

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Abe's Honest Words**
- **Around the World**
- **Boys Who Rocked the World**
- **Fearless**
- **Ghost Hunt**
- **I Dreamed of Flying Like a Bird**
- **The Life of Rice**
- **Titanic Sinks!**
- **Touch the Sky**
- **The Wright Brothers' First Flight**

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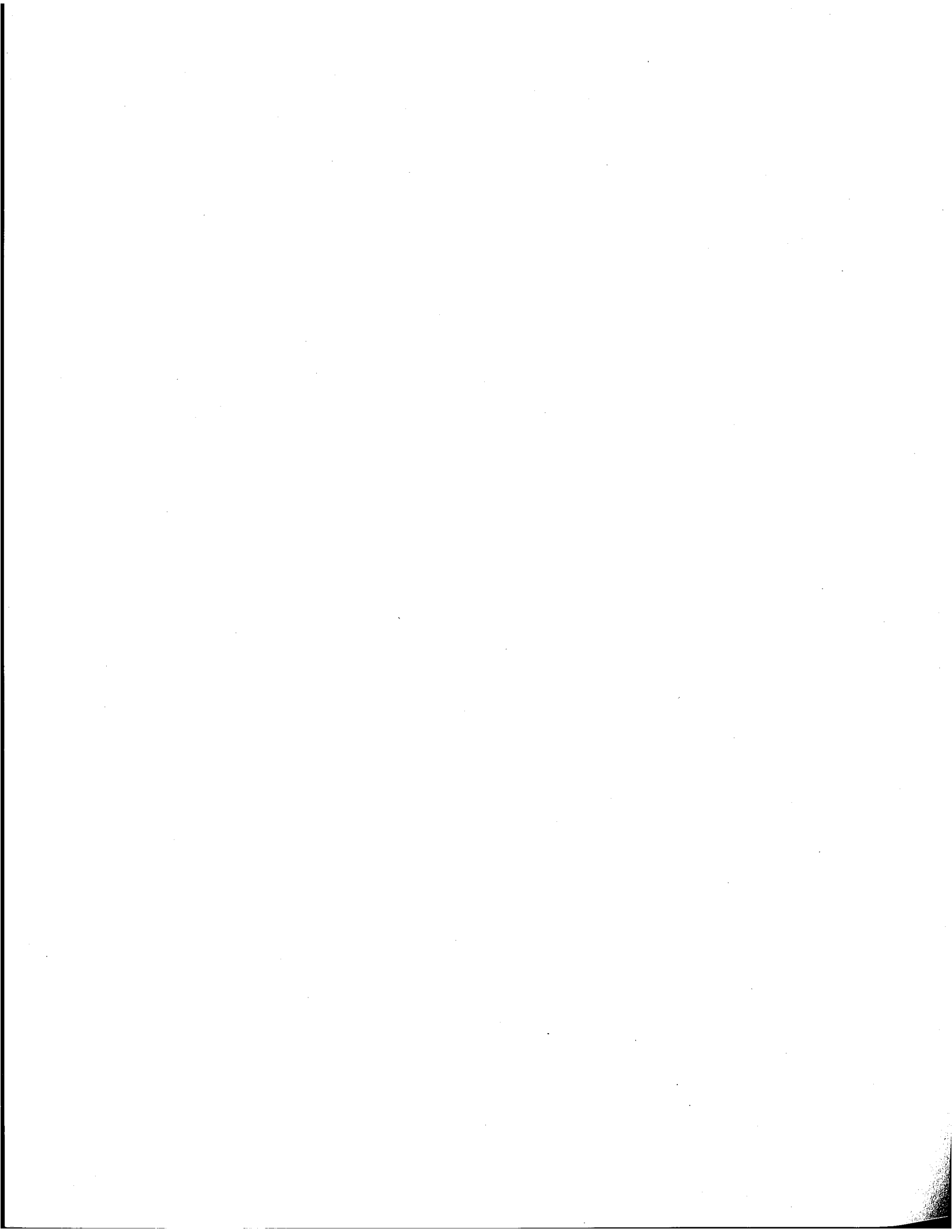
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ISBN-13: 978-0-545-64749-6
ISBN-10: 0-545-64749-5





Abe's Honest Words



Summary & Standards

Summary: Abraham Lincoln's life was marked by a thirst for learning and justice.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R.8); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R.1).

Author: Doreen Rappaport

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Themes/Ideas: acting with perseverance; remaining dedicated to one's country despite obstacles

Genre/Text Type

Informational Text/Picture Book Remind students that informational text has facts about a topic. This picture book uses illustrations to inform the reader.

Informational Text Features

Author's and Illustrator's Notes Notes shed light on their reasons for creating the book.

Time Line A time line of important dates helps set up the chronology of Lincoln's life.

Vocabulary

Academic Vocabulary

rebellion (p. 32): opposition to authority or control

resolve (p. 16): to make a commitment

Domain-Specific Vocabulary

assassin (p. 36): a person who murders another person, usually someone of importance

surrendered (p. 36): gave up; agreed to stop fighting

Challenging Features

Text Students may be challenged by the third-person text along with the quotations from Abraham Lincoln. Point out the different typeface used for the quoted material.

Vocabulary Students may be challenged by the archaic, intellectual vocabulary of Abraham Lincoln's speeches. Preteach these words.

Supporting Features

Text Expressive illustrations support the text.

Content Most students will be familiar with Abraham Lincoln and at least some of the events of the Civil War.

A First Look

Display the cover for students. Read the title. Read aloud the two quotes from pages 13 and 27. Invite students to share ideas about what the quotes mean. Ask: *What kind of man was Abraham Lincoln?*

Read and Analyze Informational Text Cite Textual Evidence

☉ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Identify Reasons and Evidence

Authors of historical texts often have opinions about the subject. For example, Doreen Rappaport believes that Lincoln was a noble figure and that slavery is wrong. Guide students to identify the reasons and evidence she gives for her opinions. (Note: Pages are not numbered. The first page of text is page 5.)

(p. 19) *What did Lincoln believe about slavery? What reason does he give for this belief?*

(pp. 20–23) *Does the author believe that the North was in the right during the Civil War or that the South was? How can you tell?*

☉ (pp. 27–28) *Why did Lincoln choose to free the slaves? What reasons did he give for this decision?*

☉ (p. 34) *How did the Civil War change the country? Why did Lincoln "feel no joy" about winning? Explain your answer using evidence from the text.*

☉ (p. 36) *Did the soldiers at Gettysburg die in vain, or are they still remembered today? Give evidence to support your answer.*

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Turn to the transcript of the Gettysburg Address on page 41. Read the speech aloud. Then lead students to monitor and clarify their understanding. Ask:

- *Say the first sentence in your own words. How many is “four score and seven”? What document or event is Lincoln referring to?*
- *Reread the last paragraph. What is Lincoln’s main idea?*

Thinking Beyond the Text

Help students make inferences about why the nation needed to heal after the Civil War. Ask:

- ❖ *What actions on both sides caused bad feelings?*
- ❖ *How did this affect the nation’s healing process?*

Thinking About the Text

Have students study the illustrations on pages 10–11, 18–19, and 26–27. Ask:

- *What does the illustrator show about the lives of African Americans in Lincoln’s time?*
- *How do the author’s words support the illustrations?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Latin Roots

Remind students that many words in English come from Latin roots.

