

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- Navajo Long Walk
- The Amazing Life of Benjamin Franklin
- Chasing Vermeer
- Dirty Tricks (Raven Hill Mysteries #5)
- Drita, My Homegirl
- Fair Weather
- Orphan Train Rider: One Boy's True Story
- The Power of Un
- Replay
- Something Upstairs

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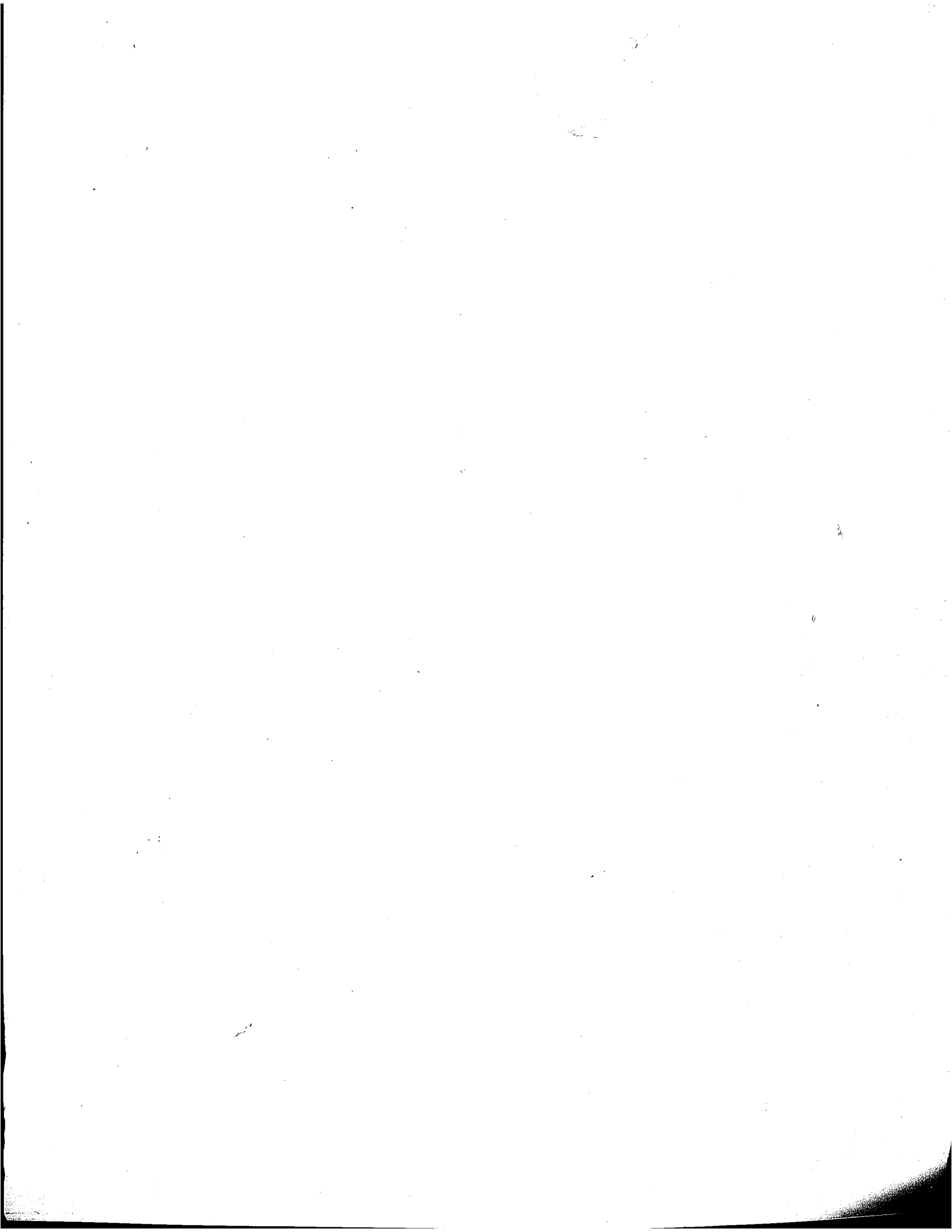
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Navajo Long Walk



Summary & Standard

This work of historical fiction tells the story of Kee, a young Navajo boy whose family is forced to leave their home in Arizona for an internment camp hundreds of miles away. Students will read literature about a wide range of historical periods and perspectives.

Author: Nancy M. Armstrong

Word Count: 250+

Genre: Historical Fiction

Theme/Idea: moving to a new place

Making Connections: Text to World

Invite students to share their knowledge about the roles Native Americans have played in United States history. Explain that in the early 1860s, a Native American tribe called the Navajos was forced to relocate to eastern New Mexico.

Extend the discussion by pointing out that the book students will read is the story of the Navajos during that period of time, starting with the relocation and tracing this historical event called The Long Walk. For more information about The Long Walk, see <http://reta.nmsu.edu/modules/longwalk/default.htm>.

Essential Words: burro, canyon, clan, corral, fort, herding, hogan, loom, mesa, Navajo, raiding, ration, reservation, tribe

Related Words for Discussion: force, friendship, loyalty, relocation, stealing, survival, territory, tradition

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.

Supportive Book Features

Text The narrative is divided into short chapters. Each chapter has an illustrated page, which is supportive of the text and helps students visualize the setting and characters.

Content Students will be fascinated by Kee's lifestyle and the challenges he confronts. Even if students are unfamiliar with the historical period, they should empathize with Kee's concern about his parents and longing for home. Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Vocabulary Students may be unfamiliar with names of Native American tribes like *Ute*, *Hopi*, *Oraibi*, and *Comanche*. They may also need assistance with some content-specific vocabulary like *piñon nuts*, *moccasins*, and *sheepskin*. Guide students to use context clues to figure out meaning.

Content The story is told from a Navajo boy's point of view but also holds the tribe accountable for their raids. Help students understand the tension between the Navajos being portrayed as both victims and at fault by providing background on the early 1860s.

ELL Bridge

Help students become more familiar with the characters in the book. Have students draw on a large sheet of paper a picture and name of an assigned character. Then have them create an idea web around the picture, listing important information about the character and what that character's name tells us about his or her personality. Ask students to work in small groups and summarize what they learned to the other groups. Then display the posters in class.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students describe the animals in the story and the different roles they play. Then discuss the relationships between the characters and the animals (e.g., Wise One's relationship with Small Burro; Kee's relationship with Smoke and Little Mare; Hasba's relationship with her sheep).

