

GUIDED READING PROGRAM

Text Types



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

- **All the Broken Pieces**
- **Artemis Fowl: The Graphic Novel**
- **Bad Boy: A Memoir**
- **Children of the Dust Bowl**
- **The Devil's Arithmetic**
- **Jackaroo: A Novel in the Kingdom**
- **Milkweed**
- **Riot**
- **Truce**
- **Weedflower**

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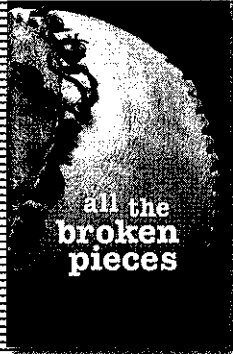


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ITEM S-HT5-32000-3



All the Broken Pieces



Summary & Standard

Now living with his adoptive family in the United States, Matt must decide if he should talk about the terrible secret he left behind in Vietnam. Students will read to refine their understanding of how texts work across a variety of genres.

Author: Ann E. Burg
Genre: Historical Fiction
Text Type: Free Verse

Word Count: 250+
Theme/Idea: healing after tragedy;
learning empathy for others

Making Connections: Text to World

Students may have some knowledge of Vietnam. Ask students to discuss what they know about the country, the war in which the United States was involved, and whether they know a relative or family friend that served in that war.

Explain that *All the Broken Pieces* is a free verse poem about a Vietnamese boy who is adopted by an American family. Point out that at the end of the war, many children were flown out of Vietnam to safety in other countries.

For more background on adoptions during the Vietnam War, see http://www.pbs.org/wgbh/amex/daughter/peoplevents/e_babylift.html.

Vocabulary

Essential Words: drenched, frustration, interference, notations, prejudice, remission, solitary

Related Words for Discussion: apology, compassion, emotional, remorse, restitution

Genre/Text Type

Historical Fiction/Free Verse Remind students that historical fiction is a made-up story based on real people and events. Free verse is unrhymed poetry that has no specific pattern.

Supportive Book Features

Text The brief amount of text on a page and breaks in the text allow students to focus on the flow and poetry of the words. Dialogue is set in italics rather than in quotation marks, but this treatment helps distinguish spoken words from the narration.

Content This book addresses the Vietnam War in a sensitive way. While the injuries suffered by the soldiers and civilians are included in the poem, the focus is on how people heal from tragedy.

Praise students for specific use of “Behaviors to Notice and Support” on page 120 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Students may not be familiar with free verse poetry. Part of the impact of this poem is the arrangement of sentences—how the line breaks occur and how they are separated from each other. The text is divided into sections, each one beginning with a clef note symbol and ending with a stylized music staff.

Vocabulary Students will find the vocabulary itself comprehensible, but the use of figurative language may be more difficult for them to understand. They may also need help with the Vietnamese names and words.

ELL Bridge

Help students use metaphors, or language that compares two unlike things. Tell students to think of a fastball pitch and talk about its characteristics. Then ask them to name other subjects that can also be described in a similar manner. Have students complete a sentence frame with these other objects: *His fastball pitch was a ____.* (e.g., *comet screaming to home plate; missile aimed at a target*) Complete other metaphors using *piano notes* and *lines on his face*.

Developing Comprehension

Thinking Within the Text

Have students retell the sequence of events in the poem and identify the climax, or turning point. Ask: *What part does forgiveness play in the plot's resolution? Which characters are affected by forgiveness? How?*

Thinking Beyond the Text

In the book, Vietnam vets share their experiences in order to make some sense of the violence they have witnessed. Matt's adoptive parents encourage him to share what he has witnessed as well. Ask: *Why does talking about things help us deal with our problems? Why are people often reluctant to do so?*

Thinking About the Text

Point out that the book is a free-verse poem that reads as a story. Discuss why the author may have chosen to write this as a poem rather than as a novel. Ask: *How does this form of writing affect the message the author is trying to convey?*

Making Inferences

Remind students that to make an inference, they use information from the text and combine it with what they know from their own experiences. Explain that making inferences requires them to "read between the lines" to understand what the author means.

- Reread the scene on page 28. Ask students to infer what is happening. Ask: *What details tell you that Matt's parents are talking about him in the other room? How do your own experiences help you figure out what is happening?*
- Reread pages 46–48. Ask: *How can we infer from this scene that Rob Brennan's brother died in the Vietnam War?*
- Reread pages 88–89. Ask: *How can we infer from this scene that Matt's Vietnamese brother stepped on a landmine?*

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

Developing Phonics and Word-Solving Strategies

Recognizing Metaphors

Remind students that a metaphor is a direct comparison that expresses similarity between apparently unrelated things.

- Ask students to find the phrase *I'm too much fall* on page 8. Have them visualize the image this metaphor suggests and explain why they think the author used it here.
- Have students find and explain other metaphors in the poem: *Freedom is the color of bright red sneakers* (page 18) and *My Vietnam is only a pocketful of broken pieces* (page 23).

Developing Fluency

Have students quietly read aloud a passage independently. Listen in for how well their reading reflects the rhythm and flow of the poem's language. Give assistance as needed.

Oral Language/Conversation

Talk About Forgiveness Discuss how the forgiveness of others, and especially ourselves, allows us to heal and move on with our lives.

Extending Meaning Through Writing

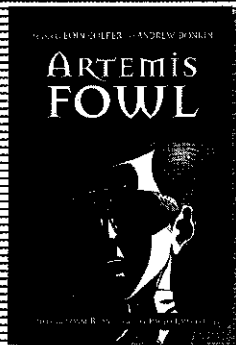
- Have students write an essay identifying the author's intended message. (**Expository**)
- Have students write a short free-verse poem from the point of view of another character in the story. (**Poem**)

Connecting to Everyday Literacy

In the poem, Matt goes through a routine of exercises for baseball training and tryouts. Ask: *How will these routines make him a better player?* To link students to real-world procedural text, show them directions on how to do an exercise. For more procedural text on ways to get exercise, go to <http://www.fns.usda.gov/tn/tnrockyrun/ways.htm>.

Artemis Fowl: The Graphic Novel

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Summary & Standard

To restore his fortune, criminal mastermind Artemis Fowl plans to hold a fairy for ransom. But his confidence fades when this proves difficult. Students will comprehend plot through dialogue and illustrations.

