



SCHOLASTIC

# GUIDED READING PROGRAM

## Content Areas

LEVEL  
Q

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

- **All About Sharks**
- **All About Turtles**
- **Can You Believe? Hurricanes**
- **Copper**
- **Cut Down to Size at High Noon: A Math Adventure**
- **Food Chain Frenzy**
- **If You Lived at the Time of the San Francisco Earthquake**
- **If You Lived with the Indians of the Northwest Coast**
- **Oxygen**
- **Paul Revere**

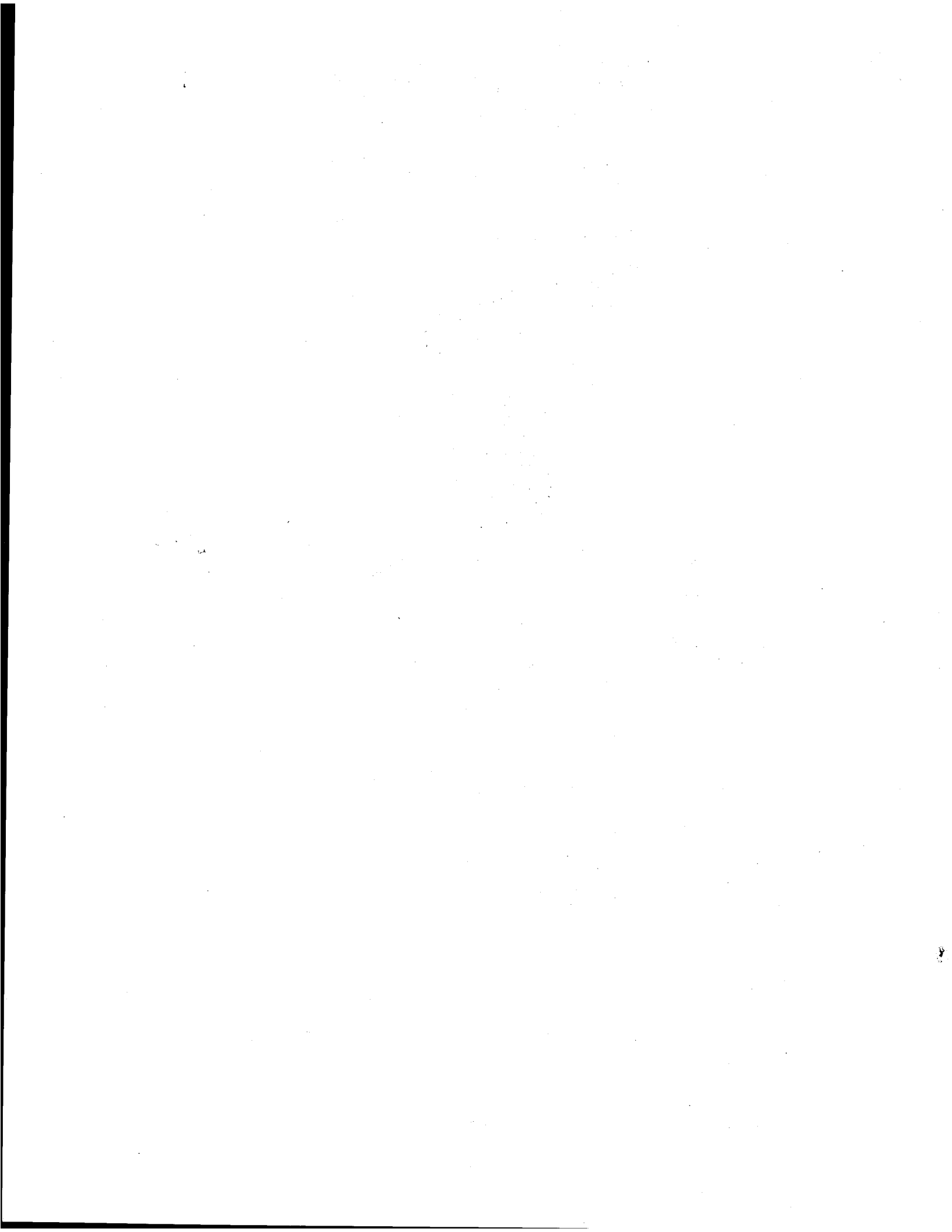
No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., Education Group, 557 Broadway, New York, NY 10012.

Copyright © 2007 by Scholastic Inc. All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.  
ISBN 978-0-545-02307-8

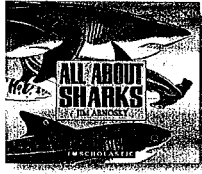
SCHOLASTIC and associated logos and designs are trademarks and/or registered trademarks of Scholastic Inc.

1 2 3 4 5 6 7 8 9 10 05 16 15 14 13 12 11 10 09 08 07

Item# 136591



# All About Sharks



by Jim Arnosky  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: sharks

**Level Q**

## Summary & Standard

This nonfiction book tells about the many species of sharks. Students will learn about shark families, habitat, anatomy, behavior, and life cycle.

## Making Connections: Text to World

Most students will have some prior knowledge about sharks. Invite students to share what they know and help them formulate questions they may have. Ask: *What do you already know about sharks? What do you want to know?*

To extend the real-world connection, ask students to talk about times they have seen a shark, most likely at an aquarium. Explain that sharks, like all animals, have a life cycle. They have young, need to eat to stay alive, and are part of a food web, just as people are.

For additional teaching ideas and resources, see [www.sharks.org](http://www.sharks.org) and [www.enchantedlearning.com/subjects/sharks](http://www.enchantedlearning.com/subjects/sharks).

## Vocabulary

**Content Words:** bottom-feeding, embryo, live-bearers, nictitating, plankton, remoras, scales, streamlined

**Essential Words:** fin, sensory, species

**Related Words for Discussion:** extinct, endangered, environment, fear, predator, schools

**Nonfiction Text Features:** captions, cross-section diagram, diagrams, illustrations

## Supportive Book Features

**Text** Simple captions and illustrations support the main text. An introduction pulls the reader into the text, and although there are no headings, topics are mostly contained to two-page spreads.

**Vocabulary** Information contained in drawings, leader lines and labels, or captions help explain or show unfamiliar names or terms related to sharks.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Point out the extensive use of captions. Explain that they may distract some students from the flow of the main text. Suggest that students read the main text first and then refer to the captions for additional support or information.

