

SCHOLASTIC

GUIDED READING PROGRAM

Content Areas

LEVEL
Z

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

- **Bat 6**
- **Beyond Belief: Strange, True Mysteries of the Unknown**
- **The Disaster of the Hindenberg**
- **Flight #116 Is Down!**
- **The Greatest: Muhammad Ali**
- **Guys Write for Guys Read**
- **Memories of Vietnam: War in the First Person**
- **To Be a Slave**
- **We Shall Not Be Moved: The Women's Factory Strike of 1909**
- **20,000 Leagues Under the Sea**

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.

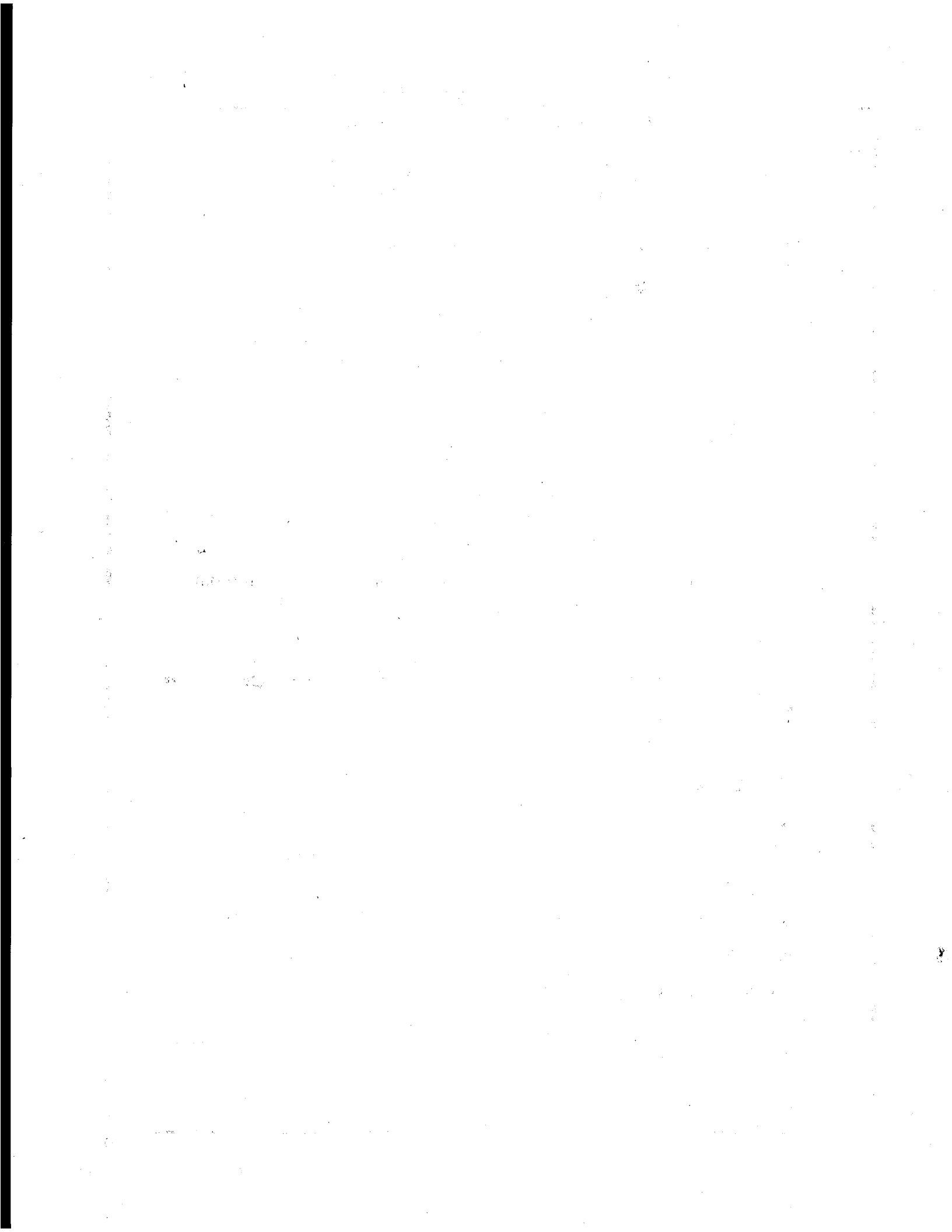
Copyright © 2011 by Scholastic Inc. All rights reserved. Published by Scholastic Inc. Printed in the U.S.A.

ISBN 978-0-545-02319-1

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 20 19 18 17 16, 15 14 13 12 11

Item# 136600



Bat 6



by Virginia Euwer Wolff
text type: Historical Fiction
word count: 250+
content area: Social Studies
topic: war's aftermath

Level 2

Summary & Standard

This novel tells the story of an annual sixth-grade girls' softball game in 1949 marred by a racial incident between two girls whose lives were changed by Pearl Harbor. Students will learn that the effects of World War II were varied and far-reaching.

Making Connections: Text to Self

Students will have real-life experiences with teams that will help them to relate to this book. Ask: *What could result if you mistrusted a fellow team member?*

To extend the real-world connection, talk about the internment of Japanese Americans during World War II. Explain that despite the U.S. government's own evidence that Japanese Americans posed no threat, over 110,000 were placed in internment camps after Pearl Harbor because many people in the U.S. did not trust people of Japanese ancestry.

For information and resources on Japanese internment camps, see <http://www.pbs.org/childofcamp>.

Vocabulary

Content Words: conscientious-objector, Nisei, prejudice, psychology

Essential Words: behavior, beliefs, citizens, different, enemies, example, justice, race, unfair

Related Words for Discussion: apologize, attack, camp, war, warning

Nonfiction Text Features: author's note, predictable format

Supportive Book Features

Text Consecutive numbers and section headings identify the name of the school whose team members are speaking in that part. Subheadings identify the individual speakers.

Vocabulary Most of the words in the text will be familiar to students. The characters speak in a conversational tone to which sixth graders will relate.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sections of text are long, and the book contains no illustrations. Some students may not understand why the two charts of rosters are at the beginning of the book. Guide students as needed.