Authors: Eoin Colfer and Andrew Donkin

Genre: Adventure

Text Type: Graphic Novel

Word Count: 250+

Theme/Idea: good versus evil;
consequences of overconfidence

Making Connections: Text to Text

Explain that this book is a graphic version of a previously published novel that students may have read. Invite those who have read the novel to share their opinions of it without revealing too much of the story.

Point out that a graphic novel is similar to a comic book in that it tells a story through illustrations and dialogue in speech balloons.

For more information about graphic novels, see <http://www2.scholastic.com/browse/collateral.jsp?id=1399>.

Vocabulary

Essential Words: adversaries, anomaly, bluffing, blunder, gullible, prodigy, rituals, siege, ultimatum

Related Words for Discussion: devious, diplomatic, disastrous, ethics, felon, negotiator

Genre/Text Type

Adventure/Graphic Novel Remind students that an adventure is a made-up story with characters involved in exciting, and often risky, situations. The illustrations and their use in the story line add to the story's fantastical and often surreal quality.

Supportive Book Features

Text Students should be able to follow the story's action through the illustrations. The illustrations and text generally follow a left-to-right, top-to-bottom order.

Vocabulary Once students understand the conversational nature of the text, they should comprehend the vocabulary. Assistance may be needed with the technical and military terms.

Praise students for specific use of "Behaviors to Notice and Support" on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The lack of page numbers, small print size, and various types of narrative boxes may prove confusing to students. Explain that the boxes use different colors, fonts, and dotted lines to distinguish character thoughts, whispers, or words when the character is not in the scene.

Content The narrative frequently changes setting to follow characters and events occurring simultaneously. Help students locate where shifts take place and the characters that are the focus of the new scene. Point out the interspersed pages that provide background on characters and locations.

LEVEL Y

ELL Bridge

Review the meanings of idioms and idiomatic expressions in the text that may confuse students. For example, *grasping at straws* (3rd page of Chapter 9) does not actually refer to grabbing straws, but instead means that Cudgeon is making a "useless attempt" at making something right by giving a flimsy excuse for something that went wrong. Have students keep track of idioms and discuss their meanings as a group. (Note: The book's pages are not numbered, but it is divided into chapters, which can be helpful in identifying pages.)

Developing Comprehension

Thinking Within the Text

Have students discuss what both sides of the conflict—LEP and Artemis Fowl—did to try to defeat each other and how they were constantly surprised by the other's initiative and intelligence.

Thinking Beyond the Text

Have students think about their first impressions of the different characters and how these impressions did or did not change throughout the story. Ask students how the graphic style may have influenced their opinions.

Thinking About the Text

Have students note how the graphic novel's dialogue and other parts of the text work with the illustrations to tell the story. Discuss whether students felt they missed anything without the descriptive text that is part of a regular novel. Ask: *Was any part of the story confusing without narrative description to support dialogue?*

Understanding Character

Remind students that an author develops characters by showing readers what the characters say and think, what they do, how they look, and how they relate to other characters. An author may also show how a character changes in the story through thoughts and actions. Point out that in a graphic novel, readers have the additional advantage of being able to see characters' expressions. Ask:

- *How did Root show that he wasn't as tough as his manner and speech portrayed?*
- *What was Holly's first opinion of Artemis? How did her opinion change by the end of the story?*
- *How and why did Artemis's opinion of himself and "The People" change throughout the story? How do you know?*

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 an ending added to a base word or root word that alters the meaning of the word. The suffixes *-ion*, *-tion*, and *-sion* mean "state or quality of." They are used to change verbs into nouns.

- Write *transmission* (5th page of Chapter 3) on the board. Ask students to identify the base word (transmit). Then ask how adding the suffix *-sion* changes the spelling and meaning of the base word. Help students identify other words with the suffix *-ion*, *-tion*, or *-sion*, such as *intervention* (last page of Chapter 3) and *demonstration* (8th page of Chapter 5).

Developing Fluency

Model expressive reading to demonstrate the tone of the dialogue. Encourage students to select another page to practice expressive reading with a partner.

Oral Language/Conversation

Talk About Negotiation Discuss the negotiations between the LEP and Fowl. Talk about which side was more successful and why.

Extending Meaning Through Writing

- Have students write a letter from Holly Short to Root giving a report of what happened at Fowl Mansion. (**Narrative**)
- Have students create a poster describing the graphic novel or a movie about Artemis Fowl. (**Descriptive**)

Connecting to Everyday Literacy

In the story, a big part of the plan for helping Holly Short is for Mulch Diggums to tunnel in under the Fowl mansion. To connect students to real-world expository text, share information on how tunnels are actually built. For expository text about tunnels and related subjects, go to <http://www.howstuffworks.com/tunnel.htm>.

Bad Boy: A Memoir

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Summary & Standard

Author Walter Dean Myers narrates his life growing up in Harlem in the 1940s and 1950s and the obstacles he faced trying to identify where and how he fit in. In this memoir, students will read to better understand various aspects of the human experience.

Author: Walter Dean Myers

Genre: Memoir

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: understanding family dynamics;
being true to oneself

LEVEL
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Making Connections: Text to World

Ask students what they think are the biggest challenges young people face when growing up. Talk about the pressure to conform while trying to discover where you fit into the world.

Explain to students that the book they will be reading is a memoir by an African-American author who grew up in Harlem in the 1940s and 1950s. Point out that his challenges and opportunities were formed by the limitations, attitudes, and culture of the times, as well as his own talents, desires, and handicaps.

For pictures and additional information about the author, see <http://www.walterdeanmyers.net>.

Vocabulary

Essential Words: abuse, conviction, discipline, emulate, fanatic, ostracized, predicament, truancy

Related Words for Discussion: aggressive, articulate, derision, incomprehensible, negotiating, racism, therapy, transgressions

Genre/Text Type

Memoir/Chapter Book Remind students that in a memoir, a person tells the important details of his or her own life. The details of this person's life are revealed as each chapter unfolds.

Supportive Book Features

Text Have students preview the book by looking at the table of contents, where each chapter title provides a clue to the chapter's topic. The narrow text columns and generous line spacing make the text easy to track.

Vocabulary The author's descriptions of his feelings and thoughts about family, friends, school, and the situations he encountered will be easily accessible to students who deal with many of the same predicaments. Context clues can be used to define difficult vocabulary, such as *permeated* (page 69).

