

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Bad News for Outlaws**
- **Bill the Boy Wonder**
- **The Great Serum Race**
- **Hands Around the Library**
- **Ida B. Wells: Let the Truth Be Told**
- **Jackie Robinson: American Hero**
- **Looking at Lincoln**
- **Muscles**
- **My Librarian Is a Camel**
- **The Strongest Man in the World**

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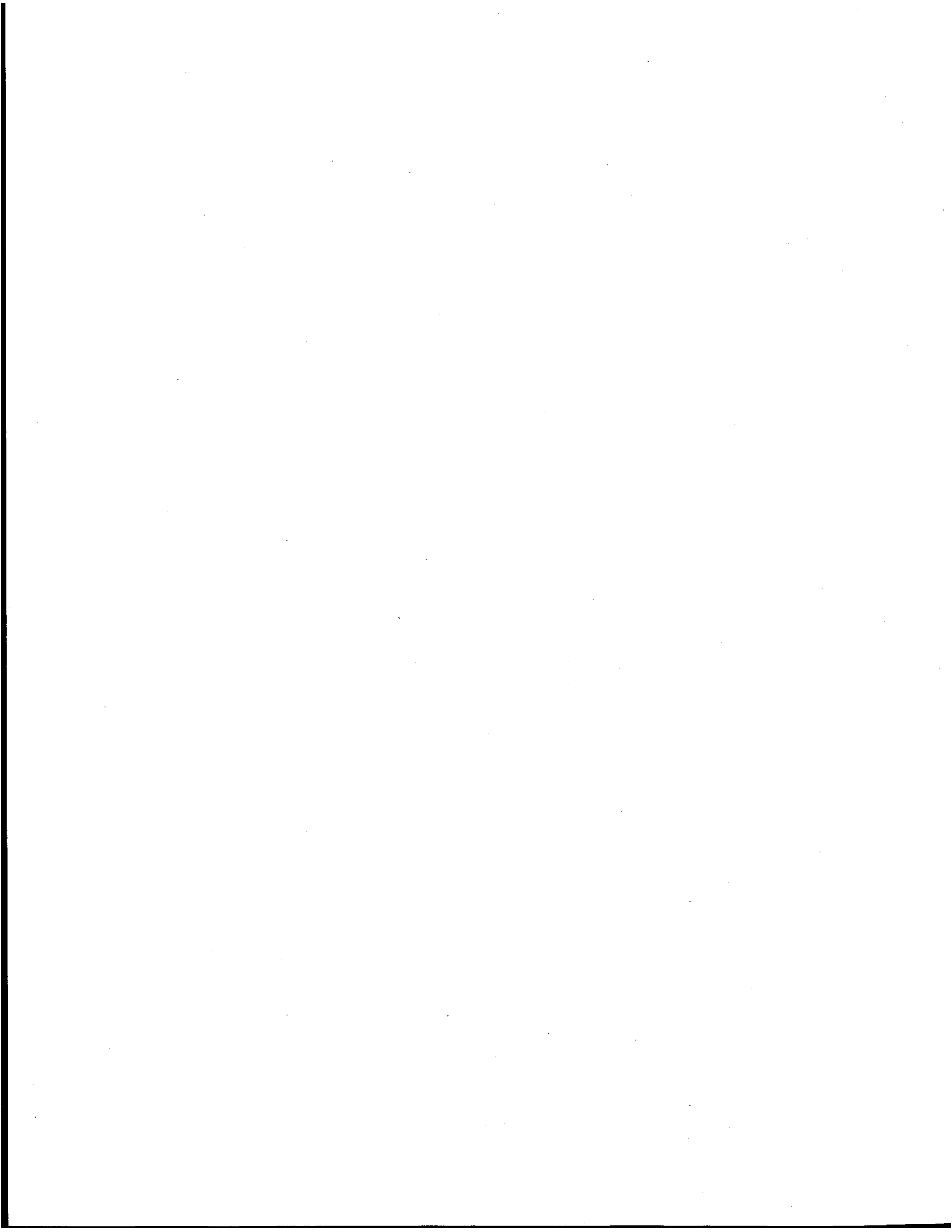
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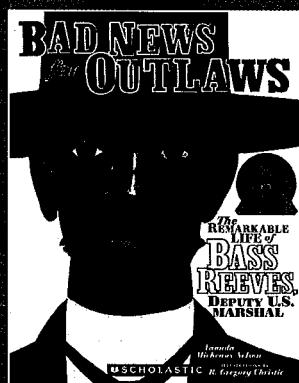


 **SCHOLASTIC**

ITEM S-HT5-64748-7



Bad News for Outlaws



Summary & Standards

Summary: Bass Reeves escaped slavery and fled to Indian Territory where he became the most feared and respected U.S. Marshall in the Old West.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Vaunda Micheaux Nelson

Word Count: 250+

Genre: Biography

Themes/Ideas: learning about historical figures; understanding the Old West

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 A time line summarizes the life of Bass Reeves.

Vocabulary

Academic Vocabulary

notorious (p. 13): widely and unfavorably known
silhouette (p. 19): the outline of a person or thing

Domain-Specific Vocabulary

posse (p. 16): a group armed with legal authority
warrants (p. 16): documents that give authority

Challenging Features

Text Students may be challenged by the fact that the story starts in 1884 and then goes back to the 1840s. Point out the dates listed at the beginning of each section.

Content Students may be unfamiliar with this era in U.S. history. Have them use the book's back matter to better understand the Old West.

Supporting Features

Text The author includes subtitles, locations, and dates to organize the text.

Vocabulary Point out the glossary of Western words at the end of the book to help students who may be challenged by the Western lingo used in the text.

A First Look

Read the full title and talk about the cover. Ask:
What is an outlaw? Who is pictured on the cover? What do you think Bad News for Outlaws means?

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 the Relationship of Events

Discuss the relationship between events. Explain to students that a biography is easier to understand if they follow how one event in a person's life leads to another. (Note: Book pages are not numbered. The first page of text is page 4.)

☉ (pp. 10–11) *How did Bass's childhood interests connect to what he became as an adult? What big event led to Bass's leaving for Indian Territory?*

☉ (pp. 12–15) *What events led to Bass's becoming a free man and a deputy U.S. Marshal?*

(pp. 26–27) *Why did many outlaws try to leave the territory when Marshal Reeves had their warrant? What caused Belle Starr to turn herself in?*

(pp. 32–33) *What happened to end Bass Reeves's career as a deputy U.S. Marshal? What did he do after he lost his job? What does this tell the reader about his character?*

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 10 and 11. Ask:

- Why did Bass's mother fear her son "might go bad"?
- What does the author mean when she says Bass "had nothing but right in his heart"?

Thinking Beyond the Text

Talk about the historical context of the book. Then ask:

- How does the setting affect the events of the book?
- How would Bass's story have been different if he were living in today's society?

Thinking About the Text

Direct students to pages 4–9. Ask:

- Why does the author begin the book with one of Marshal Reeves's showdowns?
- What does the reader learn about Bass's character in this section?

Focus on Foundational Skills Phonics and Word-Solving Strategies

Suffix *-ly*

Remind students that the suffix *-ly* changes an adjective to an adverb. An adverb describes how something is done, or how often it is done.

