations

Remind students that illustrations give the readers more information than the text alone. Have students find the illustration with Hugh Thomas loading his catch on his wagon. Ask:

*Is the picture realistic? Why would the illustrator draw a load of fish this way? (To show that this is a tall tale)*

### Developing Fluency

Model how to read a section of dialogue with correct expression, phrasing, and intonation. Then have students practice reading the same dialogue with a partner.

### Learning in the Content Areas

**Talk About One Million** Discuss Hugh's claim of catching a million fish in a half hour. Distribute calculators. Walk students through calculating how long it would take to catch a million fish if Hugh caught one fish each second. Begin by calculating the number of fish he could catch in one hour ( $60 \text{ fish} \times 60 \text{ minutes}$ ), then divide 1,000,000 by that number ( $\sim 277$  hours) and divide that by the number of hours in a day. (It would take Hugh  $\sim 11.5$  days to catch a million fish, at the rate of one fish each second.) Point out that in the story Hugh caught all those fish in a half-hour. Encourage students to discuss their results, using the numbers they worked with while calculating.

**Develop Specialized Vocabulary** Have students discuss their favorite part of the story and if any details are exaggerated. Ask:

*How much did the author exaggerate Hugh's ability to catch fish?*

### Extending Meaning Through Writing

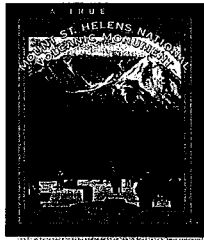
- Have students write a paragraph explaining whether or not Hugh Thomas actually caught one million fish and how they know. **(Expository)**

### Connecting to Other Books

*Let's Find Out About Money* by Kathy Barabas

*The Magic School Bus Gets Programmed* by Joanna Coles and Bruce Degen

# Mount St. Helens National Volcanic Monument



by Sharlene and Ted Nelson  
text type: Informational  
word count: 250+  
content area: Earth Science  
topic: volcanoes

**Level 0**

## Summary & Standard

This nonfiction book describes the eruption and renewal of Mount St. Helens. Students will learn how the surface of the earth is changed by volcanic eruptions.

### Making Connections: Text to World

Have students share what they know about volcanoes. Ask: *Why are volcanoes a concern to scientists?*

Tell students that volcanoes can be found all over the world. In the United States, they are in Hawaii, Alaska, California, Oregon, and Washington.

Predicting an eruption is still an inexact science, but data collected by satellite help scientists determine subtle ground deformation, which would indicate magma buildup.

For additional teaching ideas and resources, see [www.fema.gov/kids/volcano.htm](http://www.fema.gov/kids/volcano.htm).

### Vocabulary

**Content Words:** ash, avalanche, burrows, crater, earthquake, lava, molten, renew, seedlings, survivors

**Essential Words:** erupts, monument, volcano

**Related Words for Discussion:** blizzard, destructive, devastating, earthquake, flood, hurricane, overwhelming, tornado, tsunami

**Nonfiction Text Features:** captions, contents, glossary, index, map, photographs

### Supportive Book Features

**Text** The large print is reader-friendly. Photographs and captions support the text. The details about the eruption are presented in chronological order. Students can use the map on page 4 to visualize the location of the eruption.

**Vocabulary** Key vocabulary is often defined in context. Photographs and captions help explain other concepts. Definitions can also be found in the back of the book in the Important Words section.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Assist students who may need help understanding that the spread about Harry R. Truman on pages 20–21 highlights additional interesting information about the topic.

**Content** Help students visualize the measurements included in the text. For example, on page 8, the author states that the mountain was 9,677 feet high. Point out that that is about the length of three football fields.

## ELL Bridge

To help students better understand the chronology of a volcano's eruption and healing, have them create an illustrated sequence chart. Discuss what happens before, during, and after an eruption and have students list the events in order on their chart. Suggest that students draw a picture to go with each event. Encourage students to use the photographs in the book to guide them. When they are done, ask volunteers to tell the class about their chart.

## TEACHING OPTIONS

### Developing Comprehension

#### Summarizing

Remind students that summarizing means briefly restating key ideas. It is a good way to remember the most important points when you read.

