

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **The Cod's Tale**
- **Dancing Home**
- **Helen Keller: Her Life in Pictures**
- **Lizards**
- **Louie: The Stray Who Was Saved**
- **Martin's Big Words**
- **Monster Hunt**
- **Nelson Mandela**
- **Neo Leo: The Ageless Ideas of Leonardo da Vinci**
- **A Thousand Cranes**

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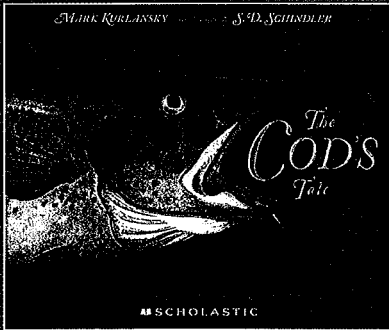
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The Cod's Tale



Summary & Standards

Summary: Engaging text features and detailed, humorous illustrations help tell the fascinating history of the codfish and how it helped shape civilization.

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: Mark Kurlansky

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about codfish and their role in history; understanding causes and effects

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 informative illustrations.

Informational Text Features

Recipes Cod-related recipes demonstrate how cod has been or can be used.

Time Lines Time lines help demonstrate the impact of cod on human civilization.

Vocabulary

Academic Vocabulary

disappearance (p. 7): an elimination, leaving, or going away

transformed (p. 30): changed in a significant way

Domain-Specific Vocabulary

krill (p. 11): shrimp-like creatures eaten by codfish

species (p. 43): groups of similar organisms

Challenging Features

Text Students may have difficulty connecting the historical excerpts with the information in the main text. Explain that these excerpts are meant to give readers historical context and to add interest.

Vocabulary Students may be challenged by some of the words or phrasing found in the historical excerpts.

Supporting Features

Text Subheads provide clues to key ideas. Many visuals add interesting information.

Content Students should find the story informative and entertaining.

A First Look

Talk about the cover and read the title. Then say: *This book tells the history of the codfish. What do you think you might learn about?* Ask students to give reasons for their predictions. Then say: *Let's read to find out about the story of cod fishing and its place in human history.*

Read and Analyze Informational Text Cite Textual Evidence

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

Use Text Features

Help students use text features to gain information and support their understanding of the text.

(pp. 14–15) *What point does the author make about where fish live? How do the diagram and the map illustrate this point?*

✪ (pp. 16–17) *What information does the time line give? What information does the sidebar give? How does the information there support your understanding of the text?*

✪ (pp. 32–33) *What does the author want readers to understand about the slave trade? What does the map show? How does it support key ideas about the slave trade?*

(pp. 40–41) *How do the illustrations support the key points on these pages? How does the time line connect to these points?*

Praise students for specific use of “Behaviors to Notice and Support” on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students review pages 6–7 and identify causes and effects. Ask:

- ✦ *How did the plentiful supply of codfish impact exploration and the settlement of new lands?*
- ✦ *How did the popularity of cod affect the fishing industry?*
- ✦ *How have people transformed the codfish population over time?*

Thinking Beyond the Text

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

- *Why did the author feel the codfish was important enough to write a book about?*
- *What lessons does the author want readers to learn from the information he shares?*

Thinking About the Text

Direct students' attention to pages 12–13. Ask:

- *How do the illustrations provide information about codfish? How do they add humor?*
- *How do text features such as these support readers' understanding of the main ideas?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Comparative Adjectives

Discuss that adjectives can be used to compare. Comparative adjectives compare two things and usually end in *-er*. Superlative adjectives compare more than two things and usually end in *-est*.

- Write the word *small* on the board. Have students look at page 10. Say: *Find the adjective form of small that compares two things.* (smaller) *Now find the adjective form of small that compares more than two things.* (smallest) Have students isolate each word ending.
- Write these adjectives on the board: *bright, close, long, quick, salty*. Have students name the comparative and superlative form of each word and identify the ending. (You may want to point out that to create the comparative form of *salty* they will need to change the *y* to an *i*.)

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 aloud several times to improve their phrasing and intonation.

Expand Oral Language/Conversation

Talk About Conservation Lead a discussion about the use and misuse of natural resources such as codfish. Encourage students to use information from the text and their own knowledge to discuss the author's argument about the impact of human habits on natural resources and what should be done to conserve them.

Write and Respond to Reading

Make a Fact Poster Have students work in small groups to make a poster that features facts about codfish. Encourage students to include visual elements as well as writing. **(Informative/Explanatory)**

Make a Time Line Have students make their own time lines to show key events in the history of the codfish. Have them list five or six events and explain why they are important. Make sure students create their own text rather than copy entries from the book. **(Informative/Explanatory)**

ELL Bridge

Have students use details in the illustrations to support their understanding of the key ideas in the text. For example, after students read page 9, you may wish to ask: *According to the text, what kinds of things do codfish eat? What are the fish eating in the picture?* Repeat, using the illustrations on pages 12–13, 18–19, 22–23, and 28–29.

Connect Across Texts

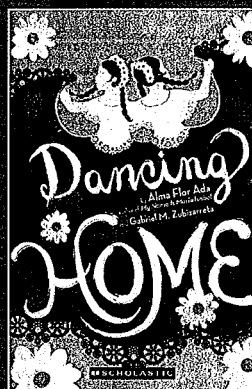
Lizards by Nic Bishop

These books each use strong visuals and amazing facts to engage readers and get them to care about the animal in question. Ask students to imagine how (or if) Kurlansky would treat lizards as a topic. Would codfish be a good topic for Bishop to tackle? Why or why not?

Connect to the Internet

Share the following website with students to have them find facts about Atlantic cod, view photos, and watch videos: <http://www.arkive.org/atlantic-cod/gadus-morhua/>.

Dancing Home



Summary & Standards

Summary: Margie's ideas about what it means to be American are challenged when her cousin Lupe arrives from Mexico to live and go to school in America.

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).

Authors: Alma Flor Ada
and Gabriel M. Zubizarreta

Genre: Realistic Fiction

Text Type: Chapter Book

Word Count: 250+

Themes/Ideas: learning about your cultural heritage;
exploring family relationships

Genre/Text Type

Realistic Fiction/Chapter Book Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The story unfolds with each new chapter.

Text Features

The text includes words in Spanish to reflect the characters' Mexican heritage.

Vocabulary

Academic Vocabulary

absorbed (p. 84): completely interested, engrossed

engaging (p. 85): charming, drawing you in

Domain-Specific Vocabulary

bilingual (p. 7): able to speak two languages

pronunciation (p. 76): the way a word is said

Challenging Features

Text The text switches between the experiences and feelings of each of the two main characters. Suggest that students use a character map or journal as they read, in order to record details about each girl.

