

# GUIDED READING PROGRAM

Fiction Focus

*2nd Edition*



These are the cards that go with Level O of the Guided Reading Program: Fiction Focus, 2nd Edition. There is one card for each book in the level, as follows:

- **Amber Brown Is Green With Envy**
- **Angel Child, Dragon Child**
- **Can You Fly High, Wright Brothers?**
- **Chocolate Fever**
- **Jake Drake, Know-It-All**
- **Lost Treasure of the Emerald Eye**
- **The Patchwork Quilt**
- **Pinduli**
- **Shark Lady: True Adventures of Eugenie Clark**
- **The Talented Clementine**

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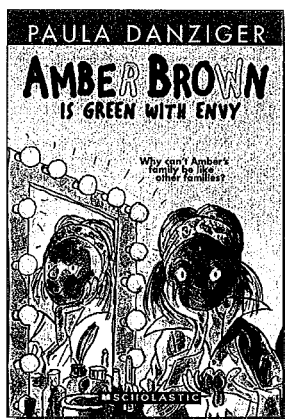
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# Amber Brown Is Green With Envy



## Summary & Standard

Amber Brown is angry. She has nearly adjusted to shared custody when her mom and stepfather, Max, decide to move without even hearing how Amber feels about it. Students will accurately identify the theme or author's message in a grade-level-appropriate text.

**Author:** Paula Danziger

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** dealing with family problems

## Making Connections: Text to Text

Many students will be familiar with Danziger's popular Amber Brown series. Explain that this book is one of a series about a girl who deals with family issues that many students can relate to. Ask students what other series they have read. Explain that readers will often read about the same character in all the books in a series.

Extend the author connection by telling students that Danziger was once a junior high school teacher who dreamt of writing books. Mention that her books often focus on families.

For additional information about the author, see <http://www.edupaperback.org/showauth2.cfm?authid=25>.

## Vocabulary

**Essential Words:** affects, behavior, divorce, envy, furious, guilty, jealous, normal

**Related Words for Discussion:** attitude, compromise, convince, discussion, opinion

## Genre

**Realistic Fiction** Remind students that realistic fiction is a made-up story that features characters who are like real people and situations that could really happen.

## Supportive Book Features

**Text** The text is divided into chapters, paragraphs are short, and there is a lot of dialogue, which will make the book easy to read in short segments.

**Vocabulary** The settings and most concepts will be familiar, so students should be able to use context to determine the meaning of unfamiliar words. Have them use syllabication rules to pronounce words such as *moisturizer* and *responsibility*.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The frequent use of ellipses to show pauses and breaks in thoughts or speech may be confusing. Read aloud examples to demonstrate how the marks are used. Then, have students read aloud together.

**Content** The topics of divorce and shared custody may be difficult for students who have direct experience in these matters. Be sensitive to this and give students a chance to talk about their experiences if they bring them up.

## ELL Bridge

Help students use context to understand humorous slang words in the text, such as *pinkies* (page 8), *sucker* (page 13), *gross* (page 15), *doofusbrain* (page 18), and *yuck* (page 150). Start with synonyms and examples not in the book. Discuss the words' meanings and check students' comprehension by having them make up their own sentences.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Remind students why Amber was angry. Ask: *How was Amber's problem resolved? What did she think about her family? What did she learn about families in general?*

#### Thinking Beyond the Text

Talk with students about the different kinds of families portrayed in the book. Ask them what other books they have read that involve families like Amber's, Kelly's, or Polly's. Ask: *What do you think most families are like? Are all families the same? In what ways are families different? What does Amber discover about her family?*

#### Thinking About the Text

Have students discuss the purpose of the letters Amber writes. Talk about how these letters contribute to the plot of the story.

### Understanding Character

Explain to students that, by the end of a story, characters may change and learn important lessons. Ask students what they think Amber, her mother, and her father have learned and how they have changed. Ask:

- *What did Amber and her mother learn about each other in their conversation in Chapter Ten?*
- *What did Amber's father have to admit by the end of the story? Why was Amber willing to give him one more chance?*
- *What did Amber mean when she said she had learned that she had choices?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Reading Homophones

Remind students that homophones are words that sound the same but have different meanings, such as *pear*, *pare*, and *pair*. Explain that students can use context and spelling to determine the meaning of a homophone.

- Have students find the homophones *cereal* and *serial* on page 87. Discuss how the writer used these words to make a joke.
- Write the following words and have students find a homophone for each on the page indicated: page 9: *cents* (*sense*); page 34: *knight*, *fourth* (*night*, *forth*); page 44: *fare* (*fair*); page 118: *male* (*mail*).

### Developing Fluency

Model fluent reading of a section of the book that has interesting dialogue. Then have students echo-read after you, paying attention to proper phrasing and expression.

### Oral Language/Conversation

**Talk About Communication** Talk to students about how important it was for Amber to tell her parents how she felt and to listen to what they said. Discuss how families and friends need to hear everyone's opinion and often have to compromise to resolve their problems.

### Extending Meaning Through Writing

- Review Amber's and Kelly's letters. Have students write a thank-you letter to a friend. Remind students that letters to friends are informal. **(Descriptive)**
- Have students explain how to be a good friend—or how to communicate with a friend or family member—when there is a problem. **(Expository)**

### Other Books

*Amber Brown Is Feeling Blue* by Paula Danziger  
*Amber Brown Is Not a Crayon* by Paula Danziger

# Angel Child, Dragon Child



## Summary & Standard

Ut is a girl from Vietnam whose mother had to stay behind. Ut has trouble adjusting at school and is picked on by a boy, but eventually the two become friends. Students will read to better understand the various cultures of the United States and the world.

**Author:** Michele Maria Surat

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** accepting diversity

## Making Connections: Text to Self

Students may have personal experience with being in a new school or having a new student in their class. Work with students to create a list of things the class can do to welcome new students and make them feel comfortable.

Extend the connection by telling students that this book is about Ut, a Vietnamese girl who is new to a school in the United States. Tell students that an unlikely classmate helps Ut feel welcome in the classroom.

