

# GUIDED READING PROGRAM

## Text Types



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

- **Clarice Bean Spells Trouble**
- **The Dragon of Lonely Island**
- **Episode Two: Invasion of the Relatives (Julian Rodriguez)**
- **Freedom Crossing**
- **Magic Pickle: The Full Color Graphic Novel!**
- **Miracles on Maple Hill**
- **Owen & Mzee: The True Story of a Remarkable Friendship**
- **Sitting Down for Dr. King**
- **What to Do About Alice?**
- **Who Cracked the Liberty Bell?**

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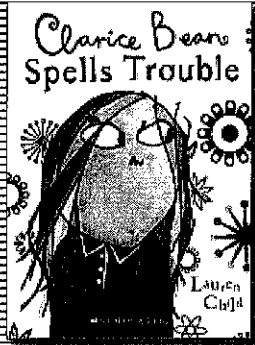


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ITEM S-HT5-31972-2



# Clarice Bean Spells Trouble



## Summary & Standard

When Clarice finds herself in trouble at school, at home, or with friends, she looks to her idol—a young secret agent from a TV show—to help her figure out what to do. In this book, students will distinguish fantasy from reality.

**Author:** Lauren Child  
**Genre:** Realistic Fiction  
**Text Type:** Series Book

**Word Count:** 250+

**Theme/Idea:** the importance of role models; finding the good in difficult situations

## Making Connections: Text to World

Explain that people may face situations in which they don't know the right thing to do. Have students identify some situations. Then have them discuss how they would decide what to do. Explain that when people face difficult decisions, they may ask themselves what someone else would do in the same situation. Ask students whom they look to for help with problems. Say: *When Clarice is in trouble, she asks herself what her favorite TV character would do.*

To read an interview with the author, see <http://www2.scholastic.com/browse/search?query=lauren%20child> and click on "The World of Child(hood)."

## Vocabulary

**Essential Words:** absolutely, dreary, episode, incarcerated, organic, ravenous

**Related Words for Discussion:** comedic, humor, improbable, ordinary

## Genre/Text Type

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

## Supportive Book Features

**Text** Chapter titles give students a hint of what is coming before they read. Humorous illustrations are interspersed throughout the book.

**Content** Students will relate to the dilemmas Clarice faces, such as what to do when you get in trouble at school, when you want a part in a play, or when a friend is angry with you.

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The book includes many styles and sizes of print, which may be jarring to some students. So they know what to expect, have students look through the book before they read it and identify some places where the text changes size and style. (showing the definition of a word: page 23; phone message: page 29; for emphasis: pages 91, 132)

**Vocabulary** Clarice uses many big words that she finds in the dictionary. Point out that she often gives the dictionary definitions, too. Explain that Clarice often makes up her own words, such as *rudish* (page 26) or *undreary* (page 69). Explain that readers can usually look at the word parts—*un* + *dreary*—to figure out what she means.

## ELL Bridge

Remind students that there are differences between formal English and informal English. Point out that the narrator in this book uses informal English, almost as if she is thinking aloud. Model reading the first page aloud to give students a feel for the narrator's tone. Suggest that students write down any unusual words or phrases to ask about later.

## Developing Comprehension

### Thinking Within the Text

Point out that many chapter titles seem to state a “life lesson.” As students finish each chapter, ask them to look back at the chapter title and decide whether they think the chapter text proves or supports that statement about life.

### Thinking Beyond the Text

Have volunteers relate experiences they have had that were similar to Clarice’s. As a class, make a list of life lessons that may be learned from those experiences. Ask: *From what you know about Clarice, do you think she would try to learn from those experiences? Why or why not?*

### Thinking About the Text

Point out that the author has Clarice look to a character in a fantasy TV show for the answers to life’s questions. Have students read pages 55–57 and discuss how the author’s use of Ruby Redfort adds to the story. Ask: *Why would the author choose this role model for Clarice? What does it tell you about Clarice? Does it add humor? If so, how?*

## Understanding Point of View

Remind students that an author sometimes tells a story from the point of view of one character. When that character narrates the story using the words *I* and *me*, it is called first-person point of view. We see the events through that character’s eyes and hear the character’s own unique voice as he or she tells what happened. Say:

- On pages 5–6, we are introduced to the narrator. What do you think she is like? Can you trust everything she says? Why or why not?
- On pages 10–14, the narrator begins to tell about a time she got into a lot of trouble. Does telling the story in her voice add to the humor? How?
- How would this story be different if it were told from Mrs. Wilberton’s point of view?

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

## Developing Phonics and Word-Solving Strategies

### Context Clues

Remind students that readers can often figure out an unknown word by looking at context clues—words or phrases that appear near the unknown word.

- Have students read the last two paragraphs on page 154. Ask them what *incriminates* means. Then ask them to tell which context clues helped them figure it out. (*makes her appear guilty*) Continue with other words from the same page, such as *involved*, *incarcerated*, *inconspicuous*, and *inspired*.

## Developing Fluency

Model fluent reading of a passage with dialogue. Have partners practice reading it together as if they are the characters speaking. Point out that the narrator’s words should also be read expressively.

## Oral Language/Conversation

**Talk About Humor** Discuss devices the author uses to make the story funny, such as adding unlikely—but not impossible—story events.

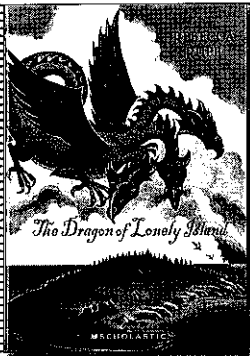
## Extending Meaning Through Writing

- Have students choose a scene from the book and retell it from another character’s point of view. (**Narrative**)
- Have students write an editorial for a school newspaper suggesting that students try out for a school play. (**Persuasive**)

## Connecting to Everyday Literacy

In the story, Clarice tries to follow rules designed to keep her out of trouble. Explain that she is using these rules to help her play “the game of life.” To link students to real-world procedural text, display the directions to a board game. Ask: *Is it easier or harder to play a game when you follow the directions? Is it more fun or less fun? Why?* For more examples of procedural text, go to <http://www.scholastic.com/kids/stacks/games/?%20It=stacks/nav/games>.

# The Dragon of Lonely Island



## Summary & Standard

Three children go to an island in Maine for the summer. They find surprising treasures in the attic of the old house where they stay and meet an even more surprising new friend, who teaches them valuable lessons about life. Students will read for personal fulfillment.

