

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **4 Kids in 5E & 1 Crazy Year**
- **Beethoven Lives Upstairs**
- **Bluish**
- **A Dog's Life: The Autobiography of a Stray**
- **Granny Torrelli Makes Soup**
- **In the Shade of the Níspero Tree**
- **Let It Begin Here!**
- **The Million Dollar Shot**
- **Puppies, Dogs, and Blue Northers**
- **Tru Confessions**

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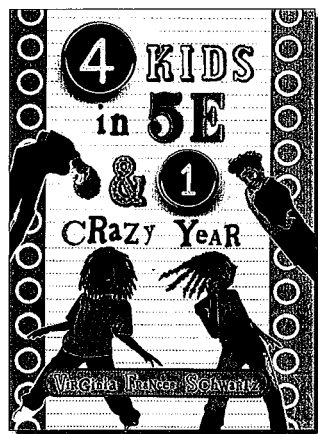
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4 Kids in 5E & 1 Crazy Year



Summary & Standard

This book features four fifth-graders in a multiethnic New York City classroom, each of whom faces challenges. Through their teacher's skill and caring, the students learn about themselves and how to write about their thoughts and feelings. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Virginia Frances Schwartz

Genre: Realistic Fiction

Word Count: 250+

Theme/Idea: recognizing the power of writing and reading

Making Connections: Text to Self

Have students share what they have learned in school so far about the writing process. Ask what kinds of writing they do for school (essays, stories, book reports) and what kinds they do outside of school (letters or journal entries). Mention that writing sometimes reveals things that the writer didn't know about himself or herself. For example, putting thoughts into words on paper often gives the writer a clearer idea of how he or she feels about something.

For additional resources about writing and fun writing activities, see <http://www.webenglishteacher.com/creative.html>.

Vocabulary

Essential Words: assigns, confidence, excellence, memories, observation, origin, talents

Related Words for Discussion: alter, express, feelings, personal, realize

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text A table of contents suggests the setting of the story—the school year. A register lists the names of the student characters. Four students take turns telling the story; their names appear at the beginning of each titled narrative. Their poems and other writing samples are set off in different type.

Vocabulary Glossaries explain the Italian words used by Giovanni and the Jamaican slang used by Willie.

Praise students for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Despite the names at the beginning of the sections, it can be difficult to keep the speakers straight. Suggest that students mark with a sticky note the page at the beginning of a section—which shows the speaker's name—so they can glance back to see who is speaking.

Content The interweaving of the stories of four fifth-graders' lives with their reading and writing instruction and writing samples is complex. Suggest that students adjust their reading pace and reread if necessary.

ELL Bridge

Use choral reading to strengthen students' fluency. Have small groups select a page and read it aloud together. Monitor and correct pronunciation if necessary. Have the groups read the page three or four times. Continue this activity with the Fluency section on the back of the card, arranging the students into new groups.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students talk about the main characters and the setting of the story. Ask them to sum up what happens during the school year. Ask: *How does the title of the book fit the story?*

Thinking Beyond the Text

Ask students how each of the four main characters—Destiny, Maximo, Giovanni, and Willie—changes during the story, as reflected both in their narration and in their writing. Ask: *How does writing help bring about these changes?*

Thinking About the Text

Discuss the structure of the story. Have students describe how the story is told. Ask students why they think the author chose to write the story from four different points of view. What do readers learn about the characters from this structure?

Understanding Character

Help students understand that characters in stories have traits that make them special. Writers reveal these traits by the characters' actions, thoughts, and words and by what other characters say about them.

- Say: *Think about Destiny's character traits. How would you describe her personality?*
- *What do we know about Destiny's life?*
- *What do other characters think of Destiny? How do their views change by the end of the story?*

Repeat for the other three narrators.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Figurative Language: Similes

Explain that a simile compares two things using the words *like* or *as* to make the comparison. For instance, *as quiet as a mouse*.

- Have students turn to page 214 and find the line *This Max itches me like a mosquito bite*. Ask what two things are being compared. (Max and a mosquito bite) What do they have in common? (Both are annoying and will not go away.)
- Have students identify other similes. (*eyes zoom like a camera*, page 14; *I am silent as a mummy's tomb*, page 63)

Developing Fluency

Have each student choose a section narrated by his or her favorite character and read a page aloud to a small group. Remind students to give a sense of character to the words and to read with appropriate expression.

Oral Language/Conversation

Talk About the Power of Stories Ms. Hill says that not only can a writer change a story, but a story can change the writer. Discuss what this statement means. Ask students whether their own writing has ever altered their lives.

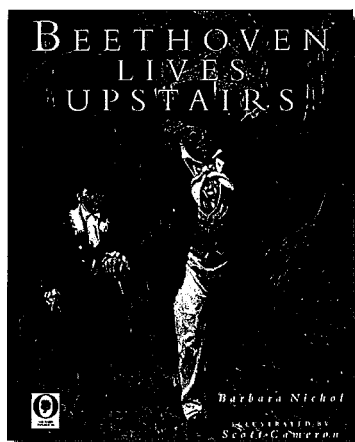
Extending Meaning Through Writing

- Have students make character webs for Destiny, Willie, Giovanni, and Maximo, including details such as family background, physical description, and hobbies. (**Graphic Organizer**)
- Ask students to write about a place that is important to them, as the students in Ms. Hill's class did. (**Descriptive**)

Other Books

Fifth Grade: Here Comes Trouble by Colleen O'Shaughnessy McKenna
Sixth Grade Can Really Kill You by Barthe DeClements

Beethoven Lives Upstairs



Summary & Standard

From 1822 to 1825, Christoph writes to his Uncle Karl to tell him stories about the outrageous behavior of the upstairs boarder, Ludwig van Beethoven. With Karl's reassurances, Christoph learns to appreciate and even like the unusual man. Students will read to better understand various aspects of the human experience.

Author: Barbara Nichol
Genre: Historical Fiction

Word Count: 250+
Theme/Idea: overcoming obstacles

Making Connections: Text to World

Some students may be familiar with classical music and will have heard of Beethoven. Explain that he was a famous composer in the early 1800s who continued to compose music even after becoming deaf. Ask students to share what else they know about Beethoven.