For additional teaching ideas and resources about Asian Americans such as Ut's family, see [http://www.educationworld.com/a\\_lesson/lesson/lesson340.shtml](http://www.educationworld.com/a_lesson/lesson/lesson340.shtml).

## Vocabulary

**Essential Words:** chant, sniffle, trilled, twittered

**Related Words for Discussion:** glum, isolated, miserable, yearn

## Genre

**Realistic Fiction** Remind students that realistic fiction is a made-up story that features characters who are like real people and situations that could really happen.

## Supportive Book Features

**Text** The story is written in chronological order, which students should be familiar with. An afterword gives background information about Vietnam and Vietnamese names.

**Vocabulary** Vietnamese names and words such as *chao buoi sang* and *ao dai* are used throughout the story. Point out that footnotes at the bottom of the page show how to pronounce these terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Point out that Vietnamese words are in italic type, but Vietnamese names are not. Students must recognize when they are reading a name and look for its pronunciation at the bottom of the page. They must also remember how to say each name when it reappears later.

**Content** The story is told from the point of view of a Vietnamese girl who describes things using specialized terms (e.g., *clock needles*, *snowrock*). Tell students that they can use context clues and the illustrations to help them figure out the meanings of these terms.

## ELL Bridge

Help students practice articulating ideas by having partners take turns describing the book illustrations to each other. For each picture have them answer questions such as: *Who is in the picture? What is happening? Why is it happening?* Remind students to use descriptive adjectives and action verbs in their descriptions.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss what an *angel child* is and what a *dragon child* is. Ask them to explain how Ut could be both, and have them cite examples from the story.

#### Thinking Beyond the Text

Ask students to explain why they think Raymond acted as he did toward Ut at the beginning of the story. Do they know of children who have acted in this way? Ask how Ut felt about her mother remaining in Vietnam and how her feelings affected her behavior. Would they act in the same way?

#### Thinking About the Text

Have students list specific words the writer uses to describe sights and especially sounds (*jangled, twittered, screeched, trilled*). Discuss how this language helps make the story come alive for readers and easier to visualize.

### Understanding Plot

Help students understand the basic plot of the story by having them identify the problems Ut faces, the events leading up to the resolution of each problem, and how each problem is resolved.

Begin by asking: *What problem does Ut face at her new school? What problem does Ut have regarding her mother?*

Then have students summarize the main events in the story and discuss how the events led to the resolution of Ut's problems.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Difficult Words

Remind students that they can use various strategies when they come across a long, difficult word: break the word into syllables or look for word parts, try different vowel sounds they have learned, and look for context clues if they still do not understand the word.

- Ask students to read the last sentence on page 18. Guide them to the word *squeeged*. (skweé jeed) Ask how they would read the word and understand what it means.
- Repeat with *imperial* on page 27.

### Developing Fluency

Have small groups of students choose a portion of the story, assign roles, and read their characters' words, using appropriate expression. Suggest they reread the passage several times until they read with ease.

### Oral Language/Conversation

**Talk About Missing Someone** Remind students that Ut kept a picture of her mother with her at school. Ask students to think about a time when they were away from someone who is close to them. Discuss how they felt and what they did to make themselves feel better.

### Extending Meaning Through Writing

- Have students suppose they are new at their school. Ask them to write letters describing some of the things they see in their new school. **(Descriptive)**
- Have students write a "Welcome, Newcomer" list for a new student, with hints that explain classroom rules, schedules, and activities. **(Expository)**

### Other Books

*Claudia and the New Girl* (Baby-Sitters Club)  
by Ann M. Martin

*Sara Crewe* by Frances Hodgson Burnett

# Can You Fly High, Wright Brothers?



## Summary & Standard

This nonfiction book tells about the events in the Wright brothers' lives that lead them to invent the airplane, and how the airplane has since changed. Students will read literature from and about other historical periods and perspectives.

**Authors:** Melvin and Gilda Berger

**Word Count:** 250+

**Genre:** Biography

**Theme/Idea:** pursuing ideas

## Making Connections: Text to World

Students will have prior knowledge about airplanes. Discuss what students know about this mode of transportation.

Extend the real-world connection by talking about travel in the 1800s. Explain that the main methods of transportation for long journeys were ships and trains, which took a lot of time. Tell students that the Wright brothers revolutionized travel—although their first plane flew only 120 feet, they continued working so that planes could fly farther and faster. Compare and contrast travel then with travel today.

For additional teaching ideas and resources, see <http://www.wright-brothers.org>.

## Vocabulary

**Essential Words:** business, curious, dune, glider, pressure, propeller, soaring

**Related Words for Discussion:** create, discover, impact, invention, product

## Genre

**Biography** Remind students that a biography tells the important details of the life of a real person (or, as here, the lives of more than one).

## Supportive Book Features

**Text** The text is organized in chronological order, answering each question posed in the table of contents. A time line, index, and photographs from the time provide students with additional support.

**Content** Students should be familiar with different types of airplanes. The experiments included will provide an introduction to basic properties of aerodynamics.

Praise students for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** The book contains many captions, which may distract some readers from the flow of the text. Suggest that students read the main text first, and then read the captions for additional information and support.

**Vocabulary** Students may not be familiar with some terms used in the printing and aviation fields or some names of towns and inventors. Have students use the index to find and review these words in context.

## ELL Bridge

Help students understand the scientific concepts involved in flight by doing with them the simple experiments in the book. Beforehand, collect the materials needed for each experiment. Label as needed. Read the steps aloud and have a volunteer demonstrate them. Discuss what happened. Read the rest of the page aloud to explain why. Then invite students to use their own words to describe the experiment and its outcome.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss what they learned about the Wright brothers and summarize why the two became involved in each of their businesses.

#### Thinking Beyond the Text

Ask students to explain why they think the Wright brothers were able to be successful in their businesses. Ask: *What personality traits did the Wright brothers possess that helped them succeed? What would have happened if they had given up after their first attempt to fly the glider?* Guide students to understand that sticking with an idea, trying different ways to make it work, and improving it will help an idea succeed.