**Author:** Rebecca Rupp

**Word Count:** 250+

**Genre:** Fantasy

**Theme/Idea:** taking a special family vacation; learning from stories

**Text Type:** Chapter Book

## Making Connections: Text to Text

Tell students that you will be talking about dragons. Say: *I am going to give you a few minutes to make a drawing. Draw a quick sketch of what you think of when you hear the word dragon.* Give students time to show and tell about their dragon pictures. Discuss what the dragons have in common, and how they differ.

Extend the connection. Point out that dragons appear in the stories, art, and celebrations of many cultures. Show and discuss examples, if possible.

Ask: *Why do you think people write about dragons and use dragons as a subject in art?*

To learn more about dragons, see <http://animal.discovery.com/convergence/dragons/myth/myth.html>.

## Vocabulary

**Essential Words:** abruptly, fetch, hoard, precisely, pursued, reluctantly

**Related Words for Discussion:** admire, friendship, generosity, respect, trustworthy

## Genre/Text Type

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

## Supportive Book Features

**Text** The author establishes the characters, setting, and situation in the first paragraph. Descriptive chapter headings motivate readers to make predictions.

**Content** The book deals with a situation that will be familiar to most readers—a family vacation. Students will also be able to relate to the sibling interactions in the story. On the other hand, the fanciful and adventurous aspects of the book will make students eager to keep reading.

Praise students for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** The text shifts in time between what is happening in the present and the dragon’s stories of what happened in the past. Guide students in understanding the time shifts, pointing out the different fonts used in the two settings.

**Vocabulary** The dragon’s vocabulary is often high level. Students may need support in using context and dictionaries to understand words such as *sarcastic*, *ephemeral*, and *divest*. Also, students may need help with old-fashioned terms, such as *spectacles*, *yonder*, and *breeches*.

## ELL Bridge

Support students as they encounter idiomatic phrases that may be unfamiliar, such as *shake a leg* (page 86), *barking orders* (page 95), and *use your head* (page 116). To clarify, say, for example: *Shake a leg means “hurry.” (Student’s name), please throw this in the trash. And shake a leg! Have the student demonstrate.*



## Developing Comprehension

### Thinking Within the Text

Have students create a Story Map to review the setting, characters, main events, and ending of the story.

### Thinking Beyond the Text

Ask: *How is the dragon in this story different from dragons in most other stories?* (Dragons are usually frightening and dangerous.) *Why do you think the author made this dragon different?* (She wanted the dragon to become the children's friend so it could teach them things.)

### Thinking About the Text

Point out that the story jumps back and forth between the present time of the children's vacation and past times when the dragon helped various people. Have students turn to pages 39–40. Ask: *What do you notice about these pages?* (different kind of type) *Why do you think the author did that?* (to help readers notice that the setting and characters were changing) Also, have students revisit pages 38, 81, and 122 to note what the author does to signal that a story is coming. (mentions that the cave fades away)

## Recognizing Main Idea

Help students recall that authors want to get across a main idea in a story or part of a story. Sometimes, the main idea can be a lesson the author wants to teach.

- Point out that the dragon tells the first story on pages 40–61. Ask: *What lesson is the dragon teaching with this story?* (The dragon teaches Hannah that it can be hard to be the first one to do something because of extra responsibilities, but important too.)
- Engage students in discussing the main idea or lesson of the second and third stories. (It is important to help others by sharing what we have. We can usually do more than we think we can.) Then ask: *What is the main idea of the whole book?* (We can learn from the stories and experiences of others.)

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 with similar meanings.

- Point out that the dragon uses some big words that may be unfamiliar to them. Read aloud the sentence near the end of page 32 that includes *ephemeral*. Then have students reread the sentence in which Hannah gives a synonym (*short-lived*). Repeat the process with *prodigious* (*big*).
- Have students reread and discuss other portions of the book in which synonyms are provided for difficult words. (page 36, *intrusive*: *nosey*; page 63, *et cetera*: *and so on*; page 133, *mammoth*: *giant*)

## Developing Fluency

Read aloud the last paragraph on page 37, carefully pronouncing difficult words, such as *misconceptions* and *vegetarian*. Ask volunteers to repeat that paragraph.

## Oral Language/Conversation

**Talk about Friendship** Have partners role-play a conversation between the dragon and a child from the story, talking about why they are friends.

## Extending Meaning Through Writing

- Have students reread a description of the dragon, such as on pages 104–105. Then have them write a description of a dragon from their own imagination. (**Descriptive**)
- Ask students to pretend to be a child from the story and write a diary entry for the day the dragon told him or her a story. (**Diary**)

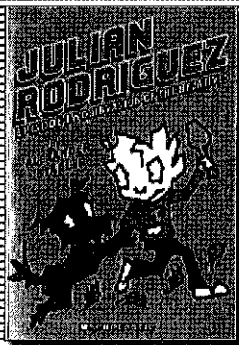
## Connecting to Everyday Literacy

Have students find the portion of pages 55–56 in which Mei-lan tries to persuade the dragon to help her. To connect students to the persuasive text, discuss how the author used facts, word choice, and punctuation to persuade. For an example of persuasive text about the importance of volunteering to help others, go to <http://kidshealth.org/kid/feeling/thought/volunteering.html>.

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# Episode Two: Invasion of the Relatives (Julian Rodriguez)

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

First officer Julian Rodríguez, disguised as an eight-year-old boy, faces an invasion of relatives for Thanksgiving. He nearly calls for Earth to be destroyed until he is tempted by his favorite earthly food: empanadas. Students will distinguish fantasy from reality.

**Authors:** Alexander Stadler

**Genre:** Fantasy

**Text Type:** Graphic Novel

**Word Count:** 250+

**Theme/Idea:** feeling different from those around you; celebrating a holiday with relatives

## Making Connections: Text to Text

Students may be familiar with the first Julian Rodriguez book, *Episode One: Trash Crisis on Earth*. Ask students to describe the double life that Julian Rodriguez lives as an eight-year-old and as a Federation Officer from outer space. Ask students to tell about other books featuring characters from outer space or with secret identities. Discuss what these stories have in common.

For information about the author, see <http://www.scholastic.com/julianrodriguez/author.htm>.

## Vocabulary

**Essential Words:** annihilation, aroma, barbaric, irresistible, savory, transmission

**Related Words for Discussion:** cautious, contamination, culture, enticing, primitive, relatives

## 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** Much of the story is told through illustrations and graphic elements. The light text load will help students read the book quickly. Conversations between Julian and the Mothership are clearly set apart on dark pages with orange type.

**Content** Students should relate to the concept of a boy with a rich imagination who dreads seeing his relatives on Thanksgiving. Note the points of view: Julian as an eight-year-old boy and as an outer space alien in disguise as a boy.

