

SCHOLASTIC

GUIDED READING PROGRAM

Content Areas



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

- **Black Eagles: African Americans in Aviation**
- **Forgotten Heroes: The Story of the Buffalo Soldiers**
- **The Glory Field**
- **The Great Depression**
- **Katarína**
- **The Librarian Who Measured the Earth**
- **Nelson Mandela: No Easy Walk To Freedom**
- **Not Guilty**
- **Up Before Daybreak**
- **Within Reach: My Everest Story**

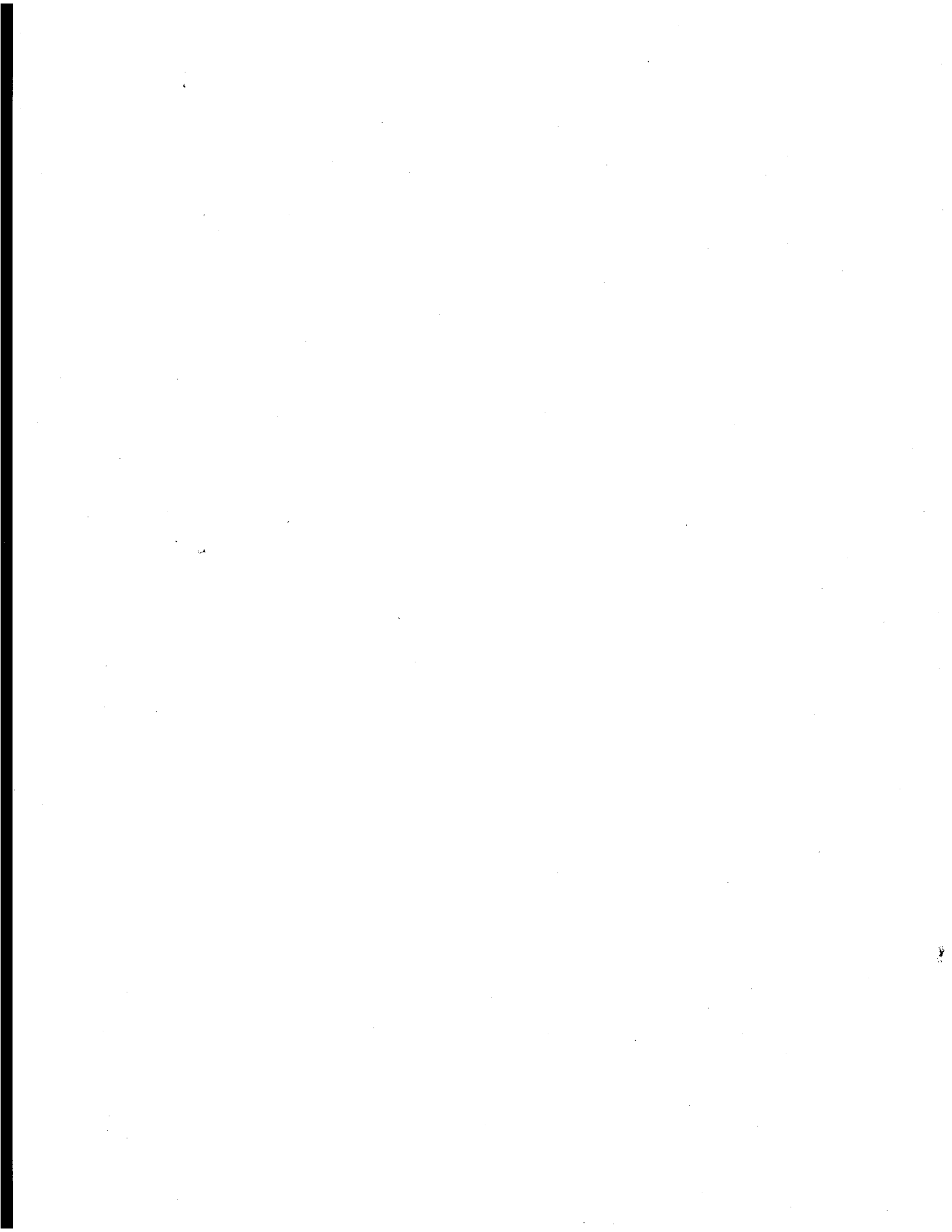
No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., Education Group, 557 Broadway, New York, NY 10012.

Copyright © 2007 by Scholastic Inc. All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.
ISBN 978-0-545-02317-7

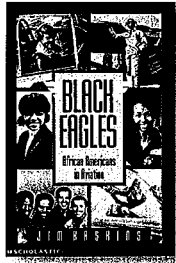
SCHOLASTIC and associated logos and designs are trademarks and/or registered trademarks of Scholastic Inc.

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

Item# 136598



Black Eagles: African Americans in Aviation



by Jim Haskins
text type: Informational
word count: 250+
content area: Social Studies
topic: African Americans in aviation

Level X

Summary & Standard

This nonfiction book tells about the African-American struggle for equality in aviation and the military. Students will learn the history of African Americans in aviation in the United States.

Making Connections: Text to Self

Ask students to share the dreams they have for their future. Then ask: *Who supports your dreams? What can stand in your way of accomplishing a dream?*

Extend the connection by talking about Mae Jemison. Explain that she wanted to be a scientist and dreamed of being an astronaut but was told she could not do either. However, her family and friends supported her, and through hard work and determination, she became the first female African-American astronaut.

For additional teaching ideas and resources, see http://teacher.scholastic.com/space/mae_jemison/index.htm.

Vocabulary

Content Words: aviation, civil rights, civilian, degree, exhibition, racism, squadron, Tuskegee Institute

Essential Words: morale, requirements, segregated

Related Words for Discussion: challenge, contribution, determination, dream, obstacle, skill

Nonfiction Text Features: captions, headings, index, photographs, table of contents, time line

Supportive Book Features

Text Information is presented in time order. Chapters and headings organize the text. Photographs help students visualize the people in historical context.

