

# GUIDED READING PROGRAM

Fiction Focus

*2nd Edition*



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

- **The Bill of Rights (Cornerstones of Freedom)**
- **Becoming Naomi León**
- **Birdwing**
- **Desperate Journey**
- **Ellis Island**
- **The Firework-Maker's Daughter**
- **Forty Acres and Maybe a Mule**
- **Foster's War**
- **Pictures of Hollis Woods**
- **Sherlock Holmes and the Baker Street Irregulars: The Fall of the Amazing Zalindas**

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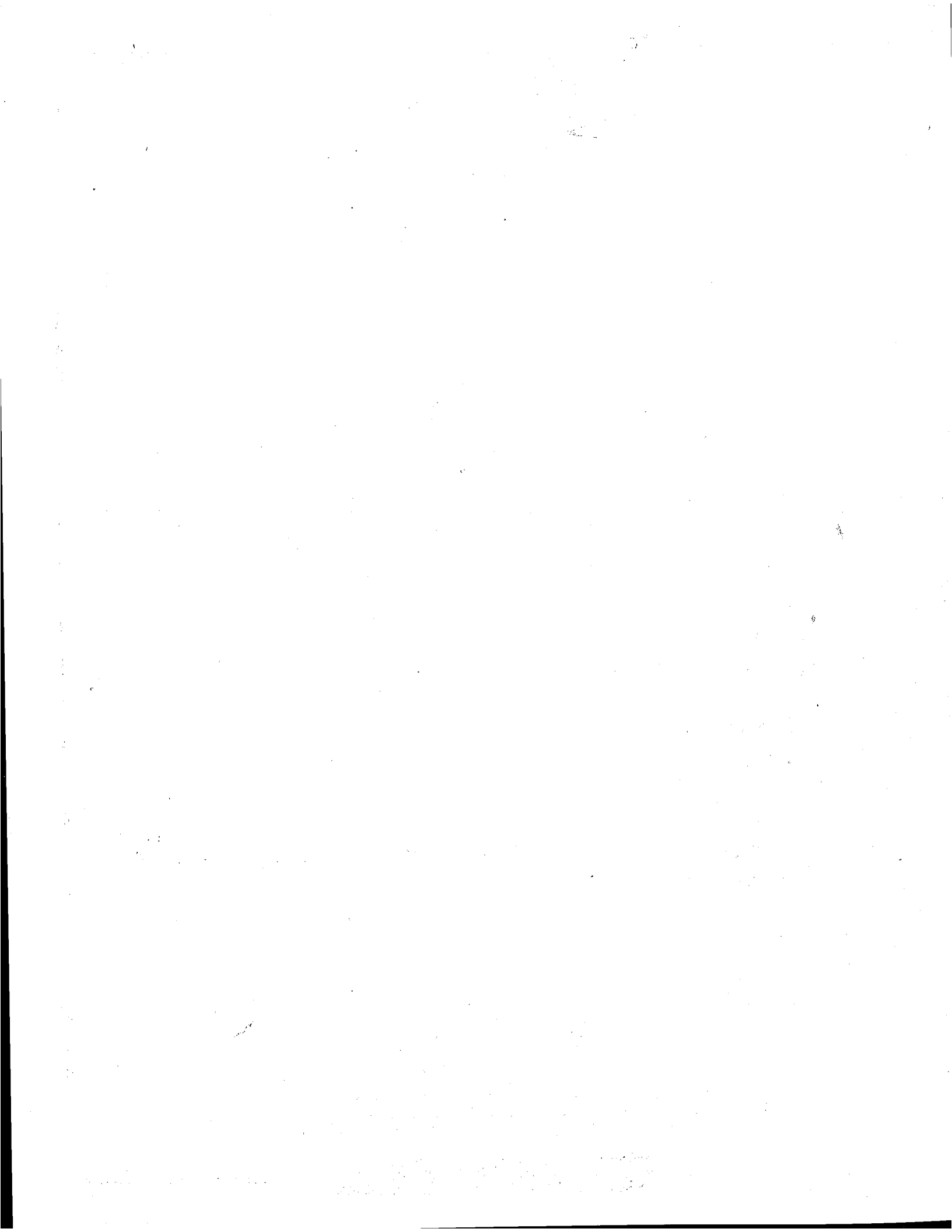
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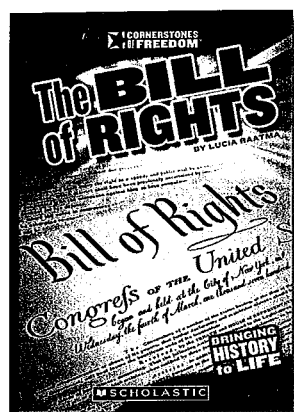
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# The Bill of Rights



## Summary & Standard

The first ten amendments to the U.S. Constitution are printed as written and explained in detail by the author. This book sets the historical context and provides tools for analyzing this primary text. Students will read to learn about the legal system and the rights guaranteed to all U.S. citizens.

**Author:** Lucia Raatma

**Word Count:** 250+

**Genre:** Social Studies Nonfiction

**Theme/Idea:** understanding rights of U.S. citizens as protected by the government

## Making Connections: Text to World

Ask students to share what they know about the Constitution and the Bill of Rights.

Explain that the Bill of Rights is a document outlining ten rights guaranteed to all citizens of the United States. It was added in 1791 to the Constitution, the document under which the United States government operates. Explain that the Founding Fathers gathered hundreds of years ago to record these rights.

Extend the real-world connection by explaining that the rights they will read about are exercised by citizens every day, even when we might not realize it. For additional teaching ideas and resources, see page 61 of the book or go to <http://www.archives.gov/education>.

## Vocabulary

**Essential Words:** amendment, civil, constitution, criminal, rights

**Related Words for Discussion:** bail, indicted, ratified, segregation, warrant

## Genre

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

## Supportive Book Features

**Content** The book contains sidebars, which supplement the body text. Some sidebars showcase specific historical figures, while others give specific examples of the topics. These sidebars will deepen students' understanding by providing historical context or by applying concepts to more familiar situations.

**Vocabulary** The book is filled with bold-faced legal terms that are supported by a glossary. Photos and context clues provide additional support for words that may not be familiar to students.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The original text of the amendments, worded in the style of the Founding Fathers, may be difficult for some students. Direct students to read the summary first. Then, have them read the amendment, inviting students to look for matching words or concepts.

**Content** The amendments are numbered with Roman numerals. A brief review or introduction to this number style may be necessary before reading.