- Point out the word *territories* on page 32. Explain that it comes from the Latin root *terra*, meaning “earth” or “land.” Ask: *How does the Latin root help you understand the word?*
- Repeat with other Latin roots. Explain that the word *perpetual* (p. 11) comes from the Latin word *perpetuus*, meaning “to go on without being interrupted.”
- Explain that *proclamation* (p. 27) comes from the Latin roots *pro*, meaning “forward” or “for,” and *clamare*, meaning “to cry out.”

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

Develop Fluency

Model reading one of Lincoln’s quotations, such as the lines on page 34 from his second inaugural address. Demonstrate emphasizing important words. Have students work in pairs and select one of Lincoln’s quotations. Have them analyze which words are most important. Then have them read aloud the quotation, using good expression and emphasis.

Expand Oral Language/Conversation

Talk About the Civil War Invite students to share what they know about the Civil War from their social-studies class texts and combine it with what they learned in this book. Ask: *How did this book change your understanding of the war? What was portrayed differently? The same? What illustrations or quotations deepened your understanding?*

Write and Respond to Reading

Write a Letter Have students choose a few quotations from the book and, imagining that they lived in Abe’s time, use those quotations as evidence in a letter persuading a family member to vote for Lincoln in the election. (**Opinion/Argument**)

Write a Biographical Sketch Have students review the information and quotations from the book and write a short biographical sketch of Lincoln. Have them brainstorm beforehand a list of words describing his character to include in the bio. (**Informative/Explanatory**)

ELL Bridge

Display the quotation “A house divided against itself cannot stand.” Explain that though this was not an original Lincoln quotation, he used it as a metaphor for the division in America during the Civil War. Guide them to paraphrase the concept in simple, straightforward language.

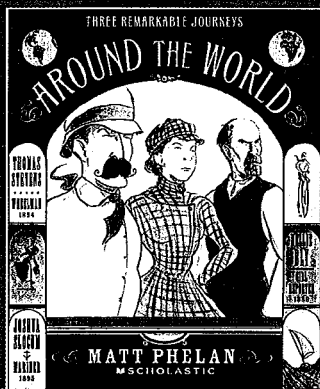
Connect Across Texts

Bad News for Outlaws by Vaunda Micheaux Nelson
Reeves and Lincoln both tried to do what was right, especially during difficult situations. Invite students to share what they think was most admirable about each man.

Connect to the Internet

Students can view other Abraham Lincoln quotations at <http://www.abrahamlincolnonline.org/lincoln/speeches/quotes.htm> or http://www.notable-quotes.com/1/lincoln_abraham.html.

Around the World



Summary & Standards

Summary: Three short stories tell of three 19th-century around-the-world travelers.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Matt Phelan

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: finding adventure; accepting challenges

Text Type: Graphic Novel

Genre/Text Type

Historical Fiction/Graphic Novel Remind students that historical fiction is a made-up story based on real events. The illustrations and their use in this graphic novel support real-life events.

Text Features

Visuals Illustrations carry much of the book's narrative; maps provide details behind the stories.

Vocabulary

Academic Vocabulary

fortitude (p. 27): strength of mind

intrepid (p. 11): fearless; brave

Domain-Specific Vocabulary

endeavor (p. 18): an undertaking; an attempt

itinerary (p. 117): a plan for a journey

Challenging Features

Text The graphic novel contains multiple narratives. Have students read and respond to one story at a time.

Vocabulary The book contains some elevated vocabulary to reflect the historical content. It also contains complex quotes from the subjects of each section. Students may need to refer to reference materials while reading.

Supporting Features

Text The stories are easy to read in graphic-novel panels, with illustrations, dialogue, and narration.

Content The author provides exposition to put the book's events in a historical context.

A First Look

Have students flip through the book and take note of its format. Explain that graphic novels provide information through pictures and that this novel's pictures are of historical figures. Read the title and explain that in 1873, author Jules Verne wrote a book called *Around the World in Eighty Days*, which tells the fictional story of a man trying to travel around the world in just eighty days. Point out that back then, the idea of getting around the world that fast was unheard of. Say: *Let's read to find out about three real people who attempted similar journeys.*

Read and Analyze Literature Cite Textual Evidence

☛ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Use Picture Details

Tell students that graphic novels use pictures to tell a large part of the story. Images may provide details that the author does not include in the text.

(pp. 42–47) *How does the author use images to contrast Stevens's travels in different countries?*

☛ (pp. 56–61) *How does the author summarize details of the journey with images instead of words?*

(pp. 99–101) *Nellie Bly and Jules Verne didn't speak the same language. How do the illustrations help readers understand their meeting?*

☛ (pp. 169–175) *Since Slocum was alone, he didn't have conversations with anyone. How does the author use images and words to tell his story?*

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask questions about ideas the text conveys through images instead of words. For example:

- *How does Nellie Bly react to travel delays?*
- *What troubles Joshua during his journey?*

Thinking Beyond the Text

Discuss the effects of travel on society. Say:

- *People say that travel makes the world smaller. What does that mean?*
- *How did each of the travelers make the world seem smaller to people at the time?*

Thinking About the Text

Read the Author's Note on page 236 and discuss the idea of "interpretation." Then ask:

- ❖ *How did the author use true details when telling these stories?*
- ❖ *Identify a few places where the author used his imagination or applied an interpretation. How does that tactic enhance your understanding of the story?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind students that they can use context clues to define unfamiliar words.

- Point to the word *fortitude* on page 27. Say: *The word is used in the same sentence as the word determination. It is another quality Stevens needed to succeed. Fortitude means having a strong mind that helps one act courageously.*
- Remind students that they can find context clues in images as well.

Proper Nouns

Proper nouns name a specific person, place, or thing, such as *Thomas Stevens* and *Budapest*.

- Have students look for more proper nouns.
- Discuss titles. Review that *Mr.* followed by a last name refers to male figures, while women's titles include *Miss* (unmarried), *Mrs.* (married), and *Ms.* (married or unmarried).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have students select a series of panels in the book and read the scene aloud to a partner. Remind students to read at a natural pace and to use expression to show how the characters are feeling.

Expand Oral Language/Conversation

Talk About Transportation Discuss the travel modes used in the book. Have students name the unique problems that the three figures in the book faced due to their transportation choices.

Write and Respond to Reading

Create a Travel Poster Have students choose one of the destinations mentioned in the text and create a travel poster for it, using details from the book. They may use the illustrations on pages 58–59 for inspiration. Display students' posters. **(Informative/Explanatory)**

Write a Journal Entry Explain that many travelers, past and present, keep travel journals to record itineraries, experiences, and thoughts. Have students choose a section of the text and write a journal entry in the voice of Thomas Stevens, Nellie Bly, or Joshua Slocum. **(Narrative)**

ELL Bridge

Use the visual nature of the book as an opportunity for students to practice narrative skills. Assign a few pages to each student, and have them tell a partner, in their own words, what is happening. They may refer to any text on the pages, but they should base their explanations on the pictures.

