

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Butterfly Boy**
- **Looking Closely in the Rain Forest**
- **The Magic School Bus Fixes a Bone**
- **My Light**
- **Odd Animal Helpers**
- **Owls**
- **The Paperboy**
- **Pet Heroes**
- **A Picture Book of Jesse Owens**
- **Surprising Swimmers**

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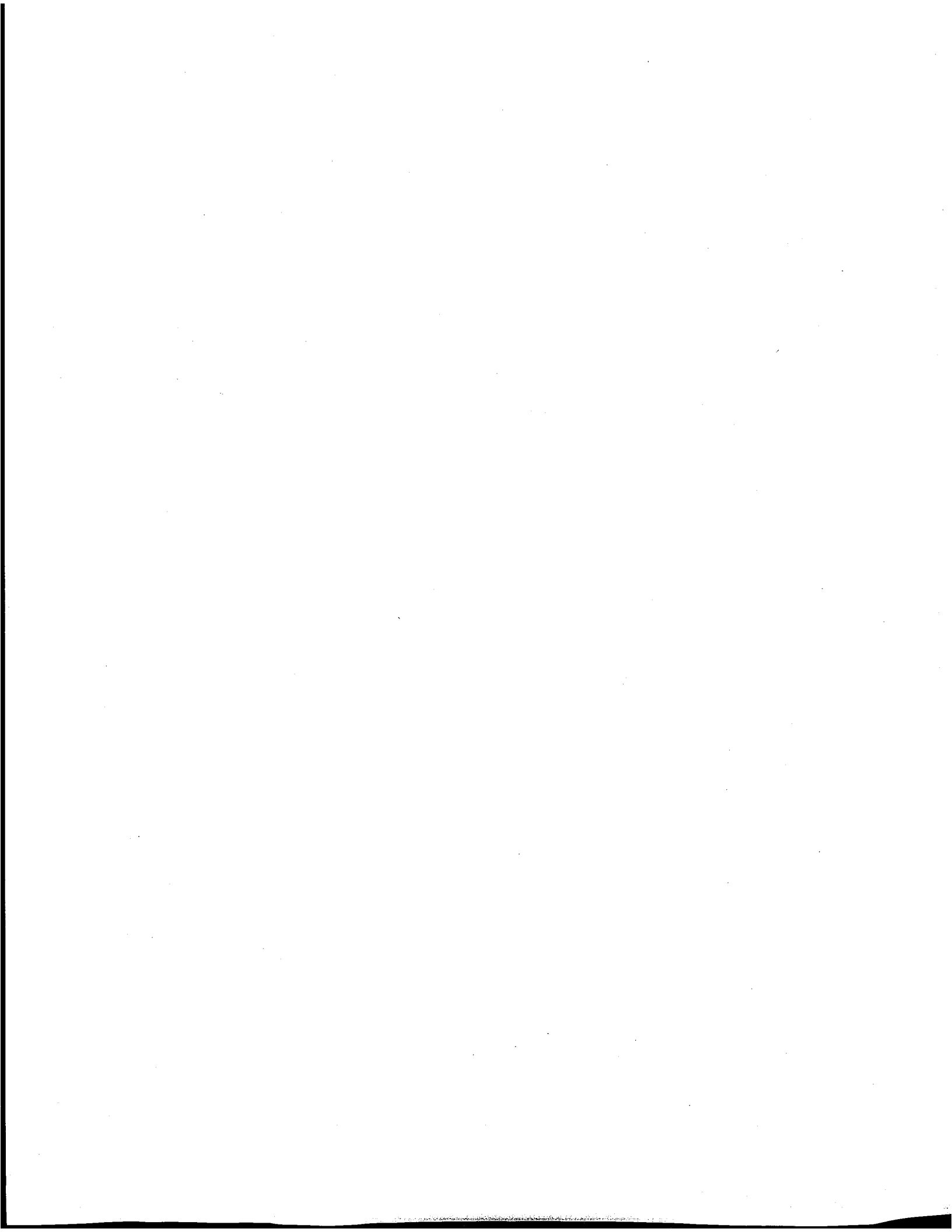


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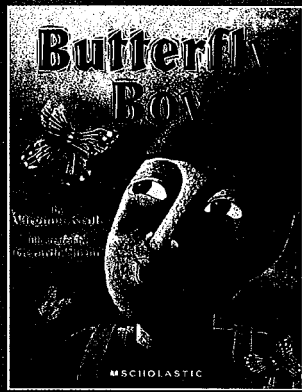


SCHOLASTIC

ITEM S-HT5-64740-1



Butterfly Boy



Summary & Standards

Summary: Emilio wants to help Abuelo, but the only things that cheer him up are the brightly colored butterflies. How can Emilio bring the butterflies to Abuelo?

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3).

Author: Virginia Kroll

Word Count: 250+

Genre: Realistic Fiction

Themes/Ideas: interacting with elderly people; helping others

Text Type: Picture Book

Genre/Text Type

Realistic Fiction/Picture Book Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. Illustrations show the story's events.

Text Features

Illustrations Beautiful, expressive illustrations set the mood of the story and depict its events.

Vocabulary

Academic Vocabulary

crimson (p. 7): a deep purplish-red color
pleaded (p. 22): asked for something in a serious and emotional way

Domain-Specific Vocabulary

hibernating (p. 15): resting or becoming inactive during the winter
wilting (p. 24): becoming limp because of cold weather or a lack of water; dying

Challenging Features

Text Children may have difficulty with the embedded dialogue. Practice reading dialogue.

Vocabulary Children may be challenged by some of the vocabulary. Encourage them to use context clues to find the meaning of unfamiliar words.

Supporting Features

Text Colorful and dreamlike illustrations add visual interest and reinforce the close relationship between Emilio and his grandfather.

Content The story is well paced, and children will be attracted by Emilio's love for his grandfather.

A First Look

Display the front cover and the first few pages of illustrations. Explain that the story is about Emilio—Butterfly Boy—and his grandfather, Abuelo. Identify Emilio and Abuelo in the illustrations and discuss the dreamlike nature of the art. Explain the style's roots in Hispanic culture. Then say: *Let's read the story to find out why Emilio is called Butterfly Boy.*

Read and Analyze Literature Cite Textual Evidence

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

Identify Theme

Explain that a story's theme—its central idea or message—is rarely stated directly. Readers must consider the characters and their actions and then make inferences to find the theme. (Note: Book pages are not numbered. The title page is p. 1.)

- ⊛ (pp. 5–9) *What does Emilio notice about Abuelo that others do not? How does Abuelo communicate? Find specific examples in the text.*
- (pp. 10–13) *Why does Emilio wheel Abuelo out to see the butterflies and toss toast crusts to the sparrows? What do these actions say about Emilio's relationship with Abuelo?*
- (pp. 26–27) *Why does Emilio stand still, wearing a white shirt? Does his plan work?*
- ⊛ (p. 32) *What is Emilio's relationship with Abuelo? What does this tell about the theme of the story? What life lessons did Emilio or the other characters learn? Explain.*

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

LEVEL N

Develop Comprehension

Thinking Within the Text

Make sure children understand why the color of the garage is important. If necessary, go back to the explanation on page 15. Ask:

- *Why does Emilio get so upset when Papa paints the garage?*
- *Why does Papa paint it white again?*

Thinking Beyond the Text

Guide children to analyze the images on pages 23 and 27.

