

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **Artemis Fowl (Book 1)**
- **The Boy Who Dared**
- **Geronimo**
- **Get On Out of Here, Philip Hall**
- **Heroes of the Holocaust**
- **The Jumping Tree**
- **Larklight**
- **Pemba's Song: A Ghost Story**
- **Vlad the Impaler: The Real Count Dracula**
- **The Yearling**

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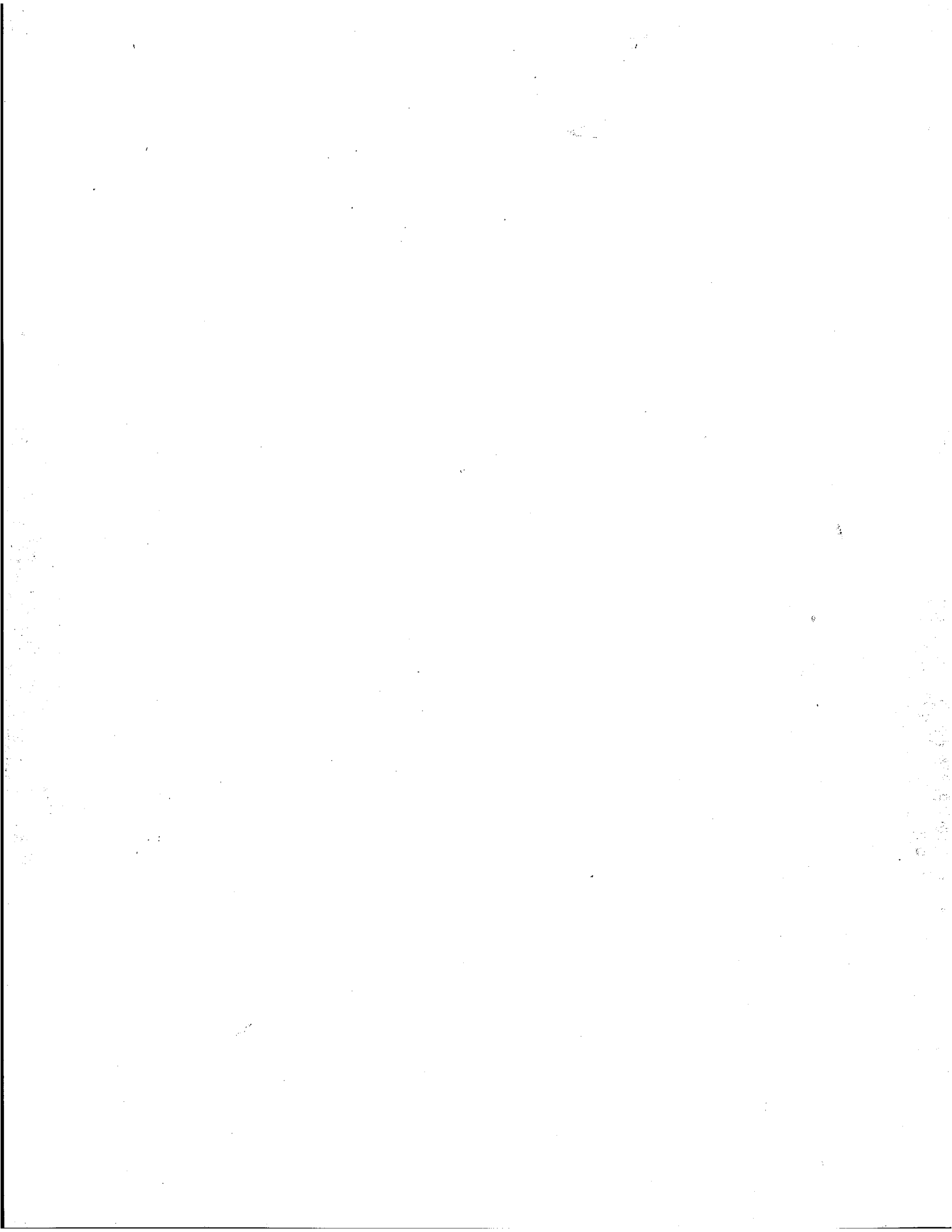
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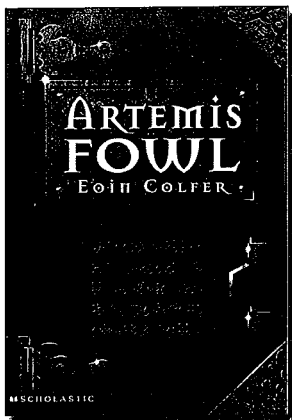
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Artemis Fowl



Summary & Standard

Artemis Fowl, a twelve-year-old criminal mastermind, is determined to capture and ransom a fairy for fairy gold. He discovers that his goal is not as easy to accomplish as he thought. Students will distinguish fantasy from reality.

Author: Eoin Colfer

Genre: Fantasy

Word Count: 250+

Theme/Idea: defeating your enemies

Making Connections: Text to Text

Students may have knowledge of fantasy stories, both traditional (e.g., Grimm's Fairy Tales) and modern (e.g., the Harry Potter series). Discuss tales they have read or heard.

Extend the discussion by telling students that many cultures have traditional stories about elves, fairies, leprechauns, and other mythical creatures. Discuss the characteristics of fantastical creatures and ask what role these creatures play in the fantasy stories students have read—both traditional and modern.

For additional teaching ideas and resources, see http://edsitement.neh.gov/view_lesson_plan.asp?id=387.

Vocabulary

Essential Words: abduction, adversary, exploit, negotiator, prodigy, protagonists, ultimatum

Related Words for Discussion: amoral, dastardly, integrity, sinister, treacherous, valor, villainous

Genre

Fantasy Remind students that a fantasy is a story that has characters, settings, or events that could not exist in real life.

Supportive Book Features

Text A prologue introduces the main character, and an epilogue provides a final statement of this character's actions. Chapter titles provide clues to upcoming story events.

Content Students should be able to follow the sequence of events easily, as the story is relatively chronological with a few character flashbacks to provide background.

Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The point of view and settings change frequently in the text, which may be confusing. Encourage students to note which characters are the focus and where the action takes place for each chapter.

Vocabulary The text contains a great many technological terms that may be unfamiliar to students (e.g., *pictograms*, page 24; *binary*, page 27). Have students use context to help them determine meaning and keep a list of difficult words to look up in a dictionary or discuss with a group after reading.