**Content** Students may confuse details about the different species or families of sharks. You may want to help students organize the information into a word web or chart and have them refer to it during the reading.

## ELL Bridge

Help students learn the names of parts of a typical shark. Write the words on self-stick notes, one word per note. Say each word aloud. Outline the shape of a shark on the board. Have students take turns picking a self-stick note. Have them say the word and put the note on the correct part of the outlined shape. Encourage students to use these key words in one or two sentences. Invite students to find other words to write on self-stick notes.

## Developing Comprehension

### Noting Details

Help students develop thought processes for assimilating new information by modeling how to note details. Guide students to use the pictures and captions to support the information they read and to answer specific questions. Ask:

- *What are the names of any two parts of a typical shark?*
- *What is cartilage?*
- *What do the egg cases of sharks resemble?*
- *What are some shark safety tips?*

Have students find the pages and details in the book to support their responses.

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

## Developing Phonics and Word-Solving Strategies

### Commas and Colons

Tell students that commas tell readers to pause. Explain that commas often separate items in a list. Important information or a list may follow a colon.

- Have students turn to pages 6–7. Point out that the colon in each caption amplifies the importance of the measurement.
- On page 22, point out how a colon precedes a list of shark food. The commas separate the items of food on the list.
- Have students find other examples of commas or colons in the book.

## Learning About Text Features

### Diagrams

Explain that a diagram is a labeled drawing or photograph that shows how something works or what it is made of. Point out the diagram on page 10. Call out parts of a shark and have students point to the corresponding parts on the diagram. Ask students to discuss ways the cross-section diagram on the adjoining page is the same or different.

## Developing Fluency

Model how to pronounce any multisyllabic or difficult words, and have students practice saying them. Then have students reread their favorite page in the book aloud, including captions, to a partner.

## Learning in the Content Areas

**Talk About Sharks and People** Discuss why people have a fear of sharks. Explain that deadly encounters with sharks are rare. Only about 50 to 100 attacks occur yearly worldwide. However, the media and popular movies suggest attacks are common. Some believe that curiosity and self-defense are likely reasons for shark strikes against humans. Note that fear of sharks has instigated random killing that has endangered some species.

**Develop Specialized Vocabulary** Have students use what they have learned about sharks to discuss why we should work to understand sharks and protect them. Encourage students to use words such as *predator*, *fear*, *extinct*, *endangered*, *schools*, and *environment*. Ask:

*What are some ways to educate people about sharks?*

### Extending Meaning Through Writing

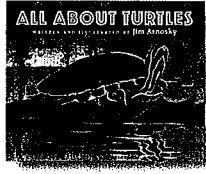
- Ask students to write a short article for a brochure giving its readers some information about sharks (e.g., body/teeth structure, how they hunt for prey, and where they are found) and tips on how to stay safe from shark attacks. **(Expository)**

## Connecting to Other Books

*Adventures of the Shark Lady: Adventures of Eugenie Clark Around the World* by Ann McGovern

*The Magic School Bus on the Ocean Floor* by Joanna Cole

# All About Turtles



by Jim Arnosky  
text type: Science Nonfiction  
word count: 250+  
content area: Life Science  
topic: turtles

**Level Q**

## Summary & Standard

This nonfiction book explains characteristics, groups, and behaviors of turtles. Students will learn about a turtle's life cycle and its habitat.

### Making Connections: Text to World

Ask students to recall what they know about turtles, including their characteristics and habitats. Ask: *How does a turtle protect itself?*

To extend the real-world connection, tell students that the protective shell of a turtle has inspired humans to mimic the defensive tactic. In ancient times, Roman soldiers marched in "turtle formation" with the shield of each soldier touching the one next to him, resembling the plates of a turtle shell.

For additional teaching ideas and resources, see <http://animaldiversity.ummz.umich.edu/site/index.html>.

### Vocabulary

**Content Words:** aquatic, exclusively, intelligent, muscular, omnivorous, predatory, proportion, sensitive, vulnerable

**Essential Words:** alert, hibernate, hind, keen, reptiles

**Related Words for Discussion:** carapace, flippers, hatchlings, plastron, senses

**Nonfiction Text Features:** boldface print, captions, close-up illustrations

### Supportive Book Features

**Text** The large print of the main text is easily distinguished from the smaller captions. Readers can identify the introduction on the opening spread by the boldface print. Illustrations provide information and interest.

**Content** The main text in the book is brief so readers are not overwhelmed with information. Topics are diverse.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some readers may have difficulty organizing the text into main topics since there are no chapters or headings. You may wish to guide students who need help with identifying the topic of each spread.

**Vocabulary** Help students use illustrations and captions to define terms such as *plastron* and *carapace*. Remind students to use illustrations to help define words such as *rudders* and context clues to discover the meaning of *carion* and *incubates*.

## ELL Bridge

Help students remember key concepts by showing them how to make a word web. Draw a word web on the board and write the word *turtles* in the center oval. Ask students to contribute words or phrases that relate to turtles, and write their ideas in the surrounding ovals. You may also want to show students an expanded word web. For example, write the phrase *groups of turtles* in the center oval; then write *freshwater*, *saltwater*, and *land dwelling* in three surrounding ovals. Finally, add smaller ovals emanating from each of these three ovals and have students suggest names of turtles that belong in each group.

## Developing Comprehension

### Compare/Contrast

Remind students that comparing and contrasting means finding ways people, things, or ideas are the same or different.

- Turn to pages 12 and 13, which tell about species of turtles worldwide. Have students identify ways the turtles shown are alike and different.
- Turn to page 19, which is about senses. Point out that readers can compare and contrast new information with facts they already know. Have students tell ways turtles use their senses in the same way or differently from another animal recently studied.

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

## Developing Phonics and Word-Solving Strategies

### Roots

Remind students that a base form of a word with all affixes removed is a root word. Lead students in a discussion about roots and their meanings from ancient Latin. Write these possibilities on the board: *aqua*, (water); *sens*, (to feel); *vis*, (see).