- Point out the word *single-handedly* on page 9. Say: *Single-handedly is an adverb. It describes how something is done. What does single-handedly describe in this sentence?*
- Continue with the words *illegally*, on page 13, and *carefully*, on page 16.
- Have partners think of other adverbs with the suffix *-ly* and define the words.

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

Develop Fluency

Model expressive reading of pages 20 and 21, emphasizing proper phrasing and intonation. Then have partners take turns reading this section aloud as you listen.

Expand Oral Language/Conversation

Talk About the Old West Have students look more closely at the illustrations. Lead a discussion about the Old West. Have students imagine what it would have been like to live during that era by talking about how laws were enforced, outlaws, transportation, and living conditions.

Write and Respond to Reading

Write an Opinion Have students build a case for what they think were Bass's greatest accomplishments. Remind them to include details from the text to support their claims. **(Opinion)**

Make a Wanted Poster Have students choose an outlaw from the book and make a "Wanted" poster to alert the public. Remind students to use details from the text as the basis for their description of the person and his/her crime. **(Informative/Explanatory)**

ELL Bridge

Use the section titles to support vocabulary development. Have students read each title and use the title in a sentence to explain what is happening in that part of the story. Model the activity by describing the first section. Say: *The title of this section is "Showdown." Bass Reeves has a showdown with outlaw Jim Webb.*

Connect Across Texts

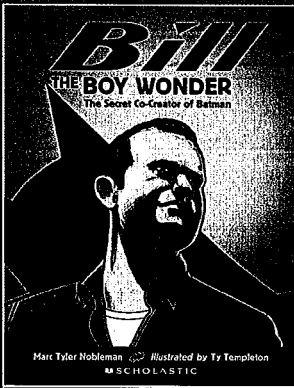
Looking at Lincoln by Maira Kalman

Kalman researched and shares many lesser known details to explain what made Lincoln special. How did Micheaux use research to bring Reeves to life?

Connect to the Internet

Share this website with students to continue to explore the subject of U.S. Marshals: <http://www.usmarshals.gov/usmsforkids/index.html>.

Bill the Boy Wonder



Summary & Standards

Summary: Told in a comic-book style, this is the true story of Bill Finger, the *other* man who helped create the superhero Batman.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); analyze how two or more texts address similar themes or topics (CCRA.R9).

Author: Marc Tyler Nobleman

Word Count: 250+

Genre: Biography

Themes/Ideas: understanding the creative process; doing the right thing

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 by illustrations.

Informational Text Features

Illustrations Comic-book-style illustrations connect Bill Finger's story with his superhero, Batman.

Author's Note The Author's Note retraces the author's quest to find information about Bill Finger.

Vocabulary

Academic Vocabulary

anonymous (p. 18): not named; unknown

collaborated (p. 8): worked together

Domain-Specific Vocabulary

gimmick (p. 25): item or idea used to get attention

pulp magazines (p. 16): adventure or detective story magazines that were printed on cheap paper

Challenging Features

Text Students may be challenged by long, complex sentences and figurative language, including puns on the words *finger* and *bat*.

Content Students may need context for content such as prejudice against Jews and the economic hardship of the 1930s and 1940s.

Supporting Features

Text The comic-book style is engaging. Text boxes break the information into chunks for readers.

Content Illustrations support descriptions in the text and engage the reader.

A First Look

Discuss the cover, title, and illustration. Have volunteers tell what they know about Batman. Ask: *What does it mean to be a secret co-creator? What might the text on the back cover mean?*

Read and Analyze Informational Text Cite Textual Evidence

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

Analyze How Authors Support Their Points

Explain that this biography focuses on the idea that Bill Finger was the unacknowledged creator of Batman. The author supports this claim by explaining why this occurred and provides evidence to support the reasons. (Note: Book pages are not numbered. The first page of boxed text is page 5.)

- (pp. 5–7) *The author claims that Bill took “secret identities” during his life. Why did Bill feel it was necessary to do this? What was the first identity?*
- ☉ (pp. 9–12) *Who was hired to create a new superhero? What part did Bill play? How does this support the author's claim that Bill was a co-creator of Batman and not just a hired helper?*
- ☉ (pp. 14–17) *Why did Bob and Vin negotiate a contract without Bill? How does the author explain the likely reason for this? What does the author claim is Bill's “second secret identity”?*
- (pp. 20–25) *How did Bill develop the Batman character? How does this information support the author's claim that Batman was Bill's creation?*

Praise students for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 37 and 40–41. Ask:

- *How do both of these tributes fit with what readers learned about Bill Finger?*
- *What did Bill Finger do that proved his own excellence in comic-book writing?*

Thinking Beyond the Text

Discuss personal integrity. Then ask:

- *Why did Bob Kane take credit for Bill Finger's work? What circumstances led up to that action? Why did Bill let this happen?*
- *How is the story of Bill Finger similar to the comic-book stories he wrote?*

Thinking About the Text

Share the Author's Note on pages 44–51. Ask:

- ❖ *What inspired the author to write this story, and how did he have to act as a detective when researching Bill Finger? How does that tie the author to the comics and characters?*
- ❖ *How does the information in the Author's Note complement or add to the story in the text? How does the style of the writing differ? How does reading this section add dimension to your understanding of Bill Finger's story?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Figurative Language

Explain to students that figurative language can take the form of a pun—using another meaning of a word in a humorous way.

- Read aloud the opening spread, before the title page. Point out the final sentence: *A Finger had a hand in it, too*. Explain that when someone has a hand in something, they are a part of or involved in it. Saying that a Finger had a hand in it is funny because of the double meaning: a finger is part of a hand, and Bill Finger was a part of Batman's creation.
- Have students find and explain other puns in the book, such as *put his Finger on it* (p. 10), *had Bill's Fingerprints all over him* (p. 14), and *blind about this Bat* (p. 15).

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

Develop Fluency

Remind students that they should change their intonation slightly when they read words in italics and inside quotation marks. They should also pause for commas and dashes. Reading with correct intonation and phrasing helps listeners understand the meaning and humor in the text. Model reading page 25, emphasizing correct intonation and phrasing. Have partners practice reading the passage several times to each other.

Expand Oral Language/Conversation

Talk About Comic Books Ask students to point out the most important similarities and differences between the text and a comic book. Talk about the reasons the author offers larger-than-life characters, such as Batman and Robin.

Write and Respond to Reading

Write a Tribute Have students use what they have learned about Bill Finger's accomplishments to write a tribute to him. Remind them to include the key points they learned in the text.

(Informative/Explanatory)

Write a Defense Ask students to take a position on this question: *Do you think Bill Finger was given the credit he deserved after his death?* Have students support their position with reasons and evidence from the book and the Author's Note.

(Opinion)

ELL Bridge

For each spread, have partners read aloud the text. Then have them take turns summarizing what they have just read. Encourage students to connect information in the text to the illustration by pointing to details in the illustration as they go.

