

GUIDED READING PROGRAM

Nonfiction Focus

2nd Edition



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

- **Dear America: So Far From Home**
- **Detector Dogs: Canines That Save Lives**
- **The Emperor's Silent Army**
- **Ice! The Amazing History of the Ice Business**
- **Into the Volcano**
- **King George: What Was His Problem?**
- **My Havana**
- **Rebel in a Dress: Adventurers**
- **Thunder From the Sea**
- **The Unexpected World of Nature**

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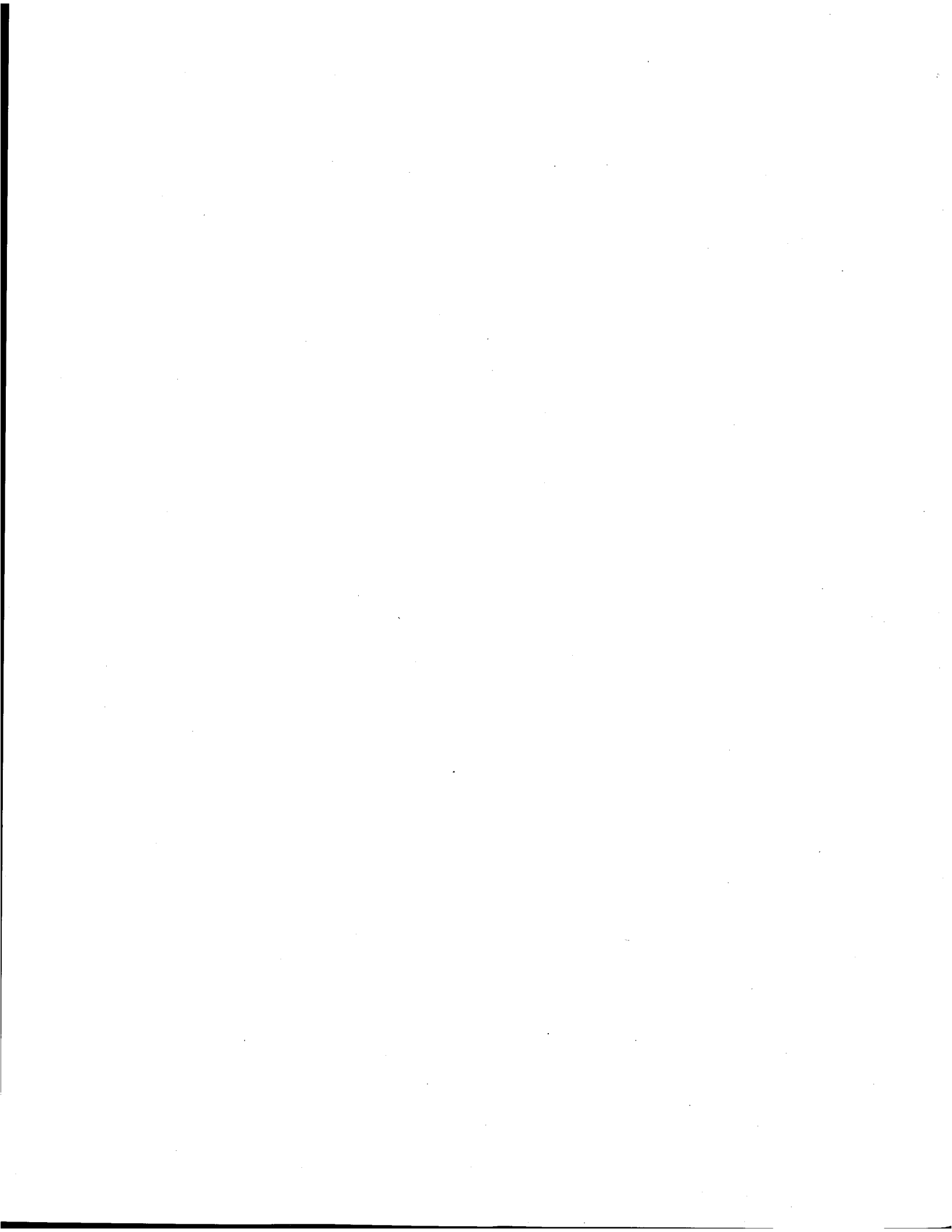
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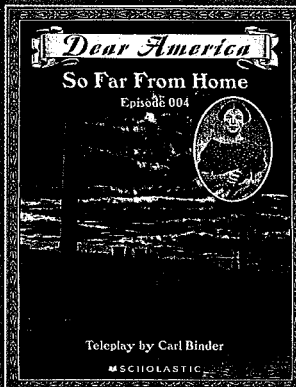


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ITEM S-HT5-64750-9



Dear America: So Far From Home



Summary & Standards

Summary: Mary travels from famine-stricken Ireland to a new life in America. Soon she must choose between the security of a job and the risky act of standing up for justice.

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

Author: Carl Binder

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: learning about immigrants in America; standing up for justice

Text Type: Teleplay

Genre/Text Type

Historical Fiction/Teleplay Remind students that historical fiction is a made-up story based on real people and events. The story is written as a teleplay, a script to be acted out for a television audience.

Text Features

Script Formatting The teleplay's script formatting includes characters, locations, actions, and dialogue. Action blocks describe what characters are doing.

Vocabulary

Academic Vocabulary

bolstering (p. 10): supporting; strengthening

intimidated (p. 11): frightened; fearful

Domain-Specific Vocabulary

episode (p. 1): one part of a series

famine (p. 9): widespread and extreme shortage of food

Challenging Features

Text Students may be challenged by the teleplay's format, which is intended to be filmed for TV.

Vocabulary Students may be challenged by script-specific terminology. Clarify terms such as *teaser*, *fade in*, *V.O.* (voice-over), *cont'd* (continued), *O.S.* (offscreen), and *EXT* (exterior shot).

Supporting Features

Text Script direction helps students visualize the actions. Dialogue is conversational in tone.

Content The focus on immigrants and the working conditions of young people will interest many students.

A First Look

Talk about the book's cover. Ask: *If a play is a story that is meant to be acted out, what is a teleplay? What can you tell about the setting of this teleplay?* Read the back-cover copy. Ask: *What kind of workers do you think Mary is trying to help?*

Read and Analyze Literature Cite Textual Evidence

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

Understand Cause and Effect

Remind students that authors use cause and effect to move the plot along. Have students analyze causes and effects as the characters in the teleplay respond to challenges and change.

