

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- **Amazing Magnetism (The Magic School Bus)**
- **Away West (Scraps of Time: 1879)**
- **Barnum's Bones**
- **Bugs (Scholastic Discover More)**
- **The Camping Trip That Changed America**
- **Dinosaurs (Scholastic Discover More)**
- **A Medieval Feast**
- **Playing to Win**
- **Testing the Ice**
- **WordGirl: Tobey or Consequences**

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# Amazing Magnetism



## Summary & Standards

**Summary:** Ms. Frizzle's class goes on a magic school bus adventure to learn about magnetism.

**CCSS.ELA-Literacy:** Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Rebecca Carmi

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding magnetism; learning the benefits of teamwork

**Text Type:** Chapter Book

## Genre/Text Type

**Informational Text/Chapter Book** Explain that informational text informs the reader. In a chapter book, each chapter builds on earlier sections.

## Informational Text Features

**Introduction** Besides introducing the book's topic, the introduction describes the characters and magic school bus that recur throughout this series.

## Vocabulary

### Academic Vocabulary

**smug** (p. 6): conceited; holding a high opinion of one's own talents or abilities

**whisked** (p. 8): moved with a rapid, sweeping stroke

### Domain-Specific Vocabulary

**observations** (p. 10): viewings or notings of facts

**scavenger hunt** (p. 6): a contest in which pairs or groups are sent out to find certain specified objects

## Challenging Features

**Text** Some scientific drawings and diagrams may be challenging for some students.

**Content** Students may have difficulty visualizing some plot events. Explain that, though this book is an informational text, it includes elements of fantasy, or things that could not happen in the real world. You might have groups sketch and write captions for scenes to build a class storyboard.

## Supporting Features

**Text** Student notes—with scientific explanations in kid-friendly language—are interspersed throughout.

**Vocabulary** Most of the language is simple and engaging. Students will be able to use context clues to understand unfamiliar words and phrases.

## A First Look

Read the title and tell students that this book is part of the Magic School Bus series. Point out the base word *magnet* in the word *magnetism*. Ask: *What object on the cover acts as a magnet? What objects does the magnet attract? What do these objects have in common? Say: Let's read to find out more about magnets and how the bus will play a part.*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Analyze Story Structure

Remind students that authors organize their writing to best convey their main point(s). This author uses a narrative story structure to share information about magnetism. Discuss how different parts of the story help inform the reader about the topic(s).

⦿ (pp. 1–3) *How does Carlos's run-in with Arnold relate to the rest of the story? Why does the author begin with their meeting?*

(pp. 5–16) *How does the introduction of the scavenger hunt move the story along? How do the scavenger hunt questions help the author introduce magnets and their properties?*

(pp. 24–30) *How do the events in this section help readers understand magnetism?*

⦿ (pp. 65–70) *How does the relationship between Carlos and Andrew come full circle? How does it fit into the topic of magnetism? What sub-topic is the author also conveying about relationships?*

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students discuss what they learn about magnetism in this story. As they read, have them list the details the author provides about the topic. Then discuss how each point contributes to the reader's overall understanding of magnetism.

### Thinking Beyond the Text

Discuss with students why the author chose to share the concept of magnetism through a narrative story structure. Ask:

- *Why do you think the author chose to inform readers about magnetism by way of a story? How did this informational text differ from others you have read that were not stories?*
- *How did the events and characters in the story help you better understand magnetism?*

### Thinking About the Text

Point out the excerpts from *All About Magnets* and student and teacher notebook pages. Ask:

- ❖ *Why does the author include book and notebook excerpts in the story? How do these help readers engage with the text?*
- ❖ *Why does the author include illustrations within the story? How do these drawings work with the text to help readers better understand the author's main point(s)?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Multiple-Meaning Words

Remind students that many words have multiple meanings. Tell students that it is important to use context clues to determine the correct meaning of a multiple-meaning word.

- Point out the word *rounded* on page 1. Read aloud the sentence. Ask: *What is the meaning of rounded? (v., went around) What is another meaning of rounded? (adj., curved; v., estimated) Which context clues help you determine the correct meaning?*
- Repeat this with *star*, *pop* (p. 1), and *beat* (p. 3).

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

## Develop Fluency

Read aloud the introduction of the book, using proper phrasing. Model how to use the punctuation marks (periods, commas, em dashes, and parentheses) as clues for proper pausing and phrasing. Then have student pairs practice reading the introduction.

## Expand Oral Language/Conversation

**Talk About Scavenger Hunts** Point out that the plot events are organized around a scavenger hunt. Have students explain the scavenger hunt in their own words. Why was the scavenger hunt an effective way to teach about the topic, magnetism? How would the text have differed if it was presented in a nonfiction format?

## Write and Respond to Reading

**Write a Riddle** Have students use what they learned in the book to write their own riddle about magnetism. Remind students that riddles shouldn't be easy to solve, but they should provide enough clues to be answered. **(Informative/Explanatory)**

**Write a Teacher Evaluation** Have students write evaluations stating whether they think Ms. Frizzle is a good teacher. Students should support their point of view with reasons and evidence from the text. **(Opinion)**

## ELL Bridge

Put together magnetism kits that duplicate the ones the students in the story use: magnetite, rubber bands, plastic checker pieces, paper clips, paper, nails, pennies, and black rectangular bar magnets. As students read the text or listen to it being read aloud, have them stop now and then to use these authentic objects to replicate plot events.

## Connect Across Texts

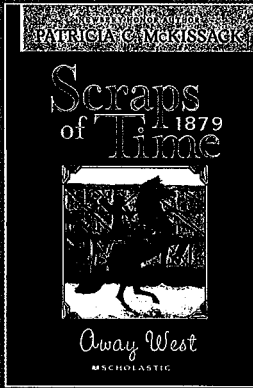
*Away West* by Patricia McKissack

Discuss that both of chapter books have a dual purpose: to tell an entertaining story and share information. How does McKissack share facts from history? How does Carmi share facts about magnetism?

## Connect to the Internet

Have students reinforce their understanding of magnetism by playing *Stuck on Junk* at <http://www.scholastic.com/play/junk.htm>.

# Away West



## Summary & Standards

**Summary:** Free-born thirteen-year-old Everett learns the true value of his father's Medal of Valor as he dreams of heading west to a new life in 1879.

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

**Author:** Patricia McKissack

**Word Count:** 250+

**Genre:** Historical Fiction

**Themes/Ideas:** finding freedom; honoring another

**Text Type:** Chapter Book

## Genre/Text Type

**Historical Fiction/Chapter Book** Remind students that historical fiction is a made-up story based on real people and events. The reader learns more about the story as each chapter unfolds.

