

SCHOLASTIC

**GUIDED  
READING  
PROGRAM**  
**Content Areas**

LEVEL  
**T**

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

- **Black Holes and Other Space Phenomena**
- **Enemies of Slavery**
- **Land Predators of North America**
- **Life in the Rainforests**
- **Lightning**
- **Lost Star: The Story of Amelia Earhart**
- **A Picture of Freedom: The Diary of Clotee, A Slave Girl, Belmont Plantation, Virginia**
- **Seahorses, Pipefishes, and Their Kin**
- **Volcanoes**
- **Volcanoes and Earthquakes**

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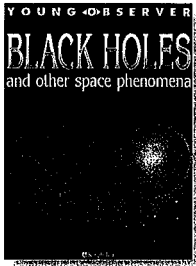
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Item# 136594



# Black Holes and other space phenomena



by Philip Steele  
text type: Informational  
word count: 250+  
content area: Earth and Space Science  
topic: space

**Level T**

## Summary & Standard

This nonfiction book presents information about the universe, from galaxies to asteroids to black holes. Students will learn about planets and stars and the technology used to explore space.

## Making Connections: Text to World

Most students will have noted the sun and moon and some stars, but experience seeing most stars and other objects in the night sky may be limited, especially in major metropolitan areas where city lights mask them.

Ask students to share what they know about outer space and the objects in it. Ask what questions students have thought of as they looked up at the night sky, or when they think about our planet in relation to the rest of the universe.

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

## Vocabulary

**Content Words:** asteroid, atmosphere, galaxy, gravity, meteor, meteorite, nebula, orbit, planet, satellite, solar system

**Essential Words:** billion, expand

**Related Words for Discussion:** core, distant, explode, explore, gas, rocket, star, vast

**Nonfiction Text Features:** diagrams (cross-section, keys), glossary, illustrations, index, insets

## Supportive Book Features

**Text** Large text widely spaced will help students read pages with unfamiliar content.

**Vocabulary** New terms appear as capitalized run-in heads or defined in context in bold face type. In addition, "Useful Words," a glossary at the back of the book, gives detailed definitions.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The many illustrations, insets, diagrams, and so forth, make some pages crowded. On these pages, the text is harder to focus on as it wraps around so many other features. Also, some sentences are long.

**Content** Students may have difficulty visualizing the objects and the vast distances in space that the text describes.

## ELL Bridge

Have students make concept webs. Each web should have the name of a space object in the center and words that describe it in surrounding circles. Then have students use their webs to speak and write sentences about the objects.

## TEACHING OPTIONS

### Developing Comprehension

#### Monitoring Comprehension: Rereading

Remind students that good readers monitor their comprehension of what they are reading. If they come to a point that they don't understand, they might go back and reread the last few sentences or even paragraphs.

- Read aloud a section of the book, thinking aloud as you pause, realize you don't understand a point, and go back to reread.
- Have students read the text, marking with sticky notes where they stop to reread.

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 Context Clues

Remind students that they can often guess the meaning of an unfamiliar word from the words and sentences around it. This is especially true of words in bold type.

Write the following words and page numbers on the board. Have students look for the definition of each term in context.

- *astronomers*, page 4
- *nebula*, page 8
- *dwarfs*, page 8
- *meteorites*, page 12

### Learning About Text Features

#### Diagrams With Keys

Explain that some diagrams have labels that name the parts (page 25), while others have numbers or letters and a key explaining what they signify. Model how to determine what the 1 signifies on the diagram of the solar system on pages 14–15. Ask students to identify the other numbers and letters on the diagram of the space shuttle on pages 26–27.

### Developing Fluency

Model reading a section of the text with appropriate phrasing. Discuss with students how you read meaningful groups of words together as well as pause at punctuation marks. Have students choral read the same section. Then have them work in pairs to read aloud other sections.

### Learning in the Content Areas

**Talk About Space** Discuss how scientists believe the universe began and how various objects in it formed.

**Develop Specialized Vocabulary** Have students discuss, in their own words, the process that led to the formation of galaxies and stars and planets and how we study them. Encourage them to use words such as *core*, *distant*, *explode*, *explore*, *gas*, *rocket*, *star*, and *vast*. Ask:

*What kinds of objects are in our solar system, and what kinds are farther out in space?*

### Extending Meaning Through Writing

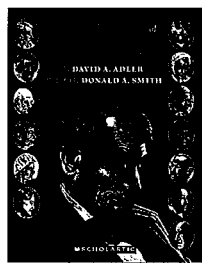
- Ask students to write a paragraph describing various voyages into space, what kinds of equipment/space shuttles were used, and what they accomplished. (**Expository**)

### Connecting to Other Books

*Discovering Jupiter: The Amazing Collision in Space* by Melvin Berger

*Great Explorations* by David Neufeld

# Enemies of Slavery



by David A. Adler  
text type: Informational  
word count: 250+  
content area: Social Studies  
topic: slavery

**Level T**

## Summary & Standard

This nonfiction book profiles people, black and white, who opposed slavery in the U.S. Students will learn the heroic actions of many champions of antislavery from the perspective of those who were there.

## Making Connections: Text to World

Ask students if there is something they would like to change. Ask: *What do people do in this country to fix something that hurts people?*

To extend the real-world connection, talk about people who are largely recognized as enemies of slavery, such as Abraham Lincoln or Harriet Tubman. Tell them that although these two individuals were great contributors to the antislavery movement, many additional people were instrumental in bringing about change.

For additional teaching ideas and resources, see [xroads.virginia.edu/~hyper/wpa/wpahome.html](http://xroads.virginia.edu/~hyper/wpa/wpahome.html).