Extend the connection by playing for the class sections of Beethoven's Ninth Symphony or another Beethoven selection. Discuss what the music brings to mind.

For additional teaching ideas and resources, see <http://www.classicsforkids.com/teachers/lessonplans/beethoven/>.

Vocabulary

Essential Words: composer, concert, eccentricity, genius, peculiar, preoccupied, symphony

Related Words for Discussion: correspondence, determination, frustration

Genre

Historical Fiction Remind students that historical fiction is a made-up story set in a period of history, often with actual historical figures as characters.

ELL Bridge

Use picture/word correspondence and simple definitions to preview challenging musical terms, including *composer*, *symphony*, *piano*, *metronome*, *orchestra*, *soprano*, *conductor*, and *instrument*. For example, show a picture of a piano, name it, and say "a *piano* is a large musical instrument with a keyboard." Explain that a *composer* is "a person who writes music" and a *conductor* is "one who directs people who play music." If possible, use recordings to demonstrate appropriate words.

Supportive Book Features

Text Because the story is told in a series of sequential letters, the amount of text varies on each page, providing variety. The appealing illustrations are supportive of the text and will help students visualize the setting and characters.

Vocabulary Most vocabulary will be familiar and accessible to readers. Some background may be needed for specific musical terms, such as *composer* and *soprano*.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story is told as a series of dated letters, with some historical context provided by Uncle Karl's annotations. Remind students to pay close attention to the annotations and dates. Point out that Uncle Karl's notes always come before a letter and are in italics.

Content Help students understand the setting and situation by providing background on Vienna in the 1820s. Explain the popularity of classical music at that time and the relatively high social status enjoyed by successful composers.

Teaching Options

Developing Comprehension

Thinking Within the Text

Review with students where and when the story takes place. Point out the time elapsed between Christoph's first letter and Beethoven's funeral (4 years, 6 months). Discuss that the story begins at the end and uses Christoph's letters to show how Christoph came to know Beethoven.

Thinking Beyond the Text

Ask students who they think changed most during the time Christoph was writing to his uncle—Christoph or Beethoven? Have them support their answers with examples from the book.

Thinking About the Text

Discuss with students whether or not the method of using fictional letters is an effective way to tell about Beethoven's last years. Ask: *Is it difficult to tell the difference between what is likely factual and what isn't?*

Identifying Cause and Effect

Remind students that an effect is what happens; a cause is what makes it happen. An effect may have several causes. Tell students that sometimes clue words, such as *because*, *as a result*, *so*, and *therefore* show causes and effects.

- Ask students why Beethoven refers to Christoph as the *little gatekeeper*. Refer them to page 25 for the answer. Have them find a clue word. (*because*)
- Referring to the same page, have students identify an effect of taking the legs off the pianos. (the music is felt through the floorboards)
- Review Beethoven's character. Then ask students to identify the possible causes of his behavior. (e.g., deafness, unhappy childhood, obsession with work)

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Suffixes -er, -or

Review with students that a suffix is an ending added to a base word that alters the meaning of the word. The suffixes *-er* and *-or* mean "a person who does" something.

- Ask students to use the meaning of *-er* in *composer* to suggest a definition for the word. ("one who composes") Do the same with *conductor*. Then have students add *-er* or *-or* to these verbs to create nouns: *paint*, *act*, *collect*. Have them suggest definitions.
- Point out that these suffixes can be used to find the meaning for other nouns such as *sailor* and *housekeeper*.

Developing Fluency

Reread parts of the book aloud to model correct pronunciation of specialized words and proper names. Circulate as students reread several pages softly to themselves.

Oral Language/Conversation

Talk About Overcoming Obstacles Point out the ways in which Beethoven overcame his deafness. Then talk about having the determination to succeed against the odds. Ask: *What kinds of personal qualities are needed?*

Extending Meaning Through Writing

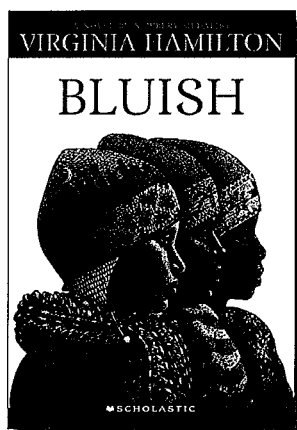
- Have students write a letter to Christoph, asking him any questions that come to mind about Beethoven, the little dog, or life in Vienna. (**Letter**)
- Have students listen to a selection of Beethoven's music and write a description of the music and the images it created for them. (**Descriptive**)

Other Books

The Amazing Life of Benjamin Franklin by James Cross Giblin

When Marian Sang by Pam Muñoz Ryan

Bluish



Summary & Standard

Dreenie is new to her school. She is fascinated by another new girl who is sick, has bluish skin, and uses a wheelchair. As the girls become friends, Dreenie discovers that differences can lead to true friendship and understanding. Students will appropriately identify the theme or author's message.

Author: Virginia Hamilton

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: understanding the challenges and rewards of friendship

Making Connections: Text to World

Students may not have knowledge of what it's like to deal with a long, severe illness, especially for someone their own age. Tell students that *Bluish* is about a girl who becomes friends with a classmate who has leukemia.

Extend the connection by explaining that leukemia is a cancer of white blood cells—the cells that fight infections. The white blood cells cannot fight infections, so the patient becomes sick. The main treatment is chemotherapy, which can go on for some time. It is often successful and puts the illness into remission.

For additional resources, see http://kidshealth.org/parent/medical/cancer/cancer_leukemia.html.

Vocabulary

Essential Words: acute, cancer, clinic, delicate, fragile, relapse, remission, transfusion, veins

Related Words for Discussion: diversity, symbolize, tradition, unique

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

ELL Bridge

Make a chart to help students keep track of the main characters. In a column, write *Dreenie*, *Willie*, *Tuli*, *Natalie (Bluish)*, *Ms. Baker*, and *Mrs. Winburn* and read the names aloud. Invite volunteers to suggest words or phrases that tell about each character and write them in the second column. Play a game of "Guess Who"—read the descriptions in random order and have students match each one to a character.