Content Students may need background and help understanding the references to Pearl Harbor, the *Arizona*, and returning Japanese families. Have students read the Author's Note and provide other background as needed.

ELL Bridge

Help students understand the perspective, or point of view, in which the story is told. Explain that first-person point of view means the story is told by one of the characters. Have students look at page 36 and read a few paragraphs under the *Daisy* subheading with them. Point out the pronouns *I*, *my*, and *me*. Ask students to find parts that tell what Daisy knows, thinks, or feels. Continue the process with other pages. Ask students how the story would change if it were told by a character outside of the story.

Developing Comprehension

Understanding Character

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

- Have students read pages 12–13 and then describe Brita Marie. Guide them to see she is observant (she describes the morning and Shazam), and realistic (“there is no magic wand”).
- Have students make notes about Brita Marie or another character as they reread the book. Ask them to share what they’ve learned when they finish.

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 clues to the meaning of an unfamiliar word is a context clue.

Help students understand that the story has words that may be unfamiliar because they are colloquial or from an earlier time.

- Point out this sentence on page 23: *Shazam got real snarly when the problems got too hard . . .* Ask students what they think *snarly* means and what clues helped them figure it out.
- Ask students to note other words whose meaning they can guess from context.

Learning About Text Features

Predictable Format

Explain that the predictable format of the book helps readers understand the text. Point out that the section headings alternate between the two schools’ teams until the end of the book, enabling readers to adjust to the different team stories and perspectives.

Have students flip through the pages of the book and note the headings and subheadings. Ask students what would happen to their comprehension if the subheadings were not there.

Developing Fluency

Put on a Readers Theater. Have students choose characters they want to be and practice reading a section written by their characters. Then have students read their sections as if they were the characters.

Learning in the Content Areas

Talk About Prejudice Discuss how fear and mistrust can spark prejudice. Explain that the order to remove Japanese Americans to detention camps was a violation of civil liberties. Tell students that in 1988 President Ronald Regan signed the Civil Liberties Act, which led to a Presidential apology and monetary payments to persons of Japanese ancestry who had been sent to internment camps during World War II.

Develop Specialized Vocabulary Ask students to discuss the main conflict in the story and how Shazam’s attack on Ali was similar to the attack that killed her father. Encourage students to use words such as *apologize*, *attack*, *camp*, *war*, and *warning*. Ask:

What effect did the war have on all the people of the community?

Extending Meaning Through Writing

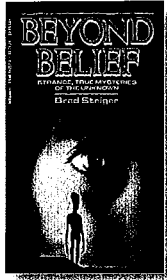
- Have students write a short essay comparing and contrasting Ali and Shazam and how World War II affected each of them. Students should use specific examples of what these two characters did, said, and felt in the story to support their descriptions of them. (**Expository**)

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

Beyond Belief: Strange, True Mysteries of the Unknown



by Brad Steiger
text type: Informational
word count: 250+
content area: Social Studies
topic: unexplained phenomena

Level 2

Summary & Standard

This nonfiction book tells about mysterious, unexplained events and the people who experienced them. Students will learn about some of the theories that have been proposed to solve these mysteries.

Making Connections: Text to Self

Students will be familiar with the concepts of urban legends and unsolved mysteries. Ask: *What is the most mysterious or unexplained event you've ever heard of?*

To extend the real-world connection, invite students to share their thoughts on how truth, fact, or reality can be proven. Ask them what kinds of information they need before they can decide if something really happened or not.

For additional teaching ideas and resources, see www.pbs.org/wgbh/nova/lochness/legend.html.

Vocabulary

Content Words: alleged, behemoth, eerie, enigma, perplexing, spontaneous, superstitious

Essential Words: extraordinary, phenomena, theories

Related Words for Discussion: evidence, fact, hoax, logic, opinion, proof, witnesses

Nonfiction Text Features: chapters, headings, table of contents

Supportive Book Features

Text Headings break chapters up into smaller sections so readers can easily enjoy brief, fast-paced stories filled with unusual imagery.

Content Students will be motivated to read the many bizarre stories contained in the book. The engaging style of narration combines reports of the strange events, many including eyewitness accounts, interspersed with possible scientific or rational explanations of the events.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may be discouraged by the high volume of text on pages without benefit of illustrations. Also, guide students in identifying an ellipsis, and indicate that it means some words are missing before or after its appearance in a sentence.

Vocabulary Students may be challenged by descriptive words, scientific terms, and uncommon names and locations. Encourage students to use a dictionary or thesaurus while reading, as well as context clues when possible.

ELL Bridge

Build comprehension by asking simple questions about story elements. These questions will help students stay focused on the content and structure of the story. For example, read the story that begins on page 29 aloud with students. Ask: *Why do scientists think it is possible for some kind of "sea monster" to exist today? What theories do scientists have to explain these "sea monsters"?* Invite students to indicate text that supports their answers.

Developing Comprehension

Visualizing

Remind students that when they visualize while reading, they use the author's words along with prior knowledge to create pictures in their mind.

- Have students read the description of the creature discussed on page 19. Ask students to use their own descriptive words to explain how they envision the creature in their minds.
- Have students describe the picture they form in their mind of the Nantucket Island "sea monster" (beginning on page 28). Ask: *Do you picture this monster looking like any real animal you have seen?*

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 letter or group of letters added at the beginning of a root word. A prefix such as *un-* changes the word's meaning. The prefix *un-* means "not."

- This book contains many words with the prefix *un-*. Write some of them on the board: *unsolved, unanswered, unusual, uncovered, unlike, unidentified, and undetermined*. Discuss and define the base words. Ask students how the meaning of each word changes when the prefix *un-* is added.
- Have students find other words with the prefix *un-* in the book. Repeat the discussion.

Learning About Text Features

Table of Contents

Remind students that a table of contents is a valuable tool that shows how a book is organized. This table of contents includes chapter titles, a chapter number, and the page number on which each section begins.

Have students read all of the chapter titles. Ask them to explain which chapters sound the most appealing to them.

