

# GUIDED READING PROGRAM

Nonfiction Focus

*2nd Edition*



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

- **Annie Sullivan and the Trials of Helen Keller**
- **The Buzz on Bees**
- **Everything Dolphin**
- **Horses**
- **Looking Like Me**
- **Luis Alvarez: Wild Idea Man (Getting to Know the World's Greatest Scientists & Inventors)**
- **Queen of the Track**
- **Sadako and the Thousand Paper Cranes**
- **The Trail of Tears**
- **Volcanoes**

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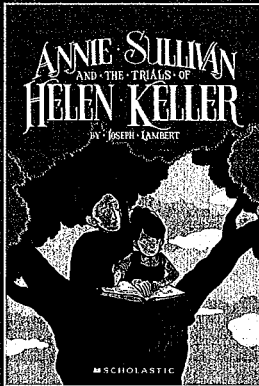
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# Annie Sullivan and the Trials of Helen Keller

**GUIDED  
READING  
PROGRAM**  
Nonfiction Focus

2nd Edition



## Summary & Standards

**Summary:** The life story of Annie Sullivan, Helen Keller's teacher, and her efforts to teach Helen how to communicate is told in the form of a graphic novel.

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

**Author:** Joseph Lambert

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** reaching out to others; understanding relationships

**Text Type:** Graphic Novel

## Genre/Text Type

**Biography/Graphic Novel** Remind students that a biography tells about important events in a real person's life. The illustrations and their use in this graphic novel support real-life events.

## Informational Text Features

**Illustrations** Detailed graphic-novel-format illustrations carry the bulk of the narrative.

## Vocabulary

### Academic Vocabulary

**diligent** (p. 12): hard-working and careful

**perseverance** (p. 51): determination

### Domain-Specific Vocabulary

**braille** (p. 41): language system for the blind, consisting of patterns of raised dots

**pantomimes** (p. 38): acts out with gestures

## Challenging Features

**Text** Handwriting font, small print, and overlapping speech bubbles are used to show the content of letters. Students may have to examine closely or reread parts of the text.

**Content** The book's chronology changes frequently, and flashbacks appear with no segue. Model identifying sequence-of-events clues, including the setting of the illustrations or jumps in the narrative.

## Supporting Features

**Text** Picture cues show shifts in point of view. Most panels are the same size and show action from the same perspective.

**Vocabulary** Despite the story's historical setting, most vocabulary is accessible, everyday language.

## A First Look

Take a look at the cover of the book. Point out both names, Annie Sullivan and Helen Keller. Turn to page 88 and read the panel discussions about Helen and Annie. Then explain that this graphic novel tells the story of their meeting and how Annie managed to reach Helen.

## 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.

### Integrate Information From Illustrations

Tell students that, in graphic novels, the illustrations play the role that a narrator might in a text without pictures. Authors use illustrations to show emotions in addition to actions.

⦿ (pp. 1–4) *Describe the pictures on the first three pages. What are these pictures showing? How do they connect with page 4? What emotions are expressed in the pictures? How do they help you understand and connect to the character(s)?*

(p. 25) *Why does Annie's brother appear here? What do these pictures represent? What do they reveal about Annie?*

⦿ (pp. 30–32) *How do the pictures work together with the text to help readers understand how Annie finally gets through to Helen?*

(pp. 36–37) *These panels contain the names of objects. What is their main message? What does the art reveal to you about Helen? How does it help you better understand her experience?*

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

LEVEL  
R

## Develop Comprehension

### Thinking Within the Text

Guide students to understand the meaning of the word *trials* in the title. Discuss that *trial* can have several meanings, including “test” and “hardship.” Ask questions such as:

- ❖ *What is Annie’s plan to teach Helen how to communicate? How does Helen react at first?*
- ❖ *Why do Helen’s parents consider sending Annie away? Why do they let her stay?*
- ❖ *Why do Annie and Helen have trouble at the Perkins School? How is it resolved?*

### Thinking Beyond the Text

Discuss how past events in Annie Sullivan’s life influence her actions:

- *What is revealed about Annie through the author’s use of flashbacks?*
- *How have Annie’s past experiences shaped her adult character? What does she do or say that might be influenced by her childhood?*

### Thinking About the Text

Discuss the portrayal of Helen’s point of view:

- *What clues tell when the story is being told from Helen’s point of view? Why did the author choose this style of drawing? What mood or feelings do the illustrations create?*
- *How do the illustrations change over the course of the novel? How does the author use these changes to tell Helen’s story?*

## Focus on Foundational Skills

### Phonics and Word-Solving Strategies

#### Onomatopoeia

Remind students that onomatopoeic words are often spelled the way they sound. Graphic novels rely heavily on onomatopoeia as sound effects. The words are often in large letters outside of speech or thought bubbles. In this novel, sounds often represent Helen’s only way of communicating.

- Have students turn to page 5. Ask: *How is HFFF pronounced? Why is this spelled this way? What does this tell the reader?*
- Have students locate additional examples of words that spell out sounds. (*oof, slap, knock*)

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

## Develop Fluency

Assign pages to students and have them read the dialogue as a readers’ theater. Remind them to use proper phrasing, pace, and expression to match what the characters are feeling in the illustrations.

## Expand Oral Language/Conversation

**Talk About Sensory Details** Discuss the paragraph about sign languages on page 89. Talk about using finger spelling. Ask: *How might that affect communication? What about the speed at which things can be communicated?*

## Write and Respond to Reading

**Write a Narrative** Choose a scene from the novel and have students recount the events and dialogue in the form of either a story or a play. Remind students of the conventions of both genres, including dialogue, punctuation, speaker tags, and stage directions. Discuss how the different genres provide unique perspectives on the topic. **(Narrative)**

**Create a Time Line** Review that the order in which the book portrays events is not necessarily the order in which they happened. Have partners look through the book and create a list of things that happened and put them in chronological order. **(Informative/Explanatory)**

## ELL Bridge

The art will help students understand events in the story, but the dialogue includes many idioms that may prove challenging. Ask partners to make note of language they do not understand and try to use picture clues and context to figure out meanings.

### Connect Across Texts

*Queen of the Track* by Heather Lang Lambert has Mrs. Keller say that Annie is “passionate and persevering.” Lang offers many examples, of Alice Coachman’s perseverance as she continued to train and compete. Use examples from these books to explore the concept of perseverance.

### Connect to the Internet

Students can access a library of photographs chronicling Helen Keller’s life at <http://www.afb.org/section.aspx?FolderID=1&SectionID=1&TopicID=194>. Ask students to describe the information they can gather from the photographs.

