

# GUIDED READING PROGRAM

Fiction Focus

*2nd Edition*



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

- **An American Plague**
- **The Best Ghost Stories Ever**
- **Detective Stories**
- **Finding My Hat**
- **Harry Potter and the Deathly Hallows**
- **Jane Eyre**
- **Malcolm X: By Any Means Necessary**
- **Stormbreaker: The First Alex Rider Adventure**
- **The Time Machine**
- **Toning the Sweep**

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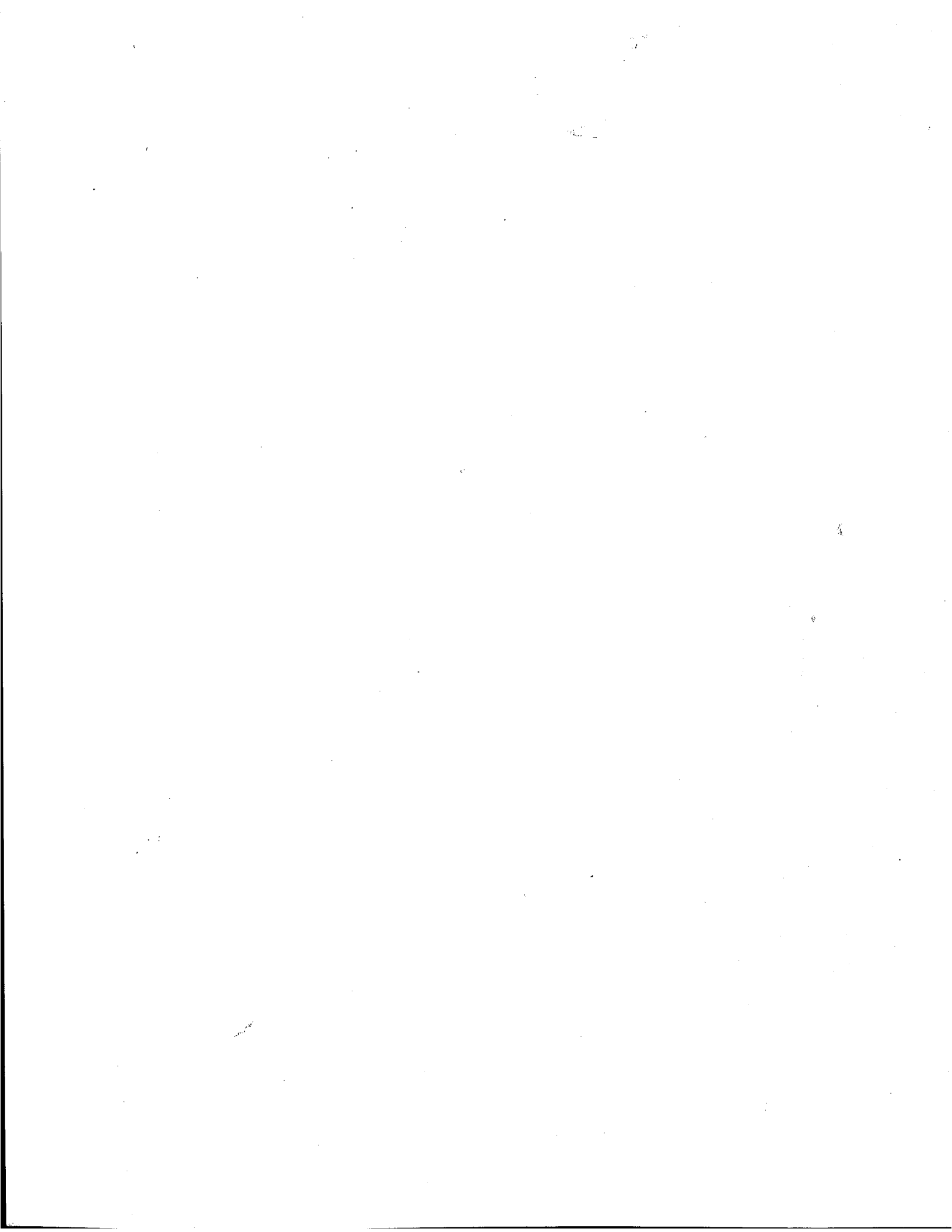
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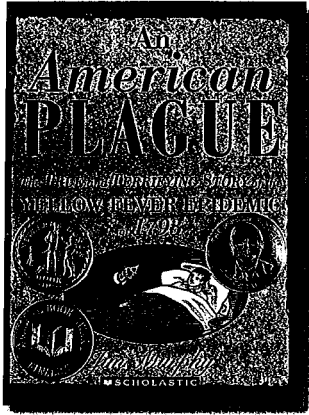
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# An American Plague



## Summary & Standard

In 1793, a horrific yellow-fever epidemic struck Philadelphia, then the capital of the young United States. As the mysterious disease spread, the community was devastated. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Jim Murphy

**Word Count:** 250+

**Genre:** Social Studies Nonfiction

**Theme/Idea:** responding to health threats

## Making Connections: Text to World

Discuss epidemics, disease outbreaks that move rapidly among people. Ask students to name epidemics in history, such as the “Black Death” of the 1300s, thought to be bubonic plague.

Extend the connection by explaining that this is about an epidemic of yellow fever. Ask: *Have you ever had a fever? What happened to your energy level? What do you think would happen if everyone had the same sickness at the same time?* Explain that yellow fever had a high mortality rate and affected many people in 1793.

For additional teaching ideas and resources, see [www.philadelphiahistory.org/akm/lessons/yellowFever](http://www.philadelphiahistory.org/akm/lessons/yellowFever).

## Vocabulary

**Essential Words:** collapsed, confronted, drastic, formidable, magnitude, pitifully, precise, repulsive, transition

**Related Words for Discussion:** contagious, infectious, microscopic, pestilence, plague

## Genre

**Social Studies Nonfiction** Remind students that social studies nonfiction gives factual information about society and history.

## Supportive Book Features

**Text** Each chapter title signifies a different stage in the progression of the 1793 yellow fever epidemic in Philadelphia. Illustrations and portraits help students understand the historical reality of the events that are vividly described in the text.

**Content** Students may have heard or read about epidemics and will be interested in finding out how the yellow fever epidemic arrived in Philadelphia.

Praise students for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** The archaic typefaces in reproduced newspaper pages may hinder some readers. As a class, review some of the newspaper passages to help students understand the differences between print news in 1793 and today.

**Vocabulary** The text contains many medical and epidemiological terms, such as *bilirubin* (page 14). Although the meanings of the terms are often given in context, students may be confused at times. Encourage them to list any unfamiliar words to be looked up later in a dictionary.