## ELL Bridge

Have students work with partners, taking turns reading aloud the captions in the book. Have students pause after each caption to look at the picture and find connections between the image and the text. You may wish to model reading for meaning for the students, interpreting the details in the picture as you read.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Together make an outline of the Bill of Rights, including a few details of each amendment. Have students think deeply about the main idea of each one and construct short summaries. Example: *The eighth amendment guides the way people who have been arrested are treated.* Add the summaries to the outline.

#### Thinking Beyond the Text

Revisit "The Story Continues" on page 54. Prompt a class discussion about why it is important to protect the rights of citizens. Have students talk about the obstacles mentioned in the chapter. Ask: *Why do you think the author included this chapter?*

#### Thinking About the Text

Point out how the author uses sidebars to add to the information about each amendment. Ask: *How does the sidebar help you to better understand the amendment? Does it make it seem more or less important?*

### Using Cause and Effect

Explain that a cause makes something happen. The thing that happens is called the effect. Tell students that each amendment in the Bill of Rights developed from a need, or cause. Therefore each amendment is an effect.

- Point out examples like: *The third amendment exists because of the Quartering Acts (p. 27) and The Miranda rights are the effect of a court case in 1966 (p. 37).*
- Ask students to look back through the book to find the causes of the other amendments. If students have trouble finding a specific historical instance, remind them that the Founding Fathers wanted to protect citizens in the future, and that could be considered a cause.

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

### Developing Phonics and Word-Solving Strategies

#### Multisyllabic Words

Remind students that before they read a long word, it is helpful to divide the word into syllables, each with its own vowel sound. Model reading a multisyllabic word: *con-sti-tu-tion, constitution.*

- Have students locate and say the following multisyllabic words: *government* (page 6), *amendments* (page 11), *Federalist* (page 15), *delegated* (page 48), *segregation* (page 51).

### Developing Fluency

Model reading the caption on page 32 and the body text on page 33. Have students describe the difference in your tone and pace. Then have students practice reading the same parts with partners. (Call special attention to the pronunciation of *indicted*.)

### Oral Language/Conversation

**Discuss One of the Amendments** Lead a discussion of the specific rights outlined by an amendment of your choice. Ask students why they think the Founding Fathers included those specific rights.

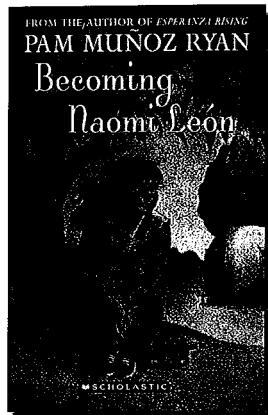
### Extending Meaning Through Writing

- Have students pretend to be a Founding Father, working on the Constitution. Have them write a paragraph explaining the importance of the Bill of Rights and convincing states to ratify it. (**Persuasive**)
- Ask students to choose an amendment they think is important. Have them write a paragraph explaining why they value that right. Suggest students consider how things would be different without that amendment. (**Expository**)

### Other Books

*The Bill of Rights* by Christine Taylor-Butler  
*James Madison* by Ann Gaines

# Becoming Naomi León



## Summary & Standard

After not being a part of her life for seven years, Naomi's mother returns to take her away from the grandmother who raised Naomi and her brother. Students will read a variety of genres to better understand various aspects of the human experience.

**Author:** Pam Muñoz Ryan

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** understanding family loyalties

## Making Connections: Text to Self

Ask students how they would define a family. Explain the term *biological parents* and mention that families can be composed of people other than biological parents and their children. Be sensitive to the fact that students may come from nontraditional families.

To extend the connection, tell students that this book is about a girl who lives with her grandmother and brother but who may be taken from them by her mother, whom she barely knows. Ask: *What do you think she should do?*

For additional information and resources about the emotional concerns of grandchildren, see <http://www.uwex.edu/ces/gprg/qandas.html#emotion>.

## Vocabulary

**Essential Words:** appointment, approve, catastrophe, destination, fulfill, prediction

**Related Words for Discussion:** characteristic, choice, outlaw, suitable, torment

## Genre

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

## Supportive Book Features

**Text** Though the book is lengthy, paragraphs are short, and margins are ample. Spacing between the lines is generous, which opens up the page and aids in reading. The "After Words" section offers additional support.

**Content** The novel is written in the first person, which helps students identify with the main character.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** There are no illustrations in the text, and the novel may seem long at first glance. However, short chapters help make the text manageable. Assign the book in small chunks.

**Vocabulary** Some students may have trouble with the Spanish words used in the text. Have them pay attention to the context clues and to Naomi's description of the events that prompt her to make special word lists. If you have Spanish speakers in your classroom, they may enjoy helping others with pronunciation and definitions.

## ELL Bridge

Discuss the family's journey to Mexico. Display a map of North America and ask students to trace the journey from Southern California to Oaxaca City in Mexico. If you have students from Mexico in the classroom, they might want to share information about where their family is from. Ask all students about trips they have taken or would like to take. Ask them to write a description of their favorite place or dream place and about the journey to get there.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss Naomi's life with Gram. Then have them discuss how her life changes after Skyla appears.

#### Thinking Beyond the Text

Have students discuss the role of carving in the story, including how it shapes Naomi's character, connects her to her father, and helps her find her identity. Students should also discuss various characters' reactions to the carvings (for instance, Clive uses a soap carving to wash his hands) and what those reactions tell about the characters.

#### Thinking About the Text

Discuss the point of view the author chose to use. Ask: *What do we learn about Naomi through her narration?* Point out that readers often have to make inferences when a first-person narrator does not provide complete information.

### Understanding Cause and Effect

Explain that an effect is what happens, and a cause is what makes an event happen. Tell students that cause-and-effect relationships can help reveal story characters.

- Remind students of the chain of events during the hurricane when Naomi was younger. Ask: *Why did Santiago disappear?* (He was stranded on his boat.) Explain that the storm caused his disappearance. In turn, his absence led to Skyla's running away with their children.
- Have students find other cause-and-effect relationships that reveal something about the characters. For instance, Skyla's attempts to take Naomi away cause Gram to track down Naomi's father. This effect reveals that Gram will do whatever it takes to keep the family together.

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

### Developing Phonics and Word-Solving Strategies

#### Suffixes

Explain that suffixes may be added to a base word and that the meaning of the new word changes slightly but is related to the base.

- Explain that a guardian is someone who is responsible for the care of a person. Ask students to turn to page 240 and find the word *guardianship*. Explain that the suffix *-ship* means "quality, condition, or state of being." Have students read the paragraph. Discuss the meanings of *guard*, *guardian*, and *guardianship*.
- Have students find other words with suffixes and discuss their meanings.