Supportive Book Features

Text Written in a style that captures the way fifth graders think and speak, the text should be accessible to most students. Point out that italics are used to show unspoken thoughts.

Content Most students will have had experience with the ups and downs of friendship, so Dreenie's responses to Tuli's behavior will be understandable. Students will easily identify with the classroom setting.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text alternates between first-person journal entries written by Dreenie and the third-person narrative. Point out that when students see the heading "Journal" and a border around the text block, they know they will be reading Dreenie's thoughts about *Bluish*.

Vocabulary There are several medical terms in the text, such as *chemotherapy* and *lymphoblastic*. Help students pronounce the terms and provide definitions if students want more information.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss why Dreenie was so interested in Natalie (Bluish) at first and why they became friends. Ask students to use what they know about the characters to explain why Dreenie knew how to act toward Bluish, whereas Tuli sometimes scared Bluish.

Thinking Beyond the Text

Remind students that Ms. Baker decided to tell her class about Bluish's illness because she wanted them to "respect what it means to be well." Ask students what they think this means. Discuss how this conversation affected the way the students thought about and acted around Bluish.

Thinking About the Text

Ask students why they think the author included Dreenie's journal entries about Bluish in the story. Talk about how the entries were set off from the rest of the text. Then discuss how these entries added to students' understanding of Dreenie and Bluish.

Drawing Conclusions

Discuss with students how to draw conclusions. Remind them to use information from the story together with what they already know to make decisions or form opinions about characters or what happens.

Review the end of the journal entry on page 72. Ask students what conclusions they can draw from Dreenie's last word, *maybe*. Have them support their conclusions with information from the text and their own ideas. Then have students tell why they can draw the conclusion that Bluish is getting better by the end of the story.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Latin Word Roots

Tell students that many words in English have Latin origins. Explain that knowing the meanings of some Latin roots will help them determine meanings of many unfamiliar words.

- Write the following sentence from page 23: *Dreenie and Willie were at the intersection.*
- Point out that *intersection* contains the root *sect*, meaning "cut." The word describes a place where two roads "cut through" each other. Tell students that a related word is *section*, which means "a part of something."
- Have students use the roots *script* ("write") and *viv* ("alive") to figure out *descriptions* (page 57) and *vivarium* (page 103).

Developing Fluency

Model fluent reading of a passage from *Bluish*. Demonstrate where to pause and how to group words. Have students practice reading the text silently several times before reading it aloud.

Oral Language/Conversation

Talk About Friendships Discuss what students learned about the cultural traditions of Dreenie, Bluish, Paula, and Tuli. Talk about the rewards and challenges of having friends who are from different cultures.

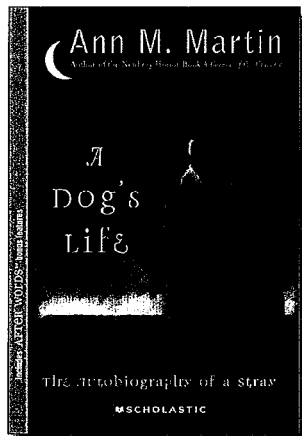
Extending Meaning Through Writing

- Have students write a paragraph describing qualities they look for in a friend. (**Descriptive**)
- Encourage students to write a letter to the author or a character in the story. The letter should include questions they would like to have answered. (**Letter**)

Other Books

The Journey Home by Isabelle Holland
A Taste of Blackberries by Doris Buchanan Smith

A Dog's Life



Summary & Standard

This story is told from the point of view of Squirrel, a stray dog. Squirrel loses her mother and her brother. After years of fending for herself and briefly as a “pet” with two families, Squirrel finally finds a home with an older woman named Susan. Students will read grade-level-appropriate contemporary literature.

Author: Ann M. Martin

Word Count: 250+

Genre: Fiction

Theme/Idea: the difficult life of a stray dog

Making Connections: Text to Self

It is likely that many students have dogs. Allow them to talk about their dogs and what they and their family do to care for them. Then ask: *Where did you get your dog—from a pet shop, a dog breeder, a friend or neighbor, or a shelter?*

Discuss that many dogs that get lost or are not wanted end up at shelters or live as strays. Ask: *What do you think a stray dog must do to survive?*

For information and resources on animal shelters, rescue, and adoption, see http://www.hsus.org/pets/animal_shelters/.

Vocabulary

Essential Words: abandoned, desperate, investigate, surveyed, territory, ventured

Related Words for Discussion: adopt, comfort, companion, cruelty, hunger, stray, survive

Genre

Fiction Remind students that fiction is a story that includes characters with a conflict to resolve.

Supportive Book Features

Text The story is divided into four parts—each a distinct stage in Squirrel’s life. Chapters within the parts are titled. The book also contains a prologue by the main character, Squirrel, and “After Words” by the author.

Vocabulary Students will know most of the vocabulary. Readers can usually use context clues to determine the meanings of unfamiliar words.

Praise students for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The prologue, “Night,” is set in the present; the four parts of the story that follow are a flashback. Be sure students understand this sequence.

Content The deaths of Squirrel’s mother and her companion Moon, and her harsh or thoughtless treatment at the hands of people, may disturb some readers. This can be a focus for discussion (see Oral Language/Conversation on the back of this card).

ELL Bridge

Use pantomime to help students acquire the meaning of the many action verbs used in the story (e.g., *limping, staggered, trotted, squirm*). Have partners list at least ten action verbs from the story. Have students show their list to another pair and take turns acting out the verbs from their own list. The guessing pair should point to the verb on the other pair’s list that is being pantomimed and read it aloud.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the ways different humans treated Squirrel. Ask: *What did Squirrel think of humans before she met Susan? How did Susan's treatment of Squirrel differ from that of the other humans?*

Thinking Beyond the Text

Discuss Squirrel's life as a stray and what she did to survive. Help students identify the basic needs she was trying to meet. (food, shelter) Ask students to consider what people provide for their pet dogs. Then have them explain why Squirrel felt she didn't need humans. Ask: *What generalization can be made about dogs and people?*

Thinking About the Text

Discuss why students think the author chose to write the story from the dog's point of view. Ask: *How would the story change if the author had used a narrator to tell the story?*

Making Predictions

Help students understand that good readers use clues in a story to predict what may happen next. Then they read to see whether their predictions were correct.