#### Thinking About the Text

Have students notice and point to specific examples of how the writer uses language and biographical details to make the Wright brothers come alive for readers.

### Understanding Sequence

Remind students that keeping track of the sequence, or the order in which things happen, is an important skill for readers. Signal words such as *first*, *next*, *then*, and *later* help readers understand the order of events.

- The chapter titles provide clues about the sequence of events. Ask: *What signal words give the readers help in finding out what happened after the Wright brothers built a giant kite? (after that)*
- Have students describe how the time line at the back of the book shows the sequence of events in the Wright brothers' lives.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Words With Suffixes

Remind students that suffixes are word endings that have been added to a base or root word to form a new word. Knowing the meanings of the suffix and the base word can help them determine the meaning of the new word. Review with students that *-ing* describes an action that is taking place, *-ly* describes in what manner it is taking place, and *-ed* tells that it has already happened.

- Ask students to turn to page 7 and find the words *reading*, *slowly*, and *helped*. Have them identify the base word and suffix for each and tell what each word means. (*read, -ing; slow, -ly; help, -ed*)
- Have students find other words with suffixes and discuss their meanings.

### Developing Fluency

Have students reread a favorite chapter aloud to a partner. Suggest that they reread it several times until they read with ease.

### Oral Language/Conversation

**Talk About Inventions** Lead a discussion about inventions and their influence on society. Ask students what life would be like if no one had invented the car, the refrigerator, or even the wheel.

### Extending Meaning Through Writing

- Have students write a paragraph describing an idea for a new invention. (**Expository**)
- Have students make a word web about the Wright brothers. (**Graphic Aid**)

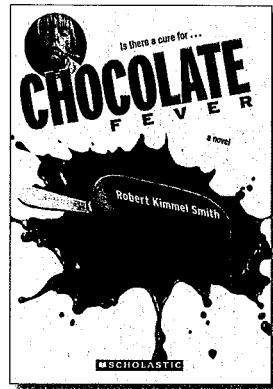
### Other Books

*The Story of Alexander Graham Bell: Inventor of the Telephone* by Margaret Davidson

*What's the Big Idea, Ben Franklin?* by Jean Fritz



# Chocolate Fever



## Summary & Standard

Henry Green is crazy about chocolate! When Chocolate Fever strikes, he runs away from home and even helps capture some thieves. Students will identify the theme or author's message.

**Author:** Robert Kimmel Smith  
**Genre:** Fiction

**Word Count:** 250+  
**Theme/Idea:** all things in moderation

## Making Connections: Text to Self

Most students love chocolate. Discuss with them what they know about chocolate. Ask: *How many different ways have you had chocolate? Do you know where chocolate comes from? Did you know that chocolate is not sweet in its natural form?*

Extend the connection by talking about why many people are so fond of chocolate, like the boy in the book who gets Chocolate Fever. Ask: *Do you think it would be a good idea to eat chocolate for breakfast, lunch, and dinner?*

For additional teaching ideas and resources, see <http://www.candyusa.org/Chocolate/default.asp>.

## Vocabulary

**Essential Words:** cured, delicate, freak, infirm, miserable, observe, phenomenon, rash, unique

**Related Words for Discussion:** predicament, relieved, rescue, survive

## Genre

**Fiction** Remind students that fiction is a made-up story with characters who often have a problem to solve.

## Supportive Book Features

**Text** The text is organized in chapters with titles, which are listed in the table of contents. The titles give some idea of what each chapter is about. Questions at the end of the book provide a springboard for discussion.

**Vocabulary** Some words may be unfamiliar to students. Point out that context clues may help them understand a word. For example, on page 52, the word *bluffing* is explored in the paragraph following its first use.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Speakers are not always identified. If students have trouble keeping track of who is speaking, point out that speakers usually take turns. Have them note the first speaker in the dialogue, then say the name of the next probable speaker and decide whether this makes sense.

**Content** As it follows Henry, the story frequently changes setting, which may be confusing to some readers. Have students note where Henry is in each chapter and why he has moved to a new place.

## ELL Bridge

Have students list their favorite foods and think of ways to describe how they look and taste. Provide sentence stems for students to talk about the foods: *My favorite thing to eat for dinner is.... It tastes/looks....* Ask students to describe how they would feel if they ate too much of their favorite foods.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss why Henry decided to run away after breaking out in brown spots. Ask them to summarize Henry's thoughts in Chapter 6 while he was in the hospital and after he left.

#### Thinking Beyond the Text

Discuss with students how Henry gets Chocolate Fever. Then ask whether Henry understands that eating too much chocolate is what caused his illness. Ask: *What does Henry learn by the end of the story? How might this affect how he acts in the future?*

#### Thinking About the Text

Point out that the book includes a lot of dialogue. Ask students how the author makes the dialogue sound like real people talking. Point out that the writer uses dashes and ellipses, or three dots, to show pauses and interruptions in words that are spoken.

### Identifying Problem/Solution

Help students identify the major problem that the main character faced, his first attempt to solve it, the additional problems he faced as a result, and how the problem was eventually solved.

- When Henry breaks out with Chocolate Fever, his first attempt to solve the problem is to run away until the rash goes away. What new problems does he face as a result?
- How did Mac and Sugar Cane help Henry solve his problems?

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Suffixes *-less*, *-ness*

Review with students that the suffix *-less* means "without" and the suffix *-ness* means "a state of being." Point out that when a suffix is added to a word ending in *y*, the *y* is changed to *i*.

- Have students turn to page 29 and find a word with *-less*. (*spotless*) Ask them to read the sentence and define the word. ("without spots") Repeat with *blackness* on page 56. ("a state of being black")
- Ask students to find other examples of words with *-less* or *-ness* and define them. Examples include *hopeless* (page 46) and *happiness* (page 87).

### Developing Fluency

Encourage small groups to select an exciting or humorous passage and take turns reading it aloud. Remind students to use punctuation to help them read with correct phrasing.

### Oral Language/Conversation

**Talk About Rescues** Define *predicament* as a "bad situation." Discuss Henry's predicament. Talk about predicaments of characters in other books (or movies) and their outcomes.