- *Ask: How is the picture on page 23 different from others in the book? Why is it different?*
- Read aloud page 26 as children look at the illustration on page 27. Then ask: *How does the illustration add to the words in the book?*

Thinking About the Text

Talk about Abuelo and how the reader is made aware of his thoughts and feelings, although he never speaks. Ask:

- ❖ *How do words and pictures help the reader understand Abuelo's thoughts and feelings?*
- ❖ *What do the illustrations tell you about Abuelo? How is he affected by story events?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Verb Ending -ed

Explain that this story is told in the past tense. The ending -ed is often added to verbs, or action words, to show that something happened in the past.

- Use the word *struggled* on page 7 as an example. Write it on the board and read the sentence: *Suddenly Abuelo struggled to speak.*
- Explain that if you take away the -ed ending, you get the present-tense form, *struggle*. Say a new sentence: *Sometimes I struggle to wake up in the morning.*
- Ask: *How does the -ed ending change the meaning of the word?*
- Repeat with other verbs ending in -ed, such as *fluttered*, p. 13; *attracted*, p. 15; *squirmed*, p. 20; and *reminded*, p. 24.

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

Develop Fluency

Explain that reading fluently and with expression can build suspense in key parts of a story. The climax, or high point, of this story is on page 26. Ask a volunteer to model reading this portion with very little expression. Then model reading with expression, modifying your pace and key intervals to build suspense. Invite other children to read page 26 with expression in order to build suspense.

Expand Oral Language/Conversation

Talk About Butterflies Invite children to discuss what they know about butterflies. Children may be familiar with certain kinds of butterflies, such as monarch butterflies. They may be aware that some butterflies migrate or hibernate during cold weather. Ask: *How does the butterfly hibernation build suspense in this story?*

Write and Respond to Reading

Write a Story Have children write about this story from the perspective of one of the butterflies that landed on Emilio. Encourage them to describe how the humans look and sound to a butterfly. **(Narrative)**

Create Trading Cards Have children choose one species of butterfly and create a trading card for it. Encourage them to include facts about the butterfly and a picture or photo of the butterfly. **(Informative/Explanatory)**

ELL Bridge

Have children make paper "butterflies" before they read. Have them draw the butterflies, color them, and fold them in half. As you read, periodically ask: *What are the butterflies doing? Where are the butterflies?* Encourage children to respond by motioning with their paper butterflies and using action words to describe their movements.

Connect Across Texts

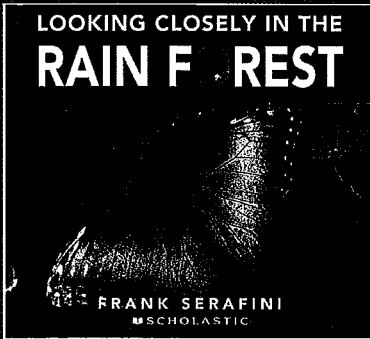
The Paperboy by Dav Pilkey

Invite students to talk about how each main character accepts responsibility. The paperboy delivers newspapers early on cold, dark mornings when everyone else sleeps. The butterfly boy decides to paint the garage so the butterflies will stay and warm his grandfather's heart.

Connect to the Internet

For more on the red admiral butterfly, visit www.butterfliesandmoths.org/species/Vanessa-atalanta.

Looking Closely in the Rain Forest



Summary & Standards

Summary: A tropical rain forest contains an abundance of plants and animals. Each one included here is introduced by one well-observed detail followed by a photo and short text.

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

Author: Frank Serafini

Word Count: 250+

Genre: Informational Text

Themes/Ideas: observing nature; appreciating the diversity of life in the rain forest

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind children that an informational text has facts about a topic. The photographs emphasize the visual richness and diversity of rain-forest plants and animals.

Informational Text Features

Close-up Photographs The photographer/author focuses on a detail of each photo, then shows the full image of each organism featured here.

Vocabulary

Domain-Specific Vocabulary

burrows (p. 20): underground homes or nests
canopy (p. 24): the top layer of branches in a forest
humid (p. 32): moist, damp
nocturnal (p. 12): active at night

Challenging Features

Text The questions and photo detail may confuse children initially. Read aloud the first chunk to introduce them to the book's format and rhythm.

Content The book contains a good deal of science information. Remind children to focus on one plant or animal at a time, rereading as needed.

Supporting Features

Text The book is visually appealing and playful in tone, which should invite the reader to learn about these rain-forest plants and animals. The photos and text are mutually supportive.

Vocabulary Most of the vocabulary in this book will be familiar to children or defined in context.

A First Look

Read the title and display the front and back covers. Point out that this book is about the rain forest but also about looking closely. Discuss which photo shows a close-up view and which does not. Ask: *What might you discover by looking even more closely?*

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.

Evaluate Author's Purpose

Remind children that authors have a purpose to their writing, and get them to think about how this author uses questions and images to spark children's imaginations and have them pay close attention. (Note: Book pages are not numbered. The title page is p. 1.)

- (p. 1) *How do the book's title and the layout of this page give a clue to the author's purpose?*
- ★ (pp. 2–5) *Why do you think the author of this book shows only a small part of each photo first? What do the questions tell you about his purpose in presenting the material in this way?*
- ★ (pp. 14–17) *Why do you think the author follows the same pattern for each four-page chunk? Why does he suggest such unlikely things to describe what you see in the photo detail?*
- (pp. 38–39) *Describe how this photograph fits with the rest of the book. Based on the book as a whole, how would you summarize its author's purpose?*

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Help children grasp the author's point that looking closely rewards the careful viewer. Say:

- *The author tells us to look very closely. Why do you think he commands us to do that?*
- *Why does the author mention both "hot peppers" and "goblin fingers"? (p. 14) How does his approach make the "answers" more fun to learn about?*

Thinking Beyond the Text

Help children see that the author wants to highlight the forest's diversity as well as what is special about each plant or animal. Ask:

- ❖ *What do all the four-page chunks have in common? What is the author's point with this?*
- ❖ *The author tells about five animals and four plants. Why do you think he chose these?*

Thinking About the Text

Ask children to reread one animal entry and one plant entry. Then ask:

- *What kinds of information about these life forms does the author give?*
- *How would you describe the author's feelings about the rain forest?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Vivid Verbs

Mention that an author holds a reader's interest in part by using exciting action words.

- Point out and help children visualize the following well-chosen verbs: *chattering, balance, leap* (p. 4), *produces, soak up* (p. 8), and *clinging* (p. 12). Ask: *What are some of the ordinary words the author could have used instead? What is the advantage of using vivid verbs like these?*
- Invite children to find and list at least five other vivid verbs used in the book. Ask: *How does a just-right word affect the kind of mental picture you are able to form?* Point out that vivid verbs can be used to lend color, life, and specificity to any piece of writing, including children's own.