(pp. 3–7) *What effect does Sean have on Mary's life on the ship and upon her arrival in America?*

☛ (pp. 18–21) *How does Clarissa's vanity get her into trouble? How does Mr. Fowler react to Clarissa's situation? What does Mary set out to do as a result? Why?*

(pp. 22–24) *Who does Sean run into while he is walking with Mary? What happens when Sean does not heed Mary's warning? What effect does the brawl have on Sean's life?*

☛ (pp. 27–31) *What is the first thing Mary does to help Sean? What does she do at the trial that convinces the judge that Sean is innocent? What are the consequences for Mary?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Teaching Options

Develop Comprehension

Thinking Within the Text

Have students think about how events change Mary. Ask:

- *Why does Aunt Nora call Mary "Quiet One" early in the teleplay?*
- *Why does Aunt Nora urge Mary to make her voice heard? How does Mary do that?*
- *What does Sean say when Mary tells him that her name is on the list with the description "willful" next to it? What does Sean mean?*

Thinking Beyond the Text

Talk about the teleplay's message. Ask:

- *How is Mary's life different from the lives of most 18-year-olds today?*
- *What is the author's unstated message?*

Thinking About the Text

Have students think about the author's purpose in writing the teleplay. Say:

- ⊛ *The story is set in the mid-1800s, a time of change in America. What does the author want readers to learn about conditions in America during that period? How does he portray the human cost of those conditions?*
- ⊛ *What does the author want readers to understand about the power of family love?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Colloquial Language

Remind students that the authors of historical fiction usually create characters who speak like people who lived during the time period of the story. This colloquial language makes the characters and setting seem more real.

- Read aloud page 9 as students listen for words and phrases that show the story takes place long ago. Help explain *'twill be hard, ey,* and *'tis true,* and note speech patterns, such as *worry not.*
- Have students note other examples of colloquial language as they read. Have them discuss how the examples differ from modern-day speech. Provide translation as needed.

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

Develop Fluency

Model how expert readers use expression. Point out that actors use their voices, expression, and gestures to give the audience a sense of who a character is and what is happening in the teleplay. Act out a section of dialogue. Then invite volunteers to reread the scene in a similar manner.

Expand Oral Language/Conversation

Talk About Immigrants Discuss the conflicts between the Irish immigrants and the Yankee boys in this teleplay. Point out that throughout United States history, immigrants have faced prejudice and discrimination from more-established groups. Talk about what it means when we say that the United States is a nation of immigrants.

Write and Respond to Reading

Write an Episode Have students work in pairs to write an episode that tells what Mary does now that she has lost her job and Sean has moved west. **(Narrative)**

Write a Speech Have students use the information in the teleplay to write a short speech that Mary might give if she attended a labor meeting. Encourage students to focus on conditions in the mills. **(Informative/Explanatory)**

ELL Bridge

To help students better understand the colloquial language and grammar patterns in this teleplay, choose a section of script and translate it into modern language. Then have small groups of students act out the scene twice, first in the translated version and then in the original version.

Connect Across Texts

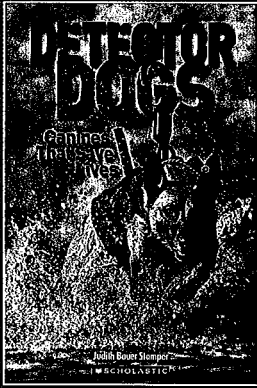
My Havana by Rosemary Wells with Secundino Fernandez

In the 1950s, Dino's adjustment to life in America was made easier when he made a friend. Mary's adjustment was far more challenging than Dino's, and the hardships she faced were more intense. Based on these books, how did the experience of young immigrants of Dino's era differ from those of Mary's era? How were the experiences similar?

Connect to the Internet

Students can understand the working conditions Mary and Sean faced by visiting www.historyplace.com/unitedstates/childlabor.

Detector Dogs: Canines That Save Lives



Summary & Standards

Summary: These amazing dogs are trained to help and protect people, often risking their own lives in the process.

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

Author: Judith Bauer Stamper

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding dogs' capabilities; appreciating the human-canine connection

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. A magazine format allows for many features to add interest and give information.

Informational Text Features

Photos Photos help clarify the text and underscore the close tie between humans and dogs.

Vocabulary

Academic Vocabulary

canines (cover): dogs

characteristics (p. 16): special defining features

Domain-Specific Vocabulary

olfactory (p. 10): relating to the sense of smell

turbinates (p. 11): special bones in a dog's nose

Challenging Features

Text Students may have trouble keeping track of the many stories presented in the text. When discussing the various chapters, give students time to skim the text and refresh their memories.

Vocabulary Students may find names of people, places, or terms difficult to pronounce. Offer assistance, but tell students to stay focused on the text rather than becoming too concerned about pronunciations.

Supporting Features

Text Graphic organizers throughout the book provide important details that support the main text.

Content Information is presented in a way that is straightforward and engaging.

A First Look

Talk about the cover photo and title. Discuss what students predict the book is about. Ask: *Did you know that dogs are sometimes used to help people in dangerous situations? What is the object on this dog's back? What do you think this dog is doing?*

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.

Determine Main Ideas and Key Details

Talk about how an informational text can have one or more main, or central, ideas that the author wants to share, and that details in the text help support, or prove, these main ideas.

- ✪ (pp. 4–7) *What main idea is presented? What details support the main idea?*
- ✪ (pp. 8, 14–15, 20–21) *How do details about Stitch, Crush, and Kali support the main idea that dogs help and protect humans?*
(pp. 10–13) *The information on these pages supports the fact that dogs have what important characteristic?*
- ✪ (pp. 16–17) *What besides a good sense of smell do all detector dogs need?*
(p. 27) *What important idea is presented in the last two paragraphs about human handlers?*
(pp. 38–39) *What main idea is presented on these pages? Name details from the pages that support this main idea.*

Praise students for specific use of “Behaviors to Notice and Support” on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

While reviewing chapters 1 and 2, remind students that authors often supply background information and details about the subject to help readers understand it better. Then ask:

- *What wild animal is an ancestor of the dog?*
- *Why are three dog breeds used as detector dogs more often than others?*

Thinking Beyond the Text

Remind students that authors have a purpose for writing and opinions about their subject that they express through the text. Ask:

- *What opinion is the author conveying about detector dogs?*
- *What was her purpose for writing this book?*

Thinking About the Text

Remind students that an author makes decisions about what a book should be about and how the information should be presented.

- ❖ *Review pages 10 and 11. How does the author's presentation of the facts on this page help you understand them clearly? Would you have understood the information in the diagram if it were text only? Why?*
- ❖ *How does the author's use of diagrams, charts, and lists on pages 13, 17–19, and 25 help organize the information clearly?*

Focus on Foundational Skills

Phonics and Word-Solving Strategies

Suffixes -or and -er

Review that a suffix is an ending added to a word that changes its meaning and part of speech. Suffixes -or and -er mean “one who,” and change a verb into a noun.

- Point out *detector* in the title. Cover up the -or. Ask: *What verb is here? What does it mean?*
- Do the same for other -er and -or words, such as *enforcers* (p. 5), *sniffers* (p. 7), *receptors* (p. 12), *handler* (p. 14), and *helper* (p. 22). Note that some words change spelling; for example, *receive* may become *receptor* or *receiver*, depending on its meaning.

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

Develop Fluency

Model the difference between fluent reading of the text and reading of graphic organizers such as those on pages 18–19 and 25, which consist of lists. Focus on the differences in pauses and intonation.

Expand Oral Language/Conversation

Talk About Dogs Ask students to choose one dog from the book which they found particularly interesting and share with a partner what details about the dog caught their attention.