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 Point out to students that the author often adds information by using dashes to provide descriptive details or to insert a comment as an aside. Model reading sentences that include dashes.

Content Students may be confused at first about the identity of many family members the author describes. Help students identify the people in Myers's family and track how he ended up in Harlem.

ELL Bridge

Help students use the chapter titles to ask a question before reading to help them focus on the content. For example, for the chapter "A Writer Observes," students could ask, "What does the writer observe?" For the chapter "1954," students could ask, "What happens in 1954?" Encourage students to keep a list of questions they might have for the author as they read.



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Developing Comprehension

Thinking Within the Text

Discuss with students what was important to Myers as he grew up (basketball, baseball, reading, writing). Talk about how the author's interests often did not correspond to what other young people his age thought was important. Ask: *Why was the author a "bad boy"?*

Thinking Beyond the Text

Have students think about the major obstacles in Myers's life, how they influenced what he did, and how he felt about himself. Focus on Myers's speech impediment as an internal obstacle and racism as an external obstacle.

Thinking About the Text

Have students discuss the author's conversational style. Point out that Myers is telling his story in print as he would tell it orally. Demonstrate by reading aloud a section of text. Ask: *How does the author's style help you know and understand him?*

Identifying Cause and Effect

Explain to students that identifying cause-and-effect relationships in text helps them understand what happens and why it happens. Review that what happens is often the effect of an action or event, and why it happens is the cause. Say:

- On page 25, Myers describes going to speech therapy. What caused him to go to speech therapy? Why did he think he wasn't incomprehensible? What did his speech problems cause him to do?
- On page 106, the author relates his experiences at Stuyvesant High School. What did he find wrong with the school? What did this cause him to do?
- How might the author's life have been different had he been able to conquer his speech problem when he first started school?

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

Antonyms

Remind students that words that have opposite meanings are called antonyms.

- On page 84, read this sentence: *Our biggest problem was that where he was laid-back, almost passive, I was very aggressive.* Ask students what word means the opposite of *laid-back/passive*. (*aggressive*) Point out that a dictionary and thesaurus are good resources for finding antonyms. Have students find antonyms for these words: *vague* (page 113), *convoluted* (page 145), *sporadically* (page 171), and *unique* (page 178).

Developing Fluency

Select a passage and model using punctuation, such as commas, dashes, and periods, to read fluently. Have pairs practice reading aloud.

Oral Language/Conversation

Discuss Setting Discuss how the story's setting influenced Myers's decisions. If he grew up in Harlem today, what might be different for him?

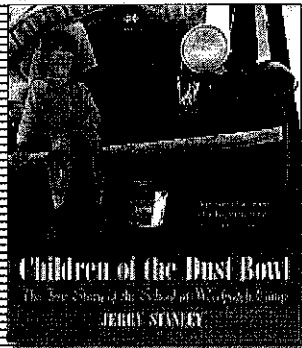
Extending Meaning Through Writing

- Have students write a letter to the author to explain their impressions of his story and to ask questions they may have. (**Letter**)
- Have students write about a book and/or author that is especially meaningful to them. Ask them to explain how the book or author has influenced them. (**Expository**)

Connecting to Everyday Literacy

In his memoir, Walter Dean Myers describes how much he loved writing poetry. Share a variety of poems with students. Discuss the different formats and which ones students relate to best. Help students develop strategies for writing poetry by linking students to real-world procedural text on how to write poetry. Go to http://teacher.scholastic.com/writewit/poetry/karla_home.htm.

Children of the Dust Bowl



Summary & Standard

Drought and dust storms force farming families from Oklahoma to look for work in California, where they face hardship and poverty. Yet their spirits are unbroken as they build a school for the children. Students will read texts from a wide range of historical periods and perspectives.

Author: Jerry Stanley

Word Count: 250+

Genre: Informational Text

Theme/Idea: dealing with the environment; class distinctions and prejudice

Text Type: Chapter Book

Making Connections: Text to World

Students may have prior knowledge of the hard times Americans faced in the 1930s. Have students share what they know about this period, including facts about the Great Depression, the Dust Bowl, and the Okies. Discuss books or movies they know about the subject.

Discuss how John Steinbeck's novel *The Grapes of Wrath* raised awareness about the life of migrant workers and the abuses they faced. Ask: *How can a book help bring about change?*

For firsthand accounts of the Dust Bowl, see <http://www.pbs.org/wgbh/americanexperience/films/dustbowl/player>.

Vocabulary

Essential Words: adversity, determination, dignity, instill, migrants, perilous, toiling

Related Words for Discussion: conclude, esteem, hardship, hostility, misfortune

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 A table of contents and index organize information. Each chapter has a descriptive title that gives clues about what students will read. Information is presented through graphics, such as photos and maps, as well as through text.

Content The introduction provides context about the plight of the Okies, citing content from John Steinbeck's novel, *The Grapes of Wrath*. In addition, students will likely be interested in the story of the Okie children—the trials and triumphs of kids “with the same hopes and dreams the rest of us have” (page 42).

Praise students for specific use of “Behaviors to Notice and Support” on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Some students may find the pages hard to navigate. Tell students to begin reading the main, or running, text—the largest text block on the page. Then they can move on to the features—maps, photos, captions, and so on.

Vocabulary Some of the vocabulary will likely be difficult for students. Context clues can aid readers' comprehension.

ELL Bridge

Help students use the photos and captions to describe the Okies' experiences. Choose several photos that add information to the text or that will help students visualize what is being discussed in the text. Call on students to describe what they see. Ask questions such as: *What is happening? What are the people doing? What do they look like?*

Developing Comprehension

Thinking Within the Text

Have students work together to create a time line of the events that led to the building of Weedpatch School (see pages 45–59).