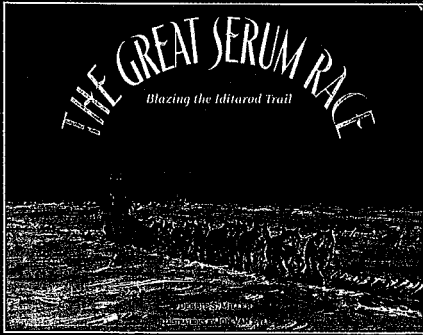
Connect Across Texts

The Strongest Man in the World by Nicolas Debon
Both Nobleman's book and Debon's book build on the legacy of classic comic book style writing and illustration. Consider the structure and format of these two biographies. How are they alike? What are the biggest differences?

Connect to the Internet

Have students try their hand at creating simple comic strips of their own by visiting <http://www.readwritethink.org/parent-afterschool-resources/games-tools/comic-creator-a-30237.html>.

The Great Serum Race



Summary & Standards

Summary: Follow brave sled dogs and mushers as they travel 700 harrowing miles to save the people of Nome, Alaska, from the diphtheria epidemic of 1925.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R.1).

Author: Debbie S. Miller

Word Count: 250+

Genre: Informational Text

Themes/Ideas: facing challenges; helping those in need

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Introduction Background information about Togo, one of the lead sled dogs, prepares readers for the book's main event.

Vocabulary

Academic Vocabulary:

epidemic (p. 22): a disease that spreads among a large group of people

intercept (p. 15): to meet in the middle

Domain-Specific Vocabulary

diphtheria (p. 4): a serious, sometimes deadly disease that makes breathing very difficult

quarantine (p. 6): the isolation of infected people to stop the spread of a disease

Challenging Features

Text Students may have difficulty keeping track of people, dogs, and places. Direct them to a map and the list in the back of the book.

Content Students may be challenged by concepts such as the epidemic and the quarantine. Encourage students to explain these ideas in their own words.

Supporting Features

Text The illustrations support the events in the text and help readers imagine the brutal weather.

Vocabulary Much of the vocabulary will be familiar to students. Context clues and detailed illustrations provide support for unfamiliar vocabulary.

A First Look

Display the cover for the class. Ask students what they know about sled dogs, Alaska, and the Iditarod race. Explain that the harrowing race to save the people of Nome, Alaska, was successful because of the efforts of many people and many dogs.

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 Relationships Between Events

Explain that a historical text explains relationships between events. Sometimes events are related by cause and effect. Characters or outside influences can also shape events. (Note: Pages are not numbered. The title page is page 1.)

(p. 6) *Why did Dr. Welch recommend a quarantine? Why was the antitoxin serum needed? What events led up to, or caused, his actions?*

✪ (p. 9) *Why did the journey need to be taken by sled-dog teams?*

✪ (pp. 11–20) *What challenges did the sled-dog teams face? What were the effects of the weather?*

(p. 26) *Why did Leonhard Seppala choose to cross the frozen bay instead of going around it? What risks did his team face because of this decision?*

✪ (pp. 30–34) *How did Balto and Fox lead their team through the snow? Explain how this event is related to another event in the book.*

Praise children for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have students reread the second paragraph on page 12. Help them monitor and clarify. Ask:

- ❖ *Why was Bill Shannon's team chosen to transport the serum? How did their prior experience help them on the long journey?*
- ❖ *What skills did all the teams possess that helped them complete their mission?*

Thinking Beyond the Text

Guide students to reread pages 6–9. Then ask them to make an inference:

- *Why were mushers willing to risk the well-being of their sled-dog teams by transporting the diphtheria serum to Nome?*

Thinking About the Text

Ask students about the information at the end of the book. Ask:

- *Why did the author include additional information after the main text?*
- *How did this information let you know that the story was about real dogs and something that actually happened?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Multiple-Meaning Words

Explain that words often have more than one meaning. Sometimes words can be used as different parts of speech if an affix is added. Good readers use context clues and sometimes a dictionary to find the right meaning for a word.

- Read aloud the third sentence on page 26: *Blowing snow plastered the team as they approached Norton Bay.*
- Elicit possible meanings for the word *plastered*. Then ask: *What is another word that could be used in place of plastered?*
- Have students look up *plaster* in the dictionary. Guide them to the correct meaning, using context clues and the illustration. Ask: *Why is plastered a good word choice?*
- Repeat with *skirted* (p. 26) and *raging* (p. 30).

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 30–31, using your voice to show suspense and excitement. Then invite volunteers to read the same excerpt with drama and expression. Guide a discussion about how expressive reading makes a text engaging.

Expand Oral Language/Conversation

Talk About Sled-Dog Teams Explain to students that sled dogs like Togo and Balto are strong dogs that are bred to run for miles and miles. Dogs such as malamutes and huskies have thick coats to help them survive cold weather. Invite students to look in the text and share ways the mushers care for their dogs as well as qualities a good sled dog should have. Then invite students to share any questions or knowledge they have about sled dogs.

Write and Respond to Reading

Write a Newspaper Article Have students write a news item about the 1925 serum run, including specific details about the mission, the timing, the people, the dogs, and the weather. Remind students to be both accurate and interesting, to keep the reader engaged with this heroic story. **(Informative/Explanatory)**

Write a Journal Entry Invite students to write a journal entry, from the point of view of either a dog, one of the mushers, or another character in the book, describing the day's events, the weather conditions, and the diarist's feelings. **(Narrative)**

ELL Bridge

Guide students to use context clues to understand the idiom *hug the shoreline* (p. 29). Be sure students understand that the meaning here does not involve actual hugging. Ask: *How did Leonhard and his team get to Golovin? Why?* Invite students to find other idioms in the book and explain how the language is not literal.

Connect Across Texts

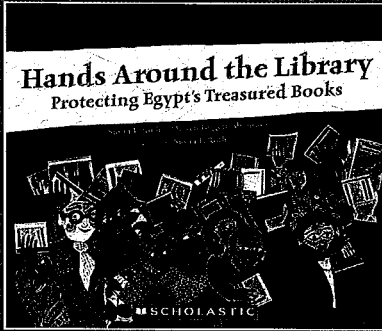
My Librarian Is a Camel by Margriet Ruurs

Use these books together to talk about ingenuity and determination. What do these books have to say about the people who take on the responsibility of transporting important items into remote areas?

Connect to the Internet

Share this website with students to help them learn more about the Iditarod: <http://iditarod.com/>. The website contains a section for teachers.

Hands Around the Library



Summary & Standards

Summary: During violent protests in Alexandria, Egypt, people held hands and formed a ring around the library to protect it from harm.

CCSS.ELA-Literacy: Delineate and evaluate the argument and specific claims, including the validity of the reasoning as well as the evidence (CCRA.R8); assess how point of view or purpose shapes the content and style of a text (CCRA.R6).

Authors: Susan L. Roth and Karen Leggett Abouraya

Word Count: 250+

Genre: Informational Text

Themes/Ideas: seeing knowledge as a path to freedom; recognizing that people must protect important things

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Historical Notes A section at the end of the book gives children the historical context of the events.