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

Develop Fluency

Have children improve their fluency by reading aloud one "introductory" page and one "answer" page for a given plant or animal. Demonstrate with pages 2-5, modeling the different inflections and intonations used for the command, questions, identifying statement, and explanatory text. Have partners take turns reading one four-page chunk.

Expand Oral Language/Conversation

Talk About the Rain Forest Discuss what children know about rain forests. What is one new piece of information they learned from this book? What else do they want to know about rain forests? How might they find out?

Write and Respond to Reading

Write a Riddle Invite children to each choose a plant or animal from the book and write a riddle challenging the listener to identify it. The riddle should be in the first person, with the plant or animal describing itself and how it appears and behaves. **(Narrative)**

Write a Review The author also took the photos. In a note at the end of the book he says that "photographers pay attention to things other people may overlook or take for granted." Ask children to write a review that tells how reading this book did or did not change their attitude to looking at nature. Remind them to give examples to support their opinion. **(Opinion)**

ELL Bridge

Point out that the pattern of each pair of spreads is to playfully mislead the reader, then give correct information about the plant or animal pictured. Encourage children to talk about the details they see in each picture.

Connect Across Texts

Surprising Swimmers by Emma Ryan

Talk about how both of these books use photos and text together to get readers thinking about what is unique or unusual about certain animals.

Connect to the Internet

For more photos and facts about tropical rain forests visit <http://animals.sandiegozoo.org/habitats/tropical-rain-forest>.

The Magic School Bus Fixes a Bone



Summary & Standards

Summary: When the class skeleton, Mr. Bones, breaks a bone, the kids in Ms. Frizzle's class take a field trip on the Magic School Bus to learn how bones heal.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Kristin Earhart

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning how bones heal; understanding the functions of bones

Text Type: Series Book

Genre/Text Type

Informational Text/Series Book Remind children that informational text gives facts about a topic. Review that the Magic School Bus books describe the educational adventures of Ms. Frizzle's class.

Informational Text Features

Sidebar Sidebars in the form of reports written by students provide more in-depth information.

Vocabulary

Academic Vocabulary

layer (p. 16): a thickness of a material spread over a surface and often stacked

protective (p. 32): designed to keep something safe

Domain-Specific Vocabulary

spine (p. 9): backbone

vessels (p. 17): tiny tubes that carry the blood through the body

Challenging Features

Text Children may be confused by the mix of narrative and informational text.

Content Help children understand the detailed scientific information about bones.

Supporting Features

Text Labeled pictures and numbered sequences of events make scientific concepts easier to understand.

Vocabulary Difficult science terms are defined in context or illustrated with labeled pictures.

A First Look

Talk about the cover and have children describe what they see. Ask children if they have read other books in the Magic School Bus series. Have children use the title and illustrations to predict what they think the book will be about. Then say: *Let's learn how bones can break and heal.*

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 Sequence

Explain that scientific texts sometimes describe the stages of how something happens or the steps to follow for a procedure.

⊛ (pp. 18–21) *What is the first stage when a bone heals? What is the final stage? What is the relationship between the text and illustration on pages 18–19 and the sidebar on page 20? What changes between the illustration on pages 18–19 and the one on pages 20–21?*

(pp. 22–25) *What procedure is being described in the main text on pages 22–23? What is described in Carlos's student paper on pages 24–25? How does the text of each step described in this sidebar relate to the main text on pages 22–23? How do the illustrations in Carlos's paper relate to the text for each step in the process? What scientific concept does this sidebar help the reader understand?*

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children think about the book's problem and solution.

- *What problem do the students face? How do they solve this problem?*

Thinking Beyond the Text

Examine the cover of the book. Then ask:

- *How is this book similar to other books you have read about bones or how the human body works? How is it different?*

Thinking About the Text

The author uses many kinds of text features to make the science content accessible. Ask:

- *How do the illustrations and speech balloons help the reader better understand information about bones?*
- *What types of information does the author include in the reports written by the students?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Wordplay

Explain that an idiom is an expression whose overall meaning is different from the meanings of the individual words that make up the saying. Note that the author uses idioms to make bone-related jokes.

- Have children look at the comment *No bones about it* on page 7. Discuss that this idiom means "no doubt." Then have children look at the comment *I feel it in my bones* on page 11. Discuss how this idiom is used by someone who knows instinctively that something is true.

Review how a pun is a humorous play on words.

- Have children discuss the joke the author makes on page 10 by having Carlos mistake *humerus* for *humorous* and the play on words the author makes on page 12 with *trip/tripped*.

Explain that some of the humor in the book comes from using the words in idioms to make puns.

- Ask partners to explain the jokes *a bad break* (p. 19) and *cracks me up* (p. 29).

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

Develop Fluency

Explain that understanding when an author is using a metaphor to explain a concept will help children read more fluently. Discuss the use of the metaphor of a bridge on page 20 to describe the process by which a bone heals. Then model how to read this section of text fluently and have children echo-read it.

Expand Oral Language/Conversation

Talk About Body Parts Have children use information from the visuals in the book to identify different bones in the body and discuss how they work together to do various important jobs.

Write and Respond to Reading

Write a Scene Have children write a description of a trip Ms. Frizzle's class takes to a doctor's office to watch a doctor take care of a patient with a broken bone. **(Narrative)**

Draw and Label a Poster Have small groups of children draw a picture of a skeleton and label the bones they learned about in the book. They can use Mr. Bone as a model for their skeleton. Then have them write a paragraph at the bottom of the poster stating facts about the bones in the body. **(Informative/Explanatory)**

ELL Bridge

Use gestures to convey the meaning of unfamiliar science terms. Point to and name different bones and body parts discussed in the text, such as *hinge joint, humerus, ulna, radius, skull, spine, and ribs*. Have children follow your lead.

Connect Across Texts

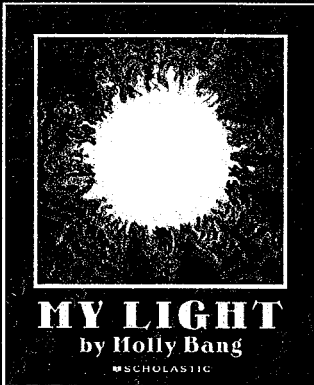
My Light by Molly Bang

Discuss how both of these books combine elements of fantasy with factual information. Why would an author want to combine fantasy and facts?

Connect to the Internet

Share this website with children to continue to explore the subject of bones: <http://kidshealth.org/kid/htbw/bones.html>.

My Light



Summary & Standards

Summary: The energy from the sun's rays affects all of Earth's natural systems and is the ultimate source of the electricity that provides light and power for our lives.

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

Author: Molly Bang

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding the sun's energy; exploring electricity

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 inform the reader.

Informational Text Features

About This Book The author includes background information about electricity.

Vocabulary

Domain-Specific Vocabulary

energy (p. 6): a resource for producing power such as electricity

generators (p. 8): machines that convert one form of energy into another

radiance (p. 4): brightness

turbines (p. 8): machines with a round part (rotor) that is moved by pressure or a moving liquid

Challenging Features

Text The author uses artistic representations of scientific concepts. Point out details, such as the wavy, dotted yellow lines that represent electricity.

