

 SCHOLASTIC

GUIDED READING PROGRAM

Content Areas



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

- **Air Raid—Pearl Harbor: The Story of December 7, 1941**
- **Davy Crockett**
- **Favorite Greek Myths**
- **Hana's Suitcase**
- **Indian Chiefs**
- **Isaac Newton**
- **Leonardo da Vinci**
- **New Kids in Town: Oral Histories of Immigrant Teens**
- **Stars and Planets**
- **The Wright Brothers: How They Invented the Airplane**

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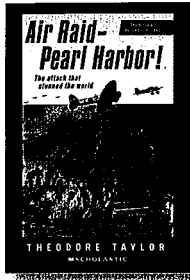
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Item# 136599



Air Raid—Pearl Harbor!



by Theodore Taylor
text type: Nonfiction
word count: 250+
content area: Social Studies
topic: World War II

Level Y

Summary & Standard

This book describes the events leading up to the Japanese attack on Pearl Harbor as well as the attack itself. Students will understand why the United States entered World War II.

Making Connections: Text to Text

Students may have some prior knowledge of the attack on Pearl Harbor through their social studies texts or other nonfiction books they have read.

Ask: *What do you know about Pearl Harbor? Where have you read about it?* Invite students also to share what they know about World War II in general. Give students some background if necessary.

For additional teaching ideas and resources, see <http://content.scholastic.com/browse/article.jsp?id=7656>.

Vocabulary

Content Words: consulate, defense, diplomatic, embassy, envoy, infamy, intelligence, kamikaze, naval base, radar, submarine, torpedoes

Essential Words: isolated, messages, transmitted

Related Words for Discussion: aerial, attack, code, destroy, enemy, military, secret, surprise

Nonfiction Text Features: about the author (untitled), author's note, bibliography, list of key figures, maps

Supportive Book Features

Text A list of the names of key people who figured in the attack on Pearl Harbor appears at the back of the book for easy reference. Several maps aid understanding of the logistics of the attack.

Vocabulary Many of the words are core vocabulary. Foreign words and content words are italicized and generally defined in context.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most spreads have only text. A few chapters are lengthy. Encourage students to read one or two chapters at a time. Suggest that asking questions and then looking for the answers to their questions will help keep students involved in the story.

Content The description of events is extremely detailed, with many proper nouns and foreign names and words. Encourage students to use the list of key figures on pages 185–186. They may also want to create their own list of names and terms.

ELL Bridge

Have students choral read in small groups. Monitor their reading and read with them if necessary. Provide illustrated books that tell the story of Pearl Harbor. Students can use sticky notes to label the pictures with terms such as *aircraft carrier*.

Developing Comprehension

Visualizing

Remind students that when readers visualize, they picture in their heads the sights and sounds they are reading about. Visualizing helps readers understand what happened.

- Read aloud sections of the text, such as Yoshikawa's spy activities (p. 12), the first plane attacks (pp. 134–135), Cordell Hull's meeting with the Japanese envoys (pp. 140–141), and the attack on the *Arizona* (p. 145). Ask students to describe what they see and hear. They may want to draw pictures or cartoon strips of what they visualize.

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 Prefixes

Remind students that a prefix is a word part added to the beginning of a word to make a new word. The meaning of a prefix adds to the meaning of the root word.

Write these prefixes and words from the book. Ask students to determine what each word means:

- anti-aircraft (*anti* = "against")
- counterintelligence (*counter* = "opposite")
- refuel (*re* = "again")

Learning About Text Features

Maps

Explain that maps in social studies books help readers understand the location of an event. Have students turn to the map on page 131. Ask: *What does this map show?* (the ships in Pearl Harbor on December 7, 1941) *How does the map help you understand why so many ships were damaged?* (The ships were all close together in a small area.)

Developing Fluency

Sections of the book detail exciting and emotional events. Have students take turns reading these sections aloud, paying attention to phrasing and using appropriate expression.

Learning in the Content Areas

Talk About Pearl Harbor Discuss the attack on Pearl Harbor with students. Talk about the roles of the army and navy as well as the state of the world and the United States at the time of the attack.

Develop Specialized Vocabulary Ask students to explain the key events that led up to the attack. Encourage them to use words such as *aerial*, *attack*, *code*, *destroy*, *enemy*, *military*, *secret*, and *surprise*. Ask:

*What happened before the surprise attack?
During the attack? After the attack?*

Extending Meaning Through Writing

- Have students write a summary of events that led up to and caused the attack on Pearl Harbor on December 7, 1941. (Expository)

Connecting to Other Books

Great Escapes of World War II by George Sullivan

I Am an American: A True Story of Japanese Internment by Jerry Stanley

In Their Own Words: Davy Crockett



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

Level Y

Summary & Standard

This biography tells about the life of David "Davy" Crockett, frontiersman, politician, Texas Revolution hero, and folk hero. Students will learn to view historic events through the eyes of those who were there.

Making Connections: Text to World

Ask students what they know about folk heroes. Ask: *What makes someone a folk hero?*

Extend the real-world connection by explaining that a folk hero is a figure popularized in the public conscience. Because of their unique contributions to history, folk heroes have taken on hero status. Some folk heroes are real historical figures, such as Paul Revere and Abraham Lincoln. Others are mythical, exaggerated characters, such as Johnny Appleseed or Paul Bunyan.

For additional teaching ideas and resources, see www.bsu.edu/classes/cantu/crockett.htm.

