

GUIDED READING PROGRAM

Text Types



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

- **Amelia Earhart: Adventure in the Sky**
- **Anansi Does the Impossible! An Ashanti Tale**
- **Clementine**
- **John Philip Duck**
- **Journey to the Volcano Palace (The Secrets of Droon)**
- **A Mouse Called Wolf**
- **Otis Spofford**
- **Teacher's Pet (Jake Drake)**
- **What's the Big Idea, Ben Franklin?**
- **You Can't Taste a Pickle With Your Ear**

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Amelia Earhart: Adventure in the Sky

**GUIDED
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PROGRAM**
Text Types



Summary & Standard

This book gives insight into Amelia as an athletic, strong-willed child who grew up to become the world's foremost female pilot, before disappearing on an around-the-world flight. Students will read literature from and about a wide range of historical periods and perspectives.

Authors: Francene Sabin and Joanne Mattern

Genre: Biography

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: having the courage and spirit to follow one's dreams; defying stereotypes

Making Connections: Text to Self

Explain that Amelia Earhart was a famous female pilot at a time when women generally did not do such adventurous things. Ask whether students have ever done something they felt was right for them to do, even if others thought they could not or should not do it. Write "*Be true to yourself*" on the board and discuss its meaning.

To extend the connection, ask: *What kind of person is true to herself or himself? What qualities does it take to be true to yourself?*

For more information about Amelia Earhart, see http://www.americaslibrary.gov/aa/earhart/aa_earhart_subj.html.

Vocabulary

Essential Words: adventure, dangerous, female, pilot, nonstop, records, snubbed, spunk

Related Words for Discussion: energy, lively, nontraditional, spirit

Genre/Text Type

Biography/Chapter Book Remind students that a biography tells the important details of a real person's life. The details of this person's life are revealed as each chapter unfolds.

Supportive Book Features

Text Chapters have titles that clearly indicate what the chapter is about. Black-and-white drawings illustrate the story on almost every spread. An index lists topics covered in the book and the pages where they are discussed.

Vocabulary The language is conversational, generally on level, and easy to follow. For more difficult words, students can use context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Page margins are narrow; the text runs wide across the page. Some lines break in the middle of a word. Guide students in continuing the flow when reading from one line to the next when a word is broken with a hyphen.

Content The era in which Amelia Earhart lived and the limited status of women and girls during that time may be difficult for students to grasp and appreciate. Ask students to consider what it would be like to have the desire and ability to do something, but to be told you could not do it simply because of your gender.

ELL Bridge

Have students use the illustrations not only to help them understand the story, but also as prompts. Ask partners to describe to each other what they see in each picture. Encourage students to describe details and provide adjectives for each other if necessary.

LEVEL 0

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the main events in Amelia Earhart's life.

Thinking Beyond the Text

Have students think about Amelia Earhart's childhood and the way her parents raised her. Ask: *How did the way she was raised affect the kind of person she was? Do you think she would have become a famous pilot if her parents had made her act like girls were supposed to act at that time? Why or why not?*

Thinking About the Text

Discuss how an author has to decide which events to write about. Have students consider why the authors included the chapter "Wartime," when Amelia Earhart worked in a military hospital. Ask: *What did this event tell you about Amelia Earhart?*

Understanding Genre: Biography

Remind students that a biography is a true story about a real person's life. It tells important facts and details about the individual and shares the events that happened to the person, usually in sequence. These facts and details help readers understand the person. Say:

- *The beginning chapters of this book tell about Amelia Earhart's childhood. What important events happened then?*
- *What made Amelia Earhart want to become a flier? How did she become a flier?*
- *What did Amelia Earhart do once she learned to fly? How did her life come to an 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

Words With Suffixes

Remind students that a suffix is a word part added to the end of a base word or root word to form a new word. Some suffixes are added to nouns to form adjectives.

- Ask students to find the word on page 13 that means "full of danger" (*dangerous*), the word on page 14 that means "full of adventure" (*adventurous*), and the word on page 37 that means "without use" (*useless*).
- Ask what *breathless* on page 40 means ("without breath"). Have students identify the suffix in each word.

Developing Fluency

Have partners choose a chapter and take turns reading pages. Ask them to focus on their phrasing—chunking meaningful phrases and pausing at punctuation as they read.

Oral Language/Conversation

Talk About Earhart's Life Have students select an illustration, describe it, and explain why it is important in the life of Amelia Earhart.

Extending Meaning Through Writing

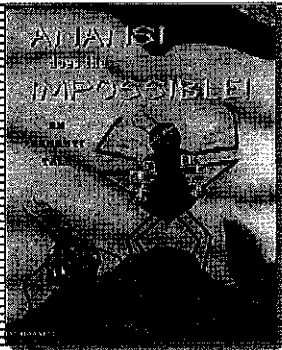
- Have students write a paragraph telling whether or not they would like to have met Amelia Earhart. (**Expository**)
- Have students write a paragraph telling what they believe happened to Amelia Earhart. (**Narrative**)

Connecting to Everyday Literacy

The book traces Amelia Earhart's attempted flight around the world at the equator. To link students to real-world document text, maps, help students trace the route described on pages 47–49 on a world map. Ask: *How does the map help you understand her route and how far she traveled?* For more examples of maps, go to <http://maps4kids.com>.

Anansi Does the Impossible!

An Ashanti Tale



Summary & Standard

Anansi wants to buy the stories of the Sky God. The Sky God charges him with the “impossible” price of a live python, a real fairy, and 47 hornets. With the help of his clever wife, Anansi succeeds. Students will read to refine their understanding of how texts work across a variety of genres.

Retold By: Verna Aardema

Genre: Folktale

Text Type: Picture Book

Word Count: 250+

Theme/Idea: understanding common themes in folktales; finding creative ways to succeed

Making Connections: Text to Text

Explain that Anansi, a spider, is the trickster hero of many West African folktales. Students will likely be familiar with other folktales. Ask them to name and describe some of these stories. List responses on the board.

To extend the connection, ask: *What do all of these folktales have in common?* Discuss familiar animal characters with human characteristics.

For background on Anansi and links to more of the familiar Anansi stories, go to <http://www.historyforkids.org/learn/africa/literature/anansi.htm>.

