

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Bat Loves the Night**
- **Chameleons Are Cool**
- **Dive! A Book of Deep-Sea Creatures**
- **An Eye for Color**
- **Frida**
- **From Seed to Plant**
- **Martin Luther King, Jr., and the March on Washington**
- **Throw Your Tooth on the Roof**
- **Two Bobbies: A True Story of Hurricane Katrina**
- **Why Do Dogs Bark?**

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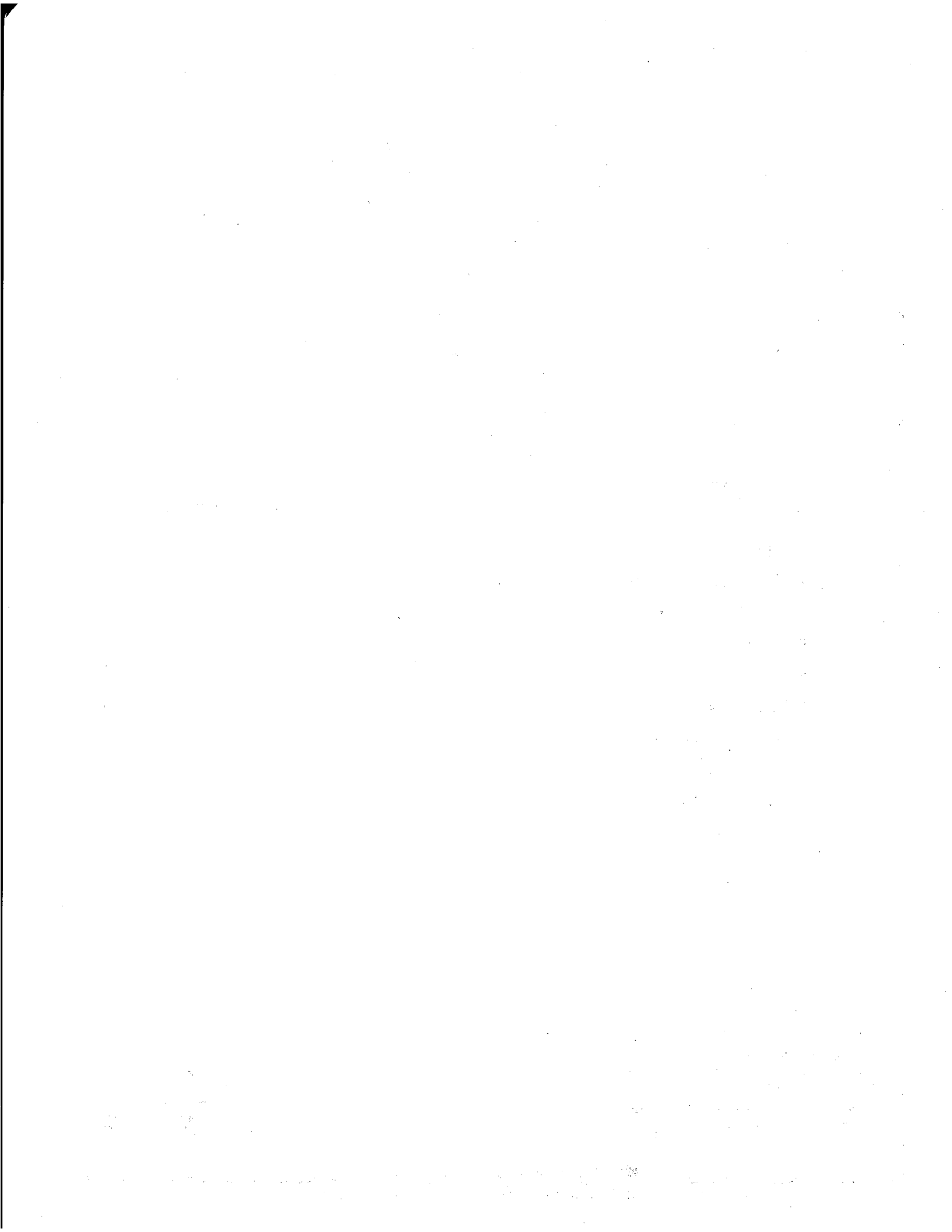
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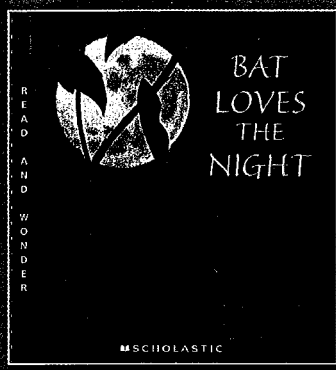


 **SCHOLASTIC**

ITEM S-HT5-64739-8



Bat Loves the Night



Summary & Standards

Summary: A bat explores during the night and returns home as the sun rises.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Nicola Davies

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about a unique animal; understanding how animal families live

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes illustrations that help inform readers.

Informational Text Features

Introduction The introduction provides information about bats and shows how various types of bats look.

Vocabulary

Academic Vocabulary

monarchs (introduction): supreme rulers

unfurls (p. 7): unrolls; expands

Domain-Specific Vocabulary

habitat (introduction): home environment; typical setting for living

nocturnal (p. 27): active at night

Challenging Features

Text Children may be confused by the unpredictable placement of text and captions. Point out that the regular text appears in larger print and the informative captions appear in small print.

Vocabulary Children may be challenged by certain words, such as *batlings* (p. 22). Explain these words in terms children understand.

Supporting Features

Text The text is written in an engaging style that helps to interest readers in the topic of bats.

Content Captions explain important concepts that support the content of the regular text.

A First Look

Talk about the cover illustration and title. Ask: *Have you ever seen a bat, in person or in a picture? How would you describe bats?* Discuss what time of day is shown on the cover. Then say: *Let's find out about bats and what makes them love the night.*

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.

Use Images and Text to Show Understanding

Call children's attention to the fact that this is a science book—it provides facts about how bats live. Remind them to look closely at the illustrations and captions, which show what the text tells.

☉ (pp. 6–7) *What do you learn about bats from these words and pictures?*

(pp. 10–11) *What do these words and pictures help you realize about the kinds of places bats can live? Is the author's realistic style a good choice for a book filled with scientific facts?*

(p. 14–15) *Use the caption and small picture to tell how echolocation works. What do you think is meant by "her torch of sound"?*

☉ (pp. 16–17) *How does this picture help you understand what the text tells you about the bat's movements?*

(pp. 20–21) *What words and phrases tell you the night is ending? How does the picture show this?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

LEVEL M

Develop Comprehension

Thinking Within the Text

Have children look at the introduction, just before the copyright page. Ask:

- *What makes bats different from all other mammals?*
- *What kind of bat does this book talk about?*

Thinking Beyond the Text

Remind children that bats are nocturnal; they do most of their activities at night. Then ask:

- *What does hunting at night help a bat do?*
- *Which sense—sight, sound, taste, touch, or smell—do bats use to find their way?*

Thinking About the Text

Discuss the author's writing style and use of figurative language. Ask:

- *Reread these phrases: "like a tiny umbrella opening" (p. 8); "louder than a hammer blow, higher than a squeak" (p. 14); "like a flashlight" (p. 14); and "like the wrapper from a candy" (p. 18). How do descriptions like these affect your reading of this science book? Find other examples of strong imagery.*
- *Describe "velvet scrap batling" and "coat-hanger feet" (p. 24) in your own words. Do the author's unusual word choices help you picture the baby bat? Explain.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Compound Words

Remind children that a compound word is made of two words that are combined to create a new, single word. Remind them that in a compound word, there is no space between the original two words.

