

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- Apples to Oregon
- Beachcombing
- The Busy Body Book
- Coming to America: The Story of Immigration
- In the Garden With Dr. Carver
- Manfish
- Planets
- Rocks and Minerals
- Sonia Sotomayor: A Judge Grows in the Bronx
- Tell Me, Tree

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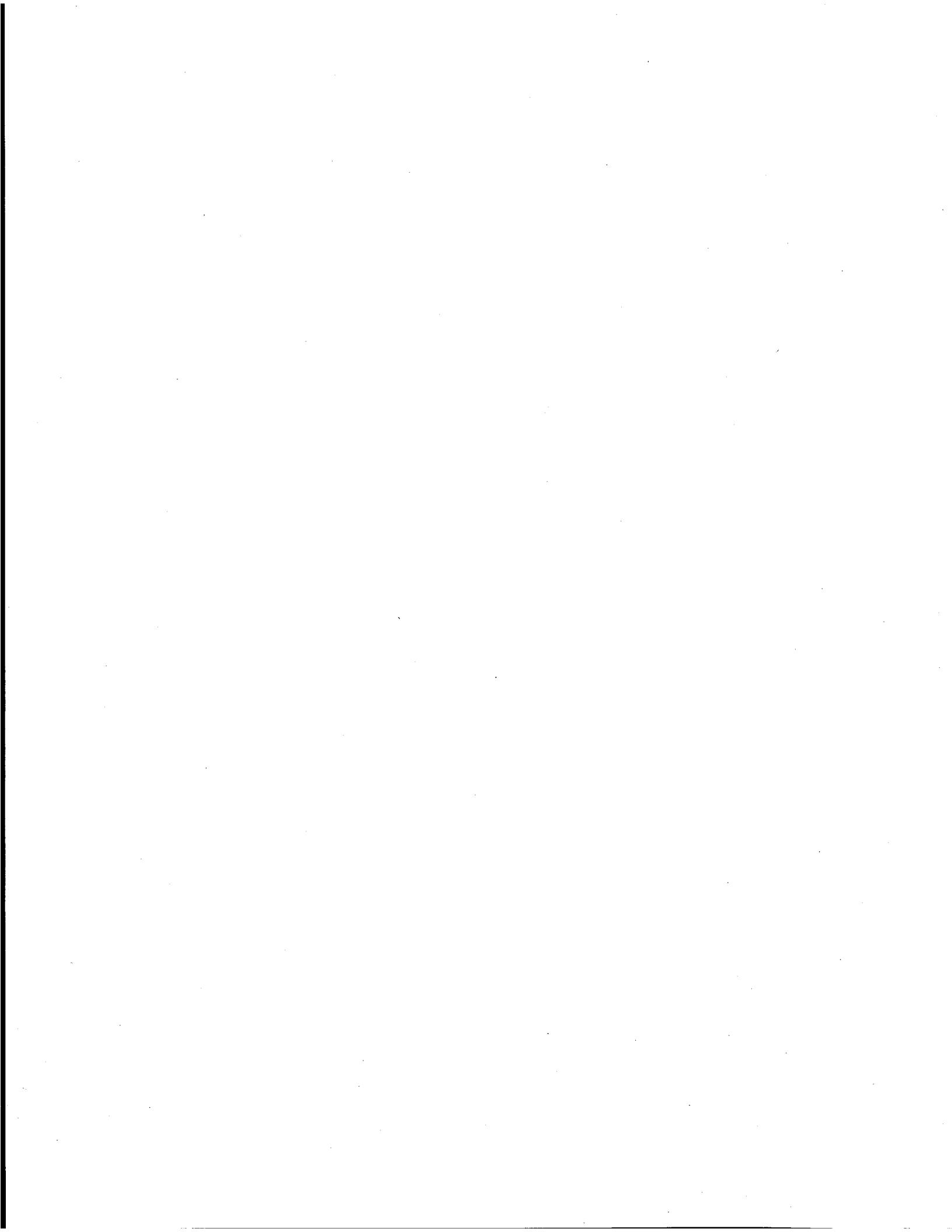
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# Apples to Oregon



## Summary & Standards

**Summary:** A narrator named Delicious tells a “nearly tall tale” based on the true story of pioneers bringing fruit trees to the West along the Oregon Trail.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

**Author:** Deborah Hopkinson

**Word Count:** 250+

**Genre:** Historical Fiction

**Themes/Ideas:** exploring pioneer determination; understanding how courageous the pioneers were

**Text Type:** Picture Book

## Genre/Text Type

**Historical Fiction/Picture Book** Remind students that historical fiction is a made-up story based on real people and events. Illustrations help readers picture this faraway time and place.

## Text Features

**Map** A map shown at the beginning and end of the book shows the route the family traveled.

**Back Cover** There is a list of facts about apples.

## Vocabulary

### Academic Vocabulary

**scoffed** (p. 9): showed scorn or mockery

**withered** (p. 25): dried up, shriveled

### Domain-Specific Vocabulary

**bushel** (p. 32): unit of measure that equals 64 pints

**prairie schooners** (p. 8): large covered wagons

## Challenging Features

**Text** Students may be challenged by the varying print sizes. Have students look at pages 13, 16, 18, and 22, and discuss why some print is larger.

**Vocabulary** Students may be challenged by the folksiness of the language. Help students identify the meanings of *fit to be tied*, *young 'uns*, *tuckered out*, and *ole*.

## Supporting Features

**Text** Humorous illustrations support the text.

**Content** Students should enjoy the “almost tall tale” aspect of this book based on a period in history.

## A First Look

Read the title and cover text with students.

Explain that “across the plains” refers to travel west in wagons along the Oregon Trail. Ask:

*From the illustration, in what form did the fruit cross the plains? Discuss the trees and bushes in the wagon. Then say: Let’s find out what happened on the journey.*

## Read and Analyze Literature Cite Textual Evidence

✪ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Understand Theme

Explain that a story’s theme is the most important message the author wants readers to understand and remember. It is the “big idea.” (Note: Book pages are not numbered. The first page of text is page 3.)

- (pp. 4–7) *What is Daddy’s plan for the family?*
- ✪ (pp. 8–11) *What challenge does crossing the river provide? How does the family prove its determination to bring the apples to Oregon?*
- (pp. 18–21) *Why is finding water so essential at this time in the story?*
- ✪ (pp. 24–26) *Describe the confrontation between Delicious and Jack Frost. What does it show about courage and determination?*
- (pp. 30–31) *What do you think is the theme of this story, the author’s “big idea”?*

Praise students for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Remind students that alliteration is the repetition of beginning sounds (usually consonants) in two or more nearby words. Say:

- Find the examples of alliteration on page 11.
- *How does the author use alliteration to tell everyone what to do when hailstones come hurtling?*

### Thinking Beyond the Text

Remind students that more may be happening in a story that isn't told in the text. Then ask:

- *Sometimes the fruit trees seemed more important to Daddy than his family. Why were the trees so important?*
- *How do you think Delicious feels about the fruit trees? Cite evidence in the text.*

### Thinking About the Text

Have students revisit pages 3 and 32. Ask:

- ❖ *How do the authors set the tone when they begin by describing the journey as the "most daring adventure in the history of fruit"?*
- ❖ *How do "sweet as a peach," "ripe old age," and "apple of my eye" reinforce the light-hearted mood of this book? What do these expressions have in common? ?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Idioms

Remind students that an idiom is a phrase that means something other than the literal meaning of the words.

