GUIDED READING PROGRAM

Fiction Focus

2nd Edition

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

- **Abby Takes a Stand**
- **Amulet: Book One, The Stonekeeper**
- **Bunnicula**
- **Champ**
- **Just Juice**
- **The Life and Times of the Peanut**
- **Mummies, Pyramids, and Pharaohs**
- **Oggie Cooder**
- **Punished!**
- **You Be the Detective**

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Abby Takes a Stand (Scraps of Time)

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Fiction Focus
2nd Edition

Summary & Standard

When Abby's grandchildren spot an old menu in the attic, Abby remembers a time when her family and civil rights activists stood up for their rights and protested against segregation. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Patricia C. McKissack
Genre: Historical Fiction
Word Count: 250+
Theme/Idea: standing up for equality

Making Connections: Text to World

Students may have knowledge of a time in American history when African Americans faced discrimination and had few rights. Provide background and have students share what they know about that time.

Extend the real-world connection by asking students: *What are civil rights?* Point out that freedom of religion and freedom of speech are some of our civil rights. Ask: *What document was written to assure those rights?* (the Constitution) *Why do you think it took so long to include all Americans?*

For additional information and a time line about African Americans and civil rights, see **www.sitins.com/timeline.shtml**.

Vocabulary

Essential Words: boycott, democracy, demonstrate, overcome, protest, segregation

Related Words for Discussion: differences, discriminate, equality, individual, similar

Genre

Historical Fiction Remind students that historical fiction is a made-up story based on real people and events from a historical period.

Supportive Book Features

Text This chapter book is written with open line spacing and large text. Illustrations give readers enough information to visualize the characters and their actions. A time line and rules for a sit-in provide additional support for the events that occurred.

Vocabulary Most of the narrative and dialogue are written with on-level vocabulary. Preview and define essential and related words, such as *segregation* and *discriminate*.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story is told through narration, letters, and dialogue, some of which include phrases and signs that mimic those of the period, such as *WHITES ONLY*. Remind students that the author chose these phrases to give readers a true sense of what it was like during that time.

Content Though some readers may be familiar with Martin Luther King, Jr., most may not be familiar with the details of the civil rights movement and its effect on society. To provide further background, extend the discussion in Making Connections.

ELL Bridge

Review multisyllabic words from the Essential and Related Words lists. Have students list the words on a sheet of paper. Then have them rewrite each word, using hyphens to divide it into syllables, e.g., *discriminate/dis-crim-i-nate*. Ask a volunteer to choose one of the words and read the dictionary definition aloud without revealing the word itself. Ask the group to recite the correct word. Repeat the word, pronouncing each syllable. Repeat until all the words have been recited.

Level Q

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about why Abby took a stand. Ask: *What happened to make her take a stand? What actions did she take? How did she help her cousin John?*

Thinking Beyond the Text

Ask students to think about and discuss why discrimination is wrong. Point out that people are different and unique in their own ways, based on their culture and beliefs. Ask: *What would you have done if you were in Abby's shoes? How would you want to be treated by other people?*

Thinking About the Text

Have students notice that the author opens and closes the story in present time. Ask students how this effect makes the story more realistic.

Understanding Sequence

Remind students that the sequence of events in a book is the order in which the events happen. Point out that historical events and directions on how to get somewhere are examples in which sequence is important.

- *What first happens to give Abby a reason to support her cousin John and want to go with her mom to the protest meeting?* (She is humiliated at the store.)
- *When Abby found out she couldn't be part of the sit-in, what did she do next to still be part of the protest?* (She made and handed out flyers.)
- At the end of the book, ask: *After all the steps people took to protest for their rights, what was the final result?* (Restaurants did not discriminate.)

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

Developing Phonics and Word-Solving Strategies

Context Clues

Remind students that they can often use context clues when they read an unfamiliar word. They should look at the sentences around the word—both before and after—for details that help explain it.

- Have students turn to page 38 and read the last paragraph. Ask them what *humiliates* means and what clues before the word help define it.
- Repeat with the second paragraph and the word *activist* on page 43. Ask what clues after the word help define it.

Developing Fluency

Have students read aloud the letter from Abby on pages 43–44. Encourage them to focus on proper intonation and expression.

Oral Language/Conversation

Talk About Activists Lead a discussion about the people who participated in the civil rights movement. Ask: *What kind of personality traits do you think they had? Why do you think they remained nonviolent?* Ask students what methods they would have used had they participated in the movement.

Extending Meaning Through Writing

- Have students write a letter to Abby explaining a time when they witnessed or experienced something unfair. Ask them to include a description of what they did about it. **(Descriptive)**
- Have students write a news article, pretending that they have interviewed John about the sit-in. **(Expository)**

Other Books

I Have a Dream by Margaret Davidson

. . . If You Lived at the Time of Martin Luther King by Ellen Levine

Amulet: Book One, The Stonekeeper

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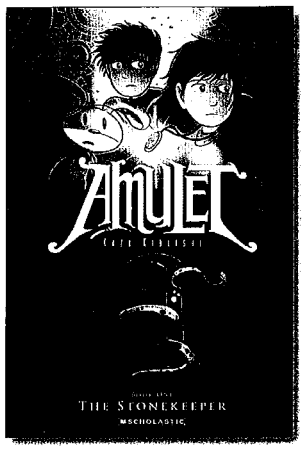

Summary & Standard

This graphic novel follows Emily, her brother Navin, and their mother on an adventure into an alternate world, where Emily learns to use the powers of a mysterious amulet to help her family. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Kazu Kibuishi
Genre: Fantasy/Graphic Novel
Word Count: 250+
Theme/Idea: facing fears

Making Connections: Text to Text

Discuss what students know about graphic novels or comic books. Point out that many graphic novels are adventure stories.

Extend the connection by inviting students to describe fantasy tales they have read or heard. Ask: *What do many graphic novels and fantasies have in common? What makes them suspenseful? Why do people like to read them?* Have students talk about the kinds of fears the characters in these stories face. Tell them that they will read a graphic novel in which characters face scary situations.