- Have children point to the word *thistledown* on page 6. Say *thistle* and *down* separately and have children repeat after you. Discuss the meaning of each word, then model bringing the words together. Again, have children repeat after you.
- Ask children to find other compound words in the book, such as *nighttime* (p. 11), *flashlight* (p. 14), *echolocation* (p. 14), and *bedtime* (p. 20), and to name the words they are made from.

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 pages 14 and 15, stressing the effect of the punctuation. Have children repeat each sentence after you.

Expand Oral Language/Conversation

Talk About Bats Ask children to name at least two bat facts that they didn't know before reading the book. Discuss whether their overall impression of bats is different after learning so much about them. Ask: *What did you think about bats before you read the book? What do you think now?*

Write and Respond to Reading

Write a Summary Ask children to write a brief summary of the book in their own words. Tell them to include the most important things that happen to Bat. Use these sentence frames to help them get started: **(Narrative)**

The book begins when Bat _____. Then, _____ . Next, she _____ .

Write an Animal Story Have children write a "day in the life" story about an animal they are familiar with—for example, a family pet or an animal they've learned about in school. Encourage them to use the book as a model, starting as the animal wakes up, proceeding with the events in a typical day, and ending with the animal going to sleep. Children can then illustrate their stories. **(Narrative)**

ELL Bridge

The author uses certain figurative phrases that children might have trouble understanding, such as *torch of sound* (p. 15), *moon-dust slippery* (p. 17), and *tide of night* (p. 28). Have partners work together to decipher the meaning of these phrases. Provide assistance as needed.

Connect Across Texts

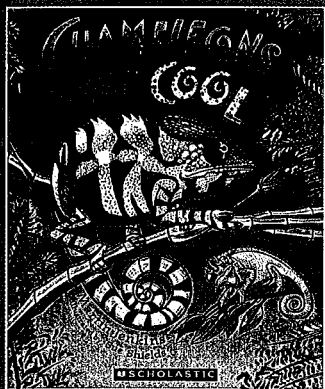
Chameleons Are Cool by Martin Jenkins

Jenkins uses a lively personal tone and amazing facts about a chameleon's adaptive features to argue that chameleons are cool. Invite students to use details from Davies' book to explain why bats are cool, too.

Connect to the Internet

For more information about bats that children might find interesting, visit <http://www.bats.org.uk/pages/batsforkids.html>.

Chameleons Are Cool



Summary & Standards

Summary: Why are chameleons so cool? Because they're bad-tempered, color-changing, swivel-eyed, snail-paced, long-tongued sharpshooters!

CCSS.ELA-Literacy: Assess how point of view or purpose shapes the content and style of a text (CCRA.R6); delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8).

Author: Martin Jenkins

Word Count: 250+

Genre: Informational Text

Themes/Ideas: exploring chameleon behavior; learning about chameleon features

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes realistic illustrations to help inform the reader.

Informational Text Features

Captions Captions are used to give additional information.

Index An index provides page numbers to help children easily find facts about chameleons.

Vocabulary

Academic Vocabulary

incredibly (p. 20): in an amazing way

scanning (p. 23): observing to get information

Domain-Specific Vocabulary

surroundings (p. 18): conditions around a person or animal

pincers (p. 20): tools with jaws designed to grip

Challenging Features

Text Children may be challenged by the placement of text on the page, the different fonts, type sizes, and line lengths, and complex sentences.

Vocabulary There is generous use of adverbs, for example: *certainly*, *lively*, and *hardly*. Point out the suffix *-ly*, which signals an adverb, and help children identify the word or words each adverb modifies.

Supporting Features

Text The text takes a conversational tone while providing information.

Content Children should find the chameleon-related facts fun and interesting.

A First Look

Read the title with children and elicit that the two animals pictured on the cover are chameleons. Ask: *Do you think that cool refers to temperature or to something that is interesting and fun?* Discuss the meaning of *cool* in this context. Then say: *Let's find out the ways in which chameleons are cool.*

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.

Identify Purpose and Point of View

Help children determine the author's purpose and point of view. Discuss how a reader's point of view might differ from the author's. Note that knowing the author's point of view helps a reader judge the information.

(p. 3 [introduction]) *What was the author's purpose for including this page?*

☉ (pp. 6-7) *What do the author and illustrator do to let the reader know their opinion of chameleons?*

☉ (pp. 10-13) *How does the author feel about chameleons' noses? Look at the pictures on pages 12 and 13. How might a reader feel about these chameleon noses?*

(pp. 15-16) *What does the author say about chameleons' mouths? Is that his opinion or is it a fact? How can you tell?*

☉ (pp. 28-29) *How does the author summarize his point of view? Would readers agree?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Direct attention to pages 24 and 25. Ask:

- ❖ *Which words let us know the author's opinion of a chameleon's tongue? Is this one of the "cool" things about chameleons?*
- ❖ *Has the author convinced you that chameleons are cool? What specific evidence does he give to prove his point?*

Thinking Beyond the Text

Ask children to share what they knew about chameleons before reading the books, then discuss what they learned from their reading. *Was any of the information surprising? Where could you learn even more about chameleons?*

Thinking About the Text

Ask children to think about the author's purpose and point of view. Ask:

- *What does the author do to make learning about chameleons fun?*
- *Think about the book's title. How did the author choose which facts to include?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Adverbs

Remind children that an adverb gives information about a verb. Point out that adverbs are often formed by adding the suffix *-ly* to an adjective.

- Have children point to the word *happily* on page 9. Ask: *What verb does this adverb tell more about? (balance) What is the adjective that the suffix was added to? (happy)*
- Have pairs work to find an *-ly* adverb on pages 22 and 23 and identify the verb it tells about.

Multisyllabic Words

Remind children that they can use what they know about vowel and consonant sounds to help them read words with more than one or two syllables.

- Point to *chameleons* on page 3. Read the word slowly with children. Ask: *Listen for vowel sounds. How many syllables do you hear? (4)*
- Continue with *crocodiles* and *altogether*.

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

Develop Fluency

Explain the purpose of dashes and ellipses in texts. Read sentences with dashes and ellipses, shown on pages 6 and 10–12, to model phrasing. Then have children do a choral reading of these pages, listening to make sure they pause appropriately.

Expand Oral Language/Conversation

Talk About Animal Features Use the illustrations and the text to discuss the special features chameleons have that help them to survive. Talk about the things that make a chameleon change its color. Have children cite examples from the text.

Write and Respond to Reading

Write Fact Cards Provide each student with two or three large index cards. Have children label the cards "Chameleons" and write one interesting fact on each card. Collect the cards and save them for reference. **(Informative/Explanatory)**

Complete a Description Refer children to page 28. Have them complete sentences using each of the descriptions. For example: *The author calls chameleons "pocket-sized" because _____.* *Chameleons are thought to be bad-tempered because _____.* **(Informative/Explanatory)**

ELL Bridge

Help children break down complex sentences to aid comprehension. For example, in the second section of text on page 18, have them complete the following sentence with one example: *They change color when _____.* (they're angry) Then have children complete the sentence with another example (they're too cold), and so on. Break other sentences into two simple sentences.

