

# GUIDED READING PROGRAM

Fiction Focus

*2nd Edition*



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

- **Countdown to the Year 1000**
- **Da Wild, Da Crazy, Da Vinci (Time Warp Trio)**
- **Helen Keller's Teacher**
- **Koya DeLaney and the Good Girl Blues**
- **The Magic School Bus and the Science Fair Expedition**
- **La Mariposa**
- **The Nina, the Pinta, and the Vanishing Treasure (Alec Flint, Super Sleuth)**
- **The Talking Eggs**
- **Who Stole the Wizard of Oz?**
- **You Can't See Your Bones With Binoculars**

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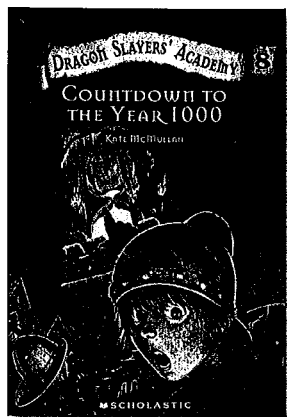
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# Countdown to the Year 1000

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



## Summary & Standard

It is the eve of the year 1000 A.D., and four knights in training, with the help of a visitor from the future, must convince others that the world will not end. Students will comprehend basic plots of a variety of fiction genres.

**Author:** Kate McMullan

**Genre:** Fantasy

**Word Count:** 250+

**Theme and Idea:** revealing the truth

## Making Connections: Text to World

Students may have prior knowledge about the Middle Ages. Invite them to tell what they know about this period in European history.

Explain that the Middle Ages were a time when people did not have a lot of scientific knowledge about the world around them. They believed in magic and superstitions. Invite students to discuss superstitions that people have today.

For additional teaching ideas and resources about the Middle Ages, see <http://www.historyforkids.org/learn/medieval/history/history.htm>.

## Vocabulary

**Essential Words:** cauldron, commotion, contagious, medieval, obliterate, plague, prophesy, scoffed

**Related Words for Discussion:** evidence, persuade, superstition, witness

## 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** Short biographies in the back of this chapter book help students keep track of the story's multiple characters. A campus map helps students picture where the action takes place.

**Vocabulary** Students will find the vocabulary accessible and can use context to understand the meaning of words related to the medieval period, such as *parchment* on page 4 and *cobblestones* on pages 30–31.

Praise students for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students may be unfamiliar with the drop cap used in the first word of each chapter. Explain that this decorative feature is used to make a word stand out and usually signifies the first word of a chapter.

**Vocabulary** Students should keep in mind that this book is set in medieval times. Review the meaning of certain vocabulary related to this era, such as *plague*, *boils*, *dungeon*, *tunic*, and *hourglass*.

## ELL Bridge

Use gestures to help students understand the meaning of certain archaic words and phrases and visualize the action in the story. Read aloud a section of text, demonstrate the action, and then have students repeat after you. For example, on page 34, Erica cups her hands to her mouth and yells, *Pray, what is your name?* Explain that *pray* used in this way is like asking “please.” Demonstrate how Erica cups her hands and calls out. Have students repeat the actions.



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## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students recall what happens when Zack is in the headmaster's office. Then have them tell how the children go about gathering proof against Count Upsohigh.

#### Thinking Beyond the Text

Discuss the ways in which Count Upsohigh uses superstition to take advantage of people. Ask: *Why do people start to believe the prophecy? What did Count Upsohigh most likely do in order to make the prophecy appear real?*

#### Thinking About the Text

Have students notice that the author creates humor by including medieval equivalents of modern-day things. For example, instead of newscasters, she includes town criers. Have students note how the author mixes modern ideas into the medieval setting.

### Understanding Setting

Remind students that the setting is where and when a story takes place. Clues about the setting can be found in descriptions of places and in details about what the characters are doing and wearing. Sometimes the illustrations provide clues.

- Read aloud page 1. Ask: *What do the characters say that shows this story has a medieval setting?*
- What other clues about the setting can you find in the text?
- Explain that the book's illustrations are full of clues about the time and place of the story. Have students study the illustration on page 48. Ask: *What details show that the story is set long ago? What details show that Zack is not from this same time and place?*

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

#### Unusual Language

Remind students that the author uses words that were common in medieval times to make the setting for the story clear.

- Have students read the last half of page 12. Ask students to identify the words that we do not use in conversation today. Explain that *thou*, *thee*, and *ye* are old English words for "you." Guide them to discover the meaning of other old English terms.
- Encourage students to keep a glossary of medieval words and their translations.

### Developing Fluency

Model expert reading for pages 16–17, focusing on the differences in speech between the medieval characters and Zack. Then ask volunteers to repeat the section.

### Oral Language/Conversation

**Talk About Revealing the Truth** Explain that the children in the story had to convince the townsfolk that the world was not going to end. Ask: *How were they able to do this?* Then discuss different ways by which we can convince others of the truth.

### Extending Meaning Through Writing

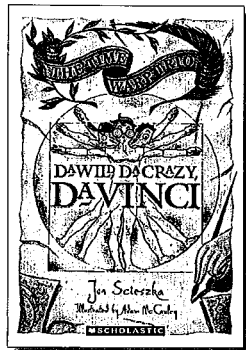
- Have students choose two academy students from the story to compare and contrast. Ask them to include examples that show how each student reacts in a given situation. **(Expository)**
- Have students imagine what they would have said to convince the townsfolk. Ask them to write a speech explaining what they know. **(Persuasive)**

### Other Books

*The Pagemaster* by Jordan Horowitz

*Golden Sword of Dragonwalk* by R. L. Stine

# Da Wild, Da Crazy, Da Vinci (Time Warp Trio)



## Summary & Standard

Three time-traveling boys find themselves transported back to Renaissance Italy, where they must outsmart a cruel military captain with the help of Leonardo da Vinci. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Author:** Jon Scieszka  
**Genre:** Science Fiction

**Word Count:** 250+  
**Theme/Idea:** finding solutions

### Making Connections: Text to World

Students may have prior knowledge about Leonardo da Vinci, his inventions, and his artwork. Ask students to share what they know about this intelligent and creative man.