## ELL Bridge

To help students practice articulating ideas from the book, have them take turns selecting an illustration in the book and describing what it shows. Ask them to read the captions in order to make their descriptions clear. Encourage students to paraphrase the caption information rather than simply read it aloud.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Help students summarize the yellow fever plague in 1793 and the heroic efforts of various people in Philadelphia. Ask students to give examples in the book of selflessness on the part of individuals and groups.

#### Thinking Beyond the Text

Invite students to infer that some of the individuals, such as doctors, who stayed in Philadelphia during the epidemic, might have been influenced to help because of factors in their backgrounds. Ask: *When many of the wealthy community and government leaders were leaving Philadelphia, why do you think some doctors and community leaders stayed behind?*

#### Thinking About the Text

Explain that social studies nonfiction is more than a list of names, dates, and events. Have students point out moments of drama that the author presents to bring the events of 1793 alive for readers.

### Understanding Cause and Effect

Point out that this book is about an epidemic that had causes and effects. Have students review events and examples to understand what happened (effect) and why it happened (cause).

- On page 25, note that people began to leave Philadelphia around August 25. Say: *This is what happened—the effect. What caused this effect?*
- Have students describe what was learned about yellow fever in Chapter Eleven. Ask: *What was the cause of yellow fever epidemics? How did the disease spread?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Root Words and Affixes

Remind students that one way to understand unfamiliar words is to divide the word into its root and affixes. Review that the prefixes *dis-*, *un-*, and *non-* all mean “not.”

- Have students find the word *disorder* on page 17. Explain the meaning of the root word, *order*. Help students see that *disorder* means “a lack of order.”
- Have students repeat this routine with *unobstructed* (page 59) and *nontoxic* (page 75).

### 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.

### Oral Language/Conversation

**Talk About Epidemics** Lead a discussion about how disease can spread through a community. Encourage students to share what they know about infectious diseases and historic epidemics.

### Extending Meaning Through Writing

- Have students describe yellow fever, its cause, and its symptoms. (**Expository**)
- Have students choose a character in the book and write a journal entry describing a day in his or her life during that time in history. (**Narrative**)

### Other Books

*Survival in the Storm* by Katelan Janke  
*We Shall Not Be Moved* by Joan Dash

# The Best Ghost Stories Ever



## Summary & Standard

This collection of eerie ghost stories was written by some of the best-known authors, including Edgar Allen Poe and Bram Stoker. Students will comprehend basic plots of a variety of fiction genres.

**Editor:** Christopher Krovatin

**Word Count:** 250+

**Genre:** Fiction

**Theme/Idea:** describing unexplainable events

## Making Connections: Text to Text

Most students will have read, heard, or told scary tales at some time. Ask students why they think these kinds of stories are popular.

Extend the connection by telling students that people have enjoyed ghost stories for a long time, and that some ghost stories contain a bit of truth. The author may have exaggerated a scary experience to create a story. Have students share encounters they may have had with an unexplainable event. How would they use the event to write a scary story?

For additional teaching ideas and resources, see <http://people.howstuffworks.com/ghost-stories.htm>.

## Vocabulary

**Essential Words:** assailed, desolation, dominant, enthralled, gaunt, superstitions, suppress, unkempt

**Related Words for Discussion:** clarify, harrowing, haunt, horrifying, knowledgeable, menacing, paranormal

## Genre

**Fiction** Remind students that fiction usually includes characters with a conflict to resolve.

## Supportive Book Features

**Text** The book consists of nine separate stories. Students can read, think about, and discuss one story at a time before moving on to the next one.

**Content** Mystery and suspense usually engage readers. Students will want to keep reading to find out what happens next. The different plots and mysteries appeal to a variety of readers.

Praise students for specific use of “Behaviors to Notice and Support” on page 105 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** The text is dense, the type is small, and there are no illustrations to support the text. Long sentences may make comprehension difficult at times. Discuss with students each story as it is read before moving to the next one.

**Vocabulary** The often sophisticated and sometimes outdated vocabulary—words such as *wainscot* (page 82) and *avowal* (page 135)—may challenge students. Suggest that they keep a list of unfamiliar words to look up later in a dictionary. Have students share their lists and discuss the meanings of the words.

## ELL Bridge

Review with students the Essential and Related Words. As each word is discussed, write it on a chart or on the board and help students list a synonym for it. Invite each student to dictate one sentence about ghosts, using an Essential Word or a Related Word. If necessary, provide sentence frames, such as *I am \_\_\_\_\_ about ghosts* or *Seeing a ghost would be \_\_\_\_\_*. Write the sentences on a chart or on the board, and invite volunteers to read them.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students compare the stories in the book. Tell them to think about the settings, characters, and plots. Ask: *How are the stories similar? How are they different?*

#### Thinking Beyond the Text

Have students tell whether they think any of the stories in the book are believable. Ask: *Do you think any of the authors believe that ghosts exist? Why do you think that?*

#### Thinking About the Text

Have students notice and point to specific, descriptive language the writer uses to build suspense. For example, on page 85 Stoker writes that the enormous rat sat “steadily glaring at him with baleful eyes.” On page 111 Gilman describes the wallpaper color as “repellent, almost revolting” and “dull yet lurid yellow in some places, a sickly sulfur tint in others.” Ask: *How do the descriptive details make the stories more interesting? How do they add to the fright element of the story?*

### Understanding Cause and Effect

Help students understand the cause-and-effect relationships in the book by examining the stories’ events. Remind students that an effect is what happens; a cause is what makes it happen. Say:

- In “*The Empty House*,” a man coughed beside Jim and Aunt Julia, but there was no one there. What effect did this event have on them?
- In “*The Judge’s House*,” what effect did the enormous rat have on Malcolmson when he first saw it?
- Have students find other cause-and-effect relationships in the stories.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher’s Guide*.

### Developing Phonics and Word-Solving Strategies

#### Multisyllabic Words

Remind students that multisyllabic words can be challenging to read as well as to comprehend. Breaking words into syllables can help.

- Have students find *pertinacious* on page 64. Write the word on a chart or on the board and model reading it as you divide it into syllables. (per-ti-na-cious) Have students repeat each syllable sound and then blend them together to read the word.
- Repeat with *desperation* on page 64 (des-per-a-tion) and *disapprobation* on page 74 (dis-ap-pro-ba-tion).
- Remind students to use context clues or a dictionary to learn the meaning of unfamiliar multisyllabic words.