ELL Bridge

Help students list technical terms that describe the technology and gadgetry, such as *motion sensor*, *iris-cam*, *pneumatic pads*, and *thermal coil*, that both sides use in the story. Help students categorize the items as real or imaginary, using reference materials for support. To help the class visualize the purpose of items in the book, have volunteers act out how they are used.

Teaching Options

Developing Comprehension

Thinking Within the Text

Talk with students about rules “The People” live by in order to keep a balance between themselves and the “Mud People.” Ask students what rules Artemis ignores that break this balance and what rules “The People” are able and not able to break in return.

Thinking Beyond the Text

Read from page 94 that Root feels that “science was taking the magic out of everything.” Ask students why Root might feel this way. Discuss how technology can have a negative effect on society; for instance, because of computers, people might talk less in person.

Thinking About the Text

Point out the prologue and epilogue in the book. Ask students what additional information each part provides to set up and conclude the story. Ask: *Do you agree with the statements in the epilogue? Why or why not?*

Identifying Plot

Explain that the plot of a story has certain elements, including some type of problem or conflict, the rising action in which events occur; the climax, when the conflict is confronted; and the resolution, when the conflict is resolved.

- Ask: *What is the conflict between Artemis and the “The People”? What is the conflict between Artemis and Holly?*
- *Which would you consider the story’s climax—when Holly leaves Fowl’s mansion with the gold, or when the bio-bomb detonates?*
- *What is the resolution for Holly? What is the resolution for Artemis?*

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 *com-*, *con-*

Review with students that a prefix is a syllable added to the beginning of a word. Point out that knowing the meaning of a prefix can help in determining the meaning of an unfamiliar word.

- Write *com-* and *con-* on the board. Explain that these prefixes mean “with” or “together.” Then read from page 6: *One of the few consistent facts his research had unearthed.* Discuss that *con-* gives a clue to the meaning of *consistent*. (Point out also that the root *sist* means “to stand.”)
- Have students use the meaning of the prefixes, as well as context clues, to suggest the meaning of *confirmation* (page 27), *comparatively* (page 49), *containment* (page 47), and *compliance* (page 84).

Developing Fluency

Model expert reading of a particularly technical passage, such as the last two paragraphs on page 44. Stress appropriate pronunciation. Then have everyone read the passage together.

Oral Language/Conversation

Talk About Good and Evil Discuss that fairy tales often include conflict between good and evil, and that this book blurs the lines by having evil characters show integrity and vice versa.

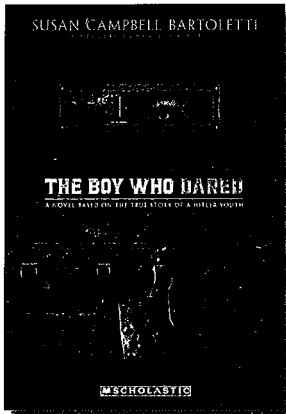
Extending Meaning Through Writing

- Have students list character names and explain how they are plays on words, such as *Fowl* and *foul* or *Foaly*, which contains *foal*. (**Expository**)
- Have students describe Artemis, Holly, Root, or Butler. Include the character’s weakness, risks taken, and changes he or she undergoes. (**Descriptive**)

Other Books

Clockwork by Philip Pullman
Greenwitch by Susan Cooper

The Boy Who Dared



Summary & Standard

Based on a true story, this book retraces the life of a heroic 17-year-old German boy who dared to stand up against the Nazi regime. Students will appropriately identify the theme or author's message in a grade-level-appropriate text.

Author: Susan Campbell Bartoletti

Word Count: 250+

Genre: Historical Fiction

Theme/Idea: expressing beliefs

Making Connections: Text to World

Students may have prior knowledge about the Holocaust and Nazi Germany. Invite students to discuss what they know about these historical phenomena. Discuss books they have read or movies they have seen based on the subject.

Extend the real-world connection by explaining that not all German citizens supported Hitler.

Point out that this story is told from the point of view of one of those citizens—one who chose to speak out rather than stay safely silent. Ask: *Why do people sometimes choose to stay quiet about something that they know is wrong?*

For additional teaching ideas and resources, see <http://fcit.usf.edu/HOLOCAUST/TIMELINE/timeline.htm>.

Vocabulary

Essential Words: convince, defenseless, evidence, forbidden, liberty, propaganda, resolve, revolution

Related Words for Discussion: patriotism, principle, traitor, treason

Genre

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

ELL Bridge

Have students practice articulating ideas as they read, using question-and-answer techniques. After reading a scene or section of text, ask questions to review what was read. Then have students ask their own questions, both about things they do not understand and to clarify and expand on ideas presented in the text. Encourage other students to engage in a discussion in order to answer these questions.

Supportive Book Features

Text The back matter features a time line that helps students place the book's events in chronological order. Students can use the map to trace Hitler's advances. Historical photographs put real faces to the characters and drive home the fact that this is based on a true story.

Vocabulary Most vocabulary will be accessible and easy to comprehend. Explanations and context help with comprehension of the German expressions.

Praise students for specific use of "Behaviors to Noticed and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story is told in flashbacks, and the sequence of events may be confusing. Explain that the present occupies one day; events that led to Helmuth's execution are told in flashbacks. There are no chapters, but the text is broken into sections to note scene changes.

Content This book is based on the life of an actual person and on actual events, which some students may find troubling. Discuss why it is important to learn about events in the past, even if they are disturbing.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the events that led Helmuth to begin writing his pamphlets. Talk about the others involved in his plan and the role each person played.

Thinking Beyond the Text

Point out that Helmuth believed he had the right to choose his own actions. Ask: *How did this belief influence his decision to print the pamphlets? How did his actions lead to his arrest? If you were Helmuth, what would you have done? Do you feel that Helmuth made the right choices?* Have students explain their responses.

Thinking About the Text

Have students notice the author's use of flashbacks. Discuss why the author chose to tell the story this way. Ask: *How does the knowledge that Helmuth is in prison affect how you look at the earlier events in his life?*

Understanding Theme

Remind students that a theme is an important message or idea that an author wants readers to understand. A theme emerges from the story's action and the thoughts and actions of the characters. Discuss these ideas.

- On page 72, Mutti says, "Silence is how people get on sometimes." *What happens in the story that shows this is true? How does this statement compare to Helmuth's actions?*
- On page 154, Helmuth knows that he "has lived a life that stood for something." *What did he stand up for? Why were his actions important, even though his actions ended up costing him his life?*

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

Developing Phonics and Word-Solving Strategies

Context Clues

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

- On page 105, read aloud the sentence containing the word *fidget*. Then model how you use the sentence, and the one that follows, to figure out the meaning of *fidget*. (to move or gesture restlessly)
- On page 81, read aloud the sentence that contains the word *crooking*. Have students read the next sentence to determine what *crooking* means. (bending)

Developing Fluency

Model reading a section, emphasizing proper phrasing, intonation, and speed, especially when reading longer sentences.