For additional teaching ideas and resources, see **http://www.scholastic.com/graphix/**.

Vocabulary

Essential Words: architect, embrace, evident, financial, miniature, normal, version

Related Words for Discussion: challenge, fearless, obstacle, successful

Genre

Fantasy/Graphic Novel Remind students that a fantasy has characters and settings that could not exist in real life, and that a graphic novel has a format similar to a comic book.

Supportive Book Features

Text The graphic treatments of the stories will make it easy for students to follow the action and understand characters' emotions. Many students will be familiar with the graphic form.

Vocabulary Students will be familiar with most of the vocabulary. Context clues will help them figure out unfamiliar vocabulary, such as *mopey* on page 15 and *sizable* on page 16.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out that large portions of the story flow without any text at all, such as pages 20–24. Students must look closely at the illustrations to understand what is happening. Encourage students to describe in detail what is going on in each of the graphic segments.

Content This fantasy features extraordinary and unreal events, but students will still be able to relate to the characters and their realistic interactions. Suggest that students apply what they know about real relationships to the fantastic characters as they read.

Level Q

ELL Bridge

Have students break into groups of three and act out scenes from the graphic novel, using gestures and pantomime along with the dialogue to convey meaning. For example, have them read aloud and act out a series of panels, such as pages 17 through 20, to gain a greater understanding of how the images and text work together to create the suspenseful mood of the story.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the sequence of events in the graphic novel. Ask: *What happens in the prologue? How does the prologue lead to the body of the story?* Have volunteers summarize the main events of the story.

Thinking Beyond the Text

Have students infer unstated information about the characters. Ask: *What do we learn about Emily on pages 52–53?* (She shows courage when her family is in danger.) Discuss how Emily's decision to stay and help her family shows she is overcoming her fear.

Thinking About the Text

Have students point out how tension is built in different scenes. Ask: *What makes the suspense build on pages 41–44? What elements in the graphic novel added to the tension?* Ask students to compare the rising tension of a graphic novel to a scary movie.

Making Predictions

Help students understand that making predictions is part of effective reading. Readers use clues from the story to predict what will happen next. Then they read to find out if they need to revise their predictions.

Ask: *When Mother meets the ghost on page 45, what did you think would happen next? What actually happened?*

- Have students describe what they think will happen in the next book of the series. Have them read what Silas tells Emily at the top of page 100. Ask: *What does this clue suggest about what will occur in Book Two?*

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

Developing Phonics and Word-Solving Strategies

Onomatopoeia

Remind students that onomatopoetic words, such as *Shhhh,* are often spelled the way they sound. Graphic novels rely heavily on onomatopoeia to provide sound effects in the story.

- Ask students to turn to page 5 and find the word *WHUD!* Ask: *Is this a real word? Why is it spelled this way? What does the new word show us?*
- Have students find additional examples of words that spell out sounds, such as on pages 49–55.

Developing Fluency

Have students select a series of panels in the graphic novel, such as pages 114–115, and read the scene aloud to a partner. Remind students to read at a natural pace.

Oral Language/Conversation

Talk About Facing Fears Lead a discussion about encountering fears in everyday life. Ask students to offer up examples of occasions when they were scared to do something, such as try out for a team. Ask: *Did you overcome your fear? How?*

Extending Meaning Through Writing

- Have students create written descriptions of what they see in the panels on a specified page range. Ask them to read their descriptions aloud. **(Descriptive)**
- Have students write a brief fantasy tale of their own. Encourage them to use both realistic and fantastic elements. **(Narrative)**

Other Books

The Ghost Comes Calling by Betty Ren Wright

Horrors of the Haunted Museum by R. L. Stine

Bunnicula

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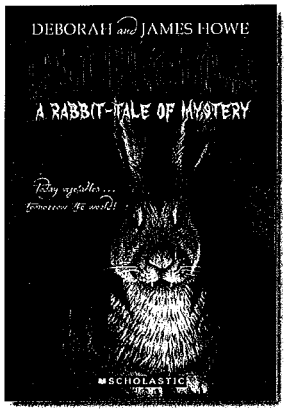

Summary & Standard

When a rabbit exhibits some unusual behaviors, Harold the dog and Chester the cat must find the truth about the household's newest pet before it is too late. Students will comprehend basic plots of a variety of fiction genres.

Authors: Deborah and James Howe
Genre: Fantasy
Word Count: 250+
Theme/Idea: investigating unexplained events

Making Connections: Text to Text

Many students will have read scary stories. Ask: *Why was the story scary? Were there events that could not be explained? Was there an imaginary creature? What was the creature like?*

Ask students what they know about vampires. Discuss common items from vampire mythology, such as garlic, stakes, and capes. Explain that vampires are creatures in legends and scary stories and do not really exist. Tell students that in the fantasy book *Bunnicula,* a pet cat thinks a rabbit is a vampire.

For additional resources about James Howe and other books he has written, see **http://www.bcplonline.org/kidspage/kids_howe.html**.

Vocabulary

Essential Words: commotion, compelled, digress, exemplary, imminent, inert, traumatized

Related Words for Discussion: exhibit, investigate, suspect, suspicious, symptoms, unusual

Genre

Fantasy Remind students that a fantasy is a story that has characters, settings, or events that could not happen in the real world.

Supportive Book Features

Text The Editor's Note at the beginning of the book will hook the reader. Each new chapter title gives a preview of what to expect next.

Content This chapter book is written in a conversational tone and includes plenty of dialogue. The humorous antics of the dog and cat are of high interest. Pictures support some of the action in the book.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The story is told from the point of view of the family dog, so some details are limited by what the dog knows. Readers often have to draw conclusions about what is happening, based on the dog's account. The family cat thinks the rabbit is a vampire, but students must often infer why the cat believes this.

Vocabulary The book contains words that may be new to students, such as *gypsy* (page 22) and *sibling* (page 94). Since the dog does not understand these words, the cat defines them for him. Have students keep a list of unfamiliar words that are not defined in the text, so that they can look them up in a dictionary later.

