

GUIDED READING PROGRAM

Text Types



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

- **97 Ways to Train a Dragon (Dragon Slayers' Academy)**
- **Copper**
- **Gooseberry Park**
- **Happy Burger**
- **The Hunterman and the Crocodile**
- **Knights of the Kitchen Table (The Time Warp Trio)**
- **Kooks in the Cafeteria (Comic Guy)**
- **The Magic School Bus Explores the Senses**
- **My First Book of Biographies: Great Men and Women
Every Child Should Know**
- **Tar Beach**

No part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without written permission of the publisher. For information regarding permission, write to Scholastic Inc., 557 Broadway, New York, NY 10012.

Copyright © 2011 by Scholastic Inc.

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

ISBN-13: 978-0-545-31964-5 ISBN-10: 0-545-31964-1

SCHOLASTIC and associated logos are trademarks and/or registered trademarks of Scholastic Inc.

1 2 3 4 5 6 7 8 9 10 05 20 19 18 17 16 15 14 13 12 11

ISBN-13: 978-0-545-31964-5
ISBN-10: 0-545-31964-1



SCHOLASTIC

ITEM S-HT5-31964-1

THE UNITED STATES OF AMERICA
DO hereby certify that

JOHN W. GARDNER, of the County of [] State of []

is the duly qualified

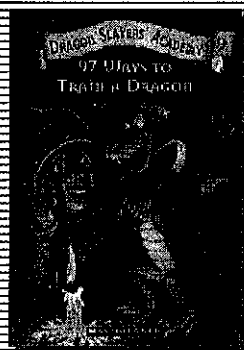
and qualified person to
act as the [] of the
[] of the [] of the
[] of the [] of the []

in and for the County of [] State of []

WITNESSED my hand and the seal of the County of [] State of [] this [] day of [] 19[]

97 Ways to Train a Dragon (Dragon Slayers' Academy)

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

Wiglaf is studying to become a dragon slayer, but his life takes a different turn when he rescues an egg and ends up raising a baby dragon inside the Dragon Slayers' Academy. Students will read for personal fulfillment.

Author: Kate McMullan

Genre: Fantasy

Text Type: Series Book

Word Count: 250+

Theme/Idea: treatment of animals;
responsibility of caring for another

Making Connections: Text to Text

Students will be familiar with fantasy stories. Ask them to describe and compare stories of this genre. Point out that many fantasy stories include creatures that do not exist in real life.

Continue the discussion by explaining to students that they will be reading about a boy who raises a dragon from a newly hatched "pipling." Ask students to share what they know about dragons from stories they have heard or read. Ask: *Why might it be difficult to train a dragon?*

For additional information about dragons, see www.amnh.org/exhibitions/mythiccreatures/dragons.

Vocabulary

Essential Words: badge, hatch, inspection, suspicious, tamed

Related Words for Discussion: companion, control, obey, raise, responsibility, training

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 Illustrations support the text, and a drawing of a dagger within chapter text signifies a change in time or setting. For readers who are new to the series, the yearbook at the back of the book includes a map of the school and humorous character profiles.

Content Students may be familiar with the Dragon Slayers' Academy series books. The plot is simple and easy to follow. The humorous story will keep readers engaged and interested.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out that italic font is used for different purposes. On page 24, italic font is used for words that represent sounds. On page 36, italic font is used for excerpts from the dragon training manual. Roman numerals are used for telling time. Make sure students understand this when it first appears in the text (IV:00 A.M., page 9).

Vocabulary Students may be unfamiliar with some archaic language. Explain the meaning of words such as *'tis*, *thou*, and *art*.

ELL Bridge

Use the book's illustrations and the map at the back to help students understand vocabulary related to castles and knights. For example, display the illustration on page 71 and identify pieces of clothing, such as a tunic and leggings. Use the map on pages 100–101 to enhance students' understanding of the parts of a castle, such as the moat and drawbridge. Then have students write two sentences using as many of the words as they can.

LEVEL P

Developing Comprehension

Thinking Within the Text

Have students discuss how Wiglaf and Angus took on the roles of parents. Ask: *Why did it take two people, working together, to raise and train Worm?*

Thinking Beyond the Text

Ask students what they think might have happened if Wiglaf had not brought the dragon egg back to the castle. Have students consider this question: *Did the boys do the right thing by trying to raise and train Worm themselves?* Ask students to support their answer with reasons and examples. Ask how the boys' influence makes Worm different from dragons in other stories.

Thinking About the Text

Invite students to consider why the author includes excerpts from the dragon training manual. Ask: *What do these passages add to the story?* (The passages provide humor and give readers the exact information about raising a dragon that Wiglaf and Angus will try to follow. Readers can determine whether the manual gives good advice.)

Understanding Problems and Solutions

Review with 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 problems could have occurred if Wiglaf had left the egg in the nest? What problems does Worm create for Wiglaf and Angus? What solutions do they find for keeping Worm a secret from Mordred and the students?*
- *What problems do the boys encounter during Worm's training? How do they work together to solve these problems?*

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

Vivid Verbs

Remind students that vivid verbs help readers visualize a story's action and characters.

- Read aloud the first three full paragraphs on page 44. Explain that the words *dangled*, *sniffed*, *tickled*, *popped*, and *tilted* are all vivid verbs. Then have students read page 60 and identify vivid verbs.

Developing Fluency

Have small groups of students take turns reading aloud portions of text that contain dialogue, such as on page 28. Remind students to use punctuation clues to help them know when to pause.

Oral Language/Conversation

Talk About Raising an Animal Lead a talk about the responsibility of raising an animal. Ask: *Why do people keep and train pets?*

Extending Meaning Through Writing

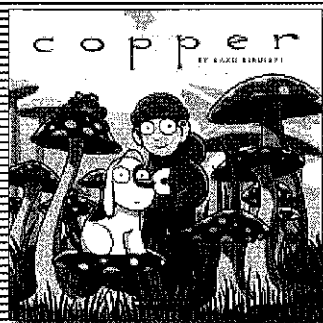
- Have students write their own set of tips for training a dragon based on what they learned from the story. (**Expository**)
- Have students choose a favorite scene from the story and rewrite it from Worm's point of view. (**Narrative**)

Connecting to Everyday Literacy

In the story, Wiglaf and Angus used a book of training tips to help them control Worm. To connect students to real-world procedural text, share directions and tips for training a pet. Have students discuss why it is important to make directions clear and easy to follow. For an example of directions for training a dog, go to www.humanesociety.org/animals/dogs/tips/dog_training_positive_reinforcement.html.