Connect Across Texts

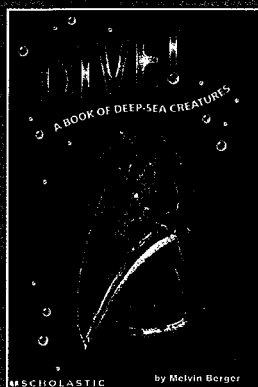
What Do You Do With a Tail Like This? by Steve Jenkins & Robin Page

Both books offer amazing facts about animal features. Why do you think Jenkins and Page mention a chameleon's eyes rather than its other features?

Connect to the Internet

To continue to explore the subject of chameleons, share with children this website: www.nwf.org/Kids/Ranger-Rick/Animals/Amphibians-and-Reptiles/Chameleons.aspx.

Dive! A Book of Deep-Sea Creatures



Summary & Standards

Summary: Meet the strange sea creatures that live deep in the ocean.

CCSS.ELA-Literacy: Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8).

Author: Melvin Berger

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about ocean environments; appreciating Earth's biology

Text Type: Chapter Book

Genre/Text Type

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

Informational Text Features

Contents Page There is a Contents page with a list of the chapter titles.

Vocabulary

Academic Vocabulary

elastic (p. 33): able to stretch

gobble up (p. 33): to eat quickly; to devour

Domain-Specific Vocabulary

chemicals (p. 13): substances with certain properties

suckers (p. 22): body parts of certain animals used to stick to surfaces

Challenging Features

Text Because the photos are not labeled, children may have difficulty matching some photos with the correct text discussion. Help them make matches.

Vocabulary Children may not understand why some of the fish are named after common things, such as the angler fish, hatchet fish, and flashlight fish. Discuss the reasons for the names. You may need to tell them that *angler* means “fisher.”

Supporting Features

Text Each sentence is on its own line or lines.

Content Children can refer to the photos to understand less familiar characteristics of sea life discussed in the text.

A First Look

Display the cover and read aloud the title and subtitle. Ask children to describe the photograph. *Ask: Why might this book be titled Dive!? How might these deep-sea creatures differ from other ocean animals?*

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.

Compare and Contrast Details

Remind children that they can compare a chapter's sea creatures by connecting the information in different sentences and paragraphs.

(pp. 9–11) *How does the ocean change as the submarine dives to the bottom of the ocean?*

☉ (pp. 13–19) *What do the angler fish, viper fish, hatchet fish, and flashlight fish have in common? How does this feature help these fish? How is this feature different in each of these fish?*

☉ (pp. 20–23) *How are octopuses and squids alike? How do these features help the animals survive?*

(pp. 29–32) *How are sperm whales like other whales?*

(pp. 33–35) *What do the gulper eel and great swallower have in common?*

(pp. 37–40) *Why are the sea creatures in Chapter Six grouped together? How are ratfish like sea cucumbers? How are sea cucumbers like sea pens?*

Praise children for specific use of “Behaviors to Notice and Support” on page 106 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children review pages 41–43. Ask:

- *What are black smokers? How is the water around them different from the water at other places on the ocean floor?*
- *How are tubeworms and deep-sea shrimp alike? How are the bacteria different in how they get the chemicals they need?*

Thinking Beyond the Text

Have children think about how and why scientists study deep-sea creatures. Ask:

- ✦ *Why are submarines used to study deep-sea creatures? What makes the deep ocean so difficult to study?*
- ✦ *How do creatures survive deep in the ocean? Why is it important to know what these creatures look like and how they live?*

Thinking About the Text

Ask questions about text structure.

- *Look at the contents page. What does it tell the reader about how the author has grouped information?*
- *Why has the author included the bulleted list on page 44?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Apostrophes

Remind children that an apostrophe usually indicates either possession or the omission of a letter or letters in a word or pair of words (e.g., *sun's rays*; *don't*, on page 10).

- Have children identify the word with the apostrophe on page 9 (*let's*). Ask: *What two words were used to make the word? (let us)*
- Repeat the exercise with *you'll* (p. 13), *it's* (p. 15), *that's* (p. 17), and *can't* (p. 19).
- Then point out *squid's head* on page 23. Ask: *What part of the word signals that the head belongs to the squid? (apostrophe followed by s)*
- Repeat the exercise with *fish's lights* (p. 24), *car's hubcap* (p. 26), and *whale's stomach* (p. 30).

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

Develop Fluency

Model reading difficult sentence structures such as the third sentence on page 23, featuring a dash, or the second sentence on page 44, featuring a list. Have children repeat each sentence aloud. Then have them choral-read the entire paragraph with you, using proper pace, phrasing, and pronunciation.

Expand Oral Language/Conversation

Talk About Exploration Discuss with children how deep-sea exploration has allowed us to learn new things about the ocean and ocean creatures. Have children think about how the photographs in the book were taken and why they are important.

Write and Respond to Reading

Make a Brochure Have children choose one or more sea creatures in the book. Then have them use information in the book to create a brochure that provides details as well as their opinion about the animal or animals. Encourage them to include drawings in their brochure. (**Opinion**)

Make a List Have children choose from the book the sea creature that they think is most interesting and make a list of reasons that support why they think so, using details from the book. (**Opinion**)

ELL Bridge

As a group, go through the book, listing on the board important vocabulary words organized by chapter. Then, have children practice using the words by asking and answering questions about each animal. Start by having more-proficient children ask the questions, with the others answering. For the angler fish, a child might ask: *Where is the light? (at the end of the pole)*

Connect Across Texts

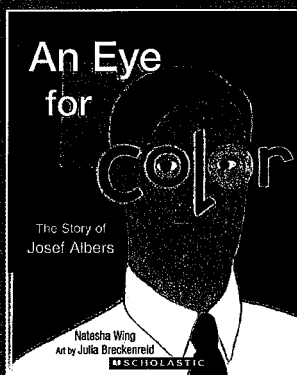
Why Do Dogs Bark? by Joan Holub

Appealing photos of familiar dog breeds are shown in this playful and fact-filled book. In *Dive!*, children are introduced to animals they most likely have never seen before. Why is it helpful to include photos in informational text about animals?

Connect to the Internet

Invite children to view photographs of other deep-sea creatures at <http://www.smithsonianmag.com/science-nature/The-Scariest-Monsters-of-the-Sea-176012371.html>.

An Eye for Color



Summary & Standards

Summary: Artist Josef Albers was fascinated by color. Albers followed his dream and experimented with color most of his life, influencing many people.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Natasha Wing

Word Count: 250+

Genre: Biography

Themes/Ideas: seeing things in a new way; combining creativity and science

Text Type: Picture Book

Genre/Text Type

Biography/Picture Book Remind children that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

Informational Text Features

Activity Section The "See-for-Yourself Activities" will help children understand the art concepts.