Thinking Beyond the Text

Have students think about the historical context of the book. Remind them that the Great Depression made it hard for many people to find work. Ask: *Why were many Californians hostile to the Okies? What was the attitude toward Okie children in local schools? What made once-hostile residents want to get their children into Weedpatch School?*

Thinking About the Text

Talk about how the text features can help readers better understand the book. Have students locate the maps on pages 5, 14–15, and 24. Ask: *Why do you think the author included these maps? What information do you learn from each map? Is there information in the maps that is not in the text? How do the maps add to your understanding?*

Identifying Cause and Effect

Remind students that identifying cause-and-effect relationships helps readers understand two important things in a text—what happens and why it happens. What happens is often the *effect* of an action or event. Why it happens is the *cause*. Say:

- *On page 3, we learn about families who lost their farms to the banks. What factors caused them to not be able to make payments for their farms?*
- *On pages 4–5, we find out how the wind made the farmers' problems worse. What happened when the wind blew and why did it make farming impossible?*
- *Sometimes a cause has more than one effect. What effects of the windstorms are described on pages 6–9?*

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 -ion, -tion, -ation

Review suffixes with students. Remind them that the suffixes *-ion*, *-tion*, and *-ation* mean “act of,” “state or quality of,” or “result of.”

- Write these nouns from the book on the board: *donation, migration, possessions, determination, rejection*. Have students use suffixes to help them define the words. Then write *appreciate, reflect, humiliate, and educate* on the board. Have students change each verb to a noun by adding the suffix *-ion*, *-tion*, or *-ation*. (*appreciation, reflection, humiliation, education*)

Developing Fluency

Model reading aloud pages 4–5. Begin by reading the long sentences in the running text with proper phrasing and pacing. Have volunteers read after you. Then read aloud the photo captions. Have students compare the differences in phrasing and pacing between the reading running text and the captions.

Oral Language/Conversation

Talk About Hardship Lead a discussion about the difficulties faced by the Okies—how they were treated and how they overcame hardships.

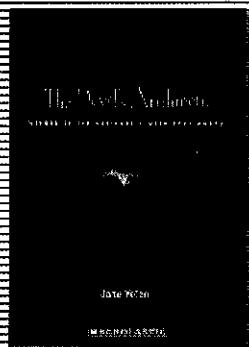
Extending Meaning Through Writing

- Have students write a Weedpatch School student's diary entry describing his or her feelings about the school. (**Descriptive**)
- Have students write a fundraising speech urging the people of Kern County to donate to Weedpatch School. (**Persuasive**)

Connecting to Everyday Literacy

Leo Hart persuaded the best teachers to come to Weedpatch School. To link students to real-world persuasive text, share a letter to the editor from a newspaper. Have students discuss its purpose. Ask: *Do you agree or disagree with the opinion? Why?* For examples of persuasive letters, go to: <http://www.geosoc.org/schools/adult/english/persuade.html>.

The Devil's Arithmetic



Summary & Standard

When Hannah is mysteriously transported into the past, she learns how important history can be. Students will read a variety of genres to better understand various aspects of the human experience.

Author: Jane Yolen
Genre: Historical Fiction
Text Type: Novel

Word Count: 250+
Theme/Idea: remembering the Holocaust; surviving against all odds

Making Connections: Text to World

Have students recall what they know about Nazi Germany, World War II, and the Holocaust. Explain that during the Holocaust, the Nazis sent millions of Jews to camps where they were used as laborers or put to death.

Extend the real-world connection by discussing why it is important to learn about and remember past events such as the Holocaust, even though they are disturbing.

For more information about the Holocaust, see <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>.

Vocabulary

Essential Words: corpses, punishment, slaughter, survivors, tattoo, vulnerable

Related Words for Discussion: chaos, heroism, hope, remember, sacrifice, time travel, victims

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 The book contains engaging dialogue, which moves the story along. The author's notes on pages 167–170 give additional insights into this period of history.

Vocabulary Most vocabulary will be accessible and easy to comprehend. Explanations and context clues will help with comprehension of Yiddish words and expressions.

Praise students for specific use of “Behaviors to Notice and Support” on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The book has no illustrations to help students visualize the action in each chapter. Have students write questions of things they do not understand and periodically discuss their questions as a group.

Content The main character is transported back in time to the years of the Holocaust. The book uses graphic descriptions to explore the Holocaust, which could be troubling to students. Use sensitivity when discussing the events, and emphasize the courage and heroism of many of the characters in the story. Reread the bottom of page 145 and the top of the next page to help students understand the Devil's arithmetic.

ELL Bridge

Tell students that authors use strong verbs to help readers visualize a story's action. As they read, have students keep a list of strong verbs and the page numbers on which they appear. Periodically have partners compare their lists and talk about what each verb means. Encourage students to discuss how each verb helps make the story come alive.

Teaching Options

Developing Comprehension

Thinking Within the Text

Tell students that the book not only tells a story, but it also provides historical information. Ask students to recall what they learned about life in the camp as well as specific jobs some inmates were assigned.

Thinking Beyond the Text

Remind students that a theme of the book is remembering the past. Talk about why remembering was so important to Grandpa Will and Aunt Eva. Ask: *Why do you think they wanted to make sure that young people like Hannah remembered the Holocaust? What do you think might possibly happen to that memory when no one who lived during that time period is still alive?*

Thinking About the Text

Ask students how the author incorporates time travel into a story of historical fiction. Have students reread the conversation between Chaya and Shmuel on pages 33–35 and ask why Shmuel was confused. Invite volunteers to find other places in the story where Hannah's present-day life and her life as Chaya collide.

Visualizing

Remind students that authors include descriptive details to help readers picture how things look, sound, smell, feel, or taste. Creating mental pictures is called visualization.

- Read aloud the last paragraph on page 20. Ask: *What words in this description help you visualize what Hannah sees when she opens the door?*
- Read aloud the first and second paragraphs on page 71 and have students describe the scene. Ask: *What words help you see and hear the characters? What words help you understand how they feel?*
- Ask students to describe other scenes from the book. Have them tell how they can visualize what is happening.

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

Developing Phonics and Word-Solving Strategies

Understanding Irony

Tell students that irony is the use of words that mean the opposite of what a word or words really mean.

- Read aloud the first five sentences in the second paragraph on page 163. Ask: *Why was it ironic that Aunt Eva's brother was named Wolfe?*
- Have students read the last two sentences on page 166. Discuss the irony of the meaning of Chaya's name and what happened to her in the camp.

Developing Fluency

Assign pages with dialogue to partners. Ask each student to play the role of one character as they read aloud their assigned pages several times. Remind students to read as though they are talking.

Oral Language/Conversation

Talk About Time Travel Discuss how Hannah is transported in time. Ask students if they would like to visit the past or the future and to tell why.

