

GUIDED READING PROGRAM

Fiction Focus

2nd Edition



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

- **Alexander, Who's Not (*Do you hear me? I mean it!*)
Going to Move**
- **The Case of the Food Fight (Jigsaw Jones Mystery)**
- **Dancing With the Indians**
- **How a House Is Built**
- **Ivy + Bean and the Ghost That Had to Go**
- **A New Coat for Anna**
- **The Penguin and the Pea**
- **Stink: The Incredible Shrinking Kid**
- **Stuart Goes to School**
- **Vampires Don't Wear Polka Dots (Bailey School Kids)**

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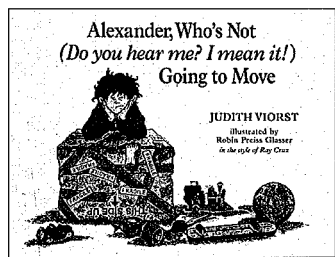
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Alexander, Who's Not (Do you hear me? I mean it!) Going to Move



Summary & Standard

Alexander struggles comically to accept the idea of moving a thousand miles away from all his friends and the places he loves. Children will comprehend the basic plots of a variety of fiction genres.

Author: Judith Viorst
Genre: Realistic Fiction

Word Count: 250+
Theme/Idea: dealing with change

Making Connections: Text to Self

Children may have dealt with an important move in their own lives, from one home to another or even from one city, state, or country to another. Invite children to share details about what it is like to leave friends and places behind. Talk about the difficulty of going through a big change. Even children who have not had experience with moving will have gone through other life-changing events—the birth of a sibling, the death of a pet, or simply starting school. Invite volunteers to name some changes. For additional teaching ideas and resources about helping children deal with change, see www.kidslife.com.au/article.asp?ContentID=helping_kids_cope_with_change.

Vocabulary

Essential Words: immature, mature

Related Words for Discussion: adjust, cope, deal, strategies

Genre

Realistic Fiction Remind children that realistic fiction is a made-up story that could happen in real life.

Supportive Book Features

Text The detailed, clever illustrations, which include words and labels, enhance the text.

Content Children should be able to put themselves in Alexander's place as he struggles to deal with the idea of moving.

Praise children for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are a few places in the text at which dashes interrupt sentences so that another thought can be inserted in the middle. Rather than directly supporting the text, the illustrations sometimes require children to make inferences about what is happening and when the event takes place (e.g., page 23 is a flash-forward). Sometimes (as on pages 6–9, 14, and 21), imagined events are shown. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 1 begins with: *They can't make me...*)

Vocabulary Children may think Nick means it literally when he says on page 5 that Alexander "should get a brain transplant." Unflattering terms such as *puke-face* are used. Explain the book's humor to students.

ELL Bridge

Build comprehension by asking simple questions about plot points. For example, read aloud page 4 with children. Say: *Alexander says that there are many things he will never have again. What activities and people does he mention in the text? What activities and people are shown in this illustration?* Invite children to offer evidence for their answers.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify why Alexander is upset at the beginning of the story. Have them summarize some of the reasons he is upset about moving.

Thinking Beyond the Text

Have children identify why Alexander's family has to move in the first place. (*His father has a new job.*) Then have children discuss why it is important to know how to deal with change.

Thinking About the Text

Have children evaluate the role illustrations play in this story. Point out that to understand what is happening in this book, the reader must examine the details of the pictures. Have children look at the pictures on pages 6–9 and ask: *What do these pictures tell you about Alexander's feelings?* Invite children to identify other places in the story where the illustrations help the reader understand things not explained in the text.

Understand Making Inferences

Explain to children that authors don't always tell everything about a subject in the text. Sometimes readers can use clues from illustrations and what they already know to figure out information that may be missing. This is called making inferences.

- Point out that on page 11, the text doesn't explain exactly why Alexander's mother had to pay eighty dollars. Ask children to use the text and illustration to make an inference about what she was paying for.
- Invite children to look at the illustrations on pages 12 and 19 and to make inferences about what is being pictured in each.

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

Possessive Words With 's

Remind children that an 's after a person's name or a noun indicates that something belongs to that person or thing.

- Have children read the word *Anthony's* on page 2 and *Anthony* on page 5. Ask how these words are different. (The 's at the end of his name indicates that something belongs to him—in this case, his age.)
- Have children read *the Rooneys' roof* and *Pearson's Drug Store* on page 11. Discuss why 's is added in the second case but not the first. Explain the use of s' for the plural possessive.
- Have children find and read other examples of possessive words with 's.

Developing Fluency

Model reading aloud a few pages in the story the way Alexander would sound if he were reading them. Then have children reread the pages aloud in the voice of Alexander.

Oral Language/Conversation

Talk About Change Point out that by the end of the story, Alexander seems to have adjusted to the idea of moving. Discuss why this might be. Have children describe their own strategies for dealing with changes.

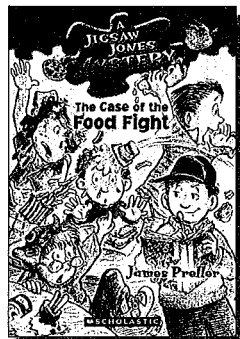
Extending Meaning Through Writing

- Have children write a letter from Alexander to his friend Paul, telling about his new home. (**Narrative**)
- Have children describe a few people and things that they would miss if they had to move away from their community. (**Expository**)

Other Books

Elaine and the Flying Frog by Heidi Chang
I Hate English! by Ellen Levine

The Case of the Food Fight (Jigsaw Jones Mystery)



Summary & Standard

When a food fight mysteriously breaks out in the school cafeteria, it is up to Jigsaw Jones and his best friend, Mila, to solve the puzzle of who started the fight. Children will read to refine their understanding of how texts work across a variety of genres.

Author: James Preller

Genre: Mystery

Word Count: 250+

Theme/Idea: using logic and observations to solve puzzles

Making Connections: Text to World

Point out to children that even though people do not solve official “cases” every day, they use their observations and what they know about the way the world works to figure out why certain things have happened. For example, a child might use clues to solve a personal mystery, such as who borrowed a book from his or her room without asking or who ate the sandwich he or she left in the refrigerator.