Vocabulary

Academic Vocabulary

fascinated (p. 14): very interested in or attracted to
interact (p. 26): to affect each other

Domain-Specific Vocabulary

abstract art (p. 14): art that shows ideas or emotions instead of people, places, or things
collages (p. 8): art made by using various materials to create a composition, usually on a flat surface

Challenging Features

Text Children may have difficulty reading some of the pages that combine art and text. Explain how to read the text and connect it to the art.

Vocabulary Children may be unfamiliar with the domain-specific vocabulary. Have them keep a list of these words and discuss meanings with them.

Supporting Features

Text The Author's Note, a read-aloud feature, may help to increase children's understanding of the book.

Content Children should enjoy reading about art that they may not have experienced yet and may be influenced by Albers's creativity.

A First Look

Preview the book by looking at the title and the front cover. Ask: *Who do you think this man is? Why is the word color written across his face?* Explain that having "an eye for color" means being good at seeing and appreciating color. Say: *Let's read to see how Josef Albers used his "eye for color."*

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.

Use Visual Information

As children read, guide them to look closely at the illustrations. Explain that the illustrations help clarify information in the book. (Note: Book pages are not numbered. The first page of text is page 5.)

- (pp. 5-9) *How does the author introduce the idea that Josef Albers had "an eye for color"?*
- (pp. 16-17) *What feelings do the works of art create? How do the colors change the art?*
- ☉ (pp. 22-23) *Would a reader be able to understand the text on these pages if there were no illustrations? Explain why.*
- ☉ (p. 24) *What happens when you stare at the green square for 30 seconds and then look at the white square? Why is this idea illustrated?*
- (pp. 28-29) *What information is in the illustration but not in the text that describes the show at the Metropolitan Museum of Art in New York?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Talk about the author's use of words to talk about color. Focus on pages 26 and 27 and ask:

- ❶ *What word did Albers use to describe what colors do? What did he mean?*
- ❷ *What did Albers mean when he said, "I can make the duller gray in the world dance...?"*

Thinking Beyond the Text

On page 13 the author says that Josef Albers was a teacher. Say:

- *Talk about kind of art teacher Josef Albers might have been.*
- *Do you think the spilled paint upset him? Explain your answer.*

Thinking About the Text

Guide children to notice how the author and illustrator worked together to present ideas about color and the concepts Albers explored. Ask:

- *What do the illustrations on pages 22–25 show about color?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Regular Past-Tense Verbs

As children read, explain that this biography is written in the past tense. As a result, many of the verbs, or action words, end in *-ed*, which signals that an action happened in the past.

- Point out *invited* on page 13. Guide children to notice that the base, or present-tense form, of the verb is *invite*. Note that *-d* or *-ed* is added to form the past tense of the verb. Explain that children can often figure out the meaning of a past-tense verb by using context clues or looking up the base verb in a dictionary.
- Repeat this and have children use context clues to find the meanings of the words *watched* (p. 6), *mined* (p. 8), *experimented* (p. 10), *captured* (p. 14), *emerged* (p. 16), and *appeared* (p. 20).

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

Develop Fluency

Model reading on pages 14–15. Read aloud, tracing words with a finger. Then read them again, line by line, and have children repeat after you. Work up to choral reading in groups or as a class.

Expand Oral Language/Conversation

Talk About the Art of Josef Albers Have children look at the squares on pages 30 and 31. Ask: *How do the colors interact? How do they make you feel?* Encourage children to point out specific groups of squares and talk about how the colors interact.

Write and Respond to Reading

Write About Paintings Have children turn to pages 16–17 and write a comparison paragraph about the painting on the left and the one on the right. Have them answer the questions: *How are these paintings similar? How are they different? What different effect do the different colors have?* **(Informative/Explanatory)**

Record a Color Experiment Use any of the hands-on activities on page 38 or have children do something similar with crayons, paints, or construction paper. Ask children to record the colors they used and their observations of how the colors interacted. **(Informative/Explanatory)**

ELL Bridge

Some English language learners may have difficulty finding the right words to analyze the paintings of Josef Albers. Ask questions that give children the English vocabulary they need, such as: *Does this painting use squares or rectangles? Are the colors bright or light? Do you see the color yellow better in the left square or the right square?*

Connect Across Texts

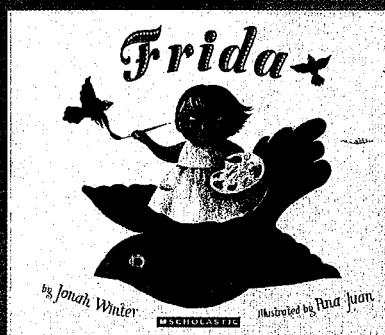
Rap a Tap Tap by Leo and Diane Dillon

Both books tell about famous people in a given field, one an entertainer and one an artist. What are some things learned about tap dancing from reading the book? What are some things you learned about art from reading *An Eye for Color*?

Connect to the Internet

Share this website with children to have some fun with color: <http://www.bbc.co.uk/cbbc/games/colour-factory-game>.

Frida



Summary & Standards

Summary: Throughout her life, artist Frida Kahlo found that her imagination and talent could help her face personal misfortune, illness, and a debilitating injury.

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: Jonah Winter

Word Count: 250+

Genre: Biography

Themes/Ideas: identifying important events in a person's life; learning how art conveys emotion

Text Type: Picture Book

Genre/Text Type

Biography/Picture Book Remind children that a biography tells about important events in a real person's life. Events are highlighted in illustrations.

Informational Text Features

Author's and Artist's Notes An Author's Note gives background information that helps explain the story. An Artist's Note explains the chosen imagery.

Vocabulary

Academic Vocabulary

copies (p. 12): things made to look like the originals

imaginary (p. 8): made-up; invented

Domain-Specific Vocabulary

microscope (p. 14): tool that makes very small things look bigger

torso (p. 25): main part of the body

Challenging Features

Text Children may be confused by placement of the text and some of the serif type.

Vocabulary Children may have trouble comprehending unusual phrases in the book, such as "enters the world" and "Enter, stage left." Explain these phrases to them.

Supporting Features

Text The sentences are short, and there isn't much text on each page.

Content Make sure that children understand that this is a biography that is told in chronological order. Point out that Ana Juan's illustrations were inspired by Frida Kahlo's paintings.

A First Look

Display the book's cover and have children describe what they see. Ask: *What does the picture of the girl tell you about her?* Explain that the book tells about the life of a famous artist named Frida Kahlo, beginning with her childhood. Point out that many artists paint from their life experiences. Then say: *As you read, notice how events in Frida's life influenced her artwork.*

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.

Connect Biographical Events

Point out that a biography tells about the events in a person's life. Explain that events in a person's life may affect the person in some way or affect the decisions that person makes.

(pp. 6–7) *What does the text tell about Frida's father and mother? How did each parent play a role in Frida's becoming an artist?*

☉ (pp. 14–15) *Why would learning to use a microscope help Frida become a better artist later?*

☉ (pp. 20–21) *Why does the text say that painting saves her once again? What is Frida doing in these illustrations? How do these images connect to her ability to paint?*

(pp. 24–27) *How does Frida's imagination help her? How are her paintings described now? How does this connect to an event earlier in her life?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at pages 7–11. Ask:

- *How does Frida often feel? Why? How does she cope with this feeling?*
- *Why does Frida teach herself to draw? How does this help her?*

Thinking Beyond the Text

Talk about how people react when they face difficult situations or choices. Then ask:

- *How does being able to paint help Frida throughout her life?*
- *What are some other creative ways that people use to forget about their problems?*

Thinking About the Text

Have children think about Frida's life. Ask:

- ❖ *What importance do you think the author and illustrator give to Frida's imagination? How do they show this? How do you think Frida's imagination affected the way she approached her life? Use evidence from the book to support your claim.*
- ❖ *Is including Frida's imaginary world an effective way to explain events in a biography about a creative person? Explain.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Vivid Verbs

Remind children that verbs are words that describe actions. Explain that some verbs have meanings that are similar but slightly different. Point out that authors choose certain verbs to support what they want to say.