# The Buzz on Bees



## Summary & Standards

**Summary:** Honeybees in the United States are vanishing without a trace. What is causing their disappearance, and why is it a big deal?

**CCSS.ELA-Literacy:** Analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

**Authors:** Shelley Rotner and Anne Woodhull

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about the role of bees; understanding cause-and-effect relationships

**Text Type:** Photo Essay

## Genre/Text Type

**Informational Text/Photo Essay** Remind students that informational texts give facts. A series of photos supports the information in this photo essay.

## Informational Text Features

**Resources** The authors include lists at the back of the book to help readers who wish to learn more about bees and support the bee population.

## Vocabulary

### Academic Vocabulary

**massive** (p. 14): enormous

**routine** (p. 2): habitual, customary

### Domain-Specific Vocabulary

**nectar** (p. 7): the sweet secretion of a plant, which attracts insects or birds that pollinate the flower

**pollinate** (p. 7): to carry pollen from plant to plant for fertilization

## Challenging Features

**Text** Point out to students that some pages have no text. Remind them to look closely at the photos on those pages and not skip over the pages.

**Content** Students may have difficulty understanding the compounding effects of bee loss. It may be helpful to complete graphic organizers that show the impact of the disappearance of bee populations.

## Supporting Features

**Text** The photos support the information in the text.

**Vocabulary** The authors explain scientific terms within the text.

## A First Look

Read aloud the title. Ask: *What sound do bees make?* Explain that the word *buzz* is also used to refer to information or gossip. Read aloud the subtitle. Ask: *What will the buzz in this book focus on?* Say: *Let's read to find out why the bees are disappearing.*

## 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 Text Structure

Point out that the authors use several organizational structures to convey information about bees. (Note: Book pages are not numbered. The first page of text is page 2.)

✪ (pp. 2–5) *What organizational structure do the authors use to tell about Dave Hackenberg's bees—chronology, compare-and-contrast, cause-and-effect, question-and-answer, or problem-and-solution? Identify signal words and phrases that support your answer.*

✪ (pp. 7–10) *What is one positive effect of pollination? What is one negative effect of the disappearance of honeybees?*

(pp. 22–23) *What organizational structure do the authors use to discuss the factors causing honeybees to disappear? How does this structure help readers understand the information?*

(pp. 25–31) *What text features do the authors use to help organize and convey information?*

Praise students for specific use of “Behaviors to Notice and Support” on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students monitor and clarify their understanding of domain-specific terms. Ask:

- *How does the process of pollination work?*
- *What is the difference between honeybees and “wild bees”? How are the two bees alike and how are they different?*

### Thinking Beyond the Text

Discuss the effects and implications of bee loss. Ask:

- *Why is it important for scientists to figure out what is causing bees to disappear?*
- *How might the loss of bees be related to human health on the planet?*

### Thinking About the Text

Have students connect the authors’ purpose with the information in the text. Ask:

- *Why do you think the authors wanted to write this book? How did that affect its style and content?*
- *Which part of the text informs readers about the problem? Which part of the text tells about possible solutions?*

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

### Context Clues

Remind students that good readers use context clues to determine the meanings of unfamiliar words. Point out that authors sometimes define words by leaving clues in nearby sentences or accompanying illustrations.

- Draw students’ attention to the word *pollinate* on page 7. Ask: *Which nearby phrases and clauses help define pollinate?* (“Pollen is a yellow powder found in flowers . . .”; “As a honeybee buzzes from flower to flower . . . grains of pollen stick to its body”; “When the bee lands on another flower, some of the pollen rubs off.”)
- Discuss the word *flatbed* (p. 18). What kind of a truck is a flatbed truck? Ask students to find clues to the meaning of this term by looking at the photographs on this spread.

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 pages 22–23. Read the questions with proper inflection. Read the answers using a formal tone, accuracy, appropriate rate, and expression. Point out that these skills convey authority and knowledge about the subject. Have student volunteers take turns reading aloud a question and then an answer.

## Expand Oral Language/Conversation

**Talk About Bees** Lead a group discussion about people’s beliefs and misconceptions about bees. Have students talk about what they knew or thought about bees before they read this text. Then have them discuss what they learned about bees while reading the book.

## Write and Respond to Reading

**Make a Cause-and-Effect Chart** Using domain-specific vocabulary, have students create a graphic organizer to show the positive effects of a healthy bee population, the negative effects of a declining bee population, or the causes of a declining bee population. **(Informative/Explanatory)**

**Write a Mystery** Have students write short stories about the mystery of the disappearing bees. Remind students to establish the situation, introduce the characters, and organize an event sequence that unfolds naturally. Students should include dialogue and sensory details. **(Narrative)**

## ELL Bridge

Have English language learners work with fluent partners to create diagrams to show how the process of pollination works. Have students label their diagrams using the information and domain-specific vocabulary on pages 7–9.

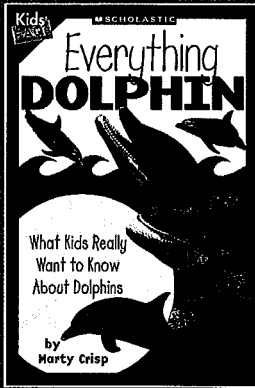
## Connect Across Texts

*Bugs* by Penelope Ardon and Tony Gordon-Harris  
Discuss how information in each book helps readers appreciate entomologists and their work.

## Connect to the Internet

To get more buzz about bees, have students visit <http://kids.discovery.com/tell-me/animals/bug-world/bee-world>.

# Everything Dolphin



## Summary & Standards

**Summary:** Do dolphins have necks? How many teeth do dolphins have? Find answers to these questions and a whole lot more in this engaging book.

**CCSS.ELA-Literacy:** Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

**Author:** Marty Crisp

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about dolphins; understanding how animals use their body parts

**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

**Table of Contents** The table of contents helps readers locate specific information about dolphins.

## Vocabulary

### Academic Vocabulary

**dehydration** (p. 26): state of being without water  
**insulates** (p. 11): provides a separation or protection from the effects of something (such as heat or cold)

### Domain-Specific Vocabulary

**mammals** (p. 7): warm-blooded animals with backbones  
**reptiles** (p. 11): cold-blooded animals with interior skeletons and dry, scaled skin

## Challenging Features

**Text** Some scientific concepts may be difficult for students. Model how to paraphrase sections of text.

**Vocabulary** Students may be challenged by scientific terms. Have them break words into syllables and read slowly.

## Supporting Features

**Text** Each section contains a common question and a short answer.

**Content** Students should have some interest in the topic because the author bases the text on questions asked by actual students.