- Chapter 2 explains what happened when the mountain erupted. Have students give a short summary of the information.
- The book describes how colors, bugs and birds, trees, and large animals returned to the mountain. Invite volunteers to summarize the information about each topic.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Recognizing Homophones

Remind students that homophones are words that have the same pronunciation but different spellings and meanings. Context clues often reveal the word's meaning.

- Read aloud the sentence in the middle of page 5 that begins *When a volcano erupts. . .*. Point out that the word *thrown* in the sentence sounds the same as a word we use for a chair on which a king or queen sits. Write *thrown* and *throne* on the board and discuss the different spellings and meanings.
- Ask students to say and define the following words: *deer*, page 19; *two*, page 21; and *blew*, page 28. Ask them to think of a homophone and its meaning for each word.

### Learning About Text Features

#### Maps

Tell students that a map is a drawing that shows the whole or part of an area. Different kinds of maps may show streets, landforms, countries, or continents.

Have students turn to the map on page 4 and discuss the information shown there. Explain that an inset map is a blown-up drawing of a place shown on the main map.

### Developing Fluency

Do an echo reading of a passage of the text. Encourage students to use natural, conversational intonation and expressiveness to enliven the text.

### Learning in the Content Areas

**Talk About Natural Disasters** Lead a discussion about other natural disasters such as blizzards, floods, tornadoes, hurricanes, tsunamis, and earthquakes. Mention that volcanic eruptions can cause earthquakes and tsunamis. Explain that tornadoes, earthquakes, hurricanes, and volcanoes all have intensity scales. The Volcanic Explosivity Index (VEI) uses 12 categories, 0–12, with 0 being non-explosive. The eruption of Mount St. Helens was rated a 5 on the scale, which categorizes it as a very large explosion.

**Develop Specialized Vocabulary** Invite volunteers to tell what could happen if they lived near a volcano and it erupted. Encourage them to include words such as *destructive*, *devastating*, and *overwhelming*. Ask:

*In what ways does the book show the power of nature?*

#### Extending Meaning Through Writing

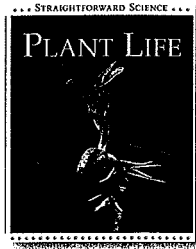
- Have children write a letter to Harry R. Truman convincing him to leave his home on Spirit Lake before the volcano erupts. **(Letter)**

### Connecting to Other Books

*The Chicago Fire* by Howard Gutner

*Day of the Blizzard* by Marietta Moskin

# Plant Life



by Peter Riley  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: plants

**Level O**

## Summary & Standard

This nonfiction book explains and illustrates the parts and systems of plants. Students will learn about the processes in the life cycle of plants.

### Making Connections: Text to World

Ask students to think about what they eat. Ask: *Which foods come from plants?* To extend the real-world connection, invite students to talk about plants they are familiar with—perhaps plants that grow in their family members' or neighbors' gardens. Encourage students to share information about how plants change over time and what they need to grow.

For additional teaching ideas and resources, see [www.urbanext.uiuc.edu/gpe/index.html](http://www.urbanext.uiuc.edu/gpe/index.html).

### Vocabulary

**Content Words:** biennials, carbohydrate, chlorophyll, ephemeral, fertilization, germinates, nucleus, perennials, photosynthesis, pollination

**Essential Words:** annual, cell, dormant, embryo, identical, reproduce

**Related Words for Discussion:** development, dispersing, mature, offspring, process, regeneration, stage

**Nonfiction Text Features:** captions, cross-section diagrams, flow charts, labels

### Supportive Book Features

**Text** Simple, close-up illustrations show details that focus on concepts in the text. Headings and subheadings are capitalized for emphasis about sequential information. Captions and labels, indicated by italicized type, clearly correspond to images.

**Vocabulary** Words are explained as they are introduced. Words and ideas are reinforced in captions, labels, and later sections.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Layout varies. Text columns are inconsistent. Remind students to read from top to bottom, and then left to right.

**Content** Though each plant stage and process is explained clearly, students may need support to understand the link between stages within cycles. Have students reread certain complex sections.