- Have students find the phrase *hit the trail again* on page 19. Ask: *What is the meaning of this phrase? (The family started traveling again.) How does the illustration help you know this?*
- Have students work with a partner to determine a meaning for *looked me square in the eye* (p. 12), *go belly-up* (p. 13), *tuckered out* (p. 21), and *apple of my eye* (p. 34).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Select a page to read aloud to show an expressive voice that matches the narrator's folksy style. Then have partners find their favorite passage and read with expression to each other. Circulate and give guidance where needed.

## Expand Oral Language/Conversation

**Talk About Determination** The family was determined to reach Oregon without losing the fruit trees. Say to students: *Think about the map at the beginning of the book. The family traveled across five states. Cite examples from the text that show how determined they were to save the young fruit trees no matter what obstacles they met. What would have happened if they had lost the trees?*

## Write and Respond to Reading

**Write a Summary** Have students write a summary of the important events in the story using a flow-chart graphic organizer. Each event is written in order in a box on the flow chart. **(Narrative)**

**List the Facts** Have students recall the Author's Note at the end of the book. Ask them to list what they know to be true in the story—e.g., there really were eight children in the Luelling family. **(Informative/Explanatory)**

## ELL Bridge

Help students use the illustrations to understand the text. For example, on pages 10 and 11, have them describe what a prairie schooner is, based on the illustration. Continue with how the children saved the raft on page 14, the articles of clothing on page 16, and *tippy toes* on page 19.

## Connect Across Texts

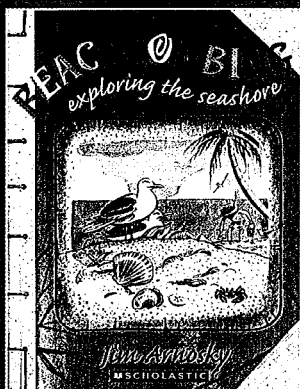
*Tell Me, Tree* by Gail Gibbons

*Apples to Oregon* uses humor to tell about the lengths one family goes to to bring fruit trees to its new home. *Tell Me, Tree* is filled with facts. How do both books get across the message that people need trees?

## Connect to the Internet

Share this website with students so they can learn more about the Oregon Trail: <http://www.oregontrail.com/hmh/site/oregontrail>.

# Beachcombing



## Summary & Standards

**Summary:** This book defines beachcombing and takes readers on a walk to examine the fascinating creatures that are found at the ocean's edge.

**CCSS.ELA-Literacy:** Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Author:** Jim Arnosky

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** exploring the natural world; observing characteristics

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind students that informational text has facts about a topic. This picture book includes illustrations to inform the reader.

## Informational Text Features

**Labels** Labels are used to identify the illustrations of various sea animals.

**Captions** Captions are used to provide additional information about the pictures.

## Vocabulary

**Academic Vocabulary**

**resembles** (p. 7): looks like

**venturing** (p. 7): doing something at some risk

**Domain-Specific Vocabulary**

**marine** (p. 4): having to do with the ocean

**surf** (p. 3): the edge of waves, where they meet land

## Challenging Features

**Text** Students may be challenged by the way the author moves between informational and conversational text styles.

**Vocabulary** Students may be challenged by some less-familiar verbs and adjectives. Guide students to use context and illustrations for support.

## Supporting Features

**Text** Illustrations are labeled and clearly link to the text and captions provide additional information. Descriptive sentences support understanding.

**Content** Students will find the topic interesting and the detailed, close-up illustrations engaging. They will also enjoy the author's humor.

## A First Look

Have students read the title and look at the cover. *Ask: What might this person find when exploring the seashore?* Tell students they will learn what it means to be a beachcomber.

## Read and Analyze Informational Text Cite Textual Evidence

✪ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Determine the Meaning of Words

Point out that this book introduces the names of many seashells and sea animals and some words that are specific to the seashore environment. Explain that the author uses context and illustrations to define words in the text. (Note: Book pages are not numbered. The first page of text is page 2.)

✪ (pp. 2–3) *How does the author explain to readers what beachcombing means? What words give an idea of how deep the water is for a beachcomber?*

✪ (p. 6) *How does the illustration of a hermit crab help readers understand the meaning of inhabit? How does the text support this?*

(p. 17) *What is a Black Skimmer? How does it move? How do the illustrations help readers understand the differences between gulls and skimmers?*

(p. 19) *Why is a sea bean considered a special find? What words does the author use to describe it? Where do you think it gets its name?*

Praise students for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students look at pages 6 and 7. Ask:

- *What is the topic of these pages? Why is this included in a book about beachcombing?*
- *How do the illustrations help you understand the text?*

### Thinking Beyond the Text

Have students review pages 8–13. Then talk about what it means to be observant. Discuss situations where using the senses will help people notice their surroundings. Ask:

- *How does the author challenge you to be more observant the next time you visit the seashore?*
- ✦ *How does the author feel about the seashore? How can you tell? How do you feel about the seashore?*

### Thinking About the Text

Have students read the Author's Note on page 24. Ask:

- ✦ *Why did the author write this book? How did his sketches become a part of the book?*
- ✦ *What is the purpose of pages 4–5? Why did the author present the pages with illustrations and labels and little text?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Adjectives

Remind students that adjectives are words that describe nouns. Adjectives tell about the characteristics of a person, place, or thing, such as color, size, number, degree, and placement.

- Read aloud the first paragraph on page 7. Have students identify the adjectives that tell more about the crabs. (*tiny, small, pale-yellow, darker, purplish*) Then ask: *What adjectives does the author use to describe the Fiddler Crab's claw? (one, large)*
- Repeat with page 10. Have students identify other adjectives.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Read aloud page 14 and model fluent reading of specialized text features such as a question-and-answer format and the use of colons. Point out how this adds a more conversational style to the text. Have students choral read the page with you.

## Expand Oral Language/Conversation

**Talk About the Seashore** Have students identify some of the many creatures that depend upon the ocean to live. Have students take turns choosing one group of animals or plants they thought was most interesting and explaining why.

## Write and Respond to Reading

**Write a Journal Entry** Have students write a journal entry as though they are beachcombers. Have them elaborate on details from the text to tell about the treasures they find and how they found them. Encourage students to make sketches of some of their finds. **(Narrative)**

**Write a Dialogue** Have groups of students use the illustration on pages 22–23 to write a dialogue, imagining that the gulls observing the boy as he walks down the beach. What do these birds say to each other? What do they find? Have groups read aloud their dialogues for the class. **(Narrative)**

## ELL Bridge

Have students use the text and illustrations to say simple sentences and then take turns adding words to make complex ones. For example, using page 7:

*I found a spider crab.*

*I found a spider crab under a rock.*

*In the evening, I found a spider crab under a rock.*

## Connect Across Texts

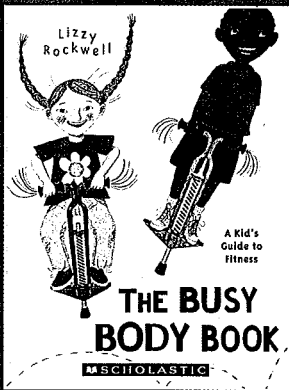
*The Emperor's Egg* by Martin Jenkins

In *The Emperor's Egg* readers learn how one kind of penguin survives in the Antarctic. Arnosky's book tells about living things in a very different habitat. Discuss how the art, captions, and text work together in each book to help readers better understand the birds that live in each place.