Vocabulary The text includes words in Spanish, but most of the words and phrases are translated into English. Spanish text is set in italics.

Supporting Features

Text Have students preview chapter titles, which provide clues to content. Suggest students pause before each chapter to analyze its title.

Content The characters' ages should make them relateable to students. They may be able to relate to the thoughts, feelings, and fears characters express.

A First Look

Read the title and have students discuss the cover illustration. Ask: *Based on the cover, what do you predict this book is about?*

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.

Compare and Contrast Characters

Help students compare and contrast Margie and Lupe, focusing on details about their words, actions, thoughts, and feelings.

(pp. 2–8) *Why is Margie upset that Lupe will be in her class? What do you notice about Lupe's behavior and thoughts? How do you think this chapter would be different if it were told by Lupe instead of Margie?*

☉ (pp. 54–56) *The perspective of the story changes at the end of this chapter. Why do you think the author transitions from Margie's thoughts to Lupe's? Why is Lupe worried?*

(pp. 57–60 and pp. 65–67) *How are these sections similar? How are they different? Why do you think the author chose to use two chapters to tell the same story in two different ways?*

☉ (pp. 114–117) *What do the girls' reactions show? What do you notice about the words and language they use? How has their relationship changed?*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students describe the main characters and tell how their relationship changes. Ask:

- *In what ways are Margie and Lupe the same? How are they different? Support your response with details from the story.*
- *How does the girls' relationship change from the beginning to the end of the story?*

Thinking Beyond the Text

Have students review pages 49–51. Ask:

- *According to Margie, what does it mean to be American?*
- *What experiences do you think might have made Margie feel that way?*

Thinking About the Text

Have students read pages 134–137. Ask:

- *Why do you think the authors chose to include Margie's essay for her class project?*
- *How does this text enhance or extend your understanding of Margie's character?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Foreign Words

The author uses a lot of Spanish words in the book. Although most of it is supported by context, it is not necessary to understand the Spanish vocabulary to understand the story. Tell students that they can use different strategies to help them understand the meaning of the Spanish words and phrases in the text.

- Have students find *Excelente* on page 11. Explain that some Spanish words look and sound very similar to the corresponding English words and have the same meaning.
- Point out that the authors often provide a translation of Spanish words in the surrounding text. Have students locate a Spanish phrase on page 24 and tell what it means in English.
- Have students find other examples of Spanish words and phrases and determine what they mean.

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 that on pages 7 and 8. Emphasize how your voice changes to show different characters speaking. Then have students practice reading the passage in small groups.

Expand Oral Language/Conversation

Talk About Moving to a New Country Lead a discussion about the challenges faced by people who move to a new country. Encourage students to identify ways in which they could make a new student feel more comfortable—for example, by greeting the student in her home language (p. 7).

Write and Respond to Reading

Make a Venn Diagram Have students use a Venn diagram to compare and contrast Margie and Lupe. Remind them to include specific examples and details from the text. **(Informative/Explanatory)**

Write a Letter Have students write a letter from Lupe to her mother in Mexico. Encourage them to use details from the book to tell about Lupe's life in America. **(Narrative)**

ELL Bridge

Explain to students how a graphic organizer can help them better comprehend story details. Have them use character maps to keep track of information they learn about Margie and Lupe. Model how to record details about each girl's appearance, personality, actions, thoughts, and feelings on the character maps. At the end of the story, have students use the character maps to compare and contrast the two girls.

Connect Across Texts

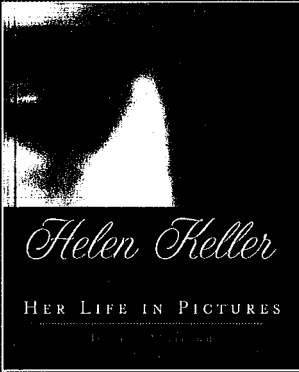
Neo Leo by Gene Barretta

Both books are excellent examples of how creativity in organizing the text adds to readers' appreciation and understanding. Discuss why Barretta may have chosen to alternate "then" and "now" and why Ada shows dual perspectives.

Connect to the Internet

Visit the author's website to learn more. You may wish to share the video where the authors discuss their inspiration for the story at: <http://almaflorada.com/dancing-home>.

Helen Keller: Her Life in Pictures



Summary & Standards

Summary: Historical photographs recount the amazing life and achievements of Helen Keller.

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: George Sullivan

Word Count: 250+

Genre: Biography

Themes/Ideas: overcoming obstacles; accomplishing difficult tasks

Text Type: Photo Essay

Genre/Text Type

Biography/Photo Essay Remind students that a biography tells about important events in a real person's life. In a photo essay, information is supported with a series of photos.

Informational Text Features

Primary Sources Historical photographs and period artifacts provide details to support the text.

Vocabulary

Academic Vocabulary

eventually (p. 31): happening in the end

keen (p. 38): excellent, very sensitive

Domain-Specific Vocabulary

braille (p. 23): system of writing for blind people

vibration (p. 26): rapid back-and-forth movement

Challenging Features

Text Students may question the series of dots at the beginning of most pages and beside page numbers. Explain that they are set in simulated braille, a modification of the system of writing for people who are blind.

Content Students may not have background knowledge of the famous individuals shown with Helen in the photographs.

Supporting Features

Text The photographs and other visual features directly support the text on each page.

Vocabulary Most vocabulary is accessible and context clues support more difficult words.

A First Look

Display the book and discuss who Helen Keller was. Have students look at the cover image. Point out the blurred image of a face and the use of braille. Ask: *Why is this design a good fit for a biography about Helen Keller?*

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

Remind students that when authors write a biography, they select events in a person's life that are important. When an author writes a photo essay, they support their choices by offering visual evidence that tells more about the events.

(pp. 12–13) *How does the author prove that Helen's appearance was important to her despite being unable to see herself in a mirror or how other people reacted to her?*

⊛ (pp. 20–21) *The author states that Annie taught Helen a finger alphabet. How do the text and photos help readers understand how it works?*

(pp. 34–35) *How does the author give evidence that Helen's writing improved during her time in Radcliffe? How do the photographs support this idea?*

⊛ (pp. 48–50) *The author claims that Helen, Annie, and Polly were constant companions. How is this idea supported by the text and the photographs?*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 38, 46, and 68.