Vocabulary

Academic Vocabulary

modern (p. 8): up-to-date; of the present or recent past

surged (p. 12): suddenly pushed forward

Domain-Specific Vocabulary

peaceful (p. 9): quiet, without violence

protesters (p. 6): people who show that they are against something they think is unfair

Challenging Features

Text Children may be challenged by complex sentences. If necessary, point out how one part of the sentence adds to or modifies another part.

Content Children may be unfamiliar with the 2011 revolution in Egypt. Support their understanding by comparing those protests to other protests they may have read about.

Supporting Features

Text Illustrations help children interpret the protesters' emotions and the scope of the events.

Vocabulary Children will be familiar with most of the language in the narrative section of the book.

A First Look

Have children read the title and subtitle and look at the picture on the cover. Ask: *What do you think hands around the library means? When might someone need to protect books? In what ways might that be done?*

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 Supporting Reasons and Evidence

Point out that authors use reasons and evidence to support the points they make. Explain that authors sometimes tell what happens and why it happens, showing a cause-and-effect relationship. (Note: Book pages are not numbered. The title page is page 1.)

☉ (pp. 4–6) *The narrator says she was excited, hopeful, scared, and worried as she marched. What caused her to be excited and hopeful? What were her reasons for feeling scared and worried? Do her feelings make sense to you? Explain.*

(p. 8) *What evidence from earlier in the book supports the authors' idea that people were free inside the library even when they were not free outside?*

☉ (pp. 28–29) *How do the authors compare the ancient Alexandria library with the modern one? What evidence do they present to show that the libraries are similar in some ways?*

Praise children for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have children look at pages 2–5. Ask:

- *What reasons did the Egyptians have for marching? Why did they choose marching as their form of protest?*
- *What did some protesters do besides march?*

Thinking Beyond the Text

Explain that readers sometimes need to figure out things that are not directly stated. Ask:

- *How could people marching in the street lead to such big changes?*
- *Do you think violence helps or hurts what protesters are trying to do? Explain.*

Thinking About the Text

Point out that in *Hands Around the Library*, the events are told from different viewpoints. Ask:

- *What information or feelings do you get from reading the first-person narrative?*
- *What information or feelings do you get from reading the more factual, third-person section at the end? Explain the advantages of each way of giving information.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Pronouns

Remind children that pronouns are words that take the place of nouns. Point out that the actual pronoun used depends on whether the speaker is talking about himself or herself or about someone else. It also is different when talking about one person or more than one person.

- Have children read page 2. Ask: *When the narrator says, “They knew about freedom,” is she talking about one person or more than one? (more than one) If the narrator were talking about herself, what pronoun would she use? (I)*
- Have children read page 6. Ask them to find pronouns on this page (*I, they, we*) and tell whom the narrator is telling about.
- Have children look for pronouns and think about whom they refer to as they read.

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 readers’ voices should reflect the strong emotions and opinions expressed in the text. Model reading with expression the first few pages of the book. Then have children work in pairs to read the rest of the text with expression.

Expand Oral Language/Conversation

Talk About Libraries Introduce a discussion about the importance of books and libraries to the people of a country. Talk about why the authors describe the library as “holding all of our stories.” Ask: *Why is it important for people to read many different kinds books? What kinds of knowledge would people lose if the books were to disappear?*

Write and Respond to Reading

Write a Letter Have children imagine they had been participants in the events in *Hands Around the Library*. Help them write a letter to a friend, describing the protests, the events at the library, and how it felt to witness it all. (**Narrative**)

Write an Opinion Ask children to write an article to explain what happened at the Alexandria Library and give reasons why they support the people and believe that they did the right thing when they joined hands to protect the library. (**Opinion**)

ELL Bridge

Point out that, in English, the pronouns *he* and *she* tell whether the speaker is talking about a male or a female. However, the pronoun *they* refers to more than one person—a group that may be all male, all female, or a combination of the two. Reinforce this concept by having children draw and label pictures to represent *he*, *she*, and *they*.

Connect Across Texts

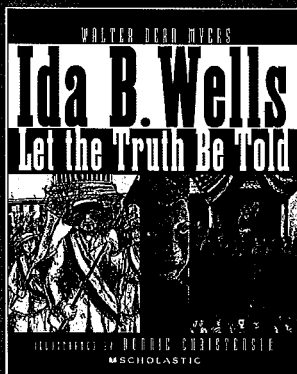
Testing the Ice by Sharon Robinson

Both *Testing the Ice* and *Hands Across the Library* describe people who showed great courage and inspired others. How do the narrators in each book help readers understand how one person’s courageous behavior may help others?

Connect to the Internet

Share this website with children to find out more about the 2011 protests in Egypt from the article “Egyptians Demand Change”: <http://www.scholastic.com/browse/article.jsp?id=3755645>.

Ida B. Wells: Let the Truth Be Told



Summary & Standards

Summary: This richly illustrated biography tells the life story of one of the most influential African-American crusaders for women's rights.

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); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7).

Author: Walter Dean Myers

Word Count: 250+

Genre: Biography

Themes/Ideas: fighting for equal rights; using words to fight injustice

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. This picture book includes illustrations to inform readers.

Informational Text Features

Time Line A time line summarizes important events in Ida B. Wells's life and the influence she had.

Vocabulary

Academic Vocabulary

ensued (p. 21): resulted

illegal (p. 5): against the law

Domain-Specific Vocabulary

boycott (p. 21): refusal to buy from or use

lynching (p. 9): killing by an angry mob

Challenging Features

Text Students may be confused by some of the more complex sentence structures and the way quotations are embedded in some of the text.

Vocabulary Students may find some vocabulary challenging. Encourage them to use context clues to determine meaning.

Supporting Features

Text A time line helps students understand the sequence of events in the story. Quotations illustrate how Ida felt about certain events.

Content Students will know enough about the struggle for equality to understand the social context in which the story takes place.

A First Look

Talk about the book cover and title. Ask: *What clues do these pictures give about the story?* Then show students the back cover. Ask: *What might make someone a "princess of the press"?*

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.

Make Inferences

Remind students that in order to draw inferences, readers take what they actually read and combine this text evidence with what they know to figure out what the text means but doesn't say. Ask:

(pp. 6–9) *How do readers know that Mr. and Mrs. Wells were responsible parents who took good care of their children?*

☛ (pp. 12–13) *What inferences can you draw about Ida's role as the caregiver in the family, now that her parents were dead?*

☛ (pp. 19–20) *Apparently, Ida was a good writer whose work grabbed people's attention and got them thinking about important topics. What evidence supports this inference?*

(pp. 29–30) *Ida believed in justice for all people and fought for what she believed. What evidence supports this inference?*

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 16–18. Ask:

- *How did Ida choose to fight for her rights? Was she successful in this fight? In what ways yes and in what ways no?*
- *How did this first fight for her rights influence her work? Why do you think Ida used a pen name when writing rather than her real name?*

Thinking Beyond the Text

Talk about Wells and other people who have led the fight for civil rights. Then ask:

- *How can one person's actions affect history?*
- *What are the qualities of people who willingly risk their lives for their beliefs?*

Thinking About the Text

Have students look at pages 22–23 and 32–33. Compare the illustrations. Then ask:

- *In what ways does each of these pictures reflect what is described in the text? Why is the final illustration an appropriate final image for this biography?*
- *How do the book's illustrations convey both historical details and emotional content?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Prepositions

Remind students that prepositions describe a relationship between words in a sentence. Some common prepositions are *of, in, around, on, with, for, during, to, through, and after*. Prepositions begin a phrase that tells more about a noun or where or under what conditions something happens.