## Connect to the Internet

Try learning more about horseshoe crabs. Share this website: <http://www.nps.gov/fiis/naturescience/horseshoe-crabs.htm>.

# The Busy Body Book



## Summary & Standards

**Summary:** Running, stretching, riding, and swimming—this book includes them all. Find out how parts of the body work together to help you move.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Author:** Lizzy Rockwell

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding how to be physically fit; learning about the human body

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind students that informational text has facts about a topic. This picture book includes diagrams to help inform the reader.

## Informational Text Features

**Diagrams** Labeled diagrams are used to identify major body systems.

## Vocabulary

### Academic Vocabulary

**energy** (p. 20): the strength to do things

**survive** (p. 22): to continue to live

### Domain-Specific Vocabulary

**muscles** (p. 10): parts of the body that can be tightened or relaxed to help people move

**skeleton** (p. 8): the network of bones that supports a body

## Challenging Features

**Text** Students may not understand how the diagrams relate to the pictures of the children. Make connections to show how the diagrams and labels support the information in the text.

**Vocabulary** Students may be challenged by the scientific vocabulary. Use the labeled diagrams and definitions to support their understanding.

## Supporting Features

**Text** Labeled diagrams include definitions of key terms and illustrate scientific content.

**Content** Students will be familiar with many of the activities featured in the book.

## A First Look

Talk about the pictures on the front and back covers. Ask: *What are the children doing?* Then read aloud the title and subtitle. Ask: *What does it mean to keep your body busy? What is fitness? How are these children keeping fit?* Then say: *Let's find out how the parts of the body work together to help you stay fit.*

## Read and Analyze Informational Text Cite Textual Evidence

✪ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

### Identify Main Idea and Details

Help students identify main ideas and key details that support the main ideas. Encourage students to use text, illustrations, and diagrams. (Note: Book pages are not numbered. The first page of text is page 2.)

✪ (pp. 6–7) *What is the author's main idea about our bodies? Which key details support the idea that our bodies are meant to be busy?*

(pp. 8–9) *Look at the diagram. How does the skeleton help us move? How do bones and joints help us move? How does the information in the diagram support how children are moving as shown in the illustration?*

✪ (pp. 10–11) *How do muscles help us move? Which details in the diagram support that idea?*

✪ (pp. 14–15) *What is the main idea about the human body? What key details does the author include about what our bodies need?*

Praise students for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Point out that students can summarize a text by identifying the main idea and then telling details about it. Ask:

- *How would you best summarize the text?*
- *What details support the idea that it is important to keep our bodies busy?*

### Thinking Beyond the Text

Point out that the illustrations all feature children doing a variety of activities. Then ask:

- *Why do you think the author includes illustrations of children? Explain your thinking.*
- *Why do you think it is important for people to learn healthy habits when they are young?*

### Thinking About the Text

Remind students that authors have a purpose, or reason, for writing. Ask:

- *What might be the author's reason for writing this book? What makes you think so?*
- *What do you think the author hopes children will do after they read this book? Explain.*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Commas in a Series

Remind students that commas are used to separate items in a series.

- Have students look at page 7. Explain that the first sentence names a series of ways students can move their bodies. Point out that commas are used to separate the phrases. Discuss why commas are used in the second sentence.
- Have students find another sentence in the book that includes a series of items.

### Strong Verbs

Remind students that strong verbs allow us to picture a precise or clear action.

- Read aloud sentences containing the following verbs: *bounce* (p. 2), *jump*, *sprint*, *twist*, *twirl* (p. 7). Discuss how each strong verb describes a distinct action.
- Have students find other strong verbs.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Have students turn to page 20 and follow along as you read aloud. Model appropriate phrasing based on punctuation. Then have students read aloud the passage with you.

## Expand Oral Language/Conversation

**Talk About Fitness** Remind students that the book shows how to keep their bodies busy and moving. Ask: *What do you do to keep your body busy? How does being active make you feel?* Talk about how physical activity affects good health or fitness. Then ask: *How might you talk to a friend about getting more exercise and watching less TV?*

## Write and Respond to Reading

**Make a Poster** Have students work in pairs to make a poster encouraging others to get moving. Have students draw pictures of children being active and write about why physical activity is important for healthy bodies. **(Informative/Explanatory)**

**Write a Summary** Have students write a paragraph that states the author's main idea and uses details and examples from the text to support the main idea. **(Informative/Explanatory)**

## ELL Bridge

Use pantomime to support vocabulary development for verbs that name movements: *catch*, *throw*, *pedal*, *paddle*, *roller-skate*, *lift*, *stamping*. Name a verb from the text and invite students to respond by performing that movement.

## Connect Across Texts

*Germ's Make Me Sick!* by Melvin Berger

Discuss how these two books work together to help readers understand what people can do to stay healthy and take good care of themselves when they get sick.

## Connect to the Internet

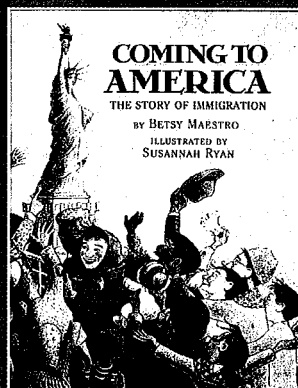
Use this website to motivate students to explore additional ways they can keep their bodies busy: <http://www.pbs.org/parents/food-and-fitness/sport-and-fitness/motivating-kids-to-get-fit/>.



# Coming to America: The Story of Immigration

**GUIDED  
READING  
PROGRAM**  
Nonfiction Focus

2nd Edition



## Summary & Standards

**Summary:** The story of immigration in America is told from its beginnings during the Ice Age to today, including the importance of Ellis Island.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Betsy Maestro

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** immigrating to America; undergoing hardship for a better life

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind students that informational text has facts about a topic. This picture book includes illustrations to inform readers.

## Informational Text Features

**Supplemental Text** A “Table of Dates,” “Immigration Today,” and “Other Interesting Facts About Immigration” supplement the text.

## Vocabulary

### Academic Vocabulary

**contagious** (p. 24): spread by contact

**ordeal** (p. 29): a very difficult experience

### Domain-Specific Vocabulary

**descendants** (p. 6): people who are related to a group of people who lived at an earlier time

**nomads** (p. 4): people who wander in search of food and water for themselves and their livestock

## Challenging Features

**Text** The absence of headings and the use of illustrations rather than photos may confuse students about the genre. Explain that the text is factual and the illustrations are based on information in the text.

**Content** Students whose families are recent immigrants may have increased sensitivity about some content.

## Supporting Features

**Text** The text is presented in manageable chunks.

**Vocabulary** The vocabulary is generally accessible. Difficult words are often defined through context.

## A First Look

Talk about the cover and the title. Ask students to tell what they know about the Statue of Liberty. Before or during reading, connect the cover illustration with the illustrations on pages 22–24. Ask: *Why are the people smiling and waving at the statue? Say: Let’s learn about people who immigrated to America and why.*

## Read and Analyze Informational Text Cite Textual Evidence

☉ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Describe a Series of Historical Events

Explain that informational texts often describe events in sequence. Point out that the order of events often shows what happened and why. (Note: Book pages are not numbered. The title page is page 1.)