Vocabulary The index and the time line at the back of the book support readers' understanding of the many people, places, and events as they occurred in aviation history.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Support students' understanding of the use of quotations for purposes other than direct quotations. Point out nicknames ("Buzz" Aldrin; "The Desert Fox") or single words or phrases called out for emphasis ("silencing," "top brass").

Content Guide students to understand the larger historical perspective by discussing the span of years and the level of sacrifice African Americans were willing to make in order to be aviators.

ELL Bridge

Give students practice using sequence words and phrases to identify the order of events. Write sequence words and phrases (such as *first, next, at the same time, then, after that, finally*) on the board. Ask small groups to retell a recent school event, or steps to an activity, using time order words or phrases. Encourage students to identify these time order words in the book and to say if the photographs contain information that helps them understand the order of events.

Developing Comprehension

Understanding Sequence

Point out that sequence means giving information in chronological order. Explain that time order words (such as *first*, *then*, and *finally*) or phrases (such as *by that time*, *in 1920*, and *two days later*) signal sequence.

- Have students skim page 95 and identify time order words or phrases. Ask: *What words help you put these events in sequence?* (by the time, on arrival, the first day, their first encounter, one week later, after)
- On page 152, have students identify the words that show sequence in the first and second paragraphs.

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 Past-Tense Verbs

Remind students that verbs are words that show action. A present-tense verb describes an action happening now, while a past-tense verb describes an action that happened in the past. Say: *When the ending -ed is added to a verb such as succeed, the verb becomes past tense—succeeded.* Write both words on the board, and circle the *-ed* in *succeeded*.

- Ask students to locate the past-tense forms of *abandon*, *call*, *present*, *perform*, and *turn* on page 98. Write the past-tense forms on the board and have students circle the *-ed*. Then invite volunteers to read aloud the sentence in which each past-tense verb is found.

Learning About Text Features

Photographs

Explain that photographs support the text and provide additional information. Photographs provide authenticity and realism because they show actual images of the people written about in the text. Point out that these photographs include captions that help clarify any questions.

Developing Fluency

Have students read a passage from the book chorally. Reread parts of the book aloud to model pronunciation of names and any unfamiliar words. Then have students read the same passage aloud as a group.

Learning in the Content Areas

Talk About Other "Firsts" Talk about other African Americans who were "first" in their field. For example, Jackie Robinson—first black major league baseball player in 1947; Carl Stokes—first black mayor of a major city (Cleveland) in 1967; Thurgood Marshall—first black U.S. Supreme Court Justice in 1967; Hiram Revels—first black U.S. Senator in 1870, one of only five total in U.S. history. Point out that Barack Obama of Illinois is one of the five, and he was elected in 2004.

Develop Specialized Vocabulary Have students retell what they have learned about the history of flight. Ask students to note the challenges African-American pilots had to overcome. Encourage them to use words such as *contribution*, *determination*, *dream*, *challenge*, *obstacle*, and *skill*. Ask:

Why do some people persist in spite of obstacles and challenges?

Extending Meaning Through Writing

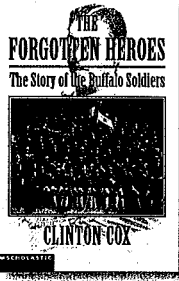
- Ask students to choose one of the aviators. Ask them to pretend they are interviewing that person. Have students write out interview questions and answers. They should include questions about the accomplishments, obstacles the aviators faced, and how they overcame those obstacles. **(Descriptive)**

Connecting to Other Books

Extraordinary African Americans: From Colonial to Contemporary Times by Susan Altman

The Day Martin Luther King, Jr. Was Shot by Jim Haskins

The Forgotten Heroes: The Story of the Buffalo Soldiers



by Clinton Cox
text type: Informational
word count: 250+
content area: Social Studies
topic: Buffalo Soldiers

Level X

Summary & Standard

This nonfiction book tells the story of the African American regiments of the 9th and 10th Cavalry during the post-Civil War years. Students will learn about the battles the Buffalo Soldiers fought and how to view historic events through their eyes.

Making Connections: Text to World

Ask students to discuss the traits that make someone a hero. Ask: *What might it mean to be a forgotten hero?*

Extend the real-world connection by talking about the role of minorities and women in the military, from the time of the Revolutionary War to our present-day conflicts. Throughout our country's history, these groups have made honorable military contributions. The Congressional Medal of Honor is a way our country honors these people.

For additional teaching ideas and resources, see www.cmohs.org.

Vocabulary

Content Words: besieged, cavalryman, Congressional Medal of Honor, homesteaders, ironic, regiment, reservation, Trail of Tears

Essential Words: campaign, scout

Related Words for Discussion: actions, choice, consequences, punishment, reward

Nonfiction Text Features: about the author, bibliography, index, introduction, map, photographs, picture credits, table of contents

Supportive Book Features

Text A map shows students the setting, and photographs provide authenticity and support the text. The introduction serves as an overview that draws students into the text. Chapters organize text into manageable sections.

Vocabulary Students will be familiar with most vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students understand that the quotation marks are not used to show a conversation between characters, as in fiction. Rather, quotation marks in this book signal actual words as recorded in a primary source. Be sure students understand primary sources are original records that may include letters, speeches, diaries, newspapers, and so on.

Content The subject matter for this book is a particularly dark time in American history. Prepare students for sensitive topics—death, war, and racism among them. Guide students to understand that by learning about history, we hope not to repeat it.

ELL Bridge

Ask students to use an interview format to explore some of the people in the text. Explain that they are journalists who have been sent into the western territory to interview Buffalo Soldiers and Native Americans. Then have pairs of students brainstorm a list of simple interview questions to ask their subject, such as "What is your name?" "What is your job?" and "Where are you going?" Have pairs take turns asking questions and answering questions.

Developing Comprehension

Evaluating Author's Purpose

Review the three basic purposes for writing: to inform, to persuade, and to entertain.

