

GUIDED READING PROGRAM

Text Types



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

- **All About Manatees**
- **Book Two: The Stonekeeper's Curse (Amulet)**
- **The Clue at the Bottom of the Lake (Cabin Creek Mysteries)**
- **Finding the Titanic**
- **LaRue Across America: Postcards from the Vacation**
- **Magic Pickle and the Planet of the Grapes**
- **Nothing Ever Happens on 90th Street**
- **Shrek!**
- **Stallion in Spooky Hollow (Animal Ark)**
- **The Tale of Anton Brown and Grace Hopper**

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All About Manatees



Summary & Standard

The manatee is a large warm-water mammal. Manatees swim in Florida waters all year round, but these gentle animals of the wild are endangered. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Jim Arnosky

Word Count: 250+

Genre: Informational Text

Theme/Idea: understanding manatee traits; recognizing people's effects on manatees

Text Type: Picture Book

Making Connections: Text to World

Ask students to share their thoughts and feelings about animals. Ask: *What do you think when you hear that an animal is endangered? How do you feel? What animals do you know that are endangered? Why are they endangered?*

Extend the real-world connection by discussing how people are involved in the endangerment of animals and how people might help save animals from endangerment.

For more information to share about manatees, including efforts to protect them, go to http://www.defenders.org/wildlife_and_habitat/wildlife/manatee.php.

Vocabulary

Essential Words: breathe, coexisting, endangered, harmless, mammals, propellers, vegetation

Related Words for Discussion: human, protect, responsibility

Genre/Text Type

Informational Text/Picture Book Remind students that informational texts give facts about a topic. This informational text includes illustrations that help inform the reader.

Supportive Book Features

Text An introductory page of questions about manatees can guide students' reading. Ask them to look for the answers to the questions as they read. Captions and labels provide added information about the illustrations.

Content Information about the manatee and detailed illustrations will appeal to students' interest in animals and endangered animals.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Text blocks, captions, and labels are placed at various positions on the page throughout the book. Model for students the order in which to read the text and features on a page.

Vocabulary Life science terms, proper nouns, and above-grade-level words, such as *coexisting*, *solitary*, *reclusive*, *aquatic*, and *congregate*, may cause some students difficulty. Encourage students to use context clues and to check their ideas in a dictionary.

ELL Bridge

Have students read along with partners. Encourage partners to discuss the illustrations as they finish reading each spread. Give ELL students language frames such as, "This manatee is ____." and "A manatee has ____." to foster the discussion.



Teaching Options

Developing Comprehension

Thinking Within the Text

Have students offer important details about the manatee's body and the way it lives. Then ask them to sum up these details in a main idea statement.

Thinking Beyond the Text

Have students discuss the ways people interact with manatees according to the book. Ask: *Is the way people treat manatees similar to the way they often treat other animals?*

Thinking About the Text

Ask students to consider other books they have read about animals. Have them discuss whether this book was as informative as others. Ask: *Did the author tell you what you wanted to know about manatees, or would you have liked more information? If so, what? How helpful were the illustrations?*

Understanding Comic Strips

Remind students that authors do not always state ideas directly. Sometimes readers must infer an idea. To make an inference, readers use what the author says and what they know to "read between the lines." To help students make inferences, ask questions such as the following on the appropriate pages. (Note: Book pages are not numbered. The title page is page 1.)

- Have student turn to page 25, the page with the map. Ask: *What is the greatest danger to manatees? What details help you infer this?*
- Then ask students to look at page 29. Ask: *How do some people feel about manatees? What details help you infer this?*
- Have students offer other examples of where they made inferences while reading.

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 when they come across a long, unfamiliar word, they can use context clues in the surrounding words, phrases, and sentences to try to determine its meaning.

- List the following words. Have students identify the context clues they can use to help them figure out the meaning of each: *coexisting* (page 9) and *solitary* (page 11).
- Continue with the following words: *congregate* (page 11), *exhaling* (page 16), *submerged* (page 16), *vegetation* (page 19), and *deter* (page 24).

Developing Fluency

Read sections of the book aloud to students and then have them read these sections aloud for you. Focus on sections with proper nouns and lengthy words, emphasizing how to pronounce these terms.

Oral Language/Conversation

Talk About Animals and Humans Ask students to discuss whether people have a responsibility to protect manatees and other animals.

Extending Meaning Through Writing

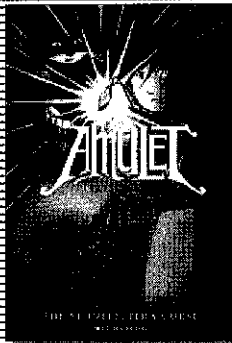
- Have students write a description of a manatee. Ask them to include what they think is the most interesting detail about the animal. (**Descriptive**)
- Have students write a letter to the editor to persuade people to help protect the manatee. (**Persuasive**)

Connecting to Everyday Literacy

A map in the text shows the migration paths of the manatee. To link students to real-world document text, show them a U.S. or world map. Have them locate the manatee's migration paths on this map. For more examples of document text in the form of maps, go to <http://www.factmonster.com/atlas/>.

Book Two: The Stonekeeper's Curse (Amulet)

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Summary & Standard

While seeking help for her ailing mother, Emily learns to harness the power of her amulet and of her destiny to help the people of Kanalis. Students will use pictures and context to assist comprehension.

Author: Kazu Kibuishi
Genre: Fantasy
Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: recognizing the dangers of power;
understanding one's destiny

Making Connections: Text to Text

Students may have read books or watched movies in which a hero must go on a quest to overcome the forces of evil. Invite students to share some of these books or movies and the events that occur during the struggle between good and evil.

Explain that *The Stonekeeper's Curse* is the second book in the *Amulet* series. It features some of the same characters from the first book, and the action picks up where the first book left off. Provide a quick summary of the first book for students, as necessary.

For more about the book series, see <http://www.scholastic.com/amulet/>.

