GUIDED READING PROGRAM

Fiction Focus

2nd Edition

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

- **Antarctica: Journeys to the South Pole**
- **A Break With Charity**
- **Fight for Freedom: The American Revolutionary War**
- **Four Pictures by Emily Carr**
- **A Girl Named Disaster**
- **Millicent Min: Girl Genius**
- **Somewhere in the Darkness**
- **Storm Thief**
- **The Usborne Book of Scientists: From Archimedes to Einstein**
- **When Hitler Stole Pink Rabbit**

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Antarctica: Journeys to the South Pole

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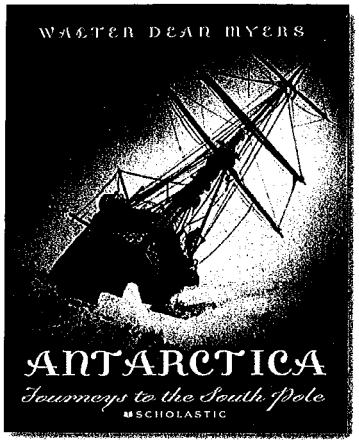

Summary & Standard

From James Cook's first journey across the Antarctic Circle in 1773 through the Antarctic Treaty of 1959, the exploration and study of the world's coldest continent has been characterized by danger and great courage. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Walter Dean Myers
Genre: Informational Text
Word Count: 250+
Theme/Idea: exploring unknown territories

Making Connections: Text to World

Most students will have prior knowledge about Antarctica and the conditions there. Discuss what students know about this remote, frozen continent, its animals, and its weather. Ask students if they know about the first people to reach the South Pole.

Extend the real-world connection by talking about current exploration. Ask: *Where do people take risks as explorers today? What is the next unknown place people will explore?* Point out that outer space is an even more hostile environment than Antarctica.

For additional teaching ideas and resources, see **http://www.pbs.org/wgbh/nova/shackleton/**.

Vocabulary

Essential Words: encounter, expedition, extraordinary, navigation, remote, reputation, temperate, treacherous, variation

Related Words for Discussion: discipline, exploration, motive, persistence, risk

Genre

Informational Text Remind students that informational texts give factual information about a topic.

Supportive Book Features

Text Chapters organize expeditions from the 1770s through the present. A time line and Facts About Antarctica at the back of the book will help students summarize the information. Photographs taken on the expeditions, sidebars, and an index provide additional support.

Content The motives of Antarctic explorers and the challenges they faced are presented very clearly. Students will easily follow the transitions from one episode in Antarctic exploration to the next.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain to students how graphic design vignettes are used throughout the book. These decorative design elements separate the main text from the explorers' actual journal entries. The journal entries appear within quotation marks and in italics.

Vocabulary Students may have difficulty with the concept of degrees and minutes of latitude and longitude. Call their attention to the discussion on pages 14–15, and have partners work together with a globe to be sure they understand the terms.

ELL Bridge

Display a globe or world map and have students locate Antarctica and the Antarctic Circle. Have groups choose an expedition from the book and trace its journey. Ask them to write a summary of the expedition's major events. Have groups share their summaries with the class.

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Help students summarize individual episodes in the quest to reach the South Pole. Have partners develop time lines for the journeys of individual explorers, such as Amundsen, Shackleton, or Scott. Then have teams share their time lines to summarize the entire book.

Thinking Beyond the Text

Have students discuss the risks faced by Antarctic explorers. Ask: *Why might people endure such hardships?* Ask students to think of comparable explorations today. Ask: *In what ways are today's explorers the same as the people who first explored Antarctica? In what ways are they different?*

Thinking About the Text

Point out the explorers' journal entries interspersed throughout the main text. Have students read Scott's journal entry on page 93. Ask: *How does it affect you when you hear Scott describe in his own words the hardships he and his men face?*

Understanding Text Structure

Point out to students that this book has distinct chapters, each with its own main idea revolving around a particular episode in the history of Antarctica. Model for students how the chapter structure of this book can aid in their comprehension.

- Have students turn to page 9 and explain the meaning of the chapter title "Into the Unknown." Ask: *Besides applying to Captain Cook's voyage, what else is meant by this title?*
- Have students briefly explain how the illustrations—maps, portraits, and so on—support the main idea of each chapter.

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 that have the same or nearly the same meaning, such as *boat* and *ship*. Point out that synonyms can help readers understand the meaning of an unfamiliar word.

- Have students find the following sentences and identify the synonyms in each: Page 6: *The story involves extraordinary* navigators . . . Page 11: *But Cook was an exceptional* youngster . . .
- Have students note other interesting words while they read, and find synonyms.

Developing Fluency

Model fluent reading of the explorer's words in quotes on page 46.

Oral Language/Conversation

Talk About Exploration Lead a discussion about explorers and exploration. Encourage students to share what they know about the dangers faced by explorers and their different motives for accepting risks to their lives.

Extending Meaning Through Writing

- Have students select a single Antarctic explorer and write a newspaper account of one of his exploits. **(Narrative)**
- Have students write about a place they would like to explore and why. **(Expository)**

Other Books

The Iceberg Hermit by Arthur Roth

Seeing Earth from Space by Patricia Lauber

A Break with Charity

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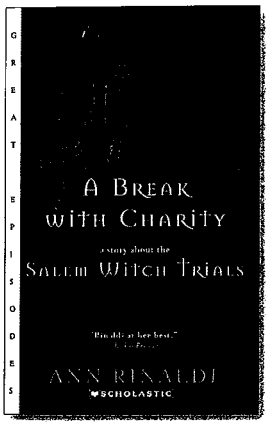

Summary & Standard

Young Susanna English must choose between the truth and her family's safety during the Salem witch trials of 1692. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Ann Rinaldi
Genre: Historical Fiction
Word Count: 250+
Theme/Idea: distinguishing lies from truth

Making Connections: Text to Self

Have students discuss why we learn to tell the truth at a young age. Ask: *Why do you think people lie? Do you think it is ever right to lie? Why or why not? If you know that someone else is telling a lie, what do you think you should do?*

Ask students to give examples of how a little lie can grow into a big problem. Point out that for some people, a lie can become so big that the liar starts to believe it. Explain that this is what happened during the Salem witch trials.