- The author recounts the experiences of the Buffalo Soldiers and supports his information with quotations and historic photographs of the people who were there. Ask: *What do you think was the author's main purpose for writing this book?* (to inform)
- Tell students that authors may have a secondary purpose, too. Have students skim the Introduction, Epilogue, and About the Author sections. Help them notice the persuasive tone in the sections. Ask: *How is the author trying to persuade you?*

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

Recognizing Synonyms

Remind students that words that have similar meanings are called synonyms. Writers use synonyms to make their writing more interesting.

- On pages 88–89, point out the words *ordeal*, *terrain*, and *erected*. Ask students to look up synonyms for each word and list them on the board. Ask students why they think the author chose these words over other synonyms.
- Have students note other interesting words while they read, and name their synonyms.

Learning About Text Features

Introduction/Epilogue

Tell students that an introduction is a section at the beginning of a book that gives readers insight about ideas they can expect to read. An epilogue is a section that appears at the end of a book. It offers a conclusion or ties together threads of information. Point out that these before and after sections bring the subject matter more into focus.

Have students locate the introduction and epilogue in the book. Ask volunteers to tell something they learned that the main text did not tell.

Developing Fluency

Have students turn to page 37 and listen carefully to your phrasing, tone of voice, and expression as you read. Ask students to read the same text silently and then aloud, until they are reading in the same expert manner.

Learning in the Content Areas

Talk About Choices Discuss the difficult choices the Buffalo Soldiers had to make. Point out that life back home was often worse than it was in the military. Have students recall that, as soldiers, they were oppressing the Native Americans in the same way others oppressed them. Discuss the quotation in the About the Author section and ask students if they agree with it.

Develop Specialized Vocabulary Have students discuss difficult choices the Buffalo Soldiers made. Ask how people make difficult choices. Encourage students to use words such as *consequences*, *choice*, *actions*, *reward*, and *punishment*. Ask:

Do you think that the Buffalo Soldiers made the right choice to join the Cavalry? Why or why not?

Extending Meaning Through Writing

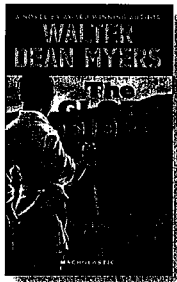
- Have the students write an obituary for one of the Buffalo Soldiers that might have appeared in the newspaper at the time. **(Descriptive)**

Connecting to Other Books

If You Lived at the Time of the Civil War by Kay Moore

An Indian Winter by Russell Freedman

The Glory Field



by Walter Dean Myers
text type: Historical Fiction
word count: 250+
content area: Social Studies
topic: African Americans

Level X

Summary & Standard

This novel tells the story of a family of African Americans, from the journey of their ancestor on a slave ship in 1753 to the civil rights movement and the late 20th century. Students will learn about the history of African Americans in the United States.

Making Connections: Text to Self

Discuss with students what they know about the African-American experience, from slavery to the civil rights movement. Talk about what is fair and unfair. Ask: *How do you feel when you think you have been treated unfairly? What do you do?*

For information and resources on African-American history and culture, see www.si.edu/resource/faq/nmah/afroam.htm.

Vocabulary

Content Words: demonstration, glory, integration, Klan, overseer, plantation, protests, radicals, segregation, shackle, sharecrop, slavery, tenement, tradition

Essential Words: determination, direction, distance, guarantee, preferences, progress, regular, serious

Related Words for Discussion: dream, family, field, free, generation, law, north, pride, south, unfair

Text Features: about the author, chapters, epilogue, family trees, parts

Supportive Book Features

Text Much of the text is dialogue, creating short lines and paragraphs. Family trees help readers keep track of characters and relationships. Part titles and running heads note the setting of each section.

Vocabulary Students will be able to understand most of the words used by both the narrator and the characters. Context can help them determine the meanings of some dated words or dialect.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Pages are full of text, and chapters are unnumbered and untitled. Tell students to keep in mind the part structure and to use the running heads to help them keep track of which period they are reading about.

Content Some historical background may be needed. Discuss briefly the period and corresponding dates of slavery in the United States, the Civil War, the African-American migration north, and the civil rights movement.

ELL Bridge

Discuss with students how the characters sometimes use dialect because of their African-American background, especially in the parts set in the 1800s and early 1900s. Select several statements, such as "They know you looking over there" and "I knows that, too" (page 17). Have students work in pairs to write and read aloud the statements using standard English.

Developing Comprehension Understanding Character

Remind students that they can learn about characters from what the characters say and do, what other characters say about them, and what the narrator tells about them.

- Have students read pages 35–44 and then ask them to describe Lizzy. Help them see she is a young enslaved girl. She is caring, brave, and somewhat independent-minded.
- As students read, tell them to form ideas about the characters. Have them make a character web for their favorite character.

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

The story has words that may be unfamiliar because they are written in dialect or are dated. Remind students that they can use words or sentences surrounding an unfamiliar word to figure out its meaning.

- Note this sentence on page 5: "The seamen pointed their *boomsticks* toward the sky and made them boom." Ask students what they think *boomsticks* are and what details helped them figure it out.
- Do the same for *uppity* on page 25 and *high yellow* on page 88.
- Ask students to note five other words whose meanings they can guess from context.

Learning About Text Features Diagrams

Point out the diagram before each major part. Explain that these diagrams are called family trees, and that they show the relationships among the characters by drawing lines between parents and children and by pairing people who marry. On page 10, ask who married Joshua Lewis and what three children Moses and Saran had together.

Developing Fluency

Put on a Readers Theater. Have small groups of students select a scene in which two or more characters speak, choose roles (including narrator), and practice reading their lines. Then have students read the scene together as if they were the characters.

Learning in the Content Areas

Talk About the Story Have students tell the various settings and the main events of each part of the story. Then discuss its theme of family pride and the desire for freedom and civil rights.

Develop Specialized Vocabulary Ask students to discuss the conflicts in the story. Encourage students to use words such as *dream, family, field, free, generation, law, north, pride, south, and unfair*. Ask:

How do individual characters show pride and take a stand for their rights?

