

 SCHOLASTIC

GUIDED READING PROGRAM

Content Areas

LEVEL
P

These are the cards that go with Level P of the Guided Reading Program.
There is one card for each book in the level, as follows:

- **Andrew Jackson**
- **A Drop of Water: A Book of Science and Wonder**
- **Eat Your Vegetables! Drink Your Milk!**
- **Heroes of the Revolution**
- **The Magic School Bus Lost in the Solar System**
- **Sir Cumference and the Sword in the Cone**
- **Snakes**
- **What Makes You Cough, Sneeze, Burp, Hiccup, Blink?**
- **Where Have All the Pandas Gone?**
- **Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman**

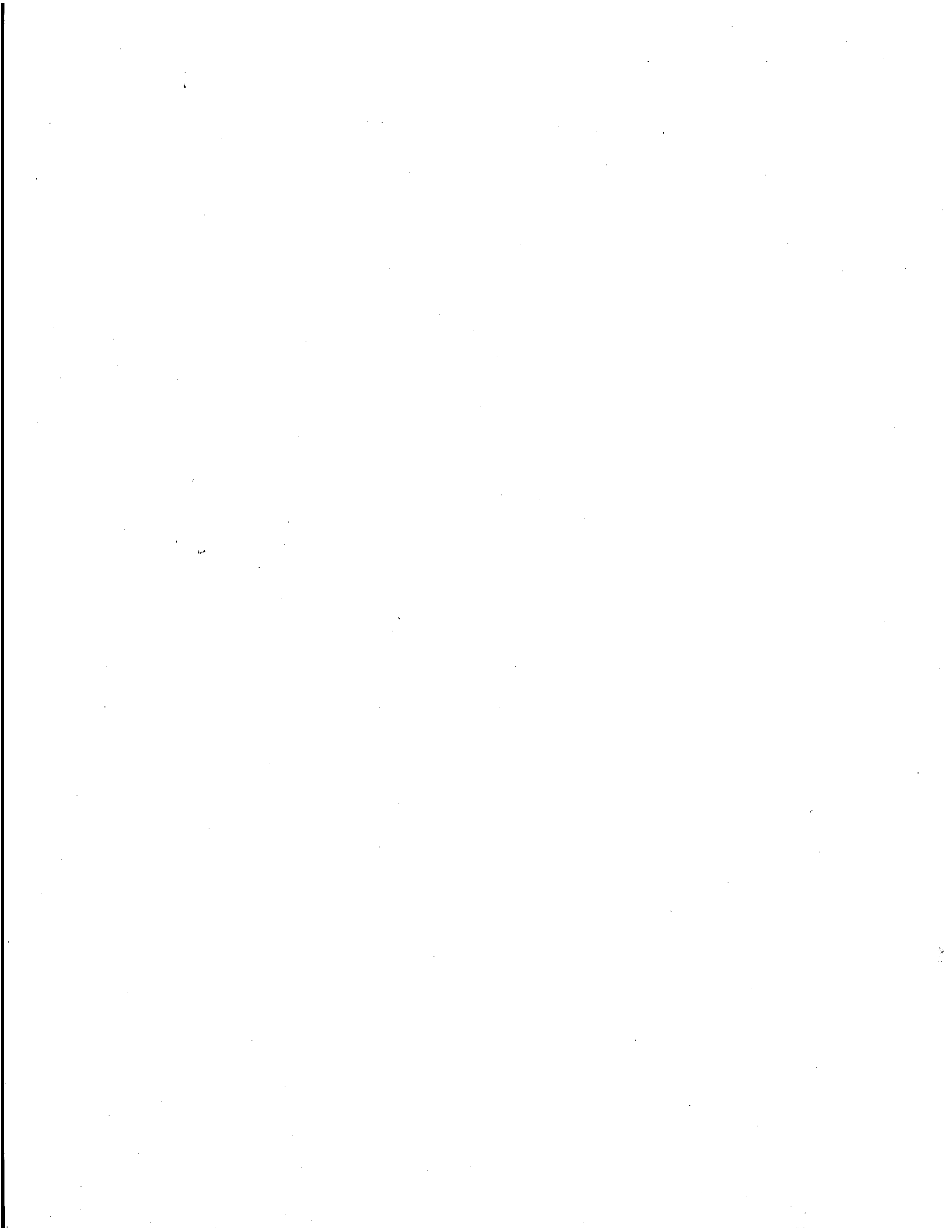
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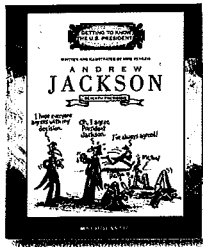
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Item# 136590



Getting to Know the U.S. Presidents: Andrew Jackson



by Mike Venezia
text type: Biography
word count: 250+
content area: Social Studies
topic: famous Americans

Level P

Summary & Standard

This biography tells about the life and accomplishments of Andrew Jackson, the seventh president of the United States. Students will learn about Jackson's role in shaping early U.S. history.

Making Connections: Text to Self

Students will have prior knowledge of U.S. presidents. Have students brainstorm a list of presidents and their accomplishments.

Extend the connection by showing students a twenty-dollar bill and identifying the portrait as that of Andrew Jackson. Ask: *Why do you think Andrew Jackson's portrait is featured? Who appears on other bills and coins?*

For additional information, see www.whitehouse.gov/history/presidents/.

Vocabulary

Content Words: colonies, compromise, Congress, election, government, independence, military, plantation, president, removal, represent, soldiers, Superior Court, supporters, territory

Essential Words: command, demand, frontier, rugged, supply, talent, veteran, volunteered

Related Words for Discussion: common, courageous, no-nonsense, privileged, regular, tough

Nonfiction Text Features: captions, illustrations

Supportive Book Features

Text The nonfiction text is fully supported with fine art images and primary source documents. Cartoon-style drawings combine history and humor, providing readers with a light-hearted look at personalities and situations.