For additional teaching ideas and resources, see **http://www.law.umkc.edu/faculty/projects/ftrials/salem/salem.htm.**

Vocabulary

Essential Words: accusation, banished, countenance, foreboding, hysteria, prophecies, shunned

Related Words for Discussion: beliefs, consequences, ignorance, responsibility, justice

Genre

Historical Fiction Remind students that historical fiction is a made-up story set in a period of history, based on real people or situations.

Supportive Book Features

Text Although the book is long, it features short, numbered chapters that provide natural stopping points. Chapter titles give clues to the content of each chapter.

Content Plot development is straightforward and, except for the Prologue, the story is told in chronological order. It moves quickly enough to keep readers' interest. Characters are realistic and well developed. The ending Author's Note will help students relate the story to the actual events from this part of history.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text There are no illustrations to support the text. Have students use the text's descriptive words to visualize unfamiliar scenes.

Vocabulary

The story is written in the language of the period, with many words that are no longer in use or are used differently today (*Goody*, page 10; *shilling*, page 13). Many phrases and expressions, such as *'Tis the Devil's business* (page 14), will need to be explained. Discuss unfamiliar words.

ELL Bridge

Help students check their understanding of the text and vocabulary by making "summary pictures." After each chapter, ask students to sketch the main action of the chapter. Have them label the sketch with key words or write a sentence that summarizes the main action shown in the picture. Then ask students to share their summary pictures, noting similarities and various details.

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the events that lead up to the accusations of witchcraft. Ask students to identify the main characters involved.

Thinking Beyond the Text

Discuss with students why they think the people of Salem Village were so quick to believe that their neighbors were witches. Were certain kinds of people more likely to be "cried out on"? Ask: *Why would the girls choose to lie about being possessed? Is Susanna's silence better or worse than the lies the girls tell?*

Thinking About the Text

Have students point out specific language the author uses to help us understand what motivates Ann Putnam and Susanna English to make the choices they do.

Understanding Character

Explain to students that we learn about characters by reading what the author says about them, what the characters themselves say and do, and what other characters say about them. Discuss how the author painted such a vivid picture of Susanna.

- *How do we know that Susanna is a sensible and responsible girl?*
- *What happens to show us that Susanna is sometimes as superstitious as the other villagers?*
- *In what ways do we learn that Susanna's family is important to her?*

As students answer each question, ask that they support their opinion with details from the book.

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

Affixes

Remind students that a prefix is a word part added to the beginning of a base word; a suffix is a word part added to the end. Both prefixes and suffixes alter a base word's meaning.

- Write *unkindly* on the board. Guide students to identify the base word *kind.* Discuss its meaning.
- Then help students identify the prefix and suffix. Remind them that *un-* means "not" and *-ly* means "in the manner of." Point out that by adding these affixes, the word now means "in a manner that is not kind."
- Have students find other words in the book that use affixes. (*dismally,* page 35; *unflinching,* page 71; *solemnly,* page 85)

Developing Fluency

Select a section of dialogue to use in a Readers Theater. Have volunteers model taking parts and reading aloud in a conversational tone. Have groups read aloud the same dialogue.

Oral Language/Conversation

Talk About Responsibility Lead a discussion about our responsibility to tell the truth. Invite students to discuss the consequences that may occur if they choose to lie, remain silent, or tell the truth when they know that someone is lying.

Extending Meaning Through Writing

- Have students select a favorite scene from the book and adapt it as a dramatic reading. Encourage them to create and use props. **(Narrative)**
- Have students reread pages 104–109 and then write a newspaper article that tells about this event. **(Expository)**

Other Books

Beyond Belief by Brad Steiger

13 Ghosts by Will Osborne

Fight for Freedom: The American Revolutionary War

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Summary & Standard

This nonfiction book summarizes the events and political circumstances surrounding military campaigns and battles of the American Revolution. Included are biographical portraits of important participants. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Benson Bobrick
Genre: Social Studies Nonfiction
Word Count: 250+
Theme/Idea: warfare and colonial independence

Making Connections: Text to World

Students will have prior knowledge about the American Revolution. Discuss what students know about the Declaration of Independence and the men and women who helped our country gain independence from Britain.

Extend the real-world connection by talking about colonial life in the 1770s. Explain that many colonists were farmers living in rural areas. Before the revolution, most colonists identified themselves with their own colonies; they did not think of themselves as Americans.

For additional teaching ideas and resources, see **http://www.ushistory.org/march/index.html.**

Vocabulary

Essential Words: casualty, liberty, parliament, provisions, rebel, rebellion, territory

Related Words for Discussion: ideals, representation, resistance, tariff, tyranny, tyrant

Genre

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

Supportive Book Features

Text Each brief chapter includes a sidebar of facts to support the reading, as well as a full-page illustration. A glossary, detailed index, and list of Internet resources are included at the back of the book.

Vocabulary When students come across places that may be unfamiliar to them, such as Bunker Hill and Valley Forge, they can use the map on page 7 or other resources to find these places. Remind students to check the glossary for unfamiliar military terms, such as *fortification.*

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Chapters are not strictly chronological. Discuss with students how the text is organized and why the author chose to organize it this way.

Content The number of personal names and geographical locations may seem overwhelming. Urge students to take notes, selecting the most important information.

Level X

ELL Bridge

Pair ELL students with English-speaking partners. Have partners choose an illustration and discuss what they see. Suggest that students answer questions such as, *Who is in the picture? Where does the picture take place? What is happening? What is important about this picture?* Have students describe their illustration to the rest of the group.

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students discuss why most colonists were willing to fight for their freedom, breaking away from Britain's rule.

