

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **10 Days: Abraham Lincoln**
- **Assassin**
- **Courage Has No Color**
- **Everything Ancient Egypt**
- **Gettysburg**
- **How They Croaked**
- **Our Town**
- **We've Got a Job: The 1963 Birmingham Children's March**
- **Whatever Happened to the World of Tomorrow?**
- **World War II (Profiles)**

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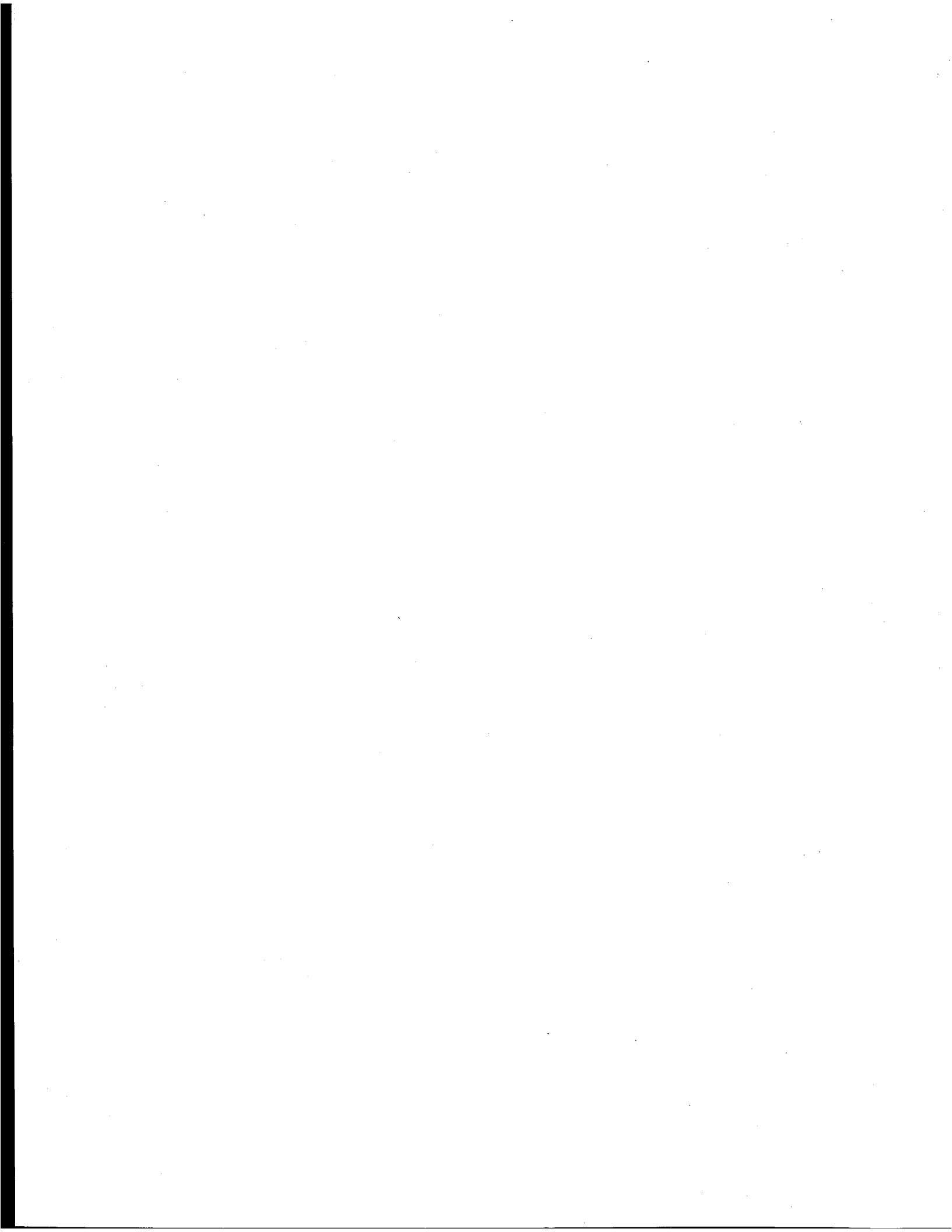
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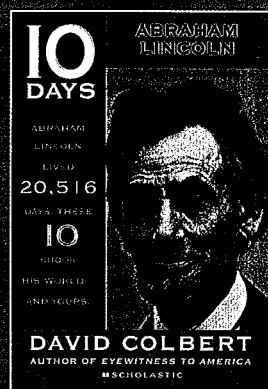
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10 Days: Abraham Lincoln



Summary & Standards

Summary: Examining the events from 10 days that spread over the course of Abraham Lincoln's life reveals influences that shaped his character and actions as president.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R.5).

Author: David Colbert

Word Count: 250+

Genre: Biography

Themes/Ideas: learning about historical figures; recognizing key events from a life

Text Type: Chapter Book

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells the important details of a real person's life. Details are revealed as each chapter unfolds.

Informational Text Features

Visuals Period photographs, political cartoons, and reproductions of newspapers and posters provide more in-depth historical information.

Vocabulary

Academic Vocabulary

patriotic (p. 27): having love for one's country

revere (p. 2): to honor and respect

Domain-Specific Vocabulary

abolish (pp. iv, 4): to put an end to

emancipation (pp. iv, 4): the act of freeing someone

Challenging Features

Text Though the narrative covers the 10 days in chronological order, the presentation of each day shifts back and forth in time. Remind students to pay attention to time-order words and context clues.

Content Help students understand the historical context in which the book's events took place.

Supporting Features

Text The Contents pages use images and short descriptions to summarize the significance of each day singled out by the author.

Vocabulary Many difficult terms are defined in context or explained using examples.

A First Look

Read the title, and then turn to the Contents pages and read them. Ask: *Why might these 10 days have affected Abraham Lincoln's life so strongly?* Then say: *Let's learn about Lincoln.*

Read and Analyze Informational Text Cite Textual Evidence

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

Explain the Relationship of Events

Remind students that the author of a biography carefully selects which events from an individual's life to include. The details about the events, and the order in which they are presented, support the points the author makes about Lincoln.

- ☞ (pp. iii-5) *How do the Contents pages and Introduction prepare the reader to learn about Lincoln?*
 - ☞ (pp. 89-101) *How does the information about this day relate to the points the author made in the previous sections and the ones that follow?*
 - ☞ (pp. 131-136) *How does the author's juxtaposition of information about John Wilkes Booth's attitudes about the war with information about Lincoln's views on it deepen the reader's understanding of each man?*
- (pp. 142-147) *Tell why the author might have included the Afterword.*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Clarify events occurring on each day. Say:

- *Identify the crucial event that occurred on each day.*
- *How was each event significant in the development of Lincoln's life and character?*

Thinking Beyond the Text

Have students evaluate the book's scope. Ask:

- *How does this book compare to biographies of Lincoln you have read or to other biographies in general?*
- *Does the focus on only a few days from Lincoln's life help readers understand his character and actions? Why or why not?*

Thinking About the Text

Discuss how the events are organized. Ask:

- *How does each chapter fit into the overall structure of this book and contribute to the development of the author's ideas about what the important aspects of Lincoln and his life are?*
- *How does the author use text features—visuals, subheadings, sidebars, block quotes, captions—to make the information clearer?*

Phonics and Word-Solving Strategies

Words With Prefixes *im-* and *in-*

Remind students to use their knowledge of the meaning of prefixes to figure out the meaning of unfamiliar words. Review how prefixes *in-* and *im-* can mean "in" or "not." Remind students to use context clues to figure out the correct meaning.