Vocabulary Most words in the text will be familiar to students. The conversational tone helps students read words they may not have seen in print, such as *frontiersmen*.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students connect the main text to the illustrations. Point out that information is presented in the captions. Some captions may require additional explanation.

Content While the text is careful to explain historical context, some students may need support. Provide background on Colonial America, the Revolutionary War, and the U.S. expansion into the West.

ELL Bridge

Model playing a game that focuses on asking questions and giving answers. Ask questions that provide support according to students' level of English proficiency. For example, for less fluent students, ask *yes/no* or *either/or* questions, such as *Was Andrew Jackson a president of the United States* or *Was Andrew Jackson a president or an artist?* For students at a more proficient level of fluency, provide the answer and ask students to pose a matching question. For example, tell students that the answer is *The Battle of New Orleans*. Students provide a question, such as *What made Andrew Jackson a hero?*

Developing Comprehension

Monitoring Comprehension

Remind students that as they read, they may come across something that doesn't make sense to them. Encourage students to pause and ask themselves questions periodically as they read, such as:

- *Do I understand what the text means?*
- *Do I need to go back and reread?*
- *Do the illustrations, photographs, and captions provide information for understanding?*

You may want to have students brainstorm additional questions to help them monitor their own comprehension.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Verbs

Remind students that verbs communicate action or a state of being.

- Have students read page 10. Say: *Find a verb that means caught. Find a verb that means insisted. Find a verb that means cut.* Point out that the author used strong verbs to communicate actions. Explain that this makes the text lively and interesting to read.
- Encourage students to notice other strong verb choices the author made throughout the book.

Text Features

Captions

Remind students that captions support photographs or illustrations. Point out that captions may repeat information contained in the text, or they may provide additional information. Cover a caption with a self-stick note. Ask students to discuss the image. Then remove the note and have a student read the caption. Ask a volunteer to explain how the caption helps readers understand the image and the body text.

Developing Fluency

Have students select a passage and practice reading it with expressiveness and feeling until they are comfortable with the text. Then have them read the passage aloud to a partner.

Learning in the Content Areas

Talk About the Presidency Point out that presidents are an important part of our country's history. Discuss the fact that, in this country, presidents have always been elected. All presidents after George Washington have lived in the White House. Ask students in what year the next presidential election will take place.

Develop Specialized Vocabulary Point out that even an everyday person can become president of the United States. An everyday person works hard and does things most people do without special treatment. Encourage students to discuss qualities of everyday people by using such terms as *common* and *privileged*. Ask:

Why can Andrew Jackson be described as an everyday person?

Extending Meaning Through Writing

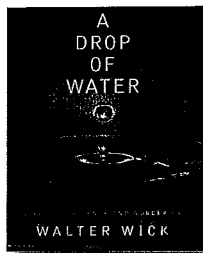
- Ask students to create a chart with two columns outlining the pros and cons of Jackson's presidency. (**Graphic Aid**)
- Then have students write a paragraph briefly describing these pros and cons and explaining why they do or do not believe Jackson was a good president. (**Expository**)

Connecting to Other Books

If You Lived at the Time of the American Revolution by Kay Moore

If You Lived with the Cherokee by Peter and Connie Roop

A Drop of Water



by Walter Wick
text type: Informational
word count: 250+
content area: Earth Science
topic: properties of water

Level P

Summary & Standard

This informational book uses text and photographs to explain amazing concepts about water and how it changes and moves. Students will learn about the properties of water and its different states.

Making Connections: Text to World

Ask students to share what they have observed about water either in nature or in their homes.

Ask: *When have you seen water as a solid? a liquid? a gas?*

Extend the real-world connection by talking about the importance of water to all life and how water continuously moves about Earth throughout the water cycle. Different conditions change the state of water from solid to liquid to gas.

For additional teaching ideas and information about water science, see ga.water.usgs.gov/edu/.

Vocabulary

Content Words: condensation, elongates, evaporation, intricate, particles, spontaneously, tension, variations

Essential Words: substance, surface, vapor

Words for Discussion: attraction, condense, diffuse, evaporation, matter, molecules, properties, solution, water cycle

Nonfiction Text Features: headings, photographs, picture sequence

Supportive Book Features

Text Each major section is organized under a heading. Each heading identifies the topic to be discussed in the section.

Content Difficult concepts about water are made easier by pairing text with intriguing photographs, some shown in sequence. This book often uses a question-and-answer format.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some pages have a large amount of text. Help students notice how paragraphs signal a new idea. Commas, semicolons, and em-dashes help students read and understand longer sentences.

Vocabulary Students may be unfamiliar with some scientific terms used in the book. You may wish to preview some of the vocabulary shown in italics and model how to find context clues in sentences.

ELL Bridge

Have students conduct an experiment to observe a property of water. Invite partners to review the text and photographs in one section of the book. Then help them choose a simple experiment from pages 38–40. When they are ready, have partners present their experiments to the class and explain what they learned about water.

Developing Comprehension

Summarizing

Explain that summarizing is a good way to check understanding and remember content. Remind students that after reading each section of text, they can restate the important ideas in their own words.

- Ask: *What is important to remember about water flow on page 13?*
- Guide students to summarize page 13.
- Repeat the process. Have students summarize page 18. Be sure they include the idea that heat keeps molecules in liquid constantly moving.

For more prompts and ideas for teaching in-the-head strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Suffixes

Remind students that a suffix is a word ending. It changes the meaning of the base word or root word.

- Write the following words in sentences about water on the board: *attract/attraction, evaporate/evaporation, tense/tension*.
- Have volunteers underline the suffixes. Discuss spelling changes and meanings.
- Clarify that the suffixes *-tion* or *-sion* signal the word is a noun.

Learning About Text Features

Photographs

Use pages 7, 19, and 30 to show the types of photographs in this book: a close-up and actual-size comparison, a sequence, and a presentation of differing samples. Invite students to find and discuss other examples of each type. Then read aloud "About This Book" on page 40.