### Developing Fluency

Point out that Naomi writes a lot of lists. Have students turn to page 141. Demonstrate how to pause after a comma and a number in an enumerated list. Have students choral-read the list with you.

### Oral Language/Conversation

**Talk About Names** Have students discuss why names are important. Discuss Naomi's full name, other characters' reactions to it, and whether the name suits her. Then discuss Skyla's name, why she chose to change it, and what changing her name says about her character.

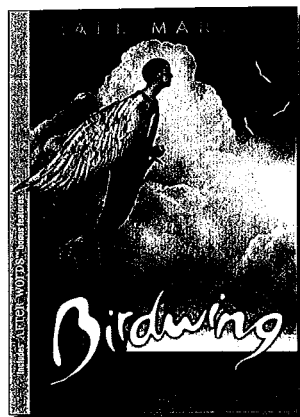
### Extending Meaning Through Writing

- Have students write a newspaper account of The Night of the Radishes. They should describe the crowd, the entries, and the winners. **(Descriptive)**
- Have students write a letter from Naomi to Santiago after the hearing. **(Narrative)**

### Other Books

*Mama, Let's Dance* by Patricia Hermes  
*A Solitary Blue* by Cynthia Voigt

# Birdwing



## Summary & Standard

Ardwin and his brothers are changed into swans. His sister breaks the spell, but Ardwin's left arm remains a wing. Ardwin learns to live with the wing, which brings ridicule but allows him to understand wild animals. Students will distinguish fantasy from reality.

**Author:** Rafe Martin

**Genre:** Fantasy

**Word Count:** 250+

**Theme/Idea:** accepting one's differences

## Making Connections: Text to Text

Ask students to share stories and movies they know that are based on fairy tales. Point out that as tales are handed down through generations, the details change but the message remains the same.

Explain that two German professors, Jacob and Wilhelm Grimm, collected many fairy tales in the early 1800s. These tales include Cinderella, Snow White, Little Red Riding Hood, the Six Swans, and many others. Explain that *Birdwing* uses the tale of the Six Swans as a starting point for this story.

For additional teaching ideas and resources, see [www.grimmstories.com](http://www.grimmstories.com).

## Vocabulary

**Essential Words:** avenging, blighted, enchantment, executed, perseverance, redeem, regal

**Related Words for Discussion:** abilities, accepting, differences, disabilities

## Genre

**Fantasy** Remind students that a fantasy is a made-up story with characters and settings that could not exist in real life.

## ELL Bridge

Use alliteration to discuss how Mrs. Bluestone confuses some of the words that she misuses. Have students turn to page 126. Point out that the words *awful* and *awesome* start similarly but have different meanings. Write the words on a chart or on the board and discuss their meanings. Have students think of new sentences that use the words correctly. Write the sentences beneath the words. Repeat with *terrible/terrific* and *terrorized/tenderized* (page 127).

## Supportive Book Features

**Text** The book is separated into titled chapters. The clear sequence and manageable size of the chapters allow readers to follow the tale easily.

**Content** Students who have not read the fairy tale the Six Swans will find the story retold in the first chapter of this book.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** There are no illustrations to help the reader visualize the characters, places, and events in the tale. Remind students to use the detailed descriptions to visualize what is happening and encourage them to reread sections that are confusing.

**Vocabulary** The vocabulary of castles, kings, wizards, and witches may be unfamiliar to students who have had little exposure to fairy tales or fantasy. Although many words can be understood using context clues, remind students to keep a list of unfamiliar words to look up in a dictionary.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students make a T-chart listing on one side Ardwin's characteristics before he visits the swans and on the other those after his visit. Discuss how and why he changed.

#### Thinking Beyond the Text

Discuss how fairy tales have evolved, using the information about the Brothers Grimm in the After Words. Ask students to share different versions of the same fairy tale. Then brainstorm modern tales that students think will still exist 200 years from now.

#### Thinking About the Text

Have students read the information about the author and the interview with him in the After Words. Discuss how imagination could be seen as a curse. Have students write questions they would ask the author.

### Understanding Problem and Solution

Remind students that a story has at least one problem that needs to be solved. Point out that longer stories often have more than one problem and solution. Sometimes a solution to one problem can cause additional problems. Ask:

- *How did Ardwin solve his problem of shooting a bow and arrow?*
- *What was Ardwin's solution when he saw the mechanical arm? What other problems could this solution cause?*
- *What problem led to the solution of Ardwin splitting up with his friends and changing horses?*

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

### Developing Phonics and Word-Solving Strategies

#### Compound Words

Remind students that a compound word is a word made up of two or more smaller words. Have students identify the two smaller words in *Birdwing*.

- Ask students to turn to page 10 and find the word *knothole*. Have them identify the two smaller words in the compound word. Discuss the meaning and how it relates to the meanings of the smaller words.
- Repeat using the words *bedchamber* and *newborn* on page 12. Have students look for other compound words as they read.

### Developing Fluency

Model characterization as you read part of Ardwin and Rose's conversation on pages 94-102. Have partners repeat and practice as they read all of the conversation.

### Oral Language/Conversation

**Talk About Accepting One's Differences** Lead a discussion about people's differences. Explain that it can be difficult for some people to accept their differences. Ask: *Why do you think Ardwin saw his wing as a curse in the beginning? Why did he see it as a gift in the end?*

### Extending Meaning Through Writing

- Have students write a fairy-tale extension, explaining what happens to one or more of the characters after the end of this story. **(Narrative)**
- Encourage students to write about someone they know, describing a characteristic that makes him or her different from other people. **(Descriptive)**

### Other Books

*Passages: The Young Merlin Trilogy*  
by Jane Yolen

*The Thief Lord* by Cornelia Funke



# Desperate Journey



## Summary & Standard

When misfortune leaves Maggie's family desperate to deliver a shipment through the Erie Canal, she must take charge to help her family earn back their fortune. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Jim Murphy

**Word Count:** 250+

**Genre:** Historical Fiction

**Theme/Idea:** making choices

## Making Connections: Text to Self

Ask students to tell about the chores and other responsibilities they have at home. Invite them to discuss the ways in which they help out.

Extend the connection by explaining that in the past, children helped their families plant crops, build homes, run businesses, and manufacture goods. If a parent was ill or unable to work, the children often took on the workload. Ask: *How are children's responsibilities today similar to and different from how they were in the past?*

For additional background and resources on the Erie Canal, see <http://www.laguardiawagnerarchive.lagcc.cuny.edu/eriecanal/>.

