

 SCHOLASTIC

GUIDED READING PROGRAM

Content Areas



These are the cards that go with Level W of the Guided Reading Program.
There is one card for each book in the level, as follows:

- **Adam of the Road**
- **Daniel's Story**
- **Dear Dr. Bell... Your Friend, Helen Keller**
- **Extraordinary Young People**
- **Extraordinary Women Scientists**
- **G is for Googol: A Math Alphabet Book**
- **A Grand Canyon Journey: Tracing Time in Stone**
- **The Journal of James Edmond Pease: A Civil War Union Soldier, Virginia, 1863**
- **Portraits of African-American Heroes**
- **Standing Tall: The Stories of Ten Hispanic Americans**

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1 2 3 4 5 6 7 8 9 10 05 16 15 14 13 12 11 10 09 08 07

Item# 136597



Adam of the Road



by Elizabeth Janet Gray
text type: Realistic Fiction
word count: 250+
content area: Social Studies
topic: Medieval England

Level W

Summary & Standard

This realistic fiction book tells the story of how eleven-year-old Adam travels the roads of Medieval England searching for his father and his dog. Students will learn about the life of a minstrel during the Middle Ages.

Making Connections: Text to Self

Ask students if they have ever been separated from their best friend. Ask students how they feel when they think about a friend who is far away.

To extend the real-world connection, explain that in the book, Adam is upset when he has to leave his best friend Perkin. Have students talk about things they can do to stay in touch with distant friends and family. Explain that in the Middle Ages, there were no telephones, computers, email, or even mail delivery services.

For additional teaching ideas and resources, see www.kathimitchell.com/middleages.htm.

Vocabulary

Content Words: abbey, bailiff, compassionate, dialect, gaiety, resolutely, strenuous

Essential Words: forlorn, improvised, minstrel

Related Words for Discussion: armor, battles, castles, horses, jesters, jousting, knights, monks, music, swords

Nonfiction Text Features: headings, illustrations, map, table of contents

Supportive Book Features

Text This fiction book is divided into short chapters. Each chapter is preceded by a detailed illustration that helps students visualize the story content.

Content Although the time in history—the Middle Ages—is very different from modern times, students will be drawn into the story quickly by the lively narrative style.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by the map on the opening spread of the book. Explain that although there is no map scale, the map shows that Adam covered long distances during his journey. Explain that the arrows indicate the directions Adam traveled.

Vocabulary Explain that many words are Old English or French terms used hundreds of years ago, such as *viol*, *coif*, *cotte*, *breeches*, *portmanteau*, *quintain*, and *gaffer*. Guide students to use sentence context to determine meanings. You may also want to suggest students use an online etymology dictionary for quick reference.

ELL Bridge

Help students visualize by reinforcing descriptive language. Remind students that some words help us imagine what something looks like. Turn to page 293. As you read the page aloud, ask students to close their eyes and picture the church and Perkin as they are described in the text. Then have students describe the scene in their own words. Write their descriptive words on the board and discuss them as a group.

Developing Comprehension

Understanding Character

Explain that the author uses different kinds of details to tell the reader about a character: physical appearance and personality; what the character says, thinks, feels, and does; how the character interacts with others; what the author says about the character. Authors scatter clues about a character throughout a book, and the character develops continually.

- Read the last paragraph of page 14 through page 15. Ask students to identify details about Adam. Ask: *What kind of boy is Adam? What kinds of information does the author give to develop the character of Adam?*
- Ask students to read pages 40, 63, and 69 and discuss other character information.
- Have students point out how Adam develops throughout the story.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Strong Verbs

Remind students that in a sentence, verbs express action, thoughts and feelings, or being. Some verbs, such as *wriggle*, appeal to our senses and allow us to see, taste, feel, hear, and smell what is being described in a passage.

- Write these sentences on the board: *Clear pale light washed into the long room.*
He grinned and plucked his harp again.
Suddenly there was a shout, and an arrow came zinging in front of them.
- Ask students to identify the verbs.
- Discuss which sense each verb appeals to.

Learning About Text Features

Illustrations

Remind students that illustrations give readers more information than the text alone. Explain that the author often adds illustrations to show something important about characters or events.

Have students flip through the book and ask them what impressions they get from the illustrations.

Developing Fluency

Model reading aloud the text on a page. Then have partners read the paragraph aloud to each other. Provide feedback, making sure students read in a smooth, even pace, with proper intonation and pronunciation.

Learning in the Content Areas

Talk About Medieval Europe Lead a discussion about life during the Middle Ages. Tell students that some games were similar to games today, such as checkers, chess, and backgammon. Traveling poets, musicians, acrobats, and dancers were common forms of entertainment. Medieval tournaments were popular, and a defeated knight would have to give up his horse and armor to a better fighter.

Develop Specialized Vocabulary Ask students what impressions or ideas they have about life in Medieval England. Encourage the use of words such as *knights, monks, jesters, music, minstrels, jousting, castles, horses, swords, battles, and armor*. Ask:

What would you have liked best if you lived during Medieval times? What would you have liked the least?

Extending Meaning Through Writing

- Have students explain the job of a minstrel. Why was it such an important job? Why was Adam considered such a good minstrel? Who were the people along the way willing to help him and why did they help him? Also, at the end of the book, Adam has the choice to become a scholar with Perkin but chooses to continue to be a minstrel. Ask students whether they would have made the same choice? Have students use details from the book to support their thinking. (**Expository**)

Connecting to Other Books

Castle by David Macaulay

You Wouldn't Want to Be a Medieval Knight by Fiona Macdonald

Daniel's Story



by: Carol Matas
text type: Historical Fiction
word count: 250+
content area: Social Studies
topic: Holocaust

Level W

Summary & Standard

This work of historical fiction tells the story of a young German Jewish person during World War II and his experiences in the Lodz ghetto and various concentration camps. Students will learn about major social, political, cultural, and religious developments in world history.