- Read the first sentence on page 5. Point out the prepositions *on, of, and in*, and then read aloud the phrase that each preposition begins. These prepositions tell more about Ida Bell Wells's birth: when, in what month, and where.
- Repeat the process with other sentences containing prepositions, such as the last sentence on pages 5, 9, 18, and 21.

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

Develop Fluency

Use page 18 to model reading dates, article titles, and quotations embedded in the text. Have students choral-read the passage with you several times, until they are able to read it fluently.

Expand Oral Language/Conversation

Talk About Freedom of Speech Discuss with students how Ida used words and the press to spread the message about Jim Crow, lynching, and people's rights. Use her example to lead a discussion about the importance of protecting this right, even when people disagree with the message.

Write and Respond to Reading

Write a Script Have student pairs select a favorite scene from the book and turn it into a short scene. Remind them that they will have to add fictional details to what they learned from the story in order to flesh out the characters and dialogue. **(Narrative)**

Write the Back Cover Summary Have students write a summary for the book's back cover that will persuade readers to read this book. Point out that they should not give away key details but should include hints to the content that readers will find interesting. **(Opinion)**

ELL Bridge

Have students use Wells's quotations on pages 36–37 to retell key scenes in the biography. Ask volunteers to read aloud each quotation and then have students discuss the circumstances in which Wells said it. Have students use the illustrations as clues to match the quotations to the events.

Connect Across Texts

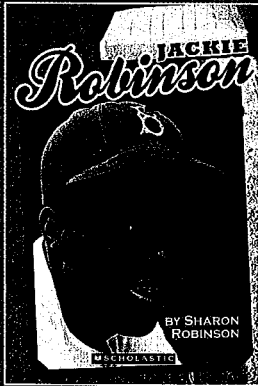
Jackie Robinson: American Hero by Sharon Robinson

Sharon Robinson explains why she and so many others call her father a hero. How does Myers show that Wells was a hero? Use examples from both books to define what it takes to be a hero.

Connect to the Internet

Visit <http://www.biography.com/people/ida-b-wells-9527635> to learn more about Ida B. Wells's life and work by viewing photos from her life and listening to interviews with people who knew her.

Jackie Robinson: American Hero



Summary & Standards

Summary: This biography details the challenges and racial barriers African-American baseball player Jackie Robinson overcame during his life and career.

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: Sharon Robinson

Word Count: 250+

Genre: Biography

Themes/Ideas: overcoming obstacles; understanding how one creates social change

Text Type: Chapter Book

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells important details of a real person's life. Details are revealed as each chapter is revealed.

Informational Text Features

Author Q&A This section at the back of the book gives insight into the writing process.

Vocabulary

Academic Vocabulary

barrier (p. 20): something that gets in the way of action or progress

liberal (p. 38): in favor of individual rights and civil liberties

Domain-Specific Vocabulary

insubordination (p. 19): unwillingness to obey orders or submit to authority

segregation (p. 7): keeping people or groups apart

Challenging Features

Text Text is dense on some pages. Tell students to concentrate on each paragraph as a unit of text.

Content Some students may not understand the historical context. Provide information about segregation and Jim Crow laws.

Supporting Features

Text Titles provide clues to the content of each chapter. Captioned photos provide information about the people described in the text.

Vocabulary Key terms appear in boldface within the text and are defined in the glossary.

A First Look

Display the cover and read aloud the title. Explain that Jackie Robinson was a famous African-American baseball player. Ask: *As the first African-American in Major League Baseball, why might Robinson be considered a hero?* Discuss students' responses.

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.

Quote Accurately to Support Analysis

Have students focus on citing textual evidence when explaining, analyzing, or drawing inferences. Remind them to quote from the text to support their answers to the following questions:

- (pp. 11–16) *Why does Robinson believe that nothing "would be more important than sports"?*
- ☉ (pp. 22–24) *What does it mean that Rickey and Robinson's success in baseball would be "changing America"?*
- (pp. 25–29) *Why does Rachel believe that she is married to a "man with a destiny"?*
- ☉ (pp. 30–33) *How does Robinson become "stronger as a baseball player and as a man"?*
- ☉ (pp. 34–37) *How does Robinson differentiate between being respected and being liked?*

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Direct students' attention to page 44. Ask:

- *How was Jackie Robinson an "instrument of peace"? Quote from the text to support your answer.*
- *Is Robinson a "champion" or is he a "hero"? Explain your response.*

Thinking Beyond the Text

Direct students' attention to page 46. Ask:

- *In what ways does Robinson's life continue to impact the lives of others?*
- *Why do you think the story of Robinson's life is still being told in books and movies?*

Thinking About the Text

Have students read page 48. Ask:

- *How does the final chapter of the book relate to the preceding text? How does the "Author Q&A" add to readers' understanding?*
- *The author is Robinson's daughter, but she chose to write the biography in the third person. How would the book have been different if the author had written in the first person? How might the tone have changed?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Idioms

Remind students that an idiom is an expression, or group of words, with a meaning different from the meaning of the individual words. Point out that idioms are part of natural, everyday language and can be used in a text to help develop characters and relate events in an accessible way.

- Have students find the idiom *started to shine* on page 32. Ask: *What does it mean that Jackie Robinson started to shine? Point out context clues on the page to guide students to interpret the meaning of this expression.*
- Invite students to identify and interpret other idioms from the text. Examples include *a start in the right direction* and *doors would open* on page 24, as well as *paled in comparison* and *speak his mind* on page 34.

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

Develop Fluency

Use page 24 to model how to use commas, ellipses, and end marks to break the text into phrases to achieve appropriate rate. Then have student trios read the page aloud, with one student reading the narration, one reading Rickey's dialogue, and one reading Robinson's dialogue.

Expand Oral Language/Conversation

Talk About American Heroes Lead students to identify and discuss some American heroes. Have students identify common traits of heroes. Ask volunteers to tell about their own heroes.

Write and Respond to Reading

Write a Letter Have students reread pages 27–28 and write a letter Robinson might have sent to his wife following his first game as a Montreal Royal. Remind students to use descriptive details and sensory language. (**Narrative**)

Write a Persuasive Essay Ask students to write paragraphs in response to the following question: *Is Jackie Robinson an American hero?* Remind students to introduce and support their claims with reasons and evidence from the text. (**Opinion**)

ELL Bridge

Some students may not be familiar with baseball terms. Use pictures, pantomime, and the glossary to support students' understanding of words and phrases, such as *steal home* (p. 4); *wound up* (p. 4); *fielders would spike him with their cleats* (p. 24); *spring training* (p. 26); *batter's box* (p. 28); *hit a double* (p. 28); *scored on a single* (p. 28); and *rounded third base* (p. 28).