### Developing Fluency

Have students practice reading dialogue by reading page 82 aloud with a partner. Suggest that they read the page until the dialogue sounds natural.

### Oral Language/Conversation

**Talk About Fear** Lead a discussion about why people fear things they are unable to explain. Talk about some things people fear and how people react to them. Invite students to suggest things they can do to make themselves less afraid of something.

### Extending Meaning Through Writing

- Have students write a paragraph describing an event in one of the stories. (**Expository**)
- Have students select one of the stories from the book and write their own spooky ending. (**Narrative**)

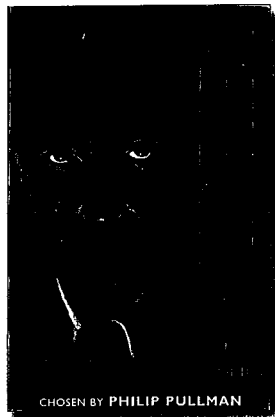
### Other Books

*Clockwork* by Philip Pullman

*The Sterkarm Handshake* by Susan Price

# Detective Stories

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## Summary & Standard

This collection of mystery stories includes samples from some of the classic authors of the field, including Arthur Conan Doyle, Ellery Queen, Damon Runyon, and Agatha Christie. Students will read to refine their understanding of how texts work across a variety of genres.

**Editor:** Philip Pullman

**Genre:** Mystery

**Word Count:** 250+

**Theme/Idea:** using deductive reasoning

## Making Connections: Text to Text

Students will likely have prior knowledge of detective stories and mysteries either from their reading or from television. Discuss any detective stories that students know.

Extend the connection to other texts by inviting students to describe the characteristics of detective stories or mysteries. Ask: *What are some characteristics of fictional detectives? What events are typical in mysteries? How do mysteries compare with other types of stories? What makes these stories so interesting?*

For additional teaching ideas and resources, see [www.springfieldlibrary.org/stacks/advis.html](http://www.springfieldlibrary.org/stacks/advis.html).

## Vocabulary

**Essential Words:** extract, ingredients, phenomenon, specialist, versatile

**Related Words for Discussion:** analysis, conclusion, deduce, investigator, ominous

## Genre

**Mystery** Remind students that a mystery is a story that centers on a puzzling event, such as an unsolved crime, and the clues that may explain it.

## Supportive Book Features

**Text** Each story begins with an editor's note that explains the significance of the story and gives readers some background about the author and, if applicable, a well-known fictional detective. These introductions help students understand the different styles of the stories.

**Content** Students should be familiar with detective stories in one form or another, and they will read a wide variety of approaches to the genre.

Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some readers may struggle with the varying writing styles and plot devices that appear in the anthology. Help students create plot diagrams and character profiles to distinguish the approaches.

**Vocabulary** The anthology includes writing from many different eras and countries, thus presenting colloquialisms, slang, and jargon. Although the meanings of the words are often clear from context, some students may be confused at times. Encourage pairs of students to work together to "translate" unfamiliar terms.

## ELL Bridge

To help students interpret ideas from the book, have them generate questions as they read each story. After each story, work together as a group to list questions from all students on the board or on a chart. Ask volunteers to come up with answers to each question. Then monitor understanding of each story by asking questions about each crime and how it was solved.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Help students summarize each story as they complete it. Have them complete a plot diagram to show how the mystery unfolds and how the detective solves it.

#### Thinking Beyond the Text

Invite students to compare and contrast the deductive styles of the different fictional detectives they meet in the book. Ask: *How is Sherlock Holmes's reasoning (page 9) the same or different from Ellery Queen's (page 39)? Do Hercule Poirot (page 47) and Simon Templar (page 150) solve crimes in the same way? Explain.* Discuss what traits would make someone a good crime investigator.

#### Thinking About the Text

Explain that part of the appeal of detective stories is the personality and worldview of the detective. Have students point out the ways that the authors in this book created unique personalities for their detectives.

### Drawing Conclusions

Explain that readers draw conclusions when they make a decision or form an opinion by using information they learn as they read, along with their own knowledge and experiences.

- Note that in a detective story, the main character is also drawing conclusions. Ask: *What conclusions has Ellery Queen drawn on page 46? What led to his conclusions?*
- Have students think about the facts they learn about the Saint beginning on page 150. Have them draw conclusions about the character. Ask: *Is Templar easily frightened? Does he get angry quickly? How do you know?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Slang

Remind students that slang is informal, nonstandard vocabulary that is unique to a particular group. It is used in writing to make characters seem more real.

- Have students turn to page 96 and find the expression *have much truck with*. Ask: *From context, what does this mean? (have much to do with)*
- Have students find additional examples of slang in "Cold Money" (page 39), "Butch Minds the Baby" (page 96), and "The Little Mystery" (page 176). Have them list a slang expression or term and its meaning within the story.

### Developing Fluency

Read aloud a paragraph from "The Speckled Band" to model how varying tone and pace helps clarify the story. Have students vary tone and pace as they read to themselves.

### Oral Language/Conversation

**Talk About Mysteries** Lead a discussion about unsolved crimes and the work that is done to solve them. Encourage students to speculate about the differences between fictional detectives and real investigators.

### Extending Meaning Through Writing

- Have students write about the "perfect" detective. What qualities would he or she need to solve mysteries? (**Expository**)
- Have students outline a mystery. Have them describe the crime and list five clues to its solution. (**Narrative**)

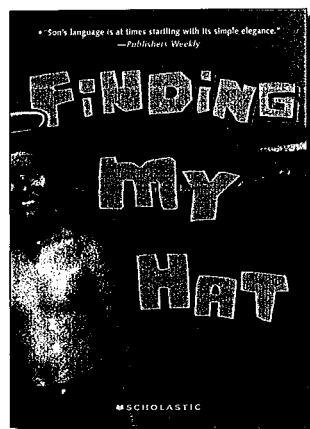
### Other Books

*Baby-Snatcher* by Susan Terris

*Stormbreaker* by Anthony Horowitz



# Finding My Hat



## Summary & Standard

Jin-Han, a Korean-American boy, grows up between two worlds. He tries to fit in as an American, but at home his family still follows Korean customs. His story is told in first person from his earliest memories to early adolescence. Students will read to better understand various aspects of the human experience.

**Author:** John Son  
**Genre:** Realistic Fiction

**Word Count:** 250+  
**Theme/Idea:** growing up as a Korean-American

## Making Connections: Text to Self

Have students think of some of their earliest memories. Ask: *What do you remember? What happened? Who was with you?* Tell students that this story begins with the earliest memories of a Korean-American boy and continues through his teens.