Connect Across Texts

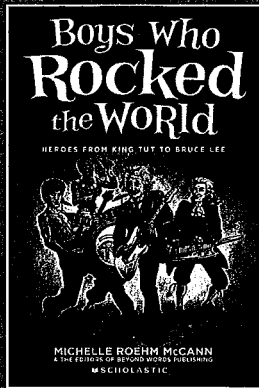
The Great Serum Race by Debbie S. Miller

Stevens, Bly, and Slocum set out to fulfill personal goals. The mushers in *The Great Serum Race* depended on their sleds, dogs, and skill to help save lives. Discuss the personal qualities needed to undertake challenging journeys and how these trips raised awareness of different ways to travel.

Connect to the Internet

Challenge students to create an around-the-world itinerary using airplane schedules. Find schedules at airline websites or at travel aggregators such as <http://www.expedia.com>. Have students try to plan the shortest global journey they can.

Boys Who Rocked the World



Summary & Standards

Summary: Throughout history, from Tutankhamun to today's actors and Olympic athletes, boys have made names for themselves by excelling at what they do.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Michelle Roehm McCann

Word Count: 250+

Genre: Informational Text

Themes/Ideas: recognizing the strengths of young people; identifying ways to make an impact

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text gives facts. Specific information is given in each of the chapters.

Informational Text Features

Contents Page The table of contents identifies the subject of each chapter by name and occupation.

Vocabulary

Academic Vocabulary

coronation (p. 3): the crowning of a king or queen
emphasized (p. 196): called attention to
prodigy (p. 171): an extremely gifted child
solitary (p. 142): alone; on one's own

Challenging Features

Text Some quotations at the beginning of chapters are metaphorical. Work with students to “tease out” the meaning of the more difficult quotations.

Content Because the book covers a wide range of occupations and fields of study, students may encounter many topics they know little about. Encourage them to keep a list of questions as they read, so they can later research to find answers.

Supporting Features

Text Each chapter follows the same format, telling where a boy is from, what his early life was like, and how he went on to do something special. Tangential material is separated in text boxes.

Vocabulary While the text includes some unfamiliar content-related words, most language is easy to follow.

A First Look

Talk about the cover. Ask students to describe the illustration. Have them identify any of the pictured people if they can. Then read the title. Ask: *What does it mean to “rock the world”?* Then ask: *What are some things Bruce Lee, King Tut, Albert Einstein, and Wolfgang Amadeus Mozart might have in common?*

Read and Analyze Informational Text Cite Textual Evidence

⊛ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Read Closely to Analyze

Tell students that the author of this book presents ideas about each featured person—both directly and indirectly. Point out that when drawing ideas from a book, readers rely on evidence in the text and look for a unifying theme, such as the diverse ways boys have “rocked the world” throughout history.

- (pp. 1–5) *Which words describe King Tutankhamun’s abilities as a ruler? Use quotes from the chapter to support your ideas.*
- ⊛ (pp. 139–143) *According to the author, “Pelé was the greatest soccer player the world has ever known.” What specific evidence in the chapter supports that statement?*
- ⊛ (pp. 171–174) *Would you agree or disagree that Yo-Yo Ma was a musical prodigy? Support your answer with evidence from the book.*
- (pp. 195–198) *Will Smith wanted to be the biggest movie star in the world. Did he achieve that goal? Explain your answer using evidence from the text.*

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 2 and 3. Ask:

- *What happened that caused the young boy Tut to become a pharaoh?*
- *How did he act differently as a pharaoh?*

Thinking Beyond the Text

Point out that when small, separate chunks of information are put together, a larger message may emerge. Ask students to think about how the chapters fit together to make a whole.

Then ask:

- *Why does the author show a wide range of people and activities?*
- *What is the author's message?*

Thinking About the Text

Ask students to think about any patterns they notice in the text. Ask:

- *What do you notice about the format of each chapter?*
- *Why does the author use a similar format for each chapter?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffix *-ist*

Remind students that a suffix is an ending that is added to a base word that changes the meaning of the word.

- Have students look for the term *hair stylist* on page 100. Point out that the suffix *-ist* was added to the word *style* to create a noun that means “person who styles hair.” The suffix *-ist* can be added to a base word to name a person who plays a particular instrument (*pianist*), has a certain line of work (*archeologist*), or holds certain beliefs (*socialist*).
- Have students look through the table of contents to find other words that end in *-ist*. Have them identify the base word and define the complete word. To check definitions, they can use a dictionary or reread the appropriate chapters of *Boys Who Rocked the World*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model expert reading by reading aloud pages 1–2, emphasizing how you change your voice to read elements such as internal thoughts, rhetorical questions, and text set apart by dashes or parentheses. Have partners take turns reading the pages aloud.

Expand Oral Language/Conversation

Talk About Talent Discuss what it means to have talent. Have students cite examples from the text. Then ask students if having talent is enough to “rock the world,” or if the people described in the book had other qualities that helped them succeed.

Write and Respond to Reading

Express an Idea Have students write “How I Will Rock the World,” a paragraph about their own interests and dreams. Have them base their pieces on one of the book chapters. **(Narrative)**

Complete a Venn Diagram Have students use a Venn diagram to compare and contrast two of the people featured in *Boys Who Rocked the World*. **(Informative/Explanatory)**

ELL Bridge

Use the illustration and subheading at the beginning of each chapter to support vocabulary development for nouns that tell what each person is famous for: *pharaoh*, *inventor*, *cellist*, and so on. Point out that many (but not all) of these nouns include the suffixes *-er/-or* or *-ist*.

Connect Across Texts

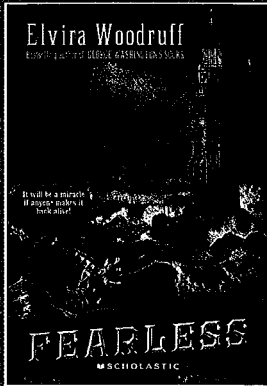
The Wright Brothers' First Flight by John de Lancie and Nat Segaloff

Discuss qualities that the Wright brothers share with inventors profiled in *Boys Who Rocked the World*. What traits helped each inventor succeed?

Connect to the Internet

Share this website with students to find out about the next generation of young scientists who just might rock the world (article; “Young Einsteins Wow the White House”): <http://www.scholastic.com/browse/article.jsp?id=3756952>.

Fearless



Summary & Standards

Summary: In this adventure novel based on real-life Henry Winstanley, an eleven-year-old boy, who fears his father has been lost at sea, must face his worst nightmare during a monster storm.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); analyze how two or more texts address similar themes or topics (CCRA.R9).

Author: Elvira Woodruff

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: facing one's fears; overcoming obstacles

Text Type: Novel

Genre/Text Type

Historical Fiction/Novel Remind students that historical fiction is a made-up story based on actual historical characters and/or events. The length of this novel allows for broader storytelling.

Text Features

Author's Note Information is provided about Henry Winstanley, the real-life inspiration for the story.

Vocabulary

Academic Vocabulary

conducive (p. 27): making something likely to happen

monotony (p. 55): lack of variety or interest

Domain-Specific Vocabulary

figurehead (prologue): a carving, typically a bust, at the front of an old-fashioned ship

mutinous (p. 6): refusing to obey orders

Challenging Features

Text Students may be challenged by the nautical references and slang.

Content Students may be challenged by the situations in which Digory and Cubby find themselves and by the loss of life.

Supporting Features

Text A variety of sentence lengths and styles and the use of dialogue will engage readers.

