GUIDED READING PROGRAM

Text Types

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

- **Any Small Goodness: A Novel of the Barrio**
- **Elijah of Buxton**
- **Harlem Summer**
- **King George III: America's Enemy**
- **The Legend of Hong Kil Dong: The Robin Hood of Korea**
- **The Little Prince**
- **The Mostly True Adventures of Homer P. Figg**
- **O. Henry's The Gift of the Magi**
- **Satchel Paige: Striking Out Jim Crow**
- **Stanford Wong Flunks Big-Time**

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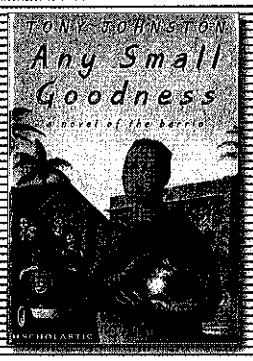
SCHOLASTIC

ITEM S-HT5-31996-X

Any Small Goodness: A Novel of the Barrio

GUIDED READING PROGRAM
Text Types



Summary & Standard

Amid hardships and gang-related violence in their Mexican-American community, Arturo and his family live with warmth, humor, and humanity, showing that "any small goodness" makes a difference. Students will read a variety of genres to better understand aspects of the human experience.

Author: Tony Johnston
Genre: Realistic Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: relying on family; appreciating one's neighborhood

Making Connections: Text to Self

Talk about neighborhoods. Ask: *Are there neighbors that are friendly and kind in your neighborhood? What do some of your neighbors do to show kindness to you or others? What might you want to change about your neighborhood?*

Extend the connection by asking students what they have done in the past to help a neighbor.

For more information about the history of the Hispanic population of East Los Angeles where this story is set, see **http://www.pbs.org/americanfamily/eastla.html**.

Vocabulary

Essential Words: barrier, circumstances, confusion, desolate, embarrassment, expectant, fundamentals, policy, skeptical, vigorously

Related Words for Discussion: barrio, compassion, family, fearful, generous, gentleness, helpful, kindness, violence

Genre/Text Type

Realistic Fiction/Novel Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text The book is divided into chapters. Each chapter is a mini story in itself, told by the main character, Arturo. The stories are written simply, and they are easy to understand. Humor is used throughout the book.

Content Though readers may not be familiar with the barrio in Los Angeles, they will identify with family, friends, and how people live together in neighborhoods.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Each chapter begins with a quotation, poem, or saying. Explain that these introductions prepare the reader to think about the upcoming chapter. Return to the beginning after students have read the chapter and check to see if they have gleaned any other meaning from the quotation, poem, or saying.

Vocabulary There are many Spanish words throughout the book. Almost all of the Spanish words are in italics. The English translations are found in the glossary at the end of the book. Some Spanish words are defined in context.

LEVEL X

ELL Bridge

If students are Spanish-speaking, they will be able to assist others with pronunciations and meanings of the Spanish words. Show all students how to find the meanings of italicized Spanish words using the glossary at the back of the book. Have students work together to practice reading sentences from the book that contain Spanish words. Then discuss the sentence meanings.

Teaching Options

Developing Comprehension

Thinking Within the Text
Each chapter in the book is a little story in itself. Go through the book, and ask students to summarize each chapter.

Thinking Beyond the Text
Say: *The family in the story lives with violence in their neighborhood.* Ask: *What do you think makes this family so strong and able to live with this hardship? How can the idea of community help people rise above their troubles?*

Thinking About the Text
Say: *The author includes a lot of humor in the story. Have students give examples of what they find amusing.* Ask: *Why do you think the author chose to include so much humor in this story?* (As difficult as life might be, people can enjoy the humor in life.)

Monitoring Comprehension
Remind students that it is important for readers to check their comprehension as they read. Sometimes, the meaning of a character's words is not obvious. In these cases, students must think about what they know, ask themselves questions, and reread the words to make sure they understand their significance in the story.

- Say: *When the family gets their cat back, Papi says,* "When no eyes are upon him, that is a person's true test." Ask: *What does this mean? How does this apply to Leo Love, the man who finds their cat? Does Arturo ever get the chance to test these words for himself?*
- Say: *When the librarian, Ms. Cloud, is dismissed because she lacks the proper credentials, Arturo says that Papi's words prove right:* "No beast in the air or on the earth can beat the foolishness of the human." Discuss the meaning of these words.
- Ask: *When Arturo says he is going for revenge and will form his own gang, what did you first think he meant? How does Arturo get his kind of revenge?*

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

Unfamiliar Words: Using a Glossary
Remind students some books have glossaries at the end that list the definitions for difficult or unfamiliar words. Point out the glossary at the end of the book.

- Say: *The glossary lists the English meanings for most of the story's Spanish words.* Point out that the Spanish words appear in italics. Have students find the word *abuelita* on page 11 and read the sentence containing the word. Have students find the word *abuelita* in the glossary and read its meaning.
- Continue having students use the glossary to find the meanings of other Spanish words.

Developing Fluency
Model reading aloud a paragraph from the book containing Spanish words so that students can hear the correct pronunciations. Then have students repeat the reading several times.

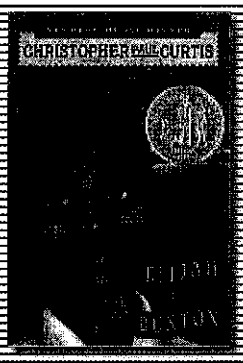
Oral Language/Conversation
Talk About Life in the Barrio Have students discuss what life is like in the barrio as described in the book.

Extending Meaning Through Writing
- Have students write a paragraph telling why Arturo would or would not make a good friend. **(Expository)**
- Invite students to write another chapter about "any small goodness" that might happen in Arturo's life. **(Narrative)**

Connecting to Everyday Literacy
One small goodness the family enjoyed, especially at holiday time, was good food. Explain that a cook may not read a recipe but will still follow a procedure when making each dish. To link students to real-world procedural text, show them a recipe for a Mexican dish. Ask: *Why is it important to follow the steps in order?* For more procedural text, go to **http://pbskids.org/mayaandmiguel/english/print/fajita.html.**

Elijah of Buxton

GUIDED READING PROGRAM
Text Types



Summary & Standard

Elijah Freeman is the first child in Buxton, Canada, to be born into freedom. His ideas of freedom are put to the test, however, when he goes to America on a dangerous journey. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Christopher Paul Curtis
Genre: Historical Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: understanding the power of hope; taking risks to help others

Making Connections: Text to World

Students may have prior knowledge of the Underground Railroad. Have students share what they know about it and what they know about the period of slavery in America. Explain that the Underground Railroad was not a railroad, but was a network of people that helped runaway slaves travel north to freedom. Tell students that Buxton was a destination point and a beacon of hope for slaves on the Underground Railroad.