Vocabulary

Content Words: almanac, bombardment, candidate, illegally, legislate, squatters

Essential Words: defenses, homestead, humiliating, justice, politics

Related Words for Discussion: candidate, expansion, frontiersman, independence, politician

Nonfiction Text Features: bibliography, captions, chapters, headings, illustrations, index, introduction, photographs, table of contents, time line

Supportive Book Features

Text The text is printed in large, clear type. The information is organized into clearly referenced chapters, and the photographs and illustrations provide valuable text support. Sentences are not unusually long.

Vocabulary Most of the words in the text will be familiar for students or are explained in the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out that while quotations usually indicate a speaker's exact words during a conversation, the quotations in this book are not examples of direct dialogue between characters. Instead, the quotations are taken from Crockett's autobiography.

Content Even though the text makes it clear which information about Crockett is true and which is mythical, he comes across as a man with few faults—almost a superhero. You may wish to explain ways Crockett fits the definition of a folk hero.

ELL Bridge

Before students read the book, provide them with some background information about the western expansion in the United States. Write the following content-area vocabulary on the board and talk about the meanings, using kid-friendly definitions: *squatters' rights*, *Homestead Act*, *Indian Removal Act*, *oath of allegiance*, and *provisional government*. Model using the words in sentences. Then ask students to make up sentences of their own using the words.

Developing Comprehension

Understanding Sequence

Explain that sequence is the order in which events are told. Guide students as they explore the sequence of events that led to Crockett's death in the Battle of the Alamo. Ask:

- *When and where did Crockett first decide to volunteer for a militia unit?*
- *When and how did Crockett become involved in politics?*
- *When and how did Crockett move into national politics?*
- *Why did Crockett go to Texas and why and when did he end up at the Alamo?*

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

Remind students that figurative language goes beyond literal meaning—it creates a picture in the reader's mind.

- Explain that an idiom is a phrase whose meaning has nothing to do with the words' ordinary meanings. Have students turn to page 16 and point out the phrase *I set out with a heavy heart*. Point out that this phrase does not mean Crockett's heart weighed a lot. Ask students what it means. (*Crockett was sad.*)
- Explain that similes make comparisons using the words *like* or *as*. Help students note the simile on page 101. (*Davy Crockett died fighting like a wild beast...*)
- Have students scan the book for other examples of figurative language.

Learning About Text Features

Headings

Explain to students that headings help organize the text into sections and identify the topic of the section.

Have students skim the book to find headings. Ask them to identify clues in the headings that indicate that the book tells the events of Crockett's life in chronological order.

Developing Fluency

Turn to page 85 and model fluent reading of the last three paragraphs. Then have students read the same paragraphs silently several times and then aloud several times. Remind students to look for punctuation marks as signals to read with expression, to pause, or to stop. Encourage students to increase their speed with each reading.

Learning in the Content Areas

Talk About American Folk Heroes Lead a discussion about what makes a folk hero. Tell students that while most folk heroes have great physical strength (such as the tall tale hero Paul Bunyan, the lumberjack), they also need a heroic character—brave, hard working, and self-sacrificing. Tell the story of real-life engineer Casey Jones or John Henry, a real African-American worker who helped build the railroads in the 1870s, and discuss why they are folk heroes.

Develop Specialized Vocabulary Have students tell in their own words what they have learned about the times in which Crockett lived and worked. Encourage students to use words such as *candidate*, *politician*, *independence*, *frontiersman*, and *expansion*. Ask:

What characteristics did Crockett have that made him a famous American folk hero?

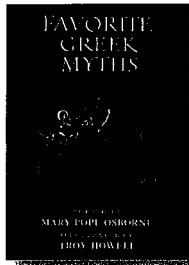
Extending Meaning Through Writing

- Ask students to pretend they are going to interview Davy Crockett. Have them write out their questions and his answers, using what they learned from reading this book. The interview should include information about important events in Crockett's life that shaped him as a person. (**Expository**)

Connecting to Other Books

Invincible Louisa by Cornelia Meigs
Lewis and Clark by George Sullivan

Favorite Greek Myths



retold by Mary Pope Osborne
text type: Myth
word count: 250+
content area: Social Studies
topic: Greek mythology

Level Y

Summary & Standard

This collection features retellings of 12 popular Greek myths. Students will explore different beliefs and traditions of a culture that thrived long ago.

Making Connections: Text to Text

Explain to students that myths are stories that try to explain something or teach certain values. Myths also tell about the relationships between gods and mortals. Talk about other myths, fables, legends, and tall tales that students have read.

Ask: *Why would an author want to tell a story that teaches a lesson?*

Discuss the lessons learned or the explanations provided by each of the stories.

For additional teaching ideas and resources, see www.historyforkids.org/learn/greeks/religion/greekrelig.htm.

Vocabulary

Content Words: chariot, constellations, insolence, mortal, Mount Olympus, nymph, ominous

Essential Words: jealous, underworld

Related Words for Discussion: ambition, arrogance, conceit, consequences, envy, greedy, ingratitude

Nonfiction Text Features: appendices, bibliography, illustrations, index, introduction, table of contents

Supportive Book Features

Text Full-color illustrations help students visualize the characters or events in each myth. Information at the back of the book supports the collection by providing background information about the genre.

Content The book resembles a collection of short stories, and each myth is retold in simple language. Dialogue moves the events in each myth along quickly in an entertaining way.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by the amount of dialogue in the myths. Review that dialogue represents the exact words exchanged between characters. Help them recognize speaker tags and that a new paragraph begins when the speaker changes.

Vocabulary Guide students with the unusual spellings and difficult pronunciations of characters' names. Help students practice pronunciations before they begin to read.