Extend the real-world connection by pointing out that in this story the boy's parents immigrated here from Korea. Explain that people worldwide often move to other cities or countries to start a new life. They often do so because opportunities exist in another area.

For additional information and resources on Korean culture, see <http://www.pbs.org/hiddenkorea/index.htm>.

## Vocabulary

**Essential Words:** embarrassing, opportunity, ritual, specific, synthetic

**Related Words for Discussion:** adjustment, culture, identity, relationship, respect

## Genre

**Realistic Fiction** Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

## Supportive Book Features

**Text** The text is spaced to allow room between lines for readers to clearly read the words and sentences. Dialogue is written so that readers know exactly who is speaking.

**Content** Students will be able to relate to Jin-Han and the experiences of growing up. You may want to address the sensitive subjects of racial tension, sexual awakening, and the death of a parent.

Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Chapter titles are often figurative or obscure. Tell students to return to the chapter title after they have read a chapter, to decide on the meaning of the title.

**Vocabulary** The sentence structure of Jin-Han's parents' spoken English may be difficult for some readers to understand, such as *Just one day for us to coming here* (page 31). Help students with sentence structure they may find confusing. Have students use the Glossary to translate the Korean words, such as *Ahpbah* (page 3).

## ELL Bridge

Explain that figurative language creates pictures in a reader's mind by comparing one thing with another different thing. Write the following on a chart or on the board: *Quiet as a mouse*. Explain that this is a simile. Define *simile* as a kind of figurative language that makes a comparison using *like* or *as*. Have partners find examples in the book, such as *arms moved like wands* (page 23). Ask students to make drawings to show the meanings of these similes.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students summarize the main events that happened to Jin-Han as he grew in the story. Ask: *How does Jin-Han "find his hat" in the story?*

#### Thinking Beyond the Text

Ask students to compare their own lives with Jin-Han's. Ask: *What kinds of experiences do you share with him? What kinds of experiences come about because of his Korean-American background?*

#### Thinking About the Text

Have students notice and point to specific examples of how the writer uses dialect and dialogue to make the characters come to life, such as the dialogue on page 31. Ask: *Why do you think the author wrote the dialogue this way?*

### Making Inferences

Guide students to think about how we "read between the lines" of a story to learn more than what the words state. This skill is called making inferences. To make an inference, readers use information from the text and combine it with what they already know from their experiences.

- Read the scene on pages 42–43 beginning with *Yoboh!* Ask students to infer what is happening. *What do you know about Uhmah? What information from the text helps you make inferences about what is happening?*
- Have students identify other parts in the story in which they were able to infer that something was happening. Ask them what clues they used.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Suffixes

Remind students that a suffix is a word part that is added to the end of a base word that changes the meaning of the base word. Sometimes a suffix is added to a word that already has a suffix or an inflected ending such as *-ed* or *-ing*.

- Write *hurriedly* on a chart or on the board. Point out that the word is made up of *hurry* (base word) + *ed* (inflected ending) + *ly* (suffix) and means "in a hurried way."
- Ask students to turn to page 25 and find the word *surprisingly*. Have them identify the parts of the word and use it in a sentence. Repeat the exercise with *sleepily* on page 15.

### Developing Fluency

Select a scene from the book that has interesting dialogue. Have small groups perform it as a Readers Theater, stressing intonation.

### Oral Language/Conversation

**Talk About Family** Lead a discussion about Jin-Han's view of his parents. Ask: *How do his feelings toward them change during the story? How are his feelings affected by his parents' Korean ways? Do you think this book is a realistic portrayal of how children view and relate to their parents?*

### Extending Meaning Through Writing

- Have students write an account of an early family memory. **(Narrative)**
- Have students select their favorite scene from the story and write an explanation of why they liked the scene and what it showed about the character of Jin-Han. **(Expository)**

### Other Books

... *And Now Miguel* by Joseph Krungold  
*Samir and Yonatan* by Daniella Carmi

# Harry Potter and the Deathly Hallows



## Summary & Standard

The seventh and final book in the popular Harry Potter series of novels leads to the final confrontation between Harry Potter and Lord Voldemort. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

**Author:** J.K. Rowling

**Word Count:** 250+

**Genre:** Novel

**Theme/Idea:** struggle between good and evil

## Making Connections: Text to Text

Most students are familiar with the Harry Potter series, through either the books or the movies. Have volunteers explain the story elements that are common to all books in the series.

Extend the connection to other texts by asking volunteers to briefly describe the plots of other Harry Potter books. Ask: *How do Harry and the other main characters change from one book to another? How does this help move the story forward?* Compare the Harry Potter novels with other books that deal with good and evil, such as the Lemony Snicket or Narnia series.

For additional teaching ideas and resources, see [http://curriculalessons.suite101.com/article.cfm/harry\\_potter\\_lesson\\_plan](http://curriculalessons.suite101.com/article.cfm/harry_potter_lesson_plan).

## Vocabulary

**Essential Words:** contemplating, disruption, exasperated, resumed

**Related Words for Discussion:** disconcerted, eccentric, random, secluded

## Genre

**Novel** Remind students that a novel is a long work of fiction that is usually separated into chapters.

## Supportive Book Features

**Text** This long novel is divided into thirty-six accessible chapters. An epilogue provides a conclusion that wraps up the entire series of Harry Potter novels.

**Content** Although this book's plot picks up from the end of the preceding Harry Potter novel, enough background information is provided that a reader who is unfamiliar with the series will still understand the story.

Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Explain to students that an epigraph at the beginning of a text suggests the story's theme. Read aloud the two quotations that appear at the beginning of the novel. Explain that these quotations about friendship and death foreshadow what will happen in the story.

**Vocabulary** The text contains language that will challenge some readers. Terms that are unique to the Harry Potter books may also confuse some readers. Suggest that students create a glossary of terms that are unique to Harry Potter's world.

## ELL Bridge

To help students articulate ideas from the book, have teams act out dialogue. Use passages such as the section beginning at the bottom of page 90. Have one student read aloud the descriptive paragraphs as a narrator, while other students read the dialogue as if the text is lines spoken in a play. Have students use expression and pace to convey the proper meaning of the passage.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Help students review the main events in the novel. Together list the high points of the plot on a chart or on the board. If necessary, review each chapter in order to create a summary of the novel's plot. Ask: *How does the first chapter help us understand the main conflict of the novel?*

#### Thinking Beyond the Text

Invite students to infer how previous events from earlier Harry Potter novels play a part in this book. Ask: *Were you surprised that Harry didn't keep the Elder Wand? What would you have done?*

#### Thinking About the Text

Lead a discussion about how the tone of a magical story such as Harry Potter is different from the tone of other novels. Ask: *What words and situations does the author use to create a special tone? How does this tone affect readers' understanding of the novel?*

### Understanding Chapters

Point out to students that this novel has distinct chapters, each with its own main idea and rising and falling action. Model for students how the chapter structure of this book can aid in their comprehension.

