

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **Blood on the River: James Town 1607**
- **Chu Ju's House**
- **Guilty by a Hair!**
- **Harriet Tubman, Secret Agent**
- **Home of the Brave**
- **The Invention of Hugo Cabret**
- **The Lightning Thief**
- **Lights, Camera, Amalee**
- **Out From Boneville (Bone)**
- **Tunnels (Book 1)**

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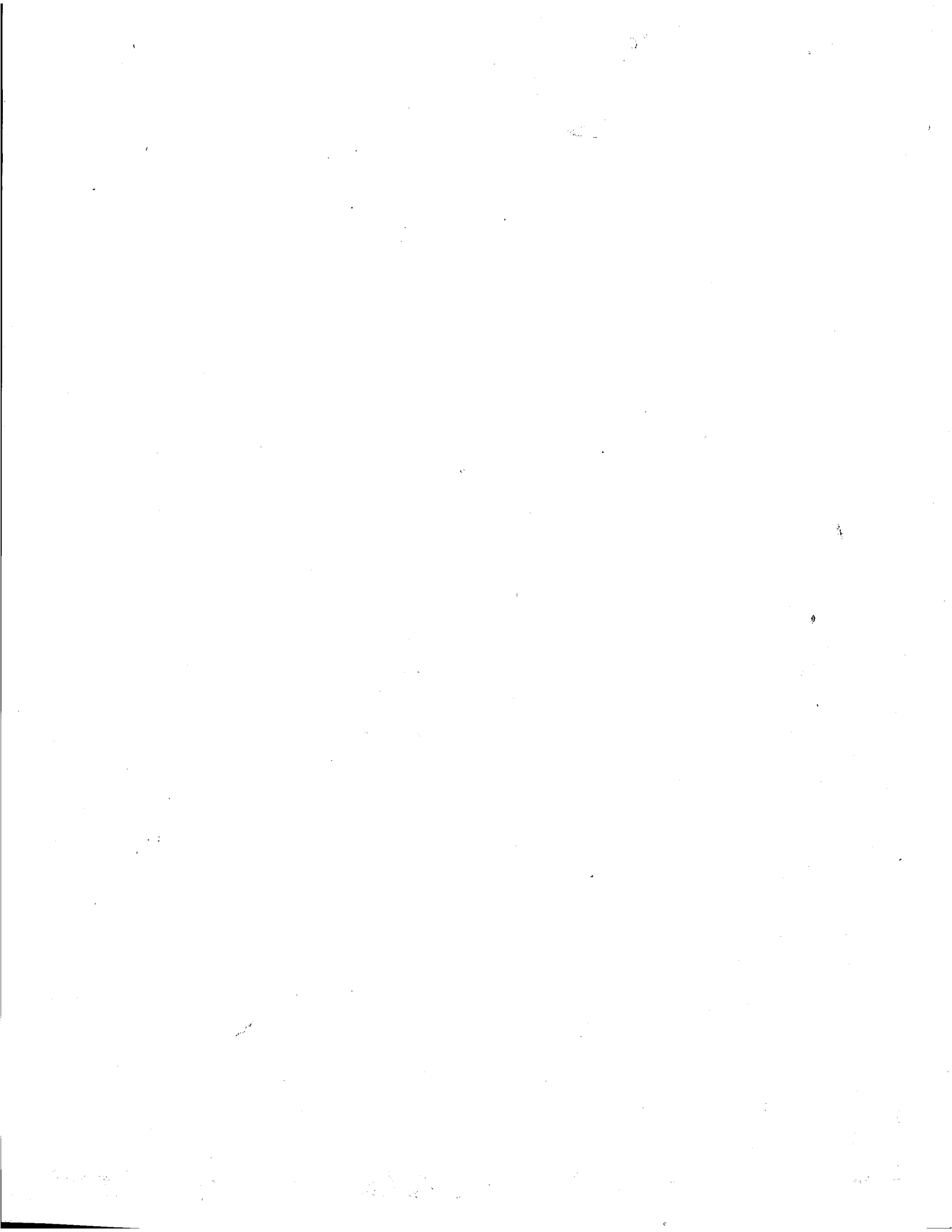
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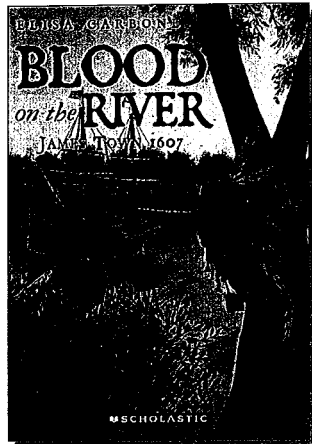
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Blood on the River: James Town 1607



Summary & Standard

This work of historical fiction tells about the challenges faced by the earliest colonists in James Town, the first permanent English settlement in America. The story is told from the viewpoint of a real boy who arrived there as a servant. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Elisa Carbone
Genre: Historical Fiction

Word Count: 250+
Theme/Idea: cooperating to survive

Making Connections: Text to World

Ask students what they know about the early European settlers in America. Ask: *Which countries sent people to the New World? What were they hoping to find or accomplish there?*

Extend the connection by talking about travel in the 1600s. Explain that the voyage from Europe was hard and unpredictable. People who came to America had to fend for themselves or get help from the native people who were already here. Ask: *Why do you think they were willing to face the hardships in a new place?*

For additional teaching ideas and resources, see www.historyisfun.org/Jamestown-Settlement.htm.

Vocabulary

Essential Words: escapade, humility, pitiful, reverend, scaffolding, stench, twinge

Related Words for Discussion: hoard, negotiate, overcome, provisions, translate

Genre

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

ELL Bridge

Display a world map or globe and point out the United States. Ask a volunteer to find the locations of the Canary Islands, West Indies, and Chesapeake Bay. Model how to trace a path from Britain to these locations, using the words *north*, *south*, *east*, and *west*. Name and point out different countries and have volunteers trace a path to show how they would get to James Town from those countries. Encourage students to use directional words as they describe the route.

Supportive Book Features

Text A two-page spread of a map of James Town and the surrounding area makes the main setting clearer. Sources are shown at the back of the book for those who would like additional information.

Content The story is told in the first person by an 11-year-old boy. Students should be able to relate to his excitement and apprehension, as well as his grievances and conflicts in the story. Praise students for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out that each chapter begins with a quote from the writings of historical figures in the James Town story. Explain that additional background for the historical figures in the book is provided in an author’s note on page 225, including facts about the fictionalized main character.