Developing Fluency

Echo-read various short passages of the book with students. Read each sentence and have students repeat it after you. Emphasize proper phrasing, intonation, pronunciation, and rate when reading.

Learning in the Content Areas

Talk About Mysterious Sightings Lead a discussion about individual and group sightings of strange phenomena. Be sure students understand that just because a sighting has been documented (in writing, photographs, or video) it has not necessarily been proven to be real.

Develop Specialized Vocabulary Ask students to give their opinions about various unexplained mysteries mentioned in the book. Encourage the use of words such as *fact, opinion, logic, hoax, proof, evidence, and witnesses*. Ask:

What reasons might a person have for reporting a mysterious sighting?

Extending Meaning Through Writing

- Have students explain what makes an event "beyond belief." Then have them summarize one of the stories from the book. They should explain which elements of the story make it beyond belief. They should then explain what elements in the story are used to make the reader believe it. Finally students should explain why they believe the story or not. They should use examples from the story to support their thinking. (Narrative)

Connecting to Other Books

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

Tales Mummies Tell by Patricia Lauber

The Disaster of the Hindenburg



by Shelley Tanaka
text type: Informational
word count: 250+
content area: Social Studies
topic: disasters

Level Z

Summary & Standard

This book tells about airships and describes the last voyage of the *Hindenburg*. Students will learn how the history of airships was affected by the *Hindenburg* disaster.

Making Connections: Text to World

Invite students who have traveled by air to tell about their experiences. Ask: *Besides airplanes, can you name other ways of air travel?*

Extend the real-world connection by telling students that before jet planes, giant airships called zeppelins transported people in different parts of the world. Explain that these huge dirigibles were more than forty times the size of modern blimps.

For additional teaching ideas and resources, see www.airships.net/.

Vocabulary

Content Words: airships, ballast, bow, flammable, girders, gondola, hangar, helium, hover, mooring mast, riggers, sabotage, stern, tethered, zeppelin

Essential Words: construction, dirigible, hydrogen

Related Words for Discussion: enormous, luxurious, sleek, unique, versatile

Nonfiction Text Features: captions, cross-section diagrams, epilogue, glossary, labels, photographs, prologue, time line

Supportive Book Features

Text Photographs allow readers to compare and contrast modern and early airships. Dramatic photographs of the *Hindenburg* disaster provide historical context. Captions give further information, and maps and diagrams support the main text.

Vocabulary A glossary at the back of the book provides meanings of many unknown words.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may not understand the purpose of the prologue and epilogue. Explain that a prologue gives introductory information and an epilogue is a concluding section.

Content Students may be confused by the narrative chapters within the nonfiction book. Explain that, in these chapters, the author recreates what it may have been like on the *Hindenburg's* last voyage, using names of real passengers and crew and events based on historical facts. Help students distinguish the authentic photographs from illustrations related to the narrative.

ELL Bridge

Help students build comprehension by asking them simple questions as they read. For example, *Where was Irene's family going? Why did they take the Hindenburg? What was travel like on the Hindenburg? How did the Hindenburg fly? What happened right before the Hindenburg landed?* Invite students to indicate text that supports their answers. Encourage students to use text features such as the diagrams and maps to enhance their explanations.

Developing Comprehension

Summarizing

Review with students that summarizing is retelling the most important points of a passage or book in your own words. Summarizing helps readers remember and understand information.

- Have students read the pages before the prologue. Ask volunteers to identify the main points and summarize the information in a few sentences.
- Divide students into eight groups and assign each a section from the table of contents to summarize. Tell students to include information about the main characters and/or the main events in their section.
- Give groups time to prepare their summaries. Then, in chronological order, have groups share the summaries.

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 a word that is made of two smaller words.

- Have students identify and define the two smaller words in the word *airship*. *How does the word airship describe the Hindenburg?*
- Tell students the materials of the *Hindenburg* were lightweight. Talk about the meaning of the words *light* and *weight*. *How do the combined meanings help to define lightweight?*

Learning in the Text Features

Diagrams

Tell students that a diagram provides a picture of how something works or how something is made. Diagrams often clarify complicated information. Point out the cross-section diagram on pages 26 and 27, and explain that it provides a cutaway view that shows the Hindenburg's design.

Invite students to compare the information shown in this cross-section diagram to the diagram on page 50.

Developing Fluency

Have small groups of students practice a Readers Theater presentation of the dialogue on page 24 that takes place among Irene, Emmi, and Walter. Remind students to use appropriate voice inflection. When groups are comfortable, have them present their Readers Theater to the whole group.

Learning in the Content Areas

Talk About Travel Tell students that news people covering the story of the *Hindenburg's* first arrival in the U.S. captured the disaster on film. Remind them that other air disasters, such as the space shuttle *Challenger* in 1986, were also caught on film. Explain that *Challenger* exploded in seconds, similar to the *Hindenburg*, which burned in about 32 seconds. Within seconds on the *Challenger*, a tiny flame grew and spread onto an external tank. Liquid hydrogen and oxygen within the tank burst, and the shuttle became a ball of fire and exploded. Unlike the *Hindenburg*, there were no survivors. All seven astronauts perished.

Develop Specialized Vocabulary Suggest that students use the text and photographs in the book to describe the *Hindenburg* and its role in air travel history. Encourage them to include words such as *enormous*, *luxurious*, and *versatile*. Ask:

What was appealing about traveling in a zeppelin before the disaster?

Extending Meaning Through Writing

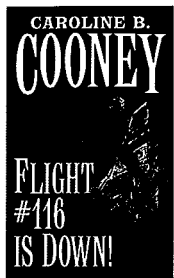
- Have students write a newspaper article dated May 6, 1937, in which they capture the details of the disaster. Remind them of the important elements of a feature article such as an engaging lead, accurate facts, and strong conclusion. **(Expository)**

Connecting to Other Books

Seeing Earth from Space by Patricia Lauber

The Wright Brothers at Kitty Hawk by Donald J. Sobol

Flight #116 Is Down!



by Caroline B. Cooney
text type: Realistic Fiction
word count: 250+
content area: Social Studies
topic: disasters

Level Z

Summary & Standard

This book describes the heroic actions of two teenagers in the wake of a plane crash. The text includes graphic details of the crash and resulting injuries, and students will learn how personal courage can overcome great challenges during a disaster.