For additional teaching ideas and resources, see **http://teacher.scholastic.com/activities/bhistory/underground_railroad.**

Vocabulary

Essential Words: abolitionist, caution, disrespect, fragile, slavery

Related Words for Discussion: compassion, danger, freedom, risk, settlement, trusting

Genre/Text Type

Historical Fiction/Novel Remind students that historical fiction is a made-up story based on real people and events. The longer length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

Supportive Book Features

Text Each chapter has a descriptive title that gives clues about what students will read. The author's note at the end of the book provides in-depth information about the Buxton Settlement.

Content Students will enjoy the humor found throughout the story. They will relate to Elijah's insecurities, the difficulty of making challenging decisions, his desire to be taken seriously by adults, and the ups and downs of friendship.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text There are no illustrations to support the text. However, each chapter contains a lot of action. Have students visualize the action and then summarize it to a partner.

Vocabulary Students may have difficulty with the way Elijah and his friends and family speak. Explain that they speak in a dialect that was common during that period in history, which often included slang and incorrect grammar. Elijah also invents words, such as *conversating* (page 9) and *terrorfied* (page 287). Have students identify the base word of each made-up word and tell what they think it means.

LEVEL X

ELL Bridge

Remind students that Elijah's mother considers him to be *fra-gile.* Write *fragile* on the board and read the word with students. Explain that *fragile* means "weak, easily broken, or delicate." Ask students to name things that are fragile. Then ask why Elijah's mother called him fragile and how he felt about that. Have students name things Elijah did to prove he was not fragile.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students describe the significance of the Liberty Bell. Ask: *What did ringing the bell mean? Why was it important to the citizens of Buxton and the newly escaped slaves?*

Thinking Beyond the Text

Remind students that, in the story, Frederick Douglass referred to Elijah as *hope for the future*. Then, at the end, Elijah bravely carried a baby named Hope to freedom. Ask: *Why do you think Douglass described Elijah the way he did? Why do you think the author named the baby Hope?*

Thinking About the Text

Point out that each chapter in the first part of the book relates an incident that helps readers get to know the characters, especially Elijah. We learn what Elijah thinks and does, how he responds to challenges, and what other people think about him. Explain that the last part of the book is more serious, with each chapter building up to the next and telling a continuous story. Ask: *Why do you think the author organized the book this way? What do we learn about Elijah in the first part that helps us understand the second?*

Understanding Point of View

Remind students that in the first-person point of view, a character tells the story from his or her perspective. *I* and *me* are pronouns that indicate the first-person point of view. That person is the narrator. Say:

- *On the first page of Chapter 1, we are introduced to two characters—Elijah and Cooter. Which character is telling the story?*
- *What information does the narrator give readers in Chapter 2?*
- *How would the toady-frog joke on pages 13 and 14 be different if it were told from the point of view of Elijah's mother?*

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

Developing Phonics and Word-Solving Strategies

Similes

Remind students that a simile compares two things using *like* or *as*. Similes give the reader a more vivid picture of what is happening in a story. Have students find these similes:

- *pouncing on Cooter Bixby like an owl on a rat* (page 86); *slow as maple sap on a cold day* (page 293). Have students read the sentence that contains each simile and identify what is being compared. Ask students to describe the image that each simile projects. Ask students to identify other similes in the story.

Developing Fluency

Read aloud several paragraphs of dialogue to help students hear and become familiar with the dialect characters use as they speak. Have students read softly to themselves as you circulate and offer help where needed.

Oral Language/Conversation

Talk About Taking Risks Discuss the risk Elijah took when he rescued the baby. Ask students what might justify taking a risk.

Extending Meaning Through Writing

- Have students write a paragraph telling why they would or would not like to have Elijah as a friend. **(Expository)**
- Have students describe what might have happened when Elijah and Hope got to Buxton. **(Narrative)**

Connecting to Everyday Literacy

In the story, Mrs. Holton receives a letter from Mrs. Poole bearing bad news (page 194). Explain to students that there are several different types of letters, one of which is a persuasive letter. Explain that the purpose of a persuasive letter is to persuade someone to do something or see something in a certain way. For an example of a persuasive letter, go to **http://teacher.scholastic.com/LessonPlans/AnswerSheet.pdf.**

Harlem Summer

GUIDED READING PROGRAM
Text Types

Summary & Standard

Life in Harlem in 1925 gets very complicated for Mark Purvis. As he tries to make some money, he gets in trouble with gangsters, meets poets and jazz musicians, and grows up a lot. Students will read literature from a wide range of historical periods and perspectives.

Author: Walter Dean Myers
Genre: Historical Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: exploring opportunities; discovering one's identity

Making Connections: Text to World

Point out the section on pages 153–165 titled "Real People and Places." Discuss what students know about these real people and places.

Explain that the author has created a fictional teenager who encounters some of these real people and places. Say: *The author has created a fictional family based on life in Harlem in 1925. The main character connects with real people, such as Langston Hughes, Thomas "Fats" Waller, and the gangster Dutch Schultz.*

For additional information on Harlem in the 1920s, see **http://www.pbs.org/newshour/forum/february98/harlem_2-20.html**.

Vocabulary

Essential Words: bootlegging, insightful, lynched, mingle, notorious, plebian

Related Words for Discussion: community, evolution, gangster, jazz, NAACP, renaissance

Genre/Text Type

Historical Fiction/Novel Remind students that historical fiction is a made-up story based on real people and events from a historical period. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text Each chapter is prefaced with a short preview/summary of the text. Readers will be able to use these short introductions before reading to predict chapter content and after reading to check comprehension.

Content The story is written in the first person from the point of view of sixteen-year-old Mark Purvis. Students may be unfamiliar with some of the language, concepts, and characters in the story. However, they will be able to identify with Mark's teenage perspective on his experiences and his environment.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text The "Real People and Places" section of the book gives students background information on life in Harlem, New York, in 1925. The section covers topics such as prohibition, bootlegging, and notable artists of the time.