Extending Meaning Through Writing

- Have students write a paragraph describing a character in the story that they consider a hero. **(Descriptive)**
- Have students write a short story about time travel. **(Narrative)**

Connecting to Everyday Literacy

In the story, Hannah's family has a Passover Seder. A Seder contains traditional foods that are usually made by following the same recipes or procedures each time. To link students to real-world procedural text, share a recipe with them. Ask: *Why is it important to carefully follow the procedure in a recipe?* For more procedural text, go to <http://www.marthastewart.com/cooking-with-kids>. Choose and read a recipe together.

Jackaroo: A Novel in the Kingdom



Summary & Standard

Gwyn, an innkeeper's daughter, tries to help people by playing the role of Jackaroo, a legendary outlaw. Recognizing people's suffering sets her apart, and she learns that even earls must sometimes step outside of the law to create justice. Students will appropriately identify the theme, or author's message, in a grade-level text.

Author: Cynthia Voigt

Genre: Adventure

Text Type: Series Book

Word Count: 250+

Theme/Idea: overcoming limitations imposed by society based on gender and class; using disguises for different reasons

Making Connections: Text to World

Gwyn's kingdom resembles medieval Europe, where people lived in a feudal system. As part of feudalism, the king granted land to lords in exchange for their service. The lords then protected the peasants living on their land in return for a share in the crops the peasants grew. Some people abused the system and tried to take more than their fair share. As a result, King John was forced to sign the Magna Carta in 1215. This document limited the king's powers so that he could not collect too many taxes.

For more information, see <http://www.learner.org/interactives/middleages/feudal.html>.

Vocabulary

Essential Words: fate, inherit, outlaw, pity, role, rumor, shame, sympathy, value

Related Words for Discussion: destiny, injustice, rank, social class

Genre/Text Type

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

Supportive Book Features

Text A map at the beginning of the book illustrates the layout of the kingdom. The story is divided into two parts, each part focusing on one of Gwyn's two roles. Chapters divide text within the two parts.

Vocabulary Most of the vocabulary is easy to read and understand. The meaning of difficult vocabulary words and colloquial phrases can be figured out from context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Text is dense with no illustrations, and the book is long. Take time to pause and discuss why the break between Part One and Part Two occurs where it does and what has changed in Gwyn's life at this time.

Content The people in Gwyn's world regularly experience starvation and violent death. Students may be disturbed by descriptions of murder or hanging as punishment for something someone is accused of doing. At the start of Chapter 25, make sure students understand that the events described are part of Gwyn's fever dream and not actually happening.

ELL Bridge

To prepare students for reading, preview some of the more difficult words used in the story to establish the time period and setting, such as *tithes*, *goods*, *chemise*, *dowry*, *bailiff*, *earl*, and *steward*. Demonstrate using a dictionary. Help students pronounce any difficult word and then read the word's meaning. Invite students to use each word in a sentence.

Developing Comprehension

Thinking Within the Text

Have students describe Gwyn's character and why she is driven to become Jackaroo. Ask: *What are some things that Gwyn notices that the people around her do not? What are some ways she tries to spare the feelings of other people or do things to make their lives better?*

Thinking Beyond the Text

Remind students about the treatment of people in a feudal system. Ask students to discuss Gwyn's attitude toward helping others, and compare her feelings with those of her innkeeper father. Discuss the difficulty of balancing the desire to help others with the need to take care of oneself. Invite students to talk about ways people face this problem today.

Thinking About the Text

Have students examine how the author uses references to masks throughout the story, including imagery such as the snow masking the true face of the world (page 49) and characters speaking with masks on their words (page 349). Ask students to discuss why the author might have chosen this particular image to highlight.

Understanding Theme

Remind students that a theme is an important message or idea that an author wants readers to understand. A theme emerges from the story's events and the thoughts and actions of the characters. Discuss the following ideas:

- On page 235, Gwyn claims that *Rumors are never correct*. Ask: *Do you think Gwyn still believes this by the end of the book? How might a story or rumor change, depending upon who is telling it—especially tales about Jackaroo?*
- Say: *Gwyn notes that she feels more like herself and is free to do what she wants when dressed as Jackaroo. Later she wonders whether only lords can ride safely outside the law as Jackaroo. What are some dangers and benefits of playing Jackaroo?*

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 is a comparison using the words *like* or *as*, such as *swims like a fish* or *strong as an ox*.

- Read with students the simile on page 28: *flowers scattered over it like stars scattering the sky*. Discuss how the simile helps readers visualize the pattern of the cloth.
- Have students identify and examine other similes such as *hair dark as night* and *gold as the sun* (pages 4–5); *like the cry of a caged animal* (page 79); and *spread like flames through a dry field* (page 252).

Developing Fluency

Model reading a passage containing dialogue with expression and characterization. Then have partners practice reading the section.

Oral Language/Conversation

Talk About Injustice Discuss the way Gwyn's society is organized, why it is fair or unfair, and what could be done to bring justice to all people.

Extending Meaning Through Writing

- Invite students to write a short story about another person in the kingdom who chooses to ride as Jackaroo. (**Narrative**)
- Have students write a paragraph or two explaining the relationship between the king, earls, and lords, and the regular people of the kingdom. (**Expository**)

Connecting to Practical Literacy

The deeds Gwyn performs as Jackaroo to help the people in the kingdom could be presented as a news article about a hero. To link students to real-world expository text, share a news article about the actions of a real-life local hero. Have students discuss how the article is organized and the details the author chose to include. For expository text about American heroes, go to <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1937785,00.html>.

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Summary & Standard

When Nazi soldiers invade, a nameless orphan boy follows a Jewish girl and her family into the Warsaw Ghetto, where the struggle to survive becomes more difficult than before. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Jerry Spinelli

Genre: Historical Fiction

Text Type: Novel

Word Count: 250+

Theme/Idea: enduring adversity; finding one's identity at different stages of life

Making Connections: Text to World

Students may not have knowledge of events in Poland during World War II. Discuss what students know about Hitler, Nazi Germany, and the persecution of Jews at that time.

Extend the real-world connection by explaining that the story is set in Warsaw, Poland, shortly after the German invasion in 1939. Explain that the Germans created the Warsaw Ghetto, an enclosed area where Jews lived under extremely harsh conditions.

For more information about the Warsaw Ghetto, see <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005069>.