## Text Features

**Time Line** A summarizing time line gives readers some historical context.

## Vocabulary

### Academic Vocabulary

**sincere** (p. 66): honest, truthful

**valor** (p. 12): bravery, courage

### Domain-Specific Vocabulary

**break** (p. 29): to train or condition an animal

**territory** (p. 7): an area of land

## Challenging Features

**Text** Students will not be able to rely on the illustrations for comprehension. The use of colloquial language and slang may be confusing.

**Vocabulary** Students may not understand terms like *sharecropper* and *horse whisperer*. Explain to students the circumstances in which the story occurs.

## Supporting Features

**Text** The text is divided into short chapters with descriptive names. The large type is easily read.

**Content** Students may be able to recognize the main character's desire to live life on his own terms.

## A First Look

Display the cover and explain that this book is part of the *Scrap of Time* series of historical fiction. Ask students to infer the period in history that will be the story's setting. Ask: *What does it mean to be "away west"? What do you predict will happen in this story?*

## Read and Analyze Literature Cite Textual Evidence

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

### Determine the Theme

Remind students that the characters' actions, motives, and dialogue can provide the details that support the story's theme. Discuss the details the author includes that support this book's theme.

(pp. 6–9) *Compare and contrast Everett's situation with those of his brothers. What did Everett's father teach him about freedom? Why did Everett leave?*

☞ (pp. 15–17) *How do you know Everett wants to honor his father? What details from the text support that?*

(pp. 60–63) *How does Everett's past shape the way he views owning land? How does this detail support the main theme of his journey west?*

☞ (pp. 80–83) *How do both Everett and Gus find a way to follow their dreams and honor their father? How do these details support the central themes of freedom and honor?*

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students look at pages 87–91. Ask:

- Why is “Change of Heart” a good title for this chapter?
- What is the best way to summarize the relationship Everett has with his brother?

### Thinking Beyond the Text

Talk about the Westward Expansion and people’s reasons for going west. Then ask:

- How do Everett’s dreams and goals compare with those of his brothers?
- Why does Everett want to go west?

### Thinking About the Text

Point out Cole’s letter on pages 61–62 and discuss his duties as part of the cavalry. Ask:

- ❖ How does the author use the letter to reveal Cole’s view of fighting?
- ❖ How does the author use Everett’s reaction to the letter to tell you more about his views?

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Compound Words

Remind students that a compound word is made up of two smaller words. The meanings of the two smaller words may be used to figure out the meaning of the compound word.

- Write on the board these story words: *stowaway* (p. 5), *sunbeams* (p. 9), *noonday* (p. 37), and *sharecropping* (p. 38).
- Have volunteers identify the smaller words in each compound word and give the meanings of the smaller words.
- Encourage students to figure out the meaning of the words. For example, *stowaway* describes a person who stows or hides himself away on a ship.
- Have students insert the definition of the compound word in place of the word itself in the original sentence. The sentence should still make sense.

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

## Develop Fluency

Explain to students that expert readers use their voices to show the personality and emotions of the characters when they read aloud dialogue. Read aloud a passage that conveys the emotions of the characters. Then invite partners to read the same passage as if they are having a conversation.

## Expand Oral Language/Conversation

**Talk About Opportunities** Remind students that Everett has different opportunities than his brothers do because he is born in freedom and has more education. Billy is eager to learn to read. Discuss how people work to increase their knowledge and to create opportunities for themselves, both in the book and in life.

## Write and Respond to Reading

**Rewrite a Story Scene** Have students choose a memorable scene in the book and rewrite it from another character’s perspective. **(Narrative)**

**Write About a Movie Cast** Have students imagine they are a movie director turning *Away West* into a movie. Have them make a list of the characters and tell about the characteristics each part requires. **(Informative/Explanatory)**

## ELL Bridge

Assist English language learners as they complete a sequence-of-events graphic organizer as they read each chapter. Help students summarize each chapter and write the summary on their graphic organizer. Then as they continue to read, have them use the graphic organizer to link new situations with previous events.

### Connect Across Texts

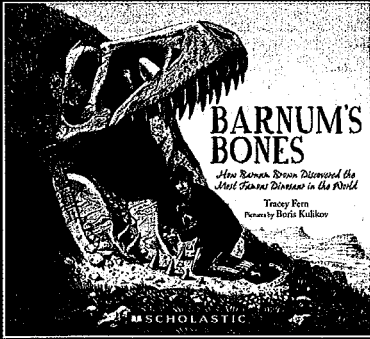
*Barnum’s Bones* by Tracey Fern

Invite students to consider how both Barnum and Everett were determined to follow their dreams, and how the dreams of both young men took them West. Why did the West seem to hold so many possibilities for people who lived during the late nineteenth century?

### Connect to the Internet

Share this website with students to continue to explore how African Americans were a part of America’s westward expansion: <http://www.nps.gov/nico/index.htm>. Nicodemus, Kansas, the place to which Everett was heading, was an actual destination for many African Americans.

# Barnum's Bones



## Summary & Standards

**Summary:** This lighthearted informational text tells the story of Barnum Brown, the man who discovered the world's first Tyrannosaurus rex skeleton.

**CCSS.ELA-Literacy:** Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

**Author:** Tracey Fern

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** learning about a real person's life; learning about scientific discoveries

**Text Type:** Picture Book

## Genre/Text Type

**Biography/Picture Book** Remind students that a biography tells the significant details of a real person's life. This picture book includes illustrations to inform the reader.

## Informational Text Features

**Author's Note** This feature at the back of the book provides additional information about Barnum and details about his life.

## Vocabulary

### Academic Vocabulary

**fragile** (p. 18): easily broken; delicate

**texture** (p. 13): feel or look of a surface

### Domain-Specific Vocabulary

**fossil** (p. 5): hardened remains of an animal or plant embedded in earth or rock

**paleontology** (p. 7): the study of fossils

## Challenging Features

**Text** Students may not understand the references to "My Dear Professor." Explain that it is a nickname Barnum gave his boss, Henry Osborn, at the American Museum of Natural History.

**Vocabulary** Students may be challenged by the scientific dinosaur names. Help them break these longer words into syllables.

## Supporting Features

**Text** The text combines factual information with a fun, accessible writing style and tone. Key details in the text are often highlighted by the pictures.

**Content** Students will be intrigued by Barnum's unusual personality and the book's humor.

## A First Look

Display the cover. Read aloud the title and subtitle. *Ask: What tools is Barnum using to dig out the dinosaur bones? What might his clothing choices say about his personality?* Have students share what they know about finding and removing fossils. Then say: *Let's find out more about this man's lifelong fascination with fossils.*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Determine the Meanings of Words

Guide students to use context clues in the text and details in the pictures to help them determine the meanings of unfamiliar words. (Note: Book pages are not numbered. The title page is page 1.)