Vocabulary The story uses some vocabulary words that are above reading level. Students should use context clues to find meanings for unfamiliar words. They may also consult a dictionary if necessary.

LEVEL X

ELL Bridge

Pause after every few pages, or as needed, to discuss what is happening in the story and any challenging vocabulary words. Use gestures for action words such as *wiping* and *flicked* on page 16, *beckoned* on page 20, and *squinted* on page 38. Have students repeat the words and use the new vocabulary in sentences.

Teaching Options

Developing Comprehension

Thinking Within the Text
Use Mark's descriptions of his environment to discuss life in Harlem in 1925. Encourage students to talk about prohibition and bootlegging. Discuss the attitudes in Harlem at the time and how the prohibition culture brought about both creativity and crime.

Thinking Beyond the Text
Have students consider why the author used many real people and places in the story. Ask: *Does using real people and places make the story more realistic? Do you think the events in the book could have really happened in Harlem in 1925? Why or why not? Would the book have more or less impact if the author did not use real people and places?*

Thinking About the Text
Have students discuss the use of the first person point of view. Ask: *Why do you think the author wrote the story from a first person point of view? How does the use of first person narrative help you understand Mark's personality? How would the tone of the book differ if the story were told in the third person?*

Making Predictions
Students will use their personal experience and what they know from the text to make predictions about the events in a story. They will then read to confirm or revise their predictions.

- Say: *Instead of a chapter title, each chapter begins with a short preview of the coming events. The Chapter 1 preview says that a letter brings bad news. Using what you know and the rest of the text in the preview, what news do you think the letter contains?*
- Have partners use the previews to predict what will happen in each chapter. Have them record the predictions in the first column of a two-column chart. As they read, have them write in the second column whether or not their predictions were confirmed.

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

Dialect
Explain that authors write dialogue using the dialect of the region to make the characters more realistic. People often use slang in everyday speech and do not always use proper grammar.

- Read aloud page 28. Have students identify examples of dialect and slang that make the narration and dialogue more realistic. Then have students identify other examples of dialect and slang as they continue to read.

Developing Fluency
Have students choose a passage and practice pronouncing the proper nouns within it. Encourage them to practice reading the passage until they can read it fluently with the proper pace and without hesitating.

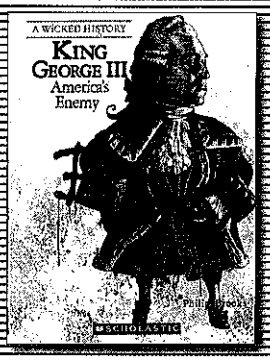
Oral Language/Conversation
Talk About Point of View Discuss points of view and why authors may choose the first person over the third person, or vice versa, to tell a story.

Extending Meaning Through Writing
- Invite small groups of students to research and create an informative mural about the Harlem Renaissance. **(Expository)**
- Have students choose a poem they like and rewrite it as Langston Hughes suggests on pages 99–100. **(Descriptive)**

Connecting to Everyday Literacy
Mark was fortunate to have the chance to talk with Langston Hughes, the poet. He was interested in learning about Langston Hughes's writing. He listened and followed his advice about writing. Ask students to think of questions about Langston Hughes that they would want answered. Link students to real-world expository text about Langston Hughes to have their questions answered. Go to **http://www.poetryfoundation.org/archive/poet.html?id=3340.**

King George III: America's Enemy

GUIDED READING PROGRAM
Text Types



Summary & Standard

This biography, *A Wicked History* book, uses personal details and anecdotes to humanize King George III, whom many American colonists considered a tyrant. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Philip Brooks
Genre: Biography
Text Type: Chapter Book
Word Count: 250+
Theme/Idea: learning about historical figures; exploring the role of a king

Making Connections: Text to Text

Most students will have heard of King George III in relation to the American Revolution, but they may not know details of the remainder of his life and reign. Tell students they will read a biography about the king.

Extend the connection by explaining that a biography tells the story of a famous person's life. Invite students to talk about biographies they have read. Ask: *What do biographies have in common? Why do people enjoy reading biographies?*

For additional background on King George III, see **http://www.bbc.co.uk/history/historic_figures/george_iii_king.shtml**.

Vocabulary

Essential Words: colonies, empire, illness, king, revolt, subjects, war

Related Words for Discussion: decisions, family, leadership, reign, responsibilities, rule

Genre/Text Type

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

Supportive Book Features

Text Each titled chapter includes an opening sentence that succinctly summarizes the main idea of the chapter. The text is supported by historical illustrations, a time line, recommended books, websites, and an index. A graphic organizer at the beginning of the book introduces students to the main figures featured in the text.

Vocabulary The glossary at the back of the book will help students understand the meaning of key words and how to pronounce them.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many pages are filled with text. Encourage students to stop frequently and summarize what they have read to monitor their comprehension. Some students may struggle with the language in the historical quotes. Discuss the meaning of this text as needed.

Content Students may be unfamiliar with the British historical figures and events. Ask them to identify information in the text that shows how each person plays a part in the life of King George III.

LEVEL X

ELL Bridge

Encourage students to write questions that occur to them as they read. After each chapter, have students read their questions aloud. Have your own questions to discuss as well. Write all the questions on a chart or on the board. With the group, discuss each question and develop an answer. Write the answers on the chart or on the board.

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students use the one-sentence chapter summaries or the time line to help them summarize the key events in each of the three parts of the book.

Thinking Beyond the Text
Have students discuss how personal details and anecdotes can help make a historical figure more interesting. Ask: *What kinds of people make compelling figures for a biography? What sort of information would a writer need to research to make the subject's life story interesting to a reader? What makes King George III an interesting subject?*

Thinking About the Text
Point out that the text on pages 20, 40, 47, 93, 110, and 115 presents interesting facts and details that relate to the main events in the text. Ask: *Why do you think the author included this information? How does the design of these pages indicate that they are different from the main text? How do these passages add interest to the main text?*

Generating Questions
Remind students that generating questions can help them better comprehend what they read. In order to look for answers to their questions, they need to read carefully. Read page 11 aloud. Model how to generate questions about the text.

- *Which country does King George III rule?*
- *Which country is at war with Great Britain? Why?*
- *What does the king think about the war?*

As students read, have them note where they find information that helps them answer each question. Have them compare their findings.