Oral Language/Conversation

Talk About Patriotism Remind students that Hitler used patriotism as a way to justify his beliefs, but that patriotism in itself is often a good thing. Ask: *When is patriotism a good quality to have? When can it go too far?*

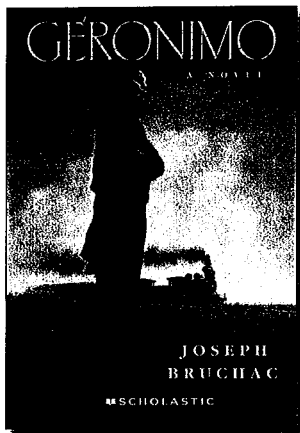
Extending Meaning Through Writing

- Have students choose a member of Helmuth's family and write what they think Helmuth may have written in his final letter to him or her. **(Narrative)**
- Have students write an essay explaining the importance of free speech and the equal importance of telling the truth. **(Persuasive)**

Other Books

My Brother Sam Is Dead by James Lincoln Collier & Christopher Collier
I Am an American: A True Story of Japanese Internment by Jerry Stanley

Geronimo: A Novel



Summary & Standard

This novel is narrated by a fictional adopted grandson of Geronimo. The story goes from the grandson's forced exile to his reunion with fellow Apaches and includes descriptions of previous events in Geronimo's life. Students will read to better understand the various cultures of the United States and the world.

Author: Joseph Bruchac
Genre: Historical Fiction

Word Count: 250+
Theme/Idea: telling different versions of history

Making Connections: Text to World

Point out that this book presents information about historical figures but also contains fictional accounts. *Ask: How do we learn about the past? How can you tell that the information you read is reliable?* Discuss the difference between primary and secondary sources.

Then talk about students' prior knowledge of Native Americans. *Ask: What are tribes? Can you name a few? Have you heard about Geronimo or the Apaches?* Talk for a bit about the U.S. government's treatment of Native American peoples in the nineteenth century.

For additional teaching ideas and resources about Geronimo, see <http://www.indigenouspeople.net/geronimo.htm>.

Vocabulary

Essential Words: exile, honorable, hostile, renegade, translator, truce, version

Related Words for Discussion: primary source, secondary source

Genre

Historical Fiction Remind students that a work of historical fiction is a made-up story set in a specific period of history.

ELL Bridge

Encourage students to write questions that occur to them as they read. After each chapter or passage, have students read their questions aloud. Have your own questions for each chapter to discuss as well. Write all the questions on a chart or on the board. With the group, discuss each question and come up with an answer. Write the answers on the board or chart.

Supportive Book Features

Text Each chapter is titled and dated. To further assist readers in keeping track of when events occur, a chronology of Geronimo's life is provided in the back of the book. An author's note also gives information about Geronimo, and a bibliography is included.

Vocabulary Although many non-English terms and phrases are used, most are defined or can be figured out from context.

Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some epigraphs may be puzzling to students and should be discussed to determine what they reveal about the story. Also, frequent time changes will require students to note transitions carefully.

Content Students may struggle with the idea that often there is more than one interpretation or version of historical events. Provide this analogy: Two people witnessing an accident may report different facts because they have different points of view. Discuss how people's backgrounds and experiences affect their view of the world.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about the clashes between the Native Americans and the "White Eyes." Ask how life for the Apaches changed because of their interactions with the White Eyes.

Thinking Beyond the Text

Ask students to compare the narrator's version of Geronimo's life with the other accounts he mentions and with accounts quoted in some of the chapter epigraphs. Discuss why there are differences. Ask: *How true and reliable is anyone's account of an event? How can we determine which version of an event is the most accurate?*

Thinking About the Text

Have students identify places within the text when the narrative switches time periods. Talk about how the author indicates the change and why he might have ordered the narrative as he did. Pay particular attention to the first chapter, "Geronimo's Anger," and have students explain why they think the author began the novel here.

Evaluating Author's Purpose

Remind students that an author's purpose is the reason why an author chose a particular topic and wrote a text the way he or she did.

- Have students identify places in the novel where the narrator discusses his reasons for writing about Geronimo (see pages 3-5, 123-124, 132, 329, 334-336). Ask them to describe what they think the narrator's purpose is for telling this story.
- Discuss the difference between the narrator and the author. Review the acknowledgments on the copyright page and have students identify Joseph Bruchac's purpose for writing this novel.

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 and Metaphors

Remind students that a *simile* is a comparison using *like* or *as* (e.g., *quiet as a mouse*), while a *metaphor* is a comparison in which one thing is described as another (e.g., *a blanket of snow*).

- Read with students the third full paragraph on page 70. Then have them identify the simile (*like one rawhide stitch after another*) and the metaphor (*his love... became a garment*). Discuss what each figure of speech helps the reader understand about Mr. Wratten.
- Have students discuss other similes and metaphors, such as *like an eagle taking flight* (page 21) and *rattlesnakes... that walked on two legs* (page 148).

Developing Fluency

Model reading with expression and characterization a passage with lots of dialogue. Then have partners practice reading the section.

Oral Language/Conversation

Talk About History Lead a discussion about how versions of history can conflict. Ask what students learned about this idea from the book. Talk about how both facts and opinions can be used to create an account of a historical event.

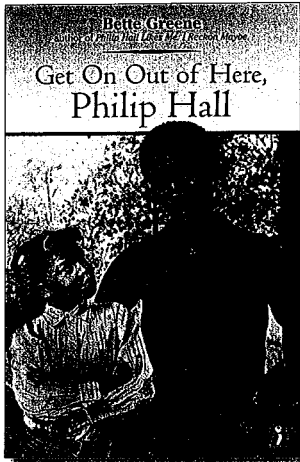
Extending Meaning Through Writing

- Have students write a paragraph about differences between the ways Apaches and White Eyes lived. (**Expository**)
- Ask students to write about an event from their own family's history. The event could have occurred in the past or during their own lifetimes. (**Narrative**)

Other Books

I Am an American: A True Story of Japanese Internment by Jerry Stanley
My Brother Sam Is Dead by James Lincoln Collier and Christopher Collier

Get On Out of Here, Philip Hall



Summary & Standard

In this story, Beth Lambert is convinced she will win her church leadership award. When Philip Hall wins instead, Beth sets out to prove that she is still the best student leader in Pocahontas, Arkansas. The outcome teaches Beth lessons in both leading and following. Students will accurately identify the theme or author's message in a grade-level-appropriate text.