- ☛ (pp. 18–19) *What word describes the bones? (fragile) How do context clues help readers determine the meaning of that word? Why do the bones need so much protection?*
- (pp. 20–21) *What is Barnum doing with the bones? In what way are the bones like jigsaw-puzzle pieces? What clues tell what fragments means?*
- ☛ (pp. 24–25) *How does Barnum remove the bones? Which text detail suggests that Barnum has to work hard to dig out these bones? What details give clues to the meaning of embedded?*

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Turn to the last line on page 10. Discuss what it means that Barnum could “smell” fossils.

- ✦ *Does he mean this literally?*
- ✦ *What could cause the Professor to use this exaggerated phrase? Cite evidence from the text that proves Barnum had a special ability to find dinosaur bones.*

### Thinking Beyond the Text

Have students review page 13. Ask:

- *What qualities and skills help Barnum make his dream come true?*
- *What does Barnum’s story teach readers about having a passion for something and pursuing a dream?*

### Thinking About the Text

Have students discuss how the pictures add humor to the text. Ask:

- *What makes the picture on pages 16–17 humorous? What makes the picture on pages 26–27 humorous?*
- *Think about Barnum’s personality. Why did the author incorporate humor into the story of Barnum’s life?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Affixes and Roots

Remind students that they can use their knowledge of word parts, including roots, prefixes, and suffixes, to help them determine word meanings.

- Direct students’ attention to the word *paleontology* on page 7. Say: *This word contains the prefix paleo-, which means “old” or “prehistoric.” This word also contains the suffix -ology, which means “the science or study of.” Together these word parts suggest that paleontology means “the study of prehistoric things.”*
- Work together to identify the parts of the words *geology* and *biology* and then determine their meanings.

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

## Develop Fluency

Model reading aloud the complex text in the first paragraph on page 7 by decoding multisyllabic words to achieve accuracy, and using punctuation to achieve appropriate rate. Then have partners practice reading aloud the same passage to each other.

## Expand Oral Language/Conversation

**Talk About Discoveries** Lead students to discuss the motivation behind the human drive to discover information about the world. Guide students to compare and contrast Barnum’s discoveries with other familiar discoveries.

## Write and Respond to Reading

**Write a Placard** Have students write a museum placard for the illustration on pages 28–29. Tell them to describe the dinosaur and its founder and discovery using facts, definitions, concrete details, and quotations from the text. **(Informative/Explanatory)**

**Write a Letter** Have students write a letter from Barnum to “My Dear Professor” reporting the finding of the T. rex skeleton. Remind them to use details they learned in the text to create a believable story. **(Narrative)**

## ELL Bridge

Help students summarize key events by having them annotate a story sequence timeline. Provide sentence frames, such as *First, Barnum is \_\_\_\_\_. As a boy, Barnum likes to collect \_\_\_\_\_. Later, Barnum attends \_\_\_\_\_ and studies \_\_\_\_\_.*

## Connect Across Texts

*Dinosaurs* by Penelope Ardon and Tony Gordon-Harris

Use these books together to discuss how scientists have learned more and more about dinosaurs. Why would each of these books be helpful for someone researching paleontology?

## Connect to the Internet

Share this website with students and have them view a short video about Barnum Brown: <http://www.amnh.org/explore/news-blogs/news-posts/npr-traces-history-of-barnum-brown-s-first-t-rex-skeleton>.



# Bugs



## Summary & Standards

**Summary:** Discover bugs through pages packed with amazing photos and facts.

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

**Authors:** Penelope Arlon and Tory Gordon-Harris

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about bugs; understanding life cycles

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Captions and Labels** These features identify the different parts and details of specific bugs.

**Graph** A pie chart shows how insects are divided into different species.

## Vocabulary

### Academic Vocabulary

**unique** (p. 19): one of a kind

### Domain-Specific Vocabulary

**invertebrate** (p. 8): an animal with no backbone

**species** (p. 10): a group of living things that look alike and can breed together

**venom** (p. 18): a poison some animals use to kill their prey

## Challenging Features

**Text** Students may be challenged by the amount of information presented on a page. Help them understand how pages are organized and let them know they can read one fact at a time.

**Vocabulary** Students may need help pronouncing insect names and domain-specific words.

## Supporting Features

**Text** Leader lines clearly connect facts to the correct elements of specific photos.

**Content** Close-up photos with labels and captions help students understand important information.

## A First Look

Read the title and ask students what they think this book will be about. Then discuss: *Are all bugs insects? Are all insects bugs?* Accept ideas and then say: *Let's read the book to find out.*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Interpret Text and Visuals

Explain that informational text often relies on photos and other visuals to inform readers. Help students connect the information in the text and in the visuals.

- (pp. 10–11) *Into what six groups are bugs divided? What characteristics are used to group the bugs?*
- ☉ (pp. 18–19) *What are the three main body parts of a bug called? Where are the legs attached? Which group has the largest number of species? How do the diagram, labels, and pie chart help readers understand the information better than just text?*
- (pp. 22–23) *In what four ways can insects use their wings? How do the photos and text together help show how a ladybug uses its wings?*
- (pp. 34–35) *What do the photos and captions show? Which stages involve caterpillars? What does the caterpillar become?*
- ☉ (pp. 64–65) *Even if there were no labels, how do the photos show which are centipedes and which are millipedes, based on the text?*

Praise students for specific use of “Behaviors to Notice and Support” on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Direct attention to pages 12 and 13. Then ask:

- ❖ *What is an exoskeleton? How does an exoskeleton protect bugs?*
- ❖ *What are joints? How do they help bugs? Based on the caption, where do you think the praying mantis's joints are?*
- ❖ *What does molt mean? Why does a young spider have to molt?*

### Thinking Beyond the Text

Talk about the role of an entomologist. Ask:

- *How might entomologists know that they have discovered a new bug?*
- *Entomologists love bugs. What might they say to a person who thinks bugs are only pests?*

### Thinking About the Text

Have students think about the visuals in the book. Ask:

- *Why is the pie chart on page 19 a good way to compare the number of species in different groups of insects? How do the authors provide additional information about the species?*
- *On pages 36 and 37, how do the photos make it easier to understand how butterflies and moths are different?*
- *In what ways are pages 58 and 59 a good way to show that not all bugs are insects?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Context Clues

Remind students that there are strategies they can use for understanding difficult words.

- Identify the word *camouflage* on page 28. Have students read the sentence containing the word and the sentence before the word. Ask: *What does camouflage mean?* If necessary, point out the word *disguise* and model how to use other words around *camouflage* to help define it.
- Repeat with *proboscis* (p. 27), *predator* (p. 29), *metamorphosis* (p. 33), and *nectar* (p. 52).