Extend the real-world connection by explaining that Leonardo lived during the Renaissance, a time of great advancement in the sciences and the arts. Point out that he sketched ideas for a helicopter, a tank, a submarine, and a machine gun, all of which were not actually built until centuries later.

For additional teaching ideas and resources about Leonardo da Vinci and his work, see <http://www.mos.org/leonardo>.

### Vocabulary

**Essential Words:** confiscating, impressive, military, mysterious, translation, universal

**Related Words for Discussion:** explanation, necessary, predicament, pressure, solution

### Genre

**Science Fiction** Remind students that science fiction is made-up stories that deal with scientific subject matter and may be set in the future.

### Supportive Book Features

**Text** The text is divided into chapters and includes humorous illustrations that support certain scenes in the text. An Inventor's Workshop at the back of the book includes tongue-in-cheek inventions by the characters.

**Vocabulary** The book's vocabulary will be easy for readers to decode and comprehend. Students can use context to understand difficult words or unfamiliar slang expressions.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The chapter titles are written backward, just as Leonardo used "mirror" writing to record ideas in his journals. Because this book is part of a series, there are often references to previous plot lines that students may not understand.

**Content** It would be helpful to students if they had background knowledge about Leonardo and his inventions in order to understand many of the puns and plays on words in the book. With the help of books or the Internet, provide some facts for students about Leonardo and the Renaissance.

### ELL Bridge

To help students visualize what they read, have partners work together to try some of the book's tricks. For example, have partners try the Power Drain for themselves and discover how this works. Reread pages 38–41. Have one partner sit in a chair, like Captain Nassti on page 41, and practice getting up and sitting down. Then have the other partner place a finger to the forehead. *Ask: How does this prevent the seated person from getting up? Why might people from long ago have thought this was magic?* Repeat with the tricks described on pages 57–58.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss the boys' encounters with Leonardo and with Captain Nassti. Have students identify the problems the boys faced and how they were solved.

#### Thinking Beyond the Text

Invite students to note how Leonardo's reaction to the boys was different from Captain Nassti's and to explain why this was so. Have students compare and contrast what each man wants to gain from the boys' ideas and inventions.

#### Thinking About the Text

Have students notice that the author includes historical facts in the text to make the time period more authentic. Reread pages 12–13 and identify the historical facts on these pages. Ask: *How does including facts such as these make the story more believable?*

### Understanding Visualizing

Remind students that as we read, we should use the author's words to create a picture in our minds. By visualizing the action, readers can feel as if they are a part of the story. Use the following examples to help students visualize what is happening in the story.

- Page 13: *Fred pointed to his head and twirled his finger around in the universal sign for crazy.*
- Page 15: *The green time-traveling mist thickened and swirled around and around...*
- Page 31: *We crawled under the table and tried to make ourselves very small.*

For each example, invite students to tell what they picture to be happening. Then ask them how this visualization adds to the scene.

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

Remind students that a suffix is an ending added to a base word. Recognizing suffixes and base words in larger words can help students understand their meanings.

- Write *impress, impressed, impressive*, and *impression* on the board or a chart. Underline the base word *impress* and share its meaning. Identify the suffix added to each word. Guide students to use each word correctly in a sentence.
- Repeat the process with *magic, magical, magically*, and *magician*.

### Developing Fluency

Select a passage from the book and model reading it with proper pace, phrasing, and intonation. Then encourage partners to take turns rereading the passage aloud, until their pace, phrasing, and intonation are fluent.

### Oral Language/Conversation

**Talk About Solutions** Have students talk about times when they had to come up with a solution quickly. Discuss why thinking under pressure is difficult. Ask: *What helps people think of solutions when they are under pressure or being threatened?*

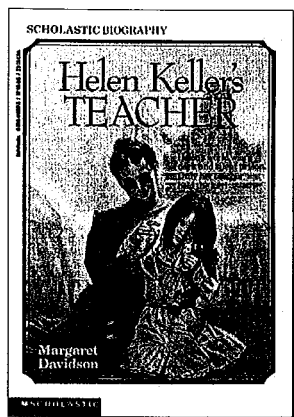
### Extending Meaning Through Writing

- Have students imagine they have joined the Time Warp Trio. Ask them to tell about a time in history they would like to visit and whom they would expect to meet there. **(Narrative)**
- Have students describe an invention to make the world a better place. Suggest that they include a diagram. **(Expository)**

### Other Books

*Secret Land of the Past* by Miriam Schlein  
*Tomorrow's Wizard* by Patricia MacLachlan

# Helen Keller's Teacher



## Summary & Standard

Annie Sullivan overcame poverty and partial blindness to become Helen Keller's teacher, releasing her from a world of silence and darkness. Children will read literature from and about a wide range of historical periods and perspectives.

**Author:** Margaret Davidson **Word Count:** 250+

**Genre:** Biography

**Theme/Idea:** overcoming personal challenges

## Making Connections: Text to Text

Ask students to tell about books they have read in which a character had difficulties reaching a goal. Discuss what each character did to reach the goal. Ask whether other people in the story helped the character.

Extend the connection by pointing out that this biography tells about Annie Sullivan, Helen Keller's teacher. Annie overcame obstacles in her personal life, as well as challenges presented by Helen herself, to teach Helen how to read and write. Explain that Helen could not see, hear, or speak.

For additional resources about individuals who are hearing and visually impaired, see <http://www.actionfund.org/ohsay/saysee18.htm>.

## Vocabulary

**Essential Words:** blur, ignorant, mimicry, poverty, rage, separated

**Related Words for Discussion:** attitude, challenge, determination, positive, pride

## Genre

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

## Supportive Book Features

**Text** The book is divided into titled chapters, which help break the text into meaningful sections. A few illustrations help the reader visualize characters.