Content Most children will not understand how energy changes forms. Help them make a basic connection by playing a bowling game.

Supporting Features

Text The author uses simple, child-friendly language to explain complex concepts.

Vocabulary Children should be familiar with most of the content vocabulary.

A First Look

Read the title and author's name and then ask children to describe the small picture in the center of the cover. Ask: *What does the yellow shape around this picture look like? Where is another yellow shape like this one?* Then ask: *How does this picture help you predict what the book is about?*

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.

Describe Relationships Between Ideas

Discuss with children the relationships between scientific ideas. Understanding these connections helps children understand the text. (Note: Book pages are not numbered. The first page of text is page 3.)

✦ (pp. 4–6) *How does the author explain the relationship between the sun and the clouds?*

(pp. 8–9) *Explain the cause-and-effect relationship between water trapped by a dam and electricity that leaves the dam through copper wires. What is the sun's role in producing this electricity?*

✦ (pp. 12–13) *What is the connection between the sun and the wind? Between wind and electricity?*

(pp. 18–21) *How does the sun's energy end up deep in the ground? What is the relationship among the sun's energy, coal, and electricity?*

(pp. 24–26) *What is the relationship between city lights at night and the sun's light during the day?*

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children think about the text and identify the topic and key details. Ask:

- *What is the main topic of this book?*
- *What key details tell more about the main topic?*

Thinking Beyond the Text

Talk about and list the different forms of electricity discussed in the book. Then ask:

- *How do people use electricity in their everyday lives?*
- *Why is it important to conserve electricity and other forms of energy?*

Thinking About the Text

Discuss the narrator's effect on the text. Ask:

- *Who is the narrator of this book?*
- *How does the author's choice of narrator affect the information in the text?*
- *Does the narrator make this informational text easier to read and understand than it would be without a narrator? Explain your answer.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Sounds: *ou* and *ow*

Remind children that the sound /ou/ can be spelled *ou* or *ow*. The words *house* and *cow* have this sound.

- Point out the word *clouds* on page 6. Say the word, emphasizing the /ou/ sound. Ask: *What sound do you hear in the middle of clouds? (/ou/) Which letters stand for this sound? (ou)*
- Then have children find a word on this page with the /ou/ sound spelled *ow*. (*down*) Point out that *ow* in *down* and *ou* in *cloud* have the same vowel sound. Remind children that the letters *ow* and *ou* do not always stand for /ou/.
- Ask children to page through the book to find other words with the /ou/ sound, spelled with *ou* and *ow*. (*round, out, towns, underground, power*)

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

Develop Fluency

Have children whisper read several pages to themselves, practicing proper pronunciation and pacing. Walk around and listen to children as they read. Offer immediate feedback.

Expand Oral Language/Conversation

Talk About the Sun Have children share what they know about the sun. Lead a discussion about the positive qualities of the sun. Then ask: *Does the sun have any negative qualities? Explain.*

Write and Respond to Reading

Make a Poster Have children make a poster about the sun and its connection to one or two forms of electricity. Remind children to include illustrations, labels, and captions. **(Informative/Explanatory)**

Write a Poem Point out that the text has the feel of a long poem. The author repeats words, uses one- and two-word sentences and sound words, and uses descriptive language. Have children use what they learned from the book to write a short poem about the sun. Have them describe the sun and its role in our everyday lives. Remind children that a poem need not rhyme. **(Narrative)**

ELL Bridge

Use gestures to support vocabulary development for verbs that tell what is happening on each page, such as *falls, flows, spins*, and so on. Invite children to take turns using gestures to convey meaning. Then encourage children to use complete sentences to explain what is happening—for example, *The water flows down.*

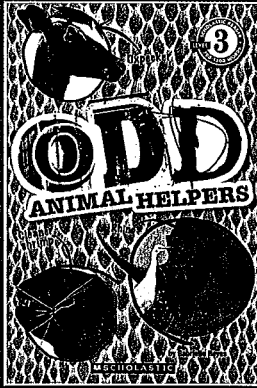
Connect Across Texts

If Dogs Were Dinosaurs by David M. Schwartz
Schwartz begins his book with a note that explains why he wanted to write about the concept of relative sizes. Bang ends her book with a note that explains why she wanted to write about the sun as a source of energy. How do these notes help readers appreciate the authors as people as well as their reasons for writing these books?

Connect to the Internet

Invite children to continue to explore energy sources and games, which include energy slang terminology: <http://www.eia.gov/kids/>.

Odd Animal Helpers



Summary & Standards

Summary: This informational text highlights unexpected ways that different kinds of animals work together to help themselves survive.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Gabrielle Reyes

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about symbiotic relationships; exploring animal behavior

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 photos to inform the reader.

Informational Text Features

Heads Main heads separate the book into three sections. Subheads announce each example.

Vocabulary

Academic Vocabulary

survive (p. 3): stay alive

unexpected (p. 3): surprising

Domain-Specific Vocabulary

predators (p. 12): animals that live by hunting other animals for food

symbiotic relationship (p. 3): a relationship between two organisms in which at least one benefits from the other

Challenging Features

Text The text has a mixture of simple, compound, and complex sentences. Help children break down longer sentences into more manageable chunks.

Content Students may have difficulty understanding some of the symbiotic relationships. Guide children to see the benefits of the relationship.

Supporting Features

Text Subheads provide clues to key ideas. The names of the animal helpers are highlighted.

Vocabulary A glossary provides definitions of key scientific terms.

A First Look

Display the cover and read the title. Say: *Why do you think a smaller animal is featured with each larger animal? Ask children to discuss why the author might have included the word odd in the title. Then say: Let's read to find out about animal helpers.*

Read and Analyze Informational Text Cite Textual Evidence

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

Use Text Features

Help children use text features to get information and support their understanding of the text.

- ⊗ (p. 3, p. 32) *Which two words on page 3 look different from the other words? Why have they been called out? Where can the reader find out what these words mean? What is the definition?* (pp. 4–5) *Which two words are highlighted in red on page 5? Why does the author make these words stand out? How does this help you understand what is shown in the picture?*
- ⊗ (pp. 10–11, p. 32) *How can the glossary help the reader understand why the clownfish is not harmed by the sea anemone?* (pp. 12–13) *Compare the two types of highlighted text here. Which indicates it is a glossary word? Which names the animal in the photograph?*
- ⊗ (pp. 22–23) *What is meant by "hitch a ride"? How do the subhead and the photo help the reader understand the main idea here? Why does the barnacle need to hitch a ride on the whale?*

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children think about the details they have read. Then ask:

- *What is this book mostly about?*
- *What are some of the ways that animals provide food, protection, or transportation for each other?*
- *What makes some of these partnerships odd, or unusual? Cite details.*

Thinking Beyond the Text

Remind children that authors have a purpose, or reason, for writing. Ask:

- ✦ *Why did the author write about unusual animal relationships?*
- ✦ *Think about jobs that some dogs do. How do these dogs help people? How do people help these dogs? How are these relationships like the ones in the book?*

Thinking About the Text

Direct attention to pages 26–27. Then ask:

- *What text features do these pages include?*
- *How do these text features support understanding of the information on these pages?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind children that they can use context clues to help them determine the meaning of difficult words. Explain that context clues are words and phrases in the surrounding text that hint at the word's meaning.