Copper

GUIDED READING PROGRAM Text Types



Summary & Standard

In this graphic novel, a curious boy and his fearful dog take readers on a series of incredible adventures through a world teeming with fantastical settings and characters. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Kazu Kibuishi

Genre: Fantasy

Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: using your imagination; exploring fantastical places

Making Connections: Text to Text

Discuss what students know about graphic novels. Point out that many graphic novels are fantasy stories.

Extend the connection by inviting students to describe fantasy tales they have read or heard. Ask: *What do many graphic novels and fantasies have in common? What makes them successful? Why do people like to read them?* Tell students they will read a series of stories in which the main characters go on adventures throughout a fantastical world.

For more information about Kazu Kibuishi's work, see http://www.boltcity.com/workshop/copper_tutorial/.

Vocabulary

Essential Words: adventure, dog, fantasy, friends, fun, imagine, scared, travel, worried

Related Words for Discussion: beautiful, creature, imaginative, scary, unreal, world

Genre/Text Type

Fantasy/Graphic Novel Remind students that a fantasy is a story that could not happen in the real world. The illustrations and their use in the storyline add to the story's fantastical and often surreal quality.

Supportive Book Features

Text The graphic treatments of the stories will make it easy for students to visualize the characters and the action. Many students will be familiar with the graphic form.

Vocabulary Students will be familiar with most of the vocabulary. Context clues will help them figure out unfamiliar vocabulary, such as *sedated* on page 7 and *precarious* on page 9.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Single-page stories are interspersed with longer tales. Point out that students need to pay attention to changes in the titles at the top of the pages and note when a new story begins. Also point out the differences in the panels. Some panels show what is happening within the story, and some panels show what the character is thinking.

Content This fantasy features extraordinary and unreal events and characters, but students will still be able to relate to the main characters. Suggest that students apply what they know about real people to the fantastic characters as they read.

ELL Bridge

Have students work in small groups and act out scenes from the graphic novel, using gestures and pantomime along with the dialogue to convey meaning. For example, have students read aloud and then act out a single page story, such as "Racing Shrimp," to gain a greater understanding of how the images and text work together to tell a story.

LEVEL P

Developing Comprehension

Thinking Within the Text

Have students name adjectives that describe Copper and his dog, Fred. Use their responses to create a Venn diagram on a chart or on the board. Then have students identify examples from the stories that illustrate each character's traits. Ask: *How can you tell Copper is imaginative? How do you know Fred worries a lot?*

Thinking Beyond the Text

Have students discuss how the visuals in Copper contribute to the fantastical nature of the graphic novel. Ask: *Why is a graphic novel an effective text type for a fantasy tale? What advantages does a graphic novel have over a chapter book for a fantasy?*

Thinking About the Text

Review with students the author's Introduction and the Behind the Scenes section at the end of the book. Ask students why they think the author included these pages. Ask: *What is the purpose of the Introduction? Why did the author include it? What did you learn from the Behind the Scenes section? How did this information affect your understanding and appreciation of this graphic novel?*

Understanding Text Structure

Help students understand how variations in the lines around the graphic panels indicate changes in the narrative of a graphic story.

- Have students look at the panels at the bottom of page 48 and the top of page 49. Ask: *What is happening in these panels? How are the lines around these panels different from the lines around other panels?* Explain that the jagged lines indicate that the images in these panels show things and places the characters are thinking about, not what they are doing. Have students point out similar examples in the rest of 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

Onomatopoeia

Remind students that onomatopoeic words, such as *Whoaaaa*, are often spelled the way they sound. Graphic novels rely heavily on onomatopoeia to provide sound effects in the story.

- Have students turn to page 16 and find the word *Aaaaaah!* Ask: *Is this a real word? Why is it spelled this way? What does the word show us?*
- Have students find additional words that spell out sounds, such as on pages 55–61.

Developing Fluency

Read page 32 to model phrasing of sentences with commas. Have students follow along and then do a choral reading.

Oral Language/Conversation

Talk About Fantasy Worlds Lead a discussion about the places and characters that are found in fantasy tales and why they appeal to readers.

Extending Meaning Through Writing

- Have students write a description of one of the places shown in the book. **(Descriptive)**
- Have students write their own fantastical adventure in a series of graphic panels. **(Narrative)**

Connecting to Everyday Literacy

Explain that newspapers and magazines often print reviews of new books like Copper. To link students to real-world persuasive text, share with them a review of a children's book. Ask: *What is the purpose of a book review? How does the writer try to convince readers to read, or not to read, this book?* For more persuasive text, go to <http://www.kidsreads.com/reviews/9780545098939.asp>. Read a book review about Copper.

Gooseberry Park



Summary & Standard

Kona, a Labrador, risks his health and safety to save Stumpy the squirrel and her babies in an ice storm. Murray the bat and Gwendolyn the hermit crab lend support. Students will appropriately identify the theme or author's message in a grade-level appropriate text.

Author: Cynthia Rylant

Genre: Fantasy

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: going to great lengths for a friend; finding friendship in unlikely places

Making Connections: Text to Self

Invite students who have multiple pets to describe how the animals interact and get along. Invite students who don't have pets to name two pets and tell how they think they would interact. Extend the connection by explaining that the animals in the story are good friends. Ask: *What qualities make a good friend? Has a friend ever done something extra special for you? What was it? Has a friend ever taken risks to help you?*

For additional teaching ideas and resources, see <http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=282&id=1502>.

Vocabulary

Essential Words: conviction, instinct, noble, nocturnal, plucky, profound, sarcasm

Related Words for Discussion: dependable, loyal, respect, risk, safety, trusting

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 The chapters have descriptive titles and most take place in either Professor Albert's home or Gooseberry Park. The black-and-white drawings help students visualize the setting and characters. The story is told in chronological order except for one flashback.

Content Though the characters are animals, they talk and act like people, and students should recognize the qualities of true friends in them. The narration is often humorous and lighthearted.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Explain to students that Chapter Three is a flashback that goes back a few years, telling about when Gwendolyn and Kona came to live with Professor Albert and how Kona met Stumpy.