Vocabulary Students may be challenged by the many Algonquian words used in the text, such as *wingapo* (page 70). Help them find the definitions of the words in reference materials and guide them to sound out the words.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about the obstacles Samuel faced in the voyage to James Town (e.g., overcrowding, filth, seasickness, conflict with others) and how he overcame these obstacles.

Thinking Beyond the Text

Ask students to explain the difference between what the English colonists expected when they set out and what they actually found in America. Ask students how they think they would have reacted to the situation in James Town during the winter of 1607.

Thinking About the Text

Have students notice and point to specific examples of how the writer uses language and dialogue to make Samuel, John Smith, and other characters come alive for readers. For instance, when Samuel nicknames the captain "Ratcliffe" on page 12, readers can see that he does not take authority seriously.

Drawing Conclusions

Remind students that readers draw conclusions when they form an opinion by using information from the text along with their own knowledge and experience.

- Ask students to think about what they learned about John Smith in the book. Ask: *Why did the gentlemen dislike Smith? How did Smith feel about the gentlemen?* (The gentlemen disliked Smith because he was a commoner; Smith disliked the gentlemen because he thought they were lazy and arrogant.)
- Ask: *What qualities in John Smith enabled him to help the colonists survive?* (good instincts; ability to communicate with the American Indians; strong worker)

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

Developing Phonics and Word-Solving Strategies

Context Clues

Remind students that they can often guess the meaning of an unfamiliar word by using clues found in the phrases and sentences around the unknown word.

- Read this passage on page 17: *Instead of trying to decipher . . . Trust no one.* Model how to figure out the meaning of *decipher*. Say: *He is deciding which men are to be trusted and which are not. Decipher must mean "figure out."*
- Have students look for context clues as they figure out the meanings of *loitering* (page 22) and *palisade* (page 84).

Developing Fluency

Model fluent reading of old records, such as the note on page 200. Use intonation to make the meaning of the text clear. Have volunteers take turns reading the text aloud and provide immediate feedback.

Oral Language/Conversation

Talk About Colonists Lead a discussion about the difficulties faced by settlers. Ask: *What would it be like to deal with people who might not want you there?* Discuss the burdens that would need to be overcome.

Extending Meaning Through Writing

- Ask students to imagine themselves aboard the *Susan Constant*. Have them write a journal entry about the hardships they encounter. (**Narrative**)
- Have students write about how Samuel changes throughout the story, and why these changes came about. (**Expository**)

Other Books

The Journal of Douglas Allen Deeds by Rodman Philbrick

The Perilous Road by William O. Steele

Chu Ju's House



Summary & Standard

This story portrays fourteen-year-old Chu Ju, who runs away to spare her baby sister from being sent to an orphanage. Students will read to better understand the various cultures of the United States and the world.

Author: Gloria Whelan
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: coming of age

Making Connections: Text to World

Students will likely have some prior knowledge about China. Discuss what students know about this country and the families who live there.

Extend the real-world connection by talking about China in recent history. Explain that in 1979 China imposed a law requiring that families have no more than one child. At the time in which *Chu Ju's House* was set, families were allowed to have two children, but tradition dictated that one of them be a boy. Ask students to consider how such a law would affect their family and life.

For teaching resources about China, visit www.kn.pacbell.com/wired/China/.

Vocabulary

Essential Words: captive, misfortune, pamphlet, traditional

Related Words for Discussion: gender, labor, orphanage, overcrowding

Genre

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

ELL Bridge

Make a cycle chart to help students recall Chu Ju's various homes. Draw a circle on the board or chart paper. At the top, write *with her family in a village*. Ask students to describe the place and who lives there. Draw an arrow curving clockwise, and have students name and describe where Chu Ju first goes when she runs away. Write *home with Yi Yi on a boat*. Continue the chart, guiding students to suggest text for labels, until you complete the cycle back at the top. For each of the places Chu Ju goes, have students describe the place and people.

Supportive Book Features

Text The text follows events sequentially in Chu Ju's life. The easy-to-read dialogue and descriptions, as well as the chapter divisions, make the text accessible to students. A glossary in the back of the book offers support for Chinese words scattered throughout the story.

Vocabulary Most vocabulary words will be familiar to students. Have students refer to the book's glossary for Chinese words.

Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no illustrations in the book, so students may have trouble following lengthy text blocks. Draw students' attention to vivid descriptions of the places and the characters to help them stay focused.

Content The Chinese cultural conditions described in the book may be unfamiliar to students. Prior to reading, you may want to provide background on some of these traditions. Remind students that while the story may feel as if it takes place in another time because of the rustic conditions, it is set in modern China.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the challenges Chu Ju faces as she tries to find a safe home. Talk about how she copes with each challenge.

Thinking Beyond the Text

Talk about the fact that Chu Ju's decisions are based on the society in which she lives. Ask students how her life would have been different if her mother had had a baby boy instead of another girl. Have students imagine themselves in Chu Ju's position. *Ask: How would you feel if you had to leave your family? How would you decide where to go?*

Thinking About the Text

Have students discuss why they think the author told the story from Chu Ju's point of view. Ask how the story would be different if it were told from a third-person point of view.

Visualizing

Explain to students that visualizing—picturing in their minds what is happening in a story—can help them better understand what they read.

- Read aloud the second paragraph on page 73 and model visualizing. Say: *I see a fat, little worm sitting in front of me on a pile of leaves. Its mouth is quickly chomping on leaves nonstop as I brush against it with a feather. I think about how funny it would be to have a job tickling a worm!*
- Ask students to close their eyes as you read aloud the third paragraph on page 95. Ask them what they pictured as you read.

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

Developing Phonics and Word-Solving Strategies

Suffix -ous

Remind students that the suffix *-ous* means "full of." Write *danger* and *dangerous* on a chart or on the board. Explain that *danger* is a noun. *Dangerous* is an adjective that means "full of danger."

- Have students turn to page 123 and find the word *prosperous*. Write *prosper* and *prosperous*. Ask students what each word means.
- Challenge students to find other words in the story in which the suffix *-ous* changes a noun to an adjective, such as *mischievous* (page 5).

Developing Fluency

Have small groups of students take turns reading aloud portions of text that contain dialogue, such as the section on page 47. Remind them to use punctuation clues to help them know when to pause.