Ask:

- *What kinds of activities was Helen able to adapt to meet her needs?*
- *How did her experiences as a child connect to those things she experienced as an adult?*

Thinking Beyond the Text

Talk about the rights of people with disabilities today and the way society accommodates their needs. Then ask:

- *What details from the text inform you about what Helen might have to say about this?*
- *How have people like Helen changed the way society views people with disabilities?*

Thinking About the Text

Encourage students to think about the format of the book. Ask:

- *Why do you think the author chose to tell this story with photos?*
- *How do the photos help you to better understand the accomplishments of Helen Keller?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Vivid Verbs

Remind students that verbs are words that describe actions and that authors use vivid verbs to make the actions more precise and easier for readers to picture. Vivid verbs make writing more interesting.

- On page 22, point out the sentence *Instantly, Helen's face brightened*. Explain that the verb *brightened* not only tells readers that Helen smiled, but that her face lit up with pleasure and understanding. This verb choice is more precise and descriptive than merely saying that she smiled.
- Have students find other vivid verbs (*stroked* [p. 21], *raged* [p. 21], and *thrilled* [p. 25], for example). Each time, discuss more common synonyms the author could have used and how these vivid verbs help readers picture the action.

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

Develop Fluency

Read aloud pages 34–35 to model how different text treatments affect fluency. Point out to students how you pause before reading the magazine and book titles and then phrase together all the italicized words. On page 35, model fluent reading of poetry. Invite students to choral-read the pages with you.

Expand Oral Language/Conversation

Talk About Overcoming Difficulties Discuss with students the great difficulties that Helen faced and what she achieved despite these obstacles. Then talk about the qualities people need to accomplish goals despite obstacles that make it difficult for them.

Write and Respond to Reading

Write a Summary Ask students to write a brief summary about what they learned about Helen Keller. Have them write about important points in Helen's life, her achievements, and the people who influenced her. **(Informative/Explanatory)**

Write an E-mail Point out the "Ask Keller" feature on page 79. Ask students to compose an e-mail asking Helen's great-grandniece a question about Helen that was not answered in the text. **(Informative/Explanatory)**

ELL Bridge

Use the pictures to support vocabulary development and as a springboard for discussion. For each page, help students connect the text on the page with the details in the photograph. Then use the photograph to build students' understanding of American culture and history.

Connect Across Texts

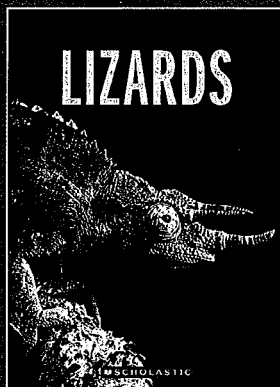
Worst of Friends by Suzanne Tripp Jurmain

Use these books to talk about partnerships. Invite students to cite examples to explain what made Keller's relationship with Annie Sullivan so successful and how Jefferson and Adams succeeded by working together. What problems did each pair have to overcome to succeed?

Connect to the Internet

Have students learn more about the braille writing system at http://pbskids.org/arthur/print/braille/braille_guide.html. Students can read more about this writing system as well as translate their own messages into braille.

Lizards



Summary & Standards

Summary: One kind of lizard has hairy feet, another can skate on water, and another can fit on your thumbnail! The world of lizards is full of surprises!

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2).

Author: Nic Bishop

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning the physical traits of lizards; understanding animal adaptation

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

Author's Note The author's note gives insight into the process of nature photography.

Index and Glossary The index helps readers locate information about specific lizards. The glossary helps readers with unfamiliar words.

Vocabulary

Academic Vocabulary

nocturnal (p. 18): active during the night

nourish (p. 9): to give food and water for growth

Domain-Specific Vocabulary

camouflage (p. 27): an animal's ability to blend into its environment for survival

prehensile (p. 37) adapted for seizing or grasping

Challenging Features

Text Explain to students how to read the foldout pages. Tell them to read pages 26–27 first; then open both sides of the foldout and read across; then refold the pages, turn the page, and continue reading.

Vocabulary The text mentions unfamiliar types of lizards, including skinks and agamas.

Supporting Features

Text Main ideas appear in large, colored font.

Content The author makes comparisons that will be familiar to students.

A First Look

Display the photos on the front and back covers and read aloud the summary on the back cover. Ask: *What do you know about lizards?* Explain that when they finish reading this book, students will know a lot more about lizards and might question some of the things they thought they knew before.

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 Visual Information

The photos are the centerpiece of this book, and the text supports the photos. Guide students to interpret and analyze the photos by making connections between the photos and the text.

☉ (pp. 4–9) *Why does the author mention that the photo images are many times the lizards' actual sizes? How do the photo and the text work together to help you understand each lizard's size?*

(p. 27) *Why do you think the camouflage of the leaf-tailed gecko is effective?*

☉ (pp. 28–31) *Flip quickly through pages 28–31. How do the photos help you visualize the basilisk lizard's motion? Based on the photo and the text, what two physical traits allow this lizard to run across water?*

(pp. 36–37) *How does the photo help you understand the text about the veiled chameleon's hunting strategies?*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Guide students to summarize the main idea of the book, using the highlighted text on pages 5–15 for support. Ask:

- *What is the author's big idea about lizards? Why does he begin the book with the statement on page 5?*
- *Why do most lizards live in warm places? Explain in your own words why lizards need very little food to survive.*

Thinking Beyond the Text

Have students compare and contrast how different lizards hunt, using pages 36–39. Ask:

- *How is the way the chameleon hunts similar to and different from how the sandfish hunts?*

Thinking About the Text

Remind students to continue drawing information from multiple sources. Have students refer to the author's note (pp. 46–47), the photos of the thorny devil (pp. 20–21), and the basilisk lizard (pp. 28–31). Ask:

- *How did the author's note deepen your understanding of these photos?*
- *Why did the author include this note?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Figurative Language

Students may already be familiar with the use of figurative language in literary text. Explain that similes and metaphors can help authors explain ideas in informational text, too.

- Have students turn to page 12. Reinforce that a simile compares two unlike things using the word *like* or *as*.
- Guide students to find the similes on this page: *as hard as armor*, *as soft as velvet*, and *spines like a storybook dragon's*.
- For each simile, ask: *What two things does the author compare? How does this comparison help readers understand the author's point about lizard skin?*

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

Develop Fluency

Explain that accuracy, rate, and expression are key aspects of fluency. Model reading aloud the passage on page 32 as students echo each sentence. Point out that although informational text may be read at a slower rate than less-complex text, it should still be read with expression.