Vocabulary The story uses quite a few challenging vocabulary words. Help students use context clues to understand unfamiliar words, such as *echolocation* (page 27), *subtle* (page 31), and *abrasion* (page 64).

ELL Bridge

Discuss words that describe a good friend, such as *loyal*, *trustworthy*, *patient*, *kind*, and *dependable*. Help students with the meaning and pronunciation of each word. Then have students use the words in sentences. Provide a sentence frame for those who need help: *My friend _____ is a good friend because he/she is _____.*

Developing Comprehension

Thinking Within the Text

Discuss how the animal characters act like people. Ask: *Which of the four animal friends do you find the most believable? The least believable? The funniest?* Have students base their answers on the text.

Thinking Beyond the Text

Remind students that the story is about friendship. Ask them to identify characteristics of their own friends. Ask: *What do you have in common with your friends? What differences do you and your friends have?* Then discuss whether students consider their pets to be friends. Ask: *How might a pet be as good a friend as a person?*

Thinking About the Text

Have students discuss the relationship between most dogs and squirrels. Then have them consider why the author chose to write a story about close friends using animals that normally do not get along. Ask: *What might the author be trying to tell the readers about being open to new friendships?*

Summarizing

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

- After reading Chapter One, model summarizing the chapter. Say: *Stumpy the squirrel is building a new, clean nest because she is expecting babies soon.*
- For Chapters Two–Ten, discuss the main idea after reading each chapter. Have a volunteer retell the chapter in a few sentences. Then as a group practice shortening the retelling to a summary of a sentence or two. Encourage students to write the summary for each chapter.
- Have students write their own summaries for Chapters Eleven–Nineteen.

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

Compound Words

Explain that a compound word is a word that is made up of two smaller words to express one idea. Recognizing the smaller words in a compound word can make the word easier to read and sometimes provide clues to its meaning.

- Write *everyone* on the board and model identifying the two smaller words and using those words to find the word's meaning.
- Then have students find other compound words in the book, such as *halfway* (page 20), *afternoon* and *nightfall* (page 117), and *housekeeping* (page 129). Have students identify the smaller words in each word.

Developing Fluency

Model fluent reading of pages 23–26 expressing the characters' feelings in the dialogue. Then have groups of students take the roles of Murray, Stumpy, and the narrator and practice the passage until they can read expressively and smoothly.

Oral Language/Conversation

Talk About Friends Discuss what being a true friend means. Ask: *What kinds of risks did the characters in the story take to help their friends?*

Extending Meaning Through Writing

- Have students write a description of their favorite of the four animal friends and tell which character's qualities students admire most. (**Descriptive**)
- Have students write a newspaper article about the damage done to Gooseberry Park by the ice storm. (**Expository**)

Connecting to Everyday Literacy

Kona can't find Stumpy after the ice storm. When people lose a pet, they sometimes make posters to get people to help them find their missing pet. To link students to real-world procedural text for making missing pet posters, go to <http://www.missingpetpartnership.org/recovery-posters.php>. Read and discuss the steps.

Happy Burger



Summary & Standard

In need of money to take his date to the dance, Scott takes a job at a fast-food restaurant. This amusing play shows that even the best of plans can sometimes take an unexpected turn. Students will comprehend basic plots of a variety of fiction genres.

Authors: Chuck Ranberg and Patrick Daley

Genre: Realistic Fiction

Text Type: Play

Word Count: 250+

Theme/Idea: making the most with what you have been given; working hard for something you want

Making Connections: Text to Self

Talk with students about the different ways that kids can earn money. Ask students to name the kinds of jobs teen friends they know or teen family members have had.

Extend the connection by explaining that in *Happy Burger*, the main character needs money to take the girl of his dreams to a school dance. To earn money, he takes a job he is less than thrilled about. Ask: *What kinds of things can kids your age do to earn money? What kind of work might you like to do when you are older?*

For information on kids investigating jobs, see http://www.kids.gov/k_5/k_5_careers.shtml.

Vocabulary

Essential Words: afford, career, employee, finances, refund, romantic

Related Words for Discussion: acceptance, fulfill, politeness, superficial, unfortunate

Genre/Text Type

Realistic Fiction/Play Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. This play format includes real-world dialogue.

Supportive Book Features

Text The play features a list of characters and nine short acts. Each act begins with a head note that gives clues about what is to come. Two acts include boxed text that encourages students to make predictions and ask questions that go beyond the text.

Vocabulary Most of the vocabulary is easy to read and understand. The dialogue is informal and contains terms and phrases familiar to many students.

Praise students for specific use of “Behaviors to Notice and Support” on page 111 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Point out to students that they will need to pay attention to which character is speaking. The settings for each act are not described, so readers must use context clues to figure out where each act takes place.

Content The dialogue includes side comments by the narrator. The role of the narrator may confuse some students. Unlike in many plays where an omniscient narrator tells the story, this narrator is a grown-up Scott reminiscing about what happened when he was a teenager.

ELL Bridge

Point out the italicized words in parentheses within the play, such as *interrupting* (page 3); *whispering* (page 8); *nervously* (page 11); *speaking fast, continuing, pause* (page 12); *in a French accent* (page 15); *faking being nice, embarrassed* (page 16); and *angry* (page 18). Discuss the meaning of each word and, together with students, act it out to ensure understanding.

Developing Comprehension

Thinking Within the Text

Ask students why Scott took the job at Happy Burger. Ask: *Did Scott reach his goal at his job? Does the play have a happy ending? Why or why not?*

Thinking Beyond the Text

Ask students if they think Scott was right or wrong to have his outburst at the customer. Ask: *Do you think Scott should have controlled his temper, or do you think he was justified in defending Carol at work? Did you learn a lesson from what happened to Scott that you might apply to a real job situation in the future?*

Thinking About the Text

Ask: *Why do you think the authors used a play format instead of a story format? What does a play format add to the story? Are you able to visualize the play as well as you would a story? Do you think you would enjoy the play more if you saw it acted out?*

Making Predictions

Tell students that good readers use clues from the text 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 Act 1, pages 3–5. Ask students to predict what will happen next. Tell students that once their prediction is confirmed or disproved, they should make another one. Guide students to confirm or disprove their predictions at the end of each act and make a prediction for the next act they will read.
- Have students make additional predictions by answering the questions in the box at the end of Act 6 (page 16).

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 Suffix -ly

Help students focus on base words to read words with the suffix *-ly*. Explain that adding this suffix to the end of an adjective changes the word to an adverb.