## Vocabulary

**Content Words:** abolition, antislavery, advocate, emancipation, perpetual, proslavery, servitude, universal

**Essential Words:** commence, endure, eternal

**Related Words for Discussion:** courage, emancipate, plantation, principles, sacrifice

**Nonfiction Text Features:** bibliography, headings, illustrations, source notes, table of contents

## Supportive Book Features

**Text** The profiles are organized alphabetically by last names. Each spread consists of a single page of text and a full-page illustration. Each heading gives the person's name with years of birth and death. A quotation from a primary source follows.

**Content** The content of each profile is predictable—background information about the subject as well as his/her actions taken against slavery. The brevity of each profile and the realistic illustrations will draw students quickly into the stories.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Help students recognize that the quotations embedded in the text are from primary sources. Explain that *[sic]* indicates a word as it is spelled in the primary source that is spelled differently from how it would appear in the dictionary.

**Vocabulary** Provide explanations or support to students as they interpret difficult vocabulary in the primary sources or phrases from an earlier era, such as *tar and feather*.

## ELL Bridge

Preteach content-area vocabulary. Before students read the book, provide them with some background information about slavery in the United States in the 1800s, the antislavery movement that preceded the Emancipation Proclamation, and the passage of the Thirteenth Amendment in 1865. Use kid-friendly definitions to help students understand challenging vocabulary words and ideas such as *proslavery*, *antislavery*, *revolt*, *Civil War*, *emancipation*, and *slave states*. Talk about the word meanings and model using the words in sentences. Then ask students to make up sentences of their own using the words.

## Developing Comprehension

### Summarizing

Remind students that pausing to summarize a section helps them focus on what is important to remember.

- Have students summarize the profile about Frederick Douglass. Guide them to briefly restate main ideas in short sentences, including what he had experienced and then what he did to take action against slavery.
- Continue by asking students what is most important to remember about Harriet Tubman.
- Encourage students to choose a section and summarize it in two or three sentences.

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

Remind students that a prefix is a word part that comes before a base word. It changes the meaning of the word.

- Have students identify and explain the meaning of the prefixes in *pro-slavery* and *antislavery*. Clarify that the prefixes have opposite meanings—"for, or favoring" and "against." Ask students to say sentences using each word.
- Explain that *pro-* often has a hyphen so readers recognize it as a prefix with long *o*.
- Discuss and use more words with the prefixes *pro* or *anti*: *pro-American*, *pro-education*, *pro-change*, *pro-trade*; *antifreeze*, *antiwar*, *antisocial*.

## Learning About Text Features

### Headings

Explain that headings help organize sections within a book. Have students notice that the headings in the table of contents match the headings within the book. Point out the heading on page 5 and the inclusion of the years of John Brown's life. Then ask students why the birth/death information for Frederick Douglass (page 6) and Denmark Vesey (page 27) is different from the information for others.

## Developing Fluency

Model reading aloud any of the paragraphs. Have students read the same paragraph silently and then aloud. Encourage students to use the same phrasing and intonation you use as you read. Remind students to read faster and more smoothly as they feel more comfortable with the text.

## Learning in the Content Areas

**Talk About Slaves' Daily Lives** Discuss life for African-American slaves. You may want to retell some of the slave narratives at the Web site listed on the front of the card. Discuss their labor on plantations, separation from family members, and their few possessions. Point out that slaves often found opportunities to keep their stories, music, and customs alive.

**Develop Specialized Vocabulary** Ask students to explain, in their own words, how one of the people discussed in the book fought slavery. Encourage them to use words such as *emancipate*, *courage*, *sacrifice*, and *principles*. Ask:

*How did different people fight slavery in different ways?*

### Extending Meaning Through Writing

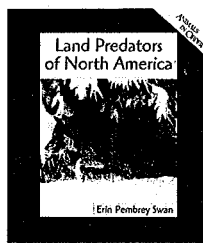
- Have students write a paragraph explaining what it meant to be an "enemy of slavery" and why it was important to take action against slavery. Have students include some examples of what people in the book did that showed that they were enemies of slavery. (Expository)

## Connecting to Other Books

*Get on Board: The Story of the Underground Railroad* by Jim Haskins

*Dear America: A Light in the Storm, The Civil War Diary of Amelia Martin* by Karen Hesse

# Land Predators of North America



by Erin Pembrey Swan  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: predatory animals

**Level T**

## Summary & Standard

This nonfiction book describes 14 familiar predators of North America, ranging from common raccoons and skunks to bears. Students will learn traits of predatory land mammals and how they depend on one another and their physical environment.

## Making Connections: Text to World

Remind students that animals are around them every day. Ask: *Can you name any animals that hunt other animals for food?*

To extend the connection, ask volunteers to name animals that are pets in their homes or animals they have seen in their neighborhoods, parks, forests, or national parks. Make a list on the board, and put a check mark beside any animal that is a predator.

For additional teaching ideas and resources, see [www.sw-center.org/swcbd/programs/predator/](http://www.sw-center.org/swcbd/programs/predator/).

## Vocabulary

**Content Words:** alpha male, burrow, camouflage, carnassial teeth, den, footprints, mammal, retractile, scat, tunnels

**Essential Words:** canine teeth, habitat, litter, predator, prey

**Related Words for Discussion:** color matching, defenses, disruptive camouflage, environment, traits, weapons

**Nonfiction Text Features:** chapters, glossary, graphic aids, index, labels, photographs, table of contents

## Supportive Book Features

**Text** The information in the book is clearly organized into sections. Students can refer to the table of contents for a quick overview of sections. Photographs support the main text and help students visualize the different animals.

**Vocabulary** Words in the glossary appear in italics in the main text.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some students may need assistance interpreting the graphic aids that show the order of living things and the animal kingdom. Help students relate the boxed information given for each animal to the information in the graphic aids.

**Content** Students may need additional support understanding the scientific classifications in the book. Some students may become overwhelmed with the number of animals discussed. Encourage students to use the organizational features in the book to understand and remember information in various sections.