Vocabulary

Essential Words: bargain, generations, impossible, price, scowl, storytellers

Related Words for Discussion: trickster, hero, clever, generous

Genre/Text Type

Folktale/Picture Book Remind students 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 is illustrated with vibrant, colorful pictures that depict the events in the story. Unusual words are italicized.

Content Students should enjoy the lively folktale as they follow the antics that Anansi and his wife, Aso, employ to reach their goal of winning the stories from the Sky God and giving them to the people.

Praise students for specific use of “Behaviors to Notice and Support” on page 110 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The position and color of the text blocks shift from page to page. Make sure students don’t miss text printed under some of the large illustrations. Pages are not numbered.

Vocabulary Throughout the story, ideophones are used—made-up words intended to suggest a sound, an action, or some other sensation (e.g., *pesa, pesa, pesa* for a whisper). If students cannot infer the meaning from context, a glossary at the beginning of the book explains these and other unfamiliar words.

ELL Bridge

Have students practice acting out the many action verbs in the story as they name them (e.g., *whispered, chuckled, wriggled, stretched, grunting, smacked, bumping, dragged, beat*). Then have students take turns acting out the action verbs while others name the actions.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students relate the three problems Anansi faced in trying to buy the Sky God's stories and how he and his wife, Aso, solved each one.

Thinking Beyond the Text

Have students analyze how Anansi and Aso solved each problem by tricking the python, the fairy, and the hornets. Encourage students to make inferences about the personality traits of the creatures that enabled them to be tricked. Ask questions such as: *If the python wasn't vain about his length, would he have been tricked? What sort of creature is the fairy? Why did the hornets agree to fly into the gourd?*

Thinking About the Text

Discuss the humor in the folktale. Ask: *What parts of the story amused you or made you laugh? Why?* Explain that the author could have retold the story seriously. Ask: *Why do you think the author made it humorous?*

Distinguishing Fantasy From Reality

Remind students that this folktale tells a story that could not happen in real life. Explain that folktales often deal with real things—but in an unreal way. When reading a folktale, it is important to distinguish what is fantasy and could never happen in real life and what could be real. Say:

- *What things that happen in this story are fantasy?*
- *Are there any things in the story that are real? What are they?*
- *What does this folktale try to explain?*

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

***r*-Controlled Vowel Sound /ôr/**

Remind students that the sound /ôr/ is often spelled *or*.

- Ask students to find words with /ôr/ spelled *or* on page 4 (*storytellers, for, morsel*) and page 6 (*stories, forty, horns*). Ask students to find the word on page 22 with /ôr/ spelled *oar* (*roared*) and the word on page 25 with /ôr/ spelled *our* (*gourd*). (Note: Book pages are not numbered. The title page is page 1.)

Developing Fluency

Have students choose a passage that has a dialogue between Anansi and another character. Model reading it with expression, as the characters would say it. Have partners follow your example as they reread the passage.

Oral Language/Conversation

Talk About Folk Heroes Discuss why Anansi is a folk hero. Ask: *What qualities does Anansi have that the people who told this story must have admired?*

Extending Meaning Through Writing

- Have students write and illustrate a character sketch of Anansi. **(Descriptive)**
- Have students write a letter to Anansi telling him what they think of his doing “the impossible” and thanking him for giving the Sky God’s stories to the people. **(Letter)**

Connecting to Everyday Literacy

The glossary at the beginning of the text gives pronunciations and definitions of special words used in the story. To link students to real-world expository text, share examples of print glossaries in books from your classroom and school library. Ask what kinds of words each glossary defines. Glossaries often list key words in a particular subject area. For an example of a glossary of library and research terms for students, go to <http://www.kyvl.org/kids/glossary.html>.

Clementine



Summary & Standard

Quirky third grader Clementine has plenty of well-meaning ideas, but most of them get her into trouble. Join Clementine in all her funny adventures and mishaps. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: Sara Pennypacker

Genre: Realistic Fiction

Text Type: Series Book

Word Count: 250+

Theme/Idea: causing trouble without intent; solving problems in creative ways

Making Connections: Text to Text

Students have probably read other humorous realistic fiction books. Have students retell humorous events from those books.

Extend the connection by pointing out that some authors write a series of books with the same main character. Invite students to tell about series they have read. Ask: *Why do you think an author might write a series of books with the same main character? How does reading series books help you know the characters better? How does knowing them add to your enjoyment of the story?*

To learn more about the author of *Clementine* and her other books, see <http://www.sarapennypacker.com>.

Vocabulary

Essential Words: accidentally, bravery, brilliant, criminal, itchy, lobby, permanent, scrubbed

Related Words for Discussion: adventurous, amusing, creative, lively, loyal, unique

Genre/Text Type

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

Supportive Book Features

Text The book has a humorous tone and imitates the speech and thought of middle-elementary-aged students. Text is easy to read with ample leading, and scattered pictures provide support.

Content Students will relate to the settings and events in the story. They will be able to compare and contrast Clementine's traits with characteristics they and their friends possess.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The author includes some unusual sentence structures, such as, "I have had not so good of a week." The book also includes fragments and run-ons that may require discussion. Remind students that the book is written with a conversational tone.

Vocabulary One humorous technique the author uses is having the main character misuse words occasionally, such as *historical* for *hysterical*. She also makes up words—for instance, *spectacularful*. Be sure students understand what the author is doing and why.

ELL Bridge

Some bilingual students may need additional practice with soft and hard *c*. Make cards with sample words for each sound of *c*, for example *cat, cut, cob, cent, city, Cid*. Highlight the vowel in a different color from the rest of the word. Practice reading the words with students echoing. Then have students sort the cards by their beginning sound, /s/ or /k/.

Developing Comprehension

Thinking Within the Text

Have small groups work together. Ask each group member to retell a favorite event from the story.

Thinking Beyond the Text

Tell each student to make a character trait web for Clementine. Say: *Make a web. Write one of Clementine's traits on each branch. Support your ideas by listing things Clementine says, thinks, and does under each trait.* Provide time for students to share their webs and discuss any differences of opinion they may have about the character.