Vocabulary Two glossaries help students understand historical and nautical terms in the story.

A First Look

Discuss the cover and title with students. Ask: *How is the cover illustration a good match for the book's title?* Then read the back cover. Ask: *What event does the cover show? What do you predict will be the outcome of the story?*

Read and Analyze Literature Cite Textual Evidence

⊛ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Make Inferences

Remind students that when they make inferences, they combine textual evidence with their own knowledge to come up with ideas about what is happening in the text and to better understand it. Ask:

⊛ (pp. 58–59) *What did Digory promise himself he would not do? Based on the text evidence, what inference can be made about why Digory made this promise? Why does Digory keep going, even though he fears he is going to fall?*

(pp. 76–78) *How does Digory feel about promises? What evidence supports this inference?*

⊛ (pp. 79–85) *How is the first paragraph of this chapter a prediction of what is to come? What can be inferred about Master Winstanley of Littlebury from the evidence in the chapter?*

(pp. 128–131) *What can be inferred about Winstanley's feelings toward the boys? How do his words and actions support this inference?*

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 183–187. Ask:

- *What relationship has developed between Winstanley and Digory by now? Cite examples from the text.*
- *Why is it so hard for Digory to leave Winstanley at this point?*

Thinking Beyond the Text

Talk about how the characters in the book had to face their fears. Then ask:

- *What does it take for people to face their fears? What are the possible consequences of doing so?*
- *Is it better to face one's fears or to give in to them? What are some of the possible results of doing so?*

Thinking About the Text

Note that while the story is fictional, it is based on real-life people and events. Ask:

- *Why do you think the author chose to tell the story from the point of view of a fictional character, Digory? How does the child's viewpoint affect the way the story is told?*
- *How would the story be different if it were told from the point of view of Henry Winstanley?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Prefixes

Remind students that a prefix is a word part added to the beginning of a word. By knowing what the prefix means, readers can understand how the prefix changes the meaning of the base word.

- Locate *uneasy* on page 1. Explain that the prefix *un-* means “not” or “the opposite of.” *Uneasy* means “not at ease.” Have students figure out the meaning of *unforgiving* (p. 26), *unfurled* (52), *undying* (p. 61), and *unlike* (p. 66).
- Then explain that the prefix *dis-* means “the opposite of.” Have students figure out the meaning of *disbelief* (p. 12), *disgrace* (p. 19), *disappearing* (p. 48), and *displease* (p. 90).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model fluent reading of a passage from the book so that students can experience the rhythm and flow of the language. Stress appropriate pauses. Then have students choral read the passage with you.

Expand Oral Language/Conversation

Talk About Danger Discuss dangerous situations in general, and then talk about dangers the boys encountered while traveling alone and some of the poor decisions they made. Ask students what the boys should have done to stay out of danger.

Write and Respond to Reading

Write an Evaluation Have students make a two-column chart with the headings *Real* and *Fictional*. Remind students that part of this story is based on real events. Ask students to evaluate details in the story as real or fictional and record them on their chart. Have partners compare and discuss their charts. **(Informative/Explanatory)**

Write About Position Have students think about Henry Winstanley's accomplishments and his decisions. Ask them to decide if they think the man was a genius or a foolish dreamer. Have students select a position and then write a paragraph to support it with evidence from the text. **(Opinion/Argument)**

ELL Bridge

Help students understand the colloquial language used throughout the dialogue by having partners retell in their own words what the characters say. Have partners take turns reading sections of text aloud, stopping after each section to help each other retell in their own words what has happened.

Connect Across Texts

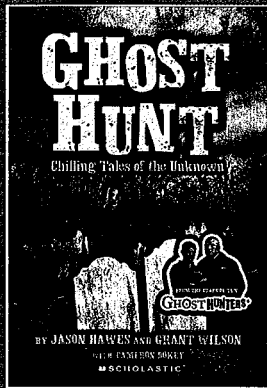
Titanic Sinks! by Barry Denenberg

Both authors tell dramatic stories based on actual events. How does each author show the variety of ways in which people react to danger? What other similarities are there between the two books?

Connect to the Internet

Have students visit this website to learn more about Winstanley's Lighthouse at Eddystone: <http://www.england.pharology.eu/Eddystone1698.html>. Students can learn more about the lighthouse featured in the book as well as view pictures of England's other lighthouses.

Ghost Hunt



Summary & Standards

Summary: Hosts from TV's *Ghost Hunters* present eerie investigations from that show.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Authors: Jason Hawes and Grant Wilson with Cameron Dokey

Word Count: 250+

Genre: Science Fiction

Themes/Ideas: investigating mysteries; exploring the paranormal

Text Type: Short Stories

Genre/Text Type

Science Fiction/Short Stories Remind students that science fiction is a story that deals with scientific subject matter. In each short story in this collection, new situations are introduced.

Text Features

Appendix A “Ghost Hunt Guide” contains procedural text, a quiz, and a glossary.

Vocabulary

Academic Vocabulary

procedure (p. 125): a way to carry out an action

solitary (p. 95): alone

Domain-Specific Vocabulary

apparition (p. 45): a ghostlike image

entity (p. 132): a thing that exists and can be defined

Challenging Features

Text Though the main characters appear throughout, secondary characters, settings, and events change with every story. Have students summarize stories as they read them.

Content Much of the plot is carried by dialogue, some of which consists of small talk. Tell students to help themselves keep track of speakers by visualizing the conversations as they read them.

Supporting Features

Text A lengthy “Ghost Hunt Guide” is arranged in procedural order, with the steps clearly defined.

Vocabulary A glossary defines technical terms, and some pieces of specialized technology are pictured.

A First Look

Point out the cover picture of the authors and explain: *The two authors are on a reality TV show called Ghost Hunters. They investigate places that are said to be haunted. In this book, they have written eight fictional ghost stories using what they have learned from their experiences. Ask: What do you think ghost hunters do to investigate a location?*

Read and Analyze Literature Cite Textual Evidence

☛ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Make Inferences

Remind students that writers do not always tell readers everything that happens. Readers can make inferences based on details in the text combined with prior knowledge.

(p. 34) *What does Scott mean when he says, “But that’s okay...”? How and why has his opinion of the haunting changed?*

☛ (p. 83) *The characters in the book make inferences about paranormal activity. How does Mark arrive at his conclusion about the legless ghosts?*

☛ (p. 136) *The ghost leaves after hearing a lullaby. What can you infer about the spirit in this story?*

(p. 167) *Why does Lyssa notice Eli’s behavior? As an investigator, what questions might she have about it?*

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have students compare and contrast two of the stories. Choose two and ask questions such as:

- *How were the investigation methods used by the TAPS team similar in both stories?*
- *What was different or similar in the attitudes toward ghosts in the two stories?*

Thinking Beyond the Text

Discuss the recurring theme of “unfinished business” among the ghosts. Ask:

- ❖ *What methods seem to work best in getting ghosts to leave a place? If you asked the TAPS team, what would they say about what ghosts want?*
- ❖ *Why is it important to study a house’s history to figure out how to get rid of a ghost?*

Thinking About the Text

Ask students what the “Ghost Hunt Guide” adds to the book. Select a section and ask:

- *How does this section connect to the stories?*
- *Why did the authors include this information?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Adverbs and Adjectives

Remind students that an adjective is a word that describes a noun. An adverb is a word that describes a verb, an adjective, or another adverb. Adverbs often, but not always, end in *-ly*.

