

# GUIDED READING PROGRAM

## Text Types



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

- **Blizzard of the Blue Moon (Magic Tree House)**
- **Brand-new School, Brave New Ruby (Ruby and the Booker Boys)**
- **Detective LaRue: Letters from the Investigation**
- **I Lost My Tooth in Africa**
- **Lunch Walks Among Us (Franny K. Stein, Mad Scientist)**
- **The Phantom Mudder (Jack Russell: Dog Detective)**
- **Sacajawea: Her True Story**
- **Why Mosquitoes Buzz in People's Ears**
- **You Can't Eat Your Chicken Pox, Amber Brown**
- **Young Frederick Douglass: Freedom Fighter**

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# Blizzard of the Blue Moon (Magic Tree House)



## Summary & Standard

In this latest adventure in a series, Jack and Annie travel back in time and follow a chain of clues to rescue a unicorn trapped in Central Park. In this book, children will read for personal fulfillment.

**Author:** Mary Pope Osborne

**Genre:** Fantasy

**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** working together to solve a mystery; exploring an unfamiliar place

## Making Connections: Text to World

Have children describe parks that they have visited. Ask: *What kinds of activities and landmarks are found in the parks? What animals are found there?*

Extend the real-world connection by asking children if they have heard of or been to Central Park in New York City. Invite them to share what they know about this park. Point out that it is an enormous green space within the largest city in the United States. Many of the sites mentioned in the story are real places that people can visit.

For an interactive map of Central Park, see <http://www.centralpark.com/pages/maps.html>.

## Vocabulary

**Essential Words:** ancient, cantered, lull, observatory, parchment, tapestry, trudging

**Related Words for Discussion:** century, decade, destination, era, historical, possibility, transport

## Genre/Text Type

**Fantasy/Series Book** Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

## Supportive Book Features

**Text** This series book begins with a prologue that children will find helpful, as it provides background information about story characters. A table of contents and descriptive chapter titles help children predict what will happen as the story unfolds. Illustrations support the descriptions of the story's events.

**Vocabulary** The book's vocabulary is decodable and supported by context clues and natural speech patterns.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Children may have difficulty relating to the time and location of the story: Central Park, New York City, 1938, toward the end of the Great Depression. Direct children to the "More Facts" section at the end of the book for facts about story places, people, and themes.

**Content** Children may not recognize or understand clues as they appear in the story. After each chapter, help children list what they think might be clues. Once the mystery is solved, have them revisit the list and circle those clues that proved to be valuable.

## ELL Bridge

Have children connect the illustrations to the text to aid their comprehension as they read the story. First, have children preview a chapter's illustrations and predict how the illustrations may connect to the story. Once the chapter is read, ask children to revisit each illustration and revise their predictions. Have children rate how well each illustration matches the events in the chapter.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children recall clues the characters had to follow to help them locate the unicorn. Invite them to identify details that show how New York City in 1938 was different than it is today.

#### Thinking Beyond the Text

Have children discuss how authors teach us things even in stories that are made up. Point out that the author includes real details about tapestries and New York City in 1938. Invite children to name other connections they made to real facts that are woven into the story.

#### Thinking About the Text

Point out how the author uses several sections to provide additional information: a letter to the reader, a prologue, a "More Facts" section, an illustrator's note, and an author biography. Ask: *How do these sections make the story more enjoyable?* (They make the story seem more real and invite further reading in the series.)

### Understanding Plot

Remind children that stories have a plot. The plot has three important parts: a problem, a series of events leading to a climax, and a solution. Point out that the story events provide a number of clues that lead to the solution. Ask:

- *What main problem do Jack and Annie want to solve?* (how to find the unicorn)
- *What are some of the events, or clues, that lead the children to the unicorn?* (a poem, the name Divine Flower of Rome, misleading directions that take them to the castle, finding the unicorn tapestry)
- *How are Jack and Annie finally able to save the unicorn?* (They recall a rhyme to rescue the unicorn, they discover Grinda and Balor's true identity and turn them into ducks, and the unicorn is returned to Camelot.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Recognizing Contractions

Remind children that a contraction is a word made by joining two words and omitting certain letters. When writing a contraction, an apostrophe is used where one or more letters are left out.

- Have children find *he's* on page 25 and read the sentence. Ask: *What two words were joined? (he and is) What letter is left out? (i)*
- Have children find other contractions on page 25. (*That's, it's, don't*) Repeat the process with each contraction.

### Developing Fluency

Model fluent reading of a page from the book, stressing the use of punctuation in appropriate phrasing and intonation. Have children read and repeat the passage several times until reading is fluent.

### Oral Language/Conversation

**Talk About Time Travel** Invite children to discuss where they would go if they were able to travel to another place in time.

### Extending Meaning Through Writing

- Have children make a time line that lists the important story events. (**Graphic Aid**)
- Have children view a piece of art and write rhyming stanzas to describe it. (**Poetry**)

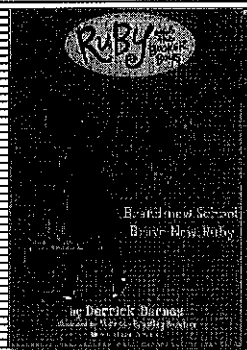
### Connecting to Everyday Literacy

In the story, Jack and Annie are given a guidebook to New York City for the year 1938. To link to real-world expository text, have children preview a guidebook for a city, state, or other place of interest. Ask: *What kinds of features does this guidebook have? Why would it be important to use a recently published version of this book?* To view online versions of guidebooks, go to <http://www.fodors.com>.

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# Brand-new School, Brave New Ruby (Ruby and the Booker Boys)

**GUIDED  
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Text Types



## Summary & Standard

Ruby Booker is ready for her first day of third grade at a new school. Her three older brothers are already well known at the school, so Ruby's challenge is to be special in her own way. Children will use their prior knowledge to aid in comprehension.

**Author:** Derrick Barnes

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** trying to fit in at a new school; stepping out of an older sibling's shadow

**Text Type:** Series Book

## Making Connections: Text to Self

Recall with children a time when they did something new. Ask what they remember about the experience. Talk about what made them happy, confused, excited, or nervous.

Extend the connection by asking children to share what they remember about the best first day of school they have experienced. Talk about what children think makes for a memorable first day.

For resources for first day of school activities, see <http://www2.scholastic.com/browse/article.jsp?id=4377>.

## Vocabulary

**Essential Words:** announcement, annoyed, attention, compliment, courage, eager, genius, interruption, miracle, perfection

**Related Words for Discussion:** compete, creative, multitalented, ovation, popularity

## Genre/Text Type

**Realistic Fiction/Series Book** Remind children that realistic fiction is a made-up story that could exist in real life. In this series book, children get to know characters they can then follow in other stories.