## ELL Bridge

Have students look at the book's pictures, and point to plant parts as you say them and write them on the board. Define plant parts in simple sentences for students to echo. When familiarity is built, model making riddles. Examples: *I see pollen on this stamen. Where is another flower's pollen? These hold plants in place and let them drink water.* Restate students' answers if needed. Encourage students to make riddles of their own.



## TEACHING OPTIONS

### Developing Comprehension

#### Using Picture Details

Discuss how pictures and illustrations can help us understand and remember information in the text and often give additional information.

- Read page 17 with students. Have them look at the pictures. Ask students to identify each piece of fruit and have them point to the fruit's flesh and its seed or seeds.
- Have students look at the picture at the top of page 18. Ask: *What feature of the burdock fruit allows it to travel far from its parent plant, thereby letting new plants sprout in different places?*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Reading Suffixes

Remind students that a suffix adds to the base word's meaning and is a syllable.

- Use these words in sentences and write them on the board: *pollen/pollinate/pollination; germinate/germination*.
- Discuss syllabication and spelling changes—also the change in meaning between nouns and verbs. Explain that the *e* in the noun *pollen* changes to an *i* in *pollinate*, and that the suffix *-ate* adds "do the action of," making it a verb.

### Learning About Text Features

#### Cross-Section Diagrams

Call attention to the cross-section diagram on page 16. After reading each paragraph, point to flower parts you just read about. Discuss how the diagram lets you see inside the flower and how this helps you understand the text. Ask students to find the pollen tube. Ask them why the pollen grains on the stigma are shown twice, once on the plant, and once separately.

### Developing Fluency

Read a passage from the book aloud to model fluent reading. Have students read the same passage from the book chorally.

### Learning in the Content Areas

**Talk About Life Cycles** Discuss a plant's life cycle: seed; seedling; mature plant; flowering; making fruit; dispersing seeds; death. The plant's goal is regeneration, and the plant's offspring repeat the cycle. Discuss germination, photosynthesis, and fertilization. Talk about regeneration from a runner, bulb, or tuber, as opposed to a seed.

**Develop Specialized Vocabulary** Invite students to tell about a stage in a plant's life cycle. Encourage use of words such as *mature*, *offspring*, *process*, and *stage*. Ask:

*Why is it important for a plant to make seeds?*

### Extending Meaning Through Writing

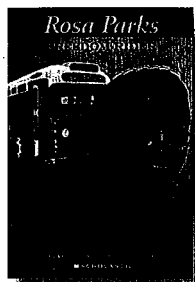
- Have students write a paragraph describing the steps involved in a flower's reproduction. It should include pollination, how a seed is made, how fruit is formed, and how seeds from the fruit become flowers again. **(Expository)**

### Connecting to Other Books

*All About Seeds* by Melvin Berger

*The Magic School Bus Plants Seeds* by Joanna Cole

# Rosa Parks: Freedom Rider



by Keith Brandt and Joanne Mattern  
text type: **Biography**  
word count: **250+**  
content area: **Social Studies**  
topic: **Rosa Parks, civil rights**

**Level O**

## Summary & Standard

This biography tells the story of Rosa Parks, the African-American woman who refused to give up her seat on a bus to a white man in 1955. Students will learn about a catalyst that helped spark the civil rights movement in this country.

### Making Connections: Text to Self

Ask students to think about a time when they felt they were treated unfairly. Encourage them to share their life experiences.

To extend the real-world connection, ask: *Have you ever had to stand up for something you believed in? How did this make you feel?*

For additional teaching ideas and resources, see [www.rosaparks.org/](http://www.rosaparks.org/).

### Vocabulary

**Content Words:** authority, boycott, community, illegal, slavery, violence

**Essential Words:** civil rights, enforce, protest, segregation

**Related Words for Discussion:** dignity, equality, respect, rights, qualities

**Nonfiction Text Features:** predictable format, table of contents

### Supportive Book Features

**Text** The biography is divided into chapters. Sentences are short to medium in length. Illustrations set the historical scene and help students visualize the action.

**Content** The text explains how American society viewed whites and blacks at this time in history. It pulls the reader into the life of Rosa Parks and the events that occurred before and after the civil-rights movement.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Students may be challenged by the large number of names in this book. Point out that the index is a handy place to find specific pages containing information on particular people named in the book.