Developing Fluency

Model fluent reading from the book, stressing appropriate pauses, such as the end of sentences or commas. Then have everyone read a page together.

Learning in the Content Areas

Talk About Molecules Explain that molecules are small particles. Everything is made of molecules. Discuss the role of molecules in different states of matter. Explain that heat speeds up molecules. Molecules that bounce all over are a gas state. Cold temperatures slow molecules down. These form a solid state such as ice. Molecules in between are in a liquid state.

Develop Specialized Vocabulary Ask students to use the text and photographs in the book to describe various properties or states of water. Encourage them to use the words or terms they learned in their descriptions. Ask:

What facts did you find most interesting?

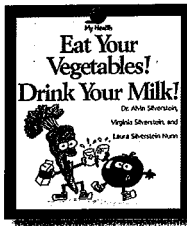
Extending Meaning Through Writing

- Have students chart their learning about how water changes as the temperature changes. The chart may have three columns ("hot," "room," and "cold temperatures"). Students should describe different characteristics of water at each temperature setting. **(Graphic Aid)**

Connecting to Other Books

Experiments with Water by Salvatore Tocci
Can It Rain Cats and Dogs?: Questions and Answers About Weather by Melvin and Gilda Berger

Eat Your Vegetables! Drink Your Milk!



by Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn
text type: Informational
word count: 250+
content area: Life Science
topic: nutrition

Level P

Summary & Standard

This nonfiction book explains the food guide pyramid and how to choose foods for a healthful, balanced diet. It also describes the effects that nutrients have on the body. Students will learn about the importance of good nutrition to overall health.

Making Connections: Text to Self

Ask students to name some of their favorite foods, and list them on the board. Ask: *Which foods do you think are healthful to eat? Which are not?*

To extend the connection, tell students to keep their food choices in mind as they read the book and see if the book changes their mind about what is best to eat.

For more information and resources about children's nutrition and exercise, see www.americanheart.org/presenter.jhtml?identifier=3028660.

Vocabulary

Content Words: calories, carbohydrates, digests, fats, fiber, food guide pyramid, minerals, nutrients, proteins, vitamins

Essential Words: energy, processes, type, variety

Related Words for Discussion: choose, dairy, diet, eat, food, fruits, healthful, healthy, vegetables

Nonfiction Text Features: boldface print, captions, chart, diagrams, glossary, index, photographs, sidebars

Supportive Book Features

Text There are no full pages of text. Large, colorful photographs and humorous illustrations support the text. Vocabulary terms are in a large, boldface print. Information is given in a variety of ways through various text features.

Vocabulary Higher-level words are limited and defined in context. Content-related vocabulary is defined both in context and in a glossary at the back of the book.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may think pages have too many elements and are visually distracting. Tell them to concentrate on reading the main text first, then look at any photographs and read their captions, and finally read any sidebar or fun fact.

Content Some of the information may be new to students. Guide students in understanding technical language. Suggest careful reading to increase comprehension. Point out that students should re-read confusing parts for better understanding.

ELL Bridge

Help students understand that classifying means sorting information that is similar into groups. Have students turn to the chart on pages 20–21. Point out the headings on the chart, particularly noting the information in the columns under *Nutrients* and *Food Sources*. Help students notice the foods grouped together that represent a particular nutrient. As students read, have them think of other foods that could be added to the chart.

Developing Comprehension

Understanding Cause/Effect

Tell students that a cause is the reason something happens and an effect is what happens as a result. Discuss how some causes can have more than one effect.

- After reading page 5, ask students to find cause-and-effect relationships: You eat food (cause); food gives you energy (effect). You don't eat a wide variety of healthful foods (cause); you may feel tired, weak, cranky, or have thinking problems (effects). Point out the multiple effects for the same cause in the second example.
- As students continue reading, tell them to note other cause-and-effect relationships and discuss their ideas.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Suffixes

Remind students that a suffix is a letter or a group of letters added at the end of a word or root word. Suffixes can extend or modify word meaning. The new word is often a different part of speech. The suffix *-y* means "having" or "marked by" and makes a word function grammatically as an adjective (*hungry*), or it means "state, condition" and makes the word function as a noun (*society*).

- Have students read the first paragraph on page 5 and find two words with the suffix *-y*. (*juicy, healthy*). Ask what each word means and what part of speech it functions as.
- Tell students to look for other words with the suffix *-y* as they read (*crunchy, starchy, sugary, tasty, watery*) and determine their meanings in a similar way.

Learning About Text Features

Charts

Discuss how the chart on pages 20–21 organizes a great deal of information about vitamins and minerals in a simple-to-read format. Have students note the column headings. Ask students questions such as: *What foods should you eat to get Vitamin C? What does iron do for your body?*

Developing Fluency

Read aloud the first paragraph on page 5. Model using punctuation to determine pauses and expression, raising your voice for questions. Have each student select a paragraph with questions and practice reading it, paying attention to punctuation. Then have students read their paragraphs aloud in small groups.

Learning in the Content Areas

Talk About Food and Nutrition Discuss the food groups on the food guide pyramid and the choices students should make from it to be healthy.

Develop Specialized Vocabulary Ask students to explain the food guide pyramid and what different nutrients do for their bodies. Encourage them to use words such as *choose, dairy, diet, eat, food, fruits, healthful, healthy, and vegetables*. Ask:

Why is it important to eat the right foods now as a young person?

Extending Meaning Through Writing

- Have students make a chart for nutrients. (Graphic Aid)

	Food Source	What It Does
Carbohydrates		
Fats		
Proteins		
Vitamins		
Minerals		

- Have students create a balanced diet for the day, including three meals and three snacks.