★ (pp. 4–6) *Explain the sequence of events that led to millions of people living in the Americas by 1492. Make sure students explain what happened and why.*

★ (pp. 6–11) *How did the success of explorers affect immigration? What happened to Native Americans as more Europeans arrived? What happened to some people who were native to Africa? Why?*

(pp. 15–18) *What caused particular areas of America to be settled by certain immigrants?*

(pp. 34–35) *Immigrants continue to come to America today. Explain why.*

Praise students for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

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## Develop Comprehension

### Thinking Within the Text

Have students think about the kinds of experiences described in the text. Ask:

- *What negative and positive experiences have immigrants had in America?*
- *How has immigration changed since the Europeans first settled in America?*

### Thinking Beyond the Text

Have students think about immigration.

- *What do you think would be the hardest thing about moving to a new country? Tell why.*
- *How has immigration enriched the culture of the United States?*

### Thinking About the Text

Have students think about how the information is presented. Ask:

- *Was the author's use of sequence a good way to tell the story of US immigration? Explain.*
- *How do the time line and other supplemental text help you to better understand the book?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Prefixes

Review that prefixes and suffixes have their own meanings and can change the meaning of base words.

- On page 3, point out *immigrants*. Explain that *im-* can mean "into" and *-ant* can mean "a person who." Say: *Use the meanings of im- and -ant to explain the meaning of immigrants, including identifying its base word.*
- On page 18, ask students to find two words with the prefix *trans-*. Explain that *trans-* means "across." Have students define the words using the prefix.

### Relative Pronouns

Review that relative pronouns *who*, *whom*, *whose*, *which*, and *that* can introduce adjective clauses that tell about a word, phrase, or idea in a main clause.

- Ask students to identify the relative pronoun on page 3 (*who*). Ask: *What does it tell about?*
- Have students identify relative pronouns and what they modify on pages 5, 21, 24, and 27.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Have partners choose a paragraph and take turns reading it aloud. Remind students to pay attention to punctuation and phrasing.

## Expand Oral Language/Conversation

**Discuss the Contributions of Immigrants** Discuss how immigrants contributed to the growth and development of America and how bringing their own unique cultures to America created a nation of diversity. Ask volunteers to tell about their own experiences learning about another culture from an immigrant relative or someone they know.

## Write and Respond to Reading

**Write a Story** Have students write a one-page story about a child in a family who immigrated to America and passed through Ellis Island when it was an active immigration center. Ask students to include details about Ellis Island found in the text. **(Narrative)**

**Write Captions** Remind students that a caption is a brief explanation of a picture in a text. Have students select two illustrations and write a caption for each using details from the text. Ask students to think about which details would best explain what is shown. **(Informative/Explanatory)**

## ELL Bridge

Help students navigate through complex sentences. For example, on pages 18 and 19, have students identify the complete subject and predicate of each sentence. Help them identify and understand dependent clauses. Then ask students to tell the meaning of complex sentences in their own words by explaining why things happen.

## Connect Across Texts

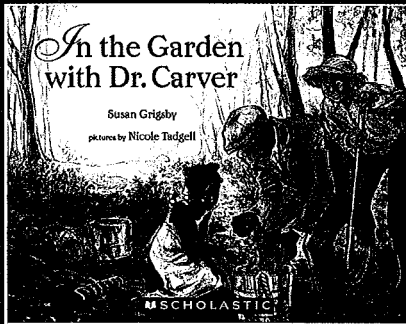
*Apples to Oregon* by Deborah Hopkinson & Nancy Carpenter

*Apples to Oregon* is a tall tale about pioneers who bravely forged their way West. *Coming to America* shows that America has always been a nation of immigrants. How do the illustrations in both books help readers visualize the journeys of people as they moved to new lands?

## Connect to the Internet

Have students learn more about Ellis Island and immigration at <http://www.ellisland.org/Immexp/index.asp>. Also, videos of immigration before 1965 are available at <http://www.history.com/topics/united-states-immigration-to-1965>.

# In the Garden With Dr. Carver



## Summary & Standards

**Summary:** Dr. George Washington Carver visits Sally's town and school to teach the community about growing plants, eating healthy foods, and renewing the soil.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

**Author:** Susan Grigsby

**Word Count:** 250+

**Genre:** Historical Fiction

**Themes/Ideas:** respecting nature; understanding that all living things are connected

**Text Type:** Picture Book

## Genre/Text Type

**Historical Fiction/Picture Book** Remind children that historical fiction is a made-up story based on real people and events. The illustrations help the reader picture this faraway time and place.

## Text Features

**Author's Note** A short note gives additional historical information about Dr. Carver.

## Vocabulary

### Academic Vocabulary

**enrich** (p. 22): to make finer in quality  
**luxuries** (p. 6): things that are expensive or hard to get but not necessary for daily life

### Domain-Specific Vocabulary

**laboratory** (p. 6): a place to do scientific tests  
**transplant** (p. 11): to move a plant from one place to another

## Challenging Features

**Text** The narrator is not revealed until page 9. Point out Sally, a young girl shown in many illustrations.

**Content** Children may lack historical background about Dr. Carver or scientific background about plants. Help children with the content as needed.

## Supporting Features

**Text** The story is told through anecdotes and dialogue, and from the viewpoint of a young girl, all of which will help engage children.

**Vocabulary** Most of the vocabulary in this book will be familiar to children. Word endings or prefixes may help children decode any words that are unfamiliar.

## A First Look

Read the title and display the front cover. Explain that this book is about Dr. George Washington Carver, a famous plant scientist, and tells how he helped the people in a small town. Encourage children to make predictions about what Dr. Carver teaches the people in the community, based on the cover illustration.

## Read and Analyze Literature Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Describe the Characters

Remind children that a character's thoughts, words, and actions reveal motivation, or the reason for doing something. Encourage children to look for details in the text, such as what characters say and do, and how they respond to and contribute to events. (Note: Book pages are not numbered. The text begins on page 3.)

⊗ (pp. 9–11) *Dr. Carver encourages the children to "listen to the plants" instead of telling them the answer to Sally's question. What does this approach show about Dr. Carver?*

(pp. 14–15) *How does Dr. Carver respond to the spider in the garden? How do you think his response influences Ben?*

(p. 19) *What is Dr. Carver's motivation for making Sally's class special foods?*

⊗ (p. 24) *How do Dr. Carver's actions and words inspire the children to plant a garden with sweet potatoes and peanuts?*

(p. 31) *How does Dr. Carver influence Sally and the other children? Explain how you know.*

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Help children grasp Dr. Carver's point that the animals, plants, and soil are all connected.