ELL Bridge

Write key words from a myth on an index card, one word per card. For example, for "The Golden Apples," use words such as *race, marry, golden, crowd, heart, and woods*. Read each word aloud and have students repeat it. Explain the meaning of each word. Discuss how each word is used in the story. Then give each card to a student. Reread the story aloud, and have students hold up the matching card each time they hear their word. Finally, invite students to use the words in sentences related to the story.

Developing Comprehension

Summarizing

Explain that summarizing is a good way to remember the most important points when we read. Tell students that to summarize, they should look for the main idea of a section of text, find the most important details, and then restate what the passage is about in their own words.

- Have students reread pages 9–11. Guide students to identify the main idea that King Midas's greed almost kills him. Have them find details that support the main idea. Ask: *What happens first? Next? Last?* Ask students to give a short summary of the myth.
- Have students find the main idea and supporting details in other myths.

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

Verbs are words that express action, thoughts, or being. Strong verbs appeal to the senses and help readers to picture, taste, feel, hear, and smell what is happening.

- Write these sentences on the board:
"She is here!" boomed a powerful voice.
Servants quickly dashed about.
Apollo embraced the tree's branches.
The stallions galloped over the countryside.
- Ask students to identify sensory verbs in each sentence.
- Have students name other verbs that could replace the verbs in each sentence.
- Discuss what sense each verb appeals to.
- Have students work in pairs to find other strong sensory verbs in the myths.

Learning About Text Features

Introduction

Explain that an introduction prepares readers for what will follow and gives insight into a book. Have volunteers read the introduction aloud.

Help students notice that the author gives some background about the origin of these myths and why they were originally written.

Developing Fluency

Echo-read page 25 with students, reading each sentence and having students repeat it after you. Emphasize expert phrasing, intonation, and speed when reading. Then invite volunteers to reread sections aloud.

Learning in the Content Areas

Talk About Consequences Discuss with students the values and behaviors that must have been important to the ancient Greeks, based on their myths. Talk about the consequences characters faced in the stories. For example, explain that the myth of Arachne and Minerva teaches the dangers of being too proud, and the myth of Baucis and Philemon teaches the rewards of hospitality.

Develop Specialized Vocabulary Have students talk about a myth they learned about in the book and explain how the myth teaches proper behavior. Encourage students to use words such as *arrogance*, *envy*, *conceit*, *ambition*, *greed*, and *ingratitude*. Ask:

What lesson would you teach if you wrote your own myth?

Extending Meaning Through Writing

- Have students choose one myth, summarize the story, explain what natural phenomenon it explains, and tell what lesson(s) the myth teaches. Have students give examples from the myth to support their answers. **(Expository)**

Connecting to Other Books

Confucius: The Golden Rule by Russell Freedman

Pyramid by David Macaulay

Hana's Suitcase



by Karen Levine
text type: Biography
word count: 250+
content area: Social Studies
topic: Holocaust

Level Y

Summary & Standard

This biography tells the story of a young girl who lost her life at Auschwitz and how a Japanese museum director discovered her story. Students will learn about the Holocaust and its profound effects on the world.

Making Connections: Text to Text

Depending on their background and age, students will have varying degrees of knowledge about the Holocaust. They may have learned about World War II and the Nazi regime in their social studies textbooks.

Extend the connection by inviting students to share what they know about this time in history. The Introduction pages provide readers general background information on the war and the Holocaust.

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

Vocabulary

Content Words: concentration camp, deported, Gestapo, ghetto, Holocaust, Jew, Nazi, refugees

Essential Words: separated, survive, transports

Related Words for Discussion: boxcar, law, restrict, suffer, unjust

Nonfiction Text Features: afterword, captions, dedication, introduction, photographs

Supportive Book Features

Text Headings help clarify the time and place in which each section is set. Historic photographs and captions greatly enhance the story and make Hana and this time in history come to life for the reader.

Vocabulary Most of the words in the text will be familiar to students.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text contains some long paragraphs and text-dense spreads. Some students may be confused when the sections switch between the past (Hana's story from the 1930-40s) and the present (Fumiko Ishioka's research about her in the 2000s).

Content The Holocaust and the fate of Hana Brady are intense and disturbing topics that may upset some students. You may want to prepare students about the sensitive nature of the topic before reading.

ELL Bridge

Have each ELL student read a few pages with an English-speaking partner. Ask them to note and discuss any words they do not understand. Students may use a dictionary, if necessary, to arrive at understandable definitions. Then ask ELL students to choose five words they noted, say them aloud, and use each in a sentence.

Developing Comprehension

Understanding Sequence

Remind students that keeping track of the sequence, or the order in which events happen, is important to understanding a story. *Hana's Suitcase* is an unusual text because two stories are interwoven, and each has its own sequence.

- Divide students into two groups, and have each student work with a partner.
- Have some students make a time line for the story of Hana's life. Have the remaining students make a time line for Fumiko Ishioka's story.
- Tell students they can use the section headings in the book as guides to time and place. Tell them to list important dates and major events on each time line.

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

Remind students that a compound word is made up of two smaller words. Readers can use the meanings of the two smaller words to infer the meaning of the compound word.

- Write these compound words from the book on the board: *entranceway, heartbroken, heavyset, hideaway, searchlights, trainloads, wartime*.
- Ask students to identify the two words that make up each compound word and then tell what the compound word means.
- Encourage students to find other examples of compound words in the book.

Learning About Text Features

Introduction and Afterword

Explain that sometimes an author includes important information in an introduction to prepare the reader for what will follow in the main text. An afterword concludes or ties up any loose ends. After reading the book, ask students to find these sections and tell what information they learned that wasn't included in the main text.