Connect Across Texts

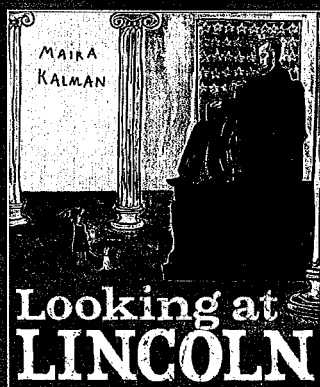
Looking at Lincoln by Maira Kalman

Kalman's narrator knows Lincoln was a hero but she is also interested in Lincoln as a human being. Sharon Robinson is writing about her own father, and she too mixes details about his historic accomplishments with more personal ones. Why did these authors want to include personal details in the biographic pieces they wrote?

Connect to the Internet

Share this website with students to expand their understanding of the life and accomplishments of Jackie Robinson: <http://www.jackierobinson.com/>.

Looking at Lincoln



Summary & Standards

Summary: Prompted by seeing a man who looks like Lincoln, the narrator embarks on a mission to learn more about the sixteenth U.S. president.

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

Author: Maira Kalman

Word Count: 250+

Genre: Biography

Themes/Ideas: understanding Lincoln's legacy; recognizing the importance of history

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Fonts The different fonts signal when the narrator is stating facts and when she is telling her story.

Notes The Notes section provides additional historical information arranged by topic to share with students.

Vocabulary

Academic Vocabulary

courageous (p. 22): brave

malice (p. 36): the wish to harm someone

reputation (p. 13): what most people think of someone

Domain-Specific Vocabulary

proclamation (p. 25): announcement

Challenging Features

Text Children may be confused by the story-within-a-story structure: the narrator grows interested in Lincoln and then finds out about Lincoln's life.

Vocabulary The text contains a number of words that will be unfamiliar to children.

Supporting Features

Text Different fonts are used to distinguish actual facts about Lincoln from the narrator's thoughts, opinions, observations, and experiences.

Content Most children will be somewhat familiar with Lincoln's life and his role in ending slavery.

A First Look

Display the book and read the title. Ask: *What famous statue is shown on the cover? Who is looking at Lincoln? Where is she? What do you know about Abraham Lincoln?* Tell children that although this is a biography, it is told in a humorous and whimsical way, with distinctive drawings.

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 Point of View

Point out that nonfiction tells about real events and people, but that the author's, the narrator's, and even the reader's points of view influence the material presented. (Note: Book pages are not numbered. The first page of text is page 3.)

(p. 6) *What does the girl narrator want to find out? What does the author want to explain in this book? How can you tell?*

✪ (pp. 8–9) *The narrator says that Lincoln was lucky. Based on what you read on pages 8 and 9, do you agree? Why or why not?*

(pp. 18–19) *How does the secondhand account on page 18 describe Lincoln? How does the narrator's idea of what Lincoln was thinking differ from what she read? How might the description be different if told firsthand by President Lincoln?*

✪ (pp. 32–37) *What main idea or ideas does the narrator want you to take away from your reading of this book?*

Praise children for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

LEVEL 1

Develop Comprehension

Thinking Within the Text

Remind children that writers include details to support their ideas. Then ask:

- *What quotation does the author include to show that Lincoln hated slavery?*
- *What quotation does the author include to show that Lincoln believed in the government that he headed?*

Thinking Beyond the Text

Remind children that authors have a point of view about their subject matter and that readers may or may not share it. Then ask:

- *How does the author feel about Lincoln? How can you tell? Do you agree or disagree? Why?*
- *The author says, "a great man is never really gone." What does she mean? Do you agree or disagree? Use examples of other great people to support your answer.*

Thinking About the Text

Direct attention to the different kinds of printed text. Ask:

- ❖ *Why does the author use different type styles and colors? What do they indicate?*
- ❖ *Does the use of different type styles and colors help your understanding? If so, how?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind children that when they come to an unfamiliar word, they can often figure out its meaning by looking at nearby words and sentences, as well as illustrations.

- Have children find the word *tunic* on page 27. Ask: *Which clues help you understand what a tunic is?* (the words *uniform* and *brass buttons down the front*, and the illustration showing the buttons and bullet hole on a garment)
- Have children find the following words and identify context clues that help them understand the meaning of each: *reputation*, *inaugurated*, *courageous*, *plight*, and *abolished*. (pp. 13, 15, 22, 23, 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 few sentences of the narrator's story (signified by the handwritten font) and of the factual material (standard font), matching your expression to each. Have children work in pairs to read *Looking at Lincoln*, with one partner taking each voice. Then have readers switch roles.

Expand Oral Language/Conversation

Talk About Leaders Have children discuss what makes a good leader. Ask: *Do you think Lincoln was a good leader? Explain.* Ask children to cite evidence from the text to support their thinking.

Write and Respond to Reading

Draw and Write Captions Have children draw a series of pictures to show events in the life of Abraham Lincoln. Then ask them to add captions. **(Informative/Explanatory)**

Write a Newspaper Article Have children write about an incident from *Looking at Lincoln* as if they were writing for a newspaper in Lincoln's time. Suggest that they answer the questions *who*, *what*, *when*, *why*, and *how*. **(Informative/Explanatory)**

ELL Bridge

Point out that adjectives are describing words and can help readers understand a writer's point of view. Use gestures, pantomime, and facial expressions to help children understand these adjectives: *delicious*, *stern*, *curious*, and *courageous*. Invite them to draw pictures that represent more abstract adjectives, such as *amazing* and *great*.

Connect Across Texts

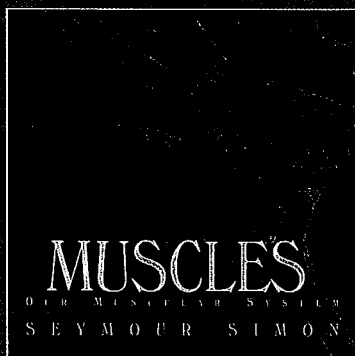
Jackie Robinson: American Hero by Sharon Robinson

Both authors use details from their subjects' lives to show them not only as heroes but as human beings. Using these two books as examples, discuss what elements make an effective biography.

Connect to the Internet

Share this website with children to continue to explore the subject of Lincoln and his legacy: <http://www.whitehouse.gov/about/presidents/abrahamlincoln>.

Muscles



Summary & Standards

Summary: Hundreds of muscles in our bodies are constantly at work, allowing us to breathe, pumping our blood, and moving us through our lives.

CCSS.ELA-Literacy: Interpret words and phrases and analyze how specific word choices shape meaning or tone (CCRA.R.4); integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R.7).

Author: Seymour Simon

Word Count: 250+

Genre: Informational Text

Themes/Ideas: exploring muscle function in the body; understanding health and exercise

Text Type: Photo Essay

Genre/Text Type

Informational Text/Photo Essay Remind students that informational text has facts about a topic. This photo essay includes diagrams as well as photos to inform the reader.

Informational Text Features

Diagrams Diagrams illustrate the different muscle groups in the body.

Vocabulary

Academic Vocabulary

swivel (p. 20): to turn or rotate

techniques (p. 28): procedures: the ways something can be done

Domain-Specific Vocabulary

flex (p. 7): to bend; to tense a muscle

involuntary (p. 10): cannot be controlled; not done by choice

Challenging Features

Text Some students may be challenged visually by the pages with white text on a black background. Have a partner read these pages aloud to students who have difficulty.