Thinking Beyond the Text
Ask students to explain why France supported the Revolution. Would it have turned out differently if Franklin, Adams, and Lee had been unable to convince Louis XVI and his ministers to aid the American cause? Have students support their answers by citing specific examples from the text (e.g., the Battle of Yorktown, the battleship *Bonhomme Richard*).

Thinking About the Text
Have students identify specific examples of how the author uses biographical details to make participants (e.g., George Washington, Lord North, Thomas Jefferson) come alive for readers.

Understanding Cause and Effect
Help students understand the cause-and-effect relationships in the American Revolution by looking at the results of people's actions or of significant events. Remind students that an effect is what happens; a cause is what makes it happen.

- How did the French and Indian War contribute to circumstances that led to the American Revolution?
- Before 1778, France was reluctant to support the Revolution. What events probably helped lead France to sign a treaty of alliance with America?

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

Developing Phonics and Word-Solving Strategies

Using Context Clues
Remind students that context, or words and sentences around a word, can offer clues about the meaning of the word.

- Have students find the word *causeway* on page 64. Ask: *What clues helped you figure out what the word means?*
- Repeat the procedure for the following words: *impose* (page 10), *exile* (page 22), *prevailed* (page 40), *undermine* (page 44).

Developing Fluency
Select a passage from the book and model how to read expressively, demonstrating changes in pitch, rhythm, volume, and tone. Then have students repeat, concentrating on expression.

Oral Language/Conversation
Talk About Challenges Talk about the challenges faced in forming a new country with a new kind of government. How was the new government different from the British government? Why was this a challenge?

Extending Meaning Through Writing

- Have students imagine they are colonists living in the period leading up to the Revolution. Have them write a brief argument in favor either of revolution or of remaining under the rule of Britain. Encourage students to make their argument concrete and factual. **(Persuasive)**
- Have students write a paragraph describing what life was like for a soldier in the Continental army. **(Expository)**

Other Books
My Brother Sam Is Dead by James and Christopher Collier

John and Abigail Adams: An American Love Story by Judith St. George

Four Pictures by Emily Carr

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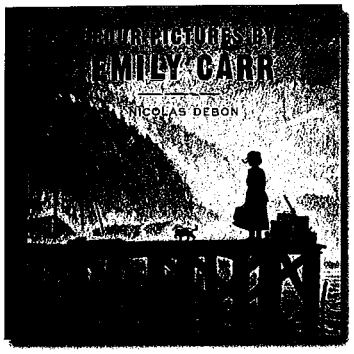

Summary & Standard

This biography in graphic format tells the life of artist Emily Carr, tracing it through four of her paintings from different stages of her career. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Nicolas Debon
Genre: Biography/Graphic Format
Word Count: 250+
Theme/Idea: pursuing artistic expression

Making Connections: Text to Self

Ask students how they show a sense of style in art, sports, fashion, writing, or another area. Ask: *How do you feel when others criticize your style?*

Tell students that Emily Carr was an artist in the late 1800s and early 1900s, when most artists were men. She was dissatisfied with the art that was fashionable at the time. Instead, she wanted to express her sense of spiritual unity between art and nature. Her unique style and passion were often misunderstood by her family and conservative community.

For additional teaching ideas and resources, see **www.emilycarr.ca.**

Vocabulary

Essential Words: depicting, innovative, intensity, passion, revelation, silhouette

Related Words for Discussion: conform, conservative, discourage, traditional

Genre

Biography/Graphic Format Remind students that a biography features details and events of a real person's life; the graphic format is similar to a comic book but has the more complex narrative of a life story.

Supportive Book Features

Text Each section has a short expository introduction. These are followed by a graphic presentation. Explain that this graphic format "reads" like a comic book but has the more complex development of a life story. The dialogue and illustrations of the graphic format help students visualize the events.

Content The introductions to the four sections summarize important times in Carr's life, helping students understand accompanying text.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Students might question the various ways to show text. Point out the yellow narrative boxes, the speech balloons, and the thought bubbles, and explain how they work.

Vocabulary Section introductions include robust vocabulary, such as *blessed* and *nourished* on page 7. As they read, have students keep a list of unfamiliar words and pages on which they appear. After the first reading, have students look up these words and reread them in context.

ELL Bridge

Help students understand the text by describing the pictures. Have students turn to page 6. Ask a volunteer to describe what is happening in the pictures. Remind students of the 5 Ws—*who, what, where, when, why*—which they may want to answer with their descriptions. If necessary, ask questions such as *Who do you see?* or *What is Emily doing?*

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students to compare Emily's experiences in London and Paris with her experiences in the wilderness. Ask: *Which place did she prefer? Support your answer with facts from the book.*

Thinking Beyond the Text

Have students infer what happened to Carr in the 17 years between December of 1910 and September of 1927. If needed, point out that her neighbors call her peculiar and that she says, *"I don't really paint anymore."*

Thinking About the Text

Invite students to discuss why the author chose the four paintings he did to depict the four periods of Carr's life and why he chose to tell her life in graphic format. Encourage students to evaluate how effective the author's choices were.

Making Inferences

Remind students that often they can figure out more than the text states by making inferences or drawing conclusions. Explain that the writer does not tell the reader everything that happens. By using details in the text, as well as prior knowledge, readers can make an inference about missing information.

- Ask students to reread pages 12–13 and to infer why Carr went to France; why she writes, *These French teachers are always telling me the same thing;* what the teacher means by *she must hurt to paint well;* and why she shouts *"Enough!"*
- Have students use what they know about Carr to infer on page 19 why the director calls her work *astonishing* and on page 20 why Lismer asks, *"Who can paint with such a fury?"*

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

Developing Phonics and Word-Solving Strategies

Compound Words

Review with students that a compound word is made up of two or more smaller words that are sometimes joined together.