- Have students turn to page 1 and identify the chapter title, "The Dark Lord Ascending." Ask: *How does the title catch your attention? What can you predict the chapter will be about?*
- Have students review the list of chapter titles on pages vii-x. Ask: *How do the titles reinforce the magical qualities of the story? Why do you think the author chose these titles?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Context Clues

Remind students that when they encounter an unfamiliar word, they can often find clues to its meaning in surrounding text.

- Have students turn to page 6 and find the sentence that begins, "The Order is eschewing any form of transport . . ." Ask: *What does eschewing mean? (avoiding) What clues in the paragraph help you figure this out? ("... will not do either . . ."; they mistrust everything)*
- Have students find other words in the book whose meanings can be determined by clues in surrounding text.

### Developing Fluency

Focus on the many unique proper nouns in the novel. Pronounce the names and have students repeat them, noting alliteration and assonance in names such as Dumbledore, Mundungus, and Godric Gryffindor.

### Oral Language/Conversation

**Talk About Good and Evil** Lead a discussion about good versus evil. Point out that not all villains are as evil as Voldemort and that Harry, the hero, isn't perfectly good. Invite students to volunteer other examples of characters who fight similar battles.

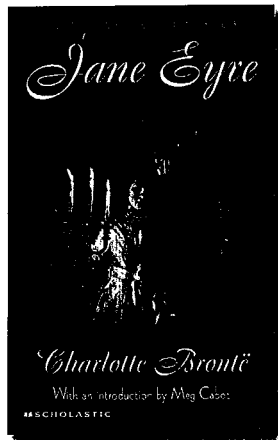
### Extending Meaning Through Writing

- Have students describe a game of Quidditch, including the rules, players, and equipment. **(Descriptive)**
- Have students write a prediction for a character from the book who is not mentioned in the epilogue. **(Narrative)**

### Other Books

*Mattimeo* by Brian Jacques  
*The Ragwitch* by Garth Nix

# Jane Eyre



**GUIDED  
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## Summary & Standard

In an autobiographical style, this novel recounts the fictional life of Jane Eyre, an orphaned girl who faces seemingly insurmountable obstacles as she matures and finds her place in the world. Students will read a variety of genres to better understand various aspects of the human experience.

**Author:** Charlotte Brontë

**Genre:** Novel

**Word Count:** 250+

**Theme/Idea:** overcoming adversity

## Making Connections: Text to Self

On the board or a chart, write the following:  
*When life gives you lemons, make lemonade.*  
Discuss with students what this saying means and have them share examples of situations in which positive thinking helped them overcome their problems. Ask: *How can negative thinking, or even giving up, make a situation worse?*

Ask students how their lives would be different if they lived 150 years ago. Point out that at that time marriages were often arranged and there were limited opportunities available to women. Discuss how personal obstacles would have been the same or different from the ones today. For additional teaching ideas and resources, see <http://www.haworth-village.org.uk/brontes/charlotte/charlotte.asp>.

## Vocabulary

**Essential Words:** apparition, aspirations, expostulations, reconcile, trepidation

**Related Words for Discussion:** adversity, injustice, obstacles, perseverance

## Genre

**Novel** Remind students that a novel is a long work of fiction that is separated into chapters.

## Supportive Book Features

**Text** This chapter book includes an introduction that can help students understand the place and society featured in the book. Endnotes explain some of the book's references.

**Content** Students may be familiar with the theme of a protagonist being mistreated by a caregiver. Students may also be able to relate to many of the choices Jane is forced to make during the course of the story. The mysteries of Thornfield will spur the interest of most readers. Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Complicated and lengthy sentence structures may be difficult for some students to comprehend. Sometimes students will need assistance with the verbose passages in which Jane reflects on her situation.

**Vocabulary** Students may have difficulty with the advanced vocabulary and terminology that is not in common usage today. They may need to keep a list of words to discuss as a class or look up in the dictionary after reading each chapter.

## ELL Bridge

Help students use summarizing as an aid to comprehension. After reading each chapter, guide students to summarize the key events. Discuss how the new information develops the plot and gives clues about future events. As students continue reading, have them refer to these chapter summaries in order to comprehend how various plot events are connected.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students identify distinct scenes in the novel, based on the changes in setting or circumstances. Then invite students to recall the important events that occur within each scene.

#### Thinking Beyond the Text

Point out that throughout the novel, Jane must make difficult choices that ultimately affect her happiness. Ask: *In what situations did Jane choose to do what was right over what might make her happy? When did Jane stand up for herself and demand to be treated fairly? Do you think this novel ends happily? Why or why not?*

#### Thinking About the Text

Have students notice how the author told the story from Jane's point of view. Point out how this allows us to know what Jane is thinking. Ask: *How would this novel be different if it were told from an omniscient point of view? How does the point of view affect the mysteries in the novel?*

### Understanding Theme

Remind students that a theme is an important idea that an author wants readers to understand. A theme can emerge from the ways in which characters react or grow and change during a story. Help students identify some of the themes in the novel.

- Say: *Jane is unwanted and neglected by her aunt and cousins. How are her relatives "punished" for their cruelty in the future? How is Jane rewarded?*
- *Even though Jane loves Mr. Rochester, she chooses to leave him, putting herself in dire poverty as a result. How is this event an example of Jane's morality?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Context Clues

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

- *Find the word tranquil in the second paragraph of chapter 11. How does the rest of this paragraph help you understand the meaning of this word?*
- *Find the word tarry in the fourth paragraph of chapter 26 (page 333). What does Mr. Rochester say that helps you understand what this word means?*

### Developing Fluency

Model how an expert reader uses phrasing to break longer, complex sentences into chunks. Then have students practice the technique as they read independently.

### Oral Language/Conversation

**Talk About Adversity** Discuss with students how Jane faces one adverse situation after another. Lead a discussion about how life can be unfair, but how people are able to overcome obstacles to lead happy and productive lives.