- Read aloud page 24 and point out the word *cry*. Then read aloud page 29 and point out the word *weep*. Explain that both of these words have similar meanings, but that weeping is heavy, emotional crying. *Weep* is a more intense verb than *cry*.
- Continue with other verb pairs related to the story, such as *see* and *examine* or *walk* and *limp*.

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

Develop Fluency

Read aloud a page, modeling how proper expression helps listeners pay attention to and better understand the creative details of the language. Have children echo read after you.

Expand Oral Language/Conversation

Talk About the Author's Note Read aloud the Author's Note on page 31. Then have children go through the story and connect what they learned in the Author's Note with the images and text on each spread of the story. Invite children to share how knowing both versions helps them better understand the events of Frida's life.

Write and Respond to Reading

Write an Analysis Have children look carefully at the illustrations in *Frida* and describe effective ways in which artists use expression, color, or images to show certain emotions. Use pages 22–23 as an example of how one artist shows pain and sadness. **(Informative/Explanatory)**

Write a Story Have children select one of Frida's imaginary friends and write a short story that tells about something they do together, based on events in the text. Remind children to tell the story from the imaginary friend's point of view. **(Narrative)**

ELL Bridge

To help children practice recounting events in a biography, have them take turns describing the events on each spread. Have children summarize what happens to Frida.

Connect Across Texts

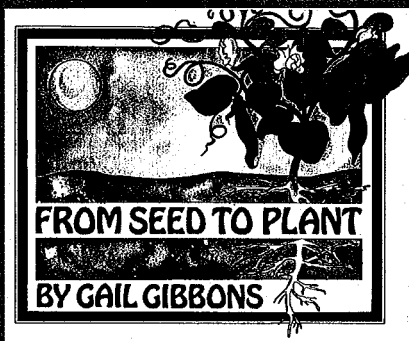
An Eye for Color by Natasha Wing

In *An Eye for Color* readers learn about the artist Josef Albers. Invite students to compare how Wing and Winter help readers learn about Albers and Kahlo as people and as artists. Which book does a better job? Why?

Connect to the Internet

Have children connect the fantastical images in *Frida* with images from traditional Mexican folk art by visiting this website: <http://www.ladap.org/online-exhibits/Spanish-colonial-gallery>. Have them click on the slide show for papier-mâché figurines, a connection to the art in *Frida*.

From Seed to Plant



Summary & Standards

Summary: Most plants start as seeds. See how a seed turns into a new plant.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Gail Gibbons

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about the natural world; valuing healthful food

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book uses illustrations to inform the reader.

Informational Text Features

Science Project The book includes a science project that gives instructions that children can follow to watch bean plants sprout and grow.

Labeled Diagrams Labeled diagrams show the parts of a flower.

Vocabulary

Domain-Specific Vocabulary

minerals (p. 24): substances formed in nature, not an animal or plant. Some minerals found in foods are important for good health.

pod (p. 13): a plant part that holds the plant's seeds

pollen (p. 11): a yellow grain of powder needed for pollination; male cell of flowering plants

sprout (p. 23): to start to grow

Challenging Features

Text Discussions, such as how seeds spread, cover several pages. Suggest that children take notes.

Content Some children may need additional support to understand plant reproduction. You may want to reread this section several times.

Supporting Features

Text Labeled pictures illustrate key concepts.

Vocabulary Domain-specific vocabulary is defined in the text and supported by pictures.

A First Look

Display the front cover and read the title. Tap children's prior knowledge about seeds and plants. Create a KWL chart and have children fill in what they already know and what they want to know about seeds and plants. Then say: *Let's read to find the answers to your questions.*

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.

Use Context Clues

Explain that scientific texts can include unfamiliar words. Tell children to look for context clues near the unfamiliar words to help them figure out the meanings of words. (Note: Book pages are not numbered. The title page is p. 1.)

⊙ (p. 8) *What is pollination? What words or phrases explain its meaning?*

(p. 10) *What is nectar? Why is it important?*

(pp. 23–24) *What does it mean to sprout? What clues on the two pages help the reader know this?*

⊙ (p. 24) *What is germination?*

(pp. 24, 26, 28) *What context clues help you know that minerals are important to good health?*

(p. 32) *What is a botanist? What is the difference between an annual and a perennial?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss how plants are pollinated and how seeds are scattered. Ask:

- *Why are birds and bees important to the process of making new plants?*
- *In what different ways are seeds scattered?*

Thinking Beyond the Text

Guide children to make inferences about how new plants grow. Ask:

- *Why do plants need help pollinating?*
- *Why are birds and bees important to the process of producing new plants?*
- *Why is it good that seeds scatter?*

Thinking About the Text

Have children think about how the pictures help readers define words. Ask:

- *On page 25, how does the picture help the reader know the meaning of shoot? What is a shoot?*
- *How does the picture on page 30 help the reader know the meaning of wedge? What does wedge mean?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Compound Words

Explain that a compound word is made up of two smaller words. Point out that the smaller words often give clues to the meaning of the compound word.

- Point to the compound word *buttercup* on page 3. Guide children to use clues from the picture to define the word. Explain that a buttercup is a flower that is light yellow, the color of butter. It is shaped like a small cup.
- Lead children to find the meanings of the following compound words: *sunflower* (p. 5), *hummingbirds* (p. 10), *sometimes* (p. 16), *sunlight* (p. 26), and *without* (p. 32). Discuss how the two smaller words give clues about the meaning of each compound word.

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

Develop Fluency

Explain that books sometimes contain diagrams and that diagrams are not always simple to read. Turn to page 7 and demonstrate how to read the diagram aloud, making your way from the left side, over the top, and to the right side. As you read the different sections of text, point to the appropriate parts of the flower. Then have children work in pairs to practice reading the text in the diagram.

Expand Oral Language/Conversation

Talk About Plants Encourage children to use the pictures on pages 2–3 and pages 5–6 as jumping-off points. Ask: *What plants have you seen? Have you ever grown any plants in school or in your back yard? What did they look like? What did the seeds look like? What did you notice about the flowers or the leaves?*

Write and Respond to Reading

Make a T-Chart Have children make a T-chart to show that “all seeds grow into the same kind of plant that made them.” On the left side of the chart have them write the name of the seed, for example, apple seed. On the right side of the chart, have them draw what the seed will grow to be (an apple tree). **(Informative/Explanatory)**

Write About a Plant's Journey Have children write a story about the journey of a seed as it finds a new home and grows into a plant. **(Narrative)**

ELL Bridge

Have English language learners use the pictures to help them understand the different parts of a plant. Then bring in a plant, such as a lily, that has plant parts that are easily visible. Encourage children to point to the different parts, saying the new vocabulary words.

