

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Amelia and Eleanor Go for a Ride**
- **The Boy Who Harnessed the Wind**
- **Girl Wonder**
- **Grandma's Gift**
- **If I Ran for President**
- **Life in the Ocean**
- **The Moon**
- **So You Want to Be an Inventor?**
- **Take a Giant Leap, Neil Armstrong!**
- **Wolverine vs. Tasmanian Devil (Who Would Win?)**

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 **SCHOLASTIC**

ITEM S-HT5-64744-4



Amelia and Eleanor Go for a Ride



Summary & Standards

Summary: Join two famous women for a thrilling nighttime airplane flight!

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

Author: Pam Muñoz Ryan

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: studying American history; exploring new experiences

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. The illustrations help the reader picture the time and place of this story.

Text Features

Author's Note This feature on pages 38–39 gives detailed background information about Eleanor Roosevelt and Amelia Earhart.

Vocabulary

Academic Vocabulary

determined (p. 5): having made a firm decision to do something

independence (p. 10): state of thinking and acting on one's own, free from others' restrictions

Domain-Specific Vocabulary

aviator (p. 7): pilot

cockpit (p. 10): the area in the front of the plane where the pilot sits

Challenging Features

Text Students may need support following dialogue and changes in speakers. Point out the speaker tags following dialogue and paragraph breaks.

Vocabulary Some students may be unfamiliar with the expression *birds of a feather* on page 5. Explain that it means people with similar character or qualities.

Supporting Features

Text Detailed illustrations support the text.

Content The plot is easy to follow, and the author draws clear parallels between the two women.

A First Look

Talk about the cover of the book. Read aloud the title and have students identify Amelia Earhart and Eleanor Roosevelt. Ask: *Why do you think these two famous women were such good friends?* Then say: *Let's learn about what these women had in common and the amazing adventure they shared.*

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.

Compare and Contrast Characters

Explain to students that they can learn more about the characters in a story by analyzing their thoughts, words, actions, and motivations. (Note: Book pages are not numbered. Page 5 is the first page of text.)

☉ (pp. 6–7) *Describe who Eleanor and Amelia were. Why does the author call them "...two of the most famous and adventurous women in the world"?*

☉ (pp. 10–13) *Compare Amelia's love of flying to Eleanor's love of driving. How were their feelings about these activities similar?*

(p. 16) *Explain why Amelia was not surprised that Eleanor had received her pilot's license.*

(pp. 20–25) *Describe the sequence of events that happened after Amelia suggested she and Eleanor fly to Baltimore. How are Amelia and Eleanor alike?*

(pp. 30–33) *Describe the trip Eleanor and Amelia took in the car. Explain what this trip tells about Eleanor.*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students consider the dialogue and illustrations on pages 24–27. Say:

- Summarize what Amelia and Eleanor saw during their night flight.
- What did Eleanor say their flight was like?

Thinking Beyond the Text

Prompt students to look at the illustrations on pages 18–19 and to think about how information in the text can be augmented by pictures. Say:

- How do the party guests respond to Amelia's description of flying at night? How do the illustrations of Eleanor and Amelia's flight support Amelia's description of night flying?
- How do the illustrations support the idea that the two women were "birds of a feather"?

Thinking About the Text

Encourage students to think about the text features in the book. Ask:

- Why did the author include a recipe at the end of the story?
- The Author's Note on pages 38–39 gives historical information about Amelia and Eleanor. How does this contribute to the readers' understanding of the characters?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Multisyllabic Words

Tell students that when they encounter a long word, they can divide the word into syllables to make it easier to read. Point out that each syllable will have only one vowel sound.

- Write on the board or chart paper the following words from page 25: *miniatures*, *shadowy*, and *horizon*. Divide each word into syllables: min-i-a-ture; shad-ow-y; hor-i-zon. As you read aloud the words, point to each syllable and identify its vowel sound.
- Encourage students to divide other multisyllabic words from page 25. Prompt students to identify the vowel sound in each syllable.

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

Develop Fluency

Model reading aloud with expression the dialogue on page 20. Use an expressive voice to convey the determination in Eleanor's voice when she tells the Secret Service agents that she can take the flight to Baltimore with Amelia.

Expand Oral Language/Conversation

Talk About Aviation Explain to students that the plane Amelia Earhart flew in this story was very different from the planes pilots fly today. Have students look at the illustrations on pages 22–25 and discuss what they notice about the plane.

Write and Respond to Reading

Write an Invitation Write an invitation to either Eleanor Roosevelt or Amelia Earhart, asking her to have dinner with you. Explain why you would like to meet Eleanor or Amelia and tell what you would like to ask her if you had the opportunity to meet in person. **(Narrative)**

Describe a Character Ask students to write a paragraph describing either Amelia or Eleanor. Make sure students include adjectives from the story that describe what each woman was like. **(Informative/Explanatory)**

ELL Bridge

Invite students to look at the illustration of Amelia and Eleanor on page 35, and then the photograph of the women at the end of the book. Encourage students to compare the pictures and describe how the women look and feel in each.

Connect Across Texts

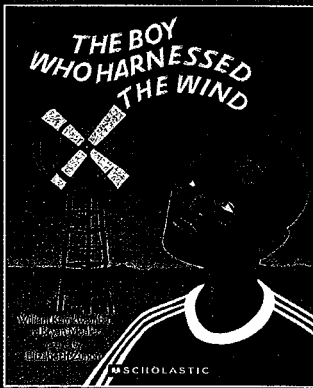
Take a Giant Leap, Neal Armstrong! By Peter and Connie Roop

Neil Armstrong was the first person to set foot on the moon. Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean. Invite students to talk about what qualities a person who wants to be "the first" at something might have, and how exciting it must be to be "the first" to accomplish something.

Connect to the Internet

For more information about Amelia Earhart, have students visit <http://www.ameliaearhartmuseum.org/AmeliaEarhart/AEFunFacts.htm>.

The Boy Who Harnessed the Wind



Summary & Standards

Summary: William Kamkwamba, 14, becomes a hero when he builds a windmill to bring electricity and running water to his drought-stricken African village in Malawi.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Author: William Kamkwamba and Bryan Mealer

Word Count: 250+

Genre: Biography

Themes/Ideas: being a hero; having determination and creativity

Text Type: Picture Book

Genre/Text Type

Biography/Picture Book Remind students that a biography tells the important details of a person's life. Events are highlighted in illustrations.