ELL Bridge

Help students visualize the action in the text. Preview some of the action words on pages 56–60. Invite volunteers to act out Chester's gestures and actions as you reread the pages aloud. Point out that the cat's actions show he is trying to communicate with the humans. Use this technique to demonstrate other story actions, such as how a bleary-eyed Chester grumbles and groans (page 25) or how Mrs. Monroe coos to Harold (page 75).

Level Q

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the events and behaviors that Chester the cat claims prove that Bunnicula is a vampire. Have students cite specific examples in the text.

Thinking Beyond the Text

Ask students to compare Chester's reactions to Harold's. Ask how the story might have been different if Harold had been as obsessed with vampires as Chester was. Have students compare the book with another scary story they have read.

Thinking About the Text

Point out to students that the author includes real characteristics of dogs and cats, such as Harold's wanting snacks and Chester's hating to be bathed. These details make it seem as if Harold and Chester can really think and feel the way they do in the story. Ask: *How do these details make the story more believable?*

Identifying Problems and Solutions

A problem in a story may involve something a character wants to do, needs to find out, or wants to change. How the problem is solved is called the solution. Say:

- *Some stories have one main problem to be solved. What is the main problem in this book?*
- *The rabbit gets out of the cage at night. Why does Chester think this is a problem? How is it solved?*
- *Why are all the vegetables turning white? How does the family solve this problem? How does Chester solve it?*

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

Developing Phonics and Word-Solving Strategies

Understanding Homophones

Remind students that homophones are words that have the same pronunciation but different spellings and meanings; e.g., *pear* and *pair.* Context clues often reveal the word's meanings. The author uses homophones and their mixed-up meanings to add humor to this story.

- Have students reread pages 71–73, identifying homophones *steak* and *stake.*
- Ask: *Why does Chester have a meat steak? What is he mistaking this steak for? How does Chester's confusion over the two words make the scene funny?*

Developing Fluency

Model reading a passage from the book. Then have students chorally read the same passage as you listen. Comment on intonation and phrasing. Continue with subsequent passages.

Oral Language/Conversation

Talk About Unusual Happenings Discuss unexplained events, like the ones Harold and Chester witness. Ask: *Have you ever seen anything you couldn't explain? What happened?* Talk about how out-of-the-ordinary occurrences can make people suspicious.

Extending Meaning Through Writing

- Have students choose Chester, Harold, or Bunnicula and explain why they would like to have this animal as their own pet. **(Expository)**
- Is Bunnicula actually a vampire rabbit? Have students write a persuasive paragraph to convince the family one way or the other. Have them include evidence from the story. **(Persuasive)**

Other Books

The Easter Bunny That Ate My Sister by Dean Marney

The Ghost Comes Calling by Betty Ren Wright

Champ

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Summary & Standard

Riley learns from his new dog Champ, who has lost his leg in an accident, that winning doesn't always mean coming in first. Students will read for personal fulfillment.

Author: Marcia Thornton Jones
Genre: Realistic Fiction
Word Count: 250+
Theme/Idea: overcoming obstacles

Making Connections: Text to Self

Invite students to talk about activities they excel in and those in which they don't. Ask them to discuss the importance of practice and the effect it has on certain activities.

To help students make personal connections, ask: *How does it feel to be told that you are not good at something? When someone cheers you on, how does it affect your performance and your attitude?* Say that in this book, working with a "less-than-perfect" dog helps Riley see that one need not be perfect to be a winner.

For additional teaching ideas and resources, see the author's Web site at **http://www.MarciaTJones.com.**

Vocabulary

Essential Words: agility, competitions, disappointment, disintegrated, instinct

Related Words for Discussion: achievements, goals, mental, obstacle, physical

Genre

Realistic Fiction Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life.

Supportive Book Features

Text The book is divided into 18 easy-to-read chapters, which are outlined in a table of contents. Each chapter has a descriptive title, which students can preview to make predictions about what they will read.

Content Students will enjoy the humorous aspects of the book and will often be able to connect with the situations Riley finds himself in. Students will cheer for Champ as he overcomes his own set of problems.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The lengthy sentences may be hard to understand at times. Remind students to use punctuation marks to help make sense of the text as they read.

Vocabulary Students may find some vocabulary challenging. Remind students to use context clues or a dictionary to help with difficult words. Also, be sure that students understand the idioms and other figurative language used in the text. (*look what the cat dragged in,* page 81; *a mountain out of a molehill,* page 153)

Level Q

ELL Bridge

Have students perform a Readers Theater version of one of the chapters. Select a chapter that has ample dialogue, such as Chapter 10, and assign each student a part. Begin by reading aloud a section for the group, modeling intonation and expressiveness. Then have students read the chapter, reminding them to use gestures and facial expressions to emphasize what they are saying.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss the main characters' thoughts and actions in the story. Ask them to note what Riley and Champ have in common, such as being less than "perfect" and not being able to be the best at something.

Thinking Beyond the Text

Ask students to talk about the relationship that Riley has with his father. Discuss how Champ helps Riley overcome his lack of confidence and at the same time repair his relationship with his father. Then ask: *What important lesson do you think Riley learns?*

Thinking About the Text

Have students notice how the author uses descriptive comparisons. For example, on page 90, Riley's neighborhood is *as old as dirt,* and the garages *sit in the backyard like giant outhouses.* Ask: *How do these comparisons help readers visualize the setting?*

Understanding Problems and Solutions

Remind students that, when we read stories, we read about the problems characters face and how they go about solving them. A story's problem is what a character wants to do, needs to find out, or wants to change. The solution is how that problem is solved.

- Ask: *When Champ barks and causes problems at home, what does Riley decide to do? Who helps him with this solution?*
- *Riley faces a problem when Mrs. Lerner wants to take back Champ. What solution does Riley come up with first? Why does he decide that this solution is no good?*

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

Developing Phonics and Word-Solving Strategies

Suffixes

Remind students that a suffix is a part added to the end of a word to change its meaning. Suffixes can indicate whether a word is a noun, adjective, verb, or adverb.