### Extending Meaning Through Writing

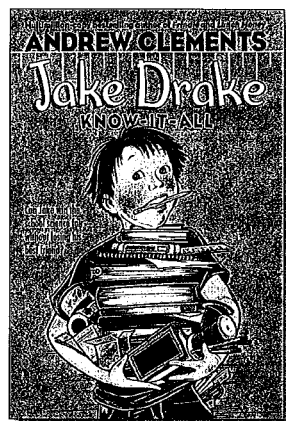
- Ask students to write a few paragraphs telling what might happen if Henry eats too much cinnamon. (**Narrative**)
- Have students list facts they would include in a radio or television broadcast about Henry Green, the boy missing from the hospital. Then have them write the announcement. (**Expository**)

### Other Books

*The Case of the Chocolate Fingerprints*  
(Clue Jr.) by Parker C. Hinter

*You Can't Eat Your Chicken Pox*, Amber Brown  
by Paula Danziger

# Jake Drake, Know-It-All



## Summary & Standard

Jake enters a school science fair to win the newest high-speed computer. Instead of working with his best friend, Jake ends up working alone, which he finds to be much less fun. Students will comprehend basic plots of a variety of fiction genres.

**Author:** Andrew Clements

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** working toward a goal

## Making Connections: Text to World

Students may be familiar with school fairs. Discuss the purpose of these events and whom and what they involve. Extend the connection by talking about a recent school function, such as a fair or fund-raiser. Ask students how they prepared for the event. Did they work alone or with someone else? Were they willing to listen to others' ideas? Explain that, like some of the characters in this book, a person can know a lot without being a know-it-all.

For additional teaching ideas and resources, see <http://www.kidscorner.org/html/sciencefair.php>.

## Vocabulary

**Essential Words:** computer, conclusion, hypothesis, method, partner, project, result, science

**Related Words for Discussion:** discovery, electromagnet, experiment, observation

## Genre

**Realistic Fiction** Remind students that realistic fiction is a made-up story that features characters who are like real people and situations that could really happen.

## Supportive Book Features

**Text** The text has large type and the lines are spaced widely apart, so the story is easy to read. Chapter titles provide clues about what will happen next. Pictures show readers what the characters look like.

**Content** Some students may be familiar with competition or may know people who are like the characters in the story. The real-life scenarios make this book easy to understand. Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Readers may not know why some words are italicized. Point out that the use of italics often indicates a word that should be emphasized. Find an example sentence and model how to read it.

**Vocabulary** Students may be unfamiliar with vocabulary used in the scientific method. Read aloud pages 36 and 37 and list the steps on the board. Then reread the italicized words (e.g., *observation*, *question*, *hypothesis*, and so on) and have students tell the meaning of each.

## ELL Bridge

Help students get to know the characters. Make a word web on the board and write *Jake* in the middle oval. Ask students to name words or phrases that describe Jake. Discuss the meaning of the words and write them in the surrounding ovals. Have students give an example from the story that tells why they chose each word. Repeat the routine for other characters.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss what they learned about the obstacles Jake faced in trying to set up his science project (e.g., the other students, materials) and what his solution was for each obstacle.

#### Thinking Beyond the Text

Have students explain the difference between someone who is a know-it-all and someone who knows a lot. Ask: *Why would people act as if they know it all? Does it help them to succeed?* Remind students that people have different personalities, and because of this, we may not understand everything others do or say.

#### Thinking About the Text

Ask students to point out examples of scientific language and facts in the book, and how realistic fiction can help us learn about the real world.

### Understanding Story Structure

Explain to students that most stories have a basic structure. The beginning introduces the setting and characters. The middle presents a problem and is followed by several attempts at a solution. The end tells how the problem is resolved.

- Ask students to name a problem in the story and describe its solution.
- Together with students, create a story map showing the setting, characters, problem, action(s), and outcome.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Reading Words With *-ing*

Explain to students that *-ing* tells the reader that the action is happening now, or at the moment being described. Point out that sometimes the last letter of the base word is doubled or taken away when adding *-ing*.

- Have volunteers find sentences on page 28 that contain words ending in *-ing* and read them aloud. Ask students to identify each *-ing* word and its base word.
- Students may choose the word *something* because of the *-ing* ending. Explain why this word would not be included.

### Developing Fluency

Model reading page 35, stressing appropriate pauses, intonation, and emphasis. Then have each student or volunteers take turns reading a paragraph aloud. Provide immediate feedback.

### Oral Language/Conversation

**Talk About Experiments** Lead a discussion about how experiments are used to help remedy world problems. Mention that scientists test different plants and chemicals to help discover new medicines, and that tests are conducted to discover new sources of energy. Discuss other areas in which experiments can be used.

### Extending Meaning Through Writing

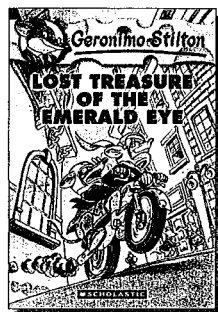
- Have students list the items Jake and Willie used in their project. Remind them to add the amount used of each. **(List)**
- Have students write a paragraph describing how they worked alone or with others to prepare a project. Tell students to include the materials they used and the steps they followed. **(Descriptive)**

### Other Books

*Good Grief . . . Third Grade* by Colleen O'Shaughnessy McKenna

*Rent a Third Grader* by B.B. Hiller

# Lost Treasure of the Emerald Eye (Geronimo Stilton)



## Summary & Standard

This fantasy follows the mouse Geronimo Stilton and members of his family on an adventure from Mouse City as they search for treasure on a remote island. Students will distinguish fantasy from reality.

**Author:** Geronimo Stilton

**Genre:** Fantasy

**Word Count:** 250+

**Theme/Idea:** working together

## Making Connections: Text to Text

Students may have prior knowledge of books in the Geronimo Stilton series, or they will have prior knowledge of fantasy stories. Discuss what students know about this narrator and about the genre.

Extend the connection to other texts by inviting students to describe other fantasy tales that involve animals that behave like people. Ask: *What do these kinds of stories have in common? Is it easy to identify with the animals in these stories? In what ways?*

For additional teaching ideas and resources, see <http://www.scholastic.com/titles/geronimostilton>.