Write and Respond to Reading

Write a Letter to the Editor Have students review pages 52–55 and then write a letter to a local newspaper explaining the importance of detector dogs and their removal of landmines. Include details and information from the book. **(Opinion)**

Write a Story About a Detector Dog Ask students to write a brief story from the point of view of one of the dogs mentioned in the book. Explain that they should base their stories as much as possible on the actual events described in the text. Remind students to use pronouns such as *I* and *we* to help convey the dog's perspective as various events occur. **(Narrative)**

ELL Bridge

Encourage students to use photos and captions to clarify the information being presented in the text. At different points in the book, monitor understanding by asking questions such as: *What is happening? What is the person (or dog) doing? What is the main idea presented here?*

Connect Across Texts

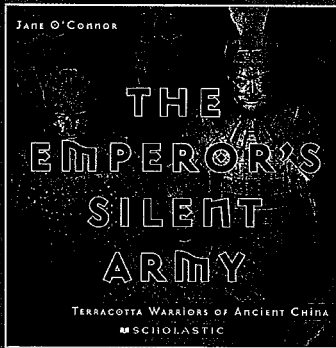
Titanic: Young Survivors by Allan Zullo

Stamper and Zullo both offer details about specific people and animals that face danger. How does Zullo's story about Billy Carter and his dog relate to the bonds between dog and trainer that Stamper describes?

Connect to the Internet

Have students watch “Through a Dog's Eyes,” a PBS video on service dogs at <http://video.pbs.org/video/1475527358>.

The Emperor's Silent Army



Summary & Standards

Summary: When thousands of terracotta soldiers are excavated in a field, the world gets a peek into ancient Chinese culture and the emperor Qin Shihuang.

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: Jane O'Connor

Word Count: 250+

Genre: Informational Text

Themes/Ideas: ancient Chinese customs and culture; learning history

Text Type: Picture Book

Genre/Text Type

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

Informational Text Features

Map The author includes a map of China and the Qin empire.

Photos and Captions Full-color photos are captioned to explain their contents.

Vocabulary

Academic Vocabulary

elixir (p. 13): remedy; potion

immense (p. 12): huge; enormous

Domain-Specific Vocabulary

excavate (p. 36): to dig up; unearth

immortality (p. 45): unending life; enduring fame

Challenging Features

Text Students may be challenged by the complex sentences. Model how to break down longer, complex sentences into chunks.

Content Students may not be familiar with the customs and beliefs of ancient Chinese culture. Help them understand the purpose of the emperor's tomb and the army of soldiers.

Supporting Features

Text Photos and other visual aids illustrate the information in the text and provide background information about ancient Chinese culture.

Vocabulary Students should be able to use context clues to determine the meaning of any unfamiliar words.

A First Look

Read the title and talk about the cover photo. Turn to the photo on pages 10–11. Ask: *What do you notice about these soldiers? Why do you think this is a "silent" army? Why might a ruler want an army of clay soldiers?*

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 Meanings of Words in Context

Guide students to use context clues in the text and the photos to help them determine the meaning of any unfamiliar words.

✪ (p. 7) *What are the farmers doing in the field? Why would farmers need a well? What other clues in the text can help you determine the meaning of the word drought?*

(pp. 7–8) *Why were some villagers scared of the "pottery man"? How are the farmers different from the villagers? What clues can help you determine the meaning of the word superstitious?*

✪ (p. 12) *A historian states that the ruler had "eaten up his neighbors like a silkworm devouring a leaf." Use context clues to tell the literal meaning of that phrase.*

(p. 40) *What was the purpose of the Great Wall? What information in the surrounding text can help you determine the meaning of fortification?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Direct students' attention to pages 17–18. Discuss why people in ancient times placed so much importance on tombs. Then look at the photo on pages 36–37 and read the caption. Ask why they think the author included this photo and what they think the tomb of an emperor might have contained. Then discuss the purpose of the terracotta soldiers.

Thinking Beyond the Text

Have students look at pages 12–13. Then ask:

- *Emperor Qin Shihuang sought immortality. What does immortality mean?*
- *Do you think he succeeded? Why or why not? What will he be remembered for?*

Thinking About the Text

Have students look at pages 30–31. Ask:

- ✪ *Why did the author include, on page 31, two images of the general? How has the condition of the statue changed over time?*
- ✪ *The author says the uniforms came in a “blaze of colors.” What do you think this phrase means? Why? How does the computer image on the facing page help you determine the meaning of this phrase?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Prefixes

Remind students that a prefix is added to the beginning of a base word and changes the base word's meaning. Write *rediscover*. Ask a volunteer to identify the base word (*discover*) and the prefix (*re-*). Explain that *re-* means “again,” so the word *rediscover* means “to find something again.”

- Turn to page 8 and discuss how the prefix *re-* changes the meaning of *buried*.
- Discuss the meaning of *reload* on page 26.
- Invite students to find and discuss the meanings of other words with prefixes, such as *incomplete* (page 16), *unstoppable* (page 26), and *undisturbed* (page 35).

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

Develop Fluency

Model expert reading of complex text using page 7. Have students note your phrasing and how your voice changes when you read different types of sentences. Then have partners practice reading aloud the same passage.

Expand Oral Language/Conversation

Talk About Archaeology Lead a discussion about the importance of archaeology and excavation. Ask: *What did we learn about other people, cultures, and historical periods through the archaeological work that uncovered the clay soldiers? How is this information useful to us?*

Write and Respond to Reading

Write a Brochure Have students write a brochure that persuades people to visit an exhibit of the terracotta soldiers. Have them tell why visitors would like to see the exhibit, using interesting facts they have learned from the book. (**Opinion/Argument**)

Write a Report Have students write a short report that provides facts from the book about Qin Shihuang, including his rule as emperor and his legacy. (**Informative/Explanatory**)

ELL Bridge

Help students articulate questions in order to make and check predictions about the text. Write *who*, *what*, *when*, *where*, *why*, and *how* on index cards. Have students preview a chapter. Hold up a card and guide students to formulate a question about what they will read. Repeat for each card and record the questions. After reading, return to the questions and answer them as a group.

Connect Across Texts

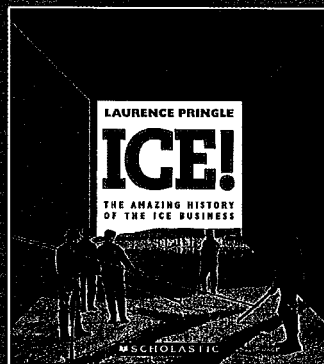
Ice: The Amazing History of the Ice Business by Laurence Pringle

Pringle uses photos and ads in his book as artifacts that reflect the time period he describes in his text. Ask students to use examples from both books to explain how artifacts connect us to the past.

Connect to the Internet

Share this website with students to have them view a short video of the terracotta warriors: <http://whc.unesco.org/en/list/441/video>.

Ice! The Amazing History of the Ice Business



Summary & Standards

Summary: The book examines the history of the ice business, particularly in New York.

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

Author: Laurence Pringle

Word Count: 250+

Genre: Informational Text

Themes/Ideas: learning how the ice business affected people's lives; connecting history and inventions

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. Photos, captions, and sidebars of the magazine format allow readers to explore the topic in detail.

Informational Text Features

End Matter Features such as “For More Information” (p. 63) and the bibliography (p. 69) provide additional sources for readers to consult about the history of the ice business.