## A First Look

Display the cover and read the title aloud. Have students share what they know about dolphins, then ask: *What is a question you have about dolphins?* List the questions, then say: *Let's read to find out whether this book answers your questions.*

## 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.

**Explain an Author's Use of Reasons and Evidence** Help students focus on identifying the evidence the author uses to support his points about dolphins.

- ☞ (p. 11) *What point does the author make about the body temperature of mammals? How do marine mammals stay warm? What two examples does the author offer as evidence to support this reason?*
- ☞ (pp. 22–23) *What skill do dolphins use to aid hearing? What evidence does the author provide to explain this skill?*
- (p. 33) *What possible reasons does the author give for why dolphins get stranded on land?*
- (pp. 48–49) *What point does the author make about being smart? What are the reasons dolphins are considered smart animals?*

Praise students for specific use of “Behaviors to Notice and Support” on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students continue to identify the author's points, reasons, and evidence. On page 40, ask:

- *What points does the author make about the eyesight of ocean dolphins?*
- *What evidence does the author offer to explain why this is?*

### Thinking Beyond the Text

Review the questions students generated before reading. Ask:

- *How did the information in this book add to or change what you already knew about dolphins?*
- *Which questions have been answered? How might you find the answers to questions that have not been answered?*

### Thinking About the Text

Have students review the photographs and captions that augment the main text. Ask:

- *What is the purpose of the captions—to add to the text, restate it, or do something else?*
- *How do the close-up photos and captions on pages 14–16 help give you a clear picture of how dolphins use their blowhole? How is their breathing similar and different to ours?*

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

### Context Clues

Remind students that context clues are the words and sentences (and sometimes visual aids) surrounding an unknown word that help explain its meaning.

- Point out the sentence containing the word *olfactory* on page 16. Say: *A clue in the sentence helps me figure out the meaning of olfactory. The sentence says that mammals use olfactory nerves to smell. Olfactory means “relating to the sense of smell.”*
- Work together to use context clues to identify the meaning of other words, such as *panting* (p. 15), *broadcasting* (p. 22), *dehydration* (p. 26), and *funneling* (p. 29).

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

## Develop Fluency

Explain that good readers read with expression by changing the inflection or pitch in their voices. Model how to read aloud the header questions on pages 16–17. Have students echo. Ask partners to take turns reading aloud the questions and answers on these pages with appropriate expression.

## Expand Oral Language/Conversation

**Talk About Dolphins** Lead students in a discussion about dolphins. Ask: *Why do people attend dolphin shows and like to watch movies about dolphins? Do you think dolphins are intelligent? Give your reasons.*

## Write and Respond to Reading

**Make a Fact Poster** Have students work in small groups to make posters that feature facts about dolphins. Encourage them to include formatting and illustrations to aid readers' comprehension. **(Informative/Explanatory)**

**State an Opinion** Have students write paragraphs in response to this question: *Should dolphins and other sea creatures be used as performers at theme parks?* Remind students to support their opinions with reasons, facts, and details. **(Opinion)**

## ELL Bridge

Have students use picture-word correspondences to identify the parts of a dolphin. Organize students into two groups. Have one group write the following words on index cards, one word per card: *blowhole, nose, eye, eyelid, mouth, neck, and skin*. Have the other group draw pictures on separate index cards to represent the words, one drawing per card. Then have the groups match each word card with a picture card.

## Connect Across Texts

*Horses* by Seymour Simon

*Everything Dolphins* uses a Q&A format and offers answers to questions real kids have asked. *Horses* pairs facts and large photos but reads more like an essay on why horses are interesting. Which format is more appealing? Why?

## Connect to the Internet

Share this website with students and have them watch a short video about dolphin intelligence: <http://video.pbs.org/video/1778560486/>.



# Horses



## Summary & Standards

**Summary:** Horses are amazing and important animals that have been connected to humans throughout history.

**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:** Seymour Simon

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** recognizing horses' characteristics; learning the history of horses

**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

**Photos** Photos visually support the different characteristics and abilities of horses that are mentioned in the text.

## Vocabulary

### Academic Vocabulary

**accurate** (p. 6): exact; correct

**conquered** (p. 3): forcibly took control of

### Domain-Specific Vocabulary

**foals** (p. 6): baby horses

**steeplechasing** (p. 19): racing on a course with ditches and hedges that the horses must jump over

## Challenging Features

**Text** Students may be challenged by lengthy sentences and complex sentence structures.

**Content** Help students clarify equine-related concepts such as coldblooded, hotblooded, and warmblooded groups.

## Supporting Features

**Text** Detailed photos support the main idea of the text on each spread. The conversational tone is engaging.

**Vocabulary** Students will find most vocabulary accessible. More complicated terms are supported with definitions in the text or pictorial examples.

## A First Look

Talk about the cover and title. Ask students what they find interesting about horses. Then explain that this is an informational book about horses. Say: *What would you like to learn about horses? Lets see what interesting facts you'll learn about these amazing animals.*

## 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.

### Summarize the Text

Remind students that a summary is an overview of the most important ideas in a text, stated in students' own words. Point out that determining the main ideas helps students summarize. (Note: Book pages are not numbered. The title page is page 1.)

(pp. 2–3) *What details support the idea that horses have always been a part of the lives of humans?*

*How can you summarize the information on these pages about how horses have been used by humans?*

⊗ (pp. 18–23) *What are the three groups of horse breeds? What details explain how the groups differ? Summarize the main ideas about the appearance of each of these breeds of horses and the type of work each breed performs.*

⊗ (pp. 28–31) *Summarize how horses have been used to help humans throughout history. Summarize how horses are used by humans in modern times. Refer to main points from the entire text.*

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students look at pages 12–13. Ask:

- *What makes up the “language” of horses? What do these movements and behaviors tell observers?*
- *How does comparing horses’ behavior to that of humans help readers better understand horses?*

### Thinking Beyond the Text

Talk about other informational texts students have read that focus on specific animals. Then ask:

- *How does this book about horses compare with other books about animals?*
- *What kinds of topics do the books have in common? How do these topics help readers understand the animals?*

### Thinking About the Text

- Analyze the structure of the text. Have students review, discuss, and divide the text into sections, using self-stick notes to label each (such as: history, physical features, and horses and humans). Discuss how each section relates to the others, and how they all contribute to the reader’s understanding of the subject.

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

### Adverbs With Suffix -ly

Remind students that adverbs give more information about verbs, adjectives, or other adverbs. An adjective can often be turned into an adverb by adding the suffix *-ly*. This makes the suffix a good clue for identifying adverbs.