Extending Meaning Through Writing

- Have students select three characters from different sections in the book (i.e., Muhammad 1753, Lizzie 1864, Malcolm 1964). Have students describe each character and tell how each character exemplifies the spirit of the Lewis family and how this spirit allowed them to overcome the obstacles they faced. **(Descriptive)**

Connecting to Other Books

At Her Majesty's Request: An African Princess in Victorian England by Walter Dean Myers

One More River to Cross: The Story of Twelve Black Americans by James Haskins

The Great Depression



by R. Conrad Stein
text type: Informational
word count: 250+
content area: Social Studies
topic: Great Depression

Level X

Summary & Standard

This nonfiction book explains the causes of the economic depression of the 1930s and its effects on the people in the United States. Students will understand the Great Depression.

Making Connections: Text to Text

The book takes students back in time to a historical period they may have heard about only through their social studies texts. Elicit their prior knowledge about the period. Draw a large concept web on the board with *Great Depression* written in the center circle. Ask: *What have you read about the 1930s, a period of time in our history called the Great Depression? Have students add their ideas.*

For information and resources about the Great Depression, see http://www.digitalhistory.uh.edu/learning_history.

Vocabulary

Content Words: bank failures, breadline, Dust Bowl, fireside chats, Great Depression, investors, middle class, New Deal, share, stock (exchange, market), strikes, unemployed

Essential Words: collapse, impact, profited, projects

Related Words for Discussion: business, economic, homeless, jobless, labor, prosperity

Nonfiction Text Features: about the author, captions, index, photographs, title page

Supportive Book Features

Text Each page of text is accompanied by one or more photographs. Quotations within the text help illustrate the thoughts and feelings of people who lived during the depression.

Vocabulary Many content-related terms, such as *stock exchange*, *share*, and *sit-down strike*, are explained in detail or with examples.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many paragraphs are long. Tell students to stop after a long paragraph and determine its main idea before reading on.

Content Economic concepts such as unemployment statistics and references to economic systems like capitalism and socialism may cause difficulty. Refresh understanding of percentages by reviewing that $x\%$ means x out of 100 people. Tell students to note any unfamiliar concept so they can look it up later.

ELL Bridge

Discuss the meanings of these synonyms with students: *jobless, unemployed; laborers, workers; impoverished, poor; wealthy, rich*. Write each on a card, lay the cards face up, and have students choose the synonyms. As they choose each pair, ask them to use one word in a sentence and then substitute its synonym.

Developing Comprehension

Summarizing

Remind students that summarizing involves stating the main idea of a piece of text as well as the most important details. Summarizing helps readers remember what they've read.

- Have volunteers take turns reading aloud about the stock market crash from the first full paragraph on page 6 to the top of page 9. Then guide students to summarize. Ask: *What did this section talk about? What was the main idea about the crash? What are the most important details about the crash?*
- Tell students to pause after they have read about topics in the book to summarize.

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 Multiple Affixes

Remind students that one root can have many different prefixes, suffixes, or other endings—some words have a root with more than one prefix, suffix, or ending added to it. Readers must look at the whole word before deciding on its meaning. Write these words from the book on the board, and have students break them apart and define them: *employers, employed, unemployed, and unemployment*.

Learning About Text Features

Photographs

Ask students to explain the saying "A picture is worth a thousand words." Discuss how, for historical periods after the invention of the camera, photographs can help us see what life was like. Select several photographs from the text and have students describe everything that the photographs tell them.

Developing Fluency

Tell each student to select an interesting section of the book and reread it several times silently. Have partners read their sections aloud to each other.

Learning in the Content Areas

Talk About the Depression Discuss briefly the system of capitalism in the United States—that people invest money in companies, hoping to make money when the companies prosper. Talk about what happens when companies do not prosper and when too many workers are unemployed.

Develop Specialized Vocabulary Ask students to explain some of the causes and effects of the Great Depression. Encourage them to use words such as *business, economic, homeless, jobless, labor, and prosperity*. Ask:

What were some reasons the Great Depression happened? What happened in the country as a result?

Extending Meaning Through Writing

- Have students pretend they and their family members were workers during the Great Depression. Ask them to write a letter to President Roosevelt describing how their life changed due to the Depression and how they and their family members were helped by his various government programs. (Letter)

Connecting to Other Books

My Name Is America: The Journal of Patrick Seamus Flaherty by Ellen Emerson White

Out of the Dust by Karen Hesse

Katarína



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

Level X

Summary & Standard

This novel tells the story of a young girl in Slovakia who is separated from her aunt and uncle when she goes into hiding to avoid deportation to a work camp. Students will learn about the Holocaust, its aftermath, and its effects on world history.

Making Connections: Text to Text

Students may have learned about World War II and Nazi Germany through their social studies texts. Invite students to share what they know about the Holocaust.

To extend the connection, explain that the historical note after the table of contents prepares the reader by giving information about Czechoslovakia, the setting of the novel, before and during the war.

For more teaching ideas and resources, see <http://fcit.usf.edu/HOLOCAUST/people/CHILDREN.htm>.

Vocabulary

Content Words: anthem, deported, Gestapo, Gypsy, Hlinka Guards, liberated, partisans, prejudice, revolt, uprising

Essential Words: false, privacy, serious, supplies, suspect

Related Words for Discussion: alone, brave, enemy, hungry, orphan, race, religion, secret, war

Text Features: chapters, epilogue, historical note, prologue, pronunciation guide, table of contents

Supportive Book Features

Text Much of the text is dialogue, creating short lines and paragraphs. Students will recognize that italic type signals dreams and symbolic scenes.

Vocabulary The language is simple and informal. A pronunciation guide is given for Slovak terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The novel is not illustrated, and the margins are very narrow. Tell students to pause for a break when needed. They might also use a sheet of paper to cover lines, moving it down as they read each line.

Content Read the historical background note with students and provide additional information about World War II and the Holocaust, especially the work camps, which Katarína misunderstands. In the chapter "Stefie," Katarína talks to a puppet, but this is not evident at first. In the chapter "Seven Voices," the narrator changes from Katarína to seven other people. Remind students to read carefully.