- Point out *impolite* and *imprisoned* on page 121 and have students identify which meaning of *im-* is used in each case. Repeat with *in-* in *infuriated* (p. 24) and *insane* (p. 27).
- Have students define other words from the book with prefixes *im-* and *in-*, including *inevitable* (p. v), *injustice* (p. 20), *indefinite* (p. 27), *inhuman* (p. 78), *inadequate* (p. 96), *independence* (p. 109), *incapability* (p. 111), *immortal* (p. 141), and *involuntary* (p. 144).

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

Develop Fluency

Model fluent reading of sentences and passages that incorporate quotations from primary sources as part of the main narrative. Focus on appropriate phrasing, rate, intonation, and expression. Point out that you change your tone of voice when shifting between the narrator's words and the quoted words. Then have students echo-read after you.

Expand Oral Language/Conversation

Talk About Character This biography uses 10 significant events from Abraham Lincoln's life to explore how each experience formed his character. Lead a discussion about how the experiences of a person shape his or her character. First talk about Lincoln, and then expand the discussion.

Write and Respond to Reading

Write a Summary Have students pick one day and write a summary of it that explains why this might have been a significant date in Abraham Lincoln's life. (**Informative/Explanatory**)

Write an Opinion Have students use reasons and evidence from this biography to support their own opinion about what kind of man and leader Abraham Lincoln was. (**Opinion/Argument**)

ELL Bridge

To prepare students to read each "day," review the information on the Contents pages and make sure students understand the meaning of the heading assigned to that day. Help students use their own words to rephrase difficult terms such as *treason* and *emancipation* and to explain concepts, such as what it means to be an "unpopular voice" or to fight "the good fight."

Connect Across Texts

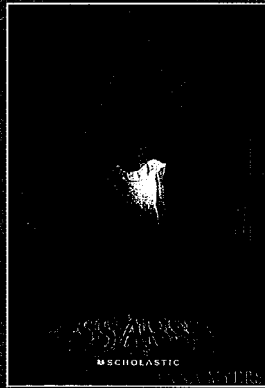
Lincoln Through the Lens by Martin Sandler

Discuss these two books together to gain a fuller picture of Lincoln as an individual and his impact on American history. What is Lincoln's legacy?

Connect to the Internet

Share the following website with students to learn more about the life and accomplishments of Abraham Lincoln: <http://www.nps.gov/history/logcabin/html/al.html>.

Assassin



Summary & Standards

Summary: Bella, a young seamstress for Mary Todd Lincoln, is charmed by actor John Wilkes Booth and becomes part of his plot against President Lincoln.

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

Author: Anna Myers

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: understanding historical events; learning about important historical figures

Text Type: Novel

Genre/Text Type

Historical Fiction/Novel Remind students that historical fiction is a made-up story based on real people and events. The length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

Text Features

Author's Note The author tells the reader about what she learned during her research for this book.

Vocabulary

Academic Vocabulary

averted (p. 46): avoided

consumption (p. 4): tuberculosis

Domain-Specific Vocabulary

abolitionist (p. 13): a person who acted to end slavery in the United States

seceded (p. 14): withdrew from a political union

Challenging Features

Text Students may find the references to Shakespeare's plays and characters challenging. Briefly review with them the plot of *Julius Caesar*.

Content Students may not be familiar with the historical names, places, and events mentioned in the book. Provide background information as needed.

Supporting Features

Text Chapter titles alternate between the two characters telling the story, as each takes a turn.

Vocabulary The author includes context clues to explain Civil War-era vocabulary.

A First Look

Discuss the title and cover illustration. Point out the stage and curtains. Ask: *Who are the historical figures behind the curtains? Based on the title and illustration, what do you think this book is about?*

Read and Analyze Literature Cite Textual Evidence

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

Analyze Point of View

Discuss the author's use of the two narrators: Bella and John Wilkes Booth. Explain how readers get a broader picture of events because of the two viewpoints.

☉ (pp. 3–11) *What does the author write to cause the reader to feel sympathy for Bella?*

(pp. 12–13) *Who is the narrator of this chapter? What clues in the text tell the reader about Booth's beliefs?*

(pp. 99–102) *How does the author expand and connect both points of view in the chapter where the characters meet for the first time?*

(pp. 137–138) *What is Bella's motivation for agreeing to help Booth?*

☉ (pp. 188–191) *What details about Booth's capture does the reader learn from his first-person account? How would this scene be different if it were told from a third-person point of view?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss Booth's plot against President Lincoln. Ask:

- ❶ *What was Booth's original plan against the president? What caused his kidnapping plan to fail?*
- ❷ *How did the failure of Booth's plan affect Bella?*

Thinking Beyond the Text

Talk about the characteristics of historical fiction.

- *In the Author's Note, Anna Myer shares research she did. How does she blend facts with fiction?*
- *Why do you think the author decided that Bella should be interested in the theater? Would the book have been as effective if Bella had worked in the kitchen? Explain your reasons.*

Thinking About the Text

Have students think about the author's use of differing points of view. Ask:

- *How does the author's use of first-person narration affect the story?*
- *How would the story be different if it were told from Mary Todd Lincoln's point of view?*

Phonics and Word-Solving Strategies

Suffix *-ist*

Remind students that the suffix *-ist* is added to words to form nouns that describe a person's role, what a person does, or what a person believes.

- Look at page 13. Say: *The word abolitionist ends with the suffix -ist. The word abolition means "the legal prohibition and ending of slavery." How does the meaning of abolition change when -ist is added?*
- Have students think of other words with the suffix *-ist* and their meanings. Prompt them to think of words related to the book by asking: *Who is someone who writes a novel? Who is someone who writes a diary? Who is someone who holds extreme views?*

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

Develop Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses that would occur at the ends of sentences, before commas, and so on.

Expand Oral Language/Conversation

Talk About the Civil War Remind students that Edwin and Wilkes had different viewpoints about the Civil War. Explain that during this war, members of the same family sometimes fought on opposite sides. Ask students to discuss why brothers might fight against each other. How might their parents respond?

Write and Respond to Reading

Retell the Story Remind students that the story is told from two different characters' points of view. Have students succinctly retell the story from the perspective of a third character. Remind them to include key details. **(Narrative)**

Write a Newspaper Article Tell students to play the part of a journalist reporting on Lincoln's assassination. Have them write a newspaper article about the assassination. Remind them that news articles should include who, what, when, where, why, and how. **(Informative/Explanatory)**

ELL Bridge

Use a map to point out the locations described in the book. Have students take turns naming the town, city, or state and then explaining what happened there.

Connect Across Texts

Spy! by Anna Myers

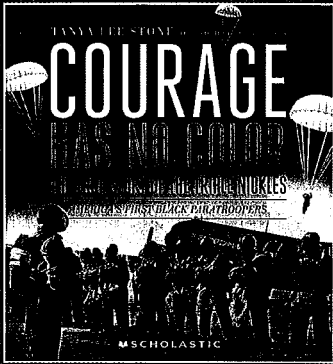
Invite students to read this Myers book about the Revolutionary War and discuss how in both books the author shows young people meeting charismatic figures and struggling with moral dilemmas. Why do students think that Myers chose historical fiction to share her ideas?