## ELL Bridge

Before students read, write content-area words on the board, such as *camouflage*, *genus*, *species*, and *predator*, and talk about their meanings using kid-friendly definitions. Use the words in sentences and then have students use the words in their own sentences. You may want to review the words as the reading progresses. For example, invite students to give examples of animals that use camouflage, or have them use the boxed text in the sections about predators to name an animal's genus and species.

## Developing Comprehension

### Summarizing

Remind students that summarizing is an important way to understand and retain main ideas. A summary is a brief restatement of key ideas in a reader's own words.

- Ask students to select an animal discussed in the book. What important points does the author make about the [name of animal]? What details characterize this predator?
- In what ways are land predators alike?
- How do scientists divide land predators into different groups?
- What are some characteristics of land predators?
- Restate briefly, in your own words, the main points made by the author.

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

Remind students that compound words are made up of two smaller words.

- Write *butterfly*, *jellyfish*, *earthworms*, *sunshine*, *newborn*, and *snowdrifts* on the board.
- Ask a volunteer to draw a vertical line between the two words in each compound word.
- Have students discuss the meanings of the smaller words.
- Discuss how the meanings of the two smaller words contribute to the meaning of the compound word.
- For further practice, have students search the second half of the book for more compound words.

## Learning About Text Features

### Graphic Aids

Explain that graphics are special kinds of drawings that show information, ideas, or relationships. Tell students that graphic aids make complicated information easier to understand.

Have students refer to the graphics on pages 8–9 and page 11. Point out that the information given in the main text is illustrated in each graphic.

## Developing Fluency

Divide students into pairs and have them select a section to read to each other. Suggest that students either alternate sentences or paragraphs as they read.

## Learning in the Content Areas

**Talk About Camouflage** Point out that some animals use camouflage to blend into the background or to resemble common features in their environment. Color matching camouflage is coloring that matches the background, such as the monochromatic coats of lions or polar bears. A zebra illustrates disruptive camouflage. Instead of blending into a background, its stripes make it blend with zebras in the herd, making it difficult for a predator to target one animal.

**Develop Specialized Vocabulary** Have students discuss what they learned in the book about different kinds of predators. Encourage them to use words such as *defenses*, *traits*, and *weapons*. Ask:

*What are some animal predators that are not mentioned in the book?*

### Extending Meaning Through Writing

- Have students write a short essay describing the differences between land predators as a result of their habitats. For example, students might describe how bobcats, which live in the woods, are different from coyotes, which live in grasslands. **(Expository)**

## 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



# Life in the Rainforests



by Lucy Baker  
text type: **Informational**  
word count: **250+**  
content area: **Life Science**  
topic: **biomes**

**Level T**

## Summary & Standard

This book illustrates life in a tropical rainforest—its animals, people, and plants. Students will learn about species' interdependence and how easily a rainforest can be destroyed.

### Making Connections: Text to World

Ask students to share what they know about tropical rainforests. Invite them to ask questions.

Talk about general background information: the large number of animal and plant species found in rainforests and the foods and medicines that originate there. Ask students to name some animals that might live in a rainforest. Talk about how fast rainforests are disappearing and some of the reasons why. Ask students what effects the disappearing rainforests might have?

For additional teaching ideas and resources, see [www.srl.caltech.edu/personnel/krubal/rainforest/serve\\_home.html](http://www.srl.caltech.edu/personnel/krubal/rainforest/serve_home.html).

### Vocabulary

**Content Words:** agile, canopy, diverse, edible, exotic, forage, fraught

**Essential Words:** acre, flourish, host, vegetation

**Related Words for Discussion:** conservation, extinction, food web, impact, interference, response, species

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

### Supportive Book Features

**Text** Main print is large, and sections have large, bold headers. Linked information in sidebars stands out clearly. Caption arrows and labels connect statements with visuals.

**Vocabulary** The author has explained the concepts of scientific words. Many of these words appear in boldface and in the glossary. Concepts are reinforced in sidebars and caption details.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Sentences are often complex, sometimes without commas. Encourage students to reread complex sentences.

**Content** Much information is covered in this book, including many facts and unfamiliar terms. Have students preview photos, captions, and sidebars before they read each section for a better understanding of the content. Students may be confused by the fictional tale inserted at the end of the book. Tell students that this is an example of storytelling, which is a form of entertainment for people of the rainforest.

### ELL Bridge

Help students with visualizing by reinforcing descriptive language. Read the first paragraph on page 4 and the third paragraph on page 8. Remind students that some words help us imagine what something looks like. Ask students to picture the scenes in the text. Then have them add to the scenes with their own descriptive words. As students use additional descriptive words, write the words on the board.

## Developing Comprehension

### Noting Details

Paragraphs in expository nonfiction usually begin with a statement. Then details support it.

- Discuss that often we can ask *Why is the statement true?* We read on to find the reasons why. Usually, each of the following sentences has one new detail. A series of examples or items can be in one sentence.
- Have students read paragraphs of choice. See whether asking the question and looking for a new detail in each sentence works. Find a series on pages 8, 12, and 18.

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 synonyms are words with similar meanings. Writers often choose interesting, or "colorful," synonyms.

- On page 8, point out *exotic*, *wiry*, and *dangle*. Ask students to tell or look up synonyms for these words. Ask: *Why were these words chosen by the author?*
- On page 12, repeat with *chattering*, *soars*, and *forage*.
- Have students point out colorful synonyms.

## Learning About Text Features

### Sidebars

Explain that the book's "Did You Know?" sidebars always contain facts. Have students read the sidebars on pages 4 and 18. Ask: *What are some reasons that rainforests are disappearing?*

## Developing Fluency

Have students do repeated readings. Invite them to tape-record a section and self-check speed, expression, and clarity.