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Students not used to a graphic novel style may have difficulty following the story. Explain the two parts of the story: the conversation between Julian and the Mothership, and the illustrations and dialogue in speech bubbles that occur between Julian and his family.

**Vocabulary** The vocabulary includes many made-up terms for everyday objects, which may be difficult for some students. Encourage them to use the illustrations to help determine meaning.

## ELL Bridge

Explain to students that when Julian pretends to be a space alien, he speaks in a made-up scientific way. Point out some terms Julian uses to name everyday objects, such as a *cryo-nutrition device* instead of the word *refrigerator*. Discuss how these terms are descriptive in a funny way. Have students find words and terms in the book that they need help with and want to discuss.

LEVEL R

## Developing Comprehension

### Thinking Within the Text

Review with students what Julian pretends to be and how this fantasy affects his real life with his family and relatives on Thanksgiving. Talk about how the idea that Julian actually may be a space alien is realistically portrayed through the conversations with the Mothership. Discuss what students believe the Mothership to be.

### Thinking Beyond the Text

In this story, it is implied that Julian is actually a regular boy who escapes into a fantasy about being an officer from outer space. Ask students to discuss the role of imagination in Julian's life and how it helps him cope with a stressful situation. Ask students the different reasons that people would want to take on secret identities or escape into imaginary worlds.

### Thinking About the Text

Review with students that a graphic novel tells a story through illustrations. Talk about some of the elements the author uses in a graphic novel but not a text narrative, such as the use of different print sizes to show shouting, and facial expressions to show a character's mood and feelings. Ask: *How do these graphic elements give the story a humorous feel?*

## Making Inferences

Review with students that an inference is an idea not directly stated in the story that readers form about a story. Add that readers make inferences from what they read and what they know. Ask:

- *How does Julian feel about his twin cousins? What ideas do you get from the illustrations and from the text along with what you know about obnoxious behavior?*
- *How do you know that Julian was happy about getting his clothes dirty in the football game with his cousins?*
- *How does Julian change when he smells the empanadas? What did you use to make this inference?*

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

### Prefixes and Suffixes

Remind students that prefixes are word parts that can be added to the beginning of a base word and suffixes are word parts that can be added to the end of a base word. A prefix or suffix can change the meaning of a base word and sometimes their parts of speech.

- Write the prefixes *un-*, *in-*, and *ir-*. Review that they mean "not." Then write the suffixes *-able* and *-ible*. Review that they mean "capable of."
- Write the story words *unpredictable*, *unacceptable*, *inconceivable*, and *irresistible*. Have students underline the root, prefix, and suffix in each word. Then discuss what each word means.

## Developing Fluency

Model reading aloud the main text and the dialogue in the speech bubbles on pages 96–97. Use different voices for different characters. Encourage students to read the pages with a partner, trying different voices and expressions.

## Oral Language/Conversation

**Talk About Imagination** Discuss Julian's elaborate fantasy of being a space alien. Invite students to share their favorite imaginings.

## Extending Meaning Through Writing

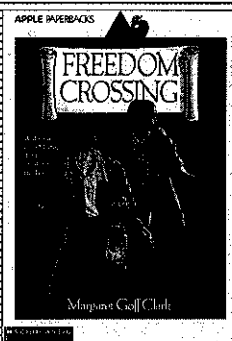
- Have students think of and write a list of new descriptive terms for everyday objects and people. (**List**)
- Invite students to write a description of Julian from his mother's point of view. (**Descriptive**)

## Connecting to Everyday Literacy

Review that Julian is enticed to stay on Earth because he loves empanadas. Ask students to name their favorite foods. To link students to real-world procedural text, show them recipes for Thanksgiving foods. For more procedural text, go to [http://www.nickjr.com/recipes/all-shows/seasonal\\_thanksgiving/all-ages/index.jhtml](http://www.nickjr.com/recipes/all-shows/seasonal_thanksgiving/all-ages/index.jhtml).



# Freedom Crossing



## Summary & Standard

In the mid-1800s, Laura returns from North Carolina to her family in New York to discover that her house is now a stopover on the Underground Railroad. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Margaret Goff Clark

**Genre:** Historical Fiction

**Text Type:** Chapter Book

**Word Count:** 250+

**Theme/Idea:** refraining from judgment; helping others in need

## Making Connections: Text to World

Ask students what they know about the Underground Railroad that operated in northern states before the Civil War. Point out that it was not a real railroad, but a series of safe houses that were a network of stopovers for escaped slaves from the South fleeing to Canada for safety.

Extend the real-world connection by asking students what they think it means to be a fugitive. Encourage students to use their imaginations to visualize hiding and secretly traveling hundreds of miles on foot to get to safety.

For more information about the Underground Railroad, see [http://www.teacher.scholastic.com/activities/bhistory/underground\\_railroad](http://www.teacher.scholastic.com/activities/bhistory/underground_railroad).

## Vocabulary

**Essential Words:** cooperate, critical, fugitives, malice, pursuit, slave, suspicion, sympathy

**Related Words for Discussion:** conscience, insulted, plantation, rebelliously, warrant

## Genre/Text Type

**Historical Fiction/Chapter Book** Remind students that historical fiction is a made-up story based on real people and events. The story unfolds with each new chapter.

## Supportive Book Features

**Text** The chapter format will be familiar to most students. Frequent dialogue provides relief to long, dense text blocks that might be difficult to read. Encourage students to use the chapter titles as clues to what each chapter is about.

**Vocabulary** Students should be able to understand most words in the story. Encourage them to use context to determine the meaning of unfamiliar words.

Praise students for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** Some students may find it difficult to read a story with no illustrations to help them interpret the text. If students have this problem, encourage them to focus on one page at a time and have them cover the page they are not reading to avoid being overwhelmed by the amount of text.

**Content** The story takes place over two nights and a day with a lot of action packed into the time frame. Help students follow the story by having them make a list of important characters and a sequence chart of events.

## ELL Bridge

Some ELL students may not be familiar with American history. Help students understand the setting by telling them the time and place in which the story happens along with some background on the political situation in the United States at the time. Talk with students about how the setting affects the characters’ actions and beliefs and the conflicts between characters. You may also wish to point out Lewiston, New York, on a map to show how close it is to Canada.

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Discuss with students why Laura's old home seems so strange to her when the story begins. Remind them that Laura had been home only two weeks before the action of the story takes place. Talk about the changes that take place in Laura's life in that short period of time.