Vocabulary

Essential Words: contagious, eventually, foretold, formidable, inheritance, potential, retain

Related Words for Discussion: destiny, fortuitous, inevitable, prediction, random

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 story line add to the story's fantastical and often surreal quality.

Supportive Book Features

Text Engaging illustrations guide students through this graphic novel format. The text appears as dialogue and sound words which, when coupled with the detailed illustrations, work together to tell the story.

Content The themes of a child overcoming adversity and of an evil group of characters preying on innocent people will be familiar for students.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The graphic novel format may confuse some readers. Make sure students understand the order in which to read panels on pages that combine horizontal and vertical layouts, such as on page 3.

Vocabulary While most of the vocabulary will be familiar, students may have difficulty with some of the expressions and phrasing. Be sure that students understand the meaning of English idioms such as *an extension of oneself*, *meddle with his kind*, and *shouldn't split up*.

ELL Bridge

Have students use the graphic novel's illustrations to retell parts of the story. Choose one of the multi-page illustrated sequences and call on students to retell that part of the story by describing what is shown in the pictures. Have students answer questions such as: *Who are the characters in this scene? What are they doing? What may happen next?*

LEVEL 9



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Developing Comprehension

Thinking Within the Text

Have students identify the main characters and their role in the story. Then ask them to identify the problems faced by Emily, her brother, and the people of Kanalis.

Thinking Beyond the Text

Invite students to discuss the book's ending and the problems that are still unresolved. Invite students to predict what will happen in the next book of the series. Ask: *How does the ending make you want to read the next book? Is it good that authors use this technique? Why or why not?*

Thinking About the Text

Have students note how the author distinguishes different types of text. Point out that regular dialogue is shown in speech bubbles and sound words are all capital letters. Have students identify how the "voice" of the amulet and Emily's thoughts compare to dialogue and sound words.

Drawing Conclusions

Remind students that to draw conclusions, they should combine related ideas from the story and decide on their meaning. Explain that drawing conclusions about a graphic novel's illustrations and text can help them understand and appreciate the plot. Model drawing conclusions by saying:

- On page 10, Miskit and Theodore are fixing breakfast just as Navin begins his piloting lesson. Over the next few frames, I see that things are being shaken up quite a bit by the moving house. On page 14, Miskit says that he hopes everyone likes their eggs scrambled. I can conclude that he says this because he had a hard time cooking while everything was shaking so much.
- On page 67, Leon says, "Oh no." After reviewing what has happened in preceding frames, I can conclude that Emily almost hits him with the force.

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

Understanding Idioms

Remind students that an idiom is a word or phrase with a meaning different from the literal meaning of its parts.

- Point out the expression *eyes on the road* on page 24. Guide students to use context to figure out the meaning of this phrase (pay attention).
- Have students use the same process to define *all walks of life* (page 28) and *mind your own business* (page 35).

Developing Fluency

Have small groups of students perform a Readers Theater presentation of pages 38–42. Remind students to use their voices and gestures to show characters' emotions.

Oral Language/Conversation

Talk About Destiny Discuss whether or not we are destined to do certain things and whether we have control over our own future.

Extending Meaning Through Writing

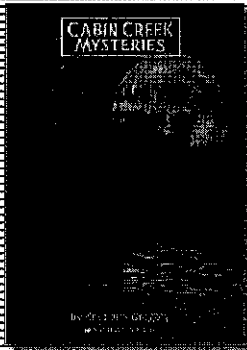
- Have students create a character web for a character in the story, including words and phrases that tell what he or she is like. (**Graphic Aid**)
- Have students select one of the scenic spreads and write a detailed description of the place. (**Descriptive**)

Connecting to Everyday Literacy

Have students compare the appearance of elves, representing evil, with that of the other characters. To connect students to real-world persuasive text, point out that advertising sometimes uses an image or mascot to sell products. Discuss advertisements that feature a mascot. Ask: *What characteristics does each mascot bring to mind? Why is this used to sell this particular product?* For examples of other images used in advertising, go to http://www.si.edu/encyclopedia_si/history_and_culture/Advertising_History.htm.

The Clue at the Bottom of the Lake (Cabin Creek Mysteries)

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Summary & Standard

This book is part of the Cabin Creek Mysteries series. Will cousins Jeff, David, and Claire solve the mystery of a suspicious bundle at the bottom of the lake? Or are they in over their heads? Students will read for personal fulfillment.

Author: Kristiana Gregory

Genre: Mystery

Text Type: Series Book

Word Count: 250+

Theme/Idea: solving a mystery;
solving problems

Making Connections: Text to Text

Students may be familiar looking for clues and solving a mystery. Ask: *Did you ever see an event or find something that you thought was odd or puzzling? Did you try to solve the mystery? How did you go about it?* Encourage students to discuss the importance of finding evidence to support their guesses, instead of jumping to conclusions.

Extend the connection by asking students to share mysteries they have read and to list some of the features of this genre, such as suspense. Tell students they will read a story about three cousins who try to solve a mystery.

For ideas about teaching the mystery genre, see <http://www2.scholastic.com/browse/unitplan.jsp?id=241>.

Vocabulary

Essential Words: inspected, suspicious, theory

Related Words for Discussion: ability, expertise, skill

Genre/Text Type

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

Supportive Book Features

Text The book is written with open line spacing and easy-to-read text. The chapters are short and often end with a comment or event that builds suspense. Detailed descriptions allow students to visualize what the characters look and act like.

Vocabulary Most of the text is written with on-level vocabulary. Context clues provide support for unfamiliar terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Speakers of dialogue are not always identified. Tell students to pay close attention to who is speaking and to reread the dialogue if necessary. Encourage students to use context clues to determine who is speaking.