Vocabulary

Essential Words: bedlam, curfew, rubble, smugglers, snatch

Related Words for Discussion: compassion, generosity, kindness, selflessness

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 The chapters are short, and within chapters scene changes and time jumps are indicated by extra space between paragraphs. Point out the acknowledgments page to students and explain that when writing historical fiction, an author must rely on many sources for facts and details of the period he or she is writing about. Often sources are thanked in the acknowledgments.

Vocabulary The author's use of descriptive words and conversational style makes it easy for students to understand the vocabulary.

Praise students for specific use of "Behaviors to Notice and Support" on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are no illustrations, and other than a few references to seasons and past and present, the chapters are untitled. Encourage students to create their own title after they have read each chapter to help them keep track of events.

Content The book includes graphic descriptions of violence and human suffering. Encourage a nonexploitative reading of the subject matter.

ELL Bridge

Show students how a graphic organizer can help them comprehend story details. Have them use a character map to keep track of information they learn about the narrator as they read. Ask them to list the different names the boy goes by throughout the book and identify facts about his life, his living arrangements, and his companions. Model how to record details on the character map.



Developing Comprehension

Thinking Within the Text

Have students recall the details they read about life in the Warsaw Ghetto. Ask: *What made life in the Warsaw Ghetto so hard? Why did so many people die there? How did people try to make their lives as normal as possible?*

Thinking Beyond the Text

Have students think about the narrator's search for his identity and the different names he was given: Stopthief, Misha Pilsudski, Misha Milgrom, Jack Milgrom, Poppynoodle. Ask: *How did each name reflect a different stage of his life? Why is it important for every individual to establish his or her own identity?*

Thinking About the Text

Ask students to think about the title of the book. Have them reread the passages that refer to milkweed on pages 142–143, 151, and 207. Ask: *What is milkweed? What does it mean to the narrator and Janina when they find it in the ghetto? Why does the narrator plant it in his yard at the end of the book? Why do you think the author chose this title?*

Understanding Point of View

Review with students that when an author tells a story from a main character's point of view, it is often told in the first person. First-person point of view lets readers learn about events from one character's perspective. Ask:

- *In this book, we get to know the thoughts and feelings of a character very well. From whose point of view is this story told?*
- *Reread pages 17–18. What does the narrator think is happening? What is really happening?*
- *Reread pages 21–22. How would the story be different if it were told from Uri'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

Similes

Tell students that a simile is a comparison of two unlike things using *like* or *as*.

- Read aloud the text from page 2: *The sirens were screaming like babies*. Ask students what is being compared. Ask how this simile helps readers visualize the story's action. Have students discuss other similes, such as *we scattered like cockroaches* (page 9), *...spaces where stores should be*. *Like broken teeth* (page 10), and *The fox's eyes were like black marbles* (page 14).

Developing Fluency

Select a section of dialogue to use as a Readers Theater. With volunteers, model how to use voices and gestures to convey each character's personality. Then have small groups read aloud the same dialogue.

Oral Language/Conversation

Talk About Compassion Discuss the importance of the boy's compassion. Have students share acts of kindness that they have witnessed.

Extending Meaning Through Writing

- Have students write about how the narrator showed kindness to others, even though he had nothing, not even a name. (**Expository**)
- Ask students to write about a typical day in the Warsaw Ghetto from a first-person point of view. (**Narrative**)

Connecting to Everyday Literacy

Ask students what questions they would like to ask the author. Explain that they can learn about an author's inspiration for a story and his or her writing process by reading or listening to an interview with the author. Help students connect to real-world expository text by sharing with them an interview with Jerry Spinelli, the author of *Milkweed*. Go to http://www.momentmag.com/moment/issues/2009/06/Jerry_Spinelli.html.

Riot

GUIDED READING PROGRAM Text Types



Summary & Standard

As race riots engulf New York City in July of 1863, fifteen-year-old Claire, who is both Irish and black, is forced to come to grips with her identity. Students will appropriately identify the theme or author's message in a grade-level-appropriate text.

Author: Walter Dean Myers

Genre: Historical Fiction

Text Type: Screenplay

Word Count: 250+

Theme/Idea: defining one's identity; overcoming the power of prejudice

Making Connections: Text to Text

Students will be familiar with movies, television shows, and plays. Ask: *How are movies or TV shows like plays? How are they different?*

Extend the connection by explaining that a screenplay, or script of a movie or TV show, is different from that of a play because a screenplay must also include camera directions. Point out that sometimes the camera zooms in on a subject and sometimes it takes wider shots. Ask students to describe a scene from a favorite movie and explain how the camera was used.

For information on screenplays, see <http://www.screenwritersfederation.org/writing.asp>.

Vocabulary

Essential Words: confrontation, disturbance, draft, immigrant, looted, revenge, violence

Related Words for Discussion: discrimination, identity, protest, racial, rage, riot

Genre/Text Type

Historical Fiction/Screenplay Remind students that historical fiction is a made-up story based on real people and events. The screenplay format includes real-world dialogue as well as stage and camera directions.

Supportive Book Features

Text The list of characters is a helpful feature. Encourage students to refer to it whenever they are unsure of who a character is. The tone of the screenplay is conversational and sentences are generally short. The Author's Note and the photographs at the end of the book add support.

Content Students will most likely be able to relate to themes in the book, such as defining identity and encountering prejudice. The plot moves quickly, so the story will keep the reader's interest.

Praise students for specific use of "Behaviors to Notice and Support" on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The format of a screenplay will probably be new to most students. Point out the parentheticals, dialogue, and stage and camera-shot directions and explain the purpose of each. Students may be unfamiliar with the abbreviations used. Explain the meanings of *EXT.* (page 1), *INT.* (page 5), *cont'd* (page 35), and *POV* (page 81).

Vocabulary Irish words and expressions may be confusing to students. Discuss the meaning of *coppers* (page 34), *proper pair* (page 42), *eyeing* (page 54), and *nae, laddie* (page 45).

ELL Bridge

Help students learn the meanings of descriptive words by pointing out parentheticals and writing the words on the board. Discuss each word's meaning. Then have students use appropriate gestures, facial expressions, or tones to read the accompanying dialogue. Examples might include *pensive* (page 19), *sarcastically* (page 26), *troubled* (page 50), and *sternly* (page 53).