- Point out the phrase *glowing yellow figure* on page 101. Write *glowing* and *yellow* on the board and say that they are both adjectives describing the noun *figure*. Without both adjectives, the reader would not know what kind of figure Mark sees.
- Repeat for the adverb *tightly* in *gripped the papers tightly* on page 70.
- Have students find additional examples of adjectives and adverbs that reflect the mood of the book. Ask them to try to think of similar describing words.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

Develop Fluency

Model fluent reading of a suspenseful passage, using proper phrasing and expression. Change your voice to reflect characters’ dialogue. Have students choral-read the section with you and then choose other scary passages to read to partners.

Expand Oral Language/Conversation

Talk About Horror in Entertainment Books, television shows, and movies about scary situations are always popular. Ghost stories on camping trips are a long tradition. Ask students why they think some people enjoy being scared.

Write and Respond to Reading

Create a Checklist Have students make a checklist of the seven steps of TAPS investigations from the appendix. Have them choose one of the stories and write a sentence or two about if and how the team followed each step. **(Informative/Explanatory)**

Write a Ghost Story Have students write a five-paragraph ghost story in which they introduce an unexplained phenomenon, describe the characters’ investigation of it, and conclude with a ruling on what caused the strange events. **(Narrative)**

ELL Bridge

Model creating a storyboard for a scene from the book, explaining that it could serve as a plan for shooting a scene for a TV show. Have students select a scene and create storyboards, making sure to communicate the positions of the characters, their gestures, and their facial expressions. Students may also add dialogue.

Connect Across Texts

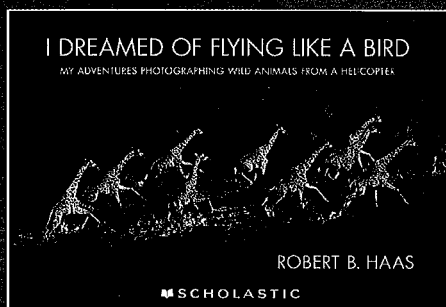
Fearless by Elvira Woodruff

In each book readers are treated to many suspenseful moments. Invite readers to share moments they find most shivery in each book. What techniques do Woodruff and the authors of *Ghost Hunt* use to build suspense?

Connect to the Internet

Have students read a few of the short campfire tales collected at <http://www.americanfolklore.net/campfire.html>. Have them find similarities among the stories, noting that some details tend to appear in many ghost stories.

I Dreamed of Flying Like a Bird



Summary & Standards

Summary: Aerial photographer Robert B. Haas takes readers around the world as he searches for wild animals and the perfect photograph.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Robert B. Haas

Word Count: 250+

Genre: Informational Text

Themes/Ideas: observing wild animals; learning about aerial photography

Text Type: Photo Essay

Genre/Text Type

Informational Text/Photo Essay Remind students that informational text contains facts. In a photo essay, information is supported with a series of photographs.

Informational Text Features

Glossary The author includes a glossary so readers can find definitions of difficult words.

Vocabulary

Academic Vocabulary

noticed (p. 13): to have seen something

spectacular (p. 18): beautiful, exciting

Domain-Specific Vocabulary

aerial (p. 7): viewed from the air

hibernation (p. 46): when animals spend the winter in deep sleep

Challenging Features

Text Students may be challenged by the aerial views shown in the photos. Together, look at one or two of the photos in order to analyze and explain the unusual vantage point of the camera.

Vocabulary Students may be challenged by content-specific vocabulary. You may wish to preview with students the glossary words and definitions and the names of places.

Supporting Features

Text The author includes a contents page and an index for help finding information and images.

Content Students may be familiar with many of the wild animals featured in the photo essay. Haas's photographs and his descriptions of the animals offer support for unfamiliar featured animals.

A First Look

Read the title and subtitle. Then discuss the cover photo. Ask: *How might taking photos of wild animals taken from a helicopter be different from photos taken on land? Let's find out why the author says, "The thrills of aerial photography are many."*

Read and Analyze Informational Text Cite Textual Evidence

☞ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Identify Details and Examples

Explain that aerial photography creates photos from an unusual perspective. Remind students to find details in the photos and information in the text that enhances understanding of wild animals.

☞ (pp. 11–15) *A wild animal hunting its prey is rarely captured on camera. Why is that so? What do you observe in the photograph on page 15? Which part of the text gives you information and helps you better understand what is going on in the photo?*

(pp. 17–21) *Why did the author notice the flamingos from far above? What happens that the author calls "simply unbelievable"? How does the photo support this part of the text?*

(pp. 35–39) *What advantage does a crocodile gain by living in and around water? How did aerial photography make the photo on page 39 special?*

☞ (pp. 57–58) *What is the connection between the book's title and Haas's career? What are two examples of how the author knows his dream has come true?*

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Point out text features such as the table of contents, introduction, glossary, resources, and index. Ask:

- Which text feature or features would help you find illustrations of zebras in the book?
- Where would you look to find the meaning of salt pans on page 25? What is the definition?

Thinking Beyond the Text

Review the author's introduction. Then ask:

- What makes Haas's career both exciting and dangerous?
- What questions would you like to ask Haas about being an aerial photographer or about any of his adventures?

Thinking About the Text

Talk about the format of the book, pointing out that each chapter has narrative text, photos, and a sidebar. Ask:

- ❖ What does each part do for the overall structure of the photo essay?
- ❖ How does the author make these elements work together to give you a better understanding of each story?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffix *-ful*

Remind students that the suffix *-ful* means "full of" or "characterized by," as in *cheerful* or *thoughtful*.

- Point out the word *plentiful* on page 13 and read the sentence. Say: *The word plentiful is made up of the base word plenty and the suffix -ful. What is the meaning of plentiful in this sentence? (having plenty of)*
- Have students page through the book to find other words with the suffix *-ful* and repeat the activity. (*successful* on page 14, *beautiful* on page 21, *powerful* on page 37, *peaceful* on page 47)

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Have students whisper read a page or two to themselves, practicing proper phrasing. Walk around and listen to students as they read. Provide immediate feedback.

Expand Oral Language/Conversation

Talk About Photography Lead a discussion about photography—as a career and as a hobby. Ask students to tell what makes Haas's photos so special and why he wanted to share them in a book. Invite students to talk about their experiences taking pictures of animals.

Write and Respond to Reading

Write a Letter Have students write a letter to the author. Explain to students that they can tell the author what they liked about the photo essay, what they learned from the book, and what questions they still have about aerial photography. **(Opinion)**

Make a Poster Have students choose an animal from the book and find photographs of that animal in magazines or online. Then have them make a poster about the animal, including photographs, facts, and information. **(Informative/Explanatory)**

ELL Bridge

Use the photos to develop vocabulary of animal names and actions. Have student pairs take turns pointing to an animal in a photo, saying the name of the animal, and telling what the animal is doing. Encourage students to describe the animals' actions in complete sentences, such as *The zebras are running* or *The buffalo are stampeding*.