Connect Across Texts

Two Bobbies: A True Story of Hurricane Katrina

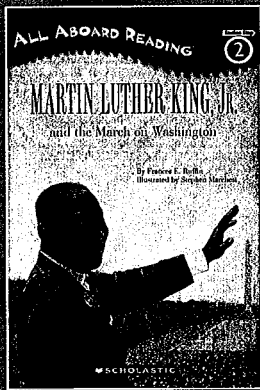
Grasping the sequence of events is essential to understanding both the story of the two Bobbies and the transformation from seed to plant. Review these two books together, noting how each author helps readers follow the sequence of events.

Connect to the Internet

Share the following website to view parts of a plant and more: <http://urbanext.illinois.edu/gpe/case1/c1m1app.html>.

Martin Luther King, Jr., and the March on Washington

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



Summary & Standards

Summary: Readers relive the moments of Dr. King's March on Washington and find out why this event influenced history.

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: Frances E. Ruffin

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Themes/Ideas: learning about events in U.S. history; celebrating African-American leaders

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes photos to inform the reader.

Informational Text Features

Historical Photographs Photos taken during the same time period add context to the illustrations.

Vocabulary

Academic Vocabulary

overcome (p. 27): to succeed or win

threats (p. 36): expressions of intent to hurt

Domain-Specific Vocabulary

civil (p. 44): belonging to a citizen of a country

slavery (p. 11): a system in which people are owned by other people

Challenging Features

Text Some of the wording on the signs in the illustrations and photos may upset some children. Use sensitivity in explaining this period of history.

Content Children may be challenged by the historical context. Use the photographs to set the stage and discuss key events during the 1960s and to explain concepts such as segregation and discrimination.

Supporting Features

Text Though sentences are longer, each starts on a new line. Children can easily track text as they read.

Vocabulary Simple, easily decodable vocabulary is used throughout.

A First Look

Preview the book by reading aloud the title and discussing the image. Invite children to share what they know about Dr. King. Then read aloud the back cover and ask children to predict why so many people came to Washington, D.C.

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.

Understand Historical Events

Help children understand how historical events are connected or related and why certain things happened at particular times in history.

☉ (pp. 12–13) *Why have these people come to Washington? Look at the signs. What are some of the things they want to change?*

(pp. 16–17) *What were some of the places where blacks and whites were separated? Why was this separation unfair?*

(pp. 25–28) *Where do the black leaders decide to hold the protest? What are some of the reasons this is a good place? Where does the march end? Why is this a good place to end the march?*

☉ (pp. 44–45) *What happens after Dr. King's speech that affects the everyday lives of many black people?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

LEVEL
M

Develop Comprehension

Thinking Within the Text

Direct attention to pages 9–13. Ask:

- *What question will the author answer on the pages that follow?*
- *What is the relationship between the end of the Civil War and the crowd gathering at the Lincoln Memorial?*

Thinking Beyond the Text

Remind children that we study history in order to learn from the past and think about the future. Then ask:

- ✦ *What do you think the author wants readers to learn from this story?*
- ✦ *Why do you think King's "I Have a Dream" speech is still important today?*

Thinking About the Text

Have children reread pages 32–36. Ask:

- *Why does the author include details about Martin Luther King, Jr., before writing about his famous speech? How do the details help you understand the purpose of the speech?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Irregular Verbs

Review that verbs are action words. For most verbs, if the action took place in the past, the verb is given the ending *-ed*. Some verbs are irregular, so their spelling changes when they tell about something that took place in the past. Use the irregular verbs on pages 28 and 29 to discuss past-tense verbs.

- Read the sentence with the word *stand*. Explain that the author is telling the story as if readers are there seeing events happen. But to tell what happened back then, change the present-tense verb *stand* to the past tense *stood*: *They stood on the steps of the memorial.*
- Repeat this process with *sit*, *know*, *take*, and *has*.
- Then point out the past-tense verbs *made* and *sold*. Read aloud the sentences with these words. Then elicit the present-tense form for each: *make* and *sell*.

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

Develop Fluency

Read aloud page 4 to model the difference between dates and numbers. Point out that the year is read as "nineteen sixty-three," but the number of people is read as "two hundred fifty thousand." Have children choral-read pages 4–7 in small groups.

Expand Oral Language/Conversation

Talk About Heroes Explain that Dr. Martin Luther King, Jr., is a hero to many people. Talk about the qualities that make him a hero. Point out that a person doesn't need to be famous to be considered a hero. Invite children to talk about other people who are heroes.

Write and Respond to Reading

Make a Postcard Have children imagine they were part of the March on Washington. Have them write a postcard to their families telling something they saw or did during this event. **(Narrative)**

Write a Paragraph Have children write a paragraph that tells how they keep Dr. King's dream of equality alive today. Provide a paragraph frame:

*I can keep Dr. King's dream alive. I can _____. I could also _____. It is important to _____. All of us should _____. **(Informative/Expository)***

ELL Bridge

As children read the story, ask them to stop periodically to summarize what they have learned and to jot down questions they have. After children have read the book, have volunteers give their summaries and ask questions. Guide the discussion and provide answers where needed.

Connect Across Texts

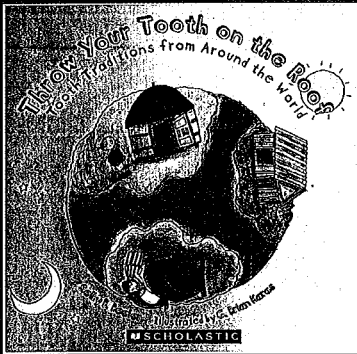
The Story of Ruby Bridges by Ruby Bridges

Compare what was happening in *The Story of Ruby Bridges* with the events in *Martin Luther King, Jr.* How do the events in these two books work together to give a fuller picture of the civil-rights movement in the 1950s and 60s?

Connect to the Internet

Invite children to learn more about Dr. King by exploring a time line of his life: <http://seattletimes.com/special/mlk/king/timeline.html>.

Throw Your Tooth on the Roof



Summary & Standards

Summary: Children everywhere lose their baby teeth, but what happens to those teeth once they fall out depends on where in the world children live.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Selby B. Beeler

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about different cultures; comparing and contrasting traditions

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that informational text has facts about a topic. This picture book includes illustrations to inform the reader.

Informational Text Features

Map The author includes a map that shows where each country discussed in the text is located.

Diagrams Diagrams of a tooth and of a mouth full of teeth are included in an information section at the back of the book.

Vocabulary

Academic Vocabulary

associated (p. 7): connected in your mind

dissolve (p. 28): to disappear gradually

Domain-Specific Vocabulary

plated (p. 8): coated with a thin film of metal

sow (p. 19): plant, as with a seed

Challenging Features

Text Children may have difficulty pronouncing the names of the different countries. Provide assistance as needed.

Vocabulary Some foreign words in the text may challenge children. Review the words together.

Supporting Features

Text The text is organized by regions and then by country or culture. This will help children locate the countries on the map and know where people live.

Content All children have experience losing their baby teeth, and most will be familiar with the tradition of putting their tooth under their pillow for the Tooth Fairy.