### Extending Meaning Through Writing

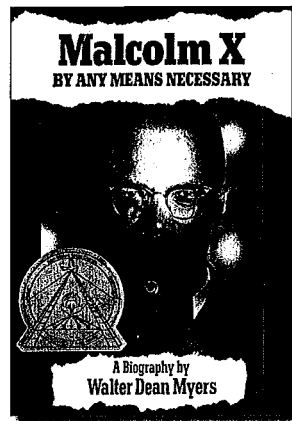
- Have students explain how, if Jane were living today, her situation might be different. (**Expository**)
- Have students write a book review that recommends this book to other readers. Ask them to point out what readers will like about the book and what they will learn from it. (**Persuasive**)

### Other Books

*The Adventures of Huckleberry Finn* by Mark Twain

*The Sterkarm Handshake* by Susan Price

# Malcolm X: By Any Means Necessary



## Summary & Standard

This biography tells the life story of Malcolm X, who confronted injustice and fought for the civil rights of African Americans during the 1950s and 1960s. Students will read a variety of genres to better understand various aspects of the human experience.

**Author:** Walter Dean Myers

**Word Count:** 250+

**Genre:** Biography

**Theme/Idea:** confronting injustice

## Making Connections: Text to World

Ask students to share what they know about the Civil Rights movement. Ask: *What was segregation? Why did African Americans strive to end segregation during the 1950s and 1960s?*

Extend the real-world connection by explaining that Martin Luther King, Jr., is remembered for his nonviolent demonstrations during the Civil Rights movement, but Malcolm X took a different approach. To understand Malcolm X, it is important to understand his life.

For additional teaching ideas and resources, see <http://www.cmgww.com/historic/malcolm/about/bio.htm>.

## Vocabulary

**Essential Words:** confronted, defiantly, hostility, lynchings, potential, recruit, segregation

**Related Words for Discussion:** civil rights, injustice, overcome, prejudice, racism, sacrificed

## Genre

**Biography** Remind students that a biography features details and events of a real person's life, sometimes recounted in the order in which the events happened.

## Supportive Book Features

**Text** The sequential organization of text is supported by a table of contents, clear chapter headings, and a detailed time line. The photographs will help students visualize Malcolm as a boy and as a man.

**Content** The author's detailed descriptions and explanations will help students understand the extreme difficulties facing African Americans during Malcolm's lifetime.

Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*

## Challenging Book Features

**Text** Most pages are entirely text, and many sentences are long and complex. Advise students to reread difficult sentences and attend to punctuation. Chapters include a lot of information about historical events during Malcolm's lifetime. Encourage students to refer to the time line in the back of the book.

**Vocabulary** Point out the book's rich language, noting that some words, such as *institution* (page 32), may be unfamiliar. Advise students to use context clues and dictionaries and to keep a list of challenging words to discuss with others.

## ELL Bridge

Have pairs of students read a few pages together and jot down any words they do not understand. Encourage partners to discuss the words and use a dictionary, if necessary, to arrive at understandable definitions. Monitor students' understanding of the words by having partners choose five words they noted, say them aloud to the entire group, and use each in a sentence.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students summarize the main events in Malcolm's life. Then have students discuss how these events affected Malcolm.

#### Thinking Beyond the Text

Ask students to consider how they would feel if their house was burned down and their father died suspiciously as a result of racial discrimination. Then have them discuss how they would feel if a teacher they admired discouraged them from their goal based on their race, gender, religion, or ethnic background.

#### Thinking About the Text

Have students review the bibliography, explaining it is a list of resources the author used to write the biography. Discuss why it is important to use numerous resources when writing a biography. Ask: *How is a bibliography useful to readers?* (The reader can find additional books on the topic.)

### Identifying Main Idea and 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.

- Have students decide on the main idea of the book. For example, *Because African Americans were treated unfairly, Malcolm X felt it was justified to use any means necessary to confront and overcome injustice and racial hatred.*
- Ask students to name details that support the main idea that the group develops.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Multisyllabic Words

Remind students that a syllable is a word part that has one vowel sound. Point out that breaking down a long word into syllables can make reading it easier.

- Have students turn to page 24. Read aloud the first paragraph, stressing the multisyllabic words *depression*, *factories*, *employment*, and *desperation*. Ask students to identify the words that have three or more syllables, and tell how many syllables are in each word.
- Have students locate other words in the book that have three or more syllables.

### Developing Fluency

Model fluent reading of a passage, using punctuation and context to guide appropriate phrasing. Have students identify the strategies you used, then apply them to reading a passage.

### Oral Language/Conversation

**Talk About Injustice** Lead a discussion about different types of injustice. Ask: *What is injustice? Have you ever had to confront an instance of injustice?* Have students describe the feelings brought on by these injustices, and whether students were able to overcome them.

### Extending Meaning Through Writing

- Ask students to write about the names Malcolm used during his life. They should state which they think suited him best, and why. (**Expository**)
- Invite students to describe a current injustice, convince the reader of its importance, and propose a remedy. (**Persuasive**)

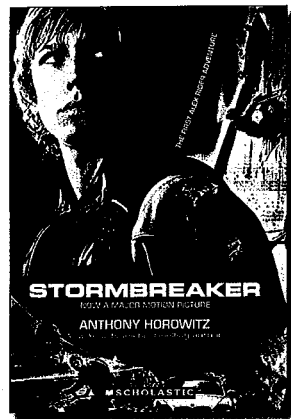
### Other Books

*Invincible Louisa* by Cornelia Meigs

*Nelson Mandela: No Easy Walk to Freedom*  
by Barry Denenberg



# Stormbreaker



## Summary & Standard

After the death of his uncle, Alex discovers that the man had been a spy for a British intelligence agency. Alex then goes undercover to complete his uncle's last mission. Students will read to refine their understanding of how texts work across a variety of genres.

**Author:** Anthony Horowitz

**Word Count:** 250+

**Genre:** Mystery

**Theme/Idea:** facing personal challenges

## Making Connections: Text to Self

Have students discuss responsibilities they have taken on in their lives, such as caring for a sibling or child, joining an organization, or taking difficult classes. *Ask: How do you know you are ready to take on a responsibility?*

Explain that some responsibilities, such as learning how to drive, are anticipated. Others are thrust upon people. Explain that the main character in this book must take on adult responsibilities when his guardian is killed. Discuss with students responsibilities that they have found to be challenging.

For additional resources about the character of Alex Rider, see <http://www.anthonhorowitz.com/alexrider/>.

## Vocabulary

**Essential Words:** camouflage, guardian, humiliated, intelligence, preposterous

**Related Words for Discussion:** conclude, conclusion, contradict, impression, justification

## Genre

**Mystery** Remind students that a mystery is a story about a puzzling event, such as an unsolved crime, and the clues that resolve it.