Thinking Beyond the Text

Have students analyze Kee's evolving perceptions of white men. Ask: *How does Kee feel about the white men at the beginning of the book? How do his feelings change when Kee takes care of Smoke, learns English, and becomes friends with Jeff?*

Thinking About the Text

Point out that Wise One often makes predictions that come true. (See pp. 7, 9, 13, 29, 37, and 46.) Ask students: *What role does Wise One play in the story? Why are her predictions always correct?*

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, and a cause may have several effects.

- Ask students to identify the effect that results when the U.S. soldiers drive away sheep from the mesa and burn the Navajo's crops. (The Navajos surrender.)
- On page 27, ask students to identify the cause that makes Small Burro get up from his spot when he refuses to budge. (Wise One hits him with a stick.)
- Have students identify some of the effects of Kee's friendship with Jeff. (Jeff learns to ride a horse; Kee learns to swim.)

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

Using Proper Nouns

Explain that a proper noun names a specific person, place, or thing and begins with a capital letter. Then explain that many of the names in this book are examples of proper nouns which are unique to Native American culture—they describe specific qualities of the characters.

- Write *Strong Man* on a chart or on the board. Ask students to explain what information the name tells readers about Kee's father.
- Repeat with *Wise One*, *Gentle Woman*, and *Gray Dog*. Then invite students to find other examples in the book.

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 Learning Lessons Discuss how Kee and his family have changed when they finally return home. Ask: *Which of Kee's opinions has changed when he is reunited with his father? What events in the book led to this change?*

Extending Meaning Through Writing

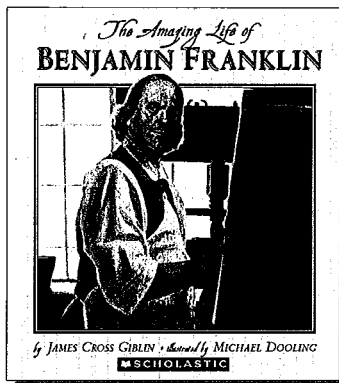
- Have students write a letter to Jeff, from Kee's perspective, updating Jeff about his return home. (**Letter**)
- Have students tell whether or not they think it was a good idea for Strong Man to go into hiding when his family went to the reservation, and why. (**Persuasive**)

Other Books

Kinaaldá: A Navajo Girl Grows Up by Monty Roessel

And It Is Still That Way: Legends Told by Arizona Indian Children by Byrd Baylor

The Amazing Life of Benjamin Franklin



Summary & Standard

This nonfiction book tells about the remarkable life and accomplishments of Benjamin Franklin. Students will read a variety of genres to better understand various aspects of the human experience.

Author: James Cross Giblin

Word Count: 250+

Genre: Biography

Theme/Idea: serving others

Making Connections: Text to World

Students may have prior knowledge about Benjamin Franklin. Discuss what students know about this publisher, scientist, inventor, and statesman.

Extend the real-world connection by talking about the events surrounding the American Revolution and the founding of the United States. Point out that many patriotic individuals, such as Ben Franklin, had to make painful choices in order for the United States to become an independent country.

For additional teaching ideas and resources, see www.teachingbenfranklin.org.

Vocabulary

Essential Words: assembly, assignment, confined, departure, distributed, intrigued, reluctant, resume, sympathetic

Related Words for Discussion: compromise, decision, petition, process

Genre

Biography Remind students that a biography features details and events of a real person's life. It is often, but not always, told in the order in which the events happened.

Supportive Book Features

Text Short sentences and numerous illustrations make the text easy to understand. Information at the back of the book includes important dates and events in Franklin's life and descriptions of some of his inventions and sayings.

Content Students will most likely be familiar with some of the inventions of Benjamin Franklin and some of the historical references in the book.

Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no chapters to break up the lengthy text. Suggest that students briefly summarize events on each page before continuing to read.

Vocabulary Some of the terms used in the book, such as *representatives* (page 39), may be unfamiliar to students. Use a discussion of the structure of the U.S. government to help students understand the terms.

ELL Bridge

Display an almanac and explain that it is a reference book that comes out once a year. An almanac includes lists and tables, such as a calendar, star charts, weather forecasts, and short articles. Have students look at the sayings from *Poor Richard's Almanack* on page 43. Model reading the sayings with appropriate intonation. Then have students read aloud each saying and explain its meaning.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss with students the sequence of events in Franklin's life. Have partners develop time lines that hit broad high points, such as when Franklin moved to Philadelphia, when he first went to London, and so on.

Thinking Beyond the Text

Talk about the "hard" choices Franklin had to make as he helped create the United States. (He broke with his son; he was gone from his wife for many years and was away when she died.) Ask: *Why might someone make such sacrifices? What goals do you think are worth the kinds of painful sacrifices Franklin made?*

Thinking About the Text

Have students notice and point to specific examples of how the writer makes the biographical information more lively. Point out on page 21 the author's use of *surprised* in the first sentence. Explain that the writer has included Franklin's thoughts and feelings. Ask students to locate other examples.

Uncovering Text Structure

Help students understand the progression of ideas about Ben Franklin's life by calling their attention to the large uppercase letters that appear in the text.

- Point out that the large capital letters often occur at the beginning of a new page of text or after a large paragraph break. Ask: *What is the purpose of these capital letters?*
- Have students read examples of the sentences that begin with the large uppercase letters. Ask: *How does each statement tell you what the section of text that follows might be about?*

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

Compound Words

Remind students that a compound word is made of two or more smaller words. The meanings of the smaller words may often be used to help figure out the meaning of the compound word.

- Write the following words on a chart or on the board: *bricklayer, newspaper, steamship, homesick, newborn*.
- Have volunteers identify the smaller words in each compound word and give their meanings.
- Help students figure out the meanings of the compound words. For example, *bricklayer* is "a person who lays bricks," also called a mason.

Developing Fluency

Have students select a paragraph and read it aloud to a partner. Remind students to read at a good pace, reading the text as they would say it.

Oral Language/Conversation

Talk About Decisions Remind students that Ben Franklin made decisions that affect us today. Talk about decision making and ask students why compromise and sacrifice are sometimes necessary in the process.