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

## Develop Fluency

Model fluent reading of a sequence of events, such as the description of metamorphosis on pages 34–35. Point out that you are reading across the two pages, not down. Have small groups of students read the same sequence to each other.

## Expand Oral Language/Conversation

**Talk About Defense** Review the ways some insects protect themselves from predators (pp. 28–31). Then have students talk about their favorite method of defense or disguise and why it might work well to protect the bug.

## Write and Respond to Reading

**Diagram a Bug** Tell students to use photos of bugs from the book as models, such as the bee on page 18 or the fly on pages 40–41. Have them draw a picture of the bug, label its parts, and write some facts about the bug. (**Informative/Explanatory**)

**Write Dialogue** Have pairs work together to create a short dialogue between a TV reporter and Dr. George McGavin. Encourage students to choose bugs or topics they found interesting in the book and together craft questions and answers based on the text. (**Narrative**)

## ELL Bridge

To help students practice articulating ideas from the book, have them take turns selecting a photo in the book and describing what it shows. For each photo, have students identify what is being shown, why it is important, or how it works. Encourage students to speak in complete sentences. For example, *This photograph shows \_\_\_\_\_. This is important because \_\_\_\_\_. This works by \_\_\_\_\_.*

### Connect Across Texts

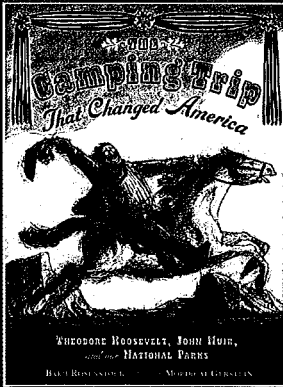
*The Camping Trip That Changed America* by Barb Rosenstock

Use these two very different books to spark a discussion about exploring and respecting nature. How does each book help support the idea that plants and animals of all kinds are an important part of our world?

### Connect to the Internet

Students can be interactive bug spotters by downloading the digital companion book at <http://www.scholastic.com/discovermore> and entering the unique code from the book.

# The Camping Trip That Changed America



## Summary & Standards

**Summary:** A camping trip with naturalist John Muir to Yosemite Valley inspires President Theodore Roosevelt to create the country's first national parks.

**CCSS.ELA-Literacy:** Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Barb Rosenstock

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about historical events; appreciating nature

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Author's Note** Background information for sharing with students is given to authenticate the historic events.

**Dates** The dates show the passage of time and give historical context.

## Vocabulary

### Academic Vocabulary

**ancient** (p. 15): belonging to a time long ago

**wilderness** (p. 5): area undisturbed by humans

### Domain-Specific Vocabulary

**naturalist** (p. 5): someone who studies animals and plants

**sanctuaries** (p. 30): protected places for wildlife

## Challenging Features

**Text** Students may be challenged by reading Muir's stories within the story and the "imagined" dialogue. Discuss the order of reading the chunks of text, left to right and then down.

**Content** Students may have limited knowledge of Muir and Roosevelt. Direct their attention to the information in the opening spread.

## Supporting Features

**Text** The text is not dense, with three or fewer sentences on a page.

**Vocabulary** Students can use context clues to determine the meaning of unfamiliar words.

## A First Look

Read the title and subtitle and talk about the illustration. Establish that the man on the horse is Theodore Roosevelt, who was president of the United States when the events written about in this book take place. Ask: *Based on the subtitle, whom do you think he goes camping with? What do you think they talk about?*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Recognize Sequence

Remind students that authors often tell about events in order in which they happened. Keeping track of the sequence of events can help readers remember and understand the events. (Note: Book pages are not numbered. The first page of the text is page 3.)

☉ (pp. 6–7) *How does the author set up the story? How do the events on these pages lead to what happens in the rest of the book?*

☉ (pp. 18–19) *How can you tell when the events on page 19 occur? Why does the author include specific dates throughout the book?*

(pp. 20–21) *How is sequence used in the story Muir tells?*

(pp. 30–31) *What does Roosevelt do when he returns home? How can you tell that the events described on these pages take place after the camping trip?*

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Review the information on pages 4 and 5. Ask:

- *What happened during the camping trip? Use sequence words and phrases to show the order of the events.*
- *What was Roosevelt inspired to do after he got home from the wilderness?*

### Thinking Beyond the Text

Have students review pages 3–7. Ask:

- *How are Roosevelt and Muir the same? How are these men different?*
- *How did the president and the naturalist help each other?*
- *Do you think this trip changed America? Give details from the text to support your response.*

### Thinking About the Text

Remind students that illustrations can be used to support the ideas in the text. Ask:

- ✦ *How does the picture on pages 14–15 support the idea that the trees are worth saving?*
- ✦ *How does the picture on pages 26–27 support the idea that people are destroying the land?*
- ✦ *How does the picture on pages 28–29 support the idea that the wilderness can be enjoyed by all people?*

## Focus on Foundational Skills

### Phonics and Word-Solving Strategies

#### Compound Words

Remind students that a compound word is made up of two smaller words—for example, *farmhouse*. The meanings of the smaller words give clues to the meaning of the compound word.

- Write *outdoors*, *treetops*, and *snowstorm* on the board. Have volunteers define the smaller words in each compound word, and figure out the meaning of each compound word.
- Then challenge students to find additional examples of compound words in the text.

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

## Develop Fluency

Model expert reading of a passage that includes narration and dialogue, such as pages 26–27.

Emphasize how your voice changes to show two different people speaking. Then have students practice reading the passage in small groups.

## Expand Oral Language/Conversation

**Talk About National Parks** Muir and Roosevelt saw the creation of national parks as a way to protect the wilderness. Lead a discussion about the importance of creating sanctuaries, places where the land, animals, and plants cannot be destroyed.

## Write and Respond to Reading

**Write a Conversation** Have students choose an illustration from the book that shows Roosevelt and Muir. Then have students write a conversation that could take place between the two men. **(Narrative)**

**Write a Letter** Have students write a letter from Roosevelt to Muir in which he talks about the impact the camping trip had on him and tells his opinions about what he saw. **(Opinion)**

## ELL Bridge

Help students summarize story action by having them use sticky notes to annotate one of the illustrations in the book. Have partners tell what is happening in each picture by writing a word, phrase, sentence, or paragraph. Circulate among students, encouraging them to add details and offering assistance as needed. Have students share their annotations with the group.