Thinking About the Text

Point out that the author uses several techniques to make the story funny. Say: *The author exaggerates. For example, she has Clementine say that Mrs. Jacobi is 400 years old. This is silly because no one lives to be that old.* Help students find other examples of exaggeration in the book.

Drawing Conclusions

Point out that we can draw conclusions about story characters and events. To do so, we use details from the story plus what we know.

- Say: *After reading the book, I conclude that Clementine's parents loved her and admired her for being different. One reason I think this is because on page 25 her dad said he thought Clementine was just trying to help when she cut her friend's hair. Also, her parents gave her a party to thank her for her unusual solution to the pigeon problem.*
- Say: *Another conclusion I can draw is that Clementine does not mean to get into trouble.* Have students find support for this conclusion. Invite them to suggest other conclusions they can draw about characters and events in the story and support them with details from 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

Words with Soft c and Hard c

Remind students that the letter c can stand for the sound /s/ as in *city* or /k/ as in *cut*. Explain that c followed by e, i, or y usually has the soft sound of /s/. The letter c followed by a, o, or u usually has the hard sound of /k/.

- Make a two-column chart, headed *Soft c* and *Hard c*. Ask students to look on pages 2 and 3 to find a word that starts with each sound of c to put on the chart. (soft c: *cereal*; hard c: *can't*)
- Have students look through the book to find other examples for the chart.

Developing Fluency

Model fluent reading of a passage from the book, stressing appropriate pauses and intonation. Then have students choral-read the passage with you.

Oral Language/Conversation

Clementine, My Friend Talk about whether students would like to have Clementine for a friend. Have them defend their responses.

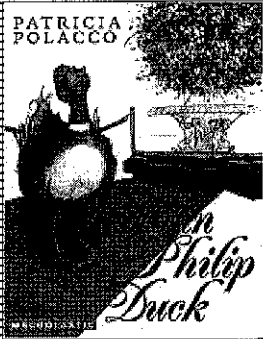
Extending Meaning Through Writing

- Ask students to pretend to be one of Clementine's neighbors. Tell students to write a note to thank her for solving the pigeon problem. (**Letter**)
- Have students write about a time they, or someone they know, got into trouble unintentionally. (**Narrative**)

Connecting to Everyday Literacy

Remind students that when Clementine thought her parents wanted to send her away, she tried to persuade them not to. Ask: *How does she try to persuade them?* (by cleaning her room, by promising to change) To link students to persuasive text, have them find examples from the story where Clementine tries to persuade someone to do something. For more persuasive text, go to <http://www.learner.org/workshops/middlewriting/images/pdf/jw-ice%20rink.pdf>.

John Philip Duck



Summary & Standard

Inspired by actual events, this fictional story tells how a boy rescues a duck and trains it to march to the music of John Philip Sousa, much to the delight of the guests at the hotel where the boy works. Students will read for personal fulfillment.

Author: Patricia Polacco
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 250+

Theme/Idea: reaping the rewards of hard work and determination; finding your own hidden talents

Making Connections: Text to World

Tell students that the main character loves a type of music called a march. Explain that a march is music that has a distinct beat that makes it easy to march to. Ask students if they have ever seen a marching band. Ask them to describe the music.

Extend the real-world connection by explaining that the main character in this story enjoys music, especially the music of American composer John Philip Sousa. Play one of Sousa's marches to familiarize students with the type of music referred to in the story.

For sound clips of John Philip Sousa's marches, see <http://www.dws.org/sousa/works.htm>.

Vocabulary

Essential Words: constant, depression, fixture, grand, march

Related Words for Discussion: achievement, dedication, determination, persistence, reward

Genre/Text Type

Realistic Fiction/Picture Book Remind students 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 book features colorful illustrations. The details in the pictures support the student's understanding of the text.

Content The plot moves quickly and is easy to follow. Students should enjoy the engaging story, and many will be able to relate to the boy's desire to rescue and raise an animal.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Pages are not numbered. Suggest that students assign numbers to the pages. Have them start by numbering the title page containing publishing information as page 2, continuing through the last page of text as page 42. This will make following and referring to text easier.

Vocabulary

Students may be unfamiliar with some vocabulary from the early 20th century (e.g., *parlor*; *phonograph*). Some of the dialogue includes slang. Rephrase the slang to help students understand its meaning. Also, rephrase idioms, such as *ran a tight ship* (page 14).

ELL Bridge

Point out that students can use the illustrations to help them figure out the meaning of unfamiliar words. For example, discuss how the picture on page 13 can help students figure out the meaning of *scowled*. Say: *I see that Edward's father has an angry look on his face. He does not look happy. I can figure out that scowled means "made an angry face."* Ask students to use the picture on page 24 to figure out what *glowered* means.



Developing Comprehension

Thinking Within the Text

Have students create a time line of events from the story, beginning when Edward first found the duckling. Ask students to use their time line to retell the story.

Thinking Beyond the Text

Have students think about how music is important to the plot of the story. Ask: *How did Edward's love of music help him solve his problem? What role does music play in your life? Why is music important to people?*

Thinking About the Text

Point out the note at the end of the book that tells about the inspiration to write it. Remind students that the story is fiction, but inspired by actual events. Ask: *Why do you think this note is included? Have students think about why the author chose to write a fictional story rather than a nonfiction text. Ask: What could the author do when writing a picture book that is realistic fiction that she couldn't do if she were writing informational text?*

Understanding Problems and Solutions

Remind students that in most stories, characters encounter problems and try to find solutions. Point out that a solution is the action that solves or fixes the problem.

- Ask: *What is a problem that Edward's parents think he will have if he keeps the duck? What problem does he have at the hotel? How do Edward's coworkers help him solve his problem?*
- *What problem do the hunters create for Edward? How does Edward convince Mr. Schutt to let John Philip stay? How is Edward rewarded for his dedication and hard work?*

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 -ed

Remind students that an action verb with an -ed ending shows that the action happened in the past. The letters -ed can stand for the sound /d/, /t/, or /ed/.