- Ask students to find the word *definitely* on page 5. Have them find *definite* in *definitely* and explain what each word means.
- Repeat this process with the words *seriously* (page 5), *friendly* (page 8), *nervously* (page 11), *exactly* (page 13), and *politely* (page 17).

Developing Fluency

Assign different roles to groups of students for a Readers Theater. Suggest they practice reading their parts several times until they read the dialogue fluently. Allow groups to present to the class.

Oral Language/Conversation

Talk About Lessons Learned Discuss what Scott learned at his job. Invite students to share lessons they have learned from a task they didn't want to do.

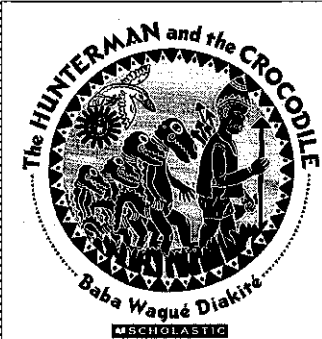
Extending Meaning Through Writing

- Have students draw a sketch of and write a description of the Happy Burger restaurant. (**Descriptive**)
- Have students write a letter to Mr. Hennings from Scott asking for his job back. (**Persuasive**)

Connecting to Everyday Literacy

Mr. Wheeler gives Scott the newspaper to help him find a job. To link students to real-world expository text, share a classified ad for a job and discuss what information is found in the ad. Ask: *What would you want to know before applying for a job?* For more examples of help wanted ads to read and discuss, visit http://www.scholastic.com/staysmart/pdf/g7_d20_reading.pdf.

The Hunterman and the Crocodile



Summary & Standard

In this West African folktale, a hunter and a crocodile match wits for survival. Along the way, the hunter learns some important lessons. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Baba Wagué Diakité

Word Count: 250+

Genre: Folktale

Theme/Idea: understanding right and wrong; valuing the Earth

Text Type: Picture Book

Making Connections: Text to Text

Students will probably know folktales in which one character is tricked by another. Invite them to tell about a folktale they know.

Expand the connection by explaining that folktales are fictional stories that have been passed down orally through generations. Sometimes the same folktale is popular in different countries with slight changes. Tell students that folktales may include talking animals and may teach a lesson.

For additional teaching ideas and resources on folktales, see http://teacher.scholastic.com/writewit/mff/folktaleshop_index.htm.

Vocabulary

Essential Words: consideration, crocodile, harmony, intervene, predicament, sympathy

Related Words for Discussion: guilt, moral, promise, relationship

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 placement of text on the left-hand page and the accompanying illustration on the right-hand page gives the book a crisp, clean feel. The author's note and a list of similar folktales at the end of the book provide additional worthwhile information for readers.

Content The reaction of the animals to Donso the Hunterman's predicament provides a good springboard for discussion about how humans treat our planet.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out to students that dialogue is often embedded within a paragraph. Tell students to look for quotation marks and character tags to determine who is speaking and what they are saying in the story.

Vocabulary Help students understand vocabulary that sets the scene for the story, such as *pilgrimage*, *Mecca*, and *baobab tree* on page 2 and *bush* on page 4. (Note: Book pages are not numbered. Page 2 begins with: *There was a time...*)

ELL Bridge

On cards, write action words or phrases from the book, and the page numbers on which they appear—for example, *stacked* and *hoisted* (page 8) and *ruffling her feathers* and *scratching up dust* (page 16). Read the cards with students and then read the sentences containing the words or phrases. Discuss meanings. Hold up a card and have students act out the verb or verb phrase.

Developing Comprehension

Thinking Within the Text

Have students discuss the interaction between Donso and the cow, horse, chicken, and mango tree. Ask: *Why does each refuse to help Donso? What lesson does their refusal teach?*

Thinking Beyond the Text

Tell students that there are many versions of this story throughout the world. Explain that though different countries often use different animals in the folktale, the lesson is the same. Ask: *Why do you think this folktale has such worldwide appeal? Can the moral of the story still apply today? Why?*

Thinking About the Text

Like all folktales, this story was relayed orally for generations, but an author decided to record it in writing. Discuss why the author of this book might have chosen this story to turn into a book. Ask: *Why is it important to write down stories that are usually told orally?*

Recognizing Sequence

Remind students that the order in which things happen in a story is called the sequence. Explain that each event leads to the next. Keeping track of the sequence helps readers remember and understand the story. Ask:

- *What had happened at the beginning of the story to enable the hunterman and the crocodiles to meet?*
- *What happened next to cause the hunterman to beg for help from passersby? Why didn't those characters feel guilty when they refused to help?*
- *Who did the hunterman meet next? How did Rabbit help him?*
- *How did the crocodiles end up helping the hunterman at the end of 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

Onomatopoeia

Remind students that onomatopoeic words imitate the sounds they are describing. Point out that this story uses many onomatopoeic words to show sounds some of the characters make.

- Have a volunteer read aloud the last sentence on page 12. Ask students which words stand for sounds (*dingi-donga, dingi-donga, dingi-dongo*). Point out that in this story onomatopoeic words are italicized.
- Repeat the procedure on pages 14, 16, and 18. Discuss what the words add to the story.

Developing Fluency

Model fluent reading of a passage that includes onomatopoeia, using proper pace, intonation, and pauses. Then have students echo-read after you.

Oral Language/Conversation

Talk About the Moral of a Folktale The moral of a story is the lesson the reader learns from it. Discuss the moral of this folktale.

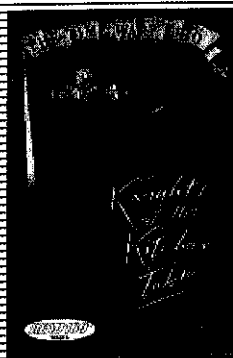
Extending Meaning Through Writing

- Have students write a different ending for the story. Tell students they may include the same or a different moral for the tale. **(Narrative)**
- Have students write examples of ways the hunterman can make amends to the natural world and can better treat the animals and plants he encountered by the river. **(Expository)**

Connecting to Everyday Literacy

This folktale reminds us of the importance of living in harmony with nature. To link students to real-world persuasive text, share a poster that encourages caring for the environment. Ask: *Why is it crucial to protect the Earth? What are some ways you can help?* For more examples of persuasive text, go to <http://www.gogreeninitiative.org/content/WhyGoGreen/>.