Vocabulary Some of the characters speak informally and drop letters or use slang. Point out that an apostrophe replaces the missing letter or letters in *'bout*, *d'you*, *'em*, *goin'*, and *ol'*. Remind students that the words *gonna*, *gotta*, and *kinda* are casual ways of saying *going to*, *got to*, and *kind of*. You may need to define the acronym *ASAP* ("as soon as possible").

ELL Bridge

Guide students to use context clues when they encounter unfamiliar vocabulary. Have students turn to page 25 and read the sentence, *This was an alpine lake, filled by snow melting high in the mountains*. Say: *I want to know the meaning of the word alpine. I see that the phrase high in the mountains appears after the word. Alpine means "having to do with any part of a high mountain."* Encourage students to work with a partner and to use context clues to define other new vocabulary terms. Give help as needed.

LEVEL 9

Developing Comprehension

Thinking Within the Text

Ask students to summarize in chronological order the sequence of main events in the story.

Thinking Beyond the Text

Have students reread the last paragraph on page 14. Point out that David tells Claire a murder probably occurred. Ask: *Do you think David has enough evidence to say this? Why or why not?* Then ask students to reread page 21. Ask: *Do David and Jeff still think a murder might have happened? Why do you think they start to have their doubts? Do you think they are right to change their minds? Explain.*

Thinking About the Text

Point out that the author titles each chapter. Discuss how chapter names can help develop a reader's interest. Say: *Chapter 11 is titled "A Dreadful Mistake." Does this title make you want to read the chapter? Why?*

Understanding Problem/Solution

Explain to students that a problem can involve something a character needs to do or find out. The solution is how the problem is solved. Say:

- *What is the main problem in this book? How do Jeff, David, and Claire go about solving this problem?*
- *Jeff, David, and Claire want to get the duffel bag from the bottom of the lake. What problem do they face? How does Claire help solve the problem?*
- *The cousins have trouble figuring out what the engraving on the silver tray says. How does Mr. Wellback help them solve this problem?*
- *Dr. Bridger hires someone to clean Jeff and David's closet. Why does this become a problem? How do the cousins solve the 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

Compound Words

Remind students that compound words are made up of two smaller words. Point out that knowing the meaning of the smaller words may help you define the compound word.

- Have students turn to page 92 and find the words *sketchbook*, *upstairs*, *sunroom*, and *supper time*. Write the words on a chart or on the board. Ask students to identify and define the smaller words in each compound word. Ask: *How does knowing these words help you understand each compound word?*
- Then ask students to find two compound words on page 146. (*handlebars*, *sidewalk*)

Developing Fluency

Select a section of the text that contains dialogue. Ask students to read the passage with a partner. Remind students to read the dialogue with proper expression and intonation, so that it sounds as though the characters are having a conversation.

Oral Language/Conversation

Talk About Skills Discuss how the cousins' skills helped them solve the mystery. Ask students to talk about their own areas of expertise.

Extending Meaning Through Writing

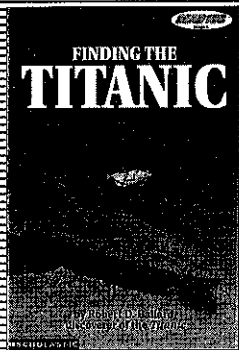
- David draws a map of Lost Island. Have students draw and label a map of an area in their community. (**Graphic Aid**)
- Point out that the author includes a "sneak peek" of the next book in this series. Have students write a paragraph that might be a continuation of this preview. (**Narrative**)

Connecting to Everyday Literacy

Remind students about what David drew that helped solve the mystery. For a link to real-world procedural text, display a local map. Then choose a map activity at <http://www.mywonderfulworld.org/toolsforadventure/games/index.html>. Have students follow the directions and use the maps to play the game.

Finding the Titanic

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Summary & Standard

This informational text combines information about the author's efforts to locate and explore the *Titanic* with details about the infamous ship's fatal maiden voyage. Students will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Robert D. Ballard

Genre: Informational Text

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: making discoveries; exploring under the sea

Making Connections: Text to World

Most students will have some prior knowledge of the *Titanic*. Ask them to share information they know about the *Titanic* from books, TV shows, or movies.

Extend the real-world connection by asking why people are still fascinated by the *Titanic* almost 100 years after it sank. Ask: *Why did explorers want to find the Titanic? Why do people still want to learn about the Titanic?*

For additional information about the *Titanic* and Robert Ballard, see <http://www.pbs.org/lostliners/titanic.html>.

Vocabulary

Essential Words: afloat, distress, dome, hull, iceberg, lounge, plaque, survivor

Related Words for Discussion: artifacts, discover, explore, history, shipwreck, undersea

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text gives facts about a topic. Breaking down the information into separate chapters allows for tackling the topic bit by bit and builds understanding.

Supportive Book Features

Text The text is divided into short chapters. The large print makes the text easy to read. Illustrations and photographs with captions appear on almost every page and support understanding of the text.

Vocabulary Students will be familiar with most of the vocabulary. Context clues will help them figure out unfamiliar vocabulary, such as *steward* and *cabin* on page 10.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Most of the chapter titles refer to specific dates and times. Students will need to pay attention to small changes in the chapter titles to follow events as they unfold. Some students may not know what an Epilogue is. Review this section with students and explain its purpose.

Content Some students may be uncomfortable reading about an event that involves a substantial death toll, but there are no graphic descriptions of death in the text. Explain tactfully that the story of the *Titanic* is a true story and a piece of history.

ELL Bridge

Have partners create a main idea and details graphic organizer for each chapter. Have them write their own title and main idea for each chapter and list three or four details from the chapter to support the main idea. Guide students to choose the most important details for support. Encourage pairs to share their graphic organizers with others.