- Point out the words that have those roots: *aquatic* (page 10), *sensitive* (page 19), and *visible* (page 19).
- Have students use the Latin meanings to define the words.
- Discuss other words with these roots: *aquarium*, *aquamarine*; *sense*, *sensation*, *sensible*; or *vision*, *television*, *revise*.

## Learning About Text Features

### Captions

Explain that a caption can further explain the main text or a visual, repeat information from the main text, or state new facts.

After reading the book, have students point out descriptions and new information in captions. Ask students why captions are especially useful in this book.

## Developing Fluency

Expertly read sections with commas or dashes (such as pages 20–21) to model phrasing throughout whole sentences. Have students follow along and then do a choral reading.

## Learning in the Content Areas

**Talk About Turtle Endangerment** Explain that even though turtles existed 200 million years ago, about 42% of the 270 known species of turtles are rare or face extinction. Part of the problem is that many edible species of turtles are valued as food. Female turtles are often captured while on land laying their eggs, leading to a sharp decline in certain species. Pollution also has taken a toll since some turtles mistakenly eat harmful plastic debris. Although measures have been taken to protect endangered species, wild turtles are still skinned for leather and tortoiseshell ornaments.

**Develop Specialized Vocabulary** Have students tell, in their own words, something new they learned about turtles. Encourage them to use words such as *carapace*, *flippers*, and *senses*. Ask:

*Why do you think turtles have been around since the time of the dinosaurs?*

### Extending Meaning Through Writing

- Have students write a paragraph that compares and contrasts the characteristics of freshwater, saltwater, and land-dwelling turtles. Include the following topics: eyesight, shells, body design, reproduction, and size. Have students tell which idea or turtle they find most interesting and why. (Expository)

## Connecting to Other Books

*All About Frogs* by Jim Arnosky

*How Do Frogs Swallow with Their Eyes?* by Melvin and Gilda Berger

# Can You Believe? Hurricanes



by Sandra Markle  
text type: Informational  
word count: 250+  
content area: Earth Science  
topic: hurricanes

**Level Q**

## Summary & Standard

This nonfiction book provides numerous facts about hurricanes. Students will learn how the surface of the earth is reshaped by weather.

### Making Connections: Text to World

Students will most likely have heard about hurricanes. Invite them to share what they know and encourage them to ask questions about things they would like to learn.

Extend the real-world connection by discussing recent hurricanes. Explain that Hurricane Katrina occurred in 2005, several years after this book was written.

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

### Vocabulary

**Content Words:** condensation, Coriolis effect, cyclone, evacuation, evaporation, forecasters, molecule, satellite, storm surge, water vapor

**Essential Words:** damage, hurricane

**Related Words for Discussion:** collapsed, destruction, devastation, leveled, rubble, submerged, and toppled

**Nonfiction Text Features:** boldface print, charts, photographs, predictable format

### Supportive Book Features

**Text** The text is organized in a predictable format that poses a multiple-choice question at the end of each section. The answer to the question is found in the next section of the text. The "Try It Yourself" feature contains numbered steps to follow.

**Vocabulary** Important vocabulary is shown in boldface print. Students can use the "Glossary/Index/Pronunciation Guide" in the back of the book to help them define and pronounce words they don't know.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some pages are packed with different features and result in visual overload. Suggest that students zoom in on one feature at a time from top to bottom and left to right on the page.

**Content** Students may have difficulty understanding the technical information. Have students reread these parts and explain the information in their own words.

## ELL Bridge

Tell students that authors often use vivid verbs to help readers visualize what happened. Turn to page 21 and read the text aloud. Point out the words *peeled*, *tossed*, and *zoomed* and invite volunteers to explain what each word means. Encourage students to use actions in their descriptions. Ask students why they think the author used these words instead of *took*, *threw*, and *moved*. Repeat the routine with the following words: *slammed*, page 25; *dumps*, and *pours*, page 32.

## Developing Comprehension

### Understanding Cause/Effect

Remind students that a cause is the reason something happens. An effect is the result.

- Turn to the chart on page 20. Explain that the middle column tells the cause and the last column identifies the effect. Ask students to name the results of 131–155 mph winds.
- Ask students to describe the effect of monster waves on page 28. Point out the sentence in the middle of the page that includes the word *because*. Explain that words and phrases such as *because*, *why*, *caused*, and *as a result* often signal cause-and-effect relationships.
- Have students look through the book to find other cause-and-effect relationships.

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

## Developing Phonics and Word-Solving Strategies

### Figurative Language: Similes

Tell students that authors often compare two things that are not alike to help readers visualize something in the story. Explain that a simile compares two unlike things, using the words *like* or *as* to make the comparison.

- Have students turn to page 14. Ask: *What is it like to pass through the bands of thunderstorms? What does the rain sound like? What do the windows look like?*
- Have students identify the simile on pages 12, 31, and 34.

## Learning About Text Features

### Charts

Tell students that a chart gives a lot of information in a small amount of space.

Have students turn to the chart on page 24. Ask students why they think the author included this chart in the book.

## Developing Fluency

Ask students to follow along as you model fluent reading. Then reread the passage together as a group. Read it three to five times—not necessarily all at once—until students can read it independently.

## Learning in the Content Areas

**Talk About Hurricane Katrina** Tell students that Hurricane Katrina devastated many cities along the Gulf Coast, and much of the city of New Orleans was under water for weeks. Rebuilding of the area is ongoing and people from all over the country have pitched in to help.

**Develop Specialized Vocabulary** Suggest that students use the photographs in the book to describe the effects of a hurricane. Encourage them to include words such as *collapsed*, *destruction*, *devastation*, *leveled*, *ruddle*, *submerged*, and *toppled*. Ask:

*How might you help people whose homes have been hit by a hurricane?*

## Extending Meaning Through Writing

- Have students write a short news article describing the deadly hurricane that hit Galveston, Texas, in 1900. They should include the following: *who* (the people living in Galveston and those in Washington, D.C., who tried to warn them); *what* (hurricane; damage it caused); *when* (September 8, 1900); *where* (Galveston, Texas); *why* and *how* (describe how a hurricane begins and what causes it to become so large). (Expository)

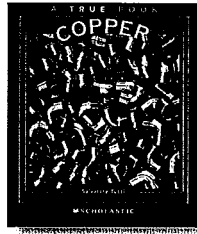
## Connecting to Other Books

*Do Tornadoes Really Twist?* by Melvin Berger

*Weather Words and What They Mean* by Gail Gibbons



# Copper



by Salvatore Tocci  
text type: Informational  
word count: 250+  
content area: Science  
topic: copper; elements

**Level Q**

## Summary & Standard

This nonfiction book tells what copper is, where it is found, how it is used, and how, when combined with other metals, it forms an alloy. Students will learn about the properties and uses of copper.