Knights of the Kitchen Table (The Time Warp Trio)



Summary & Standard

In this adventure story, three friends are transported back to the time of King Arthur and the Knights of the Round Table. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Jon Scieszka

Genre: Adventure

Text Type: Series Book

Word Count: 250+

Theme/Idea: using brains instead of brawn; being careful what you wish for

Making Connections: Text to Text

Students may have heard of King Arthur and his knights, but they might be unfamiliar with details of the Arthurian legends. Explain that the legends are more than a thousand years old and that many versions exist.

In the most well-known versions of the legends, the young Arthur pulls a sword from a stone. The wizard Merlin believes this feat proves that Arthur is meant to be king. As king, Arthur marries the beautiful Guinevere and founds the Knights of the Round Table.

For information about the Arthurian legends, visit <http://www.kingarthursknights.com/>.

Vocabulary

Essential Words: armor, dungeon, enchanters, lance, magnificent, shuffled, visor, weird

Related Words for Discussion: hero, legend, mythology

Genre/Text Type

Adventure/Series Book Remind students that an adventure is a made-up story with characters involved in exciting and often risky situations. In this series book, students get to know characters they can then follow in other stories.

Supportive Book Features

Text Chapters are short. Illustrations provide some text support and reduce the density of text.

Vocabulary Students will likely be familiar with most of the book's vocabulary. The range of vocabulary is limited, as the author uses certain words multiple times in the course of the story.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The text makes use of dashes and ellipses. Explain that dashes usually indicate a pause or a break in thought, and ellipses can indicate a pause in speech or an unfinished thought. Model reading sentences with this punctuation.

Content The structure of the opening chapters may be confusing for some students. In the first chapter, the three friends—Joe, Sam, and Fred—face the Black Knight. The second chapter features a flashback explaining how the friends arrived in the Middle Ages. Explain the concept of flashback to students, and help them clarify the sequence of events. Point out that when the story ends, the friends return to the same moment that they disappeared from.

ELL Bridge

Review the conventions of dialogue with English language learners. Explain that it is important that they know who is speaking because the characters from the Middle Ages speak differently from the three friends. As students read, help them decipher the antiquated speech, and point out instances in which the narrator translates this speech for his friends.

Developing Comprehension

Thinking Within the Text

Have students explain how the friends defeat the Black Knight, Bleob the Giant, and Smaug the Dragon. Ask: *How do the friends defeat enemies who are so much bigger than they are? How are the friends' attempts to defeat the enemies different from those of Arthur's knights?*

Thinking Beyond the Text

Remind students that the people the friends meet are characters from the Arthurian legends. Ask students whether they know of any other modern books, graphic novels, or films that are based on these legends. Ask: *What other legends are you familiar with?*

Thinking About the Text

Discuss the different styles of speech in the story—the antiquated speech the knights use and the modern speech the boys use. Point to the last paragraph on page 3 and ask: *Why do you think the author has the knight speak this way?* Have students read page 21 and discuss how the knights have an equally difficult time understanding the boys' speech. Ask: *How does this make the story seem more realistic?*

Making Inferences

Remind students that often they can figure out more than the text states by making an inference, or educated guess. Explain that the writer does not tell the reader everything that happens. By using details from the story as well as prior knowledge, readers can make inferences about missing information.

- Have students read the dialogue between Joe and Fred on page 2. Guide students to infer what has happened to the friends and how. Ask students what information they used to make their inferences.
- Have students read the dialogue between Joe and his mother on page 9. Ask: *What happened with the hat and the rabbits?*

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

Adverbs

Explain that adverbs describe verbs. Adverbs can tell when, where, and in what way an action occurs. Point out that many adverbs end in the suffix *-ly*.

- On the board, write this sentence from page 16: *The Black Knight waved his lance weakly over our heads*. Underline the adverb *weakly*, and explain that it describes the way the Black Knight waved his lance.
- Ask students to find *slowly* on page 16. Ask them what verb the adverb describes and what it tells about the verb.

Developing Fluency

Organize students in pairs, and have partners take turns reading aloud the first three paragraphs on page 35. Encourage students to read expressively and change their intonation to differentiate between the dialogue and the narration.

Oral Language/Conversation

Talk About Legends Have students think about how legends are created and passed on through centuries. Ask: *How do stories become legends?*

Extending Meaning Through Writing

- Have students write a legend about someone they know or an invented character. **(Narrative)**
- Have students write a review of the book explaining why they did or did not like it. **(Persuasive)**

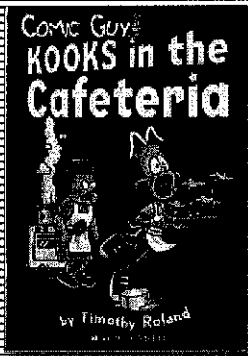
Connecting to Everyday Literacy

Remind students that the setting and characters in the story are based on legends that have existed for centuries. To link students to real-world expository text, share an encyclopedia entry about King Arthur or the Arthurian legends. For more examples of expository text, go to <http://www.historyforkids.org/learn/medieval/literature/roundtable.htm>.

All rights reserved. *Knight of the Kitchen Table: The Time War* (TM) by Lane Smith. Text copyright © 1991 by Lane Smith. Illustrations copyright © 1991 by Lane Smith. Published by Scholastic Inc. and Scholastic Teaching Resources.

Kooks in the Cafeteria (Comic Guy)

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

What could be worse than eating school cafeteria food? Working in the school's cafeteria! This book is part of the Comic Guy series. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Timothy Roland

Genre: Realistic Fiction

Text Type: Series Book

Word Count: 250+

Theme/Idea: finding humor in disagreeable situations; writing comic strips

Making Connections: Text to Text

Many students will be familiar with the expression *Look on the bright side*. Ask students if they agree with this advice. Encourage them to explain why or why not. Point out that the character in this book decides to look on the bright side when things go wrong.

Extend the personal connection by asking students to explain how they handle various predicaments. Ask: *Do you ever try to find something humorous, or funny, in an otherwise unpleasant situation? How might this help?*

For ideas about using humor in the classroom, see <http://teacher.scholastic.com/writeit/humor/teacher/humorwriting.htm>.

Vocabulary

Essential Words: challenges, circumstances, investigate

Related Words for Discussion: actions, choices, consequences

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.