Extending Meaning Through Writing

- Have students write a short play about the last conversation between Ben Franklin and his son William. (**Narrative**)
- Have students explain three things that Benjamin Franklin did that they find the most impressive. (**Expository**)

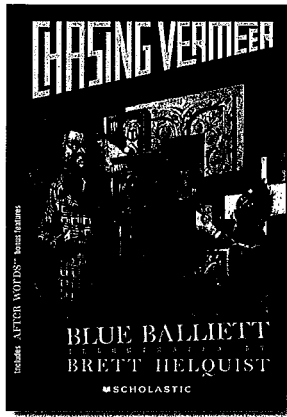
Other Books

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

Thomas Jefferson, Man with a Vision by Ruth Crisman

Chasing Vermeer

**GUIDED
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Fiction Focus
2nd Edition



Summary & Standard

This mystery is about two sixth-grade students who use clues, coincidences, and mathematical puzzles to solve the mystery of the theft of a painting by Vermeer. Students will comprehend basic plots of a variety of fiction genres.

Author: Blue Balliett

Word Count: 250+

Genre: Realistic Fiction/Mystery

Theme/Idea: analyzing clues and coincidences

Making Connections: Text to Self

Invite students to talk about how they solve problems in subjects such as math and science. Have them compare and contrast this with the way they solve problems in everyday situations. Ask: *What skills do you think are most important for problem solving?*

Explain that in *Chasing Vermeer*, two children use their problem-solving skills to solve a crime. They look for patterns, observe people, examine coincidences, and do research. Invite students to discuss how they have used these same skills. For additional information about the author, her books, and additional puzzles, see www.scholastic.com/blueballiett.

Vocabulary

Essential Words: collaboration, inexplicable, irresistible, labyrinth, mediocre, occurrence

Related Words for Discussion: coincide, coincidence, deliberate, premonition, random

Genre

Realistic Fiction/Mystery Remind students that a mystery is a story about a puzzling event, such as an unsolved crime, and the clues that help explain it.

Supportive Book Features

Text The book is divided into numbered and titled chapters. Chapters are subdivided with “XXX,” denoting a scene change. A map of the setting, an explanation of pentominoes, and interviews with the author and illustrator enhance readers’ understanding of the story.

Vocabulary Students will be familiar with most of the vocabulary. Plentiful context clues will help them grasp unfamiliar words.

Praise students for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The book includes text from other sources—a letter (page 1), a notebook (pages 18 and 46), a book (page 42), and a newspaper article (pages 63–64). Point out that this text uses different fonts and is indented. Some text is in code. Copy and display the key on page 57 to make it easier for students to decipher it.

Content Clues are not always obvious. Students likely will not be able to solve the mystery on their own using only the clues in the illustrations and the text. Encourage them to read for enjoyment and with an open mind.

ELL Bridge

Have students use pentominoes (geometric math puzzles) to understand the story. Use the information at the beginning of the book to draw the twelve pentominoes on the board. Label each one according to the letter it represents. Then have students follow along on page 184 as you read aloud the passage about the word game. Ask students to contribute additional words according to the game described by Mrs. Sharpe. Have them connect their words to the story.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the events that lead to the painting's recovery and the thief's identity. Discuss how seemingly unconnected events later are connected at the story's end.

Thinking Beyond the Text

Explain that Petra learns from Charles Fort's book that, depending on how people look at things, their world can change completely.

Ask: In what ways do characters in the story see only what they want to see? How does changing the way they view things help Petra and Calder solve the crime?

Thinking About the Text

Have students notice how the author works pentominoes and the number 12 into the story. *Ask: How do pentominoes help the characters solve the crime? Are their appearances coincidental or not? Why do you think the author included them?*

Understanding Plot

Remind students to notice how story events are connected. Explain that because the story is a mystery, students should also be aware of possible clues. Point out that some events will provide clues and others will be "red herrings," or misleading information.

- On pages 92–95, Petra and Calder learn that the painting is no longer in the National Gallery. *Ask: What is Petra's premonition? What do you think is the meaning of Calder's puzzle piece? How does this event lead to the core problem?*
- On page 207, the children think they run into the same man they saw at the post office. *Ask: Why are Petra and Calder suspicious of this man? Why does this event turn out to be a red herring?*

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 context clues are the words and sentences surrounding an unknown word that help explain its meaning.

- Point out the sentence containing the word *labyrinth* on pages 14–15. Model how to use surrounding words and sentences to learn that *labyrinth* means "a complicated network of passages."
- Continue this exercise for other words, such as *correspondence* on page 182, *dismissal* on page 186, *compartment* on page 188, and *newel posts* on page 195.

Developing Fluency

Model fluent reading of a page of the book, stressing appropriate pauses and emphasis for commas, quotation marks, and end punctuation. Then have each student read aloud the same passages in small groups.

Oral Language/Conversation

Talk About Coincidence Explain that a coincidence is an accidental combination of events that seem related. Petra and Calder wonder whether events in the story are coincidental or deliberate. Discuss some coincidences students have experienced.

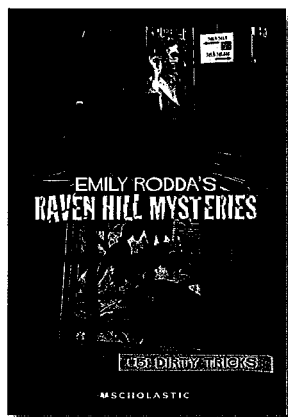
Extending Meaning Through Writing

- Have students develop a time line of important events involving the missing painting. (**Graphic Aid**)
- Have students write a letter from Ms. Hussey to her students, retelling parts of the story from her perspective. (**Narrative**)

Other Books

The Girl in the Window by Wilma Yeo
Replay by Sharon Creech

Dirty Tricks (Raven Hill Mysteries #5)



Summary & Standard

Richelle and her friends get a challenging homework assignment that sends them to the local library, where they find themselves at the center of a mystery. Students will comprehend basic plots from a variety of genres.

Author: Emily Rodda

Genre: Mystery

Word Count: 250+

Theme/Idea: working cooperatively to solve a problem

Making Connections: Text to World

Build on students' interest and knowledge of puzzles to discuss mysteries. Explain that mysteries are a type of puzzle. Clues in a mystery are like the pieces of a puzzle.

Extend the real-world connection by talking about detective work. Explain that police detectives act fast when there is a crime. They observe the scene and note all relevant clues. They talk to witnesses and follow any promising leads that help them come closer to solving the mystery of the crime. Ask: *What kinds of clues do detectives look for?*

For additional resources on mysteries, see <http://www.mysterynet.com>.