Author: Bette Greene
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: learning to lead with humility

Making Connections: Text to World

Students will be familiar with the concept of leadership. Ask whom they consider good leaders and why. Discuss with the class what they think makes a good leader. Record their responses on a chart or on the board.

Extend the connection by suggesting that good leaders should also be humble, keep an open mind, and listen to others' opinions. Discuss why these qualities are important in a leader. For additional teaching ideas and resources, see www.activehealthykids.ca/Ophea/Ophea.net/student-youth-leader-ship.cfm.

Vocabulary

Essential Words: disdainful, embarrassing, enthusiastic, expectation, humility, respectfully

Related Words for Discussion: authoritatively, dignity, enterprising, leadership, sympathetic, vision, worthy

Genre

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

Supportive Book Features

Text The text is divided into chapters, with a table of contents at the beginning of the book. The line spacing helps with the readability of this story.

Content The story is told in a straightforward sequence and from one character's point of view. The settings of school, home, and community, as well as relationships within those settings, will be familiar to most students. Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book features several signs, real and imagined. Point out the differences between the signs on pages 47, 48, and 138 and the signs on pages 19, 28, and 53. Guide students to realize that Beth or her friends made the "handwritten" signs.

Vocabulary Some students may have difficulty with the way Beth and her family and friends speak. Explain that they speak in a dialect common in the part of the country in which the story is set. Have students read aloud dialogue to hear and become familiar with how the characters speak.

ELL Bridge

Use visuals to help students understand the setting of the story. Display a map of Arkansas and locate Pocahontas and Walnut Ridge. Explain that in the story, this area is farmland. Then preview the following words and phrases to help students better understand some of what the characters say: *reckon, a whole heap, leastways, getting too big for your britches, beyond the telling, shucks*. Have students find other examples of unusual dialogue and descriptions.

Teaching Options

Developing Comprehension

Thinking Within the Text

Review the plot structure by asking students what the initial event was, what problem this created for the main character, how she attempted to solve her problem, and how the problem was finally resolved.

Thinking Beyond the Text

Ask students how they would describe Beth. Record students' ideas to create a character profile. Then talk about what lessons Beth learned about herself and how she used her new understanding.

Thinking About the Text

Ask students whether they have ever known someone like Beth. Discuss their opinions of how consistent the author was throughout the story in her depiction of Beth. Ask whether Beth ever did anything out of character, and if so, what it was and how it differed from what students understood about Beth.

Identifying Point of View

Review with students that the point of view in a story is the perspective from which an author presents the actions and characters. Explain that an author's choice of a narrator or speaker determines how much the reader knows about the characters and story events.

- Ask: *From whose perspective is the story told? (Beth's) What point of view is used? (first person) How do you know? (use of I, me, we)*
- Discuss what readers learn from Beth's point of view. Talk about what readers can't know unless Beth herself finds out.
- Ask: *How would the story change if it were told from Philip Hall's point of view? What if it were told from both Beth's and Philip's point of view?*

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

Suffixes *-ation* and *-ion*

Review with students that the suffixes *-ation* and *-ion* mean "state or quality of" and that suffixes can turn a verb into a noun.

- Write *conversation* on a chart or on the board. Ask students to use the suffix to define *conversation* (state or quality of conversing). Point out that the final *e* is dropped before adding the suffix to the original verb, *converse*.
- Write *circulate*, *impress*, *congregate*, *congratulate*, *humiliate*, *expect*. Have students add the suffix *-ation* or *-ion* to change the verbs to nouns. (*circulation*, *impression*, *congregation*, *congratulation*, *humiliation*, *expectation*)

Developing Fluency

Model reading with expression. Have partners read favorite parts of the story to each other. Encourage work on dialogue until students can read fluently with expression and phrasing.

Oral Language/Conversation

Talk About Leaders and Followers Discuss with students why good leaders are needed in any group. Talk about the responsibilities of leaders and followers and the fact that good leaders must be enterprising and have vision.

Extending Meaning Through Writing

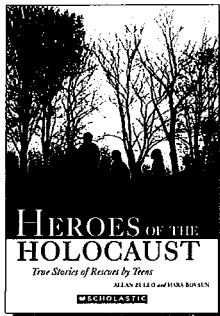
- Have students write a letter to Beth. It could include ideas for what she should do next or opinions on her party organizing or any of the story events. **(Letter)**
- Have students create a poster for a community party that advertises events and activities. Have them decide how to describe these activities. **(Descriptive)**

Other Books

Jesse by Gary Soto

Losing Joe's Place by Gordon Korman

Heroes of the Holocaust: True Stories of Rescues by Teens



Summary & Standard

This book has true stories of brave teens who put their own lives at risk to help Jews during the Holocaust. Students will read literature from and about a wide range of historical periods and perspectives.

Authors: Allan Zullo and Mara Bovsun

Word Count: 250+

Genre: Social Studies Nonfiction

Theme/Idea: courage and compassion in tragic times

Making Connections: Text to World

Have students recall what they know about World War II, Nazi Germany, and the Holocaust. Explain that Adolf Hitler led the Nazi Party in Germany in the 1930s and 1940s. The Nazis forced Jews into labor, concentration, and death camps.

Extend the real-world connection by discussing what makes someone a hero, and when a hero might perform acts of kindness and courage. Tell students that many young people emerged as heroes before and during World War II.

For additional resources about children of the Holocaust, go to <http://www.adl.org/hidden>.

Vocabulary

Essential Words: appalling, composure, cruelty, despicable, holocaust, melancholy, posterity

Related Words for Discussion: compassion, courage, empathy, sacrifice, selflessness, strength

Genre

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

Supportive Book Features

Text Each chapter tells the story of one hero. The chapters begin with quotations, individuals' names, and a time period. These features set the tone for each story. The map and introduction at the beginning of the book also help provide background and context.

Content Students may have read or heard about brave people who have sacrificed for others. This knowledge should help them understand the theme of displaying courage and compassion in tragic times.

Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students understand the structure of each story. Point out that the main text of each chapter tells of heroism during the Holocaust, and the italic text at the end is a follow-up that explains what happened to the people after the war.

Vocabulary Have students make a chart with the headings "People" and "Places," and write challenging proper nouns in the appropriate column. Help students with the pronunciation of these words.