LEVEL
Y

Developing Comprehension

Thinking Within the Text

Refer students to scenes in which Claire struggles with her identity (e.g., pages 66, 86, 152). Discuss what events cause Claire to question who she is. Ask: *How do the race riots change the way Claire sees the world? How does she intend to move forward?*

Thinking Beyond the Text

Refer students to the camera directions on pages 102–104. Point out that the camera cuts to a variety of people and places and that the text specifies both close-ups and a long shot. Ask: *What do you think the author wants the camera to capture in a close-up? When is a long shot more appropriate? Why do you think the author chose to use only camera shots in these scenes instead of having the characters speak?*

Thinking About the Text

Have students match the period photographs, illustrations, and map at the end of the book with corresponding text in the screenplay. Ask: *Are these visual aids helpful? What information do they provide that the text alone does not?*

Understanding Historical Context

Remind students that it is important to understand the context of the time period in which a story takes place. Knowing what a certain era was like helps readers understand the characters' feelings and actions.

- Ask: *Where and when does this story take place? (New York City, July 1863) What was the mood of the country at that time? (tense, stressful)*
- Ask: *Why were there so many Irish immigrants in New York in the summer of 1863? (Many had moved from Ireland to escape the potato famine.) What led to their actions? (poverty and prejudice)*
- After students finish reading the book, ask: *What did you learn about race relations in the 1860s?*

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

Developing Phonics and Word-Solving Strategies

Idioms

Remind students that an idiom is an expression that is not meant to be taken literally. Point out that using this kind of everyday language makes the characters more believable.

- Have students read Parker's lines on page 71. Ask them what *wet behind the ears* means. Invite students to find and explain other idioms in the screenplay. Examples include *cat got your tongue* on page 82, *pick up speed* on page 97, and *turn the other cheek* on page 117.

Developing Fluency

Model reading page 24. Demonstrate a change in tone when reading dialogue, stage directions, and parentheticals. Have a volunteer read aloud another page that contains these three elements.

Oral Language/Conversation

Talk About Public Protests Ask how the Irish demonstrated their rage during the riots. Discuss nonviolent ways people might protest.

Extending Meaning Through Writing

- Have students write a screenplay for a scene from a favorite novel. (**Narrative**)
- Have students find out more about the author, Walter Dean Myers. Then have them write a list of questions they might ask him about his writing career or about the book. (**List**)

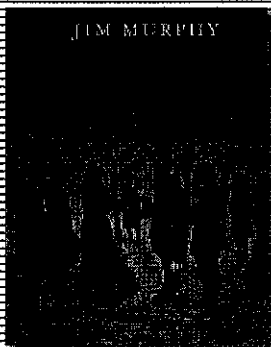
Connecting to Everyday Literacy

Remind students that the author includes a time line at the end of the book. This form of document text lists important historical events that occurred before and after the New York riots. Ask: *What types of books usually contain time lines? What is their purpose?* To link students to more examples of time lines, go to www.hyperhistory.com/online_n2/History_n2/a.html.

Walter Dean Myers. Published by Scholastic Inc. by arrangement with Egmont USA. © 2009 by Walter Dean Myers. Copyright © 2009 by Walter Dean Myers. All rights reserved. Printed in the United States of America. Cover Courtesy: Walter Dean Myers.

Truce

GUIDED READING PROGRAM Text Types



Summary & Standard

In 1914, European nations began fighting World War I. For a short period of time, soldiers on both sides disengaged from battle. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Jim Murphy

Genre: Informational Text

Text Type: Chapter Book

Word Count: 250+

Theme/Idea: trying to understand why nations go to war; understanding why soldiers might defy leaders and orders

LEVEL Y

Making Connections: Text to World

Discuss World War I, inviting students to share any prior knowledge they have about this conflict and the nations that took part in it. Display the map of Europe on page 3 and review which countries were allied and which had previous conflicts with one another. Note that this war was particularly devastating because developments in technology had outpaced developments in battlefield tactics.

Extend the connection by discussing how people are affected by war. Talk about the reasons why people fight for their countries and how governments influence their citizens.

For more information, see <http://www.bbc.co.uk/history/worldwars/wwone>.

Vocabulary

Essential Words: ammunition, fraternization, propaganda, tactics, trench, truce

Related Words for Discussion: alliance, armistice, negotiation

Genre/Text Type

Informational Text/Chapter Book Remind students that informational text gives facts about a topic. The details of the events of this historic time are revealed as each chapter unfolds.

Supportive Book Features

Text The narrative is divided into chapters with descriptive titles drawn from period quotations. The book contains many supportive features, including photographs with captions, historical illustrations and maps, a preface, an epilogue, a time line of events leading to the Christmas truce, a section on notes and sources, an index, and suggestions for books, movies, and websites about World War I.

Vocabulary Most of the vocabulary is easy to read and understand. Unfamiliar words or specific military vocabulary can be deciphered using context clues.

Praise students for specific use of "Behaviors to Notice and Support" on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Help students use the maps and time line to keep track of where and when the events described take place. Invite students to ask questions after each chapter has been read.

Content The book touches on the violent nature of World War I, including photographs of the dead and descriptions of the harsh life of soldiers in the trenches. Some readers may be uncomfortable with images and events.

ELL Bridge

Encourage students to write questions that occur to them as they read. After each chapter or passage, have students read their questions aloud. Prepare ahead 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 board or chart.

Developing Comprehension

Thinking Within the Text

Ask students to discuss what they learned about fighting in the trenches in World War I and how people who participated were affected by the experience. Have students identify similarities between the troops on the different sides of the conflict—as well as the commanders and national leaders.

Thinking Beyond the Text

Ask students to explain what motivated the soldiers to establish the Christmas truce. Ask: *Why do you think the men were willing to defy their officers to keep peace for a period of time? Why do you think some places were able to maintain the truce longer than others? What do you think might have happened if the soldiers had refused to go back to their fighting status?*

Thinking About the Text

Have students observe how the author uses quotations from period accounts of events to build his narrative. Ask students how the words of a person who experienced or observed an event enrich the author's otherwise secondhand account.

Understanding Historical Context

Explain to students that when a book is set in a different historical period, knowing about that era can make the book easier to understand.

- Have students reread pages 1–6. Point out features such as the map on page 3 and the historical cartoon on page 4. Ask: *What does this text tell about life in Europe before World War I?* (Previous wars caused tension and increased suspicion between certain countries.)
- Ask students to study the historical illustrations and photographs to learn about how people lived during this time.