Extend the connection by inviting children to share recent examples of real-life puzzles they or people they know have solved.

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

Vocabulary

Essential Words: case, clue, code, detective, eyewitness, innocent, suspects

Related Words for Discussion: logic, observation, solution

Genre

Mystery Remind children that a mystery is a story about a puzzling event and the clues that help explain it.

Supportive Book Features

Text The text is divided into chapters with descriptive titles. Illustrations provide information about the plot and characters. Reproductions of optical illusions and coded messages help children understand what these things are.

Content Children will most likely have experience in using bits of information to solve problems and puzzles from events in their daily lives and from science class.

Praise children for specific use of “Behaviors to Notice and Support” on page 92 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Make sure children understand how mysteries work and how they can use the information in the book to solve this one. Because this is a mystery, children must pay attention to the supporting text and pictures for clues.

Vocabulary Children may struggle to understand slang expressions such as *brain-buster* (page 1), *bug-eyed* (page 1), and *got nailed* (page 23). Help them to use context to define these expressions.

ELL Bridge

Before children read, preview some of the difficult idioms they will encounter in the text, such as *the jig was up* (page 6) and *eyes can play tricks on them* (page 49). Remind children that an idiom is a word or phrase whose meaning is different from the literal meaning of its parts. Pair children with fluent speakers and have partners work together to define these idioms. Encourage children to keep a list of idioms as they read and use resources to define each unfamiliar term or phrase.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify the mystery that Jigsaw and Mila must solve and the clues that help the characters figure out exactly what happened and why.

Thinking Beyond the Text

Using examples from the text as a starting point, work with children to identify the qualities that a good detective must have in order to solve mysteries.

Thinking About the Text

Note that to hold a reader's interest, the author of a mystery story must provide through text and pictures clear clues so that the reader has a chance to solve the mystery along with the detectives. Challenge children to identify places in this story where the author provides clues, such as the illustration that shows Mrs. Randolph was not wearing glasses during the food fight (page 18) and the references to hearing a barking dog (pages 17, 29–32, and 48).

Understanding Cause and Effect

Remind children that an effect is what happens; a cause is what makes it happen. Point out that when people solve a mystery, they figure out what caused a certain effect. Note that in this book, the author includes descriptions of some causes and effects that give hints about what really happened to start the food fight.

- Have children reread the section on pages 53–55 about Rags tripping Jigsaw. Discuss how remembering what happened might help the reader figure out what caused the food fight.
- Invite children to identify and discuss other descriptions of causes and effects.

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

Onomatopoeia

Remind children that onomatopoeic words imitate the sounds they are describing. Note that this story uses many onomatopoeic words to provide important clues.

- Have children reread pages 4–5 and identify examples of onomatopoeia: *Honk! Honk!; Shhh; Wham!; Whoosh; Stomp, stomp, crash; and Woof! Woof!* Discuss what each word describes.
- Challenge children to locate and discuss other examples of onomatopoeia, especially the dog's yips, which help solve the mystery.

Developing Fluency

Model reading a page with dialogue while children listen to your phrasing, tone, and expression. Have children read the same text quietly, then aloud, until they have mastered expression and phrasing.

Oral Language/Conversation

Talk About Mysteries Discuss the kinds of "mysteries" people encounter in everyday life, such as misplaced possessions or misunderstandings. Ask: *How do people use logic and observations to figure things out?*

Extending Meaning Through Writing

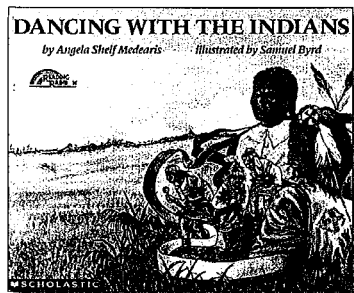
- Have children write a description of one of the optical illusions shown on pages 49–50, or another optical illusion. (**Descriptive**)
- Ask children to write a newspaper article that tells about this mystery and its solution. (**Expository**)

Other Books

The Case of the Christmas Snowman by James Preller

Mystery of the Lunchbox Criminal by Alison Lohans

Dancing With the Indians



Summary & Standard

This narrative poem tells about a young girl's impressions as she and her family attend an annual Native American ceremony. Children will read to better understand the various cultures of the United States and the world.

Author: Angela Shelf Medearis

Word Count: 250+

Genre: Poem

Theme/Idea: honoring the past

Making Connections: Text to Self

Most children will have had experiences related to family reunions, vacations, or cultural events they attend as a family. Invite children to tell about these events, where they take place, how children take part, and who else attends them.

Explain that sometimes people attend events to honor a group of people, remember a historical event, or celebrate a special occasion. Point out that these events may feature music and dancing, as well as other types of performances.

For additional teaching ideas and resources about Native American cultures, see http://www.awesomelibrary.org/Classroom/Social_Studies/Multicultural/Native_American.html.

Vocabulary

Essential Words: canopy, coil, plantation, shimmer, slavery

Related Words for Discussion: celebration, history, honor, relatives, tradition

Genre

Poem Remind children that in a poem, words are arranged in a special way and may rhyme.

Supportive Book Features

Text The simple, rhyming text will be easy for children to follow. Detailed, colorful illustrations on each page support the action described in the poem. This book includes a note at the end to provide historical context.

Vocabulary Abundant action verbs, adjectives, and adverbs will help children visualize what is happening during the ceremony.

Praise children for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some children may find the sequence of events confusing. The text begins with the family traveling to visit the Seminoles and then has a flashback that tells about Grandpa as a young man. Guide children to recognize that the parts about Grandpa take place in the past.

Content The poem does not offer a straightforward account of the ceremony and the events that have led to the narrator's participation. Share the background information provided by the author on the last page of the book to further explain this experience.

