

 SCHOLASTIC

GUIDED READING PROGRAM

Content Areas

LEVEL
U

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

- **African-Americans in the Thirteen Colonies**
- **The Challenger Disaster**
- **Count To a Million**
- **Freedom Train: The Story of Harriet Tubman**
- **The Life and Death of Stars**
- **Remember the Ladies: 100 Great American Women**
- **September 11, 2001**
- **The Truth About Great White Sharks**
- **Under the Ocean**
- **The Watsons Go to Birmingham-1963**

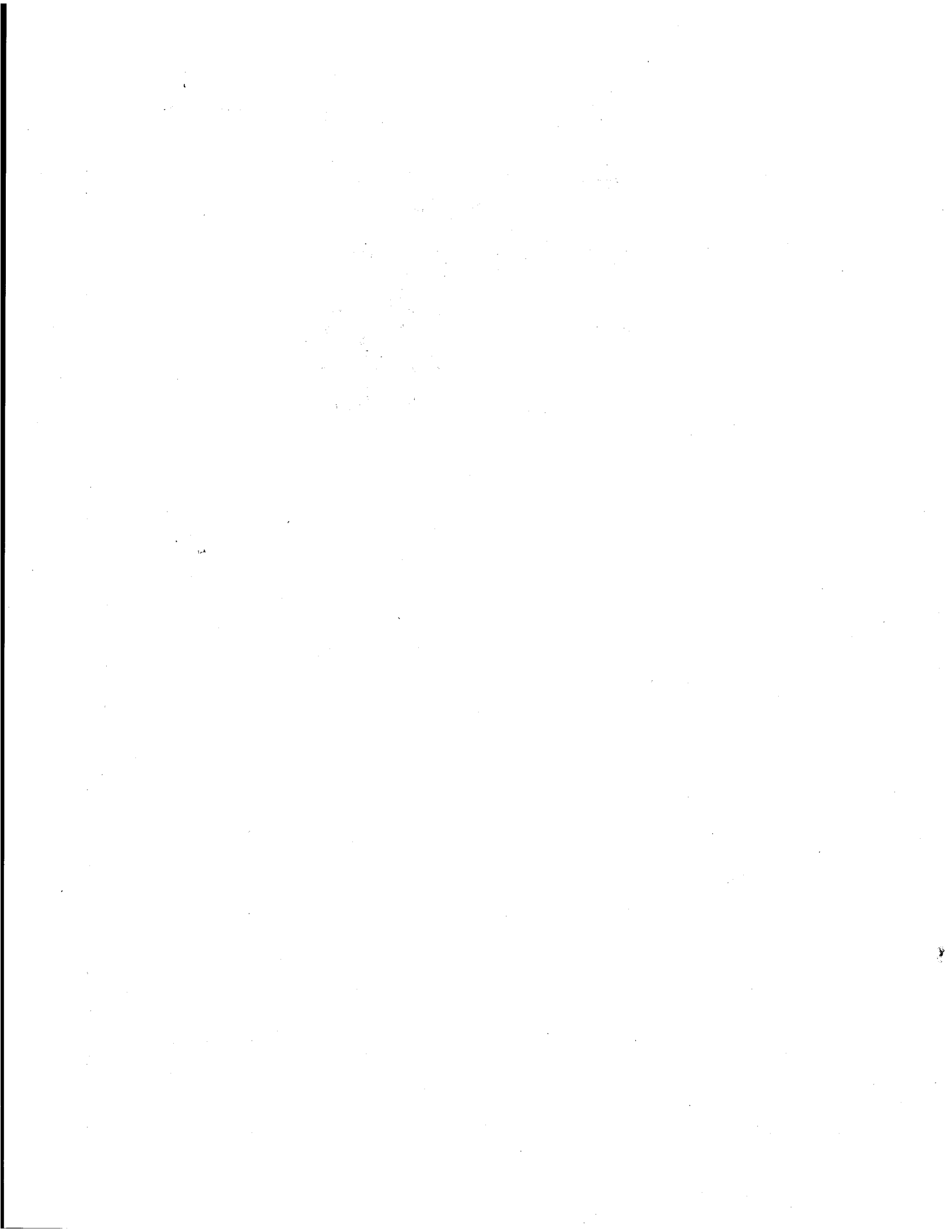
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Item# 136595



African-Americans in the Thirteen Colonies



by Deborah Kent
text type: informational
word count: 250+
content area: Social Studies
topic: African-Americans in the 18th century

Level U

Summary & Standard

This nonfiction book presents a brief history of slavery and the mistreatment of African Americans in the 18th century. Students will learn about American history.

Making Connections: Text to Self

Ask students to share what they already know about the history of African Americans in the United States before the Civil War. Invite students to also ask questions they may have. Record student responses in a KWL chart. Add to the chart as students learn new facts during the reading.

Help students set the purpose of reading to learn something new about the history of African Americans in the 17th and 18th centuries in America.

For additional teaching ideas and resources, see <http://www.pbs.org/wgbh/aia/home.html>.

Vocabulary

Content Words: American Revolution, civil rights, Civil War, indentured servant, plantation, slavery

Essential Words: citizen, labor, laborer

Related Words for Discussion: auction, freedom, property

Nonfiction Text Features: captions, glossary, maps, paintings, photographs, time line

Supportive Book Features

Text The well-structured sentences and paragraphs of this book permit instruction in previewing nonfiction text. Topic sentences are easy to find and details relate clearly to the topics.

Vocabulary Vocabulary is age-appropriate, and unfamiliar words are well supported with context clues. There is a glossary containing especially unusual terms, such as *chattel*.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

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

Content A large amount of new information is presented rapidly. One approach would be to break up the reading frequently to summarize what has been read and to discuss questions that students have as they read.