LEVEL 9

Developing Comprehension

Thinking Within the Text

Have students discuss what they learned about the *Titanic*, including its maiden voyage and its discovery almost 75 years later. Ask: *Why was the Titanic called a "floating palace"? What was the ship like after being under water for so many years?*

Thinking Beyond the Text

Point out that finding the *Titanic* was a dream come true for the author. Have students reread the Epilogue. Ask: *How did the author feel about his discovery? How did his discovery benefit other people?* Ask students why the author felt sad that other explorers had taken objects from the shipwreck. Ask: *Do you agree with the author that the Titanic should be left as a monument? Why or why not?*

Thinking About the Text

Point out that the author includes firsthand accounts from people who were rescued from the *Titanic* as well as photographs of the ship and passengers. Ask: *How do quotations from real people make the text more interesting and dramatic? What other graphic aids could the author have included? How would these enhance your understanding of the information in the text?*

Using Captions

Remind students that captions provide additional information about an illustration or other graphic aid. Tell students that a caption may do any of the following:

- Summarize information in the main text
- Expand on an idea or give details about something not found in the text
- Explain the parts of a diagram or other visual aid

Have students identify some different ways the author uses captions. Then have students choose a photograph or an illustration and restate the caption in their own words.

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

Developing Phonics and Word-Solving Strategies

Suffixes -er and -est

Remind students that a suffix is a part added to the end of a word to change its meaning. Point out that the suffixes -er and -est are used to compare two or more than two things, respectively.

- Turn to page 5 and point out the word *largest*. Lead students to observe that the suffix -est has been added to the base word *large*. Work with them to identify how this suffix changes the meaning of the base word *large*. Identify what is being compared.
- Repeat the procedure with the words *fancier* and *bigger* (page 10), *biggest* (page 13), *colder* (page 36), and *darker* (page 36). Point out the spelling change that happens in some base words.

Developing Fluency

Read a passage that includes proper nouns, such as the one on page 9. Have students repeat after you as you listen for correct pronunciation.

Oral Language/Conversation

Talk About Shipwrecks Discuss shipwrecks. Ask: *Why do people like exploring shipwrecks? What can we learn from the explorations?*

Extending Meaning Through Writing

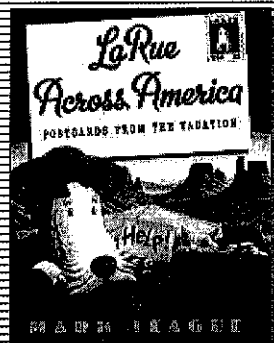
- Have students select one of the pictures and write a paragraph presenting information from the picture. (**Expository**)
- Have students use details from the book to describe the night the *Titanic* sank. (**Descriptive**)

Connecting to Everyday Literacy

Ask students what questions they still have about the *Titanic* and record them. Point out that over the years many people have written about the *Titanic*. To link students with real-world expository text, share some books or Internet sites about the *Titanic* and its passengers. Help students find answers to their questions. For more expository text, share the information at <http://www.rmstitanic.net/index.php4?page=faq>.

LaRue Across America: Postcards From the Vacation

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Summary & Standard

When Mrs. LaRue agrees to watch the neighbor's cats, she must change her plans. The ocean cruise she had planned to take with her dog, Ike, changes to a road trip—with two cats! Students will read to refine their understanding of how texts work across a variety of genres.

Author: Mark Teague

Genre: Fantasy

Text Type: Series Book

Word Count: 250+

Theme/Idea: traveling across America; dealing with disappointment

Making Connections: Text to World

Many students have probably gone on a road trip. Ask them to describe their experiences.

Extend the real-world connection by discussing North American vacation destinations. Explain that each year people visit natural wonders such as the Grand Canyon and attractions such as the Empire State Building. Point out that different parts of the country offer different scenery and attractions. Have students look at the map in the beginning of the book and refer to it as they read the story.

For a list of top United States attractions, see <http://www.historyplace.com/tourism/usa.htm>.

Vocabulary

Essential Words: contrary, cruise, fate, fiasco, resolution, scheme

Related Words for Discussion: arrogant, blame, complain, frustrate, victim

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 is told through a series of postcards that Ike writes to Mrs. Hibbins, the cats' owner. A large map traces the route Mrs. LaRue, Ike, and the cats take across America.

Content Students will identify with Ike's building frustrations. They will enjoy his adventures with the bothersome cats.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may have difficulty reading the handwriting on the postcards. Tell students to reread any words they are unsure of. Explain that some of the illustrations show what is really happening, and some show what Ike wants Mrs. Hibbins to see as she reads the postcards.

Vocabulary Some words contain both a prefix and a suffix. Remind students to use the meanings of the prefixes and suffixes and the base word to help them figure out those words. Also point out the word *adiós* on page 31. Explain that on this page, Ike is in Mexico, so he closes with this Spanish word for *good-bye*. (Note: Book pages are not numbered. Page 1 is the title page.)

ELL Bridge

Assign postcards from the book to partners, and have them create a Main Idea and Details chart for each. Have students write the place from which each postcard was written, the Main Idea, and three or four details from the page in their graphic organizer.

LEVEL 9



SCHOLASTIC

Developing Comprehension

Thinking Within the Text

Have students identify stops the travelers made along the way and describe what happened at each place. Ask: *Why does Ike write postcards to Mrs. Hibbins? Why does Ike finally stop complaining at the end of the book?*

Thinking Beyond the Text

Remind students that Mrs. LaRue and Ike had originally planned to go on a cruise, but they ended up taking a driving tour instead. Ask: *How would their trip have been different had they stuck with their original plan? What kind of trip do you think would be more interesting, a road trip across America or a cruise off the coast of America? Why?*

Thinking About the Text

Tell students that sometimes authors place clues in the text that hint about what will come later. Have students read the last paragraph on page 5. Ask: *What does this warning make you think will happen in the story? Were you correct?*

Generating Questions

Tell students that good readers interact with the text they are reading by asking themselves questions about characters and events.

- Refer students to the postcard from New York City on page 9. Ask if students wondered what the security guards thought Ike was doing with the cats. Have students suggest a question they might ask about the outcome of the guards' questioning.
- Invite students to generate other questions they have about the story. List the questions on the board or on chart paper. Answer the questions together.