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 Context Clues
Remind students that context, or words and sentences around a word, can offer clues about the meaning of the word.

- Have students find the words *plundered* and *ravaged* on page 12. Ask: *What clues helped you figure out what these words mean?*
- Repeat the procedure for the following words: *raucous* (page 13), *frail* (page 16), *vital* (page 20), and *ailment* (page 21).

Developing Fluency
Model how to use punctuation cues to group words as you read complete sentences. For example, read page 13 aloud. Have students repeat after you as you listen for correct phrasing.

Oral Language/Conversation
Talk About Leaders Lead a discussion about the role and responsibilities of national leaders. Ask: *How is a king different from an elected leader?*

Extending Meaning Through Writing

- Have students create a time line of key events in the life of King George III. **(Graphic Aid)**
- Have students write a persuasive paragraph in which they argue whether or not King George III was "wicked." **(Persuasive)**

Connecting to Everyday Literacy

Point out that the chapter titled "Wicked?" is an example of persuasive text. Ask: *Does the author think King George III was wicked? What arguments does the author use to support his opinion?* To link students to real-world persuasive text, go to **http://socialstudiesged.com/persuade.html**. Read an excerpt of persuasive text written before the American Revolution by Thomas Paine in his pamphlet *Common Sense.*

The Legend of Hong Kil Dong: The Robin Hood of Korea

GUIDED READING PROGRAM
Text Types

Summary & Standard

This graphic novel tells the tale of a popular Korean hero who fights for the rights of the common people. Students will read to comprehend basic plots of a variety of fiction genres.

Author: Anne Sibley O'Brien
Genre: Folktale
Text Type: Graphic Novel
Word Count: 250+
Theme/Idea: fighting for justice for others; creating your own destiny

Making Connections: Text to Text

Students will probably be familiar with the story of Robin Hood. Ask students what they know about this popular English folk hero.

Extend the connection by telling students that Hong Kil Dong was a similar kind of hero in Korean folklore. Explain that he, too, made it his mission to be a champion for the poor. Ask: *What makes a person a hero? Why do you think tales about heroes have had such appeal through the years?*

For additional teaching ideas and resources about myths and folktales, see **http://teacher.scholastic.com/writewit/mff/**.

Vocabulary

Essential Words: corrupt, destiny, discipline, exploits, heir, invincible, wrath

Related Words for Discussion: authority, avarice, corrupt, heroic, injustice

Genre/Text Type

Folktale/Graphic Novel Remind students that a folktale is a story that has been passed down through generations by word of mouth. The illustrations and their use in the storyline add to the story's fantastical and often surreal quality.

Supportive Book Features

Text Students will most likely be familiar with graphic formats. Detailed illustrations give readers a rich understanding of Korean culture and help students follow the action. The notes at the end provide helpful information.

Content The use of magic and martial arts, as well as the nonstop action, will captivate students.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Each page is filled with illustrations and text, which may be overwhelming for some students. Because the panels are different sizes, some students may need help with the order in which to read them. Be sure students understand that they read panels from left to right and top to bottom on each page.

Vocabulary The book contains many words that are above grade level, such as *assassin* on page 11. Have students use context clues to help determine their meanings. (Note: Because the book pages are not numbered, page numbers have been assigned. Page 2 starts *The story begins...*)

LEVEL X

ELL Bridge

Suggest that students write questions on sticky notes about things they don't understand and place the notes near the text on the page. Suggest that students remove a note if a question is answered later in the story. When finished, have students discuss their questions with a partner. If there are answers they are unsure of, have students ask the rest of the group for help.

Teaching Options

Developing Comprehension

Thinking Within the Text

Remind students that Hong Kil Dong was compassionate, clever, and resourceful. Ask students to describe a scene that illustrates each characteristic.

Thinking Beyond the Text

Discuss why Hong Kil Dong was called a hero. Ask students if they think he would be considered a hero today. Invite volunteers to tell about people in their lives whom they call heroes. Ask: *Do you think some people who are idolized today, such as popular sports figures, should be called heroes? Why or why not?*

Thinking About the Text

Point out that the text and the illustrations go hand in hand. Have students choose a picture of a character and describe his or her facial expression and body language. Then have students read the accompanying text. Ask: *How do the character's words express the emotions on his or her face?*

Understanding Problem and Solution

Remind students that a story includes one or more problems that a character wishes to solve. It may involve something the character wants to do or a situation he or she wants to change. The solution consists of the steps taken to resolve the problem. Ask:

- *What is Hong Kil Dong's problem at the beginning of the story? What does he do to resolve it? How does this problem impact his actions throughout the tale?*
- *Later, Hong Kil Dong learns that greedy monks are hoarding wealth at the expense of the common people. How does he restore justice?*
- *What other problems do Hong Kil Dong and his band of men encounter? How do they solve those problems?*

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

Developing Phonics and Word-Solving Strategies

Suffixes *-ation* and *-ion*

Remind students that the suffixes *-ation* and *-ion* mean "state or quality of." Point out that each of these suffixes when added to a verb can turn it into a noun.

- Have students find the word *frustration* on page 8. Ask them to identify the suffix *(-ation)* and to use it to define the word (state of being frustrated). Point out that the final e is dropped from the verb *frustrate* before adding the suffix.
- Repeat with the words *rejection* (page 9), *accusations* (page 10), *preparations* (page 22), and *corruption* (page 40). Tell students to look for other words with these suffixes as they read.

Developing Fluency

Choose panels of dialogue to use in a Readers Theater. Invite volunteers to take parts and model reading at a natural pace. Have groups read aloud the same dialogue.

Oral Language/Conversation

Talk About Power Ask students how power corrupted some government officials in the story. Discuss why too much power can be dangerous.

Extending Meaning Through Writing

- Have students create a comic strip that shows a scene from a familiar folktale. **(Narrative)**
- Have students make a Venn diagram to compare and contrast Hong Kil Dong with Robin Hood. **(Graphic Aid)**

Connecting to Everyday Literacy

At the back of the book are notes on spellings, pronunciations, and the meanings of some Korean words. Tell students that this information will help them as they read words in Korean. Ask: *What kinds of books might include a pronunciation key? Why is such an aid helpful?* For procedural text on how to use a pronunciation key, go to **http://itdc.lbcc.edu/cps/english/phonicSounds/intro.htm.**

The Little Prince

GUIDED READING PROGRAM
Text Types

Summary & Standard

The little prince lives happily on asteroid B-612, until the flower he lovingly cares for shows too much pride. He leaves home and travels the galaxy. Will he learn what is truly important in life? Students will identify the theme in a grade-level-appropriate text.