Developing Fluency

Model for students how to pronounce foreign names and words, such as *Auschwitz* and *Fumiko Ishioka*. Say a name and have students repeat it. Then read the name in context with students in a choral reading.

Learning in the Content Areas

Talk About the Holocaust Discuss what the Holocaust means with students. Ask students what they would explain to museum visitors if they belonged to the Small Wings group at the Tokyo Holocaust Education Resource Center. Talk about the purpose of museums such as this and what they hope to accomplish.

Develop Specialized Vocabulary Ask students to tell the story of Hana Brady. Encourage them to use words such as *boxcar, law, restrict, suffer, and unjust*. Ask:

Why is it important to remember the story of Hana Brady and other Holocaust victims?

Extending Meaning Through Writing

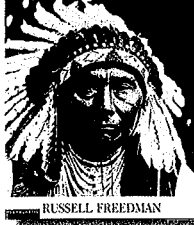
- In *Hana's Suitcase* you read the story of Hana, who lived during the Holocaust, and also the story of Fumiko, who made the commitment to help Japanese children understand the terrible story of what happened to millions of Jewish children in a faraway place more than 50 years ago. Make a time line that shows the story of Hana and her brother George. Place the dates along the time line and briefly write what happened at each point in time. Then make a second time line that shows Fumiko's research. **(Graphic Aid)**
- Write a concluding statement about what you think this story means. **(Expository)**

Connecting to Other Books

Great Escapes of World War II by George Sullivan
Memories of Vietnam: War in the First Person by Ellen Weiss

Indian Chiefs

INDIAN CHIEFS



by Russell Freedman
text type: Social Studies Nonfiction
word count: 250+
content area: Social Studies
topic: Native Americans

Level Y

Summary & Standard

This nonfiction book tells the history of six famous Native American chiefs. Students will learn about the decline of American Indians in the 19th century, as seen through their eyes, as they fought for their land and their way of life.

Making Connections: Text to Self

Ask students to share experiences where they felt they were treated unfairly or punished unjustly. Ask: *Have you ever felt that people were ignoring your point of view and thinking only about what they wanted? How did this make you feel?*

To extend the real-world connection, explain that many people in this country support the concept of human rights. You may want to point out articles in a current newspaper that relate to human rights and lead a discussion about the importance of justice and equality.

For additional teaching ideas and resources, see www.cccoe.net/tribes/student.htm.

Vocabulary

Content Words: emigrants, foreigners, garrison, imprisoned, signify, skirmish

Essential Words: encampment, plentiful, reservation, resistance, treaty

Related Words for Discussion: customs, enemies, geographic distance, languages, mistrust, warfare

Nonfiction Text Features: captions, map, photographs

Supportive Book Features

Text The book is divided into six chapters, each telling the history of one chief. A map and historic photographs support the text and provide historical relevance.

Content Many students will have some prior knowledge about some chiefs such as Sitting Bull. Vivid descriptions and primary sources keep the reader engaged in the history.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many pages have a large amount of text. In addition, some students may be confused by the use of primary sources. Support their understanding by pointing out that a primary source is an actual record handed down from the past.

Vocabulary Discuss the rich language in the book, but note that some words may be unfamiliar to students. Advise students to use context clues, as well as dictionaries and thesauruses, as they read. Encourage students to keep a list of difficult words.

ELL Bridge

Help students understand and interpret primary sources. Have students turn to page 27. Read the last paragraph aloud and then have students repeat it. Lead a discussion about what Red Cloud's words mean. Point out the similes and write them on the board. Circle the word *like*. Then ask students to say what Red Cloud compares the Sioux nation to (melting snow) and to what he compares the white people (blooming blades of grass). Find other examples of primary sources to read aloud and discuss with students.

Developing Comprehension

Paraphrasing

Explain that paraphrasing is one way to be sure you have understood what you have read. Paraphrasing is restating and explaining in your own words what the author has written, without changing the meaning of the original text. Tell students that to practice paraphrasing they should:

1. Reread the passage.
 2. Think about the meaning of the passage and what the author is trying to say.
 3. Retell the passage in their own words.
- Reread pages 3–9 for information on war chiefs and peace chiefs. Ask: *Can anyone paraphrase the many levels of leadership associated with the word chief in Indian society?*

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.

- On page 3, point out the words *composed*, *booming*, *courage*, and *grave*. Ask students to give synonyms for each word (making sure they understand the meaning of *grave* in this context). Suggest that they look the words up in a dictionary or thesaurus. Ask students why they think the author chose to use these words.
- Instruct students to find synonyms for other words from the book.

Learning About Text Features

Photographs

Explain that photographs help readers create mental images about who or what they are reading. The photographs in this book provide an historical time frame that allows the reader to compare what life was like in the American West to what it is like today.

Have students turn to some photographs in the book and explain what information they learn from them.

Developing Fluency

With a volunteer, model choral reading of the first paragraph on page 11. Remind students that reading with expression makes the text more interesting. Have students read the paragraph silently. Then have pairs read chorally together.

Learning in the Content Areas

Talk About Native Americans Lead a discussion about Native-American nations. Explain that a nation is a group of people. The people share a similar language, similar customs, and similar government. The Sioux nation was huge, consisting of seven large tribes: Mdewakanton, Sisseton, Teton, Wahpekute, Wahpeton, Yankton, and Yanktonai. Explain that before European settlers arrived, there were many different Native-American groups living in the United States.