## Supportive Book Features

**Text** The large type and ample leading should be inviting for children. Chapter titles give clues to what will happen next in the story. A few illustrations will help children visualize the story's events.

**Content** The central event of the story—the first day of school—will be familiar to children, and they will likely enjoy following Ruby on her first day to discover what happens.

Praise children for specific use of “Behaviors to Notice and Support” on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some children may not understand why certain text appears in all capital letters or in italics. Explain that words in all caps signify that the speaker is shouting, and words in italics show emphasis, words to a song, or dialogue spoken by many characters at once (page 34).

**Vocabulary** Some children may have trouble understanding the meaning of dialogue such as “*I love me some Ty,*” “*BFF,*” “*no biggie,*” and “*tricked his treat.*” Help children use the context of the story to decipher slang.

## ELL Bridge

As children read, help them understand the idioms that appear throughout the book. Explain that the meanings of some phrases is different from the meanings of the individual words in the phrase. These phrases should not be read literally. For example, “*I had the class in the palm of my hand*” means that Ruby had her classmates' full attention and that they enjoyed her performance.

LEVEL N



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## Developing Comprehension

### Thinking Within the Text

Talk with children about how the story is organized within one day. Ask children to identify the parts of the day starting with the morning at home, walking to school, getting to the classroom, events inside and outside the classroom, walking home, and sitting outside.

### Thinking Beyond the Text

Discuss with children why the moment Ruby enters the schoolyard on her first day of third grade is difficult for her. Talk about Ruby's feelings at that point, how her brother Ty helps her deal with this moment, and how she regains her confidence. To help children discuss Ruby's feelings, have them think of an occasion in which they might have had feelings similar to Ruby's.

### Thinking About the Text

Review with children that the book begins and ends with an entry in Ruby's laptop journal. Discuss with children what purpose these entries serve and how the story would be different if they were not included.

## Understanding Sequence

Remind children that sequence is the order in which events happen in a story. Review that Ruby's story takes place in one day—the first day of third grade. Invite children to help you construct a flowchart of the major events. Ask:

- *On page 1, at what time does the story begin? What is the first thing Ruby does after she wakes up?*
- *On pages 33–34, what happens when the Bookers get to school? How does Ruby get to her classroom?*
- *What three events keep Ruby from making a name for herself? What does she do at last? How does the story end?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Reading Compound Words

Remind children that a compound word is made up of two smaller words. In a closed compound the words are joined together. In an open compound the words are separate.

- Write these compound words from the story on the board: *rainbows, handrail, dishwasher, alarm clock, book bag, lunchroom*. Have volunteers identify and give the meaning of each smaller word in the compound word. Then have children figure out the meaning of each compound. For example, *lunchroom* is “the room where lunch is eaten.” Encourage children to find additional compound words in the story.

## Developing Fluency

Model reading dialogue from different characters and focus on reading each line the way the characters would speak. Then have partners practice reading the dialogue.

## Oral Language/Conversation

**Talk About Siblings** Discuss the problems that Ruby's brothers caused for her—and the benefits they provided. Invite children to relate to Ruby.

## Extending Meaning Through Writing

- Have children write a paragraph describing a talent they have and what they would like to do with that talent in the future. **(Descriptive)**
- Have children write a list of tips that would help a performer remain calm and get a standing ovation from the audience. **(List)**

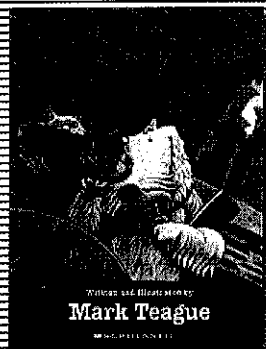
## Connecting to Everyday Literacy

Ruby Booker writes in a laptop journal at the beginning and end of the book. To link children to real-world procedural text, have children read an online diary entry and create their own diary entry by following the directions at <http://www.scholastic.com/titles/deardumbdiary/game/diary.htm>.

# Detective LaRue:

## Letters from the Investigation

**GUIDED  
READING  
PROGRAM**  
Text Types



### Summary & Standard

Local dog Ike LaRue is being held at the police station in connection with the disappearance of two cats. The story unfolds through LaRue's letters to his owner and through vivid illustrations, which tell the real story. Children will use pictures and context to assist comprehension.

**Author:** Mark Teague

**Genre:** Fantasy

**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** distinguishing fantasy from reality; viewing different retellings of an event

### Making Connections: Text to World

Ask children what they know about dog and cat behavior. Talk about how dogs discover information by sniffing out clues and how many cats like to wander at night, climb things, and hunt for small animals.

Extend the real-world connection by telling children that they will read a fantasy about dogs and cats, but they will recognize the characteristics of real dogs and cats in the fantasy animals.

For information on cat and dog behavior, see <http://www.petuniversity.com/cats/behavior/cats-and-dogs.htm>.

### Vocabulary

**Essential Words:** anonymous, apprehended, culprits, instincts, interrogate, intrigue

**Related Words for Discussion:** heroism, intrepid, misjudged, mysteriously, theory

### Genre/Text Type

**Fantasy/Series Book** Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

### Supportive Book Features

**Text** The main text appears in the form of letters from LaRue to his owner. Have children compare text in the letters with the text in the news articles.

**Vocabulary** Children should find the vocabulary easy to comprehend. Encourage them to look for context clues to the meaning of difficult words.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

### Challenging Book Features

**Text** Children may have difficulty reading the text in the tilted boxes. Suggest that children move the book so that the text appears upright. Help children read any words that appear difficult because of font changes.

**Content** Some children may have trouble following the story line as it is told in three different ways: newspaper articles, LaRue's letters, and illustrations. Point out to children each style so they recognize what is going on. Make sure children know the difference between the black-and-white illustrations (depicting what LaRue says in his letters) and the color illustrations (showing what is really happening).

### ELL Bridge

Before reading, encourage children to do a picture walk to become familiar with how the story text appears. Have them spend some time looking at the pictures and noting details. Demonstrate how illustrations can be used to help decode some unfamiliar words. Encourage children to keep a list of unknown words and help them find definitions for the words.

LEVEL N

## Developing Comprehension

### Thinking Within the Text

Ask half the group to take notes and retell LaRue's story as told through his letters. Ask the other half to take notes and retell the story through the color illustrations. Together, compare the two versions of the story.