- Point out the sentence containing the word *slightly* on page 4. Ask students what word *slightly* is modifying.
- Repeat this exercise for words such as *gradually* on page 6, *usually* on page 16, *partly* on page 17, and *specifically* on page 22.

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

## Develop Fluency

Model reading pages 16–17 to show students how expert readers address various types of punctuation in a text. Emphasize how reading is affected by commas, dashes, and hyphenated words. Then have pairs practice reading the passage to each other until they can read it fluently.

## Expand Oral Language/Conversation

**Talk About Interdependence** Discuss how humans and horses have depended on each other throughout history. Talk about ways that human history may have turned out differently were it not for horses. Ask: *How would agriculture have been different? How would people have plowed fields? What about travel and the spread of civilization across continents?*

## Write and Respond to Reading

**Describe a Day in the Life** Have students imagine that they are the photographer who took the photos for this book. Ask them to include their thoughts and ideas as they set up each shot, including how the shot will support the text. **(Narrative)**

**Write a Summary** Have students create an outline of the book. Have them look through the book and divide it into sections and subsections. Then have them determine the section to which each page’s content belongs. **(Informative/Explanatory)**

## ELL Bridge

Use the pictures to help vocabulary development for discussing categories of traits and descriptions. Help students identify the categories and make a list, such as types of movements, coats and markings, and breed types. Use the photographs to show visual examples of the categories described.

## Connect Across Texts

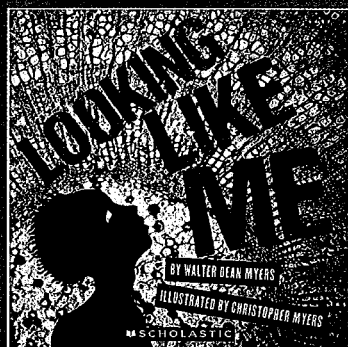
*Volcanoes* by Seymour Simon

Use these two books together to conduct a mini author study on Seymour Simon. Discuss that Simon is known for pairing great photos with well-explained facts. What pages in each book offer the best examples of this author’s craft?

## Connect to the Internet

To have students look at specific breeds of horses in more depth, have them visit <http://horsebreedsinfo.com/>. Students can view a gallery of photos and read articles on horse-related topics, including Famous Horses in Fiction.

# Looking Like Me



## Summary & Standards

**Summary:** Jeremy describes and celebrates the many different roles he fills in his life.

**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:** Walter Dean Myers

**Word Count:** 250+

**Genre:** Realistic Fiction

**Themes/Ideas:** identifying the different roles one plays in life; having pride in who you are

**Text Type:** Picture Book

## Genre/Text Type

**Realistic Fiction/Picture Book** Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

## Text Features

**About the Author and Illustrator** The author/illustrator page echoes the format of the text.

## Vocabulary

### Academic Vocabulary

**neon** (p. 17): a gas that glows with bright color when electricity passes through it

**portraits** (p. 19): drawings or paintings of a person

**swoon** (p. 28): to faint because of strong emotion

### Domain-Specific Vocabulary

**salsa** (p. 21): a style of Latin American dance music

## Challenging Features

**Text** The text is in uppercase font and in different styles: boxed, slanted, and different colors and sizes.

**Vocabulary** Students may have difficulty with more poetic phrasings, such as *silver-rayed moonbeamer*.

## Supporting Features

**Text** The author calls attention to Jeremy's roles, such as *son* and *writer*, by showing the words in color.

**Content** Students will likely make a strong connection with the narrator and with all of the things he identifies with.

## A First Look

Talk about the cover and have students explore the illustration. Ask: *What words would you use to describe the style of the artwork? Could any of those words describe a person?* Then ask: *What do you notice about the lettering of the title words, Looking Like Me? Why do you think Me is the largest word?*

## Read and Analyze Literature Cite Textual Evidence

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

### Identify Structural Elements

Point out that this book does not follow a problem-resolution format, as many realistic fiction stories do. Explain that this text uses a series of poetic stanzas to form a structure that highlights the book's theme. (Note: Book pages are not numbered. The first page of text is page 5.)

⊛ (pp. 5–8) *What patterns do you see from stanza to stanza?*

(pp. 9–10) *Why does the author repeat, "He put out a fist. I gave it a bam!" instead of explaining the characters' thoughts and feelings?*

⊛ (pp. 16–17) *How is the text alike and how is it different from scene to scene? How does the repetition across stanzas help shape the story and the message? What about the differences?*

(pp. 30–31) *What changes in this last section? Why is this a good way to end the poem?*

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students look at pages 5 and 6. Ask:

- *Whom is Jeremy talking to?*
- *By page 9, what pattern is developing?*

### Thinking Beyond the Text

Remind students that authors sometimes have more than one message or theme to share.

Then ask:

- *Which roles does Jeremy choose for himself? Which roles does he have no part in choosing?*
- *What message does the author share about people and the different roles they fill in life?*

### Thinking About the Text

- ❖ Ask students to think about the mix of verbal and visual imagery throughout *Looking Like Me*. Ask: *How do the rhythm and rhyme affect the way you read and understand the text? What do the silhouettes and collaged background images contribute to the book's overall message? Explain.*

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

### Formal vs. Informal Language

Remind students that writers and speakers should use the style of language that suits a particular subject matter and audience. Point out that while formal language is usually appropriate for reports and speeches, informal language is often more effective at conveying the “voice” of a character.

- Look at page 5. Say: *The narrator describes himself as “a real handsome dude.” What would be a more formal way of saying that? (a very good-looking young man) Which sounds closer to the way Jeremy probably talks?*
- Have students look for additional examples of informal language in *Looking Like Me*. Have them think of a way to say the same thing using more formal language.

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 text that has rhythm and rhyme. Have each student take a turn reading aloud one page. Remind them to let the rhythm and rhyme guide expression.

## Expand Oral Language/Conversation

**Talk About Roles** Jeremy fills many roles in his life, each for a different person. Have students name a relationship that Jeremy has and the role he plays in it. Ask: *How does Jeremy act differently for each of his different roles?*

## Write and Respond to Reading

**Compare Personalities** Challenge students to compare themselves with Jeremy. Have them identify specific examples of similarities and differences. **(Informative/Explanatory)**

**Write a Description** Have students imagine that they could meet Jeremy. Then have them write about what the two of them might do together, based on what they know about him from *Looking Like Me*. **(Narrative)**

## ELL Bridge

Use the book's rhymes to support phonics concepts. Write *proud* and *crowd*, explaining that the words have the same vowel sound, but that the sound is spelled differently in each. Have students find other rhyming words and note similarities or differences in how the words are spelled.

