

 SCHOLASTIC

# GUIDED READING PROGRAM

## Content Areas

LEVEL  
**R**

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

- **Allergies**
- **Can't You Make Them Behave, King George?**
- **Food Chains**
- **George Washington**
- **The Great Fire**
- **John Quincy Adams**
- **O, Say Can You See? America's Symbols, Landmarks, and Important Words**
- **Octopuses, Squids, and Cuttlefish**
- **Thomas Jefferson**
- **Where Was Patrick Henry on the 29th of May?**

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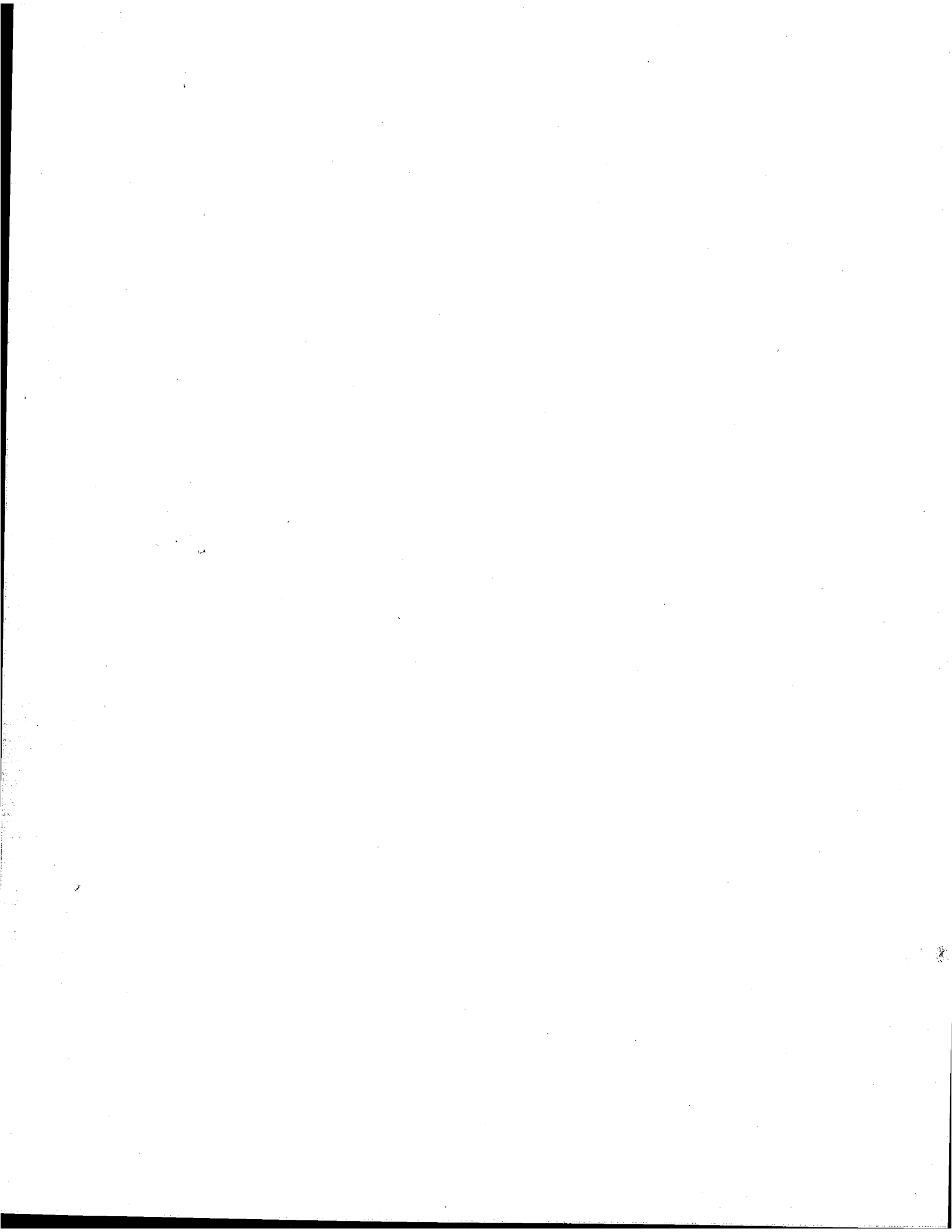
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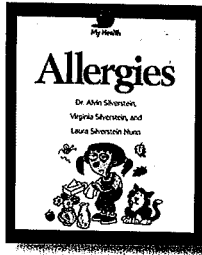
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Item# 136592



# Allergies



by: Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: health

**Level R**

## Summary & Standard

This book helps students understand what allergies are, how we get them, and what to do about them. Students will learn how allergies affect health and how to take steps to recognize, treat, or prevent them.

### Making Connections: Text to World

Ask students to share what they know about allergies. Then ask: *Can you name anything that could cause an allergic reaction?*

To extend the real-life experience, explain that anyone can get an allergy. Point out that there are many types of allergies. For most people, allergies are just bothersome; however, explain that allergies sometimes cause serious reactions in some people.

For additional teaching ideas and resources on allergies, see [www.aaaai.org/patients/just4kids/science](http://www.aaaai.org/patients/just4kids/science).

### Vocabulary

**Content Words:** allergen, hay fever, histamine, pollens, sensitization

**Essential Words:** dust mites, hives, itch, molds

**Related Words for Discussion:** airway, antibody, asthma, immune system, inflammation, wheeze

**Nonfiction Text Features:** boldface print, captions, glossary, photographs, sidebars

### Supportive Book Features

**Text** Whimsical illustrations add humor, and colorful photographs support the text. Larger type supports ease in reading. Chapters help organize the topics.

**Vocabulary** Important words appear in boldface print. Help students notice context clues in sentences. A glossary also provides meanings.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Students may be confused about the frequent use of the em dash in this book. Explain that it signals additional or emphasized information. Sometimes it signals a meaning given in context.

**Content** Much of the information may be new to students. The book also contains technical language. Suggest careful reading to increase comprehension. Point out that students should reread confusing parts for better understanding.