**Vocabulary** Students may be unfamiliar with the names of organizations such as the National Association for the Advancement of Colored People (NAACP) and the Ku Klux Klan (KKK). You may want to provide background.

## ELL Bridge

Ask students to notice the organization of ideas in the first chapter. Have small groups pantomime the scene described (one student will play the part of Rosa Parks, a second student will be the white man to whom Rosa refuses to give up her seat, a third will be the bus driver, and a fourth will be the police officer). Instruct students to use gestures and facial expressions to show how their character feels about the situation. After the pantomime, lead a discussion about the scene. Then encourage ELLs to describe the scene in their own words.

## Developing Comprehension

### Understanding Genre: Biography

A biography is one type of story. A biography tells a true story about a real person. It gives important facts and details about the person's life and ideas.

- *What important event is Rosa Parks best remembered for?*
- *What was Rosa Parks's childhood like? Who taught her to believe that all people should be equal?*
- *Talk about other important things Rosa accomplished in her later life.*

For more prompts and ideas for teaching in-the-head strategies, see page 20 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Reading Suffixes

Remind students that a suffix is an ending added to a base word or root word that alters the meaning of the word. The suffix *-tion* means "the act of" or "the result of."

- Have students read the following sentence on page 5: *Rosa decided to challenge the bus segregation law.*
- Point out the word *segregation*. Explain to students that the base word is *segregate* (meaning to separate into groups). Then ask them how adding the suffix *-tion* changes the spelling and meaning of the word.

## Text Features

### Predictable Format

Explain to students that this book is written in sections called chapters. Chapters organize a text into a reliable format, making a book easier to read. Explain that chapter titles identify the main topic discussed in each chapter.

Have students read the table of contents. Ask them to talk about how the book is organized.

## Developing Fluency

Reread parts of the book aloud to model correct pronunciation of specialized words. Then have students repeat various sections after you. Listen in as they read, giving assistance as needed.

## Learning in the Content Areas

**Talk About Rights** Lead a discussion about the rights held by all Americans. Explain to students that the laws of the United States provide its people with certain rights. Ask students to discuss some basic rights such as the right to an education, to fair housing, to vote, and to a fair trial.

**Develop Specialized Vocabulary** Ask students to describe the values Rosa Parks learned from her grandfather. Encourage students to use words such as *respect* and *dignity*. Ask:

*What led Rosa Parks to stand up to the bus driver and the police?*

## Extending Meaning Through Writing

- As children complete chapters, have them list Rosa's important decisions in the first column of a three-column grid. The title in column one can say "Rosa's Decisions." Students can list the chapters down the column, with key decisions below; for example, Chapter 1, *Didn't stand up and move to the back*.
- The next column should be titled "What the Decision Meant to Rosa."
- Finally, after finishing the book, students can write sentences or phrases in the third column, titled "What the Decision Meant to the World." They may find that one sentence will summarize the impact of many decisions. **(Graphic Aid)**

## Connecting to Other Books

*Afro-Bets Book of Black Heroes from A to Z* by Wade Hudson and Valerie Wilson Wesley

*If You Lived at the Time of Martin Luther King* by Ellen Levine

# Squanto Friend of the Pilgrims



by Clyde Robert Bulla  
text type: Biography  
word count: 250+  
content area: American History  
topic: Native Americans

**Level O**

## Summary & Standard

This biography tells about the life of Squanto, a Patuxet Indian. Students will learn how Squanto contributed to the success of the early explorers in America.

### Making Connections: Text to Self

Some students may have experienced being new to their community or school. Ask them what it felt like to be in a new place where things were unfamiliar. Ask them to describe their experiences to the class.

To extend the real-world connection, lead a class discussion about what might be scary, exciting, or strange about going to a new land. Ask students if anyone has visited or lived in a place where people spoke another language or had different customs.

For additional teaching ideas and resources, see [www.nativeamericans.com/Squanto.htm](http://www.nativeamericans.com/Squanto.htm).