ELL Bridge

To help students keep track of the sequence of events, create a time line on the board or a chart. As students read the stories, have them suggest important dates to put on the time line, such as *1938: Germany took over Austria*. Lead a discussion to expand students' knowledge of these dates in history. Encourage them to use words that relate to the Holocaust, such as *Hitler, Jews, labor camps, cruelty, imprisonment, resistance, courage*.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students to discuss what they learned about the different countries affected by World War II and the influence of the Nazis. Talk about the orders against Jews in Poland, Belgium, Holland, Hungary, and Denmark, and the methods that different rescuers used.

Thinking Beyond the Text

Ask students what motivated the heroes in these stories to help the Jewish people. Ask: *What might have happened if the heroes had chosen not to help the Jews? How might history have been different?*

Thinking About the Text

Have students observe how the writers provide background on the war and on geography as they tell each hero's story. Ask students to give examples of details that helped them better understand history as they read the narratives.

Understanding Historical Context

Help students understand how the context of the time period helps them make sense of narratives they read from that era. Knowing when a story takes place helps readers understand the circumstances of the events.

- Have students reread page 38. Ask: *What does this text tell about Belgium in 1940? How does this information help you understand the narrative?*
- After students finish reading the book, ask: *What did you learn about the towns and cities of Europe in the early 1940s? Why did this information make the narratives easier to understand?*

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

Common and Proper Nouns

Remind students that a proper noun is the specific name of a person, place, or thing. Explain that a proper noun always begins with a capital letter. Students can identify what kind of proper noun it is (person, place, or thing) based on context clues.

- Ask students to turn to page 7 and find the five proper nouns in the first paragraph. Find these individuals' names on the next few pages of the chapter.
- As students read, have them pay attention to proper nouns. Have students practice pronouncing each proper noun the first time they see it, so that it is easier to read the next time they encounter it.

Developing Fluency

Model reading page 12. Demonstrate a change in tone when reading a quote. Have a volunteer read aloud other text with quotes.

Oral Language/Conversation

Talk About Heroes Have students discuss what they consider to be the qualities of a hero. Talk about different circumstances in which ordinary people may be asked to commit heroic acts.

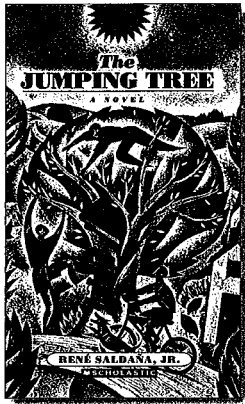
Extending Meaning Through Writing

- Have students choose one hero from the book and write a journal entry from the point of view of that person. **(Narrative)**
- Many Europeans aided in the survival of Jews during the Holocaust. Ask students to research one person and write about how he or she contributed. **(Expository)**

Other Books

A Place to Hide by Jayne Pettit
Great Escapes of World War II by George Sullivan

The Jumping Tree



Summary & Standard

In this novel, Rey experiences love and sadness as he grows up in the barrio, where he feels a special attachment to his devoted father. Students will read to better understand the various cultures of the United States and the world.

Author: René Saldaña, Jr.

Genre: Realistic Fiction

Word Count: 250+

Theme/Idea: connecting to family and culture

Making Connections: Text to Self

Students will most likely be familiar with the challenges of growing up. They may know how difficult it is to try to fit in with others or how to get along with family members. Ask them some ways they cope when they face problems with friends and family.

In this story, the main character, Rey, is growing up in a barrio, a neighborhood where most people speak Spanish. He faces many challenges, such as dealing with peer pressure.

Ask: How would you feel if a friend called you a chicken? How would you react to someone making fun of a person you admire?

For additional information about the author, see <http://nydiabenitez.tripod.com/id24.html>.

Vocabulary

Essential Words: confronted, destiny, disqualified, drastic, patriotism, romantic

Related Words for Discussion: affectionate, culture, recognition, relationship

Genre

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

ELL Bridge

Discuss with students the concept of *civil disobedience* (page 127). Have volunteers look up both words in a dictionary, and then work together as a class to define the meaning of the entire phrase. Encourage students to keep a list of other concepts, phrases, or plot points that confuse them as they read. They can consult a dictionary to help them with confusing phrases. When they finish reading, come together as a class to clarify plot points and share new words and phrases that students have learned.

Supportive Book Features

Text The book is divided into titled chapters. A table of contents allows students to quickly locate a chapter. Lots of dialogue keeps the plot moving.

Content Informal language and humorous phrases capture the reader's attention. Tales of Hispanic customs and descriptions of the Rio Grande Valley of South Texas help readers connect to the story's characters and setting. Students will easily relate to the adventures and everyday experiences of Rey, the main character. Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text At first students might not understand that italicized words represent a character's thoughts. Point out this feature to students.

Vocabulary Those who do not have knowledge of the Spanish language may have some difficulty with the Spanish words that pepper this narrative. Point out that the author usually provides a context in which the word can be understood.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss Rey's and Chuy's friendship and how it changes throughout the book. Prompt students by recalling that Rey and Chuy were called *Los Hermanos Sombra* in the barrio because they were always together (page 6). Ask: *What choices does Rey make that are different from Chuy's? How does this affect their friendship?*

Thinking Beyond the Text

Ask students to think about the connection between Rey's arm wrestling with his father and his growing up. Ask: *Why did Tío Angel say that one day Rey would beat his father in arm wrestling and then wish that he hadn't? (See page 42.)*

Thinking About the Text

Remind students that the book is organized in chronological order, following Rey's life from sixth grade through eighth grade. Ask: *Why would the author choose to write about this period in Rey's life?*

Understanding Character

Tell students that a person's character is the traits that describe him or her, such as kind, funny, dependable, or brave. One way to understand a person's character is to analyze what he or she says and does.

- Ask students to reread pages 49–52. Have them discuss what the sacrifices 'Apá made for his family suggest about his character.
- Then have students discuss the events that occur on page 135. Ask them what these events suggest about the character of the people involved.

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 figure out the meaning of unfamiliar words or phrases, including those in Spanish in this book, by using context clues.

- Have students turn to page 59 and find the words *botes de winnes*. Ask them to read the entire paragraph to figure out the meaning of these words. (Vienna-sausage tin[s]) Ask: *What clues helped you find the meaning?*
- Ask students to find the word *espantapájaros* on page 93. Ask them to read the surrounding sentences to discover its meaning. (scarecrow) Ask: *What clues did you use?*

Developing Fluency

Have students discuss ways they can read 'Apá's and Rey's words on pages 48–51 to show the difference between them. Have partners read the dialogue to each other.