Making Connections: Text to Self

Ask students if they have ever had to help out in an emergency situation. Ask: *How might someone act heroically in an emergency?*

To extend the real-world connection, talk about situations that require an emergency response. Situations might include responding to natural disasters such as fires, floods, tornadoes, or hurricanes; other kinds of disasters might be automobile, train, or aircraft crashes. Discuss qualities people need to respond during emergencies such as bravery, resourcefulness, or responsibility.

For additional teaching ideas and resources, see www.fema.gov/kids/.

Vocabulary

Content Words: adrenaline, catastrophe, incinerated, incredulously, obligatory, paralyzed, physiologically, triage

Essential Words: enthusiasm, inverted, terminal

Related Words for Discussion: caution, chaos, danger, injured, instructions, organization, panic, plan, shock, urgent

Nonfiction Text Features: chapters, predictable format

Supportive Book Features

Text Students can easily track the developing minute-by-minute events by noticing the italicized day and time before each entry. Chapters help organize the sections of the book.

Content This book is a fast-paced action story that readers will find compelling. Characters and dialogue are realistic and deal with sensitive themes of sex and death. Students may identify with one or more of the characters in the story.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by the amount of dialogue in the book as well as the large number of characters and conversations. Guide students in a review of the dialogue and what it reveals about characters, plot, and mood. Take note of brief mentions of delicate topics, such as sex and drinking, so that you can lead an appropriate discussion about teenage behavior and responsibility.

Vocabulary Challenging vocabulary words such as *maelstrom*, *abide*, and *palled* may be unfamiliar to students. Have students keep a list of unfamiliar words as they read. Suggest they work independently or in small groups to define and discuss these words.

ELL Bridge

Describe the traits of someone you know, modeling language such as *personality* and *qualities*. Then have students describe a friend or family member. Have them write their descriptive words in a word web on the board. After reading, have students discuss Heidi's character traits and how she changes or stays the same throughout the book.

Developing Comprehension

Recognizing Setting

Remind students that the setting is where and when a story takes place. Point out that settings may change or remain the same throughout a book.

- (place) Help students notice details that help them visualize setting. Have them look at the entry beginning on page 8 that describes Heidi at Dove House. Then have them read the entry beginning on page 17. Ask: *How are the settings different?* (One is a boarding home and the other is on an airplane.) Have students read the entry beginning on page 51. Ask: *How has the setting changed?* (The plane has crashed on the grounds of Dove House.)
- (time) Remind students that when an event takes place is also important. Point out that the time of the crash is 5:42 P.M.

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 looking for familiar base words and word parts can help them pronounce and define multisyllabic words.

- Point out the word *encouragement* on page 89. Discuss the base word *courage*, the prefix *en-*, and the suffix *-ment*. Help students define the word. Then divide the word into syllables and pronounce it, emphasizing each syllable.
- Follow the same procedure for *momentarily* and *annoyance* on page 107.

Learning About Text Features

Predictable Format

Discuss the predictable format in the book created by the inclusion of the day and time listed before each entry.

Have students skim the book to identify the time frame. Make sure they notice that almost all of the action in the book occurs within a single evening over a period of hours.

Developing Fluency

Remind students that when characters speak, the way they say their words shows how they feel. Model reading Heidi's 911 call on page 54. Use proper intonation to reflect urgency. Have students practice reading the passage aloud with feeling and proper inflection.

Learning in the Content Areas

Talk About Emergencies Lead a class discussion about emergency plans for fires, accidents, or natural disasters.

Develop Specialized Vocabulary Ask students to explain, in their own words, why it is important to remain calm and focused in an emergency. Ask them to describe Heidi during the crisis. Encourage the use of words such as *organization*, *panic*, *chaos*, *caution*, and *instructions*. Ask:

How could remaining calm help you and others cope with an emergency?

Extending Meaning Through Writing

- Have students choose three characters from the book and trace how they changed from before the plane crash to during and after the plane crash. Ask the students to be sure to include details from the book to support their answers. (Narrative)

Connecting to Other Books

Stormbreaker by Anthony Horowitz

The Sterkham Handshake by Susan Price

The Greatest: Muhammad Ali



by Walter Dean Myers
text type: Biography
word count: 250+
content area: Social Studies
topic: famous Americans

Level 2

Summary & Standard

This biography relates Muhammad Ali's life as a boxer. It describes his fights, his boxing titles, and his setbacks. Students will better understand American history, including important people and events.

Making Connections: Text to Self

Students may know something about Muhammad Ali's life. They may know that he was a boxer, but not know about his political stance during the Vietnam War. Ask: *What do you know about Muhammad Ali?*

To extend the real-life experience, explain that Ali began his boxing career at an after-school club. Similar after-school sports may be a familiar part of students lives. Ask: *How do sports contribute to personal development?*

For additional information and resources, see www.ali.com.

Vocabulary

Content Words: brash, emulate, mauling, neurological, nimble, raucous, recuperate, vindictive

Essential Words: Civil Rights, draft, protest, segregation

Related Words for Discussion: belief, conscientious objector, courage, draft, induction

Nonfiction Text Features: bibliography, captions, chronology of fights, index, introduction/preface, photographs, table of contents

Supportive Book Features

Text Students will find the story compelling and exciting to read. Chapter titles and photographs effectively describe and illustrate the events in each chapter. Also, the book is divided into four sections about different stages of Ali's professional life.

Content The story is told in chronological order beginning with the first chapter, although the introduction includes a description of Ali's fight with Sonny Liston in 1964. Remind students that the introduction is separate from the story, if necessary.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many sentences are long and complex. Some chapters also include a lot of information about historical events such as the 1963 March on Washington. Encourage students to read one or two chapters at a time.

Vocabulary For students unfamiliar with boxing, some of the terms such as *knockout*, *total knockout*, *jab*, and *hook* may be unfamiliar. Other students may need support with military terms such as *induction* and *draftee*. You may wish to explain some of these terms to students before they read.