ELL Bridge

Help students make connections to the text by asking them to reflect often on their reaction to what they read. For example, you might ask, "How is an indentured servant different from a slave? Which way of life seems more fair to you? Why?" Build vocabulary by writing on the board new terms used in conversation as they arise.

Developing Comprehension

Using Picture Details

Explain that examining picture details can help the reader better understand the piece.

- Have students examine the pictures on pages 4 and 5.
- Then have them look for similarities and differences in the details of each illustration.
- Lead students in discussing what they learned just from looking at the details in the two pictures.
- Then have students choose another illustration in the book from which to gather information. Invite volunteers to share what they learned.

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

Developing Phonics and Word-Solving Strategies

Reading Suffixes

Remind students that a suffix is a word part at the end of a word that adds meaning to the root.

- Point out the word *equality* on page 6. Have students identify the root and suffix.
- Ask students to articulate a student-friendly definition of *equal* (e.g., *things are the same in value*). Explain that the suffix *-ity* means "the state of." Have students develop a definition of *equality*. Repeat the activity with other words in the book that have suffixes, such as *enslavement* (p. 12), *rigidly* (p. 19), and *quickness* (p. 22).

Learning About Text Features

Illustrations

Explain to students that the book features artwork from the time described. Have students look at the artwork in the book and discuss what the artist was probably trying to convey in each drawing or painting.

Developing Fluency

Model reading the first paragraph of page 6 with proper pacing and expression. Have students read each sentence after you, matching your pace and use of expression. Finally, have partners reread the paragraph to each other.

Learning in the Content Areas

Talk About Slavery Clarify for students what an auction is and how it determines the purchase price of a piece of property. Discuss how this affected the way slaves were treated.

Develop Specialized Vocabulary Ask students why someone would willingly sign up to be an indentured servant and how it was different from being a slave. Encourage students to use vocabulary words such as *auction*, *freedom*, *indentured servant*, *property*, *citizen*, *labor*, and *laborer* in their response. Ask:

How was being an indentured servant different from being a slave?

Extending Meaning Through Writing

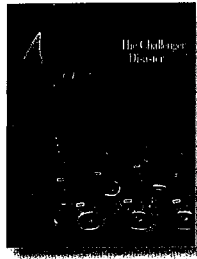
- Have students write a description of the lives of enslaved African Americans in the thirteen colonies. They can include information about the journey to America on ships, slave auctions, their treatment, the work they did, their accomplishments, and their participation in the Revolutionary War. (Expository)

Connecting to Other Books

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

The Glory Field by Walter Dean Myers

The Challenger Disaster



by Tim McNeese
text type: Informational
word count: 250+
content area: Science
topic: space shuttle

Level U

Summary & Standard

This nonfiction book tells about the explosion of the space shuttle *Challenger* on January 28, 1986. Students learn about technical aspects of space exploration and the impact of an important historical event.

Making Connections: Text to World

Discuss with students what they know about the space shuttle program in general and then what they have heard about the *Challenger* or *Columbia* disasters in particular. Have students write a question they would like answered about the *Challenger* and look for the answer as they read.

For more information about space shuttles and the *Challenger* disaster, see www.nasa.gov.

Vocabulary

Content Words: astronauts, launch pad, lift-off, NASA, O-ring, solid-fuel rocket boosters (SRBs), space shuttle, thrust

Essential Words: decision, designed equipment, mission

Related Words for Discussion: crew, disaster, engine, explode, fuel, launch, space, tank

Nonfiction Text Features: about the author, additional reading ("To Find Out More"), glossary, index, sidebars, time line

Supportive Features

Text The book is inviting visually, with large photographs or sidebars on most pages. The type is large, and lines are widely spaced.

Vocabulary Scientific terminology is limited. Important content terms are in boldface type and defined in context. In addition, a glossary at the back of the book gives detailed definitions.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text There is no table of contents, the text is not divided into chapters, and some paragraphs are long. Tell students to use the section headings to preview the text and guide their understanding of main ideas as they read.

Content The deaths of the *Challenger* crew can be disturbing. Allow students the opportunity to discuss their feelings if they like. The book details the development of the space shuttle program as well as the explosion of the *Challenger*. Suggest students use the time line on pages 44–45 to help them keep track of major events.

ELL Bridge

Discuss the closed and open compounds made with the word *space*: *spacecraft*, *spaceship*, *space agency*, *space center*, *space program*, *space shuttle*, *space station*, and *space walk*. Write *space* on one index card and each of the other words that form these compounds on its own index card. Have students choose a card, place it next to the *space* card, tell whether they form one word or two, and define the compound.

Developing Comprehension

Understanding Cause/Effect

Remind students that finding causes (why something happens) and effects (what is made to happen) will help them understand what they read.

- Have students skim to find the section heading that deals with causes ("Explaining the Disaster's Causes" on page 27). Read aloud or ask a volunteer to read the second paragraph, extending on to page 28. Ask what the major causes of the disaster were.
- Tell students to note the details of these major causes and other cause-effect relationships as they read the section.

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

Developing Phonics and Word-Solving Strategies

Reading Prefixes and Suffixes

Remind students that a word can have both a prefix and a suffix. Readers must look at the root and add the meanings of the prefix and suffix to determine the meaning of the word.

- Write these words from the book on the board, and have students break them apart and define them: *reusable, unearthly, multicultural*.
- Tell students to look for other words with both prefixes and suffixes as they read and to break them apart in a similar way.

Learning About Text Features

Time Line

Remind students that a time line shows the dates and order of important events. Refer them to the time line on pages 44–45. Ask what years the time line spans. Ask what happened on April 4, 1983, and when the investigating commission issued its report.

Developing Fluency

Model reading page 3 with appropriate phrasing, reading words in meaningful groups. Then have each student select a paragraph and practice reading it, paying attention to phrasing. Have students read aloud their paragraphs in small groups.

Learning in the Content Areas

Talk About the *Challenger* Disaster Discuss the space shuttle program—what the shuttles are used for and how the shuttle *Challenger* was designed.