ELL Bridge

Encourage students to create a glossary for the various idioms used throughout the story. Say: *An idiom is an expression that does not mean exactly what it says*. Have students read the comic strip at the top of page 23. Say: *Miss Beany is asking for help, but Guy starts to clap. That's because the idiom to give a hand can mean "to help" or "to clap."* Assist students in identifying and defining other idioms, such as *cut down to size* (page 45) and *full of baloney* (page 53).

Supportive Book Features

Text The story is told in twelve short chapters that students will be able to read quickly. Comics and playful illustrations provide support for much of the text.

Content Students will relate to the narrator's exclamations of "It isn't fair!" as well as the situations he faces—feeling bored in math class, having to eat unappealing cafeteria food, and encountering the school bully.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most students will enjoy the story's combination of comic strips, newspaper articles, and narrative text. However, some students may find the variety of texts confusing. Tell students not to skip over the comic strips or articles, as they add information to the story.

Vocabulary Read aloud the book's title and remind students that *kooks* means "strange people." Point out that this is a play on the word *cooks*. Although many words and expressions are illustrated, you may need to explain various figures of speech and define terms such as *cavalry* (page 24).

LEVEL P

Developing Comprehension

Thinking Within the Text

Discuss how Guy has to do math problems when he makes chocolate pudding, tuna surprise, and “baloneyburgers.” Ask students to describe how each dish turns out and to explain how Guy’s math hurts or helps the meals.

Thinking Beyond the Text

Have students reread the last two paragraphs on page 13. Say: *Guy tells Molly that he needs to look on the funny side. What does this tell you about Guy? Do you think this helps him when he faces a difficult situation? Explain.*

Thinking About the Text

Talk about the newspaper articles that appear throughout the story. Ask: *Why do you think the author tells part of the story through these articles? Have students review the headlines for each article (pages 12, 33, 53, and 86). Ask: How do the headlines get your attention? Do they make you want to read the article? Why?*

Understanding Comic Strips

Explain to students that a comic strip contains characters, setting, and plot. It can tell a story on its own or add information to a text. Since a comic strip is typically very short, the writer includes only the most important information.

- Have students turn to page 16 and ask them to read the comic strip. Ask: *Who are the characters in this comic strip? Where are they? What does this comic strip tell you about Guy and Molly’s friendship? Why do you think Guy tells this information in a comic strip instead of in the narrative text?*
- Ask students to read the comic strip at the top of page 25. Point out the expression on Miss Beany’s face in the second frame. Say: *A comic strip may not need to use words to tell you a character’s thoughts or feelings. How does this illustration let you know what Miss Beany is thinking?*

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

Figurative Language: Similes

Remind students that a simile is a figure of speech that compares two unrelated things. A simile uses the words *like* or *as* to make a comparison.

- Have students turn to page 25 and read the following description of Miss Beany: *She scampered across the kitchen like a nervous hen.* Ask: *What comparison does this simile make?*
- Challenge students to find the simile on page 38 (*buzzing like a bee*) and on page 48 (*squawking like a rooster at sunrise*). Ask students to identify the person each simile describes and explain what it tells about those characters.

Developing Fluency

Have students read a favorite scene from the story to a partner. Encourage them to continue reading several times until they read the passage fluently.

Oral Language/Conversation

Talk About Consequences Guy must work in the kitchen after he falls asleep in class. Discuss how Mrs. Wolf’s actions lead to similar consequences.

Extending Meaning Through Writing

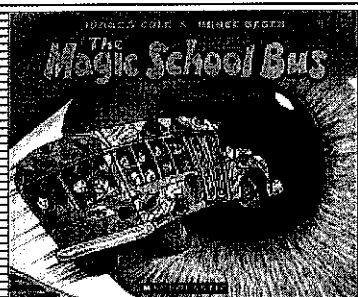
- Have students create a comic strip that narrates a humorous experience they have had. (**Narrative**)
- Ask students to rewrite Guy and Molly’s discovery on page 68 as a newspaper article. (**Expository**)

Connecting to Everyday Literacy

To link students to real-world procedural text, show them the “Creating Comic Strips” section at the end of *Kooks in the Cafeteria*. Say: *A procedural text can tell important steps with words or show them with pictures.* For more procedural text, go to <http://www.activitytv.com/511-number-toon-bat-and-baseball>.

The Magic School Bus Explores the Senses

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

This book is part of the Magic School Bus science series. Ms. Frizzle's students climb on board for an up-close exploration of the senses. Students will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Joanna Cole
Genre: Informational Text
Text Type: Series Book

Word Count: 250+
Theme/Idea: learning about the senses; having an adventure

Making Connections: Text to World

Many students will be familiar with the Magic School Bus series. Invite students to share what science facts they have learned from the series. Extend the real-world connection by telling students that they will learn about the senses. Point out that some scientists no longer refer to only five senses but now count up to 20 senses in humans and animals combined (page 44). Ask students to share what they know about the five senses.

For simple science experiments related to the Magic School Bus series, go to <http://www.scholastic.com/magicschoolbus/games/experiments/index.htm>.

Vocabulary

Essential Words: cells, molecules, nerves

Related Words for Discussion: discover, experience, explore, investigate, research

Genre/Text Type

Informational Text/Series Book Remind students that informational text gives facts about a topic. In this informational series book, students get to know characters they can then follow in other books.

Supportive Book Features

Text Information is presented in both narrative and informative text. Illustrations, including diagrams, support the science content.

Content Students will likely enjoy learning scientific information by reading a narrative that combines fun and facts.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may find the variety of texts confusing. Guide students to read the narrative text as they would any other book. Point out that they should also read the labeled diagrams, student reports and speech bubbles, and enjoy the wordplay, jokes, and optical illusions included in the book.

Vocabulary Students may be unfamiliar with some of the science terms. Encourage them to start a science glossary and to write down any new words. Have students consult a classroom dictionary and record the definitions in their glossaries.

ELL Bridge

Guide students to understand that a pun is a humorous use of words that may have more than one meaning. First, explain that a catastrophe is an unfortunate event. Then, have students turn to page 40 and read the speech bubble that says *What a catastrophe!* Point out that *cat* is underlined for emphasis. This is a pun because the cat in the picture is saying the word. Have students read the book covers on page 28 and discuss the puns in the authors' names.