Develop Specialized Vocabulary Have students discuss, in their own words, why it was difficult for Native Americans to unify as one force to fight the white settlers. Encourage the use of words such as *languages*, *warfare*, *customs*, *mistrust*, *enemies*, and *geographic distance*. Ask: *What do you think prevented more alliances from being formed?*

Extending Meaning Through Writing

- Ask students to write a short essay comparing and contrasting two or three of the Indian chiefs they learned about from reading this book. Have them include details from the book to support their comparisons. They should include information about what the Indian chiefs did as well as what their goals were and what kinds of people they were. **(Expository)**

Connecting to Other Books

The Iroquois by Stefanie Takacs

The Navajo by Andrew Santella

Isaac Newton



by Kathleen Krull
text type: Biography
word count: 250+
content area: Science
topic: famous scientists

Level Y

Summary & Standard

Not only was Isaac Newton one of the greatest scientific minds in history, but he also was obsessive and paranoid. Students will learn how Newton formed his laws of force and motion and about his contribution to developing the scientific method.

Making Connections: Text to World

Students may recognize the scientific method from conducting experiments in science class. Ask students to describe the procedure of the scientific method and share why it is important.

Explain to students that the scientist who developed the scientific method was Isaac Newton, a famous British scientist from the late 1600s. Ask if students know of Newton's apple and his ideas about gravity.

For additional teaching ideas and resources, see www.newton.cam.ac.uk/newton.html.

Vocabulary

Content Words: gravity, hypothesis, mass, mentor, methodical, observation, patrons, philosopher, plagiarism, prism, scientific method, theory, tutor

Essential Words: depression, genius, insane, meticulous, protégé, research, revelation, tyrant

Related Words for Discussion: abstract, analytical, criticism, isolation, obsessive, paranoid, rant, scholar, tolerant, unorthodox

Nonfiction Text Features: bibliography, contents, illustrations, index, Web sites

Supportive Book Features

Text The text structure is consistent throughout the book. Sentences are well-constructed and organized so there is predictable flow from topic to topic.

Content In an informal and readable style, the author details Isaac Newton's scientific accomplishments and provides a complete portrait of his difficult nature and often bizarre behavior.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The few illustrations do not support the text, so students will need to rely on descriptive and figurative language to visualize scenes and events.

Vocabulary Some terms are defined parenthetically. However, students may find terms used to explain Newton's theories and laws to be confusing. Encourage students to outline scientific content, and then focus on the meanings of difficult words.

ELL Bridge

To help prepare students to read *Isaac Newton*, explain that the book is a biography, or the story of a real person's life. Point out that rather than just listing facts, the author has written Newton's story in a way that will help readers get to know the famous scientist as a person. Suggest that students quickly read each chapter, then pause and check what they understood and what was difficult. Have them reread the chapter, reading more slowly, noting difficult words, and writing questions. Have them read their questions aloud.

Developing Comprehension

Understanding Character

Remind students that a person's character is what the person is like, how he or she behaves, and how others view the person. Point out how the author tries to give a complete picture of Newton's character by describing his behavior and relationships with others as well as how he worked scientifically. Encourage students to look through the book to find words the author used to describe Newton's character, such as *secretive*, *obsessive*, *paranoid*, *brilliant*, *solitary*, and *meticulous*.

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

Dashes, Parentheses

Review with students that dashes in text may be used to mean *in other words*, *that is*, or *namely* before an explanation. Parentheses can be used to set off comments and additional and explanatory information in a sentence.

- On page 10, read aloud the first sentence of the second paragraph to model dashes. Discuss other examples on pages 11 and 12.
- On pages 22–23, note parentheses used for an author comment and for an explanation. Have students find additional examples.

Learning About Text Features

Bibliography

Explain that authors often include a bibliography in the back of a book to provide a list of resources used to write the book and to give readers ways to find more information. Point out that in this book Web sites are listed as well. Encourage students to try some of these Web sites to learn more about Newton.

Developing Fluency

Model expressive reading with page 10 and half of page 11 to emphasize the author's conversational style. Encourage students to use the Introduction to practice expressive reading, then read aloud with a partner.

Learning in the Content Areas

Talk About Socialization Discuss with students why they think great scientific thinkers are often solitary people who are uncomfortable relating to other people.

Develop Specialized Vocabulary Talk about why people often have difficulty understanding the analytical and abstract thinking that scientists are able to do. Encourage use of words such as *criticism*, *isolation*, *obsessive*, *scholar*, *tolerant*, and *unorthodox*. Ask:

Why do some people find it hard to express themselves simply and accept criticism as Newton did?

Extending Meaning Through Writing

- Have students consider the words of Isaac Newton: "If I have seen further [than other people] it is by standing upon the shoulders of giants." Ask students to write an essay explaining what they believe Newton meant by this, how it applies to his life as a scientist, and its meaning in science today. (Expository)

Connecting to Other Books

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

Seeing Earth From Space by Patricia Lauber

Leonardo da Vinci



by Kathleen Krull
text type: Biography
word count: 250+
content area: Science
topic: famous scientists

Level Y

Summary & Standard

This biography of Leonardo da Vinci focuses on his discoveries and experiments in fields such as optics, botany, and anatomy. Students will learn about scientists who have made contributions in the past.

Making Connections: Text to World

Most students will have heard of Leonardo da Vinci's artwork, but they may be unfamiliar with his scientific work. Because many of da Vinci's theories are now common knowledge, and because he lived so long ago, students may not realize how astonishing some of da Vinci's ideas were for his time.