## Connect Across Texts

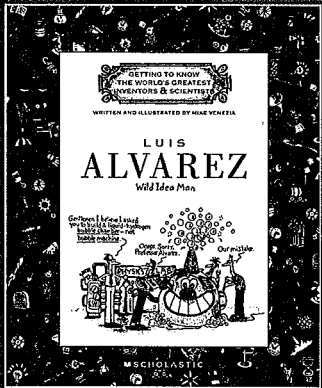
*Luis Alvarez: Wild Idea Man* by Mike Venezia

In *Looking Like Me* Myers uses his narrator, Jeremy, to make a point about the many roles we all play in life. How does Venezia show the roles Alvarez played in his life? How might listing the roles one person played in a lifetime help you when you read or write a biography?

## Connect to the Internet

To find out more about author Walter Dean Myers, share this website with students: <http://www.walterdeanmyers.net/index.html>. For information about illustrator Christopher Myers, Walter Dean Myers's son, visit <http://www.scholastic.com/teachers/contributor/christopher-myers>.

# Luis Alvarez: Wild Idea Man



## Summary & Standards

**Summary:** His fellow scientists called Luis Alvarez the “wild idea man.” This famous experimental physicist found ways to explore subatomic particles.

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

**Author:** Mike Venezia

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** exploring science; understanding scientific inquiry

**Text Type:** Picture Book

## Genre/Text Type

**Biography/Picture Book** Remind students that a biography tells the important details of a real person’s life. Events are highlighted in illustrations.

## Informational Text Features

**Photos/Illustrations** The photos and captions show factual details, while the author’s illustrations and speech balloons lend humor.

**Glossary** The glossary defines scientific terms.

## Vocabulary

### Academic Vocabulary

**colleagues** (p. 3): fellow workers in a profession

**hazardous** (p. 6): dangerous

### Domain-Specific Vocabulary

**chain reaction** (p. 23): a series of events, each of which causes the next event

**theory** (p. 30): an idea or belief based on speculation

## Challenging Features

**Text** Students may at first not understand the connection of the cartoons to the narrative. Model by connecting the cartoon on page 14 to the description of the Geiger counter made by Alvarez.

**Content** If students find the physics challenging, help them identify key terms and ideas.

## Supporting Features

**Text** The text is presented in a block format on most pages. Photos show real characters and events.

**Vocabulary** Many scientific terms are defined within the text and in a glossary.

## A First Look

Read the title and subtitle with students. Elicit that Luis Alvarez was a famous scientist. Point out that the author also drew the cartoons. Ask: *How do you think “Wild Idea Man” might relate to a scientist?* Discuss students’ predictions. Then say: *Let’s find out who Alvarez was and what his wild ideas were.*

## 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

Help students use details to analyze the text and make inferences.

(pp. 6–7) *What details show that Luis Alvarez was greatly curious about many things?*

☞ (p. 12) *Based on what you know about Luis and his family, why did he find his high school science classes boring?*

(p. 15) *How did Luis’s high school summer job help him build a Geiger counter later?*

☞ (pp. 20–21) *What does the text say that explains why Luis was successful? How do you think he used ideas he heard?*

☞ (pp. 28–29) *Luis was happy to solve the pyramid mystery and wasn’t upset that there were no treasure-filled secret chambers. What does this say about him?*

Praise students for specific use of “Behaviors to Notice and Support” on page 111 of the *Guided Reading Teacher’s Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students think about the biography. Ask:

- *How does this biography begin? What information do you learn first?*
- *How does the author end the story of Luis's life?*

### Thinking Beyond the Text

Remind students that an author lets the reader draw inferences when reading the text, in addition to providing details and examples.

Ask:

- ❖ *On page 8, why does the author go back to Luis's childhood?*
- ❖ *The author states that after the atom bomb was dropped on Japan, Luis couldn't wait to get back to teaching and research. What do you infer from this?*

### Thinking About the Text

Remind students that an author can build a text by combining a variety of text structures. Then ask:

- *How would the book be different without the accompanying cartoons? What do the cartoons add to the story?*
- *How does the author connect the information in the text to what he draws in the cartoons?*

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

### Suffixes

Remind students that a suffix is added to the end of words and can be used to help determine a word's meaning. Review that the suffixes *-ion*, *-tion*, and *-ation* mean "act or process." Point out that these suffixes can change a verb to a noun.

- Point to *information* on page 3. Ask: *What is the verb that the suffix -ation was added to? Using the meaning of the suffix, what does the word mean?*
- Continue with *inventions* (p. 6), *extinction* (p. 7), *operation* (p. 9), *organization* (p. 21), *imagination* (p. 21), *prediction* (p. 23), *reaction* (p. 23), and *destruction* (p. 26).

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 passage with scientific content, such as the text on pages 18–19. Then have pairs of students select another page to take turns reading aloud to each other.

## Expand Oral Language/Conversation

**Talk About Scientific Theories** Point out to students that any scientific idea starts out as a theory that a scientist must then prove through experiments and searching for evidence. Talk about how Luis and his son worked to find evidence for their theory about dinosaur extinction.

## Write and Respond to Reading

**Write Questions** Have students write interview questions they would like to ask Walter Alvarez based on what they have learned about him as the son of a famous physicist. (**Informative/Explanatory**)

**Write an Opinion** What qualities does a scientist need in order to succeed? Invite students to use details about Luis Alvarez and his accomplishments to build a case to support their opinions. (**Opinion**)

## ELL Bridge

Have students work with a partner to review the glossary to help determine meaning and pronunciation of scientific terms. Encourage students to restate to their partner what a word means in context.

## Connect Across Texts

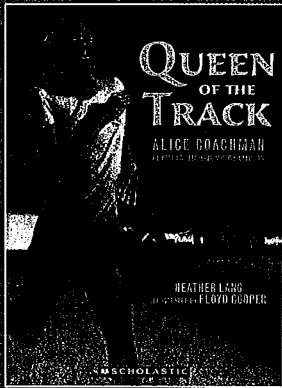
*The Underground Railroad* by Trina Robbins

This graphic novel dramatizes important events in the life of Harriet Tubman. Venezia uses graphic elements to add humor. Discuss how the speech balloons in each book help readers relate to the main characters.

## Connect to the Internet

Recent support for the Alvarez theory on the extinction of dinosaurs and a history of the theory can be found at <http://newscenter.lbl.gov/feature-stories/2010/03/09/alvarez-theory-on-dinosaur/>.

# Queen of the Track



## Summary & Standards

**Summary:** This biography details the challenges African American Alice Coachman overcame in her life and in her quest to become an Olympic athlete.