Informational Text Features

End Matter Biographical information on pages 30–31 follows the story.

Vocabulary

Academic Vocabulary

arranged (p. 18): laid things out in a deliberate way

scanned (p. 7): looked across in search for

Domain-Specific Vocabulary

doubters (p. 27): people who are unconvinced or think something is unlikely

scorched (p. 8): dried out with heat

Challenging Features

Text Students may be challenged by the dense text of the biographical note. Read it aloud to the class.

Content The subject of hunger and starvation may disturb some students.

Supporting Features

Text The biographical note on pages 30–31 makes it clear that co-author William Kamkwamba is the main character in the story. Details from William's narrative biography are explained in an informative, third-person style.

Vocabulary Most African words are defined within the text or are supported with context clues.

A First Look

Talk about the cover and the title. Ask: *What is the boy looking at in the picture?* Briefly explain a windmill's purpose. Say: *Let's read to find out how the boy harnesses, or captures, the wind.*

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 Text Structure

Explain that text can be structured by presenting it as problem and solution, in which a problem comes first, followed by a solution—or way to fix the problem. Another structure is cause and effect, in which a cause comes first as the event that leads to or results in an effect. (Note: Book pages are not numbered. The title page is page 1.)

✪ (p. 8) *What two cause-and-effect relationships are described on this page?*

✪ (pp. 11–12) *What was William's problem when his family had no more money? What was his solution? How can this also be described in terms of cause and effect?*

✪ (pp. 14–15) *From his reading of the books, what solution did William imagine for his village?*

(p. 27) *What will be the most important effect of William's windmill? How can this also be considered a problem-and-solution structure?*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask students to think about the circumstances that lead William to build his windmill. Say:

- ✦ *Compare William as presented on page 4 with William as presented on pages 13–15. What is similar? How has he changed?*
- ✦ *Describe what happens on page 12 that leads William from only dreaming about magic to his idea to really build “electric wind.”*

Thinking Beyond the Text

Have students recall what William’s neighbors think of his project. Then ask:

- *Why do the neighbors think William is crazy?*
- *By helping William, what do his cousin and best friend show?*

Thinking About the Text

Explain that authors use figurative language to help readers visualize. Ask:

- *What is “the monster in his belly and the lump in his throat” (p. 11)? How does this image let the reader know how William feels?*
- *Find the metaphor on page 14. Why is comparing the windmill to a weapon effective?*
- *Considering the setting, why is the simile “like a clumsy giraffe” an effective way to describe the windmill (p. 21)?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Regular and Irregular Past-Tense Verbs

Remind students that the past tense of most verbs is formed by adding *-ed* to the verb. Review that some verbs are irregular, meaning that the past-tense form has a different spelling.

- Refer students to page 20 and point out the past-tense verb *swung*. Ask: *What is the present-tense form? (swing)*
- Have students work with a partner to find the past-tense verbs *spun* (p. 22), *begun* (p. 27), and *thought* (p. 27) and identify the present tense. Also have them list regular past-tense verbs from the text.

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 with proper pace, phrasing, and intonation. Have partners take turns reading a page of text. Then have pairs switch roles.

Expand Oral Language/Conversation

Discuss Determination, Imagination, and Hard Work Have students describe William’s traits and qualities that helped him succeed in creating a windmill. Lead a discussion about how students might use determination, imagination, and hard work to help them accomplish their own goals.

Write and Respond to Reading

Write About Theme Remind students that the theme of a story is a lesson about life or a message from the author. Also remind students that the theme will not be spelled out in the text. Students must examine details, events, what characters learn, or how things change, and then infer the lesson or message. Ask students to identify a theme in the story and then support it with details from the text. **(Informative/Explanatory)**

Write a Narrative Ask students to write a first-person narrative of the story from the viewpoint of one of the villagers. Ask them to make sure they use only details found in the text. Remind students that in a first-person narrative, the narrator refers to himself or herself as *I*. **(Narrative)**

ELL Bridge

Use gestures or pantomime to help students understand the meaning of action verbs in the text, such as *twirled, sulked, dragged, arranged, bolted, banged, tinkered, hammered, leaned, wobbled, swayed, spun, and clapped*. Have students say the words as they mimic the gestures or pantomimes.

Connect Across Texts

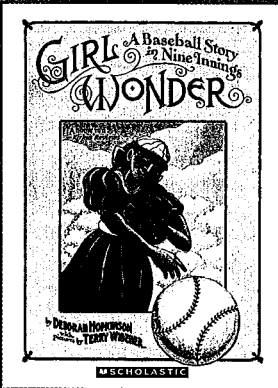
So You Want to Be an Inventor? by Judith St. George

Use these two books to talk about how inventions can improve the lives of many people. Imagine if St. George decided to update her book to include an entry about William. What would it say?

Connect to the Internet

Share this website with students to learn more about William Kamkwamba and his windmill project: <http://movingwindmills.org/>.

Girl Wonder



Summary & Standards

Summary: Alta Weiss, a young farm girl, surprised everyone with her talent for baseball and earned a spot on a men's semipro team in 1907.

CCS. ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Deborah Hopkinson

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: believing in yourself; understanding the role of women in baseball

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. The illustrations help the reader picture this faraway time and place.

Text Features

Time Line A time line tells about the history of women in baseball.

Vocabulary

Academic Vocabulary

guarantee (p. 15): a promise

jeer (p. 19): to heckle or laugh at

Domain-Specific Vocabulary

dugout (p. 25): where players sit when not on the field

mound (p. 18): the slightly raised ground from which the pitcher throws the ball to the batter

Challenging Features

Text Students may be challenged by the text format. It has the appearance of a free-verse poem.

Vocabulary The author uses the figurative meanings of words to convey tone. Have students use context clues to understand the words' meaning in the story.

Supporting Features

Text The story is broken down into "innings," or sections, to highlight the sequence of events.

Content Most students will have a basic understanding of baseball and its terminology.

A First Look

Read the title and discuss the cover. Ask: *What do you think the term girl wonder means? What do you notice about the girl on the cover? What do you predict this story will be about?*

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 Characters

Remind students that a character's thoughts, words, and actions reveal his or her motivation, or reason for doing something. Have them watch for details about the characters. (Note: Pages are not numbered. The text begins on page 3.)