- Refer to the first sentence on page 5. Ask what word ends in -ed. (*lived*) Ask what sound -ed stands for. (/d/) Have students find two words with -ed on page 1. (*worked, stayed*) Ask: *What sound does -ed make in each word?* (/t/, /d/) Write on the board *marched, scowled, wanted, and looked*. Ask students to identify the ending sounds. (/d/, /t/, /ed/)

Developing Fluency

Model fluent reading of a passage that contains interesting dialogue. Model how to adjust your voice and tone as you read each character's words. Have partners practice reading the passage to each other using appropriate expression.

Oral Language/Conversation

Talk About Determination Discuss Edward's determination. Have students share things they have achieved by hard work and determination.

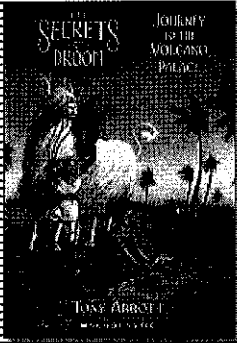
Extending Meaning Through Writing

- Have students write a few paragraphs about a time when they found a creative solution to a problem. (**Expository**)
- Have students pretend they could interview the real Edward Pembroke. Have them make a list of questions they would ask the man who trained the Peabody ducks. (**List**)

Connecting to Everyday Literacy

To link students to real-world expository text, tell students that they can learn about the real Peabody Hotel and its ducks by reading information on the hotel's website at http://www.peabodymemphis.com/peabody_ducks. Ask: *What types of information can we find at the hotel's website? What can we learn about the ducks?*

Journey to the Volcano Palace (The Secrets of Droon)



Summary & Standard

In this fantasy, three friends journey to a magical land to help Princess Keeah take back a magic jewel from evil Lord Sparr. Students will read a wide variety of grade-level-appropriate classic and contemporary literature.

Author: Tony Abbott
Genre: Fantasy
Text Type: Series Book

Word Count: 250+
Themes/Ideas: going on a journey; exploring a magical world

Making Connections: Text to Text

Students are most likely familiar with fantasy stories. Ask students to describe and compare some stories in this genre. Point out that many fantasy stories include creatures and places that do not exist in the real world.

Extend the connection by telling students that one setting of the story they will read is a palace that is inside a volcano. Ask students to share what they know about volcanoes. Ask: *Why couldn't a palace exist inside a volcano in the real world?*

For facts about volcanoes, see
<http://www.fema.gov/kids/volcano.htm>.

Vocabulary

Essential Words: dune, jewel, oasis, palace, secret, volcano

Related Words for Discussion: create, explore, fantasy, imagination, imagine, pretend

Genre/Text Type

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

Supportive Book Features

Text The story includes chapter titles that give clues about what will happen next. The chapters are short. Some illustrations and liberal use of descriptive adjectives and action verbs help readers visualize the action, characters, and settings.

Content Students may be familiar with the *Secrets of Droon* series. This story is told using mostly familiar terms. Names of creatures that are unique to the world of Droon either are self-explanatory (e.g., *fire monster*) or are described in the text (e.g., *pilka*).

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain that italic typeface is used to indicate interior monologue, sound words, and emphasis. Point out examples of each usage in the first chapter.

Vocabulary Some words may be challenging for readers, including *sorcerers* (page 16) and *oasis* (page 20). Help students pronounce these words. Provide definitions as needed.

ELL Bridge

Before students read, write on the board *pilka*, *spider troll*, *Lumpy*, *fire monster*, *Ninn*, and *groggle*. Have students list the names in a two-column chart. As students read, have them jot down notes about each creature. Model using this information to say a sentence (e.g., *A pilka is an animal with six legs*). Have students use their notes to create and share their own sentences.

Developing Comprehension

Thinking Within the Text

Have students describe each friend's dream from the first chapter. Ask students to explain how each dream relates to a later event in the story.

Thinking Beyond the Text

Have students compare and contrast this story with other fantasy stories they have read. Ask: *Why are fantasy stories so popular? What elements do readers enjoy in a fantasy?*

Thinking About the Text

Point out that this is the second book in a series. Explain that some readers will have read the previous book, and some readers will be new to the series. Ask: *How does the author help readers who are new to the series? What information in the beginning of the story shows that these characters have experienced previous adventures together?*

Making Predictions

Tell students that good readers use clues from the story and what they already know to make predictions about what will happen next. Explain that this helps readers set a purpose for reading (e.g., seeing whether or not their predictions are true) and allows them to understand the story better.

- Read aloud page 1. Ask students what will happen next. Have them read the following pages to confirm or disprove their prediction. Tell them that once their prediction is confirmed or disproved, they should make another one.
- Read aloud the chapter title on page 11. Have students predict where the friends will go. Have them confirm their predictions.
- Guide students to continue making predictions throughout the story.

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

Similes

Explain that a simile compares two things using the word *like* or *as* to make the comparison. For instance, *as quiet as a mouse*.

- Have students turn to page 45 and find the line *The kids shot down the passage like rockets*. Ask what two things are being compared. (the way the kids run and rockets) Ask what these two things have in common. (They both move very quickly.)
- Have students identify other similes. (*water glistened and sparkled like glass*, page 46; *He flew like a bullet*, pages 63–64).

Developing Fluency

Model reading page 3, emphasizing appropriate phrasing and intonation. Have students choral-read the page following your model.

Oral Language/Conversation

Talk About Imagination Point out that writing this book required imagination. Lead a discussion about imagination. Ask: *What do you imagine?*

Extending Meaning Through Writing

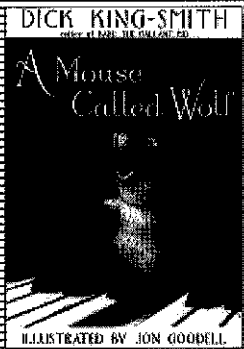
- Have students write a description of an imaginary creature from the story. (**Descriptive**)
- Have students write a short story about a magical land. (**Narrative**)

Connecting to Everyday Literacy

Explain that students can learn more about people through questions and answers. To link students to expository text, have them read "About the Author" at the end of the book. Then work together to generate and list questions they would like the author to answer about his writing. For a Question & Answer with the author, go to <http://www.tonyabbottbooks.com>. Have children compare their questions with those on the website.

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A Mouse Called Wolf



Summary & Standard

A tiny mouse and an elderly woman become devoted friends and end up making beautiful music together. The mouse even uses his singing voice to rescue his friend in her time of need. Students will read to comprehend basic plots of a variety of fiction genres.