LEVEL P

Developing Comprehension

Thinking Within the Text

Ask students to start a KWL chart about the senses before they begin reading and to complete it when they finish the book. Students should label the columns *What do I know?* *What do I want to find out?* and *What did I learn?*

Thinking Beyond the Text

Read aloud the student reports on pages 8 and 9. Ask: *Which senses do you think are the most important? Why?*

Thinking About the Text

Have students reread pages 46 and 47. Tell students that the science lessons in the book are accurate, as the character on page 47 points out: *Yes, the science is real.* Ask: *Why do you think the author includes "The Song of What's Wrong?" Do you like the mix of fantasy and reality in this book? Explain.*

Using Diagrams

Explain to students that a labeled diagram is an illustration that shows the parts of something and has labels that name the parts. Point out that science texts often include labeled diagrams.

- Ask students to look at the diagram on pages 14 and 15. Ask: *What is labeled in this diagram? (the parts of the eye) Why do you think the author includes this diagram? How does it help you understand the eye?* Point out that the author also includes a humorous label for the school bus driving through the eye.
- Have students look for other diagrams in the book. Encourage students to explain what is labeled and how the information assists them in understanding the science topic presented in the text.

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 a syllable is a word part with one vowel sound. Students can break down a long word into syllables to help them read it.

- Write *assistant* (page 9) on a chart or on the board and model reading it as you divide it into syllables (as-sis-tant). Have students repeat each syllable sound and then blend them together.
- Repeat with *translating* on page 15 (trans-lat-ing) and *optical* and *illusions* on page 19 (op-ti-cal; il-lu-sions)
- Ask volunteers to find other multisyllabic words to break down.

Developing Fluency

Model for students how to pronounce science terms, such as *cerebral* on page 18. (suh-REE-bruhl) Say a word and have students repeat it. Then read the sentence with that word and have students echo-read it.

Oral Language/Conversation

Talk About Learning Talk about how Ms. Frizzle's class learned about the senses. Discuss how students can learn through exploration.

Extending Meaning Through Writing

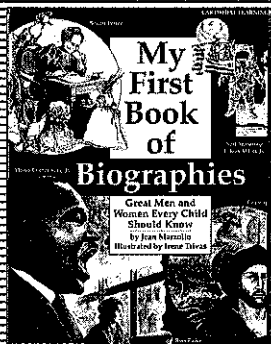
- Have students write a short report on one of the senses based on what they read. **(Expository)**
- Invite students to write a paragraph about a science adventure they would like to take on the Magic School Bus. **(Narrative)**

Connecting to Everyday Literacy

Say: *Ms. Frizzle kept a list of things to do, as on pages 2 and 19. How do you think a to-do list could help you stay organized?* To link students to real-world procedural text, show them a to-do list. For more procedural text, go to <http://www.scholastic.com/kids/homework/todo.htm>. Have students follow the directions to make a to-do list.

My First Book of Biographies: Great Men and Women Every Child Should Know

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

The stories of forty-five men and women whose accomplishments influenced the world include people from many different times and places, and with different talents. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Jean Marzollo

Word Count: 250+

Genre: Biography

Theme/Idea: making the world a better place; working hard to accomplish goals

Text Type: Picture Book

Making Connections: Text to World

Mention to students that there are people in their city or town who work hard to make life better for everyone. Give an example. Then ask: *Who else works to make our community a good place to live? What kinds of things do people do to influence the community and the world?*

Extend the real-world connection by pointing out that there were many people in the past whose accomplishments we still admire today. Ask: *Who are some leaders, inventors, artists, or other famous people from the past that you can name? What did they do?*

For more information, see <http://www.americaslibrary.gov/aa/index.php>.

Vocabulary

Essential Words: college, genius, powerful, published, scientific, slave

Related Words for Discussion: create, improve, invent, resources, solution

Genre/Text Type

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

Supportive Book Features

Text The biographies in this book are presented in alphabetical order. Each page of text begins with the subject's name, followed by the year of his or her birth and death. A main idea sentence about the person appears in large type and helps readers make predictions and tap knowledge.

Content Though many biographies are featured, they are succinct and call attention to humankind's potential for greatness in an engaging fashion. Students will be familiar with some biographies and have a pleasant introduction to others.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some of the biographies include quotes from the subjects. These may be difficult for students to understand because of the level of the language. Provide support for paraphrasing and discussing them.

Vocabulary Some vocabulary may relate to a specialized subject, such as *slugger* and *hurdled* in "Babe Didrikson Zaharias." Other terms refer to items from the past, such as *telegraph* and *phonograph* in "Thomas Alva Edison."

ELL Bridge

Help students pick out key facts from each biography using a main idea table. Write the main idea sentence from the top of each page of text on the board or on chart paper. Read the main idea. Guide students in identifying key facts for you to record in pictures, words, and phrases under the main idea.

LEVEL P

Developing Comprehension

Thinking Within the Text

Review the biographies by asking riddles using facts students have read. For example: *I was a famous painter. I painted the Mona Lisa. Who am I?* After presenting several riddles, invite volunteers to make up riddles for the class.

Thinking Beyond the Text

Demonstrate choosing two subjects that are similar in some way and then comparing and contrasting them. Say: *Beatrix Potter and Gabriela Mistral were both writers. Potter wrote children's stories. Mistral wrote poetry. Identify other similarities and differences. Then have partners select two subjects from the book to compare and contrast.*

Thinking About the Text

Tell students to turn to page 9. Read the sentence in large type at the beginning. Say: *The author placed a main idea sentence at the beginning of each biography. How can the sentence help you get ready to read?* (It helps readers predict what the author will tell. It helps readers think about what they already know about the subject. It helps them form questions and look for answers in the text.)

Understanding Biography

Help students recall that biographies tell the true story of a person's life. The author tells important facts about the person and about what he or she did. The facts are usually presented in the order they happened.

- Revisit page 12. Ask: *What important facts does the author tell about the beginning of Carver's life? What was important about his time at Tuskegee Institute? What was important about Carver's interest in science?*
- Have pairs of students work together. Ask each partner to choose one biography and retell the important facts, in order, to his or her partner.

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

Context Clues

Remind students that they should look for context clues when they encounter an unfamiliar word. Point out that an author may give a synonym, an example, or an explanation.

- Have students reread the second paragraph on page 42. Ask: *How does the author help you understand the word declaration?* (She uses the synonym *statement* in the previous sentence.)
- Guide students to identify clues to the meanings of *hardships* (page 22), *complicated* (page 30), and *rebellious* (page 53).