### Making Connections: Text to World

Ask students to think of items made of copper or that have copper in them. Remind students that many of the items are all around them but hidden, such as wiring and pipes inside walls, and parts inside cars, computers, and appliances. To extend the connection, invite students to bring to the classroom items made of copper or that contain copper. As you read the book together, stop occasionally to discuss any of the items that may relate to that section of the book.

For additional teaching ideas and resources, see [www.nwma.org/education/copper\\_facts.htm](http://www.nwma.org/education/copper_facts.htm).

### Vocabulary

**Content Words:** alloy, compound, element, matter, patina

**Essential Words:** brass, bronze, combine, extracted

**Related Words for Discussion:** conducts, ductile, malleable, micronutrient

**Nonfiction Text Features:** captions, glossary, index, meet the author, photographs, reference books and sites

### Supportive Book Features

**Text** The book features a large, clear typeface. Scientific words and terms appear in boldface. These words also appear in the glossary. Each section head is set off as a question, so students start thinking about the text before they read it.

**Content** The text introduces copper and its uses clearly. Interesting examples are used to support statements.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Students might be confused by the placement in the text of a fact sheet. Explain that this section is not part of the regular text flow. Point out the background color and different type size to distinguish between regular text and the inserts.

**Vocabulary** There may be words that are unfamiliar to students, such as the Latin *cuprum*, proper nouns (*Mediterranean* and *Cyprus*), and science terms (*chalcopyrite* and *micronutrient*). Help students with pronunciation and meanings, and point out locations on a map.

## ELL Bridge

Engage students in the experiment on page 38 to build real-life experience of chemical reactions, elements, and properties. After soaking a few pennies in a vinegar and salt solution, have a volunteer tell the results. Explain that pennies that turn shiny and clean after soaking have had the copper compound removed from the surface. Ask students to define *compound* and *alloy*. Have other volunteers tell what happens to additional pennies after soaking them in soda and salt; juice and salt; milk and salt.

## Developing Comprehension

### Main Idea/Details

Remind students that recognizing main ideas and details in a written piece helps them better understand what they are reading.

Have students reread the book and draw a main idea/detail chart or web on blank paper for one section. Once students have chosen their main idea, encourage them to look for only the most important details to record in the organizer. Invite students to share their completed organizer with the class.

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

## Developing Phonics and Word-Solving Strategies

### Inflectional Endings

Remind students that the endings of words may provide important clues to meaning.

- Draw the following chart on the board.

	-s	-ed	-ing
react	reacts	reacted	reacting

- Discuss the meaning of the word *react* and how it changes based on which ending is used. Invite students to find other verbs from the book to add to the chart. Discuss the changes in meaning for each ending.

## Learning About Text Features

### Glossary

Point out that words in bold are featured in the glossary on page 46. Encourage students to read the glossary before reading the book so they will better understand the text. If students have trouble with boldface words when reading the text, have them find the words in the glossary and read the meaning again.

## Developing Fluency

Have students use partner reading by assigning one partner to read the left-hand pages (and/or the captions on those pages) and one partner to read the right-hand pages. Encourage partners to offer feedback to each other on reading rate and tone.

## Learning in the Content Areas

**Talk About Copper's Properties** Lead a discussion about the properties of copper. Discuss what makes copper a valued metal: its malleability allows it to be shaped in many ways; it is easily mixed with other metals to form alloys such as brass and bronze; it resists rust; it is a good conductor of electricity.

**Develop Specialized Vocabulary** Ask students which properties of copper seem most valuable to them and why. Encourage students to use words such as *conducts*, *ductile*, *malleable*, and *micro-nutrient* in their response. Ask:

*What is a valuable product made with copper?  
Why is copper used in making it?*

### Extending Meaning Through Writing

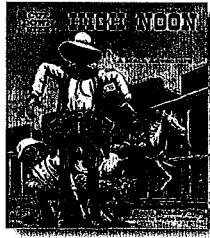
- Have students draw a Venn diagram comparing and contrasting copper with other metals. (**Graphic Aid**)
- Then have students write a short paragraph describing copper and how it is like and unlike other metals. (**Expository**)

## Connecting to Other Books

*Aluminum* by Salvatore Tocci

*The Periodic Table* by Salvatore Tocci

# Cut Down to Size at High Noon: A Math Adventure



by Scott Sundby  
text type: Informational Fiction  
word count: 250+  
content area: Math  
topic: understanding scale drawings

**Level Q**

## Summary & Standard

This book uses humor to show what scale drawings are and how to use them. Students will learn how to use basic mathematical operations to scale down or enlarge objects.

### Making Connections: Text to Self

Some students may have used graph paper to create scale drawings. Invite them to describe the process. Discuss the importance of using exact measurements in the procedure.

Extend the connection by pointing out that today we can use copy machines and computers to help us enlarge or reduce pictures. Note that architects and engineers still use math to create scale models of things they want to build.

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

### Vocabulary

**Content Words:** artistic, creations, height, length, measurements, model

**Essential Words:** divide, frontier, measure, reduce, scale

**Related Words for Discussion:** calculate, convert, corresponding, enlarge, ratio, reduce, relationship

**Nonfiction Text Features:** diagrams, illustrations, labels

### Supportive Book Features

**Text** This book uses simple text and short sentences, with very little text on each page. Dialogue is set off in new paragraphs. Humorous illustrations support the text and move the story along at an interesting pace.

**Content** This fiction story uses humor and a lively storyline to make a difficult concept easier for students to understand.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some students may have difficulty interpreting the scale drawings. Guide students to understand the purpose of the drawings and help them notice the steps and math conversions.

**Vocabulary** Explain that a cowlick is a tuft of upturned hair that is hard to control. Demonstrate with your own hair. Then talk about why Cowlick is an appropriate name for the town.