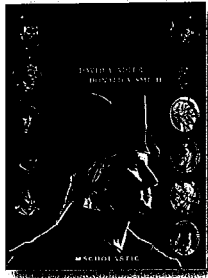
Have them tell why each is healthy and what nutrients are included. (Expository)

Connecting to Other Books

The Magic School Bus Inside the Human Body, by Joanna Cole

Five Brilliant Scientists by Lynda Jones

Heroes of the Revolution



by David A. Adler
text type: Biography
word count: 250+
content area: Social Studies
topic: Revolutionary War

Level P

Summary & Standard

This nonfiction book profiles some of the heroes of the American Revolution. Students will learn how the bravery of ordinary people influenced the history of the United States.

Making Connections: Text to Self

Ask students to think about the word *hero*. Ask: *What makes someone a hero?*

To extend the real-world connection, invite students to name people they know or people they have read about whom they consider heroes. Talk about why they believe these people could be called heroes.

For additional teaching ideas and resources, see www.pbs.org/ktca/liberty/.

Vocabulary

Content Words: colonies, Continental, independence, patriots, rebellion, retreat, Revolutionary War, surrender, tyrant, volunteered

Essential Words: attack, defeat, defend, defy, enemy, pledges, struggle

Related Words for Discussion: army, bravery, commander, determination, enlist, financier, heroes, inspire, spy

Nonfiction Text Features: author's notes, headings, illustrations, time line

Supportive Book Features

Text The profiles are organized alphabetically according to last names. Each profile appears on one spread with an illustration. Each heading gives the full name of the person profiled along with dates of birth and death, followed by one column of text.

Content The content of each profile follows a predictable pattern by providing background information as well as what the person did to become a hero of the American Revolution.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some cited quotations are partial and may be difficult for students to understand. In addition, students may not know what an ellipsis means in text. Explain that the three dots show that words were omitted.

Vocabulary Many words in the text may be unfamiliar to students and meanings are not supported well in context. Some words, such as *pamphlet*, can be identified using the illustrations.

ELL Bridge

Use sticky labels to make a name tag for each of the heroes profiled in the book. Have each student choose a name tag. Model how to play a guessing game. Put a name on yourself and invite students to ask you questions, such as *Where are you from? What work do you do? Why are you a hero?* Say the answers. For example: *I am Lydia Darragh. I am a wife and a nurse. I am a spy for the army.* Then have students play. Tell them they may refer to the book for their answers.

Developing Comprehension

Compare/Contrast

Remind students that comparing and contrasting helps them understand and remember information.

- Have students compare and contrast Thomas Jefferson and Thomas Paine and tell how they were alike and different. Guide students to identify that they both used their writing talent to influence and inspire people.
- Point out to students that they may need to draw conclusions from what they read in order to compare and contrast some of the people profiled. For example, they could say that both Mary Hays and Deborah Sampson were not afraid to fight on the battlefield.

For more prompts and ideas for teaching in-the-head strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Recognizing Antonyms

Remind students that words with opposite meanings are antonyms.

Guide students in identifying antonyms.

- Discuss the meaning of *captured* on page 5. Then have students find an antonym on page 9. (*released*)
- Do the same with additional words: *defeat* (*victory*), *surrender* (*defend*), *attack* (*retreat*).

Learning About Text Features

Time Line

Explain that a time line organizes important dates and events in chronological order.

After reading the book, have students turn to the Important Dates section, which is similar to a time line, on pages 29 and 30. Ask them what information they would write about one of the heroes in the book and where they would put the information.

Developing Fluency

Have students select one of the profiles and practice reading it with expressiveness and feeling until they are comfortable with the text. Then have them read the profile aloud to a partner.

Learning in the Content Areas

Talk About the American Revolution Lead a discussion about the different roles people filled that helped the colonies win the American Revolution. Point out that many people enlisted in the army, some as soldiers and some as commanders. Others served as spies, while some were financiers who raised money to support the troops. Some used their writing talents to inspire people to join the patriots and fight. Talk about how each role was important.

Develop Specialized Vocabulary Explain that a patriot proudly supports and defends his or her country. Encourage students to discuss qualities patriots have while using words such as *bravery* and *determination*. Ask:

What traits or characteristics did the patriots in the book have?

Extending Meaning Through Writing

- Have students write a paragraph describing what it means to be a hero. Have them use three or four examples from the book to support their description. (**Expository**)

Connecting Other Books

If You Grew Up with George Washington by Ruth Belov Gross

If You Lived at the Time of the American Revolution by Kay Moore

The Magic School Bus: Lost in the Solar System



by Joanna Cole
text type: Informational Fiction
word count: 250+
content area: Space Science
topic: space exploration

Level P

Summary & Standard

This book explains the features and qualities of the Sun and each orbiting planet. Students will learn about objects in space, their movement, and exploration equipment.

Making Connections: Text to Text

Ask students to think about space travel. Ask: *What is something interesting you've heard or read about people or machines traveling in space?*

Explain to students that they will learn real facts about space in the text, but that they will learn this information by reading a humorous fictional story. Ask: *Based on what you've read and seen in real space photographs, what might the bus riders in the story see and feel?*

For additional teaching ideas and resources, see www.windows.ucar.edu/.

Vocabulary

Content Words: canyon, channels, craters, gravity, incredible, meteorites, tether

Essential Words: astronauts, orbit, planet, rockets

Related Words for Discussion: collector, galaxy, lander, orbiter, rover, satellite, sensor, telescope, unmanned space vehicles

Nonfiction Text Features: author's style, diagrams, labels, predictable format

Supportive Features

Text The text follows the order of travel from the Earth to our moon and then out from the Sun to each consecutive planet. A chart helps students summarize information presented about each planet.

Content Though much information is given about the solar system, it is told in a conversational, fictional style that students will understand.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text Students may need help understanding the format of the pages. Several kinds of text appear on each page. Explain to students the order in which to read the text to help them follow the story: main text, dialogue bubbles, labels, sidebars, and then "weight and fate" comments.

Vocabulary Though most scientific words are defined in the text, many will be unfamiliar to students. Make a list of vocabulary words and their definitions on the board.

ELL Bridge

Have students draw a word web and write the name of the planet they would most like to visit in the center of the web. In surrounding web circles, have students list facts they learned about the planet they would like to visit. Have volunteers tell in their own words why they would like to visit the planet they chose.