- Refer students to the last three paragraphs on page 122 and the chapter title "Summer Dog" on page 123. Ask: *What could you predict would happen to Squirrel with this family?*
- Refer students to pages 140–141, when Squirrel realizes she is in the parking lot where Bone was taken and begins to look for him. Ask: *What might you predict about her search?* If students predict that she will find Bone, remind them that it doesn't matter if predictions are correct.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Word Parts

Remind students that longer words may be made up of a base word with a prefix added to the beginning, a suffix added to the end, or both.

- Point out the word *misshapen* on page 11. Note that *mis-* and *-en* have been added to *shape*. Discuss the meaning of *misshapen*.
- Next discuss the word *disappeared* on page 38. Ask students to identify the base word and the two added word parts (*dis-*, *appear*, *-ed*). Ask what *disappeared* means and have students use it in a sentence.
- Repeat with *purposefully* on page 85.

Developing Fluency

Have each student reread a favorite scene aloud with a partner. Remind students to give a sense of character to Squirrel's words by imagining that they're Squirrel, and to read with appropriate phrasing and pace.

Oral Language/Conversation

Talk About Animal Welfare and Rescue Lead a discussion about Squirrel and stray dogs. Discuss people's responsibility toward animals. Talk about people's efforts to help strays and animal rescue entities such as shelters.

Extending Meaning Through Writing

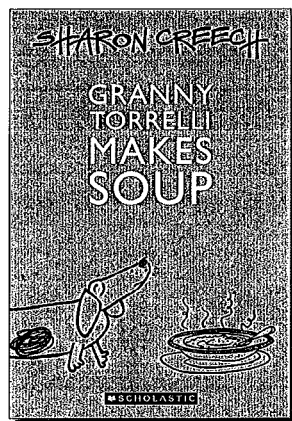
- Ask students to imagine how Bone felt when he was thrown from the car and taken by a woman at the mall. Have them write about the event from Bone's point of view. **(Narrative)**
- Have students write a letter persuading a friend to adopt a pet from a shelter instead of a pet store. **(Persuasive)**

Other Books

Kitten in the Cold by Ben M. Baglio

Puppies in the Pantry by Ben M. Baglio

Granny Torrelli Makes Soup



Twelve-year-old Rosie deepens her friendship with Bailey, a blind neighbor boy, and learns to accept others as friends, while making soup and pasta with Granny Torrelli. Students will accurately identify the theme or author's message in a grade-level text.

Author: Sharon Creech
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: maturing friendship

Students will be able to relate to the theme of friendship—its ups and downs and changing and growing relationships. Ask volunteers to tell what they look for in a friend.

To extend the connection, talk about why friends are important. Ask if friends always have to agree, what problems friends might have, and how a friendship might change over time. Ask students if they can really have enough friends. For additional resources about friendship, see

Essential Words: advantage, control, inseparable, suspicious

Related Words for Discussion: disagreement, jealousy, memories, regret, relationship

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Text The story is told in two main parts and in very short sections headed by titles that suggest what will happen next. Paragraphs are short, sometimes only a sentence, and are separated by white space. Point out that characters' words are in italics, not set within quotation marks.

Vocabulary Because the story is told from the first-person point of view of twelve-year-old Rosie, much of the vocabulary is conversational and easy to understand.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Text Sentence fragments are used frequently to help create the informal, conversational style. Tell students to pause and make sure they understand *who* a sentence is about (the subject) and *what* that person is doing (the verb) before reading on.

Vocabulary Italian words are used throughout the story; many are not directly translated. Encourage students to use context clues to help figure out the meaning of these words.

Bring in some of the ingredients and utensils mentioned in the story that Granny Torrelli and Rosie used for making soup and pasta. Name and label them, and encourage students to describe the objects and discuss their uses.

Thinking Within the Text

Have students sum up what happens between Rosie and Bailey in Part I (“Soup”) and then in Part II (“Pasta”). Ask how their friendship develops throughout the story.

Thinking Beyond the Text

Ask students how Rosie and Bailey’s friendship is similar to or different from friendships they have had. Ask whether Rosie and Bailey always agree on everything.

Thinking About the Text

Have students discuss Granny Torrelli’s role in the story. How did the author use this character, her stories about Pardo, and her “little pauses” to help further the plot? What mood does Granny’s cooking help create?

Understanding Theme

Help students understand that an author writes a story to get across a big idea or lesson, called the theme. Explain that identifying and understanding the theme will help readers relate to and remember what they read. Discuss the theme that Sharon Creech wants readers of her story to remember.

Ask questions such as the following:

What kind of friendship do Rosie and Bailey have at the beginning of the story?

How does their friendship change?

What has Rosie—and the reader—learned about friendship by the end of the story?

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher’s Guide*.

Understanding Idioms

Remind students that some expressions are not meant to be taken literally. Point out that using everyday language helps characters sound realistic and makes the story livelier.

Have students turn to page 3 and read the first paragraph. Ask them what “get over yourself” means and whether they have ever heard someone say this.

Invite students to find and explain other examples of idioms in the story. Examples include “reading my mind” on page 39 and “hanging around” on page 130.

Assign pages to groups of students. Have them practice reading aloud their section and then present it to the class. Remind readers to change the pitch and expression in their voices for characters’ words.

Talk About Problem Solving Lead a discussion about how friends resolve disagreements. Ask volunteers to describe a time they disagreed with a friend and how they worked it out.