- *Why does Dr. Carver tell Ben not to kill the spider? (p. 15) Summarize in your own words how the spider helps the garden.*
- *What lesson did Dr. Carver teach children about recycling? (p. 27)*

### Thinking Beyond the Text

Guide children to understand the effect of certain words or statements. Ask:

- ❖ *On page 9, why does Dr. Carver say "Listen to the plants"? How does this help Sally solve the problem of the spindly rose? Why does she think about these words years later?*
- ❖ *Dr. Carver talks about his "recipe" for compost. Why would he use that term?*

### Thinking About the Text

Ask children to reread Sally's final thoughts about Dr. Carver (p. 31). Then ask:

- *What does the author do to let the reader know how Sally feels about Dr. Carver?*
- *What is the meaning of the last sentence?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Figurative Language

Explain that sometimes authors use figurative language, such as similes. A simile uses the word *like* or *as* to compare two unlike things.

- Point out and help children understand this simile on page 5: *cabbages and onions as big as a young child's head*. Ask: *What two things are being compared? (cabbages and onions; a young child's head) How do you know this is a simile? (the word as) How does it help you understand the size of the cabbages and onions?*
- Repeat with the similes *a big web stretched out like a fishing net spun of the finest lace* (p. 15) and *hungry as a pack of wild dandelions* (p. 19).
- Then have children find and explain the meanings of the three similes on page 31.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Have children use partner reading and repeated reading to improve their fluency. Practice with pages 16–17. With a student volunteer, read the pages, switching off for each new sentence. Model how to read clearly and at a steady pace. Then have children practice reading the passage with partners.

## Expand Oral Language/Conversation

**Talk About Gardening** Discuss why it is important for a gardener to know about the birds, insects, and other small animals that inhabit a garden. Talk about how insects help a garden.

## Write and Respond to Reading

**Write a Poem** Have children write a poem about a garden, using information they learned from the book. Encourage children to think about using their senses to describe how things look, smell, feel and sound in a garden. **(Narrative)**

**Use Similes to Describe** Remind children that the author makes use of similes to compare things. Have children write a paragraph about an imaginary garden. Encourage them to have fun using similes to describe the vegetables or flowers. For example, they might describe tomatoes as being "as big as a softball" or roses "like velvet." **(Narrative)**

## ELL Bridge

Encourage children to use the illustrations to support their understanding. For example, look at page 15 together and ask: *What is happening on this page?* Point out the spider, and then point to Ben wielding a stick as Dr. Carver stops him. Have children describe what is happening in each picture.

## Connect Across Texts

*From Seed to Plant* by Gail Gibbons

Use this informational text with *In the Garden With Dr. Carver* to further discuss gardening and what we can learn from observing plants as they grow and change over time.

## Connect to the Internet

Share this website with children to expand their knowledge about Dr. Carver: <http://fieldmuseum.org/about/traveling-exhibitions/george-washington-carver>.

# Manfish



## Summary & Standards

**Summary:** Jacques Cousteau was fascinated by the underwater world, and he shared his love of, and dedication to, the ocean through his films.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Author:** Jennifer Berne

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** learning about Jacques Cousteau; having respect for Earth's oceans and ocean life

**Text Type:** Picture Book

## Genre/Text Type

**Biography/Picture Book** Remind students that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

## Informational Text Features

**Author's Note** The author provides additional resources for readers who would like to learn more about Jacques Cousteau.

## Vocabulary

### Academic Vocabulary

**expanses** (p. 19): broad, open areas

**villainous** (p. 13): of or pertaining to a villain, or evil character

### Domain-Specific Vocabulary

**blueprints** (p. 11): detailed plans for a project or an idea

**seascape** (p. 24): a view of the sea

## Challenging Features

**Text** Students may be challenged by the poetic language at the beginning of the book. The author also uses a variety of sentence structures, including sentence fragments.

**Content** Students may not be familiar with Jacques Cousteau and his work to protect oceans. Have a brief discussion about him.

## Supporting Features

**Text** Illustrations support the information in the text.

**Vocabulary** The author uses familiar language that is accessible to young readers.

## A First Look

Read the title and subtitle and talk about the cover illustration. Ask: *Who has heard of Jacques Cousteau?* Talk about students' prior knowledge of Cousteau. Then ask: *Why do you think the author titled this book Manfish?*

## Read and Analyze Informational Text Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Summarize Text

Have students summarize information in the text by noting the main idea and supporting details. (Note: Book pages are not numbered. The title page is page 3.)

⊗ (pp. 6–9) *What are these pages mostly about? What key details support the idea that Jacques Cousteau always loved the ocean?*

(pp. 10–13) *What does the reader learn about Cousteau on these pages? Why is this information important to the overall story?*

(pp. 16–17) *What event changed Cousteau's life forever? What details support this idea?*

(pp. 18–21) *What contributions did Cousteau make to diving?*

⊗ (pp. 28–30) *What caused Cousteau to be concerned about the oceans? What actions did he take?*

Praise students for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students turn to pages 4 and 5. Ask:

- *What words does the author use to describe the ocean?*
- *What words does the author use to describe Cousteau in the ocean?*

### Thinking Beyond the Text

Have students draw inferences based on factual information in the text. Ask:

- *What impact did Cousteau have on the study of oceans and ocean life?*
- *Why is it important to protect our oceans from pollution? What actions can people take to save the oceans?*

### Thinking About the Text

Suggest that students think about the author's purpose and how it colors her presentation of Jacques Cousteau's life story. Ask:

- *Why does the author start this book with poetic language (pp. 4–5)? What does she think of Jacques Cousteau? What seems to be her purpose for writing the book?*
- *Why does the author use illustrations, not photographs? How does the author's writing style reflect her attitude toward Cousteau?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Compound Words

Remind students that compound words are two or more words joined together to make a new word. Explain that there are three types of compound words: closed form (*underground*), hyphenated form (*sister-in-law*), and open form (*middle school*).

- Point out the word *waterproof* on page 18. Ask: *What is the meaning of waterproof?* Say: *This is an example of a closed-form compound word.*
- Have students look for all three types of compound words in the text, including *underwater* (p. 8), *blueprints* (p. 11), *home-movie camera* (p. 13), *cameraman* (p. 13), *manfish* (p. 19), *aqualung* (p. 20), *upside down* (p. 20), and *movie theaters* (p. 26).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model reading a page of the book with proper phrasing and intonation. Then have students practice reading with fluency by whisper-reading the book to themselves.

## Expand Oral Language/Conversation

**Talk About Inventors** Point out that Jacques Cousteau was an inventor who changed the way people are able to experience the ocean. Ask: *What are the qualities of an inventor like Cousteau?* Have students cite examples from the text to support their ideas.

## Write and Respond to Reading

**Write a Poem** Have students write a poem about Cousteau and the ocean that connects to the reader's senses. Remind students that the poem does not need to rhyme. **(Narrative)**

**Write a Summary** Have students write a one-paragraph summary of the book. Remind them to tell the main idea of the book and how the author supports this main idea with key details. **(Informative/Explanatory)**

## ELL Bridge

Use the illustrations to support vocabulary development for verbs that tell readers about Cousteau's life and interests: *loved*, *wondered*, *experimented*, and *dreamed*. Have students describe what is happening in each illustration, using one of these verbs.

## Connect Across Texts

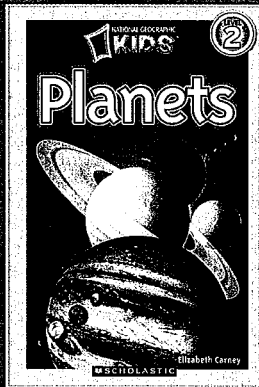
*In the Garden with Dr. Carver* by Susan Grigsby

Both books are about scientists—one a plant scientist and the other a marine biologist and inventor. How did their childhood experiences shape their interests and career choices? How did they share their knowledge to increase awareness and understanding of the world of nature?