## ELL Bridge

Help students read the activity in the sidebar on page 38. Point out and discuss the word *diary*. Remind students that diaries are personal pieces of writing that reflect the writer's thoughts, feelings, or experiences. If you have Internet access, work with students to explore the Web site listed. Then invite students to help you write a diary entry about things they like to do or something that has happened to them recently. Help students read the diary entry aloud.

## Developing Comprehension

### Understanding Cause/Effect

Help students understand cause and effect relationships in the book. Remind them that an effect is what happens; a cause is what makes it happen.

- Ask students to skim the book's pages to find some things that cause an allergic reaction, such as pets, wheat, pollen, or insect stings. Write these causes on the board.
- Then talk about specific symptoms that result, such as rashes, swelling, watery eyes, and itching. Write these effects on the board.
- Have students find other examples of causes and effects in the book and discuss their ideas.

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

### Reading Prefixes

This book includes difficult scientific terms, including several that begin with the prefix *anti-* such as *antibody*, *antihistamine*, and *anti-inflammatory*. Explain that *anti-* means "against." Have students turn to the glossary on page 39 and find the three *anti-* words listed. Read the definitions. Model using these words in sentences, and invite students to create their own sentences using them.

## Learning About Text Features

### Sidebars

Explain that sidebars provide supplemental information that is interesting, but not necessarily core to the topic. Sometimes they explain a topic further. Students can recognize a sidebar because it is set off from the rest of the page, often in a box at the side or bottom of a page. Have students notice the different styles of sidebars on pages 5, 27, 35, and 38.

## Developing Fluency

Select a passage and model it as students follow along. Then reread the passage as a group. Read it three to five times over a couple of days until students can read it independently.

## Learning in the Content Areas

**Talk About Allergies** Explain that most allergic reactions are the result of an immune system that responds to a "false alarm." When that happens, the immune system produces antibodies that attack a harmless substance such as dust or mold. An antibody called IgE is linked to the allergies hay fever, certain types of asthma, and hives.

**Develop Specialized Vocabulary** Ask students to describe what happens during an asthma attack. Encourage them to use words such as *airway*, *wheeze*, and *inflammation*. Ask:

*How could pollution trigger an asthma attack?  
What else could be dangerous to breathe?*

### Extending Meaning Through Writing

- Have students write a summary of their understanding of what allergies are and how we get them. (**Expository**)

## Connecting to Other Books

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

*Five Brilliant Scientists* by Lynda Jones

# Can't You Make Them Behave, King George?



by Jean Fritz  
text type: Informational  
word count: 250+  
content area: Social Studies  
topic: American Revolution

**Level R**

## Summary & Standard

This book is a biography of King George III of Great Britain. Students will learn about the American Revolution from the point of view of King George and the British.

### Making Connections: Text to World

Discuss with students what they have learned about the American Revolution from their social studies texts. List on the board events, such as the Boston Tea Party, or concepts, such as independence, that students name. Tell them to look for these events and concepts as they read.

For background information on George III and the illness that caused his bizarre behavior, see [www.americanrevolution.com/KingGeorge3rd.htm](http://www.americanrevolution.com/KingGeorge3rd.htm).

### Vocabulary

**Content Words:** abdicate, colonies, coronation, empire, independence, proclamation, repeal, representatives, Revolutionary War, stamp tax, subjects

**Essential Words:** objected, public, refused

**Related Words for Discussion:** crowned, firm, government, king, right, tax

**Nonfiction Text Features:** author's notes, dedication, illustrations, other books by the author

### Supportive Book Features

**Text Illustrations**—often humorous—appear on all pages except one, adding interest and inviting students to read the text. The type is large, and lines are widely spaced.

**Vocabulary** The author uses a conversational tone with modern, informal language.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some sentences are very long and complex. Tell students to read such sentences in meaningful phrases and clauses. If they lose track, suggest they go back to the beginning of the sentence and recap what they read.

**Content** Students may not understand some references to events of the American Revolution or to British people, places, or traditions. If necessary, provide some historical background. Also, tell students they can keep reading if they come across a name or idea they don't recognize as long as it does not affect their general understanding of the text. They can research it after they have finished reading the book.

## ELL Bridge

Explain that an idiom is a group of words that mean something different from what the individual words literally mean. List several idioms the author used, such as "not to be sneezed at," "came down with chicken pox," "hold out against a powerful empire," "give up," and "quiet him down." Discuss the meanings. Then have students use each idiom in a sentence.

## Developing Comprehension

### Recognizing Reality/Fantasy

Remind students that a biography is a work of nonfiction, but note how the author mixes some fictional details with the facts in order to make the story lively and entertaining.

- On page 8, the author writes that George's mother scolded him to take his elbows off the table. On page 9, she says that George wrote a note on his Latin paper. Ask: *Which of these details do you think actually happened? Which do you think the author might have made up?*
- Tell students to note which details in the book are historical facts that can be proved and which are likely imaginative details that the author added to entertain.

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

### Using Picture Clues

Remind students that in an illustrated book, pictures can provide clues to the meaning of unfamiliar words.

- On page 14, tell students to use the picture to define *mantle* and *ermine* in the sentence "It was to be a silver and white gown with a mantle of violet velvet lined with ermine. . . ."
- Tell students to look for cues in pictures if they read other unfamiliar words (for example, *harpsichord* on page 15, *regalia* on page 18).

## Learning About Text Features

### Author's Notes

Review the last page with students. Discuss how sometimes an author adds notes to explain ideas further. Have students skim the correct pages to find the ideas that the notes refer to and then read each note.

## Developing Fluency

Model reading page 7, emphasizing appropriate phrasing, and reading words in meaningful groups. Have students choral read the page after following your model.

## Learning in the Content Areas

**Talk About the Biography of King George** Discuss the American Revolution from the colonists' point of view—why they went to war and why they declared independence. Then talk about the life of King George and the war from his perspective.