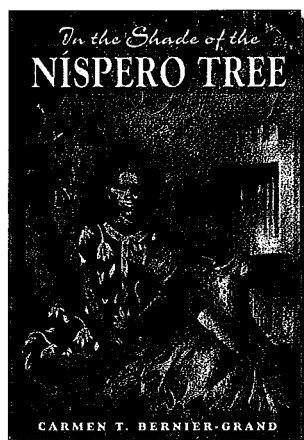
Have students think of a party they have attended (or imagine one they would like to attend), similar to the pasta party at the end of the story. Have them write a diary entry describing the event. **(Narrative)**

Ask students to write about a favorite food. Have them use descriptive details to tell how the food smells, tastes, and makes them feel. **(Descriptive)**

Eenie, Meenie, Murphy, NO! by Colleen O’Shaughnessy McKenna

The Friendship Pact by Susan Beth Pfeffer

In the Shade of the Nispero Tree



Summary & Standard

Teresa and Ana grow up in 1960s Puerto Rico. When Teresa attends an upper-class school, she discovers prejudices based on skin color and background. Teresa's challenge is to decide how she really feels about judging others. Students will read a variety of genres to better understand the various aspects of the human experience.

Author: Carmen T. Bernier-Grand

Genre: Realistic Fiction

Word Count: 250+

Theme/Idea: respecting people for who they are

Making Connections: Text to World

Most students will know that prejudice and racism exist. Many will have prior knowledge of the civil rights movements of the twentieth century in the United States. (Examples include campaigns led by Cesar Chavez and Martin Luther King, Jr.) Discuss students' own observations on prejudice and racism today.

Explain that racial, cultural, and class prejudices can occur anywhere. Puerto Rico, where this story takes place, is one example. Discuss the benefits and challenges of living in a place that has many races and cultures.

For additional teaching ideas and resources, see www.timeforkids.com/TFK/teachers/aw/wr/main/0,28132,702661,00.html.

Vocabulary

Essential Words: luxury, prestige, priorities, revenge, sacrifice, society, temptation

Related Words for Discussion: bias, diversity, prejudice, racism, resentment

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text The sequential structure and first-person point of view will be familiar to students. Some students may need guidance in tracking the changing settings.

Vocabulary Although some students may be confused by the heavy use of Spanish in the story, support is given in the translations that are often provided. Help students read the Spanish and note the meanings.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain to students that in this book, italics serve a few different purposes: for emphasis, for Spanish words and expressions, and for the English poems the contestants recite on pages 128 and 129. Work with students to make sure they understand the differences.

Content The story features some topics that should be handled with sensitivity, including prejudice, racism, and classism. Guide students carefully when discussing these controversial subjects.

ELL Bridge

To prepare students for reading, preview some of the words integral to the story, such as *liar*, *prejudices*, *priorities*, *regretting*, *sacrifice*, *snobs*, *society*, and *superior*. Demonstrate how to use a dictionary, and help students properly pronounce each word and then read its definition.



ing Phonics and olving Strategies

Clues

Students that they often can use context clues when they read an unfamiliar word. They look for clues at the words and sentences around the word and details that help explain it.

Students turn to page 77 and read the sentence of the first paragraph. Ask what *oblivious* means and what clues in the text help figure out its meaning.

Apply this procedure on page 88 with the sentences and the word *obnoxious*.

Fluency

During reading of the second paragraph, use punctuation to group words. Reread aloud specific parts of the text, focusing on phrasing and pace.

Age/Conversation

Developmental Disabilities Lead a discussion about people with developmental disabilities, including Eddie—what he does, and Tru's relationship with him. Ask students to give examples that show how Tru feels about Tru and how Tru feels about Eddie.

Meaning Through Writing

Students write a critical review of the book. Ask them to include reasons why they like or dislike the book. **(Persuasive)**

Students write about the ways in which the characters are different and why it is important to accept and appreciate those differences. **(Expository)**

5th Grade by

by Gordon Korman

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students at what point Teresa decided she wanted to be part of *la sociedad*. (after the soap incident in the Cordero classroom) Talk about the events that eventually led Teresa to face her prejudices and overcome them.

Thinking Beyond the Text

Ask students how different characters influenced Teresa both positively and negatively. Teresa's father claimed that people are not born with prejudice; rather, it is taught. Lead a discussion about how this story attempts to show readers that Teresa's father is correct—that prejudice is learned.

Thinking About the Text

Discuss with students the author's heavy use of Spanish and how it affects the story. Then talk about the use of English in the citywide contest. Ask: *Why is reciting in English such an important part of the competition? Do you think a contestant's accent could affect the outcome? Why or why not?*

Identifying Plot

Review with students plot elements, including character, setting, conflict, and resolution. Have students identify the story's setting and main characters. Then discuss the conflict and resolution using the following questions. Ask:

- *Why does Mami want Teresa to be around high-society people? (She wants Teresa to have more opportunities.)*
- *Why does Teresa change schools? (She begins to think that she wants to be with high-society people.)*
- *How does Teresa become friends with Ana again? (She apologizes and offers her carnival dress to Ana.)*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Suffixes *-ion, -tion, -ation*

Review suffixes with students. Remind them that suffixes *-ion, -tion, and -ation* added to a word mean "act of, state or quality of, or result of."

- Write these nouns from the story on a chart or on the board: *reaction, temptation, participation, reputation*. Have students use suffixes to define them.
- Write these verbs from the story: *recite, substitute, imitate*. Have students change each verb to a noun by adding a suffix (*recitation, substitution, imitation*).

Developing Fluency

Encourage students to select dramatic passages with dialogue. Then have small groups choose roles for a Readers Theater. Provide time for practice.