**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.R.1); analyze how two or more texts address similar themes or topics (CCRA.R.9).

**Author:** Heather Lang

**Word Count:** 250+

**Genre:** Biography

**Themes/Ideas:** pursuing a dream; breaking records

**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

**Afterword** The author provides additional information about Coachman and the 1948 Olympics at the end of the book.

## Vocabulary

### Academic Vocabulary

**compete** (p. 10): to try hard to outdo others  
**spectators** (p. 22): people who watch an event

### Domain-Specific Vocabulary

**athletes** (p. 10): people who train seriously and are very good at sports  
**sprinter** (p. 15): a runner who goes very fast for a short distance

## Challenging Features

**Text** The text—especially the white typeface—over a textured illustration background is more difficult to read than black text on a white background.

**Content** Some students may not understand the high-jump competition. You might show and discuss a video of athletes competing in the high jump.

## Supporting Features

**Text** Additional information about Coachman and the 1948 Olympics appears at the end of the text and helps give context to the story.

**Vocabulary** Students should be able to use context clues to determine the meanings of technical terms.

## A First Look

Read the title and subtitle with students. Have students talk about details in the picture. Ask: *What can you tell about Alice Coachman and her life based on this picture?* Discuss students' responses. Then say: *Let's read to find out why the author calls her the "Queen of the Track."*

## 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.

### Make Inferences

Have students focus on making inferences and citing supporting evidence from the text. (Note: Book pages are not numbered. The title page is page 1.)

⦿ (pp. 6–7) *What inference can you make about how people perceived Alice and her interest in athletics? What did people call her? What other text evidence supports this inference?*

(pp. 12–13) *What can you tell from these pages about Alice's experiences at the high school in Tuskegee? What can you infer about Alice's mood or state of mind from the picture? What evidence in the text supports this inference?*

(pp. 14–15) *What inference can you make about Alice's personality and her athletic goals? Give reasons from the text for your answer.*

⦿ (pp. 30–31) *Based on the final lines and the actions of King George, what can you infer about the importance of Alice's win?*

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students think about the conditions African Americans faced in the South during this period in history. Then ask:

- *How did being a black athlete in the South affect Alice's training as a young girl? What negative treatment did she experience?*
- *How were Alice's experiences in England different from her experiences at home?*

### Thinking Beyond the Text

Have students review pages 25–28. Then discuss, based on the descriptions of Alice and the other athletes in the book, what qualities are important in an Olympic athlete. Have students cite evidence to support their ideas.

### Thinking About the Text

Review pages 32–35 with students. Then discuss the differences and similarities between information in the afterword and that in the book. Ask:

- ❖ *Why did the author include this additional information about Alice and the Olympics?*
- ❖ *How does the writing in this section differ in style or content from the rest of the story?*
- ❖ *In what ways does the afterword add to the story in the book? How is it helpful in better understanding Alice's accomplishments and her Olympic experience?*

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

### Figurative Language

Remind students that authors use figurative language to create mental pictures for readers.

- Have students read the last sentence on page 9. Ask: *What comparison does the author make? How does this comparison help you picture Alice's movements?* Explain that this is an example of a simile because it compares two things using the word *like*.
- Together, discuss the meaning of this phrase on page 21: *The cold English weather pricked her like pins.*

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

## Develop Fluency

Model using phrasing to break longer, complex sentences into chunks by reading aloud page 9. Then have students practice the technique as they read independently.

## Expand Oral Language/Conversation

**Talk About Olympic Athletes** Lead a discussion about what it takes to compete as an Olympic athlete. Encourage students to discuss the challenges athletes face, based on what students learned from the book.

## Write and Respond to Reading

**Write a Journal Entry** Have students write a journal entry Alice could have made on the day she won her Olympic medal. **(Narrative)**

**Write a Profile** Ask students to write a paragraph that gives facts about Alice's life and her accomplishments as an athlete. Encourage them to take information from the main text and from the additional information provided by the author. **(Informative/Explanatory)**

## ELL Bridge

Support vocabulary development by explaining that some words have more than one meaning. Tell students they can use context clues to help determine which meaning is being used in a sentence. Write these words on the board: *tracks, meet, courts, pit, and bar*. Use each word in a sentence and discuss its meaning. Then have each student choose one word and draw two pictures, one to represent each meaning. Ask students to share their pictures with a partner and use the word in sentences that demonstrate its meanings.

## Connect Across Texts

*Playing to Win* by Karen Deans

Like Alice Coachman, Althea Gibson was a great athlete. Both of these talented and dedicated women faced discrimination in mid-20th century America. What was each woman's greatest accomplishment? Why is it important for people today to read about the obstacles they faced as well as their accomplishments?

## Connect to the Internet

Share this website with students to have them learn more about Alice Coachman: <http://heatherlangbooks.com/Queen-Of-The-Track.html>.



# Sadako and the Thousand Paper Cranes



## Summary & Standards

**Summary:** A girl who develops leukemia after the bombing of Hiroshima wants to fold 1,000 origami cranes in hope that if she can, in accordance with an ancient tale, this will make her well again.

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

**Author:** Eleanor Coerr

**Word Count:** 250+

**Genre:** Historical Fiction

**Themes/Ideas:** learning from the past; overcoming adversity and achieving peace

**Text Type:** Chapter Book

## Genre/Text Type

**Historical Fiction/Chapter Book** Remind students that historical fiction is a made-up story based on actual historical people or events. The story unfolds with each new chapter.

## Text Features

**Prologue** A prologue provides important background about Hiroshima's bombing.

**Epilogue** An epilogue gives details about what happened after Sadako's death.

## Vocabulary

### Academic Vocabulary

**memorial** (p. 16) a monument to remember a person or people who have died

**drowsily** (p. 26): sleepily

### Domain-Specific Vocabulary

**radiation** (prologue): an emission of energy particles that can be harmful

**atom bomb** (prologue): a powerful, destructive weapon that releases nuclear energy

## Challenging Features

**Text** Help students read the prologue and epilogue and understand their importance.

**Content** Because of the book's subject matter, be watchful for sensitivities toward death; if needed, clarify that today many leukemia patients survive.

## Supporting Features

**Text** Descriptive title headings help students preview chapter topics. Chapters are short.

**Vocabulary** The language is conversational and easy to follow, and difficult concepts, such as Japanese words and cultural references, are easy to understand in context.