## ELL Bridge

Help students build comprehension about the plot by asking them simple questions as they read. These questions will help students focus on the content and structure of the story. For example, have students read Chapter 4. *Ask: What do Mr. Blunt and Mrs. Jones suspect? What do they want Alex to do? How do they plan to hide his identity?* Invite students to indicate text that supports their responses.

## Supportive Book Features

**Text** The text is divided into chapters, each with a descriptive title, allowing students to predict what happens next. A photo layout from the movie adaptation of the book enhances key scenes in the text.

**Content** The fast-paced action, modern-day setting, and topic of espionage will be appealing to many readers. The story is set in Britain, but other than unfamiliar location names, this setting does not interfere with comprehension.

Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Chapters are long. Dialogue in which the speakers are not identified can be confusing and hard to follow. The use of ellipses and other punctuation mimics everyday speech patterns but may be unfamiliar to some students.

Encourage them to reread confusing sections.

**Vocabulary** Some students may have trouble with terminology related to Alex's training or his spy work. Context clues can help students understand the meaning of vocabulary such as *being binned* or *a major coup*.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students identify the problem, the rising action, the climax, the solution, and the falling action of the story. Discuss how Alex's problem changes from a personal one (his uncle's death) to one that is more global (the threat of the virus's release).

#### Thinking Beyond the Text

Ask students how Mr. Blunt and Mrs. Jones are able to persuade Alex to work for them. Have students make judgments about their methods. Ask: *Given the seriousness of Sayle's threat, do you think Mr. Blunt and Mrs. Jones were justified in asking Alex to spy for them? What other options did they have?*

#### Thinking About the Text

Have students discuss how the author ends the story. Ask: *Why do you think the author chose to have Alex meet his uncle's killer?* Ask students if they approve of the story's ending and explain their responses.

### Understanding Character

Remind students that motives are the reasons why a character acts a certain way. When we understand a character's motives, we have a stronger understanding of what we are reading.

- On pages 5–6, we learn about Alex's family and how he came to live with his uncle. Ask: *How does knowing this help you understand Alex's personality?*
- On pages 25–30, Alex learns more about his uncle's job. Ask: *What do Alex's actions say about his personality? How would you describe Alex, based on this scene?*
- Have students identify other dialogue or action that shows how Alex changes during the story. Ask: *How is Alex different by the end? What causes these changes?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Difficult Words

Remind students that looking for base words can help them understand unfamiliar words.

- On page 104, read aloud the sentence with the word *horizontally*. Note the smaller base word *horizon* and discuss its meaning. Point out that *horizontally* describes something that moves or is positioned along a plane parallel with the horizon.
- Repeat with *impossibility* on page 104, noting the base word *possible*.
- Encourage students to find the smaller words in other long words they read.

### Developing Fluency

Model how expert readers adjust their reading pace during parts of the book that are exciting or full of suspense. Encourage partners to take turns reading suspenseful passages aloud.

### Oral Language/Conversation

**Talk About First Impressions** Lead a group talk about the challenge of overcoming first impressions. Point out that Wolf does not like or trust Alex when they meet at training camp. Discuss how Alex's actions later contradict Wolf's first impressions. Have students talk about how first impressions can be misleading.

### Extending Meaning Through Writing

- Have students write a Special Operations Division youth-recruitment pamphlet. Remind them to include traits people must have in order to do the job. **(Persuasive)**
- Have students write another chapter in which Alex convinces Mr. Blunt and Mrs. Jones to release him from his unwanted spy duties. **(Narrative)**

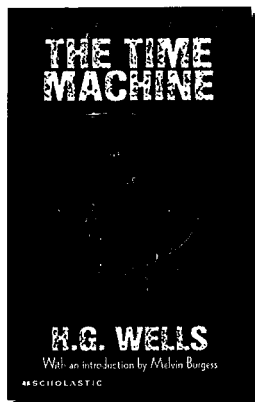
### Other Books

*Baby-Snatcher* by Susan Terris

*Flight #116 Is Down!* by Caroline B. Cooney

# The Time Machine

**GUIDED  
READING  
PROGRAM**  
Fiction Focus  
2nd Edition



## Summary & Standard

The Time Traveller rides his time machine hundreds of thousands of years into the future, witnessing in fast motion the changes to Earth and its inhabitants. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

**Author:** H. G. Wells

**Genre:** Science Fiction

**Word Count:** 250+

**Theme/Idea:** connecting the present and the future

## Making Connections: Text to World

Students may have prior knowledge of life in the 1800s. Have them name things that are common now that didn't exist then. Ask what they think people living at that time would have thought if they could have time-traveled to the present.

Extend the connection by asking students whether they would be interested in traveling into the future. Ask: *How far into the future would you choose to go? What do you think you would see? Do you think people will live more comfortably? What problems might they have?*

For additional resources and activities about looking into the future, see <http://www.mentorplace.org/Future.htm>.

## Vocabulary

**Essential Words:** anticipation, dimension, existence, humanity, species, subterranean, verify

**Related Words for Discussion:** fascinate, generation, preceding, reject, responsibility

## Genre

**Science Fiction** Remind students that science fiction is a story that deals with scientific subject matter and may be set in the future.

## Supportive Book Features

**Text** The Introduction explores the relationship between the author and science fiction and highlights the themes and ideas in the story. The Epilogue leaves the reader with questions about the future but also with hope.

**Content** The story's unusual characters, settings, and events will keep readers interested. Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The book has no illustrations, and some sentences are long and complex. Tell students to read sentences in meaningful chunks, stopping when necessary to recap what they have read.

**Vocabulary** The story contains challenging words, such as *controvert* on page 2 and *intermittent* on page 23, and some literary words from the period, such as *trammels* on page 1 and *smote* on page 114. Encourage students to jot down unfamiliar words and the page number as they read. After reading each chapter, have them consult a dictionary to look up words, then return to the passages to read them in context.

## ELL Bridge

Help students organize information about the Eloi and the Morlocks. Have them create a four-column chart with these headings: "What They Look Like," "How They Sound," "How They Move," and "Where They Live." Tell students to create two rows with these heads: Eloi and Morlocks. As students read, have them fill in the chart with words from the story that describe each species.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students summarize the living conditions of both the Eloi and the Morlocks and tell how the two groups relate to each other. Discuss the Time Traveller's explanation as to why these two groups developed from human beings over time.

#### Thinking Beyond the Text

Ask students if they think the Time Traveller would have taken Weena back with him in the time machine if he had found her. Ask: *How might Weena have reacted to the Time Traveller's world?*

#### Thinking About the Text

Talk about how the author makes the setting of the future realistic by relating it to his own world in London at the time. Ask students to find passages in which Wells refers to landforms or landmarks of London.