**Content** The author uses descriptive language to convey Annie's strong emotions of anger, pride, and determination to succeed.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students may not be familiar with the time in which most of the story takes place—the 1870s and 1880s. Discuss how life then was different from, and in many cases harder than, life today. Discuss the ways by which people communicated with each other and the ways people traveled in the mid- to late 1800s.

**Vocabulary** Some words, such as *teeming* (page 32), may be challenging for young readers. Encourage students to use context clues for understanding. See Developing Phonics and Word-Solving Strategies on the other side of this card.

## ELL Bridge

Have students focus on the different emotions Annie experiences throughout the book, such as fear, anger, and determination. Have students give real-life examples of situations in which they might experience these feelings. Invite them to act out these emotions with their facial expressions. Ask: *What would your face look like if you were angry? If you were proud?*



## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

For each chapter, have students discuss the problem Annie is facing at this point in her life and how she reacts to it. Have students also identify the character in each chapter who either assists or opposes Annie.

#### Thinking Beyond the Text

Have students consider how Annie's childhood rage helped her understand Helen's temper tantrums and how her years of being visually impaired prepared her for teaching Helen. Ask students in what other ways Annie's earlier years prepared her to be a good teacher.

#### Thinking About the Text

Point out the author's use of flashback on pages 14–28 to tell about Annie's first nine years. Note that the writer chose to start with the journey and then flash back to the earlier years. Ask: *Why do you think the author did this instead of telling the story events in the order in which they happened?*

### Recognizing Setting

Setting is the time and place in which a story takes place. The setting often affects the ways characters act, as well as what happens in the story. Ask and discuss the following questions:

- *How does the setting of Annie's first home with her parents play a part in her eye problems?*
- *How would you describe the setting at Tewksbury? What important events in Annie's life happened there? Could these events have happened in a different setting?*

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

#### Context Clues

Remind students that they can often figure out the meaning of an unfamiliar word by using context clues. They should look carefully at the sentence in which the word appears, as well as the surrounding sentences.

- Ask students to find the word *distracted* on page 3. Have them find clues to its meaning in the surrounding sentences.
- Direct students' attention to *mimicry* on page 100. Ask what words in the same sentence tell the meaning of *mimicry*.

### Developing Fluency

Select an expressive passage and read it aloud, to demonstrate fluent reading. Then have small groups of students read the same passage chorally with expression.

### Oral Language/Conversation

**Talk About Overcoming Challenges** Lead a discussion about how determination helped both Annie and Helen overcome their personal challenges. Discuss the importance of keeping a positive attitude when helping yourself or others face a challenging situation.

### Extending Meaning Through Writing

- Invite students to suppose they could interview Annie Sullivan or Helen Keller. What questions would they ask? Have them write their questions as a list. **(List)**
- Have students write a few paragraphs about a time they used determination to help them accomplish a goal. **(Expository)**

### Other Books

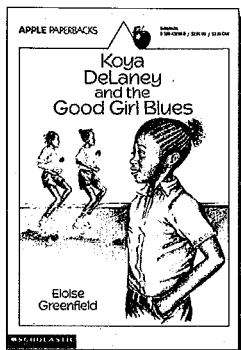
*Baseball Saved Us* by Ken Mochizuki

*Sara Crewe* by Frances Hodgson Burnett



# Koya DeLaney and the Good Girl Blues

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## Summary & Standard

Koya wants everyone to get along. But when others treat her sister and cousin with disrespect, Koya understands why she must show her true feelings. Students will appropriately identify the theme or author's message in a grade-level-appropriate text.

**Author:** Eloise Greenfield

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** taking a stand

## Making Connections: Text to Self

Have students think about a team sport they are familiar with. Ask: *How is each of the members of the team important?*

Point out that competitions occur in sports, the arts, and academics. Sometimes people can show poor sportsmanship by disrespecting a teammate. Have students identify how they would feel if a teammate treated them poorly. Ask: *Would you confront your friend? What would you say?*

For additional teaching ideas and resources about good sportsmanship, see <http://kidshealth.org/parent/emotions/behavior/sportsmanship.html>.

## Vocabulary

**Essential Words:** emphasis, intention, irritated, predicament, resolve, rhythm

**Related Words for Discussion:** alternative, decision, friendship, understanding

## Genre

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

## Supportive Book Features

**Text** The text is divided into chapters. Most sentences are simple and concise. An About the Author gives information that enriches the story's real-world connection.

**Content** Students will likely find the relationships among the characters familiar. They will be able to understand some of the conflicts the characters face.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The book contains colloquial language that students may not understand. The use of ellipses and other punctuation (page 2) mimics everyday speech patterns but may be unfamiliar to some students. Encourage them to reread text in those sections.

**Vocabulary** Students will need to know what a double-dutch team is and the vocabulary describing its related moves, such as *turners* (page 62), to understand the story's competition.

## ELL Bridge

Briefly discuss the meaning of the term *realistic*. Then have partners work together to list things they learned about the characters, settings, and plot that make this story realistic. Invite students to write their findings on a chart or on the board. Say: *These qualities make the story realistic. How might we change these to make the story unrealistic?* Write down students' suggestions. Encourage students to use these ideas to orally present a summary for an unrealistic story. For example, *Two alien sisters have a race to orbit their planet in spaceships.*

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students identify the events at which Koya chooses to avoid a disagreement or fight. (when her family is voting on an activity, when Tracee talks down to her, when Dawn runs up to hug her)

#### Thinking Beyond the Text

Have students compare and contrast how the two sisters reacted to Dawn's lie at the double-dutch competition. Ask students whether they think Koya or Loritha reacted correctly. Have them explain their judgment.

#### Thinking About the Text

Ask students to notice that the author uses foreshadowing to build interest. Reread page 19 and note that the author hints at something bad that has happened. Discuss that this makes readers anticipate something that they may learn later in the story.