★ (pp. 3-5) *Why does Alta believe she was born to play baseball?*

(pp. 10-11) *Why do you think Alta's friends say she should quit playing baseball? What is Alta's response? Why do you think she questions whether they might be right?*

(pp. 12-15) *What clues about Alta tell you she is confident about her baseball skills? What clues let you know that she is clever as well?*

★ (pp. 20-27) *What do Alta's thoughts, feelings, and actions during the game tell you about her character?*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind students that a story has a theme. Ask:

- *What message do you think a reader can take away after reading this story?*
- *How would you summarize the story?*

Thinking Beyond the Text

Remind students that this story takes place more than 100 years ago. Then ask:

- *How might this story be different if it happened today? How might it be the same?*
- *What is the author's reason for telling Alta's story?*

Thinking About the Text

Discuss the author's use of text features in the book. Ask:

- *How do the nine "innings" help give structure to the story?*
- *Why do you think the author includes a time line at the end of the story?*

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 sentence *Your little girl's got some arm on her* on page 5. Ask: *What is the meaning of this sentence?* (The girl can really throw far.) *How do the text on the page before this and the illustration help you figure out the meaning?* (The text says that the cob shot across the barnyard and the art shows the cat leaping after getting bopped on the head.)

Ask students work with a partner to determine a meaning for *saw his eyes light up* (p. 16), *show your stuff* (p. 17), *bring in some dough* (p. 17), and *shake off my nerves* (p. 20).

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

Develop 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.

Expand Oral Language/Conversation

Talk About Determination Remind students that, at first, the Independents' coach thinks girls can't play baseball. But he doesn't understand that Alta is a girl wonder. Discuss the ways in which Alta shows her determination to prove him wrong.

Write and Respond to Reading

Write a Journal Entry Have students choose an event from the story and write a journal entry as Alta, describing the event and how it makes her feel. **(Narrative)**

Write a Summary Have students write a one-paragraph summary of the book. Remind them that a summary includes the important facts and key details about the characters and events in the story. **(Narrative)**

ELL Bridge

Have students form small groups and act out one of the scenes, or "innings," from the book. Have them use gestures and dialogue to convey meaning.

Connect Across Texts

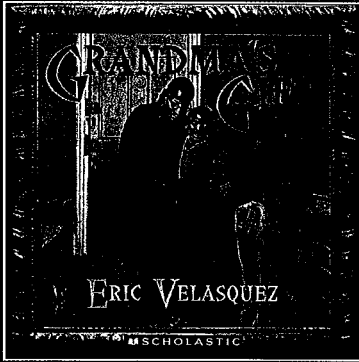
John, Paul, George & Ben by Lane Smith

Smith stresses that the qualities that made four men different are what made them great. How does Hopkinson show that this is also true of the girl wonder Alta Weiss?

Connect to the Internet

Share this website with students to further explore the subject of women in baseball: <http://www.exploratorium.edu/baseball/girlsofsummer.html>.

Grandma's Gift



Summary & Standards

Summary: Eric's grandmother shares a cherished Puerto Rican tradition with him; the two then discover a familiar-looking face in an unexpected place.

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); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Author: Eric Velasquez

Word Count: 250+

Genre: Realistic Fiction

Themes/Ideas: following traditions; appreciating the arts

Text Type: Picture Book

Genre/Text Type

Realistic Fiction/Picture Book Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

Text Features

Author's Note The author explains how seeing the portrait of Juan de Pareja has had a lasting impact on him. He also defines key terms from the story and gives a brief biography of de Pareja.

Vocabulary

Academic Vocabulary

translate (p. 4): to express in a different language

vendor (p. 10): a seller

Domain-Specific Vocabulary

self-portrait (p. 30): a drawing, painting, or photograph someone makes of oneself

traditional (p. 14): following the customs, ideas, or beliefs that have been passed down generations

Challenging Features

Text If students find text-heavy pages challenging, encourage them to focus on one paragraph at a time.

Vocabulary Help students understand that "El Barrio," or Spanish Harlem, is a predominantly Puerto Rican neighborhood in New York City.

Supporting Features

Text Richly detailed illustrations support the text.

Vocabulary Spanish phrases are translated.

A First Look

Invite students to discuss the illustration on the book's cover. Ask: *Where do you think the story takes place? What gift might a grandmother give to her grandson?* Then have students look at the back of the book. Ask: *How might this picture show another type of gift a grandmother could give?*

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.

Make Inferences

Remind students that sometimes an author does not directly state information in a text. Readers may have to use clues from the text or prior knowledge to figure out why a character feels or acts a certain way. This is called making inferences. (Note: Book pages are not numbered. Page 3 is the first page of text.)

✦ (p. 4) *Use clues from the text to support an inference of how Eric feels about translating English to Spanish for Grandma.*

(p. 14) *Why does Grandma say that pasteles must be made traditionally in order to "taste traditional"?*

✦ (pp. 21–22) *Eric uses the word nervous twice on these pages to describe his grandmother. Why might she feel nervous? Look for clues in the text.*

(pp. 25–26) *Explain why Eric could not believe this painting was in a museum.*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Direct students to explain the events found on pages 10–13. Then say:

- *Tell in sequence the stops Grandma and Eric make at La Marqueta (the market).*
- *Think about Grandma’s interactions with the vendors. Describe their relationship.*

Thinking Beyond the Text

Point out the text and illustrations on pages 22 and 27. Prompt students to contrast how the author describes and illustrates Grandma on these two pages. Ask:

- ❖ *How does Grandma feel when she is about to enter the museum? How do you know? Cite evidence in the text and illustration.*
- ❖ *How does seeing the portrait of Juan de Pareja affect Grandma? Explain.*

Thinking About the Text

Encourage students to think about the power, or effect, a piece of art can have. Ask:

- *Why does the author end the story with Eric drawing his first self-portrait?*
- *How does the Author’s Note help readers understand the effect Juan de Pareja’s portrait had on Eric Velasquez?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Apostrophes

Remind students that a word with an apostrophe may be a contraction or a possessive. Recall that a contraction combines two smaller words and a possessive shows ownership of something.

- Ask students to find *I’d* on page 4. Show this as a contraction of the words *I* and *would*. Then, have students find the word *Juanita’s* on page 13. Point out that here the apostrophe shows that the bodega (store) belongs to Doña Juanita.
- Have students identify words with apostrophes and state whether each word is a contraction or a possessive. Have them look on pages 10 (*I’m*; contraction); 14 (*Grandma’s*; possessive); and 21 (*couldn’t, didn’t*; contractions).