#### Thinking Beyond the Text

Talk with students about how experiences such as meeting Martin changed Laura's attitudes toward slavery more than anything her brother or Joel said to her. Ask students how "seeing for yourself" is often more valuable than hearing or reading about an issue.

#### Thinking About the Text

Discuss with students the different ways in which an author may use time to tell a story. Point out that a story may take place over a long period of time or a short period, as *Freedom Crossing* does. Talk about how the author's use of a short period of time makes the action in the story appear to be more exciting. Ask students how the story would be different if the action took place over a year or if the book were much longer.

### Understanding Character

Review with students that looking at a story character's thoughts, words, and actions will help them understand what that character is like as a person. Point out that in some stories a main character experiences a major change from the beginning to the end of the story. Ask:

- What was Laura's view on fugitive slaves and slavery when she returned to New York from North Carolina? How did she justify this view?
- How did Laura's views change throughout the story? What caused this change?
- How would you describe Laura's brother, Bert? How did his views of his sister change throughout the story?

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

### Developing Phonics and Word-Solving Strategies

#### Using Vivid Verbs

Review with students that vivid verbs help readers to visualize the action in a story, especially when there are no illustrations.

- Ask students what they think of when they hear the word *walked*. Then say *ambling* (page 79) and *sauntered* (page 83). Discuss how these vivid verbs change the image a reader has of how someone walked.
- Have students find vivid words for *ran* on page 60 (*clattered*), page 136 (*scurried*), and page 137 (*dashed*).

### Developing Fluency

Model reading with expression for a section of text that has dialogue, such as pages 69–70. Read the dialogue aloud and have students echo-read after you. Invite students to read aloud additional pages.

### Oral Language/Conversation

**Talk About Viewpoints** Discuss how both sides of a controversial issue can appear to have reasonable arguments that support them.

### Extending Meaning Through Writing

- Have students write a letter from Martin to Laura to tell her of his safe arrival and reunion with his family in Canada. (**Letter**)
- Encourage students to write what Laura might say to Uncle Jim about her changing views on fugitive slaves. (**Narrative**)

### Connecting to Everyday Literacy

Review that Martin talks about Harriet Tubman and refers to her as "Moses." Ask: *What do you know about Harriet Tubman? Why did she risk her life to lead escaped slaves to freedom?* To link students to expository text, show them books or articles about Harriet Tubman. For more expository text about Harriet Tubman, see [http://www.americalibrary.gov/aa/tubman/aa\\_tubman\\_subj.html](http://www.americalibrary.gov/aa/tubman/aa_tubman_subj.html).

# Magic Pickle: The Full Color Graphic Novel!

**GUIDED  
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Text Types



## Summary & Standard

In this funny graphic novel, Jo Jo helps the superhero Magic Pickle save the world from the Brotherhood of Evil Produce while also dealing with universal problems like annoying classmates. Students will read to refine their understanding of how texts work across a variety of genres.

**Author:** Scott Morse

**Genre:** Fantasy

**Text Type:** Graphic Novel

**Word Count:** 250+

**Theme/Idea:** bringing about justice;  
having self-confidence

LEVEL R

## Making Connections: Text to Text

Students probably have some experience with fantasy stories and comic books. Point out that graphic novels often combine a fantasy story with a comic-book format. Discuss what students know about graphic novels.

To extend the connection, identify and discuss some characteristics of superheroes and their sidekicks that students have read about or seen on TV or in a movie. Tell students that they will read about a superhero and his sidekick.

For information on graphic novels, see [http://www.ala.org/ala/aboutala/offices/publishing/booklinks/resources/its\\_elementary\\_graphic\\_novels.cfm](http://www.ala.org/ala/aboutala/offices/publishing/booklinks/resources/its_elementary_graphic_novels.cfm).

## Vocabulary

**Essential Words:** culprits, dispensed, ingenious, justice, reflexes

**Related Words for Discussion:** courageous, normal, odd, self-assured, self-confidence, weird

## 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** Because of the graphic-style format, the text in each chapter of this graphic novel is divided into small chunks of dialogue. The images and text work closely together to tell the story.

**Content** Many students will be familiar with a story about a superhero fighting against a group of villains. They will also relate to the everyday school situations and issues that Jo Jo faces.

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Help students understand that text boxes provide the narration in this graphic novel, while the rest of the story is told through illustrations, onomatopoeia, and speech bubbles that are color-coded to identify the speaker. Make sure the complicated text structure involving narrated flashbacks and quick shifts between times and places does not interfere with the students' ability to follow the plot.

**Vocabulary** The author uses dialect, or writes the way his characters speak. For example, Jo Jo uses slang and nonstandard spellings such as *an'* and *coupla* on page 6. (Note: Pages are not numbered. Page 6 begins: *My name's ...*)

## ELL Bridge

Have students work in pairs to summarize parts of the story. Have each pair choose two pages of this graphic novel. Ask one partner to create a brief summary of what has happened in the frames on one page, and the other student to summarize what happened on the other page. Then have partners share their summaries. Invite pairs to present their summaries to the group.

## Developing Comprehension

### Thinking Within the Text

Have students discuss the sequence of events in the graphic novel. Ask: *What happens in each chapter? What are some problems that the characters solve by the end of the story?* Have volunteers summarize the main events.

### Thinking Beyond the Text

Have students compare Jo Jo to sidekicks about whom they have read in other comic books or graphic novels. Ask: *What are some good qualities for a sidekick to have?* Examine the relationship between Magic Pickle and Jo Jo and discuss how Jo Jo stands up for herself in front of her peers and acts bravely to help Magic Pickle dispense dill justice.

### Thinking About the Text

Point out the humor in the language in the speech bubbles and in the graphics, including the clever food-based puns and word play. Discuss examples of how the author communicates comical ideas through the combination of text and illustrations.

## Understanding Text Structure

Help students understand the development of the plot over the course of this graphic novel by calling attention to narrator transitions in the graphic panels.

- Discuss how the narrator's "voice" in the text boxes acts like a voice-over in a movie. Have students look at the panels on pages 6–7. Ask: *Who is narrating the action now? How can you tell?* Point out how the panel at the bottom of page 6 makes it clear that the action described and shown on page 7 happened in Jo Jo's past.
- Examine the panel at the top of page 12. Ask: *Who is narrating the action now? How can you tell? When did this part of the story take place?*
- Have students identify the narrator in other sections of this graphic novel.

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 *Shhhh*, are often spelled the way they sound. Graphic novels rely heavily on onomatopoeia to provide sound effects in the story. Suggest that students quietly sound out any words that are confusing or unfamiliar.