### Understanding Author's Purpose

Remind students that every author has a purpose for writing. The three main purposes for writing are to persuade, to inform, and to entertain. As they read, students can figure out the reason why an author wrote the book. Sometimes, an author may accomplish more than one purpose. Ask:

- *What is the purpose of the humorous plot events, such as Koya telling jokes at the talent show?*
- *Why do you think the author creates difficult situations for Koya? What does she learn?*
- *What do you think was the author's main purpose for writing this book? Why? What other purposes does the author accomplish?*

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

#### Challenging Words

Remind students that breaking long and challenging words into smaller parts can help a person read and understand them.

- Point out *disgraceful* on page 6. Say: *I see that this word has the prefix dis- which means "not." I see also that it has the suffix -ful, which means "full of" or "having." The word that's left is grace, which means "a pleasing appearance or effect." So disgraceful must mean "not having a pleasing appearance or effect."*
- Help students practice this strategy on words such as *squirminess* on page 50 and *unbelievable* on page 106.

### Developing Fluency

Have students reread aloud to a partner a favorite scene in the story. Suggest that they continue rereading several times until they read the passage fluently.

### Oral Language/Conversation

**Talk About Choices** Lead a discussion about making choices. Explain that Dawn made a selfish choice. Koya later made the choice to side with her sister. Ask: *What kinds of choices might have to be made, even though it means losing a friend?*

### Extending Meaning Through Writing

- Have students write a short story about meeting a favorite musician. **(Narrative)**
- Have students write a paragraph convincing others of why it is important to stand up for what they believe in. **(Persuasive)**

### Other Books

*Fourth Grade Is a Jinx* by

Colleen O'Shaughnessy McKenna

*The Friendship Pact* by Susan Beth Pfeffer

# The Magic School Bus and the Science Fair Expedition

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## Summary & Standard

This book is part of a series of science adventures. In this episode, the class visits a science museum and learns about famous scientists and scientific methods. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

**Authors:** Joanna Cole

**Word Count:** 250+

**Genre:** Science Nonfiction

**Theme/Idea:** understanding scientific discovery

## Making Connections: Text to Text

Students most likely are familiar with the Magic School Bus series. Encourage students to share the science topics that have been explored in these books.

Extend the real-world connection by explaining that in this adventure the students in Ms. Frizzle's class are preparing for a science fair by doing science projects. Invite students to share what they know about science fairs and science projects.

For additional teaching ideas and resources about science fair projects, see <http://www.sciencebuddies.org/>.

## Vocabulary

**Essential Words:** curiosity, discovery, evidence, experiment, logical, method, observe, project

**Related Words for Discussion:** curious, investigate, research, wonder

## Genre

**Science Nonfiction** Remind students that science nonfiction gives facts about the natural world.

## Supportive Book Features

**Text** The text is presented in a variety of ways, including plain text, speech balloons, labeled illustrations, posters, and student reports. This variety is entertaining and allows readers to pick up different information in multiple readings.

**Content** Students will most likely have experience with the Magic School Bus series. The humorous and action-packed story of the class's adventures with their unconventional teacher will keep readers engaged and interested.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Readers may need help keeping track of both the informative and narrative texts. Point out on several pages the location of the narrative text. Remind students to read this text as well as supporting speech balloons, labels, and captions.

**Vocabulary** There is no glossary to help with scientific terms and the many proper nouns. You may wish to have students research pronunciations and meanings.

## ELL Bridge

Have partners practice asking and answering questions about information in the text. First review some of the questions in the book and how to turn information in the book into a question, such as turning "How scientists work" into "How do scientists work?" Then have partners practice. Remind students to use the question words *Who, What, When, Where, Why, and How*.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

As they read, have students make a T-chart listing in the first column each famous scientist's name and in the second column his or her discovery. Have students compare their chart to the "Gallery of Scientists" at the end of the book.

#### Thinking Beyond the Text

Have students look at the illustration on page 24 of the scientists standing on top of each other and use what they have learned to explain the picture. Then ask: *How do you think scientists today build on the work of others?*

#### Thinking About the Text

Invite students to review the "Gallery of Scientists" at the end of the book. Discuss why the authors could not include all the scientists and all the information about them.

### Generating Questions

Tell students that it is often helpful to ask themselves questions as they read, especially when there is information they might not immediately understand. Encourage students to look for answers in the text as they read.

- Have students turn to page 18. Model by saying: *I wonder how Galileo will use Jupiter and its moons to prove that Earth moves.*
- On page 19, tell students: *When I read this page I learn that since Jupiter and its moons move together, it means that Earth and its moon can move together, too. I also read "How Scientists Work," which helps me understand.*
- Encourage students to generate their own questions and locate the answers.

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

#### Multisyllabic Words

Remind students that in order to make longer words easier to read, they can be divided into syllables. Point out that open syllables end with a vowel and usually have a long vowel sound.

- Write *ideas*, *science*, and *museum* on a chart or board and divide each word into syllables. (i-DE-as; SCI-ence; mu-SE-um) Identify and sound out the open syllables.
- Emphasize that by using what they know about open syllables, students can figure out how to read multisyllabic words.

### Developing Fluency

Model reading the narrative of a page with the proper intonation. Then read the speech balloons with expression. Point out that each text type is read in a distinct way, and have partners practice reading the page.

### Oral Language/Conversation

**Talk About Curiosity** Lead a discussion about the ways in which curiosity can lead to discovery. Encourage students to reread the question each scientist asked and tell what he or she investigated. Then have students ask questions about topics that they wonder about and could research.

### Extending Meaning Through Writing

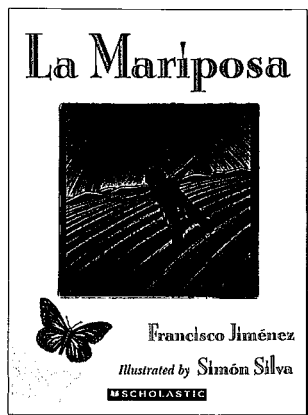
- Have students make a concept web about their favorite scientist in the book. (**Graphic Aid**)
- Invite students to write a paragraph about a science fair project they would like to do. (**Expository**)

### Other Books

*The Magic School Bus Answers Questions* by Joanna Cole and Anne Schreiber

*A Dinosaur Named Sue* by Fay Robinson

# La Mariposa



## Summary & Standard

Watching the metamorphosis of a caterpillar into a butterfly helps Spanish-speaking Francisco learn at a school where the other students speak English. Students will read to better understand the various cultures of the United States and the world.