Connect to the Internet

Have students jump back in time into the Library of Congress website and continue exploring President Lincoln's assassination:

http://www.americaslibrary.gov/jb/civil/jb_civil_lincoln_1.html

Courage Has No Color



Summary & Standards

Summary: America's first black paratroopers were trained and ready to fight in World War II, but was the US military ready to fight for them?

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Tanya Lee Stone

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about important people in history; defining the true meaning of courage

Text Type: Chapter/Photo Book

Genre/Text Type

Informational Text/Chapter/Photo Book Remind students that informational text gives facts about a topic. Specific information and photos are featured in each chapter.

Informational Text Features

Time Line The author includes a time line of events involving desegregation and the Triple Nickles.

Vocabulary

Academic Vocabulary

distinction (p. 9): state of being worthy

vacated (p. 7): emptied or unoccupied

Domain-Specific Vocabulary

paratrooper (p. 1): a member of a military infantry unit trained to attack or land in combat areas by parachuting from airplanes

simulation (p. 20): a mock-up of a system or operation used to test its functioning

Challenging Features

Text Students must comprehend a lot of text. Have them stop often and summarize what they've read.

Content The author departs from the story of the Triple Nickles to tell about the larger context of race relations in America. Help students relate this information to the experiences of the Triple Nickles.

Supporting Features

Text The author includes captioned photos to support the information in the text.

Vocabulary The author uses familiar, conversational language that is accessible to young readers.

A First Look

Read the title and talk about the cover photo. Point out that the title uses figurative language. Ask: *What is the meaning of the title?* Then ask: *What questions do you think this book will answer about America's first black paratroopers?*

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze the Development of Ideas

Point out that the author tells about key events before, during, and after the US military is integrated. Have students analyze key events to see how they fit into the overall story of desegregation and the Triple Nickles.

✪ (pp. 7–11) *Why was morale low among the men in the Service Company at The Parachute School at Fort Benning, Georgia? How is the situation at The Parachute School connected to US military policies of the time?*

(pp. 14–15) *Why does the author show the stereotypes presented in early movies and advertising? How is this information connected to the story of desegregation and the Triple Nickles?*

✪ (pp. 64–92) *How is the Triple Nickles' mission to put out forest fires connected to World War II? How is their mission connected to the larger story of segregation in the United States?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students reread the last three paragraphs on page 5. Ask:

- *What does the reader learn about the Triple Nickles?*
- *Who is the author talking about in the last paragraph? How does the reader know this?*

Thinking Beyond the Text

Ask students to think about the book's central message. Ask:

- *What main lesson does the author want readers to learn? How does she develop this idea over the course of the book?*
- *What are some sections of the text that support the author's central message?*

Thinking About the Text

Point out that the author begins Chapter 1 by speaking directly to the reader. Ask:

- *Why does the author start the book by putting the reader in the shoes of a paratrooper?*
- *How do the numbered photos and caption on page 3 help the reader understand the text?*

Phonics and Word-Solving Strategies

Denotation and Connotation

Remind students that the denotation of a word is its literal meaning, or dictionary definition. The connotation is the implied meaning—the emotions or images the word evokes. Point out that connotations can be positive or negative and may change according to context.

- Point out the word *prejudice* on page 9. Read the sentence that contains it. Ask: *What is the dictionary definition of prejudice? ("an opinion or judgment formed unfairly or without knowing all the facts") Why is its connotation negative? (The word is associated with racism and injustice.) Say: The word equality, on the other hand, has a positive connotation.*
- Have students look for other words in the text that have positive or negative connotations. Have them identify each word's denotation and connotation.

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

Develop Fluency

Model reading a paragraph from the text with proper phrasing and expression. Then have students whisper-read a paragraph to themselves, focusing on proper phrasing and expression.

Expand Oral Language/Conversation

Talk About Courage Point out that on page 5 the author asks, "What is courage?" Ask: *How would you define courage?* Then ask: *How did the Triple Nickles show courage?* Ask students to give other examples of courage.

Write and Respond to Reading

Write a Journal Entry Have students choose one of the events in the book and write a journal entry as one of the men of the 555th. Have students include the paratrooper's thoughts and experiences during the event. **(Narrative)**

Write a Summary Have students write a short summary of the key events in the story. Remind students to include what happens at the beginning, middle, and end of the story. **(Informative/Explanatory)**

ELL Bridge

Use the photographs to develop vocabulary. Have student pairs look through the book, discussing the photographs and how they are connected to the story of the Triple Nickles. Provide the following prompts for discussion: *Who is in this photo? What does this photo show? What does the photograph tell you about the Triple Nickles?*

Connect Across Texts

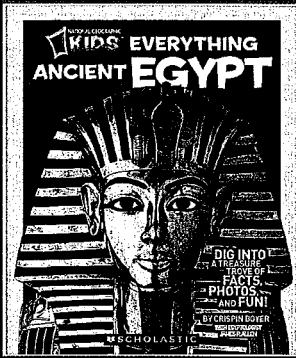
We've Got a Job: The 1963 Birmingham Children's March by Cynthia Levinson

Use these books together to discuss the struggle for equal rights during the mid-twentieth century. Had opportunities for African Americans advanced between WWII and the 1960s? Did the Triple Nickles help pave the way for the civil rights developments of the 1960s?

Connect to the Internet

Share the following website with students to continue exploring the subject of the Triple Nickles: <http://www.triplenickle.com>.

Everything Ancient Egypt



Summary & Standards

Summary: The history, culture, and customs of ancient Egypt come to life in this informational text that combines colorful photos with fascinating facts.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R.5).

Author: Crispin Boyer

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about an ancient culture; exploring the past

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. The photos, captions, and sidebars of this format allow readers to explore the topic in detail.

Informational Text Features

Table of Contents The table of contents allows readers to easily navigate the information in the text.

Vocabulary

Academic Vocabulary

afterlife (p. 22): an existence after death

masterpieces (p. 39): outstanding pieces of work, especially in the area of art

Domain-Specific Vocabulary

inscriptions (p. 7): historical records carved into or painted on stone

pyramids (p. 7): massive tombs of rulers of ancient Egypt, with four triangular sides meeting at a point

Challenging Features

Text Some students may find the pages hard to navigate. Suggest that they read the main text on each page before moving on to the other features.

Content Students may be challenged by the topic of mummies and the afterlife.

Supporting Features

Text The text is divided into titled chapters. The table of contents shows the key topics covered in each chapter. The text is often fun and informal.

Vocabulary Students should be familiar with most words. A glossary provides definitions of key terms.

A First Look

Read the title with students and ask them to look at the photo. Ask: *What do you associate with the term ancient Egypt? What do you predict you will learn in this book? Why?* Discuss students' responses.

Read and Analyze Informational Text Cite Textual Evidence

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

Identify the Main Idea and Key Details

Help students focus on identifying the main ideas and explaining how the author supports each main idea with key details.