ELL Bridge

Have each English language learner 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 English language learners to choose five words they noted, say them aloud, and use each in a sentence.

Developing Comprehension

Main Idea/Details

Remind students that the main idea is the most important idea in a book or passage, and the details are the smaller pieces of information that tell about the main idea.

- With students, decide on the main idea of the book. What do students think the author wants them to know most about Muhammad Ali? For example, *Muhammad Ali was a great boxer and a sincere person.*
- Write it on a Main Idea and Details Chart.
- Invite volunteers to name details that support the main idea, and then record them on the chart.

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 *-er* means "a person who does."

- Have students read the following sentence on page xi: *I look upon him as an American, as a fighter, as a seeker of justice, as someone willing to stand up against the odds, no matter how daunting those odds, no matter how big his foe.*
- Point out the words *fighter* and *seeker*. Ask students to identify the base words. Then ask them how adding the suffix *-er* changes the spelling and meaning of the base words.
- Help students identify other words from the book that use the suffix *-er* such as *boxer, brawler, contender, laborer, and puncher.*

Learning About Text Features

Time Line

Have students turn to the fight chronology on pages 165–168. Explain that this is a time line showing Ali's fights and their outcomes. Point out that who he fought, where the fight took place, and how many rounds it took are included as well. Have students identify how many fights Ali had before he won the World Heavyweight Title in 1964.

Developing Fluency

Pages such as 31–32 and 51–52 detail exciting scenes in the boxing ring. Have students take turns reading these sections aloud, paying attention to phrasing and using appropriate expression.

Learning in the Content Areas

Talk About Belief Discuss Muhammad Ali's battle with the draft board. Remind students that Ali had been assured that he would not fight in combat, but would boost morale for the troops. Talk about how Ali stood up for his beliefs, was prevented from boxing because of those beliefs, and was ultimately cleared of the charge of refusing induction. Discuss what it means to be a conscientious objector.

Develop Specialized Vocabulary Ask students to discuss the courage involved in standing up for one's beliefs. Encourage them to use words such as *belief, conscientious objector, courage, draft, and induction*. Ask:

Why did Muhammad Ali request conscientious objector status? What reasons did he give when he refused induction?

Extending Meaning Through Writing

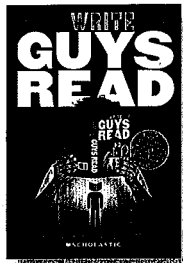
Ask students to write their thoughts about the description of Ali's fight with Liston. How did the writing help them know what it was really like? Give examples. **(Narrative)**

Connecting to Other Books

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

Bad Boy: A Memoir by Walter Dean Myers

Guys Write For Guys Read



edited by Jon Scieszka
text type: Anthology
word count: 250+
content area: Social Studies
topic: personal development

Level Z

Summary & Standard

This anthology of essays, short stories, and artwork celebrates life as a boy. Students will learn about personal relationships.

Making Connections: Text to Self

Students will be familiar with many of the activities discussed in these stories, such as camping, family road trips, and sports. Ask: *What activities are important to you outside of school?*

To extend the real-life experience, explain that the authors of these stories learn and grow through these activities. Ask: *How will the activities you do outside of school help you in your adult life?*

For additional teaching ideas and resources, see www.guysread.com.

Vocabulary

Content Words: baleful, cranium, doled, gorge, integral, lavishly, rancid, singed, stoic, treacherous

Essential Words: competition, invention, official, sabotage

Related Words for Discussion: career, growth, mentor, responsibility

Nonfiction Text Features: foreword, table of contents

Supportive Book Features

Text Students will find the essays and stories brief and compelling to read. The illustrations and cartoons are also of high interest for students. The sentences are simple and clear.

Vocabulary Most of the words in the book will be familiar for students. The context also provides strong support for understanding unfamiliar terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many stories use quotes and different points of view. Others use dialect, such as *Bufos* on page 204. Struggling students may need support when reading these stories.

Content Students may not be familiar with anthologies. Preview the structure of the book with students before they read. Point out that each story and illustration in the book is separate and does not relate to the others.

ELL Bridge

Have students build comprehension by giving an oral summary of their favorite story in four or five complete sentences to a partner. They should be able to say why they picked that story and what they liked best about it. After students have summarized their favorite story orally, have them write their summary.

Developing Comprehension

Visualizing

Remind students that when they visualize while reading, they use the author's words along with prior knowledge to create pictures in their mind.

- Have students read the story *Anything Can Happen* beginning on page 166. Ask students to use their own descriptive words to explain how they envision the imaginary setting the boys have created.
- Then have students describe the picture they form in their mind of the game world, as on page 168. Ask: *Do you picture this place as anything like the real world?*
- Repeat the process for the story *Lone Ranger* beginning on page 183.

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 Homophones

Remind students that homophones are words that are spelled differently and have different meanings, but sound alike.

- On page 111, point out the homophones *principal* and *principle* in the title. Ask students to pronounce the words and define them.
- Have students find other homophones in the book, such as *four* and *for* and *wrote* and *rote*. Help them identify the different meanings of these words.

Learning About Text Features

Table of Contents

Point out that the table of contents acts as a map for the book and helps the reader find what he or she is looking for. Ask students to use the table of contents to identify the page where Eoin Colfer's selection begins and the title of Mo Willems's illustration.

Developing Fluency

Echo-read page 211 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 Mentors Discuss with students the various family, peer, and teacher-student relationships in the book. Point out that many of the essays and stories talk about the authors' experiences where someone mentored them, or helped them learn something new. Point out that Terry Davis and Mo Willems had mentors who helped them become a writer and an illustrator.

Develop Specialized Vocabulary Ask students to explain how mentors help people develop new skills and mature. Encourage them to use words such as *career*, *growth*, *mentor*, and *responsibility*. Ask:

What did you learn from the authors' experiences? Do you think they now serve as mentors?