Making Connections: Text to World

Students may have real-life experience with veterans of war in their families or communities. Encourage students to share the life experiences they have had with grandparents or others who served in the armed forces during World War II.

Give students a brief overview of World War II, including when and how the U.S. became involved. Focus on Hitler's plan for the "final solution" to the "Jewish problem" and how this led to the deaths of six million Jews.

For additional teaching ideas and resources, see <http://www.ushmm.org/education/foreducators/>.

Vocabulary

Content Words: Allies, forced-labor camp, gas chambers, Jews, kapo, Nazis

Essential Words: guards, photographer, ration, soldiers

Related Words for Discussion: courage, deportation, ghetto, Holocaust, obstacles, resistance, survival

Text Features: chronology, glossary, maps, table of contents

Supportive Book Features

Text Point out that this novel is told from the point of view of a young Jewish boy growing up in Hitler's Germany in the 1930s. The book is divided into four major sections, making it easy to follow Daniel's story during World War II. Dialogue and an engaging narrative style keep the reader interested.

Vocabulary A glossary at the back of the book offers readers support in understanding unfamiliar terms and places in the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text No photographs or illustrations accompany the text. Support students who may find the continuous pages of text difficult to read.

Content You may want to provide background about the Holocaust prior to reading. Prepare students for graphic descriptions of violence in the book and encourage a non-exploitative reading of the subject matter.

ELL Bridge

Help students summarize key events in the story. Have students find the first major part in the book on page 3. Tell them to find the city of Frankfurt on the accompanying map. Help students discuss and recall at least one important event in Daniel's journey from this part of the story. Write their ideas on the board under the heading *Part One—Pictures of Frankfurt*. Then continue the process with the other three sections of the book.

Developing Comprehension

Understanding Point of View

Review with students that the vantage point from which an author tells a story is called point of view. In the first-person point of view, a story is told by one of the characters.

- *From whose point of view is this story told? How do you know?*
- *Reread pages 93–95. What does the author tell you directly about Daniel's feelings?*
- *How would the story be different if it were told from the point of view of Daniel's father? From the point of view of a Nazi?*

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Dialogue and Quotations

Remind students that authors use dialogue to relay the conversations carried on between characters in a story.

Guide students to recognize and appreciate the effects of dialogue in a story.

- Tell students to turn to page 62 and point out the dialogue at the bottom of the page.
- Have students notice that quotation marks set off the dialogue. Tell students that following dialogue can get confusing unless they notice that a new paragraph begins at each new speaker.
- Explain that speech tags identify the speaker and can give clues about the speaker's feelings. Have students find the speaker tags and identify the tone of the speaker.

Learning About Text Features

Maps

Help students notice that each major section of the book begins with the same map. The map shows the location of countries in Europe, and the dotted lines show Daniel's journey in the book. Point out the key at the bottom of the map. Have students trace Daniel's movements from Frankfurt, to Lodz, to Auschwitz, and to Buchenwald.

Developing Fluency

Have students turn to the second and third paragraphs on page 81. Model reading with appropriate expressiveness that reflects the emotions of the characters. Then have the class do a choral reading.

Learning in the Content Areas

Talk About the Resistance Lead a discussion about the resistance of Jews during the Holocaust. Explain that the perception that Jews just went "like sheep to slaughter" without a fight is inaccurate. An estimated 20,000 to 30,000 Jews fought bravely in resistance groups in ghettos and camps and Nazi Germany. However, many obstacles, such as the superior armed power of the Nazi regime, their deceptive deportation practices, and the isolation of Jews and their lack of weapons impeded resistance.

Develop Specialized Vocabulary Ask students to talk about acts of resistance in *Daniel's Story*. Encourage them to use words such as *courage*, *ghetto*, *obstacles*, and *survival*. Ask:

What might have happened if no one resisted the Nazi regime?

Extending Meaning Through Writing

- Have students create a chart summarizing the events in this story. Here is an example:

	Frankfurt	Lodz	Auschwitz	Buchenwald
events Daniel's family endured				
how Daniel changed/developed				
how the family supported each other				
what the reader learns about WWII and the Holocaust				

Connecting to Other Books

Memories of Anne Frank: Reflections of a Childhood Friend by Alison Leslie Gold

Great Escapes of World War II by George Sullivan

Dear Dr. Bell. . . Your friend, Helen Keller



by Judith St. George
text type: Biography
word count: 250+
content area: Social Studies
topic: famous Americans

Level W

Summary & Standard

This biography gives students insight into the friendship between Helen Keller and Alexander Graham Bell. Students will learn how Bell's invention of the telephone broke down the isolating barriers of deafness for Helen Keller.

Making Connections: Text to Self

Students will probably know some facts about Alexander Graham Bell and Helen Keller. Ask: *For what is Bell best known? For what is Helen Keller best known?*

To extend the real-world connection, ask students to describe people they know or people they have read about who needed to overcome obstacles. Ask: *Why do people often need the support of others to overcome obstacles?*

For additional teaching ideas and resources, see <http://memory.loc.gov/ammem/bellhtml/bellhome.html>.

www.afb.org/braillebug/helen_keller_bio.asp.

Vocabulary

Content Words: articulation, barriers, constrained, isolating, optimistic

Essential Words: handicap, invention, liberal, socialist

Related Words for Discussion: disabilities, inspiration, motivation, persistence

Nonfiction Text Features: bibliography, captions, chapters, epilogue, index, photographs

Supportive Book Features

Text The illustration of the one-hand manual alphabet on page 31 provides interesting information that may be new to students. Photographs lend realism and support to the historical time frame.