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 can often use context clues to determine an unfamiliar word. They should look at the words and sentences around the word for details that help explain the word.

- Have students turn to page 5. Read: *What if the car breaks down in some hideous wasteland?* Ask students what *hideous* means and what clues help them figure out its meaning.
- Repeat the routine with the sentence on page 9 that contains the word *harsh*.

Developing Fluency

Have students practice reading one postcard until they feel comfortable with it. Encourage them to focus on punctuation.

Oral Language/Conversation

Talk About Frustration Remind students that traveling with the cats frustrated Ike. Ask: *Have you ever been frustrated? How did you handle it?*

Extending Meaning Through Writing

- Remind students that Ike has a high opinion of himself. Ask students to make a list of phrases Ike uses to describe himself, such as *easygoing personality* on page 18 and *invariably clever* and *superior knowledge* on page 25. (**List**)
- Have students write a letter from Mrs. Hibbins responding to one of Ike's postcards. (**Letter**)

Connecting to Everyday Literacy

The book contains a map of the United States, showing cities and states and tracing the route that Mrs. LaRue drove on the road trip. To link students to real-world document text, display a road map. Discuss the importance of a road map when traveling. Ask: *What are vital things that a road map can show when people travel?* For more about maps, go to <http://egsc.usgs.gov/isb/pubs/teach-pack/mapshow/posterandpacket.html>.

Magic Pickle and the Planet of the Grapes

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PROGRAM**
Text Types



Summary & Standard

In this funny adventure story, the superhero Magic Pickle and his friend Jo Jo defeat the evil Razin' and stop his plan to turn everyone into grapes. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Scott Morse

Genre: Adventure

Text Type: Series Book

Word Count: 250+

Theme/Idea: solving crimes;
being a superhero

Making Connections: Text to Text

Students may be familiar with superheroes from TV shows or movies. They may have read stories, comic books, or graphic novels with superhero characters.

Identify and discuss elements that are common to many superhero stories, such as secret underground labs or lairs, a league of enemy villains, super powers, a secret cover or identity, and an origin or creation story. Suggest that students look for these elements as they read.

For additional teaching ideas and resources about the world of Magic Pickle, see <http://www.scholastic.com/magicpickle>.

Vocabulary

Essential Words: citrus, contraption, mischief, precautions, scrumptious, suspicious

Related Words for Discussion: apprehend, crime, justice, lab, protect, superhero, villain

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 The typeface is large and easy to read. The prologue introduces readers to the world of the story. Humorous comic book-style pictures help tell the story.

Content The plot is funny and fast moving. Students should be familiar with the topic of a superhero battling a villain who plans to take over the world, and they will be able to connect to the more ordinary classroom situations.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may be confused by the inclusion of two spreads in which the story is told in the form of comic book panels (pages 90–91 and 118–119). Many onomatopoeic words and phrases set in larger bold text interrupt the text. Italics indicate a character's thoughts.

Vocabulary The story relies on clever wordplay to create humor and establish Magic Pickle's world. Clarify the puns, idioms, and other slang that the children use, such as *puckered up his brain* (page 43). Help students distinguish between real and made-up words, such as *confabulator* (page 9).

ELL Bridge

Invite students to use the text to predict the plot of the story. Before reading, have students scan the text to predict what the story will be about. List their ideas on the board. As they read, ask students to revisit the list periodically and modify their predictions. Students may want to review the illustrations again as more information is revealed.

LEVEL 9

SCHOLASTIC

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students summarize the Razin's evil plan and how Magic Pickle and Jo Jo are able to figure out a way to stop it from being carried out.

Thinking Beyond the Text

Ask students to compare the adventures Magic Pickle has in this story with other superhero adventures they have read. Have them identify similar elements in these stories and discuss ways in which Magic Pickle's adventures differ.

Thinking About the Text

Have students notice how the author uses puns throughout the story, even in the title, to create humor and establish the world of the Magic Pickle. Remind students that a pun is a word or phrase that exchanges similar-sounding words for a funny effect. Identify and discuss puns such as the *Planet of the Grapes* (title), *The Razin'* (page 85), *a vine plan* (page 101), *berry good feeling* (page 116), and *Grape Punch* (page 120). Have students explain why each pun is funny and why the author might have chosen to use it.

Making Predictions

Help students understand that making predictions is part of effective reading. Readers use clues from the story to predict what will happen next. Then they read to find out if they need to revise their predictions.

- After reading chapter 3, ask students to recall what they have learned so far about Magic Pickle and what they saw happen at the Farmer's Market. Ask: *Why do you think Magic Pickle caused the mess at the lemonade stand?*
- After reading chapter 8, ask: *How do you think The Razin' might be stopped?*
- At the end of the book, ask: *How well did your predictions match what really happened?*

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

Idioms

Remind students that an idiom is a word or phrase that has a different meaning from the dictionary meaning of its parts. Point out that many of the idioms used in this story create humor.

- Turn to pages 27–28 and discuss the phrases *lose her cool* and *stew in her juices*. Explain that these sayings are idioms that describe what it feels like to be angry and agitated.
- Then have students identify, examine, and discuss other idioms like *salad days* (page 10), *squeezin' me the wrong way* (page 37), *bunch of sourpusses* (page 43), *sour grapes* (page 43), and *day in the sun* (page 122).

Developing Fluency

Open each session by modeling expressive reading of a chapter, especially paragraphs of dialogue. Have students read aloud to practice reading dialogue with expression.

Oral Language/Conversation

Talk About Being a Superhero Discuss with students some of the things a superhero in an adventure story does to keep a community safe.