Connect Across Texts

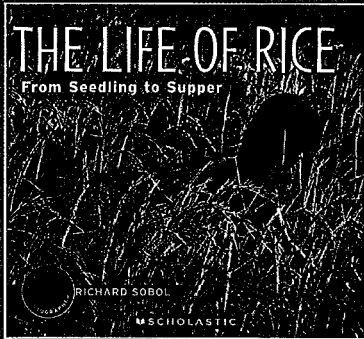
Beachcombing by Jim Arnosky

Arnosky is a naturalist who uses his drawings rather than photographs to record and share his observations about nature. Revisit both books to consider how the illustrations in each work together with the text. What are the advantages of photos? Of labeled drawings?

Connect to the Internet

Share this video with children to learn more about aerial photography: <http://www.nature.org/photosmultimedia/markgodfreyselects/markgodfrey-selects-cameron-davidson.xml>.

The Life of Rice



Summary & Standards

Summary: A photographer tells the story of rice and its importance in Thailand.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Richard Sobol

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding the importance of rice; learning about a different culture

Text Type: Photo Essay

Genre/Text Type

Informational Text/Photo Essay Remind students that informational text contains facts. In a photo essay, information is supported with photos.

Informational Text Features

Introduction The map and preface on pages 8–9 provide background for the rest of the book.

Captions Captions help explain each photograph.

Vocabulary

Academic Vocabulary

bountiful (p. 15): plentiful

formal (p. 13): official; proper

Domain-Specific Vocabulary

agriculture (p. 14): the raising of crops

transplanting (p. 20): relocating plants

Challenging Features

Text Captions can distract students' attention from the main text. Suggest that they read the text first, and then move on to the captions.

Vocabulary Thai words and phrases sometimes appear in the book. Help students pronounce them.

Supporting Features

Text The features at the back of the book "Rice Facts," "Rice Holidays," "Some Thai Rice Dishes," and the Glossary provide additional context and support.

Content The personal and engaging writing style should hold students' interest in the content.

A First Look

Read the title with students and point out that there is a subheading, *From Seedling to Supper*. Say: *Based on the subheading, predict what the book will be about. Then examine the photo. Ask: What hints does the photo give about the location discussed in the book?*

Read and Analyze Informational Text Cite Textual Evidence

⊗ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Explain Stated and Inferred Information

Give students the opportunity to explain information that is stated explicitly and to make inferences about the text.

(pp. 8–9) *Why did the author go to Thailand in the first place? Why did he return there later? What is the author's main occupation? What makes the author so interested in rice?*

⊗ (p. 11) *Read the sentences in quotation marks that show what people said to the author. Based on this, what can be inferred about life in Thailand?*

⊗ (pp. 14–15) *What event precedes planting time for rice?*

⊗ (pp. 28–29) *Find evidence to support the idea that no part of the rice plant goes to waste.*

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss the sequence of events in the “life” of rice. Ask:

- *What causes the rice seedlings to sprout?*
- *Why are the seedlings transplanted?*
- *After the harvest, what must happen before the rice is ready to be cooked and eaten?*

Thinking Beyond the Text

Review the photos and captions throughout the book. Then ask:

- *What inferences can you make about the job of growing and harvesting rice?*
- *What can be inferred about families, friends, neighbors, and the production of rice?*

Thinking About the Text

Discuss the author’s writing style. Ask:

- *The author describes a rice paddy as “chocolate-colored” and “fudgy” (p. 16). He compares working in rice fields to “working inside a steam shower with the door locked” (p. 18). What does this style help the author do? Find more descriptions like this.*
- *What would the book be like if the author had used only text to tell about rice? What if he had used only photos?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words with Suffixes

Remind students that when a suffix is added to a word, changing its part of speech, the syllable that is accented may or may not be the same.

- Have students find *anticipation* on page 15. Note how the *e* is dropped when the suffix *-ion* is added, turning the verb *anticipate* into a noun. Point out that the second syllable is accented in *anticipate* but that the fourth syllable is accented in *anticipation*. Model how to pronounce each.
- Follow the same process for *mechanically* on page 24. Note that the accented syllable is the same for *mechanical* and *mechanically*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

Develop Fluency

Model fluent reading of the text, emphasizing proper phrasing, pace, and intonation. Then have partners alternate reading the main text and the captions, page by page.

Expand Oral Language/Conversation

Talk About Cooperation Discuss the role of cooperation in the successful production of rice in Thailand. Have students cite evidence of cooperation that is revealed in the text, photos, and captions.

Write and Respond to Reading

Make a Time Line Have students make a time line of events in the “life” of rice. Encourage them to find necessary information by reviewing the text, photos, and captions. Remind students that a good time line includes visuals, as well as text in the form of descriptive labels indicating what happens when. **(Informative/Explanatory)**

Create a Picture Essay Have partners draw or print out online images for a picture essay about a place in the world they’d like to visit. As Sobol did in his book, the picture essay should include a text and captions with information students research about the place, in addition to images. Encourage students to use the format of *The Life of Rice* to complete their exercise and have them share their finished products. **(Informative/Explanatory)**

ELL Bridge

Use the book’s photos to reinforce students’ comprehension. Have partners leaf through the book and discuss what is happening in each photo. Challenge them to locate in each caption key words that explain the content of the photo.

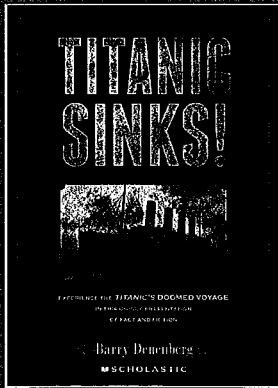
Connect Across Texts

Touch the Sky by Barrington Irving and Holly Peppe
Both Irving and Sobol write in the first person, sharing their own experiences. What do readers gain from firsthand accounts that they cannot get from reading other books on the same subjects?

Connect to the Internet

For more information about rice and other staple foods from around the world, visit <http://www.fao.org/docrep/u8480e/u8480e07.htm>, the website of the Food and Agriculture Organization of the United Nations.

Titanic Sinks!



Summary & Standards

Summary: This unique account helps the reader experience the excitement of *Titanic's* maiden voyage and her tragic sinking at sea, when hundreds died.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R.6); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2).

Author: Barry Denenberg

Word Count: 250+

Genre: Informational Text/Historical Fiction

Themes/Ideas: understanding the importance of planning and foresight; recognizing heroism

Text Type: Magazine Format

Genre/Text Type

Informational Text/Historical Fiction / Magazine Format This book contains factual articles and eyewitness accounts as well as a fictional journal. Its magazine format includes headlines and real photos. The events unfold with each new chapter.

Informational Text Features

Firsthand Accounts Actual eyewitness accounts offer details and perspectives on what happened.

Vocabulary

Academic Vocabulary

acclaimed (p. 3): praised publicly, applauded
controversial (p. 10): sparking argument or debate

Domain-Specific Vocabulary

marine (p. 3): having to do with the sea
watertight (p. 6): put together in such a way that no water can pass through

Challenging Features

Text Students may not recognize that S. F. Vanni is a fictional character and that his journal is not authentic. Help students determine which parts are fiction and which are based on fact.

Vocabulary Students may be challenged by the formal language used to evoke the journalistic style of 1912 and by references to artifacts of that time.

Supporting Features

Text For the most part, the text is divided into short, accessible articles.

Content The drawings and “The *Titanic* Hour by Hour” provide concrete, relatable details about the scope of the disaster.