## Connect Across Texts

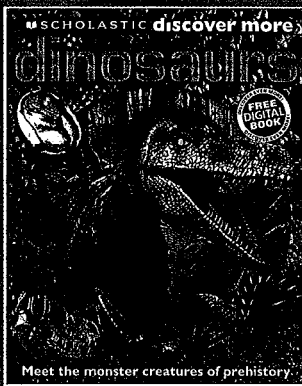
*Tell Me, Tree* by Gail Gibbons

*Tell Me, Tree* includes many facts about trees and their importance in our world. How does this book and *The Camping Trip That Changed America* work together to help readers better appreciate nature and conservation?

## Connect to the Internet

Share this website with students to have them read a description of the camping trip from President Roosevelt's autobiography: [http://www.sierraclub.org/john\\_muir\\_exhibit/life/in\\_yosemite\\_by\\_roosevelt.aspx](http://www.sierraclub.org/john_muir_exhibit/life/in_yosemite_by_roosevelt.aspx).

# Dinosaurs



## Summary & Standards

**Summary:** Photographs and lifelike illustrations provide readers with current facts and information about these fascinating prehistoric creatures.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

**Authors:** Penelope Arlon and Tory Gordon-Harris

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** researching information; summarizing facts

**Text Type:** Magazine Format

## Genre/Text Type

**Informational Text/Magazine Format** Remind students that informational text has facts about a topic. The magazine layout sparks interest and allows readers to explore the topic in detail.

## Informational Text Features

**Pronunciation Guide** Readers can find help pronouncing dinosaur names in this guide.

**Visuals** Graphics and photos are fascinating and support key points in the text.

## Vocabulary

### Academic Vocabulary

**colossal** (p. 8): gigantic; huge

**defensive** (p. 15): offering protection from harm or attack

### Domain-Specific Vocabulary

**compressed** (p. 19): squeezed or flattened together

**fossilized** (p. 9): preserved in rock

## Challenging Features

**Text** Though the magazine layout is fun to look at, students may be challenged as they read the busy pages. Provide guidance in how to read the book.

**Vocabulary** Students may need help pronouncing proper nouns and content-specific words. Have them use various reference materials and the pronunciation guide.

## Supporting Features

**Text** Smaller chunks of text provide key details to support the main idea presented on the page.

**Content** Students should be familiar with dinosaurs.

## A First Look

Display the cover and find out what students already know about dinosaurs. Explain that dinosaurs have been extinct for millions of years. *Ask: How do we know about dinosaurs if no one has ever seen a live dinosaur? Then say: Let's read the book to find out.*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Summarize the Text

Remind students that a summary is a short statement that gives the most important ideas from a text. Before reading the book, have students preview pages 66–67 and use the photographs to summarize how scientists found out about the dinosaur named Sue. Then tell students to think about the most important ideas on each spread as they read.

✪ (pp. 18–23) *How would you summarize the job of a paleontologist? How are paleontologists like detectives? Cite evidence from the text.*

(pp. 36–43, 50–63) *Scientists learn about dinosaurs by examining their teeth and skulls. How are meat-eating and plant-eating dinosaurs different? What are some means by which dinosaurs protected themselves?*

✪ (pp. 70–71) *One unanswered question is why dinosaurs went extinct, or disappeared. Summarize the theory in this spread, citing evidence from the text.*

Praise students for specific use of “Behaviors to Notice and Support” on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Ask students questions about dinosaur characteristics, for example:

- *What are some common characteristics of dinosaurs? How were they discovered?*
- *How do scientists determine when a dinosaur lived and what kind of diet it had?*

### Thinking Beyond the Text

Encourage students to think about the connection between discoveries and gains in scientific knowledge. Ask:

- *How has our knowledge of dinosaurs changed over time? What has brought about these changes?*
- *Predict how our knowledge of dinosaurs and their history will change in the future.*

### Thinking About the Text

Have students examine the book's layout. Ask:

- ✦ *On pages 10–11, how do the authors add humor to record-setting dinosaur data?*
- ✦ *On pages 30–31, identify all the sources of information you see and what each tells you.*
- ✦ *How do the diagrams and photographs of Compsognathus on pages 40–41 support the main ideas about it in the text?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Context Clues

Remind students that they can use context clues when they encounter challenging or unfamiliar words in science texts. Context clues often contain the meaning of an unknown word or phrase.

- Have students find the word *catastrophe* on page 31. Point out the words *such as a flash flood* immediately following the word. Explain that a catastrophe is a big, often sudden, disaster.
- Have students define *plated* (p. 11), *frill* (p. 17), *crest* (p. 19), *impressions* (p. 20), *dome* (p. 22), and *stocky* (p. 60) using context clues, including examples, restatements, or visuals.

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

## Develop Fluency

Model read one of the sets of dinosaur facts on pages 14–17. Remind students that they may need to practice pronouncing a name or term several times before they can read it fluently. Then have partners choose another dinosaur and practice reading the information aloud to one another, demonstrating understanding and accuracy.

## Expand Oral Language/Conversation

**Talk About Dinosaur Features** Review some unique dinosaur features discussed in the text, including claws, spikes, crests, and sails. Encourage students to talk about their favorite dinosaur, citing details from the text to support their choice.

## Write and Respond to Reading

**Make a Poster** Tell students to use the illustrations as models to draw a picture of a dinosaur. Have them identify it by name, label its body parts, and write a descriptive caption explaining one of its behaviors. **(Informative/Explanatory)**

**Make a Fact Chart** Have students create a fact chart comparing two dinosaur species from the book. Have them list the following information in their charts: species name, name pronunciation, name meaning, time period, diet, and approximate size. **(Informative/Explanatory)**

## ELL Bridge

To help students practice articulating ideas, have them take turns selecting a photograph or illustration and describing what it shows. For each visual, have students identify *who, what, where, when, why, and how*. For example, *What did this dinosaur look like? What did it eat? Where did it live?* Encourage students to speak in complete sentences and to use domain-specific vocabulary.

## Connect Across Texts

*Bugs* by Penelope Ardon and Tony Gordon-Harris. These books are both part of the same series (Scholastic Discover More) and were written by the same author team. Discuss common features and the organization in each book. What are some other topics these authors could do a good job with in this series?

## Connect to the Internet

Students can become interactive fossil hunters by downloading the digital companion book at <http://www.scholastic.com/discovermore>.

# A Medieval Feast



## Summary & Standards

**Summary:** What happens at Camdenton Manor when the king announces that he and his court are coming to visit? Find out how a medieval feast is prepared.

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

**Author:** Aliki

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** understanding ceremony and tradition; living in the Middle Ages

**Text Type:** Picture Book

## Genre/Text Type

**Informational Text/Picture Book** Remind students that informational text has facts about a topic. The illustrations help the reader picture details about this time and place in history.