Develop Specialized Vocabulary Ask students to explain what happened to the *Challenger* and why it happened. Encourage them to use words such as *crew, disaster, engine, explode, fuel, launch, space, and tank*. Ask:

What caused the Challenger disaster to happen?

Extending Meaning Through Writing

- Have students write an explanation of the *Challenger* launch and why they do or do not think it is worthwhile to send people into space. (**Expository**)

Connecting to Other Books

1000 Facts About Space by Pam Beasant

Discovering Jupiter: The Amazing Collision in Space by Melvin Berger

Count to a Million



by Jerry Pallotta
text type: Informational
word count: 250+
content area: Math
topic: counting and numbers

Level U

Summary & Standard

This nonfiction book tells how to use basic math grouping skills to count to very high numbers. Students will learn about numbers, number systems, and the role numbers play in the real world.

Making Connections: Text to World

Students will have prior knowledge of skip counting and place value. Discuss how skip counting can help when doing addition and multiplication.

Show students base ten blocks and invite volunteers to demonstrate how to use them to represent numbers. Give students numbers that include a zero as placeholder, and vary the number of digits for each example that you have students provide.

For additional teaching ideas and resources, see <http://education.jlab.org/placevalue/index.html>.

Vocabulary

Content Words: base ten system, decimal system, numerals, place value, power

Essential Words: combination, digit

Related Words for Discussion: one, ten, hundred, thousand, ten thousand, one hundred thousand, one million

Nonfiction Text Features: flow, format, illustrations, predictable format

Supportive Book Features

Text The text is large and there are only a few sentences on each page. The text quickly establishes a pattern that helps students grasp the underlying concept.

Vocabulary This book uses math vocabulary that should be familiar to the students. The text is very well supported by the illustrations.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may not always connect the multiplication problems on the page to the related text below it. Point out the sentence that describes the multiplication problem, and help students relate it to the rest of the information on the spread.

Content The book requires that the reader recall the pictures and text from the previous spread in order to get the best understanding of the current page. Remind students that expert readers go back and reread portions of a book for additional support.

ELL Bridge

Together, have students read the text, and then discuss how the pictures and numbers that illustrate the text go with the words. Finally, on the pages that show groups of ten of some value (e.g., ten thousand), have students point to the groups as they count them.

Developing Comprehension

Recognizing Patterned Text

Have students look at the book again to find the pattern in the text. Divide the class into small groups, and have the students reread the pages discussing *ten* and *one hundred*. Have each group come up with a new way to illustrate the concept. After the groups have created their new artwork for the pages, have them copy the text onto their new pages. Display the pages on a bulletin board.

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 Main and Helping Verbs

Remind students that a helping verb gives additional information about the main verb. Have students look at the pages about *ten* and find the main and helping verbs in the first sentence on the right-hand page.

- Have students look for other examples of helping verbs in the book. Ask students to tell what main verb the word is helping.
- Point out that while *have*, *has*, and *had* are often helping verbs, they can be main verbs, too. For example, *has* is a main verb on the pages about place value.

Learning About Text Features

Predictable Format

Have students discuss how the format of the book is predictable. Ask the class to brainstorm how they might continue the pattern of the book after the spread that shows one million in order to show ten million. (Students might show ten buckets of sand and count by tens to ten million.)

Developing Fluency

The brevity of the text lends itself well to choral reading. Model reading each page and having the entire class repeat the page after you. Then have the class choral read the entire book.

Learning in the Content Areas

Talk About Combining Digits Spend time discussing the concepts on the pages discussing place value. Give index cards to pairs of students. The first student writes a number on a card. The second student writes a description of that number on the flip side of the card (as modeled). Then partners switch roles.

Develop Specialized Vocabulary Encourage students to use place value names and words, such as *digit* and *combine*, to describe their numbers. Ask:

What are other ways you can write a number in words?

Extending Meaning Through Writing

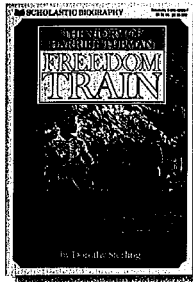
- First have students draw a simple place value chart with seven columns and labels to represent each place value up to a million. **(Graphic Aid)**
- Then have students write a short explanation of how this book has the reader count to a million by moving through each of the place values. Students should include groupings of ten in their explanations. **(Expository)**

Connecting to Other Books

Sideways Arithmetic from Wayside School
by Louis Sachar

G is for Googol: A Math Alphabet Book
by David M. Schwartz

Freedom Train: The Story of Harriet Tubman



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

Level U

Summary & Standard

Born a slave, Harriet Tubman found freedom and helped free many others on the Underground Railroad. Students will learn the effects of slavery in U.S. history and how courageous people worked together to end it.

Making Connections: Text to Self

Ask students to share experiences working for something they strongly believe in. Then discuss what they know about slavery in the United States and those who worked to free the slaves.

Extend the connection by explaining that Harriet Tubman was legendary in her efforts to free slaves. She escaped on the Underground Railroad, a network of people against slavery. She then led hundreds more to freedom.

For additional teaching ideas and resources, see www.americaslibrary.gov/cgi-bin/page.cgi/aa/tubman.

Vocabulary

Content Words: bondage, conductors, emancipation, flog, fugitives, liberty, oppression, overseers, plantation, proclamation, Yankees

Essential Words: contemptuous, defiant, equal, pension, pursuers, sullen, sympathetic

Related Words for Discussion: contrabands, corps, enslaved, imprisonment, liaison, obstacles, rebellion, recruits, regiment, reinforcements

Nonfiction Text Features: table of contents

Supportive Book Features

Text Chapters organize the text into an easily understood sequence of events while the headings help students know what a chapter is about. The text type is large and readable.