**Develop Specialized Vocabulary** Ask students to relate the life of King George and his behavior during the Revolution. Encourage them to use words such as *crowned*, *firm*, *government*, *king*, *right*, and *tax*. Ask:

*What unusual behavior did King George exhibit during his life?*

### Extending Meaning Through Writing

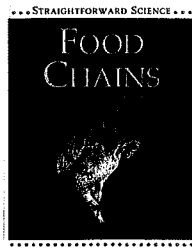
- Have students write a paragraph explaining why King George believed he was a "good king" and why the Americans did not agree. (**Expository**)

## Connecting to Other Books

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

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

# Food Chains



by Peter Riley  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: food chains

**Level R**

## Summary & Standard

This nonfiction book tells about the flow of energy from sunlight to plants and the animals that eat them. Students will learn about food chains in different ecosystems.

### Making Connections: Text to World

Because food is part of everyone's experience, students can certainly relate information in the text to themselves. Discussing real-world connections can help them extend their understanding of food chains.

Invite students to work with a partner to make a chart that shows the types of foods eaten by humans and where those foods come from. Ask students to share with the class the kinds of foods they like to eat and where those foods come from.

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

### Vocabulary

**Content Words:** carnivore, chlorophyll, food chain, food web, herbivore, omnivore, photosynthesis

**Essential Words:** adapt, range, survive

**Related Words for Discussion:** depend, diet, energy, link

**Nonfiction Text Features:** captions, diagrams/flowcharts, glossary, index

### Supportive Book Features

**Text** The text includes INVESTIGATE! boxes that help students relate to the text by involving them in some kind of content-related activity. Students can look forward to trying the activities at home and report back to the class on their findings.

**Content** The organization of the content by animal diet, habitats/geographical location, cycles of birth, death, and decay is a structure that will help students clearly understand the relationships in food chains and how they as humans fit in to each one.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Pages are full and the amount of text may be overwhelming to some readers. It might be helpful to have some students cover the page they are not reading with a piece of blank paper so they are not overwhelmed.

**Vocabulary** Some of the words are specialized scientific vocabulary. You may wish to teach them as well as the word-solving strategy of using Greek and Latin prefixes before students begin reading.

## ELL Bridge

Make a table on the board or on chart paper and have students help list the names of animals under the headings "herbivore," "carnivore," and "omnivore." Then have volunteers try to say or write a food-chain sentence, such as Omnivore: *Berries grow in an Asian forest. Fish live in rivers and lakes there. Brown bears eat berries and fish.*

## Developing Comprehension

### Compare/Contrast

Remind students that when we compare and contrast things, we see how they are alike and how they are different.

- Have students contrast plants and animals. (Plants make their food; animals eat plants or other animals.)
- Have students compare and contrast herbivores and omnivores. (Both eat plants, but omnivores also eat other animals.)

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

### Greek and Latin Prefixes

Remind students that a prefix is a word part at the beginning of a word that adds to the meaning of the word. Some prefixes come from the ancient languages, Greek and Latin.

Help students read words with prefixes, and ask students how the prefixes add to the meanings of the words.

- *omni*, meaning *all*, in *omnivore* (p. 10)
- *photo*, meaning *light*, in *photosynthesis* (p. 5)
- *phyto*, meaning *plant*, in *phytoplankton* (p. 12)
- *zoo*, meaning *animal*, in *zooplankton* (p. 12)

## Learning About Text Features

### Flow Charts

Explain that diagrams are drawings that show how a process works. In this book, diagrams of food chains and webs show how energy flows from one plant or animal to another. Arrows show the direction of the flow. In this way, the diagrams are like flow charts. Have students trace the flow of energy on the food web on page 5. Ask how many paths the energy may take (four).

## Developing Fluency

Model how to pronounce multisyllabic scientific terminology for students. Say a word and have students repeat it. Then read the word in context and have students echo read the sentence.

## Learning in the Content Areas

**Talk About Food Chains** Explain how living things can be grouped in different ways, and that one way to group them is by how they get food in order to survive. Ask students to explain what a food chain is and give examples of the different types of feeding habits of animals.

**Develop Specialized Vocabulary** Ask students to explain how each living thing is connected to other living things. Encourage them to use words such as *depend*, *diet*, *energy*, and *link*. Ask:

*How are the members of a food chain related?*

### Extending Meaning Through Writing

- Have students choose the habitat they find most interesting and ask them to draw a diagram with arrows (examples on pages 5, 18, 22, and 29) detailing the food chain found in that habitat. **(Graphic Aid)**
- Then have students write a short paragraph explaining what a food chain is and describing the series of events in that particular food chain. **(Expository)**

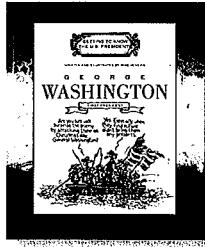
## Connecting to Other Books

*Life in the Oceans: Animals • People • Plants*  
by Lucy Baker

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



# Getting to Know the U.S. Presidents: George Washington



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

**Level R**

## Summary & Standard

This biography tells about the life of George Washington, first president of the United States. Students will learn about the father of our country and his place in American history.

### Making Connections: Text to Self

Students will have prior knowledge of George Washington. Ask them to share what they know about him.

To extend the real-life experience, ask students to define *hero* and tell why Washington is considered to be one. Ask them to name other people they know or have read about who they consider to be heroes. Ask: *What makes you believe that these people could be called heroes?*

For additional teaching ideas and resources, see [www.mountvernon.org/learn/meet\\_george/index.cfm](http://www.mountvernon.org/learn/meet_george/index.cfm).

### Vocabulary

**Content Words:** advisors, colonists, loyal, revolutionary, surveyor, volunteer

**Essential Words:** enforce, rebellion, taxation

**Related Words for Discussion:** brave, commander, leader, protect, smart, trust, well liked

**Nonfiction Text Features:** captions, illustrations

### Supportive Book Features

**Text** The print is large and clearly positioned on the page, and the text is interspersed with illustrations. In addition, the humorous cartoon-like illustrations add interest and make the book more fun to read.

**Content** The text, written in a friendly, conversational style, will pull the reader in. Students will enjoy reading side notes and facts about Washington.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The book is not divided into sections, such as chapters. But the many illustrations break the text into manageable parts, and the text flows well. Preview the book before reading and explain to students the way the text is organized.