⊛ (pp. 10–11) *What are these pages mostly about? How do the map and the "River Giver" sidebar provide details about the Nile's gifts?*

(pp. 24–25) *What is the author's main idea in this section? What details does the author use to show the importance ancient Egyptians placed on the afterlife?*

⊛ (pp. 26–27) *What are these pages mostly about? What details does the author use to connect pyramids to the Egyptians' belief in the afterlife?*

(pp. 34–35) *What are these pages mostly about? What details does the author use to help readers imagine what life was like in ancient Egypt?*

(pp. 38–39) *What is the author's main idea? What details does the author use to inform readers about ancient craftspeople?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Guide students to understand how the parts of the book contribute to its overall effect. Ask:

- ❖ *What is the combined message of the four sections, including “Fun With Ancient Egypt”? By now, do we know everything there is to know about ancient Egypt? Explain.*
- ❖ *What makes a magazine format ideal for a subject as broad as this one? How do all the pieces together give the reader a sense of the richness of ancient Egypt?*

Thinking Beyond the Text

Remind students that they discussed their associations with the topic before reading. Ask:

- *How have ideas and beliefs changed since the time of the ancient Egyptians?*
- *How has your understanding of ancient Egypt changed because of this book?*

Thinking About the Text

Have students look at pages 48–49. Ask:

- *How does the writer make the topic of the book interesting to young readers?*
- *Why does the author devote a section of the book just to games?*

Phonics and Word-Solving Strategies

Prefix un-

Remind students that a prefix is added to the beginning of a base word and changes the base word’s meaning. Write *untrue*. Ask a volunteer to identify the base word (*true*) and the prefix (*un-*). Explain that *un-* means “not,” so the word *untrue* means “not true.”

- Turn to page 15 and discuss how the prefix *un-* changes the meaning of *popular*.
- Discuss the meaning of *unworthy* (page 25) and *undisturbed* (page 28).
- Have students find and discuss the meanings of other words with the prefix *un-*, such as *unprepared* and *unsettling* (page 24), *unrivaled* (page 36), and *unbelievable* (page 53).

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

Develop Fluency

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

Expand Oral Language/Conversation

Talk About Preservation Remind students that archaeologists work to protect and preserve ancient artifacts. Lead a discussion about the importance of preserving the past and what we can learn from these masterpieces.

Write and Respond to Reading

Write a Report Have students write a short report that gives facts about ancient Egypt. Ask students to focus on a specific topic, such as mummies or pyramids. (**Informative/Explanatory**)

Make a T-Chart Have students make a two-column chart that compares and contrasts their own lives with the life of people in ancient Egypt. Remind students to include specific examples and details. (**Informative/Explanatory**)

ELL Bridge

Tell students that writers sometimes use expressions that mean something other than the literal meaning of their component words. Help students use context to understand idioms in the text, such as *Dig into this book* (p. 7), *life in ancient Egypt wasn’t always a bowl of figs* (p. 12), and *weak in the knees* (p. 15). Have students find the following idioms and discuss their meanings: *push came to shove* (p. 40), *is a breeze* (p. 47), and *I would need a crash course* (p. 54).

Connect Across Texts

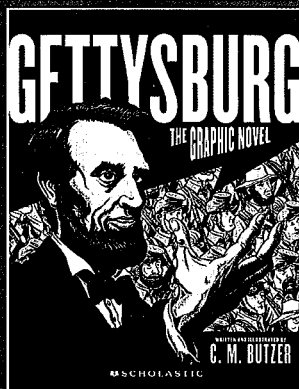
Case Closed? by Susan Hughes

Discuss how the information Hughes provides about Hatshepsut extends the information Boyer offers in his book. How does studying mummies reveal clues about life in ancient times?

Connect to the Internet

Share this website with students to have them explore the British Museum’s resources at <http://www.ancientegypt.co.uk/menu.html>. Students can read stories and view visuals as they learn more about pharaohs, mummies, pyramids, and other aspects of ancient Egyptian culture.

Gettysburg: The Graphic Novel



Summary & Standards

Summary: This graphic novel tells the story of the Battle of Gettysburg and Abraham Lincoln's presentation of the Gettysburg Address.

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

Author: C. M. Butzer

Word Count: 250+

Genre: Informational Text

Themes/Ideas: honoring others; the power of words

Text Type: Graphic Novel

Genre/Text Type

Informational Text/Graphic Novel Remind students that informational text has facts about a topic. A graphic novel uses illustrations, word balloons, and captions to describe events.

Informational Text Features

Illustrations Events are described through panels of pictures supported by word balloons and captions.

Author's Notes The notes provide historical context.

Vocabulary

Academic Vocabulary

controversial (p. 9): likely to cause public disagreement

eloquent (p. 46): fluent in speaking or writing

Domain-Specific Vocabulary

infantry (p. 6): a division of an army consisting of soldiers who fight on foot

pilgrimage (p. 31): a journey to a sacred place

Challenging Features

Text Students may be unfamiliar with the graphic-novel format. Model reading the panels in order.

Vocabulary Students may be challenged by the fact that many words are specific to the military or reflective of formal language in the past.

Supporting Features

Text The graphic novel contains little text, since the story is told mostly through illustrations.

Content Illustrations convey most of the action in the book. Students will be familiar with Lincoln.

A First Look

Read the title and subtitle. Elicit students' prior knowledge about Abraham Lincoln, the Civil War, and the Gettysburg Address. Provide brief background information if needed. Say: *During the Civil War, the two sides fought a battle near Gettysburg, Pennsylvania. It had the most casualties of any battle in the war. Lincoln traveled to the site and gave a speech we call the Gettysburg Address.*

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze Illustrations

Tell students that in graphic novels the illustrations have to show everything a narrator would tell in a text, including characters' emotions and actions.

☉ (pp. 18–19) *What messages does the author get across using these illustrations? How might this be more effective than using words?*

(pp. 26–27) *Why don't these pages have any text? What do you think the author is showing here?*

(pp. 30–31) *The text on these pages comes from actual letters. How does the author combine the text with his illustrations to tell a strong story?*

☉ (pp. 60–61) *How does this illustration sum up the significance of Gettysburg? What do we know about Lincoln and his speech just from this illustration?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask questions about historical events as depicted in the graphic novel. For example:

- *What happened during the Battle of Gettysburg?*
- *Why was the Soldiers' National Cemetery built? Why was President Lincoln asked to speak at its opening?*

Thinking Beyond the Text

Discuss the legacy of the Gettysburg Address:

- *Lincoln's speech is considered one of the greatest in history. Why is it so powerful?*
- *Why does the speech have relevance for events other than the Battle of Gettysburg?*

Thinking About the Text

Discuss the information included in the Author's Notes. Ask questions such as:

- ❖ *Why is the information in the Author's Notes important? How does it add to understanding?*
- ❖ *How did the author include symbolism in his illustrations?*
- ❖ *On page 77, the author says that he included both literal and metaphorical images to illustrate the Gettysburg Address. What are some examples of each type of image?*

Phonics and Word-Solving Strategies

Unfamiliar Words

Remind students that there are strategies they can use for understanding difficult words. Breaking words into syllables can help when reading longer words. Word parts and context clues, including picture clues, can help determine word meaning.

Identify *fortified* on page 22. Break the word into syllables: fort/i/fied. Point out the word part *fort*. Say: *I know that a fort is a building that protects the people inside. This helps me understand that fortified has something to do with providing protection.*

- Repeat with *amassed* (p. 11) and *momentous* (p. 46).