## Vocabulary

**Essential Words:** adversary, complied, criticized, extinguished, negotiated, provoked, recollection, tentatively

**Related Words for Discussion:** confront, consequences, justify, respect, retaliate

## Genre

**Historical Fiction** Remind students that historical fiction is a made-up story set in a period of history.

## ELL Bridge

Have students use visuals to aid their understanding of the story's sequence. Provide each student with an enlarged version of the canal map on page 270. As story events unfold, have students find the corresponding location on the map. Ask them to track the day Maggie's family reaches each point on the map. Then at the end of the book, have students use this graphic aid to retell the events of the story.

## Supportive Book Features

**Text** The text is divided into chapters with descriptive titles. An introduction provides the setting for the story. Maps at the beginning and end of the book help students picture the journey the family makes.

**Vocabulary** Students will be familiar with most vocabulary. The glossary provides support for vocabulary that reflects the time period.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** *Desperate Journey* is a long book. The pages are text-heavy, with no illustrations or graphics to break them up. Remind students of the importance of visualizing. Make sure they understand the main points in each chapter before they continue reading.

**Content** The book contains accounts of physical violence, intimidation, and drunkenness. Point out that the author expresses the idea that a few bad individuals make life hard for others, but that the kindness of strangers helps the family in the end.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students summarize the story's main events. Ask them to describe the parts played by Maggie, Eamon, Momma, Papa, Uncle Hen, Billy Black, and Long-fingered John.

#### Thinking Beyond the Text

Have students discuss how misfortune plays a part in the story. Ask: *What are some of the obstacles that Maggie and her family face? Who helps them?* Discuss how the kindness of others can help people resolve their problems.

#### Thinking About the Text

Point out that the author uses the character of Billy Black to advance the story. Ask: *How does he make this character seem mysterious? Why doesn't Maggie's family trust him at first? Why does it seem as if Billy Black can work miracles?* Have students discuss why the author may have chosen to include a character such as this.

### Generating Questions

Remind students that they should ask themselves questions about what they read. Generating and answering questions may help them understand what they've read. After students have completed Chapter 5, discuss the following questions.

- *What is wrong with Momma, and why is she being so secretive about it?*
- *What evidence makes Papa and Uncle Hen look guilty?*
- *Why are Maggie and Eamon so hostile toward each other?*
- Encourage students to generate additional questions as they read.

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

### Developing Phonics and Word-Solving Strategies

#### Difficult Words

Remind students that they can apply certain strategies to help them understand challenging words as they read.

- Have students look for base words and think about their meanings. Have students use this strategy with *heaviness* (*heavy*) and *mournfully* (*mourn*).
- Point out that Greek or Latin root words often give meaning to a word. Have students apply this strategy to *aqueduct* (Latin roots *aqua* for "water" and *ducere* for "to lead") and *inspection* (Latin root *spec* for "to look").

### Developing Fluency

Model reading a section of the text that includes dialogue. Use expression that reflects the emotions of the characters. Have volunteers repeat after you.

### Oral Language/Conversation

**Talk About Confrontation** Remind students that Papa says he fights only when provoked. Discuss how these confrontations cause problems. Ask: *Is fighting ever justified?* Point out that even if there is a good reason to fight, there are consequences. Discuss how this was true for Maggie and her family.

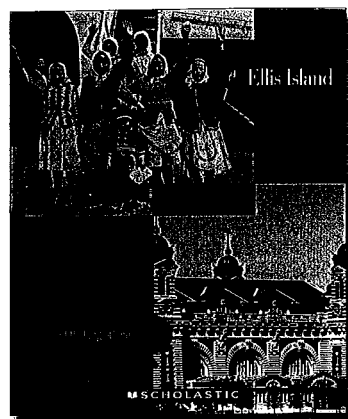
### Extending Meaning Through Writing

- Have students imagine they are one of the characters and write a journal entry about an event from the story. (**Narrative**)
- Have students make a copy of the map on page 270 and label it with key events from the story. (**Graphic Aid**)

### Other Books

*Anne of Green Gables* by L. M. Montgomery  
*The Blue Door* by Ann Rinaldi

# Ellis Island (Cornerstones of Freedom)



## Summary & Standard

This book explores the history of Ellis Island and the people who came to America through that port of entry. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Judith Jango-Cohen

**Word Count:** 250+

**Genre:** Social Studies Nonfiction

**Theme/Idea:** welcoming immigrants

## Making Connections: Text to World

Students may have prior knowledge about people whose families came from other countries. Ask students to talk about where those families came from and how they got to America.

Extend the real-world connection by pointing out that in the late 1800s to early 1900s, 75 percent of all immigrants came through Ellis Island in New York. Using a world map, have students identify the countries closest to Ellis Island. Then discuss why so many immigrants may have come through there from Europe.

For additional teaching ideas and resources, see [www.ellisland.org/](http://www.ellisland.org/).

## Vocabulary

**Essential Words:** callous, contagious, deported, detained, interpreters, quota, refuge

**Related Words for Discussion:** language barrier, possessions, sentimental, valuable

## Genre

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

## Supportive Book Features

**Text** Sidebars and captions for historical photographs and illustrations give additional information about the topics. At the end of the book, a time line provides an overview of Ellis Island's history. An index helps students quickly find important topics in the text.

**Vocabulary** Important vocabulary words are set in boldface and are usually defined in the text. A glossary also provides definitions for these words.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text alternates between informational text, personal reflections, and quotes from actual immigrants. Because text continues onto the next page, help students determine where to break from their reading to review the sidebars, which contain interesting facts and information.

**Vocabulary** Some vocabulary, such as *trachoma* on page 24 and *callous* on page 32, may be difficult for readers to understand. Remind them to consult the book's glossary and/or a dictionary to find meanings of unfamiliar words.

## ELL Bridge

Have students connect pictures and text to support what they learn in their reading. Before they read a page, ask students to study the visuals on that page and predict the content of the text. After students read, discuss with them why the author chose this picture for the passage. Guide students to connect the subject of the picture with the main idea of this section of text.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students review the time line on pages 44–45 and use it to summarize what they learned about each event.

#### Thinking Beyond the Text

Remind students that Ellis Island was officially made a national monument in 1965. Ask: *Do you think Ellis Island is an important monument? Who or what does it represent? If you were to visit Ellis Island, what part would you be most curious about?*

#### Thinking About the Text

Ask students to notice that the author includes the exact words of people who worked at and passed through Ellis Island. Ask: *What do these quotes add to the story? How would the text be different if the author had not included them?*

### Understanding Main Idea and Details

Tell students that understanding main ideas and details will help them to better understand what they read. Model identifying the main idea and details.