Content The narrative style of the biography makes events easy to follow and more exciting than a listing of facts. Students will feel as though they are risking danger along with Tubman.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no illustrations to provide text support. You may want to support students' understanding by using descriptive words to help them visualize scenes and events.

Vocabulary The text contains some terms relevant to the time period, such as *chambermaid* and *ticking bag*, that may be confusing to students. Help students use context to identify the meanings of these terms.

ELL Bridge

To help students understand difficult words, model how to use gestures and pantomime to show meaning. For example, you might model *beckoned* (p. 66), *strode* (p. 27), *slogged* (p. 77), and *piecing* (p. 157). Have students describe the meanings in their own words. For example, they may say "Piecing is like sewing" or "I can use my chin or a finger to *beckon* someone to come over."

Developing Comprehension

Recognizing Setting

Review with students that the setting of a book is the time and place in which a story happens. Explain that the setting can affect what people do and how they think.

- Have students identify the setting of the first part of *Freedom Train* as a plantation in Maryland before the Civil War. Discuss how this setting was important in shaping what Harriet Tubman did and who she was.
- What other clues about the setting do you find in other sections of the text?
- Encourage students to identify where the setting changes throughout 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

Recognizing Colloquialisms

Remind students that casual speech is called colloquial speech. It is an informal way of using language that is different from formal language.

- Ask students to give examples of colloquial language.
- Have students find the following sentences on page 12: *Now I'm gonna catch it, . . . Here your mammy comes to feed you, but that ain't going to help me much.*
- Lead students to understand that this is an example of the way Harriet Tubman spoke.
- Encourage students to find other examples of colloquial speech in the book.

Learning About Text Features

Table of Contents

Point out that a table of contents in the front of a book lists the chapters in order and the page number on which each chapter starts. Have students look at the contents page and identify on which page "Moses" starts, how many pages are in "School Days," and which chapter comes before "Following the Star."

Developing Fluency

Have students silently reread selected pages to become more comfortable with colloquial language used by the slaves and the Quakers. Model the last paragraph on page 77. Then have students read it aloud.

Learning in the Content Areas

Talk About the Civil War Lead a discussion on how slavery was a major issue in the Civil War from 1861 through 1865 and why the country was so bitterly divided. Discuss reasons why former slaves were not allowed to fight and why all-black regiments were finally formed.

Develop Specialized Vocabulary Have students describe what motivated Harriet Tubman to recruit contrabands. Encourage them to use words such as *rebellion*, *regiments*, and *reinforcements*. Ask:

Why was Harriet a good liaison between Union forces and former slaves?

Extending Meaning Through Writing

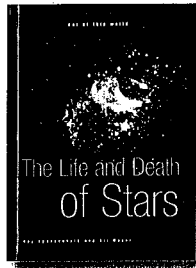
- Have students write a paragraph describing what the Underground Railroad was—its significance, Harriet Tubman's role, how it began, and how it was used. (**Expository**)

Connecting to Other Books

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

The Life and Words of Martin Luther King Jr. by Ira Peck

The Life and Death of Stars



by Ray Spangenburg and Kit Moser
text type: Informational
word count: 250+
content area: Earth and Space Science
topic: stars

Level U

Summary & Standard

This nonfiction book tells about the life cycle of stars. From the earliest observations by humans to recent discoveries, students will learn about the objects in the sky.

Making Connections: Text to World

Students will likely have some knowledge of the planets, the stars, and human travel into space. Invite students to share what they know about stars. Ask: *What is the connection between the sun and the stars?*

Extend the real-world connection by asking students what they see in the night sky. Invite them to share what they know about the Big Dipper, the North Star, or the Milky Way. Ask: *Where do you think these objects came from?*

For additional teaching ideas and resources, see www.nasa.gov/audience/for_kids/home/index.html.

Vocabulary

Content Words: $e=mc^2$, hydrogen, spectrum, supernova, vacuum

Essential Words: galaxy, universe

Related Words for Discussion: core, density, gravity, interstellar, matter

Nonfiction Text Features: about the authors, charts, contents, glossary, index, photographs

Supportive Book Features

Text Charts and a time line give students specific information in an easy-to-read format. The index allows students to quickly find names and important terms found in the book.

Vocabulary Titles for paragraphs will help students understand subjects they are reading about, and the glossary will help students define unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text A lot of the text in the book will require concentration while reading. Sentences and paragraphs are long and include many unfamiliar words. Browse the first chapter with students to familiarize them with the text format.

Content The book contains technical terms and special vocabulary that may be unfamiliar to students with little background in the subject of space.

ELL Bridge

Draw the Sun on the board with eight separate rings around it. Have volunteers draw a planet on each ring. Then have students identify the names of each planet: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune. Show the rings around Saturn and remind students that Pluto is no longer classified as a planet. Tell students these planets are a part of our galaxy, known as the Milky Way. Use the diagram to ask questions about spatial relationships, such as *Which planet is closest to the sun: Mars or Jupiter? Or, If you traveled from Earth to Neptune, what planets would you pass?*

Developing Comprehension

Recognizing Fact/Opinion

Remind students that a fact is a statement based on direct evidence that can be proven to be true. An opinion is something a person or group believes or feels about a given topic or situation. Signal words such as *think* and *believe* are clues that an opinion is being offered.

- Have students read aloud the first sentence under the heading *The Big Bang* on page 18. Ask students if this statement is a fact or an opinion. Have them tell why.
- Then have students repeat the exercise with the first sentence in the second paragraph on page 43.

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 Multisyllabic Words

Review with students that a syllable is a word part that has one vowel sound. Remind students that breaking down a long word into syllables will help them read unfamiliar words.

- Point to the middle paragraph on page 45: *Spectroscopes can identify the wavelengths.*
- Read the sentence aloud, stressing each syllable of the multisyllabic words.
- Ask students to identify the words that have three or more syllables and tell how many syllables are in each word.