ELL Bridge

Help students understand Katarína's personal letters to Eva in the second chapter. Explain that letters often contain rambling thoughts with vivid descriptions about people and events. Invite students to point out some of Katarína's observations and describe how they add to the overall feeling she gets as days go by without a return letter from Eva. Help students use context clues to understand difficult or unusual words, such as *nib* on page 25 or *postmistress* and *midwife* on page 29.

Developing Comprehension

Drawing Conclusions

Remind students that they can understand and appreciate a story much more if they draw conclusions from what they read. To draw conclusions, readers combine related ideas from the story to decide what they mean. Readers also use prior knowledge.

- When can you tell Eva is deliberately not writing back to Katarína?
- Who is Stefie? How do you know?
- Who are the speakers in the chapter "Seven Voices"? Why does the author include this chapter?
- Remind students to draw conclusions about the setting, the characters, and the plot as they read.

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 use context clues to figure out the meaning of an unfamiliar word.

- Note the sentence on page 8 that uses the word *quarantine*. Ask students what they think *quarantine* means and what details helped them figure it out.
- Do the same for *ration* on page 53.
- Ask students to note three other words whose meanings they can guess from context.

Learning About Text Features

Prologue

Explain that sometimes an author includes a prologue—an important scene before the beginning of the story. Read the prologue together. Ask students what they could predict about the story from the scene described.

Developing Fluency

Put on a Readers Theater. Have small groups select a scene in which characters speak, choose roles, and practice reading their lines. One student should read the lines Katarína speaks to other characters, and another student should read the lines she speaks as narrator. Have students read the scene together.

Learning in the Content Areas

Talk About the Theme Talk about the setting of the story and the main events. Then talk about the theme. Remind students that a theme is the author's key idea or what is important to learn from the story. Suggest general topics from the book, such as hope and survival. Tell students that as they read, they will notice what Katarína does and says. Suggest a possible theme—*Despite great odds against her, a little girl's fierce belief in a better life helps her survive through incredible trials.*

Develop Specialized Vocabulary Ask students to discuss what happened to Katarína and how she survived. Encourage students to use words such as *alone, brave, hungry, orphan, and war*. Ask: *Do you think what happened to Katarína could ever happen again? Why or why not?*

Extending Meaning Through Writing

Katarína

Have students use information from the book to note how Katarína is revealed by the writer.

How she looks	What she says or thinks	What she does	What others say about her

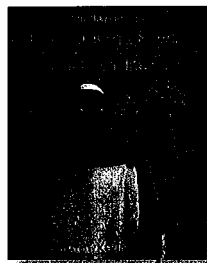
Finally, have them use the information from the chart to write a two-paragraph character description. **(Graphic Aid)**

Connecting to Other Books

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

A Place to Hide: True Stories of Holocaust Rescues by Jayne Pettit

The Librarian Who Measured the Earth



by Kathryn Lasky
text type: **Biography**
word count: **250+**
content area: **Math**
topic: **mathematical reasoning**

Level X

Summary & Standard

This book traces the life of the Greek scholar Eratosthenes. Students will learn how to use angles to determine the circumference of a circle.

Making Connections: Text to Text

Have students tell about biographies they have read. Ask: *What is included in a biography?*

Extend the connection by discussing the kind of people biographies are written about. Have students name personal characteristics and accomplishments of the people they have read about.

For additional teaching ideas and resources, see www.livius.org.

Vocabulary

Content Words: axis, chronology, gymnasium, laboratories, mythology, philosophy, scholars, scrolls

Essential Words: angle, circumference, degrees, linear, measure

Related Words for Discussion: education, measurement, politics, recreation, transportation

Nonfiction Text Features: afterword, author's note, bibliography, illustrations

Supportive Book Features

Text The "Author's Note" at the beginning of the book introduces the material that will be covered. The "Afterword" underscores the importance of Eratosthenes's discovery. Illustrations strongly support the text.

Vocabulary A pronunciation guide follows words that may be difficult for students to pronounce. Suggest that students say those words aloud. Definitions of unfamiliar words are sometimes included in the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some paragraphs are very long. The pages with white print on a dark background are somewhat difficult to read.

Content Students may have difficulty understanding how Eratosthenes measured the circumference of the earth. Have partners reread that section and talk about the process.

ELL Bridge

Invite students to use the illustrations in the book to retell the story. Help students to summarize some of the pictures in a sentence or two, using new vocabulary words if possible. For example, for pages 24 and 25 students might use the words *handwritten* and *scrolls*. Write the sentences on strips of paper. Then, together, read the sentences aloud. Finally, mix up the strips and ask volunteers to read the sentences and match them with the pictures.

Developing Comprehension

Understanding Character

Explain that we learn a great deal about characters from their relationships with others and their reactions to the world around them.

- Have students turn to page 18. Ask how Eratosthenes felt about being in Alexandria. Ask what his reaction tells about him.
- Turn to page 29. Ask students what they learned about Eratosthenes on this page.
- Ask students to name character traits that helped Eratosthenes make his important discovery.

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

Tell students that context, or words and sentences around a word, can offer clues about the meaning of an unfamiliar word.

- Have students find the word *promenades* on page 21. Ask: *What clue helped you figure out what the word means?*
- Repeat the procedure for the following words: *ecstatic*, page 18; *flatterer*, page 29; *precisely*, page 36; *transport*, page 40.

Learning About Text Features

Bibliography

Tell students that a bibliography is a list of resources. After reading the book, have students turn to the bibliography on page 48. Point out that the author and the illustrator used different books to find information. Scan the page and ask questions about particular books. For example, *Why do you think the author read a book about Christopher Columbus?* or *How do you think the book The History of Musical Instruments helped the illustrator?*

Developing Fluency

Select an interesting passage from the book, and have students turn to the page. Ask them to follow along as you model fluent reading. Then reread the passage together as a group. Read it until students can read it independently.

Learning in the Content Areas

Talk About Greece Tell students that Greek culture can be traced back thousands of years and it still influences our lives today in literature, drama, art, science, math, philosophy, and politics. Point out that Athens is called the "cradle of Western civilization."