Oral Language/Conversation

Talk About Prejudice Lead a discussion about the numerous ways that prejudice can be expressed. Ask: *Overall, do you believe there is less prejudice today than in the past? Why or why not?*

Extending Meaning Through Writing

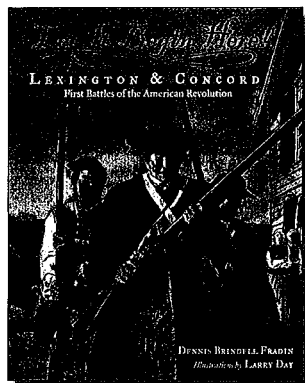
- Have students write a character study of Teresa, Ana, Mami, Papi, or Marisol. Ask them to include how the character changed. **(Expository)**
- Have students write a letter to Teresa or Ana expressing their reactions, opinions, and/or admiration of the girls' behavior in different situations. **(Letter)**

Other Books

The Cybil War by Betsy Byars

Sixth Grade Can Really Kill You by Barthe DeClements

Let It Begin Here!



Summary & Standard

This nonfiction book tells about the first battles of the American Revolution. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Dennis Brindell Fradin

Word Count: 250+

Genre: Social Studies Nonfiction

Theme/Idea: fighting for freedom

Making Connections: Text to World

Students may have prior knowledge of the Boston Tea Party, a 1773 colonial revolt against paying taxes to Britain. Students may have read about Paul Revere's famous ride to Lexington and Concord in 1775 to warn the colonists that the British were coming. Discuss what students know about this period in history.

Extend the real-world connection by talking about the original thirteen colonies. Explain that countries such as Great Britain sent explorers to claim land in America, setting up colonies in the name of their ruler. Discuss how the colonies became states and formed their own country.

For additional teaching ideas and resources, see www.americanrevolution.com.

Vocabulary

Essential Words: independence, military, patriot, pursue, troop, vowed

Related Words for Discussion: courageous, determine, revolution, self-sufficient

Genre

Social Studies Nonfiction Remind students that social studies nonfiction gives factual information about society and history.

Supportive Book Features

Text The text is organized in chronological order, listing dates and times of events. Full-page color pictures, a list of who's who, and a map provide additional support.

Content Students may be familiar with the story of Paul Revere, as well as the history of the thirteen colonies. Use the map in the back of the book to provide information about the states that were established out of the colonies and where the first battles were fought.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text A variety of punctuation is used, such as dashes and ellipses, to accentuate phrasing. You may want to review how these affect the reading of the text.

Vocabulary Some names and words may be difficult for students to pronounce and define. Preview some of these words, such as *militia*, and names, such as *Major John Pitcairn*.

ELL Bridge

Invite students to use the illustrations in the book to retell the story. Write the Essential Words on the board or on a chart, as well as some other key words that students might find helpful. Help them summarize some of the pictures in a sentence or two, using the Essential Words if possible. Write the sentences on strips of paper. Then, together, read the sentences aloud. Mix up the strips and ask volunteers to read the sentences and match them with the pictures.



Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about Paul Revere and the other historical figures mentioned in the book. Review what happened at Lexington and Concord.

Thinking Beyond the Text

Review the Afterword and discuss the importance of the events in the book.

Ask: What were the costs of fighting for independence? How might history have been different if the colonists had not been brave at Lexington and Concord? Explain the idea of sacrifice and talk about how the people in the book sacrificed things for a cause.

Thinking About the Text

Discuss the inclusion of the date and time “stamps” for each event. *Ask: Why do you think the writer included these?* (They help show the order of events and make the action seem more exciting.)

Understanding Historical Content

Help students understand that the historical time line of events often shows how one event led to another. Often there is a direct cause-and-effect relationship between one set of circumstances and another.

- *Ask: What caused the Americans to revolt against their home country?* (They felt they were being taxed unfairly.)
- *What effects did the Battles of Lexington and Concord have?* (They began a war, showed the world that Americans would fight for freedom, and showed that the fight would lead to the loss of life.)
- *What was the main effect of the American Revolution?* (It unified the colonies so they could start a new nation.)

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Unfamiliar Words

Explain that context clues can help readers define an unfamiliar word. Clues can be in the same sentence, in nearby sentences, or in other paragraphs.

- Point to the word *steeple* on page 7. (Note: title page is page 1.) *Say: I see that a steeple has to do with a church and that Revere's friend hangs lanterns there as a signal. It must be pretty high for people to see it. I think that a steeple is a part of a church that is high up.*
- Have partners use context clues to define other unfamiliar words, such as *mare* (page 8), and *militiamen* (page 11).

Developing Fluency

Model reading a passage from the book, emphasizing punctuation, phrasing, and pacing. Have students read aloud the same section. Monitor intonation.

Oral Language/Conversation

Talk About Courage Lead a discussion about the personality traits of people who display courage. Talk about what it would be like to overcome fear. Discuss how the people in the book showed courage. *Ask: Have you ever had to show courage?*

Extending Meaning Through Writing

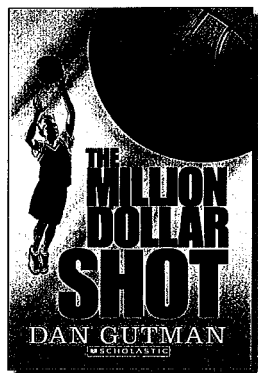
- Have students plot the most important events from the book onto a time line and share their time lines. (**Graphic Aid**)
- Have students write a journal entry from the point of view of Paul Revere, telling about his ride. (**Narrative**)

Other Books

Benjamin Franklin by Deborah Kent

Where Was Patrick Henry on the 29th of May? by Jean Fritz

The Million Dollar Shot



Summary & Standard

Eddie Ball gets the chance of a lifetime—to sink a million-dollar free throw at the NBA finals in New York. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Dan Gutman
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: overcoming obstacles

Making Connections: Text to Self

Some students will have prior knowledge about sports and how practicing and training helps them improve. Discuss how athletes train to become better at their sport.

Extend the personal connection by talking about practice. Explain that whether students compete in a spelling bee, enter a science competition, or play on a soccer team, the harder they work at something, the better they become. *Ask: How might you prepare for a sporting event? How would you get ready for a theatrical performance?*

For additional teaching ideas and resources, see <http://pbskids.org/kws/parentsteachers/>.