**Author:** Francisco Jiménez

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** finding common ground

## Making Connections: Text to Self

Ask students to share what they know about the transformation of a caterpillar into a butterfly. Tell them that people can also come out of their “shell” to experience a more fulfilling life, as the boy in *La Mariposa* (The Butterfly) does.

Extend the connection by explaining that when people who do not speak the same language share things, such as art or a class pet, it can help them understand each other. Discuss how working together and sharing art can help people communicate.

For additional teaching ideas and resources about the life cycle of butterflies, see <http://teacher.scholastic.com/lessonrepro/lessonplans/instructor/science2.htm>.

## Vocabulary

**Essential Words:** attention, avoided, cocoon, disrespectful, gestured, nervous

**Related Words for Discussion:** communication, eye contact, gestures, language, nonverbal

## Genre

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

## ELL Bridge

Invite students to articulate and share the challenges of learning a new language. Discuss what words and phrases they learned first in English, such as names of things or people, and conversational words such as *thank you* and *okay*. Discuss how the teacher and class could have helped Francisco more. Then have students discuss how their experience compares to Francisco's experience.

## Supportive Book Features

**Text** The text is supported by detailed and colorful illustrations. A glossary of Spanish words and phrases is at the end of the book. The glossary includes pronunciations.

**Content** The realistic plot is simple and easy to follow. Francisco's actions and reactions are very believable.

Praise students for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some spreads are text only, with no illustrations. The full-text spreads could be intimidating to young readers. Encourage them to focus on one paragraph at a time.

**Vocabulary** Many students will be unfamiliar with the Spanish words and phrases. Refer students to the glossary at the back of the book for their definitions and pronunciations.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

As they read, have students make a web of Francisco's character. Have them write his name at the center and in the outer ovals write words and phrases from the text that describe Francisco's feelings and character traits.

#### Thinking Beyond the Text

Discuss how the insect's metamorphosis from a caterpillar to a butterfly can be viewed as a representation of Francisco's development as an English speaker. How is this representation supported by Francisco's daydreams about flying? Ask students how this event helped Francisco and his classmates find common ground.

#### Thinking About the Text

Invite students to consider why the author included Spanish words and phrases and a glossary. Was it only to make the story seem more realistic? Ask: *How do these words in another language look to you? Does it help you understand how Francisco felt looking at the books with English words?*

### Making Inferences

Remind students that often they can figure out more than the text states by making an inference, or educated guess. Explain that the writer does not tell the reader everything that happens. By using details from the story as well as prior knowledge, readers can make an inference about missing information.

- Guide students to infer why, on page 37, the teacher chooses Francisco to open the jar to release the butterfly.
- Have students infer why, on page 38, Francisco gives Curtis his picture.

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

#### Prefixes

Remind students that a prefix is a word part that is added to the beginning of a word and changes the word's meaning.

- Tell students that the prefixes *dis-* and *un-* can mean "not" or "the opposite of." Have students turn to page 14 and find a word with the prefix *dis-*. Have them put their finger over the prefix and read the rest of the word. Explain that the word *disrespectful* means "not respectful."
- Repeat for the words *disappeared* on page 23 and *unscrewed* on page 37.

### Developing Fluency

Model reading a passage from the book. Then have partners take turns reading the same passage as you walk around and listen. Continue with subsequent passages.

### Oral Language/Conversation

**Talk About Nonverbal Communication** Ask students to name other ways in which Francisco and his classmates might have communicated. Lead a discussion about nonverbal forms of communication, such as body language, gestures, and eye contact.

### Extending Meaning Through Writing

- Have students pick an event from the book and write a journal entry as Francisco, describing the event and how it made him feel. **(Narrative)**
- Invite students to write about their favorite time of the school day (other than lunch or recess) and tell why it is their favorite time. **(Expository)**

### Other Books

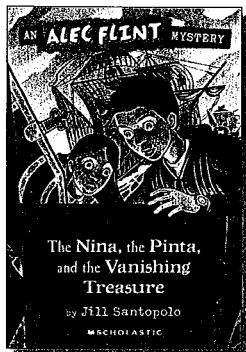
*A Chair for My Mother* by Vera B. Williams

*The Day of Ahmed's Secret* by

Florence Parry Heide and Judith Heide Gilliland

# The Nina, the Pinta, and the Vanishing Treasure (Alec Flint, Super Sleuth)

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



## Summary & Standard

Super sleuth Alec Flint teams up with his new classmate, Gina, to solve the mystery of the missing Christopher Columbus exhibit from the American History Museum. Students will read for personal fulfillment.

**Author:** Jill Santopolo

**Genre:** Mystery

**Word Count:** 250+

**Theme/Idea:** working together

## Making Connections: Text to World

Have students identify museums they have visited and the kinds of exhibits each had. Invite them to name the kinds of exhibits they would expect to see at a museum of American history, a natural history museum, or a museum of science and technology.

Extend the connection by discussing what students know about Christopher Columbus. What kinds of objects and information would they expect to see in a museum exhibit about Columbus and his explorations?

For additional teaching ideas and resources about museum exhibits, see <http://americanhistory.si.edu/kids/index.cfm>.

## Vocabulary

**Essential Words:** clue, contrary, detective, evidence, exhibit, inspiration, partner

**Related Words for Discussion:** accomplish, collaborate, cooperate, participate, situation

## Genre

**Mystery** Remind students that a mystery is a story about a puzzling event and the clues that help explain it.

## Supportive Book Features

**Text** Illustrations support the text. An answer key in the back of the book shows decoded letters. An Author's Note provides additional background used to write the story.