### Thinking Beyond the Text

Point out to children the subplot of the canary (and small animal) burglaries. The case was unsolved at the end of the book, though the burglaries stopped. Ask: *Knowing what you know about cat behavior, what do you think happened to the birds and small animals? Why did the burglaries end?*

### Thinking About the Text

Have children revisit how the author uses letters from LaRue, the black-and-white illustrations, and the color illustrations to tell different versions of the stories. Follow each story thread and discuss where the stories converge.

## Making Inferences

Remind children that making inferences helps them better understand what they read. They make inferences when they read a story by putting together clues from the story with what they already know has happened. (The book has no page numbers, so page numbers have been assigned. The title page is page 1.) Say:

- *On page 15, the letter describes what the black-and-white illustration shows. But when you look at the color picture, what do you infer is really happening? (LaRue has checked in to a hotel.)*
- *On page 21, LaRue hints at who is behind the canary burglaries. Who do you think he suspects and why? (He suspects the cats because of what he already knows about their behavior, and the fact that the burglaries started shortly after the cats were on the loose.)*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Reading Words With Suffix -ly

Remind children that a suffix is a word part added to the end of a word. Explain the suffix -ly means "in the manner of."

- Read the third sentence in the letter on page 4. Ask children to run their fingers under the base word. Ask: *How does the suffix change the meaning of the base word, mysterious?*
- Encourage children to flip through the book and find other words that end in -ly. Have children identify the base word and the meaning of the word with -ly.

## Developing Fluency

Model fluent reading of a passage. Point out how commas helped create phrases. Select another passage and have children read it aloud. Check that they use punctuation to create proper phrasing.

## Oral Language/Conversation

**Talk About Point of View** Compare the story from LaRue's point of view with the newspaper articles. Which viewpoint seems to be true?

## Extending Meaning Through Writing

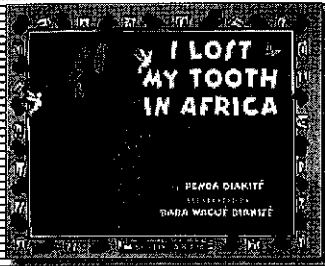
- Have children write a letter to a friend describing Detective LaRue. **(Letter)**
- Have children write their own news story that tells about the discovery of the true culprits behind the canary burglaries. **(Narrative)**

## Connecting to Everyday Literacy

Detective LaRue tells his side of the story through a series of letters to his owner, Mrs. LaRue. Discuss with children the parts of a letter they see, including date, greeting, signature, and sometimes a location or postscript. Link to real-world expository text about writing letters with an online template at [http://www.readwritethink.org/files/resources/interactives/letter\\_generator](http://www.readwritethink.org/files/resources/interactives/letter_generator).



# I Lost My Tooth in Africa



## Summary & Standard

When Amina's tooth falls out on a visit to Mali, the African tooth fairy brings her a chicken. She learns about chickens as well as about life in Mali. In this picture book, children will read to better understand the various cultures of the United States and the world.

**Author:** Penda Diakité

**Word Count:** 250+

**Genre:** Realistic Fiction

**Theme/Idea:** learning about other cultures; relating to people of different backgrounds

**Text Type:** Picture Book

## Making Connections: Text to World

Children likely have an idea of where Africa is located. Point out the large continent on a map or globe, and then locate Mali. Discuss what children know about African countries, such as the geography, climate, and ways of life.

Extend the connection by explaining that the story is about a young girl from the United States who visits Africa and learns about life in Mali and the African tooth fairy. Ask: *Do you think different cultures have some things in common? What might be the same?*

For more information and resources about Mali, see <http://travel.nationalgeographic.com/travel/countries/mali-guide>.

## Vocabulary

**Essential Words:** benediction, cluster, compound, congratulate, respond

**Related Words for Discussion:** community, culture, custom, environment, tradition

## Genre/Text Type

**Realistic Fiction/Picture Book** Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. The illustrations emphasize the story's realistic aspects.

## Supportive Book Features

**Text** The story is told from the first-person point of view, with simple, conversational sentence structure. Illustrations and a glossary provide text support.

**Content** Though children will likely be unfamiliar with village life in Mali, they can relate to the routine of Amina's everyday life—chores, play, meals, visiting with friends, and of course, waiting anxiously for the tooth fairy.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Point out the author's use of bold capital letters and italics. Explain that these visual cues signal words that are not in English. Explain that the author uses present tense in the story, but she is describing events that have already happened.

**Vocabulary** When children come to an African word, suggest they look at the context and the illustrations for clues about the word's meaning. For example, on page 10, they can figure out that *tègèré tillon* is a game, even though they don't know the game. Then point out the glossary in the back of the book for additional support. (Note: Number the dedication page as page 1.)

## ELL Bridge

Review words and phrases that give clues about the sequence of events, such as *first*, *then*, *after that*, *suddenly*, *later that night*, *right then*, and so on. Have children read sections of the story with a partner, changing speakers each time a sequence clue appears. Demonstrate with pages 8 and 9, calling attention to *With the first golden rays of sun*, *The first thing we do*, *After breakfast*, and *Suddenly*.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Have children discuss what daily life is like where Amina's family lives in Mali. Encourage them to use examples from the text and the illustrations to help them frame their responses.

#### Thinking Beyond the Text

Have children discuss any tooth fairy customs they are familiar with. Ask children if they have ever placed a lost tooth under their pillow at bedtime. Ask: *Do you think chickens are a good gift for a child in Mali? Why or why not? Do you think chickens would have been a good gift for Amina when she was living in Portland, Oregon? Why or why not?*

#### Thinking About the Text

The author's note states that this book is based on a real event that happened to the author's sister. Ask: *Do you think everything happened in real life exactly the way the author tells the story here? How do you think the author chose which details to include? Why might she want to change, exaggerate, or leave out some details?*

### Understanding Sequence

Remind children that authors often use signal words, such as *first*, *after that*, *later that night*, and so on, to help readers understand the sequence of events in a story. These clues also help readers keep track of time. Say:

- *On page 2, Amina realizes she has a loose tooth. When does she make this discovery? Why is it important that she finds out that she has a loose tooth right before landing in Mali?*
- *What are some of the things that happen after Amina loses her tooth but before she finds the chickens? Why is it important to know that all these things happened between the tooth falling out and the arrival of the chickens? (It makes us feel that she is waiting a long time.)*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

### Developing Phonics and Word-Solving Strategies

#### Using a Pronunciation Guide

Remind children that they can use a pronunciation guide to help them sound out foreign words. A pronunciation guide shows how to pronounce different syllables and which syllables to stress.