### Understanding a Frame Story

Tell students that a frame story is a narrative in which the opening and closing of one story forms a frame in which a second story is told.

- Discuss the frame story in which a group of friends meet and discuss the Time Traveller's ideas about the fourth dimension and time travel.
- Ask students why they think the author used a frame rather than focusing solely on the central story.

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Figurative Language: Paradox

Remind students that a paradox is a statement that seems to contradict common sense but is probably true. (e.g., *I always lie*.)

- Have students turn to page 20 and discuss why the Editor calls the time machine "a mere paradox."
- Have students discuss what is paradoxical about the Time Traveller's statement about the time machine on page 116: *The thing had started in the southwest corner of the laboratory. It had come to rest again in the northwest . . .*

### Developing Fluency

Have small groups of students read aloud portions of dialogue from different characters in the first chapter. Remind them to change their voices to better portray the characters.

### Oral Language/Conversation

**Talk About the Future** Lead a discussion about how each generation affects the next. Ask: *What are some ideas we have learned from the generation before us? What have we learned from the past? What would you like future generations to learn from us?*

### Extending Meaning Through Writing

- Have students write a new ending to the novel, showing either where the Time Traveller went or his return to the present. **(Narrative)**
- Have students write a letter from the Time Traveller to a friend, describing the Eloi or the Morlocks. **(Descriptive)**

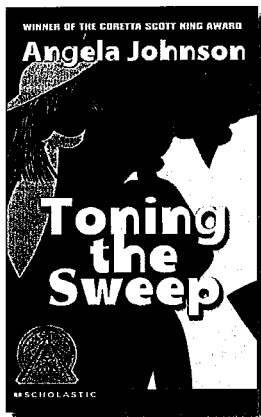
### Other Books

*Beyond Belief: Strange, True Mysteries of the Unknown* by Brad Steiger

*Seeing Earth From Space* by Patricia Lauber

# Toning the Sweep

**GUIDED  
READING  
PROGRAM**  
Fiction Focus  
2nd Edition



## Summary & Standard

Young Emmie and her mother make peace with the past as they help her grandmother pack up her possessions. Students will read a variety of genres to better understand various aspects of the human experience.

**Author:** Angela Johnson

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** coping with change as a family

## Making Connections: Text to World

Invite students to discuss how families change over time. How can change bring people closer together? How can it push them apart?

Note that a 1964 event is pivotal to this novel. Extend the real-world connection by discussing some causes, events, and results of the civil rights movement. Ask students to keep these in mind as they read about one African-American family and the events that changed their lives.

For additional teaching ideas and resources, see [http://www.pbs.org/wnet/aaworld/timeline/civil\\_01.html](http://www.pbs.org/wnet/aaworld/timeline/civil_01.html).

## Vocabulary

**Essential Words:** convertible, reflection, rummage, sensitive, sheriff, sweep (noun), vegetarian

**Related Words for Discussion:** bigotry, memorable, relationship, revelation, tragedy, understandable

## Genre

**Realistic Fiction** Remind students that realistic fiction has characters, settings, and conflicts that may be found in real life.

## Supportive Book Features

**Text** The story begins with a letter that identifies the conflict: Emmie's grandmother is very ill. Emmie is the primary narrator of the story. However, when Mama and Grandmama Ola tell their versions of events, the author identifies the speaker and uses italics to set their narration apart.

**Vocabulary** The author's use of descriptive words and conversational style makes it easy to understand and visualize the characters' feelings and actions.

Praise students for specific use of "Behaviors to Notice and Support" on page 105 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The story's narration flips between past and present. Students can use dates, time-order words, and context clues to differentiate whether the narrator is talking about the past or the present.

**Content** Some language is reflective of the turbulent historical period referred to in the book. Even though this language can be offensive (see page 35), the author uses it sparingly to illustrate how painful and damaging bigotry can be.

## ELL Bridge

Display a map of the United States. Help students locate the four main settings for the story: Montgomery, Alabama; Little Rock, Arkansas; California (in the Mojave desert); and Cleveland, Ohio. Review words to describe the locations of these places, such as *desert*, *the South*, *the West*, *south central United States*, and *the Midwest*. Invite students to recall story events and identify where each event occurred. Invite students to locate other places mentioned, such as San Francisco, Arizona, and the Mississippi River, and tell how each connects to the story.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have students recall the sequence of events in the lives of Grandmama Ola, Mama, and Emmie. Discuss how some events triggered certain changes in their lives.

#### Thinking Beyond the Text

Ask students to discuss why Grandmama Ola made the desert her home and why Mama could not. Then invite students to review page 65. Have them connect the meaning of the book's title with the challenges that Grandmama Ola, Mama, and Emmie faced.

#### Thinking About the Text

Have students notice and point to examples of descriptive words the author uses to help readers visualize the surroundings from each character's point of view. Ask them to note how the author communicates the characters' moods and emotions through their words and actions.

### Understanding Point of View

Point out that in the first-person point of view, a character tells the story from his or her perspective. *I* and *me* are pronouns that indicate the first-person point of view.

- Read page 7. *Who is telling the story at this point? How can you tell?*
- Read page 50. *Now who is telling the story? How do you know? What point of view is this written in? (first person)*
- Read page 88. *From whose perspective is the story told now? What point of view is this written in? (first person) What words indicate the speaker and the point of view?*

For more prompts and ideas for teaching problem-solving strategies, see page 22 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Strong Verbs

Remind students that strong verbs appeal to our senses and help us visualize the action.

- Have students locate and read the sentences with these strong verbs: *skitter* and *glides* (page 28); *wags* and *rummage* (page 92).
- Discuss how each verb vividly describes movement.
- Invite partners to find other examples of strong verbs in the story and share them with the class.

### Developing Fluency

Model reading aloud dialogue from the book. Emphasize how punctuation, phrasing, and pace help readers understand the meaning and emotion behind the characters' words. Echo-read the same passages together.

### Oral Language/Conversation

**Talk About Family Relationships** Lead a discussion about how family members interact. Point out that events can bring people together or push them apart. Mention that finding out what Mama witnessed helped Emmie better understand her. Discuss how learning about each other helps people get along.

### Extending Meaning Through Writing

- Have students write a paragraph about Grandmama Ola, explaining why she is not the stereotypical grandmother. Ask them to provide supporting details from the text. **(Expository)**
- Have students write another chapter about what happens when Grandmama Ola arrives in Cleveland. **(Narrative)**

### Other Books

*Finding My Hat* by John Son

*Jesse* by Gary Soto