## Connect to the Internet

Share the following website with students to learn more about Jacques Cousteau and to explore how his work is being continued by the society he founded: <http://www.cousteau.org>.

# Planets



## Summary & Standards

**Summary:** Each planet in our solar system has unique characteristics. As we continue to explore space, we learn more about the planets.

**CCSS.ELA-Literacy:** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Elizabeth Carney

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about the solar system; understanding planet characteristics

**Text Type:** Chapter Book

## Genre/Text Type

**Informational Text/Chapter Book** Remind students that informational text has facts about a topic. Specific information is given in each chapter.

## Informational Text Features

**Feature Boxes** Space-related riddles add interest, and sidebars offer definitions and additional facts.

**Illustrations** Pictures help students visualize details about the planets and space.

## Vocabulary

### Academic Vocabulary

**invisible** (p. 11): something that cannot be seen

**mission** (p. 25): a special job or task

### Domain-Specific Vocabulary

**dwarf** (p. 10): small

**solar** (p. 10): having to do with the sun

## Challenging Features

**Text** Students may not realize that the pictures do not always show the size of the planets in correct proportion to each other. Direct them to the pictures on pages 10–11 for correct proportions.

**Vocabulary** Students may be challenged by the science-related vocabulary. Point out the pronunciation guides and vocabulary support.

## Supporting Features

**Text** The text information is supported through feature boxes, a glossary, and pictures.

**Content** The riddles and Amazing Planets pages add interest to a fascinating topic.

## A First Look

Have students view the cover and say whether they recognize any of the planets shown. Ask: *Is this book most likely fiction or nonfiction? What makes you think so?* Invite students to predict what they will learn about the planets.

## Read and Analyze Informational Text Cite Textual Evidence

☉ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Identify Details

Help students focus on details to explain what the text says explicitly. Have them use details from the text and text features to answer the following.

- (pp. 6–7) *What are most of the bright lights in the sky? Why would people not be able to see the planets without these bright lights?*
- ☉ (pp. 10–11) *How many big planets are there? How many dwarf planets are there? What keeps the planets orbiting the sun?*
- ☉ (pp. 12–13) *Which are the inner planets? What do these planets have in common?*
- (pp. 14–15) *What does the author mean when she says that Earth “spins at just the right distance from the sun”?*
- ☉ (pp. 16–17) *Which planets are the gas giants? What do they have in common?*
- (pp. 18–19) *How are dwarf planets different from the inner planets and gas giants?*
- (pp. 26–29) *How do scientists explore space?*

Praise students for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.



## Develop Comprehension

### Thinking Within the Text

Have students use the details on pages 22–25 to ask and answer questions. Ask:

- *What are moons? How many moons does Jupiter have?*
- *What are three questions that could be asked about the details on page 23?*
- *Why are there still footprints on our moon?*

### Thinking Beyond the Text

Have students make inferences about space exploration. Ask:

- *Why is space exploration an important aspect of our study of the planets?*
- *Reread the last paragraph on page 29. What can be inferred from this about the author's view of space exploration?*
- *How might learning about the solar system help scientists better understand Earth?*

### Thinking About the Text

Have students look at pages 7 and 20–21. Ask:

- ⊛ *What features does the author use to present her subject in diverse ways? Give examples.*
- ⊛ *Why did the author include the feature on pages 20–21? What does it add to the main text? How is the focus of these pages different from that of previous pages?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Multiple-Meaning Words

Remind students that some words have more than one meaning. To understand the text, the reader must figure out which meaning is being used.

- Turn to page 5 and discuss the use of the word *space*. Point out that *space* often refers to the empty part of something, but here its meaning is “the area beyond the Earth’s atmosphere.”
- Have students examine how the words *fall* (p. 11) and *rock* (p. 13) are used. Have them determine what meaning each of these words has in this context.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

## Develop Fluency

Model expert reading of a passage that contains science terms, such as the one on page 11, emphasizing proper phrasing and expression. Have partners do a repeated reading of the passage in order to practice using proper phrasing and emphasizing key words.

## Expand Oral Language/Conversation

**Talk About Exploration** Discuss why scientists explore space. Then remind students that throughout history, humans have wanted to explore the world. Talk about how other areas of exploration, such as oceans or the rain forest, involve similar motivations.

## Write and Respond to Reading

**Write a Fun Facts Poster** Have students draw a large poster of the solar system and then add fun facts about the planets, taken from the book. Suggest they use eye-catching colors and an interesting design to get readers’ attention. **(Informative/Explanatory)**

**Write a Persuasive Paragraph** Have students write a persuasive paragraph that takes a position on whether or not we should continue to explore space. Have students use evidence from the book to support their position. **(Opinion)**

## ELL Bridge

After reading each chapter, have partners use the pictures to summarize what they learned. Then invite volunteers to use classroom objects to demonstrate some of the concepts. For example, they can drop a pencil to demonstrate gravity or circle one ball with a smaller one to demonstrate how a planet orbits the sun.

## Connect Across Texts

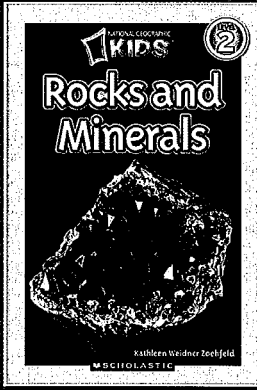
*Rocks and Minerals* by Kathleen Weidner Zoehfeld  
These two books are part of the same series. Invite students to compare and contrast the two books. Which features are the same in each book? Which features are different? Which features of informational text did you find most helpful?

## Connect to the Internet

Students can further explore our solar system by visiting <http://solarsystem.nasa.gov/kids/index.cfm>.



# Rocks and Minerals



## Summary & Standards

**Summary:** Discover how igneous, sedimentary, and metamorphic rocks form.

**CCSS.ELA-Literacy:** Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Kathleen Weidner Zoehfeld **Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** exploring the natural world; observing characteristics

**Text Type:** Chapter Book

## Genre/Text Type

**Informational Text/Chapter Book** Remind students that informational text has facts about a topic. Specific information is given in each of the chapters.

## Informational Text Features

**Illustrations** The author uses illustrations to present details about rocks and minerals.

## Vocabulary

### Academic Vocabulary

**cycle** (p. 22): a series of events that are repeated over and over again in the same order

### Domain-Specific Vocabulary

**erupt** (p. 14): to burst forth

**fossils** (p. 24): remains or traces of a plant or animal from millions of years ago, preserved as rock

**sediment** (p. 17): small pieces of rock

## Challenging Features

**Text** Students may be challenged by the amount of text on the page or by a sentence or diagram that spans two pages. Help students with the layout.

**Content** Students may be challenged by the need to integrate information in the illustrations. Point out that the illustrations provide important information.