## Learning in the Content Areas

**Talk About Human Impact** Talk about rainforest animals and possible food sources. Create a scenario of human interference. Discuss how this might affect animals and their food. Possible variables: logging, mining, tours, building dams, the pharmaceutical industry, and tribal use.

**Develop Specialized Vocabulary** Have students tell in their own words why it is important to protect rainforests. Encourage use of words such as *conservation*, *extinction*, *food web*, *impact*, *interference*, *response*, and *species*. Ask:

*What are low-impact human interferences and high-impact interferences?*

### Extending Meaning Through Writing

- Have students write a persuasive paragraph convincing people of the benefits of rainforests and why we should try to save them. They can include information from some of the following topics: inhabitants of rainforests (e.g., plants, animals, and humans), "gifts" from rainforests, how rainforests are being destroyed, and what we can do to save them. **(Persuasive)**

## Connecting to Other Books

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

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

# Lightning



by Seymour Simon  
text type: Informational  
word count: 250+  
content area: Earth Science  
topic: weather

**Level T**

## Summary & Standard

This nonfiction book tells about different kinds of lightning, its properties, and its dangers. Students will learn that lightning is a form of energy about which scientists are still learning.

## Making Connections: Text to World

Students will likely have had real-life experiences witnessing lightning during storms. Ask them to share what they know about lightning.

Extend the connection by telling students that although lightning is awe-inspiring, it is incredibly dangerous and can be deadly. Discuss some safety practices such as avoiding high places, open areas, and water when outdoors. When indoors, avoid using telephones or computers. Students may want to do additional research on other safety practices.

For additional teaching ideas and resources, see [www.lightningsafety.noaa.gov/teachers.htm](http://www.lightningsafety.noaa.gov/teachers.htm).

## Vocabulary

**Content Words:** charges, electrons, fulgurite, stepped leaders, streamers

**Essential Words:** bolts, elves, jets, thunder

**Related Words for Discussion:** Benjamin Franklin, Lewis Latimer, Nikola Tesla, Thomas Edison

**Nonfiction Text Features:** captions, italics, labels, photographs

## Supportive Book Features

**Text** Each spread contains a page of text and a color photograph. Pages are easily read—text print is large and a moderate number of words are placed per page.

**Vocabulary** Many key vocabulary words are set off in the text with italics, and definitions appear within the running text.

Praise students for specific use of “Behaviors to Notice and Support” on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Help students make the connection between explanations or descriptions given in the main text and photographs shown without labels or captions.

**Content** The book mentions many complicated scientific concepts and aspects of lightning. Some students may need more details or information than is presented in the book. Prepare to supplement interest in the topic with further reference materials.

## ELL Bridge

Help students notice how the color photographs are showing something mentioned in the main text. Have students find the photographs in the book that already have captions or labels. Tell them they are going to write captions or labels for the remaining photographs. Discuss images with students and brainstorm suggestions for labels or captions. Then have students write the labels or captions on sticky notes and place them on an appropriate photograph.

## Developing Comprehension

### Understanding Cause and Effect

Point out that the reason why something happens is a cause and what happens is an effect. Guide students in identifying cause and effect relationships in the book.

- Have students read the description of stepped leaders. Ask: *What happens when the two streamers meet?* (Their paths form a channel, and a lightning bolt is born—the effect.)
- Have students refer to the description of fulgurites. Help them identify the cause—lightning strikes the ground and fuses sand particles together; and the effect—a tubular crust forms.
- Ask students to identify other cause and effect relationships in the book.

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

## Developing Phonics and Word-Solving Strategies

### Words with Multiple-Meanings

Remind students that some words have more than one meaning. You must use context to determine the meaning of some words. Write these vocabulary terms on the board: *elves*, *jets*, and *sprites*. Ask students to say the "traditional" or usual definitions for these words. Then point out that these words are used in the book as names for three forms of lightning.

## Learning About Text Features

### Photographs

Tell students that photographs are important in this book because they support the text and give readers a mental picture of what the text describes.

Ask students to choose a photograph in the book and tell how it helps them understand the main text.

## Developing Fluency

Model reading a page, such as the one that tells how early people explained lightning. Use proper expression, rate, and phrasing. Then have the class do a choral reading of that page.

## Learning in the Content Areas

**Talk About Pioneers in Electricity** Review that Benjamin Franklin's kite experiment in 1752 was instrumental in explaining the principles of electricity. Tell students that in 1879 Thomas Edison invented the carbon filament lamp and a direct current generator that produced incandescent lighting (the light bulb). Lewis Latimer, an African-American member of Edison's team, wrote the first handbook on lighting systems called *Incandescent Electric Lighting*. His many inventions included a threaded wooden socket for light bulbs. Around the same time, the discoveries of Nikola Tesla made possible the widespread use of electricity in manufacturing and industry.

**Develop Specialized Vocabulary** Ask students to use what they learned in the book to explain in their own words how you tell different kinds of lightning apart. Ask:

*What did you learn about lightning that you didn't already know?*

### Extending Meaning Through Writing

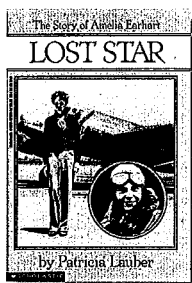
- Have students write a summary of what they learned about lightning from reading this book. In their summary, they should include an explanation of what causes lightning to form. (**Expository**)

## Connecting to Other Books

*Earthquakes* by Luke Thompson

*Volcano* by Patricia Lauber

# Lost Star: The Story of Amelia Earhart



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

**Level T**

## Summary & Standard

Amelia Earhart achieved many firsts as a woman in aviation before her mysterious disappearance in 1937. Students will learn about the life of this courageous adventurer and how she changed aviation.