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

Develop Fluency

Have students practice reading aloud Lincoln's speech, paying attention to phrasing and punctuation. Model reading the text that carries from one page to another and remind students that Lincoln spoke these lines as one fluent speech. Circulate and provide help as needed.

Expand Oral Language/Conversation

Talk About Speeches Talk about other historical speeches that students may know about, such as Martin Luther King Jr.'s "I Have a Dream" speech, or ask students where they have heard speeches in real life. Ask: *What are some things that make a speech effective or interesting?*

Write and Respond to Reading

Write a News Story Choosing either the battle or the speech, have students write a news story about events in the book. They should write from the perspective of a reporter on the scene at the time. Point out that the Author's Notes may help them add details to their stories. **(Informative/Explanatory)**

Paraphrase a Speech Have students read the pages containing Lincoln's speech and think about his meaning. Ask them to paraphrase the speech as if they were explaining it to a younger reader. **(Informative/Explanatory)**

ELL Bridge

The historical figures in the story use elevated language, including words that cannot be easily defined using picture clues. Explain to students that many of the words are not commonly used, but defining them will help readers understand the events. Have students read the book along with reference materials to define unfamiliar words.

Connect Across Texts

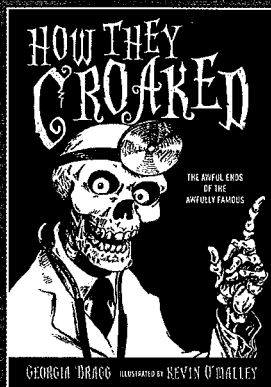
10 Days: Abraham Lincoln by David Colbert

Both books include the Gettysburg Address. How does each author provide context to help you appreciate that speech and its significance?

Connect to the Internet

For more information about the Battle of Gettysburg and the Gettysburg Address, including articles, maps, videos, and images, visit: <http://www.civilwar.org/battlefields/gettysburg.html>.

How They Croaked



Summary & Standards

Summary: This irreverent book takes a humorous look at the lives and deaths of nineteen historical figures.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R.1).

Author: Georgia Bragg

Word Count: 250+

Genre: Biography

Themes/Ideas: finding humor in history; studying the lives of important people

Text Type: Chapter Book

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells the important details of a real person's life. In this book, each chapter introduces a new biography.

Informational Text Features

Sidebars Sidebars provide related, often humorous information.

Vocabulary

Academic Vocabulary

charismatic (p. 12): having very appealing qualities

erratic (p. 112): unpredictable

Domain-Specific Vocabulary

cadaver (p. 4): a dead body

mausoleum (p. 21): a building containing a tomb(s)

Challenging Features

Text Two pages after each biography contain facts presented in various formats. Remind students to look at these snippets of information one at a time.

Vocabulary Some medical terms will be unfamiliar to students. Also, the author makes up some nonsense words. In both cases, meaning can be determined with context.

Supporting Features

Text Each chapter follows the same format: a figure's vital statistics, a biography, and then two pages of related fun facts.

Content Most students will enjoy the book's irreverent, informal, funny tone and gruesome topic.

A First Look

Read the title and explain that *croaked* is a slang term for *died*. Say: *We learn a lot about famous people's lives, but what about their deaths? Some historical figures you have learned about died in unusual ways. This book takes a look at nineteen different famous people, explaining a bit about their lives before describing how they "met their end," or passed away.* Have students preview the book's format: a chapter for each figure, followed by two pages of related facts. Explain: *These pages use humor to convey facts including strange information.*

Read and Analyze Informational Text Cite Textual Evidence

Understand Biography

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

Explain that these biographies are based on real individuals and events, but the author includes her own funny perspective on them.

☉ (p. 23) *So far, how has the author told the events of these people's lives? What does she focus on?*

(p. 52) *What's funny about the author using the phrase "a gazillion John Smiths"? How does this humor change your understanding of the facts?*

☉ (pp. 88–89) *The pages after the biographies don't tell additional events from the people's lives. What purpose do they have in the book? How do they affect your reaction to these biographies?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.



Develop Comprehension

Thinking Within the Text

Ask questions comparing two of the figures in the book, such as:

- ❖ *How did Henry VIII and his daughter Elizabeth I rule differently? Cite specific examples from the text.*
- ❖ *How were Mozart's and Beethoven's musical careers different? Support your answer with examples from the text.*

Thinking Beyond the Text

Discuss the humor in the book:

- *What parts of the book did you find humorous? How was humor used in the illustrations and sidebars?*
- *Death is usually a serious subject. What happens when someone brings humor to the topic of death? Do you think it helps people face death? Do you find it disrespectful?*

Thinking About the Text

Ask questions about fact versus fiction:

- *How do recreations of conversations and other events change your understanding of history?*
- *How can you tell when the author is exaggerating or using irony for effect instead of just using facts?*

Phonics and Word-Solving Strategies

Idioms

Told in informal language, the book contains many idioms—including one in the title (*croaked*). Review idioms as phrases with accepted meanings not meant to be taken literally.

- Draw students' attention to these idioms from the introduction: *ate it, one train wreck after another, tear their eyes away*. Have students read them in context and identify their figurative meanings. Discuss how the phrases' literal meanings connect to their accepted meanings.
- Have students find other examples of idioms in the book.

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

Develop Fluency

Model reading a passage using proper phrasing and expression. Tell students to take note of how your expression reflects the author's tone and use of language. Have students choral read the passage with you.

Expand Oral Language/Conversation

Talk About Advances in Medicine Many figures in the book died from conditions that may have been treatable with today's medicine. Ask students to think of medical techniques and technology that are important in saving lives today. Ask: *How has better medical care changed how people live now compared with the times mentioned in the biographies?*

Write and Respond to Reading

Write an Obituary Explain that news sources run obituaries when people pass away. Read an obituary of a notable contemporary figure as a model. Then have students write an obituary for one of the people in the book. **(Narrative)**

Write Fun Facts Have students try their hand at creating a creative sidebar similar to those in the book. They can get ideas about topics from the text or the online resources listed at the end of the book. Remind students that they can choose from a variety of formats, including bulleted lists, charts, and time lines. **(Informative/Explanatory)**

ELL Bridge

The book makes heavy use of idioms, which are particularly difficult for new language learners. Ask partners to make note of language they do not understand and try to use context to figure out meanings. Clear up students' understanding.

Connect Across Texts

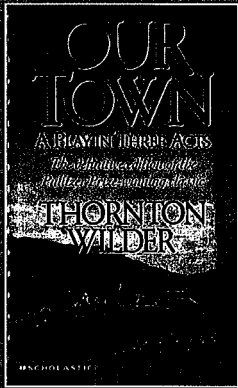
Everything Ancient Egypt by Crispin Boyer

Discuss how Boyer and Bragg both use a variety of text features to provide information about King Tut. What facts do both authors include? What information is unique to each book?

Connect to the Internet

Students can find the names of important people, obscure and well-known, who have died at <http://www.historyorb.com/today/deaths.php>. Have students pick a name from today's date and try to find more information about that person online.

Our Town



Summary & Standards

Summary: People living in a small town in the early twentieth century go about their lives as the reader is asked to reflect on life and the passage of time.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); assess how point of view or purpose shapes the content and style of a text (CCRA.R.6).