Content Students may have difficulty with scientific descriptions. Refer them to the illustrations for support.

Supporting Features

Text Captions support many of the photos.

Vocabulary Most technical terms are defined within the text.

A First Look

Read and discuss the cover photo and the title.

Ask: *How do your muscles keep you alive?* Discuss students' ideas. Then say: *Let's find out how our muscular system works.*

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 Meaning

Help students use details to make comparisons and determine meaning. (Note: Book pages are not numbered. The first page of text is page 4.)

☞ (pp. 6–7) *Using the diagram and labels describing muscle movement, how would you define a relaxed muscle and a contracted muscle?*

☞ (pp. 10–11) *Describe how smooth muscles compare to skeletal muscles. What makes smooth muscles involuntary?*

(p. 19) *Why does the author call hand and arm muscles “a set of delicate tools at the end of a powerful machine?”*

(pp. 23–24) *Using words you learned in the text, explain how exercise and oxygen work together to help muscles function properly.*

(p. 28) *How are CAT and MRI scans useful for doctors treating injured muscles?*

Praise students for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Ask students to note how the author uses compare and contrast to explain muscles.

- *On page 19, how does the author use compare and contrast to explain how muscles move the bones in the arm?*
- *What did the author focus on to show the differences in the three kinds of muscles? (pp. 10–12)*

Thinking Beyond the Text

Remind students that an author usually has a purpose for writing. Then ask:

- *Why did the author write this book?*
- *How does this book change your view of your body and healthy habits?*

Thinking About the Text

Diagrams, labels, illustrations, photographs, and captions support the text and show examples.

- ❖ *How do the two illustrations and captions help you see the difference between skeletal muscle and smooth muscle? (pp. 10–11)*
- ❖ *How do the photographs help you imagine muscles at work?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Latin Roots

Remind students that many words in English came from the Latin language. Point out that being familiar with the meanings of common Latin roots will help them determine the meaning of many unfamiliar words.

- Point to *tendons* on page 7. Explain that the Latin root *ten* means “stretch.” Ask: *How is the meaning of the root related to what tendons do?* Point out that another word with the Latin root *ten* is *tension*.
- Continue with the following additional roots: *vol* (“wish/will”) in *voluntary* and *involuntary* (p. 10); *card* (“heart”) in *cardiac* (p. 12); *voc* (“voice”) in *vocal* (p. 14); *flex* (“bend”) in *flexible* (p. 20).

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, having students listen carefully to the way you pronounce the scientific terms. Then have students read the passage independently.

Expand Oral Language/Conversation

Talk About Involuntary Muscles Remind students that some muscles in our bodies cannot consciously be controlled, such as the heart and digestive muscles. Talk about why having involuntary muscles is an advantage and what it would be like if all of our muscles were voluntary.

Write and Respond to Reading

Create a Glossary Have small groups of students work together to create a glossary for the book. Assign each group certain sections of the book. Have them make a list of text-specific words and write the meaning of each word. When groups finish their lists, have them share their words with the other groups. Compile the lists into one glossary for the book. **(Informative/Explanatory)**

Write Descriptions Have students write a paragraph about how the bones and muscles work together to produce movement. Tell them to concentrate on the fact most voluntary muscles are arranged in pairs and the purpose of that. Have them explain a certain movement, such as bending the elbow, and how that movement happens. **(Informative/Explanatory)**

ELL Bridge

Have students work with a partner to use picture/word correspondence in the book to help them understand the descriptions of different muscles in the body. Have them read the labels, point to muscles shown in the diagrams, and then point to where the muscles are located on their bodies.

Connect Across Texts

Hurricanes: Earth’s Mightiest Storms by Patricia Lauber

Both Simon and Lauber are acclaimed for the way in which they combine text and photos to make scientific concepts accessible. How does each author help readers visualize technical details?

Connect to the Internet

Share with students a video about muscles and how they work at <http://kidshealth.org/kid/htbw/>.

My Librarian Is a Camel

My Librarian Is a Camel



Summary & Standards

Summary: Dedicated librarians find creative ways to bring books to young readers who live in remote places around the world.

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

Author: Margriet Ruurs

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning about mobile libraries; understanding the importance of books

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Introduction The author explains how she became interested in and informed about mobile libraries.

Vocabulary

Academic Vocabulary

millennium (p. 15): a period of a thousand years
rummaging (p. 16): searching in a disorganized way

Domain-Specific Vocabulary

terrain (p. 29): surface features of an area of land
virtual (p. 10): imitated on a computer

Challenging Features

Text Students may have difficulty navigating the multiple photos, captions, and text boxes. Encourage them to pre-read peripheral items before reading the main body text.

Content Students may not be familiar with some locations and the cultures of the people featured in the text, such as Azerbaijan and Papua New Guinea.

Supporting Features

Text The map at the beginning of the book shows readers where each featured country is located. Sections of text are titled with the name of the featured country.

Vocabulary While some words may be unfamiliar to students, the author includes context clues to help students understand their meaning.

A First Look

Read the title and subtitle and talk about the cover photo. Ask: *What details in the photo tell you more about this book?* Then ask: *What questions do you have about the title or cover photo?* Then say: *Let's learn about the different ways books are brought to children around the world.*

Read and Analyze Informational Text Cite Textual Evidence

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

Summarize the Text

Have students summarize several chapters in the text by noting the main idea and supporting details in each chapter.

⊗ (pp. 6–7) *Why is there a need for mobile libraries in Australia? What is special about Travis's mobile library? Summarize the information about Travis and his mobile library. Remember to focus on the main idea and key details.*

(pp. 12–13) *How is the Blackpool Beach Library different from other mobile libraries? Describe England's Share-a-Book library in your own words.*

⊗ (pp. 18–19) *What details does the author provide that explain why camels make great mobile libraries in Kenya?*

(pp. 22–23) *Why did the Alif Laila Bookbus Society start a mobile library program in Pakistan? What do Pakistan's young readers think about the storyteller? Use evidence from the text to support your answer.*

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Point out the introduction on page 5. Ask:

- *How did the author first become interested in mobile libraries?*
- *How did the author gather information about mobile libraries around the world?*

Thinking Beyond the Text

Have students synthesize the information in each chapter. Ask:

- *What do these countries and their mobile library programs have in common?*
- *How do these mobile libraries benefit the children and families they serve?*

Thinking About the Text

Have students think about the author's use of text features. Ask:

- ❶ *How do the photos and captions help readers better understand the text?*
- ❷ *Why does the author include facts and information about each country and set them off in sidebars?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Multiple-Meaning Words

Remind students that many words have more than one meaning. Tell students that it is important to notice how the word is used in a sentence, such as whether it is a subject or a verb, and use other context clues to determine its meaning.

- Point out the word *runs* on pages 6 and 7. Read each sentence that contains the word. Ask: *What is the meaning of runs in the first instance? (extends in a given direction) What is the meaning of runs in the second instance? (operates) Which context clues help you determine the correct meaning of runs in each sentence?*
- Have students use context clues to determine the correct meaning of *stretches* (page 10) and *pack* (page 11).