ELL Bridge

Have children practice picture-word correspondence. For example, on page 6, have children identify sunlight, trees, and leaves in the picture. Then have them point to the words *sunlight*, *trees*, and *leaves* in the text. On page 11, ask children to identify ribbons, shells, wrists, and ankles in the picture and then point to the words in the text. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 4 begins with *Mama's packed our supper*.)

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify the parts of the poem that talk about the past and the parts that talk about the present. Have them find examples of past-tense and present-tense verbs that help readers figure out the events of long ago and today.

Thinking Beyond the Text

Ask children to explain how the characters in the story are able to learn about the past by attending the ceremony. Have children describe what they learn about the Seminoles and what it means to be a *blood brother*. Ask them to support their responses with examples in the poem.

Thinking About the Text

Ask children why they think the book was written as a poem. Remind them that when the drummers in the poem strike a steady beat, the dancing starts. Point out that the poem has a steady beat, too. Show children how to clap the rhythm as you reread parts of the poem.

Making Inferences

Tell children that when they make inferences, they combine clues from the story with what they already know in order to figure out what happens. Making inferences helps readers better understand what they read. Say:

- *Let's reread page 6. How do we know that this story takes place in the summer?*
- *On page 8, what clues help us understand that Grandpa did not like working on the plantation?*
- *How do we know that the family leaves to go home when morning arrives? What clues help you to know this?*

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

Inflectional Ending *-ing*

Remind children that the verb ending *-ing* shows action happening at that moment or describes the person or thing doing that action. (*I am going; The falling snow touched my cheek.*)

- Read aloud page 19. Ask children to identify the words that end in *-ing*: *rumbling, thundering, wheeling, whooping, whirling, stomping*.
- Help children identify the base verb in each word. Show children that when *-ing* is added to *rumble*, the final *e* is dropped.
- Point out that *rumbling* and *thundering* describe sounds. The other *-ing* words name actions.

Developing Fluency

Lead children in a choral reading of several pages of the book, using correct phrasing, pace, and rhythm. Then have pairs alternate reading aloud one page at a time.

Oral Language/Conversation

Talk About Family Traditions Lead a discussion about family traditions and why certain events are celebrated. Invite children to share special occasions in which they participate. Ask how these special days help them remember the past.

Extending Meaning Through Writing

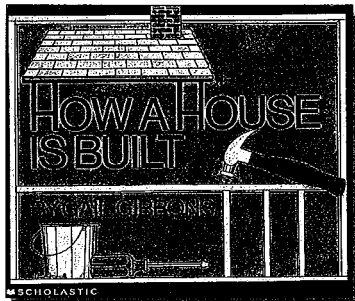
- Ask children to write their own poem about dancing or another special event, such as a holiday celebration. (**Poetry**)
- Have children write a paragraph about a dance. *How is it performed? What do the dancers wear? What kind of music is used?* (**Descriptive**)

Other Books

Mufaro's Beautiful Daughters: An African Tale
by John Steptoe

Tikki Tikki Tembo by Arlene Mosel

How a House Is Built



Summary & Standard

This book recounts the step-by-step process of building a wood-frame house and the assortment of people involved in its completion—from the architect to the landscaper. Children will use pictures and context to assist in comprehension.

Author: Gail Gibbons

Word Count: 250+

Genre: Informational Text

Theme/Idea: the process of building something complex

Making Connections: Text to World

Most children will have seen houses in the process of being built. Discuss with them the materials used in building a house (lumber/wood, bricks, stone, glass, cement, etc.).

Extend the real-world connection by talking about how housing has changed over the years. Explain that as civilizations learned to use more tools and the materials around them, their houses became stronger and more complex. Compare and contrast early shelters with houses today (e.g., teepee versus brick house).

For additional teaching ideas and resources, see www.historyforkids.org/learn/architecture/houses.htm.

Vocabulary

Essential Words: architect, carpenter, construction, material, plan, shelter

Related Words for Discussion: base, design, foundation, frame, lumber, process, scaffold, sturdy, support

Genre

Informational Text Remind children that informational texts give facts about a topic.

Supportive Book Features

Text Large, colorful pictures with labels help readers identify terms, equipment, and people involved in construction. Two or three sentences appear below each page of illustration, and the large print is easy to read.

Content Children should be familiar with the idea that it takes many steps to build something. Each stage in the process of building a house is supported with clear definitions. The last page provides examples of early shelters around the world.

Praise children for specific use of “Behaviors to Notice and Support” on page 92 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Pages contain a lot of information. Have children preview the pages by looking at the pictures and labels before they read.

Vocabulary Multisyllabic words, such as *landscaper* and *electrician*, may be challenging. Help children sound out the syllables and identify root words, prefixes, and suffixes.

ELL Bridge

Guide children using word/picture correspondence to “build” a house from the ground up. Begin by drawing a long, shallow rectangle on the board and labeling it *foundation*. Then, guide children to use words such as *floor*, *wall*, *window*, *door*, *roof*, and *landscape* in the order in which a house would be constructed. As children name each part of the house, draw that part. If a part is named out of order, such as the roof before the wall, draw it in and ask children if that is the correct order for making a house. Ask them what should come before that part.

Teaching Options

Developing Comprehension

Thinking Within the Text

Discuss with children what they learned about how to build a house. Have them name each step from beginning to end and name the trade of the people involved in each step.

Thinking Beyond the Text

Have children look at the first four pages of the book and notice the different kinds of houses and what the houses are built of (adobe, wood, stone, etc.). Lead a discussion about the kinds of houses children would like to build or live in, the materials they would use, and why.

Thinking About the Text

Have children turn to page 26 (*Inside the house...*) and cover the illustration with a sheet of paper. Have them read the text. Then have them uncover the illustration and ask: *How do the labels and picture help you understand the text? What information do the labels give?*

Understanding Sequence

Help children understand that sequence is the order in which things happen. Remind children to look for signal words such as *first, next, then, before, after, and finally*. Explain that science experiments, historical events, math problems, stories, and instructions are examples in which sequence is important. Ask:

- *What happens first in the process of building a house? What happens next?*
- *What things must happen before the foundation walls can be built?*
- *What is the last step of building a house?*

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 children that using context clues, such as illustrations and surrounding text, will help them with the meanings of unfamiliar words.