- Reread pages 14–18 as students follow along. Point out the details to students. (most people traveled in steerage; it was crowded and dirty; people had no privacy; many people got sick during bad storms) Say: *These are the details. These details all tell me about the main idea. I think the main idea of this section is that people would endure great hardships to get to America.*
- Repeat the process with the section titled Medical Exams on pages 23–26.

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

### Developing Phonics and Word-Solving Strategies

#### Root Words

Remind students that when they can recognize words containing a certain root, it can help them understand unfamiliar words.

- Explain that *deport* (page 31) contains the Latin root *port*, from *portare*, which means “to carry.” Point out other words with this root: *import*, *export*, and *portable*. Have students look them up in a dictionary and explain how the root relates to the meaning of each word.
- Say that the Latin root *spec*, from *specere*, means “to look.” Have students find words with this root on pages 18 (*inspectors*) and 21 (*inspection*). Discuss how the root and meanings are related.

### Developing Fluency

Read aloud the second paragraph on page 31, using proper phrasing, pace, and intonation. Then have partners take turns reading the paragraph.

### Oral Language/Conversation

**Talk About Immigrating** Ask students to imagine leaving home to move to another country. Ask: *What challenges might you face? What would you bring with you?*

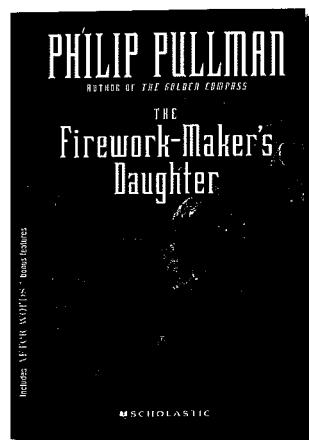
### Extending Meaning Through Writing

- Have students create an illustrated glossary using six words from the book's glossary. Challenge them to rewrite the definitions in their own words. (**Expository**)
- Have students write a short story about moving to another country. (**Narrative**)

### Other Books

*The Perilous Road* by William Steele  
*Get On Board: The Story of the Underground Railroad* by Jim Haskins

# The Firework-Maker's Daughter



## Summary & Standard

In this modern fairy tale, young Lila goes on a journey to find the secret to making fireworks, something her father has refused to tell her. Her quest sends her father to jail, but her talents as a firework-maker eventually free him. Students will read to comprehend basic plots of a variety of fiction genres.

**Author:** Philip Pullman

**Genre:** Fairy Tale

**Word Count:** 250+

**Theme/Idea:** using hard work and persistence to reach a goal

## Making Connections: Text to Text

Students may be familiar with both traditional and modern fairy tales. Talk about fairy tales they have heard or read. Help students identify the similarities among them. (set in the past, have good and evil characters) Tell students that many fairy tales have a hero who faces obstacles while on a mission to help someone.

Extend the connection by discussing the magical characters in fairy tales. Talk about the role they play in the hero's quest.

For additional resources and lesson plans, see [www.readwritethink.org/lessons/lesson\\_view.asp?id=42](http://www.readwritethink.org/lessons/lesson_view.asp?id=42).

## Vocabulary

**Essential Words:** dagger, frivolous, illusion, investment, parched, proposition, quail, smuggler, tarpaulin, transaction

**Related Words for Discussion:** frustrated, quest, satisfaction, strive

## Genre

**Fairy Tale** Remind students that a fairy tale is a story set in an unreal time and place and often includes magical elements, unreal creatures such as dragons, and a heroic quest.

## ELL Bridge

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

## Supportive Book Features

**Text** Detailed illustrations support the text. An "After Words" section provides information about the author, fireworks, and white elephants.

**Content** The author entertains readers with an interesting plot and setting (Southeast Asia at some time in the past), as well as humorous characters and events. Students should be able to easily follow the sequence of events, which are told in chronological order. The fast-paced action will capture readers' attention.

Praise children for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The type is small, and most pages are completely filled with text. Some of the sentences are long and complex. Tell students to read these sentences in meaningful phrases and stop at the end of the sentence to recap what they have read.

**Vocabulary** Some words may be challenging for readers, including references to exotic items such as *courtiers* (page 4), *rickshaw* (page 6), *rupee* (page 6), and *satay* (page 38). Help students pronounce these words. Provide definitions as needed.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Remind students that Lila must present three gifts in order to get royal sulfur from Razvani. Ask: *What are the three gifts?* (talent, courage, luck) Point out that the royal sulfur that Lila receives from Razvani is not an object. Ask: *What is the royal sulfur?* (wisdom) *How does wisdom help Lila become a master firework-maker?* (She realizes that, in addition to skill, a person must put love into his or her work.)

#### Thinking Beyond the Text

Refer to the Q & A with Philip Pullman in "After Words." Read aloud the fourth question and answer. Ask: *Does the author really answer the question about how he would define a fairy tale? Would you call the story a fairy tale? If not, what would you call it?*

#### Thinking About the Text

Discuss Rambashi and his exploits as a chicken farmer, pirate, restaurant owner, and musician. Ask: *How does the author use Rambashi to create humor? Do you think the book would be as interesting without the humorous characters? Why or why not?*

### Understanding Character

Tell students that a character's actions, motives, and personality influence the story's plot. Discuss the clues the author gives about Lila's character. Ask:

- *What can you tell about Lila from her conversations with her father on page 2 and with Chulak and Hamlet on page 8?*
- *What traits does Lila need in order to leave home to seek Razvani?*
- *What events might lead you to think that Lila is impatient or foolish?*

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

### Developing Phonics and Word-Solving Strategies

#### Similes

Tell students that a simile is a comparison of two unlike things using the word *like* or *as*.

- Read aloud this text from page 61: *...and the flames were harmless now. They played like fountains of light....* Tell students that *like fountains of light* is a simile that compares the flames to a fountain. Discuss what these two images have in common. Ask how this simile helps readers visualize the story's action.
- Challenge students to find other similes in the story, such as *flickering like fireflies* (page 40) and *danced like a bubbling spring* (page 86).

### Developing Fluency

Select a section of dialogue to use as a Readers Theater. With volunteers, model how to use voices and gestures to convey each character's personality. Then have small groups read aloud the same dialogue.