Extending Meaning Through Writing

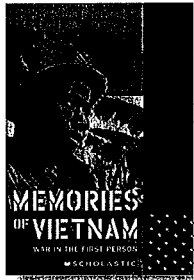
- Select five writers or illustrators in the collection that students feel have common themes in their work. Have students describe the themes and their feelings about them. **(Narrative)**

Connecting to Other Books

The Adventures of Tom Sawyer by Mark Twain

Make Lemonade by Virginia Euwer Wolff

Memories of Vietnam: War in the First Person



by Ellen Weiss
text type: Informational
word count: 250+
content area: Social Studies
topic: The Vietnam War

Level 2

Summary & Standard

This nonfiction book tells about the personal experiences of American men and women who served in the Vietnam conflict. Students will learn about the Vietnam War through personal letters, poems, and essays.

Making Connections: Text to Self

Explain that the Vietnam War was officially over for the U.S. in 1973. However, in 1975, the North Vietnamese violated the Paris peace agreement. U.S. Marine and Air Force helicopters had to rescue thousands of American and South Vietnamese refugees. Ask: *What kind of memories do you think a soldier would have?*

Talk about vivid memories people have after intense experiences.

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

Vocabulary

Content Words: escalate, guerrilla warfare, inevitability, infantry, mortars

Essential Words: Communism, honorable, platoon, sympathy

Related Words for Discussion: choice, duty, freedom, illegal, law, obligation, patriotism, required, responsibility, rights, service

Nonfiction Text Features: glossary, map, photographs, question format, table of contents, time line

Supportive Book Features

Text The predictable format of the book makes it easy to read. Students will recognize that personal letters make up the majority of the main text. The author guides comprehension and thinking skills by posing questions after many of the soldiers' letters.

Vocabulary Words appearing in boldface print in the main text are defined in the glossary.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students understand that the purpose of the italicized text preceding each letter is to give background about the soldier who wrote the letter or to provide a backdrop of historical information that shows the relevance of the soldier's letter to the war experience.

Content Since the book is a collection of letters, students may need you to provide a broader historical context about the Vietnam War. You may wish to use the time line as a place to start a discussion. You may also want to prepare students for the sensitive topic of war before reading.

ELL Bridge

Help students understand how personal letters are different from other kinds of nonfiction text. The letters are primary sources—real records of an historical event. Read aloud the letter on page 33. Ask students to tell you what kinds of feelings John Houghton describes in his letter. Reread the letter, having students repeat difficult sentences after you. Write the words *fitting*, *hollow*, *shell*, and *rattle* on the board and define them. Talk about the meanings of these words in the context of the letter. Ask students to describe the images these words bring to mind.

Developing Comprehension

Making Inferences

Explain that readers make an inference when they combine what they read with what they know to figure out a meaning that is not directly stated in the text.

- Have students read the three letters in the first chapter. Each letter tells a different experience. Ask: *What can you infer about all three soldiers?* (They were shocked by the realities of war and the fact that they were there as soldiers.)
- Have students read the letter on pages 20 and 22. Ask: *What can you infer?* (The soldier is conflicted between the "right" and "wrong" of war.)
- Encourage students to make other inferences based on the letters.

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 when they see an unfamiliar word, they can often find clues about its meaning by using the words and sentences around it.

- Have students look for the word *tremendous* on page 37. Ask them to read the entire paragraph to see if they can figure out what *tremendous* means through context. Guide them to consider the writer's description of the pain he must endure as a context clue.
- Have students use context clues to find the meaning of *vague* on page 52.

Learning About Text Features

Question Format

Explain to students that a feature of this book is a question format. Point out examples of the boxed text in boldface print with the heading "Heads Up!" Tell students that the purpose of the questions is to have them slow down and think carefully about what the soldiers wrote.

Have students find and read a question. Ask them how the questions help them understand the book.

Developing Fluency

Model reading aloud the letter on page 9. Demonstrate how to change the tone and pitch of your voice when reading quotations. Then have students practice reading the same letter aloud to partners. Circulate among partner groups and offer guidance.

Learning in the Content Areas

Talk About Military Service Lead a discussion about the obligation of young men to register for military service (through the Selective Service System). Explain that by law, all men ages 18–25 must register, but this does not necessarily mean they will be drafted. Only Congress and the President can authorize a draft (see www.sss.gov/ for more facts).

Develop Specialized Vocabulary Ask students to discuss their feelings about the letters in the book. Encourage the use of words such as *duty*, *freedom*, *patriotism*, *responsibility*, *rights*, and *service*. Ask:

Do you believe there is a responsibility to serve in the military for your country? Why or why not?

Extending Meaning Through Writing

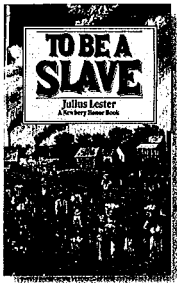
- Have students write an essay summarizing how U.S. protests against the war and negative treatment of soldiers when they returned home had an impact on the soldiers. Have them write whether they think it is right for people to protest against a war. Ask students to support their thinking with examples from the text and from their understanding of world events. (Expository)

Connecting to Other Books

The Journal of Patrick Seamus Flaherty: United States Marine Corps, Khe Sanh, Vietnam, 1968 by Ellen Emerson White

The Perilous Road by William O. Steele

To Be a Slave



by Julius Lester
text type: Informational
word count: 250+
content area: Social Studies
topic: American slavery

Level 2

Summary & Standard

This nonfiction book tells about slavery in the United States through narratives of former slaves. Students will learn to view historic events through the eyes of those who were there, and to weigh the importance, reliability, and validity of historical evidence.

Making Connections: Text to Self

Have students share what they know about the pre-Civil War South and slavery.

Ask: *Why do you think it was possible for slave owners to justify owning slaves?*

Extend the real-life experience by talking about freedom. Have students tell what they think it must be like for someone to own you and to be able to sell you.

For additional teaching ideas and resources, see <http://memory.loc.gov/ammem/ndlpedu/lessons/psources/slavery.html>.