- Ask students to turn to page 8 and find the word *FLEH*. Ask: *Why is this spelled this way? What does this new word tell us?*
- Have students find additional examples of words that spell out sounds, such as *TYPE* *ATYPE* (page 18) and *SK-CHA* (page 37).

## Developing Fluency

Have students select a series of panels in the graphic novel and read the scene aloud to a partner. Remind students to read at a natural pace.

## Oral Language/Conversation

**Talk About Self-Confidence** Discuss with students how it feels to be confident in yourself, your talents, and your place in the world.

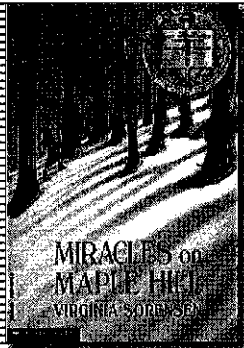
## Extending Meaning Through Writing

- Have students use the Bonus Story as a guide for writing and drawing their own new Magic Pickle adventure. **(Narrative)**
- Have students create written descriptions of what they see in the panels on a specified page range of the book. **(Descriptive)**

## Connecting to Everyday Literacy

The How-to-Draw guide uses sequenced text and illustrated figures to explain how to do something. To link students to real-world procedural text, share another how-to guide. Have students discuss the purpose of the guide and what steps are included. For more procedural text, go to <http://pbskids.org/sagwa/color/flipbook/index.html>. Read and follow the directions for making a flip book.

# Miracles on Maple Hill



## Summary & Standard

When Marly's family moves from Pittsburgh to the countryside, she hopes for miracles so her father will recover from World War II POW experiences and her mother will not worry constantly. Students will read to better understand various aspects of the human experience.

**Authors:** Virginia Sorensen

**Genre:** Realistic Fiction

**Text Type:** Chapter Book

**Word Count:** 250+

**Theme/Idea:** the effects of war on people's lives; the dynamics of a family

## Making Connections: Text to Self

Ask students to think about all the things that go on in their community in a year. Have students compare their activities with what they might do if they lived in a different place.

Explain to students that they will be reading about a girl and her family who move from the city to the country in the 1950s. Discuss with students how they would feel about moving away from all that is familiar.

For additional teaching ideas and resources about Pennsylvania, see <http://kids.yahoo.com/directory/Around-the-World/U.S.-States/Pennsylvania>.

## Vocabulary

**Essential Words:** accused, amazement, anxiously, bragging, fault, insisted, interrupted, superior, tension

**Related Words for Discussion:** extraordinary, honest, marvel, miracles, special, wonder

## Genre/Text Type

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

## Supportive Book Features

**Text** Descriptive chapter titles can be previewed on the Contents page. Chapters divide the story into short segments with self-contained events.

**Vocabulary** Terms associated with maple sugaring or farming in the 1950s are generally defined in context, such as *springhouse* (page 94) and *stanchions* (page 117).

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The text has few illustrations and is fairly dense with smaller type than some students may be used to. Encourage students to pause to check their comprehension. Also, remind them that the story takes place in the 1950s, so the illustrations and some situations may seem old-fashioned.

**Content** Some students may be confused by the long descriptive passages of what Marly sees in nature or of the maple-sugaring process. Suggest that students make a list of plant and flower names from the book or create a flowchart that shows the maple-sugaring process.

## ELL Bridge

Help students think of words that can be used to describe Marly and Joe. Write the characters' names on the board and list students' descriptions under each name. For example, the words *sensitive* and *impatient* may describe Marly, while *explorer* and *honest* may describe Joe. Have students write and then share a few sentences describing Marly or Joe, using words from the list.

## Developing Comprehension

### Thinking Within the Text

Invite students to summarize the events in the story. List students' ideas and help them categorize the events as major or minor. Then, as a group, briefly retell the story using the major events.

### Thinking Beyond the Text

Point out to students that one of the themes in the story is the importance of helping others. Review how the characters help each other and how this affects them—those who help and those who receive help. Ask volunteers to share their own stories about helping a new neighbor or a new student at school.

### Thinking About the Text

Review with students that the story is set within the framework of one year, and as it develops, it shows what happens in each season. Discuss how the author uses this framework to show how the characters change and grow as the year progresses.

## Understanding Character

Remind students that they can understand what a story character is like by noting what he or she thinks, does, and says. Ask students to describe Marly and support their ideas with examples from the text. Say:

- *The story is told from Marly's point of view, so readers know what she is thinking. How do you learn about Joe's character?*
- *What kind of relationship do Joe and Marly have? How do you know?*
- *How have Marly, Joe, Daddy, and Mother changed by the end of the story? What do they do or say that shows these changes?*

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

### Multiple-Meaning Words

Remind students that many words have more than one meaning and are sometimes pronounced differently depending on their meaning. Explain that readers must use the context in which a word appears to determine its meaning.

- Write *object* (page 64). Read the sentence in which the word is used and ask if it means "a thing" or "to complain or protest." Point out how the word is pronounced with each meaning. Then have students determine the meaning of these words in context: *contest* (page 58), *scallops* (page 94), *wound* (page 156).

## Developing Fluency

Model reading page 61 to demonstrate appropriate phrasing using punctuation clues. Then have students choral-read the page.

## Oral Language/Conversation

**Talk About Miracles** Read the dictionary definition of a miracle. Then review Marly's miracles. Discuss how they fit the definition.

## Extending Meaning Through Writing

- Have students write a journal entry describing what they have observed in nature over the past few days. **(Descriptive)**
- Invite students to write what they would most like to see and do on a visit to the city or the country, and why. **(Narrative)**

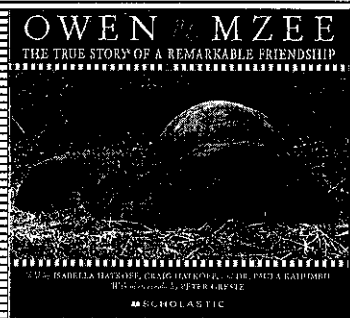
## Connecting to Everyday Literacy

The story makes a full circle starting with Marly's first maple sugaring and ending with maple sugaring one year later. To link students to real-world expository text, go to <http://www.massmaple.org>. Share information about how maple syrup and other products are made. Have students compare information from the story with the website.

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# Owen & Mzee: The True Story of a Remarkable Friendship

**GUIDED  
READING  
PROGRAM**  
Text Types



## Summary & Standard

Owen, an orphaned baby hippo, is rescued and brought to an animal sanctuary, where he attaches himself to Mzee (mm-ZAY), a 130-year-old tortoise. Students will read to refine their understanding of how texts work across a variety of genres.