- Point out the word *competitions* on page 29. Explain that the suffix *-tion* means "the act of" or "the state of." *Competition* means "the act of competing"; *competitions* are contests. The *-tion* suffix indicates a noun.
- Have students define *impressive* on page 97 after you explain that the suffix *-ive* means "tending toward" doing something. (tending to impress) The *-ive* suffix indicates an adjective.

Developing Fluency

Model expert reading with pages 107–109. Then have students practice reading this section aloud in the same way.

Oral Language/Conversation

Talk About Overcoming Obstacles Lead a discussion about obstacles—physical and mental— people often must overcome when trying to reach goals. Ask: *What are some things that people do to overcome both types of obstacles?*

Extending Meaning Through Writing

- Have students write about a time when they overcame obstacles to accomplish a goal. Ask them to tell how they felt when they accomplished it. **(Narrative)**
- Have students write their version of the article that appeared in the newspaper. Remind them to tell *who, what, why, where,* and *when.* **(Expository)**

Other Books

Cub in the Cupboard by Ben M. Baglio

Sheepdog in the Snow by Ben M. Baglio

Just Juice

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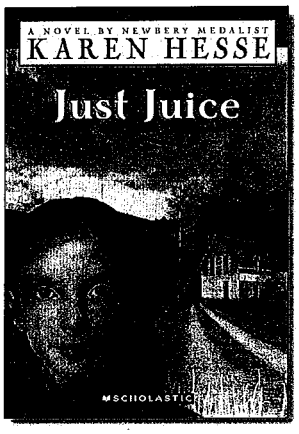

Summary & Standard

Nine-year-old Juice has a problem—she doesn't know how to read. Her family also has some problems they'd like to fix. The book explores how the family's love for one another helps them get through difficult times. Students will appropriately identify the theme or author's message.

Author: Karen Hesse
Genre: Realistic Fiction
Word Count: 250+
Theme/Idea: understanding learning differences

Making Connections: Text to World

Students will have prior knowledge about the challenges of learning a new skill such as reading, playing the piano, or riding a bike. Discuss why a person may be quick to master one skill, yet struggle with learning another.

Extend the real-world connection by pointing out that people are different and that everyone has different struggles and challenges when learning. For example, a person might struggle to learn to read and write but easily learn how to play soccer. Discuss how students can support someone who is struggling to learn something.

For additional teaching ideas and resources, see **http://www.pbs.org/wgbh/misunderstoodminds/**.

Vocabulary

Essential Words: apprentice, ignore, intrude, suspicion, tax, truant

Related Words for Discussion: challenging, comprehension, confidence

Genre

Realistic Fiction Remind students that realistic fiction is a made-up story that features characters and situations that could really exist.

Supportive Book Features

Text This story is told by the main character, a girl named Juice, and is written as a young girl would speak. Most of the sentences are conversational in style and easy to understand.

Vocabulary The majority of the vocabulary is easy to read and understand. Context clues make it easy for readers to figure out the meaning of unfamiliar words that reflect the dialect of the character.

Praise children for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Many chapters do not have illustrations. Remind students to use descriptive words to visualize what is happening. For example, have students close their eyes as you read aloud the first paragraph on page 27. Ask students to describe what they pictured as you read.

Content The story contains many adult-level problems—such as unemployment, adult illiteracy, losing a home for nonpayment of taxes, and gestational diabetes—that may be unfamiliar to some students. Discuss these problems with students in a sensitive manner.

ELL Bridge

Introduce expressions used by the narrator to describe actions, and pantomime the meaning of each when possible: *clap-hat it around the house* (hurry), *hush along the hallway* (tiptoe or walk quietly), *finally we lit here* (settled), *fox-walk up to the building* (walk quickly and quietly so as not to be seen). Have students illustrate one of the expressions to show the character's actions and feelings. Have them write a sentence under their illustration that includes the expression and describes what is happening.

Level Q

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students to discuss Juice's main problem and the problems of her parents. Discuss how Juice's and Pa's inability to read have contributed to the family's problems.

Thinking Beyond the Text

Remind students that because of Miss Hamble, Juice began to think of herself as different, not stupid, and her classmates accepted her as well. Ask students how they think Juice's life might have been different if she hadn't had Miss Hamble for a teacher. Ask: *Why are encouragement and support from other people important? What effect can these things have on someone's confidence?*

Thinking About the Text

Remind students that the narrator of the story is a young girl. Read aloud this sentence from page 2: *I don't much care for school, and school, well, it cares even less for me.* Ask students how this sentence gives clues to the age of the narrator. Have students point out other language in the story that sounds like a young girl speaking.

Understanding Theme

Help students understand that an author writes a story to get across a big idea or lesson, called a theme. A story can have more than one theme. Point out that one theme in the story might be "Not knowing how to read can be painful and dangerous." Ask students what other themes Karen Hesse might want readers of the story to remember. (Family support can help people overcome difficulties; people are different and should be accepted for who they are.)

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

Developing Phonics and Word-Solving Strategies

Words With Multiple Meanings

Remind students that many words have more than one meaning. Seeing a word in context can help readers determine its correct meaning.

- Ask students to brainstorm aloud different meanings of the word *fix* and use them in sentences. Then point out the sentence on page 29: *I fix his eyes with my own and don't let go.* Have students identify the meaning that fits the context of the sentence ("directed steadily toward") and compare this with its use on page 2: *That would fix everything.*
- Repeat the process for *notice* on pages 23 and 59, and *past* on pages 25 and 94.

Developing Fluency

Open each session by modeling expressive reading of a chapter, especially paragraphs of dialogue. Have students read aloud to practice reading dialogue with expression.

Oral Language/Conversation

Talk About Learning Differences Discuss different ways people learn. Ask: *Would you learn to paint the same way you learn to sing?* Use story examples of learning differences: Juice learns through touch, Lulu by hearing. Invite students to say how they learn best.