Developing Comprehension**Drawing Conclusions**

Remind students that to draw conclusions readers should use information in the text and their own experience to figure out what something means.

- Have students draw conclusions from the second paragraph on page 8. Guide them to conclude that rockets are needed to go into space.
- Have students read pages 12–13. Ask them what conclusions they can draw about what it would feel like to walk on the moon from looking at the illustrations. Ask: *Would it be fun to feel lighter?*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies**Words With Multiple Meanings**

Remind students that many words have more than one meaning.

Guide students to think about common words that have more than one meaning.

- Discuss the meaning of *rosy* on page 21. Then have students explain two ways *blue* is used on page 30. Ask about *greenhouse*.
- Discuss the meaning of a *cloudy* future, as on page 17. Ask what a *sunny* future would be.

Learning About Text Features**Author's Style**

After students finish reading the book, explain that an author's style is the way in which she or he presents facts and tells stories. Have students identify how the author wrote facts within a story. Ask them how the characters' speech and thoughts are different from the main text. Discuss how information is presented in the sidebars as "reports."

Developing Fluency

Reread parts of each page separately. Choral read the main text and sidebar reports for phrasing and speed. Model pitch and expression in dialogue before students continue.

Learning in the Content Areas

Unmanned Exploration Talk with students about unmanned space vehicles, including orbiter satellites, landers, and rovers. Explain that about 500 of these vehicles are at work throughout the solar system, carrying telescopes; cameras; sensors for heat, light, water, and magnetism; matter collectors; and computers to analyze and send back information. Explain that because of these vehicles, we now know that Neptune has 11 moons and Pluto is a "dwarf planet," not the ninth planet. Scientists have also observed giant planets orbiting other stars in our galaxy.

Develop Specialized Vocabulary Remind students about the challenges of putting people into space. Have students evaluate vehicle exploration, using words such as *telescope*, *sensor*, and *galaxy*. Ask:

How do unmanned space vehicles explore space better than people can?

Extending Meaning Through Writing

- Ask students to imagine they were on the Magic School Bus trip through the solar system. Have them write a letter to their teacher, Ms. Frizzle, explaining what they learned on the trip, what part they liked the best, and how they felt being able to travel through the solar system. **(Letter)**

Connecting to Other Books

The Magic School Bus Inside the Earth by Joanna Cole and Bruce Degen

Voyager: An Adventure Through Space by John Gustafson

Sir Cumference and the Sword in the Cone



by Cindy Neuschwander

text type: Informational

word count: 250+

content area: math

topic: solid shapes, measurement,
algebra

Level P

Summary & Standard

This book uses fictional characters to tell a lively tale that explores a series of math word problems involving solid shapes and unknown quantities. Students will study and measure solid shapes to solve problems.

Making Connections: Text to Text

Invite students who know the story "The Sword in the Stone" to tell it in their own words. Or, read an abridged version of the story such as *Tales of King Arthur: The Sword in the Stone*, by Hudson Talbott. Ask students to compare how the sword in the stone "chooses" the new king in each story. Point out that in *Sir Cumference and the Sword in the Cone*, the new king must be clever, willing to learn new skills, and able to persevere through a challenging task.

For additional teaching ideas and resources, see www.cut-the-knot.org/geometry.shtml.

Vocabulary

Content Words: base, edges, faces, points, vertex

Essential Words: model, radius

Related Words for Discussion: cones, cubes, cylinders, height, length, pyramids, rectangular prisms, triangular prisms, width

Nonfiction Text Features: additional information, chart, illustrations

Supportive Book Features

Text Colorful illustrations support the text and help clarify the concepts in this tale. A chart breaks down the attributes of shapes, making the problems easier to understand.

Vocabulary The book draws in students by using fictional characters, easy-to-understand dialogue, and a riddle to present math information.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Vocabulary Some students may be confused by the "extra" mathematical vocabulary that does not directly relate to the central story problem. Discuss words such as *diameter*, *circumference*, and *radius*, and tell how they relate to the geometry topics in the story.

Content Some students may need help in following the steps taken to solve the riddle. In addition, the proper nouns used as mathematical puns make the story amusing but may be challenging for less fluent readers. List the names on the board and invite volunteers to tell which mathematical terms they allude to so that all students are "in on the joke" before they begin to read.

ELL Bridge

Use solids from a math manipulative kit. Say the name of each solid and have students repeat it. Have students make name tags for the solids and match each to its solid. Have students recreate the chart on page 12 by performing the calculations for each solid, counting its edges, faces, and points. Finally, have students use a ruler to find the height of their cone and width of its base.

Developing Comprehension

Understanding Plot

Remind students that recalling the plot, or events in the story, helps them understand and remember information.

- Have students recall how the story begins. Guide students to identify what Vertex was looking for and why.
- Have students do the same for the middle and end of the story. Point out that the author also reviews the events on page 29 to help the reader recall what has happened.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Figurative Language

Remind students that figurative language is a word or phrase that has an additional meaning beyond its literal meaning. Read the sentence with *measure up* on page 31. Point out that the phrase is used to mean "to prove capable," though, in this case, the literal meaning is alluded to.

- Have students find other examples of figurative language and share them with the class. Discuss each example, and as a class give each an informal definition.

Learning About Text Features

Additional Information

Point out that the final page of the book is not part of the story. It gives additional information about Euler's Law, which is used by Vertex to rule out all but the cylinder and cone. Have students read the information and tell how the author used Euler's Law in the story.

Developing Fluency

Model how to read the dialogue on page 9 so that it sounds like natural speaking and have students repeat it after you. Then, have students practice reading the dialogue until they can do so fluently.

Content Area Conversation

Talk About Solids Encourage students to discuss how solids are different from two-dimensional shapes. Invite students to refer back to the definition offered by Sym at the bottom of page 9.