**Authors:** Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu

**Genre:** Informational Text

**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** forming bonds; cooperating to help an animal

## Making Connections: Text to World

Ask students whether they have heard the story of the baby hippo and the tortoise that “adopted” it before they saw this book. Ask them to share other stories they know of that feature two animals from different species becoming friends. Ask: *What do you think this says about animals?*

To expand the connection, discuss how humans are involved in this story. Ask: *In what ways do humans show they care about animals?* For more information and activities about Owen and Mzee and Haller Park, the animal sanctuary that is their home, go to <http://www.owenandmzee.com/omweb/kidsboma.html>.

## Vocabulary

**Essential Words:** bond, companion, enclosure, inseparable, orphaned, rescued, sanctuary, snuggled

**Related Words for Discussion:** caring, differences, friendship, transform

## Genre/Text Type

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

## Supportive Book Features

**Text** A small pronunciation guide appears on the copyright page. A letter by the authors (father and daughter) introduces the story. The final “More About” section gives background and locates the setting on a map. In between, a text block appears on one page of each spread, accompanied by a photograph on the other to help tell the story.

**Content** The heartwarming true story about the friendship between a baby hippo and an old tortoise is appealing and accessible to students. Praise students for specific use of “Behaviors to Notice and Support” on page 113 of the *Guided Reading Teacher’s Guide*.

## Challenging Book Features

**Text** A few pages have large blocks of text. Lines of text are long. Remind students to reread text if they find themselves struggling.

**Vocabulary** Some students may stumble over the foreign proper nouns. Point out the pronunciation guide on the copyright page and the map at the back that locates the Aldabra Islands, Malindi, Mombasa, and the Sabaki River. Read the foreign names together.

## ELL Bridge

The photo captions tell the story of Owen and Mzee in capsule. Have partners use the pictures and captions to help them understand the story. Encourage them to read each caption and then describe what is happening in the accompanying photo in as much detail as they can.

LEVEL R



## Teaching Options

## Developing Comprehension

## Thinking Within the Text

Ask students to explain the meaning of the book's subtitle *The True Story of a Remarkable Friendship*. Have them relate the important events in the true story in sequence.

## Thinking Beyond the Text

Have students discuss the next-to-last statement in the story: *What matters is that Owen isn't alone—and neither is Mzee.* Ask students whether they agree with the statement and discuss if it can apply to friendships between humans as well.

## Thinking About the Text

Point out to students that the authors of this book are a girl, her father, and the woman who helped bring Owen to the animal sanctuary. Have students read the authors' letter at the beginning of the book. Ask: *What can you tell about Isabella? What do you learn from this letter about the authors' purpose in writing this book?*

## Summarizing

A nonfiction text is filled with facts and information. Remind students that summarizing can help them better understand and remember what they have read. A summary includes the main idea and only the most important details. To help students summarize, ask questions such as the following:

- *Think about this book. Why is this story important?*
- *Who are Owen and Mzee?*
- *What are the most important events that happened to Owen and Mzee?*

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

Remind students that a suffix is a word part added to the end of a base word. The new word is related to the base word in meaning but is a different part of speech. Some words have two suffixes added to a base word.

- List the following words from the story. Have students identify the base word, the suffix(es), and the meaning of each: *enclosure*, *inseparable*, *playfully*, *friendlier*, *protective*, *countless*, *resilience*, and *rescuers*.

## Developing Fluency

Have partners take turns reading portions of the story to each other. Remind them to pay attention to phrasing and punctuation.

## Oral Language/Conversation

**Talk About Reaching Out** Ask students to discuss the quote by Caroline Kennedy on the back cover. Ask: *How can students reach out?*

## Extending Meaning Through Writing

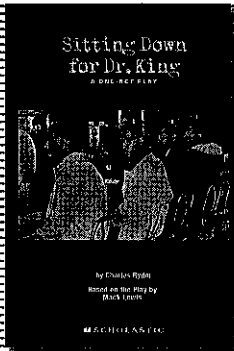
- Have students imagine that they are on the beach when Owen is rescued. Ask them to write an account of the events and to describe their feelings. **(Narrative)**
- Have students write a letter to the authors of the book telling them what they thought of the story. **(Review)**

## Connecting to Everyday Literacy

The authors include a letter to the readers explaining how and why they wrote the book. Explain that some personal letters are intended to inform. To link students to a real-world expository text, show them another example of a letter that informs or explains something. Then discuss the information in the letter. For more examples of expository letters, go to <http://www.readingrockets.org/books/fun/writingcontest/level2>.



# Sitting Down for Dr. King



## Summary & Standard

This play reenacts the Greensboro lunch counter sit-ins of 1960 from a young person's point of view. Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Charles Ryder  
**Genre:** Historical Fiction  
**Text Type:** Play

**Word Count:** 250+  
**Theme/Idea:** acknowledging equal rights; understanding features of a play

## Making Connections: Text to World

Students may have prior knowledge of the civil rights movement, and the leadership of Dr. Martin Luther King, Jr., during the 1950s and 1960s. Have students discuss what they know about this time. Explain that throughout history, groups have stood up for equal treatment. Extend the real-world connection by explaining that Dr. King asked people to practice nonviolent resistance. He felt that it took more courage to resist in a peaceful manner than violently.

For more information, see <http://www.biography.com/blackhistory/featured-biography/martin-luther-king.jsp>.

## Vocabulary

**Essential Words:** appropriate, frustrated, harassed, historian, particular, protest, revolution

**Related Words for Discussion:** abstain, boycott, campaign, consumer, demonstrate

## Genre/Text Type

**Historical Fiction/Play** Remind students that historical fiction is a made-up story based on real people and events. This play format includes real-world dialogue and stage directions to convey historical events.

## Supportive Book Features

**Text** Each set of lines is short and easy to read. The play is divided into scenes to help students track the passage of time. The short speaking parts move the plot along at an engaging pace. An introduction provides historical context.

**Vocabulary** Difficult words are used in a context that students will understand. Students may need assistance comprehending the reference of some of the proper nouns, such as *Woolworth's* and *A & T University*.

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** The story is told from the point of view of someone who witnessed this event as a child. Be sure students realize that David and Davy are the same person. As the narrator, the adult David reflects back on the event he witnessed as a child.

**Content** Students may also be unaware of the idea of institutional racism and how a business could refuse to serve someone based on race. Be sure that students understand that these unjust attitudes and practices are what fueled the civil rights movement.