Learning About Text Features

Time Line

Explain to students that a time line shows the order in which events happened. Have students turn to page 87 and point out the event for 1814. Then have students use the time line to find out how long it took to identify what the dark lines meant in the spectrum.

Developing Fluency

Model expert reading of a passage from the book, stressing appropriate pauses, such as at the ends of sentences and before commas. Have students repeat short passages after you. Then have them practice expert reading in small groups.

Learning in the Content Areas

Talk About Exploring Space Ask students which planet they would visit if they had the opportunity to do so. Have them explain their choice and describe what they would expect to see.

Develop Specialized Vocabulary Ask students to describe, in their own words, what they learned about the birth of a star. Encourage them to use words such as *interstellar*, *density*, *matter*, *gravity*, and *core*. Ask:

What is the significance of interstellar dust and gas in the birth of a star?

Extending Meaning Through Writing

- After reading the book, ask students to refer to the suggested online sites to gain further information. Have them write a feature article on an aspect of stars that would be interesting to readers. Remind them of the characteristics of a feature article such as engaging lead, strong voice, and conclusion. (Expository)

Connecting to Other Books

Discovering Jupiter: The Amazing Collision in Space by Melvin Berger

The Life Story of Stars by Roy A. Gallant

Remember the Ladies



by Cheryl Harness
text type: Biography
word count: 250+
content area: Social Studies
topic: women in U.S. history

Level U

Summary & Standard

This nonfiction book has brief biographies of 100 famous women from various historical eras in U.S. history. Students will understand U.S. history better by recognizing the contributions women have made.

Making Connections: Text to World

Students will know about some important women in U.S. history. Ask: *What important contributions have women made to this country?*

Extend the connection by discussing how views about women have changed throughout the years. You may want to compare some traditional attitudes about women's roles in society to modern attitudes, including job opportunities, education, and legal rights in the discussion.

For additional teaching ideas and resources, see www.wic.org/misc/history.htm; www.lkwdpl.org/WIHOHIO/figures.htm.

Vocabulary

Content Words: assassinated, choreographer, Columbian Exposition, communist, domestic, Female Seminary, mystique, Shakers, textile

Essential Words: ancestors, autobiography, colonists, multitudes, refined, suffrage

Related Words for Discussion: ambassador, cabinet, protocol

Nonfiction Text Features: boldface print, glossary, headings, illustrations, predictable format, reference pages, time line

Supportive Book Features

Text Section headings, dates in profiles, and numbers by names organize biographies according to historical era. Bold print highlights the subject of each profile, and illustrations support text.

Vocabulary Some difficult vocabulary is supported by context clues or the illustrations. Students may also refer to the glossary at the back of the book.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may be challenged by the page design and the sheer number of biographies presented. Help students recognize features that ease the reading, such as numbers, which they can use to focus their attention.

Content Because the biographies are short, the basics of who each woman was and what she is famous for are not fully developed in the text. You may wish to build background for some of the profiles before reading.

ELL Bridge

Help students build comprehension by asking them simple questions as they read the biographies. Questions should help them focus on the achievements of the women profiled and organize information into correct historical context. For example, while reading the biography about Dolley Madison, ask: *What did Dolley Madison do when the British set fire to the President's house? What war was this?* Invite students to discuss the illustrations and how they support their understanding of text.

Developing Comprehension

Compare/Contrast

Review with students that comparing and contrasting means telling how two people, things, or ideas are the same or different.

- Have students turn to the pages with the section heading "Growing Pains." Ask: *How are Abigail Scott Duniway and Elizabeth Cady Stanton the same?* (They fought for women's right to vote.) *How are Sarah Grimké and Elizabeth Cady Stanton different from each other?* (Grimké fought against slavery while Stanton fought for women's right to vote.)
- Have students compare and contrast the women in the section headed "Civil War." (For example, Tubman, Edmonds, and Boyd were all spies; Barton and Tubman were nurses; only Tubman was a slave, only Edmonds was a female veteran, and so on.)

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 Multisyllabic Words

Remind students that multisyllabic words have more than one syllable.

- Write the words *multitudes*, *autobiography*, and *choreographer*. Put vertical slash marks between the syllables. Point to and say each syllable. Then say the word aloud. Have the class say the words with you. Help students practice "breaking down" other multisyllabic words.

Learning About Text Features

Predictable Format

Explain that identifying a pattern that repeats itself can help readers understand and remember information on a page. Point out some predictable features in this book, such as section headings that identify time periods, numbers and capital letters for emphasis, and boldface print.

Ask students to turn to various spreads and identify the predictable features. Have them explain why it would not make sense to move a biography from one section to another.

Developing Fluency

Have students choose a section about a particular woman and practice reading the section about her until they feel comfortable with it. Then have them tape-record the section and place the tape in the classroom Listening Center.

Learning in the Content Areas

Talk About Specific Eras in American History Use the section headings to talk about different eras in U.S. history. Help students understand how issues, events, popular culture, and technology provided backdrops for change and influenced each era and the women's achievements.

Develop Specialized Vocabulary Have students discuss, in their own words, how women gained larger and larger roles in government. Suggest they use Frances Perkins and Shirley Temple as examples. Encourage the use of words such as *cabinet*, *ambassador*, and *protocol*. Ask:

How did Frances Perkins and Shirley Temple pave the way for modern-day women in government, such as Speaker Nancy Pelosi and Secretary of State Condoleezza Rice?

Extending Meaning Through Writing

- Have students write a paragraph explaining why they believe the author wrote this book and why it is important to "remember the ladies." They can support their ideas with details from the book about the many contributions women have made and how women have had to fight to be treated equally. (Expository)

Connecting to Other Books

In the Line of Fire: Eight Women War Spies by George Sullivan

First Ladies: Women Who Called the White House Home by Beatrice Gormley

September 11, 2001



by Andrew Santella
text type: Informational
word count: 250+
content area: Social Studies
topic: terrorist attacks on
September 11, 2001

Level U

Summary & Standard

This nonfiction book describes the horror and aftermath of the terrorist attacks on the United States on September 11, 2001. Students will learn how this day defined America's war on terror.