## Making Connections: Text to Self

Have students think about their dreams and goals. Ask: *If you could be the first person to achieve something, what would you like it to be?*

Extend the connection by talking about various technical achievements in the United States in the early 1900s, such as the Wright brothers' airplane, Charles Lindbergh's record-breaking flights, Henry Ford's auto assembly line, movies, radio, and so on.

For additional teaching ideas and resources, see [www.ameliaearhartmuseum.org/bio1.htm](http://www.ameliaearhartmuseum.org/bio1.htm).

## Vocabulary

**Content Words:** altitude, aviation, equator, evidence, executed, longitude, navigator, static

**Essential Words:** accurate, adapted, athletic, conclusion, fatigue, independence, instinct, rumors

**Related Words for Discussion:** achievement, conditions, hero, pioneers, soloed, symbol, technical, transportation

**Nonfiction Text Features:** author's note, captions, chapters, further reading, index, maps, photographs, table of contents

## Supportive Book Features

**Text** The print is easy to read, and the short chapters provide sections of text that can be read in brief periods of time. Captions clearly describe photographs.

**Content** All but the first chapter present events in sequence. Chapter titles provide readers with clues about each section of text. Black-and-white photographs and maps support the text and provide the historical context for the period.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some less fluent readers may struggle with the variety of sentence structures in the book. Text wraps from page to page. Guide students to use appropriate pauses at commas and other punctuation.

**Vocabulary** The text contains many aviation terms. Suggest that students keep a list of terms to define through context or further research.

## ELL Bridge

Help students use words such as *because*, *so*, and *since* to identify cause and effect relationships. First, model examples such as *I was late to school (effect) because I missed the bus (cause)*. Then have students use cause and effect to identify challenges Earhart faced during her historic flights. Suggest they prepare a chart listing causes on the left and effects on the right. For example: *The altimeter failed (cause). Earhart did not know how far above the ocean she was (effect)*.

## Developing Comprehension

### Drawing Conclusions

Explain that readers draw conclusions when they make a decision or form an opinion by using information they read along with their own knowledge and experiences.

- Ask students to think about the facts they read in the book about Amelia Earhart. Ask a series of questions to get them to draw conclusions, such as *What did you conclude about Earhart's childhood? How important was Earhart's role as a woman in aviation? What conclusion did people reach when contact was lost with Earhart and Fred Noonan on their flight?*
- Ask: *After reading other people's conclusions, what do you conclude happened to Earhart? What evidence supports your opinion?*

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

## Developing Phonics and Word-Solving Strategies

### Words With Multiple Meanings

Remind students that many words have more than one meaning. To determine a word's meaning, readers should decide how the word is used in context or look up the meaning in a dictionary.

- As an example, have students use context to decide if the word *derby* on page 47 means "a race or competition" or "a hat."
- For each of the following words, have students suggest possible meanings and then use the context to choose the correct meaning: *trial* (page 30), *ditch* (page 41), *fuse* (page 78), *trace* (page 93), *forces* (page 94).

## Learning About Text Features

### Index

Review that an index is an alphabetical listing of topics and proper names in a book along with the page number(s) where the information can be found.

Have students refer to the index. Ask: *On what page would you find information about Earhart's first solo flight?* Have students go to that page in the text.

## Developing Fluency

Read about Earhart's transatlantic flight on pages 53–56 and have students listen to your phrasing, expression, and tone. Have students read the same text silently and then aloud until they read with expression and phrasing.

## Learning in the Content Areas

**Talk About the Early Days of Aviation** Tell students that in the early 1900s many pilots flew in open cockpit, single-engine planes. They flew by compass, road map, or "the seat of their pants." You may want to mention Jimmy Doolittle, who in 1929 demonstrated that pilots could fly their aircraft at night and through bad weather without seeing the ground—only using instruments such as the altimeter and directional instruments. Talk about how modern technology has changed aviation.

**Develop Specialized Vocabulary** Ask students to discuss how Amelia Earhart was a pioneer in aviation. Encourage them to use words such as *hero*, *soloed*, and *achievement*. Ask:

*Are there still areas of flight waiting to be pioneered?*

### Extending Meaning Through Writing

- Have students describe how Amelia's parents and childhood prepared her to challenge women's roles in the early 1900s. Ask them to include how it influenced her to become an aviator and to attempt to be the first woman to fly an airplane around the world. (**Expository**)

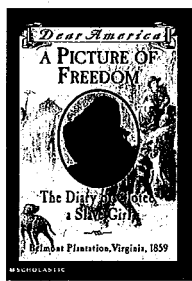
## Connecting to Other Books

*Eureka! It's an Airplane!* by Jeanne Bendick

*The Wright Brothers at Kitty Hawk*

by Donald J. Sobol

# Picture of Freedom: The Diary of Clotee, a Slave Girl



by Patricia C. McKissack  
text type: Historical Fiction  
word count: 250+  
content area: Social Studies  
topic: slavery in the U.S.

**Level T**

## Summary & Standard

This historical fiction book tells the life of a slave girl in Virginia in 1859, Clotee Henley. Students will learn to view historic events through the eyes of a realistic character who was there.

## Making Connections: Text to Self

Ask students to think about the word *diary*. Have them discuss the reasons people keep diaries.

To extend the real-world connection, explain that a diary is a record of a person's day-to-day life and tells about his or her interests, ideas, hopes, and dreams. Point out that today some people have online diaries called blogs.

Discuss how blogs might be different from diaries of the past.

For additional teaching ideas and resources, see [www.pbs.org/wgbh/aia/home.html](http://www.pbs.org/wgbh/aia/home.html).

## Vocabulary

**Content Words:** abolitionists, Big House, conductor, master, mistreated, Quarters, slaveholders, underground railroad

**Essential Words:** freedom, plantation, slavery

**Related Words for Discussion:** amendment, Civil War, Constitution, economy, labor, profits, seceded, Union

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

## Supportive Book Features

**Text** The text is in chronological order, with the name of a day or a date as the head for each entry. Most entries are a page or less, and most sentences are short.