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

Develop Fluency

Ask students to work with a partner to read aloud passages that include dialogue. If students are unable to pronounce the Spanish dialogue, prompt them to read only the English translation in parentheses. Remind students that reading dialogue requires them to use expressiveness that sounds like real people speaking.

Expand Oral Language/Conversation

Talk About Tradition Discuss the importance of traditions in *Grandma’s Gift*. Prompt students to consider the significance of Grandma making *pasteles* “traditionally” every Christmas. Ask students about traditions in their own families.

Write and Respond to Reading

Write a Skit Ask students to write a skit based on Grandma’s and Eric’s discovery of the portrait of Juan de Pareja at the museum. Encourage small groups to act out the skits for the rest of the class. **(Narrative)**

Respond to a Painting Invite students to describe the portrait of Juan de Pareja shown in the book. Invite them to comment on his facial expression and how what they learned about the portrait affects how they see it. **(Opinion)**

ELL Bridge

Reread with students how Grandma makes *pasteles* on pages 16–17. Ask students to list the steps Grandma takes to make this traditional dish. Then, invite students to describe any traditional foods that are special to them. Encourage them to name ingredients used in the recipe.

Connect Across Texts

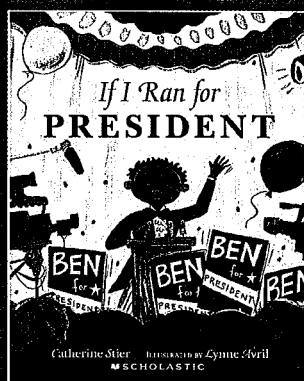
Girl Wonder by Deborah Hopkinson

Use these two books to talk about supportive family members. How did Alta’s father recognize and support her talents and interests? How did Eric’s grandmother help him become an artist?

Connect to the Internet

Share the author’s website with students to learn more about him: <http://www.ericvelasquez.com>. You may also share the following website to show students a photograph of Diego Velázquez’s portrait of Juan de Pareja: <http://www.metmuseum.org/collections/search-the-collections/437869>.

If I Ran for President



Summary & Standards

Summary: Six characters tell what it might be like to run for president, by describing events from the moment of declaring candidacy through the day of inauguration.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Catherine Stier

Word Count: 250+

Genre: Realistic Fiction

Themes/Ideas: making important decisions; running for office

Text Type: Picture Book

Genre/Text Type

Realistic Fiction/Picture Book Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

Text Features

Map A map features the contiguous states, Alaska, and Hawaii, in order to show that election day applies to the entire country.

Vocabulary

Academic Vocabulary

debate (p. 14): to argue for or against something
decisions (p. 3): the results of making up one's mind

Domain-Specific Vocabulary

candidate (p. 3): person who seeks office
Constitution (p. 3): the basic laws of the United States

Challenging Features

Text Students may be confused about the narration. Point out the characters on page 1 and explain that they take turns narrating the text. Explain that the phrase "If I ran for president" is a clue that the narrator has changed.

Vocabulary Students may be challenged by terms related to a presidential election.

Supporting Features

Text Entertaining text and illustrations hold readers' interest.

Content Most students should be familiar with presidential elections.

A First Look

Read the title and ask students what they know about running for president. Ask: *Have you ever thought about becoming president? Let's read to learn about what's involved in running for president.*

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.

Identify Words and Phrases

Explain to students that certain words and phrases in the book relate to running for president. Remind students to quote accurately when referring to story events and what characters say. (Note: Book pages are not numbered. The title page is page 1.)

☛ (pp. 5–9) *What does candidacy mean? When does Ben say a person should declare his or her candidacy? What is a campaign? According to Ben, what is needed to run a successful campaign?*

☛ (pp. 10–13) *What terms does Ellie use to explain political parties? Explain the important words she uses to tell about events during conventions.*

(pp. 14–17) *What does Sam say about presidential debates? Explain why people across the country would listen to what candidates have to say.*

☛ (pp. 22–27) *What event does Marco describe? What terms and explanations does he provide?*

☛ (pp. 28–32) *According to Ashley, what happens before a president moves into the White House?*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students refer to pages 8–9 and 16–17.

- According to Ben and Sam, how does a campaign make a candidate famous?
- Why do you think it is important for a candidate to become well known? Why should a candidate keep up with the news?

Thinking Beyond the Text

Have students study the illustrations on pages 16–17 and discuss the kinds of things reporters might be interested in. Ask:

- Why might people want to know about a candidate's life, family, and past?
- How might candidates feel about having their personal lives examined closely?

Thinking About the Text

Remind students that the author uses six characters to tell the main events involved in running for president. Then ask:

- Why does the author present information through six characters rather than just one?
- Describe the characters. What information on page 3 do the characters support? Point to and quote the text accurately.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffixes

Remind students that there are strategies they can use for understanding difficult words, especially as the words relate to a specific topic.

- Write the following related words: *elected*, *elector*, *electoral*, *election*. Have students use context to determine the meaning of *elected* (p. 11). Then have them research the suffixes *-or* (person who), *-al* (related to), and *-ion* (state of), to see how they change a word's meaning.
- Repeat with *office/official* (p. 3), *politics/political* (p. 10), and *moderate/moderator* (p. 14).

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 passage, such as the one on page 13, emphasizing appropriate phrasing, rate, intonation, and expression. Have partners repeat.

Expand Oral Language/Conversation

Talk About Platforms Explain that a platform is an outline of plans and ideas a candidate promises to put into action after being elected. Ask students to suggest ideas for a presidential platform and tell why this platform would make people vote for a candidate who supported it.

Write and Respond to Reading

Create a Slogan Tell students to imagine they are running for president and to create a catchy slogan for their campaign. Then have them design bumper stickers or posters that incorporate their slogan. Ask volunteers to display their work.

(Informative/Explanatory)

Write a Speech Discuss with students information that might be included in a persuasive speech declaring candidacy for an election, such as who they are, what office they're running for, why they're qualified, and what they intend to do if elected. Then have students pair up to write a speech declaring their candidacy. **(Opinion)**

ELL Bridge

To help students grasp the meaning of unfamiliar and figurative phrases in the text, help them act out the decision to run for an elected office by "tossing their hat in the ring" as a way of saying "I'm in!" Help them "cast a ballot" by miming filling out a ballot and placing it in a collection box. Then discuss what crossing one's fingers means.