Extending Meaning Through Writing

- Have students write a paragraph about what the title *Just Juice* means and how it relates to the idea of accepting others and ourselves for who we are. **(Expository)**
- Have students write a paragraph about how someone has encouraged and helped them in some way. **(Narrative)**

Other Books

The Big Wave by Pearl S. Buck

The Family Under the Bridge by Natalie Savage Carlson

The Life and Times of the Peanut

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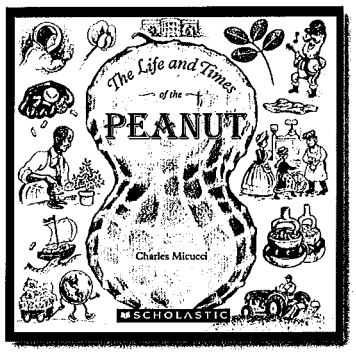


Summary & Standard

This informational book about peanuts explains their history, biology, and importance. The book also gives an account of how and where peanuts are grown, and the many ways in which they are used. Students will read to refine their understanding of how texts work.

Author: Charles Micucci
Genre: Informational Text
Word Count: 250+
Theme/Idea: learning all about peanuts

Making Connections: Text to World

Students should have some knowledge of peanuts and their popularity as a snack. Ask students to share information they have about how or where peanut plants are grown.

Extend the real-world connection by brainstorming with students a list of how peanuts are used. Students will most likely include that peanuts are used in cooking, in peanut butter, and as a snack. Explain that peanuts are also used in making dyes, peanut oil, wood stain, floor coverings, and shampoo.

For additional teaching ideas and resources, see **http://www.peanut-institute.org/PeanutFAQs.html**.

Vocabulary

Essential Words: crops, experiments, harvest, industry, ingredient, processed, products, transported

Related Words for Discussion: consume, cultivation, legume, manufacturing

Genre

Informational Remind students that informational texts give facts about a topic.

Supportive Book Features

Text The book is divided into chapters, each headed by a title and prefaced by a contents page. Graphic aids, such as illustrations, labeled diagrams, captions, bar graphs, 4-column charts, time lines, maps, flowcharts, and lists, make facts and statistics more easily understood.

Vocabulary Important terms are highlighted in bold and clearly defined. Words for *peanut* in other languages are set in italics.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The amount of text and visual aids on each page may be overwhelming to students. Guide students to link passages and captions with the correct illustrations. Help them read the different graphs, charts, and other visual aids.

Content Students may become overwhelmed by the amount of information about the peanut. Encourage them to study the graphic aids to understand and remember the main ideas.

Level Q

ELL Bridge

Have partners create a Main Idea and Details chart for each chapter. Have them write the title of the chapter for the Main Idea and list three or four details from the chapter in their graphic organizer. Guide students to choose the most important details for each main idea. Encourage pairs to share their charts with others.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about peanut butter. Ask how its texture and taste changed through the years. Discuss why peanut butter was and still is such a popular food.

Thinking Beyond the Text

The peanut is a noteworthy plant because it has so many uses. Have students work in small groups to think of other plants that have many uses (e.g., bamboo and cotton). Encourage them to use the encyclopedia or other classroom resources to make a list of their uses. Then, have them make a chart comparing these plants to peanuts.

Thinking About the Text

Ask students to select three types of graphic aids in the text and have them identify what kind of information each type presents. Discuss why the author did it this way instead of some other way.

Using Captions

Remind students that captions provide more information about an illustration or other graphic aid. A caption may do any of the following:

- summarize information in the main text
- expand on an idea or give details about something not found in the main text
- explain the parts of a diagram or other visual aid

Have students identify some different ways the author uses captions. Then have them pick a graphic aid or illustration and rewrite the captions in their own words.

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

Developing Phonics and Word-Solving Strategies

Context Clues

Explain that when readers see an unfamiliar word, they often look for clues in nearby words and sentences to help them define the word.

- Have students find *pod* on page 9. Ask them which words or sentences explain what *pod* means. The phrase right after *pod* explains that it means "shell."
- Have students use *pod* in a new sentence.
- Ask students to find other unfamiliar words. Help them use context clues to figure out what they mean.

Developing Fluency

Model how to pronounce multisyllabic scientific terms such as *homogenizer*. Say a word and have students repeat it. Then read it in context and have students echo-read the sentence.

Oral Language/Conversation

Talk About Peanuts Lead a discussion about how peanuts are cultivated and turned into different products. Refer students to diagrams, charts, and graphs in the book that talk about peanut cultivation and the manufacture of peanut products. Have them use terms from the book while explaining some of these processes in their own words.

Extending Meaning Through Writing

- Ask students to select one of the graphic aids and write a paragraph presenting information from the graphic. **(Expository)**
- Have students describe a few of their favorite ways to use peanuts. **(Descriptive)**

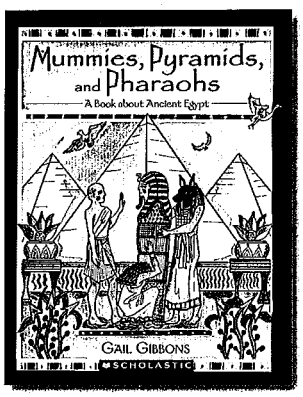
Other Books

All About Seeds by Melvin Berger

The Magic School Bus Plants Seeds by Joanna Cole

Mummies, Pyramids, and Pharaohs

GUIDED READING PROGRAM
Fiction Focus
2nd Edition



Summary & Standard

This informational book tells about the geography, history, and culture of ancient Egypt. Students will read to better understand the various cultures of the United States and the world.

Author: Gail Gibbons
Genre: Social Studies Nonfiction
Word Count: 250+
Theme/Idea: living in ancient Egypt

Making Connections: Text to World

Students may be aware of aspects of Egyptian history, such as the pyramids. Invite students to share what they know about Egypt. Ask: *Do you know what a mummy is? Do you know how a mummy is made? Who were the pharaohs? What's inside a pyramid?*

Extend the real-world connection by asking students where Egypt is located. Display a world map and guide students to the northeast corner of Africa. Explain that the book they will read tells about ancient Egypt in about 3000 B.C., the time of pyramids, mummies, and pharaohs.