**Content** The Historical Note gives an overview of life in the United States in 1859. Photographs, illustrations, and maps offer support for understanding the information in the diary.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some students may have difficulty understanding the dialect of the slaves in the 1800s. Explain that colloquial language is informal. It is a natural way of speaking. Find a line from the book and point out that this is the way Clotee spoke.

**Vocabulary** Explain that words that end in *ing* end in *in'*; for example, *learnin'*, *shoutin'*, and *fannin'*. Some words, such as *'cause*, *'specially*, and *'bout*, use an apostrophe instead of the first syllable. Tell students that the word *Mas'* means "master."

## ELL Bridge

Help students understand Clotee's words and experiences by modeling how to read. Read aloud the entry about William on page 8. Write on the board difficult vocabulary and structure, such as *fussin'*, *whinin' 'bout*, *spoiled to a stink*, and *little piece of heaven*. Explore the pronunciations and the meanings of these words and phrases using kid-friendly definitions. Help students say formal pronunciations and spell colloquial words, such as *fussing*, *whining*, *about*.

## Developing Comprehension

### Understanding Historical Context

In order to understand a story set in the past, it is important to know the historical period in which it takes place, and how that time period is different from our own.

- Ask students when and where this story takes place.
- Have students tell how the time period affects the actions of the characters. Ask how the United States is different today from what it was during this time.
- Ask: *Why do you think it is important to remember that this is a story about a real person who lived in the 1850s?*

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

## Developing Phonics and Word-Solving Strategies

### Words with Multiple-Meanings

Remind students that some words have more than one meaning. Readers use context clues to help them figure out the meaning of the word.

- Discuss with students different meanings of the word *quarters*. (coins; places to live or stay) Have students find *Quarters* on page 14. Ask how context clues help them figure out the word's meaning. Make sure they notice that the capital letter and the context indicate *Quarters* is a place where slaves live.
- Ask students to use context to tell the meaning of the words *beat* and *switch* on page 31.

## Learning About Text Features

### Predictable Format

Explain that the book is easy to follow because it is written in a predictable way—in the form of a series of diary entries. Remind students that diary entries are written in chronological order although some gaps may occur between dates.

Invite students to find the first month and year mentioned in the book (March 1859) and the last (April 1860). Explain that all the action in the book takes place between these times.

## Developing Fluency

Read a passage aloud to model fluent reading. Tell students to notice colloquial language. Then have students read the passage aloud as a group.

## Learning in the Content Areas

**Talk About the End of Slavery** Lead a discussion about events in United States history that led to the end of slavery. Tell students that when Abraham Lincoln was elected president, Southern states seceded from the Union because they didn't agree with his stance on slavery. The Civil War eventually followed and the 13<sup>th</sup> Amendment to the Constitution finally abolished slavery.

**Develop Specialized Vocabulary** Explain that slave labor was an important part of this country's economy. It provided cheap labor, so landowners' profits were higher. Ask students to discuss slave labor. Encourage them to use words such as *economy*, *labor*, and *profits*. Ask:

*What kinds of work did slaves do?*

## Extending Meaning Through Writing

- Ask students to write a letter to Clotee telling her that they have read her diary. Have them include some things they learned about slavery from reading her diary, what freedom means to them, and how it is the same as or different from what they think freedom means to Clotee. Have students include any questions they have for her. **(Letter)**

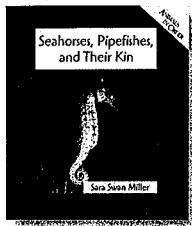
## Connecting to Other Books

*Get on Board: The Story of the Underground Railroad* by Jim Haskins

*Rosa Parks: My Story* by Rosa Parks



# Seahorses, Pipefishes, and Their Kin



by Sara Swan Miller  
text type: Informational  
word count: 250+  
content area: Life Science  
topic: ocean life

**Level T**

## Summary & Standard

This nonfiction book describes the bodies and habits of seahorses, pipefishes, and other related fish. Students will learn about the scientific method of classifying animals.

## Making Connections: Text to World

Students may have seen seahorses in books, aquariums, or even cartoon movies. Ask what they know about seahorses. Make a list on the board of their responses. As they read, tell them to look for these ideas to see whether they are true. Ask them to find three new things they did not know about seahorses.

For more information, resources, and links to online videos, see [www.sheddaquarium.org/SEA/fact\\_sheets.cfm?id=89](http://www.sheddaquarium.org/SEA/fact_sheets.cfm?id=89).

## Vocabulary

**Content Words:** ambush, ancestor, camouflage, divergent evolution, habitat, kingdom, mate, order, predator, prey, species

**Essential Words:** divided, evolved, horizontal, relative, vertical

**Related Words for Discussion:** belly, bony, eggs, fish, nest, ocean, plate, pouch, related, scales, snout, swim, traits

**Nonfiction Text Features:** about the author, chart, glossary ("Words to Know"), index, predictable format, resource list ("Learning More")

## Supportive Book Features

**Text** The book follows a predictable format. After introductory material, each spread describes the traits and behaviors of one species of fish. Each has a boxed head and classification information at the top of the left page and a photograph on the right.

**Content** The descriptions of the fish and their behaviors include concrete details and actions that are easy to understand and visualize.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text on the page is wide. If students have trouble tracking from left to right and then back to the beginning of the next line, suggest they use a finger to guide them.

**Vocabulary** Scientific terms, including Latin scientific names, may cause trouble. Explain that students can try to sound out scientific names, but being able to pronounce them is not necessary. Students can use the glossary to find definitions of italicized content terms.