Ask students to share what they know about scientific thought at the start of the Renaissance. Ask what questions they think someone from that time would have had about the natural world.

For additional teaching ideas and resources, see www.mos.org/leonardo/.

Vocabulary

Content Words: autopsies, cadavers, eccentricity, hydraulics, ingenious, phenomena, philosopher, stereoscopically

Essential Words: anatomy, architecture, genius, imagination, nature, questioning, scientist

Related Words for Discussion: diagram, experiment, hypotheses, observation, proof, theory

Nonfiction Text Features: bibliography, illustrations, index, table of contents

Supportive Book Features

Text The entertaining tone and chronological chapters will help students follow the narrative. Black-and-white illustrations capture the imagination and support the text.

Vocabulary Foreign words, such as *scientia*, are generally italicized, and the definitions are called out with quotes. Unusual words, such as *tempera*, are generally called out with parentheses and defined in context.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most spreads have only text, and some sentences are lengthy. Encourage students to read one or two chapters at a time. Also, point out to students that most chapters begin with a quote from da Vinci's notebooks that show his thinking at that time.

Content Da Vinci moved to and from places that are probably unfamiliar to most students. If they become confused, suggest that students begin a time line noting when da Vinci began key projects and moved to different cities.

ELL Bridge

Help students make connections to the text by using visual aids. Have students look at illustrations from da Vinci's notebooks, or codices, to discuss some of the subjects he studied. Bookmark or print out online images that relate to da Vinci's study of the human heart, birds in flight, the moon, and flying machines. These can be found using the Web sites in the bibliography about the various codices.

Developing Comprehension

Understanding Genre: Biography

A biography is a true account of a real person's life. It gives important facts and details and tells about the person's ideas. Ask students:

- Why did Leonardo da Vinci become an artist rather than a notary like his father? Why didn't he become a scientist?
- Why did artists need to know about anatomy, zoology, and botany during da Vinci's time?
- What science subjects was da Vinci most interested in? How do we know?
- What made da Vinci's notebooks unusual and hard to 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

Reading Suffixes

Remind students that a suffix is an ending added to a base word or root word that alters the meaning of the word. The suffix *-ist* means "a person who does or makes."

- Have students read the following sentence on page 101: *The twenty-year-old new king had met the scientist-artist in 1515....*
- Point out the words *artist* and *scientist*. Ask students to identify the base words (*art* and *science*). Then ask them how adding the suffix *-ist* changes the spelling and meaning.
- Help students name other words with the suffix *-ist* such as *psychologist* and *dentist*.

Learning About Text Features

Bibliography

Remind students that no one book can tell everything about a subject. Have students turn to the bibliography on pages 120–124. Explain that a bibliography lists the sources an author used when writing a book. Discuss how these books and Web sites can also provide more information for readers. Note for students that books written for young readers are marked with an asterisk. Also review the pros and cons of using Internet information and ways to determine its validity.

Developing Fluency

Reread pages 8 and 9 aloud to model correct pronunciation of specialized words such as *zoology* and *Renaissance*. Then have students repeat various sections after you. Listen in as they read, giving assistance as needed.

Learning in the Content Areas

Talk About Experiments

Lead a discussion about da Vinci's experiments, such as making a model of the human heart, discussed on page 81. Ask students to identify his hypothesis about heart valves, the procedure he followed to test it, and his conclusion. Talk about how da Vinci was one of the first to do science experiments using observation and experimentation to test his hypotheses.

Develop Specialized Vocabulary Ask students to explain why da Vinci's way of testing his ideas has become a standard for scientists. Encourage students to use such words as *diagram*, *experiment*, *hypotheses*, *observation*, *proof*, and *theory*. Ask:

What steps do scientists take when they conduct experiments? Did da Vinci follow these same steps?

Extending Meaning Through Writing

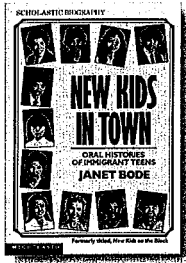
- Leonardo is more famous for being an artist than a scientist. Have students write an essay persuading the reader that his scientific work has had an even greater impact on the world. Have them use examples from the book to support their thinking. (Persuasive)

Connecting to Other Books

Inventions That Shaped the World: The Microscope by Christine Petersen

Gene Hunter: The Story of Neuropsychologist Nancy Wexler by Adele Glimm

New Kids in Town



by Janet Bode
text type: Oral Histories
word count: 250+
content area: Social Studies
topic: immigration

Level Y

Summary & Standard

This nonfiction book tells the stories of 12 teens who immigrated to the United States. Students will explore the different experiences and traditions of people from other parts of the world.

Making Connections: Text to World

Have students describe what the word *immigration* means. Explain the difference between *immigrate* and *emigrate*. Discuss reasons why people have immigrated to the United States over the years—

employment opportunities, quality of life, religious freedom, and so forth. Ask: *How has immigration changed over the last three hundred years?*

Extend the real-world connection by asking students who have immigrated to the United States to share stories about countries in which they lived.

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

Vocabulary

Content Words: ancestors, deportation, foreigners, martial law, persecution, prejudice, relocation, residents, visa

Essential Words: culture, discriminate, emigrate, immigrant, refugees

Related Words for Discussion: diversity, freedom, lifestyle, opportunity, oppression, safety

Nonfiction Text Features: bibliography, headings, map, source note section

Supportive Book Features

Text After the introductory section, each following section of the text features a different teen whose name, age, and nationality is included in the heading. Important ideas from the text are repeated in indented, italicized, boldfaced print.