**Content** The quick pace and high interest of this chapter book will appeal to young readers. Students will easily relate to many routines in the story, as they are used in real-life classrooms. The story's characters are appealing and believable.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Alec and Gina write letters in code. Though the code is explained, students may still have a problem remembering it when the letters appear in the text. Direct them to pages 175-177 to read the decoded letters.

**Vocabulary** Students may need to use strategies to figure out several multisyllabic words. Explain that the author has Dr. Glumfeld use long words to make him stand out from the other characters.

## ELL Bridge

Have students work with a partner to summarize each chapter of the story. Together, create a table of contents from the chapter titles on the board or a chart, leaving space after each heading. After reading, ask students to work with a partner to write a summary statement for the chapter. Invite partners to share their statements and discuss them as a group. Then record a group chapter summary statement on the table of contents.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students identify the two mysteries in the story. Ask them to list the clues that the children find for each mystery.

#### Thinking Beyond the Text

Ask students to think about how Gina and Alec work together. Ask: *Which tasks do they do on their own? Which tasks can they do only by helping each other?* Have students discuss how teamwork often makes tasks easier.

#### Thinking About the Text

Have students notice that the author uses strings of hyphenated words, such as *Fernando-call-me-Frank* on page 7 and *squeak-squeal-bounce* on page 19. Discuss why the use of these terms adds visual interest and humor to the story.

### Understanding Problems and Solutions

Remind students that in a mystery, there is always a problem to be solved. The problem may be a crime that needs to be solved or a puzzling situation that needs to be understood. A mystery usually ends with a solution. The solution may be finding out who committed the crime or solving the puzzle.

- Ask: *At the beginning of the story, what crime has occurred? Who has been called in to solve it? What is Alec's role?*
- *When Alec enlists the help of Gina, the new girl, what mystery does she raise?*
- *At what point in the story do the children think that the two mysteries are connected? What clues point to this?*
- *In the end, how are both mysteries solved?*

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

#### Synonyms

Remind students that words with similar meanings, such as *dish* and *plate*, are called synonyms. Writers use synonyms to make their writing more interesting.

- Page 9: Read aloud the last paragraph. Explain that synonyms show how Dr. Glumfeld speaks.
- Have students identify the synonyms in the paragraph. (*serviette/napkin, carbonated beverage/soda*)

### Developing Fluency

Model fluent reading of a passage, stressing appropriate pacing, expression, and intonation. Then have students take turns reading a section aloud.

### Oral Language/Conversation

**Talk About Teamwork** Write this idiom on the board or a chart: *Two heads are better than one*. Discuss its meaning and point out how Alec and Gina “put their heads together” to solve a crime. Invite students to share how working together helped them.

### Extending Meaning Through Writing

- Have students write a journal entry about how Alec or Gina would help them solve a crime. (**Narrative**)
- Have students use Gina's code on page 46 to write a letter, discussing what they liked about the book. Post the letters, allowing students time to “crack the code” and read them. (**Expository**)

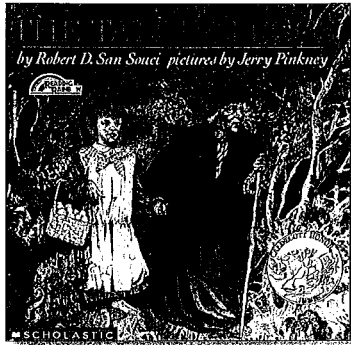
### Other Books

*Encyclopedia Brown and the Case of Pablo's Nose* by Donald J. Sobol

*The Case of the Missing Pitcher* by T. J. Edwards



# The Talking Eggs



## Summary & Standard

This folktale, an adaptation of a Southern Creole folktale, is about Blanche, a kind girl who is treated badly by her mother and sister. When Blanche extends kindness to a strange elderly woman, Blanche's life changes forever. Students will read to better understand the various cultures of the United States and the world.

**Author:** Robert D. San Souci

**Word Count:** 250+

**Genre:** Traditional Literature/Folktale

**Theme/Idea:** treating others with respect

## Making Connections: Text to World

Students are likely familiar with folktales, such as Paul Bunyan and Johnny Appleseed. Discuss how these stories are different from realistic fiction and nonfiction.

Explain that this folktale originally came from early settlers called Creoles who lived in the southern state of Louisiana.

For additional teaching ideas and resources, see <http://www.content.scholastic.com/browse/unitplan>.

## Vocabulary

**Essential Words:** airs, backwoods, bad-tempered, bramble, frightened, honor, pestle, sharp-tongued, spirit

**Related Words for Discussion:** determination, patience, pride, skills, wealth

## Genre

**Traditional Literature/Folktale** A folktale is a story that has been passed down through generations by word of mouth.

## Supportive Book Features

**Text** The print is in clear chunks and stands out against the light background. The author's descriptive style and the detailed, realistic illustrations will help readers visualize what they read.

**Content** Students will most likely be able to relate to Blanche and the theme of helping and not making fun of others. Blanche is rewarded for her kindness, whereas her mother and sister are punished for their greed and cruelty.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Much of the dialogue is written in dialect, so the meaning of the text may be difficult for some students to comprehend. Tell students to read slowly the passages that have dialogue.

The text is dense and the sentences are long. Encourage students to read each page one paragraph at a time.

**Vocabulary** The words written in dialect may be difficult for some readers. Encourage students to use the illustrations and context clues to help them find the meaning of unfamiliar words.

## ELL Bridge

Have partners take turns describing the book illustrations to each other. For each picture have them answer questions, such as *How are the characters dressed? What are they feeling? What are they doing? Does the illustration show something real or something that is not real?* Have pairs explain how the illustrations show what the characters are feeling. Remind students to use adjectives in their descriptions.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children discuss the events in the story by asking: *Why does Blanche go to the woods at the beginning of the story? What happens during the middle of the story? Where is Blanche at the end of the story? What do you think has become of the strange old woman?*

#### Thinking Beyond the Text

Discuss the character of Blanche. Ask: *What kind of person is Blanche? Would you like to have Blanche as a friend? Why or why not?* Invite students to suggest what lessons can be learned from this folktale.