Vocabulary

Academic Vocabulary

commodity (p. 10): product that is bought and sold that is very much desired

discontent (p. 23): condition of being dissatisfied

Domain-Specific Vocabulary

ice cleaver (p. 27): hatchet used to break apart ice

tongs (p. 46): tool to grab and carry blocks of ice

Challenging Features

Text Some students may be distracted by the layout. Encourage them to read the main text on each page before examining features and captions.

Vocabulary Help students clarify any domain-specific words that might present a challenge.

Supporting Features

Text The book contains many interesting images and sidebar features that support understanding of the ideas in the main text.

Content Information is presented with a friendly, easy-to-understand, informal tone.

A First Look

Read the full title with students, and discuss the photo. Ask: *Is this an old photo or a recent one? Tell how you know. What do you think these people are doing?* Talk about what is meant by “the ice business.” Then say: *Let’s read to find out what’s so amazing about it.*

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 Relationships Between Events

Discuss how history often can be described as a series of events that have a connection with one another.

⊛ (pp. 8–9) *How did early problems in transporting ice influence the invention of the horse-drawn ice cutter?*

⊛ (p. 10) *How did the ice business affect the value of sawdust?*

(p. 16) *How did the ice business affect both the lives of those who worked directly with ice and those who did not?*

(p. 17–21) *Why was ice from Rockland Lake so desirable? How did its success affect the way companies across the world sold their ice?*

(p. 37) *How did ice suppliers respond to the growing demand for ice in New York City?*

⊛ (pp. 51–52) *How did “ice famines” lead to the end of the ice business of the nineteenth century?*

Praise students for specific use of “Behaviors to Notice and Support” on page 115 of the *Guided Reading Teacher’s Guide*.

Develop Comprehension

Thinking Within the Text

Have students reread pages 5–16. Then ask:

- *What are some of the things people did with their food before refrigeration?*
- *Why was insulation so important to the ice business?*

Thinking Beyond the Text

Remind students that the book explains the relationship between events in history. Ask:

- *What connection can be made between the invention of special ice tools and improved health in the 1800s?*
- *How might life today be different without electric refrigeration?*

Thinking About the Text

Discuss the choices that the author made in creating this book. Ask:

- ❖ *What is the purpose of including the diagrams on pages 28–29 and 46–47?*
- ❖ *Why did the author choose to include such things as historic photos, ads, cartoons, and headlines in a book of this kind? What is the effect of these visuals?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Negative Prefixes

- Remind students that a prefix is a word part added to the beginning of a base word that modifies or changes its meaning. Some prefixes like *ir-* or *dis-* negate the meaning of a word, or make it mean the opposite.
- Ask students to turn to page 8 and locate the word *irregular*. Have them identify the base word. (*regular*)
- Repeat the same process with *discontent* (p. 23), *unloaded* (p. 37), and *disappear* (p. 54).
- Encourage students to look for other words containing *ir-* or *dis-* as negative prefixes.

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

Develop Fluency

Many paragraphs contain sentences that are set off with parentheses. Read a sample paragraph aloud to model the appropriate phrasing.

Expand Oral Language/Conversation

Talk About Modern Conveniences Have students discuss various modern conveniences that we take for granted today, such as refrigeration. Invite students to speculate about future inventions for the home that might change the way people live.

Write and Respond to Reading

Write an 1800s Letter Tell students to imagine living at a time when ice was just becoming common in people's homes. Have them write a letter to a friend describing the arrival of an icebox and how it is changing family life. (**Narrative**)

Write a Book Review Have students prepare a book review of *Ice!* to interest potential readers. Make sure they include a brief summary, as well as a critique of both the content and images in the book. (**Opinion/Argument**)

ELL Bridge

Help students understand the role of the realia, photos, and captions. Explain that these features support the technical and historical context explained in the main text. Have students look closely at the photo captions to determine and discuss what exactly is being shown.

Connect Across Texts

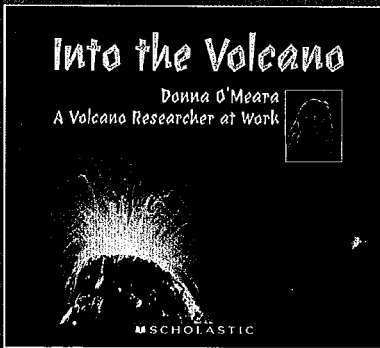
The Life of Rice by Richard Sobol

Pringle asserts that at least in one way the ice business was much like farming. Discuss the similarities students see between rice farming in Thailand and the ice business Pringle describes.

Connect to the Internet

Have students examine a time line that reveals when the first home refrigerator was invented, as well as various other inventions that revolutionized how people live: <http://www.greatachievements.org/default.aspx?id=2984>.

Into the Volcano



Summary & Standards

Summary: Through photographs and text, volcanologist Donna O'Meara shares her experiences researching volcanoes around the world.

CCSS.ELA-Literacy: Integrate and evaluate content presented in diverse formats, including visually and quantitatively (CCRA.R7); read closely to determine what the text says explicitly and to make logical inferences; cite specific textual evidence to support conclusions (CCRA.R1).

Author: Donna O'Meara

Word Count: 250+

Genre: Informational Text

Themes/Ideas: understanding Earth's forces; learning about scientific work

Text Type: Magazine Format

Genre/Text Type

Informational Text/Magazine Format Remind students that informational text has facts about a topic. The photos, captions, and other magazine features allow readers to explore the topic in detail.

Informational Text Features

Sidebars Scientific detail is provided that supports the author's narrative about her work.

Vocabulary

Academic Vocabulary

invincible (p. 7): unable to be defeated

treacherous (p. 16): having hidden dangers

Domain-Specific Vocabulary

molten (p. 5): liquefied by heat

rift (p. 17): a crack or split

Challenging Features

Text Students may be challenged by the variety of text on each page: narrative, captions, and sidebars.

Content The scientific information in the sidebars is technical and may be difficult for some students to comprehend.

Supporting Features

Text Sentence structures are simple and highly descriptive. The narrative quality of the informational text makes the author's experiences easier to understand and enjoyable to read.

Vocabulary Difficult scientific terms are illustrated in graphics and photographs.

A First Look

Read aloud the title and subtitle. Ask: *Who is Donna O'Meara? What might a volcano researcher do?* Then share the back-cover information. Discuss the images on the front and back and ask students to predict what they will learn about volcanoes.

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.

Interpret and Integrate Information

Remind students that the author and photographer include visual elements to support the text. Readers can use these visual elements to help them understand or clarify the information in the text. Point out that authors may also include different kinds of text to present information. Ask:

★ (pp. 10–11) *How does the photo help readers better understand the text? How does the side feature help readers understand the main text?*

(pp. 20–25) *Why did the author include the side feature on page 25? What does it help readers understand about volcanoes?*

★ (pp. 30–33) *What does the diagram on page 33 explain? How does this diagram help readers understand the author's experiences at Arenal?*

(pp. 46–47) *What does the feature "Stromboli's Deadly Legacy" help readers understand about the text?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students look at pages 44–53. Ask:

- *Where is Stromboli located? Why is it important to Donna and Steve’s research?*
- *How is this trip to Stromboli similar to other expeditions the author describes? How is it different?*

Thinking Beyond the Text

Talk about the work scientists do. Then ask:

- *Why do scientists sometimes risk their lives to study the earth and its forces?*
- *How does this research help humans stay safer?*

Thinking About the Text

Have students look at pages 6–7 and 12–13.