LEVEL R

## ELL Bridge

Pair more proficient English language learners with less proficient students to model the play's language and practice correct intonation and voice inflection. Because the play uses everyday language, students may need to preview and practice their lines to convey the correct meaning, particularly for abbreviated expressions such as "comin' right up."

## Teaching Options

### Developing Comprehension

#### Thinking Within the Text

Review with students when and where this play takes place. Ask: *What are some facts you learn about this period in history from the play? What is it about the characters that makes them seem realistic?*

#### Thinking Beyond the Text

Ask students to think about how young David's attitude toward the protesters changes over the course of the play. Ask: *How do you think David's experiences in 1960 affected the kind of person he became as an adult?*

#### Thinking About the Text

Point out that the author chose the adult David as the narrator. Discuss this choice. Ask: *How would the play be different if the narrator had not witnessed the event? How would it be different if another character narrated?*

### Understanding Cause and Effect

Remind students that an effect is what happens; a cause is what makes it happen. An effect may have many causes. Explain that sometimes readers must infer causes of effects from the information given in the text and based on their own knowledge. Say:

- On page 8, David says that he's been getting good marks at school. What event does this bring about? (He celebrates with his mother and sister by having strawberry shortcake at Woolworth's.)
- What causes David's family to leave the counter? (Four African-American men respectfully confront the waitress about not being served, and David's mother doesn't want the children to witness this.)
- In scene 4 (page 16), why are the children angry? (The waitress would not serve anyone shortcake because of the protesters.)
- What does Grandma do as a result? (She guides the children to understand how unfair it is to serve white people but not black people.)

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

#### Informal Language

Remind students that informal language is used to make characters sound more realistic. This language includes slang and speech mannerisms that reflect how people actually talk to each other.

- Have students read the lines for Mr. Shore, Mac, Rich, Emily, and Madge on pages 26–27 and identify the informal language. (*fella, huh, mister, wanna*) Discuss what each of these means and the effect this language has on readers.
- Have students look for other examples of informal language as they read. Discuss how it helps develop the characters and makes them seem more authentic.

### Developing Fluency

Model using intonation and pronunciation to mimic natural speech as you read several lines. Have partners take turns reading the lines in a similar manner.

### Oral Language/Conversation

**Talk About Boycotts** Discuss the idea of boycotts as a form of protest and why they can be so effective.

### Extending Meaning Through Writing

- Have students write a letter to the protesters thanking them for their courage. (**Letter**)
- Have students write a newspaper article that reports on this event. (**Expository**)

### Connecting to Everyday Literacy

Dr. King gave many motivational speeches calling people to take action. To link students to real-world persuasive text, explain that persuasive speeches have always been used to promote different causes. Have students read the text of King's *I Have a Dream* speech. Ask: *How do these words and images inspire us to action?* For more persuasive text, go to <http://www.historyplace.com/speeches/anthony.htm> and read from the text of Susan B. Anthony's speech on women's rights.

# What to Do About Alice?



## Summary & Standard

Theodore Roosevelt hunted bears, caught outlaws, and served as the 26th president of the United States. But he was no match for his daughter Alice! Students will read literature from and about a wide range of historical periods and perspectives.

**Author:** Barbara Kerley  
**Genre:** Biography  
**Text Type:** Picture Book

**Word Count:** 250+

**Theme/Idea:** learning about a president's daughter; finding out ways of enjoying life

## Making Connections: Text to World

Ask students what they know about President Theodore Roosevelt and discuss some of his accomplishments. Tell students that they will read about Roosevelt's daughter Alice, who was seventeen when her father became president.

Extend the real-world connection by asking students if they think a politician's child should act in a certain way. Ask: *If your parent were President of the United States, in what ways might you have to act differently?* Explain that many people liked Alice Roosevelt but some thought she should change.

For additional information about Alice Roosevelt, see <http://www.theodoreroosevelt.org/life/familytree/AliceLongworth.htm>.

## Vocabulary

**Essential Words:** ambassador, appalled, ardent, behavior, goodwill, outrageous, unruly

**Related Words for Discussion:** privacy, public, routine, security

## 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** Lively illustrations support the text and capture Alice Roosevelt's vivacious personality. An Author's Note gives additional information about Alice's life.

**Vocabulary** Context clues offer support for vocabulary that may be unfamiliar to students. Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Some words and sentences are set in a different font and are in all capital letters. Explain that the author does this to draw special attention to this text. Point out that a number of these phrases are in quotation marks to indicate someone said these words.

**Content** Provide some historical background by explaining that Alice Roosevelt's position as a goodwill ambassador meant she traveled abroad and helped promote good relations between the United States and other nations. Point out that it was very unusual for a woman of that time to have such great independence and an active role in politics. You may need to explain several of the terms on page 27. (Note: Book pages are not numbered. The title page is page 1.)

## ELL Bridge

Invite students to pantomime the actions described on page 11. Guide students to act out *rowing a boat*, *gamboling through the park*, and *drinking piping hot tea*. Explain to students that the word *gambol* means "to skip or jump about in a playful manner." Encourage students to explain why Alice Roosevelt might have enjoyed doing these things.



## Developing Comprehension

### Thinking Within the Text

Have students recall important events from Alice Roosevelt's life. Have them choose events from her childhood as well as from her adult years.

### Thinking Beyond the Text

Read aloud the last paragraph on page 31. Ask: *Why do you think some groups called Alice's behavior outrageous? Do you think Alice should have changed her behavior when people complained about her? Why or why not?*

### Thinking About the Text

Point out that some of the book's illustrations include newspaper headlines that tell about Alice and her many adventures (pages 28, 29, and 33). Ask: *Why do you think the author and illustrator chose to tell part of Alice Roosevelt's biography through newspaper headlines? How do the headlines help you learn more about Alice? Do you like this feature? Explain.*

## Understanding Character

Review with students that we can understand characters in a story, or in this case, historical figures in a biography, when we read what they think, say, and do. We can also learn about a character or historical figure by reading what other people say about him or her.

- Have students reread page 22. Ask: *What does Alice Roosevelt's solution tell you about her? What did she teach herself? What does this say about her?*
- Recall that Alice Roosevelt took on the role of goodwill ambassador and that according to her father, she *made... people feel that [she] liked them* (page 27). Ask: *What does this tell you about Alice Roosevelt?*
- Guide students to list other character traits that Alice Roosevelt possessed. Encourage students to cite examples from the text to support their statements.

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: Figures of Speech

Remind students that words are not used literally in figures of speech. Explain that a figure of speech suggests, or brings to mind, an image and is an expressive way of speaking.