Connect Across Texts

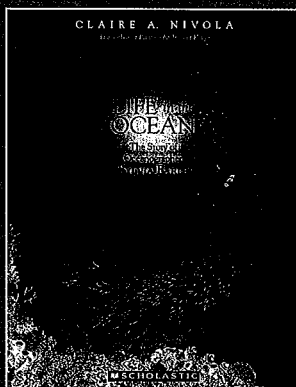
So You Want to Be an Inventor?
by Judith St. George

In *If I Ran for President* the author has Ben and Sam describe elections and what presidents do. How does St. George get readers thinking about what inventors do and the process they follow?

Connect to the Internet

Students can experience running for president by playing a game that asks candidates to choose issues, poll voters, raise funds, make appearances, and pursue other strategies for winning. Visit <http://www.icivics.org/games/win-white-house>.

Life in the Ocean



Summary & Standards

Summary: Sylvia Earle's interest in biology and botany began when she was a child. As she grew older, she dedicated her life to the ocean and its inhabitants.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Claire A. Nivola

Word Count: 250+

Genre: Biography

Themes/Ideas: understanding the ocean's value; preserving the ocean ecosystem

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

Bibliography A list of resources in the bibliography adds authenticity to the biography of Sylvia Earle.

Vocabulary

Academic Vocabulary

descent (p. 11): movement down

research (p. 12): related to a study or investigation in a field

Domain-Specific Vocabulary

botanist (p. 7): a person who studies plant life

expedition (p. 12): a trip to explore or study

Challenging Features

Text Sentences are often long and have many clauses. Point out the use of em dashes and ellipses.

Vocabulary Students may be challenged by multisyllabic words used to describe the ocean and its creatures. Guide them to decode these words and use context to understand their meaning.

Supporting Features

Text Students will be able to gain information from the sometimes-detailed, and other times simple, illustrations that show what Sylvia learns from her "investigations."

Content Students should find Sylvia Earle's biography engaging. They may be inspired by her wonder and her findings.

A First Look

Display the cover and read the title. Then ask: *How do you know from reading the subtitle that this book is a biography? Who and what do you see? Help students decode oceanographer. Then ask: What kinds of things might an oceanographer do?*

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 visually support what they describe in the text. Point out that the illustrations show lots of detail to help readers understand what Sylvia experienced during her investigations. (Note: Book pages are not numbered. The first page of text is page 3.)

(pp. 6–7) *Where is Sylvia's "investigation" taking place? What is Sylvia studying here? Look at the picture of Sylvia observing nature. What do you see?*

☉ (pp. 12–13) *Why does the author show a series of small illustrations on these pages? Based on the text and pictures, define an expedition, a deep-sea laboratory, an aqua suit, and a submersible.*

(pp. 14–17) *How does the illustration help to support the text that tells about Sylvia Earle's two encounters with the whale?*

☉ (pp. 22–23) *According to the text, there are bioluminescent creatures flashing with blue fire. Where are these illustrated? What else does the illustration help you understand in the text?*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Remind students that when they read they should focus on the main idea of the book, or portion of the book and the details that support it. Ask:

- Why does Sylvia Earle call the ocean “the blue heart of the planet” (p. 3)?
- What is the best way to summarize Sylvia Earle’s experience when living underwater for two weeks in the deep-sea station?

Thinking Beyond the Text

Talk about the information the author chose to include. Then ask:

- Why does the author include so many details about ocean life? What message does the author want to share with readers?
- How does this book help readers explore the world around them?

Thinking About the Text

Talk about the sequence of events. Ask:

- Why is telling the events in time order an effective way to tell a biography?
- Why is including a bibliography important for an author of a biography to do?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Similes

Remind students that authors use similes to compare two unlike things using the words *like* or *as*. Readers then can better understand by visualizing a person, place, or thing.

- Explain that on page 14, Sylvia says the whale approaching her was “like a freight train bearing down on a mouse.” Point out that this comparison helps readers understand just how big the whale was and what Sylvia felt to see the whale speeding toward her.
- Have students continue to identify other similes in the book and explain what they mean. For example: *move like ballerinas* (p. 16), *like being inside the heart of an orchestra* (p. 17), and *like diving into a galaxy* (p. 27).

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

Develop Fluency

Read aloud a page of text, modeling how expert readers use punctuation cues to help with expression and phrasing. On pages 8–9, model how commas and dashes show where to break sentences into chunks and how exclamation marks indicate where to read with excitement. Have partners read aloud the same passages in a similar manner.

Expand Oral Language/Conversation

Talk About Exploration Read aloud the Author’s Note on pages 30–31. Point out Sylvia’s final quotation, “You can’t care if you don’t know.” Have students discuss how learning about the ocean’s species helps them be better keepers of the environment. Ask them to share things they can do to help protect the ocean, even if they have no direct contact with it.

Write and Respond to Reading

Write a Description Have students select an illustration that has meaning for them. Ask them to make a list of descriptive words for the illustration, including words from the text, and then use these to write a description and share it. (**Informative/Explanatory**)

Write an Account Have students imagine they were with Sylvia on one of her investigations. Have students use what they have read to describe what they saw from their own point of view, including their opinions about what they saw. (**Opinion**)

ELL Bridge

Have students use the illustrations to retell what they learned on each spread. Have them point out key details as they summarize the text. For each illustration, have them identify where Sylvia appears and describe what she is doing.

Connect Across Texts

Girl Wonder by Deborah Hopkinson

In *Girl Wonder* readers learn about Alta Weiss, a woman who broke down barriers as both a baseball player and later as a doctor. What qualities do Sylvia Earle and Alta Weiss share?

Connect to the Internet

Share this website with students to explore more about Sylvia Earle’s achievements: <http://www.achievement.org/autodoc/page/ear0bio-1>.

The Moon



Summary & Standards

Summary: The closest neighbor to Earth, the moon is a very different kind of place. Scientists study the moon to figure out why it is the way it is.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Seymour Simon

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about the surface of the moon; understanding how scientists study the moon

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 photos to inform the reader.

Informational Text Features

Photographs Detailed photographs illustrate the surface of the moon and what it is like to visit there.

Vocabulary

Academic Vocabulary

collision (p. 29): an event in which two or more objects crash into one another

ejected (p. 29): thrust out suddenly or violently

Domain-Specific Vocabulary

lunar (p. 11): relating to the moon

phase (p. 9): one stage in a consistently repeated cycle of changes

Challenging Features

Text Because pages are heavy with text, remind students to pause now and then to make sure they understand the main ideas.