**Vocabulary** There is no glossary to help define words such as *advisors*, *colonists*, *enforce*, *loyal*, *revolutionary*, *surveyor*, and *volunteer*. You may wish to review these words before students begin reading.

## ELL Bridge

Students will work in pairs to practice the interview format, one as a journalist and the other as George Washington. Help students come up with questions to ask, and write them on the board, leaving space between questions. Each pair will take turns asking and answering some of the questions from the board. As each question is answered, write the answer under the question. Write the finished interview on chart paper for students to use as a point of reference.

## Developing Comprehension

### Main Idea/Details

Remind students that the main idea of a paragraph or passage is the most important point an author makes. Point out that the main idea may not always be stated. Each main idea has details that support it.

- Have students read pages 4–7. What are these pages mainly about?
- Turn to page 17. The author tells us that people in the colonies did not like the way the King of England was running things. What details support, or prove, this main idea?
- Have students read pages 13–15. What is the main idea of this section? Is it stated? What details support the main idea?
- This book has many different topics about Washington. How would you sum up the book into one main idea?

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 words sometimes have more than one meaning.

- Have students turn to page 25 and find the word *trapped*. Guide them to other meanings of the word. Ask how they knew the meaning here.
- Tell students to turn to page 15 and find two words with multiple meanings. (*bunch*, *battle*)
- Have students find and discuss multiple-meaning words on pages 11, 12, 14, and 21.

## Learning About Text Features

### Captions

Explain that a caption is a short description or title that goes with a picture in a printed text.

Turn to page 10 and point out the caption for the painting. Invite volunteers to find and read aloud the captions in the book. Discuss why no captions are needed for the cartoons.

## Developing Fluency

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

## Learning in the Content Areas

**Talk About the Presidency** Lead a discussion about the role that a president plays in the government of the United States. Discuss the qualities that make a good president.

**Develop Specialized Vocabulary** Ask students to describe, in their own words, why people thought Washington would make a good president. Encourage students to use words such as *brave*, *smart*, *well liked*, *trust*, *protect*, *leader*, and *commander*. Ask:

*Since Washington was the first president, how do you think he knew what to do?*

### Extending Meaning Through Writing

- Have students write a summary of what they learned about George Washington's career. (**Expository**)

## Connecting to Other Books

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

*Facts and Fun About the Presidents* by George Sullivan

# The Great Fire



by Jim Murphy  
text type: Informational  
word count: 250+  
content area: Social Studies  
topic: disasters in America

**Level R**

## Summary & Standard

This nonfiction book tells about the fire that destroyed much of the city of Chicago in 1871. Students will learn about the fire through the eyes of survivors and understand it in relation to the historical period in which the fire took place.

## Making Connections: Text to Self

Students will have heard stories about, lived through, or seen news coverage of disasters and the recovery efforts that follow. Ask students to share what they know about relief efforts and humanitarian responses to disasters such as fires, hurricanes, floods, tsunamis, tornadoes, and so on.

To extend the real-world connection, ask students whether they can explain the school's emergency fire procedures. Ask volunteers to describe their family's fire escape plan. Lead a discussion about the importance of planning for emergencies.

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

## Vocabulary

**Content Words:** conflagration, crisis, justice, martial law, possessions, riots, ruins

**Essential Words:** chaos, extinguish, inquiry

**Related Words for Discussion:** city, crowded, emergency, explode, fuel, ignite, panic, urban

**Nonfiction Text Features:** bibliography, captions, illustrations, index, map, photographs

## Supportive Book Features

**Text** Maps, detailed illustrations, and historic photographs bring the text to life and help readers connect with the tragic events described in the book. Italicized captions accompany many of the illustrations. Chapter titles give clues about the content of each chapter.

**Content** Students are introduced to several real survivors of the fire. Hearing these characters' stories adds interest to the book and makes for compelling reading.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The page breaks in this book may present a challenge for some students. Explain that the text on page 101 continues on page 104, jumping over the two-page spread of a photograph on pages 102–103.

**Vocabulary** This book has many proper nouns and descriptive words such as *Hildreth* and *conflagration* that may be unfamiliar to students. Help students use their knowledge of sound-spelling relationships to decode these words.

## ELL Bridge

Have students tell in their own words how they would make an exit from the classroom to the outside. Tell them to list the steps of their route in order. With students' help, draw on the board a map showing an exit route from the classroom, labeling the classroom, hallway, stairs, doors, and so forth, with numbers. Have volunteers make a key under the exit map using numbers to correspond with the map features.

## Developing Comprehension

### Understanding Sequence

Sequence is the order in which events happen. Signal words such as *before*, *first*, *next*, *later*, *during*, *after*, and *finally* can help readers understand the order of events. Recognizing sequence will help students understand and remember what they read.

- Tell students that the first chapter of the book recounts the sequence of events that started the fire. The next few chapters tell the story of the rapid spread of the fire in the order that events happened.
- Point out sequence signal words in Chapter 2, such as *A few minutes after*, *while*, *first*, *as soon as*, *meanwhile*, and *later*.

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 with students that a compound word is a word made up of two smaller words that have been combined.

- On page 18, point out the words *fireproof* and *courthouse*. Ask students to identify the two smaller words in each compound word and then define the words.
- Ask students to find two more compound words on page 19. Remind them that compound words can be hyphenated.

## Learning About Text Features

### Maps

Explain that maps are sometimes included in nonfiction books to show readers the location of a place or event. Have students study and compare the maps on pages 40–41, 56–57, 78–79, and 98–99. Ask students to think about how these maps illustrate the spread of the Great Fire and how the maps help them get a better picture of what the text describes.

## Developing Fluency

**Partner Reading** Model how to pronounce any multisyllabic or difficult words, and have students practice saying them. Then have students read various paragraphs of the text with a partner, taking turns reading and listening.