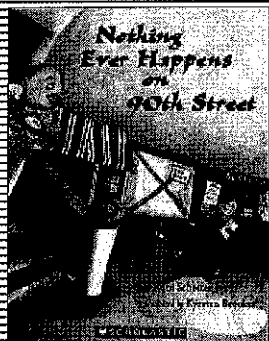
Extending Meaning Through Writing

- Have students create written descriptions of the comic book panels shown on pages 90–91 or 118–119. **(Descriptive)**
- Have students create a short comic book that tells about another Magic Pickle adventure. **(Narrative)**

Connecting to Everyday Literacy

Magic Pickle has information about his enemies organized in the form of a computer database. To link students to real-world expository text, share a database entry. Have students discuss what facts belong in a database and how information is organized. For more expository text, go to <http://www.kidsbiology.com/animals-for-children.php>. Use the Animal Database to find information.

Nothing Ever Happens on 90th Street



Summary & Standard

This picture book tells the story of a day on 90th Street as Eva writes about her neighbors and neighborhood for a school writing assignment. Students will use pictures and context to assist comprehension.

Author: Roni Schotter
Genre: Realistic Fiction
Text Type: Picture Book

Word Count: 250+

Theme/Idea: using your imagination; consequences of stretching the truth

Making Connections: Text to Self

Remind students that they are often asked to write about familiar things. Discuss writing assignments in which students have written about a relative, a neighbor, or a familiar place. Extend the connection by talking about activities that might happen in a student's neighborhood that could fit into a story. Discuss what it means to "stretch the truth," to ask "what if?," and to "add a little action." Explain that these are pieces of advice that Eva's neighbors give her as she writes.

For additional teaching ideas and resources, see www.kidsnewsroom.org/coolschools/makeastory/makeastory.asp.

Vocabulary

Essential Words: culinary, extravagant, promenade, throng, unimaginable, urn

Related Words for Discussion: climax, conflict, extraordinary, ordinary, plot, problem, resolution

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 text is clearly supported by large detailed pictures on every page. Each new character is introduced on a separate page with descriptive details and memorable dialogue that help students track the characters and events.

Content The humorous events happen in chronological order over the course of one day in an ordinary city neighborhood, making the story easy to follow.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no chapter breaks or page numbers to help readers track where they are in the story. The story is not long and could be read in one sitting, but the lack of page numbers also makes it difficult to reference details when discussing the story in a group. Students may assign page numbers, with the first spread 2-3.

Vocabulary The story uses quite a few challenging vocabulary words that are above the book's reading level. Students will be able to use context clues and the pictures to help them understand some of the words, but they might need a dictionary for others.

LEVEL 9

ELL Bridge

Use the book's detailed pictures to help students connect words in the text with the images. For example, the picture on the first spread supports many nouns in the text, such as *Danish*, *stoop*, *notebook*, and *fish fillets*. It also supports the characters' actions with verbs such as *stared* and *ignored*. On the board, make a list of these words and have small groups use the words in a conversation.

Developing Comprehension

Thinking Within the Text

Have students discuss the advice each character gives Eva for her story and how the advice fits the personality or occupation of the character. Then ask: *Which character's advice did Eva use the most?*

Thinking Beyond the Text

Ask a volunteer to reread the last page of text in the story, and have students discuss whether they think all the events of the story actually happened on 90th Street or happened only in Eva's imagination. Ask: *Why does Eva smile mysteriously when Sondra suggests that some of her story was made up? What does Eva mean when she says her story will "be even better... after I rewrite it"? How might the events of the day have changed in the rewriting?*

Thinking About the Text

Ask students to identify examples of how the writer follows the advice given to Eva in the story, such as "don't neglect the details," find "a new way with old words," and "make something happen."

Making Inferences

Authors do not always directly state all the information they want a reader to know. Readers use the information from the text, along with prior knowledge, to make inferences as they read.

- Have students reread the last two paragraphs on page 11, when Mrs. Friedman and Baby Joshua come by. Ask: *Do you think Eva actually broke her Danish into pieces, or did she imagine it and what would happen if she had?*
- Have students find other suggestions that Eva is imagining the events of the day. Ask: *Why do you think the author included these suggestions? What did the author want the reader to infer?*

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

Developing Phonics and Word-Solving Strategies

Synonyms

Remind students that synonyms are words that have similar meanings. Write *crowd* and *throng* and explain that they are synonyms. Discuss why the author chose to use the word *throng* instead of *crowd* on page 23.

- Also on page 23, ask students to find the word *great* in the first paragraph and a synonym for *great* in the next paragraph. (*brilliant*) As students read, invite them to find other synonyms and tell why they think the author chose one word over another.

Developing Fluency

Have partners reread a favorite page, taking the parts of two characters. Suggest that they reread the passage several times until they can read with appropriate pacing and expression.

Oral Language/Conversation

Talk About Authors Lead a discussion about how authors use their imaginations to create a realistic story out of ordinary events.

Extending Meaning Through Writing

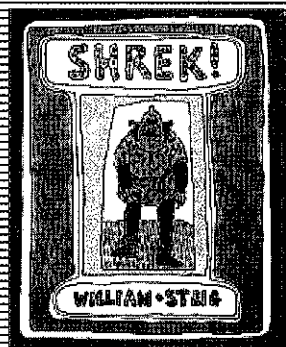
- Have students make a poster advertising the new restaurant on 90th Street. (**Persuasive**)
- Have students write their own realistic fiction story based on people and places in their neighborhood. Encourage students to imagine "What if?" (**Narrative**)

Connecting to Everyday Literacy

Three of the characters in the story are cooks who open a new restaurant. Cooks follow recipes, which are procedural texts containing steps to be performed in a sequence. Discuss what might happen if a cook did not follow the steps of a recipe in order. For examples of recipes for kids to share and discuss, go to <http://pbskids.org/zoom/activities/cafe>.

Shrek!

GUIDED READING PROGRAM Text Types



Summary & Standard

A repulsive ogre, Shrek, is kicked out of his parents' home and sent to find his own way in the world. After a witch tells Shrek's fortune, Shrek wreaks havoc as he sets out in search of the stunningly ugly princess he is destined to marry. Students will read for personal fulfillment.