Develop Specialized Vocabulary In discussing solids, encourage students to use words such as *height*, *length*, and *width* in their discussion. Invite them to use *cones*, *cubes*, *cylinders*, *pyramids*, *rectangular prisms*, and *triangular prisms* in their examples. Ask:

How are solids different from shapes?

Extending Meaning Through Writing

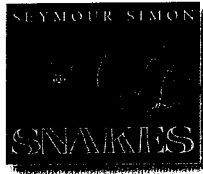
- Have students list the steps that Vertex and Radius used to solve the riddle and find the sword, Edgecalibur. Have them explain how Euler's Law was used in the riddle. (Expository)

Connecting to Other Books

What Are You Figuring Now?: A Story About Benjamin Banneker by Jeri Ferris

Voyager: An Adventure Through Space by John Gustafson

Snakes



by Seymour Simon
text type: Science Nonfiction
word count: 250+
content area: Life Science
topic: snakes

Level P

Summary & Standard

This nonfiction book describes all types of snakes: poisonous and nonpoisonous, large and small, rare and common. Students will learn about the special qualities of snakes and their role in the environment.

Making Connections: Text to World

Students may have had experiences with snakes. Invite students to share their feelings about snakes. Ask: *What do you like or not like about snakes?*

To extend the real-world connection, encourage students to describe snakes that they may have seen or read about. Talk about how all creatures, including snakes, have specific roles to play in the ecology of Earth.

For additional teaching ideas and resources, see www.pbs.org/wnet/nature/lesson_plans/reptiles2.html and www.kidsplanet.org/factsheets/snakes.html.

Vocabulary

Content Words: cobra, mongoose, poisonous, rattlesnake, scales, spectacles, vibration

Essential Words: cold-blooded, prey, rattle, reptile, shed, snakebite

Related Words for Discussion: attitudes, environment, fear, ignorance, self-defense

Nonfiction Text Features: photographs

Supportive Book Features

Text Real-life color photographs correspond with information on each page, providing mental images for readers and keeping them engaged in the book.

Content The straightforward information in the book should appeal to all readers, whether they have an interest in nature and/or animals or not.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The lack of chapters, headings, or other organizational devices may confuse some readers. Guide students to notice that each page of text concentrates on one main topic.

Vocabulary This book contains specialized vocabulary but does not have a glossary. Suggest that students keep a list of difficult terms and look them up in a dictionary as they read.

ELL Bridge

Help students understand main idea and details. Have students work in a small group. Assign each group a page of text to read aloud. You may want them to take turns while they read. Draw a main idea and detail chart on the board. Ask each group to copy the chart onto a piece of paper. Have them write the main idea in the top box and detail sentences in the descending boxes. Remind them to use information in the photographs as well, as they complete the main idea/detail chart. Encourage groups to share their charts with the class.

Developing Comprehension

Categorizing Information

Explain that classifying or categorizing means sorting similar information into groups.

- Point out that the book has no chapter titles or headings. Have students think about how the information is organized and sequenced. Ask: *What title would you put on each page? How is each section of information related to the other?*
- Have students read the second page of text. Ask them how they would categorize the information. (*snakes' characteristics—their relation to reptiles, their anatomical structures, and so on*) What about the third page of text? (*snakes' three ways of moving*)
- Encourage students to continue categorizing the information on the remaining pages of text.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Understanding Compound Words

Remind students that a compound word is one word made by combining two smaller words. Sometimes a compound word has the combined meaning of the two smaller words.

- A rattlesnake gives a warning before it strikes. Talk about the meaning of *rattle* and *snake*. What is their combined meaning?
- From the description given in the text and the meanings of *hog* and *nose*, why is the name *hognose* appropriate?
- Have students find other examples of compound words in the text.

Learning About Text Features

Photographs

Have students turn to any spread in the book and point out that the photograph provides visual information about something on the adjoining page of text. Choose a spread and have students find the words in the text that the photograph supports.

Developing Fluency

Divide the class into pairs and have each pair pick a page to read aloud to each other. Suggest that pairs alternate the reading of sentences or paragraphs.

Learning in the Content Areas

Talk About Attitudes Discuss how many people fear snakes or find them disgusting. Point out that many negative attitudes result from ignorance or misunderstanding. Tell students that most snakes are shy, unaggressive, and nonpoisonous. Even venomous snakes don't hunt humans; they strike in self-defense as a last resort and give warnings by hissing, rattling, showing their hood, or rubbing their scales together.

Develop Specialized Vocabulary Have students tell, in their own words, how snakes help and/or harm the environment or people. Encourage them to use words such as *attitudes*, *ignorance*, and *environment*. Ask:

What would happen if snakes became extinct?

Extending Meaning Through Writing

- Have students write a paragraph describing how different snakes protect and defend themselves. Their descriptions should include information about both harmless and harmful snakes. (**Expository**)

Connecting to Other Books

All About Rattlesnakes by Jim Arnosky

I Wonder Why Snakes Shed Their Skins and Other Questions About Reptiles by Amanda O'Neill

What Makes You Cough, Sneeze, Burp, Hiccup, Blink, Yawn, Sweat, and Shiver?



by Jean Stangl
text type: Informational
word count: 250+
content area: Life Science
topic: health

Level P

Summary & Standard

This nonfiction book tells about the body's involuntary actions of coughing, sneezing, and others. Students will learn what causes these actions and how they can keep their bodies healthy.

Making Connections: Text to Self

Students will have at least some prior experience with coughing, sneezing, burping, hiccups, blinking, yawning, sweating, and shivering. Ask a volunteer to share what may have caused any of these actions.

Extend the real-life connection by talking about the human body. Ask: *Why would your body start to shiver?* Explain that this response is one of the ways the body protects itself.

For additional teaching ideas and resources, see www.kidshealth.org.

Vocabulary

Content Words: dermis, diaphragm, digestive, evaporate, reflex, system

Essential Words: contagious, involuntary

Related Words for Discussion: dehydrate, fiber, oxygen, vaccinate

Nonfiction Text Features: about the author, contents, glossary, illustrations, index, question and answer format

Supportive Book Features

Text The illustrations are lively, appealing, and offer strong support for the text. In addition, they provide humor that will make this book fun to read.