## Informational Text Features

**Captions/Labels** The illustrations have captions and labels that provide details about life in the Middle Ages.

## Vocabulary

### Academic Vocabulary

**destination** (p. 7): the goal of a journey

**provisions** (p. 11): supplies

### Domain-Specific Vocabulary

**scullion** (p. 18): a kitchen servant or helper

**trenchers** (p. 16): wooden platters that are used for serving food

## Challenging Features

**Text** The text-rich pages, with a variety of fonts to denote the captions, labels, and story text, may challenge students.

**Vocabulary** Students may be challenged by terms from the Middle Ages, such as *serfs* and *squires*. Review the meanings of these terms with students.

## Supporting Features

**Text** The illustrations support the story's sequence of events.

**Content** Students will be able to connect to the concepts of preparing a meal and welcoming guests.

## A First Look

Read the title and explain the word *medieval*. Discuss the cover illustration. Ask: *What is a feast? What details in the illustration give you clues about what may be served at a medieval feast?*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Identify Key Details in Text and Art

Point out that this book has illustrations to show what life was like in medieval times. Remind students that the key details in the illustrations will help them understand events in the text and the preparations for a medieval feast. (Note: The first page of text is page 5.)

☉ (pp. 6–7) *What is the setting of the book? What key details about the setting does the author include in the illustrations?*

(pp. 8–11) *How does the setting affect the preparations for the king's visit?*

☉ (pp. 14–17) *What is happening while the king is traveling to Camdenton Manor? What key details about the preparations does the author include?*

(pp. 24–25) *What details about the feast does the author provide in the illustrations and text?*

(pp. 28–29) *Look at the characters and their expressions. What can you infer from the illustrations?*

Praise students for specific use of “Behaviors to Notice and Support” on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students review pages 6 and 7. Ask:

- *Why is the king visiting Camdenton Manor? Who will be joining the king?*
- *How do the lord and lady of the manor feel about the upcoming visit?*

### Thinking Beyond the Text

Review the information on page 32. Then ask:

- ✦ *How did the seasons affect what people ate? How would preparations for the feast have been different if the king were visiting in the spring?*
- ✦ *How would the people's tasks and preparations be different if the story were set in modern times?*

### Thinking About the Text

Discuss the book's medieval setting. Then ask:

- *What techniques does the author use to give the reader information about the Middle Ages?*
- *How did the author choose which information to put in the text and which to put in the captions? Explain your thinking.*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Context Clues

Remind students that when they come to unfamiliar words and phrases, they can use nearby words and sentences as clues to the word's meaning.

- Have students find the word *serfs* on page 8. Ask them which nearby words or sentences help define the word *serfs*. Then have students come up with a definition based on the context clues.
- Have students work with a partner to find other unfamiliar words in the book. Help them use context clues to determine their meanings.

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

## Develop Fluency

Though the text is not a poem, it has a certain rhythm. Model fluent reading of page 28, emphasizing the rhythm of the text. Then have partners take turns reading aloud as you listen.

## Expand Oral Language/Conversation

**Talk About Preparing for Guests** Lead a discussion about what it takes to prepare for guests to visit for dinner or an extended stay. Have students connect the ideas from the book to modern life. What is different about preparing for guests today from how it was in medieval times?

## Write and Respond to Reading

**Make an Invitation** Have students make a formal invitation for a medieval feast. Remind them to include information such as who, what, when, where, and why. Have them base their invitations on the medieval feast in the book. **(Informative/Explanatory)**

**Write a Thank-You Letter** Have students play the part of the king or queen and write a letter thanking the lord and lady of Camdenton Manor for the hospitality during their stay. Have them include in the letter details about their visit. **(Narrative)**

## ELL Bridge

Use the illustrations of food served at the feast to support vocabulary development. Have students take turns using the illustrations to explain to a partner what food is being prepared for or served at the feast.

## Connect Across Texts

*Tapenum's Day* by Kate Waters

Both Waters and Aliki share details about life long ago, but Waters's book uses staged photos rather than artwork. Which form of illustration works better for this kind of book? Why?

## Connect to the Internet

Share this website with students so they can continue to explore the Middle Ages: <http://www.childrensmuseum.org/castles/games.php>.



# Playing to Win



## Summary & Standards

**Summary:** Althea Gibson overcame poverty and prejudice to become an accomplished tennis player and the first African American to win at Wimbledon.

**CCSS.ELA-Literacy:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R.2); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

**Author:** Karen Deans

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** celebrating African-American achievements; honoring women's achievements

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Author's Note** The author provides additional information, a time line, and other resources students can use to learn more about Althea Gibson.

## Vocabulary

### Academic Vocabulary

**discriminated:** (p. 15): treated unfairly

**scholarship:** (p. 16): grant that pays for schooling

### Domain-Specific Vocabulary

**ambassador:** (p. 23): a person who represents his or her government in a foreign country

**tournament:** (p. 11): a series of contests played for a championship

## Challenging Features

**Text** Discuss the highlighted words as a design feature. Remind students that these are the first words but not necessarily the most important words on each page.

**Content** Students may find historical topics, such as sharecropping and segregation, challenging. Encourage them to share questions they have.

## Supporting Features

**Text** Engaging illustrations on each spread support manageable blocks of text.

**Vocabulary** Tennis-related terms are explained in context through both the text and the art.

## A First Look

Read the title with students and elicit the kinds of activities people play to win. Ask students to compare tennis with other sports. Ask: *What will this biography of Althea Gibson be about? What do you expect to learn about her?*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Identify Main Idea and Supporting Details

As students read, ask them to identify main ideas and supporting details. Point out that sometimes the author states a main idea, but other times readers must figure out the main idea based on the supporting details. Making these kinds of connections helps students understand the book. (Note: Book pages are not numbered. The first page of text is page 3.)

☞ (pp. 8–9) *What did Althea begin to realize when she was thirteen? What details on page 8 support this idea?*

(pp. 12–13) *What details support the idea that Althea was becoming a great tennis champion?*

(pp. 22–23) *What did Althea do as part of her duties as a goodwill ambassador? Based on these details, was she a successful ambassador?*

☞ (pp. 30–31) *What main idea about Althea Gibson's life is supported by the details on this page?*

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Direct student to pages 14 and 15. Ask:

- *How did Dr. Hubert Eaton help Althea?*
- *Why was it difficult for Althea to live in North Carolina?*

### Thinking Beyond the Text

Have students think about Althea Gibson's life. Ask:

- *What can people learn from Althea Gibson's experiences?*
- *How would Althea Gibson's life have been different if she had not met Sydney Llewellyn?*

### Thinking About the Text

Have students page through the book, looking carefully at the colors in the illustrations. Ask:

- *How are the colors on pages 6 and 7 like those on pages 14 and 15? How do these colors fit with the text on these pages?*
- *How do the colors on pages 16 and 17 fit with the text there? Why do some pages have darker colors and others have lighter colors?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Suffixes

Review with students that a suffix is an ending added to a base word that changes the meaning of the word. The suffixes *-tion* and *-ship* create a noun that usually has the meaning of "act or state of."