Author: Dick King-Smith

Genre: Fantasy

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: developing an unlikely friendship; discovering the joy in music

Making Connections: Text to World

Some students may have experience singing or playing an instrument. Invite students to share their experiences and knowledge of instruments.

Extend the real-world connection by discussing how a person becomes skilled at an instrument. Explain that to be a successful musician, a person not only may have natural ability, but also must work hard to develop the skill. Ask: *Do you think it is easy to learn to sing or play an instrument? Why?*

For additional teaching ideas and resources about music in the classroom, see http://teacher.scholastic.com/products/instructor/Jan05_music.htm.

Vocabulary

Essential Words: accompanying, composition, foraging, lure, melody, musical, recital

Related Words for Discussion: classical, composer, musician, practice, talent, tune

Genre/Text Type

Fantasy/Chapter Book Remind students that a fantasy is a story that could not happen in the real world. The story unfolds with each new chapter.

Supportive Book Features

Text Each chapter has a short title that gives a clue about what will happen next. Black-and-white illustrations support the text.

Content Students will be enchanted with “Wolf” and will enjoy the humor in the story. The text realistically portrays a senior citizen living alone.

Praise students for specific use of “Behaviors to Notice and Support” on page 110 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some sentences are very long, and many begin on one page and end on the next. Tell students to use punctuation clues to determine where to pause and where to stop. Explain that the text inside parentheses gives additional information about the sentence.

Vocabulary Students may be unfamiliar with vocabulary used to describe a grand piano. Use the illustration on page 9 to point out the white keys, the black keys, and the illustration on page 33 to help students understand the description of what happens to the cat on pages 23–26, where terms such as *network of taut wires*, *prop stick*, and *heavy top* are used. Explain that *Steinway & Sons* is the maker of the piano.

ELL Bridge

Have students write *Wolf* and *Mrs. Honeybee* on separate cards. Orally make statements that tell about a character and have students hold up one or both cards, depending on who is being described. For example, say: *This character is named after a famous composer* or *This character has musical talent*. Have students tell why they chose Wolf and/or Mrs. Honeybee.

Developing Comprehension

Thinking Within the Text

Ask students why Mary Mouse named her smallest pup Wolfgang Amadeus Mozart. Discuss why that turned out to be the perfect name for little Wolf.

Thinking Beyond the Text

Remind students that at one time Mrs. Honeybee had been a concert pianist, but now she played each day for her own enjoyment. Ask: *Do you think that in her younger days Mrs. Honeybee needed to spend long hours practicing? Why? Why are people willing to spend time and work hard to achieve goals?*

Thinking About the Text

Have students turn to the table of contents. Ask students why they think the author used such short titles. Invite volunteers to read the titles and tell how they relate to the chapters' content. Talk about how the chapters build on one another to develop the plot.

Understanding Cause and Effect

Tell students that an effect is something that happens. A cause is what makes it happen. Have students review the events and illustrations to understand what is happening (effect) and why it happened (cause).

- Page 27—Read aloud: *From then on, unknown to them, they were to live in a house with a cat that was forevermore scared stiff of mice. Say: This is what happened—the effect. What caused this?*
- Page 47—Read aloud: *She went over to the grand piano and, to avoid bending, carefully dropped the one chocolate beside the wheel on the piano's left front leg, outside the mouse hole. Say: This is the effect. What was the cause?*
- Page 74—Read aloud: *At the top of his voice Wolf began to sing "Help!" Say: This was the cause. What was the effect of Wolf's loud singing?*

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

Diphthongs *ou*, *ow*

Remind students that the letter pairs *ou* and *ow* can both have the sound /ou/.

- Have students turn to page 26 to find the words *bounce* and *encounter*, page 59 to find the word *coward*, and page 67 to find the word *downstairs*. Have students read the words and name the letters that stand for the vowel sound.
- Explain that *ow* can also stand for the long o sound. Have students find and read the word *window sill* on page 73.

Developing Fluency

Model how to read sentences that contain parentheses. Point out the change in tone for the words inside parentheses. Then have students choral-read the sentences with you.

Oral Language/Conversation

Talk About Talent Discuss how people have different talents. Ask: *What are you good at? How might you get better?*

Extending Meaning Through Writing

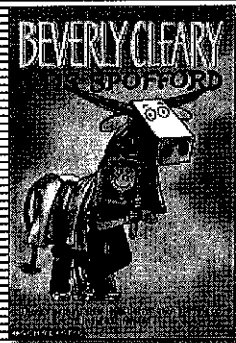
- Have students rewrite the lyrics for a familiar song using words that Wolf might have used. (**Narrative**)
- Have students write a letter from Wolf to Mrs. Honeybee in the hospital. Encourage students to include what is happening at home and how Wolf feels about her being away. (**Letter**)

Connecting to Everyday Literacy

The story introduces many compositions by classical composers. If possible, have students listen to one of those pieces or hum the melody for them. To link students to expository text, share an encyclopedia entry or article about a classical composer, such as Mozart or Beethoven. For more examples of expository text about composers, go to <http://www.dsokids.com/listen/composerlist.aspx>.

Otis Spofford

GUIDED READING PROGRAM Text Types



Summary & Standard

Otis Spofford likes to create excitement, but when he takes a joke too far, he must face the consequences. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Beverly Cleary

Genre: Realistic Fiction

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: understanding the consequences of actions; standing up for yourself

Making Connections: Text to Text

Invite students to discuss books and TV programs that are set in a classroom or school.

Ask: What are some of the situations that amuse readers and viewers? Discuss the difference between humor that is at someone's expense and things that are funny in their own right.

Have students identify titles they have read by this author from the book list at the front. Point out that though this book was written in 1963, the humorous interactions between Otis and the other children and adults are still funny today. As students read, ask them to note events that remind them of their own experiences.

For additional information about the author and her work, see <http://www.beverlycleary.com>.

Vocabulary

Essential Words: astounded, commotion, contradicted, glowered, inspiration, lingered

Related Words for Discussion: antagonize, callous, gossip, harass, obnoxious, torment

Genre/Text Type

Realistic Fiction/Chapter Book Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The story unfolds with each new chapter.