Expand Oral Language/Conversation

Talk About Adaptations Lead students to discuss how each lizard in the book has adapted to its environment and how these adaptations ensure survival of the species. For example, the basilisk lizard has webbed feet, so it can travel across water. This adaptation lets it escape predators. Ask: *What other animals have adapted to their surroundings?*

Write and Respond to Reading

Nominate a Lizard Ask students to nominate lizards from the book as the most skilled, beautiful, or sneaky, for example. Then have each student choose one nominated lizard, state an opinion about it, and support the opinion with reasons and evidence. (**Opinion**)

Make Lizard Flash Cards Have students work in pairs to create three flash cards with a photo of a lizard on one side of a card and a related fact about the lizard on the other side of the card. Then combine students' cards and quiz students on the lizard facts. (**Informative/Explanatory**)

ELL Bridge

Use details from the close-up photos in this book to support scientific content. For example, when reading the caption on page 6, point to the glass lizard's eyes and point out that this lizard does not have legs. Continue this practice whenever the text corresponds with the photos.

Connect Across Texts

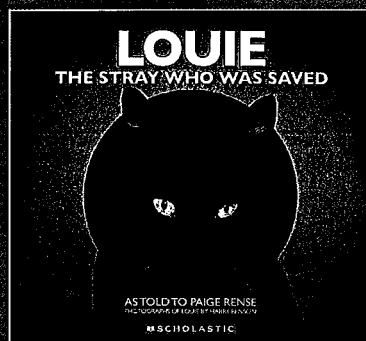
Muscles by Seymour Simon

Both books show how photos and text together give readers a more complete understanding of a topic. How do the images in these books help readers think like scientists by observing close-up things they would not otherwise be able to see?

Connect to the Internet

For more information about lizards, have students visit <http://animals.sandiegozoo.org/animals/lizard>.

Louie: The Stray Who Was Saved



Summary & Standards

Summary: An abandoned cat finds a home with a famous painter; the real-life story is told from the cat's point of view and is accompanied by informational text.

CCSS.ELA-Literacy: Analyze how two or more texts address similar themes or topics (CCRA.R9); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Paige Rense

Word Count: 250+

Genre: Informational Text/Fantasy

Themes/Ideas: helping animals; finding a home

Text Type: Picture Book

Genre/Text Type

Informational Text/Fantasy/Picture Book Remind students that an informational text has facts about a topic. This book also has elements of fantasy, which could not happen in the real world. Photographs inform the reader.

Text Features

Icon A paw-print symbol is used to distinguish between the fantasy and informational text sections in the book.

Vocabulary

Academic Vocabulary

amateur (p. 45): someone engaging in an activity as a pastime, rather than as a profession

temporary (p. 11): for a short time only

Domain-Specific Vocabulary

studio (p. 54): space where an artist works

superstitions (p. 16): beliefs in supernatural causes

Challenging Features

Text The book switches formats between spreads, with many sidebars and asides. Discuss the different text treatments for different elements.

Content Shifting points of view may be confusing. Tell students to look for first- or third-person narration. The mentions of animal cruelty are upsetting, but kindness is the book's overwhelming emotion.

Supporting Features

Text Chapters follow a chronological sequence and have descriptive titles.

Vocabulary Most vocabulary is on level. Some new vocabulary is defined in text.

A First Look

Read the title. Say: *The way it is used here, the word stray means a dog or cat that does not have a home. You will be reading about the stray cat on the cover, Louie. This book is unusual because it is part fantasy and part informational text. You'll get to hear Louie's point of view in the story and learn information about Louie and cats in general. Watch for the paw print to know what sections Louie narrates.*

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.

Understand Point of View

Review that a story from the point of view of a character is told in the first person. A story told from the author's point of view is told in the third person. Remind students to compare and contrast points of view as they go back and forth between fantasy and informational text in the book.

(pp. 16–19) *Which section of these pages is told in the first person, and which is told in the third? How are the sections similar?*

☉ (pp. 50–51) *What kind of information does the author share in the informational section? How do the facts help support Louie's narration?*

(p. 62) *Why do you think the author chose to tell Louie's story from two points of view? Did one point of view help you understand the other better? Cite examples.*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask students questions about the information on pages 16–19:

- *How have black cats been treated in history?*
- *Why are some people afraid of black cats?*

Thinking Beyond the Text

Discuss the book's connection to the real world:

- *What do Louie's experiences tell you about the lives of stray cats and dogs?*
- *Animals can't tell us what they think. What do people do to understand how animals feel?*

Thinking About the Text

Discuss the book's format. Ask:

- ❖ *How did the fantasy sections—Louie's point of view—help you understand the story?*
- ❖ *Why do you think the author included the About This Book section on page 5?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Verbs to Nouns

Remind students that some verbs can change to nouns with the addition of the ending *-ion*.

- Write the words *donate* and *donation*. Say: *Donate is a verb. It means "to give to charity." We drop the e to add the ending -ion, and the verb becomes a noun that means "a gift to charity."*
- Repeat with the words *adoption*, *congregation*, and *education*.

Long a spelled ay, ei, a

Review some spellings of long *a*.

- Write the words *stray*, *Maine*, *neighbor*, and *ancient*. Ask students to identify the long-*a* sound in each word.
- Underline the letters that spell the sound (*stray*, *Maine*, *neighbor*, *ancient*) and remind students that these are several of the letter combinations that can create the long *a* sound.

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

Develop Fluency

Have students read aloud a section of the first-person narration to a partner, focusing on intonation and expression. Then have them do the same with a section of informational text. Ask them if the two kinds of text needed different intonation and expression.

Expand Oral Language/Conversation

Talk About Compassion Say: *Some people are cruel to Louie, but the cat finds compassion in Jamie Wyeth and Ken Noland.* Ask students to determine the meaning of the word *compassion*. Ask for examples of the two men's compassionate behavior.

Write and Respond to Reading

Write a Description Have students write a one-paragraph description of Louie that a shelter might have displayed for potential adopters. The description can include information about Louie's appearance, personality, and past. **(Informative/Explanatory)**

Write a Persuasive Essay Ask students to write a three-paragraph essay intended to convince others to consider adopting shelter animals. They should use examples from Louie's story to illustrate their points. **(Opinion)**

ELL Bridge

Have students focus on the first-person story in the book. Ask partners to summarize the events as told by Louie. Check for comprehension. Then have students tackle one or two informational text sections. Ask students to think about what each section has to do with what Louie narrated.

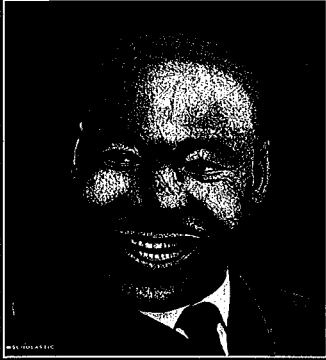
Connect Across Texts

Winter's Tail by Juliana, Isabella and Craig Hatkoff
In each book an animal is rescued and restored to health. Invite students to talk about the similarities they see in how Winter and Louie were treated.