- Discuss the word *cowhorn* on page 8. Have students identify the smaller words and use them to define the compound word. Repeat with *masterpiece* on page 14 and *undergrowth* on page 28.
- Encourage students to find more compound words in the book.

Developing Fluency

Have students choose a passage from one of the graphic sections. Model expressive reading of the dialogue in the passage. Have students repeat to a partner.

Oral Language/Conversation

Talk About Self-Expression Lead a discussion about how difficult it can be for a person to break away from what everyone else is doing. Discuss the pressure to conform. Students may or may not want to share personal experiences.

Extending Meaning Through Writing

- Have students create a graphic-format scene based on an event from their lives. Direct them to depict setting and action through sketches and the event through narrative text boxes. **(Narrative)**
- Ask students to write a paragraph about Carr's characteristics. Have them explain why some people called her peculiar and others called her talented. **(Expository)**

Other Books

Memories of Anne Frank by Alison Leslie Gold

The Usborne Book of Inventors by Struan Reid and Patricia Fara

A Girl Named Disaster

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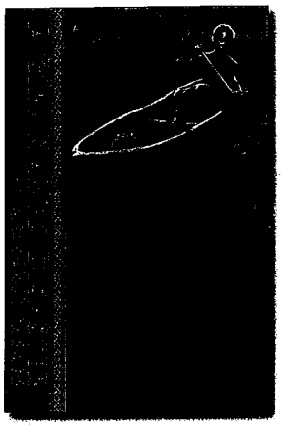

Summary & Standard

When Nhamo is commanded to marry a stranger in compensation for her father's crime, she makes a dangerous journey to find her paternal family. Students will read to better understand the various cultures of the United States and the world.

Author: Nancy Farmer
Genre: Novel
Word Count: 250+
Theme/Idea: finding one's way

Making Connections: Text to Text

Invite students to discuss books they have read about young adults who must survive on their own in the wilderness. Possible titles include *Julie of the Wolves, Island of the Blue Dolphins,* and *Hatchet.* Ask: *What dangers do these characters face? What personal traits help them in their struggle to survive?*

Extend prior knowledge by pointing out Zimbabwe and Mozambique on a map of Africa. Invite volunteers to tell what they know about this region. Tell students that they will read a book about a girl who faces dangers as she travels across this part of the world.

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

Vocabulary

Essential Words: belligerently, compensation, pariah, plaintively, precarious, primitive, querulous, reverie

Related Words for Discussion: essential, inventive, observation, survival

Genre

Novel Remind students that a novel is a long work of fiction, usually separated into chapters.

Supportive Book Features

Text This novel begins with a Cast of Characters and maps that show the location of the countries and other specific places that are mentioned in the story. Appendixes include a glossary and sources of background information about the cultures that are important to the story.

Content Students may be able to relate to Nhamo's feelings of isolation and her struggle against cultural restrictions. Although some students may think this story takes place in the 1900s or early 20th century, point out that the author mentions that the story is set in 1981.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The author italicizes many words and sentences in the story. Explain that African words are italicized, as are the words spoken by the spirits.

Vocabulary The African names of people, places, and animals will be unfamiliar to most students, as will several expressions used by the characters. Direct students to the glossary on pages 295–298 as needed.

ELL Bridge

Help students connect visuals to a summary of events. First, have students compare the three maps at the front of the book, pointing out that each map shows the story setting from a different perspective. Help students read aloud the location names marked on the maps. Point out that the first part of the story takes place in Nhamo's village. As each new location is introduced in the story, help students find it on the appropriate map. Then have students use the locations to summarize the main events in the story up to that point.

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the events in the story, dividing them into three parts: what happens before Nhamo leaves the village, what happens on her journey, and what happens after she reaches Zimbabwe.

Thinking Beyond the Text

Ask students to discuss the role of spirits in the story. Ask: *Why do you think Nhamo talks to the spirit of her mother? How does Crocodile Guts guide her actions? What other spirits does she encounter, and what is their significance?* Encourage students to think of ways the spirits either help or hinder Nhamo's journey. Ask students if they have read any other books that included spirits.

Thinking About the Text

Help students notice how the author includes storytelling as part of the plot. Ask: *What do we learn about Nhamo through the stories she tells? Why does she tell them? What lessons do you learn from these stories?*

Visualizing

Remind students that authors use words to help readers picture what is happening and to create a certain mood. Sensory details help readers visualize, or picture in their minds, what characters must be experiencing.

- Have students reread page 10. Ask: *How does the author help readers picture what Nhamo sees, or thinks she sees, by the trail near the stream? Which words help create a sense of danger?*
- Have students reread pages 100–101. Ask: *Which words help you picture the action on these pages? How does the scene go from one of danger to one of anticipation for Nhamo?*

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

Similes

Remind students that a simile compares two things using the word *like* or *as*. Share these similes with students:

- Page 73: *Nhamo's nerves were strung as tightly as a bowstring.*
- Page 129: *The wind seemed like a live thing determined to drag her out of her hiding place.*

Have students identify what is being compared in each simile, rereading the context of the sentence as needed. Then have students explain how each simile helps readers understand the situation.

Developing Fluency

Model reading parts of the passage on pages 59–64, recounting the meeting between Nhamo's family and the *muvuki*. Use expression to reveal the characters' personalities.

Oral Language/Conversation

Talk About Survival Lead a discussion about what it takes to survive in the wilderness. Ask: *What characteristics and skills would a person need in order to survive? How can good observation skills help a person in such a situation?*

Extending Meaning Through Writing

- Have students write a victory poem in the style of Nhamo's songs to honor an accomplishment of their own. **(Poem)**
- Have students explain how the baboon tribe helped Nhamo survive when she was trapped on the island. **(Expository)**

Other Books

The Blue Door by Ann Rinaldi

The Iceberg Hermit by Arthur Roth

Millicent Min: Girl Genius

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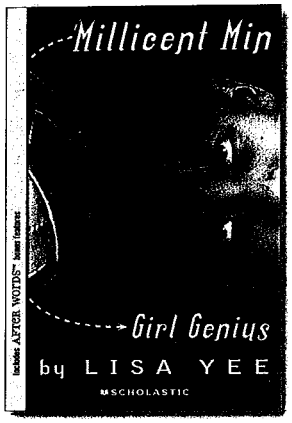

Summary & Standard

Over the course of a summer, Millicent Min discovers that although she is a genius, she still has a lot to learn about herself and making friends. Students will appropriately identify the theme or author's message in this grade-level-appropriate text.