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

Develop Fluency

Model reading the introduction of the book with proper pacing and intonation. Then have student pairs practice reading the introduction to each other several times.

Expand Oral Language/Conversation

Talk About Libraries Have students discuss the different forms of libraries. Discuss what it might be like to borrow a book from one of the libraries they learned about. Then have them discuss the important role these libraries play. Encourage them to consider what it might be like not to have access to books. Ask: *How would it affect your education? How would it affect your everyday life?*

Write and Respond to Reading

Write a Story Provide the following prompt:

Imagine that you are a student whose town or area did not have a library. Tell the story of how you felt when the first mobile library came to visit. Be sure to use interesting details from the book to build your story and engage your reader. (Narrative)

Write a Summary Have students write a one-paragraph summary of the book. Remind students to tell the main idea of the book and how the author supports this main idea with key details. (Informative/Explanatory)

ELL Bridge

Have students use questioning to monitor their understanding of the text. Demonstrate how to pause after reading a chapter and ask questions about what you have just read. For example, ask: *What was this chapter mostly about? What type of mobile library is described in this chapter? In what country is the library located?*

Connect Across Texts

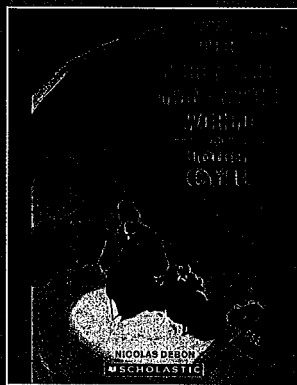
Hands Around the Library by Susan Roth and Karen Leggett Abouraya

Invite students to use details from both books as they discuss how libraries help people connect—not just with books but with other people as well.

Connect to the Internet

Share this site to further explore the subject of mobile libraries around the world: <http://travelinglibraries.webs.com/aroundtheworld.htm>.

The Strongest Man in the World



Summary & Standards

Summary: Louis Cyr, the strongest man in the world, could lift eighteen men on his back. In this book, he tells his daughter how he came to perform in his own circus.

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

Author: Nicolas Debon

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: being honest; finding one's own gifts and talents

Text Type: Graphic Novel

Genre/Text Type

Historical Fiction/Graphic Novel Remind students that historical fiction is a made-up story based on actual historical people or events. The illustrations in a graphic novel support the narration and dialogue.

Text Features

Afterword The afterword provides additional information about Louis Cyr.

Vocabulary

Academic Vocabulary

exploits (p. 15): brave or heroic acts

invincible (p. 17): impossible to defeat or bring down

Domain-Specific Vocabulary

gluttony (p. 17): the act of eating or drinking to excess

physique (p. 11): the size and shape of a person's body

Challenging Features

Text This graphic novel features dialogue and narration. Point out the difference between the white speech boxes and the peach narration boxes.

Content Because most of the story is relayed through flashbacks, some students may have trouble following the plot.

Supporting Features

Text Many of Louis Cyr's famous feats of strength are depicted in illustrations.

Vocabulary Most of the dialogue contains simple, conversational language.

A First Look

Explain that at the turn of the century, circuses often featured people who were very large, very small, or somehow unusual. This practice included men such as Louis Cyr, who performed impressive feats of strength. Ask: *What have you seen someone do that required great physical strength?*

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.

Interpret Visual Information

Explain that the illustrations in this book help tell the story. Like words, illustrations in a graphic novel should be read from left to right and top to bottom.

- ✪ (pp. 6–7, 13, 14) *What is the connection between the larger illustrations and the smaller ones? How do they work together to tell the story?*
(pp. 10–11) *How do the illustrations of the sweating men contribute to the impact of this anecdote?*
- ✪ (p. 15) *This part of the story is told through a combination of narration, dialogue, and illustrations. How does the author use each tool to tell the story?*
(pp. 20–23) *How do the illustrations on these pages add suspense and interest to this plot event?*
- ✪ (p. 25, front cover) *How is this illustration similar to and different from the one on the cover? Why do you think this illustration was chosen for the cover?*

Praise students for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher's Guide*.

LEVEL 1

Develop Comprehension

Thinking Within the Text

Help students understand Louis Cyr's actions and motivations recounted on page 15. Ask:

- *What kind of man is Macsohmer? Why does Louis Cyr stop working for him?*
- *How do Mélina and Cyr's family affect Cyr's decisions?*

Thinking Beyond the Text

Help students analyze Cyr's decision at the end of the book. Have them refer to pp. 24–25. Ask:

- *Why does Louis Cyr choose to leave the circus? Why is this decision hard for him?*
- *How does Émiliana help Cyr feel better about his decision?*

Thinking About the Text

Point out that this story is told in flashback, not in chronological order. Ask:

- ❖ *What is the climax, or high point, of the story? What is the resolution? How does the end of the story relate to its beginning?*
- ❖ *Why did the author choose to structure the story using flashback? Is this strategy effective? Why?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Words in Other Languages: French

Because Louis Cyr's family was French, several French words and phrases appear in the story.

- Remind students that they can use context clues to understand words in other languages.
- Model this practice using the word *gros* on page 9. Point out that Gros Trudeau, the blacksmith, is very big and strong, so *gros* must have something to do with size or strength. (*Gros* means “big” in French.)
- Other French words and phrases include *mon* (pp. 8–9, meaning “my”); *maman* (p. 12, meaning “mother”); *l'homme le plus fort du Canada* (p. 16, meaning “the strongest man in Canada”); and *mon gars* (p. 17, meaning “my man”).

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

Develop Fluency

Use a readers theater to have students act out the events from the end of page 16 through page 18. Invite a strong reader to take the role of Louis Cyr and read the narration boxes. Assign the dialogue to volunteers. Encourage students to read with accuracy, appropriate rate, and expression.

Expand Oral Language/Conversation

Talk About the Circus Some students may have attended a circus. Invite them to tell about the impressive or unusual feats they saw. After reading the Afterword (p. 26), discuss how the circus has changed since Louis Cyr's time. Ask: *Do you think the circus has changed for the better? Why?*

Write and Respond to Reading

Write a Newspaper Article Ask students to imagine being reporters who witness Louis Cyr's performance on pages 20–23. Have them write a short newspaper article about the show, using facts, concrete details, and quotations.

(Informative/Explanatory)

Create a Circus Poster Have small groups of students create circus posters to persuade people to come to see a certain circus act. Suggest that they use the illustrations on the inside front and back covers as inspiration. **(Opinion)**

ELL Bridge

Have students use the dialogue on page 21 to practice saying large numbers in English. For example, they should say “three hundred forty-seven” instead of “three four seven.” After students have mastered this, have them read the numbers aloud in the expressive voice of a sports announcer.

Connect Across Texts

Jackie Robinson: American Hero by Sharon Robinson

Use these two books together to talk about strength—both the strength required to excel athletically, and the strength of character that Cyr and Robinson showed as they dealt with challenges in their lives.

Connect to the Internet

For more information about the history of the circus, have students visit <http://www.pbs.org/opb/circus/in-the-ring/history-circus/>.