## Vocabulary

**Essential Words:** annoying, clenched, frail, respectable, ridiculous, survival, suspicious

**Related Words for Discussion:** comedy, fantasy, humor, suspense

## Genre

**Fantasy** Remind students that a fantasy is a made-up story that has characters and settings that could not exist in the real world.

## Supportive Book Features

**Text** Chapter heads give a preview of the content of each chapter. Detailed maps and illustrations help students follow the story. An About the Author page gives students information about previous adventures of the fictional author, Geronimo Stilton.

**Content** The conversational tone of the book helps students understand the humor of this story. Students may be familiar with stories of hidden treasures and will be encouraged to read to find out what the Emerald Eye is.

Praise students for specific use of “Behaviors to Notice and Support” on page 94 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Throughout the text, type fonts, sizes, and colors change drastically to add emphasis to certain words, phrases, and sentences. Suggest that students examine each change and consider the meaning of the word to figure out what the change is intended to emphasize.

**Vocabulary** Some clever terms, such as *whisker-curlers* (page 16) and *Christopher Columouse* (page 18), may confuse students. Encourage students to relate each word or term to mice or to something familiar to figure out its meaning.

## ELL Bridge

Use passages from the book to help students practice reading alliterative phrases. For example, have them read aloud the phrase *Chewy cheese bits* on page 15, or *Crunchy cheese chunks* on page 60. Point out that repeated sounds are often used to enhance the humor of the story. Model and then have students take turns reading an alliterative phrase with a humorous tone of voice.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Remind students that the sequence of events is the order in which things happen in a story. Have students discuss the sequence of events in the adventure the four mice had.

#### Thinking Beyond the Text

Have students discuss how Geronimo is like a human character. Ask: *In what ways does Geronimo react to situations as a human would? How is this different from how a real mouse would behave? How is Geronimo like characters in other stories you have read?*

#### Thinking About the Text

Have students notice and point to specific examples of how the writer shows the personalities of the characters. Point out the dialogue on page 33 and how Trap uses the phrase, *Hey, no problemo, my little cousin!* Ask students to find other examples.

### Understanding Chapters

Point out that this book has clear chapters, each with its own heading and main idea. Model for students how the chapter structure of the book can help them understand the characters and story pattern.

- Have students turn to page 34, then to page 41. Ask: *What is the same about these pages?* Discuss with students why each chapter ends in exactly the same way.
- Have students compare the action in the two chapters. Ask: *Why is Geronimo angry with Trap? How do the chapters build on one another?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Words With Multiple Meanings

Remind students that many words have more than one meaning. To find out what the word means, readers should decide from context which meaning is intended.

- Ask students to turn to page 7 and find the word *trip*. Have them decide whether in this case *trip* means “to stumble” or “a journey.” (a journey)
- For each of the following words, have students suggest possible meanings and then use the context to show the correct meaning: *order* (page 7), *right* (page 25), *ship* (page 25), and *trunk* (page 28).

### Developing Fluency

Model reading page 2, emphasizing punctuation and pace. Then have students choral-read the page with you.

### Oral Language/Conversation

**Talk About Comedy** Lead a discussion about what makes a piece of writing funny. Point out that many of the scenes in the book are written to be comic. Ask: *Does everyone have the same sense of humor?* Have students offer up their opinions of what makes something funny.

### Extending Meaning Through Writing

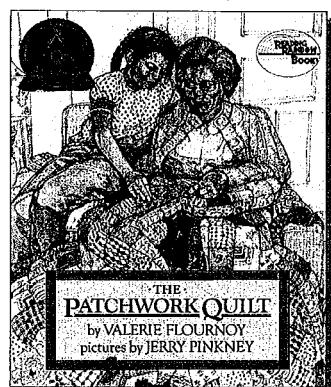
- Encourage students to choose a scene from the book and write it as a diary entry from one of the characters. **(Narrative)**
- Have students write a letter to the author suggesting another adventure they would like to see Geronimo Stilton have. **(Letter)**

### Other Books

*Gooseberry Park* by Cynthia Rylant

*Berlioz the Bear* by Jan Brett

# The Patchwork Quilt



## Summary & Standard

In this book, Tanya discovers that a family's story can be told in a quilt stitched together from fabric scraps. Students will relate prior knowledge to what they read and use it to aid comprehension.

**Author:** Valerie Flournoy  
**Genre:** Realistic Fiction

**Word Count:** 250+  
**Theme/Idea:** a masterpiece of memories

## Making Connections: Text to Self

Students may have knowledge about quilts from a family quilt or one of their own. Discuss with students what they know about quilts.

Extend the personal connection by explaining that patchwork quilts are practical because they often use scraps from worn-out clothing. Quilters may also express ideas, honor a special event, or create a family record. In this story, the entire family is drawn into the making of a quilt. *Ask: Have you and your family ever worked on a project together? What was it?*

For additional teaching ideas and resources, see <http://www.madison.k12.wi.us/tnl/detectives/kids/KIDS-000328.html>.

## Vocabulary

**Essential Words:** examined, fabric, masterpiece, material, patches, plaid, stitches, textures

**Related Words for Discussion:** memories, preserve, respect, specialties, traditions

## Genre

**Realistic Fiction** Remind students that realistic fiction is a made-up story that features characters who are like real people and situations that could really happen.

## Supportive Book Features

**Text** Each page or spread of text relates one event or conversation and is supported with a full-page illustration.

**Content** Most students will identify with the situations in the story. The family relationships are clearly depicted.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The book is one extended narrative without chapter breaks or page numbers. Sometimes a lapse of time occurs between pages. Students will need to be able to sustain their reading to complete the story in one sitting.

**Vocabulary** Grandma "speaks" in a dialect that might be difficult for some students to interpret as they read independently. It may be easier for students to understand what is said if they hear the dialogue read aloud.