Author: Antoine de Saint-Exupéry
Genre: Fantasy
Text Type: Novel
Word Count: 250+
Theme/Idea: finding friendship; discovering what is important in life

Making Connections: Text to Self

Invite students to discuss times when they have felt adults misunderstood them. Or have students tell about a time when something was important to them, but they had difficulty explaining it to others.

Extend the connection by telling students that in the novel *The Little Prince*, both the narrator and the little prince feel that adults often do not understand "matters of great consequence," or what truly matters in life.

For more information on the author of *The Little Prince*, see **http://www.pbs.org/kcet/chasingthesun/innovators/aexupery.html**.

Vocabulary

Essential Words: absurd, consequence, essential, naive

Related Words for Discussion: significant, valuable, worthwhile

Genre/Text Type

Fantasy/Novel Remind students that a fantasy is a story that could not happen in the real world. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text Each chapter is numbered and is relatively short. The author's classic illustrations enrich the text and will likely appeal to students.

Vocabulary Most vocabulary will be familiar to students. Context clues in the text provide support for unfamiliar terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Dialogue in the novel frequently ends with an ellipsis. Point out that this can indicate an omission or may signal that a speaker is trailing a thought.

Content You may wish to discuss some of the book's sensitive topics, such as the tippler (page 50–52) or the little prince's decision to let the poisonous snake bite him so that he might return to his planet (page 108). You may also want to explain that the reference to "Negro kings" (page 67) means "African kings" and that the use of the word *negro* is a reflection of the use of the word from the time period in which the novel was written.

LEVEL X

ELL Bridge

Have students look at the illustrations in the novel and discuss how pictures can help readers understand a text. Encourage students to make their own drawings to illustrate a scene from a chapter that does not have pictures, such as Chapter 22 or 24. Ask students to explain how their illustrations support or clarify the text.

SCHOLASTIC

Teaching Options

Developing Comprehension

Thinking Within the Text
Ask students to describe the people and animals the little prince encounters during his travels to seven different planets.

Thinking Beyond the Text
Direct students' attention to the sentence that begins on the bottom of page 56: *On matters of consequence, the little prince had ideas that were very different from those of the grown-ups.* Ask: *Why do you think the little prince and the grown-ups have different ideas about what is important? Who do you think understands what really matters in life, the little prince, the grown-ups, or both? Explain.*

Thinking About the Text
Point out that the novel is narrated from the pilot's point of view. Ask: *How might the story be different if it were told from the little prince's point of view? Why do you think the author decided to tell it from the pilot's perspective?*

Understanding Theme
Explain that a theme is an important idea that an author wants readers to understand. Guide students to understand some of the novel's themes, particularly those of friendship.

- Review how the little prince befriends the fox and then read the sentence at the top of page 87: *But I have made him my friend, and now he is unique in all the world.* Ask: *What does this statement tell us about friendship?*
- Have students read the fox's statement on page 87: *What is essential is invisible to the eye.* Ask: *What do you think the fox means by this?*
- Continue reading on page 87 and discuss the fox's comment: *It is the time you have wasted for your rose that makes your rose so important.* Ask: *How might "wasting" time on someone strengthen a friendship?*

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

Developing Phonics and Word-Solving Strategies

Multisyllabic Words
Remind students that breaking a multisyllabic word into syllables can help them read the word.

- Have students find the word *baobab* on page 20. Write the word on a chart or on the board and model reading it as you divide it into syllables. (ba-o-bab) Have students repeat each syllable and then blend them together to read the word.
- Repeat with *monotony* on page 48 (mo-not-o-ny) and *ephemeral* on page 65 (e-phem-er-al). Encourage students to use a dictionary or context clues to learn the meaning of unfamiliar multisyllabic words.

Developing Fluency
Select a scene from the novel that has interesting dialogue. Have small groups of students perform it as a Readers' Theater, stressing proper expression.

Oral Language/Conversation
Talk About Matters of Consequence Discuss with students what they consider to be the most important matters in life and why.

Extending Meaning Through Writing
- Recall the narrator's description of Earth on page 67. Have students write a paragraph describing our planet. **(Descriptive)**
- Ask students to reread the last page of the novel. Then, have them write a letter to the pilot about finding the prince in the desert. **(Narrative)**

Connecting to Everyday Literacy
The little prince traveled through a fantasy version of outer space. To link students to real-world expository text, show them a science article or encyclopedia entry about space. Discuss how a fantasy writer such as de Saint-Exupéry could get inspiration from expository texts. For more expository text, go to **http://science.nasa.gov**.

The Mostly True Adventures of Homer P. Figg

GUIDED READING PROGRAM
Text Types

Summary & Standard

When his brother is forced to join the Union troops during the U.S. Civil War, Homer uses his artful lying to find his brother and help win the war. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Rodman Philbrick
Genre: Historical Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: exaggeration/imagination vs. truth; tragedies of war and slavery

Making Connections: Text to World

Students may have prior knowledge about the U.S. Civil War, the abolition movement, and the Underground Railroad. Ask students to share what they know about this historical period. Ask: *What were some causes of the Civil War?*

Point out that there are many kinds of bravery. *Why did some young men want to join the war? Why did some want to help the abolitionists?* Explain that this book tells about a boy who sets off to rescue his older brother, who is forced to become a soldier.

For more information about the Civil War, see **http://www.civilwar.org/education/teachers.**

Vocabulary

Essential Words: complicated, investment, prodigious, signify

Related Words for Discussion: conscription, cruelly, recruit, sacrifice, surveillance

Genre/Text Type

Historical Fiction/Novel Remind students that historical fiction is a made-up story based on real people and events. The longer length of this novel allows for a deeper exploration of how people's lives are affected by historical events.

Supportive Book Features

Text Descriptive chapter titles, such as "The Worst Smell Ever" and "The Sound of Guns," pique readers' curiosity. A graphic symbol is used to alert readers to time gaps in the story.