Vocabulary

Essential Words: amazement, budget, cooperate, evidence, faculty, sympathetic

Related Words for Discussion: case, diligent, investigation, observant, perceptive

Genre

Mystery Remind students that a mystery is a story about a puzzling event, such as an unsolved crime, and the clues that help explain it.

Supportive Book Features

Text A table of contents and chapter titles make the book easy to navigate. The typeface is small, but the large spacing between lines makes it easy to read.

Content Students will be able to identify with the lives of the main characters. Each chapter reveals a chunk of information about the mystery, which makes the story easy for readers to follow.

Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by the decorative graphic that appears sporadically throughout the book (see page 2). Point out that this graphic indicates a change in time or setting within chapters.

Vocabulary One of the characters introduces difficult vocabulary in his discussion of a number of different kinds of phobias, such as *murophobia* (page 40). Remind students to use context clues to figure out meaning.

ELL Bridge

Help students improve their observation skills and descriptive vocabulary. Invite volunteers to dress up with simple costumes and props—hats, glasses, and so on. Have them dress in the hall, then reenter the room and walk around for about one minute before exiting. Ask the rest of the group to observe them, then jot down what they remember about each person. When the volunteers return to the room, compare the observations with reality. Discuss the importance of accurate observation in solving a mystery.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize what they know about Mr. Raven and his assignment. Talk about how this schoolwork connects to the mystery at the local library. Discuss how Mr. Raven's interactions with library staff members inform Richelle and her friends.

Thinking Beyond the Text

Ask students to analyze the clues that the Help-for-Hire group found. Ask students what they learned from the trick that caused flour to fall on Mr. Molly's head. Talk about how this trick was different from the *Bleak House* trick with the ripped books. Have students explain what they predicted would happen after the gang found clues in the storeroom, followed by the dead mouse. Talk about how each clue brought the detectives closer to solving the mystery.

Thinking About the Text

Have students look back at the title for each chapter. Discuss how these titles lead into each section and what they say about the tone the author set for the story.

Making Inferences

Help students make inferences as they read. Remind students that making inferences helps readers draw conclusions from events in a story.

- As the mystery unfolds, readers learn that the Phantom must be someone who is in the library often. Ask: *How do we know this?*
- Point out to students that Tom is eager to get involved in the case. Ask: *Why do you think Richelle is hesitant at first? Why does she change her mind?*

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

Suffix *-ion*

Remind students that the suffix *-ion* means "the act of doing something." Point out that recognizing this word part can help students read unfamiliar words.

- Write *interruption* on a chart or on the board. Have students identify and define the base word (*interrupt*). Explain that *interruption* is the act of interrupting someone or something.
- As students read, have them find other words with the suffix *-ion*, such as *instructions* and *excursion* on page 10.

Developing Fluency

Have pairs select two pages in the book that have dialogue. Have one student read paragraphs as the narrator and the partner read all paragraphs with quotation marks.

Oral Language/Conversation

Talk About Detectives Discuss qualities of a good detective. Have students talk about what it takes to solve a case alone or, more importantly, as a part of a team. Mention that detective work in real life may not be as thrilling as it is in fiction, but that all detectives share traits, such as patience and curiosity.

Extending Meaning Through Writing

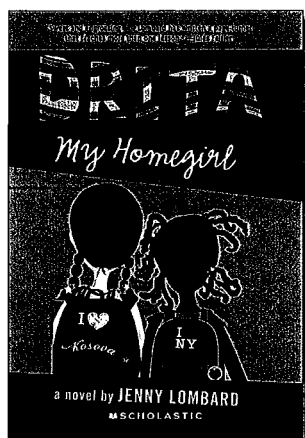
- Have students create book jackets for *Dirty Tricks*, including a new title, cover illustration, and summary. (**Descriptive**)
- Ask students to design a chart that shows the problems, clues, and solutions of the story in a visual style. (**Graphic Aid**)

Other Books

Change the Locks by Simon French

The Girl in the Window by Wilma Yeo

Drita, My Homegirl



Summary & Standard

Drita, a refugee from war-torn Kosovo, has recently settled in New York City. Maxie, a high-spirited African American, still suffers from her mother's death three years earlier. The two find in each other what each truly needs: a good friend. Students will read to better understand the various cultures of the United States and the world.

Author: Jenny Lombard

Genre: Realistic Fiction

Word Count: 250+

Theme/Idea: friendship bridging different backgrounds

Making Connections: Text to Self

Students may have personal experience with moving away, being in a new school, or having a new student in their class. Ask students how it might feel to be in a new place and how others might act toward a new person in their midst.

Extend the connection by telling students that *Drita, My Homegirl* is about a girl who moves to the United States from a place that was suffering from a brutal war at the time of the story. Use a map or globe to locate the Balkan area and Kosovo, now an independent republic.

For information, resources, and related activities about Kosovo, see <http://www.nytimes.com/learning/general/specials/kosovo/lessons.html>.

Vocabulary

Essential Words: appreciate, challenging, concentrate, insult, translate, weird

Related Words for Discussion: accept, culture, differences

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that could happen in real life.

Supportive Book Features

Text The chapters are narrated by alternating points of view—Drita's and Maxie's; the chapter title tells who is speaking, and each point of view has its own distinctive typeface. Albanian words and phrases are italicized.

Vocabulary Albanian words and phrases used throughout the story are usually clearly defined in context.

Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Pages are text-heavy, with no illustrations. Remind students of the importance of visualizing.

Vocabulary Drita's chapters are written in a dialect that an Eastern-European immigrant might speak. Her words include improper grammar (*before I am coming to this country*) and phonetic spellings (*Com . . . falloh me*). Suggest students use context and "hear" the words in their heads as they read to help them figure out what Drita means.

ELL Bridge

Have students partner and discuss what Drita is going through in her attempts to learn the English language and American customs. Ask them to compare Drita's challenge with a challenge they've faced in their own lives. Have students write a paragraph comparing and contrasting Drita's experiences with their own, then share paragraphs with their partner.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students talk about the characters and plot. Ask: *What is Drita's main problem in this story? What is Maxie's main problem? How does each girl help the other resolve her problem?*

Thinking Beyond the Text

Ask students to draw conclusions about characters' motivations. Ask: *Why does Maxie act the way she does toward her father's friend Lisa? Why does Maxie's teacher assign her to do a research report on Drita? Why does Drita's mother behave as she does?* Talk about how these motivations make the characters seem more like real people.