Vocabulary Students should be familiar with the subjects talked about in this book. A glossary will help with any unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences are overly long—for example, ones that describe what the body does when it reacts in defense. Have students read the sentences in chunks to understand all the information.

Content There are some terms describing parts of the body that students may be unfamiliar with. Have them look at the glossary to find out the meaning of unfamiliar words before reading.

ELL Bridge

Introduce language that students will use as they discuss cause-and-effect relationships, such as *because*, *so*, and *therefore*. Then have students practice identifying causes and effects by creating sentences based on everyday life—for example, *I sneezed (effect) because the wind blew dust into my nose (cause)*. To assist students, arrange sentences in a chart with causes in one column and effects in the other. Then invite students to read the sentences aloud chorally.

Developing Comprehension

Cause/Effect

Help students understand the cause-and-effect relationships in the book by examining the body's reactions to certain actions. Remind students that an effect is what happens; a cause is what makes it happen.

- Have a volunteer read aloud the second and third sentences on page 35. Have students identify the cause-and-effect in each sentence.
- Write *sneeze*, *cough*, *burp*, and *yawn* on the board. Confirm with students that each word names an involuntary action that is a response to a cause. Then have students name a cause that may produce each effect.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Words with -ing

Guide students to recognize verbs with the *-ing* ending and to understand the spelling changes that may have occurred to the original word.

- Have a volunteer read aloud the third sentence in the paragraph on page 6. Then ask students to find which word had a spelling change. Ask what spelling change occurred. (the *e* in *sneeze* was dropped before adding *-ing*)
- Have students find other words that end with *-ing* and identify if a spelling change occurred.

Learning About Text Features

Illustrations

Remind students that illustrations give readers more information than the text alone. Have students find the illustration on page 19. Ask students what the illustration shows. Tell students that the text states where food goes when eaten, but the illustration shows how the organs are connected within the body.

Developing Fluency

Echo read page 5, reading each sentence and having students repeat it after you. Emphasize proper phrasing, intonation, and pronunciation of unfamiliar words. Have students reread the page aloud as a group.

Learning in the Content Areas

Talk About the Body's Defenses Discuss that the body is made up of cells, organs, tissues, and many other things that help it defend against germs. Point out that the immune system does a good job of keeping people healthy, but people still need to do their part by washing their hands and eating the right foods.

Develop Specialized Vocabulary Have students discuss, in their own words, how they can keep their bodies healthy. Encourage them to use words such as *dehydrate*, *fiber*, *oxygen*, and *vaccinate*. Ask:

How can we help our bodies stay healthy?

Extending Meaning Through Writing

- Have students write a paragraph explaining what involuntary reflex actions are and describing some specific examples from the book. (**Expository**)

Connecting to Other Books

The Magic School Bus Explores the Senses by Joanna Cole

The Magic School Bus Inside the Human Body by Joanna Cole

Where Have All the Pandas Gone?



by Melvin and Gilda Berger
text type: Informational
word count: 250+
content area: Life Science
topic: endangered species

Level P

Summary & Standard
This nonfiction book tells why animals are in danger and how people are working to save them. Students will learn about animals' habitats and the need for protecting them.

Making Connections: Text to World

Students will likely have learned about endangered species. Invite students to share what they know about these animals and to formulate questions about things they would like to learn.

To extend the real-world connection, ask students what they think people are doing to solve this problem. Explain that governments and various organizations have gotten involved by raising animals in captivity, passing laws, and protecting the animals' habitats.

For additional teaching ideas and resources, see www.fws.gov/endangered.

Vocabulary

Content Words: extinction, inhabited, poachers, pollution, rain forests, refuges, threatened, wetland

Essential Words: captivity, endangered, extinct, habitat, reserve, species

Related Words for Discussion: composting, ecology, environment, litter, replant

Nonfiction Text Features: headings, illustrations, index, introduction, labels, question-and-answer format

Supportive Book Features

Text The text is organized according to categories of endangered animals. There is a labeled illustration of each animal in its natural habitat. The text follows a question-and-answer format.

Content The Introduction contains a detailed overview about endangered animals. The information included about each species follows a predictable pattern. The same three questions are answered for each animal.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some of the sentences are long and contain a lot of information. Pages of text have only one wide column, making reading somewhat difficult. Tell students to follow punctuation marks carefully to help them read fluently.

Vocabulary Students may be unfamiliar with names of countries, continents, oceans, and so forth, where animals live. Use a map or globe to help students pinpoint each location. Also, students might need help with the names of certain animals. Hold up the book and point to the animal while you say what it is.

ELL Bridge

Have students work in pairs to prepare a presentation about an animal featured in the text. Ask partners to choose an animal and together read and discuss the information on that spread. Encourage students to ask questions when necessary. Have students summarize the information in their own words for the rest of the group. Tell them to use the three questions on the spread in their oral summary.

Developing Comprehension

Recognizing Setting

Remind students that as they read, they should think about where the story takes place. In this book, there are many settings. Identifying each animal's habitat is crucial to understanding the text.

- The first section of each spread tells where each animal lives. Ask: *Where does the tiger on page 12 live? How about the rhinoceroses on page 15?*
- Point out that illustrations are rich in clues about the setting. Ask: *What picture clues on pages 30 and 31 help you understand where the piping plover lives?*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Understanding Compound Words

Remind students that a compound word is made up of two smaller words that have been combined. Explain that sometimes compound words are joined by a hyphen.

- On page 11, point out the words *zookeepers* and *comeback*. Ask students to identify the smaller words that make up each compound word. Invite students to define each word and use it in a sentence.
- Have students find compound words on page 15. (*overhunting, ground-up*) Ask them to find other compound words in the book.