- Have children turn to the glossary and look at the pronunciation guide for *Amiin* (ah-MEEN). Explain that the hyphen divides the word into two syllables, that the uppercase letters show which syllable is stressed, and that the way each syllable is spelled tells how to pronounce it. Have children say *Amiin* correctly. Continue with the other glossary words.

### Developing Fluency

Echo-read various pages of the book with children. Read each sentence and have children repeat it after you. Emphasize proper phrasing, intonation, pronunciation, and rate.

### Oral Language/Conversation

**Talk About Culture** Discuss children's ideas about what culture is and why people in different parts of the world might do things differently.

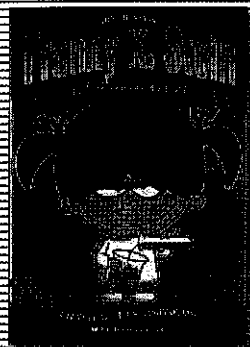
### Extending Meaning Through Writing

- Have children describe what it would be like to spend a day in Amina's family compound. **(Descriptive)**
- Have children write a new tooth fairy tradition. **(Narrative)**

### Connecting to Everyday Literacy

In the story, Amina traveled from Portland, Oregon, to Bamako, Mali. To link children to real-world expository text, explain that world almanacs, atlases, and other reference books contain geographical, historical, and other factual information about countries. Ask: *When might you find this kind of information helpful?* For more information on world geography, go to <http://kids.nationalgeographic.com/kids/places>.

# Lunch Walks Among Us (Franny K. Stein, Mad Scientist)



## Summary & Standard

When Franny K. Stein, mad scientist, enters a new school, she transforms herself to be more like the other children. When a monster kidnaps her teacher, she reverts back to her true self to make a creature that comes to the rescue. Children will understand basic plots of a variety of fiction genres.

**Author:** Jim Benton  
**Genre:** Science Fiction  
**Text Type:** Series Book

**Word Count:** 250+  
**Theme/Idea:** being true to yourself;  
appreciating the differences between people

LEVEL N

## Making Connections: Text to Text

Ask whether children have seen or heard of the story of Frankenstein. Explain that in the story, a monster was created by a mad scientist named Frankenstein. On the board, write Frankenstein and Franny K. Stein and compare the names. Explain that the main character in this series of books is Franny K. Stein, a mad scientist. Children may know and have read other books in the *Franny K. Stein* series. Talk about what it might feel like to be so different and ways Franny might reach out to the other children. For a discussion about making friends, see [http://kidshealth.org/kid/feeling/friend/make\\_friends.html](http://kidshealth.org/kid/feeling/friend/make_friends.html).

## Vocabulary

**Essential Words:** antidote, creepy, experiment, lonely, proposal, spooky, transformations

**Related Words for Discussion:** accept, differences, friendship

## Genre/Text Type

**Science Fiction/Series Book** Remind children that science fiction is a story that deals with scientific subject matter and may be set in the future. In this series book, children get to know a character they can follow in other stories.

## Supportive Book Features

**Text** A table of contents and humorous chapter titles help outline the story. The book is also heavily illustrated with black-and-white line drawings and has minimal text on most pages.

**Content** Children will likely enjoy Franny and her love for creepy, gooey, oozy things. Some children may also connect with her desire to make friends and be accepted by her classmates. Praise children for specific use of “Behaviors to Notice and Support” on page 109 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Make sure children understand that pages 38–43 are excerpts from Franny’s monster-making book. Explain to children that they are *not* to cut into their books as instructed. You may wish to make photocopies of these pages, staple them together, and distribute them to the children.

**Vocabulary** Some words are well above grade level (*modifications, exquisitely, customized, calculations, transformation, industrial*). Help children use different strategies for reading difficult words to help them understand the meanings of those words. Give explanations when needed.

## ELL Bridge

Build vocabulary by having partners search for the many adjectives in the story. Explain that adjectives are words that describe. Tell children that in English, adjectives usually come before the noun. Have children make an adjective picture dictionary, by writing an adjective on each page and drawing a picture to illustrate it.

## Developing Comprehension

### Thinking Within the Text

Have children relate the plot of the story in terms of problem and solution. Ask: *What was Franny's problem? How did she try to solve it? How did she actually solve it?*

### Thinking Beyond the Text

Ask children why Franny calls herself a mad scientist. Discuss how she is like other mad scientists they have read about or seen in movies. Ask: *In what ways is she also like other children?*

### Thinking About the Text

Ask children why they think the author wrote this book. Ask: *Was it to entertain you? To inform you? To teach you a lesson?* Explain that authors can have more than one purpose when they write a story.

## Using Picture Clues

Remind children that illustrations usually show what is happening in a story. In this book, however, the pictures add information that is not in the text and are often essential to understanding the meaning of the text, especially its humor. Ask:

- On page 11, how do you know why "nobody else had a jump rope like Franny's"? What was her jump rope like?
- On page 12, how do you know why Franny's "lunches didn't look like the other kids' lunches"? What were her lunches?
- On page 13, how do you know why nobody could find Franny when they played hide-and-seek? Where was she?

Have children offer examples that show where the pictures give them important additional information.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Difficult Words

Remind children that they can use different strategies when they come across a long and unfamiliar word. They can break the word into syllables, use context clues, or look up the word in a dictionary.

- List the following words. Discuss with children which strategy or strategies they could use to figure out the meaning of each word: *modifications* (page 24), *exquisitely* (page 28), and *customized* (page 34).
- Have children continue to use different strategies to figure out the meaning of *calculations* (page 35), *transformations* (page 37), *industrial* (page 65), *persuasive* (page 79), and *disassembled* (page 80).

## Developing Fluency

Working in pairs, children should choose a favorite part of the story and take turns reading pages. Ask children to focus on their phrasing, putting words together in meaningful phrases and pausing at punctuation as they read.

## Oral Language/Conversation

**Talk About Making Friends** Have children discuss how hard it can be to make friends, especially when you may be a little different.

## Extending Meaning Through Writing

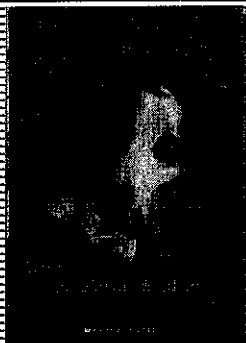
- Have children write a paragraph explaining whether they would like to have Franny K. Stein for a friend. (**Expository**)
- Have children write a paragraph describing the kind of monster they would like to make and how they would make it. (**Descriptive**)

## Connecting to Everyday Literacy

Franny uses a how-to manual, *A Treasury of Monster-Making Techniques*, to transform herself. Note that a manual contains procedural text that tells the steps to follow to get something done. To link children to real-world procedural text, show them a manual. For more procedural text, go to <http://www.omsf.edu/flubber>. Read about how to make flubber, a fun sticky substance.