A First Look

Read the title with students and elicit that the *Titanic* is the ship pictured on the cover. Ask: *What do you notice about this ship and this photo?* Lead students to recognize that events in the book happened a long time ago. Call attention to the text below the photo, stating that the book will include both fact and fiction.

Read and Analyze Informational Text Cite Textual Evidence

⦿ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Understand Point of View

Locate and discuss various firsthand and secondhand accounts.

(p. 1) *How does the “Letter From the Publisher” engage the reader in what is described as “this special edition magazine”?*

(pp. 9–10) *How does the author make the account in “Captain Smith Takes Command . . .” read like a magazine article?*

★ (pp. 34–35) *The fictional narrator of this journal is a reporter. How does that influence how he describes firsthand what happened in his 11:45 PM and 12:02 AM journal entries of April 14–15?*

★ (pp. 47–51) *Compare and contrast “The Titanic Hour by Hour” with “The Journal of S.F. Vanni.” What information is presented in each? How are events described?*

(pp. 64–67) *From which point of view is “A Closing Note From the Publisher” told? How can you tell?*

Praise students for specific use of “Behaviors to Notice and Support” on page 114 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 48–51. Ask:

- *How did the wireless operators make the disaster worse? How did they help?*
- *What is the best way to summarize what happened to the Titanic on April 14, 1912?*

Thinking Beyond the Text

Refer to the cover where it says, “Experience the Titanic’s doomed voyage.” Ask:

- *Do you agree with the author that the Titanic was doomed from the time it left on its voyage? Explain.*
- *What, if anything, could have been done, before or after the collision, to avoid disaster or lessen the loss of life? Cite details to support your answer.*

Thinking About the Text

Ask students to focus on point of view. Ask:

- ❖ *Why did the author include a fictional journal along with actual eyewitness accounts?*
- ❖ *“Closing Note from the Publisher” tells about events after the Titanic disaster. How does that add to your understanding of the Titanic’s place in history?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffixes

Remind students that a suffix is an ending added to a base word that alters the meaning of the word. Point out that the suffixes *-able* and *-ible* both mean “capable of” or “fit for.”

- Have students locate the word *collapsible* on page 5. Explain that the word *collapsible* is an adjective made by adding the suffix *-ible* to the base word *collapse*, and it means “capable of collapsing.” Note that the silent *e* was dropped before adding this suffix.
- Have students look for words with *-able* on page 12 (*comfortable*, *affordable*). Have them identify the base words and explain what each combined word means. Suggest they look for additional words with the suffix *-able* or *-ible*.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher’s Guide*.

Develop Fluency

Model fluent reading of a suspenseful passage, selecting a portion of Vanni’s journal from page 34 or beyond, emphasizing pace and expression. Then have partners take turns reading aloud as you circulate and listen.

Expand Oral Language/Conversation

Talk About Heroism Discuss the ways in which some passengers and crew members displayed heroism. Ask: *How do these heroes compare with heroes you see in movies or on TV? What does it mean to be a hero? How do heroes behave?*

Write and Respond to Reading

Answer a Question Have students choose one of the questions on page one of the book (column two) to answer. Ask students to write their answers, supporting them with evidence from their reading. **(Informative/Explanatory)**

Create a T-Chart Have students create a T-chart that lists some of the factors that caused the *Titanic* disaster. Have them label one column *Bad Decisions* and the other *Bad Fortune*. **(Opinion)**

ELL Bridge

To prepare students for reading, review the difference between first-person and third-person narrators. Explain that a first-person narrator is telling his or her own story, while a third-person narrator is not a part of the story he or she is telling. Work with students to develop a list of first-person pronouns that can be used as signal words to indicate a first-person narrator: *I*, *we*, *my*, *me*, *mine*, *our*, and *ours*.

Connect Across Texts

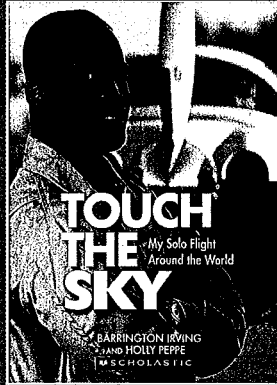
Bad News for Outlaws by Vaunda Micheaux Nelson

Nelson’s book describes the life of Bass Reeves (1838–1910), a lawman in the Old West. Compare Reeves’s approach to his dangerous job with the way in which the *Titanic*’s crew responded to the disaster they faced.

Connect to the Internet

For more information about the *Titanic*, visit <http://www.immersionlearning.org> under “Our Programs” and explore “Return to Titanic.”

Touch the Sky



Summary & Standards

Summary: In this intriguing autobiography, the author recounts his journey to becoming the youngest person and first black pilot to fly solo around the world.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Authors: Barrington Irving and Holly Peppe

Genre: Autobiography

Text Type: Chapter Book

Word Count: 250+

Themes/Ideas: pursuing a dream; exploring the world

Genre/Text Type

Autobiography/Chapter Book Remind students that in an autobiography, a person tells important details about his or her own life. The details of this person's life are revealed as each chapter unfolds.

Informational Text Features

The book features a labeled map of the flight, captioned photos, sidebars, a glossary, and an index.

Vocabulary

Academic Vocabulary

feat (p. 12): achievement showing courage or skill
motivation (p. 22): encouragement to do something

Domain-Specific Vocabulary

tarmac (p. 63): road or runway made of tar
turbulence (p. 30): irregular air currents

Challenging Features

Text Some students may find the pages hard to navigate. Have them begin by reading the main text on each page before moving on to the other features.

Vocabulary Content-specific vocabulary will be challenging to students. Have them use the glossary for definitions of unfamiliar words.

Supporting Features

Text Chapter titles and subtitles help students identify the main subject and details of the text.

Content The author's descriptions of his thoughts and feelings will make his story more easily accessible to students.

A First Look

Read the title and subtitle with students, and ask them to look closely at the photo. Ask: *What impression do you get of the person in this photo? What qualities or skills would you need to fly around the world alone?*

Read and Analyze Informational Text Cite Textual Evidence

✪ If you have time constraints and want to concentrate on only one portion of the text, use the asterisked prompts to focus discussion.

Explain the Relationship of Events

Help students focus on the relationships among the key events in the text. Guide them to identify examples of cause and effect.

- ✪ (pp. 27–30) *What effect did meeting Captain Gary Robinson have on Irving? What did Irving's desire to learn to fly cause him to do?*
- ✪ (pp. 37–41) *How did Irving's relationship with Robinson affect his decision to mentor children? Why did Irving decide to fly around the world? What other factors caused Irving to want to help?*
- (pp. 81–86) *What was the relationship between weather reports and Irving's flight? How did weather conditions affect his journey? What effect would delays have on the rest of his flight?*
- ✪ (pp. 90–91) *What specific examples caused Irving to feel unsure about the last leg of his journey? What specific examples from his past caused him to keep going?*

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students review the photo essay that starts on page 72. Ask students to summarize the sequence of events in Irving's record-setting journey, including details he learned at each of his stops.