Develop Specialized Vocabulary Have students compare life in Eratosthenes's time with life today. Encourage them to use words such as *education*, *measurement*, *politics*, *recreation*, and *transportation*. Ask:

If you lived at the time of Eratosthenes, what one thing from the present would you miss?

Extending Meaning Through Writing

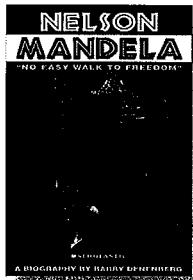
- Have students write a summary of the steps Eratosthenes took to find the circumference of the Earth. (**Expository**)

Connecting to Other Books

Pyramid by David Macaulay

Confucius: The Golden Rule by Russell Freedman

Nelson Mandela: "No Easy Walk to Freedom"



by Barry Denenberg
text type: Biography
word count: 250+
content area: Social Studies
topic: human rights

Level X

Summary & Standard

This nonfiction book tells about the dangers, sacrifices, and long imprisonment endured by Nelson Mandela in his efforts to end apartheid in South Africa. Students will see historic events from the perspective of those who were there.

Making Connections: Text to Self

Students will have some knowledge of the fight for civil rights in the United States. Discuss what students consider the most important freedoms fought for in the Civil Rights Movement.

Tell students that apartheid, or racial restrictions in South Africa, also resulted in a long struggle for civil rights. Nelson Mandela led his people to freedom even though he was in prison for 26 years.

For additional teaching ideas and resources, see www.anc.org.za/people/mandela.

Vocabulary

Content Words: amnesty, apartheid, boycott, censorship, colonial, concessions, curfews, martyrs, massacre, poverty, segregation, treason

Essential Words: brutality, dedicated, eloquent, isolation, morale, oppressed, retaliate, subversive

Related Words for Discussion: apathetic, chaos, commitment, exploited, grievances, persecution, perspective, reconciliation, sanctions, tactics

Nonfiction Text Features: bibliography, chronology, contents, index, introduction, map

Supportive Book Features

Text Throughout the book, longer quotes from Nelson Mandela are set off in italics. Text is set in a size and font that is easy to read.

Content A detailed chronology in the back of the book helps to organize the many years of events and people involved in ending South African apartheid. Headings also help to organize sequence of events.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may find that the few, small black-and-white photographs do not support the text well. Tell students that the photos will be helpful in identifying key people mentioned in the text.

Vocabulary Challenging words are not well defined in the text. Encourage students to keep a list of difficult key words as they read. Encourage them to look up definitions as they finish a chapter or a few paragraphs of text.

ELL Bridge

Point to and read the phrase "symbol of courage" on the back of the book. Explain what this means. Then assist students in identifying and naming the traits Nelson Mandela had that made him a symbol of courage. Write students' ideas on the board and help them define each one. For example, students may suggest *brave*, *dedicated*, *patient*, *fearless*, *disciplined*, *tolerant*, *eloquent*, *charming*, and *intelligent*. After reading, help students find an example of each trait in the book.

Developing Comprehension Making Inferences

Review with students that readers make inferences when they determine meaning about a subject that is not stated by the author. They use their knowledge of a topic along with clues and details they read in the text. Provide an example from page 85. After reading Mandela's prison identity card, point out that a reader can infer that the government intended to break Mandela's convictions and for him to die in prison. Encourage students to share inferences they made from the 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 Strategy Denotation/Connotation

Remind students that words have dictionary definitions, or *denotation*, but words also may suggest feelings or ideas beyond their literal meaning. This is their *connotation*.

- Direct students to the second paragraph on page 38 and read the last sentence aloud. Then read it again and substitute *excited* for *exuberant* and *uninterested* for *apathetic*. Discuss how the choice of words changes the tone and feeling of what is described. Have students find other examples in the book.

Learning About Text Features Index

Review that an index is an alphabetical listing along with page numbers of topics in a book. On page 205, point out that page numbers in italics indicate photos or illustrations. Have students look up "demonstrations," explain what "see also" means, and tell what page shows a picture of the Children's Crusade.

Developing Fluency

Model reading the last paragraph on page 139 to the break on page 140, showing pauses at punctuation, and a different tone when reading a quote. Have partners read the same text aloud and provide feedback.

Learning in the Content Areas

Talk About Oppression Discuss with students how people have overthrown oppression and how increased persecution usually increases commitment.

Develop Specialized Vocabulary Talk about the tactics used to air grievances that Mandela and black South Africans had. Discuss how these tactics helped to force the government to abolish apartheid. Encourage use of words such as *apathetic*, *chaos*, *commitment*, *exploited*, *persecution*, *perspective*, and *sanctions*. Ask:

Why did Mandela insist on reconciliations after he became president? Do you agree?

Extending Meaning Through Writing

- At one point, the African National Congress (ANC) changed from conducting nonviolent protests. After Mandela was imprisoned, the movement became even more violent. Have students think about the following questions. Ask: *Do you think that the violence was justified in this case? Do you think that violence is ever justified in a struggle for freedom?* Have students write an essay to explain their beliefs, supporting their ideas with details from the book. **(Expository)**

Connecting to Other Books

The Life and Words of Martin Luther King, Jr. by Ira Peck

One More River to Cross: The Story of Twelve Black Americans by James Haskins

Not Guilty



by George Sullivan
text type: Informational
word count: 250+
content area: Biography
topic: justice system

Level X

Summary & Standard

This nonfiction book tells about five people who were wrongly accused, tried, and found guilty by the judicial system. Students will learn different views of historic events, and to weigh the importance, reliability, and validity of judicial evidence.

Making Connections: Text to World

Most likely, students will have had experience with being blamed for something they didn't do. Have students share what they've experienced, and have them express how it made them feel.

Extend the real-world concept by explaining that our laws state that people are innocent until proven guilty. Ask: *Do you think this is always true?* Tell students that discrimination, mistakes in evidence, and even false testimony can make an innocent person seem guilty.

For additional teaching ideas and resources, see <http://pbskids.org/wayback/fair/tp.html>.