Making Connections: Text to World

Ask students to share what they know or remember about September 11, 2001. Ask:

Why is that date so important in our country's history?

Extend the real-world connection by discussing the concept of safety. Ask students to describe ways average citizens can prepare for an emergency situation.

For additional teaching ideas and resources, see <http://americanhistory.si.edu/september11/>.

Vocabulary

Content Words: al Qaeda, defend, hijacked, investigation, Islam, Muslims, precautions, sleeper cell, symbolize, Taliban, terrorists

Essential Words: crisis, democracy, survivors, victims

Related Words for Discussion: extremists, horrifying, innocent, landmarks, unbelievable

Nonfiction Text Features: captions, glossary, map, photographs, sidebars, time line

Supportive Book Features

Text The text is organized in chronological order. Headings identify new topics for the reader. Photographs and captions support the main text.

Vocabulary Important words are in boldface print. Definitions can be found in the glossary at the back of the book. Students can figure out some meanings through context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may be challenged with keeping track of the continuously running text because it is not divided into chapters. Sentences also run from page to page. Suggest that students read the additional information provided in captions and sidebars after they read the main text.

Content Students may be unfamiliar with the philosophy of the al Qaeda terrorist network and may have difficulty understanding the material. Read and discuss the sidebar text on page 22 to help students understand bin Laden's thinking. Provide additional information as needed.

ELL Bridge

This book contains many cause and effect relationships. Introduce language that students will use as they discuss these relationships such as the words *because*, *so*, and *therefore*. Then have students practice identifying causes and effects by creating sentences based on everyday life; for example, *I took an umbrella (effect) because it was raining (cause)*. Find and discuss examples of cause and effect relationships in the book, such as those in the paragraph at the top of page 25.

Developing Comprehension

Understanding Cause/Effect

Explain to students that many events in a story are the results of cause-and-effect relationships. A cause is why something happens and an effect is what happens as a result.

- Tell students that the terrorist attacks can be thought of as both a cause and an effect.

Have students complete the following sentences:
The terrorist attacks (effect) happened because _____; because of the terrorist attacks (cause), _____ happened.

- Tell students to think about cause-and-effect relationships as they read 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

Denotation/Connotation

Tell students that a denotation is a word's dictionary meaning. An idea or feeling we associate with that word is its connotation.

- Tell students that a connotation can be positive or negative. Have students find the word *terrorists* on page 8. Ask: *What connotation do you attach to this word?* (negative)
- Repeat the procedure for the following words: *extreme* (page 23), *siege* (page 25), *victims* (page 31), *united* (page 32), *heroes* (page 38)
- Challenge students to use a thesaurus to find synonyms with different connotations.

Learning About Text Features

Sidebars

Tell students that a sidebar sometimes expands information in the main text. Point out that sidebars are usually located at the bottom or on the side of a page. Sometimes they are boxed. The sidebars in this book are not boxed, but they are distinguishable from the main text by a different color print and font size.

After reading the book, ask students to choose one sidebar and tell why they think the author included the information in a sidebar and not in the main text.

Developing Fluency

Have students reread several pages of the book softly to themselves. As they read, circulate and listen in, giving assistance to struggling readers.

Learning in the Content Areas

Talk About the War on Terror Remind students that after September 11, 2001, the United States launched its war on terror. Explain that since that day, changes have been made to help keep Americans safe. For example, the Office of Homeland Security was created, and the level of security at airports was raised. Discuss other places of increased awareness and security, including other forms of public transportation and public buildings at both a local and national level.

Develop Specialized Vocabulary Have students use the time line on pages 44 and 45 to recount the major events of September 11, 2001. Encourage them to use words such as *democracy*, *extremists*, *horrifying*, *innocent*, *landmarks*, and *unbelievable*. Ask:

How did September 11, 2001, change the way Americans live?

Extending Meaning Through Writing

- Have students write an essay describing what happened at the World Trade Center, the Pentagon, and in Shanksville, Pennsylvania. Have them include the consequences of those attacks. Have students conclude with a paragraph on the U.S. response to September 11, saying if they feel it was or was not a justified and a successful way to respond. Ask how they would commemorate the events of 9/11. **(Expository)**

Connecting to Other Books

Hiroshima by Laurence Yep

Foster's War by Carolyn Reeder

The Truth about Great White Sharks



by Mary M. Cerullo
text type: Informational
word count: 250+
content area: Science
topic: great white sharks

Level U

Summary & Standard

This nonfiction book debunks common misconceptions about the great white shark and explains what researchers have discovered about the animal. Students will learn about the great white shark, its needs, and its habits.

Making Connections: Text to World

Students may have seen nature shows about sharks or the movie *Jaws*. They may have been otherwise exposed to information—accurate or not—about sharks in general and the great white in particular. Have students make T-charts. In the first column, have them jot down facts they know about great white sharks. As they read, tell them to note whether these facts are true.

For more information and resources about the great white shark, see www.nationalgeographic.com/kids/creature_feature/0206/sharks2.html.

Vocabulary

Content Words: ampullae of Lorenzini, apex predator, cartilage, countershading, denticles, lateral line, predator, prey, swimbladder

Essential Words: identifying, measure, observe, protect

Related Words for Discussion: attack, blood, fish, jagged, jaw, ocean, scent, senses, teeth

Nonfiction Text Features: bibliography, captions, glossary, headings, illustrations, index, photographs

Supportive Book Features

Text The book is interesting and visually inviting, with large display type and varying placement of text and illustrations. There is a good mix of photographs and artist's drawings.