## Learning in the Content Areas

**Talk About Urban Areas** Prepare students for a discussion about a disaster in a large urban area by talking about a city's population, industry, transportation system, architecture, and so on. Discuss how these things have changed in Chicago since the 1871 fire.

**Develop Specialized Vocabulary** Have students discuss, in their own words, why a fire might have spread so quickly in a large, industrial city like Chicago. Encourage the use of words such as *ignite*, *fuel*, *explode*, *crowded*, *emergency*, and *panic*. Ask:

*Why are emergency services such as firefighters and police so important?*

## Extending Meaning Through Writing

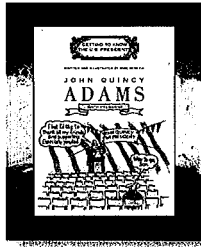
- Have students choose one of the people whose accounts are given in this book (see list in the Introduction, page 11). Ask them to pretend they are interviewing that person after the fire finally ended on Tuesday, October 10, 1871. Have students write out the interview questions and answers. They should include questions about what that person was doing when the fire first started, when the person first noticed it, what she or he did and felt during the fire, and what she or he planned to do next. (**Interview**)

## Connecting to Other Books

*Titanic Crossing* by Barbara Williams

*Do Tornadoes Really Twist?* by Melvin and Gilda Berger

# Getting to Know the U.S. Presidents: John Quincy Adams



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

**Level R**

## Summary & Standard

This biography tells about the life of John Quincy Adams, the sixth president of the United States. Students will learn about his successes and failures and how Adams contributed to U.S. history.

### Making Connections: Text to Self

Ask students to name the traits or qualities they think a president of the United States should have. Ask: *Did you ever do or say something that you knew wouldn't get you what you wanted? What happened?*

To extend the connection, point out to students that Adams did not reach some of his goals as president because of his difficult personality. Even though his ideas weren't always supported, "Old Man Eloquent" was respected as a man who fought for what he thought was right.

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

### Vocabulary

**Content Words:** collapsed, diplomat, election, embargo, senator, term

**Essential Words:** freedom, hero, lawyer, president, representative, stubborn

**Related Words for Discussion:** block, canal, Congress, government, unfriendly

**Nonfiction Text Features:** captions, illustrations, photographs

### Supportive Book Features

**Text** Cartoon-style drawings combine history and humor, providing readers with a light-hearted look at Adams's personality and events from his life. Text print is large and easy to read.

**Vocabulary** Most words in the text will be familiar to students. The conversational tone helps students read words they may not have seen in print, such as *embargo*.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Help students recognize the difference between the primary source images and the cartoons. Guide students in connecting the images to the main text and using the information found in the captions.

**Content** While the text is careful to provide historical context, some students may need support. You may want to give background information about the role of a foreign diplomat, the secretary of state, and a senator.

## ELL Bridge

Help students understand a chronology of events. Ask a volunteer to say important events from his or her life (i.e., birth, school memory, learning to do something, award, or so on). Discuss the purpose of a time line with students. Draw a single horizontal line on the board. Then ask students to skim the book and identify important dates and events from the text about Adams's private life or political career. Add the dates and events at appropriate points on the time line.

## Developing Comprehension

### Summarizing

Explain that summarizing helps readers remember the most important points. Tell students to look for the main idea of a section of text, find the supporting details, and then restate in their own words what the passage is about.

- Tell students that pages 3–14 of the book describe Adams's early life. Ask: *What happened first? Next? Last?* Have students summarize the major events.
- Help students divide the book into three other sections representing periods in Adams's life: early political career (pages 15–25); term as president (pages 26–31); final days (page 32). Have students briefly summarize each section.

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

### Denotation and Connotation

Remind students that denotation is a literal meaning of a word. A word may also have a certain feeling or emotion associated with it, which is its connotation. For example, the words *frugal* and *stingy* have similar meanings, but *stingy* has a more negative connotation.

- Write the following sentence from page 4: *Both of the Adamses were very serious, stubborn, impatient, and cranky a lot of the time.*
- Ask students to identify the adjectives as having positive or negative connotations (negative). Challenge students to use a thesaurus to find synonyms with more positive connotations. (For example, *determined* instead of *stubborn*)

## Learning About Text Features

### Illustrations

Tell students that illustrations show readers what something looks like. Help students recognize the different visuals in the book: cartoons, illustrations, and photographs. Point out differences between the historic images taken from primary sources and the cartoons or illustrations.

Ask students to flip through the book and discuss why different visuals are used in different places.

## Developing Fluency

Have students do a choral reading of several pages. If the class has particular trouble with a particular page, have them re-read it before moving on.

## Learning in the Content Areas

**Talk About the American Revolution** Point out that Adams experienced the American Revolution from a unique perspective—that of a child and, for a time, a child who lived and studied in Europe, not North America. Discuss how his early childhood experiences may or may not have influenced his viewpoints or political ideas.

**Develop Specialized Vocabulary** Ask students to talk about John Quincy Adams's accomplishments as president, as well as reasons he failed to achieve some goals. Encourage students to use words such as *canal*, *block*, *unfriendly*, *Congress*, and *government*. Ask:

*Do you think it was fair that some of Adams's ideas failed to pass in Congress simply because he wasn't popular? Why or why not?*

### Extending Meaning Through Writing

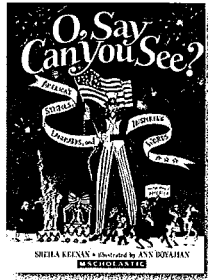
- Have students write a description of John Quincy Adams's personality using details from the book to support it. (**Expository**)

## Connecting to Other Books

*Facts and Fun About the Presidents* by George Sullivan

*Mr. President: A Book of U.S. Presidents* by George Sullivan

# O, Say Can You See?



by Sheila Keenan  
text type: Informational  
word count: 250+  
content area: Social Studies  
topic: U.S. symbols

**Level R**

## Summary & Standard

This book gives information about what makes America unique—its symbols, landmarks, holidays, and documents. Students will learn about the places, objects, documents, and practices that identify America.

### Making Connections: Text to World

Students will have prior knowledge of some of America's symbols, landmarks, and documents. Discuss the symbols and landmarks they associate with the United States.