For additional teaching ideas and resources, see **http://www.cdli.ca/CITE/egypt_activity.htm.**

Vocabulary

Essential Words: ceremonies, civilization, inscription, irrigation, laborer, procession

Related Words for Discussion: ancient, archeologists, archeology, culture, relics

Genre

Social Studies Nonfiction Remind students that social studies nonfiction gives factual information about society and history.

Supportive Book Features

Text The book groups related topics by page and includes captions, labels with illustrations, maps, and diagrams that give more-detailed information. The last page provides additional information about Egyptian discoveries.

Content Students should be familiar with elements of ancient Egypt, such as pyramids and mummies. Students may have knowledge of Egyptian history through movies and books.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Some illustrations contain labels and explain additional information that may not be included in the text. Remind students to read the text first and then review the illustrations and labels to reinforce what they just read.

Vocabulary Though some pronunciations of unfamiliar words are spelled out in the labels, most are not and may prove difficult for readers. Prior to reading, find words such as *Egyptian, pharaoh,* and *hieroglyphs,* and review their pronunciations and meanings. Remind students to list unfamiliar words while reading and to look them up later in a dictionary.

ELL Bridge

Review content words, such as *ancient, pharaoh,* and *pyramid.* Ask students which Egyptian items they saw pictured in the book. Then ask them to choose one to draw and label. Model by sketching an item from the book, such as a canopic jar, and writing a label for it. Encourage students to take the picture home to show family members that they are reading and learning about ancient Egypt.

Level Q

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students identify some areas of ancient Egyptian life that this book discusses, such as how the society was organized, how people made a living, what people did for entertainment, and what people believed. Ask them to briefly summarize the information related to one of these subjects.

Thinking Beyond the Text

Ask students to compare and contrast life today and life in ancient Egypt. Ask students: *How are things done differently today than they were in ancient Egypt? What things are the same?*

Thinking About the Text

Have students identify and evaluate the features the writer uses, such as labeled diagrams, maps, and detailed illustrations with captions. Ask: *How do these features help you understand the topic?* Ask students to describe some other features that might have been helpful to include.

Understanding Steps in a Process

Explain to students that learning how something is done is made easier when they understand the steps in a process. Signal words, such as *first, after, then,* and *next,* are often used to indicate the order of steps in a process.

- Have students reread pages 22–23. (The title page is page 1.) Ask students: *What process is being described?* (how a pharaoh's body is prepared for the afterlife) *What is the first step?* (organs are removed)
- With students, make a sequence chart of the mummification process, using the information on these pages.

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

Developing Phonics and Word-Solving Strategies

Words With Quotations

Explain that sometimes writers enclose words or phrases in quotation marks to indicate that they are being used in a particular way.

- Turn to page 4 and have students locate the phrase *"Black Land."* Explain that the author put this phrase in quotation marks to highlight the fact that this was the term ancient Egyptians used.
- Have students find and explain other words in quotations, such as *"Red Land"* (page 5) and *"Ka"* (page 21).

Developing Fluency

Model how to pronounce long historical words and names with ease. Then have students reread the passages aloud with proper pace, phrasing, and intonation.

Oral Language/Conversation

Talk About Ancient Egypt Ask students: *How does the author know about ancient Egypt?* Explain that archeologists discover relics and artifacts and study them to figure out what life was like in the past. Ask: *Would you have liked living in ancient Egypt? Why or why not?*

Extending Meaning Through Writing

- Have students choose three objects that they find interesting among those in the book and write a museum guide explaining their significance. **(Expository)**
- Have students invent an ancient Egyptian character and write about one day in his or her life. **(Narrative)**

Other Books

. . . *If You Lived at the Time of the Great San Francisco Earthquake* by Ellen Levine

. . . *If You Lived with the Hopi* by Anne Kamma

Oggie Cooder

GUIDED READING PROGRAM
Fiction Focus
2nd Edition

Summary & Standard

When Oggie Cooder's special talent almost lands him on a popular television show, he discovers who his real friends are. Students will comprehend basic plots of a variety of fiction genres.

Author: Sarah Weeks
Genre: Realistic Fiction
Word Count: 250+
Theme/Idea: using unusual talents

Making Connections: Text to Self

Have students share what they know about talent shows or television programs that feature the unique skills of some people. Ask: *What makes a talent unique? Why do people choose to perform in talent shows?*

Extend the real-world connection by asking students to describe special abilities or talents they have. Ask them to describe when they discovered they had this talent or ability, how they learned or improved it, and what others think about it.

For additional teaching ideas and resources about unusual talents, see **http://www.guinnessworldrecords.com**.

Vocabulary

Essential Words: appreciate, audition, careening, circumstances, confront, inevitable, sarcastic

Related Words for Discussion: characteristics, differences, individual, similar, unique

Genre

Realistic Fiction Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

Supportive Book Features

Text This chapter book has humorous pictures that help tell the story of Oggie and his "charved" cheese. Students will find the dialogue and short sentences easy to read.

Content The plot is of high interest, and students will be able to connect with the antics of Oggie and his classmates. The situations are common to upper-elementary classrooms.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be unfamiliar with the drop cap used in the first word of each chapter. Explain that the large decorative letter is part of the first word. This feature is used to make a word stand out and signifies the first word of a chapter.

Vocabulary Students may have difficulty with some of the words used to mimic certain sounds, such as *prrrrr-ip* (page 3). Clarify slang that the children use, such as *cuckoo in the coconut* (page 34), as needed.

ELL Bridge

Invite students to use visuals in order to predict the plot of the story. Before reading, have students scan the illustrations and use them to predict what the story will be about. List their ideas on the board or a chart. Then, as they read, ask them to periodically revisit the list and modify their predictions as needed. Students may want to review the illustrations again as more information is learned from the story.

Level Q

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about Oggie and his family and Donnica and her family. Then ask students to describe how Oggie and Donnica are treated by their classmates, both before and after Oggie is discovered by the talent show producers.