- Have children find *camouflage* on page 12. Say: *The text says that the sponges help decorator crabs “avoid being attacked” and they are “left alone” because predators don’t notice them. What do you think camouflage means? (something that makes animals go unnoticed)*
- Guide students to use context clues to determine the meaning of *tentacles* (p. 11), *appendages* (p. 22), and *hover* (p. 29).

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

Develop Fluency

Use page 11 to model expert reading of complex text. Point out to children how you use punctuation cues to read the text in phrases and determine where and how long to pause. Then have partners practice reading the same passage to each other.

Expand Oral Language/Conversation

Talk About Partnerships Lead a discussion about partnerships. Have children use information from the text to describe how animals work as partners. Encourage them to tell about how people can work as partners too.

Write and Respond to Reading

Write Facts Have children write several sentences to tell about an animal partnership. Tell them to include facts from the text. **(Informative/Explanatory)**

Write a Story Have children write a short story from the point of view of one of the animal helpers in the book. Have them describe how they help another animal and tell why they do it. **(Narrative)**

ELL Bridge

Have children use details in the pictures to support their understanding of the key ideas in the text. For example, after children read page 6, ask questions such as these: *According to the text, what part of the moray eel does the cleaner shrimp like? What does the shrimp do to the eel’s mouth? What do you see the cleaner shrimp doing in the picture?*

Connect Across Texts

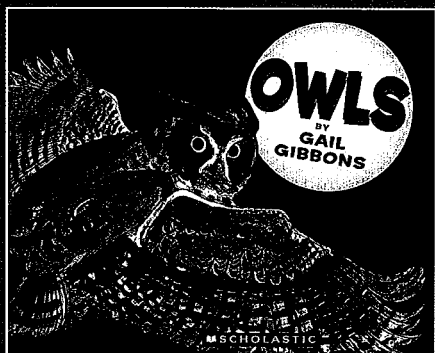
Pet Heroes by Nicole Corse

What are some of the surprising ways in which animals can help people? Use these books to list examples. How did each of the animals described figure out what kind of help a person needed?

Connect to the Internet

Share this website with children to explore examples of symbiotic relationships among sea animals: www.seaphotos.com/symbiosis.html.

Owls



Summary & Standards

Summary: From the tiny elf owl to the great gray owl, all owls share a common trait—they are excellent hunters, thanks to their special features.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Author: Gail Gibbons

Word Count: 250+

Genre: Informational Text

Themes/Ideas: identifying characteristics of owls; learning about owl habitats

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Labels Labels identify the names of types of owls.

Diagram A diagram with labels shows the parts of an owl.

Captions Captions give additional information.

Vocabulary

Academic Vocabulary

characteristics (p. 8): traits or identifying features

communicate (p. 20): to share information

Domain-Specific Vocabulary

habitats (p. 29): areas where animals naturally live

talons (p. 16): the sharp claws of a bird of prey

Challenging Features

Text Children may be challenged by the placement of labels and captions. Suggest that they pause after reading each label and identify what it names.

Content Children may encounter unfamiliar concepts. Point out that children can use illustrations and context to help them understand these concepts.

Supporting Features

Text The main text, located at the bottom of each page, summarizes and clarifies information in the pictures and diagrams.

Vocabulary Many challenging words are defined in context in the main text or shown in diagrams with callouts.

A First Look

Show children the front and back covers and read aloud the title and the author's name. Elicit a description of the owl. Ask: *What clues in the illustration let you know what time of day it is? What do you think you will learn from reading this book?*

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.

Interpret Information

Point out that, in addition to the text, this book has pictures, labels, captions, and diagrams that relate information. Remind children that the details in the images help them learn about owls.

- ⊛ (pp. 6–7) *How does this illustration contribute to the information about different kinds of owls?*
- ⊛ (p. 8) *What information does the author add to the main text by including this diagram?*
(p. 13) *How do the pictures of a dish antenna and an owl support and deepen the information about owls' ears that is given in the text?*
(p. 18) *How do the three illustrations fit together to add information about owl pellets?*
- ⊛ (p. 26) *Why do you think the author included three illustrations on this page? What additional information do you learn about owls from these illustrations?*

Praise children for specific use of “Behaviors to Notice and Support” on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Focus discussion on the main idea and details by asking questions such as the following:

- Which details in the text help support the main idea?
- Which details in the illustrations support the main idea?

Thinking Beyond the Text

Ask children to reread pages 29 and 30.

- What questions might a reader have after reading these two pages?
- Does anything the author says here change your thinking about owls?

Thinking About the Text

Remind children that authors have different purposes for writing books. Then ask:

- ❖ Why do you think the author wrote this book about owls?
- ❖ How do you think the author feels about owls? What makes you think so?
- ❖ Why do you think the author included the additional information on page 32?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With Long a

Remind children that long-vowel sounds often have more than one spelling. Review the spellings of long *a*, which include *a*, *a_e*, *ay*, *ai*, *e*, *ea*, *ey*, and *ei*.

- Have children look at the cover of the book and find the author's name. Ask: *How do you pronounce the author's first name? What letters in her name stand for the long-a sound?*
- Ask children to look at the last line on page 8 and find two *a_e* words. Ask: *How are these words pronounced?*
- Have children look at page 11. Which word in the first line has the long-*a* sound spelled *ay*?
- On page 10, have children determine that in the words *they* and *prey*, long *a* is spelled *-ey*.
- Challenge children to find, on page 20, six different spellings for the long-*a* sound.

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

Develop Fluency

Read aloud the text at the bottom of pages 16 and 17, modeling pronunciation and phrasing. Then have partners take turns reading the two pages to each other. Provide help when needed.

Expand Oral Language/Conversation

Talk About Owl Characteristics Point out that many characteristics apply to all owls, but that some vary. Ask: *What are some characteristics that are similar or exactly the same for all owls? Which characteristics vary from owl to owl?*

Write and Respond to Reading

Write an Opinion Ask children to write a paragraph to support the statement that owls are good hunters. Encourage children to use evidence from the text and illustrations to support their opinion statements. Prompt children to reread details about owls as hunters. **(Opinion)**

Make a Flowchart Have children make a flowchart, using words to label stages in the life of an owlet. Ask children to begin with the female owl laying eggs and end with the young owls being able to live on their own. Remind children to include the age of the owl at different points on the flowchart. Some children may want to illustrate their flowcharts. **(Informative/Explanatory)**

ELL Bridge

Encourage children to use gestures to show the meanings of words and phrases such as *swoops* (p. 3), *facial* (p. 9), *flexible* (p. 10), *funnel* (p. 13), *lifting* (p. 15), *grasping* (p. 16), *swallow* (p. 17), *cough up* (p. 18), *flutters* (p. 22), and *protect* (p. 29). If children are unfamiliar with a word, use gestures to help explain its meaning.