Content Challenging concepts, such as the differences between Earth and the moon, and the idea that the moon may have once been part of Earth, may be difficult for students to understand.

Supporting Features

Text Large, clear photographs support the text.

Vocabulary Definitions for difficult science concepts are provided as part of the main text.

A First Look

Read the title and have students describe what they see in the cover photograph. Ask students to predict what they think the book will be about. Say: *Let's learn about the moon and its relationship with Earth.*

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.

Recognize Cause and Effect

Explain that authors can use a cause-and-effect structure to make clear why things happen. Remind students that a cause always happens first in time, but its effect may be mentioned first in the text. Explain that the reader can use signal words (*because, for, since, as a result, due to, and therefore*) to understand causes and their effects. (Note: Book pages are not numbered. The first page of text is page 4.)

☉ (p. 12) *Why had no one seen the far side of the moon before the space age? What signal word indicates this cause-and-effect relationship? Which did the author mention first, the cause or the effect?*

(pp. 14–19) *Describe a walk on the moon. What causes and effects explain this experience? What signal words does the author use?*

☉ (pp. 20–25) *Summarize the events that shaped the surface of the moon. What cause-and-effect relationships explain these events? What signal words does the author use?*

Praise students for specific use of “Behaviors to Notice and Support” on page 109 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Discuss ways to gather facts about the moon.

- *How did people collect information about the moon before the space age? How did people study the moon after the space age began?*

Thinking Beyond the Text

Invite students to consider how people thought about the experience of being on the moon and how they named the features of the moon. Ask:

- *How might people use concepts that are familiar to them to think about, name, and discuss new places and experiences?*

Thinking About the Text

Consider how the author uses different text structures to organize the information and make it easier to understand. Say:

- ❖ *Reread pages 9 and 29. Analyze how and why the author poses questions people have asked about the moon.*
- ❖ *Reread pages 11–13. Analyze how and why the author uses narration in combination with informative text. What is the subject of his narration? How does the author's mix of story and science help make the science more understandable to the reader?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Explain that when readers see an unfamiliar word, they often look for clues in nearby words and sentences to help them define the word.

- Point out *satellite* on page 4. Ask students to find clues for its meaning. Then ask them to explain why the author defines *satellite* immediately after using it in a sentence.
- Point out the word *lava* on page 23. Ask students to find clues to its meaning. Then ask them to explain why the author defines *lava* before using it in the sentence.
- Ask students to find other unfamiliar words, such as *craters* (p. 8) and *plaque* (p. 26). Help them use context clues to define each word.

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

Develop Fluency

Help students become expert readers by modeling how to pronounce multisyllabic scientific terms, such as *satellite*, *gravity*, *ejected*, *collision*, and *magnetic*. Say each word and have students repeat it. Then read aloud the paragraph or sentence in which the word appears and have students echo-read the passage.

Expand Oral Language/Conversation

Talk About Scientists Lead a discussion about the work scientists do to better understand how Earth's moon came to be. Discuss topics such as how scientists chose questions to investigate, and what information and materials the *Apollo* astronauts gathered from the moon's surface. Use the photos on pages 15, 16, and 21 to aid discussion about how astronauts gathered scientific information.

Write and Respond to Reading

Create a T-Chart Have students collect parallel details about Earth and the moon from the text and use these facts and descriptions to create a T-chart that compares and contrasts them.
(Informative/Explanatory)

Write a Postcard Invite students to write a postcard to a friend about an imaginary visit to the moon. As part of their narrative, have them use descriptive details about what the moon is like and what they did there. **(Narrative)**

ELL Bridge

Review how context clues in the text can help students understand the meaning of unfamiliar words. Then remind students that photos can also provide clues to the meaning of words. Work with students to use picture clues to define words, such as *craters* (p. 8) and *crescent* (p. 9).

Connect Across Texts

Planets by Elizabeth Carney

Use these books together to talk more about the solar systems and the relationship between planets and the moons that orbit around them.

Connect to the Internet

Share this website with students to continue to explore facts about our moon: <http://solarsystem.nasa.gov/planets/profile.cfm?Object=Moon>.

So You Want to Be an Inventor?



Summary & Standards

Summary: Inventors gain inspiration and do their work in many different ways. The inventions they make improve people's lives and inspire other inventions.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Judith St. George

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about the work inventors do; identifying inventors and their inventions

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

Biographical Notes The author provides additional facts about the lives of the inventors.

Bibliography A bibliography provides a list of books for further reading.

Vocabulary

Academic Vocabulary

barriers (p. 48): obstacles; limitations

produce (p. 28): to make or create something

Domain-Specific Vocabulary

barium (p. 34): silvery-white metallic element

tinker (p. 9): to fiddle with or try to fix something

Challenging Features

Text The text uses parenthetical asides, which may hinder students' ability to follow the flow of sentences.

Vocabulary The text includes many idioms and other instances of figurative language.

Supporting Features

Text Playful illustrations support the text.

Content The illustrations and the Biographical Notes at the back may help students keep track of the inventors and inventions mentioned in the book.

A First Look

Read the title and have students examine the cover details of the various inventions. Guide students to note that the picture of the phone on the right is an updated version of the phone on the left, showing how this invention has changed over time. Then say: *Let's learn what it takes to become an inventor.*

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 Supporting Reasons and Evidence

Explain that authors use reasons and evidence to support the points they make in a text. Note that one way authors organize text is by stating a point and then providing facts and details to support it before moving on to the next point.

(p. 11) *Which sentence on page 11 states the author's point? What evidence does the author provide to support this point?*

☉ (pp. 16–45) For selected page spreads, ask: *What main point does the author make about inventors (or inventing or inventions) on these pages? How does she support her point and then make it clear that she is moving on to the next point?*

☉ (pp. 46–48) *How do the points the author makes on these pages relate to her previous points? What is her final point? How does she support it?*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss the inventors and their motivations.

- Choose an inventor and summarize the information provided.
- What characteristic does the author assign to this inventor? Why?

Thinking Beyond the Text

Have students examine how the book's title asks the reader a question. Ask:

- How does this book compare with other books about inventions and inventors?
- Based on reading this book, do you think being an inventor would suit your talents and personality? Why or why not?

Thinking About the Text

Discuss how this book is organized. Ask:

- ❖ How does the author organize her ideas? What does the book's organization style tell you about the author's purpose for writing it?
- ❖ What does the author want to communicate about inventors and inventions? How does she add breadth and humor to her subject?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Greek Roots

Remind students that knowing the meaning of common Greek roots can help them decipher the meaning of some unfamiliar words.