Content The text intertwines the life stories of both main characters and includes frequent quotations from Bell and Keller, allowing the reader to view them in a more personal light.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be challenged by the wealth of facts presented about not one, but two, famous Americans. Text print is small, and many sentences are lengthy and often complex in structure. Guide students who may need extra support.

Vocabulary There is no glossary in the book so students need to notice difficult words as they read and use a dictionary, if necessary.

ELL Bridge

Help students talk about character traits. Define the word *trait* in kid-friendly terms. Then invite students to describe some traits of Helen Keller and Alexander Graham Bell. Record students' responses in two different T-charts, with the name in the left column and the traits in the right column. Have students write a few sentences describing either Bell or Keller, using their traits as a catalyst. Invite students to read their sentences aloud.

Developing Comprehension

Summarizing

Help students understand that summarizing means to retell the main ideas in a few words. Summarizing can help you understand and remember what you read.

- For Chapter 3, what important events and information would you include in a summary? What information would you leave out?
- What facts would you include in an e-mail to a friend about Bell's friendship with Helen?
- Summarize the Frost King affair.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Denotation/Connotation

Remind students that words have a literal meaning, or denotation. A word may also have a certain emotion associated with it, which is its connotation. A connotation may be positive or negative. For example, the words *thin* and *bony* have similar meanings, but *bony* has a more negative connotation.

- Write the following sentence from page 25 on the board: *Heartsick at their daughter's misery and rage, the Kellers tolerated Helen's violent temper tantrums without making any demands or disciplining her in any way.* Ask students to read the sentence aloud.
- Then substitute the word *scenes* for *temper tantrums*. Ask students to define the underlined word in each sentence. Ask which has a more negative feeling or connotation.

Learning About Text Features

Captions

Explain that a caption provides information about a photograph or illustration. Captions may repeat or summarize information in the main text. They may expand on an idea or give details about something not found in the main text. Have students read the caption on page 51 and explain what kind of caption it is.

Developing Fluency

Model reading aloud a section of the book that has quotations, for example, page 43, using proper pace and intonation. Then have students practice reading the section with a partner.

Learning in the Content Areas

Talk About Disabilities Point out that people are often inspired by the accomplishments of those with disabilities. Talk about such people from history, including Franklin Delano Roosevelt, who was elected President four times, and Louis Braille, who not only invented the raised-dot reading system for the blind, but became famous as a musician. Discuss the impact these people had on the world.

Develop Specialized Vocabulary Ask students to tell what they learned from Helen Keller and Alexander Graham Bell. Encourage students to use words such as *motivation* and *persistence*. Ask:

Why is it important to understand the experiences and motives of Bell and Keller?

Extending Meaning Through Writing

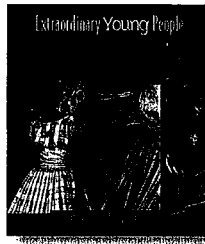
- Alexander Graham Bell and Helen Keller wrote many letters to each other during their long friendship. Have students pretend to be Helen Keller writing a letter to Dr. Bell thanking him for his friendship. They may include what Helen learned from Dr. Bell, why she admired him, and how his friendship helped her through difficult times. **(Letter)**

Connecting to Other Books

The Usborne Book of Inventors: From Da Vinci to Biro by Struan Reid and Patricia Fara

Extraordinary Young People by Marlene Targ Brill

Extraordinary Young People



by Marlene Targ Brill
text type: Biography
word count: 250+
content area: Social Studies
topic: extraordinary young people

Level W

Summary & Standard

This nonfiction book tells about the amazing accomplishments of young people from around the world. Students will learn about young people who developed their talents through perseverance and dedication.

Making Connections: Text to Self

Students will have prior knowledge of young people who have achieved success in sports, music, academics, or other fields. Ask volunteers to tell the class about a young person, either living or from history, that they admire.

Extend the real-world connection by asking students to think about what the young heroes they discussed did to master their talent. Lead a discussion about mentors, practice, inspiration, and education.

For additional teaching ideas and resources, see www.amazing-kids.org/.

Vocabulary

Content Words: architecture, avid, enacted, nurture, organizations, ovation, prestigious

Essential Words: accomplishments, genius, heroic, prodigy

Related Words for Discussion: communicate, expression, ideas, learn, math, opportunities, read, science, skills, write

Nonfiction Text Features: about the author, glossary, index, introduction, photographs, table of contents

Supportive Book Features

Text Readers can use the table of contents to see at a glance the names of young people discussed in the book. Biographies are organized into chapters with pertinent information given in headings and subheadings.

Vocabulary The text has many high-frequency words that are easy to decode. The book has an excellent glossary that defines many words and terms that may be new to students.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students might not understand the purpose of the dates under each subject's name. Explain that the first date is the year the person was born, and the second date is the year the person died. A blank space for the second date means the person is still living.

Content The young people profiled in the book come from all over the world. Some lived long ago. The hardships and challenges described may be unimaginable to students. Provide historical context or background information as needed.

ELL Bridge

Explain to students that the young people featured in the book found ways to study or practice their skills even when they could not take lessons, go to school, or learn from others. Ask students to think about interests they have or activities they enjoy. Ask: *What do you enjoy doing most of all? Who can help you learn more about ____? What can you do to study or practice your interests?* Encourage students to explain, in their own words, what they like about this activity and why.

Comprehension Skill

Understanding Genre: Biography

A biography is a true story about a real person's life. It gives important facts and details about the person's life, experiences, and ideas.

- Have students flip through the book, reading the names and headings. What is the purpose of the headings? How can they use the headings to decide if they want to read more about that person?
- Ask students to read the first few sentences of several biographies in the book. What kind of information is given at the beginning of most of these biographies?