- Ask children to find the word *contractor* on page 8. Ask what context clues help them to understand the meaning of this word.
- Do the same for *foundation* on page 13.

(Note: Because the book pages are not numbered, page numbers have been assigned. The first page of text is page 3.)

Developing Fluency

Model how to pronounce difficult words such as *sheathing*. Have children repeat the word aloud. Then have them choral-read the sentence using proper pace, phrasing, and intonation.

Oral Language/Conversation

Talk About Building Something Ask children to talk about their experiences with building something (a snow fort or a class project). Have them explain the steps they took to complete it and why their steps followed a particular order. Discuss with children how they made their building sturdy.

Extending Meaning Through Writing

- Have partners create a glossary for the book, using some of the labels in the illustrations as examples. Remind them that a glossary is an alphabetical list of words with their definitions. **(List)**
- Have children choose a tradesperson, such as an electrician or plumber, and write a paragraph describing what he or she does. **(Descriptive)**

Other Books

A Book About Your Skeleton by Ruth Belov Gross

This Is My House by Arthur Dorros

Ivy + Bean and the Ghost That Had to Go



Summary & Standard

Best friends Ivy and Bean work together to expel a ghost from a bathroom at their school. Children will comprehend basic plots of a variety of fiction genres.

Author: Annie Barrows

Word Count: 250+

Genre: Humorous Fiction

Theme/Idea: dealing with the unknown

Making Connections: Text to Self

Have children think about unexplained things they have experienced at school or at home.

Ask: Are there any places or buildings that seem scary to you? Use discussion to make a list of “haunted” places that give children the shivers.

Extend the connection by talking about how these ordinary mysteries often have perfectly reasonable explanations. Invite children to offer some explanations for creepy experiences they have had.

For additional teaching ideas and resources, see www.anniebarrows.com/ivyandbean/.

Vocabulary

Essential Words: attracted, disgusting, grave, mature, portal, potion, separate

Related Words for Discussion: exaggerating, humor, imagination, mysterious, weird

Genre

Humorous Fiction Remind children that humorous fiction is a made-up story with funny characters who have a problem to solve.

Supportive Book Features

Text The print is easy to read, and the chapter headings provide clear clues as to the progress of the story. Illustrations support key plot points of the story.

Vocabulary Many challenging words are presented with clear definitions in context, as in the presentation of *blood oaths* and of the word *curdling* on page 18.

Praise children for specific use of “Behaviors to Notice and Support” on page 92 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some children may have difficulty following the time shifts that occur in some chapters, such as from page 16 through page 22, which is a flashback to an earlier episode between Ivy and Bean. Help children understand this presentation of background information and humor in the story.

Content Some readers may struggle with subtle inferences that are used throughout the book. For example, the humor is often ironic, such as the “signing with spit” episode on page 22 or the offhand reference to a boy trying to take a turtle home on page 44. Work with children to model how to infer meaning from the text.

ELL Bridge

To help children practice recounting the events in the book, have them take turns selecting an illustration in the book and describing what it shows. For each illustration, have children summarize what is occurring in the scene. In particular have them describe the mood of the characters shown in the illustration, such as the fearful looks on the girls’ faces on pages 46–47. Encourage children to use complete sentences in their descriptions.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help children summarize the basic joke at the core of the story. Ask: *What do Ivy and Bean believe is in the bathroom? What do you think the "portal" on the cement might really be? Do you think Ivy and Bean often invent problems that they know they can solve?*

Thinking Beyond the Text

Invite children to draw conclusions about how humor can come out of one small idea. Draw their attention to page 52. Ask: *What would happen at your school if students refused to use a certain bathroom? How would adults and other kids react if a large group of students kept staring at a bathroom door?*

Thinking About the Text

Explain that funny stories are not just a series of jokes. Humor can come from funny characters or from the ways that different characters interact with one another. Call children's attention to the scene on page 19. Ask: *What is funny about Ivy's suddenly remembering that vampire bats drink blood?* Have children find other examples of humor in the story.

Understanding Text Features

Point out that this book has distinct chapters, each with its own main idea. Model for children how the chapter structure of the book can aid their understanding of the story.

- Ask children to turn to page 6. Ask: *What is the title of this chapter? What does the title suggest that the chapter will be about?*
- Have children describe how other chapter titles help them understand what is happening in the story.

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

Developing Phonics and Word-Solving Strategies

Consonant Blends: s + qu

Explain that consonant blends combine consonant sounds. Say: *The squ blend at the beginning of square has the /skw/ sound.*

- Write on the board these words from the story: *squinted* (page 23), *squeaked* (page 23), *squeezing* (page 25), and *squirming* (page 60).
- Have volunteers identify the initial consonant blend in each word.
- Have children say each word as you underline the initial *squ* blend in each.

Developing Fluency

Read aloud a page, modeling how expert readers pay attention to punctuation and adjust their pace to convey emotion. Use a funny passage, such as the scene on page 113. Then have children read with you.

Oral Language/Conversation

Talk About Unexplained Things Lead a discussion about unexplained events. Ask: *Has anything scary or mysterious ever happened to you? Did you investigate to try to explain or solve the mystery? If you solved the mystery, how did you feel?*

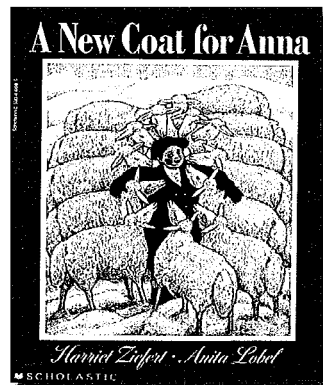
Extending Meaning Through Writing

- Have children use what they read to describe a room or closet in the school that could be "haunted." (**Descriptive**)
- Have children write a paragraph that tells what happens to Ivy and Bean when the potion *doesn't* work. (**Narrative**)

Other Books

Cupid Doesn't Flip Hamburgers by Debbie Dadey and Marcia Thornton Jones
The Schoolyard Mystery by Elizabeth Levy

A New Coat for Anna



Summary & Standard

In this story, based on true events, Anna's mother finds another way to get her daughter a new coat when there is no money to buy one. Children will use pictures and context to assist in comprehension.