Thinking Beyond the Text

Have students share words they would use to describe Irving. Ask:

- *How can you tell that Irving has a passion for planes and for inspiring children?*
- *What qualities and skills should a person who wants to fly solo around the world have?*
- *What makes Irving's feat important or remarkable? Support your response with details from the text.*

Thinking About the Text

Remind students that authors have a purpose, or a reason, for writing. Say:

- ✦ *Reread pages 104–105. Why do you think Irving chose to write about his life and his flight?*
- ✦ *How would this book be different if its author were someone other than Irving?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Difficult Words

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

- Identify *thriving* on page 76. Point out the root word and the ending. Ask students what they think the word means. Use surrounding text to confirm meaning. Help students understand that *thriving* means “doing very well” or “flourishing.”
- Repeat with *transmitter* (p. 13), *aviation* (p. 30), *simulator* (p. 30), and *harrowing* (p. 90).

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Model using phrasing to break longer, complex sentences into chunks. Then have students practice the technique as they read independently.

Expand Oral Language/Conversation

Talk About Role Models Lead a discussion about all the accomplishments that make Irving a good role model. Ask students to revisit the text and to cite specific examples to support their claims.

Write and Respond to Reading

Write a Letter Have students write a letter to the author to explain their reactions to his story and to ask any questions they may have. **(Informative/Explanatory)**

State an Opinion Ask students to respond to this question: *Did Irving's flight around the world inspire young people to pursue their dreams?* Remind students to use reasons and examples to support their response. **(Opinion)**

ELL Bridge

Tell students that writers sometimes use expressions that mean something other than the literal meaning. Help students use context to understand idioms in the text, such as *make ends meet* (p. 20), *picked on* (p. 20), *cracked jokes* (p. 20), and *fit in* (p. 21). Have students find the following idioms and discuss their meanings: *lift my spirits* (p. 69), *in full swing* (p. 82), and *toy with* (p. 95).

Connect Across Texts

I Dreamed of Flying Like a Bird by Robert B. Haas

These two books are both written by men who share a love of flying and adventure. Invite students to compare and contrast the two authors' interests, personalities, and skills.

Connect to the Internet

Share this website with students to have them learn more about Barrington Irving and his efforts to inspire others through his nonprofit organization, Experience Aviation:
<http://www.experienceaviation.org/>.

The Wright Brothers' First Flight



Summary & Standards

Summary: In this radio play, an announcer describes the Wright brothers' first flight, and the brothers reveal biographical details.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Authors: John de Lancie and Nat Segaloff

Word Count: 250+

Genre: Historical Fiction/Biography

Themes/Ideas: understanding the history of flight; thinking creatively

Text Type: Radio Play

Genre/Text Type

Historical Fiction/Biography / Radio Play Remind students that historical fiction is based on real events. A biography tells the important events in a real person's life. This radio-play format includes dialogue and stage (sound) directions.

Text Features

Stage Directions The directions appear in parentheses or boldface type and are not spoken aloud. They provide setting and sound notes for actors and directors.

Vocabulary

Academic Vocabulary

acknowledge (p. 17): to recognize or accept

destiny (p. 11): events that happen due to fate

Domain-Specific Vocabulary

biplane (p. 1): aircraft with two wings, one on top of the other

throttle (p. 2): device that controls the supply of fuel to an engine

Challenging Features

Text Sound prompts appear throughout. Select a crew responsible for creating the sound effects during an oral reading.

Content The play includes a biographical middle segment, which interrupts the flight coverage.

Supporting Features

Text The speaker for each segment of dialogue is clearly marked.

Vocabulary A few aviation words are supported by context, and the other vocabulary is on level.

A First Look

Display the cover of the script and explain that it is a radio play. Say: *Before television, people listened to stories on the radio. The plays relied on sound effects to help listeners visualize events. From looking at the cover, what can you tell about this radio play?* Have students predict what sound effects they think this play will require.

Read and Analyze Literature Cite Textual Evidence

✦ If you have time constraints and want to concentrate on only a portion of the text, use the asterisked prompts to focus discussion.

Understand the Structural Elements of Drama

Point out that this short play contains a cast of characters, dialogue, and stage directions, but it is not divided by formal acts or scenes. Instead, three linked sections tell the story.

(p. 1) *Where is the play set? What time of day is it? What season is it? Describe the weather.*

✦ (p. 1) *What dramatic element contains this descriptive setting information? Why is this information important?*

(p. 4) *How do the authors transition from the event of the flight to the brothers' biography?*

✦ (p. 15) *How do the authors transition from the brothers' biography back to the flight? How does the biography relate to the flight?*

Praise students for specific use of "Behaviors to Notice and Support" on page 114 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask students to think about the sequence of events in the Wright brothers' lives. Note that the play itself is not told in sequential order.

Ask questions like these:

- *What happens to Wilbur and Orville before they fly the plane?*
- *What happens to Wilbur and Orville after they fly the plane?*

Thinking Beyond the Text

Discuss the character traits illustrated by the Wright brothers' actions and dialogue:

- *What are Orville's character traits? What are Wilbur's character traits?*
- *How are the brothers alike and different?*

Thinking About the Text

Discuss the structural elements of drama. Ask:

- *Why do you think the author included the Announcer in the cast of characters?*
- *In a drama, how is setting information conveyed?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Colloquialisms and Idioms

Remind students of the difference between formal and informal language. Because this play is mostly dialogue, it contains colloquialisms (informal language as it is spoken) and idioms (phrases with accepted meanings not meant to be taken literally). Colloquialisms and idioms tend to change across time and often differ depending on region.

- Ask students to find examples of colloquialisms, such as *Well, can't say as I do, but then I ain't the one who thinks he's going to fly!* (p. 3). Discuss their meanings.
- Then ask students to find examples of idioms, such as *Give her a spin!* (p. 2). Have volunteers explain their meanings.
- Discuss how this informal language adds to the tone of the play.

For more prompts and ideas for teaching problem-solving strategies, see page 28 of the *Guided Reading Teacher's Guide*.

Develop Fluency

Assign sections of the play to several student groups. Have them practice reading aloud their parts and then present their sections to the class. Remind students to focus on accuracy, appropriate rate, and expression as they read aloud.

Expand Oral Language/Conversation

Talk About Inventions Point out that some people consider the airplane to be the most important invention of the last century. Ask: *What do you think is the most important invention? Why?* Have students support their opinions with reasons and evidence.

Write and Respond to Reading

Write a Journal Entry Using details from the play, have students write journal entries about the flight from the point of view of Orville or Wilbur Wright. Remind students to use sensory details to convey experiences and events. **(Narrative)**

Create a Time Line Based on the history of flight presented in the play, have students create and annotate time lines. Captions may contain facts, details, or quotations. Have students add illustrations based on play details when possible. **(Informative/Explanatory)**

ELL Bridge

Preview some of the aviation terms in the text, such as *biplane, propeller, throttle, stalled, engine, and rudder*, with the corresponding picture on the cover. Help students pronounce each word. Also point out that Lilienthal's dialogue on pages 9–10 is written to show how he might speak with a German accent. Help students decode this speech.

Connect Across Texts

Touch the Sky by Barrington Irving & Holly Peppe
Like the Wright brothers, Irving took on an aeronautical challenge. What skills did each need to master in order to accomplish his goals?

Connect to the Internet

Direct students to the Smithsonian's informational pages about the Wright brothers at <http://airandspace.si.edu/exhibitions/wright-brothers/online/>. Have them compare and contrast the information with the facts presented in the play.