## ELL Bridge

Help students understand some of the terms and actions in the book by using realia and gestures. Use a needle and thread and a cloth square to demonstrate how Grandma *hunched* over and made *tiny stitches* around the *patch* of fabric. Demonstrate how Grandma and Mama would have rubbed a piece of fabric between their fingers. Explain that each kind of fabric would have a different *texture*. If possible, bring in samples of different fabrics for students to feel.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Discuss with students why making the patchwork quilt was so important to Grandma. Review what Grandma said about the quilt on pages 10 and 11. Discuss why the quilt was almost not completed.

(Note: Because the book pages are not numbered, page numbers have been assigned. Page 3 begins with: *Tanya sat restlessly...*)

#### Thinking Beyond the Text

Ask students to think about what Tanya and her family were like at the beginning of the story and how they had changed by the end. Talk about Tanya's role in bringing the family together with the quilt. Have them identify where in the story this began to happen. (page 14)

#### Thinking About the Text

Point out to students how the writer uses language in dialogue to make each character a distinct individual. Have students compare how Papa and Mama speak to the language Tanya and Grandma use when they speak.

### Understanding Character

With students, list the major characters in *The Patchwork Quilt*: Tanya, Grandma, Mama. Explain that readers can learn about characters through what they say, do, and feel and from what others say about them.

Read aloud page 6. Ask: *What do the characters' words tell you about Tanya, Mama, and Grandma?*

Read aloud page 22. Ask: *What do Tanya's actions tell you about her? How does she affect the rest of the family by her actions?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Diphthongs *ou, ow*

Remind students that the letter pairs *ou* and *ow* can both have the sound /ou/.

- Have students turn to page 3 and find the words *outside* and *counter*, page 6 to find the word *now*, and page 13 to find the word *down*. Have students read the words and name the letters that stand for the vowel sound.
- Explain that *ow* can also stand for the long *o* sound. Have students find and read *window* on page 3 and *flowing* on page 11.

### Developing Fluency

Model for students how to read dialogue in the story. Then have students read selected passages with partners, taking the roles of different characters.

### Oral Language/Conversation

**Talk About Preserving Memories** Discuss with students different ways families can preserve or keep memories. These include photo albums, videos, journals, and items passed down through generations, such as quilts. Point out that traditions such as holidays are also ways to pass on memories.

### Extending Meaning Through Writing

- Invite students to write a letter to Tanya to tell her how important she was in getting the patchwork quilt finished. (**Expository**)
- Have students write a description of a piece of clothing they would want to be used for a patch in a family quilt. Encourage students to tell why the clothing is important to them. (**Descriptive**)

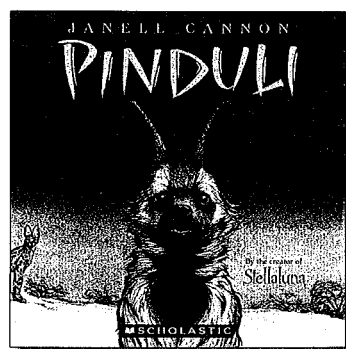
### Other Books

*Chicken Sunday* by Patricia Polacco

*The Hundred Dresses* by Eleanor Estes



# Pinduli



## Summary & Standard

This tale tells about a young hyena's self-doubt, brought about by other animals. The hyena gets back at the other animals by tricking them into finding food for her and Mama Hyena. Students will identify the theme or author's message in the text.

**Author:** Janell Cannon

**Word Count:** 250+

**Genre:** Trickster Tale

**Theme/Idea:** overcoming challenges

## Making Connections: Text to Text

Students should have prior knowledge about other tales in which one character tries to "trick" another character (e.g., the Anansi tales). Invite students to name some of these tales.

Extend the connection by talking about the characters in trickster tales. Point out that in these stories, animals speak and act like humans. Because tricksters are very clever, they often can outwit bigger and stronger animals.

For additional teaching ideas and resources, see [www.wku.edu/~mary.meredith/student.htm](http://www.wku.edu/~mary.meredith/student.htm).

## Vocabulary

**Essential Words:** character, den, exquisite, forgive, recognize, rude, wrath

**Related Words for Discussion:** behavior, message, overcome, pride, purpose

## Genre

**Trickster Tale** Remind students that a trickster tale is a story in which a character plays tricks on others in order to gain something.

## Supportive Book Features

**Text** The colorful and appealing illustrations enhance the text. A section in the back of the book tells about the hyena family and the characteristics of other animals in the story.

**Content** Students will be familiar with tales that use animal characters with human traits. They may also know that the stories have a message that teaches a lesson.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students may be confused by the italicized phrases and sentences and by the frequent use of em dashes. Have students find an example of each and discuss its purpose. Point out that Hyena's thoughts are written in italics and that em dashes indicate pauses.

**Vocabulary** Some words will be unfamiliar to students. As students read, suggest that they use decoding skills and context clues to help them pronounce the words and understand their meaning.

## ELL Bridge

Have students review the story by writing captions for some of the illustrations. Page through the book and have students talk about the pictures. Then invite each student to choose several pictures and write a caption to go with each. Remind students that a caption provides information that helps readers learn more about the text. When finished, read the captions aloud. Have volunteers match each caption with its corresponding picture.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students summarize what led Pinduli to feel bad about her looks and why she “tricked” the others by playing the role of the Great Spirit.

#### Thinking Beyond the Text

Have students explain how Pinduli was able to persuade the others that she was the Great Spirit. Ask: *How did Pinduli’s appearance make her look like a ghost? Why did she choose the words she did? Why did the animals believe the Great Spirit was coming for them?* Have students compare Pinduli to characters in other trickster tales.

#### Thinking About the Text

Ask students to notice and point to specific examples of how the writer uses vivid verbs to show what the characters are doing. Have students turn to page 26. Ask students which words help them visualize how scared Dog is. (*howled, quavered*) (Note: Book pages are not numbered. Page 1 begins *The sun was low . . .*)

### Understanding Cause and Effect

Help students understand the cause-and-effect relationships in the book by examining the ramifications of the characters’ actions. Remind students that an effect is what happens; a cause is what makes it happen. Ask:

- *What caused Pinduli to roll around in the pale dust to cover her soft stripes?*
- *What effect did the dust-covered Pinduli have on the other animals?*
- *What caused the animals to make peace with each other in the story?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher’s Guide*.