Author: Thornton Wilder

Word Count: 250+

Genre: Realistic Fiction

Themes/Ideas: valuing life; observing the passage of time

Text Type: Play

Genre/Text Type

Realistic Fiction/Play Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. This play format includes real-world dialogue and stage directions.

Text Features

Stage Directions Stage directions tell how the play is to be performed and help readers visualize events.

Vocabulary

Academic Vocabulary

bereaved (p. 84): those grieving the loss of a loved one

legacy (p. 19): inheritance

Domain-Specific Vocabulary

anthropological (p. 22): related to the study of humans

meteorological (p. 21): having to do with weather

Challenging Features

Text The Stage Manager often talks about future events. Help students clarify the play's chronology.

Content Students might have difficulty keeping track of the large cast of characters. Tell them to pause and review earlier parts of the play.

Supporting Features

Text The Stage Manager talks directly to the reader (audience), explaining everything that is happening.

Vocabulary Despite the use of dialect, in general, the characters use familiar, understandable language.

A First Look

Discuss the title and cover. Ask: *How would you describe the place shown in this illustration? Is it urban or rural? Present or past?* Explain that the image shows the setting of the play, a small New England town, and the title refers to the town from the point of view of its occupants, the characters in the play.

Read and Analyze Literature Cite Textual Evidence

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

Understand How a Plot Unfolds

Remind students that the plot of a play consists of a series of episodes. Explain that the episodes in this play are organized into three acts, each taking place at different points in time.

☛ (pp. 12–17) *Describe the Gibbs and Webb families. Cite details from this part of Act I.*

(pp. 27–29) *What does the dialogue between George and Emily reveal about their relationship? How might this move the plot forward?*

(p. 46) *What event does the Stage Manager hint at when he says, "... a number of young people fell in love and got married"?*

☛ (pp. 66–68) *What is the significance of George's decision not to go to Agricultural School? What event occurs shortly after he makes this decision?*

☛ (pp. 86–87) *What has happened to Emily at this point in the play? How does this event serve to bring the plot to a close?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Encourage students to skim the play. Then ask:

- *What year is it when Act I begins? How many years have passed when Act II begins? How much time has passed by the time Act III begins?*
- *Summarize what happens to the characters in each act. Why do you think the author structured the play in this way?*

Thinking Beyond the Text

Have students identify the author's purpose, as reflected in the words of the characters. Ask:

- ❖ *What does the Stage Manager mean by "You've got to love life to have life, and you've got to have life to love life. . ." (p. 47)? How would you characterize his tone in general?*
- ❖ *Reread pages 100 and 101. What important theme, or lesson about life, is revealed by Emily and the other characters who have died?*

Thinking About the Text

Talk about some of the unique characteristics of *Our Town*. Ask:

- *What is the purpose of including the Stage Manager, who is both a character and a voice that addresses the audience? Does this device work well? Why or why not?*
- *Why did the author make the decision to set Act III in a cemetery? Given the play's theme, is this a good setting for the conclusion?*

Phonics and Word-Solving Strategies

Dialect

Remind students that dialect is a specific variety of language spoken in a certain region or by a certain social group. It often features unique words, pronunciations, and grammar. Point out that the dialect used in *Our Town* helps paint a lively portrait of a New England town in the early 20th century.

- Have students turn to page 41 and locate the word *reckon*. Have them read the text on the page to determine the meaning of this word.
- Have students locate other examples of dialect used in the play and discuss.

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

Develop Fluency

Demonstrate expert reading of several speeches from the play, emphasizing intonation and expression appropriate for the various characters. Have groups of students perform a reader's theater.

Expand Oral Language/Conversation

Talk About Theme Discuss one of the play's important messages: that people often don't take the time to appreciate life. Ask students if they agree, and if this statement might be especially true today, more so than when the play takes place.

Write and Respond to Reading

Create Character Descriptions Ask students to write paragraph descriptions of the major characters in the play, identifying who they are and what they do. Remind them to create a description for the Stage Manager, in addition to the other characters. **(Informative/Explanatory)**

Write a Play Review Have students write a brief review in which they analyze Thornton Wilder's play. Make sure students address the play's main theme and discuss whether the play is relevant for today's readers and audiences. Encourage them to support their opinions with specific evidence from the play. **(Opinion/Argument)**

ELL Bridge

As students encounter examples of dialect in the play, make sure they identify what the words and phrases would translate to in standard English. On page 6, for example, *mount'in* would translate to "mountain," *holla'* is really "hollow," a small valley, *over yonder* means "over there," and *hull* is really "whole." Provide assistance as needed.

Connect Across Texts

10 Days: Abraham Lincoln by David Colbert

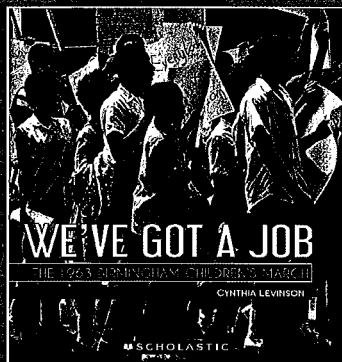
In Act III of Wilder's play, Mrs. Gibbs suggests that life is both painful and wonderful. How does Colbert show in his book that Lincoln's life was both "painful and wonderful"? How does Colbert achieve an almost theatrical view of Lincoln's life by focusing on 10 key events or scenes?

Connect to the Internet

Have students watch and discuss an excerpt from a live performance of *Our Town*. Visit http://www.pbs.org/wgbh/masterpiece/americancollection/ourtown/ntof_sentinel_qt.html.

We've Got a Job: The 1963 Birmingham Children's March

**GUIDED
READING
PROGRAM**
Nonfiction Focus
2nd Edition



Summary & Standards

Summary: When thousands of students march to protest segregation, they are arrested and sent to jail in Birmingham, Alabama.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Cynthia Levinson

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about historical events; fighting for civil rights

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text has facts about a topic. Specific information is given in each chapter.

Informational Text Features

Photos The historical photographs bring to life the people and events in the book.

Vocabulary

Academic Vocabulary

retaliate (p. 3): to fight back

tactics (p. 9): actions that implement a plan to achieve a goal

Domain-Specific Vocabulary

integration (p. 9): the practice of equal inclusion of people of all races

segregation (p. 3): the practice of keeping people of different races apart

Challenging Features

Text Students may be overwhelmed by the number of individuals and events. Focus on the chapters that deal directly with the children's march.

Content The text includes acts of violence and negative language that reflect the historical period. You may want to discuss this before students read.

Supporting Features

Text The events in the text are compelling, and first-person quotes connect readers to the children's experiences.

Vocabulary Some of the vocabulary is above grade level. Suggest that students use context to help them figure out the meanings.

A First Look

Talk about the cover and have students identify details in the photo. Then read the title. Ask: *What do you think may be the purpose of this march? What do you think these children want to accomplish?* Talk about segregation and the fight for civil rights. Then say: *Let's find out what these children did to make a difference in their city.*

Read and Analyze Informational Text Cite Textual Evidence

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

Determine Meaning of Words Used in Text

Point out that students can use context clues to help determine meanings of unfamiliar words or phrases.