Content The book is written from a 12-year-old boy's point of view. While many of the situations in which he finds himself will not be familiar to readers, students should relate to the way he thinks and feels about what happens to him.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text While students may have a basic knowledge of the U.S. Civil War, they may be unfamiliar with medicine shows and other aspects of the era. Suggest that students use the nonfiction section at the back of the book to clarify ideas as they read.

Vocabulary The narrator is a young, uneducated boy from an earlier time, so his grammar and vocabulary might confuse some readers. He uses words such as *throwed* (page 10) and lists *things Squint can't abide* (pages 8–9). Point out that these features add flavor, and that some context clues are provided, such as the list title "Things Uncle Hates."

LEVEL X

ELL Bridge

Point out that in contemporary English, unlike in many other languages, there is no difference between a formal and an informal way of saying *you.* Explain that in earlier centuries, the informal way of saying *you* in English included the words *thou* and *thee.* In the book, Mr. Brewster, a Quaker, uses the informal forms *thee* (you) and *thy* (your) to signify friendship and equality.

Teaching Options

Developing Comprehension

Thinking Within the Text

Have students discuss Homer's ability to lie. Point out that lying is not usually considered a good character trait. Ask students to describe how Homer's talent at lying helped him in different situations.

Thinking Beyond the Text

Point out that Homer decides to help escaping slaves instead of staying safely inside the Brewster mansion. Ask: *Can you think of times when it's scary to do the right thing? Why do people choose to do the right thing? Who do you think acts more bravely in this story, Homer or Harold? Why do you think so?*

Thinking About the Text

Point out that the story can be seen as a series of high points and low points. Just when readers think Homer is in real trouble, something good usually happens; when everything seems fine, something bad usually follows, and so on. Ask: *Would you prefer a story in which only good or bad things happen? Why or why not?*

Understanding Character

Remind students that an author reveals what characters are like through their actions as well as what characters say about themselves and others.

- Say: *On page 47, Homer tells Mrs. Bean he killed a 30-foot snake and that his broken-down horse is a thoroughbred. What does that really tell us about Homer?* (He likes to make himself seem bigger and more important than he really is.)
- Remind students that Homer often describes his brother in heroic terms. Ask: *Why does Harold join the army when he could refuse?* (Harold doesn't want to take care of his brother anymore.) *How would you describe Harold?* (He's a regular boy who is tired of having to be brave, strong, and responsible.)

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

Metaphors

Remind students that a metaphor compares two things without using *like* or *as*. A metaphor is a direct comparison in which one thing is described as another.

- Have students find and read the following metaphor on page 158: *Mankind must be made free! It must unshackle from the slavery of gravity...* Have students identify which two things are being compared. Then have them discuss how this particular metaphor fits into the context of the book.

Developing Fluency

Model using words and phrases such as *protests, assures him, concludes thoughtfully*, and so on, as clues for expressively reading dialogue. Then have student partners select a section of text and practice reading it expressively.

Oral Language/Conversation

Talk About Life During Wartime Discuss how the U.S. Civil War and other wars have affected the people who lived through them.

Extending Meaning Through Writing

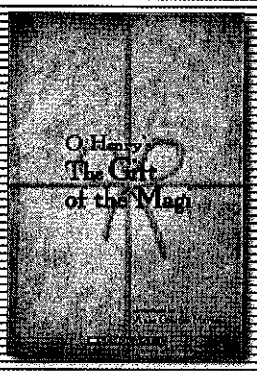
- Have students write a poem describing the Battle of Gettysburg, based on Homer's descriptions. **(Poetry)**
- Have students write a letter from Reverend Webster B. Willow or a journal entry by Willow that tells what happened after Homer was knocked unconscious. **(Narrative)**

Connecting to Everyday Literacy

The book discusses events and battles during the U.S. Civil War. Discuss how time lines present an overview of an event or era and how they emphasize chronology. Connect to real-world document text by showing a time line of the Civil War at **http://cwar.nps.gov/civilwar/abcivwarTimeline.htm.**

O. Henry's The Gift of the Magi

GUIDED READING PROGRAM
Text Types



Summary & Standard

In this dramatization of O. Henry's classic short story, a young married couple sacrifice their most prized possessions to buy each other gifts, only to discover that love is their greatest gift. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Adapted by Anne Coulter Martens
Genre: Realistic Fiction
Text Type: Play
Word Count: 250+
Theme/Idea: making a sacrifice for a loved one; appreciating what one has

Making Connections: Text to Text

Students may have already read the O. Henry short story from which this play is adapted, or read or viewed other stories that have used this story's plot and twist ending. Point out that in this adaptation, the story is told in play format.

To extend the connection, have students discuss the purpose of a play's narrator, including how this character explains the action and often sums up a lesson to be learned.

For original text of "The Gift of the Magi," see **http://www.auburn.edu/~vestmon/Gift_of_the_Magi.html**.

Vocabulary

Essential Words: debating, earnest, pawned, poverty

Related Words for Discussion: coincidence, realization, unexpected

Genre/Text Type

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

Supportive Book Features

Text The dramatization is organized as a script for a one-act play that is divided into five scenes. Stage directions and spoken dialogue are designated by different text treatments.

Content Students will be familiar with the theme of making a sacrifice for a loved one. They may have come across this same plot in the original short story, one of its many retellings, or a similar plot in another story.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Students may not have experience reading a play. Point out which parts should be read aloud and which are only included to provide the reader with essential information needed to visualize what is happening in the play. Identify each play element (character list, properties list, etc.) and make sure students understand its purpose.

Vocabulary This play is set in the past, so some vocabulary may be unfamiliar. Encourage students to make a list of unfamiliar words or phrases—such as *darning equipment* or *watch fob strap*—to discuss or to look up later in a dictionary or encyclopedia.

LEVEL X

ELL Bridge

Help students keep track of the characters in this play. When each character first appears in the play, write the character's name on a chart or on the board. As students read, add details about each character next to his or her name. After students have finished the play, assign student pairs characters from the list. Challenge pairs to use the list to write a brief synopsis of their character. Invite students to share their writing with the class.

Teaching Options

Developing Comprehension

Thinking Within the Text
Have students summarize the problem that the young couple in this play faces and the solutions that Jim and Della each try. Then discuss the idea of a twist ending, and how their solutions do not solve their problem in the way they expect.