### Developing Phonics and Word-Solving Strategies

#### Suffixes -y and -ly

Remind students that a suffix is an ending added to a base word that alters the meaning of the word.

- Ask students to identify the word on page 9 that ends with the suffix -y. (*mighty*) Write *mighty* on the board and have students identify the base word as you circle it. Have students explain how the meaning of the word is changed by the suffix. Repeat with the word *calmly*.
- Remind students that when a base word ends in e, the y replaces the e as in *simply*. If the base word ends in y, the y is changed to i before adding ly. (*happily*)

### Developing Fluency

Model reading a passage from the book, emphasizing punctuation and intonation. Have volunteers take turns reading the passage back to you, and provide feedback.

### Oral Language/Conversation

**Talk About Trickery** Lead a discussion about the different ways people might trick each other. Ask: *Is tricking someone a good or a bad thing? Why?* Talk about how Pinduli ended up helping others with her trickery.

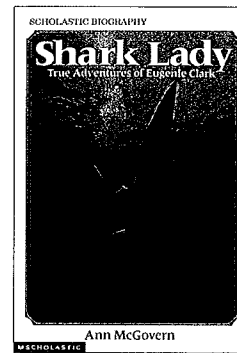
### Extending Meaning Through Writing

- Have students write a paragraph describing one of the animals in the story. (**Descriptive**)
- Invite students to write a trickster tale of their own. (**Narrative**)

### Other Books

*Borreguita and the Coyote* by Verna Aardema  
*Flossie and the Fox* by Patricia McKissack

# Shark Lady: True Adventures of Eugenie Clark



## Summary & Standard

Eugenie Clark turns a childhood fascination with sea life into a career studying sharks and other sea creatures. Students will demonstrate comprehension and understanding by articulating basic facts and ideas from what they read.

**Author:** Ann McGovern  
**Genre:** Biography

**Word Count:** 250+  
**Theme/Idea:** career choices

## Making Connections: Text to World

Discuss with students what scientists do. Engage students in a discussion about the different kinds of scientists. Ask them to describe what specific things a scientist who studies the oceans and ocean life might research.

Extend the real-world connections by explaining that this biography is about scientist and diver Eugenie Clark. It tells about her childhood interests and her fascination with fish, which led to a career as a diver and scientist who studies fish. Point out that Clark is currently studying other unusual ocean animals. Ask students what traits they think Clark must have to be successful in her career.

For additional teaching ideas and resources, see [www.marinebio.com/MarineBio/MindGames](http://www.marinebio.com/MarineBio/MindGames).

## Vocabulary

**Essential Words:** aquarium, dissect, fascinated, laboratory, poisonous, research

**Related Words for Discussion:** career, future, hobby, marine biology, talent, university

## Genre

**Biography** Remind students that a biography tells the important details of a real person's life.

## Supportive Book Features

**Text** The book's conversational tone makes it easy for students to follow the events in Clark's life. Metric conversions for all measurements are noted at the bottom of the page.

**Vocabulary** Difficult words are often defined and used repeatedly within the text. Some specialized vocabulary is shown in italics, and context clues help students figure out the meanings of words.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some students may have difficulty comprehending the occasional complex sentence structure. Suggest that they attend to punctuation, such as commas, to break sentences into parts. They may also need help decoding multisyllabic words related to Clark's oceanographic studies.

**Content** The role of other people in Eugenie Clark's life may be confusing. On the board, write people's names and who they are, so that students can refer to them.

## ELL Bridge

To help students practice articulating ideas from the book, have them take turns selecting an illustration in the book and describing what it shows. For each illustration, have students identify who, what, where, when, why, and how. Encourage students to speak in complete sentences. (For example, *This picture shows \_\_\_\_\_ . She is \_\_\_\_\_ .*) Model the sentences on the board.

## Phonics and Reading Strategies

### Soft c and Hard c

Explain to students that the consonant c can have two sounds—/k/, as in *cow*, and /s/, as in *city*. Point out that when c is followed by e, i, or y, it generally stands for /s/.

Ask students to turn to page 51 and find the words *certain* and *care*. Write the words on a chart or on the board and have students pronounce each word aloud. Have them identify whether the c is pronounced as an /s/ or a /k/.

Have students find other soft-c words as they read. (*cigars*, page 130; *Cinderella's*, page 58)

## Developing Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses and intonation. Have students read aloud the same passage until they can read it fluently.

## Oral Language/Conversation

**Talk About Talent** Lead a discussion about how people can be good at one thing and not another. Point out that a great violinist may not be so good at soccer. Ask: *What things are you good at? What things are you not so good at? Discuss how every talent or ability can be shared and respected by others.*

## Extending Meaning Through Writing

- Have students write a paragraph describing a talent they could contribute to a talent show. (**Expository**)

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Help students summarize Eugenie Clark's road to making her dream come true. Ask questions such as: *When did Clark first decide she wanted to work with fish? What did she do to prepare herself for that career? What happened to Eugenie on her first dive?*

#### Thinking Beyond the Text

Invite students to infer how some of Clark's early experiences may have influenced her decision to become a diver, a scientist, and a researcher of sharks. Ask: *What might have happened if she'd never gotten an aquarium? How might things have been different if she had refused to dive again after the accident?*

#### Thinking About the Text

Explain that a biography is not just a list of dates and events in a person's life. Have students point out where the author uses humorous incidents from Clark's life to add interest to the biography.

### Understanding Cause and Effect

Explain to students that when something happens in a biography, they should think about cause and effect. Have students review the events and illustrations to understand what is happening (effect) and why it happened (cause).

- Page 23—Read aloud: *Eugenie was not allowed to cook in the kitchen for a long time. Say: This is what happened—the effect. What caused this?*
- Page 28—Read aloud: *Suddenly, she noticed it was getting harder to breathe. Say: This is the effect. What was the cause?*
- Page 44—Read aloud: *Eugenie wanted to study sharks in captivity. Say: This was the cause. What was the effect of Eugenie's desire to study sharks?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Reading Compound Words

Remind students that a compound word is made of two smaller words. The meanings of the two smaller words may be used to figure out the meaning of the compound word.