Author: Harriet Ziefert
Genre: historical fiction

Word Count: 250+
Theme/Idea: solving a problem

Making Connections: Text to World

Children may have prior knowledge of World War II. Ask if their grandparents or great-grandparents have spoken about life during the 1940s and 1950s. Provide basic background information about the war, such as that it lasted from 1939 to 1945 and that it was fought mostly in Europe and in some Pacific nations.

To extend the real-world connection, explain that this story takes place in Europe after World War II, when food, clothing, and many other things were scarce. Even people who had money had difficulty finding the things they needed.

For more information about the United States during the World War II era, see <http://www.usmint.gov/kids/timeMachine/>.

Vocabulary

Essential Words: celebration, delicious, porcelain, reflection, shear

Related Words for Discussion: crafts, creative, handmade, materials, patience

Genre

Historical Fiction Remind children that historical fiction is a made-up story about real people or things that happened in the past.

ELL Bridge

Have children use sentence frames and the book illustrations to help them articulate who helps Anna get her new coat and how. You may want to provide a word bank for beginners. Write the following sentence frames on the board to help children review content: *Anna and her mother visit ____; This person is a ____ who can ____; Anna's mother gives this person ____.* Then have children use the corresponding illustrations to talk about the things each person needs to do his or her job.

Supportive Book Features

Text To build background, use the dedication to point out that this book is based on a true story. The detailed illustrations and the mother's patterned dialogue will allow children to predict what will come next.

Content Children will be able to follow the process by which a coat is made, from shearing the sheep to sewing the finishing touches on the coat. This process is the foundation for the story.

Praise children for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children may have difficulty with lengthy sentences. The time frame of the story, over the course of a year, may also be difficult for children to grasp. Remind children to pay attention to the passing of the seasons as they read the book.

Vocabulary Some words, especially concerning the items for trade, will need to be explained. Children may not be familiar with garnet gemstones or porcelain china.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children recall the steps it takes for Anna to get her new coat. With each step, have them name what Anna's mother has to give up and what she gets in return.

Thinking Beyond the Text

Ask children to analyze the characters in the story. Ask: *Why are they willing to take the items Anna's mother offered instead of asking for money? What words would you use to describe each of the people in the story? How are they like people you know?*

Thinking About the Text

Point out how patient Anna had to be to wait so long for a new coat. Have children notice that the author gives a sense of time passing by using certain words and phrases. (*winter had come, when spring came, when the cherries are ripe*)

Understanding Historical Context

Explain to children that to understand a story set in the past, it's important to know about the historical period in which it takes place and how that time period differs from our own. Point out that this story takes place after the end of World War II, probably sometime after 1946.

- *Look at the pictures on pages 2-3. What details show you that this takes place in the past? (Note: Because the book pages are not numbered, page numbers have been assigned. The first page of text is page 3.)*
- *Read the text and look at the picture on page 16. Is this task something that would be done today? Why or why not?*
- *Look at pages 28-29. How is this Christmas celebration like one that people might celebrate today? How is it different?*

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 children that context clues can help them read and understand new words. Context clues can come from pictures and the text that surrounds an unknown word.

- Read this from page 19: *I have no money, but I will give you this garnet necklace if you will weave this yarn into cloth.*
- Say: *I don't know what garnet is. But as I read, I see that it has to do with the necklace. It must be valuable, because Anna's mother wants to use it instead of money. I see that red stones are in the necklace. Garnets must be red gemstones.*
- Have children repeat this strategy with *porcelain* on page 20.

Developing Fluency

Reread the first page aloud, emphasizing proper expression. Then have children continue reading the book softly to themselves. Circulate and listen for proper expression and phrasing.

Oral Language/Conversation

Talk About Handmade Things Invite children to share what they know about handicrafts such as knitting, weaving, and woodcarving. Ask if children's family members practice any of these crafts. Discuss which they would like to try.

Extending Meaning Through Writing

- Have children write a thank-you letter for Anna to one of the four craftspeople. Have them explain why they appreciate the craftsperson's help. (**Expository**)
- Have children describe an item they own that, like Anna's coat, was made by hand. Ask: *What makes it special?* (**Descriptive**)

Other Books

The Quilt Story by Tony Johnston
Lily and Miss Liberty by Carla Stephens

The Penguin and the Pea



In this humorous retelling of Hans Christian Andersen's fairy tale "The Princess and the Pea," a penguin princess proves that she is a real princess by feeling a pea through 20 mattresses. Children will read to refine their understanding of how texts work across a variety of genres.

Author: Janet Perlman
Genre: Fractured Fairy Tale

Word Count: 250+
Theme/Idea: retelling an old fairy tale in a new way

Making Connections: Text to Text

Children will most likely have read or viewed fairy tales, such as Cinderella or The Little Mermaid. Ask children to name characteristics of fairy tales.

Tell children that *The Penguin and the Pea* is modeled after the fairy tale The Princess and the Pea. Ask children to predict how the versions might be different and how they might be the same.

For additional teaching ideas and resources about fairy tales, see www.britishcouncil.org/learnenglish-central-poems-fairy-tales.htm.

Vocabulary

Essential Words: approval, claimed, discomfort, discouraged, genuine, imposter, suspicious

Related Words for Discussion: characters, events, plot, retelling, setting, version

Genre

Fractured Fairy Tale Tell children that a fractured fairy tale is a retelling of a familiar fairy tale, which often features magical events and unrealistic people or animals, such as elves and dragons.

Supportive Book Features

Text The story is narrated chronologically and begins like many traditional fairy tales with "Long ago" and ends with details about the ultimate fate of the characters (and the pea). Vivid, detailed, and funny illustrations support the events described in the text.