Thinking Beyond the Text

Ask students to evaluate how the students and teachers begin treating Oggie differently. Ask: *Why do you think this happens? If you had advice for Oggie, what would it be? What would you want to say to Donnica?*

Thinking About the Text

Have students notice how the author uses dialogue to advance the plot. Ask students to identify where dialogue allows readers to learn more about the characters.

Understanding Making Predictions

Remind students that when they read, they can make predictions or guess what will happen next. As they read they can compare what happens to their predictions to better understand the story.

- After reading chapter 1, ask students to recall what they have learned about Oggie so far. Then ask: *How do you think cheese will change Oggie's life?* Record their predictions.
- At the end of page 60, readers learn that Donnica will come to regret two things. Ask: *What are these two things?* Invite students to predict why she will later regret them.
- At the end of the book, ask: *How well did your predictions match what really happened?*

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

Developing Phonics and Word-Solving Strategies

Strong Verbs

Remind students that verbs tell what happens. Strong verbs allow us to picture an action by more precisely describing it.

- On a chart or the board, write *The man _____ the bag and _____ out a camera.* Invite students to rewrite the sentence, filling in the blanks with these word pairs: *opened/took, unsnapped/yanked, unzipped/dumped.* Discuss how each set of verbs changes the action.
- Have students find other strong verbs in the text.

Developing Fluency

Have students partner to read a section of dialogue, such as that on page 44 or pages 52–53 or 66–67. Encourage them to focus on proper intonation and expression.

Oral Language/Conversation

Talk About Individualism Lead a discussion about how our differences as humans make us interesting. Have students recall how Oggie is different from his classmates. Invite students to explain what is wrong with Donnica's trying to change Oggie.

Extending Meaning Through Writing

- Have students create a poster that advertises the children's talents to be featured on the upcoming episode of *Hidden Talents.* **(Graphic Aid)**
- Have students describe what might happen to them if they auditioned for a TV talent show. **(Narrative)**

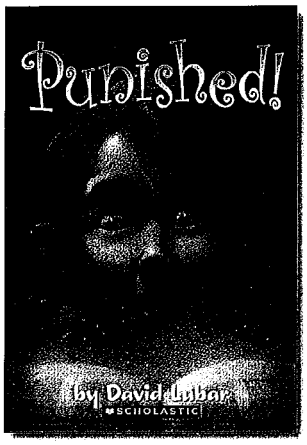
Other Books

America's Most Wanted Fifth-Graders by Jan Lawrence and Linda Raskin

Hurray for Ali Baba Bernstein by Johanna Hurwitz

Punished!

GUIDED READING PROGRAM
Fiction Focus
2nd Edition



Summary & Standard

When Logan runs into a mysterious professor in the library, the man "punishes" Logan by making him speak in puns. To remove the punishment, Logan must perform three tasks: find seven oxymorons, seven anagrams, and seven palindromes. Students will distinguish fantasy from reality.

Author: David Lubar
Genre: Fantasy
Word Count: 250+
Theme/Idea: playing with words

Making Connections: Text to Self

Students may be familiar with puns, but not with the word *pun*. Define *pun* as a word or phrase that exchanges similar-sounding words for a funny effect. Provide examples, such as *Where do fish keep their money? In a river bank.*

Ask students if they enjoy wordplay. Preview the other types of wordplay in the story—oxymoron (a phrase containing contradictory terms), anagram (a word or phrase formed by using the same letters as another word or phrase), and palindrome (a word or phrase spelled the same way forward and backward).

For suggested wordplay activities, see **http://www.davidlubar.com/teachers.html**.

Vocabulary

Essential Words: groaned, normal, opposite, perfect, project, quest, realized, surrounded

Related Words for Discussion: anagram, oxymoron, palindrome, pun

Genre

Fantasy Remind students that a fantasy is a made-up story that could not exist in real life.

Supportive Book Features

Text A table of contents and titled chapters help outline the story. Wide spacing between lines helps readers track more easily.

Content Students will likely find the wordplay in the story amusing and enjoy the suspense as Logan races against the clock in his search for words to escape his punishment.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text This book is solid text with no illustrations. Tell students to visualize as they read to help them understand and enjoy the story.

Vocabulary The words *oxymoron, anagram,* and *palindrome* are well beyond grade level, but the concepts are not. Point out to students that each term is clearly defined, and examples are given. Preview their meanings with students to make sure students understand.

Level Q

ELL Bridge

Make sure that students understand that a *figure of speech* is any phrase that means something beyond the dictionary definitions of the words. Review the puns in the story by asking students to explain why each is funny. Help them understand the oxymorons in the story by having them articulate the difference in meaning between the opposite terms (for example, *jumbo shrimp: jumbo* means "big," but something that is a "shrimp" is small). See also Oral Language/Conversation on the back of this card.

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students what happened to Logan in the library and what three steps he had to take to remove his punishment. Ask why the title *Punished!* is itself a pun.

Thinking Beyond the Text

Discuss who students think Professor Robert Wordsworth really is. Ask: *Why is Professor Wordsworth's name appropriate for him? Why did he tell Logan Quester that his name was appropriate?*

Thinking About the Text

Discuss how the author blended reality and fantasy in the story. Ask which parts of the story—characters, setting, events—are realistic and which could only happen in a fantasy.

Visualizing

Tell students that when readers visualize, they create pictures in their minds of how the characters look and sound. Demonstrate with students how visualizing can help them better understand the text. Read aloud or have a student read aloud page 7.

- Ask: *How would Logan's face look in this scene? How would Benedict sound?*
- Follow the same procedure with page 12.

Ask students to describe their favorite scene from the book. Have them tell how they can visualize what is happening. Ask them to pick out words that help them visualize the scene.

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

Developing Phonics and Word-Solving Strategies

Open Syllables

Remind students that when a word has a vowel-consonant-vowel pattern, the consonant may belong to the first syllable or the second. If it goes with the second, the first is open (meaning the speaker's mouth is "open" at the end). In open syllables, the vowel is usually long.