⊗ (p. 6) *The author says that Audrey's parents weren't intimidated. What clues in the previous sentence can help you determine the meaning of intimidated? What does the word mean?*

⊗ (pp. 9–10) *People used boycotts as a form of protest. What clues in these paragraphs can help you determine the meaning of boycotts? What does the word mean?*

(p. 75) *The police chief ordered the children to disperse. What did he want them to do? What clues helped you grasp the meaning of the word disperse?*

(p. 76) *The author says that the children were exhilarated. How did they feel? What clues helped you determine the meaning of exhilarated?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

LEVEL
Y

Develop Comprehension

Thinking Within the Text

Focus students' attention on pages 82–83. Ask:

- *What happened on May 3 when the marchers refused to leave? What details show the violence of the police officers' retaliation?*
- *After reading this account, what inference can a reader make about Arnetta? What details in the text support this inference?*

Thinking Beyond the Text

Talk about the dangers the children faced in their fight for integration. Then ask:

- *Why were so many children willing to risk harm and jail? What did they hope would happen?*
- *What other tactics might someone use to fight for something he or she believes in?*

Thinking About the Text

Use the Table of Contents to have students discuss the structure of the text. Ask:

- ❖ *What information is featured in the first four chapters? How do these chapters support the later chapters that describe the march?*
- ❖ *What is the focus of Chapters 5–7? How do these chapters help readers understand why the march happened?*
- ❖ *The author includes an Afterword. Why might she have chosen to include this material?*

Phonics and Word-Solving Strategies

Suffixes -ion, -tion, -ation

Review suffixes with students. Remind them that the suffixes *-ion*, *-tion*, and *-ation* mean “act of,” “state or quality of,” or “result of.”

- On the board, write these nouns from the book: *demonstrations*, *segregation*, *discrimination*, *confrontation*. Have students use suffixes to help them define the words. Then write *retaliate*, *confuse*, and *determine* on the board. Have students change each verb to a noun by using the suffix *-ion*, *-tion*, or *-ation*.

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

Develop Fluency

Model reading aloud the first paragraph on page 5 with proper phrasing and pacing. Have volunteers read after you. Then read aloud the photo caption on page 4. Have students discuss the differences in phrasing and pacing between reading aloud running text and reading aloud a caption.

Expand Oral Language/Conversation

Nonviolence Discuss the role of nonviolence in the fights against segregation and for integration. Ask: *Why did civil rights leaders urge people to use nonviolence? How is nonviolence more effective than violence?* Students may want to cite examples from the text, including references to the photos.

Write and Respond to Reading

Write a Journal Entry Ask students to write a journal entry in the voice of one of the students who was arrested, telling the story of his or her experiences during the protest and later in jail. Have them draw from material in chapters nine and eleven as source material. **(Narrative)**

Write a Letter Have students write to the author to explain what they learned from the book and how it influenced their understanding about the fight for integration. **(Informative/Explanatory)**

ELL Bridge

Have students use chapter titles and quotes to ask questions before reading, to help them focus on the chapter's content. For example, for Chapter 1, students could ask, “Why would someone want to be at a bombing?” For Chapter 9, students could ask, “What bad things happened to the children?” Encourage students to keep a list of questions they might have for the author as they read.

Connect Across Texts

Taking Off by Jenny Moss

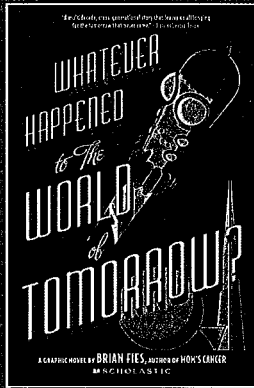
Taking Off is historical fiction that tells how a teen named Annie was inspired by Christa McAuliffe. How does Annie's response compare with the way in which the children of Birmingham were inspired by the leaders of the civil rights movement?

Connect to the Internet

Share this website with students so they can view a video of an interview with Audrey Hendricks as an adult: <http://www.pbslearningmedia.org/resource/im104.soc.ussh.civil.ahendric/audrey-hendricks/>.

Whatever Happened to the World of Tomorrow?

**GUIDED
READING
PROGRAM**
Nonfiction Focus
2nd Edition



Summary & Standards

Summary: Follow Buddy and his father and their hopes and dreams as they span the period from the 1939 World's Fair to the end of the space race in 1975.

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R.6); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

Author: Brian Fies

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: developing a father/son relationship; responding to historic technological events

Text Type: Graphic Novel

Genre/Text Type

Historical Fiction/Graphic Novel Remind students that historical fiction is a made-up story based on real people and events. The illustrations and their use add a visual aspect to the story line.

Text Features

Comic Strips The main character's comic books are incorporated into the comic-strip form of the graphic novel.

Vocabulary

Academic Vocabulary

captivated (p. 134): attracted and fascinated

conformity (p. 66): adherence to similar tastes, manners, and social behaviors

wrath (p. 9) great anger, vengeful rage

Domain-Specific Vocabulary

embargo (p. 142): a government ban on trading

pavilions (p.): temporary structures built as part of an exposition

Challenging Features

Text Students may be challenged by the page layout. Remind them to read across, then down.

Content Some students may be challenged by a lack of prior knowledge about historical events from 1939–75. Provide background as needed.

Supporting Features

Text Narration appears in text boxes and dialogue appears in speech bubbles.

Vocabulary The conversations between the boy and his father are simple and easy to understand. The illustrations support the content.

A First Look

Preview the title and the book cover. Ask: *What do you think the author means by “the world of tomorrow”?* Point out the illustration style of the rocket. Tell them that this book is a graphic novel. Ask whether they have read a graphic novel, and if so to talk about its features.

Read and Analyze Literature Cite Textual Evidence

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

Analyze Point of View

As students read, guide them to identify the narrator's point of view, how it is developed, and how it influences the way the story is told.

(pp. 38–40) *What promise does Buddy make to Pop? What does this reveal about their relationship?*

(pp. 66–67) *How do technological advances and the rise of the suburbs change Buddy's viewpoint?*

✪ (pp. 132–134) *How is Buddy's point of view about the space race different from Pop's?*

(pp. 138–143) *According to Buddy, how does the space race end? Why is there tension between Buddy and Pop? How does this change the story?*

✪ (p. 170) *How did America's mood change in the 70s? How is this reflected in Buddy's point of view?*

Praise students for specific use of “Behaviors to Notice and Support” on page 118 of the *Guided Reading Teacher's Guide*.

LEVEL
Y

Develop Comprehension

Thinking Within the Text

Encourage students to summarize how America's attitude toward the space race changed from optimism and excitement to apathy and pessimism. Ask:

- *What events and developments changed how people thought about the space race?*

Thinking Beyond the Text

Guide students to make inferences about why Pop chose to build a fallout shelter in the basement (pp. 91–96). Ask:

- ✦ *What is Pop's attitude toward the Communists? How do you know?*
- ✦ *What message can you infer from the illustrations that is different from what is actually being said by Buddy and Pop? Explain.*

Thinking About the Text

Point out that this story moves in “comic time”—meaning that Buddy grows up over the course of a long time. (See p. vi.) Ask:

- *Why do you think the author made this choice?*
- *Is it an effective device? Explain.*

Phonics and Word-Solving Strategies

Synonyms and Antonyms

To help students understand the vocabulary in this graphic novel, encourage them to use a thesaurus to find synonyms and antonyms for unfamiliar words.