Vocabulary

Essential Words: concentration, distraction, rhythm, routine, visualize

Related Words for Discussion: competition, confidence, determination, opportunity, persistent

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text The text has large print and lines are widely spaced, which makes the story easy to read. Chapter titles give clues about what will happen. In some instances, the author speaks directly to readers, teasing them about what might happen next.

Content Some students may be familiar with participating in a contest. Lifelike characters, as well as the author's use of caricature, make this book easy to understand.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out the fourth paragraph on page 34. Read aloud the two words that are stretched across the page for emphasis. Have students find other examples in the book where a different typeface is used for emphasis. (e.g., pages 24–25, 29–30, 47)

Vocabulary Students who are unfamiliar with basketball may not know some of the terms used in the story, such as *slam dunk*, *free throw*, *set shot*, and *jumpers*. Ask for volunteers who are familiar with basketball to explain the terms to the class.

ELL Bridge

Help students with fluency. Model reading the note to Eddie on page 70, stressing the word *Miss* in each instance. Ask students why *Miss* is capitalized each time. Guide them to understand that by capitalizing *Miss*, Mr. Finkle had hoped Eddie would remember the word when he took the shot. Have students read the note chorally, making sure to emphasize the capitalized word. Tell students that using intonation as they read will show that they understand the text.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the obstacles Eddie faced while practicing for his million-dollar shot and what would happen when he was distracted. How did he handle distraction differently at the NBA finals?

Thinking Beyond the Text

Ask students to explain how they feel when they accomplish a goal. Ask how they feel when they don't accomplish one. *What distractions or obstacles prevent you from achieving a goal? Will you try harder next time? What would you do differently to prepare?* Discuss the importance of practice.

Ask students to predict what would have happened if Eddie had missed the shot. *Would Eddie's mom or Mr. Stokely feel differently about him? Would life in the trailer park be the same? How would his friends treat him? Would Eddie change?*

Thinking About the Text

Have students point to specific examples of how the author keeps the reader in suspense about what is going to happen next (e.g., pages 34, 58, 103).

Understanding Plot

Remind students that the plot is the main sequence of events. A plot has three parts: the rising action, the climax, and the falling action, which leads to a resolution or conclusion.

- Have students summarize what happened in each part of the plot.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Multisyllabic Words

Review with students that a syllable is a word part that has one vowel sound. Explain that some longer words can be broken down into syllables to make them easier to read.

- Ask students to find the word *pandemonium* on page 108. Write the word on the board and divide it into syllables. (*pan-de-mo-ni-um*)
- Help students read each syllable separately, then together, as a word. Encourage them to use this method to figure out other multisyllabic words.

Developing Fluency

Invite students to read aloud, chorally reading the narrative passages and taking turns reading the dialogue. Remind students to use intonation as they read.

Oral Language/Conversation

Talk About Determination Lead a discussion about determination. Ask volunteers to tell about a time that determination was necessary in achieving a goal. Point out that a determined person is usually persistent. Discuss how determination relates to confidence.

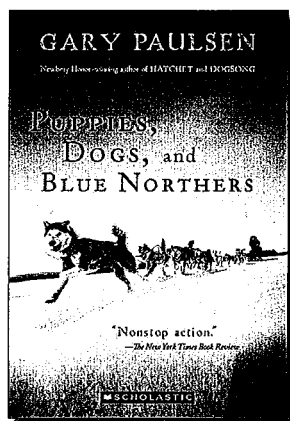
Extending Meaning Through Writing

- Have small groups of students write a newspaper article about Eddie making the million-dollar shot. Remind them to use descriptive words. Point students to the article on pages 75-76 for an example. **(Descriptive)**
- Have students write a paragraph or two about how to improve their skills at something that they enjoy doing. **(Expository)**

Other Books

Dirty Socks Don't Win Games by Dean Marney
They Came From Center Field by Dan Gutman

Puppies, Dogs, and Blue Northers



Summary & Standard

In this memoir, the author tells of his beloved sled dog Cookie, raising and training her last litter of puppies, and his final years with her. Students will read to better understand various aspects of the human experience.

Author: Gary Paulsen
Genre: Autobiography

Word Count: 250+
Theme/Idea: the human-dog bond

Making Connections: Text to World

Students will have knowledge of dog behavior and may have some knowledge of what sled dogs do. Point out that some dogs are pets and some dogs also do work. Ask: *What do dogs like to eat? How do they act around each other? What kinds of work can dogs do? What work do you think sled dogs do?*

Extend the connection by talking about the Iditarod, the sled-dog race from Anchorage to Nome, Alaska. Tell students that every year teams of 12 to 16 sled-dogs race about 1,150 miles in 10 to 17 days.

For additional teaching ideas and resources, see <http://www.iditarod.com/teachers/>.

Vocabulary

Essential Words: concern, dedicated, individuals, schedule, territory

Related Words for Discussion: adult, bond, intelligent, loyal

Genre

Autobiography Remind students that an autobiography is the biography of a person, authored by himself or herself. The prefix *auto-* means “self.”

Supportive Book Features

Text The story is written in relatively short chapters headed by titles. Illustrations enhance the text.

Vocabulary There is very little sledding jargon; what is used is readily explained or can be defined by context clues.

Praise students for specific use of “Behaviors to Notice and Support” on page 98 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out that italic type is used to signify different text elements: stressed ideas, the thoughts of the author, and the “words” of Cookie as she communicates with Paulsen.

Content Urban and even suburban students may have difficulty understanding the isolation and wilderness of the rural northern Minnesota setting. Suggest that they pay attention to descriptive details and visualize the land and *northers*, or storms.

ELL Bridge

Have partners work together to list as many words as they can to describe the dogs, both physically and behaviorally. Suggest they use the illustrations as a starting point. Then have pairs share their lists and describe the dogs to each other.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students list the main events that the author talks about in the book.

Thinking Beyond the Text

Ask students what they learned about the author and what they learned about Cookie from reading the story. Did the story change the way they think about dogs? If so, how?

Thinking About the Text

Have students point to specific examples of how the author seemed to personify Cookie—how he gave her human traits. Discuss how this affects the way the reader sees the dog.