Oral Language/Conversation

Talk About Growing Up in Different Settings

Lead a discussion about how people are affected by the environment in which they grow up. Ask: *How is Chu Ju's life different from your own? Are there similarities? If you could live anywhere in the world, where would it be? Why?*

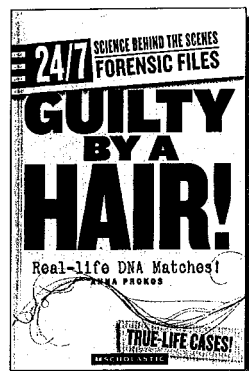
Extending Meaning Through Writing

- Have students write a paragraph explaining Chu Ju's bravery. (**Expository**)
- Ask students to write a description of a home where they would like to live. (**Descriptive**)

Other Books

Moccasin Trail by Eloise Jarvis McGraw
The Blue Door by Ann Rinaldi

Guilty by a Hair! (24/7: Science Behind the Scenes)



Summary & Standard

This nonfiction book briefly describes the science and people involved in using DNA evidence to help solve crimes. Readers are taken behind the scenes to see how DNA evidence can help prove a defendant's innocence or guilt. Students will read to enhance their understanding of the demands of society and the workplace.

Author: Anna Prokos

Genre: Science Nonfiction

Word Count: 250+

Theme/Idea: working on a team

Making Connections: Text to World

Students will be familiar with working on a team in sports or on classroom projects. Talk about ways that team members can work together most effectively, such as by communicating and listening to everyone's ideas.

Extend the connection by asking students what they know about how police and scientists work together to solve crimes. Tell them that for some crimes, the team is comprised of many people. The team in the book they are about to read is called a forensics team.

For forensics information and activities, visit <http://pbskids.org/dragonflytv/show/forensics.html>.

Vocabulary

Essential Words: anthropologist, convicted, criminal, evidence, jury, recover, yield

Related Words for Discussion: dedication, determination, observant, organized, persistent

Genre

Science Nonfiction Remind students that science nonfiction gives factual science information about the world.

ELL Bridge

Discuss with students the three crime-solving steps and their icons on page 14. Have students use the three steps—The Question, The Evidence, and The Conclusion—to make a three-column chart. Tell them to look for the icons and the corresponding yellow-highlighted text as they read about the three crimes. Have pairs of students use their own words to fill in their chart. Circulate among students, noting their chart entries and offering assistance as needed.

Supportive Book Features

Text Students will find the text easy to read. Short sentences and variations in the kind and size of the type will hold the reader's interest. The text is supported by photographs, maps, and charts.

Vocabulary Important topical words are boldface when they first appear and are defined in a glossary. Many are also defined in context. Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some pages resemble a magazine format, so text navigation can be challenging to some readers. Tell students to begin reading with the main text—the largest text block on the page—or with the introductory paragraph. Then they can move on to the features—boxed text, photo captions, and so on.

Content Although the writing is tactful, two of the cases involve violent crimes. Captions mention rape, sexual assault, and terrorist threats. These subjects may be disturbing to some students. Discuss these crimes in a sensitive manner.



Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the importance of DNA in crime investigation. Ask: *What is DNA? Where might scientists collect DNA? Why is DNA better than fingerprints in solving crime?*

Thinking Beyond the Text

Ask students to think about the outcomes of investigative work and the role of DNA sampling in convicting criminals. Ask: *Why must crime labs be careful about details when they collect and process DNA evidence? How does protective gear worn by scientists while collecting DNA protect both the evidence and the scientists?*

Thinking About the Text

Talk about how the features of the book make the text come alive for readers. Ask: *Why do you think much of the text on pages 8 and 9 is in speech bubbles? How do the maps help the reader? How does the paper clip on pages 14, 20, 24, and 34 help readers understand the organization of information on these pages?*

Noticing Details

Remind students that details will help them understand important ideas in their reading.

- Point out the headline on page 46 and tell students that it states the main idea of the article. Read aloud the text, and then have students identify the important details in each paragraph. Ask: *How do these details support the main idea?*
- Have partners read page 20 and make a list of the important details. Ask them to report to the whole group on the details they found.

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

Developing Phonics and Word-Solving Strategies

Multisyllabic Words

Remind students that a syllable is a word part that contains a vowel sound. Tell them that when they see an unfamiliar word, they can break it into syllables to read it more easily.

- Have students find *vocabulary* on page 8. Read it aloud, stressing all five syllables.
- Ask students to find *contamination* on page 19. Have a volunteer read it aloud, with emphasis on each syllable.
- Encourage students to find examples of other multisyllabic words in the book.

Developing Fluency

Have partners take turns reading to each other. One partner can read from the main text, and the other can read captions, sidebars, and charts. Then they can switch. Circulate among students to listen and offer feedback.

Oral Language/Conversation

Talk About Forensic Teams Lead a discussion about people who analyze forensic evidence. Talk about what qualities people in this career must have. Remind students that forensic scientists don't work in isolation. Discuss how they connect to other members of the team.

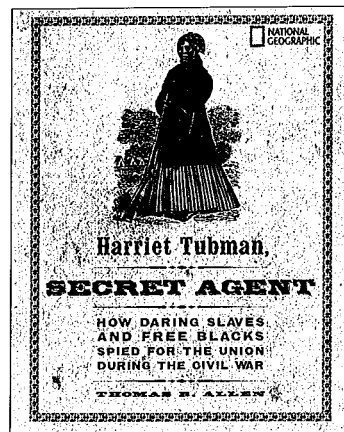
Extending Meaning Through Writing

- Ask students to write a short essay telling which forensic team member described in the book they would like to be. Have them explain why. (**Expository**)
- Ask students to make a chart that shows the steps of collecting and analyzing DNA evidence. (**Graphic Aid**)

Other Books

Tales Mummies Tell by Patricia Lauber
True Crimes and How They Were Solved
by Anita Larsen

Harriet Tubman, Secret Agent



Summary & Standard

With connections to Tubman's life and achievements, this book traces the abolitionist movement, Underground Railroad, and military activities that led to the end of slavery in the United States. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Thomas B. Allen

Word Count: 250+

Genre: Social Studies Nonfiction

Theme/Idea: fighting for freedom

Making Connections: Text to World

Most students will be familiar with the Civil War, and some may be familiar with Harriet Tubman and the Underground Railroad.