- Have students find the word *graphophone* on page 28. Explain that *graph* means "write" and *phone* means "sound." Discuss how this invention allowed people to write or record sound vibrations on a wax disk that could then be played so people could listen to the sounds.
- Provide students with the definition of other common Greek roots, such as *tele* (far), *micro* (small), *metron* (measure), and *scopos* (see). Have partners figure out the meaning of other words from the text, such as *microwave* (p. 9), *telephone* (p. 16), *phonograph* (29), *telegraph* (p. 41), *television* (p. 47), *speedometer* (p. 49), and *microscope* (p. 51).

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

Develop Fluency

Review how readers should use expression to read dialogue inside quotation marks. Select a passage, such as the paragraphs on pages 25 and 29, and model with expression and by using punctuation as clues for pausing to read fluently. Have pairs practice reading aloud.

Expand Oral Language/Conversation

Talk About Inventions Invite students to discuss which inventions from the book they have heard of before. Then lead a discussion about new inventions and how they affect people's lives.

Write and Respond to Reading

Write a List Have students review what they learned about the qualities that inventors in the text possess. Have students use these qualities to write a list of characteristics that would make up the perfect inventor. (**Informative/Explanatory**)

Write an Opinion Invite students to write a paragraph to explain which one of the inventions mentioned in the text is the most important invention in terms of how it has changed the world and/or affected people's lives. (**Opinion**)

ELL Bridge

Explain that the meanings of idioms and figurative language are different from the dictionary definitions of the individual words that are used in the phrases. Point out and explain the following expressions: *the real McCoy* (p. 15), *keep your eyes open* (p. 19), *fed up* (p. 25), *sowed the seeds of* (p. 32), *keep a sharp eye on* (p. 41), and *jazzed up* (p. 41). Have students rephrase the sentences that use these phrases, using their own words.

Connect Across Texts

Manfish by Jennifer Berne

Why did Cousteau become an inventor? Use these books together to talk more about the personality traits and the motivating factors that inspire inventors to create something new.

Connect to the Internet

Share this website with students to continue to explore the subject of inventors:
<http://web.mit.edu/invent/i-archive.html>.

Take a Giant Leap, Neil Armstrong!



Summary & Standards

Summary: This biography explores what Neil Armstrong was like before he made history as the first person to walk on the moon.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Authors: Peter and Connie Roop

Word Count: 250+

Genre: Biography

Themes/Ideas: achieving goals; following a dream

Text Type: Chapter Book

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells important details of a real person's life. Details are revealed as each chapter unfolds.

Informational Text Features

Introduction The authors introduce readers to Neil Armstrong through "Did you know" questions.

Vocabulary

Academic Vocabulary

enriching (p.10): improving; making more desirable

precautions (p. 40): actions taken to prevent something dangerous or undesirable

Domain-Specific Vocabulary

aviation (p. 48): the science of building and flying aircraft

meteor (p. 31): a piece of rock or metal from space that enters Earth's atmosphere at high speed, burns, and forms a streak of light as it falls to Earth

Challenging Features

Text Students may be challenged by the amount of text on the pages and by sentences that are broken by full-page pictures. Help students track the text.

Vocabulary Students may be challenged by domain-specific words related to airplanes. Preteach or review these words.

Supporting Features

Text The biography relates events in chronological order and focuses on those that lead Armstrong to his career as an astronaut.

Content Many students will be interested in the discussion of airplanes and space missions.

A First Look

Talk about the cover and the title. Ask: *Who is the boy in the picture? What can you tell about him from the picture?* Find out whether students know that Neil Armstrong was the first person to walk on the moon. Then say: *Let's read to find out what Neil Armstrong was like before he made history as an astronaut.*

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 Text Structure

Explain that chronology is a common way for authors to organize biographies. Have students trace the sequence of events in Armstrong's childhood that led him toward a career as an astronaut.

(pp. 10–12) *At what age did Neil's love of airplanes begin? What event did he experience?*

☉ (pp. 13–18) *What happened when Neil was six that deepened his love of airplanes? How was his reaction to the event different from his father's?*

☉ (pp. 36–41) *When and why did Neil decide to take flying lessons? What did he do to afford the lessons? At what age did he get his pilot's license?*

(pp. 49–53) *What happened to Neil in 1949? How did Neil show that he could keep his calm in difficult situations?*

(pp. 54–60) *What events after college led Neil to be the first person to walk on the moon?*

Praise students for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students think about Neil's interest in space by focusing on pages 25–26 and 30–33. Ask:

- *What did Neil's parents buy him when he was nine? Why did they give it to him?*
- *How did Mr. Zint further Neil's interest in space? What kind of a student was Neil?*

Thinking Beyond the Text

Have students think about Neil's clear thinking in difficult situations. Then ask:

- ✦ *What traits of the young Neil translated into assets when he became an astronaut? Explain.*
- ✦ *How did conditions at Port Koneta help prepare Neil for solving problems as an astronaut?*
- ✦ *How did Neil's experiences as a pilot during the Korean War help prepare him for solving problems as an astronaut?*

Thinking About the Text

Point out that authors choose what details to include in a biography. Ask:

- *Why did the authors include so much about Neil's interest in airplanes?*
- *Why did the authors include information about telescopes?*
- *What was the authors' main focus in writing the biography?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Prefixes

Remind students that a prefix is a word-part added to the front of a root word to alter its meaning.

- Tell students that the prefix *en-* can mean "to cause to be." Have them find the word *enriching* on page 10. Have them cover the prefix and read the rest of the word. Explain that *enriching* means "making richer" or "improving in quality." Repeat for the word *enjoyed* on page 10.
- Explain that the prefix *un-* can mean "not" or "opposite of." Have students find on page 14 a word with the prefix *un-* (*unusual*) and give its meaning. Repeat for *unbuckled* on page 18.

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

Develop Fluency

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

Expand Oral Language/Conversation

Discuss Character Remind students what Neil's friend wrote under Neil's picture in his school yearbook: *He Thinks, He Acts, T'is Done*. Have students discuss evidence from the biography that supports the idea that this is a good description of Neil Armstrong's character. Then discuss how character influences what a person becomes.