- Have students find the word *flavor* on page 22. Tell them that *v* goes with the second syllable, so *fla* is an open syllable. Have them identify the long-*a* vowel sound.
- Ask students to look for other words with open syllables and long vowel sounds, such as *Logan* (page 22) and *humor* (page 28).

Developing Fluency

Have students practice reading a section of the book until they feel comfortable with it. Then have them tape-record their readings and place the tape in the classroom Listening Center.

Oral Language/Conversation

Talk About Wordplay Lead a discussion about words and word games. Challenge students to think up their own puns, oxymorons, anagrams, and palindromes.

Extending Meaning Through Writing

- Have students make a four-column chart headed Puns, Oxymorons, Anagrams, and Palindromes. Challenge them to list examples of each from the story, as well as one of their own. **(Graphic Organizer)**
- Have groups turn a story scene into a skit to perform for the class. Remind them to include a character list, stage directions, and dialogue. **(Narrative)**

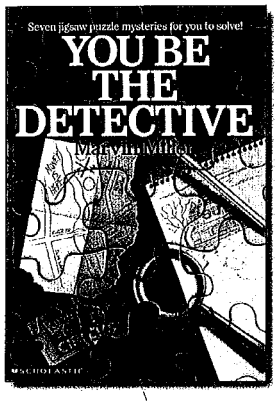
Other Books

The Day the Fifth Grade Disappeared
by Terri Fields

Help! I'm Trapped in My Teacher's Body
by Todd Strasser

You Be the Detective

GUIDED READING PROGRAM
Fiction Focus
2nd Edition



Summary & Standard

This book allows readers to solve seven different crimes using evidence and clues from the crime scenes. Students will comprehend basic plots of a variety of fiction genres.

Author: Marvin Miller
Genre: Realistic Fiction
Word Count: 250+
Theme/Idea: solving problems

Making Connections: Text to Text

Students may have experienced solving a mystery or figuring something out, such as finding a missing toy or pet. Discuss what steps students used to solve the mystery and how they figured it out.

Extend the real-world connection by talking about mystery books and TV shows students may have seen or read. Discuss how the investigators gathered information about what happened. Point out that gathering information can help solve many problems, not just crimes and mysteries.

For additional teaching ideas and resources, see **http://kids.mysterynet.com/**.

Vocabulary

Essential Words: crime, inspect, observed, sketched, solve, suspect (v), suspicious

Related Words for Discussion: detective, information, investigate, solution

Genre

Realistic Fiction Remind students that realistic fiction is a made-up story that features characters who are like real people and situations that could really happen.

Supportive Book Features

Text The seven chapters are short, engaging, and easy to read. Each includes a picture of a crime scene along with a puzzle picture that may be photocopied to allow students to cut the pieces apart and complete the puzzle to solve the case. The solution to each crime also appears in written text.

Vocabulary Most of the vocabulary is at grade level, giving the story an easy flow and allowing readers to read fluently.

Praise students for specific use of "Behaviors to Notice and Support" on page 96 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The dialogue in the text does not always specify who is speaking. Some dialogue is included within a paragraph and not on its own line. These features may confuse readers as to who is speaking. Suggest they use context clues and reread in order to better follow the text.

Content Students may have trouble making sense of the clues as they read. If they have difficulty trying to solve the crime on their own, remind them that every chapter ends with an explanation of how the detective used clues to solve the crime.

ELL Bridge

Use the illustrations in the book to review Essential and Related Words. Have students write the words on a sheet of paper. Then have pairs of students write sentences for four words on the list. Allow them to use more than one word from the list in a sentence. Invite students to share their sentences with the group, using an illustration from the book whenever possible to support the meaning of the sentence.

Level Q

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students discuss what they learned about finding clues and how those clues contributed to solving the crimes in the book. Ask what senses the detective uses to help him find out what happened.

Thinking Beyond the Text
Ask students to explain why the detective gathered as much information as he could for each case. Ask about mystery books, TV shows, and movies with which students may be familiar. Ask: *How did the detectives in those stories gather information? What could they infer from that information?* Talk about how inferring, or "reading between the lines," is helpful for both reading and solving mysteries.

Thinking About the Text
Ask: *What are two things the author included to help the reader solve each crime? How do the puzzle pieces and illustrations help the reader?* Have students point out the clues contained in each picture.

Understanding Problems/Solutions
Help students understand that a problem is a challenge or difficulty that a person faces; a solution is the action that solves the problem.

- Detective Riddle faced a problem in each case. Ask: *How did he attempt to solve it? What were the first steps he took to gather information?*
- What problem did Peter, Chester, and Maggie face in the shed in "The Morning Monsters"? Ask: *What information did Detective Riddle gather that helped him find a solution?*

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

Developing Phonics and Word-Solving Strategies

Compound Words
Remind students that compound words are made up of two or more smaller words. Explain that a compound word sometimes has the combined meaning of the smaller words. Some compound words have a hyphen.

- Ask students to turn to page 6 and find the words *footprints, newspaper,* and *high-heeled.* Write the words on a chart.
- Have students identify and define the smaller words that make up each compound word.
- Challenge students to find two compound words on page 17. *(lighthouse, overhead)*

Developing Fluency
Select a passage with both narrative content and dialogue. Invite students to read it aloud chorally. Remind them to read dialogue with intonation, as if it were an actual conversation.

Oral Language/Conversation
Talk About Being a Good Detective Discuss with students what it takes to be a good detective. Talk about ways of gathering information. Ask students whether they think Detective Riddle is a good detective. Ask: *Would you hire him to solve a mystery? Why or why not? What did you learn from him?*

Extending Meaning Through Writing

- Have students write a paragraph describing the clues at the scene of their favorite mystery or crime in the book. **(Descriptive)**
- Have students write an explanation of how the detective solved one of the mysteries in the book. **(Expository)**

Other Books
The Case of the Invisible Cat by A. E. Parker

You Be the Detective II by Marvin Miller