Supportive Book Features

Text The book is divided into chapters of reasonable length, each having a descriptive title. Occasional illustrations support the text and help clarify the action. Clear description and realistic dialogue move the story along.

Content The characters and situations are believable, and students will likely find them familiar. Students will note that even though technology and styles have changed, they experience the same classroom routines and activities as in the story.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Much of the story is told through dialogue. Have students pay close attention to the dialogue, both the words themselves and how they are said, to understand what is happening.

Vocabulary Because of the book's original publication date, students will be unfamiliar with some of the vocabulary. Have students identify words particular to the era in which the book was written, such as *come-uppance*, *phonograph*, *pitch pipe*, *cloakroom*, *blackboard*, *keen*, and *swell*. Offer explanations as needed.

ELL Bridge

After reading each chapter, encourage students to summarize the plot by identifying how Otis's actions lead to reactions from the other characters. Use sentence frames.

When Otis _____, Mrs. Gitler _____.

After Otis _____, Ellen and Austine _____.

George and Stewy _____ because Otis _____.



SCHOLASTIC

LEVEL 0

Developing Comprehension

Thinking Within the Text

Have students discuss how Otis gets his “come-uppance” in the story. Ask students to explain the reaction Otis expects, and what actually happens, each time he stirs things up.

Thinking Beyond the Text

Ask students to infer how Otis’s situation at home may be part of the reason he acts out at school. Discuss: *What does the author tell us about Otis’s mother and what Otis does after school? How does his mother react when he gets into trouble? What effect do you think this has on Otis?*

Thinking About the Text

Point out how the author uses highly descriptive words to help readers picture characters’ actions and dialogue, such as *glared, beamed, groaned, gulped, and murmured*. Have students act out the words to show their comprehension.

Understanding Character

Remind students that characters are the people, animals, or other creatures that appear in a story. Explain that when we read, we can look for clues to help us better understand the characters. Authors often tell what their characters look like. Other clues include things characters say and do and the way other characters react to them. Ask:

- Pages 9–10: *What does Otis look like?* (medium-sized, reddish-brown hair, freckles, ears that stick out) *What do we learn about his home and family?* (He lives with his mother in an apartment. His mom works a lot.)
- Page 17: *Mrs. Gitler tells Otis to behave himself, even though he hasn’t done anything. What does this tell us about Otis?* (He often causes trouble.) *Mrs. Gitler?* (She is more observant than Otis realizes.)
- Pages 17–18: *What do we learn about Ellen Tibbets?* (She has short hair that she wants to grow out. Otis loves to tease her.)

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 Adverbs

Remind students that adverbs are words that tell about verbs. Point out that many adverbs end in *-ly*.

- Identify the adverb *quickly* on page 52. Ask: *What action did the teacher ask Otis to do quickly?* (move)
- Have students skim pages 52–54 and identify other adverbs that end in *-ly*. (*slowly, gently, doggedly*) Ask students to name the verb each adverb tells about. (*chewed, row, kept*)

Developing Fluency

Have students read a chapter independently, reading softly to themselves as you circulate and listen in for proper phrasing, pace, and intonation. Give assistance as needed.

Oral Language/Conversation

Talk About Bullying Discuss with students how teasing can become bullying. Have students support their opinions with examples in the story.

Extending Meaning Through Writing

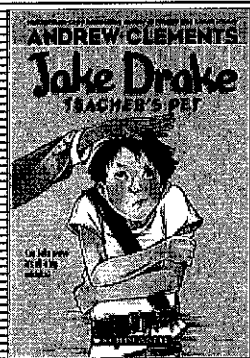
- Have students write a list of classroom rules and consequences, with Otis in mind. (**Expository**)
- Have students pretend they are one of the characters and write a journal entry based on an event in the story. (**Narrative**)

Connecting to Everyday Literacy

In the story, the class uses a school menu to conduct an experiment. Ask: *What do you think is a healthful lunch?* To link students to real-world expository text, display a school lunch menu and a food pyramid and compare the items in the lunch menu to the pyramid’s guidelines. For more expository text about healthful eating, go to <http://healthiergeneration.org/schools.aspx?id=3312>.

Teacher's Pet (Jake Drake)

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

When his teachers praise Jake for behaving well, the other students start to think he is a teacher's pet. Even misbehaving on purpose does not change the situation. Students will identify the theme or author's message in a grade-level-appropriate text.

Authors: Andrew Clements

Genre: Realistic Fiction

Text Type: Series Book

Word Count: 250+

Theme/Idea: showing favoritism;
being a good citizen and student

Making Connections: Text to Text

Students may be familiar with other *Jake Drake* books by Andrew Clements. Explain that this series of books is about an elementary school student who deals with common school issues. Ask: *How does reading about the same character make stories more enjoyable?*

Extend the connection by telling students that author Clements once taught school and that his books often focus on problems students really face. Ask: *How might his experience in teaching help the author write interesting stories?*

For additional information about the author, see <http://www.andrewclements.com>.

Vocabulary

Essential Words: destroy, patrol, privileges, reputation

Related Words for Discussion: behavior, just, treatment, unfair

Genre/Text Type

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

Supportive Book Features

Text The text has large type, and the lines are spaced widely apart, so the story is easy to read. Chapters are numbered, and titles provide clues about what will happen next. Some illustrations support the text.

Vocabulary The settings and most concepts will be familiar, so students should be able to use context to determine the meaning of unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some words are set in italics for emphasis or to narrate Jake's thoughts. The use of ellipses and dashes to show pauses or breaks in thoughts or speech may be confusing. Read examples aloud to demonstrate how these marks are used. Then have students read aloud together.

Content Some students may misunderstand why Jake begins to misbehave. Make sure students understand that he is trying to avoid being seen as a teacher's pet. Point out that this is not a good solution and that behaving well in class and being a good student are important.

ELL Bridge

Use gestures and pantomime to convey the meaning of verbs in the story. Select several verbs and verb phrases from the book, such as *whomped*, *groaned*, *galloped over*, *gulped*, and *patted me on the head*. Explain the meaning of each. Have students act out the verbs. Place in a box slips of paper with other verbs from the story. Have students pick a paper and act out the verb.