- Have students read aloud the sentence with the word *championship* on page 13. Ask them to cover up the suffix and read aloud the base word. Explain that a championship is the process to identify a champion or winner.
- Repeat with *competition* (p. 12), *association* (p. 12), *scholarship* (p. 16), and *participation* (p. 19). Discuss the meanings of these words. Point out that when a suffix is added, a letter may be dropped from the root word, such as the final e in *compete*.

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

## Develop Fluency

Model reading a page to show how expert readers use punctuation clues, chunk words together, and adjust their reading rate. Then have students choral-read the same page with you.

## Expand Oral Language/Conversation

**Talk About Competition** Talk about competition and how Althea enjoyed competing in sports. Ask: *What gives people a competitive nature? Why was winning important to Althea?* End the discussion by asking: *Do you like to compete with others when you're good at something? Explain.*

## Write and Respond to Reading

**Write a Letter** Have students write a letter to Althea, comparing sports then and now. Remind students to refer to Althea's barrier-breaking contributions to sports. (**Informative/Explanatory**)

**Make a List** Reread page 20 and discuss how Sydney may have encouraged Althea. Then have students make themselves a list of encouraging statements and slogans that they can refer to when they need some encouragement. (**Opinion**)

## ELL Bridge

Some idioms in the book may be difficult for second-language learners: *a natural, scratch out a living, to get by on, waste of time, racial barriers, put them to rest, nobody's business*. Have students copy these phrases onto word cards and work in pairs to learn their meanings through context and Internet research. Then reread the text, asking the word "experts" to explain these phrases.

## Connect Across Texts

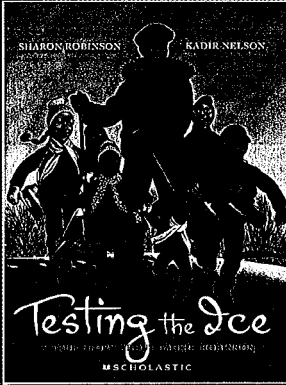
*She Sang Promise* by Jan Goodwin Annino

Both Deans and Annino tell about remarkable women who began working toward their goals as young teens. What are some other qualities that Gibson and Jumper share?

## Connect to the Internet

Students can learn more about Althea Gibson at <http://www.altheagibson.com>. Suggest students compare and contrast the biography at this website with what they read in *Playing to Win*.

# Testing the Ice



## Summary & Standards

**Summary:** The author relates childhood memories of Jackie Robinson's bravery as her father and as the man who broke the color barrier in baseball.

**CCSS.ELA-Literacy:** Read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Author:** Sharon Robinson

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** learning the qualities of a leader; being courageous

**Text Type:** Picture Book

## Genre/Text Type

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

## Informational Text Features

**Author's Note** An Author's Note gives background information, providing context for key events from the text.

## Vocabulary

### Academic Vocabulary

**historic** (p. 11): important in history

**reluctantly** (p. 28): in an unwilling, hesitant manner

### Domain-Specific Vocabulary

**segregated** (p. 12): separated into groups according to ethnic, racial, religious, or gender differences

**trophy** (p. 10): an award, such as a cup or medal

## Challenging Features

**Text** Children may find text hard to read when it is printed over illustrations, especially when it changes from black type to reversed-out type (p. 7, p. 23, pp. 26–28).

**Vocabulary** Children who are not familiar with baseball terms may need help with some of the words used to describe baseball plays and awards.

## Supporting Features

**Text** Lines are widely spaced and most pages do not have a great deal of text. Illustrations support the text.

**Content** Events are accessible and well described.

## A First Look

Talk about the cover, title, and subtitle. Give some background information on Jackie Robinson if children do not know who he is. Say: *You may wonder why ice skating is featured on the cover of a book about a baseball player. Let's find out what "testing the ice" means and how the term relates to Jackie Robinson.*

## Read and Analyze Informational Text Cite Textual Evidence

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

### Draw Inferences

Remind children that paying attention to details will help them understand a text and draw inferences about what they have read. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 2–5) *In what year does the book take place? What is the author's father doing at this time?*

☉ (pp. 6–7) *Why might curious strangers have come to the author's house? Why did the author's father like the woods that surrounded their house?*

☉ (pp. 10–11) *Why did the author's neighbors so much enjoy visiting her house?*

☉ (pp. 14–15) *Why was Branch Rickey's offer unusual, or significant? What challenges did Robinson face upon accepting this offer?*

(p. 39) *The author tells of her father's courage. How did Robinson "test the ice" in his baseball career?*

Praise children for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Direct children to pages 14 and 15. Ask:

- *What did Branch Rickey want to be sure Robinson could do before he joined the Brooklyn Dodgers?*
- *What made Robinson say yes to Rickey's offer?*

### Thinking Beyond the Text

Have children think about Robinson's character. Ask:

- *Why did Robinson go out to test the ice though he couldn't swim? What kind of man was he?*
- *How was he courageous in both his family life and his baseball career?*

### Thinking About the Text

Ask children to think about how Robinson was portrayed from his daughter's point of view. Ask:

- *How is the use of this viewpoint different from most traditional biographies?*
- *How would a different viewpoint have created a different story about Robinson?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Commas

Review the use of commas, including before and after quotations, to set off clauses, to separate ideas in compound sentences, or to list items in a series.

- Refer children to pages 2 and 3. Ask: *What are two ways commas are used? (before quotes and to separate thoughts in a compound sentence)*
- Have children work with a partner to note how commas are used on page 30.

### Spelling Changes With Suffixes

Review how the spelling of a word may change when a suffix is added to the end of the word.

- Point to *valuable* and *bragging* on page 19. Ask: *How did the spelling of the base word change when a suffix was added? (e dropped from *value* to add *-able*; *g* doubled in *brag* to add *-ing*)*
- Continue with *begged* (p. 8), *adoringly* (p. 10), *grabbed* (p. 33), and *bravest* (p. 37).

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

## Develop Fluency

Model how to read dialogue with expression. Then have partners practice reading pages 32 and 33 with expression. Explain that the large text should be read loudly and the word *boom* should be drawn out.

## Expand Oral Language/Conversation

**Talk About the Past and Present** Invite children who know baseball to share the names of their favorite teams and players. Discuss that baseball is a racially integrated sport today, which was not the case in the 1940s. Talk about the difficulties faced by trailblazers, including Jackie Robinson, while attempting to break barriers.