A First Look

Discuss details in the cover illustration. Point out the picture of the boy putting the tooth under his pillow. Then ask: *What is this boy doing and why?* Point out the tooth in the other two illustrations. Ask: *What is each of these children doing with his or her tooth?* Read the title and subtitle.

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.

Compare and Contrast Ideas

Explain that the author wrote this book to show what children all over the world do when they lose their first set of teeth. Note that she shows that some traditions are alike and some are different. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 4–9) *How do the opening pages of the book set up the book's main idea and the author's theme? What details provide support for the theme?*

⦿ (p. 11) *How does Colombia's tradition compare with what happens in the United States when a child loses a tooth? How does it differ from the tradition in the United States?*

(pp. 20–21) *Compare traditions in southern Asia. What do they have in common? How are they different?*

⦿ (p. 24) *Compare and contrast the two traditions that children follow in China. What is humorous about these?*

Praise children for specific use of "Behaviors to Notice and Support" on page 106 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at page 6. Ask:

- *What do children in Mexico traditionally do when they lose a tooth?*
- *How is that tradition similar to and different from the usual practice in the United States?*

Thinking Beyond the Text

Discuss the different regions featured in the book and how environment sometimes plays a part in what is done with the tooth. Then ask:

- *How is the tradition of each Native American group related to the natural surroundings of the group? (p. 7)*
- *What is a different title the author could have given the book? Cite textual evidence.*

Thinking About the Text

Have children think about the overall structure of the book. Ask:

- ✦ *How does the author organize the information in the book? How does this text structure help you understand what you read?*
- ✦ *Explain how the way the text is presented and put together in this book is a good match for its content. Use examples to explain your answer.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Long o Spelled ow

Remind children that the spelling pattern *ow* can stand for the long *o* sound in words.

- Point to the word *pillow* on page 6. Say: *The word pillow uses the spelling pattern ow to stand for the long o sound.* Then point to the word *throw* on page 8. Say the word and emphasize the long *o* sound in *throw*. Say: *In the word throw, ow stands for the long o sound.* Point out that in both words the spelling pattern *ow* comes at the end of the word.
- Have children page through the book to find other words that use the spelling pattern *ow* to make the long *o* sound (*grow, crow, sow, lower*).

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

Develop Fluency

Model reading the names of several countries. Then have children repeat the country names. Have partners practice reading the country names to one another. Circulate and correct pronunciation as necessary.

Expand Oral Language/Conversation

Talk About Traditions Have children tell which country's tooth traditions they thought were most interesting and why. Then ask children to tell which tooth tradition they would choose for their friends and family if they could choose a new one.

Write and Respond to Reading

Write a Story Have children choose a country and a tooth tradition. Then have them write a story about a boy or girl who loses a tooth and follows the tooth tradition. Have children tell what happens next. **(Narrative)**

Make a Postcard Have children make a postcard on a large index card. If possible, provide an example of a postcard. On one side, have children draw a picture that tells about where they live. On the other side, have them write a note to one of the children in the book, explaining what they found interesting about his or her tradition. **(Opinion)**

ELL Bridge

Have children find in the book the region, country, or culture that is most similar to their native country. Then have them explain their tooth tradition in their own words.

Connect Across Texts

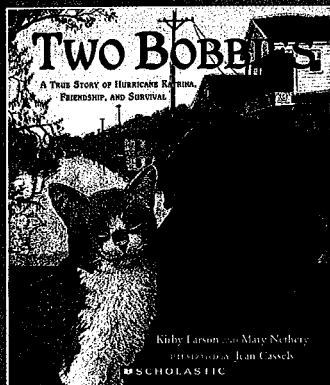
We Are Alike, We Are Different by Janice Behrens *Throw Your Tooth on the Roof* focuses on traditions that relate to losing a baby tooth. Behrens' book can be used to help children think about different ways in which people travel, eat, and say hello.

Connect to the Internet

Share this website with children so they can learn more about keeping their teeth healthy: http://kidshealth.org/kid/stay_healthy/body/teeth_care.html.

Two Bobbies: A True Story of Hurricane Katrina

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



Summary & Standards

Summary: Bobbi, a dog, and Bob Cat, a blind cat, are stranded during Hurricane Katrina. Their friendship helps them survive in the aftermath of the hurricane.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Authors: Kirby Larson and Mary Nethery **Word Count:** 250+

Genre: Informational Text/Historical Fiction **Themes/Ideas:** learning how major storms affect communities; interpreting animal behavior

Text Type: Picture Book

Genre/Text Type

Informational Text/Historical Fiction / Picture Book This book gives facts about a true historical event but also tells a made-up story based on that event. This picture book includes illustrations to help inform the reader.

Informational Text Features

Photo A photo of Bobbi and Bob Cat at the end of the book links the illustrations with the real animals.

Vocabulary

Academic Vocabulary

temporary (p. 17): existing for only a short time

volunteers (p. 8): people who help without pay

Domain-Specific Vocabulary

debris (p. 11): broken remains of destroyed things

levees (p. 6): earthwork walls built to prevent floods

Challenging Features

Text Many sentences contain introductory adverb clauses. Point out that many of these clauses tell about when something happened.

Vocabulary Children may misunderstand multiple-meaning words: *jamming* (p. 4), *buckled* (p. 11), and *bobbed* (p. 17). Read each word in context and help children arrive at the correct meaning.

Supporting Features

Text An introductory paragraph and the “After the Storm” note at the end, both in italics, highlight the story’s theme of friendship and survival.

Content The author uses a narrative style that helps children feel personally involved as they read.

A First Look

Read the title and subtitle with children and elicit that the “two bobbies” are the cat and dog pictured. *Ask: How might animals show friendship? What do you notice about the street in the picture? What might happen to pets in a hurricane or other storm?*

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.

Identify Main Idea and Key Details

Remind children that recognizing main ideas and details will help them understand what they read. Point out that the main idea of a book or a paragraph may be stated directly, or readers may need to figure it out by looking at the details. (Note: Book pages are not numbered. The title page is page 1.)

☉ (p. 6) *Which details tell about Hurricane Katrina’s effects on New Orleans? Which details tell about Bobbi and Bob Cat? State a main idea about how Bobbi and Bob Cat responded to the storm.*

(pp. 14–17) *Which details describe things Rich does for the animals around him? Use the details to state a main idea about how Rich treats animals.*

☉ (p. 18) *Which details show how Bobbi and Bob Cat react when they are apart? Together? What do these details tell you about their relationship?*

(p. 30) *Which details support the idea that Bobbi and Bob Cat have found a good home?*

Praise children for specific use of “Behaviors to Notice and Support” on page 106 of the *Guided Reading Teacher’s Guide*.

LEVEL
M

Develop Comprehension

Thinking Within the Text

Check children's understanding of the main idea and supporting details. Ask:

- *What is the best way to summarize Two Bobbies?*
- *Which key details are necessary to include in a summary of this book? Which details should be left out?*

Thinking Beyond the Text

Remind children that the Two Bobbies make an appearance on television. Then ask:

- *Is it surprising or not that so many people want to adopt the Two Bobbies? Explain.*
- *What makes a home special for any pet?*

Thinking About the Text

Focus attention on the illustrations. Ask:

- *What do the illustrations add to the story?*
- *Why is this true story told with illustrations rather than photos?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind children that context clues are the words and sentences surrounding an unknown word that help explain its meaning.