## Supporting Features

**Text** A conversational style and riddles help engage the reader.

**Vocabulary** Key terms are defined in on-page boxes and in the glossary.

## A First Look

Have students read the title and look at the cover. Ask: *What does the picture show?* Elicit whether students understand that rocks are made of minerals and that the picture shows the mineral crystals inside the rock. Say: *Let's find out more about rocks and minerals.*

## Read and Analyze Informational Text Cite Textual Evidence

✪ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Explain How Illustrations Support Text

Explain that authors often use illustrations to support and expand what they describe in the text. Help students focus on how the illustrations in this book support and expand the text discussion.

(pp. 8–9) *How does the illustration support the author's point about finding minerals on page 8?*

✪ (pp. 12–15) *What do the illustrations and captions add to the text on how magma turns into igneous rock?*

(pp. 18–19) *How do the illustrations on page 19 add to what the text on page 18 states about metamorphic rocks?*

✪ (pp. 22–23) *How does the rock cycle illustration support what the author has already stated about how igneous, sedimentary, and metamorphic rocks form? How does it add to the text discussion?*

Praise students for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students look at pages 28 and 29. Ask:

- *Why are the illustrations and captions on page 28 important to the text discussion?*
- *What information is in the illustration and caption on page 29 but is not in the text discussion?*

### Thinking Beyond the Text

Remind students that authors often expect readers to make inferences by connecting information in the text. Ask:

- ⊕ *From reading page 17, what can the reader infer about what holds the sand and pebbles together in conglomerate rock?*
- ⊕ *What kinds of things can a reader infer about rocks and minerals from the collection of cool rock facts on pages 20 and 21?*

### Thinking About the Text

Have students review pages 12–19 and the illustration on pages 22–23. Ask:

- *Why did the author number the list on page 12 and the headings on pages 13, 17, and 18?*
- *How does the illustration on pages 22 and 23 support the idea that the process of forming rocks is a cycle?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Multisyllabic Words

Remind students that a syllable is a word part with one vowel sound. Students can break down a long word into syllables to help them read it.

- Write *different* (page 4) on the board and model reading it as you divide it into syllables (dif-fer-ent). Have students repeat each syllable sound and then blend them together.
- Repeat with *minerals* on page 7 (min-er-als) and *underground* and *volcanoes* on page 14 (un-der-ground; vol-ca-noes).
- Ask volunteers to find other multisyllabic words to break down.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Model for students how to pronounce science terms. Point out links to familiar words, if any—*ignite* and *ignition*, for example. Say the word and have students repeat it, then read the sentence with the word and have students echo-read it.

## Expand Oral Language/Conversation

**Talk About Rock Groups** Review the three rock groups: igneous, sedimentary, and metamorphic. Then have students talk about how the rocks in each group form. Encourage students to relate this information to the rock cycle.

## Write and Respond to Reading

**Write an Explanation** Have students use information from the text and illustrations to write an explanation of the rock cycle. Encourage students to draw on information on pages 22–23 and elsewhere as needed. **(Informative/Explanatory)**

**Write a Description** Have students write a paragraph describing one of the rocks pictured in the book. Encourage students to include details about the colors, shape of the crystals, whether the surface is rough or smooth, whether the surface is dull or sparkles, what associations the rock brings to mind, and so on. **(Narrative)**

## ELL Bridge

To help students practice articulating ideas from the book, have them take turns selecting an illustration or photo in the book and describing what it shows. Encourage students to speak in complete sentences. (*This picture shows \_\_\_\_\_. The rock looks like \_\_\_\_\_. This rock forms when \_\_\_\_\_.*) Model the sentences on the board.

## Connect Across Texts

*Beachcombing* by Jim Arnosky

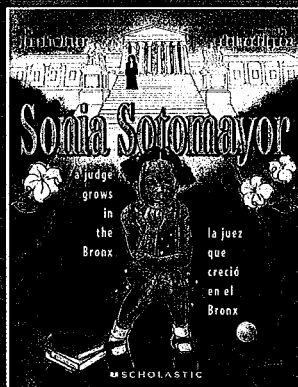
In both books the authors suggest that readers explore to find treasures in different environments. How does Arnosky make beachcombing seem like endless fun? How does Zoehfeld make rock hunting seem challenging and interesting?

## Connect to the Internet

For more information about minerals, visit <http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/minerals.htm>. For more about the rock cycle, go to <http://studyjams.scholastic.com/studyjams/jams/science/rocks-minerals-landforms/rock-cycle.htm>.

# Sonia Sotomayor: A Judge Grows in the Bronx

**GUIDED  
READING  
PROGRAM**  
Nonfiction Focus  
2nd Edition



## Summary & Standards

**Summary:** Sonia Sotomayor, a Latina from a housing project in New York's South Bronx, grows up to become a justice on the U.S. Supreme Court.

**CCSS.ELA-Literacy:** Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

**Author:** Jonah Winter

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** leaders from diverse backgrounds can strengthen government; the value of hard work

**Text Type:** Picture Book

## Genre/Text Type

**Biography/Picture Book** Remind children that a biography tells about important events in the life of a real person. Events are highlighted in illustrations.

## Informational Text Features

**Author's Note** The author's note at the end of the book retells the events of the book in a factual way.

## Vocabulary

### Academic Vocabulary

**culture** (p. 12): the art, beliefs, and way of life of a group of people

**thrive** (p. 23): to grow strong and healthy

### Domain-Specific Vocabulary

**courtroom** (p. 16): the room in which a trial is held

**trial** (p. 25): a hearing of evidence to determine whether someone is guilty of a crime

## Challenging Features

**Text** Children may be confused by the Spanish version placed next to the English text. Explain to English readers that they will read only the English text.

**Vocabulary** Children may be unfamiliar with words relating to the legal system, as well as terms related to Puerto Rican culture.

## Supporting Features

**Text** The first two pages of text set up the story, giving readers an introduction to the story's theme.

**Content** Sonia Sotomayor's journey is presented through a personal perspective that most children will be able to relate to.

## A First Look

Together, look at the cover and read the title and subtitle. Have children describe what they see in the illustration. Ask: *Who do you think the child is? Who do you think the woman in the back is?*

## Read and Analyze Informational Text Cite Textual Evidence

❖ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

### Determine the Meanings of Words and Phrases

Point out that authors choose words carefully to express their ideas. These words help paint a picture for the reader. Explain that authors also give clues to help readers understand words. (Note: Book pages are not numbered. The title page is page 1.)

❖ (pp. 3–5) *What does it mean for a flower to blossom? What does it mean for a person to blossom? Why does the author use the word blossom to describe what happens to Sonia?*

(p. 12) *What is merengue music? How do you know? How does the phrase "tastes and sounds of Puerto Rican culture" help paint a picture of Sonia's early life?*

(pp. 15–16) *What does the word unstoppable mean? What are some other words that could fit the context? Why do you think the author chose unstoppable instead of those other words?*

❖ (pp. 28–30) *What does nominate mean? Which other words, phrases, and ideas help you understand the meaning of nominate?*

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

LEVEL  
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## Develop Comprehension

### Thinking Within the Text

- Have children tell the main events in the life of Sonia Sotomayor. Remind them to tell the events in the correct order, or sequence.