Vocabulary

Content Words: accusations, circumstantial, malicious, overzealous, polygraph, prejudice, testimony

Essential Words: injustice, suspect

Related Words for Discussion: defense, evidence, investigation, prosecution, trial, verdict

Nonfiction Text Features: contents, further reading, index, introduction, photographs

Supportive Book Features

Text Each story is interesting and simply structured. There are many high-frequency and decodable words. Black-and-white illustrations give students a sense of who the persons are and where the events took place.

Vocabulary Most of the words in the text will be familiar for students. Have students use context clues to help define unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some stories are long, and students may lose interest. Tell them to take a short break, and then continue reading. There are many abbreviations, and quotes are included within the body of sentences.

Content Students may not have a grasp of the workings of the judicial system, and may not understand why the events took place the way they did. Point out that steps are in place to assure a fair trial, yet occasionally some steps still seem to be missed.

ELL Bridge

Help students understand how what someone says can change as it is told to others. Have students form two lines of equal size. Carefully whisper into the ear of the first student in each line, so no one else can hear: *John was at the store last night. He was the one who saw the robbery. He identified the suspect, who was caught, to the police.* Then have that student whisper the scenario to the next student, and so on, to the last student. Have the last student tell the group what he or she heard. Point out how witnesses can sometimes forget or confuse their story.

Developing Comprehension

Making Predictions

Explain to students that good readers think about what might happen next in the story. They use their prior knowledge along with what is in the text to make predictions. Tell students that sometimes predictions are incorrect and that as they read and gain new information, they may need to make new predictions. Have students read the last two paragraphs on page 7. Ask: *What do you think the police will do with Peter?* Then have students read the second paragraph on page 9. Ask: *Do you think the police will let Peter go?* Now have students read the fourth paragraph and revisit their predictions to see if they were correct.

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 before they read a long word, it is helpful to divide the word into separate syllables, each with its own vowel sound. After dividing a word, students should say each syllable before blending all syllables together to make one word.

- Invite students to point out and say multisyllabic words as they read, such as *involuntary* (p. 17), *investigation* (p. 28), *confrontation* (p. 45), and *federation* (p. 61).

Learning About Text Features

Further Reading

Have students turn to the Further Reading section on page 139. Tell students that the author has provided a list of books that allows readers to read and learn more about the particular stories in the book.

Developing Fluency

Remind students that when characters speak, the way they say their words shows how they feel. Model reading the second paragraph on page 47 and the fourth paragraph on page 73 using proper pauses and intonation. Have students read the same text silently and then aloud. Encourage students to use proper intonation as they read the words.

Learning in the Content Areas

Talk About Justice Though being just can be different to each person, explain to students that, generally, justice is being fair and impartial. The justice system is designed to give equal rights to all citizens based on the laws.

Develop Specialized Vocabulary Have students discuss, in their own words, how different interpretations of being just affect how the justice system works. Encourage them to use words such as *defense*, *evidence*, *investigation*, *prosecution*, *trial*, and *verdict*. Ask:

How would you want the justice system to work if your friend was a suspect?

Extending Meaning Through Writing

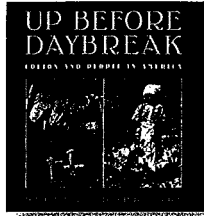
- Have students use the stories in the book to write a persuasive essay to show that the death penalty should be eliminated or upheld. Students should describe the ways in which people were wrongly convicted and include examples from the book to support their thinking. **(Persuasive)**

Connecting to Other Books

Tales of Real Escape by Paul Dowswell

True Crimes and How They Were Solved by Anita Larsen

Up Before Daybreak: Cotton and People in America



by Deborah Hopkinson
text type: Informational
word count: 250+
content area: Social Studies
topic: children in history

Level X

Summary & Standard

This nonfiction book tells about the men, women, and children who worked in the United States cotton industry over the past 300 years. Students will witness American history through the study of primary sources such as photographs and quotations.

Making Connections: Text to World

Discuss with students the kinds of jobs they are responsible for and what they can do to earn money. Ask students to name the kinds of work they do. Point out that their primary job is to attend school.

Extend the real-world connection by telling students that not long ago many children were expected to work all day to help their families. Even today, there are places around the world where children go to work at a very young age.

For additional teaching ideas and resources, see <http://www.historyplace.com>.

Vocabulary

Content Words: bales, boll weevil, cotton gin, industry, plantation, sharecropping, spinning jenny

Essential Words: economy, exported, migration, tenant

Related Words for Discussion: illegal, Industrial Revolution, law, minimum, penalties, wage

Nonfiction Text Features: acknowledgments, captions, index, subheads, table of contents

Supportive Book Features

Text The photographs help reinforce the time and place in history. Captions describe each photograph. The book is divided into chapters with descriptive titles.

Vocabulary Photographs and context clues in the text support introduced vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text is dense and formatted in only one wide column. Several pages contain text with no photographs or subtitles to break it. Some sentences are long with complex construction. Tell students to let punctuation guide them to make reading easier.

Content Students may have difficulty understanding the hardships these families faced. They may need background on why families would have to tolerate such conditions. Difficult vocabulary and language in some quotations may need to be clarified.

ELL Bridge

Before students read the book, provide them with background information about the cotton industry. Allow students to examine the fibers in cotton balls. Demonstrate how the fibers can be twisted into threads. As you discuss this process, introduce terms such as *bales*, *bobbins*, *cotton gin*, *loom*, *pickers*, *spinning jenny*, *spools*, *warp*, and *woof*. Talk about the word meanings and model using the words in sentences. Then ask students to make up sentences of their own using the words.

Developing Comprehension

Main Idea/Details

Remind students that the main idea is the most important idea that a book tries to get across, and details are the smaller pieces of information that tell about the main idea. Write this main idea in the center of a web: *The cotton industry made life hard*. Ask students to name details from the book that support the main idea, and write them on the spokes of the web.

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

Explain that words have a literal meaning, or *denotation*. A word may also have a certain feeling associated with it, which is its *connotation*. A connotation can be negative or positive. Write these sentences on the board:

English mills demanded more cotton fiber.

Buyers requested high-quality cotton.