Ask:

- *Why does the author include personal photos like these in a book about volcanoes?*
- *How does the author feel about her work? What text evidence supports this?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Greek or Latin Roots

Remind students that many English words have Greek or Latin roots or word parts. Explain to students that understanding the meaning of these roots can help them figure out the meaning of longer words—even ones they have never seen before. Encourage students to keep a list of Greek and Latin roots that you discuss.

- Have students read aloud the sentence with the word *dynamic* on page 7. Talk about the word’s part of speech. Then explain that this word contains the Greek root *dynam-*, which means “power” or “energy.” Help students use this root to find the meaning of *dynamic* (having physical energy).
- Have students follow a similar procedure as they find words in the text that contain these roots: *rupt-* (Latin, “break”); *photo-* (Greek, “light”); *caut-* (Greek, “to burn”); *phys-* (Greek, “body”); and *pyro-* (Greek, “fire” or “heat”).

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

Develop Fluency

Model expert reading of narrative nonfiction and expository text by reading aloud page 11. Use expression and pauses to read aloud the dialogue in the left column. Then use phrasing and pauses to read aloud parts of the side feature. Discuss the differences between the two parts and why they should be read differently. Have students read with partners until they can read each section fluently.

Expand Oral Language/Conversation

Compare and Contrast Volcanoes Review that Donna and Steve visited several volcanoes. Have students discuss what was similar about the volcanologists’ experiences at each location. Then discuss what was different.

Write and Respond to Reading

Write a Newspaper Report Have students choose a chapter they found most memorable and write a narrative nonfiction newspaper article about the event. Remind them to use an attention-grabbing headline and include the five *Ws*: *who*, *what*, *when*, *where*, and *why*. **(Narrative)**

Write a Story Using what they learned in the book, have students draw and label a diagram of a volcano and its parts, including features formed by the volcano, such as lava lakes and tubes. Encourage them to look back through the book, paying particular attention to sidebars, photos, and diagrams for key facts. **(Informative/Explanatory)**

ELL Bridge

Have students use the table of contents to make an outline for the book. As they read each chapter, have them discuss the *who*, *what*, *when*, *where*, and *why* of the chapter and record this information under each heading. Have partners take turns using the outline to retell what each chapter is about.

Connect Across Texts

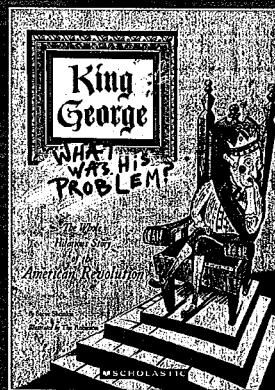
My Havana by Rosemary Wells

Both of these books use first-person narration to share important events. Discuss why O’Meara might have decided to write in the first person. Why did Wells choose to do so?

Connect to the Internet

Share this website with students to continue to explore the subject of volcanoes: <http://www.scholastic.com/play/prevolcano.htm>.

King George: What Was His Problem?



Summary & Standards

Summary: The book recounts the steps leading up to the American Revolution, highlights of the people and battles of that conflict, and the broad-reaching impact of that fight for independence.

CCSS.ELA-Literacy: Analyze how and why individuals, events, or ideas develop and interact over the course of a text (CCRA.R.3); assess how point of view or purpose shapes the content and style of a text (CCRA.R.6).

Author: Steve Sheinkin

Word Count: 250+

Genre: Informational Text

Themes/Ideas: identifying causes and effects; evaluating character traits

Text Type: Chapter Book

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text has facts about a topic. Specific information is given in each chapter.

Informational Text Features

Quotations Quotations provide primary source material.

Vocabulary

Academic Vocabulary

compromise (p. 60): a settlement in a conflict that involves each side's adjusting its position
consequences (p. 14): the results of actions
seized (p. 8): captured

Domain-Specific Vocabulary

massacre (p. 11): mass killing

Challenging Features

Text Students may be challenged by the length of chapters. Encourage students to use subheads to summarize events after reading each chapter.

Content The text mentions many names. Help students focus on key players.

Supporting Features

Text The text is told as a narrative, almost in story form.

Vocabulary Some definitions for difficult words are in parentheses/brackets or noted at the bottom of the page with an asterisk.

A First Look

Read the title and subtitle. Ask students what they know about King George and the American Revolution. Then say: *Let's read the book and find out what King George's problem was.*

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.

Understand Cause and Effect

Remind students to focus on the book's most important events. Have them pay attention to the cause-and-effect relationship between a series of historical events to better understand the text.

⊙ (pp. 1–53) *A war with the French caused Britain to need money. What was done to raise this money? How did the colonists react? What led to the "shot heard 'round the world"?* Cite textual evidence in your answer.

(pp. 60–63) *At the Continental Congress, the colonists decided to form a Continental army and choose a leader. Why did they need an army? Who did they choose to lead it? Why?*

(pp. 81–87) *What led to the Continental Congress's decision to declare independence? Who wrote the Declaration of Independence? Why was he chosen?*

⊙ (pp. 149–164) *What was Washington's plan for Yorktown? What led to his plan?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Refer students to pages 107–123 and 139–144.

- *The Battle of Saratoga was considered the turning point in the war. Why?*
- *Benedict Arnold was a hero in the Battle of Saratoga. What did he do? Why did he later change? What does it mean to be a “Benedict Arnold”?*

Thinking Beyond the Text

Have students use index references on pages 193 and 195 to talk about the two Georges. Say:

- *Describe the characteristics of King George. How did this affect the colonies and the war?*
- *Describe the characteristics of George Washington. How did this affect the colonies and the war?*

Thinking About the Text

Have students read “Source Notes” on page 179 and “Quotation Notes” on page 185. Then ask:

- ❖ *Why does the author say he is a “story detective”? What does this paragraph, along with his tone throughout, tell you about his approach to writing about history?*
- ❖ *What does the list of books tell you about the authenticity of the text?*
- ❖ *Why did the author use so many quotations?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Base Words

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

- Write the words *tolerable* (p. 71) and *intolerable* (p. 15), and identify the base word *tolerate*. Ask what *tolerate* means (“to accept or endure”). Then have students use context to determine that *-able* changes the word from verb to adjective: “able to be endured or accepted”; and *in-* changes the word to “not acceptable.”
- Repeat by having students identify the base words for *humiliation* (p. 8), *sympathized* (p. 8), *tensions* (p. 22), and *transacted* (p. 26).

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

Develop Fluency

Model fluent reading of several quotations, changing the intonation and expression to show confidence, determination, anger, or other emotion. Then have small groups of students read quotations to each other.

Expand Oral Language/Conversation

Talk About Debates Discuss the opposing positions of members of the Continental Congress—to stay peaceful with Britain or to declare independence. Have small groups of students choose opposing sides and debate their viewpoints. Students may also debate why Britain was justified in taxing the colonists and why the colonists were justified in resisting.