## ELL Bridge

Discuss how these words are used both to name things (nouns) and to name actions (verbs): *ambush, mate, prey*. Give an example of each in context and have students tell you whether the word is naming a thing or an action. Then have students create their own sentences using the words both ways.

## Developing Comprehension

### Compare/Contrast

Remind students that comparing and contrasting helps readers understand the similarities and differences between things. It also helps us remember what we read.

- Read pages 6–7 with students. Ask in what ways all the fish in the Gasterosteiformes order are alike (*bony rings or plates, soft fin rays and pelvic fins, air bladders without tubes, primitive kidneys*) and different (*look different, not all care for their young*).
- Tell students to compare and contrast the different types of fish in the book as they read.

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

Point out that many of the fish names are actually compound words that describe the fish.

- Write *seahorse, pipefish, and tubesnout* on the board. Have students divide each name into two words.
- Tell students to look at each fish name as they read and see how it can be divided into two smaller words.

## Learning About Text Features

### Predictable Format

Point out to students how each spread that discusses a specific fish has the name of the fish and other classification information in a box at the top of the left page and a photograph on the right. Have students read page 12 and list the kinds of information it has. Tell students to look for this same kind of information about other fish they read about.

## Developing Fluency

Model how to pronounce multisyllabic scientific terms, such as *herbivorous*, 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 Seahorses and Related Fish** Discuss how scientists classify living things and why seahorses and their relatives have been grouped in the same order.

**Develop Specialized Vocabulary** Ask students to discuss some of the traits and behaviors of the seahorse and its relatives. Encourage them to use words such as *belly, bony, eggs, fish, nest, ocean, plate, pouch; related, scales, snout, swim and traits*. Ask:

*How would you describe all the fish in this order? How are some fish in the order different from others?*

### Extending Meaning Through Writing

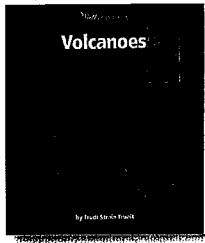
- Ask students to choose one of the four habitats (i.e., Atlantic Ocean, Pacific Ocean, Indo-Pacific Oceans, and fresh water) featured in this book and write a short essay comparing and contrasting the sea creatures that live in that habitat. (**Expository**)

## Connecting to Other Books

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

*Dive!: My Adventures in the Deep Frontier*  
by Sylvia A. Earle

# Volcanoes



by Trudi Strain Trueit  
text type: Informational Text  
word count: 250+  
content area: Earth Science  
topic: natural disasters

**Level T**

## Summary & Standard

This nonfiction book tells about the formation and characteristics of volcanoes, as well as the causes and effects of their eruptions. Students will learn how volcanoes result from changes in the earth's surface.

### Making Connections: Text to World

Students may have heard about Mount St. Helens and its devastating eruption in the State of Washington in 1980. Invite students to share what they have heard and to formulate questions they may have about volcanoes.

To extend the real-world connection, explain to students that lava, ash, and rock spew from an erupting volcano, and life surrounding a volcano is often destroyed. Ask: *Do you think the environment around a volcano can make a comeback after an eruption?* Ask students to explain their answers.

For additional teaching ideas and resources, see <http://interactive2.usgs.gov/learningweb/explorer/>.

### Vocabulary

**Content Words:** cinder cone, crater, fissure, seamount, sulfur dioxide, vent, volcanologist

**Essential Words:** eruption, lava

**Related Words for Discussion:** core, magma, pyroclastic, sulfur, tectonic plates

**Nonfiction Text Features:** charts, glossary, index, photographs, references, table of contents

### Supportive Book Features

**Text** Color photographs on most spreads strongly support the text by providing visual examples of eruptions and their aftermath. Charts also give detailed information on terms and statistics.

**Vocabulary** The information in the photographs, margin notes, and charts will help students define new words. A glossary is provided to assist students when context clues aren't enough.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** There is a vast amount of information explaining the science and geology of the earth and volcanoes.

**Content** A variety of science content-area words related to volcanoes and geology are introduced, such as *pumice*, *magma*, *pyroclastic*, and *sulfur dioxide*. Guide students to look for context clues and to use the glossary to help define these words.

## ELL Bridge

Write each content word on a self-stick note, and stick them all on the board. Have students take turns picking a word note and looking through the book for a picture that matches it. Have them stick the note on the picture as a label. Once the concept words have been placed, page through the book again and elicit from students other descriptive words to write on labels and attach to the pictures. Invite students to use these words to say one or two sentences about each picture.

## Developing Comprehension

### Summarizing

Explain that a good way to remember the most important points when reading is to summarize. Tell students that while reading, they should look for the main idea of a section of text, find the most important details, and then restate in their own words what the passage is about.

- The second paragraph on page 8 describes how Mount St. Helens was preparing to erupt. Have students summarize what happened.
- Ask students to choose a section from the book that they find interesting—such as Unique Peaks on page 21—and give an oral summary that only states the most important points.

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 Vivid Verbs

Remind students that in a sentence, verbs state action, thought, or being. Vivid verbs help readers form a clear picture in their minds about what is happening.

- Have students turn to page 27 and identify vivid verbs, such as *ooze*, *splatter*, *explode*, *bursts*, and *spew*. Discuss how these verbs help them picture the volcano's actions.
- As students read, invite them to identify and list on the board other examples of vivid verbs.

## Learning About Text Features

### Glossary

Explain to students that a glossary usually defines unfamiliar words from a book. Have students find *volcano* on page 8. Then have them find the word in the glossary and read aloud its definition.

## Developing Fluency

Model reading page 17 aloud with proper pace and intonation. Pay special attention to descriptive words and punctuation. Then have students practice reading the page aloud with partners.

## Learning in the Content Areas

**Talk About Nature's Forces** Invite students to discuss times when they have witnessed or experienced the destructive side of nature—a thunderstorm, a hurricane, or a blizzard. Invite them to share how the affected area began to recover after the event.