# The Phantom Mudder (Jack Russell: Dog Detective)

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

When contestants in the annual dog show mysteriously end up covered in mud, dog detective Jack Russell steps in to crack the case. Children will read for personal fulfillment.

**Authors:** Darrel and Sally Odgers

**Genre:** Mystery

**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** solving a mystery;  
looking for clues

## Making Connections: Text to World

Most children will likely have some familiarity with different breeds of dogs. Ask children to name dogs they own or have seen and to describe the dogs' characteristics.

Extend the real-world connection by explaining that the setting of the story is a dog show.

*Ask: What happens at a dog show? What is the purpose of a dog show? How are the dogs separated into groups?*

For more information about dogs and a video of a dog show, see <http://www.westminsterkennelclub.org>.

## Vocabulary

**Essential Words:** competition, detective, evidence, investigate, motive, phantom, suspects

**Related Words for Discussion:** case, clue, inquire, interview, mystery, solve, theory

## Genre/Text Type

**Mystery/Series Book** Remind children that a mystery is a story about a puzzling event. In this series book, students get to know characters they can then follow in other stories.

## Supportive Book Features

**Text** The chapters are short, and the chapter titles provide clues to what will happen next. Much of the text is dialogue, creating short lines and paragraphs.

**Content** Most children will be familiar with dogs, and will be entertained by the way this fantasy story is told from a dog's point of view.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text is filled with dog-related puns that add humor to the story. Explain some of the puns that children do not understand. Model using the glossary at the end of each chapter to find the definition of each word in boldface.

**Vocabulary** Before children begin reading, explain the meaning of the title. Children may need help reading the names of the dog breeds, including Jack Russell terrier, chihuahua, spaniel, dachshund, shih tzu, and dalmatian.

## ELL Bridge

Review the words *mystery*, *investigate*, *evidence*, and *solve*. Help children articulate the evidence in the story that leads Jack to solve the mystery. As evidence is presented, discuss it with children, and guide them to summarize the clues as you write them on a chart. After each chapter, stop and review the evidence. Ask: *What does this evidence tell us?*

## Developing Comprehension

### Thinking Within the Text

Ask children to identify the things Jack did to solve the crime. Ask: *What clues pointed to the fact that Mrs. Gibbs was the Phantom Mudder?*

### Thinking Beyond the Text

Point out that dogs that participate in dog shows are judged on certain things, such as their coats and general appearance. Mrs. Gibbs threw mud on the dogs' coats to sabotage the dog show as an act of revenge. Ask: *Why did Mrs. Gibbs want revenge? What causes people to seek revenge in real life? What emotions might they feel? What consequences can happen when people seek revenge against others?*

### Thinking About the Text

Have children discuss how the authors add humor to the book. Ask: *What makes Jack's Facts funny? How are the words in Jack's Glossary examples of puns? Encourage children to share other things they found funny about the story.*

## Understanding Point of View

Remind children that an author can tell a story through the thoughts, or point of view, of one character. When one character tells what happens, using the words *I* and *me*, it is called first-person point of view. That person is called the narrator.

- Say: *On pages 1–2, we learn about the main characters in the story. Who is telling the story? How do you know?*
- *How does having a dog as the narrator add humor to the story?*
- *How would the story be different if it were told from Sarge's point of view?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Suffixes -ion, -sion, and -tion

Remind children that the suffixes -ion, -sion, and -tion mean “state or quality of” and that suffixes can turn a verb into a noun.

- Write *detection* on the board. Ask children to identify the original verb. (*detect*) Ask children to use the suffix to define *detection*. (the state or quality of detecting)
- Challenge children to find other words in the story with the suffixes -ion, -sion, and -tion, including *permission* (page 4), *information* (page 8), *attention* (page 32), and *competition* (page 44).

## Developing Fluency

Do a Readers Theater with children. Have small groups select a scene in which characters speak. Have children choose roles and practice reading their lines. Have children read the scene together.

## Oral Language/Conversation

**Talk About Mysteries** Lead a discussion about solving mysteries. Have children talk about the methods real detectives use to solve cases.

## Extending Meaning Through Writing

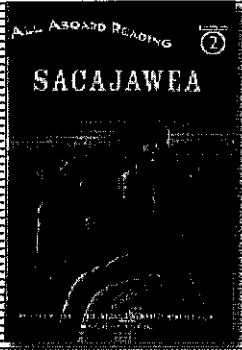
- Have children write a paragraph that describes a character from the story. (**Descriptive**)
- Have children rewrite a scene from Sarge's point of view. (**Narrative**)

## Connecting to Everyday Literacy

Explain that most contests, even dog shows, require participants to fill out an entry form. To link children to procedural text, display an entry form. Ask: *What kind of information does an entry form ask for?* For another example of an entry form, go to [http://www.scholastic.com/bookfairs/contest/kaa\\_howtoenter.asp](http://www.scholastic.com/bookfairs/contest/kaa_howtoenter.asp). Discuss what the entry form is for and what information is asked for.

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# Sacajawea: Her True Story



## Summary & Standard

Sacajawea, a Shoshone woman, was the only woman to go along with explorers Meriwether Lewis and William Clark as they traveled to find a route to the Pacific Ocean. Children will read to better understand the various cultures of the United States and the world.

**Author:** Joyce Milton

**Word Count:** 250+

**Genre:** Biography

**Theme/Idea:** showing courage; assisting the Lewis and Clark expedition

**Text Type:** Picture Book

## Making Connections: Text to World

Discuss with children what they know about the journey of Lewis and Clark. Explain that President Thomas Jefferson asked Lewis and Clark to travel west across the new land he had bought from France, in a deal called the Louisiana Purchase, to find a water route to the Pacific Ocean.

Extend the real-world connection by displaying a dollar coin with Sacajawea's image. Say: *A Native American woman named Sacajawea is on this coin. Why do you think the country honors her this way?* Explain that she was honored for helping Lewis and Clark in their journey.

For more information about the origins of the expedition, see <http://www.monticello.org/site/jefferson/origins-expedition>.

## Vocabulary

**Essential Words:** captive, raid, warrior

**Related Words for Discussion:** bravery, courage, strength

## Genre/Text Type

**Biography/Picture Book** Remind children that a biography tells the important details of a real person's life. Important events in this person's life are highlighted by the illustrations.