Thinking Beyond the Text
Have students read the short story version of "The Gift of the Magi" and discuss how this dramatization compares to the original. Ask: *How are the characters the same and different? Is the lesson taught by each version the same? What role does the narrator take in the story and in the play? How is this role different or the same in each version?*

Thinking About the Text
Ask students to examine the way that the play is presented from Della's point of view. Discuss how not knowing what Jim is doing during most of the day changes the way that the reader experiences the twist ending.

Understanding Plays
Explain that a play is a story performed for an audience through dialogue and actions. It can be read aloud or acted out. The written version of a play includes information such as the actors' lines, descriptions of settings, a list describing the characters and props, and stage directions that tell actors where and how to move.

- Read pages 3–6 with students. Identify elements such as the cast list and setting. Ask: *What does the Note on page 3 tell the reader? Why is the information on pages 4 and 5 provided? To whom is the production note on page 6 most useful?*

- Flip through the script and have students identify examples of different play elements such as dialogue, stage directions, and scene changes, and explain why each kind of information is included for the reader.

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

Developing Phonics and Word-Solving Strategies

Adverbs
Explain that adverbs tell about verbs or actions. Point out that many adverbs end in the suffix *-ly*. Note that stage directions for a play often use adverbs to tell actors how to speak their lines of dialogue or perform the described actions.

- Write this set of stage directions from page 10: *[putting it back hastily]*. Point to the adverb that tells more about the verb *putting*.

- Ask students to find *brightly* on page 9. Have them use other words to describe what the adverb says about how Della is speaking here. Have students look for other adverbs in the stage directions and tell what each describes.

Developing Fluency
Model reading scene 3 aloud with expression, using different voices and inflections for each character. Then assign parts and have students practice reading the scene with a partner.

Oral Language/Conversation
Talk About the Unexpected Discuss ways in which life presents surprises and how those surprises are often good things.

Extending Meaning Through Writing

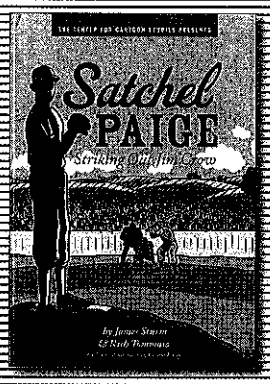
- Have students select another short story and rewrite a section of it as a play. **(Narrative)**

- Have students write a paragraph explaining the lesson they learned from Jim and Della's experiences. **(Expository)**

Connecting to Everyday Literacy
Point out that people are often persuaded to buy things by looking at advertisements. To link students to real-world persuasive text, show students advertisements from a magazine or catalog. Talk about the language used to persuade. For more persuasive text, go to **http://www.watchessuperstore.com/watchessuperstore-Childrens-Watches-cid-22-list.html**. Ask: *Which words might persuade a parent to buy each watch?*

Satchel Paige: Striking Out Jim Crow

GUIDED READING PROGRAM
Text Types



Summary & Standard

This graphic novel details life in the Jim Crow era as it tells the story of Leroy "Satchel" Paige through the eyes of a black southern sharecropper. Students will read literature from and about a wide range of historical periods and perspectives.

Authors: James Sturm and Rich Tommaso
Genre: Biography/Historical Fiction
Text Type: Graphic Novel
Word Count: 250+
Theme/Idea: facing and overcoming prejudice; living during the era of segregation

Making Connections: Text to World

Help students draw on their prior knowledge for context for this story that blends biography and historical fiction. Ask: *What rights were civil rights activists like Dr. Martin Luther King, Jr. trying to gain for African Americans?*

Explain that the Jim Crow laws were rules that segregated blacks from whites and kept black people from achieving an equal status. Students will see how Jim Crow laws affected Satchel Paige, an African American baseball player.

For examples of Jim Crow laws, see **http://academic.udayton.edu/race/02rights/jcrow02.htm.**

Vocabulary

Essential Words: advocated, aggressive, lanky, lynching, ricochets, satchel, segregation, virtually

Related Words for Discussion: equality, inferior, minority, oppress

Genre/Text Type

Biography/Historical Fiction/Graphic Novel
Remind students that a biography tells the important details of a real person's life and historical fiction is a made-up story based on real people and events. The use of illustrations in the storyline helps depict the person's life.

Supportive Book Features

Text The book includes an explanatory introduction and, at the end, a series of discussion topics related to historical details. Students may find it helpful to begin by reading the panel discussions, which provide contextual information.

Vocabulary The range of the vocabulary within the story itself is limited. Many of the baseball terms will be familiar as well.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide.*

Challenging Book Features

Text Students may have trouble deciphering the typefaces of the graphic novel, especially the typewriter font that presents historical details. Remind students to monitor their comprehension and reread if necessary. They may need help with unfamiliar baseball terms.

Content The story deals realistically with the life of African Americans in the South during the Jim Crow era and includes instances of racially motivated violence and slurs. Discuss the story's historical context with students, as they encounter difficult material.

LEVEL X

ELL Bridge

Students may have difficulty understanding the idioms in the story. Explain that an idiom is a phrase that means something other than what the individual words suggest. On page 4, for example, the narrator says, *You get in the papers, and you make a name for yourself.* Explain the meaning of this sentence. Help students use the context to decipher idioms.

Teaching Options

Developing Comprehension

Thinking Within the Text

To help clarify students' understanding of the first-person narration, ask: *Who is narrating the story? What happens to the narrator early in the story? When does the narrator next encounter Satchel Paige?*

Thinking Beyond the Text

Explain that civil rights are rights guaranteeing personal liberty to citizens of the United States. At different points in American history, the civil rights of minority groups have been abused. Laws passed in the 1960s and 1970s help protect the civil rights of all Americans. Discuss with students how their lives might be different if civil rights were not protected or upheld.

Thinking About the Text

Tell students that a symbol is a character or an item that represents something else. Explain that though Satchel Paige was a real person and the book includes accurate details about his life, he is also a symbol in the book. Ask: *What do you think Satchel Paige symbolizes?* (He symbolizes the fight against prejudice.)

Drawing Conclusions

Remind students that when they draw conclusions, they combine information from the story with prior knowledge to make a decision or form an opinion about something in the text.

- Have students read pages 6–7 and think about how Paige acts before he pitches. Ask: *Why does Paige take so long to pitch? Why doesn't he take any warm-up tosses?*
- Have students turn to page 37. Ask: *Why do you think Lucas Crutchfield was lynched? Did he commit a crime?*
- Encourage students to continue drawing conclusions as they read.