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Adjectives

Remind students that adjectives are descriptive words that usually modify nouns—words that name people, places, things, or states of being.

- Have students read the biography of Midori starting on page 146. Ask: *Which adjectives describe Midori? Can you find adjectives that describe Midori's violin playing?*
- Ask students to search through the book for other adjectives. Have students keep a list of adjectives and the nouns they describe.

Learning About Text Features

Index

Explain that an index is an alphabetical list of topics contained within a book. An index lists the page numbers where information about a specific topic can be found.

Have students turn to the index starting on page 205 of the book. Ask them to tell you the page numbers listed for various topics, then practice turning to those pages.

Develop Fluency

Choral Reading Model reading aloud with a partner the first paragraph on page 46. Have students practice reading the same paragraph silently. Then have students read the text chorally with a partner. Remind students to read at the same pace as their partner.

Learning in the Content Areas

Talk About Child Labor After reading pages 53–58, lead a discussion about child labor practices of the past. Explain to students that years ago, many children were forced to work long hours in dangerous factories. They had to work to earn money to feed their families. Many children were not given the chance to go to school or to play sports.

Develop Specialized Vocabulary Ask students why it is important for young people to attend school. Encourage students to use words such as *learn, skills, math, science, read, write, expression, ideas, opportunities, and communicate*. Ask:

Why do laws say young people must go to school instead of working all day? Why is going to school a privilege?

Extending Meaning Through Writing

- Have students select three young people they read about who made decisions they admired. Ask students to look for commonalities among the three and explain what they learned about their own lives by reading about them. **(Descriptive)**

Connecting to Other Books

The Moon Bridge by Marcia Savin

A Place to Hide by Jayne Pettit

Extraordinary Women Scientists



by Darlene R. Stille
text type: Biography
word count: 250+
content area: Science
topic: women in science

Level W

Summary & Standard

This nonfiction book tells about fifty women who were pioneers in science. Students will learn about the contributions of women to the advancement of science despite cultural and social obstacles.

Making Connections: Text to Text

Students may have read about, or have some knowledge of, famous women in science. Invite students to share what they know about women in science.

Extend the connection by explaining that in the 18th century, a scientist could be a success for tracking a comet's path or solving a difficult algebraic problem. Today, a cure for cancer or a human landing on Mars would be an achievement; however, we must not use 21st century criteria of success to judge the accomplishments of past scientists.

For additional teaching ideas and resources, see www.astr.ua.edu/4000WS/4000WS.html.

Vocabulary

Content Words: astronaut, astronomer, botanist, disciplines, discovery, engineering, inventor

Essential Words: extraordinary, scientist

Related Words for Discussion: courageous, equality, intellectual, pioneer, researcher

Nonfiction Text Features: bibliography, contents, headings, index, introduction, photographs

Supportive Book Features

Text Headings separate the book into short chapters that make it easier for students to read. The introduction and final summary give students an overall view of women in science.

Content Students will likely be surprised to learn the role women played in history as well as in science. Photographs lend interest to the profiles and put the time period into a historical context.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some pages are long with extensive details. Because there are fifty biographies discussed, students may have difficulty remembering and distinguishing the facts about each person.

Vocabulary Sentences can be long, and many contain proper names and compound words that may be unfamiliar to students. Help students use their knowledge of sound-spelling relationships to decode these words.

ELL Bridge

Help students build comprehension about story elements by asking them simple questions as they read. These questions will help keep students focused on the content and structure of the story. Read the first paragraph on page 78 with students. Ask: *What does Jane like to do? What did she dream of doing? What did Jane's dreams allow her to become?* Invite students to indicate text that supports their responses.

Developing Comprehension

Understanding Sequence

Explain that the events in the profiles are presented in chronological, or time, order. Tell students to look for time words such as *then* and *after* to help put events in sequence.

- Have students notice other cues that indicate time, such as dates. Point out that a date of birth appears in every profile as well as other important dates that mark significant events in the person's life.
- Have students read the last paragraph aloud on page 24. Ask: *What happened after Jocelyn graduated?* Then ask students to identify the cue word that supports their response.
- Repeat this exercise with the second paragraph on page 162.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Understanding Compound Words

Review with students that a compound word is a word made up of two smaller words that have been combined. Explain that sometimes compound words are joined by a hyphen.

- Have students read the first sentence on page 181 aloud. Point out the compound words, and have them identify the smaller words that make up each compound word. Then have students define the words and use them in a sentence.

Learning About Text Features

Bibliography

Have students turn to page 199. Explain that a bibliography is a list of all the sources the author consulted to write the book. Point out how it contains the title, author, publisher, and date. Have students turn to the bibliography. Tell them if they are interested in finding out more about one particular scientist, they can find more information in the resource listed.

Developing Fluency

Model fluent reading of the first paragraph on page 8. Review difficult vocabulary words, and show students where to pause and how to group words. Have students practice reading the text silently several times before reading it aloud. Students should read the text aloud over and over, increasing their speed and making fewer mistakes each time.

Learning in the Content Areas

Talk About Science Talk about the importance of science in daily life. For example, explain that scientists help discover and invent new types of foods. Food scientists study the chemical composition of food and its interaction with other foods and the environment. Discuss how scientists look for cures for diseases. They develop products to make life easier. Communication technology is constantly changing. Science continues to explore the frontier of space.

Develop Specialized Vocabulary Ask students to describe, in their own words, how women have overcome barriers and contributed to the world of science. Encourage students to use words such as *courageous*, *intellectual*, *researcher*, *pioneer*, and *equality*. Ask:

How have women accomplished their dreams of making the world a better place?