- Read aloud the following sentence on page 117: *Mars held nothing to menace or nurture us.* Point to the words *menace* and *nurture*, and explain that these are antonyms.
- Encourage students to extend their understanding of these words by looking them up in a thesaurus. Explain that a thesaurus lists both synonyms and antonyms.
- Ask students to find synonyms and antonyms for the following words to extend their understanding: *plausible* (p. 115), *disheartening* (p. 117), and *mundane* (p. 169).

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

Develop Fluency

Ask students to use partner reading to reenact the scene between Buddy and Pop on pages 38–40. The student reading for Buddy should also read the narration on page 40. Encourage students to take on the personalities of the characters and read with expression.

Expand Oral Language/Conversation

Talk About the Space Race Invite students to discuss the space race and how it changed America. Ask: *What do you think it would have been like to live through the space race?* Ask students what they think should be the next space exploration.

Write and Respond to Reading

Create a Time Line To highlight key events in the novel, have students create a time line using graphics and labels to create a dynamic visual depiction. Student's time lines should include historical events as well as important events in Buddy's and Pop's lives. **(Informative/Explanatory)**

Write a Comic Strip Have students create a short comic strip (5–10 panels) related to an event in this graphic novel. Have them use text boxes for narration and speech bubbles for dialogue. **(Narrative)**

ELL Bridge

Guide students to use the illustrations to help them understand scenes in the story, such as the fallout-shelter scene on pages 91–96, or when Buddy and Pop watch the stars on pages 170–174. Ask: *What is going on in the pictures? What emotions do you notice in the characters?* If students have difficulty, model how to use visuals.

Connect Across Texts

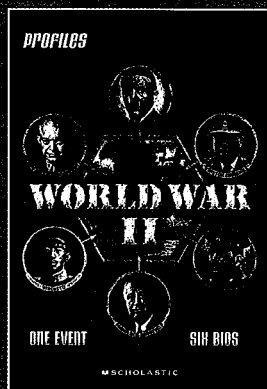
Courage Has No Color by Tanya Lee Stone

Stone uses facts and photos to tell the story of the Triple Nickels. How do Fies's and Stone's books work together to provide a fuller picture of America during the World War II era?

Connect to the Internet

Share this website with students so they can learn more about the space race in America: <http://www.pbs.org/wgbh/amex/moon/timeline/>.

World War II



Summary & Standards

Summary: This text describes the lives of six key figures involved in World War II. The author explores connections among the men and key wartime events.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Aaron Rosenberg

Word Count: 250+

Genre: Informational Text

Themes/Ideas: analyzing motivations; identifying causes of war

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text has facts about a topic. Specific information is given in each chapter.

Informational Text Features

Boxed Features In-depth focus on a topic and supplemental information are featured.

Photos Period photographs add historical authenticity to the text.

Vocabulary

Academic Vocabulary

auxiliary (p. 12): supporting, supplementary

successor (p. 77): the next person to take a title or position

Domain-Specific Vocabulary

detonation (p. 117): the setting off of a bomb; explosion

neutrality (p. 92): noninvolvement in the wars of other nations

Challenging Features

Text Sidebars interrupt running text. Suggest that students finish reading to the end of a sentence or paragraph before looking back at a sidebar.

Content The book humanizes some figures known for committing atrocities. Discuss the advantages of learning more about people who do terrible things.

Supporting Features

Text Chapters and headings create manageable chunks of text.

Vocabulary A glossary defines content-specific words.

A First Look

Elicit students' prior knowledge of World War II. Ask: *What do you know about World War II? When did it occur? What main countries were involved?* Provide key details. Say: *Many nations were involved, so hundreds of people played important roles in the war. Some leaders committed terrible crimes against people. Others made tough decisions to end the war and its destruction. We'll read about six of these leaders and the effects of their actions.*

Read and Analyze Informational Text Cite Textual Evidence

Understand Cause and Effect

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

Explain that interactions between individuals and events explain a cause/effect relationship in a historical text. Have students cite textual evidence to support their answers to the following.

(pp. 6–55) *How were Churchill's and Hitler's objectives at odds? What were some effects of the conflict between their nations?*

(pp. 100–149) *Contrast Hirohito's and Eisenhower's styles of leading their troops. What factors in their backgrounds could have caused these differences?*

☞ (pp. 150–151) *How does the author summarize the men's influences on each other? How did their actions, and their opinions about each other, affect the entire world?*

Praise students for specific use of "Behaviors to Notice and Support" on page 118 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask students questions about the historical events during World War II, such as:

- *Why did Stalin sign a pact with Hitler? Why did he later help the Allies defeat Hitler?*
- *What did Eisenhower accomplish as a general during World War II?*

Thinking Beyond the Text

Discuss early influences on the men in the book. Then invite students to make inferences:

- ❖ *How did the men's childhoods affect their later views and actions?*
- ❖ *What social or political conditions in the men's native countries might have influenced their personalities and actions? Explain.*

Thinking About the Text

Discuss the role of biography in the study of history:

- *Why is it valuable to learn what historical figures' lives were like before they were involved in key historical events?*
- *How does the author introduce important dates and events into the men's biographies?*

Phonics and Word-Solving Strategies

Root Words

Review with students that a root word—the original word that gives rise to its derived forms—can help them understand and see connections among words. Many English words have root words from the Latin and Greek languages.

- Provide the meanings of the following roots: *bene*: good; *civ*: citizen; *dict*: say; *grad*: step, degree; *ject*: throw; *ped*: foot; *poli*: city; *struct*: build. Explain that these are just a few of the many Latin and Greek roots used in the English language.
- Write the following words from the book: *benefits*, *civil*, *destruction*, *dictator*, *expedition*, *graduate*, *politician*, and *reject*. Help students see how the above root meanings relate to the definitions of the words.

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

Develop Fluency

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

Expand Oral Language/Conversation

Talk About Beliefs Tell students that all the men in the book acted upon their beliefs, whether motivated by patriotism, nationalism, racism, or something else. Ask: *How do people form political beliefs? Do you think people in power who do bad things know they are doing wrong? Do you think they believe they're doing what's best for the world?*

Write and Respond to Reading

Answer Questions Have students revisit the questions on the book's back cover: *Who's to thank for ending World War II? Who's to blame for starting it?* Have them write opinion pieces, using details from the book to answer the questions. **(Opinion/Argument)**

Create a Time Line Using the information from the book, students should create time lines including key events during World War II. They may want to color-code the time line to show the involvement of the six men profiled in the book. **(Informative/Explanatory)**

ELL Bridge

Help students articulate questions in order to identify causes and effects. Explain that questions starting with *why* and *how* often ask about causes. Have students preview a chapter. Guide students to formulate a question, using *why* or *how*, about the figure in the chapter. After reading, review the questions and answer them as a group.

Connect Across Texts

Courage Has No Color by Tanya Lee Stone

Rosenberg focuses his attention on the leaders of nations embroiled in the war. Stone offers a look at a dedicated group of servicemen who fought to preserve freedom despite the fact they were not treated as equals. How do these books work together to help readers understand the American values and policies during WWII?

Connect to the Internet

Direct students to <http://www.memory.loc.gov/ammem/collections/maps/wwii/> for archives of World War II maps. Have them make connections between the map and the events in the book.