Connect to the Internet

Students can view more of Ken Noland's artwork and read more about the artist at <http://www.artnet.com/artists/kenneth-noland/>.

Martin's Big Words



Summary & Standards

Summary: The author combines text and quotations to tell about the life of Dr. Martin Luther King, Jr.

CCSS.ELA-Literacy: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas (CCRA.R2); interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4).

Author: Doreen Rappaport

Word Count: 250+

Genre: Biography

Themes/Ideas: learning about a real person's life; understanding how people create social change

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

Time Line The time line at the back of the book provides biographical and historical information.

Vocabulary

Academic Vocabulary

marching (p. 18): the act of walking with others to show strength in support of a cause

separate (p. 12): to set apart from others

Domain-Specific Vocabulary

protested (p. 18): objected or complained in a planned, organized way

segregation (p. 24): the practice of separating people according to racial group

Challenging Features

Text Guide students to understand that this biography gives an overview rather than a detailed account.

Content The text refers to people being jailed, beaten, murdered, and bombed. Discuss the violence associated with that time in U.S. history.

Supporting Features

Text A related Martin Luther King quote accompanies nearly every page of text.

Vocabulary Context clues can be used to determine the meanings of unfamiliar words.

A First Look

Show students the picture on the front cover and read the title on the back cover. Ask: *What do you know about Martin Luther King, Jr.? Based on this picture, what is your impression of him? What does it mean to have "big words"?* Then say: *Let's read the text to find out about the power of Dr. King's big words.*

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 Main Ideas and Explain Details

Have students focus on identifying the main ideas and explaining how they are supported by details. (Note: Book pages are not numbered. Page 5 is the first page of text.)

☛ (pp. 4–5) *What is life in the South like for Dr. King as a boy? How does segregation affect Dr. King? How does Dr. King's mother influence him?*

(pp. 10–11) *What connection does the author make between Mahatma Gandhi and Dr. King? Which details support the main idea about Dr. King's beliefs?*

☛ (pp. 16–17) *Which details show how Dr. King supports the protest? How does the quotation connect to the ideas on the page?*

(pp. 24–25) *Which details in the text and picture tell about Dr. King's famous speech? How does the quotation connect to the ideas on this page?*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students continue to identify main ideas and supporting details. Ask:

- *What are two or more main ideas the author presents about Dr. King and his life?*
- *Which details does the author use to support or tell more about each of these ideas?*

Thinking Beyond the Text

Have students think about the connections between Dr. King's words and his actions. Say:

- *On page 17, Dr. King says that history will remember people who are courageous. In what ways does Dr. King show courage?*
- *On page 20, Dr. King says love will solve problems. In what ways does Dr. King use love to end segregation?*

Thinking About the Text

Direct students' attention to pages 28–31. Ask:

- ✦ *How does the author tell us of Martin's death? How does the simplicity of this statement add to its effect?*
- ✦ *What words does the author consider to be "big words"? Why did the author highlight these words on the last page of the text?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Antonyms

Remind students that antonyms are words that have opposite meanings, such as *easy* and *difficult*. An author often makes the meaning of one word clear by contrasting it with its antonym.

- Point out *love* on page 10. Ask: *What does love mean? (strong feelings of affection) What word on this page has the opposite meaning? (hate)* Discuss why Dr. King believes that hate cannot end hate and why love can end hate.
- Repeat this process with *bad/good* on (p. 5) and *together/separate* and *peace/war* on (p. 12).
- Lead students to discuss which words in the text may be described as "big," and why, and which words may be described as "small," and why.

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

Develop Fluency

Point out that the author uses font and format to emphasize particular words and phrases. Model reading page 12, using rhythm and giving a slight pause before the quoted words. Read the quote aloud, then have partners practice reading together.

Expand Oral Language/Conversation

Talk About "Big Words" Lead students in creating a list of "big words." Record the words students suggest. Have students state the meaning of the words and explain why the word qualifies as big.

Write and Respond to Reading

Write a Poem Have students write poems about the power of words to make someone feel big or small. Students may include characters or details from the text in their poems. Remind them to use description and sensory details as well. **(Narrative)**

Write an Opinion Direct students to the quotation on page 12. Ask: *Have people discovered a way to live together?* Have students write their opinions and support them with facts and details from the text and their personal experiences. **(Opinion)**

ELL Bridge

Help students use pictures to summarize key events in the text. Focus on pictures such as those on pages 4–5 and 18–19. Call on students to describe what they see. For the picture on pages 18–19, ask questions such as *Who are these people? What is happening? Why do you think these people are holding an American flag? What do they want to achieve by marching together?*

Connect Across Texts

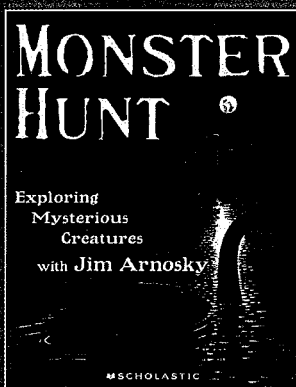
Ida B. Wells by Walter Dean Myers

Like King, Wells was known for her eloquence and her commitment to securing equal rights and justice. But in Wells's time there were no TVs to broadcast her speeches to all Americans. Use these books to explore how advocates for change reach out to share their messages with others.

Connect to the Internet

Share this website with students to have them learn more about the life of Dr. Martin Luther King, Jr., and watch a video of Dr. King's Nobel Prize acceptance speech: http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html.

Monster Hunt



Summary & Standards

Summary: The author explores cryptozoology, the study of rumored creatures such as Bigfoot.

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); delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R.8).

Author: Jim Arnosky

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about animal mythology; studying 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, some fanciful, to extend the meaning of the text.

Informational Text Features

Introduction An introduction sets the context for the text and explains the author's point of view.

Illustrations Fantasy-based illustrations depict the creatures described and their habitats.

Vocabulary

Academic Vocabulary

skeptics (p. 24): people who question something

eyewitnesses (p. 13): those who have seen an event

Domain-Specific Vocabulary

aquatic (p. 19): having to do with water

carcasses (p. 8): dead bodies of animals

Challenging Features

Text Not all illustrations have captions to explain their relevance. Have students consider the author's choices in pairing illustrations with text.

Content Explain to students that some of the details in the text are based on the author's research and other facts, while some details retell accounts that may or may not be factual. Readers will have to analyze each detail for themselves.