### Thinking Beyond the Text

Have children look at pages 29–33. Ask:

- *What does the author think about having people from different backgrounds on the Supreme Court? How does diversity in government strengthen our democracy?*
- *Is it possible to honor your own background and yet make decisions that are fair to everyone? Explain.*

### Thinking About the Text

Ask children to think about the use of language. Ask:

- *Throughout the book, the author uses words and phrases such as blossom, flower, flowering vine, and garden. How does this imagery support his treatment of his subject?*
- *Why do you think the author includes Spanish words, such as abuelita, lotería, and arriba, in the English text? Explain.*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Figurative Language

Remind children that words used figuratively have meanings that are different from their actual meanings. For example, to say that it is “raining cats and dogs” means that it is raining heavily—not that cats and dogs are falling from the sky.

- Have children read page 9. Point out the following sentence: *To Sonia, this was heaven.* Ask: *What is the meaning of this sentence?*
- Have children read page 13. Have them explain the phrase *surrounded her like a warm blanket.*
- Have children read page 17. Have them find a figure of speech and explain what it means. (*a lightbulb went on above Sonia’s head—she came to a realization*)

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

## Develop Fluency

Model fluent reading of a page of the book, emphasizing appropriate pausing and phrasing for commas and dashes. Then, in small groups, have children take turns reading aloud a page in the book.

## Expand Oral Language/Conversation

**Talk About Ways People Blossom** Have children discuss how Sonia Sotomayor blossomed. Ask: *In what ways did she help herself bloom? How did others nurture her and help her grow? Based on Sonia’s life, what are some ways we can help other people grow and reach their goals?*

## Write and Respond to Reading

**Write Fact Cards** Have children write fact cards that tell about important events and achievements in the life of Sonia Sotomayor. (**Informative/Explanatory**)

**Write Questions** Have children imagine they are about to interview Sotomayor. Have them make a list of questions they would like to ask her about her life and her work. (**Informative/Explanatory**)

## ELL Bridge

To help children review the important events in the life of Sonia Sotomayor, have them take turns choosing an illustration and describing what it shows. Encourage children to speak clearly in complete sentences and to include as much detail as possible. For example, *This picture shows \_\_\_\_\_.*

## Connect Across Texts

*An Eye for Color* by Natasha Wing

Both *An Eye for Color* and *Sonia Sotomayor* describe how childhood experiences may have helped shape two extraordinary careers. What personality traits did Albers and Sotomayor display early on that helped each succeed in his or her chosen field?

## Connect to the Internet

Share this website with children to find out more about Sonia Sotomayor: <http://www.timeforkids.com/news/justice-no-other/13361>.

# Tell Me, Tree



## Summary & Standards

**Summary:** Beautiful watercolor pictures introduce readers to the parts of a tree and why trees are so important to all living things.

**CCSS.ELA-Literacy:** Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Gail Gibbons

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about trees; identifying the parts of a tree

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind students that informational text gives facts about a topic. This picture book includes illustrations to inform the reader.

## Informational Text Features

**Labels** Labels are used to identify the parts of a tree and names of trees.

## Vocabulary

### Academic Vocabulary

**extremely** (p. 4): very, greatly  
**release** (p. 17): to free or let go of

### Domain-Specific Vocabulary

**absorbs** (p. 7): soaks up a liquid  
**environments** (p. 5): areas of the natural world

## Challenging Features

**Text** Students may be challenged by the page formats. Show them how to identify the section title, read the text, and then look at the pictures and labels.

**Vocabulary** Students may be challenged by words such as *elevations*, *climates*, and *minerals*. Say each word and discuss its meaning with students.

## Supporting Features

**Text** Science terms are defined in the text and science concepts are illustrated with labeled diagrams.

**Content** Students' prior knowledge of the topic will support their understanding of the information.

## A First Look

Talk about the cover and have students identify the parts of the tree. Then read the title. Ask: *Why do you think the author called the book Tell Me, Tree? Read the subtitle and ask students what kinds of information they expect to discover as they read.*

## Read and Analyze Informational Text Cite Textual Evidence

☛ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

### Understand Cause and Effect

Remind students that an effect is what happens and a cause is what makes it happen. Help students identify the cause-and-effect relationships in the book. (Note: Book pages are not numbered. Page 3 is the first page of text.)

- ☛ (pp. 6–7) *What happens when a root begins to grow? What causes the stem to grow?*  
(pp. 12–13) *What happens when roots absorb water and minerals? If a tree does not have strong roots, what might the effect be?*  
(pp. 14–15) *Why do leaves need to make carbon dioxide? How do leaves make food? What is the process of making food—sugar—for the tree called?*
- ☛ (pp. 16–17) *Of what use is the food produced by the leaves of the tree? What causes trees to release oxygen? What effect does the release of oxygen have on people and animals?*
- ☛ (pp. 28–29) *Why do we need trees? If we cut down too many trees, how might that affect us? Why?*

Praise students for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

LEVEL 0

## Develop Comprehension

### Thinking Within the Text

Point out that authors include information in labeled diagrams. Ask:

- ❖ *What information does the illustration on page 7 show?*
- ❖ *What do you learn from the diagram on page 11?*

### Thinking Beyond the Text

Remind students that millions of trees are cut down each year. Then ask:

- *What causes so many trees to be cut down each year?*
- *What makes trees valuable to humans? What makes trees valuable to animals?*
- *Do you agree that trees make the world a beautiful place to live? Give your reasons.*

### Thinking About the Text

Point out that the author devotes pages 20–27 to pictures of different types of trees. Ask:

- ❖ *Why does the author include so many drawings of trees, leaves, and bark?*
- *Do these pages add to or take away from the information in the book? Explain.*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Antonyms

Remind students that antonyms are words that have opposite meanings from each other, such as *light* and *heavy*.

- Point out *small* on page 4. Ask: *What does small mean? (little) What words on this page mean the opposite of small? (big, huge)* Ask students to name other antonyms for *small*.
- Repeat with *hard/soft* and *thick/thin* on page 9.
- Have students find the following words in the text, tell what they mean, and then name antonyms for each word: *light* (p. 5), *alive* (p. 16), *rough* (p. 20).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

## Develop Fluency

Have partners choose a page and take turns reading it aloud. Remind them to pay attention to phrasing and punctuation.

## Expand Oral Language/Conversation

**Talk About Trees** Lead a discussion about the need to harvest trees versus the need to protect them. Ask: *Why do we need trees to be alive and growing? Why do we need to harvest trees? What can we do to conserve a natural resource like trees?* Encourage students to use ideas from the text.

## Write and Respond to Reading

**Write a Review** Ask students to write a review of the book, stating their opinion about the information and how it was provided. **(Opinion)**

**Describe a Process** Have each student write a paragraph that describes a process related to a tree. For example, students might describe how a tree grows from a seed or how a tree makes food. **(Informative/Explanatory)**

## ELL Bridge

Help students articulate facts they learn from the book by providing sentence frames. Begin with simple frames that ask them to recall information, such as *Trees need \_\_\_ and \_\_\_ to grow. Trees also need \_\_\_ and \_\_\_.*

## Connect Across Texts

*An Egg Is Quiet* by Dianna Aston

In *An Egg Is Quiet* and *Tell Me, Tree*, the text and art work together to help readers make comparisons and note differences. Aston conveys what all eggs have in common. How does Gibbons show how all trees are alike in some ways?

## Connect to the Internet

Share this website with students to explore more facts about trees: <http://www.realtrees4kids.org/threefive.htm>. Have students compare the information on the website with what they learned from the book.