## A First Look

Read the title with students and have them notice the cover details. Ask: *What do you notice about the cranes that are shown? Who is the girl? What can you tell about her from this picture?*

## 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.

### Analyze Characters

Remind students that authors develop characters through description and dialogue. Characters' actions, words, and motives give clues about their personality. Then have them describe and analyze the character of Sadako. Ask:

☉ (pp. 9–14) *What clues does the author give about Sadako's appearance and personality? What do you learn about her relationship with her family? What does the encounter with the spider tell about her?*

(pp. 24–27) *What kind of athlete is Sadako? What does the dialogue between Sadako and her parents tell readers?*

☉ (pp. 48–51) *Why does Sadako call herself a turtle? How does she react to Eiji's present? What does this show about Sadako?*

(pp. 60–61) *What clues tell you about Sadako's health now? Sadako continues to fold paper cranes. What does this tell about her?*

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students review the Chapter 3 heading on page 21 and illustrations on pages 23 and 25. Ask:

- *What is Sadako's secret?*
- *Why does she keep this secret to herself?*
- *What happens that takes her mind off her secret?*

### Thinking Beyond the Text

Talk about how Sadako's friends and family come to her aid when she goes into the hospital. Then ask:

- *How are Sadako's family and friends like people you know today?*
- *How can young people help a sick loved one?*

### Thinking About the Text

Share the information about the author at the back of the book. Ask:

- ❖ *Why would an American author share this story about a Japanese girl?*
- ❖ *What does the author want readers to learn from this story?*

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

### Compound Words

Remind students that a compound word is made of two smaller words. The two smaller words can help them figure out the meaning of the compound word.

- Write on the board these story words: *whirlwind* (p. 10), *courtyard* (p. 42), *moonlit* (p. 45), and *outstretched* (p. 65).
- Have volunteers identify the smaller words in each compound word and give the meanings of these smaller words.
- Encourage students to figure out the meaning of the words. For example, a *whirlwind* is "moving air spinning in a circle." Have students use the sentence context to help with meaning.

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 section of text, so that students can hear the rhythm and flow of the language. Stress appropriate expression. Then have partners take turns rereading the passage.

## Expand Oral Language/Conversation

**Talk About Symbols** Thanks to Sadako, the paper crane is recognized worldwide as a symbol of peace. Have students share examples of other symbols that represent important ideas or events.

## Write and Respond to Reading

**Write a Letter** Have students write an open letter that could be left at Sadako's memorial. Ask them to identify Sadako's legacy and connect it to what it has inspired others to do for peace. (**Informative/Explanatory**)

**Give a Persuasive Review** Have students write a review of the book, giving a brief summary telling what they liked about it, and explaining why it is important for others to read this book. (**Opinion**)

## ELL Bridge

At the end of each chapter, prompt students by rereading aloud the chapter heading. Then display each illustration as an aid for students to summarize the chapter.

## Connect Across Texts

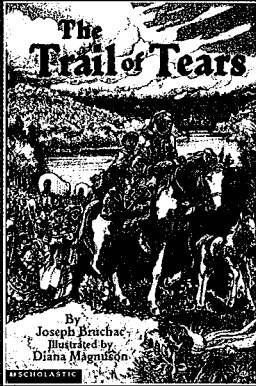
*Annie Sullivan and the Trials of Helen Keller* by Joseph Lambert

Both Helen Keller and Sadako became well known for how they faced challenges when they were young. How did the example set by each girl inspire others?

## Connect to the Internet

Students can learn more about Japanese culture, the legend of the paper cranes, and origami by visiting <http://web-japan.org/kidsweb/virtual/index.html> and clicking on Origami Trivia.

# The Trail of Tears



## Summary & Standards

**Summary:** The Cherokee people faced many hardships when they were forced to leave their homes, make a difficult journey, and relocate to new land.

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

**Author:** Joseph Bruchac

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about Native American history; understanding hardship and fighting injustice

**Text Type:** Chapter Book

## Genre/Text Type

**Informational Text/Chapter Book** Remind students that informational text has facts to inform the reader. Each chapter builds on earlier sections.

## Informational Text Features

**Glossary** Definitions are given in a glossary.

**Index** The index notes specific topics in the book.

## Vocabulary

### Academic Vocabulary

**established** (p. 18): set up

**omen** (p. 7): a sign or warning about a future event

**removal** (p. 17): the act of taking something away

### Domain-Specific Vocabulary

**policy** (p. 17): a general plan people use to help them make decisions or take action

## Challenging Features

**Text** Students may need help with the sequence of the text. Explain that the second and third chapters detail events that led up to the main events.

**Content** Some students may be sensitive to the subject matter. Sadly, acts of injustice are part of history. We hope that studying past tragedies will help people learn to treat each other better.

## Supporting Features

**Text** The front matter sets the stage for the story. Chapter titles provide clues to each chapter's topic.

**Vocabulary** The glossary and context clues will help students with unfamiliar words or terms.

## A First Look

Talk about the cover and have students identify details in the picture. Then read the title and the introductory note. Ask: *How would you feel if you were forced to leave your home and move far away?* Talk about the hardships of building a new life in an unfamiliar place. Say: *Let's read to find out how this group of people showed courage and determination.*

## 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.

### Analyze Events in a Historical Text

Remind children to focus on how specific events are related. Discuss how one event causes or leads to another event.

- ⊗ (pp. 12–13) *How did the end of the American Revolution affect the Cherokee? Why did the Cherokee decide to give up some of their land? What promise did the government make to them?*
- (pp. 17–19) *What was President Jefferson's policy? What problems were caused by this event?*
- (pp. 26–27) *How was the entire Cherokee Nation affected by the actions of just a few people?*
- ⊗ (pp. 38–40) *What hardships did the Cherokees suffer on their long journey? Why is this journey called the Trail of Tears? How is this event the result of events that happened before it?*

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Point out that the Trail of Tears was part of a larger series of historical events. Ask:

- *What events led up to the Trail of Tears?*
- *How does today's existence of two Cherokee nations reflect past events?*

### Thinking Beyond the Text

Point out that the government broke its promise to protect the Cherokee people. Say:

- *The Cherokee were forced from their land, attacked, and locked up. Could something like this happen in the United States today? Explain why you think this.*
- *What rights should all Americans expect to have? Why?*

### Thinking About the Text

Point out that when authors describe historical events, they often present them in chronological order, or the order in which they happened. Ask:

- *What is the overall structure of the text? How can you tell?*
- *The first chapter describes an event that occurs later in time. Why did the author present this event out of order?*

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

### Prefix *dis-*

Remind students that prefixes are word parts that are added to the beginning of a base word to change the meaning. The prefix *dis-* means "not."