#### Thinking About the Text

Invite students to find specific words the author uses to describe each character. Ask: *What do these words tell you about the characters? What does this language tell you about Creole culture?*

### Understanding Genre: Folktale

Explain that a folktale is a story that is passed down from generation to generation. Discuss another folktale such as "The Little Red Hen," reminding students that the red hen asks for help, but her friends are too busy. Only at the end of the folktale, when the red hen is ready to eat the bread she worked hard to make, are her friends willing to help her.

- Ask students how the stories of the little red hen and *The Talking Eggs* are alike. (They are both about selfishness and helping others.)
- Ask students why they think *The Talking Eggs* was passed down from generation to generation. Ask: *What lesson does the story teach?* Have students support their opinions with evidence from the text.

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

#### Vowel Digraphs

Remind students that every syllable has one vowel sound. Sometimes, two vowels together stand for one vowel sound. Point out that some vowel digraphs, such as *ai, ay, ea, ee, ey, ie, or oa*, have a long-vowel sound.

- Have students read, on page 3, *They raised a few chickens, some beans . . .*; and on page 4, *She walked away.*
- Ask them to name the words with vowel digraphs (*they, raised, beans, away*), identify the letters that make up each digraph, and say the vowel sound the digraph makes.

Have students find more words with vowel digraphs as they read.

### Developing Fluency

Model reading long sentences. Explain that it is important to read at a slow pace and with proper phrasing, in order to convey the proper meaning of the text. Have partners practice reading long sentences to each other.

### Oral Language/Conversation

**Talk About Respectfulness** Discuss how Blanche responded to the old woman. Ask students how they might react to someone unusual. Would they be respectful or rude?

### Extending Meaning Through Writing

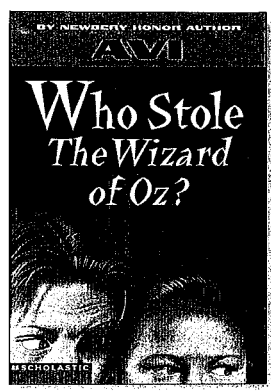
- Have students choose one character from the story and write about what they liked or disliked about her. (**Expository**)
- Ask students to extend the story to Blanche's life in the city. (**Narrative**)

### Other Books

*Punia and the King of Sharks: A Hawaiian Folktale* by Lee Wardlaw

*Jack and the Animals: An Appalachian Folktale* by Donald Davis

# Who Stole The Wizard of Oz?



## Summary & Standard

When Becky is accused of taking a book from the library, she and her twin brother find clues that uncover the real culprit. Students will read to comprehend basic plots of a variety of fiction genres.

**Author:** Avi  
**Genre:** Mystery

**Word Count:** 250+  
**Theme/Idea:** uncovering clues lead to unexpected treasure

### Making Connections: Text to World

Explain to students that a classic book is one that appeals to many generations. Classic books that young people read today also may have been read by their parents and grandparents. Invite students to name a few classics that they have read.

Point out that early editions of books can be valuable. Have students discuss where they might find early or rare editions of books and why these antique books are treasured. Say: *In this book, a girl is accused of stealing a valuable early edition of a book. She and her brother must find the real culprit.*

For a list of classic children's literature, see <http://www.teachersfirst.com/100books.cfm>.

### Vocabulary

**Essential Words:** accidentally, annoyed, annual, particular, reluctantly, timid

**Related Words for Discussion:** coincidence, connection, interpret, mislead

### Genre

**Mystery** Remind students that a mystery is a story about a puzzling event, such as an unsolved crime, and the clues that help solve it.

### Supportive Book Features

**Text** Each chapter has a descriptive title that gives clues about what students will read. The tone of the story is conversational and easy to follow. Illustrations provide some support for the text.

**Vocabulary** Students will find the book's vocabulary and sentence structure easy to comprehend. Difficult vocabulary, such as *curtly* on page 34, can be defined by using context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 95 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Point out to students that they will need to follow dialogue closely to understand who is speaking, as it isn't always clearly stated. Italics are used for both book titles and word emphasis. Be sure students understand both applications.

**Content** It is helpful if students are familiar with the classics referred to in the story—*Treasure Island*, *Through the Looking Glass*, *The Wizard of Oz*, *The Wind in the Willows*, and *Winnie-the-Pooh*—as they figure prominently in the plot. Refer students to the illustrations on pages 75–76 to help them understand the story.

## ELL Bridge

Review the words *mystery*, *clue*, and *solution*. Help students articulate the clues to the mystery that lead up to the final solution. As a clue is presented in the story, discuss it with students, and guide them to summarize the clue as you write it on a chart or on the board. After each chapter, stop and review the clues listed so far. For each, ask: *Is this clue still useful, or is it now false?*

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss the “evidence” that makes the librarian think that Becky took the book. Ask them to recall what Becky and Toby find out to prove Becky’s innocence.

#### Thinking Beyond the Text

Have students think about the classics mentioned in the story. Ask students if they think any of the recently published books they have read, such as the Harry Potter series, could be considered a classic someday. Ask: *Do you think future generations will enjoy reading it as much as you have? Why?*

#### Thinking About the Text

Have students notice how the author uses dialogue to move the story forward and to reveal clues. Ask them to read the dialogue on page 26. Have students discuss what clues this dialogue gives them. (Gertude Tobias was very wealthy; Mrs. McPhearson is her niece.) Ask: *How does this move the story along?*

### Understanding Point of View

Remind students that an author can tell a story through the thoughts, or point of view, of one character. When one main character tells what happens, using the words *I* and *me*, it is called first-person point of view. That person is called the narrator. Say:

- *On pages 3–5, we learn about three characters that are a part of the story. Who is telling the story? How do you know?*
- *On pages 7–8, what information does the narrator give readers?*
- *How would this story be different if it were told from Becky’s point of view? From the point of view of Mrs. Chesterton?*

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

#### Multisyllabic Words

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

- Write *valuable* (page 15) on a chart or on the board and model reading it as you divide it into syllables. (val-u-a-ble) Have students repeat each syllable sound and then blend them together.
- Repeat with *particular* (page 13) and *tournament* (page 39). (par-tic-u-lar; tour-na-ment)

### Developing Fluency

Model fluent reading of a passage. Then have students repeat after you as you listen and correct for proper pacing, intonation, and expression.