**Develop Specialized Vocabulary** Have students summarize what they have learned about volcanoes. Encourage them to use words such as *core*, *magma*, *tectonic plates*, *pyroclastic*, and *sulfur*. Ask:

*How are volcanoes an important part of the changing earth?*

### Extending Meaning Through Writing

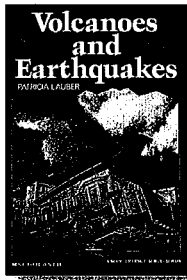
- Have students make a chart to compare the four kinds of volcanoes. Be sure they include type, lava flow, shape, and examples for each. **(Graphic Aid)**
- Then have students write a paragraph explaining the benefits of volcanic eruptions. **(Expository)**

## Connecting to Other Books

*Volcano: The Eruption and Healing of Mount St. Helens* by Patricia Lauber

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

# Volcanoes and Earthquakes



by Patricia Lauber  
text type: Informational  
word count: 250+  
content area: Earth Science  
topic: natural hazards

**Level T**

## Summary & Standard

This nonfiction book explains why volcanoes and earthquakes occur and what effects they have on Earth. Students will learn about natural forces that shape and reshape the surface of the Earth.

## Making Connections: Text to World

Ask students to think about the word *hazard* and what it means. Then have them identify some hazards. Ask: *What is an example of a natural hazard?*

To extend the real-world connection, tell students that Hurricane Katrina was a deadly storm that cost the U.S. billions of dollars. Discuss how other natural hazards, such as landslides, fire, floods, volcanoes, and earthquakes sometimes leave lasting changes on the earth.

For additional teaching ideas and resources, see <http://interactive2.usgs.gov/learningweb/>.

## Vocabulary

**Content Words:** avalanche, boundary, collapsed, eerie, fissures, heave, molten, observatory, pumice, radioactive, seismograph, sulphur

**Essential Words:** collide, crater, lava, magma, pressure, regions, theory

**Related Words for Discussion:** basin, contour, elevation, fractures, projectiles, topography, trough

**Nonfiction Text Features:** captions, cross-section diagrams, diagrams, index, maps, photographs

## Supportive Book Features

**Text** Information is organized into chapters with headings. Some chapters include subsections, which are identified by subheadings in a smaller type. Short sentences and the repetition of some key words help the reader understand the text.

**Content** The text retells the events of some natural disasters and includes scientific explanations. Each chapter builds on previous content. Many visuals, including cross-section and sequential diagrams, support the scientific concepts.

Praise students for specific use of "Behaviors to Notice and Support" on page 87 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Guide students who may find the breaking of sentences from page to page a distraction. Some students may need additional support understanding diagrams.

**Vocabulary** Help students understand terms such as *mantle* and *tsunami*, as well as any unfamiliar proper nouns that name locations.

## ELL Bridge

Help students understand verbs about plate movements and force, such as *buckle*, *bulge*, *collapse*, *collide*, *crumple*, *drift*, *heave*, and *tilt*. Demonstrate an action with strips of paper or other props to explain the meaning of a verb. For example, *Pushing one end of this paper makes it buckle*. Then state a simple sentence using the word such as *Roads can buckle in an earthquake*. Allow students time to demonstrate.

## Developing Comprehension

### Visualizing

Explain that visualizing means creating a picture inside your mind as you read. Readers use the author's descriptions as well as what they already know about the topic to visualize.

- Have students visualize what happened when the San Francisco earthquake struck (pages 12–14). Ask: *What picture do you see in your mind of people's homes and the streets as the earthquake struck?*
- Ask students to turn to pages 36–37 and visualize the scene of the eruption of the volcanic mountain, Tambora. Ask: *What picture do you get in your mind as the mountain erupts?*

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 synonyms are words with similar meanings. Have students read page 61 and discuss the meanings of *splintered*, *reeked*, *eerie*, and *raging*.

Encourage students to use a dictionary if they are unable to understand the meanings from the context clues. Ask: *What words could be synonyms for these words?* If students have trouble finding synonyms, suggest that the words *split*, *smelled*, *strange*, and *furious* are synonyms for *splintered*, *reeked*, *eerie*, and *raging*.

- Have students suggest synonyms for other phrases such as *bathed in fire*, *shuddered in the grip of an earthquake*, and a *giant puckered scar*.

## Learning About Text Features

### Cross-Section Diagrams

Explain that diagrams are labeled illustrations that show how something is made or how something works. A cross-section diagram shows a cutaway view of an object, exposing its inner parts.

Have students flip through the book and identify the cross-section diagrams. Ask them to note what the diagrams show.

## Developing Fluency

Model a choral reading of several paragraphs from different chapters, paying attention to your expression, volume, and pace. Have the class do a choral reading of the same paragraphs.

## Learning in the Content Areas

**Talk About Changes in Topography** Discuss changes to Earth's surface caused by different natural hazards. Talk about the book's photographs and display examples of land formations created by natural events. Possibilities include mountain and ridge elevations, fractures and fissures, troughs and basins, a new coastline contour, lava fields, and projectiles.

**Develop Specialized Vocabulary** Have students use their own words to tell what they learned about the shaping and reshaping of Earth. Encourage use of words such as *contour*, *elevation*, and *basin*. Ask:

*Why is it important to understand the mechanisms behind natural hazards and their effects on Earth?*

### Extending Meaning Through Writing

- Have students write a paragraph explaining how the movement of the plates of the Earth's crust causes volcanoes and earthquakes. Their explanation should include descriptions of three types of movement: drifting apart, colliding, and passing each other. (Expository)

## Connecting to Other Books

*Volcano: The Eruption and Healing of Mount St. Helens* by Patricia Lauber

*Yellowstone 1988: Summer of Fire* by Patricia Lauber