- Recall that Alice Roosevelt described her behavior as *eating up the world*. Ask: *What image does this figure of speech bring to mind?*
- Have students turn to page 7. Point out the picture and discuss why the illustrator might have chosen to depict Alice's figure of speech in this way. Encourage students to explain what Roosevelt meant and find examples of how she *ate up the world*.

## Developing Fluency

Model reading with proper expression sections of the text that have words in all capital letters, for example on pages 21, 31, and 32. Have students practice reading the sections aloud.

## Oral Language/Conversation

**Talk About Living in the White House** Discuss with students what it might be like to live in the White House.

## Extending Meaning Through Writing

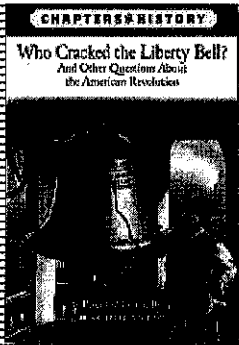
- Have students write newspaper headlines about adventures they have had. (**Narrative**)
- Ask students to write a paragraph stating and explaining their opinion of Alice Roosevelt. (**Expository**)

## Connecting to Everyday Literacy

Tell students other Presidents have had young children living with them in the White House. To link students to real-world expository text, show them a newspaper or magazine article about another president and his children. For more expository text, share the U.S. government's official blog about children in the White House at [http://blog.usa.gov/roller/govgab/entry/kids\\_in\\_the\\_white\\_house](http://blog.usa.gov/roller/govgab/entry/kids_in_the_white_house).

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# Who Cracked the Liberty Bell?



## Summary & Standard

This nonfiction book answers questions relating to the American Revolution. Students read to refine their understanding of how texts work across a variety of genres.

**Authors:** Peter and Connie Roop

**Genre:** Informational Text

**Text Type:** Chapter Book

**Word Count:** 250+

**Theme/Idea:** fighting for rights and freedom; using revolution to bring about change

## Making Connections: Text to World

Students may have prior knowledge about the Boston Tea Party, Paul Revere's Ride, and the Revolutionary War. Ask students to share what they know about this period in history.

Extend the real-world connection by discussing reasons for the American Revolution. Ask: *Why did the colonists want their independence from Britain? Why was it so important? Do you think it was an easy decision to go to war? Why or why not?* Emphasize that the American patriots made huge sacrifices for what they believed in. Talk about the importance of freedom.

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

## Vocabulary

**Essential Words:** boycott, colonies, independence, liberty, patriots, revolution, symbol

**Related Words for Discussion:** courage, equality, freedom, revolution, sacrifice

## Genre/Text Type

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

## Supportive Book Features

**Text** The title of each chapter asks a historical question. Answers are divided into short sections with headings that preview information. Illustrations provide additional support.

**Vocabulary** Most of the vocabulary is conversational and often personalizes the book by asking questions directed to the reader, such as "Don't you wish you could hear the Liberty Bell ring?" (page 26). Illustrations may help students determine the meaning of unfamiliar words such as *five* (pages 12–13) and *olive branch* (page 42).

Praise students for specific use of "Behaviors to Notice and Support" on page 113 of the *Guided Reading Teacher's Guide*.

## Challenging Book Features

**Text** Because illustrations and fact boxes often fill text space, some sentences run as long as six lines, which may overwhelm some students.

**Content** Events in the book are not presented in chronological order. For example, Chapter 1 describes events that took place in 1775, and Chapter 2 reverts back to an event in 1773. Ask students why they think the authors presented information in this way.

## ELL Bridge

Remind students that a fact is a statement that is true. Say: *It is a fact that Thomas Jefferson wrote the Declaration of Independence. It is a fact that the Fourth of July is called Independence Day.* Ask students to share facts they learned from the text. Write the facts on a large sheet of paper. Then ask volunteers to read the facts aloud.

## Developing Comprehension

### Thinking Within the Text

Have students discuss what they learned about the American flag and the bald eagle. Discuss how each symbolizes our country.

### Thinking Beyond the Text

Discuss how history might have been different if the colonists had not been the kind of people they were. Ask: *How would you describe the early patriots? What qualities did they possess? Why were those qualities important?* Remind students that even children played a part in this period of history. Talk about the dangers involved in being a spy for General Washington.

### Thinking About the Text

Refer students to the fact boxes interspersed throughout the text. Ask students why they think the authors included this feature. Point out that each fact contains an additional detail about a topic on the page. Ask students to identify facts they found particularly interesting.

## Understanding Historical Content

Tell students that one historical event often leads to another. Point out that history is easier to understand through this cause-and-effect relationship.

- Discuss events leading up to the Boston Tea Party. Ask: *What caused the patriots to revolt against Britain?* (They felt burdened by unfair taxes.) *What was the effect of the Boston Tea Party?* (Feelings between America and Britain grew worse. Americans realized they wanted freedom from Britain.)
- Remind students that Paul Revere's ride was an important event in history. Ask: *What effect did Revere's warning have on the patriots?* (It gave American patriots time to arm themselves and get to Lexington and Concord. The Battle of Lexington was the first battle of the Revolutionary War.)

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

## Developing Phonics and Word-Solving Strategies

### Diphthongs *ou*, *ow*

Remind students that the letters *ou* and *ow* can stand for the /ou/ sound.

- Ask students to find and read the following words, and name the letters that stand for the /ou/ sound in each: *powerful* (page 17), *announce*, *proud* (page 23), *Howe* (page 31), *background* (page 36).
- Remind students that *ow* can also stand for the long o sound. Have students find a word on pages 3 and 7 in which *ow* stands for the long o sound. (*knows*, *own*)

## Developing Fluency

Model fluent reading of "The Liberty Bell Cracks Again" on pages 25–26 with proper pace and expression. Have partners practice reading the section aloud.

## Oral Language/Conversation

**Talk About the Power of Words** Discuss why Jefferson's language in the Declaration of Independence needed to be clear and powerful.

## Extending Meaning Through Writing

- Have students write a new verse for the song "Yankee Doodle." (**Poetry**)
- Ask students to write a diary entry for one of the children who spied for General Washington. Encourage them to include their thoughts and feelings. (**Narrative**)

## Connecting to Everyday Literacy

The book introduces students to the Declaration of Independence. Tell students that the original document is kept at the National Archives Building in Washington, D.C. Ask: *Why do you think it is important to save the original copy of an historical document? Why do you think it is important for Americans to read the Declaration of Independence?* For links to other historical documents and the National Archives, go to <http://www.archives.gov/historical-docs>.