Supporting Features

Text Sections are separated with headings and information is engaging.

Vocabulary Content-specific terms are defined within the text.

A First Look

Read the title and explain that this book covers a topic called cryptozoology, the study of reports of unknown or mysterious animals. Explain that sometimes stories grow up around events or sightings of things that can't be explained, and they become legends. Ask students if they have heard of creatures such as Bigfoot and the Loch Ness Monster. Then say: *Let's read to find out how the author describes the legends and shares theories about what the animals might actually be.*

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 Information

Remind students that to summarize a text, they need to identify its main idea and important details.

- ☉ (p. 5) *How does the author summarize cryptozoology? What details give evidence of his perspective or opinion on the topic? Predict what kind of information you'll learn as you read on.*
- (p. 10) *What is the difference between animals on the previous pages, like the coelacanth, and the animals that the author mentions on this page? Summarize the author's point about creatures that have not yet been proven to exist.*
- ☉ (p. 32) *How does the last page tie together all of the author's ideas? Summarize the author's argument using supporting details given on this page and throughout the text.*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Discuss the theories presented in this book. Remind students that a theory is an idea or system of ideas constructed to explain something that has not yet been proven. Talk about the theories for Bigfoot and Nessie and ways that scientists have tested those theories.

Thinking Beyond the Text

Discuss the intersection of legend and science. Ask questions such as:

- *Why do most people believe that these creatures aren't real? What evidence might it take to prove that they are real? Might some people still not believe? Why or why not?*
- *What is the significance of the author's final line? Why do legends about creatures like Bigfoot persist? Why might people want (or even need) to believe in them?*

Thinking About the Text

Discuss the author's reason for using particular details and the effect they have on readers:

- ❖ *Why did the author include the histories of coelacanths, gorillas, and Komodo dragons?*
- ❖ *Does the author's argument feel solid to you? Does he convince you to remain skeptical about the creatures or to keep an open mind? Use evidence from the text to explain your answer.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Scientific Names

Explain the practice of identifying living things with Latin or Greek names.

- Have students find the word *carcharodon* on page 6. Explain that these names usually come from old languages such as Greek and Latin, so that scientists who speak different languages can communicate about their studies.
- Write the term *carcharodon carcharias* and explain: *This is the official name for great white sharks. You can see the connection with the name of the ancient fish in the book.*

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

Develop Fluency

Pick a section of the text that contains technical terms with multiple syllables. Model how to read the text, sounding out the unfamiliar words. Have partners practice reading the same section aloud.

Expand Oral Language/Conversation

Talk About Legends Explain that legends are stories passed around, often through generations. Ask which of the legends in this book was the students' favorite and which theory offered by Arnosky they liked best. Steer the conversation to a discussion of the gorilla and Komodo dragon and solicit students' thoughts on what might be needed for Bigfoot or Nessie to pass from legend into fact.

Write and Respond to Reading

Keep an Explorer's Log Have students write an entry in a log as if they were scientists looking for evidence of one of the creatures in the book. Point out that they can include details such as the setting and the kinds of clues they are looking for. **(Narrative)**

Design a Zoo Plaque Instruct students to imagine that one of the creatures from the book is finally captured and brought to a local zoo. Have them use details from the book about that creature to design a plaque describing the animal to visitors. **(Informative/Explanatory)**

ELL Bridge

Clarify that some of the book's illustrations are based on the author's imagination and show creatures that have not been proven to be real. Look up the word *legend* in students' native languages and help them make the connection. Different cultures usually have different mythical creatures. Ask students to share, in English, any of their language's monster legends.

Connect Across Texts

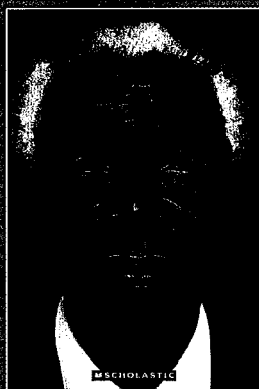
Barnum's Bones by Tracey Fern

Use these two books together to discuss how scientists continue to learn more about prehistoric creatures. Could any details from Fern's book be used to support what Arnosky has to say about Champ or the Loch Ness Monster?

Connect to the Internet

Have students read about other rumored creatures on this website: <http://www.newanimal.org>.

Nelson Mandela



Summary & Standards

Summary: The life of humanitarian Nelson Mandela, presented in the form of a long poem, is complemented by vibrant illustrations.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R4); analyze the structure of texts, including how specific portions relate to each other and the whole (CCRA.R5).

Author: Kadir Nelson

Word Count: 250+

Genre: Biography

Themes/Ideas: learning about a real person's life; overcoming challenges

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Author's Note Biographical and historical information is provided.

Vocabulary

Academic Vocabulary

elected (p. 34): chose someone through voting

vision (p. 23): an idea for something that could be

Domain-Specific Vocabulary

justice (p. 32): fair behavior or treatment

violence (p. 27): the use of physical force

Challenging Features

Text Some students may be challenged by the long-poem format. Have students stop frequently to rephrase the text in their own words.

Content Students may not be familiar with Mandela, South Africa, or apartheid. Provide background information as needed.

Supporting Features

Text Descriptive illustrations capture the key events in Mandela's life. An author's note provides helpful background information.

Vocabulary Context clues give help in determining the meaning of unfamiliar words.

A First Look

Read the title with students, and have them look at the illustration. Ask: *What do you know about Nelson Mandela?* Lead a discussion that focuses on his achievements as a leader and as a humanitarian. Say: *Let's read a poem that tells more about Nelson Mandela's life.*

Read and Analyze Informational Text Cite Textual Evidence

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

Use Context Clues

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

- ❖ (pp. 2–3) *Who is Rolihlahla? To whom does the pronoun He refer? What is Qunu? What context clues reveal the meaning of these words, or what do they refer to?*
- ❖ (pp. 10–11) *What was the purpose of apartheid? What words and phrases give clues to the meaning of the word apartheid? What details in the picture give clues to its meaning? What does apartheid mean?*
- (pp. 18–19) *What are flats? What words or phrases in the surrounding text give clues to the general meaning of the word flats?*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students summarize Mandela's story by identifying key events in his life. Then ask:

- ❶ *What events show that Mandela was committed to justice and to making life better for others?*
- ❷ *Why does the author say that the ancestors, the people, and the world all celebrated Mandela's victory? (p. 34)*

Thinking Beyond the Text

Have students share words they would use to describe Mandela. Ask:

- *Why is Mandela honored and respected by people throughout the world?*
- *What lessons can be learned from the life, vision, and achievements of Mandela?*

Thinking About the Text

Point out that the author incorporates South African history, culture, and language into the book. Say:

- *Look at the non-English words on page 12. What words and phrases in the text give clues to their meaning? Why did the author put these words in their native language instead of in English?*
- *How does including these words relate to the central ideas of the poem? What is the author saying about the importance of South African culture?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Figurative Language

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

- Have students reread page 8. Ask: *What does it mean when the author says Johannesburg was a "golden city"? Was the city actually made of gold?* Explain that this is an example of figurative language, which expresses an idea with an image that is not literally accurate.
- Together discuss the meaning of the phrase *a colorful sea of people* on page 32.