Oral Language/Conversation

Talk About Culture Have students discuss what is important to Rey about his culture and his family, such as traditions and respect. Then ask students to make comparisons to their own culture and family.

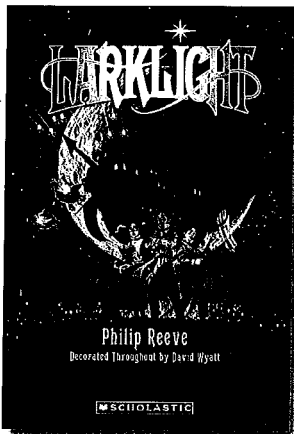
Extending Meaning Through Writing

- Encourage students to write an essay about a family member or friend whom they admire. (**Expository**)
- Have students create a family tree of Rey's family members. Suggest that they put names in order from oldest to youngest. (**Graphic Aid**)

Other Books

... *And Now Miguel* by Joseph Krungold
Jesse by Gary Soto

Larklight



Summary & Standard

In an alternate Victorian Age in which space travel exists and the British Empire stretches across the solar system, siblings Art and Myrtle struggle to stop a force that threatens to destroy their way of life. Students will read to refine their understanding of how texts work in a genre.

Author: Philip Reeve

Word Count: 250+

Genre: Science Fiction

Theme/Idea: how different civilizations interact

Making Connections: Text to World

Invite students to share prior knowledge of the British Empire or life in the Victorian Age. Define the Victorian Age as 1837–1901, when Queen Victoria ruled over the British Empire.

Extend the real-world connection by defining *imperialism* as a method of forming an empire by founding colonies and taking over other countries. Show students maps of the British Empire at various points over time, and discuss how British imperialism spread to Australia, Canada, and parts of Asia and Africa.

For additional teaching ideas and resources about British Imperialism and the Victorian Age, see <http://www.pbs.org/empires/victoria/> and <http://www.victorians.org.uk/>.

Vocabulary

Essential Words: empire, expedition, generator, intention, primitive, supernatural

Related Words for Discussion: civilization, imperialism, racism

Genre

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

Supportive Book Features

Text The story is split into chapters, each headed by a short description of the events it chronicles. The numerous illustrations help readers visualize the characters and action.

Vocabulary Students can infer the meaning of many unfamiliar words from the context. Footnotes expand on some of the concepts.

Praise students for specific use of “Behavior’s to Notice and Support” on page 104 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Students must look for contextual clues to tell them when the narrative shifts between Art’s account and excerpts from Myrtle’s diary.

Content The story parallels how the real-life British Empire treated non-British citizens during its age of imperialism. In the book, people from other places (such as creatures from the Moon and Mars) are judged by some to be less worthy than humans. Jack’s parents face racism after their marriage, and Jack is called a *black savage* (page 205). Treat these issues with sensitivity, noting that the protagonists either do not share or learn not to share these views, and that the Shapers value all life.

ELL Bridge

Discuss with students that the characters use Victorian terms and turns of phrase. Select several statements, such as “I’m afraid you ain’t” (page 94) and “I reckon they’ll be ready to trade nice and polite” (page 246). Have students work in pairs to determine meaning using context clues. Ask them to write and read aloud the statements using standard English.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students describe the conflict between the First Ones and the other beings in the solar system. Ask: *What does each side need in order to live?* Point out that the needs of the two groups are in opposition. Discuss how things stand between the two groups at the end of the book.

Thinking Beyond the Text

Have students think about the needs of the different groups in this book and how the groups treat each other. Ask: *How should groups that disagree resolve conflicts and treat each other?*

Thinking About the Text

Point out that the author establishes Art's character through the interjections, comments, and parenthetical remarks Art makes. Ask students to locate examples of these techniques and any others they can identify, and discuss what each tells about Art.

Understanding Setting

Remind students that the setting is where and when a story takes place. Because the world in which a science fiction story takes place is often very different from our own world, the author must find ways to provide the reader with crucial information about this made-up world. Work with students to identify ways in which the author provides information about the setting. Examples might include description (the section on Farpoo from pages 196–203), illustrations (the picture of Larklight on page 6), or other visual aids (the facsimile posters, newspapers, and so on that head 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

Metaphors

Remind students that a metaphor is a direct comparison that expresses similarity between apparently unrelated things.

- Ask students to find the phrase *the small blue eye of the Earth* on page 4. Have them discuss the picture this figure of speech creates and decide why the author chose to use the metaphor here.
- Invite students to find other metaphors in the story, such as *island of firm cloud* (page 228) and *mad gavotte of clouds and lightning* (page 228).

Developing Fluency

Assign dialogue-heavy text sections to groups of students. Have them practice reading aloud and then present their readings. Remind them to change pitch and expression as they read.

Oral Language/Conversation

Talk About Civilizations Lead a discussion about problems that can arise when one civilization meets another. Ask: *What problems might occur when people with different beliefs interact? What solutions might there be? How can one civilization learn from another?*

Extending Meaning Through Writing

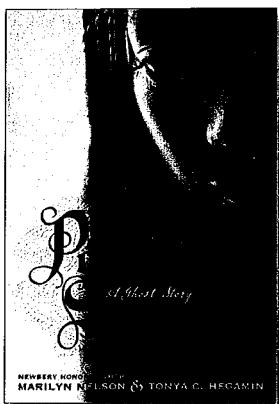
- Have students retell one of the exciting events in the story in the form of a newspaper article. (**Expository**)
- Ask students to make a map of the British Empire as described in this book, labeling the different planets, moons, and so on. Have them write one or two descriptive sentences to accompany each place. (**Graphic Aid**)

Other Books

Clockwork by Philip Pullman

Greenwitch by Susan Cooper

Pemba's Song: A Ghost Story



Summary & Standard

Pemba is unhappy about moving to a new city, but she finds a new purpose there—seeking the truth for a girl who lived long ago. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

Authors: Marilyn Nelson and Tonya C. Hegamin

Word Count: 250+

Theme/Idea: connecting to the past

Genre: Mystery

Making Connections: Text to Self

Students may have prior knowledge about moving to a new school, house, or city. Ask: *How did the new place compare to the old? What did you do to help adjust to your new surroundings?*

Explain that in this book, Pemba is unhappy and misses her old neighborhood until she is befriended by a town historian—and a ghost from the past. Point out that unlikely people or events may help us accept something new.