Extending Meaning Through Writing

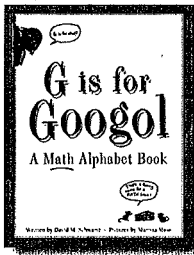
- Have students write about the obstacles that women have faced in becoming scientists. Ask them to choose three or four women from the book who faced these challenges. Tell them to describe the personality traits that helped these women overcome obstacles and the impact their discoveries had on the world. (**Expository**)

Connecting to Other Books

The Usborne Book of Inventors: From Da Vinci to Biro by Struan Reid and Patricia Fara

The First Woman Doctor by Rachel Baker

G is for Googol



by David M. Schwartz
text type: Informational
word count: 250+
content area: Math
topic: numbers, mathematical reasoning

Level W

Summary & Standard

This nonfiction book defines one or two math terms for each letter of the alphabet. Students will learn about numbers, number systems, and the role numbers play in the real world.

Making Connections: Text to World

Students will likely know some words related to math. Ask: *What are some terms you might use if you were in math class?*

To extend the connection, discuss how many young children learn what letters look like and what sound they stand for by reading alphabet books. Explain the importance of illustrations in an alphabet book. Ask students how having no pictures would make a difference in what they learned.

For additional teaching ideas and resources, see www.teachers.ash.org.au/jeather/maths/dictionary.html.

Vocabulary

Content Words: binary, exponent, googol, Möbius, obtuse, tessellate

Essential Words: calculating, measuring, predicting, probability

Related Words for Discussion: angles, chemist, computers, geometry, logic, photography, science

Nonfiction Text Features: boldface print, diagrams, headings, glossary, illustrations, sidebars, table of contents

Supportive Book Features

Text There is a repetitive pattern. *A is for Abacus*, *B is for Binary*, and so on. The table of contents provides an overview of the terms to be discussed.

Content Ideas are supported by colorful illustrations and a humorous approach. An enthusiastic, conversational tone lends interest to a subject area in which some students lack confidence. There is plenty of information for math students of all ability levels.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The print is small, and some students may be overwhelmed by the multiple features on the pages. Have students read the main text before looking at the other features.

Vocabulary The sheer number of mathematical concepts and terms may be challenging to many students. You may want to read a section and follow up with a discussion. Where possible, use a hands-on activity to build comprehension.

ELL Bridge

To help students better understand the vocabulary in the book, invite them to complete the suggested activities. For example, distribute 1" × 8" strips of plain paper and paint or markers. Have students follow the directions on page 26 to make, color, and cut their own Möbius strips. Encourage them to try additional ideas mentioned in the sidebar. Then have students read the questions on pages 26 and 27 and discuss them based on their experiences.

Developing Comprehension

Using Picture Details

Explain that picture details can help you understand main text that is hard to see or understand.

- Have students read about the Binary system (pages 6–7) and examine the picture details closely. Point out the grid on page 6 and have students compare and contrast this chart with the grid on page 7.
- Elicit that the chart on page 6 uses checkmarks to indicate the value—and that all the values add up to the number in the far right column. The chart on page 7 uses 1 to indicate the value and 0 to indicate no value. The sum of the values of the 1's is equal to the number in the far right column.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Multisyllabic Words

Remind students that a syllable is a word part that has one vowel sound. Tell them that when they see an unfamiliar word, they can break it down into syllables.

- Point out the word *probability* on page 32. Read it aloud, stressing each of the five syllables.
- Then have students find the word *rhombicosidodecahedron* on page 37 and point out the pronunciation. Help students use the phonetic spelling to say the word and count the syllables.
- Encourage students to find other examples of multisyllabic words in the book.

Learning About Text Features

Sidebars

Point out to students that sidebars give new information, additional information, or further explain something in the main text. Readers can recognize sidebars because they are often set apart from the main text and appear on the side or bottom of a page.

Have students look at sidebars in the book and say how the information relates to the main text.

Developing Fluency

Divide the class into pairs and have partners take turns reading paragraphs to each other. Circulate among the class to listen to partners read and offer feedback.

Learning in the Content Areas

Talk About Math Use the information on pages 48–49 to discuss how mathematical concepts are applied in everyday life. Point out the illustrations and talk about why they were chosen to represent ways math is applied.

Develop Specialized Vocabulary Have students talk about how they hope to use the math they learn as they grow older. Encourage them to use words such as *logic*, *geometry*, and *angles*. Ask:

How do you think math will be important to you in the future?

Extending Meaning Through Writing

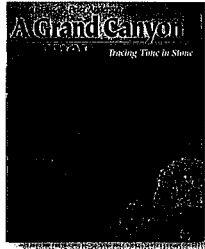
- Have students write a paragraph summarizing some of the most interesting things they learned from reading this book and explaining where in “real life” they might use these math concepts. **(Expository)**

Connecting to Other Books

The Usborne Book of Inventors: From Da Vinci to Biro by Struan Reid and Patricia Fara

The I Hate Mathematics! Book by Marilyn Burns

A Grand Canyon Journey



by Peter Anderson
text type: Informational
word count: 250+
content area: Earth Science
topic: geology and Grand Canyon

Level W

Summary & Standard

This nonfiction book describes a hike down into the Grand Canyon and explains the formation of its rock layers and fossils. Students will learn how the surface of the earth has been shaped and reshaped by water, wind, and forces of nature.

Making Connections: Text to World

Students will likely have seen pictures or heard of the Grand Canyon. If any students have visited the canyon, invite them to share their experiences with the class.

To extend the real-world experience, tell students that the Grand Canyon is one of the most studied landscapes in the world. It is old—it gives a record of three of the four eras of geological time; it contains fossils and diverse rock types. Tell students to look for new facts about the canyon as they read.

For information and resources about Grand Canyon National Park, see www.nps.gov/grca/.