Vocabulary

Content Words: enslaved, inferiority, overseer, pathetic, provoked, servitude

Essential Words: abolitionist, economy, indentured servant

Related Words for Discussion: brutality, consequences, duplicity, enslaved, servitude

Nonfiction Text Features: about the author, bibliography, illustrations, headings, table of contents

Supportive Features

Text The text is well organized—the narratives of former slaves are interspersed with Lester's explanations and elaborations in italic type; chapters cover broad, well-defined subjects.

Content The first-person accounts will hold the students' attention and will help students understand the reality of slavery.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Features

Text The print is small, and there are few illustrations to break up the pages. In addition, the narratives are often very graphic. You may want to point this out to students before they read.

Vocabulary There is no glossary to define words such as *inferiority*, *provoked*, *servitude*, *duplicity*, and *brutality*. You may wish to review these words with students before they read.

ELL Bridge

Help students prepare for the word study. Invite students to find compound words in the book, such as *tribesmen*, *birthright*, *cottonwood*, and *bareheaded*. Write each word on a card. Then cut the card in two, making a "puzzle piece" that will only match its mate. Mix the puzzle pieces and challenge students to each take one piece and look for its mate. When students have found their matches, have them take turns reading the word and using it in a sentence.

Developing Comprehension

Summarizing

Remind students that summarizing means retelling the most important points of a passage. Summarizing helps readers understand and remember what they read.

- On page 88, Charles Ball tells about native African slaves. Have students give a short summary of each paragraph.
- Ask: *What are Uncle Toms?* Ask students to read the rest of pages 88 and 89, and restate in their own words the main points. Ask: *How did native African slaves and Uncle Toms differ?*
- Ask students to choose a topic from the book that they find interesting—such as emancipation—and give an oral summary.

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 a word made up of two or more smaller words.

- Have students find *slaveholders* on page 78. Have them identify the two smaller words and discuss the meaning of *slaveholders*.
- Turn to page 73. Point out the word *overcome* and ask students to identify the smaller words. Discuss how *overcome* pertains to a slave's life. Discuss the meaning of two other compound words on page 73 (*corncrib*, *smokehouse*).
- Turn to page 82. Have students find *hereafter*. Discuss the word's meaning and the importance of *hereafter* to a slave.

Learning About Text Features

Bibliography

Explain that a bibliography is a list of sources that the author has consulted in writing the book. It appears at the end of the book. Discuss how a bibliography helps the reader. Have students find the entry in the bibliography with the title listed first. Discuss why this entry is different from the others.

Developing Fluency

Have students read one of the narratives aloud to a partner. Pair more fluent readers with less fluent readers and have the stronger reader read first. The less fluent reader should read the passage several times.

Learning in the Content Areas

Talk About Primary Sources Explain that a primary source is firsthand, original information, whereas a secondary source is secondhand information. Point out that the narratives in this book are primary sources. Discuss why primary sources provide crucial insight for historians.

Develop Specialized Vocabulary Ask students to discuss how most slaves managed to survive such difficult lives. Encourage them to use words such as *servitude*, *enslaved*, *consequences*, *brutality*, and *duplicity*. Ask:

What methods did slaves use to help cope with a life of slavery?

Extending Meaning Through Writing

- Beginning on page 84 is a discussion of Thomas Jefferson's view on the inferiority and superiority of blacks and whites. Have students respond to Jefferson in a letter and dispute his beliefs. **(Persuasive)**

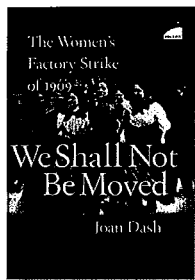
Connecting to Other Books

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

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

We Shall Not Be Moved

The Women's Factory Strike of 1909



by Joan Dash
text type: Informational
word count: 250+
content area: Social Studies
topic: women's rights

Level Z

Summary & Standard

This nonfiction book tells the dramatic story of women from different cultures and social classes working together in the strike against shirtwaist factories in 1909. Students will view this historic event through the eyes of those who were there.

Making Connections: Text to Self

Invite students to think about working in a place where the workers are treated unfairly. Ask what the conditions might be like, and what they would do about it. Explain that unions were formed to bring workers together to change unfair working conditions. Point out that an effective union tactic was to strike. Tell students that one of the most dramatic strikes was by women workers in New York in 1909.

For additional teaching ideas and resources, see www.ashp.cuny.edu/video/heaven/fuprising.html.

Vocabulary

Content Words: assembly, bankruptcy, charity, gentility, immigrant, malnutrition, picket, reformer, shirtwaists, socialism, sweatshop, tenement

Essential Words: corrupt, exploit, justice, obedient, rebellion, spontaneous, typical, unanimous

Related Words for Discussion: altruism, bribery, camaraderie, diverse, heroines, humane, humiliations, publicity, solidarity, revelation, union

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

Supportive Book Features

Text The text structure is consistent. Chapter headings help to organize the chronology of the text and to provide an idea of chapter topics.

Content The author provides substantial background to help readers understand the lives and motivations of different groups involved in the strike. The black-and-white photographs help to support the text.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may have difficulty distinguishing between narration and first-person accounts. Support students by noting where quotations are used in the text to include news reports, speeches, and memories of those involved in the strike.

Vocabulary A broad spectrum of cultural and political attitudes and beliefs held in 1909 are described in the text. Help students find key words to help sort out the different ideas that affected the strike.

ELL Bridge

To assist students in reading and understanding the text, first ask them to predict what the book will be about based on the title and the photograph on the cover. Then provide students with the following list of questions, and suggest they ask themselves these questions as they read each chapter and then the whole book: *What was the event? When did the event happen? Where did the event happen? Who was involved in the event? How did the event happen? Why did the event happen?*

Developing Comprehension

Monitoring Comprehension

Remind students that it is important for readers to check their comprehension as they read by asking themselves if the text makes sense. Point out that readers usually know when understanding breaks down. When this happens, encourage students to think about what they know, ask themselves questions, and reread difficult text. Ask students to select a difficult part of the text. Work with students to form questions and find answers to make text connections that will help them understand.

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 Action Verbs With Direct Objects

Remind students that an action verb tells what a subject does. An action is often directed toward an object as in *They hurled insults*. The verb is *hurl*. The direct object is *insults*.