Developing Fluency

Model reading paragraphs one and three on page 54. Focus on pronouncing the Spanish words. Ask volunteers to repeat those paragraphs.

Oral Language/Conversation

Problem Solver Ask students to think of a need or problem in their own community or the world. Discuss how they might help solve that problem.

Extending Meaning Through Writing

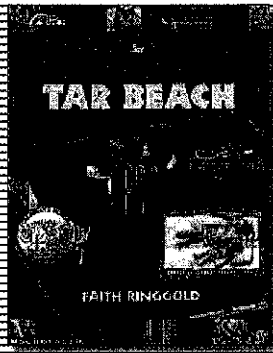
- Ask students to think of a special person they know and write a paragraph telling important facts about the person's life. (**Biography**)
- Ask students to write fact cards about some of the people in the book. Tell them to create a game using the cards and write directions for playing it. (**Procedural**)

Connecting to Everyday Literacy

Have students reread page 11 and identify what Rachel Carson did to persuade people to protect plants and animals. (wrote *Silent Spring* to alert people to dangers to the environment) To link students to persuasive text, ask: *What are some facts Carson used to persuade people?* For persuasive text about protecting the environment, go to <http://library.thinkquest.org/J001156/forms%20of%20writing/formwriting.htm>.

© 2001 by Scholastic Teaching Resources. All rights reserved. My First Book of Biographies: Great Men and Women Ever. Illustrations by Jean Marzollo. Text copyright © 2001 by Scholastic Teaching Resources. Published by Scholastic Inc.

Tar Beach



Summary & Standard

Cassie Louise Lightfoot is an African-American/Native American girl who uses her imagination to fly above the reality of her Harlem home. She dreams about making life easier for her father and mother. Students will distinguish fantasy from reality.

Authors: Faith Ringgold
Genre: Fantasy
Text Type: Picture Book

Word Count: 250+
Theme/Idea: setting imagination free;
learning about African-American culture

Making Connections: Text to Self

Ask students how they keep cool on hot summer days and nights. Explain that at the time this story takes place, most people did not have air-conditioning, and sometimes people in cities would sleep in parks or on rooftops to escape the heat of their homes.

Extend the connection by saying: *The girl in this story wished to make life better for her family.*

Ask: *Are there things you wish for your family? How might you express those wishes?*

For information on the author and her art, see <http://www2.scholastic.com/browse/contributor.jsp?id=3566>.

Vocabulary

Essential Words: claimed, free, magical, marvel, possession, tar, union

Related Words for Discussion: dream, freedom, power, spirit

Genre/Text Type

Fantasy/Picture Book Remind students that a fantasy is a story that could not happen in the real world. The illustrations help the reader picture fantastical characters, settings, and events.

Supportive Book Features

Text Bold, brightly colored illustrations by the author depict the setting and action on each page. Text is always positioned near the bottom of the page. Beneath the text along the bottom of the page are photos of a quilt border, which the author made and on which this story originally was printed.

Vocabulary The language is generally on level, informal, and conversational, as an eight-year-old child would speak.

Praise students for specific use of "Behaviors to Notice and Support" on page 111 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some sentences are long and rambling to mimic Cassie as she tells her story aloud. Students may benefit by reading the story aloud as if they were telling the story themselves.

Content The Harlem setting and the experiences of African Americans in the mid-1900s may be unfamiliar to many students. Use the text at the back of the book to give background about the author and the time she lived. Explain that Cassie's last name, Lightfoot, is most likely from a Native American ancestor of hers.

ELL Bridge

Have students use the many illustrations not only to help them understand the story but also as prompts for developing concrete language. Ask partners to describe to each other what they see in each picture. Encourage them to name objects and describe details. Tell students to provide words for each other if necessary. Then help develop abstract language by asking students what they think it would feel like to fly. Supply this sentence frame for students to complete: *I feel free when I ____.*

Developing Comprehension

Thinking Within the Text

Have students name the characters in the story. Ask them to summarize what they know about each character by reading the text and looking at the illustrations.

Thinking Beyond the Text

Help students to infer that Cassie is using her imagination to fly above the rooftops and to draw conclusions about why she is doing so. Ask: *Is Cassie really flying? What is she using her power of imagination to do? Why? What does she hope for? Why does she want to "own" what she sees?*

Thinking About the Text

Have students analyze the conversational style the author uses to tell the story. Ask them to identify informal language and sentence structure such as: *I can fly—yes, fly. Me, Cassie Louise Lightfoot... and The next thing you know... Ask: Do you feel as if a girl about your age is telling the story?*

Using Picture Details

Remind students that a picture book uses illustrations along with the words to help tell the story. The pictures in *Tar Beach* are not only especially vivid and detailed, but they are also important to understanding the setting and the story. Ask students each of the following questions, and have them refer to the picture that helps them answer it:

- *What type of place does Cassie live in?*
- *Where is Tar Beach?*
- *Why is Cassie's father's job dangerous?*

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

Figurative Language

Remind students that sometimes a writer uses familiar words in an unusual way to compare two very different things. This use of words in this way is called figurative language.

- Point to the pictures of the family on the rooftop. Ask what things the author was comparing when she called the rooftop "Tar Beach." (a place to sit that is like a beach, but made of tar)
- Have students look at the picture of the bridge, and ask why Cassie says she can wear it like a giant diamond necklace. (The bridge sparkles like a diamond necklace and belongs to Cassie when she looks at it.)

Developing Fluency

Read each spread aloud to students with expression, modeling the conversational style. Have them read the spread after you.

Oral Language/Conversation

Talk About Freedom Ask students to discuss Cassie's words, *I can fly. That means I am free to go wherever I want for the rest of my life.*

Extending Meaning Through Writing

- Have students imagine that they can fly. Ask them to write a description of what they would see and do. (**Descriptive**)
- Ask students to write a letter to the author and illustrator Faith Ringgold telling her what they think about her book and art. (**Letter**)

Connecting to Everyday Literacy

Point out the photo on the left-hand page of the last spread. Explain that it is a quilt the author/illustrator made to tell her story. Note the text written on fabric strips near the top and bottom. To link students to real-world procedural text on how to make a quilt, go to www.craftsforkids.com/projects/tree_of_life.htm. Read through and discuss the directions for making the craft quilt.