Write and Respond to Reading

Make a Causal Chain Have students create a causal chain showing the events leading to the Revolution. Example: King George taxed the colonies; colonists refused to pay; King George sent soldiers; colonists formed militias; King George hired German soldiers; colonists formed the Continental army. (**Informative/Explanatory**)

Write a Profile Ask students to choose a person from “Whatever Happened to...?” (p. 171) and use the Index to research that person. Have students write a paragraph or two about what that person did in the Revolution and why they think that person was interesting or important. (**Narrative**)

ELL Bridge

Help students understand that the “shot heard ’round the world” is a way of saying that the bid for independence affected people all over the world. Discuss other words and phrases, such as *pay the fiddler* (p. 14), *showdown* (p. 18), *minutemen* (p. 22), *sitting on a time bomb* (p. 22).

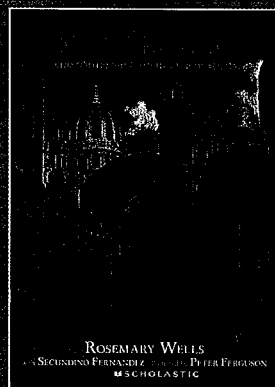
Connect Across Texts

Dear America: So Far From Home by Carl Binder
Although these two books have very different formats and topics, both touch upon the ideals that people associate with America and what people are willing to sacrifice for freedom and justice.

Connect to the Internet

Have students look at a time line of the American Revolutionary War, among other activities, at <http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm>.

My Havana



Summary & Standards

Summary: This memoir recounts a young boy's love of Havana and the homesickness he feels as he adjusts to life first in Spain and later in New York City.

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).

Authors: Rosemary Wells with Secundino Fernandez

Word Count: 250+

Genre: Memoir

Themes/Ideas: moving to a new country; learning about a real person's life

Text Type: Chapter Book

Genre/Text Type

Memoir/Chapter Book

Remind students that a memoir tells about events in a person's life, told by that person. Specific information is given in each of the chapters.

Informational Text Features

Photographs Photos reinforce that this is a memoir.

Author's Note The note provides background information about writing the memoir.

Vocabulary

Academic Vocabulary

apologetically (p. 21): in a manner that shows you are sorry for something for which you are responsible

landscape (p. 48): view of an expanse of land

Domain-Specific Vocabulary

dictator (prologue; p. 18): leader with complete control

mortar (p. 23): a mixture of lime, sand, water, and cement, used for building

Challenging Features

Text Students may be confused by the time gap on page 47. Guide them to infer what has happened.

Content Students may be challenged by historical and cultural references. Provide support.

Supporting Features

Text Vivid descriptions and illustrations help students visualize people and places.

Vocabulary Most vocabulary is accessible. Context clues and cognates help with Spanish words.

A First Look

Read the title and subtitle with students. Have students talk about details in the picture. Ask: *Based on this picture, what can you tell about the boy?* Discuss students' responses. Then say: *Let's read to find out what life was like in Havana, Cuba, in the 1950s.*

Read and Analyze Informational Text Cite Textual Evidence

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

Make Inferences

Have students focus on making inferences and citing evidence from the text to support their inferences.

(pp. 3–5) *What can be inferred about Dino? What can be inferred about how he feels about Havana? Cite text evidence to support the inferences.*

⊗ (pp. 17–18) *What inference can be made about life under a dictator? Cite text evidence.*

(pp. 22–23) *What inference can be made about Dino's lack of interest in drawing in Madrid? What evidence in the text supports this inference?*

⊗ (pp. 24–25) *What can be inferred about Abuela and the man in the cloak, from the text and the picture? What does this tell about life in Spain?*

⊗ (p. 36) *What can be inferred from Dino's mother's actions? What text evidence supports this?*

(pp. 58–62) *How are Dino's feelings changing? What makes you think so? Cite text evidence.*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students think about Dino's homes in Cuba, Spain, and New York City. Ask:

- *What was life like for Dino in Havana? What made the city so special to him?*
- *How were life and the landscapes in Spain and New York City different from Havana?*
- *What evidence shows that Dino is adjusting to life in New York City? What shows that he still misses Cuba?*

Thinking Beyond the Text

Direct attention to page 55. Then ask:

- *What can be inferred about Dino and the map he makes of Havana? What evidence in the text supports this inference?*
- *Why do people often feel homesick when they move to a new place? What might people do to feel less homesick?*

Thinking About the Text

Direct attention to pages 6–7. Then ask:

- ❖ *What do these pictures tell the reader about Dino? What do they tell about Havana? How does the illustrator show which drawings were done by Dino?*
- ❖ *How do the illustrations help the reader better understand Dino's thoughts and feelings?*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Foreign Words

Remind students that authors sometimes use words from other languages to reflect a character's heritage.

- Have students find the words *El Líder* on the opening page. Ask: *What word in English is similar to Líder? (leader) What clues do the authors give to the word's meaning in the next sentence? (The authors use the word leader.)*
- Together, find examples of other Spanish words, and use cognates and context clues to determine their meaning.

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

Develop Fluency

Model expert reading of complex text using the first paragraph on page 3. Have students note how you use punctuation cues to read the text in phrases. Then have partners practice reading aloud the same passage.

Expand Oral Language/Conversation

Talk About Moving to a New Country Lead a discussion about moving to a new country or town. Encourage students to talk about both the positive and negative aspects of moving to a new place.

Write and Respond to Reading

Write Letters Have students write a letter from Dino to Alfonso shortly after his arrival in New York City, and a letter he might send to Alfonso after his trip to Coney Island. **(Narrative)**

Make a Venn Diagram Have students use a Venn diagram to compare and contrast Dino's view of Havana with either Madrid or New York City. Remind them to include specific details. **(Informative/Explanatory)**

ELL Bridge

Help students articulate questions in order to monitor their comprehension of the text. Write *who, what, when, where, why, and how* on index cards. After students read a chapter, hold up a card and guide students to formulate questions about what they have read. Repeat for each card and record the questions. As a group, answer the questions using information from the text.

Connect Across Texts

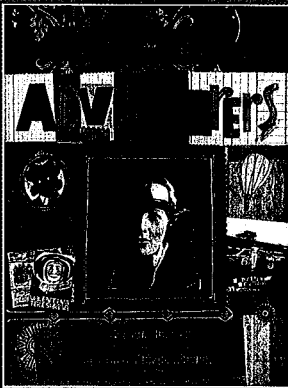
At Ellis Island by Louise Peacock

Peacock's book includes excerpts from memoirs of real immigrants. *My Havana* is also a first-person memoir. Use these books as a springboard to discuss how memoirs can bring history to life.

Connect to the Internet

Share this website with students to have them view photos of the people and places in Havana: <http://www.loc.gov/pictures/search/?q=havana%20cuba&sg=true>.

Rebel in a Dress: Adventurers



Summary & Standards

Summary: This book contains the stories of twelve independent, heroic women who refused to be limited by society's expectations.

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

Author: Sylvia Branzei

Word Count: 250+

Genre: Biography

Themes/Ideas: pursuing a dream; defying expectations

Text Type: Chapter Book

Genre/Text Type

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

Informational Text Features

Quotations Quotations from the women featured in the book add authenticity.

Vocabulary

Academic Vocabulary

intrepid (p. 59): fearless and brave

trivialized (p. 7): made to seem less important

Domain-Specific Vocabulary

adventurer (p. 13): one who enjoys exciting, often dangerous experiences

feats (p. 7): achievements that show courage or skill

Challenging Features

Text Students may find the pages hard to navigate. Have them begin by reading the main text on each page before moving on to the other features.