Author: William Steig

Genre: Fantasy

Text Type: Picture Book

Word Count: 250+

Theme/Idea: the importance of being yourself; finding that beauty is relative

Making Connections: Text to Text

Students most likely have read other fantasy stories. Ask about the books they have read: *Why was the story a fantasy? Were there events that could not happen in the real world? Who was the main character? What was the character like?*

Extend the connection by asking students what they know about ogres. Discuss what they know about the popular Shrek movies or other stories that include ogres as characters. Tell students that this fantasy book, *Shrek*, was published before the Shrek movies.

For information about the Shrek movie and book, see <http://www.kidsreads.com/features/0522-shrek.asp>.

Vocabulary

Essential Words: hitched, irascible, peasant, pouch, putrid, repulsive, stagnant

Related Words for Discussion: assured, confidence, powerful, traits

Genre/Text Type

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

Supportive Book Features

Text The simple and amusing illustrations convey the story plot and should help students who are confused by some of the language used in the text.

Content Students may likely be motivated to read a story told from an ogre's point of view. They may also want to read about this familiar popular character. The story includes insults and unkind monstrous behavior that may be offensive to humans but is perfectly acceptable for an ogre. Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story prose is interrupted by poems or chants spoken by various characters. It may take repeated readings for students to enjoy the language play and discern the meanings in the poems and chants.

Vocabulary The author plays with language throughout the story using many unusual words, such as *copse*, *scything*, *varlet*, *yokel*, *churlish*, *knave*, *smite*, *smote*, and *carmine*. Define each term as students encounter it, encouraging them to use context clues to help them figure out the meaning of each word.

ELL Bridge

Help students understand the many active verbs in the book, including *toddled*, *spit*, *kicked*, *stirred*, *crooned*, *fainted*, *gobbled*, *belched*, *stalked*, and *swaggered*. List the verbs and then use gestures and pantomime to review the meaning of each. Let students, in pairs or small groups, play charades using their favorite verbs from the list.

LEVEL
Q

Developing Comprehension

Thinking Within the Text

Discuss with students what prompted Shrek to go on his quest. Review the witch's fortune on page 7. Discuss why Shrek said "Apple Strudel" to the donkey and the princess. (Note: Book pages are not numbered. The title page is page 1.)

Thinking Beyond the Text

Discuss Shrek's dream on pages 16–17. Say: *In Shrek's dream, children like him and the birds sing to him. When Shrek awakens, he is shaken and babbles that it was only a bad dream. Why was this dream, which most people would consider pleasant, be a bad dream for an ogre? What does this say about Shrek?*

Thinking About the Text

Point out the rhymes used throughout the story. Explain that in *Shrek*, the author uses rhyme to make dialogue succinct and more humorous. Have students read the witch's rhyme on page 7 and identify the rhyming words. Ask: *Why is rhyme better than plain dialogue for the witch's words?* Then have students read the rhymes on pages 27–28 and discuss in each case how rhyme serves a purpose.

Understanding Character

Remind students that to understand a story character, it is important to look at what he or she thinks, does, and says. Work with students to come up with a description of Shrek.

- Read aloud pages 8–9. Ask: *What do Shrek's words tell you about him? What do his actions tell you? How do others react to him?*
- Read aloud page 19. Ask: *What do Shrek's words and actions tell you about him?*
- Read aloud pages 24–25. Ask: *What do Shrek's thoughts tell you about him?*

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

Comparative Adjectives

Remind students that an adjective is a word that describes a noun. Some adjectives are used to compare nouns.

- Write *ugly*, *uglier*, and *ugliest* on chart paper or on the board. Explain that most adjectives ending in -y take the suffixes -ier and -iest when making comparatives. Point out that *uglier* compares two things, and *ugliest* compares more than two. Have students use each adjective in a sentence, comparing characters in the story.
- Repeat with *fierce*, *fiercer*, and *fiercest*.

Developing Fluency

Lead students in choral reading a rhyming passage from the book, using correct phrasing, pace, and rhythm. Then have pairs alternate reading a passage aloud.

Oral Language/Conversation

Talk About Self-Concept Discuss which characteristics Shrek likes about himself. Allow students to share traits they like about themselves.

Extending Meaning Through Writing

- Display an image of the movie version of *Shrek* (available on the Internet). Have students compare and contrast the looks of the movie Shrek to the book version. **(Descriptive)**
- Have students write a rhyme that they would say if they met Shrek. **(Poetry)**

Connecting to Everyday Literacy

To link students to real-world persuasive text, show students an advertisement for one of the *Shrek* movies. Talk about what things in the ad would make the reader want to see the movie. For more persuasive text, share the movie review at <http://www2.scholastic.com/browse/article.jsp?id=3754284>. Does the review make you want, or not want, to see the movie?

Stallion in Spooky Hollow (Animal Ark)

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

When a ghostly horse appears through the mist, Mandy must discover whether horse and rider are real, and what role they may play in an ancient—or modern-day—smuggling ring. In this book, students will read grade-level appropriate, contemporary literature.

Author: Ben M. Baglio

Genre: Mystery

Text Type: Series Book

Word Count: 250+

Theme/Idea: fearing the unknown; seeing beyond the surface

Making Connections: Text to Text

Have a discussion about how people enjoy tales about pirates and ghosts, and other stories that create an element of fear. Invite students to identify some of the characters in these stories, such as Captain Kidd or the headless horseman.

Point out the title of this book and ask students what kind of story they think it is. After discussing the title, say: *In this book, a girl is interested in stories about local smugglers and ghosts, but she doesn't really want to meet one.*

To read more about the author who created the Animal Ark series, see <http://www2.scholastic.com/browse/contributor.jsp?id=3118>.