## Write and Respond to Reading

**Write a Letter** Ask children what they would say to Jackie Robinson if it were possible to do so. Have them write a letter to Robinson, about either his baseball career or the event of testing the ice. Make sure children include real details from the text. **(Narrative)**

**Create a Poster** Have children create a poster that illustrates Jackie Robinson's historic achievements playing baseball for the Brooklyn Dodgers. **(Informative/Explanatory)**

## ELL Bridge

Help students understand the literal and figurative meanings of the phrase *breaking a barrier*. Through drawings or demonstration, show the literal meaning of breaking a barrier and how it opens the way. Discuss how this idea can be applied figuratively to people who lead the way for others.

## Connect Across Texts

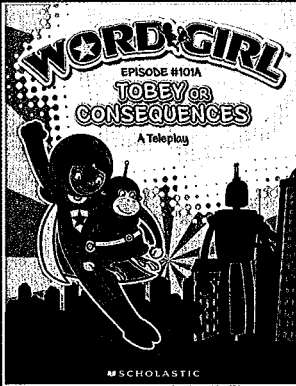
*Barnum's Bones* by Tracey Fern

Discuss biographies and how Tracey Fern and Sharon Robinson share details to help readers understand the personalities of the people they are writing about in their books. Why did these authors talk not just about what their subjects achieved but also what they were like as people?

## Connect to the Internet

Share this website with children to learn more about Jackie Robinson: <http://www.history.com/topics/jackie-robinson>.

# WordGirl: Tobey or Consequences



## Summary & Standards

**Summary:** This teleplay for an animated television show features a young superhero with excellent vocabulary skills and a monkey for a sidekick.

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

**Genre:** Fantasy

**Word Count:** 250+

**Text Type:** Teleplay

**Themes/Ideas:** identifying characteristics of a superhero; using synonyms

## Genre/Text Type

**Fantasy/Teleplay** Remind students that a fantasy is a story that could not happen in the real world. The teleplay focuses on action and on dialogue between the characters.

## Text Features

**Script** The script for the teleplay includes characters, setting, actions, and dialogue.

## Vocabulary

### Academic Vocabulary

**catastrophe** (p. 8): a disaster

**frustrated** (p. 26): helpless or discouraged

### Domain-Specific Vocabulary

**animated** (p. 4): expressed in a series of cartoon drawings

**dialogue** (p. 6): the exact words spoken by characters

## Challenging Features

**Text** Students may not be familiar with the format of a teleplay. Help them distinguish between the narration and the dialogue.

**Content** Some students may not be familiar with the characters and plot associated with a superhero cartoon. Use the character information on pages 8–11 to discuss what the story might be about.

## Supporting Features

**Text** The text reflects the way students often talk in real life. The sentences are short and easy to follow.

**Vocabulary** A glossary provides definitions of the words students might have difficulty with.

## A First Look

Talk about the cover, and read the title. Then ask: *What do you think this story might be about?* Ask students to give reasons for their predictions. Then say: *Let's read to find out what happens to a superhero, a monkey, and a giant robot in this story.*

## Read and Analyze Literature Cite Textual Evidence

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

### Describe Characters

Help students describe the story's characters, drawing on details about their words, actions, and appearance.

☉ (pp. 8–11) *What key details do you learn about each character before reading the story? How does this information prepare you to read the story?*  
(pp. 16–17) *What can you tell about Tobey, based on these pages? What words would you use to describe him? Give reasons for your choices.*

☉ (pp. 26–30) *What can you tell about the relationship between Tobey and WordGirl based on this scene? What do their words, actions, and facial expressions tell you about what each of them thinks and feels?*

(p. 31) *How does Captain Huggy Face express his frustration in this scene? How does his character add interest and humor to the story?*

(pp. 40–41) *How does WordGirl display her vocabulary skills in this scene?*

Praise students for specific use of “Behaviors to Notice and Support” on page 110 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students think about the words and actions of the two main characters. Ask:

- *How are WordGirl and Tobey similar? In what important ways are they different?*
- *How do WordGirl's actions show that she is the hero of the story? How do Tobey's actions show that he is the villain?*

### Thinking Beyond the Text

Have students identify characteristics of well-known superheroes. Ask:

- *How is WordGirl like other superheroes you have read about? How is she different?*
- *Why might Tobey continue to do things that get WordGirl's attention? Provide evidence from the text to support your response.*

### Thinking About the Text

Discuss the format and characteristics of a teleplay with students. Then ask:

- *Why does a teleplay have lots of dialogue and action but little descriptive text?*
- *In what ways is a teleplay different from a short story or a graphic novel? How would this teleplay change if it were told as a story? As a graphic novel?*

## Focus on Foundational Skills Phonics and Word-Solving Strategies

### Formal vs. Informal Language

Remind students that we use informal language, which is casual and friendly, when we talk to people we know well. Formal language is used for school and business settings and follows stricter rules.

- Have students reread the conversation between Tobey and WordGirl in the scene that starts on page 20. Say: *Informal language sounds like real-life conversations. It reflects the way people talk with friends and family members.*
- Have students identify specific words and phrases that are examples of informal language. Discuss why this language is appropriate to use with friends but not in more formal situations.

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

## Develop Fluency

Model how to expertly read dialogue. Have students notice how you vary your inflection, expression, and phrasing to portray different characters. Then have partners practice reading a section of dialogue.

## Expand Oral Language/Conversation

**Talk About Superheroes** Lead a discussion about popular superheroes from movies, cartoons, and comic books. Encourage students to compare and contrast the characters.

## Write and Respond to Reading

**Rewrite a Scene** Have students rewrite a scene from the teleplay in paragraph form. Remind them to include the characters' dialogue and write their own narration. **(Narrative)**

**Write a Story** Have students write their own story using the characters from the teleplay. Students should describe how WordGirl defeats Tobey and his robots as part of a new scenario. **(Narrative)**

## ELL Bridge

Tell students that writers sometimes use expressions that mean something other than what they literally mean. Help students use context to understand idioms in the text, such as *leaves for good* (p. 17), *hangs on for dear life* (p. 23), and *taking out* (p. 28). Then have students find the following idioms and discuss their meanings: *keep them in line* (p. 10), *shoots him an angry look* (p. 36), *stop dead in their tracks* (p. 43), and *wrap it up* (p. 45).

## Connect Across Texts

*Amazing Magnetism* by Rebecca Carmi

Use these books together to talk about how authors add humor to their stories—and make learning new vocabulary words fun to do.

## Connect to the Internet

Share this website with students to have them learn more about the WordGirl animated series: <http://pbskids.org/wordgirl/>. Students can watch an actual episode of the show, play a game, or learn about other characters on the show.