### Vocabulary

**Content Words:** colony, country, Patuxet, Pilgrim, trade, tribes, Mayflower, New World

**Essential Words:** feast, language, village

**Related Words for Discussion:** cooperation, culture, sacrifice, sharing

**Nonfiction Text Features:** chapters, illustrations, table of contents

### Supportive Book Features

**Text** The simple sentence structure, large print size, and short chapter length support students as they read about people and events from the 1600s. The simple illustrations help students understand the historical time period.

**Vocabulary** The book uses grade-appropriate vocabulary and many high-frequency words.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some students may be challenged by the frequent dialogue in the book. Remind them that speaker tags help identify who is speaking and that a line is indented each time there is a change in the speaker.

**Content** Help students comprehend the hardships and major cultural differences experienced by Squanto in the 1600s. Point out that Squanto's spoken words are not always grammatically correct. Explain that the author does this to show Squanto is learning to speak the English language.

## ELL Bridge

Help students understand character traits by asking them to consider what Squanto said or did in each chapter of the story that tells the reader something about him. Make a word web on the board and write the name *Squanto* in the center oval. Add surrounding ovals to the web. Ask students to skim the first chapter and suggest words or phrases that describe Squanto, such as *excited*, *curious*, and *fearless*, and add the words to the ovals. Continue the process with other chapters.

## Developing Comprehension

### Using Historical Context

Knowing when a story takes place helps a reader understand the circumstances or historical context of the story events. This biography gives information about a Native American who lived during early colonial times in America.

- Ask students to think how the story describes the way of life in Squanto's village. *How did the arrival of white men change native people's lives?*
- *Why was the journey across the ocean so long and difficult during Squanto's lifetime?*
- *What did Squanto learn in London that helped him become a friend to the Pilgrims?*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Understanding Compound Words

Remind students that a compound word is made up of two smaller words that have been combined. Explain that sometimes compound words are joined by a hyphen.

- Write the following compound words from the book on the board: *cornfield, foxtail, fire-stick, something, good-bye, deerskins*. Ask students to identify the smaller words that make up each compound word. Then have students define the words and use them in sentences.
- Challenge students to find more compound words in the book.

## Learning About Text Features

### Table of Contents

Explain that a table of contents is a list of a book's chapter headings and page numbers. Using this feature helps the reader see at a glance how the book is organized.

Have students turn to the table of contents in the book and help them notice how the chapter titles give clues to what the chapters may be about.

## Developing Fluency

Model reading dialogue expressively. Read it as you think the character would say the line. Have students practice reading expressively aloud. Provide support and feedback.

## Learning in the Content Areas

**Talk About Pilgrims** Explain that the Pilgrims set sail in 1620 on the *Mayflower* with about 120 passengers. After a 65-day trip, they sighted land and soon after landed at Plymouth. About half of the Pilgrims died over the first winter. If not for Squanto's help, the Pilgrims may not have survived another winter. He taught them how to tap the maple trees for sap, how to identify poisonous and medicinal plants, and how to rotate their corn crops.

**Develop Specialized Vocabulary** Ask students to describe how Squanto contributed to two cultures: his people's and white people's. Encourage students to use words such as *cooperation, culture, and sharing*. Ask:

*What did Squanto gain from helping the white men? What did he lose?*

### Extending Meaning Through Writing

- Have the students write a letter from Squanto to his family describing his travels with the Englishmen. They should include some of his experiences, how he felt, and how his experiences were different from life at home. **(Letter)**

## Connecting to Other Books

*If You Sailed on the Mayflower in 1620* by Ann McGovern

*Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy* by Kate Waters

# Stargazers



by Gail Gibbons  
text type: Science Nonfiction  
word count: 250+  
content area: Earth and Space Science  
topic: stars

**Level 0**

## Summary & Standard

This nonfiction book gives information about stars and constellations to would-be stargazers and astronomers. Students will learn methods that stargazers use to study and learn about stars in the sky.

### Making Connections: Text to World

Invite students to share what they know about stars and the night sky. Ask: *What can you see in the sky on a clear night?*

Extend the real-world connection by asking students to hypothesize why it is harder to see many nighttime sky objects when you are in the city than in a very rural area. (*The ambient light in cities helps obscure stars.*)

For additional teaching ideas and resources, see [www.starchild.gsfc.nasa.gov](http://www.starchild.gsfc.nasa.gov).