Content Great white sharks have high-interest appeal. The descriptions of the animal and its habits 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 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There is no table of contents, and the presentation of information follows no particular organization or text structure except for the lead-in line "The truth is...." atop headings. Suggest students keep track of the headings "The truth is...." to keep a clear idea of the kind of information they are reading about in each section.

Vocabulary A few higher-level biology terms are used. Tell students to use the glossary at the back of the book to help with definitions for terms such as *ampullae of Lorenzini*.

ELL Bridge

Discuss the meanings of these antonyms: *predator, prey; rough, smooth; underneath, above; modern, ancient*. Write each on a card, lay the cards face up, and have students choose the antonyms. As they choose each pair, ask them to create a contrast sentence, such as "From underneath the shark looks white, but from above it looks dark gray."

Developing Comprehension

Compare/Contrast

Remind students that comparing and contrasting helps them understand the similarities and differences between things as well as remember what they read.

- Read page 8 with students. Ask them in what ways the great white is different from basking sharks and whale sharks. (*Those sharks are larger, and they feed on krill, some of the smallest animals in the sea.*)
- Tell students to note other similarities and differences as they read: between great whites and their ancestors, between great whites and bony fish, and so on.

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 Multisyllabic Words

Remind students that when they come across a long word, dividing it into syllables can make it easier to read. Some syllables may be familiar base words and prefixes or suffixes. Have students use a dictionary if necessary.

- Have students look at the word *ultrasonic* on page 7. Say the word slowly, emphasizing each syllable. Have students repeat the word.
- Help students divide and pronounce *megalodon* on page 12, *fossilized* on page 13, *ichthyologists* and *cartilaginous* on page 14, and *unforgettable* on page 15.

Learning About Text Features Index

Discuss the use of the index on page 48. Explain that an index is particularly useful in a book without a table of contents. Name several topics and have students tell you the pages they would turn to in order to read about them.

Developing Fluency

Tell each student to select one "The truth is . . ." section of the book that interested them and reread it several times silently. Have partners read aloud their sections to each other.

Learning in the Content Areas

Talk About the Great White Shark Discuss the misconceptions that many people have about great white sharks and what the truth is, according to the book. Students also might refer to the T-charts they created before they started reading.

Develop Specialized Vocabulary Ask students to discuss the body and the behavior of a great white shark. Encourage them to use words such as *attack*, *blood*, *fish*, *jagged*, *jaw*, *ocean*, *scent*, *senses*, and *teeth*. Ask:

What does a great white look like? What are its feeding habits?

Extending Meaning Through Writing

- Have the students make three columns on a paper. In the first column, have them write surprising facts or information about sharks that they didn't know. In the second column, have them write at least two questions they still have about great white sharks. Have them use Web sites and other resources to answer their questions in the third column. **(Graphic Aid)**

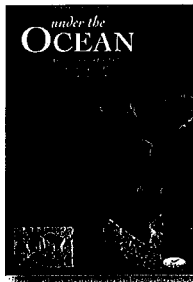
Surprising Facts	More Questions	More Answers

Connecting to Other Books

Under the Ocean by Paul Bennett

Sharks and Rays: Underwater Predators by Sharon Sharth

Under the Ocean



by Paul Bennett
text type: Informational
word count: 250+
content area: Earth Science
topic: ocean life

Level U

Summary & Standard

This nonfiction book tells about life in the world's oceans. Students will learn about living creatures from single cells to multi-cellular organisms and their needs for food, water, and air.

Making Connections: Text to World

Ask students what they know about oceans or ocean life. Ask: *What do you think is interesting about ocean life?*

Extend the real-world connection by telling students that Earth is about 71% water. For many years, only four oceans were officially recognized (Pacific, Atlantic, Indian, Arctic), but the Southern Ocean was recognized in 2000.

For additional teaching ideas and resources, see www.onr.navy.mil/focus/ocean/life/default.htm.

Vocabulary

Content Words: camouflage, encounters, endangered, filament, penetrate, survive

Essential Words: adaptation, algae, habitat, plankton

Related Words for Discussion: evasive, poisonous, predator, prey, survival

Nonfiction Text Features: diagrams, headings/subheadings, illustrations, map, photographs, sidebars, table of contents

Supportive Book Features

Text The book is predictably organized into two-page spreads. The main text under headings is in large print. Full-color photographs support the reader's understanding of the text.

Vocabulary Although many scientific terms are used, most meanings are defined or explained in context.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by the busy layout of the book and the small type under subheadings. Suggest that they read the text on each spread in this order: heading/main text; subheadings/subtopics. Tell them to read the information in any sidebars or diagrams last.

Content A broad overview of a technical topic—ocean life—is presented in 15 major sections. You may need to provide additional support or background for difficult scientific concepts.

ELL Bridge

Help students understand the content in this book by playing "Who Am I?" For example, write the name of an example of ocean life from pages 8–11 on a sticky note and place the note on a student's back. Have that student work with a partner and ask questions about the name, using the information and descriptions on pages 8–11, such as *Am I a fish?* and *What part of the ocean do I live in?* The partner answers the questions until the student with the sticky note guesses his or her identity. Then have partners reverse roles and repeat the process.

Developing Comprehension

Categorizing Information

Explain that to categorize information means to arrange words, ideas, objects, or people into sets or groups that have common characteristics. Categorizing helps the reader organize information. Ask:

- *In what groups does the author put the layers, or zones, of the ocean?*
- *How does the author characterize the twilight zone? What do creatures in this zone share in common?*
- *What animals would you group as predators? as prey?*
- *What other categories of information can you find in this 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

Using Context Clues

Remind students that when they see an unfamiliar word, they can use context clues to find the meaning.

- Have students look for the word *camouflage* on page 10. Ask them to find clues to its meaning. (*Students should point to the words red, drab brown, or black to describe the creatures' bodies in the gloom.*)
- Point out that in the next sentence the word *photophores* is directly defined within the sentence. (*. . . light-producing organs called photophores.*)

Learning About Text Features

Headings/Subheadings

Explain to students that headings organize text into sections and identify the topic of the section. Subheadings are smaller details that fit under the general heading.