- Ask students to find *dishonest* on page 17. Write *dishonest* on a chart or on the board. Have students identify the prefix and the base word.
- Guide students to identify other words in the text that include the prefix *dis-* (p. 23 *discover*, p. 25 *disagreed*, p. 27 *disgrace*). Have students identify the base word and the prefix and then tell what each word means.

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 passage, emphasizing proper phrasing, pace, and intonation. Then have partners take turns reading the same passage as you walk around and listen.

## Expand Oral Language/Conversation

**Talk About Hope** Point out that the author says the story of the Cherokee provides a lesson of hope. Discuss why it is important for people to have hope, especially when they are faced with difficult circumstances.

## Write and Respond to Reading

**Write a Character Study** Have students write a paragraph about either John Ross or Sequoyah, citing what they think were his most distinctive character traits. Have them use specific details from the text to support their opinion. (**Opinion**)

**Make a Time Line** Invite students to create a time line of the major historical events from the text. Have them use this time line to summarize what they read. (**Informative/Explanatory**)

## ELL Bridge

Have partners choose an illustration and discuss what they see. Suggest that students answer questions such as: *What is happening? What is important about this picture?* Have students share their ideas with the rest of the group.

## Connect Across Texts

*Annie Sullivan and the Trials of Helen Keller* by Joseph Lambert

Discuss the importance of alphabetic codes as tools for sharing knowledge. How did the alphabet the Sequoyah invented change the lives of many Cherokee people? How did finger-spelling and braille create possibilities for Annie and Helen?

## Connect to the Internet

Share this website with students to show them a video that features additional information about the Cherokee and The Trail of Tears: [http://www.gpb.org/georgiastories/videos/trail\\_of\\_tears](http://www.gpb.org/georgiastories/videos/trail_of_tears).

# Volcanoes



## Summary & Standards

**Summary:** This informational text features color photos that highlight key details related to volcanoes and convey a sense of their destructive power.

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

**Author:** Seymour Simon

**Word Count:** 250+

**Genre:** Informational Text

**Themes/Ideas:** learning about volcanoes; exploring how Earth changes

**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

**Photos** Color photos provide visual information to support the key points in the text.

## Vocabulary

### Academic Vocabulary

**destructive** (p. 12): causing a lot of damage

**summit** (p. 30): the peak or highest point

### Domain-Specific Vocabulary

**eruption** (p. 6): a violent discharge of steam, rocks, ash, and lava

**explosion** (p. 17): loud outburst or blast of energy

## Challenging Features

**Text** Text on some pages is dense—especially the white text on a black background.

**Content** Students may have difficulty distinguishing among the four types of volcanoes. Suggest that they take notes about the characteristics of each type and direct their attention to details in the photos.

## Supporting Features

**Text** A glossary and an index provide support.

**Vocabulary** Pronunciation guides provide support for Hawaiian words and names.

## A First Look

Talk about the cover. Read the title. Ask: *What is happening? What words would you use to describe this scene?* Have students share what they know about volcanoes. Then say: *Let's read to find out about volcanoes and how they are formed.*

## 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.

### Explain Concepts in a Scientific Text

Help students focus on using specific information in the text to explain scientific concepts.

(p. 6) *What do we call the layers of rock that make up Earth? How are the layers different? What information in the text can you use to explain how volcanoes are formed?*

(pp. 14–15) *What information in the text can you use to explain where on Earth volcanoes form?*

⊗ (p. 18) *What makes the volcanoes in the Hawaiian Islands unique? What information in the text can you use to explain why they are different?*

⊗ (pp. 26–27) *What information from the text can you use to explain the difference between shield and cinder cone volcanoes? How does the author use photos to illustrate the differences?*

(p. 31) *What information from the text can you use to explain the difference between dormant and extinct volcanoes?*

Praise students for specific use of “Behaviors to Notice and Support” on page 111 of the *Guided Reading Teacher's Guide*.

## Develop Comprehension

### Thinking Within the Text

Have students summarize what they learned. Ask:

- ✪ *How are volcanoes formed?*
- ✪ *What are the four types of volcanoes? How are they different?*
- ✪ *How do volcanoes both destroy life and renew it?*

### Thinking Beyond the Text

Help students make connections between the text and their own knowledge. Say:

- *Cite evidence to tell how the information in this book added to what you already knew about volcanoes.*
- *Cite evidence to tell how this book changed what you thought about volcanoes.*

### Thinking About the Text

Direct attention to pages 10–13. Then ask:

- *What point does the author make about the eruption of Mount St. Helens?*
- *What evidence in the text could you use to explain how destructive that volcano was?*
- *How does the author use the photos on these pages to illustrate key points in the text?*

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

### Multisyllabic Words

Remind students that breaking down multisyllabic words into syllables can make them easier to read.

- Have students find the word *stratovolcanoes* on page 28. Point out the prefix *strato* and the base word *volcanoes*. Pronounce the word syllable-by-syllable (stra-to-vol-ca-noes). Then have students repeat after you.
- Have students find the word *initially* on the same page. Pronounce it together one syllable at a time (i-ni-tial-ly).
- Help students divide the following words into syllables: *eruption* (p. 6), *awakened* (p. 10), *measurable* (p. 12), *explosively* (p. 27), and *predecessor* (p. 31).

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

## Develop Fluency

Explain that reading a passage several times improves fluency. Have students choose a paragraph and practice reading it several times to improve their phrasing and intonation.

## Expand Oral Language/Conversation

**Talk About Volcanoes** Lead a discussion about volcanoes. Encourage students to explain how our understanding and knowledge of volcanoes has changed since earlier times.

## Write and Respond to Reading

**Make a Poster** Have students work in small groups to make a poster that features the four types of volcanoes. Encourage students to include facts and drawings to explain how the volcanoes are both alike and different.  
**(Informative/Explanatory)**

**Write a Description** Have students choose a photo from the book and write a description of it in their own words. Encourage them to use words that appeal to all five senses. **(Narrative)**

## ELL Bridge

Have students use picture-card and word-card correspondences to identify some essential words. As a group, create a list of words from the book that relate to volcanoes and can be represented with pictures. Organize students into two groups. Have one group write the words on index cards. Have the other group draw pictures on index cards to represent the words. Then have the groups match each word card with a picture card.

## Connect Across Texts

*Amazing Magnetism* by Rebecca Carmi

How do authors make scientific information easy to understand? Carmi presents science facts within the context of a story. Simon uses descriptive language and dramatic photos. Discuss why both approaches are valuable and interesting.

## Connect to the Internet

Share this website with students to show them an educational video that explains how Hawaiian volcanoes are formed: <http://www.nps.gov/havo/photosmultimedia/lava-flows-hotspots.htm>.