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 alternating the girls' points of view. Ask: *What do readers learn about the characters from this structure?*

Comparing and Contrasting

Help students understand that good readers think about how things are alike and different. Comparing and contrasting characters helps readers understand and appreciate a story.

- Ask: *In what ways are Drita and Maxie alike? In what ways are the girls different?*
- *How are the grandmothers of the two girls similar?*
- *In what other ways are their home situations alike? Different?*
- Discuss how these comparisons and contrasts enhance 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

Informal Language

Remind students that sometimes a writer uses slang and other kinds of informal, or everyday, speech to make the characters sound like real people. Context can help a reader understand words.

- Have students turn to page 22 and find the phrase *pretty fly*. Ask what the slang term *fly* might mean. (nice-looking)
- Have students locate other informal speech that Maxie uses and discuss its meaning. Then point out Drita's use of the word *kool* on page 89. Ask students what it tells them about her. (She is picking up slang from Maxie.)

Developing Fluency

Have partners read the dialogue on page 29. Tell students to read with appropriate expression.

Oral Language/Conversation

Talk About Bridging Differences Lead a discussion about getting to know people from different cultures or backgrounds. Discuss how the girls treated Drita at first and how and why Maxie's view of Drita changed. Encourage students to share similar personal experiences.

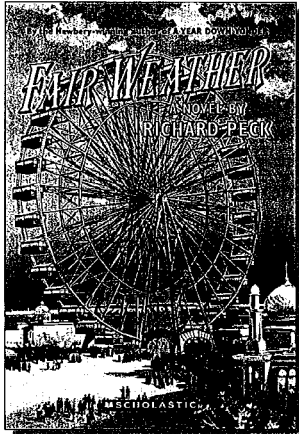
Extending Meaning Through Writing

- Have students make a character web for Drita or Maxie and then write a character sketch. (**Graphic Organizer/Descriptive**)
- Have students write an account about a time when they met someone different from themselves. Ask them to share what they learned. (**Narrative**)

Other Books

One Potato, Tu by Gayle Pearson
The Star Fisher by Lawrence Yep

Fair Weather



Summary & Standard

After being exposed to the wonders of turn-of-the century Chicago and the World's Columbian Exposition, Rosie and her siblings learn more about the world and help their Aunt Euterpe break free from her lonely life. Students will read literature about a wide range of historical periods and perspectives.

Author: Richard Peck
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: expanding horizons

Making Connections: Text to World

Provide background about the 1893 World's Columbian Exposition, known as Chicago's World Fair. Visitors to the fair were awestruck by many of the inventions on exhibit.

Extend the real-world connection by talking about how inventions change people's lives. Discuss how the Internet, computers, or cell phones have affected people's lives. Note that new ideas or technology expand our horizons.

For additional teaching ideas and resources about the World's Columbian Exposition, see <http://xroads.virginia.edu/~ma96/WCE/title.html>.

Vocabulary

Essential Words: achievements, exposition, plight, progress, society, spectacle

Related Words for Discussion: awakened, confined, ignorance, inspired, motivated, restricted

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 narrative is told in chronological order and divided into chapters with titles. Period photographs and an author's note provide information about the historical setting.

Content Although the author mentions many aspects of life at the turn of the last century that will be unfamiliar, most are explained in the book. Use encyclopedias or other resources to research any that may be puzzling for students.

Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The narrator uses informal language peppered with colloquialisms and idioms that may confuse students. Point to *Little pitchers have big ears* (page 6) as an example. Explain that this colloquialism means that children often overhear things that they should not.

Vocabulary There are words such as *cravat* (page 47), *celluloid* (page 47), *charabancs* (page 83), *landaus* (page 83), and *reticule* (page 31). Encourage students to list challenging words to look up in a dictionary after reading.

ELL Bridge

Build comprehension by asking simple questions about story elements after each chapter. These questions will help students stay focused on the content and structure of the story. For example, read aloud with students the section on pages 78-82 that deals with Aunt Euterpe's plight. Ask: *What things do we learn about Aunt Euterpe's marriage here? What problems is she facing now?* Write notes or key words from students' answers on a chart or on the board.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss how the children's visit changes Aunt Euterpe's life. Ask: *How are things different for Aunt Euterpe at the end of the story? How did the children and Granddad help her?*

Thinking Beyond the Text

A main theme in this story is how Rosie's outlook on life develops. She goes from wanting to stay tucked away from the world at home (page 43) and feeling that the fair is "too much world for [her]" (page 63) to being inspired with the idea that women can do great things (page 87). Discuss why Rosie changes as she does, and how these changes relate to the setting of the fair.

Thinking About the Text

Point out that the author often creates humor by following a serious or grand event with an anticlimactic (less important or dramatic) comment, such as Buster noting that he is hungry right when Rosie's emotions are being overpowered by the fair (page 64). Ask students to identify some other ways the author creates humor in this story.

Reading Informal Speech

Rosie and her family use slang words and informal diction, some of which might be unfamiliar to readers.

- Point out on page 19 where Mama corrects Lottie's grammar. Ask students why Mama is so particular here about Lottie speaking correctly.
- Ask students to find examples of characters who use formal language and those who speak informally and to draw some conclusions about why each character speaks the way he or she does.

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

Colloquialisms and Idioms

Explain that a colloquialism is an informal word or phrase used by a particular group of people, such as *gonna* or *ain't*. An idiom is a word or phrase with a meaning different from the literal meaning of its parts, such as *threw me a curve*.

- Point out the expression *fixing to* (page 22) and work with students to use context to define this phrase. Have students identify and define other colloquialisms, such as *get-ups* (page 42) and *geezer* (page 47).
- Point out the idiom *cast her eyes up* (page 13) and work with students to use context to define it. Then have students identify and define other idioms, such as *at the end of her rope* (page 17) and *cat had our tongues* (page 58).

Developing Fluency

Model reading aloud with expression a section of the book that contains dialogue from several different characters, such as that on pages 76-78. Then have students practice reading the section with a partner, using expression.