- Have children find the word *tethered* on page 6. Model how to use surrounding words and sentences to figure out that *tethered* means "tied up, as if on a leash."
- Have children locate the words *receded*, *construction*, *permission*, *kibble*, and *sanctuary* in *Two Bobbies*. Have children use context clues to help figure out a definition for each word. Offer support as needed. Ask volunteers to share their definitions with the class.

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

Develop Fluency

Model how you use punctuation and phrasing to chunk words together as you read. Have children do repeated readings of a page or two until they read fluently.

Expand Oral Language/Conversation

Talk About Friendship Point out that Bobbi and Bob Cat are unlikely friends because one is a dog and one is a cat. Note that dogs and cats sometimes don't get along. Ask: *Do animal friends have to be alike? Why or why not? What makes two animals good friends?*

Write and Respond to Reading

Create a Poster Have children create a poster that could be used to help find Bobbi's and Bob Cat's owner. The poster should include a description of the animals, details about how they were found, and where the owner can go to claim them. **(Informative/Explanatory)**

Write a Newspaper Article Have children write a brief newspaper article reporting about what happened to Bobbi and Bob Cat. Remind children that newspaper articles are based mostly on facts and should answer the questions *who, what, when, where, why, and how*. **(Informative/Explanatory)**

ELL Bridge

Use gestures to support vocabulary development for verbs. For example, use hand motions to show how the rain pounded and the strong winds pushed walls of water. Invite children to take turns using gestures to illustrate verbs from *Two Bobbies*. Have classmates suggest verbs that match the action.

Connect Across Texts

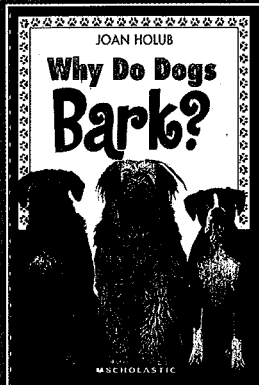
Blackout by John Rocco

Compare and contrast the crisis that the animals face in *Two Bobbies* with conditions the family faces in *Blackout*. How is the way in which the individuals respond similar in some ways but very different in others?

Connect to the Internet

Share this website with children so they can learn more about preparing for hurricanes:
<http://teacher.scholastic.com/activities/wwatch/hurricanes/ready.htm>.

Why Do Dogs Bark?



Summary & Standards

Summary: Questions about dog behaviors, such as “Why do dogs bark?” and “Why do dogs sniff you?” are addressed in a question-and-answer format.

CCSS.ELA-Literacy: Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Joan Holub

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding dog traits; comparing living things

Text Type: Question & Answer Book

Genre/Text Type

Informational Text/Question & Answer Book

Remind children that informational text has facts about a topic. Questions are asked and answered in this text.

Informational Text Features

Photos and Illustrations Photos support the text. Illustrations support the text and add humor.

Headings Content is organized under headings framed as questions.

Phonetic Respelling Names of some breeds are shown with phonetic respellings.

Vocabulary

Academic Vocabulary

experts (p. 42): people who know all about a topic

obey (p. 44): listen to and follow instructions

powerful (p. 8): strong

Domain-Specific Vocabulary

retrievers (p. 5): types of dogs bred to find and bring hunted animals to hunters

Challenging Features

Text Some sentences are very long. Guide children in continuing the flow from one line to the next.

Vocabulary Words that name breeds may be unfamiliar to children. Children may have difficulty with the phonetic respellings.

Supporting Features

Text Headings in the form of questions introduce page or spread. Questions are answered.

Content Children should enjoy the subject and find some of the information familiar.

A First Look

Read the title and discuss answers to the question it raises, “Why do dogs bark?” Have children suggest answers. Discuss the different dogs featured on the cover. Then have children flip through the book. Establish that the book is organized by questions and answers.

Read and Analyze Informational Text Cite Textual Evidence

Ask and Answer Questions

Explain that authors of informational text decide how to organize information. Point out that readers often find a question-and-answer format helpful.

(p. 6) *What details does the author give to answer the question about which breeds of dog are smallest and which are biggest?*

(p. 16) *What details does the author give to answer the question posed in the title, “Why do dogs bark?”*

(p. 22) *Why would the answer to “Can dogs see better than people?” be yes and no? In what ways do dogs see better than people? In what ways do people see better than dogs?*

(p. 32) *What is the answer to the question, “Why do dogs wag their tails?” What other details does the author include about how dogs move their tail and what each movement means?*

Praise children for specific use of “Behaviors to Notice and Support” on page 106 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Ask children to recall the connection between dogs and wolves:

- *How are dogs related to wolves?*
- *What are things that both dogs and wolves do?*

Thinking Beyond the Text

Discuss the relationship between people and dogs. Ask questions such as:

- *How do dogs rely on humans? What are some ways that humans rely on dogs?*
- *Why do you think dogs have been called "man's best friend"?*

Thinking About the Text

Help children understand text structure. Ask:

- *On pages 40 and 41, there are three sections under the question. How do these three stories help answer the question?*
- *How do the questions help you read the book?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffixes

Remind children that suffixes are letters added to a word to give it a different meaning.

- Write the word *powerful*. Underline *power* and help children define it. Underline *ful* and say: *Adding this suffix makes this word mean "full of power."*
- Repeat with the words *helpful* and *playful*.

Compound Words

Review with children that compound words combine two separate words to make a new one with a new meaning.

- Write the word *underwater*. Draw a slash to divide the word: *under/water*. Say: *Under can tell where or be used to indicate direction. We know what water is. Underwater means that something is below the surface of the water.*
- Repeat with the words *sheepdogs*, *snowsleds*, and *bloodhounds*.

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

Develop Fluency

Echo-read a section of the book with children, reading each sentence and having children repeat it after you. Emphasize correct intonation and phrasing according to punctuation. Afterward, have children reread the book with partners.

Expand Oral Language/Conversation

Talk About Dogs Ask children to tell what new information they learned about dogs. Then discuss which things were most surprising to them. If any children have dogs as pets, invite them to tell how they think the information shared by the author helps them better understand their own pets.

Write and Respond to Reading

Write Interview Questions Have children write a list of questions they would ask the author. Tell children they can ask questions about why she wrote the book and how she found her information. The questions may also be about dogs. **(Informative/Explanatory)**

Write a How-to Using the information on pages 46–47, children can write how-to lists describing how to train dogs. Show them a numbered list as a model and tell them that they should write the steps in the correct order. **(Informative/Explanatory)**

ELL Bridge

Have partners choose one questions from the book. One partner will read the question aloud, while the other answers in his or her own words, using the pictures for support. Then partners switch roles.

Connect Across Texts

The Two Bobbies: A True Story of Hurricane Katrina by Kirby Larson and Mary Nethery

Bobbi the dog befriends Bob Cat in the wake of Hurricane Katrina. In *Why Do Dogs Bark?* you learned about typical dog behavior. What about 's behavior was typical? What was unusual?

Connect to the Internet

Have children explore dog breeds at http://www.akc.org/breeds/complete_breed_list.cfm. You may wish to ask children to select two breeds and compare and contrast them based on their appearance in the photo and the text descriptions.