Have students turn to any spread in the book and identify the heading (main idea) and the subheadings (subtopics) on the pages.

Developing Fluency

Reread a section of the book aloud to model pronunciation of the names of ocean life and any unfamiliar words. Then have students practice reading the same section aloud until they feel comfortable with their pronunciation and phrasing.

Learning in the Content Areas

Talk About Ocean Life Lead a discussion about how the different species of life in the ocean have special adaptations that allow them to survive. Point out that all species, whether ocean or land, adapt to the conditions around them. Invite students to give examples of adaptations of ocean life, such as the many deep-sea predators with massive mouths, and how adaptations may be affected by ocean zones.

Develop Specialized Vocabulary Have students discuss the challenges for creatures in the ocean. Encourage students to use words such as *predator*, *poisonous*, *survival*, *prey*, *evasive*. Ask:

Why is it important to protect the ocean and ocean life?

Extending Meaning Through Writing

- Have students write a paragraph comparing and contrasting different living creatures according to their habitats. Have them explain how animals that live in the ocean differ depending on what part of the ocean they live in. (**Expository**)

Connecting to Other Books

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

Sea Otter Rescue: The Aftermath of an Oil Spill by Roland Smith

The Watsons Go to Birmingham—1963



by Christopher Paul Curtis
text type: Historical Fiction
word count: 250+
content area: Social Studies
topic: civil rights movement

Level U

Summary & Standard

In this work of historical fiction, readers meet the Watsons, an African-American family who head south in 1963 and witness a dark moment in American history. Students will learn what life was like during the civil rights movement through the eyes of the novel's characters.

Making Connections: Text to Self

Invite students to share what they know about the 1960s in this country. Ask them to share ideas about music, television, and clothing from this time. Have students relate what they know about John F. Kennedy, Rosa Parks, and the civil rights movement.

Extend the real-world connection by explaining that this book is fictional, but a bombing in Birmingham in 1963 killed four girls attending Sunday School classes at the Sixteenth Street Baptist Church. The church was known to be a meeting place for civil rights leaders such as Martin Luther King and groups involved in promoting racial equality.

For additional teaching ideas and resources, see www.americaslibrary.gov.

Vocabulary

Content Words: conversation, jabbering, juvenile delinquent

Essential Words: appreciate, nervous, relative

Related Words for Discussion: bully, embarrassing, proud, punk, rescue, whirlpool

Nonfiction Text Features: chapter titles, dedication page, epilogue

Supportive Book Features

Text Chapters break the book into meaningful sections. Fanciful titles help set the stage for what students will read.

Content The engaging story and conversations will quickly pull the reader into the story. Students will relate to the antics of the three children and the way their parents react.

Praise students for specific use of "Behaviors to Notice and Support" on page 88 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text No illustrations accompany the text. Long sections of dialogue do not always make it clear who is speaking. Action is often implied, rather than directly stated.

Vocabulary Students may have difficulty understanding some of the references to life in the 1960s. Be sure they understand what a record player is. Point out that many of the TV shows, songs, and people mentioned in the book were popular in the 1960s.

ELL Bridge

Help students build comprehension by asking them simple questions as they read. The process of questioning will help keep students focused on the content of the story. For example, ask *What kind of person is Byron? Why does Dad want the family to go to Birmingham? What happens at the end of the book?* Invite students to indicate text that supports their answers.

Developing Comprehension

Making Inferences

Explain to students that making inferences means using what they already know along with what they read in order to figure out something that is not directly stated.

- After students read Chapter 3, ask: *What inferences can you make about Kenny's family? How do you know his family is better off than other families in Flint?*
- After students read Chapter 5, ask: *How can you tell that Momma is really angry? What inferences can you make about Momma?*

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

Developing Phonics and Word-Solving Strategies

Figurative Language

Remind students that personification gives human qualities to objects or animals. Onomatopoeia is a word that sounds like the noise it imitates.

- Turn to page 165 and read the sentence *The smell of bacon dragged me right into the kitchen*. Help students recognize that bacon can't really pull a person. It is an example of personification.
- Turn to page 59 and point out the word *Whack!* Help students recognize that this word is an example of onomatopoeia.
- Encourage students to find other examples of figurative language in the book.

Learning About Text Features

Epilogue

Explain that an epilogue is a concluding section that rounds out a literary work. In this epilogue, the author gives background information about this time in American history and explains more about the people and events in this fictional story.

Developing Fluency

Along with two volunteers, model reading aloud the scene on pages 51–52. Read with expression, using your voices to convey how the characters are reacting. Have students read the same text silently before gathering in groups of three to read it aloud. Invite groups to perform the scene in front of the whole class.

Learning in the Content Areas

Talk About Characters Lead a discussion about how characters change throughout a story. Point out that in the beginning, Byron is shown to be a bully. Discuss later events where Byron shows that he cares about Kenny and is not as tough as he seems.

Develop Specialized Vocabulary Ask students to describe how Byron changes throughout the story. Encourage students to use words such as *bully*, *punk*, *proud*, *whirlpool*, *rescue*, and *embarrassing*. Ask:

How do Byron's actions show his true feelings for Kenny?

Extending Meaning Through Writing

- Have students write a paragraph describing how the Watsons supported each other as a family, especially during difficult times. Have students give specific examples from the book of how different family members helped each other when they needed it. For example, students may describe how Byron helped Kenny deal with the church bombing; and though there were times Byron teased Kenny and gave him a hard time, he helped his brother when Kenny really needed it. (**Expository**)

Connecting to Other Books

Rosa Parks: My Story by Rosa Parks

The Life and Words of Martin Luther King Jr. by Ira Peck