Oral Language/Conversation

Talk About Personal Growth Lead a discussion about how learning about new things in the world can help you develop as a person. Ask: *How can seeing a new invention or hearing new ideas change someone for the better?*

Extending Meaning Through Writing

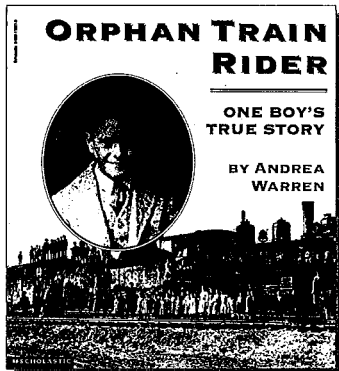
- Have students write guidebook entries describing three attractions that the characters see at the fair. (**Descriptive**)
- Have students write a letter from Rosie to her mother about how Chicago life is different from life back home. (**Letter**)

Other Books

Visiting a Village by Bobbie Kalman
A Light in the Storm by Karen Hesse

Orphan Train Rider: One Boy's True Story

**GUIDED
READING
PROGRAM**
Fiction Focus
2nd Edition



Summary & Standard

For nearly 80 years, in the United States, orphan trains served as “placing out” programs to find homes for children. This book follows the true story of a boy who was abandoned by his father but later found a loving family. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Andrea Warren

Word Count: 250+

Genre: Biography

Theme/Idea: finding homes for children

Making Connections: Text to World

Explain that orphan trains transported children whose parents had died or could not take care of them to new families in other parts of the United States. More than 200,000 children rode orphan trains between 1854 and 1930.

Extend the connection by discussing the challenges someone might face who has to leave everything behind and move to an unfamiliar place. Ask: *How might that person feel? How might he or she react? What challenges might that person face?*

For additional information and resources, see <http://www.orphantraindepot.com/>.

Vocabulary

Essential Words: abandon, adopt, charity, immigrant, orphan, orphanage, society, suspicious, welfare

Related Words for Discussion: commitment, expenses, recommend, responsibility, wages

Genre

Biography Remind students that a biography features details and events of a real person's life and may be told in the order in which the events happened.

ELL Bridge

To prepare students for reading, preview some of the words essential to the story, such as *adopt* (page 13), *arrangement* (page 34), *committee* (page 26), and *matron* (page 29). Demonstrate how to use a dictionary. Help students pronounce each word and read its meaning. Ask them to write down the words and a brief definition for each. Encourage them to list new or difficult words as they read, in order to look them up later.

Supportive Book Features

Text Chapters alternate between Lee's story and a broad historical account of orphans in the United States, which adds context and depth to Lee's struggle. The book includes photographs, facsimiles, and an index.

Vocabulary Most words will be familiar. Clues for others can be found in context. For example, *impression* and *prospective* (page 34) can be understood based on their context: *Many were taught manners . . . so that they would make a good impression on prospective parents.*

Praise students for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many pages have a large amount of text. Encourage students to study the photographs of the people discussed. Have them relate the content of the photo to the content of the text.

Content The treatment of orphaned children may upset some readers. Allow students to voice their concerns. Mention that society has responded by enacting laws to protect children. Show sensitivity, as some students may have been adopted or may be foster children.

Teaching Options

Developing Comprehension

Thinking Within the Text

Lead a discussion about life in the Jefferson County Orphan Asylum. Talk about the children's meals, hunger, and mistreatment. Ask: *Why did Lee get into fights there? What happened to Lee after the orphan train took him away from the orphanage?*

Thinking Beyond the Text

Ask students why Lee's connection to his father was so important to Lee. Have them discuss how this connection influenced his experiences throughout his life.

Thinking About the Text

Ask students why they think the author chose to alternate the text between providing general information about orphan trains and tracing the experiences of one child. Discuss how Lee's story impacts the account of the orphan trains. Have students think about and discuss how the account would be different if Lee's story were not included.

Identifying Problems and Solutions

Tell students that authors often frame their stories and accounts in terms of a problem and how it is solved.

- After students have read Chapter 4, have them discuss the problems facing children and families in the 1850s and the solutions proposed by Charles Brace.
- Have students discuss the pros and cons of these solutions. Ask: *Do you think these solutions created new problems in need of new solutions? Why or why not?*

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

Idioms

Remind students that some expressions cannot be understood based on their literal meanings. Discuss the meanings of the idioms *all ears*, *get over*, and *miss the boat*.

- Ask students to turn to page 56. Read the third paragraph. Discuss the literal and figurative meanings of *pull your weight*.
- Have students point out other idioms as they read and discuss their literal and figurative meanings. Examples include *put down* (page 18) and *holding up [the line]* (page 28).

Developing Fluency

Model for students how to read fragments and quotations. Read aloud the quotation from Charles Brace on pages 21–23 as students follow in their books. Then have students repeat sentences and phrases after you.

Oral Language/Conversation

Talk About Terms and Conditions Have students read and discuss the posters on pages 34 and 48. Ask how the terms and conditions laid out in the posters may have influenced townspeople's expectations and the orphans' experiences.

Extending Meaning Through Writing

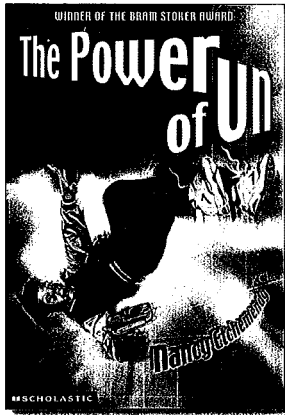
- Have students write a paragraph describing the children who rode the orphan train. **(Descriptive)**
- Have students write a journal entry Lee might have written after finding his brother Ross and talking with him on the telephone. **(Narrative)**

Other Books

The Journey Home by Isabelle Holland

The Orphan of Ellis Island by Elvira Woodruff

The Power of Un



Summary & Standard

Gib Finney finds a device that can take him back in time to undo his mistakes, but he doesn't know what effect this will have on the future. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Nancy Etchemendy

Word Count: 250+

Genre: Science Fiction

Theme/Idea: changing the future

Making Connections: Text to World

Students will most likely be familiar with stories about time travel. Invite students to discuss movies and other books that use time travel in their themes.

Extend the real world connection by explaining that some scientists, including Albert Einstein, agree that time travel (forward, not backward) is possible. Invite students to discuss the idea.

Ask: For what reasons would you want to travel through time? What could be the benefits? What problems might time travel cause?

For additional information about time travel, see <http://www.pbs.org/wgbh/nova/time/>.