### Oral Language/Conversation

**Talk About Coincidences** Define *coincidence* as “the occurrence of two things at the same time by chance.” Ask: *How can we misinterpret a coincidence as a clue?* Discuss story events that seemed to be clues but turned out to be coincidences.

### Extending Meaning Through Writing

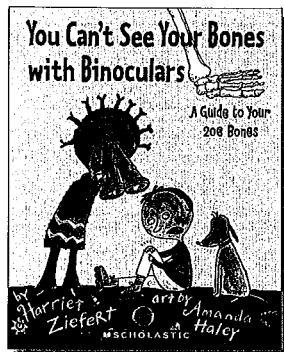
- Have students write a paragraph describing a character from the story. **(Descriptive)**
- Have students write their own mystery about something valuable being stolen, such as an antique book, a photograph, or a piece of sports memorabilia. **(Narrative)**

### Other Books

*Encyclopedia Brown and the Case of the Slippery Salamander* by Donald J. Sobol

*Mary Anne and the Library Mystery* by Ann M. Martin

# You Can't See Your Bones with Binoculars



## Summary & Standard

This informational book takes students on a guided tour of the bones that make up the skeletal system, from the skull to the tips of fingers and toes. Students will read to refine their understanding of how texts work across a variety of genres.

**Author:** Harriet Ziefert

**Genre:** Informational

**Word Count:** 250+

**Theme/Idea:** understanding the purpose of bones

## Making Connections: Text to Self

Students will have some prior knowledge about bones and their functions. Invite students to identify the names and locations of any bones they already know and to share any experiences they might have had with broken bones.

To extend the connection, discuss in more depth the bones students have named, talking about the job each bone does. Explain that some bones hold our body upright while others protect our insides or help us to move.

For additional teaching ideas and resources about the skeletal system, see [www.newtonsaapple.tv/TeacherGuide.php?id=1534](http://www.newtonsaapple.tv/TeacherGuide.php?id=1534).

## Vocabulary

**Essential Words:** brain, lungs, muscles, shoulder, skull, spinal cord, X-ray

**Related Words for Discussion:** invertebrate, skeletal system, support, vertebrate

## Genre

**Informational** Remind students that informational texts give facts about a topic.

## Supportive Book Features

**Text** A sentence in the header at the top of each spread tells which bones are being discussed. X-rays placed over the body parts of funny illustrated people show what each kind of bone looks like. A labeled diagram of a skeleton supports overall understanding.

**Content** The idea of bones inside their bodies will be familiar to students. The engaging way the book describes the different kinds of bones and directs students to touch them makes the concrete information easy to understand and follow.

Praise students for specific use of “Behaviors to Notice and Support” on page 95 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Make sure students understand how the illustrations and sections of text work together on each spread to take readers on a tour of their bones.

**Vocabulary** Difficult scientific names for bones, such as *clavicle* (page 6), are given without including pronunciation guides. (Note: Book pages are not numbered. Page 2 begins with *You can't see . . .*)

## ELL Bridge

Before students read, write on the board content-area words such as *X-rays*, *skull*, *spinal cord*, and *muscles*, and talk about their meanings using kid-friendly definitions, such as *The skull is the bony case that helps protect your brain*. Use the words in sentences and then have students use the words in their own sentences.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Ask students to discuss what they learned about the things bones do for our bodies. Have them list some of the jobs bones do.

#### Thinking Beyond the Text

Have students think back to what they knew before and what they have just learned from the book about the jobs bones do. Ask them how our bodies would be different if we did not have bones inside. Ask them to describe some problems we might have if this were the case.

#### Thinking About the Text

Have students explain how the author uses the text and illustrations to take the reader on a “guided tour” of his or her bones. Ask them to identify specific examples in the book to support their explanation.

### Using Diagrams

Have students examine the picture on page 2 and identify what it is. (an X-ray image of the bones in a body) Then have them turn to the illustration on page 25. Explain that this is a labeled diagram—an illustration that shows how the parts of something are related and that includes labels naming its different parts. Ask students what is labeled here. (the bones in a body) Have students discuss why the author included this diagram in the book and why she may have decided to place it at the end.

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

#### Context Clues

Tell students that some books contain scientific terms that are not always defined. Readers can use context clues to figure out the meaning of an unfamiliar word.

- Turn to page 4 and have students read the first paragraph. Ask them to use context clues to explain what the word *vertebrae* means. (spinal bones)
- Repeat with *vertebra* in the next sentence. (an individual spinal bone)

### Developing Fluency

Model for students how to pronounce multisyllabic scientific terms, such as *humerus*, on page 22. (HYOO-muhr-uhss) Say a word and have students repeat it. Then read the sentence and have students echo-read it.

### Oral Language/Conversation

**Talk About the Skeletal System** Point out that humans have a skeleton, or inner support system of bones. Explain that creatures with backbones and internal skeletons are vertebrates, and that those without backbones are invertebrates. Have students name examples of vertebrates and invertebrates.

### Extending Meaning Through Writing

- Have students pick a type of bone discussed in the book and write their own short guide to it. (**Expository**)
- Have students write a short narrative about what they consider to be the most important bone in the body. (**Narrative**)

### Other Books

*Body Battles* by Rita Golden Gelman

*The Magic School Bus Inside the Human Body*  
by Joanna Cole