Author: Lisa Yee
Genre: Realistic Fiction
Word Count: 250+
Theme/Idea: connecting with others

Making Connections: Text to Self

Eleven-year-old Millie is isolated from her peers because of her high intelligence. She is also awkward around the older students with whom she goes to school. So, Millie has few friends.

Millie makes a real friend after her mother pushes her to join in volleyball, an activity she would not have chosen for herself. Invite students to share examples of times when they have connected with others after leaving their comfort zones to try something new.

For quotations about friendship, see **http://www.quotationspage.com/subjects/friendship/**.

Vocabulary

Essential Words: bonded, compromise, development, peers, relationship

Related Words for Discussion: camaraderie, interaction, isolation, outcast, popularity, social circle

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 story is told in a series of dated diary entries written by Millie, giving it an authentic feeling. The "After Words" section gives information about the author, examples of cryptarithms, translations of Latin phrases, and a sneak preview of another Yee novel.

Content The problems Millie faces, such as being embarrassed by her parents' behavior and struggling to fit in, are universal. Most students will identify with many aspects of her situation.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Students may be confused when Millie breaks off her narration of present events to describe things that happened in the past. If necessary, they can make a detailed time line of events in Millie's life and school career, using the résumé shown next to page 1 as a guide.

Vocabulary Millie's narration includes high-level content words such as *culinary,* as well as sophisticated terms such as *avant garde* and *impromptu.* Suggest that students use a dictionary or other resource to define unfamiliar vocabulary.

ELL Bridge

Review idioms that students have probably heard such as "cut it out" or "change one's mind." Remind students that an idiom is a word or phrase whose meaning cannot be figured out from the literal meaning of its parts. Before students read, preview difficult idioms in the text, such as *armchair traveler* (page 93) and *reindeer games* (page 132). Have partners work together to define these idioms. Encourage students to keep a list of idioms as they read and to use resources to define each unfamiliar term or phrase.

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students identify how Millie's life changes over the course of the book. Have all of her problems been resolved by the conclusion?

Thinking Beyond the Text

Ask students how the friendships they have made in their lives compare with the friendship between Millie and Emily. Ask: *What is the best foundation for a strong friendship? Why are friendships important to have? Can different kinds of friendships offer different benefits to a person?*

Thinking About the Text

Have students identify instances in which the author uses narrative techniques such as flashbacks and foreshadowing. Ask students to evaluate the effect these techniques have on how the reader experiences Millie's story.

Understanding Genre: Humorous Fiction

- Note that one way an author creates humor is by depicting ironic situations, in which there is a contrast between what someone perceives and what is actually happening. For example, on page 171, Stanford calls the toddler's mess "disgusting," while he himself is eating in a disgusting manner.
- Another way the author creates humor is through anticlimax, in which something ridiculous is treated as equal to something serious, such as on page 103, where Millie treats a supply of "Peanut M&Ms" as equal in value to years of literary insight and the patience of a paleontologist.
- Have students identify other examples of irony and anticlimax in this story.

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

Developing Phonics and Word-Solving Strategies

Multiple-Meaning Words

Remind students that a multiple-meaning word has different meanings depending on how it is used. Suggest that students look at context to tell the meaning of a multiple-meaning word.

- Read and discuss the fourth paragraph on page 4, where Millie analyzes the word *cool.* Then have students read the first two paragraphs on page 86 and define *neat* as each girl uses it. Point out that the use of a multiple-meaning word here creates a humorous misunderstanding.
- Have students define other words with multiple meanings, such as *right* (page 125) and *fetching* (page 158).

Developing Fluency

Model reading aloud with expression a section of the book that contains dialogue from several different characters, such as the first paragraph on page 43. Then have students practice reading the section with a partner.

Oral Language/Conversation

Talk About Connecting With Others Lead a discussion about ways friends can connect with each other, such as by sharing interests. Talk about relationship dynamics and how a friendship might change in a group situation.

Extending Meaning Through Writing

- Ask students to write a description of Millie's friendship with Emily. **(Descriptive)**
- Have students write a follow-up diary entry for Millie about an event that takes place after the book ends, such as the birth of her sibling. **(Narrative)**

Other Books

Freak the Mighty by Rodman Philbrick

Not That I Care by Rachel Vail

Somewhere in the Darkness

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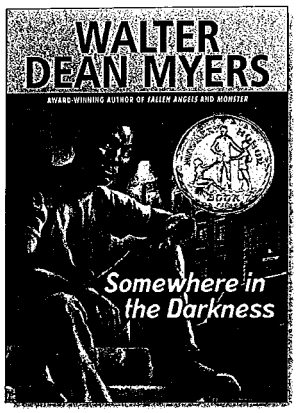

Summary & Standard

On a journey with the dad he didn't know, Jimmy faces the challenges of learning about his father through his dad's past, and in the process learns the value of truth between father and son. Students will identify the author's message.

Author: Walter Dean Myers
Genre: Realistic Fiction
Word Count: 250+
Theme/Idea: discovering family and self

Making Connections: Text to Self

Ask students to define the word *risk* and give some examples of risks. Point out that the outcome of taking a risk is indefinite; when people take a risk, they step out of their "comfort zone." Explain that risk goes beyond the physical to include emotional risks. Discuss with students risks they have taken.