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 a multiple-meaning word has different meanings depending on how it is used. Suggest that students look at context to tell the meaning of a multiple-meaning word.

- Have students turn to the second page of the introduction and find the word *retired.* Explain that in this context, *retired* means "finished with one's professional career."
- Then turn to page 84 and read the first panel. Explain that in this context, *retired* means "withdrew, especially for privacy."
- Have students use context to determine the meaning of *steamed* on page 73.

Developing Fluency

Have students turn to pages 4–5. Read the text in each box aloud with proper pacing and expression. Then have students read the text again with you.

Oral Language/Conversation

Talk About Civil Rights Ask: *Why are civil rights important? What does personal liberty mean to you?*

Extending Meaning Through Writing

- Have students write a description of the Tuckwilla game from the perspective of the narrator's son. **(Descriptive)**
- Ask students to write a brief report about the impact of Jim Crow laws on African Americans in the first half of the 20th century. **(Expository)**

Connecting to Everyday Literacy

Explain that reading a book review can help persuade readers to read or not to read a certain book. To link students to real-world persuasive text, share a book review with them. Ask: *Did the writer persuade you to read the book?* For more persuasive text, go to **http://blogs.publishersweekly.com/blogs/shelftalker/?p=358** for a review of *Satchel Paige: Striking Out Jim Crow.*

Stanford Wong Flunks Big-Time

GUIDED READING PROGRAM
Text Types

Summary & Standard

Star basketball player Stanford Wong must attend summer school to pass sixth-grade English. As he foregoes basketball camp to study, he learns about much more than English. Students will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Lisa Yee
Genre: Realistic Fiction
Text Type: Novel
Word Count: 250+
Theme/Idea: lying to impress others; accepting yourself as you are

Making Connections: Text to Text

Students may be familiar with the works cited in the novel: *Holes* by Louis Sachar, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg, *Number the Stars* by Lois Lowry, "The Lottery" by Shirley Jackson, and *The Outsiders* by S. E. Hinton. Help students summarize these works.

Point out that Stanford does not enjoy reading *Number the Stars* because he worries about the heroine (page 174). Ask: *Have you ever had a strong reaction to a book? Explain.*

For summaries of some of the above works, see **http://www.multcolib.org/kids/booklists/4-5.html**.

Vocabulary

Essential Words: consecutive, grimace, perspective, potential, promotion, shun

Related Words for Discussion: accessible, relevant, resonate, sympathy

Genre/Text Type

Realistic Fiction/Novel Remind students that realistic fiction is a made-up story with characters and situations that could exist in real life. The longer length of this novel allows for broader storytelling.

Supportive Book Features

Text The chapters are dated, which will help readers follow the chronology of the story.

Vocabulary Students will be familiar with most of the vocabulary and can use context clues to decipher unfamiliar words. Students will likely enjoy the narrator's use of slang and idioms.

Praise students for specific use of "Behaviors to Notice and Support" on page 119 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book includes italics and some unusual fonts. For example, on page 21, Stanford's book report appears in fonts meant to simulate handwriting. The different fonts add humor and call attention to particular ideas, but some students may have difficulty interpreting these fonts. As students encounter a new font, ask them to think about why the author would want to call out that particular text by using that particular font.

Content In addition to referencing works of literature, the novel also includes references to pop culture and Chinese culture. Explain the significance of these references as students encounter them.

LEVEL X

ELL Bridge

Some students may have trouble understanding the first-person narration. Explain that when a story is told from this point of view, the narrator is a character in the story and uses the pronoun *I*. Read page 25 aloud, and then have students read the same text. Explain that readers hear the narrator's thoughts, and the narrator tells the actions of other characters.

Teaching Options

Developing Comprehension

Thinking Within the Text

Help students understand the plot by asking them what problem Stanford faces at the beginning of the story. As they read, ask students to identify events that occur as Stanford tries to solve this problem. Ask: *How is the problem resolved? What is the moment of greatest emotional intensity in the story?*

Thinking Beyond the Text

Ask: *Why do you think Stanford begins to enjoy reading? What changes his attitude toward reading?* Ask students what books have had a significant impact on them and what they have learned from reading about others.

Thinking About the Text

Ask: *What point of view does the author use to tell the story?* (first-person point of view) *Who is the narrator?* (Stanford Wong) Challenge students to evaluate this choice. Ask: *How does the story benefit by having a first-person narrator? What are the drawbacks of this type of narration?*

Comparing and Contrasting

Remind students that comparing and contrasting story elements can help them better understand what they read. Encourage students to think about how the differences and similarities they find are important to a story.

- Ask students to compare and contrast Stanford and his sister Sarah. Ask: *Why does Stanford's father seem to get along better with Sarah than with Stanford?*
- Direct students to compare and contrast Stanford and Millicent Min. Ask: *What secret do these two characters share? How does this secret bring them together?*
- Challenge students to compare and contrast Stanford at the start of the book with Stanford at the end. Ask: *What are some important ways that Stanford 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

Prefixes *in-* and *un-*

Tell students that the prefixes *in-* and *un-* can mean "not."

- Have students turn to page 99 and find *inconsistent* in the second paragraph. Tell students that *consistent* means "marked by harmony or regularity." Ask: *What does* inconsistent *mean*?
- Have students turn to page 136 and find *unnecessary* at the top of the page. Ask students what this word means.
- Challenge students to name other words with the prefixes *in-* or *un-*.

Developing Fluency

Model reading aloud page 214 with expression. Then have partners take turns reading the page aloud. Circulate and listen to make sure students read the dialogue with appropriate expression.

Oral Language/Conversation

Talk About Favorite Books Ask: *What is your favorite book? Why?* Discuss the characteristics that students find in a satisfying book.

Extending Meaning Through Writing

- Have students create a Venn diagram comparing and contrasting two characters in the story. **(Graphic Aid)**
- Tell students to write a letter to a character from the book, offering advice about a problem the character faces. **(Letter)**

Connecting to Everyday Literacy

Remind students that in the story, Stanford recommends a book to Emily. Explain that a book review is a persuasive text in which someone gives a little information about a book and explains why others should or should not read it. To link to real-world persuasive text, share a sample book review. For more examples of persuasive text, go to **http://topics.nytimes.com/topics/reference/timestopics/subjects/c/childrens_books/index.html.**