Content The plot follows a logical progression and concludes with a happy ending. The characters are likable.

Praise children for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some of the sentences are very long. Remind children to pause at commas.

Vocabulary Children may be confused by terms and phrases the author includes to make the story specific to a penguin world, such as the princess wearing *rainflippers* (page 8) and being asked for her *fin in marriage* (page 17), the king giving his *flap of approval* (page 17), and the penguins living *flappily ever after* (page 28). (Note: Because the book pages are not numbered, page numbers have been assigned. Page 2 begins with *Long ago...*)

Group children in pairs and have them take turns describing the action occurring in some of the pictures. Model describing the action on page 8: *The penguin princess is wet. She was in the rain. She is pouring rainwater out of her boots. She has a broken umbrella.* Encourage children to use descriptive adjectives in their paired talks.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask children to identify the problem facing the prince at the beginning of the story. Then have them explain what the characters in the story do to solve this problem.

Thinking Beyond the Text

If necessary, read aloud a version of *The Princess and the Pea* to children. (Many are available online.) Then have children compare this fairy tale to *The Penguin and the Pea*. Work together to make a list of ways the characters, events, and specific story details are alike and different in each version. Invite children to tell what they think must be included in the story for it to be considered a version of *The Princess and the Pea*.

Thinking About the Text

Discuss with children what the colorful, detailed illustrations add to the text. Ask: *What additional information do they give readers? Do they make the fairy tale more fun to read?*

Understanding Cause and Effect

Remind children that an effect is what happens; a cause is what makes it happen. Help children identify and understand cause-and-effect relationships in the book.

- Turn to page 14 and ask children why the Princess cannot sleep. (The cabbage makes her bed too lumpy.) Note that the cause is the cabbage in her bed and the effect is that she gets a bad night's sleep.
- Challenge children to identify and explain other cause-and-effect relationships, such as what causes the Princess to stay at the castle a second day.

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

Words With Suffix -ly

Help children focus on base words to read words with the suffix *-ly*. Explain that adding this suffix to the end of an adjective changes it to an adverb.

- Turn to page 10 and have children cover the ending in *delicately* before reading the word. Discuss the meaning of *delicate* and then *delicately*.
- Repeat this process with the words *simply* (page 15), *surely* (page 15), and *happily* (page 17).
- Point out that sometimes the *y* at the end of the base word changes to *i* when *-ly* is added, and sometimes the ending *e* is dropped.

Developing Fluency

Model reading aloud a page of the book that has dialogue, using proper pace and intonation. Then have children practice reading the section with a partner.

Oral Language/Conversation

Talk About Retellings Discuss the different ways in which fairy tales can be retold. For example, an author might shift a story to a different time or change human characters to animals. Ask: *Which fairy tales would you like to change, and how would you do it?*

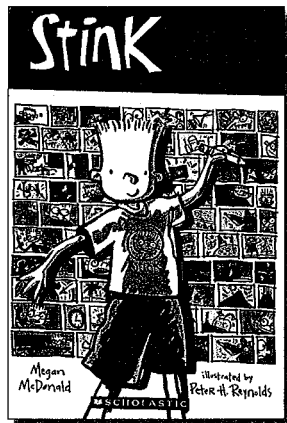
Extending Meaning Through Writing

- Ask children to write a descriptive list of qualities they think a real princess should possess. **(Descriptive)**
- Have children think of another twist and write their own short version of this tale. **(Narrative)**

Other Books

The Wolf Who Cried Boy by Bob Hartman
The Three Little Pigs by James Marshall

Stink: The Incredible Shrinking Kid



Summary & Standard

Stink is not just small; he feels as if he is actually shrinking. However, with the support of his family and a boost of self-confidence, Stink learns to feel better about himself. Children will comprehend the basic plots of a variety of fiction genres.

Author: Megan McDonald

Word Count: 250+

Genre: Humorous Fiction

Theme/Idea: growing and personal development

Making Connections: Text to Self

Point out that even people who are not smaller in size than other people sometimes feel small or unimportant. Discuss some common worries people might have, such as feeling that they can't do things as well as others or that no one notices the things that they do.

Extend the real-world connection by talking about the concept of growing. Note that children can grow physically bigger, which can make people notice them more and make it easier to do certain things. Add that another important way to grow is to grow inside as a person and feel better about oneself.

For additional teaching ideas and resources, see http://www.childdevelopmentinfo.com/parenting/self_esteem.shtml.

Vocabulary

Essential Words: measured, shrinking

Related Words for Discussion: ability, mature, self-image

Genre

Humorous Fiction Remind children that humorous fiction is an amusing story that did not really happen.

ELL Bridge

This book is full of comparison words, such as *short/shorter/shortest and tall/taller/tallest*. Draw three people of different heights on a chart or on the board and label them *Nan, Pat, and Jin*. Model how to use a set of comparison words by saying: *Nan is tall. Pat is taller than Nan. Jin is the tallest of all*. Have children practice using the comparison words to make sentences of their own. Use other sets of comparison words to extend the activity.

Supportive Book Features

Text The typeface is large and easy to read and the chapters are short. There are several large illustrations, as well as the graphic element of a comic strip at the end of most chapters. A table of contents provides the title of each chapter.

Content Children, especially those with older siblings or cousins, may relate to the theme of feeling small and unimportant.

Praise children for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text is full of words in all-uppercase or italics, or enclosed in parentheses. Children may be confused by the inclusion of letters, reports, and journal entries throughout the book. Encourage children to stop periodically to make sure they understand what is happening, and to reread sections that confuse them.

Vocabulary The story uses simple vocabulary, but it is also full of slang phrases and idioms. (*get cold feet; go back to the drawing board, page 57*) Children may also struggle to understand the puns. (*New Hamster, Newt Hampshire, Newt England, page 32*)

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children identify the reason that Stink is upset at the beginning of the book and what changes in his life to make him more comfortable by the end.

Thinking Beyond the Text

Discuss with children the idea of a life cycle, and how everyone grows by moving through different stages. Ask children to identify some things they are proud that they can do now that they could not do in the past. Discuss how people's feelings about themselves develop as they grow.