For additional resources about Marilyn Nelson, one of the authors, see <http://www.poetryoutloud.org/poems/poet.html?id=80669>.

Vocabulary

Essential Words: apologetically, console, flabbergasted, pathetic, proposition, psychiatrist, vaguely

Related Words for Discussion: encounter, paranormal, phenomenon

Genre

Mystery Remind students that a mystery deals with a puzzling event and the clues that help explain it.

Supportive Book Features

Text Students will recognize the chapter pattern, each beginning with a titled poem from Pemba's journal. The epilogue shares information about details on which the story is based, including the story of the real Abraham.

Vocabulary Most vocabulary will be familiar to young people. Terms such as *earbuds*, *CDs*, *bling*, and *Iraq War* give a sense of current time. The conversational style makes it easy to understand the characters' feelings and actions. Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may find it difficult to tell when either Phyllis or Pemba is "speaking." Point out that text in italics is used to set apart Pemba's poetry and Phyllis's thoughts from the narration. The informal language and use of nicknames may sometimes make dialogue hard to understand.

Content Students may be confused by the communication between Pemba and Phyllis and may not understand who Phyllis is. Explain that Pemba has psychic visions of Phyllis, the ghost of an eighteenth-century enslaved girl.

ELL Bridge

Use gestures to help students understand the action in the story. For example, on page 2, Pemba's mother says "And don't poke that lip out at me." Demonstrate this action and explain that this refers to pouting. People pout when they aren't getting what they want. Skim the book for other parts of the story that may be unclear, such as *swallow the lump in my throat* (page 31), and *his shoulders droop* (page 70), and act these out with gestures and expression.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students recall each encounter Pemba has with Phyllys. *What does Pemba learn from her encounters and from her research?*

Thinking Beyond the Text

Ask students to discuss Pemba's relationship with Abraham. Invite them to explain how Abraham's advice helps her adjust to her new surroundings and why this relationship is important. Ask: *What do you think would have happened to Pemba if she had not become friends with Abraham? Why do you think so?*

Thinking About the Text

Challenge students to observe where the authors insert Pemba's poems and Phyllys's communications. Ask: *How do these passages help tell the story? Why do you think the author chose to tell it this way?*

Understanding Problem and Solution

Remind students that in a story, a problem may involve something a character wants to do or a situation he or she wants to change. A solution is an action or decision that becomes the answer to the problem.

- *At the beginning, what does Pemba feel is her biggest problem? What are some solutions?*
- *Once Pemba encounters Phyllys, she begins to learn about the town's history and the fate of the girl. What main problem does this create in the story? What does Pemba hope to resolve?*
- *Pemba finds a certain kind of justice for Phyllys. How does Pemba feel about the truth?*

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

Developing Phonics and Word-Solving Strategies

Colloquialisms

Remind students that some authors use colloquial speech, an informal style that reflects how people really speak. Share and discuss these examples:

- On page 13, Raysha says, "Girl, I figured you'd be up to your neck in boxes by now."
- On page 14, Pemba says, "Ray, this whole place is whack," and later she says "What's poppin' down there?"
- Ask students to relate other examples from the story.

Developing Fluency

Model reading aloud the poem on page 18, emphasizing rhythm, intonation, and expression. Invite each student or volunteers to recite it after you.

Oral Language/Conversation

Talk About Paranormal Events Lead a discussion about paranormal events—occurrences that cannot be explained through scientific means. Discuss why ghost stories or other supernatural tales often reveal secrets of the past. Ask students why they think so many people enjoy reading about the paranormal.

Extending Meaning Through Writing

- Have students write a poem about a personal experience. **(Poem)**
- Have students make a Venn diagram to compare and contrast Pemba and Phyllys. **(Graphic Aid)**

Other Books

The Best Ghost Stories Ever edited by Christopher Krovatin

Toning the Sweep by Angela Johnson

Vlad the Impaler: The Real Count Dracula



Summary & Standard

This biography tells the true story of Vlad Dracula, who is generally considered to be the historical basis of the vampire character Dracula in Bram Stoker's novel of the same name. Students will read literature from and about a wide range of historical periods and perspectives.

Authors: Enid A. Goldberg and Norman Itzkowitz

Genre: Biography

Word Count: 250+

Theme/Idea: exploring the life of a historical figure

Making Connections: Text to Text

Students will likely have some knowledge of Count Dracula from movies and possibly books.

Ask: What do you think about when I say the name Dracula? Do you think of Count Dracula as fictional or real?

Explain that Irish writer Bram Stoker published the original *Dracula* in 1897. Stoker borrowed the name for his vampire character from Vlad Dracula (1431–1476), a real person who is the subject of this book. Note that Stoker's character probably was inspired by the historical Dracula but was not based on actual facts about him.

For information and resources about Vlad, see www.donlinke.com/drakula/vlad.htm.

Vocabulary

Essential Words: allies, betray, cruelty, crusade, era, loyalty, pledge, terror, terrorize

Related Words for Discussion: impale, intrigue, legend, myth, treachery, vampire

Genre

Biography Remind students that a biography features details and events of a real person's life, often recounted in the order in which the events happened.

Supportive Book Features

Text The book contains many features and graphic organizers that support the text, including a web of leading figures, a map, and a time line. In addition, each chapter is subtitled with a summary statement of the events in the chapter.

Vocabulary Most of the vocabulary is easy to read and understand. Definitions are given for military terms, such as *sluji* (national guard, page 84) and *armasi* (executioners, page 84). Praise students for specific use of "Behaviors to Notice and Support" on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Boxed supplemental background text (pages 24, 52, and 65), though heavy with historical and geographical facts, helps students visualize the time when Vlad lived. Invite students to ask questions after these sections have been read.

Content A large "cast of characters" adds complexity to the story. Remind students to use the visual aids, such as the map on page 5 and the web graphic on pages 8–9, to help them understand and organize information.

ELL Bridge

To prepare students for reading, preview some of the words in the story that are not found in the glossary, such as *betray*, *empire*, *fortress*, and *revenge*. Demonstrate how to use a dictionary. Help students pronounce each word and read its meaning. Then invite students to use each word in a sentence.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students identify who Vlad Dracula was and when and where he lived. Ask them to explain what he is known for. Have students describe the major political issue of that time in Eastern Europe. (the threat of the Ottoman Empire to the Holy Roman Empire)

Thinking Beyond the Text

Ask students to compare what they learned about the real Dracula to what they learned from the text on pages 11 and 72 about the fictional Count Dracula.