Vocabulary

Content Words: archaeologists, buttes, buttresses, canyon, erosion, fossils, geologists, limestone, sandstone, sediment, shale, switchbacks, tributaries, trilobites

Essential Words: ancient, deposit, descend, marine

Related Words for Discussion: dry, layer, million, mud, river, rock, sand, sea, shallow, trail, water, wind

Nonfiction Text Features: chapters, cross-section diagram, glossary, index, Internet Resources list

Supportive Book Features

Text Each chapter marks a stage of the descent into the canyon and a specific rock layer. Large, colorful photographs support the main text. Text is large.

Content The descriptive, concrete details of geologic processes and of the rocks, animals, and plants of the canyon are easy to visualize. The author uses a “you are there” point of view to help readers imagine ancient environments.

Praise students for specific use of “Behaviors to Notice and Support” on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some paragraphs are long, and some spreads are all text. Suggest that students pause after long paragraphs or full pages to summarize main ideas before continuing to read.

Vocabulary Content-related terms are italicized in the text but not always clearly defined. Tell students to see if they can use context clues to determine the meaning of an unfamiliar term. Then they can check their definitions by using the glossary at the back of the book.

ELL Bridge

Have partners take turns describing illustrations to each other. Suggest they answer questions such as, *What do you see in this picture? What kind of rock? What colors are the rocks? What are the plants like?* Tell them to use as many descriptive terms as they can.

Developing Comprehension

Understanding Sequence

Remind students that sequence refers to the order of events. Recognizing sequence helps readers keep track of information.

- Have students note that the chapters mark the order of the rock layers from top to bottom as well as from present to past. Tell them to notice the significance of the sequences of layers and time as they read.
- After reading, have students work with each other to create a time line that shows the dates when different layers were formed.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Using Context Clues

Remind students that they can often guess the meaning of an unfamiliar word by using clues found in the phrases and sentences around the unknown word.

- Read this sentence on page 16: *Sometimes magma surges up from below, stretching a plate so taut that it tears apart.* Model how to figure out the meaning of *taut*: If something is stretched so much that it tears, it must have been stretched very tightly. *Taut* must mean "tight."
- Have students look for context clues as they figure out the meaning of each of these words: *buttresses* (page 9), *mollusks* (page 12), *cascades* (page 51).

Learning About Text Features

Cross-Section Diagram

Explain that a cross-section diagram such as the one on page 56 appears to cut away part of something to show what lies behind. Tell students that diagrams often make complicated information easier to understand.

Ask students to name the rock layers of the canyon from top to bottom. Help them match each rock layer with the corresponding chapter that describes it.

Developing Fluency

Model fluent reading of a "you are there" passage, such as the paragraph beginning "As you look at these fossils . . ." on page 14, with expression. Then have students read the passage.

Learning in the Content Areas

Talk About the Grand Canyon Discuss the Grand Canyon and how it was formed. Include the fact that water in the form of ancient shallow seas, falling rain, and the Colorado River have played a major role in the canyon's formation.

Develop Specialized Vocabulary Ask students to discuss how the different rock layers of the Grand Canyon formed. Encourage them to use words such as *dry, layer, mud, river, rock, sand, sea, shallow, water, and wind*. Ask:

Why are there different layers of rock in the Grand Canyon?

Extending Meaning Through Writing

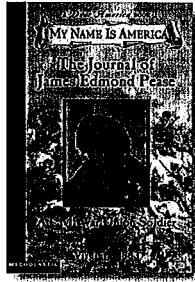
- Have students make a picture scrapbook with six different illustrations of a journey through the Grand Canyon. Ask students to be selective in choosing six key experiences and to tell about these in the captions that accompany each illustration. **(Narrative)**

Connecting to Other Books

Our World of Mysteries: Fascinating Facts About the Planet Earth by Suzanne Lord

Caves by Jenny Wood

The Journal of James Edmond Pease



by Jim Murphy
text type: Historical Fiction
word count: 250+
content area: Social Studies
topic: Civil War

Level W

Summary & Standard

This historical fiction book gives a first-person account of life as a soldier during the Civil War. Students will learn to view historic events through the journal entries of those who could have been there.

Making Connections: Text to Text

Have students name books they have read that were written as diaries or journals. Ask: *What did you learn from the book? Why do you think the author told the story in the form of a diary?*

To extend the real-world connection, ask students why they think people keep journals. Point out that personal journals often record day-to-day events and may include personal thoughts or feelings. Journal writing is usually not intended for others to read.

For additional teaching ideas and resources, see www.pbs.org/civilwar.

Vocabulary

Content Words: *ague, bayonet, Confederate, courageous, desertions, muskets, provisions, Rebels, regimental, reinforcements, secession, Union*

Essential Words: *ammunition, cavalry, rations, sentry, skirmish*

Related Words for Discussion: *defend, enlist, homeland, patriotism, volunteer*

Nonfiction Text Features: *captions, epilogue, headings, historical note, illustrations, maps, photographs, predictable format*

Supportive Book Features

Text The text is organized chronologically with the date or time of day for each entry as the heading. Short entries are easy for the reader to follow.

Content The writer brings the war into sharp focus by describing in detail the everyday events of army life. Readers are able to see, smell, taste, hear, and feel the writer's experiences through the vivid descriptions.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain the use of an em dash to indicate a long pause. Some sentences are long. Paragraphs are often long and may include several quotations. Provide assistance with the incorrect grammar that is included, such as *was* instead of *were*: *we was assigned; we was to hold off*.

Vocabulary Point out that the writer uses the word *til* for *until* and *tho* for *though*. Sometimes words are spelled incorrectly. Explain that the spelling in a book may reflect the ordinary way people spoke during a particular historical time.