Ask questions such as: *Were you glad you took the risk? Would you do it again? What did you learn from the experience? Would you have done anything differently?*

For a video interview with Walter Dean Myers, go to **http://www.readingrockets.org/books/interviews/myersw.**

Vocabulary

Essential Words: accusation, carat, fragile, gestured, knowledge, prove, respect

Related Words for Discussion: acceptance, acknowledge, betray, forgiveness, misconduct

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 combination of narration and dialogue makes the story interesting and allows the reader to get a broad view of what is happening. In "An Interview with Walter Dean Myers" at the end of the book, the author reflects on the book and his career.

Vocabulary The vocabulary is age-appropriate, and unfamiliar words are supported by context.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Some dialogue does not follow rules of grammar and slang is often used, so students may have difficulty understanding what is said. Remind students that context clues can help them determine meaning.

Content Some situations in the story, such as a father who has been in prison or has died, may be uncomfortable for some students. Allow students the opportunity to discuss their feelings if they wish to do so.

ELL Bridge

To help students understand difficult words, make a two-column chart on the board. List difficult words in the left column. Enlist the help of the class to list in the second column synonyms or words that define the difficult words. Write *flailed* in the left column. In the right column next to it, write *thrashed, floundered,* and *flapped.* Read the words aloud. Write additional difficult words from the book, such as *cluster, hesitant, inverted,* and *precinct.* Invite students to help you fill out the chart.

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize Jimmy's feelings for Crab at the beginning of the story and at the end. Ask them to describe situations that contributed to the change in Jimmy's feelings about Crab.

Thinking Beyond the Text

Remind students that Jimmy took a risk when he left Mama Jean to take the journey with Crab. Have students discuss what they think Jimmy learned as a result of his trip. *How does the fact that Jimmy calls Crab "Daddy" on page 161 show that Jimmy's feelings for Crab have changed as a result of what he has learned?*

Thinking About the Text

Point out to students how the author uses the characters' actions to show their feelings. On page 36, Mama Jean shows her reluctance to let Jimmy go. On page 37, she shows her love and concern for Jimmy when she gives him money tied in a handkerchief for his escape if he needs it.

Making Predictions

Help students understand that when readers make a prediction, they tell what they think will happen next in a story. To make the prediction, they use what they have learned so far from the story as well as what they already know from other sources.

- After students read page 8, ask: *Do you think Jimmy will go with Crab? Why do you think so?*
- After page 45, ask: *Why do you think Crab doesn't want Jimmy to call Mama Jean?*
- After students read page 161, ask: *What do you think will happen to Crab next? What do you think Jimmy will do?*

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

Recognizing Colloquialisms

Remind students that there is a difference between the language we use when we speak to friends and the way we speak formally. Explain that casual speech is called colloquial speech.

- Ask students to turn to page 69 and read aloud the last four lines. Point out that these sentences are an example of colloquial speech. See pages 57 and 86 for additional examples.
- Invite students to find other examples of colloquial speech in the story and in their own everyday speech.

Developing Fluency

Have pairs of students reread aloud a dialogue between two characters in the book. Encourage students to use intonation to express how each character is feeling.

Oral Language/Conversation

Talk About Forgiveness Lead a discussion about the importance of recognizing when you have done something wrong and asking for forgiveness. Talk about how asking for and receiving forgiveness can make a relationship between two people stronger.

Extending Meaning Through Writing

- Have students write a paragraph about a role model they have had and how this person influenced their life. It can be a relative, neighbor, friend, teacher, and so on. **(Expository)**
- Ask students to write a paragraph or two about an outing they have taken with a parent, relative, or neighbor and about how the excursion brought them closer together. **(Narrative)**

Other Books

Toning the Sweep by Angela Johnson

Solitary Blue by Cynthia Voigt

Storm Thief

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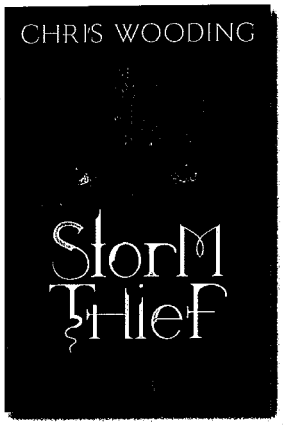

Summary & Standard

Rail and Moa are two young thieves in the futuristic city of Orokos. They steal a strange artifact that is wanted by the most powerful people in the city. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: Chris Wooding
Genre: Science Fiction
Word Count: 250+
Theme/Idea: seeking freedom from oppression

Making Connections: Text to Text

Ask students to share quick descriptions of science fiction stories and movies that they know. Ask: *How are the settings and characters unlike those of the world you know?*

Explain that the two young people in this futuristic novel are trying to gain freedom from an oppressive government. Ask students to share other novels or movies they know in which people are being oppressed, such as the *Star Wars* films. Ask: *What must people do to gain their freedom?*

For additional teaching ideas and resources, see **http://www2.ku.edu/~sfcenter/young-SF.htm.**

Vocabulary

Essential Words: debris, probability, relic, respirator, vandals

Related Words for Discussion: drastic, ghetto, oppressed, pursue, yearning

Genre

Science Fiction Remind students that science fiction features imagined events that depend on actual or possible scientific factors and may be set in the future.

Supportive Book Features

Text The book is organized into five parts, each divided into several manageable chapters. The type is well spaced.

Content Students will likely be familiar with science fiction stories and should easily comprehend the oppressive, futuristic setting of the isolated island. The action and dialogue of the characters help explain the chaotic world of the island.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The chapters of the novel are numbered but have no headings to help readers predict or follow the plot. Encourage partners to summarize the events thus far after each chapter and discuss unique elements of the futuristic world.

Vocabulary Some words may be unfamiliar to students, such as *junction* (page 21) and *artifact* (page 241). Encourage students to make a list of challenging words to look up later in a dictionary.