## ELL Bridge

Tell students that authors often use descriptive words to help readers visualize what is happening. Turn to page 15 and read the text aloud. Point out the words *smirked*, *defiantly*, and *sarled* and invite volunteers to explain what each word means. Encourage students to use facial expressions or actions in their descriptions. Repeat the procedure for *stomped* (page 16), *squinted* (page 19), *fluttered* (page 22), and *gaped* (page 23). Have students discuss how each word is important to the story.

## Developing Comprehension

### Recognizing Setting

Remind students that a setting is where and when a story takes place. The setting often creates a mood. It also affects what a character can or can't do and what events can or can't happen.

- Have students use the illustrations to describe the setting of the story. Ask: *Where does the story take place? When does it take place? How does the setting influence the story?*
- Explain the meaning of "high noon" in the Wild West. Ask if that concept would be appropriate in a story set in modern times.
- Ask students which story events could not occur in a different setting. Why? Then ask: *What mood does this setting create? How does the setting affect the characters?*

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

## Developing Phonics and Word-Solving Strategies

### Words with Multiple Meanings

Remind students that when words have more than one meaning, readers have to use context clues to figure out what they mean.

- Ask students to give possible meanings for the word *scale*. (*a tool to measure weight; one of the thin, flat plates that cover fish and snakes; the size of a plan or model compared with what it represents; a series of musical tones*) Ask which definition works in this story.
- Follow the same procedure for the following words: *sticks* (page 16); *struck* (page 20); *drew* (page 21).

## Learning About Text Features

### Diagrams

Tell students that diagrams are labeled illustrations or photographs. Diagrams explain how something works or is made. Explain that the diagrams in this book show how scale drawings of real objects work.

Have students turn to the diagram on page 10. Ask what one square equals. Then ask how Louie figured out the height and length of the parts of the coach.

## Developing Fluency

Have students practice reading the book until they feel comfortable with it. Then have them tape-record the book and place the tape in the classroom Listening Center.

## Learning in the Content Areas

**Talk About Careers** Discuss careers in which people would probably use scale drawings. Tell students that architects, engineers, and mapmakers are examples of people who use scale drawings in their work. These professionals create scale drawings of buildings, bridges, highways, airplanes, machine parts, and maps. Explain that they must understand ratios and proportions and be very precise in their work.

**Develop Specialized Vocabulary** Invite volunteers to use their own words to describe a scale drawing in the book. Encourage them to include words such as *calculate*, *convert*, *corresponding*, *enlarge*, *ratio*, *reduce*, and *relationship*. Ask:

*What type of scale drawing would you ask Louie to use to give you a haircut?*

### Extending Meaning Through Writing

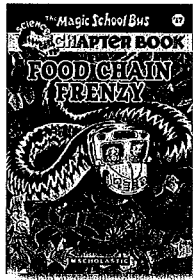
- Have students choose an object to scale-down in size, make the calculations, and draw a picture of it with labels of its measurements. Have students show each step of their calculations and then write a short paragraph explaining the steps.  
**(Expository)**

## Connecting to Other Books

*If You Traveled West in a Covered Wagon* by Ellen Levine

*Log Cabin in the Woods: A True Story About a Pioneer Boy* by Joanne Landers Henry

# The Magic School Bus: Food Chain Frenzy



by Anne Capeci  
text type: Content-Based Fiction,  
Informational  
word count: 250+  
content area: Life Science  
topic: food chains

**Level Q**

## Summary & Standard

This book explores ecosystems and food chain facts through an imaginary class field trip. Students will learn how organisms depend on each other to obtain energy.

### Making Connections: Text to Self

Talk about what students do to get energy. Point out that humans get energy by eating plants and animal products. Invite students to formulate questions about food sources and how energy is transferred from the sun to plants to animals and humans.

To extend the real-world connection, ask students why we often grow or raise our own food. Then discuss how different animals get energy and the types of food they eat.

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

### Vocabulary

**Content Words:** atoms, carbohydrate, chlorophyll, energy, food chain, food web, molecules, photosynthesis

**Essential Words:** edible, illuminating

**Related Words for Discussion:** consumers, decomposers, ecosystem, predators, prey, producers

**Nonfiction Text Features:** chapters, diagrams, illustrations, inset text, introduction, question and answer format

### Supportive Book Features

**Text** Important science concepts are set in text-boxes and often feature diagrams or illustrations. This helps students distinguish key information from the narrative.

**Vocabulary** Important terms for teaching the concept of a food chain are a key part of the plot. Vocabulary is featured and defined in riddles and set in separate boxes.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Point out that the use of italics often shows where the author uses word play to emphasize a key idea or to make a joke. Explain that riddles are eventually answered in the text.

**Content** Students may have trouble grasping important concepts such as photosynthesis and food chain delivery. Help students to make the connection between the boxed information and the narrative events in order to be sure they understand the material.

## ELL Bridge

Gather pictures of animals that are herbivores, carnivores, or omnivores. For each picture, have students identify the animal and tell what they know about it. Write the animal's name on the board and have students list what the animal eats. Repeat the process for other animals. Next, ask students to identify foods that appear on more than one list; for example, a mouse might appear on the list for a snake, skunk, and hawk. Then name a food source on the lists, and have students list the animals that would be affected if this food source disappeared.

## Developing Comprehension

### Understanding Sequence

Sequence is the order of events. In this book, students can use the steps in scientific processes to keep track of events in the narrative story.

- Have students use the boxed information and the main text on pages 26–28 to identify the steps that tell what happens to leftover oxygen after photosynthesis.
- Draw a process graphic organizer on the board (make sure boxes are in descending order with arrows leading from one to another) and complete it with students' suggested answers.
- Then have students work with partners to identify steps in a different process, such as energy in a food chain pyramid (page 51) or food chain delivery (page 69). Have them complete their own graphic organizers.

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

## Developing Phonics and Word-Solving Strategy

### Adjectives that Compare

Remind students that adjectives can be used to compare nouns.

- Have students find the word *bigger* on page 30 and *closest* on page 31. Explain that *-er* is added to adjectives to compare two things and *-est* is added to compare more than two things.
- Point out the adjectives *better* on page 33 and *worse* on page 38. Explain that these are comparative forms of *good* and *bad*. *Better* and *worse* compare two things. *Best* and *worst* compare more than two things.
- Ask students to identify other comparative adjectives as they read.