To extend the real-world connection, point to the flag or show the symbols or monuments printed on dollar bills. Discuss how parts of these symbols represent an idea or event in our country's history.

For additional teaching ideas and resources, see [www.brownielocks.com/patrioticsymbols.html](http://www.brownielocks.com/patrioticsymbols.html).

### Vocabulary

**Content Words:** allegiance, anthem, immigration, landmark, liberty, monument, symbol

**Essential Words:** sculptor, seal

**Related Words for Discussion:** colonist, freedom, hope, independence, liberty, Revolutionary War

**Nonfiction Text Features:** author's/illustrator's notes, glossary, illustrations, index, table of contents

### Supportive Book Features

**Text** Colorful illustrations make the text fun to read. Sentences are short. Readers are drawn into each section by interesting questions, facts, humor, or observation.

**Content** The glossary supports the readers' understanding of difficult words. Dates within sections help readers know the order of events.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Some students may find the playful fonts distracting and representations of real people too cartoonish. Guide students who need extra support.

**Vocabulary** Some proper nouns and terms may be unfamiliar to students. Help students use their knowledge of sound-spelling relationships to decode these words. Help students understand terms such as *Continental Congress*, *Ellis Island Immigration Museum*, and *E Pluribus Unum*.

## ELL Bridge

Encourage students to tell about their native countries. After reading the book, have students work with an English-proficient partner to think about ways their native country is similar to or different from the United States. Refer students to the table of contents for ideas about topics to compare or contrast. Have partners write their ideas in a simple chart. Then ask them to share their ideas with the class.

## Developing Comprehension

### Reading for Information

Point out to students that readers usually have a purpose for reading. One purpose is to find information. As you display the book, point out the different parts and text features that can help readers locate information. Ask questions such as:

- *Where would you look to find the page with information on the Liberty Bell?*
- *Where could you find out whether the book includes a section on the Declaration of Independence?*
- *Turn to pages 32 and 33. What text features help you learn important facts?*
- *Where could you find the meanings of unfamiliar words that appear in the main text?*

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

### Recognizing Synonyms

Remind students that words that have similar meanings are called synonyms. Synonyms make writing more interesting.

- Ask a volunteer to read the first sentence describing Uncle Sam on page 37. Ask students to give synonyms for the words *tall*, *thin*, and *small*. Suggest that they look them up in a thesaurus or dictionary. Ask them why they think the author chose these words.
- Then have students give synonyms for *portable*, *soaked*, and *night* on page 43.

## Learning About Text Features

### Table of Contents

Point out that the table of contents acts as a blueprint for the book and organizes the information into major sections. Ask students to use the table of contents to identify the page where they would find information about who wrote our national anthem, when the Lincoln Memorial was built, and which presidents' faces are carved on Mount Rushmore.

## Developing Fluency

Reread pages 14–15 aloud to model pronunciation of unfamiliar words. Then have students practice reading the book aloud until they feel comfortable with their pronunciation and pacing.

## Learning in the Content Areas

**Talk About Independence Day** Explain that celebrations spread as soon as people heard the news that a Declaration of Independence had been signed. In New York, the statue of King George was torn down and its lead turned into bullets. People celebrated with bells ringing, toasts, military parades, and firings of muskets and cannons. Discuss why July 4th remains so important to our country.

**Develop Specialized Vocabulary** Have students tell, in their own words, what they have learned about our country. Encourage them to use words such as *allegiance*, *freedom*, *hope*, *liberty*, and *monument*. Ask:

*Why is it important to learn about our country's landmarks, symbols, and documents?*

### Extending Meaning Through Writing

- Have students make a chart listing some American symbols (e.g., three important places, two interesting objects, and one set of "inspiring words"). Below is an example of how the students can get started with their own chart:

**Place/Object/Words:** Independence Hall

**Description:** where the Declaration of Independence was signed giving America freedom from Britain in 1776; located in Philadelphia; now a museum

**What it Symbolizes:** America's freedom as an independent country (**Graphic Aid**)

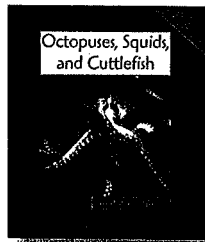
## Connecting to Other Books

*The Story of the White House* by Kate Waters

*Journey to Ellis Island: How My Father Came to America* by Carol Bierman



# Octopuses, Squids, and Cuttlefish



Octopuses, Squids,  
and Cuttlefish

by Trudi Strain Trueit  
text type: Science Nonfiction  
word count: 250+  
content area: Life Science  
topic: aquatic animals

**Level R**

## Summary & Standard

This nonfiction book provides detailed information about an order of animals called coleoids. Students will learn to differentiate among octopuses, squids, and cuttlefish. Students will learn about the scientific classification of living things.

## Making Connections: Text to World

Students may have seen octopuses, squids, or cuttlefish in a zoo or at an aquarium. Ask: *What do you remember most about these sea animals?*

Extend the real-world connection by explaining that animals in the order coleoids are soft-bodied water animals with eight arms. Tell students an easy way to remember the number of arms is to think of the word part *octo-* in *octopus*, which means "eight."

For more information about coleoids, see [www.thecephalopodpage.org/](http://www.thecephalopodpage.org/).

## Vocabulary

**Content Words:** calcium, mammal, mantle, muscle, organ, predator, prey

**Essential Words:** species, tentacle

**Related Words for Discussion:** aquatic, cold, currents, dark, deep, ocean floor, pressure, saltwater, surface, waves

**Nonfiction Text Features:** glossary, graph, headings, photographs, sidebars, table of contents

## Supportive Book Features

**Text** Colorful, full-page photographs provide visual support for the detailed descriptions of coleoids. Animals are categorized into one of three major sections. Headings signal other major sections of text.

**Content** Text is supported by picture graphs that make it easier to understand the classification of living things. Sidebars organize scientific data in a systematic way and signal when a new animal is introduced.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Guide students who may need extra support in using the pronunciations given. Explain that metric equivalents appear in parentheses after standard measurements.