### Vocabulary

**Content Words:** atmosphere, constellation, galaxy, light year, Milky Way, observatory, outer space, reflecting, refracting

**Essential Words:** astronomers, binoculars, stars, telescope

**Related Words for Discussion:** distance, gases, locate, observation, planetarium, star charts

**Nonfiction Text Features:** captions, cross-section diagrams, illustrations, labels, time line

### Supportive Book Features

**Text** The text type is large, and each page contains approximately two to four sentences. Text is reinforced by illustrations, labels, and captions.

**Content** The book arranges ideas logically from simple to more complex. Basic explanations of scientific concepts contribute to a reader-friendly presentation on almost every page.

Praise students for specific use of "Behaviors to Notice and Support" on page 82 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some students may be challenged by the cross-section diagrams of refracting and reflecting telescopes. Help them notice how the labels and explanations describe how the telescopes work.

**Vocabulary** Some students may not make the connection between vocabulary words and captions. Point out that an important word in a caption appears in uppercase letters along with its meaning.

## ELL Bridge

Help students monitor their comprehension by asking them simple questions as they read. After students have read two or three pages, ask them questions that will help keep them focused on the content and structure of the story. For example, *Are most stars close by or far away? When and how can we best see stars?* Invite students to indicate text that supports their answers, including text features such as captions, diagrams, or illustrations.



## Developing Comprehension

### Understanding Cause/Effect

Help students recognize the cause and effect relationships in the book. Remind students that an *effect* is what happens and a *cause* is what makes it happen.

- Have students turn to page 7 of the book and read the main text aloud. Say: *The text tells us that stars twinkle.* Help students identify this statement as an effect, or the result of something. *What causes stars to twinkle? (As starlight travels through the atmosphere, it makes some stars look like they are twinkling.)* Help students identify this as the cause.
- Have students turn to page 8 and follow the same procedure. Be sure they identify the cause as *Earth turns slowly from west to east* and the effect as *the stars move across the sky from east to west during the night.*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Words with Multiple-Meanings

Remind students that some words can have more than one meaning. For example, talk about the multiple meanings of the words *bat* (an animal and a baseball tool) and *watch* (a timepiece and to look at something).

- Discuss the meanings of the words *star* and *light* on the second page of the book. Have students give other meanings for these words. (*Star* can mean an actor, while *light* can mean having little weight.)
- Help students find other examples of multiple-meaning words in the book.

## Learning About Text Features

### Labels

Tell students that labels identify parts of an illustration, diagram, map, or other graphic aid.

Have students find examples of labels in the book. Help them notice the different use of labels in the book. Point out labels that name objects, labels with leader lines, labels that identify close-up views, and labels on a diagram.

## Developing Fluency

Model reading a page such as the one on constellations. Then have the class do a choral reading of that page before repeating the process on the next page.

## Learning in the Content Areas

**Talk About Black Holes** Explain that when a large star has burnt all its fuel, it explodes into a supernova. Material that remains after the explosion collapses into a neutron star. If the collapse cannot be halted, the neutron star shrinks until it becomes a black hole. It is impossible to see a black hole because no light can escape it. However, there is evidence that they exist, including amazing pictures sent back to Earth from the Hubble space telescope.

**Develop Specialized Vocabulary** Have students tell, in their own words, what they have learned about stars, constellations, telescopes, or stargazing. Encourage them to use words such as *distance*, *observation*, and *star charts*. Ask:

*Why is studying the stars important?*

## Extending Meaning Through Writing

- Have students choose one topic from the book that interested them the most and/or that they learned the most about (stars, constellations, stargazers, instruments/tools used for stargazing). Ask students to create a web depicting their learning about this topic. (**Graphic Aid**)
- Then have students use their web to write a descriptive poem about their chosen topic. (**Poem**)

## Connecting to Other Books

*The Magic School Bus Sees Stars* by Joanna Cole

*Voyager: An Adventure Through Space* by John Gustafson