## Learning About Text Features

### Question and Answer Format

Explain to students that the riddles in the book ask them questions about key concepts. They then make predictions and look for the answers in the main text to find out if their prediction was correct.

Have students skim the book to find the questions in the riddles. Have them skim text until they find the answer to each riddle.

## Developing Fluency

Reread pages 22–27 aloud to model correct pronunciation of specialized words. Have students repeat each section after you. Circulate and listen in as they repeat text, giving assistance as needed.

## Learning in the Content Areas

**Talk About Ecosystems** Discuss an ecosystem that is close to the community. Talk about the many food chains that are connected in this ecosystem.

**Develop Specialized Vocabulary** Have students discuss, in their own words, how the animals and plants in this local ecosystem need the sun for food. Invite students to use words such as *prey*, *predators*, *producers*, *consumers*, and *decomposers* in their discussion. Ask:

*What can happen if one link in a food chain disappears?*

### Extending Meaning Through Writing

- Have students create a science notebook page. Have students write down five interesting facts that they learned about food chains. Then have them include a diagram of a food chain from one of the habitats they read about. **(Graphic Aid)**

## Connecting to Other Books

*The Magic School Bus Gets Eaten: A Book about Food Chains* by Pat Reif and Carolyn Bracken

*All About Rattlesnakes* by Jim Aronsky

# If You Lived at the Time of the Great San Francisco Earthquake



by Ellen Levine  
text type: Informational  
word count: 250+  
content area: Social Studies  
topic: 1906 San Francisco earthquake

**Level Q**

## Summary & Standard

This nonfiction book tells the effects of the San Francisco earthquake of 1906 on both the city and its people. Students will learn how the physical environment and human systems affect one another.

## Making Connections: Text to World

The book takes students back in time to a historical event they may or may not have heard about. Elicit their prior knowledge about both the time and the event. Ask: *What was life like in a city in 1906? What do you know about the San Francisco earthquake in 1906?* Create a T-chart on the board with the headings "Life in 1906" and "San Francisco Earthquake" to record students' responses. Some students may have personal experiences with quakes that they would like to share.

For more information, documents, and photos, see [www.archives.gov/exhibits/sf-earthquake-and-fire/](http://www.archives.gov/exhibits/sf-earthquake-and-fire/).

## Vocabulary

**Content Words:** archivist, bread lines, cable car, earthquake, refugees, relief stations, Richter scale, trolley cars

**Essential Words:** committee, inspector, measure, recover, reported

**Related Words for Discussion:** destroyed, disaster, fire, gas pipes, rescue, warning

**Nonfiction Text Features:** illustrations, introduction, map, question-and-answer format, table of contents

## Supportive Book Features

**Text** Headings appear at the tops of pages and are in the form of questions. The questions are answered in clear, easy-to-understand language accompanied by realistic illustrations.

**Content** The headings are questions that young readers would likely ask about the earthquake. Concrete details and interesting anecdotes will hold students' attention.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The presentation of information follows no particular organization or text structure. Suggest that students use the table of contents to acquaint themselves with the kind of information they will read and where they will find it.

**Vocabulary** Students may have some problems understanding the meanings of words related to the time period, such as *trolley cars*, *tailcoat*, and *barracks*. Encourage them to try to use context clues and then check their guesses in a dictionary.

## ELL Bridge

Have partners take turns describing the illustrations to each other. Suggest they answer questions such as, *Who is in the picture? What else is in the picture? What is happening?* Tell students to use as many descriptive terms as they can.

## Developing Comprehension

### Understanding Cause/Effect

Remind students that a cause makes something happen. An effect is what happens. One cause may have many effects.

- Have students use a graphic organizer to list five effects of the 1906 earthquake.
- Discuss with students how some effects become the causes of other effects. Ask: *The earthquake caused the gas pipes to break. What did the broken gas pipes cause?* (fires)

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

## Developing Phonics and Word-Solving Strategies

### Words With Multiple Meanings

Remind students that some words have more than one meaning. Experienced readers look at the context—the words around a word—to figure out which meaning is being used.

Have students use the context to figure out which meaning of the word *head* is used in each phrase from the book:

- (page 11) *heading home* (go in a certain direction)
- (page 29) *the head of his bank* (leader or chief)
- (page 30) *the horse's head* (part of the body)

## Learning About Text Features

### Question and Answer Format

Explain that in a question and answer format, an author writes questions that readers might ask about a topic and then answers them. Ask: *What do you think was the most interesting question and answer? What questions do you have that were not asked and answered?*

## Developing Fluency

Tell each student to practice reading one question and its answer with expression, paying attention to the content of the text. Then have students work in groups. One student can read a question to another student who practiced that section. Then the second student can read the section in response.

## Learning in the Content Areas

**Talk About Earthquakes** Discuss what happens during an earthquake, first to the ground and consequently to the buildings and roads on the ground.

**Develop Specialized Vocabulary** Ask students to explain what happened in San Francisco when the earthquake of 1906 struck. Encourage them to use words such as *destroyed*, *disaster*, *gas pipes*, *rescue*, and *warning*. Ask:

*What were the worst things that happened?*

*What were some positive things that happened?*

### Extending Meaning Through Writing

- Ask students to imagine they lived in San Francisco in 1906. Have them write a paragraph explaining what they would do, including what they would try to save, where they would live, how they would get food and clothes, and how they would feel. (Descriptive)

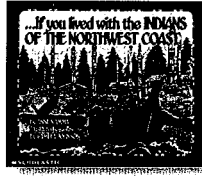
## Connecting to Other Books

*Do Tornadoes Really Twist?* by Melvin Berger

*The Chicago Fire* by Howard Gutner



# If You Lived with the Indians of the Northwest Coast



by Anne Kamma  
text type: Informational  
word count: 250+  
content area: Social Studies  
topic: Northwest Coast Indians

**Level Q**

## Summary & Standard

This nonfiction book describes what life was like for Indians who lived along the Northwest Coast of North America hundreds of years ago. Students will explore different experiences, beliefs, motives, and traditions of these coastal people.

## Making Connections: Text to Self

Students will have ideas about what it's like to be a young person growing up in today's world. Ask: *What is it like growing up in this community?*

Extend the connection by discussing what students like to eat, what they like to do for fun, and what traditions they follow in their homes, school, or town. Discuss how growing up would be affected by the historical time period and the area where someone lived.