**Vocabulary** There are many descriptive and content-area words that may be unfamiliar to students. You may want to define and explain words such as *camouflage*, *chitin*, *pupil*, *siphon*, and so on, before reading. Students may also refer to the glossary or look for meaning in context.

## ELL Bridge

To prepare students for reading, preview some content-related words such as *aquarium*, *jellylike*, *tentacles*, *suckers*, *beak*, *microscope*, and *camouflage*. Demonstrate how to use a dictionary and the glossary. Help students pronounce each word and say its meaning. It may be helpful to provide images of the words. Search for online and print resources containing colorful images of coleoids, aquariums, microscopes, and examples of animal camouflage.

## Developing Comprehension

### Generating Questions

Help students develop thought processes for assimilating new information by modeling how to generate questions. Guide students to recognize when the following questions are answered within the text.

- p. 4 *What are invertebrates?*
- p. 7 *What do coleoids do to protect themselves when they are threatened?*
- p. 8 *What are the five kingdoms of classification?*
- p. 34 *How did the vampire squid get its name?*

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 Context Clues

Remind students to look for hints about the meaning of an unfamiliar word when they read. Explain that there are different kinds of context clues.

- Point out the word *mollusk* on page 10. Explain that the etymology, or what the word once meant, is given. Then an explanation context clue says that *mollusk* means "invertebrates that have hard shells."
- Then point out the meaning context clue given in the first sentence for *Humboldts* on page 28. The sentence defines what a Humboldt is in the appositive "or jumbo flying squids."
- Have students identify other words in the book that are unfamiliar. Help them to use context clues to figure out what they mean.

## Learning About Text Features

### Glossary

Explain to students that a glossary defines unfamiliar words used in the book. Glossaries are usually found at the back of a book before the index. The glossary in this book appears on pages 44–45. Have students turn to the glossary and point out that the words are listed in alphabetical order.

## Developing Fluency

Have students turn to page 18 and listen carefully to your phrasing, expression, pronunciation, and tone of voice as you read the page. Have students read page 18 silently and then aloud, until they are reading at a smooth pace with proper pronunciation.

## Learning in the Content Areas

**Talk About Aquatic Animals** Lead a discussion about sea animals that live in the world's oceans. Explain that different kinds of animals live at different depths, or zones, of the oceans. Point out that as the water gets deeper, it gets colder and darker. Discuss what body parts a sea animal would need or what it would have to be able to do to survive.

**Develop Specialized Vocabulary** Have students tell what they know about oceans or the creatures that inhabit oceans. Encourage students to use words such as *cold*, *currents*, *dark*, *deep*, *ocean floor*, *pressure*, *saltwater*, *surface*, and *waves*. Ask:

*Why are sea animals an important part of the ecosystem?*

### Extending Meaning Through Writing

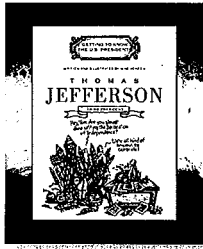
- Have students draw a Venn diagram with three circles to compare and contrast octopuses, squids, and cuttlefish. They can choose one genus/species from each family to represent on their diagrams. The common middle circle should include information that all three species share; students can use information about Coleoidea on pages 6–7 and 10 and "Clever Kaleidoscopes" on pages 40–43. (Graphic Aid)

## Connecting to Other Books

*Fur, Feathers, and Flippers: How Animals Live Where They Do* by Patricia Lauber

*Life in the Oceans: Animals • People • Plants* by Lucy Baker

# Getting to Know the U.S. Presidents: Thomas Jefferson



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

**Level R**

## Summary & Standard

This biography tells about the life of Thomas Jefferson, the third president of the United States. Students will learn what impact Jefferson had on American history.

### Making Connections: Text to Self

Ask students to share what they know about the early presidents of the United States. Ask: *What are some differences between being a president in the past and being one today?*

Extend the real-world connection by explaining that Jefferson, the third president, had many roles in government, but his most lasting legacy is for writing the Declaration of Independence. Ask: *Why do you think the Declaration of Independence is considered a very important document?*

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

### Vocabulary

**Content Words:** advisors, boundaries, graduated, historical, inherited, intelligent, patriots, plantation, slavery, survey, territory

**Essential Words:** declaration, emperors, independence

**Related Words for Discussion:** curious, design, intelligent, invent, successful

**Nonfiction Text Features:** captions, illustrations, maps, photographs

### Supportive Features

**Text** The type is large and clearly positioned on the page. Sentences do not flow from one page to the next page. Paintings offer strong support to the text. In addition, humorous illustrations make the book fun to read.

**Content** The book provides readers with time order clues as it traces events from Jefferson's life. Students will enjoy reading interesting side notes about Jefferson as well as factual material about his contributions to history.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

### Challenging Features

**Text** The book has no table of contents, chapters, or headings. Guide students' recognition of changes in topic.

**Vocabulary** There is no glossary to help define words such as *advisors*, *inherited*, and *patriots*. You may wish to review these and other vocabulary words before students begin reading.

## ELL Bridge

Help students discuss character traits. Define the word *trait* in kid-friendly terms. Then invite students to describe the traits of a friend or family member. Encourage students to use words such as *personality* and *qualities*. Draw a T-chart on the board, with the name in the left column and traits in the right. Have students discuss their charts aloud. Then have students write sentences describing the person they have named. After students read the book, encourage them to discuss traits they believe Thomas Jefferson had.

## Developing Comprehension

### Understanding Cause/Effect

Remind students that an effect is what happens; a cause is what makes it happen. Help students identify and understand cause-and-effect relationships in the book.

- On pages 4 and 5, the author states that Jefferson had good ideas—this is the cause. What were three results (effects) of Jefferson's good ideas?
- Jefferson completed his schooling, as his father wished (cause). What effect did that have on Jefferson's life?
- On page 14, the author mentions that, as a young man, Jefferson became interested in how the government worked. Have students identify three passages from the book that show the effects of Jefferson's interest in government.