Vocabulary

Essential Words: clinic, element, flinch, horizon, residential, tense

Related Words for Discussion: evidence, red herring, suspicion, theory, witness

Genre/Text Type

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

Supportive Book Features

Text The author uses straightforward dialogue to explain many things the reader needs to know. Cliff-hangers at the end of each chapter encourage readers to continue reading.

Vocabulary Unfamiliar words or terms are often supported by context clues, such as *rendezvous* ("gathering place") on page 20 and *crop* ("cargo") on page 23.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Italics are used in different ways—for example, the contents of a note on page 6; the title of a book on page 9; to show an unspoken thought on page 30. Be sure students understand the ways in which italics are used in this story.

Content Some students may not recognize that there is more than one mystery going on—who is riding the ghostly horse and where are the rare lizards coming from? Point out that mystery stories may include more than one mysterious occurrence. Suggest that students think about how the mysteries may come together at some point in the story.

ELL Bridge

Tell students that authors use descriptive words and phrases that help readers visualize a setting. Point out descriptive words on page 1 that tell about the setting: *broad, green sweep of land; mist hovering above the surface like smoke*. As new scenes are described, ask: *Which words help you picture this scene?*

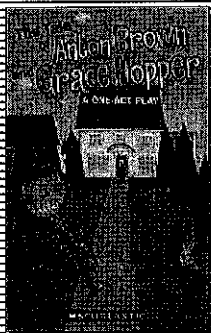
LEVEL 9

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The Tale of Anton Brown and Grace Hopper

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

In this twist on an Aesop fable, Grace Hopper puts dreams of becoming the world's best pogo stick hopper ahead of homework. Anton Brown has time for homework and nothing else. Which one will learn an important lesson? Students will read for personal fulfillment.

Author: Caryn Hart

Genre: Fractured Fable

Text Type: Play

Word Count: 250+

Theme/Idea: learning a lesson;
being kind to others

Making Connections: Text to Text

Students will likely be familiar with Aesop's fables, such as *The Hare and the Tortoise*. Discuss the lessons that these fables teach them.

Extend the connection by explaining that the play they are about to read is based on the fable *The Ant and the Grasshopper*, which teaches the virtues of hard work and planning for the future. Point out that this play has a few twists and will teach a slightly different lesson.

For a retelling of *The Ant and the Grasshopper* and other Aesop fables, see <http://www.aesopfables.com>.

Vocabulary

Essential Words: achievement, consequences, generation, industrious, memoir, necessity

Related Words for Discussion: aspirations, determination, goals, persistence

Genre/Text Type

Fractured Fable/Play Remind students that a fractured fable is a retelling of a fable with changes made to its elements, but it still teaches a lesson. This modern retelling in play format includes dialogue and stage directions.

Supportive Book Features

Text The play is separated into short, easy-to-read scenes. A Character List will help students keep track of who's who in the play.

Vocabulary The majority of the vocabulary is easy to read and understand. Context clues make it easy for readers to figure out the meaning of unfamiliar words.

Praise students for specific use of "Behaviors to Notice and Support" on page 112 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Point out the author's use of dashes in the story. Explain that the dashes are being used in two ways: to indicate that a character is being interrupted and also in place of a comma.

Content Students may be confused by the role of the storytellers, who interrupt and interact with the characters later in the story. The characters and storytellers argue over the moral of the story. Explain that this adds to the twist and humor in the story and is not characteristic of most fables.

ELL Bridge

Review multisyllabic words from the Essential and Related Words lists. Have students list the words on a sheet of paper. Then have them rewrite each word, using hyphens to divide the word into syllables,—e.g., *achievement/a-chieve-ment*. Ask a volunteer to choose one of the words and read the dictionary definition aloud without revealing the word itself. Ask the group to name the correct word. Repeat the word, pronouncing each syllable. Repeat until all words have been named.

LEVEL 9

Developing Comprehension

Thinking Within the Text

Have students discuss the ways in which Anton behaved selfishly in the play. Ask: *What did he do when Grace asked for help? Was he willing to help his mom out at home? What excuses did he give?*

Thinking Beyond the Text

Have students think about the differences between this play and the traditional fable. Ask: *What does Grace have in common with the Grasshopper? How is Anton similar to the Ant? Discuss how the negative quality from the fable, shirking work in order to have fun, in the play becomes a positive quality to have in moderation.*

Thinking About the Text

Point out to students that at the end of the play, the characters begin interacting with the storytellers in order to determine the moral of the story. Ask: *Why do you think the author chose to end the play this way?*

Identifying Plot

Review plot elements with students, including character, setting, conflict, and resolution. Have students identify the main characters in the play.

- Ask: *What main problem did Grace Hopper face?* (Grace was getting into trouble because she spent too much time training to become the world's best pogo stick hopper.)
- Have students summarize the main events in the story and discuss how these events led to the resolution of Grace'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

Context Clues

Remind students that they can often use context clues when they read an unfamiliar word. They should look at the sentences around the word—both before and after—for details that help explain it.

- Have students turn to page 19 and find the word *mellow*. Ask them what *mellow* means and what clues around the word help define it.
- Repeat with the word *retire* on page 29.

Developing Fluency

Have partners read Scene 3 together. Encourage students to read expressively and change their intonation to differentiate between the dialogue and narration.

Oral Language/Conversation

Talk About Dreams Invite students to share what they dream of doing later in life. Ask: *How can you use hard work to achieve this dream?*

Extending Meaning Through Writing

- Invite students to write their own fable about the value of planning for the future. They may use human or animal characters in their fable. (**Narrative**)
- Have students write a news article about Grace's performance at the Olympics. (**Expository**)

Connecting to Everyday Literacy

In the play, Grace Hopper achieves her dream and makes it to the Olympics. To link students to real-world expository text, share an encyclopedia entry or information from a fact book about the Olympic games. For more examples of expository text, go to <http://www.factmonster.com/dk/encyclopedia/olympics.html>. Explore the site and discuss the explanations and information.