LEVEL 0



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Remind students why Jake was upset. Ask: *What was Jake worried about? Why was this a bad situation for him? What did he learn about himself and the people around him while he was trying to solve his problem?*

Thinking Beyond the Text

Have students discuss what Jake's big idea is and why it works to solve his problem. Ask: *Why does Jake decide that it is not his fault that others thought he was a teacher's pet? What did you learn from this book that you could tell someone else who is facing this same problem?*

Thinking About the Text

Discuss with students the text structure of the book. Note that Jake tells about an event that happened in the past from his current point of view as a fourth grader. Discuss how his perspective changes the way he tells the story. Ask: *Why do you think the author chose to have Jake tell his story by looking back at it, instead of narrating it as it happens? How does this point of view change how he tells the story?*

Understanding Plot

Help students understand the basic plot of the story by having them identify the problem that Jake faces and the different solutions Jake comes up with to try to solve this problem.

- Ask: *What problem does Jake face at school? What events helped cause this problem?*
- Then ask: *How does Jake first try to solve this problem? Does this solution work? Why or why not? What else does Jake try?*
- Finally, have students summarize the main events in the story and discuss how these events led up to the resolution of Jake's problem.

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

Comparatives: -er, -est

Review that a suffix is a word part added to the end of a word. Explain that -er is added to a word to compare two things; -est is added to compare more than two things.

- With students, find comparison words in the story with -er and -est, such as *sweetest, smaller, redder, strangest, scarier, quieter, toughest, straighter, nicer, and longest*. Write each example on the board.
- Help students identify the root word in each example and what the new word compares. Identify and discuss spelling changes in the example words, such as how the *y* in *scary* turns to *i* when you add -er or -est.

Developing Fluency

Model how to read dialogue with expression. Then have students read selected passages with partners, taking the roles of different characters.

Oral Language/Conversation

Talk About Favoritism Talk to students about why it is important to treat everyone equally, especially when you are in charge.

Extending Meaning Through Writing

- Ask students to use examples to describe the kind of person Jake is. **(Descriptive)**
- Have students explain how a teacher can treat students fairly without singling anyone out as a teacher's pet. **(Expository)**

Connecting to Everyday Literacy

Jake wants to persuade others that he is not a teacher's pet. Tell students that being able to write persuasively is just as important as persuading people with our words and actions. Talk with students about persuasive essays. For an example of persuasive text about getting along with teachers, go to http://kidshealth.org/kid/feeling/school/getting_along_teachers.html#.

What's the Big Idea, Ben Franklin?



Summary & Standard

This nonfiction book tells about the life and accomplishments of Benjamin Franklin in an entertaining way, capturing his humor and genius. Students will use pictures and context to assist comprehension.

Author: Jean Fritz
Genre: Biography
Text Type: Picture Book

Word Count: 250+

Theme/Idea: understanding an inventor's drive; using one's interests to benefit others

Making Connections: Text to World

Invite students to tell what they know about Benjamin Franklin. Focus on his role as a founding father and as an inventor. Explain that Benjamin Franklin is a man remembered in history for his many big ideas.

Extend the real-world connection by asking students to share a "big idea" they have had. Explain that a big idea can be something they really wanted to do, about a new invention, a way to solve a problem, or an "aha" moment when they first realized something. Invite students to explain an accomplishment for which they would like to be remembered.

For additional teaching ideas and resources, see <http://www.ushistory.org/franklin/>.

Vocabulary

Essential Words: almanac, apprentice, celebrated, contradict, determined, humorous

Related Words for Discussion: contraption, creative, genius, imagination, observe, inspiration

Genre/Text Type

Biography/Picture Book Remind students that a biography tells important details about a person's life. Important events in his or her life are highlighted by the illustrations.

Supportive Book Features

Text Lighthearted illustrations include details that will help students understand ideas presented in the text. The illustrations also provide visual clues about the historical period and some of Franklin's inventions. Notes with corresponding page numbers at the end of the book clarify information about certain details.

Vocabulary Most of the vocabulary should not present a challenge. Provide help with vocabulary of the period—e.g., *spectacles*, *Franklin stove*, *master*, *apprenticeships*, and *garters*.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The type is small. Reading pages without illustrations may challenge students. The "Notes" section is helpful, but the type is very small in this section. Guide students in using it.

Content The historical setting of the text may be unfamiliar to students. Remind them that Franklin lived in a time before the United States had become a country. In addition, the idea of obtaining an education through apprenticeships, the clergy, or self-study may be unfamiliar topics for students.

ELL Bridge

Provide realia and/or photographs of items mentioned in the story. Explain how bifocal eyeglasses work. Share an almanac and some of the information it contains. Display a copy of the Declaration of Independence and point out Franklin's signature. Demonstrate static electricity by rubbing a balloon against wool cloth. Encourage students to describe each experience and connect it to Franklin's experiments, inventions, and ideas.

Developing Comprehension

Thinking Within the Text

Have students summarize the important events in Benjamin Franklin's life. Ask students to include events related to his education, inventions, and travels, and to consider the effect these events had on later events in his life.

Thinking Beyond the Text

Discuss some of Franklin's ideas and inventions with students, such as his rules for good behavior, his almanac, his experiments with electricity, and his part in the writing of the Declaration of Independence. Ask students to think of the world today without Franklin's contributions. Ask students which of Franklin's contributions to the world has the most influence on them today.

Thinking About the Text

Have students notice the author's word choices in describing Franklin, such as *naturally happy disposition*, *argumentative*, and *vain*. Discuss how these words help readers better understand Franklin as a person.

Categorizing Information

Remind students that categorizing information can help them comprehend important details. Each of Franklin's accomplishments can be categorized by his work as a writer, an inventor, or a statesman. Ask:

- How would you categorize Franklin's creation of the magic square on page 20?
- What are three things that Franklin invented?
- How would you categorize Franklin's efforts to persuade France to side with America during the war?

Supply a three-column chart to students with heads at the top that say *Writer*, *Inventor*, *Statesman*. Have students look through the book and categorize Franklin's accomplishments under the appropriate column of the chart.

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

Remind students that breaking long and difficult words into smaller parts can help them read and understand the words.