Connect Across Texts

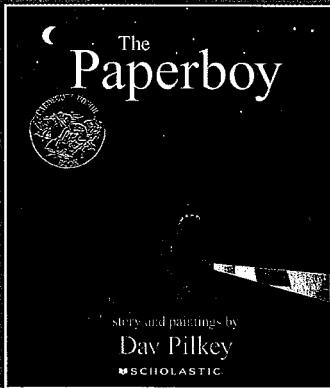
Bat Loves the Night by Nicola Davies

Davies uses a poetic narrative, watercolor illustrations, and informative labels to tell about another fascinating night flyer. How do both Davies and Gibbons help readers think about their subjects in new ways?

Connect to the Internet

Share this website with children for tips about how to look for owls: <http://www.nwf.org/kids/family-fun/outdoor-activities/learn-about-owls.aspx>.

The Paperboy



Summary & Standards

Summary: The paperboy has a special job to do, early in the morning when the rest of the world is asleep. How does he feel about it?

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Dav Pilkey

Word Count: 250+

Genre: Realistic Fiction

Themes/Ideas: learning the responsibility of a job; taking part in a community

Text Type: Picture Book

Genre/Text Type

Realistic Fiction/Picture Book Remind children that a realistic story tells about characters and events that are like those in real life. The illustrations emphasize the story's realistic aspects.

Text Features

Illustrations Full-color acrylic paintings set the mood, give information about the characters and the setting, and help tell the story.

Vocabulary

Academic Vocabulary

delivered (p. 26): brought something to a place
garage (p. 14): place where cars are parked
pedal (p. 18) to ride a bicycle
route (p. 18): a specific path that is traveled

Challenging Features

Text The text color changes with the background color of the pages. Even so, the text is sometimes hard to see—for example, on pages 14, 26, and 27.

Content Note that though paperboys are not as common today as they once were, at the time of this story, paperboys would go from house to house to deliver papers. Also point out that though the boy in the illustration appears to be really young, he actually is old enough to do the job.

Supporting Features

Text Illustrations set the mood and support the text by showing the actions of the paperboy and his dog.

Vocabulary Most of the vocabulary in this book is at grade level and will be familiar to children.

A First Look

Display the cover illustration and read the title. Encourage children to identify details in the illustration. Ask: *What is happening in this picture? What time of day is it? How can you tell? What questions do you have about this picture?* Then say: *What details let the reader know that this is fiction?*

Read and Analyze Literature Cite Textual Evidence

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

Use Illustrations to Understand Text

Explain to children that illustrations in a story like *The Paperboy* can give information about events, characters, and setting. Illustrations can also set a mood, or affect how the reader feels. Guide children to look for these details in *The Paperboy*. (Note: Pages are not numbered. The text begins on page 6.)

✪ (pp. 4–7) *What do you feel as you look at the illustrations and read the text? What details make you feel that way?*

(pp. 11, 12, 15, and 20) *How does the dog help the paperboy? What information about the dog do the illustrations add?*

(pp. 22–23) *Why do you think this is the time when the boy and his dog are happiest? How does this illustration make you feel?*

✪ (pp. 24–27) *How do the setting and mood change as the sun comes up?*

Praise children for specific use of “Behaviors to Notice and Support” on page 107 of the *Guided Reading Teacher’s Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Remind children that as readers it is important to ask yourself questions about the text. Ask:

- What questions might you ask yourself about the boy?
- What questions might you ask about safety?

Thinking Beyond the Text

Guide children to use what they know and what they read about to make inferences. Ask:

- ✪ *What do you learn about the boy's character from his behavior?*
- ✪ *What can you learn about the neighborhood where the boy lives?*

Thinking About the Text

Discuss how the illustration on pages 18–19 creates a mood to make the reader feel a certain way. Ask:

- *What does this picture say about the boy's job? How does the picture create a feeling for the reader?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Compound Words

Say that compound words are made up of two or more shorter words. Finding the shorter words can help children grasp the meaning of the new word.

- Point out the word *paperboy* on page 6. Write it on the board and ask: *What shorter words do you see? Draw a line between paper and boy. Ask: What does this compound word mean?*
- Guide children to identify and find the meanings of other compound words: *newspapers* (p. 16), *sometimes*, *nothing* (p. 19), *birdbaths* (p. 20).

Context Clues

Remind children that they can often tell the meaning of an unfamiliar word from context—the words and sentences around the word.

- On page 18, point out the word *route*. Ask: *What does it mean in this sentence? How do you know?*

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

Develop Fluency

Read pages 26–29 to children. Point out that some of these sentences have commas. Explain that fluent readers pause briefly at commas and stop for periods. Model reading the sentences. Then have children read them chorally as you listen.

Expand Oral Language/Conversation

Talk About Responsibility Point out that although the boy looks very young, he has a great deal of responsibility. Besides delivering the paper, discuss what other things he has to do for himself.

Write and Respond to Reading

Answer a Question Write the following question on the board: *Why is delivering papers early in the morning the paperboy's happiest time?* Have children write at least two sentences the boy might give to answer this question. **(Narrative)**

Write and Draw Ask children to choose an illustration from the book and write a description of it. Have them include what mood the picture evokes. **(Informative/Explanatory)**

ELL Bridge

Use the pictures to support understanding of verbs, or action words. Point out the gerunds in the story: *snapping*, *placing* (p. 14), *sniffing*, *drinking*, *chasing*, and *growling* (p. 20). Explain that the *-ing* verb ending shows that the person or animal is continuing to do something. Use illustrations as well as the word parts to support children's comprehension of these verbs.

Connect Across Texts

Pet Heroes by Nicole Corsi

This book includes true stories about dogs and other pets that do amazing things to help people. How is the loyalty of a pet to its owner shown in both *The Paperboy* and *Pet Heroes*?

Connect to the Internet

Point out that today, newspapers and news magazines are often read online. Visit this website for an example of a digital magazine: http://sni.scholastic.com/SN3/05_06_13_SN3/book#/1.

Pet Heroes



Summary & Standards

Summary: Pets are usually cared for by people, but sometimes pets take care of their owners. Some pets even save lives.

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

Author: Nicole Corse

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning how pets can be helpers; identifying kinds of animals that can be pet heroes

Text Type: Chapter Book

Genre/Text Type

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

Informational Text Features

Heading Each spread features a heading with the name of the pet described on the spread.

Vocabulary

Academic Vocabulary

encountered (p. 30): met face to face

rescue (p. 7): to save from danger

Domain-Specific Vocabulary

seizure (p. 12): a condition in which a person shakes uncontrollably and becomes unconscious

service (p. 4): providing help

Challenging Features

Text Children may not realize that each two-page spread is about a different pet or group of pets and forms a chapter.

Content Children may be unfamiliar with the idea that pets can provide people with lifesaving help. As you discuss each pet, discuss how its instincts and its ability to be trained helped it perform a lifesaving task.

Supporting Features

Text The predictable layout of the book and the headings that name each pet help children focus on main ideas and details.

Vocabulary Context clues can help children figure out the meanings of unfamiliar words.