## Supportive Book Features

**Text** The book is written with open line spacing and easy-to-read text. The biography is told in fairly simple sentences, and detailed illustrations support the text.

**Vocabulary** Most of the text is written with on-level vocabulary. Pronunciation guides are provided for difficult names.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The book is one extended text without chapter breaks. The events that are described take place over time. Sometimes a lapse of time occurs between pages. Students may need to focus on signal words and words that describe the different settings to help them keep track of the passage of time.

**Content** The author handles Sacajawea's story with sensitivity, but some children may be troubled by events such as the warrior capturing Sacajawea (page 9) or Charbonneau gambling with the chief and "winning" Sacajawea as his young wife (page 10). Provide historical background and talk about any concerns children may have.

## ELL Bridge

Guide children to use picture-word correspondence to help them understand words mentioned in the text. Ask children to turn to page 8 and to follow along as you read aloud the first sentence. Point to the word *berries* and then to the berries in the picture. Have children repeat the connection. Invite children to work with a partner to connect other words to pictures.



## Developing Comprehension

### Thinking Within the Text

Ask children to summarize the main events of Sacajawea's life in sequence.

### Thinking Beyond the Text

Have children reread pages 20 and 21.

Ask: *How did Sacajawea show courage in this event? What kind of trouble might the explorers have faced if their supplies had been swept away? Ask: Do you think Sacajawea's courage is one reason she is honored with having her image on a coin? Explain.*

### Thinking About the Text

Have children look at the map on pages 2 and 3. Point out the illustrations. Say: *Pictures can add information to a map. Why do you think the illustrator includes pictures of boats at the point where Lewis and Clark started their expedition? Next, show children the illustration of the tepees. Ask: What does the picture tell you about this area on the map? Do you think it is helpful to learn information from pictures? Why?*

## Generating Questions

Tell children that as they read a biography or other nonfiction text, they can ask themselves questions to help them better understand what they are reading.

- Turn to page 11. Model for children how to generate questions about the text. Say: *I wonder why the explorers appeared on the river. On page 12, I find my answer: The explorers were hoping to find a route from the river to the Pacific Ocean.*
- Guide children to generate their own questions about the text and to find answers in the book.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Using a Pronunciation Guide

Explain that when reading a biography, it may be difficult to know how to pronounce some of the people's names. Tell children that this book includes pronunciation guides for difficult or unfamiliar names.

- Have children turn to page 4 and find the pronunciation guide for *Sacajawea*. Explain that the pronunciation is in parentheses and is divided into syllables. The syllable that is to be stressed is in uppercase letters. Ask children to use the guide to pronounce *Sacajawea*.
- Look through the book to find other pronunciation guides. Read each name and have children practice saying the name.

## Developing Fluency

Model how to read a page using correct phrasing, pace, and intonation. Then have children choral-read the page.

## Oral Language/Conversation

**Talk About Courage** Discuss examples of Sacajawea's courage during the expedition. Ask children to list qualities of a courageous person.

## Extending Meaning Through Writing

- Have children write a letter from Sacajawea to her brother telling about her adventures with Lewis and Clark. (**Letter**)
- Ask children to write a paragraph that describes Sacajawea. (**Descriptive**)

## Connecting to Everyday Literacy

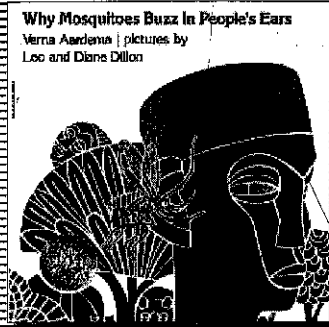
To link children to real-world expository text, show them an encyclopedia article about Sacajawea. Say: *An encyclopedia contains articles about different topics. You can find biographies of many well-known figures in an encyclopedia.* For other expository text about Sacajawea, go to <http://www.pbs.org/lewisandclark/inside/saca.html>. Talk about the information it includes.

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# Why Mosquitoes Buzz in People's Ears

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

The mosquito is the cause of a misunderstanding among the forest animals that leads to the death of an owlet. Mother Owl is so sad that she does not wake the sun, and night grows longer and longer. Children will comprehend basic plots of a variety of fiction genres.

**Retold by:** Verna Aardema

**Word Count:** 250+

**Genre:** Folktale

**Theme/Idea:** misunderstandings cause problems; getting to the bottom of a problem

**Text Type:** Picture Book

## Making Connections: Text to Text

Explain that folktales are stories that were passed down through generations by word of mouth. Discuss a familiar folktale, such as "Goldilocks and the Three Bears." Tell children that some folktales try to explain why things are as they are in nature. Tell children they will read a West African folktale that explains why mosquitoes buzz in people's ears.

Continue by asking what a misunderstanding is and how it can cause problems. Ask: *Have you ever thought someone was upset with you when that person really wasn't? Why did you think so?*

For more how and why stories, see <http://www.acpl.lib.in.us/children/howandwhy.html>.

## Vocabulary

**Essential Words:** alarmed, council, duty, fault, guilty, nonsense, summons, yam

**Related Words for Discussion:** accident, blame, conscience, guilty, lie

## Genre/Text Type

**Folktale/Picture Book** Remind children that a folktale is a story that has been passed down through generations by word of mouth. The illustrations help the reader enjoy and understand the imaginary characters and situations.

## Supportive Book Features

**Text** The text on each page is supported by colorful illustrations. The expressions on the animals' faces will help children understand what is happening in the story.

**Content** The story is short enough to read in one or two sessions. Children will likely enjoy following the sequence of events to find out how the story will end.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Children may be unfamiliar with some of the animals that are characters in the story, such as an iguana, python, crow, and owlet. Use the illustrations to discuss these animals and show children real pictures of the animals.

**Vocabulary** The author uses many made-up onomatopoeic words to describe the actions and movements of the different animals. Have children turn to the first page of text and read the last sentence. Explain that *mek, mek, mek* are words the author made up that are supposed to sound like the action of the iguana walking through the reeds.

## ELL Bridge

On chart paper, write the onomatopoeic words from page 5: *badamin, wasawusu, krik*. (Note: Book pages are not numbered. Assign the first spread as pages 2 and 3.) Tell children that they will read made-up action words throughout the story. As you read each set of words, make gestures fitting the action of the animal. Have children practice saying the words, also making gestures.