- Have students find *argumentative* on page 14. Say the word slowly, breaking it into syllables. Identify the base word *argue* and have students define what it means. Explain that adding the suffixes *-ment* and *-ative* change this verb into an adjective. Read the word in context and explain that it describes someone who tends to argue.
- Repeat with *undeniable* on page 42 and *circulating* on page 27.

Developing Fluency

Model fluent reading of a passage, emphasizing proper phrasing, pace, and intonation. Then have partners take turns reading aloud as you listen. Offer support as needed.

Oral Language/Conversation

Talk About Inspiration Discuss how Benjamin Franklin was inspired to invent, write, create, and share ideas with others.

Extending Meaning Through Writing

- Have students write a newspaper article featuring one of Franklin's inventions. (**Expository**)
- Have students write a time line that lists Franklin's main accomplishments. (**Graphic Aid**)

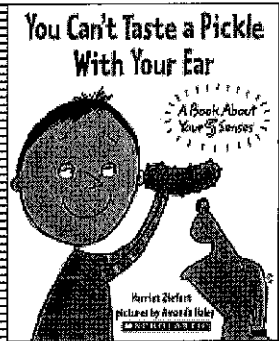
Connecting to Everyday Literacy

The biography identifies Franklin's almanac as one of his best ideas. To link students to real-world expository text, display a modern-day kid's almanac and point out the variety of information it lists. Ask: *Which section of the almanac do you find interesting? Which section is most useful for you?* To explore more expository text, invite students to go to <http://www.worldalmanac.com/world-almanac-kids.aspx>.

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You Can't Taste a Pickle With Your Ear: A Book About Your 5 Senses

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

The body's senses are our window to the world around us. The senses help us avoid danger and enjoy pleasant things. In this informational book, students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Harriet Ziefert
Genre: Informational Text
Text Type: Picture Book

Word Count: 250+

Theme/Idea: experiencing the world by using the five senses; how each sense works

Making Connections: Text to World

Point out that there are many ways we learn about the world. Five of these ways are through our senses. Ask students to name the five senses (sight, hearing, smell, taste, touch). Discuss with students what they can learn about the world through each sense.

Extend the real-world connection by encouraging students to think of words that describe sounds, sights, tastes, textures, and smells. Create a list of students' ideas. Then explain that the book they will read is about the body's senses.

For additional information about the senses, see <http://faculty.washington.edu/chudler/introb.html#se>.

Vocabulary

Essential Words: appetite, attention, connected, differently, information, recognize, senses, special

Related Words for Discussion: bitter, difference, favorite, odor, prefer, taste

Genre/Text Type

Informational Text/Picture Book Remind students that an informational text gives facts about a topic. This informational text includes pictures that help inform the reader.

Supportive Book Features

Text An introduction prepares students for the topic of the book. Each chapter covers one sense. Informative and funny pictures support the text.

Vocabulary Students should find the vocabulary accessible. Difficult vocabulary, such as *receptors*, is explained in context.

Praise students for specific use of "Behaviors to Notice and Support" on page 110 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may find the use of font styles, varied text layouts, and interspersed rhymes difficult to follow at first. Point out the pattern that each chapter follows: information in bullet format; rhyming text that adds information; question format at the end of each chapter. Text will be easier to follow once students recognize the repeating pattern in each chapter.

Content Much information is given about all five senses. Encourage students to focus on the topic of each chapter as they read. For example, Chapter 3 is all about the ears and the sense of hearing. If students have difficulty absorbing the content, suggest they pause after each page and review what they have learned.

ELL Bridge

Use gestures to convey the meaning of words and passages. For example, use actions to demonstrate different senses: widen eyes for sight, cup ears for hearing, sniff for smell, lick your lips for taste, and rub your fingers together for touch. Use facial expressions to depict pleasant and unpleasant sounds, tastes, sights, smells, and textures. Have students follow your lead.

LEVEL
0

Developing Comprehension

Thinking Within the Text

At the end of each chapter, there are questions about the chapter topic. As a group activity, have students work through the questions. Call on volunteers to offer answers. Provide guidance and examples where needed.

Thinking Beyond the Text

Review with students what they learned about each sense in the book. Talk about what they already knew about their senses and what new information they learned. Ask: *Did any of the information surprise you? Do you have new questions about the senses that you would like to have answered? Where could you find the answers?*

Thinking About the Text

Recall with students how the author uses poems, often in a humorous way, to illustrate the different ways to use a sense. Discuss whether this is an effective and interesting way to provide information. Ask: *What did you like about the poems? Was there anything you didn't like about the poems?*

Summarizing

Explain that nonfiction books are filled with information. Explain to students that identifying or summarizing the most important ideas in a chapter or a book will help them better understand and remember what they read. (Note: Book pages are not numbered. The title page is page 1.) Ask:

- *How would you summarize the introduction on page 4 in one sentence?*
- *What do you think is the most important information about the sense of touch in Chapter 2?*
- *How would you summarize the importance of the senses in one paragraph from what you have learned in this 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

Comparatives: -er, -est

Explain that the endings -er or -est can be added to words to compare two things or three or more things. Provide an example of *soft, softer, softest* to describe one blanket, then two blankets, and finally three blankets.

- Write *hardest* and *bumpiest* from page 14 and *bigger* and *smaller* from page 26. Help students identify the base word and the comparative with -er or -est. Point out spelling changes that may happen when the endings are added.

Developing Fluency

Read aloud the rhyming text on pages 7–9, emphasizing rhythm, intonation, expression, and humor. Invite students to recite the same text after you.

Oral Language/Conversation

Talk About Connections Discuss ways in which senses are connected, such as taste and smell. Talk about how one sense can sometimes compensate for the loss of another.

Extending Meaning Through Writing

- Have students write a short paragraph about their favorite sense. (**Expository**)
- Have students list three other possible titles for the book—e.g., *You Can't See a Bird With Your Nose*. (**List**)

Connecting to Everyday Literacy

In the book, each chapter contains a poem about one of the senses. The final page includes a poem about all of the senses. Read aloud and discuss the rhythm and rhyme of each poem. To link students to procedural text on how to write poems, direct students to <http://www.gigglepoetry.com/poetryclass.aspx>.