### Oral Language/Conversation

**Talk About Reaching a Goal** Discuss goals students have set. Ask: *Which was hardest to accomplish? Which was easiest? How do you feel when you reach a goal?*

### Extending Meaning Through Writing

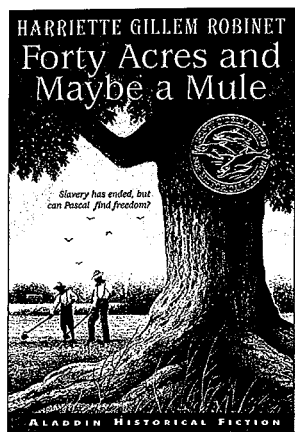
- Have students talk about a time they used hard work and persistence to reach a goal. (**Expository**)
- Ask students to write an article for a travel magazine describing a trip to the Grotto of the Fire-Fiend. (**Descriptive**)

### Other Books

*Dustland* by Virginia Hamilton

*Hobby* (The Young Merlin Trilogy, Book Two) by Jane Yolen

# Forty Acres and Maybe a Mule



## Summary & Standard

Once the Civil War is over and slaves have been freed, Pascal, his brother, and some friends search for farmland to call their own. However, a white supremacist group called the night riders plans to take away their freedom. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Harriette Gillem Robinet

**Word Count:** 250+

**Genre:** Historical Fiction

**Theme/Idea:** striving for freedom

## Making Connections: Text to World

Students may have a general knowledge of our Civil War. Explain that this war between northern and southern states took place from 1861 to 1865. One of the sources of conflict was the issue of slavery.

Extend the discussion by explaining that after the Civil War, a period of reconstruction took place in the South. Plans were made to help African Americans establish lives as free men and women. However, for many African Americans this freedom was short-lived.

For additional teaching ideas and resources, see [www.digitalhistory.uh.edu/reconstruction/index.html](http://www.digitalhistory.uh.edu/reconstruction/index.html).

## Vocabulary

**Essential Words:** abolitionists, emancipation, lynch, plantation, proclamation, refugees, vagrancy

**Related Words for Discussion:** defiance, intimidation, outwitted, passive, submissive

## Genre

**Historical Fiction** Remind students that historical fiction is a made-up story set in a period of history.

## ELL Bridge

Use visuals to help students understand where the story took place. Show on a map the North and the South at the time of the Civil War. Explain that a civil war means an armed conflict between people within a country, often setting neighbors and family members against each other. Assist students in pointing out where Gideon and Pascal would have traveled from South Carolina to Georgia and then Georgia's Sea Islands. Ask students to locate places on the map, asking questions using the words *north*, *south*, *east*, and *west*.

## Supportive Book Features

**Text** The Author's Note in the back of the book provides background information for the period of U.S. history in which the story takes place. The Bibliography provides additional resources.

**Content** Students will find information and explanations in dialogue to help them understand historical references to President Lincoln, General Sherman, Republicans, Union League, and Reconstruction.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Because there are no illustrations to help students visualize the story, recommend that they pay close attention to the narrative, which provides vivid descriptions of people, places, and events. You may wish to share photos of the time from history books or the Internet.

**Vocabulary** The dialect that many of the characters speak may be difficult for students to understand. Have students read aloud and discuss dialogue with a group. Explain any unfamiliar references such as *Walls of Jericho* (page 56) and *jump the broom* (page 105).

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Discuss with students what individual characters said or thought about the meaning of freedom. Discuss how the characters' feelings about freedom affected their actions.

#### Thinking Beyond the Text

Talk with students about what the individual characters discovered about themselves and how they changed throughout the Reconstruction period. Examples might include Pascal's growing confidence and Miss Anderson's change in attitude toward Pascal and other children.

#### Thinking About the Text

Have students note that the story is told from Pascal's viewpoint. Point out places where Pascal asks himself a question about people or what might happen. (*How foolish could Gideon be?* on page 41) Discuss how Pascal's self-questioning helps readers focus on the story and make predictions.

### Making Predictions

Review with students that readers make predictions when they use what they already know along with clues in the text to guess what may happen next in a story. They confirm or revise their predictions as they read on.

- In Chapter Five, revisit Pascal's meeting the Bibb family. Ask students what they predicted the family would be like. Discuss what students confirmed as they read on, or how they revised their prediction.
- Ask students if they predicted that Gideon and Pascal would lose their farm and what helped them make their prediction. Discuss what surprised them about how the boys gave up their farm.

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

### Developing Phonics and Word-Solving Strategies

#### Synonyms

Review with students that synonyms are words with similar meanings. Explain that synonyms often make writing more interesting.

- On page 14, point out and read: *And slaves were always outsmarting the master . . .* Have students find a synonym for *outsmart* in the last paragraph of page 117. (*outwitted/outwit*)
- On page 90, have students find three synonyms in the last paragraph of Gladness's work contract. (*insolent, impudent, sassy*)

### Developing Fluency

Do an echo reading from the book of a passage that contains both narrative and dialogue. Reinforce the difference in reading each type of text. Remind students that dialogue should have the expression that real speech has.

### Oral Language/Conversation

**Talk About Defiance** Discuss with students the different forms of defiance, both passive and active, that characters showed in their pursuit of freedom. Talk about when defiance is good and when it might be a bad idea.

### Extending Meaning Through Writing

- Encourage students to outline an additional chapter. Have them write what might happen to the characters when they reach the Sea Islands. (**Narrative**)
- Have students write a characterization of Pascal, Gideon, Nelly, Judith, or Mr. Freedman, including traits that helped the character persevere in the face of hardship. (**Description**)

### Other Books

*A Picture of Freedom* by Patricia C. McKissack  
*Undying Glory: The Story of the Massachusetts 54th Regiment* by Clinton Cox



# Foster's War



## Summary & Standard

Fifth grader Foster adapts to a life influenced by World War II. He struggles to relate to his strict father, helps with volunteer work, and eventually copes with his older brother's death in battle. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Carolyn Reeder  
**Genre:** Historical Fiction

**Word Count:** 250+  
**Theme/Idea:** meeting everyday challenges during wartime

### Making Connections: Text to World

Students may have knowledge about the war in Iraq or other wars in which the United States has been involved. Discuss what students know about these wars. Fill in gaps in students' knowledge.

Talk about how war affects all types of people. Discuss that even when a war is fought in a far-off place, people still face changes in their everyday lives. For example, citizens of a country at war might have friends or family in the armed forces, they might face shortages of food or supplies, and they might choose to spend their time doing volunteer work.

For additional teaching ideas and resources, see <http://teacher.scholastic.com/pearl/>.