LEVEL N

## Developing Comprehension

### Thinking Within the Text

After children have read page 5, make sure they understand that the pictures on pages 4-5 show three events. Ask: *What is happening on the far left? What happens next? What happens last? How does each animal misunderstand the action of another?*

### Thinking Beyond the Text

Discuss how folktales often involve misunderstandings that can cause problems, and how some misunderstandings could be avoided if characters talked with each other and asked questions. Ask: *Why do you think the python didn't stop the iguana and ask him what was wrong?*

### Thinking About the Text

Have children look at pages 10-19. Discuss how the picture on each right-hand page shows what the animal thought happened, not what actually happened. Have children compare what the animal thought happened to what actually happened. Then have children analyze why the author and illustrator included these pictures.

## Understanding Cause and Effect

Remind children that an effect is what happens; a cause is what makes it happen. Help children identify and understand the cause-and-effect relationships in the book. Say:

- On page 10, King Lion calls a meeting to find out why Owl has not called the sun. The animals know the effect. (Owl has not called the sun.) They are looking for the cause.
- On each of the following pages, the animals also know the effects and are trying to find the cause of each effect. Discuss the cause of each effect. Then ask: *Who or what is the final cause that started the series of events in the story?* (the mosquito)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Synonyms

Explain to children that synonyms are words that have the same meanings or similar meanings, such as *pretty* and *lovely* or *small* and *little*.

- Have children read page 19 and find two words that are synonyms with the same meaning. (*frightened, scared*)
- Then have them find two more synonyms with nearly the same meaning as *scared*. (*startled, alarmed*) Ask: *How does using synonyms make the story more interesting than if the author had used the word scared all four times?*

## Developing Fluency

Model expressive reading of pages 20-21. Point out how to say the onomatopoeic words and how the speaker tags (*asked, cried, demanded*) tell how dialogue should be spoken. Have partners practice reading pages 21-22 with expression.

## Oral Language/Conversation

**Talk About a Guilty Conscience** Discuss what a guilty conscience is. Ask: *How do you feel if you do something that you know is wrong?*

## Extending Meaning Through Writing

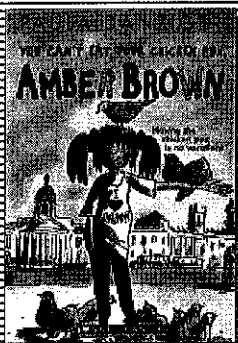
- Have children choose one of the animals from the story and write a detailed description of it. Encourage children to use the pictures for guidance. (**Descriptive**)
- Have children think of another folktale character, draw a picture of the character, and label the picture. (**Label**)

## Connecting to Everyday Literacy

Point to the title page and note that this folktale is from West Africa. To link children to real-world document text, point out where Africa is on a world map and locate the countries of West Africa. For procedural text on how to make an African mask, go to <http://pbskids.org/africa/mask/hunter.html>.

# You Can't Eat Your Chicken Pox, Amber Brown

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

After Amber Brown's parents separate, she has plans to visit her father, who now lives in France, but a case of chicken pox keeps her in London with her Aunt Pam. Children will read a wide variety of grade-level-appropriate classic and contemporary literature.

**Author:** Paula Danziger  
**Genre:** Realistic Fiction  
**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** making the best of a situation;  
finding out what makes you feel better

## Making Connections: Text to Text

Explain to children that they will read one book in a series featuring Amber Brown. Amber is learning to deal with the separation from her father, who lives in France. Invite children who have read other Amber Brown books to share something they know about Amber.

Extend the connection and ask: *Has someone you were close to ever moved away? How do you think people feel when someone they care about moves?*

For additional information about the author of the Amber Brown books, see <http://www.bookpage.com/9602bp/childrens/pauladanziger.html>.

## Vocabulary

**Essential Words:** accent, foreign, immature, lecture, passport, plague, separate

**Related Words for Discussion:** communicate, reunite, separation, visitation

## Genre/Text Type

**Realistic Fiction/Series Book** Remind children that realistic fiction is a made-up story that could happen in real life. In this series book, children get to know characters they can then follow in other stories.

## Supportive Book Features

**Text** Each chapter is short with events in chronological order. Each chapter also has illustrations that provide text support.

**Content** The story is told in the first person point of view by the main character, Amber Brown, a young girl who is finishing third grade and looking forward to summer vacation. The tone is conversational and friendly.

Praise children for specific use of "Behaviors to Notice and Support" on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Much of the story is told through letters to and from Amber and her friends and relatives. Some children may need help reading Justin's letter to Amber on page 72, which is written in script. Point out the use of the registered trademark used with the names of games. Explain that it means that no other company can use the name of Monopoly® or Travel Yahtzee®.

**Vocabulary** In the story, Amber and her aunt travel to England, and the author uses many travel-related words, such as *passport*, *visa*, *pilot*, *flight attendant*, and *souvenir*. Encourage children who have not traveled to use context to help them understand the words.

## ELL Bridge

On a world map, point out New Jersey, where Amber Brown lives with her mother; London, England, where she goes with her Aunt Pam; and France where her father lives. Discuss how long a trip it is across the Atlantic Ocean and how the time difference of several hours often makes people very tired after arriving.

LEVEL N

## Developing Comprehension

### Thinking Within the Text

After children have read Chapter 1, ask: *What has happened to three of the men/boys in Amber's life?* (Her father is separated from her mother and lives in France. Her best friend Justin moved away. It is summer and she is leaving Mr. Cohen, the best teacher she's ever had.) *How does that make Amber feel?*

### Thinking Beyond the Text

Discuss how children feel when they are sick. Ask: *Why would it be worse to be sick when you are away from the people you love? How do you think Amber feels about being sick in England? How would you feel?*

### Thinking About the Text

Remind children that in the book, Amber writes and receives several letters. Ask: *Why do you think the author chose to use letters as a way to convey information in the story? Did you like reading the letters? Why or why not?*

## Making Predictions

Explain to children that good readers think about what might happen next in a story. Then have children use their prior knowledge along with what is in the text to make predictions. Tell children to check their predictions as they continue to read and to change predictions or make new ones as they gain information.

- After children read page 40, ask: *Why is Amber so tired? What do you predict will happen to her in London based on the clues in the text and what you know?*
- After children read page 53, ask: *What do you predict the birds will do next?*
- After children read page 69, ask: *How do you predict Amber will get out of the elevator?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Multisyllabic Words with Consonant Clusters

Remind children that when two or more consonants appear in the middle of a word, they should divide the word into syllables between the consonants. Point out that this rule does not apply to digraphs, such as *ch*, *tch*, *ph*, *sh*, or *th*. Explain that dividing a multisyllabic word into syllables can help them read unfamiliar words.