Visualizing

Demonstrate with students how visualizing can help them better understand as well as appreciate text. When we visualize, we imagine all the details of sight, sound, smell, taste, and touch. Read aloud or have a student read aloud the description of dog sounds in the fourth paragraph on page 5.

- Ask: *What do you see in your mind as we read this description? What do you hear? How would the air feel?*
- Follow this same procedure with the next paragraph, ending on page 6.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Synonyms

Remind students that synonyms are words that have the same or similar meanings. A writer uses synonyms to avoid using the same word over and over or to emphasize something.

- Ask students to listen for the synonyms in this sentence from page 12: *They only hurry when you aren't ready, never when you are prepared.* Have them identify *ready* and *prepared* and tell what they mean.
- Have students find this sentence on page 15: *Stubborn, immensely strong-willed and powerful, and completely, totally dedicated.* . . . Ask why the author used both *completely* and *totally*.

Developing Fluency

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

Oral Language/Conversation

Talk About Dogs and Humans Lead a discussion about the close relationship many people have with their dogs. Begin with the relationship the author had with Cookie, then expand the discussion to include other people and their pets. What do pets and humans get out of the relationship?

Extending Meaning Through Writing

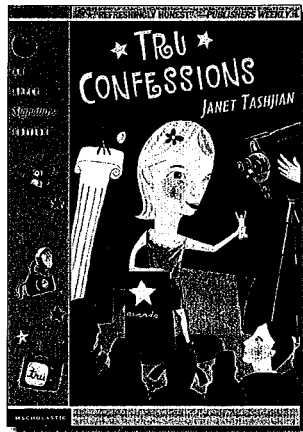
- Have students write a paragraph about a pet they have owned, or thought about owning, and how pets affect people's lives. (**Expository**)
- Have students make a time line showing the main events that happen to Cookie and the author in the book. (**Graphic Aid**)

Other Books

Souder by William Armstrong

War Dog Heroes: True Stories of Dog Courage in Wartime by Jeannette Sanderson

Tru Confessions



Summary & Standard

Tru has two goals: to host or direct a TV show and to find a cure for her developmentally disabled brother, Eddie. She achieves her first goal, but not her second. Although she realizes her brother will never change, Tru changes by accepting this fact. Students will read to better understand various aspects of the human experience.

Author: Janet Tashjian

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: accepting people's differences

Making Connections: Text to World

Tell students that a developmental disability is a physical or mental condition that limits how someone lives his or her life. Because disabilities can restrict a person's senses, movements, or activities, they provide special challenges to family members. The word *retarded* is used in the book. Ask whether students have heard someone use that word to ridicule a person, and talk about why this behavior is inappropriate.

For additional teaching ideas and resources to help students understand disabilities, see http://www.educationworld.com/a_lesson/lesson115.shtml.

Vocabulary

Essential Words: association, career, director, ignorant, private, proposal, reality

Related Words for Discussion: acceptance, developmental, disability, guilt, handicap, relationship

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text Written as a journal on a computer, the story is told in short entries, including lists and computer graphics, with high visual appeal.

Vocabulary The computer jargon (i.e., *computer virus*, *surfing the Net*, *screen name*, *log off*) that is used in the story is generally common and should be familiar to students.

Praise students for specific use of "Behaviors to Notice and Support" on page 98 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some entries are laid out on the page in an unusual way (e.g., page 79). Remind students that the text is mimicking the way Tru would be playing around on the computer.

Content Some morally questionable behavior occurs in the story. Tru lies on several occasions, and she uses her brother Eddie to steal a CD from a store. Point out that this behavior is wrong. Discuss why students think the author may have included these instances.

Also, some references to popular culture and technology are dated and may be unfamiliar to students. Tell them to use context clues or an Internet search to determine their meanings.

ELL Bridge

Help students determine the meaning of a word by looking for clues in the word's structure. Write *director* on the board and read it aloud. Have students find *direct* in *director*. Tell students that the suffix *-or* can change a verb into a noun that means "someone who does something." Explain that a director (noun) is "someone who directs (verb)."

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students what two main goals Tru had at the beginning of the story. Discuss how she met the first goal and how the second goal changed.

Thinking Beyond the Text

Discuss some of Tru's motivations with students. Ask why she might pretend that her father was still in Africa instead of Rhode Island. Why would she join Marlene at the Girl Scout meeting in making fun of Eddie? Why is she so concerned with finding a "cure" for Eddie?

Thinking About the Text

Ask students why they think the author includes numbered or bulleted lists throughout the story. Discuss what the lists tell about Tru.

Generating Questions

Help students understand that good readers interact with the text they're reading by asking themselves questions about characters and events.

- Refer students to the séance story on pages 102–103. Ask if students wondered whether it really happened or whether Tru was making it up for her journal. Discuss the title and first response on page 104. What do students think now?
- Invite students to generate questions they have about the story. List the questions on the board or on chart paper. Answer the questions together.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Context Clues

Remind students that they often can use context clues when they read an unfamiliar word. They should look at the words and sentences around the word for details that help explain it.

- Have students turn to page 77 and read the last sentence of the first paragraph. Ask them what *oblivious* means and what clues help them figure out its meaning.
- Repeat this procedure on page 88 with the first two sentences and the word *obnoxious*.

Developing Fluency

Model fluent reading of the second paragraph on page 57, using punctuation to group words. Have students reread aloud specific parts of the book, concentrating on phrasing and pace.

Oral Language/Conversation

Talk About Developmental Disabilities Lead a discussion about people with developmental disabilities, beginning with Eddie—what he can and cannot do, and Tru's relationship with him. Ask students to give examples that show how Eddie feels about Tru and how Tru feels about Eddie.

Extending Meaning Through Writing

- Have students write a critical review of the book. Tell them to include reasons why other students might (or might not) want to read the book. (**Persuasive**)
- Have students write about the ways in which people are different and why it is important to accept and appreciate those differences. (**Expository**)

Other Books

Nothing's Fair in Fifth Grade by Barthe DeClements

The Twinkie Squad by Gordon Korman