Thinking About the Text

The illustrations and other visuals in this book make up an important part of the plot. Have children identify the different kinds of visuals in the book, such as journal entries (pages 37 and 43), envelopes and letters (pages 72 and 98), reports (pages 84–86), cards (page 93), and the comic strips that wrap up each chapter. Ask them to discuss what each visual adds to the meaning of the story.

Understanding Puns

Explain that puns are created from plays on words that sound alike or similar. Note that some of the humor in this story comes from puns.

- Point out that on page 5, Stink says he wants *a speaking part, not a squeaking part*. Discuss what a “squeaking part” is and identify the joke Stink is making.
- Have children identify and discuss other puns in this book, such as the newt-related jokes made on pages 34–35 and 73 and the name-related jokes made on pages 44 and 49.

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

Words With Suffixes

Remind children that comparative words can be formed by adding the suffixes *-er* and *-est* to descriptive base words.

- Note that in the title of Chapter 1, *short* is the base word to which suffixes are added to form the words *shorter* and *shortest*. Have children make up sentences using each of these words.
- Explain that it is not always correct to add these suffixes. Point out that on page 55, when Stink uses the words *gone*, *goner*, and *gonest*, he is using made-up slang.
- Have children identify other suffixes in the book and use them in sentences.

Developing Fluency

Read a section of the book to model phrasing, intonation, and speed when reading. Then have children reread the section aloud after you.

Oral Language/Conversation

Talk About Growing Note that as people grow older and learn how to do more things, they often become more confident and feel better about themselves. Ask: *What are some abilities you have developed as you grew? How have they changed you?*

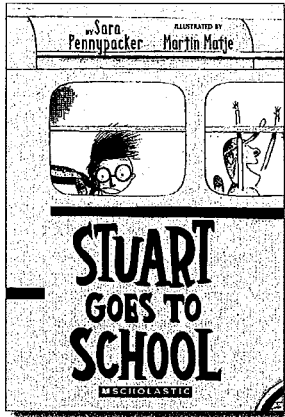
Extending Meaning Through Writing

- Have children draw a comic strip showing them doing something they like to do. (**Graphic Narrative**)
- Ask children to use the acrostic on page 82 as a model for writing an acrostic using their names and telling important things about themselves. (**Descriptive**)

Other Books

Eliza the Hypnotizer by Michele Granger
Author Day by Ann M. Martin

Stuart Goes to School



Summary & Standard

Stuart is worried about going to third grade and imagines terrible things happening. Thanks to his amazing cape, Stuart's first three days are not at all what he worried about or expected. Children will distinguish fantasy from reality.

Author: Sara Pennypacker

Genre: Fantasy

Word Count: 250+

Theme/Idea: dealing with worry

Making Connections: Text to Self

Children will be familiar with feeling nervous on the first day of school. Ask children what they have worried about before school began. Discuss whether anything they worried about actually happened.

Extend the connection by discussing how an active imagination can sometimes give rise to unnecessary worries. Then ask: *What can you do to ease your worries?* Suggest that, instead of worrying about a new situation, they have fun investigating it. Also suggest that having a positive attitude, and finding something they do well, helps them feel more comfortable.

For additional teaching ideas and resources, see http://kidshealth.org/kid/feeling/home_family/moving.html.

Vocabulary

Essential Words: dramatically, embarrassed, excellent, panicked, reactions, situation

Related Words for Discussion: adventures, impossible, mysterious, normal, weird

Genre

Fantasy Remind children that a fantasy is a made-up story that could not really happen.

Supportive Book Features

Text The text is supported by illustrations that help readers visualize the realistic as well as the fantastical things that happen.

Vocabulary Most multisyllabic words have a familiar phonetic construction that children should be able to pronounce by breaking down the words into syllables (e.g., page 9: *pock-et-book*).

Praise children for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The combination of complete sentences and sentence fragments may confuse some children. Explain that the fragments help to show the way Stuart thinks as he moves quickly from one idea to the next. Have children read passages aloud to hear how this technique moves the action along.

Content Although the school setting and Stuart's exaggerated worries may be realistic, what actually happens is fantastical. Have children note when the story moves from realism to fantasy (e.g., the hole Stuart picks up; the effects his drawings have on people).

ELL Bridge

Use gestures and pantomime to convey the meaning of some of the verbs in the story. Begin by reminding children what verbs are. Select several verbs and verb phrases from the book, such as *hand shot up*, *whipped open*, *sighed*, and *whacked him with her pocketbook*. Explain to the class the meaning of each. Then have children act out the verbs as review. Place in a bowl or hat slips of paper with other verbs. Have children pick a slip of paper and act out the verb.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have children compare Stuart's worries to what actually happens to him at school. Talk about how the actual events are much more exciting than what Stuart worries about or imagines.

Thinking Beyond the Text

Ask children why they think Stuart is such a worrier. Have children tell what they think Stuart learned about anticipating trouble and whether he changed the way he looked at things. Has reading this book changed the way children anticipate things in their own lives?

Thinking About the Text

Discuss how much of the humor in the story comes from the way the characters react. For example, Stuart's classmates say nothing about the hole they look through into the teacher's room. Have children note places in the story where characters talk or act in unusual ways that make the story funny.

Visualizing

Tell children that authors choose words to help readers visualize or create pictures in their minds of what something looks like. Sometimes a writer will use one image that may be familiar to help readers visualize another image.

- Have children turn to page 13. Point out that when Stuart was embarrassed, his ears began to enlarge. The author compares this to sausages that grow larger as they cook on a grill. Discuss with children how this image helps them visualize Stuart's ears.
- Have children look for comparisons the author uses to help readers visualize what happens, such as *his lip swelled up like a water balloon* (page 8) and *my feet look like bananas* (page 46).

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

Developing Phonics and Word-Solving Strategies

Compound Words

Review that a compound word is made of two or more smaller words. The meaning of a compound word may come from the smaller words, or the word may have a meaning of its own.