Explain that Harriet Tubman was born into slavery but escaped from it in 1849. For the next ten years, she made frequent trips back to the South in order to lead more than 300 enslaved Africans to freedom. During the Civil War, she served the North's Union army as a nurse, scout, and spy. Ask students to discuss how Tubman's skills might have helped the Union army during this turbulent time in history.

For additional teaching ideas and resources, see <http://www.pbs.org/wgbh/aia/part4/title.html>.

Vocabulary

Essential Words: contraband, covert, politician, sentinel, surveillance, vehement, vengeance

Related Words for Discussion: honor, jeopardize, peril, rewards, sacrifice

Genre

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

ELL Bridge

Help students articulate questions in order to make and check predictions about the text. Write *who, what, where, when, why, and how* on word cards. Have students preview a chapter. Hold up a card and guide students to formulate a question about what they will read. Repeat for each card and record the questions. After reading, review the questions and answer them as a group.

Supportive Book Features

Text Each chapter begins with key points in subheadings. The text is supported by historical photographs and illustrations, maps, a time line, and an index. A Cast of Key Characters helps students remember the book's main characters. Text notes provide background information.

Context Students will likely be intrigued by the depth of involvement by African Americans in the war effort. The inclusion of covert missions adds interest to the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The old-fashioned type font is sometimes difficult to read, although it gives a historical feel to the book. The use of parentheses and numbered text notes interrupts the text and may be disruptive to some readers. If so, encourage students to read to the end of a page or section before looking at the notes in the back.

Vocabulary Some of the vocabulary, especially military and historical references, will be difficult for students. Definitions are embedded in the text, and context can help readers' comprehension.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students use the time line or chapter subheadings to summarize key events in the book and recall Tubman's involvement with each one.

Thinking Beyond the Text

Point out that this book is not a biography of Harriet Tubman, but rather an informational book about the events leading to the Civil War and her connection to them. Ask: *How did certain events make war inevitable? Why was Tubman's involvement important? How might the war's outcome have been different if slaves had not helped the Union cause?*

Thinking About the Text

Have students notice that the author used numbered text note references after certain paragraphs. Ask: *What information do these notes provide? Why didn't the author just include these facts in the text?*

Generating Questions

Remind students that generating questions can help them better comprehend what they read. In order to look for answers to their questions, they need to read carefully. Read aloud the subheadings on page 67. Model how to use these to generate questions.

- *What was a "fire-eater"?*
- *Why did Harriet go to Troy?*
- *Who is Charles Nalle, and what was he escaping from?*
- *Was war inevitable?*

As students read, have them note where they find information that helps answer each question. Have them compare their findings.

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

Developing Phonics and Word-Solving Strategies

Synonyms

Remind students that synonyms are words with similar meanings. Point out that synonyms make text more interesting.

- On page 49, point out the words *revolt*, *courage*, and *command*. Ask students to give synonyms for each word, using a thesaurus if needed. Ask: *Why do you think the author chose these words?*
- Ask students to use each synonym in a sentence. Discuss how each synonym slightly changes a sentence's meaning.

Developing Fluency

Model how phrasing helps when reading complex sentences. Have partners read aloud passages, using punctuation and chunking to read longer sentences.

Oral Language/Conversation

Talk About Sacrifices Lead a discussion about the sacrifices people make. Ask: *Why were enslaved people willing to act as spies? What could happen if they were caught? Have students discuss situations in which people sacrifice their safety to serve a cause.*

Extending Meaning Through Writing

- Have students choose one person from the Cast of Key Characters and write a paragraph that shares what they learned about this individual. (**Expository**)
- Have students imagine they are an abolitionist. Ask them to use the code on page 172 to write a secret message to Harriet Tubman. (**Narrative**)

Other Books

The Forgotten Heroes: The Story of the Buffalo Soldiers by Clinton Cox

Sojourner Truth: Ain't I a Woman? by Fredrick and Patricia C. McKissack

Home of the Brave



Summary & Standard

Kek arrives from Africa as a refugee to live with relatives in Minnesota. As he awaits word of his missing mother, he wonders whether he will ever belong in his strange new home. Students will read to better understand the various cultures of the United States and the world.

Author: Katherine Applegate

Word Count: 250+

Genre: Free Verse

Theme/Idea: finding home

Making Connections: Text to World

Students may have met immigrants or may even be immigrants themselves. Ask students how they would feel if they moved somewhere very different from the place they were used to.

Extend the discussion by telling students that refugees are people who have to leave their homes and find a home elsewhere because they are in danger. Explain that sometimes they don't want to leave their homes and are separated from their families. *Ask: How would you try to help a refugee student feel at home if he or she came to your town and school?*

For additional teaching ideas and resources, see www.pbs.org/wnet/africa/tools/index.html.

Vocabulary

Essential Words: betrayal, charity, counselor, foster, immigrants, inquiry, intimidated, refugee, translation

Related Words for Discussion: confident, depressed, freedom, gratitude, honor, optimist, regret, respect

Genre

Free Verse Remind students that free verse is unrhymed poetry that has no specific pattern.

Supportive Book Features

Text Though the free-verse format can be difficult for some readers at first, it allows students to read through the book quickly. Sections are short and each section heading lets the reader know what the upcoming topic will be.

Vocabulary The vocabulary level is not difficult and should be understood by most students. Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There is no dialogue punctuation in the free-verse format to signify when someone is speaking. You may want to review some of these verses with students prior to their reading the book to allow them to become familiar with the style.

Content Students may not comprehend how someone might be unfamiliar with things students take for granted, such as an airplane. Explain that this story is told from the viewpoint of someone who has never seen these things and who does not know the English words.

ELL Bridge

To help students comprehend story elements such as setting, ask them simple questions that focus on content. For example, *What does Kek see when he lands at the airport? What does he think has happened to the trees? Why does he want to stop at the farm? What does he like best in his new classroom?* Have students point out text passages that support their responses.



Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss with students how Ganwar and Kek are alike and different and the efforts they make to understand and be part of their new home.

Thinking Beyond the Text

Talk with students about the way in which Kek tries to understand his new home and language—by making comparisons to familiar things from his home in the Sudan. For example, he describes English as a river of words with an occasional familiar word darting up like a sparkling fish. He describes a kitchen as a cookingfire room and the school bell as a buzzing bee. Ask: *What things do you think you would do to make yourself feel at home?*

Thinking About the Text

Ask students what they thought of the story's being told in free verse rather than in the usual prose form. Discuss how this format helped to portray Kek's efforts and struggle to understand English.