Point out that the underlined words have similar meanings, but *demand*ed has a negative connotation while *request*ed is more positive. Ask students how the mood of other passages is affected by certain words.

Learning About Text Features

Table of Contents

Have students turn to the Contents page. Point out that the book is divided into two parts. Note that under each part, chapters within that section, and page numbers on which they begin, are listed. Point out that chapter headings can be used to scan for information about a specific topic. Have students review the chapters. Ask: *In which chapter might you learn about the jobs of mill workers?*

Developing Fluency

With a volunteer, choral read the first paragraph on page 27. Model how the commas help break long text into comprehensible chunks of information. Continue with the quotation in the second paragraph. Have students read the same text silently and then chorally with a partner, keeping an even pace.

Learning in the Content Areas

Talk About the Industrial Revolution Lead a discussion about how the mills and factories of the Industrial Revolution changed lives. Note that while goods became cheaper and more available, men, women, and children worked under poor conditions. Explain that laws were passed to protect people.

Develop Specialized Vocabulary Ask students to talk about laws we have that are meant to protect children and workers. Have students use words such as *age*, *illegal*, *Industrial Revolution*, *law*, *minimum*, *penalties*, and *wage*. Ask:

Why can't young people your age work in a factory or mill today?

Extending Meaning Through Writing

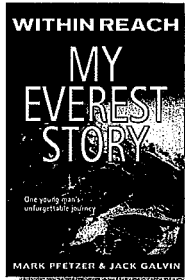
- Have students complete a time line of what they believe to be the most important dates and events of the history of cotton in the United States. (**Graphic Aid**)
- Then have students write a short essay using some of those important dates and events to summarize the history of cotton in the United States. (**Expository**)

Connecting to Other Books

The Story of the Women's Movement by Maureen Ash

We Shall Not Be Moved: The Women's Factory Strike of 1909 by Joan Dash

Within Reach: My Everest Story



by Mark Pfetzer and Jack Galvin
text type: Autobiography
word count: 250+
content area: Social Studies
topic: famous Americans

Level X

Summary & Standard

Mark Pfetzer followed a dream to become the youngest climber to scale many of the world's tallest mountains. Students will learn through his first-person account about his significant achievement and the people who inspired him.

Making Connections: Text to Self

Ask students to share experiences with setting a goal to realize a dream. Discuss the planning that must be done to reach a goal.

Introduce Mark Pfetzer by telling students that from the age of 12 he had a dream to climb tall mountains with the ultimate goal of climbing Everest, the tallest mountain in the world.

For additional teaching ideas and resources, see www.pbs.org/wgbh/nova/everest/.

Vocabulary

Content Words: acclimatized, adrenaline, altitude, dehydrated, hypothermia, logistics, mentor, panorama, philosophy, rappelling, synchronized

Essential Words: attitude, commitment, complacent, expectations, panic, potential, resent, summit

Related Words for Discussion: celebrity, composure, discipline, endurance, exhilaration, instincts, jeopardize, publicity, stamina, tolerance

Nonfiction Text Features: glossary, headings, lists, photos, predictable format, preface, prologue, table of contents

Supportive Book Features

Text The headings provide chapter topics, while the dated subheadings organize the text chronologically.

Vocabulary Although there are many technical mountaineering terms in the text, they are often defined in context. There is also a glossary to help define words.

Praise students for specific use of "Behaviors to Notice and Support" on page 91 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The type is small, with no graphic components to break it. The only photographs are grouped together in the middle of the book. Because the text is conversational, students will encounter many sentence fragments.

Content The content is limited to the author's point of view. Students may be confused at times by the author's divergence from the story to share feelings and thoughts on a variety of topics.

ELL Bridge

To help students understand the organization of the book, talk about keeping a journal. Explain that journal entries are dated and arranged chronologically. A journal can be used to record daily personal experiences and thoughts or as a record of an activity or project. Have students keep a journal for one month to record experiences and thoughts related to a project, sport, club, or hobby they are doing. Remind them to write from a first-person point of view using *I*.

Developing Comprehension

Recognizing Fact/Opinion

Review with students that a fact tells about something that has been observed and can be proven correct or incorrect, such as the height of a mountain. An opinion tells what an individual thinks or feels using words such as *believe* and *probably*, or emotion words.

- Have students look through the book to find a fact about Everest and an opinion about Everest expressed by Mark Pfetzer. Ask students to explain why they think the statement is a fact or an opinion.

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

Review that many words in English have multiple or more than one meaning. How a word is used depends on the context.

- Read this partial sentence from page 25: *Al dancing his way through the visa line, then customs*. Discuss the meaning of *customs*: "accepted ways of acting" or "place where baggage is examined."
- Have students determine the meaning of *summit* (p. 6), *impact* (p. 44), *poised* (p. 80).

Learning About Text Features

Predictable Format

Explain that the book is written like a journal with dates at the beginning of each entry. Point out that the entries are chronological except for the prologue, which is in 1996. The first chapter begins in 1992. Ask: *How does this format help to orient you if you decide to review events or read entries randomly?*

Developing Fluency

As students read a journal entry aloud to a partner, have them concentrate on the conversational style of writing. Invite them to reread the passage a few times until they read easily and with expression.

Learning in the Content Areas

Talk About Dreams and Reality Talk about the difficulties, frustrations, and disappointments as well as exhilaration Mark Pfetzer experienced in realizing his mountain climbing dream.

Develop Specialized Vocabulary Have students summarize Mark's attitude as he struggled to develop tolerance, discipline, and composure. Encourage students to use words such as *endurance*, *jeopardize*, and *stamina*. Ask:

Why was Mark a reluctant celebrity who avoided publicity?

Extending Meaning Through Writing

- Ask students to write a short essay describing what kind of person Mark Pfetzer is and what life lessons they learned from reading this book about him. They should include specific details from the book to support their description of him. **(Expository)**

Connecting to Other Books

We Shall Not Be Moved: The Women's Factory Strike of 1909 by Joan Dash

Invincible Louisa: The Story of the Author of Little Women by Cornelia Meigs