A First Look

Talk about the cover and have children discuss what they see. Have children use the title and pictures to predict what they think the book will be about. Ask: *What details on the cover let the reader know that this is informational text?*

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

Help children identify main ideas and key details that support the main ideas. Encourage children to use text and photos.

- ☉ (p. 3) *What is the main idea the author states on this introductory page?*
- ☉ (pp. 4–5) *Which details support the main idea that Bonnie is an extra-special guide dog? What does Bonnie use to guide Clyde?*
(pp. 8–9) *Why were Rabbit's owners in danger? How did Rabbit help them?*
- ☉ (pp. 16–17) *Which details about Zoey's heroic action did you learn from reading the text? Which details about the dog can you learn from the photographs?*
(pp. 20–21) *How did Lulu become a pet hero? What two details did the author include about what Lulu did?*

Praise children for specific use of “Behaviors to Notice and Support” on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

- Discuss the different pet heroes. Have children take turns choosing a pet hero and telling what problem it faces and how the pet solves the problem.

Thinking Beyond the Text

Look at the title and cover images. Then ask:

- *What other name might you give this book?*
- *How is this book like other books you have read about pets? How is it different?*

Thinking About the Text

Discuss with children how the author chose to organize the information in the book.

- *How is each pet introduced? What information does the writer include about each pet hero?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Multisyllabic Words

Remind children that when they come to a long, unfamiliar word, they can divide the word into syllables between consonants and pronounce the word one syllable at a time. Point out that this rule does not apply to consonant blends such as *tr* or *st*, or digraphs and trigraphs such as *ch*, *tch*, *ph*, *sh*, *sch*, or *th*. Explain that dividing a multisyllabic word into syllables can help children read an unfamiliar word.

- Have children find the last word on page 6 and pronounce it syllable by syllable. (re-triev-er) Point out the consonant blend *tr*.
- Have children locate the word *escape* on page 9 and note how to pronounce it one syllable at a time. (es-cape)
- Help children divide the following words into syllables: *sur-vi-vors* (p. 7), *e-mer-gen-cy* (p. 23), *en-coun-tered* (p. 30), and *e-ven-tu-al-ly* (p. 31).

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 until they read fluently.

Expand Oral Language/Conversation

Talk About Service Dogs Review the meaning of service. Ask: *Which of the pet heroes were trained as service animals? Which animals were "spur-of-the-moment" heroes that saved their owners without any previous training?*

Write and Respond to Reading

Write Interview Questions Have children choose a pet hero from the book and make a list of questions they might ask the pet owner about the incident described in the book. Also have children write general questions they might want answered about the pet. (**Informative/Explanatory**)

Write Your Opinion Ask children to choose the pet hero story they think is the most amazing and to write three reasons for their choice. (**Opinion**)

ELL Bridge

Have partners choose a pet hero from the book and practice pantomiming the situation that made the pet a hero. When children are ready, have them pantomime the situation for classmates. After each pantomime, invite an audience member to guess which pet the pantomime was about and tell what the pet did.

Connect Across Texts

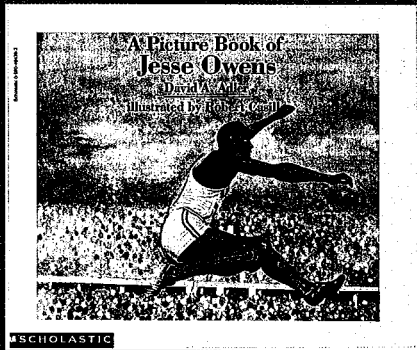
Owls by Gail Gibbons

Compare Gibbons's art with images in *Pet Heroes*. Both books feature informational text, but *Owls* has realistic drawings while *Pet Heroes* has photos. Discuss that because informational text is about things that are real and true, many informational texts about animals include photos.

Connect to the Internet

Share this website with children to continue to explore the subject of service dogs and what they do: <http://www.fbi.gov/fun-games/kids/kids-dogs>.

A Picture Book of Jesse Owens



Summary & Standards

Summary: Jesse Owens set world records in track and field with his “lucky legs.” Off the track, his determination helped him face challenges in his everyday life.

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); delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8).

Author: David A. Adler

Word Count: 250+

Genre: Biography

Themes/Ideas: facing challenges; making sports history

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

Back Matter Important Dates and Author’s Notes sections appear at the end, providing additional information about Owens and the 1936 Olympics.

Vocabulary

Academic Vocabulary

inferior (p. 18): not as good as someone or something else

prejudice (p. 21): an unfair opinion about someone, usually based on a person’s race, religion, or another characteristic

Domain-Specific Vocabulary

high jump (p. 14): an event in which an athlete must jump over a bar without knocking it down

long jump (p. 14): an event in which an athlete jumps the longest distance possible after a running start

Challenging Features

Text Explain that quotation marks show that the author is using someone else’s words.

Content Help children understand the civil-rights struggles Jesse Owens faced after the Olympics.

Supporting Features

Text Sentences begin and end on the same page.

Vocabulary Context clues and detailed illustrations provide support for unfamiliar vocabulary.

A First Look

Talk about the cover and have children identify details in the picture. Then read the title. Say: *In which sport did Jesse Owens participate in?* Then ask: *Since this is a picture book about his life, what kinds of information do you think the author includes in this biography.*

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.

Ask and Answer Questions

Explain that asking and answering *who, what, where, when, why, and how* questions about the book allow the reader to better understand the text. Remind children to refer to details and examples in the text for answers to their questions. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 4–8) *What details show that Jesse’s early life was difficult?*

(pp. 8–9) *Where and why did the Owens family move? What questions about the move does the text answer?*

☉ (pp. 12–15) *What advice did Coach Riley give Jesse? What quote does the author use to let us know what Jesse thinks about his legs?*

(p. 16) *When did Jesse Owens have the “greatest day in track-and-field history”? What did he do?*

☉ (pp. 18–19) *How did Jesse Owens prove Adolf Hitler wrong at the Olympics?*

☉ (p. 21) *What question would you ask about the illustration on this page?*

Praise children for specific use of “Behaviors to Notice and Support” on page 107 of the *Guided Reading Teacher’s Guide*.

LEVEL N

Develop Comprehension

Thinking Within the Text

Discuss in what ways Jesse Owens was a hero on the track? Continue the discussion to include in what ways he was a hero in his personal life.

Thinking Beyond the Text

Ask children to think about Jesse's relationship with Coach Riley. Ask:

- *What do you think the coach does to make Jesse feel close to him?*
- *Why is the coach's advice to "train for the future" so important?*

Thinking About the Text

Sometimes the author uses quotes to support his ideas.

- ❖ *Who does the author quote to show how remarkable Jesse's jumps were in the Olympics?* (p. 21)
- ❖ *Who does the author quote to support the statement that "there was prejudice" after the ticker-tape parade?* (p. 22)

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words With -ed

Remind children that we add *-ed* to verbs to tell about an action that has already happened. Tell them that if a verb already ends with the letter *e*, we simply add *-d*.