- Have children turn to page 24 and find two compound words (*hailstones, earthworms*). Have them identify the two smaller words in each and discuss their meanings.
- Call children's attention to *pocketbook* (page 9), and ask them how they think the word got its name.

Developing Fluency

Echo-read a passage from the book by reading a sentence aloud and having children repeat it. Emphasize proper phrasing, intonation, and pace when reading.

Oral Language/Conversation

Talk About Story Events Discuss how normal events in the story quickly become weird, such as Stuart using an actual hole from his pocket to get out of the bathroom. Talk about how these unexpected twists keep readers guessing about what will happen next.

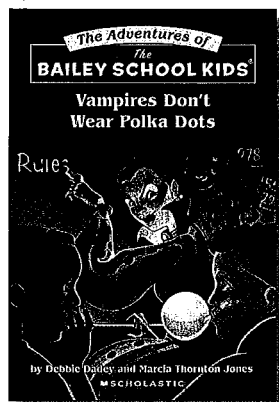
Extending Meaning Through Writing

- Review that in a fantasy there are things that could not happen in real life. Have children write two paragraphs telling which story parts are realistic and which parts are fantasies. (**Expository**)
- Have children imagine that Stuart is starting his fourth day of third grade. Have them write from Stuart's point of view about the surprises he faces throughout the day. (**Narrative**)

Other Books

Invisible in the Third Grade by Margery Cuyler
Kids in Ms. Colman's Class: Author Day
by Ann M. Martin

Vampires Don't Wear Polka Dots



Summary & Standard

The third graders at Bailey School think their “weird” teacher must be a vampire. When they try to find out, some very strange things happen. Children will read a wide variety of grade-level-appropriate classic and contemporary literature.

Authors: Debbie Dadey and Marcia Thornton Jones

Word Count: 250+

Theme/Idea: behaving well toward others

Genre: Fantasy

Making Connections: Text to Self

Children likely will have had a substitute teacher at one time. Ask: *What was the substitute teacher like? How was the class different when you had a substitute teacher? Did you behave differently or the same? Did you try to make the teacher feel welcome? In what ways?*

Explain to children that in this humorous book, children are determined to get rid of their new teacher before they even meet her. Have children discuss how the new teacher might handle the situation.

For additional information on classroom management, see <http://www.nea.org/classmanagement/disk021113.html>.

Vocabulary

Essential Words: accent, brooch, disgust, relief

Related Words for Discussion: behave, cooperate, honesty, treat, trust, unusual, upset

Genre

Fantasy Remind children that fantasy is a made-up story that could not really happen.

Supportive Book Features

Text The book contains a good amount of dialogue and action, so children will be motivated to read. The chapters break up the story into manageable sections of reading.

Vocabulary Difficult vocabulary words, such as *litter* on page 46 and *trembled* on page 48, are kept to a minimum and are supported by context clues.

Praise children for specific use of “Behaviors to Notice and Support” on page 92 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some of the long sentences may be challenging for some children. Tell children to focus on the punctuation for indications of where to pause and stop.

Content Certain aspects of the plot, such as what is in the box in Mrs. Jeepers’s basement, are not resolved or explained. Encourage children to speculate what the box might be and to justify their speculations with examples from the text.

ELL Bridge

Use pantomime to help children understand action words. On cards, write verbs or verb phrases from the book; include the page numbers on which the words appear—for example, *gasp* (page 38), *giggled* (page 6), *shook her head* (page 16), *opened their books* (page 23), *waved her hand* (page 67), and *wiggled his hips* (page 28). Read the cards with children and then read the sentences containing the words or phrases. Discuss the meanings. Then hold up a card and have children act out the verb or verb phrase. Continue until all the cards have been used.

Teaching Options

Developing Comprehension

Thinking Within the Text

After children have read the first two chapters, have them discuss ways that Mrs. Jeepers seemed unusual to the children at Bailey School.

Thinking Beyond the Text

Discuss how the class treated Mrs. Jeepers and how she responded. Then ask how the story would have been different if the children had been cooperative and treated Mrs. Jeepers with respect. Be sure that children understand that vampires are the subject of legends and do not really exist.

Thinking About the Text

Point out that some authors raise more questions than they answer. Have children discuss what questions are not answered in the text (e.g., what is in the box, why the brooch glows, and what happened to Eddie) and what effect this has on their reading.

Making Predictions

Tell children that good readers use clues from the story and what they already know to make predictions about what will happen next. Explain that this helps readers set a purpose for reading (e.g., seeing whether or not their predictions are true) and allows them to understand the story better.

- Read aloud page 1 and the top of page 2. Ask children to predict what will happen next. Tell them that once their prediction is confirmed or disproved, they should make another one.
- Read aloud the chapter title on page 6. Have children predict who Mrs. Jeepers is and what she will be like. Have them confirm their predictions.
- Guide children to continue to make predictions throughout the story.

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

Developing Phonics and Word-Solving Strategies

Compound Words

Tell children that a compound word, such as *brainstorm* (page 56), is made up of two or more smaller words. Point out that a compound word often has a different meaning from that of its component words.

- Have children find the word *fingernails* on page 23. Ask children to tell the meanings of *finger* and *nails*. Then have them explain the meaning of *fingernails*.
- Ask children to identify and discuss additional compound words as they read the story.

Developing Fluency

Have partners take turns reading portions of the story to each other. Have them read the dialogue with expression as though they were the characters themselves.

Oral Language/Conversation

Talk About Lessons Learned Have children discuss what the characters in the book learned from their experience and about one another.

Extending Meaning Through Writing

- The authors omit the scene when Mrs. Jeepers takes Eddie out into the hall to have a talk. Eddie returns transformed. Have children write the scene that might have taken place between the two of them. **(Narrative)**
- Have children write about what they find funny in the book and how the book would be different without the humor. **(Expository)**

Other Books

Jessi and the Superbrat (Babysitters Club)
by Ann M. Martin

Mrs. Jeepers in Outer Space by Debbie Dadey
and Marcia Thornton Jones