Understanding Problems and Solutions

Review with students that in most stories, characters encounter problems and try to find solutions. Point out that a solution is the action that solves or fixes the problem.

- Ask: *What makes Kek decide to help his aunt by cleaning the dirty dishes? What solution does he come up with to solve the problem of the broken dishes? What does he do to reach this goal?*
- *What does Kek think is the solution to his fear that he will never belong in his new home? Why is this not a wise solution? What happens to change his mind?*

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

Developing Phonics and Word-Solving Strategies

Idioms

Review with students that idioms are expressions that mean something other than what they literally say. For example, *keeping a straight face* means "trying not to laugh," and *hit the books* means "reading."

- On page 108, explain that Dave uses an idiom when he says that Kek needs some time to get his feet wet. Discuss what Kek thinks this means and what Dave meant.
- Have students find other idioms in the book.

Developing Fluency

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

Oral Language/Conversation

Talk About the Meaning of Home Discuss with students what it means to feel at home, including the importance of feeling confident, comfortable, and respected. Ask what Kek means at the end of the book when he says *welcome home* to his Mama.

Extending Meaning Through Writing

- Have students write a glossary of Kek's words, such as *flying boat* for plane. Then have them add words of other things that Kek might have a name for. **(Expository)**
- Ask students to write a paragraph describing what they would teach a new student about their school. **(Narrative)**

Other Books

At Her Majesty's Request: An African Princess in Victorian England by Walter Dean Myers
Moccasin Trail by Eloise Jarvis McGraw

The Invention of Hugo Cabret



Summary & Standard

Twelve-year-old Hugo Cabret has a secret dream to rebuild his deceased father's automaton—a human-like machine—to recover a message he is sure his father left for him. After he meets Isabelle, his dream and his secrets are at risk of being exposed. Students will read to better understand various aspects of the human experience.

Author: Brian Selznick

Word Count: 250+

Genre: Historical Fiction/Graphic Novel

Theme/Idea: sharing dreams

Making Connections: Text to Self

Students will probably relate to having dreams of accomplishing creative and important things. Ask students why dreams are important and why some people keep their dreams secret.

Extend the discussion with some background for the book. Explain that the characters are mysteriously linked to a self-operating machine (automaton) and to Georges Méliès, an early-1900s French maker of silent films.

For additional teaching resources, see http://www.theinventionofhugocabret.com/intro_flash.htm.

Vocabulary

Essential Words: accusation, artificial, contraption, dexterity, diligent, intricate, mechanism, miniature

Related Words for Discussion: captivate, cinema, instinctive, intensity, muse, obsess, transform

Genre

Historical Fiction/Graphic Novel Point out to students that this book falls into more than one category. It is a novel told in both pictures and words, and is set in a period of history.

Supportive Book Features

Text A one-page introduction establishes the setting. Nearly 300 illustrations give readers concrete visualizations of important characters and their surroundings.

Vocabulary Although vocabulary is sometimes technical, context supports the meaning of many words (e.g., *automaton* on page 114, *horologist* on page 125).

Praise students for specific use of “Behaviors to Notice and Support” on page 102 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Students may be confused by the interplay of text and illustrations. In some places, the story is told in text. In other places, sequences of full-page illustrations move the story forward as readers turn the pages to see events unfold. Encourage students to follow each sequence as they might view a film.

Content The setting of the Paris train station in 1931 and references to the popular culture of the time may be unfamiliar to students. Encourage them to note details of people and places and to use the illustrations to help them visualize story events.

ELL Bridge

Help students use the illustrations to describe story events. Choose one of the multi-page illustrated sequences. Call on students to retell that part of the story by describing the events pictured. Ask questions such as: *Who is in the picture? What are the people doing? What is happening?*

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students what secrets Hugo, Isabelle, and Papa Georges each have. Talk about how the lives of these three characters change when their secrets become known.

Thinking Beyond the Text

Talk to students about what the book title means to them. Discuss the observation that Hugo was a self-sufficient person who tried to control his life and that his life was reinvented after he lost control. Ask students whether the ending surprised them, and why.

Thinking About the Text

Discuss how the illustrated sequences are a part of the story rather than an interruption. *Ask: How do the illustrations that are not part of the narrative add to the story?* Focus on the long sequence toward the end, in which the stationmaster chases and captures Hugo. Ask why illustrating this part of the story is more dramatic than text would be.

Understanding Plot

Explain that the plot of a story is what happens, including the story problem, the events that lead to solving the problem, and the solution to the problem. Help students understand the story by asking key questions about the plot. *Ask:*

- *What problem does Hugo have in the beginning of the story? What is his goal? What does he do to reach his goal?*
- *Why is the old man in the toy booth so mysterious? How is his identity revealed?*
- *How does the mystery become more intense as the action rises? What event is the climax of the story? What is the resolution?*

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

Developing Phonics and Word-Solving Strategies

Latin Roots

Review with students that many English words have Latin roots.

- Write the following roots and their meanings: *scribe*, "write"; *cred*, "believe"; *spec*, "see."
- Write: *Uncle Claude put on his spectacles*. Ask students to suggest a meaning for *spectacles* based on the Latin root *spec*. Have them look up the word in a dictionary.
- Have students suggest meanings for the following: *scribbling*, *incredible* (page 251); *inscribed* (page 410). After students check the meanings in a dictionary, have them use each word in a sentence.

Developing Fluency

Have students choose a passage with dialogue. Model reading it with expression, as the character would say it. Have partners follow your example as they reread the passage.

Oral Language/Conversation

Talk About Dreams Discuss with students the common link between "dreams" and inventions. *Ask: Are inventions founded on dreams? Are dreams the basis for inventions? Why do some inventors seem obsessed with their dream?*

Extending Meaning Through Writing

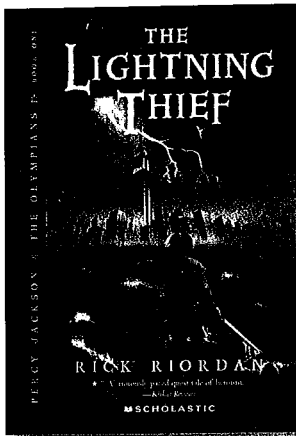
- Have students write about Hugo's character, explaining why it was so hard for him to trust anyone. (**Expository**)
- Have students choose one of the book's illustrations and write a descriptive paragraph about it. (**Descriptive**)

Other Books

Midnight Magic by Avi

The Wide Window by Lemony Snicket

The Lightning Thief



Summary & Standard

Twelve-year-old Percy Jackson finds that the gods of Olympus are alive and well in the twenty-first century. Follow Percy as he faces many obstacles on his quest to catch a thief who has stolen the god Zeus's master lightning bolt. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Rick Riordan
Genre: Fantasy

Word Count: 250+
Theme/ Idea: overcoming obstacles

Making Connections: Text to World

Have students discuss heroes. Ask: *What makes someone a hero?* Invite students to name real-life heroes as well as those portrayed in literature and movies.