Have students review chapter 9 starting on page 110. Encourage them to find action verbs with direct objects. Explain to students that they may need to simplify a sentence in order to identify the action verb and its object. They also may find more than one action verb and direct object in a sentence.

Learning About Text Features

Epilogue

Explain that an epilogue is a short chapter or section at the end of a book. It tells what happens later to the people involved in a major event described in the book. Have students go to pages 148–152 and identify what happened to Clara Lemlich after 1909. Then have students find what the author states was the most significant gain of the shirtwaist workers' uprising.

Developing Fluency

Invite a student volunteer to read with you pages 56 and 57 to model a Readers Theater presentation. Encourage student pairs to read the same text, expressing feeling when reading dialogue.

Learning in the Content Areas

Talk About Common Goals Discuss with students what can happen when a diverse group of people comes together to work on a common goal.

Develop Specialized Vocabulary Talk about the importance of solidarity and camaraderie in reaching a goal set by a group of people who have differing viewpoints. Ask:

Why was it such a revelation to people that women were working together during the strike of 1909?

Extending Meaning Through Writing

- Have students write a newspaper article account of a shirtwaist strike against garment manufacturers in late 1909. Have them support the account with details from the event. **(Expository)**

Connecting to Other Books

The Day the Women Got the Vote: A Photo History of the Women's Rights Movement by George Sullivan

Remember the Ladies: The First Women's Rights Convention by Norma Johnston

20,000 Leagues Under the Sea



by Jules Verne
text type: Science fiction
word count: 250+
content area: Science
topic: adventure sea story

Level 2

Summary & Standard

This classic story is about a French professor who, when hunting down a sea monster, ends up on a secret submarine. He enjoys adventures, but finally wants to escape from the strange Captain Nemo. Students will learn how important personal freedom is.

Making Connections: Text to World

Invite students to talk about a trip they have taken to the beach or to an aquarium. Ask: *What are some ocean animals that you are familiar with? Name the largest ocean animal you have seen.*

To extend the real-world connection, tell students that long ago, giant squids, whales, and narwhals were considered monsters of the sea. Today we know that there aren't any sea monsters. However, some scientists think that the giant squid, with 8 long, muscular tentacles and eyes the size of soccer balls, comes as close to a sea monster as can be!

For additional teaching ideas and resources, see <http://www.pbs.org/wnet/savageseas/deep-side-monsters.html>.

Vocabulary

Content Words: cetacean, hypotheses, narwhal, ichthyologist, latitude, longitude, chronometer

Essential Words: conjecture, perceived, expedition

Related Words for Discussion: *Nautilus*, Indian Ocean, pearl, dugong

Nonfiction Text Features: introduction, predictable format

Supportive Book Features

Text The text is divided into Parts 1 and 2. Each part has consecutive numbered chapters with intriguing titles to guide readers as to their purpose.

Content This book is a fantastic science fiction adventure story with larger-than-life characters in search of intriguing and terrifying sea creatures.

Praise students for specific use of "Behaviors to Notice and Support" on page 93 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text This is a long and demanding book. The author sometimes launches into lengthy elaboration that does not advance the plot. Sentences are often extremely wordy and the formality of style may take some getting used to. The determined reader will be repaid with a thrilling tale.

Vocabulary Students will be challenged by the text which often includes technical and arcane terms. Encourage students to use a dictionary, as well as context clues, when they come to an unfamiliar word.

ELL Bridge

Build comprehension by asking students simple questions about the characters and the plot. These questions will help students focus on the events. For example, read the **third** chapter aloud with the students. Ask: *Why does the professor decide to go after the sea monster?* Invite students to use specific text in the chapter to support their answers.

Developing Comprehension

Making Predictions

Review with students that predicting is thinking about what event comes next. Point out that making predictions helps keep readers actively involved in the book.

- Have students read page 13. Ask: *What effect did the final sentences have on you? What kind of monster do you think it will turn out to be? How does the author lead you to make predictions about this?*
- After students read Chapter 2, have them make predictions. Ask: *How do you think the trip will go? Do you predict that they will encounter, observe, or capture the creature? What do you think will happen to Captain Farragut's expedition?*
- Encourage students to make predictions as they continue reading the book.

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

Developing Phonics and Word-Solving Strategy

Context Clues

Review with students that when they see an unfamiliar word, they can often find clues to its meaning by using the words and sentences around it.

- Have students look at these words on page 18: *archiotherium, the hyrocotherium, the oreodons, the cheropotamus... and other skins*. Guide students to see that the words *and other skins* are a clue as to what the preceding words might mean. They are probably the scientific (or science fiction) names for exotic animal specimens.

Learning About Text Features

Predictable Format

Discuss the book's predictable format that is created by the inclusion of chapter numbers and titles. Have students read the chapter titles listed in the Contents. Ask: *Do you think the chapter titles build excitement about new characters and upcoming events? Why or why not?*

Developing Fluency

Model fluent reading of a book passage that includes dialogue, stressing appropriate pauses—the ends of sentences, before commas, and so on. Then have everyone read the passage together.

Learning in the Content Areas

Talk About Science Fiction Clarify that science fiction deals principally with the effect of actual or imagined science on society or individuals. Science fiction is distinguished from fantasy in that its events are conceivable in the context of the science in the story, rather than relying on incongruous or inexplicable forces.

Develop Specialized Vocabulary Ask students to identify, in their own words, what it would be like to be invited to go on an expedition in search of a sea "monster." Encourage students to use words such as *hypotheses, gigantic narwhal, tusk, sea unicorn, fantastic, and capricious*. Ask: *How did being a scientist convince Aronnax to go on the expedition?*

Extending Meaning Through Writing

- Have students imagine what the limitations of life would be on board a submarine. Then have them write several diary entries recounting one of the submarine's adventures or an encounter with Captain Nemo. (Narrative)

Connecting to Other Books

A Walk on the Great Barrier Reef
by Caroline Arnold

Predators of the Sea by Mary Jo Rhodes
and David Hall