- Read aloud the last sentence on page 4. Have children point to the word *farmed*. Point out that this is a past-tense verb that ends in *-ed*.
- Ask children to identify another past-tense verb on page 4. (*shared*) Explain that only *-d* was added to this verb because *share* already ends with *e*.
- Have children work with a partner to find other past-tense verbs in the book and state whether they end in *-ed* or *-d*. (Possible responses: *lived, leaked, moved, worked, asked, entered, called, tied*)

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 dates in the book. Point out, for example, that 1913 is read as *nineteen thirteen*, and not as *one, nine, one, three*. Have children practice reading the dates listed on page 32.

Expand Oral Language/Conversation

Talk About the High Jump and the Long Jump

Discuss the type of training and skill required for competing in high-jump and long-jump events. If possible, show children videos of these events. Point out that the author states that Jesse Owens's accomplishments resulted from *a lot of work and [...] what Jesse later called his "lucky legs."* (p. 14)

Write and Respond to Reading

Make a Sports Card Have children make a sports card of Jesse Owens. Ask them to draw a picture of Jesse Owens running or jumping. Then tell children to turn the card over and write a short summary or list of the world records and gold medals that Owens achieved, along with the dates of his accomplishments. (**Informative/Explanatory**)

Write a Letter to the Author Ask children to write a letter to the author. Tell them to describe what they found most interesting about Jesse Owens's life and why. Encourage children to ask the author why he chose to write about Jesse Owens. (**Opinion**)

ELL Bridge

Guide children to use the illustrations to understand the text. For example, ask children to turn to pages 20–21. Ask: *What are the people doing in this picture? How did Jesse Owens do in this race? How do you know? How do you think he felt?* Use these questions to engage children in discussion about the text.

Connect Across Texts

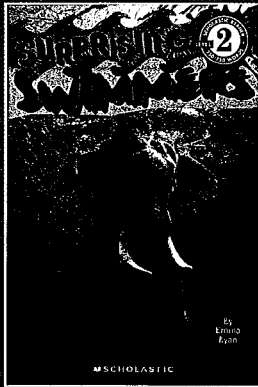
Sonia Sotomayor by Jonah Winter

Both Jesse Owens and Sonia Sotomayor showed talent, intelligence, and the ability to face challenges with determination. What was the greatest challenge each person faced? Why?

Connect to the Internet

Share this website with children to learn more about Jesse Owens and his accomplishments: www.jesseowens.com.

Surprising Swimmers



Summary & Standards

Summary: Did you know pigs can paddle and elephants can snorkel? Find out more about these and other surprising animal swimmers!

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

Author: Emma Ryan

Word Count: 250+

Genre: Informational Text

Themes/Ideas: studying animal behaviors; learning about wild animals

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 photos to inform the reader.

Informational Text Features

Glossary Key terms are defined on a glossary page.

Headings Each section of the book begins with a heading that names the animal discussed.

Text Boxes Text boxes shaped like splashes contain further information about each animal swimmer.

Vocabulary

Academic Vocabulary

injured (p. 15): hurt, or harmed

therapy (p. 14): treatment for an illness or injury

Domain-Specific Vocabulary

flippers (p. 22): broad, flat body parts used to swim

webbed (p. 13): having toes joined by a fold of skin

Challenging Features

Text Some sentences continue from one page to the next. Remind children to continue reading until they reach the punctuation at the end of a sentence.

Content The book presents a considerable amount of information about 13 different animals. You may wish to assign sections of text to groups of children, and then meet as a class to discuss the reading.

Supporting Features

Text Vivid photographs enhance and support science concepts explained in the text.

Vocabulary Unfamiliar terms appear in bold print to indicate they appear in the glossary.

A First Look

Direct children's attention to the cover of the book and read aloud the title. Say: *Think about why there is a picture of a swimming elephant on the cover. Does it surprise you that elephants can swim?* Then ask children what other animals might be in a book about animal swimmers.

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 Text Features

Remind children that authors may include text features to help readers locate information or better understand concepts in the text. Explain that text features might include labels, bold print, glossaries, headings, maps, and captions.

(p. 5) *What information does the label give? What information is in the caption?*

✪ (pp. 6, 32) *Find the word in bold print. Then, turn to the glossary at the end of the book and read the definition of the word in bold. Explain the meaning of this term in your own words.*

(p. 8) *How does the caption inside the orange splash help you understand the main text?*

✪ (p. 10) *A heading tells what the section of text is about. What animal is this section of text about?*

(p. 22–23) *What information do the photos and caption give about penguins?*

Praise children for specific use of "Behaviors to Notice and Support" on page 107 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children answer questions about the key details on pages 12–13. Ask:

- ✦ *Why is a polar bear good at swimming?*
- ✦ *What additional information does the caption give about polar bears?*

Thinking Beyond the Text

Encourage children to make connections between the reasons animals and people swim. Say:

- *Look at pages 14–15. Explain why a person may get in a pool for the same reason an injured horse might.*
- *Based on the text on page 31, draw a connection between the reasons people and animals both swim.*

Thinking About the Text

Prompt children to think about the text features in the book. Ask:

- *How does the heading help to organize the book?*
- *Why does the author include a glossary?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Proper Nouns

Remind children that proper nouns always begin with a capital letter and name a particular person, place, or thing.

- Have children turn to page 5 and read aloud the label. Explain that *Turkish Van* is capitalized because it is a proper noun that names a particular breed of cat.
- Have children identify the proper nouns on page 8 (*Pig Island, Bahamas, Caribbean Sea, Nassau*). Encourage them to state what these nouns name. (*particular places*)
- Then ask children to turn to page 17 and tell what the proper nouns *Labrador Retrievers, Golden Retrievers, and Dachshunds* name. (*particular breeds of dogs*)

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

Develop Fluency

Model reading aloud with proper pacing using pages 10–11. Explain how you do not pause after the word *trunk* on page 10 but continue reading to the next page. Explain that you do not pause until you reach the word *breathing*, which is followed by a period.

Expand Oral Language/Conversation

Talk About Webbed Feet Discuss how webbed feet help different animals swim. Ask children to compare the information about polar bears on page 13 with the information about bullfrogs on page 26. Encourage them to talk about how these two very different animals share a similar feature, citing facts and details from the text.

Write and Respond to Reading

Create a Poster Ask children to create a poster by drawing a picture of one of the animals from *Surprising Swimmers*. Tell them to include a label that names the animal and a caption that describes the animal's action. (**Informative/Explanatory**)

Write an Explanation Have children choose two animals from the book and write a paragraph that explains how each one swims. Make sure children include facts and details to develop the points and draw comparisons between the animals, if any. (**Informative/Explanatory**)

ELL Bridge

Ask pairs of children to look through the book and each select a photo of an animal to describe to their partner. Have a partner tell about the animal's size, its color, and any surprising or unusual features. The other partner should then try to guess the animal being described.

Connect Across Texts

Dive! A Book of Deep Sea Creatures by Melvin Berger

In both books fascinating photos help readers grasp some pretty amazing facts. How does each book match text and photos to explain how a creature's body parts help it survive in the water?

Connect to the Internet

Invite children to explore photographs of other swimming mammals on this website: <http://animal.discovery.com/mammals/marine-mammals.htm>.