Thinking About the Text

Discuss with students why the author used so many graphic features throughout the book. Have them identify these features. Explain that comprehending a large amount of information is easier when it is presented in small chunks rather than as a single body of facts in the main text.

Understanding Historical Context

Explain to students that when a book is set in a different historical period, knowing about that time can make the book easier to read and understand.

- Refer students to the boxed feature “The Three Empires” on page 24. Have volunteers read it aloud. Ask what students learned about the time period from this background information. How does it help explain Vlad’s experiences?
- Follow this same procedure for the features “Constantinople” on pages 52–53 and “Black Death” on page 65.
- Ask students to study the illustrations and decide what they can learn from them about how people lived during that time.

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 use context clues when reading an unfamiliar word. Sometimes a comma or a dash sets off the definition of the word.

- Have students turn to page 13 and read the last sentence. Ask them what *impaled* means and how the definition is set off.
- Repeat this procedure with the word *crusade*, in the second sentence in the last paragraph of page 28.

Developing Fluency

Model reading page 11 aloud, using punctuation as a guide for how to pause at dashes as well as commas and periods.

Oral Language/Conversation

Talk About Legends and History Lead a discussion about the modern-day association between vampirism and Vlad Dracula. Ask: *What is it about Vlad’s actions and personality that makes him the perfect candidate for this association? How can we tell what about him is legend and what is fact? How did Bram Stoker’s novel further secure Vlad’s evil reputation?*

Extending Meaning Through Writing

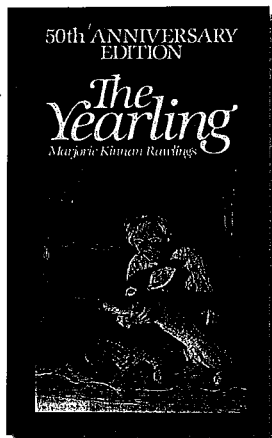
- Have students write a news story announcing the death of Vlad Dracula and recapping his life. (**Narrative**)
- Have students make a Venn diagram to compare and contrast Vlad Dracula with the vampire character Count Dracula, whom they read about in the book. (**Graphic Aid**)

Other Books

Castle by David Macaulay

Tales of Real Escape by Paul Dowswell

The Yearling



Summary & Standard

Twelve-year-old Jody Baxter leads a hardscrabble life in north central Florida in the 1870s. When the fawn that Jody has raised as a pet runs wild and eats the family's crops, Jody is forced to make a difficult choice. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Marjorie Kinnan Rawlings

Word Count: 250+

Genre: Novel

Theme/Idea: making tough choices

Making Connections: Text to World

Invite students to share what they know about life in rural areas in the past. Ask: *What did most people in the United States do for a living 150 years ago? How did farmers survive in places where the soil or terrain is not good for farming?*

Extend the real-world connection by explaining that the novel they are about to read is about a family struggling to survive in the “scrub” of north central Florida. Point out that the landscape described in the book is largely unchanged since the 1800s. Called the Big Scrub, it is now part of the Ocala National Forest.

For additional teaching ideas and resources, see www.cah.ucf.edu/crosscreek/rawling1.php.

Vocabulary

Essential Words: commotion, frolic, frustration, luminous, meager

Related Words for Discussion choice, impulse, maturity, realism, responsibility

Genre

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

ELL Bridge

To help students understand the meaning of dialect-heavy passages of dialogue, have pairs work together to “translate” passages. For example, work through the beginning of page 13 with students. Point out colloquial words and phrases, such as *Do you mind what we said we'd do*, *I dis-remember*, and *outen*. Model how to use context to figure out the meaning of each unfamiliar word or phrase. Have students continue “translating” with their partner.

Supportive Book Features

Text The long novel is divided into 33 relatively short chapters that can be read fairly quickly. Small woodblock illustrations provide visual interest at the beginning of each chapter.

Content The powerful emotions of the story will capture the attention of even reluctant readers. However, keep in mind that Jody's family's circumstances and the eventual tragedy of Jody's decision could upset some students.

Praise students for specific use of “Behaviors to Notice and Support” on page 104 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The novel is quite dense. There are no graphics or illustrations that break up the blocks of text. Encourage students to use visualization as they read.

Vocabulary Some readers may have difficulty with the dialect and colloquialisms used throughout the book's dialogue such as, *I'll git it*, *Pa* and *I near about give you out*, *son* on page 9. Suggest that students sound out the words and phrases to “hear” the accent that the author portrays in the text.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help students review the main events in the novel. Together list the high points of the plot on a chart or on the board. If necessary, review each chapter in turn in order to create a summary of the novel's plot. Ask: *How does the first chapter help us understand the main issues facing the characters?*

Thinking Beyond the Text

Invite students to discuss the dilemma Jody and his family face late in the book. Ask: *What would you do if you were in the same situation? How do you think you might feel?*

Thinking About the Text

Have students notice and point to specific examples of how the writer reveals the setting and the hardships of the characters in the story. For example, have them analyze the paragraph beginning at the bottom of page 72. Ask: *How does the family's economic situation play a role in the hard choices Jody must make?*

Understanding Structure

Point out to students that this book is structured in distinct chapters, each with its own main idea and rising and falling action. Model for students how the chapter structure of this novel can aid in their comprehension.

- Have students turn to page 1 and explain how the woodcut reinforces the main idea of the chapter. Ask: *How does the illustration help you "see" the setting of The Yearling?*
- Have students briefly describe the illustrations at other chapter openings to help them summarize the main events and developing conflict in 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

Personification

Point out that throughout *The Yearling*, the author gives places, animals, and objects human characteristics to make them vivid. This personification can also help a reader understand subtle variations in the meanings of words.

- Call attention to the beginning of the second paragraph on page 4. Ask a volunteer to explain how the bank is compared to a person. Ask: *How does this expand your image of the spring?*
- Have students find additional examples of personification in subsequent chapters.

Developing Fluency

Call attention to the use of dialect in dialogue throughout the novel. Model how to read the dialogue phonetically so that the accent of the characters is clear.

Oral Language/Conversation

Talk About Making Choices Lead a discussion about the end of the novel and Jody's return to his family. Remind students that Jody's first impulse is to run away. Ask: *Why does Jody return? In what ways has Jody changed in the course of the novel?* Discuss how the novel's title refers both to Flag and to Jody.

Extending Meaning Through Writing

- Have students write a diary entry for one day in Jody's life. **(Narrative)**
- Have students write a paragraph describing Jody's home or surroundings. **(Descriptive)**

Other Books

... *And Now Miguel* by Joseph Krumbold
White Fang by Jack London