For additional teaching ideas and resources, see <http://content.lib.washington.edu/aipnw/>.

## Vocabulary

**Content Words:** bearskin, candlefish, canoe, cooking box, headdress, potlatch, totem pole, tunic, villages

**Essential Words:** ancestors, quest

**Related Words for Discussion:** chief, family, history, honor, respect, tradition, wealth

**Nonfiction Text Features:** appendix, headings, maps, question and answer format, sidebars, table of contents

## Supportive Book Features

**Text** The book's question and answer format allows readers to predict that they will find information to a key question on a given page. Text print is large. Maps and illustrations support the text.

**Vocabulary** The term *eulachon* and many names of coastal groups, such as *Makah* and *Tlingit*, are supported by phonetic spellings.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Help students understand that the different size and style of print on pages 27–28 signals a "story within the story." Also point out the sidebars as additional information that accompanies the main text.

**Content** Because the rituals, traditions, lifestyle, and historic time frame are so different from life today, students may find it difficult to connect to the book. You may want to provide background information about Native American ways of life to introduce students to the topics they will read.

## ELL Bridge

Write some content words from the book on self-stick notes, one word per note, such as *cooking box*, *shaman*, *potlatch*, and *totem pole*. Have students choose a note and match the word to a picture in the book. Have them tell how they know the word relates to the picture. Invite students to say one or two sentences about each word and picture.

## Developing Comprehension

### Main Idea/Details

Explain that the main idea is the most important point the author is trying to make. Details are statements that explain or further support the main idea.

- Tell students that the format of this book makes it easier to identify the main idea because each major section is headed by a question in bold print. The question is the main idea for that part of the book.
- Have students work with a partner and choose a page from the book. Tell them to identify the main idea and then read the section to find details.
- Ask partners to share their responses.

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

### Developing Phonics and Word-Solving Strategy

#### Understanding Compound Words

Remind students that compound words are made up of two or more smaller words. Point out that the smaller words often offer clues to the meaning of the compound word.

Challenge students to look through the book for compound words. Discuss the meanings of the smaller words and how they relate to the meaning of the compound word. You might suggest students get started with the words *driftwood*, *smokehouse*, *Northwest*, and *clamshell*.

### Learning About Text Features

#### Question and Answer Format

Explain that the question and answer format in the book is a method of relaying key information. Show the titles in the table of contents. Explain that these same headings begin each section of main text. Be sure students notice the headings are written as questions except for the first one and last one. Tell them the answer to each question is found in the main text.

Choose a section and have students read the question and find the answer in the main text.

## Developing Fluency

Have students turn to page 48. Tell students to listen to your expression as you read the title. Point out that your voice rises at the end of the question. Have students read the title as you have. Continue reading the section on fishing, modeling natural expression. Have students echo read as you pause every few sentences at natural breaks.

## Learning in the Content Areas

**Talk About Potlatches** Have students reread the information on pages 38–40. Then discuss what it would be like to prepare for a party for years—all for the purpose of giving away most of your possessions. Compare and contrast a potlatch to modern celebrations.

**Develop Specialized Vocabulary** Have students describe what was important to Northwestern coastal groups, as evidenced by the potlatch and other traditions and customs they read about in the book. Encourage students to use words such as *chief*, *family*, *history*, *honor*, *respect*, *tradition*, and *wealth*. Ask:

*What character traits were important to the Northwest Indians? How do you know?*

### Extending Meaning Through Writing

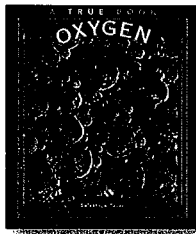
- Have students pretend that they belong to a Northwest tribe. Have them write about a day in their life. Include descriptions of homes, food, chores, celebrations, learning, and rules. Explain how their lives changed after Europeans came. (Narrative)

## Connecting to Other Books

*If You Lived in the Alaska Territory* by Nancy Smiler Levinson

*If You Lived with the Iroquois* by Ellen Levine

# Oxygen



by Salvatore Tocci  
text type: informational  
word count: 250+  
content area: Physical Science  
topic: elements

**Level Q**

## Summary & Standard

This nonfiction book tells about the element, oxygen, and some of its important roles. Students will learn what oxygen is, how the human body uses it, and what happens when it combines with other substances.

## Making Connections: Text to World

Have students talk about how they feel when they run very fast for as long as they can. Then have students talk about fire: starting a fire; putting out a fire. Explain the oxygen connection between human energy and a burning flame: the human body needs oxygen for energy to function; a fire needs oxygen to burn.

For additional teaching ideas and resources, see <http://periodic.lanl.gov/elements/8.html>.

## Vocabulary

**Content Words:** abundant, compound, element, matter, organisms, respiration

**Essential Words:** combustion, combination, oxygen

**Related Words for Discussion:** oxygen cycle, photosynthesis, respiration

**Nonfiction Text Features:** captions, glossary, index, meet the author, photographs, question format

## Supportive Book Features

**Text** The book features a large, clear typeface. Scientific words and terms appear in boldface. These words also appear in the glossary. Each section head is set off as a question, so students start thinking about the text before they read it.

**Content** The text explains oxygen's roles, and explanations are supported with relevant examples to which students can relate.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students might be confused by the placement in the text of two experiments. Explain that the text on page 36 continues on page 38, and that page 37 features a separate experiment. Point out the background color and different type size of the experiments.

**Vocabulary** Science-content words such as *combustion*, *organisms*, *substances*, and *photosynthesis* may be unfamiliar to students. Help students use their knowledge of sound-spelling relationships, suffixes, prefixes, and base words to decode these words.

## ELL Bridge

Use the photographs in the book to preteach cause-and-effect vocabulary that students will need to discuss cause-and-effect relationships. After reading the book at least once, have students look at each picture and tell what is happening using the words *because*, *so*, or *therefore*. For example, students might look at the photograph on page 16 and say: *Plants release oxygen into the air, so humans have more oxygen to breathe.*

## Developing Comprehension

### Understanding Cause/Effect

Remind students that recognizing cause-and-effect relationships in a written piece helps them to understand the topic better.