Vocabulary Students may be challenged by some of the vocabulary. Remind them to use context clues to determine the meaning of unfamiliar words.

Supporting Features

Text The main text is complemented by a variety of features. Sidebars provide interesting details about each woman and the historical period of her life.

Content Students will be intrigued by the women's adventures. Each woman's story is focused around one key trait, such as *confidence* or *tenacity*.

A First Look

Read the title. Have students look at the visuals.

Ask: What do you associate with the words rebel and adventurers? Who is the woman in the center? What do you predict this book is about? Why? Discuss students' responses.

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 the Main Ideas and Key Details

Help students focus on identifying the main ideas and explaining how the author supports them with key details.

✪ (p. 7) *What is the author's main idea on this page? How are the women in this book the same?*

(pp. 23–29) *How did DesLauriers go above what is typical or expected? What details does the author use to show she was an adventurer?*

✪ (pp. 37–43) *In what ways was Coleman a rebel and an adventurer? What details does the author use to show she had determination?*

(pp. 59–63) *In what ways was Blanchard an adventurer? What details does the author use to show she was intrepid and willing to take risks?*

✪ (pp. 65–71) *How did Bly go above what was typical or expected for women in her time? What details does the author use to show she was a rebel and a maverick?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Point out that the author associates a trait with each woman. Have students find text examples of the women exhibiting those traits. Ask:

- *What from the text supports the idea that Kit DesLauriers has self-confidence?*
- *How do you know that Margaret Bourke-White was relentless?*

Thinking Beyond the Text

Note that while the author associates a trait with each woman, she categorizes them all as adventurers. Ask:

- *Using these women as examples, how would you define what it means to be an adventurer?*
- *In what ways were these women the same? What qualities do they share?*

Thinking About the Text

Have students look at pages 34–35. Ask:

- *What do you notice about the content of the scrapbook features in each chapter? Why do you think the author included these features?*
- *Which visual elements added the most to the main text? Explain your response.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Context Clues

Remind students that context clues from text and photos can be used to figure out unfamiliar words.

- Point out *frigid* on page 15. Say: *From the nearby sentences, I can figure out that frigid relates to temperature. The text says the temperature dropped to negative seventy degrees. I also see a photo of a woman bundled up in a warm coat in the snow. Now I understand that frigid means “freezing” or “very cold.”*
- Lead students to use context clues to determine the meanings of the words *summit* (p. 24), *novelty* (p. 42), *disquiet* (p. 55), *stereotype* (p. 65), and *horrific* (p. 77).

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

Develop Fluency

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

Expand Oral Language/Conversation

Talk About Being a Rebel Lead a discussion about the ways in which the women defied what was expected of them. Ask students to explain why these women felt compelled to act as they did.

Write and Respond to Reading

Write a Letter Have students write a letter to one of the women featured in the book. Have students describe their response to her story and ask any questions they have. **(Narrative)**

State an Opinion Ask students to respond to this question: *Do rebels play an important part in our society?* Remind students to use reasons and examples to support their response. **(Opinion/Argument)**

ELL Bridge

Tell students that writers sometimes use expressions that are not to be taken literally. Help students use context to understand idioms in the text, such as *nailed a position* (pp. 46–47), and *floored it* (p. 49). Have students find the following idioms and discuss their meanings: *passed away* (p. 11), *what she lived for* (p. 17), *looked up to her* (p. 37), and *in her blood* (p. 89).

Connect Across Texts

Into the Volcano by Donna O’Meara

Compare O’Meara with the women in Branzei’s book. What are some of the qualities O’Meara has in common with the rebels that Branzei describes?

Connect to the Internet

Share this website with students to have them learn about a modern-day adventurer, Rosie Swale Pope: http://www.worldrecordacademy.com/travel/longest_journey_around_the_world-world_record_set_by_Rosie_Swale_Pope_80263.htm.

Thunder From the Sea



Summary & Standards

Summary: A boy finds adventure and bravery aboard a ship in the king's navy.

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

Author: Jeff Weigel

Word Count: 250+

Genre: Historical Fiction

Themes/Ideas: facing danger; learning about duty

Text Type: Graphic Novel

Genre/Text Type

Historical Fiction/Graphic Novel Remind students that historical fiction is a made-up story based on real people and events. Text and illustrations are provided in graphic panels.

Text Features

Sidebars Sidebar features provide helpful definitions and background information.

Vocabulary

Academic Words

entrust (p. 21): to rely on to take responsibility

invasion (p. 7): an aggressive entry to take over or do damage

Domain-Specific Vocabulary

blockade (p. 10): an obstruction that prevents passage in or out

maritime (p. 5): to do with navigation on the sea

Challenging Features

Text Provide assistance for students who find it hard to follow the order of the frames or speech bubbles.

Content At times, students unfamiliar with ships and battles at sea might find it difficult to keep track of what is happening. Encourage them to reread confusing passages.

Supporting Features

Text The graphic-novel format will help maintain students' interest.

Vocabulary Many unfamiliar naval terms are defined in the sidebar features.

A First Look

Discuss the title and cover illustration. Ask: *What do you learn about the book from the title and subtitle? Based on the picture, when do you think the story takes place? Which person in this picture might be the main character? Then say: Let's take an adventure into the past.*

Read and Analyze Literature Cite Textual Evidence

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

Analyze Character Responses to Events

Help students focus on the ways that characters interact and respond to plot events and what this reveals about them.

(pp. 2–3) *How do the men react to Jack Hoyton's arrival?*

(p. 7) *On this page, what do you learn about the characters, especially Hewitt, Jack, and Willie?*

✪ (pp. 10–13) *How does Jack respond to Mr. Cates? Why? What does this reveal about him? What happens to Jack because of his actions?*

✪ (p. 24) *What do Hewitt's actions reveal about his character? How does this change the direction of the story?*

(pp. 25–36) *What qualities does Jack show as he takes action?*

✪ (p. 44) *What does the dialogue between Jack and Lt. Tremaine demonstrate about each character?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students reread pages 3–7. Then ask:

- *When and where does the story begin? How do you know that?*
- *What does the dialogue at the top of page 7 reveal about where the ship is headed and why? How is the viewpoint of the Irish sailor different from the others?*

Thinking Beyond the Text

Ask students to review the story. Then ask:

- *What kind of person is Jack Hoyton? Use details from the story to support your answer.*
- *Reread pages 44 and 45. What lessons about life does Jack learn from his first time at sea?*

Thinking About the Text

Remind students that this story is historical fiction. Though Jack Hoyton and the rest of the characters are made up, naval battles between British ships and Napoleon's French ships really did happen in the early 1800s. Then ask:

- ✦ *Why do you think the author placed the story in a historical setting? What are the challenges and advantages of doing this?*
- ✦ *Is the graphic novel format an effective one for telling this story? Support your opinion.*

Focus on Foundational Skills Phonics and Word-Solving Strategies

Dialect

Remind students that dialect is a form of language spoken in a certain place or by a particular group of people, and that it often features unique words, pronunciations, and grammar. It helps reflect the time and place in which a story is set.