ELL Bridge

Help students keep track of the book's numerous characters. When a character is introduced, write the character's name on a chart or on the board. As students read, add details about each character next to his or her name. After students have finished the novel, have them separate into pairs and assign each pair a character from the list. Challenge pairs to use the list to write a brief synopsis of their character. Invite students to share their writing with the class.

Level X

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students search for information in the text that explains how and why the government oppresses the people of the ghetto. For example, the government tattoos people to prevent them from traveling freely.

Thinking Beyond the Text

Invite students to brainstorm what the ships from Kilatas will find beyond the horizon and what might happen after they land. Then have students consider the epilogue and what might happen to Vago. Finally, encourage students to think about why the author left these issues unresolved.

Thinking About the Text

Have students discuss why the author divided the book into the five parts, and what each part represents in the journey of the characters.

Understanding Plot

Remind students that the plot of a story involves the problem the main characters face and all the events that lead up to the solution.

- Explain that the climax of a story is the turning point in the plot. The problem is overcome and every action that follows leads to the resolution of the story.
- Ask students to identify the major events in each part of the book and draw a plot diagram listing these events and showing the rising action.
- Then have students identify the climax of the story (the destruction of the Chaos Engine) and the subsequent actions that lead to 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

Antonyms

Remind students that antonyms are words with opposite meanings. Antonyms can be used to help the reader understand unfamiliar words when a comparison is made in text.

- Have students read the first paragraph on page 8 and discuss the meanings of *squeaky chatter* and *drone*. Encourage students to use context clues and the contrast with *squeaky chatter* to understand the word *drone*.
- Repeat the process on page 10, in which the footsteps start as *ponderous* and then speed up, becoming higher in pitch and more rapid, to resemble a *mouse's patter*.

Developing Fluency

Have students reread pages 78–82, when Rail and Moa meet Vago. Model reading some of the passage with expression to reveal the characters' personalities.

Oral Language/Conversation

Talk About Seeking Freedom Lead a discussion about seeking freedom. Discuss why some people are willing to fight or leave their homeland to seek freedom, while others are not willing to take such drastic steps.

Extending Meaning Through Writing

- Have students create an outline of a science fiction story. Encourage students to include a futuristic setting, characters, and a problem to solve. **(Narrative)**
- Invite students to compare and contrast two characters from the novel. **(Descriptive)**

Other Books

The Last Book in the Universe by Rodman Philbrick

Survival (Remnants #13) by K. A. Applegate

The Usborne Book of Scientists: From Archimedes to Einstein

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2nd Edition

Summary & Standard

This nonfiction book helps readers trace the history of scientific ideas by describing the lives and work of great scientists over the ages. Students will demonstrate comprehension and understanding by articulating basic facts and ideas from what they read.

Authors: Struan Reid and Patricia Fara
Genre: Informational
Word Count: 250+
Theme/Idea: the development of scientific ideas over time

Making Connections: Text to World

Students will likely be acquainted with some of the scientists discussed in this book. Have students skim the book to find the names of scientists they are familiar with. Then invite students to share what they already know about each scientist.

Help students set a purpose for reading by brainstorming a list of questions they have about the scientists. Record their questions and have students write the answers as they read the book.

For additional resources about scientists, see **http://www.intute.ac.uk/sciences/cgi-bin/browse.pl?id=246.**

Vocabulary

Essential Words: experiment, hypothesis, influenced, observation, theory

Related Words for Discussion: conclusion, method, research

Genre

Informational Remind students that informational texts give factual information about a topic.

Supportive Book Features

Text An introduction with a sidebar explains how the book is organized. Chapter heads, subheads, sidebars, diagrams, and a time line provide support. Throughout the book, page references in parentheses help readers track relationships between scientists' ideas and discoveries.

Vocabulary The book contains some specialized scientific vocabulary, but information in parentheses defines some difficult words. Context, diagrams, and illustrations help readers figure out the meaning of other unfamiliar terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Pages are packed with information, including text and illustrations, with very little white space or margins. Remind students to use the chapter titles and subheads to navigate through each spread.

Content The book presents a lot of new information. Break up the reading to summarize what has been read and to link new information with what students have already learned.

ELL Bridge

Students can create visuals to enhance their understanding of the book. Initiate a discussion in which students summarize each chapter. Then have students pick one chapter and draw a labeled diagram or other picture to illustrate one of the ideas or discoveries discussed in it. Tell students to make sure the idea or discovery hasn't already been illustrated in the book. Ask students to share their drawings and explain what they have shown.

Level X

SCHOLASTIC

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the ways in which scientific knowledge expands from age to age. Ask them to cite some examples of times when accepted scientific knowledge had to be revised because of new discoveries.

Thinking Beyond the Text

Point out that the book says that people depend on science for many things they take for granted, such as comfort, health, and entertainment. List some of the discoveries from the book and discuss how they affect students' lives today. Then talk about how students' lives might be different without these activities.

Thinking About the Text

Ask students how the organization of this book might help a reader who seeks information about a particular scientific topic or a reader who wants to learn about the history of science in general.

Understanding Cause and Effect

Remind students that an effect is what happens; a cause is what makes it happen. Note that a fundamental task of a scientist is to develop theories about the relationship between observed causes and effects.

- Ask questions about cause-and-effect relationships described in this book, such as: *What did Ancient Greeks think caused earthquakes? According to Kepler, how did a planet's distance from the sun affect its speed? What important cause-and-effect relationship did Louis Pasteur discover? What is the cause of red shift?*

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

Greek Prefixes *tele-*, *micro-*

Remind students that adding a prefix to the beginning of a word changes that word's meaning. Explain that many of the words we use today contain the Greek prefixes *tele-* ("far") and *micro-* ("small").

- Have students find these words in the book: *telescope* (page 19) and *microscope* (page 23). Ask students to use the meanings of the prefixes to tell what the words mean.
- Then work with students to brainstorm a list of other words that use these prefixes, such as *telephone, telegraph, microchip,* and *microwave.* Discuss the meaning of each word.