Explain that in ancient times a hero was the child of a human and a Greek god. The more famous heroes included Hercules, Perseus, and Jason. Invite students to share what they know about the Greek gods, Greek heroes, and the myths that tell about them.

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

Vocabulary

Essential Words: delinquents, hyperactive, impertinent, minions, obnoxious, philosophical, pseudonym, pulverized

Related Words for Discussion:

accomplishments, aspirations, obstacles, pursuit, resources

Genre

Fantasy Remind students that a fantasy is a made-up story with characters and settings that could not exist in real life.

Supportive Book Features

Text The titles of the chapters are humorous. Scene changes within chapters are shown by an extra space between paragraphs or, when the change happens at the bottom of a page, by three stars at the top of the following page.

Vocabulary Terms related to Greek mythology may be unfamiliar to students. However, ample context clues give hints about vocabulary before it is actually presented.

Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text This novel offers no illustrations to help students visualize the action in each chapter. Encourage students to write brief summaries of each chapter before continuing to the next.

Content Students need to be familiar with Greek mythology in order to comprehend the story's action and prophecies. To provide context for references in the story, review the main Greek gods, goddesses, and some of the more common myths.

ELL Bridge

Prior to reading, write on a chart *Kronos, a Titan, Zeus, the Furies, the Fates, Chiron, Poseidon, Hades, Athena, Ares, the Minotaur, a satyr, and Medusa*. Have each student choose one of these characters. Assist students in researching the characters online or in reference books. Have them identify the character as male or female, describe him or her physically, outline his or her role in mythology, and provide two or three additional facts about the character. Have students refer to the character chart as each character appears in the story.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss how the story could be divided into three parts: Yancy Academy, Half-Blood Hill, and The Quest. Ask students to recall the main events that occur within each part of the story.

Thinking Beyond the Text

Have students notice that the author uses references to Greek mythology to explain present-day events and how these add to the story. Ask: *How does the author explain why Mount Olympus has moved over the course of centuries? Why do you think he chose Los Angeles as the location of the Underworld?*

Thinking About the Text

Ask students to explain what the author has left unsolved at the end of the book. Ask: *Why do you think the author chose to end the story this way? What do you think will happen to Percy in the future? Why?*

Understanding Visualization

Remind students that authors include descriptions to help readers picture what is happening in the story. Sensory details—what characters see, hear, smell, feel, or taste—help readers picture in their minds what is happening. This is called visualization.

- Read aloud from the middle of page 116 to the middle of page 117. Ask: *What senses does the author appeal to in this description of the contest? What words help you see the scene? What words help you hear it?*
- Read aloud page 207. Ask: *What words in this description help you visualize what a Chimera looks like?*

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

Developing Phonics and Word-Solving Strategies

Root Words

Remind students that recognizing Greek or Latin root words can help them understand longer, unfamiliar words.

- Explain that the Latin root *init* means “beginning.” Have students find and read aloud the sentence with *initiation* on page 89. Ask: *What does initiation mean?* If needed, have a volunteer read aloud the dictionary definition. Connect the root word *init* to the meaning of *initiation*.
- Repeat the procedure with these root words: Latin root *mort*, meaning “death” (*mortal*, page 132) and Latin root *lum*, meaning “light” (*luminous*, page 307).

Developing Fluency

Model expert reading of a passage, focusing on the correct pronunciation of Greek names, as needed.

Oral Language/Conversation

Talk About Quests Discuss the characters' quests in the book. Invite students to talk about modern-day “quests” of their own. Ask: *What do you want to accomplish? What obstacles will you have to overcome?*

Extending Meaning Through Writing

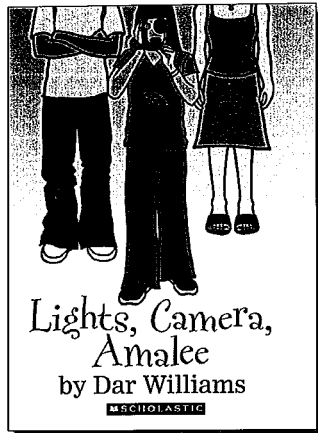
- Have students write an essay stating whether Percy should stay at the camp or return home for the summer. Have them discuss the pros and cons of each choice. (**Persuasive**)
- Have students write about a favorite scene, recalling the details and telling what they learned from it. (**Expository**)

Other Books

Greenwitch by Susan Cooper

Favorite Greek Myths retold by Mary Pope Osborne

Lights, Camera, Amalee



Summary & Standard

Twelve-year-old Amalee inherits a huge bottle of coins from her grandmother. While using the money to make a film about endangered species, she learns about the mom she never knew. Students will read to better understand various aspects of the human experience.

Author: Dar Williams
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: discovering life's importance

Making Connections: Text to World

Ask students if they ever inherited anything. Explain that in this book, a young girl, Amalee, decides to use the \$2,000 she inherits to make a movie about endangered animals.

Continue the discussion by talking about what students know about endangered animals. Ask what endangered animals they are familiar with. Have students share what they know about why the animals are endangered and what is being done to help avoid the animals' extinction.

For additional information and resources about endangered species, see <http://www.worldwildlife.org/species/>.

Vocabulary

Essential Words: confidence, embarrassment, endangered, inherit, integrity, personal, philosophy

Related Words for Discussion: differ, inseparable, mature, supportive

Genre

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

Supportive Book Features

Text The text is organized chronologically so that the story unfolds as events happen in Amalee's life. Chapter titles give readers clues as to what might happen next.

Vocabulary Most of the vocabulary will be familiar to students, and context gives clues to the meaning of many unfamiliar words. Students may need support with terms related to endangered animals, such as *ecosystem*.

Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Because there are no illustrations in the book, students may need help visualizing what the characters look like. Guide students to pull together descriptive text to form a mental picture of characters, settings, and events.

Content Students may have trouble keeping track of the information that Amalee gradually learns about her mother. As students read, have them stop to review what she learns. Also, Sally's alcoholism and John's homosexuality may be uncomfortable for some students. Handle these topics with care and sensitivity.

ELL Bridge

Have small groups of students create a poster highlighting an endangered animal. Provide supplies to draw and color pictures, or to cut out photographs from magazines. Help students find information about the animals in books or on the Internet. Provide sentence frames that students can use to label their posters, such as *This animal is a _____ . It lives in _____ . It is endangered because _____ .*

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss Amalee's friends. Talk about which characters are her friends at the start of the story and which become more important to Amalee as the story progresses. Ask: *Why does her choice of friends change?*

Thinking Beyond the Text

Ask students why they think Amalee decided to use her grandmother's inheritance to buy a video camera and make a movie about endangered animals. Talk about how Amalee's relationship to her family evolves as she works on making her movie. Ask: *How do other characters' views of Amalee change as she completes her project?*

Thinking About the Text

Talk about examples of how the author reveals that Carolyn, Phyllis, Joyce, and John love Amalee as if she were a family member. Have students find and point to examples of how the author uses language and setting to make the characters and their relationships seem real.

Comparing and Contrasting

Help students compare and contrast Amalee's immediate family to her surrogate family. Remind students that observing how things are similar is comparing, and seeing how they are different is contrasting.

- How is Amalee's relationship with her father different from her relationship with Phyllis and Carolyn?
- How are Amalee's recollections of her grandmother and what she learns about her mother similar in how they help her understand her own personality?

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

Developing Phonics and Word-Solving Strategies

Prefixes *en-*, *em-*

Remind students that a prefix is a word part at the beginning of a word. A prefix changes the meaning of the root word.

- Write *en-* and *em-* on a chart or on the board. Explain that both these prefixes can mean "cause to."
- Ask students to turn to page 53 and find the word *endangered*. Help them identify the root *danger* and tell what it means. Then have them tell what *endangered* means. ("cause to be in danger") Repeat with *encouraging* (page 89) and *embitter*.
- Have students find other words in the book with the prefixes *en-* and *em-*.

Developing Fluency

Assign pages with dialogue to small groups of students. Ask each student to play the role of one character as they read aloud their assigned pages several times. Remind students to read their words expressively.

Oral Language/Conversation

Talk About Changing Relationships Lead a discussion about how students' relationships with family and friends change over time. Talk about some things that cause the changes, such as responsibilities.

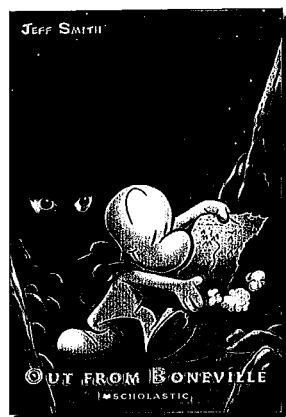
Extending Meaning Through Writing

- Have students write a short story about a good friend and a special thing they have done together. (**Narrative**)
- Ask students to write a paragraph about something they could do to help save an endangered animal. (**Expository**)

Other Books

Mama, Let's Dance by Patricia Hermes
A Solitary Blue by Cynthia Voigt

Out From Boneville (Bone)



Summary & Standard

This graphic novel centers on three Bone cousins who become separated and lost in a vast forest. Before they are reunited, they encounter small creatures, dragons, and monsters, as well as kind and quirky humans. Students will distinguish fantasy from reality.

Author: Jeff Smith
Genre: Graphic Novel

Word Count: 250+
Theme/Idea: showing loyalty to family

Making Connections: Text to Text

Students may have some experience with adventure stories and comic books. Point out that graphic novels combine an adventure story with a comic-book format. Discuss what students know about graphic novels.

Explain that the setting—a frightening forest—is essential to the story events. Discuss the role of forests—dangerous, enchanted, or mysterious—in folktales, fairy tales, and traditional stories. Point out that the forest in this book is depicted graphically instead of with words.

For kids' resources on graphic novels, see http://www.education-world.com/a_curr/profdev/profdev105.shtml/.

Vocabulary

Essential Words: amass, cherish, confrontation, flatter, meddle, rue, scour, sire, suspicion, transaction, travesty

Related Words for Discussion: barter, bond, familial, frustrate, haven, locust, loyal, relation

Genre

Graphic Novel Remind students that a graphic novel looks like a comic book but, like a novel, has a more complex narrative.

Supportive Book Features

Text The inviting illustrations take students step by step through the story. Because of the graphic-style format, the text is divided into small chunks of dialogue. The images and text work closely together to tell the story.

Content Many students will be familiar with a story about a character's quest to find his or her way home. They will also relate to the familial bond among the Bone cousins, the fear of the unknown, and the comfort of meeting kind strangers.

Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students understand that a story told as a graphic novel doesn't always have narration. The story is told through illustrations and speech bubbles. Guide students to gather clues about plot and character traits through the book's dialogue and images.

Vocabulary The author uses slang and nonstandard spellings. Point out *ferget* and *dawdlin'* on page 20 as examples. Discuss with students the concept of dialect, in that the author writes the way his characters speak.

ELL Bridge

Have students work in pairs to summarize parts of the story. Have each pair choose two pages of the book. Ask one partner to create a brief summary of what has happened in the frames on one page, and the other student to summarize what happened on the other page. Then have partners share their summaries. Invite pairs to present their summaries to the group.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the challenges Fone Bone faces in trying to meet up with his cousins. Talk about those who are friendly and helpful to him and those who make his journey more difficult.

Thinking Beyond the Text

Have students relate the Bone characters to characters in other fantasy stories. Discuss the fact that Fone Bone is on an adventurous quest, although he didn't set out for one. Talk about how the story might have changed had it centered on a character who purposely began an adventure far from home.

Thinking About the Text

Point out the humor in the language in the Bone cousins' speech bubbles and in the graphics. Discuss examples of how the author communicates comical ideas through the combination of text and illustrations.

Understanding Point of View

Help students understand how point of view works in a graphic novel. Remind students that the point of view is based on who is telling the story. In a graphic novel, the point of view comes not only from the text but also from the perspective of the pictures.