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 poem by reading aloud page 3 from the text. Then have partners practice reading aloud a different page of the text several times for optimal fluency.

Expand Oral Language/Conversation

Talk About Determination Remind students that Mandela stayed in prison for almost 28 years. Lead a discussion about determination and how it might have helped Mandela cope with feelings of powerlessness and with the challenges in his life.

Write and Respond to Reading

Write a Scene Have small groups write a script for a scene that presents a key event in Mandela's life. If possible, have students do a staged reading of their scenes to the class. **(Narrative)**

State an Opinion Ask students to respond to the following question: *Is Nelson Mandela a great leader? Support your thinking using text evidence.* Remind students to use specific reasons and examples to support their response. **(Opinion)**

ELL Bridge

Help students use the illustrations to summarize the key events in Mandela's life. Choose several illustrations that will help students understand what is being described in the text. Call on students to describe what they see. For the picture on pages 4–5, ask questions, such as *Who are these two people? What is happening? Why is the woman looking so closely at the boy? How do they feel?*

Connect Across Texts

Martin's Big Words by Doreen Rappaport

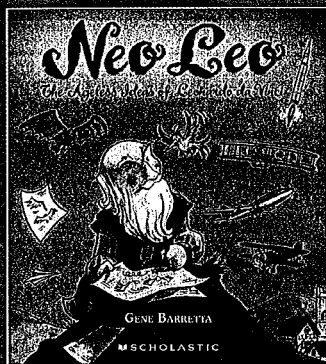
Both Nelson Mandela and Martin Luther King, Jr. inspired others to launch peaceful protests in the fight for equal rights. Use examples from both books to discuss the qualities a leader must possess to inspire others to take action.

Connect to the Internet

Share this website with students to help them find facts about Nelson Mandela's life, view a video, or learn about Nelson Mandela International Day: <http://www.nelsonmandela.org/>.

Neo Leo: The Ageless Ideas of Leonardo da Vinci

**GUIDED
READING
PROGRAM**
Nonfiction Focus
2nd Edition



Summary & Standards

Summary: See how modern machines relate to ideas in Leonardo's 400-year-old notes.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Gene Barretta

Word Count: 250+

Genre: Informational Text

Themes/Ideas: exploring Leonardo's scientific ideas; connecting modern machines with historic ideas

Text Type: Picture Book

Genre/Text Type

Informational Text/Picture Book Remind students that informational texts give facts about topics. This picture book includes illustrations to inform readers.

Informational Text Features

Subheads The subhead *Leo* identifies text about Leonardo's early ideas; *neo* (new) identifies text about modern machines based on those ideas.

Vocabulary

Academic Vocabulary

controversial (p. 5): causing a great deal of disagreement

passionately (p. 7): with very strong feelings

Domain-Specific Vocabulary

prototype (p. 17): the first model built to test an idea

simulated (p. 23): tried in model or imitated form

Challenging Features

Text The backward writing in the captions may challenge students. They can use mirrors to read it.

Vocabulary Scientific vocabulary may challenge students. Encourage them to use context clues and dictionaries to understand unfamiliar words.

Supporting Features

Text The short blocks of text have a casual, friendly tone and draw students into the book.

Content The engaging drawings and informative diagrams support the text and help connect modern science with Leonardo's scientific ideas.

A First Look

Display the book cover and read aloud the title and subtitle. Explain that Leonardo da Vinci was an artist and inventor. Point out that *neo* is the Latin root for "new." Say: *Look at the pictures surrounding the man here. Let's read to find out how some of Leonardo da Vinci's inventions relate to things we use today.*

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 Points, Reasons, and Evidence

Explain that the authors of informational texts often organize ideas according to points that are supported by reasons and evidence. (Note: Book pages are not numbered. The title page is page 1.)

✪ (p. 5) *What is the author's main point regarding Leonardo da Vinci? What reason supports the author's main point that Leonardo was a visionary, a person able to predict what will be important in the future?*

✪ (pp. 6–11) *What evidence does the author provide to support his reasoning?*

(pp. 18–19) *What evidence supports the idea that Leonardo built a prototypical helicopter?*

(pp. 29–31) *How does the author conclude his argument that Leonardo was a visionary? Does his conclusion wrap up the argument well? Is the argument convincing?*

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

LEVEL
5

Develop Comprehension

Thinking Within the Text

Have students refer to pages 3–5. Ask:

- *What inspired many of Leonardo's inventions?*
- *For what three reasons were many of Leonardo's designs not built during his lifetime?*

Thinking Beyond the Text

Discuss the relevance of Leonardo's notes. Ask:

- ✦ *Which designs featured in the book might have been too expensive to produce? Too difficult to produce? Upsetting to people? Explain why.*
- ✦ *Why might some of Leonardo's notes have been lost? What are reasons that more of his notes might be found? That they might never be found?*

Thinking About the Text

Have students look at pages 6–7. Ask:

- *Why does the author include captions in backward writing?*
- *Why does the author use the same two subheads throughout the book?*
- *In what ways are the two pages about each invention similar and in what ways are they different?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Latin Roots

Remind students that knowing the meanings of common Latin roots can help them figure out the meanings of many unfamiliar words.

- Have students turn to page 3. Point out the word *inspired* and ask students to identify the root (*spir*), which comes from the Latin verb *spirare*, “to breathe.” Ask: *How is breath related to life? What inspired, or gave life to, Leonardo's work?*
- Ask students to identify more text words with Latin roots. Provide them with these roots as prompts: *vis*, “see” (*vision*, p. 11); *ject*, “throw” (*projector*, p. 11); *ten*, “stretch” (*tension*, p. 13).

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

Develop Fluency

Ask students to choose two to four pages to practice reading aloud. Encourage students to read with accuracy, appropriate rate, and expression during successive readings.

Expand Oral Language/Conversation

Talk About Technology Point out that the book shows the development of technology from early designs to modern inventions. Ask students to identify technology from the book that are used today in daily lives. Discuss how life would be different without those items.