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

Proper Nouns

Remind students that a proper noun is the specific name of a person, place, or thing. Explain that a proper noun always begins with a capital letter.

- Ask students to turn to page 1 and identify all of the proper nouns in the third paragraph. Discuss whether each is a person, place, or thing.
- As students read, have them pay attention to proper nouns. Have students practice pronouncing each proper noun the first time they see it so that it is easier to read the next time they encounter it.

Developing Fluency

Model reading page 54. Demonstrate a change in tone when reading a quotation. Have a volunteer read aloud other text with quotations.

Oral Language/Conversation

Talk About War Lead a discussion about why people fight wars. Discuss how alliances might start wars and negotiations might stop them.

Extending Meaning Through Writing

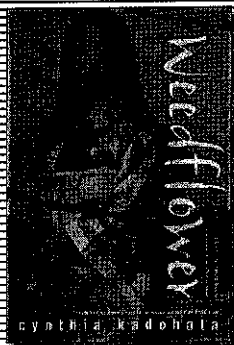
- Have students write a summary explaining how various European nations felt about each other just before WWI. (**Expository**)
- Invite students to write a journal entry from the point of view of a soldier participating in the Christmas truce. (**Narrative**)

Connecting to Everyday Literacy

The book discusses how countries used propaganda to persuade their citizens that the people of other countries were their enemies. To link students to real-world persuasive text, share an example of a propaganda poster. Have students discuss the imagery used and summarize the message of the poster. For more examples of persuasive text, go to <http://www.loc.gov/rr/program/bib/wwi/wwi.html>.

Weedflower

GUIDED READING PROGRAM Text Types



Summary & Standard

During World War II, Sumiko and her family are forced to live in a detention camp in Arizona on Native American land. Sumiko befriends Frank, a Mohave, and gains insight about herself and about friendship. Students will read literature from and about a wide range of historical periods and perspectives.

Author: Cynthia Kadohata

Genre: Historical Fiction

Text Type: Novel

Word Count: 250+

Theme/Idea: finding friends in unlikely places; facing injustice with strength of character

Making Connections: Text to World

Before reading this book, ask students to share what they know about the internment of Japanese Americans during World War II. Supply historical information about that time period. Define *internment* and *internment camp*.

To expand the discussion, ask: *What do you think it would be like for someone to lose his or her home and possessions and be sent to an internment camp?*

For additional information to share with students on the Japanese internment camps, see http://pbskids.org/wayback/fair/fighters/fighters_01_1.html.

Vocabulary

Essential Words: barracks, citizen, evacuate, friendship, reservation

Related Words for Discussion: discrimination, injustice, *Issei*, *Nikkei*, power

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 The story is told in chapters. Notes and letters between family members are italicized. An end note gives historical background.

Content In addition to the End Note, the narration skillfully weaves in the historical and political context—the bombing of Pearl Harbor, the declaration of war, and the stages of Japanese internment—with the story of Sumiko and her family. The engaging narrative will keep students interested in these factual aspects.

Praise students for specific use of “Behaviors to Notice and Support” on page 120 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The novel is not illustrated and contains a lot of dialogue. Tell students to pause for a break when needed. They may have to reread sections to keep track of who is speaking.

Vocabulary Some Japanese words are used; point out to students that those words are italicized and defined in context. Similarly, they will need to use context clues to find explanations of specialized horticultural terms such as *disbudding* and *grading*.

ELL Bridge

Preview some of the essential vocabulary with students, such as *barracks*, *evacuate*, *relocation*, and *reservation*. Define the words for students, or if they are able, have them look up the words in a dictionary and use each in a sentence. Invite students to share their experiences with family members who are learning and speaking English the way Sumiko's grandfather did.

LEVEL
Y

Teaching Options

Developing Comprehension

Thinking Within the Text

Ask students to summarize the plot of *Weedflower*. Ask: *What is the conflict Sumiko faces with herself? With the world? How is each conflict resolved?* Have students relate the important events in sequence.

Thinking Beyond the Text

Have students compare Sumiko's listed thoughts at the beginning of the book and again at the end. Ask: *How have they changed? How do they reflect a change in Sumiko? How did her experiences in the internment camp cause these changes?*

Thinking About the Text

Ask students why they think the author included the incident of Sumiko's invitation to the party and then being "uninvited." Ask: *How did it affect your feelings about Sumiko? What did it tell you about the time in which she lived?*

Making Inferences

Remind students that good readers often have to "read between the lines" to fully understand and appreciate a story. That means reading what the text says and adding your own knowledge and experience to understand what is not directly stated. Ask questions such as:

- *Why do you think Frank calls Sumiko "Weedflower"? How was stock, or weedflower, different from the carnations that Sumiko's family grew? Do you think Frank was being kind or mean? Why?*
- *Why were the children in the camp becoming "wild" and stealing?*
- *Why did Sumiko want to stay at Poston and not go with her aunt to Chicago?*

Have students share other inferences they made when reading the book.

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

Developing Phonics and Word-Solving Strategies

Suffixes

Remind students that a suffix is a word part added to the end of a base word. The new word has a related meaning to the base word, but it is a different part of speech.

- Write these words on the board: *evacuate*, *evacuee*, *evacuation*. Have students identify the base word and suffix in each, define the word, and tell what part of speech it is.

Developing Fluency

Have students select a chapter and read it independently to foster fluency. Students may share pages from their chapters by reading them aloud to a partner.

Oral Language/Conversation

Talk About Injustice Discuss the injustice that Japanese and Native Americans suffered in the story. Ask why people treat others this way.

Extending Meaning Through Writing

- Have students write a letter to Sumiko telling her what they think about her story. **(Letter)**
- Have students write an editorial stating their opinion on the internment of the Japanese, giving reasons and persuading others that their opinion is well based. **(Persuasive)**

Connecting to Everyday Literacy

Sumiko's family exchanges letters explaining what is happening in their lives, and Sumiko vows to write letters to her friends and relatives at the end of the story. Show children examples of friendly letters. Point out that there is certain information that many writers include when they write a friendly letter. To link students to real-world procedural text on how to write a friendly letter, go to <http://www.letterwritingguide.com/friendlyletterformat.htm>.

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