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

#### Reading Suffixes

Remind students that a suffix is an ending added to a base word that alters the meaning of the word. For example, in the word *beautiful*, the suffix *-ful* means "to be full of" so one could say *beautiful* means "to be full of beauty."

- Turn to page 4 and discuss how the suffix *-ful* alters the meaning of *power*. Turn to page 15 and discuss the meaning of *successful*.
- Invite students to find and discuss the meanings of other words with suffixes.

### Learning About Text Features

#### Illustrations

Explain that illustrations are pictures that add interest and/or meaning to a text. Invite students to look at pages 29 and 30 and have them compare the two types of illustrations shown. Point out that the first illustration is intended to be humorous, so it looks like a cartoon. The second illustration is a realistic illustration of what Lewis and Clark's travels might have looked like.

## Developing Fluency

Model reading pages 18 and 19 aloud with proper pace, phrasing, and intonation. Then have students practice reading the section with partners.

## Learning in the Content Areas

**Talk About Ability** Explain that *ability* means "being able." It also can mean having intelligence or having skill and/or talent. Discuss with students the many abilities of Jefferson, such as inventor, designer, and writer. Then discuss other abilities people might have.

**Develop Specialized Vocabulary** Ask students to discuss, in their own words, how Jefferson's abilities helped to make him a good leader.

Encourage them to use words such as *curious*, *design*, *intelligent*, *invent*, and *successful*. Ask:

*What ability helped Jefferson the most? Why?*

### Extending Meaning Through Writing

- Thomas Jefferson was known for his ideas. Have students explain three of his ideas and then decide which one was most important and why. (**Expository**)

## Connecting to Other Books

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

*Facts and Fun About the Presidents* by  
George Sullivan

# Where was Patrick Henry On the 29th of May?



by Jean Fritz  
text type: Biography  
word count: 250 +  
content area: U.S. History  
topic: famous Americans

**Level R**

**Summary & Standard**  
This simple biography gives students insight into the life of Patrick Henry. Students will learn what led him to voice his dramatic ideas and so become a major influence in the American Revolution.

## Making Connections: Text to Self

Students will have real-life experiences with symbols. Ask them to share any symbols they know and explain what they represent.

To extend the real-world connection, explain that Patrick Henry, who lived during the American Revolution, is a symbol of America's struggle for independence. Ask students if they have heard his famous quote, "Give me liberty or give me death." Henry was considered a failure until he became a lawyer and discovered his ability to speak and inspire others with his "sending voice."

For additional teaching ideas and resources, see [www.history.org/Almanack/people/bios/biohen.cfm](http://www.history.org/Almanack/people/bios/biohen.cfm).

## Vocabulary

**Content Words:** colonies, federal, freedoms, governor, inauguration, liberty, militia, orator, scholar, treason

**Essential Words:** inspiring, irresponsible, marathon, spellbinding

**Related Words for Discussion:** awe, commotion, lawyer, persuasive

**Nonfiction Text Features:** illustrations, notes from the author

## Supportive Book Features

**Text** The author's descriptive and personal style along with the often humorous illustrations will help students vividly imagine people, scenes, and events.

**Content** The sequential organization of content and use of the date May 29th in different years will help students follow the narrative and events in Henry's life.

Praise students for specific use of "Behaviors to Notice and Support" on page 85 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The type size is small and some pages contain large amounts of text with no interruptions. Students will need to look for quotation marks, the ellipsis and em dash, and end marks when they read the speech on pages 36–37.

**Vocabulary** Some unfamiliar proper nouns and terms may need clarification, such as *wares*, *parsons*, *House of Burgesses*, *by-your-leave*, and *besides themselves*. Help students look for meaning through context.

## ELL Bridge

Tell students that figurative language creates pictures and ideas in a reader's mind. Figures of speech such as similes, metaphors, idioms, and personification are examples of figurative language. Review meanings and help students find examples in the book. For example, *Patrick Henry was all tongue* on page 44 (metaphor); . . . *knee deep in dogs and children* on page 46 (idiom); and *rivers rushed* on page 7 (personification). Tell students to use these examples or other examples of figurative language they can think of to illustrate in humorous posters.

## Developing Comprehension

### Understanding Sequence

Review with students that sequence is the order in which events happen.

- Point out that the court session in December 1763 was when Patrick Henry became successful after so many years as a failure.
- Have students put the events in Henry's life before and after 1763 on a simple time line and note how his life changed. Then ask students what was happening at the same time Henry's life changed and why these events helped him succeed.

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

### Reading Action Verbs

Remind students that an action verb is a verb that describes what the subject of a sentence does. Explain that a writer's choice of action verbs can make a text more vivid.

Guide students to identify vivid action verbs.

- On the board, write the following partial sentences from the book: *The rivers rushed. The lantern blazed. He plunged the letter opener.* Talk about the effectiveness of the verbs *rushed*, *blazed*, and *plunged*.
- Invite students to find more action verbs in the book to list and use in their own writing.

## Learning About Text Features

### Illustrations

Explain that the illustrations in the book are pen and ink drawings. They show events from the story. Point out that illustrations help to identify unfamiliar words, such as *breeches* on page 17 or *cupola* on page 33. Have students review some pages and decide how a selected illustration helps to explain the text or a word.

## Develop Fluency

Select a descriptive passage and read it aloud to demonstrate fluent reading. Then have small groups of students read the same passage chorally.

## Learning in the Content Areas

**Talk About Life in Colonial America** Discuss the author's descriptive style of narration and how it helps readers imagine living and growing up in colonial America. Talk about the activities young Patrick did, the jobs people had, and the excitement of watching and listening to a good orator.

**Develop Specialized Vocabulary** Have students describe what happened when Patrick Henry began public speaking, and tell why he had such an effect, using words such as *awe*, *commotion*, and *persuasive*. Ask:

*What do you think it was like to listen to Patrick Henry speak?*

### Extending Meaning Through Writing

- Have students write a paragraph summarizing what they learned about Patrick Henry from reading this book. They can include details about his childhood, how he became a lawyer, and what made him a great orator. (Expository)

## Connecting to Other Books

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

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