- Write on the board these story words: *lunchtime, angelfish, swordtails, footsteps.*
- Have volunteers identify the smaller words in each compound word and give the meanings of these smaller words.
- Encourage students to figure out the meaning of the words. For example, *lunchtime* is "the time we eat lunch."

### Developing Fluency

Read aloud a page, modeling how expert readers pay attention to punctuation, chunk words together, and adjust their pace. Then have students choral-read the page with you.

### Oral Language/Conversation

**Talk About Careers** Lead a discussion about how people choose careers. Point out that many people turn talents or hobbies into careers. Note that Clark took a childhood interest and made it her career as an adult. Encourage students to share some interests or talents of their own that they might want to turn into a career.

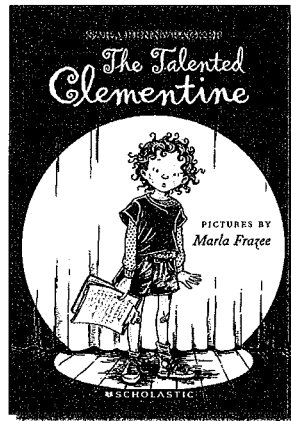
### Extending Meaning Through Writing

- Have students describe an interest or a hobby they enjoy. Have them tell what talents they have for the hobby and what they have learned from it. **(Descriptive)**
- Have students explain three important things they learned about sharks from reading this book. **(Expository)**

### Other Books

*Five Brilliant Scientists* by Lynda Jones  
*My First Book of Biographies: Great Men and Women Every Child Should Know* by Jean Marzollo

# The Talented Clementine



## Summary & Standard

Clementine worries that she has no talents to perform in the upcoming talent show, but she discovers that she has the most-needed talent of all. Students will read to better understand aspects of the human experience.

**Author:** Sara Pennypacker

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** discovering hidden talents

## Making Connections: Text to Self

Discuss what students know about talent shows. Explain that talent shows are performances that highlight people's various abilities, such as singing or juggling.

Extend the connection by talking about how students feel before performing or speaking in front of others. *Ask: Do you feel nervous? Are you afraid that you will forget what you are supposed to do or say?* Guide students to understand that most people feel nervous when they're on stage or at the center of attention.

For more information on talent shows, see [www.scholastic.com/titles/abbyhayes/brainwaves/talent.htm](http://www.scholastic.com/titles/abbyhayes/brainwaves/talent.htm).

## Vocabulary

**Essential Words:** attention, audience, auditorium, display, embarrassed, perform, substitute

**Related Words for Discussion:** ability, contribute, share, strength, talent

## Genre

**Realistic Fiction** Remind students that realistic fiction is a made-up story with characters and situations that could exist in the real world.

## Supportive Book Features

**Text** The text is divided into chapters, which make the book easy to read in short segments. Illustrations support the text.

**Content** Students will be familiar with working together on class projects. The book will help readers understand the organization needed to plan a talent show and what goes on backstage at an actual performance.

Praise students for specific use of "Behaviors to Notice and Support" on page 94 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text is intertwined with dialogue and the main character's thoughts, which may confuse readers as to who is speaking. Remind students to reread lines and paragraphs if they seem unclear.

**Vocabulary** The author uses invented words, such as *not-choose* on page 68 and *astounding* on page 82. Tell students to use context to figure out the words. Point out that Clementine calls her brother different vegetable names, such as *Beets* and *Cabbage*, instead of his real name. This can be confusing.

## ELL Bridge

Build comprehension by having students keep track of Clementine's talents. Create a two-column chart labeled "Clementine's Talents" and "Clementine's Non-talents." After reading each chapter, help students list things Clementine is good at, such as asking interesting questions, in the first column. Then have them list things Clementine is not good at, such as hopping, in the second column. If they are unsure of a word's meaning, act it out or encourage them to use a dictionary.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask students what Clementine did in her struggle to hide her embarrassment about not having a talent. Ask how she was able to still be part of the show.

#### Thinking Beyond the Text

Have students predict how Clementine will react if invited to do a show when she gets to fifth grade. Ask: *Will she be nervous or embarrassed? How do you think her ability to direct the show will help her?* Discuss the fact that overcoming one's fears and recognizing that participation in an activity is open to all can boost a person's confidence.

#### Thinking About the Text

Ask students how the writer made Clementine such a likable character. Invite volunteers to tell about parts of the story they thought were especially humorous.

### Making Predictions

Remind students that making predictions is guessing what will happen next based on what they have read and what they already know.

- At various points in the story, ask students to predict what Clementine will perform in the talent show. Will she tap dance, act out silly things to make people laugh, or do nothing at all?
- After reading, ask students if they predicted that Clementine would be the director. What led them to that prediction?

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Words With Soft c and Hard c

Remind students that the consonant *c* can represent two sounds—/k/, as in *cow*, and /s/, as in *celery*. Point out that when *c* is followed by *e*, *i*, or *y*, it generally stands for /s/.

- Ask students to turn to page 51 and find the words *certain* and *care*. Write the words on a chart or on the board and have students pronounce each word aloud. Have them identify whether the *c* is pronounced as an /s/ or a /k/.
- Have students find other soft-*c* words as they read. (*cigars*, page 130; *Cinderella's*, page 58)

### Developing Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses and intonation. Have students read aloud the same passage until they can read it fluently.

### Oral Language/Conversation

**Talk About Talent** Lead a discussion about how people can be good at one thing and not another. Point out that a great violinist may not be so good at soccer. Ask: *What things are you good at? What things are you not so good at?* Discuss how every talent or ability can be shared and respected by others.

### Extending Meaning Through Writing

- Have students write a paragraph describing a talent they could contribute to a talent show. (**Expository**)
- Have students write a list of useful tips to follow when organizing a talent show. (**List**)

### Other Books

*Class Clown* by Johanna Hurwitz

*Good Grief . . . Third Grade* by Colleen McKenna