Vocabulary

Essential Words: beckon, ferocious, humiliation, ironic, nonchalant, obsessed, ominous

Related Words for Discussion: alter, circumstance, dilemma, inventive, technological, technology

Genre

Science Fiction Remind students that science fiction is a story that deals with scientific subject matter and may be set in the future.

Supportive Book Features

Text A table of contents outlines the short, easy-to-read chapters in the book. Chapter titles give some indication of what readers can expect. The author uses cliffhangers at the end of many chapters to keep interest high.

Vocabulary The vocabulary is generally accessible and easy to comprehend. Abundant context clues will help students determine the meaning of many of the more difficult words, such as *déjà vu* on page 86.

Praise students for specific use of “Behaviors to Notice and Support” on page 99 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The sequence of events is complicated; frequent time changes lead to alternative versions of the same event. Work as a class to chart events in the story chronologically.

Content While the description of Roxy’s accident is not graphic, students may be disturbed by what happens to her. Discuss the passage objectively, in terms of its function. Point out that it is necessary to this fictional story because if Roxy were not injured, Gib would have no good reason to use the unner.

ELL Bridge

Have students use a chain-of-events graphic organizer to summarize and keep track of key events in the story and how they are later affected by the unner. As students read to Chapter 6, ask them to record on the chart the events that lead to Roxy’s accident. Ask them to predict which events Gib might change and what his goal or desired outcome is. When they continue with the story, have students compare their predictions to what actually happens.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what happens in the story before and after Gib is given the unner. Have them identify the events that occurred as a result of the unner's technology.

Thinking Beyond the Text

Have students review Gib's moral dilemma on page 87. Ask: *Why is Gib unsure about using the unner to avoid the embarrassing argument with Rainy?* Encourage students to explore the issue further. Ask: *What if everyone had an unner? Would it be possible to play games fairly or to enforce laws? Would bad things still happen? Why?*

Thinking About the Text

Have students notice that the author uses scientific-sounding explanations to make time travel seem realistic (page 103) and technological details to make the unner more believable (pages 68-69). Ask students to look for other technological explanations that make the story more believable.

Understanding Cause and Effect

Remind students that an effect is what happens; a cause is what makes it happen. An effect may have several causes. Understanding causes and effects helps a reader understand relationships between story events.

- Say: *One effect in the story is that Rainy tells Gib's parents that she cannot babysit. What causes lead to this effect?*
- Say: *Gib doesn't know which events to change to prevent his sister's accident. When he first goes back in time, what does he think he needs to change?*
- Point out that Gib makes sure that Roxy is never alone at the carnival. Ask: *What effect does this have on the accident?*

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

Prefixes

Remind students that prefixes are word parts added to the beginning of a base word.

- Explain that the prefixes *un-*, *in-*, and *im-* can mean "not" or "the opposite of" when added to a base word. For example, *impolite* means "not polite."
- Have students find and read aloud the sentence on page 22 that contains the word *unbelievable*. Point out that this word means "not believable." Have students reread the sentence, substituting this meaning for the word.
- Repeat with *invisible* (page 23), *uncertain* (page 76), and *immoral* (page 87).

Developing Fluency

Select a place in the book where there is interesting dialogue. Have students perform it as a Readers Theater.

Oral Language/Conversation

Talk About Technology Remind students that the unner is a technological tool that lets Gib go back in time and undo the past. Discuss with students technology they would like to see developed and why.

Extending Meaning Through Writing

- Have students create a cause-and-effect chart for the story, clearly labeling points at which the unner changed the future. **(Graphic Aid)**
- Have students write an alternate ending in which Gib is able to use the unner one last time to save everyone, including himself. **(Narrative)**

Other Books

Animorphs: The Message by K. A. Applegate
REM World by Rodman Philbrick

Replay



Summary & Standard

Leo feels like a forgotten part of his large family until he finds a journal his father kept when he was thirteen years old. Then Leo realizes that people are not always what they seem to be. Students will accurately identify the theme or author's message in a grade-level-appropriate text.

Author: Sharon Creech

Word Count: 250+

Genre: Realistic Fiction

Theme/Idea: understanding family dynamics

Making Connections: Text to Self

Ask students to share the different life roles they play, such as son or daughter, brother or sister, student, pet owner, and ball player.

Tell students that as we grow, our roles in life change, but we all play many different parts.

Ask: What kinds of roles would you like to have as adults? How might people's roles change as they get older? Invite students to discuss how they can "practice" for certain roles by joining clubs or teams that interest them or by choosing a field of study in college.

For additional teaching ideas and resources, see http://www2.scholastic.com/browse/collateral.jsp?id=337_type=Contributor_typeId=1811.

Vocabulary

Essential Words: abysmal, anonymous, inappropriate, inconsolable, initiative, vaguely

Related Words for Discussion: dialogue, improvise, motivation, rehearse, script

Genre

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

ELL Bridge

Have students articulate their understanding of the characters by presenting a short monologue about one of them. Invite students to choose a character and pretend to be him or her. Then have them use sentence frames to tell about their character, using information they learned from their reading. They should use first-person pronouns in their sentences. Write the following sentence frames on a chart or on the board: *My name is _____. I am _____. I like to _____ because _____. I want to _____.*

Supportive Book Features

Text A table of contents with descriptive titles allows students to predict what each chapter will be about. A detailed list of characters is included and a copy of the school play appears at the back of the book.

Vocabulary Students will find the story's vocabulary easy to read and understand. The author's use of description and metaphor gives context for difficult vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Dialogue between characters is occasionally presented in script form to further connect the story to Leo's dramatic performance. Students may find these sections confusing because they deviate from the overall style of the book. Review these passages by assigning parts to students.

Content Students may be confused about what is really happening and what Leo is imagining. Point to the fish symbol (a sardine) in the text and explain that this is used to indicate when the narrative changes from real to imaginary and vice versa.



Teaching Options

Developing Comprehension

Thinking Within the Text

Use "The Cast" at the beginning of the book to have students review what they know about each of the main characters. Ask them to explain what they know about the person's appearance, abilities, and interests.

Thinking Beyond the Text

Lead a discussion about how Leo's discovery of his father's journal influences him. Have students compare Leo's father's roles as an adult with those of his younger years. Discuss how Leo's relationship with his family changed by the end of the book. Invite students to consider what they would like to learn about their own families.