- Have students look at the frames on page 18. Ask: *What is the point of view in these frames?*
- Have students observe the perspective in the last frame on page 137 and the following page. Ask: *Why did the author/illustrator choose this point of view? What effect does it produce on the reader?*

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

Developing Phonics and Word-Solving Strategies

Nonstandard Spelling

Remind students that the author writes dialogue using slang and nonstandard spellings, including apostrophes.

- Ask students to turn to pages 30 and 31 and find examples of nonstandard spellings. (*th', c'mon, an', wanna, nuthin', 'bout, 'em, kinda, gonna, chasin'*) Invite students to suggest standard spellings and pronunciations for these words.
- Ask: *Why might the author have chosen to write the dialogue in this way?*
- Challenge students to find other examples in the text, of words spelled in a nonstandard way, to give a sense of the sounds of real speech.

Developing Fluency

Have small groups perform a Readers Theater presentation of part of the graphic novel. Remind students to use their voices and gestures to show characters' feelings.

Oral Language/Conversation

Talk About Family Lead a discussion about cooperating with family members. Have students talk about the characteristics of close family members. Ask how having family support can be helpful but also frustrating.

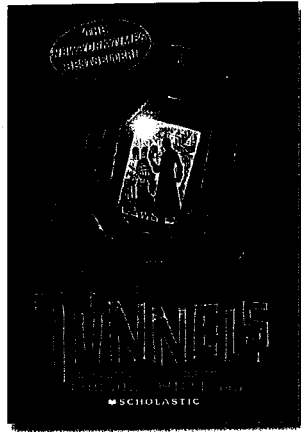
Extending Meaning Through Writing

- Have students write a question-and-answer interview with one of the Bone cousins about story events. (**Expository**)
- Invite students to make a comic strip that tells a brief story. (**Narrative**)

Other Books

The Fall (The Seventh Tower) by Garth Nix
The Slippery Slope by Lemony Snicket

Tunnels



Summary & Standard

When fourteen-year-old Will's archaeologist father disappears, Will and his friend Chester search an abandoned tunnel deep below London to find him. Instead they find an alternate world from which they cannot escape. Students will comprehend basic plots of a variety of fiction genres.

Authors: Roderick Gordon and Brian Williams

Word Count: 250+

Theme/Idea: dealing with loss

Genre: Fantasy

Making Connections: Text to Text

Students are probably familiar with fantasy stories. Ask them to describe and compare some stories of this genre. Point out that in many fantasy stories, characters can be categorized as good or evil, with a few characters that have traits of both.

Continue the discussion by asking whether students have read any fantasies that deal with loss. Have students describe these fantasies. Ask what kinds of loss the characters in these fantasies experienced.

For information about the authors, see <http://www2.scholastic.com/browse/collection.jsp?id=300>.

Vocabulary

Essential Words: confronted, contemptuous, illuminating, interrogations, luminescent, orb, shaft, tormentor

Related Words for Discussion: committed, despondent, optimistic, revenge

Genre

Fantasy Remind students that a fantasy is a story that has characters, settings, or events that do not seem realistic.

ELL Bridge

Use illustrations to teach adjectives. Have students look at the illustration on page 172. Point out that it shows a street in the Colony. Work with students to identify words to describe the scene, such as *dark*, *lonely*, and *scary*. List the words on the board or on a chart. In a second column, help students identify at least one antonym for each word. Then have students draw a picture that illustrates the words in the antonym column. Have students use the antonym words to describe their picture in full sentences.

Supportive Book Features

Text This chaptered story is divided into three titled sections. The font used for section titles and the chapters' opening words adds to the mysterious and dark mood of the book, as do the darkly sketched illustrations.

Vocabulary The story is told using mostly familiar terms. Liberal use of descriptive adjectives and action verbs helps readers visualize the action, characters, and settings. Praise students for specific use of "Behaviors to Notice and Support" on page 102 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain the use of three different fonts on pages 98–101: the regular font is used to tell the story; the font that begins at the bottom of page 98 shows Mr. Burrows's journal entry; the font at the bottom of page 100 represents a page from a history book.

Content Some students may be uncomfortable with the dark mood of the story and its ending. Remind students that the story is a fantasy. Also point out that the story leaves readers uncertain about the characters' fates, leaving an opening for a sequel, where the characters might be saved.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students to describe Will's relationships with family members, in Topsoil and in the Colony. Talk about how each relationship affects Will's actions.

Thinking Beyond the Text

Discuss Will's relationship with Chester.

Ask: Why did they become friends? How do you think they feel about each other? How do they support each other? Talk about how the story might have been different if it had not included Chester.

Thinking About the Text

Have students look at the illustrations on pages 135, 195, and 197. Note the lack of detail in the faces, and ask students why they think the book is illustrated in this style.

Ask: Do you think more realistic, detailed illustrations would be better suited to the story? Why or why not?

Comparing and Contrasting

Remind students that to compare means to tell how things are alike. Contrasting tells how they are different.

- Ask students to think about the two main settings in the story—Topsoil and the Colony. Draw a Venn diagram or other compare/contrast organizer on the board or on a chart. Have students fill in the organizer to compare and contrast the two settings.
- Talk about Will's and Cal's feelings about each setting. How are they different? Have students cite examples from the story to support their answers.

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

Developing Phonics and Word-Solving Strategies

Colorful Adjectives

Remind students that colorful adjectives help readers visualize a story's action, characters, and setting.

- Read aloud with students the first paragraph on page 15. Explain that the words *grim*, *makeshift*, *limp*, and *dirt-encrusted* are all colorful adjectives. Discuss the meaning of each.
- Have students read the fourth paragraph on page 132 through the second paragraph on page 133. Have them identify colorful adjectives.

Developing Fluency

Model fluent reading of the text on page 188, emphasizing proper voice and intonation.

Oral Language/Conversation

Talk About Loss Lead a discussion about how story characters dealt with loss, such as Will's loss of his father, Mr. Jerome's loss of his wife and child, and the boys' loss of their freedom to return to their Topsoil life.

Extending Meaning Through Writing

- Have students write an additional chapter to the story, telling what happens next to Will, Cal, and Chester. **(Narrative)**
- Ask students to write a few paragraphs telling whether they agree with Will's decision at the end of the story to go into the Deeps. **(Expository)**

Other Books

The Werewolf Chronicles by Rodman Philbrick and Lynn Harnett

The Girl With the Silver Eyes by Willo Davis Roberts