Developing Fluency

Model how to pronounce multisyllabic scientific terminology. Say a word and have students repeat it. Then read the word in context and have students echo-read the sentence.

Oral Language/Conversation

Talk About Scientific Methods Lead a discussion about how scientists' methods have changed over time. Ask students to consider what kinds of questions scientists tried to answer, what research they used, what tests they did, and how they drew their conclusions.

Extending Meaning Through Writing

- Ask students to choose two scientists featured in this book. Have them write a short essay that notes the major accomplishment(s) of each scientist and explains how one influenced or built upon the work of the other. **(Expository)**

Other Books

Benjamin Franklin by Deborah Kent

The Usborne Book of Inventors: From DaVinci to Biro by Struan Reid and Patricia Fara

When Hitler Stole Pink Rabbit

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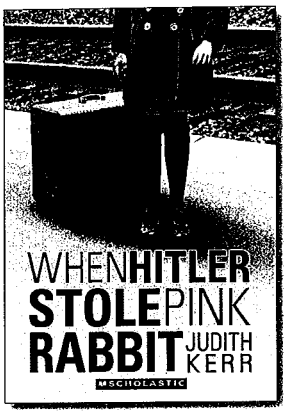

Summary & Standard

Told through the eyes of a nine-year-old girl, this book relates the story of a Jewish family who leaves Germany in 1933. To escape the Nazis, they flee to Switzerland, then to France and England. Students will read literature from and about a historical period and perspective.

Author: Judith Kerr
Genre: Historical Fiction
Word Count: 250+
Theme/Idea: enduring loss as a family

Making Connections: Text to World

Students may not have knowledge of events in Germany prior to World War II. Discuss what students know about Hitler, Nazi Germany, and the persecution of Jews.

Extend the connection by talking about Europe in the 1930s. Explain that some Jewish people in Germany foresaw their persecution before Hitler gained power in 1933. They fled to neighboring countries. Many of those who stayed were rounded up and sent to concentration camps. As the Nazis conquered surrounding countries, World War II began.

For additional teaching ideas and resources, see **http://www.ushmm.org/education.**

Vocabulary

Essential Words: adaptable, charity, dialect, frontier, surreptitiously

Related Words for Discussion: concentration camp, destination, ghetto, Holocaust, neutrality, persecution, refuge, refugee, resolved, solitary

Genre

Historical Fiction Explain that historical fiction is a made-up story set in a period of history.

Supportive Book Features

Text The story is structured as a sequential narrative told through the point of view of one character, giving the story an easy flow. Extra space between paragraphs helps to show a change of scene or time.

Content Although events occur in a historical setting unfamiliar to students, the family relationships will be familiar to most students, especially students who have siblings.

Praise students for specific use of "Behaviors to Notice and Support" on page 103 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The text is dense and the type fairly small. The chapters are numbered but have no titles to provide narrative clues. Suggest that students briefly summarize events in each chapter before continuing to read.

Vocabulary The book contains sophisticated vocabulary. Suggest that students look at context for clues to meaning and keep a list of unfamiliar words to look up in a dictionary.

Level X

ELL Bridge

Show students a map of Europe and point out Berlin, Germany. Ask students to describe the route Anna and her family took to Zurich, Switzerland, and to Paris and London. For example, ask: *Where did Anna go first? Where is it on the map?* Explain that Jews were in great danger, and those who managed to escape from Germany to a neighboring country became refugees as they kept moving to stay ahead of the Nazi advance. Have groups of students make a list of difficulties the refugees faced in other countries. As a class, discuss these difficulties.

Teaching Options

Developing Comprehension

Thinking Within the Text
Focus students' attention on how Anna's family made quick moves from country to country and home to home. Have students discuss why they think Anna was able to adjust fairly easily to these moves.

Thinking Beyond the Text
Ask students what they think was the greatest fear of Anna's family. Ask: *How did each of Anna's family members react differently to this fear?* Talk about how the different people they interacted with either increased or alleviated this fear.

Thinking About the Text
Have students note that the story is told strictly from the viewpoint of Anna, who is nine years old at the beginning of the book. Ask how the story would have been different if it were told from the point of view of the other family members or if the point of view had switched from character to character.

Identifying Problem and Solution
Review with students that in the plot of a story there is usually one or more problems that the characters encounter. Their attempts to solve these problems lead to solutions. Ask:

- *What was Papa's problem that resulted in his having to leave Germany so suddenly? Why did he decide that his family had to join him in Switzerland without waiting for the results of the election in Germany?*
- *As the family solved one problem by moving from country to country, what other problems did Anna deal with? What did she feel was the solution that made them all bearable?*

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

Adverbs
Explain that adverbs tell about verbs or actions. Point out that many adverbs end in the suffix *-ly*. Write this sentence from pages 95–96: *There had been more French voices talking quickly, sharply, and incomprehensibly.* Point to the adverbs that tell more about the verb *talking.*

- Ask students to find *apologetically* on page 70. Have them use other words to describe what the adverb says about the boy's wave.
- Have students look for other adverbs in the text and tell what verbs they describe. Ask them how an adverb makes a verb easier to picture. (It makes the action more specific.)

Developing Fluency
Model fluent reading of a passage from the book, demonstrating how to use punctuation to read with proper phrasing. Then have everyone read a passage together.

Oral Language/Conversation
Talk About Refugees Talk about the meaning of *refuge* and *refugee.* Point out that there are many refugees in the world today who have moved from their homes to escape war and persecution. Discuss with students what they think life would be like for a refugee.

Extending Meaning Through Writing

- Point out to students that they learn about Max from Anna's point of view. Have students write a paragraph describing Anna from Max's point of view. **(Descriptive)**
- Have students use a Venn diagram to compare and contrast two characters from the story such as Anna and Max or Mama and Papa. **(Graphic Aid)**

Other Books
Memories of Anne Frank by Alison Leslie Gold

Steal Away to Freedom by Jennifer Armstrong