### Vocabulary

**Essential Words:** allegiance, betrayed, defense, organization, patriotic

**Related Words for Discussion:** democracy, freedom, history, rights, sacrifice

### Genre

**Historical Fiction** Remind students that historical fiction is a made-up story set in a period of history.

### ELL Bridge

Provide background about World War II. Display a world map and ask students to locate key countries: the United States, Japan, Germany, England, Italy, and the Soviet Union. Explain that the United States, England, the Soviet Union, and many other countries fought on one side. Germany, Japan, Italy, and some smaller countries fought on the other side. Ask: *How would the war affect Americans differently from people living in the areas where the fighting took place?*

### Supportive Book Features

**Text** The text is presented in an understandable sequence. Students may be able to relate to the family dynamics presented and should be interested in finding out what happens next.

**Vocabulary** Most of the words will be familiar to students. Many words that may be unfamiliar, such as *firebombs* on page 1 and *pamphlets* on page 2, are supported with context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** The text often describes Foster's train of thought and sometimes picks up in the middle of a conversation. For example, on page 16, Foster realizes that he has not been listening to the radio. Remind students to reread sections if they have difficulty comprehending.

**Content** Many characters use a derogatory term for people of Japanese heritage and show discriminatory behavior toward them. Discuss the fact that, though we know their words and actions to be offensive, many people in the 1940s did not consider them as such. Point out that some characters, such as Foster's mother, still show kindness toward others.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss what they learned about the problems Foster faces as he tries to get along with his family and friends while missing his brother and best friend. Ask: *How does Foster deal with these problems?*

#### Thinking Beyond the Text

Ask students what adjustments Foster and his family make to their lives during the war. Then discuss what happens to Jimmy's family. Ask: *How are the families affected differently? Why? How might Foster and Jimmy's friendship be different when Jimmy returns?*

#### Thinking About the Text

Have students point to examples of times when Foster drifts into his own thoughts. Ask: *How does the author show that Foster is daydreaming? (She writes things such as, on page 16, *Suddenly realizing that he wasn't listening, Foster turned his mind back to the radio . . .*) What does this show about Foster? (He often escapes into his own world instead of facing problems.)*

### Understanding Problems and Solutions

Remind students that writers sometimes structure the text in a problem-solution pattern. Ask questions about the problems and solutions in the book, such as the following:

- *Foster spills lemonade on his father's magazine. How does he solve this problem? How does his solution affect his life? (He borrows Mr. Green's magazine and promises to read to him. The two develop a friendship.)*
- Have students identify other problems and solutions in the book.

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

### Developing Phonics and Word-Solving Strategies

#### Strong Verbs

Remind students that verbs tell what happens in a sentence. Strong verbs, such as *thundered*, appeal to the senses, helping readers imagine how something looks, tastes, feels, sounds, or smells.

- Write on the board this sentence from page 99: *Both boys cringed as their father's voice thundered from the kitchen.* Ask students to identify two strong verbs and name other verbs that could replace them.
- Discuss the sense each verb appeals to.
- Have students find other strong sensory verbs in the book.

### Developing Fluency

Invite student pairs to read a small section of the book aloud to each other. Encourage peer response. Circulate to provide feedback.

### Oral Language/Conversation

**Talk About Sacrifice** Lead a discussion about the sacrifices people make during difficult times. Ask: *What do Foster and his family sacrifice during the war and why? (They want to show their patriotism by helping with the war effort.)* Ask students to think about times when they have had to make a sacrifice. Can they relate to the characters in the book?

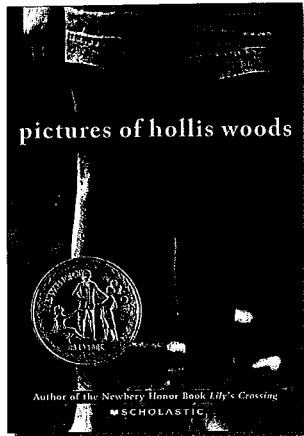
### Extending Meaning Through Writing

- Have students write a letter from Foster to Jimmy, telling him about the changes at the end of the story. **(Narrative)**
- Have students write a paragraph explaining the volunteer work that Foster and his classmates do. **(Expository)**

### Other Books

*A Picture of Freedom* by Patricia C. McKissack  
*Kensuke's Kingdom* by Michael Morpurgo

# Pictures of Hollis Woods



## Summary & Standard

Hollis Woods moves from one foster home to another until she meets a family she may be able to call her own. When tragedy strikes, she runs away again, wondering whether she'll ever have a place to call home. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

**Author:** Patricia Reilly Giff

**Genre:** Realistic Fiction

**Word Count:** 250+

**Theme/Idea:** becoming a family

## Making Connections: Text to Self

Write this saying on the board or a chart: *When the going gets tough, the tough get going.* Invite students to discuss its meaning. Have them share how they go about finding solutions to difficult problems or situations in their lives. Explain that some people “get going” by running away from problems. Point out that this can mean actually moving to a new place or ignoring a problem in hopes it will go away. Have students discuss why neither response often helps us solve problems.

For additional resources about the author, see [http://www.bookbrowse.com/biographies/index.cfm?author\\_number=1073](http://www.bookbrowse.com/biographies/index.cfm?author_number=1073).

## Vocabulary

**Essential Words:** artificial, frenzied, glint, irritable, jetty, lingering, perspective

**Related Words for Discussion:** companionship, loneliness, personalities, relationship

## Genre

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

## Supportive Book Features

**Text** The pages have wide margins and plenty of spacing between the lines, which makes tracking easy. Chapters are short and aptly titled.

**Vocabulary** Most story vocabulary is easy to read and understand, but the context in which the main character uses words is sometimes confusing. Students will need to pay attention to the context to understand the author’s meaning. Praise students for specific use of “Behaviors to Notice and Support” on page 101 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Until students become familiar with the book’s structure, it might be confusing to them. Before many chapters, a textual “picture” from the past is featured, set in italics. The chapters that follow take place in the present.

**Content** Students will need to understand that Hollis’s limited understanding of the world around her leads her to misunderstand several situations. Hollis has rocky relationships with many of the characters in the book. Remind students to think about things from Hollis’s point of view in order to make sense of her attitude.

## ELL Bridge

Show students how a graphic organizer can help them better comprehend story details. Have them use a character map to keep track of information they learn about Hollis as they read. Ask them to identify facts about Hollis’s appearance, her living arrangements, her likes and dislikes, and her past. Model how to record these on the character map. At the end of the story, have students use the map to describe the character of Hollis Woods.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students recall where and with whom Hollis lives throughout the story. Ask them to describe the events at each location.