Have students reread the section about Ron Clarke. Explain that Mexico City is at an elevation where less oxygen is available to breathe than at sea level, and that Ron Clarke lived at sea level in Australia. Have students draw conclusions about the effect. (*Clarke's body reacted badly to lack of oxygen.*)

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

## Developing Phonics and Word-Solving Strategies

### Proper Nouns

Remind students that proper nouns are nouns that specifically name just one person, place, or thing.

- Randomly name common and proper nouns that are familiar to students. Have students hold up a hand if the word is a proper noun.
- Point out that in journalism articles, such as in newspapers or magazines, and in many other nonfiction sources, a person is introduced by first and last name. After that, the person is referred to by last name only. Have students find examples of this convention in the book. (Some examples can be found on pages 7, 13, 15, and 18.)

## Learning About Text Features

### Index

Point out the index in the back of the book. Help students locate it. Briefly explain how to use the index to locate information on a specific topic. Then have students use it to find the three places in the book where *Ron Clarke* is mentioned and the page on which *smog* is mentioned.

## Developing Fluency

Have students turn to page 33. Read the page aloud modeling an even, appropriate reading rate. Have students read the page to a partner at the same rate. Circulate to offer students feedback on their reading rate.

## Learning in the Content Areas

**Talk About the Oxygen Cycle** Lead a discussion about the oxygen cycle and how humans and plants benefit from each other. Explain that humans exhale carbon dioxide that plants use to make food. Plants release oxygen when they make food, and humans inhale oxygen.

**Develop Specialized Vocabulary** Ask students how they can help preserve forests and other plant life and why they would want to do so. Encourage students to use words such as *oxygen cycle*, *photosynthesis*, and *respiration*. Ask:

*What are some ways you could help protect trees and plants? Why is it important to do so?*

### Extending Meaning Through Writing

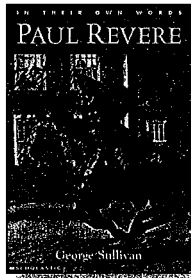
- Perform the experiment on page 37 with students as an example of how some substances react slowly with oxygen. Have students write a paragraph describing what steps were taken during the experiment along with their predictions (e.g., What will happen to the steel wool pad?) The following day, have students record their observations of what happened and compare this to combustion. Have them explain in writing what combustion is and how it is different from what happened to the steel wool pad. **(Expository)**

## Connecting to Other Books

*Experiments with Water* by Salvatore Tocci

*Hydrogen and the Noble Gases* by Salvatore Tocci

# In Their Own Words: Paul Revere



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

**Level Q**

## Summary & Standard

Paul Revere's midnight ride is legendary among heroic stories of the American Revolution. Students will learn what really happened by using Paul Revere's account of his ride and his life as historical evidence.

### Making Connections: Text to Self

Because Paul Revere is a well-known name, students may have heard of him. Ask them to share what they know and if they know what he did during the American Revolution.

Explain that the actions of historical figures are often exaggerated to make them more dramatic. Point out that Revere did make his midnight ride, but his own account is somewhat different from the well-known stories.

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

### Vocabulary

**Content Words:** apprentice, citizens, colonial, craftsman, duty, federalists, foundry, independence, patriot, politics, self-government

**Essential Words:** coerce, indefatigable, ratify, reputation, resistance, shortage

**Related Words for Discussion:** exaggeration, folklore, legend, reenacted, rumors

**Nonfiction Text Features:** bibliography, chapter headings, index, map, table of contents, time line

### Supportive Book Features

**Text** The text is large and easy to read. The chapter headings organize information chronologically. First-person accounts are set off by quotations or italics.

**Vocabulary** Although there are many difficult words in the text, most of them are defined in the text or can be understood through context. Guide students in identifying context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 84 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The alternate spellings and capitalization of some words along with archaic sentence construction in first-person accounts may distract some students. Read these passages aloud.

**Content** The many historical events, people, and documents named in the book may be confusing. Help students list categories and then connect people and documents to events and dates.

## ELL Bridge

Because there is little visual support in the book, help students visualize the text by reading a descriptive passage aloud, discussing it with students, then having them illustrate the scene. You may wish to start with the paragraph on page 65 that describes Paul Revere's boat trip across the Charles River. Ask students to describe their illustrations.

## Teaching Options

### Developing Comprehension

#### Making Inferences

Review with students that they can make inferences about a text by combining text clues with what they already know. Inferences can help them better understand historical events and people they read about.

- Have students reread pages 100–101. Ask: *What inference can you make about how Paul Revere felt when he was accused? What kind of person do Paul's demands for a ruling show him to be? Why would Paul think of his military career as unsuccessful?*

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

### Developing Phonics and Word-Solving Strategies

#### Understanding Compound Words

Review that a compound word includes two or more words combined to form one word. Explain that a compound also may be open (*tax collector*) or hyphenated (*vice-president*).

- Have students look through the book to find and list compound words, such as *teapot*, *gunpowder*, *silversmith*, and *shipwrights*. Discuss the meanings.
- Challenge students to find an open compound and one with a hyphen (*time bomb*, *well-to-do*).

### Learning About Text Features

#### Index

Explain that many nonfiction books include an alphabetical index in the back to list important topics and names in the book with corresponding page numbers. Select names and topics for students to locate in the book using the index. Point out subtopics under "Revere, Paul" and why some page numbers are bold.

### Developing Fluency

Have partners take turns reading Chapter 2 aloud. Circulate and assist students with the pronunciation of proper names and longer words, such as *Apollon Rivoire* and *unanimous*.

### Learning in the Content Areas

#### Talk About Historical Legend and Folklore

Discuss how historical events can be exaggerated as they are retold over many years. Emphasize the importance of primary sources for finding out what really happened.

**Develop Specialized Vocabulary** Have students explain what parts of Paul Revere's ride became legend and folklore through rumors and exaggeration. Ask:

*Why might the incident with Paul Revere's dog not be true?*

### Extending Meaning Through Writing

- Have students write a paragraph describing Paul Revere's accomplishments aside from the fact that he rode through the streets warning people that British troops were coming. They should explain how Revere used his talents to achieve many other successes in his life. (**Expository**)

### Connecting to Other Books

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

*George Washington: A Picture Book Biography* by James Cross Giblin