ELL Bridge

Remind students that journals may contain casual or trailing thoughts since the writing is not intended for others to read. Read aloud the November 20 entry on pages 28 and 29. Discuss with students the different ideas presented and invite students to rephrase certain sentences in their own words. Repeat the procedure with other entries. Discuss how the drawings interspersed in the journal help readers to better understand ideas.

Developing Comprehension

Visualizing

Remind students that authors often use sensory language to give the reader a mental picture of what is happening in the story.

- Have students read the paragraph about the fighting on page 11. Ask what words the author uses to help readers visualize the action. Point out words that help readers hear, smell, taste, or feel what is being described.
- Point out the italicized words on the top of page 88. Ask a volunteer to read the sentence aloud twice, first omitting the italicized words and then including them. Discuss how the words help bring the story to life.
- Encourage students to identify other sentences that help them visualize scenes.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Figurative Language: Similes

Remind students that authors sometimes use special language, such as similes, to compare two unlike things. Explain that a simile uses the words *like* or *as* to make the comparison.

- Have students read the sentence on page 6 that begins *The coffee had to be as old as Colonel Titus himself . . .* Ask: *What does the simile compare?* (the age of the coffee to the colonel; the taste to the inside of a boot)
- Encourage students to identify other similes as they read, such as the one on page 82, and have them tell what is being compared.

Learning About Text Features

Predictable Format

Tell students that this book is written in the form of a journal. Point out the date that begins each entry. Explain that the reader predicts the writer will relate the events of the day.

Have students choose a journal entry to discuss. Tell them to note the difference between the events that take place and the writer's personal comments or feelings.

Developing Fluency

- Model appropriate phrasing, expression, and tone of voice as you read an exciting passage from the book such as the last paragraph on page 33.
- Have students read the same text silently and then aloud until they are reading with expression and appropriate phrasing.

Learning in the Content Areas

Talk About the Civil War Point out that the Civil War was the only war fought on American soil by Americans. Discuss the toll of the war—about three million soldiers fought in the conflict, and about 600,000 died. Most fighting took place in the South. Because land and plantations were destroyed, the economy in the South was crushed. The economy in the North was largely unaffected, and the returning soldiers found life pretty much the same once they returned home.

Develop Specialized Vocabulary Refer students to the enlistment form on page 160. Ask students why they think thousands of volunteers enlisted in the army. Encourage them to use words such as *defend*, *homeland*, and *patriotism*. Ask:

What qualities do you think a soldier possessed during the Civil War? Do soldiers today need the same qualities?

Extending Meaning Through Writing

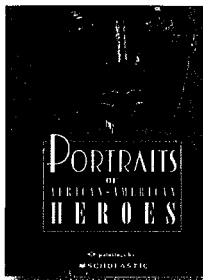
- Have students write a short essay explaining how reading about the Civil War in diary form helped them as readers imagine what the war was really like for the soldiers. Have students include details from the diary that helped them see the war the way James Edmond Pease—or actual soldiers—experienced it. **(Expository)**

Connecting to Other Books

Get On Board: The Story of the Underground Railroad by Jim Haskins

The Glory Field by Walter Dean Myers

Portraits of African-American Heroes



by: Tonya Bolden
text type: Biography
word count: 250 +
content area: Social Studies
topic: famous Americans

Level W

Summary & Standard

This nonfiction book provides biographies of influential African Americans of the 19th, 20th, and 21st centuries. Students will learn about the contributions of African Americans to American history.

Making Connections: Text to World

Talk with students about challenges. Encourage them to share the life experiences they have had with overcoming a challenge.

Extend the connection by pointing out that some challenges are less serious, such as learning how to swim, whereas overcoming stereotypes, poverty, or difficulties in school are perceived as more difficult challenges to overcome. Ask: *What kinds of challenges do students face today?*

For additional teaching ideas and resources, see www.si.edu/resource/faq/nmah/afroam.htm.

Vocabulary

Content Words: abolitionist, constitutional, discrimination, improvisation, incentive, literary, protégé, segregated

Essential Words: achieve, citizenship, civil rights, education, slavery

Related Words for Discussion: bebop, career, congresswoman, poetry, talent

Nonfiction Text Features: bibliography, introduction, paintings, predictable format

Supportive Book Features

Text Although this is a large collection of biographies, students are not overwhelmed by too much information since each chapter is four pages long. Headings identify the subject of each chapter.

Content Students will be familiar with the concept of heroes and the struggles of African Americans in U.S. society. This knowledge should help them understand the theme of overcoming obstacles mentioned in the stories.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Complex sentence structures require students to monitor their comprehension. Point out the author's frequent use of parentheses to add a further explanation or clarification to a word or idea in the text.

Vocabulary Students may need background information on proper nouns in the book such as Harlem, Great Depression, Ku Klux Klan, and National Association for the Advancement of Colored People.

ELL Bridge

Help students compare and contrast two profiles from the book. Draw a Venn diagram on the board. Write one name in the left circle and the other name in the right circle. Write *Both* in the part that overlaps. Help students notice the predictable format of the profiles in the book as they look for ideas to compare and contrast. Write their suggestions in the diagram. Then ask volunteers to use the ideas to summarize how the two people are the same and different.

Developing Comprehension

Understanding Genre: Biography

Explain that this book is a biography. The author is telling the stories of other people's lives in a collection of profiles.

- What kinds of facts do you learn in the profiles?
- What do you learn from the paintings? What types of feelings do these paintings give you?
- How is the information in the sidebars different from the information in the main text?

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Reading Multisyllabic Words

Remind students that a syllable is a word part that has one vowel sound. Tell them that when they see an unfamiliar word, they can break it down into syllables.