Thinking About the Text

Point out the author's use of a script style for some dialogue. Discuss how this connects Leo's life to the play he is performing. Invite students to describe how this style compares to regular sections of dialogue.

Understanding Theme

Remind students that a theme is an important message or idea that an author wants readers to understand. A theme emerges from the story's action and character development. Use these questions to help students explore what the author wants us to understand about families.

- *In the first two chapters, we begin to learn about Leo's family and his place in it. What do Leo's nicknames tell us about him?*
- *In the beginning, how does Leo feel about his father? How does he think his father feels about him? What does Leo learn about his father? How do Leo's siblings make him feel? Why?*
- *What do you think is the theme of this book? Explain.*

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

Remind students that authors use figurative language, or words that represent something beyond a dictionary meaning, to create mental pictures for readers. Help students understand the author's use of figurative language and invite them to find examples as they read.

- Page 42: When Leo talks to Ruby, she can *rattle his brains*. This means she gets him thinking in a new, challenging way.
- Page 83: Papa says that Leo can *make gold from pebbles*. This means Leo finds a way to make an ordinary thing special. Ask: *What made Papa say this about Leo?*

Developing Fluency

Have students use the story scripts to read fluently in character. Assign a script to each small group. Have them practice reading their lines several times for fluency and expression. Then have each group present their script.

Oral Language/Conversation

Talk About Performing Lead a discussion about performing. Have students name their favorite kinds of performances. Ask students what performing arts they are involved in or would like to be involved in. Ask: *What is it about these activities that appeals to you?*

Extending Meaning Through Writing

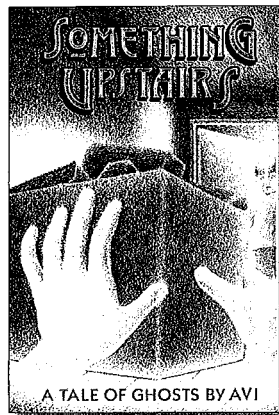
- Have students write a scene in which Rosaria is reunited with the family. **(Narrative)**
- Have students imagine they are Leo and write a letter to Mr. Beeber explaining why he should have the lead role in the next play. **(Persuasive)**

Other Books

Bonanza Girl by Patricia Beatty

You Shouldn't Have to Say Goodbye
by Patricia Hermes

Something Upstairs



Summary & Standard

After Kenny moves to a historic home in Rhode Island, he travels back in time to help the restless ghost of a slave find the cause of the slave's death. Students will comprehend basic plots of a variety of fiction genres.

Author: Avi
Genre: Mystery

Word Count: 250+
Theme/Idea: unlocking secrets

Making Connections: Text to Text

Invite students to discuss ghost stories they have read or been told. Ask: *What do ghost stories have in common? Why do people like reading ghost stories?*

Discuss with students the characteristics of a good ghost story: a scary setting, lots of suspense, unusual happenings, and a mystery related to the ghost. Ask: *How are mysteries and ghost stories the same? How are they different?*

For additional resources about the author and his books, see www.kidsreads.com/authors/au-avi.asp.

Vocabulary

Essential Words: conspicuous, ecstatic, provoke, reluctantly, summoned, worthwhile

Related Words for Discussion: circumstances, history, previous, repetition

Genre

Mystery Remind students that a mystery is a story about a puzzling event, such as an unsolved crime, and the clues that help explain it.

Supportive Book Features

Text The book begins with an author's explanation that gives context for this chapter book. The cover illustration can help students visualize what Kenny sees when he encounters the ghost for the first time.

Vocabulary Most of the vocabulary will be easy for students to comprehend. Context clues and patterns of dialogue will help students understand difficult words.

Praise students for specific use of "Behaviors to Notice and Support" on page 99 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many clues are introduced through dialogue, especially dialogue between Kenny and Caleb. Help students decipher clues as they are presented so they can draw their own conclusions about Caleb's fate.

Content Though the author's explanation at the book's beginning provides information that will help students understand the story, it may confuse some students, making them think the story is true. Students are left to draw their own conclusions about the ending.

ELL Bridge

Use visuals to help students understand the changes in setting that occur in the story. Display photographs of modern cities and historical photographs from the early 1800s. Have students identify details that differ in the sets of photographs. Encourage them to describe how a city from long ago is unlike one today. Reread pages 41–45. Ask students to listen for Kenny's description of the details of the city. Ask: *How does this setting compare to the setting in our historic photographs?*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what Kenny learns about Caleb's death from Caleb, from Pardon Willinghast, and from his own research.

Thinking Beyond the Text

Ask students to make judgments about whether Kenny was able to change history. Invite them to use details from the text to support their opinion. Ask: *If it were possible, would it be a good idea to go back in time to change history?* Have students explain their reasoning.

Thinking About the Text

Have students notice that the author begins the story with a meaningful quote and an author's explanation. Ask: *Why would the author include these features? What do they add to your understanding of the story?*

Understanding Setting

Remind students that the setting is when and where a story takes place. In *Something Upstairs*, Kenny learns what happened to Caleb by moving between a present-day setting and the past. Details about the setting let the reader know which setting Kenny is in.

- Read aloud page 43. Ask: *What details make Kenny realize he is now in the past?*
- Read aloud page 61. Ask: *Is this setting in the past or present? How do you know?*
- Read aloud page 82. Ask: *Which details add suspense to the story? How do these details help you picture the setting?*

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

Difficult Words

Remind students that there are strategies they can use for understanding difficult words.

- Identify *inclination* on page 30. Say the word slowly, breaking it into syllables. Point out the root word and the suffix. Ask students what they think the word means.
- Use surrounding text to confirm meaning. Help students understand that *inclination* means "likely to act a certain way."
- Repeat with *boisterous* (page 45) and *evasively* (page 69).

Developing Fluency

Read page 38 aloud, modeling how an expert would read this dialogue. Have partners choose a similar passage and take turns reading it aloud to each other.

Oral Language/Conversation

Talk About Repeating History Discuss the belief that if people don't remember the past they're condemned to repeat it. Ask: *How was Kenny able to learn from the past? What have you learned from past mistakes?*

Extending Meaning Through Writing

- Have students write about a time and place they would like to visit and the people they might want to meet there. **(Expository)**
- Have students tell whether they think Caleb is free at last. Remind them to support their opinion with details from the story. **(Persuasive)**

Other Books

Book of Spine Tinglers: Tales to Make You Shiver by Bruce Coville

Midnight Magic by Avi