Content The content of each section follows a predictable pattern. The author first gives an overview of the country of origin and then the teen describes his or her experiences as an immigrant.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Each teen's story is written in the first person using the language of one who is learning English. Some sentences are short and choppy, and some are long and rambling.

Vocabulary Some countries of origin may be unfamiliar to students. Have students refer to the map on pages 16 and 17 each time a new country is introduced.

ELL Bridge

Have students point out their country of origin on the map on pages 16 and 17. Then have them compare experiences with those of the teens in the book. Refer students to particular profiles and ask questions such as: *On pages 59 and 60, Xiaojun describes her home and responsibilities in China. What was life like in your country?* or *On page 77, Sook describes what it was like on her first day of school. Did you have similar feelings and experiences?*

Developing Comprehension

Understanding Character

Tell students that the way they learn about the character of the teens profiled in the book is by paying attention to how the teens react to their experiences and how they interact with other people.

- Have students choose one of the teens profiled and describe the character traits that helped him or her cope with the challenges of living in a new land.
- Ask students to describe the kind of relationship the teen had with his or her family and how the relationship showed what the teen's character was like.

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 Prefixes and Suffixes

Remind students that a prefix is an affix that comes before a base word or root, and a suffix comes after the base word.

- Point out the word *deportation* on page 15. Explain that *port* is a Greek root meaning "carry." Ask: *What is the prefix and what does it mean?* (de-; opposite) *What is the suffix and what does it mean?* (-ation; action) *How does knowing the meanings of the prefix and suffix help you understand the meaning of deportation?*
- Repeat the routine with the word *illegally* on page 15 and *relocation* on page 58.

Learning About Text Features

Source Notes

Tell students that each numbered source note tells where specific information in the text was found. Have students locate the superscript numbers on pages 13, 14, and 18 and match them with their source notes. Explain that the word *ibid* means "in the same place."

Developing Fluency

Have students choose a section about a particular teen and practice reading the section about him or her until they feel comfortable with it. Then have students tape-record the section and place the tape in the classroom Listening Center.

Learning in the Content Areas

Talk About Immigration Invite volunteers to tell how, where, and why their ancestors came to America. Lead students to understand that the United States has long been a country of immigrants. Discuss current views of immigration.

Develop Specialized Vocabulary Ask students why a person would leave a way of life to come to the United States. Encourage them to include words such as *diversity*, *freedom*, *lifestyle*, *opportunity*, *oppression*, and *safety*. Ask:

What does the United States have to offer that many other countries do not?

Extending Meaning Through Writing

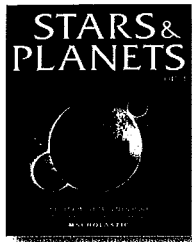
- Have students describe the different ways these teens have come to the U.S. Include the risks they have taken, the obstacles they face, and the goals they have. Have students explain why they support or do not support immigration and whether they believe that the U.S. should limit immigration and allow illegal immigrants to remain in the U.S. Have them support their thinking with examples from the book and their own experiences and ideas. **(Expository)**

Connecting to Other Books

Standing Tall: The Stories of Ten Hispanic Americans by Argentina Palacios

Where the River Runs: A Portrait of a Refugee Family by Nancy Price Graff

Stars & Planets



by Carole Stott
text type: Informational
word count: 250+
content area: Science
topic: stars and planets

Level Y

Summary & Standard

This nonfiction book describes the universe, from planets and stars to black holes and galaxies. Students will learn about the history and future of space exploration and innovation.

Making Connections: Text to World

Many students will know a little about our solar system and the universe beyond. Ask them what they know about space. Draw a large concept web on the board with *Stars and Planets* written in the center circle. Ask: *What have you read about outer space and the ways that scientists study it?* Have students add their ideas.

Note: Since the publication of this book, scientists have re-categorized Pluto, calling it a "dwarf planet." Pluto is no longer considered one of the planets in our solar system. The book refers to this issue on page 35.

For additional teaching ideas and resources, see www.nasa.gov.

Vocabulary

Content Words: astronomy, atmosphere, galaxy, helium, hydrogen, light-year, observatory, phase, spectrum, stellar, supernova

Essential Words: diameter, mission, orbit

Related Words for Discussion: exploration, galaxy, invent, planet, telescope, universe

Nonfiction Text Features: captions, contents, diagrams, foreword, glossary, index, summary

Supportive Book Features

Text Headings provide chapter topics, and subheadings organize the text further. A glossary gives definitions for content words.

Content A summary follows each chapter of the book. These sections remind students about what they have read, and include Web sites, book titles, job titles, and museum information that relate to the chapter.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Captions accompany each photo, illustration, and chart, which makes many pages look crowded. Students may have trouble establishing which image a caption describes.

Vocabulary Although many of the content and technical words are defined in the glossary, students may still encounter challenging words. Have them keep a list of these words and look up definitions as they complete each chapter.

ELL Bridge

Help students build comprehension by choosing one or two of the difficult words from the glossary to illustrate. Invite students to share the word and their illustration.

Developing Comprehension

Main Idea/Details

The main idea is the most important idea in a paragraph, passage, or selection. A supporting detail is a piece of information that helps explain the main idea. Write this main idea on the board: *Astronomers need to use many techniques to learn about the universe.* Ask students to name details from pages 44–45 that support the main idea.

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

Greek and Latin Roots

Remind students that a root is a word part that is shared by many words. Tell students that when they read an unfamiliar word, they may be able to use Greek and Latin roots to figure out the meaning.