- Point out the word *abolitionist* on page 6. Read it aloud, stressing each of the five syllables.
- Then read the sentence that follows and ask students to identify the words that have more than one syllable. Have them identify the number of syllables in the words.
- Encourage students to find other examples of multisyllabic words in the book.

Learning About Text Features

Predictable Format

Explain that a predictable format helps readers know what to expect.

Have students skim the pages to notice the predictable format. Help them find features that are the same for each profile. Tell them to notice the sequential order of a heading, information in sidebars, a painting, and four pages of text as standard throughout the book.

Developing Fluency

Have partners choose a quotation from the book to read with expression. Have the pairs practice reading aloud to each other. Then ask volunteers to share their quotations with the class.

Learning in the Content Areas

Talk About Careers and Talents Lead a discussion about the extremely broad range of careers and talents mentioned in the book. Talk about factors and forces that might influence someone to follow a certain path.

Develop Specialized Vocabulary Ask students to describe the careers and talents of Dizzy Gillespie, Gwendolyn Brooks, and Shirley Chisholm.

Encourage students to use words such as *bebop*, *poetry*, and *congresswoman*. Ask:

Why is it important to recognize the achievements of the heroes in this book?

Extending Meaning Through Writing

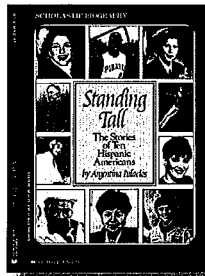
- Have students choose two or three people in this book and write a summary of what makes them "heroes" and what they learned from the heroes in this book. (Expository)

Connecting to Other Books

The Forgotten Heroes: The Story of the Buffalo Soldiers by Clinton Cox

Black Eagles: African Americans in Aviation by Jim Haskins

Standing Tall: The Stories of Ten Hispanic Americans



by Argentina Palacios
text type: Biography
word count: 250+
content area: Social Studies
topic: Hispanic Americans

Level W

Summary & Standard

This biography presents ten short profiles of influential Hispanic American men and women. Students will learn about the contributions Hispanics have made to this country.

Making Connections: Text to World

Ask students to share what they already know about the list of people named in the Table of Contents of the book.

To extend the real-world connection, ask: *Why is this country sometimes called a "melting pot?"* *What principles are upheld by our Constitution?* Discuss diversity in the United States and its advantages.

For additional teaching ideas and resources, see www.cr.nps.gov/nr/feature/hispanic/.

Vocabulary

Content Words: accomplish, expedition, litigation, politics, prejudice, segregated

Essential Words: citizen, opportunity

Related Words for Discussion: citizenship, education, example, explore, immigration, poverty, succeed

Nonfiction Text Features: bibliography, index, photographs

Supportive Book Features

Text Each profile is organized in its own section, making the information easier to remember. Photographs add realism and help students visualize the person highlighted.

Content The wide range of people with different backgrounds should interest most readers. Many of the stories deal with complex topics such as racial bias, but the author keeps the language student-friendly without losing the point.

Praise students for specific use of "Behaviors to Notice and Support" on page 90 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may struggle placing each person in proper historical context. You may wish to provide pictures or further information from each time period to support student understanding.

Vocabulary Stories include robust vocabulary that may challenge the reader. You may want to have students keep a list of unfamiliar words—and their page numbers—as they read. After the first reading, have students look up the new words in a dictionary and then return to those passages to read the words again in context.

ELL Bridge

Help students make connections to the text by using visual aids with each story. Have students look at maps to locate the settings mentioned. Bookmark online images that relate to each story. For example, you may want to find information online that talks about Balanchine to help students understand why Bujones turned him down in favor of a more "classical" approach to ballet.

Developing Comprehension

Understanding Sequence

Remind students that knowing the order in which events occur will help them understand and recall the events of the story.

- Have students read the biography of David Farragut.
- Ask students questions that require them to recall the order of events such as *What happened right before David went to live with the Porter family?*
- Have them jot down the key events of Farragut's life in sequential order.

For more prompts and ideas for teaching problem-solving strategies, see page 20 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Words with Multiple Meanings

Remind students that many words have more than one meaning and that how the word is used in context can help them determine the intended meaning.

- Ask students to brainstorm aloud common meanings of the word *fan*. Then point out the sentence . . . *celebrated . . . before a crowd of 48,846 cheering fans* on page 102. Have students identify the meaning that fits the context in the sentence ("a person with great enthusiasm for something").
- Repeat the process for *play* on page 103 and *firm* on page 125.
- Encourage students to use a dictionary to look up any additional meanings for each word.

Learning About Text Features

Index

Help students locate the index at the back of the book. Point out that an index is an alphabetical list of important topics in the book and their page numbers. Then have students use the index to find the words *civil rights*, *Nobel Prize*, and *politics* in the book.

Developing Fluency

Have students choose a passage with interesting dialogue. Model reading the passage with expression the way the character would say it. Have students repeat as they reread it to a partner.

Learning in the Content Areas

Talk About Immigration and Citizenship Discuss the topics of immigration and citizenship with students. Then have students discuss some of the reasons someone might choose to move to a new country. Explain that citizens have both rights and responsibilities in the United States. Ask students to identify some rights and responsibilities.

Develop Specialized Vocabulary Ask students what they think about someone who uses his or her education and works hard to succeed. Encourage them to use vocabulary words such as *example*, *explore*, *poverty*, and *education* in their response. Ask:

Why is it inspiring to read about these individuals, regardless of whether or not the reader is Hispanic-American?

Extending Meaning Through Writing

- Have students write a summary of how the people in this book are similar to one another and explain why it is important to learn about their lives. (**Expository**)

Connecting to Other Books

Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull

Steal Away . . . to Freedom by Jennifer Armstrong