- Help children divide the following words into syllables: *ac-ci-den-tal-ly*, *fif-teen* (page 24); *lug-gage*, *emp-ty* (page 25).

## Developing Fluency

Model reading page 38. Point out that though people in England and the United States both speak English, they have different words for some things. Have partners practice pages 38–40 until they can read the British terms smoothly.

## Oral Language/Conversation

**Talk About Separation** Discuss the many ways children who are separated from friends or family can keep in touch.

## Extending Meaning Through Writing

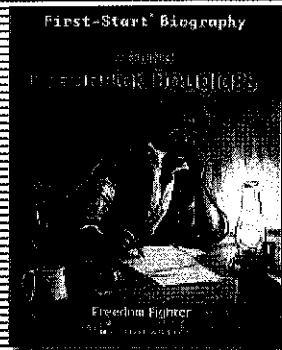
- Have children write a letter to a friend or a parent telling him or her about this book or about a vacation they have taken. (**Letter**)
- Have children write a paragraph, using their own opinions, telling why others should or should not read this book. (**Persuasive**)

## Connecting to Everyday Literacy

In Chapter 9 Amber and Aunt Pam are playing Monopoly®. To help children connect to real-world procedural text, share game directions to another game. Discuss that directions tell players how to play the game and win the game. For more examples of procedural text, go to [http://kids.yahoo.com/games/game/imaginalis\\_anagrams](http://kids.yahoo.com/games/game/imaginalis_anagrams). Read "How to Play" and then play the game.

# Young Frederick Douglass: Freedom Fighter

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

Frederick Douglass was born into slavery, but he was determined to have “freedom for all.” This biography follows his life from a child to a young man who worked for freedom. Children will read literature from and about a wide range of historical periods and perspectives.

**Author:** Andrew Woods

**Genre:** Biography

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** fighting for freedom;  
using your skills and talents to help others

## Making Connections: Text to World

Prompt children to share any prior knowledge they have about the era of slavery in the United States. Ask: *Why was slavery wrong? What may have been some of the feelings of enslaved people? Why do you think so?*

Extend the real-world connection. Explain that many courageous people of the time fought to end slavery. Tell children that Frederick Douglass was one of them. He fought for freedom for himself and others. Ask: *What traits do you think a person would need to be a freedom fighter? Why?*

For additional teaching ideas and resources, see <http://www.pbs.org/wgbh/aia/part4/4p1539.html>.

## Vocabulary

**Essential Words:** beat, escape, free, freedom, master, slave, treat

**Related Words for Discussion:** brave, clever, determined, hard-working, smart

## Genre/Text Type

**Biography/Picture Book** Remind children that a biography tells the important details of a real person's life. Important events in this person's life are highlighted by the illustrations.

## ELL Bridge

Help children use the illustrations to understand the text. For example, examine the picture on page 4 with children. Ask: *What are the people in this picture doing?* Call attention to the expressions on the people's faces. Ask: *Do the people feel happy or sad?* Use yes/no and choice questions to elicit understanding from the illustrations. Apply these discussions to the text.

## Supportive Book Features

**Text** The author presents Douglass's life in chronological order. Dates and time phrases help readers keep track of the sequence of events.

**Vocabulary** Most of the words will be familiar to children. Vocabulary that may be unfamiliar, such as *plantation*, *cornmeal mush*, and *shipyard*, are supported with illustrations.

Praise children for specific use of “Behaviors to Notice and Support” on page 109 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** While the rest of the text is organized in chronological order, the first page presents Douglass as an adult. Explain that this page provides the main idea of the book, but that following pages tell the story from his birth.

The text includes passive voice, for example sentences one and three on page 12. Be sure children understand the meaning. If not, restate in active voice.

**Content** While children can possibly relate to Douglass's experiences of playing with friends and doing chores, his experiences as an enslaved person will be unfamiliar, and perhaps might be distressing. Monitor children's responses and react with sensitivity.

LEVEL N

## Developing Comprehension

### Thinking Within the Text

Work with children to form a sequence chain of the most important events in Douglass's life.

### Thinking Beyond the Text

Remind children that Mr. Auld got angry when he discovered Frederick was learning to read and write. Ask: *Why were some people afraid of slaves learning to read? Why was learning to read and write so important to Frederick? How did he use his ability to read, write, and speak well to fight for freedom?*

### Thinking About the Text

Revisit page 4. Point out the date in the first sentence. Say: *The author tells about Frederick Douglass's life in the order it happened. Sometimes, he uses dates to tell when something happened. Other times, he tells about the passing of time with phrases.* Turn to page 7. Point out the phrase *When Fred was 7*. Help children identify dates and time phrases throughout the book that help readers keep track of when things happened.

## Setting

Point out that the setting is where a story happens.

- Have children revisit pages 7–8. Explain that one of the settings in this true story is a plantation. Say: *Describe this setting and what Frederick had to do there.* (The plantation is a big farm. Frederick had to do farm chores, such as taking care of animals.) Help children identify and describe other settings in the biography.
- Clarify that a setting is also when a story happens. Ask: *How is this setting different from modern times?* (It is against the law now to force people to work without pay. The law says that everyone may go to school.) *How is the time of the book like our time?* (People still fight for fair treatment for everyone.)

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

## Developing Phonics and Word-Solving Strategies

### Words With -ed

Remind children that we add *-ed* to many verbs to make them tell about action that happened in the past. Point out if a verb ends with *-e*, we add *-d*.

- Revisit page 8. Read aloud the first sentence and help children identify *helped* as a past tense verb. Read the next sentence and have children identify another past tense verb. (*cleaned*)
- Help children find other past tense verbs in the book and determine whether *-ed* or *-d* was added to make the past tense. (*traveled, treated, learned, loved, promised, proved, escaped*)

## Developing Fluency

Divide the class into groups of three. Have each group choose and rehearse a favorite section or page to read chorally for the class.

## Oral Language/Conversation

**Character Traits** Discuss with children what qualities Frederick Douglass had that helped him become a great freedom fighter.

## Extending Meaning Through Writing

- Ask children to write five fact cards about Douglass's life and shuffle them. Have partners read each other's cards and put them in sequence. (**Expository**)
- Have children write a letter to the author telling why they think the topic of this book is important. (**Letter**)

## Connecting to Everyday Literacy

Remind children that in his speeches and newspaper, Frederick Douglass tried to persuade people that slavery was wrong. To link children to real-world persuasive text for a modern issue, show them an editorial. Discuss in what way the writer is trying to persuade the reader. For more persuasive text, go to <http://www.recycleworks.org/kids/index.html>. Discuss the text.