Write and Respond to Reading

Support an Opinion Remind students of the last sentence in the book: *Who would have guessed, on that hot August day in 1930 when Steven and Viola Armstrong first looked at their son Neil's tiny feet, that his feet would take such important steps?* Have students select events in Neil Armstrong's life that they think best show how he became the first person to walk on the moon. (**Opinion**)

Create a Time Line Invite students to create a graphic time line showing key events in Neil Armstrong's life that contributed to his becoming the first person to walk on the moon. Have students include dates and short descriptive labels. (**Informative/Explanatory**)

ELL Bridge

To prepare students for reading, preview some of the aviation terms that are integral to the book, such as *airplanes, airfield, propellers, aviation, aircraft carrier, fuel, ejection seat, parachute, and test pilot*. Help students pronounce each word and then explain its meaning. Have volunteers help by acting out meanings when possible.

Connect Across Texts

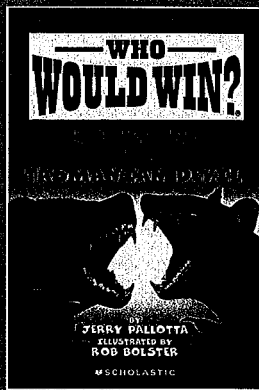
Grandma's Gift by Eric Velasquez

Each of these books talks about how childhood experiences and interests helped shape the career path someone chose later in life. How did young Neil's love of flying lead him to his career? How did young Eric's experience in the museum inspire him to become an artist?

Connect to the Internet

Share this website with students to learn more about Neil Armstrong: www.nasa.gov/centers/glenn/about/bios/neilabio.html.

Wolverine vs. Tasmanian Devil (Who Would Win?)



Summary & Standards

Summary: Wolverines and Tasmanian devils wouldn't meet in the wild, but they are both fierce fighters. This humorous book analyzes a hypothetical matchup.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Jerry Pallotta

Word Count: 250+

Genre: Informational Text

Themes/Ideas: identifying animal traits; comparing animal characteristics

Text Type: Picture Book

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. The text has headlines, photos, and text boxes.

Informational Text Features

Text Boxes The author includes a variety of text boxes including Fact boxes and Did You Know? boxes to add additional information.

Vocabulary

Academic Vocabulary

tenacious (p. 10): tough, stubborn

volatile (p. 10): changeable, quick-tempered

Domain-Specific Vocabulary

hemisphere (p. 8): one half of the planet Earth, based on the imaginary line created by the equator or prime meridian

marsupial (p. 5): a kind of mammal that carries its young in a pouch

Challenging Features

Text Different text treatments and features might interrupt the flow of reading. Model reading the information on complicated pages.

Vocabulary Many advanced words are undefined, and the book has no glossary. Have students use a dictionary to define unknown words.

Supporting Features

Text A compare/contrast format carries throughout the book.

Content Students will be entertained by the imaginary animal showdown and the many fun facts included in the text.

A First Look

Read the title and point out that these two animals are real—not just sports mascots or cartoon characters. Explain that vs. stands for *versus*, which means “against.” Say: *Wolverines and Tasmanian devils do not live in the same places on Earth, so they would not likely meet each other in the wild. But what if they did? What do you think would win in a fight?*

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.

Compare and Contrast

The author uses evidence and logical connection to support particular points about wolverines and Tasmanian devils. Often this information is given by comparing and contrasting animal features.

⊛ (pp. 4–5) *How does the author set up the comparison in this book? How do these two pages fit the title Wolverine vs. Tasmanian Devil?*

⊛ (pp. 18–19) *What similarities and differences has the author listed so far? Does the author's evidence give you an idea about which animal might perform better in a fight? Explain.*

(pp. 30–31) *How does the author use previous evidence to strengthen this scene between the animals? Do you agree with the ending? Base your reasoning on textual evidence.*

Praise students for specific use of “Behaviors to Notice and Support” on page 109 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss the animals' characteristics. Ask:

- How does the author create links between the two animals to show that both are tough?
- How does the wolverine use its traits to its advantage in the final faceoff?

Thinking Beyond the Text

Explore the "rivalry" between the animals. Ask:

- What other factors might affect a fight between these two animals? How would the factors benefit or hurt each one?
- How does this made-up fight help you learn real things about the animals? Explain.

Thinking About the Text

Analyze the humor of the book, most notably the "book intruder," the honey badger::

- Why do you think the author introduces the honey badger (pp. 24–25)? How do these "intruder" pages enrich the book?
- Describe the author's purpose and style of presenting information. Do you think it is effective? Use text evidence to explain.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffixes: -ous, -ful, and -less

Remind students that the suffixes *-ous* and *-ful* mean "full of," and the suffix *-less* means "without."

- Write and say the words *mysterious*, *powerful*, and *merciless*. Underline the suffixes in the words. Define the words as "full of mystery," "full of power," and "without mercy." Have students explain the spelling changes involved in the words *mysterious* and *merciless*.

Double Medial Consonants

Explain that two-syllable words with double consonants in the middle break between the consonants.

- Write the words *glutton*, *mammals*, *bitten*, *possum*, *digging*, *trappers*, and *rugged*. Ask students where to place slashes to divide the syllables in each word.

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

Develop Fluency

Have partners take turns reading to each other, each taking one page of a two-page section. Remind them to pay attention to punctuation.

Expand Oral Language/Conversation

Talk About Vivid Adjectives The author chose to include a list of wolverine adjectives and a list of Tasmanian devil adjectives. Elicit the meaning of each adjective on the page and discuss why it applies to the animal.

Write and Respond to Reading

Write an Ending The author decided that the wolverine would win on page 31. Have students write an ending, in the style of the book's ending, in which the Tasmanian devil wins. They should include details from the text as support. **(Narrative)**

Compare Two Animals Have students do additional research on the honey badger and compare it with either the wolverine or the Tasmanian devil. Have them make a checklist like the one on the last page to compare the two animals they choose and decide which one would win in a showdown. **(Opinion)**

ELL Bridge

This book includes terms that, even for fluent readers, are well above level. Assure students that some words, such as the Latin terms on pages 4–5, are not necessary for understanding the text. Discuss the meaning and pronunciation of words on pages 10–11. Then challenge students to have some fun and use the words in creative sentences.

Connect Across Texts

Big and Little by Steve Jenkins

Both books use comparisons to share information about animals. Discuss the organization each author uses. How do they help readers visualize the actual size and behaviors of the different animals they discuss?

Connect to the Internet

Have students investigate other marsupials, comparing and contrasting them with Tasmanian devils. Information about different species can be found at <http://animal.discovery.com/mammals/marsupials.htm>.