Write the following roots and their meanings on the board: *astro, aster* (meaning star or space); *stell* (meaning star); *uni* (meaning one). Ask students to underline the roots in the following words and then discuss the meanings of the whole word: *astronomer, constellation, asteroid, stellar, and universe.* Have students check their definitions in a dictionary.

Learning About Text Features

Index

Have students turn to the index. Explain that an index helps readers find specific information in a book. Point out the numbers that follow the terms in the index. Tell students that these numbers correspond to pages on which a reader will find information about the term. The words *See also* direct the reader to related terms.

Developing Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses that would occur at the ends of sentences, before commas, and so on. Then have the group read a passage from the book together.

Learning in the Content Areas

Talk About Space Discuss the many objects in space that make up our universe. Ask students to talk about some of the ways early scientists learned about space.

Develop Specialized Vocabulary Ask students to describe some of the advances scientists have made in studying our universe. Encourage them to use words such as *exploration, galaxy, invent, planet, telescope, and universe.* Ask:

How do astronomers collect information about the universe? How have their methods of studying space changed through time?

Extending Meaning Through Writing

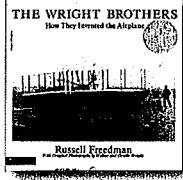
- Have students write an essay for or against space research. Have them include why it is important to know about the universe beyond the Earth and explain the need for human or robotic space travel. **(Persuasive)**

Connecting to Other Books

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

Seeing Earth from Space by Patricia Lauber

The Wright Brothers: How They Invented the Airplane



by Russell Freedman
text type: Biography
word count: 250+
content area: Social Studies
topic: inventions

Level Y

Summary & Standard

The Wright brothers were not scientists or engineers. Yet they were able to build and fly the first self-powered airplane. Students will learn how the Wrights created their airplane and started the Age of Flight.

Making Connections: Text to World

Many students will have experience with flying in an airplane. Invite them to share what takeoffs and landings are like and their impressions of seeing the ground far below them.

Extend the concept of flying by asking students to consider what people needed to do to figure out how to fly an airplane. Discuss ideas on problems that had to be solved.

For additional teaching ideas and resources, see <http://wright.nasa.gov>.

Vocabulary

Content Words: aeronautics, altitude, aviator, concave, convex, equilibrium, exhibitions, patent, payload, prone, propulsion, specifications

Essential Words: catastrophe, enthralled, erratic, impulsive, indignant, inseparable, mania

Related Words for Discussion: anticipation, experimental, persisted, reputation, resolve, revolutionary, ridicule, rumors, skeptics, visionary

Nonfiction Text Features: bibliography, captions, contents, headings, illustrations, index, introduction

Supportive Book Features

Text Blocks of text are one column with photographs above or below. The actual words of the Wright brothers and others are clearly set off by quotation marks.

Content Except for the initial scene setter, the story of the Wright brothers is presented chronologically. Students may wish to create a time line to help them keep track of significant dates.

Praise students for specific use of "Behaviors to Notice and Support" on page 92 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Not all quotes are reproduced in their entirety. Some use ellipses to show breaks in the text. Review some examples and explain that the ellipses . . . show where text is missing or not included in the quote.

Vocabulary The text contains many scientific and technical aviation terms. Encourage students to use the photos and diagrams to help them determine meaning and to keep a list of challenging words.

ELL Bridge

Guide students in understanding the Wright brothers' achievement by giving them background on the kinds of planes the Wrights flew as compared to airplanes today. Using photographs from the book to help students make connections between words and concepts, point out the open-air structure that provided little protection and the wings covered in flimsy cloth. Then have students use the following words in sentences: *pilot, lightweight, wooden, cloth, fuselage, prone*.

Developing Comprehension

Main Idea/Details

Remind students that the main idea of a chapter, passage, or paragraph is the most important idea. Details support the main idea. Point out that the main idea may or may not be stated. Provide an example from page 49 by having students note the main idea stated in the first sentence of the first paragraph. Have students identify the details that support the main idea. Then have students identify the main idea and supporting details of selected chapters or 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

Greek and Latin Roots

Review that many technical words are formed from Greek and Latin roots. Point out that the meaning of these words can be determined if readers know the meaning of the roots.

- Have students look at the word *transmission* on page 74. Tell them that the word combines the Latin root *miss* (meaning *to send*) and the prefix *trans* (meaning *over* or *across*). Ask students to give definitions of the word *transmission*.
- Point out that *aer* and *aero* mean "air." Have students suggest meanings for *aeronautics* on page 17 and *aerial* on page 64.

Learning About Text Features For Further Reading

Explain that in the section "For Further Reading" the author lists resources that he used and other resources that might be interesting to readers who want to learn more. Have students suggest what additional information some of the resources may provide that is not covered in the book.

Developing Fluency

Model reading pages 36 and 37 and have students note your phrasing, expression, and tone of voice, especially with quotes. Have students practice the same text until they read with expression and phrasing.

Learning in the Content Areas

Talk About Persistence Discuss with students how the Wrights persisted in their dream even though they were criticized and laughed at by skeptics.

Develop Specialized Vocabulary Talk about how rumors, ridicule, and catastrophe can discourage some inventors, but not others who are able to keep their visions alive. Encourage them to use words such as *anticipation*, *persisted*, *resolve*, *ridicule*, *rumors*, *skeptics*, and *visionary*. Ask:

What may be a future revolutionary change in flight that seems ridiculous now?

Extending Meaning Through Writing

- Have students create a time line of the important events in the invention of the airplane. Have them use pictures as well as text to show the series of events. (Graphic Aid)

Connecting to Other Books

Black Eagles: African Americans in Aviation
by Jim Haskins

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