Learning About Text Features

Question and Answer Format

Explain that the book is organized by questions and answers. Each question is written in a large font and in a color different from the rest of the text to make it easy to spot. Have students flip through the book to compare the questions.

Developing Fluency

Have students reread a page of the book quietly to themselves. As they read, circulate and listen in, giving assistance to struggling readers.

Learning in the Content Areas

Talk About the Environment Discuss current environmental problems and why they pose threats for the future. Discuss dangers such as pesticides and pollution.

Develop Specialized Vocabulary Discuss ways students can get involved. Encourage them to recycle, reuse, and reduce and to walk instead of ride whenever possible. Suggest that students write letters or join organizations involved in protecting plant and animal life. Encourage students to use words such as *composting, ecology, environment, litter, and replant*. Ask:

What is one thing you might do to help protect the earth?

Extending Meaning Through Writing

- Have students create a cause and effect chart describing the different reasons animals are endangered and what can be done about it. Students can choose one or two animals from each category: land animals, birds, and water animals. Here is a partial example:

Endangered Animal	Cause	Effect	What is being done
Panda (Land Animal)	bamboo forests cut down for homes & farms huge profit from sale of panda skin	starvation b/c pandas are picky eaters pandas captured & killed for skin	forest refuges; captive breeding
Bird			
Water Animal			

Connecting to Other Books

Arctic Babies by Kathy Darling

Where Are the Wolves? by Rebecca Motil

Wilma Unlimited



by Kathleen Krull
text type: **Biography**
word count: **250+**
content area: **Social Studies**
topic: **famous Americans**

Level P

Summary & Standard

This biography tells how Wilma Rudolph showed determination to overcome obstacles and win at the Olympics. Students will learn about the realities of growing up in the 1940s in America and how greatness can be achieved with hard work.

Making Connections: Text to Self

Students will have real-life experiences with obstacles. Ask: *Have you ever been challenged to overcome an obstacle in order to achieve a goal? What was it? What happened?* Ask students to share their experiences.

Extend the real-life connection by talking about Wilma Rudolph. Point out that Rudolph grew up in a time when medicine was not as advanced as it is today, and black people were treated differently from white people in this country. Ask students if they think these would be difficult obstacles to overcome.

For additional teaching ideas and resources, see www.lkwdpl.org/wihohio/rudo-wil.htm.

Vocabulary

Content Words: athlete, baton, fumble, Olympics, polio, prejudice, premature, scholarship, surged

Essential Words: exhilarated, triumphant

Related Words for Discussion: champion, goals, debilitating, determination, discrimination

Nonfiction Text Features: author's note, illustrations

Supportive Book Features

Text The warm, intense colors of the illustrations reinforce the statuesque, heroic aspects of Wilma Rudolph. The text is organized in a predictable format—one page of text followed by a full-page illustration.

Content The events in the story are narrated in sequential order, making it easier for students to recall the important events in Wilma Rudolph's life. Students will find the story easy to follow and inspiring.

Praise students for specific use of "Behaviors to Notice and Support" on page 83 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some of the sentences are long and have complex structures that require students to look for commas, periods, and other punctuation marks.

Vocabulary Students may be unfamiliar with some terms in the book, such as the names of illnesses and sporting terms that may need to be reviewed before reading.

ELL Bridge

Explain to students that track-and-field sports consist of many running events and activities, such as the long jump, the pole vault, and the javelin throw. Point out that the relay race Wilma runs uses a baton passed from one runner to the other. Have students find illustrations in the book that show running events. Then help students write sentences about the actions shown. Say each sentence aloud. Have students repeat after you.

Developing Comprehension

Making Predictions

Explain to students that good readers think about what might happen next in the story. They use prior knowledge along with what they read to make predictions. Tell students that sometimes predictions are incorrect and that as they read and learn new information, they may need to adjust their predictions.

- After students read page 12 (adjacent to Wilma in a chair with a book), ask them to predict how Wilma will fight back.
- After reading page 24 (adjacent to basketball), ask: *How do you think Wilma will feel about losing? Why?*

After completing each section, revisit students' predictions to see if they were correct.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Adjectives

Remind students that adjectives usually describe nouns—words that name people, places, things, or states of being.

- Have students find the word *shimmering* on page 28 (adjacent to Wilma with swollen ankle). Ask them to tell what noun the word describes.
- Repeat for *electrifying* on page 36 (adjacent to runners with batons).

Have students write in a personal word log the adjectives they find as they read the book. They can use the log as a reference for future reading and writing assignments.

Learning About Text Features

Illustrations

Explain that a book's illustrations help the reader visualize the information in the text. Point out how most spreads in this book have text on one page and an illustration on the other. Explain that illustrations sometimes help the reader make predictions. Have students find the first two-page spread and ask them how it helps them predict what is going to happen next.

Developing Fluency

Model reading the book aloud with proper pace and intonation. Pay special attention to sentences that have dashes and colons. Then have students practice reading the book with partners.

Learning in the Content Areas

Talk About Champions Lead a discussion about other African Americans who overcame obstacles to achieve greatness at the Olympics. Explain that Jesse Owens shattered Adolph Hitler's theory of race superiority when he won four gold medals at the 1936 Olympics in Berlin. Three of Owens's four events, the 100, 200, and 400-meter relay, were the same events that Wilma Rudolph won in the 1960 games!

Develop Specialized Vocabulary Ask students to describe the characteristics that helped Wilma Rudolph reach her goals. Encourage students to use words such as *debilitating*, *determination*, *champion*, and *discrimination*. Ask:

What goals did Wilma have, and what did she do to achieve them?

Extending Meaning Through Writing

- Have students make a chart of Wilma's life with three columns—the first to list the obstacles she faced; the second to describe how she overcame the obstacles; and the third to list what we can learn from Wilma. (Graphic Aid)

Connecting to Other Books

Afro Bets Book of Black Heroes from A to Z by Wade Hudson and Valerie Wilson Wesley

Amazing But True Sports Stories by Phyllis & Zander Hollander