- Call attention to the fact that many of the sailors speak using a dialect. Have students locate the word *blimey* (p. 3). Ask: *What do you think this word means?*
- Ask students to find other examples of dialect in the book, such as the pronunciation of *him* as *'im* (p. 3), *aye* (p. 5), and the colloquial grammar of *I keeps this letter from me wife . . .* (p. 18).

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

Develop Fluency

To help students develop fluency with dialogue, assign different character parts to students and have them practice reading the spoken words with appropriate expression and pacing that reflects what is happening in the story.

Expand Oral Language/Conversation

Talk About Adventure Stories Discuss what makes a good adventure story like this one. Use these ideas to help stimulate discussion: conflict between good and bad; the suspense of wondering how events will turn out; and characters you care about who face danger.

Write and Respond to Reading

Write a Letter of Recommendation Have students write a letter that Lt. Tremaine might write to the captain at the end of the story, recommending that Jack be promoted to a higher rank. Encourage them to include details from the story that reflect Jack's bravery. (**Opinion/Argument**)

Create a Time Line Ask students to create a time line showing the important events in the story, including Jack's arrival, his punishment, the attack by the French, the group going ashore, Hewitt's plan, and the skirmish between the British and French. (**Informative/Explanatory**)

ELL Bridge

ELL students especially might find the use of dialect challenging to read. Have partners work together to locate examples of dialect. As needed, provide assistance in pronouncing words and phrases and clarifying meaning.

Connect Across Texts

Dear America: So Far From Home by Carl Binder
Both authors bring history to life through fictional accounts. Use examples from these books to discuss what it meant to be a twelve-year-old in the 19th century--especially if your family was poor.

Connect to the Internet

Have students learn about and then label the parts of a ship that are similar to the HMS *Defender*:
<http://www.nps.gov/sama/forkids/upload/PartsShip.pdf>.

The Unexpected World of Nature



Summary & Standards

Summary: Authors and artists share real and imagined stories about nature.

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: Various

Word Count: 250+

Genre: Informational Text/Fantasy

Themes/Ideas: viewing nature from different perspectives; appreciating the natural world

Text Type: Graphic Novel

Genre/Text Type

Informational Text and Fantasy/Graphic Novel Remind students that the informational parts of the book provide facts, and the fantasy parts are made-up and could not happen in the real world. Graphic novel-style illustrations enhance each story line.

Informational Text Features

Back Cover Text The book's content is described.

Vocabulary

Academic Vocabulary

inseparable (p. 8): unable to be separated; always together

vulnerable (p. 20): at risk; open to attack

Domain-Specific Vocabulary

pathogenic (p. 17): causing disease

pest-borne (p. 15): carried by pests, such as insects

Challenging Features

Text Students might find it confusing to jump from topic to topic. As they begin a new section, have them preview what they are about to read.

Vocabulary The vocabulary is fairly challenging in places. Help students locate context clues in the surrounding text to clarify meaning.

Supporting Features

Text The illustrations help engage students despite the challenging nature of some topics covered.

Content The brief manner in which each topic is handled makes the content more accessible to reluctant readers.

A First Look

Discuss the cover illustration and title. Ask: *What kind of creature do you see? Is this a real animal? Based on the title and illustration, what do you expect to read about?* Then say: *Let's see if your predictions are correct.*

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 Stated and Inferred Information

Give students the opportunity to explain explicitly stated information as well as make inferences about the text. (Note: Book pages are not numbered. "Lobo," the first story, starts on page 4.)

✪ (p. 5) *In "Lobo: King of the Currumpaw," what reason can you infer about why cowboys and farmers wanted to be rid of Lobo?*

(p. 12) *In "Good Wolf/Bad Wolf," what fact is stated at the top of the page? What evidence of this fact can you find in the illustrations and captions?*

(p. 17) *In "The End of the Frogs?" what can you infer has led to the deformities discovered in frogs?*

✪ (p. 20) *In "Invasion of the Crab Spiders," why do the spiders have no natural predator, or enemy, on the Hawaiian islands? Explain your inference.*

(p. 21) *In "Brood XIV," what does the text say is the difference between the cicadas and real locusts?*

Praise students for specific use of "Behaviors to Notice and Support" on page 115 of the *Guided Reading Teacher's Guide*.

Develop Comprehension

Thinking Within the Text

Have students skim through the book, identifying the facts they have learned. Ask:

- Which two kinds of animals in the book are threatened? How are they each threatened?
- How would you summarize the problem of the crab spiders?

Thinking Beyond the Text

Remind students that illustrations as well as words can give information and lead the reader to make inferences about a text. Then ask:

- In "Lobo: King of the Currumpaw" (p. 4), why did Seton change his mind about the wolf?
- In "Back to Reality" (p. 31), what idea is the author/artist presenting to readers?

Thinking About the Text

Review various sections of the book. Ask:

- What do you think is the purpose of the fantasy section, which starts on page 23? How does the graphic style add to its effect?
- Which section did you find the most interesting or thought-provoking? Cite evidence to explain your choice.

Focus on Foundational Skills Phonics and Word-Solving Strategies

Nouns With the Suffix *-ology*

Remind students that many English word parts originate from Greek or Latin words. Explain that *-ology* comes from Greek and that it means "a branch of learning."

- Start by having students locate the noun *psychology* (p. 12). Point out that *psych*, also from the Greek, means "the mind." Therefore, the word *psychology* means "a branch of learning about the mind."
- Have students find the nouns *biologist* (p. 17) and *herpetologist* (p. 18). Point out that these words also use the suffix *-ology*; however, the suffix *-ist* has also been added, which means "a person skilled in something." Have them use context clues to try to figure out the meanings of these words, and then check the definitions in the dictionary.

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

Develop Fluency

Model how to distinguish between narration and dialogue in "Lobo: King of the Currumpaw." Point out that characters' thoughts and spoken words should be read with appropriate expression, whereas narration should be read with a more controlled intonation.

Expand Oral Language/Conversation

Talk About Fiction and Nonfiction Discuss the characteristics of fiction and nonfiction, and have students articulate the differences between the two genres. Ask them to use examples from the text as evidence. Ask which they prefer to read and why.

Write and Respond to Reading

Write a Journal Entry Have students write a journal entry that Ernest Thompson Seton might have written once he returned home, as he reflected on his experience with Lobo. Remind students that the journal entry should show an understanding of how Seton felt at the end of his trip. **(Narrative)**

Create a List Have students list at least seven facts they learned from the nonfiction sections of the book. Make sure they restate the facts in their own words. Ask them to share their lists with other students. **(Informative/Explanatory)**

ELL Bridge

Have students work with a partner to review the sections of the book. One student can read the text on a given page; the other student can then use the words and pictures to summarize its contents. Make sure partners switch roles from time to time.

Connect Across Texts

Into the Volcano by Donna O'Meara

Discuss how scientific inquiry and adventure seem to work together in both O'Meara's book and in *The Unexpected World of Nature*. What unexpected events occurred during O'Meara's research trips?

Connect to the Internet

Share video segments from a PBS program on Ernest Thompson Seton and his search for Lobo at <http://www.pbs.org/wnet/nature/lessons/conservation-nation/video-segments-the-wolf-that-changed-america/4858/>.