#### Thinking Beyond the Text

Ask students to explain how events earlier in Hollis's life affect her later. Ask: *Why does Hollis think she brings people nothing but trouble? Is this true? Why do we sometimes have the wrong idea about how others see us? What can we do to fix a situation like that?*

#### Thinking About the Text

Have students notice that the author uses flashback to tell readers about the past. Ask: *Why do you think the author uses Hollis's pictures as the basis of some chapters? How would the story be different if the events had been told in sequential order?*

### Understanding Point of View

Review with students that when an author tells a story from a main character's point of view, it is told in the first person. First-person point of view lets the reader learn about events through that character's mind. Ask:

- *In this book, we get to know the thoughts and feelings of a character very well. From whose point of view is this story told?*
- *Reread page 32. How does Hollis see herself? In this section, what else does Hollis share about her past?*
- *How would the story be different if it were told from Steven's point of view?*

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

### Developing Phonics and Word-Solving Strategies

#### Figurative Language

Remind students that figurative language creates a picture in the reader's mind by using similes, metaphors, idioms, and personification.

- Read aloud the last half of page 59. Ask: *How does this description of the candy help you understand what it tastes like?*
- Read aloud page 79, where the mountain is described as *almost friendly*, a human attribute. Ask: *How does this description help you visualize the mountain? When would a mountain look "unfriendly"?*

### Developing Fluency

Model fluent reading of a passage with interesting dialogue, using proper phrasing and expression.

### Oral Language/Conversation

**Talk About Belonging** Lead a discussion about the relationships people form with others. Ask: *Why do people like belonging to a group? What makes us feel that we belong to a particular group?*

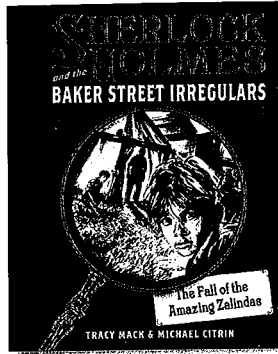
### Extending Meaning Through Writing

- Have students create a time line that outlines key events that are portrayed in Hollis's pictures. (**Graphic Aids**)
- Have students imagine that ten years have passed. Ask them to write a letter from Hollis, telling the "mustard woman" how her life is going. (**Narrative**)

### Other Books

*Anne of Green Gables* by L. M. Montgomery  
*Mama, Let's Dance* by Patricia Hermes

# The Fall of the Amazing Zalindas (Sherlock Holmes/Baker Street Irregulars)



## Summary & Standard

When three tightrope walkers fall to their deaths, the famous detective Sherlock Holmes enlists a group of street boys to help him solve the crime. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Tracy Mack and Michael Citrin

**Word Count:** 250+

**Genre:** Mystery

**Theme/Idea:** solving a crime

## Making Connections: Text to Text

Have students name and discuss detectives they know from books, movies, or TV. Have them compare and contrast these detectives.

*Ask: What traits do these detectives have in common? What makes each character unique?*

Explain that Sherlock Holmes was a famous detective character created by Sir Arthur Conan Doyle in 1887. Holmes lived during the reign of Great Britain's Queen Victoria. This detective was known for his keen sense of observation. He could learn many things about a person just by observing his or her appearance and behavior.

For additional resources that let students be the detectives, see <http://www.kidsloveamystery.com/>.

## Vocabulary

**Essential Words:** accurate, deduce, menagerie, optimism, surveillance, unison

**Related Words for Discussion:** camouflage, devious, discreet, disguise, ingenious

## Genre

**Mystery** Remind students that a mystery is a story about a puzzling event, such as an unsolved crime, and the clues that explain it.

## Supportive Book Features

**Text** Full-page illustrations support the text. A map of Old London, an important preface, a list of characters, tips for the aspiring detective, and other background information are included.

**Content** Most students will be familiar with mysteries and will be engrossed by the fast pace and intense action of this chapter book.

Praise students for specific use of "Behaviors to Notice and Support" on page 101 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students may note a boldface uppercase letter placed within the text of each chapter. Point out that these letters spell out a secret message: *Professor Moriarty will return.*

**Vocabulary** Set in Victorian England, the story contains terminology that will be unusual to students. Encourage students to read the Slang Glossary at the back of the book before they start to read and to use context clues to help them understand unfamiliar words.

## ELL Bridge

Help students learn some of the British and Victorian English terminology for objects used in the story. Write the following terms on a chart or on the board: *bowler*, *bugger*, *guinea*, *Hessian boots*, *knickers*, *parlor*, *scullery*, *shilling*, and *top hat*. Then demonstrate how to use a dictionary. Help students pronounce each word and read its meaning.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students discuss what they learned about Ozzie, Wiggins, Elliot, Rohan, Pilar, and Holmes. Ask them to recall key scenes that show how each character contributed to solving the case.

#### Thinking Beyond the Text

Ask students to evaluate the lifestyle of the Baker Street Irregulars. Ask: *How did each boy end up on the streets? What do the boys prefer about their lifestyle? What could make their lives better?*

#### Thinking About the Text

Have students note where the authors use Cockney slang in the story. Ask them to note who is usually the speaker of slang. Ask: *How does this slang make the setting and characters more realistic?*

### Understanding Character

Remind students that readers learn about characters by reading what authors and other characters say about them. Readers also learn about characters from what the characters themselves say and do.

- Direct students to pages 11–15 to read about Wiggins and Ozzie. Ask: *What do you learn about each boy's appearance? What else do you learn?*
- On page 30, have students read about Elliot. Ask: *What kind of person is Elliot? What has happened to his family? What talents does he have?*
- In Chapter 16, have students read about the event that involves all three boys. Ask: *How does each boy react? What does this tell the reader about them?*

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

### Developing Phonics and Word-Solving Strategies

#### Context Clues

Remind students that when they see an unfamiliar word, they can often use context clues to figure out its meaning.

- Read aloud the sentence containing the word *zenith* on page 6. Explain how other parts of the sentence (*tall as a ship's mast, reaches an altitude*) help the reader understand that *zenith* means "the highest point reached."
- Follow the same procedure to infer the meanings of *surveillance* on page 45 and *ascertained* on page 75.

### Developing Fluency

Have students practice fluently reading sections of dialogue. Have small groups choose a section of Chapter 6, each student reading the part of one character with proper expression.

### Oral Language/Conversation

**Talk About Disguises** Lead a discussion about disguises and why they would be useful for a detective. Suggest a few places, such as a school, a restaurant, and a bank, and have students think of disguises that would help someone blend in there.

### Extending Meaning Through Writing

- Have students write a script that shows an interview between a newspaper reporter and a story character after the crime has been solved. (**Narrative**)
- Have students write a paragraph to explain which character they feel was key to solving the crime. (**Expository**)

### Other Books

*Midnight Magic* by Avi

*The Twinkie Squad* by Gordon Korman