Write and Respond to Reading

Write a Speech Tell students that Leonardo da Vinci is being inducted into the Modern Inventors' Hall of Fame. Have students write speeches for the event in which they use facts, details, and quotations to explain the importance of da Vinci's work. (**Informative/Explanatory**)

Write a Story Tell students to choose one of Leonardo's sets of notes. Have them pretend those notes were lost and that they have just discovered them. Ask them to write a short story using the information from the book about finding the notes and what the notes include. (**Narrative**)

ELL Bridge

Explain that adding suffixes to words change their meanings and parts of speech. For example, the verb *project* (p. 11) means “to throw or cast forward.” The noun *projector* (p. 11) means “a machine for casting an image onto a screen.” The suffix *-or* means “state or quality of.” The noun *projection* means “the way a film's picture is shown on a screen.” The suffix *-ion* means “act or process.” Have students look through the book for common suffixes and discuss what they find.

Connect Across Texts

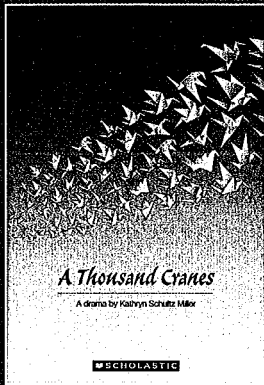
Nelson Mandela by Kadir Nelson

Kadir Nelson and Gene Barretta also illustrated their books. How might their role as artists as well as authors have affected their research? How did each use artwork to help achieve a tone or mood?

Connect to the Internet

For more information about Leonardo da Vinci and his work, have students visit <http://legacy.mos.org/leonardo/>.

A Thousand Cranes



Summary & Standards

Summary: Suffering from leukemia caused by radiation from the Hiroshima atomic bomb, a young girl tries to fold a thousand paper cranes before she dies.

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: Kathryn Schultz Miller

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: wishing for peace; battling illness

Text Type: Play

Genre/Text Type

Historical Fiction/Play Remind students that historical fiction is a made-up story based on real people and events. A play format includes stage directions and dialogue.

Text Features

Stage Directions Stage directions describe the setting and give instructions to the actors about their actions, feelings, and tone of voice.

Vocabulary

Academic Vocabulary

ceremoniously (p. 28): done in a way appropriate for formal events

stoically (p. 23): without showing emotion

Domain-Specific Vocabulary

leukemia (p. 17): a cancer of the blood and bone marrow

radiation (p. 18): harmful particles released by the atomic bomb

Challenging Features

Text Some stage directions are long and complicated. Sadako's death may be upsetting to some readers.

Content The symbolism may challenge students.

Supporting Features

Text Names in all-capital letters identify speakers. Stage directions appear in italics for easy identification.

Vocabulary Apart from some words unique to Japanese culture, the vocabulary of the play consists of everyday words.

A First Look

Access students' prior knowledge of the nuclear bombs dropped on Hiroshima and Nagasaki. If necessary, provide background: *To end World War II, in 1945, the United States dropped atomic bombs on two cities in Japan—Hiroshima and, three days later, Nagasaki. The damage was tremendous, destroying much of the cities and killing thousands of people. This play is an adaptation of the story of Sadako, who was two when the bomb fell on Hiroshima.*

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.

Visualize

Explain that when reading the script for a play, readers have to use both what the text says explicitly and what it implies in order to visualize what the play would look like performed on stage.

(p. 8) *What does the author indicate should happen on stage? How does this help the reader visualize the play?*

☉ (p. 19) *Based on text evidence, how might the scene between Sadako and Kenji be visualized? What are their expressions? How does this show that the cranes are important?*

☉ (pp. 24–25) *Describe how one might visualize this scene between Sadako and her grandmother. What text evidence helps visualize the scene? What is the author trying to represent?*

Praise students for specific use of “Behaviors to Notice and Support” on page 112 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Ask students about the events in the play:

- How had the bomb already affected Sadako's family before the events enacted in the play? What effect does the bomb have on Sadako during the action of the play?
- What is happening when the grandmother appears in the play? Is she really there? What does this tell about what is happening to Sadako?

Thinking Beyond the Text

Talk about the symbolism in the play. Ask:

- What do the cranes symbolize in the play?
- What is the meaning of the actors' folding large sheets and repeating numbers?

Thinking About the Text

Discuss the author's style. Ask:

- Why does the author include the roles of Actor 1 and Actor 2? How do they bring meaning to the play?
- How does the author mark the differences between real events and happenings in the spirit world?

Phonics and Word-Solving Strategies

Similes and Metaphors

Review with students that a simile uses *like* or *as* to compare two things. Metaphors describe one thing as being an unrelated object.

- Point out that on page 9 Kenji says "Because you're a turtle that's why. A great big lumbering turtle." Explain that Kenji is saying that Sadako is a turtle to demonstrate that he thinks she is slow; it is a metaphor.
- Draw students' attention to the phrase *fly like the wind* on page 16. Explain: *Here, Sadako is comparing how she runs to how the wind blows. This is a simile.*
- Have students find other examples of metaphors and similes in the play.

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

Develop Fluency

Read aloud a page containing dialogue, modeling how expert readers use stage directions to follow the scene and determine tone and gestures. Have students perform a readers theater of a page or section.

Expand Oral Language/Conversation

Talk About Monuments Sadako's classmates' efforts resulted in a Children's Peace Statue in Hiroshima Peace Memorial Park. Ask students: *What memorial spaces or monuments do you know about? What do they stand for? Why do you think people find it important to build these monuments?*

Write and Respond to Reading

Write a Diary Entry Have students write a diary entry that Sadako could have written during her hospital stay. Remind them to use events from the text to support their writing. Have students share their entries in small groups. **(Narrative)**

Create a Sign Many statues have informational placards to tell visitors about the subject. Have students write a sign that could be posted at the Children's Peace Statue for Sadako, telling her story. **(Informative/Explanatory)**

ELL Bridge

The play contains symbolic movements and actions. Focus students on the events of the play by asking questions about the plot. For example: *What is wrong with Sadako? What does Kenji suggest to her? Who does Sadako dream about? At the end of the play, what happens to Sadako?*

Connect Across Texts

Sadako and the Thousand Paper Cranes by Eleanor Coerr

Coerr's chapter book also tells Sadako's story. Talk about how reading Coerr's book might help actors prepare for their roles in Miller's play.

Connect to the Internet

In Japanese, survivors of the Hiroshima and Nagasaki bombs are called *hibakusha*, meaning "those who were bombed." Read more about Sadako and watch a video about folding a paper crane at *hibakusha* website: http://hibakushastories.org/paper_cranes.html.